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Intermediate

Practical English Course

Книга для викладача

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ІМ. ТАРАСА ШЕВЧЕНКА

ПРАКТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ

ЧАСТИНА ДРУГА

КНИГА ДЛЯ ВИКЛАДАЧА

*Рекомендовано Міністерством освіти і науки України
як навчальний посібник для студентів другого курсу,
що навчаються за філологічними спеціальностями
та за фахом “Переклад”*

*За редакцією
Л. М. Черноватого та В. І. Карабана*

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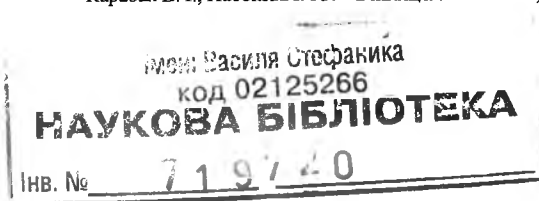
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Книга для викладача до практичного курсу англійської мови для студентів другого курсу вищих закладів освіти (філологічні спеціальності та спеціальність «Переклад») має на меті допомогти викладачам у роботі зі згаданим підручником. До її змісту ввійшли «Вступ», який повторює інформацію, що міститься у передмові до підручника, ключі до найбільш складних вправ підручника, а також транскрипт текстів для навчання аудіювання, які записані на аудіокасету.

Для викладачів вищих навчальних закладів, що працюють з підручником для студентів другого курсу вищих закладів освіти (філологічні спеціальності та спеціальність «Переклад») (серія Dictum Factum, автори Черноватий Л. М., Карабан В. І., Набокова І. Ю. – Вінниця: Нова книга, 2005. – 355 с).

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Вступ

Дана робота є продовженням “Книги для викладача” для першого курсу (*Dictum Factum Pre-intermediate English Course*) і призначена для викладачів другого курсу перекладацьких факультетів або перекладацьких відділень факультетів іноземної філології університетів, які використовують підручник *Dictum Factum Intermediate English Course*.

Вихідний рівень. Відповідно до рекомендацій Комітету з питань освіти при Раді Європи щодо навчання іноземних мов (*A Common European Framework of Reference 2001*) та Програми з англійської мови для університетів (Ніколаєва та ін. 2001), по закінченні першого курсу студенти факультетів іноземної філології мають відповідати рівню *B2.1* в аудіюванні, діалогічному мовленні та письмі, а також рівню *B2* в монологічному мовленні та читанні. Коротко характеристики згаданих рівнів (див. Ніколаєва та ін. 2001, с. 116–117) за видами мовленнєвої діяльності зводяться такого: *аудіювання* – розуміти зміст поширених повідомлень, викладених відносно стандартною вимовою в межах знайомих тем; розуміти основний зміст теле- та радіо повідомлень, пов’язаних з поточними подіями або темами, що становлять особистий чи фаховий інтерес; *діалогічне мовлення* – брати активну участь в обговоренні знайомих тем, викладаючи власну точку зору та аргументуючи її; *монологічне мовлення* – породжувати чіткі детальні описи людей, місцевостей та процесів; робити невеликі підготовлені доповіді на задану тематику; *письмо* – вмінні заповнювати бланки заяв, писати записки, інструкції, офіційні та особисті листи з оцінкою значення подій та одержаного досвіду; *читання* – читати статті та повідомлення, що стосуються сучасних проблем, і в яких автор викладає власну точку зору (більш детально див.: *A Common European Framework of Reference 2001*; Ніколаєва та ін. 2001). Саме на такий рівень розрахований матеріал цього підручника. Рівню *B2* відповідає тест *FCE (First Certificate in English)* у Кембріджській (*UCLES*) класифікації тестів (див. *First Certificate in English 1997*), відповідно і матеріал підручника та структура його завдань готують студентів до тестів такого типу.

Цілі навчання в підручнику формулюються, виходячи із загальної мети усього п’ятирічного курсу (див. Ніколаєва та ін. 2001), і зводяться до практичних (формування мовленнєвих навичок і умінь та засвоєння лінгвістичних і соціокультурних знань), когнітивних (розвиток когнітивних здібностей), афективних (формування впевненості щодо використання мови як засобу комунікації та для перекладу, а також розвиток позитивного відношення до вивчення англійської мови та засвоєння відповідної культури), освітніх (розвиток здатності до самостійного пошуку та засвоєння нового матеріалу), фахових (розвиток перекладацької компетенції з першого ж дня навчання в університеті), соціальних (розвиток загальних умінь спілкування).

Наприкінці другого курсу студенти мають досягти рівнів *B2.2* в аудіюванні та діалогічному мовленні, рівня *B2* в письмі, а також рівня *C1.1* в монологічному мовленні та читанні. Зміст вказаних рівнів (див. Ніколаєва та ін. 2001, с. 116–117) викладений далі: *аудіювання* – в межах знайомих тем розуміти зміст поширених повідомлень, що включають складні типи аргументації; розуміти короткі тексти наукового характеру, а також більшість теле- та радіо новин і програм, пов’язаних з поточними подіями; *діалогічне мовлення* – підтримувати спілкування зі швидкістю та спонтанністю, ступінь яких є достатньою, аби не спричинювати незручності співрозмовнику; *монологічне мовлення* – виступати з широкого кола питань, пов’язаних з колом власних інтересів; пояснювати власну точку зору на конкретну проблему, аналізуючи переваги та недоліки різних варіантів її вирішення; *письмо* – писати стислі повідомлення або твори для передачі інформації або викладення аргументів на користь або проти конкретної точки зору; *читання* – читати сучасну художню прозу; розуміти фактичну інформацію, передану як експліцитно, так й імпліцитно.

Досягнення таких цілей на другому курсі здійснюється завдяки вирішенню низки завдань, а саме: а) засвоєнню близько 5 000 лексичних одиниць (слів та зворотів) в межах пройдених тем; б) інтеграції навичкових параметрів (фонетики, лексики та граматики) у мовленнєвих умінях (паралельне формування фонетичних та граматичних навичок здійснюється із застосуванням окремих сібників, що не входять до змісту цього підручника (див. *Dictum Factum Practical University Grammar 2005*); в) аудіювання текстів, що відносяться до тем, які студенти вивчають; г) упевненого спілкування в межах згаданих тем; д) уміння долати чинники, що перешкоджають розумінню під час спілкування; е) розвитку гнучких стратегій читання як мовленнєвого умінь за рахунок формування усіх його видів; є) розвитку письма як мовленнєвого умінь на матеріалі складання офіційних та приватних листів, а також написання невеликих творів; ж) засвоєнню певного обсягу соціокультурних знань за рахунок читання відповідних текстів, застосування ілюстративного матеріалу тощо; з) формуванню перекладацьких навичок завдяки розвитку умінь компресії тексту, засвоєнню елементів перекладацького скоропису та виконанню перекладних вправ.

Зміст навчання. Тематика, як і передбачено Програмою (Ніколаєва та ін. 2001), на відміну від першого курсу, відноситься не тільки (чи переважно) до блоку “Людина та її оточення”, але і до блоків “Англомовний світ і Україна” та “Гуманітарна сфера”, які на всіх етапах тісно переплітаються зі соціокультурним компонентом: 1) Великобританія: Лондон: історія, сьогодення, культурне життя (найвідоміші культурні заходи, які щорічно проводяться в Лондоні), райони Лондона (найвідоміші вулиці, площі тощо), 2) транспортна система Великобританії та Лондону, види транспорту, пересування містом, транспортні проблеми; 3) США: найбільші міста (Вашингтон, Нью-Йорк, Чикаго, Лос Анджелес, Сан-Франциско) – загальна характеристика, найвідоміші

пам'ятки та статистичні дані; 4) Нью-Йорк – визначний світовий центр: головні музеї Нью-Йорка; головні образотворчі течії, що виникли в Нью-Йорку; сучасна архітектура Нью-Йорка; найвідоміші художники й архітектори, імена яких пов'язані з Нью-Йорком; театри Нью-Йорка та найвідоміші драматурги, пов'язані з Нью-Йорком; 5) Україна: деякі з найважливіших міст (Київ, Харків, Одеса, Львів) – загальна характеристика, найвідоміші пам'ятки та статистичні дані; Київ – найкраще та найгірше в столиці очима американців та українців; 6) Мегалопіси та їхні проблеми (надмірна концентрація населення; транспортні, екологічні, санітарні, кримінальні проблеми; контрасти майнової нерівності); 7) Погода; прогноз погоди; температура за Цельсієм та Фаренгейтом; типи клімату; Антарктида і проблеми глобального потепління; опади і пов'язані екологічні лиха (повені тощо); типи хмар та погодних фронтів; аномальні атмосферні явища; типи блискавок та шкода, що заподіюється ними; типи вітрів, шкала Бофорта; парниковий ефект та його вплив на зміни клімату в англійських країнах та в Україні); 8) Мода, одяг та індустрія виготовлення і продажу одягу: жіночий та чоловічий легкий і теплий одяг; взуття та головні убори; матеріали, кольори, фасони одягу, розміри одягу в англійських країнах та Україні; тенденції моди; молодіжна та “доросла” мода; швейна промисловість і торговельні заклади, що продають одяг; 9) Тваринний світ (домашні тварини, дикі тварини, їхні види та характеристики, назви самців і самок, груп, та місць проживання, поведінка тварин); проблеми співіснування людей і тварин); 10) Рослинний світ (культивовані та дикі рослини, типи рослин та їхні характеристики, розповсюдження рослин, проблеми вирощування генетично модифікованих рослин).

Розвиток мовленнєвих умінь. Досягнення мети навчання аудіювання (див. вище) здійснюється як за рахунок спеціальних вправ у класі, включаючи спілкування з викладачем та іншими студентами, так і завдяки домашній та самостійній роботі (прослуховування аудіокасети, що входить до комплексу з підручником, радіопередач, перегляд телевізійних передач та кінофільмів).

Навчання *говоріння* ставить за мету розвиток умінь спонтанного непередбаченого спілкування, а не відтворення завчених текстів. З цієї метою застосовуються мовленнєві вправи проблемного характеру, пов'язані з необхідністю опису, порівняння, протиставлення, аналізу, оцінки та формулювання висновків, відстоюванням власної точки зору, аргументуванням тощо. Протягом другого курсу студенти, на додачу до 26 мовленнєвих функцій, засвоєних протягом першого курсу, мають оволодіти ще 24-ма (див. розподіл функцій на початку підручника). Для забезпечення мовленнєвих вправ, на додачу до вправ, пов'язаних з текстами та особистим досвідом студентів, підручник має окремий розділ (*Visuals*) з кольоровими фотографіями та мовленнєвими завданнями до них. Такі вправи, що виконуються в парному та груповому режимі, забезпечують активність студентів та інтенсивність їхньої праці.

Змістом *навчання читання* є розвиток контекстуальної догадки для розуміння незнайомих слів у тексті, розпізнавання його головної ідеї, складових, їхньої структури, елементів та засобів зв'язку між ними. Передбачається також формування навичок відновлення деформованих текстів, розвиток умінь розпізнавання аргументації автора, прогнозування змісту тексту, виходячи з наявної інформації. Цілеспрямований розвиток зазначених навичок та умінь здійснюється в останніх уроках кожного розділу (*Unit*), які включають різноманітні та цікаві вправи, побудовані за рекурсивним принципом, коли студенти знову і знову перечитують текст, щоразу з новим завданням. Додаткову мотивацію забезпечує застосування виключно автентичних текстів, які практично не адаптувалися (за винятком незначних скорочень), і запозичені з британських та американських засобів масової інформації.

Мета *навчання письма* як мовленнєвого умінь досягається за рахунок вправ на написання офіційних та особистих листів і записок, опису об'єктів та подій, інструкцій, міні-творів. Особливо привабливими для студентів є завдання творчого типу, де вони можуть проявити власну індивідуальність. Накопичений під час експериментальної перевірки підручника досвід проведення конкурсів серед студентів на кращий міні-вір мав шалений успіх, несподіваний навіть для організаторів. Це спричинило значне підвищення зацікавленості студентів щодо навчання письма в цілому.

Засвоєння лексики та її відпрацювання і включення до структури мовленнєвих умінь є одним з основних завдань уроків, що передують тим, основною метою яких є навчання читання. Лексика вводиться семантичними кластерами і семантизується без застосування перекладу за допомогою малюнків, контексту, використання синонімів або антонімів та пояснень англійською мовою. Наявність двомовних (англо-українського та українсько-англійського) словників наприкінці підручника знімає будь-які лексичні проблеми студентів. Враховуючи орієнтацію на міжнародні тести типу *FCE (First Certificate in English)*, в підручнику передбачена систематична робота по засвоєнню фразових дієслів. Суттєвою відмінністю даної роботи є використання новітніх досягнень лексикологічних досліджень, зокрема даних сучасних комбінаторних словників (див. *Oxford Collocations Dictionary of English 2002*) та застосування комбінаторних таблиць з відповідними вправами. Вперше у практиці створення навчально-методичних матеріалів систематично вводяться і відпрацьовуються ідіоматичні вирази за тематичним принципом (наприклад, пов'язані з назвами предметів одягу тощо). Робота з ними супроводжується застосуванням елементів гумору, який втім присутній і в інших компонентах підручника, починаючи з фабульної сюжетної лінії, що умовно пов'язує різні теми та підтеми між собою, і закінчуючи листами та міні-творами, які студенти пишуть вдома. За нашими спостереженнями, це сприяло створенню невимушеної атмосфери в класі та формуванню позитивного відношення до навчання.

Суб'єктивні враження підтвердились і результатами анонімного анкетування студентів після закінчення експериментального навчання, які високо оцінили запропонований їм підручник (більш докладно див. Черноватий 2003).

Фахова перекладацька підготовка студентів вже на цьому ранньому етапі забезпечується, крім традиційних для вітчизняних підручників вправ на переклад (яких порівняно небагато, і які виконують швидше узагальнюючу функцію, перевіряючи міцність перекладацьких лексично-граматичних навичок при роботі з текстом, що відзначається високим ступенем концентрації активної лексики), спеціальними вправами для розвитку навичок роботи зі словниками (де студенти мають знайти різницю між синонімічними словами), на компресію текстів, транскрибування власних імен та на засвоєння елементів перекладацького скоропису (підручник містить спеціальний розділ з викладом основних принципів та прикладів його застосування. При цьому ми спиралися на існуючі посібники для навчання перекладацького скоропису (див. Ребрій 2002).

Структура підручника. Підручник вкпочає такі компоненти: 1) карта розподілу матеріалу підручника (MAP OF THE DICTUM FACTUM INTERMEDIATE PRACTICAL ENGLISH COURSE), яка показує розподіл матеріалу за розділами (*Units*), уроками (*Lessons*), темами (*Topics*), функціями (*Functions*), а також вказує, на які частини тесту типу *FCE* переважно орієнтовані вправи відповідного уроку (*FCE Exam Focus*); 2) Вступ; 3) основна частина підручника, розділена на чотири розділи (*Units*), в одному з яких (першому) – 4 уроки, а в інших – по 5; 4) Додаток (*Addendum*) складається з двох частин – перша містить пояснення, як виконувати вправи, призначені для роботи зі словниками, а друга – пояснює принципи виконання вправ на компресію текстів та застосування елементів перекладацького скоропису, вводить нові символи та подає зразки скороченого запису перших абзаців відповідних текстів; 5) секція наочності (*VISUALS*) містить кольорові фото для стимулювання говоріння студентів у мовленнєвих вправах, а також зразок тесту на говоріння, який студенти мають скласти наприкінці семестру; 6) англо-українські та українсько-англійські словники до кожного уроку.

Структура розділу. Візьмемо для прикладу розділ 1. Він складається з 4 уроків, перші чотири з яких призначені переважно для засвоєння лексики з відповідних тем та її відпрацюванні у говорінні, аудіюванні та на письмі. Останній урок більше орієнтований на розвиток умінь читання, хоча останнє присутнє і в усіх попередніх уроках, так само як інші види мовленнєвої діяльності теж присутні в останньому уроці розділу 1. Тобто, розвиток усіх видів мовленнєвої діяльності ведеться на усіх етапах роботи в межах розділу, але співвідношення їхньої питомої ваги може коливатися, залежно від мети конкретного уроку.

Контроль засвоєння змісту підручника здійснюється переважно у форматі тесту *FCE* (*First Certificate in English*), тобто за допомогою комплексного тесту,

який включає чотири частини: 1) аудіювання (40 хвилин, 4 тексти: I – розуміння загального змісту, II – розуміння деталей, III – пошук конкретної інформації, IV – розпізнавання смислу та факторів відношення) має форму підтвердження або спростування, множинного вибору, заповнення пропусків або таблиць тощо, знаходження відповідника, дописування незакінчених речень; 2) говоріння – студентів тестують парами (14 хвилин на кожен пар, чотири завдання: I – бесіда на особисті теми без візуальної опори; II – порівняння, протиставлення та розмірковування з візуальною опорою на два або більше малюнків; III – обговорення та оцінювання з візуальною опорою на серію малюнків; IV – розвиток теми, яка обговорювалася в частині III, з перенесенням обговорення на особистий досвід студентів. Зразок тесту для оцінки говоріння наведений у підручнику (*SAMPLE SPEAKING TEST*, розділ *VISUALS*); 3) читання (75 хвилин, 4 тексти: призначення текстів та варіанти форми виконання – такі ж, як і при контролі аудіювання), структура вправ для навчання читання у підручнику відповідає тій, яка використовується при тестуванні; 4) письмо (90 хвилин, 2 завдання: диктант (1 500 знаків), написання листа за завданням (120–180 слів) або міні-твору за завданням (120–180 слів). Лексичний та граматичний компоненти контролюються за допомогою окремих письмових перекладів англійською мовою з української (обсяг кожного перекладу – 1 000 знаків, час на виконання кожного перекладу – 45 хвилин). Фонетичний тест проводиться окремо. Комплексний тест у повному обсязі використовується тільки раз у семестрі, на останньому тижні навчання. На усний іспит виносяться тільки фонетичний тест та тест для перевірки говоріння. Оцінки з усіх частин комплексного тесту складаються і виводяться середня, яка округлюється за арифметичними правилами. Контроль протягом семестру здійснюється за допомогою перекладів та диктантів (приблизно раз на місяць, по закінченні певної дози матеріалу. Підготовка до здачі інших компонентів тесту відбувається в процесі навчання, бо більшості вправ мають структуру, ідентичну структурі завдань відповідної секції тесту.

Експериментальне навчання, проведене на протязі двох років в групах другого курсу англійського перекладацького відділення факультету іноземних мов Харківського національного університету ім. В. Н. Каразіна показало, що застосування даного підручника дозволяє сформувати повноцінні мовленнєві навички та уміння і засвоїти релевантну соціокультурну інформацію.

Обсяг часу, необхідний для відпрацювання змісту посібника, залежить від рівня студентів. Для студентів, що відповідають вхідним вимогам достатньо 6–8 годин на тиждень (решта часу використовується для навчання фонетики, лексики, домашнього читання тощо). У разі невідповідності студентів вхідним вимогам, обсяг часу коригується, в залежності від конкретної ситуації.

При підготовці підручника були використані такі джерела.

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UNIT 1. TOWN AND GOWN

Lesson 1. Part 1. Exercise 9 (p.19) (See the Tapescript)

Settlement, 2000, destiny, British, founder, Hill, Circus, weather-beaten monarch, church, street, foundation, Roman, invaders, strategic, flattest, province, estuary, 5-th, invading westwards, city, villages, suburbs, invasion, construction, Tower, Bridge, located, inhabitants, royal, epidemic, Black, population, greatest, hundred, manager, passed, ranking, Victorian, museum, throne, world, population, century.

Lesson 1. Part 2. Exercise 2 (p. 22)

Transport services: road services, rail services, air services, bus services, underground services, commuter services, local services, orbital links.

Types of connections: road, orbital motorway, M25, radial motorways, tunnels, Channel Tunnel, channel tunnel link, rapid link, tube lines, underground system, Jubilee Line, European flights, Limehouse Link, bus connections, bus network, Jubilee Line underground extension, rail interchanges, bus interchange, main roads, bus-only lanes.

Verbs to describe roads etc: ring, radiate, offer good connections, link, run.

Verbs to describe travelling: travel, arrive, depart, carry, handle, run (a convenient 10-minute check-in time).

Verbs to describe the development of transport infrastructure: extend, construct, redevelop, provide, coordinate with.

Types and names of stations: terminus (termini), grand Victorian termini, Victoria station, Victoria Tube station, Charing Cross station, Waterloo International, airports (Heathrow, Gatwick, Stansted, Luton, London City), DLR's Prince Regent station.

Types of transport: public transport, means of public transport, trains, ferry, underground (metro, Tube), bus, taxi, Docklands Light Railway.

Types of destinations: cities, towns, ports, the continent, London, the capital, the centre of London, the outskirts of London, suburbs, mainland Europe, channel ferry ports, Britain, the rest of the country, Docklands, the City, rail stations, bus stations, rail interchanges, bus interchange.

Prepositions of place and directions: between, from, into, across, through, off, to, at, for, in, on, around, underground, above ground.

People: train passengers, channel tunnel link passengers.

Adjectives and adverbs to describe traffic etc: busy, one of the largest in the world, entirely, high season, 68.1 million passengers a year, 100,000 passengers a day, growing number, a convenient 10-minute check-in time, is only 20 minutes from the City, recently constructed, large, important, integrated transport planning, three-minute connection.

Lesson 1. Part 2. Exercise 5 (p. 22)

Who:

| | | | | |
|--|----|---|----|---|
| states that public transport has a negative impact upon passengers' psycho | | | 0 | A |
| complains that some passengers cannot even get on | 1 | A | 2 | B |
| suggests introducing new standards into the public transport industry | | | 3 | C |
| argues that the situation is the same in all major cities of the country | | | 4 | B |
| blames privatization of rail transport for the problems | | | 5 | D |
| accuses the government of having broken their promises | | | 6 | D |
| accuses the government of criminal behavior | | | 7 | A |
| thinks it is immoral to make money out of people's suffering | | | 8 | D |
| states that the situation may seriously affect the tourist industry | | | 9 | B |
| explains the situation by the shortage of the means of transport | 10 | B | 11 | C |
| demands quick measures to be taken | | | 12 | A |
| argues that the government won't reach other aims without solving the public transport problem first | | | 13 | C |
| states that the passengers do not believe the government can do anything | | | 14 | B |
| predicts that things may get much worse in the future | | | 15 | A |

Lesson 1. Part 2. Exercise 6 (p. 23)

Words to describe public transport problems: crowding, overcrowding, constant gross overcrowding, bus overcrowding, traumatising, struggling, safety risk, peak times, unable to board vehicles, cannot even get on the board, travel chaos, filled with more than twice their capacity, there is not the capacity in the current system, delayed trains, traffic jams, congestion on the roads, deteriorating travel, continued growth in passengers numbers, money is being taken out of the industry as profits, privatised market structure cannot deliver a solution, commuters routinely cannot find a seat, chronic under investment in rolling stock.

Words to describe the passengers' feelings and conditions: late, tired, stressed, uncomfortable, forced into intolerable conditions, positively frightening conditions, daily trauma, nightmare, expect their journey to be unpleasant and difficult, acceptable fact of travelling life.

Words to describe the situation: bad, likely to get worse, a tragedy waiting to occur.

Words to describe travelling: journey.

Actions (not) taken by officials: failed to tackle the problem, immediate plans to improve the situation, cut car travel and pollution, hugely improve public transport, limit congestion on the roads, introduce a new system of measuring rail crowding, reduce bus overcrowding by greater use of bus priority measures, quick fix, more capacity, ensuring reliable and regular services, replacing rolling stock, set targets to reduce overcrowding, easy overnight solutions, progress, new routes, more trains.

Actions (not) taken by passengers: cope with frightening conditions, have given up complaining, see as inevitable.

Means of transport and related words: train, vehicles, route, metro link, commuter lines.

People and organizations: Commons Transport Committee, passengers, Tory transport spokesman, Britons, tourists, Transport Secretary, government, train companies, Rail Passengers Council, taxpayers, commuters.

Areas: South East, Huddersfield, Manchester, major urban areas.

Lesson 1. Part 2. Exercise 9 (p. 23) (See the Tapescript)

1. C; 2. B; 3. A; 4. A; 5. B; 6. B; 7. A.

Lesson 1. Part 3. Exercise 1 (p. 25)

1. A; 2. G; 3. AA; 4. E; 5. H; 6. U; 7. B; 8. N; 9. P; 10. D; 11. R; 12. K; 13. X; 14. L; 15. Y; 16. O; 17. F; 18. T; 19. M; 20. W; 21. V; 22. S; 23. C; 24. Z; 25. I; 26. Q; 27. J.

Lesson 1. Part 3. Exercise 2 (p. 25)

1. as the crow flies; 2. burn bridges; 3. busman's holiday; 4. climb on the bandwagon; 5. from pillar to pillar; 6. ghost town; 7. live in an ivory town; 8. King's English; 9. go off to the land of Nod; 10. meet one's Waterloo; 11. nine days' wonder; 12. sit on the fence; 13. no joy in Mudville; 14. go to Timbuktu; 15. go to town; 16. town and gown; 17. at close quarters; 18. the driver's seat; 19. blind alley; 20. build bridges; 21. come to the wrong shop; 22. come against a blank wall; 23. do Yeoman's service; 24. any Tom, Dick and Jerry; 25. explore every avenue; 26. drive somebody to the wall; 27. Jack of all trades.

Lesson 2. Part 1. Exercise 1 (p. 28)

Which of the cities: A. Washington B. New York C. Chicago D. Los Angeles

| | | | | |
|--|----|---|---|---|
| is the capital of the USA | 0 | A | | |
| has the largest population | 1 | B | | |
| was bought by its first owner for a tiny sum | 2 | B | | |
| is situated on the bank of a lake | 3 | C | | |
| occupies the smallest area | 4 | A | | |
| is affected by natural disasters | 5 | D | | |
| has a pleasant climate | 6 | D | | |
| has five districts | 7 | B | | |
| does not belong to any of the 50 states of the USA | 8 | A | | |
| is situated by the mountains | 9 | D | | |
| is certainly not a significant port | 10 | A | | |
| is situated on the ocean shore | 11 | B | D | |
| has a place with the same name that London has | 12 | A | B | D |
| has a district with its own media | 13 | B | | |
| got a present from France | 14 | B | | |
| has a downtown area on an island | 15 | B | | |
| has a monument over 100 meters high | 16 | A | | |
| is the US movie capital | 17 | D | | |
| has a symbol dating back to the 19th century | 18 | B | | |
| is situated on the banks of a river | 19 | A | | |
| has the highest skyscraper | 20 | C | | |

Lesson 2. Part 1. Exercise 2 (p. 31)

| | Washington | New York | Chicago | Los Angeles |
|----------------|---|--|---------------------------|---|
| State/District | District of Columbia | New York | Illinois | California |
| State nickname | | Empire State | Prairie State | the Golden State |
| Status | capital of the United States of America | city of immigrants; the most exciting and the most changeable city in the world; the largest city in the USA | the third largest city | the second most populous city in the United States after New York |
| Waterways | Potomac River | Atlantic Ocean; New York Harbor | 47 km along Lake Michigan | Pacific Ocean |

| | | | | |
|-------------------|---|--|--|--|
| Center of | seat of federal government, heart of a dynamic metropolitan region | center of American finance, advertising, art theatre, publishing, fashion - and much more | one of the country's leading industrial, commercial, transportation, and financial centers; center of a large metropolitan area; a significant port for both domestic and international trade; one of the nation's leading producers of steel, medical appliances, railroad equipment, soap, paint, cosmetics, industrial machinery and sporting goods | one of the nation's major industrial, commercial, and financial centers |
| Area | 176 sq km; Washington metropolitan region (D.C + 24 counties in the surrounding states) -17,920 sq km | | 588.2 sq km | 1,214.2 sq km. |
| Famous for | home to many famous and interesting public buildings and monuments | The Statue of Liberty in New York Harbor presented by the French in 1886 (354 stairs); Manhattan; Wall Street; Chinatown; the East Village and Greenwich Village - center of New York's excitement; Little Italy | many beautiful lakes and parks (Grant Park, Lincoln Park, and Jackson Park); several of the tallest buildings in the world, including the Sears Tower, 110 stories high | famous for its balmy climate, lush scenery, television industries, freeways, and occasional earthquakes; Beverly Hills - movie-star residents and the Rodeo Drive shopping district. Against the Santa Monica Mountains, is West Hollywood and Sunset Strip - dance clubs and designer clothes shops. Griffith Park - major outdoor recreation area. |

| | | | | |
|----------------------------|--|--|--|--|
| Other peculiarities | The U.S Capitol on a hill 27 m above the Potomac. The oldest federal building - the White House, an official residence of the U. S president. The Mall, a narrow park 1.6 km from the Capitol to the Washington Monument, 169 m high. The Mall hosts many special demonstrations and events such as the National Cherry Blossom Festival, the Chinese New Year, Columbus Day, Saint Patrick's Day and the Fourth of July | Manhattan: island 13 X 2 miles; East Side and the West Side; The dividing line - Fifth Avenue; bought in 1626 by a Dutchman from the Indians for 24 dollars; the Dutch were the first Europeans to settle; Italian restaurants of Little Italy; Chinatown: 7 newspapers and 200 restaurants; Active night-life with plenty of bars, restaurants and clubs. | Almost every ethnic group found in the United States is represented in Chicago. Ships deliver iron ore, coal, petroleum, and grain. Foreign vessels bring fish, steel, automobiles, etc. The boats depart carrying machinery, farm equipment, food products. | Places of historical interest as Olvera Street, Plaza Church, and Avila Adobe, built in 1818 and the city's oldest building. Other tourist attractions: Farmers Market, New Chinatown, Little Tokyo, the movie studios in Hollywood, Mann's Chinese Theatre (collection of hand-prints and footprints of film stars), Forest Lawn Memorial Park (cemetery with unusual statues and monuments). |
| City Parts | | 5 boroughs: Manhattan, Queens, Brooklyn, The Bronx, Staten Island | | |

Lesson 2. Part 1. Exercise 5 (p. 32) (See the Tapescript)

1. A; 2. C; 3. C; 4. C; 5. A; 6. B; 7. A; 8. A; 9. B; 10. C; 11. A; 12. D; 13. C; 14. C.

Lesson 2. Part 1. Exercise 6 (p. 33)

| | |
|----------------------------|---|
| State/District | western California. |
| Status | Center of the San Francisco Bay area |
| Waterways | Pacific Ocean, San Francisco Bay |
| Center of | San Francisco was developed as a port city, and its early growth was centered on its waterfront. San Francisco was the major Pacific Coast seaport of the United States. Today the city is an important center for finance, technology, tourism, and culture. |
| Area | San Francisco itself is only 122 sq km of land area, but the city's Primary Metropolitan Statistical Area has a total area of 4,665 sq km. |
| Famous for | Famous for its beautiful setting, San Francisco is built on a series of steep hills located on the northern tip of a peninsula at the entrance to San Francisco Bay; Bay and Golden Gate bridges. modern skyscrapers: 48-story Transamerica Pyramid and the 52-story Bank of America building (house financial institutions, corporate headquarters, and professional offices) |
| Other peculiarities | The city was named after San Francisco Bay, named for Saint Francis of Assisi by early Spanish explorers. |
| Climate | The cool waters of the ocean and bay surround San Francisco on three sides, moderating the climate, which is characterized by balmy, rainy winters and cool, dry summers. |
| City Parts | Union Square (shopping district containing major department stores and specialty shops); Chinatown (expensive apartments, steep hills, dramatic views of the bay); The Tenderloin (inexpensive hotels and low-rent apartments); Russian Hill; North Beach (numerous Italian restaurants); Telegraph Hill (Coit Memorial Tower, a memorial to San Francisco's fire fighters, 64 m tall); Ghirardelli Square and the Cannery (fashionable shops and restaurants); Hyde Street Pier (with its historic ships); Mission District (began to develop in the 1870s as a working-class residential area; once home to large numbers of Irish immigrants, now houses Hispanic community from Mexico and Central America) + Mission Street (retail shopping); |

Lesson 2. Part 2. Exercise 2 (p. 36)

1. finance; 2. business; 3. news; 4. communication; 5. the art; 6. modern dance/ballet; 7. publishing; 8. entertainer; 9. actors; 10. world's most famous opera; 11. the largest book collection.

Lesson 2. Part 2. Exercise 5 (p. 36) (See the Tapescript)

Art, guidebooks, artists, supporting, galleries, exhibitions, impression, museums, modern, houses, collection, Metropolitan, comparable, British, Louvre, Guggenheim, Cloisters, medieval, Brooklyn, collection, Design, Indian, Craft, Whitney, addition, art, Natural, book, investing, renovate.

Lesson 2. Part 2. Exercise 7 (pp. 37-39) (See the Tapescript)

Art, artists, galleries, exhibitions, movements, spread, international, Expressionism, Painting, Pop-art, Minimal, Photorealism, movements, Close, Kooning, Hoffman, Johns, Liechtenstein, Pollock, Rothko, Segal, Warhol, artists, Wyeth, O'Keeffe, exhibitions.

Lesson 2. Part 2. Exercise 9 (pp. 39-40) (See the Tapescript)

Architecture, Sullivan, skyscraper, Wright, Manhattan, modern, Guggenheim, Wright's, Bauhaus, Rohe, partnership, Johnson, design, best-known, architects, Saarinen, Meier, represented, architecture, Yorkers, gallery, international, media, publishing, headquarters, journalists, "street art", graffiti, paintings, California, associated.

Lesson 2. Part 2. Exercise 11 (pp. 40-41) (See the Tapescript)

Healthy, groups, Broadway, stages, experimental, playwrights, Miller, Williams, Albee, Simon, Wilson, actors, California, musicians, composers, competition.

Lesson 2. Part 3. Exercise 1 (p. 43)

1. Y; 2. U; 3. P; 4. C; 5. R; 6. Z; 7. V; 8. J; 9. F; 10. X; 11. I; 12. Q; 13. D; 14. E; 15. N; 16. H; 17. G; 18. S; 19. O; 20. M; 21. A; 22. T; 23. L; 24. K; 25. W; 26. B.

Lesson 2. Part 3. Exercise 2 (p. 43)

1. party wall; 2. on a spree; 3. shopping mall; 4. make capital out of something; 5. like a bull in a china shop; 6. flea market; 7. gray market; 8. black market; 9. bull market; 10. bear market; 11. play the market; 12. the writing is on the wall; 13. off the wall; 14. sell somebody down the river; 15. the writing is on the wall; 16. live on easy street; 17. high street; 18. blow in; 19. freebie hotel; 20. make an exhibition

of oneself; 21. club class; 22. live in a fat city; 23. city slicker; 24. bar none; 25. all over the bar shouting; 26. star attraction.

Lesson 3. Part 1. Exercise 2 (p. 46) (See the Tapescript)

Northern, situated, major, processing, machinery, central, commercial, varied, Cathedral, Lavra, magnificent, comprising, assumption cathedral, Trinity, Exaltation, Domes, entrance, Domes, assumption, Andrew's, Volodymyr's, Catholic, main street, Independence, research, famous, cultural, exhibitions, Fine, Oriental.

Lesson 3. Part 1. Exercise 4 (p. 48) (See the Tapescript)

Eastern, confluence, valley, junctions, cultural, Proximity, mines, Basin, engineering, metal, aircraft, turbines, processing, chemicals, superseded, landmarks, Shroud, Annunciation, Assumption, defeat, constructivism, largest, futuristic, concrete, regarded, monument, accepted, erected, Rotunda, Opera, dating, industrial, machine, agricultural, consumer, research, institutions, enrollment.

Lesson 3. Part 1. Exercise 6 (p. 50) (See the Tapescript)

Southern, port, junction, fishing, refineries, resorts, site, landmarks, magnificent, leisurely, numerous, cobblestones, vehicle, linden, fountain, sculptures, artists, craftsmen, acacia, reminiscent, picturesque, cable, steep, beaches, architecture, viewing, observed, harbours, bay, overlooks, brand, terminal, centre, Oriental, literature, Navy, private, platens, chestnut, magnificent, irresistible, palace, colonnade, harbour, bay, markets.

Lesson 3. Part 1. Exercise 8 (p. 52) (See the Tapescript)

Western, watershed, foothills, main, refining, manufacturing, commercial, route, established, concentrated, marvellous, masterpieces, cathedrals, admiration, Armenian, Maria, Chapel, its sculptural, Cloister, gem, George, Cathedral, majestic, Transfiguration, tree-lined, crowned, majestic, landmark, adorns, buildings, rivals, erected, characteristic, exterior, solemn, displays, artistic, harmonic, splendid, lavishly, ornamental, moldings, gilding.

Lesson 3. Part 2. Exercise 1 (p. 56)

Text A – alter, focus, treasure, visible, roundly, eyesore;

Text B – infusion, affordable, handset, fueled, tender, plummet, enormous, free of charge, reliable, crummy.

Lesson 3. Part 2. Exercise 3 (p. 56)

Text C – abhor, loosely;

Text D – stagger, sacred, decent, lynchpin, riddance, hag, undergo;

Text E – catch on.

Lesson 3. Part 2. Exercise 6 (p. 57)

Text G – mug, break ground on, skewer, laundry list, technicality, incentive, rate, gratuity, outrage;

Text H – rigid, to stink, put a moratorium, audacity;

Text I – disparity, drive a wedge, plump, fair, pet, dignity;

Text K – power outage, heat cut-offs, sporadic, utilities, blame, inherited, lack, excesses.

Lesson 3. Part 3. Exercise 1 (p. 61)

1. O; 2. F; 3. J; 4. V; 5. U; 6. I; 7. S; 8. D; 9. G; 10. K; 11. E; 12. T; 13. X; 14. B; 15. L; 16. M; 17. Y; 18. Q; 19. N; 20. H; 21. Z; 22. P; 23. A; 24. R; 25. W; 26. C.

Lesson 3. Part 3. Exercise 2 (p. 62)

1. no-go area; 2. bar code; 3. cardboard city; 4. city hall; 5. lonely hearts club; 6. community chest; 7. pillar of the community; 8. one-horse town; 9. the only game in town; 10. boom town; 11. square peg in a round hole; 12. play fair and square; 13. square the circle; 14. square one's shoulders; 15. beat somebody fair and square; 16. streets are paved with gold; 17. over the hill; 18. go to the wall; 19. like talking to a brick wall; 20. lending library; 21. reference library; 22. set up shop. 23. drug-store cowboys; 24. streets ahead; 25. shoplifting.

Lesson 4. Part 1. Exercise 1 (p. 64)

Verbs: 1-D; 2-A; 3-B; 4-E; 5-C; *Nouns*: 1-B; 2-E; 3-D; 4-A; 5-C;

Adjectives: 1-D; 2-C; 3-A; 4-B; 5-E.

Lesson 4. Part 1. Exercise 2 (p. 64)

A – shopper; B – urban; C – tinted; D – pricey; E – well-heeled; F – limo(usine); G – inhabitant; H – browse; I – megacity; J – migrate; K – outlaw; L – skyscraper; M – overtake; N – teeming; O – evict.

Lesson 4. Part 1. Exercise 3 (p. 65)

1. skyscrapers; 2. teeming; 3. evicted; 4. pricey; 5. tinted; 6. outlawed; 7. megacities; 8. limo(usine); 9. overtake; 10. inhabitants; 11. browse; 12. well-heeled; 13. urban; 14. shoppers; 15. migrate.

Reading

Lesson 4. Part 1. Exercise 3 (p. 66)

| | | |
|----------|----------------------------------|----------|
| A | From worse to bad | 5 |
| B | The change of the strategy | 2 |
| C | Megacity contrasts | 0 |
| D | The devil is not so black | 1 |
| E | Megacities of the world, unite! | 3 |
| F | The terrorists' paradise | - |
| G | The forecaster's failure | 6 |
| H | The official international stand | 4 |

Lesson 4. Part 1. Exercise 4 (p. 67)

1 – C; 2 – A; 3 – C; 4 – B; 5 – C; 6 – C; 7 – A.

Lesson 4. Part 1. Exercise 6 (p. 68)

1. half-naked; 2. approaches; 3. flee to the cities; 4. international aid; 5. cellular phones; 6. running water; 7. rural regions; 8. compatriots; abandoned; decade; 9. environmentalists; issues; 10. urban areas; educational opportunities; medical care; 11. come true; 12. corrugated; 13. laundry; 14. millennium; 15. four-course lunch; 16. reduce; 17. reverse; 18. tennis date; 19. rural poor; hinterland; rural-out migration; 20. gleaming; 21. attachment; 22. officials; 23. authoritarian nations; 24. urging; 25. urban areas; 26. bony; 27. shifted focus; 28. regions; 29. haze.

Lesson 4. Part 1. Exercise 7 (p. 68)

Services – superior medical care, greater educational opportunities; *utilities* – sewage disposal, plumbing, running water, heating; *citizens* – inhabitants, dwellers, residents; boutique; rural-out migration; *negative characteristics* – massive traffic jams, high crime rates, air pollution, drug abuse, air pollution, dirty shanties without plumbing or heat, mud; *positive characteristics* – superior medical care, greater educational opportunities, running water, more jobs, boutiques, longer life expectancy.

Lesson 4. Part 1. Exercise 8 (p. 68)

1. life expectancy; 2. traffic jam; 3. crime rates; 4. sewage disposal, running water, plumbing, heat; 5. smog; 6. mud; 7. shacks (shanties), life; 8. mass migration; 9. air pollution; 10. pricey boutiques.

Lesson 4. Part 1. Exercise 9 (p. 68)

Focus on; object to; come down on; go back; move out; move in; slow down.

Lesson 4. Part 1. Exercise 10 (p. 68)

1. move in; 2. focus on; 3. slow down; 4. move out; 5. came down; 6. object to; 7. go back to.

Lesson 4. Part 1. Exercise 11 (p. 68)

Synonyms: gleaming; close deals; inhabitant; megapolis; compatriot; rapid; authoritarian; hinterland; emphasize; slums; prediction;

Antonyms: rural, out-of-town; shanty, shack; beggar; rickshaw.

Lesson 4. Part 2. Exercise 1 (p. 71)

Verbs: 1-B; 2-C; 3-A. *Adjectives*: 1-C; 2-A; 3-B. *Nouns*: 1-F; 2-C; 3-A; 4-E; 5-D; 6-B.

Lesson 4. Part 2. Exercise 2 (p. 71)

A – density; B – downtown; C – farming; D – lot; E – stall; F – wealthy; G – neighbourhood; H – rapid; I – slog; J – commute; K – household; L – endemic.

Lesson 4. Part 2. Exercise 3 (p. 71)

1. farming; 2. downtown; 3. stall; 4. rapid; 5. commute; 6. density; 7. slog; 8. neighbourhood; 9. household; 10. lot; 11. wealthy; 12. endemic.

Reading

Lesson 4. Part 2. Exercise 1 (pp. 72–73)

Which expert :

| | | | | | |
|--|----------|----------|----------|----------|--|
| believes megacities are self-regulatory (as to their size) units | 0 | A | | | |
| discusses traffic problems | 1 | B | 2 | D | |
| suggests the way to save up fuel | 3 | C | | | |
| shows how to have more time for leisure | 4 | B | | | |
| enumerates bad aspects of living in a new megacity | 5 | D | | | |
| describes the advantages of living out of a megacity | 6 | B | | | |
| does not believe the officials can control a megacity growth | 7 | A | | | |

| | | | | | |
|---|----|---|--|---|---|
| describes the strategies of moving residents out of megacities | 8 | B | | 9 | C |
| argues against people having separate houses | 10 | C | | | |
| gives examples of the rich-poor life differences in a megacity | 11 | D | | | |
| does not think megacities are dangerous for agriculture | 12 | C | | | |
| thinks that living outside megacities may pollute the environment | 13 | C | | | |
| gives examples of innovations in pedagogy | 14 | D | | | |
| believes that megacities have a bright future | 15 | A | | | |

Lesson 4. Part 2. Exercise 2 (p. 74)

1. C; 2. D; 3. C; 4. A.

Lesson 4. Part 2. Exercise 4 (p. 74)

1. environmentally damaging; 2. planet's resources; 3. vacant; 4. annual growth rate; 5. space center, science city; 6. metropolitan area, substandard housing; 7. edges of metropolises; 8. tract house; 9. commuters; 10. move people around; 11. satellites; 12. planet's resources; 13. from scratch; 14. lush; 15. sister city; 16. environmentally, filter the air.

Lesson 4. Part 2. Exercise 6 (p. 74)

1. drug abuse; 2. traffic jam; 3. bus; 4. utilities; 5. transportation; 6. crime/ murder rate; 7. helicopter, traffic; 8. conditions; 9. air pollution/ environment; 10. homelessness; 11. poverty, crime.

KEY

UNIT 2. UNDER THE WEATHER

Lesson 1. Part 1. Exercise 2 (p. 78)

A – flood, B – blizzard, C – breeze, D – strong, E – downpour, F – wind, G – hurricane, H – forked lightning, I – mist, J – blustery, K – sleet, L – parched, M – overcast.

Lesson 1. Part 1. Exercise 3 (p. 78)

1. bad – I; 2. bleak – K; 3. bright – B, (G), (A); 4. dull – C; 5. fair – G; 6. fine – A (B), (G); 7. foul – J; 8. good – D; 9. lazy – E; 10. overcast – F; 11. rotten – H; 12. beastly – J.

Lesson 1. Part 1. Exercise 5 (p. 79)

Of late, scattering, just a shade, shower, abundant, developing, spell.

Lesson 1. Part 1. Exercise 7 (p. 79) (See the Tapescript)

Which of the areas:

| | | A | B | C | D | E | F |
|---|---|---|---|---|---|---|---|
| will be having the heaviest rains in the east and the north | 0 | | | | | | F |
| are going to have the lowest temperatures | 1 | | B | | | | |
| are going to have a bad start with an improvement later | 2 | A | | | | | |
| are going to have a fresh or strong wind | 3 | | | C | D | | |
| are going to be warmer on Tuesday | 4 | | | | | | F |
| are not going to have a very cloudy day | 5 | | | | D | | |
| are going to have a moderate wind | 6 | A | | | | | |
| are going to have a good start with getting worse later | 7 | | | C | | | |
| are going to have a dry and bright day only in part of the area | 8 | | | | | E | |

| | | | | | | |
|---|----|---|---|---|---|---|
| will be having rains in the south on Wednesday | 9 | | | | | F |
| are going to have a fresh wind | 10 | | | | E | |
| are going to have rains mostly in the east | 11 | B | C | | | |
| are going to have the highest temperatures | 12 | A | | D | | |
| will be having the wind that blows in the same direction | 13 | A | B | C | D | E |
| are not going to have too heavy rains in the west | 14 | | | | | F |
| are going to have a strong wind | 15 | B | | | | |
| will be having the sunniest weather in the north and west | 16 | | | D | | |
| are going to have a cold wind | 17 | B | | | | |

Lesson 1. Part 2. Weather Language – 1. Exercise 1 (p. 80)

1. P; 2. O; 3. Q; 4. N; 5. R; 6. L; 7. B; 8. H; 9. K; 10. S; 11. T; 12a. U; 12b. V; 13. J; 14. E; 15. M; 16. I; 17. C; 18. F; 19. A; 20. G; 21. D.

Lesson 1. Part 2. Weather Language – 1. Exercise 2 (p. 81)

1. in all weathers; 2. weatherboard house; 3. keeping a weather eye open; 4. were weathered; 5. under the weather; 6. to weather; 7. weather vane; 8. weatherheaded; 9. weather-bound; 10. weather permitting; 11. to weather; 12. weathermen; 13. water-proof; 14. weatherglass; 15. weather satellites; 16. weather-beaten; 17. weather-strips; 18. looked weatherheaded; 19. weather station; make heavy weather out of something.

Lesson 2. Part 1. Exercise 2 (p. 83)

1. Celsius; 2. temperature; 3. thermometer; 4. freezing point; 5. scale; 6. calorie; 7. Fahrenheit; 8. degree; 9. thermometer screen; 10. boiling point; 11. wind-speed indicator; 12. mercury column.

Lesson 2. Part 1. Exercise 3 (p. 83)

1. temperature; 2. calories; 3. degrees; 4. Centigrade; 5. thermometer; 6. mercury column; 7. thermometer screen; 8. wind-speed indicator; 9. Fahrenheit; 10. freezing point; 11. boiling point; 12. Celsius.

Lesson 2. Part 1. Exercises 4–5 (p. 84) (See the Tapescript)

Lesson 2. Part 1. Exercise 6 (p. 85)

1-D; 2-E; 3-F; 4-A; 5-B; 6-C.

Lesson 2. Part 2. Exercise 4 (p. 90)

Shatter; decade; disintegration; shard; splinter; fall apart; vulnerable; modest; increase; shifting; current; circle; disrupt; alter; displace; human-induced; sediments; seafloor; fossils; marine algae; indicate; spell; drowning; annual; average; experience; heat wave; play down; heat trapping, greenhouse, data, layer, widespread, last, disprove, blip, kick, reflect, exposed, absorb, evaporation, prolonged.

Lesson 2. Part 2. Exercise 5 (p. 90)

1. shift; 2. increase; 3. modest; 4. vulnerable; 5. fall apart; 6. shatter; 7. shards; 8. disintegration; 9. decades; 10. splinter; 11. indicate; 12. disrupt; 13. fossils; 14. sea floor; 15. human-induced; 16. sediment; 17. displace; 18. alter; 19. algae; 20. current; 20A. circle; 21. data; 22. greenhouse; 23. heat-trapping; 24. play down; 25. experience; 26. heat wave; 27. average; 28. annual; 29. drowning; 30. spell; 31. prolonged; 32. evaporation; 33. absorb; 34. exposed; 35. reflects; 36. kick in; 37. blip; 38. disprove; 39. widespread; 40. layer.

Lesson 2. Part 3. Weather Language – 2. Exercise 1 (p. 93)

1. M; 2. L; 3. R; 4. J; 5. K; 6. E; 7. P; 8. D; 9. Q; 10. C; 11. A; 12. O; 13. H; 14. G; 15. F; 16. I; 17. B; 18. N.

Lesson 2. Part 3. Weather Language – 2. Exercise 2 (p. 94)

1. to breeze through; 2. climate of thoughts; 3. raining cats and dogs; 4. it's a breeze; 5. the heat is on; 6. shooting a breeze; 7. as right as rain; 8. before the flood; 9. a gale of laughter; 10. greased lightning; 11. floods; 12. rain check; 13. lightning rod; 14. showered; 15. lightning speed; 16. rainmaker; 17. in the heat of the moment; 18. fan the breeze.

Lesson 3. Part 1. Exercise 2 (p. 96)

1. cloudburst; 2. shower; 3. rainfall; 4. drizzle; 5. hail; 6. torrent; 7. downpour; 8. deluge; 9. precipitation.

Lesson 3. Part 1. Exercise 3 (p. 97)

1. fall; 2. rainfall; 3. drizzle; 4. torrent; 5. cloudburst; 6. hail; 7. downpour (deluge); 8. deluge (downpour).

Lesson 3. Part 1. Exercise 4 (p. 97)

Relentless, blame for, trigger, landslide, strike, bear the burden, severe, warning, imminent, property, in effect, flee, evacuate, elderly, recent, raging, missing, go down, merchant, mariner, rough, driving, prospect, switch over, worst-hit, cut off, nationwide, vacant, displaced, victim, overnight, urge, threaten, burst, emergency, crew, overflow.

Lesson 3. Part 1. Exercise 5 (p. 97)

Overflowed, relentless, driving, blamed for, severe, nationwide, recent, warning, emergency crew, imminent, property, threaten, prospect, flee, emergency crew, in effect, urged, evacuation, elderly, cut off, struck, overnight, rough, triggering landslides, going down, merchant mariners, missing, bursting, worst-hit, bore the burden, displaced, victims, switch over, vacant, imminent.

Lesson 3. Part 1. Exercise 7 (p. 97) (See the Tapescript)

1 – skier; 2 – skiing; 3 – flurry; 4 – ski run, 5 – frost, 6 – slush, 7 – hoar frost, 8 – snowflake, 9 – sleet, 10 – wintry, 11 – snowfall, 12 – snowcover.

Lesson 3. Part 1. Exercise 8 (p. 98)

1 – frost; 2 – snowfall; 3 – flurries; 4 – wintry; 5 – skier; 6 – skiing; 7 – cover; 8 – ski run; 9 – sleet; 10 – slushy; 11 – snowflakes, 12 – hoar frost.

Lesson 3. Part 1. Exercise 9 (p. 98)

resort, slope, splendid, scenery, deteriorate, draw to a close, decent.

Lesson 3. Part 2. Exercise 2 (p. 99)

anvil-shaped, sheet, spreading, layer, ragged, wavelike, fine, transparent, with a silky sheen, wispy, fluffy, rain-bearing, in rolls, top, towering, in rounded masses, patch, detached, base, wispy, dense, mackerel.

Lesson 3. Part 2. Exercise 3 (p. 99)

1. layer; 2. sheet, rain-bearing; 3. patches; 4. ribbed; 5. detached; 6. wispy; 7. fine; 8. dense; 9. transparent; 10. spreading, base, top, towering, anvil-shaped, mackerel; 11. ragged, sheen; 12. in rolls, wavelike.

Lesson 3. Part 2. Exercise 5 (p. 100)

A – 10 (Stratus), B – 7 (Cumulus), C – 9 (Stratocumulus), D – 6 (Cumulonimbus), E – 8 (Nimbostratus), F – 2 (Altostratus), G – 1 (Alto cumulus), H – 5 (Cirrus), I – 3 (Cirrocumulus), J – 4 (Cirrostratus).

Lesson 3. Part 2. Exercise 7 (p. 101)

1-C, 2-F, 3-A; 4-G; 5-B; 6-H; 7-E; 8-D; 9-J; 10-I.

Lesson 3. Part 3. Weather Language – 3. Exercise 1 (p. 103)

1. L; 2. D; 3. O; 4. Q; 5. G; 6. K; 7. N; 8. H; 9. F; 10. I; 11. B; 12. P; 13. J; 14. E; 15. M; 16. C; 17. A.

Lesson 3. Part 3. Weather Language – 3. Exercise 2 (p. 104)

1. under a cloud; 2. snow job; 3. slush fund; 4. have their heads in the clouds; 5. to be in a fog; 6. on cloud nine; 7. break the ice; 8. clouded up; 9. cool cat; 10. every cloud has a silver lining; 11. cloud on one's happiness; 12. become misty-eyed; 13. cloud on one's brow; 14. one cloud is enough to eclipse the Sun; 15. brainstorming method; 16. frozen assets; 17. sunny-side up.

Lesson 4. Part 1. Exercise 1 (p. 106)

| | | | | | |
|--|---|---|---|---|---|
| 0. The 1979 flash was different from the regular flashes because of its unusual duration | A | | | | |
| 1. The unusual phenomenon was observed from the air | A | B | | | |
| 2. The possibility of a nuclear explosion was analyzed | A | B | | | |
| 3. The natural cataclysm hypothesis was researched | D | | | | |
| 4. The unusual phenomenon was mistaken for a nuclear explosion because of the similarity of the form | A | B | | | |
| 5. The facts about the unusual phenomenon contradicted the hypothesis | A | B | C | D | E |
| 6. The possibility of a meteoritic explanation was studied | A | C | | | |
| 7. The unusual phenomenon was the result of an accident and a non-nuclear explosion | C | | | | |
| 8. The exact time the unusual phenomenon happened at is indicated | B | | | | |
| 9. Evidence against the hypothesis of a nuclear explosion is presented | A | B | | | |
| 10. Special equipment was used to observe the unusual phenomenon and obtain the necessary data | A | B | D | | |
| 11. The unusual phenomenon was the result of a secret weapon test | E | | | | |
| 12. The speed of the unusual phenomenon's happening is indicated | B | C | | | |

| | | | | | |
|--|---|---|--|--|--|
| 13. The location of the unusual phenomenon's happening contradicted the hypothesis | D | E | | | |
| 14. The unusual phenomenon was registered accidentally | B | | | | |
| 15. A very unlikely hypothesis was studied | C | | | | |

Lesson 4. Part 1. Exercise 3 (p. 108)

Who(se)

| | | | | | |
|--|---|---|---|---|---|
| 0. had been famous for being a human lightning rod? | A | | | | |
| 1. managed to survive after having been struck by lightning? | A | D | E | H | I |
| 2. was hit by a lightning bolt while being at home? | B | D | F | | |
| 3. lost parts of his/her body to lightning? | A | E | | | |
| 4. was blistered by a lightning bolt? | D | | | | |
| 5. was stripped of his/her clothes or footwear by a lightning bolt? | A | D | | | |
| 6. was killed in spite of having insulation? | F | | | | |
| 7. was knocked down by a lightning bolt? | A | B | D | E | H |
| 8. was seared after having been hit by a lightning? | A | H | | | |
| 9. had his hair burnt off by a lightning bolt? | A | H | | | |
| 10. was hit by a lightning bolt in clear weather? | A | H | | | |
| 11. household property did the lightning bring damage to? | B | D | F | I | |
| 12. case contains information about heart problems? | B | H | | | |
| 13. left his/her place after the thunderstorm had started? | E | I | | | |
| 14. case contains information about the electrical charge of the bolt? | B | | | | |
| 15. case the lightning focused on metal objects in? | C | H | | | |
| 16. witnessed a ball lightning? | I | | | | |
| 17. had several members of the family hit by a flash of lightning on one and the same day? | G | I | | | |
| 18. was struck by lightning during a heavy thunderstorm? | B | D | E | I | |
| 19. was not hurt after having been hit by a lightning bolt? | E | I | | | |
| 20. case contains information about the amount of lightning victims? | G | | | | |

Lesson 4. Part 1. Exercise 4 (pp. 108–109) (See the Tapescript)

A – lightning, bolts, toenail, eyebrows, shoulder, gallows, cloud, knocked;

B – thunderstorms, lightning, knocking, charge;

C – thunder, lightning, burned;

D – storm, flash, hurled, lightning, blistering;

E – thunder, thunderstorm, refuge, lightning, fillings;

F – bolt, fridge, rubber, miraculously;

G – storm, toll, bolt;

H – riding, lightning, cloudless, failure, knocked, glowed, burns, scorched, charred;

I – rainstorm, lightning, ball, socket, lightning, ruined, lightning, chimney, fire-place.

Lesson 4. Part 2. Exercise 2 (pp. 111–112)

Light wind: breeze, breath, puff, waft, zephyr

Strong wind: blizzard, cyclone, gale, hurricane, rainstorm, snowstorm, tempest, tornado, twister, typhoon,

Movement of air: draft, gust, squall

breeze a gentle wind: flowers waving in the breeze

breath a slight movement of air: Scarcely a breath of air disturbed the stillness of the day

blizzard a severe snow storm: We got stuck in a blizzard that night.

cyclone a very violent storm that moves very rapidly in a circle: Darwin was flattened by Cyclone Tracy in 1974.

draft a current of cold air flowing through a room: Shut the window - there's a draught in here!

gale a very strong wind: The fence was blown down in the gale. | it is blowing a gale BrE (=it is very windy)

gust a sudden strong movement of wind: A sudden gust of wind blew the door shut.

hurricane a violent storm, especially in the western Atlantic ocean

rainstorm a sudden heavy fall of rain

snowstorm a storm with strong winds and a lot of snow

squall a sudden strong wind, especially one that brings rain or snow: A violent squall sank both ships.

tempest *literary* a violent storm

tornado an extremely violent storm consisting of air that spins very quickly and causes a lot of damage

twister *informal* a tornado

typhoon a very violent storm in tropical areas in which the wind moves in circles

puff a sudden small movement of wind, air, or smoke [+ of]: puffs of smoke coming from the chimney | The water was calm and there wasn't even a puff of wind.

waft to move gently through the air [+ up/along/off etc]: Cooking smells wafted up from downstairs.

zephyr *poetical* a soft gentle wind

Lesson 4. Part 2. Exercise 3 (p.112)

THE BEAUFORT SCALE

| № | Description | Speed | | Characteristics |
|-------|-----------------|---------|---------|------------------------------|
| | | (ml/hr) | (km/hr) | |
| 0 | Calm | Below 1 | Below 2 | Smoke goes straight up |
| 1 | Light air | 1–3 | 2–5 | Smoke blown by wind |
| 2 | Light breeze | 4–7 | 6–11 | Wind felt on face |
| 3 | Gentle breeze | 8–12 | 12–19 | Extends a light flag |
| 4 | Moderate breeze | 13–18 | 20–29 | Raises dust and loose paper |
| 5 | Fresh breeze | 19–24 | 30–38 | Small trees begin to sway |
| 6 | Strong breeze | 25–31 | 39–50 | Umbrellas become hard to use |
| 7 | Moderate gale | 32–38 | 51–61 | Difficult to walk into |
| 8 | Fresh gale | 39–46 | 62–74 | Twigs broken off trees |
| 9 | Strong gale | 47–54 | 75–86 | Roof damage |
| 10 | Whole gale | 55–63 | 87–120 | Trees uprooted |
| 11 | Storm | 64–73 | 103–117 | Widespread damage |
| 12–17 | Hurricane | 74 + | 118 + | Violent destruction |

Lesson 4. Part 2. Exercise 6 (p. 113)

spin rotation; **circulation** flow; **prevailing** main; **sink** go down; **dense** thick; **belt zone**; **doldrums** a region in the ocean immediately north of the equator where the weather is very still; **spread** stretch; **horse latitudes** a region between 30°N and 30°S characterized by high pressure, calms and light variable winds; **temperate** mild; **pattern** configuration; **feature** aspect; **global** worldwide; **out-blowing** blowing from the land to the sea; **in-blowing** blowing from the sea to the land; **reverse** turn around; **completely** fully; **develop** happen; **trade wind** a tropical wind that blows constantly towards the equator.

DICTIONARY WORK (p. 114)

| Wind | Location | Wind | Location |
|------------|------------------------------|-----------------------------------|-------------------------|
| berg wind | South Africa | meltemi <i>or</i> etesian wind | NE Mediterranean |
| bise | Switzerland | föhn <i>or</i> foehn | N slopes of the Alps |
| bora | Adriatic Sea | harmattan | W African coast |
| pampero | S America | khamsin, kamseen <i>or</i> kamsin | Egypt |
| levanter | W Mediterranean | Cape doctor | Cape Town, South Africa |
| sirocco | N Africa to S Europe | buran <i>or</i> bura | central Asia |
| chinook | Washington and Oregon coasts | simoom <i>or</i> simoon | Arabia & N Africa |
| mistral | S France to Mediterranean | libeccio <i>or</i> libeccchio | Corsica |
| monsoon | S Asia | tramontane <i>or</i> tramontana | W coast of Italy |
| nor'wester | Southern Alps, New Zealand | | |

Lesson 4. Part 3. Weather Language – 4. Exercise 1 (p. 115)

1. B; 2. K; 3. S; 4. P; 5. P; 6. O; 7. F; 8. C; 9. D; 9A. L; 10. N; 11. G; 12. T; 13. W; 14. U; 15. V; 16. R; 17. I; 18. M; 19. J; 20. H; 21. A; 22. E; 23. Q.

Lesson 4. Part 3. Weather Language – 4. Exercise 2 (p. 116)

1. take the wind out of someone's sails; 2. be in the wind; 3. put the wind up someone; 4. get the wind up; 5. bolt from the blue; 6. sail close to the wind; 7. get the wind of something; 8. what's in the wind? 9. lose one's wind; 10. broken wind; 11. have one's second wind; 12. The words are wind but seeing is believing; 13. from the four winds; 14. give somebody the wind; 15. hang in the wind; 16. talk to the wind; 17. tempest in a teapot; 18. steal somebody's thunder; 19. whirlwind romance; 20. wind of change; 21. throw caution to the wind; 22. What way is the wind blowing?

Lesson 5. Exercise 1 (p. 118)

Verbs: 1. E; 2. C; 3. B; 4. F; 5. D.

Adjectives: 1. F; 2. E; 3. A; 4. B; 5. D; 6. C.

Nouns: 1. F; 2. D; 3. A; 4. E; 5. B; 6. C

Lesson 5. Exercise 2 (p. 118)

| | | |
|-------------|----------------|------------------|
| A. create | G. cautious | M. concern |
| B. property | H. affect | N. suburban |
| C. flourish | I. opportunity | O. exciting |
| D. plant | J. fortune | P. extreme |
| E. preserve | K. evidence | Q. circumstances |
| F. predict | L. common | R. native |

Lesson 5. Exercise 3 (p. 118)

1. suburban; 2. predict; 3. concern; 4. affect; 5. exciting; 6. created; 7. planted; 8. fortune; 9. evidence; 10. common; 11. flourish; 12. preserve; 13. circumstances; 14. cautious; 15. opportunity; 16. extreme; 17. native; 18. property.

Lesson 5. Reading. Exercise 3 (pp. 119–121)

PARAGRAPHS

| | | |
|---|--|---|
| A | particularly the growing frequency of flooding in some areas | 2 |
| B | such as droughts in summer and severe storms in winter | 4 |
| C | when the risk of flooding is more frequent | 0 |
| D | not to be panicked by predictions of climate change | 7 |
| E | it will also offer gardeners many new opportunities | 3 |
| F | The parasites have decimated a colony of rock roses | 6 |
| G | could all disappear from gardens and parks | 1 |
| H | and how much we are prepared to spend to do that | 5 |

Lesson 5. Reading. Exercise 4 (p. 121)

HEADINGS

| | | |
|---|---|---|
| A | Predictions for the future | 4 |
| B | A threat of radical changes in the traditional English garden | 1 |
| C | Every dark cloud has its silver lining | 3 |
| D | Mediterranean landscape in Britain | 0 |
| E | Necessity to adapt to change | 7 |
| F | Weather abnormalities as a proof of the climate change | 6 |
| G | The greenhouse effect | – |
| H | The official worry | 2 |
| I | A difficult problem | 5 |

Lesson 5. Reading. Exercise 5 (p. 121)

1. C; 2. D; 3. A; 4. C; 5. A; 6. B; 7. A; 8. A.

Lesson 5. Reading. Exercise 7 (p. 122)

Verbs – result in, have an impact; project; thrive; forecast, warn; maintain, grow.

Adjectives – commonplace; severe (stiffest); home-grown, domestic, local.

Noun – challenge.

Lesson 5. Reading. Exercise 8 (p. 122)

1. home-grown; 2. waterlogged; 3. parasites; 4. challenge; 5. lush; 6. affected; 7. commissioned; 8. preserve; 9. circumstances; 10. predict; 11. cautious; 12. plant; 13. mainstay; 14. seeking; 15. adjust; 16. future; 17. poses a threat; 18. evidence; 19. opportunity, suburban; 20. native; 21. extreme, exciting; 22. common; 23. created; 24. property; 25. flourish.

Lesson 5. Reading. Exercise 9 (p. 122)

| | |
|--------------------------|---------------------------------|
| result in | end in |
| be accompanied by (with) | done or happening together with |
| reduce to | make smaller or less |
| be tied up with | combine, connect |
| lead to something | result in |
| increase by | be more than |
| hit by | suffer, receive |
| cope with | find a way to deal with |

Lesson 5. Reading. Exercise 10 (p. 122)

1. hit by; 2. reduce to; 3. increase by; 4. result in; 5. cope with; 6. be accompanied by; 7. lead to; 8. be tied up with.

UNIT 3. AN ACE UP THE SLEEVE

Lesson 1. Part 1. Exercise 2 (p.126)

| Dresses | | Tops | Skirts | Jackets |
|--|---|---|---|---|
| button-through (shirt-waister), party, dirndl, house, knitted, dress and jacket combination, peasant-style, pinafore, tunic, two-piece, wrapover (wrap-around), overdress, overall, evening gown | | dirndl blouse; party blouse; overblouse; halter top; T-shirt; overtop; bodice; twin set | wrapover, pleated, inverted pleat, party skirt, culottes, front pleat, godet | waistcoat, bomber jacket, lapel |
| Neckline | Trousers and shorts | Suits | Kerchiefs | Belts |
| boat neck; V-neck (ve-neck) | denims, knickers, jeans, slacks, Bermudas, Cossack trousers | skirt suit, jumpsuit, denim suit, slack (trouser) suit | knot, shawl, scarf (neckerchief) | belt, stretch belt, tie belt, drawstring waist, waistband, buckle |
| Aprons | Sleeves | | Slits | Pockets |
| dirndl apron, frilled apron | kimono, long, pleated bell, turn-up (turnover), batwing, puffed | | cuff slit side slit | inset, patch, front, back, breast |
| Collars | Welts | Fastenings | Decorations | |
| dirndl neck-lace, frill, turndown, reverse | stretch, knitted | brace, lace, zip | bow, braid, frill, piping, decorative stitching, saddle stitching, lace trimming, kimono yoke | |

Lesson 1. Part 1. Exercise 3 (p.127) (see the Tapescript)

Lesson 1. Part 1. Exercise 9 (p.129)

1. A leisure trouser (slack) suit should be casual. That is why these classic lilac trousers of crocheted cotton, with inset pockets and folds at the waistband, have wide legs, but the matching square-shouldered bomber jacket with narrow lapels, on the contrary, fits closely, outlining the waistline, due to the one-button fastening. Close-fitting (tight) tops and narrow belts are best to be worn with this costume. 2. The knitted halter (top) with bright floral prints in mango and rose colours as counterpoints to white, matches both skirts and trousers equally well. The pencilled skirt easily transforms from a sportswear item into a classic one – it is enough to remove (take off) the belt with patch pockets. 3. The blue colour, as clear as a tropical sky, gives a modern look to this classic button-through (shirt-waister) long-sleeved cotton dress with piping, decorative stitching, breast patch pockets and a reverse collar. The classical style fans are recommended to wear it with a broad leather belt and a matching metal buckle. 4. This ultra-fashionable two-piece combination consists of a denim-style champagne-beige waistcoat of perforated leather and stretch poplin close-fitting trousers of the seven-eighth's length. 5. The characteristic features of this charming summer sleeveless georgette dress are as follows: a high waistline, a low V-neck, a pleated knee-length skirt, a side slit and a tie belt, which outlines the silhouette. 6. Taken separately, the see-through lace-trimmed turquoise chiffon dress with spaghetti-straps may only be used as an evening (party) gown. This impression is supported by the skirt's godet, too. However, in the combination with a straight-cut sea-blue denim jacket with long turn-up sleeves and breast patch pockets, the dress turns into a casual everyday model. 7. A close-fitting waistcoat bodice with a boat neck and a button fastening outlines the waistline to the best advantage. A frilled collar adds to the trendy look. The other element of the slack suit is of a completely opposite nature: wide-leg man's trousers with folds at the waistband 8. the piping under the breasts, the front lacing, the drawstring waist and the plaited batwing sleeves used to be the typical features of the tunica in 1980s. The two-piece combination (twin set) was completed by the close-fitting ankle-length slacks (trousers) with a stretch belt and a zip fastening. 9. The pink top is equipped with adjustable straps. There is nothing wrong in the bra straps peeking out from under the top's straps, but the bra straps should be coloured in that case. Brightness is also the main feature of the Cossack trousers completing the ensemble. 10. Ideal for a party: a sequined dress of tender chiffon glimmering in the light. A high waistline, an inverted pleat skirt, a narrow crocheted belt contribute to the impressive effect of the dress.

Lesson 1. Part 2. Exercise 3 (p. 131)

Clothes and collections: tank tops, Capri pants, sleeveless dresses, hip-huggers, halters, hot pants, square-shouldered jackets, wide-leg pants, suits, sequined chemise, wrap dress, dangerously low V neckline, spa collection, classic sportswear, slip dress, shorts, bare tops, mini skirts

Colors and patterns: black, white, poppy red, striped, fresh, white, black, champagne beige, pink, yellow, blue as clear as a tropical sky, turquoise, yellow, lilac, mango and rose as counterpoints to white, colorful prints of pineapples, palm trees, bathing beauties, hibiscus and butterflies

Shapes and lines: crisp, clean, easy

Materials: crocodile-stamped leather, crocheted cotton, perforated white leather, combinations of spandex and georgette

Size: of micro-mini proportion,

Verbal phrases: no strong signature has yet emerged, inject vitality into the line, be the base of

Adjectival phrases: high jinks, major shows, casual evening styles, classic sportswear

Lesson 1. Part 2. Exercise 5 (p. 132)

1. E 2. C 3. A 4. D 5. B

Lesson 1. Part 2. Exercise 6 (p. 133)

Clothes and collections: hoodies, leggings, petticoat, fashion offerings, bodice, belt, buckle, sleeves, apron, outfit, garland (of flowers), braids, T-shirt, dungarees, trench, top, frock coat, pants, underwear, lingerie, line, international chic, blouse, shorts, little jackets, two-piece combination, mini-skirt, jacket, boots, milkmaid dresses, evening gowns, sweater, Capri pants

Colors and patterns: bright, striped, floral, multicolored, white, poppy red, teal, silver, burgundy, season's key colors, sage green, sweet pink, sea blue, different-colored, panels, color combinations, pansy purple and teal; mint with scarlet and Parma violet

Shapes and lines: low V-neck, swirls (of cotton), mesh, dangerously low vee-neck, square shouldered, patchworks, cross-lacing, hemline, flap, snap, buttonhook

Materials: leather, loden, tulle, wool, satin, velvet, cotton, chiffon, silk

Size: of micro-mini proportions, knee-high

Verbal phrases: peek out, promote, crown the ensemble, create, feature, hold in place with, contrast with

Adjectival phrases: zippered, ruffled, slouchy, pleated (skirt), lace-trim, dirndle, peasant-style, laced, tight, frilled, flowing, inset (pockets), patch (pockets), adjustable, fashionable, flimsy, puffed, densely sequined, delicate, beaded, matching, slim, skinny-boned, etched (in), shell-like, cuffed, billowing, inverted pleat, loose, detachable, reverse, décolleté, smocked, A-line, deliberately handcrafted, sewn together, elaborate, plaited, bell, off-key, surprisingly charming, feminine, baggy, puffball, like mushroom clouds, cute, revealing, see-through, with an Oriental touch, enigmatic.

Lesson 1. Part 2. Exercise 7 (p. 133)

1. This season's new fashion offering: a fresh image of a classic suit – the jacket with a one-button fastening clearly outlines the figure, and the bell-shaped skirt ensures the freedom to move around. Advice: while combining the turquoise, sage green and teal colors, remember that one color should dominate. Under the jacket you can see a poplin blouse in poppy-red stripes cut like a shirt with a classic reverse collar and a patch breast pocket. The broad turnover (turn-up) cuffs are decorated with buttons. This model may be worn as a slouch shirt, too. 2. A two-piece combination: made of burgundy viscose silk, the hips-high bell slacks, which should cover the ankles, go together well with a narrow top that may be a short close-fitting sweet-pink velvet jacket or a long slouch satin blouse-jacket with floral pansy purple prints and side slits. 3. Feminine floral prints in the season's key colors are among the major tendencies of summer fashion. Here, for example, is a snazzy pinafore dress with an imitation of a waistcoat on the front and a trendy collage of patterns. Or this colorful dress with a low vee-neck, soft sleeves and a godet knee-length skirt, which is advantageous for shorter women. Such outfits are especially good when made of flimsy softly flowing (billowing) fabric, such as viscose or chiffon. 4. Soft silk organdy, doubled with satin, will guarantee this trendy suit's success. It consists of a jacket with a high waistline and a buttonhook fastening, as well as of a narrow skirt with a matching belt. If you feel uncomfortable without tights (pantie-hose) or stockings, wear only the flimsiest ones (10 den) with this suit – they are almost unseen but will make your legs immaculate. 5. This wrapover (wrap-around) straight-cut collarless jacket owes its surprising charm to the material it is made of (sea-blue wool). An equally good outfit is a tunic with a slightly widening-down silhouette and high hip-level front slits. The tie belt on the waist allows you to adjust the width of the model as you wish. 6. Women, that are not very slim, may wear waistcoats, too, such as this model, for example. A long, below hips, A-line model with ultra-trendy details, such as, for example, high side slits and buttonhook fastening, crown the outfit and make you look slim. This waistcoat is

best combined with narrowing- down slacks. 7. The best alternative to see-through or mesh blouses is a viscose poplin waistcoat that outlines the figure. Silver snaps used instead of buttons make this model a charming one. You may also try a blouse with a big collar and turnover (turn-up) sleeves. The tops may be complemented by a bell-shaped ruffled skirt or narrow white slacks. 8. Beach ensembles include items of clothes made of stretch fabric: a small close-fitting bustier (halter) that reveals a naked belly, or a colorful blouse with a shirt collar and sharp collar ends, plus hot pants or ankle-length Capri.

Lesson 1. Clothes Language – 1. Exercise 1 (p. 134)

1. L; 2. I; 3. P; 4. O; 5. H; 6. J; 7. Q; 8. E; 9. F; 10. C; 11. D; 12. B; 13. S; 14. A; 15. M; 16. T; 17. R; 18. K; 19. G; 20. N.

Lesson 1. Clothes Language – 1. Exercise 2 (p. 135)

1. dressed to kill; 2. dressed up like a dog's dinner; 3. wear the trousers / the pants; 4. below the belt; 5. under the belt; 6. (as) bright (cute) as a button; 7. get hot under the collar; 8. be in somebody's pocket; 9. be/live in each other's pockets; 10. pickpocket; 11. have something up your sleeve; 12. button it; 13. hoodwink; 14. keep your shirt on; 15. stuffed shirt; 16. wolf in sheep's clothing; 17. fancy dress party; 18. off-the-cuff; 19. knock somebody's socks off; 20. the cat's pyjamas.

Lesson 2. Part 1A. Exercise 4 (p. 138)

| trousers | colours and patterns | leg | material | fit |
|-----------------|----------------------|----------|---------------|-------------------------|
| Western jean | urban | lender | cotton | slim |
| hip bootcut | old school | straight | Lycra | slim (fit) through hip, |
| vintage bootcut | antique | wide | (a stretching | thigh |
| frayed bootcut | worn-out | | material, | fitted through hip, |
| hipster flare | streaky | fly | used for | thigh |
| premium | worn-in | zip | making | eases into wider leg |
| hipster flare | faded | button | clothes that | squared through hip |
| stretch hipster | pewter | | fit tightly) | hits at ankle |
| flare | stone | vent | fine-wale | |
| lightweight | sesame | ankle | stretch | |
| super-flare | garnet | | spandex | |
| carpenter cords | fatigue | | chino | |
| stretch cords | camel | | corduroy | |

| | | | | | | |
|---|--|--|--|---|---|--|
| utility-pocket cords utility-pocket cords easy tab chino wide-leg chino flannel-lined chino cuffed uncuffed lining hay floral-print eggplant floral details back yoke stitched-down detail plain front | burgundy pacific cork olive hay café khaki eggplant | pockets | | opening | quality | |
| | | back front patch scoop off-seam cargo | welt utility coin squared flap | bootcut bell bottom super-flare slightly flared | very soft ultralight lightweight premium wash | brand new sexy extra- wide extended |
| | | waistband and hem | | waist fit terms | fastening | |
| | | belt loops contour waistband frayed | hip hip-slung lowrider low waist | snaps loop hook-and-bar closure | | |

Lesson 2. Part 1B. Exercise 2 (p. 140)

1. trilby hat with a fancy ribbon; 2. slouch hat; 3. felt hat; 4. beret; 5. cartwheel hat; 6. cloche; 7. toque; 8. sombrero; 9. panama.

Lesson 2. Part 1B. Exercise 4 (p. 141)

The Top Gun company offers a unique collection of women's jeans, chinos and cords.

J-12 model: bootcut/straight leg low-slung, soft ultralight cotton with Lycra. A brand new fit. Slim fit, squared through hip to ankle, uncuffed. Ankle vent. Zip fly with a belt snap. Contour waistband. Frayed waistband and hem. Belt loops. Front scoop off-seam pockets. Back yoke. Back patch pockets. Coin pocket. Plain front. Inseam – 31,5". Premium colors: worn-out, Navy, faded, urban, old school, streaky.

As far as chinos are concerned, you would certainly be attracted by premium hipster flare with wide legs; low-waist flared chinos with tab fastening; light low-rider chinos with super flare and flannel cuffs; stretch natural waist flare and some others. Have a look at CH-41 model, for example: light, fitted through hip and thigh, but easing into wider leg. Welt front pockets, squared flap back pockets. Belt loops. Inseam – 31,5". Button fly, hook-and bar belt closure. Premium colors: stone, slate, sesame, khaki, garnet, fatigue. Legs with stitched-down details and cuffs lined with flannel (floral prints in eggplant, hay and burgundy shades).

The company does not forget about cords: stretch, slim fit, hip-sitting; with cargo button pockets; vintage bootcut and some others. Have a look at CI-25 model, for example: stretch fine-wale cords, corduroy with Lycra, slim fit, fitted through hip and thigh, but easing into wider leg. Premium colors: olive, pewter, camel, pacific, cork, chocolate. Zip plus hook-and bar belt closure.

The company also cares about women's headgear, offering a wide variety of them: from berets, Panama hats, sombreros, woolen, mohair and yarn hats, to model items, such as cloches, trimmed with feathers, model cartwheel hats, trilby-style hats with fancy ribbons, slouch hats trimmed with flowers, toques. Fur items are offered for winter wear: fur hats, in particular, mink hats and caps.

Lesson 2. Part 2. Exercise 1 (p. 142)

1. V-neck; 2. round neck; 3. turtleneck; 4. cowl neck / scrunch neck; 5. polo neck; 6. shawl collar; 7. crewneck / tipped crewneck; 8. bow collar; 9. bateau neck.

Lesson 2. Part 2. Exercise 3 (p. 143)

| Sweater types | Materials | Sleeves | Details | Colours |
|------------------|---------------|---------------|------------------|-------------------------------|
| hooded cardigan | stretch | bell sleeve | self-belt | Oatmeal |
| slash-front | boucle | raglan sleeve | side vents | Heather |
| crewneck | acryl | set-in sleeve | patch pockets | Laurel Heather |
| turtleneck | wool | three-quarter | tab | Chocolate |
| cable zip hooded | nylon | sleeve ribbed | button detail at | Sky Heather |
| cardigan | spandex | sleeve | cuff | Charcoal |
| cardigan | plush | blouse sleeve | crocheted | Heather. |
| V-neck | nubby | | buttons. | Caramel |
| cowl neck | texture | | stitched | Heather |
| rustic | Shetland wool | | detail at cuff. | Celery Heather |
| snap henley | chunky, loose | | detachable belt. | Mineral |
| belted tunic | knit | | zip front | Heather Cherry |
| U-neck | handknit | | back waistband | Heather |
| ribbed chevron | merino wool | | detail | Peacock |
| turtleneck | lightweight | | fashioning | Heather |
| zip cardigan | cotton | | detail | Camel Heather |
| V-neck henley | tubular weave | | side vents | Mineral |
| hippie sweater | hand-crochet | | side seams | Heather |
| hooded tunic | twill | | drawcord in | Flannel heather |
| sweater | | | hood | Silver heather |
| striped rugby | | | slash front | ivory shale pomegranate |

| Necklines and Collars | Decorations | Cuffs and Hems | Fit | Ivory Donegal hydrangea |
|------------------------|-------------------|----------------------|--------------------|-------------------------|
| crewneck | rib trim | rolled cuff | hits below hip | holly |
| scrunch neck | high rib trim | rolled hem | hits at low hip | lapis |
| turtleneck | ribbed top half | rib cuff | hits at hip | raisin |
| V-neck | jersey bottom | rib hem | hits just above | kiwi |
| cowl neck | half | angled cuff | hip | raisin |
| shawl collar | yoke | flat-knit | hits slightly | stone |
| Mandarin collar | chunky rib trim | cuff/hem | below hip | muslin |
| U-neck | placed-rib | scalloped | fitted | marine |
| funnel neck | jersey inset | cuff/hem tie | slightly fitted | |
| mock turtleneck | cable | at cuff | close fit | |
| toggle closure at neck | chevron pattern | rubber | easy fit | |
| | vertical rib | buttons turnback hem | oversized | |
| | kangaroo pocket | rib trim at cuff | slightly oversized | |
| | hidden placket | | | |
| | yarn-dyed stripes | | | |
| | quilted shoulder | | | |

Lesson 2. Clothes Language – 2. Exercise 1 (p. 146)

1. D; 2. L; 3. O; 4. Q; 5. N; 6. R; 7. T; 8. H; 9. J; 10. U; 11. G; 12. K; 13. B; 14. C; 15. F; 16. I; 17. S; 18. A; 19. M; 20. E; 21. P.

Lesson 2. Clothes Language – 2. Exercise 2 (p. 147)

1. too big for his breeches (AE britches); 2. nightcap; 3. a feather in your cap; 4. hairpin bend (AE hairpin turn); 5. pull somebody's leg; 6. hat trick; 7. keep something under one's hat; 8. old hat; 9. pull the wool over somebody's eyes; 10. wrap somebody (up) in cotton wool; 11. be a snap; 12. keep/get (something) in (good) trim; 13. give vent to something; 14. a stitch in time saves nine; 15. laugh up one's sleeve; 16. be/get hip to something; 17. shoot from the hip; 18. hem and haw; 19. hem somebody in; 20. fit the bill; 21. have a bee in your bonnet (about something).

Lesson 3. Part 1. Exercise 2 (p. 150)

Types of coats: pea coat, double-breasted coat, single-breasted coat, button front coat, trench, stretch coat, double-cloth coat, heavyweight coat, classic coat, hooded jacket.

Materials: cord, cotton, wool, felt, wool/cashmere, shrunken, poly sherpa.

Colors and patterns: plaid, wale.

Lining: zip-out, fully lined, lining dyed to match, padded lining, unlined, with tonal-contrast interior.

Fit: easy fit, slim fit, empire waist, slightly shaped; adjusts for snug or loose fit, fitted at chest with slight A-line.

Pockets: handwarmer pockets, chest pocket, interior pocket, interior chest pocket, flap pocket, on-seam pocket, patch pocket, kangaroo pockets, welt pockets.

Cuffs: button-tab cuff, four-button cuff, buttons at cuff, hidden placket with horn buttons, snap cuff.

Details: back belt detail, back belt with button, tailored collar, back two-button belt, back vent(s), back yoke, hidden placket with horn buttons, hidden placket with exposed button at neck, hidden snap at neck, center back pleat, stitched-down overlay detail, felt under collar for more structured shape, zip front, back yoke, with Thinsulate for extra warmth, zip-through hood.

Length: hits at thigh, hits just above knee, hits at knee, hits below knee, hits at hip, three-quarter.

Colors: stone, dark camel, urban, old school, medium blue, cardinal, café, camel, mineral, toast.

Lesson 3. Part 1. Exercise 4 (p. 150)

Which of the option(s):

- A. Corduroy sweater-collared jacket B. Utility canvas jacket C. Hooded toggle coat
D. Fleece/Tweed reefer coat E. Modern wool/nylon pea coat F. Herringbone traveler coat

| | | | | |
|---|----|---|----|---|
| is the most expensive one? | | | 0 | D |
| does not have a lining? | | | 1 | A |
| is not knitted? | | | 2 | C |
| have two different prices for each of them? | 3 | C | 4 | D |
| is the cheapest one? | | | 5 | B |
| has the widest choice of colors? | | | 6 | E |
| cost the same? | 7 | C | 8 | F |
| is the longest one? | | | 9 | C |
| are the shortest ones? | 10 | A | 11 | B |
| have slashes at the back? | 12 | E | 13 | F |
| has a feature of some other type of clothing? | | | 14 | A |
| does not have all sizes? | | | 15 | E |
| has an element that can be changed? | | | 16 | C |
| has two rows of buttons at front? | | | 17 | E |

Lesson 3. Part 2. Exercise 2 (p. 152)

1. pump shoe; 2. mid-boots; 3. low boot with raised heel; 4. wedge heel buckle shoe; 5. elastic-side boot; 6. casual shoe; 7. tennis shoe; 8. high heel (stiletto) shoe; 9. side zip low boot; 10. mule; 11. loafer; 12. ankle lace-up boot; 13. sneaker (trainer); 14. back-knot shoe; 15. oxford shoe; 16. sandal 17. moccasin; 18. mid-heel evening shoe with front bow.

Lesson 3. Part 2. Exercise 3 (p. 153)

| | |
|--|--|
| Footwear: pump shoe; mid-boots; low boot with raised heel; wedge heel buckle shoe; elastic-side boot; casual shoe; tennis shoe; high heel (stiletto) shoe; side zip low boot; mule; loafer; ankle lace-up boot; sneaker (trainer); back-knot shoe; oxford shoe; sandal; moccasin; mid-heel evening shoe with front bow; high boot; bootie; T-strap shoe; ankle-strap shoe; flat heel shoe; sling-back shoe; ballet flats; slip-on shoe; espadrilles; sock-top boot; mary-jane shoe; one-bar shoe; close-toe shoe; wing-tip shoe; riding boots; jean boot; side-zip mid-boot; pull-on boot; clogs; kiltie. | Details: stitched sole; contrast topstitch detail; beveled edge; pointy toes; stack heel; inside zip; with fuller calf; side tie; tapered cutout details; antiqued buckle; tasseled ankle tie; pancake heels; mini-lug sole; padded breathable front insole; corded-stitch; harness; O-ring; round toes; refined; traction sole; lug sole; inlay; wood bottom; padded upper; embroidered; stitched pattern detail; padded leather collar; patchwork; herringbone; cable knit; pieced; gore. |
| Parts of shoes: aglet; cuff; eyelet; heel; heel grip; lining; shoe lace; sole; tongue; upper; vamp; welt. | Materials: brass; calfskin; rubber; tumbled leather; suede; knit wool sock top; tricot; |
| Color: natural, cognac; amber; espresso; cordovan; matte; burnt cognac; mahogany; forest. | distressed leather; crepe; oiled-leather; weed; wool |

Lesson 3. Clothes Language – 3. Exercise 1 (p. 157)

1. D; 2. Q; 3. C; 4. N; 5. L; 6. G; 7. H; 8. M; 9. R; 10. J; 11. I; 12. S; 13. A; 14. B; 15. E; 16. O; 17. P; 18. F; 19. T; 20. K.

Lesson 3. Clothes Language – 3. Exercise 2 (p. 158)

1. turncoat; 2. bootleg; 3. bootleggers; 4. pull/haul yourself up by your bootstraps; 5. bootcamp; 6. gloves are off; 7. fit like a glove; 8. goody two-shoes; 9. fake somebody out of his socks; 10. on a shoestring; 11. pull one's socks up; 12. coat of

arms; 13. cut your coat according to your cloth; 14. take to one's heels; 15. give the boot to somebody; 16. as tough as old boots; 17. clever clogs; 18. loafer; 19. buckle down (to); 20. suit down to one's socks.

Lesson 4. Part 1. Exercise 2 (p. 160)

| | | |
|---|--------------------------------------|---|
| 1 | The devil is not so black | C |
| 2 | No problems for an investment banker | – |
| 3 | An item of paramount importance | A |
| 4 | An importance of thoughtfulness | D |
| 5 | A sad reality | B |
| 6 | It takes a little longer | F |
| 7 | Too loud – too bad | E |

Lesson 4. Part 1. Exercise 3 (p. 161)

paragraph A – trump card, casual-wear, sophistication, boundaries, pinstripes, window-pane, outfit;

paragraph B – suitably;

paragraph C – fit, tailored, saccharine;

paragraph D – trend, shelf life, considerably, fabric, hue, label;

paragraph E – go with, aptitude, blazer; stand-up comedian; undertaker, commission, modestly, controversial;

paragraph F – discerning, spills, iron.

Lesson 4. Part 1. Exercise 4 (p. 161)

| | | |
|---|----|---|
| is the best to match a plain white shirt? | 0 | C |
| you should be careful with when selecting a tone? | 1 | A |
| is the most respectable one? | 2 | B |
| is popular with vain people? | 3 | C |
| is the most universal one? | 4 | B |
| is shoe-friendly? | 5 | A |
| may need some courage from its owner? | 6 | A |
| may be appropriate for sad events? | 7 | C |
| may change anybody for better? | 8 | B |
| is popular with an American big city managers? | 9 | A |
| is good with a diagonal pattern? | 10 | B |
| is popular with aggressive people? | 11 | C |

| | | |
|-----------------------------------|----|---|
| is good for events held by water? | 12 | A |
| is popular with wise people? | 13 | C |
| is pattern-friendly? | 14 | B |
| must be owned by everybody? | 15 | C |

Lesson 4. Part 1. Exercise 5 (p. 161)

| | | |
|---|--|---|
| A | from there you'll always look best | 1 |
| B | you're either old enough to sport one or dangerously disillusioned | 6 |
| C | have been sported by everyone from | 3 |
| D | jackets can only have minor improvements | 0 |
| E | nine times out of ten | 4 |
| F | there are two delicate things in-between | 5 |
| G | and was much sought-after in the recent past | 2 |

Lesson 4. Part 1. Exercise 6 (p. 162)

paragraph 0: trying on – *fit*, altered – *adjusted*, excitement – *thrill*, get dressed into it – *put it on*; *paragraph 1*: suit better – *flatter*, impressive – *mighty*, thin – *skinny*, bypass – *skirt*;

paragraph 2: choosing – *opting for*, popular – *sought-after*;

paragraph 3: favoured – *sported*;

paragraph 4: folds – *wrinkles*, cushion – *pad*, American-football player – *linebacker*;

paragraph 5: collar whose ends are fastened to the shirt with buttons – *button-down collar*, collar whose ends are not fastened to the shirt with buttons – *spread collar*, pattern made up of white parallel lines against a darker background – *chalk stripe*; a pattern made up of squares of two different colours – *checkered*, window-pane – *tattersall*, tartan – checkered pattern made up of stripes of varying width and colour – *plaid*, formal shirt that a man wears under a jacket – *dress shirt*, colour – *hue*;

paragraph 6: method based on practical experience – *rule of thumb*, inappropriate – *out of his league*.

Lesson 4. Part 2. Exercise 3 (p. 164)

ANN: shirt, tie, rollneck, suiting, jacket, blazer, buttons, loafers, jeans, sweatshirt, suit jacket, scarf.

MARY-JANE: jersey, T-shirt, denim, footwear.

HELEN: loafer, socks, trainers, sportswear.

VERONICA: watch, wallet, Rolex, Omega Railmaster, strap, Rado Ceramica, timepiece, armour.

Lesson 4. Part 2. Exercise 4 (p. 164)

- ANN:** freshly pressed, official, formal, smart, two-button, tweedy, sports, stylish, superior-cut, black, navy, gold, collegiate, raglan-sleeved, chimney-sweep.
- MARY-JANE:** relaxed, laid-back, casual, neat, true-blue, simple, record labels, band, battered, vintage, leather, treated, worn, "work"-style, smart.
- HELEN:** stylish, exclusive, cheap, handsome, elongated, antique, tumbled leather, elegant, bad, new, thin, populist.
- VERONICA:** manly, crocodile, modernist, stark-looking, discreet, second-rate, stylish, gentleman's, nicely polished.

Lesson 4. Part 2. Exercise 7 (p. 165)

1. should not be; 2. clothes make; 3. using female dressing; 4. follow sportswear; 5. careful about being; 6. through the other; 7. breaking traditional rules; 8. recommend wearing clothes; 9. the same style; 10. self-confidence.

Lesson 4. Part 2. Exercise 8 (p. 165)

Clothes verbs

- drop** – trousers/pants/slacks/jeans/knickers
- kick off** – shoes, sandals, slippers
- pull down** – trousers/pants/slacks/jeans/knickers, a skirt
- pull off** – a jacket, a coat, gloves, a hat, a jacket, a mask, a shirt, shoes, socks
- pull on** – a jacket, a pair of something, a sweater/jumper/pullover, boots, gloves, tights, trousers/pants/slacks/jeans
- pull up** – a skirt, trousers/pants/slacks/jeans/knickers, socks/stockings/tights
- put on** – any item/piece of clothing
- remove** – clothes, a coat, a hat, a jacket, a mask, a shirt, shoes
- shrug into** – a coat, a jacket
- shrug off** – a coat, a jacket
- slip into** – something more comfortable
- slip on** – a jacket, a gown, a pair of something, a robe, shoes
- take off** – any item/piece of clothing
- throw on** – a coat, a jacket

Fasteners

- button up/unbutton** – a shirt, a blouse, a coat, a jacket, a fly
- do up/undo** – a bra, a buckle, buttons, a fly, a zip, shoelaces

- fasten/unfasten** – buttons, a belt, a buckle
- lace up/unlace** – shoes, boots, trainers/sneakers
- zip/unzip** – an anorak, a dress, a fly, jeans, a skirt, a jacket

Lesson 4. Part 2. Exercise 9 (p. 166)

- TAKE-THE-CLOTHES-OFF VERBS:** 1. dropped; 2. removed; 3. kicked off; 4. pulled off; 5. pulled down; 6. shrugged off.

- PUT-THE-CLOTHES-ON VERBS:** 1. threw on; 2. pulled on; 3. hugged into; 4. pulled up; 5. slipped on; 6. slipping into something.

- FASTEN VERBS:** 1. doing up; 2. zipped up; 3. fastened; 4. lacing up; 5. buttoned up.

- UNFASTEN VERBS:** 1. undone; 2. unfasten; 3. unlaced; 4. unbutton; 5. unzip.

Lesson 4. Clothes Language – 4. Exercise 1 (p. 168)

1. P; 2. I; 3. S; 4. N; 5. Q; 6. G; 7. J; 8. O; 9. D; 10. H; 11. K; 12. M; 13. R; 14. E; 15. T; 16. B; 17. C; 18. A; 19. L; 20. F.

Lesson 4. Clothes Language – 4. Exercise 2 (p. 169)

1. out of commission; 2. hang/ride on someone's coattails; 3. cloak-and-dagger; 4. in one's birthday suit; 5. men in (grey) suits; 6. the fabric of the society; 7. have a checkered history/career/past; 8. hue and cry; 9. have several irons in the fire; 10. opt out of; 11. shrug something off; 12. iron out the wrinkles; 13. match up with; 14. pull the/somebody's strings; 15. put somebody straight/right; 16. shrug something off; 17. slip one's mind/memory; 18. throw in the sponge/towel; 19. kick your heels; 20. kick up your heels; 21. out of commission; 22. have something in your pocket.

Lesson 5. Part 1. Exercise 1 (p. 171)

- Adjectives – 1. b; 2. e; 3. d; 4. a; 5. c. Verbs – 1. c; 2. a; 3. b. Nouns – 1. c; 2. d; 3. a; 4. b.

Lesson 5. Part 1. Exercise 2 (p. 171)

| | | |
|-----------------|---------------|-------------|
| A. gear | E. cheeky | I. humble |
| B. lend | F. novelty | J. upstart |
| C. fabric | G. outrageous | K. decline |
| D. contemporary | H. fad | L. upmarket |

Lesson 5. Part 1. Exercise 3 (p. 172)

1. fabric. 2. humble. 3. lend. 4. outrageous. 5. fad. 6. decline. 7. contemporary. 8. gear. 9. novelty. 10. upstart. 11. cheeky. 12. upmarket.

Reading

Lesson 5. Part 1. Exercise 3 (p. 172)

0 – D, 1 – C, 2 – F, 3 – A, 4 – E, 5 – B.

Lesson 5. Part 1. Exercise 4 (p. 173)

1 – d, 2 – a, 3 – c, 4 – c, 5 – b, 6 – a.

Lesson 5. Part 1. Exercise 6 (p. 174)

1. rhinestones. 2. alluring textiles. 3. top-of-the-line designers _____ high fashion. 4. classic cut. 5. with such sleight of hand. 6. chic materials. 7. dressy clothes _____ coat pegs. 8. bold colors. 9. gaudy ball. 10. standing repertoire. 11. decline in ignominy. 12. looped embroidery _____ chiffon pleated _____ bustier dress. 13. hot item _____ Nehru. 14. sheath. 15. mimicking silk. 16. shock. 17. off-duty _____ cotton twill _____ lime _____ magenta _____ indigo. 18. gadfly _____ Johnny-come-late _____ two-layered frolic _____ garment bag.

Lesson 5. Part 1. Exercise 7 (p. 174)

| | |
|------------------|---|
| make of | to form, produce something from (a material) |
| turn up | arrive or be found, often unexpectedly |
| look for | try to find |
| stand out | be clearly seen against a background of something |
| go with | match or suit something |
| mix up | combine |
| point out | draw attention to |
| make up | form something as a whole |

Lesson 5. Part 1. Exercise 8 (p. 174)

1. made of. 2. looking for. 3. mix up. 4. stood out. 5. pointed out. 6. go with. 7. turn up. 8. make up.

Lesson 5. Part 1. Exercise 9 (p. 174)

1. boutique; 2. ladylike; 3. bestseller; 4. line; 5. splendour; 6. maestro; 7. renaissance; 8. standby; 9. variation; 10. camouflage; 11. settings; 12. stitching; 13. accessories; 14. virtue; 15. durability; 16. embroidered.

Lesson 5. Part 1. Exercise 10 (p. 174)

1. camouflage. 2. boutique _____ variations. 3. splendour. 4. embroidered. 5. Renaissance. 6. virtues _____ bestseller. 7. accessories. 8. ladylike. 9. stitching. 10. standby. 11. durability. 12. settings. 13. maestro. 14. line.

Lesson 5. Part 1. Exercise 11 (p. 175)

Synonyms: lend (syn: give); decline (syn: be over); upstart (syn: promote); upmarket (2) (syn: chic, class); outrageous (2) (syn: desperate, shock value); contemporary (syn: modern); cheeky (syn: bold); fabric (syn: textile); novelty (syn: hot item); gear (syn: garment); fad (syn: fashion)

Antonyms: humble (ant: bold).

Lesson 5. Part 1. Exercise 14 (p. 176)

pieces of clothes: *costume*, jeans, dresses, jackets, bustier dress, frolic, skirt, sheath, garments, shirts, sport shirts, Nehru jacket,

fabrics: *denim*, cotton twill, chiffon, tweed, grosgrain, jersey, rayon, mimicking silk, textiles,

colours: *indigo*, bright, lime, lemon, orange, magenta, indigo, white, blue, bright red, shocking-pink, metallic gold, in bold colors, pink, gingham,

adjectives and adverbs used to describe fashion, shops, clothes, accessories, companies, designers: *high, cheekily*, unexpected, outrageous, upmarket, dressy, old standby, off-duty, humble, durable, comfortable, ladylike, shocking, sexy, little, two-layered, pleated, German-born, formal, with such sleight of hand, classic cut, irrepressible gadfly, Johnny-come-late, clever, occasionally rude, looped embroidery, wartime, contemporary, chic, popular, modern, top-of-the-line, hot, alluring.

Lesson 5. Part 2. Exercise 1 (p. 177)

Verbs – 1. b; 2. a. **Nouns** – 1. b; 2. d; 3. a; 4. e; 5. c. **Adjectives** – 1. c; 2. d; 3. a; 4. b.

Lesson 5. Part 2. Exercise 2 (p. 177)

| | | |
|-----------|------------------------|----------------|
| A. attire | E. pair | I. casual |
| B. stress | F. extensively colored | J. worn out |
| C. label | G. slob | K. haberdasher |
| D. fancy | H. inventory | |

Lesson 5. Part 2. Exercise 3 (p. 177)

1. worn out. 2. stress. 3. extensively colored. 4. casual. 5. fancy _____ attire. 6. slob. 7. label. 8. inventory. 9. haberdasher. 10. pair.

Reading

Lesson 5. Part 2. Exercise 1 (p. 177)

| | | | | | |
|---|---|---|---|---|---|
| considers that men prefer to buy cheaper clothes | | B | | | |
| believes that men will never wear uniform again | | | D | | |
| thinks that business suits may be worn with informal accessories | | B | | | |
| supposes that haberdashers should widen their inventory | | | C | | |
| says that the sales of men's tailored clothing are going up | A | | | | |
| states that more companies allow their employees to wear casual clothes at work | | | D | | |
| shares the opinion that men sometimes mix up casual and untidy looks | | | C | | |
| is sure that the suit business will never decline | | | | E | |
| points out that the suit business has been making record money lately | | | C | | |
| believes that self-expression is possible even if you wear a formal suit | | | | E | |
| says that nowadays men may wear much brighter colors | | | | | F |
| doesn't doubt that business suits will never be as formal as before | | | | E | |
| considers that men usually don't buy clothes if they can wear their old ones | | | | | F |

Lesson 5. Part 2. Exercise 2 (p. 179)

1 - C, 2 - C, 3 - C, 4 - B, 5 - A, 6 - A.

Lesson 5. Part 2. Exercise 4 (p. 180)

1. business formality _____ relaxed accessories. 2. dress pants _____ crepe-soled shoes _____ tailored clothing. 3. suit makers. 4. fashion twists. 5. dress shirts. 6. annual sales. 7. turquoise blue. 8. uniform. 9. unconventional patterns. 10. suit business _____ suit sellers. 11. men's tailored clothing sales. 12. store racks. 13. make do. 14. formal edge. 15. T-shirt. 16. suit orders. 17. white-shoe financial firms _____ business casual.

Lesson 5. Part 2. Exercise 5 (p. 180)

Synonyms: stress (*syn:* trumpet (*A*); casual (*syn:* relaxed (*B*)), fancy (*syn:* unconventional (*B*); extensively colored (*syn:* eye-grabbing (*B*)), attire (*syn:* clothing (*B*), wardrobe (*B*)); haberdasher (*syn:* clothing retailer (*C*), inventory (*syn:* stocks (*C*), label (*syn:* firm (*D*)), combine (*syn:* pair), pleasant to look at (*syn:* flattering).

Antonyms: stress (*ant:* renounce (*A*), casual (*ant:* tailored (*A*); formal (*B*); formal code (*D*); uptight (*E*);), worn out (*ant:* new (*F*)), fancy (*ant:* customary (*D*); a tidy person (*ant:* slob); pressed (*ant:* rumpled).

Lesson 5. Part 2. Exercise 6 (p. 180)

1. slob; 2. relaxed; 3. rumpled; 4. trumpet; 5. customary; 6. eye-grabbing; 7. new; 8. tailored; 9. unconventional; 10. uptight; 11. clothing; 12. formal code; 13. wardrobe; 14. formal; 15. clothing retailer; 16. stock; 17. renounce; 18. firm; 19. flattering; 20. pairing.

Lesson 5. Part 2. Exercise 7 (p. 180)

| | |
|---------------------|--|
| dress up | dress formally; make oneself more attractive |
| mark down | record something so as to remember it |
| move off | leave |
| pull out | take something out |
| take off | remove |
| turn back the clock | return to the past |

Lesson 5. Part 2. Exercise 8 (p. 180)

1. turning back the clock; 2. dress up; 3. pull out; 4. mark down; 5. take off; 6. moved off.

Lesson 5. Part 2. Exercise 10 (p. 181)

pieces of clothes: *T-shirt*, clothing, ties, suits, attire, wardrobe, pants, jackets, accessories, shirts, suit, pants, coats, shoe, uniform.

colors and patterns: *orange*, eye-catching colors, with patterns, lime, green, turquoise, blue.

adjectives and adverbs used to describe fashion, shops, clothes, accessories, companies, designers: *fine*, creative, business, men's, tailored, casual, expensive, formal, relaxed, unconventional, dress, crepe-soled, fancy, rumpled, cheap, significant, sport, customary, white-shoe, financial, smaller, hot, uptight, popular, comfortable, flattering, new, worn out, outrageous, extensively colored.

places where clothes are made, studied or sold: *department store*, store, a men's clothing store, stocks, Macy's.

people: *director*, suit makers, suit sellers, the press, clothing retailers, slobs, haberdashers, retailers.

⇨ **KEY** ⇨

UNIT 4. THE LION'S SHARE

Lesson 1. Part 1. Exercise 3 (p. 184)

| category | definition | birds |
|---------------------|---|---|
| Birds of prey | that kill other birds or small animals for food | eagle, falcon, hawk, owl, crow, vulture |
| Aquatic birds | living on water | duck, goose, swan, gull, pelican |
| Wading birds | living on fish in water that is not very deep | crane, heron, stork |
| Granivorous birds | living on grain | canary, chicken, cock, turkey, peacock, finch, ostrich, sparrow, pigeon, partridge, pheasant, quail |
| Insectivorous birds | living on insects | cuckoo, magpie, nightingale, robin, skylark, starling, swallow, swift, woodpecker |

Lesson 1. Part 1. Exercises 6–7 (p. 186)

| ANIMAL | MALE | FEMALE | YOUNG | GROUP | HABITATION | SOUNDS |
|---------|-------------------|-------------|--|---------|------------|---|
| CATTLE | bull | cow | calf (very young), heifer (female), bullock (male) | herd | shed | Bulls bellow, Cows moo |
| CAT | tom (cat) | tabby | kitten | clowder | house | purr, miaow |
| CHICKEN | cock rooster (AE) | hen chicken | chicken, cockerel (male), chick (new-born) | brood | hen house | Cocks crow (cockadoodledo), Hens cackle-cluck, Chicks cheep |

| | | | | | | |
|-------------------------|-----------------|-----------------|--|--|----------------------|--|
| DOG | dog | bitch | pup(py) | pack | Kennel, dog house | bark (bow- vow), whine, growl |
| DONKEY (ASS) | jackass | jenny | donkey (ass) | barren | shed | bray (hee- haw) |
| DUCK | drake | duck | duckling | pad- dling, team | fold, shed | quack |
| GOAT | billy (goat) | nanny (goat) | kid | herd, tribe | shed | bleat |
| GOOSE | gander | goose | gosling | gaggle, skein | fold, shed | honk, hiss |
| HORSE | stallion | mare | colt (male), filly (female), foal (very young new- born) | stud (of mares), rag (of colts) | stable | neigh |
| PIG | boar | sow | piglet | litter | (pig) sty | snort, oink, grunt |
| PIGEON | pigeon | dove | squab | flock, flight | pigeon loft | coo, croon |
| RABBIT | buck | doe | bunny | nest | warren | – |
| SHEEP | ram | ewe | lamb | flock | fold | bleat, baa |
| SWAN | cob | pen | cygnet | herd, bevy | nest | hiss |

Lesson 1. Part 1. Exercise 9 (p. 187)

Match, abattoir, daft, porker, trough, affection, trot, grunt, moisten, ridiculous, breed, virtually, extinct, revive, rare, alternative, sow, pack up.

DICTIONARY WORK (p. 188)

blackbird – чорний дрозд, **catbird seat** – мати перевагу, **dollarbird** – широкорот австралійський, **tailorbird** – птах-кравець, **kingbird** – райський птах, **lovebird** – папужка, **mockingbird** – пересмішник, **secretary bird** – секретар.

Lesson 1. Part 2. Exercise 4 (p. 189)

| Nouns | | Modifiers | |
|---------------|------------------------|-----------|-------------------|
| A | B | A | B |
| weapons | arms | secured | protected |
| alarm | warning | vast | gigantic |
| missile | rocket | ancient | very old |
| mound | shaft | Verbs | |
| cave-in | fall-down | set off | start |
| turd | excrement | breed | reproduce |
| swing bridge | bridge without pillars | burrow | dig |
| power | electricity | intend | to be going to |
| short-circuit | electricity failure | blow | put out of action |
| masonry | brickwork | peck | bite |
| pylon | wire support tower | perch | sit on |
| halt | stop | black out | cut off power |
| bow | arched weapon | rescue | save |

Lesson 1. Part 2. Exercise 5 (p. 189)

1. missile, weapons, halt; 2. burrow, set off, peck, power, short-circuit, black out; 3. bow, ancient; 4. perch, pylon, peck, alarm, blow, intend, rescue; 5. secured, breed, vast, burrow, mound, swing bridge, cave-in, masonry, turd.

Lesson 1. Part 2. Exercise 6 (p. 190)

| | | | | |
|---|---|---|---|---|
| 0. stopped a dozen and a half express means of transport | G | | | |
| 1. created traffic problems | C | F | G | H |
| 2. caused train passengers to be a bit late | H | | | |
| 3. created serious problems to the military | B | D | | |
| 4. created serious problems wishing to have a good time | F | | | |
| 5. kept increasing in their amount all the time | B | | | |
| 6. spoiled strategic weapons | B | | | |
| 7. were the cause of electricity failure | E | G | H | |
| 8. put optical equipment out of operation in a very unusual way | C | | | |
| 9. had an offensive operation being planned against them | B | | | |
| 10. caused a power cut-off in a community | A | | | |
| 11. were dangerous for the British cultural heritage | B | | | |
| 12. were killed as a result of the accident | E | G | H | |
| 13. had defensive measures being taken against them | B | | | |

Lesson 1. Part 2. Exercise 7 (p. 190)

| Verbs | | Modifiers | |
|---------|----------|-----------|------------------|
| A | B | A | B |
| flap | beat | dazed | shocked |
| take to | went to | soured | spoiled |
| hail | greet | rotten | awful |
| deceive | cheat | Nouns | |
| swoop | fly down | cockatoo | type of parrot |
| blast | get down | marksman | sniper |
| flutter | tremble | pest | pain in the neck |

Lesson 1. Part 2. Exercise 8 (p. 191)

Marksman, cockatoo, pest, rotten, swoop, flap, dazed, call, take to, deceive, blast, cockatoo, flutter, soured.

DICTIONARY WORK (p. 193)

cat – *feline* (тварина з родини котячих; схожий на kota; хитрий, підступний; злісний), *dog* – *canine* (тварина з родини собачих; схожий на собаку), *eagle* – *aquiline* (птаха з родини орлиних; схожий на орла, орлиний), *monkey* – *simian* (тварина з родини мавп'ячих; схожий на мавпу, мавпоподібний), *pig* – *porcine* (тварина з родини свинячих; схожий на свиню, свинський), *snake* – *serpentine* (тварина з родини зміїних; схожий на змію, звивистий, підступний, зрадницький, хитрий, диявольський).

Lesson 1. Part 3. Exercise 1 (p. 194)

1. E; 2. B; 3. J; 4. P; 5. L; 6. M; 7. P; 8. R; 9. G; 10. D; 11. T; 12. A (complain); 13. Q; 14. N; 15. S; 16. C; 17. K (have a look); 18. F; 19. O; 20. H; 21. I.

Lesson 1. Part 3. Exercise 2 (p. 194)

1. crow over/about; 2. cow; 3. ram something down somebody's throat; 4. grouse; 5. horse around/about, rook; 6. pigeon-hole; 7. snipe at each other; 8. wild goose chase; 9. albatross (around your neck); 10. dodo; 11. loony; 12. henpecked; 13. lame duck; 14. cocksure (or cocky); 15. eat crow; 16. lark; 17. take a gander at; 18. gullible; 19. grouse; 20. cold turkey.

Lesson 2. Part 1. Exercises 3,4 (pp. 198–199)

| ANIMAL | MALE | FEMALE | YOUNG | GROUP | HABITATION | SOUNDS |
|----------|--------------|-------------|--------------|---------------------------|-------------------|-------------------------|
| LION | lion | lioness | cub | pride | den | growl, roar |
| FOX | dog | vixen | cub | skulk | hole in the earth | bark |
| DEER | hart stag | doe hind | fawn | herd | | |
| ELEPHANT | bull | cow | calf | herd | | trumpet |
| TIGER | tiger | tigress | cub | pride | den | growl, purr, roar |
| HARE | buck | doe | leveret | down husk | hole in the earth | |
| WOLF | wolf | bitch | cub whelp | pack whelps: litter | hole in the earth | growl, bark, howl |

Lesson 2. Part 1. Exercise 7 (p. 199)

A. conservationist; B. poacher; C. habitat; D. species; E. cull; F. reserve; G. vegetation; H. moratorium; I. contraception; J. innovation; K. densely populated; L. haunt; M. reluctance; N. interest group; O. widespread presence; P. ecological damage; Q. affect; R. crops.

DICTIONARY WORK (p. 200)

Collective nouns for the groups of animals: *antelopes* – *herd*; *apes* – *shrewdness*; *bears* – *sloth*; *wild boars* – *sounder*; *buffaloes* – *herd*; *elks* – *gang*; *giraffes* – *herd*; *gulls* – *colony*; *leopards* – *leap*; *monkeys* – *troop*.

Lesson 2. Part 2. Exercise 3 (p. 201)

A. pledge; B. revolt; C. imprisonment; D. disobedience; E. derail; F. ban; G. celebrity; H. professional; I. spring up; J. wary; K. back-bench; L. hostility; M. outright; N. unleash; O. frustrated; P. rural; Q. bow.

Lesson 2. Part 2. Exercise 4 (pp. 201–202)

| Nouns | | Verbs | |
|--------|---------|------------|--------------|
| A | B | A | B |
| hedge | barrier | pop out | fly out |
| pellet | shot | bounce off | reflect from |
| clot | lump | crouch | hide |

| | | | |
|------------------|----------------|---------------------|-------------------------|
| ditch | trench | fling | throw |
| moor | wild open area | nurse (a lip) | caress |
| dignity | self-respect | lean against | support oneself |
| Modifiers | | rupture | rip open |
| bruised | black-and-blue | spleen | organ near your stomach |
| acute | sharp | flush | drive out |
| swollen | inflamed | admit (to hospital) | let in |

Lesson 2. Part 2. Exercise 6 (p. 202)

A. boxer; B. bulldog; C. trackhound; D. pointer; E. terrier; F. poodle; G. dachshund; H. spaniel.

Lesson 2. Part 2. Exercise 7 (p. 203)

| Modifiers | | Verbs | |
|------------------|---------------------------------------|------------|------------|
| A | B | A | B |
| faithful | devoted | chase | run after |
| single-barrelled | gun with one barrel | bag | shoot |
| | | amble | walk |
| Nouns | | tread | step |
| trigger | gun starter | loose off | shoot |
| dawn | sunrise | knock over | trip |
| shotgun | rifle | injure | wound |
| barrel | part of a gun to fire bullets through | suffer | experience |
| | | leap | jump |

Lesson 2. Part 2. Exercise 8 (p. 203)

Which of the dogs:

| | A | B | C | D |
|--|---|---|---|---|
| 0. was owned by a farmer | A | | | |
| 1. lived in Britain | B | | | |
| 2. caused an accident that killed its owner | C | | | |
| 3. suffered in the accident itself | B | | | |
| 4. caused an accident where there were two witnesses | B | | | |
| 5. was owned by a teacher | D | | | |

| | | | | |
|---|---|---|--|--|
| 6. caused an accident that involved two shots | B | | | |
| 7. caused an accident early in the morning | D | | | |
| 8. caused an accident within a means of transport | C | | | |
| 9. was owned by a person who had a legal profession | C | | | |
| 10. lived on the British Isles | B | D | | |
| 11. caused an accident in the process of actual hunting | A | | | |
| 12. was owned by a former military man | B | | | |

Lesson 2. Part 2. Exercise 9 (p. 203)

Text A: A. commotion; B. vicious; C. peck marks;

Text B: D. seek out; E. dubbed; F. carved; G. swathe; H. vengeance; I. devour;

Text C: J. chiroprapist; K. limp; L. fatten up.

Lesson 2. Part 3. Exercise 1 (p. 205)

1. T; 2. K; 3. I; 4. D; 5. C; 6. P; 7. F; 8. S; 9. E; 10. H; 11. Q; 12. R; 13. A; 14. J; 15. N; 16. G; 17. L; 18. M; 19. O; 20. B.

Lesson 2. Part 3. Exercise 2 (p. 205)

1. ape; 2. badger; 3. bitch about/at; 4. dog; 5. hound; 6. buck; 7. skunk; 8. snake; 9. outfox; 10. squirrel (away); 11. ferret out; 12. monkey (with/about/around); 13. bull (through); 14. weasel (out of); 15. beat a dead horse; 16. doggerel; 17. dog-eared; 18. dogfight; 19. lionize; 20. dogged.

Lesson 3. Part 1. Exercise 3 (p. 209)

| FISH | SEA MAMMALS | LIZARDS |
|--|--|--|
| Catfish, cod, haddock, herring, eel, mackerel, shark, roach, anchovy, carp, mullet, pike, plaice, perch, bass, trout, piranha, bream, gudgeon, sardine, sole, salmon | whale, dolphin, walrus, seal | chameleon, crocodile, dinosaur |
| CRUSTACEAN | CRUSTACEAN | AMPHIBIANS |
| | Crayfish, shrimp, scorpion, prawn, crab, lobster | frog, toad |
| GASTROPOD | REPTILES WITH SHELLS | MOLLUSCS |
| Snail, limpet | Tortoise, turtle | clam, mussel, oyster |
| | | OTHER SEA CREATURES |
| | | octopus, jellyfish, squid, starfish, urchins, sponge, coral, |

Lesson 3. Part 1. Exercise 5 (p. 209)

A. sink, life-jacket, spot, vessel, cling, drum, life ring, haul up, prop up, reassure, tiny, drowsy, submerge, drown. B. capsized; C. retrieve, oar, swamp, dingy, current, sweep, bob up/down.

Lesson 3. Part 1. Exercise 7 (p. 210)

| Verbs | | Nouns | |
|-----------|--------|----------|---|
| A | B | A | B |
| reel | roll | line | string |
| soar | climb | tip | end |
| slide | drop | bay | alcove |
| spear | stab | ray | skate |
| Modifiers | | tank | container |
| spotted | dotted | wingspan | distance from the end of one wing to the end of the other |
| estimated | likely | | |
| adjoining | next | | |

Lesson 3. Part 1. Exercise 8 (pp. 210-211)

Which of the men:

A Louis Garcia B Charlton Carroll C Abe Fernando Ken D Greenwich

| | | | | |
|--|---|---|--|--|
| 0. lives in England | D | | | |
| 1. was injured by a fish over 100 kilos | B | | | |
| 2. was fishing in North America | A | B | | |
| 3. was certainly using a fishing rod with a spinning wheel | A | | | |
| 4. was helped by his companions | B | | | |
| 5. was fishing in the southern hemisphere | C | | | |
| 6. was fishing over 300 miles from the shore | A | | | |
| 7. was not fishing at all | D | | | |
| 8. had the most tragic accident of all | C | | | |
| 9. was fishing in early spring | A | | | |
| 10. owned an institution | D | | | |
| 11. got the fish out | D | | | |
| 12. had his limb injured | A | | | |
| 13. was not on a boat | D | | | |
| 14. witnessed an unnatural accident | D | | | |
| 15. was knocked out | B | | | |

DICTIONARY WORK (p. 212)

| | ants | dolphins | bees | fish | flies | gnats | insects | seals | whales | wasps |
|---------|----------|----------|--------------|----------------------------------|--------------|--------------|---------|-----------|------------------|---------------|
| group | | school | swarm, grist | shoal, draught, haul, run, catch | swarm, grist | swarm, cloud | swarm | herd, pod | school, gam, run | swarm, grist |
| habitat | ant hill | | hive | redd | | | | sealery | | bike wespiary |

Lesson 3. Part 2. Exercise 2 (p. 213)

| Nouns | | Verbs | | Modifiers | |
|-----------|---------------|-----------|---------|--------------|-----------------|
| singleton | single person | pad | walk | mousy | lamblike |
| delusion | illusion | double up | also be | bespectacled | wearing glasses |
| specimen | sample | confess | admit | enduring | permanent |
| confine | limit | coo | fuss | unwholesome | unpleasant |
| wane | decrease | simper | sneer | fleeting | brief |
| spinster | single woman | ladder | tear | on end | continually |
| longing | desire | stroke | caress | deliberately | on purpose |

Lesson 3. Part 2. Exercise 3 (p. 213)

| | | |
|-------------|-----------------|-----------------|
| A. delusion | H. singleton | O. confess |
| B. stroke | I. unwholesome | P. spinster |
| C. pad | J. longing | Q. confine |
| D. specimen | K. enduring | R. deliberately |
| E. fleeting | L. ladder | S. simper |
| F. on end | M. bespectacled | T. mousy |
| G. coo | N. double up | U. wane |

Lesson 3. Part 2. Exercise 4 (p. 213)

1. enduring; 2. coo; 3. wane; 4. deliberate; 5. pad; 6. delusion; 7. fleeting; 8. stroking; 9. longing; 10. mousy; 11. double up; 12. confines; 13. unwholesome; 14. ladder; 15. singleton; 16. bespectacled; 17. spinster; 18. confess; 19. on end; 20. simpering; 21. specimen.

Lesson 3. Part 2. Exercise 7 (pp. 214–216)

| | Fragments | Paragraphs |
|----------|--|------------|
| A | people can't be bothered to walk them | 5 |
| B | means of showing intimacy in private | 7 |
| C | who refer to themselves as their cat's "mummy" or "daddy" | 0 |
| D | women, usually and unfortunately | 3 |
| E | short shelf life prohibits long-term guests | 6 |
| F | clearly desperate to refer to themselves in the plural | 1 |
| G | nowhere near as tragic as one with a cat | 4 |
| H | a sign of great "independence" and is what makes cats so special | 2 |

Lesson 3. Part 2. Exercise 8 (p. 216)

| | | | | | |
|--------------------|---|---------------------------------|--------------------------|------------------|-----------|
| memorabilia | things connected with something you like | imply | mean | glacial | cool |
| affection | love | fork out | pay | repressed | subdued |
| pillow talk | conversation between lovers in bed | soar | escalate | scared | afraid |
| saddo | someone who you do not respect, because their interests are boring or strange | go a bundle on something | like something very much | apropos | regarding |
| prime | the best time | festoon | decorate | | |
| | | pat | rub | | |

Lesson 3. Part 3. Exercise 1 (p. 217)

1. I; 2. B; 3. A; 4. P; 5. E; 6. L; 7. R; 8. M; 9. S; 10. J; 11. Q; 12. G; 13. I; 14. C; 15. N; 16. O; 17. D; 18. K; 19. H; 20. F.

Lesson 3. Part 3. Exercise 2 (p. 217)

1. fish (for); 2. bug; 3. flounder; 4. carp, crab; 5. sponge; 6. toady (to); 7. clam up; 8. louse up; 9. worm one's way (out of); 10. be (sitting) in the catbird seat; 11. catnap (take/have); 12. cat's meow; 13. neither fish nor fowl; 14. pet peeve; 15. fishtail; 16. fishwife; 17. fishy; 18. catseyes; 19. cat's-paw.

Lesson 4. Part 1. Exercise 3 (p. 221)

| | | | |
|---|---|--|-----------------------------------|
| CONIFER TREES cedar fir juniper larch pine spruce yew cypress | OTHER EVERGREENS eucalyptus laurel | BUSHES AND SHRUBS dogwood elder hawthorn hazel hornbeam laburnum lilac magnolia olive | EDIBLE FRUIT TREES pear |
| NUT TREES hickory walnut | TROPICAL TREES cinnamon ebony lime mahogany palm | OTHER DECIDUOUS TREES acacia alder ash aspen beech birch chestnut elm linden maple oak poplar willow | |

Lesson 4. Part 1. Exercise 5 (p. 221)

Meadow and Wayside: anemone buttercup bluebell camomile daisy cornflower crane's bill clover dandelion;

Woodland and Marsh: cowslip lily of the valley heather;

Aquatic: water lily lotus;

Garden or pot: crocus daffodil tulip violet hyacinth orchid aster begonia cactus calendula camellia carnation chrysanthemum dahlia forget-me-not geranium gladiolus hydrangea iris jasmine mallow orchid pansy peony phloxes poppy rose violet.

Lesson 4. Part 1. Exercise 8 (p. 222)

- advantages of having a big garden:** fun growing loads of plants from seed, your own fruit cage and all the veg you want; possibility of trying out new plants and design ideas without worrying about running out of room; making a traditional landscape; dividing it into several smaller gardens in different styles; having a mini arboretum with unusual trees for craggy bark, flowers and nice foliage; going for a wild wood-landy effect; making winding woodland walks;
- disadvantages of having a big garden:** costs a mint, hard work, time-consuming, electric cables won't reach to the end of the garden; feeding the lawn costs a fortune;
- kinds of work that should be done in the garden:** cutting the grass, filling up space, (re)planting;
- instruments and machinery you need for the garden work:** petrol-powered hedge clippers, containers, scythe or motorised scythe, rotavator and a hedge-trimmer;
- parts of the garden:** fruit cage, fruit and veg patches, lawn, massive beds, paved seating area, meadow, orchard.

Lesson 4. Part 1. Exercise 9 (p. 222) (See the Tapescript)

- 1) names of plants and of their parts:** laburnum, cherry trees, lilacs, species of roses, philadelphus, Virginia creeper, poppy tree, underground suckers, shrubs, perennial weeds, organic matter, tulip tree, normal small garden plants;
- 2) words to describe the garden and its parts:** one-hit-wonder, wonderful, at its best, huge laburnum tunnel, designing an all-year-round garden, looks stunning, have a different area specially for summer; smaller plots, enormous climbers, pergola, spreads, let it go mad, well established, chunky-looking, hover for years, keep weeds down underneath the shrubs; in season, in bloom; flower for years; plant in groups 5ft or even 7ft apart; make a good splash; why waste space growing a lot of ordinary small garden stuff.

Lesson 4. Part 2. Exercise 2 (p. 225)

Brassicas: white/red cabbage Brussels sprouts broccoli cauliflower leaf: lettuce spinach parsley fennel sorrel cress.

Root and tuber vegetables: carrot beetroot parsnip turnip swede radish potato Kohlrabi artichoke horseradish parsley.

Seed vegetables: beans French beans peas sweetcorn.

Bulb and stalk vegetables: asparagus leek onion shallot garlic celery rhubarb chicory.

Vegetable fruits: tomato marrow cucumber sweet pepper chilli okra zucchini pumpkin eggplant melon water melon.

Lesson 4. Part 2. Exercise 4 (p. 226)

Pomes – core fruits: apple pear quince.

Drupes – stone fruits: cherry peach nectarine apricot plum olive mango date.

Nuts – dry stone fruits: almond walnut hazelnut coconut pine kernel pistachio peanut pecan.

Berries: grape blueberry gooseberry huckleberry cranberry blackcurrant currant raspberry strawberry blackberry loganberry.

Citrus fruits: grapefruit orange lemon mandarin.

Tropical fruits: pineapple papaya guava avocado pomegranate banana breadfruit.

Lesson 4. Part 2. Exercise 6 (p. 226)

Herbs: bay basil borage chives dill fennel horseradish marjoram mint parsley Rosemary sage savoury tarragon thyme.

Spices: allspice anise bayleaf caraway cardamom cinnamon clove coriander cumin ginger mace nutmeg pepper saffron vanilla.

Lesson 4. Part 2. Exercise 8 (p. 227)

- 1) names of potential pests:** skunk, grizzly bear, greenfly, chipmunk, rat, exotic bug, slug, snails, rabbit, deer, moose;
- 2) damage they may do:** digging a few holes, eating the bottom twigs; eating the tops of the trees; bouncing over the top of the fence; picking on any new plants; going on to other kinds of plants; getting annuals (hydrangea and camellia) chopped straight away; nibbling the pittosporum into a nice dome shape; eating roses;
- 3) means of protection against them:** astilbes, grow trees to more than 20ft before they're safe; put up a huge fence; put annual candytuft everywhere; start out with a mature woodland garden with biggish trees in it.

Lesson 4. Part 2. Exercise 9 (pp. 227–228)

Text A

- 1) damage the pests may do:** strip the bark off young trees; flatten the flowers; dig under chicken wire fencing; climb over; be careful to make a garden in a rabbit-infested area; munch plants down to a stump;
- 2) means of protection against them:** put chicken wire fencing right round the garden; bury the bottom (of the chicken wire fencing) 18in deep; make the top 3ft high; put fencing up before you start planting; plant groups of shrubs; put tree guards round the trunks of new trees; surround new shrubs with several layers of wire netting; fence the more planty part of the garden, especially the vegetable patch.

Text B

- 1) damage the pests may do:** munch on hostas;
- 2) means of protection against them:** use 'green' remedies; plant thick-leaved varieties; grow hostas in pots standing in a few inches of water in a large tray or in the shallow edge of your pond; make a moat; sprinkle sharp gravel, crushed CDs and decorative glass mulches around plants; use a biological killer like nematodes; keep the garden tidy, don't leave any pots and things lying around; compare notes with other people to see what gets eaten in their gardens and not yours.

Lesson 4. Part 3. Exercise 1 (p. 229)

1. C; 2. P; 3. H; 4. E; 5. L; 6. A; 7. Q; 8. R; 9. F; 10. M; 11. D; 12. I; 13. G; 14. T (go wrong); 15. J; 16. N; 17. K; 18. O; 19. S; 20. B.

Lesson 4. Part 3. Exercise 2 (p. 230)

1. flower power; 2. root and branch; 3. in mint condition; 4. hard row to hoe; 5. nip something in the bud; 6. furrow brow; 7. make the hay while the sun shines; 8. go haywire; 9. hit the hay; 10. babe in the woods; 11. can't see forest for the trees; 12. chip off the old block; 13. last-ditch effort; 14. wear sackcloth and ashes; 15. bark up the wrong tree; 16. branch out; 17. beat about/around the bush; 18. a bird in the hand is worth two in the bush; 19. lead somebody up the garden path; 20. stump up.

Lesson 5. Part 1. Exercise 2 (p. 232)

| Modifiers | | Nouns | | Verbs | |
|------------|--------------|------------|----------------|-------------|----------|
| A | B | A | B | A | B |
| unwavering | steady | grievance | grumble | moan | complain |
| incessant | never-ending | resentment | dislike | boom | thunder |
| clanging | ringing | landmark | familiar sight | exterminate | wipe out |
| robust | best | legacy | inheritance | disguise | hide |
| howling | lamenting | | | | |
| relaxing | calming | | | | |

Lesson 5. Part 1. Exercise 3 (p. 232)

| | | |
|---------------|----------------|-------------|
| A. grievance | F. boom | K. disguise |
| B. robust | G. unwavering | L. howling |
| C. moan | H. legacy | M. landmark |
| D. incessant | I. clanging | N. relaxing |
| E. resentment | J. exterminate | |

Lesson 5. Part 1. Exercise 4 (p. 232)

1. disguise; 2. legacy; 3. howling; 4. unwavering; 5. moan; 6. grievance; 7. clanging; 8. resentment; 9. exterminate; 10. relaxing; 11. landmark; 12. robust; 13. boom; 14. incessant.

Lesson 5. Part 1. Exercise 7 (pp. 233–234)

| | | |
|---|--------------------------------------|---|
| A | Amidst the virgin nature | 2 |
| B | Specifics of the British countryside | 5 |
| C | The prevailing trademark | 0 |
| D | An alarming trend | 4 |
| E | The bright prospects | – |
| F | The charms of the scary | 3 |
| G | A clear tendency | 1 |

Lesson 5. Part 1. Exercise 8 (p. 234)

1. b; 2. c; 3. c; 4. a; 5. d; 6. b.

Lesson 5. Part 1. Exercise 10 (p. 235)

Wellies, bypass, dyke, birdwatching, startling, urbanite, marsh, foghorn, deforestation, peat, stasis.

Lesson 5. Part 1. Exercise 11 (p. 235)

1. birdwatcher; 2. dyke; 3. wellies; 4. startling; 5. bypass; 6. urbanite; 7. peat; 8. stasis; 9. peat; 10. deforestation; 11. marsh.

Lesson 5. Part 1. Exercise 12 (pp. 235–236)

Names of plants and related words: the greens and greys of the reeds, natural phenomenon, marsh, vegetable patch.

Names of animals, birds etc and related words: kingfisher, electric-blue underbelly, startling, the high point of a day, natural phenomenon, bittern, male's astonishing foghorn boom, bird watching, house sparrows, exotic, local fauna, coypu, 2ft-long river rat with red-orange teeth, rodent cross; terrifying howling sounds, a cross between cats in a sack and hungry human babies; Britain's coypus are extinct; exterminated; damage they did to riverbanks; last 50-odd breeding pairs; birdwatcher; endangered species list; population has declined by 62%.

Words used to characterize the countryside: the smell and noise – clanging church bells, mooing cows, roary tractors, relatively relaxing bleat of sheep, rural life is so quiet and so boring, rural; a paradise of space and light and fresh air; go out in a canoe; the network of dykes and rivers; magic; real wild nature; calm, stable, and permanent; marked and sudden ecological changes; a wild place; legacy of human actions; from medieval peat diggings; typical of the British countryside; no nature left in this country; nothing here is untouched; great bronze-age deforestation; man has made his mark everywhere; greatest, most beautiful landscapes; man-made; created by deforestation and agriculture; beauty of England's great landscapes; intimacy; landscapes don't make us feel small; product of a choice; there is no nature here, only culture; only things that we have made and chosen; we must let go of any fantasies about nature and timelessness and stasis; we must choose the countryside we want; we have to ask, what is the countryside for?

Geographical names: Norfolk; the Broads; Lake District; Yorkshire Dales; the Alps; Grand Canyon.

Words used to characterize the English Countrymen: like to have a laugh at urbanites, never-satisfied figure; complain; steady, incessant, unwavering, nerve-shredding, much harder to ignore bleating of the English Countrymen; wearing green wellies; complaining about a bypass; have a relatively higher standard of living, better health care, better schools, and live longer.

Words used to characterize urban areas: the most crowded city in the world; a place of convulsive change, landmarks would disappear overnight.

Words used to characterize the English Urbanites: find the Countrymen's bleating hard to understand, live in an urban environment, wonder exactly what it is that countrysideers are moaning about, what's with all this complaining?

Words used to describe population migration: robust indicator, a satisfactory place to live, whether people want to go and live, a consistent pattern of internal migration from the country to the town, generations, general pattern across the developed world, people go to live in cities, they have better lives, move out of urban environments into the countryside, a city slightly bigger than Exeter disappears and reappears, going on for a decade.

Lesson 5. Part 2. Exercise 2 (p. 239)

| Modifiers | | Nouns | | Verbs | |
|------------|---------------|------------|------------|-----------|-----------|
| A | B | A | B | A | B |
| stark | absolute | plot | area | mourn | weep for |
| arable | crop growing | coverage | reporting | prosper | flourish |
| irrelevant | inappropriate | reflection | thinking | trap | catch |
| prone | likely to do | betrayal | disloyalty | fade away | disappear |

Lesson 5. Part 2. Exercise 3 (p. 239)

| | | |
|---------------|---------------|---------------|
| A. reflection | E. irrelevant | I. betrayal |
| B. mourn | F. coverage | J. trap |
| C. plot | G. stark | K. prone (to) |
| D. arable | H. fade away | L. prosper |

Lesson 5. Part 2. Exercise 4 (p. 239)

1. fade away; 2. betrayal; 3. irrelevant; 4. mourn; 5. plot; 6. stark; 7. coverage; 8. trap; 9. prone (to); 10. arable; 11. prosper; 12. reflection.

Lesson 5. Part 2. Exercise 7 (pp. 240–241)

| | Fragments | Paragraphs |
|---|--|------------|
| A | they feel no one cares about them | 3 |
| B | they mourn the loss of a sense of community | 6 |
| C | Running the national parks is not easy. | 0 |
| D | farmers were the local community | 2 |
| E | life will be slightly worse | 4 |
| F | they represent the overwhelming majority of the land surface | 1 |
| G | the locals still did not trust | 5 |

Lesson 5. Part 2. Exercise 8 (p. 241)

1. b; 2. a; 3. d; 4. a; 5. a; 6. d; 7. c.

Lesson 5. Part 2. Exercise 10 (p. 242)

Perform execute; managing running; a statement that seems impossible because it contains two opposing ideas that are both true paradox; good enough for people to live in habitable; understand something be aware of; aggressive hostile; not relaxed high-pressured, stressed; isolated cut off; a tie cravat; hide under the surface of the earth plough under; morally wrong wicked; raise and then lower shoulders to show that you do not know something shrug; undoubtedly there is no question about it; an area where houses of a similar type have all been built together in a planned way estate; a detailed plan to control everything master plan; little by little gradually; entrance access; a long narrow area of water that flows from the sea into the land creek; provoke cause; stranger outsider; have confidence in somebody trust; a serious medical condition in which the heart fails heart attack; permanent immovable; uncontrollable irresistible.

Lesson 5. Part 2. Exercise 11 (p. 242)

1. immovable; 2. irresistible; 3. heart attack; 4. cause; 5. creek; 6. gradually; 7. master plan; 8. estate; 9. there is no question; 10. stressed; 11. cravat; 12. plough under; 13. wicked; 14. shrug; 15. hostility; 16. cut off; 17. be aware of; 18. access; 19. habitable; 20. execute; 21. trust; 22. paradox; 23. run.

Lesson 5. Part 2. Exercise 12 (pp. 242–243)

Nature related words: "nature" spots, national parks; wild, natural place; marsh land; unusable but beautiful; canoe; a stretch of beautiful low-hanging willows; side-creek.

Actions needed: keep “nature” spots the way they are – as beautiful as possible; turn them into national parks, run the national parks, treat our agreed beautiful places as if they were in themselves a finite resource.

Nature related problems: 12 million visits a year to the Lake District; wild, natural place needs a lot of managing; running the national park is not easy; stark division between the land and the people who live on it (urban – 4 mln acres, 98 % population, countryside – 41 mln acres , 2 % population, farmers – 90% of the countryside = overwhelming majority of the land and almost invisible minority of the people), willows had been cut down; cut down trees to allow access for sailing boats down a side-creek.

Words used to characterize the farmers: arable; prosperous; stressed; talks about his work like someone in a high-pressured City job.

Words used to characterize the attitude to the farmers in the past: people thought of farmers as a good thing; farmers were the local community.

Words used to characterize the attitude to the farmers now: over the last years things seem to have changed; coverage is different now, it’s hostile; farmers are not the local community; they’re more cut off; they can’t go and drink in the pub, because it is used by former farm-workers whom they made redundant; local man in a pub: there are pheasant shoots where “nooves” and “rock stars” kill a thousand birds in a day, so many that some of them are ploughed under rather than sold; it’s wicked.

Words used to characterize the English countryside: the countryside is for growing food; most of the people who live in the countryside do not grow food; people start living on the estates; estates are changing the British countryside; Norfolk – sleepy, famously preserved, on the way to anywhere; master plan: 72,600 new show-homes to cover the whole of south and eastern England.

Reasons people move from town to the country: better quality of life.

Reasons people in the country to complain: they feel culturally invisible, feel no one cares about them and no one knows anything about their lives. They feel modern Britain sees them as irrelevant.

Words used to characterize the feeling of community: missing the feeling of community; warm-glow sense; doesn’t exist in the British countryside; smile and nod and make small-talk about the weather; cut down trees behind father’s back; nobody asked him; caused him to feel he couldn’t live in that place any more; after 11 years, he was still an outsider; the locals still did not trust him; He felt a deep, bitter, sense of personal betrayal. It gave him an intense feeling of insecurity. He had sold the house and moved into Norwich. Three months later he died of a heart attack. The business with the trees did not cause that, but it certainly did not help; people in the English countryside are trapped between the immovable conservatism of our patterns of land use, and the irresistible changes brought by population pressure; sense of community died a long time ago if, indeed, it ever existed.

Words used to describe possible community problems in the countryside: life will be slightly worse: more people, more traffic, more noise, more pollution, more queuing, more time at the check-out, longer waiting at the doctor and the dentist and the hospital, a tighter blast-area of selection by postcode around the good schools, the reasons for wanting to live in the countryside are gradually fading away.

UNIT 4

Lesson 5

ENGLISH – UKRAINIAN

| | |
|----------------------|--|
| access | доступ |
| arable | орний |
| arable farming | землеробство |
| be aware | усвідомлювати |
| bear in mind | пам'ятати |
| betrayal | зрада |
| bittern | бугай (птах) |
| boom | рокотати |
| bypass | обхідний шлях; окружна дорога |
| cause | спричинювати |
| clang | дзвеніти |
| commuter | людина, яка щоденно їздить з передмістя до міста на роботу |
| coverage | висвітлення (у засобах масової інформації) |
| coyote | нутрія; болотяний бобер |
| cravat | краватка |
| creek | невелика затока |
| cut off | ізольований |
| deforestation | знищення лісів |
| detour | об'їзна дорога |
| disguise | приховувати |
| dyke | невеликий канал; канава |
| execute | виконувати |
| exterminate | знищувати |
| fade away | сходити нанівець |
| feeling of community | відчуття громади, як єдиного цілого |
| fellow countryman | співвітчизник; земляк |

finite resource
foghorn

gradually
grievance
habitable
harness
heart attack
high-pressured
hostile
howling
immovable
in straight quality of life terms
incessant
invisible minority
irrelevant
irresistible
kingfisher
landmarks
legacy
make somebody redundant
marsh
master plan
moan
mourn

national park
“nature” spots
nerve-shredding
nick
outsider
overwhelming majority
paradox
pattern of land use
peat

обмежений ресурс
низький неприсмний голос (схожий на звучання корабельного туманного горна)
поступово
скарга
придатний для життя
приборкувати
серцевий напад
дуже напружений
ворожий
що завиває
стійкий
чисто з погляду оцінки якості життя
нескінченний
невидима меншість
невідповідний
незворотний
зимородок (птах)
помітний об'єкт
спадщина
звільняти (когось) з роботи
болото
всеосяжний план
стогнати
оплакувати (когось/щось); сумувати (за кимось/чимось); бути в траурі з приводу чогось
національний заказник
куточки незайманої природи
що діє на нерви
проколоти
сторонній
абсолютна більшість
парадокс
методика землекористування
торф

| | |
|--------------------------------------|---|
| plot | ділянка |
| plough under | заорювати |
| population pressure | напруження, пов'язане з приростом населення |
| posh | аристократичний |
| prone (to) | схильний (до чогось) |
| prosper | процвітати |
| prosperous | що процвітає |
| reeds | очерет |
| reflection | роздуми |
| resentment | зневага |
| robust | незаперечний |
| rodent | гризун |
| self-employed | що працює сам на себе |
| show-home | зразковий будинок |
| shrug | знижувати плечима |
| small-talk | легка розмова (про погоду тощо); пуста балаканина |
| sparrow | горобець |
| stark | абсолютно; чіткий |
| stasis | застій |
| Still waters run deep | Тиха вода греблю рве |
| stressed | пригнічений |
| stretch of willows | вербна лісопосадка |
| there is no question about something | без сумніву |
| tighter blast-area of selection by | більш обмежена територія, |
| postcode around the good schools | закріплена за гарними школами |
| trap | ловити у пастку |
| trust | довіряти |
| unwavering | незмінний |
| urbanite | міський мешканець |
| warm-glow sense | позитивне значення |
| wellies | гумові чоботи |
| wicked | аморальний |
| without missing a beat | не роздумуючи |

UKRAINIAN – ENGLISH

| | |
|--|--------------------------------------|
| абсолютна більшість | overwhelming majority |
| абсолютно | stark |
| аморальний | wicked |
| аристократичний | posh |
| без сумніву | there is no question about something |
| більш обмежена територія, | tighter blast-area of selection by |
| закріплена за гарними школами | postcode around the good schools |
| болото | marsh |
| болотяний бобер | coypu |
| бугай (птах) | bittern |
| бути в траурі з приводу чогось | mourn |
| вербна лісопосадка | stretch of willows |
| виконувати | execute |
| висвітлення (у засобах масової інформації) | coverage |
| відчуття громади, як єдиного цілого | feeling of community |
| ворожий | hostile |
| всеосяжний план | master plan |
| горобець | sparrow |
| гризун | rodent |
| гумові чоботи | wellies |
| дзвеніти | clang |
| ділянка | plot |
| довіряти | trust |
| доступ | access |
| дуже напружений | high-pressured |
| заорювати | plough under |
| застій | stasis |
| звільнити (когось) з роботи | make somebody redundant |
| землеробство | arable farming |
| земляк | fellow countryman |
| зимородок (птах) | kingfisher |
| зневага | resentment |
| знижувати плечима | shrug |

| | |
|--|------------------------|
| знищення лісів | deforestation |
| знищувати | exterminate |
| зрада | betrayal |
| зразковий будинок | show-home |
| ізольований | cut off |
| канава | dyke |
| краватка | cravat |
| куточки незайманої природи | “nature» spots |
| легка розмова (про погоду тощо) | small-talk |
| ловити у пастку | trap |
| людина, яка щоденно їздить з передмістя до міста на роботу | commuter |
| методика землекористування | pattern of land use |
| міський мешканець | urbanite |
| напруження, пов'язане з приростом населення | population pressure |
| національний заповідник | national park |
| не роздумуючи | without missing a beat |
| невелика затока | creek |
| невеликий канал | dyke |
| невидима меншість | invisible minority |
| невідповідний | irrelevant |
| незаперечний | robust |
| незворотний | irresistible |
| незмінний | unwavering |
| нескінченний | incessant |
| низький неприємний голос (схожий на звучання корабельного туманного горна) | foghorn |
| нутрія | coyru |
| об'їзна дорога | detour |
| обмежений ресурс | finite resource |
| обхідний шлях | bypass |
| окружна дорога | bypass |
| оплакувати (когось/щось) | mourn |
| орний | arable |
| очерет | reeds |

| | |
|-------------------------------------|-----------------------------------|
| пам'ятати | bear in mind |
| парадокс | paradox |
| позитивне значення | warm-glow sense |
| помітний об'єкт | landmarks |
| поступово | gradually |
| приборкувати | harness |
| пригнічений | stressed |
| придатний для життя | habitable |
| приховувати | disguise |
| проколоти | nick |
| процвітати | prosper |
| пуста балаканина | small-talk |
| роздуми | reflection |
| рокотати | boom |
| серцевий напад | heart attack |
| скарга | grievance |
| спадщина | legacy |
| співвітчизник | fellow countryman |
| спричинювати | cause |
| стійкий | immovable |
| стогнати | moan |
| сторонній | outsider |
| сумувати (за кимось/чимось) | mourn |
| схильний (до чогось) | prone (to) |
| сходить нанівець | fade away |
| Тиха вода греблю рве | Still waters run deep |
| торф | peat |
| усвідомлювати | be aware |
| чисто з погляду оцінки якості життя | in straight quality of life terms |
| чіткий | stark |
| що діє на нерви | nerve-shredding |
| що завиває | howling |
| що працює сам на себе | self-employed |
| що процвітає | prosperous |

TAPESCRIPTS

Unit 1

Lesson 1. Part 1. Exercise 9.

History of London

The history of London as a permanent settlement goes back almost two thousand years. The city's story is a fascinating one, its destiny closely connected with that of the British Isles. London has no known founder. Legend tells of a King Lud, after whom Ludgate Hill and Ludgate Circus are named. A scratched and weather-beaten statue of the mythic monarch, flanked by his supposed sons, can still be seen, tucked away beside the church of St Dunstan in the West of Fleet Street, a quiet place where few people go.

London has no specific foundation date either. Shortly after the Roman conquest of 43 AD the invaders understood the strategic significance of the river Thames, flowing through the flattest, most productive part of their new province, its estuary providing easy access to the European mainland. With the fall of Roman administration Londinium was abandoned in the fifth century. As farming people the invading Anglo-Saxons, who gradually pushed the native Romano-British westwards, had no taste for city life and preferred to found villages which are now London's suburbs or satellites such as Fulham, Mitcham, Ealing and Barking.

The Norman invasion of 1066 was marked by the construction of the mighty Tower of London, sited both to protect London Bridge from invaders coming upstream and located from corner to corner of the city's eastern wall, to impress its inhabitants as a symbol and personification of royal power. London as much as anywhere else in Europe was devastated by the epidemic of bubonic plague, known as the Black Death, which carried off a third of the population in 1348–1349.

The population of London tripled under the Tudors, making it not only the nation's greatest city but by far the greatest – almost a hundred times bigger than the Stratford-on-Avon in which Shakespeare grew up before coming to the bustling Bankside as actor-manager at the Globe Theatre. By 1700 London's population had passed the half million mark, ranking it with Paris and Naples as one of Europe's three largest cities.

Victorian London found its perfect chronicler in Charles Dickens, whose home in Doughty Street survives as his museum. When Edward VII ascended the throne in 1901 London was the largest city in the world, with a population of over six millions. A century later it is still the largest city in Europe.

Lesson 1. Part 2. Exercise 9.

In Britain, over 90 % of journeys of more than a mile are undertaken by car. Now people are traveling more and further. Thirty years ago, the average person travelled less than 20 kilometers every day. People now use cars for many journeys. Where previously they would have walked or taken public transport.

Bus travel, too, is declining as more people have access to cars. In the 1950, there were more bus journeys than any other form of transport, but now bus use is concentrated in urban areas and accounts for 6 per cent of travel.

Cycling has declined since the war, now accounting for just 2 per cent of journeys. For a time cycling was discouraged by the government but now, with government encouragement and improved facilities, the number of cyclists is no longer falling.

Although there is an extensive network of internal air routes, air travel represents only a very small proportion of domestic journeys, partly because the cost is high and partly because Britain is such a small country, but use of these services is increasing as people seek alternatives to the overcrowded roads. With the completion of the Channel Tunnel in 1994, it is now possible to use virtually every transport mode of travel between Britain and continental Europe, ferries, shuttle trains carrying cars through the Channel Tunnel, air and Eurostar high speed trains.

Travel to destinations outside Britain has grown very fast in recent years, thanks to the cheapness of both charter flights and ferry crossings. Now, over 160mln journeys are made from Britain to other countries each year. Because of Britain's position as an island, it has a highly developed air network and Heathrow Airport serves as an international hub for Europe with many passengers on inter-continental flights

Public transport is a major employer, though technological developments, for example, the one person operated train and greater efficiency, such as not having conductors on buses, have led to a decrease in the numbers working in the industry. Land transport – rail, buses, coaches, taxis and lorries employs more people now, compared with ten years ago.

Lesson 2. Part 1. Exercise 5.

San Francisco is a city in western California. Famous for its beautiful setting, San Francisco is built on a series of steep hills located on the northern tip of a peninsula at the entrance to San Francisco Bay. San Francisco was the major Pacific Coast

seaport of the United States. Today the city is an important center for finance, technology, tourism, and culture. The city was named after San Francisco Bay, which in turn was named for Saint Francis of Assisi by early Spanish explorers.

The cool waters of the ocean and bay surround San Francisco on three sides, moderating the climate, which is characterized by balmy, rainy winters and cool, dry summers. San Francisco was developed as a port city, and its early growth was centered on its waterfront.

There are modern skyscrapers such as the 48-story Transamerica Pyramid and the 52-story Bank of America building. These skyscrapers house financial institutions, corporate headquarters, and professional offices. West of the Financial District is a shopping district containing major department stores and specialty shops, many of them centered on Union Square. The Tenderloin is a district of inexpensive hotels and low-rent apartments.

There are several distinctive communities north of Union Square. Chinatown has been the center of San Francisco's Chinese community since the 1850s. Most apartments in these neighborhoods are expensive, and because the two hills are very steep, many of them have dramatic views of the bay. Northeast of Russian Hill is North Beach. Once home to many of the city's Italian immigrants and their children, the area is still known for its numerous Italian restaurants.

Just east of North Beach is Telegraph Hill, at the top of which stands Coit Memorial Tower. The tower, a memorial to San Francisco's fire fighters, is 64 m tall. Nearby are Ghirardelli Square and the Cannery, have been converted into fashionable shops and restaurants, and Hyde Street Pier, with its historic ships.

Further south is the Mission District, an area that began to develop in the 1870s as a working-class residential area. Retail shopping in the district is centered along Mission Street. Once home to large numbers of Irish immigrants and their families, the Mission District now houses Hispanic community drawn largely from Mexico and Central America.

With the construction of the Bay and Golden Gate bridges and other links from the city to its suburbs, the San Francisco Bay area has become one large metropolitan region. San Francisco itself is only 122 sq km of land area, but the city's Primary Metropolitan Statistical Area has a total area of 4,665 sq km.

Lesson 2. Part 2. Exercise 4

New York City's art offerings are so many and varied that authors of guidebooks often give up and list numbers. In New York alone, for example, there are some 12,000 artists and sculptors who are supporting themselves from their work. It doesn't make much sense to list only a few of them. Likewise, with some 400 art galleries and hundreds of exhibitions and shows each season, it would give the

wrong impression to name only two dozen or so of the best known. Then there are the great museums. Among them is the Museum of Modern Art (MOMA) which houses the most complete collection of modern art in the world. There is the Metropolitan Museum of Art, in its range comparable only with the British Museum and the Louvre. There is the Guggenheim, The Cloisters with its fine medieval collection, the Brooklyn Museum, the Frick Collection, the National Museum of Design, the Museum of the American Indian, the American Craft Museum, and the Whitney Museum of Modern Art. With so many other museums in addition to those concerned with art (e.g., the American Museum of Natural History), a visitor would need a book to find them all. In 1993, for example, New York City was investing \$300 million to help renovate some "of its 150 museums."

Lesson 2. Part 2. Exercise 6

New York's status as the leading art center is not only based on the number of artists working there, its many galleries and exhibitions, or the museums. Several important movements in modern art have their roots there. Among the better known which largely spread from New York into international art, are Abstract Expressionism and Action Painting, the related "happenings" that came out of the city in 1959-60, Pop-art, Minimal art, and Photorealism. Some of the artists associated with such movements are, for example, Close, Davis, de Kooning, Demuth, Estes, Hofmann, Johns, Kline, Lichtenstein, Motherwell, Oldenburg, Pollock, Rauschenberg, Rothko, Segal, Stella, and Warhol. Many well-known American artists such as Andrew Wyeth and Georgia O'Keeffe are not associated with New York. Still, they have had some of their most important exhibitions in that city.

Lesson 2. Part 2. Exercise 8

Similarly, Chicago is often associated with modern architecture as the home of Louis Sullivan, sometimes called "the father of the skyscraper," and Frank Lloyd Wright. Yet, it is the Manhattan skyline that is for many people the symbol of the modern big city. And the Guggenheim Museum is one of Wright's best-known designs. Chicago is also where several important Bauhaus artists fled. Some of them, like Mies van der Rohe who formed a partnership with American architect Philip Johnson, did much to influence modern design. But it is New York again that has some of their best-known works. Internationally famous American architects like Eero Saarinen, I.M. Pei, EliAttia, Helmut Jahn, Richard Meier and Frank D. Gehry, although not all represented in New York, have shaped modern architecture. In photography, two New Yorkers, Stieglitz and Steichen, and their gallery "291" on Fifth Avenue had great international influence. Because so many of the major news and media companies as well as publishing giants like Time-Warner and Turner have their

headquarters in New York City, it has also been an important center for photo-journalists. Finally, so-called “street art,” whether the by now high-priced subway graffiti and paintings or the wall-and-buildings paintings with their strong ties to Hispanic-American and southern California art, still are most often associated with New York.

Lesson 2. Part 2. Exercise 10

Theater in America is especially healthy in the hundreds of regional and university groups around the country. But it is Broadway with its some 40 major professional stages and the over 350 off-Broadway experimental theaters that bring to mind American playwrights such as O’Neill, Miller, Saroyan, Williams, Inge, Albee, Jones, Simon, Shephard or Wilson. There are over 15,000 professional actors in New York alone, and another 20,000 or so in the state of California. Over 16,000 professional musicians and composers live in New York, and almost 23,000 more in California. The competition is intense.

Lesson 3. Exercise 1

Kyiv (population about 2,600,000), Northern Ukraine, capital of Ukraine, is situated on the Dnipro river, and is Ukraine’s largest city, as well as a major port. Industries include food processing, metallurgy, machinery and chemicals. Kyiv is one of the oldest cities in Central Europe. It existed as a commercial center as early as the 5th century A.D.

Kyiv’s landmarks are varied and include, among other things, unique Christian (Orthodox and Catholic) churches and cathedrals: the Sophia Cathedral (11th century); Kyiv-Pechersk Lavra, a magnificent complex having been developed for 900 years, and comprising over a hundred historical buildings, among them the Assumption Cathedral (11th c.), the Gate Church of the Trinity, the All Saints’ Church, the Church of the Exaltation of the Holy Cross, St.Nickolas’ Church. Other famous sights include Zoloti Vorota (Golden Gate) (11th c.), the main ceremonial entrance to ancient Kyiv, St.Michael’s Cathedral of Golden Domes (12th c.), Church of the Assumption of Our Lady (Pyrogoshcha) (12th c.), St. Andrew’s Church (18th c.), St. Volodymyr’s Cathedral (19th c.), St.Nickolas’ Roman Catholic Church (19th c.), Khreshchatyk (Kyiv’s main street), Maidan Nezalezhnosti (Independence Square) and many others. Kyiv is home to many universities and research institutes, among them the famous Kyiv-Mohyla university, one of the oldest in Ukraine, and Shevchenko National university, which is 175 years old.

Kyiv has a great cultural potential: museums, theatres, art exhibitions. The best known museums are the National Museum of the History of Ukraine, the Museum of Ukrainian Fine Arts, the Museum of Western and Oriental Art and some others.

Lesson 3. Exercise 4

Kharkiv (population about 1, 600, 000), capital of Kharkiv region, Eastern Ukraine, is situated at the confluence of the Kharkiv, Lopan, and Udy rivers in the upper Donets valley. Ukraine’s second largest city, Kharkiv is also one of the country’s main rail junctions as well as economic and cultural centers. Proximity to the iron mines of Kryvyi Rih and the coal of the Donets Basin has provided the basis for engineering industries that produce a wide variety of other metal products, including tractors, locomotives, aircraft, and turbines. Kharkiv’s industries also include food and tobacco processing, printing, and the manufacture of chemicals. Founded in 1654, the city became the capital of Ukraine in 1919 but was superseded by Kyiv in 1934.

Kharkiv’s landmarks include the Holy Shroud cathedral (1686), the Annunciation cathedral (1771), the Assumption Cathedral belfry built to celebrate Napoleon’s defeat in 1812, a complex of constructivism-style buildings (1920s-1930s) in Svoboda Square, one of the largest in Europe. Dezhprom (1924), a futuristic building, the first concrete high-rise in Europe, is often regarded as one of Kharkiv’s symbols. Among others are the monument to Taras Shevchenko, generally accepted to be the best ever erected to the great Ukrainian poet, the Mirror Stream Rotunda opposite the new Opera House, the Karazin Kharkiv National university, dating from 1805, and the Railway Station building with the adjacent square.

Kharkiv industrial base includes major industries such as machine tools, agricultural machinery, and electronics, as well as consumer products. Kharkiv is home to numerous research institutes as well as about thirty university-level institutions of higher education, with a combined enrollment of over 100,000 students.

Lesson 3. Exercise 6

Odesa (population about 1, 115, 000), Southern Ukraine, capital of Odesa region, is a major Ukrainian port on the Black Sea. It is a rail junction and the home port of fishing fleets. Shipbuilding and oil refineries are among its industries. Nearby there are health resorts. The city was founded in 1754 on the site of an ancient Greek colony.

Odesa’s landmarks include Derybasivska street, with its magnificent architecture, crowds of people leisurely sitting on terraces of numerous cafes and restaurants, perfect cobblestones, no vehicle traffic and big shady linden trees. Derybasivska leads to the City Gardens with its fountain, old rotunda and sculptures of lion and lioness. The Souvenir Market with a crowd of artists and craftsmen demonstrating their works is situated here. The cobblestone and tall acacia trees on this boulevard are most reminiscent of Old Odessa. The boulevard is one of the most picturesque resort districts in Odessa. The cable car rides down to the Lanzheron

Beach. The steep hill parts Frantsuzsky Boulevard from three beaches beneath. The Opera House is one of the best in Europe, goes after Vienna Opera House from architecture standpoint. There is a viewing platform on the roof of this building from which the whole city could be observed.

Built in 1837, Potemkin Steps are the best place to view the busy harbors and the bay. The famous monument to Duke de Richelieu overlooks the steps 142m in length. At the bottom of the steps there is the city's brand new passenger ship terminal and convention center. Other cultural sights include the Museum of Western and Oriental Art, the Literature Museum, the Navy Museum, the Private Collections Museum and some others.

Shady platens and chestnut trees, numerous benches and magnificent sea view make the Primorsky Boulevard irresistible for both tourists and locals. At the west end of the Boulevard is Count Vorontsov Palace and a Grecian colonnade, which overlooks the harbor and also provides a fine view of the bay. Pryvoz is one of the biggest farmers' markets in the world.

Lesson 3. Exercise 8

Lviv (population about 600, 000), Western Ukraine, capital of Lviv region, is situated at the watershed of Western Buh and Dniester rivers and in the northern foothills of the Carpathian Mountains. The main city of the Western Ukraine, it has such industries as oil refining and automobile manufacturing. Founded in 1256, it became a commercial center on the trade route from Vienna to Kyiv. Its famous National University was established in 1661.

Lviv's landmarks are concentrated in the Old Town with its ancient Rynok (Market) Square and marvellous architectural masterpieces. Lviv's churches and cathedrals charm you with their beauty and win general admiration. The most famous are the Armenian Cathedral (14th century), the Cathedral of the Latinics of St. Maria (14th– 15th centuries), the Chapel of the Boims (17th century), which charms by exuberance of its sculptural decor; the old Bernardine's Cathedral and Cloister (17th century); a gem of Lviv's architecture, the Cathedral of St. George (18th century); the Cathedral of the Dominicans (18th century), one of the most majestic monuments in baroque; the Transfiguration Church (19th century).

Prospekt Svobody is a picturesque tree-lined boulevard crowned by the majestic Opera House. This architectural landmark, which adorns the city, holds a special place among theatrical buildings in Ukraine, and rivals the most respected theaters in Europe. In 1896 a local architect, Gorgolewski, started the construction. The building was erected in a classical style with forms and details characteristic of Renaissance and baroque architecture. The exterior décor adds a solemn quality to

the structure. The building displays a high level of artistic taste and harmonic proportions. The theater interior is splendid. It is lavishly decorated with multi-colored marble, ornamental paintings, moldings, sculptures and gilding.

UNIT 2

Lesson 1. Part 1. Exercise 7.

Here is the weather forecast for Monday.

Monday will be cloudy in many parts, with showers or longer spells of rain. The worst of the rain will be in the east and the north. Brighter, drier and a little warmer again on Tuesday and Wednesday, although there will be one or two showers, mainly in the south.

Greater London, SE England, E Anglia, Central S England, Midlands E, Midlands W, SW England, S Wales, Channel Islands: Starting rather cloudy this morning, but it will soon brighten up. A few showers are likely to develop this afternoon, with the odd one possibly heavy. Moderate northeasterly wind. Max 14 °C (57°F).

E England, N Wales, NW England, Lake District, Isle Of Man, Central N England, NE England, borders: It will be cloudy today with some rain at times, especially in the east. There will be a cold and quite strong northeasterly wind. Max 11 °C (52°F).

Edinburgh and Dundee area, SW Scotland, Glasgow area: A bright start this morning, but thickening cloud will bring some patchy rain this afternoon, mainly in the east. Fresh or strong northeasterly wind. Max 12 °C (54°F).

Aberdeen area, Central Highlands, Moray Firth area, NE Scotland, Argyll, NW Scotland, Orkney, Shetland, N Ireland: It will be bright and breezy today with some sunshine. The best of the sun will be in the north and west. Fresh or strong northeasterly winds. Max 14 °C (57°F).

Republic of Ireland: Northwestern parts will have a dry and fairly bright day. Cloudy elsewhere, with patchy rain in the southeast. Fresh northeasterly winds. Max 12 °C (54°F).

Lesson 2. Part 1. Exercises 4 and 5

Weekend Weather

North. Sun will yield to clouds across the Northeast (with the expected temperature 45°F), as high pressure slides offshore. Showers are likely from the Gulf Coast

to the western Great Lakes as moist winds from the south interact with a front and a vigorous jet stream disturbance. Most of the West will turn colder, to 40°F, while the Northwest will be cloudy and damp. The temperature here will be a bit higher, around 42°F. In the West, rain showers will linger near the Northwest Coast while snow falls on many west-facing mountains.

National Forecast. Rain will move north through the Ohio Valley into the Northeast as a low-pressure center approaches the northeast from western Tennessee, where the temperature is about 58°F. The heaviest rain is expected in the unseasonably mild air from the eastern Ohio Valley to the interior Northeast. The rain may mix with wet snow over northern Illinois and Indiana, where the temperature at the moment is around 40°F. The sleet is about to be over in the afternoon. Clouds will thicken in the chilly air (around 30°F) over northern New York and New England. Periods of snow will develop tonight and continue into tomorrow. Several inches are expected.

The Southeast will be exceptionally mild, around 65°F. Coastal areas will stay dry with some sunshine, especially in Florida (72°F). A few showers are expected near the Appalachians.

FOCUS: ABSENCE OF CHILL. Winter has been slow to come to Marquette, Mich. Marquette, near Lake Superior, is usually among the first places in the contiguous United States to get bitter winds and abundant snow. Today will be the 45th straight day of above average temperatures there. Seventeen of those days had record warmth. On Nov. 18, the temperature reached 60°F, the latest such high temperature recorded there. The absence of chill in Marquette is part of a pattern that has swept air masses across the nation that had origins over mild Pacific waters.

Hurricane Kenna threatens Mexico. Pacific Hurricane Kenna is expected to hit the Mexican Coast, probably between Mazatlan and Puerto Vallarta tonight or early Saturday morning. The U.S. National Hurricane Center said Kenna's strongest winds of 140 mph were expected to weaken slightly before the storm hits Mexico. While the hurricane should rapidly weaken after hitting land, its heavy rain could continue moving inland into Texas, where the temperature is about 80°F now.

Lesson 2. Part 2. Exercise 1

Across Antarctica, scientists are observing a variety of climate trends that provide mixed signals on whether global warming is affecting the continent. This image was pieced together from about 4,000 radar images taken by Radarsat-1 over 24 days in September and October 2004. Lighter shades are areas like ice shelves where the Antarctic surface is rough. Darker shades indicate smooth or wet surfaces, like areas of melting ice.

Arguments for the Shrinking Shelf. More than 2,500 square miles of the Larsen Ice Shelf have either broken off or disintegrated since 2002. This year, 1,250 square miles, about the size of Rhode Island, separated from the continent (shown at left). The breakup of ice sheets does not contribute directly to rising sea levels, since the sheets are already floating. But it could promote the flow of ice from the continent's surface, and that would slightly raise sea levels. Light areas probably originate from melting and refreezing in the early 1990's

Arguments for the Growing Shelf. The edge of the Amery Ice Shelf has advanced about 15 miles in the past 25 years. Its growth is being fed by ice flowing from the Lambert Glacier, one of Antarctica's largest and longest glaciers. The color image above shows how fast the Lambert ice is flowing. Once the ice reaches the shelf, it spreads out and thins, it may move more than 10 feet a day.

Lesson 3. Part 1. Exercise 7

Season Draws to a Close. Many of Europe's lower resorts have already closed for the season, but skiers in the higher resorts have enjoyed a truly splendid week on the slopes where the frost is still on. The sun has shone continuously, giving optimal skiing conditions up high. The scenery remains beautiful with snowflakes falling down quietly on the trees covered with hoar frost. There is still enough snowfall with occasional flurries here and there. However, the strength of the sun at this time of year means that the snow cover on the middle and lower slopes has been deteriorating rapidly, with many ski runs now either closed or used only with great care. Skiing in Zermatt last week, I noticed that some of the runs I skied regularly became slushier by the day. The flurries have turned into sleet a few times, too. Nevertheless there was still good wintry snow to be found on the upper slopes of the Klein Matterhorn and over in Italy. As the season draws to a close, the only resorts now offering really decent skiing until the beginning of May are Zermatt and Val Thorens.

Lesson 4. Part 1. Exercise 5

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| <p>A. LUCK RUNS OUT FOR HUMAN LIGHTNING ROD Roy Cunningham, of Waynesboro, Virginia, survived being struck by lightning seven times. At 3:00 am, on 28 September 1983, aged 71, he succeeded by his own hand where Jupiter's bolts had failed. He shot himself, and was finally earthed.</p> | <p>B. Laura McDowell (maiden name Cunningham), 22, was talking on the phone about 5:00 pm on 21 May 1988 in Montezuma, New York, as a heavy band of thunderstorms moved through the central New York region. A lightning bolt came through the phone, killing her, throwing her from her chair and knocking things off the wall.</p> |
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| <p>In 1942 he lost a big toenail to lightning. In 1969 his eyebrows were blown off. His left shoulder was seared in 1970; and his hair set on fire in 1972, after which he always carried a few gallons of water in a can in his car. On 7 August 1973 he was out driving when a bolt came out of a small, low-flying cloud, hit him on the head through his hat, set his hair on fire again, knocked him ten feet out of his car, went through both legs and knocked his left shoe off.' <i>Daily Express 1 October</i></p> | <p>The phone was blackened by the charge, estimated at 10,000 to 50,000 volts. About 50 volts can jog the human heart. <i>St Louis Post-Dispatch</i></p> |
| <p>C. Professor Stig Lundquist, known as 'the professor of thunder', said that lightning may literally strip a person naked if it hits his/her clothes. It may also focus on metal objects. The professor recalled one case when it burned away a gold necklace, leaving only a black mark. <i>Sydsvenska Dagbladet</i>, 6 July 1988.</p> | |
| <p>D. On 15 May 1976 Freda Bell (maiden name Cunningham), of Middleton, Cumbria, begun her ironing as a storm began. 'A flash of lightning ripped down the iron, bounced across to the iron fireplace guard, then hit me,' she said. 'I was hurled across the room and found that the lightning had torn through my overall, ripped off my trousers and burned off my tights to below the knee, blistering my legs. <i>Sunday People 16 May 1976.</i></p> | <p>E. On 1 July 1988, Pat Cunningham, Arizona, who was afraid of thunder, got so alarmed during a heavy thunderstorm that she ran out of her house to seek refuge with her nearest neighbor. Lightning struck the top of her umbrella, knocked her down, and knocked all the fillings out of her teeth. She was unhurt, and after she had recovered from fright she called on a dentist to get new fillings. <i>Arizona Weekly 6 July 1988</i></p> |
| <p>F. A bolt vaporized electrical wiring on its way to a fridge, killing a young housewife Jane Cunningham in Knoxville, Iowa, even though she was standing on a rubber-backed carpet. The baby Vietnamese orphan she was holding at the time miraculously remained unharmed. <i>Daily Mail 11 September 1975.</i></p> | <p>G. Zimbabwe suffered the worst electrical storm season on record. By the beginning of February 1985, the season's death toll was 116. The country holds the record for the most people ever killed by a single bolt –21 (at the so-called Cunningham's wedding party). <i>Daily Express 8 February 1985.</i></p> |

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| <p>H. Heidi Madsen (maiden name Cunningham), 14, on her six-year-old horse, had finished her round in a riding competition, and was on her way out when lightning struck from a cloudless sky. The horse was killed instantly, the girl had heart failure, and several spectators were knocked down. The buttons on Heidi's riding clothes glowed. She recovered in hospital, but suffered serious burns on her chest and stomach. The hair on her neck was scorched off, and her necklace was charred, leaving a burn on her neck. <i>Cincinnati Enquirer 12 June 1992</i></p> |
| <p>I. On St Patrick's Day, G. Cunningham of Phoenix, north of Baltimore, was in bed sick during a hard rainstorm, when the bulb in her bedside lamp exploded. Lightning had struck her house. She got out of bed and rushed over to her daughter's house nearby to find a red ball of fire on a skirting board outlet socket. Her daughter's house had also been struck by lightning, which also ruined her television and video recorder. Later on the same day, Cunningham's daughter in Bel Air, northeast of Baltimore, called to say that lightning had struck the chimney of her house, scattering fireplace bricks all over the floor. <i>Baltimore Sun 9 April 1990.</i></p> |

UNIT 3

Lesson 1. Part 1. Exercise 3.

I always used to be big. Up until recently, I can't remember a time when I could wear anything fashionable. I didn't care about what colour my clothes were, or the design on the fabric, whether it was a two-piece dress or a twin set. I never worried about the lapels of my jacket, the bodice of my dirndl, the godet and the front pleat of my skirt, or the kinds of pockets on my clothing, whether front or back or breast. I was oblivious of the kind of welt, whether stretch or knitted, or the kinds of fastening – braces or lace or zip – all that mattered was that they were loose and baggy enough to hide my bulk, and preferably with kimono sleeves. I wore what I could get into.

But now, for the first time in my life, I can wear fashionable clothes, and it feels so good. It's as if I've finally discovered the real me – while the fat person I used to be seems like a fake. I feel so liberated. I want to wear all the clothes I could never fit into before – simply because I can!

But my daughter Jane disagrees. I know I look good in short skirts, but she bans me from wearing them. She thinks that women of a certain age shouldn't wear revealing clothes.

When I got married, I'd managed to get down to a trim size 12, but after the wedding I gradually gained weight again.

I did realize I wasn't slim, but I wasn't aware of just how huge I'd become until I saw a photo of myself at Christmas 2004. I looked obese – I was wearing an unflattering green high-necked jumper and a pair of jeans.

Two weeks later I summoned up enough courage to join a slimming club. Now that I'm the same size as Jane, I can shop in the same places as her. I can even borrow her clothes, not just shawls or scarves, although she hates me doing it!

I recently wore one of her flimsy tops with tight jeans to a party at our local social club, and Jane kept coming up to me all night and pulling the top over my shoulders. It was hilarious – maybe she was worried I looked better than she did!

I love Jane dearly and of course I don't want to upset her. But I've spent years being fat. Now I feel I finally have the chance to wear trendy clothes and, at 37, I can get away with it.

Lesson 3. Part 1. B. Exercise 4.

Welcome to the Value Express on-line information service. We'll help you to find exceptional options – probably the best on the market today. First, let's introduce our top selection of coats and jackets – a superb collection never to be missed.

Lot A. Corduroy sweater-collar jacket: \$98. Cotton. Unlined. Slim fit. Knit rib collar. Snap front. Chest pockets with flap. On-seam waist pockets. Side tabs with adjustable snaps. Hits at hip. XS, S, M, L, XL. Color: camel, chocolate.

Lot B. Utility canvas jacket: \$78. Lightweight cotton. Fully lined. Easy fit. Tab closure at neck. Button front with hidden placket. Button-tab cuff. Slant pockets. Hits at hip. XS, S, M, L, XL. Color: stone, eucalyptus.

Lot C. Hooded toggle coat: \$158. Leather. Heavyweight. Fully lined. Full, easy fit. Hood adjusts for snug or loose fit. Front, back yoke. Zip front with toggles. Patch pockets. Colors: XS, S, M, L, XL. With Thinsulate for extra warmth: \$178. Hits below knee. Colors: toast, flannel heather.

Lot D. Fleece/Tweed reefer coat: \$178. Wool/nylon. Heavyweight. Easy fit. Fully lined. With tonal-contrast interior. Button front. Patch pockets. Sleeve vent with button. Hits at knee. XS, S, M, L, XL. With Thinsulate for extra warmth: \$198. Colors: café, caramel.

Lot E. Modern wool/nylon pea coat: \$148. Fully lined. Heavyweight. Fitted at chest with slight A-line. Double-breasted. Button front. Handwarmer pockets. Flap pockets. Sleeve vents with exposed buttons. Back vents. Hits mid-thigh. S, M, L. Colors: mineral, caramel, burgundy.

Lot F. Herringbone traveler coat: \$158. Wool/poly. Full easy fit. Front, back yoke. Tab closure at neck. Self-belt. Welt pockets. Button tab cuff. Back vent. Hits low thigh. XS, S, M, L, XL. Colors: caramel heather, flannel heather.

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The first 50 customers will get a 50 % discount. You'd better hurry up!*

Lesson 4. Exercise 4.

There are three remarkable types of suits.

A. The Standard Blue: Great for business, lunches, New York Mayors, summer dinners, or casual parties. Can be worn with black or brown shoes, even white if you are daring. Reflects well by a pool. Standard blue means navy, with no room for paler shades, even if you went to the University of North Carolina.

B. The Classic Gray: Appropriate for everything and even makes a red-head look dandy. Grays also are the best with patterns, especially anything in the chevron family. Start with plain, move to pinstripes and window-pane. Even such, the gray is never controversial. It is the Switzerland of suits.

C. The Basic Black: Our favorite and the permanent classic, it is a fit at the Oscars or your sister's wedding, the perfect compliment to a good white shirt, beloved by gangsters, designers, and undertakers (those jobs with the highest doses of fashion-conscious aptitudes; respectively, aggression, vanity, and wisdom). If you have only one suit, this is it. You can even be buried in it.

Lesson 4. Part 1. Part 2. Exercise 7.

Well, as a man who now finds himself more absurd than his own tie rack, but wiser than the jumper drawer, here are the masculine insights from half a century of dressing himself. The rules are hard and fast – and, like all rules, they are only of any use when they are broken. Style is an art, fashion a craft. Art is defined by breaking rules, craft by keeping them. And you can have that embroidered on the back of your denim jacket with tassels. So,

Rule one: don't lie. Don't look at a picture or a movie and think, if I put that on, I'll be him. The dumbest thing that was ever said about getting dressed was that clothes make the man. Outfit makes a fireman, a soldier and a prisoner. For the rest of you, it's the man that symbolizes the clothes. Paul Newman in a wife-beater T-shirt looks like a gift-wrapped toy. You in a wife-beater T-shirt look like a wife-beater – who lost. Dress from the inside out, not the outside in.

Rule two: men and women are different. I am guessing this does not come as news to you, but it might to your wardrobe. Men and women have always dressed differently, not so they can tell each other apart, but because they use clothes dif-

ferently. Women dress piecemeal. They see themselves as a collection of good, bad and indifferent bits. They dress to hide and highlight. Men see themselves as an all-or-nothing package. Interestingly, this corresponds with how men see women, and women men. So, men who dress to accentuate a bit of their bodies look sad and strange, like muscle Marys in cap-sleeved T-shirts.

Rule three: act your age. Nobody under 30 should have a tailor; nobody over 40 should be without one. The only thing sadder than a mother who dresses to compete with her daughter is a father dressing to attract his daughter's friends. Dressing your age grows harder as false sportswear engulfs the world. If in doubt, say no. And remember: trainers are the sensible shoes of the very young and the very old.

Rule four: tuck your bloody shirt in. It's not clever or funny, except if you have a paunch. Then it's still not clever, but it is funny.

Rule five: be self-aware. An old rule, this, but still a sound guide for those of you who tend to dress up. Before you leave the house, take a look in the mirror and remove one thing – usually the first thing that catches your eye. Equally, if five people come up and compliment your socks, best not to wear them again.

Rule six: don't experiment with the uniform. Some things just are the way they are – like dinner jackets: either wear a traditional one or don't. Don't wear a black shirt or a T-shirt or an open-necked shirt. Don't do unusual stuff with the lapels. Same goes for the wedding kit. Wear a morning coat or don't. Just leave the fancy waistcoat to the waiters.

Rule seven: wear clothes that fit. You may think this is obvious, but you'd be surprised. Women can be three dress sizes in one afternoon. Men need to be more precise. Don't pretend your waist is still 34 when it's 36. It's not pretty. And don't indulge the wilder extravagances of taste: 40-inches trouser legs, padded shoulders, paragliding lapels. You are dressing for who you are now, but also for the future generations. That unconsidered photograph will be your heritage, the only thing your great-grandchildren know of you.

Rule eight: get a haircut. The most important accessory of all, but you'd be astonished how many men are still asking for the same thing they had at school. Actually, you probably wouldn't be.

Rule nine: go for it. The rule is: underdress before teatime, overdress after. When you want to make an entrance, do it with complete confidence. If you can't collect complete confidence, pretend you can. It comes to the same thing. To every man upon this earth, fancy dress comes sooner or later. The rules say: don't wear anything with a rubber head mask, anything pre-Christian and, please, no cross-dressing. Unless you are a public schoolboy, in which case you simply can't resist, can you?

Lesson 1. Part 1. Exercise 6.

| ANIMAL | MALE | FE-MALE | YOUNG | GROUP | HABI-TATION | SOUNDS |
|--------------|-------------------|--------------|---|---------------------------------|-------------------|--|
| CATTLE | bull | cow | calf (very young), heifer (fe-male), bullock (male) | herd | shed | Bulls bellow, Cows moo |
| CAT | tom(cat) | tabby | kitten | clowder | house | purr, miaow |
| CHICKEN | cock rooster (AE) | hen chicken | chicken, cockerel (male), chick (newborn) | brood | hen house | Cocks crow (cockadoo-dleedoo), Hens cackle-cluck, Chicks cheep |
| DOG | dog | bitch | pup(py) | pack | Kennel, dog house | bark (bow-vow), whine, growl |
| DONKEY (ASS) | jackass | jenny | donkey (ass) | barren | shed | bray (hee-haw) |
| DUCK | drake | duck | duckling | pad-dling, team | fold, shed | quack |
| GOAT | billy (goat) | nanny (goat) | kid | herd, tribe | shed | bleat |
| GOOSE | gander | goose | gosling | gaggle, skein | fold, shed | honk, hiss |
| HORSE | stallion | mare | colt (male), filly (fe-male), foal (very young newborn) | stud (of mares), rag (of colts) | stable | neigh |
| PIG | boar | sow | piglet | litter | (pig) sty | snort, oink, grunt |

| | | | | | | |
|---------------|--------|------|--------|------------------|----------------|------------|
| PIGEON | pigeon | dove | squab | flock, flight | pigeon loft | coo, croon |
| RABBIT | buck | doe | bunny | nest | warren | - |
| SHEEP | ram | ewe | lamb | flock | fold | bleat, baa |
| SWAN | cob | pen | cygnet | herd, bevy | nest | hiss |

Lesson 1. Part 2. Exercise 6.

- The *Daily Mirror* reports that a crow flew into power lines in Japan, halting 20 high-speed trains and causing widespread chaos.

- According to the *Toronto Sun* of 11 May, at Elsworth Air Force Base, South Dakota, rabbits and squirrels caused chaos in the secured weapons area by setting off security alarms. The rabbits were also breeding like crazy and burrowing into missile mounds, causing cave-ins. The Air Force were intending to go hunting with bows and arrows!

- The *Daily Express* reports that the ancient monument of Stonehenge is in danger of falling down due to the burrowing of a vast army of rabbits. Officials are digging a wire fence into the ground to keep the invaders out.

- *The People* newspaper of 21 May, reports about several hours of traffic chaos in Yarmouth, Isle of Wight, which followed the action of a seagull, that shot a turd straight onto the electronic eye of a new 2-million-pound swing bridge, putting it out of action.

- According to the *Evening Standard*, thousands of commuters from Liverpool Street Station, London, were delayed 20 minutes after a pigeon flew into overhead power lines between Gidea Park and Shenfield, causing a break in electricity.

- The *Daily Star* reports that an owl pecked through the cooling cable and blew a 132,000-volt cable near Black Carr Woods, Bradford, causing £13,000 damage.

- **The *Daily Telegraph* informs that a crow perched on an overhead railway power cable as a train passed underneath caused a short-circuit, blowing masonry from an overhead footbridge and halting mainline services at Crewe, Cheshire, for more than an hour.**

- According to the *Weekly Hem*, Cindy the cat managed to climb up an electricity pylon, causing workmen to black out the village of Sreatley, Luton, for 20 minute while they rescued her.

- The *Daily Telegraph* reports that the Piccadilly Line of the London Underground was brought to a halt when a dog went for a walk for six miles along the tunnels from Wood Green and Holborn stations.

Lesson 2. Part 1. Exercise 3.

| ANIMAL | MALE | FEMALE | YOUNG | GROUP | HABITATION | SOUNDS |
|-----------------|--------------|-------------|--------------|---------------------------|----------------------|-------------------------|
| DEER | hart stag | doe hind | fawn | herd | | |
| ELEPHANT | bull | cow | calf | herd | | trumpet |
| FOX | dog | vixen | cub | skulk | hole in the earth | bark |
| HARE | buck | doe | leveret | down husk | hole in the earth | |
| LION | lion | lioness | cub | pride | den | growl, roar |
| TIGER | tiger | tigress | cub | pride | den | growl, purr, roar |
| WOLF | wolf | bitch | cub whelp | pack whelps: litter | hole in the earth | growl, bark, howl |

Lesson 2. Part 2. Exercise 8.

A. The *Portland Press-Herald* reports that a farmer, George Sway, and his faithful **terrier** Flox chased a fox into its lair in northern Greece. He laid his shotgun against a tree and prepared a small fire to smoke the fox out. Flox knocked over the gun and it fired, hitting Sway in the stomach and legs.

B. According to the *Daily Telegraph*, three men on a pigeon hunt in Kent failed to bag any game and laid down their shotguns to discuss the day's events. One of the dogs, a **pointer**, ambled towards his 52-year-old master, a retired colonel, trod on the trigger of a gun and loosed off both barrels. The man was seriously injured, while the dog suffered a broken claw.

C. The *Daily Mail* told a story about a Mr. Roger Surroca, 37, a lawyer of Pinet, in central France, who placed his shotgun on the passenger seat of his car after a day's hunting. His **bulldog** Napoleon leapt into the car, hit the trigger and shot his master dead.

D. The *Times* told another story. As dawn broke, Michael Martin, 24, a university instructor, was pulling his boat up to the bank of misty Lough Ree in Ireland, on the opening day of the duck-shooting season. His **trackhound** Lindy stepped on the trigger of his single-barrelled shotgun and shot her master in the leg.

Lesson 3. Part 1. Exercise 8.

A. The *Valley Daily Times* reported that Louis Garcia, 71, reeled in his line on his fishing boat the *Royal Star*, about 250 miles south of the tip of Mexico's Bay of California on 1 March, when a large mackerel leaped out of the water and sank its razor-sharp teeth into his left hand and forearm, cutting him to the bone.

B. According to the *Toronto Star*, on 1 July a spotted brown ray with large wing-like fins, with an estimated weight of 250 lb, soared out of the water and landed on Charles Carroll, knocking him unconscious aboard a boat in the Gulf of Mexico where he was fishing with his father. His father and a friend were able to lift the ray, with a wingspan as large as the boat, and slide it back into the water.

C. The *Sun* told a sad story of a fisherman Abe Fernando, 21, who died off Sri Lanka on 1 December when a swordfish leaped from the water and speared his neck.

D. The *Bristol Evening Post* reported an unusual happening on 1 September at the Tropicana Aquarium in Watchet, Somerset, where an eight-limb trout was found in a tank of piranhas, and ate six of the smaller fish before it could be hauled out. Owner Ken Greenwich saw the trout leap three feet from its tank into the adjoining one.

Lesson 4. Part 1. Exercise 9.

In a small garden, if you are going to have a *tree*, it's no good going for a one-hit-wonder such as laburnum, which looks *wonderful* for a few weeks, but has nothing much going for it for the *rest* of the year. A small garden tree must be like four *trees* packed into one. But in a big *garden* you can have a tree simply because you love it – even if it's only *at its best* for a few weeks a year. Enjoy your *cherry* trees and *lilacs* or your *laburnum* tunnel.

You don't have to worry about *designing* an all-year-round garden – you can afford to be light-hearted and have an area that looks *stunning* in spring but is nothing in summer. It won't matter because you'll have a *different* area specially for summer. You'll probably have to look for big garden plants in *specialist* nurseries because *garden* centres cater mainly for customers with smaller *plots*, so you don't find a lot of trees, and none of the bigger kinds.

Try great big *species* of roses – some philadelphus will make 18ft – and if you *inherit* a few huge old trees with the garden, you can grow *enormous* climbers up through them, such as *Virginia* creeper or make a pergola to grow them on. You can also have a huge tree *poppy* with stunning white flowers which *spreads* by underground suckers, as a big garden is the only place you can really let it go mad.

When you are planting new trees or *shrubs* in a big garden, you want them to fill the *space* fast, so be very thorough about your *soil* preparation. Get rid of perennial

weeds first, and *dig* in loads of organic *matter* because it really does make all the difference – *shrubs* will be well *established* and *chunky*-looking in three years if you take the *trouble*, otherwise they just hover for years.

To help keep *weeds* down underneath these *shrubs*, go for the sort of ground cover that *spreads* well and won't make lots of work. Watch out for the sort of big trees and *shrubs* that look *stunning* in books when they are in *season* and in *bloom*. For instance, the *tulip* tree, because some don't *flower* for years.

If you do go for normal small *garden* plants, you need to plant them in *groups* 5ft or even 7ft *apart* so they make a good *splash*, otherwise you'll never notice them. But my feeling is, if you have a big garden why waste space *growing* a lot of ordinary small garden stuff when you could make life a lot easier and have unusual things other people can't grow – especially when they make life a lot easier for you.

13,00

Навчальне видання

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Наталя Миколаївна **Ковальчук**
Юлія Володимирівна **Матюхіна**

**КНИГА ДЛЯ ВИКЛАДАЧА ДО ПРАКТИЧНОГО
КУРСУ АНГЛІЙСЬКОЇ МОВИ**
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