

Enjoy 10 English



Student's Book

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Английский язык

**Английский
с удовольствием
Enjoy English**

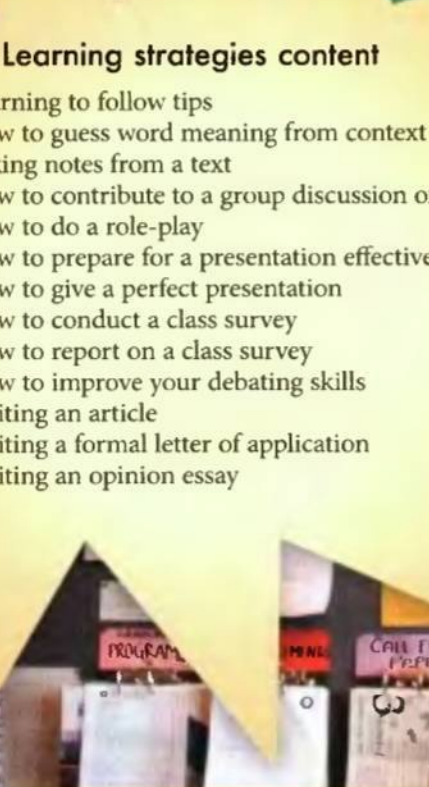
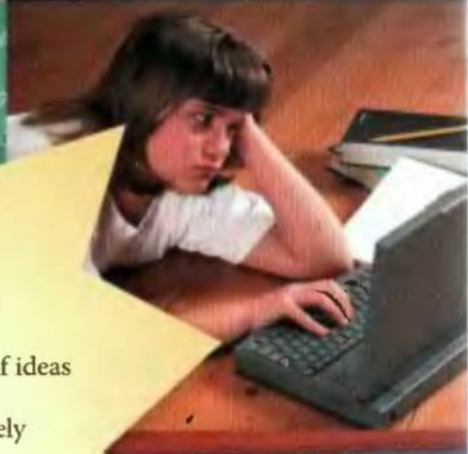
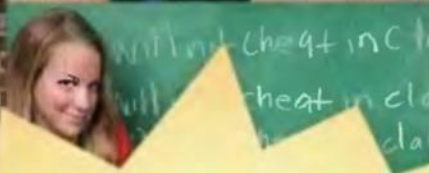
Учебник для 10 класса
общеобразовательных учреждений

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Learning strategies content

- Learning to follow tips
- How to guess word meaning from context
- Taking notes from a text
- How to contribute to a group discussion of ideas
- How to do a role-play
- How to prepare for a presentation effectively
- How to give a perfect presentation
- How to conduct a class survey
- How to report on a class survey
- How to improve your debating skills
- Writing an article
- Writing a formal letter of application
- Writing an opinion essay

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	2 What's in?	Reported speech (Revision) Reporting commands, requests, instructions and suggestions	Group discussion (school uniform) Reporting the results of a class survey (opinions on school uniform) Writing an article Preparing and presenting a fashion show	Items of clothes Words and expressions related to clothes Numerical expressions Words and expressions related to a personal image
	3 Are you keen on sports?	Subjunctive I (<i>I wish + V-ed</i>) Passive voice (Revision) Inversion	Describing a kind of sport Advantages and disadvantages of doing sport (debate)	Kinds of sports Collocations related to doing sports Exotic sports Expressions with <i>as</i>
	4 Where words fail...	Hypothetical situations referring to future or present (<i>If + V-ed + would</i>) Emphatic sentences	Reporting on the results of a survey (Class musical profile) Discussing social functions of music Writing an article ("An anthem of my generation")	Music word web Adjectives to describe different kinds of music Verbs connected with music Collocations related to music
	5 Where does time go?	Clauses of purpose (<i>to / in order to</i>)	Pair discussion (prioritising daytime activities) Writing an informal letter of advice Group discussion (designing an ideal timetable)	Time expressions and collocations with <i>time</i>
	Progress check			

Unit	Section	Grammar focus	Function	Vocabulary
2 <i>Talking on family matters</i> Page 54	1 Exploring your family	Pronunciation focus: Word stress in multi-syllable words	Exploring and discussing family history Expressing attitudes to different kinds of stories Reading for gist / specific information Listening for specific information Telling a family story	Adjectives used to describe family stories Collocations related to a family's history Phrasal verbs
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	3 What makes a family happy?	Unreal past conditionals (Conditional III) (Revision)	Listening for gist Making notes Discussing happy / sad / boring moments in groups Reading for gist / detail Discussion: expression preferences (for and against extended families) Writing short stories describing real life situations	Kinds of families Collocations related to family relationships
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	Progress check			

Unit	Section	Grammar focus	Function	Vocabulary
3 Civilisation and progress Page 86	1 Learning from the past	Modal verbs: expressing degrees of probability in the past Comparative and superlative forms of adjectives (Revision) + qualifying adverbs	Reading for gist / detail Talking about discoveries: expressing opinions (in groups), giving reasons, summarising, comparing Expressing suppositions referring to the past Listening for gist / making notes Reading for gist / specific expressions Talking about ancient civilisations: Supporting your view, giving examples, accepting reasons, agreeing / disagreeing Making a presentation Writing a composition	Vocabulary to speak about discoveries Words often confused Parts of human face (Revision) Words to express size <i>Do vs make</i>
	2 Progress and development	Mixed Conditionals (Type 3 / Type 2 conditionals)	Reading for gist / specific expressions / text analysis Writing a description of an invention Discussing inventions Prioritising Listening for gist / detail Talking about human dependence on technology Writing an opinion essay Talking about human impact on the Earth Talking about the moral aspects of technological development Problem-solving (a new prize proposal)	Word formation: noun suffixes <i>-ence, -ance, -ity, -ty</i> Vocabulary to speak about technological development International words
	3 Man-made wonders of the world	Infinitive vs <i>V-ing</i> form (Revision) + with change of meaning	Group discussion Making suppositions about the past Listening for gist / detail / making notes Collecting information Talking about a local man-made wonder Writing a description of a man-made wonder	Verbs to describe creating / constructing (Revision)
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	Progress check			

Unit	Section	Grammar focus	Function	Vocabulary
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	2 From here to there	Linking words and expressions	Describing the route / the way somewhere Describing a picture Sharing your personal experience as a traveller	Prepositions with means of transport The meaning of <i>mind</i>
	3 Manners make the man	Ways of forbidding things	Agreeing on a set of class rules of behaviour Small talk	Words and expressions related to norms of public behaviour
	4 Culture shock		Basic Politeness Rules (putting things mildly) Role-plays	Words and expressions related to culture shock
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Условные обозначения

CG — Cultural guide



— текст для аудирования



— работа в парах



— работа в группе



— задание повышенной сложности



— работа с интернетом

UNIT 1

Start anew

Section 1

Start anew



- 1** Fill the schoolbag with your expectations and worries. Walk round the room and read what others have noted in their bags. What do they say?

Example: I expect to learn a lot of new English words. I am worried about having to take tests.



- 2** Read through the list of reasons why students go to school. Now rate the reasons according to those most and least important to you (1–11).

to acquire general knowledge
to get prepared for a future job
to meet other young people
to train your memory
to learn something you will never use
to find out what you are really interested in
to please your parents
to test your intelligence
to learn how to study
to have fun
to learn discipline

- 3** Work in groups of four. Compare your ratings and say what the most / least important reasons in your group are. See "How to contribute to a group discussion of ideas" in "Learning strategies" (page 169).

Dialogue vocabulary

Most of us think that the main reason for going to school is...

We all agree that...

Some people believe that... is more important.

There was one person who said that...

Among the least important reasons was...

- 4** Work in pairs. Discuss these questions.

- 1 Why do schoolchildren in our country change schools?
- 2 Have you ever changed schools? If yes, when and why?
- 3 How did you feel when you moved from primary to secondary school?
- 4 What is your feeling now that you have changed schools?

- 5** Read the extracts from Wendy's diary. Are the statements below true (T) or false (F)?

Day 1

I've just moved from middle school to high school and from a private one to a public one. Overnight, I was transformed from the oldest, most experienced student in the school into the youngest, greenest newcomer. Lots of things are confusing, like my schedule. I got lost today trying to find art class. And where is my maths class? Miles away from here...

Day 2

So it's been great to lose that horrible uniform and wear jeans for a change, but there is much more to it than that. It's been hard to make friends quickly. What I miss most is knowing everyone – we were all so close. We had been together for 9 years!

Day 3

I do miss my school a lot. Even the food was better. We had more variety, and there was that delicious pizza every Friday!!! There were fewer students in my previous school and not so many troublemakers. Here I feel terribly lonely. No one pays any attention to me. I wish I had stayed there!

Day 4

Today was full of surprises. My elective subject is team sports. I had chosen it because I had expected that there would be lots of other girls in it. I turned out to be VERY wrong. There were only five other girls and about 30 boys! But this has actually turned out to be good. I've become friends with many of the boys from my class.

Two months later

I've nearly completed a semester of public school. It's still very hard. I'm getting C's (CG) on my report card for the first time ever. But I like it much better than private school. Public school doesn't mean it's easier. The homework is a bit easier but the tests are definitely harder.

	T	F
1 Wendy thinks nothing has changed much in her life.		
2 She feels it's hard to find her way in a new place.		
3 She has to wear a school uniform in the new school.		
4 She feels fine about not knowing her new schoolmates.		
5 She spent nine years in the previous school.		
6 There are more children in her new school.		
7 The discipline is better in the new school.		
8 She didn't expect to make friends in team sports.		
9 She used to get better results in the previous school.		
10 She is getting used to the new school.		



6 Work in pairs. Read the dictionary definitions of the words and phrases from the text and do the tasks below:

a) Translate the words and phrases into Russian.

Is it easy to do? Why or why not?

b) Decide whether Wendy comes from the UK or the USA and how old she is. Explain why.

Middle school — 1 a school in the UK for children between the ages of 8 and 12, after they leave primary school. 2 a school in the US for children between the ages of 11 and 14, after they leave elementary school.

High school — 1 in the UK, a school for children between the ages of 11 and 18. 2 in the US, a school for children between the ages of 14 and 18.

Private school — a school providing education that the children's parents pay for directly.

Public school — 1 BrE an expensive private school where students usually live as well as study. 2 AmE a school that is controlled and paid for with government taxes.

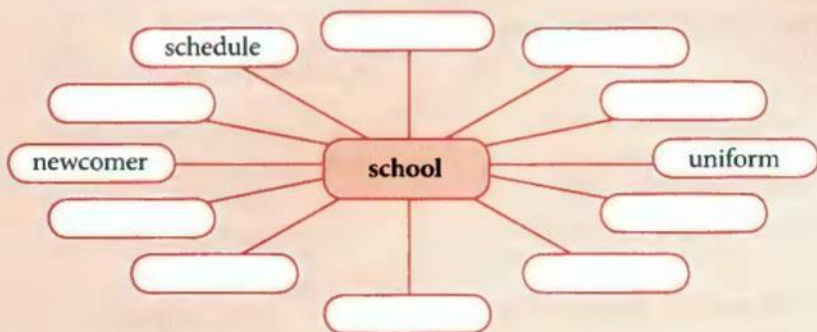
Elective subject — AmE a course of study that you choose to do, rather than one that you must do.

Semester — one of the two periods of about 18 weeks that the school year is divided into in some countries, for example, the US.

Report card — AmE a document written by a teacher giving details of a student's progress in school.

A, B, C — marks given to assess a student's work, indicating its quality: highest (A), good (B), or average (C).

- 7 Complete the word web with the words from Ex. 6 and the text in Ex. 5. Use your Workbook.



- 8 Work in pairs. Use the words from the word web to compare Wendy's school with your school. Make up 2–3 sentences.

Example: In Wendy's school they don't have to wear a school uniform but in our school we do.

- 9 Work in pairs. Tell each other about the best / worst thing that happened to you on the first day at school this year.

- 10 Listen to three teenagers talking about their experiences on the first day at school and decide which of the speakers:

- 1 didn't know anyone in the school _____
- 2 mentioned some strict school rules _____
- 3 felt nervous on the first day at school _____
- 4 liked the food in the new school _____
- 5 didn't like the school uniform _____



- 11 Listen again and make notes in the table. Use your Workbook.

On the first day at school	Jane	Chris	John
The <i>best</i> thing on the first day			
The <i>worst</i> thing on the first day			

- 12 Work in pairs. Complete the sentences about yourself and share your ideas with your partner.

Like (a name / names) I...

Unlike (a name / names) I...

GRAMMAR FOCUS: PRESENT PERFECT (REVISION)

See "Grammar reference" (page 180).

- 13 Use the words below to make up sentences about Wendy. Consult the rules in the "Grammar reference" if necessary.

- 1 Wendy / just / move / a new school.
- 2 She / already / make / lots of friends.
- 3 She / get lost / first day / school.
- 4 She / be / new school / two months.

14 Do the tasks below:

a) Ask your classmates questions and find someone who:

- 1 has had their school bag for the longest period of time.
- 2 has changed schools most often.
- 3 has ever learned another language.
- 4 has made new friends this year.
- 5 has read some good books lately.

Example: How long have you had this school bag?

b) Report what you have found out about your classmates.

**PRONUNCIATION FOCUS: STRONG
AND WEAK HAVE**



15 Read the rules, listen to the sentences and mark **strong** and **weak have**. Then practise saying the following sentences.

Have is strong if it stands alone without a main verb. It is weak in the question form.

Have is often contracted ('ve) in statements if it is followed by a main verb.

- 1 Have you just finished your work?
- 2 They haven't lived here for years.
- 3 She's worked in the bank for five years.
- 4 Would you like something to eat? — I have just had something to eat.
- 5 I've worked hard this week.
- 6 It has rained a lot this year.
- 7 We haven't seen her today.
- 8 They've seen that film six times.
- 9 It has happened several times already.
- 10 Have you got a spare pen? — I don't think I have.
- 11 We've eaten at that restaurant many times.
- 12 Has he just left?
- 13 Someone has eaten my soup!
- 14 She's studied Japanese, Russian and English.



16 Read what these students say about their schools and choose the best options to define the words in bold.

1 a "boarder" is a student who...

- a) lives at school
- b) suffers at school

2 "to be homesick" means:

- a) to want to go out
- b) to miss one's home

My school is very far from the place where I live so I have to use public transport to get there. But I'm glad I'm a day student and come home every day. A friend of mine is a **boarder** and she is often **homesick**.



1 "bright" means:

- a) enthusiastic
- b) intelligent

2 "scholarship" means:

- a) money an organisation gives you so that you can study at a school
- b) money you earn

In our school if you are particularly **bright**, you are offered a **scholarship**.

In my school class sizes are very large, which results in some students **being left behind** or almost ignored. Every student would get more attention if classes were smaller.

"to be left behind" means:

- a) to be as good as all the others
- b) to be slower than others



Because my school doesn't have a uniform, students do not really feel they have a school identity and so they simply don't care. I'm sure a **compulsory** uniform would help us develop more pride in our school.

If something is "compulsory",
a) you can choose whether to do it or not.
b) you must do it.

17 Match the words in two columns to get meaningful word combinations.

1 make	a) uniform
2 report	b) student
3 bright	c) to a school
4 elective	d) friends
5 be	e) identity
6 be	f) from parents
7 school	g) card
8 compulsory	h) subject
9 belong	i) left behind
10 note	j) homesick

18 Choose 3–5 word combinations to make sentences about yourself. Write them down, then go round the class to find the students who have ideas similar to yours. Report your findings to the class.

19 Work in groups. Do the following tasks.

- a) Look at the pictures and give your ideas: *What was the school like 100 years ago?*
- b) Make a list of your ideas. Share them with the rest of the class.



Children sat at desks arranged in rows. Each desk had an inkwell and a groove for keeping a pen.

20 Read an extract from the book *When I was young or Early 20th century* and tick the things described in the text. Select and read the sentences aloud that explain your answers.

1	how the children got to school	
2	school uniform	
3	the size of the school	
4	the school's discipline	
5	inviting parents to school	
6	the cost of education	
7	the area around the school	
8	what they learned at school	
9	the food they ate at school	
10	the kind of a teacher they had	

Glossary

cane — a stick used for punishing children in school
 prayer — the words that someone says when they are speaking to God
 sand tray — поднос с песком
 dip pen — перьевая ручка
 ink — чернила
 sew — шить
 knit — вязать
 coal — уголь

As soon as we were old enough to go to school, we walked there by ourselves. We were lucky since the school wasn't far from our house. Some children had to walk a mile or more to get there.

There were three classrooms: one for the smallest children, one for the middle class and a big room for the oldest children. The headmaster, Mr Andrews, taught the oldest children. He was very strict. No talking was allowed. If you were bad, you had to come out and stand in front of the whole class. If it was really serious, you had to hold out your hand for the cane. It didn't hurt too much.

The schoolyard was divided by a wall. The girls came into school by the garden gate and the boys by the main gate. It was funny really. Although boys and girls were taught in the same class, we played in separate playgrounds with that wall between us.

We started the day in the big room. We sang a hymn and said a prayer. The little children learned to write by drawing their letters in a sand tray. When you were older, you used dip pens with ink. I remember we had to learn our tables by heart and recite poetry. We did modelling with dark-green plasticine, and the older girls learned to sew and knit.

There were no school lunches. We went home for ours, but children who lived too far away brought theirs to school. In winter, Mr Andrews made a hot drink and the children sat round the coal fire in the schoolroom to eat.

21 Read the text. Find where the following words appear in it. Use the words in your own sentences.

walk	prayer	tables
talking	sand	lunches
hand	ink	coal

Example: The children walked to school because it was not far from their home.

22 Fill in the gaps in the text with the right forms of the words from the box.

can have grow stay need be
learn go be try begin



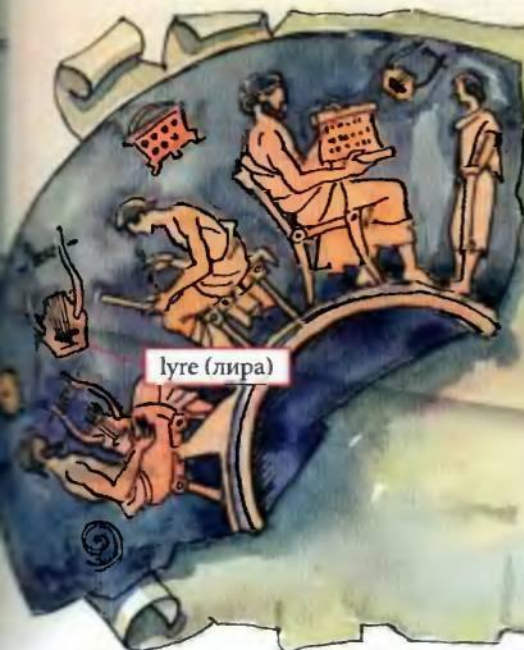
Most Greek children never (1) ... to school at all. Girls, to begin with, always (2) ... with their mothers until they were married, either at home or working in the fields. Slaves, whether boys or girls, also (3) ... not go to school, and many children in ancient Athens [CG] and Corinth [CG] and other Greek cities (4) ... slaves. Any boy who was poor, even if he was free, could not go to school either since his family could not afford to pay the teacher, and besides they (5) ... the boy's work at home. There (6) ... no public schools.

Still, people who could spare the money (7) ... to send their boys to school, because without learning to read and write and generally becoming educated, boys could not hope to participate in politics when they (8) ... up.

Greek schools were small. They (9) ... only one teacher and about ten or twenty boys. Boys (10) ... going to school when they were about 7 years old, and went until they were about 13.

In school, boys (11) ... to read and write, and also memorised large amounts of Homer's *Iliad* and *Odyssey* [CG]. They learned to play the lyre and the pipes, and to sing.

pipes
(двойная дудка)



lyre (лира)

23 At home talk to the oldest person in your family to find out what school was like in the time of their youth. Use the points below to guide you.

- Location of the school
- How the students got there
- Class size
- Classrooms
- Discipline
- Subjects
- After-school activities
- School uniform
- School dinners

Make notes and prepare to present your ideas to the class.

- 24** Look again at the school bag you filled in Ex. 1. What worries of yours are the most common in the class?

- 25** Listen to a teenager talking to a psychologist about her problem and from the following list choose the reason why she feels stressed.

- 1 She hasn't chosen her future profession yet. —
- 2 She can't organise her time effectively. —
- 3 She is worried about her exams. —
- 4 She has problems understanding her school subjects. —



- 26** Listen to the first part again and complete the features of stress.

- 1 ... ness
- 2 change in ...
- 3 aches and ...
- 4 ... problems
- 5 itching and ...
- 6 feeling ...
- 7 ... attacks

- 27** Work in pairs. Discuss whether you and your partner have similar problems.

Dialogue vocabulary

Would you mind telling me...?
 Could you tell me what...?
 I normally...
 I usually...
 And what about you?
 Oh dear!
 That's a pity.
 Oh no!
 I see.
 Really?
 What can I do to be...?
 How do I know if...?

- 28** Listen to the second part of the recording. Write down the psychologist's advice under the following headings. Use your Workbook.

While revising:	Me
1 Sleep:
2 Food:
3 Physical exercise:
4 Rest:
5 Revising:
While taking the exam:	
1 Instructions:
2 Breathing:
3 Panic:
4 Guessing:

- 29** Work in pairs. Look through the psychologist's advice again and put a tick (✓) by the tips you follow and a cross (X) by the ones you never do. Work with a partner and find out whether his / her habits are similar to yours.

30 Listen to the last part of the recording and identify the major advice given by the psychologist. Then put these words in their correct order.

the your don't the be world. pass of
exam you it won't If end

31 Work in groups and agree or disagree with the psychologist's advice. Give your reasons and explanations.

32 Work in pairs. Read the jokes and give them a title. Then translate them into Russian.

If you are given an open book exam, you will forget your book.

If you are given a take-home test, you will forget where you live.

Vital papers will demonstrate their vitality by moving from where you left them to where you can't find them.



Mini-project: Start anew

33 Work in groups of 3–4. Do the tasks:

a) Read through the ideas and decide on 2–3 points to speak about:

- your expectations at the beginning of the school year
- your worries at the beginning of the school year
- your feelings during the first day at school
- things you like about school
- things you dislike about school and what can be done about them
- what your school was like in the past

b) Discuss the points you have chosen and make notes.

c) Make a poster with the ideas you have discussed. You can draw pictures and use photos to illustrate what you want to say.

d) Give your presentations.

See "How to give a perfect presentation" in "Learning strategies" (page 170).



Section 2 What's in?

WORD FOCUS

34 Look at the photos and label the items of clothing the students have on.



35 Work in pairs and take it in turns to describe the students in the pictures. Let your partner guess which person you described.

Dialogue vocabulary

This picture shows...
In the picture we can see...
He / She has... and ... on.
He / She is wearing...
He / She also has...
The colours are...
It looks like...



36 Work in pairs and discuss these questions. Make notes of your answers.

- 1 What country did the school uniform originate in?
- 2 Do all countries have national policies about school uniforms?

- 3 In what country was a military-style uniform introduced?
- 4 For what reasons was a uniform introduced in some countries?
- 5 Why is the school uniform becoming popular in the USA?



37 Listen to the introduction of a show on school uniforms and check your responses in Ex. 36.



38 Listen to the recording again and discuss the following questions in pairs. Report your ideas to the class.

- 1 In what country is the approach to the school uniform more reasonable? Why do you think so?
- 2 Why do you think there are so many arguments about school uniforms?
- 3 In your opinion, can a school uniform help to solve discipline problems? Why? / Why not?

39 Match the words with the definitions and translate them.

1 dress code	a) to support a person or an idea that your believe is right
2 to take away	b) a set of rules about what you should wear
3 to go ahead	c) to stop yourself from showing your feelings
4 to suppress	d) a symbol that represents an organisation or company
5 in favour of	e) the name that a company chooses for its product
6 to back	f) to remove something
7 logo	g) simple in design with no decoration
8 plain	h) extremely fashionable
9 brand name	i) to continue to do something
10 trendy	j) to support something / someone



40 Work in two groups. Students from group A read Text A and fill in the information in the following table. Students from group B do the same with Text B. Use your Workbook.

Teenagers protest over school uniform

Students at Trinity College [CG] in Royal Leamington Spa [CG] on October 10 boycotted [CG] their first lesson in protest over the introduction of a uniform. The students were surveyed and voted to retain the existing **dress code** allowing them to wear their everyday dress. The school governors, however, sent parents a letter informing them that a school uniform would be compulsory for the new school year in September. One of the protestors, a 15-year-old girl said, "They will destroy the wonderful atmosphere of our school. They will **take away** our individualism if this **goes ahead**." Another student said, "They are just ignoring the views of everybody: parents, students and staff. When they asked us last May whether we wanted uniforms, most people said no. Quite a few parents agree with this protest." Head teacher Catherine Fields said a lot of the clothing that the students were wearing was not suitable for school. She added that she did not believe that a uniform **suppressed** anyone's individuality.

B

Students demand dress code

A survey of students at Wilma Comprehensive School [CG] in Wheldrake, York [CG], produced a 2 to 1 vote **in favour of** a dress code at the school for the first time in its 15-year history. A survey of parents also **backed** the idea. The school has 800 students aged between 6 and 17. The new uniform was officially launched by the school in September. Students wear a polo-shirt or a T-shirt, both with the school **logo**. There are no rules for jackets, trousers and shoes, and jeans are not banned — but students are asked to wear **plain** colours and to avoid **brand names**.

The head teacher has said, "Many parents cannot afford to buy the **trendy** clothes their children want to wear at school. Last school year a group of 9-years told me that there was some bullying around who was wearing what kind of clothes and whether they were brand name or not. They thought that some kind of uniform would help to stop it."

Questions	Text A	Text B
1 Were the students invited to express their opinion?		
2 Did the students support the idea?		
3 Did the parents support the idea?		
4 What arguments did they give to support their opinions?		

- 41** Form pairs A-B and ask each other questions to fill in the remaining column in your tables. Use your Workbook.

- 42** In groups of 3-4 discuss the questions and report your ideas to the class.

- 1 Do you agree that a uniform suppresses students' individuality?
- 2 What do you think students should wear at school? Why?
- 3 Who should decide what to wear / whether to wear uniform? Why do you think so?
- 4 Should a school uniform be fashionable?



- 44** Write an article expressing your opinion about school uniforms. See "Writing an article" in "Learning strategies" (page 173).

Mini-project: School survey

- 45** Work in groups of 3-4. Conduct a school survey about the introduction of a uniform at your school. Use the following guidelines:

- 1 Write down the questions you would like to ask your schoolmates about uniforms.
- 2 Prepare questions for parents / teachers.
- 3 Decide how many people you are going to ask and who will do the asking.
- 4 Conduct a survey.
- 5 Collect and summarise the results.
- 6 Prepare a brief report on your findings. It can be a presentation or a poster.

See "How to conduct a class survey" in "Learning strategies" (page 171).

- 43** Work in pairs. Put the ideas from the box in two categories:

- (+) What's good about a school uniform?
(-) What's bad about a school uniform?

Add your own ideas. Use your Workbook.

- discrimination because of clothes
- sense of belonging to a school
- being proud of your school
- opportunity to express your individuality
- having your own style
- competition in dress at school
- not everybody can afford trendy clothes and brand names
- everybody looks the same
- some fashionable clothes may distract some students from their study
- opportunity to show that you have something more to you than just your clothes



Dialogue vocabulary

The majority of students in our class...
It is quite common for girls...
Boys tend to...
Not many students think...
Very few students believe that...
Nobody supports...
The most popular argument for / against...
is...

GRAMMAR FOCUS: REPORTED SPEECH (REVISION)

- 46** Find in the texts (from Ex. 40) sentences in direct speech and change them into reported speech. See "Grammar reference" (page 180).

- 47** Yesterday a group of students from Britain visited Kate's school. Kate and her friends asked them some questions. Change the questions into reported speech.

- Where are you from?
- What places in Russia have you visited?
- What in Russia impressed you most?
- Where do you want to go?
- Do you like Russia?
- How long are you going to stay here?



- 48** Turn these sentences into direct speech.

The teacher said that a new uniform was going to be introduced in our school the following year. He told us that a discussion was planned to decide what it would look like. He suggested that we should take part in it if we wanted our opinions to be heard. He thought students had a lot of ideas that would help make a new uniform look nice and fashionable.

GRAMMAR FOCUS: REPORTED COMMANDS, REQUESTS, INSTRUCTIONS AND SUGGESTIONS

- 49** Read and remember.

- To report commands, requests, and instructions, we use **tell / ask + sb + (not) infinitive**. Other verbs used to report orders and requests in this way are: command, order, warn, advise, invite, forbid.
*Mother **asked** Tom to help her.*
*He **told** us not to be late.*
*The policeman **ordered** him to get out of the car.*
- To report suggestions we use **suggest + -ing** form or **suggest + that sb (should) + infinitive without "to"**. Other reporting verbs used in this way are: insist, recommend, and demand.
*I suggested **going** to the cinema. / I suggested **that we (should) go** to the cinema.*

- 50** Turn the following sentences into reported speech using the words in brackets.

- "I don't care what you say! I'm going to wear this dress and that's that." (girl / insist)
- "Put your hands up." (soldier / command)
- "That's great news! Let's have a party to celebrate." (students / suggest)
- "Don't sit on that chair, it's broken." (granny / warn)
- "You should go to the doctor." (mum / advise)
- "We are organizing a New Year party. Will you come?" (friends / invite)
- "You mustn't go out late." (dad / forbid)
- "Give me all your money!" (mugger / demand)
- "Why don't you take a taxi?" (Mike / recommend)

51 Tell the jokes using reported speech.

All right. Who is this speaking?



Voice

on phone: John Smith is ill and can't attend classes today. He requested me to notify you.

Teacher: All right. Who is this speaking?

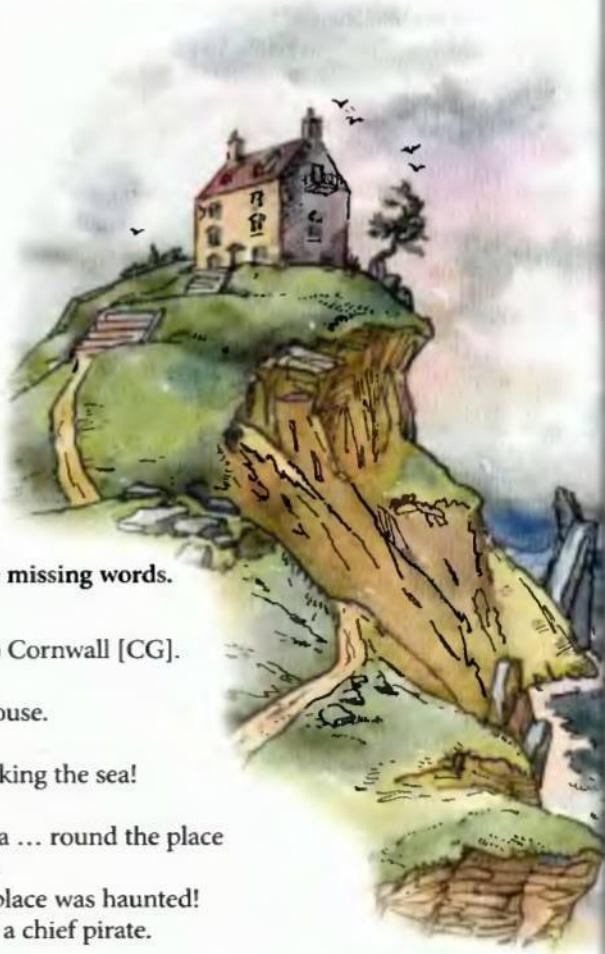
Voice: This is my roommate.

◇ ◇ ◇

John: If the headteacher doesn't take back what he said to me this morning, I'm going to leave the college.

David: What did he say?

John: Leave the college!

**WORD FOCUS: COMPOUND NOUNS****52** Read translate and remember.

15-year history

10-minute break

9-year pupils

3-hour show

5-star hotel

5-day trip

3-level course

2-hour lecture

15-minute presentation

**53** Read and listen to the dialogue. Fill in the missing words.

James: Hi, Clare! How was your weekend?

Clare: Hi! It was fantastic! We went on a ... to Cornwall [CG].

James: Did you? Where did you stay?

Clare: At my aunt's place. She lives in an ... house.

James: Does she? Sounds great!

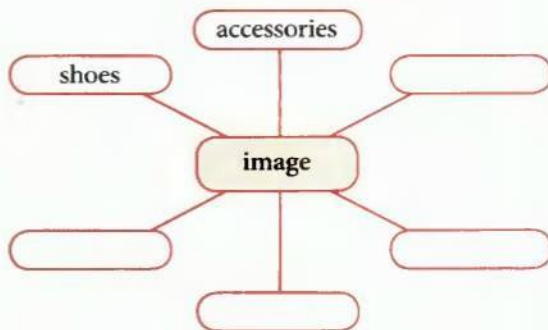
Clare: Just imagine: a ... on a cliff top overlooking the sea!

James: Wow! It must be gorgeous!

Clare: It is gorgeous! My aunt, ..., took us on a ... round the place and told us stories about our ancestors.

James: I wouldn't be surprised if you said the place was haunted!

Clare: It is! My aunt told us it was haunted by a chief pirate.

54 Use 4–5 words from the list in Ex. 52 or that are similar to make your own short dialogues.**55** What things are important for your image? Complete the word web in your Workbook. Work in pairs and compare your webs.

- 56** Work in pairs and discuss the question below.
Explain your opinion.

Which of the things mentioned in Ex. 55 are the most important to you?

Use:

fashionable, stylish, trendy, cool, modern, smart, elegant, neat, up-to-date, out-of-date, look nice, look friendly, look smart, feel comfortable, feel confident, feel independent, be popular, be unpopular



- 57** Listen to the teenagers speaking about fashion and make notes in the second column of the table. Use your Workbook.

Name	Is fashion important to you? Why?	Why do you dress the way you do?	Is it important to you that the clothes match?	Is other people's opinion about your clothes important to you?
Maria				
Peter				
Julia				
You				

- 58** Listen to the interviews again and fill in columns 3–5 of the table. Use your Workbook.

- 59** Answer the questions in the table and then fill in the last line of the table. Use your Workbook. Whose opinion is closer to yours?

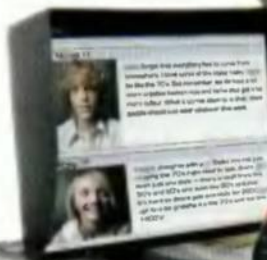
- 60** Look at the pictures and say which clothes the people have on are still in fashion now? Why do you think they are still fashionable?

Example: The jeans in the second picture look quite modern. I think jeans are always in fashion because...



61 Read the text about fashion and choose the best answer for the following questions.

- 1 The text is...
 - a) an article from a fashion magazine.
 - b) a message to an Internet forum.
 - c) a part of an essay about fashion.
- 2 The author wanted to...
 - a) ask for advice about what to wear.
 - b) express his opinion on fashion.
 - c) criticise the style of the 70's.
- 3 The author of the text thinks...
 - a) the clothes young people wear should be original.
 - b) people should always look fashionable.
 - c) clothes should express one's individuality.



Sam, 16

Alright, shall I start from the beginning? Shops today seem to have nothing better to offer than almost exact copies of our parents' clothes. Okay, so the clothes have changed a bit but for the most part they're the same. I refuse to follow this trend without a fight. I like to be creative and original and, most of all, enjoy what I'm wearing. Sorry if I'm offending someone if you like this trend. I'm not saying you're a bad person or anything. But let me exercise my freedom of speech here. Why not get some originality in your life and stop dressing like your parents? Thanks for reading and I hope you'll think twice before buying those bell bottom jeans.

<http://www.im.com/chat>

SEND

62 Read the replies to Sam's message and decide whether the teenagers share Sam's opinion.

Bill, 16



I agree that we're dressing in clothes that look similar to what our parents wore in the 70's, but really they're not the same. And you shouldn't jump to conclusions. It simply means that we like the style. You talk about originality. How original is wearing something you saw your friends or your favourite celebrity wear! In my opinion, that's not being very original. If you want truly original stuff, then buy things and change them yourself. You can make a pair of jeans, a skirt, a long-sleeve shirt, a short-sleeve one and so on. Just keep at it. Someday you'll look at yourself in the mirror and you'll see a completely different person wearing the clothes you like!

Don't forget that everything has to come from somewhere. I think some of the styles today might be like the 70's. But remember, we do have a lot more creative fashion now and we've also got a lot more colour. What it comes down to is that I think people should just wear whatever they want.



Mary, 16

I totally disagree with you! Styles are not just copying the 70's right now! In fact, there isn't even just one style — there is stuff from the 50's and 60's and even the 80's and now. It's hard to define just one style for 2000 and up! And be grateful it's the 70's and not the 1400's!



63 Read the sentences below. Match each of them with one of the messages in Ex. 62.

- 1 Be yourself and change the clothes you have into the things you really like.
- 2 Wear what you want and create something new.
- 3 Enjoy all of the different styles that are possible now.

64 Work in groups of 3–4 and discuss the questions.

- 1 Which idea from the messages above is closest to your own opinion?
- 2 Do you think it is important to look fashionable or different from others? Why?
- 3 What determines a person's style in clothes?
- 4 What can you do to look different from others? Make a list of your ideas.



Mini-project: Fashion show

65 Work in groups. Prepare a fashion show for your class. Use the following guidelines:

- Design 2–3 pieces of fashionable teenage clothing.
- Imagine casual, party and school clothes.
- Remember that the clothes should be fashionable and comfortable and should be suitable for the occasion you recommend them for.
- Prepare a sample, a picture or a poster and decide how to best present your ideas.
- Get ready to present your ideas to the rest of the class.



Section 3 Are you keen on sports?



snowboarding



karate



ice skating



football match



rock climbing

- 66** Work in pairs. Take it in turns to describe a kind of sport you like doing but do not name it. Guess which sport your partner is talking about.

Example: In this sport the players... The winner is the first person / team who manages to... People mostly do it because they... and besides, it is... I personally think that this sport...

Use:

- Who:** player, athlete, participant,...
- Action:** throw, jump, run, fight, ride, dive, climb, throw, play in a team...
- Why:** to be fun to do, to keep oneself fit, to need a bit of excitement, to have a brilliant time, to get the best results, to have fun memories, to develop someone's balance and coordination, to give a real thrill, to feel proud of oneself, to get more organised...
- You:** any personal experience with or attitude to this sport

- 67** Listen to the radio programme and tick the kinds of sports students would like to learn in PE (Physical Education) lessons. Use your Workbook.

basketball	snowboarding	
karate	tennis	
rock climbing	mountain biking	
diving	ice skating	
football	judo	
dance	skiing	
gymnastics	long jump	

- 68** Listen again and answer the questions.

- What do the students who took part in the interview want?
- Why do they want this?
- What reasons do they give to support their opinions?

- 69** Work in groups. Discuss what kinds of sport you would like to introduce as an alternative to PE at your school. Make notes of your discussion and report your ideas to the rest of the class.

Dialogue vocabulary

I think we should have...
 I would want... because...
 I would love... because...
 It would be well cool!!!
 I wish we had lessons on...!
 It's fun to do!
 We need a bit of excitement don't we?

GRAMMAR FOCUS: SUBJUNCTIVE I (I WISH...)

70 Read and remember.

We can use **wish** with the past tense to say that we would like something to be different (i.e. express regret about the present).

I wish + past verb form

*I wish we **had** lessons on football! (We don't have them now.)*

*I wish we **didn't have** such boring PE lessons. (Our PE lessons are boring now.)*

*I wish we **could** have fun in our PE lessons. (We can't have fun now.)*

We sometimes use **were** instead of **was** in this structure, especially in a more formal style.

*I wish I **were** more sporty: I would be healthier then!*

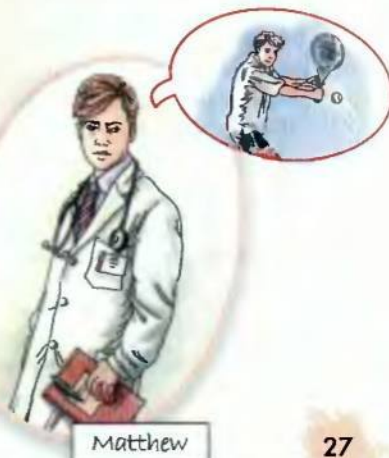


71 Look at the pictures and make sentences expressing people's regrets.
Use the structure from the box above.



Example: The weather is cold and rainy and it's late spring now. I wish the weather were warmer as it is late spring now.

- Ann is at home doing housework and all her friends are outdoors, playing in the playground.
- Lisa is very sad because most of her friends have got new trainers and she hasn't.
- Nikita eats too much pasta and is rather plump. He'd like to weigh less.
- Matthew is a doctor but he wants to be a tennis champion.
- Andrew cannot play basketball but he'd like to be able to.
- Maria doesn't get good marks in PE but she wants to.



72 Complete the sentences. Use your Workbook.

- I wish I could...
 I wish I had...
 I wish I were...
 I wish my best friend were...
 I wish my PE teacher were...



73 Work in pairs and share your answers. Ask questions about your regrets and give each other some advice.

Example:

- You've written that you wish you could play chess well. Why is that?
- I wish I could play chess well because my elder sister always wins and I always lose when we play chess.
- If I were you, I would start taking chess lessons and play more often.
- OK, thank you! That's good advice... Let's see. And you have written that you wish...

74 Read the texts and match them with the pictures. (You have 5 minutes to complete the task.)

A

What on earth is a zorb? To put it simply, a zorb is a large inflatable ball that you climb into and stay inside while you roll down a hill.

There are two different types of zorbs: the dry zorb and the wet zorb. When you ride in the dry zorb, you are securely strapped in and then rolled over the top of the hill. From this point on, you are the passenger on a very exciting ride, rolling and bouncing all the way down the hill!

The wet zorb, however, is a totally different type of ride to the dry one. In the wet zorb, you are not strapped in and are instead encouraged to stand up and run like a hamster in its wheel. The challenge is to remain upright all the way to the bottom of the hill. This may sound easy, so to make it a little harder, try it with some warm soapy water inside. **As soon as** the zorb goes over the top of the hill, you'll be all over the place. You'll feel **as if you were** in a washing machine!

The dry zorb is a lot of fun and is definitely worth trying, but the wet zorb is the best!

(<http://www.extreamedreams.co.uk>)

B

"Kiiking" is an activity that began in Estonia in 1997 and is now becoming increasingly popular. What is it, you ask? Kiiking is when you stand on a trapeze-like swing and attempt to complete a full circle up and over a bar. Not only do you have to go over the cross-bar, but you must go further each time since they lengthen the swing. The challenge then is to see who can do a full circle on the longest swing. Spectators observe the athletes in this competition with wonder, **as** it is fascinating to watch their grace and strength.

Estonians have now increased the record to seven metres. How high do you think you could go if you went kiiking?



Glossary

- inflatable — надувной
 securely strapped — надежно закреплены
 roll and bounce — катиться и подпрыгивать
 upright — стоять или сидеть прямо
 lengthen — удлинять(ся)
 pick up — зд. научиться
 keep attached — удерживать



C

inflatable ball

If you have ever snowboarded or skateboarded, then sandboarding should be easy for you. It has the **same** principle as downhill snowboarding, but instead of travelling across snow, you travel across sand. If you have never done any kind of snowboarding or skateboarding, it is still very easy to pick up.

For a first-time sandboarder, all you really need is the sandboard itself. A sandboard looks a lot like a snowboard and even has similar bindings to keep your feet attached.

To get the best results out of your sandboarding experience, you should do the sport on soft dry sand dunes. Wet sand can make the board stick and this makes for a bad ride. But be careful! Although you are riding on soft sand, accidents can still happen. A helmet is usually a good idea.

(<http://www.extreamedreams.co.uk>)



trapeze-like swing

cross-bar

75 Read the texts again and decide which one... (You have 10 minutes to complete the task.)

- 1 gives advice on safety while doing the activity
- 2 compares the person doing the activity with an animal
- 3 gives examples of two similar kinds of activities
- 4 mentions the competitive nature of the activity
- 5 describes the equipment needed for the activity
- 6 stresses the impression the activity has on spectators
- 7 mentions the country the activity originated in
- 8 says that it is easy to learn how to do the activity
- 9 requires a special type of surface to do it

☐
☐
☐
☐
☐
☐
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☐


76 Work in pairs. Discuss which activity described in the texts you would like to try. Report your ideas to the class giving your reasons.

Dialogue vocabulary

- I think that it would be great to try...
- In my opinion, kiiking would be exciting because...
- If you want my opinion, I'd prefer...
- My view is that riding in a zorb would be... because...

WORD FOCUS: EXPRESSIONS WITH AS

77 Read and remember.

As soon / quickly / much... as — is used for showing comparison

As soon as the zorb goes over the top of the hill, you'll be all over the place.

As if is used for emphasising that something is not true or is not important.

You'll feel as if you were in a washing machine!

as = because

We may use **as** as an alternative to **because** when the reason is already known to the reader.

Spectators observe the athletes in this competition with wonder, as it is fascinating to watch their grace and strength.

Same ... as = exactly like another person, thing or way of doing something.

It has the same principle as downhill snowboarding.

78 Fill in the gaps in these sentences with the **as** expressions from the box.

as if I were as it is as soon as
the same way as

- 1 This exercise is done in absolutely ... the previous one.
- 2 I think people should avoid doing extreme activities ... difficult to know what might happen.
- 3 ... I'm awake, I always do some physical activity to give me a good start to the day.
- 4 After winning our school competition, I felt ... a hero.

79 Work in pairs. Describe an activity you enjoy doing. Use expressions with **as**. Follow the steps:

- a) say what the activity involves
- b) say what you feel while doing it
- c) say why you like it
- d) compare it to another activity

GRAMMAR FOCUS: PASSIVE VOICE (REVISION)

80 Complete the following text with the correct active or passive form of the verb in brackets. Pay attention to the tense of the verb. See "Grammar reference" (pages 181 and 183).

The Olympic Games

The first record of the Olympic Games dates from 776 BC but it is likely that many competitions (1) ... (hold) before then. The modern Olympic Games (2) ... (begin) in 1896. America (3) ... (host) the modern Olympics 4 times, Australia twice, and in 1980 it (4) ... (be) Moscow that (5) ... (host) the Summer Olympic Games. No Olympics (6) ... (hold) in 1916, 1940 and 1944 because of war. The Winter Olympics (7) ... (begin) in 1924, originally the same year as the summer competition, but now (8) ... (hold) on alternate years. The Olympic Games (9) ... (change) over time and (10) ... (regulate) by the International Olympic Committees [CG]. Almost every sport, from archery to yachting, (11) ... (include) in the Games and it (12) ... (continue) to be the world's largest sports event.



81 Work in groups. Make a list of actions that are normally done at a sports centre or a stadium.

Example: Tennis matches are held at a sports centre.



Use:

- to hold matches
- to score points
- to set records
- to welcome spectators / athletes
- to organise competitions
- to award prizes
- to invite spectators
- to demonstrate good results
- ...

a) Develop your ideas. Mention who does these activities, how often they are done, where they are done and why.

b) Write a short paragraph describing your local sports centre. Compare your description with others in the class.



GRAMMAR FOCUS: INVERSION

82 Read and remember.

Quite often in English, certain expressions with a negative meaning are placed at the beginning of a sentence. English speakers do this to stress the point they want to make. This usually makes what the speaker is saying more striking, original or surprising in some way. In order to make such a statement, inversion (обратный порядок слов) is necessary.

Not only do you have to go over the cross-bar, **but** you must go further each time since they lengthen the swing.

Вы **не только** делаете полный оборот вокруг горизонтальной оси, **но** и продолжаете крутиться дальше, поскольку качели с каждым разом удлиняются.

The same rule applies to:

rarely, seldom — редко, изредка

scarcely, hardly — только, едва ли, едва

never, never before — никогда, никогда раньше

no sooner — не раньше чем

83 Translate these sentences into Russian.

- 1 Not only did we win the match, but we also gained very warm support from our fans.
- 2 No sooner had I entered the gym when the PE lesson began.
- 3 Rarely do we see such exciting football matches!
- 4 Scarcely had we finished playing the second round when the bell rang for afternoon classes.
- 5 Never before had I seen such an impressive performance as there was during this tennis championship.
- 6 Seldom do we walk on such green grass!

PRONUNCIATION FOCUS: SENTENCE INTONATION

84 Listen to the sentences and practise saying them. Pay attention to sentence stress and intonation.

Mini-project: Debate

85 Work in groups. Discuss the advantages and disadvantages of doing a sport and decide whether it is worth doing it or not. Use the following steps:

a) Sort out the ideas from the following boxes and place them into two groups. Use your Workbook.

Advantages	Disadvantages
...	...



Keeps people healthy.
Some people dislike it.
Good for the mind.
Gives strength.

Develops social skills (for example, playing in a team).
Might be physically too hard.
Can be character building.
Can be fairly expensive, depending on the sport.

DOING SPORTS

Not enough variety in schools where sport is compulsory.
Sometimes doesn't make you much fitter.
Doesn't build confidence.
Can help you get more organized.
Is sometimes difficult to learn the necessary skills.

Might be time-consuming.
It's fun.
Teaches values.
Can be risky.

b) Add more ideas of your own. Use your Workbook. Expand these ideas and give examples from your own experience. Make notes.

Example: I think doing sports may make you healthy but it certainly doesn't build confidence. I am not very confident and PE certainly doesn't help — I think it actually does quite the opposite! When I can't do a handstand in gym and everybody is laughing like mad, I feel really awful. **Sports are not worth doing!**

c) Hold a debate. Choose a chairperson and divide into two groups (A supports the idea; B is against the idea.). Then take turns exchanging your arguments. Vote on your final decision. See "How to improve your debating skills" in "Learning strategies" (page 172).

Dialogue vocabulary

What do you think of...?
How do you feel about...?
Speaking personally, I think that...
My view is...
Do you really think so?
Well, I'm not really sure you're right.
You can't be serious!
You must be joking!
If you ask me...
If you want my opinion...
As I see it...
Yes, that's exactly my opinion.
That's just how I see it.
That's how I feel.

86 Match the words from the text with their definitions. Use a dictionary if necessary.

1 dignity	a) public appreciation for a person or group's achievements
2 recognition	b) angry because of something that is wrong or not fair
3 to award (somebody)	c) a quality in a person that makes them deserving of respect because of their behaviour or appearance
4 outstanding	d) to give something valuable, such as money or a prize, following an official decision
5 indignant	e) much better than ordinary; excellent

87 Fill in the gaps in these sentences with the words from Ex. 86. Make any necessary changes.

- 1 The Russian athletes wrote an ... letter to the International Olympic Committee complaining about the judges' unfair actions.
- 2 After the successful football match our coach said that we'd done an ... job.
- 3 Marion Jones ... (*passive voice*) the Sportswoman of the Year title.
- 4 Alexei Nemov wanted to finish his career with ... and managed to do this.
- 5 He gained ... as an expert in martial arts and was invited to stage the fighting scenes in many films.

88 Read the texts A-E and decide where each one comes from.

a) Choose from the following list:

- a teen magazine
- an evening newspaper
- a sports magazine
- a women's magazine

b) What helped you come to your decision?

Glossary

submit a request — направить запрос

Russian Federation of Journalists Covering Sports — Российская федерация спортивных журналистов

fair play — honest behaviour, usually according to established rules

submit a note of protest — направить ноту протеста

Russian Olympic Committee to award gymnast Alexei Nemov for his performance in Athens [CG] Olympics

(A)

The Russian Olympic Committee will award Alexei Nemov with \$40,000 as the athlete demonstrated not only an outstanding performance, but also an extremely strong will at the Athens Olympics, ITAR-TASS reported.

In addition, the Russian Federation of Journalists Covering Sports will submit a request to the Fair Play International Committee to grant Alexei Nemov an award from their organisation.



B

The Russian athlete became the victim of some unfair judges who gave him unreasonably low marks for his performance at the horizontal bar. The public in the Olympic stadium became indignant with the judges' decision. For 15 minutes, spectators expressed their protest by shouting and whistling. It was not only Russians but also the sports fans of other nationalities, including Greeks, Italians, Germans, Americans, Japanese, Koreans, Spanish, and Canadians, who participated in this protest. This public recognition was the true medal for the Russian athlete.

C

The Russian delegation submitted a note of protest to the International Olympic Committee, but to no avail. However, we will always remember Alexei Nemov as a great gymnast as well as a great man who finished his athletic career with much dignity.

D

"I finished my career with dignity, just as I had hoped. I am grateful to my fans, who gave me a tremendous amount of support. It is true happiness for an athlete when the public understands what is really going on," said the famous gymnast.

E

Being of such sound character, Alexei Nemov is sure to gain much success in his life beyond his athletic career.



89 Match the words and phrases in these two columns to get meaningful expressions. Then write them down in your Workbook.

1 to gain	a) play
2 fair	b) recognition
3 to be	c) judges
4 to become	d) performance
5 public	e) will
6 to express	f) grateful to somebody
7 unfair	g) low marks
8 unreasonably	h) indignant with something
9 outstanding	i) your protest
10 strong	j) support

90 Look through the text once more and say which paragraph...

- 1 quotes the athlete's actual words to support the journalist's opinions ☐
- 2 makes a prediction about the athlete's future life ☐
- 3 informs the reader of future actions ☐
- 4 gives the journalist's opinion on the events ☐
- 5 explains what caused the actions that are going to be taken ☐

91 Work in groups. Discuss the following questions.

- 1 What was "the true medal" for Alexei Nemov at the Athens Olympics? Why?
- 2 How does the athlete define happiness? Why?
- 3 Is fair play important in sports? Why do you think so?
- 4 Could any champion be called a winner?
- 5 Could an athlete become a champion without winning a competition?

92 Think of other examples of people who have shown much dignity in their life. Write a description of their achievements.

Section 4

Where words fail...



93 a) First answer these questions individually and then discuss your answers in pairs.

1 How much do you like music?

very much

a little

quite a lot

not much at all

2 What is your favourite kind of music?

HARD ROCK

JAZZ

POP

CLASSICAL

ROCK

OTHER

3 What is the name of a musician you are now listening to the most?

b) Did you find anything in common for both of you? What are some of your differences?

94 Listen to the teenagers talking about their music preferences and match the names of the pop stars with the speakers [CG]. Use your Workbook.



	Name of pop star	Speaker's opinion	Your opinion
Speaker 1			
Speaker 2			
Speaker 3			
Speaker 4			
Speaker 5			

95 Listen again and match the speakers with the following opinions. Which of them do you personally share?

- Music should be fast so you can dance to it.
- It is important for music to have a clear and strong beat.
- You should be able to relax when you listen to music.
- Music should be fun and upbeat so that you can sing along with it.
- The lyrics (words in music) can sometimes be difficult to understand.

96 Create a word web using the words from the box. Use your Workbook. Some expressions may be used in several categories.

verbs:
compose...

adjectives to
characterise a piece
of music: *tuneful...*

adjectives to
characterise a
musician / singer:
talented...

kinds of music:
classical...

how music affects
you: *makes you feel
happy / sad...*

the words you can
add:

M
U
S
I
C

Use:

melodious light
want to listen over and over again
makes you feel happy (sad)
play organ
compose perform romantic
classical modern slow violent
cute favourite talented tuneful
lovely cool energetic folk
cheers you up
makes you smile (sad)
fast joyful pleasant popular
sweet-sounding lyrical rhythmic
country dance background serious
makes you feel bored
want to dance / sing
gets you relaxed

97 Work in pairs. Compare your word webs and help each other with the expressions you find difficult to understand. Consult a dictionary, or your teacher, if necessary.

98 Think of ways different kinds of music affect you. Use the expressions from your word web. Work in pairs and share your ideas.

Example: Classical music always makes me feel happy and makes me want to...

Mini-project: Music preferences profile

99 Compile your group's profile. Follow these steps.

a) Answer these questions about yourself and make notes.

- 1 Who is your favourite singer / musician / musical group?
- 2 How often do you listen to them? For how long?
- 3 Why do you like them?
- 4 What does your favourite music make you feel?
- 5 What would your life be like without music?

b) Work in groups of 4–5. Discuss your answers and summarise your results. Make notes of your discussion.

c) Report your group's musical preferences to the class.

Dialogue vocabulary

The most popular names of singers / musicians are...

Generally, people in our group listen to music... for...

It is quite common in our group to choose... because...

Most of the people in our group say that they feel..., but some of us feel...

It's typical of teenagers to think that life without music...

GRAMMAR FOCUS: HYPOTHETICAL SITUATIONS REFERRING TO FUTURE OR PRESENT

100 Read and remember.

If we are talking about a hypothetical situation, we use:

would / wouldn't + verb

*My life **would be sad** without music because I like it.*

Often when we talk about a hypothetical situation, we need a conditional sentence with **if** to explain it.

IF-CLAUSE
If + **past simple**

MAIN CLAUSE
would + infinitive

*If I **had** the chance to meet a pop star,*

*I **would like** to meet Eminem.*

Notice that we use the Past simple (or past continuous) after **if** even though we are talking about a present situation in general.

We can use **were** instead of **was** after **I / he / she / it**.

*If I **were** rich, I would buy a record studio.*

We can change the order of the **if** clause and the **main clause**.

I would probably become a singer if I put my mind to it.

Instead of **would**, we can use **might** or **could**.

*If you listened to music more, you **might** feel happier.*

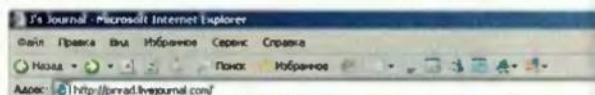
101 Match the two columns to make complete sentences. More than one combination is possible. Translate your sentences into Russian.

1 If the concert didn't start on time,	a) if we found good music to dance to.
2 If his songs were performed,	b) if we invited a band to play at the party.
3 We could organise a party	c) if I invited my friend to listen to music.
4 I would buy the tickets	d) you wouldn't be able to find the seats.
5 We would surely have fun	e) I would be surprised.
6 If you came late,	f) if you asked me to.
7 My mother wouldn't mind	g) he would become famous.



102 Make questions out of the given words. The first and the last words of each question are underlined.

- you music What listen if this evening? to had some you free time would
- might wanted you dance, music what choose? If to you
- musical you If could play a instrument, what be? would it instrument
- be? you a famous you If pop could singer, who become would
- How would life be were famous? different if you your



The most **meaningful** activities in my life revolve around music. When I listen to my stereo or play my drum set, I leave this world and enter one of my own where time stands still. I have been a **fan** of music since I was nine and listened to bands like U2 [CG] and singer Bryan Adams [CG].

Besides just listening to music, I have been playing the drums almost every day for five years and have the calluses to prove it! It was my older brothers who taught me almost everything I know about music, drumming and life in general. They're the real reason I'm interested in becoming a musician. My tastes in music have totally changed and **matured** since I began listening and playing years ago, but the fact remains that without music, my life would not be **complete**.

When I am not listening to music or playing the drums, I play with my punk band called Never Again. We have only been together for three months, but we work hard. Besides doing the percussion, I also write **lyrics**. This is always a good way for me to express any bottled-up emotions I have.

I can't imagine my world without music. I am not sure what I would do with my time. Creating, practicing and writing lyrics for my band has become the **focus** of my life. I dream of playing in front of thousands of fans in a sold-out arena where my music and words could be heard by everyone.

Darren, 16

(From *TeenInk* magazine)

103 Work in pairs. Ask and answer the questions from Ex. 102. You can add any questions of your own.

104 Read the essay an American teenager Darren, 16, wrote to an online teen magazine and answer the questions.

- 1 What does Darren enjoy about music?
- 2 How long has Darren been playing the drums?
- 3 Who taught Darren to play?
- 4 How has Darren changed since he started playing?
- 5 What is the name of Darren's band?
- 6 What kind of music do they play?
- 7 What else does Darren do for his band, besides playing the drums?
- 8 What is Darren's dream?



drum set

Glossary

revolve around — крутятся вокруг

calluses *AmE* — мозоли

percussion [pə'kʌʃən] — musical instruments such as the drums that you play by hitting or shaking

bottled-up emotions (*informal*) — negative emotions like anger and disappointment that are not expressed

sold-out — if there are no longer any tickets available for purchase for an event, concert, autoshow or performance

105 Read the text again and say what kind of a person Darren is. Give reasons for your answer.

Use:

devoted, persistent, talented, hard-working, creative, ambitious, grateful

106 In the text find words or expressions that mean:

- 1 someone who likes watching or listening to something, or who strongly admires a famous or an important person
- 2 something that a person is concentrating on or paying particular attention to
- 3 serious, useful or important
- 4 to start behaving like an adult; to become more sensible with age
- 5 the words of a song
- 6 including all parts, details or features; full



107 Work in pairs. Discuss the following questions.

- 1 Are you a fan of any musical group or singer / musician? What is it that makes them special to you?
- 2 What activities in your life do you consider meaningful? Why?
- 3 What do you think is more important in a song: the lyrics or the tune?
- 4 What makes your life complete? Describe it.
- 5 Do you have a focus in your life? What is it?
- 6 Would you call yourself a mature person? Why? / Why not?

GRAMMAR FOCUS: EMPHATIC SENTENCES

108 Read and remember.

If we want to focus on a particular part of a sentence and to stress what we want to say, we use the following construction:

It + be + focus + relative clause (that / who / when)

Such sentences are particularly useful in writing when we cannot use intonation for purposes of focus or emphasis. But this construction is also frequently used in speech.

Compare these sentences.

My older brothers taught me almost everything I know about music.

***It was my older brothers who** taught me almost everything I know about music.*

109 Change the sentences focusing on the underlined words. Use the construction from the Grammar focus box.

- 1 The singer's appearance was very ordinary; his voice impressed me.
- 2 We put up with her bad character only because of her intelligence.
- 3 We're now going to listen to this new pop song.
- 4 We had first heard this rock group at this concert hall.
- 5 They couldn't stop applauding because they were so thrilled by the music.

PRONUNCIATION FOCUS: SENTENCE INTONATION



110 Listen to the sentences and check to see if your sentences are correct. Then practise saying the sentences. Pay close attention to the intonation.





111 Read the text and take notes. Give the text a title. See “Learning strategies” “Taking notes from a text” (page 168).

Music is a common feature of every culture, and is one of the most popular human interests in the world. People listen to music to suit their mood, or to **evoke** emotions that they enjoy experiencing at the moment. Music has been composed to accommodate any kind of mood, from the depths of **despair** to complete happiness.

Music suggests much about the society in which it is created. Whether it is a traditional song, a Strauss [CG] waltz, a gospel song [CG] or a rock video, music reflects the culture it comes from. It expresses experience as well as **affecting it**, creating feelings and **responses** in the listener.

Like many art forms, music mirrors society, sometimes raising questions about norms and values, and sometimes even causing change. When this happens, music can end up serving a purpose it was not necessarily intended for.

Popular music has been known to create an **identity** for groups of people. Songs that were popular during World War II helped unify soldiers with those at home, for example, songs by E. Petersburgsky “Dark-blue Shawl” and V. Soloviev-Sedoy “We Haven’t Been Home for Long”, “The Evening Before the Raid”, and “My Moscow”.

Songs and music sometimes become symbols for a particular group of people, a place or a historical event. Some music is even considered a symbol for a whole generation. Probably for your parents, singers such as Victor Tsoy (*Kino*), Boris Grebenshchikov (*Aquarium*), and Yuri Shevtchuk (*DDT*) created much of the music that embodied what it was like to be a teen in the 1980’s.

Music exists in many forms and means different things to different people. But is music one of mankind’s most exquisite forms of art?

Glossary

unify — to unite people or countries so that they will work together
 embody — to be the best possible example of a particular idea, quality, or principle
 exquisite — extremely beautiful and delicate



112 Read the text again and explain why the following statements are incorrect. Refer to examples in the text.

- 1 People listen to music only to entertain themselves.
- 2 Music cannot reflect all people’s moods.
- 3 Music doesn’t say anything about the society in which it is created.
- 4 Music cannot change anything in a society.
- 5 Popular music helps give an identity to only one group of society.
- 6 Music cannot symbolise only one generation of people.

113 Match these words with their definitions. Translate the words into Russian.

1 identity	a) the feeling that a situation is so bad that nothing you can do will change it
2 despair	b) a reaction
3 affecting	c) the qualities that make someone or something what they are and different from other people
4 evoke	d) to bring on a particular emotion, idea, or memory
5 response	e) changing or influencing something; having an effect on something

114 Tick the correct word combinations. Refer to the text in Ex. 111 for help. Use your Workbook.

	an emotion	an / some experience	someone's identity	a response	despair	a mood
to create						
to evoke						
to express						
to affect						
to suit						

115 Work in groups. Look at the list of possible functions and purposes music can have in a society (column A) and match them with the musical pieces (column B). Explain your combinations.

Example: Playing the National Anthem[CG] to Russian athletes after an important Olympic event might create greater enthusiasm and identity for the national team.



A	B
as personal expression to communicate ideas to make somebody feel happier for religious purposes for group identity to play during a film for advertising as a way to pass on traditions to increase patriotism for dancing as a form of protest to tell a story	the Russian National Anthem a song by the Beatles a folk dance a gospel song a classical symphony a modern pop song a heavy metal piece a soundtrack for a cartoon a carol ... (your own example)



- 116** Work in groups. Write an article entitled "The anthem of my generation". Follow the steps:

Step 1

Before you begin writing, it is important to consider:

- **where** the article is going to appear — in a school newspaper or teen magazine, etc
- **who** your readers are — a group such as students or teenagers, or adults in general
- **what** the aim of the article is — to advise, suggest, inform, compare and contrast, describe, etc

Step 2

Plan your article. Brainstorm some ideas you would like to include in it and make notes. Come up with not more than 3 main ideas; it's better to develop a few ideas in detail than to touch upon too many of them superficially. Here is a list of questions to consider, but think of some of your own too!

- Imagine looking back twenty years from now on the musicians whose music will represent your generation. Who do you think those musicians will be?
- What are some of the popular melodies that have become symbols of our time? How do you think this has come about?
- Are there any songs you think could become the anthems that symbolise your generation, its interests, tastes, etc?
- What are the reasons for your choice?

Step 3

Write down some **topic sentences** that state your ideas clearly. Then develop them into **paragraphs** that include **supporting arguments**.

Step 4

Arrange your paragraphs in a logical order and add an **introduction** and a **conclusion**. Think about how to link your paragraphs using various **connecting words**. Then create a **title** for your article.

Step 5

Write the **first draft** of your article and give it to your partners to comment on the flow of your ideas as well as to check for grammar and spelling mistakes.

Step 6

Consider your partners' comments, add any new ideas and correct any mistakes. Then write the **final draft** and show your article to the class. Compare your articles.

- 117** Write an article entitled "The music in my life". Follow the steps given in Ex. 116. See "Writing an article" in "Learning strategies" (page 173).



Here are some of the aspects you can cover in your article:

- what kinds of music you like to listen to and how each one makes you feel
- your favourite singer / musician and why you like him / her
- your friends' musical preferences, whether you have the same taste and why / why not
- any personal experience of performing or listening to music and how it has changed you

Section 5 Where does time go?

- 118** Make a list of the top five ways you spend your time during the day. Work in groups of 3-4 and compare your lists. What activity is mentioned most often in your group? In your class?

- 119** Do the quiz below.

	Yes	No
Do you know how many hours you need to study a week?		
Do you always do your homework in time?		
Do you get ready for reports / projects in advance?		
Do you continue doing homework when your friends invite you somewhere or when there's an interesting programme on TV?		
Do you start your homework with the most difficult task?		
Do you know how much time you spend chatting on the phone with your friends?		

Score: Each "Yes" answer — 1 point.

- If you have fewer than 4 points, you should think about how to manage your time. We are sure this section will help you improve your time managerial skills.
- If you have 4 points or more, you are quite good at managing your time but we still think this section can give you some useful ideas!



- 120** Look through the schedule below and say how much time Anna and Misha spend on the activity you noted as mentioned most often in Ex. 118.



Misha Ponomarev, Tula

Day	9.00-15.00 — LESSONS
Monday	16.00-17.30 — martial arts 18.00-21.00 — homework 22.00-01.00 — computers
Tuesday	20.00-22.00 — computer club 22.00-24.00 — homework
Wednesday	17.00-19.00 — martial arts
Thursday	16.00-17.30 — homework 18.00-20.00 — computer club
Friday	16.00-17.30 — martial arts
Saturday	20.00 — disco
Sunday	16.00 — computer competition



Anna Tikhonova, Nizhny Novgorod

Day	9.00-15.00 — LESSONS
Monday	15.30-18.00 — music class 19.00-20.00 — English lesson 21.00-23.00 — homework
Tuesday	16.00-19.00 — music class 20.00-24.00 — homework
Wednesday	18.00-20.00 — English lesson
Thursday	16.00-19.00 — homework
Friday	18.00-20.00 — English lesson
Saturday	9.00-15.00 — English exam
Sunday	9.00 — preparation for the concert 12.00 — concert 15.00-19.00 — writing a report, doing lessons



121 Refer to the schedule in Ex. 120 to answer the following questions.
Explain your answers.

- Who is fond of martial arts?
- Who studies a foreign language seriously?
- Who is fond of information technology?
- Who spends more time on homework?
- Who spends more time on physical exercise?
- Whose life is healthier / busier in your opinion?



122 Imagine it is 4.00 pm and you are supposed to do the following things by midnight. Put the activities in order of importance, and make a note of any activities that could be done another day. Use your Workbook.

- Write an essay for your literature lesson
- Get ready for a geometry test
- Call your best friend to discuss ALL school news
- Help your mother with the shopping
- Play tennis
- Watch your favourite film on TV
- Play a favourite game with your younger brother / sister

123 Work in pairs. Discuss your lists and explain your choices.
Follow the scheme below:

A

Say what you put on top of the list and explain your choice. Ask about your partner's choice.

Answer the question. Then give an explanation. Ask about the next point.

Answer the question. Give an explanation. Ask what comes last on your partner's list.

Answer the question. Thank your partner.

B

Say what you would start with and explain your idea. Ask what comes next on your partner's list.

Answer the question. Give an explanation. Ask about the next point.

Answer the question. Explain your answer. Ask about your partner's last point.

Thank your partner.

Dialogue vocabulary

...comes first on my list because...
What about you?
I'd start by... because...
Right, what comes next on your list?
I've put... second as...
What's your second choice?

My second choice is... because...
What's your next point?
What would you do last?
If you ask me, I'd do... last as...
What do you think could be done another day?

124 Read the commentary from a teen magazine and tick the main idea from the following list.

- how to combine studies with hobbies and social events
- how to cope with stress at school
- how to pass tests successfully



Time to calm down! Okay, so I didn't have time to study the area of a triangle last night. How much of the test could be on that topic anyway? Everything will be fine, right?

I keep telling myself — "Don't think about that English mark right now! You just need to concentrate." But after school I have to play tennis until 8 pm. When will I ever get my biology homework done? No, I can't think about that now! Concentrate! $2x + y...$ Concentrate on maths...

"Please put your pens down and pass your papers forward."

Oh, no!

Have you ever had a day when everything seemed to happen at once? Almost all of us as teenagers experience stress during our high school career. I know I do. It can be really hard to do the things you enjoy and also do well in school.

School is not just about getting good marks, it is also "supposed" to be a time to have fun when you go to football games on Friday nights and play computer games until you can't play anymore late on Saturday nights. But there is a lot more to high school than parties and football games. In order to plan for the future and prepare yourself for good colleges and universities, we teens need to have an active school career.

Some students try to do too many different activities, both in school and within the community.

As a result, their marks are not as good as they could have been because they do not have time to study. If the goal is to get into a good university, wouldn't it be in your best interest to work just toward good marks?

My advice to teenagers who feel they are stressed out is to just r-e-l-a-x. Take a break. Don't let your time be consumed by too many things. Save some for yourself. Always try to find the time to do something that makes you happy, whether it is reading, watching TV or just thinking.

I find that when I have too much homework or too much to think about, the best thing to do is take a break and talk to someone. It is really great to talk to my mum, my sister or my boyfriend about things other than homework. But if you can't talk to someone, try writing in a diary. It may be hard to believe, but it can be really helpful to complain on paper. By writing down my worries, I can actually relieve some stress.

Alex, 16

(From *TeenInk* magazine)

125 Read the commentary again and say whether the following statements are true (T) or false (F).

- 1 Alex is only concerned about her English test. ☐
- 2 Alex worries about her mark in English. ☐
- 3 Alex didn't have time to complete her geometry test. ☐
- 4 Alex thinks it's not difficult to have good marks at school, spend a lot of time with friends and have different hobbies. ☐
- 5 Alex understands that to enter a good college or university you should be good at extra-curricular activities. ☐
- 6 Alex thinks that when one has too many things going on at the same time, it's better to make a plan and follow it. ☐
- 7 Alex believes that to cope with stress you should stop and talk to somebody. ☐

126 Match the verbs used with *time* with their definitions.

- | | | |
|-------------|------|--|
| 1 to spend | time | a) to use less time so that you do not waste any |
| 2 to waste | | b) to use your time effectively |
| 3 to save | | c) to pass or use time |
| 4 to manage | | d) to use time in a way that is not useful or sensible |

**127** Choose the verbs from the list that can be used with *time*.

plan find write keep take sell
understand have choose create limit
look for run complete make

128 Complete the sentences with the verbs from Ex. 126 and 127.

- It's difficult to ... enough time to read all the books we are told to read.
- To prepare for your exams you should ... your time carefully.
- Every day try to ... some time resting.
- We should meet next week to plan our work schedule.— OK, I can ... any time on Monday or Wednesday.
- Could you help me with this report, please? — I'm afraid I don't ... time. I have a lot of homework to do. I'm sorry.

WORD FOCUS

129 Study the "time expressions" and translate the examples into Russian.

in time — soon enough to do something
*I usually get home **in time** to watch the evening news programme on TV.*

just in time

*Did you catch the bus? — Yes, I got there **just in time**.*

on time — punctual, not late

*The 8.45 bus arrived **on time**. (It arrived at 8.45.)*

130 Fill in the gaps in the sentences below with the expressions from Ex. 129.

- We arrived at the airport... to check in.
- The evening train arrived... — at 9.25 as usual.
- He came to the conference hall... to listen to the first speaker.
- He always comes to school... He is never late.

GRAMMAR FOCUS: CLAUSES OF PURPOSE — TO OR IN ORDER TO

131 Read and remember.

Clauses of purpose are used to express why someone does something. They are introduced with:

to / in order to**to + infinitive**

*I am going to the library **to read** a new biology magazine.*

in order to + infinitive

*He wrote an e-mail to the university **in order to find out** the exam date.*

In negative sentences **in order not to** is used. (However, **not to** is never used alone.)

in order not to

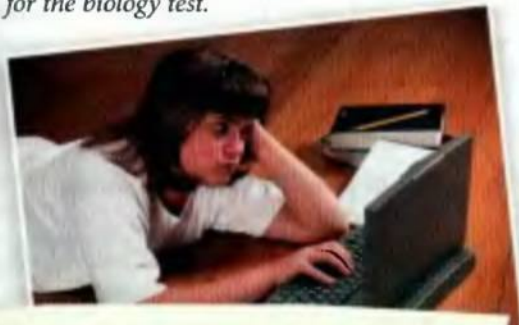
*He took a taxi **in order not to be** late.*

132 Look through the text in Ex. 124 and write down examples of clauses of purpose. Now translate the sentences. Use your Workbook.

- 133** Read about what Kate had planned to do the next day and complete the sentences following the example. Use your Workbook.

Example: miss tennis class — prepare for the biology test

Kate missed her tennis class to prepare for the biology test.



- 1 call Nick — ask how to do maths homework
- 2 go to the library — borrow new English textbooks
- 3 search the internet — look for materials for history report
- 4 watch TV — learn the latest news
- 5 call Alex — discuss the class gossip and relax!

- 134** Write a paragraph about your day. Use clauses of purpose.

Example: I always spend about an hour in front of the TV to relax after school.



- 135** Write a response to Alex's commentary. Include the points below:

- describe your situation at school
- give your opinion on stress and time management
- give some advice on how to cope with problems

Use:

to manage to do something	
to be worried about something	
to be stressed out	to be really hard
to do well	to be (not) as good as
to be tired	to spend time
to waste time	to save time
to manage time	to plan time
to have time	to find time
to keep time	to take time
to create time	to limit time
to make time	in time
on time	plenty of time
to relax	to concentrate
marks / grades	besides
unfortunately	my advice is...

- 136** Match the words with their definitions.

1 manage	a) work that you must do as part of a course of study
2 agenda	b) organise and control something (e.g. time or money)
3 assignment	c) things that you do at school, college or university that are not part of your course
4 long-term	d) all the things that need to be done
5 extra-curricular activities	e) continuing to exist for a long time

- 137** Match the words from the two boxes to make meaningful phrases.

schedule
manage
detailed
to do
extra-curricular
long-term

agenda
list
time
activities
assignment



- 138** Listen to Diana and complete her timetable for the day she describes. Use your Workbook.

morning
afternoon — 6 pm
6 pm — 9.30 pm
after 9.30 pm



139 Listen to the second part of the story and fill in the gaps.

Time management means (1) ... activities from the most to least important in a way that fits your time frame. We are active, with many places to go and lots to do. If we learn to (2) ... wisely, we will be able to (3) Your time can be managed in a variety of ways. Many people make (4) However, this is not always enough for us, teenagers, because we tend to forget how much time we have and we delay doing something because we do not want to do it. Many schools give students agendas [CG] to help them (5) ... their homework, projects and other assignments. Students at my school find these useful for keeping track of (6) ... and long-term assignments. For keeping track of your extra-curricular activities [CG], such as (7) ... and clubs, calendars [CG] have always been useful. Time can be managed fairly simply.

First, (8) ... everything you have to complete within the day, week, month, etc. Then, (9) ... the due date for each and (10) ... it will take to complete it. From there, (11) ... each item into a time slot so that everything is given the proper amount of time. By using this method, you can be (12) ... and have (13) ... to lead a stress-free, well-rounded life.

(From *TeenInk* magazine)

140 In pairs discuss the following questions.

- 1 What do the words *agenda* and *calendar* mean? What are the equivalent Russian words?
- 2 Which of Diana's methods of time management suits you? Explain why.

141 Read the text and match the headlines (a-d) with parts (1-4) of the article.

Making your schedule work

- a) Use the same place to study every time
- b) Work at your best time of the day
- c) Avoid distractions
- d) Study difficult or boring subjects first

Here are some strategies that you may find helpful if your schedule is not working as efficiently or effectively as you would like it to.

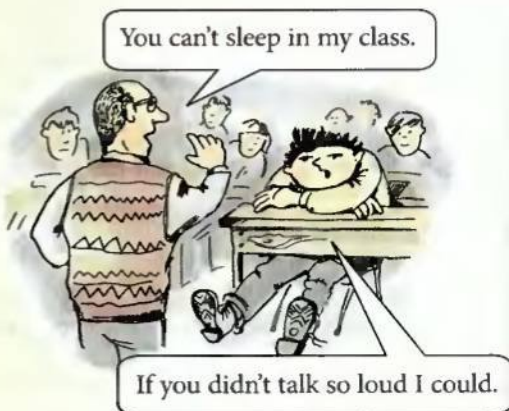
1 Studying at your best time of the day, whether that is morning, afternoon, or early evening, will enable you to complete your assignments in less time. Research shows that what we can do in 60 minutes when we're less tired will take as much as 90 minutes to do when we are more tired.

2 Study subjects that are more of a challenge to you first when you are less tired. Save the subjects you like to study for later, when you are feeling more tired but need to continue to study to keep up with your work. It will be easier to find the motivation to study something you find enjoyable when you are tired than for a subject you don't enjoy studying.

3 Studying in the same place each day is like going to class in the same room. You begin to associate a particular activity with a particular

location so when you are in that location, you are able to focus on the task more quickly.

4 Many things can prove to be distractions to studying: loud music, an interesting programme on TV, etc. You might need to find another place to study in order to concentrate properly.



142 Work in pairs. Add some advice (1-2 headings) to the list in Ex. 141.

Mini-project: Gain time

143 Use the following steps:

- Work individually. Create an ideal timetable for yourself. Try to include everything you should and would like to do but be reasonable.
- Work in groups of 3–4. Discuss your timetables and make necessary changes to improve them.
- Write a plan of how to use these timetables in real life. Take into account the recommendations above.

Key vocabulary



agenda	affect (something)	bright	as if
anthem	award somebody with something	complete	as soon as
assignment		compulsory	award prizes
boarder		cute	be homesick
brand name	back	elective (subject)	be left behind
coal	cope (with)	extra-curricular	do well (at school)
despair	evoke	fair / unfair	fair play
dignity	gain	homesick	high / middle school
distraction	go ahead	horrible	hold matches / competitions
dress code	identify	indignant	in advance
identity		long-term	in favour of
logo	manage (time)	martial (arts)	in time
lyrics	match	mature	it's typical of...
mood	save / manage / schedule / spend / waste / time	meaningful	just in time
prayer		outstanding	on time
recognition		plain	organise matches / competitions
response	suit	rarely	the same way as
schedule	suppress	rhythmic	time out
scholarship	take away	scarcely	
semester	turn out to be	trendy	
snowboarding		violent	
to-do list		unreasonably	
tune			
zord			

Useful phrases

Among the least important reasons... was number one.
 And what about you?
 Boys tend to...
 Could you tell me what...?
 If you ask me...
 If you want my opinion...
 It is quite common for girls...
 Most of us think that the main reason for going to school is...
 Nobody supports...

Not many students think...
 Some people believe that... is more important.
 That's just how I see it.
 The majority of students in our class...
 The most popular argument for / against... is...
 There was one person who said that...
 Very few students believe that...
 We all agree that...
 ...we need a bit of excitement, don't we?
 Would you mind telling me...?

Progress check



- 1 a) Listen to four people speaking about their experiences of doing dangerous sports and match the speakers with the kind of sports.

Speaker 1

Speaker 2

Speaker 3

Speaker 4



speed skating



skydiving



BMX biking



surfing

Points /4



- b) Listen again and match the statements with the speakers.

- A She / He has never been seriously injured.
 B She / He used to do other kinds of sports for some time.
 C She / He started doing the sport far away from home.
 D She / He is doing this kind of sport to prove her / his belief about what makes a happy person.

☐
☐
☐
☐

Points /4

2 a) Read the text and decide which pair of twins

- | | |
|--|--|
| a) is going to the same university ... , ... , ... | d) is going to different universities ... |
| b) is going to study different subjects ... , ... | e) is surprised about their results ... |
| c) always stick together ... | f) is going to celebrate their results ... |

Twins shine at A-levels

It would seem that 2005 is the year of the twin. Of all the A-level success stories – and with the pass rate going up again there are more than ever – four sets of twins.

1 Lydia and Caroline (L&C), from Gloucester, are both going to Cambridge University to study veterinary science after getting five As each – in the same subjects: maths, biology, physics, chemistry and general studies. Lydia admitted competition did come into it. “I’m glad we got the same, otherwise one of us would have had boasting about it to the other.” Caroline added: “It’s very strange that we both got the same results, I can’t quite believe it.”

2 Alexa and Sophie (A&S), achieved nine grade-A passes between them and have both secured places at Cambridge – although studying different subjects at different colleges. The twins were students at Colchester County School for girls, where 18 pupils achieved five passes at grade A. Alexa said, “I was reasonably confident. My As-levels were good and I only needed to get Cs so it wasn’t much of a shock.”

3 Wendy and Grace (W&G), identical twins, both got four A-grades and are going to study medicine at Leeds University together. They do everything together. Wendy said, “We both got the same results in our GCSEs and A-levels so it seems to be becoming a bit of a habit.” Celebrations will be at the local pub tonight, they said.

4 Henry and Ken (H&K), both pupils at Bishop Vesey’s grammar school in Sutton Coldfield, West Midlands, followed their 11 A or A-star grades at GCSE with five As at A-level – each. But these twins aren’t sticking together. Henry is to study medicine at Nottingham University and Ken will be studying engineering at Cambridge.

The Guardian, Thursday August 18, 2005

Points /9

b) Read the text again and write down what these numbers stand for in it.

- a) 18 ... b) 2005 ... c) 4 sets ... d) 9 grade A passes ...

Points /4

3 Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS at the end of each line.

Finding his own way

Though he is only twelve years old, Peter James Donnelly has already tasted the rewards of finding his own way when it comes to (0) expressing himself. (1) ... and record company Fatt Boy Records has just released his first record, Too Young, on (2) ... to prove it. By day, Peter goes about his lessons like any other school (3) ... in Corby, Northamptonshire. By night he becomes PJ the DJ, spinning speed garage, drum and bass and hip hop at clubs such as Laposte in Corby, Generation X in Manchester and as far as Magalus on Majorca.

"I don't get (4) ... , just a bit excited," he says. "When I'm mixing at a club, I have five or ten minutes to get used to the (5) I try a few tunes to see what the club's like, see whether people are dancing and know the tunes. Then I play some older ones, then the (6) I love music."

As an afterthought, he mentions that he's the youngest DJ in the land to mix vocals.

EXPRESS
MUSIC
PROMOTE
STUDY

NERVE
EQUIP

FAVOUR

Points /6

4 Fill in the gaps in the text with the correct forms of the verbs in brackets.

Hoodies made part of school uniform

A school has made hoodies part of its uniform. Pupils at Inverness High School now (0) have (have) the option of wearing black hooded tops bearing the school logo after being consulted about what they (1) ... (want) to wear.

The hoodie (2) ... (attract) negative publicity through its association with youth crime and anti-social behaviour. But the school's deputy head said the tops (3) ... (look) smart and (4) ... (be welcomed) by parents as well as pupils. Caroline English said the school wanted a dress code that pupils would "buy into". She added: "We (5) ... (establish) a working group who spoke to the pupils and they came up with the idea of the hoodie." Ms English said pupils (6) ... (be not allowed) to keep their hoods up in class.

Western Morning News, Friday March 24, 2006

Points /6



5 Work in pairs and do the role-play. Use the information from the role cards.

Card A

You are a journalist collecting information about the teenage lifestyle in Russia. You have to stop people in the street and ask them questions about their study, preferences and interests. Use your notes to ask your questions. Don't forget to attract the attention of the passers-by first.

Card B

You are stopped in the street by a journalist who is going to write an article about teenage lifestyle in Russia. He / She wants to ask you some questions about your study, preferences and interests in life. Do your best to answer the journalist's questions, give your opinions and justify them. Be sincere and polite.

- teens' expectations of their education? any worries?
- school: likes & dislikes? what could be done about...?
- personal fashion preferences?
- school uniform?
- the way teens organise their time?
- work / leisure balance?
- interests: sports and music?
- exotic hobbies?

6 You see the following notice in an international magazine. Write your article in about 180–200 words.

TEENS OF THE WORLD

We want you to write an article about teenage lifestyle in your country, answering these questions:

- What are your main expectations and worries?
- What are your interests and preferences?

The best article will be published in the magazine, and the writer will get a modern mp3 player as a prize.

Mark your score

For tasks 1–4, you can get 33 points.

28–33 points – well done

23–27 points – good

17–22 points – you can do better

16 points or less – revise and try again

Tasks 5 and 6 should be evaluated by you, your classmates and your teacher.

4 Put the words from Ex. 3 in two groups: positive and negative. Use your Work-book. Look up the words you don't know in a dictionary.

5 Work in pairs. Which adjectives from Ex. 3 would you use to describe the following things? Explain your ideas and discuss them with the class.

- your grandmother's story about her youth
- your father's story about your ancestors
- your friend's story about her / his holiday trip
- a film about the history of the 20th century
- a popular TV programme (give an example)

6 Discuss the following questions with your classmates.

- What do you know about your family's history?
- What else would you like to learn about your family? Why?
- How can you get the information you'd like to know?

7 Read the family stories and match them with the pictures.



Exploring her family's past, Frances discovered that history does sometimes repeat itself — it's surprising what can be unknowingly handed down through a family.

"I set out to find out about my family. But not having known about their history, or even who they were until I started out, I was surprised to find out about some of the connections we had. They did things the way I do them. Somehow we were a mirror of each other's lives.

And that was the really exciting thing. What I discovered did actually give me a sense of knowing who I was. It's somehow comforting to know that it's all been done before and that you are truly your great grandfather's great granddaughter! It's a bit like saying you know that you are like your parents.

So it turns out I did exactly what my great grandfather did. I started a football team and encouraged the lads [CG] to build it up from there. It's quite a coincidence because it's just what he did."

B

"If you can find out which of your ancestors lived through a particular era, you'll find the history of that time really comes alive," says John.

"You've got an immediate connection between members of your family going back, and the events that were happening at the time. I've managed to find a paper trail for my family back to about 1603.

I feel I have a direct connection with that period. Knowing some details about my family from that time, like where they were living, makes that period come alive, especially when I've actually visited some of the places they lived. And not only do you get a real sense of history when you set foot on a place where things have happened historically, but you also have that direct personal connection with it. It takes you back in time. It transports you to a different era."



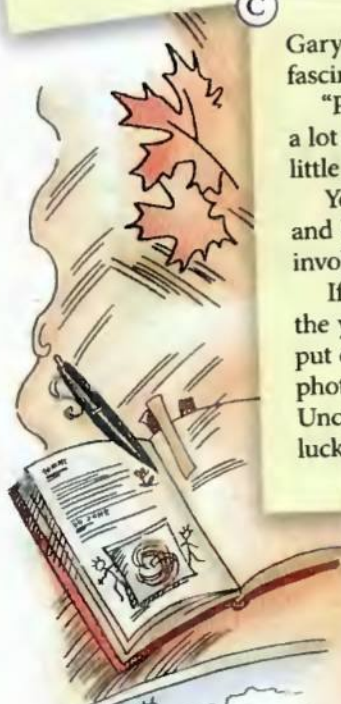
C

Gary's curiosity about his family led him to discovering a lot of fascinating information in his grandmother's house.

"People did more personal things, like send postcards. I've discovered a lot of postcards in my grandmother's house, all with these wonderful little messages on the back. It's all part of the family research.

You know... your family research isn't just clicking on the internet and looking for the statistics to see just who lived where and when. It involves researching newspapers, old boxes and even drawers!

If only you could see the boxes and drawers I've looked through in the years that I've visited my grandmother's house! She seems to have put everything into a box or drawer. And at the bottom there is often a photograph which if I simply ask, "Who's that?" she responds "Oh, that's Uncle Tim," and soon I am getting a complete story from that. I've been lucky because my grandmother has saved so much of our history.



D

The birth of new children in a family causes many people, like Madeline, to think back to previous generations.

"When my first son was born... we were given one of those books where you put the first lock of hair, and first photograph and all those sorts of things. There was also a section for filling in your family history. I realised straight away we didn't know who my grandfather was. I was fascinated to find out where he came from and who he was, which started my favourite pastime. I've been doing this now for over 35 years.

It sparked in me the ... the desire to find out as much as I could about the family.

I think it adds to your identity. It gives you a sense of who you are and where you've come from. It puts you in context. Particularly these days when there's a lot of divorce and family break-up... it's perhaps even more important now than it once was.



8 Read the stories again and say which of the speakers...

- had known nothing about his / her family before he / she started the research.
- mentions different sources of information.
- felt as if he / she lived together with his / her ancestors for some time.
- believes family history helps him / her understand better who he / she is.
- values his / her grandmother's stories a lot.
- travelled to the places where his / her relatives had lived.
- took his / her great grandfather's occupation.

WORD FOCUS**9 Find in the texts (Ex. 7) the following verbs and match them with the definitions.**

1 hand down	a) to remind someone of something in the past
2 find out	b) to think about something that happened in the past
3 start out	c) to have been born in a particular place, to belong to a particular family or a social group
4 go back	d) to give knowledge and skill to someone who is younger than you and will live on after you have died
5 come alive	e) to remove something from a pocket, bag, etc
6 take (someone) back	f) to return to a person, place, subject or activity
7 take out	g) to discover a fact or piece of information
8 think back	h) to seem to still exist, and be interesting and exciting
9 come from	i) to intend to do something, to begin doing something

10 Fill in the gaps in the sentences using the verbs from Ex. 9. Make necessary changes.

- My father ... Novosibirsk. He finished school there and then his family moved here.
- This film always ... to my childhood.
- Alex ... his camera to take a family photo.
- Our town usually ... in summer when a lot of visitors come to spend their holidays near the lake.
- I ... on my research about five years ago and now I know a lot about my ancestors.
- I've been trying to ... to our last meeting to understand what happened.
- A talent for drawing ... from generation to generation in the family.
- We had a wonderful time here and I'd like to ... to this place next winter.
- We may never ... the truth about what happened.

11 Form meaningful expressions using the words from the two columns. You may use the words from the right column more than once. Use the texts from Ex. 7 to check your answers.

explore
find out
family
previous
direct
immediate
a sense of
fascinating
start
add to
give someone
put someone

the past
research
pastime
generations
in context
history
a sense of something
someone's identity
connections
information

12 Write 5 sentences of your own with the expressions from Ex. 9 and 11.

13 Do the tasks:

a) Complete the commentary from the TV talk show *Stories from the past* where Frances, John and Gary took part. Use the expressions following the conversation.

- Host: Unfortunately, many of us know very little about our ancestors. But some people have proven how much we can learn if we are really interested in our family history.
- Frances: That's true. ... , I knew almost nothing even about my great grandparents. ... because I found a lot of information in our local archive and from talking to some of our distant relatives.
- John: Yes, ... reading a thrilling historical novel! ... you are a part of it. I was really surprised how much one can learn from old newspapers and archives.
- Host: ..., but many people can't spend the time in archives, and libraries may not have the necessary information. What would you advise them to do?
- Gary: When I started my research ... how much I can learn at home, just looking through old photos and some old things that are around in every family home, and, of course, the internet — a lot of curious facts can be found there: archive references and articles from newspapers.
- Frances: Yes, you are right, but ... we should talk more with our relatives — our grandparents. They do have a lot to tell us! ... belonging to a family and helps you understand yourself better. That's exactly what has happened to me!



I realised it gives you a sense of it's a bit like you know I feel
this is all really fascinating I was lucky it gives you a feeling



b) Listen to the conversation to check your answers.

Mini-project: Stories from the past

1.4 Do some family research and get ready to present the results in groups. Read the following questions before you start your work. See "How to report on a class survey" in "Learning strategies" (page 172).

Possible questions for your family research:

- 1 What were your relatives called?
- 2 When and where were they born?
- 3 What did they do for a living?
- 4 How have wars, conflicts and historical events affected your family history?
- 5 Did your ancestors move from place to place? Why?
- 6 Are there any family legends in the family? Tell some of them if you like.

Dialogue vocabulary

I'd like to say a few words about...
My great grand uncle was...
First, he...
Then... when...
It's interesting that...
Somehow I've chosen him, because...
I realised...
It gives me a sense of...
It's a bit like...
You know...
I feel...
It's really / This is all really fascinating...
I am lucky...
It gives me a feeling...

Section 2 Family room

- 15** Look at the pictures and say which of them shows a family room [CG]. Explain your answer. Describe what a family room is.

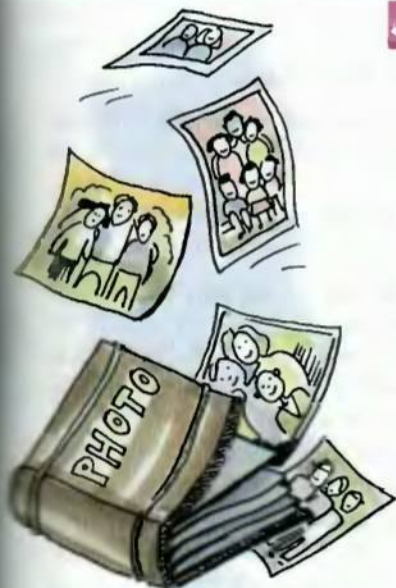


- 16** Work in pairs. Answer the questions and compare your answers. Are you similar or different?

- 1 Have you got many relatives?
- 2 What would we call them in English?
- 3 Do they live close or far from you?
- 4 Do you see them often? Would you like to see them more often? Why?
- 5 Who is the person closest to you? Why?

- 17** Read the words and their definitions. Then translate them into Russian.

look out for someone	to take care of someone and make sure that they are treated well
get on somebody's nerves	to make someone feel annoyed or nervous
annoying	making you feel slightly angry or impatient
fall out	to stop being friendly with someone because you have had a disagreement with them
make up with	to become friendly again with someone after an argument
keep somebody company	to spend time with someone so that they will not feel lonely



21 Work in groups of three. Share your feelings about having / not having brothers or sisters. Use the expressions from Ex. 17, 19 and 20. Report your ideas to the class.

22 Read the joke and guess the word that is missing.

A father was asked whether his ... were the ones making such an awful noise at night.

"Well," he said, "not so much really. You see, one of them makes so much noise that you can't hear the other!"

23 Read the text and choose the sentence that best describes the twins.

- 1 The twins are very naughty.
- 2 The twins have their own way of protesting.
- 3 The twins want to get on their father's nerves.

Ruby and Garnet are ten-year-old identical twins who do everything together, even more so now since their mother died three years earlier. Their "double act" certainly troubles and even spooks Rose, the new woman in their dad's life.

Garnet and I have this special language. We've got heaps of made-up words for things. Sometimes we don't use words at all, just signs and gestures. We can communicate just by widening our eyes or putting out heads slightly to one side. Sometimes we just signal each other to both start a pretend coughing fit or to sneeze simultaneously or to shriek with manic laughter.

Rose, my father's girlfriend, isn't used to this. She thinks it's spooky.

This happened recently one day we were in the car with my dad and Rose.

"Pack it in," dad said.

I glanced at Garnet.

"Pack in what, dad?" we said simultaneously.

"Less of the cheek," dad said, taking one hand off the steering wheel and swatting at us.

"How do they do that?" Rose asked.

"How do we do what?" we asked.

"Stop it! You're giving me the creeps. Can you really read each other's thoughts?" she asked, shivering.

"Of course they can't," dad said.

"Then how can they say the same thing at the same time in that weird way?" Rose asked, peering at us.

"I don't know," dad said, shrugging.

"But we know," we said, and we raised our eyebrows and made our eyes glitter in a mysterious and mystic manner.



Glossary

heaps of = lots of

pretend coughing fit or sneeze — притворный приступ кашля или чихания

simultaneously — одновременно

shriek — визжать

Less of the cheek... — Прекратите безобразничать...

spooky — странный, пугающий

swat — замахиваться

give somebody the creeps — пугать кого-либо

weird — странный

shrug — пожимать плечами

(Extract from *Double Act* by Jacqueline Wilson)

24 Find the words and expressions in the text that have a close meaning with the following.

- 1 a lot of imaginary words
- 2 unusually excited
- 3 Stop it!
- 4 with a shaking movement of the body
- 5 looking very carefully



25 Read the text again and work in pairs to answer the questions. Discuss the questions with your partner.

- 1 Who are the main characters of the story?
- 2 What do the twins do to communicate with each other?
- 3 What surprises Rose about the twins' behaviour?
- 4 How does their father react?
- 5 Why do you think the twins behave like that?
- 6 Do you think the twins get on well with their father and Rose? Why? / Why not?
- 7 What do you think each of the characters feels during the scene?

GRAMMAR FOCUS: CAN (REVISION)

26 Find in the text examples with *can*. Do they describe...

- a) obligation?
- b) ability?
- c) possibility?

See "Grammar reference" (page 182).

27 Use *be able to* in the correct form to complete the sentences.

- 1 I ... (*be able / understand*) my sister very well since she went to school.
- 2 I would like ... (*be able / swim well*).
- 3 I don't think I ... (*be able / come*) to the party on Saturday.
- 4 She ... (*never / be able / play the piano*).
- 5 He enjoys ... (*be able / go*) to the theatre every week.

GRAMMAR FOCUS: COULD VS WAS ABLE TO

28 Read and remember.

We use **could** or **was / were able to** to talk about general ability to do something in the past.

*I **could** / **was able to** speak French when I was 7.*

We must use **was / were able to** when we speak about a particular situation. We can also use **managed to (+ infinitive)** or **succeeded in (+ -ing form)**, especially when the action was difficult to do.

*Mike was not at school yesterday but we **were able to** speak to him over the telephone.*

*We **managed to** speak to him over the telephone. (**NOT**: We **could** speak to him...)*

In negative sentences we can use **could not** for both general ability and particular situations.

*When I was 7, I **couldn't** speak German. Mike was not at school yesterday, and we **couldn't** speak to him.*

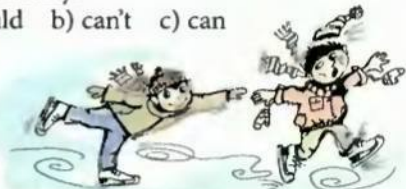
29 Read the joke. Explain why *was able to* is used in it. Can it be replaced with *could*?

- Jones: Aren't your daughter's piano lessons costing a fearful lot?
- Brown: On the contrary, I was able to buy the house next door at half its worth.



30 Choose the correct answer.

- Mary was a very talented girl. She ... read when she was only four.
a) can b) could c) couldn't
- Where are you going on holiday? — I hope I'll ... visit my grandparents on Lake Baikal.
a) can b) could c) be able to
- Have you found any information for your history report? — You know, it's been really difficult, but I ... finally find an interesting article in a newer magazine. Now I know what to write about.
a) couldn't b) was able to c) could
- Mary missed a lot of classes and ... pass the test yesterday. But the teacher has allowed her to retake it next week.
a) couldn't b) could c) can't
- My younger brother learned to skate when he was three. Now he's seven and he ... skate more quickly than anybody else in the family.
a) could b) can't c) can

31 Read the extract from the book *The Wedding Day* by Cathleen Elliott and complete the sentences with *could* / *couldn't*, *was able to* / *wasn't able to*.

- Gertrude ... scare anyone.
- Gertrude ... scare Annie when she first came to see her.
- Flora ... feel at ease with Gertrude.
- Gertrude ... remember all her relatives in the family album.

David had brought me to Onslow Gardens [CG] to meet his only living relative, explaining that she was a bit dippy and rather bohemian. Expecting a sweet old thing in a chaotic flat full of cats, I'd dressed accordingly. Stripy socks, baggy canvas trousers and a patchwork jumper had been the order of the day, and I'd bounced up the steps to find a very grand old lady in grey flannel trousers and a black polo neck, opening the door to the largest London house I'd ever seen. One hand held the doorknob, whilst the other rested on a rifle, nestling in the umbrella stand. As she'd towered over me, regarding me with an icy look, I'd nearly fallen over with shock. David explained later that the air rifle had belonged to her husband and she always opened the door with her hand on it to discourage intruders. Believe me, she didn't need to. Despite a rapidly fading memory, she still, at eighty-odd, had the power to scare the pants off anyone.

...
Despite or perhaps because of the generation gap, my daughter Flora and Gertrude got on famously and we often popped in to see her after school. Flora'd breeze into the house in a way I was totally incapable of, give Gertrude a smacking kiss, then make straight for the drawing room where the photograph albums were kept. Putting herself down on the carpet and with Gertrude bent over her, she'd examine them, wanting to know exactly who everyone was, and prompting Gertrude if she forgot."

Glossary

- dippy (informal) — silly, especially in a pleasant or funny way
 bohemian [bəʊ'hi:miən] — living or behaving in an informal way that is considered typical of artists
 canvas — холщовый
 chaotic [keɪ'ɒtɪk] — without any order or organisation
 accordingly — соответственно
 the order of the day — something that is very common in a particular place
 rifle — винтовка
 tower — возвышаться
 intruder — someone who enters a place where they are not allowed to go, especially to commit a crime
 fading — losing strength
 scare the pants off someone — to make someone feel very scared
 pop in — to go somewhere for a short time
 breeze into — to go somewhere in a confident way

- 32** Read the notes Mike has made about his brother Peter and rewrite them using *can / could / be able to*. You may add some details or comments.

Example: At the age of 4 Peter could ride a bicycle and did it quite often.

Age

- | | |
|----|---|
| 4 | ride a bicycle |
| 5 | learned to read |
| 9 | started to learn French and read books in French |
| 13 | took part in the regional foreign language competition and won second prize |
| 17 | is finishing school and planning to enter university next year |

- 33** Write a similar story (6–8 sentences) about yourself, one of your friends or relatives or a famous person.

- 34** Think about which is better: to have siblings (brothers or sisters) or to be an only child. Make a list of arguments.

- 35** Work in groups of 4–5. Discuss your arguments and come to an agreement. Get ready to sum up the results of your discussion and explain your opinion to the rest of the group.

Dialogue vocabulary

Speaking personally, I think that...
In my opinion / From my point of view...
My view is that...
If you ask me...
As I see it...
It would seem to me that...



- 36** Work in pairs. Discuss the following questions:

- 1 Do you always feel comfortable at school / at home?
- 2 Can you remember any embarrassing situations that have happened to you or your friends and relatives?
- 3 What do you think of these situations now?

Use:

embarrassed, ashamed, humiliated, confused, upset, disturbed, troubled, annoyed, worried, anxious, puzzled, funny, humorous, ridiculous, amusing, comical, unbelievable



- 37** Listen to the teenagers and choose which situations they are speaking about.

- Embarrassing moments at school
- Parents embarrassing their children
- Siblings embarrassing each other
- Children embarrassing their parents
- Funny situations with their friends



- 38** Listen to the recording again and write down some examples of the embarrassing situations the speakers talk about. Use your Workbook.

Jonny: his mum comments on how he looks...

Caroline: ...

Perri: ...

Rose-Marie: ...

David: ...



- 39** Work in pairs. Discuss the situations described in Ex. 38.

- 1 Which situation do you think is the most embarrassing? Why?
- 2 Have you / your friends ever experienced any of these situations?
- 3 What would you recommend teenagers to do?

40 Listen to the conversation and fill in the gaps with the phrases below.

Work in pairs and compare your answers.

really
I believe
but, you see
the fact that...

I think
I suppose
I see what you mean
unfortunately

it's important to know
it's okay for...
but you know

I guess
why shouldn't...

- Peter: (1) ... music, clothes, mobile phones and slang are some of the factors that make up the way we identify "youth culture". For parents to truly connect with their children, (2) ... about their child's interests. But they don't have to like them.
- Kate: (3) ..., it doesn't take much for a parent to find out who their child's favourite artist is, which mobiles are in and what clothes are out. Times are changing, (4) ... parents move along as well?
- Christina: (5) ... parents shouldn't try to be trendy, they should just be themselves. Most parents want to look good because it's human nature (6) ... there is a limit to how far they can go. Trying to dress like your son or daughter is just a no-no.
- Mike: (7) ... trendy parents are a bad idea because they're adults and we're teenagers and there needs to be a clear line between the two. Parents should have their own style.
- Christina: Yeah, you're right. (8) ... celebrity parents like Madonna to be trendy because she's famous and it's part of her job. But if my mum started listening to my favourite groups and wearing the same clothes as I do, I wouldn't like it because I'd think she was not acting like an adult is supposed to.
- Mike: (9) ..., this is why trendy parents are disturbing to me and why many children end up excluding their parents from their social circle. They shouldn't act exactly the same as their kids because it's too embarrassing.
- Kate: (10) ..., I understand why parents try to be trendy. (11) ... at that age you try to find anything that reminds you of when you were younger. (12) ... people feel they have to be trendy to be accepted is wrong, especially adults.
- Peter: (13) ... Adults are lucky because they don't have to follow trends to the extent that younger people do. (14) ..., some adults still think they have to be "trendy". Everyone has the right to do what they want and look how they want, within reason, of course.

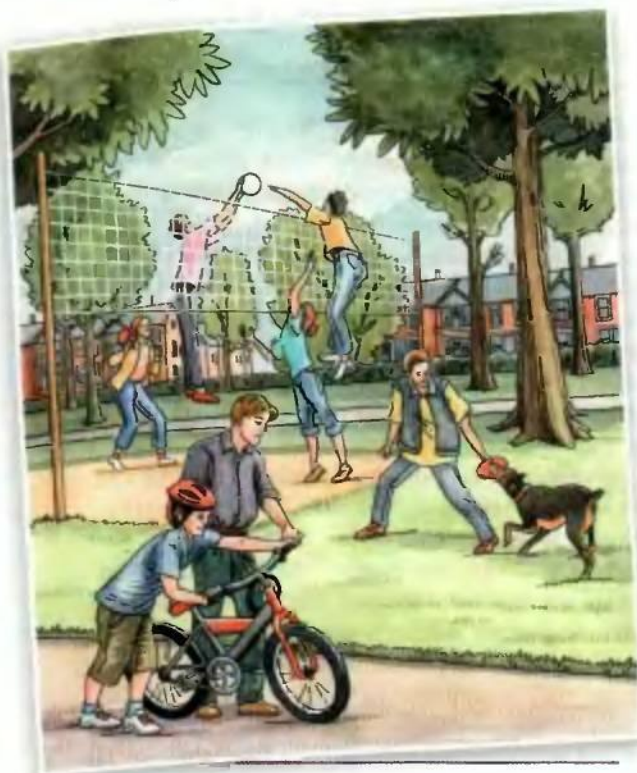
41 Work in groups of three or four. Discuss the following questions.

- 1 Which opinion from the comments above do you share? Why?
- 2 Name another embarrassing situation that can happen in a family. Make a list of 5-6 situations.
- 3 How would you cope with an embarrassing situation?

42 Choose a situation from Ex. 37 and make up a dialogue for it. Use the expressions from Ex. 40.

Section 3 What makes a family happy?

- 43** Look at the picture and say if the teenagers look happy / bored / sad. Why do you think this is so?



- 44** Make notes about things that make you happy, sad or bored and complete the first line of the table. Use your Workbook.

	Happy moments	Sad / Unhappy moments	Boring moments
me			
Rebecca			
Peter			
Sonia			
my classmates...			

Use:

to have a walk, to play computer games,
to shout at someone, to cheer someone up,
to hang about with friends, to travel,
to stay in, to see musicals / films

- 45** Listen to the teenagers answering the same questions and complete the rest of the table. Use your Workbook.

- 46** Work in pairs. Compare your notes.

- 47** Work in groups of 4-5. Ask your classmates about happy / sad moments they would like to share. Make notes in the table in your Workbook.

- 48** Work in groups. Discuss the questions. Report the results of your discussion.

- 1 What happy / sad / boring moments are mentioned most often in your group?
- 2 Do teenagers mention their friends or family more often? Why?
- 3 Do you think teenagers have much in common when they feel happy or sad? Why?
- 4 Do you think parents share similar happy / sad moments? Why?

- 49** Look at the pictures and say which shows an extended / nuclear family. Which picture reminds you...

- of your own family?
- of your friend's family?
- How so?



50 Read the sentences and choose the Russian translation for the words in bold.

- 1 We moved to our new **residence** last spring.
a) место жительства
b) резиденция
- 2 The new telephone line **enables** us to use the internet 24 hours a day.
a) разрешает
b) дает возможность
- 3 I am not sure how they can **afford** such an expensive computer.
a) позволить себе
b) пользоваться
- 4 If you don't live far from school, it's a great **bonus** — you don't have to get up so early to get there.
a) премия
b) преимущество
- 5 We are going to stay with the **in-laws** this weekend.
a) дальние родственники
b) родственники по жене / мужу

51 Read the text and say whether it describes a nuclear or an extended family.

Jessica Constantinidis shares a four-bedroom house in north London with her husband, their four-year-old son Tommy and her 79-year-old mother Olive.

Jessica, 34, and Andy, 42, sold their three-bedroom house in Turnpike Lane and moved in with her mother, Olive Constantinidis, in nearby Tottenham, while they waited to find a buyer for her home.

When both residences sold, they were free to move into their new home in the Finsbury Park area of London [CG].

Jessica says, "We've got a big house now which we wanted so that my mother could still have as much independence as possible. She can have her own area, with her microwave and her own TV. But we eat family meals all together at weekends."

Sharing with Olive enabled Jessica and her family to move into a larger and more comfortable house than they could have afforded on their own.

The new arrangement has proved an added bonus for Jessica and Andy's son Tommy. She says: "He loves it. My mother is really good with him and it is nice for him to have more than just two people around. They are always playing and doing things together and watching videos and she can keep an eye on him for us sometimes as well."

Though the prospect of living with parents or in-laws might not be to everybody's taste, Jessica has no regrets. She says, "If we hadn't moved in together as an extended family, we wouldn't have bought such a big house. It certainly worked for us in our situation and I would really recommend it."



52 Work in pairs. Prepare four questions for the text you've read. Answer each other's questions without looking at the text.

53 Read the text again and write down some of the benefits and drawbacks of living in an extended family. Use your Workbook.

54 Work in pairs. Compare your lists and combine your ideas. Then discuss the following question.

- If you could choose, which kind of family (nuclear or extended) would you prefer to have? Why?

Dialogue vocabulary

I'd prefer to live in...

I must say...

I'd rather... than...

GRAMMAR FOCUS: UNREAL PAST CONDITIONALS (CONDITIONAL III)

55 Read the statements with the forms of Unreal past conditional and choose the relevant Russian translation for each of them.

If + past perfect + would have + past participle

- If I had studied hard, I would not have got a two on the last exam.*
 - Если бы я хорошо занимался, я не получил бы "2" за последнюю контрольную работу.
 - Если хорошо заниматься, то не будешь получать "2" за контрольную работу.
- If I had called Ann, I would have learnt the school news.*
 - Если позвонить Ане, узнаешь школьные новости.
 - Если бы я позвонил Ане, я узнал бы школьные новости.
- If I had got up earlier, I would have caught the train.*
 - Если я встану пораньше, я успею на поезд.
 - Если бы я встал пораньше, я бы успел на поезд.

For more information on Conditionals, see "Grammar reference" (page 182).

56 Find in the text the Unreal past conditional sentence and translate it into Russian.

57 Put the verbs in the correct form (negative or positive).

- If you had read this book, you ... (enjoy) it.
- If she ... (pass) her exams, she would not have gone to university last year.
- He ... (make) so many mistakes in the exam if he had not been so tired.
- I would have done the shopping yesterday if I ... (be) so busy at school.

58 Read the story and then rewrite it using Unreal past conditional sentences where it is possible. Use your Workbook.

Example: If Peter had not got up late, he would not have missed the bus.



Peter had a difficult day yesterday. He got up late and missed the bus. As a result, he was late for his geography exam. He was in a hurry and left his history report at home. During the lesson he could not take part in the class discussion. The teacher was disappointed and refused to listen to Peter's report in the next lesson. As a result, Peter got a "three". Peter was so upset that he forgot to go to the school library. This meant he didn't have the latest magazine that he needed for the IT lesson the next day and he couldn't do his homework in the evening.

59 Think of a curious or interesting situation in your life and describe it using Unreal past conditional forms. Write 7–8 sentences.

60 Work in pairs. Exchange your stories and correct any mistakes.

Section 4 Family disagreements



61 Match the words with their definitions.

1 a row	a) to deal successfully with a difficult situation or job
2 argument	b) a noisy argument or fight between two or more people
3 cope with	c) to discuss a plan or situation in a detailed way
4 talk through	d) a disagreement between people or groups
5 conflict	e) an angry disagreement between two or more people
6 fake	f) to deliberately try to make someone angry
7 provoke	g) false

62 Look at the picture and describe the situations shown in it.

Use:

- to quarrel with
- to ignore someone's opinions
- to keep a sense of humour
- to listen to others
- to make fun of
- to find a solution
- to shout at
- to talk about
- to discuss a conflict / argument / problem
- to be angry / upset / disappointed / embarrassed / sad / aggressive / rude

63 Combine the words from two columns to make meaningful expressions.

angry
avoid
be in
blazing
come into
cope with
fake
get into
have
heated
lose
provoke
talk through
win

all the options
anger
argument
conflict
emotion
problem
relationships
row
situation
smile
stress
thing



64 Listen to the people talking about their attitude to family disagreements and complete the first two lines in the table. Use your Workbook.

	Andy	Jane	John	Lori	Phil
1 Do you have family rows?					
2 Did you often have rows?					
3 How do you cope with a difficult situation in your family?					



65 Listen again and complete the third line of the table.



66 Work in pairs. Answer the questions from the table in Ex. 64 and discuss your answers.

Dialogue vocabulary

I can honestly say...
 What about you?
 We try to avoid conflicts because...
 It's much easier / better to...
 What do you do in such situations?
 I think it's healthy...
 I realise that...
 Sorry, but I'd rather not say.



67 Work in pairs. Look at the photos and discuss the following questions:

- Who are these people?
- What do you know about them?
- Why do you think they have in common?



68 Read the text and match the titles with the paragraphs.

- Professional commentary
- Study results
- TV therapy
- "Real-life" examples
- Peaceful silence

Why family rows are good for you

The blazing arguments and poisoned silences of family rows are something that almost everyone has been through at some point. Many people do their best to avoid such conflicts, but are they wasting their time?

1 ...

A Cambridge University study suggests that arguments between mothers and their teenage girls are actually a sign of a healthy relationship. Many other psychologists agree, and say teenage boys should also be having shouting matches with their old folks. They suggest it's those unnerving families who never have a cross word



that we should actually feel sorry for. Rows are seen as part of a normal, constantly changing relationship and provide teenagers the chance to show that they are no longer little girls and boys, but are becoming mature.

2 ...

Scientists say the reality TV show *The Osbournes* [CG] provides just one example to back up their findings. Mother Sharon and daughter Kelly engage in frequent, intense rows, but nearly always kiss and make up — and have a close bond, according to Sharon. You don't have to look too far to find other examples of difficult parent-child relationships.

Violinist Vanessa Mae [CG] employed her mum as her manager before sacking her for being "too competitive".

And one row between a young Sophie Dahl [CG] and her mother Tessa, which ended in Sophie sobbing in the street, led to her being spotted by a model scout.

3 ...

"Rows between parents and teenage children are part of family life and, while they can be upsetting, are not normally something to worry about," says psychologist Carole Haston. "It is the constant stress and anxiety caused by these rows that we don't want to have."

Although arguments can get a bit heated, if you reach some kind of conclusion and find a way out of a problem, they are worth having. She says that in families where there are no arguments, people are keeping their feelings to themselves. And that's unhealthy.



4 ...

But while the psychologists say we're doing well if we row, there are those who believe we've still got plenty of hidden feelings we're dying to let out.

Turn on any soap opera and it's unlikely you'll have to wait long before the characters exchange heated words, often to the delight of millions of viewers.

She says, "People watch soaps because in real life they spend their time trying to avoid conflicts. We like turning the TV on and seeing people saying all the things we don't dare to say to the people close to us."

Glossary

blazing — showing a lot of anger or emotion, with the intensity of a fire

unnerving — making someone nervous or frightened

cross word — angry word

back up — to give support to someone by telling other people that you agree with them

bond — a connection that gives people or groups a reason to love one another or feel they have a duty to one another

spotted — noticed

69 Discuss the following questions with your classmates.

- 1 What purpose do rows have according to Cambridge psychologists?
Give their reasons.
- 2 What examples do they give to show this?
- 3 According to psychologists, what can ruin relationships in a family?
- 4 When are rows actually good for relationships?



70 Work in pairs. Discuss the following question:

- Do you agree with the ideas from the text? Why? / Why not?
Could you support your opinion with any examples from your own experience?

71 Complete the table with the correct form of the words. You may find some words from the texts in Ex. 68. Use your Workbooks.

noun	verb	adjective / participle
	<i>argue</i>	
		<i>related</i>
<i>suggestion</i>		<i>suggested</i>
	<i>change</i>	
<i>provision</i>		
		<i>employed</i>
<i>competition</i>		
	—	<i>anxious</i>
		<i>concluding</i>
<i>belief</i>		



72 Listen and check your answers. Then repeat the words.

73 Fill in the gaps in the sentences below with the words from the table in Ex. 71.

- What is your ... with your younger brother like? (relate)
- Every time we visit my family, he gets into an ... with my sister. (argue)
- Could I make a few ... about the way your presentation is organised? (suggest)
- Her dream was to ... in the Olympics. (competition)
- On holidays she found ... in a local fast food restaurant. (employ)
- Students are often ... about exams. (anxious)
- I don't ... that she can speak French. (belief)
- Her ... was that she would not be able to complete her project in time. (conclude)

GRAMMAR FOCUS: V-ing FORMS

74 Read and remember.

The **V-ing** forms are used:

- after prepositions
*He left **without saying** a word.*
- After **love, like, enjoy, dislike, hate** and **prefer** to express general preferences.
*She likes **listening** to classical music.*
- After **it's no use**
it's (not) worth
it's no good
be busy
what's the use of...?
there is no point in
can't help, can't stand
be / get used to
have difficulty in

*It's worth **reading** this book.*

V = verb

75 Find in the text from Ex. 68 examples of **-ing** forms and compare them with the examples in Ex. 74.

76 Choose the correct preposition and fill in the gaps with the *-ing* form of the verb.

- 1 Thank you for / to ... (*help*) me with my biology report.
- 2 My favourite show is on TV tomorrow. I'm looking forward at / to ... (*see*) it.
- 3 Are you interested in / for ... (*take*) part in the conference?
- 4 I'm thinking of / after ... (*look*) for a new job.
- 5 How about / for ... (*talk*) more calmly?
- 6 I'm not used at / to ... (*discuss*) my problems with my parents.
- 7 Did he apologise about / for ... (*be*) so rude?
- 8 She is very good on / at ... (*avoid*) conflicts.
- 9 This film is worth — / in ... (*see*).
- 10 You can't stop him of / from ... (*go*) there if he wants.



77 Work in pairs. Do the following tasks:

a) Ask and answer the questions using the prompts below. Add your own details if necessary.

Example: — You / be late / for school

— hate / get up

- Why are you late for school every day?
- I hate getting up so early and usually sleep till half past eight.

- 1 — You / watch TV so much?
— like / watch soap operas.
- 2 — You / go to the country / every weekend?
— enjoy / spend time outdoors
- 3 — You / play computer games / every day?
— prefer / play on computer / to / watch TV
- 4 — You / argue / your brother / so often?
— hate / listen / music / he / turn on / our room
- 5 — You / do your homework / late in the evening?
— prefer / hang out with / my friends / before / do homework



b) Write two of your own questions. Then ask your classmates these questions.



78 Read the first part of Mike's story. Then in pairs discuss what will happen next.

Part 1

It's 4 p.m. The sound of a slamming door indicates my father's home from work. Within 30 minutes the remaining four members of my family come home and the sound of that door becomes a wailing siren warning me of their approach. What conflicts will happen this afternoon? What can my parents and I possibly find to fight about tonight? I walk into my room and shut the door, hoping to find serenity there.

The silence is replaced with the sounds of multiple televisions, the noise from a radio in my sister's room next door and the continuous yells of my youngest sister. Is it too much to ask for a moment of peace? Would it be entirely too difficult for everyone to calm down once in a while? Apparently so.

Within a few minutes, I hear the first knock on my door. Actually, "knock" is not the correct word. The "bangs" on my door are mini-explosions that make the window rattle and my shelves shake. And so the torture begins; from this point on, I am met with critical comments about my room, requests for full attention from my sisters and non-stop demands to do this, that and the other. Could everyone just leave me alone?

Each demand increases the tension that has, in recent years, become a permanent part of my relationship with my parents. I try to calm down. I try to relax and ignore the irritation. I try, but fail miserably. So we quarrel until dinner, and then...

(From *TeenInk* magazine)



79 Read the second part of the story and check your guesses.

Part 2

...we attempt to share a peaceful moment around the table.

We eat and try to have a conversation. My parents ask about my day at school, and for a few moments we actually enjoy listening to each other. It's at this time that I realise that no matter how much we fight, my family will always care about me. But I am looking forward to going to university. Maybe my family and I will get along better when we don't have to be together every day. I do know, however, that despite all of the arguments, I'll always come home. No matter what happens or how much we row, I know there are at least four people I can always rely on.

(From *TeenInk* magazine)



80 Read the story again and discuss the following questions with your classmates.

- 1 Does Mike live in a nuclear or an extended family? Name the other members of his family.
- 2 How would you characterise an evening in Mike's family?
- 3 How does Mike feel staying in his room? How do you know?
- 4 What does Mike try to do to keep peace in the family?



81 Find words close in meaning to the ones below from the text in Ex. 78 and Ex. 79 and complete the table. Use your Workbook.

slamming (door)	
close	
peace and quiet	
shouts	
knock	

82 Discuss these questions with your classmates:

- What is the difference between the words in the right and left columns in Ex. 81?
- How do these words change the story?

83 Find in the text in Ex. 78 and 79 words to describe Mike's relationships with the other members of his family.



84 Work in pairs. Discuss these questions:

- 1 How would you describe the relationships in Mike's family?
- 2 How does Mike view his relationship with his family in the future? Why do you think he feels this way?
- 3 What do you think Mike values about his family? Explain your answer.

Dialogue vocabulary

I'd say...
It looks like...
I think...
Perhaps...
I believe that...
In a situation like this...
What I mean is...
I doubt...

85 Read the phrases and say who you think the teenagers are speaking about. Add your own sentence to the empty box.

...is funny, not bothered about how people look or speak.

...keeps secrets.

...

...is caring of others.

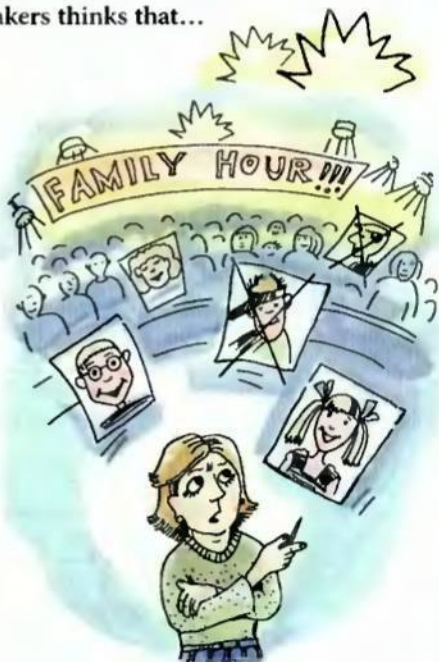
...is nice and kind and helpful.

...understands how I am and if I ever get picked on, they sort it out for me.



86 Listen to the Brown family taking part in the talk show *Family Hour*. They are discussing the problem of whether parents should choose their children's friends. Write down which one of the speakers thinks that...

- 1 teenagers and parents should talk about choosing their friends and come to a compromise
- 2 teenagers should choose their friends themselves because it is the only way to learn how to do it properly
- 3 parents know better how to choose their teenagers' friends
- 4 parents have no right to recommend friends for their teenagers
- 5 parents can hardly choose a good friend for their teenager



87 Listen to the Browns again and write down the arguments for / against parents choosing friends for their teenagers. Work in pairs and compare your lists. Use your Workbook.

for	against

Mini-project: Debate: Parents should choose their teenagers' friends

88 Work in groups and follow these steps. See in "What makes a good speaker" "Learning strategies" (page 172).

- 1 Make sure that everyone in class is familiar with the topic of the debate.
- 2 Divide yourselves into two groups: A and B.
- 3 Group A is going to support the idea. Take the time to discuss the idea from different perspectives. Then collect and organise the arguments that support the idea. Think of reasons to defend the position of your group and give examples.
- 4 Group B is going to disagree with the main idea of the debate. Discuss and record the supporting ideas that justify your group's assigned position.
- 5 In your groups choose a representative and "feed" them with the ideas the group has discussed.
- 6 The representatives from each group take turns, each presenting speeches of a predetermined time (e.g. two-three minutes). The order is:
 - first affirmative — arguments for the proposal
 - first negative — arguments against the proposal
 - second affirmative — arguments for the proposal
 - second negative — arguments against the proposal
- 7 Each of the representatives is allowed a few minutes to disprove the other team's arguments.
- 8 The class may then direct specific questions to the representatives.
- 9 Take a vote after you have finished debating and decide which side had the stronger argument.

Debate rules

- Work as a team and always support each other.
- Listen to your opponents carefully.
- Make notes while your opponents are speaking to keep track of their ideas.
- Try to answer your opponents' questions giving reasons for your opinion.
- Be polite and disciplined during the debate.
- Never interrupt each other.
- Don't speak longer than the set time limit.

Dialogue vocabulary

In my opinion...
 I think...
 To my mind...
 What do you think about...?
 It's a good idea to...
 Do you mean that...?
 I feel strongly against...
 I am absolutely positive that...

89 Do the following role-play. See "How to do a role-play" in "Learning strategies" (page 169).

- Choose a role and prepare to take part in a family conversation.
- Discuss the situation in "your" family:

Example: Mark has got a new friend John who is 3 years older. He has finished school and is not working or studying, so he's got a lot of free time. Mark, however, has to go to school. And Mark's parents think John is not the kind of person their son should be spending time with.

- If necessary, listen to the tapescript once again to understand the position of your character in Ex. 86.
- Try to reach a compromise but do not forget your role.
- Read through the conflict resolution steps before you start the discussion.

**Mark**

You are the youngest child in the family and so sometimes the other members of your family think they can decide what you should do, whom you should make friends with, etc. From time to time you have arguments with your parents, especially with your mother, but you always try to defend your independence.

Mother

You are a mother of 3 children. The youngest, Mark, has a lot of friends you don't like at all. You especially don't like his new friend John and you insist that Mark should not spend time with him.

Jessica

You are a 16-year-old girl. Your two brothers have a lot of friends. You do not like some of them but this doesn't bother you since they are not your friends and you believe your brothers have a right to choose. You support your youngest brother Mark when he has arguments with your parents, especially your mother.

Father

You are a father of 3 children. The youngest, Mark, has a lot of friends you don't like much. You think he should have a right to choose but that he should also listen to your advice and discuss any problems with you.

Conflict resolution steps:

- 1 Decide what the problem is.
- 2 Let everyone suggest an idea about how to solve the problem.
- 3 Together discuss what will happen with each idea.
- 4 Choose the best idea.
- 5 Put the idea into action.

Section 5 Days to remember

90 What are the most memorable days in your family? Why?

BIRTHDAYS

FAMILY TRIPS

NEW YEAR

HOLIDAYS

...



91 Read Angela's story and give it a title.

I finally turned 15 years old! I wasn't sure what the day would bring, so I rolled out of bed with more enthusiasm than usual to prepare for school and... my birthday party! I floated through my classes as if in a dream and let my mind wander, thinking about all of the possible birthday surprises. When I got home, I was greeted by a brand new red motorbike.

My dad and I have been riding mountain bikes and motorbikes together for as long as I can remember, but before this bike, I had never been able to ride beside my father as an equal. But getting my own bike was that turning point. It was a coming of age gift, and my father's acknowledgment that I was growing up.

The weekend after my birthday my dad and I took our bikes to a place where we could ride. That day I learned a lot in between the riding and falling and even some breaking of motorbike parts. I can still remember the look on my dad's face the first time I started up my bike. Since then we have shared something not many fathers and daughters are lucky enough to have. I will be forever grateful for the bond between my dad and me, and it is no surprise he feels the same way about me.

Angela, 17



Glossary

bike — a bicycle or a motorbike

мотоцикл

acknowledgement — признание



(From TeenInk magazine)



92 Work in pairs. Discuss the following questions.

- 1 What made Angela's birthday special?
- 2 Why do you think the present was so important to her?
Find the words in the text that support your opinion in Ex. 91.
- 3 What kind of present or celebration is important to you?



93 Answer the question in the left column and then complete the last column of the table below. Use your Workbook.

	Emma	Gillian	Daniel	Your answer
Is marriage valued in today's society? Why? / Why not?				

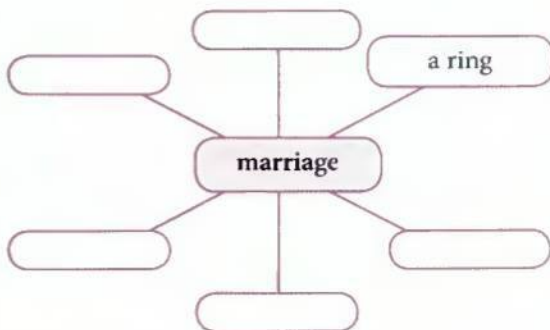


94 Listen to the teenagers speaking about their attitude to marriage and complete the table in Ex. 93. Use your Workbook.

95 Work in groups of 3–4. Discuss the following questions.

- Whose opinion is closest to yours?
- Does your group have much in common?

96 Listen to the teenagers again and write down the words and expressions connected with marriage. Put them into the word web. Use your Workbook.



97 Work in pairs. Compare your word webs. Think of other words connected with marriage and add them to your webs.



98 Read the following article and then choose the sentence that best summarises the main idea.

- 1 NASA [CG] and the Russian Aerospace Agency wanted to draw attention to space exploration in an unusual way.
- 2 A space marriage was organized not to put off the ceremony.
- 3 Russian cosmonaut and his bride wanted to have the strangest wedding ever held.

A Space Wedding

Some brides worry on their wedding day that the groom won't turn up. But Yekaterina Dmitriyeva arrived at her wedding ceremony knowing that her future husband would not be there, at least not in person. He was, in fact, going to be circling the Earth in a spaceship at that time. But the Russian cosmonaut still got dressed up for the occasion and even had a best man.

Our correspondent reports: "The bride wore a traditional white dress and arrived in a special car, but that's about all that was normal about this wedding as twenty-seven-year-old Yekaterina Dmitriyeva married her sweetheart Yuri Malenchenko. Since the groom was unable to be there in person, guests were greeted by a cardboard cut-out of the forty-one year-old cosmonaut. He's due back from an extended mission on the International Space Station in October, but the couple decided they couldn't wait that long to tie the knot."

The groom's tailcoat and wedding ring were flown out on a cargo ship, a fellow astronaut agreed to be the best man — and with that, the scene was set for the first-ever cosmic wedding, which went ahead via [CG] video-link at NASA's Johnson Space Center in Houston, Texas. The bride says that the physical distance in the preparation time was not a problem. But there was some conflict about the wedding. Both NASA and the Russian Aerospace Agency tried to get the couple to wait until Yuri returned to Earth.



Glossary

- sweetheart — the person she loves
 in person — лично
 an extended mission — an official trip that is longer than planned
 to tie the knot — to get married
 a cargo ship — грузовой космический корабль
 the best man — the man who acts as an attendant to the groom at a wedding

99 Read the article again and complete the following sentences.

- 1 The groom wasn't actually present at the ceremony as...
- 2 The couple tried to follow some of the traditions of the typical "white wedding" so...
- 3 It was not difficult to decide who would be the best man...
- 4 The ceremony was made possible due to...
- 5 There was some conflict about the wedding because...

100 Read through the list and tick the points the journalist has included in the article. What does the journalist say about these points?

- the setting of the story: place, dates
- the characters' opinions
- the main characters
- the reasons for the event
- some unusual, curious facts
- the journalist's conclusions
- a brief description of the event
- possible consequences

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☐

101 Read through Angela's story again in Ex. 91 and compare it with *A Space Wedding* in Ex. 98. Then answer the following questions.

- 1 Is the same information included in both stories? (See questions in Ex. 100.)
- 2 What do the two stories have in common?
- 3 Choose one of the stories and write a scheme for it.
- 4 Do Angela and the journalist follow the same scheme?
- 5 What makes the stories interesting to read? Would you change anything? Why? / Why not?
- 6 What verb tenses are used to describe the events?

GRAMMAR FOCUS: GRAMMAR TENSES SYSTEM (REVISION)

102 Read the article below and fill in the gaps with the correct forms of the verbs in brackets. See "Grammar reference" (pages 182–183).

Thanksgiving with the family

"Did you know that Montana is the largest supplier of turkeys?" My uncle Dennis kept on chatting about other useless facts, thinking my other uncles (1) ... more ... (interest) in him than in the football game on TV. As for me, I (2) ... (try) to finish writing a story about ancient Egypt for school while listening to my uncle name every person who (3) ... (sign) the Mozambique Peace Treaty of 1835. This was not my idea of a fun Thanksgiving.

I (4) ... (sit) with my mom at my grandparents' house. It (5) ... just ... (snow), and the little sunlight that (6) ... (peek) through the clouds reflected off the clean snow and the porch window. Overcome by writer's block and boredom, I started (7) ... (bite) my nails. My mom (8) ... (look up) from writing her annual letter. "Don't do that. Go help grandma in the kitchen."

I obediently (9) ... (get up), smiled at Uncle Dennis when he (10) ... (try) to tell me that the name Krystal could be spelled five different ways, and (11) ... (give) an extremely annoyed look to my grandpa, who (12) ... (sit) in "his" chair. Suddenly, I (13) ... (smell) smoke and heard screams coming from the kitchen. I got there in time to find an item that looked like volcanic rock in the microwave.

"That was the stuffing ...," aunt Anne (14) ... (dictate) to her video camera as she zoomed in on the "rock".

How did I ever get stuck with this crazy family?

(From *TeenInk* magazine)



Mini-project: A family story

103 Choose one of the options below and write a story.

- an important event or celebration in your family
- an unforgettable present you / your relatives / your friends have received

• a day that is memorable to you

• an unusual event you have heard about

Steps to take:

- Before you start writing, think of what you are going to write about and make a scheme.
- Read through your notes from Ex. 83–85 to help you form your ideas for the story.
- Try to make your story interesting and exciting!

Key vocabulary



ancestor
argument
bonus
compromise
divorce
drawback
in-laws
marriage
opponent
residence
row
siblings
twins
wedding

afford
come alive
come from
cope with
enable
fall out
find out
go back
hand down
make up with
provoke
start out
take back
take out
talk through
think back

annoying
blazing
captivating
charming
cross (word)
embarrassing
enjoyable
extended
fake
fascinating
monotonous
nuclear
striking
stunning
weird

fight about everything
get on somebody's nerves
have in common
in person — лично
keep a sense of humour
keep an eye on someone
keep somebody's company
look alike
look out for someone
make someone cry
say a few words about something
Times are changing.

Useful phrases

First, he...
I am lucky.
I can honestly say...
I'd like to say a few words about...
It's really fascinating!
I realized...
I see what you mean.
I think it's healthy...
It gives me a feeling...
It gives me a sense of...
It's a bit like...

It's interesting that...
It's much easier / better to...
My great grand uncle was...
Somehow, I've chosen him, because...
Sorry, but I'd rather not say.
Then..., when...
We try to avoid conflicts because...
What about you?
What do you do in such situations?
Why shouldn't...?
You know...

Progress check



1 a) Listen to a family story and decide whether these statements are true (T) or false (F).

- 1 The grandmother's sisters couldn't marry before her. ☐
- 2 The grandmother kept her promise to marry the next man that came along. ☐
- 3 The grandmother was happily married twice. ☐
- 4 The speaker's grandfather was her grandmother's second husband. ☐
- 5 The speaker's grandparents had only daughters. ☐
- 6 The grandfather died of the injuries he had got in the war. ☐

Points ☐ /6

b) Listen again and fill in the gaps in the sentences. Write no more than three words.

- 1 My grandmother was ... of three of them.
- 2 That was the beginning ...
- 3 That story went ... and a man came whom ...
- 4 They didn't have a ... as far as I have heard.
- 5 My grandfather went to a ... and had a real fight ...
- 6 He was injured and was lying ... for a long time.

Points ☐ /6

2 a) Read the text and choose the best title for it.

- 1 School day 2 Day at home 3 Typical morning 4 Way to school

Points ☐ /4

Suddenly her (Flora's) face paled as she saw the sock she'd been looking for in the fruit bowl. She seized it.

"Oh, Mum, my name tags! You didn't sew them on my game things and Mrs Taylor said I'll get a debit if they are not on by today!"

"Flora, it's quarter past 7 already. Why didn't you remind me last night?"

"But I'll get a debit!" she wailed, pulling the whole kit out of her bag in a crumpled heap. "And you never ironed it, and she said unless each piece is named, including the socks..."

"Here." I snatched them up and ran to the kitchen drawer. The first biro nib disappeared up its plastic shaft, the second had no ink, so I siezed a red felt pen and began to scrawl frenziedly.

"In pen?"

"So long as it's named, she won't mind," I muttered,

"Tell her I'll do it properly tonight."

As the red ink ran hideously into the cuff of her white socks, I avoided her eyes which were round with horror. Poor Flora, always on the lookout for something new to fret about and always finding it in me. My daughter,

Glossary

- name tag — бирка с именем
 debit — зд. штраф
 crumpled heap — мятая куча
 biro nib — стержень шариковой ручки
 felt pen — фломастер
 frenziedly — зд. торопливо
 hideously — уродливо
 to be on the lookout for — быть готовым к чему-либо
 to fret — волноваться
 immaculate — безукоризненно чистый
 conscientious — добросовестный
 pristine — аккуратный
 holder of the manners badge — обладатель значка за отличное поведение
 to come up with — соответствовать
 rattle — зд. звук приближающегося авто-буса
 trundle — катиться

so immaculate, so conscientious, so pristine, so fearful of incurring the potential anger of her teachers; a classroom helper and practically life-time holder of the manners badge, with shoes you could see your face in she shined them so assiduously at the kitchen table; and with a mother who tried hard to come up with her scrupulous standards, but failed miserably.

"... OK. Now go. Go, darling, the bus will be at the corner any minute."

We both glanced up as the familiar rattle heralded its approach and, through the kitchen window, saw the yellow school bus trundle around the corner.

"Go!" I yelled.

She went, snatching up her bags, flying down the passage and through the front door as I followed behind. But halfway down the garden path, she turned. Ran back. Threw her arms around me.

"Bye, Mummy."

"Bye."

I hugged her hard. Kissed the top of her dark head furiously to remind her how much I loved her. Then I turned her around by her shoulders, gave her a little push, and off she flew.

Kathreen Elliot *Wedding Day*



b) Read the text again and for the questions 1–6 choose the best alternatives.

- | | |
|---|---|
| <p>1 The daughter was upset because</p> <p>a) she was late for school.</p> <p>b) her mother hadn't done what she had promised to do.</p> <p>c) she didn't want to go to school.</p> | <p>4 Flora was always worried</p> <p>a) that her mother would be angry with her.</p> <p>b) that her teachers would be angry with her.</p> <p>c) that she would get bad marks at school.</p> |
| <p>2 Mrs Taylor is</p> <p>a) Flora's mother.</p> <p>b) Flora's friend.</p> <p>c) Flora's teacher.</p> | <p>5 Flora went to school</p> <p>a) by bus.</p> <p>b) on foot.</p> <p>c) by car.</p> |
| <p>3 Mother used a felt pen because</p> <p>a) other pens didn't work.</p> <p>b) she thought it would look better.</p> <p>c) she couldn't find any other pens.</p> | <p>6 Mother felt bad because</p> <p>a) she couldn't understand her daughter.</p> <p>b) she wasn't as intelligent as her daughter.</p> <p>c) she wasn't as tidy and organised as her daughter.</p> |

Points / 12

3 Read the text and choose the best alternative to fill in the gaps.

The family is the most important social group in all societies. However, the family is changing. The (1) ... family is still the main type of family, although different types of small families are becoming more common, such as (2) ... families. In Britain about a quarter of all families with young children have only one parent, usually the mother. Over half of all UK marriages end in (3) ... , so

many people marry again, creating new families. In some societies, the nuclear family is part of a larger, (4) ... family, which also includes grandparents and other (5) ...

Traditionally, such families worked and lived together. The family educated the children and looked after the old people. In the West, the number of extended families has become smaller because people now often move to different places. Today, most people have jobs outside the family and children go to school. Friends and work colleagues are sometimes more important than family. Many people choose to be (6) ...

- | | | | |
|-------------------|---------------|-----------------|-------------|
| 1 A atomic | B nuclear | C nucleus | D extended |
| 2 A one-parent | B only-parent | C single-parent | D no-parent |
| 3 A division | B marriage | C diverse | D divorce |
| 4 A extension | B extended | C extending | D extensive |
| 5 A relationships | B relation | C relatives | D relative |
| 6 A childless | B childhood | C childlike | D childish |

Points /6

4 Fill in the gaps in the text with the correct forms of the verbs in brackets.

Gordon and Emily have been married (0) (*marry*) for fifty years. Gordon smiled when he ... (1) (*be asked*) how they ... (2) (*meet*). He began to tell me about a dance hall in Croydon where he used to go in his twenties. Emily ... (3) (*break in*) and ... (4) (*remind*) him that it wasn't in Croydon, it was in Purley. Gordon agreed that it ... (5) (*be, not*) in Croydon, but insisted that it ... (6) (*be, not*) in Purley either.

Points /6

5 You have decided to enter a short story competition organised by your English language teacher. The story must begin with the following words:

I would like to tell you a story about my family / my friend's family / my neighbour's family.

Write your story in 180–200 words.



6 Work in pairs. Take it in turns to make up questions and interview each other. Take notes of your partner's answers and find out at least three similarities and three differences between your families.

family large or small? common hobbies?
friendly? free time together?
live with parents? names? age?
occupation? strict or mild? get along well?
grandparents? names? age? visit often?
best thing about them?
brothers and sisters? older or younger?
argue with them?
best memory of a family event?
favourite family tradition?
family funny story that you tell to your friends?
any question of your own.

Mark your score

For tasks 1–4, you can get 40 points.
32–40 points — well done
26–31 points — good
21–25 points — you can do better
20 points or less — revise and try again

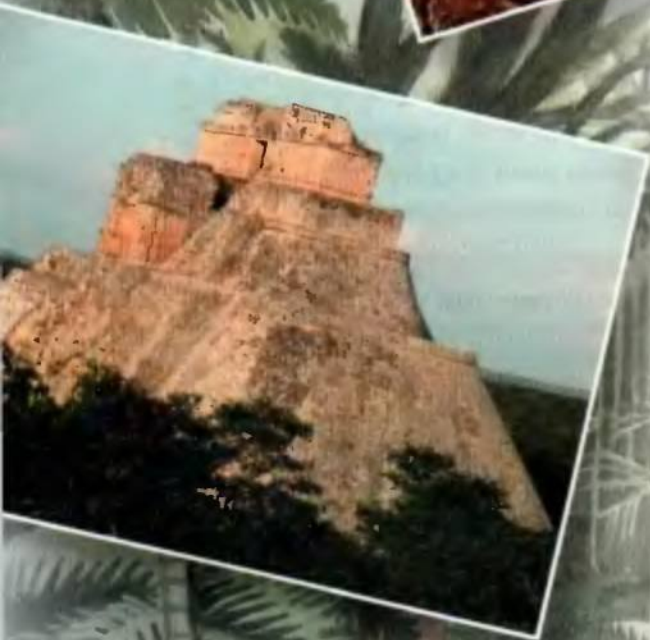
Tasks 5 and 6 should be evaluated by you, your classmates and your teacher.

UNIT 3

Civilisation and progress

Section 1

Learning from the past



1 Work in pairs. Look at the pictures and say what you think they show. Then answer this question.

- How can people learn from the past?

Use:

to produce enough food
to establish laws and rules
to have a system of education
to control society
to regulate the relationships of its members
to have a system of values
to develop a code of behaviour

2 Put the words in the sentence below in the right order and learn the definition of CIVILISATION. Then answer the questions.

- What kinds of institutions and activities make up a civilisation?
- What does a society need in order for it to be considered a civilisation?

IS THAT CIVILISATION AND
ITS DEVELOPED
A INSTITUTIONS. HAS
OWN SOCIETY CULTURE

3 Look at the picture and try to guess:

- who the people are
- where they are
- what they are doing
- what they want to do



ARTEFACTS

stone tools
spear tip
flakes



4 Use the words below to make several sentences about the picture in Ex. 3.
Write a description in your Workbook.

make a discovery date back do research
spare dig stone tools artefacts

5 Read the article and check your guesses.

New evidence found by Russian archaeologists suggests that humans may have lived in the rugged lands of Arctic Siberia much earlier than previously thought. The discovery of certain hunting tools along the Yana River in central Siberia has added at least another 15,000 years to the previous date. Human occupation of this area could now go as far back as 30,000 years ago.

Dr Vladimir Pitulko of St Petersburg led a team of scientists who discovered the site. Uncovered were stone and ivory tools which included spear tips made of rhinoceros horn and mammoth tusk. The surprise findings indicate that humans were able to survive in harsh conditions during glacial times in this particular part of Siberia while the rest of the Northern Hemisphere was entombed in ice.

Scientists are also trying to make connections between the existence of these humans in Siberia and the Clovis who are considered the first humans in North America. The similarity of the tools found in both areas suggests the possibility that at some point the people in Siberia made their way across from Asia to the Americas. Some scientists see this as evidence to explain the peopling of the Americas via the Bering Land Bridge.

Glossary

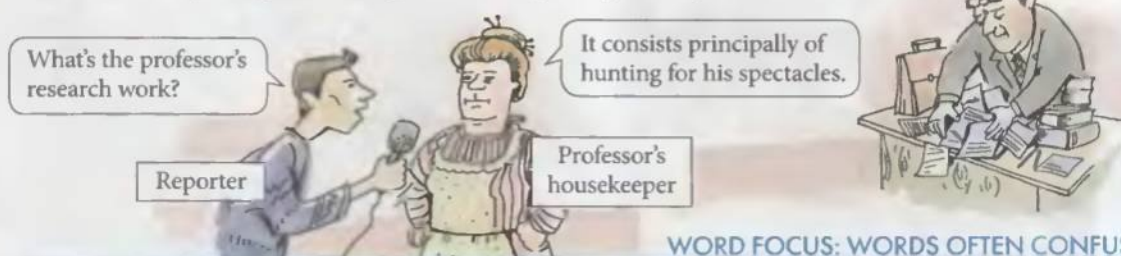
evidence — свидетельство
rugged lands — суровые земли
rhinoceros horn — рог носорога
mammoth tusk — бивень мамонта
glacial times — время оледенения
hemisphere — полушарие
entombed — погребён
via — через

6 Read the text again and decide whether the statements below are true (T) or false (F)

	T	F
1 Archaeologists found traces of ancient people in the South of Siberia.		
2 The hunting tools of prehistoric people were made of bronze.		
3 The discovery suggests that people lived in Siberia much earlier than previously thought.		
4 The first humans were not able to live in really harsh conditions.		
5 The discovery will help scientists understand how the American continents became inhabited.		
6 The first inhabitants of North America might have come from Siberia.		

7 Work in pairs. Discuss the questions.

- Do you think the archaeologists' discovery is an important one? Explain your point of view.
- Is it a surprising archaeological discovery? Why? / Why not?



WORD FOCUS: WORDS OFTEN CONFUSED

8 Match the words that are close in meaning with their correct definitions.

I Invention (1) or discovery (2)?	a) the process of learning something that was not known before, or of finding something that was missing or hidden b) a machine, tool, or system that someone has made, designed, or thought of for the first time
II Tools (1) or appliances (2)?	a) machines or pieces of equipment that you have in your home, for example a washing machine or refrigerator b) pieces of equipment, usually ones you hold in your hand that are designed to do a particular type of work
III Investigation (1) or research (2)?	a) the detailed study of something in order to discover new facts, especially in a university or scientific institution b) the process of trying to find out all the details or facts about something in order to discover who or what caused it or how it happened

9 Fill in the gaps in the sentences with the words from Ex. 8.

- 1 Archaeologists were preparing the ... for the excavation.
- 2 ... like the electric light bulb changed the way people lived.
- 3 Recent ... shows that ancient people were able to survive in very harsh weather conditions.
- 4 Modern people have a wide range of ... in their kitchens.
- 5 The police all over the world join their efforts in the ... of acts of terrorism.

10 Put the words and expressions from the box in two groups to make correct expressions with *do* and *make*. Use your Workbook.

do				make
...	a discovery	one's best	someone's homework	
	a telephone call	nothing	the washing up	
	research	a mess	noise	...
	an effort	plans	a decision	
	good	a cup of tea	an excellent job	
	maths	a mistake	harm	
	the cooking	some work		
	your hair	an exercise		

11 Listen to the short dialogues and fill in the missing expressions with *do* and *make*. Use your Workbook. Work in pairs. Compare your answers.

1

Oh, this table is so uncomfortable!



It's a traditional country table. My great-grandfather ... when he built the house.

- 2 — Shall I help you in the garden?
— Yes, please, I'd like you ...
- 3 — I'll ...
— Oh, no, thanks, but I'd like some coffee, please.
- 4 — Do you like the place you're staying at?
— Not very much, actually. There's ... around here — it's really boring.

- 5 — Have you ... yet?
— No, actually, I've decided to ... first.
- 6 — Does anyone help you with the housework?
— Yes, a man comes in once a week...
- 7 — Let me help you...
— No, that's all right. We've got a dishwasher.
- 8 — What's going on? Could you please stop...!
— I'm terribly sorry, but we're preparing for tomorrow's performance.
- 9 — Remember ... before you leave for school!
— I will.
- 10 — I feel terrible because he was so rude to me yesterday.
— Calm down! You're... . You're just being oversensitive!

12 a) Choose three expressions from the two columns in Ex. 10 and write a sentence using each one.



b) Write a story about any discovery. Use the expressions from Ex. 10.

13 Read and remember.

We use the modal verbs:

must
may / might
can / could
can't / couldn't

} + have + V₃

to say if something was true, probable, possible or impossible in the past.

People must have lived in Siberia in prehistoric times.	Должно быть , люди жили в Сибири в доисторическое время.	You are absolutely certain that something is true.	99%
People may / might have lived in Siberia in prehistoric times.	Вероятно , люди жили в Сибири в доисторическое время.	You think something has a good possibility of being true.	50%
People can / could have lived in Siberia in prehistoric times.	Возможно , люди жили в Сибири в доисторическое время.	There is a possibility that something is true. <i>NB: This form is not as strong as might or may.</i>	25%
People can't / couldn't have lived in Siberia in prehistoric times.	Не может быть , чтобы люди жили в Сибири в доисторическое время.	You are absolutely certain that something is NOT true.	0%

14 Use **must**, **may / might**, **can / could** or **can't / couldn't** plus the correct form of the verb in these sentences.

- Where was Peter yesterday? He ... (be) at school. The school year started a week ago.
- I'm absolutely sure! They ... (arrive) yesterday. I saw their tickets.
- The course ... (begin) on the fifth of September but I'm not so certain about it.
- Are you joking! Nick ... (go) to Moscow last week. He's supposed to be at work now.
- They ... (come from) London, but I'm not sure.
- We ... (take) the wrong turn. We should be there by now.
- They ... (miss) their train. Otherwise they would be here by now.
- It ... (be) Masha who answered the phone because she's away.
- I can't find my cat anywhere. She ... (get out) through the window. The opening is too small.

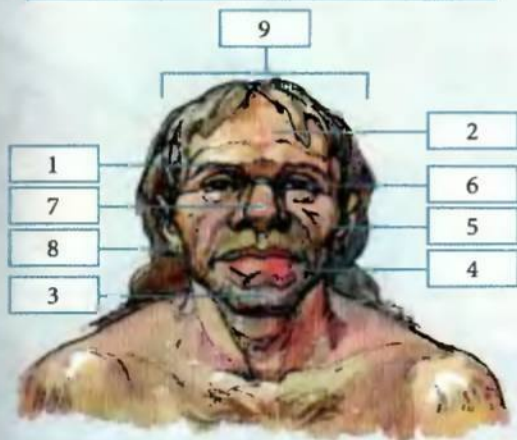


15 Work in pairs. Discuss the statements. Use different modal verbs to say how certain you are about them. Then give your reasons.

- People lived in the Arctic territories in prehistoric times.
- The pyramids in Egypt were built by aliens.
- Humans evolved from apes.
- In the past there was only one continent on Earth.
- ...your own idea.

- 16 a)** Label the parts of the human head.
Use the words from the box.

eyebrow chin mouth eye skull
cheek ear forehead nose



- b)** Work in pairs. (Student A — picture on page 188, Student B — picture on page 189.)

- Student A describes the creature in the picture.
- Student B draws the creature according to the description.
- Switch roles.
- Compare your drawings with the pictures.

Use the words from the box and the adjectives from the following list.

odd, unusual, strange, huge, tiny, short, long, wide, friendly / unfriendly, bright, pale, straight, curly, dark, thin, thick, hairy

- 17** Match the words with their definitions.

1 survival	a) something that is needed in order for something else to happen
2 challenge	b) the state of continuing to live or exist, even in face of difficult conditions
3 species	c) the scientific theory according to which plants and animals change gradually over long periods of time to become more suitable for their environment
4 requirement	d) a living thing, often imaginary, that is sometimes strange or frightening
5 evolution	e) a plant or animal group that shares similar general features
6 creature	f) something that needs a lot of skill, energy and determination to achieve

- 18** Fill in the gaps in these sentences with the words from Ex. 17.

- For ancient man every day of his life was a fight for ...
- The human ... managed to travel for rather long distances and inhabit remote areas.
- Prehistoric man was brave enough to meet the ... of harsh environmental conditions.
- Modern fantasy books often describe different unpleasant ... from other worlds.
- The new archaeological finds may tell us more about human ...
- Ancient humans must have had to minimise their ... for food and conditions for life.



19 Arrange these words along the arrow to show their meaning.

miniature giant tiny huge pygmy small large dwarf

...	giant
-----	-----	-----	-----	-----	-----	-----	-------

Pygmy ['pɪɡmi] — a member of a people who are of less than average height. Most Pygmies live in Central Africa or Southeast Asia. A pygmy animal or plant typically does not grow very big.

20 Translate these expressions into Russian.

- 1 an astonishing discovery
- 2 a hobbit-like species of humans
- 3 pygmy elephants
- 4 miniature humans
- 5 tiny creatures
- 6 a primitive dwarf elephant
- 7 a giant rodent (грызун)
- 8 environmental conditions
- 9 minimising energy requirements
- 10 a limited food supply
- 11 human evolution

21 Look at the picture and guess what the creatures are. What do you know about them?

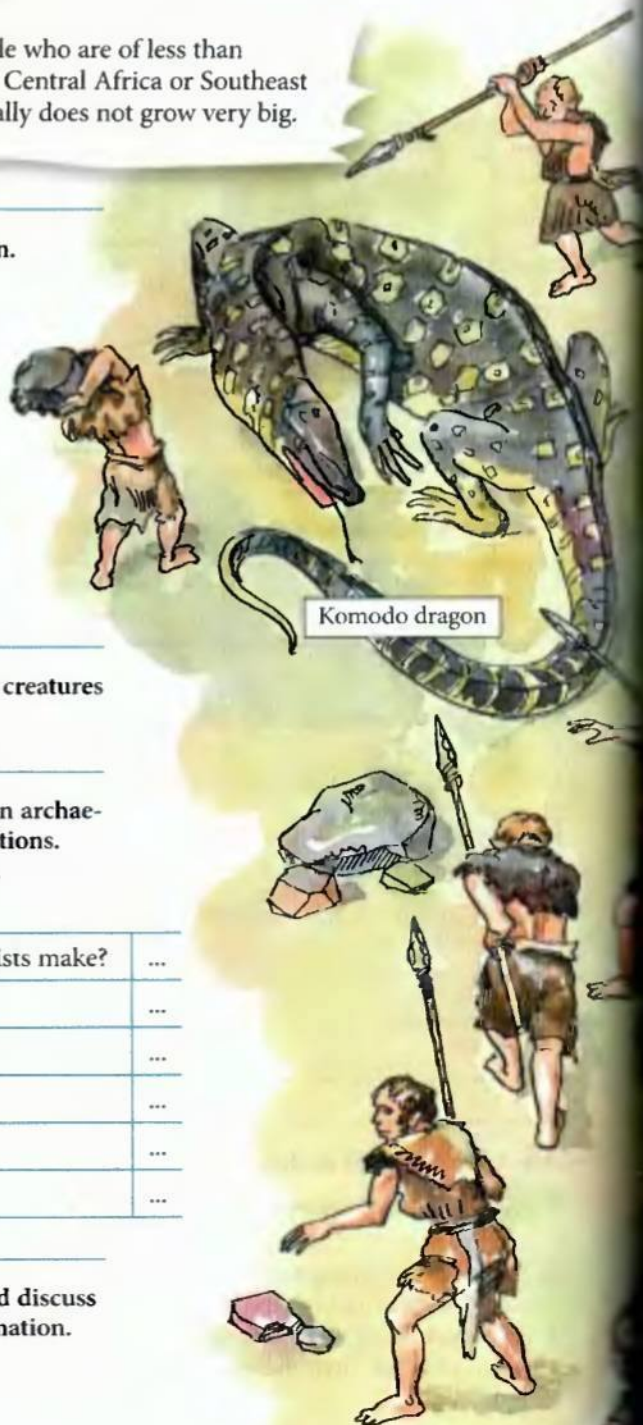


22 Listen to the radio programme about an archaeological discovery and answer the questions. Fill in the table while you are listening. Use your Workbook.

1 What kind of discovery did the archaeologists make?	...
2 What were the creatures called? Why?	...
3 What did these humans look like?	...
4 What do we know about their way of life?	...
5 Why were these humans so small?	...
6 Why is this discovery so important?	...



23 Work in pairs. Compare your notes and discuss any differences. Add any missed information.



- 24** Listen to the recording again while you follow the text. Fill in the gaps. Then add more information to your notes. Use your Workbook. Work in pairs to check your notes.



Presenter: Welcome to "Prehistoric journeys".

Today's programme is about one of the most astonishing discoveries in archaeology in half a century — perhaps the most exciting in the search for other human species in history. Scientists have actually found the bones of a creature that seems to be a tiny species of human. No larger than (1) ... (6 words), these little humans lived with pygmy elephants and Komodo dragons on a remote island in Indonesia 18,000 years ago. Our guest, Richard Roberts, an archaeologist at the University of Wollongong, Australia, and one of the lucky participants of the research team, has agreed to answer my questions about this impressive discovery. Welcome to the programme, Richard!

Richard Roberts: Hello, it's a pleasure to be here.

Presenter: Could you tell us then, what exactly was found on the expedition?

Richard Roberts: Well, as you've mentioned, we Australian and also Indonesian researchers have discovered the actual skeleton of a miniature human and some (2) ... (2 words) in a cave on Flores, an island (3) ... (4 words). This little human we've called the "hobbit" [CG] because her structure reminded us of the creatures from the *Lord of the Rings* books. Her original skeleton stood at just 1 meter tall and weighed about 25 kilograms. She was around 30 years old at the time of her death which occurred 18,000 years ago. This tiny female "hobbit" was found in the same area

on Flores that contained (4) ... (2 words) of dwarf elephants, giant rodents, and even huge lizards called Komodo dragons.

Presenter: That's really fascinating! So what did these "hobbits" actually look like?

Richard Roberts: From what we can tell, they were about the size of a three-year-old child, but with a skull only one-third as large. They had (5) ... (4 words) but a more narrow forehead, thicker eyebrows and no chin.

Presenter: Not very attractive according to modern standards, were they? Can scientists say anything about their way of life?

Richard Roberts: Certainly. While they might not look like modern people, some of their behaviours was surprisingly human. These little people of Flores (6) ... (4 words) and hunted animals, particularly the stegodon. This primitive dwarf elephant could be found on the island at that time and, although small, was still quite heavy at 1,000 kilograms. For the tiny "hobbit" hunter, this beast would have been a challenge so they also included in their diet: fish, frogs, snakes, tortoises, birds, and rodents.

Presenter: I wonder how and why the "hobbits" came to be so small. Have you got any explanations for this?

Richard Roberts: When scientists discovered the tiny skeleton, they thought it was (7) ... (6 words). At the time, there was no record of human adults that were that small. Modern

Pygmies are considerably taller, at about 1.4 to 1.5 meters tall. The most likely explanation is that, over thousands of years, the species became smaller because the environmental conditions of the island favoured (8) ... (3 words). Islands provide only a limited food supply and the few species that live there are competing for the same territory. Survival would then depend on (9) ... (4 words). But there is no absolute proof that this is what in fact happened with this small human.

Presenter: And my last question for today's programme: Could you tell us why this discovery is so important?

Richard Roberts: These "hobbits" were nobody's fool. They survived alongside us for at least 30,000 years. However different they were from us, they were still managing some extraordinary things and all with a brain size only one-third the size of ours. They were not only producing sophisticated stone tools and hunting pygmy elephants, but they were also (10) ... (3 words) to reach their island from mainland Asia. They, in fact, present an intriguing problem in evolutionary biology. I could not have predicted such a discovery in a million years. This find shows us how much we still have to learn about human evolution.

PRONUNCIATION FOCUS



25 Read the teenagers' discussion and fill in the gaps with the expressions from the Dialogue vocabulary. Use your Workbook. Then listen to the recording and practice saying the sentences.

Mary: (1) ... the latest programme "Prehistoric Journeys"? I watched it with interest
(2) ... the discovery they described is of great scientific importance.

Paul: Yes, that's my feeling too. (3) ... I was so impressed... I had never thought such civilisations could have ever existed on our planet. (4) ... that it's almost like a science fiction story?

Mary: (5) ... with that. On the contrary, the discovery is based on historical artefacts and the results of serious research.

Paul: (6) ... Skeletons found by scientists helped them describe the "hobbits" and their way of life. And... (7) ...?

Dialogue vocabulary

What do / did you think / feel?

...what's your opinion?

Do / Would you agree...?

The reason why... is / was...

...because it seems / seemed to me...

...because I really do think...

Yes, that's my feeling too.

That's a very good point.

I'm afraid I don't agree.

We both agreed / thought / felt...

We couldn't agree / decide because...

Our opinions are different: ...thinks...
and I believe that...



26 Work in pairs. Discuss the questions and report the results back to the class. Use the expressions from the box in Ex. 25.

- Can you find the Russian equivalent for "nobody's fool"?
- Do you agree that the hobbit was nobody's fool? Give your reasons.

Nobody's fool — clever and with a lot of life experience so that you aren't easily tricked by others



27 Read and translate. Pay attention to the words in bold. What parts of speech are they?

find	1 We hope to find the answers to some of these questions. 2 The sculpture could be one of the finds of the century.
wonder	3 I wonder how scientists have discovered a new anti-allergy drug. 4 It's difficult to imagine all of the wonders of modern technology.
supply	5 A limited food supply made animals move to the South. 6 Two huge generators supply electricity to houses in the area.
research	7 Scientists have carried out extensive research into the effects of these drugs. 8 The subject has not been fully researched before.
report	9 The news was reported on every TV channel. 10 We expect a full report when you get back from your trip.

Look through the verbs below and say which of them have the same form as their noun equivalents. Check your answers in the dictionary if necessary.

show, discover, challenge, explain, prove, diet, answer, evolve, surprise, present, dance, study



28 Make up five sentences using the words from Ex. 27. Use your Workbook. Then work in pairs. Exchange your sentences and translate them.

GRAMMAR FOCUS:

COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES

29 Review comparative and superlative forms of adjectives. See "Grammar reference" (page 184).

30 Put the adjective in brackets in the correct comparative or superlative form.

- 1 It was the ... (*hot*) day of the year. But the water in the river was ... (*cold*) than I had expected it to be.
- 2 They always go to the ... (*expensive*) restaurants where you can see the ... (*famous*) people in the world.
- 3 The work I do is now ... (*rewarding*) because the conditions are more comfortable.
- 4 The water here is ... (*deep*) than it is further up the beach.
- 5 The hare is one of the ... (*common*) animals that you will see in this region.
- 6 You are one of the ... (*messy*) people I know. Even your younger brother is ... (*tidy*) than you are.
- 7 I'm ... (*busy*) than I used to be so I have to get up even ... (*early*) than before.
- 8 Walking along this mountain path is much ... (*risky*) in winter than it is in summer.
- 9 The ... (*boring*) part of the weekend was listening to Gary's jokes.

- 31 Put the sentences in the right order (1–5) to make a well-known joke. The last sentence is given. Then translate the joke.

- The more we forget, the less we know.
 - The more we study, the more we know.
 - The more we know, the more we forget.
 - The less we forget, the more we know.
 - The less we know, the less we forget.
- 6 So why study?

WORD FOCUS

- 32 Read and remember.

To emphasise an adjective, indicate its degree and also to sound more natural, we can use different qualifying adverbs before comparatives. Here are some examples:

- considerably taller
- much more expensive
- a lot bigger
- far more interesting
- slightly longer
- a bit shorter
- a little warmer

We have realised that the distance to the settlement is **far longer** than we had thought. Some centuries ago these plants were **considerably shorter** than now.

- 33 Fill in the gaps paraphrasing the words in brackets. Use the qualifying adverbs from Ex. 32.

- 1 "Your room has become ... (*not so untidy*)," Mother said.
- 2 "Your report is ... (*not long enough*) than I had expected," the teacher said.
- 3 My brother is ... (*of greater height*) than I.
- 4 The area where these ancient people lived was ... (*huge*) than the scientists had thought earlier.
- 5 The weather is becoming ... (*not so freezing*) this week.

- 34 Write down the name of a famous person. It could be a real person or a literary character. Work in pairs. Compare the two persons whose names you have written. Write 4–5 sentences. Use your Workbook.

- 35 Work in pairs. Compare the way a person looked and lived in prehistoric times and now. Give reasons for your ideas.

Example: Modern people look more beautiful now because their clothes are tidier.



A prehistoric man



A modern man



36 Do the quiz: What do you know about the Mayan [CG] civilisation?

- The Maya were ancient people of
a) Australia b) America c) Asia
- The Mayan civilisation is considered to have been
a) advanced b) primitive c) strange
- The Mayan civilisation reached its peak in
a) the 1st century BC b) the 19th century c) 800 AD
- At its peak the Mayan civilisation consisted of
a) 13 million people b) 1,3 million people c) 130 thousand people
- At the peak of its development the Mayan civilisation
a) invented the wheel b) moved to another place c) disappeared
- The reason for the downfall of Mayan civilisation was
a) climate change b) the war with another civilisation
c) an unknown fact

37 Read the text about the Maya and check your answers to the quiz.

One of the great mysteries of archaeology was the sudden collapse of the Mayan Civilisation of Central America. The disappearance of one of the great civilisations of the ancient world puzzled scientists for years, as they searched for clues among the ruined and **deserted** Mayan cities.

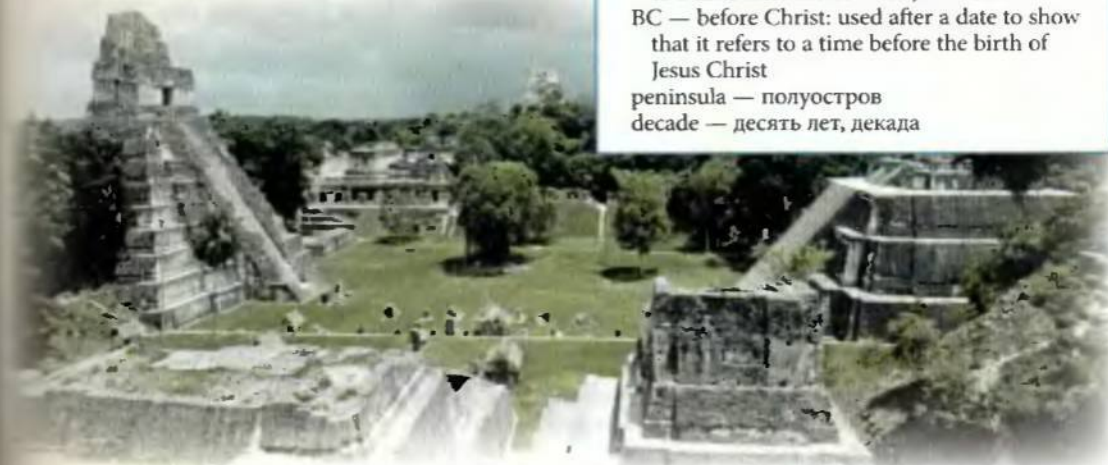
How could a sophisticated culture with its knowledge of mathematics and astronomy vanish into thin air? At its height in about 800 AD, there were probably about 13 million Mayans supporting elaborate cities with grand pyramid temples. Their lands extended from Chichén Itzá on Mexico's Yucatán Peninsula, through Tikal in Guatemala to Copán in Honduras. And then, almost **instantly**, everything collapsed.

Researchers have recently discovered that it was in fact climate change that **caused the collapse** of Mayan culture. It coincides directly with several periods of intense **drought** each lasting about a decade. The worst drought lasted between about 760 and 800 AD. Each one put more **intense** pressure on an already fragile civilisation.

The cities were **densely populated**. But they relied on corn-growing farmers who didn't produce enough to sustain both themselves and the city dwellers. Even though the Maya built reservoirs to collect water, their crops still depended on seasonal rains. Their land had

Glossary

- AD — used after a date to show that it refers to a time after the birth of Jesus Christ
 BC — before Christ: used after a date to show that it refers to a time before the birth of Jesus Christ
 peninsula — полуостров
 decade — десять лет, декада



few rivers, being mostly dry limestone. When the rains failed, the water for drinking and agriculture simply **ran out**. With few reserves and lacking what became **crucial** for survival, Mayan Civilisation died.

History has many examples of cultures that collapsed in other parts of the world. Almost 3,500 years ago, a drought lasting about 200 years terminated a flourishing society in Mesopotamia. Scientists know from studying the rings in trees that a drought in about 1130 AD destroyed the Anasazi culture of the Chaco Canyon in New Mexico, USA.

But not all societies have had to surrender to the devastating effects of drought. The Chumash, of California's Channel Islands, appar-

ently changed their behaviour **in response to** climate change. When deadly droughts threatened their survival, these **hunter-gatherers** became traders.

What can modern societies learn from the Maya's downfall? Supplies of clean water are one of the biggest problems facing countries all over the world. Australia has experienced record droughts since the start of the 21st century. The western USA uses so much water that the Colorado River is dry by the time it joins the sea. People will have to change their habits even more, in order to **survive** the climate changes that are predicted in the next decades.

38 Find in the text from Ex. 37 the words and expressions in bold that mean the following:

- a long period of time when there is little or no rain and crops die
- a group of people who live by killing wild animals and finding food but do not by growing crops
- very great or extreme
- as a reaction
- to use all of something and not have any left
- with a lot of people living close together
- cities with no people in them
- extremely important because it has a major effect on something
- to stay alive despite difficulties
- immediately
- to create a situation in which something fails or stops existing

39 Read the text in Ex. 37 again and this time take notes. Then use your notes to answer these questions:

- Why did the great Mayan Civilisation collapse? When did it happen?
- Why didn't the Maya survive the droughts?
- What other civilisations have collapsed for the same reason? Give examples.
- How can people survive under severe environmental conditions? Give an example.
- What lesson can the Maya teach us?



40 Work in pairs. Discuss the following question and make a list of ideas using these phrases. Be ready to give reasons, examples and explanations for the ideas you suggest.

What could the Maya have done in order to survive?

Use:

- to predict weather changes better
- to change their behaviour
- to build dams instead of pyramids
- to move to a place with plenty of water
- to make big supplies of water and food
- to ask for help from neighbours
- to invent a way to produce water
- to learn to turn sea water into drinking water
- your own ideas...



- 41** Work in groups of 4. Discuss the ideas you developed in pairs in Ex. 40. Follow the chart to organize your discussion in a logical way. Then decide whose argument makes the most sense.

A

GIVE YOUR OPINION

We believe that...

We think that...

In our opinion,...

GIVE A REASON SUPPORTING
YOUR VIEW

Because...

GIVE AN EXAMPLE ILLUSTRATING
YOUR REASON

For example,...

Let me tell you what I mean...

B

ASK FOR A REASON

Why do you say that?

ASK FOR AN EXAMPLE

What do you mean?

For example?

Could you explain this?

EITHER:

ACCEPT THE REASON AND
GIVE YOUR OWN OPINION
(return to the start of the
flow-chart)

DISAGREE AND
GIVE REASONS TO
SUPPORT YOUR
VIEW

Mini-project: Discovering ancient civilisations


Ancient people in Russia

Ancient China 國


Celtic art

EXCAVATIONS IN TROYA

Have all people originated from AFRICA?

- 42** Your class has organised a conference called "Ancient civilisations and archaeological discoveries". Prepare your talk using the presentation steps. See "Learning strategies" (pages 169–170) as well as the steps listed below. Then present your talk to the class.
- Describe where and when the people lived.
 - Give details about what they looked like.
 - Describe what their lifestyle was like.
 - Explain what lesson we can learn from them.

- 43** Write a composition (about 150–180 words) describing your findings about an ancient civilisation. Follow the plan in Ex. 42.



44 Work in groups. Make a list of the things you use every day. Then answer the following questions.

- How long have you had these things?
- Which of the things are most important to you?
- Which of the things could you do without?

45 Work in pairs. Look at the pictures and guess what invention each of them refers to.

46 Read the texts and check your guesses.

Glossary

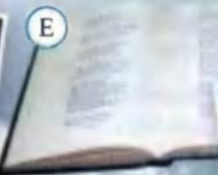
- silkworm — шелковичный червь
 mulberry seeds — семена шелковицы
 smuggle out — вывезти контрабандой
 hollow bamboo cane — полый бамбуковый посох
 movable type — печатный станок
 pinched card — перфокарта
 stimulated emission — индуцированное (вынужденное) излучение
 data processing — обработка данных
 tissues — (зд.) ткани человеческого организма
 corrective eye surgery — хирургическая коррекция зрения

Technological civilisation

We are a technological civilisation and culture. Technology has been with humans from the first use of a stone as a tool and it is impossible to separate technology from our life now. This tool use has since developed to an advanced state, where our human culture is dependent upon the technology that surrounds it. Here are some inventions to consider:

1
 According to legend, the wife of Emperor Huangdi developed silk as an industry about 4,700 years ago. Her name was Xilingshi, and she may be the first ever recorded female inventor. People did not bring silkworms to the West until 550 AD as it was a Chinese secret guarded with the threat of death. Eventually two monks smuggled out eggs and mulberry seeds in hollow bamboo canes. China still produces more silk than any other country.

2
 At the end of the Middle Ages and the beginning of the Renaissance [CG] the German, Johan Gutenberg (1394/99–1467) invented printing with movable type. His Gutenberg Bible of 1455 was the first known printed book. More books were published in the 50 years following Gutenberg than in the previous 1,000 years! So began the first revolution in information technology.



3

The building of ships seems to have begun in Egypt when the first models were designed 5,000 years ago and evolved to the sailing ships that could move easily with the help of wind. But there is still the mystery of how the first inhabitants of Australia were able to come to that continent 60,000 years ago since they had to cross a stretch of ocean of at least 70 kilometres. This most certainly required some means of ocean travel!

4

A Dutch optician, Hans Lippershey built the first documented telescope. Galileo, an Italian astronomer built another a year later and began his study of the sky. He proved that the Earth was not the centre of the solar system, destroying existing beliefs of the time. Isaac Newton built a telescope that used a mirror, a design used by most modern optical research telescopes today.

5

In 1888, an American inventor, Herman Hollerith, developed the first successful computer, using punched cards and electricity.

This was the first step in automated data processing. In 1951, the first commercially available computer was introduced. By the late 1960's, many large companies were using computers. Then in 1975, personal computers were finally introduced. Today we cannot function without them!

6

The principle of the laser was first known in 1917, when physicist Albert Einstein described the theory of stimulated emission. However, it was not until the late 1940s that engineers began to use this principle for practical purposes. These included Charles Townes at the Columbia University, Joseph Weber at the University of Maryland and Alexander Prokhorov and Nikolai Basov at the Lebedev Laboratories in Moscow. Both Townes and Prokhorov were later awarded the Nobel Prize for Science in 1964 for their inventions. Today lasers are used, for example, in corrective eye surgery, providing a precise source of heat for cutting tissue.

47 Read the texts again in Ex. 46 and do the task.

Which text (or texts)...

- 1 mentions a world-famous award for scientific discoveries
- 2 describes the short-time effect the invention had
- 3 mentions a kind of crime
- 4 describes the invention that can benefit human health
- 5 describes the invention whose inventor remains unknown
- 6 describes how the invention helped to destroy an inaccurate theory
- 7 mentions the discoveries made in informational technology
- 8 names the object that is still used in similar equipment today
- 9 gives the names of some famous physicists

6

48 Work in pairs. Read through the text in Ex. 46 once again and answer the following questions.

- 1 Which paragraph is the most interesting to read? Which is the most boring? Why?
- 2 Which one is the most difficult to understand? Why do you think so?
- 3 Which of the paragraphs gives the most unusual information? Explain your choice.

49 Work in groups. With your books closed make notes of as many facts as you can from one of the texts above. Take it in turns to present your information to the class. The winner is the group that can remember the most facts.

WORD FOCUS: WORD-FORMATION. NOUN SUFFIXES -ION, -TION, -ATION, -MENT

50 Complete the following table with the missing word forms. Use your Workbook. Consult the dictionary if necessary.

noun	verb	adjective
		inventive
	evolve	
		advanced
	develop	
		civilised
	require	
	describe	

51 Change these verbs to nouns and write them down. Use your Workbook.

inform excite improve imagine
manage employ investigate disappoint
state explain collect permit enlarge
punish suggest measure move hesitate
govern create entertain direct
settle arrange invite expect examine

52 Read the description of an invention and answer the questions.

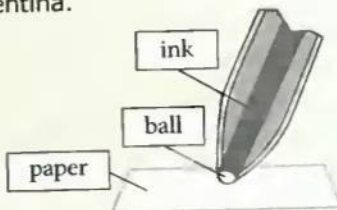
- What is the invention?
- Who invented it?
- When was it invented?
- Were there any prototypes?
- Why was the invention necessary?
- What happened to the invention later?

THE BALLPOINT PEN



The first non-leaking ballpoint pen was invented in 1935 by the Hungarian brothers Lazlo and Georg Biro. Lazlo was a chemist and Georg was a newspaper editor.

A ballpoint marker had been invented much earlier in 1888 by John Loud, an American leather tanner (красильщик), who used the device for marking leather. But Loud's marker leaked, making it impractical for everyday use. A new type of ink had to be developed; this is what the Biro brothers did. The brothers patented their invention and then opened the first ballpoint manufacturing plant in Argentina.



53 Write a paragraph describing the invention of your choice. Use the questions in Ex. 52 to guide you.

- 54** Look at the pictures and label the parts of these inventions. Use the words from the boxes below.

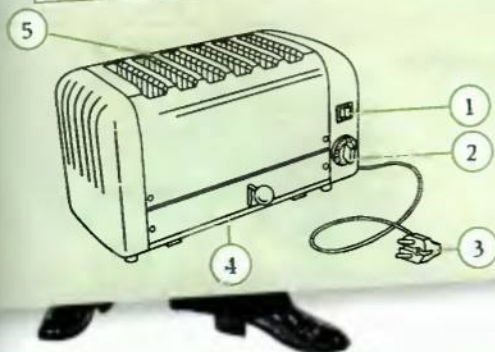
ICE CREAM MAKER

handle blade aluminium cylinder
lid outer case



TOASTER

timer slot selector switch
plug crumb tray



- 55** Read these sentences from the operating manuals and match them with the home appliances in Ex. 54.

- 1 Insert bread into the slots.
- 2 Freeze cylinder for at least seven hours or overnight.
- 3 Do not handle frozen cylinder with wet hands.
- 4 To activate the device, turn the timer clockwise to desired toasting shade.
- 5 Place chilled cylinder into the outer case.
- 6 Automatic timing will start and the red light will illuminate.
- 7 Fit the bottom of the blade into the hole in the cylinder.
- 8 Pour chilled ice cream mixture into the cylinder.
- 9 When the timer reaches zero, the neon light and heating element will switch off.
- 10 Place lid on the cylinder and lock it by turning it counter-clockwise.
- 11 The device is off when the timer is in the "0" position.
- 12 Attach handle and turn it clockwise slowly 3-4 times.
- 13 Let mixture sit for 2-3 minutes, then turn handle again 2-3 times.
- 14 Repeat for 15-20 minutes until handle is difficult to turn.
- 15 Transfer ice cream to a separate container, cover and freeze for 1 hour.



- 56** Work in pairs. Discuss which of the appliances is more useful at home. Explain your opinion.



57 Read and remember.

When we talk about mixed conditionals, we are referring to conditional sentences that combine two different types of conditional patterns. The most common combination is the Type 3 conditional in the *if*-clause (**if + past perfect**) followed by the Type 2 conditional (**would + infinitive**) in the main clause. With this combination we are contrasting an imagined or real event in the past with the present result of that.

*If the Maya **had predicted** weather changes better, their civilisation **would** probably **survive** today.*

*If Guttenberg **hadn't invented** printing with movable type, people **wouldn't be able** to publish so many books now.*

We can also convey the same idea of past event and present result by using the Type 3 conditional (**if + past perfect, would've + past participle**) in both clauses. We use this type of conditional when we regret past action or inaction.

*If the Maya **had predicted** weather changes better, their civilisation **would** probably **have survived**.*

*If Guttenberg **hadn't invented** printing with movable type, people **wouldn't have been able** to publish so many books by now.*

**58 Match the two halves of the sentences and translate them into Russian.**

1 If I had taken that job...	a) ...I would have a better job now.
2 We wouldn't be lost...	b) ...our world would be a better place.
3 If I had taken French in high school,...	c) ...if I had won the lottery.
4 If you hadn't spent all your money on CDs,...	d) ...we'd be there by now.
5 I would be rich...	e) ...I would be a millionaire now.
6 If I had worked harder at school...	f) ...he would still have it.
7 If people were a little more tolerant,...	g) ...if he had booked a table earlier.
8 If you hadn't taken so long getting ready,...	h) ...I would have more job opportunities.
9 If my father had locked his car properly,...	i) ...you would buy this T-shirt.
10 We wouldn't be standing here in a queue...	j) ...if we had looked at the map.

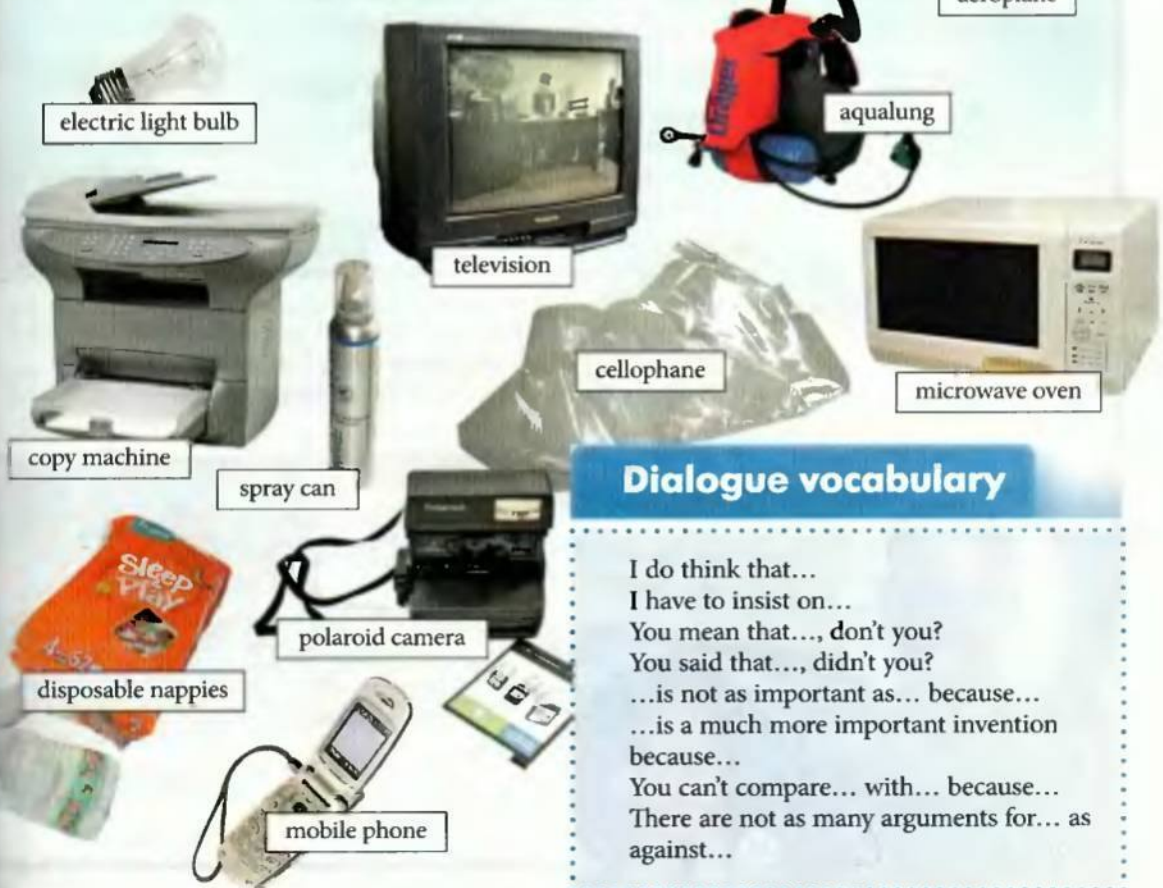
59 Use your own ideas and mixed conditionals to complete these sentences. Use your Workbook.

- Our teacher would be pleased if...
- If I had thought the problem over...
- I would be living in another town if...
- All people would be geniuses if...
- If I had won the lottery...
- If I could fly...
- I would be rich and famous if...



Mini-project: Start anew

60 Work in groups. Look at the inventions and decide which one was the most important in the last century.



Dialogue vocabulary

I do think that...
 I have to insist on...
 You mean that..., don't you?
 You said that..., didn't you?
 ...is not as important as... because...
 ...is a much more important invention because...
 You can't compare... with... because...
 There are not as many arguments for... as against...

WORD FOCUS

61 Match these words and phrases to make pairs with similar meaning.

evolve aid reliant on
 happen disaster collapse

fall apart develop gradually
 catastrophe occur help
 dependent on



62 Work in pairs. Agree or disagree with these statements.

- | | |
|--|--|
| a) Computers are only additional tools in the workplace. | |
| b) Civilisation won't collapse without computers. | |
| c) People are forgetting how to survive in the real world. | |
| d) People depend on technology in all aspects of their life. | |
| e) Computers are more reliable than people. | |



- 63** Listen to five people speaking about the role of computers in their lives. Match the statements from the table in Ex. 62 with what the speakers say.



- 64** Listen to the recording again and decide whether these statements are true (T) or false (F).



A

- 1 He is pessimistic about the future of humanity. ☐
2 He knows exactly what kind of disaster is going to happen. ☐



B

- 1 Her job is to assess and repair computers. ☐
2 She often wonders how people managed to work without computers. ☐



C

- 1 He uses the computer every day. ☐
2 He never writes to his relatives. ☐



D

- 1 She believes that life would be easier without computers. ☐
2 She knows that there are many people who don't use computers. ☐



E

- 1 He is worried that people depend on computers too much. ☐
2 He thinks that computers can help people develop their skills. ☐



- 65** Work in pairs. Discuss the following questions and report the results back to the class.

- 1 How is your life dependent on technology?
- 2 Do you think people depend on computers too much?
- 3 What do you think the world would be like without computers?

66 Work in groups. Prepare to write an opinion essay (about 180–200 words) on the topic below. See “Writing an opinion essay” in “Learning strategies” (page 174).

Has technology become such a big part of your life that existing without it now seems impossible?

Use:

communicate with people
a calculator
read books (by candlelight)
talk and play family games
use a computer for entertainment
get skills that are necessary in the information age
push buttons to get whatever you want
bring information to our fingertips

simplify your life
live one's life through the internet
labour-saving devices
rely on technology too much / just a little
can / can not do without
be in deep trouble
a positive / negative influence on somebody
require creativity and initiative
rule your own life

Follow these steps:

- Step 1** Brainstorm on the topic and write down all the ideas that come to mind in connection with the topic.
- Step 2** Discuss the ideas in groups and choose the best ones.
- Step 3** Divide the responsibilities in your group; everyone should know what she / he is responsible for.
- Step 4** Work together to construct an essay. Consult each other and comment on your writing.
- Step 5** Concentrate on your bit of the text and write the first draft on your own.
- Step 6** Exchange your first drafts of your part of the essay and help each other to make the changes needed to make your writing clearer, such as:

- the development of ideas
- better organisation
- sentence variety
- vocabulary choice

- Step 7** Combine the individual paragraphs into an essay and look for vocabulary repetition, grammar mistakes and spelling errors.
- Step 8** Choose a secretary and write the second draft of your essay as a group.
- Step 9** Think of your target reader and the purpose of the essay; make it real! Make final changes if necessary.
- Step 10** Write the final version of the essay and present it to the class. Decide which group has the best one.

WORD FOCUS

67 Match the verbs with the definitions.

1 shape	a) provide the conditions in which something can happen or exist
2 alter	b) make something stay the same, keep
3 sustain	c) keep people or things apart from each other
4 maintain	d) happen or make something happen at a faster rate
5 separate	e) influence the way a person, idea, or situation develops
6 accelerate	f) make something or someone different

68 Choose the words from Ex. 67 to fill in the gaps in these sentences. Make any necessary changes.

- 1 The increased use of advanced technologies could greatly ... the economic development of any country.
- 2 Some scientists believe that the human body has not ... radically since prehistoric times.
- 3 Research findings can be used to ... the way humanity develops.
- 4 Scientists believe that the present environmental situation can be ... and even improved.
- 5 It's extremely important to ... the right balance between the technological and the spiritual development of humanity.
- 6 Is it possible to ... people and nature nowadays?

WORD FOCUS: WORD FORMATION:
NOUN SUFFIXES -ENCE, -ANCE, -ITY, -TY

69 Complete the following table with the missing word forms. Use your Workbook. Consult the dictionary if necessary.

noun	verb	adjective
		active
	depend	
		reliable
humanity		

70 Change these words to form nouns and add them to the table in your Workbook.

able, enter, differ, curious, safe, appear, prefer, certain, original, honest, electric, refer, interfere, public, popular, formal, disturb, attend

71 Read the text and match the titles with the paragraphs.

- a) The global community has to make a crucial choice.
- b) Several ways people influence nature.
- c) Will the scientist's prediction come true?
- d) People can help the Earth maintain its balance.
- e) A biologist's opinion.
- f) A scientist's prediction about the new nature of our planet.
- g) Human creativity will help to lessen human impact on the Earth.

Human impact on the Earth. How do we lessen it?

- 1 Nearly 70 years ago, a Soviet geochemist made a surprising observation: through technology and great human numbers, he wrote, people were becoming a geological force, shaping the planet's future just as rivers and earthquakes had shaped its past. Eventually, the scientist, Vladimir Vernadsky [CG], wrote that global society, guided by science, would soften the human environmental impact, and the Earth would become a "noosphere" — a planet of the mind, "life's domain ruled by reason".
- 2 Today, a broad range of scientists say that part of Vernadsky's thinking has already

Glossary

impact — an effect or influence
ecosystem — all the plants and animals in a particular area, considered as a system with parts that depend on one another
sustainable — capable of continuing for a long time; not harmful to the environment
rate — the speed at which something happens
emission — a substance, especially a gas, that goes into the air



been proved correct: people have significantly altered the atmosphere and are the dominant influence on ecosystems and natural selection. The question now is whether the rest of his vision will come true.

- 3 Humans have realised the environmental damage of the last century. With the aid of satellites and supercomputers, they now have a real chance to balance economic development with the environment beginning with sustaining the Earth's ecological systems.
- 4 "We've come through a period of finally understanding the nature and effect of humanity's transformation of the Earth," said William Clark, a biologist at Harvard University. "Having realised it, can we become clever enough to be able to maintain the rates of progress?" he asked. "I think we can."
- 5 Some scientists say people can't understand the living planet well enough to know how to manage it. But this problem attracts world leaders and thousands of other participants to summits where they discuss ways of sustainable development. Communities and

emissions of carbon dioxide

countries face choices that are likely to determine the quality of human life and the environment well into the 22nd century.

- 6 Human activity has such a great influence on the planet's ecology that it is no longer possible to separate people from nature. Emissions of carbon dioxide, whether from an Ohio power plant or a Bangkok taxicab, contribute to global warming. Shoppers in Tokyo seeking inexpensive picture frames send people deep into Indonesian forests.
- 7 Experts conclude that the same inventiveness that accelerated human development can be used to soften human impact.

72 Match the words in the two columns to get word combinations. Then check your answers by finding the combinations in the text in Ex. 71.

shape	the ecological system
alter	people and nature
sustain	human development
maintain	the future
separate	the rate of progress
accelerate	the atmosphere

73 Answer the questions using the information in Ex. 71.

- 1 What does Vernadsky's theory say about the Earth's future?
- 2 Do you think this theory is right? Why? / Why not?
- 3 How has it become possible for people to sustain the Earth's ecosystem now?
- 4 What does the biologist think about human impact on the Earth?
- 5 What kind of choice does the global community have to make?
- 6 What are the three examples of human interaction with nature given in the text?
- 7 What will help people to lessen human impact on the Earth, according to the text?

74 Work in groups. Discuss the questions and report the results to the rest of the class.

- How can we lessen our impact on the planet?
- What is being done in the area where you live?
- Is it necessary to do more?
- What would you suggest should be done?

Use:

avoid environmental damage
 reduce population growth and consumption
 raise money for environmental projects
 prevent species' extinction
 protect the atmosphere and soil
 stop contributing to global warming
 make ecologically-conscious decisions
 save energy
 ban ozone-eating substances
 organise consumer boycotts
 promote clean air and water
 organise campaigns
 join efforts
 do concrete actions

WORD FOCUS:

WORD FORMATION: AGENT NOUNS:

-ER, -OR, -ENT-, -IST, -ICIAN, -IAN

75 Add suffixes to the words to form nouns that will name the performers of the action. Write down the answers. Use your Workbook.

magic —	invent —
direct —	biology —
science —	physics —
piano —	music —
art —	govern —
history —	philosophy —
research —	engine —
act —	astronomy —
compose —	economy —

76 Work in pairs. Decide which professions have the most impact on the development of humanity. Give reasons for your decision.

77 Work in pairs. Explain the quotations and agree or disagree with them.

"All good things are difficult to achieve; and bad things are very easy to get."

Morarji Desai

"The future is not a gift — it is an achievement."

Harry Lauder



"Empty pockets never held anyone back. Only empty heads and empty hearts can do that."

Norman Vincent Peale

WORD FOCUS: INTERNATIONAL WORDS

78 a) Guess the meaning of the words from the list. Think about what helps you understand the words. Check your answers in the dictionary if necessary.

individuals	sponsors	intelligence
contribute	laureate	lasers
spiritual	psychological	temperature

b) Look through the text in Ex. 80 and find other examples of international words.

PRONUNCIATION FOCUS:
INTERNATIONAL WORDS

79 Listen to the words and practise saying them. Compare them with the Russian equivalents.

80 Read the text and answer the following questions.

- 1 What is the purpose of the Kyoto Prize?
- 2 Who is the founder of the prize? What do we know about him?
- 3 How many people have been awarded the prize? Who are they?
- 4 How does the founder of the prize explain the idea behind it?
- 5 Who were the prize laureates in 2001? What achievement did they get the prize for?

Kyoto Prizes to further stress "moral" achievements

The Kyoto Prize is Japan's equivalent of the Nobel Prize. The awards are given to **individuals** or groups who have made "significant contributions to the progress of science, the development of civilisation, and the enrichment and elevation of the human spirit." The **sponsor** of the Prizes is the Inamori Foundation, founded in 1984 by Kazuo Inamori, a successful businessman in ceramics and electronics. The prize is similar to the Nobel Prize, but more inclusive as it acknowledges Arts and Philosophy, as well as Advanced Technology and Basic Science. Unlike the Nobel Prize, however, it is never given to corporations.



Every November, three winners of the Kyoto Prizes receive a diploma, a gold watch and 50 million yen. The prizes are given to scientists, philosophers and even filmmakers. In 2001, the Russian **laureate**, Zhores Ivanovich Alferov, won the Kyoto Prize for Advanced Technology for his work with semiconductor **lasers** at room **temperature**. He developed an efficient low cost technology that improves communication equipment from fibre-optic networks to personal DVD players. In 2006, the Prize for Arts and Philosophy went to the fashion designer, Issey Miyake, for "creating clothing that can become a part of people's lives, cutting across time, national borders, and classes."

Inamori has criticised modern culture for ignoring our emotional and **spiritual** development and feels that more recognition should be given to those who work for the common good. "Today we are rushing ahead with incredible scientific and technological achievements, while understanding of our emotional and **psychological** development lags behind badly," he says. "It is my hope that the Kyoto Prizes will encourage balanced development of both our scientific and our **spiritual** sides."

Inamori worries that people are losing their old models of morality and ethics based on religion. But he believes that if we use our **intelligence** properly, we can create a new way of thinking, one that does not add to human suffering. He has now given the Inamori Foundation 70 billion Yen, which he hopes will help to recognise people who **contribute** to this process.



Glossary

- acknowledge — признавать
 basic science — фундаментальная наука
 semiconductor — полупроводник

81 Write down the following expressions and translate them into Russian.

- to recognise significant world achievements
- to honour individuals and groups
- to further humanity through a balance of technology and spirituality
- to emphasise moral and spiritual contribution
- to work for the common good
- to rush ahead with incredible achievement
- to encourage a balanced development of both scientific and spiritual sides
- dramatic advances in science and technology
- to abandon the old model of morality and ethics
- to be central to modern life



82 Work in pairs. Discuss the following questions. Support your answers with the information from the text.

- What is more important for the development of humankind: technological progress or moral values? Explain your answer.
- Do you think it is a good idea to award people of different professions the same prize? Why?
- Do you know anyone who should be awarded the Kyoto Prize in your opinion? Give examples of some people and their achievements.

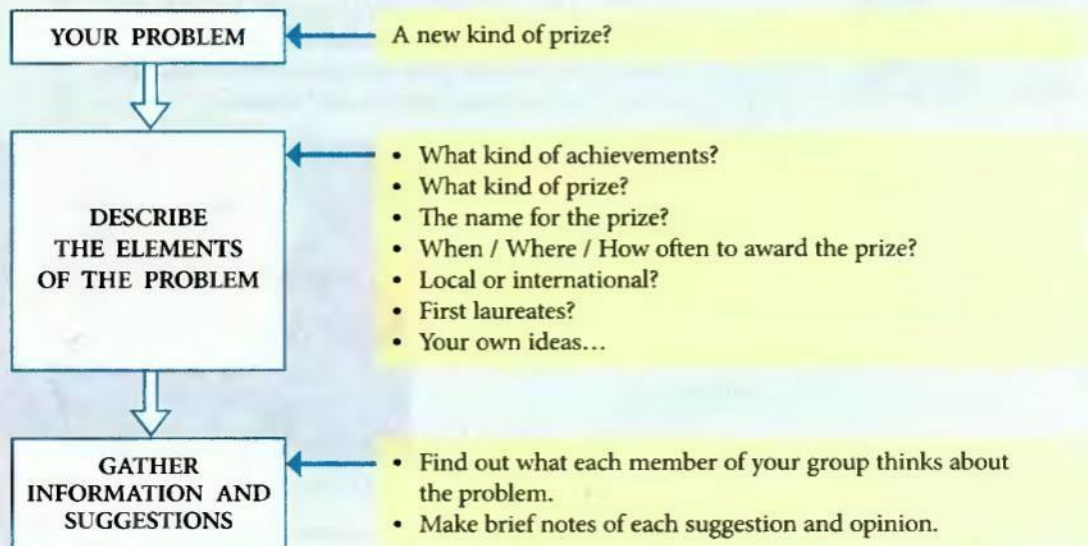


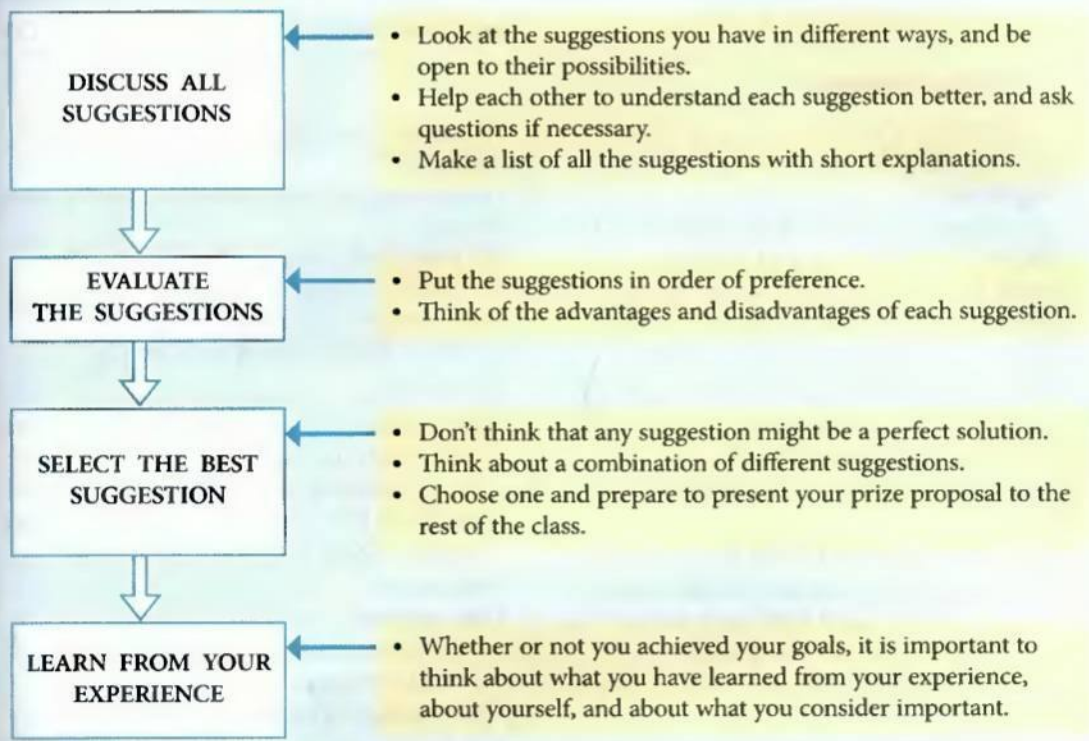
Mini-project: Inventing a new prize



83 Work in groups. You have been given the task to make a proposal for a new prize. Follow the scheme and solve the problem.

PROBLEM-SOLVING PROCESS





Dialogue vocabulary

What about...?
 We could... and also...
 Let's start with...
 I suggest that each of us...
 Why don't we...?
 But, wouldn't you say...?

Don't you think that...?
 I'm not sure I agree with you there...
 I can't understand your point...
 That's what I think.
 I totally / entirely / completely agree.



First, says Hague

84 Read and remember.

It is really only a matter of learning which verbs take the **to** infinitive and which take a **V-ing** form.

- For example, the verbs **hope**, **expect**, and **learn** normally take the **to** infinitive.

*I **learnt to** swim in the Black Sea last summer.*

*I **expect to** get high marks in English this term.*

*I **hope to** hand in my project paper on time.*

- After some verbs (e.g. **tell**, **advise**, **ask**), **to** infinitive follows the object.

*We **asked a stranger to show** us the way.*

*He **advised me to drive** more slowly through the town.*

*The new teacher **told us to be** quiet.*

- Other verbs, such as **enjoy**, **finish**, **admit**, **mind**, **feel like**, **can't help**, **look forward to**, and **prevent** take the **V-ing** form.

*I **can't help feeling** that it's going to rain before we get back.*

*I **feel like stopping** work now and coming back to it later.*

***Do you mind not talking** in here? Speaking is not allowed in the library.*

*He **admitted having copied** the task from his neighbour.*

*I always **enjoy listening** to music when I'm feeling stressed.*

*She **finished cleaning** the floor and then she vacuumed the room.*

*I **look forward to hearing** from you.*

*The doctor **prevented him from getting** seriously ill.*

- Some verbs, such as **begin**, **start**, **like**, **love**, **hate**, **continue**, and **cease** can take either the **to** infinitive or a **V-ing** form and there is usually little or no difference in meaning between them.

*I **like to read** in bed.*

*I **like reading** in bed.*

*I **continued to study** till mum came in and then we had supper.*

*I **continued studying** till mum came in and then we had supper.*

Sometimes the meaning changes when you use one form or the other:

verb	meaning when followed by the to infinitive	meaning when followed by V-ing form
mean	<i>I mean to finish this job no matter what happens. = to be determined to do it, to intend</i>	<i>A new theory of human development will mean changing people's attitudes to the environment. = to signify, to result in</i>
regret	<i>We regret to inform you that your flight has been cancelled. = to feel regret for an action first and then to do the action</i>	<i>I regret spending so much money, because now I can't pay all my bills. = to do an action first and later to regret it</i>
remember	<i>Remember to call me next week. = to remember an action first and then to do the action</i>	<i>I remember playing with you when we were both small children. = to do an action first and later to remember it</i>
stop	<i>I stopped to tie my shoelaces. = to stop in order to do another action</i>	<i>I stopped eating meat years ago. = to quit</i>
try	<i>He tried to find a job. = to attempt to do something</i>	<i>He tried asking his friends to help him. = to experiment, to do an action in order to test what happens</i>

85 Use the correct form (*to* infinitive or *V-ing*) of the verbs in brackets.

- 1 I hope ... (*watch*) the programme about ancient civilisations tomorrow.
- 2 I can't help ... (*wonder*) why Jane won't admit ... (*copy*) the task.
- 3 You should avoid ... (*be*) absent if you want ... (*pass*) the exam.
- 4 I couldn't find any material for my project, so she suggested ... (*search*) the internet.
- 5 She decided ... (*stop*) ... (*write*) the article; she felt very tired.
- 6 ... (*eat*) is not allowed during the presentation.
- 7 He plans ... (*do*) research on the history of civilisation after he gets over his illness.
- 8 ... (*watch*) films without dubbing is a good way ... (*improve*) your English.
- 9 I tried ... (*convince*) him to take part in the project, but he refused ... (*do*) it.
- 10 The journalists tried ... (*ask*) the historians about the discovered "hobbit" civilisations, but they couldn't give detailed comments.
- 11 If you enjoy ... (*investigate*) the origins of plants and animals, you will love ... (*go*) to the exhibition in the scientific centre.
- 12 I can't remember ... (*visit*) this place before; it looks unfamiliar.
- 13 "Remember ... (*revise*) your grammar," said the teacher.
- 14 I'm sorry. I didn't mean ... (*interrupt*) you.
- 15 Those facts need ... (*check*); you may find some information on the topic in the latest magazine.
- 16 After you finish ... (*print out*) the report, would you mind (*take part*) in our discussion?
- 17 I regret ... (*tell*) you that we are not going to take part in the regional sport competition.

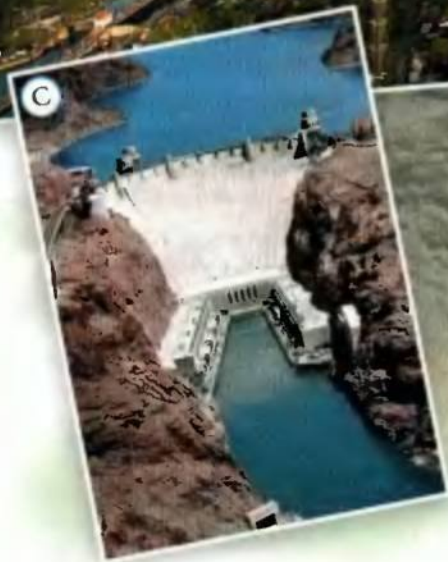
**86** Work in pairs. Discuss the difference in meaning between these sentences and then decide how each sentence should end.

- 1 She didn't remember to hand in her task because...
She didn't remember handing in her task because...
- 2 I tried to unlock the door but...
I tried unlocking the door but...
- 3 We stopped to eat our sandwiches when...
We stopped eating our sandwiches when...
- 4 I regret to tell you that your mark was very low because...
I regret telling you that your mark was very low because...
- 5 I need to repair these shoes because...
These shoes need repairing because...
- 6 I mean to write the composition today and...
A completed composition will mean getting a good mark and...

**87** Work in pairs. Ask each other the following questions and make note of your partner's answers. Use your notes to write down complete sentences about your partner. Use your Workbook.

- 1 How do you really feel about school?
- 2 What things did you intend to do yesterday?
- 3 What did you regret doing this week?
- 4 What do you remember doing when you first came to school this morning?
- 5 What do you need to remember to do this week?
- 6 What would you like to stop doing?
- 7 Did you stop on your way home yesterday? Why?

- 88** Work in groups. Look at the pictures and say if you know the places they show. What do you think they have in common?
Match the pictures and the names of the places (see the table in Ex. 89).



- 89** Work in groups and follow these steps.
Use your Workbook.

- Discuss what kind of information might be missing.
- If you don't know some of the facts, make some guesses.
- Think about where you can get information on the missing facts.
- Fill in the missing information.
- Be ready to report the results of your work to the rest of the class.
- Compare your results with another group.
- Decide, how and where you will get the needed information.

Dialogue vocabulary

We're absolutely certain that it...
It may have been created because...
Perhaps...
It could have been constructed in...
We're not sure but this...
Well, I guess...
We can't say if it was built for...
We have our doubts about that...
...is not very likely.

	Where	When	Why	How
1 STONEHENGE		About 3000–1000 BC		Builders could have used stone tools to shape the stones, and wooden rollers, levers, and ropes to set them in position.
2 PANAMA CANAL	Isthmus of Panama		To make it easier to travel between the Atlantic and Pacific Oceans.	
3 TRANS-SIBERIAN RAILWAY		1891–1916		
4 HOOVER DAM	Colorado River at the border of Nevada and Arizona (USA)			Explosives and heavy equipment enabled builders to create this huge dam.
5 ENGLISH CHANNEL TUNNEL or THE CHUNNEL		1987–1994		

- 90** Before listening to the recording, check with the other groups' results and compare them with your own results. Then listen to the recording and check your guesses. Make corrections and additions in your tables.

Mini-project: A local wonder

- 91** Work in groups and prepare a presentation about a man-made wonder in the place where you live.

- Think about the place where you live.
- Choose a man-made wonder near you.
- Discuss what makes it attractive or what you dislike about it.
- Make notes of your discussion.
- Describe the wonder using the table in Ex. 89 (Where? / When? / Why? / How?).
- Make a presentation of your wonder to the whole class using your notes.

- 92** Write a description of the man-made wonder you have presented, illustrate it and display it in your classroom. Then vote for the most original piece of work.



Section 4 Robots of the future

- 93 Look at the pictures and say what you think they show. Make a list of what these things can be used for.



- 94 Read the text and check whether you have guessed correctly.

Future Robots

What role will robots have in our future? Will they only be functional, or will they be our personal companions? Computer scientists in Japan and the USA now believe that robots will be friends and helpers like C-3PO and R2-D2 in the film *Star Wars* [CG]. Helen Greiner, of the company Robot, says they are good for jobs that are “dull, dirty, and dangerous”.

Others believe robots will some day be a part of everyday life. Katsumi Muto of Sony thinks that elderly Japanese people might need mechanical carers. His company has developed *Aibo*, a robot dog, and *Qrio* a humanoid, which can walk and play music. Robots like this will help make people's lives easier, by cleaning the house or delivering the mail, but they will not require care like the family pet.

Scientists see the next step is making robots that can feel and show emotion. The Massachusetts Institute of Technology has built a robot called *Kismet*, which can move its eyes and show emotional expressions. One day, people are likely to accept robots into daily life, as helpers and companions like the family dog, which they can love.



Glossary

C-3PO and R2-D2 — the robots in the cult film series *Star Wars*

carer — помощник, сиделка

deliver — доставлять

95 Read the text again and answer the following questions.

- 1 How are robots supposed to be used in the future? Add some ideas from Ex. 93 to complete your answer.
- 2 Why are robots better companions than dogs, according to the text?
- 3 Why can people look forward to the time when robots will be accepted into daily life?
- 4 Would you like to have a robot companion? Why? / Why not?
- 5 How could robots be most useful in daily life? Why do you think so?

96 Put the verbs in these sentences in the correct future form. See "Ways of expressing the future" in "Grammar reference" (page 185).

- 1 Who do you think ... (*win*) the next Football Championship?
- 2 Mum, I can't understand the task and need help! ... (*help*) me?
- 3 When ... you ... (*visit*) me next year?
- 4 The plane ... (*take off*) at 6.
- 5 I'm so hungry! I ... (*make*) a sandwich for you and me.
- 6 He ... (*study*) at the university next year.
- 7 As soon as I ... (*come*) home, I'll ring you up.
- 8 We ... (*fly*) to the Crimea next week — we are on holiday at last!
- 9 Look at these clouds — it ... (*rain*) any minute.
- 10 Hurry up! The lesson ... (*start*) in a minute!



97 Answer these questions about yourself. Then work in pairs and discuss your answers. How many things have you got in common? How many differences?

- 1 What are you doing this evening?
- 2 What are you doing tomorrow evening?
- 3 What are you doing at the weekend?
- 4 What are you going to do in your spare time on Saturday?
- 5 What are you going to do in three years' time?
- 6 Where do you think you will be this time tomorrow?



98 Work in groups. Write down a list of changes you expect to happen in the world in a hundred years' time. Follow these steps.

- Discuss your ideas.
- Choose three of the most likely developments from the topic list.
- Describe them to the rest of the class.

Possible topics for your predictions:



Education



Fashion



Homes



Technology



Work



Dialogue vocabulary

In a hundred years' time there will...
 The most dramatic change will take place in...
 First of all, it's necessary to mention...
 Then...
 Finally...
 We are convinced that... will...
 We think... might become...
 ...is / are likely to become...
 To sum it up, I'd like to say that...

Use:

advanced technologies computer classes
 computer programmes

inventive reliable challenging
 developing

(do) research discover / make a discovery
 invent alter sustain supply
 have an effect maintain separate
 accelerate become crucial
 rely on technology run out

in response to



Sport

Your own idea

99 Listen to the advertisement and answer the following questions.

- 1 What creatures does the advert compare the robot to? Why?
- 2 How useful can this robot be? What can it do?
- 3 How does it react if it notices something unusual in human behaviour?
- 4 What groups of people can this robot be useful for?

100 Listen again and fill in the gaps in the summary. Use your Workbook.
NB: You don't have to use exactly the same words you hear on the recording.

- 1 Wakamaru is a robot designed ...
- 2 It is ... a young Japanese warrior.
- 3 It is ... and useful for your life at home.
- 4 Wakamaru is able to ... to people and ...
- 5 It is important that it can determine ... in people.

101 Work in pairs. Discuss the advantages and disadvantages of keeping this kind of robot in your home. Report your various arguments back to the whole class.

Use:

smart intelligent small require care
a part of everyday life
incredible possibilities closer to reality
a highly effective tool
are able to help / move / open / respond /
keep an eye on...
could be used for / as...
could be equipped with...
easy / difficult to control

Dialogue vocabulary

In my opinion...
Oh, I see!
I never thought about it that way before.
I'm afraid I can't agree...
I don't agree that...
May I have a word?
Excuse me for interrupting.

102 Read the text and answer the following questions.

- 1 What kind of book is the text taken from?
- 2 Have you read other books of that kind? What were your impressions?
- 3 Who are the main characters?
- 4 What is unusual about them?
- 5 What do you think will happen in the part of the story you are about to read?



Isaac Asimov, 1920–1992, a US scientist and writer, born in Russia, and best known for writing science fiction (stories about life in the future and imaginary developments in science)

You are going to read a part of a story taken from the book *I, Robot* by Isaac Asimov. Robot Robbie is the nanny of a girl, Gloria. Huge Robbie and the little girl enjoy spending time together. They have a lot of things they like to do. Gloria invents funny and thrilling games that would not be as exciting without her friend, and Robbie likes listening to her amusing stories for hours. Even when Gloria tells him well-known fairy tales, it makes him feel delighted and he wants to listen to her stories again and again. He even agrees to be "a big silver air-coaster" for Gloria when she promises to tell him the story of Cinderella again. They have become very close friends and seem to understand each other very well. Gloria enjoys Robbie's company and the robot seems to be a very caring nanny for the girl.



103 Listen and read part of the story and answer the following questions.

- 1 Who are Mr and Mrs Weston?
- 2 Why is Mrs Weston so worried?
- 3 Does Mr Weston agree with her? What arguments does he give?

[...] Mrs Weston waited patiently for two minutes, then impatiently for two more, and finally broke the silence.

"George!"

"Hmmp?"

"George, I say! Will you put down that paper and look at me?"

The paper rustled to the floor and Weston turned a weary face toward his wife. "What is it, dear?"

"You know what it is, George. It's Gloria and that terrible machine."

"What terrible machine?"

"Now don't pretend you don't know what I'm talking about. It's that robot Gloria calls Robbie. He doesn't leave her for a moment."

"Well, why should he? He's not supposed to. And he certainly isn't a terrible machine. He's the best darn robot money can buy and I'm damned sure he set me back half a year's income. He's worth it, though — darn sight cleverer than half my office staff."

He made a move to pick up the paper again, but his wife was quicker and snatched it away.

"You listen to me, George. I won't have my daughter entrusted to a machine — and I don't care how clever it is. It has no soul, and no one knows what it may be thinking. A child just isn't made to be guarded by a thing of metal." [...]

Taken from *I, Robot* by Isaac Asimov

Glossary

darn — (American informal) an interjection used when you are annoyed about something

he set me back — он мне стоил

income — доход

snatch — выхватывать

entrust — доверять



- 104** Work in pairs. Discuss whose position you support more: Mr Weston's or Mrs Weston's. Develop your arguments and present them to the class.

- 105** Work in groups of 3–4 and discuss the following questions. List the arguments that support your opinion.

- Can robots / computers / technological devices be dangerous?
- What threats do they pose?

Dialogue vocabulary

I really feel that... Exactly! I have to agree with you. I don't think...



Mini-project: A new robot design

- 106** Work in groups. Design a new model of a robot. Ask each other the following questions:

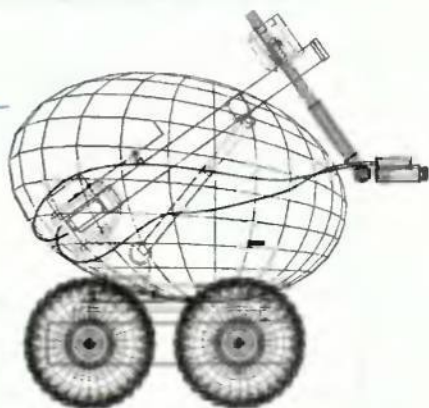
- 1 **Why** is a robot like this necessary?
- 2 **Where** could it be used?
- 3 **When** should it be used?
- 4 **Who** could benefit from using it?
- 5 **What** should it look like?
- 6 **How** will it work?

SIX BASIC QUESTION TO ASK

Why
Where
When
Who
What
How

- 107** In your group, give a presentation of your robot design to the class. Follow these steps:

- a) Draw a picture or prepare a poster of your group's robot.
- b) Give your robot a name.
- c) Explain how your robot works.
- d) Explain what your robot can be used for.
- e) Listen to other groups' presentations and decide as a class whose design is best.



Key vocabulary



ape
appliance
archaeology
challenge
civilisation
collapse
creature
decade
discovery
drought
ecosystem
evidence
evolution
find
impact (on)
invention
investigation
pygmy
report
requirement
skull
species
supply
survival
tool

accelerate
advance
alter
contribute
convince
evolve
function
invent
lessen
maintain
occur
puzzle
rely on
research
run out
separate
shape
supply
survive
sustain
wonder
rush (ahead)

advanced
average
challenging
civilising
considerably
crucial
descriptive
developing
evolving
glacial
gradually
inventive
miniature
prehistoric
primitive
pygmy
reliable
required
slightly
spiritual
sustainable

basic science
become crucial
climate change
be dependent on technology
be in deep trouble
data processing
date back
densely populated
do research
do without smth
rule your own life
global warming
hand in
in response to
maintain balance
make a discovery

nobody's fool
rely on technology
run out

Useful phrases

...because I really do think...
...because it seems to me...
But, wouldn't you say...?
Do you agree?
Don't you think that...?
Excuse me for interrupting.
I can't understand your point...
I do think that...
I have my doubts about that...
I have to insist on...
I totally / entirely / completely agree.
I'm absolutely certain that it...
I'm afraid I don't agree.
I'm not sure but this...
I'm not sure I agree with you there...

Let's start with...
May I have a word?
Our opinions are different: ...thinks... and I believe that...
That's a very good point.
That's what I think.
The reason why... was...
We both agreed / thought / felt...
We couldn't agree / decide because...
Well, I guess...
What about...?
What do you think / feel?
What's your opinion?
Why don't we...?
Yes, that's my feeling too.
You mean that..., don't you?

Progress check

1 a) Listen to a part of a radio programme and make notes on the following:

- 1 Date of the event: ...
- 2 Name of the event: ...
- 3 Number of people: ...
- 4 Number of cities: ...

Points ☐ /4

b) Listen again to a part of a radio programme and decide whether these statements are true (T) or false (F).

- 1 Many cars will be given away free to poor people on Car Free Day.
- 2 The day will encourage drivers to use their cars less.
- 3 Many cities will completely close whole roads to cars.
- 4 The day forms part of Europe's Mobility Week.
- 5 The theme in Europe this year is "Clever Computing".
- 6 Car Free Day hopes to reduce traffic jams and greenhouse gases.

Points ☐ /6

2 a) Read the text and decide whether these statements are true (T) or false (F).

- 1 Some alternative science theories don't have enough proof.
- 2 Ancient Egyptians could have known how to produce electricity.
- 3 The strange ancient pots found in today's Iraq were electrical batteries.
- 4 The scientists found some soot on the walls of underground rooms.
- 5 Ancient Egyptian light sources must have produced soot.
- 6 The reconstructions of ancient Egyptian electrical batteries and lamps don't work.

Points ☐ /6



Ancient Egyptian Electricity

It is a popular belief in alternative science that our ancestors had a much greater technological knowledge than our **schoolbook science** (1) is willing to accept. Many of those theories are lacking serious foundation and are often based on some crazy ideas. But the theory that electricity was known and used in ancient times seems **to rest on** (2) a much more serious basis.

The key to the whole theory lies a few hundred kilometers east of Egypt, in today's Iraq. There some strange pots were found. Some contained copper cylinders, glued into the opening with asphalt. In the middle of the cylinder was an iron rod, held in place also with asphalt. The archaeologist who found the first of these pots in 1936 was sure that this was a galvanic element, a primitive battery. Reconstructions did indeed show that it was possible to create electricity with it.

Another key element for this theory is actually something that is missing. It's a riddle where schoolbook science is **capitulating** (3). This element is soot, a dirty black powder that is produced when you burn something such as coal or wood. In none of the many thousands of underground tombs and pyramid rooms was a single trace of soot found, although many of these tombs are full of often colourful paintings. But the primitive light sources the Egyptians knew such as candles and oil lamps,

are always leaving soot and are using oxygen. So how did the Egyptians get their light?

In the temple in Dendera, several dozens of kilometers north of Luxor, some experts **found the light** (4). A Norwegian electrical engineer noticed that the object drawn on the top of the wall could work as a lamp. An Austrian colleague was able to construct a working model, and two well known authors Peter Krassa and Rainer Habeck, could even work out a real theory based on it.

What we see is without question a form of bulb, with two arms reaching into it near its thick end, and a sort of cable at the other end, from where a snake is leaping out to touch the arms on the other side. The whole device really looks like a lamp.

Is this the proof? Did the Egyptians know and use electric lights? If so, where did they get the principle from? Was it from their own invention, or did they have help?

b) Read the text again and choose the best alternative for the meaning of the words in bold.

- 1 **Schoolbook science** here means
 - a) science subjects taught in schools
 - b) conventional scientific theories
 - c) scientific laws and rules found in school books
- 2 **To rest on** means
 - a) to be buried somewhere
 - b) to be placed somewhere
 - c) to be based on something
- 3 **Capitulating** here means
 - a) unable to find any explanation
 - b) stopping fighting in a war
 - c) disagreeing with the theory
- 4 **Found the light** means
 - a) discovered an ancient electric lamp
 - b) found an ancient electric battery
 - c) got the answer to the question

Points /4

3 Read the text and choose the correct options to fill in the gaps.

A robot's brain is a computer. It switches (1) ... the parts of the robot that make it move and (2) ... certain tasks. The programmer programs the robot with information for each task. A simple task needs very complicated software and hardware.

The robots of today (3) ... talk, play football, walk upstairs, dance and even conduct an orchestra! A (4) ... of robots can see and hear — using cameras and microphones with software that helps them (5) ... things. Some can even smell. Robots can't think like we do, but some robots can solve (6) They collect

information, and process it by (7) ... it to the data in their program. Then they "decide" which is the (8) ... solution. Some robots can also communicate with humans (9) ... a very simple level: their software can recognise people's body language and how they use their voice. Now (10) ... South Korean professor has developed new software using human DNA as a model. He says it will give robots personalities and feelings.

Text taken from *Quick Smart English Pre-Intermediate* by Rebecca Robb Benne

- | | | | |
|-----------------|--------------|----------------|---------------|
| 1 a) up | b) off | c) down | d) on |
| 2 a) make | b) do | c) have | d) get |
| 3 a) can | b) may | c) should | d) must |
| 4 a) much | b) lot | c) many | d) majority |
| 5 a) reconsider | b) recognise | c) reconstruct | d) repair |
| 6 a) problems | b) sums | c) questions | d) theorems |
| 7 a) confusing | b) computing | c) comparing | d) conducting |
| 8 a) best | b) fastest | c) most | d) worst |
| 9 a) to | b) under | c) above | d) at |
| 10 a) a | b) the | c) an | d) — |

Points /10

- 4 Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS at the end of each line.

Without my computer I would not have the pleasure of the getting to my favourite sites, I would have difficulty (1) ... with friends, and I would not be able to do my work for school. I often wonder how we all managed before computers were a common place in the home. I just don't have the time to be always running to the post box to send letters. E-mail is very (2) ... when you have a tough schedule. Most of my (3) ... time is spent at the computer as by the time I finish doing homework I am too tired and it is often too late to go out. It is a (4) ... reference aid and (5) ... tool. If all else fails, you can play cards on it, although my own (6) ... is for action games!

COMMUNICATE

IMPORTANCE
RELAXWONDER
EDUCATION
PREFERPoints /6

- 5 You have had a class discussion on the impact technology has on society. Now your teacher has asked you to write an essay giving your opinion on the following topic. Write your essay in about 180–200 words.

“Imagine that you could only use ONE of the following:
a computer, a mobile phone or a fridge. Which one would you use and why?”

- 6 Work in pairs or groups and discuss these questions. Take notes of your discussion and share the results with another group.

- Which of the following international events would you join?
- Which of the events would be the most efficient?
- Which would be the most difficult to organise and take part in? Why?
- How could you make these less difficult?
- How could you benefit from each event?

INTERNATIONAL EVENTS

PLANT A TREE DAY

CAR FREE DAY

NO ELECTRICITY DAY

BUY NOTHING DAY

RECYCLE EVERYTHING DAY

SMILE AT ALL STRANGERS DAY

Mark your score

For tasks 1–4, you can get 36 points.

30–36 points — well done

24–29 points — good

19–23 points — you can do better

18 points or less — revise and try again

Tasks 5 and 6 should be evaluated by you, your classmates and your teacher.

UNIT 4 *The world of opportunities*

Section 1 *Away from home*



1 Work in pairs. Answer the questions.

- What is the longest time you have been away from home?
- Where did you go? Why did you go there?
- How did you feel about your experience?

Use:

feel curious / nervous / frightened / amazed
be in a good / bad mood
be an unforgettable experience
be impressed by
have a very special time...

2 Look at the pictures and guess where the people are and what they are doing there.



- 3 Read the dictionary entries and guess what the words in bold have to do with the young people in the pictures.

exchange programme — an arrangement in which people or groups from different countries visit each other in order to study another country's language.

be culturally aware — know something about the culture of one or several countries.

overseas — happening or existing in a country far away from your own, across oceans and seas.

gap year — a long period (typically a year) a previously full-time student takes off before going on to college or university.

culture shock — a term used to describe the anxiety and feelings (of surprise, disorientation, confusion, etc) felt by a person caused by coming into contact with an entirely different cultural environment in a country other than their own.



- 4 Listen to two young people speaking about their experience abroad. For each speaker answer the questions:

- 1 Where is he / she from?
- 2 Where did he / she go?
- 3 Why did he / she go abroad?
- 4 What did he / she do there?
- 5 Does he / she sound positive about their experience?

- 5 Listen again and make notes on how the speakers' feelings about their visits changed. Use your Workbook. Work in pairs. Compare your notes with your partner and explain your ideas to each other.

Speaker 1

before the visit	during the visit	after the visit

Speaker 2

before the visit	during the visit	after the visit

- 6 Listen to the recording again and make a list of advantages and disadvantages of such an experience. Use your Workbook.

Advantages

you can make new friends

Disadvantages

you can experience culture shock

7 Read and remember the examples from the "Grammar focus" table. See "Grammar reference" (page 186).

Expressing preference	I'd like to go to another country to study. I'd prefer to continue studying. I'd rather go on an exchange programme. I'd choose to take a gap year. I'd prefer not to go away from home. I'd rather not waste time on travelling.
Expressing purpose	I'd like to stay for some time in Britain... ... to practise my English. ... so as to meet new people. ... in order to develop self-confidence. ... so as not to get bored with studying.
Expressing likes / dislikes	I'm really very keen on learning languages. Meeting new people is what I really like. It's not really my kind of thing. I don't really like being away from home. I really love challenging situations.



8 Work in pairs. Tell your partner whether you would like to be a participant of a similar programme and explain your ideas. Some of the opportunities are:

- to get some working experience abroad
- to learn a language abroad
- to participate in a student exchange programme
- to stay at home and prepare for further studying
- your own ideas...

Example: Many of my friends would like to go away from home for some time so as to become more independent and to develop some self-confidence. But if you ask me, I'd rather not go anywhere. I'd choose to stay at home and make the most of my time in order to pass university entry exams. I don't really like being on my own. Having to face difficulties every day does not particularly interest me.

WORD FOCUS: EXPRESSIONS WITH GET

9 Match the examples below with the meanings of the word **get**.

get	1 to obtain, receive
	2 to become
	3 to manage to enter
	4 to understand
	5 to use particular means of transport
	6 to recover from some bad experience

- I don't **get** it. What's happening?
- I **got** a call from my host family yesterday.
- It took me 2 months to **get** over the culture shock.
- It's **getting** late. I have to go.
- I usually try to **get** the 8.00 train.
- I left the keys at work and **got** into the house through the window.

10 Complete the sentences about yourself. Work in pairs. Share your ideas with your partner. Decide what meaning the word **get** has in each sentence.

- 1 I get on really well...
- 2 I get a bus if...
- 3 It takes me... to get...
- 4 My teacher got me wrong when I...
- 5 School life is getting...
- 6 For my last birthday I got...

GRAMMAR FOCUS:
BE USED TO / GET USED TO

11 Read the explanations and examples below and translate them into Russian.

We use **be used to + ing** form to mean "be accustomed to".

I am used to getting round the city on foot.

I am not used to living on my own.

We use **get used to + ing** form to mean "become accustomed to".

I've got used to driving the car now.

I can't get used to getting up so early.

12 Work in pairs. Take it in turns to say whether you are used to the following things or not. Choose 2–3 things you would find it difficult to get used to. Explain why.

Example: I would find it difficult to get used to cooking for myself as I have never done that. My mother is a great cook and she always does the cooking for the whole family.

- 1 living on your own
- 2 cooking for yourself
- 3 exotic food
- 4 speaking a foreign language all day long
- 5 travelling alone
- 6 taking care of yourself
- 7 being in the centre of attention
- 8 very hot weather
- 9 living in a small village
- 10 strict school rules

13 Work in pairs. Read through the following words and expressions and underline the ones you know. Make guesses about the others. Compare your ideas with your partner.

experience of a lifetime
to provide with
to benefit from
to experience firsthand
participant
lifelong
appreciation of something
to enhance students' lives
unforgettable awareness of something
to gain skills
maturity
self-confidence
communicativeness

14 Read the following information and answer these questions.

- Where does the information come from? How do you know?
- What is the purpose of the text?
- Which of the speakers from Ex. 4 does it refer to?



Education Abroad

The value of a student exchange between foreign families is an experience of a lifetime. The mixing of cultures and backgrounds provides young people with an unforgettable awareness and a lifelong appreciation of each other. Everyone in the family, in fact, benefits from this new understanding and friendships start.

There is no better way to learn about another country, its customs and its people's way of life than by experiencing it firsthand as a student exchange participant. Year after year study abroad education enhances students' lives. They gain skills they could never have learnt by staying home, including maturity, self-confidence, communicativeness, and the ability to become a global citizen. To learn more about the advantages of becoming a foreign exchange student take a look at the previous topics or search directly for a specific programme in the list (see Ex. 13).

- 15** Go back to the words and expressions in Ex. 13 and find them in the text. Check your guesses. See "How to guess word meaning from context" in "Learning strategies" (page 168). If you still don't understand some of the words, look them up in a dictionary.



- 16** Read some more information from the internet about a student exchange programme and match the headings with the paragraphs.

- | | | |
|-----------------------|-----------------------|---------------------------------|
| a) Cultural Awareness | c) Language Skills | e) College and Career Advantage |
| b) Lifelong Friends | d) School Experiences | f) Personal Growth |

1 _____

Being able to develop cultural awareness begins by understanding what culture is. Culture is the values, beliefs, **assumptions** and ideas that people or a society hold in common...

2 _____

By becoming a foreign exchange student you will learn to be an adventurer, a traveler, and an explorer. You learn by experience...

3 _____

By living in a foreign country you will learn the language by **immersion**. Learning by immersion is the fastest and most effective way to learn a new language. It gives you the ability to become fluent in the language by speaking it on a daily basis...

4 _____

There is no better way to come to understand people of your own age group than by going

to school with them. Student exchange programmes give you the opportunity to become truly a part of the host country and to understand your classmates...

5 _____

Some of your very strongest friendships can come from people you meet through a study abroad programme. One reason for this may be the mutual fascination you have for each other because you come from different cultures...

6 _____

Colleges and universities recognise the value of studying abroad and many give **admission** preference to students that have participated in a student exchange programme. An international experience on a CV tells a lot about a person to a potential employer. It shows experience, responsibility, integrity, flexibility, and personal strength...

- 17** For the words in bold from Ex. 16, choose the most appropriate meaning from the dictionary entries.

a) assumption

- something you consider likely to be true even though you have no proof: *Your argument is based on a completely false assumption.*
- a process in which you begin to be responsible for something: *Now that you are 21, you have the assumption of adult responsibilities.*

b) immersion

- the process of putting something into a liquid
- a method of teaching a foreign language in which learners are put in situations where they have to use the foreign language most of the time.

c) admission

- permission to become a student at a college or university: *Many students apply for admission to more than one university.*
- the amount of money you pay to enter a place or event: *Admission to the museum is free.*



- 18** Work in pairs. Add to the list of advantages and disadvantages in Ex. 6.

WORD FOCUS: WORD-FORMATION

- 19** Fill in the word formation table. Use the text in Ex. 16 or a dictionary. Use your Workbook.

verb	noun	adjective
—	awareness	
experience		
	appreciation	
participate		
	benefit	
assume		
	admission	
immerse		

- 20** Make up 3–5 sentences with the words from the table.

- 21** a) Work in pairs. Write a list of 3–4 questions you would like to find out about student exchange programmes.

b) At home. Use the internet to find more information about student exchange programmes. Be ready to report what you find to your classmates.

- 23** Write a letter of application (about 120–180 words) explaining why you want to participate in the programme. Use the plan below. See “Writing a formal letter of application” in “Learning strategies” (page 173).

Dear Sir / Madam

I am writing to apply for the...

I would like to participate in this programme because...

I also appreciate the opportunity to...

I look forward to hearing from you.

Yours faithfully

Мария Соколова

Maria Sokolova

- 22** Look through the list of programmes below and think about which one you would like to take part in. Explain your choice.



The university welcomes applications to all of its courses from overseas students.

Academic Year Abroad — 10–11 months long, participating in a public or private school in the country of your choice.

Semester Abroad — 4–6 months long, participating in a public or private school in the country of your choice.

Summer Programmes — 2 to 8 weeks long, participating with an option of intensive foreign language classes.

Foreign Language Programmes — 2 to 8 weeks long, participating with an option of intensive foreign language classes.

- Describe the programme you would like to participate in.
- Explain why you think you would benefit from it.
- Describe yourself and the qualities you have that are relevant to the situation.
- Express your hope to succeed.

Section 2 From here to there

24 Work in pairs. Answer the following questions:

- How do you travel to school / round the city / on holiday?
- What is your favourite way to travel? Why?

25 Look at the pictures and answer the questions.

- 1 What kind of place is it?
- 2 How can you get there?
- 3 What is this vehicle used for?
- 4 Why does it look so strange?



26 Listen to the recording and check your guesses.

WORD FOCUS: PREPOSITIONS WITH
MEANS OF TRANSPORT

27 Listen again and mark the statements true (T) or false (F).

- 1 Burgh Island is in the south of England. ☐
- 2 The smaller building is a hotel. ☐
- 3 It is impossible to get to the island on foot. ☐
- 4 The Sea Tractor runs all day long. ☐
- 5 The tractor is over 40 years old. ☐

28 Work in groups. Follow the steps.

- a) Think of the most unusual means of transport you have ever travelled by.
- b) Describe it to your group.
- c) Together choose the most unusual means of transport and present it to the rest of the class.

29 Read the information in the table and translate the phrases and sentences into Russian.

We use **by + noun** to say how we travel.

Examples: **by car, by bus, by bicycle, by rail, by air, by the Underground, by boat, etc**
But we say **on foot**.

When we use **my / his / my father's / a / the** etc before **car / bus / plane** etc, we use **in** with cars and **on** with bicycles, motobikes and public transport.

Examples:

*I usually go to school **by car**.*

*I usually go to school **in my father's car**.*

*We went for a ride **on a bicycle**.*

30 Translate these sentences into English.

- 1 Я очень боюсь путешествовать на самолете.
- 2 Я однажды встретил известного актера в поезде из Санкт-Петербурга в Москву.
- 3 Он всегда приезжает в школу на своем велосипеде.
- 4 Если ты поедешь туда на велосипеде, ты устанешь.
- 5 Самый удобный способ путешествия — на автомобиле.
- 6 Моя мечта — покататься на дедушкином ретроавтомобиле.



31 Work in groups. Describe a journey you have recently made. Choose the most interesting / longest journey in your group and describe it to the class.

32 Match the questions with the answers.

1 How long is the journey?	a) Probably by train.
2 How far is the station?	b) Just after 10.00.
3 What is the best way to get to Cardiff?	c) Three and a half hours.
4 Excuse me, is this platform 2?	d) Yes, of course.
5 What time does it arrive in Glasgow?	e) It's a ten-minute walk from here.
6 Is the flight direct?	f) Every fifteen minutes or so.
7 Do I need to change?	g) It's 16 pounds.
8 Could you stop here, please?	h) No, it's direct.
9 How often do the buses go to the city centre?	i) No, you have to change in Helsinki.
10 How much is a return to Leeds?	j) No, you want the next one over there.

33 Listen to the recording and check your answers.

PRONUNCIATION FOCUS: INTONATION IN QUESTIONS AND ANSWERS

34 Read the information and study the examples.

Intonation is the "melody" of spoken language, or the musical pitch of the voice. A rise or fall in intonation may highlight the main point of the speakers' message, or it may show contrast or special emphasis.

Rhythm is the way stressed and unstressed syllables make a pattern in speech. In sentences, we usually give stress to nouns, ordinary verbs, adjectives and adverbs, and less stress to pronouns, prepositions and auxiliary verbs.

↘Excuse ↗me, is this platform ↗2? — ↘No, you want the ↘next ↗one over ↘there.
Could you stop ↘here, ↗please? — ↘Yes, of ↘course.

35 Listen to the mini-dialogues again and mark the intonation and stress. Use your Workbook. Then work in pairs. Practise the dialogues by imitating the voices on the recording.



- 36** Work in pairs. Think of a place your partner has never been to (this could be a place in your city / town or a place you have visited). Talk to each other to find out as much information as possible about how to get there.

Follow the scheme below

Make sure your partner has never been to the place you have thought of.

Answer your partner. Ask some general questions about the place.

Answer your partner's questions.

React to your partner's answers. Ask for more details.

Give more detailed information about the place.

Ask for some recommendations about what to do there.

Give some recommendations.

Thank your partner.

Dialogue vocabulary

I visited... in... Have you been there?
 Could you tell me how...?
 How long did it take?
 How many kilometres did you cover?
 Did you travel by... or by...?
 Did you need to change?
 What kind of places did you pass on your way?
 Really?
 How interesting?
 Sounds great!
 When would you recommend visiting it?



- 37** Exchange questions in pairs to find out some facts about the London Underground. Student A can use information on page 188 and Student B on page 189.

Example:

Student B: Was the London Underground the first city underground system in the world?

Student A: Yes, it was.

Student B: And how old is it?



Liverpool Street



Covent Garden



38 Read the text about the London Underground map and tick the points which are mentioned in the text.

- 1 The designer of the map. _____
- 2 Other cities' underground maps. _____
- 3 Wrong ways people choose due to the map. _____
- 4 A pleasant walk. _____
- 5 A kind of competition. _____
- 6 Helping people to find their way out of the tube. _____

UNDERGROUND



The London Underground map has a classic 20th Century design with a great history of its own. **Although** it was designed in the 1930s, the original is still used today with few modifications. Harry Beck, the designer of the map in 1933, was only paid five guineas for the job. The only official acknowledgment he received was a plaque [CG] at Finchley Station. The poor man worked on the map throughout his life, trying to improve and modify it, **and** that's all the thanks he got... a plaque at Finchley Central Station.

His map was originally rejected by London Transport authorities, mainly **because** it was not geographical. Indeed he enlarged the central areas and compressed the outer areas to make the whole complex map clearer. The map proved to be a great hit with the public and most other major cities, including New York, St Petersburg and Sydney that used his map as the basis for their own underground maps.

Despite this fact, the map is often criticised **as** it has very little geographical relationship to where the stations are located and even less geographical information on how far apart they are. As Bill Bryson [CG] pointed out in his book, *Notes From a Small Island*, an out-of-town visitor using Mr Beck's map to get from, say, Bank Station to Mansion House, would quite understandably board a Central Line train to Liverpool Street, transfer to the Circle Line and continue for another five stops to Mansion House. At which point they would emerge 200 yards down the street from the location they'd started at.

However, someone on the internet has kindly designed a real geographical tube map in order to avoid the described situation and also to try to stop the many tourists getting on at Covent Garden and travelling one stop to Leicester Square. This is only 0.16 miles on foot and is indeed the shortest distance between two stations on the whole network.

It's also not clear how to use the map when trying to beat the world record for travelling around the entire London Underground system in a single day. The record for travelling to each one of the 282 stations is 19 hours, 59 minutes and 37 seconds. Some other forms of public transport that were used in this record were completed by Robert Robinson. He explained his success, not by using the map, but instead by knowing the tube like the back of his hand: "every single platform, every signal, every entrance and exit — everything."

Someone has actually designed "The Way Out" tube map which is a pretty useful invention, **since** it shows where all the nearest exits are when you reach a station, allowing you to save valuable time (possibly whole minutes) off your journey.



39 Read the text again and decide whether the statements below are true (T) or false (F).

- 1 The Underground map hasn't changed a lot since it was designed. ☐
- 2 The designer of the map was paid a lot for this work. ☐
- 3 You can see the name of the designer on the Underground. ☐
- 4 The map was not very popular with people. ☐
- 5 The map doesn't give the true distance between the stations. ☐
- 6 There is no map which gives you a true geographical picture of the system. ☐
- 7 It is impossible to visit all the stations in one day. ☐
- 8 Robert Robinson travelled only by underground to complete the record. ☐
- 9 Robert Robinson didn't know the Underground well. ☐
- 10 "The Way Out" tube map helps you make your journey shorter. ☐

GRAMMAR FOCUS:
LINKING WORDS AND EXPRESSIONS

40 Look at the words in bold in the text and answer the questions.
See "Grammar reference" (page 186).

- What kind of words are they?
- When are they used?
- How can they be divided into three groups?

41 Put the words and phrases into three categories in the table. Use your Workbook.

besides, although, in addition (to), because, also, however, despite, as well as, since, as, but, and, what is more, in spite of, due to, too, whereas, on the other hand

Addition	Contrast	Cause / Reason
besides		

42 Use the words from Ex. 41 to join the ideas in these sentences.

- 1 His car is very fast. It is very expensive.
- 2 We were tired. We had been travelling for a week.
- 3 The weather was awful. It was pouring with rain. It was cold.
- 4 We left home early. We arrived late.
- 5 I was late for school. The traffic was really bad.
- 6 I never get a taxi. It's too expensive.
- 7 The weather was bad. We still went out for a walk.
- 8 They have a car. They rarely use it.



43 Work in pairs. Discuss the questions and make notes. Report the results of your discussion back to the class.

- How often do you travel on the underground?
- What advantages / disadvantages does it have?
- Do you like this way of travel? Why?



44 Listen to the announcements and write down the key words that you hear. Use your Workbook.

Key words	Places
...	...



45 Listen again and decide where the announcements are being made. Write down the names of the places. Use your Workbook. Which words helped you to decide?



46 Read the text and choose the sentence that best describes its content as a whole.

- 1 This text is about the history of the London Underground.
- 2 This text is about the phrase "Mind the Gap".
- 3 This text is about the strange creatures which live in the Underground system.

Mind the Gap

"Mind the Gap" is not just an announcement that you'll hear in the London Underground when a train arrives at a station. Much more than just a warning about the "gap" between a carriage and the platform, it's a phrase that has entered popular culture and has become synonymous with London. People who have visited England's capital city say "Mind the Gap" to each other — often accompanied by knowing glances and subtle nods — while the rest of the world wonders what they are on about.

The phrase originated on the Northern Line, where the gaps between the curved train platforms at Embankment Station and the train itself were particularly large.

The biggest gaps one needs to mind are at Bank Station on the Central Line and at Waterloo Station on the Bakerloo Line. Basically, early in the history of Tube-line building the companies had to build their railways beneath public roads, so sharp curves were required at some points. Probably, the gap at Bank Station is so large because the tunnel diggers of the time had to turn from side to side a lot to miss the Bank of England's vaults.

One of the funniest urban legends about "Mind the Gap" is as follows:

Once you are on a train platform, beware! Approaching trains sometimes disturb the large Gappe bats that live in the tunnels. The Gappes were brought to London in the early 19th century by French smugglers and have proved impossible to get rid of. The announcement "Mind the Gappe!" is a signal that you should cover your hair and look towards the ceiling. Very few people have ever been killed by Gappes, though, and they are considered only a minor drawback to an otherwise excellent means of transport.



Glossary

carriage	— вагон
knowing glances and subtle nods	— понимающие взгляды и кивки головой
curved	— изогнутые
beneath	— под, внизу
sharp curves	— крутые повороты
vaults	— арочные своды
bat	— летучая мышь
smugglers	— контрабандисты
have proved impossible to get rid of	— доказали, что от них невозможно избавиться
minor drawback	— незначительный недостаток

47 Work in pairs. Read the text again and answer the following questions.

- 1 What does the phrase "Mind the Gap" mean when you hear it in the Underground?
- 2 Does the phrase have any other meaning? What is it?
- 3 From where does the phrase originate?
- 4 Is the legend about "Mind the Gap" true / terrifying / humorous?
- 5 Do you know any similar legends about the place where you live?

48 Match the phrases with their explanations.

1 I don't mind the heat.	a) used for telling someone to be careful about something
2 Mind the step!	b) used for telling someone that something is not a problem for you
3 Would you mind if I used your phone?	c) used for telling someone, especially a child, to behave politely
4 Mind your manners!	d) used for telling someone not to feel upset about something
5 Never mind !	e) used for getting someone's permission for something

49 Work in pairs. Use the phrases from Ex. 48 to write short dialogues and act out the following situations. Let your classmates guess which situation you have acted out.

- 1 Your friend is upset about his / her exam results.
- 2 You want your dad to allow you to use his car tonight.
- 3 Your younger brother keeps talking loudly in the cinema.
- 4 A friend of yours is going to step into a hole in the street. He / She can't see it but you can.
- 5 A friend of yours invites you to the cinema. He wants to know how you feel about action films.

50 Put the sentences in the correct order to get a joke about "Road Rage".

_____ The man was really cheeky and he said, "That's what you can do when you're young and bright."

_____ The young man ran back to his car and asked, "What did you do that for?" The little old lady smiled and told him, "That's what you can do when you're old and rich!"

_____ An elderly lady stopped to pull into a parking space when a young man in his new red Mercedes went around her and parked in the space she was waiting for.

_____ Well, this really upset the lady even more, so she got in her car and backed it up and then she stomped on the gas and plowed right into his Mercedes.

_____ The little old lady was so upset that she went up to the man and said, "I was going to park there!"



Glossary

rage — a very strong feeling of anger

to back up — to move backwards

stomp — to walk making a lot of noise, usually because you are angry

plow into AmE / plough into BrE — врезаться

- 51 Listen to the teenagers and fill in the first column of the table.
Use your Workbook.

	Ways of travel	Advantages	Disadvantages
Speaker 1		—	
Speaker 2			—

- 52 Listen again and complete the table with the advantages and disadvantages of the means of transport mentioned by the speakers.

- 53 Work in pairs. Take it in turns choosing and describing the pictures in detail to your partner.

Dialogue vocabulary

In this picture I can see...
It's probably...
On the left / right...
In the foreground / background...
They seem to be *V+ing*...
They might / may / can be *V+ing*...
If you ask me...
In my view...
As far as I can tell...



a school trip, go on an excursion, look around, feel excited, learn something new in a different environment, useful, enjoy the trip



by air, a helicopter, a scientific expedition, to see off, to wave, make a discovery, dangerous, (in)convenient, fast, a fantastic experience



travel by sea, sail around the world, cruise, come back, comfortable, pleasant, visit exotic countries, expensive, romantic



go along the road, ride a bicycle, visit relatives, destination, travel nearby, slow, discover something new for yourself, enjoy being with your friends

Mini-project: Travellers' Club

54 You are going to take part in a meeting of the "Travellers' Club" TV show. Follow these steps and prepare your answers.

- Work individually and think over your personal experience as a traveller.
- Read the questions and choose 3–4 of them to use as guidelines.

How many times a year do you travel?
 For how long do you go away?
 Do you stay in your home country or go abroad?
 Which means of transport do you prefer?
 Do you travel alone, with family or friends
 or in an organised group?

Do you prepare your holidays in advance by
 reading guidebooks and studying maps?
 Do you prefer the sea, the mountains, the
 country, or the city as destinations?
 What kind of baggage do you take with you?
 Do you tend to take too many / too few things
 with you?
 Do you mainly relax or are you an active
 holiday-maker?

If you go abroad, do you learn at least some words of the foreign
 language?
 What are you interested in when you are travelling (food /
 museums / new impressions / communicating with people...)?
 What are your most memorable moments: good or bad?
 Any more places you'd like to visit?
 Any funny / unusual things that have happened to you?

- Answer the questions you have chosen in detail. Give reasons for your answers. Make notes.
- Work in groups of 3–4. Take turns exchanging your ideas. Listen closely to each other.
- Vote for the best ideas in your group.
- Organise the whole class for a "Travellers' Club" meeting and present the best responses from your group.

Welcome to Travellers' Club



Section 3 Manners make the man

55 Work in pairs. Look at the pictures and discuss the questions. Make notes.

- What is meant by "good manners"?
- Why are good manners important?
- Are good manners universal (i.e. the same in all cultures)?

Use:

say "please" and "thank you"

don't interrupt

arrive on time

close your mouth when you chew or sneeze

think before you speak

shake hands when you meet

use a quiet voice to chat

be friendly to people

don't phone late in the evening

smile

listen before you speak



56 Read the text and compare its ideas with your notes.

Being polite may seem insignificant, but people notice how you act and what you say. And your reputation will follow you throughout your life. Always speak politely and treat others with dignity. Set a good example by being courteous. Say "please" and "thank you" because it is the right thing to do. Be proud of who you are and treat others as you want to be treated.

57 Work in pairs. Guess which countries demonstrate the manners presented in the table.

Country	Manners
1 In the Czech Republic and Hungary	a) if a person shuts the door behind him / her at work or at home it means: "Don't disturb", "I am working", "I don't want to see anyone". In general they leave the door open.
2 In Scandinavian countries	b) you shouldn't wear leather, including belts, because the cow is sacred [CG]. This would be especially offensive when visiting a Hindu temple [CG].
3 In Britain	c) you are not allowed to enter a theatre or an opera when you arrive late.
4 In America	d) people have very high self-esteem so you have to be careful with jokes. They appreciate foreigners trying to speak their language.

5 In Germany	e) simplicity and honesty are best. In restaurants, tips are not popular.
6 In Spain	f) after being invited to lunch or dinner, you should send a thank-you letter the next day.
7 In some African countries	g) it is good manners to talk loudly if you are one of two people walking together, so that anyone nearby can hear that you have nothing to hide.
8 In Holland	h) the hostess always offers her guests plenty of food and you can be sure that it is the best food she's got.
9 In Muslim countries	i) it is forbidden to wear shoes.
10 In India	j) an open door is a sign of mess and disorder.
11 In Muslim mosques [CG] and Buddhist temples [CG]	k) standards of modesty require that the body be covered. Long trousers and long-sleeved shirts buttoned to the neck are expected.
12 In Russia	l) you shouldn't criticise others. It is really bad manners.



58 Listen to the recording and check your guesses.



59 Work in groups. Think of more things that are considered "good manners" in Russia. Make a list of examples and compare it with another group's.

GRAMMAR FOCUS:
WAYS OF FORBIDDING THINGS

60 Read the examples and translate them.
See "Grammar reference" (page 187).

When we talk about things that are not permitted, we use:

You **can't** swim here.

You **mustn't be** late for your classes.

You **are not allowed** to take books with you.

It **is forbidden** to smoke here.

It's **prohibited** to park in this area.

61 Use the expressions from the "Grammar focus" in Ex. 60. Make sentences to explain what the signs below mean and where you can see these signs. Give three versions of each sign.

Example:

- a) You can't walk your dog here. It's a children's playground.
- b) It's prohibited to take your dogs inside the supermarket.
- c) You are not allowed to bring your dog to school.



NO DOGS



NO PARKING



DO NOT WALK ON THE GRASS



DO NOT FEED THE ANIMALS



NO RIGHT TURN



NO TAKING PICTURES

62 Work in pairs. Read the list containing examples of public behaviour. Choose three of the most irritating and three of the least irritating behaviours.

- 1 Drinking beer in the streets.
- 2 Forgetting to say "Thank you" and "Sorry".
- 3 Throwing litter out of your car window.
- 4 Listening to loud music in your car.
- 5 Sticking chewing gum everywhere.
- 6 Swearing in public places.
- 7 Spitting in the streets.
- 8 Chewing food with your mouth open.
- 9 Talking on a mobile phone in public.
- 10 Smoking while walking.
- 11 Not cleaning up after your dog.
- 12 Queue jumping.
- 13 Blowing one's nose in public.
- 14 Coughing and yawning with your mouth open on public transport.

63 Listen to a radio programme about annoying public behaviour and say which of the speakers you mostly agree with.

64 Listen again and tick the ideas from Ex. 62 that have been mentioned in the radio programme. Use your Workbook.

65 Listen to the programme again and tick the phrases the speakers use to express annoyance.

- ☐ I hate seeing people...
- ☐ I find it very rude when...
- ☐ I am sick to death of people...
- ☐ I think it is incredibly rude to...
- ☐ And the absolute worst is when...
- ☐ It annoys me when people...
- ☐ What drives me crazy...

66 Work in pairs. Talk to your partner and find out what common opinions you've got about public behaviour. Report the results back to the class.

PRONUNCIATION FOCUS: WORD STRESS IN MULTI-SYLLABLE WORDS

67 Listen to the pronunciation of the following words and mark the stress. Practise saying the words correctly.

annoying	inappropriate
impolite	rude
irritating	ill-mannered
unacceptable	uncivilized
unpleasant	insulting
unhealthy	

WORD FOCUS

68 Work in pairs. Read the words from Ex. 66 and say what they have in common. Translate the words.

69 Match the words with their definitions.

1 respect	a) the feeling you have when you are grateful to someone
2 consideration	b) a feeling that something is important and deserves serious attention
3 appreciation	c) a way of behaving that shows you care about other people's feelings and needs

70 Read the sentences and translate the words in bold.

- 1 We work well together and I **respect** him as a colleague.
- 2 Try showing a little more **consideration** for others.
- 3 This is just a small sign of our **appreciation**.

71 Use a dictionary to complete the table. Use your Workbook.

verb	noun	adjective
	respect	
	consideration	
	appreciation	



Mini-project: A class agreement of "The rules of behaviour"

72 You are going to design a set of rules of behaviour for your class and sign an agreement. Follow these steps.



- a) Work in pairs. Discuss what kind of behaviour in school you find most irritating. Make a list.



- b) Work in groups. Discuss what measures can be taken to solve these problems. Develop a set of rules of behaviour in school.

Think of these aspects:

safety

the educational process

student property

the rights of others

health

school property

Use:

It is important that we appreciate...
 Everyone should show consideration when...
 Everyone should be quiet and listen when...
 We must respect...
 We must help each other to...
 It is forbidden to... because...
 No one is allowed to... because...
 We can't... as...
 It is prohibited to... as...



- c) Work in groups. Write the rules developed by your group on a large piece of paper and display it in the classroom.
- d) Present your rules to the whole class giving your reasons for each of the rules.
- e) As a whole class, discuss all the rules, note down the rules agreed on and make the final version of your Class Agreement. Then make a poster.
- f) Sign your Class Agreement poster and display it in your classroom. Everyone has to follow these rules from now on!

73 Mark the statements a–d depending on whether each statement is true for you or not. (1 — not true, 4 — absolutely true)



Dealing with strangers:

- a) When I talk to people whom I don't know well, I worry that I might offend them.

- b) I never tell jokes as I am not sure others will understand me. _____
- c) If I want to get acquainted with a person, I'll come up to him / her and start talking.

- d) If there are several spare seats in a public place, I'll sit away from other people.



74 Work in groups. Compare how you marked the statements in Ex. 73 and make conclusions.

Dialogue vocabulary

All of us...
None of us...
Most of us...

75 Read the text and say whether the behaviour described in the text differs a lot from the behaviour in your culture.

Socialising in Britain

British people don't like to be embarrassed. They worry that they may not be able to make conversation with you, or understand what you say to them. They probably don't know much about your country (if they can guess where you are from) or your culture, and fear they might say something that offends you. They think you won't understand their jokes (and you won't!). It's actually easy to avoid this awkward encounter since they probably won't come up and start speaking to you anyway.

British people like to have a lot of their own personal space. They want their own privacy. Some British people may worry that if they make friends with you, you may not understand their social customs. They may also worry about interfering with your own personal space. If you are a woman, a British man may be concerned that you will feel threatened if he starts speaking to you.

If there are several spare seats in a public place, most British people will sit away from other people. They also don't touch each other very much, and will usually apologise if they touch someone accidentally. It is rare for people to go to someone's house without having arranged it beforehand.



- 76** Read the text again and make a list of "do's" and "don'ts" of behaviour in Britain. Work in pairs. Discuss your lists. Does anything surprise you?

Dialogue vocabulary

I think we should...
I am sure it is necessary...
We definitely shouldn't...

- 77** Work in groups. Discuss what kind of public behaviour in Russia may seem strange to a British person. Give examples.



- 78** Work in pairs. Make guesses to complete these interesting facts. Listen to the recording and check your answers.

- 1 In Tokyo, a bicycle is faster than a car for...
- 2 Should there be a crash, Prince Charles and Prince William never travel...
- 3 The most popular first name in the world is...
- 4 A tourist visiting Iceland should know that tipping at a restaurant is considered...
- 5 It was once against the law to slam your car door in...
- 6 In Bangladesh, kids as young as 15 can be jailed for...
- 7 Thomas Edison, inventor of the lightbulb, was afraid of...
- 8 Ancient Egyptians slept on pillows made of...

- 79** Guess the meaning of the phrase "small talk". Use the following jumbled sentence to make a definition.

Small talk — *about conversation informal things important, not are that*

- 80** Look through the list of topics for small talk and decide which of them are safe to use and which are not. Use your Workbook. Write your answers in the table. Then work in pairs. Compare your ideas.

- travel
- age
- children
- weather
- holidays
- pets
- music
- hobbies
- gossip about somebody
- criticism or complaints
- general matters about the person
- complicated subjects (e.g. philosophy)
- jokes that might offend (especially sexist or racist jokes)
- studies
- work
- money
- marriage
- food
- politics
- religion

Topics for small talk	Questions for small talk
travel	How was your flight?

Topics to avoid	Questions to avoid

- 81** Work in pairs. Complete the table with possible questions or remarks to illustrate the topics. Use your Workbook.

- 82** Go round the class and practise making small talk. Use the topics and ideas from Ex. 80.

- 83** Work in groups. Decide what public behaviour is the most irritating to you in the place where you live. Explain why you think people behave like this and what could be done to change it.

Section 4 Culture shock

84 Work in groups. Discuss the following questions.

- Have you ever been in a place that has a very different culture from your own? (e.g. abroad, a remote place, someone's home)
- Was there anything that you found shocking?
- What did it make you feel?

85 Listen to the interviews with four people answering the questions from Ex. 84 and fill in the second and the third columns in the table. Use your Workbook.

Name	Where do they come from?	Where did they experience culture shock?	What did they find shocking?
1 Vida			
2 Jelena			
3 Bianka			
4 Georgy			

86 Listen to the recording again and complete the rest of the table. Use your Workbook.

87 Work in pairs. Discuss the following questions. Ask your teacher to play the recording again if necessary.

- 1 What did the speakers find shocking?
- 2 What did they find weird?
- 3 When they speak about their experience do they sound: rude / polite / offended / surprised / straightforward / mild? How do you know?

WORD FOCUS: PUTTING THINGS MILDLY

88 Read the following sets of sentences. Decide which ones sound more polite and circle them.

- 1 a) He is very rude.
b) He is not too polite.
- 2 a) They tend to be a bit noisy.
b) They are extremely noisy.
- 3 a) I think you're wrong.
b) I don't think you're right.
- 4 a) Your English results are not so good.
b) Your English results are bad.

89 Work in pairs. Study these rules and match them with the sentences from Ex. 88.

Basic Politeness Rules

- 1 A positive atmosphere is created if positive words are used. If you want to be polite, always use the positive word of antonymic word pairs. Instead of **good — bad**, it is better to use **good — not good** or **good — not so good**.
- 2 If you want to complain or disagree, it's better to say **I don't think + positive verb** rather than **I think + negative verb**.
- 3 Avoid using strong adverbs (**very, extremely**). It is more polite to choose milder words (**a bit, slightly**).
- 4 In order not to sound too harsh, it's better to use **tend to** when you criticise somebody.

90 Write down 2–3 things which you find shocking or irritating. Use phrases from Ex. 89 and use your Workbook. Then work in pairs. Discuss your ideas with your partner.

Their guide was the scar-faced Tuareg [CG], whose name was Moussa. He turned out to be a very friendly man and they soon became quite fond of him, even though they could hardly understand a word of each other's language. The journey was slow and quiet, but they enjoyed it. Even at the hottest part of the day, their new clothes protected them from the blast of the sun. They saw plenty of wild life traveling this way: gazelles and lizards in the sand and hawks gliding above. At night Moussa lit a fire and cooked flat loaves in the hot ashes and they slept around the embers, warmly wrapped in their woolen blankets.

"How does he find his way?" wondered Bianca on the sixth day, as the nomad pointed out some ruins in the distance. "He hasn't got a map or anything."

"I suppose he uses the sun," said Nigel vaguely. "Anyway, he seems to know where he's going all right. I wonder if we're near Algeria yet?"

When they made camp that evening, Moussa pointed back the way they'd come and said simply: "Mali." [CG] Then he pointed to the sand at his feet and said something they didn't catch.

"Algérie?" [CG] asked Nigel and the nomad nodded.

African Ice by Rayne Arnaud



93 Work in groups. Discuss the following questions and explain your answers.

- 1 What do you think the children found unusual during their journey?
- 2 What do you think the children learned from their experience?
- 3 Do you think the children and the guide showed respect toward each other? Why? / Why not?
- 4 Did you enjoy the story? Why? / Why not?

WORD FOCUS

94 Match these words with their definitions. Translate them into Russian.

1 unaware	a) change your ideas or behaviour so that you can deal with a new situation
2 frustrating	b) form an opinion about something after considering all the facts
3 adapt	c) become less or reduce something
4 judge	d) giving you satisfaction or pleasure
5 decrease	e) not realising that something exists or is happening
6 rewarding	f) making you feel annoyed and impatient

95 Complete these sentences making them true for yourself. Work in pairs. Compare your sentences.

My most rewarding experience last week was...
I have to decrease the number of... or...
I think it's better to adapt to... than...

I never judge people by...
I sometimes am unaware of...
I believe that... can be really frustrating.

96 Make up the negative forms of these words.

tolerant predictable human expected avoidable polite fortunate attended

91 Read summary of a book and say whether you would like to read it. Give your reasons why or why not.

to the coast of the
Mediterranean Sea

ALGERIA

LIBYA

MALI

BURKINA FASO

hawks

shawl

gazelle

saddle

camel

gandoura

This adventure story takes Nigel and Bianca Jones on an exciting journey home to England from the west coast of Africa, across the Sahara [CG], all the way up to the Mediterranean coast [CG]. They travel by plane, canoe, lorry and camel, and meet all sorts of people, from smugglers to nomads [CG]. At the journey's end, the children find their own identity and learn that people can find home in many different places and live in many different ways.

chéche

embers

flat loaf

blanket

lizard

92 Read the following extract from the book and then answer the questions.

- 1 Why do you think the children were dressed like that?
- 2 Who was accompanying the travellers? What kind of person was he?
- 3 What did they see in the desert?
- 4 Did they like their journey? Why?
- 5 What was Bianca interested in? Why?
- 6 How did they communicate with their guide?

...Two days later, when the Joneses left the encampment, they were fully kitted out like Tuaregs in brand-new clothes. Nigel had a black chéche [CG] wound round his head, and cool baggy trousers under a long gandoura [CG]. Bianca had one of these too, with a loose knee-length skirt and a white shawl over her head to keep the sun off.

Riding a camel was a lot easier when you had the whole saddle to yourself and after the first two days Nigel even stopped feeling sick the minute he got on his camel's back.

Glossary

encampment — a big camp

be kitted out — быть полностью

оснащенным

brand-new — новый, "с иголочки"

scar-faced — покрытый шрамами

ashes — пепел

nomad — кочевник

vaguely — in a way that is not clear

97 Match the words you formed in Ex. 96 with the definitions in the table. Use your Workbook.

1	unwilling to accept other's beliefs or behaviour	...
2	unlucky	...
3	impossible to prepare for	...
4	impossible to stop, inevitable	...
5	cruel, not caring when other people are suffering	...
6	surprising	...
7	not being watched over (particularly luggage)	...
8	rude	...

98 Read the text and choose the sentence which best summarises it.

- 1 Everyone experiences culture shock and it is impossible to do anything about it.
- 2 Although it's impossible to avoid culture shock, you can prepare for it so as not to suffer too much.
- 3 If you prepare properly, you will never experience any culture shock.

Living in a new culture can be exciting, personally rewarding, and intellectually stimulating. It can also be frustrating. It is one thing to visit a country, moving on when you have seen enough, and it is quite another to live there and function according to a different, and sometimes, mysterious set of norms. Participation in an exchange programme provides a rare opportunity for you to begin to know another society from within. But it involves certain responsibilities. The most important one is to adapt one's behaviour to the customs and expectations of the host country. This is not to deny one's own culture but to respect that of others. Another, even more **subtle**, responsibility you have is to remain open in order to become aware of similarities and differences, and to learn rather than to judge. Be aware that this could be the most rewarding experience in your education.

People usually experience many emotions while adapting to a foreign culture, ranging from excitement and interest in the new culture to depression and fear of the unknown.

The difficulties that you experience as you get used to a new society can be a result of what is called "culture shock". Most experts agree that culture shock is **inevitable** in one form or another. But getting used to a foreign culture, and living through difficult times of change can be a satisfying experience, and certainly worth the **occasional** discomfort and extra effort.

One tends to get the impression that "culture shock" is some kind of disease that everyone catches and after a certain length of time, gets over it; but nothing could be further from the truth. There are people who go overseas and never recover from this condition despite the length of their stay. This is because "culture shock" is actually caused by the **mismatch** of cultural attitudes, not by some virus. And it's easily seen that the traveller who doesn't keep his or her mind open, and doesn't make any effort to try to understand a foreign culture, is always going to be in a state of shock. Such people should stay at home, for if they hold onto their own attitudes, they will never change!



One of the causes of negative reactions to another culture is the tendency to judge something that is different as **inferior**. It is important to be open toward the culture into which you are going, to try to get rid of stereotypes, and to read as much as you can about the culture before your departure. If you educate yourself on the many aspects of the country in which you will be living, you will better understand and appreciate your new

surroundings much sooner. But even with this preparation it is inevitable that you will experience some symptoms of culture shock. You may be unaware that the frustrations and emotions you are experiencing are related to culture shock; when you start thinking back, this becomes **apparent**. If you understand what's actually happening to you and think about its possible causes, you can decrease the effects of culture shock.



99 Use the context to choose the correct meaning of the words in **bold**. See "How to guess word meaning from context" in "Learning strategies" (page 168).

1 subtle

- a) not obvious and therefore difficult to notice
- b) delicate and complicated

2 inevitable

- a) impossible to avoid or prevent
- b) difficult to understand

3 occasional

- a) happening sometimes but not regularly
- b) intended for special occasions

4 mismatch

- a) a difference or disagreement between two facts or aspects of a situation
- b) a game or sports event in which the two players or teams do not have the same ability

5 inferior

- a) not as good as something else
- b) lower in status or rank than someone or something else

6 apparent

- a) unclear
- b) easy to see or understand

100 Two of the following statements are **not true** according to the text. Find them.

- 1 Living in a foreign country on your own differs a lot from visiting it as a tourist.
- 2 To feel good in a different culture you need to forget about your own.
- 3 Overcoming difficulties connected with culture shock can be very rewarding.
- 4 Some people believe that culture shock is a disease but this is not so.
- 5 If you are not prepared to make some effort to understand a different culture, you'd better stay at home.
- 6 People often think that if something is different, it is good.
- 7 If you learn as much as you can about the culture you are going to live in, you will help yourself to overcome culture shock.

101 Look through the text again and do the following steps.

- a) Underline all the adjectives which describe living in a foreign culture.
- b) Find the words for emotions people have while adapting to a foreign culture.
- c) Find some verbs related to adapting to a foreign culture.

102 Prepare to report the main ideas of the text in 4–5 sentences. See "Taking notes from a text" in "Learning strategies" (page 168).

103 Work in groups. Discuss what you have learned about “culture shock” and make a list of recommendations on how to decrease the effects of culture shock.

104 Read the following list of tips and tick those you have already included in your own list.

Here are some general tips for travelling and interacting with foreign cultures, which, if kept in mind, may help ease cultural adjustment:

- Do not expect to find things as you have them at home for you have left your home to find different things.
- Do not take anything too seriously for an open mind is the beginning of a fine international experience.
- Do not let others get on your nerves for you have come a long way to learn as much as you can, to enjoy the experience, and to be a good ambassador for your country.
- Do not worry, for one who worries has no pleasure.
- Remember where your passport is at all times, for a person without a passport is a person without a country.
- Do not judge the people of a country by the one person with whom you have had trouble, for this is unfair to the people as a whole.
- Always remember that you are a guest in every land and that one who treats a host with respect will be treated as an honoured guest.
- Cultivate the habit of listening and observing, rather than merely seeing or hearing.
- Be aware of the feelings of the local people to prevent what might be offensive behaviour. For example, photography must be particularly respectful.
- Spend time reflecting on your daily interactions in order to deepen your understanding of your experience abroad.
- Learn the language of the host country. People appreciate those who speak their mother tongue.

Mini-project: Role-play “In a host family”

105 Work in groups of 5. Assign the roles and act the situation out. See “How to do a role-play” in “Learning strategies” (page 169).

Student A: You are the host father.

You come from the US and you are 38 years old. You live in New York and you have a wife and two children aged 14 and 5. You have a Russian student Tanya staying with you for a year. It's Sunday now and you are having breakfast together.

Tanya has cooked a traditional Russian dish for you — pancakes. You don't find them tasty but you feel pleased with Tanya's attempt to treat you with this dish. Your younger daughter keeps moaning and saying she doesn't like the pancakes at all and that she's not going to eat them. Tanya feels really bad. You want to calm everyone down and sort out the situation.

Student B: You are the host mother.

You come from the US and you are 35 years old. You live in New York and you have a husband and two children aged 14 and 5. You have a Russian student Tanya staying with you for a year. It's Sunday now and you are having breakfast together.

Tanya has cooked a traditional Russian dish for you — pancakes. You don't find them tasty but you feel pleased with Tanya's attempt to treat you with this dish. Your younger daughter keeps moaning and saying she doesn't like the pancakes at all and that she is not going to eat them. Tanya feels really bad. You want to cheer Tanya up and to stop your younger daughter from behaving so impolitely.



Student C: You are the elder son in the family.

You come from the US. You are 14 and you live in New York. You have a younger sister who is 5. At the moment a Russian girl is staying with your family for a year. As she is a girl, you don't have much in common though you get on quite well with each other. Tanya has cooked a traditional Russian dish for you and your family — pancakes. You are not too keen on this kind of food. Your younger sister keeps moaning and saying she doesn't like the pancakes and that she is not going to eat them. You are in a hurry because you are meeting your friends to play football. You don't have time to do anything about the situation.

Student D: You are the younger sister in the family.

You come from the US. You are 5 years old and you live in New York with your mother, father and older brother. At the moment, a Russian girl is staying with your family for a year. She has cooked a dish which you can't stand — pancakes. They are not sweet and too oily and you don't feel like you can eat them at all. You actually feel sick when you look at them. Your parents don't seem to be listening to you but you keep complaining and repeating that you are not going to eat them.

Student E: You are an exchange student.

You are 14 and you come from Russia. At the moment, you are staying with a host family in New York for a year. You've got a host father, a host mother, a brother who is 14 and a little sister who is 5 years old. You are enjoying your stay a lot and today you have decided to surprise your host family. You've cooked Russian pancakes. You are not very good at cooking since you hadn't done much of it before coming to the US but you've done your best in trying to make them in the same way your mother has always done. Tell your host family you've cooked something special for them and treat them with your pancakes.

106 Work in groups. Discuss your own travel experience.

Use the following questions to help you. Report the most important points of your discussion to the class.

- 1 How did you feel in your role in the other country?
- 2 What did you find shocking / embarrassing / pleasant?
- 3 What would you change in your behaviour if you could do the experience over again?

107 Write a composition describing what you have learned about culture shock. Give examples from your own experience.

Key vocabulary



admission
appreciation
assumption
awareness
consideration
flexibility
immersion
lifetime
maturity
mismatch
mixing
respect

adapt
appreciate
benefit (from)
browse
consider
decrease
enhance
judge
prohibit
provide (with)
respect

(im)polite
(in)human
(in)tolerant
(un)attended
(un)avoidable
(un)expected
(un)fortunate
(un)predictable
annoying
apparent
brand-new
frustrating
ill-mannered
inappropriate
inevitable
inferior
insulting
irritating
lifelong
uncivilised

occasional
rewarding
rude
subtle
unacceptable
unaware
unhealthy
unpleasant

be culturally aware
culture shock
exchange programme
gap year
I don't mind (the heat).
Mind the (step)!
Mind your manners!
Never mind!
overseas
Would you mind if...?

Useful phrases

All of us...
As far as I can tell...
Could I learn more details about...?
Could you tell me how...?
Did you enjoy...?
Did you need to change?
Did you travel by... or by...?
How long did it take?
How many kilometres did you cover?
I am sure it is necessary...
I visited... in... Have you been there?
If you ask me...

In my view...
In the foreground / background...
In this picture I can see...
It's probably...
I think we should...
Most of us...
None of us...
On the left / right...
They might / may / can be *Ving*...
They seem to be *Ving*...
We definitely shouldn't...
What kind of places did you visit?

Progress check



- 1 a) Listen to the airline safety instructions and match the pictures with the items mentioned on the recording.



Items	Picture numbers	Items in the correct order
A no high-heeled shoes sign		
B seat belts		
C no smoking sign		
D seat in upright position		
E oxygen masks		
F emergency exit		
G table folded away		
H life jacket		

Points /8



- b) Listen again and put the items on the list in the correct order.

Points /8

- 2 Read the text and match the headings with the paragraphs.

We are all thinking about our holidays this time of the year, so to help you prepare, here is the list of top things you must not leave without.

- | | |
|--------------|-------------|
| 1 documents | 5 guidebook |
| 2 swimwear | 6 money |
| 3 medication | 7 good book |
| 4 sun lotion | 8 clothes |

a) An all important requirement that you must not forget, especially if it's prescribed as it might not be easy to get hold of abroad. The last thing you want is to feel ill or worried on your holiday.

b) This will save you a lot of time because you won't be deciding what you want to do for half the day before eventually agreeing on something. It's a great way to find out about the culture and traditions of the area that you are going to be staying in.

c) Please don't forget these, especially if your tickets and your passports are kept together with them!!!!

d) Remember not to pack too much! It's a good idea to lay everything out on your bed that you want to pack and then be really ruthless and only take what you really need!

e) Applicable to so many holidays as the weather does get hot sometimes and your skin can burn. Even if you're going on a ski holiday, you still need to bring it as the rays of the sun reflect off the snow making it even more dangerous.

f) Where would we be without at least some cash? Of course, you can take your credit card with you, but it is essential to carry a small amount of cash. Telephone calls, bottles of water, sweets, etc are all small purchases that are better paid with cash.

g) OK, so you will be on holiday, but that doesn't mean you have every moment planned. You may want to relax before going to bed. You can also read on the beach, or while travelling.

h) Nearly always essential even if you're not going to the beach, as some hotels in the cities might have swimming pools. You'll only envy the other people enjoying the water if you don't bring yours along.

Points /8

3 Read the text and choose the correct options to fill in the gaps.

Package holidays, covering a two weeks' stay in an attractive location are increasingly popular, because they offer an (1) ... price with few extras. Once you get to the airport, it is up to the (2) ... operator to see that you get safely to your (3) Excursions, local (4) ... , swimming, sunbathing, skiing — you name it — it's all laid out for you.

There is, in fact, no reason for you to bother to (5) ... anything yourselves. You (6) ... friends and (7) ... a good time, but there is very little chance that you will really get

to know the local people. This is even less likely on a bus trip, when you spend most of your time travelling. Of course, there are carefully scheduled stops for you to visit (8) ... buildings and monuments, but you'll probably be allowed only a brief stay (9) ... in some famous city, with a polite reminder to be (10) ... and have breakfast early in time for the bus next morning. You may visit the beautiful, the historic, the ancient, but there is always a time constraint.

1 A exclusive	B including	C inclusive	D inclusion
2 A trip	B tour	C journey	D travel
3 A allocation	B destination	C vacation	D location
4 A entertainment	B amusement	C enjoyment	D fulfillment
5 A guarantee	B arrange	C provide	D supply
6 A do	B have	C get	D make
7 A have	B get	C make	D do
8 A history	B historical	C historian	D historic
9 A overtime	B overday	C overnight	D overdue
10 A down	B out	C up	D about

Points /10

4 Fill in the gaps in the text with the correct forms of the words in CAPITAL LETTERS at the end of each line.



Bowing

The tradition of bowing is so (0) *complex* that Asians attend special classes to learn how to do it (1) It's unlikely that any (2) ... visitor would be able to appropriately carry out the formal bow, doing it to the right (3) ... and with the correct duration. However, a polite attempt to bow in (4) ... will be appreciated by your Asian (5) If you want to express some special respect in the (6) ... , bow lower. Be sure to learn an appropriate verbal greeting to accompany the bow.

COMPLEXITY

PROPER NATION

DEEP

GREET
ACQUAINT
RELATIONPoints /6

- 5 You see this advertisement and decide to respond to it. Write your letter of application (about 180–200 words).

The university welcomes applications to all its courses from overseas students. Please write to the International Department giving details of the course you wish to apply for and why. Your letter should include an outline of your achievements and qualifications and any other relevant information.



- 6 Your class has decided to take part in an International Internet Forum. Work in groups and discuss the questions to get prepared for the teleconference. Take notes of your group discussion and then hold a whole-class discussion.



"Everyone has a culture — everyone is different!"

- What languages do you speak?
- What music do you listen to?
- What dances do you know?
- What kinds of food do you eat at home?
- In your school / class, what is considered polite and what is considered rude?
- What manners have you been taught? (table manners, behaviour toward guests in your home, what to say when answering the telephone, how to say thanks for a meal.)
- What do you wear on special occasions?
- How often do you see your extended family? What role do they play in your life?
- What holidays and ceremonies are important in your family?
- Describe something very important to you.
 - It could be a value, such as respect or honesty.
 - It could be a person, such as a parent, brother, sister, or friend.
 - It could be a goal, such as going to college or designing a website.
 - It could be a hobby.
- Based on what you've written, how would you describe the characteristics of the culture you're a part of?

Mark your score

For tasks 1–4, you can get 40 points.

32–40 points — well done

26–31 points — good

21–25 points — you can do better

20 points or less — revise and try again

Tasks 5 and 6 should be evaluated by you, your classmates and your teacher.

Are you good at Maths?

1 Read the quotations. Which of them is *not* about mathematics?

All sciences require mathematics.

Roger Bacon (1214–1292)

I know that two and two make four — and should be glad to prove it too if I could — though I must say if by any sort of process I could convert 2 and 2 into five it would give me much greater pleasure.

Lord Byron (1788–1824)

Mathematics may be defined as the subject in which we never know what we are talking about, nor whether what we are saying is true.

Bertrand Russell (1872–1970)

As far as the laws of mathematics refer to reality, they are not certain, and as far as they are certain, they do not refer to reality.

Albert Einstein (1879–1955)

2 Match the basic mathematical operations and the signs to express them.

addition	—
subtraction	:
multiplication	+
division	x

3 Find the mathematical expression described in the left column.

1 Twelve divided by four gives three.	a) $120 : 20 = 6$
2 Twenty multiplied by six is one hundred and twenty.	b) $20 \times 6 = 120$
3 One hundred and twenty divided by twenty gives six.	c) $12 : 4 = 3$
4 Four subtracted from twelve makes eight.	d) $2^2 = 4$
5 If we square two, we'll get four.	e) $3^2 = 9$
6 If we square three, it'll make nine.	f) $12 - 4 = 8$



4 Work in pairs. Write down the following in numbers and mathematical signs. Check up the calculations and correct the mistakes if any.

- 1 If we divide thirty-six by four, we get nine. When we then multiply the result by three point four, it gives us thirty point six.

- 2 When we subtract forty-four point three from thirty-nine, we get a negative value of five point three. If we add seven, the result is positive again and it makes one point seven.

- 3 Four multiplied by eighty-five gives us three hundred and forty. If we subtract forty, we get three hundred sharp.

- 4 Two hundred and ninety added to five hundred eighty gives us eight hundred and sixty. Then we multiply it by three and get two thousand five hundred and eighty.

5 Read the expressions and tick the most general one.

- ☐ to multiply something by something
☐ to divide something by something
☐ to subtract something from something
☐ to add something to something
☐ to calculate something

6 Say the following in words.

$2 + 2 = 4$

$3 \times 9 = 27$

$64 - 6 = 58$

$36 : 6 = 6$

7 Work in pairs. Label the mathematical things below with the words from the box.

fraction square root linear equation
cube root system of linear equations
quadratic equation

$\frac{3}{4}$

$\sqrt[2]{\quad}$

$$\begin{cases} 5x + 2y = 30 \\ 3x + 4y = -3 \end{cases}$$

$\sqrt[3]{\quad}$

$y = 2x + 6$

$x^2 - 6x + 9 = 0$

8 Mark the following statements as true or false.

- ☐ If a number ends in five or zero, it's always divisible by five.
- ☐ If a number ends in three or nine, it's divisible by three.
- ☐ The cube root of nine is three.
- ☐ The value of a square root can be both positive and negative.
- ☐ The value of a fraction doesn't change if we divide both the top and the bottom by one and the same number.

9 Do you remember how to solve a system of linear equations? Study the example below to make sure about one of the ways.

$$\begin{cases} X + Y = 4 \\ Y + XY = 6 \end{cases}$$

- 1 First, we express Y through X in the first equation. Then we take Y out of the brackets in the second equation.

$$\begin{cases} Y = 4 - X \\ Y \times (1 + X) = 6 \end{cases}$$

- 2 We write the Y-equivalent from the first equation in the second equation. So, we have the following:

$$(4 - X) \times (1 + X) = 6$$

- 3 We multiply $(4 - X)$ by $(1 + X)$ and write the new expression in the left-hand side of the equation. The right-hand side is still the same.

$$4 + 4X - X - X^2 = 6$$

- 4 After that, we transfer everything to the left-hand side to make the expression equal to zero.

$$-X^2 + 3X - 2 = 0$$

- 5 Then we change the signs to make the quadratic equation look more conventional.

$$X^2 - 3X + 2 = 0$$

- 6 To solve the quadratic equation we apply the quadratic formula

$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

which is true for any quadratic equation

$$aX^2 + bX + c = 0$$

We see that in our equation

b is equal to -3

a is equal to 1

and **c** is equal to 2

So, we use these numbers instead of the letters and get the following:

$$X = \frac{3 \pm \sqrt{3^2 - 4 \times 2}}{2}$$

- 7 Then we simplify the right-hand side.

$$X = \frac{3 \pm \sqrt{1}}{2}$$

- 8 The sign \pm demonstrates that X can take two different values. We need to solve the expression for X_1 and X_2 .

$$X_1 = \frac{3+1}{2}$$

$$X_2 = \frac{3-1}{2}$$

$$X_1 = 2 \quad (X_1 \text{ is equal to two})$$

$$X_2 = 1 \quad (X_2 \text{ is equal to one})$$

- 9 Now we know the value of X_1 and X_2 , and we need to find out Y_1 and Y_2 . Let's express them through X_1 and X_2 (see step 2).

$$Y_1 = 4 - 2 = 2$$

(Y_1 is equal to four minus two and is equal to two)

$$Y_2 = 4 - 1 = 3$$

(Y_2 is equal to four minus one and is equal to three)

- 10 Now we can see that the system of equations has two solutions. We write down both of them as necessary.

Solution: (2; 2) (1; 3)

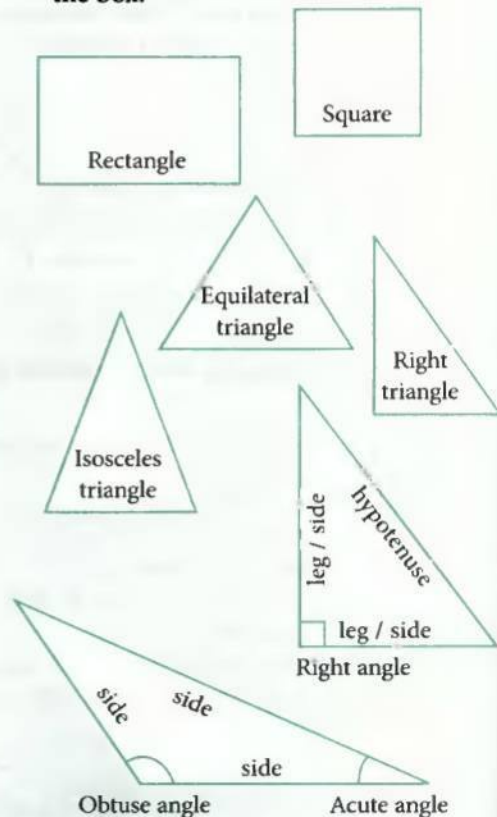
- 10 Read the following expressions. Which of them were used in the explanation above? Write them down.

- to solve the equation
- to calculate the quantity
- to divide the total sum by the number of participants
- to subtract something from something
- to multiply something by something
- to find out the value of the unknown variable X
- to get the result
- to simplify the mathematical expression
- to transfer the unknown variables to the left-hand side
- to express variable Y through the variable X
- to apply the formula for the equation
- to take out of the brackets
- to make the expression equal to zero

- 11 Work in small groups. Explain how to solve the following system of linear equations. Use the model above.

$$\begin{cases} X + Y = 8 \\ XY = -20 \end{cases}$$

- 12 Study the pictures and complete the definitions with the words from the box.



obtuse angle equilateral triangle
right angle acute angle isosceles triangle
right triangle hypotenuse

A _____ is an angle which is exactly 90° .

An _____ is an angle which is less than 90° .

An _____ is an angle which is more than 90° but less than 180° .

An _____ is a triangle with two sides of equal length.

An _____ is a triangle in which all the sides are of equal length.

A _____ is a triangle in which one of the angles is exactly 90° .

_____ is the longest side of a right triangle which is opposite the right angle.

13 Read the statement and tick the name of the theorem.

The theorem states that in any right triangle the sum of the squares of lengths of the legs is equal to the square of the length of the hypotenuse.

Pythagoras' Theorem	<input type="checkbox"/>
Archimedes' Theorem	<input type="checkbox"/>
Diophantine Theorem	<input type="checkbox"/>

Write it down as a mathematical expression.

14 Say if the statements below are true or false.

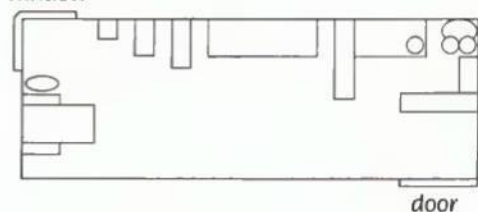
- 1 The perimeter of a rectangle equals the sum of the lengths of its sides.
- 2 The sum of the angles of any triangle is one hundred and eighty degrees.
- 3 The length of one side of the triangle can be greater than the sum of the length of the other two sides.
- 4 We can find out the area of a rectangle if we multiply side **a** by side **b**.

15 Work in small groups. Read Jerry's message and solve his problem.

- a) Use the laws of geometry and write down your solution.
- b) Explain to Jerry (and to the whole class) your way of solving the problem.

Choose the group which presented and explained the solution the most clearly.

window



Hi!

I was told to buy a special acid-resistant floor covering for our chemical laboratory. This floor covering is very expensive and I need to know the exact quantity, i.e. how many square metres to buy. The problem is that there's lots of chemical equipment in the lab at the moment, and I'm not allowed to touch anything. So, I can measure the length of the lab — it's 12 metres, but can't measure its width. I can also measure the distance from the door corner to the window corner (it's 13 metres), but it doesn't seem to help much, does it?

I need help! I don't want my boss to think that I'm stupid and fire me!

Call me as soon as possible,

Jerry

Glossary

triangle ['traɪæŋɡəl]
 rectangle ['rektæŋɡəl]
 obtuse angle [əb'tju:s 'æŋɡəl]
 equilateral triangle [i:kwɪlætərəl 'traɪæŋɡəl]
 acute angle [ə'kjut 'æŋɡəl]
 isosceles triangle [aɪsə'seɪlɪz 'traɪæŋɡəl]
 hypotenuse [haɪ'pɒtɪnju:z]
 Pythagoras' Theorem [paɪ'θæɡərəs 'θiərəm]
 Archimedes' Theorem [ɑ:kɪ'midɪz 'θiərəm]
 Diophantine Theorem [daɪəʊ'fæntaɪn 'θiərəm]

– Is Biology just a school subject?

– No! It's a fascinating study of life!

1 In which of the following situations can you use your knowledge of Biology? Say how.

Can Biology help...

- when we plant flowers or vegetables?
- when we cook meals?
- when we choose a pet to adopt?
- when we plan our day?
- when we shop for food?
- when we choose a career?
- when we choose where to go for holiday?
- when we choose a place where to live?
- when you want to find out about the risk of genetic diseases?

2 Match the branches of Biology with their functions. Suggest your own definition of Biology.

- | | | |
|----------------|------------|----------------|
| | C Anatomy | |
| B Agriculture | | D Botany |
| A Ecology | Biology | E Zoology |
| H Microbiology | | F Cell Biology |
| | G Genetics | |

- 1 studies how to cultivate land and produce crops.
- 2 studies animals, their classification, physiology, development, and behaviour.
- 3 studies and classifies plants.
- 4 studies microscopic organisms (micro-organisms, including viruses) and their interactions with other living beings.
- 5 studies ecosystems and how people interact with other species, different living beings and inorganic elements.
- 6 studies the cell as a complete unit, and the molecular and chemical interactions that happen within a living cell.
- 7 studies genes and heredity.
- 8 studies the structure of human and animal bodies.

3 Find the "tiniest" word in each set of words.

root rose bush stem flower leaf thorn cell	finger skin arm nails body cell human being
--	---



4 Work in pairs. Read the information and mark the statements below as true or false. Comment on your decision.

The cell is the structural and functional unit of all living beings. The cell was discovered by the British scientist Robert Hooke in 1665. He was the first to see tiny blocks in slices of cork through a microscope. He gave them the name "cells" which means "small rooms" in Latin.

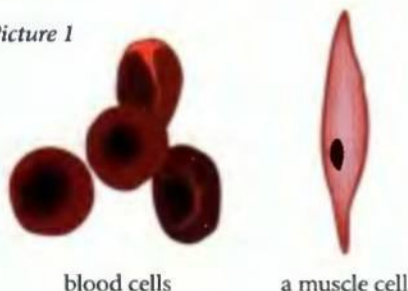
Later, it was discovered that all plants and animals consist of cells. In the 1830s German researchers, Matthias Schleiden and Theodor Schwann, came to the conclusion that plant cells and animal cells have the same structure and that the cell is the basic unit of any living tissue. Their discovery led to the creation of The Cell Theory which states that:

- The cell is the unit of structure, physiology, and organization in living things.
- All cells are basically the same in structure, chemical composition and vital functions.
- All new cells come from pre-existing cells by division.

Every living being has from one to trillions of cells. Tiny amoebas are one celled organisms and a human body contains trillions of cells. Cells form different tis-

sues and organs and therefore have different purposes. For example, blood cells and muscle cells don't look like each other very much (see picture 1) because their functions are different. However, according to The Cell Theory their structures are quite similar and they consist of the same basic elements.

Picture 1



blood cells

a muscle cell

- The structure of plant cells differs a lot from the structure of animal cells.
- If an organism has only one cell it can still be defined as a living being.
- The Cell Theory states that epithelial (skin) cells are absolutely identical to osteocyte (bone) cells.

5 Work in small groups. Discuss the question and present arguments for your point of view.

Does The Cell Theory support Charles Darwin's Theory of Evolution?

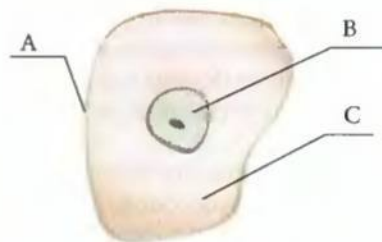
6 Work in pairs. Read the definitions of four cell elements and find those which are marked in the picture as A, B and C. Say which stands for each letter.

- The **cell membrane** covers the whole cell. It is only two molecules thick and acts as a cell barrier.
- The **nucleus** is the cell's control centre. It regulates the cell's reactions and reproductive functions.
- The **cytoplasm** is the fluid material between the cell membrane and the nucleus. It con-

tains different organelles, proteins, electrolytes, phospholipids, etc.

- **DNA** is a molecule that carries inherited information.

Picture 2



a basic cell

7 Decide where in the picture the fourth element from the exercise above should be marked. Read the second part of the article and find out if you are right or not.

Glossary

tissue ['tɪʃu:] ['tɪʃju:]

epithelial [ˌepɪˈθiːliəl]

osteocytes ['ɒstiəʊsaɪts]

membrane ['membreɪn]

nucleus ['njuːklɪəs]

cytoplasm ['saɪtəplæzm]

organelles [ˌɔːɡəˈnelz]

deoxyribonucleic acid {diːˌɒksɪˌraɪbəʊnjuːkleɪk
'æsɪd}

Since the 1950's, cell biology has focused on DNA and its informational features. DNA or deoxyribonucleic acid contains the genetic information and is responsible for heredity. Normally DNA does not exist as a single molecule but a pair of molecules which are tightly wound and form a double spiral. The DNA molecule is very long — when unwound, it measures about five centimetres! Amazing, but these huge molecules are cleverly packed in a tiny

nucleus, which can only be seen through an electronic microscope.

The DNA molecule consists of segments. The segments which store the genetic information are called genes. Scientists are still uncertain about the number of genes each person has — the numbers vary from 20,000 up to 100,000! When a new organism is coming into existence, it inherits genes from the parents. These genes determine the physical, physiological and behavioural characteristics of the new living being.

It's believed that the information stored in genes can be decoded, and scientists are very enthusiastic about cracking the genetic code. It will enable people to know what the would-be organism is going to be like. Ambitious scientists go further — they mean not only prediction, but the possibility of altering the genetic code for medical or other purposes. Their plan sounds both exciting and scary. What will genetic experiments lead us to?

8 Read the article again and discuss the questions below.

1. What does the DNA molecule look like? You can either describe or draw it.
2. What kind of information are the genes responsible for?
3. Theoretically speaking, is it possible to read and change the genetic code?
4. Do you know about any successful experiments in genetics?
5. What do you know about genetically modified food?

9 People argue a lot about the advantages and disadvantages of genetically modified food (GM food). What's your view: should the experiments go on or should they be banned?

Useful phrases

GM food will be quite common in the near future
 it will enable people to...
 everyone will be able to...
 most people think that GM food is unsafe
 eating GM food can lead to unpredictable changes
 genetically modified organisms can break / upset the food chain
 GM crops will feed lots of people who are starving nowadays
 GM vegetables and fruit are big, tasty and don't get rotten for a long time
 people can't do without GM food because the population of the planet is rising
 if properly tested, GM food may be safe



Learning to follow tips

The most effective way to learn is by knowing:

- yourself
- your capacity to learn
- any process you have successfully used in the past
- your interest in, and knowledge of the subject you wish to learn

Begin with the past	<p>What was your experience when you first began to learn?</p> <p>Did you like to...</p> <ul style="list-style-type: none"> • read? • solve problems? • memorise? • recite? • interpret? <p>Did you...</p> <ul style="list-style-type: none"> • know how to summarise? • ask questions about what you studied? • review? • have access to information from a variety of sources? • like to study alone or in groups? <p>What were your study habits?</p> <p>Did they work well?</p>
Proceed to the present	<p>How interested am I in this?</p> <p>How much time do I want to spend learning this?</p> <p>What can I control and what is outside my control?</p> <p>Do I have a plan?</p> <p>Does my plan consider my past experience and learning style?</p>
Consider the process	<p>Do I understand the material?</p> <p>What do I know about it already?</p> <p>What kinds of resources will help me?</p> <p>Should I go more quickly or more slowly?</p> <p>If I don't understand something, do I ask why?</p> <p>Do I stop and summarise?</p> <p>Do I stop and evaluate?</p> <p>Do I need to discuss it with other learners?</p> <p>Do I need to find an expert?</p>
Assess yourself	<p>What did I do right?</p> <p>What could I do better?</p> <p>Did my plan work?</p> <p>Was I disciplined with myself?</p> <p>Did I succeed?</p>

How to guess word meaning from context

- 1 What does what in a sentence? (subject / verb / object)
The place of the word in a sentence helps you to work out if it is:
 - a) a noun or naming word
 - b) an adjective or describing word
 - c) a verb or action word
- 2 Look for any context clues. Context refers to the sentence, paragraph and the wider passage in which the word occurs. In deciding the meaning of a word you look for clues, before and after the sentence in which it is used, to give you an idea of the possible meaning.
- 3 Consider what the word sounds like. Compare the sound of the word to words you know.
If you see a word like "communicativeness", saying it out loud may help you link it to the word "communicate". Using this, together with any useful context clues, you might guess what it means.
- 4 Use your knowledge of word parts. Using your knowledge of how a word is built up:
 - a) **lifelong**: *life* + *long* = lasting for life
 - b) **unforgettable**: *un* + *forget* + *able* = not able to forget = impossible to forget
- 5 Check your guesses in the dictionary.

Taking notes from a text

Sometimes you need to take some notes from texts such as those that appear in textbooks, journals, reports, reference books.

Notes can help you:

- remember something since you can't hold everything in your head
- concentrate since taking notes keeps you active and involved
- highlight key points so that you can refer to them later
- summarise key points of information

Follow the tips for taking notes:

- 1 Read and think before you write down any information. This will allow you to take notes in your own words, proving that you have understood the information.
- 2 Don't just copy the text and expect it to make sense later.
- 3 Decide on the important points by highlighting or underlining them.
- 4 Decide on a title. This will help you keep track of your notes later.
- 5 Save time by eliminating articles and using sentence fragments, abbreviations, symbols, and other shortcuts. Avoid word-for-word copying. You will be able to take notes faster if you select just the key words.
- 6 Decide which information goes together and organise your notes in a logical way.
- 7 Intend to show subtopics and details, and leave a space to indicate a change of topic. Also, leave enough space so that if you need to insert information later, there's room.
- 8 Leave a margin, and use it for key words and questions that will help you review later.
- 9 Re-read your notes from time to time as this will help your learning and processing of the information.

How to contribute to a group discussion of ideas

- Don't be afraid to voice your opinion, even if it differs from your teacher or classmates.
- It is very likely that if you have questions or need more information, there will be others who feel the same way.
- First listen and try to understand other people's opinions. Respect theirs, and you will be respected for yours.
- Mark or make notes of the points you wish to answer, discuss or question. It shows that you are trying to understand others, as well as be understood by them!
- Try to keep your comments to the point and don't hesitate to refer to your notes.
- After you have spoken, ask for feedback to see if others have understood what you have said and whether they agree or disagree with you.
- Contribute to the group by focusing on your analysis of the topic, your reaction, your opinion, and finally your openness to understanding others.

How to do a role-play

- 1 Prepare yourself thoroughly. Read your role card attentively and make sure you understand what is required from you. You may need some time to get into your role.
- 2 Think over the ideas you need to put forward in order to play your role and the arguments you need to have to support your ideas. Collect your ideas and make notes.
- 3 Think through the language you will need to play your role. Look through the unit or lesson to revise the vocabulary and grammar you might need, and ask your teacher for the words you can't find in the textbook. You can choose to prepare your role play with your classmates holding the same role card.
- 4 Do the rehearsing. Think of your performance during your rehearsal and find the way to improve it.
- 5 Think about how you can make your role-play more like real life. Rearrange the furniture, or bring some props for your role-play. You may draw or even write the names of the objects you need on the cards.
- 6 Use your imagination! It might be difficult to identify yourself with somebody who is much older than you or who comes from another country, but that makes the role-play challenging and interesting.
- 7 Relax while playing your role and have fun!

How to prepare for a presentation effectively

1 Explore the issue.	Sometimes the issues teachers introduce to you can seem very broad. So think about the issue as a whole and identify its significant parts. It's best to choose a concrete aspect of a broad issue so that is easier to deal with.
2 Think about what you already know.	What do you already know about the issue? Include both what you have actually learned from this section and from other subjects. You may feel that you don't know enough about your topic but that is the challenge!
3 Choose a topic for your talk and write it in your own words.	Choose your topic carefully. Not only should it be motivating for you, but also interesting to your classmates!

4 List the things you need to know to give your talk.	Make a plan for your presentation to help you explore the issue you have chosen. You will have to gather information and learn new concepts, information, or skills as you start to prepare.
5 Do research and gather necessary information.	Research the knowledge and data that will help you to prepare your talk. Look for different possible resources — talk to your teachers, read books, surf websites, etc. Be selective, don't get overloaded with information.
6 Prepare your talk.	Revise the information you have found. Process the information, analyse and organise it and write down detailed notes to support your talk. Don't write long pieces of text: always think about the length of time you have to talk!
7 Presenting and defending your findings.	Now you will need to present your findings and conclusions to your classmates. State clearly both the topic and your findings. Present your talk going from one main point to another in a logical way. Help others learn, as you have learned! If your classmates have a question and you have an answer, present it clearly. If you don't have an answer, acknowledge it and refer it for more consideration.
8 Review your performance.	Take pride in what you have done well, and learn from what you have not done well. Thomas Edison took pride in unsuccessful experiments as part of his journey to success!

How to give a perfect presentation

Structure

- 1 Think about the organisation of your presentation.
- 2 It should contain an introduction, a main body and an ending.
- 3 Make your presentation whole and logical by using linking words and phrases.

Body language

- 1 Show your enthusiasm about what you want to say.
- 2 Think about your posture, hands, movement and facial expressions before you start presenting.
- 3 Establish and keep eye contact with the audience and be natural while speaking.

Voice

- 1 Speak so that you can be heard in every corner of the room.

- 2 Pay attention to your pronunciation. Articulate sounds and words clearly.

Timing

- 1 Try to stay within the time limit.

Language

- 1 Be careful with your choice of words. Think about the register of your presentation and your style.
- 2 Try to speak without long pauses.
- 3 Avoid making grammatical mistakes!

Visual aids

- 1 Use different kinds of visuals – schemes, tables, charts, pictures and posters – to help the audience understand your message.

How to conduct a class survey

- Any survey requires socialising and circulating freely around the classroom. Be disciplined and cooperative and interact positively with the other students.
- Prepare your questionnaire carefully. You may follow the example questionnaire below or design your own.
- Ask your teacher for help and try your questions with him / her before asking other students.

Example survey sheet

(to be used for any survey topic)

Topic	
General question (What do you want to find out about in your survey?)	
Specific questions (What are the exact questions you will ask people?)	

Your notes

Student 1	
Student 2	
Student 3	
Student 4	
Student 5	
Student 6	
Student 7	

- During your surveys, it will be important for you to ask questions. Don't forget to ask your questions politely.
Would you mind telling me...?
Could you tell me what...?
Could you explain a bit more please?
- Circulate freely round the class doing the survey. Make careful notes of the students' answers and ask for clarification if you failed to understand what a person wanted to say.
- Return to your seats to prepare your report in groups. You can use the report form given below or design your own report form.

How to report on a class survey

Introduction Identify your aim and your actual questions. Explain your own position.	We wanted to know... We asked ... students what / how... Then we asked them to tell us... We think / believe that...
Results General patterns and the most striking findings.	Almost all the students (...) told us that..., but only three of them think / believe... Almost half the class... Some students could not tell us what they thought because...
Conclusion Answer to the general question. Did anything surprise you or stand out?	According to our survey our class's opinion about ... is the following: The majority of students in our class... It is quite common for girls... Boys tend to... Not many students think... Very few students believe that... Nobody supports... The most popular argument for / against... is... The most surprising thing about this survey is...

- Report back to the whole class. Listen to other students' feedback on your work.

How to improve your debating skills

- 1 Talk to the audience, don't read to them. Remember your job is to persuade the audience – and persuasion is interactive. You need to engage the hearts and minds of the audience.
- 2 Practice in front of the mirror or in front of a video camera. There's no better way to improve your delivery than seeing what the audience sees.
- 3 Write less on your cards, not more. Remember the main purpose of notes – to remember content. So use as few written words as possible to help you jog your memory in case you get lost.
- 4 Always relate what you are saying back to the topic — explain its relevance. You should make it clear to the audience that everything you say helps you prove your side of the topic.
- 5 Use examples to support your arguments. They should be interesting, easy for the audience to relate to and provide sufficient evidence.

What makes a good chairperson	What makes a good speaker
A good chairperson will always... <ul style="list-style-type: none"> • keep order • keep the audience's attention on the speaker • speak loudly and clearly • manage people who interrupt appropriately 	A good speaker will always... <ul style="list-style-type: none"> • demonstrate a good knowledge of the topic • use examples and facts to support his / her arguments • show enthusiasm and confidence • try to answer questions put to them, even if the questions are tough ones • ask somebody to restate their question if it is unclear • keep to the point and not wander off topic • speak loudly and clearly

What makes a good chairperson	What makes a good speaker
<p>A good chairperson will never...</p> <ul style="list-style-type: none"> • shout to keep order • use the gavel before they try to make their presence known verbally • treat the gavel as a sledge hammer • use violence to establish order • forget to keep a good record of time throughout the debate 	<p>A good speaker will never...</p> <ul style="list-style-type: none"> • mumble his / her words • contradict himself / herself • leave a question unanswered • leave the debate in a bad mood should he / she happen to lose

Writing an article

- 1 Think of the target audience: who is the article intended for?
- 2 Make a plan. Remember that your article should always have a clear structure. Don't include all of your ideas: just choose the three or four most important ones.
- 3 Give your article a catchy title.
- 4 Read your article carefully and check whether it is clearly structured. The paragraphs should link logically.
- 5 Check grammar and vocabulary.

An effective article should contain:

- a) an eye-catching **title** which attracts the readers' attention and suggests the theme of the article. (Think about what attracted you to a magazine or newspaper article recently — what was it about the title that made you read it?)
- b) an **introduction** which clearly defines the topic to be covered and keeps the reader's attention.
- c) a **main body** of two-three paragraphs in which the topic is developed in detail.
- d) a **conclusion** summarising the topic or a final opinion, recommendation or comment.

Writing a formal letter of application

A formal letter should contain:

- 1 A greeting:
Dear Sir / Madam (If you know the name of your addressee, replace "Sir / Madam" with it.)
- 2 Your reasons for writing:
I am writing to apply for...
With reference to your advertisement in...
- 3 The main information in 2-3 paragraphs you wish to convey.
- 4 An ending with common finishing remarks.
I look forward to your reply / to hearing from you soon.
Yours faithfully (if you started your letter with Dear Sir or Madam)
Yours sincerely (if you started your letter with Dear Mr Jones)
- 5 Your signature.

Ideas for writing

Ask yourself the following questions to help you get started:

- What course are you going to apply for? You will have to invent the details (e.g. about how long the course is, and whether it's full-time or part-time).
I am writing to apply for your Foreign Language Programme...
- The Admissions Officer might also be interested to know why you picked this university.
I am particularly keen to come to your university as it was recommended to me by a friend...
- Write down the reason why you want to apply for that programme.
I am very keen to learn foreign languages as this will help me to communicate with people from different countries when I graduate and...
- What are your current qualifications? What subjects have you specialised in up to now? What is your level of English?
- What other information are you going to give? (age? hobbies? special achievements? work experience? the name of a tutor who can give you a reference?)
- How are you going to end the letter?

Writing an opinion essay

A good opinion essay should contain the following:

- 1 An introduction in which you state the problem.
- 2 Your personal opinion and your reasons for it.
- 3 Other people's arguments and an explanation of why they are wrong.
- 4 A conclusion.

Always use these criteria to check whether you have written a successful essay.

Criteria for checking your essay

Content	Is the essay what the question asks for? Is it all relevant? Are all the appropriate ideas included? Is there enough reasoning provided?
Range of vocabulary / structures	Is there a range of vocabulary? Is there a variety of grammatical structures?
Organisation and logic	Is the organisation logical? Is it well organised in paragraphs? Is the sequence of ideas clear? Have appropriate linking words been used?
Register and format	Is it formal / informal enough? Has the writer used the correct format?
Target reader	Is it interesting to read? Does it have any emotional and intellectual impact? What mark would the reader give the piece of writing?

A

agenda [ə'dʒendə] — 1 all the things that need to be done or that need to be thought about or solved
2 points to be discussed at a meeting

Adams, Bryan ['ædəms 'braɪən] (born 1959) — a Canadian singer, guitarist and songwriter

Algeria [æl'dʒɪəriə] — a country in north Africa, the second largest country on the African continent

Alferov, Zhores [əl'ferəv zə'res] (born 1930) — a Russian physicist, the Nobel Prize winner, who contributed significantly to the creation of modern heterostructure physics and electronics

anthem ['æθəm] — the official song of a particular country that people sing on special occasions

Athens ['æθənz] — the capital of Greece and one of the most famous cities in the world, named after the goddess Athena [Афина]

B

boycott ['bɔɪkɒt] — to not take part in an event or not buy or use something as a protest

Bryson, Bill (born 1951) — a well-known American-born British author of humorous books on travel, the English language and also scientific subjects

Buddhist temple ['budɪst 'templ] — a structure reserved for religious or spiritual activities of Buddhist followers

C

calendar ['kælɪndə] — a system for naming periods of time, typically days. In its paper form, it is used to arrange and track a particular set of planned events

cheche [tʃi:tʃi:] — part of traditional Arab dress; the head scarf can be used as a shawl or as a belt

comprehensive school [ˌkɒmpri'hensɪv 'sku:l] — a secondary school that accepts pupils of all abilities. Comprehensives have dominated British secondary education since the 1970s and currently educate over 90% of secondary pupils

Corinth ['kɒrɪnθ] — a Greek city-state, on the Isthmus of Corinth, the narrow stretch of land that joins the Peloponnesus to the mainland of Greece

Cornwall ['kɔːnwɔ:l] — a country in southwest England on the peninsula that lies to the west of the River Tamar

D

Dahl, Sophie [dɑ:l 'səʊfi] — an English fashion model and authoress

E

Eminem ['emɪnəm] (born 1972) — Marshall Bruce Mathers III, an American rapper best known as Eminem, his stage name

extra-curricular activities — things that you do at school or college that are not part of your course

F

family room — 1 *BrE* a room in a hotel with enough beds for a family to sleep in

2 *AmE* a room in a house where a family relaxes and watches television, plays games etc

Finsbury Park ['fɪnzbəri pɑ:k] (of London) — an area of London, at the junction of the London Boroughs of Islington, Haringey and Hackney

G

gandoura ['gændəʊə] — traditional open sleeveless Arab dress for men

Gates, Gareth [geɪts 'gærəθ] (born 1984) — an English pop singer who shot to fame in 2002 when he came second in the first series of the television talent show *Pop Idol*

gospel song ['gɒspəl] — a type of Christian music that developed in the churches that black people went to in the South of the US in the past. It is sung by groups of singers who typically have powerful voices

grade [greɪd] — either a teacher's evaluation of a student's work, as marks, or a student's level of educational progress, usually one grade per year (e.g. the "3rd grade" or the "12th grade")

guinea ['ɡɪni] — an old British coin and currency unit with a value of 21 shillings. The name came from Guinea in Africa, where much of the gold used to make the coins originated

H

Hindu temple ['hɪndu: 'templ] — a house or a part of a building for the followers of Hinduism used for daily worship and meditation

Hobbit ['hɒbɪt] — In J. R. R. Tolkien's fictional universe of Middle-earth, Hobbits are an imaginary race of Men. Hobbits are between two to four feet tall, their feet are furry, with leathery soles; most Hobbits never wear shoes. They first appear in the book *The Hobbit*, and also play a major role in *The Lord of the Rings*

Homer's *Iliad* and *Odyssey* ['həʊməz 'ɪlɪəd ənd 'ɒdɪsi] — two ancient Greek epic poems, attributed to Homer, a supposedly blind Ionian poet. Scholars dispute whether Homer existed and whether he was a single person, but it is clear that the poems spring from a long tradition of oral poetry

I

International Olympic Committee — an organisation based in Lausanne, Switzerland, created by Pierre de Coubertin and Demetrios Vikelas on June 23, 1894 to reinstate the Ancient Olympic Games held in Greece between 776 BC to 396 AD. Its membership is 203 National Olympic Committees

K

Kyoto ['kjəʊtəʊ] — a city in the central part of the island of Honshu, Japan

L

lad [læd] — an informal reference to a boy or more generally any male, especially in Northern England, and particularly in the county of Lancashire. Lass(ie) is the female equivalent

M

Madonna [mə'dɒnə] (born 1958) — Madonna Louise Ciccone, better known worldwide by only her first name, an American pop singer, songwriter, producer, dancer, actor, and children's author

Mae [meɪ], **Vanessa** (born 1978) — an internationally known classical and pop musician. Her music style is self-described as "violin techno-acoustic fusion"

Mali ['mæli] — the republic of Mali, a landlocked nation in Western Africa

Maya ['maɪə] — an historical Mesoamerican civilisation, noted for the only known fully developed written language of the pre-Columbian Americas, its spectacular art and monumental architecture, and sophisticated mathematical and astronomical systems

Mediterranean Sea (the) [ˌmedɪtə'reɪniən] — a part of the Atlantic Ocean almost completely enclosed by land: on the north by Europe, on the south by Africa, and on the east by Asia

mosque [mɒsk] — a place of worship for followers of the Islamic faith

Mozambique [ˌmɒʊzəm'bɪk] — a country in south-eastern Africa

N

NASA ['næsə] — the agency responsible for the public space programme and long-term civilian and military aerospace research in the United States of America

nomad ['nəʊmæd] — communities of nomadic people move from place to place, rather than settling down in one location. Many cultures have been traditionally nomadic, but nomadic behaviour is increasingly rare in industrialised countries

O

Onslow Gardens ['ɒnsləʊ 'ɡɑːdnz] — the name given to a suburb on the western outskirts of London. The housing is mainly between the first and the second World Wars, and parts of the village have been designated as protected areas

P

plaque [plæk] — a flat ornamental plate or tablet fixed to a wall, used to mark a significant event, person, etc

R

Renaissance (the) [rɪ'neɪsəns] — an historical age that followed the Middle Ages and preceded the Reformation (roughly the 14th–16th centuries)

Royal Leamington Spa — a town visited for health reasons, to "take the waters" in central Warwickshire, in England

S

sacred cow [ˌseɪkrɪd 'kaʊ] — Most Hindus respect the cow as a matriarchal figure for her gentle qualities and for providing milk and its products for a largely vegetarian diet. Hindus do not worship the cow, yet it holds an honoured place in society and most will not eat beef in general

Sahara (the) [sə'hæ:rə] — the world's largest desert, over 9,000,000 km², almost as large as the United States. The Sahara is located in Northern Africa and is 2.5 million years old. Its name, Sahara, is an English pronunciation of the word for "desert" in Arabic

Star Wars — a science fantasy saga and fictional universe created by writer / producer / director George Lucas during the 1970s

Strauss, Johann [straʊs, jəʊ'hæn] (1825–1899) — an Austrian composer known especially for his waltzes, such as *The Blue Danube*

T

The Osbournes ['ɒzbɔ:nz] — an Emmy Award-winning American reality television show that featured the domestic life of rock and roll singer Ozzy Osbourne and his family

Tokyo ['təʊkiəʊ] — the capital city of Japan

Trinity College ['trɪnɪti] — the name of many schools and colleges in Britain, the United States and other English-speaking countries. The Trinity is a name that Christians use for referring to the three parts that God consists of: the Father, the Son and the Holy Spirit [Святая Троица]

Tuareg ['twæreg] — a Berber ethnic group or nation, found mostly in West Africa

tube (the) [tju:b] — the London metro train system, also known as the Underground

U

U2 [ju: 'tu:] — an Irish rock band formed in Dublin, Ireland

V

Vernadsky, Vladimir [ver'nædskɪ vlədɪ'mɪr] (1863–1945) — a Russian-Ukrainian mineralogist and geochemist whose ideas of noosphere were an important contribution to the Russian cosmism. He was a founding father of several new disciplines, including geochemistry, biogeochemistry, and radiogeology

via ['vaɪə] — the Latin word for a Roman road, commonly used as a delineation of connection (e.g. "Your train will travel from Saint Petersburg to Rostov-on-Don via Kursk.")

W

Wheldrake, York ['weldreɪk, jɔ:k] — a village in the city of York, North Yorkshire, England, seven miles south-east of York

Where words fail... — the title comes from the saying "Where words fail, music speaks." — Hans Christian Andersen (1805–1875), Danish short story writer, poet

Williams ['wɪljəms], **Robbie** (born 1974) — a British singer. In 2002, the UK public voted Williams to be on the BBC's list of the 100 Greatest Britons (at number 77)

Infinitive

awake [ə'weɪk]	будить, просыпаться
be [bi:]	быть, находиться, являться
bear [beə]	рождать
beat [bi:t]	бить, ударять
become [br'kʌm]	становиться
begin [br'gɪn]	начинать(ся)
bite [baɪt]	кусать(ся)
break [breɪk]	ломать, нарушать
bring	приносить, приводить
build [bɪld]	строить
burn	жечь, гореть
buy [baɪ]	покупать
can	могу, умею
cast [kɑ:st]	кидать, бросать
catch [kæʃ]	ловить, поймать
choose [tʃu:z]	выбирать
come [kʌm]	приходить, приезжать
cost [kɒst]	стоить
cut [kʌt]	резать, рубить
do [du:]	делать, поступать, выполнять
draw [drɔ:]	рисовать, чертить, тянуть
drink	пить
drive	вести машину, ехать на машине
eat [i:t]	есть, кушать
fall [fɔ:l]	падать
feed	кормить
feel	чувствовать
fight [faɪt]	бороться, сражаться
find [faɪnd]	находить
fly [flaɪ]	летать
forbid	запрещать
forget	забывать
get	получать
give [gɪv]	давать
go	ходить, идти, ехать
grow [grəʊ]	расти, выращивать
hang	висеть, вешать
have [hæv]	иметь, владеть
hear [hɪə]	слышать
hold [həʊld]	держать
hurt [hɜ:t]	ушибить(ся), причинять боль
keep	держать, хранить
know [nəʊ]	знать
lay [leɪ]	класть, положить
lead	вести, руководить

Past simple

awoke [ə'wəʊk]
was [wɒz] (ед. ч.)
were [wɜ:] (мн. ч.)
bore [bɔ:]
beat
became [br'keɪm]
began [br'gæn]
bit
broke
brought [brɔ:t]
built [bɪlt]
burnt, burned
bought [bɔ:t]
could [kʊd]
cast
caught [kɔ:t]
chose [tʃəʊz]
came
cost
cut
did
drew [dru:]
drank
drove [drəʊv]

Past participle

awoken
been
born [bɔ:n]
beaten
become
begun [br'gʌn]
bitten
broken
brought
built
burnt, burned
bought
—
cast
caught
chosen
come
cost
cut
done [dʌn]
drawn [drɔ:n]
drunk
driven ['drɪvən]

ate [et]	eaten
fell	fallen
fed	fed
felt	felt
fought [fɔ:t]	fought
found [faʊnd]	found
flew [flu:]	flown [flaʊn]
forbade	forbidden
forgot	forgotten
got	got
gave	given ['gɪvən]
went	gone [gɒn]
grew [gru:]	grown [grəʊn]
hung	hung
had	had
heard [hɜ:d]	heard
held	held
hurt	hurt
kept	kept
knew [nju:]	known [nəʊn]
laid [leɪd]	laid
led	led

Infinitive

learn [lɜ:n]	учить что-то, узнавать, учиться
leave	уезжать, оставлять
let	позволять, разрешать
lie [laɪ]	лежать
lose [lu:z]	терять
make	делать, заставлять
mean	значить, иметь в виду
meet	встречать(ся)
pay	платить
put [pʊt]	класть, ставить
read [ri:d]	читать
rid [rɪd]	избавлять
ride	ехать верхом
ring	звенеть, звонить
rise	подниматься, вставать
run	бежать, бегать
say [seɪ]	говорить, сказать
see	видеть
sell	продавать, торговать
send	посылать, отправлять
set	ставить, класть
shake [ʃeɪk]	трясти
shoot [ʃu:t]	стрелять
show [ʃəʊ]	показывать
shut [ʃʌt]	закрывать
sing	петь
sit	сидеть
sleep	спать
smell	нюхать, пахнуть
speak	говорить, разговаривать
spend	тратить, расходовать
spill	проливать, разливаться
spread [spred]	простирается
stand	стоять
steal	воровать, красть
swim	плавать
take	брать, взять
teach	учить
tell	сказать, рассказать
think	думать, полагать
throw [θrəʊ]	бросать
tread [tred]	ступать, топтать
understand [ʌndə'stænd]	понимать, предполагать
upset [ʌp'set]	расстраивать
wear [weə]	носить (одежду), изнашивать
win	выигрывать, побеждать
write [raɪt]	писать

Past simple

learnt [lɜ:nt]	learned
left	let
lay	lost
lost	made
meant [ment]	meant [ment]
met	met
paid	paid
put	put
read [red]	read [red]
rid, ridden	rid, ridden
rode	rung
rang	risen ['rɪzn]
rose	run
ran	said [sed]
said [sed]	saw [sɔ:]
saw [sɔ:]	sold [səʊld]
sold [səʊld]	sent
sent	set
set	shook [ʃʊk]
shook [ʃʊk]	shot [ʃɒt]
shot [ʃɒt]	showed [ʃəʊd]
showed [ʃəʊd]	shut
shut	sang
sang	sat
sat	slept
slept	smelt, smelled
smelt, smelled	spoke [spəʊk]
spoke [spəʊk]	spent
spent	spilt, spilled
spilt, spilled	spread [spred]
spread [spred]	stood [stud]
stood [stud]	stole
stole	swam [swæm]
swam [swæm]	took [tʊk]
took [tʊk]	taught [tɔ:t]
taught [tɔ:t]	told [təʊld]
told [təʊld]	thought [θɔ:t]
thought [θɔ:t]	threw [θru:]
threw [θru:]	trod
trod	understood
understood	[ʌndə'stʊd]
[ʌndə'stʊd]	upset
upset	wore [wɔ:]
wore [wɔ:]	won [wɒn]
won [wɒn]	written ['rɪtn]
written ['rɪtn]	

Past participle

UNIT 1

Section 1

Present perfect (Revision)

The present perfect is used to connect the past and the present.

The present perfect is used:

- To describe an action which started in the past and continues up to the present, especially with state verbs, e.g. know, have, like, be, etc.

I have known Mark for ten years.

We have been in this class since we were 7 years old.

- To describe an action which happened at an unstated time in the past. The action is more important than the exact time.

He has been in Italy twice.

I have never done skateboarding.

- To describe an action within a time period which has not yet finished at the moment of speaking, e.g. today, this week, this year, etc.

Have you seen Mary today?

I haven't been to class this week.

Section 2

Reported speech (Revision)

Direct speech	Reported speech
In statements with the... Present simple Present continuous Present perfect Past simple Past continuous Future will	Change to the... Past simple Past continuous Past perfect Past perfect Past perfect continuous Conditional would
NB: Pronouns and time expressions change with the new structure.	
<i>"I want to read this book," she said.</i> <i>"She is doing her homework," he said.</i>	<i>She said (that) she wanted to read that book.</i> <i>He said (that) she was doing her homework.</i>
In questions... The verb tenses, pronouns and time expressions change as they do in statements. The reported questions begin with a question word or <i>if / whether</i> . The question mark and words such as <i>please</i> , <i>well</i> , and <i>oh</i> are omitted.	
<i>"What do you want to say?" she asked me.</i> <i>"What are you doing?" mother asked Tim.</i> <i>"Do you like pop music?" Ann asked me.</i>	<i>She asked me what I wanted to say.</i> <i>Mother asked Tim what he was doing.</i> <i>Ann asked me if (whether) I liked pop music.</i>

The passive voice (Revision)

The passive voice is used when we want to focus attention on the person or thing affected by the action.

*When you ride in the dry zorby, you **are** securely **strapped** in and then rolled over the top...*

*In the wet zorby, you **are not strapped** in and **are** instead **encouraged** to stand up and run like a hamster in its wheel.*

Verb form	Construction	Examples
Present simple	am / is / are + V-ed / V ₃	The sports equipment is kept in the gym.
Present continuous	am / are / is being + V-ed / V ₃	The track is being repaired .
Present perfect simple	has / have been + V-ed / V ₃	He has just been awarded second prize!
Past simple	was / were + V-ed / V ₃	The race was won by a school newcomer. He is so athletic!
Past continuous	was / were being + V-ed / V ₃	They were being treated as world champions when they won a local competition.
Past perfect simple	had been + V-ed / V ₃	The vegetables had been cooked for far too long, but we had to eat them for lunch.
Future simple	will be + V-ed / V ₃	The school competition will be held on Saturday.
Future perfect simple	will have been + V-ed / V ₃	There is no point in hurrying. The meeting will have been finished by now.
Infinitive	(to) be + V-ed / V ₃	Exams have to be taken almost every year you are at school. Do you know who is going to be invited to the party?

UNIT 2

Section 2

Can (Revision): Can vs be able to

Can has no infinitive, -ing forms or participles. So, when necessary, we use **be able to**.

*I'd like **to be able to** swim.*

*In the future, people **will be able to** build cities under water.*

*She enjoys **being able to** drive.*

*He **has been able to** speak French since he was 5.*

Section 3

Conditionals (Overview)

Real present conditional	Unreal present conditional
Used to talk about habits and general truths. <i>If I have time, I study English.</i> (Sometimes I have time.) <i>If you mix yellow and green, you get green.</i> (Whenever you mix these colours, you always get green.)	Used to talk about unreal present situations. <i>If I had time, I would study English.</i> (I don't have time.) NB: The past form <i>had</i> does not have a past meaning in sentences like these; it has a hypothetical present meaning.
Real past conditional	Unreal past conditional
Used to talk about situations when there was a possibility that the situation in the <i>if</i> -clause happened in the past. <i>If I had time, I studied English.</i> (Sometimes I had time.)	Used to talk about unreal past situations. <i>If I had had time, I would have studied English.</i> (I didn't have time.)
Real future conditional	Unreal future conditional
Used to talk about situations when there is a possibility that the situation in the <i>if</i> -clause will happen in the future. <i>If I have time, I will study English.</i> <i>If I have time, I am going to study English.</i> (I don't know if I will have time or not.)	Used to talk about unreal future situations. <i>If I had time, I would study English.</i> (I won't have time.) NB: The past form <i>had</i> does not have a past meaning in sentences like these; it has a hypothetical future meaning.

Section 5

English tenses timeline chart

This chart is a handy reference sheet to English tenses and their relationship to one another and the past, present and future. **Verb forms** are highlighted in bold. Tenses which are rarely used in everyday conversation are marked by an asterisk (*).

Simple active	Simple passive	Timeline	Continuous (Progressive) active	Continuous (Progressive) passive
		PAST TIME ↑		
She had already done the exercise when I came.	The missing painting had been sold twice before it was found by the police.	↑ PAST PERFECT	I had been waiting for four hours when he finally arrived.	The house had been being painted for over a month before they began to decorate the interior.*
I bought a new suit last week.	The book was written in 1876 by Leo Tolstoy.	↑ PAST	I was watching TV when she arrived.	The problem was being solved when I came to class.
She has lived in Moscow for many years.	The company has been managed by this director for the last two years.	↑ PRESENT PERFECT	She has been working with this company for six months.	The students have been being taught for the last four hours.*
He works five days a week.	Those shoes are made in Poland.	↑ PRESENT	I am working at the moment.	The work is being done by Nikolay.
		PRESENT MOMENT 		
		↓ FUTURE INTENTION	They are going to fly to Saint-Petersburg tomorrow.	The experiments are going to be carried out by the students.
The sun will shine tomorrow.	The food will be brought later.	↓ FUTURE SIMPLE	He will be studying tomorrow at six o'clock.	The bread rolls will be being baked at two o'clock.*
I will have completed the task by the end of next week.	The translation will have been finished by tomorrow afternoon.	↓ FUTURE PERFECT	She will have been working here for two years by the end of next month.	The house will have been being built for six months by the time they finish.*
		↓ FUTURE TIME		

UNIT 3

Section 1

Comparative and superlative forms of adjectives

Common two-syllable adjectives normally take the **-er** / **-est** patterns.

simple	simpl er	simple st
clever	clever er	clever est

The **cleverest** solution to any problem is usually the **simplest** one.

Two-syllable adjectives ending in **-y** have **-ier** and **-iest** as their comparative and superlative.

pretty	prett ier	prett iest
happy	happ ier	happ iest
dirty	dirt ier	dirt iest
messy	mess ier	mess iest

This is the **messiest** room I have ever seen.

She was the **prettiest** and **happiest** girl at the party.

Adjectives formed with **-ing** and **-ed** and those ending in **-ious** and **-ful** form their comparatives and superlatives with **more** and **most**:

boring	more boring	most boring
worried	more worried	most worried
anxious	more anxious	most anxious
careful	more careful	most careful

Watching football is **more boring** than playing it.

Modern people are certainly **more anxious** than ancient people.

I made many mistakes in the test today. Next time I will be **more careful**.

Three or more syllable adjectives take **more** or **most** in the comparative and superlative except for two-syllable adjectives ending in **-y** and prefixed with **un-**:

reasonable	more reasonable	most reasonable
beautiful	more beautiful	most beautiful
untidy	untid ier	untid iest
unhealthy	unhealth ier	unhealth iest

He is the **untidiest** person I know, but one of the **most successful**.

Section 4

Ways of expressing the future

Form	Function	Examples
going to	To express a personal intention or make a prediction about what you know / feel / see.	<i>I am going to study French this year. The sea is going to be very rough this afternoon, so don't go swimming.</i>
Future simple	To express (with <i>shall</i> and <i>will</i> plus the infinitive of a verb) a future fact, a sudden decision, an offer, a threat, a promise, an opinion about the future, a probability especially after <i>think</i> , <i>suppose</i> , <i>expect</i> , <i>doubt</i> if.	<i>Tomorrow will be my birthday. It's all right I'll do the shopping. I will take you in the car if you like. I'll stand by you whatever happens. I suppose we'll manage without the car.</i>
Present continuous	To express planned or personally scheduled events. Usually used with principle verbs such as: <i>come</i> , <i>go</i> , <i>begin</i> , <i>start</i> , <i>finish</i> , <i>have</i> , etc.	<i>He's coming tomorrow afternoon. What are we having for dinner? I'm not seeing my friends until Friday.</i>
Present simple	To express something to happen in the certain future, something already arranged as in a timetable or programme.	<i>Your train leaves in ten minutes.</i>
is to / are to	To express an instruction or something arranged officially.	<i>The political leaders are to meet next month to discuss the crisis.</i>
about to / due to	To describe actions that are expected to happen, usually in the very near future.	<i>The 100 metre race is about to start any minute now.</i>

Common future time expressions include:

next (week, month, year);

in + (a moment / an hour / a week / a year...);

in X's time (amount of time, e.g. *in two week's time*);

tomorrow, soon, later;

time clauses (**when, as soon as, after, in case, untill**) + simple present

(e.g. *I will telephone as soon as I arrive*).

UNIT 4

Section 1

Ways of expressing preference, purpose, likes and dislikes

(for *Ways of expressing purpose*, see Unit 1, page 46)

After **would like / would prefer** infinitives are most often used to talk about choices and preferences.

I'd like to play football today. (= *I want to play football, I choose to do this today.*)

I'd prefer to walk. (= *I choose to walk, not to go by car.*)

Would rather ('d rather) means "would prefer to", and is followed by the infinitive without **to**.

Would you rather stay in your country to get an education or go abroad?
"How about a piece of cake?" **"I'd rather** have a cup of tea."

I would rather not give him any money.

After **like** and **love**, **V-ing** forms are mostly used to talk about enjoyment.

I like learning foreign languages. (= *I enjoy learning foreign languages in general.*)

Do you like dancing? (= *Do you enjoy dancing?*)

Section 2

Linking words and expressions

Linking words and expressions are like bridges between parts of a text. They help the reader to understand and interpret the ideas of the text. They help you carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases. And finally, linking words join sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.

There are several types of linking words, and each category leads the reader to make certain connections or assumptions. Some lead the reader forward and imply the "building" of an idea or thought, while others make the reader compare ideas or draw conclusions from the preceding thoughts.

Function	Words and expressions
To add	and, besides, as well as, further, furthermore, too, next, also, what's more, moreover, in addition
To compare and contrast	whereas, but, yet, on the other hand, however, nevertheless, on the other hand, on the contrary, by comparison, where, despite, compared to, but, although, in contrast, in spite of
To show cause or reason	because, for, since, for the same reason, obviously, evidently, furthermore, as, due to, besides, indeed, in fact, in addition, in any case, that is
To show sequence	first, second, third, next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, thus, therefore, next, and then, soon

To give an example	for example, for instance, in this case, in another case, on this occasion, in this situation, to demonstrate, to illustrate, as an illustration
To summarise or conclude	in brief, on the whole, summing up, to conclude, in conclusion, therefore, accordingly, thus, as a result, consequently, on the whole

Section 3

Ways of forbidding things

There are several ways to say that something is forbidden.

We use **can't / mustn't + V** to talk about something that is prohibited.

*You **can't / mustn't** drive over 35 mph. (= It's against the law.)*

We use **not allowed to + V** to talk about things we are not permitted / can't do.

*Children up to 12 years old are **not allowed to** travel without adults.*

(= It's illegal.)

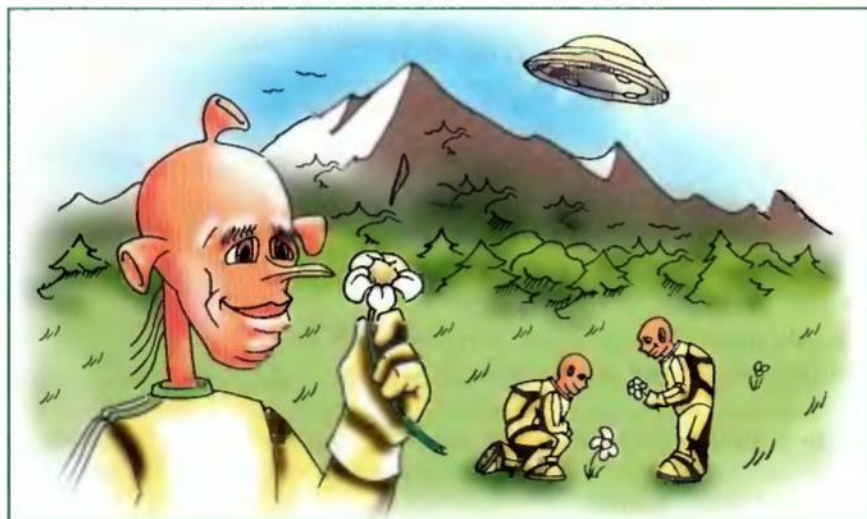
We use **to be forbidden to / to be prohibited to** to say that something is not allowed according to a rule, law, or custom.

*Smoking **is forbidden** in all parts of the building.*

*The use of mobile phones in the library **is strictly prohibited**.*

UNIT 3 Section 1 Ex. 16 b.

Student A



UNIT 4 Section 2 Ex. 37

Student A

- 1 The London Underground was the first city underground system in the world.
- 2 It is more than... years old.
- 3 There are more than 280 tube [CG] stations.
- 4 The shortest escalator on the system has... steps.
- 5 The Jubilee Line Extension was the most expensive railway line ever built. It cost \$330 million per kilometre.
- 6 All the escalators do the equivalent of ... round the world trips every week.
- 7 The early escalators were made of wood.
- 8 Tube carriages originally had ... windows.
- 9 The designer of the tube map was only paid five guineas for his original job.
- 10 The air in the underground is on average ... hotter than the air on the surface.

UNIT 3 Section 1 Ex. 16 b.
Student B



UNIT 4 Section 2 Ex. 37
Student B

- 1 The London Underground was the ... city underground system in the world.
- 2 It is more than 140 years old.
- 3 There are more than ... tube [CG] stations.
- 4 The shortest escalator on the system has 50 steps.
- 5 The Jubilee Line Extension was the most expensive railway line ever built. It cost ... million per kilometre.
- 6 All the escalators do the equivalent of two round the world trips every week.
- 7 The early escalators were made of
- 8 Tube carriages originally had no windows.
- 9 The designer of the tube map was only paid ... guineas for his original job.
- 10 The air in the underground is on average 10C hotter than the air on the surface.

A

abandon [ə'bændən] — отказываться от, покидать, оставлять
ability [ə'bɪlɪti] — способность
able ['eɪbəl] — способный (к чему-либо) / делать что-либо
about [ə'baʊt] — о, около
above [ə'baʊ] — над, сверх
abroad [ə'brɔ:d] — за граница; за границей
absolutely ['æbsəlu:tli] — абсолютно
accelerate [ək'seləreɪt] — ускорять(ся)
accept [ək'sept] — принимать
accident ['æksɪdənt] — несчастный случай, авария, случайность
accidentally [ˌæksɪ'dentli] — случайно
according [ə'kɔ:dɪŋ] (to) — согласно
accustomed [ə'kʌstəmd] — привыкший, привычный
ache [eɪk] — боль, болеть
achieve [ə'tʃi:v] — достигать
achievement [ə'tʃi:vmənt] — достижение
acknowledge [ək'nɒlɪdʒ] — признавать, подтверждать
acknowledgement [ək'nɒlɪdʒmənt] — признание, подтверждение
acquaint [ə'kweɪnt] — знакомить(ся)
acquaintance [ə'kweɪntəns] — знакомый
across [ə'krɒs] — через, поперек
act [ækt] — поступок; действовать, разыгрывать
action ['ækʃən] — действие, акция
active ['æktɪv] — активный
activity [æk'tɪvɪti] — деятельность
actually ['æktʃuəli] — на самом деле, действительно
adapt [ə'dæpt] — приспособлять(ся), адаптировать(ся)
add [æd] — прибавлять, добавлять, присоединять
addition [ə'dɪʃən] — сложение, прибавление, дополнение
adjective ['ædʒɪktɪv] — имя прилагательное
admire [əd'maɪə] — любоваться, восхищаться
admission [əd'mɪʃən] — доступ, вход
admit [əd'mɪt] — допускать
adult ['ædʌlt] — взрослый
advance [əd'vɑ:ns] — продвижение вперед, двигаться вперед
advantage [əd'vɑ:ntɪdʒ] — преимущество
adventure [əd'ventʃə] — приключение
adverb ['ædvɜ:b] — наречие
advert ['ædvɜ:t] — реклама, объявление

advertisement [əd'vɜ:tɪsmənt] — реклама, объявление
advice [əd'vaɪs] — совет
advise [əd'vaɪz] — советовать
aerospace ['eərəʊspeɪs] — воздушно-космическое пространство
affect [ə'fekt] — действовать на кого-либо, задевать, волновать
affirmative [ə'fɜ:mətɪv] — утвердительное (предложение)
afford [ə'fɔ:d] — позволять себе (о расходах)
afraid [ə'freɪd] — испуганный
to be afraid of — бояться чего-либо
Africa ['æfrɪkə] — Африка
African ['æfrɪkən] — африканец; африканский
after [ɑ:ftə] — после
again [ə'geɪn] — опять, снова
against [ə'geɪnst] — против, напротив
age [eɪdʒ] — возраст
agency ['eɪdʒənsi] — агентство
agenda [ə'dʒəndə] — повестка дня
ago [ə'ɡəʊ] — тому назад
agree [ə'ɡri:] — соглашаться
agreement [ə'ɡri:mənt] — согласие, соглашение
ahead [ə'hed] — вперед; впереди
aid [eɪd] — помощь; помогать
air [eə] — воздух
air-coaster — американские горки
airport ['eəpɔ:t] — аэропорт
album ['ælbəm] — альбом
alien ['eɪliən] — чужестранец, инопланетянин
alike [ə'laɪk] — похожий
alive [ə'laɪv] — живой, бодрый
all [ɔ:l] — весь, вся, всё, все
almost ['ɔ:lməʊst] — почти
alone [ə'ləʊn] — один; одинокий
along [ə'lɒŋ] — вдоль, по
alongside [ə'lɒŋ'saɪd] — рядом, поблизости
already [ɔ:l'reɪdɪ] — уже
also [ɔ:lsəʊ] — тоже, также
alter ['ɔ:lteɪ] — изменять(ся), менять(ся)
alternative [ɔ:l'tɜ:nətɪv] — выбор; альтернативный
although [ɔ:l'dəʊ] — хотя
aluminium [ˌælə'mɪniəm] — алюминий; алюминевый
always ['ɔ:lweɪz] — всегда
amaze [ə'meɪz] — изумлять, поражать
ambassador [æm'bæsədə] — посол
ambitious [æm'bɪʃəs] — честолюбивый, амбициозный
America [ə'merɪkə] — Америка
American [ə'merɪkən] — американец; американский

among [ə'mʌŋ] — среди, между
amount [ə'maʊnt] — количество
amusement [ə'mju:zmənt] — развлечение
ancestor ['ænsəstə] — предок
ancient ['eɪnfənt] — древний, старинный, античный
anew [ə'nju:] — снова, заново
anger ['æŋɡə] — гнев, раздражение
angry ['æŋɡri] — сердитый
animal ['æniməl] — животное; животный
announcement [ə'naʊnsmənt] — объявление
annoy [ə'noɪ] — раздражать, досажать
annoyance [ə'noɪəns] — досада, раздражение
annoying [ə'noɪŋ] — раздражающий, неприятный, надоедливый
annual ['ænjʊəl] — ежегодный
another [ə'nʌðə] — другой, еще один
answer ['ɑ:nsə] — ответ; отвечать
anthem ['ænthəm] — гимн
anti [ænti] — против-, анти-
anti-allergy [ænti 'æləʒʒi] — противоаллергенный
anti-social [ænti 'səʊʃəl] — антиобщественный
anxiety [æŋ'zaɪəti] — беспокойство, тревога
anxious ['æŋkʃəs] — беспокоящийся, озабоченный
any ['eni] — какой-нибудь, сколько-нибудь, любой
anybody ['eni,bɒdi] — кто угодно
anymore [eni'mɔ:] — больше (в отпр. предложениях)
anyone ['eniwʌn] — всякий, кто-нибудь
anything ['eniθɪŋ] — что-нибудь, что-либо
anyway ['eniwei] — во всяком случае
anywhere ['eniweə] — где угодно
apart [ə'pɑ:t] — в стороне, отдельно
apart from [ə'pɑ:t frəm] — кроме
ape [eɪp] — обезьяна (особенно человекообразная)
apologise (for) [ə'pɒlədʒaɪz] — извиняться
apparent [ə'pærənt] — очевидный
apparently [ə'pærəntli] — очевидно
appear [ə'piə] — появляться
disappear [disə'piə] — исчезать
appearance [ə'piərəns] — внешность, появление
appliance [ə'pleɪəns] — приспособление, прибор
application [æpli'keɪʃən] — применение
apply [ə'plai] — применять, обращаться
appreciate [ə'pri:ʃieɪt] — ценить, одобрять
appreciation [ə'pri:ʃi'eɪʃən] — одобрение, высокая оценка
approach [ə'prəʊtʃ] — подход; приближаться
appropriate [ə'prəʊpriɪt] — подходящий
archaeologist [ˌɑ:kɪ'blɒdʒɪst] — археолог
archaeology [ˌɑ:kɪ'blɒdʒi] — археология
archery ['ɑ:tʃəri] — стрельба из лука

archive ['ɑ:kɑɪv] — архив
area ['eəriə] — площадь, пространство, район
argue ['ɑ:gju:] — спорить
argument ['ɑ:gjumənt] — аргумент, суждение, спор
arms [ɑ:ms] — оружие, руки
around [ə'raʊnd] — вокруг, кругом
arrange [ə'reɪndʒ] — устраивать, договариваться
arrangement [ə'reɪndʒmənt] — устройство, организация чего-либо
arrive [ə'raɪv] — приезжать, прибывать
arrow ['ærəʊ] — стрела, стрелка
art(s) [ɑ:t] — искусство, мастерство
article ['ɑ:tɪkəl] — статья
artifact ['ɑ:tɪfækt] — артефакт, предмет материальной культуры
artist ['ɑ:tɪst] — художник
ash [æʃ] — зола, пепел, останки
ashamed [ə'ʃeɪmd] (of) — стыдящийся
ask [ɑ:sk] — спрашивать, просить
aspect ['æspekt] — аспект
asphalt ['æsfælt] — асфальт
assess [ə'ses] — оценивать
assiduous [ə'sɪdjuəs] — прилежный, неутомимый
assign [ə'saɪn] — назначать
assignment [ə'saɪnmənt] — задание
associate [ə'səʊʃieɪt] — ассоциировать(ся)
association [ə'səʊsi'eɪʃən] — ассоциация
assume [ə'sju:m] — предполагать, принимать как данность
assumption [ə'sʌmpʃən] — предположение, изначальное утверждение
astonish [ə'stɒnɪʃ] — удивлять, изумлять
astronaut ['æstrənɔ:t] — астронавт
astronomy [ə'strɒnəmi] — астрономия
athlete ['æθli:t] — атлет, спортсмен
athletic [æθ'letɪk] — спортивный
atmosphere ['ætmɔ:sfɪə] — атмосфера
atomic [ə'tɒmɪk] — атомный
attach [ə'tætʃ] — прикреплять, прилагать
attack [ə'tæk] — нападать, атаковать
attempt [ə'tempt] — попытка, пытаться
attend [ə'tend] — посещать
attendant [ə'tendənt] — сопровождающий
attention [ə'tenʃən] — внимание
attitude ['ætɪtju:d] — отношение
attract [ə'trækt] — привлекать, притягивать
attractive [ə'træktɪv] — привлекательный, притягательный
aunt [ɑ:nt] — тетя
Australian [ə'streɪliən] — австралиец; австралийский
author ['ɔ:θə] — автор, писатель
authorities [ə'θɒrɪtiz] — власти
automatic [ˌɔ:tə'mætɪk] — автоматический

autoshow [ˈɔ:təʃəʊ] — автомобильная выставка
available [ə'veɪləbəl] — доступный
average ['ævərɪdʒ] — средний
avoid [ə'vɔɪd] — избегать
awake [ə'weɪk] (**awoke, awoken**) — пробуждать; бодрствующий
award [ə'wɔ:d] — награда; награждать, присуждать
aware [ə'weə] — сознающий, осведомленный
be aware of — быть осведомленным о чем-либо
awareness [ə'weənɪs] — осведомленность
away [ə'weɪ] — прочь, вдали, далеко
awful ['ɔ:fəl] — ужасный, шокирующий
awkward ['ɔ:kwəd] — неуклюжий, неловкий

B

back [bæk] — спина; поддерживать; назад, обратно
background ['bækgraʊnd] — предшествующий опыт, условия, задний план
backwards [bækwɔ:dz] — назад, в обратном направлении
bad [bæd] — плохой
bag [bæg] — сумка, портфель
baggage ['bæɡɪdʒ] — багаж
baggy ['bæɡɪ] — мешковатый
balance ['bæləns] — равновесие, баланс; балансировать
ball [bɔ:l] — мяч, бал
ballpoint ['bɔ:lpɔɪnt] — шариковая ручка
ban [bæn] — запрет; запрещать
band [bænd] — музыкальная группа
bank [bæŋk] — банк, берег реки
bar [bɑ:] — брусья
basic ['beɪsɪk] — основной, важный, фундаментальный
basis ['beɪsɪs] — основа
basketball ['bɑ:skɪtbɔ:l] — баскетбол
bat [bæt] — летучая мышь
battery ['bætəri] — батарея
beach [bi:tʃ] — пляж
beast [bi:st] — зверь, животное
beat [bi:t] (**beat, beaten**) — ударять, колотить, отбивать ритм; такт, ритм, удар
beautiful ['bju:tɪfəl] — красивый, прекрасный
because [bi'kɔ:z] — потому что, так как
become [bɪkʌm] (**became, become**) — становиться
bed [bed] — кровать
before [bɪ'fɔ:] — до, прежде чем
beforehand [bɪ'fɔ:hænd] — заранее
begin [bɪ'ɡɪn] (**began, begun**) — начинать
behave [bɪ'heɪv] — вести себя
behaviour [bɪ'heɪvjə] — поведение

behind [br'haind] — за, позади
belief [br'li:f] — вера
believe [br'li:v] — верить
bell [bel] — колокол, звонок (школьный)
belong [br'lɒŋ] — принадлежать
below [br'ləʊ] — ниже, внизу
belt [belt] — пояс
beneath [br'ni:θ] — под, внизу
benefit ['benɪfɪt] (**from**) — приносить пользу, извлекать пользу
beside [br'saɪd] — рядом
between [br'twi:n] — между
beware [br'weə] — опасаться
beyond [br'jɒnd] — за пределами
bicycle ['baɪsɪkl] — велосипед
big [bɪɡ] — большой
bike [baɪk] = **bicycle** — велосипед (разг.)
billion ['bɪljən] — биллион (миллион миллионов); миллиард (амер.)
biologist [baɪ'ɒlədʒɪst] — биолог
biology [baɪ'ɒlədʒɪ] — биология
birth [bɜ:θ] — рождение
birthday ['bɜ:θdeɪ] — день рождения
bit [bɪt] (**a bit of**) — кусочек
bite [baɪt] (**bit, bitten**) — кусать
black [blæk] — черный
blade [bleɪd] — лезвие
blanket ['blæŋkɪt] — одеяло
blazing ['bleɪzɪŋ] — яростный
block [blɒk] — препятствие
blood [blʌd] — кровь
board [bɔ:d] — доска; подниматься на борт
body ['bɒdi] — тело
bold [bɔ:ld] — жирный шрифт
bond [bɒnd] — связь; связывать
bonus ['bɒnəs] — премия, награда
book [bʊk] — книга; резервировать (номер), покупать (билеты)
border ['bɔ:də] — граница
boredom ['bɔ:dəm] — скука
borrow ['bɒrəʊ] — заимствовать
both [bəʊθ] — оба
bother ['bɒðə] — беспокоить, надоедать
bottom ['bɒtəm] — дно, днище, низ
bounce [baʊns] — подпрыгивать
bow [baʊ] — поклон; кланяться
box [bɒks] — ящик, коробка, бокс
boy [bɔɪ] — мальчик
boycott ['bɔɪkɒt] — бойкот; бойкотировать
bracket ['brækɪt] — скобка
brain [breɪn] — мозг
brand [brænd] — торговая марка, разновидность
brand-new [brænd 'nju:] — совершенно новый
brave [breɪv] — храбрый
break [breɪk] (**broke, broken**) — ломать

breakfast ['brekfəst] — завтрак
breakup ['breik'ʌp] — разрыв
bride [braɪd] — невеста
brief [brɪf] — краткий
bright [braɪt] — яркий, способный
brilliant ['brɪljənt] — чудесный
bring [brɪŋ] (**brought, brought**) — приносить
broad [brɔ:d] — широкий
brother ['brʌðə] — брат
browse [braʊz] — просматривать, искать в интернете
build [bɪld] (**built, built**) — строить
building ['bɪldɪŋ] — здание, строение
bulb [bʌlb] — лампочка
bullying ['bʊliɪŋ] — запугивание
burn [bɜ:n] (**burnt, burnt**) — жечь, гореть
bus [bʌs] — автобус
busy ['bɪzi] — занятой, загруженный, оживленный
but [bʌt] — но, кроме
button ['bʌtn] — кнопка; застегивать на пуговицы
buy [baɪ] (**bought, bought**) — покупать
bye (-bye) [baɪ] — пока, до свидания (*разг.*)

C

call [kɔ:l] — зов, звонок; звать, называть, звонить (*по телефону*)
calm [kɑ:m] — успокаивать, спокойный
camel ['kæmə] — верблюд
camera ['kæməɾə] — фотоаппарат, кинокамера
camp [kæmp] — лагерь; останавливаться в лагере
cancel ['kænsəl] — отменять
candle ['kændl] — свеча
cane [keɪn] — посох, розга
canoe [kə'nu:] — каноэ, челнок, байдарка
capable (of) ['keɪpəbəl] — способный (на)
capital ['kæpɪtl] — столица, заглавная буква, капитал
captivating ['kæptɪveɪtɪŋ] — очаровательный
car [kɑ:] — легковая машина
carbon ['kɑ:bən] (**dioxide**) — углекислый газ
card [kɑ:d] — карточка, открытка
cardboard ['kɑ:dbɔ:d] — картон; картонный
care [keə] — забота, уход; заботиться
career [kə'riə] — карьера
careful ['keəfəl] — внимательный, осторожный
carriage ['kæriɪdʒ] — карета, железнодорожный вагон
carry ['kæri] — носить, возить
cartoon [kɑ:'tu:n] — мультфильм
case [keɪs] — зд. внешняя оболочка
cash [kæʃ] — наличные деньги
casual ['kæʒuəl] — повседневный, неофициальный (*об одежде*)

catastrophe [kə'tæstrəfi] — катастрофа
catch [kætʃ] (**caught, caught**) — ловить, поймать
category ['kætɪgəri] — категория
cause [kɔ:z] — причина; быть причиной, вызывать
cave [keɪv] — пещера; пещерный
ceiling ['si:liŋ] — потолок
celebrate ['selɪbreɪt] — праздновать
celebration [ˌselɪ'breɪʃən] — празднование
celebrity [sɪ'lebrɪti] — знаменитость, кумир
cellophane ['seləfeɪn] — целлофан
central ['sentrəl] — центральный
centre ['sentə] *BrE* = **center** *AmE* — центр
century ['sentʃəri] — век, столетие
ceramics [sɪ'ræmɪks] — керамика
ceremony ['serɪməni] — церемония
certain ['sɜ:tn] — определенный, уверенный
certainly ['sɜ:tnli] — конечно, несомненно
chair [tʃeə] — стул
chairperson ['tʃeə,pɜ:sən] — председатель
challenge ['tʃælɪndʒ] — вызов, трудность; бросать вызов
championship ['tʃæmpɪənʃɪp] — чемпионат
chance [tʃɑ:ns] — шанс, возможность
change [tʃeɪndʒ] — перемена, изменение; менять, изменять
channel [tʃænl] — канал
character ['kærɪktə] — характер, персонаж
characterise ['kærɪktəraɪz] — характеризовать
charming ['tʃɑ:mɪŋ] — очаровательный
chart [tʃɑ:t] — таблица, чарт
chat [tʃæt] — легкий разговор; болтать
check [tʃek] — проверка, контроль; проверять
check in — регистрироваться (*в отеле, аэропорту*)
cheek [tʃi:k] — щека, дерзость (*разг.*)
cheeky ['tʃi:ki] — нахальный
cheer [tʃɪə] — подбадривать
chemist ['kemɪst] — химик
chemistry ['kemɪstri] — химия
chess [tʃes] — шахматы
chew [tʃu:] — жевать
chief [tʃi:f] — старший по положению, основной
child [tʃaɪld] — ребенок
childhood ['tʃaɪldhʊd] — детство
children ['tʃɪldrən] — дети
chill [tʃɪl] — охлаждать, замораживать
chin [tʃɪn] — подбородок
Chinese [tʃaɪ'ni:z] — китаец; китайский
choice [tʃɔɪs] — выбор
choose [tʃu:z] (**chose, chosen**) — выбирать
Christmas ['krɪsməs] — Рождество
cinema ['sɪnɪmə] — кино, кинотеатр
circle ['sɜ:kəl] — круг; обводить
city ['sɪti] — большой город
civilization [ˌsɪvəlaɪ'zeɪʃən] — цивилизация

- class** [klɑ:s] — класс
classic ['klæsɪk] — образцовый, классический
classical ['klæsɪkəl] — классический
classmate ['klɑ:smet] — одноклассник, одноклассница
classroom ['klɑ:srʊm] — классная комната
clean [kli:n] — чистый, опрятный
clear [kliə] — ясный, прозрачный, чистый
clever ['klevə] — умный
click [klɪk] — щелчок; щелкать, "кликать" (комп.)
climate ['klaɪmɪt] — климат
climb [klaɪm] — взбираться вверх
clockwise ['klɒkwaɪz] — по часовой стрелке
close [kləʊz] — закрывать
close [kləʊs] — близкий; близко
clothes [kləʊðz] — одежда
cloud [klaʊd] — облако
club [klʌb] — клуб, клюшка
clue [klu:] — ключ (к пониманию), улика
coal [kəʊl] — уголь
coast [kəʊst] — берег, побережье
code [kəʊd] — система правил, кодекс, код; кодировать
coincide [,kəʊn'saɪd] — совпадать
coincidence [kəʊ'nɪsɪdəns] — совпадение
cold [kəʊld] — простуда; холодный; холодно
collapse [kə'læps] — упадок сил, коллапс; разрушаться, упасть в обморок
colleague ['kɒli:g] — коллега
collect [kə'lekt] — коллекционировать, собирать
college ['kɒlɪdʒ] — колледж
colour ['kʌlə] — цвет, краска; раскрашивать
column ['kɒləm] — колонна, колонка
combination [,kɒmbɪneɪʃən] — сочетание, комбинация
combine [kəm'baɪn] — сочетать, комбинировать
come [kʌm] (**came, come**) — приходить, приезжать
comfortable ['kʌmfɪəbəl] — удобный, комфортабельный
comical ['kɒmɪkəl] — смешной, комичный
command [kə'mə:nd] — команда; командовать, отдавать приказ
comment ['kɒment] — комментарий; высказывать мнение, комментировать
commentary ['kɒməntəri] — комментарий, примечание, пояснение
commercial [kə'mɜ:ʃəl] — коммерческий
committee [kə'mɪti] — комитет
common ['kɒmən] — общий, обычный
communicate [kə'mju:nɪkeɪt] — общаться, сообщать
communication [kə'mju:nɪ'keɪʃən] — общение, связь, коммуникация
community [kə'mju:nɪti] — сообщество
company ['kʌmpəni] — компания
comparative [kəm'pærətɪv] — сравнительный, сопоставительный
compare [kəm'peə] — сравнивать
comparison [kəm'pærɪsən] — сравнение
compete [kəm'pɪt] — соревноваться
competition [,kɒmpɪ'tɪʃən] — соревнование
competitive [kəm'petɪtɪv] — соревновательный, соперничающий, конкурентоспособный
complain [kəm'pleɪn] — жаловаться
complaint [kəm'pleɪnt] — жалоба
complete [kəm'pli:t] — завершать; полный
completely [kəm'pli:tli] — полностью, целиком
complex ['kɒmpleks] — комплекс; сложный
complexity [kəm'pleksɪti] — сложность
complicated ['kɒmplɪkeɪtɪd] — запутанный, трудный для понимания, сложный
compose [kəm'pəʊz] — сочинять, писать (музыку)
composition [,kɒmpə'zɪʃən] — сочинение, состав
comprehensive [,kɒmpri'hensɪv] — всеобъемлющий
comprehensive school [kɒmpri'hensɪv 'sku:l] — единая средняя школа (брит.)
compress ['kɒmpres] — компресс
compress [kəm'pres] — сжимать, сдавливать
compromise ['kɒmprəmaɪz] — компромисс; идти на компромисс
compulsory [kəm'pʌlsəri] — обязательный
computer [kəm'pjʊtə] — компьютер
concentrate ['kɒnsəntreɪt] — сосредотачивать(ся)
concert ['kɒnsət] — концерт
conclude [kən'klu:d] — заканчивать, делать вывод
conclusion [kən'klu:ʒən] — заключение, вывод
condition [kən'dɪʃən] — условие
conditional [kən'dɪʃənəl] — условный
conduct [kən'dʌkt] — управление, поведение; руководить, дирижировать
conference ['kɒnfərəns] — конференция
confide [kən'faɪd] — доверять, сообщать по секрету
confidence ['kɒnfɪdəns] — доверие
confident ['kɒnfɪdənt] — уверенный
conflict ['kɒnflɪkt] — конфликт; конфликтовать
confuse [kən'fju:z] — путать, смущать, перепутать
connect [kə'nekt] — соединять
connection [kə'nekʃən] — соединение, связь
consequence ['kɒnsɪkwəns] — следствие
consider [kən'sɪdə] — рассматривать, полагать
consideration [kən'sɪdə'reɪʃən] — рассмотрение
consist [kən'sɪst] (**of**) — состоять (из)
constant ['kɒnstənt] — постоянный
construct [kən'strʌkt] — строить, воздвигать
construction [kən'strʌkʃən] — сооружение, конструкция, строительство
consult [kən'sʌlt] — консультировать

consume [kən'sju:m] — потреблять
consumption [kən'sʌmpʃən] — потребление
contain [kən'tein] — содержать, вмещать
content ['kɒntent] — содержание, объем
context ['kɒntekst] — контекст
continent ['kɒntinənt] — материк, континент
continue [kən'tinju:] — продолжать, продлевать
continuous [kən'tinjuəs] — непрерывный, про-
долженный
contrary ['kɒntrəri] — противоположный
contrast ['kɒntrɑ:st] — противоположность, контраст
contrast [kən'trɑ:st] — противопоставлять
contribute [kən'trɪbjʊt] — содействовать, вно-
сить вклад
control [kən'trəʊl] — контроль; контролировать, управлять
conventional [kən'venʃənəl] — традиционный
conversation [kɒnvə'seɪʃən] — разговор
cool [ku:l] — прохладный, модный, крутой (разг.)
cop [kɒp] — полицейский (жарг.)
cope [kəʊp] — справляться
copy ['kɒpi] — копия; списывать
cork [kɔ:k] — пробковое дерево, пробка
corner ['kɔ:nə] — угол; загнать в угол
corporation [kɔ:pə'reɪʃən] — корпорация
correct [kə'rekt] — исправлять; правильный
cosmonaut ['kɒzmənɔ:t] — космонавт
cost [kɒst] — стоимость; стоить
cough [kɒf] — кашлять
counterclockwise [kauntə'klɒkwaɪz] — против часовой стрелки
country ['kʌntri] — страна, сельская местность
couple ['kʌpəl] — пара
course [kɔ:s] — курс
of course — конечно
cousin ['kʌzən] — двоюродный(ая) брат / сестра
cover ['kʌvə] — укрывать, покрывать
crazy ['kreɪzi] — ненормальный, безумный
cream [kri:m] — сливки, крем
create [kri'eɪt] — создавать, творить
creative [kri'eɪtɪv] — творческий
creativity [kri'eɪtɪvɪti] — творчество
creature ['kri:tʃə] — создание, существо
crime [kraɪm] — преступление
criticise ['krɪtɪsaɪz] — критиковать
crop [krɒp] — урожай
cross [krɒs] — крест, крестик; пересекать; сер-
дитый
crossbar ['krɒsbɑ:] — перекладина
crucial ['kru:ʃəl] — решающий, критический
cultural ['kʌltʃərəl] — культурный
culture ['kʌltʃə] — культура
curiosity [kjʊəri'ɒsɪti] — любопытство
curious ['kjʊəriəs] — любопытный

curve [kɜ:v] — кривая (линия), изгиб; изгибаться
custom ['kʌstəm] — обычай, привычка
cute [kjʊt] — симпатичный (разг.), обаятельный
CV [si:'vi:] — резюме, автобиография
cylinder ['sɪlɪndə] — цилиндр

D

dad [dæd] — папа
daily ['deɪli] — ежедневный; ежедневно
dam [dæm] — дамба, плотина
damage ['dæmɪdʒ] — разрушение, вред; разру-
шать, повреждать
damn [dæm] — проклятие; проклинать
dance [dɑ:ns] — танец; танцевать
dangerous ['deɪndʒərəs] — опасный
dark [dɑ:k] — темный
data ['deɪtə] — данные, информация
data processing — обработка данных
date [deɪt] — дата, свидание (разг.)
daughter ['dɔ:tə] — дочь
day [deɪ] — день
deal [di:l] — иметь дело, торговать(ся)
dear [diə] — дорогой, высокоуважаемый
death [deθ] — смерть
debate [di'beɪt] — дебаты; спорить, обсуждать
decade ['dekeɪd] — десятилетие
decide [dɪ'saɪd] — решать
decision [dɪ'sɪʒən] — решение
decrease [dɪ'kri:s] — уменьшать(ся), снижать(ся)
deep [di:p] — глубокий
defend [dɪ'fend] — защищать
define [dɪ'faɪn] — определять
definition [dɪ'fɪnɪʃən] — определение
delicate ['delɪkət] — деликатный, нежный
demand [dɪ'mɑ:nd] — требование; требовать
demonstrate ['dɛmənstreɪt] — показывать, де-
монстрировать
densely ['densli] — густо, плотно
depend [dɪ'pend] (**on, upon**) — зависеть (от)
dependent [dɪ'pendənt] — зависимый
depth [depθ] — глубина
describe [dɪ'skraɪb] — описывать
description [dɪ'skrɪpʃən] — описание
desert ['dezət] — пустыня
desert [dɪ'zɜ:t] — покидать, оставлять
deserve [dɪ'zɜ:v] — заслуживать
design [dɪ'zeɪn] — дизайн; проектировать
desk [desk] — письменный стол
despair [dɪ'speə] — отчаяние; отчаиваться
despite [dɪ'spaɪt] — несмотря на
destination [dɛstrɪ'neɪʃən] — место назначения
destroy [dɪ'strɔɪ] — разрушать
detail ['dɪteɪl] — подробность, деталь
detailed ['dɪteɪld] — подробный, детальный
determine [dɪ'tɜ:mɪn] — определять, решаться

devastate ['devəsteɪt] — опустошать, разорять
develop ['drɪvələp] — развивать, разрабатывать
developed [drɪ'veləpt] — развитый
developing [drɪ'veləpɪŋ] — развивающийся
development [drɪ'veləpmənt] — развитие
device [drɪ'vaɪs] — приспособление, устройство
devoted [drɪ'vəʊtɪd] — преданный, посвященный
dialogue ['daɪələg] — диалог
diary ['daɪəri] — дневник
dictionary ['dɪkʃənəri] — словарь
diet ['daɪət] — диета; сидеть на диете
difference ['dɪfərəns] — разница, различие
different ['dɪfərənt] — различный, разный
difficult ['dɪfɪkəlt] — трудный
difficulty ['dɪfɪkəlti] — трудность, затруднение
dig [dɪg] — копать
dignity ['dɪgnɪti] — достоинство
dinner ['dɪnə] — обед
direct [drɪ'rekt] — руководить, направлять; прямой
directly [drɪ'rektli] — прямо, непосредственно
dirty ['dɜ:ti] — грязный
disadvantage [dɪsəd'vɑ:ntɪdʒ] — недостаток
disagree [dɪsə'grɪ:] — не соглашаться, ссориться
disagreement [dɪsə'grɪ:mənt] — несогласие
disappear [dɪsə'pɪə] — исчезать
disappoint [dɪsə'pɔɪnt] — разочаровывать(ся)
disappointment [dɪsə'pɔɪntmənt] — разочарование
disaster [drɪ'zɑ:stə] — бедствие, несчастье
discipline ['dɪsɪplɪn] — дисциплина, учебный предмет
discomfort [dɪs'kʌmfət] — неудобство, дискомфорт
discourage [dɪs'kʌpɪdʒ] — обескураживать, отбивать охоту
discover [dɪs'kʌvə] — открывать, делать открытие
discovery [dɪs'kʌvəri] — открытие
discrimination [dɪ'skrɪmɪ'neɪʃən] — дискриминация
discuss [drɪ'skʌs] — обсуждать
discussion [drɪ'skʌʃən] — обсуждение, дискуссия
disease [drɪ'zi:z] — болезнь
dish [dɪʃ] — блюдо
dishwasher ['dɪʃ,wɒʃə] — посудомоечная машина
dislike [dɪs'laɪk] — нелюбовь; не любить
display [drɪ'spleɪ] — дисплей; выставлять, показывать
disposable [drɪ'spəʊzəbəl] — одноразовый
disprove [drɪ'spru:v] — опровергать
distance ['dɪstəns] — расстояние, дистанция
distant ['dɪstənt] — дальний, отдаленный, далекий
distract [drɪ'strækt] — отвлекать
disturb [drɪ'stɜ:zb] — беспокоить, мешать

dive [daɪv] — нырять
divide [drɪ'vaɪd] — делить(ся), разделять(ся)
divorce [drɪ'vɔ:s] — развод; разводиться
DJ [di: 'dʒeɪ] — ди-джей
DNA [di: en 'eɪ] — ДНК
do [du:] (**did, done**) — делать
doctor ['dɒktə] — врач, доктор
dog [dɒg] — собака
domain [də'meɪn] — территория, домен
door [dɔ:] — дверь
double ['dʌbl] — двойник; удваивать; двойной
down [daʊn] — вниз, внизу
downfall ['daʊnfɔ:l] — падение, осадки
downhill [daʊn'hɪl] — наклонный; вниз
dozen ['dʌzən] — дюжина
draft [drɔ:ft] — черновик, эскиз; набрасывать черновик
dramatic [drə'mætɪk] — драматичный, большой, значительный (об изменениях)
draw [drɔ:] (**drew, drawn**) — рисовать, привлекать (внимание)
drawback ['drɔ:bæk] — недостаток
drawer [drɔ:] — выдвижной ящик (стола), чертежник
drawing ['drɔ:ɪŋ] — рисунок, рисование. черчение
dream [dri:m] — сон, мечта; видеть сны, мечтать
dress [dres] — платье; одевать(ся), наряжать(ся)
drink [drɪŋk] (**drank, drunk**) — напиток, пить
drive [draɪv] (**drove, driven**) — вести машину
drought [draʊt] — засуха
drug [drʌg] — лекарство
drum [drʌm] — барабан; барабанить
dry [draɪ] — сушить; сухой; сухо
dub [dʌb] — дублировать (фильм)
due [dju:] — должный, ожидаемый, обусловленный
during ['djʊərɪŋ] — на протяжении, во время
Dutch [dʌtʃ] — голландец; голландский
duty ['dju:ti] — обязанность
dwarf [dwɔ:ɪf] — гном, карлик
dweller ['dwelə] — житель, обитатель

E

each [i:tʃ] — каждый
ear [ɪə] — ухо
early ['ɜ:li] — ранний; рано
Earth [z:θ] (**the**) — Земля (планета)
ease [i:z] — покой; облегчать
easy ['i:zi] — легкий; легко
eat [i:t] (**ate, eaten**) — есть, кушать
economic [i:ekə'nɒmɪk] — экономический
ecosystem ['i:ekəʊsɪstɪm] — экосистема
edit ['edɪt] — редактировать
education [edju'keɪʃən] — образование
effect [ɪ'fekt] — эффект, результат, влияние

effective [ɪ'fektɪv] — эффективный
efficient [ɪ'fɪʃənt] — действенный, эффективный
effort [ɪ'fɔ:t] — усилие, попытка
egg [eg] — яйцо
Egyptian [ɪ'ɛptʃən] — египтянин; египетский
either [aɪðə] — любой (из двух), каждый, также
elder [ɛldə] — старший (в семье)
elderly [ɛldəli] — пожилой
elective [ɪ'lektɪv] — выборный, избирательный
electric [ɪ'lektɪk] — электрический
electricity [ɪ'lektɪsɪti] — электричество
element [ɪ'elɪmənt] — элемент
elephant [ɪ'elɪfənt] — слон
elevation [ɪ'elɪveɪʃən] — высота, повышение
else [els] — еще
e-mail [i: meɪl] — электронная почта
embankment [ɪm'bæŋkmənt] — набережная
embarrass [ɪm'bærəs] — смущать, стеснять
ember [ɛmbə] — горячая зола, тлеющие угольки
emerge [ɪ'mɜ:ʒ] — появляться, возникать
emergency [ɪ'mɜ:ʒənsi] — крайняя необходимость, непредвиденный случай, авария
emission [ɪ'mɪʃən] — выделение, излучение
emotion [ɪ'məʊʃən] — чувство, эмоция
emphasis [ɪ'mfæsis] — выразительность
emphasise [ɪ'mfæsaɪz] — придавать особое значение, подчеркивать
employ [ɪm'plɔɪ] — давать работу, применять
empty [ɪ'mpti] — опустошать; пустой
enable [ɪ'neɪbəl] — давать возможность
encourage [ɪn'kʌrɪʒ] — поощрять, поддерживать, подстрекать
end [end] — конец, окончание; заканчивать
energy [ɪ'neɪdʒi] — энергия
engine [ɪ'endʒɪn] — машина, двигатель, мотор, локомотив
enhance [ɪn'hɑ:ns] — увеличивать, усиливать
enjoy [ɪn'ʃɔɪ] — получать удовольствие
enjoyable [ɪn'ʃɔɪəbəl] — приятный
enough [ɪ'nʌf] — довольно, достаточно
enrich [ɪn'riʃ] — обогащать
enter [ɪ'entə] — поступать, входить
entertain [ɪ'entə'teɪn] — развлекать
entertainment [ɪ'entə'teɪnmənt] — развлечение
enthusiasm [ɪn'θju:ziæzəm] — энтузиазм
entitle [ɪn'taɪtl] — называть, озаглавливать
entrust [ɪn'tɹʌst] — вверять, поручать
environment [ɪn'vaɪrənmənt] — окружающая среда
equipment [ɪ'kwɪpmənt] — оборудование
equivalent [ɪ'kwɪvələnt] — эквивалент; эквивалентный
era [ɪərə] — эра
error [ɪərə] — ошибка
especially [ɪ'speʃəli] — особенно, специально
essay [ɛseɪ] — эссе, сочинение, очерк

essential [ɪ'senʃəl] — важный, необходимый
establish [ɪ'stæblɪʃ] — устанавливать
Estonian [ɛ'stəʊniən] — эстонец; эстонский
etc [et 'setə] — и так далее
ethics [ɪ'θɪk] — этика
even [ɪvən] — даже; ровный, четный (о числе)
evening [ɪ'vɪnɪŋ] — вечер
event [ɪ'vent] — событие, вид (спорта)
eventually [ɪ'ventʃuəli] — в конечном счете, в итоге, со временем
ever [ɪvə] — когда-либо
every [ɛvri] — каждый, всякий
everybody [ɛvri'bɒdi] — все, каждый (человек)
everyday [ɛvri'dɛɪ] — повседневный, ежедневный
everyone [ɛvriwʌn] — каждый (человек), все до одного
everything [ɛvriθɪŋ] — всё
everywhere [ɛvriweə] — везде
evidence [ɪ'veɪdəns] — свидетельство, улика
evoke [ɪ'vəʊk] — вызывать (воспоминание, восхищение)
evolution [ɪ'vəʊlu:ʃən] — развитие, эволюция
evolve [ɪ'vɒlv] — развиваться (ся), эволюционировать
ex [eks] — бывший, прежний; (приставка) из, вне
exactly [ɪg'zæktli] — точно
exam [ɪg'zæm] — экзамен
examine [ɪg'zæmɪn] — рассматривать, исследовать, экзаменовывать
example [ɪg'zɑ:mpəl] — пример
excellent [ɪksələnt] — отличный, превосходный
exchange [ɪks'tʃeɪndʒ] — обмен; обмениваться (ся)
excitement [ɪks'aɪtmənt] — волнение
exclude [ɪks'klud] — исключать
excuse [ɪks'kjuz] — причина, предлог; извинять, прощать
exercise [ɪksəsaɪz] — упражнение; упражнять, тренировать
exhibition [ɪksɪ'bɪʃən] — выставка
exist [ɪg'zɪst] — существовать
exit [ɪ'egzɪt] — выход; выходить
exotic [ɪg'zɒtɪk] — экзотический
expect [ɪks'pekt] — ожидать, предполагать
expectation [ɪkspek'teɪʃən] — ожидание
expedition [ɪkspi'dɪʃən] — экспедиция
expensive [ɪks'pensɪv] — дорогой (о цене)
experience [ɪks'piəriəns] — опыт, испытание
explain [ɪks'pleɪn] — объяснять
explanation [ɪksplə'neɪʃən] — объяснение
explore [ɪks'plɔ:ə] — исследовать, изучать
explosive [ɪks'plɔ:sɪv] — взрывчатый, взрывной
express [ɪks'pres] — выражать (мысли); экспресс
expression [ɪks'presjən] — выражение
exquisite [ɪks'kwɪzɪt] — изысканный, утонченный
extend [ɪks'tend] — удлинять, расширять

extensive [ɪk'stensɪv] — обширный
extent [ɪk'stɛnt] — протяжение, размер, степень, мера
extinction [ɪk'stɪŋkʃən] — вымирание
extract [ɪk'strækt] — отрывок; извлекать
extracurricular [ˌɛkstrəkʊ'ɹɪkjʊlə] — внеклассный
extraordinary [ɪk'strɔːdnəri] — необычайный, экстраординарный
extreme [ɪk'stri:m] — крайний, экстремальный
extremely [ɪk'stri:mli] — крайне, чрезвычайно
eye [aɪ] — глаз

F

face [feɪs] — лицо; стоять лицом к, встречать лицом к лицу
fact [fækt] — факт, обстоятельство
fade [feɪd] — тускнеть, постепенно исчезать
fail [feɪl] — проваливать(ся), терпеть неудачу
fair [feə] — справедливый, честный
fairly ['feəli] — справедливо, довольно хорошо
fairy ['fɛəri] — фея; волшебный
fake [feɪk] — подделывать; поддельный
fall [fɛl] (**fell, fallen**) — падать
false [fɔːls] — неверный, фальшивый
familiar [fə'mɪliə] — знакомый
family ['fæməli] — семья
famous ['feɪməs] — знаменитый
fan [fæn] — болельщик, фанат(ка) (*разг.*)
fantastic [fæn'tæstɪk] — фантастический, превосходный
far [fɑː] — далекий; далеко
farmer ['fɑːmə] — фермер
fascinate ['fæsnɪt] — очаровывать
fashion ['fæʃən] — мода, фасон
fashionable ['fæʃənəbəl] — модный
fast [fɑːst] — быстрый; быстро
father ['fɑːðə] — отец, папа
favour ['feɪvə] — благосклонность, предпочтение; оказывать предпочтение
favourite ['feɪvərɪt] — любимый
fear [fiə] — страх; бояться
fearful ['fiəfəl] — ужасный, страшный
feed [fiːd] (**fed, fed**) — кормить
feel [fiːl] (**felt, felt**) — чувствовать
feeling ['fiːlɪŋ] — чувство, ощущение
female ['fiːmeɪl] — женщина; женский
few [fjuː] — несколько, немного, мало
fibre optic [ˌfaɪbə 'ɒptɪk] — оптико-волоконный
fiction ['fɪkʃən] — художественная литература
field [fiːld] — поле, сфера деятельности
fight [faɪt] (**fought, fought**) — бороться, сражаться, драться
fill [fɪl] — заполнять (*пропуск*), наполнять
film [fɪlm] — пленка, фильм; снимать фильм

final ['faɪnəl] — финал; последний, заключительный
find [faɪnd] (**found, found**) — находить
fine [faɪn] — штраф; хороший
finish ['fɪnɪʃ] — финиш; заканчивать
fire [faɪə] — огонь, пожар
first [fɜːst] — первый, сначала
first-hand [ˌfɜːst 'hænd] — полученный из первых рук
fit [fɪt] — подходить (*по размеру*)
be fit — быть в хорошей форме
flake [fleɪk] — хлопья, чешуйка; падать хлопьями
flat [flæt] — квартира; плоский
flesh [flesh] — тело, мякоть
flexibility [ˌfleksɪbɪlɪti] — гибкость
flight [flaɪt] — полет, рейс (*самолета*)
float [fləʊt] — плыть, скользить по воде
floor [flɔː] — пол, этаж
flora ['flɔːrə] — флора, растительность
flourish ['flaʊrɪʃ] — пышно расти, процветать
flow [fləʊ] — поток; струиться, течь
fly [flaɪ] (**flew, flown**) — лететь, улететь
focus ['fəʊkəs] — фокус; концентрировать внимание
fold [fəʊld] — складка; складывать
folk [fəʊk] — народный
follow ['fɒləʊ] — следовать
fond [fɒnd] — нежный, любящий
food [fuːd] — еда, пища
fool [fuːl] — глупец, дурак; обманывать
foot [fuːt] — ступня
for [fɔː] — для, в течение какого-то времени
forbid [fə'bɪd] (**forbade, forbidden**) — запрещать
foreground ['fɔːgraʊnd] — передний план
forehead ['fɒrɪd] — лоб
foreign ['fɒrɪn] — иностранный, чужой
foreigner ['fɒrɪnə] — иностранец
forest ['fɒrɪst] — лес; лесной
forget [fə'get] (**forgot, forgotten**) — забывать
form [fɔːm] — класс, форма; формировать
formal ['fɔːməl] — официальный, формальный
formation [fɔː'meɪʃən] — образование
fortunate ['fɔːtʃənət] — счастливый, удачный
forum ['fɔːrəm] — форум
forward ['fɔːwəd] — пересылать; вперед, дальше
found [faʊnd] — основывать
foundation [faʊn'deɪʃən] — фонд, основание
founder ['faʊndə] — основатель
fragile ['frædʒaɪl] — хрупкий, ломкий
free [friː] — освобождать; свободный, бесплатный
freeze [friːz] (**froze, frozen**) — замерзать, мерзнуть, застывать
French [frenʃ] — француз; французский
friend [frend] — друг, подруга
friendship ['frendʃɪp] — дружба

frighten ['fraɪn] — пугать(ся)
frog [frɒg] — лягушка
from [frɒm] — от, из
front [frʌnt] — передний
in front of — перед
frustration [frʌ'streɪʃən] — разочарование
fulfillment [ful'fɪlmənt] — выполнение, исполнение
full [ful] — полный
fully ['fʊli] — полностью
fun [fʌn] — удовольствие, веселье
function ['fʌŋkʃən] — функция, назначение; действовать
funny ['fʌni] — смешной, забавный, странный
further ['fɜːðə] — дальше; дальнейший
future ['fjuːtʃə] — будущее; будущий

G

gain [geɪn] — приобретать
game [geɪm] — игра
gap [ɡæp] — пропуск, провал, яма
garden ['ɡɑːdn] — сад
gas [ɡæs] — газ, горючее (*амер.*)
gate [ɡeɪt] — ворота, калитка, выход (*в аэропорту*)
gene ['dʒiːn] — ген
general ['dʒenərəl] — общий
generally ['dʒenərəli] — обычно, в общем
generation [ˌdʒenə'reɪʃən] — поколение
generator ['dʒenəreɪtə] — генератор
genius ['dʒiːniəs] — гений
geochemist [ˌdʒiəʊ'kemɪst] — геохимик
geology [dʒi'ɒlədʒi] — геология
geometry [dʒi'ɒmitri] — геометрия
German ['dʒɜːmən] — немец; немецкий
gesture ['dʒestʃə] — жест
get [ɡet] — получать, понимать
giant ['dʒaɪənt] — великан, гигант; гигантский
gift [ɡɪft] — подарок, дар, способность, талант
girl [ɡɜːl] — девочка, девушка
give [ɡɪv] (**gave, given**) — давать
glacial ['gleɪʃəl] — ледниковый
glad [ɡlæd] — радостный
glance [ɡlɑːns] — быстрый взгляд; мельком взглянуть
glide [ɡlaɪd] — скользить
glitter ['ɡlɪtə] — блеск, сверкание; блестеть, сверкать
global ['ɡləʊbəl] — всемирный, глобальный
glossary ['ɡlɒsəri] — глоссарий
glue [ɡluː] — клей; клеить
go [ɡəʊ] (**went, gone**) — идти, ехать
goal [ɡəʊl] — цель, ворота (*футбол*), гол
God [ɡɒd] — Бог
good [ɡʊd] — хороший, подходящий

gorgeous ['ɡɔːdʒəs] — великолепный
gospel ['ɡɒspəl] — госпел (*стиль афро-американской музыки*)
gossip ['ɡɒsɪp] — сплетня, болтовня; сплетничать, болтать
govern ['ɡʌvən] — управлять, править
governor ['ɡʌvənə] — правитель, губернатор
grace [ɡreɪs] — грация, изящество, любезность
grade [ɡreɪd] — отметка, класс
gradually ['ɡrædʒuəli] — постепенно
gram [ɡræm] — грамм
grammar ['ɡræmə] — грамматика
grand [ɡrænd] — большой, грандиозный
grandfather ['ɡrænd,fɑːðə] — дедушка
grandmother ['ɡrænd,mʌðə] — бабушка
grandparents ['ɡrænd,peərənts] — бабушка и дедушка
grant [ɡrɑːnt] — грант; награждать
grass [ɡrɑːs] — трава
grateful ['ɡreɪtfəl] — благодарный
great [ɡreɪt] — великий, большой
Greek [ɡriːk] — грек; греческий
greenhouse ['ɡriːnhaʊs] — парник; парниковый
greet [ɡriːt] — приветствовать
greeting ['ɡriːtɪŋ] — приветствие
groom [ɡruːm] — зд. жених
group [ɡruːp] — группа; группировать
grow [ɡrəʊ] (**grew, grown**) — расти, выращивать
growth [ɡrəʊθ] — рост
guarantee [ˌɡærən'tiː] — гарантия, гарантировать
guard [ɡɑːd] — охрана, стража; охранять
guess [ɡes] — догадка; догадываться
guest [ɡest] — гость
guide [ɡaɪd] — гид
guidebook ['gaɪdbʊk] — путеводитель
guidelines ['gaɪdlaɪnz] — рекомендации
gym [dʒɪm] — спортивный зал
gymnast ['dʒɪmnæst] — гимнаст, гимнастка
gymnastics [dʒɪm'næstɪks] — гимнастика

H

habit ['hæbɪt] — привычка
hair [heə] — волосы
half [hɑːf] — половина
halfway [ˌhɑːf'weɪ] — на полпути
hall [hɔːl] — зал, холл
hamster ['hæmstə] — хомяк
hand [hænd] — рука; протягивать, вручать
handle ['hændl] — рукоятка
hang [hæŋ] (**hung, hung**) — вешать, висеть
happen ['hæpən] — случаться, происходить
happiness ['hæpɪnis] — счастье
happy ['hæpi] — счастливый
hard [hɑːd] — твердый, трудный; усердно
hardly ['hɑːdli] — едва, с трудом

harm [hɑ:m] — вред; причинять вред
harmful ['hɑ:mfəl] — вредный
harsh [hɑ:ʃ] — жесткий, резкий, грубый
hat [hæt] — шляпа, шапка
hate [heit] — ненавидеть
haunted ['hɑ:nɪd] — посещаемый приведениями
have [hæv] (**had, had**) — иметь
hawk [hɔ:k] — ястреб, сокол
head [hed] — голова, начальник; возглавлять, направляться куда-либо
heading ['hedɪŋ] — заголовок
headline ['hedlɪn] — рубрика, заголовок, краткое содержание выпуска новостей
headmaster [hed'mɑ:stə] — директор школы
health [helθ] — здоровье
healthy ['helθi] — здоровый
heap [hi:p] — груда, куча
hearing ['hiəriŋ] — слух
heat [hi:t] — жара; нагревать, отапливать
heating ['hi:tiŋ] — отопление
heavy ['hevi] — тяжелый (по весу)
height [hait] — высота, рост
helicopter ['helɪkɒptə] — вертолет
helmet ['helmit] — шлем
help [help] — помощь, помогать
helpful ['helpfəl] — полезный
hemisphere ['hemisfiə] — полушарие
her [hɜ:] — ее
herald ['herəld] — глашатай, вестник; предвещать
here [hiə] — здесь, сюда
heredity [hi'redɪti] — наследственность
hero ['hiərəu] — герой
hesitate ['heziteit] — колебаться, сомневаться
hide [haɪd] (**hid, hidden**) — прятать(ся)
high [haɪ] — высокий; высоко
high-heeled [haɪ 'hi:ld] — на высоких каблуках
hill [hɪl] — холм
him [hɪm] — ему
Hindu ['hindu:] — индус; индусский
his [hɪz] — его
historian [hi'stɔ:riən] — историк
historic [hi'stɔ:rik] — исторический (имеющий историческое значение)
historical [hi'stɔ:rikəl] — исторический (связанный с историей)
history ['histəri] — история
hobbit ['hɒbit] — хоббит
hobby ['hɒbi] — хобби, увлечение
hold [həʊld] (**held, held**) — держать, удерживать
hole [həʊl] — дыра, отверстие
holiday ['hɒlɪdi] — праздник, каникулы
home [həʊm] — дом; домой
homesick ['həʊm,sɪk] — тоскующий по дому
homework ['həʊmwɜ:k] — домашняя работа
honest ['ɒnɪst] — честный

honesty ['ɒnɪsti] — честность
honour [ˈɒnə] — честь, почет
hood [hʊd] — капюшон
hoodie ['hʊdi] — толстовка с капюшоном
hope [həʊp] — надежда; надеяться
horizontal [ˌhɒrɪ'zɒntl] — горизонтальный
horn [hɔ:n] — рог, сирена, звуковой сигнал
horrible ['hɒrɪbəl] — жуткий, страшный, ужасный
horror ['hɒrə] — ужас, отвращение
host [həʊst] — хозяин (по отношению к гостю)
hostess ['hɒstɪs] — хозяйка
hot [hɒt] — жаркий, знойный, горячий
hotel [həʊ'tel] — отель, гостиница
hour [aʊə] — час
housekeeper ['haʊs,ki:pə] — домашняя работница, домохозяйка
housework ['haʊswɜ:k] — работа по дому
how [haʊ] — как, каким образом
however [haʊ'evə] — однако, тем не менее
hug [hʌg] — крепко обнимать
huge [hju:ʃ] — огромный
human ['hju:mən] — человеческий
humanity [hju:'mænɪti] — человечество, человечность, гуманность
humankind [hju:mən'kaɪnd] — человечество
humiliate [hju:'mɪliet] — унижать, оскорблять
humorous ['hju:mərəs] — юмористический
humour ['hju:mə] — юмор
hundred ['hʌndrɪd] — сотня, сто
Hungarian [hʌŋ'ɡeəriən] — венгр; венгерский
hungry ['hʌŋɡri] — голодный
hunt [hʌnt] — охота; охотиться
hunter-gatherers ['hʌntə 'ɡædʒəz] — охотники-собиратели
hurry ['hʌri] — поспешность; спешить
hurt [hɜ:t] (**hurt, hurt**) — причинить боль, повредить
husband ['hʌzbənd] — муж
hymn [hɪm] — церковный гимн
hypothetical [ˌhaɪpə'tetɪkəl] — гипотетический

ice [aɪs] — лед
idea [aɪ'diə] — идея
ideal [aɪ'diəl] — идеальный
identical [aɪ'dentɪkəl] — идентичный
identify [aɪ'dentɪfaɪ] — опознавать, распознавать
identity [aɪ'dentɪti] — идентичность
if [ɪf] — если
ignore [ɪɡ'nɔ:] — игнорировать, пренебрегать
ill [ɪl] — больной
ill-mannered [ɪl 'mænəd] — грубый, невоспитанный
illness ['ɪlnɪs] — болезнь

illuminate ['ɪluːmineɪt] — освещать
illustrate ['ɪləstreɪt] — иллюстрировать, пояснять
image ['ɪmɪdʒ] — образ, изображение, имидж, внешний вид
imaginary ['ɪmædʒɪnəri] — воображаемый
imagine ['ɪmædʒɪn] — представлять, воображать
imitate ['ɪmɪteɪt] — подражать, имитировать
immediate ['ɪmɪdiət] — непосредственный, безотлагательный, ближайший
immediately ['ɪmɪdiətli] — немедленно
immerse ['ɪmɜːs] — погружать(ся)
immersion ['ɪmɜːʃən] — погружение
impact ['ɪmpækt] — сильное воздействие
impatient ['ɪmˈpeɪʃənt] — нетерпеливый
impolite [ˌɪmpəˈlaɪt] — невежливый
importance [ɪmˈpɔːtəns] — важность
important [ɪmˈpɔːtənt] — важный
impossible [ɪmˈpɒsəbəl] — невозможный
impress [ɪmˈpres] — производить впечатление
impression [ɪmˈpreʃən] — впечатление
improve [ɪmˈpruːv] — улучшать(ся), совершенствовать(ся)
in [ɪn] — в
inaccurate [ɪnˈækjʊrət] — неточный
inaction [ɪnˈækʃən] — бездействие, инертность
inappropriate [ˌɪnəˈprəʊpɪət] — неподходящий, неуместный, неподобающий
incapable [ɪnˈkeɪpəbəl] (of) — неспособный (к)
include [ɪnˈkluːd] — включать, содержать в себе
inclusive [ɪnˈkluːsɪv] — включающий, содержащий
increase [ɪnˈkriːs] — возрастать, увеличиваться
incredible [ɪnˈkredɪbəl] — невероятный
incur [ɪnˈkɜː] — вытекать, следовать из
indeed [ɪnˈdiːd] — в самом деле, действительно
independence [ˌɪndɪˈpendəns] — независимость
independent [ˌɪndɪˈpendənt] — независимый
indicate [ˈɪndɪkeɪt] — показывать, указывать
indignant [ɪnˈdɪɡnənt] — негодующий, возмущенный
individuality [ˌɪndɪvɪdʒuːəliːti] — индивидуальность, личность
Indonesian [ˌɪndəˈniːzən] — индонезиец; индонезийский
inevitable [ɪnˈevɪtəbəl] — неизбежный, неминуемый, неотвратимый
inferior [ɪnˈfɪəriə] — низший (по положению)
infinitive [ɪnˈfɪnɪtɪv] — инфинитив (неопределенная форма глагола)
inflatable [ɪnˈfleɪtəbəl] — надувной
influence [ˈɪnfluːns] — влияние; влиять
inform [ɪnˈfɔːm] — информировать, сообщать
informal [ɪnˈfɔːməl] — неформальный
information [ˌɪnfəˈmeɪʃən] — информация
inhabit [ɪnˈhæbɪt] — жить, населять, обитать
inhabitant [ɪnˈhæbɪtənt] — житель, обитатель

injure ['ɪndʒə] — ранить, травмировать
injury ['ɪndʒəri] — травма
ink [ɪŋk] — чернила
in-laws [ɪnˈlɔːz] — родственники со стороны жены, мужа
insert [ɪnˈsɜːt] — вставлять, вкладывать
inside [ɪnˈsaɪd] — внутри, вовнутрь
insignificant [ˌɪnsɪɡˈnɪfɪkənt] — незначительный
insist [ɪnˈsɪst] (on) — настаивать (на чем-либо)
instead [ɪnˈsted] (of) — вместо
instruct [ɪnˈstrʌkt] — инструктировать
instruction [ɪnˈstrʌkʃən] — инструкция, указание
instrument [ˈɪnstrʊmənt] — инструмент, орудие, средство
insult [ɪnˈsʌlt] — оскорблять, обижать
integrity [ɪnˈteɡrɪti] — целостность, честность
intellectual [ˌɪntɪˈlektʃʊəl] — интеллектуал; интеллектуальный, мыслительный
intelligence [ɪnˈtelɪdʒəns] — разум, интеллект
intelligent [ɪnˈtelɪdʒənt] — умный, разумный
intend [ɪnˈtend] — намереваться
intense [ɪnˈtens] — интенсивный
intensity [ɪnˈtensɪti] — интенсивность
interact [ˌɪntərˈækt] — взаимодействовать, общаться
interaction [ˌɪntərˈækʃən] — взаимодействие
interest [ˈɪntrɪst] — интерес
interfere [ˌɪntəˈfɪə] — вмешиваться
international [ˌɪntəˈnæʃənəl] — международный
internet [ˈɪntənɛt] — интернет
interrupt [ˌɪntəˈrʌpt] — перебивать
interview [ˈɪntəvjuː] — интервью, собеседование; брать интервью
into [ɪntə] — в (куда?), внутрь
intonation [ˌɪntəˈneɪʃən] — интонация
intriguing [ɪnˈtrɪɡɪŋ] — интригующий
introduction [ˌɪntroˈdʌkʃən] — введение, знакомство
invent [ɪnˈvent] — изобретать
invention [ɪnˈvenʃən] — изобретение
inventive [ɪnˈventɪv] — изобретательный
investigate [ɪnˈvestɪɡeɪt] — исследовать, расследовать
investigation [ɪnˈvestɪɡeɪʃən] — исследование, расследование
invite [ɪnˈvaɪt] — приглашать
involve [ɪnˈvɒlv] — вовлекать
irritate [ˈɪrɪteɪt] — раздражать
island [ˈaɪlənd] — остров
it [ɪt] (заменяет неодуш. существ.) — это, оно, ему, ей
Italian [ɪˈtæliən] — итальянец; итальянский
item [ˈaɪtəm] — пункт, предмет
ivory [ˈaɪvəri] — слоновая кость; цвета слоновой кости

J

- jacket** ['dʒækɪt] — пиджак
Japanese [ˌdʒæpəˈniːz] — японец; японский
jeans [dʒiːnz] — джинсы
job [dʒɒb] — работа, занятие
join [dʒɔɪn] — присоединяться, вступать
joke [dʒəʊk] — шутка; шутить
journalist ['dʒɜːnəlɪst] — журналист
journey ['dʒɜːni] — путешествие, поездка
judge [dʒʌdʒ] — судья; судить
judo ['dʒuːdɔʊ] — дзюдо
jump [dʒʌmp] — прыжок; прыгать
just [dʒʌst] — только что, как раз
justify ['dʒʌstɪfaɪ] — оправдывать, объяснять

K

- karate** [kəˈrɑːti] — карате
keen [kiːn] — проявляющий интерес к чему-либо
be keen on something — очень интересоваться чем-либо
keep [kiːp] (**kept, kept**) — держать, хранить
key [kiː] — ключ, разгадка; ключевой
kid [kɪd] — ребенок; шутить
kill [kɪl] — убивать
kilogramme ['kɪləɡræm] — килограмм
kilometre [kɪləˈmiːtə] — километр
kind [kaɪnd] — вид; добрый, любезный
kiss [kɪs] — поцелуй; целовать
kitchen ['kɪtʃɪn] — кухня
knock [nɒk] — стучать; стук
know [nəʊ] (**knew, known**) — знать
knowledge ['nɒlɪdʒ] — знание
Korean [kəˈriːən] — кореец; корейский
Kyoto ['kɪjəʊtəʊ] — Киото

L

- label** ['leɪbəl] — этикетка, ярлык; подписывать картинки
laboratory [ləˈbɒrətɔːri] — лаборатория
labour-saving ['leɪbəˌseɪvɪŋ] — трудосберегающий
lack [læk] — отсутствие; испытывать нехватку
lady ['leɪdi] — леди
lag [læɡ] — отставание; отставать
lake [leɪk] — озеро
lamp [læmp] — лампа
land [lənd] — земля; приземляться
language ['læŋɡwɪdʒ] — язык
large [lɑːdʒ] — большой
laser ['leɪzə] — лазер; лазерный
last [lɑːst] — последний, прошлый; длиться
late [leɪt] — поздний; поздно

- lately** ['leɪtli] — недавно, в последнее время
laugh [lɑːf] — смеяться
launch [lɔːnʃ] — запускать, давать старт
laureate ['lɔːrɪt] — лауреат
lead [liːd] (**led, led**) — вести, руководить
leak [liːk] — течь, утечка; протекать
learn [lɜːn] (**learnt, learnt**) — учить, узнавать
new
leather ['leðə] — кожа; кожаный
leave [liːv] (**left, left**) — уезжать, оставлять
left [left] — левый; *II форма от leave*
legend ['ledʒənd] — легенда
length [leŋθ] — длина
lengthen ['leŋθən] — удлинять(ся)
lessen ['lesən] — уменьшать(ся), сокращаться
lesson ['lesən] — урок
let [let] (**let, let**) — позволять, разрешать
letter ['letə] — письмо, буква
library ['laɪbrəri] — библиотека
lid [lɪd] — крышка
life [laɪf] — жизнь
lifelong ['laɪflɒŋ] — пожизненный
lifestyle ['laɪfstɑɪl] — образ жизни, стиль жизни
lifetime ['laɪftaɪm] — продолжительность жизни
light [laɪt] — свет; светлый, легкий (*по весу*)
lightbulb ['laɪtbʌlb] — лампочка
like [laɪk] — любить, нравиться; похожий; как
likely ['laɪkli] — вероятный, возможный; вероятно
limit ['lɪmɪt] — предел, лимит; ограничивать
line [laɪn] — линия, черта, строка
liquid ['lɪkwɪd] — жидкость; жидкий
list [lɪst] — список, перечень; перечислять
listen ['lɪsən] — слушать
litter ['lɪtə] — мусор; мусорить
little ['lɪtl] — маленький; мало
a little — немного
live [lɪv] — жить, существовать
lizard ['lɪzəd] — ящерица
local ['ləʊkəl] — местный, локальный
locate [ləʊˈkeɪt] — определять местонахождение, располагать(ся)
location [ləʊˈkeɪʃən] — местонахождение
lock [lɒk] — локон, замок; запирающий
logical ['lɒdʒɪkəl] — логичный
logo ['ləʊɡəʊ] — логотип, фирменный знак
lonely ['ləʊnli] — одинокий, уединенный
long [lɒŋ] — длинный; долго
long-term [lɒŋˈtɜːm] — долгосрочный, длительный
look [lʊk] (**at**) — смотреть (на)
look after ['lʊkˈɑːftə] — присматривать (за)
look for ['lʊkˈfɔː] — искать
loose [luːs] — свободный (*об одежде*), несвязанный
lose [luːz] (**lost, lost**) — терять

lot [lɒt] (**a lot of, lots of**) — много
lottery ['lɒtəri] — лотерея
loud [laʊd] — громкий
love [lʌv] — любовь; любить
low [ləʊ] — низкий
lower ['ləʊə] — спускать, опускать; нижний
lucky ['lʌki] — счастливый, удачливый
lyrical ['lɪrɪkəl] — лирический
lyrics ['lɪrɪks] — лирические стихи, текст песни

M

machine [məʃiːn] — машина, станок
magazine [ˌmæɡəˈziːn] — журнал
main [meɪn] — главный, основной
mainland ['meɪnlənd] — континент, материк
mainly ['meɪnli] — в основном
maintain [meɪn'teɪn] — поддерживать, сохранять в исправности
major ['meɪdʒə] — большой, старший, главный
majority [məˈdʒɒrɪti] — большинство
make [meɪk] (**made, made**) — делать, изготавливать
mammoth ['mæməθ] — мамонт
manage ['mænɪdʒ] — уметь, удаваться
management ['mænɪdʒmənt] — управление, руководство, менеджмент
manic ['mænik] — маниакальный
mankind [ˌmæn'kaɪnd] — человечество
man-made [ˌmæn'meɪd] — созданный руками человека, искусственный
mansion ['mænsjən] — особняк, большой дом
manual ['mænjʊəl] — руководство, справочник; ручной
manufacture [ˌmænjʊˈfæktʃə] — производство, изготовление; производить
many ['meni] — много
map [mæp] — карта (*географическая*)
mark [mɑːk] — отметка, оценка; отмечать
marriage ['mærɪdʒ] — брак, женитьба
marry ['mærɪ] / **get married** — жениться, выходить замуж
martial ['mɑːʃəl] — военный
martial art [ˌmɑːʃəl 'ɑːt] — боевое искусство
match [mætʃ] — матч, спичка; соотносить
mathematics [ˌmæθɪ'mætɪks] — математика
maths [mæθs] (**mathematics**) — математика (*сокр.*)
matter ['mætə] — вопрос, дело; иметь значение
mature [mə'tʃʊə] — зрелый, спелый
maturity [mə'tʃʊənti] — спелость, зрелость
may [meɪ] (**might**) — могу, можем, может
Mayan ['maɪən] — относящийся к цивилизации индейцев-мая
me [mi] — мне, меня
mean [miːn] (**meant, meant**) — означать, иметь в виду

meaning ['miːnɪŋ] — значение
meaningful ['miːnɪŋfʊl] — многозначительный, выразительный
measure ['meɪʒə] — мера; измерять
medal ['medl] — медаль
medication [ˌmedɪ'keɪʃən] — лечение, лекарственное средство
medicine ['medsɪn] — медицина, лекарство
meet [miːt] (**met, met**) — встретить(ся), познакомиться
member ['membə] — член, участник
memorable ['memərəbəl] — незабываемый
memorise ['meməraɪz] — запоминать, заучивать наизусть
memory ['meməri] — память
mention ['menʃən] — упоминать
mess [mes] — беспорядок, путаница, неразбериха
message ['mesɪdʒ] — сообщение, послание
messy ['mesi] — грязный, беспорядочный
metal ['metl] — металл
method ['meθəd] — метод, способ
Mexico ['meksɪkəʊ] — Мексика, Мехико
microphone ['maɪkrəfəʊn] — микрофон
microwave oven [ˌmaɪkrəweɪv 'ʌvən] — микроволновая печь
middle ['mɪdl] — середина; средний
midnight ['mɪdnaɪt] — полночь
might [maɪt] — мощь, сила; *II форма от may*
mild [maɪld] — мягкий, тихий, спокойный
million ['mɪljən] — миллион
millionaire [ˌmɪljə'neə] — миллионер
mind [maɪnd] — разум; помнить, возразить
miniature ['mɪniətʃə] — миниатюрный
minor ['maɪnə] — незначительный, меньший
minute ['mɪnɪt] — минута
mirror ['mɪrə] — зеркало
miserable ['mɪzərəbəl] — жалкий, несчастный
mismatch ['mɪsmætʃ] — несоответствие; не соответствовать
miss [mɪs] — пропускать (*уроки*), опаздывать (*на поезд*), скучать
mix [mɪks] — смешивать
mixture ['mɪkstʃə] — смесь, микстура
moan [məʊn] — стон; стонать
mobile ['məʊbaɪl] — мобильный (*телефон*)
mobility [məʊ'bɪlɪti] — подвижность, мобильность
modal ['mɔːdl] — модальный
model ['mɒdl] — образец, модель; образцовый
modern ['mɒdn] — современный
modesty ['mɒdɪsti] — скромность
modification [ˌmɒdɪfɪ'keɪʃən] — изменение, модификация
modify ['mɒdɪfaɪ] — видоизменять
moment ['məʊmənt] — момент
money ['mʌni] — деньги

monk [mɒŋk] — монах
monotonous [mə'nɒtənəs] — монотонный
monument ['mɒnjumənt] — памятник, монумент
mood [mu:d] — настроение
moral ['mɒrəl] — мораль; моральный
morality [mə'gælɪti] — мораль, нравственность
morning ['mɔ:niŋ] — утро
mosque [mɒsk] — мечеть
mother ['mʌðə] — мать, мама
motorbike ['məʊtəbaɪk] — мотоцикл
mountain ['maʊntɪn] — гора
mouth [maʊθ] — рот, устье (*реки*)
move [mu:v] — перемещение, движение;
 двигать(ся), передвигать(ся), переезжать
movement ['mu:vmənt] — движение
Mozambique [məʊzəm'bɪk] — Мозамбик
much [mʌʃ] — много
mug [mʌg] — кружка
mum [mʌm] (*разг.*) = **mother**
muscle ['mʌsl] — мускул, мышечная ткань
music ['mjuzɪk] — музыка
musical ['mjuzɪkəl] — музыкальный
musician ['mjuzɪʃən] — музыкант
Muslim ['muzlɪm] — мусульманин; мусульманский
must [mʌst] — должен
mutter ['mʌtə] — бормотание; бормотать
mutual ['mjʊ:ʃuəl] — взаимный
mystery ['mɪstəri] — тайна, загадка, таинство
mystic ['mɪstɪk] — тайный, мистический

N

nail [neɪl] — ноготь, коготь, гвоздь
name [neɪm] — имя
nanny ['næni] — няня, нянечка
nappy ['næpi] — пеленка
narrow ['nærəʊ] — узкий
national ['næʃənəl] — национальный
nationality [næʃə'nælɪti] — национальность, гражданство
nature ['neɪtʃə] — природа, натура
naughty ['nɔ:ti] — непослушный, озорной
near [nɪə] — около, рядом, близко
nearby ['nɪəbaɪ] — близлежащий, соседний; около
nearly ['nɪəli] — почти, около, приблизительно
neat [ni:t] — опрятный
necessary ['nesɪsəri] — необходимый
neck [nek] — шея
need [ni:d] — нужда; нуждаться
negative ['negətɪv] — отрицательный
neighbour ['neɪbə] — сосед
nervous ['nɜ:vəs] — нервный
never ['nevə] — никогда
new [nju:] — новый

newcomer ['nju:kʌmə] — новоприбывший, приезжий
news [nju:z] — новость, новости
newspaper ['nju:spetə] — газета
next [nekst] — следующий
nice [naɪs] — красивый, приятный
night [naɪt] — ночь
nobody ['nəʊbɒdi] — никто; никого
nod [nɒd] — кивок; кивать
noise [nɔɪz] — шум
nomad ['nəʊmæd] — кочевник, бродяга, странник
none [nʌn] — никто, ничто
noosphere ['nəʊsfɪə] — ноосфера
norm [nɔ:m] — норма, стандарт
normal ['nɔ:məl] — нормальный, обычный
normally ['nɔ:məli] — как правило, обычно
north [nɔ:θ] — север
northern ['nɔ:ðən] — северный
nose [nəʊz] — нос
note [nəʊt] — заметка, запись; делать заметки
nothing ['nʌθɪŋ] — ничего
notice ['nɒtɪs] — заметка; замечать
noun [naʊn] — имя существительное
now [naʊ] — сейчас, теперь
nowadays ['naʊədeɪz] — в наши дни, теперь
nuclear ['nju:kliə] — ядерный, маленький (*о семье*)
nucleus ['nju:kliəs] — ядро
number ['nʌmbə] — номер, число, цифра
nursery ['nɜ:səri] — детская комната, детский сад

O

obedient [ə'bi:diənt] — послушный
object ['ɒbdʒɪkt] — предмет, вещь, объект
obligation [ɒblɪ'geɪʃən] — обязательство, долг
observe [əb'zɜ:v] — наблюдать, соблюдать
obtain [əb'teɪn] — получать, приобретать
obvious [əb'viəs] — очевидный
occasion [ə'keɪʒən] — возможность, случай
occupation [ɒkjʊ'peɪʃən] — занятие, работа
occur [ə'kɜ:] — происходить, приходить на ум
ocean ['əʊʃən] — океан
offend [ə'fend] — обижать, оскорблять
offensive [ə'fensɪv] — обидный, оскорбительный
offer ['ɒfə] — предложение; предлагать
office ['ɒfɪs] — офис, контора
officer ['ɒfɪsə] — должностное лицо, офицер
official [ə'fɪʃəl] — официальный
often ['ɒfən] — часто
oil [ɔɪl] — растительное масло, нефть
OKAY = OK [əʊ'keɪ] — все в порядке, ладно
old [əʊld] — старый
olive ['ɒlɪv] — маслина, олива, оливковый цвет
Olympics = Olympic Games [ə'lɪmpɪk geɪms] — олимпийские игры

once [wʌns] — однажды, один раз
one-third [wʌn 'θɜ:ð] — третья часть, треть
only ['əʊnli] — только; единственный
open ['əʊpən] — открывать; открытый
opera [ˈɒpərə] — опера
operate ['ɒpəreɪt] — действовать, работать
operator ['ɒpəreɪtə] — оператор
opinion [ə'pɪnjən] — мнение
opponent [ə'pɒnənt] — оппонент
opportunity [ˌɒpə'tju:nɪti] — возможность
optical [ˈɒptɪkəl] — оптический
optician [ˈɒptɪʃən] — оптик
option [ˈɒpʃən] — выбор
orchestra [ˈɔ:kɪstrə] — оркестр
order ['ɔ:də] — порядок, приказ; приказывать
ordinary [ˈɔ:dənəri] — обычный, привычный
organisation [ˌɔ:gənə'zeɪʃən] — организация
organise [ˈɔ:gənaɪz] — организовывать
original [ə'ɒrɪdʒɪnəl] — первоначальный, подлинный, оригинальный
originality [ə'ɒrɪdʒɪ'nælɪti] — подлинность, оригинальность
other ['ʌðə] — другой, иной
otherwise [ˈʌðəwaɪz] — иначе
our [aʊə] — наш
out [aʊt] — вне, за пределами, из
outdoor [ˌaʊt'dɔ:ə] — находящийся или происходящий вне дома
outer [ˈaʊtə] — внешний, наружный
outline [ˈaʊtlain] — очертание, контур, абрис
out-of-date [ˌaʊt əv 'deɪt] — старомодный
out-of-town [ˌaʊt əv 'taʊn] — находящийся за городом, в отъезде
outside [ˌaʊt'saɪd] — за пределами, вне; наружу
outstanding [ˌaʊt'stændɪŋ] — выдающийся
oven ['ʌvən] — печь, духовка
over ['əʊvə] — над, через
overcome [ˌəʊvə'kʌm] (**overcame, overcome**) — преодолеть
overdue [ˌəʊvə'dju:] — просроченный
overlook [ˌəʊvə'lʊk] — обозревать, не заметить
overnight [ˌəʊvə'naɪt] — происходивший накануне вечером; внезапный
overseas [ˌəʊvə'si:z] — заморский; за границей
overtime [ˌəʊvə'taɪm] — сверхурочное время, дополнительное время
own [əʊn] — собственный; владеть чем-либо
oxygen ['ɒksɪdʒən] — кислород

P

pack [pæk] — пакет, связка; упаковывать(ся)
page [peɪdʒ] — страница
painting ['peɪntɪŋ] — картина, живопись
pair [peə] — пара
pale [peɪl] — бледный

Panama [ˌpænə'mɑ:] — Панама
pancake ['pænkeɪk] — блин
panic ['pænik] — паника; панический
paper ['peɪpə] — бумага, документ, газета
paragraph ['pærəgrɑ:f] — абзац
parent ['peərənt] — родитель
park [pɑ:k] — парк, заповедник; ставить на стоянку
parking ['pɑ:kɪŋ] — парковка
part [pɑ:t] — часть, роль; отделять(ся)
participant [pɑ:'tɪsɪpənt] — участник; участвующий
participate [pɑ:'tɪsɪpeɪt] — принимать участие
participle ['pɑ:tɪsɪpəl] — причастие (грам.)
particular [pɑ:'tɪkjʊlə] — индивидуальный
particularly [pɑ:'tɪkjʊləli] — в частности, особенно
partner ['pɑ:tnə] — участник, компаньон, партнер
party ['pɑ:ti] — партия, отряд, вечеринка
pass [pɑ:s] — проход, переход; проходить, проезжать
passage ['pæsɪdʒ] — отрывок, проход
passenger ['pæsɪndʒə] — пассажир
passerby [ˌpɑ:sə'baɪ] — прохожий
passport ['pɑ:spɔ:t] — паспорт
past [pɑ:st] — прошлое; прошлый, прошедший
pasta ['pæstə] — макаронные изделия
pastime ['pɑ:staɪm] — развлечение
patchwork ['pætʃwɜ:k] — сшитый из лоскутов
path [pɑ:θ] — тропинка, дорожка, путь
patiently ['peɪʃəntli] — терпеливо
pattern ['pætən] — модель; образцовый
pay [peɪ] (**paid, paid**) — платить, оплачивать
PC [pi:'si:] — персональный компьютер
PE [pi:'i:] — физкультура
peace [pi:s] — мир
peaceful ['pi:sfəl] — мирный
peak [pi:k] — пик
peer [piə] — равный; быть равным; вглядываться
pen [pen] — ручка, перо
peninsula [pi'nɪnsjələ] — полуостров
people ['pi:pəl] — народ, люди; населять
perfect ['pɜ:fɪkt] — совершенный, безупречный
perform [pə'fɔ:m] — исполнять, выполнять
performance [pə'fɔ:məns] — представление
perhaps [pə'hæps] — может быть, возможно
period ['piəriəd] — период, эпоха
permission [pə'mɪʃən] — разрешение
permit [pə'mɪt] — позволять, разрешать
persistent [pə'sɪstənt] — упорный, настойчивый
person ['pɜ:sn] — лицо, личность, человек
in person — лично
personal ['pɜ:snəl] — личный, персональный
personality [ˌpɜ:snə'ælɪti] — личность, индивидуальность
personally ['pɜ:snəli] — лично, собственной персоной

- perspective** [pə'spektɪv] — перспектива
pet [pet] — домашнее животное, любимец
philosophy [fɪ'lɒsəfi] — философия
phone [faʊn] — телефон; звонить по телефону
photo ['fəʊtəʊ] — фотография
photograph ['fəʊtəgrɑ:f] — фотография; фотографировать
photography [fə'tɒgrəfi] — фотографирование, фотография
phrase [freɪz] — фраза, выражение
physical ['fɪzɪkəl] — физический
physicist ['fɪzɪsɪst] — физик
physics ['fɪzɪks] — физика
piano [pi'ænəʊ] — пианино
picture ['pɪktʃə] — картина, рисунок, фотография
piece [pi:s] — кусок, часть, отдельный предмет
pigmy = pygmy ['pɪgmɪ] — пигмей
pillow ['pɪləʊ] — подушка
pipe [paɪp] — труба, трубка, дудка
pirate ['paɪərət] — пират
place [pleɪs] — место, положение; помещать
plain [pleɪn] — равнина; простой, ровный
plan [plæn] — план, проект; планировать
plane [pleɪn] — самолет
planet ['plænɪt] — планета
plant [plɑ:nt] — растение, завод; сажать (*растения*)
plaque [plæk] — пластинка с названием
platform ['plætfɔ:m] — платформа, трибуна
play [pleɪ] — игра, спектакль, пьеса; играть
player ['pleɪə] — игрок, плеер
playground ['pleɪgraʊnd] — спортивная площадка
plea [pli:] — оправдание, мольба
pleasant ['plezənt] — приятный
please [pli:z] — доставлять удовольствие
pleasure ['plezə] — удовольствие
plenty ['plenti] — множество, изобилие, достаток
plough [plau] (*into*) — врезаться
poetry ['pəʊtri] — поэзия
point [pɔɪnt] — точка, очко; указывать
poison ['pɔɪzən] — яд, отравка; отравлять
police [pə'li:s] — полиция; полицейский
policeman [pə'li:smən] — полицейский
polite [pə'laɪt] — вежливый
politics ['pɒlɪtiks] — политика
polo ['pəʊləʊ] — поло
poor [pɜ:] — бедный, скудный
popular ['pɒpjələ] — популярный, народный
populate ['pɒpjuleɪt] — населять, заселять
population [ˌpɒpjʊ'leɪʃən] — население, популяция
porch [pɔ:tʃ] — подъезд, крыльцо
pose [pəʊz] — поза; позировать
position [pə'zɪʃən] — положение; ставить, определять местоположение
positive ['pɒzɪtɪv] — положительный, утвердительный
possibility [ˌpɒzɪ'bɪlɪti] — возможность
possible ['pɒsɪbəl] — возможный
post [pəʊst] — почта; отправлять по почте
postcard ['pəʊstkɑ:d] — открытка
poster ['pəʊstə] — афиша, постер
pot [pɒt] — горшок, котелок
potential [pə'tenʃəl] — возможность, потенциал
pound [paʊnd] — фунт; колотить
pour [pɔ:] — лить(ся), вливать(ся)
powder ['paʊdə] — порошок, порох, пудра
power ['paʊə] — сила, энергия, власть
practical ['præktɪkəl] — практический, практический
practically ['præktɪkli] — практически
practice ['præktɪs] — практика
practise ['præktɪs] — применять, упражнять(ся)
prayer [preɪ] — молитва
precise [pri'saɪs] — точный
predetermined [ˌpri:dɪ'tɜ:mɪnd] — предопределенный
predict [prɪ'dɪkt] — предсказывать
predictable [prɪ'dɪktəbəl] — предсказуемый
prediction [prɪ'dɪkʃən] — предсказание
prefer [prɪ'fɜ:] — предпочитать
preference ['prefərəns] — предпочтение
prehistoric [ˌpri:hɪ'stɒrɪk] — доисторический
preparation [ˌprepə'reɪʃən] — приготовление, подготовка
prepare [prɪ'peə] — готовить(ся)
preposition [ˌprepə'zɪʃən] — предлог
prescribe [prɪ'skraɪb] — предписывать
present ['prezənt] — подарок; присутствующий, настоящий
present [prɪ'zent] — присутствовать, презентовать, представлять
presentation [ˌprezən'teɪʃən] — представление, презентация
presenter [prɪ'zentə] — выступающий
pressure ['preʃə] — давление
pretend [prɪ'tend] — притворяться, претендовать
prevent [prɪ'vent] — предотвращать, предохранять
previous [prɪ'vɪəs] — предыдущий
primary ['praɪməri] — первоначальный, начальная (*школа*)
primitive ['prɪmɪtɪv] — первобытный, примитивный
prince [prɪns] — принц
principle ['prɪnsɪpəl] — принцип
privacy ['prɪvəsi] — уединение, уединенность
private ['praɪvɪt] — частный, личный, тайный
prize [praɪz] — награда, приз, премия
probability [ˌprɒbə'bɪlɪti] — вероятность
probable ['prɒbəbəl] — вероятный
probably ['prɒbəbli] — вероятно
problem ['prɒbləm] — проблема, задача

process ['prəʊses] — процесс
processing ['prəʊsesɪŋ] — обработка
produce [prə'dju:s] — производить
professional [prə'feʃənəl] — профессионал
professor [prə'fesa] — профессор
profile ['prəʊfaɪl] — профиль; основная информация о чем-то, о ком-то
programme ['prəʊgræm] — программа; программировать
programmer ['prəʊgræmə] — программист
progress ['prəʊgres] — движение вперед, прогресс
progress [prə'gres] — продвигаться
prohibit [prə'hɪbɪt] — запрещать
project ['prɒdʒekt] — проект, план
project [prə'dʒekt] — проектировать
promote [prə'məʊt] — способствовать, поддерживать
prompt [prɒmpt] — подсказка; побуждать
pronoun ['prəʊnaʊn] — местоимение
pronunciation [prəˌnʌnsɪ'eɪʃən] — произношение
proof [pru:f] — доказательство
proper ['prɒpə] — правильный, подходящий
properly ['prɒpəli] — должным образом, правильно
property ['prɒpəti] — имущество, собственность
proposal [prə'pəʊzəl] — предложение
protect [prə'tekt] — защищать
protest ['prəʊtest] — протест
protest [prə'test] — протестовать, торжественно заявлять
prototype ['prəʊtətaɪp] — прототип
proud [praʊd] (of) — гордый
prove [pru:v] — доказывать
proverb ['prɒvɜ:b] — пословица
provide [prə'vaɪd] (with) — обеспечивать
provoke [prə'vəʊk] — побуждать, провоцировать
psychological [saɪkə'lɒdʒɪkəl] — психологический
psychologist [saɪkə'lɒdʒɪst] — психолог
pub [pʌb] — паб
public ['pʌblɪk] — публика; публичный, общественный
publicity [pʌ'blɪsɪti] — публичность, реклама
publish ['pʌblɪʃ] — публиковать, издавать
punch [pʌntʃ] — пунш; прокалывать, бить кулаком
punctual ['pʌŋktʃuəl] — пунктуальный
punish ['pʌnɪʃ] — наказывать
purchase ['pɜ:tʃɪs] — покупка; приобретать
purpose ['pɜ:pəs] — цель
push [puʃ] — толкать, нажимать
put [put] (put, put) — класть, ставить
puzzle ['pʌzəl] — головоломка; приводить в недоумение
pygmy ['pɪgmɪ] — пигмей; карликовый
pyramid ['pɪrəmaɪd] — пирамида

Q

qualification [ˌkwɒlɪfɪkeɪʃən] — квалификация, качество
qualify ['kwɒlɪfaɪ] — определять
quality ['kwɒlɪti] — качество
quarrel ['kwɒrəl] — ссора; ссориться
quarter ['kwɔ:tə] — четверть, квартал
question ['kwɛstʃən] — вопрос; спрашивать
queue [kju:] — очередь; стоять в очереди
quick [kwɪk] — быстрый
quiet ['kwaɪət] — спокойный, тихий
quit ['kwɪt] — покидать, оставлять, бросать
quite ['kwaɪt] — вполне, совершенно, совсем
quiz [kwɪz] — викторина
quotation [kwəʊ'teɪʃən] — цитата
quote [kwəʊt] — цитировать

R

radical ['rædɪkəl] — радикал; корневой
radio ['reɪdiəʊ] — радио
rail [reɪl] — перила, ограда, рельс
railway ['reɪlweɪ] — железная дорога
rain [reɪn] — дождь; проливаться дождем
rainy ['reɪni] — дождливый
raise [reɪz] — поднимать, воспитывать
range [reɪndʒ] — ряд, диапазон; выстраивать(ся) в ряд
rank [ræŋk] — ряд, шеренга, ранг; выстраивать
rapidly ['ræpɪdli] — быстро
rare [reə] — редкий
rarely ['reəli] — редко
rate [reɪt] — темп, расценка; оценивать
rather ['rɑ:ðə] — скорее, предпочтительно, довольно
rattle ['rætl] — грохот; греметь
reach [ri:tʃ] — доставать, достигать
react [ri'ækt] — реагировать
reaction [ri'ækʃən] — реакция
read [ri:d] (read, read) — читать
reader ['ri:ðə] — читатель, хрестоматия
ready ['redi] — готовый, приготовленный
real [riəl] — действительный, реальный
realise [riəlaɪz] — представлять себе, осуществлять, реализовать
reality [ri'ælɪti] — реальность
really ['ri:əli] — действительно, в самом деле
reason ['ri:zən] — разум, рассудок, причина, повод
reasonable ['ri:zənəbəl] — разумный, приемлемый
receive [ri'si:v] — получать, принимать
recent ['ri:sənt] — недавний
recently ['ri:səntli] — недавно
recognise [rekəɡnaɪz] — узнавать

recognition [ˌrekəɡ'nɪʃən] — узнавание, признание
recommend [ˌrekə'mend] — рекомендовать
recommendation [ˌrekəmen'deɪʃən] — рекомендация
reconstruct [ˌriːkən'strʌkt] — реконструировать, восстанавливать
record ['rekɔ:d] — рекорд, запись
record [rɪ'kɔ:d] — записывать
reduce [rɪ'dju:s] — понижать, ослаблять, уменьшать
refer [rɪ'fɜ:] — относить, отправлять к, наводить справки
reference ['refərəns] — справка, ссылка
reflect [rɪ'flekt] — отражать, размышлять
refrigerator [rɪ'frɪdʒəreɪtə] — холодильник
refuse [rɪ'fju:z] — отказываться
regret [rɪ'ɡret] — сожалеть
regularly ['regjʊləli] — регулярно
regulate ['regjuleɪt] — регулировать, упорядочивать
reject [rɪ'dʒekt] — отвергать
relation [rɪ'leɪʃən] — отношение, связь
relationship [rɪ'leɪʃənʃɪp] — отношение
relative ['relatɪv] — родственник; относительный
relax [rɪ'læks] — ослаблять(ся), уменьшать напряжение
release [rɪ'li:s] — освобождать, выпускать, отпускать
relevant ['relɪvənt] — уместный, относящийся к делу
reliable [rɪ'laɪəbəl] — надежный
religion [rɪ'lɪdʒən] — религия
rely [rɪ'laɪ] — полагаться на
remain [rɪ'meɪn] — оставаться
remember [rɪ'membə] — помнить
remind [rɪ'maɪnd] — напоминать
remote [rɪ'məʊt] — отдаленный, дальний, уединенный
remove [rɪ'mu:v] — удалять, передвигать
Renaissance [rɪ'neɪsəns] — эпоха Возрождения, Ренессанс
repair [rɪ'peə] — ремонтировать, чинить
repeat [rɪ'pi:t] — повторять
replace [rɪ'pleɪs] — вернуть на место, заменять, замещать
report [rɪ'pɔ:t] — доклад; сообщать, докладывать
represent [ˌrepɪz'zent] — представлять
representative [ˌrepɪz'zentətɪv] — представитель
republic [rɪ'pʌblɪk] — республика
request [rɪ'kwest] — просьба; просить
require [rɪ'kwaɪə] — требовать, нуждаться в чем-либо
requirement [rɪ'kwaɪəmənt] — требование
research [rɪ'sɜ:tʃ] — исследование; исследовать
researcher [rɪ'sɜ:tʃə] — исследователь

reserve [rɪ'zɜ:v] — запас, резерв; запасать, заказывать заранее
reservoir ['rezəʊvɔ:] — резервуар
residence ['rezɪdəns] — резиденция
resolution [ˌrezə'lju:ʃən] — решение, решимость, резолюция
respect [rɪ'spekt] — уважение; уважать
respond [rɪ'spɒnd] — отвечать, реагировать
response [rɪ'spɒns] — ответ, отклик, реакция
responsibility [ˌrɪspɒnsɪ'bɪlɪti] — ответственность, обязанность
responsible [rɪ'spɒnsɪbəl] — ответственный
rest [rest] — покой, отдых, остаток; отдыхать
restaurant ['restərɒnt] — ресторан
result [rɪ'zʌlt] — результат
retain [rɪ'teɪn] — удерживать, поддерживать, сохранять
return [rɪ'tɜ:n] — возвращать(ся); возвращение
revise [rɪ'vaɪz] — исправлять, проверять, готовиться к экзаменам
revision [rɪ'vɪʒən] — исправление, подготовка к экзаменам
rewrite [ˌri:'raɪt] — переписывать
rhinoceros [raɪ'nɒsəɪs] — носорог
rhythm ['rɪðəm] — ритм
rhythmic ['rɪðmɪk] — ритмичный
rich [rɪʃ] — богатый
rid [rɪd] (**rid**, **ridden**) — избавлять
get rid of — избавляться от чего-либо
ride [raɪd] (**rode**, **ridden**) — ехать (верхом, в автомобиле и пр.)
ridiculous [rɪ'dɪkjʊləs] — смешотворный, нелепый
right [raɪt] — право, правая сторона; правый, правильный
ring [rɪŋ] (**rang**, **rung**) — звонить; кольцо
rise [raɪz] (**rose**, **risen**) — подниматься, восходить, вставать; подъем, повышение
risky ['rɪski] — рискованный
river ['rɪvə] — река
road [rəʊd] — дорога
robot ['rəʊbɒt] — робот
rock [rɒk] — скала, рок; качать(ся)
rodent ['rəʊdənt] — грызун
role [rəʊl] — роль
role-play ['rəʊl pleɪ] — ролевая игра
roll [rəʊl] — сверток, рулон; свертывать(ся)
romantic [rəʊ'mæntɪk] — романтик; романтический, романтический
room [ru:m] — комната, место, пространство
roommate ['ru:m,meɪt] — сосед по комнате
round [raʊnd] — круг, раунд; круглый
row [rəʊ] — ряд
ruby ['ru:bi] — рубин; рубиновый
rude [ru:d] — грубый
ruin ['ru:ɪn] — гибель, крушение, разорение, руина; разрушать

rule [ru:l] — правило; управлять, править
run [rʌn] (**ran, run**) — бежать
rush [rʌʃ] — наплыв, напор, спешка; мчаться, бросаться
Russian [ˈrʌʃən] — русский
rustle [ˈrʌsəl] — шелест, шорох; шелестеть
ruthless [ˈru:θləs] — безжалостный

S

sacred [ˈseɪkrɪd] — священный
sad [sæd] — печальный
saddle [ˈsædl] — седло; седлать
safe [seɪf] — сейф; невредимый, безопасный
safety [ˈseɪfti] — безопасность
sail [seɪl] — парус; идти под парусами
same [seɪm] — тот же самый, одинаковый
sand [sænd] — песок
sandboard [ˈsændbɔ:d] — сэндборд (доска для скоростного спуска по песчаному склону)
sandwich [ˈsænwɪtʃ] — сэндвич
satellite [ˈsætɪlaɪt] — спутник; спутниковый
satisfaction [ˌsætɪsˈfækʃən] — удовлетворение
satisfy [ˈsætɪsfai] — удовлетворять
save [seɪv] — спасать, экономить
say [seɪ] (**said, said**) — говорить, сказать
Scandinavian [ˌskændɪˈneɪviən] — скандинавский
scarcely [ˈskeəslɪ] — едва
scare [skeə] — пугать
scene [si:n] — сцена
schedule [ˈfedju:l] — расписание, график; составлять расписание
scheme [ski:m] — схема
scholarship [ˈskɒləʃɪp] — стипендия
school bag [ˈsku:l bæɡ] — школьная сумка
schoolmate [ˈsku:lmeɪt] — школьный товарищ
science [ˈsaɪəns] — наука
basic science — фундаментальная наука
scientist [ˈsaɪəntɪst] — ученый
score [skɔ:] — счет
scout [skaʊt] — разведчик, скаут
scrawl [skrɔ:l] — каракули; писать каракулями
scrupulous [ˈskru:pjələs] — скрупулезный
sculpture [ˈskʌlptʃə] — скульптура
sea [si:] — море
search [sɜ:tʃ] — поиск; искать, обыскивать
seat [si:t] — сиденье, стул; усаживать
second [ˈsekənd] — секунда; второй
secretary [ˈsekɪtəri] — секретарь
section [ˈsekʃən] — параграф, секция, сечение, разрез
secure [sɪˈkjʊə] — надежный, безопасный
seem [si:m] — казаться
seldom [ˈseldəm] — редко
select [sɪˈlekt] — выбирать; отборный, избранный

selection [sɪˈlekʃən] — выбор, отбор
self-confidence [ˌself ˈkɒnfɪdəns] — самоуверенность
self-esteem [ˌself ˈi:stɪm] — чувство собственного достоинства
sell [sel] (**sold, sold**) — продавать
semester [ˈsɪməstə] — семестр
send [send] (**sent, sent**) — посылать, отправлять
sense [sens] — чувство, смысл; чувствовать
sensible [ˈsensɪbl] — разумный, здравомыслящий
sentence [ˈsentəns] — предложение
separate [ˈsepəreɪt] — разделять(ся), отделить(ся)
separate [ˈsepəɪt] — отдельный
serious [ˈsɪəriəs] — серьезный
set [set] (**set, set**) — набор; ставить, устанавливать, класть, помещать
settle [ˈsetl] — поселять(ся)
settlement [ˈsetlmənt] — поселение, поселок
several [ˈsevrəl] — несколько
severe [sɪˈvɪə] — жестокий, суровый
sew [səʊ] (**sewed, sewn**) — шить, пришивать
shaft [ʃɑ:ft] — рукоятка, ствол, шахта
shake [ʃeɪk] (**shook, shaken**) — встряхивать, сотрясать(ся), дрожжать
shall [ʃəl] (**should**) — в 1 л. ед. и мн. ч. обозначает будущее время, во 2 и 3 л. ед. и мн. ч. выражает намерение, уверенность
shape [ʃeɪp] — форма; придавать форму
share [ʃeə] — доля, часть; разделять поровну
sharp [ʃɑ:p] — острый, резкий
shawl [ʃɔ:l] — шаль
she [ʃi:] — она
shine [ʃaɪn] (**shone, shone**) — сиять
ship [ʃɪp] — корабль
shirt [ʃɜ:t] — рубашка
shiver [ˈʃɪvə] — дрожать, тряситься
shock [ʃɒk] — потрясение, шок; потрясать, шокировать
shoes [ˈʃu:z] — туфли
shopping [ˈʃɒpɪŋ] — хождение по магазинам
short [ʃɔ:t] — короткий
short-sleeve [ˌʃɔ:t ˈsli:v] — с коротким рукавом
should [ʃəd] — следует
shoulder [ˈʃəʊldə] — плечо
shout [ʃaʊt] — крик, возглас; кричать
show [ʃəʊ] (**showed, shown**) — показывать
shut [ʃʌt] (**shut, shut**) — закрывать(ся)
Siberia [saɪˈbɪəriə] — Сибирь
sibling [ˈsɪblɪŋ] — брат или сестра
sick [sɪk] — больной, чувствующий тошноту
side [saɪd] — сторона
sign [saɪn] — знак, признак; подавать знак
signal [ˈsɪgnəl] — сигнал; сигнализировать
significant [sɪɡˈnɪfɪkənt] — важный, значимый
signify [ˈsɪgnɪfaɪ] — значить, означать
silence [ˈsaɪləns] — молчание, тишина

- silk** [sɪlk] — шелк; шелковый
similar [ˈsɪmələ] — сходный, похожий
similarity [sɪmɪˈlærɪti] — сходство
simple [ˈsɪmpəl] — простой
simplicity [sɪmˈplɪsɪti] — простота
simplify [ˈsɪmplɪfaɪ] — упрощать
simultaneous [sɪməlˈteɪniəs] — одновременный
since [sɪns] — с, с тех пор как
sincere [sɪnˈsɪə] — искренний
sing [sɪŋ] (**sang, sung**) — петь
single [ˈsɪŋɡl] — сингл; единственный, не состоящий в браке
siren [ˈsaɪərən] — сирена
sister [ˈsɪstə] — сестра
sit [sɪt] (**sat, sat**) — сидеть, заседать
situation [ˌsɪtʃuˈeɪʃən] — положение, ситуация
size [saɪz] — размер
skate [skeɪt] — кататься на коньках
skateboarding [ˈskeɪtbɔːdɪŋ] — катание на скейт-борде
skeleton [ˈskelɪtən] — скелет
skiing [ˈskiːŋ] — катание на лыжах
skill [skɪl] — мастерство, ловкость, навык
skin [skɪn] — кожа, шкура
skirt [skɜːt] — юбка
skull [skʌl] — череп
skydiving [ˈskaɪˌdaɪvɪŋ] — затажные прыжки с парашютом
slave [sleɪv] — раб
sleep [sliːp] (**slept, slept**) — спать
sleeveless [ˈsliːvləs] — без рукавов
slice [slaɪs] — тонкий ломтик чего-либо
slightly [ˈslaɪtli] — слегка, немного
slot [slɒt] — щель, прорезь
slow [sləʊ] — медленный
slowly [ˈsləʊli] — медленно
small [smɔːl] — маленький
smart [smɑːt] — умный, находчивый, нарядный
smell [smel] (**smelt, smelled**) — запах, обоняние; пахнуть, чувствовать запах
smile [smaɪl] — улыбка; улыбаться
smoke [sməʊk] — дым; курить
smoking [sməʊkɪŋ] — курение
smuggle [ˈsmʌɡl] — заниматься контрабандой
smuggler [ˈsmʌɡlə] — контрабандист
snatch [snætʃ] — хватать, вырывать
sneeze [sniːz] — чихать
snow [snəʊ] — снег; заносить снегом
snowboarding [ˈsnəʊbɔːdɪŋ] — катание на сноуборде
so [səʊ] — так, таким образом, настолько, итак
soap [səʊp] — мыло; мыльная опера
sob [sɒb] — рыдание; рыдать, всхлипывать
social [ˈsəʊʃəl] — общественный, социальный
society [səˈsaɪti] — общество
soft [sɒft] — мягкий
software [ˈsɒftweə] — программное обеспечение
solar [ˈsəʊlə] — солнечный
soldier [ˈsəʊldɪə] — солдат
solution [səˈluːʃən] — решение, раствор
solve [sɒlv] — решать
some [sʌm] — некоторый, какой-то; некоторое количество; несколько, немного
somebody [ˈsʌmbədi] — кто-то
someday [ˈsʌmdeɪ] — однажды
somehow [ˈsʌmhaʊ] — как-то
someone [ˈsʌmwʌn] — кто-то
something [ˈsʌmθɪŋ] — что-то
sometimes [ˈsʌmtaɪmz] — иногда
somewhere [ˈsʌmweə] — где-то
son [sʌn] — сын
song [sɒŋ] — песня
soon [suːn] — скоро, вскоре
soot [suːt] — сажа
sophisticated [səˈfɪstɪkeɪtɪd] — искушенный в жизненных делах, непростой
sorry [ˈsɒri] — огорченный, полный сожаления
sort [sɔːt] — сорт, вид; сортировать
soul [səʊl] — душа
sound [saʊnd] — звук; звучать; здоровый, крепкий
soup [suːp] — суп
source [sɔːs] — источник
south [saʊθ] — юг
spa [spɑː] — спа, курорт с минеральными водами
space [speɪs] — пространство, космос; космический
Spanish [ˈspæɪnɪʃ] — испанский
spare [speə] — запасной, лишний, свободный
spark [spɑːk] — искра; искриться
speak [spiːk] (**spoke, spoken**) — говорить
speaker [ˈspiːkə] — оратор, спикер
spear [spɪə] — копьё
special [ˈspeʃəl] — особенный, специальный
species [ˈspiːʃiːz] — вид (биол.)
specific [spɪˈsɪfɪk] — особенный, специфический
spectacles [ˈspektəklz] — очки
spectator [spekˈteɪtə] — зритель
speech [spiːʃ] — речь
speed [spiːd] — скорость
spell [spel] (**spelt, spelled**) — писать слово по буквам
spelling [ˈspeliŋ] — правописание, орфография
spend [spend] (**spent, spent**) — тратить, расходовать, проводить (время)
spin [spɪn] (**span, spun**) — вращать(ся), крутить(ся)
spiral [ˈspaɪərəl] — спираль
spiritual [ˈspɪrɪtʃuəl] — духовный
spirituality [ˌspɪrɪtʃuˈælɪti] — духовность
spook [ˈspuːk] — пугать
sport [spɔːt] — спорт

sporty ['spɔ:ti] — спортивный
spray [sprei] — распылитель; брызгать
spring [sprɪŋ] — весна
square [skweə] — площадь, квадрат; квадратный
stadium ['steɪdiəm] — стадион
staff [stɑ:f] — штат служащих, персонал
stage ['steɪdʒ] — сцена; ставить (спектакль)
stand [stænd] (**stood, stood**) — стоять
standard ['stændəd] — норма, стандарт; стандарт-
 ный
star [stɑ:] — звезда
start [stɑ:t] — старт; начинать, стартовать
state [steɪt] — состояние, государство, штат;
 заявлять, утверждать
statement ['steɪtmənt] — заявление, утверждение
station ['steɪʃən] — станция
statistics [stə'tɪstɪks] — статистика
stay [steɪ] — останавливаться, оставаться
step [step] — ступенька, шаг; шагать
stem [stem] — стебель; произрастать из
stick [stɪk] (**stuck, stuck**) — приклеивать(ся),
 липнуть; палка, трость
still [stɪl] — тихий, неподвижный; все еще
stimulate ['stɪmjuleɪt] — стимулировать
stone [stəʊn] — камень
stop [stɒp] — останавливать(ся)
story ['stɔ:ri] — рассказ
straight [streɪt] — прямой; прямо
straightforward [streɪt'fɔ:wəd] — честный, пря-
 мой
strange [streɪndʒ] — странный, чужой, чуждый
stranger ['streɪndʒə] — незнакомец, чужестранец
strap [stræp] — пристегивать
strategy ['strætɪdʒi] — стратегия
street [stri:t] — улица
strength [streŋθ] — сила
stress [stres] — стресс, ударение; подчеркивать
stretch [stretʃ] — растягивать, тянуться
strict [stɪkt] — строгий
striking ['straɪkɪŋ] — поразительный
strong [strɒŋ] — сильный
structure ['strʌktʃə] — структура
student ['stju:dənt] — студент, учащийся
study ['stʌdi] — исследование, кабинет; учиться,
 изучать
stuff [stʌf] — материал, вещество; набивать
stunning ['stʌnɪŋ] — ошеломляющий, великолеп-
 ный
style [stɑɪl] — стиль
stylish ['staɪlɪʃ] — стильный
subject ['sʌbdʒɪkt] — учебный предмет, подлежа-
 щее
submit [səb'mɪt] — подавать на рассмотрение
subtle ['sʌtl] — неуловимый, едва заметный
succeed [sək'si:d] — достигать цели, преуспевать
success [sək'ses] — успех

successful [sək'sesfəl] — успешный
such [sʌʃ] — такой
sudden ['sʌdn] — внезапный
suddenly ['sʌdnli] — внезапно
suffer ['sʌfə] — страдать, претерпевать
suffix ['sʌfɪks] — суффикс
suggest [sə'dʒest] — предлагать, предполагать
suggestion [sə'dʒesʃən] — предположение, пред-
 ложение
suit [su:t] — мужской костюм; удовлетворять
 требованиям
suitable ['su:təbəl] — подходящий
sum [sʌm] — сумма; суммировать
summarise ['sʌməraɪz] — резюмировать
summary ['sʌməri] — краткое изложение
summer ['sʌmə] — лето; летний
summit ['sʌmɪt] — встреча на высшем уровне
sun [sʌn] — солнце
superficial [ˌsu:pə'fiʃəl] — поверхностный
superlative [su:'pɜ:lətɪv] — превосходная степень
supper ['sʌpə] — ужин
supply [sə'plaɪ] — припасы; снабжать
support [sə'pɔ:t] — поддержка; поддерживать
suppose [sə'pəʊz] — полагать
suppress [sə'pres] — подавлять
sure [ʃɜ:] — верный, несомненный, уверенный
surely ['ʃɜ:li] — надежно, несомненно
surface ['sɜ:fɪs] — поверхность
surfing ['sɜ:fɪŋ] — серфинг
surprise [sə'praɪz] — удивление, сюрприз; удив-
 лять
surrender [sə'rendə] — сдавать(ся)
survey ['sɜ:veɪ] — обозрение
survey [sə'veɪ] — обозревать
survival [sə'vaɪvəl] — выживание
survive [sə'vaɪv] — выживать
sustain [sə'steɪn] — поддерживать
sustainable [sə'steɪnəbəl] — устойчивый, жизне-
 способный
sweet [swi:t] — конфета; сладкий
sweetheart ['swi:thɜ:t] — дорогой, любимый
swim [swɪm] (**swam, swum**) — плыть, плавать
swimming ['swɪmɪŋ] — плавание
swing [swɪŋ] (**swung, swung**) — качать(ся)
switch [swɪʃ] — выключатель, переключатель;
 переключать, выключать
syllable ['sɪləbəl] — слог
symbol ['sɪmbəl] — символ
symbolise ['sɪmbəlaɪz] — символизировать
system ['sɪstɪm] — система

T

table ['teɪbl] — стол
tailcoat ['teɪlkəʊt] — фрак
tailor ['teɪlə] — портной

- take** [teɪk] (**took, taken**) — брать, взять
talent ['tælənt] — талант, дар, способность
tale [teɪl] — сказка
talk [tɔːk] — разговаривать
tall [tɔːl] — высокий
target ['tɑːɡɪt] — цель; целевой
task [tɑːsk] — задание, задача
taste [teɪst] — вкус; иметь вкус, пробовать на вкус
tasty ['teɪsti] — вкусный
tax [tæks] — налог; облагать налогом
taxi ['tæksi] — такси
teach [tiːʃ] (**taught, taught**) — преподавать, обучать
teacher ['tiːtʃə] — учитель
team [tiːm] — команда
technological [ˌteknə'lɒdʒɪkəl] — технологический
technology [tek'nɒlədʒi] — технология
teenage ['tiːneɪdʒ] — в возрасте от 13 до 19 лет
teenager ['tiːneɪdʒə] — подросток
telephone ['telɪfəʊn] — телефон; звонить
telescope ['telɪskəʊp] — телескоп
tell [tel] (**told, told**) — рассказывать
temperature ['temprətʃə] — температура
temple ['templ] — храм
tend [tend] — иметь склонность, тенденцию к чему-либо
tendency ['tendənsi] — склонность, тенденция
tennis ['tenɪs] — теннис
tense [tens] — время (грам.); напряженный
tension ['tenʃən] — напряжение, напряженность
term [tɜːm] — срок, семестр
terminate ['tɜːmɪneɪt] — заканчивать
terrible ['terɪbəl] — ужасный
terrify ['terɪfaɪ] — ужасать
test [test] — испытание, тест; испытывать
text [tekst] — текст
than [ðən] — чем
thank [θæŋk] — благодарить
Thanksgiving [θæŋks'ɡɪvɪŋ] — День Благодарения
that [ðæt] — тот, та, то; что
theatre ['θiətə] — театр
their [ðə] — их
them [ðəm] — им
theme [θiːm] — тема
then [ðən] — тогда, потом, затем, в таком случае
theorem ['θiərəm] — теорема
theory ['θiəri] — теория
there [ðeə] — там, туда
therefore ['ðeəfɔː] — поэтому, следовательно
they [ði] — они
thick [θɪk] — толстый, густой
thin [θɪn] — худощавый, тонкий, разреженный
thing [θɪŋ] — вещь, предмет
think [θɪŋk] (**thought, thought**) — думать, полагать
this [ðɪs] — это, этот, эта
those [ðəʊz] — те
though [ðəʊ] — хотя, несмотря на
threat [θret] — угроза
threaten ['θretən] — угрожать
thrill [θrɪl] — вызывать или испытывать дрожь; глубокое волнение
thrilling ['θrɪlɪŋ] — волнующий
through [θruː] — сквозь, через, по
throughout [θruː'au] — во всех отношениях, повсюду, через
throw [θrəʊ] (**threw, thrown**) — бросать
tick [tɪk] — галочка; делать отметку
ticket ['tɪkɪt] — билет
tide [taɪd] — прилив
tidy ['taɪdi] — опрятный, аккуратный
tie [taɪ] — галстук; привязывать, завязывать
till [tɪl] — до тех пор пока
time [taɪm] — время
timer ['taɪmə] — таймер
timetable ['taɪm,teɪbəl] — расписание
tiny ['taɪni] — крошечный
tips ['tɪps] — советы, чаевые
tired [taɪəd] — утомленный
title ['taɪtl] — заголовок, титул
today [tə'deɪ] — сегодня
together [tə'ɡeðə] — вместе
Tokyo ['təʊkiəʊ] — Токио
tolerant ['tɒlərənt] — терпимый
tomb [tuːm] — могила, склеп
tomorrow [tə'mɒrəʊ] — завтра
tongue [tʌŋ] — язык
tonight ['təʊnaɪt] — сегодня вечером, этой ночью
too [tuː] — тоже, также
tool [tuːl] — инструмент
top [tɒp] — верх, верхушка, вершина; верхний
topic ['tɒpɪk] — тема
tortoise ['tɔːtəs] — черепаха; черепаховый
torture ['tɔːtʃə] — пытка; пытать, мучить
totally ['təʊtli] — полностью
touch [tʌtʃ] — (при)касаться, притрагиваться
tough [tʌf] — жесткий, трудный
tourist ['tuərɪst] — турист; туристический
toward [tə'wɔːd] — к, по направлению к
town [taʊn] — город
trace [treɪs] — след; проследить
track [træk] — след; преследовать, отслеживать
tractor ['træktə] — трактор
tradition [trə'dɪʃən] — традиция
traditional [trə'dɪʃənəl] — традиционный
traffic ['træfɪk] — движение, транспорт
trail [treɪl] — след, дорога; тащить(ся)
train [treɪn] — поезд; тренировать(ся)
trainers ['treɪnəz] — кроссовки, кеды
translate [træns'leɪt] — переводить
translation [træns'leɪʃən] — перевод

transport ['trænsɒrt] — транспорт; перевозить
trapeze-like [trə'pi:z laɪk] — в форме трапеции
travel ['trævl] — путешествовать
traveller ['trævlə] — путешественник
tray [treɪ] — поднос
treat [tri:t] — угощение; обращаться, обходиться, угощать, лечить
treaty ['tri:ti] — договор
tremendous [tri'mendəs] — громадный
trend [trend] — общее направление, тенденция
trendy ['trendi] — модный (разг.)
triangle ['traɪæŋɡəl] — треугольник
trip [trɪp] — короткое путешествие
trouble ['trʌbl] — волнение, тревога; тревожить, беспокоить
trousers ['traʊzəz] — брюки
true [tru:] — верный, правдивый
truly ['tru:li] — правдиво, в самом деле
truth [tru:θ] — правда, истина
try [traɪ] — попытка; пытаться стараться
T-shirt ['ti:ʃɜ:t] — футболка
tube [tju:b] — труба, трубка, лондонское метро
tune [tju:n] — мелодия, музыка
tuneful [tju:nfʊl] — мелодичный
tunnel ['tʌnl] — тоннель
turn [tɜ:n] — поворот; поворачивать(ся)
take turns — делать по очереди
TV [ti:'vi:] — телевизор, телевидение
twice [twais] — дважды, вдвое
twin [twɪn] — близнец
type [taɪp] — тип; печатать на машинке
typical ['tɪpɪkəl] — типичный

U

UK = the United Kingdom [ju:'keɪt] — Соединенное Королевство (Великобритании и Северной Ирландии)
unable [ʌn'eɪbəl] — неспособный что-то сделать
unacceptable [ʌnək'septəbəl] — неприемлемый
unaware [ʌnə'weə] — незнающий, неведающий
uncle ['ʌŋkəl] — дядя
under ['ʌndə] — под
underground ['ʌndəgraʊnd] — метрополитен
underline [ʌndə'laɪn] — подчеркивать
understand [ʌndə'stænd] (**understood, understood**) — понимать
unfair [ʌn'feə] — несправедливый, нечестный
unforgettable [ʌnfə'getəbəl] — незабываемый
unfortunately [ʌn'fɔ:tʃənətli] — к несчастью
unhealthy [ʌn'helθi] — нездоровый
uniform ['ju:nɪfɔ:m] — форма, униформа
unify ['ju:nɪfaɪ] — объединять, соединять
unit ['ju:nɪt] — единица измерения, раздел курса

university [ˌju:ni'vɜ:sɪti] — университет; университетский
unknown [ʌn'nəʊn] — неизвестный
unless [ʌn'les] — если не
unlike [ʌn'laɪk] — непохожий на; в отличие от
unlikely [ʌn'laɪkli] — маловероятно
unpleasant [ʌn'plezənt] — неприятный
unreal [ʌn'reəl] — ненастоящий, поддельный, фальшивый
until [ʌn'tɪl] — до, до тех пор пока
unusual [ʌn'ju:ʒʊəl] — необычный
up [ʌp] — вверх, кверху
upon [ə'pɒn] — на
upset [ʌp'set] (**upset, upset**) — расстраиваться; расстроенный
be / get upset — расстраиваться
up-to-date [ʌp tə'deɪt] — современный
USA = the United State of America [ˌju: es 'eɪ] — США
use [ju:s] — польза, употребление
use [ju:z] — использовать, применять
useful ['ju:sfʊl] — полезный
usual ['ju:ʒʊəl] — обычный
usually ['ju:ʒʊəli] — обычно

V

vaguely ['veɪɡli] — неясно, смутно, нечетко, отчасти
valuable ['væljuəbəl] — ценный
value ['vælju:] — ценность, стоимость
variety [və'reɪəti] — многообразие, разнообразие
various ['veəriəs] — различный
vehicle ['vi:kl̩] — транспортное средство
verb [vɜ:b] — глагол
version ['vɜ:ʃən] — версия
very ['vɛri] — очень
veterinary ['vetərɪnəri] — ветеринар; ветеринарный
via ['vaɪə] — через, сквозь
victim ['vɪktɪm] — жертва
video ['vɪdiəʊ] — видео(фильм)
view [vju:] — вид, взгляд, мнение
violent ['vaɪələnt] — сильный, яростный
violinist [vaɪə'lɪnɪst] — скрипач
virus ['vaɪərəs] — вирус
visit ['vɪzɪt] — посещение, визит; посещать
visitor ['vɪzɪtə] — посетитель
vital ['vaɪtəl] — жизненный, насущный
vitality [vaɪ'tælɪti] — жизнеспособность
vocabulary [və'kæbjʊləri] — словарь, словарный запас
voice [vɔɪs] — голос
volcanic [vɒl'kænɪk] — вулканический
vote [vəʊt] — голосование; голосовать

W

wail [weɪl] — вопль, скорбный крик, стенание, завывание; стень, оплакивать
wait [weɪ] (**for**) — ждать кого-либо
walk [wɔ:k] — прогулка; гулять, ходить пешком
wall [wɔ:l] — стена
waltz [wɔ:ls] — вальс; вальсировать
want [wɒnt] — хотеть, желать
war [wɔ:] — война
warm [wɔ:m] — теплый
warn [wɔ:n] — предупреждать
warning ['wɔ:nɪŋ] — предупреждение
warrior ['wɔ:riə] — воин
waste [weɪst] — трата (*бесполезная*); тратить без толку
watch [wɒtʃ] — часы наручные; смотреть, наблюдать
water ['wɔ:tə] — вода; поливать
wave [weɪv] — волна; махать (*рукой*)
way [weɪ] — путь, дорога, образ действия, способ
we [wi] — мы
weak [wi:k] — слабый, хилый
wear [weə] (**wore, worn**) — носить (*одежду*)
weather ['weðə] — погода
web [web] — паутина, сеть (*в том числе интернет*)
wedding ['wedɪŋ] — свадьба
week [wi:k] — неделя
weekend [,wi:k'end] — выходные, уикенд
weigh [weɪ] — весить, взвешивать
weird [wiəd] — странный
welcome ['welkəm] — приветствовать; Добро пожаловать!
well [wel] — колодец; хорошо; здоровый
well-known [,wel 'nəʊn] — известный
west [west] — запад
wet [wet] — влажный
what [wɒt] — что, какой, который
whatever [wɒt'evə] — что бы ни; любой
wheel [wi:l] — колесо
when [wen] — когда
where [weə] — где
whether ['weðə] — ли
which [wɪtʃ] — который, какой (из)
while [waɪl] — пока, в то время как
who [hu:] — кто, который
whole [həʊl] — весь, целый
whom [hu:m] — кого, кому, которого
whose [hu:z] — чей
why [waɪ] — почему, зачем
wide [waɪd] — широкий
wife [waɪf] — жена

wild [waɪld] — дикий
will [wɪl] — вспомогательный глагол будущего времени
win [wɪn] (**won, won**) — выигрывать
wind [waɪnd] (**wound, wound**) — виться, скручиваться
window ['wɪndəʊ] — окно
winner ['wɪnə] — победитель
winter ['wɪntə] — зима; зимний
wish [wɪʃ] — желание; желать
with [wɪð] — с
within [wɪð'in] — в, внутри
without [wɪð'aʊt] — без
woman ['wʊmən] — женщина
wonder ['wʌndə] — чудо; удивляться, хотеть знать
wonderful ['wʌndəfəl] — чудесный, удивительный
wood [wʊd] — небольшой лес, роща, древесина
wooden ['wʊdn] — деревянный
woollen ['wʊlən] — шерстяной
word [wɜ:d] — слово
word-formation [,wɜ:d fɔ:'meɪʃən] — словообразование
work [wɜ:k] — работа; работать
world [wɜ:ld] — мир, вселенная
worry ['wɒri] — беспокоиться
worth [wɜ:θ] — стоящий (*внимания, времени*)
would [wʊd] — вспомогательный глагол/модальный глагол
write [raɪt] (**wrote, written**) — писать
wrong [rɒŋ] — неверный; неверно

Y

yachting ['jɒtɪŋ] — парусный спорт
yawn [jɔ:n] — зевать
year [jiə] — год
yell [jel] — пронзительный крик; кричать, вопить
yesterday ['jestədi] — вчера
yet [jet] — еще, еще не, все еще, уже
you [ju:] — ты, вы, тебе, вам, тебя, вас
young [jʌŋ] — молодой
your [jɔ:] — твой, ваш
youth [ju:θ] — юность; юноша, молодежь

Z

zero ['ziərəʊ] — ноль; нулевой
zoom [zu:m] — увеличивать изображение
zorb ['zɔ:b] — зорб (*двойной надувной шар для спуска по склонам*)

**Издательство "Титул" выпускает единую линию
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