

Министерство образования Республики Беларусь

**Учреждение образования
"Гомельский государственный университет
имени Франциска Скорины"**

Г.Н. Петухова

АНГЛИЙСКИЙ ЯЗЫК

Практическое пособие

Гомель 2005

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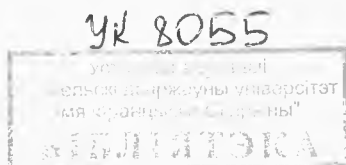
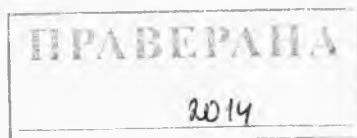
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**Тесты и задания по внеаудиторному чтению
для студентов 2 курса
естественных факультетов**



Гомель 2005

УДК 802.0 (075.8)
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Практическое пособие состоит из 4 разделов и направлено на повышение эффективности работы студентов. Материал для чтения взят из различных периодических изданий. В пособие включены практические задания, выполнение для закрепления изучаемого материала.

Адресовано студентам 2 курса естественных факультетов.

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ВВЕДЕНИЕ

Данное пособие предназначено для студентов второго курса естественных факультетов. Цель пособия – способствовать развитию навыков различных видов чтения, формированию умения тонко понимать и извлекать необходимую информацию, обогатить словарный запас студентов.

Пособие построено на основе аутентичных текстов и состоит из 9 разделов. Каждый раздел включает несколько текстов, объединенных одной темой, за которыми следуют разнообразные упражнения.

В основу отбора текстов, различных по тематике и охватывающих широкий круг современной жизни, положено, помимо соображений учебно-методического порядка, стремление ближе познакомить студентов с внутренним миром человека и средой, в которой он обитает.

Каждый текст сопровождается комментариями, где даются необходимые лексические пояснения, и заданиями в виде разного рода упражнений, нацеленных на быстрое усвоение прочитанного материала и умение высказывать свое отношение к предложенной информации.

Предлагаемый материал рекомендуется использовать в дополнение к существующей программе обучения, что внесет разнообразие в учебную работу, заставит призадуматься, станет стимулом к самостоятельному поиску дополнительной информации, позволит посмеяться или поспорить.

Автор надеется, что данное пособие найдет свое место в учебном процессе.

Unit I

BELARUSIANS FAMOUS WORLDWIDE

I. *Read the following text and catch the main idea.*

TEXT 1. *Ignacio Domeyko (1802-1889)*

Ignacio Domeyko (Ihnat Damiejka), participant of the 19th century liberation movement in Belarus, geologist, mineralogist, and National Hero Of Chile, was born in the majontak (vill) of Miadz-viedka, nearby Navahrudak, in 1802. He graduated from the Monastic School in Scucyn (1816), and from the Physics-Mathematics Faculty at the Vilnia University (1822). At the University, he became friends with Adam Mickiewicz, the well-known Belarusian-Polish writer. In 1819, he was accepted to the Philomats Society, a secret students' organization, and got his crypto name Zehota (under which, Ignacio was depicted by Mickiewicz in his poem Dziady (Old Men)). In the fall of 1823, Domeyko was arrested and expelled under police supervision to Zapolle, then to Zyburtouscyna. In 1830-1831, he took active part in emeutes in Belarus and Poland aimed at restoring the independence of Rzeczpospolita and the Grand Dutchy Of Lithuania. He served in the army headed by Chlapouski. After the rebellion was suppressed, Domeyko had to leave the country. In 1832, he crossed the Prussian border near Konigsberg, and was interned. Later in Dresden, he met with Mickiewicz, and they went to Paris.

Since 1832, Domeyko indwelled in Paris. There, he graduated from L'Ecole Des Mines (1837), and in 1838, he accepted a proposal from the Chilean government to continue his work in Chile. The same year, he became a professor of mineralogy at the Coquimbo College Of Mines; in 1846, he became a professor of the Chilean University in Santiago; and in 1867-1883, its rector. He was the first to organize a wide study of geology and mineralogy on the Cost Cordillera, the Andes, and the Chilean-Argentine Andes, as well as the deserts of Araucania and Atacama, visited Brazil, Uruguay, Peru, Argentina and other South American states. He was the founder of Chilean mineralogy and created an ethnographical museum. Domeyko was also involved in organizing school education in

the country. He introduced the metric system of measurements, and wrote textbooks on physics and mineralogy.

In 1884, he and his sons were allowed to pay a visit to his Motherland and were in: Miadzviezka, Mir, and Navahrudak. In Krosyn, he planted an oak-tree. Pauluk Bahrym, Belarusian poet and gifted blacksmith, carved out a memorial writing on a stone devoted to him. In 1889, Ignacio Domeyko died in Santiago. The day of his death was announced a mourning throughout the country. His house was turned into a museum. In 1903, his scientific works in five volumes were published in Santiago. In 1962-1963, his book *My Travels* was edited in Poland. His name is given to a number of objects, such as: mineral Domeykit, zoolith Nautilus Domey-cus, flower Viola Domeykiana, stone Chilean Amonites Domeykanus, a port town Puerto-Domeyko in Southern Chile, and a 350 kilometer mountain chain in the Andes. The Chilean government announced him a National Hero, issued a medal to his name, and erected the Grande Educatoru Monument in his honor in Santiago.

Reports by Trojan SPATKI

to expel – исключать, выселять из страны;

emeutes – политические волнения;

indwell – проживать;

measurements – измерения;

oak-tree – дуб;

blacksmith – кузнец;

to carve out – высекать;

mourning – траур.

II. *Answer the following questions:*

1. When was Ignacio Domeyko born?
2. What education did he achieve?
3. What can you say about his political activities?
4. Since when did he live in Paris?
5. Since when did decide to work in Chile?
6. What kind of scientific work did he carry out in Chile?
7. When did he visit his Motherland?
8. Where did he die?

9. What objects is his name given to?

III. *Read the following text and catch the main idea.*

TEXT 2. *Stanislaw Moniuszko (1819-1872)*

Moniuszko was born in Ubiel near Minsk in 1819. His interest in music became evident early in his childhood. He was introduced to it by taking private piano lessons. Still, his father wasn't successful in the administration of his family estate, and they had to be careful about the money they spent. Longer artistic travels that would deepen his knowledge and experience were to remain for Stanislaw dreams. He never visited Italy. However, after graduating from school he continued his studies for 4 years in Berlin. He visited St. Peterburg and Paris, where he befriended many of his prominent in music contemporaries: Glinka, Mussorgsky, Dargomyzhsky, Smetana, Weimar and Liszt.

He married and settled down in Vilnius where he earned his living as a conductor in the local theater and gave poorly playing lessons and was also an organist in a church. He often faced financial difficulties; especially as his happy married life was blessed with an ever growing family. The Moniuszkos had 10 children.

At about this time he commenced work on the collection Songbook For Home which had wide appeal to the public. Its first volume was published in 1843, then the collection grew to 12 volumes, 267 songs with piano accompaniment. Although many of the songs are simple, predominantly strophic, there are also those which take on a form of dialogs or ballads and majority testify to the composer's originality and melodic inventiveness. The source of Moniuszko's melodies and rhythmic patterns lies in Belarusian musical folklore. In 1852, Moniuszko (music) together with Vincent Dunin-Martsikevich (libretto) staged the first Belarusian opera Sialanka.

Moniuszko, the author of vaudevilles and operettas, wrote Halka, his first famous opera, in Vilnius, which was a provincial town cut off from the musical life of Europe, lacking both eminent singer and a good orchestra. After a successful performance of Halka presented on a bare stage in Vilnius, it took 10 years of relentless efforts before that opera scored its triumphal success on the

stage of the Grand Theater in Warsaw in 1858. On that evening the composer, shy and slightly limping, thanked the audience bowing many times to incessant applause.

Moniuszko composed over 3,000 songs, the history of opera rarely provides examples of a composer of songs who, by nature of his talent, should rather prefer to express himself in small forms of a lyrical nature, and yet is able to create great works of the highest quality in the sphere of drama, unfamiliar to him. Moniuszko was able to do that. The highest quality of his operas didn't disappear with time. The sincere invention, spontaneity and attractiveness of *Halka* as a spectacle with strong social accents, appeal to audiences just as strongly today. After *Halka* came other major operatic compositions: *Haunted Manor*, *Raftsmen*, *Contess*, and *Verbum Nobile*. The most notable among his choral works are cantatas *Crimean Sonnets* and *Phantoms* composed to texts by Adam Mitskevich.

to bless – ошастливливать;
to commence – начинать;
to Testify – свидетельствовать;
eminent – знаменитый;
bare – простой;
relentless – непреклонный;
limping – прихрамывающий;
bowing – кланяющийся;
incessant – непрерывный.

IV. *Answer the following questions:*

1. When did Moniuszko interest in music become evident?
2. What education did he achieve?
3. What can you say about his life in Vilnius?
4. When was his first volume published?
5. Where does the source of Moniuszko's melodies lie in?
6. What is Moniuszko famous for?

V. *Read the following text and catch the main idea.*

TEXT 3. Nicholas Russel (1850-1930)

Nicholas Russel was born Mikalaj Sudzilouski in Mogilev (Belarus). He entered Petersburg University as a law student in 1868 but transferred to Kiev University where he forsook law to study medicine. Incurring the wrath of Russian authorities by his seditious utterances at student meetings, his arrest was ordered and in 1874 he fled. He left Kiev with the help of his 16-year-old sister disguised as a Muslim. He made his way to London where he interned for a time at St. George's Hospital. Then he went to Bucuresti University and enrolled in Medical School from which he received his MD in 1876. In Bucuresti he also took his English name, Nicholas Russel. In 1874 in Geneva, Switzerland, he married his 1st wife by whom he had 2 daughters.

When the Russian-Turkish War broke out in 1877 Russel not only dispensed medical treatment to Russian troops passing through Romania but also spread revolutionary propaganda as well. After the war he edited a socialist paper but pressure from Russia caused Romanian authorities to expel him from the country. On leaving Romania, Russel worked for several years as a bacteriologist, chemist, oculist and pharmacologist in Austria, Belgium, France, Italy, Spain and Switzerland in order to amass enough money to support his family. He then divorced his wife so that he'd give all his time to revolutionary activities.

Russel moved to Paris where he practiced medicine and continued his political work until 1882 when he left for Bulgaria and then Greece where he married a lady doctor. Russel and his wife sailed for San Francisco in 1877. While in San Francisco, Russel became involved in an argument between 2 factions of the North American Greco-Russian Orthodox Church. Early in 1890 he brought charges against Bishop Vladimir of the church, following which Russel was publicly excommunicated. So bitter were both factions that Bishop Vladimir was arrested and libel suits ensued. The argument was finally terminated from Petersburg by the recall of the Bishop. He was replaced by Archimandrite Innocente, and the doctor's excommunication was declared inactive.

In 1892 Russel went to Hawaii, became physician for Waianae Plantation on Oahu and also served as a government physician for the district. Moving to Honolulu in 1895, he opened his office. The same year he joined a newly reorganized Medical Association of Hawaii and was elected to the executive committee to draw up by laws and a constitution for the group. He also presented a paper Our Health Policy at the 1896 meeting. Mrs. Russel attended the meetings too but didn't become a member. Dr Russel was the author of a fee schedule adopted at the meeting.

During these years he wrote several articles about Hawaii's flora, fauna, geology and was the author of a pamphlet, How To Live In Hawaiian Islands, a tourist guide to Hawaii which enjoyed considerable popularity.

incurring the wrath – подвергаясь гневу;

seditious utterances – мятежные высказывания;

to flee – бежать;

to bring charges – выдвигать обвинения;

to excommunicate – отлучать от церкви;

libel suits ensued – последовали клеветнические тяжбы.

VI. *Answer the following questions:*

1. What do you know about Nicholas Russel's political activities?
2. When and why was Russel excommunicated?
3. What is known about his work as a physician in Hawaii?

VII. *Read the following text and catch the main idea.*

TEXT 4. Naum and Alexander Akhiezers

Naum Akhiezer was born in 1901 in the Belarusian town of Cherikov. He studied in the Kiev Public Education Institute. After that, he taught in Kiev until 1933. Then, he worked at Kharkov University. There, he joined the Kharkov Function Theory School and soon became its leading member. He served as a president of the Kharkov Mathematical Society and was elected to the Ukrainian Sciences Academy. His main work was on function theory and approximation theory, building on the results of Chebyshev, Zolotarev

and Markov. His important book, Theory of Approximation, was awarded the Chebyshev Prize. His most outstanding work consisted of deep approximation results in the constructive function theory, including the solution of the problem of Zolotarev. In 1935, Naum Akhiezer laid the foundation for a new study, namely that of the extremal problem for class of functions. In 1937, Akhiezer, working with M.G.Krein, solved the extremal problem for the class of differentiable periodic functions. Akhiezer continued to work on this topic and was later to solve the extremal problem for the class of analytic functions. Akhiezer's later work was on the theory of moments and he did a joint work with Sergi Bernstein on completeness of sets of polynomials. Akhiezer wrote 130 papers and 8 books, one of which was the important Theory of Operators in Hilbert Space. He also contributed to the history of mathematics with an important book on Sergi Bernstein and his work. Naum Akhiezer died in 1980 in Kharkov, the Ukraine.

His brother, Alexander Akhiezer, doctor of physical-mathematical sciences, professor, academician of the Academy of sciences of the Ukraine, was born in 1911 in Cherikov. In 1934, Alexander graduated from Kiev Polytechnic Institute. In 1934, he worked in Physical-Technical Institute at the Ukrainian Sciences Academy, and then in 1935, at Kharkov State University. He is the author of numerous scientific works: scattering of light by light; sound attenuation in rigid bodies; magnetic-acoustic resonance; instability of plasma, through which a beam of charged particles transits; theory of electromagnetic showers in magnetic field. He published the following monographies. Matters of the nuclear theory; Spin waves; Electrodynamics of plasma; Methods of statistical physics; Fields and fundamental interactions. He was a prominent scientist, winner of the Ukrainian State Premium; winner of the Mandelstam Premium by the USSR Sciences Academy; winner of the Bogolyubov Premium by the Ukrainian Sciences Academy. He is awarded with two medals. Alexander Akhiezer died in May of 2000.

approximation theory – теория приближения;

constructive function theory – теория конструктивных функций

class of differentiable periodic functions – класс дифференцируемых периодических функций;

polynomials – многочлены.

VIII. *Answer the following questions:*

1. Where and when were Naum and Alexander Akhiezerz born?
2. Which of the two brothers worked at Kharkov University?
3. Which of them was the winner of Ukrainian State Premium?
4. Which of the brothers was awarded the Chebyshev Prize?
5. What was their contribution in mathematics and physics?

Unit II

SCIENCE AND SCIENCE FICTION

TEXT 1. *Our Solar System*

A

Read the names of the following planets

Pluto, Mars, Jupiter, Earth Mercury, Saturn, Venus

B

Now read the text.

1 Have you ever tried to count the stars in the night sky? Nobody knows how many there are. A group of stars is called a galaxy, and there are millions of galaxies in the universe. Our sun is one of the smallest stars on the edge of our galaxy, the Milky Way.

2 Let's imagine a tour of our solar system. We begin our journey from the sun, but of course we could never live there – the temperature on the surface is 6000°C! The first planet we see is Mercury. It is strange because the same side always faces the Sun, so one half of the planet is very hot and the other side is extremely cold. It orbits the Sun once every 88 days. The next planet we see is

cloudy Venus, which has an atmosphere of poisonous gases and temperatures of up to 500°C! Our Earth is the next planet we pass on our journey.

After Earth is Mars, which is the nearest planet to the Earth. Mars is not very warm. Temperatures can fall to – 100°C. Spacecraft have landed on Mars a number of times, first in 1976 and more recently in 1997. We now know more about Martian rocks and the Martian atmosphere. Some scientists now believe there used to be primitive life on Mars because there is frozen water there.

3 The next four planets on our tour are giants. The enormous Jupiter has a moon called Europa where scientists think there may also be water. Next is Saturn, famous for its colourful rings of rock and ice which go round it. We know very little about the other two giant planets, Uranus and Neptune, and less about tiny Pluto, the furthest planet) from the Sun. Pluto takes 248 Earth years to go round the Sun!

From: *World Club*. By Michael Harris & David Mowei

galaxy – галактика;

universe – вселенная;

edge – кромка, край;

milky Way – Млечный путь;

surface – поверхность;

poisonous – ядовитый;

giants – гиганты.

C

Match each paragraph with the best title.

The Outer Planets. The Universe. The Inner Planets

D

Think of your own imaginary planet. Describe it to your partner.

TEXT 2 *The Mind Machine*

Read the article and choose the most suitable heading from the list below for each numbered part of the article. The first one has been done for you.

A A horrifying history.

B Bloodthirsty.

C Is bigger better?

D Make your brain work.

E How much do we know?

F The battle of the sexes.

G The super computer

(0 — E —)

Although intelligence has been studied, and the brain has been studied, there is little understanding of how the brain works to produce intelligence. This has something to do with the fact that the brain contains around 100 billion cells (about the number of stars in the Milky Way).

(1 —)

One of the continuing myths about the relationship between intelligence and the brain is that the brains of very clever people are somehow physically different from those of ordinary people. At the beginning of the century an American scientist called K.A. Spitzka produced a list of the weights of the brains of important, well-known men. The heaviest brain on the list was that of Turgenev (the Russian novelist), at 2000 g. However, the brain of another great genius, Walt Whitman, weighed only 1282 g.

(2 —)

There are no significant differences between the intelligence levels of males and females. However, girls under seven score a little higher than boys in IQ tests and the highest IQ recorded is that of Marilyn vos Savant at 230. However, men and women do differ in the way they think. Generally, women are more skilled verbally and men do better on visual-spatial tasks.

Interestingly, the fibres which join the two halves of the brain have been found to be larger in women than in men. This sup-

ports the theory that women can change from practical to emotional thinking more quickly than men.

(3———)

People with mental problems have often been treated extremely badly. Two hundred years ago, the mentally ill were swung around in revolving chairs, or holes were drilled in their skulls to release evil spirits. From the 1930s the mentally ill were subjected to electric shock therapy and lobotomy – the removal of part of their brain. In the 1960s and 70s, thousands of people were given drugs to cope with anxiety and then became addicted to them.

(4———)

The brain needs ten times as much blood as other organs of the body, as it can't store glucose for later use. This is different to muscles and other organs and although the adult brain makes up only two per cent of the body weight, its oxygen consumption is twenty per cent of the body's total.

(5———)

There are similarities between brains and computers. Computers can do complicated calculations at incredible speeds. But they work in a fixed way, because they can't make memory associations. If we need a screw-driver and there isn't one, we will think laterally and use a knife or coin instead. Computers can't do this. In fact it is claimed that when it comes to seeing, moving and reacting to stimuli, no computer can compete with even the brain power of a fly.

(6———)

Most of our mental processes are deeply formed habits. Challenging your brain to do things differently helps it develop. Try changing routines as often as you can: take a bus instead of going by car, sit in a different chair. An extreme but useful exercise is to read something upside down – you can actually feel your brain at work.

Exercise more. Good health and fitness levels give you overall improved energy which leads to better concentration. Cooking is a good all-round mental exercise. It needs mathematical, organizational and scientific skills as well as challenging memory and

creative ability. Use recipes at first and then learn to guess amounts, combinations reactions of ingredients and timing.

Do puzzles and play games. Teach yourself to work out codes and expand your vocabulary at the same time.

brain – мозг;

intelligence – интеллект;

cell – клетка;

males and females – мужчины и женщины;

fibre – волокно;

to treat – обращаться;

revolving chair – вращающийся стул;

to subject – подвергать;

to cope with anxiety – справиться с беспокойством;

oxygen consumption – потребление кислорода;

screw-driver – отвертка;

to claim – утверждать;

upside down – вверх ногами;

to expand – расширять.

I. *Read the following text:*

TEXT 3. Internet Disaster

When eighteen-year-old Damian Hunter from Oklahoma started his first job as a computer programmer in an Internet music company in Los Angeles, he never realized quite what a big effect he would have on the company.

Damian joined YOUR MUSIC in January and had only been in his new job for three weeks when his employers decided to send him away on a day's training course in business studies. Before leaving for the course, he went to the office to check if there were any letters or e-mails for him.

Damian switched on the computer and saw a list of messages, including one called "I LOVE YOU". That must be from Elsa, he thought. He was in a long distance e-mail relationship with a girl who had gone to work in Hong Kong. He didn't recognize the e-mail address but thought she had may be sent it from a friend's computer.

He opened the e-mail and noticed it had an attachment. All it said was: "Can't resist a love message, can you? Have a nice day!" Oh well, he thought, maybe Elsa was just having fun. He didn't think any more about it and drove off to his course.

While he was driving home later that evening, he heard on the radio about the "Love bug", a computer virus that had caused chaos over the weekend. The bug was hidden in a romantic-sounding e-mail. When the e-mail was opened, vital files and information were deleted.

When he got home, there was a message on his answer phone from a work colleague. Apparently the "Love bug" had got into the YOUR MUSIC computer network and had closed down the website for six hours. Damian felt very stupid. He knew it was his fault. He had ignored one of the golden rules of working for an Internet company: never open an e-mail attachment if you don't recognize the name of the sender! He was not looking forward to the next morning when he would have to admit his mistake to the president of the company.

employers – работодатели;
to recognize – распознавать;
an attachment – прикрепленный файл;
to resist – устоять против чего-либо;
bug – жучок;
to be hidden – быть спрятанным;
fault – вина;
to admit – признавать.

II. *Find in the text words and phrases which mean the same as following:*

virus
turned on
say no to
essential
destroyed
business friend.

III. *Put the events in the correct order.*

1. Damian opened the I LOVE YOU e-mail.
2. The YOUR MUSIC website closed down.
3. Somebody planted the Love bug in his computer.
4. A friend of Damian from work phoned him.
5. The YOUR MUSIC files were deleted.
6. Damian started his job at YOUR MUSIC.

IV. *Compare telephoning with sending e-mails. Make a list of the advantages and disadvantages of each.*

E.g.

Making a phone call:

It's more personal because you can hear the person's voice.

Sending e-mail:

It doesn't matter if the person is out.

Use the following expressions in your answer:

You should know that..., As far as I'm concerned...,

There is no doubt that...

V. *Read the following text and catch the main idea.*

TEXT 3. Science fiction

BACKGROUND

Science fiction is a genre in which scientific knowledge is used as a basis for imaginative fiction. The 19th century French writer, Jules Verne, is often seen as the father of science fiction. He used his knowledge of engineering to write stories about trips to the moon or under the sea (*Journey to the Centre of the Earth* 1864). Later in the century, H.G. Wells explored the themes of time travel as well as space travel and wrote about an invasion from Mars (*The War of the Worlds* 1898). From the beginning of the 20th century, science fiction started to become popular and 'pulp' science fiction magazines sold widely. Serious authors also began to be interested in the genre, such as Aldous Huxley with his perceptive account of life in the future (*Brave New World* 1932). In the middle of the century a golden age for sci-fi began with outstanding writers such as

the scientist Isaac Asimov, Arthur C. Clarke and Ray Bradbury. Their stories not only looked at life in the future but examined the possible destiny of the human race.

Ray Bradbury was born in Illinois in 1920. He began his career writing stories for sci-fi magazines in the 1940s. His most famous novels are *The Martian Chronicles*, which describes the colonization of Mars by the Earth people, and *Fahrenheit 451* set in a future where the written word is forbidden.

VI. *Answer the following questions:*

1. What is the difference between science fiction and other fiction?
2. Why do you think science fiction started to become popular in the early 20th century?
3. Which of the books mentioned would you most like to read? Why?

Unit III ARCHAEOLOGY

I. *Read the following text.*

TEXT 1. *The Buried City*

Every year thousands of tourists visit Pompeii, Italy. They see the sights that Pompeii is famous for – its stadiums and theaters, its shops and restaurants. The tourists do not, however, see Pompeii's people. They do not see them because Pompeii has no people. No one has lived in Pompeii for almost 2,000 years.

Once Pompeii was a busy city of 22,000 people. It lay at the foot of Mount Vesuvius, a grass-covered volcano. Mount Vesuvius had not erupted for centuries, so the people of Pompeii felt safe. But they were not safe.

In August of the year 79 Mount Vesuvius erupted. The entire top of the mountain exploded, and a huge black cloud rose into the air. Soon stones and hot ash began to fall on Pompeii. Then came a cloud of poisonous gas. When the eruption ended two days

later, Pompeii was buried under 20 feet of stones and ash. Almost all of its people were dead.

Among the dead was a rich man named Diomedes. When the volcano erupted, Diomedes decided not to leave his home. The streets were filled with people who were running and screaming. Diomedes was probably afraid that he and his family would be crushed by the crowd. So, Diomedes, his family, and their servants – 16 people all together – took some food and went down to the basement. For hours they waited in the dark, hoping the eruption would end. Then they began to cough. Poisonous gas from the mountain was filling the city. Diomedes realized that they had to leave. He took the key to the door, and a servant picked up a lantern. Together they walked upstairs. But the poisonous gas was already filling the house. When they were a few feet from the door, Diomedes and his servant fell to the floor and died. The 14 people downstairs died embracing one another.

For centuries Diomedes and his family lay buried under stones and ash. Then, in the year 1861, an Italian archeologist named Giuseppe Fiorelli began to uncover Pompeii. Slowly, carefully, Fiorelli and his men dug. The city they found looked almost the same as it had looked in the year 79. There were streets and fountains, houses and shops. There was a stadium with 20,000 seats. Perhaps most important of all, there were many everyday objects. These everyday objects tell us a great deal about the people who lived in Pompeii.

Many glasses and jars had a dark blue stain in the bottom, so we know that the people of Pompeii liked wine. They liked bread, too; metal bread pans were in every bakery. In one bakery oven there were 81 round, flat loaves of bread - a type of bread that is still sold in Italy today. Tiny boxes filled with a dark, shiny powder tell us that the women liked to wear eye makeup, and the jewelry tells us that pearls were popular in the year 79. Graffiti is everywhere in Pompeii. On one wall someone wrote "Romula loves Staphylus." On another wall someone wrote "Everyone writes on these walls – except me."

Fiorelli's discoveries tell us much about the way the people lived. They also tell us much about the way they died.

One day Fiorelli was helping his men dig. When he tapped on the hard ash, he heard a hollow sound. He suspected that the space beneath was empty. As an experiment, he drilled a few holes in the ash and poured liquid plaster down the holes. When the plaster was hard, Fiorelli cleared away the ash. He found the plaster form of a man. The man's body had turned to dust long ago, but the ash had hardened around the space where the body had been.

During the next years Fiorelli filled dozens of spaces with plaster. The plaster forms show how the people of Pompeii looked in their last moments of life. Some have calm expressions on their faces; others look very afraid. Some people died holding their children. Others died holding gold coins or jewelry. Diomedes died with a silver key in his right hand, and his servant died holding a lantern.

Giuseppe Fiorelli, too, has died, but his work continues. One fourth of Pompeii has not been uncovered yet. Archeologists are still digging, still making discoveries that draw the tourists to Pompeii.

to erupt – извергаться;

a grass-covered volcano – вулкан, покрытый травой;

to explode – взрываться;

ash – зола, пепел;

poisonous gas – ядовитый газ;

basement – подвал;

lantern – фонарь;

embrace – обнимать;

dig (dug, dug) – копать;

empty – пустой;

liquid plaster – жидкий гипс.

II. Which words or picture has the same meaning as the words in the story? Circle the letter of the correct answer.

1. Pompeii was *buried under* 20 feet of stones and ash.

a. covered by

b. hit by

2. Diomedes, his family, and their *servants* went down to the basement.

- a. the people who worked in their home b. the people who visited Pompeii

3. A servant picked up a *lantern*

- a. light b. knife

4. The 14 people downstairs died *embracing one another*.

- a. holding one another b. arguing with one another

5. Slowly, carefully, Fiorelli and his men *dug*

a.



b.



6. There were streets and *fountains*, houses and shops.

a.



b.



7. There was a *stadium* with 20,000 seats.

- a. large indoor theater b. large sports field with rows of seats around it.

8. There were also everyday *objects* that tell us a great deal about the people who lived in Pompeii.

- a. ideas b. things

9. There were many glasses and jars with a dark blue in the bottom.

- a. juice made from purple
- b. spot that can't be removed
grapes

10. *Graffiti* is everywhere in Pompeii.

- a. writing on the walls
- b. garbage

11. When he *tapped* on the hard ash, he heard a hollow sound.

- a. writing on the walls
- b. garbage

12. He *suspected that* the space beneath was empty.

- a. told everyone that
- b. thought that probably

III. Read the following text.

TEXT 2. *The Pyramid of the Sun*

This is the Pyramid of the Sun. It's the most impressive construction on the site of Teotihuacán. It was built around two thousand years ago but archaeologists haven't clearly established the origins of the people who built it. The Aztecs gave it the name Teotihuacán. That means 'place of the gods'. It was already in ruins when they found it, but they thought that only gods could have constructed such magnificent buildings. The wide road you can see is nearly two kilometres long. It's absolutely straight, isn't it? The buildings on either side were temples and this was the centre of the city. The Aztecs called the road 'the street of the dead'. They used the Pyramid of the Sun for human sacrifice. They killed as many as 80,000 prisoners a year on the altar to the sun god. They used to tear their hearts out of their bodies! Horrible, don't you think? The pyramid is over 60 m high, and the base is square. It's 220 m long on each side. At the other end of 'the street of the dead' is the Pyramid of the Moon. It was built in a similar style but it's not quite so large. It's about 40 m high and its base is 120 m by 150 m.

temple – храм;

sacrifice – жертва, приносить в жертву;

to tear – вырывать.

IV. *Topics for discussion:*

What Pyramids or other buildings did people construct in ancient times?

What did people construct them for?

Are archaeologists still making discoveries?

While discussing these topics make use of the following phrases:

I consider...

I tend to think...

We must bear in mind that...

I want to make it clear that...

V. *Read the following text.*

TEXT 3. *The Mystery Statues of Easter Island*

Daniel Pouesi

Easter Island is a little island in Polynesia surrounded by one million empty square miles of Pacific Ocean.

People have lived on Easter Island for hundreds of years. Long ago, the islanders farmed, using simple planting sticks and hoes. They made arrowheads and adzes out of obsidian. But these long-ago people also made huge and magnificent stone statues that have mystified scientists and everyone else for two centuries. Why did they do it? How did they move the statues from the rock craters where they were carved to areas several miles away?

Of the 600 statues on the island, more than 150 are unfinished. The tools used to carve them from the rock were found in the crater.

The statues have long earlobes, stomachs that stick out, jutting chins, and high foreheads. The largest, with its topknot, stands as high as a seven-storey building and weighs close to 50 tons.

Archeologists study extinct cultures by examining abandoned house foundations, stone tools, and food remains. They try to piece the puzzle of past traditions together. If they are lucky, they might find living descendants who know something about their people's roots. Unfortunately, on Easter Island, very few of the natives knew about their past.

A terrible disaster occurred on Easter Island long before people arrived to study the island. In 1862, slavers transported a thousand natives bound hand and foot to Peru. They were to work on plantations there. Of the hundred that were finally sent back, only fifteen reached the island. The survivors brought smallpox with them and, as a result, more of their people died. In 1877, only 110 natives remained on the island.

In 1955, Thor Heyerdahl, a Norwegian expert on the history of people in the South Seas, offered the mayor of this island, a man, descended from one of the island's oldest families, one hundred dollars if he would place a statue back on its altar. The mayor accepted the challenge.

The mayor organized men to gather stones and use poles. On the 19th day of work, the statue was slid onto its altar. Thor Heyerdahl was willing to pay the mayor his money. And the mayor showed Heyerdahl that the statues were probably moved on sleds made of forked trees and pulled by many people. He had learned about it from his father and grandfather. Later, a member of Heyerdahl's team of archaeologists, stayed on the island to raise more of the statues. From his experiments, he estimated that it would take 30 men one year to carve a stone statue, 90 men two months to move it and 90 men three months to erect it. These statues show us that not only can we learn about ancient people – we can also learn from them.

sticks and hoes – палки и мотыги;

arrowheads and adzes – наконечники для стрел и тесла
(специальные режущие инструменты);

obsidian – очень твердое вулканическое стекло;

to carve – резать;

earlobes – мочки ушей;

stomachs that stick out – выпирающие животы;

jutting chins – выступающие подбородки;

high foreheads – высокие лбы;

topknot – орнамент, образующий прическу

descendants – потомки;

survivors – оставшиеся в живых;

smallpox – оспа;
pole – жердь;
sleds – сани;
forked trees – разветвленные деревья.

VI. *Read the following statements and say if they are true or false:*

1. Easter Island is part of a group of small islands.
2. People have been living on Easter Island for hundreds of years.
3. Most of the Easter Islanders know a lot about their past.
4. Many natives of Easter Island died of smallpox.
5. The mayor of Easter Island knew how to raise a statue and put it back in its place.

Unit IV LIVING ABROAD

- I. *Read the article. Which of the families is most like your own?*

TEXT 1. *Families around the world*

The Carballo family, Argentina

Family members:

Juan Carlos, husband, 42

Marta Elizabeth, wife, 31

Maria Pia, daughter, 6

Maria Belen, daughter, 8

Nahuel, son, 9

Mr. and Mrs. Carballo both work as photographers. They are not rich, but they could afford to buy a new stereo, television and video recently. But times are not easy and they have had to move in with one of Mrs. Carballo's aunts. Sunday afternoon is their favourite time of the week. They all get together round the barbecue to eat, dance and laugh.

Size of family home: 3 rooms in Mrs. Carballo's aunt's house.

Working week: husband 30 to 35 hours, wife 40 hours.

Domestic appliances: 1 radio, 1 telephone, 1 television, 1 video, 1 stereo.

What they want for the future: a more stable situation in Argentina.

The Ukita family,

Japan Family members:

Kazuo, husband, 45 Sayo, wife, 43 Miyo, daughter, 9
Maya, daughter, 6

Mr. Ukita and Mrs. Ukita and their children have very busy lives. Miyo, the older daughter, dreams of taking part in the Olympic games. Five days a week she rides her bicycle to the local sports centre where she spends two hours swimming lengths of the pool. She also goes to extra classes to prepare for the difficult national exams. This leaves her a little time left for watching television and the Ukitas have one with a special button so that they can watch foreign programmes in the original language.

Size of family home: a flat measuring 132 square metres, including living room, dining room, kitchen and bathroom. Working week: husband 40 hours, wife 60 hours (housework). Domestic appliances: 3 radios, 1 telephone, 1 television, 1 video, 1 microwave oven, 1 computer. What they want for the future: a bigger house with more space.

The Pfitzner family, Germany

Family members:

Bernhard, husband, 38 Brigitte, wife, 36 Manuel, son, 7
Christian, son, 4

Bernhard Pfitzner works as a physiotherapist in Neuss, a city near Cologne. He works hard, gets home late and is often tired. He would like to be able to spend more time with his sons and dreams of owning a house in the country. Mrs. Pfitzner works hard, too. She is very concerned about environmental issues. She does not want her two sons to grow up heavily influenced by television so she only lets them watch for between half an hour and an hour a day.

Size of family home: a rented flat measuring 83 square metres with four bedrooms, kitchen, hallway and bathroom.

Working week: husband 40 hours, wife 50 hours (house-work).

Domestic appliances: 3 radios, 1 radio cassette, 1 television, 1 video, 1 video camera.

What they want for the future: a bigger fridge, a house in the country and a cleaner natural environment.

II. *Read the article again and mark the following statements T (true) or F (false).*

1 Peter Menzel and his team visited the same number of families as countries.

2 The Carballo family is smaller than any of the other families.

3 They have fewer domestic appliances than the Pfitznors or the Ukitas.

4 The Ukitas have the same number of children as the Pfitznors.

5 The Ukitas' daughter Miyo is older than both of the Pfitznors' sons.

6 The Pfitznors seem to have a bit more free time than the other families.

7 In some ways the Carballos seem to be happier than the other families.

8 They seem to be more concerned about the future of their country than the other families.

III. *Many people move to a new country in search of a new life. Do they always find what they are looking for? Read the story of a British family who decided to emigrate.*

TEXT 2. *Living abroad*

CANADA

The Clavy family and their two dogs Bonzo and Doodah, moved from the suburbs of Birmingham to Canada two years ago. Marion, a full-time housewife, and Andy Clavy, a mechanical engineer with a machine supply company, now live with their two chil-

dren, Matthew, 12, and Mark, 9, in Stony Plain, Alberta, not far from the Rocky Mountains.

MARION: I still can't believe we're actually here. Do we really live in this big house, surrounded by fir trees, just 3 hours drive from the Rockies? Not that life in Birmingham was that bad. We were comfortably well-off, but Andy worked 12 hours a day. He used to come home every night, have a shower, eat dinner, and then crash out. We rarely spent time together.

Then Andy was made redundant and given a pay more than 20,000, so we took the plunge. We had always wanted to live in Canada, ever since we'd visited cousins here, so we applied. But emigrating is an expensive business. It cost 1000 just to fly the dogs here!

We didn't know a soul when we arrived in Alberta, but in just a few months we had made plenty of Canadian friends. It took time for us to get used to the way they come into your house and use telephone and take drinks from the fridge without asking. But I am less English about such things now.

Moving to Canada has made us a lot closer as a family. We do sports together, visit friend's houses and go sightseeing in the Rockies. The children like their schools. They think it's great not to have to wear a uniform.

I don't miss much about England, except the castles and the greenness of the countryside, but now we have the Rocky Mountains.

ANDY: Before we moved, I was always too exhausted to do anything with Marion and the boys. Now I only work eight-hour days. Business is a lot more relaxed. We don't wear suits and ties, and nobody calls anybody "Mr". It took a few months to find a decent job, so for a while we had financial worries. But in the end I was lucky.

I don't miss anything about England except the cricket and of course my parents.

Moving here is the best thing we've ever done.

IV. *Answer the following questions:*

1. Why did they emigrate?
2. Why did they go to that particular country?
3. What are the changes in the way of life for the family?
4. Were there any initial difficulties?
5. Have they had any money problems? Are they any better off now?
6. Is the family happier?
7. What do they miss about their life in England?
8. How is the relationship between the husband and wife?
9. Do they think that moving was a wise decision?

V. *Discuss the following problems:*

1. Have you any of your friends or family gone to live in a foreign country? Why?

Do you know anyone who has come to live in your country from another country? Why?

Do these people have any problems about living away from home?

2. Close your eyes and think about your country. What would you miss most about it if you went to live abroad? Is it worth going there?

VI. *Write a list and compare it with the others in the group.
Discuss advantages and disadvantages of working abroad.*

Advantages:

chance to go abroad

sightseeing

great salary

extra benefits

working with interesting people

good conditions of work

Disadvantages:

working overtime

not having much contact with colleagues

not seeing much of one's family

not having much holiday

being always busy at work

Unit V

LOOKING GOOD

- I. *Read the article and answer the following questions:*
What do people do to improve their appearance?
Is it worth spending a lot of money on clothes and cosmetics?

TEXT 1. *Looking good*

Cindy Crawford, a model, reveals her top tips.

Long hair works best for me. Unlike many models, I haven't been tempted to have a shorter haircut. The most I ever have is a quick trim. It's important to make the most of the type of hair you have. I need frequent-use shampoos and conditioners since I often wash my hair more than once a day on photographic shoots. For my work, it's essential to keep my skin, as well as my body, looking its best. Good skin takes special attention, and even if I weren't a model, I'd make an effort. I don't have an extensive beauty routine. Twice daily I cleanse, tone and moisturise. And then, once a week, I give my skin a deep steam clean over a pan of boiling water. That helps to keep my skin looking healthy. When I'm being photographed, I have to wear a lot of make-up. In my spare time, I prefer a natural but polished look that makes the best of my features. For a big occasion like a movie premiere, I have to look my best. I take more time with the extras. I may create a bit of drama with eyeliner or wear a vibrant lipstick. I also always wear my favourite perfume.

I'm lucky enough to have personal fitness trainers in two cities. When I'm in New York or Los Angeles, I work out with them twice a week. Otherwise, walking is a good alternative and I love to go swimming. I also allow myself the great luxury of having a massage about twice a month. I have a busy social life which involves a lot of dining out. I make sure I don't eat or drink too much at these events. I prefer natural foods, avoiding anything fried or fatty.

I have a reputation for being very professional, always prepared and on time for a job. This means being ready to work and not exhausted with bags under my eyes. I need eight hours sleep a night to look my best. Over the years, I've modelled the best clothes from

the most talented designers worldwide. That has given me a taste for the best and I adore luxurious fabrics and colours. Having said that, I feel best in Levi's and a white shirt.

To look good, you have to be yourself and wear what makes you feel best. It's a waste of time trying to copy someone else's style. Try lots of different clothes, be adventurous. Only by doing that can you find your own level of comfort. The same holds true of cosmetics. It's all right to experiment but once you find what makes you look great, stick with it. Make the most of your features but do it naturally – and with style.

a quick trim – быстрое приведение в порядок;

to cleanse – чистить;

tone and moisturize – придавать желательный тон и увлажнять;

steam – пар;

a vibrant lipstick – выразительная (волнующая) губная помада;

to exhaust – истощать, изнурять;

luxurious fabrics – роскошные ткани.

II. *Put these words into three groups under the headings skin, eyes or hair:*

Trim, cleanse, shampoo, perfume, massage, bags, moisturize, conditioner

III. *Choose the best answer according to the text.*

1. What does Cindy recommend people to do with their hair?

a keep it long

b be sure to have it cut regularly

c have a fashionable cut

d find out what suits their hair type

2. If Cindy weren't a model, she would

a adopt a different exercise routine.

b go to bed earlier.

c treat her skin in the same way.

d dress in jeans all the time.

3. When not working, Cindy

a is able to eat whatever she likes.

b goes without make-up.

c reduces the amount of makeup she wears.

d pays no attention to her clothes.

4. To give herself a special treat Cindy

a goes to exercise classes.

b has a swim.

c goes for a walk.

d has a massage.

5. Which of the following statements sums up Cindy's advice to people who want to look good?

a Keep up with changes in fashion.

b Find your own personal style.

c Vary the colours and styles you wear.

d Copy the style of someone you admire.

IV. *Read the following text*

TEXT 2. Friday Dressing

by Sally Frampton

The idea is simple and attractive. Friday is the day we all begin to relax and look forward to the weekend. So why not relax the office dress code too and allow workers to wear smart but casual clothes?

It's a philosophy that has been flourishing in America for some time now. It's called 'Friday Dressing'.

But the idea could be potentially dangerous. It's easy enough to dress in the office uniform each day, but when you are free to express yourself one day a week, what do you choose?

The power of clothing cannot be overestimated. Clothes can tell other people a great deal more about us than we realize.

What is daunting about 'Friday Dressing' is that perhaps for the first time your colleagues and superiors can see what you are really like.

The person who looks so cool and superior in a grey or beige fake Armani suit may in fact be a person who likes to relax in lime green tracksuits and purple trainers.

The trouble is that a lack of taste or judgement in clothing is likely to be seen as lack of taste or judgement in business.

Women's clothing is potentially more problematic than men's. Too tight a dress or too low a neckline will give out the wrong signals. Too much make-up means that you are an exhibitionist; too little means that you can't be bothered. Too loud a colour means you're an attention seeker. Too sober a colour means that you don't dare to take risks.

The trouble with 'Friday Dressing' is that there are no guidelines. One person's idea of casual dressing is another person's idea of sloppy dressing.

For people who lack confidence about their image, 'Friday Dressing' may not turn out to be such an attractive idea after all.

smart but casual clothes – нарядная одежда, но не для каждого дня;

to flourish – процветать;

to overestimate – переоценивать;

to daunt – смущать, обескураживать;

superiors – начальники;

beige fake – бежевая подделка;

lime tracksuits and purple trainers – лимонного цвета спортивный костюм и фиолетовые тренировочные брюки;

neckline – вырез;

to be bothered – быть обеспокоенным;

sober – умеренный;

sloppy – замызганный.

V. *Answer the following questions:*

1. How do the clothes and body language of each person affect your confidence in them as people to do business with?
2. Which sort of clothes would you prefer to work in?

VI. *Comprehension*

1 Which of the following sentences best sums up the point of the article:

'Friday Dressing'

a) is an American idea which most companies have now adopted with great success.

b) is a good idea because people can express themselves freely through their clothes.

c) is a nice idea in principle but it can be a dangerous one.

d) will never be accepted because there are no guidelines.

2 In what ways can people make mistakes when they wear casual clothes for work?

VII. *Vocabulary*

Find the words in the text that mean the same as:

1. rules concerning clothing

2. develop successfully

3. possibly

4. exaggerated

5. discouraging/intimidating

6. imitation

7. a show-off

8. serious, dull

9. careless

VIII. *Think about it*

Do you like the idea of 'Friday Dressing'?

Does it exist in your country?

IX. *Read the following text*

TEXT 3. *Colours*

RED

Red warns of danger. The expression **red alert** is used to warn of a sudden and very dangerous situation. People imagine that the Devil is red. Red heart shapes and red roses are used to represent romantic love. Red clothes, and lips and fingernails that are painted

red are often associated with sexual desire. Red is thought to be an exciting colour; the expression paint the town red means to go out at night to bars, clubs etc. and have a very good time. In politics, red is used to present COMMUNISM and SOCIALISM. In the UK the LABOUR PARTY is represented by a red rose.

If someone is red in the face they are very embarrassed.

It is very traditional to welcome a king, queen or president to a place by having a red carpet for them to walk on.

PINK

In the UK and US, pink is thought of as a pretty colour that is worn by women and girls. Pale pink is associated with baby girls, who are traditionally dressed in this colour. Today many parents avoid dressing girls in pink because they think it strengthens sexual stereotypes.

GREEN

British and American people think of green as the colour that represents nature. If you describe a place as green, you mean it is covered with grass or trees: green fields. The green belt is an area of land around the city where building is not allowed, in order to protect fields and woods.

Green is the national colour of Ireland, also known as the EMERALD ISLE because of its many green fields.

Green also means connected with the environment. Green issues are ideas about the environment that are discussed in parliament, newspapers etc. Products that are described as green are thought to cause less harm to the environment than other products. Green is used to describe someone who is young and lacks experience in a job.

Green represents jealousy. If you are green with envy, you are jealous of someone who has something that you want.

If someone's face is green, they look pale and unhealthy, especially because they are about to VOMIT.

GREY

In the UK, grey is connected with being dull and boring. It is, however also a common colour for both men and women's clothes.

A grey day is an unpleasant one because the sky is full of grey clouds.

Grey is connected with old people, and is used in expressions such as **grey vote** (the support of old people in an election).

X. *Think about your own cultural traditions before filling the table below with the help of another student. Use a dictionary if you want.*

Colour	Concept
In my culture red represents:	I associate danger with the colour
In my culture green represents:	I associate nature with the colour
In my culture pink represents:	I associate femininity with the colour
In my culture grey represents:	I associate being dull and boring with the colour

XI. *Personality types*

1. Professor Max Schmidt is a psychologist. He believes that people's favourite colours tell us a lot about their personalities.

a. Look at the list of colours. Which is your favourite?

Orange. You are *extravagant*. You like a good life.

Blue. You are a bit *immature*. You seem younger than other people.

Yellow. You are quite *independent* and like being alone.

Green. This suggests that you are *lively* and *energetic*.

Navy. This means that you are *easygoing* and calm.

Pink. This can show that you are sometimes *thoughtless*.

b. Match the adjectives in italics with their meanings. Example: 1. *independent*

1. you don't need other people

2. you don't think before doing something

3. young for your age

4. full of life and energy

5. you like spending money
6. very relaxed, not in a hurry
- c. What does your favourite colour say about your personality? Do you agree?

2. Read and translate the following adjectives:

good-tempered, fun, honest, patient, generous, affectionate.

a. Match the adjectives with their meanings.

Somebody who...

1. doesn't tell lies is _____
2. spends money on other people is _____
3. is rarely angry is _____
4. is calm and happy to wait is _____
5. you can have a good time with is _____
6. shows they like you is _____

Unit VI

LAW

I. *Read the following text and catch the main idea.*

TEXT 1. *The Tichborne case*

In 1854 a young English aristocrat, Sir Roger Tichborne, fell in love with his cousin Katherine, and proposed to her. Both families were strongly opposed to the marriage, and Sir Roger, heartbroken, left England to travel around the world and try to forget. His ship sank off the coast of America and he drowned. His body was never recovered but after three years he was officially declared dead and the family fortune passed to his nephew, Henry. Sir Roger's mother, however, refused to believe that he was dead and advertised all over the world for news of her long-lost son. In 1866, one of these advertisements came to the attention of Thomas Castro, a butcher in Wagga Wagga, Australia. He wrote to Lady Tichborne claiming to be Sir Roger and apologizing for not having written to her for twelve years. He said that he would like to come home but he had no money. Lady Tichborne was overjoyed that her son had been found. She wrote back suggesting that she should call on a former family servant, named Bogle, who was living in Sydney. Castro dis-

covered as much as he could about the Tichborne family and visited Bogle, an elderly and rather short-sighted gentleman. Despite the fact that Castro was ten centimeters shorter and ten kilograms heavier than Sir Roger, Bogle confirmed that he was genuine. Castro explained that the hardships of life in Australia had changed his appearance. On receiving a letter from Bogle, Lady Tichborne sent enough money to pay the fare back to England.

When she met Castro, Lady Tichborne was convinced that he was her son and arranged for him to receive £1000 a year, a very large sum of money in those days. If Castro had not been greedy that might have been the end of the matter, but he insisted that he was the rightful heir to the title and to the entire family fortune, which was extremely large. Apart from Lady Tichborne and the family solicitor, members of the family and friends were not convinced and started to look for evidence to disprove his claims. The real Sir Roger had been brought up in France and spoke French fluently but when Thomas Castro was addressed in French, he could not reply. He said that he had forgotten how to speak French because there had been no opportunity to use that language in Australia. Eventually, in 1871, the matter went to court and although his two principle allies had died by that time, Castro pressed ahead with this case. Henry Tichborne's lawyers soon discovered that not only was Thomas Castro not Sir Roger Tichborne, he wasn't Thomas Castro either. In fact, he was Arthur Orton, who had been born in Wapping in London and had spent most of his life in Chile. He was also wanted by the Australian police for horse-stealing. Nevertheless, the Claimant, as he was now known, since no one was quite sure what to call him, managed to produce a hundred witnesses who swore on oath that he was who he claimed to be.

After a hearing of 102 days, the court found that he was not Sir Roger Tichborne. Castro, alias Orton, was then arrested and charged with perjury, that is with telling lies in court. After a second trial lasting 188 days, he was found guilty and sentenced to 14 years in prison. He still maintained that he was Sir Roger, but when he was released from prison in 1884, he finally admitted that he was an imposter. He died on 1 April 1898.

to sink – тонуть (о судне);
to drown – тонуть;
nephew – племянник
family fortune – семейное наследство;
to advertise – объявлять;
to apologize – извинять;
rightful heir – законный наследник;
family solicitor – семейный адвокат;
allies – союзники;
horse-stealing – конокрадство;
witnesses – свидетели;
was charged with perjury – был обвинен в лжесвидетель-

стве;

trial – судебное разбирательство;
guilty and sentenced – виновен и осужден;
to release – освобождать;
impostor – мошенник, самозванец.

II. A. Answer the questions:

1. Why did Sir Roger leave England?

- A. He had always wanted to see other parts of the world.
- B. His mother told him to leave the family home.
- C. His fiancée refused to marry him.
- D. He wanted to escape from a difficult situation.

2. When Sir Roger was officially declared dead, what did his mother do?

- A. She accepted the fact.
- B. She went in search of her son.
- C. She used the press to help look for him.
- D. She gave away the family fortune.

3. When Lady Tichborne gave Castro 1000 a year, how did he react?

- A. He asked her for more money.
- B. He was pleased with what he had received.
- C. He wanted the family fortune.
- D. He immediately went to court.

4. When the case came to court, what affected Castro's chances of success?

- A. He was being greedy.
- B. Lady Tichborne's solicitor opposed him.
- C. People important to his case were not available.
- D. He was unable to answer questions in French.

B. What cases do you know of people pretending to be someone else? Why should people want to pretend to be other people?

III. *Read the following text and catch the main idea.*

TEXT 2. *They're making a mistake*

After E. Trevor

They are making a mistake. I keep telling them, but they just look at me and nod their heads and say yes, we know we're making a mistake.

Like I had to be humoured or something.

So now I'm going to see Beresford again.

I remember the way he shook my hand that day. That day. What day? Yesterday. Hell, it seems a year ago.

Well, Beresford said, so you are leaving us. How does that feel?

I said I felt – but I couldn't think of the right word.

A million dollars I felt like. I felt like I was God. But these expressions didn't really express it. At last I got the right word for him.

I felt myself again, I said. He nodded. He knew what I meant. He'd seen my type before.

So there isn't any doubt they cured me. You don't get feeling unless you're You again.

I left the hospital in a happy mood. It was evening. There were stars in the sky, so many and so bright that they were a mist of white. Their reflection was down here in the street. The stars down here were neon and some of them were spelling out advertisements. The street-cars were going by as I stood there looking, and they were taking people home or out or just about. People, me. I was one of them again.

I said to myself I'd walk home.

And as I walked, my head in the air, my eyes on the sky, I felt I must do something. Must help somebody who needed help. Find a man who was looking for hand, and give him a grip.

It wasn't easy, walking like God looking for a blind man to make him see.

Well, I thought, I'll find him, if I walk all night. I almost did, too.

It was past midnight when I saw her. Like a ghost she came out of a late open café and walked down the street, looking sometimes at the cars that went by.

I was following her now. There was something in her face that told me she needed help. She was lovely too.

I knew how I'd begin. I'd just say pardon me, but I think you're in some kind of trouble, aren't you? She'd turn and look at me, surprised. How did you know? She'd ask me. I'd smile. Tonight I was God and God knew everything.

Then she'd tell me the trouble. About the jam she was in. Money. Or her boy who ran out on her, or something like that. Whatever it was, I'd do anything in the world to square it up.

She turned up the avenue that led to the river.

A patrolman nodded to her, to my girl, as she passed him.

Goodnight, Officer, I heard her call as she went on her way to the bridge. There was courage in that voice. She wasn't wearing her misery on her sleeve.

He looked at me when I was passing by. I wondered if he'd say—

Sure he did. Goodnight, he said. Goodnight, Officer I said; my words echoed the girl's and my footsteps were the echoes of hers.

She was in the middle of the bridge now. I saw the flash of her coat as she walked.

And now I saw her stop.

So now I knew. And must hurry.

My steps quickened.

She was standing, her hands in the pockets of her coat. Gazing over the low balustrade, her eyes on the stars in the river.

God was in me now.. I felt His guidance.

I said: no, don't do it, kid. You haven't lost everything. I can help you. That's why I'm here.

But she drew back, staring at me. So I put out my hand and held her arm, gently.

No, I said, that isn't the way, child-

Let me go! She said, frightened.

I thought: Poor kid

I held her as she struggled. God's strength was in my hands. She was crying out. now: LET ME GO!

She was strong, the poor kid. She struggled hard, but I had the strength of two. Of ten. As we struggled she screamed and I heard a shout from the distance down the bridge. The patrolman had heard us. Her cry was low, now, let me go, for God's sake have pity, let me go. My mind was dulled by despair.

There was a moment's silence and I saw the flash of her white coat as she went down. Like a white flower...

The next thing I remember was lying on a bench in the police office. My head ached.

They told me the patrolman had clubbed me with his stick before diving into the river. He'd brought the girl out and she was all right, they told me. But they said he clubbed me because he'd seen me throw her over, down into the river. That's why he used his stick, they say. I asked them if I could see my girl, but they said no, you stay right where you are. You lie easy now, they said.

There's a patrol-car coming to pick me up. I know that because I heard them on the phone. I believe they still imagine I was trying to kill that poor kid, instead of trying to save her like I was.

But they are making a mistake. I keep telling them, but they just look at me and nod their heads and say yes, we know we're making a mistake.

Like I had to be humoured or something – как будто я поддакивал или что-то в этом роде;

то nod – кивать головой;

to cure – вылечить;
mist – туман;
spelling out advertisements – складывались в тексты реклам;

street-car – трамвай;
to look for hand – искать помощи;
to give somebody a grip – протянуть руку помощи;
to square it up – исправить ситуацию;
to wear one's misery on a sleeve – выставлять свое горе напоказ;

to scream – кричать;
dulled by despair – отупевший от отчаяния;
to club – оглушить.

IV. *Put the following sentences in logical order:*

A million dollars I felt like.

She was in the middle of the bridge now.

A patrolman nodded to her.

I was following her now.

They are making a mistake.

I held her as she struggled

I saw the flash of her white coat as she went down.

She was all right now.

He clubbed me because he'd seen me throw her over, down into the river.

It wasn't easy, walking like God.

But they are making a mistake.

V. *Answer the following questions:*

1. What was Beresford?

2. How did the character feel like?

3. In what mood did the character leave the hospital?

4. What was he going to do?

5. Was the girl really in the jam?

6. Was the girl all right?

7. Where did the man appear after his "heroic deed"?

8. What helps you to understand the emotional state of the character?

Unit VII GHOSTS

I. *Read the following text and catch the main idea.*

TEXT 1. *Black cats and broken mirrors*

Do you think that it is bad luck to walk under a ladder or break a mirror? Do you think that black cats and the number 13 are unlucky? There are over one million superstitions, and most people believe at least one or two of them.

Many people are superstitious about numbers. They think that there are lucky numbers and unlucky numbers. The number 13 is often considered unlucky. In some parts of the world, buildings have no 13-th floor and streets have no houses with the number 13. In Japan, 4 is considered unlucky because in Japanese the word "four" is pronounced the same as the word "death". Japanese never give gifts of four knives, four napkins, or four of anything. What are the lucky numbers? Seven is a lucky number in many places, and 8 is considered lucky in Japan and China business often open on August 8, and many couples register to get married at eight past eight on August 8.

Superstitions about numbers are so widespread that some people – called numerologists – make a living giving advice about numbers. In 1937 when the Toyoda family of Japan wanted to form a car company, they asked a numerologist if "Toyoda" would be a good name for the company. The numerologist said it would not be. He explained that "Toyoda" took ten strokes of the pen to write, and 10 was not a lucky number. "Toyota", however, took eight strokes to write and eight is a lucky number. The numerologist recommended "Toyota" as a better name for the company. The family took his advice.

In addition to superstitions about numbers, there are many other kinds of superstitions.

There are superstitions about eating, sleeping, sneezing and itching. There are superstitions about animals and holidays and horseshoes. There are even superstitions about superstitions. Those superstitions tell people how to reverse bad luck.

For example, in many parts of the world spilling salt is bad luck. Throwing salt is good luck. So, people who spill salt throw a little of the spilled salt over their left shoulder. Throwing the spilled salt reverses the bad luck. To reverse bad luck in general, people turn around three times, turn their pockets inside out, or put their hats on backwards. In the United States, baseball players sometimes wear their caps backwards when their team is losing.

Because there are so many superstitions, it is not surprising that some of them are contradictory. In Germany, it is good luck when the left eye twitches and bad luck when the right eye twitches. In Malaysia, it is exactly the opposite. Accidentally putting on clothes inside out brings good luck in Pakistan but bad luck in Costa Rica. In Chile, unmarried people won't take the last piece of food on the plate because it means they will never marry. In Thailand, unmarried people take the last piece because it means they will marry someone good-looking.

In many parts of the world it is polite to say "Health" or "God bless you" when someone sneezes. People used to think that the soul could escape from the body during a sneeze. Today we no longer believe that people who sneeze are in danger of losing their souls, but we say "God bless you" because we are polite.

Almost everyone is at least superstitious. One woman says that when she got married, her aunt gave her white bath towels. "Never buy purple towels," her aunt said. "If you use purple towels, your marriage will end," Does the woman believe that superstition? "No, of course not," she says, "It's silly". Does she use purple towels? "Well, no," she answers. "Why take chances?"

ladder – лестница;

superstition – суеверие;

sneezing and itching – чихание и икание;

horseshoes – подковы.

II. *Are you superstitious? Read the sentences and give short answers "yes" or "no".*

1. Black cats are unlucky.
2. It is unlucky to break a mirror.
3. If I point at the Moon something bad will happen to me.
4. It is bad luck when a shoelace breaks.
5. If my palm itches, I will receive money.
6. When I want good luck, I sometimes cross my fingers or knock on wood.
7. I have a lucky number.
8. I have something that I consider lucky – a lucky pen or a lucky hat. for example.

III. *Read the following texts.*

THE BANSHEE

Banshees are female spirits of the Gaelic and Celtic peoples. They are rarely seen but often heard. A banshee is said to be a woman with long black hair and eyes red from weeping and dressed in a green robe and grey cloak. She has an appalling cry, described by some who have heard it as a blend between the howling of a wolfhound, the cry of wild geese, the screams of an abandoned child, and the groans of a woman in labour. The wail of a banshee has only one meaning – that a member of the family which hears it is doomed to die.

spirits – духи;

cloak – покров, мантия;

an appalling – ужасный,

groans – стоны.

THE DUPPY

A type of ghost raised by people of the a west Indies to perform some service, usually of revenge. A duppy is raised by calling the name of a dead person continuously over their grave until the duppy arises through the earth and awaits instructions.

A duppy can only cause vomiting by breathing on the victim or convulsions by touching him or her. When it has performed the

task, it should be rewarded by placing rum and tobacco on the grave.

Anyone who has reason to fear duppy-attack may keep them away by sprinkling tobacco seeds around the house.

revenge – месть;

grave – могила.

MENAHUNE

Night spirits of the Hawaiian islands. They are unusual spirits because they are helpful rather than dangerous. Like the brownies of the British Isles, the menahune appear when the household is asleep and do all the housework. The menahune are very particular about their employers. They do their work only for families which they feel to be especially pleasant and kind. Very few people have seen the menahune, which are believed to have pointed ears, shaggy black hair and tiny agile bodies.

brownies – домовые;

shaggy – лохматый, косматый.

ABIKU

An insatiable demon of the night which preys upon the Yoruba people of West Africa. Parents living in the little villages huddled deep in the forest are terrified of Abiku because his diet consists of children. He relishes nothing better than a plump, newborn child. As soon as the sun sets, parents rush their children into the huts, and sometimes hide them under mats or blankets so that Abiku will not find them.

He is as shapeless as smoke, he has no stomach, and is therefore obliged to eat continuously because he never knows the satisfaction of feeling full.

to huddle – загонять.

THE AZEMAN

A rare example of a vampire actually appearing in the form of a bat. Fortunately the azeman is restricted to certain regions of north-eastern South America. The azeman is invariable a woman.

During the day she appears to be perfectly normal, but after dark she changes into a bat and flies around the village in search of victims. She seeks a sleeper whose foot is exposed and sucks the blood. Luckily it is easy to prevent an azeman from entering one's hut simply by propping a broom across the doorway.

DOMOVOI AND DOMOVIKHA

These are Russian household spirits. On the whole they are being spirits, who live beneath the stove or doorstep or in the cellar. When a family moves into a new home, it is wise to place a piece of bread beneath the stove to attract Domovoi. His wife accompanies him but lives in the cellar.

Domovikha never speaks, but one may hear Domovoi during the night. When he chatters and murmurs softly, the family may be sure that nothing unpleasant is likely to happen. But when he sobs or groans loudly it is a sign of misfortune, and Domovoi weeping is a sure sign of a death in the family.

Humans rarely see Domovoi and never see Domovikha. It may be that he resembles a small man covered with silky hair, who might be mistaken for a dog or cat. A Domovoi sighting is extremely unfortunate and, if he does appear, it may be better for the family to move the house.

beneath the stove – под плитой;

sob – рыдание, всхлипывание.

IV. *Answer the following questions:*

1. The cries of which creatures warn of a death to come?
2. Which one is always hungry?
3. Which two can bear good will to humans?
4. Which one makes the most awful noise?
5. If you see this one, you would be advised to move house.
6. Which one has no clear form?
7. Which creature's behaviour is compared with the behaviour of a similar creature?
8. For which creatures are we given special advice about how to protect ourselves?

9. Which creature might be used to punish the enemy?
10. Which creatures harm, but do not kill their victims?
11. Which of the creatures do you think is the most/least terrifying?
12. Do any of the correspond with creatures from your own country or culture?

V. *HERE ARE TWO DIFFERENT STORIES ABOUT HOUSES WITH MYSTERIOUS PROBLEMS. The paragraphs are mixed up and in the wrong order. Read the paragraphs and reconstruct the two stories. Paragraph A is the beginning of one of the stories.*

TEXT 3. *Haunted houses*

A. Most doctors and scientists refuse to believe in ghosts and psychic happenings. Yet in the 1950-th in Yorkshire, in the north of England, two doctors almost changed their minds. A house they used as their surgery started to make strange noises.

B. Almost immediately, the husband changed from a hard-working, stable individual to lazy and bad-tempered. Kathleen felt that she was being controlled by something outside her power.

C. As the foundations of the house settled, the rest of the house moved too. As final proof, the bangs and the noises were at their worst at high tide.

D. On a November morning in 1974, one of the sons of the De Feo family took a rifle and murdered the other six members of the family. For the next 13 months the house in Amityville in the USA stood empty.

E. In the garden they discovered an old disused sewer which was connected with a nearby river. It turned out that, at high tide, river water forced its way up the sewer and was making the earth under the house wet and unstable.

F. The "ghostbusters" noticed that the walls of the surgery were cracked and that the roof needed repairing where it dipped in the middle. This suggested that the house had problems with its foundations, so the team decided to investigate.

G. None of the local people wished to buy it and the newspapers were full of stories of demonic possession. Eventually, a young couple called George and Kathleen Lutz, believing they found a bargain because of some ridiculous stories, moved in.

H. Things got worse. Their children started to get hurt around the house, and Kathleen Lutz had terrible nightmares about the De Feo family. The couple had the horrible feeling that history was about to repeat itself. Just after the Christmas period, unable to stay it any longer, they fled.

I. These included loud explosions and the sound of banging, which even made the walls shake. The doctors called in a plumber, who looked over the water pipes and they had the gas and electrical systems examined. Nobody was able to find out the cause of the noises. By now, the doctors were seriously wondering whether their surgery was haunted and they called in some psychic researchers to investigate.

J. Over the next few weeks, thousands of flies appeared in the bedrooms; windows and doors opened and closed for no reason; the toilet bowls turned black and a statue moved around their home on its own. The house was either boiling hot or freezing cold, and they could do nothing to change the temperature.

VI. *Can you think logical explanation? Answer the questions about the text by choosing the best answer (A, B or C)*

1. What effect did the events have on the doctors?
 - A. They felt foolish and embarrassed.
 - B. They became more open to supernatural explanations.
 - C. Their belief in a rational explanation was confirmed.
2. How did the doctors feel after the first investigations?
 - A. Disappointed.
 - B. That there might be a supernatural explanation.
 - C. They had no idea what to do next.
3. What was the fundamental cause of the noises?
 - A. Poor foundations.

- B. An old sewer.
- C. Rising water.

4. Why did the Lutz family buy the house?

- A. Nobody else wanted it.
- B. They had been put off by the stories.
- C. They thought it was good value for money.

5. What happened shortly after the Lutz family moved into their new home?

- A. The wife had a religious experience.
- B. They started to repair the house.
- C. Things they couldn't explain.

6. Why did the Lutz family leave?

- A. The parents believed something terrible was going to happen.
- B. They went away for Christmas.
- C. The children had bad dreams.

Unit VIII

MUSIC

I. *Read the following text and catch the main idea.*

TEXT 1. *The Jazz Sensation*

A new type of music called jazz was developed by black Americans at the beginning of the twentieth century. Today, jazz is still one of the most distinctly American art forms. The first jazz was played by black Americans in the dance halls of New Orleans in the early 1900s. In this article, you will learn how jazz moved in many new directions as it spread to different parts of the country. Today, jazz remains a popular musical style not only in the United States but also in countries all over the world.

BEFORE YOU READ

1. Do you like jazz? Who is your favorite jazz musician?
2. Have you ever been to a jazz club or a jazz concert?

3. Is jazz a popular musical style in your country?

THE JAZZ SENSATION

The story of jazz is one of a musical form totally unlike any before it, even though jazz grew out of music that had existed for centuries. Jazz was not learned in schools. Many of its creators could not even read music. Early jazz often was not performed in formal concert halls with quiet, seated audiences like other music. Instead, jazz shows were outdoor events during which people marched, moved about, or sometimes rode in horse-drawn wagons.

The immigrants brought many musical traditions together in this country, but this alone did not account for the rise of jazz, jazz needed the American environment and the experience of a special group of people – the slaves -to give it shape.

What made jazz different? It was experimental music that broke away from traditional musical forms. While it used the musical scales, melodies, and traditional instruments of the Europeans, it was not meant to be played as written. In fact, very little jazz was written. Jazz was a highly personal music that focused on individual interpretation and rhythm. The jazz musician had the freedom to vary the beat, the rhythm, and the volume as desired. This allowed the performer to compose and reshape the music according to his or her feelings. The freedom to change and experiment with the music while playing it – known as *improvisation* – is a main ingredient of jazz.

It took time for jazz to emerge as a distinct musical form, but this happened around the turn of the century. New Orleans had considerable influence on the development of jazz. It was a city full of music and good times influenced by several cultures – Spanish, French, Anglo-American, and African-American. Dances, parades, parties, shows, and banquets were common events that attracted and employed many musicians. Music could be heard all day long. French dance music, Spanish rhythms from the Caribbean, religious music, blues, slave work songs, and opera all mingled. This atmosphere created an ideal place for jazz to grow.

But the inspiration for jazz came primarily from the music, the feelings – in short, the history – of blacks in America. Black slaves were denied the chance to practice their African customs in America, and most were denied the opportunity to an education. So they found other ways of self-expression. Music was a large part of this, and it evolved into distinct styles. Blues and ragtime were the forerunners of jazz, and by the early 1900s, this new and recognizable style of music was being played by brass bands throughout the streets of New Orleans.

The popularity of jazz in New Orleans began to diminish in 1917. Many bars closed down. Musicians, out of work, began to leave the city. Some took Mississippi riverboats northbound. During the 1920, Chicago became the new center for jazz. Other musicians traveled from California to New York, and even went on to Europe. As jazz spread, it gained popularity and developed new forms. Jazz musicians have continued to improvise, and because of this, jazz music has continued to change and evolve.

Jazz means different things to different people, and even the most enthusiastic jazz fans are sometimes unable to agree on what jazz is or how it should sound. But all agree that jazz is a truly American art form.

slaves – рабы;
to mingle – смешивать,
to deny – отрицать.

Unit IX FUNNY STORIES

I. *Read the story. There are lots of contradictions in it. find them.* EXAMPLE: He is a vegetarian, so he doesn't eat meat. Why was he eating a hot dog?

TEXT 1.

My mate Stuart is a funny bloke. He's insomniac, he's dyslexic and he's an atheist.

He's single, unemployed, and lives all alone in a small basement flat without even a pet for company. Also he's a vegetar-

ian and teetotal, and he doesn't touch caffeine. He's pretty anti-social, actually.

I went round to see him last Sunday. As I walked up the drive, his dog started barking. His wife answered the door, and we went upstairs to their living room. He was in a bad mood because he had overslept that morning and had been late for church. He had a bit hangover, as well. Over a cup of coffee, he told me about the wild party that they'd had at his house the night before. They'd had a barbecue in the garden with hamburgers and hot dogs. One of his favourite pastimes is crosswords, and he spends all his lunch break at work doing them.

"So how are you, Stuart?" I asked him the other day.

"KO, mate, KO. How about you?"

Anyway, as I said, Stuart's an atheist, insomniac, dyslexic. So the joke is that he lies awake all night wondering about the existence of dog. Get it?

bloke – парень;

teetotal – трезвенник;

drive – подъездная аллея;

to bark – лаять;

to oversleep – проспять;

insomniac – страдающий бессонницей;

hangover – похмелье;

to be dyslexic – страдать дислексией;

mate – друг.

II. *Read the following text and catch the main idea.*

TEXT 2. *The miser*

MALKOLM STACEY, 38, is a part-time BBC journalist and author of two books about money. He earns £50.000 per annum. He lives in York with his wife Jo, 32. They have two children.

"I never buy luxuries and I never buy a round of drinks. When colleagues go out to the pub, I'll stay in the office and say I'm expecting a phone call. I'll never invite people to dinner, but I never feel guilty about their invitations. I know they invite me to have someone interesting to talk to. The meanest thing I've ever done was

to go to a wedding without a present. I just took some wrapping paper and a tag saying "Love from Malkolm" and put it onto the table with the other presents. I got a thank-you letter from the bride. She obviously thought she'd mislaid the present.

People don't believe I can be so stingy. I'll organize an office collection for earthquake victims but I won't give anything myself. I've put a wishing well in the front garden. I would never ask passers-by to throw money in, but I collect it when they do. I hardly ever

Use my car; we grow our own vegetables and we recycle everything. We never buy new

Clothes, we get them second-hand from charity shops for about £2 a garment. We can live on £5 a week.

I've always been mean. When I was a child I would never buy flowers for Mum, but I'd give her a bouquet from her own garden. My wife gets embarrassed by my meanness, but we never row about money. People think I've got a fortune stashed away somewhere. I don't care what they think.

per annum – ежегодно;

a round of drinks – выпивка на всех;

mean – скупой, скарёдный;

to wrap – заворачивать;

to mislay – затерять;

earthquake victims – жертвы землетрясения;

to recycle – перерабатывать;

charity – благотворительность;

garment – одежда;

to embarrass – смущать;

to stash away – копить;

fortune – наследство.

Answer the questions:

1. What is his job? How much does he earn?
2. Does he get on well with his wife?
3. What does he say about clothes and food?
4. What else does he spend money on?

Содержание

Unit I BELARUSIANS FAMOUS WORLDWIDE	4
Unit II SCIENCE AND SCIENCE FICTION	11
Unit III ARCHAEOLOGY	18
Unit IV LIVING ABROAD	25
Unit V LOOKING GOOD	30
Unit VI LAW	37
Unit VII GHOSTS	44
Unit VIII MUSIC	51
Unit IX FUNNY STORIES	53



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