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# АНГЛИЙСКИЙ ЯЗЫК

как второй иностранный

5-й год обучения



9

 ДРОФА

О. В. Афанасьева, И. В. Михеева

 | российский учебник

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# АНГЛИЙСКИЙ ЯЗЫК

## как второй иностранный

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5-й год обучения

Учебник

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## Section One

## Do It Together

- 1 A. Listen to the song and say what it is about, 🎧 (1).  
B. Read the lyrics and sing the song along.

Eagle

орёл

*(Benny Andersson, Björn Ulvaeus)*

They came flyin' from far away,  
now I'm under their spell.  
I love hearing the stories that they tell  
they've seen places beyond my land  
and they've found new horizons  
they speak strangely but I understand  
and I dream I'm an eagle  
and I dream I can spread my wings.

= flying  
очарование

[br'jɒnd] за пределами

расправить

Flyin' high, high  
I'm a bird in the sky  
I'm an eagle that rides on the breeze  
high, high  
what a feeling to fly  
over mountains and forests and seas  
and to go anywhere that I please.

As all good friends we talk all night  
and we fly wing to wing



I have questions and they know every-  
thing  
there's no limit to what I feel  
we climb higher and higher  
am I dreamin' or is it all real?  
is it true I'm an eagle?  
is it true I can spread my wings?

Flyin' high, high,  
I'm a bird in the sky  
I'm an eagle that rides on the breeze  
high, high,  
what a feeling to fly  
over mountains and forests and seas  
and to go anywhere that I please.

## 2 Answer the questions.

- 1) What kinds of mass media<sup>1</sup> do you know?
- 2) Which is the most popular of them? Why?
- 3) What makes the Internet a fast developing kind of the mass media?
- 4) What newspapers and magazines do you read? What kind of information do you look for in them?
- 5) For what categories of people is the radio important?
- 6) The mass media give us information and entertain us. Which of the two is more important for you?
- 7) What do you usually watch on TV: the news, films, talk shows, sports programmes, musical programmes or any others?
- 8) Do you watch a lot of television? What are your favourite programmes?



## 3 Yesterday different programmes were shown on television. Listen, (2), and decide which channel<sup>2</sup> (one, two or three) these people were likely to watch<sup>3</sup>.

<sup>1</sup> mass media [ˌmæsˈmi:diə] — средства массовой информации

<sup>2</sup> a channel [ˈtʃænl] — *зд.*: телевизионный канал

<sup>3</sup> were likely to watch — *зд.*: скорее всего, смотрели



## Watching Television

a) Alice Radcliffe has recently visited China, Japan and Vietnam. She has fallen in love with the culture and traditions of these countries. Never misses a TV show devoted to them.



b) Will Smith is fond of travelling. He has been to many European countries but has never visited any country of the Pacific or Indian Ocean. Wants to know more about the flora and fauna of that region.

c) Christina Bruce has been travelling over the world since her childhood. She is very much interested in the cultural traditions and customs of different peoples.

<b>Name</b>	Alice Radcliffe	Will Smith	Christina Bruce
<b>Channel</b>	?	?	?

- 4 Listen again, (2), and decide which of the statements are true and which of them are false.

#### Channel 1

- 1) New Zealand is the same size as the USA.
- 2) New Zealand is often called a natural park.
- 3) The kiwi bird is New Zealand's national symbol.
- 4) All birds in New Zealand are nicknamed<sup>1</sup> kiwi.
- 5) The kiwi bird will be protected by the government of the country.

#### Channel 2

- 1) Kwanzaa is celebrated in spring.
- 2) Kwanzaa is a theatre performance.
- 3) Kwanzaa is celebrated in Africa.
- 4) Kwanzaa is very popular among some African people living in the USA.
- 5) Kwanzaa means "favourite fruit" in Swahili.

#### Channel 3

- 1) The channel showed a programme about spring celebrations in the East.
- 2) In spring Easter is celebrated in Europe.
- 3) In spring eastern churchmen walk barefoot<sup>2</sup> on fire during the Nagatoro Fire Festival.
- 4) Chocolate rabbits and eggs are symbols of the Nagatoro Fire Festival.
- 5) The Nagatoro Fire Festival is celebrated every two years.

- 5 Say the same using the *passive voice*.

Example: They show a lot of thrillers on TV nowadays. A lot of thrillers are shown on TV nowadays.

- 1) John Logie Baird made the first television from old cars, bicycle parts, lenses<sup>3</sup> and other things.
- 2) Baird demonstrated the first TV in 1925.

<sup>1</sup> **nickname** ['nɪkneɪm] — прозвище; **to be nicknamed** — получать прозвище

<sup>2</sup> **barefoot** ['beəfʊt] — босиком

<sup>3</sup> **a lens** [lenz] — линза

- 3) They opened the first television service in Britain in 1936.
- 4) They first used colour television in the United States in 1956.
- 5) In the early days of television few people bought TV sets because they were expensive.
- 6) They soon developed new technologies and built a lot of TV stations.
- 7) They formed the BBC<sup>1</sup> in Britain according to the monarch's order.
- 8) The BBC World Service shows programmes in forty different languages as well as in English.
- 9) They publish TV programmes in the *TV Times*, a popular weekly<sup>2</sup> magazine.
- 10) They show some programmes live but record most of them on film or CD.
- 11) Nowadays you can find television practically in every family.
- 12) Young people usually enjoy video clips and action films.
- 13) Some of the older people never miss old black-and-white films.
- 14) They always devote a lot of programmes to sport.
- 15) TV people introduce new programmes all the time.

**6 Complete these sentences using the verbs in brackets in passive.**

- 1) In the 1970s new TV technologies (to develop).
- 2) A lot of TV programmes (to devote) to politics nowadays.
- 3) In the future new TV stations (to build) in Russia.
- 4) I am sure the best TV films (to show) next year.
- 5) Today the Internet (to use) in many ways.
- 6) The BBC (to know) as the best non-commercial [ˌnɒŋkə'mɜːl] television and radio system.
- 7) Television signals (to send) from a central source and (to receive) by home TV sets.
- 8) More and more people (to teach) with the help of television and computer in the future.
- 9) Our lives (to dominate) by the Internet in the future.
- 10) We hope that more good films (to watch) by young people.

<sup>1</sup> the BBC — the British Broadcasting Corporation — Британская теле- и радиовещательная корпорация

<sup>2</sup> a weekly — еженедельник



1. Вы уже знаете, что сказуемое в предложениях в страдательном залоге образуется по формуле:

**глагол to be в нужном времени + V<sub>3</sub> (третья форма основного глагола).**

The house is built, we can move in.

The house was built about ten years ago.

The house will be built very soon.

2. Для того чтобы сказать в страдательном залоге о том, что какое-то действие происходит в момент речи или в определённый момент в прошлом и продолжается в течение некоторого времени, в английском языке используют времена:

	<b>Present progressive passive</b>	<b>Past progressive passive</b>
	am being is being are being } + V <sub>3</sub>	was being were being } + V <sub>3</sub>
+	1) A new school <u>is being built</u> in our street.	1) When I returned to my native town, a new school <u>was being built</u> in our street.
	2) The letters <u>are being answered</u> now.	2) At 5 o'clock the letters <u>were still being answered</u> .
-	1) The article <u>is not being translated</u> now.	1) When I rang John up, he said my article <u>was not being translated</u> .
	2) The rooms <u>are not being cleaned</u> now.	2) At 6 the rooms <u>were not being cleaned</u> yet.
?	1) <u>Is the e-mail being sent</u> ?	1) <u>Was the e-mail being sent</u> when he called?
	2) <u>Where are these toys being sold</u> ?	2) <u>Were the toys being sold</u> when the instruction came?



**7 Express the same in Russian.**

- 1) A new bridge is being built across the river.
- 2) When I entered the hotel, I noticed that all the cleaning ladies were busy. The rooms were being prepared for the coming guests.
- 3) John said he was not sure that these dictionaries were still being sold.
- 4) You can't get inside. The floors are being cleaned.
- 5) "Where is my favourite T-shirt?" — "Sorry, dear. It is being washed."
- 6) I know that this article is being translated now.
- 7) "Where is your luggage?" — "It is being weighed."
- 8) The story that was being told then surprised me more than I could imagine.
- 9) What music is being played? I can't recognize it.
- 10) When I entered the hall, the question of summer holidays was being discussed.

**8 Look at the picture and say what is being done at the moment for the school party.**



- 9 The man of the Future, Magnus by name, travelled across the centuries in his time machine visiting different places all over the world. Say what was happening there at the time he arrived in these countries. Use the passive voice.



Example: When Magnus arrived in Ancient Greece, a play was being performed in Athens.

No.	Time	Place	Event
1	468 BC	Ancient Greece	to perform a play in Athens
2	the middle of the 3rd century BC	China	to build the Great Wall of China
3	1477	England	to print the first book in the country
4	1666	England	to destroy London (by the Great Fire)
5	1645	North India	to construct the Taj Mahal [ˈtɑːʒ məˈɑːl] in the city of Agra
6	1703	St Petersburg	to found the city

No.	Time	Place	Event
7	1787	the USA	to write the Constitution of the United States
8	1812	Russia	to drive the French army out of the country
9	25th December, 1950	Italy	to celebrate Christmas
10	12th April, 1961	Russia	to send the first man into space <sup>1</sup>
11	1967	France	to show pictures by Marc Chagal in Paris
12	1989	Germany	to destroy the Berlin Wall

**10** Read the texts (a—e) from English newspapers and match them with the titles (1—6). There is one extra title.

- 1) New Sports Star
- 2) A New Part for the Young Actor
- 3) The New Problems of the Black Continent
- 4) New Politicians
- 5) The New Climatic Problems of the World
- 6) Political History of the World

a) Jared Leto plays Hephaestion, Alexander the Great's closest friend and trusted soldier in this Oliver Stone film. The role was first offered to Brad Pitt, who had already appeared on our screens in *Troy*, another ancient history blockbuster. Leto stars with Colin Farrell as Alexander, Anthony Hopkins as Ptolemy and Angelina Jolie who plays the part of Olympias, Alexander's mother.

<sup>1</sup> space [speɪs] — космическое пространство, космос

- b) Kevina is 14. Her parents, aunts and uncles were killed by AIDS<sup>1</sup>, so she must look after her four younger brothers, three younger sisters and her blind<sup>2</sup> 84-year-old grandmother. They have no food, money or home. In the near future Africa will have more than 40 million parentless children — all because of AIDS.
- c) Most scientists agree that global warming is real. In the last century the average temperature went up by about 0.6 degrees Celsius (about 1 degree Fahrenheit) around the world. They say the higher temperatures are the result of carbon dioxide growth in the atmosphere.
- d) Lance Armstrong has always loved swimming and running, but he seemed born to race bikes. Sometimes he rode so far from home at weekends, his mum and dad had to drive to look for him. He became good enough to ride with the US Olympic training team during his last years at school.
- e) The UK and US have had a special relationship for two centuries. Fighting together in World War II cemented their friendship. “What I have called the fraternal association of the English-speaking peoples means a special relationship between the two countries,” said Winston Churchill in 1946, just after the end of World War II.

## Do It on Your Own

### 11 Choose the right form of the verb to complete the sentences.

1) I can't give you John's article now. It (is translated/is being translated). 2) We couldn't get in because the rooms (were painted/were being painted). 3) When your granny was a little girl, computer games (were not played/were not being played). 4) In England milk and newspapers (are brought/are being brought) to the front door. 5) At the moment a new bridge (is built/is being built) across the river. 6) I can't give you any information about the project. It (is discussed/is being discussed) now. 7) Christmas and Easter (are celebrated/are being celebrated) in many European countries. 8) Such cakes (are made/are being made) easily. 9) What about the hall? — When I entered the house, it (was decorated/was being decorated). 10) Everybody was busy. The rooms (were prepared/were being prepared) for the arriving guests.

<sup>1</sup> AIDS [eɪdz] (acquired immune deficiency syndrome) — СПИД

<sup>2</sup> blind [blaɪnd] — слепой

**12 Match the parts of the sentences in the two columns to get complete phrases.**

A

- 1) When I returned to my native city, I noticed that...
- 2) The room for the Christmas party...
- 3) Last Saturday I was invited to your party but...
- 4) I haven't posted the letters yet, ...
- 5) — Has the reporter come? — Yes, ...
- 6) — Has Alec Fox finished the book yet? — No, ...

B

- a) Bill was not.
- b) the last chapter is still being translated.
- c) a new theatre was being built in its main square.
- d) Mr Jackson is being interviewed in the next room.
- e) is being decorated.
- f) they are being translated and will be sent tomorrow.

**13 Open the brackets to complete the sentences. Use the passive voice.**

- 1) The first television programmes (to show) at the beginning of the 20th century.
- 2) Nowadays new television technologies (to develop).
- 3) He says the new book (to discuss) in Room 15 now.
- 4) Look! A new school (to build) in our street.
- 5) A lot of programmes on TV (to devote) to sport.
- 6) This fact (to know) to everybody.
- 7) Don't worry! Your papers (to prepare). They'll be ready soon.
- 8) These exercises (to do) yesterday.
- 9) When Nick entered the kitchen, dinner (to cook).
- 10) These books (to sell) everywhere now.

## Section Two

### Do It Together

**1 A. Read the text "Television in the Classroom", then listen to it, (3). Say what two pieces of information are missing from the text.**

#### Television in the Classroom

I have been using television in the classroom for ten years already. I began doing it as a teacher of English. Television can bring real scenes of English life into the classroom, which is important because many learners of English seldom have a chance



to speak or to listen to people from England, America or other English-speaking countries. Television educational programmes help students to understand a lot of facts in different subjects. And it is certainly much easier to learn the things which you have seen. From the television programmes teachers can draw materials practically on any topic or theme of interest to their learners.

**B. Speak about how television is used in your school.**

- 2** Try to imagine a TV studio 10 minutes before the beginning of a live talk show. Use the word combinations below and say what is being done at the moment.



**Example:** invite the guests into the studio. — The guests are being invited into the studio.

- 1) turn on the lights
- 2) light<sup>1</sup> up the studio
- 3) check the cameras
- 4) bring in some extra chairs
- 5) put flowers on the tables
- 6) give the last-minute recommendations to the host<sup>2</sup>

<sup>1</sup> to light (lit, lit) — освещать

<sup>2</sup> a host [həʊst] — a person who introduces other performers on a TV show (ведущий)

- 7) play a nice melody on the piano
- 8) read the scenario [sɪ'nɑ:riəʊ] again
- 9) instruct the guests
- 10) switch on the microphones ['maɪkrəfəʊnz]

**3** Yesterday Andrew wanted to watch TV but couldn't find anything good enough to himself. He began to surf the channels<sup>1</sup>. Say what he saw on them.



**Example:** Channel 1 — a sentimental melodrama — show. On Channel 1 a sentimental melodrama was being shown.

- Channel 2 — an old horror film — repeat
- Channel 3 — a talk show<sup>2</sup> — give
- Channel 4 — a modern opera — perform
- Channel 5 — a ballet performance — give
- Channel 6 — pop songs — sing
- Channel 7 — food — prepare
- Channel 8 — women's clothes — demonstrate
- Channel 9 — kids' bedtime stories — tell
- Channel 10 — classical music — play

**4** **A. Listen to the sentences, (4), read them and guess what the underlined<sup>3</sup> words mean.**

- 1) You can get this information in an electronic form. You can get this medicine in the form of a spray or as a tablet. The club was formed in 1972.
- 2) The television adaptation of the play was very successful.
- 3) A corporation is a large company or a business organization.
- 4) I never go to the central city library. I take books from our local village library.

<sup>1</sup> to surf the channels — переключать каналы

<sup>2</sup> a talk show = a chat show — ток-шоу

<sup>3</sup> underlined [ˌʌndə'laɪnd] — подчёркнутый



5) The *Harry Potter* films are feature films. *British Life* is a documentary, it tells about real people and events.

6) The famous writer gave a series of talks at our school. I like to watch the nature series on television.

**B. Listen to these words and sentences after them, (5). You know the words in column A, say what the words in column B mean.**

A

advertisement  
humorous  
world, wide

B

advertise, advertiser  
humour  
worldwide

- 1) What goods are usually advertised on television?
- 2) Jim is an advertiser, he advertises cosmetics [kɒz'metiks].
- 3) Charlie Chaplin's films are full of humour, but it is often sad humour.
- 4) French cheeses are famous worldwide, in other words, they are famous all over the world because they have worldwide reputation.

**C. Read the underlined words again and learn to pronounce them right.**

- 5 Learn how to pronounce and use the new words. Listen, (6), and repeat.**

A

**light** [laɪt] — 1) освещать;

2) зажигать

**enlighten** [ɪn'laɪtn] — просвещать

**serve** [sɜ:v] — служить, обслуживать

**service** ['sɜ:vɪs] — 1) обслуживание; 2) служба

**major** ['meɪdʒə] — 1) основной; 2) главный

**equal** ['i:kwəl] — равный

**broadcast** ['brɔ:dkɑ:st] —

1) *n* трансляция; 2) *v* транслировать

**current** ['kʌrənt] — текущий

**offer** ['ɒfə] — предлагать

**novel** ['nɒvl] — роман

**right** [raɪt] — право

**present** [prɪ'zent] — представлять

**stand for** — употребляться вместо, обозначать

B

**light** (lit, lit/lighted, lighted) (*v*): to light a candle, to light a lamp. When it gets dark, we'll light the lamp. If the electricity goes off, we will light candles. **To be lit:** The road was lit by the moon.



**enlighten** (*v*): to enlighten sb. I don't know anything about computers. Will you enlighten me? **Enlightenment**: the Age of Enlightenment.

**serve** (*v*): to serve the country, to serve people, to serve dinner. My brother served in the Army. I helped serve dinner. Did the waiter serve you quickly?

**service** (*n*): (the) services of a doctor, mail (post) service. Jack was given a gold watch after 25 years of service. I'm sure the boy needs the services of a doctor.

**servant** (*n*): Mary is Miss Marple's servant.

**major** (*adj*): a major factor, a major problem, major changes. Our major problem is to get to the station at 5 sharp<sup>1</sup>. A major part of the questions were devoted to history.

**equal** (*adj*): to be of equal size, to have equal importance, to be equal to (with) sb. He believed that men and women were born equal. They are equal partners.

**equality** (*n*): Young men would like to have equality with their elders.

**broadcast (broadcast, broadcast)** (*v*): to be broadcast on television (on the radio); to broadcast sth live. The President's speech was broadcast on Channel Five. The BBC will be broadcasting the match live from Paris.

**current** (*adj*): current events, current news, the current political situation. My current address is written here. Such words are not in current use any more.

**offer** (*v*): to offer sb a job, to offer a cup of coffee, to offer to help. I was thirsty, but nobody offered me a drink. I'm sure you should offer to help.

**novel** (*n*): a novel by a famous writer. How many novels has Ernest Hemingway written?

**right** (*n*): equal rights for sb, the right to education, the right to free speech. I think we should have equal rights for everyone. What gives you the right to talk to me like that?

**present** (*v*): to present a show, to present the news, to present a book. I presented my new friend to my parents. The class presented a wonderful performance of "Snow White".

**stand for** (*v*): The letters BBC stand for the British Broadcasting Corporation.

<sup>1</sup> at 5 sharp — ровно (точно) в пять.

**6 Complete the sentences with the new words (exercises 4, 5).**

1) For many centuries people had to fight for their r... and freedoms. 2) My father always watches c... news on television. 3) "The Karamazov Brothers" may be Dostoevsky's most famous n... . 4) In Moscow TV programmes are b... from Ostankino. 5) Non-commercial television doesn't show any a... . 6) Today the news is p... by my favourite newscaster<sup>1</sup>. 7) The 18th century in Europe is known as the Age of E... . 8) "Can I be of any s... for you?" 9) D... on television can give viewers a lot of useful information. 10) Besides national newspapers there are l... newspapers read by many people. 11) Why are you laughing? Personally I can't see the h... of the joke. 12) One of the basic democratic principles is: all people are born e... . 13) The best films are usually shown at film festivals and then w... . 14) The windows in the house were dark but then suddenly one of them l... up. 15) What names of c... modern writers can you give?

**Focus on Vocabulary**

**serial** ['sɪəriəl] — a written or broadcast story appearing in parts at fixed times (сериал, многосерийный фильм)

**series** ['sɪəri:z] — one of a group of programmes on television or radio which are broadcast regularly during some time (серия, цикл, ряд)

**7 A. Read the text about the BBC and say which statements after the text are true and which are false.****The BBC**

The BBC is probably the best-known non-commercial radio and television system, formed by royal charter<sup>2</sup> in 1927 to "educate and enlighten" the citizens. The letters BBC stand for the British Broadcasting Corporation, a very large television and radio organization based in the UK. It includes a number of national and local<sup>3</sup> radio stations, national television stations, the international BBC World Service and BBC Worldwide Television. The BBC is a public service. It is paid for by taxes<sup>4</sup>, by advertisers, and all the major political parties have equal rights to give political broadcasts.

<sup>1</sup> a newscaster ['nju:z,kɑ:stə] — диктор

<sup>2</sup> a charter ['tʃɑ:tə] — хартия

<sup>3</sup> local ['ləʊkl] — местный

<sup>4</sup> taxes ['tæksɪz] — налоги



There are four radio channels. Radio 1 has mostly pop music; Radio 2 has light music, comedy, sport. Radio 3 has classical and modern music, talks on serious subjects, old and new plays. Radio 4 presents current news reports, talks and discussions. The BBC also has two television channels BBC 1 and BBC 2. BBC 2 offers more serious programmes than BBC 1. It shows discussions, adaptations of novels into plays and films, operas and concerts. BBC 1 offers lighter plays and series, humour and sport, but there are also some interesting documentaries. BBC documentaries made in cooperation with "Animal Planet" and "Discovery" are popular in many countries of the world.

- 1) The BBC was not organized to make money.
- 2) The BBC includes both radio and television.
- 3) There are several local TV stations in the UK.
- 4) The BBC works for the UK only.
- 5) The BBC is not meant to give privileges to any political party.
- 6) All the radio channels specialize in different programmes.
- 7) To listen to serious music people turn on Radio 1.
- 8) You can hear talks and discussions on just one radio channel.
- 9) BBC 1 presents less serious programmes than BBC 2.
- 10) BBC documentaries are shown worldwide.

**B. Listen to the same text, (7), then read it aloud.**

**8 Read the text about the BBC again and answer the questions.**

- 1) What do the letters BBC stand for?
- 2) When and why was the BBC formed?
- 3) What units does the BBC consist of?



- 4) How do you understand the phrase "The BBC is a public service"?
- 5) In theory can the BBC help one of the political parties to win elections<sup>1</sup>?
- 6) Why do you think different radio and TV channels specialize in different programmes?
- 7) Which of the two TV channels — BBC 1 or BBC 2 — a lover of classics may choose?
- 8) Have you ever watched any of the BBC documentaries? What impression did they make on you?



### Focus on Vocabulary

В любом языке есть слова, противоположные по значению. Как вы, наверное, помните, они называются антонимами. Хороший пример антонимов — английские прилагательные **major** и **minor**. Об их антонимичности можно судить по тому, как эти слова описываются в словаре. Ср.:

**major** — greater than others in size, number, importance, or seriousness

**minor** — lesser or smaller in size, number, or importance than others

A major problem — a minor problem.

Антонимы часто образуются в языке при помощи различных суффиксов и приставок. Ср.: appear — disappear, real — unreal, regular — irregular, possible — impossible, commercial — non-commercial.

### 9 Match the antonyms in the columns.

A		B	
1) alive	a) short	1) to arrive	a) to close
2) ancient	b) hard	2) to destroy	b) to take
3) easy	c) real	3) to lose	c) to forget
4) expensive	d) dangerous	4) to love	d) to build
5) imaginary	e) dead	5) to live	e) to die
6) last	f) cheap	6) to open	f) to leave
7) long	g) first	7) to sell	g) to buy
8) loud	h) quiet	8) to give	h) to find
9) safe	i) new	9) to remember	i) to hate

<sup>1</sup> elections [ɪˈleɪʃnz] — выборы

**10 A. Here are some TV programmes. Which of them would you choose? What's your first, second and third choice? Explain it.**

political discussion  
opera  
concert of classical music  
comedy play  
sports programme  
documentary  
the news  
talk show  
film based on a classical novel  
serious play  
modern action film  
quiz<sup>1</sup> show  
series based on a modern bestseller  
regional news  
film (a lyrical comedy)  
pop-music concert  
soap opera<sup>2</sup>  
new cartoon  
crime film

**B. Work in pairs. You and your friend want to watch one of the programmes. Discuss which one is the best programme to watch.**

- ① political discussion  
opera  
concert of classical music  
comedy play
- ② sports programme  
documentary  
the news  
talk show
- ③ film based on a classical novel  
serious play  
modern film  
quiz show  
19th century play based on a melodrama

<sup>1</sup> **quiz** = a game in which participants have to answer questions

<sup>2</sup> **a soap opera** = a television or radio story about the daily lives and relationships of the same group of people, which is broadcast regularly

## Do It on Your Own

### 11 Express the same in English using your active vocabulary.

**A.** 1) основные проблемы; 2) радиотрансляция; 3) зажечь лампу; 4) равные права; 5) прекрасное обслуживание; 6) представить новую книгу; 7) предложить помощь; 8) текущие события; 9) известный роман; 10) юмористическая передача; 11) создать новую корпорацию; 12) местные новости; 13) переложение пьесы; 14) новые документальные фильмы; 15) рекламировать одежду.

**B.** 1) Ты любишь смотреть документальные фильмы? 2) Где ты купил этот телевизор? — В нашем местном магазине. 3) Его рассказы полны юмора. 4) Я ничего не знаю о телевидении (television broadcasting). Ты не можешь просветить меня? 5) У нас всех равные права. 6) Могу я предложить вам чашку чая? 7) Ты читал роман Льва Толстого «Война и мир» (“War and Peace”)? 8) Реклама часто передаётся по телевизору. 9) Ты можешь помочь подать чай? 10) Я не уверен, что он знает свои права. 11) Что обозначают буквы МР? — Они обозначают «член парламента». 12) Я знаю, что сейчас создаётся новая всемирная корпорация. 13) Я ещё не зажгла лампу, хотя уже темнеет. 14) Дома мои родители часто обсуждают текущие новости.

### 12 Form antonyms of these words and write what they mean in Russian.

**Dis-:** to like, to trust, to place, honest, comfort, interested, harmony.

**Non-:** fiction, payment, smoker, European, metal, metallic, political.

**Un-:** to do, to pack, afraid, changeable, clean, comfortable, cooked, happy, important, interesting, loved, lucky, married, pleasant, real.

**Im-:** moral, perfect.

**Ir-:** responsible, regular.

### 13 Use the right form of the verb to be to complete the sentences.

1) This novel (be) read at the moment. 2) Yesterday the tickets (be) not bought. The box office was closed. 3) Such television programmes (be) really shown at prime time<sup>1</sup>. 4) I'm sure these

<sup>1</sup> **prime time** = the most popular time for watching television, which is in the middle of the evening

problems (be) discussed at our next meeting. 5) When I entered the room, the wall (be) painted and I couldn't find any place to put my things. 6) In winter street lamps (be) often lit at 4 p. m. 7) This question can easily (be) answered. 8) Where (be) such games played — indoors or outdoors? 9) All your friends (be) invited to the party tomorrow afternoon. 10) The new documentary is not ready yet, it (be) still made.

## Section Three

### Do It Together

**1** Listen, (8), and match the extracts from the TV programmes (1—4) with their names (a—e). There is one extra name.

- a) Wildlife: the Kind Giants
- b) Fauna: Animals of Australia
- c) Everything You Want to Know about the Horse
- d) Our Pets: What Do We Know about Them?
- e) Secrets of the Underwater World

**2** Read the text and use the verbs in the brackets in the right passive forms to complete it. Then check your answers, (9).



### Calling Home

It is Wednesday afternoon. Mr Robin Warren is away on business. He is calling his butler Luke to know what is being done for the party he is going to have when he returns home.

R. W.: Good morning, Luke! How is it going? Can you inform me?

L.: Everything is all right, sir.

R. W.: What about the invitation cards?



L.: They (write<sup>1</sup>), sir.

R. W.: And my partners Mr and Mrs Wilkins? They (inform<sup>2</sup>) of the party?

L.: I'm not sure they are, sir. Yesterday when I returned home, Mr Wilkins (to call<sup>3</sup>) by your secretary, but unfortunately at that moment your partner was away. But don't you worry, sir. Mr Wilkins (inform<sup>4</sup>) either today or tomorrow.

R. W.: And what about the big hall, Luke?

L.: Everything is all right, sir. The hall (decorate<sup>5</sup>) at the moment and the curtains (wash<sup>6</sup>). I think they (hang<sup>7</sup>) on the windows in the evening already.

R. W.: Have you prepared the decorations?

L.: We think that can (do<sup>8</sup>) a little later. The flowers (buy<sup>9</sup>) on Friday, sir. Everything (check<sup>10</sup>), sir. I'm sure everything (do<sup>11</sup>), sir, when you come.

R. W.: Very good, Luke. Bye.

L.: Goodbye, sir. Hope to see you soon.



## Focus on Vocabulary

### Spelling

1. Знакомые вам слова *colour*, *humour*, *favourite* жители США напишут несколько иначе: *color*, *humor*, *favorite*. Это различие *-our* (BrE) = *-or* (AmE) сохраняется и в других словах, например *behaviour/behavior* [bɪ'heɪvjə] (поведение).

2. Между британским и американским вариантами английского языка существуют и иные различия в правописании. Ср.:

British English	American English
<b>-tre</b>	<b>-ter</b>
centre	center
litre	liter
theatre	theater
metre	meter
<b>-ll-</b>	<b>-l-</b>
traveller	traveler
travelled	traveled
travelling	traveling



**3 What do you think the underlined letters stand for?**

- 1) Lewis Carroll, b. in 1832, an English writer, wrote such a well-known children's story as "Alice's Adventures in Wonderland".
- 2) Hollywood, CA, is home to American film industry.
- 3) The first place they visited in the US was Washington, D.C.
- 4) I collect CDs with the music of my favourite groups.
- 5) The BBC is known worldwide.
- 6) Rome was founded in 753 BC.
- 7) Time's come for you to think of your future.
- 8) Mr Andrews lives in Church St not far from here.
- 9) "Fall" (AmE) is the same as "autumn" (BrE).
- 10) I have a penfriend in Newcastle, UK.



**Focus on Grammar**

Когда говорящему нужно сообщить, что произошло какое-то событие, не уточняя при этом, когда именно, и используя страдательный залог, он может выразить сказуемое формой **present perfect passive**, которая образуется по формуле:

**have been** } +V<sub>3</sub>  
**has been** }

(+)

A new school has been built in our town.  
All the letters have already been sent.

(-)

His new book has not been discussed yet.  
Their projects have not been finished.

(?)

Has the answer been received?  
Have the invitation cards been written?  
Where have they been sent?

**4 Read the sentences and say in which of them present perfect passive is used. Translate them into Russian.**

- 1) An interesting comedy play has been shown on Channel 4. Have you seen it?

- 2) I have just listened to the local news.  
 3) The BBC has broadcast the series of documentaries about the animal world this month.  
 4) A wonderful performance of "The Seagull" has been just presented by the Moscow Art Theatre.  
 5) She has been offered a cup of strong hot coffee and a nice cake.  
 6) We have e-mailed to your current address.  
 7) Christmas candles have been lit up. It's time to sit down to table.

**5 Look at the pictures and say what has been done.**

Example: The new island has been discovered.



1) discover



2) wash



3) make



4) buy



5) close



6) write



7) paint



8) draw



9) read



10) build

**6 Say why it is so. Use present perfect passive.**

- 1) It's light and cosy in the room. Why? (all the lamps/light)
- 2) People are discussing the new TV programme. Why? (the programme/show/just)
- 3) I'm packing my bags. Why? (I/offer/a seaside holiday)
- 4) Susan can't buy any food on her way home. Why? (the shops/close/already)
- 5) The composer looks very happy. Why? (his new symphony/successfully/present to the public)
- 6) We don't want to watch this film. Why? (it/broadcast/many times)
- 7) Jane's car looks nice and clean. Why? (it/carefully/wash)

- 8) The children are running home. Why? (tea/just/serve)  
 9) There will be no more football matches this season. Why? (all the games/play/already)  
 10) Mother is smiling. Why? (she/give/a wonderful birthday present)



## Focus on Vocabulary

### Phrasal verb<sup>1</sup> to turn

1) **to turn into** — превратить-  
(ся).



This is how the Ugly Duckling turned into a beautiful swan.

2) **to turn on** — включить.  
 Could you, please, turn the computer on?

3) **to turn off** — выключить.



May I turn off the television?

4) **to turn over** — перевернуть(ся).



Will you turn over, please?

5) **to turn up** — сделать громче.  
 Could we turn up the sound?

6) **to turn down** — сделать потише.




Can you turn the music down a bit?

<sup>1</sup> **phrasal** ['freɪzəl] **verb** — фразовый глагол. Фразовыми глаголами называются те глаголы, которые состоят из глагола и следующего за ним предлога или наречия, при этом значение фразового глагола может существенно отличаться от значения самого глагола (ср.: to look — смотреть, to look for — искать).

**7** Complete the sentences using the words *up, down, into, on, off, over* where necessary.

1) My little brother turns ... the TV as soon as he gets in. 2) I've told you the music is too loud and asked you to turn it ..., so turn it ... . 3) Only in fairy tales mice can be turned ... horses. 4) Can you turn the radio ... a bit? I'm not sure everybody is interested in the programme. 5) You may turn ... your exam papers and read the questions. 6) Turn ... your answering machine [mə'ʃi:n] when you leave the house. 7) It's 10 o'clock. You should go to bed, dear. Turn ... the video recorder. 8) You should teach me to turn ... and ... the CD player. 9) When I turned the picture ..., I saw the name of the artist on the back. 10) If you can't hear the music well, turn it ... .

**8** Learn how to pronounce and use the new words. Listen,  (10), and repeat.

**A.**

**asleep** [ə'sli:p] — спящий

**addicted** [ə'dɪktɪd] — пристрастившийся, зависимый

**cartoon** [kɑ:'tu:n] — мультипликационный фильм

**cater** ['keɪtə] — удовлетворять запросы

**fail** [feɪl] — не справиться, не преуспеть

**depress** [dɪ'pres] — приводить в уныние

**serious** ['sɪəriəs] — серьёзный

**spread** [spred] — распространять(ся)

**kid** [kɪd] — 1) ребёнок (*разг.*);

2) козлёнок

**quiz** [kwɪz] — 1) викторина;

2) проверочная работа

**imagine** [ɪ'mæʃɪn] — воображать, представлять себе

**be on** — быть на экране, идти

**break down** — сломаться

**B.**

**asleep** (*adj*): to be asleep, to be fast asleep, to be half asleep, to fall asleep. Are you asleep yet? The children were fast asleep in their rooms. I walked to the telephone, still half asleep. She was so tired, she fell asleep sitting in her chair.

**addicted** (*adj*): to be addicted to sth. He says he is addicted to coffee and cigarettes. Unfortunately more and more people become addicted to stupid TV programmes.

**cartoon** (*n*): an animated cartoon, humorous cartoons, cartoons with animal characters. I have always wanted to watch Walt Disney cartoons.



**cater** (*v*): to cater for sth, to be well catered for, to cater for small children. The school caters for all pupils. In this hotel all guests are well catered for.

**fail** (*v*): to fail to do sth, to fail an exam. Most people who try to lose weight fail. They have failed (to pass) their exams in Russian literature.

**depress** (*v*): to depress sb. Mr Morton had lost his job and that depressed him. It depresses me to see all these crime films on the screen.

**serious** (*adj*): a serious problem, a serious mistake, a serious crime, to be serious about sth. Are you serious about leaving your job? — Dead serious<sup>1</sup>.

**spread** (**spread, spread**) [*spred*] (*v*): to spread quickly, to spread over the country. Rain will spread from the west and reach all areas by evening.

**kid** (*n*): a group of kids, college kids. Have you got kids of your own? We took the kids to the zoo at the weekend.

**quiz** (*n*): to take part in a quiz, an ecological quiz, tests and quizzes, a quiz on history. "Who wants to be a millionaire?" is a typical TV quiz.

**imagine** (*v*): to imagine sth; to imagine sb doing sth. Try to imagine that you are lying on a beach. Imagine her sitting in that dark room alone. Just imagine!

**be on** (*v*): What's on at the "Forum" cinema? Mike was surfing the channels as he didn't know what was on.

**break down** (*v*): On our way to the country the car broke down and we had to walk to the station.

**9 Read the text and complete it using the new words.**



I have a friend, Denis by name, who is quite a <sup>(1)</sup> to television. He spends hours in front of the box, watches everything and

<sup>1</sup> **Dead serious.** = Absolutely serious.

anything that's on. Most of all he likes watching comedy series and q <sup>(2)</sup>. But he also never f <sup>(3)</sup> to see feature films and animated c <sup>(4)</sup>, even those which are made for very young k <sup>(5)</sup>. If there is nothing else on, he watches concerts of s <sup>(6)</sup> music and educational programmes. In other words, Denis can't i <sup>(7)</sup> his life without television and gets d <sup>(8)</sup> when something stops him from watching it. Not long ago Denis' television b <sup>(9)</sup> down. My friend said he couldn't fall a <sup>(10)</sup> without it. He didn't sleep for three or four nights, felt so bad that the news of his illness s <sup>(11)</sup> in his office. Luckily he soon got his TV back and his life came back to normal too. Personally, I think that television shouldn't take up so much of our time.



## Focus on Vocabulary

### Synonyms

Слова **child** и **kid** — синонимы. Они имеют одинаковый смысл и обозначают ребёнка любого пола. Однако, если слово *child* можно использовать в любой ситуации, существительное *kid* — слово разговорного стиля (особенно в британском варианте английского языка). Оно часто используется в диалогах, обычных житейских описаниях и никогда — в официальных бумагах, документах. Подобные синонимы называются синонимами стилистическими (*stylistic synonyms*).

**10 A. Read the text "What We Watch" and find in it the English equivalents for the following.**

- 1) keep the television turned on
- 2) entertain guests
- 3) something (usually a book, a film or a TV programme) which is thought to be bad
- 4) people get so dependent on television that they can't stop watching it
- 5) get very unhappy because of the unpleasant situation that you feel you can't change
- 6) TV programmes are made to satisfy all people
- 7) they are sure to watch their favourite programme (2 variants)
- 8) serious film or programme



Can you imagine your life without television? Most of Russian families watch it. Some families have the television turned on most of the time, even when they have meals or receive visitors. They can watch anything that is on including trash<sup>1</sup>. They fall asleep to television and turn the TV set on first thing in the morning. These people get so addicted to television that they feel depressed when their TV sets break down. Unfortunately, this kind of abnormality<sup>2</sup> is spreading fast. Yet, in most families television is turned on for two or three hours a day. TV programmes nowadays cater for any age and any taste. Men traditionally watch sports programmes and never fail to see important football matches. If they want to watch a film, they choose a comedy, a thriller or a crime film. Women may watch serials, comic series, pop-music concerts, lyrical [ˈlɪrɪkl] comedies and melodramas [ˈmeləˌdrɑ:məz]. Both men and women watch the news, talk shows and quizzes. Those who have more developed tastes listen to classical music, watch plays and serious films. Some people prefer science programmes, political broadcasts and documentaries. Young people never miss a good musical programme or a popular comic series. Children watch cartoons, children's educational programmes and bedtime stories.

**B. Listen to the same text, (11), then read it aloud.**

<sup>1</sup> trash [træʃ] — ерунда, халтура

<sup>2</sup> abnormality [ˌæbnɔːmələti] — аномалия







**11 A.** Look at the text "What We Watch" again and write out the names of TV programmes. Which of them do you often (sometimes, never) watch?

**B.** Speak about the role of television in your life. Mention the following:

- how much time you spend in front of the television every day;
- if you watch TV for information, entertainment or both;
- what programmes you prefer and why;
- what programmes you hate and why;
- if you can imagine your life without television.

## Do It on Your Own

**12** Complete the sentences using prepositions and adverbs where necessary.

- 1) Wendy is a true chocoholic. She is addicted ... sweets and chocolate which is not healthy.
- 2) I like cartoons ... Mickey Mouse as a character.
- 3) Are you serious ... going there?
- 4) I would like to know what is ... television tonight.
- 5) Mark began cycling rather well but his bike broke ... and he had to stop his training.
- 6) Yesterday we had a quiz ... Russian literature. I think I failed ... it.
- 7) This school caters ... children who can't hear well.
- 8) Can you imagine ... the sandy beaches of the Mediterranean?
- 9) It was rather cold. Thick fog was spreading ... the field and forest.
- 10) I think my washing machine has broken ...
- 11) If my memory<sup>1</sup> serves me right, there's a nice comedy ... tonight.

**13** Write the same in a different way. Use the *passive voice*.

- Example: We spend a lot of time on watching television.  
A lot of time is spent on watching television.

- 1) The managers are discussing their plans for the coming year in Room 30.
- 2) They have just given me some new information about the exams.
- 3) We shouldn't discuss serious problems in a hurry.
- 4) How many sets have the tennis players done yet?
- 5) These kids have already seen hundreds of animated cartoons.
- 6) What are they broadcasting on Channel 4 at the moment?
- 7) They must cater for children's interests.
- 8) We have made a decision and we won't change it.
- 9) When I entered the sitting room, they were watching some quiz or a talk show.
- 10) We have

<sup>1</sup> memory ['meməri] — память

already done the lessons. 11) The weather in the morning was wonderful, a light wind was driving white clouds in the blue sky. 12) The children have just completed the difficult task.

**14 Express the same in English.**

**A.** 1) крепко спать; 2) пристраститься к мультфильмам; 3) удовлетворять любые интересы; 4) провалить экзамен; 5) серьёзная книга; 6) победить в викторине; 7) вообрази себе; 8) по второму каналу; 9) часто ломаться; 10) счастливые ребята; 11) распространяться по стране.

**B.** 1) Я могу представить вас танцующими. 2) Эта новость быстро распространилась по школе. 3) Глупые фильмы всегда нагоняют на меня уныние. 4) Я попытался сделать работу сам, но не справился. 5) Мы очень устали и вскоре крепко уснули. 6) Джейн пристрастилась к шоколаду и конфетам и потому полнеет. 7) Телевидение пытается удовлетворять запросы разных людей. 8) Что идёт в московских кинотеатрах? 9) Телевикторины стали очень популярны среди людей разных возрастов. 10) Эй, ребяташки, бегите сюда скорее! 11) Машина моего дяди часто ломается. 12) Ребёнок кажется слишком серьёзным для своего возраста.

**C.** 1) Сделай музыку потише. Миша заснул. 2) Переверни страницу и ты увидишь упражнение пять. 3) Когда температура равна нулю, лёд начинает превращаться в воду. 4) Выключи телевизор, фильм закончился. 5) Не включай компьютер, пожалуйста. Он сломался. 6) Аня, сделай телевизор громче, пожалуйста. Бабушка плохо слышит.

## Section Four

### Do It Together

**1 A. You'll hear a TV interview with an American film star, (12). Match the questions (a—e) with the star's answers (1—5).**

- a) What's the best piece of advice<sup>1</sup> anyone has ever given you?
- b) Are your partners rich?
- c) How did you become famous?
- d) Where do you and your family come from?
- e) Who is the most important person in your life?

<sup>1</sup> advice [əd'vaɪs] — совет(ы)



**B. Discuss these:**

Have you got a favourite film star? Are you interested in his/her life? Why do you think film stars attract so much public attention? Do you think it is difficult to be a film star?

- 2** Read the text and complete it with the appropriate passive forms of the verbs, then check your answers, (13).



It is Saturday morning. Mr Robin Warren has just arrived home. He is talking to his butler Luke. He wants to know if everything is ready for the party.

R. W.: Good morning, Luke! Do you think everything (do<sup>1</sup>) yet?

L.: I am sure, sir. I know that the hall (decorate<sup>2</sup>), the flowers (buy<sup>3</sup>) and (put<sup>4</sup>) in the vases. The tables (cover<sup>5</sup>) with white tablecloths<sup>1</sup> and extra chairs (bring<sup>6</sup>) in. Would you like to walk about the house and see it for yourself?

R. W.: Yes, Luke, I think I would. What about the windows and the curtains?

L.: The windows (clean<sup>7</sup>) and the curtains (wash<sup>8</sup>) and (hang<sup>9</sup>). The hall looks very impressive, indeed, especially when all the lamps (light<sup>10</sup>).

R. W.: Yes, it looks good, I agree. But, Luke, invitation cards! They (send<sup>11</sup>) to all the guests?

<sup>1</sup> a tablecloth [ˈteɪblkloʊθ] — скатерть

L.: Quite so, sir. By the way, I know you like to have live music, so some musicians (invite<sup>12</sup>). I'm glad to inform you, sir, that their instruments just (unpack<sup>13</sup>) and they (put<sup>14</sup>) in the big sitting room at the moment.

R. W.: Good, Luke, and the dishes? They all (cook<sup>15</sup>)?

L.: Certainly, sir. Your favourite cake (finish<sup>16</sup>) at the moment, and the tables (lay<sup>17</sup>)<sup>1</sup> a bit later.

R. W.: Right. I forget the fireplace, Luke. The fire (burn<sup>18</sup>)?

L.: Oh no, sir. I'll just go and see to it<sup>2</sup>.

**3 Work in pairs. Ask and answer the questions. Use the new words.**

- 1) At about what time did you fall asleep yesterday? When did you get up in the morning? Did you get enough sleep?
- 2) What are the three things that depress you most of all? What are the three things that please you most? Why?
- 3) Is there any activity you regularly fail to do? And what activity are you specially good at?
- 4) What food or drink are you addicted to if any?
- 5) Full-length cartoons have become rather popular. Which of them have you seen? What do you think of them?
- 6) Can you imagine yourself at the age of 40? What will you be like?
- 7) What is the fastest and the surest way of spreading information?
- 8) Do you watch TV quizzes? Which one(s) do you like? Why?
- 9) Children of what ages does your school cater for?
- 10) What is the most serious political programme on TV at the moment? Do you watch it? Why (not)?
- 11) Is there anything interesting on television tonight? What would you advise to watch? Why?

**4 Listen, (14), and then read these words and sentences. You know the words in column A, say what the words in column B mean.**

A	B	A	B
addicted	addict ['ædɪkt]	spread (v)	spread (n)
depress	depressed	fail	failure
depress	depression	imagine	imagination
serious	seriously		

<sup>1</sup> to lay (laid, laid) the table — накрывать на стол

<sup>2</sup> to see to sth — позаботиться, чтобы всё было в порядке

- 1) An addict is a person who has a strong need for something or who is a very enthusiastic fan. My cousin is a cartoon addict.
- 2) You look depressed. If you are depressed, you are sad and feel that you can't enjoy anything.
- 3) John worried himself into a state of depression.
- 4) I'm sorry but your mother is seriously ill.
- 5) A spread is a cloth covering a bed. Yesterday we had sandwiches made with chicken spread.
- 6) Our holiday was a failure because we were all ill.
- 7) You didn't really see a ghost — it was only your imagination. It took great imagination to write such a clever story.



### Focus on Grammar

Вы уже знаете, что когда речь идёт о двух действиях в прошлом, при этом одно из упомянутых действий произошло раньше другого, то в английском языке это действие будет передано глаголом в **past perfect**.

Nick said he had been to the Bolshoi Theatre before.

Это же правило действует, если глагол используется в страдательном залоге. В этом случае используются формы **past perfect passive**, которые образуются по формуле:

**had been + V<sub>3</sub>**

+

He said a new school **had been built** in his street.

Alice remembered the film **had already been shown** on TV.

-

Jack asked if such questions **hadn't been answered** yet.

I was sorry the work **hadn't been done** yet.

?

**Had** the problem **been discussed** by two o'clock?

**Had** the answer **been received** by then?

**5** Read the sentences and say in which of them *past perfect passive* is used. Translate these sentences into Russian.

- 1) He said his car had broken down on his way home.
- 2) Just imagine! The room has been painted pink.

3) A new version of "Bamby" cartoon had been shot, as we found out from the newspaper.

4) Yesterday Nick was taken to hospital. Poor kid!

5) I was surprised that my favourite quiz had been shown on TV before the news. It had never happened before.

6) The news of the coming storm has spread in no time.

**6** Look at the pictures and report what they said in the nine o'clock news yesterday.

Example: 1) They said an expedition had been sent to the North Pole.



1) to send an expedition



2) to break a new record



3) to stage a new play



4) to build a new hospital



5) to interview a well-known politician



6) to give a concert



7) to launch a new spaceship into orbit



8) to make a speech to the government



9) to discover a new planet



10) to play the most important match of the season



11) to bring a collection of pictures to the country

**7 Choose the right form of the verb to complete the sentences.**

- 1) Some new documentaries (have/had) been recently shown on Channel Four.
- 2) Dick remembered that humorous short stories (have/had) been read on the radio by some popular actors.
- 3) When we entered the room, the television (has/had) been turned on and my parents were watching the news.
- 4) Thanks to television Walt Disney's cartoons (have/had) been spread all



over the world. 5) When I came to Troitsk last year, I visited the new library that (has/had) been built there. 6) The *Harry Potter* films (have/had) been broadcast in all European countries. 7) The teacher told us that those problems (have/had) never been discussed. 8) Very few new species of animals (have/had) been recently discovered. 9) Unfortunately our car (has/had) not been washed and we had to drive to town in the dirty car. 10) Alice said that all invitation cards (have/had) been written.

- 8** Nowadays television plays an important role in most people's lives. How true is it for you? In small groups speak on the following items, express your opinions. Choose one person in the group to sum up<sup>1</sup> the results.

Say

- 1) how much time you usually spend in front of the TV
- 2) what channels and programmes you like to watch and why
- 3) if you ever watch sports programmes on TV and what programmes you prefer
- 4) if you are fond of serials and which of them you think to be the best and why
- 5) what feature films you like to watch on TV and on the video
- 6) how often you watch the news on television
- 7) which quizzes and talk shows are your favourite and why
- 8) what you think of Russian television, its strong and weak points<sup>2</sup>

Summing up

In this group

- 1) ... pupils watch TV more than 2 hours a day.  
... pupils watch TV less than 2 hours a day.  
... pupils seldom watch TV at all.
- 2) The favourite channels and programmes are ... .  
The most popular reasons are ... .
- 3) ... pupils watch sport on TV.  
Their preferred programmes are ... .
- 4) The most popular serials are ... .  
They are thought to be ... .  
... pupils never watch serials.
- 5) The most often watched films are ... .

<sup>1</sup> to sum up [sʌm'ʌp] — суммировать, подвести итог

<sup>2</sup> strong and weak points — сильные и слабые стороны



- 6) ... pupils watch the news regularly.  
... pupils watch the news from time to time.  
... pupils never watch the news.
- 7) The best loved serials are ... .  
They are believed to be ... .
- 8) ... pupils think that Russian television is very good.  
... pupils believe that it could be better.  
... pupils say that it's very bad.  
The most often mentioned strong points are ... .  
The most often mentioned weak points are ... .

- 9 **Comment on the picture and say how television influences family life.**



When I want my children to hear me, I have to stand in front of the television.

- 10 **Listen to the dialogue, (15), then read it. Act it out using the underlined phrases.**



The Morrissions are spending a Sunday evening at home.

Mrs Morrison: Tea is ready. Jim, please, turn on the telly.  
Come on everybody, sit down at table.

Mr Morrison: Well, here we are. But wait a moment, Jim.  
Don't turn on the set yet before we know what we're going to see.  
I'm just looking at the programmes.

Jim: Dad, there is a good cowboy film on.

Susie: Oh, no. We are not going to sit through an evening  
watching cowboys, my dear brother.

Mr Morrison: Sue, stop talking like that, and Jim, you  
haven't asked mum what programme she would like to see.

Mrs Morrison: It's true, Jim, isn't it? I'm all for a good  
comedy.

Jim: While you're talking about it we are missing the film.

Mr Morrison: If you ask me, I would like to watch the  
football match that is on.

Susie: Oh, dad, you know I hate football. Let's see what is on  
and decide what we all would like to see.

Mrs Morrison: I agree with Sue. So, what's on, dear?

Mr Morrison: There's a crime film starting in ten minutes,  
and an opera on BBC 2.

Jim: An opera... It sounds a bit too much for a Sunday evening.

Susie: But it is a pop opera and quite modern, Jim.

Mrs Morrison: What's on BBC 1?

Mr Morrison: "The Cry in the Night" with Benjamin Wilson  
in the main role.

Susie: Put it on, Jim, if mum agrees.

Mrs Morrison: I have always liked Benjamin Wilson as an  
actor.

**11 A.** Your friend is fond of watching sports programmes on TV. And you would like to watch a documentary about the future of our planet. Convince<sup>1</sup> him to watch the programme with you.

**B.** Make up your own dialogues about two friends choosing a programme to watch. Use some of the underlined words and phrases from ex. 9 in your dialogues.

<sup>1</sup> to convince [kən'vins] — убеждать

# Do It on Your Own

## 12 Report what these people said to each other.

Example: Mr Barnes: How long have you been in London?

Justin: Oh, I arrived only yesterday.

Mr Barnes asked how long Justin had been in London and Justin replied that he had arrived only the day before.

- 1) Mrs Bishop: The weather is so dry that my poor roses are dying.  
Margaret: It hasn't rained for three weeks. Can I help you to water the garden?
- 2) James: I have just watched "Titanic".  
Ernie: Really? "Titanic" is a very old film, it was made years ago.
- 3) Alice: Is mother still asleep?  
Jim: She has already got up. She is in the kitchen making breakfast.
- 4) Barbara Kelly: I met James on my way to work this morning.  
Mrs Kelly: James? Is he back? He called me from Greece only two days ago.
- 5) Teacher: You are late, Martin. What's the matter?  
Martin: I'm very sorry, sir. I missed my bus. It won't happen again.

## 13 What did the newspapers write yesterday?

Example: The talks were opened in the Kremlin. The newspapers wrote that the talks had been opened in the Kremlin.

- 1) The talks were completed successfully.
- 2) The leaders of the countries were given a dinner.
- 3) The guests were taken to the Bolshoi Theatre.
- 4) "Aida", a well-known opera, was performed that night.
- 5) The next day a press conference was organized.
- 6) The politicians were asked a lot of questions at the press conference.
- 7) The press conference was shown on television.

## 14 Write ten questions to find out what your classmates watched yesterday and what impression the programmes made on them.

## Do It Together

- 1** A. You will hear five young people speaking about television, (16). Match the speakers (1–5) with what they say (a–f). There is one extra statement.



1.



2.



3.



4.



5.

- a) It is not to my liking.  
 b) I think it has a great educational value.  
 c) It helps me to travel about.  
 d) It gives you the latest news and keeps you informed.  
 e) I can't spend plenty of time on it.  
 f) I can't live without musical TV programmes.

**B. Choose one statement you agree with and expand on<sup>1</sup> it.**

- 2** Complete the sentences choosing the right form of the verb to be (*has been, have been, had been*).

1) I am absolutely sure that a lot of recent programmes ... devoted to the global problems of our time. 2) The teacher explained to us that the BBC ... formed in Britain according to the monarch's order. 3) Lately a lot of old feature films ... shown on "Culture" channel. 4) A new remake of my favourite cartoon ... just ... shown on TV. 5) They said the books ... published several years before. 6) This TV programme ... introduced lately. I haven't seen it yet. 7) Such video clips ... never ... enjoyed by old people. 8) This concert ... just ... recorded. Now my parents can listen to it. 9) Alice said the books ... not ... bought yet. We can't find the shop where they are sold. 10) They told us the new school ... built in our street.

- 3** Make these sentences passive.

1) They are showing a very funny soap opera on TV now.  
 2) Mr Johnson has written a new novel. 3) The director enlight-

<sup>1</sup> to expand on a statement — развивать мысль (утверждение)

ened us about the results of the experiment. 4) We never read such difficult books in English. 5) When I returned to my home town, they were building a new theatre in the central square. 6) When Jenny entered the party hall, they offered her a glass of wine. 7) They are discussing a new project. 8) The wind was driving the clouds across the sky. 9) They want you on the phone. 10) They told me they had bought a new car. 11) They never remembered such things. 12) Alice said she had already done her room. 13) My secretary has already answered all the letters. 14) Pupils easily forget such rules.



**4 Listen to the sentences, (17), then read them and guess what the underlined words mean.**

1) He always speaks in an angry and unpleasant way to people and criticizes everybody. 2) Stephen was faced with the moral dilemma: should he return the money he had found or not? It is immoral to kill animals. 3) It is a standard form that the company sends to its clients. He is a man of high moral standards. 4) Don't tell anybody. It is a secret ['si:krit]. These are secret documents. Very few people have seen them. 5) People know that CIA<sup>1</sup> agents can be found practically in every country of the world. They are often called secret agents. 6) He can be sent to prison for his criminal behaviour. Prison is a place for criminals. 7) Mike reads a lot. Naturally he has got only good and excellent marks in literature. 8) The sum of 12 and 4 is 16. What sum of money did you spend? 9) Melani and I are very close friends. I know all her intimate secrets.

**5 A. Learn how to pronounce and use the new words. Listen, (18), and repeat.**

**A.**

**threat** [θret] — угроза  
**society** [sə'saɪəti] — общество  
**violence** ['vaɪələns] — насилие  
**cruelty** ['kru:əlti] — жестокость  
**rude** [ru:d] — грубый  
**forget** [fə'get] — забывать  
**instead** [ɪn'sted] — вместо

**shame** [ʃeɪm] — стыд, жалость  
**spy** [spaɪ] — шпионить  
**humiliate** [hju:'mɪliət] — унижать  
**spoil** [spɔɪl] — портить  
**interrupt** [ɪntə'rʌpt] — прерывать

<sup>1</sup> the CIA [si:'aɪə] — the Central Intelligence Agency, a US government organization (ЦРУ — Центральное разведуправление)



**threat** (*n*): a threat of war, a threat of rain, a threat to freedom and democracy. They face the threat of terrorism every day.

**society** (*n*): a threat to society, a middle-class society, a modern society. Bad drivers are a danger to society. My granny enjoys the society of young people.

**violence** (*n*): to use violence against sb, the violence of the storm. The wind blew with great violence. Many people say too much violence is shown on the screen.

**cruelty** (*n*): cruelty on television. Melissa was shocked by the cruelty of his words.

**rude** (*adj*): rude words, rude behaviour, a rude joke. His mother told him not to use rude words. It was very rude of her to leave without telling us.

**forget (forgot, forgotten)** (*v*): to forget things, to forget words. Alec forgot his friend's mobile phone number. She said she had forgotten to ring me up.

**instead (of)** (*adv*): I don't like coffee. Could I, please, have tea instead? You should be doing your room instead of watching television.

**shame** (*n*): to be full of shame, without shame, to feel (no) shame at sth, to bring shame on sb. John felt no shame at his behaviour. To their shame, they were wrong. What a shame<sup>1</sup> you couldn't come!

**spy (spied, spied)** (*v*): to spy for sb; to spy on sb. Mr Nelson had been spying for the Italians for many years. Don't spy on me! Why should you do it?

**humiliate** (*v*): to humiliate children, to be (feel) humiliated. Jack was humiliated when he found out that his girlfriend could run faster than he could.

**spoil** (*v*): to spoil the view, to spoil children. I really hope it won't rain — that would spoil everything. Stop saying "yes" all the time, Frank, you're spoiling the child.

**interrupt** (*v*): to interrupt sb/sth. Richard interrupted his aunt while she was speaking. Listen to your dad and don't interrupt him.

#### 6 With what other words can you combine<sup>2</sup> them?

to forget:            the address, ...

to spoil:             the project, ...

<sup>1</sup> What a shame... — Какая жалость... (AmE)

<sup>2</sup> to combine [kəm'baɪn] — соединить

to interrupt: the show, ...  
 to present: the book, ...  
 rude: answer, ...  
 instead of: milk, ...

**7 Fill in prepositions where necessary to complete the sentences.**

1) The sum ... money he gave me was not enough to buy the CD I wanted. 2) It is very rude ... you to speak like that. 3) You will spoil ... your children if you let them do anything they want. 4) Fascist [ˈfæʃɪst] organizations are a threat ... our society. 5) I feel that somebody has been spying ... me for some time. Who can it be? 6) Cruelty and violence must be taken away ... the screen. 7) I can't explain Alan's cruelty ... his dog. We must speak ... him. 8) Let's go ... the cinema instead ... going to the circus. 9) The news about his rude behaviour brought shame ... his family. 10) I was full of shame ... your rude words. 11) Mr Robinson felt no shame ... his behaviour. 12) This man worked for the British government spying...it.

**8 Look at the pictures and say what these people decided to do instead of other things.**



Paul



Ann



Cathy



Robert



Alice



Tom and Meggie



Bob



Mrs Smith

**Example:** Instead of staying at home Paul decided to go to the park.

9 Read the text and say which of the following ideas cannot be found in it.

- 1) Television has to answer for a lot of problems in the society.
- 2) Grown-up programmes should not be shown when children watch television.
- 3) Programmes showing crimes should take less time.
- 4) Not all TV programmes are made in good taste.
- 5) Advertising on TV is not a very good idea.



### Modern Television

Lately television has been criticized for being a threat to the society's moral standards as it shows too much sex and violence. There are too many war films and, even worse, too many stories about secret agents, criminals and the police, who shoot people as if they were rabbits. Naturally, a lot of people don't want television to show sex, violence and cruelty. They say such programmes, if they have to be shown at all, should never be run at prime time<sup>1</sup> or any other time when young children can see them.

People also criticize bad-taste programmes where rude jokes are made or where people are made to fight over a sum of money forgetting all shame, or programmes spying on people at the most intimate moments of their lives. Such programmes give examples of humiliation and bad taste.

<sup>1</sup> **prime time** = the most popular time for watching television



Some TV programmes are politically engaged<sup>1</sup> and present the views and ideas of one group of people instead of presenting different views.

Above all most of TV viewers dislike TV commercials<sup>2</sup> that can spoil the impression of a good programme by interrupting it.

**10** Comment on some ideas of the text. Give your point of view. Give examples.

- 1) Modern television teaches people immorality.
- 2) There is too much violence and cruelty on television.
- 3) Young children often watch programmes that teach them wrong things.
- 4) There are a lot of bad-taste programmes on television.
- 5) Programmes in which people are made to fight over a sum of money humiliate them.
- 6) Programmes where people are spied on are immoral.
- 7) Television should not be politically engaged.
- 8) Commercials don't let people enjoy the programmes they watch.



### Focus on Vocabulary

В английском языке слово **police** (полиция) имеет только множественное число и всегда употребляется с определённым артиклем. Поэтому мы говорим:

The police are coming soon.

The police are here, they have just arrived.



**11** Some of these sentences have mistakes. Correct them.

- 1) The police have helped us to get home in their car.
- 2) Police have caught the criminal.
- 3) The police was asked for help.
- 4) Would you like to join the police?

<sup>1</sup> to be politically engaged – to support a political party or movement

<sup>2</sup> a commercial – a TV or radio advertisement (реклама)

- 5) Call police!
- 6) The police is looking for the criminals.
- 7) Sometimes the police are late: when they arrive, the criminal has already left the scene of crime.
- 8) Somebody called the police and it came in no time.

## Do It on Your Own

### 12 Write the same in passive.

- 1) Recently people have been criticizing television for being a threat to the society.
- 2) Television shows too much violence and cruelty.
- 3) On the TV screen the police, criminals and secret agents shoot people as if they were rabbits.
- 4) They should never run such programmes at prime time.
- 5) In bad-taste programmes they make rude jokes.
- 6) They humiliate people when they make them fight over a sum of money.
- 7) In political TV programmes they should present different points of view.
- 8) Commercials often spoil the impression of TV programmes.

### 13 Express the same in English.

**A.** 1) критиковать своё общество; 2) ужасное унижение; 3) прервать беседу; 4) забыть о своих проблемах; 5) грубый человек; 6) угроза всем нам; 7) жестокость по отношению к детям; 8) аморальное поведение; 9) сумма денег; 10) тайное общество.

**B.** 1) Многим людям нравятся фильмы о Джеймсе Бонде, тайном агенте Её Величества (Her Majesty). 2) Ваши грубые слова унижают меня. 3) Мы никогда не забываем сказать друзьям «Доброе утро». 4) Ты испортил мою работу, естественно, я сержусь на тебя. 5) К своему стыду, я не мог сказать ни слова. 6) Жестокость и насилие — угроза нашему обществу. 7) Пожалуйста, не прерывай меня. Я боюсь забыть, что хотел сказать. 8) Шпионить за людьми аморально, не делай этого.

# Section Six

## Consolidation Class

### Do It Together

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Section Six

- 1** A. Listen, (19). You will hear five parents speaking about television and their children. Match the statements (a–f) with what the parents (1–5) say. There is one extra statement.



1.



2.



3.



4.



5.

- a) My child has no time limit for watching television.
- b) My child prefers real events and activities to those shown on the screen.
- c) My child watches the programmes I choose.
- d) My child chose his career watching television.
- e) My child learns so many things watching television.
- f) My child's choice of TV programmes is under control.

**B. Say what your parents think about your watching television.**

- 2** A. Listen to these words and sentences after them, (20), then read them. You know the words in column A. Say what the words in column B mean.



**A**

threat  
violence  
cruelty  
forget  
shame  
spy (*v*)  
humiliation  
rude  
interrupt

**B**

threaten, threatening  
violent  
cruel  
unforgettable  
ashamed  
spy (*n*)  
humiliating  
rudeness  
interruption

1) Jane threatened to leave the family and go abroad. 2) Aren't you ashamed of yourself for telling a lie? 3) Last June we visited Paris. That was an unforgettable trip. 4) There was a violent storm at sea. 5) His words were very humiliating and I was unpleasantly surprised. 6) We were ashamed of Ted's rudeness. 7) There were several interruptions in his speech. 8) David gave his enemy a violent blow. 9) Jason likes reading spy novels and spy stories. 10) How could you be so cruel to your own parents? 11) Alice has been receiving threatening phone calls for some time.

**B. Make up some rules of good behaviour in society. Use the words from the two boxes.**

Don't...  
Try to...  
Don't forget to...  
Never...  
It's a shame to...  
Always...  
Remember...

violent language  
humiliate others  
control your feelings  
think of  
be rude  
interrupt people  
greet people  
cruel things  
threaten

Example: Don't forget to greet people when you meet them.

**3 Read the text given below and complete it with the derivatives<sup>1</sup> from the words on the right or their stems<sup>2</sup>.**

In some families children watch too much television — four or five hours every day. Not all the programmes they watch are good for young (1).

For example, a programme may have cruel scenes [si:nz] where people attack each other (2), use rude language and behave (3). Specialists say that children (4) often copy what they see. That is why those who watch (5) on television have a tendency to be more (6).

view

violent  
shame fortunate  
fight  
aggression

<sup>1</sup> a derivative — производное слово; слово, образованное при помощи суффиксов или префиксов

<sup>2</sup> a stem — основа слова

At the same time (7) and (8) are part of our life. Maybe it is better for children to know about them?

One thing is clear: programmes that show (9) must be discussed with parents or watched together with them. Such (10) can let parents explain to their children how to behave in (11) situations and the young ones will feel more (12).

cruel, violent

aggressive  
discuss

threat  
protect

**4 A. Read the text and complete it with the right forms of the words in brackets.**



Yesterday Channel Two showed a nice programme about pets and names we give them.

I liked one of the stories told by a kindly elderly man. Here is his story.

“Last summer we found a ginger<sup>1</sup> cat in our garden. At (one) (1), we thought he belonged to a neighbour but soon understood that he didn't. He was thin and hungry. We put cat food out for him and he (eat) (2) everything but did not let us get close to him.

(Slow) (3) we won his trust<sup>2</sup> and he moved into a sort of “cat house” which we made for (he) (4) in the garden. Days passed and the cat became much (friend) (5) than before. Finally he began to follow us everywhere. He probably felt that he (lose) (6) one “family” and wasn't going to lose another!

We tried (differ) (7) “cat” names on him and found he answered to Ginger. So that name became his. (Late) (8) we found he also answered to Dinner, but we could (hard) (9) call him that!

He is now a house cat, a much-loved pet, even if he has become rather bossy.”

**B. Imagine that you are invited to such a programme. What story of a pet can you tell?**

<sup>1</sup> ginger [ˈdʒɪŋɡə] — рыжий

<sup>2</sup> trust [trʌst] — доверие

5 Read a page from the TV guide and complete it with the word combinations (a—e) from the box. Match the texts with the pictures.



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Section Six

- a) makes a great impression
- b) Jules Verne's classic novel
- c) find the legendary Lost Ark
- d) stars Sharon Stone
- e) stronger than love or friendship



Catwoman

(Sky Movies 2, 8.00 p.m.)

Oscar-winning actress Halle Berry brings the unforgettable comic-book character to life. Fantastic adventure that also (1) and Benjamin Bratt as the cop on Catwoman's fail. (2004)\*\*\*

Around the World in 80 Days

(Sky Movies 2, 9.40 p.m.)

Comedy based on <sup>(2)</sup> about an eccentric Victorian Englishman who wanted to go round the globe in 80 days. Steeve Coogan and Jackie Chan head the list of actors, with great support from Jim Broadbent and Ewen Bremner. (2004)\*\*\*

The Terminator

(Five, 10.00 p.m.)

The first of the Terminator films made rather long ago, but still <sup>(3)</sup>. Arnold Schwarzenegger is the robot assassin<sup>1</sup> sent back in time to kill the mother of the boy who was to become the planet's only hope. Directed by James Cameron, with Linda Hamilton and Michael Biehn. (1994)\*\*\*\*

ET: The Extra-Terrestrial

(ITV1, 5.05 p.m.)

Classic family entertainment. A boy finds an alien<sup>2</sup> and they develop a relation that is <sup>(4)</sup>. Directed by Steven Spielberg and starring Henry Thomas and Drew Barrymore. (1982)\*\*\*\*\*

Raiders of the Lost Ark

(Sky Movies 1, 10.00 p.m.)

First of the films of the blockbusting Indiana Jones trilogy, and the best. Harrison Ford fights against time to <sup>(5)</sup>. Steven Spielberg's Oscar-winning film also stars Karen Allen and Denholm Elliott. (1981)\*\*\*\*\*

**6** It is Friday night, you want to put your feet up and watch television. Below you can read what British television shows. What will you choose and why?

**BBC1** Film. Primary Colours (1998). Political satire, with John Travolta and Emma Thompson

<sup>1</sup> an assassin [ə'sæsn] — убийца

<sup>2</sup> an alien ['eɪlɪən] — пришелец (из космоса)

**BBC2** BBC News and Weather

**ITVI** The Crocodile Hunter Diaries

**Channel 4** Film. Nutty Professor II (2000). Comedy, starring Eddie Murphy

**Five** Match of the Day: The FA<sup>1</sup> Cup

- 7** You feel bored<sup>2</sup>. You don't know what to do tonight. Your friend has a TV programme. Call him/her and ask what is best to watch tonight.

Find out:

- what channels show sports programmes and what events they show;
- if there are any good films on;
- if they show your favourite quiz tonight;
- what your friend advises you to watch.

Work in pairs.

- 8** You and your brother or sister are deciding what programmes to watch on TV. Work in pairs and try to come to some decision.

Your choice is

- a serial
- a melodrama
- a football match
- an old Disney cartoon
- a political talk show

- 9** Organize a talk show about modern television in which some students speak for and some against it. Give examples of good and bad films. Decide if television does more harm than good or the other way round<sup>3</sup>.

**For**

- Television is the best way to spread and get information.
- Television educates people.
- With the help of television we can travel round the world.
- Television entertains us.
- .....

**Against**

- Television shows cruelty and violence.
- It teaches us to be immoral.
- Television takes up too much of our time.
- .....

<sup>1</sup> FA — Football Association

<sup>2</sup> bored [bɔ:d] — скучающий

<sup>3</sup> the other way round — наоборот



**Learn to correct people in English**

I'm afraid you're mistaken.

I'm afraid you're on the wrong track. (Боюсь, вы на ложном пути.)

No, I'm sure you're wrong.

You're quite wrong, you know.

Forgive me if I keep correcting you, but... (Простите, что я не соглашаюсь с вами, но...)

Sorry to correct you but...

Not exactly. (Не совсем так.)

I beg to differ. (Я остаюсь при своём мнении.)

Instead of (waiting for help) you could... (Вместо того чтобы... ты мог бы...)

**10 Work in pairs. Make guesses<sup>1</sup> about other pupils. If the guess is wrong, correct your partner.**

— My guess is that you watch TV all day long.

— I should think your favourite TV programme is “The Animal World”.

— I'm almost sure you've never played ping-pong.

.....

**11 Read the dialogue, act it out and then make a similar<sup>2</sup> one.**

A.: In my opinion there's absolutely nothing to watch on television nowadays.

B.: No, I'm sure you're wrong. Personally I watch TV quite a lot.

A.: You must be joking! They show nothing but stupid old films and soap operas.

B.: Not exactly. Only yesterday I watched a very interesting documentary about the climate changes.

A.: It may be interesting for you, but most people just don't watch such stuff<sup>3</sup>.

B.: Forgive me if I keep correcting you but I have some friends who like the same programmes as I do.

<sup>1</sup> make guesses ['gesɪz] — угадай, догадайся

<sup>2</sup> similar ['sɪmələ] — похожий

<sup>3</sup> such stuff [stʌf] — *зд.*: такая ерунда

## Do It on Your Own

- 12** Complete the dialogue with the phrases from Social English section.

A.: Well, well, well! So they lost, didn't they?

B.: Who? What are you talking about?

A.: Your favourite football team, the *Riders*. The score was 3 : 1 (three to one). Didn't you watch television yesterday?

B.: No, I didn't and (1)... I don't support the *Riders*.

A.: But you said only yesterday that you were their fan.

B.: I have always supported the *Rangers*.

A.: Have you? Oh, but anyway it's a pity you missed yesterday's match. I thought you watched all the important games.

B.: I never watch football on television. If I want to see a match, I go to the stadium.

A.: Oh, I know. You're just like Peter. The two of you go to the stadium together, don't you?

B.: (2)... we don't. I go there with my friend Steve. He supports the *Rangers* too.

A.: Steve? He doesn't like football. Steve prefers basketball.

B.: (3)... he doesn't. Everybody knows that he never misses a good football match.

- 13** Describe one of yesterday's TV programmes. Mention the following:

- when the programme began and how long it lasted;
- what kind of programme it was (a serial, a film, a show etc.);
- what it was about;
- if you enjoyed it;
- if you are going to watch it again or recommend your friends to watch it.

- 14** Do Test 1 from your Workbook 9 (pp. 33—37) and check your progress.

Tasks	1	2	3	4	5	6
Maximum result	8	7	12	10	11	10
Your result	?	?	?	?	?	?

# What do you think?

**15** Which of these proverbs are true? Explain why.

- 1) So many men, so many minds.
- 2) Other times, other manners.
- 3) Seeing is believing.
- 4) Lookers-on see most of the game.

## Section Seven Creative Writing

### Do It Together

**1** Read the text about how to write paragraphs.



Have you ever tried to build something? To make what you want you often need a lot of different things. Writing is similar to building. Usually you cannot tell a whole idea with just one sentence. You need several sentences to explain a complete idea. A group of several sentences that tells about one idea is called a paragraph.

You write paragraphs in almost all of your school subjects. In this section, you will learn about paragraphs. You will learn a method, or process, to help you write paragraphs. Once you understand this process of writing, you can use it to help you write anything.

As a paragraph is made up of several sentences about one idea, it is important to decide what the main<sup>1</sup> idea of a paragraph is. It is also important to remember that the first sentence of the paragraph is indented<sup>2</sup>. This signals the beginning of the paragraph.

<sup>1</sup> main [meɪn] — главный

<sup>2</sup> is indented — *эд.*: пишется с красной строки

The main idea of a paragraph is usually told in one sentence. It is called the topic sentence, or the key sentence. It is often the first sentence of the paragraph. The rest<sup>1</sup> of the sentences in the paragraph tell more about the main idea. Sentences that are not about the main idea should not be included into the paragraph.

**2 Read this paragraph and decide what it is about.**



The Russian Flag has three wide stripes on it — white, blue and red. The colours of the flag are symbolic. *White* is faithful and sincere, *blue* is honest and loyal and *red* is brave. The Russian flag first appeared in 1668. It was the symbol of Russia for more than 300 years and then reappeared as the modern flag of the country.

**3 Read this paragraph. What is its main idea?**

One of the most popular games in the USA is football. About 37 million people watch football each weekend during the fall and winter. Baseball is also very popular.

**4 What is the main idea of the paragraph below? Copy out the topic sentence that tells the main idea.**



Though my grandfather is seventy-one, he rides his bike everywhere. He goes swimming every morning in the summer and does a lot of skating in the winter. As he lives in the country, he works much in the yard and in the garden. Sometimes he cleans windows and floors in the house. In the evening he takes long walks with his dog. My grandfather seems younger every year. He is one of the most active people I know.

<sup>1</sup> the rest — остальные

**5** There is no topic sentence in the following paragraph. Read the paragraph and choose the best topic sentence from the list below (a—c).

- a) Time is important for English people.
- b) The English spend a lot of time in their homes.
- c) An Englishman's house is his castle.

On any weekday evening, seven out of eight grown-up people usually stay at home. They watch television or videos, read books, listen to music. Some of them may play musical instruments or follow their hobbies. Half the families who live in the country have a garden in which they plant flowers or grow vegetables.

**6** **A. Read the paragraph and say**

- a) how many sentences there are in it; b) what its main idea is and what the topic sentence is.



Our first visit to Tenby was in the 1980s, during a rather poor October. The house we took faced the sea. The wind blowing from the shore was so strong that we thought it would take the roof off! Mornings were rather cold but in the afternoons we enjoyed bright sunshine. While we were staying at Tenby, we visited a few places of interest like the Welsh folk museum and Llandaff cathedral. People in Wales are fond of singing and dancing. They have music festivals and competitions well known in Britain. I will always remember Tenby as a nice place to stay.

**B. Copy out the sentence(s) which does (do) not belong to the paragraph.**

- 7 A. Read the topic sentence. Write a paragraph based on this idea (not more than 10 sentences). Below are some questions that can help you.**

Topic Sentence: I will never forget those summer holidays.

Questions: When did they begin? How long did they last? Where did you spend them? Who did you spend them with? What did you do? Did you enjoy them? Why?

- B. Read out the paragraph which you have written. Compare<sup>1</sup> it with your friends' paragraphs.**

## Do It on Your Own

- 8 A. Read the paragraph below. Find the topic sentence.**

Birds have excellent eyesight<sup>2</sup>. Their eyesight is better than that of most other animals. Birds can see small objects on the ground from high in the air. They can also see in colour, as people can. Dogs cannot see as well as people. Most birds have eyes on the sides of their head. This means that they can see almost all around without turning their heads.

- B. Decide if all the sentences belong to the paragraph. Copy out the sentence(s) which does (do) not belong to it.**

- 9 Read the topic sentence. Write a paragraph based on its main idea. The hints<sup>3</sup> below can help you.**

Topic Sentence: Watching television is one of my usual pastimes.

Write:

- if you often watch television;
- where and when you usually do it;
- how much time you usually spend in front of the screen;
- what your favourite TV programme is;
- why you like this programme;
- if you spend too much time watching television;
- if television does too much harm to you.

<sup>1</sup> to compare [kəm'peə] — сравнивать

<sup>2</sup> eyesight ['aɪsaɪt] — зрение

<sup>3</sup> a hint [hɪnt] — подсказка



## The Printed Page: Books, Magazines, Newspapers

### Section One

#### Do It Together

- 1 A. Listen to the song "Gimme! Gimme! Gimme! (A Man After Midnight)", 🎧 (21), and say what it is about.  
 B. Read the lyrics and sing the song along.



#### Gimme! Gimme! Gimme! (A Man After Midnight)

(Benny Andersson, Björn Ulvaeus)

Half past twelve  
 and I'm watchin' the late show  
 in my flat all alone  
 how I hate to spend  
 the evening on my own  
 autumn winds  
 blowin' outside the window  
 as I look around the room  
 and it makes me so  
 depressed to see the gloom  
 there's not a soul out there  
 no one to hear my prayer

Gimme! Gimme! Gimme!  
 A man after midnight  
 won't somebody help me

сумерки, тъма  
 душа  
 молитва  
 = give me

chase the shadows away  
 Gimme! Gimme! Gimme!  
 A man after midnight  
 take me through the darkness  
 to the break of the day

Movie stars  
 find the end of the rainbow  
 with a fortune to win  
 it's so different from  
 the world I'm living in  
 tired of TV  
 I open the window  
 and I gaze into the night  
 but there's nothing there to see  
 no one in sight  
 there's not a soul out there  
 no one to hear my prayer

Gimme! Gimme! Gimme!  
 A man after midnight  
 won't somebody help me  
 chase the shadows away  
 Gimme! Gimme! Gimme!  
 A man after midnight  
 take me through the darkness  
 to the break of the day

прогнать тени прочь

рассвет

богатство

вглядываюсь

в поле зрения

## 2 Answer the questions.

- 1) Do you like reading books? Why?/Why not?
- 2) Who are your favourite authors?
- 3) How large is your home library?
- 4) Do you borrow books from your friends or from the local/school library?
- 5) How does reading books help you in your life?
- 6) Do you or your family read newspapers and/or magazines? Which ones? How often?
- 7) What information can people get from newspapers and magazines?
- 8) Do people read more or less than before? Why?



3 A. Match the names of the children's videos (1—6) with the paragraphs (a—e). There is one extra name.



- 1) 101 Dalmatians [dæ'meɪʃənz]
- 2) Stories from the Black Tradition
- 3) Charlie and the Chocolate Factory
- 4) Iggie's House
- 5) The Railway Children
- 6) The Princess and the Pea

a) The film is based on a very popular book by E. Nesbit. When Father has to go away for a time, the three children and their mother leave their London home and go to live in a small house in the country. The children find a strange place for their games where they make friends with Perks, the Porter and with the Station Master himself.

b) One of Disney's best films. It has action, excitement and warm kindness of any other Disney animated film. At the end of their adventures the young dogs find their home and the evil Cruella de Ville is won over.

c) Every new generation<sup>1</sup> of children enjoys the famous story of a girl who turned out<sup>2</sup> to be of a royal family. Younger ones love to have the story read to them. Older children can read it themselves or watch the new video based on it.

d) Presents five stories based on the tradition of African storytelling. The CD includes such old favourites as "Why Mosquitoes Buzz in People's Ears" and "Mufaro's Beautiful Daughters."

e) When Charles Bucket won the fifth Golden Ticket which let him look at the wonders of Mr Wonka's industry, he stepped into the world of surprises and so will the viewers of this impressive film starring Johnny Depp as Mr Wonka.

<sup>1</sup> a generation [dʒenə'reɪʃn] — поколение

<sup>2</sup> to turn out — оказаться

**B. Work in pairs. Discuss and compare your favourite children's videos.**

**4 Listen to the sentences, (22), and guess what the underlined words mean.**

- 1) The night was warm and quiet. The quietness was very pleasant after the busy working day.
- 2) The girl was so tired that she couldn't concentrate on the test she was writing.
- 3) I lost concentration for a moment and missed what the teacher was saying.

**5 Learn how to pronounce and use the new words. Listen, (23), and repeat.**

**A.**

**cheerful** ['tʃiəfəl] — весёлый, радостный

**feel** [fi:l] — чувствовать

**peaceful** ['pi:sfəl] — мирный

**whisper** ['wɪspə] — 1) *n* шёпот; 2) *v* шептать

**lonely** ['ləʊnli] — одинокий

**alone** [ə'ləʊn] — один

**strange** [streɪndʒ] — странный; незнакомый

**treasure** ['treʒə] — сокровище

**wise** [waɪz] — мудрый

**wisdom** ['wɪzdəm] — мудрость

**enter** ['entə] — входить

**fascinating** ['fæsɪneɪtɪŋ] — пленительный, захватывающий

**enjoy oneself** — приятно проводить время

**feel at home** — чувствовать себя как дома

**B.**

**cheerful (adj):** a cheerful person, a cheerful smile. Stephen was such a cheerful child! The children were singing a cheerful pop song which I hadn't heard before.

**feel (felt, felt) (v):** to feel bad, to feel well, to feel pleased. She always feels happy when she comes home.

**peaceful (adj):** to look peaceful, to be peaceful, a peaceful atmosphere. We spent a peaceful evening by the river.

**whisper:** 1) (*n*) to say something in a whisper. She said it in a whisper so I couldn't hear. 2) (*v*) The children were whispering in the corner.

**lonely (adj):** a lonely old woman, a lonely pine tree. James has been very lonely since his wife died.



**alone** (*adj.*), (*adv.*): to be alone, to leave sb alone. Alice lives alone. You alone can do it. Time alone will show who is right. Leave me alone, I'm tired and I don't want to discuss it.

**strange** (*adj.*): a strange place. What is that strange noise? The name is strange to me, I have never heard it before.

**treasure** (*n.*): a real treasure, art treasures. "Treasure Island" is an adventure story by Robert Louis Stevenson.

**A treasure house** (*n.*): This place is a real treasure house of books.

**wise** (*adj.*): a wise professor, a wise behaviour, wise advice. I don't think it's wise to teach Alan at home.

**wisdom** (*n.*): His answer shows his wisdom.

**enter** (*v.*): to enter the hall, to enter the house. Please enter the cottage by the back door. If you enter the university, you become a student.

**enjoy oneself** (*v.*): We all enjoyed ourselves at the movies. Ann enjoyed herself at the party.

**feel at home**: Whenever I visit your family, they always make me feel at home.

**6 Match the words and word combinations in the two columns.**

A

- 1) to enter
- 2) depressed
- 3) wise
- 4) treasure
- 5) alone
- 6) to whisper
- 7) to feel at home
- 8) to concentrate

B

- a) to think hard about sth
- b) a collection of gold, silver and money
- c) to speak very quietly
- d) without any people
- e) to go or come into a place
- f) to feel comfortable
- g) knowing many things, knowing what is right and good
- h) feeling sad and unhappy

**7 A. Say what you *never/sometimes/often* fail to do. You can get some ideas from the pictures.**

Example: I never fail to wash my hands before a meal.





**B. Say what programmes you never or seldom fail to watch on TV.**

Example: I seldom fail to watch a football match.

**8 Say what one can see in these places.**



Example: As soon as you enter my room, you can see a piano.



## Synonyms

Alone	Lonely
<p><i>Alone</i> = with nobody or nothing else. (Being alone is not good and not bad. It doesn't mean that one is unhappy.) <i>Alone</i> is never used before a noun!</p> <p>Example: That evening Mike was alone in the house. The tree stands alone on the hill.</p>	<p><i>Lonely</i> = unhappy because you are alone or have no friends and think that nobody loves you.</p> <p>Example: All her family are away and she feels very lonely. Talk to me, I'm feeling a little lonely.</p>

9 Choose *alone* or *lonely* to complete the sentences.

- 1) All her children are away on holiday and she is living all ... .
- 2) He has been very ... since his wife died.
- 3) Only you ... can help me in this situation.
- 4) Jack is very ill and cannot live ... .
- 5) Linda doesn't like to remember her ... childhood<sup>1</sup>.
- 6) We were ... all day on the beach: the bad weather kept all the others at home.
- 7) Can you finish the job ...?
- 8) The boy felt ... in the new school.
- 9) Every evening, rain or shine, he took his ... walk along the country road.
- 10) Next time when you feel ..., play this song and you'll feel better.

10 A. A lot of periodicals<sup>2</sup> have a section "Readers' Letters", to which readers can write and share<sup>3</sup> their ideas. Here is one of such letters. Read the letter and say which of the ideas (1—6) cannot be found in the letter.

- 1) The reader loves and has always loved libraries.
- 2) The reader was first taken to the library by his/her parents.
- 3) The reader used libraries for his/her studies.
- 4) The atmosphere ['ætmosfə] of the library never fails to make the reader feel more cheerful.

<sup>1</sup> **childhood** ['tʃaɪldhʊd] — детство

<sup>2</sup> **a periodical** [ˌpɪəri'ɒdɪkəl] — журнал, периодическое издание

<sup>3</sup> **to share** [ʃeə] — делиться

- 5) The reader thinks that nowadays children don't go to the library so often as they did before.
- 6) The reader believes that a library is the right place for children to go.

### Reader's Letter to a Periodical

I am no longer young but I still remember happy Saturday mornings I spent in the library when I was a child. In libraries I felt cheerful and peaceful. The library was my special world in which I loved everything — the smell of the books, the whispering voices of the readers and the librarians, the sound of turning pages.

As I grew up, libraries became more and more of a workplace for me, at school and university. But there were other times when I went to the library just because I felt lonely or depressed. When I was alone in strange towns, I never failed to find the local library and enjoyed myself spending one or two hours there.

For me libraries have always been places of quietness and concentration, treasure houses of wisdom, culture and information, the kingdom of the printed word.

Our children need to learn from babyhood to feel at home in libraries. At the same time they should look at them as very special places where they can enter a new fascinating world.

**B. Listen to the text, (24), then read it aloud.**

**11 A. Remember how the Reader describes the following in his letter.**

- 1) The Reader describes ... Saturday mornings spent in the library.
- 2) In libraries the Reader felt ... and ... .
- 3) The library was the Reader's ... world.
- 4) The Reader remembers the ... voices of the readers and librarians and the sound of ... pages.
- 5) Later the Reader sometimes went to the library because he/she was ... and depressed.
- 6) For the Reader, libraries have always been places of ... and ..., treasure houses of ..., ... and information, the kingdom of the ... word.
- 7) Children should look at libraries as very ... places where they can enter a new ... world.



## B. Compare your impressions with the Reader's.



- 1) The Reader first went to the library at a very young age. Did you?
- 2) The Reader liked everything in the library to which he/she went as a child. And you?
- 3) The Reader used libraries for work. And you?
- 4) The Reader went to libraries when he/she felt lonely or depressed. And you?
- 5) For the Reader libraries are a special fascinating world. And for you?
- 6) The Reader thinks that young children should go regularly to the library and feel at home there. What do you think? What can be done to make children feel at home in the library?

## Do It on Your Own

### 12 Express the same in English using your active vocabulary.

A. 1) говорить шёпотом [2 варианта]; 2) никогда не проваливать экзамены; 3) мудрость; 4) чувствовать себя как дома; 5) войти в комнату [2 варианта]; 6) захватывающая (волнующая) мысль; 7) одинокая старушка; 8) незнакомый голос; 9) странная книга; 10) радостный ребёнок.

**B.** 1) Сью и Алиса всегда приятно проводят время по выходным. 2) Я часто хожу в кинотеатр около своего дома. 3) Джон вошёл в свой старый дом. Там было мирно и тихо. Он был один дома, но не чувствовал себя одиноким. Это был его пленительный мир. 4) Не говори шёпотом, говори громко, пожалуйста. 5) Шерлок Холмс (Sherlock Holmes) увидел странное жёлтое лицо в окне. 6) Вы хорошо провели вчера время в парке? 7) Мальчик не смог перевести все предложения. 8) Оставьте меня в покое. Я не хочу говорить об этом. 9) Мой сын всегда был весёлым, радостным ребёнком. 10) Где твоё сокровище? Покажи его мне. 11) Это был мудрый план. Мы решили следовать ему.

## Section Two

### Do It Together

- 1 A. Listen, (25), and fill in the missing information in the statements (1—5). Use a number, a word or a word combination.**

- 1) Conan Doyle began writing his stories in ... .
- 2) Conan Doyle's first profession was that of a ... .
- 3) The museum's address is 221b ... .
- 4) The museum was opened in ... .
- 5) The museum feels like the detective's real ... .

**B. Say what works by Conan Doyle you have read. What do you think of them?**

- 2 A. Read the text and name the library(ies) about which the following is true.**

- 1) This library is situated in a capital.
- 2) The text doesn't say when the library was opened or started.
- 3) This library was started by a monarch as early as the 14th century.
- 4) This library is bigger than the other three.
- 5) We know who was the architect of a certain part of this library.
- 6) This library moved to a new building not so long ago.
- 7) We know who cannot use this library.
- 8) We know some names of the people who were this library's readers.
- 9) This library began as an information centre for politicians.
- 10) The text doesn't say if this library has any books written outside the country.





## The Greatest Libraries of the World



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Section Two

a) The US Library of Congress is the largest in the world. It has about 90 million items — books, manuscripts ['mænʃəskripts], maps, photographs, pieces of music and microfilms ['maikrəofilms]. The library has about 350 miles of bookshelves in three gigantic buildings on Capitol Hill, Washington, D.C.

The collection was started in 1800 to help Congressmen in their work. When in 1814 the books were destroyed in a fire, the Congress bought Thomas Jefferson's personal library of about 6,500 books — the beginning of a new collection. Now the US Library of Congress is open to the general public.

b) The Bibliothèque Nationale de France [bibljo'tek nasjo'na:l] (National Library of France) is the most important library in France and one of the oldest in the world. It is now located in Paris. Its beginning was the first royal library started by Charles V (1364—1380) who collected 1,200 manuscripts in the Louvre. Since 1537 the library has received a copy of every French publication. In 1692 the library was opened to the public and renamed the Bibliothèque Nationale in 1795. The library's collection nowadays includes about 9 million books and 180 thousand manuscripts published in France and in other countries of the world.

c) The Russian State Library in Moscow is one of the largest in the world. It has more than 40 million items in 247 languages:

books, newspapers, maps, music and others. The library is not only a place to read. It is also a learning centre which organizes lectures, discussions and presentations. The library was opened in the 18th century on the basis of Count Rummyantsev's private collection and since that time it has been used by scientists, scholars, teachers, students, in fact anybody who is over 18 years old can use the library's reading rooms.

d) The British Library is the national library of the UK. It gets a copy of every book published in the country and many foreign publications as well. The library has a large new building in London which was finished in 1996. Before that the library was part of the British Museum. Nowadays everyone who comes to the museum can visit the famous Reading Room designed as Rome's Pantheon<sup>1</sup> by the Italian Anthony Panizzi who had to leave his country for England and was Keeper of Printed Books from 1837 to 1856 and Librarian of the Museum. Some of the greatest minds and the most famous people of their times have worked in this room: writers, dramatists, politicians such as Charles Dickens, Bernard Shaw, Giuseppe Garibaldi, Karl Marx, Vladimir Lenin.

**B. Work in pairs or in small groups. Say if you would like to visit one of these libraries and explain why. Name 3—5 reasons why libraries still play an important cultural role. Decide how libraries should change to be up-to-date.**

**3 You know the words in column A. Read the sentences and guess what the words in column B mean.**

A	B	A	B
strange	stranger	feel	feeling
enter	entrance	enjoy	enjoyment
fascinating	fascinate	lonely	loneliness

1) I've met her once before, so she's not a complete stranger to me. 2) The children were fascinated by the monkeys in the zoo. 3) The church has a very fine entrance. 4) I have a strange feeling that I've seen you somewhere. Have we met before? 5) He doesn't get any enjoyment from dancing. 6) The feeling of loneliness was new to the boy.

<sup>1</sup> a pantheon [ˈpæntʰiɒn] — пантеон: 1) у древних греков и римлян так называли храм, посвящённый всем языческим богам; 2) место погребения выдающихся деятелей. Знаменитый Римский пантеон имеет округлую форму, которая послужила образцом при постройке читального зала.



1. Имена существительные в английском языке раньше часто образовывались при помощи суффиксов *-hood* и *-dom*. В современном английском языке эти суффиксы можно встретить в таких словах, как:

childhood — детство (child + hood)

babyhood — младенчество (baby + hood)

manhood — зрелость (у мужчины) (man + hood); мужественность

womanhood — зрелость (у женщин) (woman + hood); женственность

boredom — скука (bore + dom)

freedom — свобода (free + dom)

kingdom — королевство (king + dom)

2. Абстрактные имена существительные часто образуются от прилагательных при помощи суффикса *-ness*.

polite + ness = politeness (вежливость)

white + ness = whiteness (белизна)

kind + ness = kindness (доброта)

**4** All these words are formed with the help of *-ness*. What do they mean?

1) darkness

2) softness

3) brightness

4) cleverness

5) laziness

6) openness

7) loneliness

8) playfulness

9) madness

10) cleanliness [ˈkɪnlɪnɪs]

11) englishness

12) sadness



### English participles

В английском языке так же, как и в русском, существуют причастия. Первое причастие<sup>1</sup> (**first**, or **present participle** [ˈprɛznt ˈtɪʃɪpl]) образуется от глаголов при помощи суффикса *-ing*.

play + ing = playing (играющий)

ask + ing = asking (спрашивающий)

<sup>1</sup> Соответствует русскому действительному причастию настоящего и прошедшего времени.

Второе причастие<sup>1</sup> (**second**, or **past participle**) образуется при помощи суффикса *-ed* (для так называемых *правильных глаголов*).

play + ed = played (сыгранный)

ask + ed = asked (спрошенный)

У так называемых *неправильных глаголов* форму второго причастия (3-ю форму глаголов) следует запомнить.

written — написанный

said — сказанный

shown — показанный

bought — купленный

### 5 Express the same in Russian.

- 1) The stranger's smiling face was kind and I smiled back.
- 2) The news brought by my friend was exciting: we would go to Kostroma for a day.
- 3) Football is played all over the world. It is one of the best loved games.
- 4) At 9 o'clock the finished work was lying on my boss's desk.
- 5) Tom's parents were loving and caring and the boy had a very happy childhood.
- 6) Have you noticed the broken kitchen window? I wonder who's done it.
- 7) Jane's last words whispered into my ear were, "I'll always remember you."
- 8) The class was busy working. There was no sound except the sound of turning pages.
- 9) The trees growing in front of the school were given to us as a present.
- 10) I love to look at playing children.
- 11) The picture drawn by my little brother is a portrait of our family.
- 12) The falling leaves soon covered everything in our little garden.

### 6 Read these pairs of words and use them to complete the sentences below.

- |                    |                         |
|--------------------|-------------------------|
| 1) giving — given  | 6) preparing — prepared |
| 2) buying — bought | 7) speaking — spoken    |
| 3) singing — sung  | 8) eating — eaten       |
| 4) showing — shown | 9) telling — told       |
| 5) asking — asked  | 10) teaching — taught   |

<sup>1</sup> Соответствует русскому страдательному причестию прошедшего и ре-  
же — настоящего времени.

- 1) a) The examples ... in the text were very unusual.  
 b) The gentleman ... a talk on the future of education is Dr Richard Morgan.
- 2) a) We usually eat vegetables ... in the market.  
 b) The woman ... apples at the counter<sup>1</sup> is my aunt.
- 3) a) Right before Christmas one can see groups of ... children collecting charity<sup>2</sup> money.  
 b) A new song ... by a popular singer may soon become a hit.
- 4) a) On his desk stood a picture ... him and his family.  
 b) The film ... on Channel I at prime time was watched by millions of TV viewers.
- 5) a) It's difficult to say "no" to people ... for help.  
 b) The question ... by the child surprised the grown-ups.
- 6) a) The pupils ... for the examinations were given some extra classes.  
 b) I like soups ... by my mother and no one else's.
- 7) a) English ... in America sounds different from English ... in Britain.  
 b) People ... English have better possibilities to find a good job.
- 8) a) This dish ... with a lot of tomato ketchup is one of my favourite.  
 b) Children ... a lot of junk food put their health at risk.
- 9) a) The lady ... the children "Cinderella" is my granny.  
 b) The legend ... us yesterday was quite unusual.
- 10) a) Children should be ... to be kind to each other.  
 b) People ... good manners should have good manners themselves.

**7 Learn some words to be able to speak about books, (26). Different books present written material in the form of:**

novels ['nɒvlz] — романы  
 plays [pleɪz] — пьесы  
 poems ['pəʊɪmz] — стихи  
 short stories or stories —  
 рассказы, повести

fairy tales ['feəri teɪlz] — сказки  
 legends ['ledʒəndz] — легенды  
 fables ['feɪblz] — басни

<sup>1</sup> a counter ['kaʊntə] — прилавок

<sup>2</sup> charity ['tʃærɪti] — благотворительность



### Stories can be different

- adventure stories
- love stories
- mystery stories
- crime stories
- horror stories
- war stories
- science fiction<sup>1</sup>

#### **8 Work in pairs. Ask each other and answer the questions.**

- 1) What famous Russian novels do you know? When were they written? Who are their authors? Have you read any of them?
- 2) How long did it take you to read the last novel you read? What was it? Why did you begin reading it? What do you think of its characters<sup>2</sup>?
- 3) Do you know any English-speaking novelists ['nɒvəlɪsts]? Can you name any novels written by them? Have you read any of them? If you have, what do you think of them and their characters?
- 4) Have you read any plays? What is more interesting: to watch plays in the theatre or to read them?
- 5) Do you know any names of Russian or foreign dramatists? Have you seen them at the theatre or on television?
- 6) Do you like poetry? Do you often read poems? Do you read poems to yourself? Do you like to read them out loud? Do you think people should be taught to read, understand and love poetry? Have you ever tried to write poems yourself? What famous Russian or foreign poets do you know? Can you recite any of the poems?
- 7) What were your favourite fairy tales in your childhood? Do you read fairy tales? Do you like them?
- 8) Do you know any fables by I. A. Krylov? Do you know any other people who wrote/write fables? Do you like them?
- 9) A legend is a story about heroes ['hɪərəʊz] of long ago. Do you know any? Have you read them?

<sup>1</sup> science fiction = sci-fi [ˌsaɪˈfɪ] — научная фантастика

<sup>2</sup> a character [ˈkærɪktə] — герой, действующее лицо литературного произведения, спектакля, фильма

## Do It on Your Own

- 9 Read the text given below and complete it with the words formed from those on the right.



### Library

A library is a place where books and documents are kept. (1) s help (2) s with the books they need. They also can help with some (3) . There are (4) kinds of libraries. In some, you can borrow books to take them home. In others, students and (5) s use the books and documents for their work. People have used libraries for as long as men have known how to write. Libraries have helped people a lot in the field of (6) .

library, read  
inform  
differ  
science  
educate

- 10 Express the same in English.

**A.** 1) поющая девочка; 2) сломанный мост; 3) улыбающийся ребёнок; 4) танцующие люди; 5) вымытая машина; 6) загрязнённый воздух; 7) посаженное дерево; 8) дерущиеся мальчики; 9) переведённая книга; 10) бегущая собака; 11) потерянный билет.

**B.** 1) джем, приготовленный летом; 2) замок, построенный в XIII веке; 3) стихотворение, выученное наизусть; 4) книга, купленная детям; 5) вопрос, заданный учителем; 6) шутка, рассказанная братом; 7) легковая машина, управляемая женщиной; 8) виноград, выращенный на юге; 9) комната, украшенная цветами; 10) часы, потерянные на берегу реки.

**C.** 1) птица, летящая в небе; 2) женщина, обнимающая своего сына; 3) ребёнок, плавающий в море; 4) спортсмен, взбирающийся на гору; 5) композитор, сочиняющий (пишущий)

концерт; 6) поезд, прибывающий на станцию; 7) фабрика, перерабатывающая отходы; 8) ученик, декламирующий стихи; 9) кошка, спящая в кресле; 10) бабушка, целующая внучку на ночь.

## Section Three

### Do It Together

**1** A. Listen to the text about two writers, (27), and compare them with the help of the table.

Example: Both Jules Verne and Herbert Wells wrote science-fiction stories.

	Jules Verne	Herbert George Wells
wrote science-fiction stories	?	?
wrote in English	?	?
wrote about flying to other planets	?	?
wrote about people on the Moon	?	?
wrote for newspapers	?	?
taught at school	?	?
made people think about serious problems	?	?

B. Match the names of the books with their authors<sup>1</sup>.



Jules Verne



Herbert G. Wells

<sup>1</sup> an author ['ɔ:θɔ] — автор



- “Around the World in Eighty Days”
- “Journey to the Centre of the Earth”
- “The Invisible Man”
- “The War of the Worlds”
- “The Time Machine”
- “Twenty Thousand Leagues under the Sea”

**C. Say which of the books mentioned above you know and what you think of them.**

**2 Make *participle I* or *participle II* of the verbs in brackets to complete the sentences.**

- 1) This newspaper (read) by millions of people is very popular.
- 2) The face of the actor (play) in the new film isn't familiar at all.
- 3) The news (broadcast) in the evening is one of the most popular programmes on television.
- 4) These textbooks (prepare) for the lesson should be taken to the classroom.
- 5) They lived in a small town (situate) on the bank of a big river.
- 6) Some pupils (write) stories for children's newspapers later become professional journalists.
- 7) Who is the boy (stand) in front of the others?
- 8) The novel (choose) for our homereading classes was written by Agatha Christie.
- 9) Some (develop) countries have very serious financial problems.
- 10) Julia's husband had found a better (pay) job.



### Focus on Grammar

Структуры с первым причастием (*participle I*) в английском языке могут соответствовать русскому деепричастному обороту или придаточному предложению.

- closing the window — закрывая окно/в то время как (я) закрывал окно...
- reading the newspaper — читая газету/когда я читал газету...
- skiing in the mountains — катаясь в горах на лыжах/когда я катался в горах на лыжах...

**3 Express the same in Russian.**

- 1) The old man sat in an armchair looking through a thick magazine.
- 2) The office receiving a quarterly<sup>1</sup> periodical is situated in the centre.
- 3) Reading British daily papers you can get informa-

<sup>1</sup> quarterly ['kwɔ:təli] — ежеквартальный

tion about important happenings everywhere in the world. 4) Crossing the street he was stopped by a police officer. 5) People writing detective stories usually have a very rich imagination. 6) Writing a letter she tried to tell her parents how interesting her life has become. 7) Doing my shopping on Saturday I came across a friend of mine whom I hadn't seen for five years. 8) The pupils writing articles<sup>1</sup> to our school newspaper are our "journalists". 9) Listening to a new American song she couldn't understand a word. 10) Driving home Helen realized that something was wrong with her car.



### Focus on Word-building

Прилагательные в английском языке могут быть образованы при помощи суффиксов *-ly* и *-al*.

#### **-ly:**

week + ly = weekly (еженедельный)

month + ly = monthly (ежемесячный)

quarter + ly = quarterly (ежеквартальный)

day + ly = daily (ежедневный)

Таких прилагательных в английском языке немного.

#### **-al:**

classical — классический

annual — ежегодный

chemical — химический

formal — формальный, официальный

sensational — сенсационный

#### **4 Complete the sentences using the Focus table above.**

- 1) "Hello" is a magazine published in Florida every week, it is a ... magazine.
- 2) "The Times" is a ... British paper published every day except Sunday.
- 3) Every year we have our ... meeting of graduates. It usually happens in spring.
- 4) Her answer was ... and not friendly at all.
- 5) When are you going to have your next ... meeting? Last month it was held on the 22nd of September.
- 6) Journals<sup>2</sup> which appear 4 times a year are ... magazines.
- 7) What a lovely dress! You look ..., dear!

<sup>1</sup> an article ['ɑ:tɪkl] — статья

<sup>2</sup> a journal — a magazine containing articles relating to a particular profession (a medical journal, a scientific journal etc.)



A.

**push** [pʊʃ] — толкать  
**through** [θru:] — сквозь  
**earn** [ɜ:n] — зарабатывать  
**sell** [sel] — продавать  
**publish** ['pʌblɪʃ] — печатать, опубликовывать  
**private** ['praɪvət] — частный, личный

**general** ['dʒen(ə)rəl] — общий  
**article** ['ɑ:tɪkl] — статья  
**type** [taɪp] — печатать (на компьютере или ином устройстве, имеющем клавиатуру; набирать текст)  
**print** [prɪnt] — печатать (книги, фотографии)  
**cheap** [tʃi:p] — дешёвый

B.

**push** (v): to push hard, to push a trolley, to push sb/sth away. Ann gently pushed him away. The boy was pushing a trolley around the supermarket.

**through** (prep), (adv): through the forest, through the window, through the tunnel. It's not easy to drive through the city at this time of the day. **To be through with sth:** Are you through with your work yet?

**earn** (v): to earn money, to earn high marks. I earned fifty dollars working at the post office. **To earn one's living:** He has been earning his living since fourteen.

**sell** (sold, sold) (v): to sell a car, to sell for some money. We sold the old bicycle for twenty-five dollars.

**publish** (v): to publish a book (magazine, newspaper). We publish a weekly newspaper at school.

**private** (adj): a private school, a private driveway, a private teacher, private life. You can't park there, it's a private driveway.

**general** (adj): general education, a general idea, a general description, a general meeting. The gallery was open to the general public. **In general** (n): In general the weather here is very good.

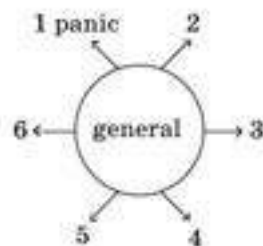
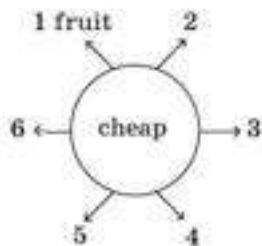
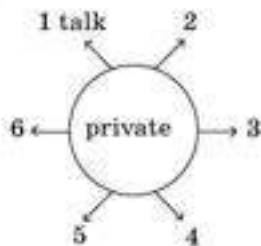
**article** (n): to read an article, to write an article for a newspaper, an article on/about sb/sth. We read an interesting article about this actress in our local newspaper.

**type** (v): to type quickly, to type well. I didn't know you could type.

**print** (v): to print in colour, to print in black and white. You can print on both sides of the paper. Machines print words and pictures on paper. **A printer:** a colour printer.

**cheap (adj):** cheap milk, cheap material, a cheap restaurant.  
Where does your granny buy such cheap and fresh vegetables?

**6 A. What can be private, cheap and general? Complete the charts.**



**B. Make 3—4 sentences with each adjective.**

**7 Work in pairs. Answer the questions using the new words.**

- 1) Have you ever earned any money? When was it? What did you do?
- 2) Do you think teenagers should work and earn money? Why?
- 3) What can you see when you look from the window of your room? Do you like the view?
- 4) What newspapers are published and sold at the place where you live?
- 5) What do you prefer to buy: cheap clothes that you can change rather often or expensive clothes that will last for a longer time?
- 6) Do you type your letters when you want to send them or do you generally write them?
- 7) Articles on what subjects interest you most? Where do you find them?

**8 Read the text and complete it with the following. Listen, (29), and check your answers.**

- a) are very successful
- b) their problems
- c) in all parts of Britain
- d) shock and excite
- e) computer technology
- f) one of the few countries
- g) throw the others away
- h) profession, sport, hobby or interest





THE  TIMES  
No. 5084 & LATERAL DISCOVERED 1801



THE  
Daily Telegraph



THE INDEPENDENT



Daily  Mail

Britain is (1) where daily newspapers are brought at the door before breakfast. Paperboys or girls push the papers<sup>1</sup> through letterboxes before going to school. For them it is a way of earning some extra money.

### The national papers

National newspapers are papers which are sold (2). They fall into two groups: quality ['kwɒləti] papers<sup>2</sup> and popular papers. Quality papers give national and international news. They also publish articles on many general subjects. The famous quality papers are "The Times", "The Daily Telegraph", "The Independent".

The popular papers such as "The Daily Mail" or "The Sun" try to make news sensational [sen'seɪʃnəl]. They often publish "personal" articles which (3). Much of their information is about the private lives of people who are in the news.

### The local news

Local newspapers publish national as well as local news. Some of them have a high standard of reporting and (4) ("The Scotsman", "Glasgow Herald"). Many cities and towns have their own daily, evening or weekly papers. They present local news.

<sup>1</sup> a paper – a newspaper

<sup>2</sup> quality papers – serious papers

**Periodicals**

Periodicals are published weekly, monthly or quarterly. There are about 7,000 periodicals in the United Kingdom. Many of them are women's magazines. There are periodicals for almost every <sup>(5)</sup>.

**New developments**

There has been a revolution in the printing of newspapers. Many of them now use <sup>(6)</sup> to replace old and expensive methods of printing. Now journalists can type their articles into a computer system which then prints articles automatically and cheaply.

**Newspaper structure**

British daily papers are published from Monday to Saturday<sup>1</sup>. Quality papers are very thick, much thicker than Russian papers. They usually consist of sections such as Politics, Culture, Finance, Business etc. Newspaper readers often use only one or two sections and <sup>(7)</sup>.

Popular papers, or tabloids, often publish cartoons and humorous drawings, a lot of photographs and readers' letters.

Nearly all newspapers write about sports news and publish crossword puzzles.

**Writing to the newspapers**

Writing to the newspapers and periodicals is a popular pastime for many people. Some women write letters about <sup>(8)</sup>. All the letters are answered. The most interesting — and colourful — are published.

**9 Read the text "The Press" again and say what the following words and word combinations mean.**

- 1) A paperboy is ...
  - a) a boy who works for a newspaper publisher
  - b) a boy who buys newspapers
  - c) a boy who brings newspapers to people's homes
- 2) A letterbox is ...
  - a) where your mail is put
  - b) where you put your mail
  - c) where you keep letters

<sup>1</sup> The Sunday papers in Britain are special editions, different from the daily papers, one of the most popular is *The Sunday Times*.



- 3) Quality papers are ... .
- papers that write about quality things
  - papers that are published on quality paper<sup>1</sup>
  - papers that write about different things in a serious way
- 4) Local news is ... .
- news published in local papers
  - news about what happens in some locality
  - news about the local administration
- 5) To replace is ... .
- to find a new place for something
  - to change something for something new or different
  - to forget where you have placed something
- 6) A thick paper is ... .
- a paper that has many pages
  - a paper that has many sections
  - a paper that gives serious information
- 7) Cartoons are ... .
- funny photos
  - humorous texts
  - humorous drawings
- 8) Colourful letters are ... .
- interesting and impressive letters
  - letters written on colour paper
  - letters illustrated with pictures



### Focus on Vocabulary

Русскому глаголу *печатать* в английском языке соответствуют три слова:

1) **to print** — печатать, переносить на бумагу текст при помощи печатного станка, принтера.

The book is beautifully *printed* on good quality paper;

2) **to publish** — печатать, публиковать, выпускать из печати.

3) **to type** — печатать (на компьютере или ином устройстве, имеющем клавиатуру; набирать текст).

We are going to *print* only 5,000 copies of this novel.

Has Dan Brown's new novel been *published* yet?

Alice, I would like you to *type* this article for me.

Mind the difference: to type on a typewriter  
to type in/into a computer

She *typed* the details *into* a computer.

The letter was *typed on* an electronic typewriter.

<sup>1</sup> **quality paper** — бумага высшего сорта, хорошего качества

**10 Choose one of the three synonyms to complete the sentences.**

- 1) This is the latest edition of the dictionary. It was ... last year.  
 2) I never ... my letters. I always write them myself. 3) The first books in Europe were not ..., they were written and painted by hand.  
 4) Can you ... the key to the exercise into your computer as well? 5) George says they can't ... all the letters they receive.  
 6) This machine can ... 60 pages in a minute. 7) The photocopier ['fəʊtəʊkɒpiə] ] isn't ... well. 8) Joseph Brodsky couldn't ... his poems when he lived in the Soviet Union. 9) The press should be free to ... any material and comment on all aspects of our life.  
 10) Freud [frɔɪd] thought it was impossible to ... the third chapter of his work in Vienna.

**Do It on Your Own****11 Complete the sentences using prepositions and adverbs.**

- 1) Bob, you shouldn't push your little brother ... . 2) The car was sold ... 10,000 dollars. 3) The castle was open ... general public.  
 4) ... general, people like her. 5) Jack began writing articles ... our local newspaper. 6) What is the article ...? 7) I didn't know you have typed all the material ... the computer. 8) Mr Nelson is a journalist. He writes articles ... sports and other subjects.  
 9) Are you ... with the book? Can I borrow it?

**12 Express the same in English.**

**A.** 1) моё любимое занятие; 2) печатать (на компьютере); 3) статья о редких видах птиц; 4) катать (толкать) тележку по магазину; 5) смотреть в окно; 6) заработать хорошие оценки; 7) издавать ежемесячный журнал; 8) дешёвая газета; 9) печатать (при помощи печатного станка); 10) частная школа.

**B.** 1) Тебе придётся толкать сильнее, если ты хочешь подвинуть гардероб. 2) У Джона Бенсона есть свой личный самолёт. 3) Ты закончил работать со статьями (to be through with)? Ты их все исправил? 4) Я никогда не писал статьи в журналы или газеты. 5) Нижняя (bottom) строчка на этой странице плохо напечатана. 6) Он напечатал (опубликовал) результаты своего исследования (research)? 7) Я не думаю, что частные университеты являются лучшими университетами в нашей стране. 8) Мой брат никогда не покупает дешёвые туфли. 9) Нам бы



хотелось иметь общее представление о вашем проекте. 10) Он сидел в кресле, глядя в окно. 11) С каких пор ты сам зарабатываешь себе на жизнь?

## Section Four

### Do It Together

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Section Four



**1** A. Three people (1—3) will tell you about their favourite books (a—c). **30**. Match the people and the books.

1) Mrs Shipley, 63, has a husband and often travels to the Continent where her daughter and son-in-law live. She doesn't read a lot and buys books mostly to entertain herself when she travels. When she chooses a book, it is usually something light and easy.

2) Mrs Campbell, 75, lives outside Great Britain. She has two sons living in the USA. They don't see each other very often but meet at Easter and Christmas. She mostly rereads the books that she knows and loves but from time to time buys a book that her friends or children recommend to her.



1.



2.



3.



a.



b.



c.

<sup>1</sup> in tatters — в лохмотьях

3) Maggie Kerr, 78, has a daughter and grandchildren, but lives alone and doesn't see them very often. She doesn't read much, but when she does, she prefers serious reading. She chooses books carefully. There is one book she reads all the time.

**B. Say what book you loved when you were a child and explain why if you can.**

**2 Speak about a newspaper or a magazine. Here are some ideas.**

1) What is it like?

national

thin

local

serious

thick

popular

2) What can a reader find in it?

Information on:

politics

everyday problems

business

latest news

economics

sports

finance

weather

science

TV programme

culture

Stories of:

pop stars

public people

Advice on:

cooking

making clothes

Reviews on:

new films

CDs

books

plays

Also:

advertisements humorous stories and

photos

jokes<sup>1</sup>

cartoons

3) Who is it for?

young children

grown-ups

teenagers

everybody

young people

<sup>1</sup> a joke [dʒəʊk] — шутка

4) Why do you like/dislike it?

entertaining  
colourful  
fascinating  
dull and boring  
colourless

giving useful information  
easy to read  
reliable<sup>1</sup>  
too serious  
not reliable



### Focus on Grammar

**Participle I** часто встречается в следующих сочетаниях:

*to have fun playing (talking, dancing etc)* — получить удовольствие, играя, и т. д.;

*to have difficulty reading (speaking, buying etc)* — иметь сложности в чтении и т. д.;

*to have trouble typing (discussing, getting etc)* — иметь затруднения, печатая, и т. д.;

*to have a good (wonderful) time skiing (swimming, riding etc)* — хорошо провести время, катаясь на лыжах, и т. д.;

*to have a hard time working (doing, cleaning etc)* — делать что-то с трудом.

**3 A. Insert fun, trouble, difficulty, a good (wonderful) time, a hard time in the sentences to make them complete.**

1) Last summer we had ... travelling about Italy. The weather was fantastic and we had a lot of fun.



2) I had a lot of ... trying to get to the railway station on time. There were so many cars in the streets.



<sup>1</sup> **reliable** [rɪ'laɪəbl̩] — достоверный, надёжный



3) Jessica had some ... understanding people in the north of England. Their accent was too strong for her.



4) The children had ... playing snowballs and skiing in the forest. They liked their trip to the hills.

5) The Greens had ... living in a country house together with some other families.



**B. Finish the phrases and make up your own sentences with them.**

to have fun (doing what?)...

to have difficulty (doing what?)...

to have trouble (doing what?)...

to have a good/hard time (doing what?)...

**4** Look at the pictures and describe them using the combinations from the *Focus* table on p. 91.



1) Victor/to do homework



2) Lucy/to make a dress



3) Vera and her friends/to skate



4) Tom and Sam/to ride home



5) The teenagers/to swim, to sunbathe, to go boating



## Focus on Grammar

### -ing forms (V<sub>ing</sub>)

В английском языке довольно часто встречаются словосочетания, в которые, помимо participle I, входят другие слова с суффиксом *-ing* на конце<sup>1</sup>. На русский язык они могут переводиться неопределённой формой глагола — *begin writing* (начать писать) или именем существительным — *finish reading* (закончить чтение).

Глаголы, после которых употребляются подобные формы, следует запомнить.

#### **I. Verb + V<sub>ing</sub>**

*start/begin playing*  
*finish/stop reading*  
*love/hate singing*  
*keep coming*  
*enjoy dancing*  
*mind opening*

#### **II. Go + V<sub>ing</sub>**

*go boating*  
*go fishing*  
*go dancing*  
*go skiing*  
*go shopping*

<sup>1</sup> Глагольные формы, объединяющие в себе признаки глагола и существительного, называются герундием (gerund).

**5 Choose the item that is true about you or give your own version.**

- 1) I started ... when I was rather young.
  - a) going to school
  - b) reading books
  - c) playing the piano
  - d) working on the computer
- 2) When I do the sights of an unknown city, I enjoy ...
  - a) being alone
  - b) having my friends with me
  - c) taking pictures
  - d) walking
- 3) My favourite pastime is to go ...
  - a) dancing
  - b) swimming
  - c) shopping
  - d) fishing
- 4) There's nothing I enjoy more than ...
  - a) reading a good novel
  - b) watching a video with my friends
  - c) dancing at a disco
  - d) playing different games
- 5) I never mind ...
  - a) having an evening out
  - b) staying at home for a quiet evening
  - c) dancing at a disco
  - d) working on a computer
- 6) I hate it when people keep me ...
  - a) talking for very long
  - b) doing things that I shouldn't
  - c) waiting
  - d) explaining the same things several times
- 7) I never go ... these days.
  - a) jogging<sup>1</sup>
  - b) skiing
  - c) horse riding
  - d) camping

**6 Use -ing forms and say what**

- 1) you prefer doing on Sunday morning and Saturday evening;
- 2) you enjoy doing in summer, autumn, spring and winter;
- 3) you love/hate doing most of all;
- 4) you (never) mind doing;
- 5) you keep doing all your life;
- 6) you begin/start doing as soon as you come home from school.

<sup>1</sup> jogging [ˈdʒɒɡɪŋ] — бег трусцой



Обратите внимание на использование конструкций с  $V_{ing}$  после глагола **mind** — *возражать, иметь что-то против*.

Сравните две фразы:

- 1) I don't mind opening the door.
- 2) I don't mind your opening the door.

В первом случае говорящий сообщает, что он сам не прочь открыть дверь. Во втором — он просит сделать это другого человека.

Вторая модель в современном английском языке может включать в себя как притяжательные местоимения (*my, your, his, her, our, their*), так и личные местоимения в объектном падеже (*me, you, him, her, us, them*).

- She doesn't mind *my/me* doing it.  
 Would you mind *his/him* coming late?  
 We don't mind *their/them* joining us.

Если вместо местоимения в предложении используется имя существительное, возможны также два варианта.

- Mother doesn't mind *John/John's* coming now.  
 They don't mind *the girl/girl's* answering first.

## 7 Say what these people are being asked to do.

Example: Would you mind washing this car?



1) The car looks very dirty.



2) The text must be read.



3) The elderly<sup>1</sup> woman wants to go home.



4) The plants need to be watered.

<sup>1</sup> elderly ['eldəli] — пожилой



5) It's too late to watch television.



6) The homework is to be completed.



7) The rain is getting in through the open window.



8) The guests want to hear a song.



9) The spelling of the word is wrong.

### 8 What do these people say?

Example: Ann wants to go to the disco. She wants to know if her mother is against it. — Mum, would you mind my going to the disco?



1) There is no food in the fridge, so it is necessary to go shopping. Alice has nothing against doing it herself.



2) Helen wants to invite Sally to the party. She would like to know if her parents are not against it.



3) It is cold in the room. Simon asks Ted to close the window.





4) It is too hot in the room for Mrs Collins. But she is not sure that everybody will be happy if she opens the window.



5) Granny wants to read "The People's Friend", a famous British story magazine. She asks if Jean will agree to buy it for her.



6) It's time to take father's suit to the cleaner's. Maggie thinks her younger sister Mary can do it. She asks her father if he agrees.



7) Duncan's mother asks if he will agree to cut the grass in the garden.



8) Mr Grant wants to know if his wife Lily would agree to go to Greece for their holiday.



9) Kate wants to know if Ruby will agree to type some information into the computer for her.



10) Doris is not sure if her friend Carol would like to travel about Scotland together with their friend Max.



Если вы посмотрите на заголовки статей в англоязычных газетах, то легко заметите, что в их языке есть свои особенности.

- ✓ В заголовках обычно отсутствуют артикли и такие служебные слова, как вспомогательные глаголы.
- ✓ Глаголы используются в одной из простых форм, часто в настоящем времени.
- ✓ Вместо формы будущего времени нередко встречается неопределённая форма глагола.
- ✓ В заголовках часто употребляются сокращения.
- ✓ Заголовок статьи или репортажа должен привлечь внимание читателя, поэтому многие из них строятся на ярких образных выражениях или игре слов.

**Example:** MP speaks of struggle to get son into special school  
 Newspaper to be sold for \$4.5 Bn  
 Have the best holiday of all... in your own home

**9 Match the headlines (a—g) with the ideas of the articles (1—7).**



- a) Thames Whale Dies
- b) Kia to Build Plant
- c) \$50 M Expansion for Kremlin Museum
- d) Americans Prefer Russia
- e) Athletes Get Set<sup>1</sup> for Melbourne

<sup>1</sup> В заголовке используется игра слов. Ср.: 1) get set — готовиться, 2) get set — часть команды "On your mark, get set, go!" («На старт, внимание, марш!»).

f) Global and Local News to Be Brought to Every Home in Moscow

g) Papers Not Printed

1) One of the biggest South Korean car makers is planning to begin making its world-famous cars in Georgia.

2) *The International Herald Tribune* and *The Moscow Times* are starting a new project together. Soon Russian readers will be able to get their new periodicals daily.

3) A big sea animal got into the river. People tried to help it but could not.

4) One of the most important historic places in Moscow is getting a present on its 200th birthday — a new building for the growing collection.

5) Three of Belarus' few independent newspapers stopped being published.

6) Sportsmen from 53 countries are in final preparations for this week's Games.

7) The poll<sup>1</sup> organized by the University of Connecticut shows that people in the country have begun to feel more kindly to our motherland.

## Do It on Your Own

**10** Insert *-ing* forms of the verbs from the box to complete the sentences.

boat, do, look, cook, read, find, smile, shop, invite, play

1) I had a lot of trouble ... the book you wanted. 2) The children usually have much fun ... handball on the playground. 3) Agnes kept ... though she felt like crying. 4) In summer my brother and I go ... in the Lake District. 5) Jenny stopped ... and closed her book. 6) Mum, I don't mind ... the flat at all. I simply don't have time now. 7) In my family my parents go ... every Saturday. They usually do it at the nearest supermarket. 8) The old ladies had a lot of fun ... through their school photographs. 9) My elder sister hates ..., she prefers to eat out. 10) Dad, do you mind my ... Nick to dinner on Sunday?

<sup>1</sup> poll [pɒl] — опрос общественного мнения

**11 Express the same in English.**

**A.** 1) заниматься рыбной ловлей; 2) хорошо проводить время, играя в теннис; 3) любить работать в саду; 4) увлекаться плаванием; 5) быть не прочь посетить музей; 6) продолжать улыбаться; 7) иметь сложности с переводом статей; 8) иметь затруднения, общаясь по-английски; 9) любить петь.

**B.** 1) Она занимается танцами. 2) Мы отлично провели время, катаясь на коньках. 3) Я не прочь сходить в магазин. 4) Ты не против того, чтобы открыть окно? (Ты не будешь против, если я открою окно?) 5) Том занимался лыжным спортом, когда жил в горах. 6) Ты не против, если я закрою дверь? 7) Ты не против, если Джон присоединится к нам? 8) Она смотрела на него и продолжала плакать. 9) Я не люблю смотреть телевизор. 10) Ты не против, если мы пойдём вечером в кино?

## Section Five

### Do It Together

**1 A. Listen to the text "The First Printing Press", (31), and complete the sentences below.**

- 1) People began printing texts very early, in the ... century.  
a) 4th                      b) 5th                      c) 6th
- 2) The first printers lived in ... .  
a) Europe                      b) America                      c) Asia
- 3) Johann Gutenberg used letters made of ... in his press.  
a) metal                      b) wood                      c) stone
- 4) The first book Gutenberg printed was ... .  
a) the Bible                      b) Dictes                      c) his biography
- 5) William Caxton printed his first book ... Johann Gutenberg.  
a) before                      b) after                      c) at the same time as
- 6) Caxton didn't only print books, he also ... them.  
a) illustrated                      b) wrote                      c) translated

**B. Say what you know about the first printer and the first printed books in Russia.**



- 2** Work in pairs. Make up a story about a happy and an unhappy day. Use *-ing* forms. Tell your stories to each other.

The enjoyable day

- to go picnicking
- to enjoy (being in the open air, staying in the museum)
- not to mind (helping each other)
- to have a wonderful time (playing, eating)
- to go (boating, fishing)
- to love (singing, dancing)



The unlucky day

- to go picnicking
- to have trouble (cooking, packing)
- to start (raining, snowing)
- to have a hard time (making a fire)
- to keep (blowing, raining)
- to finish (cooking, eating)



**Focus on Vocabulary**

Phrasal verb to look

- 1) **to look at sth** — смотреть на что-то. Daniel looked at his watch.
- 2) **to look through** — просматривать. I have not read the book, I have only looked through it.
- 3) **to look after** — заботиться. It's hard work looking after these children all day.
- 4) **to look for** — искать. He was looking for work as a builder.

5) **to look forward to sth/to doing sth** — с нетерпением ждать. I'm looking forward to my holidays. I'm looking forward to seeing you again.

**3 Insert the prepositions *after, at, through, for, to* to complete the sentences.**

1) We are looking forward ... the day when things will be a bit easier. 2) It's hard work looking ... the three children all day. 3) John was looking ... work as a manager. 4) We spent half the morning looking ... the keys. 5) Would you like to look... the magazine before I take it? 6) I'll look ... these files and see if I can find a copy of the letter. 7) Oscar couldn't see what his aunt was looking... . 8) They looked ... the dog for us while we were away. 9) I'm really looking forward ... working with you. 10) I'm looking ... Jim. Have you seen him anywhere?

**4 Learn how to pronounce and use the new words. Listen, (32), and repeat.**

**A.**

**reach** [ri:tʃ] — достигать

**invent** [ɪn'vent] — изобретать

**duty** ['dju:ti] — долг, обязанность

**fair** [feə] — честный, справедливый

**suppose** [sə'pəʊz] — предполагать

**hold** [həʊld] — держать, содержать; проводить

**investigate** [ɪn'vestɪgeɪt] — расследовать

**evidence** ['eɪdɪəns] — свидетельство

**courage** ['kʌrɪdʒ] — храбрость, смелость

**rewarding** [rɪ'wɔ:dnɪŋ] — благодарный

**event** [ɪ'vent] — событие

**lie** [laɪ] — ложь

**B.**

**reach** (v): to reach the station, to reach the city. We'll never reach London before dark. They reached Athens in the evening.

**invent** (v): to invent something. Who invented the microscope? — Anton van Leeuwenhoek ['li:vənhu:k], a Dutchman who lived in the 1600s did. When was printing invented?

**duty** (n): to be one's duty. It's your duty to share in the housework. What are your duties as a school secretary? **To be on duty; to be off duty:** Who is on duty today? Doctor Nelson is off duty this weekend.



**fair (adj):** a fair game, a fair test. Life is not always fair. It is not fair to the others if she is paid more. It is only fair to let him go.  
**suppose (v):** I suppose you'll be going to the meeting? Yes, I suppose so. Suppose the train's late — what shall we do? To be supposed to do something. You're supposed to make your bed every morning.

**hold (held, held) (v):** to hold a spoon, to hold by the hand, to hold sth with both hands. Can you hold my bag for a moment? She was holding the book under her arm. To hold a meeting (party). The meeting will be held next week. We'll hold the X-mas party in the hall. Hold on! (*wait on the telephone*)

**investigate (v):** to investigate carefully. The police are investigating the mystery<sup>1</sup> (crime etc).

**evidence (n):** to have a lot of (no, some) evidence. Have you any evidence that they were leaving early in the morning? Her bag on the table was the only evidence of her presence.

**courage (n):** to show courage, to have the courage to do sth; it takes courage to do sth. Alan showed real courage saving the children from the fire. It took Sue a lot of courage not to agree.

**rewarding (adj):** a rewarding job, a rewarding profession. Nursing can be a very rewarding career.

**event (n):** an important event, a social event, a sporting event, the most tragic event. That night a terrible event happened!

**lie (n):** to tell a lie, to tell lies, a terrible lie. Don't believe her. She is fond of telling lies!

**5 Complete the sentences using your new vocabulary.**

- 1) I don't think it's fair ... .
- 2) Don't you remember that we are supposed ...?
- 3) It's your duty to ... .
- 4) I'm not sure who invented ... .
- 5) How can we reach ...?
- 6) I suppose you will ... .
- 7) Do you have the courage to ...?
- 8) Can you hold ...?
- 9) Have you any evidence that ...?
- 10) If a person tells lies ... .

<sup>1</sup> **mystery** ['mɪstəri] — тайна

**6 Say:**

- 1) how often you are on duty at school;
- 2) what doctors and nurses do when they are on duty;
- 3) in what way you reach the school;
- 4) who invented the radio, neutron bomb, printing press;
- 5) what you are supposed to do when your parents are away;
- 6) where you usually hold school (class) meetings and how often you do it;
- 7) what rewarding jobs you know;
- 8) if you ever tell lies;
- 9) in what sporting events you usually take part;
- 10) if you have ever investigated anything;
- 11) if you can give any evidence that the world is changing fast.

**7 A. Read the text and make up titles for the three paragraphs into which the text falls.**

### Journalists and Journalism

a) ...

Journalism has a long history. The first people who wrote down the news were Roman Senators in the 1st century BC. The first Roman papers were written out in more than 2,000 copies and sent everywhere in the Empire<sup>1</sup>. They were hung up in public places. People who could read called out the news to people who could not. For centuries news travelled very slowly and reached few people until the printing press was invented in the 15th century. The first printed papers were published in Germany and Belgium in the early 17th century.

b) ...

In most countries the press is taken very seriously. Journalists-to-be get special training in universities. Their duty is to inform the public of everything that happens in the country and abroad. Journalists are supposed to give fair comment on the events and are not supposed to change facts or tell lies. The

<sup>1</sup> an empire ['empraɪə] — империя



stars of European and American journalism are very well known to the public and have real influence. Some of them write about politics, others — about economy, culture, morals, sports or other things that interest people. Their articles may be reproduced in hundreds of local papers across the country. Governments understand a special role of the press. The British Parliament invites journalists to its daily question time when MPs address questions to ministers. It has become a tradition in the USA, Russia and some other countries to hold presidential press conferences where presidents speak to the press and answer journalists' questions.

c) ...

Very often journalists do more than just reporting and commenting on events, they investigate crimes or produce evidence of corruption or bad behaviour of officials. Many things that are hidden away become known with the help of journalists. Being a journalist is a difficult and even dangerous profession. One should have a lot of tact as well as courage. But this profession is really rewarding.

**B. Listen to the same text, (33), then read it aloud.**



**8 Find in the text English equivalents for the following:**

- 1) экземпляры (газет, журналов)
- 2) их вывешивали в общественных местах
- 3) громко зачитывать (выкрикивать) новости
- 4) печатный станок
- 5) к прессе относятся очень серьезно
- 6) будущие журналисты
- 7) действительно имеют влияние
- 8) некоторые из них пишут о политике
- 9) могут перепечатываться (воспроизводиться) в сотнях местных газет по всей стране
- 10) члены парламента
- 11) коррупция и неправильное поведение официальных лиц
- 12) многое из того, что скрыто



I. В английском языке служебные слова **till** и **until** могут:

1) быть союзами, соединяя две части сложноподчинённого предложения

She decided to stay in Moscow *till (until)* her son arrives. For centuries news travelled very slowly and reached few people *until (till)* the printing press was invented in the 15th century.

2) выступать в роли предлогов

I won't see him *till (until)* the end of May.

Обратите внимание на различие в их написании.

II. Знакомый глагол **call** является многозначным словом и может обозначать:

1) называть

Her name's Elizabeth, but we *call* her Liz.

2) звать

Did you *call* me?

3) кричать, выкрикивать (фразовый глагол)

Hands up, please — don't *call out*.

### 9 Read the text (ex. 7) again and answer the questions.

1) Where did the first newspapers appear?

2) How could the people of the Roman Empire get the latest news?

3) Why did the news travel slowly for many centuries?

4) How did the situation change in the 15th—17th centuries?

5) In what countries did the first printed papers appear?

6) How can a person become a journalist?

7) What are journalists supposed to give to the public in their reports?

8) Why do you think star journalists have real influence?

9) What is a special role of the press nowadays?

10) Why is it sometimes difficult and dangerous to be a journalist?

### 10 A. Say what you have learnt about journalists and journalism. Follow the plan.

1) Newspapers before the 17th century

2) Newspapers in the 17th century

3) The importance of the press nowadays

- a) special training for journalists
- b) special role of journalists
- c) influence of star journalists
- d) investigating journalism
- e) journalism as a rewarding profession

**B. Say why or why not you are likely to choose journalism as your career.**

## Do It on Your Own

### 11 Complete the sentences using the new words.

1) My husband should help look after the child. I think it's only ... . 2) When you are on ..., you should water the plants in the classroom. 3) We are ... to come back early tonight. 4) When do you think we'll ... the railway station? 5) Could you, please, ... the plastic bag for me? 6) I think the party will be ... on Saturday. 7) Do you agree that being a journalist is a ... profession? 8) I really believe her. She never tells ... . 9) Some people say that nowadays it is difficult to ... something new. 10) It took me a lot of ... to tell him that he was wrong. 11) How do you know about the airplane crash? — I read about this tragic ... in today's newspaper. 12) Do you have any ... that he knew about these facts?

### 12 Express the same in English.

**A.** 1) быть дежурным; 2) лгать; 3) несправедливо; 4) предположим; 5) держать что-то двумя руками; 6) держать книгу под мышкой; 7) расследовать преступление; 8) проводить собрание; 9) не кладите трубку (телефона); 10) иметь смелость сделать что-то; 11) важное событие.

**B.** 1) Я с нетерпением жду встречи с вами в Москве. 2) Я посмотрю эти письма, пока ты пьёшь кофе. 3) Не смотри на меня так! Я потеряла ключи и не могу их найти. 4) Не могла бы ты приглядеть за моей кошкой, пока меня не будет? 5) На что ты смотришь? 6) Мы с нетерпением ждём наших каникул. 7) Я не читаю толстые газеты, я их просматриваю. 8) Куда ушла Анна? Я ищу её уже час. 9) Кто приглядывает за твоими домашними животными, когда ты уезжаешь? — Моя двоюродная сестра. 10) Посмотри на Джулию. Она выглядит гораздо счастливее сейчас.

# Section Six

## Consolidation Class

### Do It Together

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Section Six

- 1** A. Listen to the text about Nikolai Gumiliov, a well-known Russian poet, (34), and say which of the statements below are true and which are false.



- 1) In the poet's early years his greatest pleasure was books.
- 2) Tiflis was the place where Nikolai's poem first came out in print.
- 3) Nikolai was not an excellent pupil.
- 4) Annensky was an author<sup>1</sup>.
- 5) After leaving school Nikolai went to Rome.
- 6) Nikolai's father wanted his son to see the world and gave him money to travel to Africa.
- 7) The poet didn't write to his parents from Africa.
- 8) The poet did some scientific work in Africa.

**B. Say if you have read any poems by N. Gumiliov or other poets of his time. Which of them do you like?**

- 2** You know the words in column A. Read the sentences and guess what the words in column B mean.

A	B	A	B
invent	inventive	courage	courageous
investigate	investigation	rewarding	reward
behaviour	misbehaviour		

<sup>1</sup> an author — писатель, автор

<b>A</b>	<b>B</b>	<b>A</b>	<b>B</b>
lie	to lie	event	eventful
to reach	reach	fair	unfair
duty	dutiful		

1) What an inventive mind this child had! 2) Alec's misbehaviour is shocking! He has been telling lies about all of us! 3) It was a courageous decision. 4) They gave the old gentleman a gold watch as a reward for his kindness. 5) We had a really eventful day. In the morning we went to the centre of Moscow and did the sights of the Kremlin. We had lunch at the tower restaurant and in the evening we went to the Bolshoi Theatre. 6) Irene is a dutiful daughter always doing what her mother asks. 7) Why should you watch television while I do all the things about the house? It's unfair! 8) He said he had never been there but he was lying. 9) We live within easy reach of the shops. 10) The bottle was behind his reach but within ours. 11) She is still under investigation by the Spanish police. 12) His services were rewarded.

**3 A. Read the text and say what made Lewis Carroll's life unusual.**

### Lewis Carroll and His Literary Success

Lewis Carroll was an unusual man who led three lives. One was the life of a mathematics don<sup>1</sup> at Oxford University. He loved the subject he taught but his students found him humourless and dry. In his second life he was a child photographer. But he is best re-



membered as the author of the wonderful book that is read and enjoyed by children and grown-ups all over the world. The title of the book is "Alice's Adventures in Wonderland".

It happened in July 1862. A 30-year-old Oxford don, the Reverend<sup>2</sup> Charles Lutwidge Dodgson (that is Lewis Carroll's real name) took out a boat and together with his friend Robinson Duckworth and his three daughters had a river trip. They had tea on the river bank before returning. It was not an unusual

<sup>1</sup> a don [dɒn] — преподаватель университета (особенно Оксфорда и Кембриджа)

<sup>2</sup> reverend [ˈrev(ə)rənd] — преподобный



event in itself. But the result of that journey was most unusual because during this journey Dodgson told the story that so interested one of the little girls, Alice by name, that she asked Dodgson to write it down for her. Thus Dodgson created one of the best loved and most interesting children's books under the pen name Lewis Carroll. He got this pen name from his first two names by latinizing and reversing them, "Lutwidge... Ludwidge... Ludovi-cus — Lewis and Charles... Carolus — Carroll."

The book had a great success. As soon as it was published, it became very popular. Altogether 180,000 copies were sold during Dodgson's lifetime. Nowadays it is difficult to find a child who doesn't know the book and its characters.

As a famous writer Lewis Carroll had a lot of friends. Whenever he was invited to their parties, he entertained children with stories, games and puzzles ['pʌzlz]. But though he had friends he was rather lonely.

Lewis Carroll died on 14 January 1898. It was an attack of bronchitis [brɒŋ'kɑ:tɪs] that turned out to be fatal.

**B. Listen to the same text, (35), then read it aloud.**

**4 Work in pairs. Ask questions about Lewis Carroll and answer them. Find out:**

- 1) when Lewis Carroll was born ;
- 2) what his real name was;
- 3) which of his three lives was most successful;
- 4) who asked him to write down the story told during a river trip;
- 5) from what words his pen name came;
- 6) what speaks of the fact that "Alice's Adventures in Wonderland" became very popular during his lifetime;
- 7) what in the text shows that the book is still widely read nowadays;
- 8) how Lewis Carroll entertained children;
- 9) when he died and why.

**5 A. Think which of these adjectives can describe the book "Alice's Adventures in Wonderland".**

Unusual, comfortable, successful, beautiful, entertaining, world-wide famous, interesting, loving, eventful, wonderful, unfair, exciting, optimistic, dutiful, brave, boring, courageous, depressing, sensational, daily, formal, general.

**B. Say what you think about the famous book by L. Carroll and the film(s) based on it.**

**6 A. Say a few words about any piece of literature that you have read. Follow the plan.**

- 1) What is it? (novel, play, etc.)
- 2) When was it written?
- 3) Who wrote it?
- 4) What is the story about?
- 5) What are its main characters?
- 6) What impression has it made on you?

**B. Speak about a book character you like, say why you like him/her.**



- 7** Read the text about Kate's favourite writer and then say a few words about yours.



One of my favourite writers is Agatha Christie, a famous author of crime stories. One of her stories that I read not long ago is "Dumb Witness"<sup>1</sup>, an Hercule Poirot mystery. Hercule Poirot is the funny detective who takes himself very seriously and says that his intellect helps him to solve crime cases. Crime stories are very popular nowadays and Christie is one of the best authors of crime stories, though she lived and worked rather long ago.

- 8** Describe one of the libraries that you know of: a) the US Library of Congress; b) Bibliothèque Nationale; c) the Russian State Library; d) the British Library; e) your local library.

Say:

- where the library is situated;
- how old it is;
- how big its collection of books is;
- how famous it is;
- a few facts about its history or operation.

- 9** Work in pairs and discuss the papers and magazines you read. Find out:

- what national and local periodicals each of you usually reads;
- how often they come out in print;
- what their structures are;
- what your favourite sections are.

You can find these useful

- serious/entertaining/thick/thin magazine (paper)
- a national/local edition
- interesting/funny/unusual materials
- boring/badly-written stories
- exciting articles, full of interesting facts
- optimistic/true-to-life information
- a colourful magazine (paper) with/without photos, posters and pictures
- articles about

<sup>1</sup> Dumb [dʌm] Witness [ˈwɪtnɪs] — «Немой свидетель»



- a) sports and famous sportsmen
- b) science

- c) music and pop stars
- d) medicine



## Social English

### Learn to speak about differences and similarities in English

- There are a lot of differences between A and B.
- A is quite different from B.
- There is no comparison between A and B. (Между А и Б нет никакого сравнения.)
- A and B are really difficult to compare.
- A is no better (worse) than B.
- A and B have a lot in common. (У А и Б много общего.)
- A is quite (just) like B.
- A is just the same as B.

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Section Six

### 10 Compare these things in English.

**Example:** Two libraries. There is no comparison between the Russian State Library and my local library. The Russian State Library is a lot bigger and has a larger collection of books. It is used by more readers too.

- |                      |                         |
|----------------------|-------------------------|
| 1) two newspapers    | 6) two towns            |
| 2) two magazines     | 7) two people           |
| 3) two books         | 8) two buildings        |
| 4) two TV programmes | 9) two cars             |
| 5) two authors       | 10) two school subjects |

### 11 Read the dialogue, act it out and then make a similar one.



A.: What's that book you're reading?

B.: It's a new story by Alexandra Marinina.

A.: Is it any good?

B.: Of course it is. I enjoy all the books by this author. And why do you sound so sceptical? Don't you read Marinina?

A.: No, I don't. I prefer Boris Akunin.

B.: I think these two authors have a lot in common. They both write crime stories.

A.: That's not as I see it. I think Akunin and Marinina are very difficult to compare. Akunin mostly writes about the past and describes things in rather dark colours, but I still like him.

## Do It on Your Own

**12** Complete the dialogue with the phrases from the *Social English* section.

A.: Is this your newspaper?

B.: Oh, thank you. I thought I had lost it.

A.: Do you always read "Moskovsky Komsomolets"?

B.: I do. It's my favourite paper. Don't you?

A.: No, never. My paper is "Komsomolka".

B.: They both publish practically the same material. (1)... .

A.: I can't agree with you here. (2)... . Even if they write about the same things they do it differently.

B.: What do you mean?

A.: I mean that (3)... . If you look carefully at the two papers, you'll see that "Komsomolka" gives a better analysis of the events and offers more interesting comments.

B.: But both of them are very popular and widely read. (4)... .

A.: I still think that "MK" is not as serious as "Komsomolka". (5)... .

B.: OK. Let's agree to differ.

**13** Write a paragraph with the topic sentence *Journalists play an important role in modern life*. Remember to mention these:

- if it is necessary to get a special education to become a journalist;
- where one can get this education;
- personal characteristics necessary for this job;

- if it is necessary to give their comment on the events;
- if journalists should give their opinion of the problem or just state facts;
- if being a journalist is a rewarding though often a dangerous profession;
- the name of a journalist you like/dislike (explain why).

**14** Do Test 2 from your Workbook 9 (pp. 73–77) and check your progress.

Tasks	1	2	3	4	5	6
Maximum result	5	5	12	12	9	9
Your result	?	?	?	?	?	?

## What Do You Think?

**15** Which of these proverbs are true? Explain why.

- 1) Books and friends should be few but good.
- 2) There is no royal road to learning.
- 3) Knowledge is power.
- 4) Wise men learn by other men's mistakes; fools by their own.

## Section Seven Creative Writing

### Do It Together

**1** Unit 1 (Step 7) told you what a paragraph is. Now it's time to learn how to write a paragraph. It is useful to follow these steps:

- 1) Prewriting<sup>1</sup>
- 2) Writing a draft<sup>3</sup>
- 3) Revising and proofreading<sup>2</sup>
- 4) Making a final copy

<sup>1</sup> prewriting [ˌpri:'raɪtɪŋ] — подготовка к письму

<sup>2</sup> revising and proofreading [ˈruːfɪ:ɪdɪŋ] — проверка

<sup>3</sup> a draft [dra:ft] — черновик

Prewriting is the thinking and planning you do before you begin to write. Writing is easier if you think and plan first.

- 2** Choose a topic for writing. Ask yourself questions about people, places, animals or events that interest you. For example: Where would I like to go? What have I done lately that was fun? What would I like to know more about?

List some topics. Think about each one. Choose the topic that gives you the most ideas. (Sometimes topics are already chosen for you.) Write your topic in the middle of the page. Then put down as many ideas about your topic as you can.

- 3** A. One girl, Julia, decided to write about Moscow, the city where she lives. Read what ideas she has written.





- 1) Moscow
- 2) my home city
- 3) the capital of RF
- 4) things my friends and I like to do together
- 5) theatres, cinemas, museums
- 6) factories and plants
- 7) monuments and other places of interest
- 8) 9 May, 1945
- 9) films I like to watch
- 10) has a lot of parks
- 11) cultural centre
- 12) centre of science
- 13) an interesting place to visit
- 14) university life
- 15) the food I like

**B. Julia read her ideas and chose the main idea of her paragraph: *Moscow is an interesting place to visit*. What is the topic sentence of Julia's paragraph?**

**C. Read Julia's list of ideas again and decide if all of them are mentioned. Name those which do not. If you think of new ideas, add them to the list. Decide in what order you should present these ideas, in other words, make a plan of the paragraph.**

**4** Making a draft is your first try<sup>1</sup> at writing your ideas as sentences. Write a draft of a paragraph with the topic sentence *Moscow is an interesting place to visit*. Write a sentence about each idea in your plan.

**5** Learn to revise your paragraphs. Your draft is not a complete paragraph. Usually you can make it better by revising it. Some of your sentences may not be about the main idea. Cross them out. You might add more sentences to your paragraph if you think it is important.

<sup>1</sup> a try — попытка

- 6** Revise the draft of the paragraph you have written (ex. 4). Ask yourself the questions.
- 1) Is the paragraph easy to understand?
  - 2) Does every group of words make up a sentence?
  - 3) Do all the sentences reflect the main idea? Should any sentence be taken out?
  - 4) Does the paragraph need more sentences?
  - 5) Are the sentences in the best order?

- 7** Another girl, Ann, decided to write a paragraph about books. Here is her revised paragraph. Its main idea is *People read less in the new Millennium than before*. Notice how Ann has changed her paragraph. Can you explain why each change has been made?

People don't read as much as they used to in the new Millenium. Why is it so?  
 I-like-reading books very much. <sup>For example,</sup> ~~in~~ My brother reads only the books  
 he is asked to read at school. <sup>First of all,</sup> ~~It~~ is easier to get the information you need  
 from the Internet. <sup>Then</sup> ~~It~~ is more interesting to watch a film (a screen version  
 of the book) than to read this book. <sup>And we shouldn't forget that</sup> ~~b~~ Books are very expensive nowadays.  
 Many children prefer computers to books. ←

- 8** Learn to proofread paragraphs. Proofreading means reading carefully, looking for mistakes in grammar and spelling, punctuation [ˌpʌŋktʃu'eɪʃn] and capitalization<sup>1</sup>. Ask yourself these questions:
- 1) Is the first line indented?
  - 2) Did you use the right verb form in each sentence?
  - 3) Does every sentence and every proper noun begin with a capital letter?
  - 4) Does every sentence have the correct end mark?
  - 5) Are all the words spelled correctly?

<sup>1</sup> capitalization [ˌkæpɪtəlaɪ'zeɪʃn] — написание с заглавной буквы

- 9 A. Here is a part of John's proofread [pru:fred] paragraph about his favourite book. Notice the corrections he has made in it.



I like books about pirates and their adventure.<sup>s</sup> In ~~the~~ Spring I decided ~~what~~<sup>that</sup> I would read «Treasure<sup>l</sup> Island» by ~~Stevenson~~<sup>Robert Louis</sup>. My father ~~said-me~~<sup>told</sup> that this <sup>is</sup> a very interesting book <sup>ful</sup> of adventures.

- B. Think about the changes John made. Can you explain why each change was made?

- 10 A. Write a draft paragraph about your favourite book.  
B. Read it carefully. Think of how you can improve it. Revise and proofread it.  
C. Make a final copy of your paragraph.

## Do It on Your Own

- 11 A. Read this list of ideas. Decide which of them you can make the main idea of the paragraph. Write a complete topic sentence that tells the main idea.

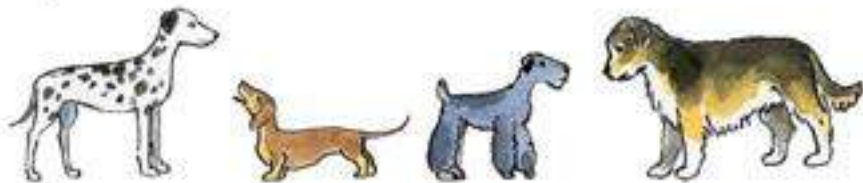
- swim in salt water
- watch the blue sea
- build sandcastles
- lie on the sand
- enjoy the sun
- play beach ball
- feel pleased and happy
- wonderful time on the beach

- B. Write a draft paragraph.

C. Revise and proofread your paragraph.

D. Write a final copy of your paragraph.

- 12** A. Here is a list of ideas to write a paragraph. Its main idea is Dogs are great pets. Copy only the ideas that tell about the main idea. Add two or three ideas that belong in the paragraph. Decide what the topic sentence is.



- |                           |                              |
|---------------------------|------------------------------|
| 1) dogs love people       | 5) you can play with dogs    |
| 2) dogs protect people    | 6) dogs are warm and soft    |
| 3) some people like cats  | 7) dogs don't live very long |
| 4) you can play with cats | 8) dogs are true friends     |

**B. Write a draft of this paragraph, revise and proofread it, and make its final copy.**

- 13** A. Dan's little brother, Louis, has written a letter to the Queen, but he can't spell very well. Find six spelling mistakes in his letter and correct them.

Dear Queen,  
I'm Louis. I'm eit and I live in London. Your hous, Buckingham Palace, is not far from my skool. I'd lik to come to visit you for a cup of tea. I really like dogs and horsis and I'd like to meat Prince William and Prince Harry.

Love,  
*Louis*

**B. Now you write a letter to the Queen. Have two or three paragraphs in your letter. You may write about your hobbies, your family, your house, your town, your favourite school subjects or about what you know and like about England.**





## Science and Technology

### Section One

#### Do It Together

- 1 A. Listen to the song, (36), and say what it is about.  
 B. Read the lyrics and sing the song along.



#### The Winner Takes It All

(Benny Andersson, Björn Ulvaeus)

I don't wanna talk...  
 about the things we've gone  
 through  
 though it's hurting me  
 now it's history  
 I've played all my cards  
 and that's what you've done too  
 nothing more to say  
 no more ace to play

The winner takes it all  
 the loser standing small  
 beside the victory  
 that's her destiny

I was in your arms  
 thinking I belonged there  
 I figured it made sense —

= want to

причиняет боль

туз (в карточной игре)

выглядит жалким

судьба

полагал(а), что это пра-  
 вильно

building me a fence  
 building me a home  
 thinking I'd be strong there  
 but I was a fool  
 playing by the rules

The gods may throw a dice  
 their minds as cold as ice  
 and someone way down here  
 loses someone dear  
 the winner takes it all  
 the loser has to fall  
 it's simple and it's plain  
 why should I complain

But tell me does she kiss  
 like I used to kiss you  
 does it feel the same  
 when she calls your name  
 somewhere deep inside  
 you must know I miss you  
 but what can I say  
 rules must be obeyed

The judges will decide  
 the likes of me abide  
 spectators of the show  
 always staying low  
 the game is on again  
 a lover or a friend  
 a big thing or a small  
 the winner takes it all

I don't wanna talk  
 if it makes you feel sad  
 and I understand  
 you've come to shake my hand  
 I apologize  
 if it makes you feel bad  
 seeing me so tense  
 no self-confidence

But you see  
 the winner takes it all

ограда

глухой(ая)

боги, бросать кости (*в игре*)  
 рассудок

просто  
 жаловаться

в глубине души

люди вроде меня не  
 выносят  
 несчастные, грустные

прошу прощения

в напряжённом состоянии  
 уверенность в себе

2 Say if it is true or false.

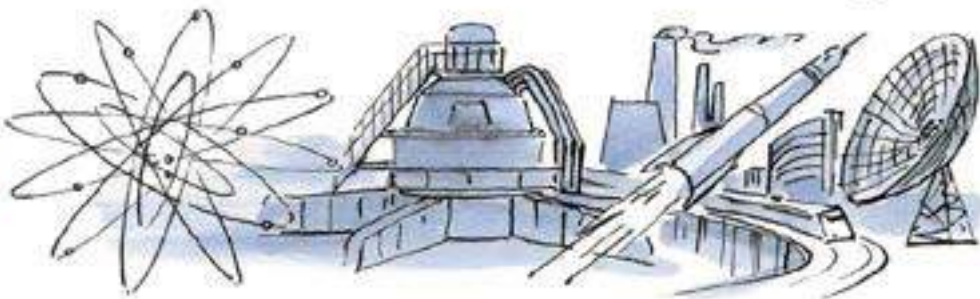


- 1) Russia was the first country in the world to send man into space<sup>1</sup>.
- 2) Dmitry Mendeleev worked on radioactivity all his life.
- 3) Earth is not the biggest planet in the solar<sup>2</sup> system.
- 4) Russian cosmonauts ['kɒzmənɔ:ts] landed on the Moon in 1969.
- 5) Isaac Newton lived in the 17th century and studied laws of physics.
- 6) Platinum is the most expensive metal in the world.
- 7) Ivan Pavlov had a lot of discoveries in the field of atomic energy.
- 8) On the Earth, an astronaut in his spacesuit weighs about 135 kg. But on the Moon he is six times heavier.
- 9) Alexander Popov invented the radio in 1895.
- 10) The first living being in space was a cat called Barsik, that orbited the Earth on the Soviet spaceship in 1957.
- 11) Valentina Tereshkova was the first female cosmonaut to travel into space.

<sup>1</sup> space [speɪs] — космос, космическое пространство

<sup>2</sup> solar ['sɒlə] — солнечный

- 3 A. Read the text "What Is Science and What Is Technology?" and say what is the main difference between science and technology.**



### What Is Science and What Is Technology?

What is Science? What is Technology? These are not easy questions. People don't often see the difference between them. But they are different though<sup>1</sup> the two are connected.

Science studies the physical world. Trying to answer questions about this world of ours scientists ask "what" and "why" questions. "What" questions are usually answered in a rather simple way. For example, we have a question: "What kind of animals live in that pond?" The answer to the question is: "Frogs, fish and reptiles." "Why" questions are much more difficult, they ask for explanation.

Technology is the use<sup>2</sup> of science for practical purposes<sup>3</sup> especially<sup>4</sup> in industry. Technology is also methods and machines that are used in doing things in a science or profession. Technology often asks "how" questions and answers them. Some technologies cannot function without science, but there are many modern technologies that developed from old technologies without any help of science. It often happened in history that people made things and after that science tried to explain them. For example, first guns appeared and then ballistics as a science did.

During certain periods in history innovations in technology have grown so fast that they resulted in industrial revolutions<sup>5</sup>.

- B. Listen to the same text, (37), and read it aloud.**

<sup>1</sup> though [ðəʊ] — хотя

<sup>2</sup> use [ju:s] — использование

<sup>3</sup> purpose ['pɜ:pəs] — цель

<sup>4</sup> especially [ɪ'speʃli] — особенно

<sup>5</sup> an industrial revolution — промышленный переворот





An Industrial Revolution is a period of time when machines are invented and factories begin to appear which brings a lot of changes into peoples' lives. The Industrial Revolution began in Britain in the 18th century and spread to many of the European countries, such as Belgium, France, Germany, as well as to North America throughout the 19th and early part of the 20th centuries. This led to the transformation of these countries into industrial rather than agricultural ones. For Russia and Japan, industrialization began to develop rapidly at the beginning of the 20th century. Nowadays some people think that computers and automation can bring about a new Industrial Revolution.

### 4 Answer the questions.

- 1) What does science study?
- 2) Chemistry, physics, biology are sciences. Can you give the names of some other sciences?
- 3) In which way does technology use science(s)?
- 4) What are the two meanings of the word *technology*?
- 5) Does science or technology offer explanations to natural facts, processes?
- 6) Why do people say that science and technology are connected?
- 7) How can technology help science(s)?
- 8) What modern technologies do you know?
- 9) What in your opinion are the most important sciences nowadays?



## Focus on Vocabulary

Technology	
<i>техника</i>	<i>технология</i>
science and technology agricultural technology	the technology of making bread the very latest technology
<b>Technique</b> [tek'ni:k] — <i>способ, приём</i> modern techniques of business management — <i>современные способы делового менеджмента</i>	

### 5 A. Say if these are sciences or technologies.

- |                              |               |
|------------------------------|---------------|
| 1) making clocks and watches | 4) chemistry  |
| 2) medicine                  | 5) metallurgy |
| 3) house construction        | 6) economics  |

- 7) car making
- 8) archeology
- 9) fruit growing

- 10) navigation
- 11) shipbuilding
- 12) photography

**B. Match these sciences and technologies. In each pair which do you think appeared first — the science or the technology?**

**Sciences**

- 1) electronics
- 2) biology
- 3) chemistry
- 4) ballistics
- 5) optics
- 6) linguistics
- 7) agronomy
- 8) geometry
- 9) thermodynamics

**Technologies**

- a) measuring<sup>1</sup> land
- b) making guns
- c) farming
- d) making microchips
- e) using steam engines<sup>2</sup>
- f) using telescopes and microscopes
- g) cloning
- h) making new materials
- i) language teaching and learning



**Focus on Grammar**

Названия наук, а также учебных предметов, оканчивающихся на *-cs* (*mathematics, physics, statistics, economics, linguistics, gymnastics, athletics*), согласуются с глаголом в единственном числе. Например:

Mathematics is my favourite subject.

Linguistics is a science studying language in general and individual languages, their grammar, structure, history etc.

**6 Which of the two is right — the plural or the singular?**

- 1) Where (is/are) Sally's clothes that she takes for her holiday?
- 2) Mathematics (is/are) a rather difficult subject.
- 3) The glasses that Ann has bought (is/are) not cheap at all.
- 4) The news they brought (is/are) sad and depressing.
- 5) Rick! Your trousers (is/are) dirty.
- 6) She told me she would wait for me at the bottom of the stairs. But where (is/are) the stairs?
- 7) Uncle Tom looked through his cousin's photo album, which (was/were) rather thick.
- 8) I can't say physics (is/are) my favourite subject.
- 9) Acoustics (is/are) a part of physics.
- 10) (Is/are) gymnastics a sport or a game?
- 11) Brussels (is/are) a city in Belgium.

<sup>1</sup> measuring — измерение

<sup>2</sup> a steam engine — паровой двигатель



**V<sub>ing</sub> forms**

Во многих случаях в английском языке после глагола с предлогом или глагольного оборота с предлогом употребляются *-ing* forms. Например: I am tired of telling you this again and again.

Подобные случаи следует запомнить, обращая особое внимание на предлоги.

<b>about/of</b>	<b>to complain of/about</b> sb's/sb speaking loudly (жаловаться на то, что кто-то громко говорит)
	<b>to dream of/about</b> going to London (мечтать о поездке в Лондон)
	<b>to talk of/about</b> leaving Moscow
	<b>to think of/about</b> buying the pet
<b>for</b>	<b>to apologize for</b> coming late (извиниться за опоздание)
	<b>to blame sb for</b> missing the train (винить за опоздание на поезд, упрекать в...)
	<b>to forgive sb for</b> telling a lie (простить за обман)
	<b>to thank sb for</b> helping us (благодарить за помощь)
<b>from</b>	<b>to keep sb from</b> going there (не позволить пойти/поехать куда-либо)
	<b>to prevent sb from</b> doing it (помешать сделать это)
	<b>to stop sb from</b> buying it (помешать купить это)

**7** Think of situations when you can complain of something, dream of something or blame somebody for something, when you should apologize for something or prevent somebody from doing something. Make up sentences with these verbs.

1) to complain of/about  
 2) to dream of/about  
 3) to apologize (forgive) for  
 the music playing loudly  
 the children being late  
 having a bad cold  
 going to the Black Sea  
 becoming an actress (actor)  
 getting education in England  
 forgetting one's birthday

4) (not) to blame sb for  
 5) to prevent sb from  
 leaving the party late  
 coming back soon  
 arriving late  
 buying cheap tickets  
 falling asleep  
 planting apple trees  
 going to the theatre

8 Say what these people are doing. Use the verbs from "Focus on Grammar" (p. 127).

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Section One



1.



2.



3.



4.



5.



6.



7.



8.



# Do It on Your Own

## 9 Match the names of sciences with their explanations.

- |                              |   |
|------------------------------|---|
| 1) biology                   | a) the study of numbers and of the structure and measurement of shapes  |
| 2) astronomy                 | b) the science that studies natural forces, such as heat, movement etc  |
| 3) physics                   | c) the study of sound   |
| 4) statistics                | d) the scientific study of weather  |
| 5) linguistics               | e) the study of the Earth's surface regions of the world  |
| 6) acoustics<br>[ə'ku:stiks] | f) the science of using numbers to represent <sup>1</sup> facts   |
| 7) mathematics               | g) the scientific study of the Earth, its structure, the way in which it was formed, and how it has changed over time |
| 8) geology                   | h) the study of living things   |
| 9) meteorology               | i) the study of languages, their structure, grammar, history etc  |
| 10) geography                | j) the study of the Sun, Moon, planets, stars   |

## 10 Complete the sentences. Make them true.

- 1) When I meet my friends, we usually talk about ... .
- 2) I never forget to thank my parents for ... .
- 3) I've been thinking of ... for a rather long time.
- 4) I've never dreamt of ... in my life.
- 5) My ... often complains of ... .
- 6) Once I tried to stop my friend from ... .
- 7) I don't often complain of ... .
- 8) Nobody can keep me from ... .
- 9) I'll never forget how once I had to apologize for ... .
- 10) Only ... can keep me from ... .

<sup>1</sup> to represent [ˌreprɪˈzent] — представлять

## Do It Together

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Section Two

- 1** Listen to the text about Francis Bacon, (38), and say which of the statements below are true and which are false.



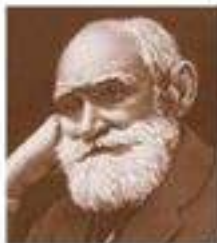
- 1) Francis Bacon was interested only in one thing — philosophy.
- 2) The English monarch of the time knew about Bacon's work.
- 3) Bacon was a great scientist.
- 4) Bacon's teaching showed scientists that they should rely on observation<sup>1</sup>.
- 5) Bacon was called the father of modern science by two 17th century philosophers.
- 6) Sir Isaac Newton was Francis Bacon's teacher.
- 7) Bacon used his method of observation himself making different experiments.
- 8) Bacon died at the age of 65.

- 2** A. Say whose names are connected with these:

- |                               |                                      |
|-------------------------------|--------------------------------------|
| a) telephone                  | f) electromagnetic induction         |
| b) radio                      | g) theory of relativity <sup>2</sup> |
| c) television                 | h) conditional <sup>3</sup> reflexes |
| d) table of chemical elements | ['ri:fleksız]                        |
| e) radium                     | i) X-ray                             |



1) Dmitry Mendeleev



2) Ivan Pavlov



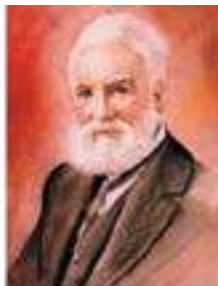
3) Alexander Popov

<sup>1</sup> to rely on observation — полагаться на наблюдение

<sup>2</sup> relativity [ˌrelə'tɪvətɪ] — относительность

<sup>3</sup> conditional — условный





4) Albert Einstein  
['aɪnstain]

5) Alexander Bell

6) Wilhelm Conrad  
Roentgen ['rɒntɡən]



7) Marie Curie  
['kjʊəri]

8) John Logie Baird  
[beəd]

9) Michael Faraday  
['færədeɪ]

**B. Say what facts about the lives and work of these scientists you know.**



### Focus on Grammar

Запомните ещё несколько глаголов и структур с предлогами, после которых используются *-ing* forms.

<b>in</b>	<b>to succeed in</b> learning English ( <i>преуспеть в чём-либо</i> )
	<b>to participate in</b> discussing the problem ( <i>участвовать в чём-либо</i> )
	<b>to be interested in</b> studying sciences ( <i>интересоваться чем-либо</i> )
<b>of</b>	<b>to be capable of</b> acting on the stage ( <i>быть в состоянии, быть способным к чему-либо</i> )
	<b>to be guilty</b> ['gɪltɪ] <b>of</b> lying ( <i>быть виноватым в чём-либо</i> )
	<b>to be tired of</b> reading ( <i>быть уставшим от чего-либо, надоело делать что-либо</i> )
<b>to</b>	<b>to look forward to</b> seeing Paris ( <i>с нетерпением ждать чего-либо</i> )
	<b>to object to</b> visiting Beijing ( <i>возражать против чего-либо</i> )
	<b>to be used to</b> getting up early ( <i>привыкнуть к чему-либо</i> )

**3 Express the same in Russian.**

1) My family are used to eating Chinese food. 2) I'm looking forward to travelling about the Far East. 3) My mother objects to my coming home late at night. 4) My elder sister objects to spending a lot of money on clothes. 5) My brother is interested in joining your club. 6) My father is used to reading newspapers at breakfast. 7) The children were looking forward to visiting the British Museum. 8) I object to your watching television so late at night. 9) John succeeded in getting only excellent marks in physics. 10) Students are capable of learning long English texts by heart.

**4 Which prepositions — *in, of, to* — would you use to complete the sentences?**

1) The students of my class are used ... writing articles. 2) We are tired ... doing so many exercises in mathematics. 3) My elder brother has always been interested ... collecting badges. 4) I object ... your using my computer without asking me first. 5) Would you like to participate ... making our school magazine? 6) We were all looking forward ... meeting our mother at the railway station. 7) Our school football team succeeded ... winning the final match. 8) I am used ... having tea without sugar. 9) My friend is capable ... running very fast. 10) My parents object ... my playing football in the garden.

**5 Learn how to pronounce and use the new words. Listen, (39), and repeat.****A.**

**tool** [tu:l] — инструмент

**human** ['hju:mən] — 1) *adj* человеческий, присущий человеку; 2) *n* человек, человеческое существо

**produce** [prə'dju:s] — производить, изготавливать

**improve** [im'pru:v] — улучшать

**lead** [li:d] — вести, приводить (*к чему-либо*)

**device** [di'vaɪs] — приспособление

**weapon** ['wepən] — оружие

**crop** [krɒp] — 1) с/х культура, растение; 2) урожай

**skill** [skɪl] — умение, мастерство

**engineer** [ˌendʒɪ'nɪə] — инженер

**invention** [ɪn'venʃn] — изобретение

**trade** [treɪd] — торговля

**use** [u:s] — использование, применение



**tool** (*n*): primitive tools, garden tools, basic tools. You use tools to do a particular job. A good memory is a useful tool for learning.

**human**: 1) (*adj*) a human society, a human voice; 2) (*n*) every man, woman, and child is a human (or: a human being).

**produce** (*v*): to produce tools, to produce cars, to produce food. A cow produces milk.

**improve** (*v*): to improve one's marks, to improve the results. I'm taking lessons to improve my singing.

**lead** (**led, led**) (*v*): to lead the man down the street, to lead the children into the garden, to lead a busy life. The road leads to the village. She led them down the mountains.

**device** (*n*): a modern device, an expensive device. A clock is a device that shows the time.

**weapon** (*n*): a powerful weapon, nuclear weapons, biological weapons. The boys used stones as weapons.

**crop** (*n*) (*often plural*): 1) a widely grown crop, to ruin the crops; 2) a record crop of apples, this year's crop. Wheat is a widely grown crop in Britain and North America. We've had the biggest tomato crop this year.

**skill** (*n*): to have some skill in finance planning, to have no skill in sth. You show great skill in playing the piano. My friend works with children who have poor reading skills.

**engineer** (*n*): a chief engineer; a successful engineer. Mr Carr has been an engineer in this company for many years.

**invention** (*n*): a useful invention, an important invention. Such inventions as the telephone and the computer have changed our way of life.

**trade** (*n*): domestic trade, foreign trade, world trade, to develop one's trade; to work in the tourist trade. It has been a bad year for the trade between our countries. Steps were taken to develop the trade in fruit and vegetables with Spain.

**use** (*n*): to be in use, to have some use, it is no use doing sth. These devices are mainly for home use. Guests have free use of the hotel swimming pool. It's no use going there.

## 6 Say what they are, using the new words.

1) A man, woman or child, not an animal; 2) a plant grown by a farmer; 3) something that is used in fighting; 4) the business of buying and selling goods; 5) a simple instrument that is held in

the hand; 6) the ability to do something well; 7) someone who designs [dɪ'zainz] and builds such things as roads, bridges, railways, machines; 8) a machine that does something to make one's work easier (for example, a dishwasher, a microwave); 9) a machine, tool or system that someone has made for the first time; 10) the act or way of using something.

**7 Complete the text with the new words.**

Jethro Tull was an 18th century e<sup>(1)</sup> who first designed the seed drill<sup>1</sup> in 1730. His i<sup>(2)</sup> was very important as it helped to i<sup>(3)</sup> farming. Thanks to such agricultural machinery c<sup>(4)</sup> production rose fast. The s<sup>(5)</sup> and cleverness of such people as Tull p<sup>(6)</sup> a lot on new t<sup>(7)</sup>, machines, and d<sup>(8)</sup>. Their u<sup>(9)</sup> made it possible for England and other countries to t<sup>(10)</sup> in grain<sup>2</sup> and other c<sup>(11)</sup> and become richer. But new machines could be operated by fewer men and farm workers lost their jobs. Naturally, it made them angry, so in some parts of the country they even used w<sup>(12)</sup> to make farmers destroy the new machines and in some other areas it l<sup>(13)</sup> to mass emigration. Even if the agricultural revolution was progressive, it made a lot of h<sup>(14)</sup> suffer.

**Focus on Vocabulary**

Обратите внимание на то, что глагол **use** (использовать) и существительное **use** (использование), хотя и пишутся одинаково, имеют различное произношение: to use [ju:z] — use [ju:s].

Ср.: 1) The phone is in constant use [ju:s]. This room is now ready for use [ju:s]. 2) Candidates are not allowed to use [ju:z] dictionaries at the exams.

**8 Read the sentences aloud. Mind the way you pronounce use. Check your pronunciation, (40).**

1) The tennis court is sometimes used as a car park. 2) How can we use this device? 3) Don't throw that box away. I'm sure I can put it to some use. 4) He made full use of his journey. 5) Buying that expensive dress was not the best use of our money. 6) This

<sup>1</sup> a seed drill — сеялка

<sup>2</sup> grain [greɪn] — зерно



phone number is only for use when I'm not in the office. 7) What textbooks do you use to teach English Grammar? 8) Can we use the verb *to be* in this sentence?



## Did You Know That...?

*The Stone Age* is the earliest period of human history when tools were made from stone. The old part of the Stone Age is called the *paleolithic* period. The *neolithic* period, or the Late Stone Age, began around 10,000 years ago, when humans began to plant crops and keep farm animals. The Stone Age was followed by *the Bronze Age*, which began in some parts of the world in about 5,000 BC, but in other parts of the world Stone Age societies continued until the 19th century.

*The Iron Age* is the time about 3,000 years ago when iron was used for making tools, weapons etc. It was a more developed period than the Bronze Age before it.

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Section Two

**9** A. Read the text and answer the questions after it.

## History of Technology

### Part I

The history of technology begins with the use of the stone tools by the earliest humans.

The Old Stone Age, which began about 2.5 million years ago, produced stone tools, the use of fire, spears, the bow and arrow and simple oil lamps.

The New Stone Age, which began about 9,000 BC, saw early farming, the use of the digging stick and the wood hoe. The stone tools were improved and stone axes began to be used for



spear



bow and arrow



oil lamp



digging stick



wood hoe



stone axe



baskets



cloth



chariot



fleet

cutting down trees. Neolithic people learned to make pots, cloth, baskets, build houses and use early boats.

The Bronze Age beginning about 4,000 BC gave birth to agricultural civilization. The use of copper<sup>1</sup> and bronze led to a lot of new techniques and devices. That was the time when trade first appeared. Copper and bronze hand weapons came into use as well as horse-drawn war chariots<sup>2</sup>. Building technology also developed fast during the Bronze Age. That was the time when people began building pyramids, which still impress us. While constructing pyramids, Bronze Age builders solved some of the most difficult problems of construction technologies. They also knew how to irrigate their lands to get good crops.

The Iron Age, which began about 2,000 BC was a new technical era ['iəɹə]. First of all iron started to be used in making weapons. Bronze and iron weapon gave Greece its military power.

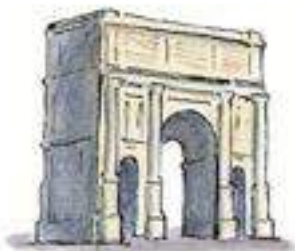
<sup>1</sup> copper ['kɪpə] — медь

<sup>2</sup> horse-drawn war chariots ['tʃəriəts] — запряжённые лошадьми колесницы





column



arch



waterwheel



aqueduct



plough

The Greeks built a large fleet, which they used for trading and for fighting in their wars. Greek builders used stone to produce their noble structures with massive columns.

The skill of Roman engineers is legendary. They learned to build stone arches, domes and aqueducts. Roman engineers constructed the waterwheel to use its power. Even more important was the invention of a heavy plough. This new plough helped the civilization of northern Europe to develop.

- 1) What four eras in people's history are mentioned in the text?
- 2) What were the most important inventions of each era?
- 3) Which of the things mentioned in the text were new to you?

**B. Listen to the text, (41), and read it aloud.**



**10** *History and technology* are international words which you can find in many languages. What other international words can you see in the text (ex. 9)? What do they mean?

**11** A. Match the inventions and technologies with the ages when they appeared.

The Old Stone Age  
The New Stone Age

The Bronze Age  
The Iron Age

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Section Two



bow and arrow



the waterwheel



cloth



arch



aqueduct of stone



stone axe



wood hoe



plough



irrigation



digging stick



pyramids



**B. Speak about one of these periods: the Old Stone Age, the New Stone Age, the Bronze Age, the Iron Age.**

## Do It on Your Own

### 12 Write the same in English.

**A.** 1) улучшить произношение; 2) важное изобретение; 3) вести к железнодорожному вокзалу; 4) усовершенствовать мастерство учащихся; 5) полезная культура (сельскохозяйственная); 6) торговля между странами; 7) опасное оружие; 8) улучшить нашу жизнь; 9) производить полезные инструменты и приспособления; 10) умение читать и писать.

**B.** 1) У тебя есть какие-нибудь садовые инструменты? 2) Посудомоечная машина — очень полезное изобретение. 3) Куда ведёт эта дорога? 4) Где было впервые произведено ядерное (nuclear) оружие — в Европе или США? 5) Сью решила улучшить свои оценки по литературе. 6) У Дианы насыщенная событиями жизнь. (Диана ведёт...) 7) Сергей — инженер. Он обладает многими практическими и техническими навыками. 8) Я ничего не знаю об этой культуре. Знаю лишь, что её пытаются выращивать на севере. 9) Бесплезно выращивать цветы на этой земле. Она очень плохая. 10) Торговля помогает улучшить контакты между странами.

### 13 Write about yourself. What is that you:

- 1) never (seldom, often, always) object to doing;
- 2) like to participate in;
- 3) are never guilty of doing;

- 4) are (not) used to doing;
- 5) are (not) capable of doing;
- 6) usually get tired of doing;
- 7) will never (would like to) participate in;
- 8) are really interested in doing;
- 9) look forward to doing.

## Section Three

### Do It Together

- 1** Listen, (42), and match the short texts about different tools and devices with the pictures.

#### Tools and Devices

Tools we use in the garden



a) spade

b) rake

c) hoe [həʊ]

d) knife [naɪf]

Tools we use in the factory

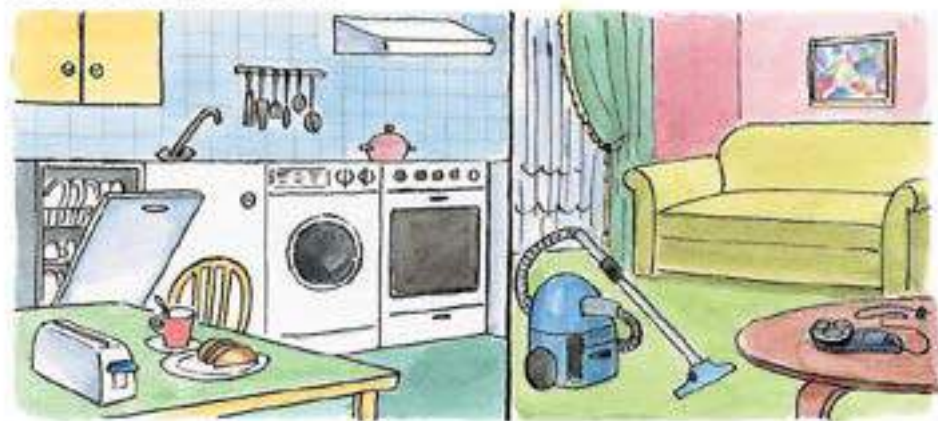


a) saw [sɔ:]

b) tongs [tɒŋz]

c) hammer

d) axe



a) toaster [ˈtəʊstə]  
d) cooker

b) dishwasher  
e) vacuum cleaner

c) washing machine  
f) shaver



**2 Use the right preposition to complete the sentences — about, of, to, in, for, from.**

1) I apologize ... being so late. 2) Ronald is used ... working with different tools. 3) We are tired ... washing up ourselves. Can't we buy a dishwasher? 4) My little brother is capable ... running very fast. 5) We all dream ... taking part in the coming dancing competition. 6) I'm sure the children are looking forward ... their travelling to the sea. 7) The noise in the next room prevented me ... learning the poem by heart. 8) I'm really happy that the school team succeeded ... winning the competition. 9) The neighbour blamed the boys ... breaking the window in his cottage. 10) The tourists thanked their guide ... helping them to do the sights of the city.

**3 Answer the questions.**

1) What devices and tools made the human lives easier? 2) What do you think of being an engineer in future? 3) What in your opinion are the most important inventions from prehistoric times to nowadays? 4) What kind of weapons are the most dangerous nowadays? 5) Which skills do you think are very important for learning English? 6) With what countries should Russia develop trade? 7) Are you or any of your friends (relatives) fond

- of gardening? What crops can you find in their gardens? 8) What's the use of such devices as the hair dryer, washing machine, dishwasher? 9) What kind of life do you and your friends lead: easy, hard, interesting, busy? Why do you think so? 10) What goods are produced in the place where you live?

- 4 You know the words in column A. Read the sentences and guess what the words in column B mean. If necessary, consult the vocabulary at the end of the textbook.

A	B	A	B
human	humanity	lead	leader
human	humane	skill	skillful
trade	trader	engineer	engineering
produce	production	invention	inventor
improve	improvement	destroy	destruction

- 1) Keeping our air and water clean will help people, all humanity. 2) Doctor Albert Hill helped many sick people, even if they couldn't pay. The villagers called him the humane doctor. 3) A trader is a person who buys and sells things. There are street traders and market traders. 4) The production of steel is an important industry of such Russian cities as Lipetsk and Chelyabinsk. 5) A balanced diet and exercise will lead to improvement of your health. 6) My friend is the leader of our school orchestra. 7) The Roman builders were very skillful. They could build beautiful domes and arches. 8) Engineering is the work that uses scientific information for practical things, such as building bridges, producing plastics etc. 9) Do you know who the inventor of television was? 10) Bacteriological weapons are modern weapons of mass destruction.



### Focus on Grammar

1. В английском языке определённый артикль **the** часто используется с существительными в единственном числе для того, чтобы обозначить какой-либо класс предметов или животных в противопоставление другим классам. Например:

The elephant is a big strong animal that lives in Africa and India.  
The thermometer has been used by people for many centuries.

2. Неопределённый артикль **a/an** с существительными в единственном числе, в свою очередь, используется для обозначения представителя класса предметов или животных. Например:

A fox is a common animal in many parts of the world.  
A barometer is a useful thing to have at home.

3. Множественное число существительных в этом случае означает, что это всё представители такого класса. Тогда употребляется нулевой артикль.

Crocodiles can be dangerous.  
Cars first appeared in the 19th century.

4. Английские слова **man** (*человеческое существо или мужчина*) и **woman** употребляются в единственном числе и с нулевым артиклем, если используются для обозначения целого класса людей.

Man is a part of the natural world.  
What is the role of woman in the modern world?

Ср.: Don't cry, be a man! A woman in love always looks beautiful. Здесь слова *a man*, *a woman* обозначают мужчину и женщину как представителей класса.

**5 Use the right article (a, the, —) to complete the sentences. In some sentences both are possible.**

1) ... computer has greatly changed the life of people. 2) I have always believed in goodness of ... man. 3) ... dinosaurs lived very long time ago and are now extinct. 4) ... rabbits make very good pets. 5) ... windmill uses the power of the wind to do different kinds of work. 6) ... wolf seldom lives alone. 7) ... bluebird is a small songbird of North America. 8) Some people still think that ... woman's place is at home. 9) ... column is usually used to support the roof of a building. 10) ... comet often looks like a bright star. 11) ... honeybees make and store honey. 12) ... helmet<sup>1</sup> should be worn when you ride a motorcycle or a bike.

<sup>1</sup> a helmet [ˈhɛlmɪt] — шлем



A.

**enable** [i'neɪbl] — давать возможность, делать возможным

**explore** [ɪk'splɔ:] — исследовать

**iron** ['aɪən] — 1) железо; 2) утюг

**need** [ni:d] — нужда, потребность

**train** [treɪn] — готовить, тренировать

**achievement** [ə'tʃi:vmənt] — достижение

**knowledge** ['nɒlɪdʒ] — знание

**argue** ['ɑ:gju:] — спорить, возражать

**create** [kri'eɪt] — создавать

**engine** ['endʒɪn] — двигатель, мотор

**opportunity** [ɒpə'tju:nəti] — возможность

**give rise to sth** — послужить началом, дать толчок

**on the one hand, on the other hand** — с одной стороны, с другой стороны

B.

**explore** (v): to explore the planet, to explore a new country. Astronauts [æstrənɔ:ts] explored the Moon to learn what it is like.

**iron** (n): 1) Iron is a grey and white metal and a chemical element. 2) We use irons to press trousers and shirts.

**need** (n): a special need for sth, a strong need for sb/sth. There is a real need for nurses in this hospital. They say there is a crying need for skilled workers.

**train** (v): to train engineers, to train sportsmen, to train hard. The boys are training hard for the big match.

**achievement** (n): important achievements, great achievements, the main achievement, an achievement in some science. She was offered a place at Cambridge University which is a real achievement.

**knowledge** (n): to have some (no) knowledge of sth. I have some knowledge of the subject, I can explain your mistake. My teacher's comments helped to improve my knowledge of physics.

**argue** (v): to argue with sb, to argue about sth, to argue for or against sth. Alice always argues with her mother. I argued against going to the beach because it looked like raining.

**create** (v): to create a character in a novel, to create a problem, to create the world. How do I create a new file?

**engine** (n): a big engine, a powerful engine, a diesel ['di:zl] engine, a four-cylinder engine. The engine of a car gives the power that moves the car.



**opportunity** (*n*): a wonderful opportunity, to have an opportunity to do sth, to take the opportunity to do sth. I'd like to take the opportunity to thank all of you for coming.

**give rise to sth**: Such behaviour can give rise to other problems.

**on the one hand**: On the one hand, mobile telephones are very useful, but on the other hand, they can be dangerous.

**7 Which is the odd word out?**

- 1) enable, create, train, engine, argue, need
- 2) achievement, opportunity, create, knowledge, iron
- 3) iron, dishwasher, toaster, hair dryer, knowledge
- 4) disappear, reread, irregular, engine, enable
- 5) discover, explore, enable, argue, create
- 6) iron, engine, opportunity, tram, bacon, son
- 7) argue, enable, achievement, alphabet, advertisement



**Focus on Vocabulary**

<b>to invent</b> <i>to create something new</i>	<b>to discover</b> <i>to find something that already existed but was not known about before</i>
1) Trains were invented before cars.	1) Galileo discovered the planet Jupiter [ˈdʒuːpɪtə].
2) People began to invent tools very early in their history.	2) Columbus [kəˈlʌmbəs] discovered America in 1492.
3) Will the time machine ever be invented?	3) When did you discover that you'd made a mistake?

**8 Invent or discover? Complete the sentences.**

- 1) I'd like to know who ... the mobile phone.
- 2) Many years ago they ... iron in this place.
- 3) Penicillin was ... by Alexander Fleming.
- 4) When was the atom ...?
- 5) All through their history people ... new and new weapons.
- 6) Australia was ... for Europeans by James Cook.
- 7) In what country was money first ...?
- 8) I've recently ... that my home town has a very interesting history.
- 9) Alexander Graham Bell ... the telephone in 1876.
- 10) He ... the truth about his birth only when he was a grown-up man.

## History of Technology

### Part II



In the Middle Ages in Europe watermills and windmills brought a revolution to the production of power. The new technologies enabled people to construct wonderful cathedrals — the best example of Gothic architecture [ˈɑ:kɪtektʃə]. During the 14th century guns appeared in Europe.

From the 15th to the 17th century the period of Renaissance [rɪˈneɪsɪns] spread in Europe. The New

World was discovered and explored. The printed books helped the development of European cultural life. The Renaissance saw a new interest in technology, and the new technology led to new problems. One problem was that ship-building and iron industry needed a lot of wood and Europe soon lost its forests. Another problem was the need in more powerful engines.

The 18th century in Europe was the time of the Industrial Revolution, the time when technology developed very fast. In 1712 Thomas Newcomen, an Englishman, invented the steam engine. In the 1760s, James Watt improved the Newcomen engine, which opened the way to constructing steamboat and locomotives in the early 19th century.

The Industrial Revolution gave rise to the engineering profession. More and more universities began to train engineers.

During the 19th and 20th centuries people's lives have greatly changed thanks to science and technology.

Achievements in transportation, communications and use of energy have had a great influence on the modern society. Medical knowledge has given people longer and healthier lives. Computers are giving us new opportunities at work and at home. Now people have better living standards and much more free time.



On the other hand, a lot of people may argue that such great technological achievements do not come without a price. New technology has led to creating weapons of mass destruction; new communication technology and spread of information have brought with them less privacy; the great use and abuse of natural resources is now damaging the environment; the great intensity of human life leads to stresses and makes us question the advantages of high technology.



**B. Listen to the same text, (44), and read it aloud.**



### Did You Know That...?

**The Middle Ages.** In Western Europe the Middle Ages were a time (between AD 1100—1500) when Church was very important. The Roman Catholic Church had great influence on people's lives and on the way society was organized (feudalism). It was also the period when most cathedrals (large important churches) were built. The only people who could read and write were rich and powerful people and monks [mɒŋks]. The Middle Ages were also a time of many plagues [pleɪɡz]. Sometimes they say that the Middle Ages began in about AD 500, after the end of the Roman Empire, but this period is usually called the "Dark Ages", or the "Early Middle Ages".

**The Renaissance** is the period in Europe from about 1400 to about 1600, when the art, literature, and ideas of the ancient world (Ancient Greece, especially) began to be studied again. The Renaissance influenced most of Western Europe, but it is connected especially with Italy and the famous artists of this period — Leonardo da Vinci, Michelangelo and Raphael. The beginning of the Renaissance led to the end of the period called the "Middle Ages".



**10 Read the text "History of Technology" again and find in it the English equivalents for the following:**

- 1) производство энергии
- 2) готическая архитектура
- 3) Новый Свет (Америка)
- 4) эпоха Ренессанса
- 5) судостроение и чёрная металлургия
- 6) в начале XIX века
- 7) благодаря науке и технике
- 8) транспорт, связь и использование энергии

- 9) более высокий жизненный уровень
- 10) за такие технические достижения необходимо платить
- 11) оружие массового уничтожения
- 12) природные ресурсы
- 13) заставляет нас сомневаться в преимуществах высоких технологий

**11 Give it a name.**

- 1) The period in European history between about AD 1100 and 1500.
- 2) A mill that is driven by moving water, usually a river.
- 3) An important Christian church, usually very large and beautifully decorated.
- 4) A weapon from which bullets/or shells are fired through a metal tube.
- 5) The period in European history from about 1400 to about 1600.
- 6) Designing and constructing ships.
- 7) A period of time when machines are invented and a lot of factories built.
- 8) An engine powered by steam, often in a train.
- 9) Something successfully finished or done often with the help of skill and hard work.
- 10) Different ways of travelling and sending information between places.
- 11) A sum of money for which a thing is sold or bought.
- 12) Unhappiness as the result of problems of living, too much work etc.
- 13) The use of the most modern and best machines and methods usually in business and industry.

**12 A. Answer the questions about the text "History of Technology" (part II).**

- 1) What periods in the history of humanity are mentioned in the text? What do you know about them?
- 2) How did people produce power through their history? What did they use?
- 3) Why did Europe lose its forests?
- 4) Why was the engine invention very important?
- 5) How has the human society changed thanks to the achievements in technology?

6) What are the negative results of the technological revolution? Can people improve the situation? How?

**B. Speak about the history of technology. Mention the following periods.**

- technology in the Middle Ages
- technology during the period of the Renaissance
- the Industrial Revolution in Europe

## Do It on Your Own

**13 Insert prepositions where necessary.**

**A.** 1) There is a strong need ... a good computer in the office. 2) My knowledge ... ancient history is rather poor. 3) ... the one hand, it is a very difficult problem, ... the other hand, it is very interesting. 4) Achievements ... transportation, communications and use of energy have had a great influence ... the modern society. 5) New technology has led ... creating weapons ... mass destruction. 6) Delays could give rise ... further problems. 7) We all are training hard ... the coming competitions. 8) Tomorrow we can begin exploring ... this charming corner of Italy.

**B.** 1) We apologized ... our friends ... our leaving the project. 2) His words prevented us ... coming. 3) We are looking forward ... meeting you all again, next summer. 4) I blamed my cousin ... telling lies. 5) Aren't you tired ... repeating this again and again? 6) Jane succeeded ... writing compositions really well. 7) I think Bob is dreaming ... flying to Russia. 8) I am used ... doing morning exercises. 9) We would like to thank you all ... helping our children. 10) Are you capable ... working on the computer now?

**14 Make up and write the names of these devices and other objects. Use the words from the two boxes.**

Example: 1. a saucepan.

Box I	Box II
cup, sauce, micro, frying, food, dish, alarm, hair, coffee, CD, washing	wave, clock, player, pan, mixer, pan, dryer, washer, maker, machine, board



1.



2.



3.



4.



5.



6.



7.



8.



9.




10.



11.

## Section Four

### Do It Together

- 1** A. Read the text, then listen to it,  (45), and say if some facts in the written text are missing.

#### Lev Landau

Lev Davidovich Landau was born on January 22, 1908. His name is widely known in the world of science. Lev Landau worked in such fields as low-temperature physics, atomic and nuclear physics, and some others. He was awarded the Nobel prize for Physics.

Landau's parents were science-oriented people. At the age of 13 the boy finished the gymnasium and went to the Baku Technical School.



Landau got his first chance to go abroad in 1929. He had short stays in Göttingen and Munich, Germany and went to Copenhagen to work in Niels Bohr's Institute for Theoretical Physics. Almost all the leading theoretical physicists in the 1920s and 1930s spent some time at this institute. Landau was greatly influenced by Bohr's example. During his stay in Copenhagen, Lev Landau visited the science laboratories in Cambridge and Zurich before his returning to the Soviet Union in 1937.

**B. Say why you think physics is so important in the modern world.**

**2 You know the words in column A. Read the sentences and guess what the words in column B mean.**

<b>A</b>	<b>B</b>	<b>A</b>	<b>B</b>
discover	discoverer	achievement	achieve
explore	exploration	argue	argument
train	trainer	create	creative, creator, creation

1) Fleming was the discoverer of penicillin. 2) Dr David Livingstone made his journey of exploration of Africa in the 19th century. 3) A person, who trains people or animals for sports, work etc is called a trainer. 4) Marie and Pierre Curie achieved great success as scientists. 5) We had a long argument about where to go for our holiday. 6) Walt Disney was the creator of Donald Duck. 7) Mickey Mouse was also the creation of Walt Disney. 8) Walt Disney was a very creative person.

**3 Read the texts about some well-known inventions and match them with their names.**

### Inventions

a) It is an instrument used to collect light from an object, to bring the light to focus and produce an image, and make that image look larger. There are three kinds of these devices: refractors, which use lenses, refractors, which use mirrors<sup>1</sup> and those which use a combination of lenses and mirrors.

b) It is a device that generates "well-organized" light. The mechanism uses a process known as stimulated emission. It generates electromagnetic radiation in a special microwave region. Nowadays these devices are widely used in different ways, among

<sup>1</sup> a mirror ['mɪrə] — зеркало



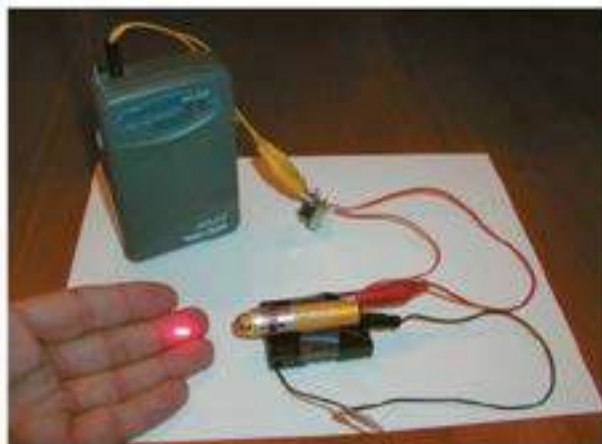
1) the clock



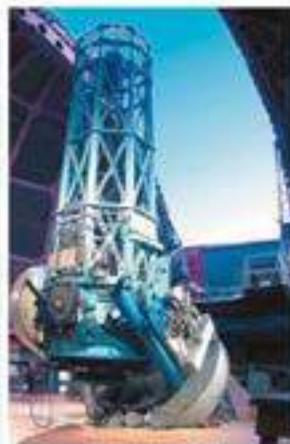
2) the turning lathe [leɪD]



3) the computer



4) the laser



5) the optical telescope

which is medicine. This device is often used to make quick and painless operations.

c) It is a machine tool that takes away unwanted material from a wooden or metal piece by rotating<sup>1</sup> it against a cutting tool. It is the oldest and probably the most important machine tool. Early wood-turning tools powered by foot were used in the Middle Ages. Modern models work at a very high speed and have a lot of functions.

d) This device is based on a microprocessor, a small chip that performs the operation of a central processing unit. The early kinds of these machines had a rather small memory, typically in the 16—64 kilobyte range. Modern models have memories in the megabyte to gigabyte which is a great improvement.

<sup>1</sup> rotating [rəʊ'teɪtɪŋ] — вращение



e) This is a mechanical, electrical or atomic device that measures the passage of time. Mechanical models date from the late Middle Ages. All mechanical models must have a source of energy — for example, a falling weight or a wound spring<sup>1</sup>. All such models must be carefully regulated to make them run accurately. The energy turns a system of wheels that move the hands.

**4 A. Read the text and answer the questions after it.**

### Piano in the Pocket

Do you play the piano? The problem with pianos is they're big and heavy. Now there is the Hand Roll<sup>2</sup> Piano from Japan. It rolls up very small. You can play the piano in the park or in the car. The piano costs £70 (104 Euros) in Japan.

1) Would you like to have such a piano? Why? Why not?

2) Do you think it's a good idea to play the piano in the park or in the car? Where else could you take such a piano?

3) What stimulates inventors to make new devices for modern consumers<sup>3</sup>? What stimulated them earlier in history?

4) Some people think that modern man has become lazy and spoiled by all the new machinery doing everything for him. What do you think?



**B. Work in pairs or in small groups. Make two lists of 5 most important and 5 least important inventions. Compare your lists with your classmates'. Explain your choice.**



### Focus on Vocabulary

#### The infinitive

В английском языке инфинитив, или неопределённая форма глагола ( $V_{to}$ ), может употребляться в предложении после глаголов (V), имён существительных (N) и имён прилагательных (Adj).

#### 1. V + $V_{to}$

I want *to go* home at once.

We *decided to explore* the new city.

<sup>1</sup> a wound [waʊnd] spring — скрученная пружина

<sup>2</sup> to roll — сворачивать (*в трубочку*)

<sup>3</sup> a consumer — потребитель

Инфинитив часто используется после следующих глаголов:

**agree, forget, manage** (справиться, суметь сделать что-то), **refuse** (отказать), **learn, afford** (позволить себе), **promise** (обещать), **hope, offer** (предложить).

Обратите внимание, как строятся в этом случае отрицательные предложения.

We promised *not to be late*.

He agreed *not to come home late*.

### 2. N + V<sub>to</sub> (Pron + V<sub>to</sub>)

This is the film *to see*. (Вот фильм, который надо посмотреть.)

She didn't know about his wish *to leave*. (Она не знала о его желании уехать.)

Can I borrow something *to read*? (Можно взять что-нибудь почитать?)

Следует обратить внимание на перевод подобных предложений на русский язык.

Часто имени существительному предшествуют порядковые числительные (*the first, the second, the third etc*), а также прилагательные (*last, next, best, worst*).

Who was the first man to fly into space? (Кто был первым человеком, полетевшим в космос?)

John will be the last person to know it. (Джон будет последним, кто узнает об этом.)

It was the best dictionary to buy. (Это был лучший словарь, который можно было купить.)

### 3. Adj + V<sub>to</sub>

His accent is difficult *to understand*.

This book is easy *to read*.

Обратите внимание, что прилагательные с инфинитивом могут быть задействованы в разных предложениях с одинаковым смыслом.

It is difficult to understand him. } (Его трудно понять.)  
He is difficult to understand. }

## 5 Complete the sentences with the verbs from the box.

agree, refuse, promise, forget, learn, hope, manage, afford, offer

1) If Dan has ... to come, he will certainly be at the party. He always keeps his word.

2) Don't ... to call granny and say Happy Birthday to her.

- 3) I have just bought a television, that's why I can't ... to buy a new camera.
- 4) Jane ... to roller-skate very early, at the age of four.
- 5) Michael was so kind, he ... to help me with my mathematics.
- 6) I didn't want to go to the shops, but ... to do it because I wanted to help mum.
- 7) How did you ... to dig the garden alone? It is such hard work.
- 8) If Margaret invites you to the theatre, don't ... to go with her, she is so lonely.
- 9) "War and Peace" is a very long novel but I ... to complete it this week and start reading "Anna Karenina".

**6 Complete the sentences using the words from the box.**

Example: I watched the film because someone told me ...  
I watched the film because someone told me that it was a good film to watch.

comfortable, interesting, exciting, good, safe, easy,  
fashionable, the best, useful, cheap, enjoyable

- 1) We played this new game because someone told us ... .
- 2) The Greens stayed in the Central Hotel because someone ... .
- 3) The travellers decided to visit Novosibirsk because ... .
- 4) Emma took the job because ... .
- 5) I chose that bank because someone ... .
- 6) Peter is reading Stephen King because someone told ... .
- 7) My parents chose this school for me because ... .
- 8) They bought this computer because ... .
- 9) Mrs Benton is growing pansies because someone ... .
- 10) Uncle James bought a BMW because someone told him ... .
- 11) Kate is learning Danish because ... .
- 12) Ian is taking this new medicine ... .

**7 Little Tom never agrees with his elder brother Jack. Read what Jack says and express Tom's arguments using  $V_{to}$  as in the example.**

Example: Jack: Tom, why are you so late? You said you would come home at seven.  
Tom: promise/to be late  
Tom: No, I didn't. I just promised not to be late.



1) J a c k: Tom, you haven't done your room yet! And you agreed to do it yesterday.

T o m: agree/to make the room messy

2) J a c k: Tom, why haven't you finished your lessons yet? You planned to be free at four!

T o m: plan/to work on the computer in the evening

3) J a c k: Tom, you haven't been to the shops yet. And you promised to do it.

T o m: promise/not to leave the family without bread

4) J a c k: Oh, I see, Tom. How good of you. You have decided to prepare lunch.

T o m: decide/to ask you to do it

5) J a c k: Tom, I can't believe my eyes. You're writing an essay instead of watching a horror film in the cinema as you planned to do.

T o m: plan/to stay at home this evening

6) J a c k: Tom, my bike is broken and you promised not to touch it.

T o m: promise/not to ride your bike

7) J a c k: Tom, you don't know the poem and you agreed to recite it at the school party.

T o m: agree/to play the guitar and sing my song

8) J a c k: Tom, where is the money? You promised not to spend it on little things.

T o m: promise/to spend the money on CDs.

**8 Look at the pictures and say why these people did what they did.**

E x a m p l e: Mr Keating/come/buy — Mr Keating came to the pet shop to buy a kitten for his little daughter.



1) Sam Johnson/grow/get



2) James/go/learn



3) Patrick/buy/give



4) The tourists/arrive/have a look

5) The young people/  
come/get married

6) The teenagers/gather/dance



7) Donald/stop/paint



8) Mrs Morrison/make/please

**9** Imagine that you have a million roubles. Say what things you can afford to do.

Example: I can afford to travel around the world.

# Do It on Your Own

## 10 Paraphrase these sentences as in the example.

Example: It is impossible to read your essay.  
Your essay is impossible to read.

- 1) It is difficult to improve this device.
- 2) It is easy to destroy a sandcastle.
- 3) It is hard to learn Chinese.
- 4) It is interesting to invent new tools.
- 5) It is not safe to drink this water.
- 6) It was exciting to watch that football match.
- 7) It was difficult to follow his plan.
- 8) It was easy to find my friend's cottage.
- 9) It was hard to find a five-star hotel on the coast.
- 10) It was impossible to believe his words.

## 11 Consult dictionaries or the Internet and answer the questions.

- 1) Who was the first man to fly into space?
- 2) Who was the second man to travel into space?
- 3) Who was the first woman to fly into space?
- 4) Who was the first man to walk in space?
- 5) Who was the first astronaut to walk on the Moon?
- 6) Who were the first people to fly a plane?
- 7) Who was the first person to invent the radio?
- 8) Who was the first person to invent the telephone?
- 9) Who was the first scientist to discover radium?
- 10) Who were the first explorers to discover Antarctica<sup>1</sup>?
- 11) Who was the first person to reach the South Pole?
- 12) Who was the first person to sail around the world?

## 12 Express the same in Russian.

1) These tools are easy to use at home. 2) James was the last person to arrive at the party. 3) John is easy to please. 4) Harry is impossible to argue with. 5) The pie is too hot to eat. 6) The athlete is strong enough to run the race. 7) The film was boring to watch and we left the cinema. 8) The water was cold to bathe. 9) The flowers were beautiful to look at. 10) Mr Smith is too old to drive a car.

<sup>1</sup> **Antarctica** — the continent which is the most southern area of land on the Earth and is mostly covered with ice.

## Do It Together

- 1 A. Listen to the text about the first woman in space, (46), and say which statements are true, which are false and what facts are not mentioned in the text.



Valentina Tereshkova



Andrian Nikolaev



Valery Bykovsky



The Star of a Hero  
of the Soviet Union



The Order of Lenin

- 1) Valentina Tereshkova was the first cosmonaut to travel into space.
- 2) Valentina could fly aeroplanes.
- 3) Tereshkova was born in spring.
- 4) She spent her childhood in the place named Maslennikovo.
- 5) She joined Soviet cosmonaut programme in the fifties of the last century.
- 6) Valery Bykovsky and Valentina Tereshkova travelled into space on the same day.
- 7) Valentina left the cosmonaut programme after her marriage.



8) Tereshkova directed the Soviet Women's Committee in 1968, and from 1974 to 1991.

**B. What kind of person in your opinion could become a cosmonaut/ astronaut?**



### Focus on Vocabulary

Имя существительное **space** в значении «космос, космическое пространство» не употребляется с артиклем.

The Soviet Union was the first country to send a man into space.  
People began to explore space many centuries ago.  
Who was the first man in space?

#### 2 Complete these sentences with suitable infinitives.

1) Nick promised ... on time and not to be late. 2) Everybody likes it when Mr Priston gives lectures. He is easy ... . 3) Sara knows a lot of facts. She is interesting ... to. 4) They couldn't afford ... that car. It was too expensive. 5) Alice refused to ... the grammar rule to her younger brother. She had done it twice before. 6) The suitcase with books was very heavy but I managed ... it into the house. 7) I decided ... the poppies and pansies in my garden as the soil was very dry. 8) It was very hot outside and the children wanted ... . 9) We offered the old man ... his heavy bag with vegetables. 10) I told Jane ... her warm sweater as it was rather cold.



### Focus on Vocabulary

#### The infinitive

1. Обратите внимание на то, что инфинитив после прилагательных часто используется в сочетании с наречиями **enough** (достаточно) и **too** (слишком). Например:

He is too young to drive a car.  
He is old enough to go there alone.

2. **Enough** также часто употребляется перед существительным, за которым следует инфинитив<sup>1</sup>. Например:

He has enough money to spend it as he wants.  
Bob had enough information to answer the questions.

<sup>1</sup> То же правило распространяется и на те случаи, когда после существительного не следует инфинитив: I have enough free time.



**3 A. Too or enough? Which would you use to complete the sentences?**

- 1) The tea was ... hot for me to drink and I left it on the table.
- 2) If it is not warm ... for you in the room, I'll turn on the heater<sup>1</sup>.
- 3) They are young ... to be able to dance through the night.
- 4) The kids are ... young to be able to understand such problems.
- 5) The car is ... small for five people, I'll get home by bus.
- 6) This umbrella is small ... to keep (it) in the school bag.
- 7) This football team is good ... to win the final match.
- 8) Our school team is ... good to lose the basketball game.

**B. Find the right place for the word *enough* in the sentences.**

- 1) I hope this new jacket will be warm to wear in cold weather.
- 2) I'm sorry to say I haven't got money to buy souvenirs for all my friends.
- 3) Have you got chairs for all your visitors?
- 4) New computers cost a lot of money but old computers are cheap.
- 5) The food was tasty and we ate practically all of it.
- 6) The play was interesting for us to watch it to the end.
- 7) Do you have money for your summer holidays?
- 8) The man was skillful and soon our house looked as good as new.
- 9) I don't think that the house is big for fifteen people.
- 10) Today I have time to talk to my best friend on the phone.



**Focus on Vocabulary**

**Phrasal verb to break**

- 1) **to break down** — ломаться (обычно о механизмах). The car broke down just outside London.
- 2) **to break in** — а) вломиться. Someone had broken in through the bedroom window; б) вмешаться в разговор. "Hilary," he broke in, "I'm just trying to help."
- 3) **to break into** — неожиданно начать что-то делать; *to break into laughter* — рассмеяться, *to break into tears* — расплакаться, *to break into a run* — броситься бежать. They looked at each other and broke into laughter.
- 4) **to break out** — разразиться, начаться. Last night a fire broke out in the bedroom. World War II broke out in 1939.
- 5) **to break through** — прорываться. The sun had finally broken through the clouds.

<sup>1</sup> a heater — обогреватель



**4 Fill in the missing words to complete the sentences.**

- 1) The horses broke ... a gallop as soon as they heard the gun shooting.
- 2) Sunshine was breaking ... the clouds.
- 3) My washing machine was broken ... and I had to wash by hand.
- 4) The storm broke ... at night and in the morning the garden looked terrible.
- 5) What will you do if someone breaks ... your house?
- 6) As soon as we were alone, we closed the door of the room: we were afraid that somebody would hear us and break ... our talk.
- 7) How did it happen that a fire broke ... in the garage?
- 8) A group of young football fans managed to break ... the police lines and found themselves on the field.

**5 Look at the pictures and say why these things happened.**



1) The girl broke into a run ...



2) The old man's face broke into a smile ...



3) The child broke into tears ...



4) The young people broke into laughter ...



5) Sue broke into singing ...



6) Paul broke into a sweat ...



7) The little boy's face broke into a grimace [grɪ'meɪs] ...



6 Learn how to pronounce and use the new words. Listen, (47), and repeat.

A.

- flight** [flaɪt] — полёт
- (the) universe** ['ju:nɪvɜ:s] — Вселенная
- solar** ['səʊlə] — солнечный
- equipment** [ɪ'kwɪpmənt] — оборудование
- both** [bəʊθ] — оба, обе
- generation** [ˌdʒenə'reɪʃn] — поколение
- whole** [həʊl] — целый

- crew** [kru:] — команда
- memorable** ['memərəbl̩] — запоминающийся, памятный
- launch** [lɔ:nʃ] — запускать (космические корабли, ракеты)
- around** [ə'raʊnd] — вокруг, около
- satisfy** ['sætɪsfaɪ] — удовлетворять

B.

**flight** (n): a flight from Moscow to London, to be on the flight, to delay the flight. My flight has been delayed. The flight from Moscow to Arkhangelsk took about an hour and a half.

**(the) universe** (n): the whole universe. Do you believe God created the universe? Could there be life like ours somewhere else in the universe?

**solar** (adj): (the) solar system, solar power, solar energy. The Sun and the group of planets that includes the Earth are our solar system.

**equipment** (n): camping equipment, safety equipment, a piece of equipment. A computer is the most important piece of equip-

ment you will buy. Pens, pencils and paper are writing equipment.

**both** (*pron*): both astronauts, both of the astronauts, both (of) my parents, both of us, both of them, in both hands. Both flights are not very long. Both Jill and Jim are fond of travelling. They are both very good pupils.

**generation** (*n*): the older generation, the younger generation, the generation gap. Three generations live in this house. The older generation doesn't like rock music.

**whole** (*adj*): the whole class, the whole book, the whole flight, the whole evening. She spent the whole morning training. **On the whole**: Living in town is pleasant but, on the whole, I like the country better.

**crew**<sup>1</sup> (*n*): a plane crew, a ship crew, a film crew. A crew is a group of people who work together on a ship or aeroplane.

**memorable** (*adj*): a memorable day, a memorable journey. Our romantic trip to Rome was really memorable.

**launch** (*v*): to launch a rocket into air, to launch a spaceship, to launch a satellite<sup>2</sup> into space. A new weather satellite will be launched next month.

**around** (*prep*): 1) around the world, around the garden. Ann put a gold chain around her neck. Jean's clothes were lying around the room. 2) (*adv*) = about. I'll be there around midday.

**satisfy** (*v*): to satisfy one's parents, to satisfy one's teacher. I think John's success will satisfy his parents. It is impossible to satisfy everyone.

## 7 Match the words and their meanings.

A

- 1) generation
- 2) memorable
- 3) (the) universe
- 4) crew
- 5) equipment
- 6) flight
- 7) whole

B

- a) things needed for some activity
- b) a journey through the air or space
- c) all people of about the same age
- d) difficult to forget
- e) all space and everything in it
- f) a group of people working together on a ship
- h) all

<sup>1</sup> The noun *crew* can be followed by a singular or plural verb.

<sup>2</sup> a **satellite** ['sætəlaɪt] — спутник

**8 Say a few words about the first man's flight into space.**

**Use these:**

- 1) compete with the USA in space exploration;
- 2) both countries;
- 3) launch rockets into space;
- 4) explore the universe;
- 5) produce new space equipment;
- 6) make the first flight into space;
- 7) fly around the Earth in 1 hour 29 minutes;
- 8) belong to the first generation of Soviet cosmonauts;
- 9) launch the spaceship Vostok 1 into space on April 12, 1961;
- 10) memorable event;
- 11) be satisfied with the results of the experiment.




**Focus on Vocabulary**

<b>Team</b> (команда) <i>a group of people or animals working together</i>	<b>Crew</b> (команда) <i>a group of people working together usually on a plane or a ship (spaceship)</i>
a team of sportsmen	a plane's crew
a three-men team in the race	a ship's crew
a design team	a tank crew
a project team	a train crew
a team of horses	a camera crew
a management team etc	a film crew

**Note.** The nouns *crew* and *team* can be followed by the verb in the singular or the plural. The crew *is/are* ready for the flight. The football team *have/has* done their best.



- 9 Listen,  (48). Repeat the names of the planets<sup>1</sup> and find the right places for them in the picture.

- a) Mercury ['mɜ:kjʊəri]
- b) Neptune ['neɪptju:n]
- c) Earth [ɜ:θ]
- d) Saturn ['sætən]
- e) Mars [mɑ:z]
- f) Venus ['vi:nəs]
- g) Uranus ['juərənəs]
- h) Jupiter ['dʒu:pɪtə]



- 10 Read the text and choose the right items in the sentences after it.

### Space Exploration

People often think that the age of space exploration began with the first spaceships in the 1950s and 1960s, though in fact, astronomers had been exploring the universe long before the beginning of space flights. Galileo made the first optical telescope used for astronomy in 1609. Later scientists got a lot more information about the solar system and its planets with the help of interplanetary probes<sup>2</sup>, space capsules that carry special equipment and send information back to Earth.

From the beginning of the space age, both the Soviet Union and the United States were active in the exploration of the solar system. Both countries had their own space programmes, competing with each other. Both countries sent their probes to the Moon, to Venus, Mars and, later, to Jupiter, Saturn, Uranus and Neptune.

Anyhow a real breakthrough<sup>3</sup> in space exploration was the beginning of manned space flights. The first manned flight took place

<sup>1</sup> Обратите внимание на то, что названия планет употребляются без артикля.

<sup>2</sup> **interplanetary probes** — космические зонды

<sup>3</sup> **breakthrough** — прорыв



on April 12, 1961, when Yuri Gagarin went into orbit in the Soviet *Vostok 1* spaceship and proved that man could survive in space.

The second-generation Soviet spaceships *Voskhod* were made for a whole crew of astronauts. In 1965 *Voskhod 2* made a flight which was really memorable because the copilot, Alexei Leonov, left the ship for the first time and became a space walker. He spent 10 minutes outside the spaceship in a special spacesuit.

The Soviet third-generation manned spaceship *Soyuz* was able of maneuvering [mə'nu:vəriŋ] and spending almost unlimited time in space. The next stage of space exploration was connected with

the use of orbital stations. The first of them called *Mir* was launched in 1986.

At the same time the USA carried on its programme of the Moon exploration and in 1969 Neil Armstrong became the first man to walk on the Moon. In 1975 the USSR and the USA made the first space experiment [ɪk'spɛrɪmənt] together.

The future of space exploration seems to be connected with co-operation in space. People's desire<sup>1</sup> to know more about the world around us will never be satisfied and we can get the best results if we do this hard work together.

- 1) The age of space exploration began ... the first space flights.
  - a) before
  - b) with
  - c) after
- 2) Interplanetary probes ... information.
  - a) produce and collect
  - b) collect and transmit
  - c) produce and transmit
- 3) At the beginning the USSR and the USA worked in the field of space exploration ... .
  - a) together
  - b) individually
  - c) with the help of other countries
- 4) A manned flight is a flight in which the spaceship is operated by ... .
  - a) people on Earth
  - b) robots
  - c) astronauts
- 5) Leonov's flight was memorable because he was the first man ... .
  - a) to wear a special spacesuit
  - b) to become a copilot
  - c) to stay in outer space
- 6) American astronauts reached the Moon ... Russian cosmonauts.
  - a) before
  - b) together with
  - c) after
- 7) It seems that in the future people of different countries will ... for space exploration.
  - a) unite
  - b) do more work
  - c) be thanked

<sup>1</sup> desire [dɪ'zɑːə] — a strong wish





**11** Speak about the history of space exploration. Mention the following:

- 1) space exploration before the beginning of space flights;
- 2) unmanned flights into space;
- 3) manned flights into space;
- 4) competition and cooperation in space exploration.

## Do It on Your Own

**12** Choose the right word *crew* or *team* to complete the sentences.

- 1) Our teacher asked us to work on the project Space Exploration. We had a ... of four pupils to work on it.
- 2) In 1975 the Soviet ... of Soyuz 19 and the US ... of Apollo 18 worked in space together.
- 3) I'm not sure that our school basketball ... will win the game.
- 4) A stewardess is a member of the ... .
- 5) The ... is waiting for instructions from the captain.
- 6) John is in the school hockey ... .
- 7) The carriage was drawn by a ... of four white horses.
- 8) The train ... consisted of fifteen people.
- 9) Do you know the film ...?
- 10) A television ... was sent to make a documentary on the Olympic Games.

**13** Express the same in English.

**A.** 1) полёт в космос; 2) полёт из Парижа в Лондон; 3) спасательное оборудование; 4) оба астронавта; 5) соревноваться в беге (гонках); 6) так называемая проблема отцов и детей; 7) отложить полёт; 8) запустить ракету в воздух; 9) запоминяющееся событие; 10) в целом удовлетворить всех; 11) вся Вселенная.

**B.** 1) Первый полёт вокруг Земли был совершён Ю. Гагариным. 2) В футбольной команде 11 игроков. 3) Оба моих родителя удовлетворены моими школьными результатами. 4) Анна стояла и держала вазу двумя руками. 5) Молодое поколение не хуже и не лучше. Оно другое. 6) В целом мне нравится ваш проект. 7) Мы провели целый вечер, соревнуясь друг с другом. 8) Девятое мая — памятная дата в нашей истории. 9) Наша Вселенная хранит много тайн. (В нашей Вселенной...)

# Section Six

## Consolidation Class

### Do It Together

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Section Six

- 1 Listen to the text "Mobile Phones", (49), and complete the sentences below in the right way.



- 1) Doctor Martin Cooper was the father of the ... .
  - a) radio phone
  - b) telephone
  - c) cell phone
- 2) A cell phone ... like a radio.
  - a) functions
  - b) looks
  - c) costs
- 3) Car phones of the 1980s were ... .
  - a) cheap
  - b) not very cheap
  - c) not cheap at all
- 4) Mobile phones are cheaper than radio phones because ... .
  - a) people share the same frequencies<sup>1</sup>
  - b) people don't need any special equipment
  - c) people use special channels

<sup>1</sup> frequency [ˈfrɪkwənsi] — частота (волны, на которой ведётся трансляция)



- 5) Every two people speaking on cell phones use ... .
- one frequency
  - two frequencies
  - more than two frequencies
- 6) Something that modern mobile phones cannot do is ... .
- contacting the Internet
  - sending and getting messages
  - printing

- 2 Working in pairs discuss pros and cons of using mobile phones. You can find some ideas below useful.**

Pros (+)	Cons (-)
1) It gives you an opportunity to contact your family and friends at any time you need.	1) Mobile phone calls don't give you a chance to concentrate.
2) It stores <sup>1</sup> some useful information.	2) Mobiles may be bad for the user's health.
3) It can wake you up in the morning.	3) People sometimes buy them not because they need them but because mobiles have become fashionable.
...	...

- 3 You know the words in column A. Read the words and sentences after them and say what the words in column B mean.**

A	B
equipment	equip
memorable	a) memory; b) memories
satisfy	a) satisfaction; b) satisfactory
launch, <i>v</i>	launch, <i>n</i>
whole	wholly

- 1) The ship was equipped with special devices to be used in case of fire. 2) We should equip the football team with new uniforms. 3) My elder brother has a good memory for facts and dates. 4) The

student recited the poem from memory. 5) The trip to Canada was one of their happiest memories. 6) Don't you get a lot of satisfaction from doing your homework well? 7) Your test in maths is more than satisfactory. 8) The launch of the new US space shuttle<sup>1</sup> was successful. 9) I wholly agree with you.

**4** Read the text "Going Underground" and say which of the "metros" is mentioned in paragraphs 1—5.

- a) the oldest of them
- b) the most comfortable
- c) the one which carries the biggest number of passengers
- d) the one which shows the style of decoration matching the capital
- e) the one which has the longest lines

### Going Underground

In the 1860s London was, quite literally, the capital of the world. The city was growing, and as its population grew as well, transport in the city became a big problem. Some new way of travelling was needed and people looked to<sup>2</sup> the innovations of the Industrial Revolution. The invention of the steam engine was relatively new and exciting and people began to think that it could be possible to transport people by trains underground. So it was that in 1863, using techniques borrowed from digging tunnels for other uses, a 2-mile line from Paddington in West London to Farringdon in East London was built. Major cities all over the world soon copied this type of city transit engineering. The most famous include:



1. Moscow underground which is the largest in terms of passenger numbers, with more than a billion passenger journeys a year. Some underground stations are very beautiful and include sculptures, mosaic pictures in the ceilings, picturesque decorations. The first line was open in the thirties of the 20th century. It ran through the city centre and had just ten stations.

<sup>1</sup> a space shuttle ['ʃʌt] — космический корабль многоразового использования

<sup>2</sup> to look to — to give all your attention to sth

2. The New York underground which is the largest in terms of kilometres covered. It is often called the "Subway" and is one of the world's cheapest, with a single journey to and from any station just \$2. It is characterized by the fact that its lines are named by numbers and letters (like 1, 3 and A, D) and has carriages that are heated in winter and air-conditioned in summer.



3. The Paris Metro which was built at the turn of the 20th century<sup>1</sup> and has 368 stations covering 15 lines and transporting around six million people daily. Some stations are designed in a very artistic way characterized by flower and leaf motifs. The architect Hector Guimard decorated this mass transit system in tune with the city.



4. The Tokyo subway which became notorious<sup>2</sup> in 1995 when Aum Shinri Kyo cult<sup>3</sup> used Sarin gas on a train, killing 12 people. However, it is one of the safest underground systems and generally people characterize it as the world's best in terms of ease of use and comfort.



5. The London Underground (The Metropolitan Railway) which was opened in 1863 and Londoners at once began speaking about it as a fashionable way to travel. The Metropolitan Railway grew and began to be called the *Tube* because of the narrow tunnels that characterize the older parts of the system. Today the London Underground covers most of Greater London with 11 different lines and 97 million passenger journeys every year.



<sup>1</sup> at the turn of the 20th century — в начале XX столетия

<sup>2</sup> notorious [nəʊ'tɔ:riəs] — пользующийся дурной славой; печально известный

<sup>3</sup> cult [kʌlt] — культ, поклонение; зд.: секта

**5** Look at the pictures and speak about the progress in transportation. Use the words and word combinations from the box.

At the beginning... Then... Later... After some time... With years... Nowadays... In the future...

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Section Six



boat



chariot



carriage



cart



car



electric train



bus



ocean liner



plane



helicopter



spaceship

Mention the following:

- why transportation developed so fast
- what kind of transportation people wanted to have (speed, comfort, the number of passengers)
- what transportation will be like in the future

- 7 Give a talk on space exploration beginning with the first manned flight. Speak about the highlights<sup>1</sup> in this field. Mention these:**
- the Soviet Union and the USA in their competition to explore space;
  - famous Soviet cosmonauts;
  - cooperation in space exploration.

**Consider the following:**

#### Highlights of manned space missions

- 1) 1961 — Vostok 1 (USSR). Yuri Gagarin is the first to orbit the Earth.
- 2) 1963 — Vostok 6 (USSR). Valentina Tereshkova becomes the first woman in space.
- 3) 1965 — Voskhod 2 (USSR). Alexei Leonov is the first to leave a spaceship for a space walk.
- 4) 1968 — Apollo 8 (USA). First manned flight orbits the Moon.
- 5) 1969 — Apollo 11 (USA). First manned Moon landing; Neil Armstrong and Edwin Aldrin walk on the Moon.
- 6) 1975 — Soyuz 19 (USSR) and Apollo 18 (USA). The American and Soviet crews cooperate in experiments.
- 7) 1986 — Soyuz T15 (USSR). Russia launches a new space station, *Mir*, into the Earth's orbit.
- 8) 1995—1999 (USA). Mars Orbiters were launched to study the Martian [mɑ:ʃn] weather, climate and water and carbon dioxide budget.
- 9) 2000 — Russia, the USA and some other countries work in cooperation and launch spaceships to explore the Earth and the other planets.

- 8 A. Listen to the dialogue "Should We Spend So Much Money Exploring Space?", (50), then read and role play it.**

### Should We Spend So Much Money Exploring Space?

A.: My short answer to this question is *yes*. We are part of the universe. I think we must find out what else there is in it.

B.: Sorry, but I don't think space discoveries could help us. At least<sup>2</sup> I can't see how space exploration has helped us so far.

A.: Well, it may be that it hasn't helped a lot. Definitely it hasn't helped to find a cure for this or that illness. But I am

<sup>1</sup> **highlights** — основные вехи

<sup>2</sup> **at least** — по крайней мере



sure we may find something in space that will help us to find such cures in the future or we may discover something else.

B.: You may be right. But all these advantages are so uncertain and space exploration is so expensive.

A.: Oh yes, it is. You're absolutely right here, but I don't think we can spend less. We can't tell the scientists to make it cheaper and we need to know what is happening in the universe. It might help us to survive. And do you think we should stop exploring space?

B.: I'm not quite sure, but I think we can stop it for a few years and spend the money on more important things.

A.: Like what?

B.: Like pollution, illnesses. We should think about drinking water. In fact, we should spend this money on the Earth's problems.

**B. In one or two groups talk about space exploration in which some students speak for and some against it. Give examples.**



## Social English

### Learn to express doubt and certainty<sup>1</sup> in English

#### Doubt

I'm not quite sure but...

I have a feeling that...

It must be...

It may be...

It might be...

It could be...

It is possible that...

It is probable that...

**Note.** Обратите внимание, что глаголы *must*, *may*, *could*, *might* в значении «возможно» выражают различную степень сомнения.

must

may

could

might



низкая степень сомнения  
(я почти уверен)

высокая степень сомнения  
(я очень сомневаюсь, но возможно)

### 9 Express certainty or doubt and give your reaction to the following.

1) In the future there will be no nations or races, all peoples will be one big family.

<sup>1</sup> **doubt and certainty** — сомнение и уверенность.



- 2) In the 21st century humans will colonize other planets of the solar system.
- 3) Very soon people will make machines do all possible work for them and spend most of the time enjoying themselves.
- 4) Very soon books will disappear and their role will be played by computers.
- 5) It's not so long before all children will be taught at home with the help of special computer programmes.
- 6) The world ocean contains as many secrets and mysteries as outer space.
- 7) The planet Earth is facing some very bad ecological problems.
- 8) Soon there will be no paper money or coins, only bank cards.
- 9) In the near future people will live not less than 200 years.
- 10) There will be no difference between town and country. All people will live in megapolises.

**10 Complete the dialogue with the phrases expressing doubt and certainty.**



A.: Look! There's some object in the sky, there, above the hill.

B.: ... it's an aeroplane.

A.: ... it's flying too fast for a plane. It's a UFO.

B.: Don't be silly. I don't believe in UFOs. ... they are a fruit of people's imagination.

A.: What makes you so sure? Look, it's coming nearer. It has a funny shape. ... it is a big bird?

B.: No, it isn't. Birds move their wings. If this

thing has wings, it doesn't move them.

A.: It's not a plane or a helicopter because there is no noise. ... it's a UFO! ... It is so exciting!

B.: Don't speak too soon<sup>1</sup>. ... not. Wait! I see now! It is a hang-glider<sup>2</sup>!



**11 Work in pairs, use the phrases from *Social English* (p. 177) and discuss if:**

- 1) yetis (big hairy manlike animals) live in the Himalayan Mountains;
- 2) the Loch Ness Monster really lives in a lake in Scotland;
- 3) life was brought onto our planet from space;
- 4) most of our planet will soon be under water.

<sup>1</sup> Don't speak too soon. — Не спеш с выводами.

<sup>2</sup> a hang-glider — дельтаплан

## Do It on Your Own

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Section Seven

**12** Write a paragraph about one of the astronauts. Mention the following:

- what the astronaut's name is and where he/she is from;
- when his/her spaceship was launched into space;
- if he/she was alone on the orbit or worked with a crew;
- why his/her flight is memorable.

**13** Complete the sentences. Make them true.

- 1) I'm quite certain that ... .
- 2) The most difficult thing in the world must be ... .
- 3) ..., there is no doubt about it.
- 4) I have always had a feeling that ... .
- 5) ... must be quite easy.
- 6) ... and I know I'm right.
- 7) ... might be a wonderful thing to have (do).

**14** Do Test 3 from your Workbook 9 (pp. 111—116) and check your progress.

Tasks	1	2	3	4	5	6	7
Maximum result	8	7	8	6	8	6	5
Your result	?	?	?	?	?	?	?

## What Do You Think?

**15** Which of these proverbs are true? Explain why.

- 1) Necessity is the mother of invention.
- 2) Ninety percent of inspiration is perspiration.
- 3) It is easier to pull down than to build.
- 4) Great oaks from great acorns grow.

## Section Seven Creative Writing

Now you know some important things about paragraphs. Here they are.

- 1) A paragraph is a group of sentences.
- 2) A paragraph has a main idea.

- 3) All the sentences in a paragraph work together to tell about the main idea.
- 4) The main idea is expressed in a topic sentence.
- 5) The topic sentence is usually the first sentence in a paragraph.
- 6) The topic sentence tells what the paragraph is going to be about.

**You will now learn how to develop paragraphs. There are many ways to do it. The main of them are:**

- 1) by using details (adjectives, adverbs, specific words, synonyms)
- 2) by using examples

#### Developing a paragraph by using details

Details are the facts and pieces of information a writer tells about someone or something. Details help to make a person or a place more interesting for the reader. They help to create a strong image.

#### Developing a paragraph by using an example

In this kind of paragraph, the topic sentence expresses the main idea. The rest of the sentences give an example. The example explains the main idea. Read how the paragraph is developed by using an example:

*Dolphins can solve simple problems. There are two pools — a big one and a small one — with the gates between them in Florida dolphinarium. One night, some dolphins wanted to play in the big pool. They found out how to use their noses to open the gates.*

- 1 Read the words and phrases in the two columns. Column A has them without details, column B has them with some details added. Notice how details help to create images.**

A

a/the field  
a/the child  
a/the woman  
a/the flower  
a/the road

B

a/the yellow field of sunflowers  
a/the happy six-year-old child  
a/the tall young woman  
a/the beautiful red rose  
a/the narrow road in the forest

- 2 Add to these words some details to make up phrases.**

1) a/the cat; 2) a/the horse; 3) a/the shirt; 4) a/the toy; 5) a/the day; 6) a/the boy; 7) the Moon; 8) a/the tree; 9) a/the girl; 10) a/the house.

- 3 Compare the two paragraphs and say what details help to make the second paragraph more colourful.**

Paragraph 1. The River House was old. After the fire nobody lived there. It looked sad and lonely.

Paragraph 2. The River House was as old as any of the other buildings in West Street. But after the fire it looked sadder than the rest of them. All the people had moved out. The broken windows stared like blind eyes. The smell of smoke still hung about the empty rooms.

- 4 Here are some topic sentences. Choose one and develop a paragraph by adding details.**

- 1) The room was messy.
- 2) My birthday present was an exciting surprise.
- 3) I opened the door and there stood ...
- 4) The sky was beautiful that night.
- 5) Topsy was the most unusual boy I have ever met.

- 5 Here are some topic sentences. Choose one and develop a paragraph by using an example.**

- 1) Sometimes your best friend can hurt your feelings.
- 2) You can learn a lot from books.
- 3) Good things always seem to happen on Saturdays.
- 4) Our town has interesting places to visit.
- 5) I made some important discoveries last summer.

- 6 Write out the details used in this paragraph.**

The four children were sent to the house of an old Professor. He lived in the heart of the country, ten miles from the nearest railway station and two miles from the nearest post office. He had no wife and he lived in a very large house with a housekeeper and three servants. He himself was a very old man with long white hair and they liked him almost at once.

- 7 Develop the paragraph by using an example.**

Many interesting people have visited our school. One of the most interesting was...



## Teenagers: Their Life and Problems

### Section One

#### Do It Together

- 1 A. Listen to the song, (51), and say what it is about.  
 B. Read the lyrics and sing the song along.

#### Dancing Queen

(Benny Andersson, Björn Ulvaeus, Stick Andersson)

You can dance, you can jive  
 having the time of your life  
 see that girl, watch that scene  
dig in the Dancing Queen

Friday night and the lights are low  
 looking out for the place to go  
 where they play the right music  
 getting in the swing  
 you come to look for a king

Anybody could be that guy  
 night is young and the music's high  
 with a bit of rock music  
 everything is fine

танцевать под быст-  
 рую джазовую  
 музыку  
 сцена  
 присоединиться  
 к танцующим

неярки, притушены

парень, мужчина  
 громкая



you're in the mood for a dance  
and when you get the chance  
You are the Dancing Queen  
young and sweet only seventeen  
Dancing Queen  
feel the beat from the tambourine,  
oh yeah

you can dance, you can jive  
having the time of your life  
see that girl, watch that scene  
dig in the Dancing Queen  
You're a teaser you turn 'em on

leave 'em burning and then you're  
gone

looking out for another  
anyone will do  
you're in the mood for dance  
and when you get the chance  
You are the Dancing Queen  
young and sweet only seventeen  
Dancing Queen  
feel the beat from the tambourine,  
oh yeah

you can dance, you can jive  
having the time of your life  
see that girl, watch that scene  
dig in the Dancing Queen

в настроении  
шанс

ритм

искусительница,  
насмешница  
сгорающие от чувств

всё равно кто

**2 Answer the questions.**

- 1) Do you have any problems with pocket money? What do you spend it on?
- 2) What other problems do you have? Which is the worst of them?
- 3) Do your parents always understand and support you? How much time do you spend together?
- 4) How important are your friends for you? What do you usually do together? What do you talk about?
- 5) How do you understand the phrase "your future begins today"? What are you doing for your future now?

6) Can you say that being a teen (a teenager) is easy? What is the best time in a person's life? Why?

**3 Choose the right verb to complete the sentences.**

1) I have very little time, I just can't afford (to stay/staying) here any longer. 2) My younger brother enjoys (to play/playing) basketball. 3) As I keep (to tell/telling) you, everything will be fine. 4) Can you name two or three good films (to watch/watching)? 5) At the weekend we had a wonderful time (to walk/walking) in the park. 6) Isn't the child too old (to do/doing) such silly things? 7) I don't mind (to tell/telling) you the truth at all. 8) Did Samantha apologize for (not to come/not coming) to your birthday party? 9) We all remember (to take/taking) part in the skiing competition.



**Focus on Grammar**

1. После некоторых глаголов (*begin, start*) в английском языке возможно использование как инфинитива, так и  $V_{ing}$ , при этом значение высказывания практически не меняется. Ср.:

Ralph started to run. I began to laugh.  
He started running. I began laughing.

Обратите внимание на то, что, если эти глаголы употребляются в форме продолженного времени, после них возможно использовать только инфинитив.

Now that I feel better I'm beginning to eat more.  
The leaves are starting to fall off the trees.

2. После некоторых глаголов, например *stop, remember, forget*, также возможно употребление как инфинитива, так и  $V_{ing}$ , однако в этом случае наблюдается различие в значении.

<b>Stop doing something</b> <i>перестать делать что-то</i>	<b>Stop to do something</b> <i>остановиться, чтобы что-то сделать</i>
1) John really must stop smoking.	1) I stopped to have a talk with my neighbour.
2) It has stopped raining.	2) Can you stop at the shop to buy some bread?

<b>Remember/forget doing something</b>  <i>помнить/забыть то, что происходило в прошлом</i>	<b>Remember/forget to do something</b>  <i>помнить/забыть то, что необходимо сделать</i>
1) I still remember visiting the Lake District.  2) I shall never forget dancing at my first ball.	1) I never remember to take the post out of the letter box.  2) We often forget to do things we have to do.



**4 Choose the right form of the verb to complete the sentences. Say where both the forms are possible.**

1) Did you remember (posting/to post) the letter that I had given to you? 2) Uncle Philip stopped (saying/to say) *hi* to us. 3) We began (learning/to learn) English four years ago. 4) The child couldn't stop (crying/to cry). 5) I think I'll always remember (meeting/to meet) our President. 6) We stopped at the lake (looking/to look) at the map as we didn't know where to go. 7) I started (understanding/to understand) English. 8) The train stopped (taking/to take) in the passengers. 9) Can you, please, stop (talking/to talk)? 10) We began (playing/to play) a new game of golf. 11) I remember (watching/to watch) a film about the first man landing on the Moon. 12) Please remember (telephoning/to telephone) me tonight. 13) You mustn't forget (taking/to take) the medicine the doctor has prescribed to you. 14) Can't you stop (making/to make) that awful noise? 15) My granddaughter has already begun (reading/to read).

**5 Learn how to pronounce and use the new words. Listen, (52), and repeat.**

A.

**author** ['ɔ:θə] — автор

**rebel** [rɪ'bel] — бунтовать, восставать

**rebellion** [rɪ'beljən] — мятеж, бунт, восстание

**anyway** ['eniweɪ] — во всяком случае, так или иначе

**quite** [kwaɪt] — совсем, совершенно, вполне

**notice** ['nəʊtɪs] — замечать

**pretty** ['prɪti] — 1) *adj* хорошенький; 2) *adv* достаточно, довольно

**irritate** ['ɪrɪteɪt] — раздражать





**shake** [ʃeɪk] — трясти  
**seat** [si:t] — сиденье, место  
**couple** [ˈkʌpl] — пара  
**mad** [mæd] — сумасшедший,  
 безумный

**I got bored...** — Мне надоело...  
**You can't help it!** — Ничего  
 нельзя поделать! (Нельзя  
 иначе!)

## B.

**author** (*n*): a famous author. Dickens was the author of "Oliver Twist".

**rebel** (*v*): to rebel against somebody or something. It's natural for teenagers to rebel. Liberal parents often leave their kids nothing to rebel against.

**rebellion** (*n*): a military rebellion, teenage rebellion. The capital was destroyed during the rebellion. They are now discussing the problem of teenage rebellion against their parents.

**anyway** (*adv*): It will probably rain, but we'll go out anyway. I can't come tonight, but thank you for the invitation anyway.

**quite** (*adv*): quite old, quite happy. You're quite right. It's quite warm today.

**notice** (*v*): to notice somebody/something. Did you notice that Mr Bennet was driving a new car?

**pretty**: 1) (*adj*) a pretty girl, a pretty poem, a pretty face. Your cousin is very pretty. 2) (*adv*) pretty hard, pretty slow. Your work is pretty good, but it could be better.

**irritate** (*v*): to irritate parents, to irritate grown-ups. The slow journey irritated me.

**shake (shook/shaken)** (*v*): to be shaking all over, to be shaking like a leaf, to shake slowly, to shake with laughter, to shake hands. The house shook when the trains went by. The news has shaken us. The girl stood shaking with laughter.

**seat** (*n*): a good seat, a seat at the front; to take (have) a seat. We have enough seats for everyone. I couldn't get a seat on the bus. Will you, please, take a seat?

**couple** (*n*): 1) a couple of friends. A couple of police officers were standing at the door. 2) a happy couple, a married couple, a nice young couple. My father and mother are a happy couple.

**mad** (*adj*): to go mad, to become mad; to have a mad idea, to be mad about something. He went mad and spent the rest of his life in a hospital. The world has gone absolutely mad. Julie is mad about pop music.

**get bored:** Steve was getting bored with the game. He got pretty bored with her endless complaining.

**can't/couldn't help it:** You should visit her every day. You can't help it.

**6 Paraphrase these sentences using the words and phrases from ex. 5.**

1) John is very fond of animals. 2) Who wrote "The Old Man and the Sea"? 3) Sally's endless questions make me rather angry. 4) Boris is rather well-educated. 5) Did you see that Jennifer was the first to leave the party? 6) You should learn these lines by heart. You have no choice. 7) The weather can change but we shall go skiing whatever happens. 8) The child protested and didn't want to do what her parent told her to do. 9) Ann's little daughter was so lovely, so nice. 10) Tom pushed the apple tree, made a lot of quick movements side to side and some apples fell onto the ground.

**7 Look at the pictures and make up a short story about each of them.**



1) author/to get bored



2) pretty



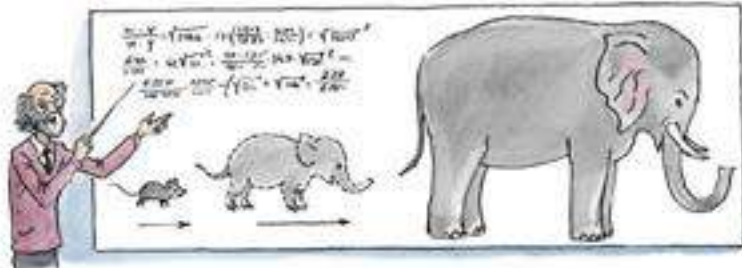
3) shake hands



4) notice



5) irritate



6) mad idea



7) rebel



8) newly married couple



## Focus on Vocabulary

В английском языке два существительных **couple** и **pair** соответствуют русскому *пара*. Обратите внимание на различие в их использовании.

<b>Couple</b>	<b>Pair</b>
1) два предмета (часто не составляющих пару)	два парных предмета
a couple of apples a couple of books	a pair of shoes/boots a pair of gloves/mit- tens
2) несколько предметов или явлений (не всегда два)	a pair of socks/tights
a couple of years a couple of days a couple of cakes	a pair of trousers a pair of pyjamas a pair of slippers a pair of eyes

Couple	Pair
3) пара, чета	
a married couple a loving couple several couples of dancers	

**8 Complete the sentences. Use the words pair or couple.**

1) Alice bought a ... of fashionable boots for winter. 2) Jason always keeps a ... of periodicals on his desk to read them during the break. 3) My breakfast usually consists of a cup of coffee and a ... of sandwiches. 4) My advice is to keep another ... of glasses at hand. 5) I have a ... of very good friends whom I love dearly. 6) She will arrive in a ... of days. We are preparing a room for her. 7) This ... of trousers will go very well with your new jacket. 8) These socks are different, they are not a ... . 9) What a wonderful ... of eyes she has! 10) Everyone knows that Andrew and Margo are a loving ... .

**9 A. Listen to the text, (53), then read it.**

## Holden Comes to See His Teacher

### Part I

*"The Catcher in the Rye"<sup>1</sup> by the American author J. D. Salinger may be the world's most famous book about a teenager. The main character's name is Holden Caulfield and he is going through the period of teenage rebellion. In the passage you are going to read Holden has just been expelled<sup>2</sup> from a good school for poor academic performance and he has come to Mr Spencer's home to say goodbye to his old teacher.*

"Hello, sir," I said. "I got your note. Thanks a lot." He'd written me this note asking me to stop by and say goodbye. "You didn't have to do all that. I wanted to come over to say goodbye anyway."



<sup>1</sup> "The Catcher in the Rye" — «Ловец во ржи», традиционный перевод заглавия — «Над пропастью во ржи»

<sup>2</sup> to expel — исключить (из школы)

"Have a seat there, boy," old Spencer said. "So you're leaving us, eh?"

"Yes, sir. I guess I am."

"Have you told your parents yet?"

"No, sir, I haven't, because I'll probably see them Wednesday night when I get home."

"And how do you think they'll take the news?"

"Well... they'll be pretty irritated about it," I said. "They really will. This is about the fourth school I've gone to." I shook my head. I shake my head quite a lot. "Boy!"<sup>1</sup> I said. I also say "Boy!" quite a lot. Partly because I have a lousy<sup>2</sup> vocabulary and partly because I act quite young for my age sometimes. I was sixteen then, and I'm seventeen now, and sometimes I act like I'm about thirteen. It's really ironical, because I'm six foot two and a half and I have gray hair. I really do. The one side of my head—the right side—is full of millions of gray hairs. I've had them ever since I was a kid. And yet I still act sometimes like I was only about twelve. Everybody says that, especially my father. It's partly true, too, but it isn't all true. I get bored sometimes when people tell me to act my age. Sometimes I act a lot older than I am—I really do—but people never notice it. People never notice anything.

"What's the matter with you, boy?" old Spencer said. "How many subjects did you carry<sup>3</sup> this term?"

"Five, sir."

"I flunked<sup>4</sup> you in history because you knew absolutely nothing."

"I know that, sir. Boy, I know it. You couldn't help it."

"I doubt very much if you opened your textbook even once the whole term. Did you? Tell the truth, boy."

"Well, I sort of looked through it a couple of times," I told him. I didn't want to hurt his feelings. He was mad about history.

### B. Say which is right.

- 1) Holden was a ... pupil.
 

a) good	b) not very good	c) bad
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- 2) Mr Spencer taught ... in Holden's school.
 

a) literature	b) history	c) geography
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<sup>1</sup> **Boy!** — восклицание, выражающее волнение или восхищение

<sup>2</sup> **lousy** ['lauzi] — отвратительный

<sup>3</sup> **to carry (a subject)** — иметь задолженность

<sup>4</sup> **to flunk** [flʌŋk] — провалить(ся) на экзамене



- 5) What in your opinion made Holden “act younger than his age”? Is it typical of teenagers?  
6) Why do you think Holden didn’t do well in schools? Does he impress you as a boy who had no talents?  
7) Would you like to read the book “The Catcher in the Rye”? Why? Why not?

## Do It on Your Own

### 11 Complete the sentences with the correct form of the verb in brackets (*V<sub>to</sub>*/*V<sub>ing</sub>*).

1) I would like to apologize for (be) so rude. 2) Paul said he was looking forward to (see) Mary again. 3) I have finished (read) the article. 4) I have always tried (help) people when they needed my help. 5) Can we afford (buy) these devices? 6) Did you have a good time (play) football? 7) I’m used to (get) up early and (do) my homework in the morning. 8) Cheer up<sup>1</sup> and keep (smile)! 9) Never forget (answer) letters you get. 10) His accent is easy (understand). 11) She is clever enough (answer) all your questions. 12) You should stop him from (fly) to Vladivostok, he has a weak heart.

### 12 Express the same in English.

**A.** 1) Я остановился у дверей, чтобы поздороваться с соседом. 2) Начиная мыть посуду, я скоро приду и помогу тебе. 3) Ты помнишь, как мы покупали эту книгу? 4) Дети услышали звонок и перестали разговаривать. 5) Не забудь позвонить маме. 6) Я не могу забыть, как навещал друга в прошлое Рождество. 7) Я всегда забываю покупать соль или спички. 8) Ты можешь остановиться у почты, чтобы послать телеграмму?

**B.** 1) Джон и Мэри — такая чудесная пара. 2) У нас очень много работы, нам нужна ещё одна пара рук. 3) Когда я еду куда-нибудь, я обычно беру с собой пару книг. 4) Я бы хотел сказать вам пару слов. 5) Эта пара тапочек (slippers) будет хорошим подарком для бабушки. 6) У меня в пенале всегда есть несколько ручек и пара карандашей.

<sup>1</sup> Cheer up! — Не унывайте!

## Do It Together

- 1** A. Listen to what five British teenagers think about the way they spend money, (54), and match their names (1—5) with the statements in the textbook (a—f). There is one extra statement.



1) Josh    2) Walter    3) Jennifer    4) Victoria    5) Hannah

## Statements

- I turn to my parents for help.
- I spend about one hundred pounds on going out and buying CDs every month.
- I would like to take the money management course at school.
- It is difficult for me to live on the money I have.
- I often buy things without thinking if I really need them.
- I think lessons about money management at school could be useful only for young children.

**B. Say how you spend your pocket money. Do you always do it wisely? Give examples.**

- 2** You know the words in column A. Read the sentences and guess what the words in column B mean.

A

to rebel ['rɪ'bɛl]  
to irritate  
to notice  
pretty  
to bore  
mad

B

a rebel ['reɪbəl], rebellious  
irritation  
a notice  
prettily  
boredom  
madness, madly

- The rebels fought against the government army and killed a number of soldiers.
- My brother sometimes feels rebellious and argues with our parents.
- Jane's irritation is easy to understand: she told us the truth but we didn't listen to her.



- 4) He put up a notice on the door, saying that the gym was closed.
- 5) All the girls were prettily dressed and looked their best.
- 6) The boredom of the waiting was terrible.
- 7) It will be madness to travel alone to that dangerous place.
- 8) He fell madly in love with Sue as soon as he saw her.



## Focus on Grammar

1. В английском языке инфинитив часто встречается в составе структуры, которая называется сложным дополнением (**complex object**).

I want Ann to come with me. (Я хочу, чтобы Анна пошла со мной.)

Словосочетание *Ann to come* и есть сложное дополнение, которое состоит из имени существительного и в данном случае инфинитива с частицей *to*.

2. Если вместо имени существительного в предложении используется местоимение, оно ставится в объектном падеже (*me, you, him, her, it, us, them*).

I want them to return on time. (Я хочу, чтобы они вернулись вовремя.)

3. Запомните глаголы и глагольные конструкции, после которых в состав сложного дополнения входит инфинитив с частицей *to*: *to want, to expect, would like/would love*.

Tom would like his parents to take him to Florida. (Тому хотелось бы, чтобы родители взяли его во Флориду.)

We expect him to finish the article on Monday. (Мы ожидаем, что он закончит статью в понедельник.)

### 3 Paraphrase these sentences using pronouns instead of the words in bold type<sup>1</sup>.

Example: I expect **Julia** to come back tomorrow.  
I expect her to come back tomorrow.

- 1) I would like **my brother** to buy a new book by this author.
- 2) We want **the boys** to get good marks for their exams.
- 3) My parents expect **my sister and me** to get up rather early on Sunday.
- 4) I don't want **Ed** to irritate me.
- 5) We would love **Tom and Sue** to get married.
- 6) They expect **Betty** to reappear soon.
- 7) My granny would like **my parents and me** to visit her more often.
- 8) Your cousins say they would like **your family** to meet Aunt Polly at the airport.
- 9) Do you expect **Bob** to drive all that distance himself?
- 10) I expect **Jennie and Max** to inform me about their plans.

<sup>1</sup> instead of the words in bold type — вместо слов, выделенных жирным шрифтом



**4 Make up your own sentences about yourself.**

I	would like want expect	my parents my friends my teacher my pet .....	to buy a new computer. to buy a digital camera. to go to the disco with me. to explain the rule again. to give us fewer tasks. to obey me. to follow my commands. .....
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**5 Mr Harrison is instructing his new secretary. Look at the pictures and say what he wants/doesn't want her to do. Use also *would like/wouldn't like, expects/doesn't expect*.**



1) to type documents



2) to play computer games



3) to make tea



4) to do the shopping



5) to water the flowers



6) to talk over the phone



7) to photocopy documents



8) to be late



A.

**top** [tɒp] — верх

**pile** [paɪl] — стопка

**extremely** [ɪk'stri:mli] — чрезвычайно

**reason** [ri:zn] — причина

**various** ['veəriəs] — различный, разнообразный

**wrap** [ræp] — заворачивать

**riddle** ['rɪdl] — загадка

**challenge** ['tʃælɪndʒ] — вызов, трудная задача

**although** [ɔ:l'dəu] — хотя

**respect** [rɪ'spekt] — уважать

**note** [nəʊt] — записка, примечание

**bottom** ['bɒtəm] — низ, дно

B.

**top** (*n*): the top of the hill, the top of the wardrobe, to be at the top of the class. We could see the mountain tops in the distance. Alex has been at the top of his class since he went to school.

**pile** (*n*): a pile of books, a pile of letters. Nancy put her clothes into tidy piles. There were two piles of papers on the desk.

**extremely** (*adv*): extremely foolish, extremely kind. It is extremely important to record everything that happens.

**reason** (*n*): a reason for something. What is your reason for going to London? The reason I'm going to London is that I want to.

**various** (*adj*): various goods, various zones. His reasons for leaving were many and various.

**wrap** (*v*): to wrap something round oneself, to wrap sb/sth in something. We have just finished wrapping up Susie's birthday present. Keep the apples fresh by wrapping each one individually.

**riddle** (*n*): a book of riddles, the answer to the riddle, to solve a riddle, to talk in riddles. Are you good at solving riddles? Stop talking in riddles and explain what is going on.

**challenge** (*n*): a challenge to fight, a challenge for somebody. Jane was bored with her job and felt she needed a new challenge. This new task is a real challenge for me.

**although** (*conj*): Although he is poor, he is honest. Although he had run, the shop was closed when he got there. She calls me *Tiny* although I'm as tall as she is.

**respect** (*n*): to show respect for sb/sth, to treat sb with respect. Students show their respect for the teacher by not talking in class. She treats her grandparents with great respect.

**respectfully** (*adv*): to answer respectfully, to speak respectfully. Jane always speaks respectfully of others.

**note** (*n*): a note from dad, to write sb a note. We left them a note saying we'd be back around ten.

**bottom** (*n*): the bottom of the sea, the bottom of the page. The girl ran down to the bottom of the hill. Read what is written on the bottom of the box.

**7 Match these words with their definitions.**

- |               |   |
|---------------|---|
| 1) bottom     | a) an invitation to take part in a competition                                  |
| 2) top        | b) explanation for what has happened  |
| 3) pile       | c) the lowest part of an object   |
| 4) reason     | d) different and more than a few  |
| 5) various    | e) a question that seems impossible or silly, but sometimes has a clever answer |
| 6) wrap       | f) the highest part of an object  |
| 7) riddle     | g) to cover something by putting paper round it                                 |
| 8) note       | h) a number of things lying one on top of another                               |
| 9) respect    | i) to think highly of somebody  |
| 10) challenge | j) a piece of writing to call attention to something                            |

**8 A. Read the text and say why Mr Spencer was unhappy about Holden's essay.**

## Holden Comes to See His Teacher

### Part II

"Your exam paper is over there on top of the pile. Bring it here, please," said old Spencer. It was a very dirty trick, but I went over and brought it over to him — I didn't have any alternative. At that moment I was sorry that I'd stopped by to say goodbye to him.

"We studied the Egyptians [*ɪ'dʒɪptjənz*] from November 4th to December 2nd," he said. "You chose to write about them. Would you care to hear what you had to say?"

"No, sir, not very much," I said.

He read it anyway, though. You can't stop a teacher when they want to do something. They just do it.



*The Egyptians were an ancient race of Caucasians<sup>1</sup> living in one of the northern sections of Africa. The latter as we all know is the largest continent in the Eastern hemisphere<sup>2</sup>.*

*The Egyptians are extremely interesting to us today for various reasons. Modern science would still like to know what the secret ingredients were that the Egyptians used when they wrapped up dead people so that their faces would not rot<sup>3</sup> for innumerable centuries. This interesting riddle is still quite a challenge to modern science in the twentieth century.*

He stopped reading and put my paper down. I was beginning to hate him. "Your essay ends there," he said in his very sarcastic voice. "However, you left me a little note, at the bottom of the page," he said.

"I know I did," I said. I said it very fast because I wanted to stop him before he started reading that out loud. But you couldn't stop him.

*DEAR MR SPENCER [he read]. That is all I know about the Egyptians. I am not very interested in them although your lectures are very interesting. It is all right with me if you flunk me though as I am flunking everything else except English anyway. Respectfully yours,*

*Holden Caulfield.*

**B. Listen to the same text, (56), then read it aloud and find in it English equivalents for the following:**

- 1) отвратительная уловка
- 2) У меня не было выбора.
- 3) по ряду причин
- 4) неизвестные компоненты
- 5) Твоё сочинение на этом заканчивается.
- 6) самым саркастическим тоном, на который он был способен
- 7) я не против (того, чтобы)
- 8) я проваливаю всё остальное
- 9) с уважением

<sup>1</sup> **Caucasian** [kə:'keɪziən] — европеоидная раса

<sup>2</sup> **a hemisphere** ['hemɪsfɪə] — полушарие

<sup>3</sup> **to rot** — гнить, разлагаться



**9 A. Answer the questions about the text "Holden Comes to His Teacher".**

- 1) Did Holden understand that the essay he had written was no good?
- 2) What was wrong with the essay?
- 3) Why didn't Holden want his teacher to read his essay out loud?
- 4) Why had Holden written a note to Mr Spencer at the bottom of the page?
- 5) Did his teacher understand him?
- 6) Why does it often happen that children and grown-ups don't understand each other? Did it ever happen to you? What is the best way to understanding?
- 7) How do you understand the term *generation gap*? Can you give an example of how it works?
- 8) Do you think the generation gap is a really big problem?

**B. Characterize Holden and Mr Spencer.****Do It on Your Own****10 Complete the sentences with prepositions and adverbs.**

- 1) They usually put the number of a page ... the bottom of it. 2) If you talk ... riddles, no one will understand you. 3) There was a small cottage ... the top ... the hill. 4) What is your reason ... speaking so rudely with them? 5) His offer is a challenge ... me. 6) My younger brother never showed any respect ... me. 7) The note on the table was ... my parents. 8) There was a huge pile ... papers near her computer. 9) I have just finished wrapping ... the vase I'm going to give my mother for X-mas. 10) You can show your respect ... the rules by following them.

**11 Express the same in English.**

- 1) Я хочу, чтобы ты прочитал эту книгу. 2) Я не хочу, чтобы Макс приходил домой поздно. 3) Мне бы хотелось, чтобы мой друг помог мне. 4) Мне бы не хотелось, чтобы мама так много работала. 5) Мы ожидаем, что они выигрывают этот матч. 6) Они не ожидают, что мы вернёмся так скоро. 7) Он не хотел, чтобы его родители знали об этом. 8) Наши учителя ожидают, что мы хорошо напишем тест.

## Do It Together

- 1** A. Listen to the text "Unusual School", (57), read the statements (1—7) and say which of them are true, false or not mentioned in the text.



- 1) Teenagers usually love music.
- 2) All pupils in the UK can study DJing at school.
- 3) The BRIT school prepares only radio presenters.
- 4) The BRIT school has a lot of money to develop DJ projects.
- 5) All students who want to become DJs should imitate some music star.
- 6) Shortie, a pupil of the BRIT school, thinks that he should have good academic results.
- 7) Shanon and Lauren became radio presenters when they were 15.

**B. Say if you would like to be a pupil of this school and explain why.**

- 2** You know the words in column A. Read the sentences and guess what the words in column B mean.

**A**

pile  
extremely  
reason  
various  
challenge  
respect

note

**B**

to pile  
extreme  
reasonable  
variety  
challenging  
respectable  
respectful  
to note



- 1) He piled food onto his plate and went to the table near the window.
- 2) I'd like to thank you for your extreme kindness.
- 3) You must be reasonable: I can't meet you at the station while I am at work.
- 4) Daniel says that his job is boring — there is no variety in it.
- 5) The work we had to do was hard but challenging.
- 6) Everyone thinks that Mr Ross is a respectable man, who can be an example to us all.
- 7) Mr Harrison was a respectable gentleman of about seventy.
- 8) You should be more respectful to your parents.
- 9) It is so interesting to note that the biggest part of the city was built only recently.

**3 Say what your family usually:**

- a) expect/don't expect you to do;
- b) want/don't want you to do;
- c) would like/wouldn't like you to do.

What is your usual reaction? Do you enjoy, hate or don't mind it?

**Example:** My granny wants me to do the shopping every Saturday and I don't mind it.

**4 Describe your future as you would like it to be. Use the *complex object* where you can.**

**Example:** I would like to have a big family. I would like my will-be husband (wife) to love and understand me. I would like us to live in the country in a comfortable house.



### Focus on Grammar

1. Сложное дополнение (**complex object**) в английском языке часто используется после так называемых глаголов чувственного, слухового и зрительного восприятия: *to feel, to hear, to see, to watch, to notice*.

I saw Ann dance at the party.  
We heard him play the piano.

Обратите внимание на то, что в структуре сложного дополнения после вышеуказанных глаголов инфинитив употребляется без частицы *to*.

2. После этих же глаголов в структуре сложного дополнения вместо инфинитива без частицы *to* может употребляться *participle I* другого глагола. Например:

I saw Ann dancing at the party.

We heard him playing the piano.

John noticed Alec looking at her.

3. Различие случаев, описанных в п. 1 и 2, заключается в том, что инфинитив используется, чтобы выразить завершённое действие, а первое причастие — действие незавершённое, находящееся в процессе.

I saw Ann dance at the party. (Я видел, что Анна танцевала на вечере.)

I saw Ann dancing at the party. (Я видел, как Анна танцевала на вечере.)

Это различие можно проиллюстрировать, употребляя русские аналоги английских структур (глаголы совершенного/несовершенного вида).

We saw Helen enter the room. (Мы видели, что/как Елена вошла в комнату.)

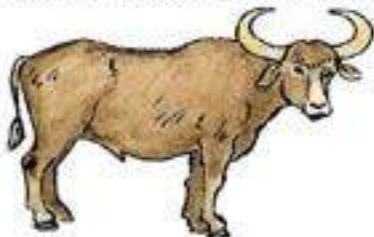
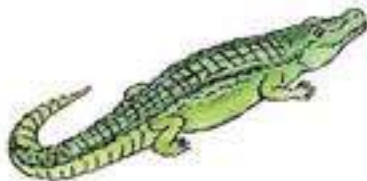
We saw Helen entering the room. (Мы видели, что/как Елена входила в комнату.)

- 5** Read the text "Pets" and find in it sentences with the *complex object*. Read them out and say what they mean in Russian.

### Pets



A lot of teenagers keep pets at home. Some of them are very common. Duncan's pet is a budgie. Its name is Whipper the Budgie. Duncan likes his bird very much. He often watches it flying around the house. Duncan always laughs when he sees Whipper dance in front of the mirror. One morning when Duncan was still asleep he felt Whipper's beak touch his lips and heard his bird say loudly "Hello!". Later Duncan noticed Whipper say "Goodbye". Now there are several words in Whipper's vocabulary. Some people buy dangerous animals as pets; crocodiles for example. In Florida you can see a young man walking a crocodile!



In Canada one family keeps a buffalo as a pet. They call him Buffalo Bailey and love to watch it running on the farm ground. Julia Lloyd has a pet that can change the colour of its skin. Have you ever heard of such animals? They are cha-



meleons [kə'mi:lɪənz]. They are very beautiful but they are not easy pets.

Julia often watches her pet changing the colour of its skin and climbing the tree in its big cage.

Have you got any pets at home? What are they like? Do you think that any animal can make a good pet?



**6 Complete the sentences with the right forms of the infinitive.**

1) I have never seen my favourite team (to lose/lose) a game.  
2) We expect the film (to finish/finish) by 9 o'clock.  
3) He'd love his friends (to come/come) over and see him in the evening.  
4) They watched the car (to race/race) along the street and (to disappear/disappear) round the corner.  
5) No one has ever heard Peter (to use/use) bad language.  
6) Kate doesn't expect anyone (to help/help) her choose her future career.  
7) Does anybody want me (to repeat/repeat) the rule again?  
8) Only few of us noticed Mary (to get/get) out of the house quietly and disappear in the dark.  
9) Suddenly I felt something cold (to touch/touch) my hand.  
10) Would you like me (to bring/bring) you a cold drink?  
11) The whole class heard Jane (to recite/recite) her favourite poem at the Russian literature lesson.

**7 Complete the sentences. Use the infinitive or participle of the verbs in brackets. In some cases both are possible.**

Example: a) We saw James (leave) the room and (shut) the door behind him. We saw James leave the room and shut the door behind him.

b) When I saw Nina (dance) I couldn't believe my eyes — so beautiful it was. When I saw Nina dancing I couldn't believe my eyes — so beautiful it was.

1) For some time the children watched the birds (fly) in circles above their house.  
2) No one noticed the big car (drive) past the front door.  
3) The boy felt someone (take) him by the hand.  
4) In spring people can hear birds (sing) in parks and gardens.  
5) All that time we watched our city (grow).  
6) Did you see Margo (win) the one hundred metre race?  
7) In my dream I saw myself (climb) a high mountain.  
8) Everyone likes to hear this talented actor (sing) his own songs.  
9) We loved to sit at the fireplace and watch wood (burn) in it.  
10) As soon as I opened the door I felt a cold strong wind (blow) in my face. I immediately closed the door again.

**8** Look at the pictures and say what Andy saw and heard from his tree house one evening. Use the complex object where possible.

Example: One evening Andy was playing in his tree house when he heard his mother call him.

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Section Three



1) — Andy, it's dinner time.  
Come down.  
— I'm coming, mother.



2) — Wow!



3) — Oh, hell!



4) Bang! Bang! Bang!



5) — He needs my help.



6) — Start the camera! Action!

**9** Read the text "Teens and Parents" and complete it with the fragments (a—g) from the box. There is one extra fragment.

- a) kids to listen to
- b) the most irritating thing about their kids
- c) isolated from their teenagers
- d) very positive
- e) about their parents' clothes
- f) showed their love
- g) by the BBC

### Teens and Parents

According to a recent survey <sup>(1)</sup> 22% of teens in the UK want their parents to give them more freedom. A lot of teens say they don't like their parents' bad moods, and many parents say <sup>(2)</sup> is their bad moods. However, the survey showed there was a lot that teens loved about their parents:

62% of teens said they liked the way their parents <sup>(3)</sup> for them.

61% of teens said they liked their parents' sense of humour.

Sadly, 28% of teens said they were not happy <sup>(4)</sup>.

27% of parents thought their kids spent too much money.

10% of parents feel <sup>(5)</sup>.

10% of parents would like their <sup>(6)</sup> them more.

**10** A. Look through the text "Teens and Parents" again and think over the following:

- 1) if you like the way your parents show their love for you;
- 2) if you suffer from their bad moods and they suffer from yours;
- 3) if they think you spend too much money;
- 4) if you like the way your parents dress;
- 5) if you like your parents' sense of humour;
- 6) if you always listen to what your parents say and why;
- 7) if you feel isolated from your parents.

**B. Work in pairs and discuss what helps parents and their children be happy together.**

### Do It on Your Own

**11** Put the sentences in each pair into one.

Example: The snowflakes were slowly falling on the ground. Margo saw it.  
Margo saw the snowflakes slowly falling on the ground.

1) Something fell on the kitchen floor. James heard it. 2) The boy disappeared in the crowd. Nobody noticed it. 3) The fish were

happily swimming in the bow. The children watched it. 4) The car stopped at the traffic lights. The policeman saw it. 5) The television screen suddenly went dark. We saw it. 6) Something hot touched the man's skin. He felt it. 7) Someone in the hall sang along. The singers on the stage heard it. 8) The book fell on the floor. The whole class heard it. 9) A cold raindrop fell on her face. Julia felt it. 10) One of the children quietly left the room. The teacher noticed it.

## 12 Express the same in English.

1) Мы видели, что ракета взлетела в небо. 2) Маленькая девочка наблюдала за тем, как самолёт летел по небу. 3) Я заметила, что Анна заснула. 4) Я услышал, что мама играет на пианино в соседней комнате. 5) Ты когда-нибудь слышал, как поёт соловей? 6) Джон почувствовал, что сестра взяла его за руку (to take sb by hand). 7) Роберт наблюдал за тем, как лодка исчезала вдали (in the distance). Вскоре он увидел, что она исчезла. 8) Мы заметили, что Кейт вышла из дома одна.

## Section Four

### Do It Together

- 1 A. Kelis is an international music star. Listen to the interview in which Kelis speaks about her teenage years, (58), and say which of the statements below are true and which are false.

#### Fact File

*Full Name:* Kelis Rogers.

*Birthday:* 21 August 1980.

*Birthplace:* Harlem, New York City, USA.

*CDs:* 1999 Kaleidoscope, 2001 Wonderland, 2003 Tasty.

*Career:* A singer, a composer, plays a number of musical instruments.

*Family:* Her father was a clothes designer.

*Hobbies:* Now — playing the guitar, when a teenager — reading and cooking.



- B. Say if you have a favourite singer or group. Speak about them.

**3 Some of these sentences have mistakes. Correct them.**

1) My mum expects me to become a doctor. 2) I want my mum think more about my problems. 3) I see my mother often not understand me. 4) At nine o'clock every morning we see Ms Temple entering our school yard. 5) Linda watched her brother stopping riding on his bike, getting off it and moving to the cottage. 6) I felt my mother kiss me good night. 7) They hear their parents leaving for St Petersburg. 8) I saw my little brother entering the classroom. 9) I hear him to make a very successful career. 10) I would like my teacher give fewer tasks.

**4 Learn how to pronounce and use the new words. Listen, (59), and repeat.**

**A.**

**preserve** [prɪ'zɜ:v] — сохранять

**deed** [di:d] — дело, поступок

**claim** [kleɪm] — 1) заявить права на что-то, востребовать; 2) утверждать, заявлять

**likely** ['laɪkli] — вероятно

**unemployed** [ˌʌnɪm'plɔɪd] — безработный

**tear** [tiə] — рвать

**date** [deɪt] — встречаться с кем-то, назначать свидание

**stupid** ['stju:pɪd] — глупый

**worry** ['wʌrɪ] — беспокоиться, волноваться

**citizen** ['sɪtɪzn] — гражданин

**exist** [ɪg'zɪst] — существовать

**allow** [ə'laʊ] — разрешать, позволять

**B.**

**preserve (v):** to preserve customs, to preserve food, to preserve sth for future generations. The ancient Egyptians knew how to preserve dead bodies. I think these interesting customs should be preserved. We put food into the fridge to preserve it.

**deed (n):** a good deed, heroic deeds. John promises to do one good deed every day. You did a good deed by helping the old man.

**claim (v):** to claim something, to claim falsely. Did anyone claim the lost umbrella? Nigel claimed that he had done all the work without help.

**likely (adv):** most likely, very likely. Tony will most likely win the competition. To be likely/unlikely to do something. He is likely to win the game. They are unlikely to arrive that early.

**unemployed (adj):** unemployed men, unemployed people. The factory closed and there were a lot of unemployed people in the area.

**tear (tore, torn) (v):** to tear a dress on a nail, to tear a page out of/from one's notebook, to tear something up. Andrew tore his shirt when he was climbing over the fence. I tore the envelope open. Bob has torn off a sheet from the pad of paper.

**date (v):** to date somebody. I dated Caroline during last summer. Jane and me have been dating for half a year.

**stupid (adj):** to feel stupid, to look stupid, a very stupid thing to do. I felt really stupid when I understood what had happened. That was just a stupid plan.

**worry (v):** to worry somebody; to worry about somebody/something. Stop worrying, dad, we'll be fine. Don't worry the driver with unnecessary questions.

**citizen (n):** to be a good citizen. We should teach our students to be good citizens.

**exist (v):** to exist somewhere. Does life exist on this planet? A person cannot exist for long without water.

**allow (v):** to allow doing sth, to be allowed to do something. Do they allow smoking in the cinema? — Certainly not. Will you allow me to use your bicycle? Jack is not allowed to go to the forest alone.

#### 5 Complete the situations by making a conclusion<sup>1</sup>.

**Example:** The train usually arrives at 9 o'clock. Now it is five minutes to nine and we neither see nor hear it. — The train is likely to be late./The train is not likely (unlikely) to be on time.

- 1) Some time ago the sun was shining and now the sky is covered with heavy dark clouds.
- 2) Steve is leaving school this year. He is working very hard as he wants to become a doctor.
- 3) Mary doesn't look well today and she says she has a headache.
- 4) I've been calling Andrew the whole evening but nobody takes the phone.
- 5) The new school is nearly ready. There is still some time before the 1st of September.
- 6) The whole family have gathered in front of the television. They all support the same football team.
- 7) George enjoys acting, and he is very good at it. He is thinking of an acting career.

<sup>1</sup> a conclusion [kən'klu:ʒn] — заключение

- 8) Fred is very busy at the moment. He is helping his old aunt who is very ill. I don't think we'll see him this summer.
- 9) The shop closes at eight. It is five to eight now. What shall we do about the food?
- 10) The runners are coming to the finishing line. Susan is well ahead of the other athletes.

**6 Express the same in a different way. Use the new words. Make necessary changes in the sentences.**

- 1) I want people who belong to Russia to be proud of their country.
- 2) When the letter was nearly finished, Margaret pulled it apart and started anew.
- 3) Some people may think that Denis is a very slow thinker but in fact he is not. I would even say that he's quite clever.
- 4) Phil's bad health makes his parents feel that something wrong is going to happen.
- 5) To keep the cut flowers unchanged we can put them in a dark cool place.
- 6) Julia's parents say that she can stay up late and watch late-night films.
- 7) On our planet there were several civilizations.
- 8) Kate goes out with a very nice boy. They seem to be very happy together.
- 9) Jeremy hasn't had a job for a long time. I hope he'll find one soon.
- 10) Pauline assured us that she was the best pupil in her class.
- 11) It looks like the weather will be wonderful today.
- 12) Helping the children was a very good thing to do.



### Focus on Grammar

В настоящее время в рамках словообразовательного процесса — конверсии — весьма типичным является образование новых слов по модели Adj — N, когда на базе имени прилагательного образуются имена существительные без изменения формы слова, которые употребляются с определённым артиклем и обозначают группы людей. Например:

**Adjective**

old  
 young  
 rich  
 poor  
 deaf [def]  
 blind  
 dumb [dumb]  
 unemployed

**Noun**

the old [старые (люди), старики]  
 the young [молодые (люди), молодёжь]  
 the rich [богатые (люди), богачи]  
 the poor [бедные (люди), бедняки]  
 the deaf [глухие (люди)]  
 the blind [слепые (люди)]  
 the dumb [немые (люди)]  
 the unemployed [безработные (люди)]

These picture books are for young readers.

Jack is my old friend.

The old and the young do not always understand each other.

The rich are getting richer and the poor are getting poorer.

How much money do the unemployed get in this country?

} adjectives

} nouns

**7 Use *the* where necessary to complete the sentences.**

1) ... blind can learn to read with the help of their fingers. 2) She became ... blind at the age of ten. 3) She looked ... young enough to be his daughter. 4) This government has helped ... rich but has done nothing to help ... poor. 5) A special school for ... deaf is being built in our town. 6) Mr Morrison asked us to speak more loudly, as he was rather ... deaf. 7) ... deaf, ... blind and ... dumb are the categories of people who may have problems finding a job. 8) This part of the city is ... old and very beautiful. 9) What do we call people who can't hear: do we call them ... deaf or ... dumb? 10) Alice is too ... young to drive a car. 11) The number of ... unemployed people is rising all the time.

**8 A. Read the text and answer the questions: a) What is BNP's idea about immigrants? b) Why is it wrong?****Racism in Britain**

About thirty years ago there used to be not so many blacks and Asians in local government or on TV as newsreaders; now it is very common. The culture of these people is becoming more and more part of British lifestyle. But can we say that racism has become a fact of the past or does it still exist?

The British National Party (BNP), an extreme right-wing group, is supported by about 4% of the population. The leaders of the party say that they are a respectable party wanting to "preserve



the future of Britain by sending ethnic minorities back to the country they come from.” But their deeds speak louder than their words. The BNP’s members take part in attacks on Asian people. They and their supporters (of which there are about 20,000) claim that the blacks and Asians are stealing their jobs, but they are two and a half times more likely to be unemployed than whites. At the same time, there are a lot of Asians and blacks in medicine and law. The only way they are stealing white people’s jobs is by getting better qualifications. As the British law allows all British citizens to get their education free, blacks and Asians get these job places in a fair competition with whites. Many blacks and Asians were invited to Britain after World War II and in the 1950s and 60s when Britain needed working hands. Immigrants agreed to do the jobs white people did not want.

The BNP’s idea of repatriation sounds especially strange if you remember that blacks and Asians are just as British as any other citizens of the country because most of them were born in the UK. It is natural that this problem worries British teenagers and they feel strongly about it. This is what some black and Asian teens said about racism.

**D h a r a:** I feel half British, half Indian, torn between the two cultures.

**J a s k i r a n:** I don’t think I could ever live in India. I can’t speak Punjabi<sup>1</sup> very well and I feel like an outsider there.

**S h e r i d a n:** About ten years ago people threw bottles at my uncle because he was dating a white girl.

**D u n j h a i s e:** I don’t think the BNP will get into power because Britain is so multicultural and I don’t think the population will support them. They don’t make me angry. I just think they’re stupid.

**B. Find in the text “Racism in Britain” English equivalents for the following:**

на телевидении в качестве ведущих новостей; британский образ жизни; крайне правая группировка; этнические меньшинства; честное соревнование; идея возвращения (их) на родину; они остро это чувствуют; я чувствую себя там чужим; многонациональный.

**C. Listen to the same text, (60), and read it aloud.**

<sup>1</sup> Punjabi [pʌnˈdʒɑːbi] — язык пенджаби





Racial and ethnic groups are one of the most sensitive topics. Nowadays more and more groups of people prefer to be called by the name they have chosen themselves. For example, many Americans whose families originally came from Africa prefer to be called *African-American*. But there are others who prefer to be called *black* because they see themselves as American, not African.

At any given time members of a certain racial or ethnic group prefer different terms and the words that were used before become outdated. For example, in books and articles that were written in the middle of the last century you may see expressions like *Oriental* or *Chinaman*. Be careful not to use old-fashioned and offensive words like these. Use more acceptable terms, such as *Chinese people*.

**9 Read the text "Racism in Britain" again and answer these questions.**

- 1) When did Britain begin to become a multicultural country and why?
- 2) Why is it difficult to say that racism in Britain is dead?
- 3) What does the BNP work for? Do they use only peaceful methods in their activity?
- 4) What are the BNP's arguments when they say that blacks and Asians should be repatriated?
- 5) What is the situation in the labour market<sup>1</sup> in Britain?
- 6) Can you understand the teenagers who speak about racism and have problems because of their nationality?
- 7) Do you think it is good or bad for a society to be multicultural? What is the situation like in your country?
- 8) Do you think racism exists in your society?

**10 A. Find in the text "Racism in Britain" a sentence with the structure used to do sth and remember what it means.**

**B. Say the same in a different way.**

**Example:** Some time ago I went to the British Museum almost every Saturday. Now I have no time for it.  
Some time ago I used to go to the British Museum almost every Saturday. Now I have no time for it.

- 1) When James was younger, he spent hours fishing in the lake. He doesn't do it any more.

<sup>1</sup> labour market — рынок труда

- 2) A couple of years ago I didn't do any sport. Now I do a lot of jogging which keeps me fit.
- 3) I know that now you keep no pets. Did you do it in your childhood?
- 4) In olden days<sup>1</sup> people travelled rather slowly. Now we have fast trains and jet planes.
- 5) Diana never thought about serious problems when she was in her teens. Now she has become very different.
- 6) When Caroline was a child she hated even the smell of coffee. Now she drinks a lot of it.
- 7) When we were young we spent a lot of time together. Unfortunately, we don't see a lot of each other now.
- 8) It seems that Jane and Colin don't like each other very much. Did they date when they were younger?
- 9) Peter was a quiet and friendly boy at school. What's happened to him?
- 10) Kathy played a lot of tennis when I first met her. Now she prefers golf.

**11** Look at the pictures and say what the grandfather told his grandchildren about his young years. What questions did they ask him?



**Example:** Did you use to have a lot of friends? — I used to have a lot of friends.

<sup>1</sup> In olden days = long time ago

## Do It on Your Own

### 12 Which of these are the odd ones out?

- 1) preserve, claim, deed, exist, tear
- 2) allow, claim, tear, date, citizen
- 3) date, claim, may, likely, faint
- 4) preserve, citizen, likely, worry, stupid
- 5) unemployed, unsuccessful, understand, unhappy, unlikely

### 13 Express the same in English using *complex object*.

- 1) Мне бы хотелось, чтобы вы присоединились к нам.
- 2) Ты слышишь, что звонит телефон?
- 3) Я почувствовал, что моя маленькая племянница взяла меня за руку.
- 4) Я увидела, как Эндрю открыл сумку и достал из неё бумаги (документы).
- 5) Мы заметили, что Алиса начала что-то писать.
- 6) Мои родители не хотят, чтобы я стал певцом.
- 7) Мы наблюдали за тем, как дети плавали в море.
- 8) Я никогда не видел, как он танцует.

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Section Five

## Section Five

### Do It Together

- 1 A. You will hear what five young people say about some famous teen hangouts<sup>1</sup> in the world, (61). Match what each teenager (1—5) says with the statements (a—f). There is one extra statement.



1) Charlie 2) Tony 3) Martin 4) Jill 5) Sue

- a) It is a fantastic place to visit. You can shop all day and dance all night there. However, the weather is not always dry and sunny.
- b) You may have the most unusual celebration of one of the most important Christian festivals there. But you wouldn't call it a safe place.

<sup>1</sup> hangout ['hæŋɡaʊt] — место встреч, отдыха



- c) It is a good magnet for teens. There are always young people from all over the world there and they can meet in various clubs.  
 d) I like this cool<sup>1</sup> place and have very good memories of Thailand, especially when I look at the things I bought there.  
 e) Here you can meet many people interested in art and music. It is a place where people can say what they think about life and society, express their views.  
 f) You should wear your wildest and most original dress if you're going there.

**B. Say where you hang out with your friends. Describe the place.**

- 2** Read the text "Why Teens Can't Stop Gambling<sup>2</sup>" and complete it putting the verbs in brackets in the right forms.



### Why Teens Can't Stop Gambling

Seventy-five per cent (75%) of British teenagers gamble. In the USA, the figure is even higher — eighty-seven per cent (87%). One journalist says he heard Professor Griffiths (to say<sup>1</sup>) there will be more teen gamblers soon. Professor Griffiths is Europe's only professor of gambling studies. He wants everybody (to understand<sup>2</sup>) that gambling is a form of addiction and teen gamblers are addicts. The professor watches young people (to buy<sup>3</sup>) lottery tickets. He says 87% of British teens play the National Lottery. He notices many teens (to use<sup>4</sup>) Internet gambling. Young people gamble at night and feel tired and asleep at

<sup>1</sup> cool [kʊ:l] — разг.: крутой, классный

<sup>2</sup> to gamble — играть в азартные игры

school. Even if they lose money, they can't stop gambling. Nowadays you can see teenagers (to gamble<sup>5</sup>) in pubs, cafés, amusement arcades<sup>1</sup>.

- 3 A. It's a fact that you've got one in fourteen million chance of winning the lottery. Nevertheless people of all ages gamble a lot and each year the number of teen gamblers grows. Read Jerry's story and say if such a situation is typical of Russia.**

"I started betting on American football. I was gambling on all the sports. I did well at first. I couldn't wait to get the sports page every day so I could see who to bet on. Then I discovered Internet gambling. I stayed up all night and I felt asleep at school. I began losing money, but I still couldn't stop gambling. I used my parents' credit cards to gamble online. When the credit card companies started calling the house, I was thousands of dollars in debt<sup>2</sup>. I knew that 16- and 17-year olds, who gambled were more likely to become addicted to drugs<sup>3</sup> and alcohol but I couldn't stop gambling."

**B. Answer the questions.**

- 1) Why is gambling dangerous?
- 2) Why do young people gamble so much?
- 3) How can teenagers become gamblers?

- 4 Think what can be done to stop or limit teen gambling. Read the statements, compare them with your answer. Put the statements in the order of importance.**

- 1) Fruit machines<sup>4</sup> shouldn't be situated in pubs, cafés, shops etc — places where they are easy to find.
- 2) Amusement arcades should be built far from schools or youth centres, maybe even far from the places where people live.
- 3) Teenagers under 16 or even 17 mustn't take part in gambling. So their age should be checked.
- 4) There shouldn't be so many websites that offer gambling games.
- 5) Gamblers shouldn't be allowed to bet money using credit cards.
- 6) Gamblers should be able to have professional help to stop gambling.

<sup>1</sup> an amusement arcades — залы игровых автоматов

<sup>2</sup> a debt [det] — долг

<sup>3</sup> drugs — наркотики

<sup>4</sup> a fruit machine — игровой автомат

7) Teenagers at school should get information how dangerous gambling is, that it is a form of addiction. Teachers should explain to pupils how powerful gambling hormones are and how they work.

8) Laws against gambling should be strict.



### Focus on Grammar

1. После глаголов **to let** (разрешать, позволять) и **to make** в значении «заставлять» в конструкции *complex object* используется только инфинитив смыслового глагола без частицы *to*.

My mother doesn't let me go there alone. Our English teacher makes us work very hard.

2. Однако в пассивных структурах с глаголом **make** частица *to* употребляется.

The children were made to go to bed at nine. (Детей заставили лечь спать в девять.)

3. Глагол **to let** в пассивных структурах не используется вообще. Вместо него употребляется глагол **to allow**.

My parents let us watch this film. (Мои родители позволили нам посмотреть этот фильм.)

We were allowed to watch this film. (Нам позволили посмотреть этот фильм.)

#### 5 Complete the sentences. Use *to* where necessary.

1) We have never seen Iris ... read thick novels. 2) Jane is not allowed ... watch soap operas late at night. 3) We would like to go camping but I'm afraid our parents wouldn't let us ... do it. 4) Sue never lets her children ... eat sweets. She thinks it is bad for their teeth. 5) We were made ... finish our translation at three. 6) Thank you for letting me ... borrow your car. 7) Make John ... prepare the papers by six o'clock. 8) I want you ... publish Peter's article in your magazine. 9) I've heard him ... offer his help to Andrew.

#### 6 Paraphrase these sentences. Use the verbs in the *passive voice*.

1) Roger meant to make his brothers sit still. 2) My mother never lets me leave home after ten. 3) How did you make him listen to you? 4) The farmer lets me live in a small caravan behind his house. 5) I'll make Andrew pay the money back. 6) Just imagine! They made the old lady wait more than an hour. 7) My granny

lets me look through her old photographs. 8) My parents never let me go to the river alone. 9) She didn't let me see what she was doing. 10) I made little Ann smile.



## Focus on Grammar

### Phrasal verb to get

- 1) **to get along/on** — уживаться, ладить с кем-то.  
Richard and his sister don't really get along.
- 2) **to get away** — сбежать, исчезнуть, удрать.  
My dog got away from me in the park.
- 3) **to get on** — сесть на велосипед (поезд, автобус и т. д.).  
The boy got on his bike and rode away.
- 4) **to get off** — сойти с велосипеда (поезда, автобуса и т. д.).  
We got off the bus near Buckingham Palace.
- 5) **to get into the car** — сесть в машину.  
The old lady got into the car with difficulty.
- 6) **to get out of the car** — выйти из машины.  
They got out of the car and went along the street.
- 7) **to get over** — справиться с чем-то, преодолеть что-то.  
He is very ill and can't get over his illness yet.

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Section Five

### 7 Complete the sentences using the missing words: *along, away, over, to, into, on, off*.

1) My dog and my cat get ... very well with each other. 2) The thieves got ... with our money. 3) Does she get ... with all her classmates? 4) Your news is a real shock and we can't get ... it. 5) Don't allow him to get ... with my bike. 6) Get ... the bus near London Bridge and go as far as Trafalgar Square. 7) Get ... the car if you want to drive. 8) (On the bus): Excuse me, I'm going to Red Square. Where should I get ... the bus? 9) I hope she will be able to get ... all the difficulties. 10) How are you getting ... with your neighbours?

### 8 A. Read the text and say the names of movements and organizations which were new to you.

#### Young People's Movements and Organizations

The term "Young People's Movements" is so wide that it includes all kinds of young people's associations [əˌsəʊsɪ'eɪʒnz] from *Punk Rockers*, *Hippies* and *Goths* to the *Young Conservatives* in Britain and *Komsomol* in Soviet Russia.





The world's first voluntary<sup>1</sup> youth organization was *the Boys' Brigade* [brɪ'geɪd], founded in Glasgow, Scotland, in 1883 by William Alexander Smith. His idea was to give the boys religious education and teach them to be disciplined and well-mannered.

In England Major-General Robert Baden-Powell founded *the Boy Scouts* movement in 1908. Like *the Boys' Brigade*, *the Scout* movement has spread



around the world. A sister organization to *the Scouts*, *the Girl Guides Association*, founded in 1910, also has a lot of members in different countries. These organizations train boys and girls in various useful skills, such as lighting a fire, cooking, fishing and help children to develop their character.

Very often young people's movements are political in nature. In the 1930s there existed *Fascist* [ˈfæʃɪst] organizations for young people in Mussolini's Italy and Hitler's Germany. In Britain some young people joined *the Blackshirts*.

Soviet Russia had Young Communist groups: *Oktobrists*, *Pioneers* and *Komsomol*, which were founded to give young people political education and teach them patriotism.



<sup>1</sup> voluntary [ˈvɒləntəri] — добровольный

The second half of the 20th century saw a number of youth cults [kʌlts] and cultures such as *the Rockers*, associated with motorcycles, rock-and-roll music and clothes made of leather<sup>1</sup>. *The Hippies* of the late 1960s experimented with drugs, lived in communities, grew their hair long and were interested in radical politics.



*The Goths* followed a fashion of the late 1980s and early 1990s for white faces and black and purple clothes.

*Skinheads* are associated with racism. They appeared in the 1960s. *Skinheads*, mostly boys and young men, shave their hair off or cut it very short. They wear heavy boots and earrings. *Skinheads* often use violence and terrorize people. Some of the youth cults have survived till nowadays.

**B. Listen to the same text, (62), then read it aloud and complete the statements about it.**

- 1) The term "Young People's Movements" includes ... .
  - a) only political teen organizations of all types
  - b) various groups of young people
  - c) religious associations of young people
- 2) The world's first youth<sup>2</sup> organization was founded ... .
  - a) last century
  - b) last but one century
  - c) last but two centuries
- 3) The members of *the Boys' Brigade* were ... .
  - a) trained to believe in God
  - b) taught to obey everybody
  - c) taught to become patriots

<sup>1</sup> leather [ˈleðə] — кожа; кожаный

<sup>2</sup> youth [ju:θ] — лд.: молодёжный



- 4) *The Boy Scouts* movement was founded ...
  - a) in the late 19th century
  - b) in the early 20th century
  - c) in the mid-20th century
- 5) Many *Scout* organizations all over Europe ...
  - a) give their members a good education
  - b) teach them to keep the house
  - c) prepare them for the future
- 6) ... is not a political organization.
  - a) *The Blackshirts*
  - b) *Komsomol*
  - c) *The Goths*
- 7) ... is an organization the members of which are characterized by racist ['reɪsɪst] behaviour.
  - a) *Skinheads*
  - b) *The Rockers*
  - c) *The Hippies*

**9** You and your friends want to find out more about young people's movements and organizations. Discuss with them the history of which organizations you would like to study. Come to an agreement.

- the Boys' Brigade
- the Boy Scouts
- the Girl Guides
- the Young Pioneers
- the Komsomol Organization

**10** Answer the questions.

- 1) Why do you think young people like to join cults, groups and organizations?
- 2) How do young people usually demonstrate that they belong to a certain organization?
- 3) Is there any organization, a cult or a culture that you find interesting or good for yourself? What is it? Why are you interested in it?
- 4) Are there any youth organizations, cults or cultures which you will never join? Why not?
- 5) Why is it necessary to think hard before you join a movement or an organization?

- 4) Я заставлю тебя сказать мне правду. 5) Нас заставили вымыть окна. 6) Мой старший брат не разрешает мне кататься на своём велосипеде. 7) Детям разрешили купить мороженое. 8) Виктора заставили выучить стихотворение наизусть.

**13** A. Write five sentences about what you *used to do* when you were younger and *don't do* nowadays.

B. Write five sentences about what you or the members of your family *are used to doing*.

## Section Six Consolidation Class

### Do It Together

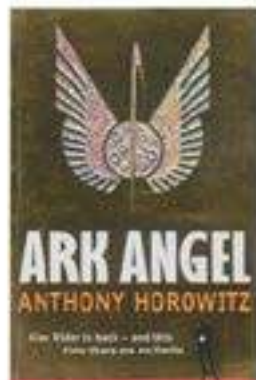
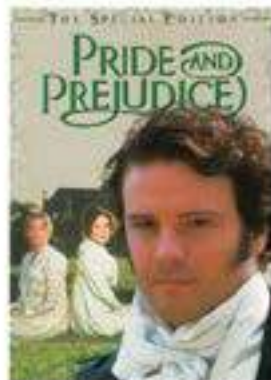
**1** Listen to what six teenagers from Belgium think about immigration in their country, (63). Say who:

- thinks immigrants have the wrong idea of Western life;
- worries about the fact there are not enough jobs for everyone;
- thinks of the world as one big country;
- says a few immigrants sometimes bring problems;
- has a relation who came from abroad;
- thinks immigrants should adapt to their host country<sup>1</sup>.



1) Maria 2) Melanie 3) Luke 4) Bruce 5) Simon 6) Andy

<sup>1</sup> host [həʊst] country — принимающая страна; страна, в которую иммигрируют



### Top Cool Reads for Teens

#### "Pride and Prejudice"<sup>1</sup> by Jane Austen

If you liked the film with Keira Knightley, now try the book. "Pride and Prejudice" is the story of Mr and Mrs Bennett, <sup>(1)</sup> daughters and their romantic relationships. In the film made after it Keira played the character of Elizabeth Bennett, <sup>(2)</sup> was Jane Austen's most <sup>(3)</sup> character from her own books.

#### "Ark<sup>2</sup> Angel" by Anthony Horowitz

Alex Rider is not an ordinary teenager. <sup>(4)</sup> a 15-year-old spy. The author Anthony Horowitz says that when he was writing the book he was thinking about James Bond. "I started <sup>(5)</sup> the books because I thought the actors in the James Bond films were all <sup>(6)</sup>. To be really "cool", I thought Bond should be <sup>(7)</sup> teenager."

#### "Chronicles of Narnia: The Lion, the Witch and the Wardrobe"<sup>3</sup> by C. S. Lewis

Everybody's reading <sup>(8)</sup> books, so why shouldn't you? After "Harry Potter" and the "Lord of the Rings" this is the <sup>(9)</sup> fantasy book that has been made into a film. It's about a magical

<sup>1</sup> "Pride and Prejudice" — «Гордость и предубеждение» (название знаменитого романа английской писательницы Джейн Остин (1775—1817))

<sup>2</sup> an ark — ковчег

<sup>3</sup> «Хроники Нарнии: лев, ведьма и платяной шкаф» — произведение К. С. Льюиса (1898—1963), известного английского писателя и христианского мыслителя.

wardrobe that can take you to a secret land. So, if you haven't read the Narnia books, do it now. They will make you <sup>(10)</sup> your imagination.

- |                  |               |               |
|------------------|---------------|---------------|
| 1) a) five there | b) five their | c) their five |
| 2) a) who        | b) which      | c) whose      |
| 3) a) loveliest  | b) loving     | c) loved      |
| 4) a) His        | b) He's       | c) Him        |
| 5) a) write      | b) wrote      | c) writing    |
| 6) a) too old    | b) old enough | c) older      |
| 7) a) —          | b) a          | c) the        |
| 8) a) children's | b) childrens' | c) children   |
| 9) a) late       | b) later      | c) latest     |
| 10) a) use       | b) to use     | c) using      |

- 3 A. Read the text given below and complete it with the words formed from those on the right.**



### Hoodies<sup>1</sup>

Now <sup>(1)</sup> newspapers are full of stories about bad teen <sup>(2)</sup>. But how serious are these problems? Are they really <sup>(3)</sup>? Nowadays it is <sup>(4)</sup> to wear hoodies. But some people say they feel <sup>(5)</sup> when they see groups of teenagers wearing them. You can't see people's faces, if they wear hoodies, so if they do something bad, the police may have some <sup>(6)</sup> to find them. Last year a <sup>(7)</sup> centre near London stopped kids from wearing hoodies. Many teenagers' <sup>(8)</sup> aren't happy about this. One of them says, "Hoodies are what everybody wears." They sell them in the centre, so how can they stop people from wearing them.

Britain  
behave  
importance,  
fashion  
safe

difficult  
shop  
shop

<sup>1</sup> a hoodie — куртка или толстовка с капюшоном

**B. Describe the most typical clothes that teens wear nowadays. Say what you think of this trend.**

**4 Are you happy with your body? Answer these questions to find out.**

- 1) When you look in the mirror, do you feel happy with what you see?
  - a) Yes, I usually feel pleased with what I look like.
  - b) Sometimes.
  - c) No, never. I always think I look terrible.
- 2) How many different clothes do you try on<sup>1</sup> before you decide what to wear?
  - a) I wear the first thing I put on.
  - b) 2—3.
  - c) I try on so many that I can't remember.
- 3) What do you hate most?
  - a) Examinations.
  - b) A bad haircut.
  - c) Going shopping for clothes.
- 4) How do you feel about someone taking your photo?
  - a) I love it!
  - b) I like it most of the time.
  - c) I hate it.
- 5) A friend tells you that you're looking good. What do you say to him/her?
  - a) Thanks very much. I feel good today.
  - b) Thanks but I need to loose some weight.
  - c) Are you blind?

If your results are mostly

**As:** You have a very good body image. You are comfortable with your body. Well done!

**Bs:** Most days you have a good body image but on the days when you don't, try to remember the things that are really good in life: good health, good friends, a loving family and having fun.

**Cs:** You have a very bad body image. You are always thinking about how to make your body look better. You should stop thinking about it and find friends who are more interested in personality than looks.

<sup>1</sup> **to try on** — примерять (одежду, обувь)

- 5** Teens from different countries were asked the same questions. Read their answers and then answer the same questions.



### What is it really like being 15?

1) What are the biggest worries for 15-year-olds in your country?

**Kevin from Bern, Switzerland:**

Most of my friends are afraid to get bad results at examinations or fail them.

**Filipos from Athens, Greece:**

School and exams.

**You:**

2) What do you want to do in five years' time?

**Kevin:**

I want to be at university.

**Filipos:**

I'd like to be at university and have my own car.

**You:**

3) What are the best/worst things about your country?

**Kevin:**

The best is the political system.

**Filipos:**

Some of the best things about Greece are its mild climate, beautiful beaches and nature. The worst things are the unemployment, the economy and immigration.

**Robbie from Antananarivo, Madagascar:**

I feel very safe in my country, there's very little crime. The worst thing is that it's a bit too quiet — there's nothing to do.



Y o u:

4) What are the best and worst things about being 15?

James from Glasgow, Scotland, U K:

I like having more independence<sup>1</sup>. My parents let me do more. I decide when I go to bed if I manage to get up on time in the morning. I don't like exams.

R o b b i e:

It's good, because people give you more independence. They think you're not a kid any longer. But you are more responsible. Parents expect you to behave well.

Y o u:

5) What are you most afraid of?

K e v i n:

Terrorism.

F i l i p o s:

Unemployment and war. But my biggest worry is the death of my relatives and friends.

R o b b i e:

World war.

Y o u:

**6 Read the text "Teens' problems" and match its paragraphs (1—5) with the titles (a—f). There is one extra title.**

- a) Teenagers Choose Different Ways to Talk to Their Friends
- b) It's Too Easy for Teens to Get Drinks and Cigarettes
- c) British Teenagers Have Some Serious Problems
- d) Fewer Teenagers Have Only One Person for a Friend
- e) Grown-ups See Teens' Problems in the Wrong Way
- f) Teenagers Are Very Much Afraid of Losing Their Friends

## Teens' Problems

1) What do you think the biggest problem of today's teenagers is? What are they like? The facts about teenage life may seem shocking. These are some facts typical of British teenagers:

- 33% of UK teens say they began drinking alcohol at the age of thirteen or younger. British teens drink more alcohol than teens anywhere in Europe.

<sup>1</sup> independence [ˌɪndɪˈpendəns] — независимость

- Four out of ten teenagers are so ignorant<sup>1</sup> about cooking that they can't even make an omelette.
- One in every four teens smokes.
- 9% of UK teens never read books for pleasure.
- 75% of UK teens have their own television and watch it many hours a day.
- Every one in five UK teens is overweight or obese<sup>2</sup>.
- 64% of 15-year-old girls take less than half an hour's exercise a day.
- More than 5% of pupils leave school with no qualifications for working life.

2) The situation is more or less the same in other European countries. Naturally most parents worry about their teenage children. But if you ask them what the most serious problem is, they will probably answer that it's drugs, but they are wrong.

3) For most young people the most important problem is their relationships, especially with their friends. Nothing, it seems, can be worse than falling out<sup>3</sup> with your best friends. Teenagers discuss any problem they may have with their friends. If they fall out with their friends, then there is no one to speak to. This can seriously influence their mental health.

4) Today teenagers think more and more about friends. It is interesting that young people nowadays have larger groups of friends than twenty or thirty years ago. Having a group of people to hang out and socialize<sup>4</sup> with seems safer than having one exclusive relationship with one person, especially if something goes wrong. Some teenagers even say that couples are a thing of the past.

5) Communication seems very important to 11–16-year-olds. 82% of them have a mobile phone and spend a lot of money talking with friends. 45% of UK teens regularly surf the net<sup>5</sup>. 60% of teens say they are happy to give out their e-mail address. But many of them don't like to discuss things with their parents. When they are asked such questions as "What's wrong?" or

<sup>1</sup> ignorant ['ɪgnərənt] — несведущий, ничего не знающий

<sup>2</sup> obese [əʊ'bi:s] — страдающий ожирением

<sup>3</sup> to fall out with sb — поссориться

<sup>4</sup> to socialize ['səʊʃəlaɪz] — общаться

<sup>5</sup> to surf the net — «сидеть» в Интернете

“What did you do at school?” they usually answer “Nothing” or “Whatever”<sup>1</sup>. They spend a lot of time in their rooms because they prefer to be alone.

**7** You've read the text about teens' problems in Western countries. Say which of them in your opinion are real teens' problems in our country. Give a 2-minute talk and remember to say:

- what a typical situation with drinking, smoking and drug taking in the place where you live is;
- if your friends and classmates are more or less prepared for the future life;
- what your friends' usual pastimes are;
- what your friends' most important home life problems are.

**8** You would like to know more about somebody you have just met. Ask him/her about:

- how many friends he or she has and if they are mostly boys or girls, or both;
- what he/she likes about their friends;
- if there is anything in their behaviour that he or she dislikes;
- what brings them together and makes them good friends.



## Social English

### Learn to give prohibitions<sup>2</sup> and warnings<sup>3</sup> in English

#### Prohibitions

Don't do it.

Whatever you do, don't (go there).

Stop doing it.

You can't do it.

Don't you dare do it. (*Не смей этого делать.*)

This must not continue. That's my last word.

Make sure it doesn't happen again.

<sup>1</sup> **whatever** — *зд.*: довольно грубое восклицание, которое часто используется подростками в значении «мне всё равно, что ты об этом думаешь, и я не желаю это дальше обсуждать»

<sup>2</sup> **prohibition** [prəʊ'biʃn] — запрет

<sup>3</sup> **warning** ['wɔ:nɪŋ] — предупреждение

Warnings

I warn you.../I'm warning you...

Remember that it's easy to (fall down).

Remember not to (come home late).

You can do it, but (you may not like it).

Mind you (that you may not like it).

Look out!/Watch out! (Берегись!)

Watch out for (the train).

I wouldn't do it. (Я бы не стал этого делать.)

**9 Give your reaction to the following situations. Use your social English.**

- 1) Your younger brother is using bad language.
- 2) Your best friend has begun to miss classes at school.
- 3) Your other friend is planning to learn to ride a motorbike.
- 4) Your sister forgets to call home when she is late.
- 5) Your dog steals food from the table.
- 6) Your mother is going to touch the hot frying pan.
- 7) Your friend is dating somebody you don't like.
- 8) You see that your father may be late for work.
- 9) One of the steps in the stairs is broken.
- 10) A young child is going to climb a tree.
- 11) Your friends are going to swim in the lake that they have just found in the middle of the forest.
- 12) Your friend has never smoked before and now you see him or her smoking a cigarette.

**10 A. Your younger brother is going camping for the first time in his life. What warnings and prohibitions will you give him? The pictures below may give you some ideas.**





### B. Make up and act out a similar dialogue. Mention

- what to take and what not to take
- how to dress
- what to do and what not to do when you go camping

## Do It on Your Own

**11** Write a paragraph on what you like and dislike about being a teenager.

**12** Complete the dialogues. Use *Social English phrases* (pp. 231—232).

1) Child: Mummy, may I ski down this hill?

Mother: Yes, dear, but (1)...the hill is high and steep<sup>1</sup>.

2) Child: Monkey, monkey! Would you like a banana?

Zoo-keeper: (2)... It is strictly prohibited!

3) Teacher: (3)... You are not listening to me.

Pupil: Sorry, I just asked Peter to pass me the textbook.

4) Daughter: I'd like to watch the late-night film tonight. I've heard so much about it.

Father: (4)... You have to get up early tomorrow.

<sup>1</sup> steep [sti:p] — крутой

5) **W o m a n:** Excuse me. I'm trying to get a ticket from this machine.

**Friendly man:** (5)... I had some problems with it only a minute ago.

6) **S o n:** I'll be home at about 11 o'clock.

**P a r e n t:** (6)... You know our area isn't very quiet.

7) **C h i l d:** I'm so sorry. I only wanted to ride your bike once, I rode into a tree and, oh, I'm really sorry!

**C h i l d ' s s i s t e r:** (7)... I told you so many times not to take my things.

- 13 Do Test 4 from your Workbook 9 (pp. 146—150) and check your progress.**

Tasks	1	2	3	4	5	6	7
Maximum result	8	6	11	10	11	4	8
Your result	?	?	?	?	?	?	?

## What Do You Think?

- 14 Which of these proverbs are true? Explain why.**

- 1) A man is known by the company he keeps.
- 2) It is never too late to learn.
- 3) A friend in need is a friend indeed.
- 4) You cannot put old heads on young shoulders.

## Section Seven Creative Writing

### Writing Letters

Everybody likes to receive a letter or an e-mail from a friend. A letter tells you that someone was thinking about you. Unlike a telephone call, you can keep a letter and read it again and again. You need to write letters too. Sometimes you want to write a letter to a friend. Sometimes you need to write a thank-you note or an invitation. Sometimes you have to write a business letter to get some information.

Now you will learn to write friendly letters. You will learn the correct form for letters and envelopes. You may soon enjoy writing letters as much as you enjoy receiving them.

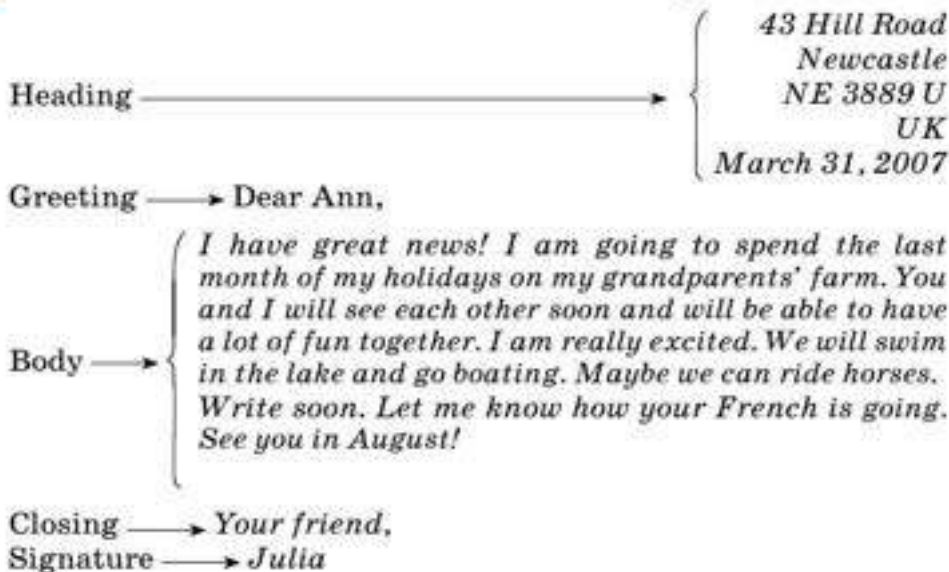
## Parts of a Friendly Letter

You usually write friendly letters to family members and friends. You write the letters and e-mails to exchange<sup>1</sup> news or just to say *hello*. Friendly letters have five main parts. They are: the heading, the greeting, the body, the closing and the signature<sup>2</sup>. Each part is written in a certain place. Each part has certain rules for capitalization<sup>3</sup> and punctuation<sup>4</sup>.

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Section Seven

**1** Look at the letter below, read it and answer the questions after it.



- 1) Which part of the letter tells where you are and when you are writing?
- 2) Is it situated in the top right-hand corner or in the top left-hand corner?
- 3) Which line of the heading tells you the name of the city?
- 4) What information is given in the first line of the heading? Which comes first — the house number or the name of the street?
- 5) Is Zip code given before or after the name of the country?

<sup>1</sup> to exchange [iks'tʃeɪndʒ] — обмениваться (зд.: новостями)

<sup>2</sup> a signature ['sɪgnəʃə] — подпись

<sup>3</sup> capitalization [kæ'pɪtəlaɪ'zeɪʃn] — написание с заглавной буквы

<sup>4</sup> punctuation [ˌpʌŋktʃu'eɪʃn] — пунктуация

- 6) What is the difference between the English and the Russian way of placing the date?
- 7) Which part of the letter is used to say *hello*? Is it written in the same way we write this part of the letter in Russia? Do we use any commas<sup>1</sup>?
- 8) Which part of the letter follows the greeting? Which one is the main part of the letter?
- 9) How many paragraphs are there in the body? Are the first lines of each of them indented<sup>2</sup>?
- 10) Which part of the letter is a way of saying *goodbye*? Which one gives your handwritten name?
- 11) With what words are the closing and the signature lined up<sup>3</sup>?
- 12) Where do they use commas in the greeting and the closing?



### Focus on Grammar

1. Запомните, как выглядят типичные обращения:

Dear Mr Snow,  
Hi, Boris,  
Hello, Sue.

То, какую подпись вы ставите в конце письма, зависит от того, насколько близко вы знаете адресата письма.

Если вы хорошо с ним знакомы, письмо заканчивается именем или даже прозвищем, если нет — следует написать имя и фамилию. Вот образцы возможных завершений письма:

a) Your friend,  
Tom

c) Missing you,  
Andrew Lesly

e) Sincerely (yours),  
Tom Robinson

b) Love, Betsy

d) (Always) yours, Olga

f) Lovingly, Sarah

2. Обращение к адресату письма всегда пишется на полях с левой стороны, с начала строки без абзаца. Первое слово обращения и все имена собственные пишутся с заглавной буквы, так же как и слова Mrs, Mr, Miss, Dr. После обращения всегда ставится запятая. Сам текст письма начинается строкой ниже.

<sup>1</sup> a comma — запятая

<sup>2</sup> to be indented — иметь красную строку

<sup>3</sup> to be lined up — *зд.*: находиться на одной линии по вертикали



**2 Write the following headings correctly.**

1. 64 new drive  
leeds  
WE 4495 LW  
UK  
September 5 2007

2. Lambeth road  
London  
SE 16 HU  
UK  
January 11 2006

**3 Write these greetings and closings correctly.**

Greetings

- 1) dear uncle tony
- 2) dear grandmother
- 3) dear dr mason
- 4) dear hazel
- 5) hi, bruce

Closings

- 1) your daughter
- 2) sincerely
- 3) always yours
- 4) love
- 5) your friend

**4 Read some part of the letter from Tom, your pen friend. Write a letter to him. In your letter:**

- tell him about the new place where you are moving;
- ask him three questions about his friends and their pastimes.

*I just got your letter. When are you moving to Pavlovsk? Do you know your new address yet? I hope you will like your new school and make friends with a lot of pupils.*

*I have joined our drama society. We are working on the play "A Visit to Paradise"<sup>1</sup> and hope to stage it in March.*

**5 Read a part from Jack Freeman's letter to you. Jack Freeman is your pen friend from Sydney. In your letter<sup>^</sup>**

- tell him about your school and your problems;
- ask him three questions about his hobbies/

*It was so interesting to read about your school and friends, especially about your holidays. It is so unusual to have the summer holidays in July and August. In Australia they last from December to February, when the weather is hot. Coming back to your school and school life. When does school start and finish? Do you wear a uniform? How much homework do you get? What exams do you have?*

<sup>1</sup> paradise [ˈpærədəɪs] — paɪt

*After school I often go straight to the beach to surf. I love it. Sometimes I read books and watch movies.*

- 6** Copy the following letter onto your paper. Correct the mistakes in all parts of the letter.

19 Olson avenue  
London  
SW 19 HU  
UK  
5 February 2007

Dear Jane

Guess what! I have some wonderful news! Last night mom had twins, a boy and a girl! All summer I dreamed of a baby sister. Tom wanted a brother. We never thought we'd both be so lucky. Can you imagine what fun we'll have with two babies in the house? I hope you will come to visit us soon.

Love, Carol

- 7 A.** Read how to address envelopes. Do the tasks after the text.

### Addressing the Envelope

Every envelope has two addresses: an address of the person to whom you are writing and a return address, which is your own address. Write the address in the centre of the envelope. Put your return address in the upper left-hand corner.

<i>Andrew Filatov</i> <i>Flat 45</i> <i>37 Sadovaya Street</i> ←	Return address
<i>Moscow</i> <i>119 324</i> <i>Russian Federation</i>	
	<i>Miss Nancy Bennett</i> <i>3 Capital Drive</i>
Address →	<i>London</i> <i>NW 1 UH</i> <i>UK</i>

- B.** Draw two envelopes on your paper. Address to these people:

- 1) a relation
- 2) a friend

thanks for all the joy  
 they're bringing  
 who can live without it.  
 I ask in all honesty  
what would life be  
 without a song or a dance what are we  
 so I say thank you for the music  
 for giving it to me

Mother says I was  
 a dancer before I could walk  
 she says I began  
 to sing long before I could talk  
 and I've often wondered  
 how did it all start  
 who found out that nothing  
 can capture a heart  
 like a melody can  
 well, whoever it was, I'm a fan  
 so I say

Thank you for the music  
 the songs I'm singing  
 thanks for all the joy  
 they're bringing  
 who can live without it  
 I ask in all honesty  
 what would life be  
 without a song or a dance what are we  
 so I say thank you for the music  
 for giving it to me

I've been so lucky  
 I am the girl with golden hair  
 I wanna sing it out to everybody  
 what a joy, what a life, what a chance

Thank you for the music  
 the songs I'm singing  
 thanks for all the joy  
 they're bringing

радость

вполне искренне  
 какой была бы жизнь

завладеть сердцем

who can live without it  
I ask in all honesty  
what would life be  
without a song or a dance what are we  
so I say thank you for the music  
for giving it to me

**2 Answer the questions.**

- 1) Have you thought about your future yet? When is the right time to begin thinking about your future career?
- 2) What kind of activity is the most attractive<sup>1</sup> for you? What kind of jobs do you find good for yourself? Why?
- 3) Are you preparing for your future career now? How? Why not?
- 4) Do your parents help you with choosing a career? How do they see your future?
- 5) What advantages do having a good job and making a good career give you?
- 6) What jobs will you never agree to do? Why?

**3 A. Here is a list of some popular jobs, (65). Use a dictionary. Choose 5 that you prefer among them. Write them down in the order of preference. Compare your lists. Explain your choice.**

accountant [ə'kauntənt]

air host *or* airhostess

['eə'həʊstɪs]

architect ['ɑ:kitekt]

chef [ʃef]

chemist ['kemɪst]

computer operator

computer programmer

designer

dentist

doctor

engineer [ˌendʒɪ'nɪə]

estate [ɪ'steɪt] agent ['eɪdʒənt]

fashion designer

fireman (firefighter)

hairdresser

journalist

librarian

lawyer ['lɔ:jə]

mechanic [mɪ'kænik]

model

musician [mju:'zɪʃn]

nurse

photographer [fə'tɒgrəfə]

physicist ['fɪzɪsɪst]

police officer

pharmacist ['fɑ:məsɪst]

secretary

social worker

sports instructor

teacher

travel agent

vet



<sup>1</sup> attractive [ə'træktɪv] — привлекательный

**B. Say which of the jobs above are**

- dangerous
- need a university education
- mostly done by men/women
- prestigious [pre'stɪdʒəs]
- well paid
- not very well paid



**Focus on Grammar**

Предложение *Я бы хотела сшить новое платье* можно понять двояко:

- 1) Я сошью платье сама.
- 2) Мне его сошьют в ателье, т. е. кто-то другой выполнит эту работу для меня.

Для того чтобы передать смысл второго предложения по-английски, используется оборот *to have something done*.

Ср.: Betty always has her clothes made for her. (Бетти всегда шьёт одежду на заказ.) Jim has his hair cut at the hair stylist's. (Джим делает стрижку в парикмахерской.)

- 4 Read the sentences and say in which of them the members of the Harrison family do not do certain things themselves.**

**The Harrisons**

Alice Bob



Aunt Beatrice

Andrew

Mrs Harrison

Susie

Mr Harrison

1) Mrs Harrison cuts Andrew's hair once a month. 2) Aunt Beatrice has her trousers made for her. 3) The Harrisons have the grass in their garden cut for them. 4) Mrs Harrison does the cooking for the family. 5) Alice does her room on Saturdays. 6) Little Susie has her room done for her. 7) Mr Harrison has his car washed for him. 8) Bob washes his car himself. 9) Bob goes to the hair stylist's every two weeks and has his hair cut. 10) The Harrisons always have their house decorated and painted for them.

**5 Work in pairs. Ask which of the things you and the members of your family do yourselves and which of them you have done for you. You may use some of the ideas below.**

**Example:** Do you do shopping for the family or do you have it done?

- to cut the grass around your summer house
- to cook the meals
- to paint the doors and windows
- to wash the car
- to clean the floors and windows
- to dry-clean your clothes
- to repair your shoes and clothes
- to repair the furniture
- to make your clothes
- to do the flat or the house

**6 Learn how to pronounce and use the new words. Listen, (66), and repeat.**

**A.**

**rely** [rɪ'laɪ] — полагаться  
**within** [wɪð'ɪn] — внутри, в пределах, в течение  
**decision** [dɪ'sɪʒn] — решение  
**brain** [breɪn] — ум, разум  
**admiration** [ædmə'reɪʃn] — восхищение  
**occur** [ə'kɜː] — 1) происходить; 2) приходить в голову  
**chore** [tʃɔː] — 1) обязанность (чаще домашняя); 2) бремя  
**waste** [weɪst] — тратить понапрасну

**eventually** [ɪ'ventʃuəli] — в конце концов, в конечном счёте  
**choice** [tʃɔɪs] — выбор  
**discourage** [ds'kʌrɪdʒ] — обескураживать, отговаривать  
**find out** — найти, обнаружить  
**give up** — отказаться  
**make up one's mind** — решить что-то делать  
**change one's mind** — передумать



**rely (v):** to rely on/upon somebody (something). You can't rely on the weather in this part of the world. John is absolutely honest, you can rely on his word. Rely on my/me doing it.

**within (prep):** within an hour, within a long period of time, within walking distance, within the next 24 hours, within the past few weeks; within the UK, within the walls of the city, within one's power. She came to the door and heard some voices within. The government is doing everything within its power to save the journalists.

**decision (n):** a clever decision, an important decision, a difficult decision, to make a decision. Your decision is very unwise. I would like you to think the problem over again and come to see me tomorrow. We need your final decision by Friday. Who makes decisions in your family?

**brain (n):** brains, to use one's brains, the left/right brain, to get something on the brain, my tired brain, his quick brain. The left brain controls the right-hand side of the body. He's got football on the brain — he can't think about anything else.

**admiration (n):** to be filled with (to be full of) admiration, to feel admiration for somebody, to have a great (deep) admiration for one's teacher. Jane stared at Father Frost in open admiration.

**occur (occurred) (v):** 1) to be likely/unlikely to occur, to occur quite naturally. The police said the accident occurred at 4 p. m. 2) to occur to somebody. It suddenly occurred to me that I would never see them again.

**chore (n):** 1) to do one's chores, (the) household chores, daily chores. You can go and play after you have done your chores. It usually takes me two hours to do my household chores. 2) Walking the dog early in the morning is a real chore.

**waste (v):** to waste time (money, efforts etc) on sb/sth. I'm not going to waste any more time on the problem. Why do you waste your money on lottery tickets?

**eventually (adv):** Did they ever pay you? — Eventually, yes. We are hoping eventually he'll pass his exam.

**choice (n):** to make a choice, a big choice of books, her final choice. Amy bought a red bag but my choice was white. Our parents can influence our choice of career.

**discourage (v):** to discourage people from doing something. What he said didn't discourage me. We hope the bad weather won't discourage people from coming.

**find out (v):** to find out the truth (address etc). Her parents found out she had a boyfriend.

**give up (v):** to give up doing sth, to give up sth. Eventually he decided to give up smoking. She was made to give up her career.

**make up (change) one's mind:** I have made up my mind to become a diplomat and I won't change it.

**7 Say the same using the new words.**

1) You only need one piece of paper — don't use more of it than is necessary.

2) George's choice he made after some careful thinking was to go to university after leaving school.

3) It came into my mind that she didn't know our new address.

4) When Charles won the competition, his friends were full of pleasure and respect for him.

5) You can always be sure that he'll keep his word.

6) I don't at all mind the daily duties of cleaning, cooking and shopping.

7) There were so many books that it was difficult to make a decision which one to buy.

8) The organ of the body which controls thinking, feeling and doing things is the centre of higher nervous activity.

9) We waited three days for the letter and at last it came.

10) I'll come back before the end of an hour.

11) The difficult work made Alan lose hope and he left school without finishing it.

12) My mother planned a holiday in May but then she decided against it and went in June.

13) Daniel decided to become a doctor like his father and grandfather before him.

**8 Match the pictures with the captions (a—e).**



1.



2.



3.





4.



5.

- a) To give up smoking is very easy. I did it many times.  
 b) First she gave up bread, then she gave up meat, after that she gave up fish...  
 c) Never give up hope!  
 d) OK, I give up. Your name is not Steve, it's Red Chief!  
 e) I won't give up until I turn this iron into gold.

**9 A. Read the text and say which advice you like best.**

### Thinking of Your Career?

Now you are not so far from the end of school. Have you made your choice of a career? If you have, are you working harder on the school subjects you are going to need in the future? Read what three successful professionals have to say about it.



Jennifer Morrison (she is writing her third novel): In school I did well, but felt discouraged by the teachers. It all changed one summer. I felt that my school wasn't doing enough to educate me. At the same time I understood that I was responsible for my own education. My advice is don't wait for others to educate you, do it yourself. Also read as much as you can.

**Patrick Martin (he is a physician<sup>1</sup>):** I didn't plan to be a doctor, but loved science. Later I found out that doctors also solve problems and rely on facts like scientists do, only they have to do it within a very short period of time. I like my work because I know that my decisions influence my patients' lives and I have to use my brain and hands every day. My advice to young people who made up their minds to study medicine is to ask yourself why you want to be a doctor. If it is for the prestige [pre'sti:ʒ] or the money, find a different profession.



**Chris Wilson (he is a computer engineer in San Francisco):** When I was a child, I wanted to be a rock star because of all the success and admiration they get. I began to play the guitar at the age of nine and spent the next 20 years chasing<sup>2</sup> a dream. I finished high school<sup>3</sup> and toured with a band playing in clubs. As a day job I did telephone surveys<sup>4</sup> for a computer company.

Eventually the company employed me full time and let me learn on the job. I started to make real money and finally it occurred to me that maybe computers were more than a day job. At the age of 27 I gave up my rock star dreams because music had become nothing but a chore. My advice to young people is — you have freedom to sculpt your future but remember that there's no time to waste.

### B. Choose the right item.

- 1) Jennifer thinks that in education you should rely on ... .  
a) your teachers      b) your parents      c) yourself
- 2) Patrick thinks that the medical and scientific professions ... .  
a) are very different  
b) are alike  
c) cannot be compared

<sup>1</sup> a physician [fɪ'zɪʃn] — a doctor

<sup>2</sup> to chase a dream — гнаться за мечтой

<sup>3</sup> high school — средняя школа (в США)

<sup>4</sup> survey [sɜ:veɪ] — опрос (общественного мнения)



- 3) Patrick thinks that ... who wants to study medicine can become a doctor.  
 a) everyone                      b) not everyone                      c) practically no one
- 4) When Chris says that he chased a dream he means that ...  
 a) he looked for something unrealistic  
 b) he looked for something nobody wanted  
 c) he looked for something very unusual
- 5) For Chris music ... was the most important thing in his life.  
 a) never                      b) always                      c) for some time

**C. Listen to the text, (67), then read it aloud.**

- 10 Which of the following can mostly influence your choice of a future career? Put them in the order of importance. Compare your lists.**

The job I'd like to have should be:

- |               |               |              |             |
|---------------|---------------|--------------|-------------|
| • interesting | • unusual     | • exciting   | • pleasant  |
| • prestigious | • popular     | • satisfying | • respected |
| • creative    | • challenging | • easy to do | • useful    |

- 11 Speak about how you have chosen your future career. Mention:**

- what you wanted to do as a child;
- if and when you changed your mind;
- what or who helped you to make your choice;
- what you expect of your future job;
- what you see as advantages and disadvantages of your chosen career.

## Do It on Your Own

- 12 Alice and Scarlett are friends. Alice is a hardworking girl; she can do a lot of things herself. Scarlett is rather lazy, she prefers to have things done for her. Read the sentences about Alice and write about Scarlett.**

**Example:** Alice cooks her own meals, but Scarlett...  
 Scarlett has her meals cooked.



- 1) Alice does her flat herself, but Scarlett...
- 2) Alice makes her own clothes, but Scarlett...
- 3) Alice plants flowers in her little garden, but Scarlett...
- 4) Alice paints the windows in her flat herself, but Scarlett...
- 5) Alice sometimes repairs kitchen devices, but Scarlett...
- 6) Alice washes her car herself, but Scarlett...
- 7) Alice always does her hair herself, but Scarlett...

**13** Write the missing words *by, for, in, of, on, out, to, up, upon, within* (2) to complete the sentences.

- 1) The library is ... walking distance.
- 2) I have known Richard all my life. We can rely ... him.
- 3) If you can't do something, never give ...! Try it again!
- 4) I hope you will make your choice ... the end of the week.
- 5) Karen is very pragmatic. She never wastes her money or time ... doubtful projects.
- 6) It never occurred ... him that she wouldn't agree to become his wife.
- 7) The pupils' admiration ... their teacher was really great.
- 8) I'm sure they will never find ... where our treasure is.
- 9) It is the most picturesque place ... the whole country.
- 10) Her choice ... salads was perfect.
- 11) The girl looked at the magician ... admiration.

## Section Two

### Do It Together

**1** A. Listen to the text about Alexander the Great, 🎧 (68), and say which information is true, false or not stated in the text.

- 1) Alexander was young when he became King.
- 2) The legend speaks of the time when Alexander was leading his army to India.
- 3) Alexander had four thousand elephants.
- 4) Alexander's army became rebellious.
- 5) Alexander said they would go back home.
- 6) Alexander's soldiers celebrated the great news.
- 7) That night Alexander had nobody to talk to.
- 8) The philosopher Anaxarchus wanted to comfort Alexander.



9) The philosopher told Alexander that he would be able to rule the whole world.

10) Alexander cried because he knew that ruling the world would be impossible for him.

**B. Say what other facts of Alexander's life you know.**

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Section Two

**2 You know the words in column A. Read the sentences and guess what the words in column B mean.**

A	B
rely	reliable
decision	decisive
brain	brainy, brainless ( <i>informal</i> )
admiration	admire
waste	wasteful
discourage	encourage

1) Mr Harry Jones is a real professional and absolutely reliable. You can share the secret information with him. 2) The battle of Borodino was a decisive factor in the war with Napoleon. 3) Jeremy Curtis is very brainy. He is the top student in our class. 4) Only an absolutely brainless man could have done it! 5) We stopped and admired the cathedral. 6) She secretly admired him for his talent and success and envied<sup>1</sup> him. 7) She is such a wasteful person. She buys so many fashionable clothes and then never wears them. 8) Mum always encouraged us to discuss our problems. 9) Frank has always encouraged Diana in her wish to become a model.



**Focus on Grammar**

**Neither/either**

1. Познакомьтесь с английскими словами **neither** ['ni:ðə] (*ни тот ни другой; ни один из двух*) и **either** ['i:ðə]<sup>2</sup> (*и тот и другой; любой из двух*). Оба эти слова используются, если разговор идёт о двух людях, предметах, событиях.

Neither of the two boys wanted to do the household chores.  
Would you like tea or coffee? — Neither.

<sup>1</sup> to envy ['envi] — завидовать

<sup>2</sup> В американском английском слова either и neither произносятся соответственно ['i:ðə], ['ni:ðə].

Jack! Jill! Which of you can help me? — Either can.

I have two brothers and either of them can speak English.

2. Слова *neither* и *either* часто используются в конструкциях **either... or...** (или... или.../либо... либо...) и **neither... nor...** (ни... ни...). Ср.:

Our students can choose either French or German.

You can either come by bus or take a taxi.

Neither Simon nor Sally can swim.

John neither wrote nor phoned.

Обратите внимание, что глагол в последних двух предложениях, в отличие от аналогичных русских, не имеет отрицания.

3. Когда *either* и *neither* используются в предложении в качестве подлежащего, они обычно согласуются с глаголом в единственном числе.

Neither of the books was published in this country.

Is either of them at home?

**3 Complete the sentences with either... or.../neither... nor... .**

1) My friend wants to be ... a mechanic ... an engineer. He is very interested in cars and other mechanisms. 2) Helen is ... 15 ... 16: she is much older than that. 3) Today it is ... hot ... cold: the weather is just perfect. 4) ... I ... Nick will come and help you with painting the house. Don't worry. 5) That day we took ... umbrellas ... raincoats with us and got very wet in the rain. 6) The book I'm reading now is ... a crime story ... a love story. It's something between the two. 7) When I want to go skiing, I usually invite ... Mark ... Denis to come with me. 8) You can rely on John, he ... lies ... goes back on his word. 9) The children are playing ... football ... rugby; I cannot see from here. 10) I could have ... a sandwich ... a cake. I'm rather hungry.

**4 Listen to the dialogues, (69), then read and act them out. Make up a similar dialogue about your plans for the future career.**

**A. K a t i e:** I say Chris, have you made up your mind about what to do after school?

**C h r i s:** I'm going to university. I hope to do sciences either in the University of London or somewhere else. London University is my first choice. And you? Have you decided?

**K a t i e:** I'm still in two minds. I'd like to be a fashion designer or an interior decorator. I may go to one of the London art schools or maybe I'll stay at home, find a working place and try to learn on the job.



**Chris:** I see. Well, who knows, we may meet in London in a couple of years.

**B. Jennifer:** You know, Sam, I'm thinking of taking a medical course in the University of Manchester. Do you think I'll make it?

**Sam:** I'm sure you will. You're at the top of the class in chemistry and biology.

**Jennifer:** I hope you are right, Sam. How about you? Are you going to stay here or go some place?

**Sam:** Maybe I'll stay and try to find a job in our department store where I'm working now part-time. I'd love to sell modern electronic devices like laptops, digital cameras or mobile phones.

**Jennifer:** I know you're very good at computers and things. You can make a very good career in trading.



### Focus on Vocabulary

1. Обратите внимание, что две единицы английского языка: 1) наречие **maybe** (возможно, может быть) и 2) сочетание модального глагола **may** с инфинитивом **be** произносятся одинаково ['meɪbi]. Однако они используются по-разному. Прежде всего наречие *maybe* пишется слитно и имеет то же значение, что и знакомое тебе слово *perhaps* [pə'hæps].

Maybe it will snow tonight. = Perhaps it will snow tonight.  
Предложение с *maybe* звучит менее формально.

2. Модальный глагол *may* и глагол *be* пишутся раздельно, так как каждый из них имеет своё значение.

There may be an easier way of doing it.  
I may not be able to come on Saturday.  
You may be asked to show your passport.

Ср.: Maybe he is in St Petersburg. He may be in St Petersburg.

#### 5 Choose the right way to complete the sentences.

1) You (maybe/may be) not allowed to go to the party if you don't help us now. 2) (Maybe/May be) she will come later. Let's hope for the best. 3) I (maybe/may be) wrong, but I think John's decision is the best. 4) I'm not sure Karen is at home, she (maybe/

may be) at school yet. 5) (Maybe/May be) it's my imagination, but it seems rather cold in here — is the window open? 6) We may win, but (maybe/may be) we shall lose the game. 7) You (maybe/may be) asked such questions at the interview. 8) (Maybe/May be) she has already bought flowers, but I'm not sure. 9) I don't agree with you, but (maybe/may be) you are right. 10) It (maybe/may be) cold tomorrow.

**6 Learn how to pronounce and use the new words. Listen, (70), and repeat.**

**A.**

**certain** ['sɜ:tn] — 1) некоторый; 2) уверенный

**main** [meɪn] — главный

**clear** [klɪə] — 1) чистый, ясный; 2) понятный

**require** [rɪ'kwaɪə] — требовать

**care** [keə] — забота, попечение

**suit** [sü:t] — подходить

**though** [ðəʊ] — хотя

**patient** ['peɪʃnt] — терпеливый

**calm** [kɑ:m] — спокойный

**experience** [ɪk'spɪəriəns] — опыт

**cope** [kəʊp] — справляться

**quality** ['kwɒləti] — качество

**be worth doing** — стоит сделать что-то

**do well in a subject** — хорошо успевать по предмету

**B.**

**certain (adj):** 1) to be certain. I'm certain that Clive knows it. 2) certain plants, certain animals, certain people. Certain plants are good to eat but others are not.

**certainly (adv)** = of course. Would you like to go there? — Certainly.

**main (adj):** the main idea, the main choice, the main square. Piccadilly is one of London's main streets.

**clear (adj):** clear blue skies, a clear photo, a clear idea, clear water. Do you know the way? — Yes, the map is quite clear. "Is that clear?"

**require (v):** to require some help, to require the/some information, to be required. This job requires a clear head. No knowledge of Arabic is required for entering this university department. Nothing is required of you here.

**care (n):** to do sth with care, to require a lot of care and love. Be sure to dry the dishes with care. To take care of sb/sth. When my parents are away I take care of our pets and flowers.





**caring (adj):** caring parents, caring jobs. I will never forget my first teacher: she was so nice, so caring.

**suit (v):** to suit sb/sth. The lively music suits my happy mood. Stay as long as it suits you. The yellow jacket suits you perfectly.

**(al)though (conj):** I was late for school though I got up early. The movie was good although it was very long.

**patient (adj):** a patient teacher, a patient nurse. The teacher repeated the instructions several times in a patient voice.

**calm (adj):** a calm sea, a calm quiet voice, to stay calm, to keep calm, to feel calm. The sea was calm after the storm. We were told to stay calm, that help was on the way.

**experience (n):** to have experience in sth/doing sth; to have experience with children; to get some experience; to know from past (personal) experience. I can say from personal experience that it's hard not having a job. In my experience these things never happen.

**cope (v):** to cope with sb/sth, to cope with some extra work, to cope with sb's death. It's not easy to cope with such a difficult situation.

**quality (n):** good/bad qualities. The quality of secondary education is getting better. What personal qualities are required of a firefighter?

**be worth doing sth:** The book is worth reading. It's worth going there. The film is not worth seeing, it's boring.

**do well in a subject:** Jane does well in literature.

### 7 Match the words in the two columns.

- |            |   |
|------------|---|
| 1) certain | a) having an ability to cope with pain, trouble |
| 2) main    | without being angry                             |
| 3) clear   | b) quiet, not excited                           |
| 4) caring  | c) true, sure                                   |
| 5) patient | d) kind, helpful, sympathetic                   |
| 6) calm    | e) easy to see, to hear and understand          |
|            | f) most important                               |

### 8 Paraphrase these sentences using your new vocabulary.

- 1) If you want to become a firefighter, you need courage. 2) I want to know how good or bad education at this college is. 3) Who looks after your dog when you leave the city? 4) I don't think I can manage the job. 5) I haven't finished the translation

One more question to answer is (3) . Do you get on well with people? If you do, you may think about nursing, social work or other caring jobs. You may consider jobs that require meeting people — a teacher, a shop assistant or a personnel manager. To do these jobs successfully you need such qualities as being cheerful, calm, patient and tolerant.

Ask yourself (4) . If you are, it is worth thinking of a job where you'll manage and organize other people. If you are considering a job connected with shifts work, travelling long distances or unsocial<sup>1</sup> hours, for example working at night, ask yourself (5) .

Some professions require a university education. Ask yourself (6) . If you want to become, for example, a doctor, a lawyer or a teacher, prepare for hard work as a student. Also remember that your success in these professions often depends on experience that you get on the job.

So, to sum up, you need to think about what you are like, as well as what the job is like and what it may give you.

**B. Say what answers you can give to the questions before the text.**

- 10 Find in the text synonyms and antonyms to these words and read out the sentences in which they are used.**

Synonyms to the words

- |                     |                  |
|---------------------|------------------|
| 1) consideration    | 8) to need       |
| 2) last             | 9) joyful        |
| 3) some             | 10) quiet        |
| 4) beginning        | 11) manage       |
| 5) understandable   | 12) associated   |
| 6) to unite         | 13) to get ready |
| 7) to think (about) | 14) difficult    |

Antonyms to the words

- |                 |             |
|-----------------|-------------|
| 1) to encourage | 3) sciences |
| 2) long         | 4) social   |

<sup>1</sup> **unsocial** – not suitable for combining with family and social life

**11** Below is a list of personal qualities. What jobs suit people who have these qualities? Explain your choice.

Example: I think a mechanic should have an ability to work with his hands and physical strength. He also needs some interest in sciences.

Personal qualities:

imagination	good memory
patience	good ear for music
tolerance	good social skills
kindness	ability to study hard
creativity	ability to work with one's hands
courage	ability to work with one's brain
quick reactions	ability to express yourself clearly
physical strength	being a leader
interest in sciences	
interest in arts	
interest in the natural world	

## Do It on Your Own

**12** Choose the preferable forms of the verbs to complete the sentences.

1) Neither Jack nor Rob (play/plays) tennis. 2) Neither of the jobs (is/are) suitable. 3) Neither of the books (has/have) been bought. 4) Either Alice or Betty (is/are) responsible for the job. 5) Either of them (has/have) a good reason to disagree with you. 6) Either Jennifer or Caroline (has/have) made the dress. 7) Both the nurses have a lot of experience with children. Either (is/are) reliable.

**13** Express the same in English.

1) У меня две сестры. Ни одна из них не живёт в нашем городе. 2) Какую ручку тебе дать — жёлтую или красную? — Любую. 3) Ты хочешь яблоко или апельсин? — Ни то ни другое. 4) Ни Анна, ни Вера не хотят работать в больнице. 5) Либо ты, либо Том должен сделать эту работу. 6) Когда я была больна, я не могла ни есть, ни пить.

# Section Three

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Section Three

**1 A. Listen to the text about the Antarctic explorer Ernest Shackleton, (71), and choose the right item in the statements below.**

- Shackleton came from ...  
a) Norway    b) Britain    c) Ireland
- Roald Amundsen reached the South Pole ...  
a) before Shackleton  
b) after Shackleton  
c) before anybody else
- Shackleton's idea was to ... across the Antarctic continent.  
a) ride                      b) walk                      c) ski
- Shackleton and his team went to South Georgia ...  
a) to make a record  
b) to visit the place  
c) to help the crew
- Among Shackleton's problems ... was not mentioned.  
a) having no warm clothes  
b) having no maps  
c) having no food
- Eventually Shackleton ... his team.  
a) rescued<sup>1</sup>                      b) didn't rescue                      c) gave up rescuing



**B. Say what Russian explorers you know. What parts of the world did they explore?**

**2 You know the words in column A. Read the sentences and guess what the words in column B mean.**

A	B
certain	certainly
main	mainly
clear	clearly
require	requirement
care	careful, carefully

<sup>1</sup> to rescue ['reskjü:] — спасти

A

B

suit  
patient  
calm  
experience

suitable  
patiently  
calmly  
experienced

- 1) The glass will certainly break if you step on it. "Will you come with me?" — "Certainly."
- 2) Babies drink mainly milk.
- 3) Try to speak more clearly.
- 4) Don't be late and work hard — these are my main requirements.
- 5) With careful steps the old man crossed the road. I carefully planted the rose bush and watered it.
- 6) Thick clothes are not suitable for warm weather.
- 7) It was raining but Mr Scott stood patiently at the bus stop.
- 8) This teacher always talks calmly to his students.
- 9) Mr Bundy is probably the most experienced doctor in the hospital.

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Section Three

### Focus on Word-building

1. В английском языке наименования различных профессий часто образуются при помощи словообразовательных суффиксов **-er**, **-or**, **-ist** (последние два встречаются несколько реже).

**er:** teacher, worker, writer, painter, cleaner

**or:** tailor (*портной*), sailor (*матрос*), doctor, professor, actor

**-ist:** pianist, guitarist, artist (*художник*), geologist, journalist

2. Многие сложные слова в английском языке обозначают профессии, при этом вторая часть сложного слова часто представлена основой *man*: businessman, fireman и т. д. Первоначально имя существительное *man* обозначало и любого взрослого человека, и мужчину. Однако в наши дни слово *man* в большинстве случаев ассоциируется с мужчиной. Считается некорректным в названии профессии давать прямое указание на пол (мужской). Поэтому сейчас предпочтительнее говорить *businessperson*, *firefighter*.

3. Точно так же слова *poetess*, *actress*, *manageress* считаются устаревшими, и в наши дни о женщинах данных профессий принято говорить *poet*, *actor*, *manager*.

**3 A. Form the words to denote various jobs and professions using the suffixes -er, -or, -ist. Check the words, look them up in the dictionary.**

- |           |          |            |
|-----------|----------|------------|
| 1) type   | 5) sail  | 9) journal |
| 2) run    | 6) drive | 10) paint  |
| 3) direct | 7) act   | 11) art    |
| 4) guitar | 8) teach | 12) dance  |

**B. Use the names of the jobs (part A) to complete the sentences.**

1) Kevin Costner, George Clooney and Tom Cruise are my favourite ... . 2) We have a wonderful maths ... at school. That's why I like the subject. 3) My brother plays different musical instruments, but I can't call him a ... or a drummer. 4) I don't like to be in John's car when he drives. He is such a careless ... . 5) Maya Plisetskaya used to be a brilliant ballet ... . 6) Richard is a talented film ..., but his last film was not a success. 7) Someone who works on a boat or a ship is a ... . 8) If you want to become a ..., you need to enter a university and have some works published. 9) I think we need a new ... . Miss Clark makes so many mistakes in the documents. 10) Leonardo da Vinci was not only a famous ..., he was also an inventor and scientist. 11) The general sent a ... from Marathon to Athens to carry the news.

**4 Read the texts (1—6) and match them with the names of the jobs (a—g). One name is extra.**

- |                  |                   |
|------------------|-------------------|
| a) actor         | e) vet            |
| b) singer        | f) astronaut      |
| c) meteorologist | g) shop assistant |
| d) astronomer    |                   |

1) People of this profession already save thousands of lives every year in Florida, Mexico, East Asia and other places when they warn people to evacuate their homes in good time to get out of the way of a hurricane or a storm.

2) Any dog owner knows that his or her dog can eat its 24-hour energy need in just a few minutes at a single meal. Both cats and dogs need to be offered a lot of fresh water and cat owners need to take special care to encourage their pets to drink.

3) Portraying Frodo in the *Lord of the Rings* Elijah Wood had a big problem — his costume. He had to get up at five o'clock every morning to put on Frodo's feet and ears.

4) When you go to fish-n-chips, they will ask you this question: open or wrapped? This is because British people eat their take-away chips in paper. If you want to eat your chips in the street, ask for them to be "open". If you want to take them home, ask for them "wrapped".

5) His fun lyrics showed that rapping doesn't always have to be about street violence and crime. Not long ago he criticized other rappers for encouraging children to use incorrect English. He's very intelligent and he first wanted to go to university but changed his mind and decided to make music instead.

6) In March, 2004 a new planet was discovered 10 billion kilometers from Earth and was named Sedna. The news was especially exciting because the planet was found beyond what was understood to be the edge of the planetary solar system.

### Focus on Grammar

В речи у нас нередко возникает необходимость ответить на реплику говорящего словами: «И я (он, она) тоже». Посмотрите, как это делают англичане. Обратите внимание на порядок слов в ответе и на то, какие глаголы в нём используются.

1. Реплика говорящего представляет собой утвердительное предложение.

1) Tom is a programmer.

So am I.  
So is he (she).  
So are you (we, they).

2) They have got a dog.

So have I (we etc).  
So has she (he).

3) Anna likes reading.

So do I (we, you, they).  
So does Bob.

4) We spent a week in Siberia.

So did I (you, we, they, he).

5) They were playing football at 5 o'clock yesterday.

So were we (you, they).  
So was I (he, she).

6) I have already done it.

So have we (you, they).  
So has he (she).

7) I can swim.

So can he (she, we, you, they).

8) You should go there.

So should I (we, he, she, they).

9) I shall/will come.

So will they (he, she).

В разговорной речи вместо *So am I*, *So have I* и т. д. можно услышать *Me too*.

2. Реплика говорящего представляет собой отрицательное предложение.

- |   |  |
|---|--|
| <p>1) I am not a teacher.</p> <p>2) They haven't got an iPod.</p> <p>3) Anna doesn't play football.</p> <p>4) We didn't visit the British Museum.</p> <p>5) He wasn't driving at that time.</p> <p>6) I haven't done it.<br/>I have never done it. }</p> <p>7) I can't ride a horse.</p> <p>8) You mustn't do it.</p> <p>9) She won't be there.</p> | <p>Neither am I.<br/>Neither is he (she).<br/>Neither are we (you, they).</p> <p>Neither have I (you, we, they).<br/>Neither has she (he).</p> <p>Neither do I (we, you, they).<br/>Neither does Bob (she).</p> <p>Neither did I (you, we etc).<br/>Neither was I (he, she).<br/>Neither were we (you, they).</p> <p>Neither have I (we, you, they).<br/>Neither has she (he).</p> <p>Neither can he (we, you, she, they).</p> <p>Neither must you (he, she).</p> <p>Neither will I (we, he, you, they).</p> |
|---|--|

**5** Read the sentences and give your reaction to them. Speak about yourself or people you know. Use *so...* or *neither...*

- 1) I love travelling.
- 2) I have never been to Ireland.
- 3) I come from Russia.
- 4) I don't like hot weather.
- 5) I couldn't swim when I was 5.
- 6) I have a pet.
- 7) I will go to university when I finish school.
- 8) I sometimes come home late.
- 9) I should water the plants at home.
- 10) I didn't go shopping yesterday.

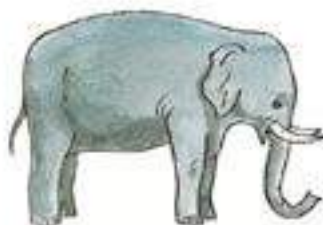
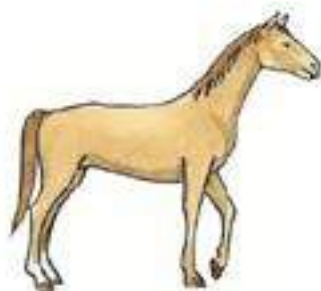
**6** Work in pairs. Find out five or six things that you've got in common, and write sentences about them using *so...* or *neither...*

Example: I like skating and so does...  
I haven't been to Paris and neither has...



**7** Look at the pictures and compare them. Use *so... or neither...*

Example: The parrot is orange and so is the orange.  
The dog is not big and neither is the cat.



- 8 Read the text "A Polite Traffic Policeman" and complete it using the most suitable word from the list (a—d). You may need a dictionary.



### A Polite Traffic Policeman

A traffic policeman is a police officer who <sup>(1)</sup> traffic by standing in the road and giving signals to the drivers with the help of his <sup>(2)</sup> . He is also a police officer who stops drivers who <sup>(3)</sup> the law and <sup>(4)</sup> them a ticket which is a written notice of an offence against the driving laws.

If you park your car in the <sup>(5)</sup> place, a traffic <sup>(6)</sup> will soon find it. You will be lucky if he <sup>(7)</sup> you to go without a ticket. However, this doesn't always happen. Traffic police are sometimes very polite. <sup>(8)</sup> a holiday in Sweden, I found this note on my car: "Sir, <sup>(9)</sup> to our city. This is a *no parking area*. You will <sup>(10)</sup> your stay here if you pay attention to our street signs." After getting such a <sup>(11)</sup> you cannot fail to obey.

- |              |                  |
|--------------|------------------|
| 1) a) makes  | b) opens         |
| c) directs   | d) moves         |
| 2) a) arms   | b) hands         |
| c) fingers   | d) palms         |
| 3) a) follow | b) obey          |
| c) break     | d) listen to     |
| 4) a) shows  | b) writes        |
| c) takes     | d) reads         |
| 5) a) wrong  | b) bad           |
| c) poor      | d) allowed       |
| 6) a) police | b) policewoman   |
| c) policeman | d) policemen     |
| 7) a) allows | b) doesn't allow |
| c) lets      | d) doesn't let   |
| 8) a) While  | b) During        |
| c) When      | d) In            |
| 9) a) come   | b) greet         |
| c) welcome   | d) meet          |

- 10) a) enjoy            b) remember  
       c) hate             d) forget  
 11) a) note            b) letter  
       c) paper            d) text message

**9** Read the text and then choose the worst five jobs from the list. Compare your choice with the other students' and explain it.

A London-based magazine asked readers to send e-mails telling about the most unpleasant jobs they ever did. The result was a book of 100 anecdotes about work. The editor said, "We are told that working hard is good for us, but some jobs make people so unhappy that they have to take anti-depressants. They often work long hours and get very little money for it."

Here are some of the most unpopular jobs which made the top of the list.

postman	fish head slicer <sup>1</sup>
hospital nurse	chicken inspector
rats exterminator	kitchen help
sandwich maker	gravedigger <sup>2</sup>
hospital administrator	spy
bus driver	washing-up person
night office cleaner	cinema popcorn seller
holiday camp cleaner	traffic counter

**What other jobs can you put on this list? Explain why.**

## Do It on Your Own

**10** Complete the sentences using *so... or neither...*

1) John is fifteen and ... is his sister. They are twins. 2) I didn't understand what I had to do, ... did my classmates. 3) We couldn't find our keys, ... could our parents. 4) I like autumn, ... does my mother. 5) I have no choice, ... have you. 6) Mary doesn't like sport, ... do I. 7) My cousin looks ill, ... does my brother.

**11** Express the same in English.

A. 1) Никто из нас не хочет сегодня выходить из дома. 2) Все мои друзья собираются сегодня пойти в кино, и я тоже. 3) Я не могу справиться с этим упражнением, и мой приятель

<sup>1</sup> a fish head slicer ['slaɪsə] — *зд.*: тот, чья работа отрезать рыбы головы

<sup>2</sup> a gravedigger ['ɡreɪv,dɪɡə] — могильщик

тоже. 4) Либо я, либо мы все вместе поможем вам. 5) Терпеть не могу тёплое молоко, и мой младший брат тоже.

**B.** 1) Ты думаешь, эта работа будет подходящей для меня? 2) В нашей школе работает несколько очень опытных учителей. 3) Теперь я вижу эту проблему очень ясно. 4) У меня только два требования: будьте внимательны и не бегите через дорогу. 5) Мой папа может объяснить мне любое правило спокойно и терпеливо. 6) Я конечно же согласен с тобой. 7) Учителя иностранного языка преимущественно женщины.

## Section Four

### Do It Together

- 1** You will hear five people (1–5) talking about what they are going to do when they leave school. Listen, (72), and match what they say with their decisions (a–f). There is one extra decision.



1.

2.

3.

4.

5.

- a) I will go on with my education in the subjects in which I do well.  
 b) I will work and earn some money which will be easy as I've got some experience in the field.  
 c) I would like to find a job where I can travel a lot.  
 d) I will do what my family advise me to do.  
 e) I am not absolutely certain about what to do.  
 f) I would like to have some caring job and work during social hours.

- 2 A.** The words *job*, *profession*, *occupation* and *career* are often used in similar contexts. Find out the difference between them. You may need a dictionary.

A *job* is the work that a person does regularly to earn money.

A *profession* is a job that requires special training, often a university education and brings a rather high social status.

An *occupation* is a job or a profession. This word is usually used especially on forms and in formal writing.

A *career* is the series of jobs that a person does in his or her life, usually in one and the same field.

**B. Put the words *job, profession, occupation* or *career* to complete the sentences.**

1) His ... as a pilot came to an end after a bad road accident. 2) I know that Jane is unemployed now and looking for a ... 3) Please write your ... on this form and hand it in. 4) My mother is a lawyer. I think it is a very interesting ... . I would like to be a lawyer too. 5) Please write your name, address and ... . 6) Half the people who were interviewed had physical ...s. 7) Choosing a ... can be a very difficult decision. 8) What's your ...? — I work as a secretary. 9) People of teaching ... are mainly women. 10) My father discouraged me from going into medical ... .



### Focus on Grammar

Обратите внимание на различия в использовании в английском языке аналогов русских слов *никто, ни один* и *любой, всякий*.

1. *Cheque or credit card* — you can use either. (Любой из двух упомянутых.)  
Give me an apple, please. Any will do. (Любое из тех, что есть в наличии, но их больше, чем два.)

2. John and Jill are both here, but neither can help us. (Никто из двух присутствующих.)  
No one/Nobody can help us. (Никто вообще.)  
None of you can help us. (Никто из присутствующих, а их больше чем два.)

3. Обратите внимание на особенности употребления неопределённых местоимений **no one, nobody, none**.

a) **No one** (никто, ни один человек) может использоваться во всех случаях, когда возможно употребление местоимения *nobody*, однако *no one* употребляется значительно чаще.

Where is Alice? — No one (nobody) knows where she is.

No one (nobody) has ever climbed this mountain.

b) **None** (но не *no one*!) используется с *of*-фразой:

None of the girls (none of us) will go there.

При этом глагол может иметь форму как множественного (чаще), так и единственного числа (реже).

None of his friends live(s) nearby.

c) После местоимения **none** часто используется словосочетание *at all*.

— Have you got any money?

— No, none at all. Sorry.

d) **None** обычно завершает реплику и стоит в конце предложения.

Is there any bread at home? — No, there is none.

I have two brothers but Ann has none.

e) В диалоге местоимение **none** часто выступает в роли отдельного предложения.

How many fish did you catch? — None.

### 3 Complete the sentences with the right words.

1) There are two good films on today. Which would you like to watch? — (Either./Any.)

2) I have a lot of friends but (neither/none) of them is as close to me as Jill.

3) We have two bedrooms but (neither/no one) is comfortable enough.

4) There are all kinds of books in this bookcase. Choose (either/any) you like.

5) Of all the big cinemas in our town (neither/none) is near my house.

6) Tea or coffee? — (Either/Any) will do.

7) We need some ideas of how to celebrate the coming holidays. (Either/Any) ideas are welcome.

8) Meet Justine and Fiona. (Neither/None) of them speaks Russian.

9) I like (either/any) vegetables but my favourite are cauliflower and tomatoes.

10) Both puppies were so wonderful that I was prepared to take (either/any).

### 4 Which of these things would you like for yourself? Use *both*, *all*, *either*, *neither*, *none* where possible.

1) a Ford, a Mercedes

2) a course of English, French, Spanish, German

3) a good bike, a digital camera, a motorboat

4) a mobile, a computer, a notebook

5) a pair of new jeans, a new top, a fashionable belt

6) a winter hat, mittens, warm socks, boots

7) a penthouse, a summer cottage, a lot of money

8) a good education, a good job

9) good friends, a boy/girlfriend, a loving family

- 10) a lot of homework, house chores  
 11) entertainment, a lot of free time, an interesting hobby  
 12) a twin brother or sister, lots of uncles and aunts

**5 Learn how to pronounce and use the new words. Listen, (73), and repeat.**



**A.**

**fulfil**<sup>1</sup> [ful'fil] — выполнять  
**continue** [kən'tnju:] — продолжать  
**grade** [greɪd] — 1) оценка; 2) ступень обучения  
**degree** [di'grɪ:] — степень  
**acquaint** [ə'kwɛɪnt] — знакомить  
**course** [kɔ:s] — курс

**owe** [əʊ] — задолжать  
**debt** [det] — долг  
**mortgage** ['mɔ:ɡɪdʒ] — ссуда, заём для покупки дома, ипотека  
**retire** [rɪ'taɪə] — уходить на пенсию (*в отставку*)  
**exactly** [ɪɡ'zæktli] — точно  
**attract** [ə'trækt] — привлекать

**B.**

**fulfil** (*v*): to fulfil a role (a function, a purpose); to fulfil one's duty (promise), to fulfil a plan. The church fulfils an important role in this town. The government has failed to fulfil its election promises.

**continue** (*v*): to continue to do sth, to continue doing sth, to continue with studies. Doctors advised him to continue taking the medicine for another week. James looked at me and continued to read the papers. She decided to continue with her studies for another two years.

**grade** (*n*): 1) to get good grades, to improve one's grades. I got a good grade in geography. 2) to be in the 1st grade. Fifteen-year-olds are usually in the ninth grade.

**degree** (*n*): to some degree, to a large degree, to a certain degree. What you say is true to some degree. A bachelor's degree<sup>2</sup>, a master's degree<sup>3</sup>, a biology degree, a degree in maths. Ann has got a master's degree in English Literature.

**acquaint** (*v*): to acquaint sb with sth, to be acquainted with sb or sth, to get acquainted with sb. Let me acquaint you with this problem. Are you acquainted with the latest rules? Where did you get acquainted with Sergey?

<sup>1</sup> to fulfil = fulfill (*AmE*)

<sup>2</sup> a bachelor's degree — степень бакалавра

<sup>3</sup> a master's degree — степень магистра

**course (n):** to do a university course, to take a course in modern languages. Nigel is doing a law course at the university.

**owe (v):** to owe money, to owe sb two dollars. I owe my brother fifty roubles that he lent me last week.

**debt (n):** to have debts, to be in debt/out of debt. John is in debt to the bank because he bought that big house.

**mortgage (n):** to get a mortgage, to take out a mortgage, to have a mortgage on one's house. I can't get a mortgage now because I'm unemployed.

**retire (v):** to retire at the age of 60. In Russia women retire at the age of fifty-five and men at the age of sixty.

**exactly (adv):** exactly ten. Please tell me exactly what you saw. This dress is exactly what I wanted.

**attract (v):** to attract people, to attract investors. Tourists are attracted by sandy beaches of California.

**attractive (adj):** attractive jobs, attractive plans, an attractive woman.

**6 Read the questions and match them with the answers.**

- 1) What courses are you taking?
- 2) What are you going to do to improve your grades in history?
- 3) Have you fulfilled your plan?
- 4) How long does it take one to get a bachelor's degree?
- 5) At what age do people retire in Britain?
- 6) What is attractive in teaching profession?
- 7) Have you ever been in debt?
- 8) Are you acquainted with his latest novel?

- a) To read more books on history.
- b) No, I haven't read it yet.
- c) It's a caring job.
- d) English Literature and History of the language.
- e) Not exactly.
- f) Several times.
- g) Three or four years.
- h) Women usually at 60 and men at 65.

**7 Which of these are the odd ones out?**

- 1) grade, degree, mortgage, graduate, bachelor
- 2) fulfil, continue, acquaint, attract, course
- 3) grade, debt, mortgage, exactly, course
- 4) continue, course, exactly, attract, grade
- 5) fulfil, degree, mortgage, attract, owe
- 6) owe, retire, course, debt, continue
- 7) acquaint, attract, debt, degree, fulfil



- 8 **A. Read the text and say which of the three things make Frank unhappy: a) the fact that his parents are making him go to university; b) the fact that he is expected to make a standard career; c) the fact that he'll have to pay his debts.**

## My Own Way

### Part I

School... exams... university... job... pension... Have you ever felt you are on a conveyor belt? Are you fulfilling your parents' plans or have you got other ideas? Get acquainted with one young man's story of how he decided to follow his own dream.



"I sometimes feel like I'm a product that is continually being processed<sup>1</sup> in a factory. In our society you're born, you go to nursery school, and then on to primary school. You study for five years for your GCSEs in a secondary school. Then, if you get the right GCSE grades, you can go on to college to study for your A-levels. The right grades will allow you to go to university to study for a degree. Before you go to university, you might go on a gap year to get a little life experience but you don't take more than a year. This is not allowed.

So you finish your university course owing lots of money to banks for various debts you've built up during your time at university. You're already on the conveyor belt and it is very hard to get yourself off. You find a job, a girlfriend, whom you may eventually marry; you buy a house together and start paying off your mortgage.

You decide to have children and put them on the same conveyor belt. You earn more money and retire, grow old, die. Well done. You did it. You did exactly what this society asked of you. To be honest such a prospect doesn't attract me."

**B. Listen to the text, (74), then read it aloud.**

**C. What do you think Frank did to follow his dream?**

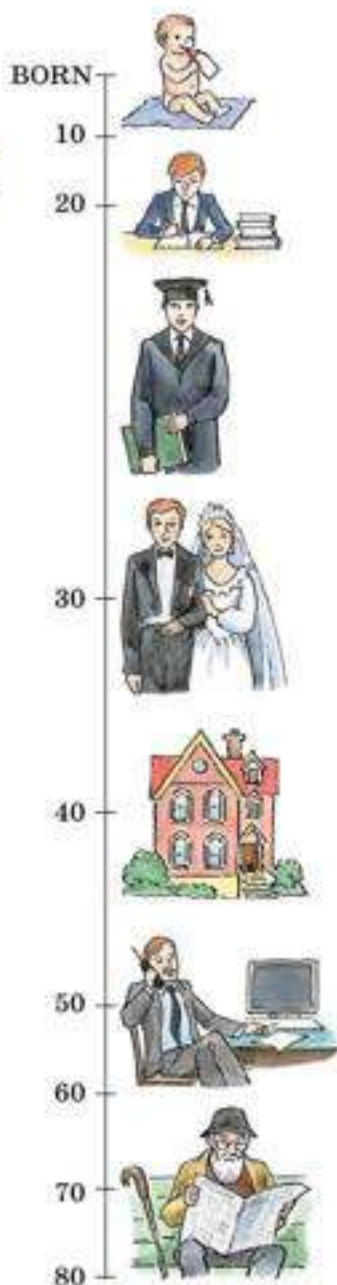
<sup>1</sup> to process [ˈprəʊses] — подвергать обработке



9 Comment on this diagram. This one may be true about Britain. Is the situation in Russia the same?

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Section Four



### On the Conveyor Belt of Life

- 4 65% of all 4-year-olds are in nursery school
- 18 39% of all 18-year-olds get two or more A-levels
- 22 The average student leaves university with a debt of £10,000
- 26 The average graduate starting salary<sup>1</sup> is £18,175 a year
- 29 The average age for marriage (women)
- 32 The average age for marriage (men)
- 35 70% of 35-year-olds are in debt
- 40 The average age for divorce<sup>2</sup>
- 60 Retirement (women)
- 65 Retirement (men)
- 78 The average British citizen dies

<sup>1</sup> a salary [ˈsæləri] — зарплата

<sup>2</sup> a divorce [dɪˈvɔːs] — развод

**10 A. Read the text "My Own Way" again and answer the questions.**

- 1) What does Frank mean when he says that he feels he is on a conveyor belt?
- 2) What are the usual stages that a lot of British people go through, as Frank sees it?
- 3) What is a gap year? Why do young people take it?
- 4) What kind of debts can a university graduate ['grædʒuət] have?
- 5) Why do you think Frank mentions mortgage as an important debt to the bank?
- 6) Are you fulfilling your parents' plans or have you got different ideas?

**B. Characterize Frank as you see him.****Did You Know That...?**

At the age of 16, students in England and Wales take GCSE examinations. They must take examinations in subjects such as English and maths, but can choose the other subjects that they study. The marks students get in their examinations help them decide which subjects to study for A-level, if they are not planning to leave school.

Students who take A-levels study for two years and take examinations at the end of the course. They usually study only three subjects for their A-levels. Students who want to go to university must take A-level examinations. In England and Wales university courses usually take three years and students typically study one or two subjects. In the UK students take out student loans, which means that they borrow money from a bank to pay for their living costs and tuition and often have large debts by the time they finish their course. Some students from poor families get a grant from the government.

At the end of their course of studies university students get their first degree called bachelor's degree in arts or sciences. If they want to continue their education, they can study for another year or two and take their master's degree or become Doctor of philosophy.

**Do It on Your Own****11 Complete the sentences with the new words.**

- 1) We have e... five minutes before the bell, let's run! 2) A lot of my friends would like to get a university d... but others are planning to begin their professional c... right after school. 3) The teaching p... a... me like no other. 4) That's all for today but I promise to c... my story tomorrow. 5) I hate being in d..., that's

why I never borrow money. 6) When I have some free time, I'd like to take a c... of Italian, I like the sound of this language. 7) Today I'm going to a... you with some new grammar rules. 8) When my grandmother r..., she began to miss her work and her colleagues. 9) I still o... the bank some money, though I have already paid back most of the m... . 10) Sooner or later I'll f... my dream and travel round the world. 11) Jack's g... at school are getting better and better.

**12 Express the same in English. Use the words *any, either, neither, none, no one*.**

1) Любой ученик этого класса способен ответить на любой из этих двух вопросов. 2) Твоё имя Кейт или Мэри? — Ни то ни другое. 3) Сколько у тебя братьев и сестёр? — Ни одного. 4) Какую из двух фотографий ты выберешь? — Никакую. Они обе мне не нравятся. 5) Она думает, что никто из её друзей её не понимает. 6) К сожалению, здесь никто не говорит по-испански. 7) У меня две кошки, ни одна из них никогда не покидала квартиры. 8) Филипп проверил, есть ли у него кофе, и обнаружил, что нет. 9) У меня много конфет, бери любую. 10) У меня есть два хороших видеофильма, мы можем посмотреть любой из них.

## Section Five

### Do It Together

**1 Listen to the text, (75), and say which of the following is not mentioned in it.**



- 1) The Stradivari family lived in Italy.
- 2) There were some other families who were making musical instruments in Italy at about the same time.

- 3) The instruments made by the Amati, Guarneri and Stradivari families have been used by a number of great musicians.
- 4) Antonio Stradivari was Nicolo Amati's pupil.
- 5) Nicolo Amati was the most famous of all the Amati instrument makers.
- 6) Antonio Stradivari didn't always work with Nicolo Amati as he eventually opened his own shop.
- 7) Antonio's sons, Francisco and Omobono, became very famous too.
- 8) Stradivari's instruments are different from other masters'.
- 9) Stradivari worked until he was very old.
- 10) Altogether Stradivari made more than a thousand wonderful violins, violas and cellos.



**2** You know the words in column A. Read the sentences and guess what the words in column B mean.

A

debt  
acquaint  
attract  
exactly  
retire  
fulfil

B

debtor  
acquaintance  
attractive  
exact  
retired  
fulfilment

1) I have paid my debt and I am no debtor any more. 2) John is an acquaintance of mine but I don't think I can call him a close friend. 3) I find the idea of travelling very attractive. 4) The exact time is three minutes and thirty-five seconds past four. 5) My grandfather is a retired doctor. 6) After many years, our plans have come to fulfilment.



В английском языке русскому (уж) лучше бы могут соответствовать две различные структуры: 1) **...had better** и 2) **...would rather**. Обратите внимание на особенности их употребления.

**...had better**

(учёт существующих  
обстоятельств, часто совет)

- 1) It's seven o'clock. We'd better start making dinner.
- 2) He'd better hurry up if he wants to get home before dark.
- 3) They'd better not wake father when they come back.

**...would rather**

(наличие выбора)

- 1) I'd rather go home now (not later).
- 2) My sister would rather go to Edinburgh than to Glasgow.
- 3) I know that the children would rather go to Val's party than to the cinema.

**3 Complete the sentences with *had better* or *would rather*.**

1) Which ... you ... do, go to the cinema or stay at home? 2) I think you ... look the word up again: you don't remember what it means. 3) I ... not say what I think. 4) Where ... you ... go — to Kiev or to Odessa? 5) We ... finish the work today as tomorrow evening we are leaving for Irkutsk. 6) My sister ... eat porridge and fruit than meat and potatoes. I know her taste. 7) I think I ... have a gap year than go to university. 8) ... not he ... stay with us until he gets well? 9) You ... put your warm coat on. It's freezing outside. 10) We ... not be late. Our parents will be worrying. 11) I ... have five lessons of English than one lesson of Physics. 12) She ... change her job — it is too dangerous.

**4 A. What would you rather do? Work in pairs.**Would you rather

- stay in your home town or leave it after you finish school?
- get a university or college education or go straight to work after school?
- live with your parents or have a home of your own?
- get married or live alone?
- get married and have a lot of kids or get married and have one or two kids?
- live in a big city or in the countryside?
- work for someone or be your own boss?
- work hard and have a lot of money or have an easy life and earn little?

## B. What had this person better do if

- he/she doesn't know what to do after school?
- he/she badly needs some pocket money?
- he/she has a lot of free time and doesn't know what to do with it?
- he/she hasn't got any friends and feels lonely?
- he/she finds studying at school difficult?
- he/she is addicted to computer games?
- he/she is in love with someone who doesn't love him/her?
- he/she is a shopaholic<sup>1</sup>?

## 5 Learn how to pronounce and use the new words. Listen, (76), and repeat.

### A.

**secure** [si'kjʊə] — безопасный

**security** [si'kjʊənti] — безопасность, охрана

**guard** [gɑ:d] — стражник

**life guard** — спасатель

**bodyguard** ['bɒdiga:d] — телохранитель

**fortune** ['fɔ:tʃən] — состояние, богатство

**refuse** [ri'fju:z] — отказываться

**proper** ['prɒpə] — правильный

**rescue** ['reskjʊ:] — спасать

**employer** [im'plɔ:ə] — работодатель

**expectation** [ekspek'teɪʃn] — ожидание

**gap** [gæp] — пространство между чем-то и чем-то

**follow (in) sb's footsteps** — идти по стопам кого-либо

**get down to sth** — приняться за что-то

### B.

**secure** (*adj*): a secure job, a secure future; to be secure from sb/sth, to feel secure. She wanted a job with a more secure future. Everyone wants to be financially secure.

**security** (*n*): national security, international security, a security adviser. If you don't leave, I'll have to call security.

**guard** (*n*): a prison<sup>2</sup> guard, a group of guards. There was an armed guard on duty outside his door. A brave lifeguard, a young bodyguard.

**fortune** (*n*): to make a fortune, to cost a fortune, to spend a fortune, to pay a fortune. Henry Ford made his fortune with his cars. They spent a fortune on flowers alone.

<sup>1</sup> a shopaholic [ʃɒpə'hɒlɪk] — человек, тратящий неоправданно большие деньги в магазинах

<sup>2</sup> a prison ['prɪzn] — тюрьма; тюремный



**refuse (v):** to refuse to do sth. Mum asked him to apologize but he refused. How could he refuse to help his own sister?

**employer (n):** somebody's employer. An employer is responsible for his workers. Daniel's employers offered to pay for his course.

**expectation (n):** to have high/low expectations, to meet sb's expectations, against sb's expectations, in expectation of sth. The team went to play the match without any expectation of success. We had heard so much about the film but it didn't meet our expectations. The Robinsons are parents with high expectations for their children.

**gap (n):** a gap in the mountains, a gap between the tapes, to fill in the gaps in one's education. There are wide gaps in my knowledge of history.

**proper (adj):** a proper job, a proper education, proper tools. That's not a proper way to do it! The problem was they didn't have a proper place to study.

**properly (adv):** properly dressed, properly trained.

**rescue:** to rescue people, to rescue sb from sth. The firefighters rescued several people from the house on fire. Debora tried to rescue her younger sister from falling off the stairs.

**follow (in) sb's footsteps:** Antonio Stradivari's children followed in their father's footsteps.

**get down to sth:** get down to business at once. It's hard to get down to work after a nice long holiday.

**6 Read the questions and match them with the answers.**

- 1) Why have you come to the party?
- 2) Why does he never allow anyone drive his car?
- 3) What do you think of the book?
- 4) Why is this information secret?
- 5) What has Richard got this medal for?
- 6) Who is your favourite actor?
- 7) Why did the young man make up his mind to change his job?

- a) It is connected with the national security.
- b) Kevin Costner. Especially in the film "Bodyguard".
- c) No wonder! They have spent a fortune on it.
- d) Unfortunately, his employer wasn't honest enough.
- e) It was impolite to refuse.
- f) Unfortunately, it didn't meet my expectations.
- g) He rescued a small girl from the house on fire.



**Phrasal verb to come**

- 1) **to come across** — наталкиваться, натыкаться.  
I came across a very interesting article yesterday.
- 2) **to come down with** — подхватить болезнь, слечь.  
He came down with a cold. He'd better stay in bed.
- 3) **to come off** — сойти; упасть, оторваться.  
Come off the grass!  
She came off her bicycle.  
A button came off her blouse.
- 4) **to come around** — заглянуть ненадолго.  
Is mum coming around?  
I could come around if you like.

**7 Complete the sentences. Use the words across, down, off, with, around.**

1) I have never come ... such a horrible man in my life. 2) Why don't you come ... after work? 3) You look terrible. Are you coming ... with the flu? 4) The second horse was galloping and the rider came ... . 5) Joseph came ... a word he had never seen before. 6) You could come ... to our house and have a talk with my granny. 7) Jane is sneezing and coughing. I think she is coming down ... a cold. 8) Lizzy came ... her new bike and hurt her leg. 9) We have never come ... such attractive people. 10) Look! A button came ... your dress.

**8 A. Read the second part of Frank's story and say how he understands happiness.****My Own Way****Part II**

I went to school and college until I was eighteen. I passed my A-levels, then went surfing around the world on my gap year. I really don't like the word *gap* because for me that year was full of important activity. Nowadays we are encouraged to take a gap year, we are told that future employers love it because it means you have done something original to talk about in your job interviews. But when the gap year is over, you must get down to



serious work — start earning money and making plans for the future. We need to think of our security. Personally I don't believe security can come from a big house and a fast car or a university degree. All these things create an illusion that you are secure. Security, in my opinion, comes from within oneself.

I'm now on my *fourth gap year* and I am happy, truly happy. Every summer I work as a beach lifeguard in Cornwall where thousands of people go for their summer holidays. I don't earn a fortune but my life is rich. I wake up every morning and I see the ocean. I can surf every day if there are waves. I don't want any other life.

I believe that lots of people know what makes them happy but they choose to ignore it because they want to meet the expectations of the society. I don't want to see the world in the movies and read about it in books. I want to see it myself, smell it, hear it and feel it. I refuse to follow other people's footsteps.

People often ask me what I want to do with my life and when I'm going to get a proper job. They forget that I may be the person who rescued their child on a beach one summer. Isn't that proper enough? I want to do exactly what I'm doing right now. Sure I'd like a little house and maybe bring a baby into the world, but I want to go my own way.

**B. Listen to the text, (77), then read it aloud.**

**9 Find in the text above the words and phrases which mean the following:**

- 1) the year in which young school leavers or students in Britain and other countries do some jobs or travel with the idea to get some experience
- 2) people who are planning to give us a job in the future
- 3) something interesting and unusual (to talk about)
- 4) to begin doing (serious work)
- 5) to give someone the wrong idea
- 6) really (happy)
- 7) a swimmer employed on a beach to help swimmers in danger
- 8) to earn a lot of money
- 9) to refuse to pay attention to something
- 10) they want to do what the society expects of them
- 11) films
- 12) to follow other people's example
- 13) (a) suitable (job)



**10 Answer the questions.**

- 1) When Frank says that he “went surfing around the world” does he mean that he surfed in different parts of the world or that he surfed all the way around the globe?
- 2) Why does Frank say that he doesn’t like the word *gap*?
- 3) How does Frank explain it that young people are encouraged to take a gap year? Do you think taking a gap year is a good idea?
- 4) How is security usually understood? How does Frank understand it? How do you understand it?
- 5) Why did Frank choose Cornwall for himself? What ocean does he see every morning?
- 6) What does Frank mean when he says that his life is rich? Could this lifestyle satisfy you? Why? Why not?
- 7) Do you agree that life should be an adventure? Is it true for everyone? Is it true for you?
- 8) Why do you think Frank feels rebellious about following other people’s footsteps? What do you feel about it?
- 9) What makes Frank happy and satisfied? Can the way of life Frank chose for himself make you happy? What’s your idea of a happy life?
- 10) Is Frank making any plans for the future? What are they? What are yours?

**11 A. Make a list of questions you would like to ask Frank.**

**B. Work in pairs and act out a talk with Frank in which he’ll have to answer your questions and probably ask you something as well.**

## Do It on Your Own

**12 Write the same differently. Use ‘d better and ‘d rather.**

- Example: 1) Linda prefers going to the north in summer. Linda would rather go to the north in summer.  
2) My advice is that you should have a good holiday. You’d better have a good holiday.

1) We all prefer spending this evening out. 2) My advice is that Charlie should make up his mind about which of the two employers to work for. 3) My advice is that the girls should wear their

best clothes for the party. 4) My dad prefers to look through his morning newspaper at breakfast. 5) My friends prefer listening to modern music. 6) My advice is that you should solve this problem yourself. 7) A lot of people prefer to send e-mails nowadays. 8) My advice is that the children should stay at home: it's too cold outdoors.

**13 Express the same in English.**

**A.** 1) Рекс! Сойди с клумбы (flowerbed). 2) Я никогда не встречала такого слова в английском языке. 3) Думаю, Алиса не пойдёт в школу завтра. Она болеет (у неё простуда). 4) Дядя Том зайдёт? 5) У меня от куртки отлетела пуговица. 6) Я наткнулась на предложение, которое не могу перевести.

**B.** 1) приняться за дело; 2) безопасное будущее; 3) просвет между деревьями; 4) быть одетым должным образом; 5) спасти город от террористов; 6) добрый работодатель; 7) в ожидании дня рождения; 8) нажить состояние; 9) храбрый спасатель; 10) отказаться выполнять эту работу.

## Section Six Consolidation Class

### Do It Together

- 1** You will hear five texts (a—e) advertising TV programmes, (78). Say which of the specialists (1—6) is likely to take part in which programme. There is one person on the list who is not going to take part in any.



1) John Parker,  
a meteorologist



2) Lucy Harrison,  
a zoologist



3) Jennifer Hilton,  
an astronomer





4) Alan Macmillan,  
a seismographer



5) Fred Porter,  
a forecaster



6) Brian Woodriff,  
an oceanographer

**2 A. Read the text and complete it with the phrases from the box.**

- a) away from home
- b) best known
- c) as a lawyer
- d) he had made his home
- e) followed by other children's stories
- f) who became very successful
- g) and then wrote down
- h) to follow in his father's footsteps

### R. L. Stevenson

The name of Robert Louis Stevenson is familiar to everyone who likes literature. He was a novelist, poet and essayist (1) at a certain stage in his career.

Stevenson was born in Edinburgh, Scotland, on November 13, 1850. The son of a well-to-do engineer, Stevenson was expected (2).

Anyhow young Stevenson felt that engineering was not for him. He became a law student in Edinburgh university and soon began writing. In 1875 he qualified (3). At that time he had already become a popular writer thanks to his essays published in a number of newspapers and magazines.

Stevenson had a bad health problem, tuberculosis, which made him spend a lot of time (4) in countries with a more suitable climate. In France he met Fanny Osbourne, who became his wife. Fanny had two children from her first marriage. It was Lloyd, her son, for whom Stevenson made up (5) his famous book



“Treasure Island” <sup>(6)</sup>. Among his grown-up books the horror story, “The Strange Case of Dr Jekyll and Mr Hyde” is probably <sup>(7)</sup>.

At the end of his short life the writer and his family moved to one of the islands in the South Pacific where he lived for another six years writing and enjoying the most beautiful and exotic land <sup>(8)</sup>.

**B. Use the text above as an example and speak about someone’s successful career.**

**3 Read the text and complete it with the words formed from those on the right.**

Dr Benjamin McLane Spock was the first person to complete <sup>(1)</sup> training as a pediatrician and a psychiatrist. Dr Spock is <sup>(2)</sup> both for his book on child care and for his <sup>(3)</sup> in the peace <sup>(4)</sup>. “The Common Sense Book of Baby and Child Care” was a great contrast to earlier child-care books. Before Dr Spock <sup>(5)</sup>s taught parents to be strict with their children and warned them against showing too much love for them. Dr Spock taught parents to show their <sup>(6)</sup>s, answered <sup>(7)</sup> questions and encouraged parents to set high <sup>(8)</sup>s for their children. In many ways the book was <sup>(9)</sup> a revolution in the field.

profession  
fame,  
leader  
move

write

feel, practice  
expect  
real

**4 Imagine that you are a school career adviser. Say what jobs you would recommend these school-leavers to take up.**

1.

*Name:* Victoria *Surname:* Holmes

*Qualification and/or experience:* I have been a babysitter for a year. Sometimes I do household chores for my neighbours.

*Preferences:* I like children, playing with them, reading to them.

*Other information:* I’m good at singing and very much interested in music. But my family needs my financial support. I would like to start working as soon as possible.

2. Name: Nancy Surname: Dixon  
Qualification and/or experience: I've been helping with washing-up in a hotel restaurant.  
Preferences: I'm not sure that I want to go to University. I like travelling and always take pictures of the places I have visited.  
Other information: I have won prizes at photo competitions. My friends say I get on well with people.
3. Name: William Surname: Thompson  
Qualification and/or experience: I'm working in a chemistry laboratory having a part-time job, but I have no qualifications.  
Preferences: I like chemistry, biology and read a lot about animals. Have two pets at home and take care of them.  
Other information: I'd like to go to University, but I'm not sure what course I would like to take. I'm thinking about going into medicine, but it's not my first choice.
4. Name: Rose Surname: Farrel  
Qualification and/or experience: None.  
Preferences: I'm good at literature, history, languages, in other words at the arts. I like to imagine things and write my own stories.  
Other information: I can type and work on the computer. I like reading and working with books. I think I'm a bookworm<sup>1</sup>.
5. Name: Sam Surname: Davidson  
Qualification and/or experience: I have been driving for a year.  
Preferences: I like working with machines, repair them.  
Other information: I would like to be financially independent of my family and I am ready to do various jobs even during unsocial hours.

<sup>1</sup> a bookworm [ˈbʊkwɜːm] — книжный червь (перен.)

**5 Work in pairs. You and your partner are thinking of taking a job after leaving school. Discuss possible jobs each of you would like to get. Consider these points:**

- if you would like to be employed by the government or prefer to work for a private company;
- if you would like to get a full-time job, a part-time job or an odd job<sup>1</sup>;
- if you are planning to study further in the future and want your job to be connected with the career you have chosen for yourself;
- if your ambition is to get a lot of money or you would rather get a job that can develop your talents and abilities.

**6 Say what job (jobs) you would like to try in the future. Mention the following:**

- if it needs a university degree, qualification and/or special training;
- where you can and would like to get the necessary qualification or degree;
- how long it may take you to get this job;
- how you can characterize the job you have chosen;
- why you have chosen it.

**7 A. Read the text and complete the sentences after it.**

### Are Girls Cleverer Than Boys?



It's a fact that girls usually do better than boys even in such subjects as mathematics or science, and people used to think that those were more suitable for boys than for girls. There are some reasons for this. Boys and girls behave very differently in and out of school.

Here are only some examples of such difference. Boys make more trouble, while girls are usually well-behaved. In class boys often put up their hands to answer questions but give the wrong answers. At the same time girls do not always put up their hands even if they know the answer because they are not one hundred percent sure. Girls spend more time than boys doing their

<sup>1</sup> odd job — временная работа



homework as they care more about their progress at school and their grades. In the modern world girls are becoming a lot more ambitious.

Girls are more realistic, more down-to-earth. For example, boys spend a lot of time playing computer games and watching action films on television because they live in a world of their own fantasy. When girls use computers, they usually do it for some practical reason.

Ask a fourteen- or fifteen-year-old boy about his future career and he is very likely to tell you that he would like to get a lot of money or be a DJ or a basketball player. At the same time most of girls being more realistic, think of becoming teachers, doctors or managers. They choose careers where there's less unemployment as they want to have a secure future. The good news is, however, that later on boys become more interested in studies and even outdo girls as their examination results often show.



- 1) Generally boys show ... results at school than girls.  
a) better            b) worse            c) neither better nor worse
- 2) ... don't like making mistakes while ... don't care too much about it.  
a) Boys... girls  
b) Girls... boys  
c) Teachers... boys and girls
- 3) Nowadays girls ... more about their academic results.  
a) dream            b) talk            c) worry
- 4) For ... the computer is entertainment rather than work.  
a) boys            b) girls            c) boys and girls
- 5) Girls plan their future ... .  
a) more carelessly  
b) more carefully  
c) less carefully
- 6) Eventually boys become ... .  
a) professionals  
b) unemployed  
c) better pupils

**B. Listen to the text, (79), then learn to read it aloud.**



**8 Work in groups and find out how many of you**

- are thinking about taking a job immediately after school
- want to study further and have a part-time job
- want to go to university
- feel pressure<sup>1</sup> from their family in choosing your career
- are going to get some special training before taking a job
- are interested in computers and modern technologies and would like to work in the field of science
- are good at arts and languages and want to have a career in this field
- would like to be their own boss and have their own business in the future

**Social English****Learn to use connectors<sup>2</sup> when you speak English****so** — таким образом**as** — поскольку**because** — потому что**that's why** — вот почему**however/anyhow** — как бы то ни было**nevertheless** — тем не менее**although** — хотя**on the contrary** — напротив**actually/in fact** — на самом деле**eventually** — в конце концов**9 Use suitable connectors in the phrases below.**

- 1) ... he's got a good job now, he is still not happy.
- 2) It's a really useful book ... it explains everything very clearly.
- 3) Today is one of the happiest days in my life and I'm so glad to see you all, ..., I didn't come here to talk about myself.
- 4) He lived in Paris for three years, ... he speaks French very well.
- 5) Jane has never said that she wants to be a nurse, ... she tells everyone that she hates this occupation.
- 6) It took Simon a long time to make up his mind but ... he agreed that going to university would be the best.
- 7) Did you spend much money? — Yes, quite a lot. ... I think I spent it all.
- 8) I know you have just arrived, ... I'd like to discuss a couple of things with you first and then you'll have some free time and relax.

<sup>1</sup> pressure [ˈpreʃə] — давление<sup>2</sup> connector [kəˈnektə] — *эд.*: слово-связка

- 10** Complete this dialogue with the connectors. Use your Social English. Act the dialogue out.



**Career adviser:** Well, Paul, last time we met you said you were in two minds about your future career. (1) you said you would think about it again and ask for your parents' advice.

**Paul:** Yes, I did. It seems that my parents see me as an engineer or computer programmer. (2) they want me to follow in my father's footsteps. (3) I don't like this idea at all. I don't want to work with any kind of machinery, (4) I'd like to work with people.

**Career adviser:** Doing what?

**Paul:** I think I'd like to work in a bank (5) it means meeting people and besides banks pay you well.

**Career adviser:** That's true, (6) but you'll need a university education if you want to make a career in banking.

**Paul:** I've been thinking about it. (7) I'm rather good at mathematics (8) I can take a university course of economics.

**Career adviser:** It's not a bad idea, Paul, (9) it means a lot of hard work during your last year at school.

**Paul:** I understand. Well, I think I'm ready for it.

## Do It on Your Own

- 11** Write a paragraph about the job you consider ideal for yourself.

- 12** Which of the two will you choose to complete the text?

### Learning English

I've been working very hard this year (so/as) I enjoy learning English. My homework is always well prepared (because/that's

why) I remember the material better. (Although/Anyhow) I find certain things rather difficult, I know that I'm making good progress. I'm sure that (nevertheless/eventually) my English will be good enough. (So/Actually) even now it is not so bad and I think I can be proud of myself. (In fact/However) I understand that I still have a long way to go. But I don't mind it (although/as) language learning is fun.

**13** Do Test 5 from your Workbook 9 (pp. 184—188) and check your progress.

Tasks	1	2	3	4	5	6	7
Maximum result	5	8	10	8	5	6	11
Your result	?	?	?	?	?	?	?

## What Do You Think?

**14** Which of these proverbs are true? Explain why.

- 1) It is never too late to mend.
- 2) Jack of all trades, master of none.
- 3) Better an egg today than a hen tomorrow.
- 4) If you run after two hares, you'll catch none.

## Section Seven Creative Writing

### Writing Social Notes

**Writing a social note is a polite way to thank someone, to invite someone to a party or to accept<sup>1</sup> an invitation.**

#### Thank-you notes

Thank-you notes are a special way of being polite. A thank-you note shows that you are grateful<sup>2</sup> for someone's kindness. You write a thank-you note to show that you like someone's present.

<sup>1</sup> to accept [ək'sept] — принять

<sup>2</sup> grateful ['grɛtfl] — благодарный

You also write a thank-you note when you have been a guest at someone's house or when someone has done you a special favour<sup>1</sup>. Remember to write thank-you notes as soon as possible after you have received some kindness. It is important. It is also important to use specific details.

For example, you may mention a type of the gift, its size and colour and how the gift will be enjoyed or used. If you stayed overnight at someone's house, you should mention the date of your visit and also events or activities during your stay.

### Invitations

Invitations are written to ask people to come to a party or some other event. Invitations should include all the necessary information about the event and usually give the following details:

- 1) what event it is;
- 2) why it is being held;
- 3) where it will take place;
- 4) when it will take place (day, date and time);
- 5) any special instructions.

Sometimes invitations may include four letters RSVP (*Répondez, s'il vous plaît* in French which means *Answer, please*). These letters are necessary when for the person who writes an invitation it is important to know how many people will come.

### Answering an invitation

When you receive an invitation you should answer as soon as possible. In your answer you either accept the invitation or write a note of regret.

With such a note the person planning the event will know exactly who is coming and will be able to make plans. Notice that it is polite to explain why you can't accept the invitation.

### Internet

You may say that nowadays people don't write letters to each other or do it very seldom. It is true, but on the other hand, e-mail messages have become very common.

In e-mail messages the text is written in the same way as in letters and they have the same parts: heading, greeting, body, closing and signature.

<sup>1</sup> **favour** ['feɪvə] — одолжение, услуга

The only difference is that in e-mails people often try to make their messages shorter, leaving out unnecessary details. SMS or text messages are a different thing. They have to be as short as possible. That's why people who send them use strange shortenings. Here are some examples:

for	4
seeing	Cing
friend	frnd
love	lv
mate	m8
week	wk

- 1 A.** Read the thank-you note below. Notice that it is short and that the heading has just the date.

*November 5, 2006*

*Dear Grandmother,  
The blouse you sent me for my birthday is really nice. It suits me all right, and I like the colour very much. I was wearing it at my birthday-party and all the guests told me it was very becoming.  
Thank you for remembering my birthday in such a nice way.  
Your Granddaughter,  
Rachel*

- B.** Say what details Rachel mentioned in her thank-you note.

- 2** Read the thank-you note below. Say why Carmen's friends have written it and what details they mention in the note.

*April 23, 2006*

*Dear Carmen,  
Thank you so much for the absolutely fantastic week-end we spent at your place. We enjoyed every minute of it. We don't think we shall ever forget our visit to the Lake District and those unbelievable views of the place.  
Be sure you will get the pictures we took during our trip.  
Love,  
your friends Alice and Rose*

**3 Write two thank-you notes from the list below. You can use your imagination or write about a real event in your life.**

- 1) Thank your neighbour for helping you to repair your bike.
- 2) Thank your aunt (uncle) for the birthday gift.
- 3) Thank your friend for the party.
- 4) Thank your grandparents for the month you have spent with them.
- 5) Thank your cousin for helping you with a school project.
- 6) Thank your aunt for having you to dinner.

**4 Read the invitation below and answer the questions.**

- 1) What information does the heading include?
- 2) Why do you think this information is needed?
- 3) What details in your opinion should be included in an invitation?
- 4) Can you find in the invitation the five parts typical of a letter (heading, greeting, body, closing, signature)? If necessary, consult page 235 of your textbook.

*23 Redcliff Street  
London  
No 224RD  
December 7, 2006*

*Dear Aunt Sally and Uncle Tom,  
I would like to invite you both to our schoolplay, "The Case for Two Detectives". I play the part of a rich old lady. The play will be performed on Thursday, December 21, at 6 p. m. in our assembly hall.*

*I hope you can come.*

*Your niece,*

*Marrion*

**5 Write invitations for two of the following events. Be sure to include all the necessary details about them. Don't forget the five parts of a letter that should be put in.**

- 1) a birthday party
- 2) a jazz band concert
- 3) a picnic
- 4) a weekend visit
- 5) a school performance

- 6** Read what answer Aunt Sally has written to her niece Marrison. What details has she included in her note?

*December 10, 2006*

*Dear Marrison,  
Your Uncle Tom and I would love to come and watch your play.  
We will be there early so that we can get a good seat.  
Good luck in your part.  
Love,  
Aunt Sally*

- 7** Write an invitation for an imaginary party you would like to have. Exchange invitations with your classmate and write an answer to your classmate's invitation, saying that you accept it.
- 8** Alice Robinson also wrote an invitation to her aunt. She wanted her Aunt Grace to come and see the same play on December 21. Read Aunt Grace's answer and say why she won't be able to join Alice.

*December 11, 2006*

*Dear Alice,  
I would love to come to your play, but unfortunately I am leaving for France on December 20. When I get back, you can tell me all about the play.  
I'm very sorry that I can't come.  
Love,  
Aunt Grace*

- 9** Write an invitation for a picnic you would like to have. Exchange invitations with your classmate and write an answer to your classmate's invitation explaining that you can't come.



## А

**abnormality** [ˌæbnɔːl'mæləti] аномалия

**accept** [ək'sept] принять

**accountant** [ə'kaʊntənt] бухгалтер

**ace** [eis] туз (*в карточной игре*)

**achieve** [ə'tʃi:v] достичь

**achievement** [ə'tʃi:vmənt] достижение

**acorn** ['eɪkɔːn] жёлудь

**acquaint** [ə'kwent] познакомить

**acquaintance** [ə'kwentəns] 1) знакомство; 2) знакомый

**actually** [ˌæktʃʊəli] на самом деле

**adaptation** [ˌædər'teɪʃn] адаптация, приспособление

**television adaptation** телевизионная версия

**addict** ['ædɪkt] пристрастившийся, зависимый человек

**addicted** [ə'ɪktɪd] пристрастившийся

**to be addicted to sth** быть пристрастившимся к чему-то

**admire** [əd'maɪə] восхищаться, любоваться

**admiration** [ˌædmə'reɪʃn] восхищение

**to stare in (open) admiration** не отрывать восхищённого взгляда

**advertize** ['ædvə'taɪz] рекламировать

**advertizer** ['ædvə'taɪzə] рекламодаель

**advise** [əd'vaɪz] советовать, давать совет

**agent** ['eɪdʒ(ə)nt] агент

**air host** ['eə,həʊst] стюард

**air hostess** ['eə,həʊstɪs] стюардесса

**alarm clock** [ə'lɑ:m ˌklɒk] будильник

**alien** ['eɪliən] пришелец

**alone** [ə'ləʊn] один

**to leave sb alone** оставить кого-то в покое

**allow** [ə'lau] позволять, разрешать

**although** [ɔ:l'dəʊ] хотя

**amusement arcade** [ə'mju:zmənt ɑ:kəɪd] зал игровых автоматов

**annual** ['ænjʊəl] ежегодный

**anyhow** ['eni,haʊ] как бы то ни было

**anyway** ['eni,wei] во всяком случае, так или иначе, тем не менее

**Antarctic, the** [æn'tɑ:ktɪk] Антарктика

**apologize** [ə'pɒlədʒaɪz] извиняться

**aqueduct** ['ækwɪdʌkt] акведук

**arch** [ɑ:tʃ] арка

**architect** ['ɑ:kɪtekt] архитектор

- argue** [ɑ:ɡju:] спорить  
 to **argue for/against sth** приводить аргументы «за» и «против» чего-либо  
**argument** [ɑ:ɡjʊmənt] аргумент  
**around** [ə'raʊnd] вокруг  
**arrow** ['ærəʊ] стрела  
**article** (on/about) [ɑ:tɪkl] статья  
**artist** [ɑ:tɪst] художник  
**as** [əz; æz] поскольку  
**ashamed** [ə'ʃeɪmd] пристыженный  
 to **be ashamed of sth** стыдиться чего-либо  
**asleep** [ə'sli:p] спящий  
 to **be fast asleep** крепко спать  
 to **be half asleep** быть в полусонном состоянии  
 to **fall asleep** заснуть  
**astronomer** [ə'strɒnəmə] астроном  
**attract** [ə'trækt] привлекать  
**attractive** [ə'træktɪv] привлекательный  
**author** [ˈɔ:θə] автор  
**axe** [æks] топор

## В

- babyhood** ['beɪbɪhʊd] младенчество  
**barefoot** ['beəfʊt] босиком  
**basket** ['bɑ:skɪt] корзина  
**be on** [bi: 'ɒn] идти (о фильмах, программах)  
**What's on at the cinema?** Что идёт в кино?  
**beyond** [bi'jɒnd] за пределами  
**(a) bit** [(ə) bɪt] немного  
**blind** [blaɪnd] слепой  
**the blind** слепые (люди)  
**bookworm** ['bʊkwɜ:m] книжный червь  
**bore** [bɔ:] зануда  
**bored** [bɔ:d] скучающий  
**I got bored.** Мне надоело.  
**boredom** ['bɔ:dəm] скука  
**both** [bəʊθ] оба, обе  
**bottom** ['bɒtəm] дно, низ  
**bow** [bəʊ] лук для стрельбы  
**brain** [breɪn] мозг, ум, разум  
 to **get sth on the brain** думать о чём-то  
**brainless** ['breɪnləs] безмозглый, глупый  
**brainy** ['breɪni] умный

**break** [breɪk] ломать

to **break down** ломаться (*обычно о механизмах*)

to **break in** 1) вломиться; 2) вмешаться в разговор

to **break into** неожиданно начать что-то делать

to **break out** разразиться, начаться

to **break through** прорываться

**breakthrough** ['breɪkθru:] прорыв

**broadcast** ['brɔːdkɑːst] транслировать

to **broadcast sth live** транслировать непосредственно в эфир, без записи на плёнку

to **broadcast on channel 5** транслировать по 5-му каналу

to **broadcast on the radio** транслировать по радио

to **broadcast on TV** транслировать по телевидению

## С

**call** [kɔːl] звать, называть, кричать, громко звать

**calm** [kɑːm] спокойный

**capable** ['keɪpəbl] способный

**capitalization** [ˌkæpɪtəlaɪ'zeɪʃn] написание с заглавной буквы

**capture** ['kæptʃə] захватить, пленить

to **capture sb's heart** завладеть чьим-то сердцем

**care** [keə] забота

to **take care of sb/sth** заботиться о ком-то/чём-то

**caring** ['keərɪŋ] заботливый

**carriage** ['kærɪdʒ] экипаж, карета

**carry** ['kæri] нести

to **carry a subject** иметь задолженность по предмету

**cart** [kɑːt] повозка, телега

**cater** ['keɪtə] удовлетворять запросы

to **cater for sb** удовлетворять чьи-то запросы

**They are well catered for.** О них хорошо заботятся.

**cartoon** [kɑːtuːn] мультфильм

**Caucasian** [kɔː'keɪziən] европеоидная раса

**certain** ['sɜːtn] уверенный

**certainly** ['sɜːtnli] наверняка, конечно

**certainty** ['sɜːntɪ] уверенность

**CD player** [siː'diːpleɪə] проигрыватель компакт-дисков

**challenge** ['tʃælɪndʒ] вызов, трудная задача

a **challenge to fight** вызов на бой

**challenging** ['tʃælɪndʒɪŋ] трудный, но интересный

**channel** ['tʃænl] канал

**character** ['kærɪktə] 1) характер; 2) герой (*книги, фильма*)

- chariot** ['tʃæriət] колесница  
**charity** ['tʃærəti] благотворительность  
**charter** ['tʃɑ:tə] хартия  
**chase** [tʃeɪs] преследовать  
 to **chase a dream** гоняться за мечтой, за недостижимым  
**cheap** [tʃi:p] дешёвый  
**cheer** [tʃiə] веселье  
 to **cheer up** развеселиться  
**cheerful** ['tʃiəfl] весёлый  
**chef** [ʃef] шеф-повар  
**chello** ['tʃeləʊ] виолончель  
**chemist** ['kemɪst] химик  
**childhood** ['tʃaɪldhʊd] детство  
**choice** [tʃɔɪs] выбор  
**chore** [tʃɔ:] 1) задание, обязанность (*обычно по дому*); 2) бремя  
**citizen** ['sɪtɪzn] гражданин  
**claim** [kleɪm] 1) требовать; 2) утверждать, заявлять  
**clear** [kliə] чистый, ясный  
**cloth** [klɒθ] ткань, тряпка  
**coffee maker** ['kɒfi meɪkə] кофеварка  
**colleague** ['kɒli:g] коллега  
**column** ['kɒləm] колонна, колонка  
**come** [kʌm] приходить  
 to **come across** наталкиваться, встречать  
 to **come down with** слечь (*с какой-то болезнью*)  
 to **come off** сойти, упасть, оторваться  
 to **come around** заглянуть ненадолго  
**combine** [kəm'baɪn] соединять  
**comedy play** ['kɒmədi pleɪ] комедийная пьеса  
**comma** ['kɒmə] запятая  
**commercial** [kə'mɜ:ʃl] реклама (*телевизионная*)  
**compare** [kəm'reə] сравнивать  
**complain** [kəm'pleɪn] жаловаться  
**concentrate** ['kɒnsntreɪt] сосредоточить(ся)  
**concentration** [kɒnsn'treɪʃn] концентрация, сосредоточенность  
**conclusion** [kən'klüʒn] заключение, завершение  
**conditional** [kən'dɪʃnəl] условный  
**connector** [kə'nektə] слово-связка  
**consumer** [kən'sju:mə] потребитель  
**continue** [kən'tɪnju:] продолжать  
**contrary** ['kɒntrəri] противоположный  
**on the contrary** наоборот  
**cooker** ['kʊkə] кухонная плита  
**cool** [ku:l] крутой (*сленг*)

**copper** ['kɒpə] 1) *n* медь; 2) *adj* медный  
**corporation** [ˌkɔːpə'reɪʃn] корпорация, объединение  
**cosmonaut** ['kɒzməʊnɔːt] космонавт  
**counter** ['kaʊntə] прилавок, стойка  
**courage** ['kʌrɪdʒ] смелость

**It takes courage to do this.** Для того чтобы сделать это, нужна смелость.

**couple** ['kʌpl] пара  
a **married couple** супружеская пара

**course** [kɔːs] курс (*предмета*)

**create** [kri'eɪt] создавать

**creation** [kri'eɪʃn] создание

**creative** [kri'eɪtɪv] творческий

**creator** [kri'eɪtə] творец

**crime** [kraɪm] преступление

a **crime film** фильм детективного жанра

**criminal** ['krɪmɪnl] 1) *n* преступник; 2) *adj* преступный

**crop** [krɒp] 1) урожай; 2) сельскохозяйственная культура, растение

**cross** [kros] перечёркивать

to **cross out** вычеркнуть

**cruel** ['kruːəl] жестокий

**cruelty** ['kruːəlti] жестокость

**cult** [kʌlt] культ, поклонение

**cupboard** ['kʌbəd] шкаф, буфет

**current** ['kʌrənt] текущий, сегодняшний

**current address** нынешний адрес

**current news** последние новости

(the) **current political situation** текущая политическая ситуация

to **be in current use** использоваться в настоящее время

## D

**daily** ['deɪli] ежедневный

**date** [deɪt] встречаться с кем-то, назначать свидание

**deaf** [def] глухой

the **deaf** глухие (*люди*)

**debt** [det] долг

to **be in debt** быть в долгу

to **pay (off) a debt** расплатиться с долгами

**debtor** ['detə] должник

**decision** [dɪ'sɪʒn] решение

to **make a decision** принять решение

**decisive** [dɪ'sɪsɪv] решительный

**deed** [di:d] поступок, дело

**deep** [di:p] 1) *adj* глубокий; 2) *adv* глубоко

**degree** [di'grɪ:] степень

**bachelor's degree** степень бакалавра

**master's degree** степень магистра

**to a certain degree** в определённой степени

**depress** [di'pres] угнетать, приводить в уныние

**depressed** [di'prest] угнетённый, подавленный

**depression** [di'preʃn] тоска, депрессия

**desire** [di'zʌɪə] сильное, страстное желание

**destiny** ['destəni] судьба

**destruction** [di'strʌkʃn] разрушение, уничтожение

**device** [di'vaɪs] приспособление, устройство

**digging stick** ['dɪŋŋstɪk] палка-копалка

**disappear** [disə'piə] исчезать

**discourage** [dis'kʌrɪʃ] обескураживать, разочаровывать

**to discourage smb from doing smth** отговаривать кого-либо от чего-либо

**discoverer** [di'skʌvərə] 1) исследователь; 2) первооткрыватель

**dishwasher** ['dɪʃwɒʃə] посудомоечная машина

**divorce** [di'vɔ:s] развод, расторжение брака

**do** [du:] делать

**to do well in a subject** хорошо успевать по какому-то предмету

**documentary** [ˌdɒkjʊ'ment(ə)rɪ] документальный фильм

**dome** [dəʊm] купол

**don** [dɒn] преподаватель университета

**doubt** [daʊt] сомнение

**drugs** [drʌgz] лекарства, наркотики

**duty** ['dju:ti] долг, служба

**to be on duty** быть на дежурстве, на посту

**to be off duty** быть свободным от дежурства

## E

**eagle** ['i:gl] орёл

**earn** [ɜ:n] зарабатывать

**to earn one's living** зарабатывать себе на жизнь

**elderly** ['eldəli] пожилой

**election(s)** [i'lekʃn(z)] выборы

**empire** ['empraɪə] империя

**employer** [ɪm'plɔɪə] работодатель

**enable** [ɪn'eɪbl] дать возможность, позволить

**encourage** [ɪn'kʌrɪʃ] поощрять, воодушевлять, ободрять

**engine** ['enʃɪn] 1) двигатель; 2) локомотив

**a diesel engine** дизельный двигатель

**engineer** [enʃɪ'nɪə] инженер

**engineering** [ˌenʃɪ'nɪərɪŋ] инженерная специальность

**enjoy oneself** [ɪn'dʒɔɪ wɒn'self] хорошо проводить время

**enlighten** [ɪn'laɪtn] просвещать

**enlightenment** [ɪn'laɪtnmənt] просвещение

**enter** ['entə] входить, поступать

to **enter (the) university** поступать в университет

**envy** ['envi] завидовать

**equal** ['i:kwəl] равный

to **be equal to/with sb** быть равным кому-то, чему-то

**equality** [i'kwɒləti] равенство

**equip** [i'kwɪp] оснащать

**equipment** [i'kwɪpmənt] оборудование

**especially** [ɪ'speʃli] особенно

**estate agent** [ɪ'steɪt ,eɪdʒ(ə)nt] риелтор

**event** [ɪ'vent] событие

**eventually** [ɪ'ventʃuəli] в конце концов, в конечном счёте

**evidence** ['evid(ə)ns] свидетельство

**exact** [ɪg'zækt] точный

**exactly** [ɪg'zæktli] точно

**exchange** [ɪks'tʃeɪnʃ] обменивать(ся)

**exist** [ɪg'zɪst] существовать

**expectation** [ ,ekspek'teɪʃn] ожидание

to **meet sb's expectations** соответствовать чьим-то ожиданиям

**against sb's expectations** вопреки ожиданиям

**expel** [ɪk'spel] выгонять, исключать (*из школы*)

**experience** [ɪks'pɪəriəns] опыт

in **one's experience** в соответствии с чьим-то опытом

**explore** [ɪk'splɔ:] изучать, исследовать

**exploration** [ ,eksplə'reɪʃn] исследование

**extreme** [ɪk'stri:m] крайний, предельный

**extremely** [ɪk'stri:mli] чрезвычайно

**eyesight** ['aɪsaɪt] зрение

## F

**fable** ['feɪbl] басня

**fail** [feɪl] провалиться(ся)

**failure** ['feɪljə] провал, неудача

**fair** [feə] справедливый

to **be fair to smb** быть справедливым по отношению к кому-то

**fairy tale** ['feəri ,teɪl] сказка

**fall (fell, fallen)** [fɔ:l] падать

to **fall out with sb** поссориться с кем-то

**fascinating** ['fæsmeɪtɪŋ] привлекательный, чарующий

**fashion designer** ['fæʃn dɪˌzɑɪnə] модельер

- favour** [ˈfeɪvə] одолжение  
**in sb's favour** в чью-то пользу
- feel** (felt, felt) [fi:l] чувствовать  
**to feel at home** чувствовать себя как дома  
**to feel well** хорошо себя чувствовать  
**to feel bad** плохо себя чувствовать
- fence** [fens] ограда, забор
- find out** [ˌfaɪnd ˈaʊt] обнаружить, найти
- fleet** [fli:t] флот
- flight** [flaɪt] рейс, полёт  
**to be on (the) flight** быть на борту самолёта  
**to delay the flight** задержать рейс
- funk** [flʌŋk] провалиться(ся) на экзамене
- follow** [ˈfɒləʊ] следовать  
**to follow sb's footsteps** идти по чьим-то стопам
- food mixer** [ˈfu:d ˌmɪksə] миксер
- fool** [fu:l] глупый человек, дурак
- forecaster** [ˈfɔ:kɑ:stə] человек, составляющий прогноз погоды
- form** [fɔ:m] формировать, составлять  
**to be formed (of)** состоять (из чего-либо)
- fortune** [ˈfɔ:ʃən] 1) удача; 2) богатство, состояние
- frequency** [ˈfri:kwənsi] частота
- fruit machine** [ˈfru:t məˌʃi:n] игровой автомат
- frying pan** [ˈfraɪn ˌpæn] сковорода
- fulfill** [ˌfʊlˈfɪl] выполнять
- fulfilment** [ˌfʊlˈfɪlmənt] выполнение, исполнение

## G

- gamble** [ˈɡæmbl] играть в азартные игры
- gap** [ɡæp] пропасть, пространство  
**to fill the gap** заполнить пространство  
**a gap year** год перерыва в учёбе для студентов университетов
- gaze (at)** [geɪz] взирать на что-то  
**to gaze into sth** всматриваться во что-то
- general** [ˈdʒen(ə)rəl] общий  
**in general** в общем  
**the general public** широкая публика, общественность
- generation** [ˌdʒenəˈreɪʃn] поколение  
**the older (younger) generation** старшее (младшее) поколение  
**generation gap** проблема отцов и детей
- gently** [ˈdʒentli] нежно, осторожно, мягко
- get (got, got)** [get] получать, достигать  
**to get away** сбежать, исчезнуть



to get on сесть (на какой-либо транспорт)  
to get off сойти (с транспорта)  
to get into the car сесть в машину  
to get out of the car выйти из машины  
to get over справиться, преодолеть что-либо  
to get down to work взяться за работу

ginger ['dʒɪŋdʒə] рыжий

give up [ˈɡɪv 'ʌp] отказаться, оставить, бросить

gloom [ɡlu:m] мрак, тоска

grade [ɡreɪd] оценка; ступень обучения

grain [ɡreɪn] зерно

grateful ['ɡreɪtfl] благодарный

guard [ɡɑ:d] стражник, охранник

a bodyguard телохранитель

a life guard спасатель

guess [ɡes] догадка

to make guesses строить предположения

to guess [ɡes] догадываться

guilty ['ɡɪltɪ] виновный

guy [ɡaɪ] парень

## Н

hairdresser ['heə,dresə] парикмахер

hair dryer ['heə,draɪə] фен для сушки волос

hammer ['hæmə] молот, молоток

hang-glider ['hæŋ,ɡlaɪdə] дельтаплан

hangout ['hæŋaʊt] место встречи, отдыха (*подростков*)

hand [hænd] рука

on the one hand, on the other hand с одной стороны, с другой стороны

heater ['hi:tə] обогреватель

hoe [həʊ] мотыга, тяпка

helmet ['helmt] каска

helicopter ['helɪ,kɒptə] вертолёт

help [help] 1) *n* помощь; 2) *v* помогать

You couldn't help it. Ничего нельзя было поделать.

hemisphere ['hemɪ,sfɪə] полушарие

highlights ['haɪ,lɑ:ts] основные вехи

high school ['haɪ,sku:l] средняя школа в США

hold (held, held) [heold] 1) держать; 2) проводить

to hold by the hand держать за руку

to hold sth with both hands держать обеими руками

to hold a meeting (party) проводить собрание (*вечеринку*)

Hold on! Подожди! Не вешай трубку!

**honesty** ['ɒnɪsti] честность  
**hoodie** ['hudi] куртка или толстовка с капюшоном  
**host** [həʊst] хозяин; ведущий ток-шоу  
     a **host country** принимающая страна  
**however** [haʊ'evə] как бы то ни было  
**human** ['hju:mən] человеческий  
**humane** [hju:'meɪn] гуманный  
**humanity** [hju:'mænəti] человечество  
**humiliate** [hju:'mɪli,eɪt] унижать  
**humiliating** [hju:'mɪli,eɪtɪŋ] унижительный  
**humour** ['hju:mə] юмор  
**humorous** ['hju:mərəs] юмористический

## I

**ignorant** ['ɪgnərənt] невежественный  
**imagine** [ɪ'mæʃɪn] представлять себе, воображать  
**imagination** [ɪ,mæʃɪ'neɪʃn] воображение  
     **it takes great imagination** нужно большое воображение  
**immoral** [ɪ'mɔrəl] аморальный, противоречащий морали  
**impossible** [ɪm'pɔsəbl] невозможный  
**improve** [ɪm'pru:v] улучшить, усовершенствовать  
**improvement** [ɪm'pru:vmənt] улучшение  
**indeed** [ɪn'di:d] на самом деле  
**indented (line)** [ɪn'dentɪd] 1) изрезанная (*линия*); 2) красная строка  
**independence** [ɪn'dɪpendəns] независимость  
**industrial** [ɪn'dʌstriəl] промышленный, индустриальный  
     **industrial revolution** промышленная революция  
**infinitive** [ɪn'fɪnətɪv] инфинитив, неопределённая форма глагола  
**inspiration** [ɪnspə'reɪʃn] вдохновение  
**instead** [ɪn'sted] вместо  
     **instead of doing sth** вместо того, чтобы делать что-то  
**interrupt** [ɪntə'gɑ:p] прерывать, перебивать (*говорящего*)  
**interruption** [ɪntə'gɑ:pʃən] прерывание  
**intimate** ['ɪntɪmət] личный, интимный  
     **intimate secret** сокровенная тайна  
**invent** [ɪn'vent] изобретать  
**invention** [ɪn'venʃn] изобретение  
**inventor** [ɪn'ventə] изобретатель  
**investigate** [ɪn'vestɪgeɪt] исследовать  
**iPod** ['aɪpɒd] айпод (*плеер нового поколения*)  
**irregular** [ɪ'regjələ] неправильный  
**irrigation** [ɪrɪ'geɪʃn] ирригация, орошение  
**irritate** ['ɪrɪteɪt] раздражать  
**irritation** [ɪrɪ'teɪʃn] раздражение  
**iron** ['aɪən] 1) железо; 2) утюг

## Ж

- jive** [ʤaɪv] танцевать под быструю музыку  
**jogging** [ˈʤɒɡɪŋ] бег трусцой  
**joke** [ʤəʊk] шутка  
**journal** [ˈʤɜːnl] журнал  
**journalist** [ˈʤɜːnəlɪst] журналист  
**joy** [ʤɔɪ] радость  
**job** [ʤɒb] работа  
    **odd job** временная работа

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## К

- kid** [kɪd] 1) козлёнок; 2) (*разг.*) ребёнок  
**kindness** [ˈkaɪndnəs] доброта  
**knife** [naɪf] нож  
**knowledge** [ˈnɒlɪʤ] знание  
    **to have some (no) knowledge of sth** (не) иметь представление о чём-либо

## Л

- labour** [ˈleɪbə] труд  
    **a labour market** [ˈleɪbə ˌmɑːkɪt] рынок труда  
**lay** (*laid, laid*) [leɪ] класть, положить  
    **to lay the table** накрыть на стол  
**launch** [lɔːnʃ] 1) *n* запуск; 2) *v* запускать (*ракеты*)  
**lawyer** [ˈlɔːjə] адвокат, юрист  
**lead** (*led, led*) [liːd] вести  
    **to lead a busy life** вести активный образ жизни  
**leader** [ˈliːdə] 1) лидер, вождь; 2) передовица  
**leather** [ˈleðə] 1) *n* кожа; 2) *adj* кожаный  
**legend** [ˈleʤ(ə)nd] легенда  
**let** (*let, let*) [let] позволять, разрешать  
**lens** [lenz] линза  
**lie** [laɪ] 1) *n* ложь; 2) *v* лгать  
    **to tell a lie (lies)** лгать  
**light** (*lit, lit*) [laɪt] освещать  
**likely** [ˈlaɪkli] вероятно  
**local** [ˈləʊkl] местный  
**lonely** [ˈləʊnli] одинокий  
**look** [lʊk] смотреть  
    **to look after** присматривать, ухаживать, заботиться  
    **to look at** смотреть на  
    **to look for** искать

to look forward to sth (doing sth) с нетерпением ждать чего-либо  
to look through просматривать

lousy ['laʊzi] 1) грязный; 2) мерзкий

## M

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mad [mæd] безумный, сумасшедший  
to be mad about sth быть без ума от чего-либо

to go mad сойти с ума

madly ['mædli] безумно

madness ['mædnəs] безумие

main [meɪn] главный

major ['meɪdʒə] основной

make (made, made) [meɪk] делать

to make sb do sth заставлять кого-то что-либо делать

to make up one's mind решить что-то

manhood ['mænhʊd] зрелость (*у мужчин*)

mass media [ˌmæs 'mi:diə] средства массовой информации

measuring ['meɪzɪŋ] измерение

memorable ['mem(ə)rəbl] памятный

memory ['mem(ə)rɪ] память

memories ['mem(ə)rɪz] воспоминания

meteorologist [ˌmi:tɪə'rɒlədʒɪst] метеоролог

microwave ['maɪkrəweɪv] микроволновая печь

minor ['maɪnə] незначительный

mirror ['mɪrə] зеркало

model ['mɒdl] манекенщица, модель

monthly ['mʌnθli] ежемесячный

mood [mu:d] настроение

moral ['mɒrəl] мораль

mortgage ['mɔ:ɡɪdʒ] ссуда, заём для покупки дома, ипотека

to get a mortgage получить заём (*ссуду*)

to take out a mortgage взять заём (*ссуду*)

musician [mju:'zɪʃn] музыкант

mystery ['mɪst(ə)rɪ] тайна

## N

naturally ['nætʃ(ə)rəli] естественно

nevertheless [ˌnevəðə'les] тем не менее

newscaster ['nju:zkɑ:stə] диктор

nickname ['nɪkneɪm] прозвище

**note** [nəʊt] записка, примечание

**notice** ['nəʊtɪs] замечать

**notorious** [nəʊ'tɔːʃɪəs] печально известный, отвратительный

**novel** ['nɒvl] роман

## O

**obese** [əʊ'biːs] страдающий ожирением

**object** [əb'ʃekt] возражать

to **object to sth** возражать против чего-то

**observation** [əbzə'veɪʃn] наблюдение

**occupation** [ɒkjʊ'reɪʃn] занятие, профессия

**occur (occurred, occurred)** [ə'kɜː] 1) происходить; 2) приходить в голову

**It occurred to me...** Мне пришло в голову...

**ocean** [əʊʃn] океан

an **ocean liner** океанский лайнер

**oceanographer** [əʊʃə'nɒgrəfə] океанограф

**offer** ['ɒfə] предлагать

**old** [əʊld] старый

the **old** старые люди

**opportunity** [ɒpə'tjuːnəti] возможность

to **take the opportunity to do sth** воспользоваться возможностью сделать что-то

**owe** [əʊ] задолжать

## P

**pair** [peə] пара

**pantheon** ['ræŋθiən] пантеон

**paper** ['peɪpə] 1) газета; 2) бумага

**good quality paper** бумага высшего качества

a **quality paper** серьезная газета

**paradise** ['pærədəɪs] рай

**patient** ['peɪʃnt] терпеливый

**participate** [pɑː'tɪsɪpeɪt] участвовать

**participle** ['pɑːtɪsɪpl] причастие

**peaceful** ['piːsfl] мирный

**periodical** [ˌpɪəri'ɒdɪkl] периодическое издание, журнал

**person** ['pɜːsn] человек

**personnel** [ˌpɜːsnəl] персонал

**perspiration** [ˌpɜːspə'reɪʃn] пот

**photographer** [fə'tɒgrəfə] фотограф

**phrasal verb** [ˌfreɪzəl 'vɜːb] фразовый глагол

**physician** [fɪ'zɪʃn] врач

- physicist** ['fɪzɪsɪst] физик  
**pile** [paɪl] 1) *n* стопка; 2) *v* складывать в стопку  
**plain** [pleɪn] простой  
**plough** [pləʊ] плуг  
**poem** ['pəʊɪm] стихотворение  
**point** [pɔɪnt] пункт, сторона, точка  
     **strong and weak points** сильные и слабые стороны  
**politeness** [pə'laɪtnəs] вежливость  
**poll** [pɒl] опрос общественного мнения  
**pot** [pɒt] горшок, кастрюля  
**prayer** [preɪ] молитва  
**present** [prɪ'zent] представлять  
     to **present a performance** представить спектакль  
     to **present a show** представить развлекательную программу  
     to **present sb to sb** представить одного человека другому официально  
**preserve** [prɪ'zɜ:v] сохранять  
**pressure** ['preʃə] давление  
**prettily** ['prɪtɪli] красиво, привлекательно  
**pretty** ['prɪti] 1) *adj* хорошенький; 2) *adv* достаточно  
**prewriting** [prɪ'raɪtɪŋ] подготовка к письму  
**prime time** ['praɪm taɪm] прайм-тайм (*время, когда наибольшее количество зрителей смотрит передачу*)  
**print** [prɪnt] печатать  
     to **print in black and white** печатать в чёрно-белом варианте  
     to **print in colour** печатать в цвете  
**printer** ['prɪntə] принтер  
**prison** ['prɪzn] тюрьма  
**private** ['praɪvət] личный, частный  
     a **private driveway** собственный подъезд к дому  
     a **private life** личная жизнь  
**produce** [prə'dju:s] производить  
**production** [prə'dʌkʃn] продукция  
**prohibition** [ˌprəʊ'bɪʃn] запрет  
**proofreading** ['pru:frɪ:dɪŋ] чтение корректуры  
**proper** ['prɒpə] правильный  
**proud** [praʊd] гордый  
**publish** ['pʌblɪʃ] печатать, опубликовывать  
**punctuation** [ˌpʌŋkʃu'eɪʃn] пунктуация  
**purpose** ['pɜ:pəs] цель  
**push** [pʊʃ] толкать  
     to **push somebody away** отталкивать кого-либо  
**pyramid** ['pɪrəˌmɪd] пирамида

## Q

- quality** ['kwɒləti] качество  
**quarterly** ['kwɔ:təli] ежеквартальный  
**quietness** ['kwaɪətnəs] тишина, спокойствие  
**quite** [kwaɪt] совсем, совершенно, вполне  
**quiz** (pl **quizzes**) [kwɪz] проверочная работа  
 a **quiz on history** проверочная работа по истории  
 a **quiz show** ['kwɪz,ʃəʊ] телевикторина

## R

- rake** [reɪk] грабли  
**reach** [ri:tʃ] достигать  
**reason** ['ri:zn] причина  
**reasonable** ['ri:znəbl] разумный  
**rebel** ['rebl] повстанец, мятежник, бунтарь  
**rebel** [rɪ'bel] поднимать восстание, восставать  
 to **rebel against smth** восставать против чего-либо  
**rebellion** [rɪ'beljən] восстание, мятеж, бунт  
 a **military rebellion** военный мятеж  
 a **teenage rebellion** юношеский, подростковый протест  
**rebellious** [rɪ'beljəs] бунтарский, мятежный, непокорный, непослушный  
**refuse** [rɪ'fju:z] отказываться(ся)  
**relativity** [ˌrelə'tɪvəti] относительность  
**reliable** [rɪ'laɪəbl] надёжный, достоверный  
**rely (on)** [rɪ'laɪ] полагаться (*на*)  
**represent** [ˌreprɪ'zent] представлять  
**require** [rɪ'kwaɪə] требовать  
 to **be required of sb** требоваться от кого-либо  
**rescue** ['reskjʊ:] спасать  
**respect** [rɪ'spekt] 1) *n* уважение; 2) *v* уважать  
 to **show respect for sb** высказывать уважение к кому-либо  
 to **have respect of sb** пользоваться чьим-либо уважением  
**respectable** [rɪ'spektəbl] почтенный, представительный  
**respectful** [rɪ'spektfʌl] почтительный  
**respectfully** [rɪ'spektf(ə)li] почтительно  
 to **speak respectfully of smb** говорить о ком-то почтительно  
**the rest** [rest] остальные, остальное  
**retire** [rɪ'taɪə] уходить на пенсию, в отставку  
**retired** [rɪ'taɪəd] ушедший на пенсию  
**Reverend** [ˌrev(ə)rənd] преподобный

**revise** [rɪ'vaɪz] повторять  
**rewarding** [rɪ'wɔ:dn̩] благодарный  
**the rich** [rɪʃ] богатые люди

**riddle** ['rɪdl̩] загадка  
 to solve a **riddle** отгадать загадку  
 to talk in **riddles** говорить загадками

**right** [raɪt] право  
**equal rights for everybody** равные права для всех  
**the right to education** право на образование  
**the right to free speech** право на свободу слова

**rise** [raɪz] подъём  
 to give rise to sth дать толчок чему-либо, послужить началом

**roll** [rɔ:l] свернуть в трубочку  
**rot** [rɒt] гнить, разлагаться  
**rotating** [rəʊ'teɪtɪŋ] вращающийся

**rude** [ru:d] грубый  
**rude of her...** с её стороны грубо...  
**rudeness** ['ru:dnəs] грубость

## S

**sailor** ['seɪlə] матрос, моряк  
**salary** ['sæləri] жалование, оклад  
**satellite** ['sætə'laɪt] спутник  
**satisfaction** [sætɪs'fækʃn̩] удовлетворение  
**satisfactory** [sætɪs'fækt(ə)rɪ] удовлетворительный  
**satisfy** ['sætɪs,faɪ] удовлетворять  
**saucerpan** ['sɜ:srən] кастрюля  
**saw** [sɔ:] пила  
**scene** [si:n] 1) место действия (*в пьесе, романе и т. п.*); 2) сцена (*театр.*)  
**science** ['saɪəns] наука  
**science fiction** [saɪəns 'fɪkʃn̩] научная фантастика  
**seat** [si:t] место

a **front-row seat** место в первых рядах  
 to **take a seat** занять место  
**secret** ['si:kri:t] 1) *n* секрет; 2) *adj* секретный  
**secure** [si'kjʊə] безопасный  
**security** [si'kjʊərəti] 1) безопасность; 2) охрана  
**see** [si:] видеть

to **see to sth** позаботиться о том, чтобы  
**seed drill** ['si:d ,dri:l] сеялка  
**seismograph** ['saɪzməgrə:f] сейсмограф  
**self-confidence** [self'kɒnfɪdəns] уверенность



**sell (sold, sold) [sel]** продавать

to sell for some money продать за какие-то деньги

**serial [ˈsɪəriəl]** сериал, многосерийный фильм

**series [ˈsɪəri:z]** серия, цикл, ряд

**serious [ˈsɪəriəs]** серьёзный

to be serious about smth быть серьёзным по поводу чего-либо

**dead serious** абсолютно серьёзный

**servant [ˈsɜ:v(ə)nt]** слуга

**serve** 1) служить; 2) обслуживать

to serve dinner подавать обед

**service [ˈsɜ:vɪs]** служба

the service of a doctor услуги врача

**mail (post) service** почтовая служба

**shake (shook, shaken) [ʃeɪk]** трясти(сь), дрожать

to be shaking all over дрожать с ног до головы

to shake hands пожать руки

to shake with laughter трястись от смеха

**shame [ʃeɪm]** стыд, позор, жалость

to bring shame on sb навлечь позор на кого-либо

to be full of shame сторать от стыда

to feel (no) shame at sth не испытывать стыда по поводу, за что-либо

to one's shame к чьему-то стыду

**What a shame!** Какая жалость!

**without shame** без стыда

**share [ʃeə]** делиться

**sharp [ʃɑ:p]** острый

at 5 sharp ровно (*точно*) в пять

**shaver [ˈʃeɪvə]** бритва

**shift [ʃɪft]** рабочая смена

**shopaholic [ˌʃɒpəˈhɒlɪk]** человек, тратящий неоправданно большие деньги в магазинах

**sight [saɪt]** вид, зрелище

in sight [m'saɪt] в поле зрения

**signature [ˈsɪgnətʃə]** подпись

**similar [ˈsɪmɪlə]** похожий

**skilful [ˈskɪfl]** умелый

**skill [skɪl]** умение, навык, мастерство

to have no skills in sth не иметь навыков в чём-либо

**reading skills** навыки чтения

**writing skills** навыки письма

**soap opera [ˈsəʊp ɒpərə]** телесериал

**socialize [ˈsəʊʃəlaɪz]** общаться

**society [səˈsaɪəti]** общество

a middle-class society средний класс

- solar** ['səʊlə] солнечный
- sort of** ['sɔ:təv] *разг.* типа, что-то вроде
- soul** [səʊl] душа
- space** [speɪs] космическое пространство, космос  
 a **spaceship** космический корабль  
 a **space shuttle** космический корабль многоразового использования
- spade** [speɪd] лопата
- spear** [spɪə] копье
- spell** [spel] очарование, чары
- spoil** [sprɔɪl] портить
- spread** (**spread, spread**) [sprɛd] 1) расправить; 2) распространяться  
 to **spread over the country** распространяться(ся) по стране
- spread** *n* [sprɛd] 1) скатерть, покрывало; 2) паста, пастообразный продукт, паштет  
**cheese spread** мягкий (*плавленый*) сыр  
**chicken spread** куриный паштет
- spy** [spaɪ] 1) *n* шпион; 2) *v* шпионить  
 to **spy for sb** шпионить в пользу кого-либо  
 to **spy on sb** шпионить за кем-либо
- stand (for)** [stænd] обозначать
- standard** ['stændəd] 1) *n* стандарт; 2) *adj* стандартный
- steam** [sti:m] пар  
 a **steam engine** паровой двигатель
- stem** [stem] основа слова
- store** [stɔ:] хранить
- story** ['stɔ:ri] история, рассказ, повесть  
 an **adventure story** приключенческая повесть  
 a **horror story** готическая повесть, повесть, полная ужасов  
 a **love story** рассказ, повесть о любви  
 a **mystery story** мистический рассказ, повесть  
 a **science-fiction story** научно-фантастический рассказ  
 a **short story** рассказ  
 a **war story** повесть о войне, военный рассказ
- strange** [streɪndʒ] странный
- succeed in sth** [sək'si:d] преуспеть в чём-либо
- suit sth** [su:t] подходить к чему-либо
- sum** [sʌm] 1) сумма; 2) задачка  
 to **do sums** решать задачки  
 to **sum up** суммировать
- suppose** [sə'pəʊz] предполагать  
**He is supposed to go...** Предполагается (*ожидается*), что он должен идти...
- surf** [sɜ:f] скользить по поверхности  
 to **surf the channels** переключать каналы телевизора  
 to **surf the net** «сидеть» в Интернете
- survey** ['sɜ:veɪ] опрос (*общественного мнения*), обзор

- tablecloth** ['teɪbl̩klɒθ] скатерть  
**talk show** ['tɔ:k ʃəʊ] ток-шоу (*телевизионная передача*)  
**tatters** ['tætəz] лохмотья  
**tax(es)** [tæks(ɪz)] налог(и)  
**tear (tore, torn)** [tiə] рвать  
**tense** [tens] напряжённый  
**tired** ['taɪəd] усталый  
     **to be tired of sth** устать от чего-либо  
**though** [ðəʊ] хотя  
**threat** [θret] угроза  
     **a threat of rain** угроза дождя  
     **a threat to freedom** угроза свободе  
**threaten** ['θretn] угрожать  
**threatening** ['θretnɪŋ] угрожающий  
**through** [θru:] сквозь, через  
     **to be through with sth** покончить с чем-то  
**toaster** ['təʊstə] тостер  
**tongs** [tɒŋz] щипцы  
**too** [tu:] слишком  
**tool** [tu:l] инструмент  
**top** [tɒp] верх, вершина  
     **to be at the top of the class** быть лучшим учеником в классе  
**trade** [treɪd] торговля  
     **domestic trade** торговля на внутреннем рынке  
     **foreign trade** внешняя торговля  
     **tourist trade** туристический бизнес  
     **world trade** международная торговля  
**trader** ['treɪdə] торговец  
**train** [treɪn] тренировать, обучать  
**trainer** ['treɪnə] тренер  
**trash** [træʃ] 1) отбросы, хлам, мусор; 2) ерунда, вздор  
**treasure** ['treʒə] сокровище  
**treasure house** ['treʒə haʊs] сокровищница  
**trust** [trʌst] доверять  
**try** [traɪ] 1) *n* попытка; 2) *v* пытаться, пробовать  
     **to try on** примерять  
**turn** [tɜ:n] 1) *n* поворот, изгиб; 2) *v* поворачивать  
     **at the turn of the century** на рубеже веков  
     **to turn down** сделать тише  
     **to turn into** превратиться в

to **turn off** выключить  
to **turn on** включить  
to **turn out** оказаться  
to **turn over** перевернуть(ся)  
to **turn up** оказаться, неожиданно появиться

**type** [taɪp] печатать

to **type in/into a computer** печатать на компьютере

to **type on a typewriter** печатать на пишущей машинке

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## U

**underline** [ˌʌndəˈlaɪn] подчёркивать

**underlined** [ˌʌndəˈlaɪnd] подчёркнутый

**unemployed** [ˌʌnɪmˈplɔɪd] безработный

the **unemployed** [ˌʌnɪmˈplɔɪd] безработные люди

**unforgettable** [ˌʌnfəˈgetəbl̩] незабываемый

the **universe** [ˈjuːnɪvɜːs] вселенная

**unreal** [ˌʌnˈriəl] нереальный

**unsocial** [ˌʌnˈsəʊʃl̩] неспособный находить контакт с людьми

**use** *v* [juːz] использовать

**use** *n* [juːs] использование

to **be in use** употребляться

**there is no use doing sth** бесполезно делать что-либо

**free use of sth** бесплатное использование чего-либо

**used** [juːzd] использованный

**used** [juːst] **to sth** привыкший к чему-либо

to **be used to doing sth** привыкнуть делать что-то

**used** [juːst] **to do sth** иметь обыкновение делать что-то (*в прошлом*)

**I used to take the bus.** Я имел обыкновение ездить на автобусе.

## V

**vacuum cleaner** [ˈvækjuəmˌkliːnə] пылесос

**variety** [vəˈraɪəti] разнообразие

**various** [ˈveəriəs] различный, разнообразный

**vet** [vet] ветеринар

**viola** [viˈɔlə] альт (*музыкальный инструмент*)

**violence** [ˈvaɪələns] насилие, ярость

the **violence of storm** ярость бури

**violent** [ˈvaɪələnt] яростный, жестокий

**violin** [viəˈlɪn] скрипка

**voluntary** [ˈvɒlənt(ə)rɪ] добровольный

## W

- warning ['wɜːnɪŋ] предупреждение  
 washing machine ['wɒʃɪŋ məʃiːn] стиральная машина  
 waste [weɪst] тратить понапрасну  
 wasteful ['weɪstfl] расточительный  
 waterwheel ['wɔːtə,wɪ:l] водяное колесо  
 way [weɪ] 1) путь, дорога; 2) способ  
   the other way round наоборот  
 weapon ['weɪpən] снаряд, оружие  
   atomic weapons атомное оружие  
   biological weapons биологическое оружие  
 weekly ['wiːkli] 1) *adj* еженедельный; 2) *n* еженедельник  
 wheat [wi:t] пшеница  
 whisper ['wɪspə] 1) *n* шёпот; 2) *v* шептать  
   to say in a whisper произнести шёпотом  
 whiteness ['waɪtnɪs] белизна  
 whole [həʊl] целый  
 wholly ['həʊli] в целом  
 wise [waɪz] мудрый  
 wisdom ['wɪzdəm] мудрость  
 within [wɪðɪn] внутри, в пределах  
 womanhood ['wʊmən,hʊd] зрелость (*о женщине*)  
 worth [wɜːθ] стоящий  
   to be worth doing sth стоит сделать что-либо  
 worry ['wʌri] беспокоиться  
 wrap [ræp] заворачивать  
   to wrap sth round oneself завернуться во что-то

## Y

- the young [jʌŋ] молодёжь, молодые люди  
 youth [juːθ] 1) *n* молодёжь; 2) *adj* молодёжный

## Z

- zoologist [zəʊ'blɒdʒɪst] зоолог

# Таблица неправильных глаголов

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be [bi:]	was/were [wɒz]/[wɜ:]	been [bi:n]	<i>быть</i>
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	<i>становиться, являться</i>
begin [bi'gɪn]	began [bi'gæɪn]	begun [bi'gʌn]	<i>начинать</i>
blow [bləʊ]	blew [blu:]	blown [bləʊn]	<i>дуть</i>
break [breɪk]	broke [brəʊk]	broken ['brəʊk(ə)n]	<i>ломать</i>
broadcast ['brɔ:dka:st]	broadcast ['brɔ:dka:st]	broadcast ['brɔ:dka:st]	<i>транслировать</i>
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	<i>приносить</i>
build [bɪld]	built [bɪlt]	built [bɪlt]	<i>строить</i>
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	<i>жечь, гореть</i>
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	<i>покупать</i>
can [kæn]	could [kʊd]		<i>мочь</i>
catch [kæʧ]	caught [kɔ:t]	caught [kɔ:t]	<i>схватить, поймать</i>
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]	<i>выбирать</i>
come [kʌm]	came [keɪm]	come [kʌm]	<i>приходить</i>
cut [kʌt]	cut [kʌt]	cut [kʌ]	<i>резать</i>
do [du:]	did [dɪd]	done [dʌn]	<i>делать</i>
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	<i>рисовать</i>
dream [dri:m]	dreamed/ dreamt [dremt]	dreamed/ dreamt [dremt]	<i>мечтать</i>
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	<i>пить</i>
drive [draɪv]	drove [drəʊv]	driven ['drɪv(ə)n]	<i>водить (машину и т. п.)</i>
eat [i:t]	ate [et]	eaten ['i:tn]	<i>есть</i>
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	<i>падать</i>
feel [fi:l]	felt [felt]	felt [felt]	<i>чувствовать</i>
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	<i>драться, сражаться</i>
find [faɪnd]	found [faʊnd]	found [faʊnd]	<i>находить</i>

fly [flaɪ]	flew [flu:]	flown [flaʊn]	<i>летать</i>
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtɪn]	<i>забывать</i>
get [get]	got [gɒt]	got [gɒt]	<i>получать</i>
give [gɪv]	gave [geɪv]	given ['gɪvɪn]	<i>давать</i>
go [gəʊ]	went [went]	gone [gɒn]	<i>идти, направляться</i>
grow [grəʊ]	grew [gru:]	grown [grəʊn]	<i>расти</i>
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	<i>вешать</i>
have [hæv]	had [hæd]	had [hæd]	<i>иметь</i>
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	<i>слышать</i>
hold [həʊld]	held [held]	held [held]	<i>держать, содержать</i>
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	<i>причинять боль</i>
keep [ki:p]	kept [kept]	kept [kept]	<i>держать, содержать</i>
know [nəʊ]	knew [nju:]	known [nəʊn]	<i>знать</i>
lay [leɪ]	laid [leɪd]	laid [leɪd]	<i>положить, класть</i>
learn [lɜ:n]	learned/learnt [lɜ:nt]	learned/learnt [lɜ:nt]	<i>учить</i>
leave [li:v]	left [left]	left [left]	<i>уезжать, покидать, оставлять</i>
lead [li:d]	led [led]	led [led]	<i>вести</i>
let [let]	let [let]	let [let]	<i>позволять, давать</i>
lie [laɪ]	lay [leɪ]	lain [leɪn]	<i>лежать</i>
lose [lu:z]	lost [lɒst]	lost [lɒst]	<i>терять</i>
make [meɪk]	made [meɪd]	made [meɪd]	<i>делать, изготавливать</i>
mean [mi:n]	meant [ment]	meant [ment]	<i>значить, иметь в виду</i>
meet [mi:t]	met [met]	met [met]	<i>встречать</i>
put [pʊt]	put [pʊt]	put [pʊt]	<i>класть</i>
read [ri:d]	read [red]	read [red]	<i>читать</i>

ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	<i>ездить (верхом на лошади, на велосипеде)</i>
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	<i>звонить</i>
rise [raɪz]	rose [rəʊz]	risen ['rɪzən]	<i>подниматься</i>
run [rʌn]	ran [ræn]	run [rʌn]	<i>бегать</i>
say [seɪ]	said [sed]	said [sed]	<i>сказать</i>
see [si:]	saw [sɔ:]	seen [si:n]	<i>видеть</i>
sell [sel]	sold [səʊld]	sold [səʊld]	<i>продавать</i>
send [send]	sent [sent]	sent [sent]	<i>посылать</i>
shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkn]	<i>трясти(сь), дрожать</i>
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊk(ə)n]	<i>говорить</i>
spell [spel]	spelt [spelt]	spelt [spelt]	<i>произносить по буквам</i>
spend [spend]	spent [spent]	spent [spent]	<i>тратить (деньги); проводить (время)</i>
spread [spred]	spread [spred]	spread [spred]	<i>расправить; распространять(ся)</i>
stand [stænd]	stood [stʊd]	stood [stʊd]	<i>стоять</i>
strike [straɪk]	struck [strʌk]	struck [strʌk]	<i>ударять, бить (о часах)</i>
swim [swɪm]	swam [swæm]	swum [swʌm]	<i>плавать</i>
take [teɪk]	took [tʊk]	taken ['teɪk(ə)n]	<i>брать</i>
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	<i>учить, обучать</i>
tear [teə]	tore [tɔ:]	torn [tɔ:n]	<i>рвать</i>
tell [tel]	told [təʊld]	told [təʊld]	<i>сказать, рассказать</i>
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	<i>думать</i>
understand [ʌndə'stænd]	understood [ʌndə'stʊd]	understood [ʌndə'stʊd]	<i>понимать</i>
wear [weə]	wore [wɔ:]	worn [wɔ:n]	<i>носить, быть одетым</i>
win [wɪn]	won [wʌn]	won [wʌn]	<i>выигрывать</i>
write [raɪt]	wrote [rəʊt]	written ['rɪtn]	<i>писать</i>



## Вопросы для самооценки

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1. Какие из разделов учебника оказались самыми сложными? Как вы думаете, почему?
2. В каких грамматических явлениях вы допустили ошибки?
3. Какая лексика требует дальнейшей отработки?
4. Что могло бы вам помочь лучше справиться с заданиями по говорению? Письму?
5. Приходилось ли вам при выполнении заданий обращаться за дополнительной помощью к своему учителю? Родителям?
6. Использовали ли вы при выполнении заданий дополнительные ресурсы: справочники, Интернет?
7. Насколько вы довольны своими результатами?

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