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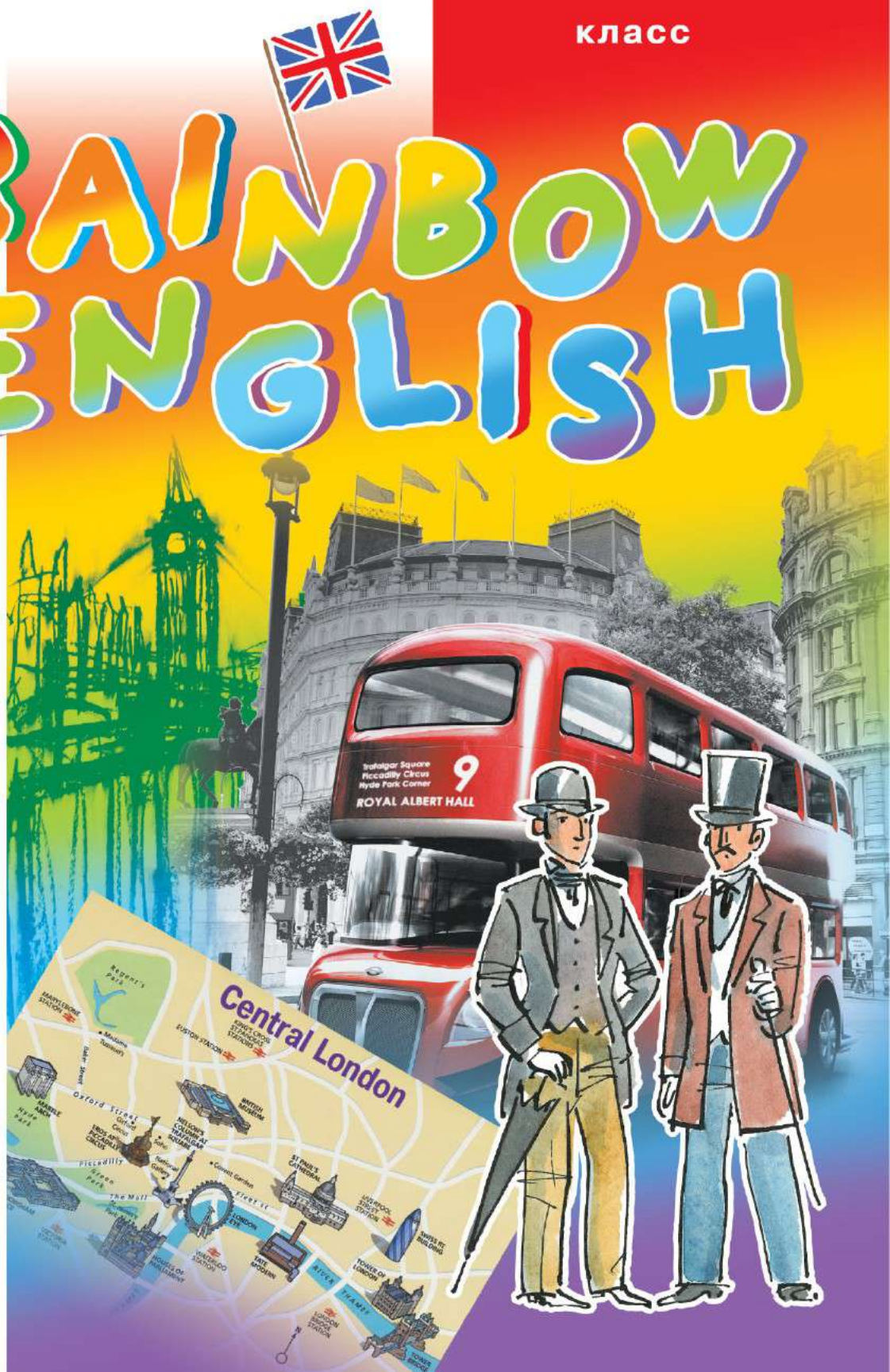
БАЗОВЫЙ УРОВЕНЬ

10

класс



RAINBOW ENGLISH



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АНГЛИЙСКИЙ ЯЗЫК



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10

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Unit 1

In Harmony with Yourself

Personal
Identification

Hobbies
and Pastimes

A Sound Mind
in a Sound Body

Step 1

DO IT TOGETHER

- 1** We often have to introduce ourselves to strangers. Practise doing it. Mention the following.

Formal information

- Full name
- Age
- Place of birth
- Permanent address
- Occupation
- Family

Informal information

- Character
- Appearance
- Interests
- Likes and dislikes
- Plans and ambitions

- 2** **Work in pairs.** One of you has won in a sports (singing, dancing etc) competition. The other is a TV journalist whose aim is to introduce the winner to the viewers. Act out their interview.



3 A. Match the words (1—10) with their definitions (a—j).

- | | |
|------------------|--|
| 1) caring | a) knowing a lot about many different subjects |
| 2) cheerful | b) giving pain to other people or animals |
| 3) courageous | c) kind and helpful to other people |
| 4) cruel | d) happy and smiling |
| 5) honest | e) not polite |
| 6) inventive | f) wanting more money, things or power than you need |
| 7) knowledgeable | g) very brave |
| 8) rude | h) always telling the truth |
| 9) greedy | i) feeling happy about your achievements |
| 10) proud | j) good at thinking of new and original ideas |

B. Say what your personality is like.

I think I hope	I am	very quite fairly not very not at all	caring. cheerful. cruel. honest. inventive. knowledgeable. rude. selfish. curious.
-------------------	------	---	--

4 Work in pairs. Discuss your personality as in the example. Use the adjectives from the box.

Example: A: Do you think I'm popular?
B: You certainly are.
Yes, quite often.
Well, sometimes.
I'm afraid not very.
Not usually.
Sorry, but no, not at all.

courageous, charming, cheerful, cruel, quiet, noisy, funny, helpful, kind, stupid, rude, nervous, romantic, serious, tidy, honest, caring, inventive, knowledgeable, clever, selfish

5 A. Read the sentences and try to guess what the underlined words mean. What are their Russian equivalents?

1) Jack is really big-headed, thinking too highly of himself. 2) Linda is an easy-going girl, she is usually friendly and pleasant to everybody. 3) He is really stubborn. You can't make him change his mind. 4) Alice can look after the children. You can trust¹ her: she is responsible and very reliable. 5) Jeff is more mature than the other boys in his class: he always takes responsible grown-up decisions. 6) My uncle becomes angry very easily. Mum says he has always been quick-tempered. 7) Julia wants to be successful, rich and famous. She is quite an ambitious girl.

B. Use the underlined words in your own sentences.

¹ to trust [trʌst] — доверять

Some English Structures

Словосочетания *I'd rather* (я бы лучше), *he'd rather* (он бы лучше), *we'd rather* (мы бы лучше) выражают предпочтение. В них глагол *would* часто сокращается до *'d*. После подобных словосочетаний глаголы употребляются без частицы *to*:

I'd rather talk about it later.

We'd rather go home than stay here.

She **would rather not go** there alone.

Would you **rather fly** there or go by car?

Тот же смысл можно передать сочетанием глагола *prefer* с инфинитивом, который в этом случае употребляется с частицей *to*.

Сравните:

I prefer to talk about it later.

She **prefers not to go** there alone.

6 Complete the sentences using *to* where necessary.

1) Would you rather ... stay at home or ... go out? 2) Which would you prefer ... wear: jeans or smart trousers? 3) Where would they prefer ... live: in the town or in the country? 4) I would rather ... do it myself. 5) They would rather not ... speak of it. 6) We prefer ... stay where we are. 7) I know he prefers ... be a pilot. 8) And she'd rather ... be a journalist.

7 **A.** Listen to the song "If I Could", (1), and sing it along.

If I Could

I'd rather be a sparrow than a snail.

Yes I would.

If I could,

I surely would.

I'd rather be a hammer than a nail.

Yes I would.

If I could,

I surely would.

Chorus

Away, I'd rather sail away

Like a swan that's here and gone.

A man grows older every day.

It gives the world

Its saddest sound,

Its saddest sound.

I'd rather be a forest than a street.



Yes I would.

If I could,

I surely would.

I'd rather feel the earth beneath my feet.

Yes I would.

If I could,

I surely would.



Originally "If I Could" was a ritual song of Peruvian Indians performed to ask gods for rain. The music of the song is still very popular in Latin America. The English text was written by the famous singer Paul Simon. Soon the song became popular all over the world.



Paul Simon

B. Optional task. Try to translate the lyrics into Russian. Then compare your translations and decide whose is more successful. You may also see some translations on the Internet and analyse them.

DO IT ON YOUR OWN

8 Match the opposites.

- | | | |
|-----------------|-----------------|------------------|
| 1) silly | 4) reasonable | 7) careful |
| 2) deep | 5) attentive | 8) ambitious |
| 3) talkative | 6) hard-working | 9) responsible |
| <hr/> | | |
| a) unreasonable | d) lazy | g) quiet |
| b) careless | e) modest | h) shallow |
| c) inattentive | f) clever | i) irresponsible |

9 Complete the sentences with the new words: *stubborn, mature, quick-tempered, big-headed, ambitious, easy-going, reliable*.

1) Jack knew he would become successful one day. He was very ... , and even at the age of 21 he had already planned out his career in great detail. 2) Little Alice is very ... , she never changes her mind and always wants to do everything her own way. 3) Everybody wants to work with him. He is so pleasant, nice and 4) Nicholas was violent, ... , and always seemed to be shouting at people. 5) Girls tend to become ... more quickly than boys. They become more like adults at an earlier age. 6) Jane always does what she promises to do. She is very 7) Fred is really He believes that he is very clever and very good at everything he does. But in fact this is not so.

10 Complete these sentences about your preferences.

- | | |
|------------------------------------|------------------------------------|
| 1) I'd rather be ... than | 5) I'd rather watch ... than |
| 2) I'd rather feel ... than | 6) I'd rather die ... than |
| 3) I'd rather visit ... than | 7) I'd rather |
| 4) I'd rather play ... than | 8) I'd rather not ... or |

Step 2

DO IT TOGETHER

1 Listen to what Denis says about his friends, (2), and match their names with their qualities.



1) Anthony



2) Michael



3) Norma



4) Lydia

- a) hard-working and ambitious
b) easy-going and reliable

- c) talented and mature
d) cheerful but stubborn



Test

1) Which colour do you prefer?

a) blue

b) grey

c) orange

2) What would you rather be?

a) a film star

b) a doctor

c) a journalist

3) What would you rather do in the evening?

a) go clubbing

b) go out with your best friend

c) stay at home alone

4) Where would you prefer to live?

a) in a big city

b) in a small town

c) in the country

5) With how many people would you rather work?

a) alone

b) with two or three people

c) with a lot of people

6) What sports activities would you rather take part in?

a) a team game (football, basketball etc)

b) a game for two (tennis, ping-pong etc)

c) any sports activity but on your own (running, jumping etc)

7) Who would you prefer to have dinner with?

a) a famous person

b) someone from your family

c) a group of friends

8) Would you rather ...

a) be rich and famous?

b) be rich, but not famous?

c) be poor and happy?

Count your points.

Each **a** = 3 points.Each **b** = 2 points.Each **c** = 1 point.**Score: 17 to 24.** You like being with people. You are ambitious and you want success.**Score: 9 to 16.** You like being with special friends. You'd like a job with people, but you prefer to meet one or two people at a time.**Score: 8 and under.** You like being on your own. You'd rather have a quiet job.

B. Say if the test gives a true picture of your character and where it goes wrong. Also discuss the results with your classmates to find out if their opinions of you coincide with the test results.

3

Complete the text choosing the appropriate words.

When I was four months old, my mother died suddenly and my father was left to look (1) ... me all by (2) I had no brothers or sisters with whom I could play (3) While I was still a baby, my father (4) ... me and fed me and (5) ... all the millions of other things a mother normally does for her child. But my father didn't mind. He was without any doubt the most (6) ... father any boy ever had. Some people thought he was a serious man. But he wasn't. He was full of fun, very cheerful and (7) ... as he always (8) ... do what he had promised to.

1) a) through

b) after

c) for

d) at

2) a) him

b) his

c) himself

d) he

3) a) together

b) out

c) with

d) too

4) a) cleared

b) cleaned

c) washed

d) did

5) a) used

b) produced

c) made

d) did

6) a) stubborn

b) wonderful

c) ambitious

d) big-headed

7) a) reliable

b) quick-tempered

c) easy-going

d) greedy

8) a) could

b) was able

c) managed to

d) couldn't.

Structures Would Rather and Had Better

Следует различать два английских выражения *would rather* и *had better*, которые соответствуют русскому «уж лучше бы». Как вы уже знаете, первое из них используется, говоря о предпочтениях. Что же касается второго (*had better*), то оно употребляется в том случае, когда нужно сказать о необходимости сделать что-либо или дать рекомендацию, совет. Например:

Jane **would rather stay** here for another week. (Джейн хотела бы остаться здесь ещё на неделю = она предпочла бы остаться.)

Alan **had better see** his doctor as soon as he can. (Алану лучше бы как можно скорее обратиться к врачу = это вынужденная необходимость, совет.)

В устной речи *would* и *had* сокращаются до одной буквы 'd:

He doesn't like the make of this camera. He'd **rather** not buy it.

You'd **better** read more in English, it's very helpful in language learning.

4 Work in pairs. Act out the dialogues. Then make up similar ones.

- 1) A: Wouldn't you rather have tea than coffee?
I thought you didn't drink coffee.
B: You are right. I never have it in the evening, but I don't mind a cup in the morning.
A: I see. I'll make you some coffee then.
B: Thanks.
- 2) A: I think you'd better take the umbrella. I'm sure it's going to rain.
B: What are you talking about? It's such a bright and sunny day.
A: I know. But there'll be heavy showers in the evening. I've just heard it on the radio.
B: Oh, thank you. I will if you're so sure.
- 3) A: I'd rather buy this computer.
B: You'd better think it over again. In my opinion it's too expensive.
A: But it's the latest model and I really like it.
B: Don't make a decision now. You'd better consult your family. You can buy such computers at a cheaper price.



5 Listen, (3), and read.

- A. **admit** [əd'mɪt] — признавать
- appreciate** [ə'pri:ʃiət] — ценить
- beat** [bi:t] — бить
- familiar** [fə'mɪliə] — знакомый
- familiarity** [fə'mɪli'ærɪti] — 1) знакомство; 2) фамильярность
- female** ['fi:meɪl] — женский
- male** [meɪl] — мужской
- precious** ['preʃəs] — драгоценный

- solve** [sɒlv] — решать
- have something in common with somebody** — иметь что-либо общее с кем-либо
- out of the blue** — неожиданно
- so far** — пока что, до сих пор
- to some extent / to a certain extent** — в какой-то степени

- B. **admit (admitted, admitted):** to admit something, to admit doing something, to admit that I admit I'm having a hard time now. "I can't sing at all," Andrew admitted. We should admit our mistake. Rose admits lying to us.
- appreciate:** to appreciate something, to appreciate the difficulty, to appreciate that... , to fully appreciate. She feels that her family doesn't really appreciate her. I don't think he fully appreciates the difficulty of the problem.
- beat (beat, beaten):** to beat the record, to beat the drum. England needed to beat Scotland to get to the final. The shock made my heart beat faster.
- familiar:** a familiar face, a familiar voice, to be familiar to somebody, to be familiar with something or somebody. This book is familiar to many readers. Are you familiar with this music?



Familiarity: 1) You should show your familiarity with these historic events. Students should demonstrate a familiarity with the main laws of nature. 2) Familiarity is friendly behaviour to someone you do not know very well, especially when it makes them feel that you do not respect them.

female: a female person, a female animal. They only have female workers.

male: a male person, a male animal. Until recently, sport has been a male activity. And where are your male colleagues, lady?

precious: a precious ring, a precious painting, precious memories. Her daughter is the most precious thing in the world to her.

Preciousness: preciousness of time, preciousness of a human life. He could speak for hours about the preciousness of the moment.

solve: to solve a crossword puzzle, to solve a crisis, to solve a mystery, to solve a crime. He hopes to solve the mystery of their disappearance.

have something (much, nothing) in common: I have nothing in common with my cousin. We are absolutely different. This area has a lot in common with other inner-city areas.

out of the blue: Out of the blue she said: "You're Greg, aren't you?" Philip arrived absolutely out of the blue.

so far: I don't have any information so far. He hasn't explained anything so far.

to some/a certain extent: I knew I was to blame to some extent. To a certain extent I believed the story.

6 Complete the sentences. Use the prepositions from the box where necessary.

1) Who could solve ... mysteries better than Sherlock Holmes? 2) ... of the blue he appeared in our flat. 3) ... what extent can we believe him? 4) The brothers had a lot ... common. 5) Do you admit ... everything? 6) I can't say I'm familiar ... the latest discoveries in this field. 7) I appreciate ... the help you have given me. 8) His poems are familiar ... many young people. 9) Many of us are familiar ... his poems. 10) I know I can solve ... this problem myself. 11) He demonstrated his familiarity ... a lot of subjects. 12) Out ... the blue he began to speak.

in
out
of
with
to

Grammar

Revision of Tenses

Вспомните, как образуются грамматические времена *present simple (indefinite)* и *present progressive (continuous)*, а также основные случаи их использования.

The Present Simple Tense	The Present Progressive Tense
+	
V/Vs	be (am/is/are)+Ving
I always go... He/She always plays... We/You/They always go.	I am going... He/She is going... We/You/They are playing...
-	
don't +V/doesn't +V	am not/is not/are not+Ving
I don't often go He/She doesn't often play We/You/They don't often play...	I am not going... He/She is not going... We/You/They are not playing...
?	
Do/Does...V?	Am I/Is he, she+Ving? Are we, you, they + Ving?
Do I go...? Do you/we/they go...? Does he/she play...?	Am I speaking...? Is he/she going...? Are you/we/they playing...?

7 Complete the sentences using the verbs in brackets in *present simple* or *present progressive*.

- 1) Grandma is in the kitchen. She (cook). She always (cook) in the morning.
- 2) Where is Dad? — He (watch) TV in the living room.
- 3) Ice (melt) in water.
- 4) I usually (not eat) sweet things. But today is my birthday and I (eat) some birthday cake as you (see).
- 5) Where Mr Ross (live)? — I (not know). I (think) he (live) at 20 Oxford Street.
- 6) Be quiet. I (think).
- 7) Could you speak louder? I (listen) to you but (hear) nothing.
- 8) When you (meet) Bob? — I (meet) him at noon.
- 9) Let's go out. It (not rain) any more.
- 10) What Bobby (do)? — He (have) a shower.

DO IT ON YOUR OWN

8 Complete the sentences with the words and word combinations from the box. Change their forms where necessary.

female, precious, some extent, out of the blue, familiar, appreciate, in common, solve, male, beat, admit, so far

- 1) The terrible crime has never been
- 2) He arrived ... without phoning first.
- 3) Every time I hear this tragic music my heart begins ... faster.
- 4) His face looks ... to me. Where could I see him?
- 5) Gold and silver are ... metals.
- 6) ... birds are not so brightly coloured as ... ones.
- 7) He ... that he had told a lie.
- 8) He and his girlfriend have a lot ...
- 9) ... we have been quite successful. But I'm not so sure about the future.
- 10) Mothers sometimes complain that their children don't ... them enough.
- 11) I can understand his problem to ... but I don't see how I can help him.

9 Complete the dialogues. Use *present simple* or *present progressive*.

- 1) — What you (do) at about 9 o'clock tonight?
— I (not know) yet.
- 2) — What you (think) about?
— My brother. I often (think) about him these days.
- 3) — You (fly) to the sea or (go) there by train?
— I (fly); my flight is tomorrow morning.
- 4) — It's five p.m. Where is John? He always (come) home about this time.
— I (think) he (work) in the library. He (have) a test tomorrow.
- 5) — Usually Mary (not make) mistakes in her spelling, but her yesterday's quiz was rather bad.
— Was it? She (know) the result? If she (do), I'm sure she (learn) the words at the moment.

10 Complete these sentences with *would* or *had*.

- 1) You ... better write to her: she loves getting your letters.
- 2) She says she ... rather do the work now than tomorrow.
- 3) ... you rather have the blue balloon than the green one?
- 4) Which of the two songs ... I better sing? I'm in two minds.
- 5) We ... better get up early tomorrow: we have a lot of things to do.
- 6) ... you rather go out tonight or stay at home and watch TV?
- 7) I think he ... better not tell lies any more if he wants people to believe him.
- 8) He ... better talk to someone who can help him.
- 9) I ... better not waste more of your time.
- 10) We ... rather fly than go by train: it will take us less time.

DO IT TOGETHER

- 1** Listen to the interview with Taylor Swift, a young singer and a role model, (4), and complete the following sentences choosing the appropriate items.

1) Taylor has a lot of ...

- a) friends
b) relatives
c) admirers

2) Taylor ... in public.

- a) doesn't like to show that she's unhappy
b) often shows that she's unhappy
c) never feels unhappy

3) Taylor thinks it's important ...

- a) to have a lot of friends
b) to have a lot of girlfriends
c) to have friends whom she can trust

4) Taylor's friends are ...

- a) mostly from entertainment industry
b) people of different occupations
c) actors

5) Some of Taylor's former relationships ...

- a) didn't develop successfully
b) made her very happy
c) are hard to remember

6) Taylor's songs ...

- a) always sound sad
b) help her to forget sad things that happened
c) are not always sad



- 2** Two of the interviewer's questions were: "How do you think your friends could describe you?" and "What do you appreciate most about your friendships?" How would you answer these questions?

- 3** **A.** Express your opinion. What would you rather do?
Would you rather:

- stay in your home town or leave it after you finish 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?
- he/she hasn't got any friends and feels lonely?
- he/she finds studying at school difficult?
- he/she is too fond of playing computer games?
- he/she is in love with someone who doesn't love him/her?
- he/she is a shopaholic¹?

¹ **a shopaholic** [ˌʃɒpəˈhɒlɪk] — человек, который любит делать покупки и делает их постоянно (даже когда в этом нет необходимости)





15

Step 3

4 A. You know the words and word combinations in the left column. All of them have synonyms in the right column. Match them.

- | | |
|----------------------------------|--|
| 1) for example | a) to get somebody to do something |
| 2) a lot of times | b) to suppose |
| 3) to think | c) a skinny boy |
| 4) a thin boy | d) a bunch of times (<i>AmE, informal</i>) |
| 5) to make somebody do something | e) for instance |
| 6) zero | f) nil |

B. Say what these sentences mean in Russian.

- 1) You may ask them some questions, for instance where they come from or when they arrived.
- 2) At fifteen John was very thin, in a way that was not attractive and we called him skinny.
- 3) James says he has a bunch of things to do before breakfast.
- 4) I suppose Ron is a very reliable and honest person.
- 5) Birmingham won three to nil.
- 6) Our chances are practically nil.
- 7) I'll get Andrew to give you a call.
- 8) She couldn't get them to understand what she was saying.

5 A. You are going to read an entry from a diary written by Mia, a fourteen-year-old girl, the main character of Meg Cabot's book series "The Princess Diaries". Have you read the books or seen the films based on them? If you have, speak about your impressions.

B. Read the title and the first paragraph. Try to guess why the girl thinks her life is over now that she has a boyfriend. Read the text to find out if your guess is right.

Be Careful What You Wish For

(after Meg Cabot)



Saturday, December 5

Over.

That is what my life is. O-V-E-R.

I know I have said that before, but this time I really mean it. Why is my life over?

Because I have a boyfriend.

And, yes, at fourteen years of age, I suppose it's about time. I mean, all my friends have boyfriends. All of them, even Lilly, who blames the male sex for most, if not all, of society's ills.

I have to admit, when Lilly — possibly the choosiest person on this planet — got a boyfriend and I still didn't have one, I pretty much started to think there was something wrong with me.

And then, one day, out of the blue, I got one. A boyfriend, I mean.

Well, OK, not out of the blue. Kenny, from my Bio class, started sending me all these anonymous love letters. I didn't know it was him. I kind of thought (OK, hoped) someone else was sending them. But in the end, it turned out to be Kenny. And by then I was in too deep, really to get out. So voila¹ I had a boyfriend.

Problem solved, right?

Not. So not.

It isn't that I don't like Kenny. I do. I really do. We have a lot in common. For instance, we both appreciate the preciousness of not just human, but all life forms. And we both like science fiction. Kenny knows a lot more about it than I do, but he has been very impressed so far by the extent of my familiarity with the works of Robert A. Heinlein and Isaac Asimov.

I haven't told Kenny that I actually find most science fiction boring, since there seem to be very few girls in it. Mostly, we get along great. We have a fun time together. And in some ways, it's very

¹ **voila** [vwæ'la:] = here it is

nice to have a boyfriend, you know? Sometimes I think I must be the luckiest girl in the whole world. Think about it: I may not be pretty, but I am not ugly. I live in New York City, the coolest place on the planet; I'm a princess; I have a boyfriend! What more could a girl ask for?

Oh, God.

Who am I kidding????

This boyfriend of mine? I don't even like him. Well, OK, it's not that I don't like him. But this boyfriend thing, I just don't know. Kenny's a nice enough guy, I mean, he is funny and not boring to be with, certainly. And he's pretty cute, you know, in a tall, skinny sort of way.

It's just that when I see Kenny walking down the hall, my heart doesn't start beating faster, the way girls' hearts start beating faster in those teen romances my friend Tina is always reading.

And when Kenny takes my hand, at the movies or whatever, it's not like my hand gets hot in his, the way girls' hands do in those books. And when he kisses me? Yeah, you know those fireworks people always talk about? OK, forget it.

No fireworks. Nil.

It's funny because before I got a boyfriend I used to spend a lot of time trying to figure out how to get one and, once I got him, how I'd get him to kiss me.

But now that I actually have a boyfriend, mostly all I do is try to figure out how to get out of kissing him.

So I decided I have to tell him. Kenny, I mean. About how I really feel. That's why my life is over. Because how do you say to somebody who wants to hold your hand in the movies that you don't like him in that way? Especially when he's already asked you out a bunch of times and you've gone. And you knew the whole time that he wasn't asking you as a friend — he was asking you as a potential life mate. And now everybody considers us this big thing. You know? Now we're Kenny-and-Mia.

All I can say is, be careful what you wish for. It just might come true.

6 Say which of the following facts are true, false or not mentioned in the text.

- 1) Mia thinks that it is important for a teenager girl to have a boyfriend.
- 2) Lilly is Mia's best friend.
- 3) Mia had always wanted Kenny to be her boyfriend.
- 4) Mia enjoys all science fiction books.
- 5) Mia is not really in love with Kenny.
- 6) Mia doesn't intend to tell Kenny about her feelings.
- 7) Kenny is serious about their relations.
- 8) Mia is quite confused about how to behave in this situation.

7 Decide what the following words and word combinations from the text mean.

- | | |
|--|----------------------------------|
| 1) Choosey: | 5) To figure out: |
| a) careful in choosing | a) to make a decision |
| b) careless in choosing | b) to make a plan |
| c) choosing things easily | c) to consider or believe |
| 2) Ills: | 6) Actually: |
| a) sick people | a) really |
| b) bad things or problems | b) probably |
| c) diseases | c) importantly |
| 3) Romance: | 7) Life mate: |
| a) a love song | a) a life-long friend or partner |
| b) a poem about love | b) a living friend or partner |
| c) a story of love | c) a friend who lives next door |
| 4) It's about time: | |
| a) to talk about some period of time | |
| b) to think that time to do something has come | |
| c) to dream about the future | |

- 8 Read the text "Be Careful What You Wish For" again and write the English for the following.

1) обвиняет мужской пол в большинстве, если не во всех бедах общества; 2) возможно, самый привередливый человек на планете; 3) я уже слишком увязла; 4) ценность не только человеческой, но любой формы жизни; 5) предел моих познаний; 6) мы отлично ладим; 7) кого я обманываю? 8) книжки о любви для подростков; 9) я всё время пыталась придумать, как его заполучить; 10) он уже много раз приглашал тебя на свидание; 11) в качестве возможного спутника жизни; 12) все считают, что между нами большое чувство; 13) будьте осторожны с мечтами.

- 9 Complete the sentences from the text with the appropriate function words.

1) Why is my life ...? Because I have a boyfriend. And, yes, ... fourteen years of age, I suppose it's ... time. 2) But ... the end it turned ... to be Kenny. 3) We have a lot ... common. 4) And ... some ways, it's very nice to have a boyfriend, you know? 5) What more could a girl ask ...? 6) But now ... I actually have a boyfriend, most of all I do is try to figure ... how to get ... of kissing him. 7) Because how do you say ... somebody who wants to hold your hand ... the movies that you don't like him ... that way?

- 10 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) If I had a choice, I ... not say what I think. 4) Where ... you ... go — to Omsk or to Tomsk? 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 ... hurry up. The train leaves in ten minutes. 8) ...n't 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 English lessons than one physics lesson. 12) She ... change her job — it is too dangerous.

Step 4

DO IT TOGETHER

- 1 You will hear six people speaking (1—6), (5). Match what they say with the statements (a—g). There is one statement you don't have to use.



1.



2.



3.



4.



5.



6.

How to be your own best mate

It's all very well being a wonderful mate to others, but don't forget to be nice to yourself. Here is some advice how to feel fantastic, all the time.

- a) The speaker says you should sometimes be alone.
- b) The speaker says you should be honest.
- c) The speaker says you should not be artificial¹.
- d) The speaker says you should be helpful.

¹ **artificial** [ɑ:trɪfɪl] — искусственный, неестественный



- e) The speaker says you should be open-minded.
- f) The speaker says you should be loving.
- g) The speaker says you should be strong.

2 A. Remember the text "Be Careful What You Wish For" and answer the following questions.

- 1) What impression does Mia, the main character, make on you? Is she mature? Intellectual? Funny? Caring about other people's feelings?
- 2) How did it happen that Mia got a boyfriend? Why did she want to have one? Is it typical of teen boys and girls to wish to have a girlfriend or a boyfriend?
- 3) Why did Mia feel unhappy and dissatisfied? Why did she find it difficult to tell Kenny the truth?
- 4) In your opinion, do teenagers often want to do or to have something only because their friends do or have these things? Can you give examples?
- 5) What else is typical of teen behaviour? What kind of behaviour had they better avoid¹?
- 6) What do you need to be able to say that you are the luckiest boy or girl in the world?

B. Mia writes in her diary: "All I say is, be careful what you wish for. It just might come true." What does she mean? Did you ever have situations when you could say the same?

Word Building

Word Building and Functional Styles

1. Одним из основных способов образования новых слов в английском языке является **сокращение (shortening)**. Чаще всего опускается конец слова: *doc* (*doctor*), *exam* (*examination*), *prof* (*professor*). Иногда сокращается начало слова: *phone* (*telephone*), а иногда начало слова и его конец *fridge* (*refrigerator*). Часто слова и словосочетания сокращаются до первых букв — *BBC* (*British Broadcasting Corporation*), *TV* (*television*), *BFF* (*Best Friend Forever*). В начале XXI века сокращённые слова являются типичными для разговорной речи и молодёжного сленга (*slang*).

2. Помимо наличия сокращённых слов, характерными чертами разговорного стиля также являются:

а) разговорные единицы, относящиеся к неформальной лексике, например: *oh, well, er, OK (okay), ta* (= *thank you*), *pretty* (= *very, quite*), *like, just* (= *simply*), *cool* (= *very good*), *sort of, kind of, yeah* [ja:] (= *yes*), *nope* [nəʊp] (= *no*), *to kid* (*to say something that is not true, especially as a joke*), *bunch* (= *a lot*), *gut* (*stomach*) *etc*;

б) широкое употребление фразовых глаголов, например:

to put up (= *to build*), *to get at* (= *to reach*), *to look forward to* (= *to feel happy about something that is going to happen*);

в) некоторые синтаксические средства:

- неоднократные повторы некоторых слов и словосочетаний: *you know, I mean, you see, actually etc*;
- использование усечённых предложений: *Mr Pullman? Never met him.*

3 Read through the text "Be Careful What You Wish For" and find in it words, word combinations and sentences to prove that the text is written in colloquial (spoken) style.

¹ **to avoid** [ə'vɔɪd] — избегать

Read the sentences and try to define the meanings of the underlined shortenings.

1) I sometimes give people advice but I always remember that they're gonna do what they want to do. 2) Hannah is so fond of music. She can sit listening to her fave melodies for hours. 3) When you feel sad and you just wanna hide from everybody, try and decide to take your mind off it. 4) I'm from a big family and I always help my mum with my little sis and my two younger bros [brəʊz]. 5) It's so comfy to sit in my granny's old armchair. 6) What sci-fi stories have you read lately? 7) Maths has always been among my favourite subjects. 8) I've got a letter from my BF. — I didn't know you had one. I thought that all your friends were girls. 9) A girl who is a teenager needs to talk to her bestie every day.

A. Look at the list of adjectives and divide them into 3 categories.

1. Adjectives describing a person's character

2. Adjectives describing a person's appearance

3. Adjectives describing other qualities

good-looking
healthy-looking
reliable
stubborn
stout
shapely
lovely
ugly
pretty

precious
common
manly
slim
skinny
turned-up
tall
ambitious
square

familiar
talkative
scruffy
strong
fashionable
choosy
fair
round
bright

thin
poor
straight
modest
curly
womanly
dark
oval
delicate

B. Listen, (6), and remember some more word combinations to describe people's appearances.



1) He has/wears a beard [brəd].



2) He has/wears a moustache [mə'stɑ:ʃ].



3) He wears his hair cut very short.



6) She wears her hair in a plait [plæt].



4) He wears/has whiskers ['wɪskəz].



5) She wears her hair loose [lu:s] over her shoulders.



7) She wears her hair in bunches.



8) She wears her hair in a ponytail.



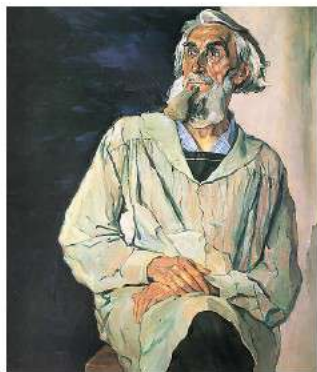
9) She has a fringe.



10) He is bald [bɔ:ld].



1.



2.



3.



4.

- 1) Vasily Tropinin. The Lace-maker (1823)
- 2) Pavel Korin. Portrait of the Sculptor Sergei Konyonkov (1947)
- 3) Konstantin Makovsky. Princess Maria Nikolaevna (1905)
- 4) Valentin Serov. Portrait of the Artist Konstantin Korovin (1891)

Grammar

New Facts about the Present Simple and Present Progressive Tenses

1. Помимо известных вам случаев употребления *present progressive*, это время может также использоваться для описания действия, происходящего не непосредственно в момент речи, а в период, достаточно близкий к нему, причём слово *now* (сейчас) обозначает здесь не «в данную минуту», а в более протяжённый период времени в настоящем.



Margo is a real book lover. One book is not enough for her. She **is reading** two now. (В данный момент Марго разговаривает по телефону, а не читает.)



— What would you like to drink, sir?
 — Nothing, thanks. **I'm driving**.
 (Говорящий в данный момент не за рулём автомобиля.)

2. *Present progressive* может использоваться в эмоционально окрашенных предложениях, при выражении негативной реакции, причём в предложении обычно используются наречия *always* или *constantly* (постоянно):

You **are always talking** at the lessons, Bob!

Jack **is constantly coming** late!

3. Иногда *present progressive* используется с глаголами, которые обычно не употребляются в продолженном времени (*to be*, *to hear*, *to see*, *to understand*, *to love*) для того, чтобы дать характеристику необычному, не присущему человеку поведению, действию или качеству:

Henry is such a quiet child, but today he **is being very noisy**.

I am not fond of action films, but **I'm loving** this one.

4. *Present simple* глаголов *to forget*, *to hear*, а также пассивной конструкции *to be told* используется для выражения законченного действия:

I **forget** where she lives. (Я забыла, где он живёт.)

We **hear** they are leaving tomorrow. (Мы слышали, что они уезжают завтра.)

We are told she is American. (Нам сказали, что она американка.)

- 7 Use the appropriate forms of the verbs in brackets (*present simple* or *present progressive*) to complete the sentences.

1) Fred constantly (come) to school unprepared for his classes. 2) Bob always (drive) carefully. 3) We (hear) Lucy is getting married. 4) I (forget) that Aunt Mary is arriving on Wednesday. 5) David's wife and his sister constantly (buy) expensive clothes. 6) We (be told) they're going to the Crimea for the summer. 7) I often see Philip in the library these days. — Yes, he (prepare) for his spring exams. 8) Joanna Rowling (write) a new Harry Potter book? 9) My uncle says they (build) a new garage. 10) Harry always (forget) to say hello.

DO IT ON YOUR OWN

- 8 Choose the appropriate verb forms to complete the sentences.

1) Listen to them. What language (are they speaking/do they speak)? 2) The bus (is coming/comes). Shall we try and catch it? 3) We (are told/were told) she is in Paris now. 4) You (are always talking/always talk) while writing tests! 5) What (do you think/are you thinking) we should do? 6) You can borrow my dictionary. I (don't need/am not needing) it now. 7) What (does your father do/is your father doing)? — He is a photographer. 8) (Does it snow/Is it snowing) in India in winter? 9) I usually (enjoy/am enjoying) football games, but I (don't enjoy/am not enjoying) this one at all. 10) Where (does he live/is he living)? What's his new address? — Sorry, I don't know.

- 9 Find a photo of a well-known person and describe him/her in 8—10 sentences.

- 10 Use a dictionary or the Internet to find out what these shortenings mean.

1) cf; 2) e.g.; 3) etc; 4) i.e; 5) viz; 6) NB; 7) PC; 8) veg; 9) Interpol; 10) vacay; 11) perf; 12) EU.

- 11 **Optional task.** Use the Internet and try to find some information about Isaac Asimov and Robert A. Heinlein. Share your information with your classmates.



Robert Heinlein

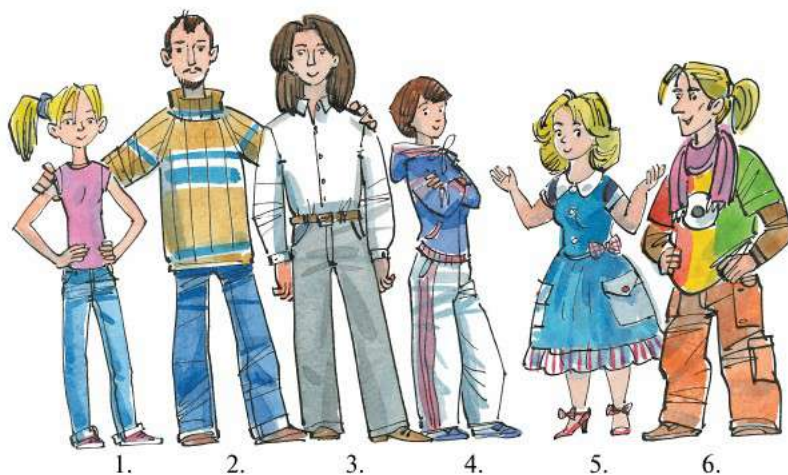


Isaak Asimov

Step 5

DO IT TOGETHER

- 1 Listen to the descriptions of six people, (7), and say who is who in the picture.



Tina?
Fiona?
Alice?
Alan?
Brian?
Jimmy?

2

A. Listen, (8a), and study the words and word combinations to speak about people in harmony with themselves.

to be over the moon — быть абсолютно счастливым

to be good-natured — быть дружелюбным, добродушным

to be/feel content — быть/чувствовать себя довольным, удовлетворённым

to be sociable ['səʊʃəbl] — быть общительным

to be/feel self-confident — быть/чувствовать себя уверенным в себе

to be/feel self-satisfied — быть/чувствовать себя довольным собой

to be in high spirits — быть в хорошем настроении

to look on the bright side — быть оптимистичным, радостно воспринимающим действительность

B. Listen, (8b), and study the words and word combinations to speak about people who are not in harmony with themselves.

to be/feel aggressive — быть агрессивным, испытывать агрессию

to be/feel disappointed — быть/чувствовать себя разочарованным, расстроенным

to be/feel irritable ['ɪrɪtəbl] — быть раздражительным/испытывать раздражение

to be/feel blue — быть грустным/испытывать грусть

to be in a black mood — быть в мрачном настроении

to be/feel touchy — быть обидчивым/чувствовать себя уязвлённым

to be/feel resentful — быть возмущённым/испытывать возмущение

to be in low spirits — быть в плохом настроении

3

Complete the sentences. Use the words and word combinations from Exercise 2.

1) When Paul's team lost the final, they felt 2) When Harry asked Rose to be his wife, it was the happiest moment of her life and she was 3) When my brother understood he was also going on a trip, he felt 4) When Barbara heard the happy news, she felt 5) When the scientist understood that his experiment was not a success, he became 6) Andrew was not allowed to work on the PC and he was 7) Greg was made to wash up and he was 8) When Sally saw herself on the TV screen, she was

4

If you are not happy and feel that everything goes wrong, you'd better change something in your life. Read the pieces of advice and put them in the order of their importance.

- Learn to give yourself a break.
- Remember that life goes in phases and things will get better.
- Meet new people instead of always hanging out with your usual crew.
- Try and relax, for instance:
 - a) run a bubble bath and be there with your fave magazine;
 - b) make yourself a mug of hot chocolate or eat a bar of chocolate;
 - c) make yourself a gift.
- Reflect on happy past times.
- Look forward to the future remembering that life is full of compensations.
- Remember that happiness is made, not found.
- Remember that happiness begins in your family.
- Cheer yourself up and fill your life with a lot of beautiful and interesting things.

5

Remember and speak about any moment in your life when you were:

- | | | |
|------------------------------|-------------------|--------------------|
| • content; | • self-confident; | • in a black mood; |
| • cheerful and good-natured; | • over the moon; | • resentful; |
| • in high spirits; | • irritable; | • blue; |
| • self-satisfied; | • in low spirits; | • aggressive. |

Read the letter. Use the appropriate forms of the verbs on the right to get a complete and grammatically correct text.

Dear Ralph,

I (1) ... to you to inform you about one of the happiest moments in the life of my family. My cousin Jenny (2) ... to Paris tomorrow morning. You (3) ... to know what she is going to do there? You will never guess. Jenny's wedding (4) ... on Saturday. She (5) ... a Frenchman. His name is Pierre. He (6) ... from Paris and (7) ... in a construction industry. He (8) ... very well. Unfortunately, I can't fly to Paris. I (9) ... the project as you (10) Next Thursday is the deadline and I (11) ... so many things to do. Naturally Jenny is disappointed. "You always (12) ... your projects at the wrong moment," she (13) ... to me. She is probably right. But I'm sure she'll forgive me. What is your news? Write, please.

Best wishes,

Don

write

fly

want

come

marry, come

work, do

finish, know

have

finish

say

23

Step 5

Grammar

Revision of Tenses

Вспомните, как образуются грамматические времена *past simple (indefinite)* и *past progressive (continuous)*, а также основные случаи их использования.

The Past Simple Tense	The Past Progressive Tense
+	
Ved/V₂	be (was/were) +Ving
I/He/She/We/You/They played... .	I/He/She was playing... . We/You/They were speaking... .
-	
didn't +V	wasn't/weren't +Ving
I/He/She/We/You/They didn't play... .	I/He/She wasn't playing... . We/You/They weren't speaking... .
?	
Did ... V?	Was/Were ... Ving?
Did I/he/she/we/you/they play... ?	Was I/he/she playing... ? Were we/they/you speaking... ?

Use the appropriate forms of the verbs in brackets to complete the sentences.

- At 7 o'clock yesterday evening Ralph (drive) to the city centre.
- Jane (do) her homework when the telephone (ring).
- I (enter) the living room and (see) Peter who (sleep) on the sofa.
- When Jane (come) home, her little bro (play) with his favourite toy plane.
- While Ann (do) the flat, her sis (cook) dinner.
- It (snow) when they (leave) the house.
- Mum (cross) the street when Dad (drive) up to the gate.
- My granny (wash) up while

I (cut) the vegetables for salad. 9) I (try) to phone you yesterday afternoon. — Sorry, Bob, I (not, be) at home. I (help) Sarah to prepare her presentation. 10) When John (arrive), we (have) breakfast.

DO IT ON YOUR OWN

8 Choose the appropriate forms of the verbs to complete the sentences.

1) At nine o'clock in the morning Fred (was sleeping/slept) as it was Sunday. 2) Jack (was putting/put) on his coat when the telephone (was ringing/rang). 3) While Andrew (was writing/wrote) an essay, his helper (was taking/took) pictures to illustrate the text. 4) When mum (was opening/opened) the door, she saw Greg who (was cleaning/cleaned) the hall. 5) Jack (was doing/did) his homework at 7 p.m. 6) What (was Debbie writing/did Debbie write) in her e-mail? 7) Someone (was coming/came) to visit the Robinsons last Thursday: I (was seeing/saw) a car arrive at the door of their house. 8) It (was snowing/snowed) while I (was waiting/waited) for you. 9) It (was beginning/began) to snow when we (were reaching/reached) the airport. 10) What (were you doing/did you do) at 11 a.m. yesterday?

9 Complete the text using the derivatives of the words on the right.

When Mr March lost his money trying to help an (1) ... friend, the two oldest girls asked to be allowed to work. Believing that they could not begin too early to cultivate (2) ... , their parents agreed. Margaret found a place as a nursery (3) ... and felt rich with the little money she got. She found it harder to be poor than the other girls because she could remember a time when their home was (4) ... , life full of ease and (5) The only known (6) ... was (7) Margaret tried not to be disappointed or (8) ... , but it was very natural that the young girl should want pretty things, cheerful friends and a happy life.

fortunate

dependence
teach

beauty, please
feel, happy
annoy

10 A. Match the synonymic words and expressions in the two columns.

- 1) depressed
- 2) annoyed
- 3) resentful
- 4) friendly
- 5) cheerful
- 6) talented
- 7) blue
- 8) warlike

- a) sad
- b) rebellious
- c) irritable
- d) aggressive
- e) in a black mood
- f) in high spirits
- g) good-natured
- h) gifted

B. Match the antonymic words and expressions in the two columns.

- 1) aggressive
- 2) disappointed
- 3) self-confident
- 4) excited
- 5) blue
- 6) bored
- 7) content
- 8) looking on the bright side

- a) quiet
- b) disappointed
- c) cheerful
- d) interested
- e) good-natured
- f) satisfied
- g) pessimistic
- h) self-questioning

DO IT TOGETHER

- 1** Listen to what Judy says about the problem she is facing, (9), and decide which of the facts (1—6) are true, false or not stated in what she says.

- 1) Alice is Judy's BFF.
- 2) Alice used to like very fashionable clothes.
- 3) Alice has got three new friends after her stay in the summer camp.
- 4) Judy tries to analyze her feeling of disharmony.
- 5) Judy is uncertain what to do about the unpleasant situation she is facing.
- 6) Judy is going to make new friends.



- 2** Remember what you heard about Judy's problem and say what can help her to be in harmony with herself again.

- 3** Listen and read, (10).

A. crackle ['krækɪl] — потрескивать

furniture ['fɜːnɪʃə] — мебель

knit [nɪt] — вязать

mirror ['mɪrə] — зеркало

pale [peɪl] — бледный

plump [plʌmp] — пухленький

sharp [ʃɑːp] *adj* — острый, пронизательный

sharp *adv* — точно, ровно

shy [ʃaɪ] — робкий, застенчивый

vain [veɪn] — 1) тщеславный; 2) тщетный, бесполезный (*не увенчавшийся успехом*)

at least — по крайней мере

at twilight — в сумерках (*время суток*)

be in someone's way — мешать кому-либо

in the twilight — в свете сумерек

in vain — напрасно, безуспешно

- B. crackle:** to crackle quietly. The wood crackled in the fire. The radio began to crackle. The atmosphere crackled with tension.

furniture (uncountable): new furniture, office furniture, a piece of furniture. There was little furniture in the room. I would like to buy more modern furniture.

knit (knitted, knitting): to knit a sweater, to knit a scarf. Lucy sat on the sofa knitting.

mirror: an old-fashioned mirror, a bathroom mirror, a full-length mirror, to look at oneself in the mirror. We hung a mirror over the fireplace. He was busy admiring himself in the wardrobe¹ mirror. Dickens's novels are a mirror of his time.

pale: a pale face, pale blue eyes, a pale sky. When he returned, he looked pale and sick.

plump: a plump face, a short plump girl. Emma was a cute baby with plump little arms and legs.

sharp *adj*: a sharp knife, sharp teeth, a sharp sense of humour, to have sharp eyes, to have a sharp tongue. It was very sharp of you to see that. Could I have a sharp pencil, please?

sharp *adv*: At 5 o'clock sharp. I'll be there at 7 sharp.

shy: a shy child, to be shy **about** doing something. I'd love to meet her but I'm too shy to introduce myself. She is very shy about singing in public.

vain: 1) a vain person, to be vain **about** something. She is really vain thinking she is so special and beautiful. He was vain about his looks, spending hours in the gym. 2) a vain hope, in the vain hope. I rang the bell in the vain hope that somebody might answer.

at least: I'm sure she will stay here for three months at least. The disease killed at least 120 people in our town.

¹ a wardrobe ['wɔːdrəʊb] — платяной шкаф, гардероб



at twilight: We told them we would return at twilight.

be (stand) in someone's/the way: If you have made up your mind to do it, I won't be in your way.

in the twilight: We could still see the hills in the twilight.

in vain: All we did was in vain.

- 4 Complete the sentences (1—7) with the appropriate words and word combinations (a—g).

1) That healthy baby had ... 2) Out of the blue ... in the window. 3) They came back home ... 4) I think it is ... a lot of time looking at yourself in the mirror. 5) I ... for my grandchildren. 6) The old castle was clearly seen ... 7) The mechanic tried to help us with the car, but ...: it never started. 8) ... a thousand people have signed the petition.

- | | |
|-------------------------|-----------------------|
| a) in the twilight | e) knitted warm socks |
| b) at twilight | f) plump rosy cheeks |
| c) a pale face appeared | g) in vain |
| d) vain to spend | |

- 5 Read the text and complete the statements after it.



Four Sisters

(after Louisa May Alcott)

As young readers like to know “how people look”, we will take this moment to give them a little sketch of the four sisters, who sat knitting in the twilight, while December snow was falling quietly without and the fire crackled cheerfully within. It was a comfortable room, though the carpet was old and the furniture very simple. Some pictures and a mirror hung on the walls, books filled the bookcases, there were pots with Christmas roses in the windows. The atmosphere was pleasant and peaceful.

Margaret, the eldest of the four, was sixteen and very pretty, being plump and fair, with a sweet mouth and plenty¹ of soft brown hair of which she was rather vain. Fifteen-year-old Jo was very tall and thin. She never seemed to know what to do with her long arms and legs, which were very much in her way. She had a big mouth, a comical nose, and sharp gray² eyes which seemed to see everything. Her long, thick hair was her one beauty.

Elizabeth — or Beth, as everyone called her — was a rosy, fair-haired, bright-eyed girl of thirteen with a very shy manner. She seemed to live in a happy world of her own, leaving it only to meet the few whom she trusted and loved.

Amy, though the youngest, was a most important person — in her own opinion at least. A real snow maiden³, with blue eyes and yellow hair curling on her shoulders, pale and slim and always carrying herself like a young lady remembering her manners.

What the characters of the four sisters were we will leave to be found later.

¹ **plenty** = a lot (both with countables and uncountables)

² **gray** (AmE) = grey (BrE)

³ **a maiden** [ˈmeɪdn] = girl (old-fashioned, poetic)

**1) At the moment described in the text**

- a) the sun was shining brightly
- b) the room was filled with bright light
- c) it was not very light in the room
- d) the room was dark

2) The room where the sisters were sitting

- a) was richly decorated
- b) was cheerfully decorated
- c) was not a nice place to live
- d) was simple but nice

3) Margaret was fairly proud of

- a) her hair
- b) her sweet mouth
- c) the fact that she was pretty
- d) the fact that she was the eldest of the four

4) Jo, the second sister, was

- a) not a real beauty
- b) very lovely
- c) extremely good-looking
- d) too tall to be called good-looking

5) Beth, the third sister,

- a) didn't feel comfortable in a company of strangers
- b) was very sociable
- c) was in low spirits most of the time
- d) most of the time felt self-confident

6) Amy, the youngest sister,

- a) was the head of the family
- b) followed the rules of social behaviour
- c) wasn't easy-going
- d) wasn't self-confident

6 Find in the text some hints¹ that may help you decide what future the four girls could have. Read the possible variants (a—d) and match them with the girl's names. Explain your decisions.



Margaret Jo Beth Amy

- a) She preferred to devote her life to her family especially helping those who had problems.
- b) Having a very high opinion of herself and being the most imperfect of the sisters, she tried hard to get over her selfishness.
- c) Being very good-looking she had several admirers and discovered a truly romantic love.
- d) Being not very good-looking she was much interested in people and events, could notice all possible details and eventually took to writing.

¹ a hint [hmt] — намёк

New Facts about the Past Simple and Past Progressive Tenses

1. *Past progressive* употребляется для описания обстановки, на фоне которой происходили события в рассказе или повествовании:

The sun **was shining**. A soft light wind **was blowing**. The flowers **were opening**. It was a perfect day for a walk.

2. Иногда *past progressive* употребляется с глаголами *see, hear, love, feel, be* для характеристики необычного, не присущего человеку поведения, действия в конкретный момент в прошлом:

I met Roy. He was happy because his sick sister **was feeling** much better.

Bob who is not a very pleasant person **was being** so nice to us during our journey.

3. *Past simple* используется для описания довольно длительного действия в прошлом, которое завершено к настоящему моменту, особенно с предлогами *for* и *during*:

The old man sat on a bench **for** a while, then he got up and went to the gate.

The pupils stayed on the playground **during** the interval.

7

Choose the appropriate verb forms to complete the sentences.

- 1) Your brother (was/was being) very annoying at the party. He is usually quite different.
- 2) Mr Potter (sat/was sitting) on a bench for half an hour and then began reading a newspaper.
- 3) Mr Potter (sat/was sitting) on the bench. It was so quiet and peaceful around.
- 4) I (waited/was waiting) for Ann for an hour and a half and then left. It was useless to wait longer.
- 5) We (walked/were walking) all day.
- 6) We (walked/were walking) for ten minutes and then saw a palace.
- 7) Whenever I met Tom he (talked/was talking) constantly about his new BFF.
- 8) I couldn't understand why George (was/was being) so rude to us then. He is generally so good-natured.
- 9) Nobody could recognize Polly. She (was/was being) so nice and polite trying to entertain the guests.
- 10) Jane (caught/was catching) a bad cold last weekend.

DO IT ON YOUR OWN

8

Use the appropriate forms of the verbs on the right to get a complete and grammatically correct text.

Monday, 10 October

Our second class was English and it (1) ... great. We (2) ... to the song "Old MacDonalds had a farm" and then we all (3) ... it. After that we (4) ... the game "Guess the Noise". We (5) ... a lot of fun when our headmaster Mr Loveday (6) ... into the classroom. He (7) ... to play with us and (8) ... a very realistic elephant noise. While he (9) ... that noise all the pupils (10) They (11) ... for at least five minutes, I think. Mr Loveday is always so serious but he (12) ... so funny during the game.

be
listen
sing, have
have, walk
begin, make
make
laugh, laugh
be

- 9** **A.** Practise the new words and match the adjectives (1—6) with the word combinations (a—f).

- | | |
|----------------|-----------------------------------|
| 1) plump | a) axes to cut wood |
| 2) shy | b) morning sky |
| 3) pale | c) self-satisfied woman |
| 4) vain | d) furniture bought at the market |
| 5) inexpensive | e) rosy cheeks of a baby |
| 6) sharp | f) little child afraid to speak |

- B.** Complete the sentences with the appropriate prepositions from the box where necessary.

1) The wood crackled ... the fireplace. 2) Victor spent an hour trying to do the sum but ... vain. 3) Before leaving the house she looked ... herself ... the mirror. 4) There were five pieces ... furniture ... the living room. 5) Angela was a healthy young woman ... a pretty but pale face. 6) You should come at 7 o'clock ... sharp. 7) She is always shy ... speaking in public. 8) We could hardly see each other's faces ... the twilight. 9) ... least twenty people have finished their projects. 10) I don't know what to do. He is always standing ... my way. 11) I sent her an e-mail ... the vain hope that she might call back. 12) She always returns ... twilight.

about
at
in
of
with

29

Step 7

- 10** Find in the text "Four Sisters" (Ex. 5) equivalents for the following.

1) A short description of a person's character; 2) the time in the evening when the sky is beginning to get dark; 3) outside and inside; 4) the mood or feeling that exists in a place; 5) a lot of brown hair; 6) aged fifteen; 7) with fair hair; 8) with bright eyes; 9) traditional ways of behaving that show respect for other people.

- 11** **Optional task.** Use the Internet and try to find some information about Louisa May Alcott and her work. Share your information with your classmates.



Step 7

DO IT TOGETHER

- 1** **A.** Listen, (11), and match the names of the speakers (1—6) with their statements (a—g). There is one statement you don't have to use.

- | | |
|----------|--|
| 1) Alex | a) This speaker mentions a popular hobby which helps him to relax at the end of a difficult day. |
| 2) Harry | b) This speaker says that hobbies help him/her to stand out among the rest of his/her friends. |
| 3) Eliza | c) This speaker says that the choice of hobbies depends on too many things. |
| 4) Sam | d) This speaker hasn't got a hobby yet and he/she is sorry about it. |



- 5) Greg
6) Viola

- e) This speaker says that some hobbies may help people in their future lives.
f) This speaker says that hobbies are useful because they make our lives more interesting and varied.
g) This speaker mentions the variety of hobbies he/she has.

B. Say what place hobbies take in your life and what they are.

- 2** Read the text and fill in the blanks (1—6) with the parts of the sentences (a—g). One part you don't have to use.

Hobbies

Hobbies become a necessary part of life for a lot of people. They (1) ... and are means of self-expression, helping us (2) ...

Hobbies can possibly be divided into several categories. There are, for instance, hobbies (3) These may be gardening, house decorating, making clothes, keeping bees, cooking and others.

The second category of hobbies includes (4) ... — stamps, picture postcards, matchbox labels, badges, model cars or ships, coins etc.

A large number of people choose hobbies that have something to do with the natural world. They keep birds like budgies or canaries and also dogs, cats, goldfish or exotic animals like snakes, iguanas [r'gwɑ:nəz] and spiders. Nature lovers (5) ... from common violets ['viələts] to rare kinds of cactuses. Collectors and nature lovers are one large world brotherhood with their own magazines and international friendships. Anyhow, we have to admit that such hobbies take up a lot of time, money and space.

One more category of people are those who enjoy the arts: those who go in for singing, competitive dancing, playing on the stage, music-making, drawing and painting. Photography has become very popular as well. Most of these pastimes give (6) ...

Finally, there are hobbies which are good for keeping fit and broadening one's knowledge and mind: they are occupations like travelling, camping, rock-climbing, doing sport and playing different games. These hobbies are good for meeting people and sharing fun with them.

- a) grow house plants of various types
b) which most people consider useful
c) makes people's lives more fun
d) give us a change from the daily routine
e) people a chance to get together socially
f) to live in harmony with ourselves
g) those connected with collecting objects of interest

- 3** **A. Work in pairs or in small groups.** Make a list of advantages which having a hobby may give you. Some of the ideas come from the text "Hobbies".

- Hobbies may become a means of self-expression.
- They give us a change from the daily routine.
- They may be useful for everyday life.
- Hobbies may give people a chance to meet socially.
- They broaden our knowledge and minds.
- They may help us to keep fit.
- ...

B. Make a list of popular hobbies and decide what advantages and disadvantages they have.



4 Match the words from the box (1—9) with the rows of words that can come together with them (a—i). Follow the example.

Example: 1) furniture — a) (old furniture, house furniture, office furniture, comfortable furniture, modern furniture).

1) furniture	4) mirror	7) shy
2) sharp	5) pale	8) crackle
3) twilight	6) plump	9) vain

- a) old, house, office, comfortable, modern
- b) person, words, look, behaviour, smile
- c) tongue, eyes, rise, pain, turn
- d) dry leaves, wood, radio, thunder, atmosphere
- e) hope, regrets¹, person, behaviour, speech
- f) sky, face, blue, pink, grey
- g) to fall, to deepen, to gather, to begin, to turn into night
- h) baby, hands, cheeks, body, figure
- i) round, square, oval, bathroom, old-fashioned

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Step 7

Word Building

Compound Adjectives with Participles I and II As Their Second Components

1. В отрывке из романа *Little Women* вам встретились сложные прилагательные *bright-eyed* и *fair-haired*. Подобные сложные слова, в качестве второго компонента которых выступает прилагательное или второе причастие (Participle II = Ved/V₃), весьма типичны для современного английского языка. В качестве первого компонента в таких словах могут выступать имена существительные, прилагательные и наречия.

Adjective				blue-eyed, old-fashioned
Noun	+	Participle II	=	hand-written, weather-beaten
Adverb				well-paid, poorly-dressed

2. Не менее распространённой моделью образования сложных прилагательных является аналогичная модель, но в качестве второго компонента сложного слова в ней выступает первое причастие (Participle I = Ving).

Adjective				easy-going, smart-looking
Noun	+	Participle I	=	progress-making, heart-breaking
Adverb				well-meaning, fast-developing

5 A. Form compound adjectives using the words from the two boxes.

Model 1: Adj N Adv } + Participle II	
home, well, low, old, absent	educated, minded, fashioned, paid, made

¹ regrets — сожаления

Model 2: Adj }
N } + Participle I
Adv }

low, easy, fast, heart, sea

developing, lying, breaking, going, loving

B. Complete these sentences with the compound adjectives from part A.

1) The news about their father's death was unexpected and ... 2) Students from Oxford and Cambridge are usually knowledgeable and ... 3) Elderly people are often 4) The lady was wearing a strange ... hat with a lot of paper flowers. 5) Holland is a ... country, most of its territory is below sea level. 6) The ... cake was very tasty. 7) John has a ... job, he doesn't earn much money. 8) Computer industry is a ... industry in our country. 9) Alice is such an ... person. She is usually relaxed, calm and not getting easily upset. 10) The British is a ... nation.

Word Building

Sound Imitation As a Means of Making New Words

Известный вам глагол *to crackle* образован на основе звукоподражания. В английском языке целый ряд слов по звучанию напоминает звуки, производимые в природе. Это могут быть звуки, которые издают животные:

to bark [bɑ:k] — лаять
to howl [haʊl] — выть
to hiss [hɪs] — шипеть
to neigh [neɪ] — ржать
to roar [rɔ:] — рычать
to quack [kwæk] — крякать
to croak [krəʊk] — квакать



6 A. Match the animals with the sounds they produce.

buzz [bʌz]

a



1

2



mew [mjʊ:],
miaow [mi'au]

b

moo [mu:]

c



3



5

cock-a-doodle-doo
[ˌkɒkəˌduːdl̩ˈduː]

g

quack [kwæk]

d



4

cluck [klʌk]

e



6



7

cuckoo ['kʊku:]

f

B. Bees buzz, cats mew or miaow. What do these animals do?



33

Step 7



Grammar

Revision of Tenses

Вспомните, как образуется будущее простое время *the future simple (indefinite) tense* и основные случаи его использования.

The Future Simple Tense	
+	
will/shall+V	will +V
I will/shall be back. We will/shall do it.	He/She/It will go there. You/They will finish it.
—	
will not/won't +V shall not/shan't +V	will not/won't +V
I won't/shan't be back. We will/shall not do it.	He/She/It won't go there. You/They will not finish it.
?	
Will/ Shall I/we+V?	Will he/she/it/you/they +V?
Will/Shall I be back? Will/Shall we do it?	Will he/ she go there? Will you/they finish it?

7

A. Use the appropriate forms of the verbs in brackets (*present simple* or *future simple*) to complete the sentences.

1) I don't know if I (see) you next Sunday. I think I (be) out of town. 2) I (stop) and (ask) the way. I (be) not sure we are walking in the right direction. 3) If the situation (not change), we (lose) the game. 4) If John (arrive) on time, we (not miss) the 5 o'clock bus. 5) They don't know when Mr Green (return). 6) If it (rain), I (not allow) Jack to go for a walk. 7) I don't think we (go) out if it (snow). 8) Who (speak) to Mr Biggs when he (come)? 9) They (not tell) you when they are leaving. 10) It's difficult to say if they (finish) the project today.

8 A. Make up as many compound adjectives as you can.

bright	legged
wide	faced
fair	shouldered
long	eyed
pale	haired
round	eared
sharp	

B. Use the adjectives in sentences of your own.**9** Choose the appropriate forms of the verbs to complete the sentences.

- 1) Look! It ... hard.
a) is raining b) will rain c) rains
- 2) If it ..., we'll stay at home
a) is raining b) will rain c) rains
- 3) According to the timetable our train ... at seven.
a) is arriving b) will arrive c) arrives
- 4) — The telephone is ringing.
— I ... it.
a) am answering b) will answer c) answer
- 5) Ask them when they ...
a) are returning b) will return c) return
- 6) I'll find out if they ... us.
a) are helping b) will help c) help
- 7) I'll ask him to help us as soon as he ... free.
a) is being b) will be c) is
- 8) I ... you my pen if you like.
a) am giving b) will give c) give
- 9) Nobody knows if she ... her word.
a) is keeping b) will keep c) keep
- 10) If she keeps her word, nobody ... our secret.
a) is learning b) will learn c) learns

10 What tense (*future simple* or *present progressive*) will you use to complete the sentences?

- 1) We (have) a party next Sunday. You (come)? 2) Jane (come) if you (ask) her. 3) Do you know that Andrew (leave) for Paris tomorrow? 4) Are you sure their team (play) tonight? 5) Everybody knows they (win) the game. 6) If Helen (read) the text, she (know) what it is about. 7) Tell me when your aunt (come) to Moscow. I (meet) her at the airport. 8) John says he (take) us to the cinema this evening. 9) You (send) the invitation to Mr Woodriff? 10) I've bought the tickets. We (fly) next Thursday.

Step 8**DO IT TOGETHER****1** Listen to the text, (12), and say which of the facts below (1—7) are true, false or not stated.

- 1) All people react to colours in practically the same way.
- 2) Many people don't like bright colours.



- 3) Scientists will soon find the answer to the question why different people prefer various colours.
- 4) Preferences in colours depend on a person's age.
- 5) People living in northern countries like cold colours.
- 6) Our feelings may depend upon the colours that surround us.
- 7) Varieties of red can make people feel more comfortable than varieties of green.

2 A. Speak about the colours that make you feel:

- comfortable
- depressed
- cheerful
- blue
- aggressive
- bored

B. Combine the words to be able to name the colours more exactly.

- red
- green
- blue
- yellow
- pink/rosy
- purple
- orange
- grey
- brown
- white
- black

bright
dark
light
pale
shocking
acid¹

grass
navy²
lemon
stone
bottle

sky
chocolate
mouse
cornflower³
snow
coal

C. Work in pairs. Name the colours which you prefer in:

- clothes
- shoes or boots
- wallpaper
- furniture
- cars
- dishes, plates, cups, mugs
- swimming trunks or swimsuits
- sportswear

Word Building

Compound Words with Numerals in Their Structures

1. Количественные числительные также часто используются при образовании сложных прилагательных. При этом большинство таких слов пишутся через дефис — *a five-year-old boy, a three-act play*. Подобные прилагательные могут обозначать:

возраст: a twelve-year-old building

длительность: a twenty-minute walk

расстояние: a two-kilometre road

цену: a fifty-dollar dress

bec: a five-kilo bag

2. Порядковые числительные также принимают участие в создании сложных прилагательных.

a first-rate film

a third-floor flat

a second-hand car

a nineteenth century novel

¹ **acid** ['æsid] — кислотный; кислота

² **navy** [ˈneɪvɪ] — морской флот; тёмно-синий (*цвет морской формы*)

³ **a cornflower** ['kɔ:nflaʊə] — василёк

Example: Jo was fifteen years old.
Jo was a fifteen-year-old girl.

- 1) My little sister is eight years old.
- 2) Mr Jackson was a proud-looking gentleman who was sixty years old.
- 3) Our teacher is a woman of forty-six, tall and good-looking.
- 4) Among the tourists there were two children who were ten years old.
- 5) It's not easy to explain such difficult things to a child who is five years old.
- 6) Ours was an old dog who was thirteen years old.
- 7) When we met, Samuel was a young man who was twenty-one years old then.

4

Read the text and complete it choosing the appropriate words.



Sallie McBride helped me to choose the furniture for my room. She has lived in a (1) ... all her life and knows all about furnishing. You can't imagine what fun it is to shop and (2) ... with real fifty-dollar notes when you've never had more than (3) ... cents in your life.

Some words about Sallie and Julia Pendleton who are roommates and live on the same floor as I do. Sallie is the most (4) ... person in the world — and Julia the least so. Sally thinks (5) ... is funny and Julia is (6) ... at all the things. She never even tries to be (7) She believes that if you are a Pendleton, that fact alone (8) ... you go to heaven without any (9) ... examination. Julia and I were born to be enemies.

(After Jean Webster)



- | | | | |
|-----------------|------------------|----------------|-----------------|
| 1) a) house | b) home | c) building | d) place |
| 2) a) pay | b) paid | c) payment | d) paying |
| 3) a) few | b) a few | c) any | d) none |
| 4) a) entertain | b) entertainment | c) entertained | d) entertaining |
| 5) a) anything | b) nothing | c) something | d) everything |
| 6) a) bore | b) bored | c) boredom | d) boring |
| 7) a) friend | b) friendship | c) friendly | d) friends |
| 8) a) lets | b) allows | c) permits | d) leads |
| 9) a) farther | b) farthest | c) further | d) furthest |

5

Listen, (13), and read.

A. capable ['keɪpəbl] — способный

income ['ɪŋkʌm] — доход

key [ki:] — ключ

level ['levəl] — уровень

raise [reɪz] — 1) поднимать; 2) растить

research [ri'sɜ:ʃ] — исследование

single ['sɪŋɡl] — 1) единственный; 2) незамужний, холостой

tend [tend] — склоняться, иметь тенденцию

according to something — согласно чему-либо

bare necessities — насущные потребности

neither... nor... — ни...ни...

senior citizens — пожилые люди, люди пенсионного возраста

B. capable: a capable student, capable and enthusiastic, to be capable **of** doing something. It is an ambitious programme but you are capable of achieving good results.

income: a low income, a monthly income. What is your annual income? The family didn't have any source of income when George died.

key: a key **to** the door, house keys, car keys, a key **to** happiness. Where is the key to the back door?



level: a high level, a low level, **at** the same level, high levels of stress at work. The river has been at its highest level for several years. The level of crime here is really high.

raise: 1) to raise something, to raise your hand, to raise oneself, to raise your voice, to raise a cup to your lips. She could hardly raise herself out of the armchair. They raised the prices. 2) to raise a child, to raise a family. For many parents raising children is a very positive thing. She was raised by her grandparents.

research: medical research, the latest research, further research **on** the topic, to carry out research. Recent research shows that the situation is improving. Who is carrying out the historical research of the problem?

single: 1) a single day, a single bed, every single penny. There was a single silver ring in the box. 2) to be single. Please state if you are married or single.

tend: to tend to do something. The gym tends to get very busy at about 6 o'clock. Religion is personal and I tend not to talk about it.

according to: We should work according to our plan.

bare necessities: Some families don't have enough money for the bare necessities like food.

neither...nor: Neither he nor she has (have — *informal*) a key to the problem. Neither you nor we can finish the research.

senior citizens: We should have some clubs for senior citizens in our town.

6

Use the new words and expressions instead of the underlined parts of the sentences and say the same differently.

1) Good planning is a way to success. 2) The money he got allowed him to live quite comfortably. 3) The bag was heavy and Jerry lifted it with a lot of difficulty. 4) They worked very hard and managed to complete the work in just one day. 5) This student is not likely to make grammar mistakes in his English. 6) She teaches a lot of classes and doesn't have time for her own study. 7) My father can answer my questions better than anyone else. 8) The article says that the film festival has been a great success. 9) We didn't ask for much: just the most basic things. 10) Older people will be able to appreciate a quiet and comfortable holiday.



Grammar

Revision of Tenses

Вспомните, как образуется и в каких случаях употребляется так называемое время *future-in-the-past*.

Future-in-the-past	
+	—
would +V	would not/wouldn't +V
He promised he would return. They thought they would do it.	I knew I wouldn't believe him. We were sure you wouldn't agree.

7

Complete the sentences using the verbs in brackets either in *future simple* or in *future-in-the-past*.

1) I (take) an umbrella if it rains. 2) Dear John, I'm writing to tell you I (be) in Liverpool next Thursday. 3) I thought you (be) happy if I gave you this ring as a gift. 4) Do you think it (snow) tomorrow? 5) They promised they (send) me an e-mail when they arrived. 6) We're lost. I (stop) and ask the way. 7) I would like you to repeat your reasons, perhaps he (understand) you. 8) I thought you (visit) your granny tomorrow. 9) We were sure he (win). 10) I hope my parents (give) me a new iPad as a birthday present.

8 Choose the appropriate verb forms to complete the sentences.

1) James said they (will be/would be) at home after six. 2) Betty didn't want anything to eat. She promised she (will have/would have) something later. 3) If it rains, I don't think we (will go/would go) boating. 4) Steve said he (will phone/would phone) me in the evening. 5) Diana explained she (will finish/would finish) the job at the end of the week. 6) If you work late hours every night, you (will have/would have) a headache in the end.

9 Complete the text. Use the derivatives of the words on the right in the appropriate forms.

My hobby is (1) I started that sport when I was an eight-year-old girl. My friends thought I was fairly (2) It is not (3) ... surprising that I became a (4) My both brothers are (5) ...s in this sport and my elder brother is my (6) I hope my (7) ... trainings will lead to (8) ... results and I will be a (9) ... of some snowboarding (10)

snowboard
talent
real, snowboard
profession
manage, end, success
win, compete

10 Paraphrase the sentences. Follow the example.

Example: Jack is twenty-five years old. He works as a fisherman.
Jack, a twenty-five-year-old man, works as a fisherman.

1) Jack is twenty-five years old. He works as a fisherman. 2) Sally is fifteen years old. She is a secondary-school pupil. 3) Mr Scott is thirty years old. He is an architect. 4) David is forty-four years old. He works as a journalist. 5) Charles is twelve years old. He is my cousin. 6) Mary-Ann is nine years old. She lives in the cottage next to ours. 7) Mrs Semple is fifty-nine years old. She is our teacher of biology. 8) Robert is three years old. He is my nephew.

Step 9

DO IT TOGETHER

1 A. Listen to the song, (14), and sing it along.**Be Happy**

Here's a little song I wrote
You might want to sing it note for note
Don't worry, be happy.
In every life we have some trouble
But when you worry you make it double
Don't worry, be happy.
Ain't got no cash, ain't got no style
Ain't got no gal to make you smile
Don't worry, be happy.
'Cause when you worry
Your face will frown [fraun]
And that will bring everybody down
Don't worry, be happy.
Now there is this song I wrote
I hope you learned it note for note

нота в ноту

беда, неприятность
удваивать

= I haven't got
= girl (*AmE informal*)

= because
хмуриться
испортить всем настроение



Like good little children
 Don't worry, be happy
 Listen to what I sing
 In your life you expect some trouble
 When you worry you make it double
 Don't worry, be happy

Don't worry, don't worry, don't do it.
 Be happy. Put a smile on your face.
 Don't bring everybody down.
 Don't worry. It will soon pass, whatever it is.
 Don't worry, be happy.
 I'm not worried, I'm happy...



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Step 9

B. Say what you do to fight your bad moods.

2 You know the words in column A. Read the sentences and decide what the words in column B mean.

A.	B.
wealthy	wealth
satisfactory	satisfy
	satisfaction
add	additional
	addition
young	youth
general	generally
delighted	delight
to believe	belief

1) Wealth is plenty of money and other expensive things. 2) They used some of their wealth to build a beautiful palace. 3) You can satisfy people by giving them something they want or need. 4) It is impossible to satisfy everybody. 5) Satisfaction is the happy feeling you get, for instance, from your job. 6) Something that you add to something is an addition. 7) What are the new additions to the library? 8) Don't you think you may need some additional information? 9) Youth is the best period of one's life. 10) In our youth we are full of energy and enthusiasm. 11) Young people in general are called youth. 12) She was generally an early riser and got up not later than six. 13) To my great delight, she said yes. 14) Enjoy the delights of Spain. 15) Do you believe in God? What are your beliefs?

3 Read the text and complete the sentences after it.

Be Happy

How much do we know about happiness? What does a human need to be happy? Everyone answers this question in their own way but there also exists some objective data.

A lot of people are sure that wealth is an important part of happiness and that money can make you feel on top of the world. Actually, according to scientific research, money can't buy you satisfaction. It is just getting the bare necessities that gives you a sense of delight. Additional income can hardly raise your spirits.

Youth doesn't make you happy either. The same research shows that older people are more satisfied with their lives than the young. In fact, young people tend to have dark moods and feel blue more often than senior citizens.

A good education is a useful thing but, unfortunately, neither education nor a high IQ¹ is a key to happiness.

¹ **IQ** = Intelligence Quotient — коэффициент уровня умственной одарённости, который проверяется с помощью специального теста.

We can't be certain about marriage. Though the research shows that married people are generally happier than single, it is difficult to say if they become happier after getting married or are originally happier than those who stay single.

A good climate and plenty of sunshine have nothing to do with our emotions either.

So what helps us to look on the bright side? Scientists believe that among the facts capable of raising your spirits are religious beliefs, true friends and a good family. One of the conclusions that scientists make is that people who have them, achieve the highest level of happiness and seldom feel depressed.

From everything said above it is easy to make a conclusion that to be happy and content a person needs good social skills and support of other people.

1) Scientists say that

- a) money is the surest way to happiness
- b) money is the only way to happiness
- c) buying the bare necessities is a way to happiness
- d) buying the bare necessities can't make you happy

2) A high level of education

- a) is the best way to happiness
- b) is no way to happiness
- c) leads people to wealth
- d) helps to find the shortest way to happiness

3) The research shows that

- a) there are as many married people as single ones
- b) getting married is a sure way to happiness
- c) there are more happy people among married men and women than among single ones
- d) it is clear that marriage helps people to become happy

4) To be satisfied with their lives people

- a) should live in a good climate
- b) should have a lot of sunshine
- c) should have friends, a family or other people helping them
- d) should be able to raise their own spirits

4 Think about a feeling of happiness and say:

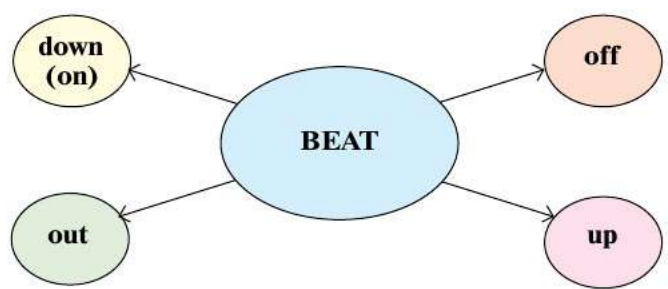
- if you are a happy person, satisfied with life; why you think so;
- if your happiness depends on your income;
- if your living conditions influence your happiness;
- if your health makes you happy;
- if your friends and family add to your feeling of happiness;
- if you can be happy when there are many unhappy people around;
- if the feeling of happiness and satisfaction can last long.

5 Comment on these.

- 1) No one can describe happiness. You have to be unhappy to understand it.
- 2) Happiness does not come from what you have but what you are.
- 3) Happiness is where you find it and very seldom where you look for it.
- 4) The heart is the happiest when it beats for others.
- 5) Happiness is like the common cold — it's catching.
- 6) The place to be happy is here, the time to be happy is now, the way to be happy is to make others so.
- 7) Happiness will never come to those who don't appreciate what they have.



Познакомьтесь с фразовыми глаголами, ядерным элементом которых является слово **beat**.



1) **to beat down (on sb/sth)** —
литься, проливаться



Outside the rain was beating down.

3) **to beat out (a rhythm)** —
отбивать (ритм)



The audience were beating out the rhythm with their feet.

2) **to beat off** — отбивать(ся)



She managed to beat off her attackers.

4) **to beat up** — избить



They threatened to beat me up if I didn't give them my money.

5) **to beat oneself up** — укорять себя
Don't beat yourself up over this: you couldn't help it.

6 Complete the sentences with the function words from the box.

- 1) My music teacher helped me by beating ... the rhythm with her hand.
- 2) There was little sympathy for the man who regularly beat ... his wife.
- 3) He had to beat the dog ... with a stick.
- 4) I could feel the sun beating ... on my head.
- 5) The police beat ... the demonstrators to let the President's car through.
- 6) He said that he had been beaten ... by the police.
- 7) The drummer beat ... the rhythm on the drums.
- 8) The sun was beating ... on the dry soil.

- down
- off
- out
- up

- 1) I ... this camera for ages.
a) have had b) have been having
- 2) Your eyes look red. ... ?
a) Have you cried? b) Have you been crying?
- 3) The Browns ... in this house since they moved to Brighton.
a) lived b) have been living
- 4) Why is mum so angry? What ...?
a) have I done b) have I been doing
- 5) Anna is an old friend of mine. I ... her since my first year at school.
a) have known b) know
- 6) Oh, that's you, Mike! Where ... ?
a) have you been b) were you
- 7) The taxi ... yet.
a) has not arrived b) has not been arriving
- 8) We ... for you for about an hour.
a) have waited b) have been waiting
- 9) — Why are your hands so dirty?
— I ... flowers in the garden.
a) have planted b) have been planting
- 10) Jane ... her watch again and can't find it.
a) has lost b) has been losing

addition, satisfaction, generally, youth, satisfy, delight (2), beliefs, wealth, additional

- 1) Everyone knows that health is better than ...
- 2) I'm afraid we'll need some ... help if we want to complete the work on time.
- 3) She got little ... from the fact that she had won in the school competition: she wanted more than that.
- 4) ... speaking, I can say that I agree with your arguments.
- 5) Every Night and every Morn¹
Some to Misery² are born.
Every Morn and every Night
Some are born to sweet ...
Some are born to sweet ...
Some are born to Endless Night. (*William Blake*)
- 6) Here, look at this. I've brought a new ... to your collection of model ships.
- 7) ... is full of sport, Age's breath³ is short. (*William Shakespeare*)
- 8) Everyone should be able to express their own personal ...
- 9) Greg needed a bigger meal to ... his hunger: a couple of sandwiches was not enough.

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Step 10

10 Use the appropriate function words to complete the sentences.

- 1) Tell them you don't want to do it anymore and don't beat yourself (down/up) about it.
- 2) The drums were beating (off/out) a new rhythm.
- 3) Even in late autumn with the rain beating (down/out), it is nice and cosy.
- 4) He had been beaten (off/up) by some hooligans and looked terrible.
- 5) I kept beating myself (out/up) about the cruel words I had said.
- 6) We hardly managed to beat (off/up) the hungry seagulls.
- 7) The hot African sun was beating (up/down) on our aching heads.

Step 10

DO IT TOGETHER

- 1 You will hear a talk between two friends. Listen, (15), and choose the appropriate items to complete the following sentences.



1) These days people ...

- a) think more about the way of their lives than they did several years ago
- b) have stopped thinking about their ways of living
- c) talk more about healthy ways of life than they used to

¹ **morn** = morning

² **misery** ['mɪzəri] — страдания

³ **breath** [breθ] — дыхание



2) The speakers agree that

- a) a healthy way of life is eating a lot
- b) eating habits influence people's health
- c) these days people eat less than they used to

3) Nowadays people

- a) have the same eating habits as twenty years ago
- b) choose those eating habits that doctors advise to have
- c) begin to have different eating habits

4) On television there are many programmes devoted to

- a) dangerous eating habits
- b) different ways to keep fit
- c) different medical problems

5) The speakers say that

- a) doctors' advice should be followed
- b) going to a gym can be very expensive
- c) sometimes it's not easy to follow doctors' advice

6) The speakers are sure that people ... nowadays.

- a) can take care of their health
- b) can't take care of their health
- c) don't have time to take care of their health

7) The speakers agree that... .

- a) dieting is very useful
- b) being a vegetarian is very healthy
- c) one should take care of one's health

2

Answer the questions.

- 1) Do you know the saying: "A sound (healthy) mind in a sound body"? What do people mean when they use it?
- 2) What do you do to keep fit? How important is keeping fit for you? Why?
- 3) Why do doctors say that both being too skinny and being obese are dangerous? How can we control our weight? Why is it not always easy?
- 4) Do you have regular and varied meals? What kind of food is good and bad for your health?
- 5) How much exercise do you take? What type of exercise do you prefer?
- 6) Do you keep regular hours? Do you get enough sleep or stay up late at night?
- 7) How much time do you spend in the open air? What open-air games do you enjoy playing?
- 8) Do you often catch colds? How often? Does it depend on a season? What do you usually do if you feel you are coming down with a cold?
- 9) Do you take any medicine when you are ill? Do you call a doctor? Do you prefer to follow the doctor's advice or do you try to cure your disease yourself?
- 10) Don't you think it is dangerous to ignore your cough or runny nose, pains in your heart or stomach?

3

Work in pairs. Make and act out dialogues between a doctor and a patient. Use some of the following.

Doctor:

- What is troubling you?
- What's the matter with you?
- Where do you feel the pain?
- When did the pain start?
- Let me examine you.
- Don't worry, it's nothing serious.

Patient:

- I've got a headache (backache/earache/stomachache/toothache).
- I sneeze and cough.
- It hurts me when I walk (move my arm etc).
- I'm not too well.



- You must stay in bed.
- I'll prescribe some medicines for you (for your cough).
- Within a few days you will feel cured.
- How long have you been ill?
- When did you come down with a cold?
- How do you feel now?
- Do you feel any better now?
- I'm afraid you'll have to go to hospital for a cure.
- I hope you'll soon recover.
- You have a weak heart (a heart problem).
- I've been feeling off-colour for several days.
- I feel sick.
- I have a pain in my back (arm/leg etc).
- I feel weak and tired.
- I don't sleep well.
- I have trouble with my eyes.
- I have a sore throat.
- I feel much better, but ...
- I've caught a cold.
- I am on my way to recovery.
- What's wrong with me?
- Should I take anything for my heart?

4

A. Read about the problems some people have (a—e) and match them with the solutions (1—4) other people offer for such situations. There is one problem you don't have to match with a text.

a) I have a cold.

b) My problem is sleeplessness.

c) I want to lose weight.

d) I discover that I have more and more new diseases.

e) I want to put on weight as I'm getting really skinny.

1. If this is my problem, I first try to count up to a hundred, if that doesn't work, I close my eyes and I say in my mind: "I'm going to sleep and I'm going to have a very long and deep sleep or I may get up, have a warm drink and read a bit."

2. Well, I take as much exercise as I possibly can and I try not to think about this problem of mine. Because if you start thinking about it, you can be sure that you'll eat much more than you usually do and that will lead to obesity. The best thing to do is to keep yourself busy and do as many things as you possibly can.

3. In this case I try to be wise and analyze the situation. I usually say to myself: "Hey, you can't have all illnesses imaginable. You have simply got stressed and that's why your heart is beating faster, you're not having a heart attack. You've got a headache because you're tired and you haven't had enough sleep. Everything is OK with you." But if I can't calm, I go to see a doctor.

4. If I have this problem, I just eat as many oranges as I possibly can to get more vitamin ['vɪtəˌmɪn] C and take a lot of hot drinks, not necessary milk which I don't like very much. I may stay in bed for a day or two.

B. Say what you usually do if you have similar problems.

Познакомьтесь с английскими устойчивыми словосочетаниями, которые позволяют говорящему описать своё или чьё-либо самочувствие.

Feeling well or better

- to be as fit as a fiddle
- to be as right as rain
- to be in good health
- to be the picture of health
- to be on the mend
- to be on one's way to recovery

} поправляться

Feeling bad

- to be under the weather
- to feel off-colour
- to need to recharge one's batteries
- to have weak/delicate health
- to need to consult the doctor/dentist
- to look like death warmed up

5 Work in pairs. Act out the following dialogues and then make up similar dialogues of your own. Use idiomatic English.

- A: You look pale. What's the matter?
 B: I'm under the weather. I think I've got a temperature.
 A: Oh, I'm so sorry. Why don't you consult the doctor?
 B: I will. In fact, I'm on my way to the clinic.
 A: I see. Get well!
 B: Thank you.
- A: How are you feeling today?
 B: Much better, thanks. I think I'm on the mend.
 A: How long have you been ill?
 B: For about a week or so. My doctor says I'm on my way to recovery.
 A: I'm so glad to hear it. Do take care of yourself.
 B: Thank you, I will.
- A: Hi! It's been a long time. How are you?
 B: I'm fine, thank you. I've been away on holiday, recharging my batteries.
 A: You do look the picture of health.
 B: Thank you. I badly needed that holiday after my illness.
 A: Do your headaches still trouble you?
 B: No, not really. I can say that at the moment I am as right as rain.

**Words of Sympathy¹**

В жизни людей часто подстерегают неприятности. В этот момент им необходимы поддержка и сочувствие. Не всегда просто найти нужные для этого случая слова. Следующие фразы могут прийти вам на помощь.



My mum is ill. — **I'm sorry to hear that. I hope it's not anything serious.**

Ann hasn't been feeling well. — **Oh, that's too bad. Anything serious?**

I'm coming down with a cold. — **I'm sorry. Remember I'm here for you if you need anything.**

Leo has broken his leg. — **How terrible!**

Margaret is in hospital — **Oh, no. How awful!**

It was a great shock to me. — **I can imagine that.**

I'm really missing my friend. — **Yes, you must be.**

Mary's grandmother has died. — **Tell her I'm sorry. She was a wonderful woman. She will be missed. (We'll miss her.)**

I'm afraid I've got into trouble. — **I do sympathize. (Я очень сочувствую.)**

¹ **sympathy** ['sɪmpəθi] — сочувствие

6 Use words of sympathy and give appropriate reactions.

- 1) Look. I've cut my finger. 2) My dad is in hospital with a heart attack. 3) My boyfriend (girlfriend) is going away. 4) The news of the car crash was a shock to me. 5) I couldn't sleep last night: I had a terrible toothache. 6) Alice's little brother fell down and hurt himself. 7) My uncle died in hospital the other day. 8) I'm running a high temperature.

Grammar

Revision of Tenses

Вспомните, как образуются грамматические времена *past perfect* и *past perfect progressive (continuous)*, а также случаи их использования в речи.

The Past Perfect Tense	The Past Perfect Progressive Tense
+	
had+Ved/V₃	had+been+Ving
He said my cousin had already arrived. I went to the museum because I had heard a lot about the new arrivals.	She said she had been playing the piano for an hour. They were tired as they had been walking since morning.
-	
hadn't +Ved/V₃	hadn't +been+Ving
We decided to go to Rome because we hadn't been there. Tracey told me they hadn't enjoyed the concert.	He understood the boys hadn't been playing long. Rick knew he hadn't been working properly.

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Step 10

7 Use the appropriate forms of the verbs in brackets to complete the sentences.

- 1) When I got to the party, it already (start). 2) They agreed they (read) the text for more than two hours. 3) I thought I (work) for Mrs March, but she was surprised to hear that. 4) My sister looked rather bad because she (not sleep) at night. 5) Jill was upset because Mark (not call) her. 6) They (live) in California before they moved to New York. 7) Alice said they (wait) for Mary for too long and added she was leaving. 8) Florence was angry because Alex (not come). 9) I decided to tell Mel what (happen). 10) We wanted to know how long the boys (play) football. They looked hot and tired.



DO IT ON YOUR OWN

8 Choose the appropriate forms of the verbs to complete the sentences.

- 1) I left the classroom as soon as I (had written/had been writing) the test. 2) Andy came and said that they (had written/had been writing) their essays for an hour and a half. 3) My mother gave me her mobile because I (had lost/had been losing) mine. 4) George said he (had prepared/had been preparing) for his exam for a week. 5) After Jim (had paid/had been paying) for the books he left the shop. 6) I thought we (had waited/had been waiting) for Ann too long and decided to tell Andrew about it. 7) We (had swum/had been swimming) in the river for half an hour when Alfred said he was going to lie in the sun a bit. 8) After Lily (had packed/had been packing) her suitcase she headed for the car.

9

Read the text and complete it choosing the appropriate words.



Have you ever thought about the great progress medicine has made lately? Looking back on the achievements of medical science we must feel (1) ... Only a hundred years ago even medical people didn't know (2) ... about bacilli [bə'sɪlɪ] or appendicitis [əˌpendɪ'saɪtɪs] to say nothing about common people. The (3) ... didn't get any scientific information at all.

About sixty years ago doctors thought that they could cure patients with a fever¹ by keeping them on (4) ... and using a lot of ice. Now such methods don't work. A (5) ... generations ago people with rheumatism ['ru:mətɪzəm] (6) ... to carry hot potatoes in their pockets² as a means of (7) ...! Now it sounds like a joke.

In those days it (8) ... a man just two years at college to become a doctor, nowadays the time of studying is from five to nine years.



- | | | | |
|-------------------|-------------|--------------|--------------|
| 1) a) respectable | b) cheerful | c) proud | d) resentful |
| 2) a) things | b) nothing | c) something | d) anything |
| 3) a) late | b) later | c) latter | d) latest |
| 4) a) food | b) meal | c) eating | d) a diet |
| 5) a) few | b) number | c) many | d) little |
| 6) a) use | b) used | c) using | d) useless |
| 7) a) recovery | b) cure | c) doctoring | d) medicine |
| 8) a) got | b) took | c) cost | d) gave |

10

In 8—10 sentences write what you'd better do/not do to be in harmony with yourself.

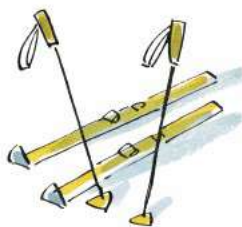
Step 11

Consolidation Class

DO IT TOGETHER

1

Listen to six people speaking about skiing, (16), and match what they say (1—6) with the statements (a—g) below. There is one statement you don't have to use.



- The speaker gives information about the history of skiing.
- The speaker mentions advantages and disadvantages of skiing.
- The speaker names the birthplace of skiing.
- The speaker gives his/her opinion about learning to ski.

¹ **fever** ['fi:və] — жар, лихорадка

² **a pocket** ['pɒkɪt] — карман

- e) The speaker mentions his/her preferences in skiing.
- f) The speaker says how good his/her friends are at skiing.
- g) The speaker gives information about the latest skiing competition of the year.

2 Do the test to decide how fit you are.

Test

1) You got one box of chocolates for Christmas. What do you do?

- a) Eat them all myself.
- b) Share the chocolates with my family.



2) You wake up and see lots of snow. What do you think?

- a) It's too cold. I'm staying in bed.
- b) Great! I can play in the snow!



3) It's the last day of the holiday. What do you do?

- a) Relax. I'm on holiday!
- b) Meet a friend and go on a trip.



4) You're packing your school bag. What snacks¹ do you take?

- a) Crisps, sweets and a fizzy drink.
- b) Fruit and orange juice.



5) It's very cold. How do you get to school?

- a) I ask my mum to drive me. It's too cold.
- b) I walk. It's not cold if you move quickly.



6) You're seeing a friend. What do you do?

- a) I stay in and watch TV or play computer games.
- b) I go skating or sledging.



Count your points.

a = 1 point; **b** = 2 points.

See what your results are:

1—8 points. You're not healthy and you're lazy! You stay at home just because it's cold. You need to start exercising and stop eating crisps and sweets.

9—12 points. Well done! You know how to be healthy. You don't eat many unhealthy snacks and you find ways to exercise even when it's cold.

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Step 11

3 Read the text and fill in the blanks (1—7) with the parts of the sentences (a—h). There is one part you don't have to use. Then think of a title for the text.

A lot of people nowadays are trying to change their lifestyles. They say they would rather have a healthy way of life, which means no bad habits, a lot of fruit and vegetables in your fridge, (1) You can't agree more. Bad habits influence our lives. Smoking, drinking alcohol, taking drugs are the worst ones. It's common knowledge that they can shorten our lives dramatically. Smoking is very dangerous. It leads to (2) ... , makes your teeth yellow and your looks unhealthy. Drugs tend to lead drug users to early deaths.

Fortunately, smoking, drinking and taking drugs have lately received a lot of bad publicity. One can say that fewer people smoke these days. Some companies do not take on people (3) Smoking is not allowed in most public places because, as everyone agrees, it does a lot of harm to our health.

The majority of people these days spend most of the time sitting. They sit in cars on their way to work, they sit in front of the computers (4) ... , they sit again at

¹ a **snack** [snæk] — закуска

home (5) People choose passive entertainments (movies or video games, for instance) rather than active ones (ice-skating, skiing, playing volleyball). And most things we do at home that once used to depend on physical labour have become largely automated. Nowadays we just press buttons or (6) All this is very harmful to our hearts. People should spend more time in fitness centres, gyms, swimming pools or just walking in woods or parks. And no more excuses! It's time to understand that (7)

- a) ask others to do work for us
- b) who are smokers
- c) don't spend enough time in the open air
- d) in their classrooms and offices
- e) health is better than wealth
- f) enough sleep and at least some physical exercise
- g) a number of heart and lung diseases
- h) watching TV

4 Look through the text again and explain:

- why smoking and taking drugs are dangerous;
- why some companies do not give work to smokers;
- why smoking is not allowed in plenty of public places;
- why nowadays people rely on physical labour less than in the past;
- why people of the twenty-first century need more exercise;
- why the proverb "Health is better than wealth" is becoming very topical¹ now.

5 Use the phrases from the boxes and speak about:

- why people should avoid bad habits;
- what people should do to improve their fitness.

A.

to affect one's health, to shorten one's life dramatically, to cause a number of heart and lung diseases, to stop smoking, not to employ people who are smokers, to do harm to one's health, to ban smoking in public places, to have unhealthy skin or yellow teeth, to die young

B.

to control one's weight, to keep to a healthy diet, to cut out snacks, to count the number of calories people get every day, not to overeat, to spend more time in the open air, to have enough sleep, to do sports, to have regular exercise, to resist various illnesses, to air the room, to go for a walk before going to bed, to eat low-fat food, fruit and vegetables, to be in healthy environment

6 **Work in small groups.** Decide which of the following items are more important for people to be in harmony with themselves. Put the items in the order of importance. Explain your decision.

A person in harmony with himself/herself is:

- a) someone who knows what they want;
- b) someone who has an interesting and well-paid job;
- c) someone who has a loving and caring family;
- d) someone with loyal and reliable friends;
- e) someone having an interesting hobby or spending their free time in an interesting way;

¹ **topical** ['tɒpɪkl] — актуальный



James Raymond is a famous explorer. He always (1) ... interested in visiting unknown places of distant lands. James just (2) ... from his (3) ... journey. Ron, a journalist, (4) ... James now.

R o n: When you first (5) ... interested in travelling?

J a m e s: I can (6) ... you the exact day. I (7) ... in the library reading a book. Suddenly I (8) ... a picture of high mountains

around a beautiful lake. At that moment I (9) ... to become an explorer.

R o n: How long you (10) ...?

J a m e s: For more than twenty years. I (11) ... so many (12) ... since the day of my first travel.

be

return, late
interview
become

tell

sit

see

decide

travel

visit, country

10

Choose the appropriate words to complete the sentences.

- 1) My friend Paul is very musical: he can beat (out/up) the rhythm of any melody he hears.
- 2) Nothing gives me greater (delight/wealth) than spending time with my best friends.
- 3) After our football team lost the final game, everyone felt (touchy/disappointed).
- 4) The girl has a (sharp/plump) tongue: her words often hurt people.
- 5) It's common knowledge that dogs (bark/roar) and lions (bark/roar).
- 6) The old key (for/to) the door was lost and then found.
- 7) The company is carrying out some important (search/research) connected with IT.
- 8) The colour of the morning sky was beautiful (plump/pale) blue.
- 9) Sofia always knows what she wants, she is terribly (self-satisfied/self-confident).
- 10) I'd like to say that I (admit/appreciate) your kindness. You've helped me a lot.
- 11) If you feel (red/blue), listen to your favourite music or watch a good comedy.
- 12) I don't like Jeremy, I think he is too (big-headed/easy-going).

Step 12

Test Yourself and Prepare for the National Examination

I. Listening

- 1 You will hear a talk of two friends,  (17). Decide which of the facts below (1—7) are true, false or not mentioned.

- 1) Sharon and Alex work together.
- 2) Sharon doesn't look well.
- 3) Sharon is not going to consult a doctor.
- 4) Sharon explains what is happening to her.
- 5) Alex is ready to do some part of Sharon's work.
- 6) Sharon is going to spend a lot of time in the open air during the coming weekend.
- 7) Sharon thinks she will hardly have time to have a rest during the coming weekend.

Maximum result	7
Your result	?



2 Read the texts (1—6) and match them with the titles (a—g). There is one title you don't have to use.

- a) It Is Becoming One of the Necessities All Over the World
- b) Travelling As a Hobby
- c) Winning People's Hearts on Both Sides of the Atlantic
- d) No Worse Than Those Around You
- e) Life and Music
- f) The Nation Turned into Pupils
- g) They Want to See It with Their Own Eyes

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Step 12

1. Money can buy happiness — but only if you are richer than your neighbours. Sociologists found that it was not quite true to say that being wealthy will not make a person happy, according to today's research. But it depends on a person's ability not to live worse than his or her neighbour. Researchers in the US are sure that most of people are in a non-stop wealth race with their neighbours.

2. A lot of young Britons go travelling thanks to the films they watch or books they read. A research has shown that as many as 45 per cent of 16- to 24-year-olds say that fiction greatly influences their choice of holiday places. For instance, New Zealand has had a big rise in tourism from the UK since the first of the *Lord of the Rings* trilogy. It is clear that more and more young people wish to visit the parts of the world which have been made famous by writers and film directors.

3. James Blunt has been nominated the best male singer and songwriter. His way to success hasn't been easy. He was born into a military family, became a pilot at the age of 16 and joined the army. Finally he found himself in a studio in Los Angeles, where he recorded his multimillion selling album "Back to Bedlam". James draws his personal lyrics from his life, making them touching and honest.

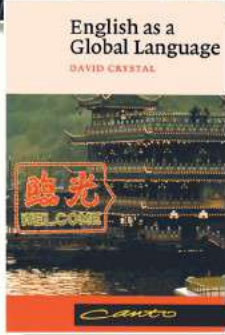
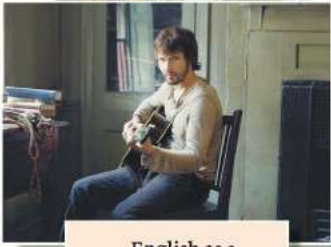
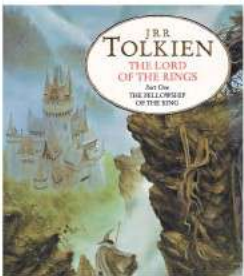
4. Jem, the best female singer, is from Wales, Great Britain, but became a success in the US before her home country. Her debut album went straight to the top of the charts, her name appeared in lots of newspapers. She seems to be a sweet and easy-going girl but at the same time she is very strong and fairly ambitious. With both the US and the UK at her feet, she is going to be a megastar.

5. You can be a Japanese manager on business in Brazil, a Mexican computer scientist at a conference in India, or a Norwegian tourist in an Italian street market, there is one thing you are likely to have in common — you are probably speaking English.

"There's never before been a language that's been spoken by more people as a second than a first language," says English-language expert David Crystal, author of *English as a Global Language*.

6. Britain has a growing English Language Teaching industry. They say that by 2020 it will be the UK's biggest export, giving the income of 20 billion pounds a year.

One of the fastest growing markets is China. Though Chinese is the world's top language as it has the largest number of native speakers, the Chinese themselves want to learn English. Li Yang, an ex-newsreader even developed a new method of teaching it. The language is taught in big stadiums to classes of thousands.



Maximum result	6
Your result	?

3 Complete the text. Use the appropriate forms of the words on the right.



Jane Smith worked in a primary school. She (1) ... there since the time she (2) ... college and met her (3) ... students. She never (4) ... the fact that her students were very young (5) ... Jane (6) ... absolutely satisfied with her job and (7) ... that she (8) ... her lessons with little boys and girls very much. She liked the time they (9) ... in the classroom. While her pupils (10) ... , drawing or reading she often (11) ...

how wonderful they were. At those moments she was really in harmony with herself.

work, leave
one, regret
child
feel
admit, appreciate

spend
write, think

Maximum result	11
Your result	?

4 Read the text and complete it with the derivatives of the words on the right.

Heart disease leads to four million deaths in Europe each year. Heart attacks sound (1) ... and they are. Our heart is the most (2) ... organ in our body. It beats day and night. But (3) ... it can stop beating: this is a heart attack. The majority of heart attacks are (4) One major factor is diet. (5) ...s say that things we eat are often (6) They contain too much fat, sugar and salt. All these can lead to heart diseases. Stress, anger, little exercise also (7) ... the heart. But the worst thing of all is (8)

terrify
importance, occasion

prevent, special
healthy

weak, smoke

Maximum result	8
Your result	?

5 Read the text and choose the appropriate words to complete it.



J.K. Rowling is the author of the "Harry Potter" series. She is internationally famous. Her books have been sold over 377 (1) ... copies worldwide. Rowling is one of (2) ... writers of our time. In 2006 *Forbes* (3) ... her the second richest female entertainer in the world. How did she get there?

As a child, Rowling (4) ... writing stories. She was good (5) ... languages and didn't like sports or maths. After (6) ... French and Classics at the University of Exeter she moved to London to work as a researcher and (7) ... secretary. One day, while she was on a four-hour delayed-train trip between Manchester and London, she (8) ... the idea for a story of a young boy who goes to a school of wizardry. As soon as she got home, she began writing.

- | | | | |
|-----------------------|--------------------|------------------------|-------------------------|
| 1) a) million | b) millions | c) million of | d) millions of |
| 2) a) unsuccessful | b) most successful | c) the most successful | d) the least successful |
| 3) a) named | b) admitted | c) appreciated | d) believed |
| 4) a) was fond | b) enjoyed | c) delighted | d) wanted |
| 5) a) about | b) on | c) at | d) in |
| 6) a) studies | b) study | c) self-study | d) studying |
| 7) a) second language | b) two-languages | c) bilingual | d) two-languaged |
| 8) a) developed | b) found | c) took | d) received |

Maximum result	8
Your result	?

6 Comment on one of the following statements in 200—250 words.

- One should be rich to be in harmony with oneself.
- A lonely person cannot be in harmony with himself/herself.
- People who have a healthy lifestyle are always happy.
- Some people say you can be in harmony with yourself only if you have a certain interest in life.

Use the following plan:

- make an introduction to state the problem;
- express your personal opinion and give 2—3 reasons for your opinion;
- express an opposing opinion and give 1—2 reasons for the opposing opinion;
- explain why you don't agree with the opposing opinion;
- make a conclusion restating a problem.

Maximum result	7
Your result	?

7 You have received a letter from your English-speaking pen friend, Linda by name. In her letter Linda writes:

Last month our class visited some historic places in Belgium including Waterloo. That was quite interesting. I had been in Belgium before with my parents but travelling with friends is a lot more fun. Do you often go travelling? With whom do you usually travel? Where do you prefer to go — to some places in your country or abroad? Where did you go last?
This summer I'm going to stay in London and help my parents with my younger brothers.

Write a letter to Linda.
In your letter:

- answer her questions;
- ask 3 questions about her plans for the summer.

Maximum result	7
Your result	?

Count your total result.
Are you satisfied with it?
Could your total result be better?
What does it depend upon?

Total result	54
Your total result	?

Look through the steps of Unit One and say:

- if the material of the unit was interesting, useful, widening your scope¹;
- if you found any new ideas in the texts and exercises of the unit;

¹ to widen one's scope — расширять чей-либо кругозор

- if any of the problems raised in the unit were surprising and made you think them over;
- if the unit helped you to revise grammar and vocabulary;
- what new information about the English language you have learnt;
- what things were easy/difficult;
- what tasks you specifically remember and why.

Project Work One

Prepare a computer presentation on the topic "In Harmony with Myself". It should consist of two parts called:

- 1) Five important things about me
- 2) What I do to be my own best mate

Be ready to give your presentation in class. It shouldn't take longer than five minutes. Try to make your presentation interesting, illustrate it with photos, pictures etc.

Unit 2

In Harmony with Others

Friends

Family

Connections Between
People

Family Budget

House Chores

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Step 1

Step 1

DO IT TOGETHER

1 Read and answer the questions.

- 1) Being a friend is not always easy. But having no friends is a tragedy for many teenagers. So what is a true and devoted friend? How can you answer the question?
- 2) Do you think you should have one close friend, your BFF or is it possible to have several?
- 3) What personal qualities should a teenager have so that you can call him/her a friend?
- 4) Do you think friendship is possible between a grown-up and a teenager?
- 5) Can a member of your family be your friend?
- 6) What personal qualities will never let you call a boy or girl your friend?
- 7) What things are unforgivable in a friend?
- 8) Do you think people are sometimes too dependent on their friends? Why is it dangerous?

2 Listen, (18), and say which of the facts are true, false or not stated.

- 1) Philip wants to be rich one day.
- 2) Now Philip gets along with the members of his family better than before.
- 3) Philip loves only studying.
- 4) Philip doesn't have any respect for people who take drugs.
- 5) Philip's attitude to people who are drug sellers is not negative.
- 6) Philip is very happy with his life.



3 Answer the questions and express your opinion.

- Do you agree with everything Philip says or does? Why? Why not?
- What do you think about his opinion of drug users and drug sellers?
- Do you think it is possible “to take life too seriously”?
- Can you call Philip a good friend?
- Have you got true friends? Are they always perfect?

4 Listen, (19), and read.

- A. affection** [ə'fekʃn] — привязанность, любовь
attitude ['ætɪtju:d] — отношение
establish [ɪ'stæblɪʃ] — устанавливать, учреждать
experience [ɪk'spiəriəns] — 1. *n* опыт 2. *v* испытывать, переживать; узнавать по опыту
increase [ɪn'kri:s] — увеличивать
peer [piə] — сверстник, ровесник, ровня
rejection [rɪ'dʒekʃn] — отказ, неприятие
remain [rɪ'mein] — оставаться
be aware [ə'weə] — осознавать, отдавать себе отчёт

B. affection: (a) deep affection, (a) strong affection, love and affection, to feel affection **for** somebody, to win somebody's affection. He just wants a bit of affection. I have a deep affection for my parents.

attitude: the right attitude, a positive attitude **to** something. His attitude to the problem has been changed. Your attitude to school is more enthusiastic than mine.

establish: to establish links¹ between schools, to establish a new course of studies, to establish an organization. The two countries have established diplomatic relations.

experience *n*: important experience, first-hand experience, to learn **by** experience, to know **from** experience, **in** one's experience. My friend is the only one with experience in our football team, the other players are new. In my experience, the teachers here are very knowledgeable people. Helen knew from her personal experience that the job was not easy.

experience *v*: to experience problems, to experience discrimination. If you experience a situation or a problem, it happens to you.

increase: to increase one's risk, to increase prices, to increase one's collection. The number of students wishing to play in the school theatre has increased this year.

peer: one's peers, my peer, to be popular with one's peers. The fact that he could play football very well made him popular with his peers.

rejection: his rejection **of** any diet, her rejection of the facts, a feeling of rejection. Their rejection of our plan was quite unexpected.

remain: to remain at home, to remain friends, to remain silent. He will have to remain in hospital for at least ten days. The problems remain and something must be done about it.

be aware of something: to be aware of the fact. We were not aware that you were planning a party for us. Smokers are not always aware of the dangers to their own health.

5 A. Match the words with their definitions.

- | | |
|---------------|---|
| 1) remain | a) a feeling of tenderness, fondness or love |
| 2) peer | b) a way of thinking, acting or feeling |
| 3) affection | c) to begin to create |
| 4) increase | d) to be in a certain situation, to have a certain emotion |
| 5) be aware | e) to make or become larger in size |
| 6) establish | f) a person who is one's equal, who is the same as another person in age, status or ability |
| 7) attitude | g) a refusal of something |
| 8) rejection | h) to stay in the same place |
| 9) experience | j) to know |

B. Make up your own sentences with the words (1—9).

¹ **links** [lɪŋks] — связи

6 Act out the dialogue and complete it.

A: You know what? I feel very sorry for Jane.

B: Sorry for Jane? Why?

A: Haven't you noticed? She hasn't got any mates and she has fallen out with¹ Peter, her boyfriend. I guess that's why she's been feeling blue lately.

B: She must be very lonely then. Poor Jane.

A: I can't help sympathizing with her either. Do you know that having no friends can influence a person's mental health?

B: How come? How can friendship be connected with health?

A: It's easy. Young people rely on their friends to talk through any problems they have. It helps them to keep sane².

B: I see. I think we can do something for Jane. Why don't we...

7 Use the appropriate forms of the verbs in brackets (*present perfect* or *past simple*) to complete the sentences.

- 1) — Why Jason (not to come) to school?
— I think he is coming down with a cold.
- 2) — You (have) a nice time last Saturday?
— I (do). That (be) an excellent party we (have) then.
- 3) — I'd love to go to America.
— No wonder. It's a very interesting country.
— You (be) there?
— Yes, I (be) there 3 years ago.
- 4) — Do you often come to this disco?
— No, this is the first time I (come) here.
- 5) I really love this cake. It's the nicest cake I ever (have).
- 6) — You (be) to France?
— Yes, I (have). I (be) there twice.
— You (like) it?
— Yes, it (be) super!
- 7) They don't have a car any longer. They (sell) it. They (sell) it the other day.
- 8) — Go and wash your face and hands.
— But I already (wash) them.
— Sorry, your face is still dirty.
- 9) — You (do) the shopping? You (buy) everything?
— No, I'm sorry. I (forget) to take the shopping list.
- 10) — You (eat) all the sandwiches?
— Yes. I (be) so hungry!

DO IT ON YOUR OWN**8** Use the verbs in brackets in the appropriate tenses to complete the sentences.

1) My little sister just (discover) that Santa Claus (not, exist). She (believe) in him (since/for) the day she (be) born. 2) Can you (draw) pictures with the help of your new computer? — I (not, know). I (not, do) it yet. 3) You (find) your pen? — No. But honestly speaking, I even (not, look) for it. 4) Do you like reading? — Yes, I (read) three books this week. 5) Who (break) my favourite cup? — It (be) me. I (break) it when I was washing up. 6) Mum! This is a baby bird that (fall) out of the nest. 7) Where is Mum? Where she (go)? — I'm not sure, but I think she (go) to the market. Yesterday she (say) she (need) some vegetables. 8) We (have) this cottage for 15 years and we like it very much. 9) How long you (be) here? — We (arrive) 2 days ago. So, we (be) here for nearly three days. 10) I (know) Peter all my life. — And I (know) him only since the last conference.

¹ **to fall out with sb** — *разг.* поспорить с кем-либо

² **sane** [seɪn] — здравый, разумный, в здравом уме

9 Complete the sentences with the appropriate function words.

1) I think it is very important to establish good relations ... my friends' parents. 2) Please tell me ... your experience, is love more important than friendship or the other way round? 3) What's your attitude ... the idea to spend the holidays in a language school? 4) I'm sorry I didn't call you, I wasn't aware ... the fact that you were expecting me to do it. 5) I know ... my own experience that loneliness may lead to depression. 6) I've come here to tell you about my absolute rejection ... this project, we'll have to think of something different. 7) Through the recent years my attitude ... you hasn't changed, I still feel love and affection for you, my dear friend. 8) At that time jazz was fairly popular ... my peers.

10 Write in 10—12 sentences about what you advise on how to keep friends through the years.

Step 2

DO IT TOGETHER

1 Listen to what 6 people say about friends, (20), and match the texts (a—f) with the statements (1—7). There is one statement you don't have to use.



- 1) The speaker has two real friends — one male, the other — female.
- 2) The speaker's friend prefers to act and not to talk.
- 3) The speaker's best friend is a female relative with a very demanding character.
- 4) The best friend of the speaker is much older than the speaker himself/herself.
- 5) The speaker is a sick person who has known his best friend for about twelve months.
- 6) The speaker says his/her best friend is his/her peer.
- 7) The speaker says his best friend has never been interested in sport.

2 You know the words in column A. Read the sentences (1—9) and say what the words in column B mean.

A.

to establish
to remain
rejection

B.

an establishment
remaining
to reject

- 1) The establishment of a new hospital for the town took longer than had been planned.
- 2) A department store, a school, a university, a library are establishments.
- 3) Shops and other commercial establishments remain closed today.
- 4) What shall we do for the remaining half-hour?
- 5) His answer has killed all our remaining hopes.
- 6) It is almost certain that our offer will be rejected.
- 7) If a child is rejected by his peers, that can seriously affect his mental development.

Stress Shifting as a Means of Making New Words

В английском языке новые слова могут быть образованы благодаря изменению места ударения в уже существующих словах без изменения их морфологической структуры. Обратите внимание, что в подобных случаях в существительных ударение падает на первый слог, а в глаголах — на второй.

Verbs

to increase [ɪnˈkriːs] — увеличивать
to import [ɪmˈpɔːt] — импортировать
to export [ɪkˈspɔːt] — экспортировать
to present [prɪˈzent] — вручать (призы)
to conflict [kənˈflɪkt] — конфликтовать
to contrast [kənˈtrɑːst] — контрастировать

Nouns

increase [ˈɪnkriːs] — увеличение
import [ˈɪmpɔːt] — импорт
export [ˈeksɔːt] — экспорт
present [ˈprezənt] — подарок
conflict [ˈkɒnflɪkt] — конфликт
contrast [ˈkɒntrɑːst] — контраст

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Step 2

3 Read the sentences and then check, (21).

1) Our views on democracy conflict at times. 2) I gave my daughter a very expensive present. 3) Her dark hair contrasted sharply with her pale long gown. 4) Brazil exports coffee to the United States. 5) Many farmers depend on the income that comes from the export of corn. 6) The library has increased its collection of mystery books. 7) The USA imports tea from India. 8) The import of meat has been increased. 9) The medals were presented to the winners. 10) The little village was a total contrast to San Francisco. 11) There has been a great increase in the number of young people who have stopped smoking. 12) What should people do to put an end to the Arab-Israeli conflict?

4 A. Read the text and say if you agree with the conclusions psychologists make. Give examples from your own experience.

Friendship in Development

At the early school age friendships are based on sharing toys and other objects and also on the enjoyment that is received from performing activities together. Friendships at this age are kept through affection, sharing and creative playtime. Sharing may be hard for children at this age level as they are very self-oriented. However, children are likely to share more with someone they consider to be a friend than with someone who is just a peer.

As children move to middle school they gradually change psychologically, becoming less individualized and more aware of others. They begin to see their friends' point of view and have fun playing in groups of peers who have the same interests as them. They also experience peer rejection as they move through the middle childhood years. It is important to explain to a child that sometimes people tend to reject others and that it shouldn't turn into a tragedy, especially if he or she still has at least one or two good friends. Establishing good friendships at a young age helps a child to feel more comfortable in society later on in their life.

As a child gets older their expectations of a best friend become increasingly more complex. Psychologists believe that friendship expectations have three steps or levels of development:

- time when shared activities and geographical closeness are of greater importance;
- time when sharing, loyalty and commitment are important;
- time when similar attitudes and interests are growing in importance.



B. Find in the text English equivalents for the following.

1) Совместное выполнение различных видов деятельности; 2) они очень эгоцентричны, ориентированы на самих себя; 3) менее обособлены; 4) больше способны думать о других; 5) сталкиваются с отторжением их ровесниками; 6) установление крепких дружеских отношений; 7) становятся всё более сложными; 8) верность и преданность; 9) схожие взгляды, позиции.

C. Speak about your friendship expectations.

5 A. Work in small groups. Interview your classmates on their ideas of friendship. Find out:

- if they think that friendship is important at any age;
- at what period of a person's life it is most important and why;
- what factors friendship involves;
- why friends fall out;
- how many friends they have got;
- how much time they spend together;
- where they usually meet;
- what they tend to do together;
- how dependent they are on his/her friend/friends;
- if girls and boys can be real friends.

B. Sum up the information and report it.

- a) affection for each other;
- b) the same interests, hobbies, aims;
- c) living in the same area;
- d) going to the same school;
- e) helping each other;
- f) respect and understanding;
- g) other factors.

6 Tell the story of one of your friendships. You may use some of the word combinations below.

a) best
dear
good
great
real
special
loyal
lifelong

}

friend

d) to become
to make
to remain
to stay
to find
to lose

}

friends

b) to establish
to form
to start up
to strike
to renew

}

a friendship

e) to fall out
to break up

}

with a friend

f) to destroy
to spoil

}

sb's friendship

g) to be/to feel lonely, totally friendless

c) to be a true friend in need
to be based on respect and tolerance
to survive through thick and thin¹
to be a "fair weather" friend
to have much in common
to share interests and attitudes
to try to keep your friendship

¹ **to survive through thick and thin** — пережить горе и радость



New Facts about the Past Simple and Present Perfect Tenses

1. В предложениях, где глагол употреблён в *present perfect*, помимо известного вам наречия *lately* (недавно), возможно использовать также синонимичное ему наречие *recently* (недавно, на днях, в последнее время).

We have lived here quite **lately**. We have **lately** seen each other.

We have lived here quite **recently**. We have **recently** seen each other.

Однако *recently* может также использоваться и в предложениях, в которых глагол употреблён в *past simple*:

I saw him quite **recently**.

She discovered the truth only **recently**.

В подобных случаях говорящий подчёркивает, что действие произошло в определённый момент в недалёком прошлом.

Наречие *lately* в предложениях с глаголами в *past simple*, как правило, не употребляется.

2. В вопросительных предложениях, которые начинаются с вопросительного слова *where*, глагол может употребляться в формах времён *past simple* и *present perfect*. Если *where* означает «куда», то обычно используется *present perfect*:

Where have you put the money?

Если же значение слова *where* «где», то употребляется *past simple*:

Where did you meet John?

63

Step 2

7

A. Read the sentences and say in which of them you can use *lately* and *recently* and in which only *recently* is possible.

1) The bank opened a new branch in Germany. 2) I have been to Australia. 3) We ate at this restaurant. 4) Dad's health hasn't been too good. 5) Have you talked to her?

B. Use the verbs in brackets in *present perfect* or *past simple* to complete the sentences.

I.

1) — You (do) the shopping?

— No, I (forget) the money on the table.

2) — Why you (paint) the door green?

— I (not, have) any other paint.

3) — Where you (put) my tablet? I can't find it.

— But I don't know where it is.

4) — Why you (not, go) to the concert?

— I (lose) the tickets.

5) — Granny (find) her glasses?

— Yes, she has.

— Where she (find) them?

— In the book she was reading.

6) — You (finish) translating the text?

— No, my little cousin (come) home and (ask) me to help him with his homework.

7) — Look! Someone (break) the vase!

— Sorry, but that (not, be) me.

8) — Why you (put) on these jeans?

— My favourite ones (be) dirty.

II.

- 1) Where he (be) two days ago? 2) Where he (go)? I can't see him anywhere.
3) Where you (buy) these shoes? 4) Where you (hide) my mobile? Where is it? 5) Where and when you (read) about it? 6) Where you (put) my bag? I need it now.

DO IT ON YOUR OWN

8 Choose the appropriate forms to complete the sentences. Say which words helped you to define the tense.

- 1) Peter Let's go and speak to him.
a) just arrived b) has just arrived
- 2) We ... to him the other day.
a) spoke b) have spoken
- 3) We ... Max since our childhood.
a) knew b) have known
- 4) My baby sister ... born a month ago.
a) was b) has been
- 5) ... your homework yet?
a) Did you do b) Have you done
- 6) Andrew ... his car keys last Tuesday.
a) lost b) has lost
- 7) They ... their cottage.
a) left b) have already left
- 8) Peter ... for a few minutes and then sat on the bench.
a) walked b) has walked
- 9) I this computer for three years.
a) had b) have had
- 10) John ... for work, he'll be back in the evening.
a) left b) has just left
- 11) I ... to Jerry just now on the phone.
a) spoke b) have spoken

9 What prepositions will you use to make the sentences complete?

- 1) Our plan was rejected ... our opponents. 2) ... my opinion friendship is the most precious thing ... the world. 3) We have always felt a strong affection ... him. We haven't changed our attitude ... the boy now. 4) I know ... my own experience how difficult it is to establish good relations ... your former enemies. 5) The prices have been increased ... the government. 6) We were aware ... the boy's strange behaviour. 7) We couldn't understand his rejection ... the theory. 8) The establishment ... a new school created a joyful atmosphere ... the local community. 9) The child was rejected ... his peers. 10) The remaining half an hour will be spent ... doing the sums.

10 Write your own sentences with these words and word combinations.

peer(s)
to affect one's health
to reject one's idea
in my experience
to increase the risk

to establish good contacts
to be aware of something
shops and other commercial establishments
to feel/have a strong affection for somebody
my attitude to somebody/something

DO IT TOGETHER

1 Listen, (22), and say which of the facts below are true, false or not stated.

- 1) The speaker is a little girl.
- 2) Maggie's grandfather was a tall man with bright blue eyes.
- 3) Maggie's mother spent all her life in the country.
- 4) Maggie's grandad hated telling the children stories of his life.
- 5) Sometimes Maggie's grandad explained to her things about nature and its ways.
- 6) The idea of a family life was extremely important for Maggie's grandad.
- 7) Her grandad preferred to grow fruit and vegetables rather than flowers.



2 Answer the questions.

- 1) Why do people say that a happy childhood is important for them?
- 2) Is it important for you to be formally married or would you prefer just to live together with your partner?
- 3) What is the best age for getting married? Why?
- 4) How many children should a family ideally have?
- 5) Why is it good to have brothers and sisters (siblings)¹? Do you see any disadvantages in having siblings?
- 6) Should children's parents stay together even if they are unhappy? Why are there so many divorces² nowadays?
- 7) Can parents and children understand each other? What can help to bridge the generation gap between them?
- 8) What is the most difficult thing in a family life, in your opinion?

3 Listen, (23), and read.

- A. appeal** [ə'pi:l] *n* — 1) обращение, призыв; 2) привлекательность, привлекать
appeal *v* — 1) обращаться, призывать; 2) привлекать
average ['ævərɪdʒ] — среднестатистический, обычный
independent [ˌɪndɪ'pendənt] — независимый
involve [ɪn'vɒlv] — включать, вовлекать
option ['ɒpʃn] — выбор
relation [rɪ'leɪʃn] — 1) связь, отношение; 2) родственник
relationship [rɪ'leɪʃnʃɪp] — отношение, связь
rely [rɪ'laɪ] — полагаться
treat [tri:t] *v* — 1) обращаться (с кем-то); 2) лечить
treat *n* — угощение, удовольствие
treatment ['tri:tmənt] — 1) обращение; 2) лечение
be above (below) average — быть выше (ниже) среднего уровня
make a big deal of something — придавать слишком большое значение чему-либо, преувеличивать важность чего-либо

- B. appeal** *n*: 1) an appeal **for** help, to make an appeal **to** somebody, an appeal for something. There have been several appeals for money to help homeless people. The people of the town made an appeal to the government for help after the storm. 2) to have an appeal to somebody, to have no (little) appeal. I'm afraid that camping in the wood has little appeal to me.
appeal *v*: 1) to appeal **to** somebody **for** something. She appealed to her old friend for help. 2) Staying all day alone does not appeal to me.

¹ **a sibling** ['sɪblɪŋ] — брат или сестра

² **a divorce** [dɪ'vɔ:s] — развод



average: an average child, an average person, to be above (below) average. An average child spends about ten hours a week watching television.

independent: an independent person, an independent country, to be independent of something. His income allowed him to become economically independent of his family. At last the country became an independent state.

involve: to involve somebody in something. The job involved working with computers. I involved my friends in preparing for the school party.

option: the option of doing something, to have no option, an option for something. We have three different options for spending our holidays. We had to agree because we had no option. You have the option of taking a bus or walking.

relation: 1) a relation between something and something. The doctor explained the relation between a good diet and good health. 2) On Christmas Day all our close relations come to our place to celebrate.

relationship: a close relationship, relationships with (between) somebody or something. The relationships between the players from the two teams were pretty friendly.

rely: to rely on someone or something. You can rely on your friends to be of help when you need them.

treat v: 1) to treat somebody well or badly. The teacher treated the student fairly. 2) to treat somebody, to treat an illness or a disease. The doctor treated my cough with some new medicine.

treat n: a real treat, a great treat. It's a real treat to see you again.

treatment: 1) treatment of somebody. I liked his treatment of his little brother. 2) treatment of a person, treatment for a disease. What was the recommended treatment? We've found an effective treatment for his heart problem.

be above (below) average: This time the results of the test were much above average.

make a big deal of something: I know he has done well in his exams, but I don't see why he has to make such a big deal of it!

4

Complete the sentences with the new words from Exercise 3 in the appropriate forms.

1) I know I can ... on you to solve this problem. 2) The ... between the two countries are fairly friendly. 3) You'll have to finish the work now. What other ... do you have? 4) Now Philip feels much more ... of his parents. 5) I'm afraid I have ... myself in something I don't understand. 6) I always ... on my parent's advice. 7) Jill loved her husband, but he didn't ... her well, as a result they had a divorce. 8) What is the ... number of pupils in a school class? 9) The United Nations has ... for help from the member countries. 10) It's only a common cold, don't make a big ... of it, please. 11) Steve says he has several ... living in the north of the country. 12) First, the idea didn't ... to him, but later he changed his mind about it. 13) Many patients get the medical ... they need in this new hospital. 14) Now that both sides have spoken, we need an ... opinion of an expert.

5

Read the text and say how the family and friends try to help Emma and Katie.



We're Both Average Teenage Girls

Twins¹ Emma and Katie have cerebral palsy² that's worsening with age. It means they rely on wheelchairs 90 per cent of the time. However, there is a treatment that could change their lives and so, with family and friends, they're working hard to raise the 85,000 pounds it will cost.

This is what Emma, one of the sisters says...

"We've always known that we have this illness but Mum and Dad never made a big deal of it. They always made sure

¹ a twin [twin] — близнец

² cerebral palsy [ˌserəbrəl ˈpɔ:lzi] — церебральный паралич

that we were involved in all the things that our friends and classmates were doing, so we never really felt any different.

We're both average teenage girls, studying for our GCSEs¹. We enjoy the same things that other girls our age do, such as going to the cinema, fashion and playing sport — Katie plays Wheelchair Basketball — but people often see the disability before they see us as people. Because of our health problem, people our age sometimes don't invite us to do things. This can be incredibly² difficult when all you want to do is have the options that your peers have.

We are hoping that the operation will change our lives forever, giving us greater mobility and no daily pain that we feel now. It's hard to explain how it feels to have lived all your life one way and then to be told that there is something out there that can change everything — your ambitions and even how you see your future.

Since we found out about the operation, our family and friends have created the Twins Appeal to raise the 85,000 pounds we need to travel to St Louis Hospital, Missouri, USA to have the operation and pay for the two years of treatment we'll need on our return. Our schoolmates have organized numerous events to help us to achieve our dream, including skydives and fun days. Also, Greg, our younger brother and his friends, organized a sports competition in triathlon which raised nearly 1000 pounds but we still have a long way to go until we reach our final aim.

Our Mum, Dad and brother, along with all our family and friends are working hard to make our dream a reality as soon as possible, which is something we will be grateful for. We both think that the future will be much better for us. For the first time we'll be independent and it will open up far more choices to us.

General Certificate of Secondary Education



GCSE — a school examination, generally taken in a number of subjects by students aged 14–16 in secondary schools in England, Wales and Northern Ireland. GCSE exams were introduced as the compulsory school-leavers' examination in the late 1980s. GCSE exams are taken by pupils of all abilities. All students usually take GCSEs in English, mathematics and science. In addition they may take English Literature, at least one modern foreign language, one design and technology subject and ICT (information communication technology).

6 Look through the text of Exercise 5 and answer these questions.

- 1) What makes Emma's and Katie's lives so difficult?
- 2) What can help the sisters?
- 3) In what way do you understand the phrase "to raise money"?
- 4) Why is it necessary to raise the 85,000 pounds for the sisters? Who is involved in the process?
- 5) What do you think about the way Emma and Katie's parents treat them in the family? Can such an attitude help? Do you think that people with such problems should have the same options as their peers?
- 6) What is a fun day? What are skydives? What is your attitude to the ways Emma and Katie's family and friends try to raise money?
- 7) Have you ever heard about anything of the same kind done in this country? Would you take part in such actions? Can you offer any other ways to raise money?

7 Use the verbs in brackets in *past simple* or *past perfect* to complete the sentences.

1) When I (come) home my father already (leave). 2) I couldn't buy the book yesterday because I (leave) my wallet³ at home. 3) I went to the shop to buy the latest copy of my favou-

¹ **GCSEs** [ˈdʒi si: es 'i:z] (General Certificate of Secondary Education Exams) — экзамены на получение свидетельства о среднем образовании

² **incredibly** [ɪn'kredɪbli] — невероятно

³ **a wallet** ['wɒlɪt] — бумажник

rite magazine but someone already (buy) it. 4) I (tell) them that I (do) enough work for one day. 5) I (think) I (send) the cheque a week before. 6) Roy wasn't exactly a stranger. We (meet) him before. 7) I (wonder) who (bring) the package. 8) As soon as I (analyse¹) everything I (decide) to change the plan. 9) The office manager (warn) me that Mr Fox (not, phone) yet. 10) I could smell smoke on Laura's clothes when she (enter). Does she smoke?

DO IT ON YOUR OWN

8 Complete the sentences with the appropriate function words.

1) The treatment ... the disease turned out to be very effective and soon I was on my way to recovery. 2) At that moment the relationship ... the two brothers was far from being close. 3) Usually teenagers can't wait to become independent ... their parents. 4) They are very good pupils, their level is much ... average. 5) You can always rely ... the information a good dictionary gives you. 6) Gradually, my friend involved me ... the work of the music club. 7) Finally, the pupils had to appeal ... their parents ... help and support. 8) They had a good option ... spending the evening at home, but they decided to go out. 9) Can one really treat cough ... just hot tea or milk? 10) Mark is learning Spanish as his second foreign language and makes a big deal ... it.

9 Use the derivatives of the words on the right to complete the texts.

A. In our families we sometimes ask for advice and want to be listened to. So (1) ... is often the key to a (2) ... connection between parents and their sons and daughters, brothers and sisters. (3) ...s advise to listen to each other (4) ... and to remember that points of view can be (5)

B. If you (1) ... with what you hear, it is (2) ... to remember that one should express his/her point of view without saying (3) ... things.

It's better to (4) ... strong (5) ...s trying not to find who is right. It is much wiser to speak in such a way that your opponent will hear you and to establish (6) ... with each other.

listen, health

science, careful

differ

agree, use

hurt

soft, react

connect

10 Use the appropriate forms of the verbs on the right to complete the sentences.

- 1) We arrived at last. The children ... the river and immediately ... to the water.
- 2) In 2009, when I ... a new computer I ... how easy our life ... be.
- 3) A minute ago Colin ... goodbye and ... the room.
- 4) Jack told me he ... with us next time.
- 5) It was Sunday. I ... in the park when I ... my old friend there.
- 6) It was the best film I ever
- 7) We couldn't go to France as we ... a visa.
- 8) The day was rather hot. The old lady ... on the bench for half an hour and then ... asleep.
- 9) Believe me, I ... Jim very well. I ... him for forty years.
- 10) Listen, Jack, what you ... here for three days?

see, run

buy, understand, can

say, leave

go

walk, meet

see

not receive

sit

fall

know, know

do

¹ В современном английском языке слова типа *economize/economise*, *symbolize/symbolise*, *sympathize/sympathise*, *recognize/recognise* имеют два варианта написания. Первый — более частотный, второй встречается только в британском варианте английского языка.

Step 4

DO IT TOGETHER

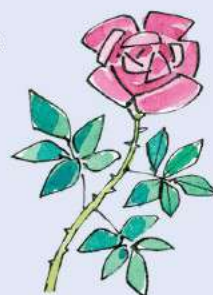
- 1 Use the words in the "cloud" below to complete the three poems that come from the greeting cards. Then check, (24).

Great Mom

She's sweet as she can be;
When I need some help, I know
She's always there for a) ...
Mom loves me all the time.
Even when I'm a pest¹
My mom is really great;
Always takes good care of me;
My mother is the b) ...
By Joanna Fuchs

Super Mom

Mom, you're a wonderful mother,
So gentle² yet so c) ...
The many ways you show your care
Always make me feel I belong.
You're patient when I'm foolish;
You give guidance³ when I d) ...
It seems you can do almost anything;
You're the master to every task.
I love you more than you know;
You have my total e) ...
If I had my choice of mothers,
You'd be the one I'd select⁴!
By Joanna Fuchs



Send a Poem

Send a poem to say you f) ...;
Send a poem with thoughts to share
A paper card you send today
Across the miles will make its way;
Or send an e-card really g) ...,
For friendship that will grow and last
A poem creates so many h) ...:

The brain it calms; the heart it lifts
Send a poem to say you care;
A poem is welcome i)

ask, gifts, fast, respect,
me, strong, anywhere,
best, care

- 2 Listen, (25), and read.

A. avoid [ə'vɔɪd] — избегать
decent ['di:sənt] — приличный
deserve [dɪ'zɜ:v] — заслуживать
patience ['peɪʃəns] — терпение
praise [preɪz] n — похвала
praise v — хвалить

promise ['prɒmɪs] n — обещание
promise v — обещать
quarrel ['kwɒrəl] n — ссора
quarrel v — ссориться
severe [sɪ'viə] — суровый, строгий
severely [sɪ'viəli] — сурово, строго

B. avoid: to avoid a talk, to avoid a meeting, to avoid punishment, to avoid somebody, to avoid doing something. Try and avoid using such words when you speak.

decent: a decent person, decent clothes. Practically all of them are decent people. It is not decent to listen to other people's private talks. It was decent **of** you to help them. After a decent interval you can call him.

¹ a pest — разг. зануда, вредитель

² gentle ['dʒentl] — мягкий, деликатный

³ guidance ['gaɪdəns] — руководство

⁴ to select [sɪ'lekt] — выбирать

deserve: to deserve a good mark, to deserve love, to deserve attention. They got what they deserved. I'm glad she got the prize — she deserved it.

patience: great patience, to have the patience to do something. The people showed great patience as they waited in the rain to buy tickets to the movie.

praise *n*: much praise, to deserve praise, a high praise, words of praise. The dancers deserve praise **for** their beautiful performance.

praise *v*: to praise **for** something. You should praise them for their work.

promise *n*: to make a promise, to keep a promise. If you make a promise, you should keep it.

promise *v*: to promise to do something, to promise to come back, to promise to help. Promise me you will not waste your time.

quarrel *n*: to avoid quarrels, a quarrel **about** something, to have a quarrel, a terrible quarrel, quarrels between countries. I had an awful quarrel with my brother.

quarrel *v*: to quarrel **with** somebody. We quarrelled about who would ride the bicycle first.

severe: a severe law; a severe punishment; a severe storm, severe problems, a severe winter. They live in a very severe climate.

Severely: They were severely punished.

3 Match the words in the two columns and complete the sentences (1—8).

- | | |
|--------------|-------------------|
| 1) to avoid | a) clothes |
| 2) deserves | b) quarrels |
| 3) promised | c) patience |
| 4) to praise | d) the pupils |
| 5) keep | e) to do |
| 6) severe | f) praise |
| 7) decent | g) their promises |
| 8) endless | h) winter |

1) Emma had a very quick-tempered child and I have always admired her ... when she spoke to him. 2) I don't think I have any ... to wear at the party. 3) She ... for everything she has done. 4) We always try ... in our family. We are really friendly. 5) We had a very ... last year. The temperature was more than twenty-five degrees below zero. 6) They always You can rely on them. 7) I ... it and I will. 8) I would like ... for excellent results in their latest test.

4 **Work in small groups.** Decide which of the following qualities are more important for a good parent. You may extend the list.



A good parent...

- can always give you advice.
- is an expert in everything.
- is a good storyteller, remembers a lot of anecdotes and jokes.
- always helps you when you are in trouble.
- can turn daily routine into a holiday.
- loves your games and music.

- can always find time to hear you out.
- shares your and your friends' interests.
- can cook tasty food.
- is responsible for the family and its well-being.
- can teach you a number of useful things.
- is capable to understand and forgive you.
- creates a friendly and cheerful atmosphere in the family home.
- can give his/her children a good education.
- teaches the children to be decent to others.
- is patient and capable to keep feelings under control.
- treats all the children in the family equally.
-

5 In small groups work out a similar list of necessary qualities for a good child. Here are some ideas.

A good child...

- is ready to compromise.
- is loving and caring.
- finds time to spend with his/her parents.
- gives help and support to his/her parents.
-

6 Last month a village school library was lost in a fire. The pupils of one of the forms decided to collect books and establish a new library. Use the words from the box to tell a story.

to make an appeal for help to the pupils,
to work together and do some things independently,
an average school with a small library,
to have options,
to involve all the classmates,
to treat the situation seriously,
not to make a big deal of it



Grammar

The Passive Voice

Present Simple Passive	Past Simple Passive	Future Simple Passive
+		
be (am, is, are) + Ved/V₃	be (was, were) + Ved/V₃	will be + Ved/V₃
Coffee is grown in Brazil. Letters are seldom written now.	John was sent there. The gifts were chosen.	The match will be won. The fruit will be brought. You will be asked about it.
-		
I am not he/she/it is not + Ved/V₃ we/you/they are not	I/he/she was not we/you/they were not + Ved/V₃	will not be + Ved/V₃
The plants are not often watered. I am not ever left alone. He is never invited here.	The plan was not discussed. We were not invited to the party.	The books will not be sent to them. The cooking will not be done soon.
?		
Am I Is he/she/it ... + Ved/V₃? Are we/you/they	Was/Were ... + Ved/V₃?	Will... be + Ved/V₃?
Am I invited? Is the letter sent? Are the bills paid?	Was I informed? Was the work done? Were the doors painted?	Will she be informed? Will we be invited? Will they be asked?

7 Choose the appropriate forms to complete the sentences.

- They ... if they win.
a) are praised b) were praised c) will be praised
- We don't want any quarrel. We ... to compromise.
a) are prepared b) were prepared c) will be prepared
- She ... any help yesterday.
a) wasn't given b) weren't given c) isn't given
- In his childhood he ... good manners.
a) will be taught b) was taught c) are taught
- The paintings ... to the new museum tomorrow.
a) are transported b) will be transported c) were transported
- The poor children ... severely punished the other day.
a) are b) will be c) were
- His younger daughter ... absolutely spoiled if he treats her like this.
a) has been b) will be c) were
- All the actors ... for their wonderful performance last Saturday.
a) is praised b) are praised c) were praised
- I'm proud that all my children ... equally in the family. It has always been like this.
a) is treated b) am treated c) are treated
- They ... freedom of choice when they are older.
a) are given b) will be given c) were given

DO IT ON YOUR OWN

8 Paraphrase these sentences using the verbs in the passive voice.

- They gave a good education to their children.
- In this family they teach even the little ones good manners.
- They raise their children in the atmosphere of respect and love.
- Somebody will give you all possible help.
- They will keep their feelings under control.

6) They treated all their children equally. 7) The teachers praised their pupils highly. 8) They avoid quarrels in the family. 9) They promise an interesting treat to their son. 10) They punished the children severely.

9 Write these in English.

1) приличный ответ; 2) заслуживать похвалы; 3) сурово наказать; 4) ссориться по поводу компьютера; 5) обещать провести конец недели вместе; 6) избегать ссор; 7) иметь терпение; 8) обращаться с уважением; 9) сдерживать обещание; 10) суровое обращение.

10 **A.** Read the sentences and say in which of them you can use *lately* instead of *recently*.

1) I haven't been feeling well recently. 2) It was only recently that Jack got a note from the police about his dangerous driving. 3) They have built a new hospital in our area just recently. 4) Have you done any painting recently? 5) I don't know what's come over Angela recently — she's so touchy. 6) They have finished their report recently. 7) It happened recently not far from our school. 8) We have recently moved into a new flat. 9) Captain Wilson made a journey to Australia recently. 10) I got this information fairly recently from one of the journalists.

- B.** a) Write in 3—5 sentences what you have/haven't done recently.
b) Write in 3—5 sentences what you did/didn't do recently.

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Step 5

Step 5

DO IT TOGETHER

1 Listen, (26), and complete the sentences below.

1) The person telling the story is ...

- a) the youngest child in the family
- b) not the youngest child in the family
- c) younger than his sister

2) Robin's father ...

- a) was admitted to a hospital
- b) worked in a hospital
- c) received some treatment in a hospital

3) The children and their mother ...

- a) moved house¹
- b) left their place forever
- c) went away for some time

4) The children's grandparents made Robin's family welcome ...

- a) in their comfortable house
- b) in their old house
- c) in their country house

5) Staying with their relations helped Robin ...

- a) to learn everything about his aunts and uncles
- b) to understand what place a family takes in a person's life
- c) to forget their tragedy



¹ to move house — переехать



- 2** A. Speak about how, in your view, people can create a happy home environment. You may use some of these ideas.

Dos

- try to be as patient as you can
- be responsible for what you do and what you say
- treat everyone with respect
- learn to compromise
- give help and support when you can
- share things
- treat others in the same way as you want to be treated by them
- ...

Don'ts

- criticize too much
- raise your voice at people
- think that you're always right
- pass your bad mood on other members of the family
- be touchy or irritable
- reject help or sympathy
- be self-centered
- be too big-headed
- ...

- B.** Say what you do to bridge the generation gap in your family.

- 3** **Work in pairs** and discuss what your extended families (those that include your grandparents, aunts, uncles, cousins) are like. Find out:

- who the members of your extended families are, where they live;
- how often you see each other, how much time you spend together and when it usually happens;
- what your attitude to the members of your extended family is, if you have favourites, if you share somebody's interests;
- what relationships are established within your extended family, if you understand and support each other;
- if you are satisfied with the behaviour of your relatives;
- if they sometimes reject your ideas, your interests;
- if you are prepared to compromise.

- 4** What was your childhood like? Do the test to define it.

Test

1) Which of these things are closest to those that existed in your home?

- a) More or less total confusion with everyone doing more or less what they wanted, making as much noise as they liked.
- b) A certain amount of noise and confusion, but periods of quiet and discipline at certain regular times, for example mealtimes.
- c) A quiet disciplined house.

2) Which of the following is closest to the situation in your house as far as watching television was concerned?

- a) The TV set was on the whole time whether people were watching it or not.
- b) TV viewing was limited to a few programmes each day and these programmes were specifically selected.
- c) There was no TV in the house.

3) In your family did you ...

- a) have leisure activities that you shared as a family?
- b) each have your own individual leisure activity?
- c) have no particular leisure activities?

4) As a child did you ...

- a) get regular pocket money?
- b) earn money for doing jobs around the house?
- c) get money from your parents according to your needs and whenever you asked for it?
- d) have no pocket money at all?

5) Did you go to bed ...

- a) at a regular bedtime?
- b) at a regular bedtime with exceptions for special occasions?
- c) whenever you liked?

6) What were the eating habits in your family?

- a) Mealtimes were regular and social occasions.
- b) Mealtimes were chaotic and rushed.
- c) Everybody ate when and where they liked, helping themselves out of the refrigerator.

7) If you behaved badly, were you ...

- a) reprimanded severely?
- b) given any kind of physical punishment?
- c) punished in any other way?
- d) not reprimanded at all?

8) With your parents did you ...

- a) talk about any subject under the sun?
- b) talk about most things, except one or two taboo subjects?
- c) not communicate freely on most subjects?

9) In your home, were other people, family and friends ...

- a) always welcome?
- b) sometimes welcome?
- c) never welcome?

Now count the points.

Question	1	2	3	4	5	6	7	8	9
a	6	5	3	3	2	3	3	4	5
b	4	3	5	2	3	4	1	3	3
c	1	1	1	5	5	5	2	1	1
d				1			5		

45—35: Your family life was easy-going and free of anything that limited your freedom of action. This is in line with the modern theory of upbringing in which self-expression is considered more important than discipline. However, this may speak of parents who cannot cope with their children or who are too busy elsewhere to be very interested in what goes on at home.

35—20: This score speaks of a balanced and reasonable family life. You were probably not allowed to get away with just anything as a child, but had understanding and caring parents who put a great deal of thought into creating happy home environment.

Less than 20: This score suggests a rather severe and strict family atmosphere. However, it may be a sign of a more traditional upbringing.



Political Correctness

Nowadays a lot of people try to be politically correct. Thus they show tact and diplomacy speaking to or about people who have problems. Remember what is and what is not politically correct and follow this rule.

Don't say

an invalid
an old man
an old woman
old people
pensioners

a Negro
an Indian

men
a businessman
a fireman
a sportsman
a chairman
an actress, a poetess etc
a manageress
he or his (if you don't know
the gender of the person)
As a child gets older their
expectations increase.

Say

I. Disabilities and old age

a person with disability
a man advanced in years
a woman advanced in years
senior citizens
retired people

II. Race

(an) Afro-American, Afro-British
a Native American

III. Gender¹

people
a businessperson
a firefighter
an athlete
a chairperson
an actor, a poet
a manager

he/she or his/her or their

IV. Pay attention to sentences with **everyone** and **everybody**:

Everyone invited their parents to the show. (Informal)

Everyone invited his/her parents to the show. (Formal)

Everybody said they had enjoyed the party. (Informal)

Everybody said he/she had enjoyed the party. (Formal)

5 Change the sentences to make them politically correct.

1) Every child wants to feel that he and only he is loved by his parents. 2) Any man likes to have some time for himself. 3) Ann Bradford was an American poetess who lived in the 17th century. 4) A postman is someone whose job is to collect and deliver the post. 5) Brian's sister worked as a clowness in the town circus. 6) Can you say that Indians in America live in reservations nowadays? 7) Everyone has to bring his own presentation. 8) All men are created equal. 9) Everybody who is a journalist can be called a newsman. 10) Sam comes from a Negro family. 11) Mr Wilson is a pensioner. He is an old man of about eighty. 12) A government spokesman said today there would be new elections.

6 A. Choose the appropriate variants to complete the statements.

- We use passive forms (passives) when
a) we don't know who did something
b) we know who did something
- We use passives when we are interested in
a) by whom something is done
b) what happens or happened

¹ a gender ['dʒendə] — пол, гендерная принадлежность



- 3) We use passives in ...
 - a) formal situations
 - b) informal situations
- 4) If we want to show (say) who did something, we introduce the doer of the action with the help of the preposition ...
 - a) with
 - b) by

B. Make these statements interrogative. Put questions to the underlined sentences or their parts.

1) English is spoken here. 2) The keys were found in my bag. 3) The information will be received next week. 4) The windows weren't left open because it was raining. 5) The door will be closed. 6) Butter is made from milk. 7) Grapes are grown in the south. 8) The letters were posted yesterday. 9) The story will be finished soon. 10) The food is cooked well.

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Step 5

7 A. Express the same using the passive voice.

1) We must discuss the options in class. 2) You ought to help your grandparents. 3) Teachers should treat all our pupils equally. 4) You can't involve kids in such activities. 5) People have to transport the boxes as soon as possible. 6) You have to learn the poem by heart. 7) Should we paint the kitchen? 8) They must publish this book in May. 9) Can you stop these kids? 10) Everybody should keep their promises.

B. Express the same using the passive voice. Give two variants where possible.

1) Somebody showed us the secret box. 2) Somebody allowed us some chocolates. 3) Somebody sent Laura a letter. 4) Somebody lent us twenty dollars. 5) Somebody paid our bills. 6) Somebody told them a funny story. 7) Somebody asked us two questions. 8) Somebody offered me a ticket for a concert.

DO IT ON YOUR OWN

8 Give English equivalents of these word combinations and then make up and write sentences with them.

Example: Нам показали. — We were shown a new film.

- | | |
|-------------------|-------------------|
| 1) тебе одолжили | 6) вас спросили |
| 2) им заплатили | 7) им отослали |
| 3) ему сказали | 8) нам дали |
| 4) мне предложили | 9) тебе разрешили |
| 5) ей отказали | 10) им показали |

9 Complete the sentences using *with* or *by*.

1) The novel "War and Peace" was written ... Leo Tolstoy. 2) Ice cream is usually eaten ... teaspoons. 3) "The Girl with Peaches" was painted ... Valentin Serov. 4) A lot of new medical instruments were invented ... Russian engineers. 5) The lemon must be sliced¹ ... a sharp knife. 6) Our picture was taken ... his new camera. 7) Old wooden churches were built ... axes. 8) Can you give the title of any story that was created ... Anton Chekov? 9) The big tree was cut down ... Jim, our old servant. 10) Women's dresses are usually made ... dress-makers.

10 Write 6—8 sentences about what *can* (*must*, *should*) be done or *have* (*ought*) to be done.

¹ to slice [slais] — порезать на тонкие кусочки

DO IT TOGETHER

1 Listen to six people speaking, (27), and match what they say (texts a—f) with the following statements (1—7). There is one statement you don't have to use.

- 1) The speaker says he spent his childhood in the country.
- 2) The speaker says he had three brothers.
- 3) The speaker says he didn't meet his grandparents when he was young.
- 4) The speaker says the atmosphere in the house wasn't always pleasant.
- 5) The speaker says his parents tried to do their best to develop their children's minds.
- 6) The speaker says he and the other kids in the family were always treated equally well.
- 7) The speaker says he was always praised a lot in his childhood.

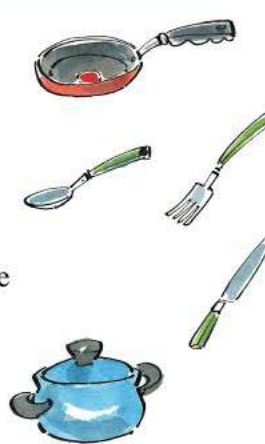
2 A. Read the list of words and say which of them are usually used:

in the garden	in the kitchen	all over the house
in the dining room	in the bathroom	in the bedroom



a vacuum cleaner
an iron
a cooker
a tablecloth
a cupboard
a food mixer
a dust/rubbish bin
a spoon, a fork and a knife
cups and saucers
a toaster
a hair dryer

a mirror
a saucepan
a spade
a coffee maker
a frying pan
a rake
a dishwasher
a washing machine
a microwave
a wardrobe
a hammer
a telephone



B. Say which of the things above you use most often.

3 Look at the list of house chores¹ and say at what age children can start doing them.

Example: Two and three-year-olds can pick up their toys and put them in their places.

House chores

- pick up toys and books and put them in their places
- make the bed(s)
- do the shopping
- lay/set the table
- clean/mop the floors
- water the plants in the garden or house plants
- mind a baby brother or sister (=look after them for a short time)
- wash up
- dust the furniture
- wash the car



¹ a chore [tʃɔ:] — домашняя обязанность

- prepare meals
- put clothes in their places
- make tea
- take care of food and clean water for pets
- wash and hang up clothes
- do the ironing
- take out the rubbish
- repair¹ things in the house
- mend clothes
- walk the dog
- ...



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Step 6

- 4 Say what you feel about doing housework. Do you resent it? Do you take it for granted? Do you like it? Which chores do you actually do? Why do you do them?

Confusable Words

TO DO

to do the sights of a city, a museum, a gallery, a city
to do (morning) exercises
to do a room (flat)
to do the cooking (cleaning, shopping, ironing etc)
to do one's teeth (hair)
to do homework
to do housework
to do a subject (Maths, English)
to do one's best
to do well
to do a translation (project)
to do sb good (harm)
to do wrong

TO MAKE

to make a mistake
to make dinner (tea, lunch)
to make a decision
to make a noise
to make progress
to make a bed
to make a fire
to make a choice
to make a fortune (money)
to make an effort
to make friends (enemies)
to make a law
to make a list (notes)

- 5 Use either *do* or *make* in the appropriate forms to complete the sentences.

1) I heard nothing because of the noise the children ... 2) This is a list of recommended books. ... your choice. 3) I liked Cecil and we ... friends very soon after we met. 4) It took us more than a week to ... the main sights of St Petersburg. 5) I like the way you ... your hair. 6) A long night's sleep ... you a lot of good. 7) Doctors advise you to ... morning exercises regularly. 8) I'm proud of Alice. She ... well at school now. 9) From school reports parents can see what progress their children ... at school. 10) Teaching is not the easiest way to ... money, and it is hardly a way to ... a fortune. 11) Who is going to ... the shopping tonight? 12) Roy is only six but he always ... his bed himself. 13) Why are you angry? Have I ... anything wrong? 14) Do you find it easy to ... a choice and to ... decisions?

¹ to repair [rɪˈpeə] — чинить



7 Complete the table to practise passive structures.

Active	Passive
1) People speak much about this film.	1) ...
2) ...	2) The little girl was laughed at.
3) They will speak to Jim.	3)...
4) Somebody will look after your pet.	4)...
5) ...	5) The papers will be looked through.
6) They sent for the magazine.	6) ...
7) When will you look through the article?	7) ...
8) ...	8) The glasses will be looked for everywhere.

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Step 7

DO IT ON YOUR OWN

8 Complete the sentences with the appropriate forms of the verbs in brackets.

1) Yesterday a very young puppy (borrow) from a neighbour. It (bring) to play with the children. Now the little one is well (look after). It always (give) milk at the appropriate time.
 2) Why don't you play with your younger sister? She feels she (reject) and is not at all happy.
 3) When we entered the classroom, it was quiet there. The questions (write) on the blackboard and the answers (write) in the pupils' notebooks. 4) I don't like the way Bob is doing at school. He should (talk to). 5) Lily (laugh at) yesterday by her peers. And she much (offend).
 6) The little guests (to give) some tasty treats in the sitting room. 7) Don't worry. Your plants (look after) while you are away. 8) When he (speak to)? — Tomorrow, I think. 9) This performance much (speak about). Everybody seems to like the play. 10) Can't you tell me what (do) at the moment? — I certainly can. The windows (clean), the floors (mop), the dinner (cook), the furniture (dust).

9 Write what these sentences mean in Russian.

1) Many patients do not get the medical treatment they need. 2) She admired Christopher and loved him but he treated her like a child. 3) Doctors treated her with aspirin. 4) I don't see why you should treat disabled people differently from anyone else. 5) His mother always returned from town with a special treat for him. 6) We don't want any special treatment. 7) I would like to give you a treat and invite you to a theatre. 8) It's a treat to listen to him. 9) I shall treat myself to a holiday.

10 Write what you generally do and make during a week (8—10 sentences).

Step 7

DO IT TOGETHER

1 Listen to the interview, (28), choose the appropriate variants and complete the statements below.

1) Doctor Newman ...

- a) teaches psychology at schools
- b) is interested in kids' physical health
- c) studies kids' behaviour



2) Doctor Newman says that children nowadays are

- a) absolutely different from boys and girls of previous generations
- b) not different from children of his youth
- c) essentially¹ the same as they used to be

3) Doctor Newman is sure that

- a) kids' intellectual development takes more time than their physical development
- b) kids' physical development is no less important than their intellectual development
- c) kids' physical development is a more difficult process than their intellectual development

4) Doctor Newman thinks it is right

- a) to allow children to do whatever they like
- b) not to give direct orders to children
- c) to let kids establish themselves in the world according to their views

5) Doctor Newman doesn't advise parents

- a) to treat kids without respect
- b) to disagree with their children
- c) to show sympathy for their children

6) Name-calling is

- a) giving someone a Christian name
- b) saying good things to or about someone
- c) saying bad things to or about someone

7) Doctor Newman says that shouting at children

- a) should never take place
- b) may take place from time to time
- c) is a natural thing to do

- 2** **A.** Read the text and fill in the blanks (1—6) with the parts of the sentences (a—g). One part you don't have to use.

Christmas Presents

When I came downstairs on Christmas morning, I saw that the only presents in my stocking were a stick of deodorant and a "travel dictionary". I guess (1) ... , grown-ups decide you're too old for toys or anything that's actually fun. But they still expect you to be all excited (2) Most of my gifts this year were books or clothes. The closest thing to a toy I got was a present from Uncle Charlie.

(3) ... , I didn't even know what it was supposed to be. It was a big plastic ring with a net. Uncle Charlie explained that it was a "Laundry Hoop"² for my bedroom. He said I was supposed to hang the Laundry Hoop on the back of my door and it would make putting away my dirty clothes "fun". At first I thought it was a joke, (4) So I had to explain to him that I don't actually DO my own laundry. I told him I just throw my dirty clothes on the floor, and Mom picks them up and takes them downstairs to the laundry room. Then (5) ... , everything comes back to me in nice, neat piles³.

I told Uncle Charlie he should return the Laundry Hoop and give me cash⁴ so I could buy something I could actually USE. That's when Mom spoke up. She told Uncle Charlie she



¹ **essentially** [ɪˈsenʃəli] — по сути

² **a laundry hoop** [ˈlɔːndri ˈhuːp] — эд.: корзина для грязного белья

³ **a pile** [paɪl] — стопка

⁴ **cash** [kæʃ] — наличные деньги

thought the Laundry Hoop was a GREAT idea. Then she said that from now on I'd be doing my OWN laundry. So basically, it ends up that Uncle Charlie (6) ...

(after "Diary of a Wimpy Kid" by Jeff Kinney)

- but then I understood Uncle Charlie was serious
- when I opened Uncle Charlie's gift
- got me a chore for Christmas
- once you're in middle school
- a few days later
- responsible for my own laundry
- when you open the awful gifts they give you

B. Say:

- why Gregory, the boy on whose part the story is told, is dissatisfied with his gifts and
- why his mother thought the Laundry Hoop was a great idea.

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Step 7

3

A. You would like to buy Christmas gifts for your family. Talk to the shop assistant in a souvenir shop and ask:

- what he/she can advise you to buy;
- how much these things cost;
- how your relatives can use some of them;
- what Christmas gifts are most popular with shoppers.

Be active and polite, get the information you need and decide which gifts to buy.

B. You would like to give a surprise party for your mother or father. Discuss with another member of your family which of the following options is the best way to do it.

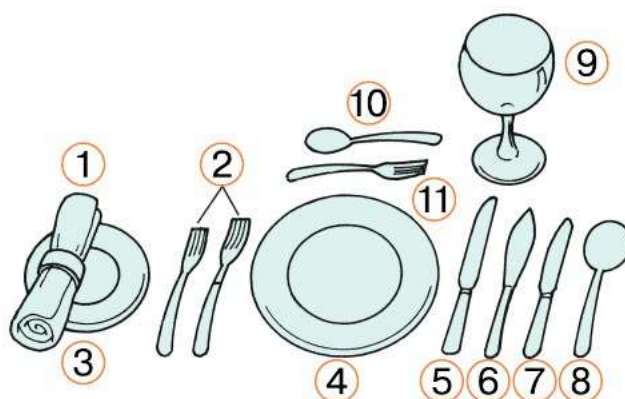
- Cook something nice, set the table beautifully and invite the family and friends to dinner;
- have a picnic in some place your parents like, make some picnic food;
- choose a nice restaurant and ask your parents to book a table there;
- buy tickets for a good concert or play and invite your parents.

Remember to discuss all the options, be active and polite, come up with ideas, give good reasons, come to an agreement.

4

A. The picture below shows the British way of place setting. Match the objects in the picture with their names.

- knife
- plate
- tablespoon
- wineglass
- fish knife
- fork
- butter knife
- dessertspoon
- napkin/serviette [ˌsɜːviˈet]
- side plate
- dessert fork



B. Say:

- if you set the table in the same way or differently and what you do differently;
- what you do to make your table look attractive and why it is important;
- if you think about food presentation and what is your way of doing it.

Abraham Lincoln's Letter to His Son's Teacher*(adapted)*

He will have to learn, I know, that all men are not fair, all men are not true. But teach him that for every bad man there is a hero (1) ... , that for every (2) ... politician, there is a devoted leader...

Teach him that for every enemy there is a (3) Teach him if you can, the (4) ... of books ... But also give him (5) ... time to think about the mystery of birds in the sky, bees (6) ... the sun, and the flowers on a green hillside.

Teach him to believe in his own ideas even if everyone (7) ... him they are wrong.

Teach him to listen to all men... But teach him also to filter all he hears on a screen of truth. Teach him if you can how to laugh when he is sad... Teach him there is no shame in (8) (9) ... him gently.

This is a big order, but see what you can do. He is (10) ... a fine fellow, my son!



- | | | | |
|-----------------|-------------------|-----------------|--------------|
| 1) a) too | b) either | c) also | d) to |
| 2) a) self-made | b) self-confident | c) self-assured | d) selfish |
| 3) a) friend | b) classmate | c) companion | d) pal |
| 4) a) wonderful | b) wonder | c) wonderful | d) wondering |
| 5) a) quite | b) quiet | c) quietly | d) quit |
| 6) a) on | b) at | c) in | d) by |
| 7) a) tell | b) tells | c) say | d) says |
| 8) a) cry | b) cries | c) cried | d) crying |
| 9) a) behave | b) behaviour | c) treat | d) treatment |
| 10) a) so | b) such | c) like | d) as |

Social English

Запомните несколько формул, которые могут помочь вам восстановить добрые отношения с человеком, с которым у вас произошёл разлад.

Making up a quarrel

- I'm sorry, it's all my fault [fɔ:lt]. (Прости, это только моя вина.)
- I'm sorry, I'm to blame for it. (Прости, в этом виноват я.)
- I must apologize. (Приношу тебе извинения.)
- I owe you an apology. (Я должен извиниться.)
- Sorry, I meant no offence. (Прости, я не хотел тебя обидеть.)
- Do forgive me. (Прости меня.)
- I promise it will never happen again. (Обещаю, это больше не повторится.)
- Let's kiss and make up. (Давай мириться.)
- Let bygones ['baɪɡɒnz] be bygones. (Кто старое помянет...)

В ответ вам, возможно, скажут:

- It's all right.
- Oh, forget it.
- No offence taken.
- It's OK, don't worry about it.
- Please let it not happen again.
- Just don't do it again, OK?

6 **Work in pairs** and make micro-dialogues to match the following situations.

Example: A: Mummy, I owe you an apology.
 B: What do you mean?
 A: I must apologize for what I said at breakfast. I said it without thinking.
 B: It's all right. But, please, let it not happen again.

- 1) You raised your voice at your relation.
- 2) You promised to visit your friend but didn't keep your word.
- 3) You told your younger brother (sister, cousin) that he (she) was stupid.
- 4) You forgot your grandfather's birthday.
- 5) You borrowed your friend's money and forgot to return it.
- 6) You told a lie to your friend.
- 7) You said something tactless to your teacher.

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Step 7

Grammar

Perfect Forms of the Passive Voice

Present Perfect Passive	Past Perfect Passive
I/you/we/they have been he/she/it has been + Ved/V ₃	I/you/he/she/it/we/they had been + Ved/V ₃
+	
I have just been informed. A new bridge has been built across the Oka. We have already been told about their arrival.	I said I had been informed. He said that a new bridge had been built here. We had been told about their arrival before you came.
-	
I have not been spoken to yet. The new library has not been built yet. The houses have not been sold yet.	He said the key to the garden gate had not been found. By that time we had not been shown the library.
?	
Have the papers been looked through yet? Why haven't the papers been signed yet?	Had the letters been posted by then? Had the problem been discussed by 6 p.m.?

7 **A.** Turn the underlined sentences into passive structures.

1) The windows look dirty. No one has cleaned them. 2) The cat looks hungry. I doubt that you have fed it. 3) The dustbin is full. I don't think they have collected the rubbish. 4) Your white pullover is nice. I know that your granny has knitted it. 5) The plants in the pots are dying. You haven't watered them yet. 6) I have to go soon. John has ordered me a taxi.

B. John came to his home city after 10 years' absence. Say what he saw using passive structures.

Example: He saw that lots of modern buildings had been built.

He saw that ...

- 1) they had built lots of modern buildings
- 2) they had rebuilt the old railway station
- 3) they had opened a new concert hall
- 4) they had changed the names of some streets
- 5) they had turned the city centre into a shopping area
- 6) they had closed the old market

8 Complete the sentences using the verbs on the right in the appropriate forms.

- 1) He said the documents ... yet.
- 2) Where is the key? It ... again?
- 3) I ... some very useful words of advice three days ago.
- 4) Are you sure the tickets ... and we'll be able to start on time?
- 5) Look! A new tower ...
- 6) When the director entered the classroom, all the tests ... and lay on the teacher's desk.
- 7) They told me I couldn't get inside as the room ...
- 8) Where such flowers ...?
- 9) When "Hamlet" ...?
- 10) While the cups ... on the table I'll ask Jane to join us.

not sign
lose
give
buy
build
finish

clean
grow
write
put

9 Complete the text using the derivatives of the words on the right.

A. There are some undesirable forms of (1) One of them is not speaking to a kid. It can (2) ... help. It makes children feel (3) ... and angry. This can have a (4) ... impression on a child. Even more, it can be a (5) ... thing which will make a child hate the people who offend him or her like this. Instead show the kids that home is a place where they belong and that they, too, are (6) ... members of the family.

punish
hard
reject, last
danger

B. Physical punishment is wrong because of the lesson it teaches kids. What it teaches is: when you are (1) ... , hit out. No (2) ... about the rights or wrongs of the matter, no (3) ... way out, no keeping your (4) ...s under control. We should understand that beating is extremely (5) ... and find some (6) ... solution¹ for the (7)

importance

anger, think
construct
feel
harm, differ
situate

10 Look at the picture and match the words (a—v) with the objects (1—22). If you don't know the English word, look it up.

1. 	a) a kettle	7. 	8. 
2. 	b) a teapot		
3. 	c) a coffeepot		
4. 	d) a sugar bowl	9. 	10. 
5. 	e) a bread bin		
6. 	f) a salt cellar		
	g) a fork		
	h) a spoon		
	i) a knife		
	j) a cup and a saucer	11. 	12. 
	k) a butter dish		
	l) a milk jug		
	m) an eggcup		

¹ a solution [sə'lʊ:ʃn] — решение, выход



13.



14.



15.



16.



17.

n) a napkin/serviette

o) an egg cosy

p) a plate

q) a bread plate

r) a mug

s) a bowl

t) a glass

u) a tea cosy

v) a tablemat



18.



19.



20.



21.



22.

87

Step 8

11 Optional task. Find some information about Abraham Lincoln and share it with your classmates.

12 Optional task. Find some information about Jeff Kinney, the author of "Diary of a Wimpy Kid", and his other books and share it with your classmates.



Step 8

DO IT TOGETHER

1 Raya Epstein is a teenager from Israel. Bella Fox, a journalist, is interviewing Raya. Listen to the interview, (29), and choose the right items to complete the sentences or answer the questions.

1) Bella Fox is interviewing Raya because ...

- a) she wants her readers to get some information about Israel
- b) she is going to live in Israel
- c) life in Jerusalem is not safe

2) At school in Poland Raya ...

- a) didn't get any information about the conflict
- b) was prepared to see the difficulties of the life in Israel
- c) knew some facts about the conflict

3) How does Raya feel about her family?

- a) She is annoyed because her parents don't let her do what she wants.
- b) She wants to be with her relatives as much as she can.
- c) She thinks something terrible may happen to them.

4) How often does Raya have a chance to meet her friends?

- a) Never.
- b) Quite often.
- c) Not very often.

5) Raya says she ...

- a) spent a year in the Israeli Army
- b) spent two years in the army
- c) wants to serve in the army



6) What does Raya feel about the Israeli Army?

- a) She is disappointed that girls are allowed to join the Israel Army.
- b) She thinks girls are not against their service in the army.
- c) She is sure the army will be able to defend her country.

2 Use the words *make* and *do* and complete the Memo for a forgetful younger sibling.

Memo

In the Morning

Don't forget:

- 1) to ... your bed;
- 2) to ... morning exercises;
- 3) to ... your teeth and hair;
- 4) to... breakfast, wash up and leave the flat at 8.05 a.m.

In the Afternoon

... your best:

- 1) to ... your homework;
- 2) to ... an effort and ... your project;
- 3) to ... the translation on page 45;
- 4) to ... your room;
- 5) to ... the shopping.

In the Evening

Remember:

- 1) to ... the ironing;
- 2) to ... a list of the chores you should ... on Saturday.

3 A. Read the words and word combinations that can help you to speak about the family budget.

to pay money to sb	income (доход)
to spend money on sth	budget ['bʌdʒət]
to waste money on sth	expenses (расходы)
to borrow money from sb	cash <i>or</i> cash money (наличные деньги)
to lend money to sb	bank card
to budget money	cashpoint (банкомат)
to change money	debt [det] (долг)
to exchange money	pocket money (карманные деньги)
to save (копить) money	change (мелочь, сдача)
to afford (позволить себе)	allowance (пособие, деньги, выдаваемые регулярно на повседневные нужды)
to cost	

B. Complete the sentences using the words from the box.

afford, expenses, save, cash, debts, pocket, allowance, cashpoint, change

- 1) ... money is money that you get from your parents and can spend as you like.
- 2) Jeff is going to ... some money to buy a new iPad.
- 3) My family cannot ... to buy a new car this year.
- 4) Instead of paying for the coat with my bank card I paid for it in
- 5) How much is your weekly ...?
- 6) The company pays all our ... which is really nice.
- 7) I gave the shop assistant a dollar bill and got forty cents
- 8) A ... is a machine outside a bank or in a public place that you use to take money from your bank card.
- 9) Many people experience difficulty in paying off their

A. Mr Robinson is a millionaire, Mr Tramp has no job now and is penniless. Say which of the following Mr Robinson can afford to do but Mr Tramp can't.

- to go to the Bahamas;
- to buy a new make of a Mercedes;
- to stay at a five-star hotel;
- to buy a villa in Spain;
- to travel business class;
- to fly to space;
- to wear designer clothes with fashionable labels.



B. Complete these sentences. Follow the example and go on with the list.

Example: If you can't afford to go to Bahamas, you can afford to go to the country.
Life is full of compensations!

- If you can't afford to stay at expensive hotels, you...
- If you can't afford to eat mangos or pineapples, you...
- If you can't afford to buy a BMW [ˈbi:em'dʌblju:], you...
- If you can't afford to go to the Bolshoi Theatre, you...
- If you can't afford to go to Mexico, you...
- ...

A. Read the text and say how helpful the advice given in it may be to you.

How to Budget Your Money

A budget is a plan for your future income and spending. The problem is that a lot of people tend to spend more than they can afford and get themselves into debt. The key to spending within your means is to know your expenses and to spend less than you get.

Create a healthy budget for your family or yourself following these simple steps.

1. Add Up Your Income

First try to understand how much income you have. Remember your sources of income, make sure you include them all. Calculate the total figure.

2. Add Up Your Expenses

During a month write down carefully how much money you spend on different things. People usually have expenses which change from month to month and those which do not. For instance, flexible expenses are the money you pay for food and entertainment and fixed expenses are what you pay for renting a house or a flat. Keep a record of your expenses for three months and take a three-months average for your total.

3. Calculate the Difference

When you've totalled up your monthly income and your monthly expenses, calculate the difference between them. A positive number shows that you're spending less than you earn or get (well done!) A negative number indicates that your expenses are greater than your income. (Economize on your expenses to begin living within your means.)

You've created a budget. Now don't forget to compare it with what actually happens to your money. Try to follow your budget successfully.

B. Speak about your expenses.

- What do you usually spend your money on?
- Does your pocket money cover your expenses?
- What else would you like to spend your money on?
- Do you think you often waste money?
- Do you sometimes save money? What for?
- How easy is it for you to give up the idea of buying something if you can't afford it?
- Do you think it is a good idea to have a monthly allowance? How big should it be? Why do you think parents prefer to give pocket money to their kids instead of allowances?
- Have you ever thought of taking a job? In what way can it be a problem for a pupil?

Познакомьтесь с несколькими выражениями, говорящими о финансовом положении человека.

He's a multimillionaire.

He's a business tycoon¹.

He's made of money.

He's a very wealthy person.

He's quite well-off.

He's comfortably well-off.

He's a bit hard up.

He's on the breadline.

He's running into debt.

He's up to his ears in debt.



6 Use the phrases from "Idiomatic English" to characterize these people.

- 1) Mr and Mrs Morrison are old age pensioners. They are trying to save up some money but find it very difficult.
- 2) Lily Joyce is a film star. Recently she bought a huge estate in California.
- 3) Mike and Sue are university students. They work in a café in the evening to make a little money.
- 4) The Newtons have a decent income. They can afford a seaside holiday in a five-star hotel.
- 5) Jeremy is unemployed. He lives on his unemployment benefit.
- 6) Ted Wellman is an oil tycoon from Texas. He has more money than he can spend.
- 7) Diana Brooks is a popular novel writer. She is not a millionaire but she has enough money to rent a good house and to travel around the world.
- 8) Colin loses all his money at cards. In fact, he depends on his friends for his well-being.
- 9) The Smiths have sent their two sons to university. Now they have to watch every penny they spend.
- 10) Tony Bloom has a good job, so he considers himself to be a very lucky person. Unfortunately he is not as rich as most of his neighbours.



7 Match the two parts of the proverbs and sayings and then comment on them.

- | | |
|--------------------------------|-----------------------------|
| 1) Easily earned money | a) are soon parted. |
| 2) Money doesn't buy happiness | b) is money. |
| 3) A fool and his money | c) is quickly spent. |
| 4) Lend your money | d) is the root of all evil. |
| 5) The love of money | e) and lose your friend. |
| 6) Never spend your money | f) but it helps. |
| 7) Time | g) before you have it. |

DO IT ON YOUR OWN

8 Match the words/word combinations (1—9) with their definitions (a—i).

- | | |
|-----------------|--|
| 1) allowance | a) an amount of money given at regular intervals |
| 2) change | b) something that you owe to another person |
| 3) debt | c) money that someone gets from working |
| 4) expenses | d) money that parents give to their children |
| 5) pocket money | e) money in the form of coins and notes |
| 6) income | f) money that is given back when you have paid for something |
| 7) cashpoint | g) money spent to buy or do something |
| 8) cash | h) a plan for your future income and spending |
| 9) budget | i) a machine that gives you money when you put a bank card into it |

¹ a tycoon [taɪ'ku:n] — олигарх



Use the appropriate forms of the verbs on the right to get a complete and grammatically correct text.

Today is February 16. Everybody at school (1) ... about the big Valentine's Day Dance that (2) ... up next week. This is the first year at my school a dance actually (3) ... , so everyone is all excited. Before Valentine's Day I was up late (4) ... Valentine's cards for everyone in my class. Then I (5) ... a great idea: instead of saying things I (6) ... , I told everyone what I (7) ... of them. The trick was, I (8) ... my name on any of the cards. Some of my cards (9) ... to our teacher, Mrs Riser. She went around the room (10) ... to understand who (11) ... them. I knew it (12) That's why I (13) ... a card for myself too.

(after Jeff Kinney)

talk
come
organize
make
have
not mean, think
not write
give
try, send
happen, make

10

Complete the letter to Santa Claus indicating the real place you would like to go and add 5-6 more things you would also like to see placed under your Christmas tree. Then explain why you'd rather have them.

Dear Santa,
For Christmas this year
I would love to see
two plane tickets to ... and
.....
placed under my Christmas tree.



Step 9

DO IT TOGETHER

1

Listen to the song, (30), read the lyrics and then sing the song along.

Can't Buy Me Love

(The Beatles)

Can't buy me love, love,
Can't buy me love!

I'll buy you a diamond ring, my friend,
If it makes you feel all right,
I'll get you anything, my friend,
If it makes you feel all right,
'Cause I don't care too much for money,
For money can't buy me love.

I'll give you all I've got to give,
If you say you love me too,
I may not have a lot to give,
But what I've got I'll give to you.
I don't care too much for money,
Money can't buy me love.



Can't buy me love, everybody tells me so,
Can't buy me love, no, no, no, no.

Say you don't need no diamond rings
And I'll be satisfied,
Tell me that you want the kind of things
That money just can't buy.
I don't care too much for money
Money can't buy me love.

Can't buy me love, everybody tells me so,
Can't buy me love, no, no, no, no.

Say you don't need no diamond rings
And I'll be satisfied,

Tell me that you want the kind of things
That money just can't buy.
I don't care too much for money
Money can't buy me love,
Money can't buy me love,
Money can't buy me love.



2 Comment on the song "Can't Buy Me Love". Say:

- why people say that money can't buy love;
- what else money can't buy;
- why some people think that money is all-important;
- if and how money can spoil relations between people.

3 A. Listen, (31), and read.

accident ['æksɪdənt] — 1) несчастный случай, авария; 2) неожиданный случай

hardship ['hɑ:dʃɪp] — тягота, трудность

heir [eə] — наследник

inherit [ɪn'herɪt] — наследовать

inspire [ɪn'spaɪə] — вдохновлять

reign [reɪn] — править

sign [saɪn] — подписывать

suffer ['sʌfə] — страдать

unity ['ju:nɪti] — единство

on somebody's behalf/on behalf of somebody — от чьего-либо имени

B. accident: 1) a bad (nasty, serious, tragic) accident, a car accident, a motorcycle accident. That day there were many accidents on the motorway. The discovery of oil was a happy accident. 2) **by** accident. Quite **by** accident we met in the corridor.

hardship (*often plural*): to be no hardship, great hardships. The thick snow was a great hardship to the travellers. Many students have financial hardships. It was no great hardship for him to give up smoking.

heir: heir **to** the throne. Richard was now heir to the throne of the Empire.

inherit: to inherit something **from** somebody, to inherit money, to inherit somebody's appearance (character). We inherited the house from our grandparents. The boy inherited his mother's dark hair.

inspire: to inspire somebody. The president's speech inspired the audience. Success in school inspired me **with** hope **for** the future.

reign: to reign in the country. The king and queen reigned together for nearly sixty years. They say the British monarch reigns but doesn't rule. We hope peace will reign on our planet some day.

sign: to sign a paper, to sign a document, to sign a law, to sign an autograph. The contract must be signed as soon as possible. The team has signed a special agreement with the players.



suffer: to suffer **from** something, to suffer from pain, to suffer from a disease. Don't worry, the animal won't suffer any pain. Donna has been suffering from headaches for two or three years. My marks suffer if I don't study well.

unity: to demonstrate unity, to strengthen unity. What we need is the unity of all progressive people. We expressed unity on such matters.

on somebody's behalf: She made an emotional appeal on her son's behalf.

4 Complete the sentences with the new words in their appropriate forms.

1) Quite a lot of people on our planet ... from local wars. 2) Her latest novel ... by her own experience. 3) This is the contract you will be asked 4) The cold was no real ... to me as I had plenty of warm clothes. 5) He has no ... to leave his money to. 6) We met by ... at the airport. 7) They are calling for greater economic ... in Europe. 8) The speaker thanked everyone on ... of his party. 9) Queen Victoria ... in Britain for 64 years from 1837 to 1901. 10) He was badly hurt in an ... involving two cars and a lorry. 11) From his parents the boy ... love of freedom and a talent for writing. 12) This area ... very badly in the recent storm.

5 **A.** Read the text and give it a name.

B. Answer the questions (1—6) after the text choosing the appropriate answers (a—d).

The British Royal Family is the group of close relatives of the monarch of the United Kingdom. Its members belong either by birth or marriage to the House of Windsor.

The Royal Family has little use for last names — after all, everyone knows who they are. The Queen signs official documents “Elizabeth R”, the R stands for Regina [rɪˈdʒɪnə], which means “queen”. Anyhow, the Royal Family do use the last name from time to time. During World War II Princess Elizabeth (the current queen) was called “Elizabeth Windsor”.

The Queen was born on the 21st of April, 1926. In 1947 the young Princess Elizabeth married Philip, Duke of Edinburgh. She came to the throne in 1952 after her father's death and was crowned in Westminster Abbey.

In Britain and in the Commonwealth countries the Queen is the official Head of State, but she has little political power. She is the symbol of the country, its history and traditions. Among Queen Elizabeth's many duties are regular visits to foreign countries. She has to give her agreement to all laws before they actually become laws.

The annual Christmas broadcast made by the Queen on radio and television has become a tradition.

The Queen is widely known for her interest in horses and horse racing. She is also a lover and cultivator of the dog breed¹ Corgi [ˈkɔːgi]. Elizabeth has had more than 30 Corgis during her reign.

Queen Elizabeth's heir is her eldest son Charles, Prince of Wales, who was born in 1948. Charles married Lady Diana Spencer and has two sons — Prince William and Prince Harry. His marriage was not very happy, the couple divorced. Later Diana, who won the affection of many people by her modesty, kindness and beauty, died in a car accident and Charles remarried.

The Queen's other children are Princess Anne, Prince Andrew and Prince Edward. But the next in the line to the throne after Charles is his elder son William and after him William's own child George Alexander Louis who was born on July 22, 2013. According to the new law royal daughters will be able to inherit the throne before their younger brothers.

The British Royal Family has to change with the changing time: they have divorces, marry commoners, go to universities and find jobs they can do.

¹ a breed [briːd] — порода



Queen Elizabeth



corgi



Prince Charles



Prince Philip,
Duke of Edinburgh

1) Who does the Royal Family include?

- a) Only the people who were born into the Royal Family.
- b) Those who have some historic roots and connections with any member of the Royal Family.
- c) People appointed by the Queen or King of the UK.
- d) Those who become royal relatives after the wedding or have this status because they were born as such.



Prince Harry

2) Do the Royal Family have the last names?

- a) No, they don't.
- b) They do, but they practically never use them.
- c) They don't because there is no need in them.
- d) They do, the last name being Regina.

Prince Edward,
Earl of Wessex, with wife**3) When was Queen Elizabeth II crowned?**

- a) During World War II.
- b) Before World War II.
- c) Before her marriage.
- d) After World War II was over.

4) Why is Queen Elizabeth II known as a lover of animals?

- a) She is fond of horse races.
- b) She loves horses, horse racing and all species of dogs.
- c) She is fond of the dog breed Corgi.
- d) She loves horses, horse racing and especially one species of dogs.



Princess Anne

5) Who is the heir to the British throne nowadays?

- a) Prince of Wales. c) Prince William.
- b) Prince Andrew. d) Prince Harry.

6) What is the order in the line of heirs to the British throne nowadays?

- a) Prince Charles—Prince Andrew—Prince Edward.
- b) Prince Charles—Princess Anne—Prince Andrew.
- c) Prince Charles—Prince William—Prince Harry.
- d) Prince Charles—Prince William—Prince George Alexander Louis.



Prince Andrew



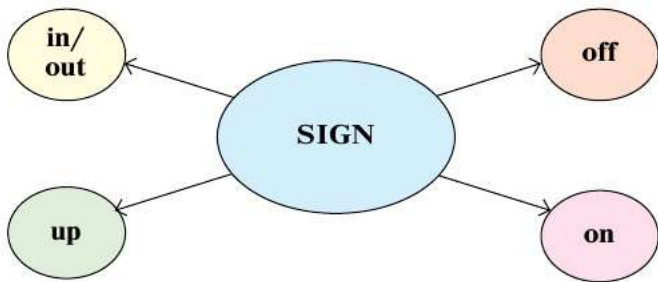
Commonwealth, or the Commonwealth of Nations, — is an organization (founded in 1949) of about 50 independent countries, most of which were formerly part of the British Empire, established in order to have trade and friendly relations among its members. The British Queen is the head of the Commonwealth and there is a meeting each year for all its heads of governments. The Commonwealth includes such countries as Canada, Australia, New Zealand and others. The Queen of Great Britain is also the Queen of these countries.

6

Speak about the British Royal Family. The following plan can help you.

- The Head of the Royal Family and its members.
- The Queen as the symbol of the country with little political power.
- Queen Elizabeth's duties and interests.
- The line of heirs to the British throne.

Познакомьтесь с фразовыми глаголами, ядерным компонентом которых является слово **sign**.



1) **to sign in** — зарегистрировать(ся) по прибытии, вступить в члены



All visitors must sign in at the front desk.
to sign out — уведомить об отъезде, написать
Please sign out when you leave.

2) **to sign off** — завершить теле- или радиопередачу, завершить письмо, телефонный разговор, электронное сообщение



It's time for me to sign off now.

3) **to sign on** — а) нанять на работу



We decided to sign on another gardener.
б) ввести пароль для работы на компьютере
You need your password to sign on.

4) **to sign up (for)** — записаться в организацию, на учебный курс



She's decided to sign up for music classes.

7 Complete the sentences with *in, out, off, up, on*.

1) A lot of students signed ... for the new course. 2) They've just signed ... three new nurses and a doctor. 3) How do you usually sign ... when you write letters to your boyfriend? 4) Margaret signed ... and walked upstairs to the conference hall. 5) Could you hire a taxi for me while I'm signing ...? 6) Thanks for answering my questions. I'm signing ... now. Bye! 7) I've signed ... to do some voluntary work next week. 8) OK. I'll sign We'll talk about it again at the beginning of the week. 9) If you sign ... for some organization you sign a contract. 10) Let's sign ... this girl as a secretary, she works on the computer very well.

- 8 Complete the sentences. Use the appropriate prepositions from the box where necessary.

by, in, for, from, off, on, up, to

1) Sign ... when you arrive at the hotel. 2) They inherited the cottage ... their great-grandparents. 3) It was no hardship ... her to stay with the old couple for another month. 4) He has been suffering ... headaches all his life. 5) It's ten o'clock now. I have been writing the letter for an hour already. I really must sign ... 6) We met ... accident and soon we parted. 7) The Queen's speech inspired ... the audience. 8) The first in the line of heirs ... the British throne is the Queen's eldest son Charles, Prince of Wales. 9) Both the candidates expressed unity ... foreign trade. 10) We have decided to sign ... for Spanish classes.

- 9 Complete the text using the derivatives of the words on the right.

The (1) ... Royal Family consists of close (2) ...s of the monarch of the United (3) Its members by birth or by (4) ... belong to the House of Windsor. Before 1917 the royal members belonged to the House of Saxe-Coburg-Gotha [ˌsæks ˌkəʊbɜːg ˈɡəʊθə]. In 1917 Britain was at war with (5) The name sounded far too German. So after (6) ... King George V and his (7) ... chose the name Windsor, the name of the castle which was and is the royal residence and is (8) ... for its (9)

**Britain, relate
king, marry**

**German
consider
advise
fame, architect**

- 10 Test Yourself. Do this quiz on the British Royal Family.

Test

1) The Queen's husband is

- a) King Philip b) Duke Philip c) Prince Philip

2) The Queen has got ... children.

- a) three b) four c) two

3) Prince Charles is

- a) Prince of England
b) Prince of Wales
c) Prince of Scotland

4) Prince William has got

- a) two brothers
b) a brother
c) a brother and a sister

5) Prince Henry is Prince ... son.

- a) Edward's b) Charles' c) Andrew's

6) Prince Charles, Prince Edward and Prince Andrew are

- a) brothers b) cousins c) the Queen's grandchildren

7) Elizabeth II has been British Queen since

- a) 1952 b) 1962 c) 1972

8) The Queen is

- a) the Head of the Government
b) the Head of the United Kingdom
c) the Head of a political party

9) The Queen must give her agreement to all ...

- a) future laws
- b) the decisions of the government
- c) documents concerning foreign countries

11 **Optional task.** Find some information about The Beatles, and share it with your classmates.

Step 10

DO IT TOGETHER

1 You will hear six texts (1—6), (32). Match them with the appropriate titles (a—g). There is one title you don't have to use.

- | | |
|---------------------------------|---|
| a) The Royal Love Story | e) They Are Such a Mixed Bag ¹ |
| b) The Longest Reign in History | f) Far from Home |
| c) Turning into a Monarch | g) The Sad Year |
| d) The Queen's Hobby | |

2 Choose the appropriate words to complete the text.

Children in Victorian England

You may think your parents are a headache. They make you (1) ... your room, eat vegetables and wear sensible clothes. But at (2) ... you have some room, some food and some clothes! Many Victorian children were not that lucky. When a new Victorian baby arrived, people asked, "Has it come to stay?" Let's face it — babies are (3) ... to keep. Some parents decided that the best way to (4) ... the problem was to send their child to a "Baby Farm". A baby-farmer was a woman who offered to look (5) ... your children for you. You just had to pay five pounds not to see your child again. Of course, the baby-farmer couldn't (6) ... a child for life on five pounds, so the babies were neglected. If the baby died, then that (7) ... money.

- | | | | |
|-----------------|------------|-----------|---------------|
| 1) a) decorate | b) prepare | c) make | d) do |
| 2) a) latest | b) last | c) least | d) less |
| 3) a) expensive | b) cheap | c) easy | d) impossible |
| 4) a) decide | b) make | c) solve | d) create |
| 5) a) for | b) about | c) up | d) after |
| 6) a) raise | b) lift | c) grow | d) rise |
| 7) a) spent | b) saved | c) earned | d) cost |



The Time of Queen Victoria in Britain

Queen Victoria (1819—1901), Queen of Great Britain and Ireland, Empress of India, was the monarch who ruled for a very long period in British history. During her reign Britain's industry developed and there was an increase in the popularity of the monarchy. At the same time there appeared a great number of people in the country who were on the breadline. Young children from poor families had to work many hours at plants and factories. The living conditions in poor families were awful, that's why there were so many deaths among children and babies. People often speak about Victorian moral standards meaning that it was appropriate to be or to look very respectable, religious and well-behaved. Unfortunately, it didn't always work.



¹ a mixed bag — зд.: такие разные



- 3 A. Read the text and fill in the blanks (1—6) with the parts of the sentences (a—g). There is one part you don't have to use.

Your Majesty... Mummy

On the day of the Queen's Diamond Jubilee ['dʒuːbɪli:] (60 years on the throne of Britain) in June 2012 Charles, Prince of Wales, made a speech in his mother's honour.¹ This is (1) ...

Your Majesty...Mummy,

I'm sure you would want me to thank on your behalf all the wonderful people who have made today possible.

And if (2) ... Your Majesty, thank God the weather turned out fine. The only (3) ... is that my father couldn't be here with us because unfortunately he is taken unwell. But ladies and gentlemen, if (4) ... he might just hear us in hospital and get better.

Your Majesty, a Diamond Jubilee is a (5) We are now celebrating the life and service of a very special person over the last 60 years. I was three when my grandfather George VI died and suddenly, unexpectedly, your and my father's lives were changed, when you were only 26.

So as a nation this is our opportunity to thank you and my father for always being there for us. For inspiring us with your selfless duty and service and (6) Proud at a time when I know how many of our fellow countrymen are suffering such hardships and difficulties. Proud to be the part of something as unique as Commonwealth which, through your leadership, has given us the sense of unity.

(shortened)

- | | |
|--------------------------------------|---------------------------------|
| a) unique and special event | e) we shout loud enough |
| b) I may say so | f) what he said |
| c) for making us proud to be British | g) sad thing about this evening |
| d) quite a lot of people have | |

B. Explain the title of the text.

- 4 Use Prince Charles's speech (Ex. 3) as a pattern and prepare a speech in somebody's honour. The phrases from the box can help you.

to make a speech, in sb's praise, in sb's honour, to thank sb, on sb's behalf, if I may say so, we are now celebrating, a unique event, thanks for inspiring us, selfless life, to be proud of sb, a very special person, for always being with us

- 5 Think over the following and answer the questions.

Members of the royal family in many ways are not different from common people in their family lives. They may have a great love on the one hand and family problems leading to divorces on the other. What, in your view, is important to consider before you get married?

- 1) Should people marry only when they are in love?
- 2) Is it important for people to be legally married or can they just live together?
- 3) What is the best age for getting married? Why?



¹ in his mother's honour ['ɒnə] — в честь своей матери

- 4) What do you think about a big age difference when people marry?
- 5) Is a marriage contract a good idea? Why? (Why not?)
- 6) How many children should a family ideally have?
- 7) Why do you think there are so many divorces these days?
- 8) Should children's parents stay together even if they are unhappy?
- 9) How well should you know the person you are going to marry? What do you think about arranged marriages (marriages arranged by the parents of men and women getting married)?
- 10) Should you consider the financial position of a person you are going to marry? What's your attitude to marriages of convenience (marriages for practical or financial reasons and not for love)?



6 Work in pairs and decide what makes a happy family. Put the things you consider relevant in the order of importance and discuss the problem in class.

- love and respect for each other;
- ...

Confusable Words

Accident

Incident

В отличие от имени существительного *accident* — «несчастный случай» или «неожиданный случай» — слово *incident* в английском языке означает любое происшествие, событие, эпизод или случай. Сравните:

a small incident — незначительный случай

a pleasant incident — забавное происшествие

Обычно *incident* означает незначительное, мелкое событие, эпизод, не имеющий прямого отношения к главным действиям:

I would like to tell you about some **incident** from the life of a famous actor.

That was a usual **incident** of our daily life.

Но:

1) He was killed in an **accident**. Он погиб при аварии.

That was a bad automobile **accident**. Произошла серьёзная автокатастрофа.

2) We met by **accident**. It was just an **accident** that we met! Мы встретились случайно.

As

Like

Оба слова означают «такой как» или «так как». Например:

He speaks **like/as** his father.

Nobody understands him **like/as** his mother.

При этом в разговорной речи чаще используется *like*, чем *as*.

Однако есть ряд случаев, когда выбор одного из двух слов имеет значение.

1. *Like*, но не *as* используется для образных сравнений:

She swims **like** a fish.

The young man behaves **like** a child.

2. *As*, но не *like* употребляют, если говорят о роли, профессии или функции чего-то или кого-то:

She works **as** a librarian.

They used old saucepans **as** plant pots.

3. *As* используют в ряде устоявшихся выражений: *as I said*; *as you know*; *as you see*; *as usual*; *do as you're told*.

4. Обратите внимание, что одна и та же фраза на русском языке, например, «как твой брат...» может иметь разный смысл, и от этого зависит выбор слова *as* или *like*:

As your brother, I don't allow you to go there alone. (В роли брата, т. е. я — твой брат).

Like your brother, I don't allow you to go there alone. (Я не твой брат, но, как и он, я не разрешаю ...).

A. Like or as

1) Nobody knows Alfred ... I do. 2) Both her children look ... their mother. 3) ... I said, they had missed their classes. 4) I'm your friend and ... your friend I want to warn you about the mistake you're making. 5) ... your other friends I'm really grateful to you. 6) ... you know, I come from a small town in the north. 7) He uses this piece of glass ... a mirror. 8) Joe works ... a dog to support his big family. 9) Fred worked ... a journalist before he retired. 10) Everything is done, ... you can see. 11) He loves me ... nobody else in this world. 12) Rita came to school on time ... usual.

B. Accident or incident

1) The story is based on a real 2) Jessie suffered from strong headaches after the car 3) After nearly falling twice she managed to get to the top of the cliff without any further 4) An ... happens when a bus or a car hits a person. 5) Six passengers were killed in the ... yesterday. 6) She discovered the problem by 7) Such ...s may happen every week. 8) We had an awful ... at the factory, a certain part of the ceiling fell down on the worker. 9) The fact remains — the teenager is alive by a pure 10) ...s do happen, unfortunately. Sometimes they are fatal.

DO IT ON YOUR OWN**8**

Match the words with their definitions.

- | | |
|-------------|---|
| 1) accident | a) a situation in which life is very difficult, usually because you don't have enough money |
| 2) incident | b) an unexpected happening, especially an unpleasant one in which people are hurt |
| 3) unity | c) a person who has the right to inherit your money after your death |
| 4) hardship | d) a period during which a king or a queen rules |
| 5) reign | e) the state of people being together and acting together for some purpose |
| 6) heir | f) an event or happening, usually not very important |

9

Complete the sentences with the appropriate adjectives and verbs from the box.

sign, signed, inspiring, inherit (2), inspired, suffer, suffering

1) If you ... money or property, you receive it from someone who has died. 2) My favourite teacher has ... many of her pupils to devote their lives to studying history. 3) My mum has always been a very ... woman who helped me a lot and encouraged me to try again if I failed. 4) You should ... out when you leave a hotel to show officially that you have left. 5) According to the will he will ... this money at the age of twenty-five. 6) I like to see you enjoying yourself, but you mustn't let your work 7) When I called her she told me she was ... from a cold. 8) He ... his name on the document.

10

Complete the text with the appropriate forms of the words on the right.

My Family

Hi! My name is David. I have a big family. I'm the (1) I can't say I like it very much when my (2) ... brothers and sisters try to boss (3) Sometimes I suffer but there are advantages too as I can (4) ... from their mistakes. There are five (5) ... in the family. We are and always (6) ... a united family. Last summer we (7) ... into a new house. My grandparents (8) ... in it before my parents (9) ... it after their deaths. Now each of us (10) ... their own room.

young
old
I
learn, child
be, move
live, inherit
have

Step 11

Consolidation Class

DO IT TOGETHER

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Step 11



- 1** Listen,  (33), and say which of the facts below are true, false or not stated.

- 1) Modern families have different problems.
- 2) Too much is expected from modern parents.
- 3) In modern families there is more strain and pressure than love.
- 4) People never tried to change a traditional family.
- 5) Conflicts between parents and their children are often understood as a generation gap.
- 6) Many young people these days try to avoid having families.
- 7) The family will exist forever and ever.

- 2 A. In small groups or in pairs** discuss the place of a family in our society.

Consider the following:

- the place of a family in a person's life;
- the importance of a family for children;
- things and behaviour that can lead to divorces;
- things that help people to have a happy family;
- sharing responsibilities between husband and wife;
- independence of a young family.

B. Answer the questions.

- 1) Does a family as an institution has its future? Why?
- 2) Do you think it is important to know the history of one's own family?

- 3** Choose the appropriate words to complete the sentences.

- 1) You can ... the books but promise to bring them back on Tuesday.
a) lend c) borrow
b) deserve d) inherit
- 2) We can't ... to go on holiday this year. We don't have enough money.
a) avoid c) afford
b) affect d) appeal
- 3) Not everybody has a regular job and a good
a) income c) expense
b) cash d) allowance
- 4) I think the ... part of the money should be spent on entertainment.
a) inspiring c) average
b) remaining d) promising
- 5) He worked hard till recently and was Now he is a senior citizen but he doesn't want to change his lifestyle.
a) independent b) decent c) severe d) average
- 6) You must change your ... to the job you're doing.
a) treatment b) affection c) relation d) attitude



- 7) I did a lot of housework which ... several chores in the morning.
 a) increased b) involved c) inspired d) introduced
- 8) I'd like to stay in a really expensive hotel but my economical elder brother ... this idea.
 a) rejects b) refuses c) remains d) requires
- 9) I don't think she ... such a big allowance. She will waste all the money.
 a) rejects b) affects c) establishes d) deserves
- 10) Have Your friends will be here soon.
 a) option b) experience c) affection d) patience
- 11) Children should be ... for their achievements: it raises their self-esteem¹.
 a) treated b) avoided c) praised d) rejected
- 12) In those days he was up to his ears in ... and couldn't afford to buy expensive clothes.
 a) appeal b) debt c) hardships d) expenses

4 Complete the microdialogues. Agree with your partner. Use the idioms (p. 90).

- 1) A: I hear that William is a very rich man.
 B: Yes, ...
- 2) A: The Johnsons don't require any financial support. They have all the essential necessities.
 B: Yes, ...
- 3) A: I do sympathize with Rosie. After her husband's death she is raising three children on her own and needs money badly.
 B: Yes, ...
- 4) A: As I understand, all your friends are the same age as you are.
 B: Yes, ...
- 5) A: I have a feeling that Steve is to blame for your quarrel.
 B: Yes, ...
- 6) A: Please forgive me. I promise it will never happen again.
 B: Yes, let ...
- 7) A: Fred gets some pocket money from his parents.
 B: Yes, his weekly...
- 8) A: It's common knowledge that the family has a lot of expenses at the moment.
 B: Yes,...
- 9) A: They say Charles will inherit the throne of England.
 B: Yes, ...
- 10) A: Sam was badly hurt in a car crash.
 B: Yes,...

5 Work in pairs. Continue these dialogues and role-play them.



1. A: Good morning Haven't seen you for ages. How are you keeping?
 B: Quite well, thank you. And how are you and your family?
 A: We're all well, thanks. You must come and see us sometime.
 B: Thanks, I will, but you know what it's like. I'm absolutely tied down to the family.
 ...

2. A: Hi, ...!
 B: Oh, hello, I haven't seen you lately. You don't seem to show up nowadays. What's the matter?
 A: Nothing very much, It's just that I'm awfully busy these days. There are too many things to do in the office and the usual house chores too, as you understand.
 B: What about...? Does he/she help you about the house?
 ...



¹ self-esteem [ˌselfɪˈsti:m] — самооценка



3. A: Morning, ...! Nice to see you. How are you doing?
 B: Not bad at all. Have you heard the latest news about ...? He/She is going to marry soon.
 A: Oh, no. He/She is too young for that.
 B: Too young?
 ...

4. A: Hi, ..., you are an expert in money matters, aren't you?
 B: I think I am to a certain extent.
 A: In that case I will ask you for advice.
 B: Fire away.
 A: I can't plan my budget. My monthly allowance is not a small one but at the end of each month I realize I'm running into debt.
 ...



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Step 11

6 Speak about the British Royal Family. You may mention:

- who it consists of;
- who are the reigning monarch and heirs to the throne;
- what kind of job the family does for the country;
- how their life changes in the modern society;
- other facts.

7 Complete the sentences. Use the verbs on the right in the appropriate passive forms. Sometimes two forms are possible.

- 1) Waiter: Can I help you, sir?
 Customer: We ... already, thank you.
- 2) — The Robinsons are having a party on Saturday. Are you going?
 — I don't know if I ...
- 3) James is in the classroom. He ... in English Literature.
- 4) I don't think I will ever ... for the job I have done.
- 5) The document must ... not later than Monday.
- 6) The doctor said the child ... badly in the accident.
- 7) When I came back to the studio, Lady Campbell ... still.
 I was surprised an interview could take so much time.
- 8) I didn't realize the window ...
- 9) — That's a nice armchair.
 — Yes, it's very old. It ... to me by my great-grandparents.
- 10) His new novel ... yet.

serve
 invite
 examine
 pay
 sign
 hurt
 interview

break
 give
 not publish

DO IT ON YOUR OWN

8 Change the sentences into passive where it is possible.

- 1) They haven't paid for their new house yet. 2) My mother gave each child a farewell present.
 3) The Prime Minister will sign the document tomorrow. 4) We knew that we could rely on our friend.
 5) We wondered who had inherited the wonderful old library. 6) The leaders of the party appealed to its members.
 7) They remained at school till about six o'clock. 8) Unfortunately, they are rejecting all the offers.
 9) The southern part of the country contrasts sharply with the northern area. 10) I hope that scientists will soon find an effective treatment for cancer.
 11) They are widely discussing the incident in the newspapers. 12) The change in the climate has affected the agriculture.
 13) At that time they were establishing friendly relations between our countries. 14) When we arrived, they had already discussed all the options.

9 Complete the sentences. Use the appropriate prepositions where necessary.

- 1) She doesn't work at the moment and is really hard 2) ... your behalf I would like to express our sincere admiration for the lady.
 3) I can't afford to buy you the latest model of iPhone. I'm not made ... money. 4) Who is the heir ... the British throne? 5) He says he suf-

fers ... all the illnesses imaginable. 6) I'm running ... debt. I can say I am ... the breadline. 7) I think you should apologize ... your yesterday's behaviour. 8) Who is to blame ... the broken window? 9) It's all my fault that we have fallen ... with George. I think I owe ... him an apology. It's really high time to make 10) What about the usual house chores? Who will mop ... the floors, dust ... the furniture, do ... the ironing and take ... the rubbish?

10 Write the word combinations in English.

A. 1) карманные деньги; 2) заслуживать похвалы; 3) накрыть на стол; 4) приличная одежда; 5) суровые морозы; 6) избегать ссор; 7) держать обещание; 8) относиться к чему-либо слишком серьезно (делать из мухи слона); 9) быть независимым от кого-либо; 10) лечить болезнь лекарствами.

B. 1) быть выше среднего уровня; 2) лечение от болезни; 3) призыв к кому-то; 4) призыв о помощи; 5) осознавать что-то; 6) привязанность к кому-то; 7) знать из собственного опыта; 8) отношение к чему-то; 9) по моему опыту; 10) поссориться с другом.

Step 12

Test Yourself and Prepare for the National Examination

I. Listening

1 Listen, (34), and complete the sentences.

1) Prince Charles ...

- a) became an heir to the British throne in 1958
- b) didn't feel he was taken care of by his mother in his childhood
- c) has always understood his mother has a very strong sense of duty

2) Jonathan Dimbleby ...

- a) is Prince Charles' peer
- b) has become Prince Charles' friend
- c) is writing a story of Prince Charles' life

3) Queen Elizabeth II thinks ...

- a) Charles is an appropriate heir to the throne
- b) Charles is not an easy son
- c) Charles does his best to be a good parent

4) Queen Elizabeth II is not ...

- a) a wasteful woman
- b) a selfish woman
- c) an economical woman

5) Charles' lifestyle is ... by the Queen.

- a) disapproved of
- b) admired
- c) influenced

6) Charles has ...

- a) plenty of servants
- b) more servants than his mother
- c) more servants than anybody else in Buckingham Palace



Maximum result	6
Your result	?



- 2 Read the text and fill in the blanks (1—7) with the parts of the sentences (a—h). One part you don't have to use.

New Year's Day

You know how you're supposed to come up with a list of "resolutions"¹ at the beginning of the year (1) ...?

Well, the problem is, it's not easy for me to think of ways to improve myself, (2) So this year my resolution is to try and help OTHER people improve. But the thing is that some people don't really appreciate it (3) What's more the people in my family tend not to keep their New Year's resolutions.

Mom said she was gonna start going to the gym today, but she spent the whole afternoon watching TV. And Dad said he (4) ... , but after dinner I caught him out in the garage, enjoying his favourite cakes.

The only person in my family who didn't come up with a resolution is my older brother, Rodrick, and that's a pity² because his list should be about a mile and a half long. So I'm starting to wonder if I should (5) Besides, after I told Mom for the billionth time to stop (6) ... , she made a really good point. She said, "Everyone can't be as perfect as YOU, Gregory." And (7) ... , I think she is right.

- a) as it is a hard thing to do
- b) give up making my resolutions too
- c) when you're trying to be helpful
- d) eating her potato chips so loud
- e) to try to make yourself a better person
- f) from what I've seen so far
- g) was gonna go on a diet
- h) because I'm already pretty much one of the best people I know



(after Jeff Kinney)



Maximum result	8
Your result	?

III. Use of English

- 3 Complete the text with the appropriate grammar forms of the words on the right.

When he had finished, I said to him, "There's a big gap in this story, Mr Winston. You (1) ... me almost nothing about Henry's travels and about his adventures." "That's Max's story," John Winston said. "Max knows about it (2) ... than me. But he wants to write about it (3) He (4) ... already. It should be a fantastic story if he ever (5) ... it. But he is (6) ... than me and I don't think he will manage it. That's why I want you to do it for us." "Then I have a question," I said. "What is Henry's real name? Don't you want me (7) ... who he really was when I do the story?" "No," John Winston said. "Max and I promised never to mention it. And I'll appreciate it if you (8) ... to find out. Just call him Henry." And that's what I have done.

tell
good, he
start, finish
old
say
not try

Maximum result	8
Your result	?

¹ a resolution [ˌrezəˈluːʃn] — решение; зд.: обещание

² That's a pity ['piti]. — Очень жаль.



- 4 Complete the text with the derivatives of the words on the right.

The Diamond Jubilee

"The summer of 2012 is the time that will be remembered," (1) ... say. That year was indeed a royal one with the people of Her Majesty's (2) ... showing their (3) ... , respect and thanks for her 60 years of dedicated (4)

The Queen was (5) ... touched. She said she would always draw¹ (6) ... from the countless (7) ... shown to her in the UK and throughout the Commonwealth. One (8) ... paraphrased the poet Wordsworth: "Bliss was it that summer to be alive, but to be in London was heaven." He was right.

history

king, admire
serve
deep, inspire
kind
observe

Maximum result	8
Your result	?

- 5 Complete the text choosing the appropriate words.



Not so long ago I decided to spend a (1) ... days in the West Indies. I was to go there for a short holiday. Friends had (2) ... me it was (3) I would (4) ... all day long on the beach sunning (5) ... and swim in the warm green sea.

I chose Jamaica, and (6) ... directly from London to Kingston. The drive from Kingston airport to my hotel (7) ... two hours. When I arrived (8) ... the hotel I felt that I had found the right place for my holiday.

- | | | | |
|----------------|-------------|--------------|------------------|
| 1) a) little | b) less | c) few | d) fewer |
| 2) a) spoken | b) told | c) talked | d) said |
| 3) a) fantasia | b) fantasy | c) fantastic | d) fantastically |
| 4) a) lie | b) lay | c) lied | d) lain |
| 5) a) I | b) my | c) me | d) myself |
| 6) a) flow | b) flowed | c) flew | d) fly |
| 7) a) borrowed | b) included | c) involved | d) took |
| 8) a) in | b) to | c) at | d) into |

Maximum result	8
Your result	?

IV. Writing

- 6 Comment on one of the following statements.

- One can be happy if they are not in harmony with people around them.
- The generation gap can never be bridged.
- Boys and girls can't make friends.
- Families are more important than friends for teenagers.
- Within 50 years there will be no families.
- Monarchy is an expensive attraction for tourists.

¹ to draw [drɔ:] — зд.: черпать

Write 200—250 words. Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and give 2—3 reasons for it;
- express an opposing opinion and give 1—2 reasons for it;
- explain why you do not agree with the opposing opinion;
- make a conclusion, restate the problem.

Maximum result	6
Your result	?

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Step 12

7

You have received a letter from your English-speaking pen friend, Arnold by name. In his letter Arnold writes:

"Yesterday evening we had Christmas dinner.

The day before yesterday we had decorated the X-mas tree, then Mum and Gran-
ny cooked some tasty things we had for dinner. I wrote my resolutions:

Starting today I will:

1. Be nice to everyone, whether I like them or not.
2. Stop lying.
3. Stop forgetting my algebra notebook.
4. Keep my comments to myself.

Do you celebrate Xmas? Who do you usually celebrate it with? Do you ever make
resolutions? Where did you spend your last Xmas and school holidays? I'm going to
visit the USA in January.

Write a letter to Arnold.

In your letter:

- answer his questions;
- ask 3 questions about his plans for his journey to the USA.

Maximum result	6
Your result	?

Count your total result.

Total result	50
Your total result	?

Are you satisfied with the mark your teacher gave you for your written papers? Can you improve your results?

Look through the steps of Unit Two and say:

- if the material of the unit was interesting, useful, widening your scope;
- if you found any new ideas in the texts and exercises of the unit;
- if any of the problems raised in the unit were surprising, making you think them over;
- if the unit helped you to revise grammar and vocabulary;
- what new information about the English language you have learnt;
- what things were easy/difficult;
- what tasks you specifically remember and why.

Prepare a computer presentation on the topic "In Harmony with Others". You may consider these golden rules:

- I try to treat others the way I want to be treated myself
- I can't imagine my life without my family and friends
- knowing how to avoid quarrels is a way to harmony.

Be ready to give your presentation in class. It shouldn't take longer than five minutes. Try to make your presentation interesting, illustrate it with photos, pictures etc.

Unit 3

In Harmony with Nature

Wildlife

Ecological Problems

Natural and Man-made
Disasters

Human Environment

Wonders of Nature

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Step 1

Step 1

DO IT TOGETHER

- 1 A. Listen to the poem, (35), and then read it.

To a Butterfly

I've watched you now a full half-hour,
Self-poised upon that yellow flower;
And, little Butterfly! indeed
I know not if you sleep or feed.
How motionless! — not frozen seas
More motionless! and then
What joy awaits you, when the breeze
Hath found you out among the trees,
And calls you forth again!
This plot of orchard ground is ours;
My trees they are, my Sister's flowers.
Here rest your wings when they are weary;
Here lodge as in a sanctuary!
Come often to us, fear no wrong;
Sit near us on the bough
We'll talk of sunshine and of song,
And summer days, when we were young;
Sweet childish days, that were as long
As twenty days are now.

балансирующая

неподвижная

= waits for you

= has

вперёд

участок фруктового сада

дай отдых; уставшие

живи как в убежище

не бойся беды

сук, толстая ветка

William Wordsworth

B. Say:

- what, in your opinion, inspired the poet to write the verse;
- in what mood it was written;
- what is the message of the verse.



2 In the verse "To a Butterfly" the poet and his sister often talked about "Sweet childish days, that were as long as twenty days are now". Did it ever happen to you that one day felt like many days or the other way round? How did it happen? When do such things usually happen?

3 Look at the pictures of these famous places and choose the appropriate adjectives from the box to describe them.



1. The Niagara Falls, the USA



2. The Grand Canyon, the USA



3. The Rocky Mountains, the USA



4. Lake Baikal, Russia



5. Land's End in Cornwall, Great Britain



6. The Volga River, Russia

fantastic	poetic	striking ['straɪkɪŋ] — поразительный
wonderful	popular	vast [vɑːst] — обширный
peaceful	powerful	huge [hjuːdʒ] — огромный
dangerous	quiet	awesome ['ɔːsəm] — потрясающий
enjoyable	unforgettable	brehtaking ['breθ,teɪkɪŋ] — захватывающий дух
frightening	lonely	remarkable [rɪ'mɑːkəbl] — удивительный
great	beautiful	superb [sjuː'pɜːb] — превосходный
heavenly	incredible	picturesque [ˌpɪktʃə'resk] — живописный
lovely	unreal	terrific [tə'rɪfɪk] — волнующий
noisy	attractive	
perfect	unique	

4 Put together the words from the two boxes to describe some place. Continue the description in 4—5 sentences.

Example: X. is unforgettably picturesque. It's situated in the north. There are beautiful thick forests around it. It stands on the shore of a deep blue lake. The ancient houses and churches of the town look like a picture from a book of fairy tales. I love going there in summer.

strikingly	perfectly
remarkably	unforgettably
breathhtakingly	really
fantastically	

beautiful	vast
picturesque	huge
peaceful	awesome
attractive	powerful

Passive Structures with the Infinitive

В английском языке часто встречаются пассивные структуры с инфинитивом:

She **is considered to be** a talented artist. (Её считают талантливой художницей.)

Anna **is believed to live** in Helsinki. (Полагают, что Анна живёт в Хельсинки.)

Prices **are said to grow** regularly. (Говорят, что цены постоянно растут.)

Инфинитив глагола *to be* может опускаться после глагола *to consider*:

The Johnsons **are considered** (to be) a united family.

В подобных структурах употребляются следующие глаголы:

agree	declare	find	say
believe	discover	hope	suppose
consider	expect	know	think
decide	feel	report	understand

Benjamin **is reported to work** for the newspaper.

English people **are thought to dislike** learning foreign languages.

5 Express the same in a different way.

Example: They say that the schoolchildren will spend two weeks in Canterbury.
The schoolchildren are said to spend two weeks in Canterbury.

1) They feel that the compromise is not easy to achieve. 2) They suppose that the ecologists discussed a number of serious problems. 3) They report that the minister is taking part in the talks. 4) They think that the place is popular with holidaymakers. 5) They declared that the situation in the south of the country was dangerous. 6) They agree that the conference will begin at eleven. 7) They believe that the book is selling well. 8) They believe that the government spokesman won't arrive on time. 9) They find that the roads are too busy at this hour. 10) They hope that the article will appear in April. 11) They say the term "collider" is often used in physics nowadays. 12) They believe Rose lives in St Petersburg. 13) They think Alice likes being close to nature and far from civilization.

Grammar

English Adverbs and Adjectives. The Word *Very*

1. Наречие *very* в английском языке означает «в самой высокой степени». Поэтому в речи слово *very* не сочетается с прилагательными, уже обозначающими высокую степень качества: *great*, *wonderful*, *terrific*, *brehtaking*, *huge*, *terrible* и др.

В таких случаях используют наречия *really*, *truly*, *absolutely*:

The view of the mountains was **really great**.

The trip to Lake Baikal has been **truly terrific**.

My new story will be **absolutely breathtaking**.

2. Существует также прилагательное *very*, используемое перед существительными. Его значение — «тот самый», «те»:

Tom is the **very person** who can help you. (Том — тот самый человек, который сможет тебе помочь.)

These are the **very trees** my father planted. (Это те самые деревья, которые посадил мой отец.)

We live in a world full of beautiful and wonderful places. Every human probably dreams of visiting some of them or at least one of those places in their lifetime. Living in modern cities with their high-rise buildings, we tend to miss what Mother Nature has created and can offer. They say beauty fills the eye and warms the heart.

- Would you argue that visiting such places can influence people's lives? In what way?
- Do you ever find time to be at one with Nature? How often?
- What places do you visit then?
- Do you sometimes spend your free time in the countryside? What do you usually do there?
- Are you interested in wildlife?
- Do you ever dream of visiting some beautiful places? What places?
- What places abroad could interest you from this point of view?



Grammar

English Articles. General Revision

1. В современном английском языке исчисляемые имена существительные в единственном числе могут употребляться с неопределённым или определённым артиклем:

There is **a** book on the table. **The** book is **a** guide book.

2. Исчисляемые имена существительные во множественном числе, абстрактные и вещёственные имена существительные могут употребляться с определённым артиклем или с так называемым нулевым артиклем (zero article):

Tourists often visit Great Britain.

The pupils of our school won the football match yesterday.

What pleasant weather!

The meat you've bought is really expensive.

3. В большинстве случаев неопределённый артикль *a/an* связан с понятием единичности. Исторически он восходит к числительному *one*.

4. Определённый артикль произошёл из указательного местоимения *that* и может произноситься по-разному:

the $\begin{cases} [\delta\theta] & \text{— the house} \\ [\delta I] & \text{— the egg} \end{cases}$

Complete the sentences, use *a (an)*, *the* or *zero article*.

1) We knew he was ... foreigner because he spoke with a strange accent. 2) There was ... old Lady of France who taught ... little ducklings to dance. 3) There is not much hope that he will pass ... last exam. 4) ... hostel is ... place where ... students or ... travellers can get ... meals and ... rooms. 5) "Never lend ... books, for no one ever returns them; ... only books I have in my library are ... books that other people have lent me." (*Anatole France*). 6) I'd like ... cup of coffee. 7) Who's ... lady standing by ... window? 8) Today is ... only day when we can sign... papers you've brought. 9) What ... thick dictionaries! 10) The Browns have got ... boy and ... girl. ... girl is three years older than ... boy.

8 Express the same in Russian.

1) The House of Windsor is considered to come into being in 1917. 2) The British Royal Family is believed to be one of the oldest in Europe. 3) The Queen's husband, Duke of Edinburgh, is said to take a great deal of interest in industry and wildlife. 4) The Queen is known to have a deep affection for horses. 5) Princess Diana is known not to take back her maiden name, Spencer, after her divorce. 6) The Queen is reported to sign official documents as "Elizabeth R". 7) The new law that can give the royal daughters the right to come to throne before their younger brothers is agreed to appear in Britain. 8) Prince William and his wife Kate Middleton are known to have the official name of the Duke and Duchess of Cambridge. 9) The Royal Family is discovered to have little use for their last names. 10) The members of the Royal Family are expected to travel a lot.

9 Read the sentences and decide in which of them *very* means a) «очень» and in which b) «именно та, тот, те».

1) It was the very book we had spoken about. 2) I'm very sorry that you are not feeling well. 3) That is the very movie I saw yesterday. 4) The very idea of getting up at six in the morning was absolutely awful. 5) Your gift was the very thing I have always wanted. 6) That was a very interesting myth. 7) The assistant wasn't very helpful. 8) Liam Mac Uistin is the very person who wrote "Celtic Magic Tales". 9) Ireland is a very beautiful country full of ancient legends and myths. 10) Great Britain was a very powerful state in the 19th century.

10 Complete the sentences. Use *a/an, the* or *zero* article.

1) ...island was rather small but breathtakingly beautiful. 2) ... elephant is a remarkably strong animal. 3) There was ... huge castle in front of them. 4) I can't open ... door. I've lost my key. 5) ... painting you have given her as a gift is really awesome. 6) What ... wonderfully peaceful valleys there are! 7) ... right answer is: "Yes!". 8) We always stay at five-star hotels when we go to ... sea. 9) ... Sun is not... planet, it is ... star. 10) It is ... unforgettably picturesque place.

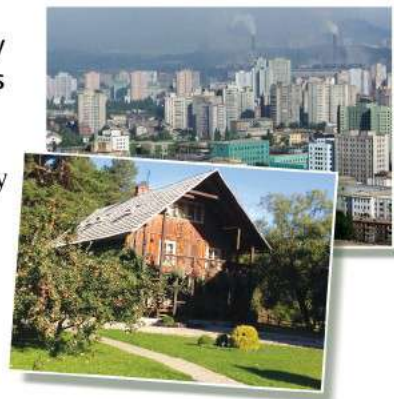
11 **Optional task.** Use the Internet and try to find some information about William Wordsworth, his life and works. Share your information with your classmates.

Step 2

DO IT TOGETHER

1 Listen to six people speaking about the places where they live, (36), and match the texts (a—f) with the statements (1—7). There is one statement you don't have to use.

- 1) Plants and animals help me not to feel bored in the country
- 2) There is a water body near the place where I live.
- 3) My life is not stressful, I'm never pressed for time.
- 4) I don't usually do shopping in the daytime.
- 5) I can taste food coming from different places.
- 6) I think living in a city may be dangerous.
- 7) The place where I live has an interesting history.



2 Listen, (37), and read.

- A. **attend** [ə'tend] — посещать
crowd [kraʊd] — толпа
crowded ['kraʊdɪd] — заполненный людьми



overcrowded [əʊvə'kraʊdɪd] — переполненный

convenient [kən'vi:niənt] — удобный

feature ['fi:tʃə] — черта

scream [skri:m] — пронзительно кричать, вопить

suburb ['sʌbɜ:b] — пригород, предместье

swear [swɛə] — 1) клясться, божиться; 2) браниться, сквернословить

thus [ðʌs] — таким образом, следовательно

rush hour — час пик

traffic jam — дорожная «пробка»

B. attend: to attend school, to attend classes, to attend club meetings. People who attend a play or a concert are the audience, people who attend a religious service are the congregation, people who attend football games are spectators.

crowd: a big crowd, a crowd of fans. There were crowds of people at the theatre. I do what I like and don't follow the crowd.

Crowded: a crowded street, a crowded hall.

Overcrowded: an overcrowded bus, an overcrowded room. We went to Klin in an overcrowded train.

convenient: a convenient hour, a convenient place, to be convenient **for/to** somebody. It's convenient for me to arrive at 6. I'll meet you at any time convenient for you.

feature: a characteristic feature, a special feature, the main feature. Our plan has some undesirable features.

scream: to scream loudly, to scream **in** anger, to scream **for** help, to scream **with** delight, to scream **at** somebody. They had their arms in the air and were screaming with delight.

suburb: the suburb of a city. Wanstead is a suburb of London. We live in the suburbs, so many parents have to drive to work.

swear (swore, sworn): 1) to swear that..., to swear to do something, to swear **on** the Bible. I swear, I have never seen him before. 2) to swear **at** somebody. She was angry and was swearing at everybody.

thus: Thus often means "as a result" in formal English. Its informal synonyms are "so/therefore". You didn't study and, thus, you failed the test.

rush hour: **at** rush hour, **during** the rush hours, in the middle of the rush hour. I like to get to work before the rush hour. There's a train every half hour or 20 minutes at rush hour.

traffic jam: to create a traffic jam, **in** the traffic jam. In the morning, the traffic jam starts about 8 o'clock a.m.

3 A. Answer these questions.

- 1) How often do you attend school — do you attend it five or six days a week?
- 2) In what places can you see crowds of people? Have you ever been in a huge crowd? What did you feel?
- 3) Have you ever travelled in an overcrowded train or bus? Where were you going?
- 4) Are the streets of the place where you live crowded? Are they more crowded in the morning or in the evening?
- 5) Are there traffic jams in the place where you live? How often do they happen?
- 6) What time of the day do you call a rush hour?
- 7) What can you usually see in the suburbs of a big city?
- 8) Why do you think people scream? When can it happen? Have you ever screamed with delight? Why was it? Have you ever screamed for help? Why did you do it? What's your attitude to those who like to scream loudly or scream at other people?
- 9) When, in your view, is it appropriate to say "I swear that I'm telling the truth"? Have you ever used such words? Why did you use them?
- 10) Do you ever swear? What do you think of people who use bad language? Can you find any excuses for swearing?

B. Complete these sentences using *thus*.

- 1) You woke up late and lay in bed for half an hour, *thus*...
- 2) You have been watching television since four o'clock, *thus* ...
- 3) My cousin has been surfing the Net for two hours, *thus* ...
- 4) I have not got enough money, *thus*...
- 5) All my life I have been living in the country, *thus*...
- 6) Oleg drives carelessly, *thus*...
- 7) My mum has two jobs now, *thus* ...
- 8) The family are tired of living in town, *thus*...

4

Read the texts (1, 2). Find in them and put together all the arguments a) for living in town, b) for living in the country, c) against living in town, d) against living in the country.

For and Against

1. Nowadays many people prefer to move from cities and towns to the countryside. Those who do it say that the disadvantages of living in towns and cities are numerous. They don't want to feel stressed, bump¹ into each other in crowded streets and shops or breathe the polluted air.

These people often describe the advantages of living in villages and on farms. They speak about the direct contact with nature and wildlife. Such a contact has a positive influence on humans. One cannot but agree that life in the countryside is healthier, more peaceful and relaxing and probably safer than life in the city. But is it better? Is it more interesting? Do answers to these questions depend on a person's age, family traditions, their likes and dislikes? We should not forget such things as opportunities to get a good education, an interesting job or decent medical care either. There is also a problem of boredom as there is very little social life in the countryside. In some places there are no kindergartens² or schools, modern cinemas, museums or art galleries, no fashionable shopping centres.

So if you ask which place is better for living, a city or the countryside, the most objective answer is "It depends".³

2. In industrially developed countries there is a tendency for people to leave big overcrowded cities and move to the countryside where they find peace, quiet and an unpolluted environment.

So what is wrong with cities? Only a few decades ago they seemed to be so attractive.

A lot of people will tell you that life in big cities is really stressful. The city centres are full of busy and noisy activity day and night and the suburbs are usually dull, overcrowded and tend to have criminal problems. The roads in towns and cities have become unsafe, especially during the rush hours when drivers and their passengers waste time in traffic jams. Besides, not all parts of big cities look beautiful, some of them actually look quite ugly with similar high-rise crowded buildings.

On the other hand, some other parts of towns and cities may look fantastically picturesque.

There is always a lot to see and to do in towns and cities. They offer many more job opportunities than a small place in the country. They have a good choice of schools, universities, libraries, museums and theatres.

To sum up, I can say that both towns and the countryside have their own attractive features. So people should be able to decide what lifestyle is closer to them.



¹ **to bump** [bʌmp] — натыкаться

² **a kindergarten** ['kɪndəˌɡɑːtn] — детский сад

³ **It depends.** — Всё зависит от обстоятельств.

5 Work in pairs. Imagine that one of you wants to live in the country and the other considers a big city to be the best place for living. Talk to each other. Mention:

- the lifestyle in both places;
- which of the places is more convenient to live in;
- what may stop you from choosing them.

Try to come to the same conclusion. But you may also agree to differ.

Grammar

Articles with the Nouns *School, Space, Prison, Church, Bed, Work, College, Hospital, University*

1. Если данные существительные обозначают деятельность, которая ассоциируется с указанными выше местами, то перед ними употребляется нулевой артикль *zero article*.

to		in	at
to go to school to go to college to go to university to go to hospital to go to prison	to go to bed to go to work to go to church	to be in bed to be in prison to be in church to be in hospital	to be at school to be at church to be at college to be at university to be at work
to start work — to finish work; to start school — to leave/finish school			

2. Если эти существительные обозначают здания и конкретные места, то употребляются артикли *a/an, the*.

Yesterday I went to the school where my son has classes.

Nancy works in a hospital.

There were a lot of police at the prison.

Tourists always admire the small church in the suburbs.

Lie down on the bed. The doctor will examine you.

Thanks for the work you have done.

6 Choose the appropriate articles to complete the sentences.

- 1) James is running a high temperature. I think he will be taken to (—/the) hospital.
- 2) Would you like to go to (—/the) university with me? There will be an interesting lecture there.
- 3) They are leaving (—/the) school next year.
- 4) My cousin started learning French when he was at (—/the) school.
- 5) The cruel king ordered to take the young man to (—/the) prison.
- 6) Greg was angry when he saw his dog Rex lying on (—/the) bed.
- 7) (—/The) church in the High street is a tourist attraction.
- 8) The first place to visit was (—/the) university.
- 9) (—/A) new school is being built in my street.
- 10) Let's meet at the entrance to (—/the) hospital.

Grammar

Perfect and Progressive Infinitives in Passive Structures

В предложениях, в которых используются пассивные структуры типа:

James is said... The delegation is reported ... They are known ... The prince is believed...

часто употребляется так называемый перфектный инфинитив (perfect infinitive) и продолженный инфинитив (progressive infinitive).

Perfect Infinitive	Progressive Infinitive
to have + V ₃	to be + Ving
to have done to have grown to have achieved	to be visiting to be reading to be approaching

1. В пассивных конструкциях перфектный инфинитив указывает на действия, произошедшие в прошлом:

James is said **to have moved** into London. (Говорят, Джеймс переехал в Лондон.)

The delegation is reported **to have arrived** in Moscow. (Как сообщают, делегация прибыла в Москву.)

2. Так называемый продолженный инфинитив в подобных конструкциях указывает на действие в развитии:

The train is hoped **to be arriving** at the railway station now. (Есть надежда, что в данный момент поезд прибывает на вокзал.)

The guests were expected **to be visiting** the City Museum at the moment. (Как предполагалось, гости в тот момент осматривали городской музей.)

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Step 2

7

Make up sentences with the help of these tables.

A.

George		believed		arriving	
These people	am	supposed		beginning	
The passengers	is	reported	to be	doing	...
Jane	are	considered		planning	
...		said		painting	
		known		...	

B.

The officials		believed		started	
I	am	supposed		written	
The athlete	is	reported	to have	refused	...
The musicians	are	considered		agreed	
...		said		won	
		known		...	

DO IT ON YOUR OWN

8

Write the same in Russian.

1) The train is believed to be arriving on time. 2) John is supposed to have already finished his project. 3) Several people are known to have been killed during the accident. 4) The delegation is reported to be leaving Moscow tomorrow. 5) The delegates are considered to be discussing the programme in Room 5. 6) Mary is believed to have prepared her presentation herself. 7) The minister is reported to be doing the sights of the city. 8) Mr Williams is expected to begin his journey on Tuesday. 9) Dr Manson is said to have cured his hopeless patient. 10) They are supposed to be moving house.

9

Choose the appropriate articles (*a/an, the, zero* article) to complete the sentences.

1) They have ... university in his native city. 2) Little Sue is in ... hospital. — Oh, no. What's the matter? 3) My grandparents used to go to ... church on Sundays. 4) How many peers of yours go to ... college? 5) ... old university is still very popular. 6) Where does ... hospital get its medical equipment? 7) There is ... hospital near ... church where we met yesterday. 8) Let's meet at ... school and go to the stadium together. 9) What ... unusually beautiful church! 10) My brother is still at ... school, but he is taking his final exams in June.

10 Match the words in the two columns and complete the sentences below with the word combinations.

- 1) attended
- 2) convenient
- 3) overcrowded
- 4) huge
- 5) swore
- 6) rush
- 7) traffic
- 8) characteristic
- 9) move

- a) city
- b) features
- c) to the suburb
- d) hour
- e) place
- f) jams
- g) university
- h) crowd
- i) outloud

1) The family thought that their cosy kitchen was a more ... for meals than the dining room.
 2) What are the ... of the country lifestyle? 3) I didn't feel safe in the ... of football fans. 4) He got up very early to drive to work before the morning 5) They ... together with Miss Lenox and know her very well. 6) In summer it was especially pleasant to stay in the cottage far from the 7) They decided to ... where they could buy a bigger house. 8) James ... that he had never seen the man before. 9) ... are very typical of most of big cities.

Step 3

DO IT TOGETHER

- 1** Listen to the talk between two friends, (38), and say which of these facts are true, false or not stated.



- 1) Greece is a country in Southeast Europe.
- 2) Boris went to Greece because he felt admiration for the country.
- 3) Boris speaks about the striking colour of the Mediterranean Sea.
- 4) Moscow summer temperatures are always lower than in Greece.
- 5) During his stay in Greece Boris spent more time in the mountains than near the sea.
- 6) There are 227 islands in Greece.
- 7) Snow is a typical feature of winter in the Greek mountains.

- 2** **A. Work in small groups** and make a list of advantages/disadvantages of living in the country and in big cities.

Why live in the country

- more space for people and animals;
- more freedom;
- ...

Why live in a city

- a diverse life;
- more opportunities to make a good career;
- ...

- B. Work in pairs.** Discuss with your partner possible places to live.

Consider the following:

- live and work in the country;
- live and work in the city;
- live in the country and work in the city;
- live in the city and have a country house where you can spend your holidays.

Remember to:

- discuss all the options;
- take an active part in the conversation and be polite;
- come up with ideas;
- give good reasons;
- find your partner's attitudes and take them into account;
- invite your friend to come up with suggestions;
- come to an agreement.

- 3** Complete the texts with the derivatives of the words on the right.



Life in the Country

1. A warm (1) ... day in June. The warm summer breeze sends its (2) ...s while it plays in the (3) ... green grass. The atmosphere in the garden is (4) ... (5) A very (6) ... young girl is sitting on a garden gate eating fresh strawberries (7) ... from the garden. What a (8) ... scene, that is (9) ... (10)

2. You walk in the forest and look with (1) ... at the yellow- (2) ... leaves that show their most (3) ... colours before (4) ... falling down to the ground. The smell of the pine trees fills your senses while you breathe the (5) ... air. A walk in the forest during fall is a voyage of (6) You never know what kind of mushroom plays its hide-and-seek¹ (7) ... game under the trees or when the sky will pour its (8) ... tears.²

sun
greet
striking
perfect, peace
attract
direct
picture, absolute
forgettable

admire, red, beauty
slow
chill
discover

fantasy
expected

- 4** Cross the odd words out.

- 1) swear, scream, shout, cry;
- 2) crowded, correspondence, convenient, comfortable;
- 3) attend, expect, correct, collect;
- 4) suburb, town, countryside, city;
- 5) failure, picture, feature, nature;
- 6) thus, though, that's why, as a result.

¹ **hide-and-seek** — прятки (название игры)

² **a tear** [tiə] — слеза





high rises



combat boots



sticker



seal



backstroke



enclosure



hot springs

Later on Thursday

Penguin House

Central Park Zoo

I ran down the street, past the tall high rises, past the big fountain with the gold statues in it, past all the traffic, right into Central Park, where it was getting kind of dark and cold, but I didn't care. Nobody was going to attack me because I was this five-foot-nine girl running in combat boots, with a big backpack with stickers on it that said SUPPORT GREENPEACE and I BRAKE¹ FOR ANIMALS. Nobody messes² with a girl in combat boots, especially when she is a vegetarian.

Anyway, I don't know how, but my feet sort of knew where they were going and before I knew it, I was at the zoo.

I love the Central Park Zoo. I always have since I was a little kid. It's way better than the Bronx Zoo, because it's really small and cosy and the animals are much friendlier, especially the seals and the polar bears. I love polar bears. At the Central Park Zoo, they have this one polar bear and all he does all day long is the backstroke. I swear! He was on the news once, because this animal psychologist was worried he was under too much stress. It must be awful to have people looking at you all day. But then they bought him some toys and after that he was all right. He just kicks back³ in his enclosure — they don't have cages at the Central Park Zoo, they have enclosures — and watches you watching him. Sometimes he holds a ball while he does it. I love that bear.

So after I took out a couple of dollars to get in — that's the other good thing about the zoo: it's cheap — I paid a little call on the polar bear. He appeared to be doing fine. Much better than I was, at the moment. I wondered where that polar bear had come from. I hoped he was from Iceland. We're studying Iceland in World Civ⁴. Iceland has the world's highest literacy rate⁵, because there is nothing to do there but read. They also have these natural hot springs, and everybody goes swimming in them. Once, the opera came to Iceland and every show was sold out and something like 98 per cent of the population⁶ attended. Everybody knew all the words to the opera and went around singing it all day.

I would like to live in Iceland some day. It sounds like a fun place. Much more fun than Manhattan.

After a while it got too crowded at the polar bear enclosure, so then I went into the penguin house. It smells kind of bad in here, but it's fun. There are these windows that look underwater so that you can see the penguins swimming around, having a good penguin time. Little kids put their hands on the glass, and when a penguin swims to them, they start screaming. There's a bench you can sit on too and that's where I'm sitting now, writing this. You get used to the smell after a while. I guess you can get used to anything.

(from "The Princess Diaries" by Meg Cabot)

¹ to brake — нажимать на тормоза, тормозить

² to mess — зл.: связываться

³ to kick back — расслабляться

⁴ World Civ = World Civilizations

⁵ literacy rate — уровень грамотности

⁶ population [ˌpɒpjʊˈleɪʃn] — население

B. Look through the text again and find in it some facts showing that:

- Mia cares for wildlife
- Mia has been to the Zoo before
- animals are well looked after at the Central Park Zoo
- Mia is a schoolgirl
- Mia was in low spirits then
- Mia is from New York

6 Comment on the following.

- 1) Mia is a vegetarian. What is usually understood by this word? What do you think of being a vegetarian? What makes people become vegetarians? Do you think such decisions can help protect animals?
- 2) Mia likes the Central Park Zoo in New York. What do you think of zoos in big cities? Is it natural for wild animals to live in cages and enclosures? Why in your opinion are so many people against zoos? Why do their opponents say it is important to keep zoos? What is a good zoo like as you see it?
- 3) What do you think of the stickers Mia had on her backpack? Why do you think she put them on it? Was it a good idea? Do you think such things can help people consider wildlife more seriously? Have you ever done anything of the kind? Will you? What kind of sticker will it be?
- 4) What do you know about the Greenpeace organization? Do you think their activities are useful? In what way can people help animals to survive nowadays?

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Step 3

Confusable Words

Comfortable

Convenient

comfortable — удобный с точки зрения физического комфорта

Travelling by underground in rush hours is not comfortable at all.

My old armchair is so comfortable. It feels pleasant to sit in.

She likes to wear comfortable clothes.

convenient — удобный с точки зрения местоположения, времени, отсутствия проблем

Travelling by underground is very convenient. It is fast and cheap.

Call me tomorrow at noon if that's convenient.

That's a very convenient place for the garage, just opposite the house where I live.

To visit

To attend

to visit

1. нанести визит, навестить кого-либо
2. посещать нерегулярно

1. to visit one's parents
to visit a doctor/dentist
to visit friends

2. to visit a museum
to visit a picture gallery

to attend

1. присутствовать на мероприятии
2. посещать регулярно

1. to attend a meeting
to attend a performance
2. to attend classes
to attend school
to attend church
to attend lectures

7 Choose the appropriate words to complete the sentences.

1) She is a member of the club but does not (attend/visit) it regularly. 2) What are the places to (attend/visit), what are the things to do in Ireland? 3) Come and see all that awaits you in London. Find out what to (attend/visit), what to see and the best places to stay. 4) This is



a very (comfortable/convenient) chair. You can even sleep in it. 5) The flat is nice and (comfortable/convenient) but it is far from the underground station which is not (comfortable/convenient). 6) Sundays and Saturdays are the most (comfortable/convenient) days to see our friends and relatives. Nobody works on these days. 7) At every meeting I have (attended/visited) I explained my point of view. 8) He was born in India and (attended/visited) high school there. 9) Wait a minute, I would like to change my shoes, these are not (comfortable/convenient) enough. 10) How often do you (attend/visit) your grandparents?

DO IT ON YOUR OWN

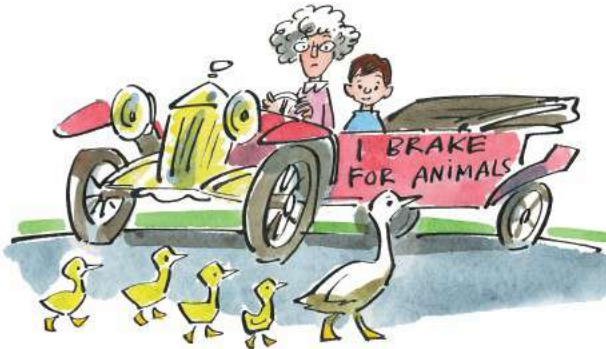
8 A. Use either *comfortable* or *convenient* to complete the sentences.

1) It is a ... seat. My body feels at ease when I'm in this armchair. 2) You can see the stage very well from this seat. It is ... 3) The new train is very It has soft seats. 4) I think the 7.15 train is the most It starts at a suitable time and you don't have to change. 5) It is a very ... blouse. It feels very nice on your body. 6) It is a ... blouse. It is easy to wash and you don't have to iron it.

B. Use the appropriate words in the required forms to complete the sentences.

- 1) The meeting will (attend/visit) by finance ministers from many countries.
- 2) Brian usually (attend/visit) us at weekends. But yesterday he didn't come.
- 3) They (attend/visit) college together when they lived in Brighton.
- 4) She is made (attend/visit) church regularly.
- 5) He will be (attend/visit) four big cities on his journey to Canada.
- 6) When did you last (attend/visit) our local museum?

9 Use the appropriate forms of the verbs on the right to get a complete and grammatically correct text.



I Brake for Animals

When I was a kid, my grandmother (1) ... a 1970 Cadillac with "I BRAKE FOR ANIMALS" sticker. Many times I (2) ... my head as granny (3) ... for any squirrel, dog or frog (4) ... the road. That was before anybody (5) ... seatbelts. I never remember her ever (6) ... anything, which was good for everybody.

Such animals as turtles, dogs, frogs, deer, foxes often cross roadways. Unfortunately many of them (7) ... on the roads. If you ever hit a deer or someone's dog, you never (8) ... it. So be on the look out for animals. They (9) ... to look before crossing.

have
hit
stop, cross
wear, hit

die
forget
not teach

10 Some of these sentences are not grammatically correct because they have no articles. Complete these sentences with the appropriate articles where necessary.

- A. 1) What huge school! 2) At what age do children go to school in Russia? 3) School I go to is rather far from my house. 4) The low red building near the bank is school.

- B.** 1) Ben is planning to go to college when he finishes school. 2) What big college! 3) How many students does college have? 4) College that my sister goes to trains managers.
- C.** 1) Look at hospital! 2) What a tall building hospital is! 3) I'd like to be a nurse and work in big hospital. 4) After the operation he is still in hospital but he is feeling much better.
- D.** 1) Come at any time, I'll be at home after five. Before five I'm at work. 2) I started work when I was sixteen. 3) I walk to work. 4) What do you usually do after work? 5) It is remarkable work of art.

Step 4

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Step 4



DO IT TOGETHER

- 1** Listen, (39), and say which of these facts are true, false or not stated in the text.



a kittiwake gull

North Sea

The Farne Islands

Great Britain



a cormorant



a puffin



an eider duck

- 1) Plants in the Farne Islands don't have enough substance to grow in.
- 2) The Farnes are absolutely treeless.
- 3) Now the Farnes are a property¹ of an organization whose aim is to help nature.
- 4) All the bird species of the Farnes live there in spring and summer.
- 5) She-ducks help mother ducks to look after little ducklings.
- 6) Cormorants² get building material for their nests from under the water.
- 7) Photographers like kittiwake gulls for their attractive appearance.
- 8) The colony of puffins³ in the Farne Islands is growing smaller.
- 9) The puffin has a nickname.



- 2** A. Complete the text using the words and word combinations from the word box.

attend, convenient, crowded, features, rush hours, scream, swear (2), suburbs, thus, traffic jams

¹ a property ['prɒpəti] — собственность

² a cormorant ['kɔ:mərənt] — баклан большой (зоол.)

³ a puffin ['pʌfɪn] — тупик (зоол.)

We live in the (1) ... of a big industrial city. My university is in the city centre, (2) ... I have to drive to my classes, which I regularly (3) ... five days a week.

My way to the university is rather stressful, especially in the morning when lots of people hurry to get to work. The situation is no better in the evening when they go back home. These are (4) Naturally the streets are always (5) ... , (6) ... are quite a usual thing. Drivers often (7) ... and (8) These are typical (9) ... of street accidents which are not rare happenings either.

I (10) ... , going by car is not my choice. I admit, cars are comfortable, but are they (11) ...?



B. Speak about cars as a method of travelling in the place where you live. Mention the following:

- if there are many cars in the place where you live;
- if traffic jams are usual happenings during rush hours if you have any;
- if car accidents often happen;
- drivers' typical behaviour;
- why, in your opinion, people prefer cars to any other method of travelling.

Word Building

Compound Adjectives Denoting the Cardinal Points

В английском языке есть целый ряд прилагательных, образующихся от известных вам существительных, обозначающих стороны света.

Познакомьтесь с ними:

south — **southern** ['sʌðən]

north — **northern**

east — **eastern**

west — **western**

southeast — **southeastern**

southwest — **southwestern**

northeast — **northeastern**

northwest — **northwestern**

Kate lives in **northern** Italy.

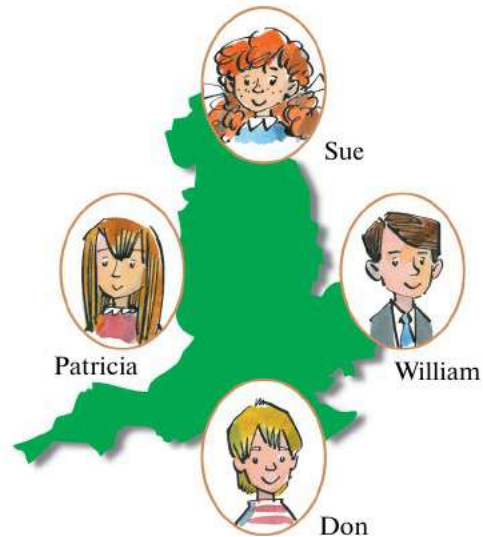
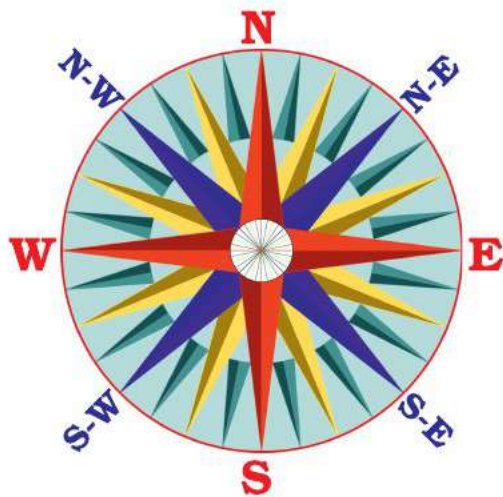
Australia is situated in the **southern** hemisphere.

The Southern States of the US are the states between Pennsylvania and West Virginia.

The **eastern** regions will have heavy rain today.

California is situated in the **southwestern** part of the USA.

3 **A.** Look at the map and say in what parts of England these people live.



B. Say in what parts of Russia these cities are situated.



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Step 4

4

Read the text and choose the best title for it. Explain your choice.

- 1) Russia — the Largest Country in the World
- 2) Russia — the Land of Natural Wonders and Varied Wildlife
- 3) Flora and Fauna of Russia

A. Russia is a large country with many different natural wonders. It extends from the shores of the Pacific Ocean in the east to the shores of the Baltic Sea in the west; and from the Arctic Ocean and cold snowy northern territories to the Black Sea in the southern part of Russia.

B. Our country has almost every kind of weather. Also, it has many kinds of lands — wide plains and dry empty deserts, great forests and powerful rivers, lakes of all sizes, the Baikal, the deepest lake in the world among them.

C. There are lowlands and mountains on the territory of Russia too. The Urals and the Altai Mountains are the highest (by the way, Altai means “the Golden Mountain”). The Urals divide the country into its European and Asian parts. You can find sunny beaches and lands of endless winter on its territory.

D. The country is very big so there is still a lot of open space and beautiful wild areas with unique species of wildlife. By wildlife we understand animals, birds and plants that live or grow in their natural habitats. People of the Russian Federation, the government of the country are trying to save such places. There are now more than 40 national parks in Russia. Most of them are situated on the western, southwestern territories and in the south of Russia. The oldest of them are Losiny Ostrov and Sochinsky Park.

E. According to the law national parks are protected areas of land and water but regulated tourism is allowed. They are open for the public to enjoy. They are also devoted to ecological education and scientific research. Recreation areas¹ include lakes and parks in and around cities. These places are popular for boating and swimming in summer, skiing in winter and other outdoor activities.

¹ **recreation areas** — зоны отдыха

- 5** Read the text again and match the paragraphs (A—E) with the titles (1—6). There is one title you don't have to use.

- 1) Variety of Territories
- 2) Climatic Varieties
- 3) Places of Research and Enjoyment
- 4) Country of a Vast Size
- 5) Areas to Preserve Nature and Wildlife
- 6) The Land of Contrasts

- 6** Give a 2-minute talk on the wildlife in Russia. Remember to say:

- what is understood by the term *wildlife*;
- if you enjoy watching wildlife;
- where people can find wildlife in Russia;
- why national parks are important.

Grammar

Articles with Geographical Names and Place Names

- 1.** Определённый артикль употребляется с названиями:

- горных цепей: the Alps, the Urals;
- океанов: the Atlantic Ocean, the Pacific Ocean;
- морей: the Black Sea, the Mediterranean Sea;
- рек: the Thames, the Moskva-River;
- озёр: the Baikal, the Ontario [ɒn'teəriəʊ];

но: если в названии озера есть слово *lake*, артикль не используется: Lake Baikal, Lake Ontario;

- театров, кинотеатров, музеев, картинных галерей: the Bolshoi Theatre, the British Museum, the National Gallery.

- 2.** Обычно артикли не употребляются с названиями:

- континентов: Asia, Australia, North America;
- стран: Italy, France, Russia;

но: the USA, the Netherlands, (the) Sudan;

- городов: Moscow, Rome, Paris;

но: the Hague [heɪg] (Гаага);

- улиц, площадей: Trafalgar Square, Oxford Street;

но: the Mall, the Strand, the Wall Street;

- парков: Hyde Park, Gorky Park.

- 7** Use the definite article where necessary.

- | | | |
|---------------------|---------------------------|----------------------------------|
| 1) ... Red Sea | 11) ... Pacific Ocean | 21) ... White Sea |
| 2) ... Volga | 12) ... Seine | 22) ... Neva River |
| 3) ... Kiev | 13) ... Egypt | 23) ... Rocky Mountains |
| 4) ... Greece | 14) ... Tretyakov Gallery | 24) ... Russian Museum |
| 5) ... Adriatic Sea | 15) ... Maly Theatre | 25) ... Southern Africa |
| 6) ... Superior | 16) ... Central America | 26) ... Baikal |
| 7) ... Hermitage | 17) ... St James's Park | 27) ... Red Square |
| 8) ... USA | 18) ... Wall Street | 28) ... Lake Superior |
| 9) ... Netherlands | 19) ... Hague | 29) ... Lake Michigan ['mɪʃɪɡən] |
| 10) ... Strand | 20) ... Mall | 30) ... Huron |

DO IT ON YOUR OWN

- 8 Use *the* where necessary to complete the text.



Australia

Australia is the smallest continent in the world. One part of it, (1) ... Western Australia, is eleven times as big as (2) ... Great Britain. The journey from (3) ... Perth, a city in the west, to (4) ... Sydney in the east takes four to five hours by plane; that is longer than the journey from (5) ... Madrid to (6) ... Moscow. Australia's longest river is (7) ... Murray-Darling. The big lakes in Australia's deserts are dry most of the time. Huge (8) ... Lake Eyre, which is 70 kilometres wide and 130 kilometers long, was dry for a hundred years until 1950, and (9) ... Lake Mungo has had no water for 16,000 years. (10) ... Todd River, by the way, is nearly always dry too.

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Step 5

- 9 Write in what part (northern, southern etc) of Ireland these places are situated.



- 10 Write two names of: oceans, seas, lakes, rivers, mountain ranges, cities, streets, squares, countries, parks. Don't forget to use articles where necessary.

Step 5

DO IT TOGETHER

- 1 Listen to the interview, (40), and complete the statements (1—7).

1) Doctor Tony Stone is ...

- a) a well-known scientist studying ecology in America
- b) a well-known scientist studying animals
- c) a well-known scientist studying endangered animals in the US

2) The bald eagle, being the national symbol of the USA, can be found ...

- a) on all American coins
- b) on all American coins and banknotes
- c) on some American coins and banknotes



3) The bald eagle

- a) is getting fewer in number these days
- b) used to live on the whole territory of the USA
- c) doesn't live in forests anymore

4) The aim of national parks is

- a) to protect wild and picturesque places of the countryside in the US
- b) to protect endangered species of animals in the US
- c) to protect endangered species of animals and plants in the US

5) There are more than 300 ... in the USA.

- a) national parks
- b) national parks, seashores and forests
- c) national parks, forests, seashores and recreation areas

6) Yellowstone is

- a) the most famous national park in the USA
- b) the oldest national park in the USA
- c) the national park situated near the Grand Canyon

7) In Yellowstone

- a) visitors are not allowed to do hunting or fishing
- b) there are a lot of activities for visitors
- c) visitors cannot move about in the park freely

**2** Answer the questions.

- 1) Do you think national parks help to preserve wildlife?
- 2) Why is it important to look after wild animals? Wild plants? To protect them?
- 3) Every year some species of the animal world disappear, don't they?
- 4) Do you know any animals that are extinct? endangered?
- 5) Why is it important for animals to have healthy habitats?
- 6) Why are animals in danger?
- 7) Do zoos help to improve the situation in your opinion?
- 8) Is there any good news about flora and fauna? Do you know any facts which show that the situation is beginning to change?
- 9) Would you agree that we are losing animal and plant species faster than ever? How can you explain these facts? Is the problem global?
- 10) Do you think people will be able to solve this problem?

3 Complete the text choosing the appropriate words.**The Leopard**

The leopard ['lepəd] is one of the (1) ... animals in Russia. Its number has decreased and the (2) ... with this smallest of the "big cats" in our country is probably (3) ... than that of the Siberian or Amur tiger in the Far East (4) ... number is getting fewer.

Once the leopard lived in (5) ... of different places of the world (6) ... Siberia, eastern and southern Asia and Africa. But because of hunting their habitats were reduced. Nowadays some leopards can be found in open savannas, rainforests, Eastern and Central Africa but in North Africa as (7) ... say they may be extinct. There is a small number in south west and central Asia; in the northeast they are (8) ... endangered. The leopard is mainly found these days in India, Southeastern Asia and China.



- | | | | |
|---------------------|-------------------|----------------|---------------|
| 1) a) danger | b) dangerous | c) endanger | d) endangered |
| 2) a) situate | b) situated | c) situation | d) situations |
| 3) a) bad | b) the worse | c) the worst | d) worse |
| 4) a) which | b) whose | c) that | d) what |
| 5) a) plenty | b) number | c) lot | d) much |
| 6) a) include | b) including | c) included | d) includes |
| 7) a) the scientist | b) the scientists | c) a scientist | d) scientists |
| 8) a) critically | b) critic | c) critical | d) criticism |

4 Listen, (41), and read.

A. **acquire** [ə'kwaɪə] — приобретать

benefit ['benɪfɪt] — благо, польза, выгода

coast [kəʊst] — побережье

encourage [ɪn'kʌrɪʒ] — поощрять, одобрять

heritage ['herɪtɪʒ] — наследие

landscape ['lændskeɪp] — 1) пейзаж, ландшафт; 2) пейзаж (*жанр живописи*)

property ['prɒpəti] — 1) имущество, собственность; 2) недвижимость

value ['vælju:] — ценность

free of charge — бесплатно

B. **acquire**: to acquire a habit, to acquire a reputation, to acquire an ability. The business was acquired four years ago. This is the way children acquire languages. Any drug user is at risk to acquire AIDS.

benefit: to receive a benefit, a potential benefit, **for** somebody's benefit, to have the benefit **of** something, to be **of** benefit **to** somebody. Plenty of sunshine is one of the benefits of living in Greece. That was done for the benefit of the poor. He has had the benefit of the best education money can buy.

coast: the eastern coast, to be **on** the coast, **along** the coast. We saw a lot of fishing boats moving **off** the coast. Plenty of hotels are situated along the coast.

encourage: to encourage people, to be encouraged by the news. The teacher encouraged his pupils to try and write poems. When you encourage people, you let them know that what they are doing is good, when you discourage them, you do the opposite.

heritage: A country's heritage is all the features, traditions of life there that have continued over many years and have been passed on from one generation to another. The historic building is as much part of our heritage as the paintings.

landscape: 1) beautiful winter landscapes, a striking landscape. We moved further to a new landscape of hills and valleys; 2) a landscape painting. That was definitely one of Levitan's most famous landscapes.

property: 1) personal property, intellectual property, stolen property, acquired property. These books are my personal property. 2) James is a rich property owner. The sign said: "Private¹ Property. Keep Out".

value: the value **of** something, to rise/drop **in** value, to be **of** great/no value. These papers are of no value to you.

free of charge: Companies sometimes let you have certain things free of charge.

5 Match the words (1—9) with the words (a—i) and complete the sentences with the word combinations.

- | | | |
|---------------|----------------------|-------------------|
| 1) to acquire | 4) stolen | 7) landscape |
| 2) encourage | 5) national American | 8) to live |
| 3) free | 6) cultural | 9) the benefit of |
| a) values | d) painting | g) heritage |
| b) property | e) your daughter | h) of charge |
| c) the habit | f) those people | i) on the coast |

¹ **private** ['praɪvɪt] — частный, принадлежащий частному лицу

1) We want people ... of using public transport instead of their cars. 2) What are the most important ... in our society? 3) Many people in the US would like ... in Florida with its awesome beaches. 4) You should ... to try and become an actress instead of talking her out of it. 5) The members of the club can use the boats ... , but other visitors should pay for them. 6) The police have found some But not all the things have been found yet. 7) The right to free speech is part of the 8) This ... was created by one of the famous artists of the 18th century. 9) For ... who arrived later I will repeat what I have already explained.

6

Complete the text. Fill in the blanks (1—8) with the parts of the sentences (a—h).

The National Trust¹



National Trust



The National Trust for Places of Historic Interest or Natural Beauty, (1) ... the National Trust, is a conservation² organization in England, Wales and Northern Ireland. The Trust doesn't operate in Scotland, where there is an independent National Trust for Scotland. The Trust (2) ... by three English people. Its symbol is a sprig of oak leaves and acorns.

The National Trust works to preserve and protect the coastline, countryside and buildings of England, Wales and Northern Ireland. It is done in various ways, through practical caring and conservation, through educating and informing and through encouraging millions of people (3)

The Trust owns many heritage properties including historic houses and gardens, industrial monuments and social history places most of which are open to the public free of charge. The majority of them are country houses and most of the others are (4) A lot of these houses contain collections of pictures, furniture, books, metalwork, ceramics and textiles that have remained in their historic context. Thus the National Trust is one of (5)

The Trust's land (about 2,550 km² mostly of countryside) is about 1,5% of the total land mass of England, Wales and Northern Ireland. There are also many countryside properties which were acquired specifically for their landscape and scientific value. The Trust owns about a quarter of the Lake District. It also owns or protects (6) ... , Wales and Northern Ireland.

The National Trust is one of the largest membership organizations in the world. Membership numbers have grown from two million at the end of the previous century up to (7) Members do not pay for their visits to the public trust properties where visitors buy tickets to get in. All photography at the National Trust properties is not allowed.

The (8) ... is to preserve for the benefit of the nation its lands, places of beauty and/or historic interest which leads to preservation of the natural aspect, features, animal and plant life, preservation of buildings, furniture, pictures etc having national and historic or artistic interest.

- a) the largest landowners in the UK
- b) formal purpose of the Trust
- c) to enjoy their national heritage
- d) nearly one fifth of the coast in England
- e) connected with famous individuals
- f) usually known as
- g) nearly four million in 2013
- h) was founded in 1894

¹ **trust** [trʌst] — фонд

² **conservation** [kɒnsə'veɪʃn] — охрана, сохранение

More Facts about English Articles

1. Обычно артикль не употребляется с названиями:

- регионов, провинций: California, Siberia,
но: the Crimea, the Caucasus, the Far East, the Lake District, the Antarctic;
- полуостровов: Kamchatka, Florida, Cornwall;
- отдельных горных вершин: Elbrus, Everest;
- отдельных островов: Ireland, Madagascar;
- университетов и колледжей: Oxford University, Moscow University,
но: the University of Oxford, the University of Moscow;
- дворцов: Winter Palace, Westminster Palace, Buckingham Palace;
- вокзалов, аэропортов: Vnukovo Airport, Waterloo (Railway) Station, King's Cross (Railway) Station;
- журналов (как правило): Punch, Life, People's Friend, Mizz.

2. Определённый артикль употребляется с названиями:

- гостиниц: the Ritz Hotel, the Central Hotel,
но: Victoria Hotel, Moscow Hotel (*название отеля содержит имя собственное или географическое название*);
- кораблей, лайнеров: the Titanic, the Mayflower;
- газет: the Times, the Sun, the Observer;
- стран, если эти названия состоят из нескольких слов: the Russian Federation, the United Kingdom of Great Britain and Northern Ireland, the People's Republic of China;
- каналов: the English Channel, the Panama Canal [kə'næl];
- водопадов: the Niagara Falls;
- пустынь: the Sahara, the Kara-Kum, the Gobi;
- групп островов: the Philippines, the British Isles;
- иными названиями, в которых имеется предлог *of*: the city of London, the Cape of Good Hope, the Republic of Altai.

7 Use *the* or *zero* article to complete the sentences.

1) ... Mayflower was the ship that in 1620 transported people from England to the North American continent. 2) What's on at ... Cosmos cinema? 3) ... "Times" is a famous British newspaper. 4) ... National Gallery is situated in ... Trafalgar Square. 5) ... Oxford University is one of the oldest British universities. 6) ... British Museum is situated in London. 7) It's next to impossible to buy cheap tickets to ... Bolshoi Theatre. 8) ... "Titanic" was a British passenger ship. 9) ... Buckingham Palace is in London. 10) The name of our country is ... Russian Federation.

DO IT ON YOUR OWN

8 Write these in English.

1) приобрести некоторую недвижимость; 2) вдоль побережья; 3) поощрять занятия танцами; 4) бесплатно; 5) живописный ландшафт; 6) дорогой пейзаж (*о картине*); 7) получить пользу (выгоду); 8) национальное наследие; 9) потенциальное благо; 10) подняться в цене.

9 Use the prepositions from the box and complete the sentences.

1) My holiday wasn't of much benefit ... me. 2) We were sailing ... the French coast. 3) The parks in the town are free ... charge. 4) Plenty of sunshine is one ... the benefits ... living in the south. 5) I did it ... your benefit. 6) They paid him the value ... his lost property. 7) His property is situated ... the Black Sea coast. 8) This is a discovery ... great value. 9) I hope that what I have written could be ... benefit ... someone else. 10) We were encouraged ... our teacher to go on with our experiment. 11) This document could now work ... Helen's benefit. 12) Such gadgets began to drop ... value. 13) Your help is ... great value ... us. 14) The field trip was ... great benefit ... the students. 15) His landscapes are said to be ... great value.

along
for
in
of
on
to
by

10 Use *the* where necessary to complete the text.



Around the Island of Ireland

The island of Ireland is low in (1) ... middle, and high on (2) ... outside. Because of this, (3) ... middle of Ireland is full of (4) ... beautiful lakes and rivers, where people fish and sail. (5) ... Ireland's largest lake is (6) ... Lough Neagh [ˈlɒkˈneɪ]. (7) ... longest river is 385 km long. It is (8) ... Shannon which goes through many small lakes and two large ones — (9) ... Lough Ree and (10) ... Lough Derg. Most of (11) ... mountains are near (12) ... sea, (13) ... highest is in (14) ... southwest. But they are beautiful and (15) ... good places to walk.

Step 6

DO IT TOGETHER

1 Listen, (42), and match the statements (a—g) below with what the speakers say (1—6). There is one statement you don't have to use.

- a) There are a lot of places of historic value in the capital of England.
- b) I love living abroad.
- c) The natural "lungs" of our planet are disappearing.
- d) In this country two languages are spoken by its people.
- e) From this part of England you can see another country.
- f) Visitors come to this English city to see historic buildings and interesting things in them.
- g) Various species of plants and animals live on our planet.

Idiomatic English

Познакомьтесь с некоторыми сравнениями английского языка, второй частью которых являются названия животных, растений или иных явлений и предметов. Все они образованы по формуле:

as + Adj + as + N

as brave as a lion

as old as the hills

as poor as a church mouse



2 Match the items in the two columns to complete the comparisons.

- | | |
|-------------------|-------------------------|
| 1) as cold as | a) grass |
| 2) as hard as | b) a lark ¹ |
| 3) as happy as | c) a daisy ² |
| 4) as fresh as | d) a kite |
| 5) as black as | e) a dodo |
| 6) as green as | f) nails |
| 7) as high as | g) ice |
| 8) as dead as | h) night |
| 9) as weak as | i) a kitten |
| 10) as nervous as | j) a cat |



3 Use the words from the box to complete the sentences.

acquire, acquired, benefit, charge, coast, encouraged, heritage, properties, value

- 1) We must preserve rainforests for the ... of future generations. 2) People are ... to take care of wildlife. 3) Now it is realized all over the world that endangered species of animals and plants are of great ... to us. 4) We should ... the habit of sharing territories with animals without destroying their habitats. 5) The National Trust has many countryside ... which were ... for their artistic and scientific value. 6) Don't you think that extinct species of plants and animals are also a part of our historic ...? 7) There are lots of animal species living on the 8) Moscow museums tend to let visitors in free of ... on holidays.

4 You know the words in column A. Read the sentences (1—8) and say what the meanings of the words in column B are.

A.	B.
acquire —	acquisition [ˌækwɪˈzɪʃn]
benefit —	to benefit
	beneficial [ˌbenɪˈfɪʃl]

A.	B.
coast —	coastal
value —	to value
	valuable
	invaluable

- 1) He was showing his latest acquisition, a new computer game. 2) Scientists have different theories of language acquisition. 3) Both sides have benefited from the talks. 4) One or two apples a day can be beneficial. 5) They say the coastal areas are polluted. 6) Can you value this gold ring? 7) His experience of teaching in Irish schools turned out valuable. 8) The Internet is an invaluable source of information for students.

5 **A.** There are a lot of environmental problems threatening the future of our planet. Work in pairs and put the problems in the order of priority. Explain your choice.



- | | |
|---------------------------------------|--------------------|
| a) air pollution | b) water pollution |
| c) soil pollution and dumping of land | d) too much noise |

¹ a lark [lɑ:k] — жаворонок

² a daisy ['deɪzi] — маргаритка

- e) destruction of wildlife
- f) exploiting the natural resources
- g) nuclear pollution

- h) destruction of forests including rainforests
- i) global warming
- ...

B. Choose one of the problems and speak on it. Here are some words and phrases that may come in handy.

dangerous for both humans and animals; industrial/domestic waste; global smog in the atmosphere; harmful influence; do harm to our health/nervous system; level of noise; the lungs of our planet; keep the planet clean; keep the planet for the new generations

6 Work in pairs. Decide which of the given options is the best to discuss at the next meeting of your "Let's Save the Nature" Club.

- Air and water pollution
- Preserving wildlife
- Making noise levels lower
- Things to do to help the planet

Remember to:

- discuss all the options;
- take an active part in the conversation and be polite;
- find out your friend's attitudes and consider them;
- come up with ideas and give good reasons;
- come to an agreement, decide which option (only one) you will choose.

Grammar

The Indefinite Article

1. Имя существительное (исчисляемое) используется как именная часть сказуемого и даёт наименование объекту:

I am **a** pupil.

It's **a** good film.

2. Имя существительное называет объект, который является представителем определённого класса, обозначая при этом любого представителя данного класса:

A reindeer is a large deer.

A dog is a good friend.

3. Артикль указывает на единственность (один, одна и т. д.):

An apple a day keeps a doctor away.

An hour is 60 minutes.

4. Имя существительное (исчисляемое) используется после конструкции *there is/was*:

There is **a** piano in the room.

There was **a** book on the shelf.

5. Исчисляемое имя существительное выполняет функцию прямого дополнения:

I see **a** house.

We have **a** pet.

6. Имя существительное является частью словосочетания, обозначающего однократные действия:

to be **a** success

to take **a** seat

to have **a** rest¹

to make **a** fuss

to give **a** look

to give **a** hint

to have **a** talk

7. Имя существительное (исчисляемое) в восклицаниях:

What **a** surprise!

What **a** shame!

What **an** answer!

What **an** idea!

¹ **rest** [rest] — отдых

7 Read the sentences (a—k) and match them with the rules in the table above (1—7). Some articles can be explained by more than one rule.

- a) What a clever decision!
- b) A pound is a unit of weight in Britain.
- c) Give me a chocolate, please.
- d) He is a celebrated sportsman.
- e) There is a beautiful park near my house.
- f) Can you give me a hint? I'll guess then.
- g) We are having a lovely time!
- h) A rose is a garden flower.
- i) A teacher should be patient.
- j) The play was a success.
- k) I have a mother and a father. I have a granny too.

DO IT ON YOUR OWN

8 Use the appropriate articles (*a/an, the, zero* article) to complete the text.

The Siberian Tiger

The Siberian tiger, also known as (1) ... Amur tiger is (2) ... tiger species whose habitats can be found in (3) ... southwestern part of Russia, in (4) ... Far East. (5) ... Siberian tiger is (6) ... large animal. Scientists say it is (7) ... largest living cat. It has (8) ... extended body, is reddish-yellow in colour with (9) ... narrow black stripes¹, rather short legs and (10) ... fairly long tail. (11) ... adult male tiger of more than 35 months of age usually weighs about 176 kg, (12) ... adult tigress — more than 115 kg.



The number of animals is going down. They are considered to be (13) ... endangered animals.

9 **A.** Match the words and their definitions.

- | | |
|----------------|--|
| 1) acquisition | a) situated on land beside the sea or in the sea near the land |
| 2) to value | b) the process of buying something |
| 3) coastal | c) to consider someone or something very important |
| 4) to benefit | d) having a good influence on someone or something |
| 5) valuable | e) very, very valuable |
| 6) invaluable | f) to get help or advantage from something |
| 7) beneficial | g) worth a lot of money, very useful and important |

B. Write these in English.

- 1) прибрежные дороги; 2) приобретение знаний; 3) оценить чью-то собственность;
 4) неоценимая помощь; 5) извлекать пользу, преимущество из ситуации; 6) ценная информация; 7) взаимовыгодный.

10 Complete the sentences with the appropriate words. Consult the dictionary if necessary.

- 1) If you say that someone is as brown as ..., you mean that they are very sunburnt, they have been out in the sun.
 a) a horse b) soil c) a berry
- 2) If you say that something is as clean as a ... , you mean that it is completely free from dirt.
 a) whistle b) tablecloth c) window
- 3) If you say that something is as safe as ..., you mean it is very safe and reliable.
 a) houses b) bridges c) rocks

¹ **a stripe** [straɪp] — полоска, полоса

- 4) If you say that something or someone is as dull as ..., you mean that they are very boring.
a) dust b) ditchwater c) rain
- 5) If you say that someone is as cool as a ... , you mean that they are very relaxed, calm and unemotional.
a) tomato b) potato c) cucumber
- 6) If you say that someone is as busy as a ..., you mean that they enjoy doing a lot of things and always keep themselves busy.
a) squirrel b) bee c) rat
- 7) If you say that someone looks as white as a ... , you say that they are very pale and scared.
a) sheet b) snowflake c) piece of chalk
- 8) If you say that something is as dry as a ... , you mean that it is very dry.
a) log b) leaf c) bone
- 9) If you say that someone is as mad as a ... , you think that they are very strange, foolish or crazy.
a) hatter¹ b) dressmaker c) shoemaker
- 10) If you say that someone is as thick as ... , you mean that they are very stupid.
a) mist b) fog c) mince

Step 7

DO IT TOGETHER

- 1 Listen to the song, (43), and then sing it along.

The Rainforest Song

(written by J.P. Taylor)

Here's a song about a place,
That's threatened² by the human race.
Want to let you know.
Want to let you know.
Tropical rain falls on tropical trees,
Tropical rain. Won't you, please,
Help us save it now.
Help us save it now.

Chorus: Oooh, it gives us air to breathe.
Oooh, the animals call it home.
Oooh, its medicines help you and me.
Oooh, help us save it before it's gone.

They burn and cut it down to farm...
But we all know it's doing harm
To the animals, there's no place to go
Monkeys rush from tree to tree
Calling out for their family.
Fire is coming now,
Must escape³ somehow.

Chorus



All the birds in all the trees...
Every insect and every leaf
Is important too.
Here's what we must do
Tell everybody that it's not o'kay
To let the forest just burn away.
Got to say it loud
Got to say it proud.

Chorus

¹ a hatter ['hætə] — шляпник

² to threaten ['θretən] — угрожать

³ to escape [ɪ'skeɪp] — эд.: спастись

A. The song above is about ecological awareness (knowledge and understanding of the dangers threatening our environment). **Work in pairs** or **in small groups** and make up a list of options that can help to raise ecological awareness.

How can we raise ecological awareness?

- Make more documentary films about ecological problems.
- Show the films regularly on TV.
- ...

B. Explain why it is important to raise ecological awareness. Mention:

- what effect it can give;
- what are the best ways to do it;
- at what age it's best to begin teaching ecological awareness;
- the role of school in giving this kind of information;
- the role of each individual in raising ecological awareness.

Listen,  (44), and read.

A. **condition** [kən'diʃn] — 1) условие; 2) состояние

evident ['evidənt] — очевидный

nuclear ['nju:kliə] — ядерный, атомный

poison ['pɔɪzn] *n* — яд

poison ['pɔɪzənəs] *v* — отравлять

poisonous ['pɔɪzənəs] *v* — ядовитый, отравленный

population [ˌpɒpjʊ'leɪʃn] — население

recycle [ˌri:'saɪkl] — перерабатывать

save [seɪv] — 1) спасать; 2) беречь, откладывать, копить

spill [spɪl] — разливать(ся), проливать(ся)

acid ['æsɪd] **rain** — кислотный дождь

lack of something — отсутствие чего-либо

oil spill — нефтяное пятно

shortage of food, water — недостаток пищи, воды

B. **condition**: 1) good conditions, to live **in** awful conditions, ideal conditions for a holiday. He couldn't work **in** such conditions. 2) to be **in** good (bad) condition, to be **in** no condition to do something. I'm in no condition to walk that fast.

evident: an evident fact, to be evident. It was evident that she had once been a beauty.

self-evident: It was self-evident that they would not be able to finish the job on time.

nuclear: a nuclear power station, nuclear waste, a nuclear bomb, nuclear energy, nuclear weapons. Some electricity is made from nuclear energy. In some western countries governments are against nuclear power stations.

poison *n*: well-known poison, rat poison. There is poison in this plant.

poison *v*: to poison water, to poison a person. It is evident that the man was poisoned.

poisonous: Polluted water may become poisonous.

population: the male (female) population, to have a population **of about** a million, the elephant population, population growth. Los Angeles has a population **of over** 3 million people.

recycle: to recycle waste, to recycle paper. Waste which is not dangerous should be recycled. Ninety-eight per cent of domestic waste can be recycled. Can we recycle bottles?

save: 1) to save people, to save **from** death. He saved my life. 2) to save money **for** a house. Don't waste your money, save it, put it in the bank.

spill (spilled/spilt, spilled/spilt): to spill water **on** something, to spill coffee all **over** the table. Oil is spilling from a tanker. Don't spill water on your suit.

acid rain: to produce acid rain. When you burn coal or oil, you produce gases which come into the air together with water and make acid rain. Acid rain is poisonous.

lack of something: lack **of** food, lack **of** money, lack **of** water. Evidently there is lack of water in this part of the country. There is no lack of stories to tell them. There is a great lack of clean water in this area.

oil spill: Oil spills can be extremely dangerous for water birds — they lose their ability to fly and soon die.

shortage of food: Nowadays there is a shortage of food in some African countries.



4 Use the new words to answer the questions.

- 1) Are living conditions good in the place where you live?
- 2) What are the conditions in the places where you spend your holidays? Where do you spend your holidays?
- 3) What conditions can you describe as good or decent living conditions?
- 4) What is the population of Moscow? St Petersburg? the place you live in?
- 5) Should nuclear power stations be built? Why are many people against nuclear power stations? Why do many countries build them?
- 6) Lead¹ is a poison. Do you know any other things that can be poisonous?
- 7) Why is it important to save wildlife, endangered species of flora and fauna?
- 8) In what countries is there a shortage of food nowadays?
- 9) In what places of the Earth is there evident lack of water?
- 10) What is acid rain? What can it destroy?

5 **A.** Read the text and give it a title.



Everybody admits that nowadays the world faces a number of serious problems connected with the environment. Among the environmental problems threatening living things and humans the first place is probably taken by pollution.

One of its forms is air pollution. All burning produces smoke, soot² and gases which may be harmful. Burning petrol³ also produces metal called lead. Lead is poisonous. You can breathe it in, you can take it in through food and water and it stays inside slowly poisoning you.

Air pollution also results in acid rains. Our power stations burn coal⁴ or oil⁵. Their burning produces poisonous gases. The wind carries them high into the sky. There they come together with water in the air and make acid rain, acid fog and acid snow, which fall onto the ground and poison rivers and lakes. Trees suffer from acid rain no less than water plants and animals. Millions of trees have died in Canada and northern Europe because of acid rain. The acid eats into the stone destroying buildings. Many of the world's oldest and most beautiful buildings are in danger now.

Water pollution is as dangerous as air pollution. People dump too much waste into seas, lakes and rivers. As a result they cannot clean themselves. The sea washes the waste onto the beaches and coasts and pollutes them. The worst kind of sea pollution is an oil spill. Oil contains poisonous chemicals. If oil is spilt at sea, air can't get to the plants and animals under the water and they die. So do waterbirds which get into oil spills.

Dumping industrial and domestic waste leads to soil pollution. Some of this waste may be radioactive and cause nuclear pollution, extremely dangerous to people and animals. Nuclear power stations producing electricity are supposed to be "environmentally friendly". But if something happens to such a station or something goes wrong there, it begins to pollute vast areas and the result is usually terrible. Such accidents happened in Britain, the USA, Japan and Chernobyl, Ukraine. Used nuclear fuel⁶ is very toxic ['tɒksɪk]. People tend to keep it under water or bury it deep under the ground in special containers. But we should remember that radioactive waste remains radioactive and dangerous for thousands of years.

¹ **lead** [led] — свинец

² **soot** [su:t] — сажа

³ **petrol** ['petrəl] — бензин, топливо

⁴ **coal** [kəʊl] — уголь

⁵ **oil** [ɔɪl] — нефть

⁶ **fuel** [fju:əl] — топливо

One more problem that is being widely discussed is global warming, or greenhouse effect. The gases and soot in the atmosphere make a kind of “screen” which doesn’t allow heat¹ get back into space. There is a danger that the temperature can rise by some degrees in the near future. Climatic changes may do a lot of harm to our planet and those who populate it.

The list of environmental problems also includes growth of population, shortage of food and fresh water in some parts of the world, destruction of wildlife and many others. A lot of them are man-made. Time has come for us to learn to live in harmony with nature and save our planet.

B. Choose the appropriate answers to these questions.

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Step 7



1) What is evident about pollution?

- a) Pollution is more dangerous for people than other living things.
- b) Air pollution is more poisonous than water pollution.
- c) Pollution is no more dangerous than other environmental problems.
- d) Numerous environmental problems may be less serious than pollution.

2) Why is air pollution dangerous?

- a) Because trees suffer from coal and oil.
- b) Because winds carry gases into the sky.
- c) Because among other things it leads to acid rains.
- d) Because power stations burn coal.

3) How do acid rain, acid fog and acid snow influence living things?

- a) They can destroy and kill them.
- b) They make living things less attractive.
- c) They destroy buildings made of stone.
- d) They destroy countries’ historic heritage.

4) Why can’t seas, lakes and rivers clean themselves?

- a) Because it’s too hard to destroy oil spills.
- b) Because waste is more than they can manage to clean.
- c) Because there are poisonous chemicals in domestic and industrial waste.
- d) Because air is not able to get under the water.

5) Which of the following is not a source of nuclear pollution?

- a) Used nuclear fuel.
- b) Nuclear power stations.
- c) Industrial and domestic waste.
- d) Power stations.

6) What can global warming lead to?

- a) It can lead to air pollution.
- b) It can lead to water pollution.
- c) It can result in climatic changes.
- d) It can produce the greenhouse effect.

7) What causes serious environmental problems?

- a) Air, water and soil pollution.
- b) Shortage of food and fresh water.
- c) Certain types of human activity.
- d) The growing population of the Earth.

¹ **heat** [hi:t] — жара, тепло

- 6 A. Work in pairs.** Look through the text of Exercise 5 again and write its outline.
- B.** Use the outline you've made and speak about the most serious environmental problems of nowadays.

Grammar

The Definite Article

- 1.** Из контекста или ситуации ясно, о чём идёт речь:
Close **the** book. Open **the** window.
- 2.** Имя существительное уже упоминалось прежде:
Jane has a pen. **The** pen is very good.
- 3.** Перед существительным или после него используется уточняющее определение:
The woman near the window is my mum.
Уточняющими определениями могут быть:
all (the), the whole, the same, the right, the left, the wrong, the very, the only, the best, the main, the last, the next, the 1st, the 2nd etc, the following, the opposite.
- 4.** Имя существительное — название уникального объекта, феномена:
the moon, **the** sun, **the** sky, **the** earth, **the** sea, **the** world, **the** north, **the** south, **the** east, **the** west.
Но имя существительное *space* (космическое пространство) является исключением:
space/to go to space, to be in space.
- 5.** Имя существительное — название целого класса объектов:
The tiger is a wild animal.
- 6.** Имя существительное является обстоятельством места:
They are in **the** garden.

- 7 A.** Revise the use of the definite article in English sentences and match the rules in the table above (1—6) with the sentences (a—f).
- a) The dodo is an extinct bird.
 - b) We go to the library on Saturday.
 - c) I was not able to translate the last sentence.
 - d) They bought a new mobile. The mobile is expensive.
 - e) The sky was clear and bright.
 - f) Look at the painting.

- B.** Make up some sentences of your own to illustrate the rules.

DO IT ON YOUR OWN

- 8** Use the definite article where it is appropriate.

- | | | |
|----------------------|-------------------------|-------------------------|
| 1) ... California | 11) ... Netherlands | 21) ... East Asia |
| 2) ... Hyde Park | 12) ... Madagascar | 22) ... Sahara |
| 3) ... Urals | 13) ... Lake Ontario | 23) ... Panama Canal |
| 4) ... Adriatic Sea | 14) ... English Channel | 24) ... Kara-Kum |
| 5) ... Oxford Street | 15) ... Arctic Ocean | 25) ... Volga |
| 6) ... Rome | 16) ... Old England | 26) ... Crimea |
| 7) ... Caucasus | 17) ... Black Sea | 27) ... Mississippi |
| 8) ... Wall Street | 18) ... USA | 28) ... Lake District |
| 9) ... Hague | 19) ... Niagara Falls | 29) ... Alps |
| 10) ... Elbrus | 20) ... Everest | 30) ... Central America |

acid, conditions, evidently, lack, nuclear, population, poison, poisonous, recycle, save, shortage, spill

1) Living ... for the fire brigade members are not very comfortable here. 2) The plants died through ... of water. 3) If people burn ... waste, they can produce dangerous gases. 4) Some part of waste can be useful if you know how to ... it. 5) ... rain can poison rivers and lakes, it can destroy metal things and buildings too. 6) Toxic waters can ... fish. 7) Nowadays people ... a lot of oil into the sea. If you do it, oil remains on top of the water and sea plants and animals have ... of oxygen. 8) Governments and peoples all over the world must do a lot to ... the Earth. 9) ... power stations use uranium to produce electricity. 10) ... , a lot should be done to solve the ecological problems we are facing these days. 11) California has a large Spanish-speaking

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Write these in English.

1) ядовитые отходы; 2) атомная электростанция; 3) разлить нефть; 4) перерабатывать токсичные (toxic) отходы; 5) рост населения в Азии; 6) недостаток пищи; 7) отсутствие воды; 8) копить деньги на компьютер; 9) кислотный дождь; 10) самоочевидный результат; 11) жилищные условия; 12) спасать людей.

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Optional task. Use the Internet and try to find some information about J.P. Taylor and his "Rainforest Song". Share your information with your classmates.



Step 8

DO IT TOGETHER

1

You will hear six people speaking about ecology, (45) . Match the statements (a—g) with what the speakers say (1—6). There is one statement you don't have to use.



- Ecology is connected with various sciences.
- The ecology of our planet is getting worse and worse.
- Research in the field of ecology is focused on humans, other living things and their habitats.
- Ecology is a science that helps to make the number of extinct creatures fewer.
- "Cheaper is not always better," ecologists admit.
- Ecologists speak about the dramatic results of possible climatic changes.
- Ecologists have invented new methods of research.

- 2 Look at the list of ecological problems (List A) and decide how they can be solved (List B). You may think of other ways of their solution.

List A

- | | |
|----------------------|---|
| 1) air pollution | 6) global warming |
| 2) water pollution | 7) forest destruction |
| 3) soil pollution | 8) disappearance of certain species of plants and animals |
| 4) waste dumping | 9) climatic changes |
| 5) nuclear pollution | 10) overspending of natural resources |

List B

- stop forest fires
- plant trees
- stop ocean dumping
- encourage waste recycling
- develop alternative sources of energy
- create more conservation areas
- protect the endangered species
- make laws to protect air, water and soil
- raise ecological awareness
- teach people to value life
- reduce the burning of coal, oil and gas
- teach people to be economical with water and other natural resources
- stop building nuclear power stations
- use unleaded petrol in cars and buses
- use good filters in plants and factories
- ...

- 3 A. Read the text and complete it choosing the appropriate words.

In a suburb of London two friends had houses standing (1) ... to each other. Their wives became friends too. They were (2) ... all friends together.

They were also rivals¹, the Smiths and the Robinsons. Oh! In the nicest, most (3) ... way. They were gardeners. If the Smiths succeeded with roses, the Robinsons immediately did the same. If the Robinsons (4) ... to grow some beautiful plant thus showing that they had the greenest of green fingers², the Smiths wanted to show at once that their fingers were no less green. If one family bought some new garden furniture, the other made sure that their garden chairs and benches were not worse.



¹ a rival ['raɪvəl] — соперник

² to have green fingers = to be good at growing plants

And then, one day, Mrs Smith had a “wonderful” idea. (5) ... the weekend, she and her husband dug a very large (6) ... in the middle of the garden. The Robinsons waited to see what their neighbours were going to do with it. “Lily pond, do you think? or perhaps a gold fish pond?” But the Smiths did (7) ... with what they had dug. After several agonizing weeks the Robinsons decided that they should have the same kind of thing in the middle of their own garden. The only problem was that the Robinsons hated digging. So Mrs Robinson wrote to a well-known firm of landscape gardeners.

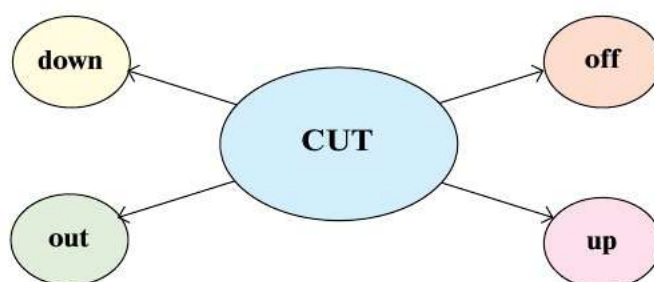
- | | | | |
|---------------|----------------|-----------------|-------------|
| 1) a) next | b) by | c) near | d) along |
| 2) a) though | b) as a result | c) as a summary | d) in short |
| 3) a) harmful | b) harmless | c) careful | d) careless |
| 4) a) could | b) managed | c) able | d) capable |
| 5) a) at | b) on | c) in | d) through |
| 6) a) whole | b) hose | c) hole | d) howl |
| 7) a) nothing | b) everything | c) something | d) anything |

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Step 8

Phrasal Verbs

Познакомьтесь с фразовыми глаголами, ядерным элементом которых является слово **cut**.



- 1) **to cut down (on) something** — сократить что-либо



I'm trying to cut down on petrol.

- 2) **to cut down** — срубить (о деревьях, о лесах)



We don't want our woods and forests to be cut down.

- 3) **to cut off** — отрезать, обрезать



Jenny has cut off her plait.

- 4) **to cut out** — вырезать



I've cut this photo out of a magazine.

- 5) **to cut up** — разрезать на кусочки



She cuts up the food for her baby.

4 Complete the sentences with *down (on)*, *off*, *out* or *up*.

1) The tree was cut ... and taken away. 2) I'd like to cut this picture ... of the calendar and keep it. 3) Cut the tops ... the carrots before cooking them. 4) The doctor advised Sally to cut ... her working hours. 5) My little sister likes cutting bright flowers ... of postcards. 6) I always cut ... meat before giving it to my cat. 7) Alan cut ... a thick slice of bread and made a sandwich. 8) After the rains their village was cut ... from the main roads by the flood.

5 The text you have read is the first part of a humorous story written by Eric Partridge. Think of its second part and the ending and tell it to your classmates. Consider the following:

- what in your view the Smiths wanted to have in their garden;
- what Mrs Robinson asked for in the letter to the firm;
- what the possible answer of the firm was;
- what the ending of the story is.

6 Complete the text with the derivatives of the words on the right.

Another Ecological Problem

Many (1) ...s think that weather changes will be the biggest problem caused by (2) ... in the next hundred years. But there are other problems too. Our Sun produces a lot of ultraviolet (3) Too much of it is (4) ...; but between 15 or 50 kilometres above the Earth there is a layer¹ of a gas called ozone. This ozone layer gives (5) ... to the Earth from the sun. But if you make a hole in the ozone layer, the danger of radioactivity increases. The Earth (6) ... produces many gases which go high into the air and destroy the ozone layer. In 1984 a hole in the ozone layer was discovered. It is believed that the (7) ... of that hole influences life in the (8) ... part of South America. For example, many sheep in Chile, under this hole, now have eye problems.

science
pollute
radiate
danger
protect

populate

appear
west

Grammar

Articles with the Nouns *Breakfast, Brunch, Lunch, Dinner, Supper, Tea*

1. Обозначая трапезу, данные существительные обычно употребляются без артикля в следующих сочетаниях:

- to have breakfast, dinner etc
- to take breakfast, dinner etc
- to prepare/make tea etc
- to serve lunch, brunch etc
- to cook supper, breakfast etc
- to go to dinner, supper etc
- to be at lunch, dinner etc
- to return by supper, tea etc
- before/after dinner, brunch etc

Dinner is always at 7 p.m.

Breakfast is ready (served, laid).

2. Определённый артикль используется с данными именами существительными, если у них есть уточняющие определения или если речь идёт о конкретной еде, блюдах:

The dinner you cooked was tasty.

How much should we pay for **the** brunch?

3. Неопределённый артикль также может употребляться с именами существительными *breakfast, lunch, brunch, dinner* и т. д., если перед ними находится описательное определение:

You can get **a** hot brunch here.

We had **a** late dinner yesterday.

¹ **a layer** ['leɪə] — слой



7 Use *a, the* or *zero* article to complete the sentences.

1) We usually have ... huge dinner at Christmas. 2) Did you like ... dinner, Helen? I think it was wonderful. 3) What are you going to do after ... supper? 4) I think mum is in the kitchen cooking... dinner. 5) Jane, have a look at... supper, please. Don't let it burn! 6) ... dinner is served downstairs, sir. 7) That was ... very expensive brunch. 8) What are we having for ... breakfast today? 9) Who is going to make... tea? 10) I personally don't think ... supper was tasty.

DO IT ON YOUR OWN

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Step 8

8 Write the appropriate article (*a/an, the, zero*) to complete the sentences.

A.

1) ... Dinner is ready. 2) I will never forget ... dinner you gave in my honour, dear. 3) When do you serve ... breakfast, please? 4) There you will be treated to ... perfect dinner, Robert. 5) What ... awful breakfast it was! 6) Sometimes they invite us to ... dinner. 7) I'll take ... brunch in my office, please. 8) It was ... tasty supper indeed. 9) At 12 o'clock I'll be at ... lunch at the hotel. 10) They had ... early supper yesterday.

B.

1) ... Indian elephant is ... endangered animal. 2) ... Sofia is ... capital of ... Bulgaria. 3) At ... party each child got ... box of ... chocolates. 4) They live in ... south of ... Sweden. 5) ... Volga is ... longest river in ... western part of ... Russia. 6) ... Recreation areas often appear in ... suburbs of ... big cities. 7) Max, put on ... clean shirt, ... black one is dirty. 8) ... Sun is shining brightly in ... blue sky. 9) Where is ... money I have put on ... table? — It is on ... shelf below ... mirror. 10) Have you done ... exercises yet, Bob?

9 Choose the appropriate function words to complete the sentences.

1) My doctor says I should cut (up/down) salt. 2) Last week they cut (off/out) electricity as a result of some accident at the power station. 3) One figure in the photograph had been cut (up/out) and we could only guess who it was. 4) The patient was so weak that the nurse had to cut (off/up) his food for him and put the pieces into his mouth. 5) If rain-forests are cut (down/off), there won't be enough oxygen in the atmosphere. 6) He hasn't given up smoking but he's cutting (down/out). 7) The farm was cut (off/down) from the village by the snow. 8) Please don't cut (up/down) this beautiful apple tree. 9) If you want to keep the article, cut it (up/out) of the magazine. 10) I cut (out/off) a small piece of cake to taste it.

10 **A.** Read the second part of the story by Eric Partridge and write an appropriate title for the whole story.

In her letter to the firm Mrs Robinson ordered a hole.

Two days later she received a letter.

Dear Madam,

We regret to say that, at the moment, we have not got a hole the size you want. But, if you wish us to do so, we will let you know as soon as a hole you need arrives.

Yours faithfully,...

The Robinsons waited, not very patiently and soon received a second letter.

Dear Madam,

We are happy to offer a hole one foot deeper and larger in diameter than the hole you wanted. The client who had ordered it is emigrating to Kenya and selling his house. This larger hole will cost you the same price as the one you've ordered.

Yours faithfully,...

The Robinsons became extremely excited and called the company the same day to say yes.

The hole was transported in a huge truck, driven by Alf, accompanied by Bert. Alf and Bert treated the hole with great care. They took their work very seriously, and Alf often asked Bert if the hole was safe. All went well until they reached a steep hill. While they were climbing it, the hole slipped from their hands and got lost.

Now the Robinsons are thinking of making a new order.



B. Read the list of adjectives below. Write out those which in your opinion can be used to characterize the story. Explain why you have chosen them.

amazing
boring
clever
crazy
dangerous
depressing
disastrous
dramatic
effective
encouraging

fantastic
funny
heart-breaking
humorous
intriguing
inventive
logical
long
modern
original

poetic
powerful
specific
stupid
terrible
thought-provoking
uncompromising
unexpected
unrealistic
unusual

Step 9

DO IT TOGETHER

- 1** Listen to six people, (46), speaking about protecting animals. Match the statements (a—g) with what they say (1—6). There is one statement you don't have to use.



- The speaker supports animal protecting organizations financially.
- The speaker shares his/her ideas with other people and finds their understanding.
- The speaker has joined a group of people who try to forbid using animal skins.
- This speaker believes that not all means of transport are ecologically friendly.
- This speaker thinks that changing people's eating habits can help to protect animals.
- This speaker shares his/her land with wild creatures.
- This speaker doesn't buy one particular type of clothes.

Read the text and fill in the blanks (1—7) with the parts of the sentences (a—h). There is one part you don't have to use.

Going Green

Going green is easier than many people think. There are little things we can do every day to help our planet. Everyone should remember that taking care of the Earth is not just a responsibility — it's a privilege. Here are some simple rules (1) ...

A. Pay attention to how you use water. The little things can make a big difference. Every time (2) ... while you're brushing your teeth, you're doing something good. Leaky¹ taps and toilets may be wasting about 200 gallons (760 litres) of water a day. Wash your clothes in cold water when you can.

B. Leave your car at home. If you can stay off the road just two days a week, the emission of greenhouse gas into the air will be dramatically smaller. Walk or ride your bike (3) ... Besides helping the planet you'll be burning some calories and improving your health. If you can't walk or bike, use public transport. Every car not on the road (4) ...

C. Recycle. You can help make pollution smaller just by putting that juice carton in the appropriate rubbish bin. (5) ... buy the one with less packaging². Don't waste paper. Use both sides of a piece of paper when you can.

D. Compost. Think of how much rubbish you make in a year and how much space it takes. Plus, adding compost to the soil makes it richer (6) ...

E. Make your home more energy efficient. Turn off the heating system when you don't need it. Turn off your TV or computer instead of leaving it on standby³. Turn off lights when you're not in the room. (7) ... to be green.

- a) if you're trying to choose between two products
- b) makes a difference
- c) you turn off the water
- d) to work, school or anywhere you can
- e) we can easily follow
- f) it only takes a second
- g) and better for growing things
- h) if everyone remembers to do it

A. Look through the text of Exercise 2 again. **Work in pairs** and decide:

- which of the rules mentioned in it may turn out to be more effective;
- which of them can hardly give any result;
- what other rules you could add to the list.

B. Share your opinions with the rest of the group.

Listen,  (47), and read.

- A. **conquer** ['kɒŋkə] — завоёвывать
disaster [dɪ'zɑːstə] — катастрофа
predict [prɪ'dɪkt] — предсказывать
rescue ['reskjʊ:] v — спасать
rescue n — спасение
revenge [rɪ'vendʒ] — месть
surface ['sɜːfɪs] — поверхность
wave [weɪv] — волна
witness ['wɪtnɪs] n — очевидец, свидетель
witness v — быть очевидцем, свидетелем
get rid of something — избавиться от чего-либо
volcano eruption [ɪ'vɒlknəʊ] — извержение вулкана

¹ **leaky** ['liːki] — текущий

² **packaging** ['pækɪdʒɪŋ] — упаковка

³ **on standby** ['stændbaɪ] — в состоянии готовности, в режиме ожидания



- B. conquer:** to conquer the land, to be conquered by the army. Early in the 11th century the whole of England was conquered by the Vikings.
- disaster:** a natural disaster, to be a disaster **for** somebody/something, to end **in** disaster. A tsunami [tsu'nɑ:mi] is a natural disaster. More bad weather will be a disaster for the farmers. My carefully planned party ended in disaster.
- predict:** to predict heavy rain, to predict inflation, to predict a disaster. I don't believe that one's future can be predicted.
- rescue v:** to rescue a person, to rescue an animal, to rescue a bird. He jumped into the water to rescue a small child who evidently couldn't swim.
- rescue n:** to come **to** someone's rescue. The child was alone in the burning house but the fireman came to his rescue.
- revenge:** to think about revenge, to act **out of** revenge, to take revenge **on** somebody. I know he has done it out of revenge. If you hurt or harm my friend, I'll take revenge on you.
- surface:** a sort of surface, a hard surface, the surface of the water, the surface of the soil. There was an oil spill on the water surface.
- wave: over** the wave, a water wave, to move **in** waves. Sound, heat and light move in waves. A tsunami is a huge powerful ocean wave.
- witness n:** a witness **to** the accident, a witness **to** the incident. Any witnesses to the incident are asked to contact the police.
- witness v:** to witness a car accident, to witness a fight. If you witness something, you see it happen.
- get rid of something:** to get rid of typical mistakes, to get rid of the witnesses, to get rid of the old car. I think you should get rid of this habit.
- volcano eruption:** volcano eruptions happen from time to time. Some volcano eruptions are disastrous.

5 Match the new words with their definitions.

- | | |
|-------------|---|
| 1) conquer | a) a person who has seen or heard something and so can answer questions about what happened |
| 2) disaster | b) the outside of a thing |
| 3) erupt | c) to save or free somebody |
| 4) predict | d) an event that causes much suffering, a very bad accident, especially one in which a lot of people are killed |
| 5) rescue | e) to say what will happen in the future |
| 6) witness | f) the act of punishing or hurting somebody who has hurt or harmed you |
| 7) surface | g) to throw out of a volcano a lot of hot, melted rock called lava |
| 8) revenge | h) to take a complete control of a land or a country |

Social English



Иногда в разговоре возникает необходимость ободрить или успокоить собеседника. Следующие фразы помогут вам сделать это.

Don't be afraid.
 You shouldn't worry about it/that.
 Don't worry your head about it.
 Don't bother¹ about it/that.
 I'm sure you can cope² with this.
 I assure you: everything will be fine.
 Don't take it to heart.
 Take it easy.
 Where there's life there's hope.
 I think you're overreacting.
 Calm down.



¹ **to bother** ['bɒðə] — беспокоиться

² **to cope** [kəʊp] — справляться

6 Choose appropriate phrases from the list above for your reaction. Add 1—3 phrases where you can.

- 1) — I can't climb trees. Please don't make me!
— Don't be afraid. I'll help you.
- 2) — I'll never ever see my friend again.
— ...
- 3) — They say there has been another volcano eruption in Iceland.
— ...
- 4) — She says she'll take her revenge on me.
— ...
- 5) — Just look at that huge wave! I'm getting out of the water.
— ...
- 6) — I can't get rid of the feeling that something is sure to go wrong.
— ...
- 7) — Why do they never tell me anything? I feel like an outsider!
— ...
- 8) — What an awful day! It's the worst day in my life.
— ...
- 9) — If I hear this song again, I'll throw the television out of the window!
— ...
- 10) — Why should I always do the most difficult work?
— ...



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Step 9

7 Use the appropriate forms of the verbs on the right to get a complete and grammatically correct text.



There are few people who never (1) ... hamsters or even (2) ... them as pets. I used to have a golden hamster when I was about 7 or 8 years old. It was then that my father told me this story of hamsters.

Hamsters came from Syria. But by 1930 they all (3) ... as a species.

Then scientists began (4) ... for them and (5) ... fifteen.

Some of the hamsters had babies. Most of the young hamsters (6) ... to zoos in different countries and now there are millions. Golden hamsters (7) ... in Syria again but it happened much (8) ... , in 1971.

It doesn't often happen that a species (9) ... and then (10) ... again. So this is a story with a happy ending.

see
keep

disappear

look, find

move
find
late
disappear, see

DO IT ON YOUR OWN

8 Complete the sentences using the words from the box.

disaster, erupted, conquered, revenge, rid, predict, rescue, surface, waves, witness, witnesses

1) Volcano eruption is a natural ... 2) We swore to take ... on our attacker. 3) It is hard to ... what he will do when he finds out about it. 4) They had to ... the tourists who had lost their way in the mountains. 5) The astronauts explored the ... of the moon. 6) It is not always easy to get ... of harmful habits. 7) When Vesuvius ... in AD 79¹, it buried the Roman city of Pom-

¹ **AD 79** — 79 год до нашей эры (Anno Domini) [ˌænəʊ ˈdɒmɪnɪ]

peii. 8) Are there any ... to the car accident in Oxford Street? 9) The Normans ... England in 1066. 10) We can ... serious climatic changes nowadays. 11) I sat on a bench listening to the sound of ... breaking on the rocks of the shore.

9 Complete the sentences using *a/an, the* and *zero* article where necessary.

1) ... bald ibis is a very rare bird. They live in ... Morocco and ... Turkey in small numbers. 2) ... Yangtze River runs across the territory of ... People's Republic of China from ... east to ... west. 3) The first national parks opened more than ... hundred years ago. One of ... first was Gran Paradiso National Park in ... Italy. 4) ... good zoo is sometimes ... only place for animals in danger. 5) Let's make ... world ... nicer place for all living things. 6) From the Grand Hotel they took ... taxi to ... Central Railway Station. That was the beginning of their fantastic journey to ... Arctic Ocean. 7) ... Natural Museum in Washington, D.C. is one of ... most interesting museums of this kind in ... world. 8) ... river dolphins in ... Ganges River (in ... India and ... Bangladesh) are ... endangered species. 9) ... coasts of ... Mediterranean Sea are famous for their superb climate. 10) After ... dinner we watched ... new TV programme about ... national parks of ... Russian Federation.

10 Some sentences in these dialogues have mistakes. Correct them.

- 1) What will happen to us all? — I insure you everything will be fine.
- 2) Will I ever be able to forget the disastrous events? — I'm sure you will. Where there's hope, there's life.
- 3) I don't want to see him again as long as I live. — Calm up. He is not to blame for what's happened.
- 4) We can't do everything on our own. — Don't worry your heart about it. A lot of people are ready to give a hand.
- 5) We're going to be late again. — Take it easy, we can go there in a taxi and save some time.
- 6) Jenny hates me, she treats me like an enemy. — You are overreacting again. Yesterday I heard her say you were her best boss ever.
- 7) I simply can't complete the project by Friday. — I'm sure you can manage with it. You just need to concentrate.

Step 10

DO IT TOGETHER

- 1** Listen to 6 texts about ecological organizations, (48), and match the names of the organizations (1—6) with the statements giving some information about them (a—g). One statement you don't have to use.

Organizations

- 1) People for the Ethical Treatment of Animals (PETA)
- 2) Invasive Species Specialist Group (ISSG)
- 3) The Royal Society for the Prevention of Cruelty to Animals (the RSPCA)
- 4) Greenpeace
- 5) The World Wide Fund for Nature (WWF)
- 6) Kids for a Clean Environment



Statements

- a) Among other things this organization fights against wars.
- b) This organization operates on the territory of just one continent
- c) Some members of this organization don't pay for their membership.
- d) This organization operates on the territory of just one country, the UK.
- e) This organization focuses its attention on one kind of species.
- f) Members of this organization believe that people shouldn't use animals for their purposes.
- g) This organization includes more members than any other organization of its kind.

Give a 2-minute talk on ecological organizations. Remember to say:

- if such organizations are important;
- how their work helps to change people's indifference to environmental problems;
- what influence their work has on government decisions, public opinion;
- if they are likely to win supporters and followers around the world.

You and your friend want to join one of ecological organizations. Discuss with him/her which one is the best to join. Consider the following options:

- the World Wide Fund for Nature (WWF);
- Greenpeace;
- Kids for a Clean Environment;
- a local organization, whose aim is to make the local environment cleaner and healthier.

You begin the conversation and have to decide which option (only one) to choose.

Remember to:

- discuss all the options;
- take an active part in the discussion and be polite;
- come up with ideas;
- give good reasons;
- find out your friend's opinion and take it into account;
- come to an agreement.

A. Read the words in transcription and then check, (49).

- drought** [draʊt] — засуха
- earthquake** ['ɜːθkweɪk] — землетрясение
- flood** [flʌd] — наводнение
- hurricane** ['hʌrɪkən] — ураган
- rainfall** ['reɪnfɔːl] — осадки
- tornado** [tɔː'neɪdʊ] — торнадо
- tsunami** [tsu'na:mi] — цунами
- volcano** [vɒl'keɪnəʊ] — вулкан
- heavy shower** [ˌhevi 'ʃaʊə] — ливень



B. What are they?

- major tropical storms that can cause huge waves, wind and rain
- a sudden shaking movement of the ground
- a very strong wind that goes quickly round in a circle or funnel¹

¹ a **funnel** [ˈfʌnl] — воронка

- d) a long period of time when there is little or no rain and crops die
- e) the amount of rain that falls in a particular area during a particular time
- f) a short period when it rains hard
- g) a very large wave that causes a lot of damage when it hits the land
- h) a mountain that forces hot gas, rocks, ash and lava into the air
- i) a large amount of water that covers an area which was dry before

5 Read the text and match its paragraphs (1—6) with the titles (a—g). Think of a title for the text.

- a) Scientists' Cooperation Against Natural Disasters
- b) No More Fights with Nature
- c) A Doubtful Victory over Nature
- d) Nature Against Man Conquering It
- e) Nature and Man: a Way to Live Together
- f) The Future of the Earth
- g) Working Together Against Natural Disasters

1. At the beginning of his development Man was very dependent on Nature. With time, getting more knowledgeable, people began to try and conquer Nature, change the world around. New discoveries, inventions and technologies make us stronger and our lifestyle more comfortable.

2. But are we getting any wiser? Does it really pay to bring destruction to our habitat? Evidently, time has come to reconsider our relationship with Nature and cooperate instead of struggling with it.

3. Anyhow, Mother Nature is not always kind to its children. Apart from man-made we often witness natural disasters. Some people say that our planet "strikes back", taking its revenge on people. From time to time in different parts of the world volcanoes begin to erupt, earthquakes destroy towns and cities, storms, hurricanes, tornadoes and tsunamis break out. Some areas are hit by floods, droughts and forest fires. There is also a danger of meteorites and asteroids reaching the surface of the Earth in the wrong place and causing great damage. We can't get rid of these threats, but now we are not as helpless as we used to be.

4. Through the centuries people have learned to predict most of natural disasters and to protect themselves from them. They have also learned to work together on the international level if a catastrophe strikes. We help each other with food, fresh water, medicines and other essential things when necessary. Fire brigades travel long distances to help struggle with forest fires, rescue teams give a helping hand to people whose countries have been struck by disasters.

5. Astronomers all over the world watch the night sky through powerful telescopes ready to share information about any kind of danger, seismologists warn people about earthquakes, volcano eruptions and tsunamis. Meteorologists study weather, climate and other aspects of atmosphere. They develop reports and forecast from their analysis possible tornadoes and hurricanes.

6. If people can't always live in harmony with Nature, they can at least try to live in harmony with other people and solve our common problems together.

6 Complete the text with the derivatives of the words on the right.

There are certain (1) ...s in modern life that are (2) ... to get rid of. For example, noise: street noise, (3) ... or domestic noise. There are standards of (4) ... level of noise and there are (5) ...s responsible for controlling it. In nature loud sounds are rare, noise is rather weak and short. Birds' songs, leaf (6) ... fall (7) ... on the human ear. But all these (8) ... sounds (9) ... completely in other noises. The (10) ... city noise, when influencing people for a long time does not only damage the hearing, but also causes (11) ... and makes concentration difficult.

**convenience, possible
industry
permit
organize**

**move, pleasant
nature, appear, habit**

depress





Знакомое вам слово *landscape* весьма близко по значению к именам существительным *scenery* и *view*, которые могут переводиться на русский язык как «пейзаж, вид». Существительное *scenery* указывает на общее восприятие местности с точки зрения её красоты, причём обычно речь идёт об открытом пространстве.

We passed through some beautiful **scenery** on our journey.

Greece has some picturesque **scenery**.

Существительное *landscape* используется, чтобы описать любую местность с холмами, долинами, горами в том или ином районе.

He stood on the hill admiring the **landscape**.

Существительное *view* обозначает вид, который открывается с определённого места.

You get a good **view** from here.

Jenny opened the window. What a **view**!



7 Express the same in Russian.

1) The landscape was typical of the Lake District, with high mountains, lakes and deep valleys. 2) They enjoyed the beautiful scenery of Tasmania. 3) Your house has a fine view of the hills. 4) He painted a view of the lake that was seen from his hotel window. 5) A landscape is everything you can see when you look across an area of land, including hills, rivers, buildings, trees and other plants. 6) The windows of her flat looked out to an awesome view of London. 7) The story I read yesterday had the title “A View from the Window”. 8) As we came nearer to the border the scenery changed. 9) We were standing on the balcony admiring a strikingly picturesque view. 10) The place I have always wanted to visit is Scotland with its picturesque scenery.

DO IT ON YOUR OWN

8 Find synonyms in the two columns and write 10—12 sentences with them.

- | | |
|----------------|----------------|
| 1) advantage | a) rescue |
| 2) disaster | b) forecast |
| 3) save | c) witness |
| 4) landscape | d) convenient |
| 5) comfortable | e) benefit |
| 6) predict | f) scenery |
| 7) observer | g) catastrophe |

9 Choose the appropriate words to complete the sentences.

- 1) The trip turned out to be shorter than we thought: it took us an hour and a half to ... to the open-air museum.
a) go b) get c) arrive d) reach
- 2) The ... from the top of the hill was fantastic.
a) scenery b) landscape c) picture d) view
- 3) Some ... are so powerful that they cause the ground to split¹ and buildings to fall down.
a) tsunamis b) hurricanes c) tornadoes d) earthquakes
- 4) At last they managed to ... some money and buy a house of their own.
a) save b) protect c) rescue d) defend

¹ to split [split] — раскалываться, развзрзаться

- 5) As usual he chose the most ... armchair in the room and occupied it for the rest of the evening.
 a) convenient b) cosy c) good d) comfortable
- 6) Why don't you ... your friend the whole story? He may give you some good advice.
 a) say b) speak c) tell d) talk
- 7) I still remember the beautiful mountain ... we passed through on our way to the north.
 a) view b) scenery c) sight d) site
- 8) Julia lives in the ... and travels to the city centre every day.
 a) outside b) distance c) suburbs d) outdoors
- 9) With her hair cut ... she looked a different person.
 a) out b) down c) up d) off
- 10) The police are looking for people who happened to ... yesterday's road accident.
 a) look at b) witness c) look d) pay attention
- 11) The astronauts explored the ... of the Moon.
 a) land b) earth c) surface d) face
- 12) After three weeks' ... waters finally moved back.
 a) flood b) tsunami c) tornado d) drought

10 Complete the sentences using *a/an, the* or *zero* article where necessary.

1) I like ... music he is playing. 2) ... tiger is in danger of dying out. 3) She is studying ... history of ... China. 4) I'd like ... glass of water. 5) They have got two children: ... boy and ... girl. ... boy is older than ... girl. 6) ... English Channel is the narrow area of water between ... England and ... France. 7) Gregory Marshall lives in ... city of ... London. ... Ritz hotel is not far from ... place where he lives. 8) He is ... student of ... Oxford University. 9) British wool such as cashmere and mohair comes mostly from ... Shetland Islands. 10) This species of flora is found only in ... Alaska.

Step 11

Consolidation Class

DO IT TOGETHER

- 1** You will hear an interview with Judy Miller,  (50). Complete the statements (1—7) with the appropriate items.

1) Judy decided to study science ...

- a) after the catastrophe she had witnessed
- b) after the "hurricane season"
- c) after the tornado

2) New Orleans is the place ...

- a) where Hurricane Katrina began
- b) which opens the so-called "Hurricane season"
- c) where a natural disaster happened

3) According to Judy ... in 2005.

- a) less than half of New Orleans' territory was flooded
- b) more than half of New Orleans' territory was flooded
- c) all New Orleans was flooded

4) Judy describes Katrina as ... in history.

- a) the strongest tropical storm
- b) one of the strongest tropical storms
- c) one of the ordinary tropical storms



5) Judy mentions that ...

- a) hurricanes never happen in winter
- b) hurricanes usually happen in winter
- c) hurricanes sometimes happen in winter

6) Judy explains that ...

- a) hurricanes depend on the warmth of the ocean surface
- b) hurricanes begin in the warm ocean water
- c) hurricanes give warmth to the ocean surface

7) Judy says that ...

- a) the warmer the climate is the more hurricanes happen
- b) the beginning of a hurricane is stronger than its end
- c) when winds become weaker during a hurricane it means the storm is coming to its end



2 Answer the following questions.

- 1) Why do people at the beginning of a new millennium spend so much time and effort trying to draw public attention to the problems of ecology?
- 2) What ecological problems of nowadays are most serious?
- 3) Why are scientists so much concerned about the process of global warming?
- 4) Do you think global warming and other climatic changes are caused by human activities? Which of them? Do you witness any changes in the place where you live? What are they? Are they for the better or for the worse?
- 5) Why do people at the beginning of the 21st century think so much about the energy they use?
- 6) Why, in your view, are so many people in western countries against nuclear power stations?
- 7) But in lots of countries of the world nuclear power stations are being used, aren't they? Why then, if they are so dangerous?
- 8) It's common knowledge that cars pollute city air. Can this problem be solved? How?
- 9) Why do national governments develop national parks?
- 10) Do you think peoples of the world can solve the ecological problems of our time? If so, in what way? How can individuals help solve them?
- 11) What events are called natural disasters? Why are they dangerous? Do you think people are helpless here?

3 Revise the vocabulary you can use speaking about nature and the relationship of man and nature.

A. Nature is our habitat which is lovely in any season and weather. When we are in harmony with it:

- the air is clean and fresh;
- the sun shines brightly in the cloudless sky;
- a light wind or breeze blows;
- the trees are dressed in green;
- the sea is calm, the water is clear;
- everything around is in full bloom;
- in winter it is frosty, big white snowflakes can fall down to the ground which is covered with snow.

B. But nature is not always so friendly. From time to time it can hit back man who is trying to conquer it, in which case:

- volcanoes begin erupting;
- earthquakes can destroy cities;
- storms, tornados, tsunamis and hurricanes break out;
- it can pour with rain;
- the sky is overcast, there are claps of thunder and flashes of lightning;
- droughts and floods happen.

C. People's activity can bring about very undesirable results:

- shortage of fresh water and food;
- waste dumping, burying nuclear waste;
- air, water and soil pollution;
- nuclear (radioactive) pollution;
- global warming and climatic changes;
- increase of dangerous ultraviolet light;
- forest destruction, forest fires;
- endangered or extinct species of plants and animals.

D. The situation can get out of our control unless people all over the world work together to solve ecological problems:

- encourage waste recycling;
- reduce the burning of coal, oil and gas;
- develop alternative sources of energy;
- stop polluting water, air and soil;
- develop national and international programmes to protect flora and fauna;
- protect endangered species;
- create more national parks;
- make laws to protect nature;
- encourage people to be “green”;
- ...

4 Prepare a talk on any of the topics (A, B, C).

A. Describe a really wonderful day you spent out of town.

Mention the following:

- what the weather was like;
- what the place looked like;
- where you were and what you were doing;
- why you remember the day.



B. Describe a particularly awful day. Mention the following:

- what the weather was like;
- what the place looked like;
- where you were and what you were doing;
- why you remember the day.



C. Speak on the topic “Man and His Endangered Home”.

Mention the following:

- human activities threatening ecological balance;
- negative results of these activities which are evident now;
- ecological awareness;
- possible ways out.



5 Read the eight parts (a—h) of the text and put them in a logical order to get a complete story. The first part is marked a).



Little Red Riding Hood: The Wolf's Story

a) OK, so I got killed in the end. I'm not complaining about that. I wasn't as clever as I thought I was. But I want you to know my story because I hate lies and the official accounts of what happened that day are all lies.

b) Anyway, as I said, I didn't want to eat her. The fact is, I was after Red Riding Hood's basket with all the wonderful food in it. I thought of stealing it from her there and then, but for three reasons I didn't. First, I didn't want to make her unhappy. Second, she might have started screaming and I don't like screams. And third, she might have started a fight and I was in no condition for it.

c) But just my luck! At that very moment granny herself entered the room. “Hullo¹, Red Riding Hood,” said Granny.

“Hullo, Grandma,” said Red Riding Hood.

“Hullo, trouble,” said I to myself.

“Grandma,” said Red Riding Hood, “if you're here, who could that be in your bed?”

“Look,” I said, “it's all been a terrible mistake...”

“It's the big bad wolf!” screamed the girl.

d) The first lie is all that big-bad-wolf business. Big? I may have been average size once, but by the time I was killed, I was really skinny as I hadn't a decent meal for weeks.

¹ **hullo** = hello (another possible variant is **hallo**)

e) My plan was simple. I wanted to run to Granny's cottage, frighten her a bit and then let her run away. Then I wanted to pretend I was Granny and get Red Riding Hood's basket.

Only things didn't quite work out that way. First of all, Granny wasn't there. I thought it was my lucky day. In a few minutes, Little Red Riding Hood came along. When she knocked at the door, I was in bed.

f) Next we come to the question of motive. The history books say I wanted to eat Little Red Riding Hood. I didn't and I can prove it. But even if I HAD wanted to eat her, what's so terrible about that? When she had eggs and bacon for breakfast, did anyone say a word? When she had turkey for Christmas, did she think about what had happened to Mrs Turkey? What's the difference between a little girl eating me and my mates and me eating a little girl?

g) And before I even had a chance to impress them with my intellect, Granny had shot at me three times.

They didn't even call the vet. And while I lay there, they calmly discussed the tale they would tell the newspaper reporters. You know the story they made up only too well. But I died happy in the knowledge that nobody in the whole wide world could be stupid enough to believe it. Or was I wrong?

h) "How are you, Grandma?" she asked.

"I'm not well at all, dear," I said. "I've got a catching illness, and as I don't want you to catch it too, I'll stay in bed. Just leave the basket there, dear, and run along home."

"Yes, Grandma," said Red Riding Hood. She put down the basket and turned round to leave.

6 In pairs or in groups discuss the new variant of the classical fairy tale. Consider the following:

- which things are alike and which are different in the two variants;
- which of the two you like more (explain your reasons);
- whose point of view is expressed in the new variant;
- if it is possible to accept the wolf's explanations and his reasoning;
- if animals have rights;
- if it is necessary to defend their rights.

7 Complete the sentences with the appropriate articles.

1) That day they decided to eat ... supper in the kitchen. 2) ... farm was situated in ... valley in ... very picturesque place. 3) ... elephant is ... very large animal whose habitat is some parts of ... Asia and ... Africa. 4) ... sea is calm today. 5) ... seal, ... large fish-eating animal, lives mostly on ... cold seacoasts and on ... floating ice. 6) ... children had ... very light lunch and soon got hungry again. 7) She went to ... Oxford University to get education. 8) Some people think that ... New York is ... capital of ... USA, but they make ... mistake. It is ... largest city in ... country but not ... capital. 9) A lot of tourists go to ... Africa to see ... Lake Victoria and ... Mount Kilimanjaro. 10) ... Kennedy Airport is one of ... busiest in ... world. 11) ... Central Hotel is ... place where I always stay when I come to this town. 12) ... Nile starts in ... heart of ... African continent and flows to ... north.

DO IT ON YOUR OWN

8 Choose the appropriate words to complete the sentences.

1) Volcanoes (erupt/strike) and tornadoes (erupt/strike). 2) They cut (up/down) trees to make new roads and build towns. 3) Oil (poison/spills) on the water surface are dangerous for water birds and animals. 4) We should (acquire/encourage) our governments to make green laws. 5) It's time for people to understand the (benefit/value) of human life and stop all wars. 6) Cars may be a very (comfortable/convenient) means of transport but they remain a source of pollution. 7) The concert was (attended/visited) by thousands of rock music lovers. 8) It's not easy to get to the city centre during the (rush/traffic) hour. 9) Crowded streets are a (characteristic/picturesque) feature of big cities. 10) John (screamed/swore) he would

soon return and he kept his oath. 11) Why can't people agree to use bicycles instead of cars and (then/thus) help to solve the problem of air pollution? 12) The park was somebody's private (heritage/property) and we were not allowed to enter it.

9 Complete the sentences with the appropriate function words.

1) The entrance to the museum was free ... charge, which helped us to save some money. 2) The task is not easy but I know that you can cope ... it. 3) Count Monte Christo's aim was to take revenge ... his enemies. 4) I couldn't get rid ... the feeling that something remarkable was going to happen soon. 5) At that time huge territories of Asia were conquered ... Alexander of Macedonia. 6) Don't worry your head ... what these people say. Their opinion doesn't count. 7) We cut all interesting articles ... of English newspapers. 8) After cutting ... her long hair she looked like a boy. 9) We can often see petrol spilt ... the roads. 10) I was surprised that those southern plants managed to grow ... the conditions of a northern country. 11) The small picturesque village was situated ... the coast of the Atlantic Ocean. 12) They lived ... the suburbs of London far from the city centre.

10 Revise *as...as* idioms and complete the sentences.

1) It is as cold as ... in the office. Let's switch on the heating system. 2) When necessary, she could be as hard as ... 3) The foreign exchange market was as dead as a ... 4) Lynda Bryan is usually as cool as a ..., but if a spider crosses her path or she sees a mouse, her self-control can vanish immediately. 5) I was a newcomer to the world of science, as green as ... 6) When I had finished the course with excellent results, I felt as high as a ... 7) On the beach she found Steve as brown as a ... and in his usual fine spirits. 8) Both managers can count on one thing — their jobs are as safe as ... 9) Angus Wilson is a dull writer and that's a fact. Dull as ... 10) And what do you expect? She's as thick as ...

Step 12

Test Yourself and Prepare for the National Examination

I. Listening

1 You will hear six people speaking about the environment and nature, (51). Match what they say (1—6) with the statements (a—g). There is one statement you don't have to use.

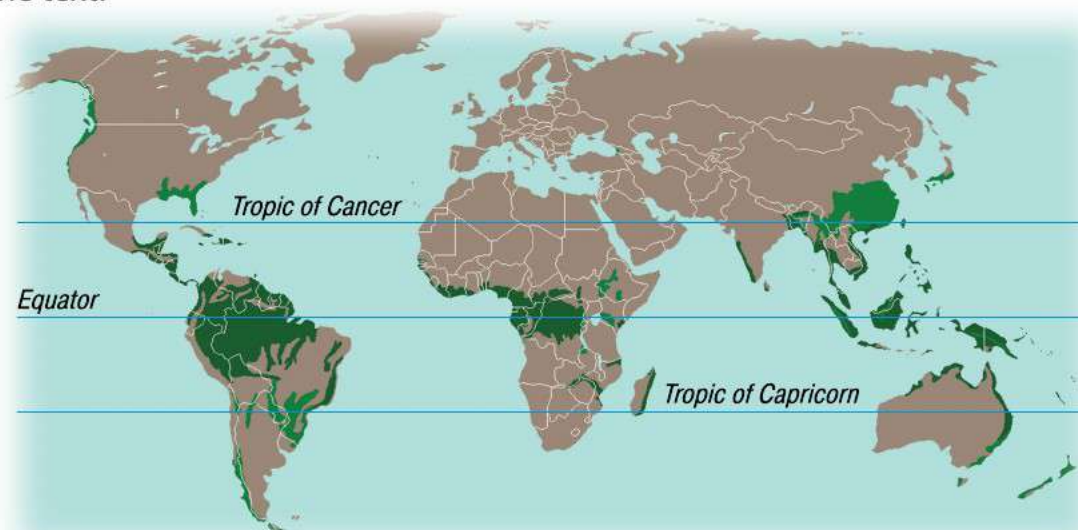
- a) The speaker admires some wonders of nature.
- b) The speaker saves energy by walking the stairs to get to his living place.
- c) The speaker talks about the purpose of the organization he/she belongs to.
- d) The speaker talks about the scientific project he/she is involved in.
- e) The speaker understands the necessity of immediate actions to stop climatic changes.
- f) The speaker gives examples of natural disasters.
- g) The speaker is sure that any person can do something to improve the environment.



Maximum result	7
Your result	?



Read the interview with Mr Roll, an ecologist, and complete the statements after the text.



Interviewer: Mr Roll, you are one of the most celebrated scientists working to study and protect tropical forests. What are tropical forests and where can they be found?

Mr Roll: Tropical forests are a belt of vegetation growing on either side of the equator. Strictly speaking, any forest between the tropics of Cancer and Capricorn¹ can be called “tropical forest”.

Interviewer: How big is this territory?

Mr Roll: At the moment tropical forests cover about 35 million square km, which is close to one fifth of the Earth’s land.

Interviewer: Do the terms “tropical forest” and “rain forest” mean the same?

Mr Roll: Not exactly the same. In fact, rain forest is only one part of tropical forest. It is closest to the equator. Most of the plants that grow in it are evergreen. Trees in rain forest grow very close to each other and compete with each other to reach the light. That’s why trees in such forests are very tall and thin with leaves at the top where the light is.

Interviewer: Why are tropical forests so much in the focus of public attention?

Mr Roll: Tropical forests have a great variety of wildlife and plants. Their number is so large that tropical forests explorers can count on many fascinating discoveries. It is common knowledge that tropical forests play a very important role in balancing the world climate and supplying the planet with oxygen to breathe.

Interviewer: It is clear that tropical forests everywhere are in danger. How bad is the situation and what is the reason for it?

Mr Roll: The disappearance of tropical forests has two main causes. The first is commercial loggers, people who cut trees. They are attracted by valuable hardwood trees, which are very expensive and can cost up to a thousand dollars each. The second reason is farmers who come from cities and towns. In South America alone they are responsible for the burning of 25,000 square km of forest annually to make room for tropical grassland.

Interviewer: You mean grassland to be used as pastures²?

Mr Roll: Exactly. They need grassland for their cattle which is sold to European and North American markets. The grass on *such* lands grows well only for two or three years, after which farmers have to move to new places and more trees get cut down and burnt. Behind them such farmers leave a landscape known as “Greek desert”, areas that are ugly and commercially valueless.

Interviewer: Don’t people living in those countries see the danger?

Mr Roll: They may do, but the problem is that developing countries are deep in financial crisis, and want a quick return of their money. They say that they have to think about their population in the first place.

¹ **tropics of Cancer and Capricorn** — Тропики Рака (северный) и Козерога (южный); параллели с широтами 23°07’ по обе стороны от экватора.

² **a pasture** [ˈpɑːstʃə] — пастбище



- 1) Tropical forests are ... the tropics of Cancer and Capricorn.
 - a) beyond
 - b) above
 - c) close to
 - d) limited by
- 2) The term "tropical forest" ... "rain forest".
 - a) excludes
 - b) includes
 - c) is equivalent to
 - d) stands apart from
- 3) Most trees in rain forests remain green
 - a) all the year round
 - b) during warm seasons
 - c) when it is light
 - d) if they are on the equator
- 4) Tropical forests are destroyed by
 - a) loggers and farmers
 - b) loggers and explorers
 - c) loggers, farmers and explorers
 - d) farmers and explorers
- 5) Rain forests are mainly cut down
 - a) to build towns and cities
 - b) to make room for houses
 - c) to sell valuable hardwood trees
 - d) to raise cows and bulls
- 6) The landscape known as "Greek desert" is
 - a) priceless
 - b) invaluable
 - c) worthless
 - d) valuable
- 7) People living in South America
 - a) don't see the danger in rainforests disappearance
 - b) don't believe this is a problem of the developing countries
 - c) don't think that uncertain future is more important than immediate needs of the population
 - d) don't consider this fact as a disaster

Maximum result

7

Your result

?

III. Use of English

3

Read the text and complete it with the derivatives of the words on the right.



A Hurricane Can Bring Lots of Harm

Just as Hurricane Ike was about to strike the (1) ... Bahamian island of Great Inagua its (2) ... of flamingoes began to (3) The island is often visited by numerous (4) ... who come to watch in (5) ... 60 thousand strong flamingo birds. Before Hurricane Ike hit the island most of the birds began their (6) ... to some unknown parts. After the storm thirty (7) ... flamingoes were found dead. Some of the birds returned to the island but over 55 thousand are still missing.

south
populate, appear
tour, admire

evacuate
beauty

Maximum result

7

Your result

?





Antarctica at Risk from Human Activities

The continent of Antarctica is at risk from human activities and other (1) “Environmental management (2) ... to protect the planet’s last great wilderness area,” (3) ... an international team of researchers, (4) ... Mahlon Kennicutt, a famous oceanographer. Lately they (5) ... a paper which (6) ... that Antarctica faces growing threats from global warming, loss of sea ice and landed ice as well as overfishing in the region. The authors note that if the situation (7) ... we’ll see absolutely disastrous results in the near future.

force, need
say
include
publish, prove
not change

Maximum result	7
Your result	?

5 Choose the appropriate words to complete the text.

What Will the Giant Panda’s Future Be?

The giant panda is (1) ... loved, and of course has a special significance for WWF (World Wide Fund for Nature) as it has been the organization’s (2) ... since 1961.

Pandas have a white (3) ... with black fur on their ears, muzzle, legs, shoulders and (4) ... their eyes. Giant pandas are bear like animals which have adapted to a vegetarian diet and depend almost exclusively on bamboo as a food (5)

Today, the giant panda’s future remains (6) This peaceful, bamboo-eating member of the bear family faces a number of threats. The habitat destruction is one of them. The survival of the panda and the (7) ... of its habitat depend mainly on people.



- | | | | |
|-----------------|---------------|----------------|---------------|
| 1) a) globally | b) worldly | c) universally | d) publicly |
| 2) a) project | b) slogan | c) badge | d) symbol |
| 3) a) dress | b) coat | c) hair | d) fur |
| 4) a) around | b) over | c) aside | d) along |
| 5) a) source | b) cause | c) course | d) sauce |
| 6) a) changed | b) unchanged | c) certain | d) uncertain |
| 7) a) defending | b) protection | c) keeping | d) supporting |

Maximum result	7
Your result	?

6 Comment on one of the following statements in 200—250 words.

- 1) Some pollution happens by accident but in most cases it is deliberate¹.
- 2) Strong laws are necessary to preserve the Earth as a beautiful planet.
- 3) Animals suffer from pollution more than humans.
- 4) Every little helps to prevent the Earth from disaster.

Use the following plan:

- make an introduction to state the problem;
- express your personal opinion and give 2—3 reasons for your opinion;
- express an opposing opinion and give 1—2 reasons for the opposing opinion;
- explain why you don't agree with the opposing opinion;
- make a conclusion restating the problem.

Maximum result	7
Your result	?

7 You have received a letter from your English-speaking pen friend, Max by name. In his letter Max writes:

Last week we had an ecology class and discussed various animals that make the world a richer, a more interesting and a more beautiful place for us to live in. Unfortunately, fairly many of them are endangered or may become endangered. Do you sometimes discuss ecological problems in class? What are the topics you raise during your discussions? What do you do to change the environment for the better?

As for the latest news, my sister is going to marry soon...

Write a letter to Max.

In your letter:

- answer his questions;
- ask 3 questions about his sister's future wedding.

Maximum result	7
Your result	?

Count your total result.

Total result	49
Your total result	?

Are you satisfied with it?

Could your total result be better?

What, in your opinion, you should do to make it better?

Look through the steps of Unit Three and say:

- if the material of the unit was interesting, useful, widening your scope;
- if you found any new ideas in the texts and exercises of the unit;
- if any of the problems raised in the unit were surprising, made you think them over;

¹ **deliberate** [dɪ'libərɪt] — преднамеренный

- if the unit helped you to revise grammar and vocabulary;
- what new information about the English language you have learnt;
- what things were easy/difficult;
- what tasks you specifically remember and why.

Project Work Three

Prepare a computer presentation on the topic “In Harmony with Nature”. You may concentrate on one of the following:

- wildlife;
- wonders of nature;
- ecological problems today;
- natural and man-made disasters;
- wonders of nature;
- people and their environment.

Be ready to give your presentation in class. It shouldn't take longer than five minutes. Try to make your presentation interesting, illustrate it with photos, pictures etc.



Unit 4

In Harmony with the World

Why People Travel

How People Travel

Where People Travel and Stay

What People Do While Travelling

What Is Good to Remember While Travelling

Sightseeing

Shopping

Step 1

DO IT TOGETHER

- 1 A. Listen to the song, (52), read it and sing it along.

The Best Way to Travel

And you can fly
 High as a kite if you want to
 Faster than light if you want to
Speeding through the universe
 Thinking is the best way to travel
 It's all a dream
 Light passing by on the screen
 And there's you and I on the beam
 Speeding through the universe
 Thinking is the best way to travel.
 And you can fly
 High as a kite if you want to.
 Faster than light if you want to
 Speeding through the universe
 Thinking is the best way to travel.

мчась сквозь вселенную

луч

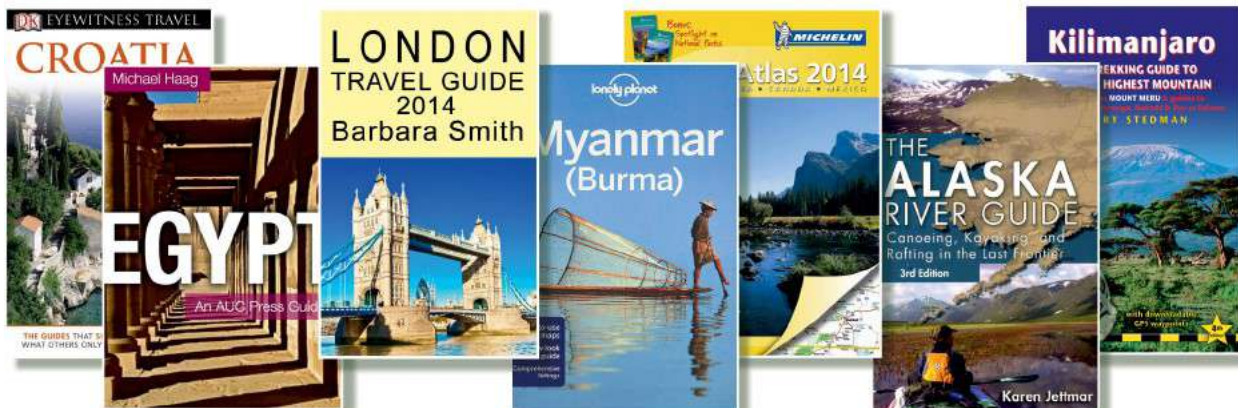
- B. Do you agree that "thinking is the best way to travel"? Say why or why not.



Work in groups. Interview your classmates and find out which of them:

- never travelled to other towns or cities;
- never travelled abroad;
- travelled alone;
- stayed at hotels;
- never travelled by air;
- never travelled by sea;
- prefers travelling on foot;
- hates travelling by train;
- can drive a car;
- takes a lot of luggage on a journey;
- travels light (with little luggage);
- likes to talk to their fellow passengers;
- likes seeing people off;
- believes that “there is no place like home”.

A. Read the text and give it a name.



Millions of people prefer to learn about the world by travelling. They say it's better to see things once with your own eyes than to hear about them many times or read about them in books, newspapers, magazines as well as surfing the Net. The best way to know and understand people is to meet them in their own environment, thus you'll be able to form a more or less adequate idea of them.

Dictionaries say that “to travel is to go on a journey or visit different places, especially places that are far away from where you live or work”, or just “to go from one place to another, especially in a vehicle¹”. People travel by train, by air or plane, by sea or by boat, by land which usually means going by bus, by car or by coach. All methods of travelling have their advantages and disadvantages. You choose one according to your aims and preferences. It's common knowledge that the fastest way of travelling is travelling by plane, the cheapest — is travelling on foot. But which one is the most comfortable? It depends. Opinions vary.

Aims of travelling vary as well. Some people travel for pleasure and some on business, some take part in educational programmes or sports activities, some have exciting hobbies that make them leave their homes and move to faraway countries. If one is interested in tropical plants or animals, likes to take pictures under water or is fond of surfing, they will inevitably visit some particular areas.

Many people spend their holidays travelling. They want to see other countries and continents, modern cities and ruins of ancient civilizations, they travel to enjoy picturesque places or just for a change. It's always interesting to discover something unusual and remarkable, to meet different people, to try exotic food and learn new things.

B. Make an outline of the text and speak on each of the ideas expressed.

Answer the questions.

- 1) How do you prefer to travel? Why?
- 2) Does the method of travelling you choose depend on the aim of your journey?
- 3) Which, in your view, is the most comfortable means of travelling? Which one is the most convenient?

¹ a vehicle ['vi:kl] — транспортное средство

- 4) What are the advantages and disadvantages of travelling by air, by sea, by car and by plane?
- 5) Which things can make your journey more pleasant?
- 6) What can spoil the impression of your trip?
- 7) What was the longest journey you've ever made?
- 8) What was the most pleasant one?
- 9) What do you think the transport of the future will be like?

5 Complete the sentences using the prepositions from the box.

among, at, by, from (2), in (2), of, on (2), to (5), with

1) Welcome ... Britain! 2) When we travel about Russia, we seldom stay at hotels, we usually stay ... our relatives who live ... different cities and towns. 3) Can you tell me how to get ... the airport ... your house? 4) My grandparents like to travel ... train, they say they prefer it ... other means ... transport. 5) The train arrived ... Waterloo Station ... London. 6) Jane doesn't like to change trains when ... a journey, she says she prefers through trains. 7) ... the ship deck I could see the passengers waving goodbye ... their friends standing below ... the crowd. 8) Was there a swimming pool ... the deck? 9) How much is a first-class ticket ... London, please?

Confusable Words

Trip

Journey

Travel

Voyage

В английском языке идею путешествия или поездки можно передать словами *trip*, *journey*, *travel* or *voyage*.

Последнее имя существительное обозначает достаточно длительное путешествие по воде на корабле или лайнере, а также полёт в космос (*a space voyage*):

A **voyage** from London to New York takes a lot of time.

Существительное *travel* является неисчисляемым и обозначает не конкретную поездку, а вид деятельности.

Our agency deals mostly with business **travel**.

He came home after years of foreign **travel**.

Обычными сочетаниями являются: *air travel*, *space travel*, *road travel*, *rail travel*.

Словосочетание *sb's travels* предполагает ряд поездок, переездов, в течение определённого времени:

During our **travels** in Europe, we visited six countries.

Путешествие из одного места в другое обычно обозначается существительным *journey*, особенно если это длительная поездка.

A **journey** from Moscow to St Petersburg is much shorter nowadays if you travel by "Sapsan".

Непродолжительная поездка обозначается словом *trip*, причём предполагается, что, пробыв в пункте назначения некоторое время, человек возвращается назад.

We had a lovely **trip** that lasted five days.

Типичными сочетаниями являются:

a bus (train, car) journey

a twenty-minute journey/trip, a two-hour journey/trip

a business (school, skiing, walking, sightseeing) trip

a day trip (when you go and come back on the same day)

on a trip (journey, voyage)

to make a journey

to take a trip



- 1) Last year we had a long ... by train from Moscow to Paris. 2) My husband is away on a business ... in China. 3) These birds make an incredible 10,000-kilometre ... to Africa every winter. 4) They arrived in Nice after an eight-hour ... by car. 5) We decided to take a day ... to Oxford. 6) Our ... in South America were absolutely fantastic. 7) I've made us some sandwiches to eat on the 8) The ... from England to Australia used to take several months. 9) They wished us a pleasant 10) They said goodbye and wished us a safe ... home. 11) The job involves a lot of

Grammar

Participle

Вы помните, что в английском языке существуют два причастия — *Participle I* и *Participle II*, их можно сравнить с действительным и страдательным причастиями в русском языке:

Participle I характеризует лицо или объект, самостоятельно производящий какое-либо действие, а *Participle II* — лицо или объект, над которым совершено или совершается действие. Сравните:

an author **writing** a book — a book **written** by an author

a child **playing** with a ball — a match **played** yesterday

a girl **telling** her story — a story **told** by her

A. Derive participle I and participle II from the following verbs.

- | | | | |
|------------|--------------|-------------|------------|
| 1) acquire | 6) encourage | 11) poison | 16) reject |
| 2) attend | 7) increase | 12) praise | 17) rescue |
| 3) avoid | 8) inherit | 13) predict | 18) solve |
| 4) conquer | 9) involve | 14) raise | 19) spill |
| 5) deserve | 10) knit | 15) recycle | 20) treat |

B. Use participle I or participle II of the verbs in brackets to complete the sentences.

- 1) A dog (treat) badly can hardly be kind to people. 2) In the picture you can see a woman (knit) something that looks like a warm sweater. 3) The (increase) population of this country mostly lives in big cities. 4) The water of a river (poison) by industrial waste cannot be a home for plants and animals. 5) All the people (attend) the show were struck by the high level of performance. 6) We hope that the new generation (inherit) this world from us will be able to make it a better and a safer place. 7) All the people (involve) in the project contributed to its success. 8) The land (conquer) by Romans was not like their own warm and sunny country. 9) There are people (solve) problems and people who prefer their problems to be (solve) by others. 10) More goods should be produced from (recycle) paper: it may help to save our forests.

DO IT ON YOUR OWN

Choose the appropriate words to complete the sentences.

- 1) (Encouraging/encouraged) me to study mathematics my father helped me to choose my future career. 2) (Praising/Praised) by everyone he felt like a real star. 3) The plan (rejecting/rejected) by the committee was only one of several plans (presenting/presented) to them. 4) Oil (spilling/spilt) into the ocean is not easy to remove. 5) Among the pupils there were two boys (deserving/deserved) our special thanks for their help. 6) (Spending/Spent) all your pocket money you made a big mistake. 7) All the books (buying/bought) yesterday turned out to be useful. 8) He spoke very carefully (avoiding/avoided) any possible mistakes and slips of the tongue. 9) I'm sorry about all that time (wasting/wasted) on computer games. 10) Traditions (acquiring/acquired) long ago are carefully kept by new generations.



The Best Place to Eat

In Vancouver, Canada, the best place to eat specializing in (1) ... cooking is (2) ... the well-known restaurant Raintree. It is situated in Alberni Street. The (3) ... use of local seafood and an (4) ... good wine list together with (5) ... views over the water of Grouse Mountain result in making a (6) ... meal.

northwest
probable
imagine
exceptional, picture
memory

10 Choose the appropriate replies.

1) — Goodbye, dear! My train is departing.

- a) — Goodbye. Have a nice day.
- b) — Goodbye. Have a good time.
- c) — Goodbye. Have a pleasant journey.

2) — Has he ever been abroad?

- a) — I don't think.
- b) — I don't think so.
- c) — I don't think it.

3) — Would you like another cup of tea?

- a) — I love it.
- b) — I'd love one.
- c) — I'll have it.

4) — Would you like another sandwich?

- a) — Thank you, no.
- b) — Thank you very much, not now.
- c) — No, thanks.

5) — May I have a look at your ticket, please?

- a) — Here you are.
- b) — Yes, you may.
- c) — Please.

6) — I've missed my bus!

- a) — I'm so sorry.
- b) — It's a problem.
- c) — Never mind.

7) — I'm going away on holiday next week.

- a) — Great. I love it.
- b) — Great. Enjoy yourself.
- c) — Great. Best wishes.

Step 2

DO IT TOGETHER

1

Listen to five people speaking about the Cyclades ['saɪklədi:z], (53). Then match the texts (1—5) with their topics (a—f). There is one topic you don't have to use. Don't forget to study the map first.



- a) Climate of the islands
- b) Culture of the islands
- c) Formation of the islands
- d) Typical and specific features of the islands
- e) History of the islands
- f) Location of the islands



Use the appropriate participles of the verbs in brackets to complete the sentences.

1) I showed my friends the photographs (take) while I was on holidays. 2) One of the photos (show) an old castle was especially good. 3) The bus (arrive) at 8.30 is usually overcrowded. 4) Most of all I liked the souvenirs (buy) at the seaside. 5) The journey (make) by the family was the longest they had ever had. 6) All tourists (visit) Rome go to Vatican. 7) Most people (travel) long distances prefer night trains. 8) The story (tell) by my fellow-passenger was really unusual. 9) (Take) part in sports activities he has to travel a lot. 10) (Look) at the unfamiliar faces I felt lonely and unhappy.

Listen,  (54), and read.

A. **amazing** [ə'meɪzɪŋ] — удивительный, поразительный

awake [ə'weɪk] — бодрствующий

divide [dɪ'vaɪd] — делить

pour [pɔː] — лить, наливать

sick [sɪk] — 1) испытывающий тошноту (*BrE*); 2) больной (*AmE*)

slip [slɪp] — 1) поскользнуться; 2) проскальзывать

tie [taɪ] — привязывать

trouble ['trʌbl] — беда, проблема, неприятность

on board (a ship, a plane) — на борту

set out (on a journey, trip etc) — отправиться в путь (в путешествие)

B. **amazing**: an amazing story, to have an amazing time, to do an amazing job. It's amazing how much children can remember.

awake: to be awake, to remain awake, to lie awake, to keep somebody awake. I have been awake for hours. My granny says she often lies awake at night. We were kept awake all night by the noise.

divide: to divide something **into** parts/groups, to divide something **between/among** somebody, to divide **by** 2 (3, 5 etc). Divide the cake into small pieces. Divide the class into three groups. Decide how you would like to divide the money among the children. Divide nine by three.

pour: to pour some water into a bottle, to pour somebody a drink. Sit down and I'll pour you some juice. Tears were pouring down her face. It's not raining. It's pouring (with rain).

sick: 1) I have eaten something bad. I'm going to be sick. She always feels sick **at** sea. 2) a sick person. My friend was sick with flu¹ for a week.

slip (slipped, slipped): 1) to slip **on** a wet floor. Margo slipped and broke her arm. 2) to slip into the room, to slip **past** somebody, to slip **out of** the house. Jane slipped out of the flat unnoticed.

tie: to tie a tie, to tie up a horse **to** a tree. The criminal's hands were tied behind his back. Many young mothers feel tied to their babies and home.

trouble: to have trouble **with** someone, to get **into** trouble, to be **in** trouble, to run **into** trouble. The trouble started when I changed my job. I don't think you'll have trouble **with** John. Her arrival will cause me more trouble.

on board (a ship, a plane): The plane had 125 passengers and crew on board. The police came on board the ship.

set (set, set) out: After three days in the suburbs of Rome the travellers set out again.

Paraphrase these sentences using the new words.

1) It was raining very hard yesterday. 2) It was really very surprising that they had not come. 3) Fred quietly came into the room unnoticed by anyone. 4) I had some problems and decided to talk to my parents. 5) I wanted to find out how many times "twelve" contains "four". 6) I'm coming down with a cold or maybe I'm already ill. 7) I didn't sleep at all last night. 8) After a short stay at home they started on a new voyage. 9) She felt she couldn't leave her sick husband and decided to stay at home. 10) The child is ill.

¹ **flu** [fluː] — грипп



Оба прилагательных *sick* и *ill* указывают на то, что человек, о котором идёт речь, нездоров. При этом в британском варианте английского языка предложения *He is sick* и *He is ill* понимаются по-разному:

He is **sick** (его тошнит).

He is **ill** (он болен).

В американском варианте английского языка обе эти фразы означают, что человек болен.

He is sick. = He is ill.

Только прилагательное *ill* в подобных случаях может усиливаться наречиями *very*, *seriously*.

John is seriously ill.

В роли определения только прилагательное *sick* указывает на нездоровье:

a sick boy, a sick girl, sick children.

Прилагательное *ill* в этой роли имеет значение «плохой», «дурной», «пагубный»:

ill news — дурные вести

ill effects — пагубные последствия

ill fortune — несчастье

ill feelings — обида

ill luck — невезение

ill results — плохие результаты

Прилагательное *sick* является частью таких сложных слов, как *seasick*, *airsick*, *travelsick*, указывающих на то, что человека укачивает, тошнит:

to be seasick — страдать морской болезнью

to be airsick — быть подверженным укачиванию в самолёте

to be travelsick — страдать от тошноты в иных случаях (поездка в поезде, машине, автобусе и др.)

Если человек сильно скучает по дому, о нём часто говорят *He is homesick*.

5 Complete the sentences with the words from the box.

ill, sick, airsick, seasick, travelsick, homesick

1) The young soldier was ... during the first month in the army. 2) Pamela is seriously She is in hospital. 3) Chris has brought ... luck into our family. 4) All ... children were sent home. 5) Going to St Petersburg by car I felt ... and had to stop. 6) Scientists say that children under two years of age are rarely ... , they just fall asleep while going by bus or by car. 7) If you are ... the flight may seem not so nice to you. 8) I'm fond of voyages and never feel 9) It is an ... wind that blows nobody good. 10) ... news comes too soon, or as they say ... news travels fast. Both of them mean that bad news nearly always reaches us more quickly than good news.

6 Read the microdialogues and make up a rule about how to structure the replies in column II.

A. I	II
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).



B. I	II
1) I am not a teacher.	Neither am I. Neither is he (she). Neither are we (you, they).
2) They haven't got an iPod.	Neither have I (you, we, they). Neither has she (he).
3) Anna doesn't play football.	Neither do I (we, you, they). Neither does Bob (she).
4) We didn't visit the British Museum.	Neither did I (you, we etc).
5) He wasn't driving at that time.	Neither was I (he, she). Neither were we (you, they).
6) I haven't done it. I have never done it.	Neither have I (we, you, they). Neither has she (he).
7) I can't ride a horse.	Neither can he (we, you, she, they).
8) You mustn't do it.	Neither must you (he, she).
9) She won't be there.	Neither will I (we, he, you, they).

- 7** Jim and Don are twins. They have the same habits, likes and dislikes. Read about Jim and speak about Don.

Jim

- 1) Jim is a young man of twenty-six.
- 2) Jim works in a bank.
- 3) Jim doesn't have a lot of free time.
- 4) Nevertheless he spends some time doing sports.
- 5) He is a fine athlete.
- 6) Most of all Jim likes downhill skiing.
- 7) He can ski better than most of his friends.
- 8) Jim usually skis in the French Alps.
- 9) He doesn't go to Switzerland.
- 10) Jim has some close friends in France.
- 11) Jim meets them in the mountains.
- 12) Jim is looking forward to his holidays in the Alps this spring.

Don

- 1) So is Don.
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____

DO IT ON YOUR OWN

- 8** Write answers to these questions. Use the new words.

- 1) What do some people feel when they are far from home and miss it very much?
- 2) What do people usually say if it rains heavily?
- 3) What will the Americans say if a certain boy doesn't feel well?
- 4) What do the British usually say in this case?
- 5) When do people usually slip in or out of buildings?
- 6) What does a person travelling on horseback usually do if he has to leave his horse under a tree and wants to find it at the same place?
- 7) How do people usually lie at night if they can't fall asleep?
- 8) When do you usually prefer to set out on a journey — in the morning or in the evening? Why?
- 9) How can you paraphrase the sentence: During the flight there were 140 passengers on the plane.
- 10) What do people say if they have problems and don't know how to solve them?

- 9 Read what Jane says. Her little sister Ann always agrees with Jane and does what Jane thinks is right. Write Ann's reactions to Jane's statements.

Jane:

- 1) I can divide 100 by 5.
- 2) I always tie Rex to the tree before I enter a shop.
- 3) I wasn't sick yesterday.
- 4) I will pour a cup of tea for granny.
- 5) I lay awake last night.
- 6) I have read an amazing story.
- 7) I won't set out on a trip tomorrow.
- 8) I didn't stay in Ritz Hotel last summer.
- 9) I should help mum to water flowers.
- 10) I mustn't join them.

Ann:

...



- 10 Write these in English.

1) О больных людях следует заботиться. 2) Они больны (два варианта). 3) Меня тошнит. 4) Я скучаю по дому. 5) Меня укачивает на море. 6) Его укачивает в самолёте. 7) Их укачивает в машине и в автобусе.

Step 3

DO IT TOGETHER

- 1 Listen to the dialogue, (55), and say if these facts are true, false or not stated.

- 1) Kate spent a month in the USA.
- 2) Grace wanted Kate to accompany her to the Atlantic coast because she was ready to give Kate a holiday.
- 3) Kate went to visit Grace because she liked her cousin's lifestyle.
- 4) Kate explained why her mother had asked her to go and stay with Grace.
- 5) Kate had several flights to the US.
- 6) Seasickness prevented Kate from travelling by ship.
- 7) Kate is going to spend her next holiday in the USA.



- 2 This is what many people say about themselves. And what can you say?

Example: a) I don't think about my future. — Neither do I.
— But I do.
b) I enjoy reading poetry. — So do I.
— But I don't.

- 1) I have been to many places abroad.
- 2) I don't often meet my childhood friends.
- 3) I will try to plan my summer holidays carefully.
- 4) I have got a dream.
- 5) I've never spoken English to a foreigner.
- 6) I would like to travel round the world.
- 7) I didn't go to school when I was six.
- 8) I spend too much money on clothes.
- 9) I should think more about my health.
- 10) I had great summer holidays last year.
- 11) I'm trying hard to get a good education.
- 12) I never remember unpleasant things.



The Stowaways¹

When I lived in Liverpool, my best friend was a boy called Midge. We had a lot of things in common. There were things we enjoyed doing: climbing trees, playing footy², going to the pictures. And there were things we didn't enjoy doing, like sums, washing behind our ears, eating cabbage.

But there was one thing that really brought us together — a love of the sea.

In the old days the river Mersey ['mɜ:zi] was far busier than it is today. Those were the days of the great passenger liners and cargo boats³. Large ships sailed out of Liverpool for Canada, the United States, South Africa, all over the world. My father had been to sea and so had all my uncles, and my grandfather and many other men in Liverpool. By the time they were twenty, most of them had visited parts of the globe I can't even spell. I often thought about those exotic places, all those exciting adventures. Midge and I knew what we wanted to do when we left school... become sailors. Of course, we were only about seven or eight at the time so we thought we'd have a long time to wait. But the call of the sea came sooner than we'd expected.

One day Midge and I got into trouble at school. I don't remember what for. And to make matters worse, my mum and dad got angry and sent me to bed early for being childish (Childish! I ask you. I was a child).

So that night in bed I decided... to run away to sea. The next day Midge and I began planning our amazing around-the-world voyage. I read somewhere that sailors lived on rum⁴ and dry biscuits, so I poured some of my dad's into an empty bottle and borrowed a handful of chocolate biscuits.

Saturday morning, when the big hand of the clock was on twelve and the little one was on six, Midge and I met and ran as fast as we could to the pier where a lot of ships were tied up. There I chose a small ship where the crew were getting ready to set out. They were so busy doing their work that it was easy for us to slip on board unnoticed. We looked around for somewhere to hide and climbed into one of the lifeboats. Some minutes later we were off. Soon we'd be digging for diamonds⁵ in the Brazilian jungle or building sandcastles on a tropical island. After what seemed like hours and hours we decided to eat our rations, which I divided up equally. I gave Midge all the rum and had all the biscuits. That probably wasn't a good idea as Midge got sick and we had to give ourselves up⁶. We climbed down on to the deck. I looked out to sea hoping to catch sight of a whale, a dolphin, perhaps see the coast of America coming into view. And what did I see? The buildings of Liverpool.

Anyone can make a mistake, can't they? We didn't know we'd chosen a ferryboat⁷. One that goes from Liverpool to Birkenhead and back again. We'd done four trips hidden in the lifeboat and ended up back in Liverpool. And we'd only been away about an hour and a half. We got the bus home. My mum and dad were having their breakfast. They were surprised to see me awake at such an early hour and thought I was making a joke when I told them I had run away to sea.



handful



pier



lifeboat



deck



whale

¹ a stowaway ['stəʊəweɪ] — безбилетник

² footy = football

³ a cargo boat — грузовой корабль

⁴ rum [ɹʌm] — ром

⁵ a diamond ['daɪəmənd] — алмаз, бриллиант

⁶ to give oneself up — выдать себя

⁷ a ferryboat (ferry) ['feribəʊt] — паром

1) Why did the boys dream of the sea?

- a) They hated school.
- b) They wanted to be independent.
- c) They hoped to sail to Canada, the USA and South Africa.
- d) They lived in the atmosphere of sea adventure.

2) Why did the two boys make friends?

- a) They shared the same interests.
- b) Their relatives were sailors.
- c) They both got into trouble at school.
- d) They were the same age.

3) What made the storyteller think of running away?

- a) He wanted to become a sailor.
- b) He felt unhappy because of some events.
- c) He wanted to find some gold and diamonds.
- d) He wanted to see the world.

4) What helped the boys to get on board?

- a) They managed to arrive before the sailors.
- b) The sailors did not check the lifeboats.
- c) The sailors had no time to look around.
- d) It was still dark at 6 a.m.

5) Why did the boys leave the lifeboat?

- a) They had been hiding too long.
- b) They had eaten everything they brought.
- c) One of them wanted to see whales and dolphins.
- d) One of them had a health problem.

6) What kind of mistake did the boys make?

- a) They arrived back in Liverpool.
- b) They didn't know that ferryboats don't travel long distances.
- c) They got on board a ferry.
- d) The ship they chose was too small to make a voyage across the ocean.

7) Why did the boy's parents take his words for a joke?

- a) Because it is impossible to run away to sea at night and return early in the morning.
- b) Because he returned home by bus.
- c) Because little boys don't run away.
- d) Because they knew he had a good sense of humour.

4 A. Make up 10 questions on the text. Begin them with the question words from the box.

Who, What, Where, Why, How many, What kind, How old, Which (of), How, When

B. Complete the sentences to turn them into disjunctive questions. Answer the questions.

- 1) The two friends lived in Liverpool, ...?
- 2) The boys didn't like doing sums, ...?
- 3) The river Mersey was far busier in the old days, ...?
- 4) The narrator's relatives had seen a lot of parts of the globe, ...?
- 5) The boys were not teenagers at that time, ...?
- 6) The boys tried to plan their voyage, ...?
- 7) The boys didn't prepare food and drink for their voyage, ...?
- 8) The boys could easily get on board the ship, ...?
- 9) The boys had to give themselves up after Midge got sick, ...?
- 10) The narrator's parents didn't believe his story, ...?

Yesterday I got a telephone call from my cousin Robert who (1) ... me he (2) ... to visit us the next week. That (3) ... fine with me but not so with my wife. I (4) ... she (5) ... to drive our (6) ... to the country to (7) ... grandparents. I clearly (8) ... she (9) ... not be able to return before Robert's arrival, which was most inconvenient.

**tell, want, be
know, promise
child, they, understand
will**

Step 4

DO IT TOGETHER

- 1** Listen to the interview, (56), and complete these sentences appropriately.

1) Fiona Collins recommends visitors

- a) to stay in London as long as possible
- b) to divide their time between London and some other places
- c) to travel mostly in the countryside

2) In her interview Fiona doesn't mention the city of

- a) Chester
- b) Cambridge
- c) Canterbury

3) Fiona believes that the British countryside

- a) may be boring
- b) is unlikely to be boring
- c) is always boring

4) A characteristic feature of the British countryside is

- a) its large population
- b) a great number of fields and woods
- c) its variety of scenery

5) Fiona mentions such activities as water sports, walking or fishing

- a) to say that every area is different from the others
- b) to say that all the areas are alike
- c) to say that every area has its own attractions

6) From what Fiona says about Peak District we understand that

- a) it is a mountainous area
- b) this area has a lake or a river
- c) this area is situated in Wales

7) According to Fiona

- a) athletic people can enjoy the British countryside more than others
- b) you need a hobby to really enjoy the British countryside
- c) you don't need a hobby to enjoy the British countryside to the full



Below there are two lists of words which you may need when you travel abroad by train. Match the words with their definitions.

A.

- 1) a through train
- 2) a fast train
- 3) a local train
- 4) a long-distance train
- 5) a carriage (a car *AmE*)
- 6) a sleeping car (a sleeper)
- 7) a smoker
- 8) a non-smoker
- 9) a dining car (a restaurant car)
- 10) a buffet ['bu:feɪ] car



- a) a train that moves in a particular area (usually an area where you live in or an area you are talking about)
- b) a train with beds for passengers to sleep in or a certain part of train (compartment) with such beds
- c) a part of a train where you can buy drinks and sandwiches
- d) a section of a train where passengers are not allowed to smoke
- e) a section of a train for carrying railway passengers
- f) a train you can use to travel all the way to a place without changing trains or buying another ticket
- g) a train carriage where meals are served
- h) a train covering long distances, taking passengers to far-away places
- i) a train that moves at a high speed having few stops
- j) a section of a train where passengers are allowed to smoke

B.

- 1) destination
- 2) a compartment
- 3) a guard [gɑ:d]
- 4) arrival
- 5) departure
- 6) board
- 7) a single (ticket)
- 8) a return (ticket)



- a) an electronic device to give information often about arrivals or departures
- b) coming to a certain place from somewhere else
- c) a ticket used for travelling to a place, but not for returning from it
- d) someone on a train whose job is to check tickets
- e) one of the separate spaces into which a railway carriage is divided
- f) a ticket that takes you to a place and back again
- g) the place where someone or something is going
- h) an occasion when someone leaves a place, for example to go on a journey

The actions below describe travelling by train. Put the actions described below in a logical order.

- a) find your compartment;
- b) pack your luggage;
- c) buy some book or magazine to read on the train;
- d) say hello to your fellow passengers;
- e) choose your destination;
- f) take your seat;
- g) give your ticket to the guard for inspection;
- h) come to the railway station;
- i) find the platform from which the train departs;



- j) look at the board to check the platform and the time of departure;
- k) find your carriage;
- l) put your luggage away;
- m) order something to eat and/or to drink from the buffet car;
- n) book¹ a train journey or buy a train ticket.

- 4 Describe a train journey you once made. Use the vocabulary of Exercise 3. Say if you enjoyed it or not and why.
- 5 Complete the text with the appropriate words.



Getting Away from It All

I remember very well my first (1) ... by train to have a holiday in the country. I was (2) ... with my primary school. There we all were on a warm early summer day in May 1959, a (3) ... class of schoolchildren dressed in our warmest coats and jumpers waiting to board a train for Galloway.

Our school had (4) ... our parents to make sure that we all had (5) ... warm clothing and wellington boots². Whether this was to (6) ... us from carrying extra weight in our suitcases, or whether our parents thought we were all going to freeze on that (7) ... day, but everyone of the children arrived (8) ... the railway station dressed for a trip to the Arctic.

- | | | | |
|-----------------|--------------|---------------|-------------|
| 1) a) journey | b) travels | c) voyage | d) tour |
| 2) a) coming | b) walking | c) travelling | d) moving |
| 3) a) hole | b) every | c) all | d) whole |
| 4) a) explained | b) described | c) advised | d) promised |
| 5) a) common | b) adequate | c) modern | d) becoming |
| 6) a) save | b) safe | c) protect | d) defend |
| 7) a) loving | b) lovable | c) lovely | d) loved |
| 8) a) in | b) at | c) to | d) on |

- 6 Say which of the following you prefer while travelling by train and why.

- 1) to travel light — to have a lot of luggage;
- 2) to be seen off by friends and/or parents — not to be seen off;
- 3) to use a suitcase — to use a travel bag — to use a backpack;
- 4) to travel alone — to travel with your family — to travel with friends;
- 5) to eat food brought from home — to buy food on the train;
- 6) to wear sports clothes — to wear jeans and a T-shirt — to wear everyday clothes;
- 7) to read something on the train — to look through the window — to play computer games — to talk to fellow passengers;
- 8) to travel by day — to travel by night.

¹ to book [buk] — заказать

² wellington boots (wellingtons) — высокие резиновые сапоги

English Adjectives Used Only Predicatively

В современном английском языке целый ряд прилагательных не употребляются как определения. К ним относятся знакомые вам слова *afraid, awake, alike, alone, ashamed, asleep*, а также единицы:

alive [ə'laɪv] — живой

afloat [ə'fləʊt] — плывущий по воде, на плаву

alight [ə'laɪt] — горящий, зажжённый, освещённый

afire [ə'faɪə] — горящий в огне, охваченный огнём

I felt more dead than **alive**.

We tried to get the boat **afloat** again.

Dozens of cars were set **alight**.

The house was **afire**.

Некоторые из этих прилагательных часто встречаются в устойчивых сочетаниях:

to be fast/sound asleep — крепко спать

to be wide awake — не смыкать глаз

to be all alone — быть в полном одиночестве

to be all alight — быть в огне, гореть

to be safely afloat — надёжно держаться на воде

to be very much alone — быть в полном одиночестве

to be very much awake — абсолютно без сна

to be very much alive — быть полным энергии, жизни

to be very (much) afraid — быть сильно испуганным

to be very (much) ashamed — сильно стыдиться

7 Match the word combinations that mean the same.

- | | |
|----------------------------|-------------------------------------|
| 1) wide awake | a) without others |
| 2) safely afloat | b) not at all sleepy |
| 3) very much ashamed | c) to be on fire |
| 4) to set the house alight | d) having a strong feeling of shame |
| 5) fast asleep | e) floating on water and steady |
| 6) to be all alone | f) deep in sleep |
| 7) to be afire | g) to put it on fire |
| 8) to catch alight | h) to begin to burn |



DO IT ON YOUR OWN

8 Complete the sentences with the appropriate words.

A. *all, fast, wide, safely*

1) The old lady lay ... awake for hours thinking about her son. 2) The old building was ... afire and it was clear that nothing could save it. 3) Eric doesn't seem to have any friends. Whenever I look at him he plays ... alone with his favourite toy. 4) It was early morning and Caroline was ... asleep. 5) The sailors managed to set their boat ... afloat. 6) It was midnight but old Mrs Patterson couldn't sleep. She lay ... awake.

B. *very (very much)/only very much*

1) Is the snake alive? — Oh yes, ... alive. Be careful. 2) Little Kate is ... afraid of dogs. 3) Although he is not young, he is ... alive. 4) I am ... ashamed of what I have done. 5) The old lady was ... afraid to go out of the house at night. 6) The boy was ... ashamed that he had lied to his granny.

9 Write these in English.

1) скорый поезд; 2) купе; 3) вагон; 4) вагон-ресторан; 5) проводник; кондуктор; 6) спальный вагон; 7) вагон для некурящих; 8) прибытие; 9) табло с указанием времени прибытия и отправления поездов; 10) отправление; 11) билет в одном направлении; 12) обратный билет; 13) поезд дальнего следования; 14) пригородный поезд, электричка; 15) буфет (*в поезде*).

10 Write a short story of about 200 words using some of the word combinations below.**A Pleasant Train Journey**

- travel by day/night
- crowded platform
- excited people
- unfamiliar faces
- feeling of adventure
- run through picturesque scenery
- guard (conductor)
- fellow passengers
- clean and cosy compartment
- friendly and warm
- spend time talking and laughing
- never meet again

Step 5**DO IT TOGETHER**

- 1** Listen, (57), and decide whether the facts below are true, false or not stated in the text.



- 1) The narrator is sure to remember her journey to Galloway House till her last days.
- 2) The narrator says that common people could hardly afford going for a summer holiday in the middle of the last century.
- 3) The narrator was used to travelling without her parents unlike the other schoolchildren.
- 4) Galloway House didn't make any impression on the schoolchildren.
- 5) The narrator's room was called Powton after the hill that was near Galloway House.
- 6) All the schoolchildren in Galloway House were pupils of one and the same school situated in Glasgow.
- 7) All the pupils in Galloway House felt homesick.
- 8) The narrator returned to Galloway House with her own family.

2 You may need these words and word combinations if you travel abroad by air. Match the words and word combinations in list A with their definitions in list B.

A.

- | | |
|---|--|
| 1) a direct flight | 7) a duty-free shop |
| 2) a gate (<i>at the airport</i>) | 8) an arrival/departure (notice) board |
| 3) a boarding pass/card | 9) a flight attendant |
| 4) a delayed flight | 10) the customs |
| 5) a departure lounge [<i>laundʒ</i>] | 11) to check in for the flight |
| 6) a luggage claim area | 12) to book a flight |

B.

- a) a flight that doesn't start on time but begins later
- b) the place at the airport where officials check that the goods that people are bringing into a country are legal
- c) the place at an airport where people get on a plane
- d) to have your ticket checked at the airport and to give in your bags or suitcases
- e) a large room in an airport where you sit and wait before going onto a plane
- f) a flight straight to the place of destination, not stopping or changing direction on the way
- g) an electronic board at the airport where information about plane arrivals or departures is given
- h) a card that each passenger has to show before they are allowed to get on a plane
- i) to reserve a seat on a flight
- j) a person whose job is to look after the passengers on a plane especially serving them with food and drinks
- k) a place at the airport where people collect their luggage
- l) a place at the airport where you can buy goods at a cheaper price than usual

3 Answer the questions. Use the words and word combinations from Exercise 2.

- 1) In what place in the airport do you sit and wait for your flight?
- 2) Where in the airport can you buy goods cheaper than usual in town?
- 3) Where do you go in the airport to get on board the plane?
- 4) What do you call a flight that doesn't start on time but starts later?
- 5) What do you call a flight that takes you straight to the place of your destination?
- 6) Where in the airport can you see when a plane arrives or departs?
- 7) What do you do to get your boarding pass?
- 8) Who helps you on board the plane as well as serves drinks and food?
- 9) What do you do when you want to have a seat on a certain flight?
- 10) In what place of the airport do you collect your luggage after you land?

4 Match the words in the two columns and complete the sentences (1—14).

- | | |
|--------------------|-----------------------------|
| 1) the flight from | a) a flight |
| 2) sick during | b) the plane |
| 3) go through | c) the last-minute shopping |
| 4) a flight | d) officer |
| 5) on board | e) Omsk to Moscow |
| 6) to fill in | f) plane tickets |
| 7) to weigh | g) a declaration |
| 8) to do | h) luggage |
| 9) to change from | i) one plane to another |
| 10) the plane is | j) is delayed |
| 11) buy electronic | k) the customs |
| 12) our flight | l) taking off |
| 13) customs | m) attendant |
| 14) hand | n) your luggage |

1) They couldn't get tickets for ... so they went there by train. 2) Sometimes I feel ... so I take some medicine before the journey. 3) At the airport all passengers coming abroad must 4) On board the plane ... helps you with drinks and food. 5) You can't get ... unless you have gone through passport control. 6) On board the plane flying up to Heathrow Airport I was asked 7) Aren't you going ... before checking in? — I don't need to. I'm travelling light. 8) We went to the duty-free shop 9) Unfortunately, in Moscow we'll have to 10) Look, It will soon disappear in the distance. 11) Nowadays people usually ... , they don't need to go to booking offices. 12) Did you hear that ...? We'll have to wait for another hour. 13) My son says he would like to be a ... and work in a big modern airport. 14) You can take your ... on board the plane, but you can't take heavy suitcases with you.

- 5** Complete the text with the phrases (a—h) after it. One phrase you don't have to use.

At the Airport

Jemma:

Although I enjoy airports, I usually (1) ... and worried because I have to fly. In airports I find it necessary to stay near the (2) ... so that I'm always quite sure that when I have to go to my gate I'm close enough to be there at the right time and not get lost.

Ralf:

I normally feel very bored when I'm waiting at airports. Flights always seem to be delayed these days, so (3) ... for a long time. If I've remembered to take a good book with me, I (4) ... , or else I suppose I may go round some of the shops looking at the duty-free goods for sale.

Bruce:

I always find airports very exciting places. I like the whole atmosphere, I like the feeling of people travelling, (5) ... , it's just really exciting. I really enjoy waiting at airports, I like to walk round, see the planes (6) ... , looking around seeing where people are going, what people are doing, I usually find it very easy to fill up the time at airports.

Margaret:

Well, I fly a lot between here and Australia so waiting at airports is just a normal thing for me. Luckily I love to read, I always (7) ... , and if a flight's delayed, which often happens with me, then it's a chance to have a good read.

- a) going to far-away places
- b) departure notice boards
- c) take a good book to read
- d) sometimes sit there and read
- e) feel slightly nervous
- f) enjoy my flight
- g) taking off and landing
- h) you have to wait

- 6** **Work in pairs.** Discuss with your partner methods of travelling to Sochi from St Petersburg. Your options are:

- by air;
- by car;
- by train;
- by ship.

Be active and polite, give your arguments and decide what method of travelling to use.



Modal Verbs

Вы помните, что в английском языке есть ряд так называемых модальных глаголов: *can, must, may, should*. Эти глаголы обладают целым рядом особенностей употребления.

1. Вспомним основные значения этих глаголов.

can — способность или возможность сделать что-либо.

He **can** read German but he **can't** speak it.

may/might — просьба о разрешении, разрешение или отказ.

— **May** I have a word with him?

— Yes, you **may** (No, you **may not**).

must — долженствование.

You **must** clean your room regularly.

mustn't — категорический запрет.

She **mustn't** watch TV for so long.

should — совет, вежливое наставление.

You **should** be more attentive to your little sister.

2. Модальные глаголы имеют в языке свои немодальные эквиваленты (*слова или словосочетания, близкие по значению*):

can = to be able to do something

may = to be allowed to do something

must = to have to do something

3. В отличие от модальных глаголов их эквиваленты позволяют нам говорить не только о настоящем, но и о прошлом и будущем:

They **will be able** to do the work tomorrow.

The children **were allowed** to stay up longer.

I **had to** wait two long hours.

4. Вы знаете также, что модальные глаголы и их эквиваленты не всегда взаимозаменяемы:

а) глаголы *must* и *have (to)* имеют определённые смысловые различия:

must — осознанный, часто моральный долг;

have (to) — необходимость, вызванная определёнными обстоятельствами.

Сравните:

You **must** think more of your parents.

Do you **have to** get up early to get to school on time?;

б) глагол *could* не используется, если речь идёт не о регулярном действии, а о конкретном событии. Сравните:

We **could** watch all the films we wanted in the local cinema last summer.

They **were able** to watch the new film at last.

7

Choose the appropriate verbs to complete the sentences.

1) I haven't got this data today but I (can/will be able to) tell you tomorrow. 2) Yesterday we (were allowed to/may) come home later than usual. 3) Charles was happy as he (could/was able to) get a ticket to an interesting football match. 4) I think you (must/should) eat more vegetables: they are good for everyone. 5) My little brother is only five, but he (can/may) read fairly well. 6) You (shouldn't/mustn't) smoke on the plane, sir! It is against the rules. 7) I (must/had to) take an umbrella as it was pouring with rain. 8) Last year they (must/had to) spend more time in the gym training for the competition. 9) Sam was terribly late, but he (could/was able to) catch his train at the very last moment. 10) We knew he (can/could) do something silly but hoped that he wouldn't.



8

Choose the appropriate word combinations from the box to complete the text.

check-in desk, boarding card, seat number, departure lounge, weigh your luggage, passport control, hand luggage, take off, get on the plane



Departure

These are the usual activities when you get to the airport.

First go to the (1) ... where they (2) Usually you are allowed 20 kilos, but if your bags weigh more, you may have to pay extra. The airline representative checks your ticket and gives you a (3) ... for the plane with your (4) ... on it. Then you go through (5) ... where an official checks your ticket and passport. Then you go into the (6) Here, you can also buy things in the duty-free shop. About half an hour or forty minutes before the (7) ... , you are told to go to a gate, for example, gate 14, where you wait before you (8) When you board, you find your seat. If you have (9) ... , you can put it under your seat or in the overhead locker¹ above your seat.

9

Write these in English.

1) магазин беспошлинных продаж; 2) пройти паспортный контроль; 3) пройти таможенный контроль; 4) взвесить багаж; 5) зал ожидания (*в аэропорту*); 6) место выдачи багажа (*в аэропорту*); 7) стойка регистрации; 8) посадочный талон; 9) ручной багаж; 10) на борту самолёта; 11) взлететь и приземлиться (*о самолёте*); 12) номер места (*в самолёте*); 13) таможенник.

10

Choose the appropriate verb forms from the box to complete the sentences.

were not able, may, were able, must, mustn't, had, are allowed, should, had to, could

1) In those days he ... to work hard to support his wife and three children. 2) They ... to play the game with the others because they didn't know its rules. 3) Everyone ... try and do something to improve the ecological situation. 4) James ... use my car while his car is being fixed. 5) At last they ... to collect their luggage and left the airport. 6) Passengers ... leave their seats while the plane is taking off or landing. 7) Only when the plane comes to a full stop, passengers ... to leave their seats. 8) My parents believe that I ... think about a career in engineering. 9) They had so much luggage that they ... take a trolley. 10) That day everyone ... visit the city museums free.

¹ **an overhead locker** — закрытая (закрывающаяся) полка над местом пассажира в самолёте

DO IT TOGETHER

- 1** You will hear an interview with an official who works at Heathrow Airport, (58). Choose the appropriate answers to the questions.

1) What's Heathrow?

- a) It's a small country town.
- b) It's the biggest airport in the world.
- c) It's a big airport that can be compared with a town.

2) How many passengers travel through Heathrow annually on their way abroad or back home?

- a) 54,000 people.
- b) 350,000 people.
- c) 70 million people.

3) Why are birds undesirable for the airport?

- a) They can lead to accidents.
- b) They can be in the way of people working at the airport.
- c) They can make the airport dirty.

4) Where is the police station situated?

- a) Near the Medical Centre.
- b) Near the centre of the airport.
- c) Near the huge board with the pictures of known terrorists.

5) Who can help passengers if they have some health problems at the airport?

- a) Nurses of the Medical Centre.
- b) Doctors of the Medical Centre.
- c) Doctors and nurses of the Medical Centre.

6) Why aren't there many flights during night hours?

- a) Many people suffer from heart attacks at this time.
- b) People don't like to travel at night.
- c) The noise of the planes landing and taking off can wake up people in the suburbs of London.

- 2** Read the phrases and say where you may expect to hear them.

1) Single to London, please. 2) Where is Gate 32, please? 3) What time does the coach leave? 4) Excuse me, how can I get to Deck 3? 5) Your suitcase weighs more than 20 kilos. You must pay 50 pounds for the extra weight. 6) Is there a buffet car? 7) Can I get a sleeper to Manchester? 8) Where is the lost property office? 9) Please fasten your seat belts. 10) Your boarding pass, please.

- 3** Some things can spoil the impression of your journey. But there is always a way out. Match the phrases in the two columns to see what the ways out can be.

- 1) travel sickness
- 2) heavy luggage
- 3) talkative fellow passengers
- 4) missing your transport;
- 5) bad food
- 6) delays and cancellations¹ of trains, flights
- 7) bad weather
- 8) lost luggage

- a) you can hire a porter² or use a trolley
- b) you can always pretend that you are reading
- c) you may find it in the lost property office
- d) suitable clothes can help you
- e) this won't happen if you organize everything well
- f) you can take a medicine for it
- g) it may be nice to have some time to yourself
- h) you can always pack a couple of sandwiches just in case

¹ **cancellation** [ˌkænsəˈleɪʃn] — отмена

² **to hire a porter** — нанять носильщика



4

Work in pairs. Make up a dialogue about your journey that was not very successful. In your dialogue mention the following:

- where and when you travelled;
- what method of transport was chosen;
- how you booked/bought tickets;
- what misfortunes you had while travelling;
- if there were any compensations.

5

Read the text and match its paragraphs (1—6) with the titles (a—g). There is one title you don't have to use.

- a) Arriving at the Hotel
- b) Places to Stay
- c) Types of Hotels
- d) Hotel Services
- e) Leaving the Hotel
- f) Booking a Room
- g) Impressions of Your Stay



1. When you travel in Britain, you should certainly think about your accommodation¹. If you want something comfortable where other people look after you, you may book a room at hotels, motels, Guest Houses (also called Bed and Breakfast, or B&B). If you want something cheaper, you may think about hostels² or campings.

2. Hotels are much the same everywhere — especially those that belong to big international groups. You won't probably find anything very different about British hotels. They are the places to go if you're looking for comfort and extra services, though they are the most expensive kind of accommodation. Hotels in Britain are graded with stars from one-star to five-star (five-star hotels are the best). Motels are hotels especially for drivers. Often they're near motorways or main roads, and there's always a lot of parking place. In a Bed and Breakfast you pay for a bedroom, a room with a bathroom and breakfast. These are usually smaller and cheaper than hotels.

3. Hotels offer:

- single rooms (*rooms for one person with a single bed*);
- double rooms (*rooms for two people with one large double bed*);
- twin rooms (*rooms for two people with two single beds*).

As for meals you may have full board, which includes breakfast, lunch and dinner, half-board, which includes breakfast and dinner or just breakfast.

4. I remember my first journey to England. We stayed in the Carlton Hotel for three nights in August. I had booked our room three months before, as it was a popular tourist season. When we arrived, we checked in at the reception, then the porter carried our suitcases and travel bags up to our room. I gave him a small tip³, about two pounds, I think.

5. Our stay at the hotel was wonderful. The staff (the people who worked at the hotel) were very friendly and the room was very comfortable. We had a strikingly picturesque view from the balcony. The only problem we had, in fact, was with the shower which didn't work very well. We had meals in a small restaurant on the ground floor. Drinks were put on our bill.⁴

¹ **accommodation** [əˌkɒməˈdeɪʃn] — жильё

² **a hostel** ['hɒstl] — общежитие

³ **a tip** — чаевые

⁴ **a bill** — счёт

6. At the end of our stay we asked the receptionist to give us a “wake-up” call and to order a taxi to take us to the railway station. In the morning we paid our bill, thanked the staff and continued our journey.

Grammar

Modal Verbs *Must, Can, Could, May, Might* to Express Probability

1. Ряд английских модальных глаголов передают значение вероятности какого-либо явления, события или действия. Так, для того чтобы сказать, что завтра, возможно, будет тепло и солнечно, можно использовать следующие варианты:

It must be warm and sunny tomorrow.

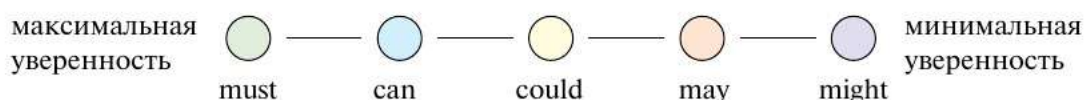
It can be warm and sunny tomorrow.

It could be warm and sunny tomorrow.

It may be warm and sunny tomorrow.

It might be warm and sunny tomorrow.

2. По степени уверенности в том, что предполагаемое свершится, данные глаголы можно сравнить между собой примерно следующим образом:



Сравните:

Your flight must be pleasant. (Полёт наверняка будет приятным.)

Your flight can be pleasant. (Полёт, вероятнее всего, будет приятным.)

Your flight could be pleasant. (Полёт, вероятно, будет приятным.)

Your flight may be pleasant. (Полёт, возможно, окажется приятным.)

Your flight might be pleasant. (Есть некоторая доля вероятности, что полёт окажется приятным.)

3. Глагол *must* отличается от всех остальных тем, что, как правило, передаёт значение вероятности лишь в сочетании с глаголом *to be*:

She must be in London now.

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Step 6

6 Speak about yourself and a possible round-the-world tour you can have once. Use the modal verbs you consider to be appropriate.

can, could, may, might

- I think I ... go travelling around the world some day.
- I ... go on my round-the-world tour by sea or by air.
- I ... visit a number of interesting places during my travels.
- I ... go travelling with my friends.
- We ... stay in good hotels or in guest houses.
- My friends and I ... spend some time looking for souvenirs.
- But most of the time we ... spend sightseeing.
- We ... take lots of pictures.
- At a certain moment I ... begin missing home.
- I ... consider myself really lucky to be able to see the world.



7 Complete these dialogues and act them out.

- 1) A: ...
B: Single or return?
A: ...
B: A day return to Manchester will cost you £40.

A: ...
 B: There's a train at 3 p.m. and another one at 6.45 p.m.
 A:
 B: The 3 o'clock train will be in Manchester at 5.30 p.m. and the 6.45 train arrives at 8 p.m. exactly.
 A: ...
 B: No, it's a through train.
 A: ...
 B: Yes, we accept Visa Cards.
 A: ...
 B: You're welcome.

- 2) A: ...
 B: Certainly. We usually have some vacant rooms on weekdays. But we're quite busy at weekends.
 A: ...
 B: Tuesday to Friday? Very well. A double room for three nights will cost you 150 pounds.
 A: ...
 B: Sorry, I thought you wanted a double room. Singles are a little more expensive, 210 pounds for three nights.
 A: ...
 B: Yes, it does. The service is included, but breakfast is not.
 A: ...
 B: All our rooms are fitted with showers and some of them have baths. Would you like a bath in your room?
 A: ...
 B: You can use hotel facilities free. We have a small swimming pool, a workout gym and a colour TV in every room.
 A: ...
 B: I can give you a room overlooking the park or one overlooking the lake.
 A: ...
 B: No, you can pay when you check out. Here's your key. The room is on the 2nd floor.
 A: ...

DO IT ON YOUR OWN

- 8** Use the appropriate modal verbs instead of the underlined parts of the following sentences.

1) He is nearly sure to be at home now. He is almost always at home in the evening.
 2) The film is very likely to have a happy ending. 3) The next week is not very likely to be hot.
 4) There's some little chance that the train will be delayed. 5) I have practically no doubt that they'll enjoy their voyage. 6) It looks like they'll make their first stop in Great Britain.
 7) I can't be one hundred percent sure that our party will turn out to be a success. 8) There's some possibility that we'll go by business class instead of economy class.

- 9** Complete the text with the words from the box.

views, business, guidebooks, comfortable, accommodation, busy, staff, fitness, dining

If you are looking for a place to stay in a big city, turn to (1) ... for advice. It's wise to book (2) ... before you come, especially at (3) ... times like the summer. You can contact the places mentioned in the guidebooks yourself.

Good (4) ... class hotels are usually situated in nice areas and guests can enjoy pleasant (5) ... from their windows. Big hotels have places for formal (6) ... as well as smaller buffets. There may also be a swimming pool, (7) ... facilities and shops. The (8) ... will make sure that the hotel guests are (9) ... while staying with them.

10 Write these word combinations in English and then make up 5—6 sentences using them.

1) персонал отеля; 2) включить в счёт; 3) номер на двоих с двумя кроватями; 4) проживание в отеле с оплаченным завтраком и ужином (обедом); 5) туристический сезон; 6) зарегистрироваться в отеле; 7) место в отеле, где находится дежурный/администратор; 8) носильщик; 9) заказать комнату заранее; 10) жильё.

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Step 7

Step 7

DO IT TOGETHER

1 Listen to the text, (59), and say which of the facts below (1—7) are true, false or not stated.

- 1) Most tourists from Europe come to Russia by air.
- 2) Russian ships take tourists to Russia from Scandinavian countries.
- 3) Russian food is served to tourists on board such ships.
- 4) When travellers from Europe come to Russia they go through the customs.
- 5) A foreigner doesn't have to show his or her customs declaration when he or she leaves Russia.
- 6) The most popular way to travel about Russia is through a travel agent.
- 7) Russians are well known in Europe for their hospitality¹.



2 Read the situations and match the questions with the probable answers.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1) You want to stay in a hotel for two nights next week. You phone the hotel. What do you ask or say? 2) You want to get up at 7.30 a.m. You phone the receptionist. What could you ask him/her? 3) You are at the hotel reception and you're going to leave in a quarter of an hour. What could you ask the receptionist? 4) You want a room for two people with one large bed. What would you ask for? 5) You want a room for two people with two single beds. What would you ask for? 6) The shower in your room doesn't work properly. What can you say at the reception? 7) You want a bar of chocolate but you don't have any cash on you. What can you ask the barman to do? | <ol style="list-style-type: none"> a) Could I pay my bill, please? I'm checking out. b) Could I have a double room, please? c) Could I have a wake-up call in the morning? d) Could I book a single room, please? e) Could you put it on my bill, please? f) Could I have a twin room, please? g) I'm sorry, I have a problem. Can you help me? |
|---|--|

¹ **hospitality** [ˈhɒspɪˈtælɪti] — гостеприимство



- 3 **A. Work in pairs or in small groups.** Imagine that you want to open a new hotel. Discuss it and decide:

- where the hotel will be situated;
- if it will be big or small;
- if it will be expensive or not;
- how many stars it will have;
- what facilities¹ it will have;
- what the rooms will be like;
- how you will advertise it.



- B.** Tell the rest of the class about your will be hotel.

- 4 Match the names of shops with the names of objects you can buy in them.



- 1) ready-made clothes
- 2) footwear shop
- 3) gifts and souvenirs
- 4) jewellery shop
- 5) home furnishings shop
- 6) tableware shop
- 7) stationery shop
- 8) sportswear shop
- 9) department store



- a) swimsuits, ski caps, trainers
- b) mattresses, curtains, mirrors
- c) gold rings, silver chains, bracelets
- d) refrigerator magnets, postcards, decorative plates and mugs
- e) pens, pencils, envelopes
- f) dishes, bowls, plates, teapots
- g) boots, shoes, sandals
- h) suits, coats, dresses
- i) almost everything, sometimes food



- 5 Read the list of activities and say what customers² do and what shop assistants do.

Who Does It?

- | | |
|---|---|
| a) look about and ask for help; | j) find out the price and if there's any discount |
| b) give you change and a receipt ³ | k) pay by cheque, by card or pay in cash |
| c) welcome you | l) explain to you anything you need to know |
| d) ask you if they can help | m) wrap (up) your purchase ⁴ and put it in a plastic bag |
| e) lead you to the cash desk | n) make a purchase, or purchase things |
| f) get your change | o) choose the right size, model or colour |
| g) help you to choose the right thing | p) try a thing on |
| h) accept your payment | q) show you where the fitting rooms are |
| i) buy a thing on credit | |

- 6 Work in groups of three.

A. Read the conversation and then role-play it.

Shop assistant: Can I help you?

Customer: Yes, please. I'm looking for a blouse like this, but in blue.

dress/jumper
in red/brown

¹ **facilities** [fə'sɪlɪtɪz] — оборудование

² **a customer** ['kʌstəmə] — покупатель

³ **a receipt** [rɪ'si:t] — чек

⁴ **purchase/to purchase** ['pɜːtʃɪs] — покупка; покупать

8 Match the words and word combinations with their definitions.

- | | |
|--------------------------|---|
| 1) a shop assistant | a) a shop where you can buy fashionable clothes |
| 2) a shop window | b) a person who works in a shop |
| 3) to do window-shopping | c) a place where you pay for things in a shop |
| 4) a shopping centre | d) to go to the shops |
| 5) a shopping list | e) to look round the shops but not to buy anything |
| 6) the chemist's | f) a shop where you buy medicines, shampoo, baby products, toothpaste |
| 7) a boutique [bu:'ti:k] | g) a place with many shops either outside or inside |
| 8) a cash desk | h) the place where you can try on clothes in a shop |
| 9) a fitting room | i) to buy food or household or other goods |
| 10) to go shopping | j) a list of things to buy |
| 11) to do the shopping | k) the window at the front of the shop |

9 Write where you can buy each of the items in the pictures. Then write what other things (2—3) you can buy in these shops. Use a dictionary in case you don't know the words in the box.

Example: I can buy roses at the florist's. I can buy a bunch of tulips at the florist's. I can buy pot flowers at the florist's.

at the chemist's
at the florist's
at the butcher's
at the baker's
at the greengrocer's
at the grocer's
at the stationer's



10 Complete the sentences with progressive or perfect infinitives of the verbs in brackets.

- 1) Look at those dark clouds. The weather may (change) again. I'm afraid it will rain soon.
 2) I can hear someone walking in the kitchen. Father must (come) back home from work.
 3) You've made some mistakes in the spelling test. You should (be) more attentive when you wrote it.
 4) Your sister may (see) this film at least four times. She likes it a lot.
 5) It's late. You should (go) to bed long ago.
 6) I can see Sarah in the street. She might (wait) for somebody.
 7) I've seen this boy before, we may (be) at school together.
 8) The show has begun. You should (come) a little earlier.

Step 8

DO IT TOGETHER

1 Listen to the dialogues (1—6), (60), and match them with the titles (a—g). There is one title you don't have to use.

- a) In a Footwear Shop
 b) In a Supermarket
 c) In a Shop Abroad
 d) In a Clothes Department
 e) At the Chemist's
 f) At the Stationer's
 g) In a Jewellery Shop





2 Answer the questions.

- 1) What makes shopping centres convenient and attractive for customers?
- 2) Some people say that a modern shopping centre often looks like a city under one roof. Do you agree? Why?
- 3) Most shopping centres tend to combine shopping and leisure¹, don't they? Why do you think they are made this way? Is it to prove that shopping may be fun, or for some other reasons as well?
- 4) Have you ever been in a big shopping centre? Did you enjoy shopping there? Why (not)? Is there a modern shopping centre in the place where you live? If not, would you like to have one?
- 5) What can you find in a big shopping centre besides all kinds of shops?
- 6) What do modern shopping centres look like? Can you compare them with a city under one roof?
- 7) Most shopping centres combine shopping and entertainment. What kinds of entertainment can you find in big shopping centres?
- 8) What else is done to make customers stay in the shopping centre as long as possible?
- 9) Do you find it convenient to have cinemas, cafes, food courts in a shopping centre?
- 10) Do you think information desks, banks, photo services, travel agencies, post offices, parks with rides, amusements and games should be there?
- 11) If you go to a big shopping centre, where would you spend most of your time? Would you spend more time on shopping or on entertainment?

3 Remember a very successful and a very unsuccessful visit to the shops that you once made and speak about it.

Remember to say:

- when you went shopping;
- what the aim of your visit to the shop was;
- what shop you visited;
- what the result of your visit was.

4 Listen, (61), and read.

A. defeat [dɪ'fi:t] n — поражение

defeat v — нанести поражение, победить

fear [fiə] n — страх

fear v — бояться, опасаться

gather [gæðə] — собирать

handsome ['hænsəm] — красивый

recall [rɪ'kɔ:l] — вспоминать

request [rɪ'kwest] n — просьба

request v — просить

settle ['setl] — устроиться, обосноваться

skill [skɪl] — умение, навык

skilled [skɪld] — умелый

B. **defeat** n: to accept the defeat, to suffer a heavy defeat. The battle ended in a humiliating defeat.

defeat v: to defeat the enemy, to defeat the army, to defeat the team, to be defeated. The Russian army defeated the French in 1812. Our team was defeated in the final.

fear n: real fear, growing fear, to live in fear, to overcome fear. The boy showed no fear. It was the first time she had experienced real fear. Rose managed to overcome her fear.

fear v: to fear the coming war. I have reasons to fear that he will never come back.

gather: to gather mushrooms, to gather together. Alice quickly gathered all her belongings together. As the weeks passed, Christopher started to gather strength.

handsome: to look handsome, to grow handsome, to become handsome. John was young and strikingly handsome. A tall, dark, handsome stranger entered the hall.

recall: to recall correctly, to be able to recall something, to seem to recall, to try to recall. I well recall walking the five miles to school every morning. She could easily recall the smell of roses in her garden. I seem to recall that she said she was going away in May.

¹ **leisure** — ['leɪʒə] — развлечения

request n: an unusual request, a polite request, to repeat one's request, to agree to a request, to refuse/reject a request, **at** somebody's request. I have repeated my request several times. The play was written by Agatha Christie at the request of Queen Mary.

request v: to request some information. I was politely requested not to come there again. Visitors are requested to register at the front desk.

settle: to settle (down) in some place. In the end they settled in Boston. Are they going to get married and settle down? Alex settled himself more comfortably in the chair.

skill: to have good organizational skills, the basic skills of reading and writing, the necessary skills, useful skills. No special skills or knowledge are necessary for the job. It is important to develop good study skills.

skilled: skilled sailors, skilled workers. She wasn't very skilled with the camera yet.

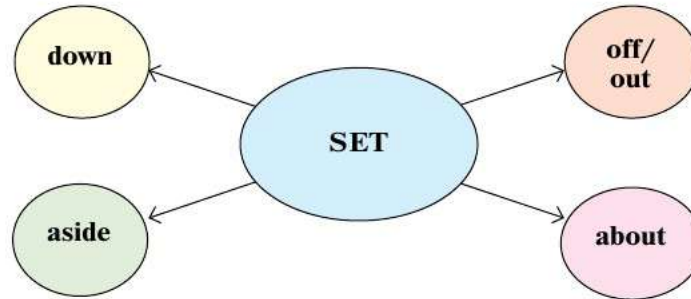
5

Paraphrase these sentences using the new words.

1) I can still remember very well my first year at the university. 2) His helpers were very experienced workers who knew their job only too well. 3) They were politely asked to leave the office at once. 4) The young man was strikingly attractive. 5) Health experts are worried and afraid that a flu epidemic will hit Britain this year. 6) Jane made her little son comfortable on the sofa and sat down nearby. 7) I'm not sure that his ability to read and speak is adequate for his age. 8) They won a victory over the colonial army in 1954. 9) We made an effort to collect our thoughts and prepared to defend our project. 10) That night we came together in a group, settled down around the fire and talked and talked and talked.

Phrasal Verbs

Познакомьтесь с фразовыми глаголами с ядерным элементом **set**.



1) **to set aside** — откладывать



He usually **sets aside** some money for his seaside holidays.

2) **to set about something** —
взяться за что-то



She **set about** the task of reading the complete works of Shakespeare.

3) **to set down** — записать



Why don't you **set down** your thoughts on paper?

4) **to set off/out** —
отправиться в путь



We **set off** early the next morning. Three days later the travellers **set out** again.



1) We packed our bags and set ... for the coast. 2) She carefully set all the events ... in her diary. 3) We set ... the problem at once and solved it in no time. 4) While travelling I usually set my impressions 5) It was too late to set ... and we had to stay in the hotel for another night. 6) Don't forget to set ... some fruit to decorate the cake when it is ready. 7) The house had to be cleaned and we set ... the task with a lot of energy. 8) A lot of parents set ... money for their children's education. 9) We were just setting ... on our holiday when we realized we'd forgotten about the tent. 10) I have set ... everything that happened, as I remembered it.

about
down
off
out
aside

Grammar

Modal Verbs *Can* and *May* to Express Offer and Request

Английские модальные глаголы *can (could)* и *may (might)* часто используются для выражения просьбы или предложения.

Просьба:

Can you help me, please?

May I use your phone?

Could I borrow your dictionary?

Might I stay here a little longer?

Предложение:

Can I carry your bag for you?

May I offer you a glass of water?

Could I offer a different plan?

We might have a walk around the town.

Полезно запомнить, что при выражении просьбы по степени формальности и вежливости на первом месте стоит глагол *may*, за ним следуют глаголы *might, could, can* в данном порядке.

Таким образом, фраза *May I have a word with you?* звучит гораздо более вежливо и формально, чем фраза *Can I have a word with you?*

Work in pairs. Read the replies to offers and requests. Decide what the offers and requests may be. Each of them should have a modal verb.

- 1) May I take a quick shower? — Of course you may. The bathroom is all yours.
- 2) ??? — Here you are. I've got two more pens of the same kind.
- 3) ??? — Thank you very much. I really appreciate your help.
- 4) ??? — I'd love to. I have always wanted to watch this film.
- 5) ??? — Yes, you can. Choose any flowers you want. Lilies are at their best now.
- 6) ??? — Do, please. It will be very helpful if you book a room in the Ritz for me.
- 7) ??? — What a wonderful idea! Let's go there at the weekend.
- 8) ??? — Yes, you may. The telephone is on the desk near the window.
- 9) ??? — You certainly can. Take a walk but remember that dinner will be served at six.
- 10) ??? — Thanks. It's very kind of you. The suitcase is too heavy for me to carry upstairs.

DO IT ON YOUR OWN

Match the new words with their definitions and write eight sentences of your own with them.

- 1) to settle (down)
- 2) skilled
- 3) to recall
- 4) to fear
- 5) to gather
- 6) handsome
- 7) to request
- 8) to defeat

- a) to ask for something in a polite or formal way
- b) good-looking, having a very attractive face
- c) to come together to some place
- d) having the ability and experience to do something well
- e) to win against someone in a game
- f) to be afraid of somebody or something
- g) to go and live permanently in some place
- h) to remember something

Service with a Smile

A man wrote a letter to a small hotel in a town he planned to visit (1) ... his holiday. He wrote:

"I would very much like to (2) ... my dog with me. He is a very good and well-behaved dog. Will you (3) ... me keep him in my room with me at night?"



The answer from the hotel (4) ... came very soon. He said:

"I've had this hotel for many years. In all that time, I've never had a dog (5) ... towels, bedclothes, knives and forks or pictures off the walls. I've never seen a dog come to the hotel drunk in the middle of the night and (6) ... a terrible noise. And I've never had a dog (7) ... to pay a hotel bill.

Yes, indeed, your dog is welcome at my hotel. And if your dog recommends you as a guest, you're welcome to stay here too.

- | | | | |
|----------------|------------|-----------|-----------|
| 1) a) while | b) in | c) at | d) during |
| 2) a) take | b) bring | c) fetch | d) lead |
| 3) a) allow | b) mind | c) let | d) permit |
| 4) a) master | b) owner | c) man | d) holder |
| 5) a) steal | b) borrow | c) move | d) lend |
| 6) a) make | b) create | c) do | d) give |
| 7) a) remember | b) request | c) forget | d) recall |

- 10** Complete the sentences with one of the verbs: *cut, sign, beat or set* in appropriate forms.

1) The boy sang and ... out the rhythm with his foot. 2) If you want to catch a convenient train, you'll have to ... off early. 3) She ... off her emails with her nickname "Lass". 4) We decided to ... up some colour paper to make confetti. 5) It's a very difficult task, I don't even know how to ... about it. 6) His heart ached for every tree which ... down in the forest. 7) The heavy rain continued to ... down on their heads while they were running home. 8) More and more people ... up for nature conservation organizations.

Step 9**DO IT TOGETHER**

- 1** Listen, (62), to the talk between two friends and say which of the facts (1—7) are true, false or not stated.



- 1) Doris saw Alan not so long ago.
- 2) Alan had wanted to visit New Zealand before he came to the country.
- 3) Alan visited New Zealand in the summer.



- 4) Thousands of people come to New Zealand on business.
- 5) The weather in New Zealand is changeable.
- 6) The Maori way of painting faces often seems strange and surprising to visitors.
- 7) The European population in New Zealand is larger than Maori population.

2 Match the words in the two columns and complete the sentences.

A.

- 1) settled
- 2) finally
- 3) gathering
- 4) feared
- 5) get over
- 6) handsome
- 7) technically
- 8) lovingly
- 9) special
- 10) reading

B.

- a) Irish gentleman
- b) skilled
- c) requests
- d) skills
- e) mushrooms
- f) in the suburbs of Manchester
- g) defeated
- h) for the little boy's safety
- i) her fear
- j) recalls

1) Jane ... when she saw him at the top of the tree. 2) She met a rather ... , and hoped to see him again. 3) Volunteers do not need to be ... , but they should be able to use computers. 4) You should use these textbooks if you want to improve your 5) In August 1849 Austria had ... Hungary. 6) If you have some ... , just let us know. 7) Jessica ... her students' enthusiasm with which they were preparing for the concert. 8) When she lived with her aunt in the country, she was fond of ... in the forest. 9) They married and 10) Alice could hardly ... of dogs.

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Step 9

Confusable Words

Beautiful

Handsome

Pretty

Известные вам прилагательные *beautiful*, *handsome*, *pretty* используются в языке, чтобы описать привлекательность, красоту людей.

Beautiful обычно подчёркивает классическую красоту женщины (*правильные черты лица, пропорциональное телосложение*).

Laura was breathtakingly **beautiful** and looked like a Greek goddess.

Handsome чаще сочетается с именами существительными, обозначающими лиц сильного пола (man, boy, gentleman), но может употребляться и для описания высоких, статных женщин с крупными чертами лица.

The hero is usually a brave, **handsome** young man.

Pretty обычно характеризует девушек, молодых женщин, детей.

What a **pretty** little girl!

3 Describe three persons: beautiful, handsome and pretty. Try not to use the adjectives themselves. Let your classmates match your stories with these three adjectives.

4 Read the text and choose the appropriate answers to the questions after it.

Marco Polo, Traveller and Explorer

In 1269 Niccolo and Maffeo Polo travelled as far as China where they met the Emperor ['empərə] Kublai Khan. After the journey they returned to their native city Venice¹. When they decided to go to China again some years later, Niccolo's son, Marco went with them.

¹ **Venice** ['venis] — Венеция (*город в Италии*)



A fleet of fourteen ships sailed for India, with provisions for two years. It took almost that time to complete the voyage, during which six hundred died at sea. The Polos at length arrived in Venice, nearly a quarter of a century after their setting out. They settled in Venice because Kublai Khan had died by that time.

In 1298 Venice and Genoa [ˈdʒenəʊə] went to war and Marco Polo became officer on a ship. The Venetians were



It took them three years to reach China. When they at last arrived, they were welcomed by the Emperor, who was much pleased by Marco, now a handsome young man of twenty, and made him his attendant of honour¹.

For seventeen years Marco served the great ruler performing many difficult duties, and gathering material for his famous book in which he tells of his life in ancient China.

After seventeen years Marco and his relatives felt homesick for Venice, its bright waters and impressive buildings. But the Emperor refused to hear about their departure. Had they not everything they wanted? Had they not enough power, wealth and honours? Yet the Venetians [ˈveniːnɪz] remained uneasy, for they wished to take home the wealth they had gathered. Then they feared that the successor of the aged Kublai Khan might not be so friendly to the three foreigners.

Fortunately, the King of Persia [ˈpɜːʃə] had sent his ambassadors² to China to request the Emperor to choose a princess [ˈprɪnˈses] from his court for his wife. The princess and the ambassadors were unable to make the overland journey to Persia because of war in the far south. The ambassadors decided that they could return by sea, a voyage which needed skilled sailors and many ships. The Emperor agreed to allow the Venetians to show the way to the fleet and sent them as diplomats to Spain, Portugal and other European states and to the Pope. Kublai Khan agreed to their departure if they returned after they had seen their friends and homes in Venice.



fleet

defeated and Marco was taken prisoner. So far he had never tried to write anything about his adventures or travels.

Among the prisoners there was a man who was a writer. Marco told him about his experiences, recalling that wonderful life of the east, the diverse plant and animal life, such as Europeans could not imagine. Marco's friend, the writer, set down all those stories in a book. It was a famous book. It proved that Marco Polo was the greatest traveller and explorer of the Middle Ages.

1) Where did Marco Polo's relatives travel in 1269?

- a) To one of the Italian cities.
- b) To one of the European states.
- c) To one of the Asian countries.
- d) To one of the American continents.

2) What feelings did the Emperor have when he saw Marco Polo?

- a) He was displeased that Marco had arrived.
- b) He was glad to see Marco.
- c) He was surprised that the young man came together with his relatives.
- d) He was satisfied that the young man had come to serve him.

3) Why did the Polos decide to return to Venice?

- a) They didn't have enough power and honours in China.
- b) They wanted to gather more information for Marco's book.

¹ attendant of honour — зд.: почётный помощник

² an ambassador [əmˈbæsədə] — посол

- c) They didn't like China any more.
- d) They wanted to see their native country again.

4) Why were the Venetians dissatisfied that the Emperor did not agree to let them go?

- a) They felt that their services were becoming more and more difficult.
- b) They were not sure their wealth was safe in China.
- c) They wanted to take their wealth to Venice and they were not sure the next Emperor would invite them to stay.
- d) They feared the Emperor to come after Kublai Khan's death.

5) What helped the Venetians to leave China?

- a) The King of Persia's request to let them go to Venice.
- b) The King of Persia's wish to marry one of the Chinese princesses.
- c) The ambassadors' decision to travel to Persia by sea.
- d) Kublai Khan's fear to lose the princess.

6) For how long had Marco Polo been away from his native city?

- a) For about 17 years.
- b) For about 15 years.
- c) For about 14 years.
- d) For about 25 years.

7) Where was Marco Polo's famous book of his travels written?

- a) In China.
- b) In Venice.
- c) In Persia.
- d) In Genoa.

5 If Marco Polo lived nowadays, we would say that he had "culture shock" in China, Persia and India. Anyhow, the great traveller demonstrated tolerance and understanding for the habits and ways he did not know.

In groups read the list below and decide what a person going abroad should keep in mind. Put the recommendations in the order of importance. Add some of your own to the list.

- keep your eyes and mind open for everything new and interesting;
- don't be afraid to meet people and ask questions;
- try to learn about the country as much as you can before you go there;
- never break the laws, rules and customs of the country you are visiting;
- never think badly of people if their ways are not the ways of your country and countrymen;
- show respect for the culture new to you;
- try to taste some national food;
- be polite and friendly;
- try to learn some basic phrases like "Hello", "Please", "Thank you" in the language of the country you are visiting;
- ...

Idiomatic English

Познакомьтесь с идиомами, содержащими существительное *world*, и их значениями.

- to have the world at your feet = to be extremely popular or famous, to have opportunities to do interesting and exciting things;
- to see the world = to travel to many different countries;
- to be worlds apart = to be completely different from each other;
- to think that the world is your oyster ['ɔɪstə] = to think that you can go anywhere or to do anything that you want;
- to do somebody a world of good = to make somebody feel happy or healthy;
- to mean the world to somebody (*informal*) = to be very important to someone;
- to set the world on fire (*informal*) = to do something that creates a lot of interest or excitement.



- 1) Mary ought to have a long seaside holiday. It must improve her health. 2) By the time he was 30 he had already been to a lot of places all over the world. 3) Young people tend to believe that they are on the road to success and will always have everything their own way. 4) The two sisters look very much alike but in fact I've never seen people who have so little in common. 5) As soon as Paul became a public figure and began to appear on television, he decided that he was a star. 6) James is a nice boy but I'm afraid he will never be able to do anything outstanding. 7) I love my parents and always listen to what they say.

Grammar

Modal Verbs *Ought (to), Be (to), Needn't* and How to Use Them

Познакомьтесь ещё с тремя модальными глаголами.

1. *Ought to (do something)* — глагол, близкий по смыслу к глаголу *should* и выражает совет, рекомендацию, указание:

You **ought to** tell her the truth.

Как и другие глаголы, *ought to* образует вопросительные и отрицательные предложения без помощи вспомогательного глагола:

You **ought not (oughtn't)** to be here.

Ought I to tell my parents? — I think you **ought**.

Глагол *should* используется в языке чаще, чем *ought to*.

2. *Be to (do something)* — используется в формальной речи, свидетельствует о запланированности действия, выражает указание:

The Queen **is to** visit Japan next year. (*Запланированное действие*)

You **are to** stay here until I send for you. (*Указание*)

Предложения с данным модальным глаголом не предназначены для разговорной речи.

3. Хотя глагол *need* в современном английском языке в большинстве случаев не используется как модальный, в форме *needn't (need not)* он таковым является.

You **needn't buy** any food, I've already bought everything you want.

Таким образом, в языке функционируют две отрицательные формы глагола *need*:

1) *needn't do* (модальный глагол)

2) *doesn't*
don't } *need to do* (обычный глагол)

Между ними есть определённое различие.

1) Модальный глагол *needn't* используется в конкретных ситуациях:

You **needn't** wash up. Mum has done it.

2) Обычный глагол используется в ситуациях общего плана:

Russian citizens **don't need** to get a visa when they go to Israel.

Decide which forms of the verbs *ought (to), to be (to)* and *need* you will use to complete these sentences.

- 1) You ... do as you are told. We all expect you to be a good boy. 2) How much do you think I will wait? — You ... wait. Mr Richardson will see you immediately. 3) Your grandmother is at hospital. You ... visit her. 4) Mum, must I go shopping? — No, you ... , dear. I have already been to the shops. 5) The minister ... come at exactly five o'clock. We have been informed about it. 6) You ... listen more carefully, then you'll understand your teacher better. 7) We have been informed that the delegation of the American congressmen ... arrive in April. 8) You ... wash up. I have already washed the plates. 9) You ... drive so fast. It's dangerous. 10) You ... eat so much chocolate cake.

8 Paraphrase these sentences using the appropriate forms of the verbs *ought (to)*, *to be (to)*, *need*.

1) I should go and see Fred one of these days. 2) As I see it there is no necessity for me to do the ironing. You have ironed everything yourself. 3) It is not necessary for you to get up early tomorrow. There is no school on Saturday. 4) It is planned that they will return at the end of the month. 5) You have plenty of time. It is not necessary to hurry. 6) We have agreed that the secretary will meet you at the railway station, near your carriage. 7) I can't avoid it. I'm sure it will happen. 8) In my opinion you should see the doctor immediately.

9 Choose the appropriate words to complete the sentences.

- 1) Jacob was a ... young man of 25.
a) handsome b) beautiful c) pretty
- 2) The guests are respectfully ... not to smoke inside the office.
a) asked for b) requested c) recalled
- 3) The enemy fleet was ... in the battle.
a) hit b) broken c) defeated
- 4) The travellers decided to set ... early in the morning.
a) out b) about c) aside
- 5) In autumn many people ... mushrooms in woods and forests.
a) collect b) lift c) gather
- 6) I would like to give you advice though I doubt you will follow it.
You ... be more tolerant to others.
a) are to b) ought c) should
- 7) I have never been able to recall the details of our first meeting, ... my husband.
a) so has b) so hasn't c) neither has
- 8) Marco Polo's ... are famous all over the world.
a) journeys b) trips c) voyages
- 9) ... people in hospitals are called patients.
a) Sick b) Ill c) Homesick
- 10) People usually buy spaghetti at the ...
a) baker's b) butcher's c) grocer's

10 The sentences below have mistakes. Write them correctly.

- 1) I suppose it's a wonderful sensation to have the world at your legs.
- 2) She's good but she's not going to get the world on fire.
- 3) A hot strong cup of tea on a nasty cold day can make you a world of good.
- 4) Soon Bob understood that Sue meant the world for him.
- 5) It has been my life-time dream to watch the world.
- 6) What people think and what they say might be worlds away.
- 7) After getting the job he wanted Oliver felt that the world was his starfish.

11 **Optional task.** Use the Internet and try to find some information about Marco Polo, his life and travels. Share your information with your classmates.

DO IT TOGETHER

- 1 A. Listen to the song, (63), read the words and sing the song along.

No Expectations

(by "Rolling Stones")

Take me to the station
and put me on a train.
I've got no expectations
to pass through here again.

Once I was a rich man
now I am so poor.
But never in my sweet short life
have I felt like this before.

Your heart is like a diamond
you throw your pearls at swine¹.
And as I watch you leaving me
you pack my peace of mind.

Our love was like the water
that splashes² on a stone.
Our love is like our music
it's here, and then it's gone.

So take me to the airport
and put me on a plane.
I've got no expectations
to pass through here again.

B. Answer these questions.

- 1) What is the general mood of the song?
- 2) What kind of story is behind it?
- 3) Why is love compared with water splashing on a stone and music which is here and then gone?

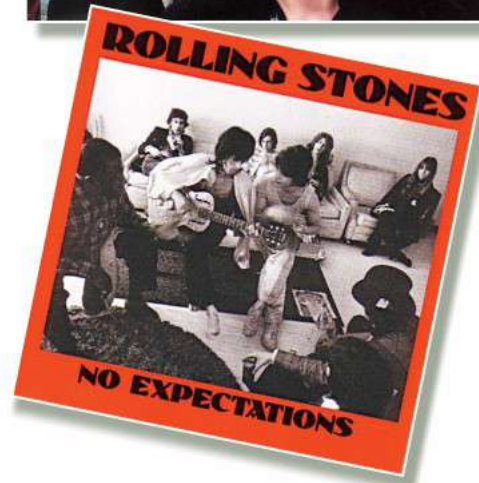
- 2 Complete the text (1—7) with the phrases (a—h) after it. There is one phrase you don't have to use.

The Station

I can still see those events clearly in my mind's eye. We are travelling by train — out of the window we drink in the passing scenes of (1) ... , sheep on a distant hillside, fields of corn and wheat, flatlands and valleys, mountains and cities. But what we are thinking about is the final destination. On a certain day we will arrive at the station. An orchestra will be playing and flags waving (2) ... , our dreams will come true. So we are waiting, waiting, waiting for the station. "When we reach the station, that will be it!" we cry. "When I'm 18." "When I buy a car." "When I leave college." "When I get a job, (3) ...!"

¹ to throw pearls at swine (to cast pearls before swine) — метать бисер перед свиньями

² to splash [splæʃ] — плескать(ся)



Sooner or later, we begin to understand there is no station, (4) The true joy of life is the trip. The station is only a dream. "Enjoy the moment" is a good idea. It isn't the hardships of today that make us mad. It is the feeling of sadness about what happened yesterday (5) Sadness and fear do not allow us to enjoy today. So stop counting the miles and (6) Instead, climb more mountains, eat more ice cream, walk on the grass, swim rivers, (7) ... , laugh more, cry less. Life must be lived as we go along. The station will come soon enough.

- a) no one place to arrive;
- b) feeling happy and careless;
- c) once we get there;
- d) children waving to us;
- e) watch sunsets;
- f) waiting for the station;
- g) and the fear of tomorrow;
- h) I shall live happily ever after.

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Step 10

3 A. Comment on the two phrases from the text "The Station":

- a) the true joy of life is the trip;
- b) enjoy the moment.

B. A trip is often compared with a journey through life. Say:

- why they can be compared;
- what are the most important "stations" in every person's life;
- why it is important to follow your own way.

4 To be in harmony with the world people should understand each other better. We can do it if we know more about different cultures, if we learn to be tolerant to each others' differences. When you travel, it's important to learn what things are usual or unusual in the country you are going to visit.

Read about some customs typical of different countries and guess which of them are typical of Britain. Then check your answers, (64).

- 1) People take their shoes off as soon as they enter someone's house.
- 2) When you meet someone the first time, you shake hands with them.
- 3) When you meet a friend you saw yesterday, you shake hands with him/her.
- 4) When you meet a friend you last met six months ago, you kiss each other.
- 5) If you kiss people, you kiss them on both cheeks.
- 6) A man is supposed to hold the door open for a woman.
- 7) If you are invited to visit someone for dinner, you take a little present for them.
- 8) You write to say thank you when you get home after you have stayed with someone.
- 9) You arrive a bit early for a party you were invited to.
- 10) You give flowers to a man.
- 11) You unwrap the flowers before you give them to someone.
- 12) You say thank you when you leave the table after a friend has given you a meal.
- 13) You stand in a line at the bus stop waiting for a bus.
- 14) You touch people you are speaking to several times during the conversation.



5 A. Work in groups and discuss the British customs (see Ex. 4) comparing them with the same in Russia. What is normal in both the countries? What is different?

B. Think and say if there are any other Russian customs which are important for visitors to our country to know. Do you think you would like to borrow any customs from other cultures?



Существует множество выражений, используемых говорящими в определённых житейских ситуациях.

Ниже приводятся некоторые из них. Их и подобные речевые клише стоит запомнить.

What you say

It's not my cup of tea.
I'm knackered.
I'm up to my eyes.
I'm a bit hard up.
You bet!
Touch wood.
I'm full.
I must be off.
I don't get it.
I haven't got the foggiest idea.

When you say it

You don't like it.
You are very tired.
You are very busy.
You have no money.
You are sure of a fact.
You hope something will happen.
You've had enough to eat.
You are leaving.
You don't understand.
You don't know at all.

6 Complete the microdialogues with the phrases from Social English.

- 1) — I hear you are going on a tour of France.
— ... I'm trying to get a visa at the moment.
- 2) — Could you lend me some money? I'd like to buy this cap for my dad. I know he'd love it.
— Oh, I'm so sorry. ... Can it wait till tomorrow? That's when I'll get my pocket money.
- 3) — Will you stay and watch the new comedy with us?
— Thanks. I'd love to but ... I promised my parents to come home before 10.
- 4) — Excuse me, where is the nearest railway station?
— I'm sorry. ... I'm a newcomer here too.
- 5) — I'm going to the Natural History Museum. Would you like to join me?
— No, not really. I'm afraid that sciences ...
- 6) — What's the matter with you?
— I've been shopping for food since morning. ... I just need to sit down and put my feet up.
- 7) — Would you like another piece of cake?
— Thank you. It's very nice but ... I just can't have any more.
- 8) — Excuse me, ... Do I have to declare the two pictures I have with me?
— Yes, certainly. All works of art must be declared at the customs.
- 9) — We are having a party the day after tomorrow. I'm inviting you.
— Thank you. I'd love to come but ... I have two papers to write before Friday.
- 10) — Our team is going to win!
— ... The score is four to nil in our favour.

Grammar

The Modal Verbs *Mustn't*, *Shouldn't*, *Needn't* in Comparison

Важно различать смысл отдельных модальных глаголов. В частности, изучающие английский язык склонны смешивать глаголы следующего ряда:

mustn't — *shouldn't* — *needn't*

Помните, что *mustn't* выражает строгий категорический запрет, *shouldn't* — совет или пожелание, а *needn't* говорит об отсутствии необходимости выполнить то или иное действие. Сравните:

Children **mustn't** play with matches. Детям запрещено играть со спичками.

Friends **shouldn't** quarrel. Друзьям не следует ссориться.

We **needn't** read the text again, we know it well. Нам незачем читать текст ещё раз, мы хорошо его знаем.

Choose the appropriate modal verbs *shouldn't*, *mustn't* or *needn't* to complete the sentences.

1) I don't allow you to stay at the party till midnight. You ... come back home so late. 2) You ... settle down in this area if you don't like it. I'm sure we can find something to your liking. 3) You ... spend so much time on computer games. It isn't wise, in my opinion. There are so many other things to do and to see. 4) You ... cross the road here. It's dangerous. 5) Ben really ought to see his parents more often. He ... think only about his own convenience. 6) The doctor says you ... spend so much time indoors. It's harmful for your health. 7) I ... get up at seven tomorrow. Hooray! It's my day off. 8) Parents should take care of their children, but children ... forget their parents either. This is the right philosophy. 9) You ... forget your duties. It's immoral. 10) You ... buy these readers. I have plenty of them in the classroom.

DO IT ON YOUR OWN

8

Match the statements with their meanings.

- | | |
|--|---|
| 1) You needn't hand in the paper next Tuesday. | a) I don't advise you to spend so much time before the screen. |
| 2) You mustn't travel about the UK without a visa. | b) It's harmful for kids to stay awake at night. They are not allowed to do it. |
| 3) You shouldn't eat so much bread and pasta if you want to lose weight. | c) The law says you are allowed to come to Great Britain only if you have an official permission. |
| 4) Little children mustn't go to bed later than 9 p.m. | d) You can stay here longer. |
| 5) You needn't leave the place right now. | e) There is no necessity to finish it so soon. You can do it later. |
| 6) You shouldn't work so much on the computer. Your eyes are red. | f) I don't think it is wise to act like this. You may achieve the opposite result. |

9

Read one of the Maori legends and complete it with the appropriate forms of the words on the right.



A long time ago there was a beautiful woman (1) ... Pania. She (2) ... in the sea with many other sea people and sea animals. Every day she (3) ... in the sea with her friends and every night she (4) ... to sleep in a small river on the North Island. Kariotiki was the (5) ... son of a Maori chief, the (6) ... of all the (7) One night he (8) ... Pania. The young people (9) ... in love with each other. They secretly got married, but Pania could not stay on the land all the time, so she always (10) ... her house on land in the morning. One day the sea people (11) ... her under the water because they didn't want her to return to the man she loved. When you look into the water, some people say, you can still see Pania with her arms out. She (12) ... to get back to her husband.

call, live

swim, go

handsome

good, child, see

fall

leave

keep

try

10 Complete the microdialogues in a logical way.

- 1) — ...
— Thank you. It's my favourite but I'm full.
- 2) — ...?
— I haven't got the foggiest idea. I've never thought about it.
- 3) — ...
— I should say... is not really my cup of tea.
- 4) — ...
— You bet! I've never had any doubt about it.
- 5) — ...
— I must be off. ...
- 6) — ...? I just don't get it.
— ...
- 7) — Oh, I'm knackered. ...
— ...

Step 11**Consolidation Class****DO IT TOGETHER**

- 1** You will hear six people talking about their impressions of Great Britain, (65). Listen and match the statements (a—g) with what the speakers say. There is one statement you don't have to use.



- a) These events are aimed at a particular age group.
- b) These events take place once in two years in the British capital.
- c) This event is compared with a similar one taking place in another country.
- d) This event gathers plant lovers from all over the country.
- e) This event should have taken place in spring instead of summer.
- f) One of the aims of this event is to help people.
- g) The participants of this event are people from different countries.



- 8) Father called me half an hour ago. He said he was on his way home. It usually takes him 35 minutes to get home from work. He ... up to the house now.
 a) must be driving
 b) might be driving
 c) may be driving
- 9) The ice is so thin. Children ... walk on the river ice. It's dangerous.
 a) cannot
 b) must not
 c) need not

4 Use the words from the box to complete the sentences.

amazing, skills, recall, fear, request, handsome, awake, settle, defeated, set, trouble, divided, gathered

1) Our basketball team easily ... the visiting team. 2) At our teacher's ... the famous writer came to our meeting. 3) The story of English is an ... story indeed. Unknown in Europe in the 16th century it became the world's global language in the 21st. 4) We ... together in the hall ready to set out. 5) The cook ... the pie into ten slices. 6) My friend works with children who have poor reading 7) The face of the ... gentleman seemed familiar to me, but I couldn't ... his name. 8) The people of the town felt great ... when the lion ran away from the zoo. 9) We were ... most of the night because the dogs were barking loudly. 10) I wanted to buy an iPhone and decided to ... aside some money each month. 11) When we came to the USA, we decided to ... in a small town near the ocean. 12) The ... with your plan is that fulfilling it will take too much time.

5 Choose the appropriate prepositions to complete the sentences.

1) At the end of July the group of explorers finally set (on/off). 2) We have been living (in/with) fear since the beginning of autumn. 3) I cannot agree (to/on) your request. 4) What skills are necessary (to/for) this job? 5) For the enemy the battle ended (in/with) a defeat. 6) All visitors are requested to register (at/on) the front desk. 7) She slipped (on/at) the wet floor and fell down. 8) We were kept awake (by/with) the noise in the next room. 9) The traveller tied (up/on) his horse to a tree. 10) I think they got (in/into) trouble again.

6 Consider the following and answer the questions.



- 1) Wherever people go travelling and whenever they do it they always buy souvenirs. Why do you think people do it?
- 2) Sometimes the souvenirs travellers buy abroad or in their own country are useless. Yet they buy such things which are sometimes fairly expensive. How can you explain that?
- 3) Due to the process of globalization in the world it is often possible to buy footwear, clothes, jewellery and other things in one's native country. Yet, many tourists do shopping abroad. Do you see any reasons for that?
- 4) What do you or would you like to bring home as souvenirs? Do you go shopping when you're away from home? Which of these do you enjoy buying: clothes, footwear, stationery, costume jewellery, books, household goods or other things? Can you explain why?
- 5) Why do many people nowadays prefer to pay by card? What are the advantages? Are there any disadvantages?



7 Work in small groups and plan a journey abroad or to some place in Russia. When your plans are ready, share them with the rest of the class. Discuss:

- where you'd like to go, for how long and why;
- what transport you'd prefer;
- where you're going to stay;
- what you're going to do in the place of your choice;
- how you're going to overcome possible difficulties connected with the difference in cultures;
- what things you'll bring home to remember your visit by.

DO IT ON YOUR OWN

8 Complete the sentences with *so*, *neither* and the appropriate verb forms.

Example: The Smiths settled in the suburbs of Chicago, and ... the Swifts.
The Smiths settled in the suburbs of Chicago, and so did the Swifts.

1) He will never lose his skill of writing and ... his son, who is as talented as his father. 2) My mother often recalls the events of 20 years ago, and ... my aunt. 3) The army hasn't been defeated and ... the fleet. 4) The team are gathering strength for the coming match, and ... the referees and coaches. 5) Under the circumstances you mustn't show your fear and ... your friends. 6) They can get a handsome sum of money for their work and ... anybody else. 7) Their first request was not rejected and ... the second. 8) All the morning flights have been delayed and ... the afternoon flights. 9) Our group is not going through the customs yet and ... theirs. 10) The children felt knackered after the long journey and ... the grown-ups.

9 Complete the text with the appropriate words.



Auckland ['ɔ:klənd] is New Zealand's biggest city. Over 1,3 (1) ... people live there — that's almost a third of the people who live in New Zealand.

Auckland has warm but wet weather. There are (2) ... all around it. It is (3) ... that they are not active. There are (4) ... on both sides of this island city and there are so many (5) ... that Auckland is sometimes called "The City of Sails".

The Maori first came to the Auckland area in about 1350. There are still large numbers of Maori living in the city, but today Auckland is a very (6) ... city from the one those early Maori lived in. It is very busy. Lots of people from many countries live in Auckland. This means that many different cultures coexist in the place. Lots of young New Zealanders come from the (7) ... to live in Auckland. They want to find work.

- | | | | |
|-----------------|--------------|----------------|----------------|
| 1) a) millions | b) million | c) of million | d) millions of |
| 2) a) volcanoes | b) tornadoes | c) earthquakes | d) tsunamis |
| 3) a) happy | b) happily | c) lucky | d) luckily |
| 4) a) banks | b) beaches | c) coasts | d) seashores |
| 5) a) trains | b) planes | c) cars | d) boats |
| 6) a) various | b) other | c) different | d) another |
| 7) a) village | b) country | c) town | d) settlement |

A. Dear Lily,

I've just arrived home but I'm still recovering from a really (1) ... flight. We (2) ... two and a half hours late. Our flight had been (3) ... because of bad weather. For some time we flew through a storm. The (4) ... were not allowed to leave their seats or unfasten their seat (5) It was a little worrying. Besides I felt (6) ... and got over it only after the plane (7) Fortunately, my friend Carl met me in the airport and took care of my (8) ... which was quite heavy.

Anyhow, I'm back home now, safe and sound. I would like to thank you again for your wonderful hospitality.

Do take (9) ...

Doris

B. Hi, mum and dad,

It's my second day in Paris. I've already seen the Eiffel Tower, an absolute must for all (1) I love it here. The hotel I'm (2) ... in is small but very clean and comfortable. The (3) ... are friendly. They all speak English which is really helpful. Yesterday I did some (4) ... and bought two or three (5) ... souvenirs for you. I hope you will like them. I ate in the hotel the first night because I felt (6) ... after the flight and the sight-seeing. But tonight I'm planning to have dinner in a good (7) Eating there (8) ... be expensive but I'm sure I should taste some (9) ... French food. I'm taking a lot of (10) So you'll be able to see them when I get back home on the 23d.

Love,

John

Step 12**Test Yourself and Prepare for the National Examination****I. Listening**

- 1** Listen to the dialogue of two friends, (66), and say which of the facts below are true, false or not stated.

- 1) Alice likes to travel light.
- 2) Alice thinks she has packed only the things she's going to use.
- 3) Alice's grandmother knitted her the jumper when Alice was still at school.
- 4) Alice is going to travel in a pair of jeans and a T-shirt.
- 5) Julia gives her friend advice about certain things she may need on holiday.
- 6) Julia is ready to give her friend a helping hand.



Maximum result	7
Your result	?



2 Read the text and complete the statements after it.

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Step 12



Why Japan Is Cool

Each year more and more people get interested in Japan and visit it. Japan is a country with longstanding traditions and ancient culture.

Japan's name means "origin of the sun" which is often translated as Land of the Rising Sun. The term appeared due to Japan's location to the east of the ancient empire of China. The country is situated to the east from the Asian continent and is surrounded by the ocean from different directions. It consists of many mountainous islands with active volcanoes. Of the four main islands, Honshu ['hɒnʃu:] is the largest. The islands constitute 95% of Japan's total territory while the remaining part is occupied by more than 3,000 smaller islands. The total land area of Japan is 374,744 square kilometres. All of these islands are likely to suffer from earthquakes.

After a long but comfortable flight the plane lands at the airport of Tokyo. Tokyo is a city tied to the future as it is to the past. As the modern-day capital of Japan it is the national centre of government, education and finance, and home to 12 million residents. Museums and restaurants, shopping centres and modern concert halls — you can find it all beneath the neon lights of this pulsating modern metropolis. It is also an ultra-urban city. Here you can find cutting-edge or innovative ['ɪnəvətɪv] and pioneering fashion, a lot of experimental music, the latest gadgets from minicomputers that you can easily put into your pocket to super hi-tech mobile phones with digital cameras. All this attracts a lot of young people to the place.

Tourists usually recall their travels over Japan with enthusiasm, saying that it is really a unique and unforgettable country.

1) Japan is becoming

- a) very popular among tourists as the place to visit
- b) one of the most dynamic places of the world
- c) the largest economy in Asia
- d) the leading economy of the world

2) The name of the country

- a) was explained in China
- b) was born in China
- c) was translated from Chinese
- d) came into being thanks to its position referring to China

3) Volcano eruptions

- a) are possible in Japan
- b) threaten 95% of Japan's total territory
- c) never happen on 3,000 smaller Japanese islands
- d) are not a habitual thing in Japan

4) Tokyo is

- a) a multinational city
- b) a city where the history of the country is connected with new tendencies
- c) a city of progressive ideas
- d) a city full of secrets

5) The capital of Japan is

- a) the place with a multimillion population
- b) not the place to use old-fashioned gadgets and computers
- c) the place where the first minicomputers were produced
- d) the place to use your digital cameras

6) Tourists to Japan

- a) may get acquainted with Japanese art and literature
- b) must visit the National Parks of the country
- c) practically always remember their visits to the country quite positively
- d) tend to spend at least a day or two in its capital

Maximum result	6
Your result	?

III. Use of English

- 3** Complete the text with the derivatives of the words on the right.

**Under Indian Skies**

Goa in India is (1) ... known as the Riviera of the East. Goa is a little territory in the (2) ... part of India, with a strong influence from the days when it was a (3) ... colony. At almost any time of the year you can see a number of (4) ... walking in (5) ... beach clothes. The locals, after a good day's work, (6) ... an afternoon siesta, close shops early and relax at home. Really, it is a place for (7) ... and having fun.

popular
west
Portugal
foreign, colour
include
relax

Maximum result	7
Your result	?

4 Complete the text with the appropriate grammar forms of the words on the right.

In the morning there were lessons. The afternoons (1) ... on trips to places of local interest. We usually returned to the classrooms before tea to write in our diaries a record of all the things we (2) ... about on our excursions that day. Then, after tea, we (3) ... to watch television for one hour in the television room — so (4) ... because the only item of furniture in the room was the (5) ... television I (6) ... in my life. I (7) ... this forty years on from that summer. My own children (8) ... up now. But I still remember my adventure holiday of long ago.

- spend
- learn
- allow
- call
- big, see, write
- grow

Maximum result	8
Your result	?

5 Complete the text with the appropriate words.

Britain is different from your own country. You may like some of the differences and dislike others. This is natural. The more you try to understand British people, the (1) ... you will enjoy your stay — even if you believe some of the (2) ... and traditions to be strange.

Here are two examples. It is quite normal for British families to have their evening (3) ... as early as (4) 5... . The advantage is that your whole evening is free. If this is very different from your country, try to understand! If you are (5) ... in a British home and you want to leave the room, people will expect you to (6) ... where you are (7) If you leave the room without explaining, they will think you are ill or upset for some reason.

- | | | | |
|---------------|--------------|--------------|-----------|
| 1) a) many | b) much | c) more | d) most |
| 2) a) customs | b) customers | c) customary | d) custom |
| 3) a) food | b) eating | c) feeding | d) meal |
| 4) a) mp | b) pm | c) am | d) ma |
| 5) a) sitting | b) setting | c) seating | d) siting |
| 6) a) tell | b) talk | c) say | d) speak |
| 7) a) coming | b) walking | c) moving | d) going |

Maximum result	7
Your result	?

IV. Writing

6 Comment on one of the following statements.

- The world is a great book, of which they who never leave home read only a page.
- He travels fastest who travels alone.
- When in Rome do as the Romans do.
- Every country has its customs.
- East or west, home is best.
- Half the world knows not how the other half lives.

Write 200—250 words. Use the following plan:

- make an introduction to state the problem;
- express your personal opinion and give 2—3 reasons for your opinion;
- express an opposing opinion and give 1—2 reasons for the opposing opinion;
- explain why you don't agree with the opposing opinion;
- make a conclusion restating your position.

Maximum result	8
Your result	?



You have received a letter from your English-speaking pen friend, Diana. In her letter Diana writes:

I'm writing from Rome. I've been here for a week on a school trip. It's been a fantastic week full of discoveries. I'm also enjoying my friends' company. We have so much fun together! Our next trip will be to Athens. I'm already looking forward to it.

Do you go on school trips? What places do you and your friends usually visit? Where would you like to go if you have a chance?

Write a letter to Diana. In your letter:

- answer her questions;
- ask three questions about her future journey to Greece.

Maximum result	7
Your result	?

Count your total result.

Total result	50
Your total result	?

Are you satisfied with the marks your teacher has given you for your written paper? Can you improve it?

Are you satisfied with it?

Could your total result be better?

What does it depend upon?

Look through the steps of Unit Four and say:

- if the material of the unit was interesting, useful, widening your scope;
- if you found any new ideas in the texts and exercises of the unit;
- if any of the problems raised in the unit were surprising, making you think them over;
- if the unit helped you to revise grammar and vocabulary;
- what new information about the English language you have learnt;
- what things were easy/difficult;
- what tasks you specifically remember and why.

Project Work Four

Prepare a computer presentation on the topic "In Harmony with the World". You may consider these ideas:

to be in harmony with the world people should learn more about various countries;

travelling is one of the ways to know the world better;

to achieve the state of harmony with the world, we should understand that there are things that make nations and peoples different, but there are many things that unite us;

it is possible to avoid a lot of conflicts and contradictions between people of different cultural identity if we are tolerant to our differences.

Be ready to give your presentation in class. It shouldn't take longer than five minutes. Try to make your presentation interesting, illustrate it with photos, pictures etc.

THE NOUN

I. Употребление артиклей с именами существительными

В современном английском языке с различными разрядами имён существительных возможно использование определённого (definite), неопределённого (indefinite) и так называемого нулевого (zero) артиклей.

§ 1. Употребление неопределённого артикля

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Неопределённый артикль существует в двух формах: *a* (перед именами существительными, которые начинаются с согласного звука) и *an* (перед именами существительными, которые начинаются с гласного).

Исторически данный артикль связан с числительным *one*, от которого он и произошёл, а потому во многих случаях этот артикль указывает на единичность (один, одна, одно) и используется с исчисляемыми именами существительными.

Неопределённый артикль *a/an* употребляется в тех случаях, когда:

- исчисляемое имя существительное используется как предикатив и даёт наименование объекту:

I am a book lover.

It's a good cartoon, not a film.

- имя существительное называет объект, который является представителем класса, и выступает в значении «любой», «всякий»:

A table is a piece of furniture.

A dog is a domestic animal.

- исчисляемое имя существительное употреблено в конструкции *there is/was*:

There is a sofa in the room.

There was a dictionary on the shelf.

- исчисляемое имя существительное выступает в функции прямого дополнения:

I see a church.

We have a garden.

В языке многие имена существительные часто сочетаются друг с другом и выступают в виде своеобразной пары. В подобных случаях неопределённый артикль обычно используется только перед первым членом подобной пары: *a cup and saucer, a hat and coat, a knife and fork, an egg and eggcup*:

It's cold outside. Take a hat and coat with you.

- имя существительное (исчисляемое) используется в восклицаниях:

What a elephant!

What a shame!

What a decision!

- исчисляемое имя существительное используется после интенсификатора *such*:

That child is such a dear!

He is such a handsome man!

- исчисляемое имя существительное используется как единица измерения:

40 km a hour = 40 km per hour

80 pence a kilo = 80 p per kilo

30 miles a gallon = 30 miles per gallon

Но числительное *one* не используется в значении «любой», «всякий».

- артикль указывает на единичность (один, одна и т. д.):

A pound is a unit of weight in Britain. A minute is 60 seconds.

Однако в большинстве случаев неопределённый артикль и числительное *one* не являются взаимозаменяемыми. *One* обычно употребляют при счёте (противопоставляя один предмет двум, трём). В этом случае значения неопределённого артикля и числительного совпадают: *a/one hundred, a/one million, a/one quarter, a/one pound, a/one foot*.

- имя существительное является частью сочетания, обозначающего однократное действие:
to have a rest to take a seat
to give a look to make a fuss
to have a talk to give a hint
to have a swim

§ 2. Употребление определённого артикля

Определённый артикль *the* произошёл из указательного местоимения *that*. Произношение артикля *the* зависит от того, с какого звука начинается следующее за артиклем имя существительное:

- the [ðə] + имя существительное, начинающееся с согласного: the day, the key, the door;
the [ði] + имя существительное, начинающееся с гласного: the apple, the end, the umbrella.

Определённый артикль может употребляться в предложении с исчисляемыми именами существительными в единственном и множественном числе, с абстрактными и вещественными именами существительными.

Определённый артикль употребляется, если:

- из контекста или ситуации ясно, о чём идёт речь:

Open the window. Where is the key?

- имя существительное уже упоминалось прежде:

I live in Green Street. The street is beautiful.

- перед существительным или после него используется уточняющее определение:

The car near the office is my brother's.

Уточняющими определениями могут быть:

all (the), the whole, the same, the right, the left, the wrong, the very, the only, the best, the main, the last, the next, the 1st, the 2nd etc., the following, the opposite;

- имя существительное является названием уникального объекта, феномена:

the moon, the sun, the sky, the earth, the sea, the world, the north, the south, the east, the west.

Однако существительное *space* выбивается из этого правила:

space, to go to space, to be in space;

- имя существительное является названием целого класса объектов:

The tiger is a wild animal. The watermelon is a berry;

- имя существительное является обстоятельством места:

They are in the garden. We often go to the cinema.

Определённый артикль часто употребляется с географическими названиями и именами собственными, например с названиями:

- гостиниц: the Ritz Hotel, the Central Hotel, но: Victoria Hotel, Moscow Hotel (*название отеля содержит имя собственное или географическое название*);
- кораблей, лайнеров: the Titanic, the Mayflower, the Discovery;
- газет: the Times, the Sun, the Observer;
- стран, если эти названия состоят из нескольких слов: The Russian Federation, the United Kingdom of Great Britain and Northern Ireland, the People's Republic of China;
- каналов: the English Channel, the Panama Canal [kə'næl];
- водопадов: the Niagara Falls, the Victoria Falls;
- пустынь: the Sahara, the Kara-Kum, the Gobi;
- групп островов: the Philippines, the British Isles;
- горных цепей: the Alps, the Urals;
- мест, в которых имеется уточнение с предлогом *of*: the city of London, the Cape of Good Hope, the Republic of Altai.

§ 3. Употребление нулевого артикля

Нулевой артикль характерен для неисчисляемых существительных (абстрактных и вещественных), если они используются в общем смысле:

Is friendship important for you?

I don't like coffee, I prefer green tea.

Обычно артикль не употребляется с названиями:

- регионов, провинций: California, Siberia (но: the Crimea, the Caucasus, the Far East, the Lake District, the Antarctic);
- полуостровов: Kamchatka, Florida, Cornwall;
- отдельных горных вершин: Elbrus, Everest;
- отдельных островов: Ireland, Madagascar;
- университетов и колледжей: Oxford University, Moscow University (но: the University of Oxford, the University of Moscow);
- дворцов: Winter Palace, Westminster Palace, Buckingham Palace;
- вокзалов, аэропортов: Vnukovo Airport, Waterloo (Railway) Station, King's Cross (Railway) Station;
- журналов (как правило): Punch, Life, People's Friend, Mizz.

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§ 4. Употребление артиклей с именами существительными, обозначающими трапезы

Обозначая трапезу, имена существительные breakfast, brunch, lunch, dinner, supper, tea обычно употребляются без артикля в следующих сочетаниях: to have breakfast, dinner etc., to take breakfast, dinner etc., to prepare/make tea, to serve lunch, to cook supper, to go to dinner, to return by supper, before/after dinner.

Dinner is always at 7 p.m. Breakfast is ready (served, laid).

Определённый артикль используется с данными именами существительными, если у них есть уточняющие определения или если речь идёт о конкретной еде, блюдах:

The dinner you cooked was tasty.

How much should we pay for the brunch?

The dinner is in the kitchen.

Неопределённый артикль также может употребляться с именами существительными breakfast, lunch, brunch, dinner и т. д., если перед ними находится описательное определение:

You can get a hot brunch here.

We had a late dinner yesterday.

§ 5. Употребление артиклей с именами существительными school, prison, church, bed, work, college, hospital, university

1) Если словосочетания с этими именами существительными обозначают деятельность, характерную для обозначенного места, то перед указанными словами артикли не употребляются:

to go to school — учиться в школе;

to go to bed — ложиться спать;

to be in bed — лежать в постели;

to be at school — учиться в школе;

to go to university — поступить в университет.

2) Если указанные существительные в рассмотренных сочетаниях обозначают здания или конкретные места, они могут использоваться как с определённым, так и с неопределённым артиклем:

Let's meet near the school (school — здание).

The prison was a dark low building (prison — здание).

The kitten likes to sleep on the bed (bed — место, куда надо лечь).

II. Словообразовательные модели для создания имён существительных

§ 1. Сокращение как способ образования новых имён существительных

В современном английском языке большое количество имён существительных образуется путём сокращения лексических единиц. При этом образуемые подобным способом слова могут представлять из себя либо усечённые единицы (например, может сокращаться

начало или конец слова), либо это может быть аббревиатура, состоящая из букв. К сокращённым словам первого типа относятся такие единицы, как:

phone (telephone);	veg [vedʒ] (vegetables)
vac (vacation);	comfy ['kʌmfi] (comfortable)
fridge (refrigerator);	prof [prɒf] (professor)
doc (doctor).	exam [ɪg'zæm] (examination)

Примерами аббревиатур являются следующие единицы:

BBC — British Broadcasting Corporation;	D.C. — District of Columbia;
MP — Member of Parliament;	BF — best friend;
PC — personal computer;	g.f. — grandfather.
IT — information technology.	

§ 2. Изменение места ударения как способ образования новых имён существительных

В английском языке новые слова могут быть образованы благодаря изменению места ударения в словах, которые имеют одинаковую морфологическую структуру. Обратите внимание, что в глаголах и прилагательных подобного типа ударение падает на второй слог, а в образованных от них существительных — на первый.

Verbs

to increase [ɪn'kri:s]	— увеличивать
to import [ɪm'pɔ:t]	— импортировать
to export [ɪk'spɔ:t]	— экспортировать
to present [prɪ'zent]	— вручать (призы)
to conflict [kən'flɪkt]	— конфликтовать
to contrast [kən'tra:st]	— контрастировать

Nouns/Adjectives

increase ['ɪnkri:s]	— увеличение
import ['ɪmpɔ:t]	— импорт
export ['eksɔ:t]	— экспорт
present ['prezənt]	— подарок
conflict ['kɒnflɪkt]	— конфликт
contrast ['kɒntra:st]	— контраст

THE ADJECTIVE

§ 1. Функции прилагательных в предложении

Обычно в предложении большинство прилагательных могут выступать в двух функциях:

- 1) определение; 2) предикатив или именная часть составного именного сказуемого.
- 1) The sun was shining brightly in the blue, cloudless sky. 2) The sky was blue and cloudless.

§ 2. Разряд прилагательных, не имеющих функции определения

В современном английском языке есть целый ряд прилагательных, которые не употребляются как определения. К ним относятся знакомые вам слова *awake, alike, alone, ashamed, asleep, alive, afloat, alight, afire*, а также единицы:

He was ashamed of his tears.

On the tables there were candles alight.

The criminal set the barn afire.

Некоторые из этих прилагательных часто встречаются в устойчивых сочетаниях:

to be fast/sound asleep	to be very much alone
to be wide awake	to be very much awake
be all alone	to be very much alive
to be all alight	to be very much ashamed
to be safely afloat	to be very (much) afraid

We shouldn't leave him all alone in the house.

She suddenly felt very much afraid.

By six o'clock she was wide awake.

§ 3. Словообразование прилагательных

В современном английском языке многие прилагательные образуются при помощи деривации (или аффиксации) и словосложения.

А. Среди многочисленных суффиксов, участвующих в образовании прилагательных, достаточно часто встречается суффикс *-ern*.

- а) с его помощью создаются прилагательные, образованные от имён существительных, обозначающих стороны света:
- southern — южный;
 - northern — северный;
 - eastern — восточный;
 - western — западный;
- б) сложные прилагательные southeastern, southwestern, northeastern, northwestern.

В. Прилагательные, образованные способом сложения основ.

1. В современном английском языке типичной моделью образования сложных слов является такой способ соположения основ, когда в качестве второго компонента выступает первое или второе причастие глаголов.

Обычно первыми компонентами подобных сложных слов выступают прилагательные, существительные и наречия.

**Структура сложного слова с первым причастием
в качестве второго компонента сложного слова**

1-й компонент	2-й компонент	Примеры
Adjective+	Participle I	Easy-going, smart-looking
Noun+	Participle I	Progress-making, heart-breaking
Adverb+	Participle I	Well-meaning, fast-developing

**Структура сложного слова со вторым причастием
в качестве второго компонента сложного слова**

1-й компонент	2-й компонент	Примеры
Adjective+	Participle II	Blue-eyed, old-fashioned
Noun+	Participle II	Hand-written, weather-beaten
Adverb+	Participle II	Well-paid, poorly-dressed

2. Количественные числительные также часто используются при образовании сложных прилагательных. При этом большинство таких слов пишется через дефис:

- a five-year-old boy, a three-act play.
- Подобные прилагательные могут обозначать:
- возраст: a twelve-year-old building;
 - длительность: a twenty-minute walk;
 - расстояние: a two-kilometre road;
 - цену: a fifty-dollar dress;
 - вес: a five-kilo bag.

При этом второй элемент подобных сложных слов используется в единственном числе.

3. Порядковые числительные также принимают участие в создании сложных прилагательных:

- a first-rate film;
- a second-hand car;
- a third-floor flat;
- a nineteenth century novel.

§ 4. Омонимичные формы прилагательного *very* и наречия *very*

1. Наречие *very* в английском языке означает «в самой высокой степени», «очень». Поэтому в речи слово *very* не сочетается с прилагательными, уже обозначающими высокую степень качества, такими как *great*, *wonderful*, *terrific*, *breathtaking*, *huge*, *terrible* и др.

- В подобных случаях используют наречия *really*, *truly*, *absolutely*:
- The view of the mountains was really great.
 - The trip to Lake Baikal has been truly terrific.
 - My new story will be absolutely breathtaking.

2. В языке существует также прилагательное *very*, используемое перед существительными. Его значение — «*тот самый*», «*та самая*», «*то самое*», «*те самые*».

Tom is the very person who can help you. (Том — тот самый человек, который сможет тебе помочь).

These are the very trees father planted. (Это те самые деревья, которые посадил мой отец.)

THE VERB

§ 1. Использование словосочетаний *I'd rather... He'd better... etc*

1. Словосочетания *I'd rather* (*I would rather*), *he'd rather* (*he would rather*), *we'd rather* (*we would rather*) используются в английском языке для выражения предпочтения. Переводятся подобные фразы обычно следующим образом — я (он, мы) бы лучше... . Глагол *would* в подобных сочетаниях обычно сокращается до морфемы *-d*. После подобных словосочетаний инфинитив используется без частицы *to*.

I'd rather have an ice cream. I'd rather not do it.

We'd rather meet later. We'd rather not talk about it.

Тот же смысл можно передать и при помощи глагола *to prefer*, после которого, однако, следует инфинитив с частицей *to*.

I prefer to speak English, I know it better.

2. Словосочетания *you'd better* (*you had better*), *he'd* (*he had better*) *etc* используются в том случае, когда нужно сказать о необходимости кому-то что-то сделать, когда требуется дать рекомендацию или совет:

You'd better have some rest.

He'd better learn the poem by heart.

В устной речи *had* сокращается до одной морфемы *-d*.

Однако в вопросах используются полные формы.

Would you rather stay or leave now?

Hadn't he better consult a doctor?

§ 2. Уточнения по поводу использования грамматических времён *present simple* и *present progressive*

1. *Present progressive* часто используется для описания действия, происходящего непосредственно в момент речи, но в период времени достаточно близкий к этому моменту:

Two friends are at the café having dinner:

— *What are you reading now, John?*

(*But John is not reading at the moment. He is eating.*)

2. *Present progressive* используется в эмоционально окрашенных предложениях, при выражении негативной реакции, причём в предложении обычно используются наречия *always* или *constantly* (постоянно):

You are always mumbling talking to me.

Jack is constantly telling lies.

3. Иногда *present progressive* используется с глаголами, которые обычно не употребляются в продолженном времени (*to be*, *to hear*, *to see*, *to understand*, *to love*) для того, чтобы дать характеристику необычному, не присущему человеку поведению, действию или качеству:

Henry is such a good child, but today he is being very difficult.

I am not fond of rap music, but I'm loving this piece.

4. *Present simple* глаголов *to forget*, *to hear*, а также пассивной конструкции *to be told* используется для выражения законченного действия:

I forget where she lives. — Я забыл, где она живёт.

We are told he's leaving. — Нам сказали, что он уезжает.

We hear they are coming back. — Мы слышали, что они возвращаются.

§ 3. Уточнения по поводу использования грамматических времён

past simple и past progressive

1. *Past progressive* употребляется для описания обстановки, на фоне которой происходили события в рассказе или повествовании:

The sun was shining. A soft light wind was blowing. The flowers were opening.

2. Иногда *past progressive* употребляется с глаголами (see, hear, love, feel, be) для характеристики необычного, не присущего человеку поведения, действия в конкретный момент в прошлом:

I met Roy. He was happy because his sick sister was feeling much better.

Bob who is not a very pleasant person was being so nice to us during our journey.

3. *Past simple* используется для описания довольно длительного действия в прошлом, которое завершено к настоящему моменту, особенно с предлогами *for* и *during*.

The old man sat on a bench **for** a while, then he got up and went to the gate.

The pupils stayed on the playground **during** the interval.

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§ 4. Уточнения по поводу использования грамматических времён

past simple и present perfect

1. Маркер *lately* (недавно), который используется в предложениях, где глагол употреблён в *present perfect*, имеет синоним — *recently* (в последнее время):

I've recently / lately been to the gallery.

2. Однако наречие *recently* может также использоваться и в предложениях, в которых глагол употреблён в *past simple*:

I saw him quite recently.

She discovered the truth recently.

В предложении *recently* может стоять как перед основным глаголом, так и в конце предложения. Последнее характерно для предложений в простом настоящем времени. Сравните: They have recently bought a house. They bought a house recently.

3. Наречие *lately* в предложениях с глаголами в *past simple* обычно не употребляется.

§ 5. Уточнения по поводу использования пассивных конструкций

в английском языке

Для английского языка достаточно типичными являются пассивные структуры глаголов *to believe*, *to consider*, *to say* в сочетании с инфинитивами иных глаголов, например:

Mike is considered the best candidate for the post. — Майка считают лучшим кандидатом на этот пост.

Newport is believed to be an interesting place to visit. — Ньюпорт считается интересным местом для посещения.

The play is said to be very unusual. — Говорят, что пьеса очень необычная.

Инфинитив глагола *to be* может опускаться после глагола *to consider*:

The Johnsons are considered (to be) a united family.

В подобных структурах употребляются также следующие глаголы:

agree	hope
decide	know
declare	report
discover	suppose
expect	think
feel	understand
find	

Mr Reed is reported to work for the government. — Сообщают, что мистер Рид работает на правительство.

English people are thought to dislike learning foreign languages. — Существует мнение, что англичане не любят учить иностранные языки.

Использование подобных фраз придаёт речи формальную окраску.

§ 6. Перфектный и продолженный инфинитив в пассивных конструкциях

1. В предложениях, в которых используются пассивные структуры типа:

James is said

They are known ...

The delegation is reported

The prince is believed ...

часто употребляются так называемый перфектный инфинитив (perfect infinitive) и продолженный инфинитив (progressive infinitive).

Perfect Infinitive (to have + V₃)

to have done

James is said to have finished his job.

to have grown

She is believed to have made a new dress.

to have achieved

They are reported to have changed their opinion.

Progressive Infinitive (to be + Ving)

to be visiting

The prince is believed to be coming to Russia.

to be reading

George is expected to be preparing for the exams.

to be playing

The children are hoped to be sleeping.

2. В подобных пассивных конструкциях перфектный инфинитив указывает на действия, произошедшие в прошлом:

James is said to have left London. — Говорят, Джеймс уехал из Лондона.

The delegation is reported to have begun their work. — Как сообщают, делегация начала работать.

3. Так называемый продолженный инфинитив в подобных конструкциях указывает на то, что действие находится в процессе:

The plane is hoped to be taking off now. — Есть надежда, что в данный момент самолёт вылетает.

The guests were expected to be having dinner. — Как предполагалось, гости в тот момент обедали.

Считается, что пассивные структуры более типичны для формальной речи.

§ 7. Модальные глаголы и их эквиваленты

1. Некоторые модальные глаголы имеют в языке свои немодальные эквиваленты (слова или словосочетания, близкие по значению):

can = to be able to do something

may = to be allowed to do something

must = to have to do something

2. Эквиваленты модальных глаголов, в частности, позволяют нам говорить о прошлом и будущем, ибо в будущем времени модальные глаголы не употребляются, а у глагола *must* отсутствует и форма прошедшего времени.

They will be able to do the work tomorrow.

The children were allowed to stay up longer.

I had to wait two long hours.

3. Модальные глаголы и их эквиваленты не всегда взаимозаменяемы:

а) Глаголы *must* и *have (to)* имеют определённые смысловые различия:

must — предполагает осознанный, часто моральный долг;

have (to) — указывает на необходимость, вызванную внешними обстоятельствами.

Сравните:

You must think more of your parents. (Это твоя обязанность.)

Do you have to get up early to get to school on time? (Тебе приходится это делать, тебя вынуждают обстоятельства?)

б) Прошедшее время глагола *can*, т. е. форма *could*, не используется, если речь идёт не о регулярном действии, а о конкретном событии в прошлом:

Last summer was very hot and we could swim a lot (регулярное действие в прошлом).

We were able to swim yesterday. / We managed to swim yesterday (конкретное, единичное событие). В этих случаях наблюдается соответствие русским *смог* / *сумел* или *смогли* / *сумели* (удалось).

- | | |
|--|---------------|
| Could I use your book for a minute? | } предложение |
| Can I help you? | |
| Could we finish the work ourselves? | } просьба |
| May I go to the cinema? | |
| Might we use your telephone? | } предложение |
| May I get you some tea? We might spend the day outdoors. | |

Полезно запомнить, что при выражении просьбы по степени формальности и вежливости на первом месте стоит глагол *may*. За ним следуют глаголы *might*, *could*, *can* в данном порядке.

Таким образом, фраза *May I have a word with you?* звучит гораздо вежливее, чем фраза *Can I have a word with you?*

§ 11. Модальные глаголы *ought to*, *be to*, *need*

1. Модальный глагол *ought to* (*do something*) — весьма близок по смыслу глаголу *should* и выражает совет, рекомендацию, указание:

You really ought to stop eating sweet things.

Как и другие глаголы, *ought to* образует вопросительные и отрицательные предложения без помощи вспомогательного глагола:

He ought not (oughtn't) to drive if he is tired.

Ought I to talk to the teacher?.

Глагол *should* используется в языке чаще, чем *ought to*.

2. *Be to* (*do something*) используется в формальной речи, свидетельствует о запланированности действия, выражает указание:

The Prime Minister is to sign the papers tomorrow. (запланированное действие)

They are to wait in the hall. (указание)

Предложения с данным модальным глаголом не предназначены для разговорной речи.

3. В современном английском языке глагол *to need* используется не как модальный, а как обычный глагол. Например:

I need to help mother with cooking.

Модальностью обладает только его отрицательная форма *need not* (*needn't*). Например:

You needn't get up early tomorrow. It's your day off.

Между отрицательными формами *don't need* (*to*) и *needn't* существует определённая смысловая разница. Если речь идёт об общем положении дел, используется форма *don't need* (*to*):

People don't need to pay for health service in this country.

We don't always need to be serious.

При описании конкретных ситуаций предпочтительнее форма *needn't*:

You needn't repeat it, I heard you the first time.

Your friend needn't worry, every thing will be OK.

§ 12. Словообразовательные модели для образования глаголов

Многие глаголы в современном английском языке образуются на основе звукоподражания. Целый ряд глаголов по звучанию напоминают звуки, производимые в природе. Это могут быть, прежде всего, звуки, которые издают животные:

to bark [bɑ:k] — лаять

to croak [krəuk] — квакать

to howl [haʊl] — выть

to grunt [grʌnt] — хрюкать

to hiss [hɪs] — шипеть

to crow [krəʊ] — кукарекать

to neigh [neɪ] — ржать

to cock-a-doodle-doo [ˌkɒkəˌduːdl̩ˈduː] — кукарекать

to roar [rɔː] — рычать

to saw [sɔː] — каркать

to quack [kwæk] — крякать

Но в основу звукоподражательного процесса может быть положено и иное звучание. Например, характерное потрескивание поленьев в печи, костре, камине передаётся глаголом *to crackle*, который тоже образован на основе звукоподражания. Сравните также: *to tinkle* (звенеть, звякать), *to crack* (хлопать — о хлопашке), *to swoosh* (быстро проноситься по воздуху или воде), *to plop* (плюхаться в воду).

АБЗАЦ

Теория

§ 1. Что такое абзац

Вы пробовали построить что-нибудь из маленьких деталей? Письмо сродни строительству: для выражения мысли как правило одного предложения бывает недостаточно. Группа предложений, выражающих одну идею, — это и есть абзац. Прежде чем взяться за его написание, следует понимать, какую именно идею вы хотите в нём развить. Не забудьте, что первое предложение абзаца пишется с красной строки. Таким образом абзацы отделяются друг от друга.

Ещё одна важная характеристика абзаца заключается в том, что в каждом из них обычно бывает ключевое предложение, в котором суммируется основное содержание абзаца. Остальные предложения добавляют детали, приводят аргументы или примеры для того, чтобы раскрыть это содержание наилучшим образом. Часто ключевая фраза начинается или завершает абзац, но это необязательно.

§ 2. Как написать абзац

Для того чтобы хорошо написать абзац, следует выработать определённую стратегию.

1. Прежде всего нужно подготовиться к тому, что вы будете писать, а это значит — спланировать в уме будущий абзац. Писать всегда легче, если всё продумано.

2. Выберите тему своего абзаца и напишите несколько вопросов, на которые во время письма вам нужно будет ответить, например:

Where would I like to go? What have I done lately that was fun? What would I like to know more about it?

Иногда тема абзаца уже задана, а иногда вам её предлагают выбрать. В этом случае лучше составить список тем и остановиться на той, по поводу которой у вас больше всего идей. Напишите эту тему посередине страницы и ниже перечислите возникшие у вас мысли на этот счёт. Например, вы решили написать абзац о Москве. Вот некоторые соображения по поводу того, что можно было бы включить в абзац:

Moscow

- | | |
|-------------------------------|---------------------------------|
| 1) my home city | 6) factories and plants |
| 2) The capital of the RF | 7) places to visit |
| 3) films I like to watch | 8) monuments, squares, parks |
| 4) theatres, cinemas, museums | 9) cultural life of the capital |
| 5) centre of science | 10) the food I like |

3. Перечитайте все пункты составленного вами списка и решите, какие идеи не следует включать в будущий абзац. Вычеркните их из списка.

4. Подумайте, в каком порядке лучше будет развить эти идеи в вашем абзаце. Иными словами, напишите план (outline), по которому вы будете его писать. Теперь пришло время взяться за черновик.

5. Составляя черновик, прежде всего превратите свои мысли (см. выше) в законченные предложения. Они и станут черновым вариантом абзаца, ключевой фразой которого является предложение *Moscow is an interesting place to visit.*

На этом работа над абзацем не заканчивается. Посмотрите на него практически и постарайтесь его улучшить. Некоторые из написанных фраз, возможно, не имеют прямого отношения к раскрытию темы. Добавьте к абзацу то, что вам кажется необходимым.

§ 3. Как сделать абзац более интересным и красочным

Сделать это можно различными способами, но основной заключается в том, чтобы добавить в текст детали, ввести в него иллюстративные примеры. Любой абзац читать интересно, если в нём есть синонимы, антонимы, идиомы, эпитеты, если вы добавляете в него различные прилагательные и наречия. Вот несколько примеров подобных преобразований:

a / the field	a / the yellow field of sunflowers
to laugh and walk on	to laugh happily and to walk on/along the country road
a / the good-looking woman	she was more than good-looking, she was beautiful
they were very different	they were worlds apart.

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§ 4. Как завершить работу над абзацем

Внимательно проверьте написанное вами на предмет возможных ошибок в грамматике, орфографии и пунктуации. Вас должны интересовать следующие моменты:

- не забыли ли вы о красной строке;
- насколько правильно вами были выбраны формы глаголов в каждом предложении;
- были ли соблюдены правила написания отдельных слов с заглавной буквы;
- все ли предложения имеют в конце соответствующий пунктуационный знак;
- не сделали ли вы орфографических ошибок.

Теперь аккуратно перепишите текст набело.

Практика

I. Задания к абзацу 1.

1. 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.

2. Read this paragraph. What is the 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.

3. 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.

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

- 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.

5. 4. Read the paragraph and say a) how many sentences there are in it; b) what is its main idea and what is the topic sentence.

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 wonderful resort where one can always relax and have a very good time.

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

6. A. Read the paragraph below. Find the topic sentence.

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Birds have excellent eyesight. 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 it. Copy out the sentence(s) which does (do) not belong to the paragraph.

II. Задания к абзацу 2.

7. Read the topic sentence. Write a paragraph based on its main idea. The hints 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 before 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

8. 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? With whom did you spend them? What did you do? Did you enjoy them? Why?

B. Read out the paragraph which you have written. Compare it with your friends' paragraphs.

9. Write a draft of a paragraph with the topic sentence — Moscow is an interesting place to visit. Write a sentence about each idea in the plan of the Theory Section (2).

10. Revise the draft of the paragraph you have written (Ex. 4). Ask yourself the questions.

- 1) Is the paragraph easy to understand?
- 2) Is every group of words a sentence?
- 3) Do all the sentences tell about the main idea? Should any sentence be taken out?
- 4) Does the paragraph need more sentences?
- 5) Are the sentences in the best order?

11. 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?

For example, my

I like reading books very much. My brother reads only the books

First of all,

he is asked to read at school. It is easier to get the information you need

Then,

from the Internet. It is more interesting to watch a film (a screen version

And we shouldn't forget that

of the book) than to read this book. Books are very expensive nowadays.

Many children prefer computers to books.

12. A. Here is 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. In ^sSpring I decided ^{that} what
 I would read «Treasure Island» by ^{Robert Louis} Stevenson. My father ^{told} said me that
 this ^{is} a very interesting book ^{ful} of adventures.

B. Think about the changes John made. Can you explain why each change was made?

13. 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
- 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 without any details.

III. Задания к абзацу 3.

14. A. In this 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.

B. Write a paragraph to support one of the following ideas by giving an example.

- a) The climate of Russia is extremely varied.
- b) Living in a big city can give you some advantages.
- c) Everyone should be able to cook a simple meal.

15. 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.

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16. Develop the paragraph by using an example.

Many interesting people have visited our school. One of the most interesting was ...

17. Add to these words some details to make up phrases.

- 1) the cat; 2) a/the horse; 3) a/the shirt; 4) a/the toy; 5) a/the dog; 6) a/the boy; 7) the Moon;
- 8) a/the tree; 9) a/the girl; 10) a/the house.

18. 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.

19. 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 the children liked him almost at once.

20. 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) He was the most unusual boy I have ever met.

ПИСЬМО ЛИЧНОГО ХАРАКТЕРА

Теория

Все любят получать письма и электронные сообщения. Когда вам приносят письмо, вы понимаете, что кто-то думал о вас, когда его писал. Конечно, можно позвонить другу или родственнику, но письмо можно сохранить и перечитать несколько раз. Иногда вам самим необходимо написать письмо. Чаще всего это письма личного характера. Их пишут обычно хорошо знакомым людям. Обмен такими письмами в наши дни происходит лишь время от времени. Людям хочется поделиться информацией друг с другом или просто передать привет.

1. Письмо личного характера имеет определённую структуру. В нём можно выделить пять основных частей:

- обращение (Heading);
- приветствие (Greeting);

- основное содержание (Body);
- завершающая фраза (Closing);
- подпись (Signature).

Все части расположены в определённом порядке и имеют соответствующую пунктуацию.

2. Начало письма (Heading), в котором сообщается, где и когда оно было написано, находится в правом верхнем углу и обычно располагается на трёх строчках: первая — название города, вторая — название страны, третья — дата, причём сначала указывается месяц и число, а затем через запятую год:

Moscow
Russia
May 31, 2016

3. Обращение к адресату (Greeting) всегда пишется 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. Типичные обращения выглядят следующим образом:

Dear Mr Snow,
Hi, Boris,
Hello, Sue.

4. Сам текст письма (Body) начинается строкой ниже. Первое предложение начинается с заглавной буквы и является по сути выражением благодарности за полученное письмо (сообщение). Возможны варианты:

Thank you (Thanks) for your letter (e-mail).
It's been great to hear from you.
Many thanks for the letter (e-mail).
I've just received your letter (e-mail). Thank you very much.
Your letter (e-mail) has been a pleasant surprise. Thanks a lot. I hope you're well.

В этом же абзаце следуют ответы на те вопросы, которые содержались в полученном письме или электронном сообщении. Их можно ввести в своё послание при помощи фраз: are asking me about... You would like to know...

Второй абзац основного текста письма содержит просьбу продолжать переписку. Обычно в него включают следующие фразы:

Keep in touch.
Write (back) soon.
Hope to hear from you soon.
Looking forward to your answer.
Say hello to your family from me.
I have to go now.
Иногда после вышеперечисленных фраз могут следовать предложения:
Write to me how you are doing.
Write to me how's life.

5. Завершающие письмо фразы (Closing) весьма разнообразны:

Good luck! Best wishes! All the best, Take care, With love, Love, Missing you, Your friend, Lovingly, Always yours, Sincerely, Sincerely yours. (последние являются более формальными) Эти фразы обычно располагаются справа, на отдельной строке. После них ставится запятая.

6. То, какую подпись (Signature) ты ставишь в конце письма, зависит от того, насколько близко ты знаешь адресата. Если ты хорошо с ним знаком, письмо заканчивается именем или даже прозвищем, если нет — следует написать имя и фамилию. Располагается подпись непосредственно под завершающей фразой.

Вот типичные финалы писем:

Sincerely yours,	Missing you,	Lovingly,	Your friend,
Mr Lesly	Tom	Sarah	Betsy

7. Обрати внимание на то, как пишется адрес на конверте. Обычно на конверте можно увидеть два адреса:

a) адрес человека, кому вы пишете письмо;

b) ваш собственный адрес.

В Британии первый из них принято помещать в центре конверта; адрес же отправителя

(Return address) располагают в верхнем левом углу.

Andrew Filatov

Flat 45

31 Sadovaya Street

Moscow

Russia

Return address

Miss Nansy Bennett

3 Capital Drive

London

NW 1 UH

UK

Address

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Практика

1. Look at the letter below, read it and answer the questions after it.

Heading → 43 Hill Road
Newcastle
NE 3889 U
UK
March 31, 2007

Greeting → Dear Ann,

Body → I have great news! I am going to spend the last month of my holidays on my grandparents' farm. You and I will see each other soon and will be able to have a lot of fun together. I am really excited. We will swim in the lake and go boating. Maybe we can ride horses.
Write soon. Let me know how your French is going. See you in August!

Closing → Your friend,

Signature → Julia

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?

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 way we write this part of the letter in Russia? Do we use any commas?

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 the paragraphs indented?

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?

12) Where do they use commas in the greeting and the closing?

2. Write the following headings correctly.

1) 64 new drive leads

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.

- | | |
|---------------------|------------------|
| 1) dear uncle tony | 6) your daughter |
| 2) dear grandmother | 7) sincerely |
| 3) dear dr mason | 8) always yours |
| 4) dear hazel | 9) love |
| 5) hi, bruce | 10) your friend |

4. Read some parts 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"¹ 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

- 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 uniform? How much homework do you get? What exams do you have? 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. 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 house? I hope you will come to visit us soon.

love Carol

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 Ilk to come to visit you for a cup of tea. I really like dogs and horsis and I'd like to meat Prince Williams and Prince Harry.

Love, Louis

¹ paradise ['pærədəiz] — па́й

A. 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.

B. Draw two envelopes on your paper. Address them to these people:

1) a relation;

2) a friend.

Use real people and addresses.

СОБЛЮДЕНИЕ СОЦИАЛЬНОГО ЭТИКЕТА

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Теория

Чтобы проявить вежливость и выразить благодарность, многие люди, особенно жители Великобритании, где это давняя традиция, пишут в ответ на проявленную к ним заботу и доброту. То же касается и приглашений на праздник или подтверждения, что вы принимаете то или иное приглашение или что у вас нет возможности его принять.

Раньше всё это писали на бумаге — в письмах, на специальных открытках или карточках. В наши дни всё чаще отправляют письма в электронном виде. Тем не менее, традиция обмениваться подобными пожеланиями существует и сейчас. Она представляется очень правильной и позволяет вам соблюдать социальный этикет.

§ 1. Прежде всего, сказанное выше касается писем благодарности. В них говорят спасибо за сделанный подарок, одолжение, помощь или услугу. Часто подобные письма отправляют людям, у которых вы побывали в гостях, особенно, если вы провели у них несколько дней.

Пишите письма благодарности сразу же после получения подарка или визита к вашим родным, друзьям и знакомым. Не менее важно упомянуть в письме какие-либо детали. Например, вы можете написать, что именно порадовало вас в подарке или почему пребывание в гостях доставило вам особенное удовольствие.

§ 2. Приглашение в гости или приглашение посетить праздник, собрание по какому-либо важному поводу должно содержать всю необходимую для адресата информацию. Как правило, в приглашении указывают:

- на какое событие вы приглашаетесь;
- по какому поводу оно проводится;
- где планируется его проведение;
- когда событие проводится (число, день недели и время);
- любые дополнительные подробности (например, информация о дресс-коде или пожелание прийти на мероприятие в карнавальном костюме).

Иногда в конце приглашения ставят буквы RSVP (*Repondez, sil vous plait, with is the French for Answer, please*). Это делают в тех случаях, когда человеку, который организует встречу и посылает приглашение, нужно знать точное количество людей, его принявших.

§ 3. Письменный ответ на приглашение следует отправить незамедлительно. Это также будет проявлением вежливости. В ответе вы либо с благодарностью принимаете приглашение, либо выражаете сожаление о том, что не можете его принять. В последнем случае принято объяснять причину, которая не позволяет вас это сделать.

§ 4. Электронные послания или СМС-сообщения подобного типа пишутся по тем же правилам, что были описаны выше. Однако существует тенденция делать их более краткими, чем те, которые составляют на бумаге. В них часто появляются сокращения, например: Cing — seeing, lv — love, frnd — friend, 4 — four и т. п. Записки, в которых допускаются подобные сокращения или намеренно искажается орфография слов, можно послать друзьям, так как подобные послания носят неформальный характер. Однако не советуем делать это при переписке с учителем или людьми старшего возраста, у которых сниженный стиль послания может вызвать раздражение и непонимание.

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 Grandma,

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.

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 the five parts typical of a letter (heading, greeting, body, closing, signature) in this invitation?

23 Redcliff Street

London

Ne 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 each event. Don't forget the five parts of a letter that should be put in.

- | | |
|------------------------|-------------------------|
| 1) a birthday party | 4) a weekend visit |
| 2) a jazz band concert | 5) a school performance |
| 3) a picnic | |

6. Read what answer Aunt Sally has written to her niece Marrion. What details has she included in her note?

December 10, 2006

Dear Marrion,

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.

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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

ЭССЕ АРГУМЕНТИРОВАННОГО ХАРАКТЕРА

Теория

1) Эссе аргументированного характера (Opinion Essay) представляет собой сочинение, в котором высказываются противоположные точки зрения по одной и той же теме. Каждая из точек зрения подкрепляется соответствующими доводами. Автор такого сочинения, или эссе, достаточно определённо показывает, какую из двух точек зрения он/она поддерживает. Объём эссе составляет 200—250 слов, что является экзаменационным требованием.

2) Эссе аргументированного характера, как и любое сочинение, включает в себя введение (Introduction), основную часть (Main Body) и заключение (Conclusion), причём основная часть обычно состоит из трёх разделов. Таким образом, это сочинение подразделяется на пять частей, или параграфов.

3) В первом параграфе сообщается то или иное неоднозначное утверждение, с которым можно согласиться или нет. Например, таким утверждением может быть фраза "Space exploration is too expensive and gives little practical result".

4) Во втором параграфе автор сочинения выражает свою точку зрения на обсуждаемую проблему. При этом он/она должны выдвинуть 2—3 положения в защиту этой точки зрения. Например, "I strongly disagree with this point of view. I personally believe that (1) space exploration can help to solve a lot of problems that people are facing at the moment or may face in the future. (2) People may find new materials, new chemicals and new sources of energy on other planets and successfully use them. (3) Space flights already give us a lot of important information for the development of science and warn us about some natural disasters".

5) В третьем параграфе автор должен рассмотреть противоположную точку зрения и привести 2—3 аргумента в её защиту. Например, "On the other hand, I realize that there are a lot of more immediate problems which the humankind is to solve. One of them, as I see it, is the ecological situation that should be improved as soon as possible. Another is the problem of lack of food and drinking water in certain areas. Both of them are becoming more and more urgent and seem to be more important than space exploration".

6) В четвёртом параграфе автор объясняет, почему он не согласен с противоположной точкой зрения. Например, "That is a strong argument but, in my opinion, while solving immediate problems and spending money on practical everyday things, people should also think about the future. Outer space and other planets may be able to help us to survive or give a clue to a number of problems we can't solve today".

7) В пятом параграфе дается общий вывод и ещё раз подтверждается точка зрения пишущего. Например, "So all in all I can say that I strongly disagree with those who believe that

space exploration does not give practical results. I hope it will continue successfully with the help of national and international programmes”.

8) В своём сочинении пишущий должен придерживаться нейтрального стиля изложения, избегать стилистически маркированных слов, т. е. слов принадлежащих формальной или неформальной лексике. Одновременно, жанр аргументированного эссе требует использования типичных для него единиц. Так, для того чтобы выразить собственную точку зрения, можно использовать фразы из следующего списка:

I believe...	My opinion is that...
I think...	I agree that....
In my opinion...	To my mind...
In my view...	I completely disagree that...
As I see it....	I strongly disagree with...

Для того чтобы выразить противоположное мнение или написать заключение, вам могут быть полезны следующие выражения:

On the other hand...	To conclude...
At the same time...	To avoid any kind of misunderstanding
Having said that I must admit that...	I'd like to stress...
Let's look at it from a different point of view...	Finally, I'd like to say...
To sum up...	

Не забудьте употреблять в своём сочинении единицы, помогающие связно излагать мысли:

so...	on the contrary...
as...	actually/in fact...
because...	as a result...
that's why...	besides...
however...	on the one hand...
although...	on the other hand...

Важно также помнить, что вам понадобится время, чтобы перечитать своё сочинение, проверить его с точки зрения логики и возможных ошибок.

List of Irregular Verbs

be [bi:]	was/were [wɒz]/[wɜ:]	been [bi:n]	быть
beat [bi:t]	beat [bi:t]	beaten [bi:tn]	бить
become [bi'kʌm]	became [bi'keɪm]	become [bi'kʌm]	становиться, являться
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	начинать
bend [bend]	bent [bent]	bent [bent]	гнуть
bet [bet]	bet [bet]/ betted	bet [bet] / betted	держать пари
bind [baɪnd]	bound [baʊnd]	bound [baʊnd]	связывать
bite [baɪt]	bit [bɪt]	bitten ['bɪtn]	кусать; жалить
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дуть
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	ломать
broadcast ['brɔ:dkɑ:st]	broadcast ['brɔ:dkɑ:st]	broadcast ['brɔ:dkɑ:st]	транслировать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить
build [bɪld]	built [bɪlt]	built [bɪlt]	строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	жечь, гореть
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать
can [kæn]	could [kʊd]		мочь
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	схватить, поймать
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzən]	выбирать
come [kʌm]	came [keɪm]	come [kʌm]	приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	стоить
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать
do [du:]	did [dɪd]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать
dream [dri:m]	dreamed/ dreamt [dremt]	dreamed/ dreamt [dremt]	мечтать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить
drive [draɪv]	drove [drəʊv]	driven ['drɪvən]	водить (<i>машину и т. п.</i>)
eat [i:t]	ate [et]	eaten ['i:tn]	есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падать
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	драться, сражаться
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
fly [flaɪ]	flew [flu:]	flown [fləʊn]	летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забывать
forgive [fə'grɪv]	forgave [fə'geɪv]	forgiven [fə'grɪvn]	прощать
freeze [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	замерзать
get [get]	got [gɒt]	got [gɒt]	получать

give [gɪv]	gave [geɪv]	given ['gɪvɪn]	давать
go [gəʊ]	went [went]	gone [ɡɒn]	идти, направляться
grow [grəʊ]	grew [gru:]	grown [grəʊn]	расти
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вешать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	прятать
hit [hɪt]	hit [hɪt]	hit [hɪt]	ударять
hold [həʊld]	held [held]	held [held]	держать, содержать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	причинять боль
keep [ki:p]	kept [kept]	kept [kept]	держать, содержать
know [nəʊ]	knew [nju:]	known [nəʊn]	знать
lay [leɪ]	laid [leɪd]	laid [leɪd]	положить, класть
learn [lɜ:n]	learned/learnt [lɜ:nt]	learned/learnt [lɜ:nt]	учить
leave [li:v]	left [left]	left [left]	уезжать, покидать, оставлять
lead [li:d]	led [led]	led [led]	вести
let [let]	let [let]	let [let]	позволять, давать
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежать
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять
make [meɪk]	made [meɪd]	made [meɪd]	делать, изготавливать
mean [mi:n]	meant [ment]	meant [ment]	значить, иметь в виду
meet [mi:t]	met [met]	met [met]	встречать
put [put]	put [put]	put [put]	класть
read [ri:d]	read [red]	read [red]	читать
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	ездить (<i>верхом на лошади, на велосипеде</i>)
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	звонить
rise [raɪz]	rose [rəʊz]	risen ['rɪzn]	подниматься
run [rʌn]	ran [ræn]	run [rʌn]	бегать
say [seɪ]	said [sed]	said [sed]	сказать
see [si:]	saw [sɔ:]	seen [si:n]	видеть
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	искать
sell [sel]	sold [səʊld]	sold [səʊld]	продавать
send [send]	sent [sent]	sent [sent]	посылать
shake [ʃeɪk]	shook [ʃʊk]	shaken ['ʃeɪkn]	трясти(сь), дрожать
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	сиять
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	петь
sink [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	тонуть
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkn]	говорить

Условные сокращения

n — noun — имя существительное

pl — plural — множественное число

v — verb — глагол

Aa

ability [ə'bɪlɪti] способность

accurately ['ækjʊrətli] точно

acquainted [ə'kweɪntɪd] знакомый

to get acquainted знакомиться

actually ['æktʃʊəli] фактически

adjust [ə'dʒʌst] приспособлять, пригонять, поправлять

adjustment [ə'dʒʌstmənt] регулирование, исправление

adult ['ædʌlt] взрослый

advanced [əd'vɑːnst] продвинутый, передовой

advanced in year пожилой

agenda*² [ə'dʒendə] повестка дня

although [ɔːl'dəʊ] хотя

amaze [ə'meɪz] изумлять

amazed [ə'meɪzd] изумлённый

amazement [ə'meɪzmənt] изумление

amazing [ə'meɪzɪŋ] изумительный

ancestor* ['ænsəstə] предок

anniversary* [ˌæni'vɜːsəri] годовщина

anyhow ['enihaʊ] так или иначе

applicant ['æplɪkənt] кандидат, претендент

application [ˌæplɪ'keɪʃn] заявление, заявка

apply [ə'plai] обращаться, подавать заявление

archbishop* [ˌɑːtʃ'bɪʃəp] архиепископ

arrange [ə'reɪndʒ] располагать, приводить в порядок

arrangement [ə'reɪndʒmənt] расположение, приведение в порядок; соглашение

artefact* [ˌɑːtɪfækt] артефакт

as [əz] поскольку

artist [ˌɑːtɪst] художник

at the first attempt с первой попытки

attempt [ə'tempt] 1. *n* попытка

2. *v* пытаться

attention [ə'tenʃn] внимание

to draw attention to sth привлекать внимание к чему-л.

to pay attention to sth обращать внимание на что-л.

available* [ə'veɪləbl] доступный

avoid [ə'vɔɪd] избегать

award* [ə'wɔːd] 1. *v* награждать
2. *n* награда

Bb

bachelor ['bætʃələ] бакалавр

badly ['bædli] 1) плохо; 2) очень

bargain ['bɑːɡɪn] сделка, выгодная сделка, выгодная покупка

to make a bargain заключить выгодную сделку

besides [bɪ'saɪdɪz] кроме (*того*)

beetroot ['biːtruːt] свёкла

beneath [bɪ'niːθ] под

Bible (the) ['baɪbl] Библия

bonnet* ['bɒnɪt] капор, чепец, чепчик

bunch [bʌntʃ] пучок, связка, букет

bundle ['bʌndl] охапка

Cc

cactus ['kæktəs] кактус

(*pl.* **cacti** ['kæktai],

cactuses ['kæktəsəz])

call [kɔːl] звать, называть

to call for призывать

to call in зайти к кому-либо

to call out выкрикивать, громко называть

to call up вызывать в памяти

campus* ['kæmpəs] кампус, территория университета, колледжа

captivate ['kæptɪveɪt] захватывать

captivating ['kæptɪveɪtɪŋ] захватывающий

censorship* ['sensəʃɪp] цензура

challenging ['tʃælɪndʒɪŋ] трудный, но интересный, бросающий вызов

chivalry* ['ʃɪvəlri] рыцарство, рыцарское поведение

churchyard ['tʃɜːtʃjɑːd] церковный двор

coal [kəʊl] уголь

collaborate* [kə'læbəreɪt] сотрудничать

¹ В словарь включены лексические единицы, изучаемые в 11 классе.

² Слова, отмеченные звёздочкой (*), не входят в активный вокабуляр учащихся.

commit* [kə'mɪt] совершать (*ошибку, преступление и т. п.*)
complexion [kəm'plekʃn] цвет лица
comprehend [ˌkɒmprɪ'hend] понимать
comprehensible [ˌkɒmprɪ'hensɪbl] понятный
compulsory [kəm'pʌlsəri] обязательный
concern [kən'sɜ:n] 1. *n* отношение, участие, интерес, беспокойство
 2. *v* касаться, беспокоить
confess [kən'fes] сознаваться, признаваться
confession [kən'feʃn] признание
confirm [kən'fɜ:m] подтверждать
confirmation [ˌkɒnfə'meɪʃn] подтверждение
conqueror ['kɒŋkərə] завоеватель
conspiracy* [kən'spɪrəsi] заговор
constant ['kɒnstənt] постоянный
constantly ['kɒnstəntli] постоянно
contain [kən'teɪn] содержать
contemporary* [kən'tempərəi] современный
convince [kən'vɪns] убеждать
convincing [kən'vɪnsɪŋ] убедительный
core* [kɔ:] сердцевина
cowherd* ['kaʊhɜ:d] пастух
creative [kri'eɪtɪv] творческий
creativity [ˌkri:etɪvɪti] творческий потенциал
crescent ['kresənt] полумесяц
cross [krɒs] крест
curriculum [kə'ɪkʃjələm] учебная программа (*pl. curricula, curriculums*)

Dd

deal (dealt, dealt) [di:l] иметь дело
dealer ['di:lə] дилер, торговец
declare [dɪ'kleə] заявлять
deliberate [dɪ'lɪbrɪt] преднамеренный, умышленный
deliberately [dɪ'lɪbrɪtli] преднамеренно, умышленно
delicate ['delɪkət] нежный, слабый, утончённый
delicately ['delɪkətli] осторожно, деликатно
denial [dɪ'naɪəl] отрицание
deny [dɪ'naɪ] отрицать
descendant* [dɪ'sendənt] потомок
disappoint [dɪsə'pɔɪnt] разочаровывать
disappointed [ˌdɪsə'pɔɪntɪd] разочарованный, разочаровавшийся
disappointing [ˌdɪsə'pɔɪntɪŋ] разочаровывающий
dissolve* [dɪ'zɒlv] растворять(ся)
distinguish [dɪ'stɪŋɡwɪʃ] различать, отличать

distinguished [dɪ'stɪŋɡwɪʃt] выдающийся
dive [daɪv] нырять
diverse [daɪ'vɜ:s] разнообразный
diversity [daɪ'vɜ:sɪti] разнообразие
double ['dʌbl] двойной
drown [draʊn] утонуть, утопить
to get drowned утонуть, утопиться

Ee

effort ['efət] усилие
it takes a lot of effort требует больших усилий
employ [ɪm'plɔɪ] нанимать на работу
employee [ɪm'plɔɪi:] служащий
endure* [ɪn'djʊə] выдерживать, переносить
ensure [ɪn'ʃʊə] обеспечивать
entire [ɪn'taɪə] весь, целый
entirely [ɪn'taɪəli] полностью
envy ['envi] 1. *n* зависть, ревность
 2. *v* завидовать, ревновать
estimate ['estɪmeɪt] оценивать
estimation [ˌestɪ'meɪʃn] оценка
eventually [ɪ'ventʃʊəli] постепенно, в конце концов
exhibit [ɪɡ'zɪbɪt] 1. *n* 1) выставка; 2) экспонат 2. *v* выставлять, показывать
exhibition [ˌeksɪ'bɪʃn] выставка
explode [ɪk'spləʊd] взрываться
explosion [ɪk'spləʊʒn] взрыв
explosive [ɪk'spləʊsɪv] взрывчатый
extravagance [ɪk'strævəɡəns] расточительность
extravagant [ɪk'strævəɡənt] расточительный

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Ff

fair [feə] ярмарка
faith [feɪθ] вера, религиозная вера
faithful ['feɪθfl] верный, преданный
falling-out [ˌfɔ:lɪŋ'aʊt] ссора, размолвка
fare [feə] плата за проезд
fee(s) [fi:] оплата, гонорар
tuition fee плата за обучение
flat [flæt] плоский
flock [flɒk] стадо, стая
fluent ['flu:ənt] беглый, свободный
footstep ['fʊtstep] шаг, поступь
to follow in sb's footsteps идти по чьим-то стопам
forehead ['fɒrɪd] лоб
frankly ['fræŋkli] искренне

Gg

gain [geɪn] получать
games console* ['geɪmz ˌkɒnsəʊl] игровая приставка

gasp* [gɑ:sp] задыхаться
glorious ['glɔ:riəs] величественный
glory ['glɔ:ri] величие
governor ['gʌvnə] губернатор
gush* [gʌʃ] хлынуть

Нh

harvest* ['hɑ:vɪst] 1) урожай;
 2) время сбора урожая
herd [hɜ:d] стадо
hire ['haɪə] нанимать
honest ['ɒnɪst] честный
however [haʊ'evə] тем не менее, как бы то ни было
hydrogen* ['haɪdrədʒən] водород

Ii

identify [aɪ'dentɪfaɪ] определять
identification [aɪ'dentɪfɪ'keɪʃn] установление личности, опознание
identity [aɪ'dentɪti] идентичность, личность
identity card удостоверение личности
image ['ɪmɪdʒ] образ
insist [ɪn'sɪst] настаивать
insistence [ɪn'sɪstəns] настойчивость
insistent [ɪn'sɪstənt] настойчивый
intelligent [ɪn'telɪdʒənt] умный
intend [ɪn'tend] намереваться
intention [ɪn'tenʃn] намерение
intentional [ɪn'tenʃnəl] намеренный
intentionally [ɪn'tenʃnəli] намеренно
itch* [ɪtʃ] чесаться

Kk

kindergarten ['kɪndəɡɑ:tn] детский сад
knight [naɪt] рыцарь
Koran* [kɔ:'rɑ:n] Коран

Ll

ladder* ['lædə] лестница (*приставная*)
last [lɑ:st] длиться
lawyer ['lɔ:jə] юрист
layer* ['leɪə] слой
legal ['li:gəl] законный
linen* ['lɪnɪn] бельё (*постельное, столовое*)
loss [lɒs] потеря
luxurious [lʌg'zjuəriəs] роскошный
luxury ['lʌkʃəri] роскошь

Mm

master ['mɑ:stə] 1. *n* мастер, хозяин
 2. *v* освоить, овладеть (*знаниями*)
masterpiece ['mɑ:stəpi:s] шедевр
matter ['mætə] дело, вопрос

no matter ничего! всё равно!
measure* ['meʒə] 1. *n* измерение
 2. *v* измерять
melt [melt] таять
merchant* ['mɜ:tʃənt] купец
merge* [mɜ:ʒ] сливаться, объединяться
metaphor ['metəfə] метафора
miracle ['mɪrəkl] чудо
miraculous [mɪ'rækjʊləs] чудесный
modify* ['mɒdɪfaɪ] изменять, модифицировать
mosque [mɒsk] мечеть
mutual ['mju:ʃuəl] общий, взаимный

Nn

nanny* ['næni] няня
nevertheless [ˌnevəðə'les] всё же, несмотря на, однако
nursery ['nɜ:sri] детская
nursery school детский сад

Oo

occupation [ˌɒkjʊ'peɪʃn] занятие

Pp

pack [pæk] стая
pagoda [pə'ɡəʊdə] пагода
particle* ['pɑ:tɪkl] частица
pattern* ['pætən] схема, узор
pen pal ['pen ,pæl] друг по переписке
phenomenon [fɪ'nɒmɪnən] явление (*pl. phenomena*)
physicist ['fɪzɪsɪst] физик
pick [pɪk] поднимать, подбирать, выбирать
to pick on придирааться
to pick out выбирать
to pick up поднимать, подбирать, забирать кого-либо (что-либо)
pinch* [pɪntʃ] щипок, щепотка
plain* [pleɪn] простой, непривлекательный
plight* [plaɪt] незавидная участь
plumber* ['plʌmə] слесарь
possess [pə'zes] обладать
possession [pə'zesɪn] обладание
possessive [pə'zesɪv] 1) собственнический, склонный к стяжательству;
 2) притяжательный
practice ['præktɪs] практика
practise ['præktɪs] практиковаться
(the) press [pres] пресса
prestigious [pre'stɪdʒəs] престижный
pretend* [prɪ'tend] притворяться
pride [praɪd] стая (*львов*)
profit* ['prɒfɪt] прибыль

progress ['prəʊɡres] прогресс, успехи
to make progress делать успехи
progressive [prəʊ'ɡresɪv] прогрессивный

Qq

quotation* [kwəʊ'teɪʃn] цитата, кавычка
quote [kwəʊt] 1. *n* 1) цитата; 2) *pl* кавычки
2. *v* цитировать
in quotes в кавычках

Rr

rag [ræg] 1) тряпка, лоскут; 2) музыкальное произведение в стиле рэг
recognition [ˌrekəɡ'nɪʃn] 1) узнавание; 2) признание

beyond recognition невозможно узнать
recognizable [ˌrekəɡnaɪzəbl] узнаваемый
recognize [ˌrekəɡnaɪz] узнавать
reduce [rɪ'dju:s] уменьшать, снижать
reduction [rɪ'dʌkʃn] уменьшение, снижение, скидка

reduction on the price скидка
refer [rɪ'fɜ:] относить(ся), отсылать
reference [ˌrefrəns] ссылка
reflect [rɪ'flekt] 1) отражать; 2) размышлять
reflection [rɪ'flekʃn] 1) отражение; 2) размышление

on reflection поразмыслив
release [rɪ'li:s] выпускать, освобождать
relief [rɪ'li:f] облегчение
relieve [rɪ'li:v] облегчать
relieved [rɪ'li:vd] испытывающий облегчение
to feel relieved почувствовать облегчение

remind [rɪ'maɪnd] напоминать
rent [rent] арендовать, снимать, брать внаём
repair* [rɪ'peə] ремонтировать, чинить
research [rɪ'sɜ:tʃ] 1. *n* исследование
2. *v* исследовать

to carry out research проводить исследование
researcher [rɪ'sɜ:tʃə] исследователь
restoration [restə'reɪʃn] реставрация
restore [rɪ'stɔ:] реставрировать, восстанавливать

result [rɪ'zʌlt] 1. *n* результат 2. *v* являться результатом
reveal [rɪ'vi:l] обнаружить, проявить, раскрыть
revelation [ˌrevə'leɪʃn] 1) открытие, раскрытие, 2) откровение
rewarding [rɪ'wɔ:dn] благодарный
rival* ['raɪvl] соперник

roughly ['rʌfli] грубо
rush [rʌʃ] 1. *n* спешка 2. *v* спешить, торопиться

Ss

sailor ['seɪlə] моряк, мореход
salary ['sæləri] заработная плата
salmon* ['sæmən] лосось
satellite* ['sætɪlaɪt] спутник, искусственный спутник

scare [skeə] 1. *n* испуг 2. *v* пугать
scary ['skeəri] страшный, пугающий
scholar ['skɒlə] учёный (*работающий в области гуманитарных наук*)
school [sku:l] 1) школа; 2) косяк, стая (*рыб, китов, дельфинов*)

scientist ['saɪəntɪst] учёный
(*преимущественно в области точных наук*)

search [sɜ:tʃ] 1. *n* поиск 2. *v* искать
secure* [sɪ'kjʊə] надёжный, находящийся в безопасности

separate ['sepəreɪt] разделять
separate ['seprɪt] разделённый, отделённый
separation [ˌsepə'reɪʃn] разделение, отделение

set [set] набор, комплект, ряд
shape [ʃeɪp] 1. *n* форма 2. *v* формировать

in all shapes and sizes всех видов
sincere [sɪn'sɪə] искренний
sincerely [sɪn'sɪəli] искренне
sink (sunk, sunk) [sɪŋk] тонуть, опускаться
(the) so-called ['səʊkɔ:ld] так называемый
speak [spi:k] говорить

to speak for говорить от имени
to speak out высказываться
to speak to 1) отчитать, пожурить;
2) поговорить с кем-либо

to speak up говорить громко
spin* (**spun, spun**) [spɪn] вращаться
spiritual* ['spɪrɪtʃuəl] духовный
steal (stole, stolen) [sti:l] воровать, красть
sticky* ['stɪki] липкий
stir [stɜ:] шевелить(ся)

stir up растревожить, расшевелить
strictly ['striktli] строго
struggle ['strʌɡl] 1. *n* борьба

2. *v* бороться
stuff [stʌf] материал, вещество, вещи
substance* ['sʌbstəns] субстанция, вещество
suit [su:t] подходить, устраивать
suitable ['su:təbl] подходящий
superstition* [ˌsu:pə'stɪʃn] предрассудок
suspect [sə'spekt] подозревать
suspicion [sə'spɪʃn] подозрение

suspicious [sə'spiʃəs] подозрительный

suspicious looking подозрительного вида

swarm [swɔ:m] рой

sword [sɔ:d] меч

synagogue ['sinəgɒg] синагога

Tt

tailor ['teɪlə] портной

tolerance ['tɒlərəns] терпимость, толерантность

torrent* [tɒrənt] поток

touch [tʌtʃ] 1. *n* прикосновение
2. *v* трогать

touching ['tʌtʃɪŋ] трогательный

touchy ['tʌtʃi] обидчивый

treble ['trebl] тройной

trend [trend] тренд, тенденция

trendy ['trendi] модный, стильный

trout* [traʊt] форель

tuition [tju:'ʃn] 1) обучение; 2) плата за обучение

to pay one's tuition оплатить обучение

turn [tɜ:n] очередь

Uu

unannounced* [ˌʌnə'naʊnst] незаявленный

urgent* ['ɜ:ʤənt] срочный, актуальный

Vv

vague [veɪg] смутный, неопределённый

vaguely ['veɪgli] смутно, отдалённо

valuable ['væljuəbl] ценный

value ['vælju:] 1. *n* ценность 2. *v* оценивать

vessel ['vesl] 1) судно; 2) сосуд

Ww

wage [weɪʤ] оплата за работу (*обычно сдельную*)

wedge* [weɪʤ] клин

weep* (**wept, wept**) [wi:p] плакать

wheel [wi:l] колесо

whether ['weðə] ли (*частица*)

widen ['waɪdən] расширять

will* [wɪl] 1) воля; 2) завещание

worth [wɜ:θ] стоящий

worthy ['wɜ:ði] достойный

Вопросы для самооценки

Какие из разделов учебника оказались самыми сложными? Как вы думаете, почему?

При изучении каких грамматических явлений вы допустили ошибки?

Какая лексика требует дальнейшей отработки?

Что могло бы вам помочь лучше справиться с заданиями по говорению? Письму?

Приходилось ли вам при выполнении заданий обращаться за дополнительной помощью к своему учителю? Родителям? В каких случаях?

Использовали ли вы при выполнении заданий дополнительные ресурсы: справочники, Интернет?

Насколько вы довольны своими результатами?

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