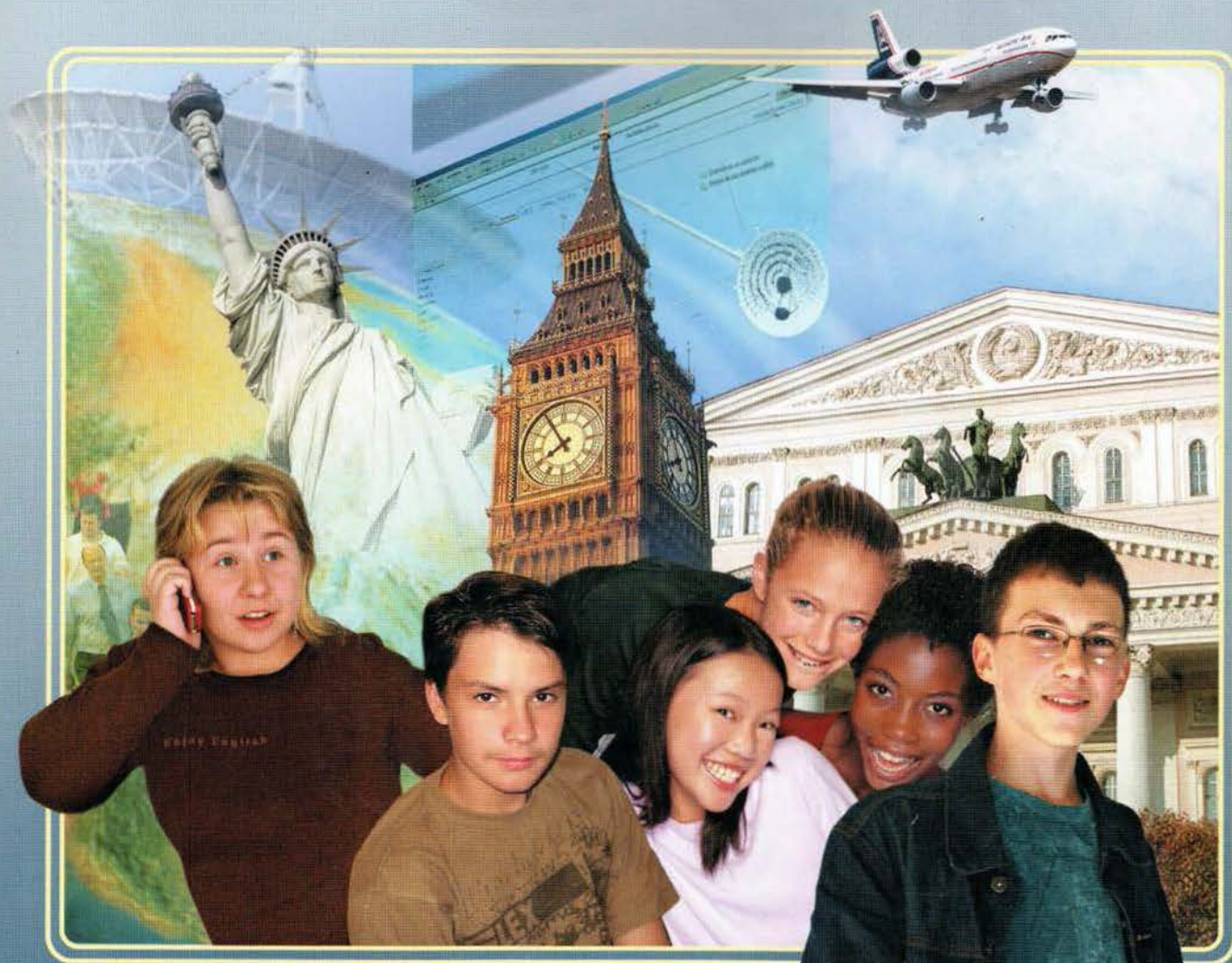


Enjoy English



М. З. Биболетова, Е. Е. Бабушис, О. И. Кларк,
А. Н. Морозова, И. Ю. Соловьева

АНГЛИЙСКИЙ ЯЗЫК

АНГЛИЙСКИЙ с удовольствием Enjoy English

Учебник для 9 класса
общеобразовательных учреждений

*Рекомендовано Министерством образования и науки
Российской Федерации к использованию в образовательном
процессе в образовательных учреждениях, реализующих
образовательные программы общего образования
и имеющих государственную аккредитацию
(соответствует федеральному государственному
образовательному стандарту основного общего образования)*

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“Enjoy English” (9 класс)**

состоит из следующих компонентов:

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- книги для учителя
- рабочей тетради № 1
- рабочей тетради № 2 „Контрольные работы“
- аудиоприложения (CD MP3)
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Учебник “Английский с удовольствием” для 9-го класса предназначен для общеобразовательных учреждений РФ, в которых обучение английскому языку начинается со 2-го класса.

Содержание учебника соответствует требованиям федерального государственного образовательного стандарта (ФГОС) нового поколения.

Тематика учебника отобрана с учетом интересов учащихся 9-го класса, ориентирована на выбор будущей профессии и продолжение образования.

Учебник готовит к итоговой государственной аттестации (ГИА) по английскому языку, предусмотренной для выпускников основной средней школы, основывается на современных методических принципах и отвечает требованиям, предъявляемым к учебникам начала третьего тысячелетия.

Учебник может быть использован в составе любой системы учебников, в том числе в системе “Школа 2100”.

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Электронная книга
никогда не заменит
книгу

Contents

Unit	Section	Grammar Pronunciation	Vocabulary	Function
1 Families and Friends: Are We Happy Together? Page 8	1. Holidays Are a Time for Adventures and Discoveries 2. Family and Friends? No Problem! 3. Is It Easy to Live apart from the Family? 4. Spending Time Together	Tenses in Active Voice: (Review) Tenses in comparison (Review) Expressing the future: Present continuous and Future simple General questions Wh-questions Alternative questions Tag questions (Review) Intonation in questions and short answers <i>It / He / She seems to be...</i> <i>It / He / She looks...</i> <i>It / He / She sounds...</i>	Holidays / Sports Topic-related vocabulary Dialogue vocabulary Expressions with like Family Topic-related vocabulary Prepositions on and about be / feel / look + adjective Synonyms Personal characteristics Being roommates Topic-related vocabulary Phrasal verbs with get, give, work Entertainment Topic-related vocabulary Dialogue vocabulary Synonyms Participles, adjectives and nouns formed from verbs	Talking about a holiday Making a choice, giving arguments Writing a personal letter Writing the description of a place Expressing opinions, giving reasons Expressing emotions Asking questions Refusing / Accepting an offer Making a compliment Expressing one's doubt / agreement / disagreement, wish to do / not to do something Listening for general / specific information Reading for gist Text analysis: finding the idea of the text Writing narrations Reading / Writing e-mail messages Enquiring for personal information / interviewing Telephoning (speaking on the phone) Making decisions, giving reasons Making choices, explaining them Enquiring for details Describing a person Listening for general / specific information Describing objects Expressing opinions / attitudes Making suggestions / invitations Ranging things in order of their importance Making comparisons Rephrasing Making up entertainment projects

Unit	Section	Grammar Pronunciation	Vocabulary	Function
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	6. Do You Mind Video and TV?	Passive Voice in context Introductory phrases	Video and TV Films / Celebrities Topic-related vocabulary	Introducing yourself Talking about a person, his / her life and biography Narrating (a film) Selecting arguments Sharing opinions Making guesses / suggestions Making surveys, reporting on them Reading for gist / for specific information Writing an argumentation essay (on TV) Writing a plot for a film Making a presentation
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Unit	Section	Grammar Pronunciation	Vocabulary	Function
	2. Is It Easier to Travel Nowadays?	Modal verbs can, could, must, have to, may, should, needn't, shouldn't, mustn't Intonation in questions Reflexive pronouns	Airport Geographical names Sightseeing Topic-related vocabulary Names of countries, capitals, cities Prepositions: by (car), on (foot)	Talking / Reading / Listening at the airport / railway station Discussing possible routes Sharing opinions Expressing emotions (intonation) Asking survival questions at the airport Reading fiction for gist / for details Filling in a customs form / a landing card Writing a narration
	3. Is Travelling Worth the Effort and Money?	I'd rather... I'd prefer to...	Discussion phrases	Understanding a guide's information on an excursion abroad Evaluating what you saw, read, heard Discussing travelling issues Reading advertisements
	4. We Are in a Global Village	Articles with: nations and languages, countries, cities, states and other geographical names	Geographical names in Russia, the USA and the UK	Naming countries and places Describing places Making comparisons Making conclusions Discussing the pros and cons of living in the global village Rendering / Storytelling Giving brief on a country and its culture
	1. What Is Conflict?	Functions of the Infinitive The use of the Infinitive Direct speech / Reported speech (Review) Some / Any / No + derivatives Modal verbs (Review) Zero Conditional (Review) Word stress good and well	Family conflicts Topic-related vocabulary Multifunctional words: sign, party, mean, means, right	Expressing opinions / Sharing opinions Discussing family matters / giving arguments Expressing agreement / disagreement Evaluating other's ideas (quotations) Preparing and making presentations

3
*Can We
Learn
to Live in
Peace?*

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Unit	Section	Grammar Pronunciation	Vocabulary	Function
	2. Conflict Resolution	The Infinitive in I asked / wanted /...him to do something (Review) Reported speech orders and requests Wh-questions in reported speech (Review) Conditional I (Review)	Everyday family chat Conflict resolution Topic-related vocabulary Phrasal verbs with get, put Antonyms Adjective + ly = adverb	Expressing opinions Narrating Writing letters to a journal / newspaper Writing instructions Discussing / Analyzing reasons for conflicts Consulting partners on conflict resolution
	3. Be Tolerant and You Will Prevent Conflicts	Conditional III (Review) Possessive pronouns: your, yours Words with -ing (Review) Linking words: since, because	Human rights Discussion phrases International words Synonyms Derivatives	Discussing issues on human rights Giving arguments / sharing ideas Expressing agreement / disagreement Reporting on a topic Narrating episodes from one's life Sorting out ideas (in reading / listening) Reading / Listening for gist Reading for details Entitling a text Writing a description Interviewing a partner (what would you do if...) Answering a questionnaire Participating in a talk show
4 <i>Make Your Choice, Make Your Life</i> Page 153	1. It's Time to Think about Your Future Career	Modal verbs: must, may, can, can't for expressing possibility / probability	Career choice Topic-related vocabulary Personal characteristics Expressions with keep, get	Discussing career options / personal characteristics Making comparisons Expressing opinions (positive / negative) Interviewing classmates / reporting on results Making a presentation on project work results Reading for gist Writing a summary / an essay Writing a CV / a letter of application
	2. Why Are Stereotypes Harmful?		People's differences Dialogue vocabulary Expressions with do	Reading for gist / for details Discussing differences Making comparisons Talking about (outstanding) people

Unit	Section	Grammar Pronunciation	Vocabulary	Function
	3. Are Extreme Sports Fun to You?	<i>Nothing can be compared to + noun / ing form</i> Linking words Grammar in context	Sports Topic-related vocabulary Dialogue vocabulary	Expressing opinions agreement / disagreement Debating different opinions Role-play (with given information) Reading for details Summarising Writing an essay
	4. Do You Have the Right to Be Different?	Grammar in context (Review)	Youth culture	Discussing issues / ideas Giving reasons Entitling a text Interviewing people / reporting on results Role-play Making presentations

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Условные обозначения



— упражнение на слушание



— работа в парах



— работа в группах



— задание повышенной сложности



— упражнение с использованием Интернета

UNIT 1

Families and Friends: Are We Happy Together?

Section 1

Holidays Are a Time for Adventures and Discoveries

1 Say why most teenagers enjoy holidays so much. Use the phrases in the box or your own ideas.

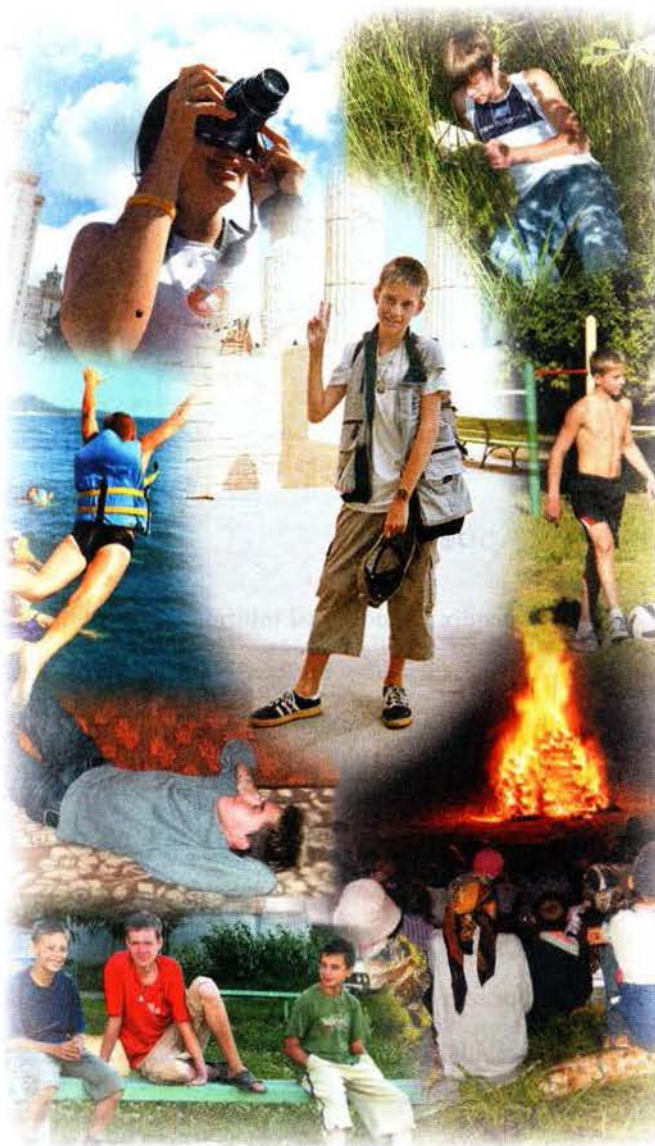
have lots of free time
play with friends all day long
don't have to get up early
give as much time as you want to a hobby
have nothing to do
read for pleasure
have lots of opportunity for doing sport
travel and see other places
get a lovely tan (zarap)



2 Ask a classmate some of the questions below. Ask for details and report on his / her achievements.

How many ... new books have you read?
... new films have you seen?
... new friends have you made?
... interesting people have you met?
What ... new places have you been to?
Who ... have you helped?
... has helped you?

Example: Andrew didn't waste any time on his holiday. He read more than twenty books and made lots of new friends. Now he has friends in Smolensk where he was on holiday. He is also very proud that he helped his younger brother learn how to swim. Now his brother is going to join the school team and to take part in swimming competitions.



3 Geographical Quiz. Match the pictures with the names of the places. What countries are they in? What do you know about them? Use the Linguistic and Cultural Guide when necessary.



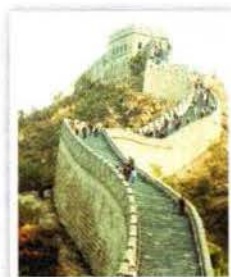
The Great Wall of China



Stonehenge



The Pyramid of Cheops



The Eiffel Tower

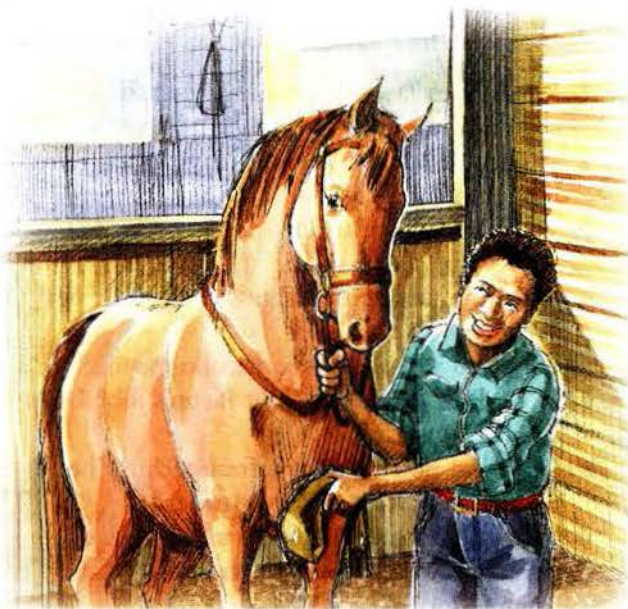


Hollywood



4 Listen to the dialogue and choose the correct statement.

- 1 a) Jason and Julia have just met after their summer holiday.
b) Jason and Julia went to the Red Sea for their summer holiday.
c) Jason went to the Red Sea for the summer holiday, but Julia stayed at home.
- 2 a) Jason and Julia haven't seen each other for a long time because they didn't want to.
b) Jason and Julia didn't see each other in summer because Julia was busy looking after horses.
c) Jason and Julia didn't see each other because Jason worked while on holiday and was seldom at home.



5 Listen to the dialogue again. Follow the text in your book. Check your answers.

Are holidays just for doing nothing?

- Hi! Nice to see you again. You look great! Where did you get such a great tan? Did you go to the seaside? Where? The Crimea? The Red Sea? Or the Mediterranean Sea? Oh, certainly not! That dark soft tan only can be from the coast of the Dead Sea! Did I guess it? Did you go there this summer? With parents? Friends? Was the hotel expensive? Did you like the food? And why...
- Will you ever give me a chance to answer at least one of your questions? First can I at least say "Hello! It's nice to see you again!"
- Oh, come on! I don't care about your good manners. Tell me about your holidays. I'm dying of curiosity.
- Yeah, curiosity killed the cat... OK, but I'm really afraid to disappoint you. I didn't go to any of those places.
- Didn't you? But you look so different. You've become taller ... and look so sporty... Where have you been the whole summer? I called you several times but you were never in.
- That's right. It wasn't easy to catch me at home. I left very early. I bet you were sleeping like a log at that time.
- Getting up early? On holiday? Oh, God, what for?
- It was worth it.
- Oh, stop it! Tell me everything: why you were getting up so early, where you went to and why you are showing off (рисоваться) like a Texas ranger now.
- Like a ranger? You've nearly answered your own question. I spent the whole summer with horses. My uncle works with horses on a farm, so he allowed me to help him.
- Do you mean that...
- Yes, I took care of them — fed and groomed them and cleaned the stables (конюшня). It was hard work and I came home more dead than alive, but you can't fancy what beautiful animals they are. One day they let me take them to the river. We had a swim together.
- Well, I never! Do you mean you enjoyed it? Enjoyed working instead of relaxing, watching videos and going to discos?
- Yes, I mean it. And though my classes have started, I'm not going to give it up. I'll be going there at the weekend and one day a week after classes. The horses trust me and my uncle says that I can still help him and ride them.
- Working at the weekend! Don't be silly! (*long pause*) Look here, if your uncle needs more help, can I come, too?

6 Answer the questions.

- 1 What does Jason look like after his summer holiday?
- 2 What did Jason do on holiday? What were his job responsibilities?
- 3 Why did he work? For money or for fun? Give your reasons.
- 4 Did Julia work when she was on holiday? Why do you think so? What do you think she was busy with?
- 5 How does Julia feel about Jason's job? Does she feel surprised? Does she take him for a fool because he worked hard the whole summer?
- 6 What could Julia mean by saying "Look here, if your uncle needs more help, can I come, too?"



7 a) Listen and repeat the phrases from the dialogue. Try to copy the speaker's intonation.

Dialogue Vocabulary

Nice to see you again. You look great!
 Did I guess it? *Я угадал(а)?*
 Will you ever give me a chance to answer?
 I'm afraid to disappoint you.
 You look so sporty.
 Oh, come on! *Да ладно тебе!*
 I don't care about... *Мне безразлично...*
 Oh, God, what for?
 It was worth it. *Это того стоило.*
 Oh, stop it! Tell me everything.
 Do you mean that...?
Ты хочешь сказать, что...?
 Yes, I mean it. *Да, именно так.*
 Well, I never. *Ладно тебе!*
 You can't fancy... *Ты не можешь себе представить...*
 Don't be silly!
 Look here,... *Послушай,...*
 It sounds fantastic!

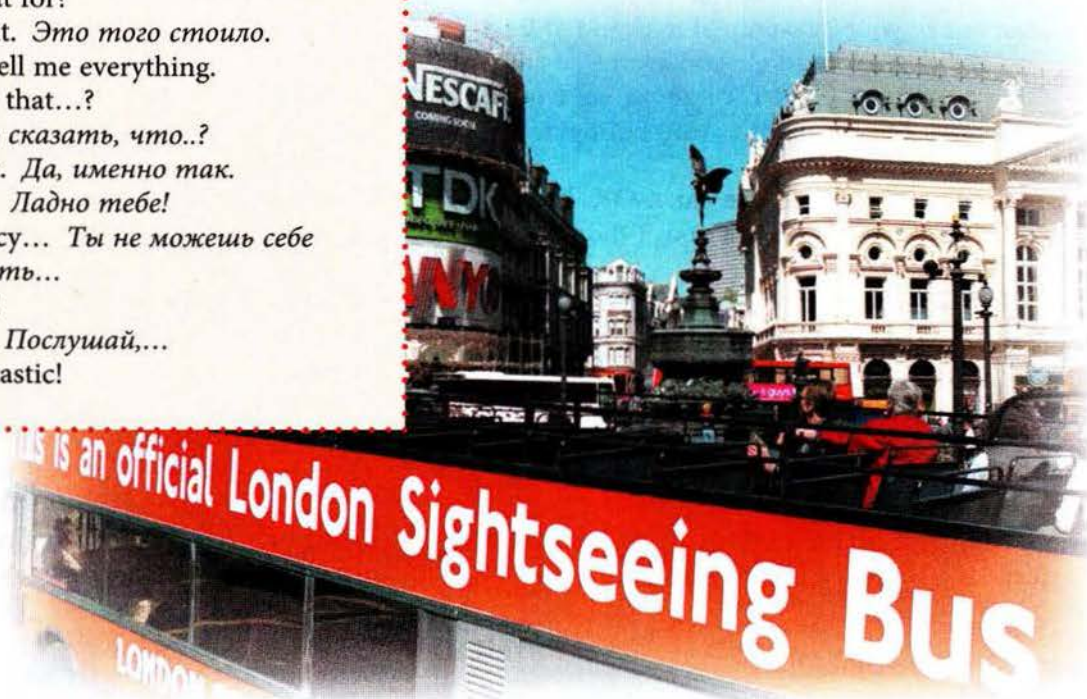


b) Complete the dialogue to talk about holidays.

- Hello!
 — Hi! I haven't seen you since June. Did you go on holiday?
 — Yes, I...
 — Oh, come on. Tell me more about it.
 — ...
 — It sounds fantastic! How long did you stay there?
 — ...
 — Will you go there next summer?
 — ...

8 Put the sentences in the correct order.

- ☒ 1 Curious and inquisitive people like travelling but it's usually a very expensive pastime.
- ☐ Sitting on their own couches, virtual tourists can see exotic places, listen to wildlife and enjoy local traditional ceremonies as if they were there.
- ☐ Like a physical tour, a virtual tour is about visiting tourist attractions and experiencing local cultures.
- ☐ Due to the Internet and 3D technologies, a new type of tourism — virtual tourism — is getting more and more popular.
- ☐ Fortunately, modern communication technologies enable us to see far away places without leaving home.



9 Complete the dialogue with the options (1, 2, 3, 4). Then act out the dialogue.

Mother: Look here, I think you've been a good boy this year and I want you to have a good holiday. Would you like to go to the seaside?

Ted: ...

Mother: OK. How about a riding holiday? There is no water there and horses are nice and friendly animals.

Ted: ...

Mother: How do you feel about going to the countryside to visit your grandmother?

Ted: ...

Mother: Well, I think I know the place where you'll feel absolutely safe. The sofa in the living room is just what you need.

Ted: ...

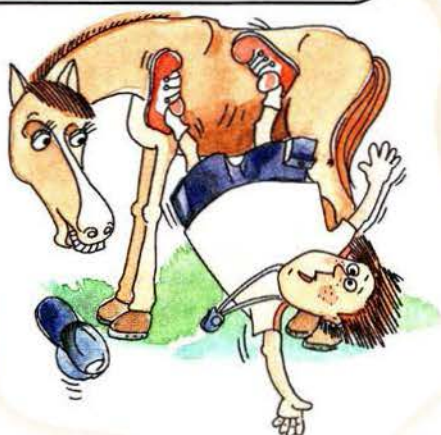
1 Oh, God, what for? There are thousands of mosquitoes [mə'ski:təʊz] there in summer. They can bite me!



2 Sounds OK to me, but don't you think I'll get bored and sick of doing nothing?



3 I hope you don't mean it — I don't want to fall down and break a bone.



4 Don't be silly! I can't swim, you know! I'll drown [draʊn] (тонуть).



10 Make up a dialogue about your summer holiday. Act it out.
Use the vocabulary from Ex. 7, 8 and 9.



11 Work in groups. Show your summer photos to each other. Explain when and where they were taken. Make a presentation of your favourites.



12 Read the dialogues and explain what's wrong with Jane's answers. Correct them.

1 "Do you study algebra, Jane?"
"No, I'm doing my English homework."





2 "Do you eat lots of sweet things, Jane?"
"No, I'm eating ice cream."

3 "Are you watching TV, Jane?"
"Yes, I watch it a lot. I can't live a day without it."

GRAMMAR FOCUS: REVIEW OF THE TENSES


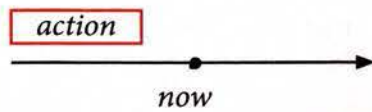
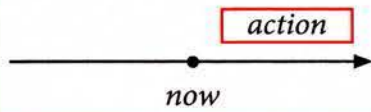
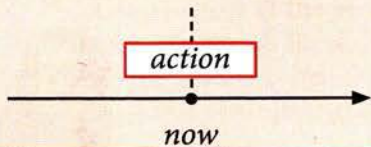
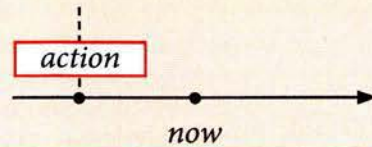
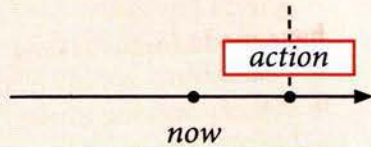
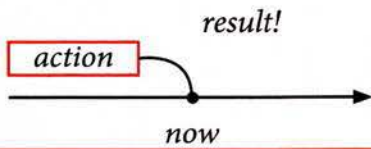
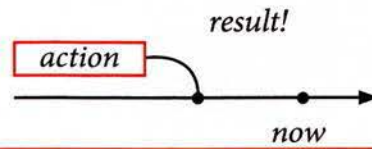
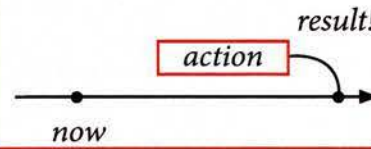
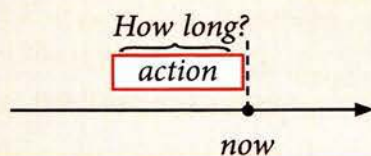
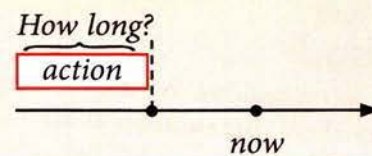
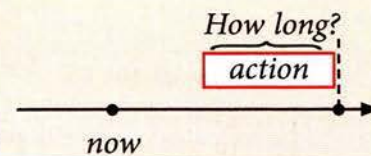
13 Read and remember*.



	Simple	Continuous	Perfect	Perfect Continuous
Present	Usually I feed the horses and then groom them.	I can't speak to you at the moment — I am feeding the horses.	I have fed the horses and now I can have my lunch.	I can't eat a sandwich as my hands are dirty — I have been grooming the horses.
Past	I fed horses when I was on holiday. 	Every morning at 7 a.m. I was grooming my horses. 	Once I was late, and by the time I came, my uncle had already groomed the horses. 	I was as wet as the horses as we had been swimming in the river. 
Future	I feel very tired today. I will groom this horse tomorrow.	Don't call me from 10 a.m. till 11 a.m. I will be grooming the horses and will not answer the phone.	If you come to the farm tomorrow, we can have lunch together at 2 p.m. I will have groomed and fed all the horses by this time".	By next summer I will have been working with horses for a year and they will let me enter a jockey school".

* Видовременные формы глагола, выделенные полужирным шрифтом, входят в грамматический минимум 2–9-х классов.

** Данные формы малоупотребительны.

Simple	When we want to say that the action... 1) takes part in the present regularly. 2) happened in the past and was completed in the past. 3) will probably happen in the future.		
			
Continuous	When we want to say that the action... 1) is in the process (is going on) at this moment. 2) was in the process (was going on) at a certain moment in the past. 3) will be in the process (will be going on) at a certain moment in the future.		
			
Perfect	When we want to express... 1) the result of an action that has been completed by this moment; the result is important for us now. 2) the result of an action that had been completed by a certain moment in the past. 3) the result of an action that will have been completed by a certain moment in the future.		
			
Perfect Continuous	When we want to say... 1) that the action has been in the process (has been going on) up to this moment; the action is more important to us than the result. 2) that the action had been in the process (had been going on) up to a certain moment in the past; the action itself is more important for us than the result. 3) that the action will be in the process (will have been going on) up to a certain moment in the future; the action is more important to us than the result.		
			

14 Fill in the gaps. Choose the appropriate form of the verb.**sleeps / is sleeping**

- 1 He believes that to be healthy and merry, a person should sleep no less than eight hours a day. He ... nine hours to be on the safe side (на всякий случай).
- 2 He arrived only two hours ago, very tired and weak. I think he ... and it's not a very good idea to wake him up.

**wore / was wearing**

- 3 I recognised him at once. He ... the same dark leather jacket, blue jeans and a bright yellow scarf.
- 4 It was very hot at the seaside and she seldom ... anything else but a T-shirt, light cotton shorts and huge sunglasses.

have made / was making

- 5 I can't wash up; my finger hurts. I cut it when I ... sandwiches.
- 6 If you are going to the countryside for the whole day, take this basket with you. I ... some fish and chicken sandwiches.

**joined / had joined**

- 7 When I was ten, I ... a swimming team and even took part in competitions.
- 8 Jack was a good swimmer and was offered to take part in the swimming competition. But he refused because he ... the diving club and had no time for anything else.

**had been exploring / had explored**

- 9 We found Johnny in the rocks — tired, dirty, but very much excited. He had a huge bag of shells of all sizes, colours, and shapes. He ... the coast for them since the morning.
- 10 Johnny was disappointed. He had found no crabs. He ... the coast and the rocks, but there was nothing there. Maybe they were hiding deep in the water?

has been choosing / has chosen

- 11 Jane ... at last where to go on holiday. We are leaving for Spain next week.
- 12 I'm not sure we'll go anywhere this summer at all. Jane ... the place since April but still can't make up her mind.

15 Complete the following story using the correct forms of the verbs in brackets.

George doesn't like staying at home when he is on holiday. He ... (1) (prefer) going somewhere at the seaside. He ... (2) (enjoy) swimming, windsurfing, and diving. Three months ago he was at the Red Sea and when he ... (3) (come) back, tanned and happy, he said that he ... (4) (never / have) such a terrific holiday before. As he was very good at swimming and diving and was interested in biology, he managed to join a scientific expedition that ... (5) (study) the sea life of the Red Sea coast at that time. The researchers ... (6) (allow) him to help them in their work and gave him a special suit for diving, so he ... (7) (be able to) stay deep in the sea for quite a long time. George was amazed how beautiful the underwater world was. Millions of brightly coloured fish ... (8) (move) busily around him. Crabs, turtles, and sea snakes looked at him curiously and then hurried about their underwater business. Once when George ... (9) (follow) a little crab, a huge fish appeared from behind a coral rock. Though he ... (10) (never / see) sharks alive, he recognised it at once. Fortunately, the shark took no interest in him and disappeared into the depth as if it had much more important things to do.

While George ... (11) (work) for the expedition, exploring the sea plants and animals in their natural conditions, he made a firm decision to go on studying biology and natural sciences as the research work ... (12) (become) very attractive to him.

**16** Listen to the dialogues and answer the questions.

- 1 Is John still a student?
- 2 Is Julia still studying mathematics?
- 3 Has Jessica got a cake for her friend?
- 4 Can Alan use his bicycle now?

**17** Develop the situations. Mind the tenses in the given sentences.

- 1 ...Allan plays computer games...

Example: Allan is good at computers but his mother says that he plays computer games too much.

- 2 ...Ashford is playing a computer game...
- 3 ...Jill cycles in the park...
- 4 ...Sarah was cycling in the park...
- 5 ...we had had lunch...
- 6 ...we had lunch...
- 7 ...Julia has returned home from her holidays...
- 8 ...Maria returned home...
- 9 ...Uncle Robert has been repairing his car...
- 10 ...Sam has repaired his car...
- 11 ...Susan had packed the suitcases...
- 12 ...Jessica had been packing the suitcases...



18 Work in groups of 3 or 4. What type of holiday would you like to have? Choose one of the possibilities and explain your choice. Use the words in the box below.

horse-riding holiday seaside holiday sightseeing holiday mountain-climbing holiday

adventure
to have a chance to observe wildlife
to combine comfort and adventure
waste of time
to be good at swimming and diving
noisy and crowded
swimming suit and flippers (ласты)
to learn the origin of old customs and traditions
to see many places in a short time
snowy peaks
company of real friends

camping under the stars
to feel like a real ranger
staying in a good hotel with organised activities
to be bored from doing nothing
to be close to nature
swimming and diving
to be of historical and cultural interest
to learn about architecture styles
to explore the world
dangerous and risky
courageous people

Example: I'd rather go on a horse-riding holiday because...

- 19** a) Read the letter and say what information Kevin wants to get.
b) Read the letter again and describe what kind of person Kevin is.
What kind of person is his sister?

24 October, 20...

Dear Friend,

My name is Kevin. I'm nearly sixteen and I enjoy travelling. I haven't been to many places yet, but I read and watch a lot of TV programmes about travelling to exotic countries. I've been reading about Russia recently and it sounds like a fantastic place! Both my sister Kate (who is fourteen) and I are going to Russia for the coming holiday and feel delighted about it. I will be very grateful if you give me some tips about the places worth visiting.

Some information about me:

- I'm a sporty person, good at swimming, cycling and horse-riding.
- I enjoy watching and studying wildlife.
- My sister is quite sporty, too.
- She is interested in history, folktales and songs from other countries.
- We like sightseeing of all kinds.

Write soon.

Hope to meet you when in Russia,

Kevin



From
the Isle of Man,
With love,
Kevin

Section 2

Family and Friends? No Problem!

20 Tick the points that can cause misunderstanding (недопонимание) between parents and children. Then tick the points that can join generations. Are there double ticks anywhere? Speak on each point with a double tick. Follow the example.

- ☐ Fashion
- ☐ Friends
- ☐ School problems
- ☐ Music
- ☐ Housework
- ☐ Films
- ☐ Parties
- ☐ Pocket money
- ☐ Future education
- ☐ Drinks
- ☐ Smoking
- ☐ Computer games
- ☐ Sports / keeping fit
- ☐ Dieting

Example: It happens that people of the elder generation don't like the music we listen to. Teenagers often think that their parents' or grandparents' music is out of fashion and sounds a little bit strange. On the other hand, I don't mind some of my parents' likings. We enjoy listening to jazz or famous pop-groups of the past like ABBA. I explain the musical styles of modern groups to them. Sometimes they even like them.

WORD FOCUS

21 Read, translate and remember.

to like doing something
to look like somebody
to feel like doing something
somebody's likings
to be alike
homelike



22 Fill in the gaps. Use the words and phrases from Ex. 21.

- 1 I'm sure that you'll recognise James at once. He ... his father when he was thirty years younger.
- 2 I ... eating something. Do you have sandwiches, fruit or anything else?
- 3 Cathy and her elder sister ... very much ..., but Cathy is nicer.
- 4 Martha spends a lot of time shopping for clothes but seldom buys anything. It's not easy to find clothes to...
- 5 The restaurant they had dinner at was very... It was quiet and the food was delicious.



23 Do your parents understand you? Are you able to understand them?

Choose the answer which fits your situation best and score the result.

Don't take it too seriously.

1 Every morning your parents...

- a) want you to make your bed.
- b) want you to make your bed, cook breakfast and do the washing up.
- c) think that there is no sense in making beds in the morning as the night will come anyway.

2 At dinner time your parents...

- a) make you eat proper meals and sometimes allow you to have some chips and fizzy drinks.
- b) make you eat salad, soup and meat with vegetables every day, everything well-balanced with vitamins, proteins and so on.
- c) buy chips and fizzy drinks and arrange a nice family-like meal on the floor in front of the TV set.

3 When you go out, your parents...

- a) want to know where you go and don't like it when you return late.
- b) go with you wherever you go.
- c) don't care when you are back.

4 When you go out together, your parents...

- a) insist on your wearing tidy clothes and don't approve of trendy clothing.
- b) insist on your visiting the hairdresser (парикмахер) beforehand.
- c) believe that you look too conservative in your new jeans and new T-shirt compared with their pierced bellies (пирсинг на пупке) and torn (рванные) jeans.



5 When your parents ask you about school,

- a) they usually want to know about your progress and about your problems.
- b) they demand a detailed report on every lesson you have had that day.
- c) they just want to know what grade you are in.

How to score:

If you've chosen **a** in most cases, you are a lucky person. Your parents are normal, sensible people. They take care of you and love you.

If most of your choices are **b**, your parents are very strict and a bit old-fashioned. It's not easy to get on with them, but they love you very much anyway.

If most of your choices are **c**, your parents need your care badly. Be patient with them and help them get rid of some of their habits.



24 Listen to the dialogue. Make a list of what the girl has done after school.

25 Read the dialogue and complete your list.

- Girl: Hello!
- Mother: Hi, dear! How was your day?
- Girl: Everything is all right, Mum. I've got "top score" in maths and in physics. We took some tests but they weren't really difficult.
- Mother: Hmm? You're getting better at cheating, aren't you?
- Girl: What are you talking about, Mum?! I've never cheated in my life.
- Mother: All right, I didn't mean to hurt your feelings. Just forget it. How about lessons for tomorrow?
- Girl: I've already done everything.
- Mother: That sounds a little bit strange, but let it be. You've been a good girl today and I promise to cook something special tonight. You deserve it. I will buy your favourite...
- Girl: Don't bother, Mum. I've already done the shopping and I've cooked supper.
- Mother: Listen, Jessica. That beats everything. What awful things have you done? I'll try to take it easy on you but tell me the truth.
- Girl: I'm sorry, but my name is Julia. It's a wrong number, I'm afraid.



26 Look back at the dialogue. Find words and phrases that mean the following:

- I didn't want to make you suffer.
- to get best results in something
- to copy the results of one's work
- It seems unusual...
- OK.
- That's unbelievable.
- You have earned the right to have it.
- to remain calm and not to be very strict



27 Complete the dialogue. It can be realistic or not. Use the expressions from the dialogue in Ex. 25. Act out the dialogue.

- Mother: How was your day?
- You: ...
- Mother: What grades have you got?
- You: ...
- Mother: Have you had dinner?
- You: ... (*negative answer*)
- Mother: Have you taken the rubbish away?
- You: ... (*negative answer with some excuse*)
- Mother: Have you washed up yet?
- You: ... (*negative answer with some excuse*)
- Mother: What have you been doing then?
- You: ...



28 Denis is a talented boy. Look at the picture where he has drawn his life. Complete the sentences about him, using the verbs in the right forms. See Ex. 13, pages 12–13.



All my exams in physics, history and maths are passed. As soon as I have passed other exams, I can leave school. My English still needs improving.

I started to learn English.
It's a wonderful language.

I plan to speak at least five
languages when I'm 20.

school started

now

4

6

12

14

20

My mother taught me to read and count.
My favourite books were "Tom Sawyer"
and "Maugly". I read them myself.

I plan to leave school when I'm 14 and
to enter university the same year.

- 1 By the time Denis went to school, his mother ... (teach) him to read and count.
- 2 At the age of four, Denis ... (read) "The Adventures of Tom Sawyer" and other books himself.
- 3 Now Denis is only twelve but he ... (pass) his school-leaving exams (выпускные экзамены) in maths, physics and history.
- 4 He ... (study) English since he was six, but it still needs improving.
- 5 Denis believes that he ... (enter) university at the age of 14.
- 6 Denis boasts (хвастается) that he ... (learn) at least five languages by the time he is 20.

29 Read the words and their definitions. Give the Russian equivalents of the words. Consult the dictionary when necessary.

to support	to help, to assist, to demonstrate approval of something
to betray	to behave dishonestly towards a person who believes you, to give away his / her secret
to envy	to have a bad feeling towards somebody when you wish you had what he / she has
to feel jealous	to feel angry because somebody you like happens to like somebody else
to ignore	to not pay attention to
to deserve	to earn something by actions, patience and a good attitude
to quarrel	to demonstrate disagreement, often aggressively and with shouting
to appreciate something	to be grateful for something
to avoid	to keep away from something or somebody



30 Work in groups. Choose one of the texts. Read it. Find the sentence that reflects the idea of the text in the most accurate way.

You must be patient and understanding towards the family. They love you and want to help.

We can't choose relatives, but we can choose friends — and that's the thing!

It's safer to rely on family.

Friends are good for nothing.

My parents don't let me have friends.



Alan



Julia



Catherine

A

Family means a lot to me. It's not just two, three or seven people living together, but a unity of people who support each other in different situations. Anything can happen in this life, but I know that the only people who will always love and understand me are my family. Blood is thicker than water. That's why family is much more important to me than friends. Friends can betray you. There are lots of books and films about this. They can envy your success at school and your success with girls, and even your cool jeans or a bike can make them feel jealous. It doesn't matter that I don't have many friends. And if I get into trouble, the people I ask for advice are my parents.

B

Friends are everything to me. Life isn't worth living without friends. My family... they don't care about me, and frankly speaking, I don't care much about them either. The only things they care about are their jobs and making money. Even my grades at school don't worry them much. Sometimes they ask me about my progress, but I'm never sure if they hear my answer. I would feel absolutely lonely if I did not have friends. We often gather at my place or somewhere else to speak about life, listen to music and have fun. Sometimes we quarrel, but I don't believe that my friends mean to hurt me. Life is cool with them.

C

I think I'm very lucky. I have a family that loves me and friends I enjoy spending time with. My parents and I are people of different generations, so we don't see the world in the same way. But I know they wish me well and I appreciate their advice. (Though sometimes I ignore it and forget about it.) They don't like all of my friends, but they don't just say "no". They try to explain their point of view, and sometimes I find their arguments quite convincing. I agree that not all people you go out with can be called friends. Real friends are very rare and you should cherish them (бережно к ним относиться). And if you happen to find them, take care of them, never hurt them and try not to lose them.

31 Find the sentences with *ing* forms in the texts from Ex. 30. Then translate the sentences into Russian.

32 Prepare two comprehension questions on the text you've read. Exchange your questions with the other students and answer each other's questions.



33 Work in groups. Comment on each of the texts. What do you agree with and what ideas don't you share? Use the phrases from the boxes.



I support the idea that...
I absolutely agree with...
I have nothing against the idea that...



On the one hand...
On the other hand...
In some ways, I agree with...,
but at the same time...

I'm afraid, I don't like the idea...
I'm absolutely against the idea that...
It's nonsense.
It sounds strange to me...



34 Listen to the information and say if the pictures are correct or not. Explain why you think so.



35 a) Find the equivalents to the following sentences from the texts in Ex. 30.

Family means people who are ready to help each other in different situations.

Family relationships are much stronger than relationships among friends and that's why family is more important than friends.

They worry only about their jobs and earning money.

We sometimes say angry and rude words to each other.

Their arguments make me think that they are right.

You can't find real friends easily.

b) Read through the texts again. Agree or disagree with the statements below and give your arguments.

1 Alan doesn't trust his friends absolutely.

Example: I believe that's true. Alan thinks that his friends can betray him in some situations.

2 Alan is awfully lonely and unhappy.

Example: I don't think so. Alan has a loving family that supports him in any situation, and he doesn't feel lonely at all.

3 Alan doesn't want to have any friends.

4 Alan thinks that friends can betray him in some situations.

5 Julia thinks that friends are the most important people in her life.

6 Julia worries about her parents very much but they don't pay any attention to her.

7 The family helps Julia to not feel lonely.

8 Julia trusts her friends.

9 Catherine has both: family and friends.

10 Catherine never follows her parents' advice.

11 Catherine always gives up a friend if her parents don't like him / her.

12 Catherine is wise enough to appreciate the care of her family and to understand the importance of real friends.



36 Work in pairs. Read the short characteristics of a good friend. Tick the characteristics you agree with. Compare your list with your partner's. Discuss the points which are different.

A good friend is a someone who...

- sees life through your eyes.
- supports you in all situations, no matter if you are right or wrong.
- is good at listening; he / she is ready to listen to you for hours.
- keeps his / her promise and keeps your secrets.
- never tells you lies.
- always tells you the truth, no matter if you like it or not.
- never goes out with somebody else.
- can quarrel or even fight with you if you've done something wrong.
- forgives you for being rude or unfair towards him / her.
- gets angry if you are rude or unfair towards other people.



37 Work in groups of 2 or 3. Decide the *shoulds* and *shouldn'ts* for a good friend. Explain why. Use the expressions from the box.

Example: A good friend should support you if you are right. That's what friends are needed for.

quarrel with you about silly unimportant things
defend you if someone hurts you
betray you in difficult situations
support you if you are right
support you if you are wrong
appreciate your advice
follow your advice in any case
envy your success
avoid conflicts with you
cheer you up
ignore your interests
care about your feelings
feel jealous if sometimes you are more successful

38 Which highlighted sentences are about the present? Which are about the future?

Mum: Liz? I thought you were shopping in the city.

Liz: No, Mum. **Laura and I are shopping tomorrow afternoon. Today, I'm helping Kate with her PowerPoint presentation.** We've arranged to meet at six, and it's almost half past five already. I must run.

Mum: **What are you looking for in the wardrobe?** Oh, your clothes are wet!

Liz: **It's raining out!** I'm wet through and I need to change. I can't find my red jumper... Never mind, **I'll wear this hoodie instead.**

Mum: **When are you going to be back?**

Liz: I don't really know, Mum. **If it keeps raining, I'll come back as soon as we have completed the presentation. And if it clears up, we can have a walk afterwards.**

GRAMMAR FOCUS: PRESENT CONTINUOUS FOR EXPRESSING THE FUTURE

39 Remember that we use Present Continuous to express the future when we speak about our plans. Compare the following.

Present Continuous	Future Simple
<p>Sorry, but I cannot go on the picnic with you. I'm shopping for clothes with my elder sister on Saturday.</p> <p><i>It means that I have already planned it for Saturday, my sister knows about it and is expecting me to go with her.</i></p>	<p>I have this weekend absolutely free. I think I'll shop for clothes with my elder sister on Saturday.</p> <p><i>It means that this is not my plan but the present moment decision. My sister doesn't know anything about it yet, and she may refuse to take me with her.</i></p>
<p>I'm taking my exam on Monday. I feel so nervous.</p> <p><i>It means that taking the exam is in my plans for a certain time on Monday.</i></p>	<p>I don't worry at all. I'm sure I will pass it.</p> <p>I know the subject perfectly.</p> <p><i>It means that I can't plan it, but I think it will happen in the future.</i></p>

**40** Choose the correct form. Use the table above.

- I will leave / I'm leaving** for St Petersburg tonight. I have already bought a ticket and packed my luggage.
- I think our football team **will win / is winning** this game. The players are in their best form now.
- If you come tomorrow, **I will show / I'm showing** you the photos that I took in the National Park. There are some really exotic animals there. **You'll enjoy / You are enjoying** the evening.
- I don't think I will have any free time this weekend. My sister **will get married / is getting married** and I can't miss the ceremony.



41 Work in pairs. a) Speak about your plans for the next week. Let your partner fill in the table (the table is also given in your Workbook). b) Read one of the timetables. Let the other students guess whom it belongs to.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



42 Work in groups. Listen and read the beginning of the story. Choose one of the possible variants of what could happen next. Use the scheme on page 26 as a plan. In your discussion in group use:

Do you mean that...?
I mean...
I think...
What do you think about...?
Look here...
Sounds OK to me.
I support the idea that...
I'm afraid, I don't like the idea.

Once upon a time there lived two girls, Kitty and Vicky. They lived next door to each other and had been very close friends since their early childhood. There were two gardens in front of their houses but there was no fence (забор, изгородь). It looked like one big garden. Kitty enjoyed working there. Vicky didn't like gardening very much, but she always kept

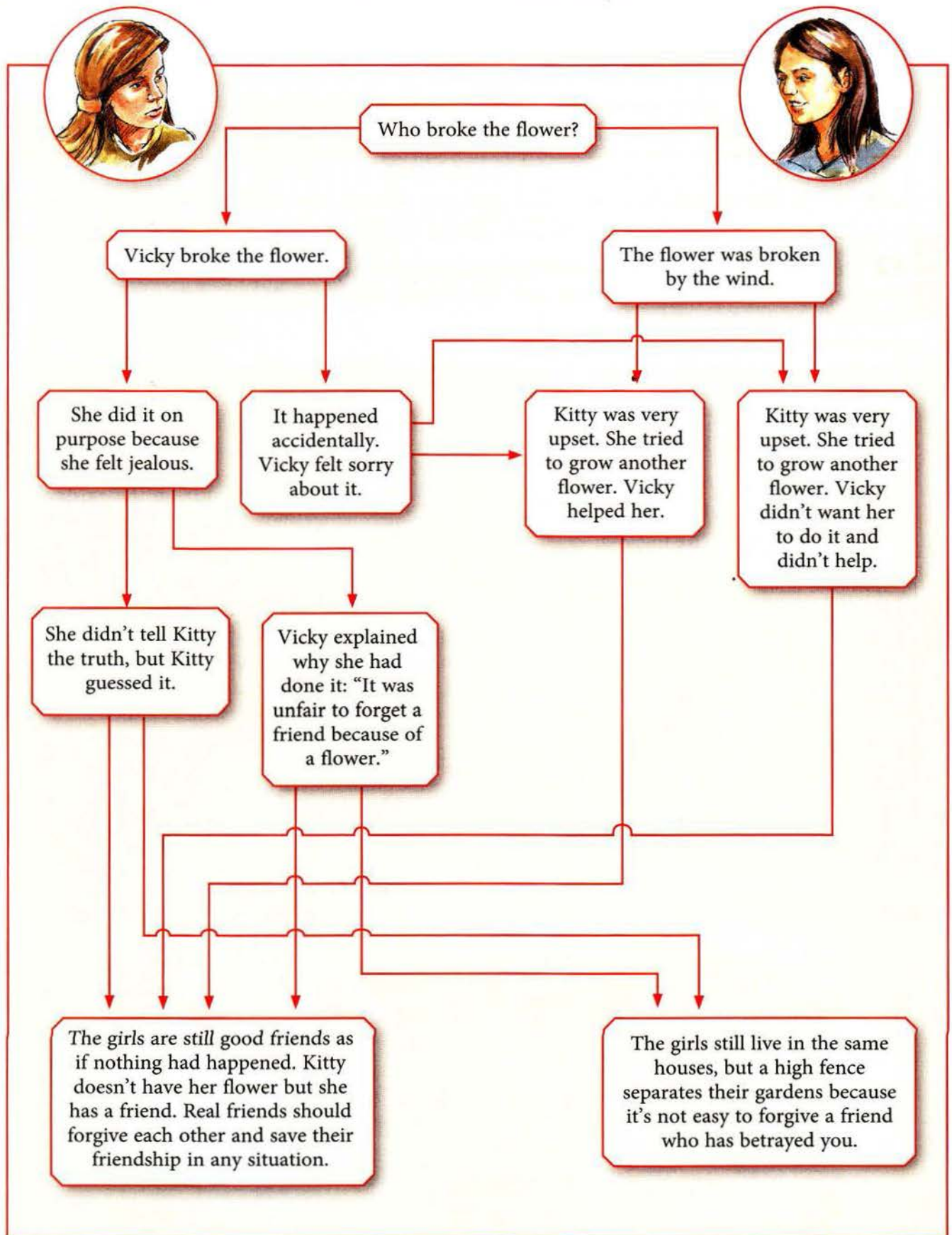
Kitty company, reading something aloud or just talking to her.

One day Kitty returned from the garden absolutely happy and very proud. A wonderful bright flower had grown there. She was sure that nobody else had ever had a flower like hers; it was unique.

Since that day Kitty spent all of her time in the garden. She watered the flower, took care of it and even talked to it. Vicky didn't read in the garden any longer, saying that it was cold and that she preferred reading in her room.

One day Kitty went out to say "good morning" to her flower and found it broken and lying on the ground, dead and faded (увядший)...





43 Write the end of the story.

44 Share your stories. Discuss if we should forgive friends or not. Give your arguments.

Example: I think we should forgive friends because all people have the right to make a mistake...

or

I'm afraid there are some things that I cannot forgive...

"Nothing is so dangerous as an ignorant (невежественный) friend;
A wise enemy is worth more."

Jean de la Fontaine (1621–1695)

"A friend is one before whom I may think aloud."

Ralph Waldo Emerson (1803–1882)

"Be slow in choosing a friend, slower in changing."

Benjamin Franklin (1706–1790)

"My best friend is the one who brings out the best in me."

Henry Ford (1863–1947)

"Friendship is unnecessary, like philosophy, like art... It has no survival value; rather it is one of those things that give value to survival."

C. S. Lewis (1898–1963)

"In the end, we will remember not the words of our enemies, but the silence of our friends."

Martin Luther King, Jr. (1929–1968)



b) Name any books or films you remember about friendship. What are your favourite books and films about friendship? Say why.

46 a) Read what famous people said about friendship. Choose one saying you like best and explain what it means for you.

"Without friends no one would choose to live, though he had all other goods."

Aristotle (384 BC – 322 BC)

"Misfortune shows those who are not really friends."

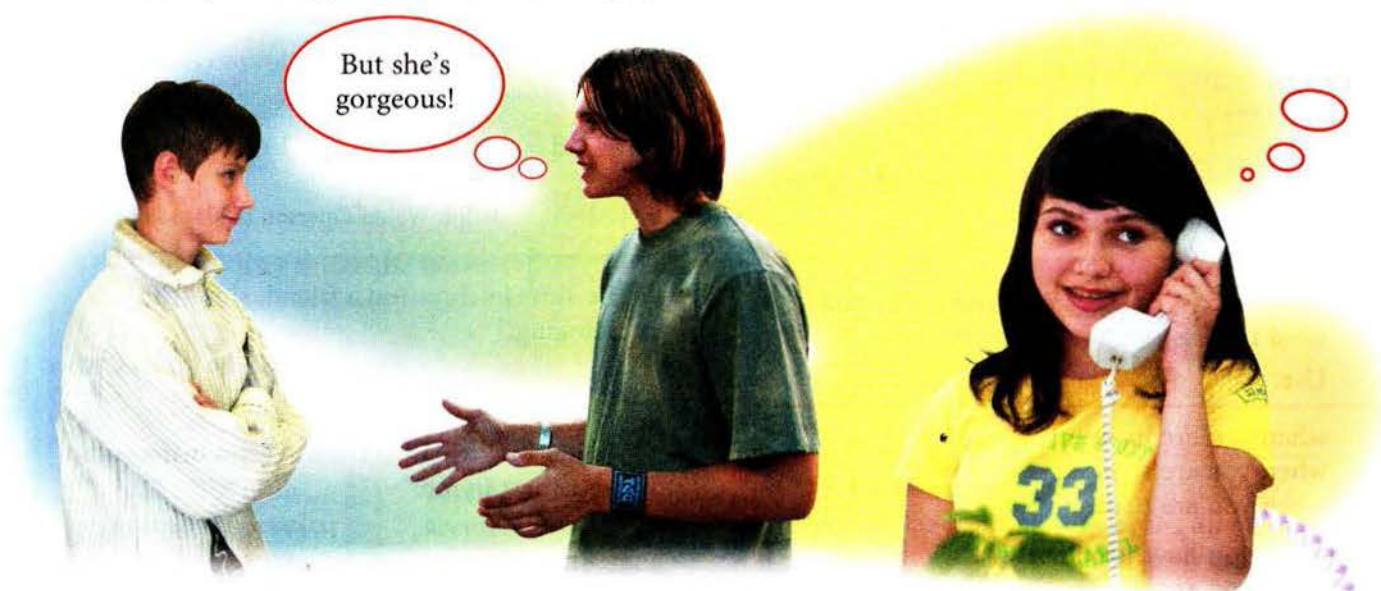
Aristotle (384 BC – 322 BC)

47 Say what you prefer: to share positive or negative emotions with your friends. Give your reasons. Use some expressions from the box below if needed.

Example: I prefer not to share negative emotions with my friends because I don't want to make them worry.

- not to upset my friend
- need some help from my friend
- to think about problems
- to get some advice
- to have fun with my friend
- need a shoulder to cry on
- not to make him / her worry

48 Look at the pictures below. Guess what has happened. Choose one of the pictures. Make up a dialogue and act it out with your classmate.



49 Listen to the recording and check if you were correct.



50 Listen to the dialogue between David and Ben. Put the sentences in the correct order to complete the dialogue. The first sentence is done for you.

- ☐ Ben: Fantastic! Last night was amazing. You should have been there.
- ☐ David: What happened?
- ☐ David: Yeah, and...?
- ☒ David: Hi, Ben. How are you?
- ☐ Ben: Well, she was there last night and we got talking and talking and talking. We got on so well.
- ☐ David: I wouldn't do that, Ben. I'm your best mate.
- ☐ David: But she's gorgeous!
- ☐ Ben: I know that, David. She's not just good-looking; she's so good to talk to as well. We just hit it off. I have never been able to talk to a girl like that before. I felt so comfortable and relaxed. It was amazing how many things we had in common. We must have been talking for hours.
- ☐ Ben: Well, you know Amy Davis from school?
- ☐ David: Cool, Ben. You are so lucky. So when am I going to be introduced to the lovely Amy Davis?
- ☐ Ben: I'm sure I could do that tomorrow at school. But don't get any ideas or try to spoil it for me.
- ☐ Ben: Thanks. David, you don't know how much she means to me. We are going out on a date on Friday to the cinema. I can't wait. I want it to be special.
- ☐ David: I can't wait until tomorrow. Could you introduce me to her friends?
- ☐ Ben: Of course I will, David. Don't worry. I'll see you tomorrow at school.



51 a) Listen to the dialogue between Helen and Emma. Fill in the missing words and phrases from the dialogue.

Helen: Hello, Emma... My mum found out that I failed my maths test. She said that I have got...

Emma: For a whole week! What about... to the cinema tonight?

Helen: That's out... I have got to catch up on all of my maths homework and then my mum is going to test me... If I get all of her questions right, then I will be allowed out — but not on...

Emma: But it's Sarah's birthday on... and she is expecting you...!

Helen: I will see Sarah at school on Monday and explain everything...

Emma: That's so bad. It was only because of that essay for English that you didn't do your maths.

Helen: ...you try telling that to my mum. She said that there were no excuses and I... now to achieve success in the future.

Emma: Your mum is a tough one. She really makes you work hard. So I suppose I won't... at school then?

Helen: That's right... I'll be so bored at home.

Emma: ...You get studying now!



b) Make up a dialogue and act it out with your classmate. Try to support your friend who has problems with her / his parents.

Dialogue Vocabulary

Bad news, I'm afraid.— Боюсь, у меня плохие новости.

That's out.— Это отпадает.

I've got to stay in for a whole week.— Мне запретили гулять целую неделю.

Your dad is a tough one.— У тебя очень строгий отец.

We just hit it off.— Мы тут же подружились.

That beats everything.— Это уж слишком.

You've deserved it.— Ты это заслужил.

WORD FOCUS

52 Read and note the different usage of the preposition **on**:

on — used with days and dates;

on — used to indicate the position of an object;

on — about a particular subject or person.

Example:

I was born on March 12th.

A little boy was sitting on a bench.

I haven't got any books on art at home.

53 Find the sentences where the preposition **on** can be replaced by the preposition **about**. Read them.

- 1 Do you have any books on Russian history?
- 2 I've got lots of newspaper articles on David Beckham.
- 3 There are a few newspapers on the table in my room.
- 4 My sister was born on May 1st.
- 5 You can get information on local bookshops from the Yellow Pages.
- 6 Please leave your things on the chair over there.
- 7 Unfortunately, I haven't got any information on Tony Brown in my diary.
- 8 I will see my mum on Christmas Eve.
- 9 I don't want to write an article on ecology.



54 Think of the advantages of having a girl / boy as your best mate. Is friendship possible between a boy and a girl? Share your ideas with your classmates.

55 Read the texts and say what Alison and Daniel think about friendship between a boy and a girl.



Alison
Age: 14
Hobby: tennis
Favorite celebrity: Enrique Iglesias

I've been best mates with Daniel for about seven years. We became friends when we started school together. Dan sat behind me and we were always chatting away.

I am a bit of a tomboy (я сама как мальчишка) so I think we're very much alike. Dan usually agrees with me on things like music, but there is no way I'd take him shopping with me.

I've got loads of girl mates and they get on really well with Dan. When we first went to secondary school, they were all asking if we were going out together. That happens a lot!

He is very calm and avoids conflicts. We have only argued a couple of times. It's usually over his girlfriends because sometimes I don't think they are good enough for him. He gives me advice, too. If I feel too shy to talk to a lad (парень) I fancy, he'll just tell me to chill and be myself.

I think it is easier to talk to boys because of him.

He's really good at knowing when I am a bit stressed out. If I'm ever feeling down, he'll pull funny faces to cheer me up.

Dan is the best friend anyone could ask for.

Daniel
Age: 14
Hobby: football
Favorite celebrity: David Beckham



It's good being best mates with Alison because she can tell me about girls. She gives me tips on what to talk to them about. Alison helps me to choose what to wear and sometimes she does my hair for me.

She is a bit of a tomboy as she plays football and she gets into fights. She's all right at football but she supports Manchester United and I support Arsenal so we fight when they play against each other.

My friends don't like her because they think she's annoying. When they tell me that she is a bore, I stick up for her and tell them that *they* are boring. Alison has always been there for me. Like when I am upset about my grades, she helps me calm down.

I know I will be best mates with Alison for ages.



56 Work in groups. Find in the texts as many advantages as you can of having a boy / girl as your best mate. Share the results with your classmates.

57 Find words and phrases in the texts that mean the following:

- 1 to have friendly relationships...
- 2 to have many...
- 3 to feel upset / sad...
- 4 anyone could dream of...
- 5 to give advice on...
- 6 mates...
- 7 to make a silly face...
- 8 to make someone become quiet...
- 9 to defend someone who is being criticised...

58 Read the adjectives and say which of them describe physical appearance and which — personality.

annoying	tall
athletic	intelligent
short	calm
slim	good-looking
relaxed	shy
blonde	stout
reliable	smart



59 Work in pairs. Ask your partner questions to find out what his / her best mate is like.

WORD FOCUS

60 Read and remember.

BE lucky, unlucky, sad, annoying, boring, upset, shy, energetic, good enough, calm, stressed (out), strong, happy, smart, honest, surprised, pleased, angry, independent, depressed, down, ill, fed up, talkative

LOOK sad, boring, upset, good enough, stressed (out), depressed, happy, surprised, pleased, angry, smart, down, tired, unhappy, sporty, athletic, relaxed

FEEL upset, shy, stressed (out), strong, happy, down, depressed, angry, independent, fed up, uncomfortable, happy, sick, pleased, energetic, relaxed, comfortable

61 Complete the following essay about your best friend. Use the phrases and sentences from the boxes.

Some people have lots of friends, and some have few. But everyone has a person who is special and who deserves to be called "the best friend".

My best friend is... (give the name and describe his / her appearance)...

he / she is gorgeous;
fairly tall, dark-haired;
a bit of a tomboy, tough

We became friends when... (write when and where your friendship started and how long you've been friends already)...

We just hit it off.
I felt comfortable and relaxed.

We spend a lot of time together... (write what interests you share, how you help each other, if you quarrel sometimes or not)...

It's amazing how many things we have in common.
We can talk for hours.
We have argued a couple of times.
We avoid conflicts.
He / She tells me to chill and be myself.
He / She sticks up for me.

...(sum up your attitude towards your friend)...

I know we will be best mates with...
for ages.
...is the best friend anyone can ask for.

62 Read the following messages and rewrite them in their proper form. Mind that in modern teenage English, young people often replace some words with symbols, letters and digits in their text messages.

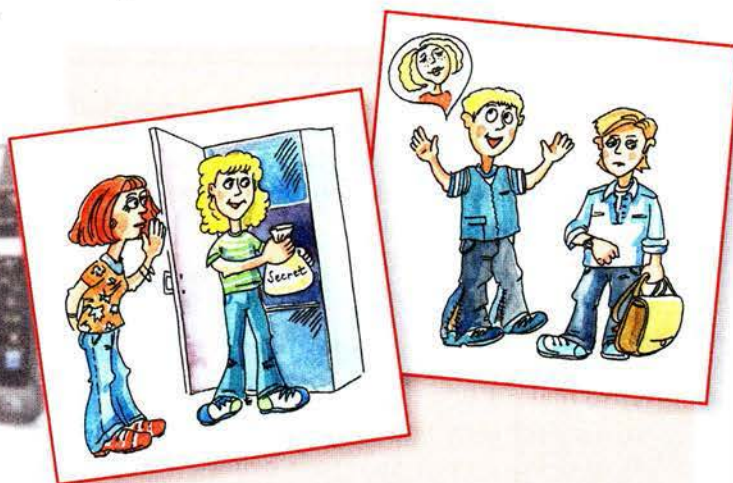
I want 2 say sorry —
 I can't get 2 sleep —
 I ♥ U —
 He is my best M8 —
 I'll B L8 4 school —
 I'll see U 2day —
 I'm upset cos of him —
 UR GR8 —
 M8s 4eva —



63 Why do you think young people write this way? Choose any variant and give your reasons.

- a) ...because they are lazy
- b) ...because they are busy
- c) ...because they are inventive

64 a) Look through the tips “How to Be a Perfect Mate” and choose those matching the pictures.



How to Be a Perfect Mate

- If your mate is feeling a bit down, why don't you cheer him / her up by inviting your friend to your place and having fun together?
- If he / she is always there for you as a shoulder to cry on, make sure you do the same whenever he / she needs you.
- If you see a picture of his / her favourite celebrity in a magazine, cut it out and keep it. It will show that you've been thinking about him / her.
- Make sure you stick up for your mate if he / she is being bullied. Imagine how you'd feel if he / she didn't stick up for you.
- Don't worry if you don't like the same boys or girls, clothes, music, etc. It's good to know someone who likes different things.
- If you have a boyfriend / girlfriend and he / she hasn't, don't spend all your time speaking about him / her because it will make your friend feel uncomfortable.
- If your mate tells you an important secret, make sure you keep it a secret!

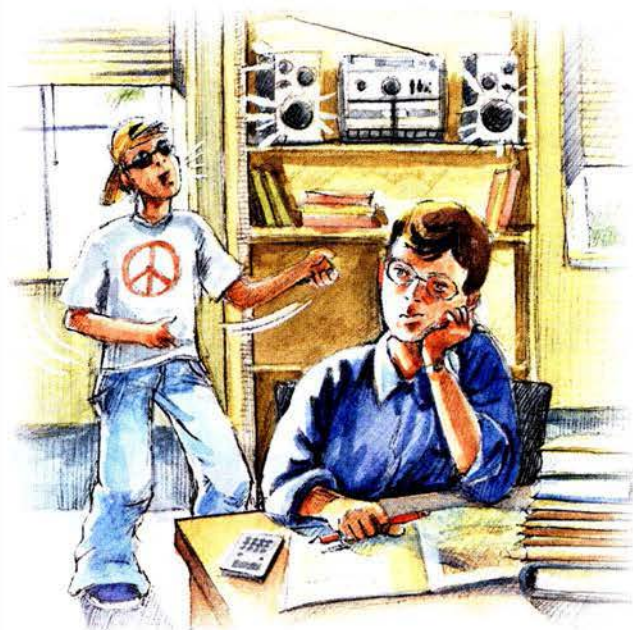
b) Read the tips again and say what a perfect mate should be like.



65 Work in groups. Add your own tips on “How to Be a Perfect Mate” to those given in Ex. 64.

Section 3

Is It Easy to Live apart from the Family?



66 Discuss the following questions. Try to use your own experience.

- 1 Have you ever lived apart from your family? When and where was it?
- 2 Have you ever been to a youth or a student camp? Did you enjoy living there?
What did you like most and what did you dislike most?
- 3 Do you feel all right when you are living apart from your family or do you miss them badly?
- 4 Do you usually get on well with your roommates?

67 Match the words and their definitions. What type of a roommate would you prefer?

1 a chatterbox ['tʃætəbɒks]	a) someone who reads a lot and spends all his / her time with books
2 a bookworm ['bʊkwɜ:m]	b) someone who worries a lot about everything
3 a fussy ['fʌsɪ]	c) someone who is boring and who troubles people with boring things
4 a bore [bɔ:]	d) someone who talks too much

68 Fill in the blanks with the words above.

- 1 Jane is a real She spends all her time reading.
- 2 Jack is a He always speaks about dull and boring things and wants everybody to listen to him.
- 3 You can't fancy what a ... Julia is. To her, living means talking. If we invite her to the party, we'll have to listen to her the whole evening.
- 4 Don't tell Jessica about your exam. She is such a She will worry a lot about it and will add to your troubles.

69 See Grammar Reference “The Structure of the Sentence” in Appendix 8, page 210 to make sure you remember how to ask questions.



70 Listen and repeat how Curious Jack pronounces questions. Try to imitate his intonation.

Do you sometimes ↗quarrel with your friends?
How often do you ↘quarrel with them?
Why do you ↘quarrel with them?
Who do you quarrel most ↘often with?
Who quarrels with ↘you?
Who is your best ↘friend?
You often quarrel about silly ↘things, ↗don't you?
Do you quarrel in ↗private or in ↘public?

Present Simple

When

Who

Whose



Curious Jack

Are you speaking to ↗Jessica?
What are you ↘speaking about?
Why are you speaking so ↘loudly?
Who are you ↘speaking to?
Who is speaking to ↘you?
You are speaking about something ↘silly, ↗aren't you?
Are you speaking to ↗me or to somebody ↘else?

Present Continuous

How

Why

Where

What

Have you ever quarrelled with your best ↗friend?
Who have you ↘quarrelled with?
Who has quarrelled with ↘Ken?
You have quarrelled with all your ↘friends, ↗haven't you?
Have you quarrelled with your ↗friends or with your ↘parents?

Present Perfect

Have you been waiting for ↗Ken?
How long have you been ↘waiting for him?
Why have you been sitting here for so ↘long?
Who have you been speaking with for an ↘hour already?
Who has been speaking to ↘you for so long?
You have been waiting for Ken for nearly an ↘hour already, ↗haven't you?
Have you been waiting for ↗Ken or for ↘Jason since morning?

Present Perfect Continuous

71 Read the underlined pairs of questions with *who* in Ex. 70. Explain how they are different.

72 Make up questions to match the answers.

- 1 "... (believe in ghosts)?"
"No, I don't. I think all these stories about ghosts are just silly tales."
- 2 "Your hair is wet. ... (swim)?"
"Yes, the water is lovely today."
- 3 "I asked you to take out the rubbish, remember? ... (do / it)?"
"Not yet. I have been busy with my homework."
- 4 "I'm sorry, I'm late. ... (wait for a long time)?"
"No, for five minutes or so. I was late myself, actually."
- 5 "It's a shame that your holiday is almost over. ... (leave / tomorrow)?"
"No, the day after tomorrow. It means we have one more day."



73 Work in pairs. You are speaking on the phone. The line is not very good, so you can't hear all of the words and ask to repeat some information. Complete the dialogue asking questions to the words in bold (these are the words you didn't hear well). Act out the dialogue with your partner.

You: Hello!

Harry: Hello, **Harry** speaking.

You: Hi, ...? I didn't catch the name.

Harry: This is Harry, remember? We met in **Liverpool**.

You: Pardon? ...?

Harry: In L-i-v-e-r-p-o-o-l. We went to **the rock concert** together.

You: ...? I'm sorry, it's not a very good line (телефонная линия).

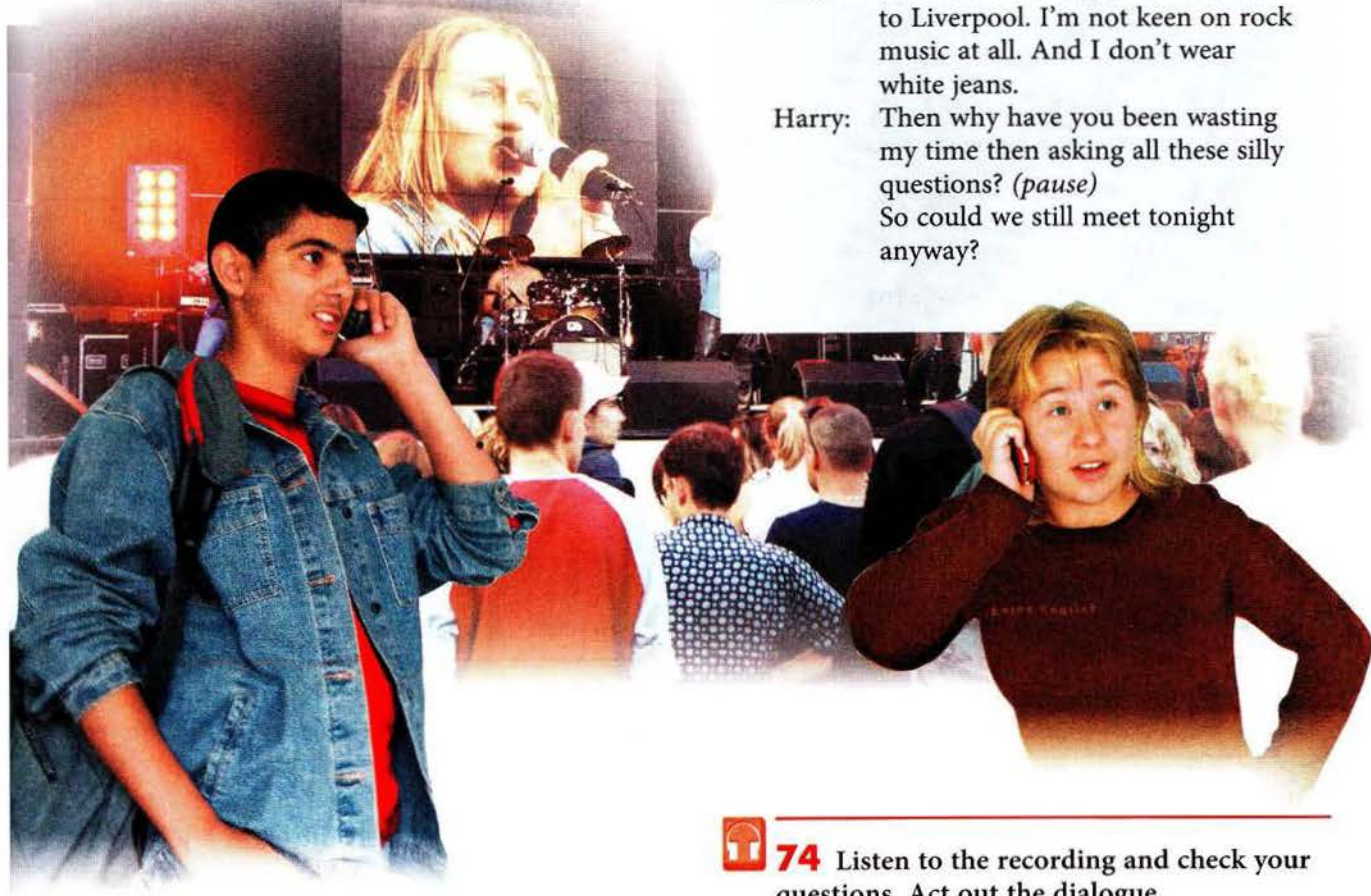
Harry: To the rock concert. You were wearing **white** jeans and a T-shirt.

You: ...?

Harry: White. You looked gorgeous in them. Especially when **you** were climbing up on the stage. You wanted to borrow **the microphone**.

You: ...? ...? Look here, I've never been to Liverpool. I'm not keen on rock music at all. And I don't wear white jeans.

Harry: Then why have you been wasting my time then asking all these silly questions? (pause)
So could we still meet tonight anyway?



74 Listen to the recording and check your questions. Act out the dialogue.



75 Work in pairs. A distant relative is coming to stay with your family for a while. The relative lives in the United States and you've never seen this person before. Ask your elder sister (who has seen the relative) as many questions as possible to get an idea of whom you will be sharing your flat with.

- a man or a woman?
- age?
- appearance (tall, short, fat, handsome, beard, colour of hair, etc)?
- languages? speaks Russian?
- how long in America?
- has family?
- kids?
- job?
- traits of character (nice, moody, gets up early in the morning, enjoys sport, etc)?
- smokes?
- staying at your place? for how long?



76 Work in pairs. Change your partner. Make up a dialogue using the questions from the exercise above. The beginning is done for you.

Mum: Hi, dear! I've got good news for you. We are receiving a guest tonight. It's a relative from America. I think you should tidy up your room, don't you?

You: Yes, Mum. But it's a little bit unexpected, isn't it? Let me know at least who this is...

77 Match the phrases with their definitions.

1 to spoil the impression	a) to make, to create, to develop
2 to have a chance to escape from	b) to make somebody feel less happy and enthusiastic about something
3 to observe the law of co-existence	c) to do something that breaks other people's rights, independence, comfort
4 to do something at other people's expense	d) to be nervous about unimportant things, talk a lot about them, or try to do something but without a good result
5 to make a fuss about something	e) to have the hope of avoiding something
6 to work out	f) to follow certain rules of behaviour that help avoid quarrels



78 Work in groups of 3 or 4. Read one of the texts and discuss the questions after it. Say what kind of a person Sally, Sharon, Rick, and Daniel are.

Is it easy to share a room?

A Last summer I was in a language school in Malta ['mɔ:lɪtə]. I had won an English language competition and the prize was a two-week trip. I enjoyed it greatly, but there was one thing that really spoilt my impression. It was my roommate. She was a cute (симпатичная) girl but a real chatterbox. In the morning, when we got up, she used to talk about clothes and boys all the time. She kept talking about these same things during the breaks between our classes, and even in the evening I had no chance to escape from her "boys and clothes".

I'm not a bore and I'm certainly not a bookworm who is interested only in studying. I didn't feel jealous either, but her silly talking made me mad and even the sound of her voice seemed to me very annoying. Sometimes I told her that her clothes looked stupid and didn't suit her at all or made fun of the boy she liked. She was quieter when she was upset. Then I felt ashamed of how I spoke to her.



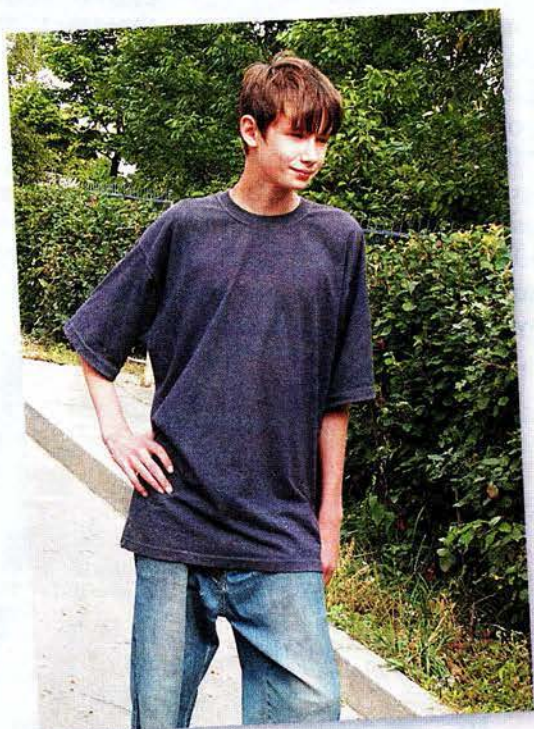
- 1 What kind of girl was Sally's roommate, according to Sally's words?
- 2 Why did Sally tell her roommate unpleasant things?
- 3 Do you approve of Sally's behaviour?

B I think sharing a room with a person your age is a great experience. You learn to live in the world of adults where you have to take care of yourself and have everything depend on you. Unlike your mum or dad, your roommate is not going to accept all your "nice and lovely" habits and support you in every situation. You have to earn his or her friendship and any good feelings he or she has for you. This means that you shouldn't do anything that hurts your roommate. The law of co-existence is very simple: you can do anything you like but not at other people's expense (за счет других). In other words, you can enjoy yourself as long as it doesn't hurt other people. Observe this law yourself, make your roommate do the same and everything will be all right.



- 1 What advantages does Sharon see in sharing a room?
- 2 What is Sharon's law of co-existence?
- 3 Do you think observing this law can make sharing easy and trouble-free?

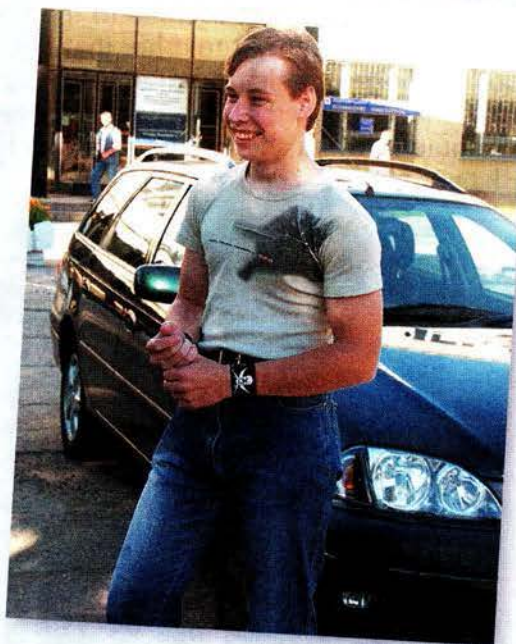
C It is great fun to have a roommate. It means that you can do whatever you want and not only what your parents want you to do. My parents, for example, tell me day and night that I should keep my room tidy. I appreciate their care but I'm annoyed by all of the washing up and cleaning. I don't see what the trouble is if I keep some of my clothes out of the wardrobe and on the sofa or even under it. Our home is not a museum, so why make such a fuss about tidiness? I don't think teenagers care about that at all.



- 1 What attracts Daniel to sharing a room with a person his age?
- 2 What does he think about tidiness?
- 3 Do you think he is a good or a bad roommate? Why?

D I lived apart from my family when I was at sports camp. Our athletic team — eight lads — shared one big room. You may think that it's not easy when there are so many people with different personalities around you. Nothing of the kind! All you need to do is to think about the other seven people. We even worked out a list of rules that helped avoid quarrels.

- *Don't speak too loudly and don't play loud music in the room if it's not a party (because there might be somebody who feels sleepy or who is trying to concentrate on reading or something like that).*
- *Don't occupy the toilet or the bathroom for more than ten minutes.*
- *Don't ask too many questions if someone wants to be left alone for a while.*



- 1 How does Rick feel about sharing a room with seven boys?
- 2 What's his secret for sharing a room without quarrels?
- 3 Can you add anything to his list of rules?

79 a) Ask the students in the other groups some questions to get the information about the teenagers you haven't read about. (You can use the questions after the text as well as your own.) Read the texts to check if the information is correct.



b) Use the phrases from the texts (Ex. 78) instead of the underlined expressions.

- 1 In general, I enjoyed our holiday at the seaside but several days of nasty weather made us feel less happy.
- 2 Though I felt tired and sleepy and didn't listen to Jim, he talked and talked about his recent quarrel with his girlfriend.
- 3 As we are not your parents, we are not going to wash your clothes and forgive the mess in this room.
- 4 Adults always speak too much and pay too much attention to unimportant things like housework.
- 5 If you share a room, the easiest way to avoid quarrels with your roommate is to follow reasonable rules in everyday life.



80 Say which one of the teenagers would be a good roommate. Which of them wouldn't you like to share a room with? Explain why.

81 Read the list of the rules for sharing rooms that Rick worked out. Add 3 to 4 more rules. Write down the new rules. Discuss them.

Use:

- to work out
- to make a fuss about it
- to observe the laws
- to approve of
- to cheer somebody up
- to avoid quarrels
- to appreciate something
- to get along with



82 Listen to the dialogue and fill in the missing expressions from the box. Act it out.

- I don't mind... What do you say?
- I have... but can I ask you some questions?
- Sure.
- Do you play any musical instruments?
..., you know.
- Yes, I play the guitar. But I can play it only when you are out if you like.
- ...? I don't like staying alone in the evening.
- We'll go out together, shall we?
- OK. But I don't like noisy parties.
..., aren't I?
- Nothing of the kind! ...if you like.

- Do you go out much?
- ...nothing against it,
- I'm asking too many questions,...
- Loud music irritates me,...
- Keep asking...
- ...if you are my roommate.





83 Listen to the questions and repeat them. Copy the speaker's intonation.

- Does your roommate get up ↗early or ↘late?
- Is your roommate a ↗chatterbox or a ↘bookworm?
- Do you share a room with someone in the ↗family or do you have a room of your ↘own?
- Are you ↗sleeping or listening to a ↘tape at the moment?
- You look up↘set. Have you had a quarrel with your ↗friends or with your ↘parents?

Information + tag	If you confirm the information	If you deny the information
<p>I'm your best ↘friend, ↗aren't I?</p> <p>You think you are ↘cool, ↗don't you?</p> <p>Your roommate ↘smokes, ↗doesn't he?</p> <p>It's very ↘late already, ↗isn't it?</p> <p>He is getting better in ↘maths, ↗isn't he?</p> <p>They are ↘quarrelling, ↗aren't they?</p> <p>They have already ↘had lunch, ↗haven't they?</p> <p>She will join our party a ↘bit later, ↗won't she?</p> <p>She can make the choice her↘self, ↗can't she?</p> <p>You don't share my point of ↘view, ↗do you?</p> <p>You aren't ↘listening to me, ↗are you?</p> <p>You can't tell me the ↘truth, ↗can you?</p>	<p>↘Yes, you ↘are.</p> <p>↘Yes, I ↘do.</p> <p>↘Yes, he ↘does.</p> <p>↘Yes, it ↘is.</p> <p>↘Yes, he ↘is.</p> <p>↘Yes, they ↘are.</p> <p>↘Yes, they ↘have.</p> <p>↘Yes, she ↘will.</p> <p>↘Yes, she ↘can.</p> <p>↘No, I ↘don't.</p> <p>↘No, I'm ↘not.</p> <p>↘No, I ↘can't.</p>	<p>↘No, you ↘aren't.</p> <p>↘No, I ↘don't.</p> <p>↘No, he ↘doesn't.</p> <p>↘No, it ↘isn't.</p> <p>↘No, he ↘isn't.</p> <p>↘No, they ↘aren't.</p> <p>↘No, they ↘haven't.</p> <p>↘No, she ↘won't.</p> <p>↘No, she ↘can't.</p> <p>↘Yes, I ↘do.</p> <p>↘Yes, I ↘am.</p> <p>↘Yes, I ↘can.</p>



84 Work in groups. Imagine that you are going to study in a British boarding school (школа, где учащиеся не только учатся, но и живут) for a year. You will be sharing a room with one of your future classmates. You have the opportunity to ask him / her some questions to be sure that you will get on well together. Make up a list of questions.

85 Ask the students in other groups some questions from your list. Answer their questions. What questions were the most unexpected?

86 Describe the ideal roommate for you. Say what he / she should or shouldn't do to get on with you.



WORD FOCUS

87 Read, translate and learn.

We **worked out** a plan for our holiday trip.

For two weeks I've been **working on** a funny newspaper for my dad's birthday.

Who would you like to **work with**: Rick or Sharon?

My sister-in-law **works for** a well-known foreign company.

She **gets on with** anyone. She's an ideal roommate.

Why do you **get up** so early? On holiday you can sleep longer than usual.

Get out of here! This place is not for walking dogs.

I know Dick pretty well. I think we'll be able to **get along**.

Imagine! My cousin, who is sharing a room with me at the moment, **has given up** smoking.

My new friend is not reliable. He keeps **giving away** my secrets.

The American Olympic team **gave in** after all.

88 Fill in the gaps. Use the prepositions that go with **work** / **get** / **give**.

- How long has she been working ... this company?
- Cathy has been working ... her essay for two weeks already. She is going to take part in a contest for young writers.
- When people share a room, the best way to avoid quarrels is to work ... a set of rules everybody should observe.
- Get ... of my room! I don't want to listen to you any longer.
- I'll never forgive you if you give ... my secret.
- Sally and Julia have been sharing a room for two years. They get ... with each other and never quarrel, actually.



89 Six people want to stay at the hotel. You have to put (разместить) them into the rooms available. Listen to the people and write into the table as much information as possible about them. If you've missed any information, listen to the recording again. The table is in your Workbook.

Name	Age	Occupation	Interests and hobbies	Additional information



90 Working in groups, decide where to put each of the six people. Keep in mind that there are only three vacant rooms. Say which of them shouldn't be put into one room. Give your reasons. Use the phrases below.

- Sharing a room is not easy.
- ... will have nothing against it.
- They have something in common.
- Sometimes roommates become very close friends.
- Sometimes they can't stand each other.
- It will be unwise to put A and B in one room because...
- ... opposite interests and different styles of living will cause problems.
- We think they will enjoy each other's company.
- It's not a question of age.

Section 4

Spending Time Together

91 Which of the following entertainment activities would you prefer to do with your family? What would you prefer to do with your friends? Which of these activities would you prefer to avoid?

- barbecue in the countryside
- camping in the countryside
- watching videos or films
- going to an amusement park (roller coaster — американские горки, swings — качели, merry-go-rounds — карусели)
- gardening
- going to the seaside
- taking part in a sports competition
- watching sports competitions
- chatting about your personal problems
- going to pop and rock concerts
- travelling round the world
- arranging special meals at home
- going to the theatre / concert / cinema / circus

WORD FOCUS



92 Listen, read and remember.

Verb	Noun	Adjective / Participle I
to encourage	encouragement	encouraging
to entertain	entertainment	entertaining
to amuse	amusement / amuser	amusing
to arrange	arrangement	arranging
to chat	chat / chatter	chatting
to travel	travel / traveller	travelling
to camp	camp / camper	camping
to attract	attraction	attracting

93 Entertainment and travel are often connected with cars. Describe the cars using the word combinations below.

open-top
sporty
good for travelling
expensive
legendary

high-speed
comfortable
fast
safe
old-fashioned

easy to park
convenient for camping in the countryside
elegant
(un)reliable
modern





94 Imagine that you are old enough to drive and have enough money to pay for your own car. What make (марка автомобиля) would you like to have? Describe your dream car. Use the Internet if necessary.

95 Choose one of the texts about different opportunities to get entertainment. Read it and put the missing sentences in the appropriate places.

a) The Auto Show

It took me seconds to get dressed and at breakfast we discussed our plans.

There were some old-fashioned cars which dated back to 1920s — 1930s and a long row of Hondas, Fords, Toyotas, BMWs, Chryslers, Lexus, Dodges, and Mercedes.

Saturday morning was not encouraging at all. It looked like rain and I didn't feel like getting out of bed.

Everything changed when my dad came into the room and handed me a ticket — a ticket to an auto show. Even Mum seemed to be excited about the show and kept talking about it over her tea.

The sky was clearing up by the time we took our seats at the stand and, to our delight, the weather got better. The show was great! These very brave people called stuntmen were driving different cars and motorcycles. They did "wheelies" — a trick when they drive a motorcycle on one wheel. They drove a car through fire on two wheels and then their cars jumped over another car. I knew that some of the stuntmen had taken part in shooting (съёмки) action films. They did such dangerous and risky tricks. We were cheering them on and Mum was wondering how they managed to keep the cars in one piece after performing all of those tricks.

When the show was over, we went to a special place where lots of cars were on exhibit. Mum liked a black Rolls Royce because it looked expensive and romantic as if from an old film, but Dad's and my choice was an open top Hummer H2.

We spent the rest of the day watching the cars and admiring them. I don't know if I'll ever go to an auto show again but it was my idea of a real day out.

b) The Rock Concert

I had put on the appropriate clothing for the occasion: tight black jeans and a black and silver jumper.

Unfortunately, I will not be able to dance like them.

We had been planning on going to the rock concert for several weeks, but it wasn't easy to get the tickets. That's why, when my boyfriend Jason managed to buy them, I was delighted.

The night of the concert came, and Jason dropped by to pick me up. It matched all right and I looked great in it. At least Jason thought so. We promised our parents to behave and to be home on time.

We went to see the famous group, the Rolling Logs. They were gorgeous! The electric guitars sounded all right and I liked the drummer a lot. The special effects were beyond all expectations. To tell the truth, I prefer this style of music to others. It's very energetic. It makes you dance and jump and cry. It may be too loud sometimes, and everybody around you looks a little bit crazy, but what's wrong with that? It's only for two hours and it gives you energy for many days afterwards.

I hope that when I'm an old lady, I will still be able to understand and even share my grandchildren's taste in music. That's why I'm enjoying myself now!





96 Compare your result with the results of the other students who read the same text. Listen to the recording and check if you were right.

97 Read the texts once again. Rephrase the sentences using the expressions from the text instead of the ones in bold. Change the wording as necessary.

A

- 1 The holiday didn't **promise anything good**.
- 2 **It was going to rain**.
- 3 I **didn't want** to get up.
- 4 My father **gave** me a ticket.
- 5 We **shouted to support** the stuntmen.
- 6 We spent the day **walking** among the cars.

B

- 1 When I got the tickets, **I was very glad**.
- 2 At the night of the concert, my friend **came in for a moment to take me to the concert**.
- 3 The special effects **were much better than I had expected**.
- 4 The musicians of the rock band **were great!**
- 5 I think I will be able **to understand and to accept** my grandchildren's likings.

WORD FOCUS

98 Study the expressions in the box. Make up sentences of your own using them:

- to seem to be interested in something / doing something
- to feel (don't feel) like doing something
- to look happy / nice / frightened / old-fashioned
- to sound strange
- to feel stressed out
- to be down
- *It (he / she) seems to be...*
- *It (he / she / ...) looks...*
- *It (he / she / ...) sounds...*



99 Work in pairs. Read Text 1 again and complete the dialogues. Act them out. Listen to the recording and compare the dialogues from the recording with your version:



a) as if you had been to the auto show

Harry: Hi! How was the weekend?

You: Great! I was at the auto show.

Harry: Were you? What was it like?

You: It was a great show! There were stuntmen there. They performed fantastic tricks.

Harry: Stuntmen? What were they doing?

You: ...

Harry: And what is a "wheelie"?

You: ...

Harry: Yeah, I've seen something like that on TV. And there were different makes of cars in the show, weren't there?

You: Not in the show but after it...

Harry: If you happen to hear about the next auto show, let me know, will you?

You: ...

b) as if you are invited to see the auto show

Jason: Doing anything special this weekend?

You: No, why?

Jason: How about going to the auto show?
I've got two tickets.

You: Auto show? ...?

Jason: No, it's not like car races (гонки).
It's when stuntmen drive cars and do
different dangerous tricks, like driving
through fire or doing "wheelies".

You: ...? ...?

Jason: Yes, it is dangerous and stuntmen
are courageous people. They often
perform the dangerous tricks the real
actors in the films can't do. And a
"wheelie" is a trick when they drive
a motorcycle on one wheel. So are you
going or not?

You: ...



100 Continue the dialogue. It's your grandmother's birthday and you want to make it a special day for her. Suggest going to a rock concert together. "Granny" should use all kinds of questions (general, special, alternative and tag questions) to learn as much as possible about the concert. It's up to her whether to accept the invitation or reject it.

- Happy birthday, Granny! Many happy returns of the day.
- Oh, dear! It's so nice of you to remember.
- Look here, Granny, I've got a great present for you. It's a ticket.
- Is it a theatre ticket?
- Not exactly. It's a concert ticket, a rock concert...
- ...



101 Make up an entertainment project for the whole class for the coming holiday. Use the following guidelines. The expressions below can be helpful.

- Work out a suggestion about what to do or where to go. Prepare the arguments for this entertainment activity.
- Present your project to the class. Be ready to disagree with some of the students. Try to convince them that your project is the best.
- Vote for the best project and select a winner.

Our idea of a good holiday is...

Let's...

We can have quality time. It's not only entertainment but it's also very good for your health and mind and can broaden your interests.

It will be gorgeous! It will be a wonderful show!

It will be great!

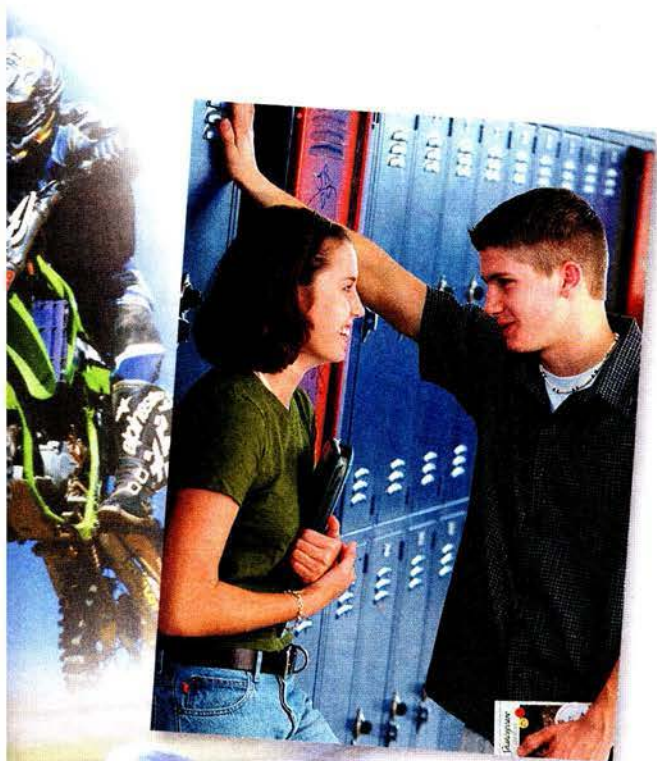
I can't see anything against it.

That sounds OK... but...

I'm against this idea.

I don't feel like...

You'll be delighted!



Section 5

Out and about in Moscow



102 What places of public entertainment have you been to? What did you like best? Where would you like to go and what would you like to see? Use the Internet if necessary.



103 a) Listen to the interview with Philippe, a Frenchman who is in love with Russia. Complete the sentences.

- 1 It's Philippe's...
 - a) first visit to Russia.
 - b) seventh visit to Russia.
 - c) last visit to Russia.
- 2 Philippe loves theatres...
 - a) but prefers restaurants.
 - b) and never goes to restaurants or cafés.
 - c) and sometimes visits cafés where he can watch a performance and enjoy a cup of coffee.
- 3 His favourite is...
 - a) the Bolshoi Theatre.
 - b) the Maly Theatre.
 - c) the Operetta Theatre.

b) Interview your classmate. Use the dialogue vocabulary below.

Dialogue Vocabulary

How long have you been living / staying here?
 What are your favourite outings?
 How often do you see different shows?
 What performance impressed you the most?
 Do you mean that...?

It sounds fantastic.




I often / sometimes go to classical music
 concerts / operas / ballets / musicals /
 the movies.

I really enjoyed...

That's unbelievable!



104 Read, learn and remember*.

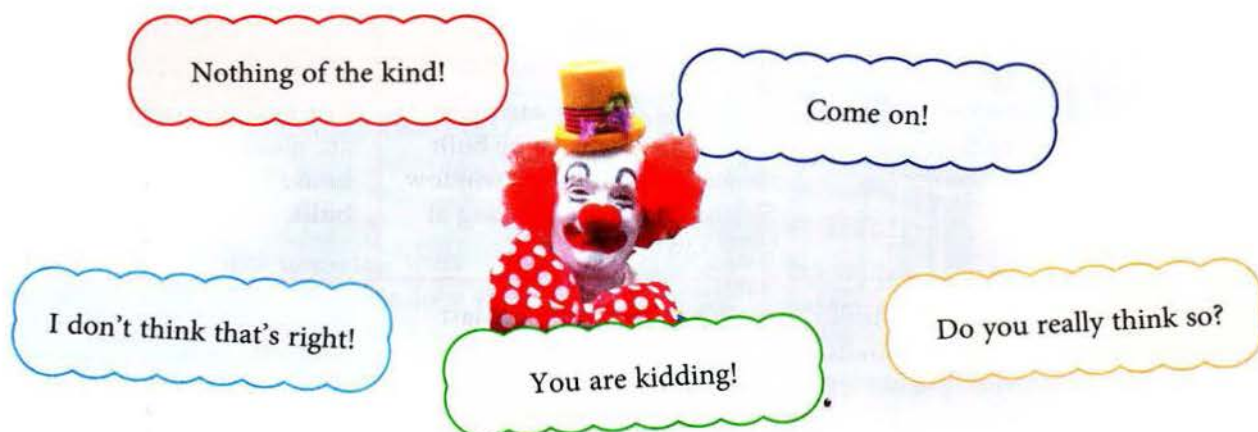
	Simple	Continuous	Perfect
Present	Moscow is visited by millions of people every year.	I wake up very early now. A big house is being built just in front of my window, and they start working at 5 a.m.	I've got good news. We are moving soon. Our new house has already been built .
Past	Some researchers think that Moscow was founded much earlier than in the 12th century. 	When we were here last month, this house was being built , remember? Look, now it's ready! 	We applied to that building company because it had a good reputation. Lots of beautiful buildings had already been built by them. 
Future	The newspapers say that several sports centres will be built in our city.	Don't call me tomorrow at 3 p.m. I will be watching TV as a new plan of the reconstruction of the city will be being discussed ".	I don't have a lot of opportunities to do sports now. But I hope that a big sports centre with a swimming pool will have been built not far from my place by the end of this year".

* Видовременные формы глагола, выделенные полужирным шрифтом, входят в грамматический минимум 2–9-х классов. Остальные формы даны в таблице для создания общего представления о системе времен английского глагола.

** Данные формы малоупотребительны.



105 Read the sentences. Comment on them using the expressions below. Correct the sentences using the passive voice.



- 1 Paper is made from sand and plastic.
- 2 European ancient books were typed by computer.
- 3 "Romeo and Juliet" was written by Leo Tolstoy.
- 4 The electric bulb (лампочка) was invented by Archimedes.
- 5 The famous cartoon characters from "Nu, Pogodi!" were created by Walt Disney.
- 6 The Eiffel Tower was built in New York in the 20th century.

106 Complete the sentences using the passive voice. Use the verbs in brackets.

Example: I can't use the phone. It ... (break).— It has been broken.

- 1 I didn't manage to buy any tickets. When I came to the theatre box office, everything ... (sell out).
- 2 "Your room looks completely different!"
"Yes, it ... (decorate)."
- 3 He didn't take his school-leaving exams because he ... (expel) from school.

107 Read the sentences in the left column. Think of the Russian equivalents to the words and phrases in **bold**. The explanations in the right column can help you.

There is no need to rack one's brains .	There is no need to think so hard about a problem.
Cultural life is intense .	Life is full of many different cultural events.
It's incredible .	It's hard to believe.
It's just round the corner .	It's very close to here.
It is a two-minute walk from here.	It takes two minutes to get there. It's very close.



108 Listen to the international words. Repeat them. Then find them in the text in Ex. 109. Guess their meaning in Russian.

109 Read the text and write down all the places of public entertainment mentioned in it.

Some Tips on Where to Go and What to See in Moscow

There is no need to rack one's brains about outings in Moscow as the cultural life is intense. A lot of famous theatres and galleries are there. The Bolshoi and the Maly Theatres are in the centre of Moscow in Teatralnaya Square. Just round the corner there is the Moscow Art Theatre (the MkhAT). The Operetta Theatre is a two-minute walk from Teatralnaya Square as well. It's incredible but there are about ninety theatres in Moscow (apart from the different studios and theatrical societies), more than seventy museums and a great number of exhibitions of all kinds.

In spite of the wide choice, it is not easy to recommend something to a foreigner. Tastes differ, you know. But even if you have no idea of the person's interests, there are some places to suggest. They may not be at the top of the list of Moscow entertainment, but they promise great enjoyment for a person of any age and background.

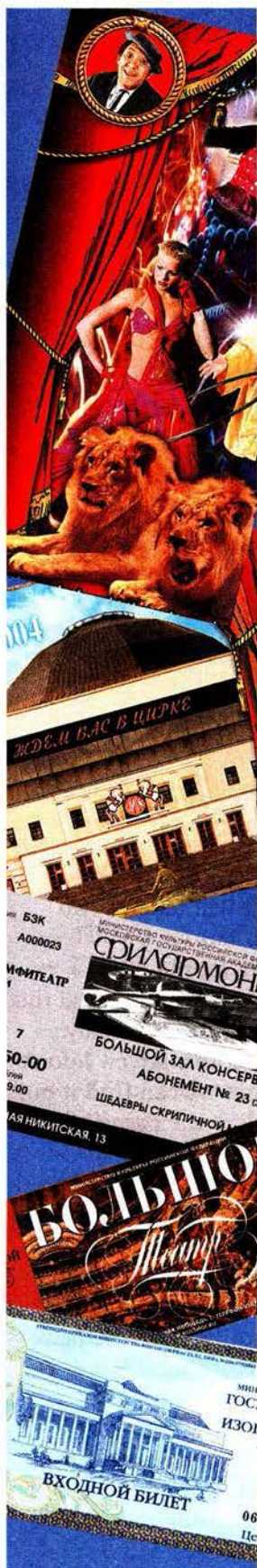
One of these places is the fairy world of the Yury Nikulin Old Circus on Tsvetnoi Boulevard. It is really old, one of the oldest circuses in Russia. It was opened in 1880 and since that time has been working non-stop (even during the Great Patriotic War). The Old Circus has always had the reputation of one of the best circuses in the world. It is famous for its very good programmes for children. People still remember brilliant clowns like Karandash and Oleg Popov. Yury Nikulin also worked there and now the circus is named after him: the Nikulinsky Circus.

In 1980s, the circus was rebuilt, but the atmosphere of the Old Circus remained the same: warm and homelike. Today, more than 2000 spectators can watch amazing programmes. Wild animals, like tigers and elephants, often take part in the performances.

If you want to see sea animal performances, you'll have to go to another kind of circus: the Moscow Dolphinarium. It is the best opportunity for those who want to see marine mammals, such as dolphins, sea lions and seals.

The performance is rather short (it only lasts for about one hour), but the actors are splendid and amaze adults as well as kids. People can admire a huge white whale and several dolphins performing together. And what a delight it is when a dolphin touches your hand!

These places of public entertainment are different from other more popular attractions. They seem to be more real and less commercial. It's quite possible that it's this kind of entertainment that attracts people to Moscow.



110 Choose the best answer to the question and the best ending to complete the sentences.

- Which of the following statements is **not** true?
 - There is a great concentration of theatres of all kinds in Moscow.
 - Teatralnaya Square got its name because there are several theatres in and near it.
 - The Operetta Theatre is the most famous theatre in Moscow.
 - Besides the theatres, there are lots of different studios and musical societies in Moscow.
- It can be difficult to recommend a place for entertainment to a stranger...
 - because there are not enough places worth visiting.
 - because different people like different things.
 - because people seldom go out in Moscow.
 - because everything is very expensive.
- The Old Circus is an interesting place...
 - for children.
 - for elderly people.
 - for tourists.
 - for most people.
- The Old Circus is named after...
 - the famous clown Karandash.
 - the famous actor Yuri Nikulin.
 - the mayor of Moscow.
 - the well-known clown Oleg Popov.
- Places like the Old Circus and the Moscow Dolphinarium are different from other attractions...
 - because they are very far from the centre.
 - because they produce programmes only for kids.
 - because they are real and less commercial.
 - because people working there are very polite and friendly.

111 Complete the situations using the following expressions. Use the verbs in their appropriate forms.

to be just round the corner

to be called after somebody

to seem to be

to have no idea of / about something

to work non-stop

to be intense

- There is no need to take a bus to get to the theatrical studio. It will take us two minutes to walk there. It...
- You almost can't be late for the performance. This cinema works round the clock, without any breaks. It..., actually.
- A famous writer lived in this street. I don't remember his name, but we can find it out easily. Let's have a look at the name of the street. I'm sure that it...
- It's not easy to live in big cities nowadays. There are so many people, transport is crowded and people have no time for quiet walking and talking. Life...
- I don't remember the address, but this building looks very familiar. It ...the place we are looking for.

112 Find in the text the main points and the main dates about the history of the Old Circus. Use your notes as guidelines to talk about the circus.

Mini-project: Nice Place to See

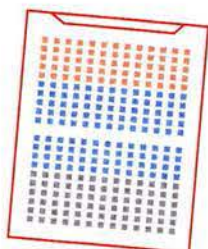
@ 113 Imagine that you've got foreign visitors (a family with children of your age) who've never been to our country. Prepare an excursion for them. Work in groups of 3 or 4. Follow the guidelines below:

1. You must agree together about which place you would like to show your guests. Your excursion can be about anywhere in the country, not only your home town. The excursion may be to one of the following: a museum, a theatre, a historical site, an interesting part of town, or somewhere else.
2. Brainstorm information about the place you want to show your guests. You may focus on the following points:
 - a description of the place;
 - when and how it was founded, what its functions have been since then;
 - legends and anecdotes related to the place;
 - the most remarkable features of the place, etc.

Choose someone in your group to make notes on the information suggested.
3. Look through the notes and make a final plan for your presentation. Decide who is responsible for each point.
4. Individually search for the information on your point. (You can use information from the Unit, from the Internet or any books and tourist guides available.) Write a text to be used in the presentation.
5. Share your texts, discuss them and assemble them into a presentation. Make all necessary changes and improvements. Edit the text.
6. Find pictures to illustrate your text. Create the visuals for your presentation as flash-cards, posters, PowerPoint slides, etc.
7. Give the presentation in class. Act as a team, so that everyone in your group can have their say.
8. Answer your classmates' questions.
9. Listen to the other presentations, ask questions, and decide which of the presentations you like best.

114 Listen to the telephone conversation and complete it.

- The booking office of the Central Circus. ...?
- I'd like to reserve seats for today's performance. ...?
- We have three performances today: at 1 p.m., at 5 p.m., and at 7 p.m.
- At 7 o'clock then.
- OK. ...?
- Three, in the same row.
- ...in the same row for this performance. If it is really important, I can offer you three seats together for the performance at 5 p.m. Will that do?
- Yes, I think it will. ...?
- The tenth.
- Yes, I'll take them.
- ...?
- Kolobov.
- Can you spell it?
- K-o-l-o-b-o-v.
- OK. Three seats are reserved in your name. You can pay for them just before the performance.



115 Work in pairs. Discuss the following questions.

Have you ever been to a circus?

Have you watched circus performances on TV?

Do you enjoy clowns?

Do you like watching trained animals?

WORD FOCUS: LINKING WORDS AND PHRASES

116 Read and remember.

on the one hand... on the other hand
...however...

...one shouldn't forget that...
...but at the same time...

117 Join two ideas together. Use the phrases above. Give as many variants as possible.

Positive	Negative
People like watching animals perform tricks in the arena.	Circus animals do not enjoy their sad life.
Bears riding bicycles look very pretty.	Riding a bicycle is an unnatural thing for animals to do; they are forced to do it.
Dolphins enjoy playing with their trainers.	Dolphins are kept in uncomfortable and small swimming pools.
Animals in the circuses are taken care of.	Animals suffer from being kept in cages.



118 Do you think circuses should be animal-free? Discuss this in groups and give your reasons. Share your opinion with your classmates.



119 Listen to the dialogue and say in what city the conversation is taking place.



120 Work in pairs. Make up a dialogue between Michael and the woman in the booking office. Use the information in the box below and the following phrases.

Can I help you?
What's on today?
I'm afraid we are not keen on horror films.
We would prefer...

Can we reserve two tickets for...
I'm sorry, but only ...seats are left.
But I can offer you the tickets for ...o'clock.
Will it do?
That's great!

Student A

Michael and Sarah want to see either a comedy or a musical with well-known actors starring.

They want two tickets for the show at 7 p.m.; any time from 6 till 8 p.m. is also possible for them.

They want seats neither in the first nor the last row.

Student B

There are several films on:
The Desert Island (horror);
Adventure on the Moon (comedy);
I Can't Forget (melodrama)

They start every half an hour: at 12.00; at 12.30; at 13.00 and so on. The problem is that almost all the tickets have already been sold.

Seats:

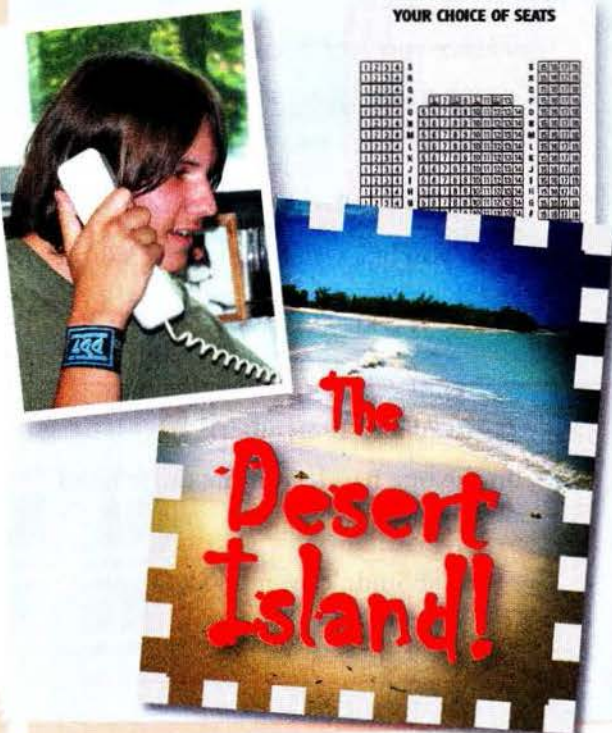
1.00 — All seats are sold out.

1.30 — Two seats in the last row available.

7.00 — One seat in the first row and one seat in the third row available.

7.30 — Five seats in the second row and four seats in the sixth row available.

8.00 — About twenty seats in the rows from the first till the eighth available.



Section 6

Do You Mind Video and TV?



VIDEO TV



121 Nowadays the leaders in the entertainment world are TV and video. How can you explain this? Make some guesses.

Example: I think watching TV and video is so popular because...

...people are lazy and prefer sitting in an armchair to arranging parties or going to concerts or theatrical performances.

?

...you can eat while watching.

...you can enjoy it without leaving home.

...it is the most available kind of entertainment.

122 What kind of TV programmes and videos do you prefer? Why?

adventure films/shows

fantasy

ANIMATION/
CARTOONS

comedies

romance
films

THRILLERS

action films

NEWS

detective
films

animal shows

horror films



123 Listen to the interview with a star and answer the questions.

- 1 Is Jenny an early bird or does she always get up in the afternoon?
- 2 She doesn't act in soap operas and melodramas, does she? She prefers adventure films and thrillers.
- 3 Jenny doesn't watch TV, does she? She feels jealous of other actors and actresses.
- 4 Jenny ignores sport. She thinks that dieting is more effective for keeping fit, doesn't she?
- 5 What kind of food does she try to avoid?



124 Read the two statements that express different opinions and then the arguments below. In the boxes, write the number of the statement each argument supports. The first one is done for you.

1

TV is one of the most harmful inventions.

2

TV is one of the most useful inventions and I can't see any danger in it.

Arguments

- ☒ 1 When I'm at home, watching TV takes all of my time and I have no time for my lessons.
- ☐ Most people get their news from TV.
- ☐ People waste a lot of time watching rubbish: third-rate films, stupid talk shows and annoying adverts.
- ☐ Nowadays we cannot be well-informed without TV.
- ☐ TV gives us many opportunities for education.

- ☐ There are some silly programmes on TV, but if you don't like them, you can switch it off.
- ☐ If you feel down, bored or lonely, you can switch on the TV and you'll feel better...
- ☐ People have turned into slaves (рабы) of TV. They do not read and cannot communicate without TV.
- ☐ Because of TV, people are able to visit a lot of different places in the world, experience other cultures and learn about different people and events.
- ☐ Because of TV, people don't do any sports.



125 Work in pairs. Think of some more arguments for and against TV. Write them down. Share your opinion with your classmates. Give your reasons.



1

I think that TV is one of the most harmful inventions...

My idea is that we should quit watching TV so much. Choose one or two programmes a week, and that's it. Live your real life instead of watching a lot of silly stuff (глупости).

126 Choose the opinion you agree with and complete one of the essays. The beginning and the conclusion are already done for you.

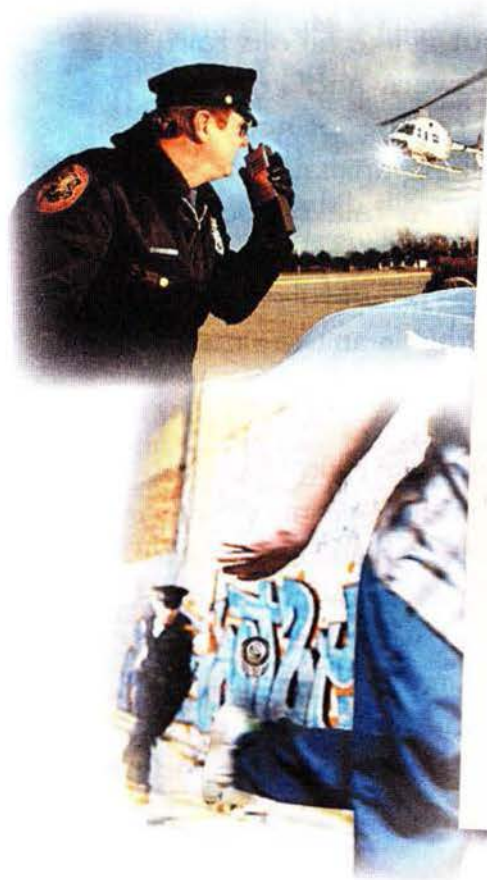
2

TV is one of the most useful inventions and I don't see any danger in it...

So there is nothing to worry about. We should not limit ourselves in our TV-watching. If something worth seeing is on, why miss it?



127 Listen to the dialogue and say what kind of film the teenagers are watching and what the plot of the film is.



128 Read the dialogue and say what's necessary to make an ordinary action film.

Example: To make an ordinary action film, you should have...

- Will you turn it down? It's awful to do maths when something is blowing up and crashing in the next room.
- Forget your maths! It's a great action-adventure film. I'm sure you'll like it.
- OK. I can't concentrate anyhow. What's it about?
- There is a big group of criminals that is going to get the whole supply of gold in the country.
- It's an American film, I bet.
- What makes you think so?
- It doesn't matter. I'm sure there is a hero who is trying to break up their plans. He is strong, good-looking and fights alone.
- You've hit it again. He is a former policeman. He left his job years ago because his partner had betrayed him.
- And the end of the film will be absolutely unexpected: the hero will save the world and some pretty girl and he'll give her a kiss just next to the bodies of his enemies. OK, let's watch the film, but promise that when it's over, you'll help me with my maths, will you?
- I certainly will.

129 Match the words and their definitions. Use the dictionary when necessary.

1) dragon	a) to save somebody from danger in a place where he / she is kept against his / her will
2) rescue	b) an unreal animal from tales and legends that normally has several heads and a tail; it can fly and shoot flames from its mouth; the most habitual food is princesses and knights
3) irony	c) a young handsome man who is in love with some beautiful princess; he usually saves her from a tower where she is kept by some witch or wizard
4) parody	d) a story or a film where you can recognise some other well-known story or film; the characters behave unexpectedly and it amuses the readers or spectators
5) knight	e) a cruel and ugly creature in stories for children; he lives deep in the woods and is thought to eat children (sometimes even adults)
6) ogre ['əʊgə]	f) a form of humour in which we use words in their opposite meaning; writers or filmmakers often use it to amuse their readers or spectators

130 Read the information and guess the name of the cartoon.

This animated film was famous at the beginning of this century. It was produced in 2001 but is like all old fairy tales: princesses kept in towers and guarded by dragons, knights who rescue princesses, cruel rulers (правители), talking animals and so on. It's actually more of a fairy tale parody in which characters from many tales are mixed up together, the princess is not as beautiful as she is supposed to be and the "knight" is an ugly, green ogre who hasn't got the slightest idea of how to behave with a princess.

The cartoon is full of irony: the talking donkey cracks jokes, well-known characters like Robin Hood and others act in absolutely unexpected ways, and the knight himself rescues the princess, not because he is head over heels in love with her, but only because it's a part of his agreement with the ruler of the country. The heartless ruler had, in fact, made all fairy tale characters leave the city and settle in the woods where the ogre lived. So he was ready to do anything to bring them back to the city in order to have peace in his home.

In a new way, the cartoon still proves the traditional fairy tale values: the cruel ruler of the country is punished and the princess prefers the ogre for his heart and kindness and wants to share his fate. No doubt that the voices of several famous actors added to the popularity of the animated film: the ogre has Mike Myers' voice, the princess has Cameron Diaz's voice, and one will easily recognise Eddie Murphy as soon as the talking donkey opens his mouth.

**131** Find words and expressions in the text that mean the following:

- 1 to save someone
- 2 to have no idea of good manners
- 3 to make jokes
- 4 to be strongly in love with

Mini-project: Your New Producer

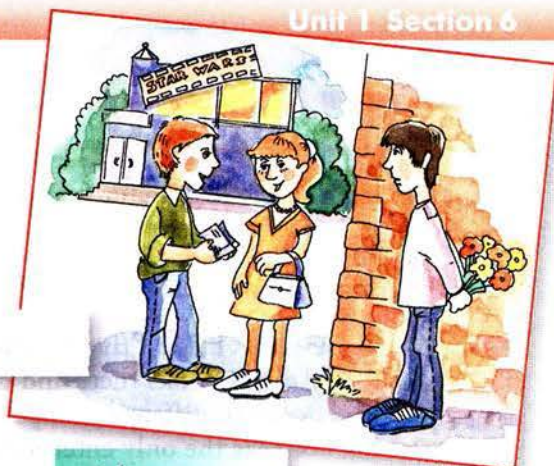


132 Work in groups. Suggest a plot for a film and present it in class. Follow the guidelines:

- 1 Agree on the following points about your film:
 - The main idea of the film
 - The main character(s)
 - The setting (where the action takes place)
 - The problem the main character wants to solve
 - What steps the main character takes in order to solve the problem
 - Who or what acts against the character
 - The finale of the film: who has won.
 Choose someone in your group to make notes on what's suggested.
- 2 Write your plot outline.
- 3 Present your plot to the class. Act as a team, so that everyone in your group has their say.
- 4 Answer your classmates' questions.
- 5 Listen to the other presentations, ask questions. Decide which of the presentations you like best.



Action



Adventure

Fantasy



Detective

Thriller

Love story

133 Write about a film: the plot of the film, the main characters, who stars in the film, who the producer is and so on. Don't name the film. Let your classmates guess what film it is.

Key Vocabulary



- to appreciate, to approve, to betray, to cheat, to cheer up, to deserve, to disappoint, to envy, to entertain, to escape, to give up, to ignore, to insist, to observe, to quarrel, to reserve, to sound, to tan
- bookworm, chatterbox, delight, dolphin, entertainment, fussier, make (mapka), melodrama, misunderstanding, outing, professionalism, quarrel, seat, stuntman, telephone directory, trick
- annoying, dead, elegant, intense, old-fashioned, sporty, unexpected, up-to-date
- pretty, pretty long, unlike, whatever, while
- to be stressed (out), I bet..., to be / feel delighted, to feel like doing something, to feel down, to give some tips, to make a fuss about something, to name after somebody
- I mean it. I have no idea of / about... I don't care about... It / He / She seems to be exciting / nice. It looks..., It sounds..., round the corner, on the one hand... on the other hand

Progress Check



1 a) Listen to the text about the book fair.
Read the sentences and tick the correct ones.

- This text is a police report on stolen antique books and fine arts.
- The book fair is held in the city every year.
- Visitors can buy books there and can win them as prizes in different competitions.
- Buying books is the only entertainment at the exhibition.
- The exhibition is the wrong place for young children because they get bored there.

- It is a very quiet place and nothing happens there during the day.
- Everyone can reserve a ticket and visit the exhibition.

b) Listen to the text again and fill in the missing information.

- 1 The book fair is held from... to...
- 2 It is open to visitors every day from... to...
- 3 If you want to get more information on the book fair, use the telephone number ...7845...

Points /9

2 Read the text and do the tasks below.

When I was as old as my daughter is now, my parents were not happy with my behaviour. I argued with them, ignored their orders and didn't appreciate their care. Now I see how wrong I was; they wished me only good. Now I have a teenage daughter myself. I think that the main thing with teenagers is not to overcontrol their lives and not to take care of them too much. It sounds strange, doesn't it? But I mean that parents shouldn't check if their children's schoolbags have been packed or their school uniforms are clean and tidy. I never tell my daughter Sarah that she shouldn't drop her school blazer in the corridor and or that she should go to bed on time. **I accept that she can plan her day and can keep her school uniform wherever she likes: on the floor or under the bed or in her own schoolbag. But she should look tidy at school and shouldn't make a fuss in the morning if she is late and her dress doesn't look right.**

I don't support the idea of prohibiting something without a good reason. Last month Sarah declared that she was grown up enough to arrange home parties for her friends. I didn't object to it but explained to Sarah that her responsibility was not only to make up the list of the guests but to manage the whole event: to arrange the time that fits the plans of the family, to think about snacks and drinks beforehand, to make up a scenario for the party and to find time to tidy up the flat before and after the party. I asked her to make up a kind of a business plan for the event and if everything was OK, there was really no reason to prohibit it, was there?

Sarah put off the party several times. She did it, not because I didn't let her invite the friends, but because she, herself, couldn't prepare everything on time. She acted like a grown-up, not a naughty demanding child.

I'm sure that my tactic works with my daughter. She understands now why I don't allow her certain things. She sees the reason behind it instead of a parent's wish to treat her as a child. She often asks for my advice and appreciates it when I give it to her. In her turn, she tries to support me in difficult situations. She understands that it's not easy to be adult and independent and to manage life as best as you can.



1 Choose the best ending to the sentence.

Sarah's mother thinks that the best way to treat teenagers is...

- a) to prohibit everything.
- b) to let them do whatever they like.
- c) to make them realise responsibility for their actions.
- d) to make them do what their parents tell them to do.

2 Find the sentence that is NOT true.

- a) Sarah had to put off the party because her mother didn't let her invite the friends she wanted.
- b) Sarah thought that she was grown up enough to arrange a party.
- c) Sarah accepted that arranging the party is not only making a list of the guests.
- d) It took Sarah a lot of time to arrange everything necessary for the party.

3 Look at the text again. Notice the lines in bold. Choose what Sarah's mother means there.

- a) Sarah keeps her blazer under her bed and I can do nothing about it.

- b) It's her business where she keeps her blazer. I don't care how she looks at school.
- c) I don't care where she keeps her blazer but she should look nice and tidy at school.
- d) Sarah can keep her blazer wherever she likes. I'll help her to clean and iron it in the morning.

Points /3**3 Do you think that Sarah's mother is right when she says that parents should NOT take too much care of teenagers? Give your reasons.**Points /2**4 Sum up how Sarah's mother prevents problems and conflicts with her daughter. Do you share her point of view or not? Explain why.**Points /2**5 Choose the right option and fill in the gaps.**

- 1 His essay is very good. It ... the top mark, I believe.
- 2 I don't think anybody can help me in this situation, but I ... your offer to help anyway.
- 3 You shouldn't be rude to people who are trying to help you. ... their advice if you don't like it, but behave yourself.
- 4 I've known Tommy since our early childhood. He is a true friend. I can ... him in any situation.
- 5 Nobody except us knew about the plan. It means that the person who ... us is here in this room.
- 6 I envy her because she is so good at languages. She ... Italian for only a year and can already speak it perfectly.
- 7 When the fire began, I found out that the door was locked. It was my roommate who ... me from the fire.
- 8 My roommate is a real chatterbox. If she doesn't stop talking in a minute, we ... again, I'm afraid.

- | | | | |
|-------------------------|-----------------|----------------------|--------------------|
| 1 a) appreciates | b) deserves | c) relies | d) supports |
| 2 a) rescue | b) envy | c) betray | d) appreciate |
| 3 a) ignore | b) deserve | c) confess | d) follow |
| 4 a) is relying on | b) rely at | c) has relied on | d) rely on |
| 5 a) had betrayed | b) betray | c) has betrayed | d) was betrayed |
| 6 a) have been learning | b) had learnt | c) has been learning | d) was learning |
| 7 a) rescued | b) has rescued | c) had been rescuing | d) rescues |
| 8 a) have quarrelled | b) will quarrel | c) quarrel | d) are quarrelling |

Points /8

6 You've received a letter from your English-speaking friend, Jeffrey. Write him a letter and answer his 3 questions.

Send Save Now Discard

To:

Add Cc | Add Bcc

Subject:

Plain Text Attach a file Insert: Invitation Check Spelling

...We went to York last weekend. It was a great outing! Unfortunately, my parents often work on Sundays and we can't spend all weekends together. But I like it very much when we go somewhere as a family. How do you usually spend your weekends? What is the most interesting weekend you've had with your family or friends? What are your plans for the coming weekend?...

Send Save Now Discard



7 You are planning an outing or day of entertainment. Make up a dialogue following the guideline. Then act out the dialogue. Don't forget to greet each other and to say goodbye.

Student 1

Student 2

Ask about the plans for the coming weekend.

Say that you don't have any plans yet. Ask why your partner is interested.

Say that you have no plans either. Suggest going somewhere.

Reject the suggestion and give your reasons. Make one more suggestion, and give reasons for it.

Reject the suggestion and give reasons. Make another suggestion.

Accept the suggestion. Offer to meet your partner at a certain time and a certain place.

Accept it.

Mark your score

For tasks 1–5, you can get 24 points.

20–24 points — well done

17–19 points — good

14–16 points — you can do better

13 points or less — revise and try again

Tasks 6 and 7 should be evaluated by you, your classmates and your teacher.

UNIT 2

It's a Big World! Start Travelling Now!

Section 1 Why Do People Travel?

1 Why do you think people travel? Rate the reasons according to their importance and add your own reason.

- ☐ they want to change their life
- ☐ they hope to make a fortune
- ☐ they want to explore the world
- ☐ they want to discover new places, new species of animals or plants to become famous
- ☐ they want to develop trade and economic relationships
- ☐ they want to meet new people and get to know their lifestyles and their traditions
- ☐ they travel because of curiosity
- ☐ they travel when they feel down or stressed out
- ☐ they have a sense of adventure
- ☐ ...

2 Explain how you feel about travelling. Say why.

Example: I would like to travel a lot / I don't like to travel much because...

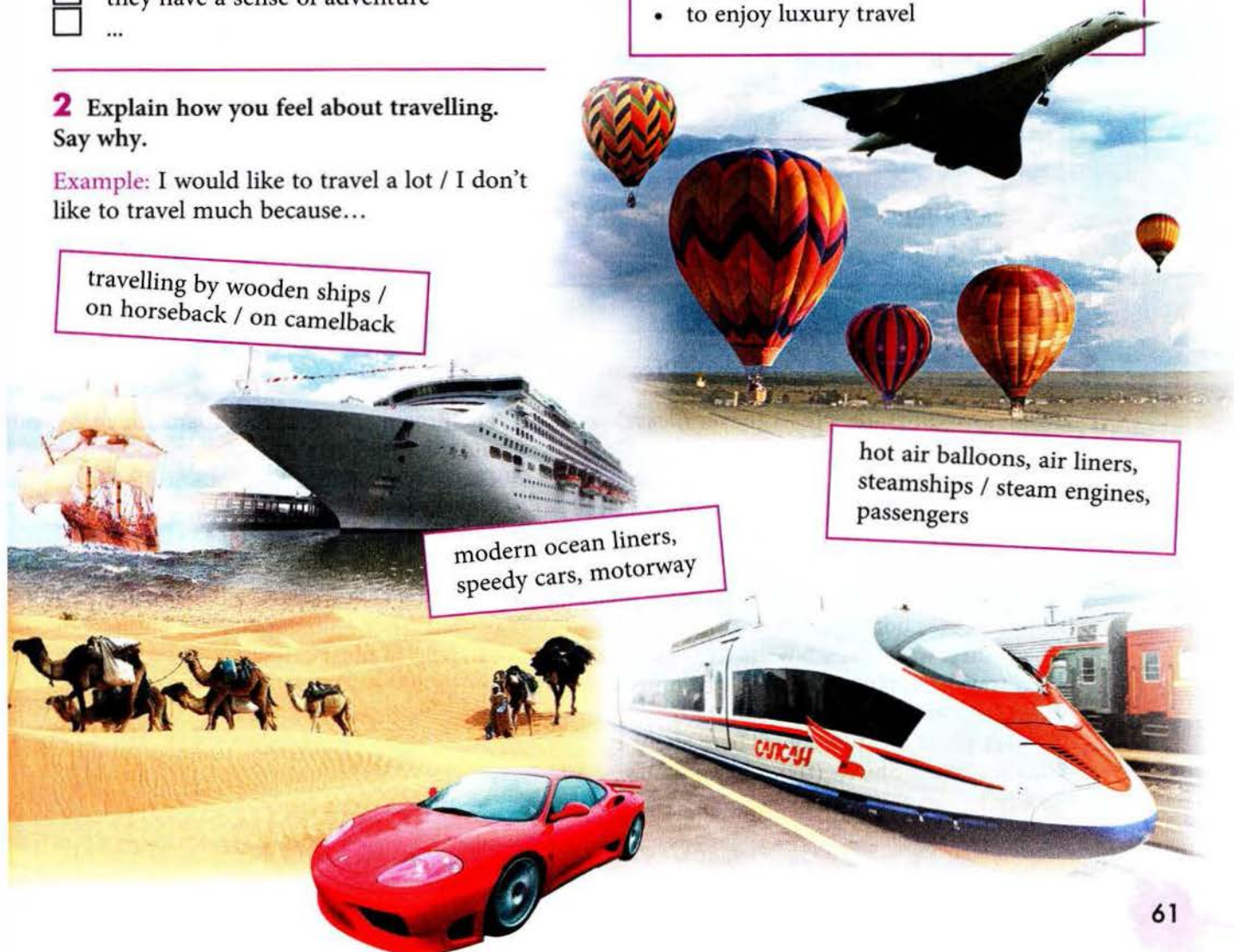
travelling by wooden ships /
on horseback / on camelback

modern ocean liners,
speedy cars, motorway

hot air balloons, air liners,
steamships / steam engines,
passengers

3 Work in groups of 2 or 3. Look at the pictures and explain how the means of travelling developed. Use some of the phrases from the box. Present your story to the other groups.

- to be dangerous and exhausting (изматывающий)
- to take ages to get to...
- to suffer from unknown diseases, hunger, thirst, and wild animals
- to travel by sea / by air / by train / by car
- to travel across the desert
- to sail across the ocean
- to make travelling much easier and safer
- to enjoy nice food while travelling
- to get to the opposite side of the planet in hours
- to enjoy luxury travel

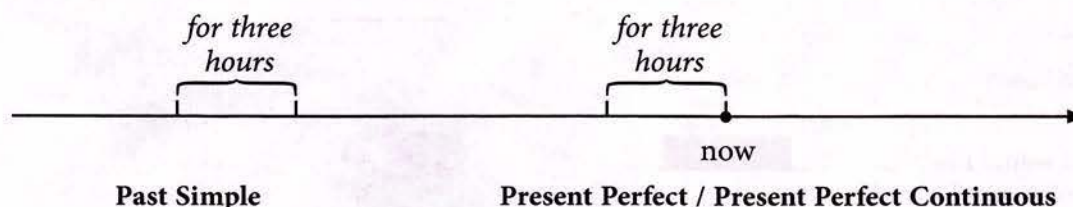


REVIEW OF PAST SIMPLE AND PRESENT PERFECT / PRESENT PERFECT CONTINUOUS

4 Read the following examples and think about their differences. Then match the sentences to complete the situations.

- 1 Jim has been showing his family photos for three hours.
- 2 Jim showed his family photos for three hours.
- 3 Jessie and Julie have been close friends since their childhood.
- 4 Jessie and Julie were close friends since their childhood.
- 5 I have been trying to solve the maths problem for two hours.
- 6 I tried to solve the maths problem for two hours.

- a) He quit only when one of his guests asked for some coffee and biscuits.
- b) But they quarrelled once and haven't seen each other since.
- c) They don't have any secrets from each other.
- d) All his guests are dying of hunger and irritation.
- e) When I became sure that I had no chance, I gave up on it.
- f) However, there is still no success.



5 Use the verbs in the Past Simple or Present Perfect / Present Perfect Continuous.

- 1 He likes his quiet life. He ... (never / leave) his village.
- 2 For two years, Jason ... (travel) all over the continent and at last he settled in a little town in South Africa.
- 3 I can't imagine him sitting quietly at home in front of the TV. He ... (run) somewhere since the day he was born.
- 4 When Chris was a little boy, he ... (read) a lot about travellers, pirates and sea adventures. No wonder he has become a sailor.
- 5 Maggie's plane must be somewhere above the Atlantic Ocean. She ... (fly) for two hours already.
- 6 The Browns ... (live) in Canada for three years and then they moved to America.
- 7 The Browns ... (live) in America for six months already.
- 8 I love travelling by air, but I ... (fly) for two years.
- 9 For many centuries travellers in Africa ... (suffer) from unknown diseases but now doctors can help in most cases.

6 Fill in *for*, *since*, or *during*.

- 1 She has been dreaming about a round-the-world sea voyage ... the time when she became interested in the tourism business.
- 2 He studied Japanese ... three years, but then, all of a sudden, he gave it up and got interested in Spanish.
- 3 Do you remember going on any trips with your classmates ... the academic year?
- 4 He hasn't flown ... that unlucky trip when all of his luggage was lost at the airport.
- 5 Because of my parents' jobs, I travelled a lot ... my childhood. It was very exciting for a kid.

**7** Listen and repeat. Which of these parts of the world do you know to be the most dangerous one? Why?

The North Pole [ˌnɔːθˈpəʊl]

Antarctica [æntˈɑːktɪkə]

The jungle [ˈdʒʌŋɡəl]

The Gulf Stream [ˈɡʌlfstriːm]

The Sahara Desert [səˈhɑːrə ˈdezət]

The Bermuda Triangle [bəˈmjuːdə ˈtraɪæŋɡəl]

The Challenger Deep [ˈtʃælɪndʒə ˈdiːp]

The taiga [ˈtaɪɡə]

The Pacific Ocean [pəˈsɪfɪk ˈoʊʃən]

8 Read the text about one of the most dangerous parts of the world. What new information have you learned from it?

People have always been exploring the world. After many successful space flights, the Earth seems to be known completely. But still some parts of it are full of mystery.

In the western Atlantic Ocean, there is a very strange place. Lots of ships, boats and even planes have disappeared in this area. That part of the ocean is called the Bermuda Triangle.

People have been puzzled by it for years. Scientists have suggested a lot of various explanations for the Bermuda Triangle. They try to explain why that part of the world is so dangerous and unpredictable.

9 Read through the text in Ex. 8 again.

Which of these statements can explain the mystery of the Bermuda Triangle?

- 1 An ancient town under the sea produces a lot of electric power. It ruins equipment on boats and planes. That's why they crash into the sea.
- 2 A huge fish or some other sea animal is trying to defend itself and its territory.
- 3 Pirates have taken over the area.
- 4 Visitors from outer space arrive in UFOs (unidentified flying objects) and take ships and planes with them.
- 5 Earthquakes happening deep under the sea cause all the accidents.

**10** Work in groups. Choose one of the ideas from Ex. 9 or invent your own. Try to prove it. Use the Internet if necessary. Share your ideas with the students in other groups. Then choose the most interesting one.

11 Choose the right options to complete the sentences.



Geographical Quiz

1 Marco Polo

- a) is famous for his travelling along the Great Silk Road across the Gobi ['gəʊbi] Desert;
- b) was the first European who invented the medicine against malaria (малярия);
- c) is famous for his expedition to the coast of West Africa.

2 The Galapagos Islands (the place where Charles Darwin studied the wildlife and used the facts later as the basis for his theory are

- a) in the Pacific Ocean.
- b) in the Atlantic Ocean.
- c) in the Mediterranean Sea.

3 The Bermuda Triangle, the place where a lot of ships have disappeared, is

- a) in the Pacific Ocean.
- b) in the Indian Ocean.
- c) in the Atlantic Ocean.



12 Listen to the people and guess where they have been to. What makes you think so?



13 Prepare a narrative about any country. Speak about the things that are associated with this country. Let other students guess the name of the country.

GRAMMAR FOCUS: REVIEW OF ARTICLES WITH GEOGRAPHICAL NAMES



14 Listen and read the geographical names and remember which of them are used with *the* and which are used without an article.

no article	
continents	Asia ['eɪʃə], Africa, North America
individual islands	Malta ['mɔ:ltə], Sakhalin
individual mountains	Everest ['evərəst] Kilimanjaro [kɪ'lɪmən'dʒɑ:rəʊ]
most countries	France, Portugal ['pɔ:tʃʊgəl]
lakes	Lake Ontario [tʌn'teəriəs], Lake Baikal

the		
deserts		the Sahara Desert the Kalahari Desert [ˌkæləhɑːri ˈdezət]
groups of islands		the Japanese [dʒæpəˈniːz] Islands the Canaries [kəˈneɪrɪz]
mountain ranges		the Urals [ˈjʊərəlz] the Himalayas [ˌhɪməˈleɪəz]
geographical places that mean water	oceans	the Pacific Ocean the Indian [ˈɪndiən] Ocean
	seas	the Black Sea the Mediterranean [ˌmedɪtəˈreɪniən] Sea
	rivers	the Mississippi [ˌmɪsɪˈsɪpi] the Nile [naɪl]
	canals and straits (проливы)	the Panama [ˈpænəmə] Canal the Bering [ˈbeərɪŋ] Strait

15 Fill in the articles when necessary.

- Do you know where ... Mississippi is?
Is it in ... South America or in ... North America?
- One of the natural attractions in ...
Canada is ... Lake Superior — millions of tourists come to see it.
- What is the longest river in the world?
Isn't it ... Thames?
— No, nothing of the kind. It's ... Amazon.
This river is in ... South America. It flows into ... Atlantic Ocean on the north coast of ... Brazil.
- ... Fuji is an extinct volcano and the highest mountain of ... Japanese Islands.

17 Make as many word combinations as you can by matching the words from the two boxes.

unkind, unpleasant, unpacked, unequal, unlike, unspoiled, unsure, untitled, unusual, uninteresting, unidentified, unhealthy, unhappy, unfriendly, uncountable, unfortunate, unavoidable, unpredictable, unsinkable, unattended, unexpected, unfair, unsafe, unknown, unbelievable

ship, crash, voyage, business, success, situation, object, suitcase, forest, noun, people, event, food, number, relations, information, discovery, story

WORD FOCUS

16 Read and remember.

Un + adjective / adverb / participle has a negative meaning or means "lack of something" e.g. *uncomfortable, untitled, unfortunately*.



18 A sea voyage is the most romantic way of travelling, but travellers can face a lot of dangers. Read the following and select the possible dangers they face at sea.

an earthquake, a flood, a hurricane, a fire, a drought, a tornado, a car accident, a volcano eruption, a plane crash, a bird crash, a ship crash, an iceberg crash, thunder and lightning, a violent wind and storm

19 Read the brief information from a teen magazine and say:

- why icebergs can be very dangerous for ships;
- how an iceberg caused the tragedy of the Titanic;
- what you have learned about the Titanic's sisters.

Icebergs are huge floating pieces of ice, and sometimes they can be as big as a ten-storeyed building. The main part of an iceberg is below the water and only a small part of it can be seen above. Icebergs can be not only blue and white but also green, brown and even black – depending on stones, plankton (планктон) and even plants that are in them.

Icebergs can be dangerous for ships as they can move very quickly and sometimes it's not so easy to detect them in time. Waves, speed of wind, and ocean current (течение) can prevent even modern radar equipment from detecting them. Big ships can't stop or change their direction suddenly and that can make crashing unavoidable.

Everyone knows the story of the Titanic, one of the biggest ships that crashed into a huge iceberg. The Titanic was considered to be very safe and unsinkable, but she sank in the Atlantic Ocean on her very first sea voyage in 1912. Few people, however, know about the Titanic's sisters – the Britannic and the Olympic, another two huge ocean liners. Those three ships were very much alike. During the World War I, the youngest sister, the Britannic, became the biggest floating hospital. She was badly damaged by a German mine (мина) and sank not far from Greece. The Olympic was launched in 1910, two years before the Titanic, and unlike her unfortunate sisters, lived a long life – almost half a century.

**20** Fill in the verbs using them in the appropriate form.

detect crash avoid sink launch damage prevent

- 1 In the twentieth century, scientists ... extracts of ancient plants in floating masses of ice.
- 2 When travelling by car, be very attentive and ... dangerous driving.
- 3 Since the passengers were in danger, the rescue party used a helicopter to get to the place where two ships ...
- 4 The captain of the submarine ordered the crew to stop the engines to ... a collision with a strange unidentified object moving towards them under the water.
- 5 An expedition of specially-trained divers have kept trying to find the ship that ... more than half a century ago.
- 6 An unexpected storm seriously ... the ship. That's why the captain ordered them to stop in the nearest port to repair it.
- 7 This shipbuilding company has a long and successful history. They ... one or two liners every year.



21 There are several screened versions of the tragedy of the Titanic. Have you seen any of them? Say a few words about your impressions. Use the following guidelines:

- the country where the film was shot
- the name of the director
- the starring actors
- the awards received by the film
- your impression of the film

22 Look at the pictures of the story about the Titanic.

a) Arrange the sentences below in the right order to match the story (1–7).

b) Tell the story adding as many details as possible.

- ☐ The panic began. It was discovered that there were not enough lifeboats for all the passengers.
- ☐ The liner Carpathia [kə'peiθiə] arrived at the site of the tragedy at 5 a.m. on the same day and rescued the people in the lifeboats. In the end, only about 700 passengers of the Titanic survived.
- ☐ At 2.20 a.m. on 15th of April the Titanic sank and took more than 1500 lives with her.
- ☐ The Titanic was the biggest ship in 1912. The captain, Edward Smith, and the engineers who had designed the Titanic were sure that she was absolutely safe and unsinkable.
- ☐ The ship was fantastic. First class passengers could have everything they wanted: lovely music, delicious food, lots of entertainment. They felt relaxed and happy.
- ☐ A lot of people bought tickets for the first voyage across the Atlantic from Europe to America. There were rich people as well as third class passengers, most of whom were immigrating to America.
- ☐ At 11.40 p.m. on the 14th of April, everybody on board heard a terrible sound. The Titanic had crashed into an iceberg. Sailors hadn't noticed it in the dark, misty, cold night.



23 Dorian is a great traveller. All his life he has been travelling round the world but now he has finally returned to the place where he was born. Read his story, look at the pictures and say what has been changed in his hometown. Use the model in the box.



I was born in a lovely little village. We lived in a nice cottage with a garden. When I was a little boy, I used to play near the old watermill (мельница) while my mum was teaching kids in the local school. I enjoyed playing in the woods near the village and hunting for frogs at the narrow green river. I haven't been back to my village for many years. Now I've returned but the place has changed a lot.



the village / take down // a new town / build

Example: The village has been taken down and a new town has been built instead.

the cottage / destroy // a business centre / build
the watermill / take down // a café / build
the local school / destroy // an Internet-café // build

the wood / cut down // blocks of flats / build
the green river / drain // a parking lot / build



24 Listen to the story about a famous traveller and make notes about what happened during the following dates or periods.

1681 — ...
1703 — ...
1725 — ...
1728 — ...
1741 — ...
08.12.1741 — ...



25 Listen to V. J. Bering's biographical facts and check if your notes are correct.



26 Speak about a biography of a famous traveller. Search the Internet for information. Use the story about V. J. Bering as a model.



GRAMMAR FOCUS: PREPOSITIONS OF PLACE AND DIRECTION



27 Work in groups. Study the Pirates' Old Map in Appendix 1, pages 186–187. You've found a map of an island that explains how to find the treasure hidden by an old pirate in a palm grove.

The problem is that some other people have got the same map.

Everyone wants to be the first to get the treasure. Read the instructions in Appendix 1, page 188. Play the game.

Useful phrases

Throw the dice.
Roll again.
It's my turn.
I miss my turn.
I have a three.
You're cheating!



28 Read the text HOW TO PLAY at the end of your textbook again and find:

- as many prepositions of place as you can
- as many prepositions of direction as you can

Write them out. Compare your list with your partner's.

WORD FOCUS: SUFFIXES OF NOUNS AND ADJECTIVES

29 a) Form nouns from the verbs. Use the suffixes *-sion*, *-tion*, *-ment*, *-ive* or no suffix.

explore equip revise detect arrange entertain protect prevent crash

b) Read the nouns and the adjectives formed from them. Remember the suffixes of the adjectives.

sink — unsinkable
drink — undrinkable
eat — eatable
eat — edible ['edɪbəl]
avoid — unavoidable
read — readable

Read, compare and remember!

- 1 I didn't like her cooking. The vegetables were too watery and the meat was too salty. Only the cake was *eatable*.
- 2 Don't touch those berries! I don't think they are *edible*. They might be poisonous!



30 Change the verbs at the end of the line into nouns or adjectives and complete the sentences. The first one is done for you.

1 Nobody thought that anything could happen to the Titanic. The ship was considered <i>unsinkable</i> .	to sink
2 The ... of the steam engine (паровой двигатель) made travelling easier and faster.	to invent
3 We were able to understand what the strangers were speaking about though their ... was rather strange.	to pronounce
4 A new seaway from Europe to India was discovered and it caused the further ... of trade.	to develop
5 The car was moving at a low speed and that prevented it from a ... with a biker.	to crash
6 Everybody realised that the hurricane was ... and so they had to look for a safe place to hide from it.	to avoid



31 Discuss the questions in pairs and make some guesses. Share them with your classmates.

- 1 Why was the Black Sea given its name?
- 2 Why was the Pacific Ocean given its name and what does "pacific" mean?

32 Read the first passage of the text to see if you were right or wrong.

Where do the names of places come from?

A We do not know when men began to give names to the places they lived in and to the seas, rivers, lakes and mountains around them. Very often they invented a name that described a place in a certain way, for example, Bear Mountain, White Lake or Big Canyon. The water in the Dead Sea is so salty that nothing can live in it so the reason for the name is clear. The water in the Black Sea is not black but blue. However, when the ancient Greeks looked to the east, they often saw dark storm clouds over the water, and so they named it the Black Sea.

The Pacific Ocean is known for its terrible storms. Yet, on the day when the Spanish explorer, Balboa, first saw it, the ocean was quiet in the bright sunlight, and so he called it the Pacific which means peaceful.

B From the names of places we are often able to tell who the people in the past were. There are lots of towns and cities whose names end in **-pol**. We can be sure, even without reading history books, that the Greeks settled in certain places during ancient times and gave them their names with **-polis** which means "city" in Greek.

C There are also lots of places that have taken their names from famous people, such as Ekaterinburg, Washington, etc. The process of name-giving is not just a thing of the past. It is still very much alive today and shows the main events in a country's history. For example, Bratsk speaks of young people of different nationalities who went to the wild taiga and founded a new town there.

D Sometimes elements of different languages influence the names of places. In the name of Shakespeare's birthplace, Stratford-upon-Avon, we see four words from three different languages. In this town, a Roman road (in Latin **strata**) crossed the Avon (in the Welsh language, the word **afon** means a river). The English word **ford** means a place where we can cross a river. So the name Stratford-upon-Avon means the place where the road crosses the river. From this we know that at different times, Roman, Welsh and English people lived here.

E

Latin words started to be used in the names of English places a very long time ago. The Latin word **strata** later developed into the English word **street**. The Latin **portus** became the English **port** and is seen in the names of many English places: Southport, Portland, Portsmouth.

The oldest names of places in the USA, as you can guess, are American Indian. They are mostly the names of what people saw in nature: mountains, lakes, rivers and waterfalls. The name of America's greatest river, the Mississippi, is made from two American Indian words: **missi** (great) and **sipi** (water). Like all ancient names, these American Indian names were passed on from father to son by word of mouth. They were not written down, only spoken. Europeans found the names very difficult to pronounce and so they said them in ways closer to their own languages. Even in their changed form, the unusual and poetic sounds of the American Indian words remain: Niagara, Chicago and others.

F

The Europeans who came to America renamed many of the mountains, lakes and rivers, and gave names to the new towns they built. We can easily tell where Europeans from different countries settled in America by looking at the original names. There are English names in the northeast and along the eastern coast, for example, New London, Portland, New York. There are Dutch names in many districts of New York City (Brooklyn, Harlem) and in other parts of New York State and Spanish names in Florida. There are lots of French names in the southern states and along the Mississippi. The oldest names in the west — in the states of California, Texas, New Mexico and Arizona — are Spanish.

G

All these names and many others are language monuments of the early days of American history when the first Europeans arrived in the new world. They came as adventurers who expected to find gold and riches, as conquerors who wanted to set up empires, or as people ready to go anywhere to escape from tyranny in the Old World.



33 Listen to the recording and follow it in the text (passages D and E). Find and read the names of places of:

- Latin origin
- American Indian origin.

34 Find some facts in the text that support the following:

- Names or parts of names from other languages sometimes indicate who inhabited (насеяли) a place in the past.
- Sometimes names of places include elements taken from different languages.
- Names of places sometimes refer to certain events in the history of a country.
- Words from different languages can often be seen in the names of English and American places.



35 Work in groups. Make a list of some geographical names of objects in your city or district (the name of a street, square, road, or the name of a mountain, river, lake, etc). Talk about some of them.

36 Write a story about the name of a place. Use the following phrases from the text.

people invent a name to describe the place in some way

the reason for the name was...

...is known for...

from the name of a / the place we are able to tell...

it took its name from the name of a / the famous person

it was called after...

in the name of... we see a word / words from ...language

this word means...

the original word... developed into...

the name was passed on from father to son by word of mouth

it sounds unusual and poetic

it was renamed...

Section 2

Is It Easier to Travel Nowadays?



37 Listen to the dialogue and say where the conversation is taking place (at an airport, at a railway station, in a port?). Listen again and say what words helped you guess the location.

38 Complete the dialogues using your travel experience.

- | | |
|---|---|
| <p>1 — Have you ever travelled by air?
 — ... (a positive answer; give the name of the place you travelled from and the place you travelled to)
 — ...?
 — It was all right, but I was a bit airsick.</p> | <p>2 — Have you ever travelled by ship?
 — ... (a positive or a negative answer)
 — Would you like to go on a long sea voyage one day?
 — ...</p> |
|---|---|

WORD FOCUS: REVIEW OF PREPOSITIONS

39 Read and remember.

to go / travel	by car by bus by plane by train by coach by helicopter on foot	to leave Moscow to leave for Moscow to leave Moscow for London
but		



40 Fill in *for*, *by* or *on* when necessary.

- I prefer travelling ... train to travelling ... air. I get airsick, actually.
- Can I speak to James, please?
 — Sorry, he is not in. He has left ... Paris for a couple of weeks.
- It's already very late. If you don't leave ... immediately, there won't be any buses and you will have to go ... foot.
- I've heard you are going to leave ... your job. Is this true?
 — Yes, I have to do it because I'm leaving ... St Petersburg ... Samara.



41 Work in pairs. You have been invited to take part in a conference “Youth for a Future without Drugs” in Cape Town. You have to get there in five days from where you live. Find Cape Town on the map. How will you get there and what means of transport will you use? Discuss possible routes (маршруты) with your partner.

to start from...
to leave for...
to take a bus / taxi / train to get to...
to change to...
to arrive in...



GRAMMAR FOCUS: REFLEXIVE PRONOUNS

42 Read and remember how to use these pronouns:

myself yourself himself herself itself

ourselves yourselves themselves



Jane was unpleasantly surprised when she saw **herself** in the mirror. Her hair was yellow and blue and the haircut looked very unusual.

Джейн была неприятно удивлена, когда увидела **себя** в зеркале...

It means that Jane saw her own face. The subject and the object of the action is one and the same person.



She made up her mind that she wouldn't go to the hairdresser the next time and would cut her hair **herself**.

Она решила, что в следующий раз не пойдет к парикмахеру, а подстрижется **сама**.

It means that Jane would cut her hair without anybody's help.

43 Read the sentences and say what the reflexive pronouns mean in each of them. Is it that:

a) the subject and the object of the action is one and the same person?

or

b) someone is doing something without anybody's help?

- 1 It sounds silly, but I hate cutting vegetables for salads. I'm always afraid I'll cut myself.
- 2 Your dress looks smart. Have you made it yourself?
- 3 — Shall I order the plane tickets for you?
— No, thanks. I've already done it myself.
- 4 Stop telling me what to do all the time! It's my life and I can take care of myself.
- 5 If you feel like eating, open the fridge and cook something yourself.
- 6 Do you want me to tell your parents about the incident or will you do it yourself?
- 7 Look at yourself! Can't you see that this dress is ugly and old-fashioned?

44 Complete the sentences with the correct reflexive pronouns. See the Grammar Focus in Ex. 42.

- 1 I don't think you should help him all the time. He should learn to get out of difficult situations ...
- 2 Are you enjoying ... ? It's a nice party, isn't it?
- 3 It was a great camping holiday! There were no people 50 kilometres around. We slept in tents, hunted for food and cooked it ...
- 4 He was speaking very loudly, but it was so noisy in the room that he could hardly hear ...
- 5 The kids are only ten years old. I don't think they were able to invent this plan ...



45 Match the expressions with their meanings.

1 It's the first time you'll be travelling without adults. Behave yourself and don't get into any trouble.	a) take some cake
2 I don't think we should talk to him now. Let him be by himself for a while.	b) be good
3 She left her parents' house at eighteen and has been living by herself since then.	c) be alone
4 Help yourself to some cake. It's really good.	d) feel comfortable as if at home
5 You know that we are always glad to see you here. Come in, sit down and make yourself at home .	e) without her parents

GRAMMAR FOCUS: REVIEW OF MODAL VERBS

46 Read and remember the functions of the verbs *can* and *must*.

1 Can

When you speak about someone's ability to do something

Present

Janet **can** run five kilometres without stopping.
Janet **can** speak Chinese and Japanese fluently.



Past

Janet **could** (= was able to) swim in icy water when she was only four.
Janet **could** (= was able to) read and write when she was five.



Future

(can → will be able to)
Janet **will be able to** operate a helicopter when she is eighteen.
Janet **will be able to** speak Portuguese next year.



2 **Must****When you think that it is someone's duty****Present**

Students **must** attend all their lessons.

**Past**

(must → had to)
Your grandparents **had to** attend all their lessons when they were at school.

**Future**

(must → will have to)
Your grandchildren **will have to** attend their lessons when they are at school.

**When you want to give strong advice**

You **must** see this film!
It's fantastic!

—

—

3

When you ask for permission or give permission, it's polite to use:

May / Could / Can I use your mobile phone?
Yes, you may / can. It doesn't work anyway.
No, you **mustn't**. I don't allow anybody to take it.

CAN, COULD, MAY
less polite most polite

4

When you ask for help or you offer your help, it's polite to say

Could / Can you help me?
Can I help you? What can I do for you?

5

When you give a piece of advice

You've been rather rude to your sister.
You **should** apologise, I think.
You **ought to** care about other people's feelings.

SHOULD, OUGHT TO

6

Remember these meanings

needn't = it's not necessary to do it
shouldn't = it will be better if you don't do it
mustn't = it's not allowed; it's prohibited to do it

NEEDN'T, SHOULDN'T, MUSTN'T
less intensive most intensive

— Should I return your books now?
— No, you **needn't**. You can bring them back tomorrow.

You **shouldn't** eat so many sweets. You'll get fat.
You **mustn't** eat ice cream on the bus. You will spoil other people's clothes.

47 Fill the gaps with the modals *can* and *must* or their equivalents. In some sentences more than one variant is possible.

- 1 I go to the swimming pool three times a week. I hope I ... swim quite well by next summer.
- 2 Do you know that cats ... see very well in the dark?
- 3 Some animals ... do without food for a very long time. Snakes, for example, ... survive the whole winter without eating.
- 4 When I was a little girl, I ... do acrobatic feats (трюки), but now I can't.
- 5 There are no tickets for our flight so we ... go by train.
- 6 If there is not going to be any information about those passengers till tomorrow morning, we ... call the police.



48 Complete the table. Share the results with your partner. Do you have something in common? The table is in your Workbook.

Things I must do this week.	Things I should do this week.	Things I needn't do this week.	Things I shouldn't do this week.	Things I mustn't do this week.
(They are important and urgent.)	(They are important but not very urgent.)	(Because of various reasons, these things are either not very important or not urgent.)	(If I do these things, there may be problems.)	(If I do these things, there may be serious problems.)



49 Listen to Natalie and Paul's conversation. What are they arguing about? Why does Paul sound ironic?

PRONUNCIATION FOCUS



50 Listen to the conversation once more and follow the text. Repeat the questions in bold. Try to imitate the intonation.

The Nightmare of Packing

- We must be off in ten minutes. **Have you packed everything?**
- As good as... I need a couple of minutes to make sure that I haven't forgotten anything.
- OK. And whose bags are these? These huge ones. **Do you mean these are yours?** Are you going on a students' archaeological expedition in Greece with all this stuff?
- Don't be silly. It's me who's leaving. **Doesn't that mean that the luggage is mine?** I've packed the most essential things.
- **Essential things?** Let's see... **What's in here?** An iron, a portable TV set, a dozen different lotions and shampoos, three pairs of high heels, lots of dresses... **And why have you packed two umbrellas, may I ask? In case it rains twice?**
- In case one gets broken or something. **Don't make me nervous before the flight, will you?**
- All right, take everything you want if you feel happier with all these useless things. **And, by the way, where is your ticket, passport, and insurance?**
- Oh, gosh! I've nearly forgotten them! Thank you. Sometimes you can be very helpful.



51 Give some advice to a person who is going on an archaeological expedition in some tropical country. Use the ideas from the dialogue in Ex. 50.

Example: You should take light and comfortable shoes.	Example: I don't think you'll need any high heels on the expedition.
It's a good idea to have... Don't forget to take... ...may be very useful there. You can't do without... Things like... are absolutely essential.	It's silly to carry heavy bags full of... Things like... are absolutely useless on the expedition. You can easily do without...

52 Match the words with their definitions. Give the Russian equivalents.

1 insurance	a) a special mark in a passport that gives permission to enter or leave the country
2 foreign currency	b) a little piece of paper, plastic, or any other material which appears on someone's luggage and has essential information about its owner (usually name and contacts, telephone and address)
3 label	c) type of money that is used in a country
4 visa	d) a document according to which a certain sum of money is paid in case of an illness or an accident

53 Read the information and choose the appropriate modal verb. Refer to Ex. 46.

- 1 You **should / could / can** have an insurance policy. You may fall ill during your travels and visiting a doctor or staying in hospital costs a lot of money. If you have insurance, your insurance company pays for you.
- 2 When you are abroad, you usually **shouldn't / can't / mustn't** buy anything with money from your own country. All goods **can / may / must** be paid for in foreign currency only. If you want to buy something, you **may / can / should** have some currency on you.
- 3 If you don't want to get into trouble, make sure you have a label on your luggage. At the airport, your bag **must / can / should** be lost or confused with somebody's luggage. A label with your contacts **should / can / need** help you get it back.
- 4 A visa is the most essential thing. You **needn't / shouldn't / can't** enter the country without it. You **mustn't / shouldn't / needn't** stay in the country longer than your visa allows; otherwise, you can run into problems with the police.



54 Read the important airport words and explain what they mean. Consult a dictionary as necessary.



CHECK-IN	to check in	TICKET	
CHECK-IN DESK		BOARDING PASS	to board
HAND LUGGAGE		DECLARATION FORM	to fill in the declaration
ARRIVALS		CUSTOMS	to get through customs
DEPARTURE		PASSPORT CONTROL	to get through passport control
TAKEOFF	to take off	ANNOUNCEMENT	to announce the flight
GATE No 8		BAGGAGE RECLAIM	to get / collect the luggage from the baggage reclaim

55 Use the words and phrases from the box instead of the expressions in bold. Mind the tenses.

- When I arrived in France, I **got through the place where my luggage was checked by the officers**, and as soon as it was over, I took a taxi and went to my friend's place.
- When we **were getting through the place where the officers check the passengers' passports**, I noticed that the officer was studying my photo very attentively.
- When the plane **went into the sky** I looked out the window. Everything below was getting smaller and smaller.
- When we were waiting for Jessica **at the place inside the airport where everybody waits for arriving passengers**, we saw my roommate who was meeting somebody, too.
- We saw them off to **the place inside the airport where the passengers wait for their flights** and waved them "goodbye".

at the arrivals
to get through passport control
to the departure lounge
to take off
to get through customs



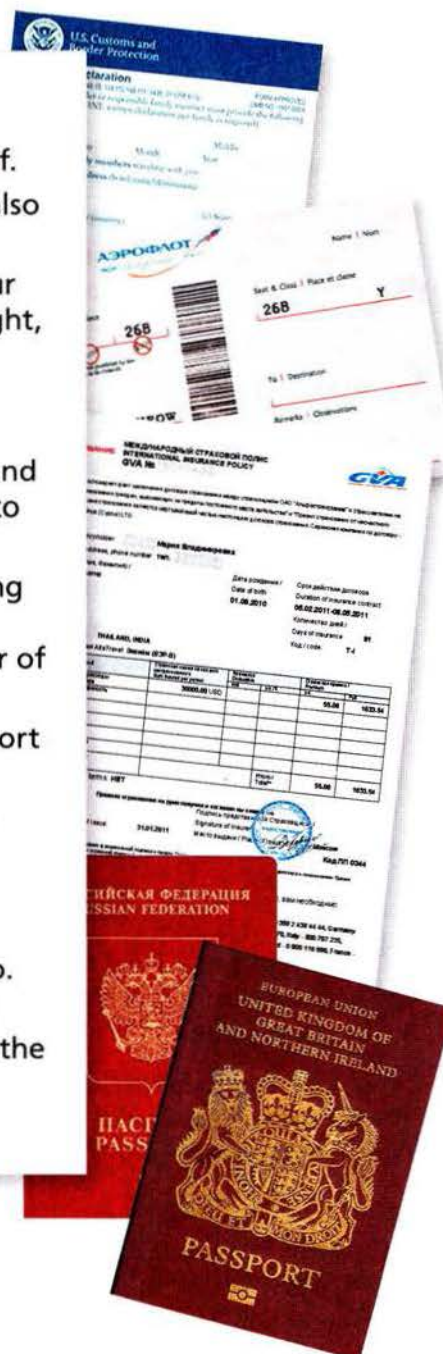
56 Listen to the airport announcements and choose the correct statement.

- 1 a) The passengers have arrived in Moscow.
b) The passengers are going to leave Moscow.
- 2 a) All the passengers flying to Paris are asked to wait as the flight is delayed.
b) The passengers flying to Paris are invited to get on the plane.
- 3 a) The plane to Milan has taken off.
b) The plane to Milan will take off later.
- 4 a) People who have come to the airport to meet passengers from New York should wait as the plane hasn't arrived yet.
b) People who have come to the airport to meet passengers from New York should go to the arrivals immediately.

57 Read the instructions on how to act at the airport. Point out any information that is useful to you.

Useful Tips for a First-Time Air Passenger

- 1 Get to the airport at least two hours before takeoff.
- 2 Go to the check-in desk. (Remember that you can also check in via the Internet and avoid the queues.)
- 3 At the check-in desk, your ticket is checked and your luggage is weighed and registered. If it is overweight, you will have to pay an excess baggage charge. (Different companies allow from 20 to 25 kilos.)
- 4 Then you have to go through customs where your bags can be opened and checked. You can keep hand luggage with you, but the heavy luggage is taken to the baggage cabin.
- 5 When the airport official makes sure that everything is all right with your ticket and with your luggage weight, you are given a boarding pass. The number of your seat is printed on it.
- 6 The next step is passport control where your passport is checked.
- 7 When everything is done, you go to the departure lounge and wait till the number of your flight is announced.
- 8 Be careful not to miss the announcement of your flight and the number of the gate you should go to.
- 9 When you are at the right gate, the airport official checks your boarding pass and you are directed to the plane or taken by a special bus.





58 Listen to the airport announcements. Say if the information below is right or wrong. Correct the wrong information.

- 1 Mr Sahara should go to the information desk.
- 2 The driver for Abbey School should go to the information desk to report that he / she has arrived at the airport.
- 3 If you leave your luggage somewhere at the airport, it will be kept for you at the information desk.
- 4 The owner of a green rucksack should come to the information desk to collect it.
- 5 The person meeting Mrs Accasi should wait for her at the arrivals.

59 Complete the dialogues below. Use the passive voice.

1

"When my luggage ... (weigh), it turned out to be too heavy. I had to pay \$15 for the extra weight."
"And how much ... (allow)?"
"20 kilos only."

2

"... your luggage ... (weigh) already?"
"Not, yet. It will be overweight, I'm afraid."

3

"Your seat is next to mine, isn't it?"
"I have no idea. How can I find out?"
"The number of the seat ... (write) on your boarding pass."

4

"Where is your luggage?"
"It ... (take) to the plane already."
"I only have my handbag with me."

5

"Excuse me, madam. Can I have a look at the picture that ... (mention) in your declaration? Hmm, it doesn't look very valuable."
"But it is valuable! It ... (draw) by my grandson when he was only four."

6

"I'm sorry, I'm a little bit late. ... our flight ... (announce)?"
"Not, yet. We have plenty of time to check in and have a cup of coffee before the flight."



60 Listen to the dialogues and check if you were correct. Act out the dialogue you like most.



61 Work in pairs. Read the instructions again and help Jessica do everything right and on time. It's her first flight.

a) First explain to her what she should do and in what order. See "Useful Tips for a First-Time Air Passenger" from Ex. 57.

Example: If you want to go somewhere by air, you should buy a ticket and get to the airport at least two hours before takeoff.

As soon as you are at the airport,...

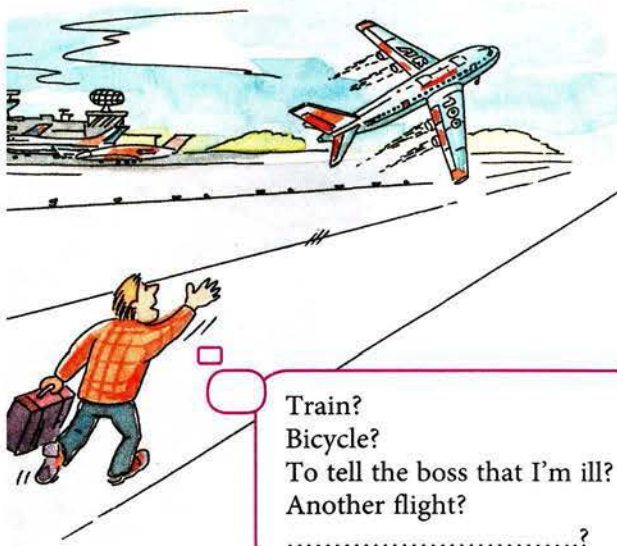


b) Work with a partner. Jessica still has some problems. Help her make up the questions she should ask to solve her problems. Follow the model.

- 1 Jessica: I don't know where to check-in.
You: Ask anybody in uniform and say:
"Excuse me, where is the check-in desk?"
- 2 Jessica: I don't know if I can keep my rucksack as hand luggage.
- 3 Jessica: I don't know where to pay for the overweight luggage.
- 4 Jessica: I don't know where to get a customs declaration form.
- 5 Jessica: I'm afraid I've spoiled the form. What shall I do?
- 6 Jessica: I have already got through passport control and I'm at the departure lounge. I want to call home but don't see any telephone here.
- 7 Jessica: I've just heard an announcement, but I'm not sure if it is my flight or not.
- 8 Jessica: I need gate number four, but I don't know where it is.
- 9 Jessica: I'm already on the plane and I'm awfully thirsty.



62 Work in pairs. Discuss the situations and suggest a way out.



A It's 6 o'clock on Sunday. Neil is in Liverpool. He has been visiting his old school friends there. He has to be in his office in London at 9 o'clock Monday morning. He is late for his flight. What should he do?

Example: I think he should...

B On arrival to Moscow from Rome, Sheila collects her luggage at the baggage reclaim. When she opens the suitcase at home, she finds out that the things in it are not hers. What should she do?

To call the police?
To call the airport?
To call Mum?
To return it to the baggage reclaim?
.....?



63 Do Ex. 10 on page 32 in your Workbook. Use the Transliteration Table in Appendix 6, page 203.

LANDING CARD
Immigration Act 1971

Please complete clearly in BLOCK CAPITALS. For short-stay visitors only. Not to be used for long-term visitors or for those with a visa.

Family name: _____
Given name: _____
Passport number: _____
Nationality: _____
Date of birth: _____ (Day Month Year)
Place of birth: _____
Date of arrival: _____ (Day Month Year)
Place of arrival: _____
Address in United Kingdom: _____
Address in other country: _____
Address in other country: _____

Signature: _____
Date: _____

For Official Use: _____
BFS 04 948



64 Work in pairs. Look at the pictures of Steve's journey. Complete the dialogues with your own words. Then act out one of the dialogues.

- 1 between Steven and the elderly lady
- 2 between Steven and the customs officer
- 3 between the customs officer and the criminal



Excuse me, could you help me with one of my bags?



Will you open the suitcase, sir?



It's not mine! A lady asked me to carry this bag for her!



Look! This is she! This is the lady!



1
Lady: Excuse me?
Steve: Yes? Can I do anything for you, madam?
Lady: ...? It's too heavy for me.
Steve: ...What gate are you boarding at?
Lady: Gate number four. It's the flight to Rome.
Steve: I'm flying to Rome, too.
Lady: I'm so lucky that you are on the same flight as me. Could you help me carry my suitcase through customs? And I'll leave you for a moment to buy some medicine. I'm often airsick, you know...
Steve: ...

2
Customs Officer: ...? Well, the picture... Is it yours?
Steve: ...!
Customs Officer: How can you explain the fact that this picture is in your suitcase then?
Steve: ...!
Customs Officer: I'm sorry, sir, but that doesn't sound convincing....
Steve: ...

3
Customs Officer: Excuse me, sir. Is this your suitcase?
Criminal: Certainly not. I've never seen this suitcase before and I have no idea who this young gentleman is.
Customs Officer: Will you open your luggage, please?
Criminal: There are only personal things in there!
Customs Officer: (the wig, the dress, the glasses)...?
Criminal: ...(presents for)...!
Customs Officer: And what about this watch?
Criminal: ...
Customs Officer: It doesn't sound convincing to me. I'm afraid I have to arrest you.

65 Tell the story through Steven's eyes. The beginning and the end are already done for you.

Can a person be punished for his politeness and good manners? Sometimes he can. At least I nearly got into serious trouble for this.

Once I was travelling to Rome for the weekend. I had very little luggage and was happily looking forward to a nice and relaxing journey. I was just coming up to the customs desk when...



If the criminal hadn't forgotten to take off his funny watch, the story would have been rather tragic. But I was taught a good lesson: when you are at the airport, never agree to carry a stranger's luggage.

66 Describe the most awful trip you have ever had. It can be a real or an imaginary story. Use the following guidelines, but feel free to change them when necessary. Then write down your story.

to make up my / our mind to travel to...
to decide to go by air / train / car / etc
because...

to pack my personal things
to have too much / little luggage
to lose / forget the ticket / luggage
to pay extra money for overweight luggage

to board the plane / the ship
to occupy the seat
to take off / to set off
to miss the plane / train

to be delayed
to arrive in / at... too late
to sleep in a park

67 Discuss the following questions.

- Can travelling be dangerous nowadays?
- What dangers can a traveller face today?
- What knowledge and skills can be useful for a traveller nowadays?



68 Read the phrases in the box. Select the skills that can be useful for a traveller today. Arrange them according to their importance (1–11). Share your opinion with the other students in the class.

- ☐ ability to speak foreign languages
- ☐ ability to drive a car
- ☐ ability to operate a helicopter
- ☐ ability to operate a motorboat
- ☐ to be convincing in conversation
- ☐ to be good at swimming
- ☐ to have a wide knowledge of different cultures and different traditions
- ☐ to be good at shooting
- ☐ ability to do urgent medical care
- ☐ ability to cook
- ☐ ability to identify wild plants and animals

69 Read the brief introduction to the book's plot and complete the following sentences.

- 1 It was difficult for Ben to find a flying job because...
- 2 The job that the television company offered him was very good because...
- 3 The company paid good money for...
- 4 Ben wasn't able to fly the plane back because...

The Last Inch

(by James Aldridge, adapted)



It wasn't easy for Ben, a pilot of forty-three, to find a flying job. That's why it was a stroke of luck when he was offered a job by the Commercial Television Stock Company. They paid a thousand dollars for every five hundred feet of shark film. Ben used a light plane to get to a little desert island in the Red Sea where the water along the coast was always filled with good-sized sharks.

Ben took his ten-year-old son Davy with him. He was a shy quiet boy who had never been particularly loved by his parents.

While filming the sharks, Ben was attacked by a huge tiger shark. He was lucky to get out of the water, but his body was a bleeding mess. He couldn't feel his arms or his feet. He had lost a lot of blood and was in and out of consciousness. The boy had to either fly the plane or die from thirst and the hot sun on the island where nobody would ever find them.

Only once had Ben shown the boy how to fly a plane. He also explained that it was the last inch above the ground that mattered if the plane was going to crash while landing or not.





70 Now read the extract from the book. Complete the sentences after the text.

What finally awoke Ben was the engine coughing.

"Please wake up!" shouted Davy. "What's the matter?"

"Push the lever forward," whispered Ben.

Davy couldn't have known about the lever and now Ben wasn't able to point to it. But the boy saw the direction of his father's eyes in time and the engine took up again.

"What direction do I take?" Davy cried again. "You're not telling me how to get the right direction."

"Follow the coast. Keep it on your right. And for God's sake, don't do anything else. It'll be all right, Davy..." Ben could see the sharp profile of Davy's pale face with his dark eyes. The boy had remembered how to level off and to keep the speed. "He'll do it," Ben whispered to himself and then fainted again.

At three thousand feet, on his own, Davy did not think he could ever cry again. He had run out of tears. He had boasted only once in his ten years of life that his father was a pilot. He had remembered everything his father had told him about flying, but he had guessed a lot more that his father had not told him. Now Davy couldn't even look at his father because he was horribly covered in blood. He didn't want his father to die, but he knew that it was now a possibility. People did die.

The tears that Davy thought had dried up in him were now in his dark eyes, and he felt them running down his cheeks.

Ben felt a sharp pain and opened his eyes. "Davy! What's happened? What are you doing!" he managed to shout.

"We are almost there. I can see the buildings of Cairo," Davy said. "But the plane doesn't want to go down."

"Cut your engine..."

"I did, but it doesn't seem to make a difference."

"Use the tail lever," Ben said, and the plane put its nose down into a dive.

"Cut your engine!" Ben shouted again. He knew that getting a plane off the ground and flying it was easy but getting it down was another thing. The wind was blowing them back up. They lost air speed now because the nose was up. If the engine stopped at this height in this wind, they'd crash into a thousand pieces. ...

They were approaching the airfield and the dust was like a yellow sea over the land. But then Ben saw the plane. "Look out! You'll hit that plane," Ben yelled.

Ben could see a big four-engined plane that was taking off. If it was only taking off and not testing its motors, they'd be all right. Ben closed his eyes and when he opened them again, the big plane was directly in their path but moving so quickly that they were going to miss it.



to be out of consciousness —
быть без сознания

lever ['li:və] — рычаг

to level the plane off —
выровнять высоту

to faint — терять сознание

**to take / get the plane off
the ground** — поднять
самолет в воздух

to put the plane down —
посадить самолет



Now the yellow dust was just below them. "Six inches," Ben cried to Davy painfully. "Six inches, Davy... Wait! Not yet! Not yet..." he cried.

It was when they reached the last inch from the ground that Ben lost his nerve at last. He was trying to shout, "Now! Now! Now!" but fainted again. He hardly felt it when the plane's wheels hit the ground. When the plane's tail finally touched down, Ben knew it was the last inch of it. The plane moved uncontrollably for a while and when at last it stopped dead, he heard only silence and thought that it wasn't time to give in yet.



- 1 When Davy managed to take the plane off the ground,
 - a) he felt panic because he thought that his father was angry with him.
 - b) he felt panic because something was wrong with the engine and he didn't know what direction to take.
 - c) he felt happy because his father was pleased with him.
- 2 Davy was able to fly the plane
 - a) because he remembered everything his father had told him about it.
 - b) because his father helped him all the time.
 - c) because he wasn't afraid of flying.
- 3 The most dangerous stage of the flight was the landing
 - a) because it was stormy at the Cairo airport.
 - b) because getting a plane off the ground and flying it is easier than getting it back down.
 - c) because Davy felt tired and thirsty.

71 Read the text again and say if you agree or disagree with the following sentences. Use the text to support your point of view.

- 1 Davy wasn't afraid of flying the plane because he was sure that his father would help him.
- 2 Davy could become a very good pilot when he is older.
- 3 Davy loved his father.
- 4 Getting the plane down wasn't particularly dangerous.
- 5 They nearly hit a big plane.
- 6 Ben wasn't scared while flying.



72 Discuss the questions in groups and explain your answers.

- 1 Why did Ben make his young son fly the plane instead of staying on the island and waiting for help?
- 2 Why was Ben so hard on Davy during the flight?
- 3 Explain the title of the story.

73 Describe how you imagine the characters of the story. Use the text to express your own ideas about Ben and Davy's appearances and personalities.

their appearance

your opinion of the characters

their personalities

Section 3

Is Travelling Worth the Effort and Money?



74 Look at the pictures and say if you prefer:

- to stay in a hotel or in a campsite
- to go to a desert island or to a place where there are lots of people
- to travel by yourself or with friends and relatives

GRAMMAR FOCUS

75 Read the examples of how to express choice with the phrases *I would rather...*, *I would prefer to...*. Mind the difference in the use of prepositions.

I would rather take some fruit **than** cakes.
I would prefer fruit **to** cakes.

It means that the person wants to do one action more than another when there is a choice.

"Will you go to Jim's birthday party?"
"I **would rather stay** at home and watch TV."
"I **would prefer to stay** at home and watch TV."

*to eat either fruit or cake
to go to the party or stay at home
to eat more sandwiches or not*

"Take some more sandwiches."
"I'd **rather not!**"
"I'd **prefer not to!**"

76 Say how you feel about the following choices. Use *I'd rather...*, *I'd prefer + noun*, *I'd prefer + infinitive...* and give your reasons.

- to watch a thriller or a soap opera
- to join a football team or go to a boxing club
- to continue your education or start working
- to take an exam in physics or in English
- to travel by train or by plane

Example: I'd rather watch a thriller than a soap opera. I enjoy dynamic [daɪ'næmɪk] plots.

or

I'd prefer a thriller to a soap opera. I enjoy dynamic plots.

77 Say which choice you would make in the following situation and why.

If you want to go somewhere on holiday, would you rather...

- go to a travel agency and ask about how to book a trip?
- ask your friends and acquaintances for useful information about the place you are going to?
- buy a ticket and look for where to stay and what to see once you are there?

78 Read the text and choose 1) *True* if the statement is true, 2) *False* if the statement is false, 3) *Not stated* if the information is not given in the text.

Hugo was the new man in the travel agency. He'd only been working there as an Assistant to the Manager for three months and he really enjoyed his job. Hugo was looking forward to the moment when he would become a manager so that he could work with customers by himself. The only problem with his job was that Hugo lived a long way from the office, so the way there and back took ages. He hated wasting time and fell into a new habit of reading on the train. He read travel magazines. The disadvantage seemed to turn into an advantage: Hugo read the latest news about tourist resorts, people's experiences and analytical articles on tendencies and prospects in the tourist business. He accurately made notes on the most useful information. He thought that the knowledge could compensate for his own poor travel experience, and would eventually help his clients, too.

One day, a retired couple turned up in the office.

"We are planning to celebrate our 45th wedding anniversary in Alice Springs. Can you arrange a tour there for us?"

"Yes, sir, we certainly can," the manager said promptly. "Sit down, please. My assistant, Hugo, will make coffee for you. I'll enquire about the hotel and flight availability and calculate the total cost of the trip. It'll take ten minutes."

"You are very efficient," the lady looked impressed. "Thank you. But could I have weak tea instead of coffee? I've got weak heart, coffee is poison for me."

"Of course, no problem. Hugo, did you hear that?" and the manager focused on the calculation.

"Why do you want to go to Alice Springs?" Hugo asked the couple, serving their tea on the coffee table.

"It's because of my wife," the gentleman said. "Her name's Alice. And she thinks that it will be romantic to go there for our anniversary."

"There's one more reason," the lady added. "Once I had a ring with a beautiful opal. It was lost, and I want to get another one like it. It was my mum's, and I remember her saying that the ring had been delivered from Alice Springs. It's somewhere in Australia, isn't it?"

"It is," Hugo nodded. "It's in Central Australia." He paused, and then added: "I'm sorry, it's not certainly my business, but I'm not sure you should go there at this time of the year."

The customers raised their eyebrows.

"It's a very hot place, actually. Day temperatures are in the high thirties, and often go far above forty. Taking into consideration the weak heart..."

The couple looked puzzled.

"But my ring?" the lady muttered at last.

"If you want to go to somewhere really unusual, consider New Zealand instead. It has milder temperatures and the views there are fantastic! I can show you photos of some hotels that provide very comfortable stays. And as for the ring..., well, if you fly via Hong Kong, you can buy it right inside the airport. There's a shop there that offers a very good choice of opals. I can give you the contacts if you want."

"Good job." Hugo heard his boss's voice while he was searching for the contacts of the Hong Kong shop in his notes. "I've been watching you talk with those people. You definitely care for the customers, and the agency's image, too. You've deserved your promotion, Hugo. Start as a manager from tomorrow."

"Thank you, sir," Hugo looked up in surprise.

"But why didn't you put that you've been travelling across Australia and Oceania in your CV, I wonder? We appreciate applicants with rich travel experience. I mean, those who can advise customers from their own experience are always needed."

- Hugo is happy with his job.
1) True 2) False 3) Not stated
- Hugo has never left his city.
1) True 2) False 3) Not stated
- The manager asked Hugo to advise the couple about the tour.
1) True 2) False 3) Not stated
- The lady's mother was born in Alice Springs.
1) True 2) False 3) Not stated
- Hugo advised the couple about an alternative destination.
1) True 2) False 3) Not stated
- The lady gave up the idea of buying a ring.
1) True 2) False 3) Not stated
- The shop in Hong Kong sold opals from Alice Springs.
1) True 2) False 3) Not stated
- The boss was misled about Hugo's travel experience.
1) True 2) False 3) Not stated



79 Imagine that you are going to have a week-long trip. Form two groups. The first group is arguing for a packaged tour. The second group would rather go on their own.

Read the suggested arguments. Add some of your own. Debate the best way to arrange your holiday. Choose someone to decide which group has more convincing arguments.

Group 1 Packaged Tour Tourists



- The travel agency arranges everything for you.
- They book and buy the plane or train ticket for you.
- When you arrive, you are met at the airport or at the station by a representative of the travel agency.
- A comfortable room in a hotel is already reserved for you.
- You are offered a programme of excursions which is paid for in advance. A guide tells you about lots of interesting things while sightseeing.
- You don't have to worry about food.
- If you are not very lucky with the weather, there are plenty of indoor activities in the hotel.
- There can be special low prices if it's not high season.
- It's very comfortable and reliable.

Group 2 Tourists on Their Own



- When travelling by yourself, you feel a sense of adventure.
- When you arrive, you can choose any place you want to stay — not just a boring room in an average hotel.
- If you don't feel like going on an excursion, you don't have to go. It hasn't been paid for anyway.
- When you're in a new place, you can investigate it yourself. This is the only way to feel the real atmosphere and to understand what people are like there.
- You might prefer baked potatoes and a delicious fish soup to the dishes in a cafeteria.
- On rainy days, the drops tapping on the roof of the tent sound very romantic.
- It is the cheapest type of tourism but a very rewarding one.

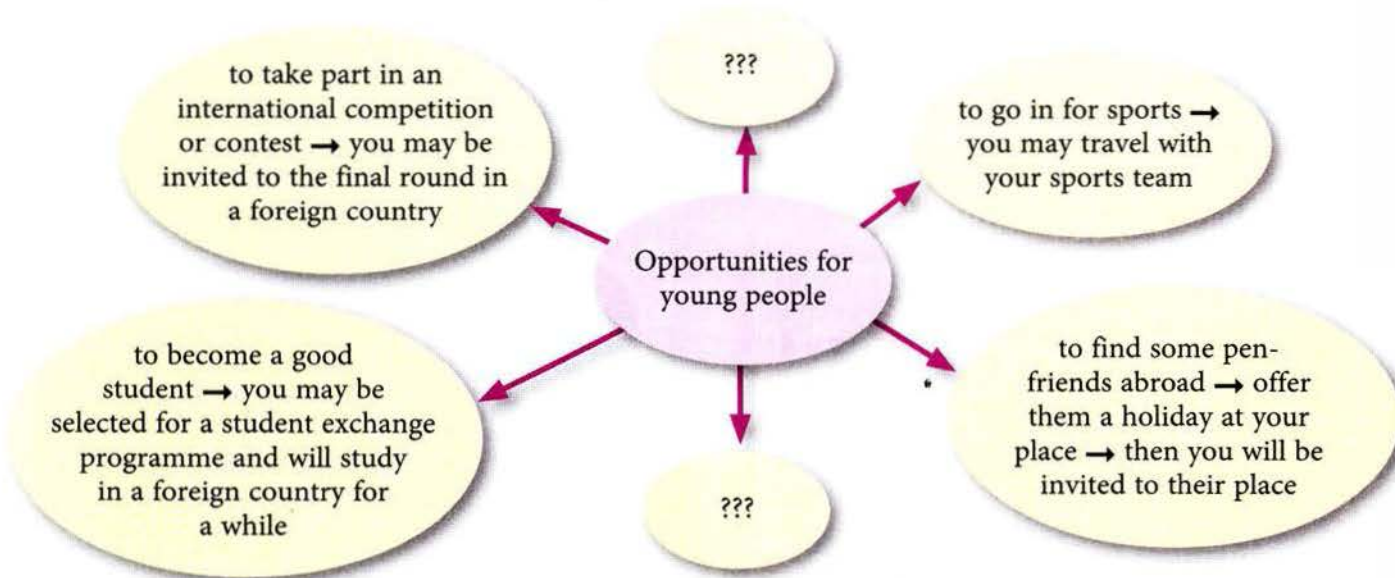
Dialogue Vocabulary

I'm absolutely positive that...
It's obvious that...
I may be wrong but I think that...
I'm for... because...

There is something in what you say, but...
I'm not sure about it.
I feel strongly against it.
Sorry, but I have got my own idea about it.



80 Travelling costs good money. Discuss how to travel at a lower cost and explain which ideas in the bubbles seem to be the most realistic. Then suggest some of your own ideas. Use the Internet if necessary.



81 Read the advertisement about a competition and discuss the questions below.

English for Overseas Students Society in Newcastle sponsors and actively supports the English Language Competition for students ages 13 to 18.

If you are interested in English, enjoy travelling and are a good team player, this is a chance for you to win First Prize: a two-month course in one of language schools in the United Kingdom.

There are three contests in the competition programme:

A written grammar and vocabulary test
The maximum number of points is 100. If you get 75 points, you can continue on to the second stage.

A written test on your knowledge of lifestyle and history of English-speaking countries
You can get a maximum of 100 points. One hundred of the top participants are invited to take part in the final stage that will be held in Newcastle.

A contest of team-based projects
The students are divided into ten teams. Each team gets a topic for a project. The topics are announced only on the day of the contest. The result depends on your knowledge, quick mind and ability to work in a team. The team that produces the best project is awarded a two-month course in one of language schools in the UK.

- 1 Have you ever taken part in a language competition or any other competition?
- 2 Do you know any people who have won prizes?
- 3 Do you think language competitions encourage students to study more?
- 4 What does the competition above consist of?
- 5 Which part of the competition seems the most difficult to you? Why?

Section 4

We Are in a Global Village



@ 82 Read the title of the section. Guess what it is about. Discuss it with your classmates. Use the Internet if necessary.

83 Read the well-known words by Jacques Delors. How do you understand his idea of the “global village”?

“But how can we learn to live together in the “global village” if we cannot manage to live together in the communities to which we naturally belong: the nation, the region, the city, the village, the neighbourhood? Do we want to make a contribution to public life and can we do so?”

84 Work in pairs. Give your reasons on why we need to learn how to live in peace. Share your opinions with your classmates.

85 Do you agree or disagree with the statement below? Say why.

Internet-based technologies make the planet seem like a village where global news is instantly available and people can react to it immediately. These technologies allow us to share the same interests and concerns like people in a village community do.

86 For our discussion, three countries have been chosen: the United Kingdom of Great Britain and Northern Ireland, the United States of America and the Russian Federation. Why do you think these countries have been chosen? Give your reasons.

87 Read the new geographical words in the following chart. Tell your partner which of them are countries, cities, rivers, lakes and mountains. Take turns giving your answers.

Example: “Mongolia is a country, isn’t it?”
“Yes. You are right. Cardiff is a city, isn’t it?”

- | | |
|------------------|-------------------|
| • Mongolia | • Leeds |
| • Cardiff | • Ben Nevis |
| • Los Angeles | • the Mississippi |
| • Omsk | • Korea |
| • Kazakhstan | • Belgium |
| • Mount McKinley | • Edinburgh |
| • Lough Neagh | • Elbrus |
| • China | • Boston |
| • Liverpool | • Norway |
| • Mexico | • the Severn |
| • Lake Superior | |

88 Listen to the geographical names and check if you were correct.




89 Read the chart in Appendix 1, page 189 for basic information about the United Kingdom of Great Britain and Northern Ireland, the United States of America and the Russian Federation. Find the answers to the questions:

- 1 What is the capital of the United Kingdom of Great Britain and Northern Ireland?
- 2 What is the capital of the United States of America?
- 3 What is the capital of the Russian Federation?
- 4 What is the population of the United Kingdom of Great Britain and Northern Ireland?
- 5 What nations make up the Russian Federation? Why do we call the Russian Federation a multinational country? Can we call the USA and the UK multinational countries?
- 6 What are the largest cities in the United Kingdom of Great Britain and Northern Ireland?
- 7 How many parts is each country divided into? What are they?
- 8 What country is the largest in size?
- 9 What countries do the United Kingdom of Great Britain and Northern Ireland, the United States of America and the Russian Federation border?
- 10 What country has the highest mountain, the longest river, the largest lake, the deepest lake?
- 11 How do the population and area of the United Kingdom of Great Britain and Northern Ireland, the United States of America and the Russian Federation reflect the size of the countries?
- 12 Which country is the biggest in size and population? How do the population and the size of the country affect each other? How have you come to this conclusion?



Mini-project: Country Profile


 **90** Divide into three groups and present country profiles for Britain, America and Russia.

1. Arrange the information about the country you've chosen in the following order:
 - 1) The official name
 - 2) Size and geographical position
 - 3) Mountains, rivers and lakes
 - 4) Population (nationalities, ethnic groups)
 - 5) Official language(s)
 - 6) Main cities
 Use Appendix 1 and **Useful phrases** below.
2. Make a presentation about the country profile. Answer your classmates' questions.
3. Listen to the other presentations. Ask questions about the country they've presented.


Suggested questions you may ask:
 What is the capital of...?
 What countries does... border?
 What are the largest cities in...?, etc.


Useful phrases

- 1 ...is...
 - one of the smallest countries in the world.
 - the fourth largest country in the world (after Russia, Canada and China).
 - the largest country in the world.
- 2 It occupies...
 - the British Isles, which lie off the north-west coast of Europe.
 - the southern part of North America.
 - the eastern part of Europe and the northern part of Asia.
- 3 The total area of the country is...
- 4 It borders... Its sea borders are...
- 5 ...is made up of...
- 6 They are...
- 7 The capital of the country is...
The largest cities are...
- 8 If we look at the map, we can see the lowlands and the highlands. The lowlands are in the... part of the country. The highlands are in the... part of the country.
- 9 The highest peak is... It is located in...
- 10 The longest river is...
- 11 The largest lake is...

 **91** Work in your groups and discuss the following:

- Do you remember the official names of Britain, America and Russia?
- What are the colours of the British, American and Russian flags?
- Do you remember any emblems of the countries?

 **92** Listen and follow the text in Appendix 1, page 190. Find out if you have given the correct official names of Britain, America and Russia.

 **93** Working in groups, answer the following questions. Use the information in Ex. 89 to 92. Share the information with your classmates.

- What is the official and geographical name of each country?
- What are their abbreviations?
- What continent do they occupy?
- How do the different names reflect the history of each country?



94 Read the unofficial names of some of the American states.

a) What comes to mind when you read these names?

Find the states on the map of the USA. How do the relief and geographical position reflect the nicknames of the states?



Alaska — The Last Frontier (Последняя граница)

Arizona — The Grand Canyon State (Штат Большого Каньона)

California — The Golden State (Золотой штат)

Florida — The Sunshine State (Солнечный штат)

Georgia — The Peach State (Персиковый штат)

b) Use Appendix 1, pages 191–192. Try to explain why the states have these names.



95 Find out more about why our Motherland was originally called Great Rus'. Do you think Rus' is a poetic or an historic name for our country? Does it sound respectful and proud at the same time? Write one or two paragraphs about our country according to the example.

Example:

The United Kingdom of Great Britain and Northern Ireland was often known as BRITAIN. This name is historic. It sends us back to the time of the Roman invasion. The Romans gave the name of Britannia to their southern British province. Now it is used for the larger island of the British Isles and even for the whole country because of the political and economic dominance of this part.

The poetic name of the country ALBION is also closely associated with the Romans. It comes from the Latin word "albus", meaning "white" and reminds us of the white chalk cliffs around Dover on the south coast. The Romans saw the white cliffs when crossing the sea from the continent.



96 Listen to the text for the information on the flags of Russia, the UK and the USA. See Appendix 1, page 193.



97 Talk about the flag of the country you are researching. Use the questions as a guide.

- What is the flag called? Why?
- What are the colours of the flag? What do they stand for?
- What changes has the flag gone through over the years?
- What proper names have you seen in the columns?
- How do the proper names, design and colours reflect the history of the country?

98 Draw or find the flag of your republic (city). How do the design and colours reflect the history of your republic (city)? Write an essay about your findings. Use the texts in Appendix 1, page 193 to help you.

99 Listen to the text for the information on the state emblems. See Appendix 1, page 194.

100 Use the following questions in your group to talk about the emblem of the country you are researching.

- What is the emblem of the country?
- How does the design of the emblem reflect the history of the country?
- Do you agree that the emblem of a country reflects not only the history of the country but also the spirit of the nation through its symbols?
- Can we say that the National Emblem of our country signifies our history? Are all of its elements absolutely traditional?
- In which country is the State Emblem older?
- How do the emblems reflect the history of the countries?

101 Listen to the words and repeat them.

Red Rose	[red 'rəʊz]	Красная роза (флористический символ Англии)
Thistle	['θɪsl]	Чертополох (флористический символ Шотландии)
Leek or Daffodil	[li:k] or ['dæfədɪl]	Лук-порей или нарцисс (флористический символ Уэльса)
Shamrock	['ʃæmrək]	Клевер (флористический символ Уэльса)
The Lancastrians	[læŋ'kæstriəns]	Ланкастеры (древний английский род)
The Yorkists	['jɔ:kɪsts]	Йорки (древний английский род)
St David	[sənt 'deɪvɪd]	Святой Давид (святой- покровитель Уэльса)
St Patrick	[sənt 'pætrɪk]	Святой Патрик (святой- покровитель Ирландии)
The Holy Trinity (God the Father, the Son of God and the Holy Spirit)	['həʊli 'trɪnəti]	Святая Троица (Бог Отец, Бог Сын и Святой Дух)

102 Read the text about the British floral symbols and match the pictures with the parts of the text.



A The United Kingdom of Great Britain and Northern Ireland has four historic parts: England with its capital in London, Scotland with its capital in Edinburgh, Wales with its capital in Cardiff and Northern Ireland with its capital in Belfast. The floral symbol of England is the RED ROSE. Earlier, it decorated the arms of the House of Lancaster. The Lancastrians argued for the throne of England with the Yorkists whose arms had a white rose. The war for the throne between the Lancastrians and the Yorkists became known in the history of the country as the War of the Red and White Rose. It lasted 30 years (1455–1485). When the Lancastrians won the war, their arms of the Red Rose became the symbol of the whole England.

B The Scottish symbol is a wild plant called the THISTLE. At one point, the Scandinavians planned to attack a Scottish village. But since the Scots knew they were coming, they started to prepare for war. Late at night, the Scandinavians came in their bare feet so as to not awaken the Scottish warriors in the village. But the thorns of the thistle hurt their bare feet. Their howls of pain pierced the silence and the Scots awoke to fight the enemy.

C The Welsh symbol is a vegetable called the LEEK (or, on occasion, the flower, the daffodil). The patron saint of Wales, David, ate only leeks and bread. In memory of this Christian saint, the leek became the symbol of Wales. Daffodils which burst into flames by the 1st of March celebrate the revered Welsh saint.

D The Irish symbol is another wild plant called the SHAMROCK. This plant helped St Patrick explain to the people of his country what the Holy Trinity is. The historic colours of the parts are: England, WHITE, Scotland, BLUE, Wales, RED, Northern Ireland, GREEN. Sport teams of the nations wear these colours.

103 Find the English equivalents of the following word combinations in the above text.

- герб дома Ланкастеров
- война за престол между Ланкастерами и Йорками
- Война Алой и Белой розы
- дикое растение — чертополох
- скандинавы решили напасть на шотландскую деревню
- скандинавы босиком прокрались в шотландскую деревню

- шотландские воины
- колючки чертополоха вонзались в босые ступни
- вопли пронзили тишину
- эмблема Уэльса — лук (или иногда нарцисс)
- эмблема Ирландии — клевер
- Святая Троица (Бог Отец, Бог Сын и Святой Дух)

104 Answer the following questions. Use the information you've learned in this section.



- 1 What four historic parts does the United Kingdom of Great Britain and Northern Ireland consist of?
- 2 What are their capitals? Find the capitals on the map.
- 3 What is England's floral symbol?
- 4 Why did the War of the Red and White Roses start?
- 5 Who won the war?
- 6 Why did the red rose become the symbol for the whole of England in 1485?
- 7 What is the Scottish symbol?
- 8 How did this plant once save the country?
- 9 What is the floral symbol for Wales?
- 10 Why is the leek the Welsh floral symbol?
- 11 Who is St David?
- 12 When do the Welsh celebrate their patron saint's day?
- 13 What is the Irish floral symbol?
- 14 Who is the Irish national saint?
- 15 How did St Patrick use the shamrock?
- 16 What are the historic colours of the parts of the United Kingdom of Great Britain and Northern Ireland?

105 Read the text once more. Some of the sentences have been left out. Think together with your partner about where each sentence came from.

According to the legend, this plant saved the country from an enemy invasion.

A shamrock has three leaves to unify the Holy Trinity: God the Father, the Son of God and the Holy Spirit.

The red rose has been its symbol since 1485.



106 Which legend about a floral symbol is the most poetic? Why do you think so? Tell this legend to your partner. What other poetic legends do you know? Search the Internet if necessary.

107 Look at the pictures of the emblems and symbols of some of the Russian regions.



a) Answer these questions:

- What elements do they consist of?
- Have they got more animals or floral symbols on their emblems?
- What is your local emblem?
- What elements does it consist of?



b) Research your local emblem. Then write an essay about it.

108 Compare facts, figures and statistics from the charts and texts of this section and talk about how the flags, symbols, emblems, dates and statistics reflect the geography and history of the country you have researched.

109 Discuss as a class the following questions:

- Do you believe that what you have learned will help you understand our world community better?
- Do you think that what you have learned about the countries in this unit will help you to contribute better to your community and understand how we can cooperate with each other?
- What else do we need to live happily in the "global village"?

Key Vocabulary



- to board, to border, to check in, to collect (забирать), to confuse, to cooperate, to crash, to delay, to detect, to prevent, to register, to save (спасать, экономить), to sink, to take off, to weigh
- arrival(s), airport official, boarding pass, borders, check-in desk, currency, customs, emblem, insurance, luggage, permission, policy, takeoff, visa

- essential, floral, multinational, official, unattended, unavoidable, unfortunate, unpredictable, unsinkable, valuable
- to announce the flight, to collect the luggage from the baggage reclaim, to get through customs, to get through passport control, to fill in the declaration form, to prevent someone from doing something
- It's a good idea to... You can't do without... I'm absolutely positive that... It's obvious that... I feel strongly / dead against it. Sorry, but I have got my own idea about it.

Progress Check



1 Listen to the conversation and choose the correct sentence. Listen again and correct any mistakes.

- 1 a) Allan was at Heathrow Airport on time and the plane took off on time.
b) Allan was at Heathrow Airport on time but the flight was delayed.
c) Allan was at Heathrow Airport on time, but he had some problems getting through customs and had to wait for the next flight.
- 2 a) Allan forgot his suitcase somewhere in the airport in Moscow.
b) Allan was late because it took him two hours to collect his luggage from the baggage reclaim.
c) Allan took someone else's suitcase and had to go back to the airport.
- 3 a) The suitcases were confused because they were very much alike and didn't have any labels.
b) The suitcases were confused despite the fact that they were different colours.
c) The suitcases were confused despite the fact that they had labels with their owners' contact information.
- 4 a) Allan didn't manage to find his suitcase because he didn't know how to contact the person who had taken it.
b) Allan was lucky to get his suitcase back since the person who had taken it returned to the airport.
c) Allan returned to the airport and managed to find his suitcase at the baggage reclaim.
- 5 a) Allan had forgotten to label his suitcase before going to the airport.
b) Allan said that he had never stuck any labels on his luggage and was not going to.
c) Allan had never labelled his luggage before but promised to do it in the future.

Points /5

2 Read the text and choose the correct number to fill in the gap.

People ... (1) for thousands of years. A lot of books are ... (2) about courageous travellers and their adventures. Travelling was rather dangerous in the old days and merchants (купцы) who ... (3) their ships off on long trading voyages never knew how many of them ... (4).

It's much easier to travel nowadays. A lot of people, business people especially, prefer travelling by air ... (5) travelling by cars or trains. It saves time, and time is money.

As for me, I try to avoid travelling by plane since I get ... (6). I also don't like ... (7) by sea. The train is the one means of transport I really enjoy. Two years ago, we went to Vladivostok and it was a pretty long trip, but I enjoyed it very much. We passed many different regions, and the passengers ... (8) enjoy beautiful views. When the train stopped at the little stations, we ... (9) some local food: berries, fish, pies, and some ... (10) tasty boiled potatoes.

- | | | | |
|----------------------|---------------------|-------------------------|------------------------|
| 1 a) were travelling | b) travelled | c) have been travelling | d) had been travelling |
| 2 a) written | b) writing | c) wrote | d) write |
| 3 a) send | b) sent | c) was sending | d) was sent |
| 4 a) will return | b) should return | c) can return | d) would return |
| 5 a) — | b) and | c) to | d) rather than |
| 6 a) air afraid | b) flightsick | c) seasick | d) airsick |
| 7 a) travel | b) have travelled | c) travelling | d) travelled |
| 8 a) could | b) should | c) may | d) were able to |
| 9 a) are offered | b) had been offered | c) were offered | d) offered |
| 10 a) unbelievable | b) unbelievably | c) believe | d) unbelieving |

Points /10

3 Read the text and find the sentences that reflect the ideas of the text in the most accurate way.

CLEOPATRA'S NEEDLE

There is an unusual monument in London. It is in the centre of London on the bank of the Thames, not far from Trafalgar Square, and it is called Cleopatra's Needle. It is an obelisk made of red granite (гранит). Its height is 20.87 metres and it weighs about 187 tons. The obelisk is covered with hieroglyphs (иероглифы) that tell us about the war victories of the pharaohs of Ancient Egypt. But how did the obelisk that has the name of a beautiful queen appear in London? Is it possible that Cleopatra herself ever visited the misty banks of the Thames?

The obelisk was cut from granite in Egypt in the 15th century BC. There were only several obelisks of that kind in Heliopolis. A thousand years later, two of them were transported to Alexandria. After a couple of centuries, one of the two fell in an earthquake. Much later, in 1819, the last one was given as a present to the British nation by Mahommed Ali, the ruler of Egypt. It was not easy to transport it from Egypt to England. A special metal container was made. The Needle was put into it and then taken aboard a ship. It was a dangerous and tragic voyage. Six sailors died, and the obelisk was nearly lost at sea. In spite of all the problems, it arrived in London and in 1879 was put on the pedestal near the Thames.

There is one more curious thing about the obelisk. Perhaps it could be called a present for archaeologists of the future because under the obelisk there are some objects from today's world. They can give unique information about our time. The scientists of the future will find Bibles in various languages, British Empire coins, a railway guide, daily newspapers, and twelve photographs of the most beautiful British women.

A

- 1 The obelisk Cleopatra's Needle tells us about the victories of British sailors.
- 2 The obelisk is made of red granite and nothing is written on it.
- 3 The obelisk tells us about the war victories of the pharaohs of Ancient Egypt.
- 4 The obelisk tells us about the victories of the Greek pharaohs over the British.

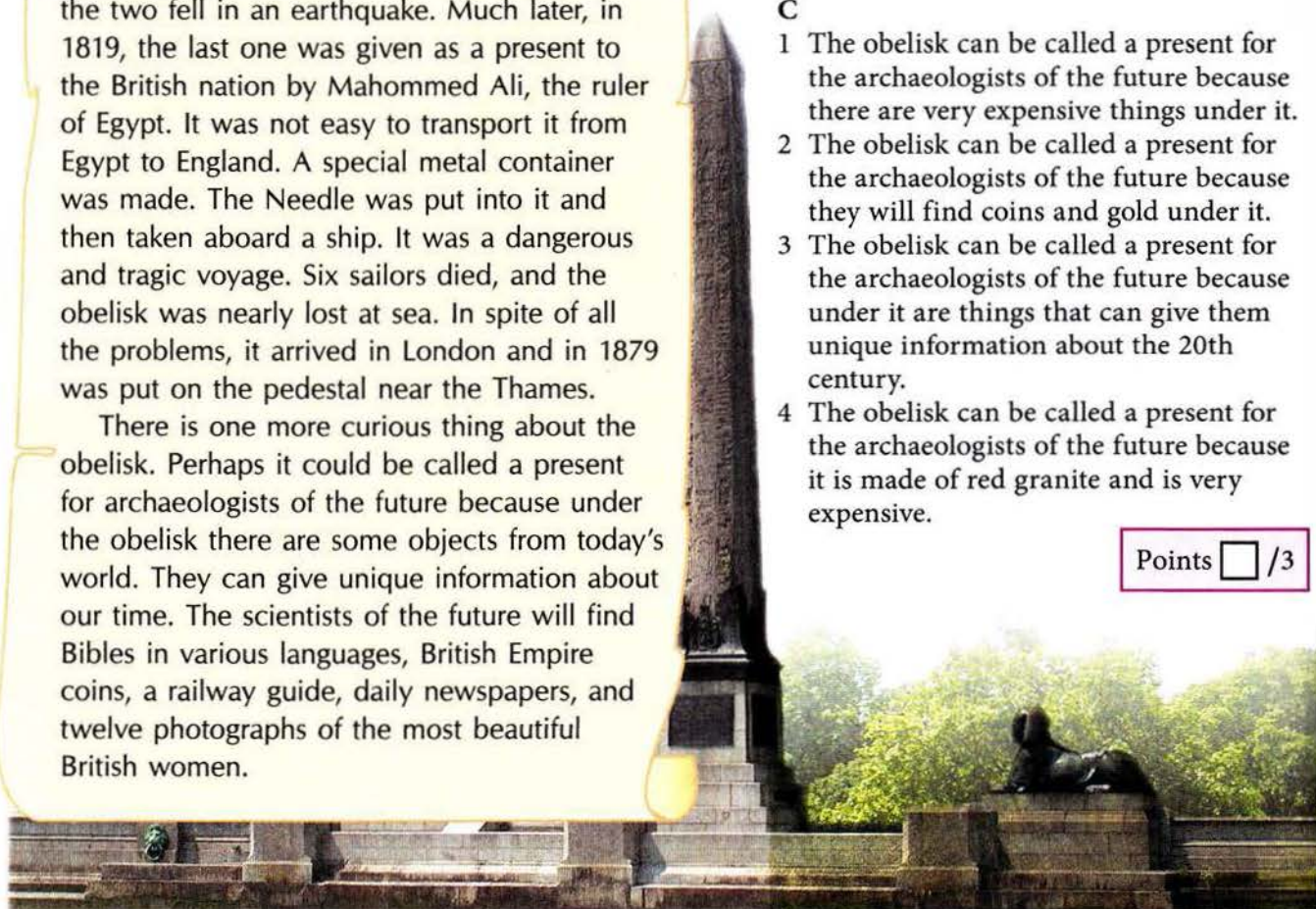
B

- 1 The obelisk was cut in Heliopolis, then it was transported to Alexandria, and only in the nineteenth century did it appear in London.
- 2 The obelisk was made in Heliopolis and then Cleopatra gave it to the British nation as a present.
- 3 The obelisk was given to the British people because Cleopatra herself wanted it to be sent to Britain.
- 4 The obelisk was cut in Britain from a block of red granite that had been transported from Alexandria.

C

- 1 The obelisk can be called a present for the archaeologists of the future because there are very expensive things under it.
- 2 The obelisk can be called a present for the archaeologists of the future because they will find coins and gold under it.
- 3 The obelisk can be called a present for the archaeologists of the future because under it are things that can give them unique information about the 20th century.
- 4 The obelisk can be called a present for the archaeologists of the future because it is made of red granite and is very expensive.

Points /3



4 You've received a letter from your English-speaking friend, Linda. Write her a letter and answer her 3 questions.

SendSave NowDiscard

To:

Add CcAdd Bcc

Subject:

BBIU~~T~~A~~S~~Gmail

Plain Text

Attach a fileInsert: InvitationCheck Spelling ▼

...It was actually the first time I'd flown, and I felt a bit nervous about it. But our flight went well and I enjoyed it. The holiday was fine too. We spend most of the time sightseeing and I was really impressed by Prague's architecture and sights. You wrote that you were going to have a trip, too. So, I'd like to know the details. Where did you go? What transport did you use? What sights (archaeological, historical, cultural) impressed you most? ...

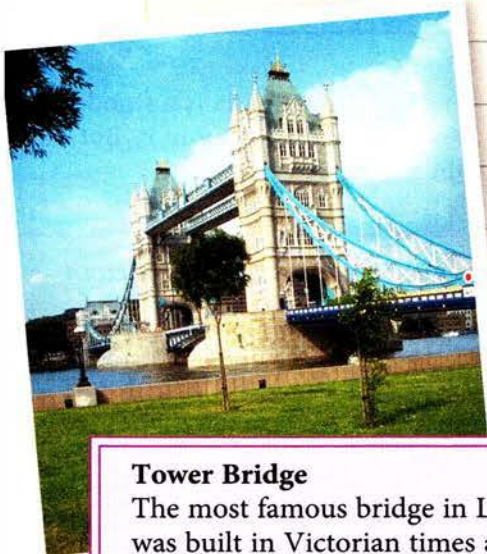
SendSave NowDiscard

Choose one of the sights from the pictures or any other sight you like.

Dear ...

Address (4)

*** **



Tower Bridge

The most famous bridge in London; was built in Victorian times and still looks beautiful; its weight is about 1,000 tons



The Eiffel Tower

One of the main sights in Paris was designed by the French engineer A. Eiffel; was built at the end of the 19th century; made of iron; its height is 320 metre



Tolstoy Museum in Yasnaya Polyana

The place where famous Russian writer Leo Tolstoy lived; a unique house of the 19th century with a beautiful park around it; an exposition of different things that belonged to the writer and his family

Points /4

5 Choose one of the countries: Russia, Great Britain, or the United States of America. Arrange the presentation of the country following the guidelines. Be ready to answer your classmates' questions. The beginning and the ending of the presentation are done for you.

I would like to present (name of the country) to you.

- give the official name of the country
- give brief information about
 - the area
 - the population
 - the official language
 - major cities
- describe the flag, symbols and emblems of the country

This completes my presentation. If you have any questions, I'll be glad to answer them now.



6 You want to invite your pen friend from Canada to stay with your family in the summer. Complete the telephone conversation.

Student from Russia	Student from Canada
Start: I say, how about spending the coming holiday at my place? My family would be glad if you agree to come.	I don't mind, actually. Russia is a wonderful country, and I've read a lot about it. But I know nothing about where you live.
<ul style="list-style-type: none"> • answer the questions • give the most interesting information about where you live 	<ul style="list-style-type: none"> • ask about the name of the town / city / village • in what region of Russia it is • how to get there (by what means of transport) • places of interest • how to find entertainment • how to spend time
Finish: Hope to see you soon then. Call about the date of your arrival.	I think it's a lovely place to visit and we'll have good time there. I'll speak to my parents tonight and hope they'll agree to the trip.

Mark your score

For tasks 1–4, you can get 22 points.
 19–22 points — well done
 16–18 points — good
 13–15 points — you can do better
 12 points or less — revise and try again

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

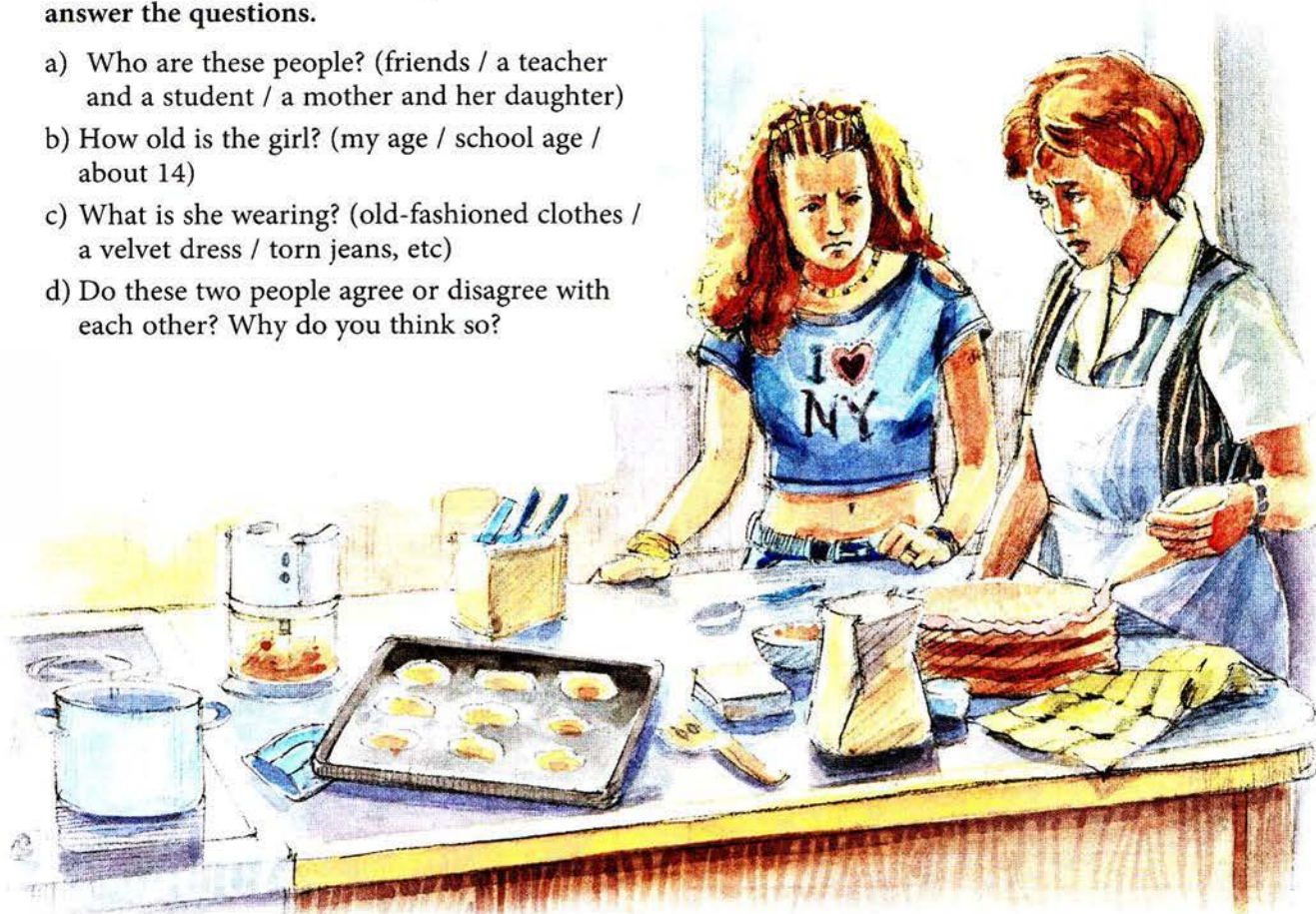
Section 1

What is Conflict?



1 Work in pairs. Look at the picture and answer the questions.

- Who are these people? (friends / a teacher and a student / a mother and her daughter)
- How old is the girl? (my age / school age / about 14)
- What is she wearing? (old-fashioned clothes / a velvet dress / torn jeans, etc)
- Do these two people agree or disagree with each other? Why do you think so?



2 Listen to the dialogue and answer the question: Why do these people disagree with each other?



3 a) Read the following statements. Listen to the dialogue again and say if these statements are true or false.

- Carrie said she was not going to wear a dress. She thought everyone would laugh at her.
- Carrie said she wanted to look lovely.
- The mother said she did not want her daughter to look too wild. She thought her daughter would look lovely in the velvet dress.
- The mother said that she hadn't seen any signs of beauty in her daughter for a long time.

b) Read the dialogue to check your answers.

- You've got to wear a dress!
- I don't have to!
- It's our family reunion, and I don't want you to look too wild!
- Fine, then I'll just stay at home!
- You're going and that's final! I insist that you go to the party with me!
- I don't even have a dress to wear.
- Yes, you do. What about the black velvet one your grandmother gave you for your birthday?
- It's too square, too conservative. Everyone will laugh.
- Everyone will think you look lovely.
- Oh, great... *lovely*! Just how I want to look!
- It's almost time to leave. I think you'd better get ready.

- Who's going to be there?
- Well, the same people as last year: your cousins, your grandparents... and, of course, great-grandmother Schuller.
- Great-grandmother Schuller! She's so old. All she does is sit in her wheelchair and watch us. She gives me the creeps (у меня от нее мороз по коже).
- Carrie, this is a special party. Can't you forget about yourself? Do you think that just because you're young and pretty, you are better than old people? Well, I have something to tell you, young lady. Beauty is as beauty does, and I haven't seen any sign of beauty in you for a long time. Now go to your room and get dressed.

PRONUNCIATION FOCUS



4 Listen and repeat. What Russian words do they remind you of? How do English and Russian words differ in word stress?

'conflict	in'structor
'contact	'velvet
con'servative	'fashion
'cousin	'natural
'special	i'dea
'jewel	'really
'ballet	'final



5 a) Listen to the dialogue and fill in the chart in your Workbook. Who said what? Tick the correct box.

b) Find in the text what were Carrie's arguments against going to the party and wearing the dress.

6 Look through the text again and guess the meaning of the line "Beauty is as beauty does".

- a) A beautiful person does only beautiful things.
- b) A person is beautiful only when his / her actions are beautiful.
- c) A beautiful person is a beauty no matter what he / she does.

WORD FOCUS

7 Read and remember the different meanings of the word "sign". Match them with the pictures.

- a) a mark, a symbol
- b) a notice that directs somebody towards some place or gives a warning, etc
- c) a gesture (жест) made with the hand or the head to give some information or a command
- d) a thing that shows that something exists or may happen
- e) a division of the zodiac

+

—

1



2

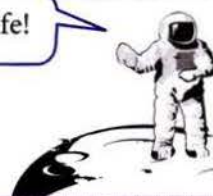


3



4

No sign of life!



5

8 Translate the sentences. Match the meanings of "sign" from Ex. 7 with the sentences.

- 1 What mathematical signs did you learn?
- 2 I haven't seen any signs of beauty in you for a long time.
- 3 The teacher saw some signs of improvement in her work.
- 4 There wasn't a sign of life in the place.
- 5 Follow the traffic signs.
- 6 She gave me a sign to sit down.
- 7 What sign were you born under?

9 Fill in the gaps. Choose from the words in the box.

beauty conservative lovely look
sign reunion velvet wheelchair

- 1 The mother thought her daughter would look ... in the velvet dress.
- 2 The policeman gave the driver a ... to stop the car.
- 3 Old people are usually more ... than young people.
- 4 Are you planning to have a family ... at Christmas?
- 5 People who are unable to walk use a
- 6 Your eyes are red. You ... ill.
- 7 The mother did not see any sign of ... in her daughter's behaviour.

GRAMMAR FOCUS

10 Read and remember.

1 The infinitive (инфинитив или неопределенная форма глагола) can be used as:

The subject (подлежащее):

*To learn English is very difficult.**

Part of the predicate (часть сказуемого):

My plan is to learn English.

The object (дополнение):

I decided to learn English.

The attribute (определение) after nouns and pronouns:

I have nobody to help me. — У меня нет никого, кто мог бы мне помочь.

They wanted to move to the country so that their children would have a garden to play in. — Они хотели переехать в деревню, чтобы у их детей был сад для игр.

2 The infinitive is often used to express:

Purpose (цель):

I came here to learn English. — Я пришел сюда, чтобы учить английский.

Many people learn English to communicate with foreigners. — Много людей учат английский, чтобы общаться с иностранцами.

Notice that in this case we use a clause (придаточное предложение) to translate the infinitive into Russian.

11 a) Translate these sentences into Russian. Mind the use of the infinitive after a noun or a pronoun.

- I don't even have a dress to wear.
- It's time to leave.
- I have something to tell you.
- We should find a hotel to stay in.
- Wait a minute! I have some luggage to collect from the baggage reclaim.

b) Find four sentences. Say where *to speak* acts as the subject; part of the predicate; the object; the attribute.



12 Rephrase the sentences using the infinitive.

Example: I don't even have a dress that I can wear. — *I don't even have a dress to wear.*

- 1 I have something that I want to tell you.
- 2 I have nobody whom I can talk to.
- 3 I have a very difficult text that I must translate.
- 4 You'd better find another place where you can walk your dog.

13 Use the infinitive to answer each question with a complete sentence.

Example: Why did the mother cook the cake? (To take it to the family reunion.) —
The mother cooked the cake to take it to the family reunion.

- 1 Why did she talk to her daughter? (To ask her to go to the family reunion.)
- 2 Why did she go to her room? (To get dressed.)
- 3 Why did the old woman buy a velvet dress? (To give it to her granddaughter as a birthday present.)
- 4 Why did she use a wheelchair? (To move from one place to another.)



14 Work in pairs. Look at the two pictures and choose one of them. Make up a dialogue between:
 a) the mother and the daughter; or b) the mother and the son. They are talking before their family reunion party.



You give me the creeps!
 That doesn't suit you.



You'd better look
 more conservative...



15 Work in groups of 3 or 4. Make a list of things you usually prepare (or would like to prepare) for a family reunion party. Let each person in your group talk about one thing.

Example: We usually send invitation cards a month or two before the party because many members of our big family live in different parts of Russia.

GRAMMAR FOCUS: REVIEW OF REPORTED SPEECH

16 In reported speech, we usually change the tense form of the verb.

We use: Past Simple instead of Present Simple, Future-in-the Past instead of Future Simple, Past Perfect instead of Present Perfect and Past Simple.

Compare:

Direct speech	Reported speech
Mother said: "It is a special party." (Present Simple)	The mother said (that) it was a special party. (Past Simple)
Carrie said: "Grandmother just sits and watches us." (Present Simple)	Carrie said (that) grandmother just sat and watched them. (Past Simple)
Carrie told her mother: "Everyone will laugh ." (Future Simple)	Carrie told her mother (that) everyone would laugh . (Future in the Past)
Mother told Carrie: "I haven't seen signs of beauty in you for a long time." (Present Perfect)	Mother told Carrie (that) she had not seen any signs of beauty in her for a long time. (Past Perfect)
Mother said: "Carrie, your grandmother gave you a velvet dress for your birthday." (Past Simple)	Mother told Carrie (that) her grandmother had given her a velvet dress for her birthday. (Past Perfect)

17 a) What words did the mother hear when Carrie left? Write them in reported speech. The first sentence is done for you.

Example: "I'm not going to wear a dress."
Carrie said she was not going to wear a dress.

Carrie said: "I don't have a dress to wear."

"I don't want to look lovely."

"The velvet dress is too conservative."

"I'll stay at home."

b) What did the mother say to Carrie? Read it in reported speech. Use the example above.

The mother said:

"I insist that you go to the party with me!"

"Everyone will think you look lovely."



18 Listen to the sentences. Guess the meanings of the highlighted words and translate the sentences. The explanations in brackets will help you.

What we need is a **miracle** (a surprising and supernatural thing).

Angela **reached for** a little **jewel** box.

She picked up a rose-coloured pin in the **shape** of a ballerina.

She **tapped** softly on the closed door.

This was given to me by a **wise** (very clever) and wonderful woman many years ago when I felt like you.

It was given to her by her ballet **instructor** in Paris many years ago after a very special performance.

Her family was quite wealthy during her **childhood**.

When the war spread, they only just managed to escape to America.

Carrie **fingered** the pin.



19 Listen to the story. Choose the correct answer to the following questions.

- 1 What did Carrie say when her mother tapped on the door?
 - a) Open the door.
 - b) Come in.
 - c) Go away.
- 2 What did the mother give to her daughter?
 - a) a pin
 - b) jeans
 - c) a jewel box
- 3 Who gave this object to Carrie's mother?
 - a) a ballet instructor
 - b) the great-grandmother
 - c) her family
- 4 Where did the great-grandmother study ballet?
 - a) in Germany
 - b) in Paris
 - c) in America
- 5 Why did her family escape from Germany during the war?
 - a) because they were wealthy
 - b) because they lost everything
 - c) because they helped some Jews [dʒu:z] escape



20 Work in pairs. Ask and answer the questions. Choose the most appropriate phrase.

- 1 Why did Angela tap on the door?
 - a) to enter her daughter's room
 - b) to talk to her daughter
 - c) to say she was sorry
- 2 Why did Angela want to see her daughter?
 - a) to give her the rose pin
 - b) to tell Carrie about her grandmother's life
 - c) to ask her to go to the family reunion
- 3 Why did the great-grandmother go to Paris?
 - a) to escape from fascist Germany
 - b) to study ballet
 - c) to help some Jews escape
- 4 Why did Angela tell her daughter the story of the rose pin?
 - a) to change her opinion of the grandmother
 - b) to make her go to the family reunion
 - c) to make her look lovely

WORD FOCUS

21 Read and remember.

In English, one and the same word form can be used as a noun and as a verb:

a finger (палец)
to finger (трогать пальцами)

an escape (побег)
to escape (убегать, избежать)

a wish (желание)
to wish (желать)

an exchange (обмен)
to exchange (менять, обмениваться)

a shape (форма)
to shape (придавать форму)



22 Look at the picture of the happy family reunion. Describe what's happening in it.

Use:

- to laugh
- to be happy
- to feel delighted
- family reunion
- blond hair
- to look lovely
- rose pin
- velvet dress
- wheelchair
- signs of beauty
- shining blue eyes
- elegant
- conservative



23 Listen to the end of the story. The author of the story says that the mother found the miracle of the rose pin. Why does the author say this?



24 Read what Carrie wrote in her diary a year ago. The first student reads the sentence as it is written, and the other student repeats it in reported speech. If there are no mistakes, the students change roles. If there are any mistakes, the first student starts again.

Example: We are going to the family reunion party.

Carrie wrote that they were going to the family reunion party.

- 1 I will wear my jeans and a T-shirt.
- 2 My mother doesn't want me to look wild.
- 3 My mother wants me to wear this awful velvet dress.
- 4 Everybody will laugh.
- 5 I will stay at home.
- 6 My mother gave me a wonderful pin.
- 7 My great-grandmother Schuller performed in Paris!
- 8 The ballet instructor gave the wonderful pin to my great-grandmother.
- 9 My great-grandmother Schuller speaks French very well!

25 Review some of the questions people ask in their letters. Then give your opinion. Use the words from the box.

Why do conflicts happen in a family?

Why do political parties and states have conflicts?

What can we do about conflicts?

People don't...
 respect each other
 listen to each other
 talk to each other
 observe the laws of co-existence
 deserve somebody's love
 get on well

Some people are rich / some are poor.

Some people are hardworking / some are lazy.

Some people are creative / some are boring.



26 Listen to the words and complete the table.

prevent	prevention	preventing
lead		leadership
relate	relation	
solve	solution	resolution
respect		respectfully
	disagree	disagreement
unite	union	
differ	different	
peace		peacefully
violent	violence	violently

27 Read what a talk show host is saying about conflicts and find the answers to the following questions.

- What do people want to know about conflicts?
- Why do conflicts happen?
- What can different conflicts lead to?

Dear Friends,

(1) Many people ask questions about conflicts. They want to know why conflicts happen in a family. They want to know why political parties and states have conflicts. They ask me what they can do about conflicts.

(2) Conflict is a natural thing in our life. Conflicts happen because people are different: they want different things, they have different ideas and their values are different. Very often people have conflicts because they do not listen to each other well. They think about what they want to say and don't really hear what the other person is saying.

(3) Conflicts may lead to fights, bad relations and violence. If conflicts happen between parties or states, they can lead to war. That is why people should try to prevent conflicts.

(4) But it is impossible to prevent all conflicts. Every day you are in contact with people whose values are different from yours. And you have the right to disagree with their values. But you should understand that other people also have the right to be different from you. You must respect the right of other people to have ideas that differ from your ideas. People who respect each other's ideas can resolve conflicts in a peaceful way. If people resolve conflicts peacefully, they will have better relations in the future. That is why many people want to learn about conflict resolution.



28 The talk show host's speech consists of four paragraphs. Tick the number of the paragraph where you find an answer to each question.

	1	2	3	4
1 Are many people interested in the reasons for conflicts?				
2 Is it possible to prevent all conflicts?				
3 Why do people have conflicts?				
4 Why is it necessary for people to prevent conflicts?				
5 What or who can be in conflict?				
6 What kind of people can resolve conflicts in a peaceful way?				

29 Complete the following sentences. Choose the ending according to the text in Ex. 27.

- It is impossible to...
 - prevent all conflicts.
 - resolve all conflicts.
 - to start all conflicts.
- Often people have conflicts because...
 - they do not listen to each other.
 - they do not talk to each other.
 - they ignore each other.
- Every person has the right to...
 - disagree with other people.
 - have fights with other people.
 - entertain other people.
- People can resolve conflicts in a peaceful way if...
 - they have the same values.
 - they respect each other.
 - they envy each other.
- If people resolve conflicts peacefully, they...
 - will not have conflicts in the future.
 - will have better relations in the future.
 - will disappoint each other.

30 Match the words from the two columns. Create as many word combinations as possible.

**conflict
means
values**

to prevent
to resolve
to confuse
resolution
violent
universal
of transportation
unique
unusual
national
serious
of communication
different
peaceful
annoying
unavoidable
essential

31 Which of the definitions apply to the words used in the text?

Party:

- a social event to which people are invited to enjoy themselves
- a political organization

State:

- a country
- a part of a country
- the condition in which a person or a thing is

Value:

- the worth of something in money
- the importance of something

Resolve:

- to find an explanation of something
- to find a way of dealing with a difficult situation

32 Read and translate into Russian. Note the different meanings of "right".*(Adjective 1)*

You were right to refuse his offer.

What is the right time?

He is the right man for the job.

You are going the right way.

You did the right thing to tell me the truth.

(Adverb)

He is sitting right beside you.

Have I guessed right or wrong?

He looked neither right nor left.

When you see a supermarket, turn right.

(Adjective 2)

In Britain, they drive on the left side of the road, not the right side.

(Noun)

You have no right to stop me from going there.

They bought the rights to the book.

The rights of children are not observed in some countries.

GRAMMAR FOCUS: REVIEW OF ZERO CONDITIONAL

33 Use *if* to connect a condition to a statement or to a question:

Main clause		Condition
You can speak English well	if	you practise a lot.
Can you speak English well	if	you don't practise a lot? No, you can't.
Practise a lot	if	you want to speak English well.

The Present tense is used in the main clause and in the *if*-condition to talk about things that are generally true.

When the *if*-condition is before the main clause, separate it with a comma:

If you practise a lot, you can speak English well.

34 Finish the sentences.

1	If conflicts happen between states or political parties, they...
2	If people do not listen well, they...
3	If you hear what the other person is saying, you...
4	If I meet a person whose values are different from my values, I...
5	If people respect each other's rights, they...
6	People have better relations if they...
7	People want to learn about conflict resolution if they...



35 a) One of the best known family conflicts is the conflict between two families, the Capulets ['kæpjulets] and the Montagues ['mɒntəgju:z].

- What famous play describes the conflict?
- What is the name of the writer?
- Tell the plot of the play.



b) Work in pairs. Interview your partner about the conflicts between:

- your partner and her / his friend
- members of her / his family

Ask the following questions:

- Who was the conflict between?
- What do you think the reason was?
- Was it possible to resolve it peacefully?
- ...

36 Choose one of these modal verbs from the box to complete the sentences.

can may should must

- Conflicts ... lead to bad relations.
- We ... hear what the other person is saying.
- We ... prevent conflicts.
- We ... have respect for other people.
- Political parties ... resolve conflicts by peaceful means.
- States ... prevent war if they decide to resolve conflicts peacefully.
- You ... have better relations with people if you resolve a conflict peacefully.
- You ... learn about conflict resolution if you read books about conflict.
- You ... have more friends if you learn to resolve conflicts peacefully.

37 Find sentences with the verbs *can*, *may*, *should*, *must* in the text in Ex. 27. Translate these sentences.

GRAMMAR FOCUS: THE USE OF THE INFINITIVE

38 Read and remember.

- The infinitive is used with **to** or without **to**:

We **want to live** in peace.
We **decided to discuss** conflict resolution.
We **can prevent** war.
Conflicts **may lead to** war.
We **must listen to** what other people say.
We **should resolve** conflicts by peaceful means.

- The infinitive is used with **to** after the phrases:

It's possible...
It's impossible...
It's important...
It's necessary...

The meanings of these phrases are close to the meanings of the modal verbs *may*, *can*, *must*, *should*. After these modal verbs the infinitive is used without **to**:

It is impossible to prevent war (невозможно).
We can't prevent war.

It is necessary to prevent war (необходимо).
We must prevent war.

It is important to prevent war (важно).
We should prevent war.

It is possible that people will prevent war (можно).
People may prevent war.

39 Match these sentences.

1 People should try to prevent conflicts.	a) It is necessary to understand that people have the right to disagree with you.
2 Conflicts may lead to violence.	b) It is important to prevent conflicts.
3 You must understand that people have the right to disagree with you.	c) It is possible to resolve conflict by peaceful means.
4 People can resolve conflicts in a peaceful way.	d) It is impossible to prevent all conflicts.
5 We can't prevent all conflicts.	e) It is possible that conflicts will lead to violence. *

**40** Work in pairs. Agree or disagree with your partner.

Use:

It is (not) necessary to...

It is (not) important to...

It is (im)possible to...

Begin with: I agree with you / I am afraid
I can't agree with you.

Example: "We can prevent war."

"I agree with you. It is possible to prevent war."

or

"I am afraid I can't agree with you (I have a different opinion). It is impossible to prevent war."



We can (can't) resolve conflicts peacefully.

We can (can't) have better relations with people.

We can (can't) prevent all conflicts.

We have to (don't have to) agree with people who have different values.

We must (don't have to) respect the rights of other people.

We should (needn't) learn about conflict resolution.

We should (shouldn't) listen to other people.

41 Mingle with others in the classroom. Ask any three students to say one thing they've learnt from the talk show in Ex. 27. Write their responses in your Workbook. Then write their responses in reported speech. Share them with the class.

Names	Direct speech	Reported speech
Ann said:	We can prevent conflicts.	Ann said we could prevent conflicts.
Kate said:		



42 Work in groups. Discuss what environmental problems can result from conflicts between people and the Earth. What should people do to prevent these conflicts? Share your opinion with other groups.

Use:

- water / air / land pollution
- lack of recycling
- rescue endangered animals
- throw something away
- chemical waste
- traffic jams

- recycle waste glass / metal / paper
- don't drop litter
- walk or cycle instead of driving cars
- bring cans, bottles, etc to the local recycling centre
- only buy things you really need
- avoid buying packaged goods
- give up smoking

WORD FOCUS

43 Read, translate and remember.

mean (meant) (v):

to express a meaning

What does the mother **mean** when she says that it is a special party?

The word "prevent" means "to stop somebody from doing something" or "to stop something from happening".

means (n):

a method or methods, a way of doing something

What are the **means** of preventing conflicts?

What **means** can people use to prevent conflicts?

Listening to what other people say is one of the **means** to prevent conflicts.

The Internet is a **means** of getting information.

by all means = of course

"Can I see you tomorrow?" "**By all means**".



44 Read the sentences and say in which of them **mean** is a noun (n); a verb (v).

- 1 English is a means of international communication.
- 2 What does the word "prevent" mean? It means to stop something from happening or to stop doing something.
- 3 What does the author mean when he says, "Conflict is a natural thing in life?"
- 4 — Can I use your dictionary?
— By all means.
- 5 That sign meant nothing to me.
- 6 I never meant that you should come alone. You could have taken anyone with you.

45 Read and translate these sayings into Russian. Pay attention to the underlined words.

"Begin each day with friendly thoughts,
And as the day goes on,
Keep friendly, loving, good, and kind,
Just as you were at dawn."

(Frank B. Whitney)

"When someone does something good, applaud
(поаплодируй)! You will make two people happy."
(Samuel Goldwyn)



PLANT KINDNESS AND LOVE WILL GROW.

It is easier to leave angry words unspoken than
to mend a heart those words have broken.

"Be kind; everyone you
meet is fighting a hard battle."
(Thomas Jefferson)

When angry, count to ten before you speak;
when very angry, count to a hundred.

"We can do no great things, only
small things with great love."
(Mother Teresa)

46 Work in pairs. Make up a story to illustrate one of the above quotations.

47 Read the text and answer the questions.

- 1 What kind of conflict was it (a conflict between adults, a conflict between children, a conflict between a child and the parents)?
- 2 Who started the conflict?
- 3 What was the subject of the conflict?

"Where's Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast.

"Out to the hoghouse," replied Mrs Arable. "Some pigs were born last night."

"I don't see why he needs an ax," continued Fern, who was only eight.

"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."

"Do away with it?" shouted Fern. "You mean kill it? Just because it's smaller than the others?"

"Don't yell, Fern!" Mrs Arable said. "Your father is right. The pig would probably die anyway."

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her

father. "Please don't kill it!" she sobbed. "It's unfair." Mr Arable stopped walking.

"Fern," he said gently, "you will have to learn to control yourself."

"Control myself?" yelled Fern. "This is a matter of life and death, and you talk about controlling myself." Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father's hand.

"Fern," said Mr Arable, "I know more about raising pigs than you do. A weakling makes trouble. Now run along!"

"But it's unfair," cried Fern. "The pig couldn't help being born small, could it? If I had been very small at birth, would you have killed me?"

Mr Arable smiled. "Certainly not," he said, looking down at his daughter with love. "But



this is different. A little girl is one thing, a little runty pig is another.”

“I see no difference,” replied Fern, still hanging on to the ax. “This is the most terrible case of injustice I ever heard of.”

A queer look came over John Arable’s face. He seemed almost ready to cry himself.

“All right,” he said. “You go back to the house and I will bring the runt when I come in. I’ll let you start it on a bottle, like a baby. Then you’ll see what trouble a pig can be.”

When Mr Arable returned to the house half an hour later, he carried a carton under his arm. Fern was upstairs changing her sneakers. The kitchen table was set for breakfast, and the room smelled of coffee, bacon, damp plaster, and wood smoke from the stove.

“Put it on her chair!” said Mrs Arable. Mr Arable set the carton down at Fern’s place. Then he walked to the sink and washed his hands and dried them on the roller towel.

Fern came slowly down the stairs. Her eyes were red from crying. As she approached her

chair, the carton wobbled, and there was a scratching noise. Fern looked at her father. Then she lifted the lid of the carton. There, inside, looking up at her, was the newborn pig. It was a white one. The morning light shone through its ears, turning them pink.

“He’s yours,” said Mr Arable. “Saved from an untimely death. And may the good Lord forgive me for this foolishness.”

Fern couldn’t take her eyes off the tiny pig. “Oh,” she whispered. “Oh, look at him! He’s absolutely perfect.”

From “Charlotte’s Web”, by E. B. White and Garth Williams, Chapter One “Before Breakfast”

ax — топор

hoghouse — помещение на ферме, где содержатся свиньи

runt — (зд.) слабый и маленький детеныш

to yell — кричать

carton — (зд.) картонная коробка

to wobble — качаться

- 48** Work in pairs. Study the case of the conflict in Ex. 47. Write lists of arguments both sides of the conflict used to defend their points of view. Use direct speech from the text.

the matter:

A runt pig was born.

Fern’s parents’ point of view: ...

Fern’s parents’ arguments: ...

Fern’s point of view: ...

Fern’s arguments: ...

49 Speak about the resolution of the conflict:

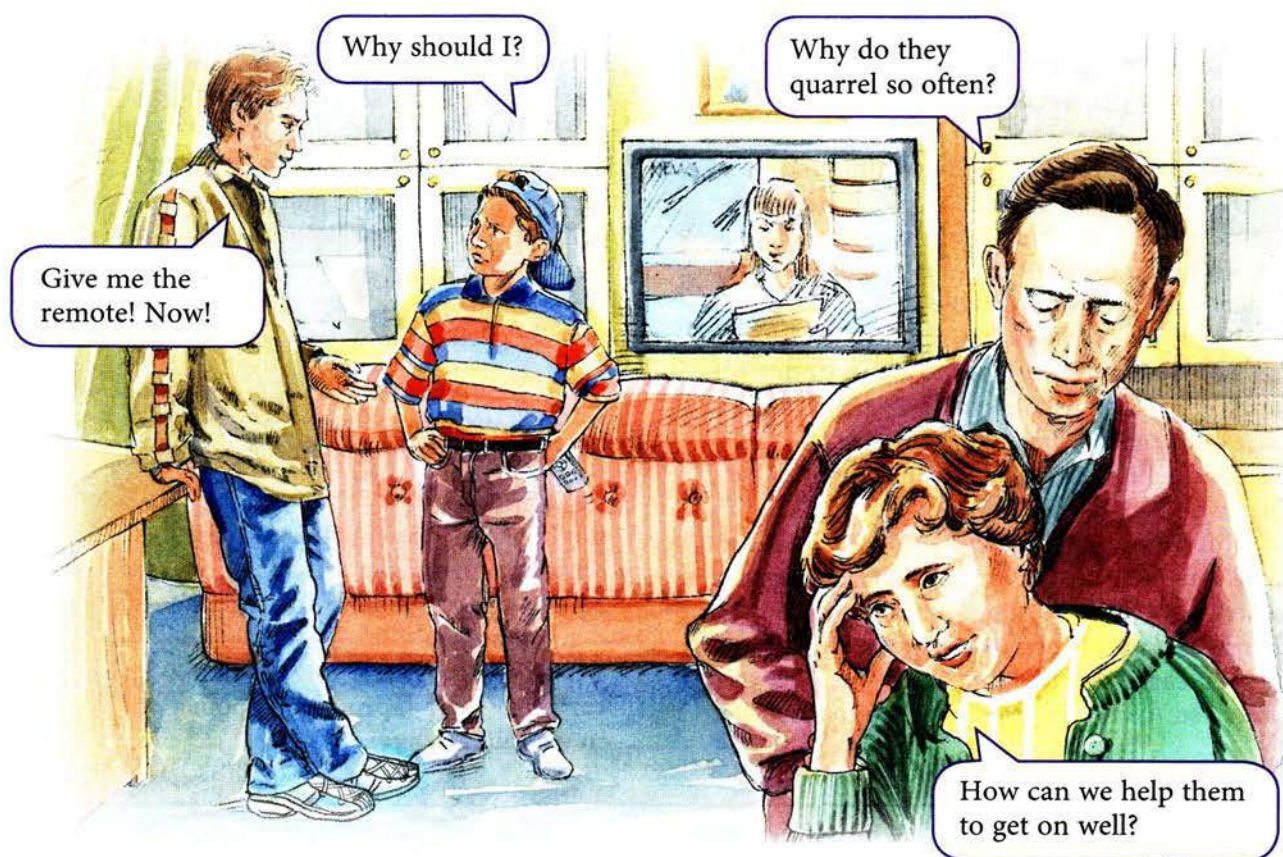
- Who do you think was more convincing?
- How was the conflict resolved?
- What kind of compromise was made?
- Do you think that it was fair?

- 50** Prepare a presentation for a students’ forum on conflict. Form groups of four and decide what each of you is going to speak about. Follow these guidelines:

- Explain what conflict is. Explain why conflicts happen.
- Give an example of a conflict (between classmates, roommates, in a family, in politics).
- Explain why a peaceful resolution to a conflict is important.
- Give advice on what people should do if they have a conflict.
- You may also recommend a book (fiction or non-fiction) about peace-making and explain why this book is helpful. Use one or two of the “clever thoughts” from Ex. 45 in your talk.

Section 2

Conflict Resolution



51 a) Look at the picture and listen to the recording. Say what the quarrel is about.
b) Listen again and answer the questions. Use the text to check your answers.

- 1 Chris told his brother to give him the remote control. What did Tom say? What did Chris answer?
- 2 The mother told Chris to give the remote to his brother. Why? What did she say? What did the father think about it?
- 3 Do such conflicts often happen in families?

Chris: Hey, Tom, give me **the remote control** (пульт дистанционного управления)! Quick!

Tom: No! I can't! Rambo 3 begins in a minute!

Chris: Just let me switch to the World Cup, OK? I want to see the game. Give me the remote! Now!

Mother: Are you boys fighting again? Chris, let your brother watch TV. You are 15, and he is only 7.

Father: But that isn't **fair**. Chris is a big boy, but he has the right to watch TV, too.

GRAMMAR FOCUS: REVIEW OF THE INFINITIVE

52 Mind the use of the infinitive with **to** in:

I	asked wanted expected told advised	him	to do it.
---	--	-----	-----------

Compare:

— Я попросил его (велел ему, посоветовал ему) сделать это.

— Я хотел, чтобы он это сделал.

— Я ожидал (полагал), что он это сделает.

The infinitive is used without **to** after the verbs **make** and **let**:

I **made** him do it. — Я заставил его сделать это.

I **let** him use my mobile phone. —

Я разрешил ему воспользоваться моим мобильным телефоном.

53 Make up sentences about the conversation in Ex. 51 from the following words and phrases.

Chris	wanted expected	his wife Chris Tom	to let him see the film.
Tom			to give him the remote control.
The mother			to be fair.
The father			to remember that Chris has the right to watch TV too.



54 Work in pairs. What do you think will happen? Discuss it with your partner.

Use:

I think...

I don't think...

In my opinion...

I'm not sure that...

The mother will make Chris give the remote control to his brother.

The father will make them be fair.

Chris will make Tom obey him.

Tom will make Chris give him the remote control.

The parents will make the boys stop fighting.

The parents will punish the boys: they will make both of them leave the room and go to bed.

55 Complete the mother's letter to the editor of the journal. She wrote to ask for some advice. Her sons are fighting. Some words in the letter are missing. Fill in the gaps with the words on the right.

19 February 2006

Dear Editor,
My sons Tom, 7, and Chris, 15, often have fights. They don't ... with each other. They often ... about things because they refuse to share them. For example, we have only one TV set, and they can never ... it. The day before yesterday, Tom's favourite film was on TV, but Chris wanted to see the World Cup. So they had a fight again. My husband and I had an ... about this conflict. I said that Tom had the right to watch TV because he was younger than Chris. But my husband said it was not ... Which of us is right? We want our sons to be good friends and to ... their conflicts peacefully.

Sincerely,

Ann Smith

argue

resolve

share

fair

argument

get on

56 Read the editor's letter to the mother's question that was published in the magazine.

Did the editor say who was right: the boys' father or the boys' mother? Why or why not?



Dear Ann,

Of course you want your sons to live in peace. But I don't think parents can help their children resolve conflicts by deciding what their children should do. Let them resolve their conflicts by themselves... with your help.

Tell your sons about the five steps they can take to resolve a conflict.

They are:

- 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.

The five steps may work better if the parents take part in the discussion.

I hope that the next time your sons have a conflict, they will know better how to resolve it.

If you need to discuss the steps further, please make an appointment to visit my office.

Sincerely yours,

Gary Hanks
Editor

**57** Work in pairs. Imagine that Ann Smith decided to see the editor, Mr Hanks. Make up a dialogue between them.

Use:

- to live in peace
- decide what the children should do
- help the children prevent / resolve conflicts
- decide what the problem is
- suggest an idea
- discuss
- choose
- put into action
- make a fuss about something
- on the one hand... on the other hand
- they can't do without

WORD FOCUS: PHRASAL VERBS**58** Read and remember.

- get away — escape, leave
- get back — return to a place
- get off — leave (a bus, train, plane)
- get on — make progress
- get along (with) — have friendly relations with
- get over — get well after an illness; recover from a shock
- get together — meet for a talk, etc

59 Fill in the correct preposition.

- 1 They don't get ... with each other.
- 2 I won't be able to get ... from the office before seven.
- 3 The bus driver will tell you where to get
- 4 A reunion is a meeting of people who want to get ... after a separation.
- 5 What time did you get ... last time?
- 6 He is a new student, but he gets ... fine at school.
- 7 She is still trying to get ... her cold.
- 8 It took him many years to get ... the death of his parents.

61 a) Make your suggestions on what happened next.

b) Now listen to the story. Check if you were right about what happened in the end.

GRAMMAR FOCUS: ORDERS AND REQUESTS IN REPORTED SPEECH

62 Read and remember.

In reported speech, we use the infinitive with *to* to express an order or a request:

The editor said to Ann: "Put the idea into action."

The editor asked Ann **to put** the idea into action.

Note the negative form of the infinitive:

He said to Ann, "Don't decide what your children should do."

He advised Ann **not to decide** what her children should do.

In the main clause, we use:

to ask
to order
to advise
to tell (always used with an object:
e.g. *told her mother, told Ann*)

60 Complete the story about the Russian mountain climbers. Put in the phrasal verbs from Ex. 58. Use the verbs in the appropriate tense.

Last summer, a group of courageous mountain climbers from Russia ... (1) at the foot of the Himalayas. They had already been there the year before and ... (2) quite successfully, but poor weather conditions prevented them from further climbing. They hardly managed to ... (3) from a severe avalanche (лавина).

The mountain climbers had ... (4) their unexpected failure. But they decided to ... (5) there and try their chances again next year. All of them had been friends for about ten years and ... (6) very well. On their arrival in the Himalayas, they ... (7) their horses and headed for the mountains.



63 In order to remember the five steps people should take to resolve a conflict, Ann Smith decided to repeat them (see Ex. 56). Help her out.

- | | |
|--|---|
| 1 First, I must tell the boys to decide what the problem is. | 3 I shall advise them to |
| 2 Then I must tell them to | 4 After that, I shall ask them to |
| | 5 And last, I shall tell them to |



64 Work in groups of four to act out the discussion. Chris and Tom have had another conflict. They were unable to share the TV again. But this time, the family used the five steps to resolve the conflict. Read the questions and the answers. Use the Dialogue Vocabulary given below the table.

	What questions were asked:	What answers were given:
Step 1	What is the problem?	Chris and Tom want to watch TV at the same time, but there is only one TV set.*
Step 2	How can we solve the problem?	a) The parents can buy another TV set. b) Chris can go to his friend's house and watch TV with him. c) Chris and Tom can cast lots (бросать жребий). d) They can take turns.
Step 3	What will happen?	a) The family will have no money for food, clothes and holidays. b) Chris will not have time to do his homework because his friend lives too far away. c) One of them may watch TV more often, and they will have fights again. d) They will not be angry with each other because it will be fair.
Step 4	What is the best idea?	The best idea is to take turns.
Step 5	How can we put the idea into action?	Let them decide who will be the first to watch TV.

Dialogue Vocabulary

In my opinion...
I think...
To my mind...
What do you think about it?
It's a good idea to...
I feel strongly against it.
I'm absolutely positive that...
I don't care about...
Do you mean that...?

GRAMMAR FOCUS: REVIEW OF WH-QUESTIONS IN REPORTED SPEECH

65 Read and remember.

Questions in reported speech have direct word order: **subject + predicate**

In the present:

He asks, "What **is the problem?**"

He asks what **the problem is**.

In the past:

He asked, "What **is the problem?**"

He asked what **the problem was**.

If a question begins with *what*, *when*, *why*, or *how*, this word is used to connect the main clause and the question.

Instead of *ask*, we can use *wonder* or *want to know* in the main clause.

66 Look back at the text in Ex. 64. Report on the questions asked by the family.

	Present	Past
Mother: "What is the problem?"	The mother asks...	The mother asked...
Father: "How can we solve the problem?"	The father wonders...	The father wondered...
Chris: "What will happen?"	Chris wants to know...	Chris wanted to know...
Tom: "What is the best idea?"	Tom asks...	Tom asked...

WORD FOCUS: PHRASAL VERBS

67 Read, translate and remember.

put down — write on a piece of paper; place on a table, a shelf, etc

put off — do something later

put on — put clothing on your body; switch on a light, electrical equipment

put up with — accept an unpleasant situation



Henry:

Can you iron my shirt, Mum?

That's right. But we were told that we have to wear something very formal today, like a suit or dark trousers and a plain shirt. Some important guests from the local Council are coming.

Look, Mum, you know I won't be able to cope with that. And I really am in a hurry.

You mean that I have to do the ironing myself, don't you?

OK, done. What's next?

Oops. I've poured too much. It spilled over onto my shirt!

Hey, it's getting really hot! Won't it burn my shirt?

How am I supposed to know that?!

Right. It's cotton. What's that sound?

68 Fill in the correct participle or preposition.

- Please put the knife ... on the table before you hurt somebody.
- I don't know how she puts ... with her sons' fights.
- The girl put ... her black velvet dress.
- Could you please put the light ...?
- This is a very difficult word. Put it ... so you don't forget.
- The concert is put ... till next week.

69 Assemble the dialogue. Henry's words are given in the correct order. His mother's words are jumbled. Act the dialogue out.

Mother:

So am I. I've got a meeting and I can't put it off. Don't waste any more time, Henry.

Exactly. Get the ironing board and put your shirt on it.

It's written on the label.

Not if you adjust the temperature dial to the type of fabric your shirt is made of.

Your shirt? You never wear anything but T-shirts and jumpers, as far as I know.

I see. So, what's the problem? Don't you know where the iron is?

It's the steam. The iron is ready to use. Go ahead.

Pour some water into the opening on top of the iron.

Never mind. The water's clean: it won't spoil your shirt. Now plug the iron into the wall socket.

GRAMMAR FOCUS:
REVIEW CONDITIONAL I**70** Read and remember.

The Future is used in the main clause to talk about things that will happen. When the Future is used in the main clause, the Present tense is used in the *if*-clause.

If Chris **goes** to the party, he **will not have time** to do his homework.

71 Make one sentence from a pair of sentences.

Example: The parents will buy a new TV set. The family will have no money for food.— **If** the parents **buy** a new TV set, the family **will have** no money for food.

- 1 Chris will go to his friend's house. He will not have time to do his homework.
- 2 We'll cast lots. One of us will watch TV more often.
- 3 We'll take turns. We shall not be angry with each other.
- 4 I'll have a problem. I shall use the five steps to resolve the conflict.

**73** Work in pairs. Select the five most common causes of conflict in a family. Suggest how to prevent these conflicts.

- Parents want their children to obey them.
- Children ignore their parents.
- Parents don't approve of their children's friends.
- Some family members don't have the same rights as other members of the family.
- Children are dependent on their parents.
- Children suffer unfair punishments.
- Children / Parents make a fuss about silly things.*
- Children / Parents shout at their parents / children.
- Children / Parents don't observe the laws of co-existence.
- Children / Parents make fun of their parents / children.
- Children / Parents have too many responsibilities at home.
- Children / Parents have nobody to rely on.
- Children / Parents have nobody to talk to.

**72** Work in groups of 2 or 3. Choose one of the situations in the pictures. Make up a list of real steps to prevent conflicts in your school life. Compare your list with those prepared by other groups.

- 1 The student is regularly late for the first lesson.
- 2 The student doesn't do his homework.
- 3 The student is dressed in a very unusual way.
- 4 Some students bully a newcomer.

74 Read and translate the sentences paying attention to the highlighted words. They will help you understand the dialogues in Ex. 75.

The concert did not take place in June **because of** the singer's illness.

They **put off** the concert because the singer was ill.

The singer was very sick. He wasn't able to **get over** his illness until August.

If you don't know many words in the text, you can't **do without** a dictionary.

She bought jeans, a jacket, a dress, a pin and **what not**.



75 Listen to the conversations. Match them with the pictures.

A



B



C



76 Listen to each of the conversations again and answer the questions. You may take notes while listening.

- 1 Why is the mother unhappy?
What does she have to do around the house?
What does she want her children to do?
Why do they think that the mother is not fair?
- 2 Why did the mother buy a new dress?
Does her daughter like the dress? Why or why not?
What does the mother think about the clothes her daughter is wearing?
What is ridiculous, in the mother's opinion?
- 3 What did the father put off?
Why didn't he buy a mobile phone for his son?
What happened to the boy's brother?
What does he need to get over his illness?
Who said that the boy could do without a mobile phone for some time?



77 Listen to the conversations in Ex. 75 again. Say:

- what caused the conflict in each family (see the reasons in the box)
- who is involved in the conflict
- who started the conflict
- what the opponents demand
- whether this conflict is typical



lack of independence
 lack of free time
 unequal rights with other members of the family
 dependency on parents
 unfair punishments
 being shouted at
 being made fun of
 no sense of humour
 too many responsibilities at home
 having nobody to rely on
 having nobody to talk to
 making a fuss about certain situations
 money problems
 no sympathy for the feelings of others



78 Work in pairs. Choose one of the dialogues. Make up a conversation between a family member and a person who gives advice on how to resolve the conflict. Act out the dialogue with your partner.

79 Match the words with their definitions.

1 provide (v)	a) to have comfortable or friendly relations
2 support (v)	b) to calm down or to rest
3 discovery (n)	c) the opposite (opinion, idea, advice, etc)
4 confident (adj)	d) finding or learning something
5 criticise (v)	e) a feeling that one can rely on oneself
6 get on (v)	f) to indicate the faults of something
7 contrary (adj)	g) to help by approval, sympathy, or by giving money
8 relax (v)	h) to offer (food, drink, information, opportunity, help, etc)

80 Match the words with their opposite meaning. Listen and check if you were correct.

attentively
confident
contrary
to criticise
to hurt
to relax
sense of humour
to shout
to argue
to bully

similar
inattentively
shy
to support
to agree
to whisper
to be nervous
to help
to comfort
lack of sense of humour

81 Frank and Diana wrote letters for a teenage magazine. Read their letters and say whose ideas were those:

- a) Even if people are different, it doesn't mean that they can't get along.
b) When you try to resolve a conflict, choose your words very carefully.

When people have problems, the first thing to do is to talk. Tell them what makes you unhappy. Just be brave when you speak to them. Don't use words like "never" and "always". Don't use words that hurt people. Speak calmly.

If communication does not provide a solution, ask someone who is older than both of you for help. If they don't support you, take things into your own hands and be firm.

If you can't do it one way, try another. This is how great discoveries are made.

Diana



To resolve a conflict, think about it first. Be calm, confident and relaxed. It is also important to have a sense of humour.

Don't think of everyone as different. As soon as you pick out their differences and begin to criticise them, you are in trouble. Differences can sometimes be a good thing: two people who think exactly the same can't achieve much. Discussing two contrary ideas can sometimes lead to a better solution.

I think that if all the countries in the world really talk about their problems, they will find answers. We need to get along.

Frank



82 Complete these sentences using the information from the letters.

- The first thing to do is
- Don't use words that ... people.
- Ask for help if communication does not ... a solution.
- Take things into your own hands if people do not ... you.
- Great ... are made when people try different ways of doing work.
- To resolve a conflict, it is important
- As soon as you ... people, you are in trouble.
- Discussing two ... ideas can sometimes lead to a better solution.
- All people need to ... with each other.

83 Below are some phrases from Diana's and Frank's letters.

a) Read the letters once more and decide where to add the phrases below. Mark the places in the letters where they fit in best.

Diana's letter:

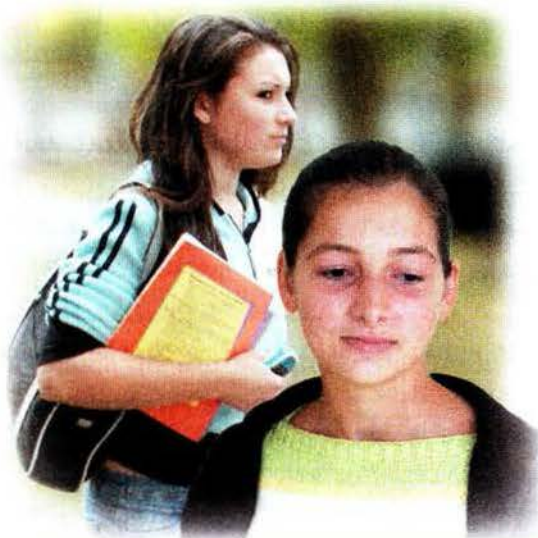
- 1 ...and listen attentively to what other people are saying.
- 2 ...parents, teachers or a person who knows the law.

Frank's letter:

- 1 ...and be optimistic.
- 2 Those two people would have no different ideas or opinions.



b) Check your answers by listening to the two letters.



84 Work in pairs. Make up a dialogue between you and Diana or Frank. Use the following guidelines:

- Introduce yourself.
- Say a few words about the conflict you'd like to resolve.
- Ask for advice.
- Discuss possible alternatives.
- Find a solution to the conflict.

85 Read the letters in Ex. 81 again. Find sentences with the words *sense* and *hurt*. Which meanings best apply to these words?

Sense:

- 1 any of the five powers of the body:
 - sight
 - hearing
 - smile
 - taste
 - touch
- 2 an understanding of the value of something:
 - a sense of humour
 - a sense of timing

Hurt:

- 1 to cause pain
- 2 to be upset, sad

86 You've received a letter from your English-speaking friend, Mike. Write him a letter and give him some advice.

... My friend Bob is a good guy. He's very popular with our classmates and I'm glad he is my friend. However, he often doesn't do his homework. He asks me for my copybooks so that he can copy the homework right before class! It's cheating and it's not fair to me. Do you think I should stop him or should I pretend that I don't care? Have you ever experienced a similar situation? How can I explain to Bob that cheating is immoral? ...

87 Mind the meaning and formation of these words:**ADJECTIVE**

successful
attentive
calm
confident
exact
complete
firm
alternative

+ **ly** =**ADVERB**

successfully
attentively
calmly
confidently
exactly
completely
firmly
alternatively

NOUN

friend
day
week

+ **ly** =**ADJECTIVE /
ADVERB**

friendly
daily
weekly

88 Choose the adjective, noun, or adverb to complete the sentences.

- 1 He is a ... businessman. He can communicate ... (successful / successfully)
- 2 The students listened to their teacher They are very ... students. (attentive / attentively)
- 3 He spoke very He is more ... than his brother. (confident / confidently)
- 4 It was a ... surprise to me. We were ... lost. (complete / completely)
- 5 It is my ... decision. His offer was ... rejected (отклонено). (firm / firmly)
- 6 Her reports are always written very (clear / clearly)
- 7 Her speech was ... prepared. (careful / carefully)
- 8 I enjoy ... walks in the park. (day / daily)
- 9 I remember these ... people. (friend / friendly)

89 Imagine that you write for a newspaper. In your column, you give some advice to young people. Now you are working on the article "How to Resolve a Conflict". You wrote your ideas on small pieces of paper, but unfortunately, you have mixed them up. Put these ideas in the correct columns.

How to Resolve a Conflict

ALWAYS...

NEVER...

ask for advice from someone
who is older than you

listen attentively to other people

think about conflict

be confident and relaxed

punish unfairly

be optimistic

criticise differences

use words like "never" or "always"

ignore someone's opinion

observe other people's rights

talk to people

bother someone

keep a sense of humour

avoid looking for a peaceful solution

provide a solution

speak calmly

make fun of people

quarrel with people

trouble people

bully people

cheer up people

avoid criticising differences

tell people what makes you unhappy

90 Read and compare the structure of the sentences. Translate them into Russian.

- 1 It is **impossible to prevent** all conflicts.
To prevent all conflicts is impossible.
- 2 You have **the right to disagree** with other people. **To disagree** with other people is everybody's right.
- 3 The first **thing to do** is **to talk**. **To talk** is the first thing you **should do**.
- 4 **To solve** a problem, think about it from every angle (угол). If you want **to solve** a problem, think about it from every angle.
- 5 We need **to get along**. **To get along** is what we need.
- 6 All that I want to do is **to make peace**. **To make peace** is all that I want.
- 7 Try **not to use** words like "never" or "always". **Don't use** words like "never" or "always".
- 8 **Never use** words that hurt. **Don't use** words that hurt.

91 Think of a conflict situation (from your experience or from a book / movie). Then describe the situation. When and where did it take place? Who were the people involved in the conflict? What did they say / think / feel?

Consider:

- sharing things (TV, phone, games), rooms, a flat
- everyday life and activities (staying out late, homework, work about the house)
- relationships between family members or friends (jealousy, anger, etc)



92 Work as members of a conflict resolution centre.

Create conflict resolution centres by forming groups (up to 5 people in each group). In every group, each student tells his / her story about a conflict. Then the group picks one of the situations.

Discuss how to resolve the conflict. First say your ideas. Then review the ideas with the group to pick the best solution. If one idea does not stand out as the best, have the group vote.

Choose one person from your group to describe the situation and another to present the solution to the whole class. Alternatively, you can role-play the situation and the solution.

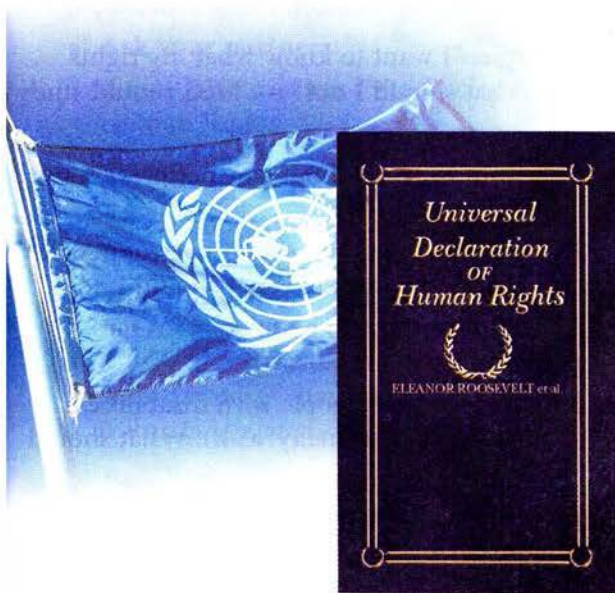
The whole class discusses the solution. Is it effective? Are there other ways to solve the problem?

CONFLICT RESOLUTION CENTRE



Section 3

Be Tolerant and You Will Prevent Conflicts



93 Look at the picture and answer the questions. Consult the Linguistic and Cultural Guide in Appendix 5, page 201.

- 1 What does the emblem mean?
- 2 When was the organisation the United Nations formed?
- 3 What is the other name for this organisation?
- 4 Why was it founded?
- 5 What is the Russian translation for the Universal Declaration of Human Rights?
- 6 Have you read this document?
- 7 Do you think it's important for you to know about the document? Why?

WORD FOCUS

94 Listen, repeat and translate into Russian. Mind the word stress.

private — privacy
 suffer — suffering
 racial — racism
 tolerant — tolerance
 cruel — cruelty
 equal — equality
 ethnic — ethnicity
 protect — protection
 declare — declaration
 discriminate — discrimination
 prohibit — prohibition



95 Listen to the text. Tick the human rights you hear about. Then say which ones were not mentioned in the text.

- ☐ to speak freely
- ☐ to get educated
- ☐ to choose the work you like
- ☐ to choose the climate you want to live in
- ☐ to be equal with other people
- ☐ to get a driving licence at the age of 14
- ☐ to know what your rights are
- ☐ to be protected against religious discrimination
- ☐ to be protected against strict teachers



96 Read the text. The following words are missing: *protection, discriminate, discrimination, human*. Fill in each space with one of these words. Listen to the text and check your choices.

In 1948, the United Nations wrote the Universal Declaration of Human Rights. It listed 29 different ... (1) rights. According to the declaration, every person has the right to speak freely, to marry whomever he / she wants, to choose the work he / she likes and to get an education. The list of human rights includes protection against cruel punishment and ... (2) against racial, ethnic, sexual, and religious ... (3). These rights are important for people throughout the world. But in some countries, people live without these rights. People still practise racism and ... (4) against others.



97 Read these statements. Decide if you agree, disagree or are not sure.

- 1 Everyone should have the right to carry a gun (огнестрельное оружие).

Agree ☐ Disagree ☐ Not sure ☐

- 2 Everyone should have the right to decide whom to marry.

Agree ☐ Disagree ☐ Not sure ☐

- 3 Women should take an active part in the government.

Agree ☐ Disagree ☐ Not sure ☐

- 4 Violence on television should be prohibited because it encourages people to act violently.

Agree ☐ Disagree ☐ Not sure ☐

- 5 If a person wants to bully others, he should be allowed to do so.

Agree ☐ Disagree ☐ Not sure ☐

- 6 Every person should have the right to own a house, land, or a business.

Agree ☐ Disagree ☐ Not sure ☐



98 Work in pairs. Read each statement from Ex. 97 to your partner. Ask if he / she agrees or disagrees with it. Decide if it conflicts with the rights of other people or not.

Example: Everyone should have the right to carry a gun. Do you agree?

- a) "No, I do not."
"Why not?"
"Because it conflicts with the rights of other people."
b) "Yes, I do."
"Why?"
"Because it does not conflict with the rights of other people."



99 Work in pairs. Ask your partner what you should do. If you are not sure what to say, use the words from the box below.

Example: "I want to know what my rights are. What should I do?" — "You should study law."

- 1 "I want to learn about conflict prevention. What should I do?"
- 2 "I want to break the stereotypes of people from other cultures. What should I do?"
- 3 "I want to learn to be tolerant. What should I do?"
- 4 "I want to help people with disabilities (с физическими недугами). What should I do?"
- 5 "I want to express my sympathy (сострадание) for people who suffer from discrimination. What should I do?"
- 6 "I want violence on TV to be prohibited. What should I do?"
- 7 "I want to take an active part in the government. What should I do?"

- Learn more about the people around you.
- Read more literature.
- Respect other cultures.
- Share your energy, money and time with...

- Help people.
- Learn how to do it. Support those who are weaker than you.
- Write letters to those who make the decisions.
- Switch off the television.
- Get educated. Communicate with other people.
- Establish international links / contacts.
- Be tolerant of the religion, ideas and values of other people.



100 Work in groups of 2 or 3. See the Linguistic and Cultural Guide in Appendix 5, page 201 to find the information you need.

a) Ask your partners:

- if they have ever read the Declaration of Human Rights
- if any of their relatives suffered in World War II
- if they know the number of people killed in World War II
- if they know what World War II is called in Russia
- if they know the dates of the beginning and the end of that war
- if Russia is a member of the UN

b) Report the results.

Example: Nobody in our group has read the Declaration of Human Rights.

or

Alisa and Misha have read the Declaration of Human Rights.

Sveta's great-grandfather was killed in World War II.



101 Listen to the interview.

a) What question does the reporter ask?

b) Who is being interviewed?

Is it a student, a politician or a housewife?

People in this country have suffered greatly from the wars throughout our history. For us, "peace" and "world" are inseparable (неотделимы). In the Russian language, these words even sound the same. People in Russia want peace in the world. We say "no" to war. What can we do to prevent wars?

102 a) Rate the ideas of these people according to their importance:

- 1) most important
- 2) very important
- 3) important

If you were asked the reporter's question, what would you say?

- To write laws and declarations that prohibit war.
- To teach people to respect human rights.
- To organise peace forums, meetings, conferences and summits.



b) Listen to the interview again and answer the question. What does "to be tolerant" mean?

Law against war.

We need a dialogue.

Education is very important.



WORD FOCUS: SYNONYMS

103 a) Read and remember.

Synonyms are words that have similar meanings.

Examples:

- big, large, huge, enormous
- to destroy, to damage, to break

b) Match the synonyms from the two boxes. Consult the dictionary if you don't know some of the words.

to respect	to be unhappy
to build	liberty
to declare	to create
to let happen	to allow
to suffer	to forbid
to discriminate	to be tolerant
to disagree	to announce
to support	to help
to prohibit	cruelty
freedom	stranger
foreigner	to have different values
violence	to bully

104 Read the quotation. Say what you know about the author. Search the Internet if necessary.

Now, I say to you today my friends, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal".

*Martin Luther King Jr. (1929–1968),
Speech at Civil Rights March on Washington,
August 28, 1963*

105 Read the text. Say what is the most important thing to prevent war?

The Universal Declaration of Human Rights appeared soon after World War II. People in many countries suffered greatly in that war. They hoped that war would never happen again. They hoped that the declaration would help to prevent future wars. But since that time, there has not been a time on our planet without war.

To prevent war, people should understand that every person has the right to liberty, justice and equality. People should really respect the rights of other people. In other words, they should be tolerant of other cultures, religions, ideas and values that differ from theirs. This is how we can build peace in the world.

Building peace begins with your family, your school and your relationships with your friends. Every day you meet people whose thoughts and ideas are different from your own. You should learn to respect the opinions and values that are different from yours. You should learn to be tolerant. But remember that you have the right to disagree with values different from your own.

106 Complete the sentences. Use the information from the text in Ex. 105.

- The declaration was important because...
 - it appeared soon after the war.
 - it could prevent wars.
- To prevent wars, people should...
 - be tolerant of other cultures, religions, ideas and the values of other people.
 - fight for their rights.
- To be tolerant means:
 - to respect the rights of other people.
 - to disagree with opinions and values that are different from yours.

107 Fill in the blanks with some of the following words.
Mind the grammatical forms of the words.

suffer justice right opinion prevent respect
happen appear planet relation value equality



People ... (1) when their rights are not respected.
People hoped that with the help of the declaration, wars
would be ... (2).
Peace can be made if people ... (3) human rights.
If people learn to be tolerant, wars will never ... (4).
Building peace begins in your family and in your ... (5)
with friends.
We have the right to disagree with ... (6) different from
ours.



GRAMMAR FOCUS: POSSESSIVE PRONOUNS

108 Learn how to express yourself in various ways. Change the sentences
according to the model.

Example: My opinion is different from **your opinion**.
My opinion is different from **yours**.

Americans have values that are different from **our values**.
There were several houses in the village where I lived. **Our house** was very small.
You know your rights. But you're forgetting about **my rights**.
Old people's lives are different from **your life**.
His idea is much better than **her idea**.



109 Work in pairs. Match these sentences. Use the phrase *in other words*.

Example: Every person has the right to equality. In other words, every person has the
right to be equal with other people.

People should have the right to liberty.	Peace will be built.
Learn to respect the rights of other people.	We live in a country with many cultural and ethnic differences.
We will prevent war.	People's right to be free must be observed.
Ours is a multinational country.	Try and understand how to be tolerant.
It is essential that different countries cooperate.	It's impossible to prevent all conflicts between countries.
Conflicts on the international level are unavoidable.	Cooperation with other countries is really important.

110 Compare the meanings of *since* in the following sentences:

There hasn't been a day without war *since* World War II.

World War II ended in 1945. But there hasn't been a time without war *since*.

Since there hasn't been a time without war, building peace is very important.

111 Change the sentences by using *since* instead of the words in bold.

Because I had no money, I couldn't afford new clothes.

Because there was a war in the country, we couldn't go there to visit our friends.

Because I have a different opinion, we have to discuss this question.

He left for Germany last year, and I haven't heard from him **after that**.

He admitted his mistake, and we have been friends **after that**.

112 a) Read the dialogue and say in which sentences *since*:

- means *from a particular time or event in the past*;
- is used to give the reason for something.

Mrs Carter: Kelly Smith, you are late for my class again. What's happened this time?

Kelly: I'm sorry, Mrs Carter. I just overslept and missed the school bus.

Mrs Carter: OK, *since* you honestly admit it's your fault and you haven't invented any silly excuses, I'll let you come in and join the class.

Kelly: Thank you, Mrs Carter.

Mrs Carter: Actually, I'm considering calling your parents, Kelly, to tell them about your coming late. I haven't done that yet *since* I don't want to disappoint them. But I think I'll have to *since* I'm not happy with your progress in French, either.

Kelly: I'll do my best to catch up with the class, Mrs Carter, I promise.

Mrs Carter: I feel that you haven't been working hard lately. Something is distracting you from studying. What is it, may I ask?

Kelly: Well, actually, you are right, Mrs Carter. We, three other girls and I, formed a band three months ago. We've been rehearsing like mad *since* then. We play pop and rock music and we are going to take part in the town music contest next month. When we win, I promise I'll get back to the lessons.

Mrs Carter: Look, Kelly. *Since* you've always been a bright student, I can tolerate this outrageous situation for two more weeks. But I'm not going to put up with anything like this in the future, OK?

Kelly: Thank you for understanding, Mrs Carter.

Mrs Carter: What are you rehearsing for the contest, by the way?

Kelly: Oh, we'll be singing two songs we've written ourselves, and a remake of the old hit "Kansas City".

Mrs Carter: "Kansas City"?

Kelly: Yes. I'm sure you remember it. Your group got first prize for it in the National School Band Contest about twenty years ago. It hasn't been performed *since* then, but we've heard the recording, and we want to bring it back to life. Your expert advice would be very much appreciated, Mrs Carter...



b) Jim is late for his morning class. The teacher has got him to write an explanation about why. Help him do it (you can invent any excuse, but stick to formal style).

113 Read and translate the sentences into Russian. Compare the meanings of the words in bold.

He is a very **tolerant** person. He is **intolerant** of his daughter. Violence should not be **tolerated**. The climate here is hot but **tolerable**. Some people have no religious **tolerance**. He acted **tolerantly** toward his children.

Liberty and justice are **human** rights. Wars are **inhuman**. Dogs can hear better than **humans**. Children should be respected as **human beings**. War is a crime against **humanity**. I am going to study literature, languages and history at university. I am interested in **the humanities**.

We should be tolerant of people who are **different** from us. The French culture **differs** from the Russian culture. There are many **differences** between these religions. Can you **differentiate** between British English and American English? He is **indifferent** to other people.



114 Work in groups of 3 to 4.

a) Choose one of the human rights mentioned in the Universal Declaration of Human Rights. Discuss how it's important for the younger generation.

- the right to speak freely
- the right to get an education
- the right to be protected against religious discrimination
- the right to choose the work you like

Use the following phrases in your discussion.

I'm absolutely positive that...
 It is obvious that...
 I may be wrong but I think that...
 I'm for... because...
 There is something in what you say, but...
 I'm not sure about it...
 I feel strongly against it.
 Sorry, but I have got my own idea about it.
 on the one hand... on the other hand
 ...but at the same time...
 ...however...
 ...one shouldn't forget that...

b) Now write down your arguments. Share them with your classmates.

c) Write about any of the rights essential for teenagers. Give your arguments for or against them. Make use of the pictures. You can offer your own ideas.



1) to get married at the age of 14



2) to get a driving licence at the age of 14



3) to bring home any pets they like



115 Listen and repeat the names of the following countries.

Albania, Bosnia, China, India, Indonesia, Israel, Angola, Spain, France, Yugoslavia, Croatia, Russia, Georgia, Serbia, Laos, Burma, Afghanistan, Iraq, Ethiopia, Nigeria, Moldova, Tajikistan, Bangladesh, Cambodia, Nepal, the Philippines, Pakistan, Sri Lanka, Algeria, Egypt, Turkey



116 Study the map of the world. Answer the following questions. Use the Internet if necessary.

- 1 Name the countries that suffered in World War II.
- 2 Which of the countries mentioned in Ex. 115 were occupied during the war?
- 3 How many people were killed in the war?
- 4 Which countries suffered from wars after 1945? Indicate them on the map.
- 5 What countries have had wars recently?

117 a) Read the text and say how people suffer from wars.

Wars have been happening between nations long before people started writing down their history. In the 20th century Europeans suffered from two world wars, which involved many countries even in the other parts of the world. Hundreds of towns and cities were destroyed. A large number of people including children were killed or wounded during those wars. In the Soviet Union only, the number of victims of the Second World War exceeded twenty million people. That is about 40 per cent of all people killed during the War.

Young Europeans should be positive in their decision to prevent wars in future.

b) You and your classmates are now going to do a project. The project title is "War and Conflict in Modern History". Each student is supposed to write a page about war in one of the countries listed in Ex. 115. Read through the list and decide which country you would like to write about.



118 Ask any three students in your class these questions and then write down their answers. Use the chart in your Workbook.

- What country would you like to write about?
- Where is this country situated? (Europe, Asia, Africa, North America, South America)
- Where are you going to find information about the conflict? (the library, the Internet, a teacher of history and social studies, other)

119 Report on what you have learnt to the class.

Example: Sveta would like to write about Spain. This country is situated in Europe. (But she isn't exactly sure of where this country is in Europe.) She is going to find some information on the Internet (in the library) or ask her history teacher. (She isn't sure of where to find the information.)



120 Decide which country each student in the class is going to write about.

121 Write a one-page description about the war or conflict in the country you have chosen. You may use the following questions as an outline for your story.

- In what country did the war / conflict happen?
- Where is this country situated?
- When did the conflict start?
- Was the conflict settled, or is it still going on?
- If settled, how long did it last?
- Was / Is the conflict violent?
- What kind of conflict was / is it: political? economic? ethnic? religious?
- In your opinion, was it possible to prevent the conflict?
- If the conflict is not settled, do you think it can be solved by peaceful means? If so, what can be done to resolve the conflict?
 - to observe human rights, to give people freedom
 - to ask the UN to discuss the problem
 - to organise meetings in support of the people
 - some other way

122 a) Look at the pictures about the sources of information in our life and say which of them has the strongest impact on your life and your values.

the television you watch

the books you read

your teammates

the people you love

the teachers you have

the Internet

your family traditions

classical films and theatre

the music you listen to

video and films

travelling

politicians

other



123 Match the words with their derivatives. Underline the stressed vowels in these words. Then read each pair of words aloud. This exercise is also in your Workbook.

plural	cooperation
free	freedom
equal	pluralism
diverse	diversity
care	caring
safe	equality
democrat	friendship
friend	democracy
cooperate	safety



124 Listen and check if you were correct.



125 Work in pairs. Discuss the following questions with your partner.

- 1 Do you think that society is becoming more violent?
- 2 What is the possible reason for this violence?
- 3 Have you seen movies that have a lot of violence? Do you enjoy such films? Why or why not?
- 4 What are online shooting games?
- 5 Do you play shooters?

126 Read the text. Answer the following questions!

- What shocking fact does military science reveal (обнаруживает)?
- What facts do social studies in this country reveal?
- What do these facts mean?



SOCIETY IS BECOMING MORE AND MORE VIOLENT

Military science reveals a shocking fact about young Americans. In World War II, only 20% of soldiers were willing to fire their rifles (ружья). In the Korean War, 50% of soldiers were willing to shoot an enemy while, in the Vietnam War, 90% of soldiers were willing to kill.

Social studies in this country (в нашей стране) have shown that in the late nineties, more than 40% of young people were willing to have a gun.

These facts show that modern society is becoming more and more violent. Why? Some people think that violence on TV and in movies, plus point-and-shoot video games, make young people more violent today.



WORD FOCUS: INTERNATIONAL WORDS



127 Listen to the words as you say them. Which of these words have similar Russian equivalents? What are they?

cooperation
violence
freedom
war
pluralism
exploitation
diversity
struggle
caring
fight
equality

trust
prejudice
conflict
friendship
militarism
democracy
racism
safety
terrorism
ethnic
respect

confrontation
peace
jealousy
solidarity
anger
dialogue
hostility
independence
discrimination
prevent

128 Which of these words are related to “tolerance”? Which are the opposites of “tolerance”? Fill in the table similar to the one below given in your Workbook.

Related to “tolerance”	Opposite of “tolerance”



129 Listen and repeat. As you say the words in the 1st and 3rd columns, compare the position of the stress with the corresponding Russian words.

'racism	de'mocracy	,soli'darity
'militarism	di'versity	,natio'nality
'terrorism	e'quality	dis,crimi'nation
'dialogue	hos'tility	co,ope'ration
'tolerance	re'ligion	,explo'i'tation
'summit	in'human	,confron'tation
'conflict	al'ternative	,decla'ration
'soldier	in'tolerant	,demon'stration
'mission	pro'hibit	,reso'lution
'separatist	re'lationship	,sepa'ration



130 Work in pairs. Make a list of the English words that are similar to Russian ones (from Ex. 129). Compare your list with those of other students.

131 Say what peacemakers are willing to do.

Use:

- to build peace on the planet
- to fight against terrorism
- to help people who suffered from armed (вооруженный) conflicts
- to settle self-determination conflicts
- to stop violence
- to organise peace forums
- to make all governments observe human rights



132 Read and translate the following quotations. Use a dictionary when necessary. Which of them do you like? Why? Can you think of a situation in which it could be used?

"There never was a good war and a bad peace."

(Benjamin Franklin)

"The worst sin towards our fellow creatures is not to hate them, but to be indifferent to them: that's the essence of inhumanity."

(George Bernard Shaw)

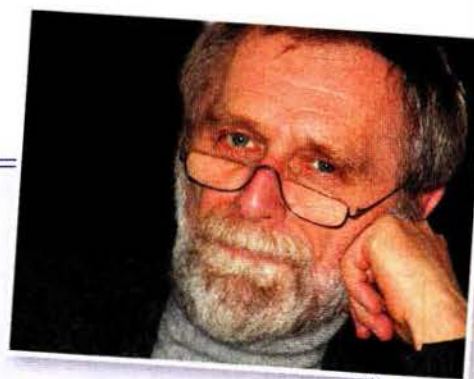
"Though all society is founded on intolerance, all improvement is founded on tolerance."

(George Bernard Shaw)

133 Read and translate the sentences. Mind the meanings of the words in bold.

- **As** he entered the market place, he saw a man selling ice cream.
- His family was very poor. **As you can imagine**, he couldn't afford ice cream.
- The boy saw a Russian soldier **as well**.
- **As soon as** the little boy saw the soldier, he left.
- Today he is **as** grateful to the Russian soldier **as** he was many years ago.

Wolfgang Langer is a teacher at the Ludwigsburg Pedagogical Institute in Germany. He has worked on a number of projects related to tolerance and the culture of peace and is a true friend to Russia. Once he was asked to share an episode from his life to illustrate his idea of tolerance.



134 Listen to the story told by Wolfgang Langer. Which of the following titles is best for the story?

A War Story

A Lesson on Tolerance

May Day

A Little Episode

Ice Cream

A Russian Soldier



135 Read the questions. Listen to the story again and answer the questions.

- 1 What opinion did people in Austria have of Russian soldiers?
What word can be used here instead of "opinion"?
- 2 How did the boy discover that the opinion was not true?
- 3 Why did the boy remember this episode?
- 4 What did the boy learn?



136 Work in pairs. Ask your partner questions about her / his lesson on tolerance. Where and when did it happen? What made her / him think that the episode was important for her / him?

GRAMMAR FOCUS: REVIEW OF THE *ING* FORMS

137 Read and translate the sentences. Mind the use of the *ing* forms.

In the picture, I saw the face of a **smiling** woman.

I've never **seen her smiling**.

Smiling, she said, "I am happy to see you."

The woman, **smiling at her child**, looked very happy.

The weather was cold and there was no **chance of swimming** in the river.

I **enjoy swimming**.

I **practise swimming** every day.

I **finished swimming** at 7 p.m.

I **suggest swimming** in the pond.

I **gave up swimming** when I broke my leg.

138 Answer the following questions and find out how tolerant you are.



What was the question you've just asked? Can you and I be friends? I can be a friend only to a person who recognises my right to be who I am. Is that OK with you? You're not sure you're tolerant enough? Urgh! All right. Get a pen then and do this quiz.

- 1 You walk home and see some schoolboys beating a smaller boy.
 - a) You pass by the boys without saying a word.
 - b) You try to stop them.
- 2 Your team lost the game.
 - a) You blame the players, the referee and yourself.
 - b) You congratulate the other team on their victory.
- 3 Somebody is wearing mismatched clothing and has a funny hairstyle.
 - a) You laugh at this person.
 - b) It does not make any difference to you.
- 4 A person refuses to eat some food because of his / her religion.
 - a) You say it's ridiculous.
 - b) You are interested and want to know more about the religion.

- 6 Your younger brother has broken your cassette-recorder.
 a) You hit him.
 b) You forgive him because he did not mean to break it.
- 7 You do not agree with what your friend says.
 a) You interrupt and do not listen.
 b) You still listen to him / her attentively.
- 8 Your classmate tells you that your friend said something bad about you.
 a) You are planning to get back at him.
 b) You decide to talk to your friend and ask what happened.

- 9 Somebody is telling a joke about people of a certain nationality.
 a) You laugh and think it's very funny.
 b) You think that it is not fair to make fun of another group of people.
- 10 You believe that...
 a) preventing wars is impossible.
 b) people must understand why wars happen.



139 Mark your score. Listen to David's comments about your score and follow the text.



All B's

Don't those wings bother you when you put your clothes on? Just kidding! You know, it's really nice to have an angel around.

More B's than A's

Congratulations! You're on the right track. As for those traces of intolerance you still have... They make you seem like a real person, but don't let them get worse.

Equal number of A's and B's

Look in the mirror and you'll see an average person... just like most of us. If you think that's a compliment, take that smile off your face. You have a lot of work to do to improve yourself.

More A's than B's

Sit down and face reality. There's nothing... I mean nothing... you can do about people who are different from you. Maybe if you tried to like at least some of them, your life would be better!

All A's

Let me guess your secret desire. What could it be? Killing everybody else and making a few clones of yourself to inhabit the Earth? Am I right? Let me tell you something... you will be bored living among people who are exactly like you. Life is exciting because we are all different. Learn to respect these differences.



140 Work in groups of 3 or 4.

a) Compare your answers on any of the five points of the questionnaire. Discuss the differences in your opinions.



b) Add a couple of points to the questionnaire. Share them with your classmates.

141 Say what you would do if...

Example: If I saw some schoolboys beating a smaller boy, I would try to stop them.

If I (*see*) some schoolboys beating a smaller boy, I (*try*) to stop the violence.

If my team (*lose*) the game, I (*congratulate*) the other team on their victory.

If I (*see*) a person refusing to eat some food because of his / her religion, I (*try*) to know more about the religion.

If a disabled child (*come*) up to me, I (*talk*) to him like any other person.

If my brother (*break*) my mobile, I (*forgive*) him.

If I (*not to agree*) with what my friend says, I (*listen*) to him / her attentively.

If I (*hear*) a person tell a joke about people of a certain nationality, I (*say*) that it is not fair.



142 Work in pairs. What is your partner like? Ask him / her three questions beginning with: What would you do if you...? Then tell the class if he / she is tolerant and why you think so.

Example: I think ... is tolerant. He says that if he saw some schoolboys bullying a smaller boy, he would try to stop them.

I don't think ... is tolerant. If he saw some schoolboys bullying a smaller boy, he would pass by without saying anything.

GRAMMAR FOCUS: CONDITIONAL III

143 Read the statements with the forms of Conditional III. Translate the sentences into Russian.

He didn't see the schoolboys bullying a disabled person. If he **had seen** them, he **would have stopped** them.

He didn't blame the referee when his team lost the game. If he **had blamed** the referee, he **would have acted** unfairly.

Her little son broke the CD-recorder, but she didn't punish him. If she **had punished** him, the boy **would have cried**.

He didn't hear you tell a racist joke. If he **had heard** your joke, he **would have told** you his opinion.

She never interrupted people. If she **had interrupted** them, she **would have been called** an intolerable person.

Unfortunately I didn't see you on TV. If I **had known** you were taking part in the talk show, I **wouldn't have missed** it.

I'm sorry I didn't forgive him. If I **had known** about his family conflict, I **wouldn't have been** so strict to him.

144 a) Arrange the boxes in the right order to make up a story on tolerance.**A**

I paid for some doughnuts the café was famous for and sat down at the table. I was looking through the window and thinking about a recent argument with Carol. She was really angry with me, saying that I was the worst person to be out with as I always bullied somebody, got into fights, and always managed to hurt someone's feelings or worse. "She's right," I said to myself, "I don't care much about others. But I do care for Carol and I don't want to hurt *her* feelings. That's why I'll try to be nice, polite, and tolerant of people. Carol says a lot of these clever words as she is going to be a journalist. She has got a lot of ideas on human rights, tolerance and equality, peace making and preventing conflicts. If she ever manages to put all her ideas into action, the world would be better I bet."

B

It was a dull winter afternoon. I was waiting for Carol, but she was hopelessly late. The weather didn't encourage a long walk, so I dropped into a little café. Though it was practically empty, the only table, from which I could see the bus stop where Carol would appear, was occupied. A tall fellow of approximately my age was sitting there reading a pocket-size book.
— Can I take this seat?
— Yeah, sure.— The fellow glanced at me and went on reading.

C

I'd just finished the last cake when the waitress put a plate full of hot doughnuts and a cocktail in front of me. "I'm so sorry," she said, "I kept you waiting a long time. Have this cocktail for free and thank you for your patience and understanding."

**D**

Absorbed in my thoughts, I hadn't noticed when the waitress brought me my doughnuts. A plate of them, hot and steaming, was already on the table and ... the fellow in front of me was already tasting one of them. He didn't even stop reading. An absent-minded bookworm... At any other time, I wouldn't have forgiven a person who was asking for trouble. But I'd promised to be nice to people. So I pretended I hadn't seen anything and took a doughnut for myself. The fellow glanced at me with surprise and took another one.
Well, that beats everything! My fist was about to start its journey towards his chewing mouth when I remembered Carol's words: "Sometimes people behave in a way you don't like because they have some reason for it." OK, he may be hungry and can't afford to buy them. But he might have at least asked!

E

Boiling inside, but with my face cool, I kept eating my doughnuts. The tall fellow with the stony face was doing the same. He'd forgotten about his book and tried to eat as fast as possible. His eyes were full of anger and despair. My look was tough and concentrated: "I have promised to avoid conflicts and I won't give in."
It was he who lost the game. Muttering something and calling me names, he rushed out of the café.

b) Read the story again and suggest your moral to the story.

145 Read the advice from these young people. Say what each of them advises.

Use: ...advises that we should... because...

Example: Nancy advises that we **should give** each person a chance to speak **because** what each person says is important. She advises that we should listen without interrupting.

Nancy: What each person says is important. Give each person a chance to speak. And listen to people without interrupting.

Bruce: If you have done something wrong, admit your mistake. Say: "I was wrong. I am sorry." In this way, you show respect for other people and self-respect.

William: Never call people names. Name-calling hurts. It also makes other people form stereotypes.

Sharon: If you want to say something that may hurt a person's feelings, first tell the person what you appreciate about him / her and then what you don't like.

**146** Work in pairs. Give advice to your classmates on tolerance. Use Ex. 145 as a model.**147** Read the letter and answer the questions.

- Who wrote the letter?
- Why did the author write this letter?
- What does she want you to decide?

Who Wants to Be on TV?
Join us for this week's "Teenagers" show:
Teens Talk about Tolerance

3 March, 200...

Dear Friend,

The TV programme "Teenagers" invites you to take part in a discussion about tolerance. We hope that you will accept the invitation. You may choose either to be a host of the show or a guest. If you choose to be a guest, please decide which of the following you would like to talk about:

- incidents you make up which can serve as examples of intolerance
- incidents from your life or from the lives of other people which can serve as examples of tolerance
- what tolerance is and why it is important
- why tolerance is especially important today
- how tolerance is related to human rights
- why people are intolerant
- some practical advice on being tolerant
- quotes and sayings about tolerance, indifference and being human

We welcome your ideas on what can be discussed. I'm looking forward to hearing from you.

Yours,

Elena Golovko

Assistant Director

148 Now answer the letter. Don't forget to:

- thank Elena for the invitation.
- say you would like (are willing to) take part in the show.
- say if you prefer to be a host or a guest on the show.
- if you prefer to be a guest, say what you are going to talk about (you may choose one of the topics from the list or suggest your own idea).
- ask when the show will take place.

**149** Before the beginning of the show, the producer spoke to the participants. Listen to what he said and decide which of the following is true.

- 1 The producer tells the participants what they should talk about.
- 2 The producer gives advice on how to be tolerant.
- 3 The producer asks the participants to interrupt each other if they have different opinions.

**150** Listen again and say which of these phrases the producer advises to use.

Could you please tell me...?

You are wrong.

I disagree with you.

My name is...

I am afraid I can't agree with you.

May I ask a question?

* I have a different opinion.

151 Get ready to play your role for the talk show about tolerance. Use the material in Unit 3. You may use the topics listed in Elena Golovko's letter as guidelines.

Use: Sorry, I don't understand.

Do you mean that...?

Let me add.

May I make a suggestion?

Let's see what we can do.

We have a lot to discuss.

I'm sure we can reach agreement.

I'm positive that we should...

I think that we should...

I really don't agree.

I'm sure I agree.

I'm absolutely positive about it.

Key Vocabulary

- to afford, to chat, to criticise, to declare, to differ, to discriminate, to interrupt, to unite, to vote, to prohibit, to suffer
- approval, citizen, cruelty, democracy, diversity, disability, ethnicity, equality, foreigner, harm, humanities, justice, liberty, nationality, peacemaker, pin, pluralism, privacy, racism, relationship(s), remote control, reunion, self-determination, self-respect, separation, sign, summit, sympathy, terrorism, tolerance, violence, resolution
- alternative, armed, disabled, confident, contrary, complete(ly), ethnic, impolite, indifferent, inhuman, intolerant, military (conflicts), mobile, peaceful, phrasal (verb), racial, super, universal
- conflict resolution, separatist movement, to prevent conflicts, to resolve conflicts, to put the idea into action, to do without, to get over, to get together, to get on / off, to put off, to keep a sense of humour, to give somebody the creeps, to look lovely, to take turns, to be fair, and what not, It's (not) fair.

Progress Check



1 Listen to the speakers and choose the sentences that reflect the feelings of the people in the most accurate way.

a)

- 1 Richard enjoys family reunion parties though some of his relatives are boring and he doesn't get along with them.
- 2 Richard hates family reunion parties because some of his relatives are boring and he can't get along with them.
- 3 Richard doesn't care about family reunion parties as he believes that people of different ages and characters can't have fun together.

b)

- 1 Eddie enjoys family reunion parties because they give him an opportunity to demonstrate his success in languages.

- 2 Eddie feels negative about family reunion parties because he hates speaking in public but his father makes him recite poems in French, German and Spanish.

- 3 Family reunion parties give him the creeps because he has had serious conflicts with some of his relatives.

c)

- 1 Eddie's relatives truly enjoy his reciting because they are good at languages as well.
- 2 Eddie's relatives do not enjoy his reciting because they don't like Eddie.
- 3 Eddie's relatives evidently like his reciting even though they don't understand anything he says.

Points /3

2 Complete the sentences with the word on the right in its appropriate form.

1 ... movements have caused a lot of serious military conflicts in different parts of the world.	separate
2 If people say that their race is better than others, they are called	racism
3 In all civilized countries, any ... against people of other nationalities is prohibited by law.	discriminate
4 The President ... that he would use all possible means to prevent an ethnic conflict in the country.	declaration
5 The constitution guarantees the ... of people of different ethnic groups in the eyes of the law.	equal
6 Religious ... led to numerous religious wars in Europe in the sixteenth and seventeenth centuries.	tolerance

Points /6

- 3 Read the text. Then mark the sentences as true (T) or false (F).



Start Smiling Now

The United Nations was founded to bring peace, human rights and solidarity to people of the world. Now the organisation includes 185 Member States and its aim is to prevent discrimination, armed conflicts and terrorism. To achieve it, the UN is publishing books that encourage people to resolve racial, religious or territorial conflicts without using arms. One of these books is called *Peace Museums Worldwide*. Most of the peace museums that exist in the world appeared after World War II.

According to the authors of the book, peace museums can be of two kinds. Some of them concentrate on the past. They demonstrate historical events, such as wars, violence and terrorism. For example, if you visit the museums in Hiroshima and Nagasaki (founded in 1955), you will see pictures of the nuclear bombing in Japan in 1945. The aim of these museums is to prevent a tragedy like this in the future.

There are also museums that aim to educate people about peace. They organise different art exhibitions, as art helps people of different nations and nationalities understand each other. One of the most famous museums of this kind is the International Museum of Peace and Solidarity in Samarkand. Its collection includes over 20,000 examples from more than 100 countries of the world, including drawings, paintings, flags, books, stamps and records. The museum is proud of its wonderful collection of photographs, letters and articles, many signed by peacemakers from all the continents of the world.

In recent years, the Museum of Peace and Solidarity has organised exhibitions of children's artwork from many countries both within the museum and in other museums internationally. Many of these children suffered disease, violence and crime in wartime conditions.

Every year the museum holds a special Children's Peace Festival. The slogan of the festival is: "War is not a game. Why play with military toys? Peace starts with me." At the festival, children are invited to exchange their military toys for peaceful, non-violent and educational toys. Children who have no military toys can bring along a poem or a drawing and exchange it for a creative game, a pencil, a ball and so on.

The museum has got another wonderful collection: a worldwide collection of smiles. The smiles have come and are still coming in all different forms, including photographs, paintings, drawings, computer graphics, poems and jokes. The museum is planning to open a special Hall of Smiles. So start smiling now! Come on, today... right now.

- ☐ 1 The main aim of the United Nations is to prevent discrimination, armed conflicts and terrorism.
- ☐ 2 The UN believes that publishing books cannot help prevent wars and acts of terrorism.
- ☐ 3 The book *Peace Museums Worldwide* tells people about the most famous peacemakers from different countries.
- ☐ 4 According to the book, peace museums can be of two kinds:
- educational museums that exhibit different collections of art and
 - the museums that demonstrate different armed conflicts of the past and their results.
- ☐ 5 The Museum of Peace in Samarkand exhibits a large collection of arms which have been used in different armed conflicts.
- ☐ 6 At an annual Children's Peace Festival, children can come to the museum and buy educational toys and creative games.
- ☐ 7 The Museum of Peace has opened a special Hall of Smiles where smiles in the form of photos, paintings, computer graphics, poems and jokes are exhibited.
- ☐ 8 People from any country can send their smiles in different forms and they can be included in the museum's collection of smiles.

Points ☐ /8

4 Write what you think can cause conflict and misunderstanding between:

- parents and teenagers
- teachers and teenagers

a) Generally speaking, my parents and I get on very well with each other, but sometimes we can't avoid conflicts.

Usually these conflicts happen when...

It would be ideal not to have any conflicts at all, but if they happen, it's important to resolve them as soon as possible. The most effective way to a family conflict resolution is...

Points ☐ /2

b) I believe that the most common reason for conflicts between teachers and students is...

We can avoid this conflict if...

If you haven't managed to avoid the conflict, you should try to resolve it as soon as possible. The most effective way to a teacher-student conflict resolution is...

Points ☐ /2

5 Read the text below. Then speak about the following points.

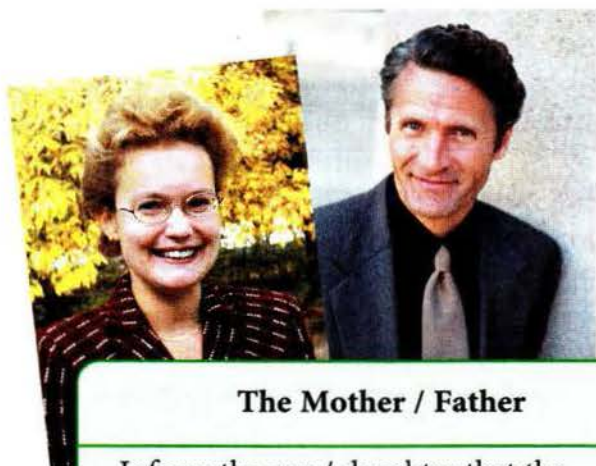
- Express your agreement or disagreement with the idea.
- Give some arguments to support your point of view.

1

It's safer to make friends with people who are most like you. It's easier to be friends if you have common interests and share the same values. Any diversity can cause conflicts and destroy your relationship.

2

Friends can have different interests and values and not have conflicts between them. Conflicts happen not because people are different but because they don't listen to each other.

**6** Make up a dialogue between the parent and the son / daughter.
Use the information from the cards.**The Mother / Father**

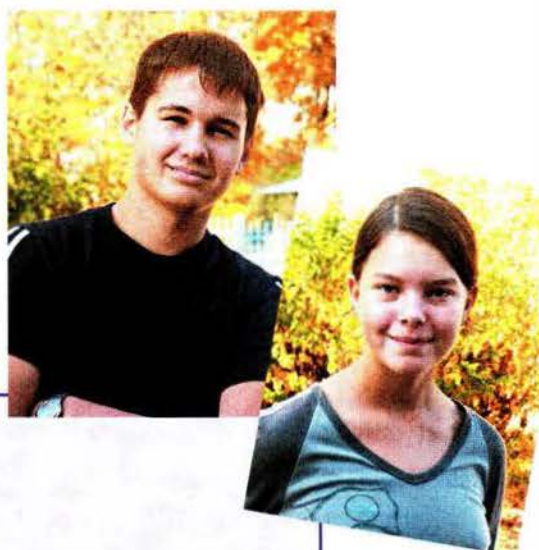
Inform the son / daughter that the reunion party will be this Saturday at the grandmother's house at 5 p.m.

Insist that there can be no excuse for missing it. Explain to the son / daughter why family reunion parties are so important. Convince him / her to change his / her plans.

The Son / Daughter

You have already planned your Saturday evening. Try to explain to your parent why you'll have to miss the party.

Agree with your parent and change the plans for the Saturday.

**Mark your score**

For tasks 1–4, you can get 22 points.

19–22 points — well done

16–18 points — good

13–15 points — you can do better

12 points or less — revise and try again

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

UNIT 4

Make Your Choice, Make Your Life

Section 1

It's Time to Think about Your Future Career



1 Look at the pictures and make a list of the options Russian graduates have after their exams in the 9th form. Discuss them in groups. Then compare the lists prepared by different groups.



2 Cathy, Jessica and Brian left school ten years ago. Now they've come to their school reunion party. Listen to the conversation and answer the questions.

- What did they want to be when they were children?
- What jobs do they have now?



GRAMMAR FOCUS

3 We use the modal verbs *must*, *may*, *can* and *can't* to say if something is probable, possible or impossible.

James <i>must</i> be at home now. I have just spoken to him on the phone.	= I'm absolutely sure that James is at home.	100%
James <i>can</i> / <i>may</i> be at home now.	= It's possible that James is at home, but I'm not completely sure.	50%
James <i>can't</i> be at home. I know that he has left for the countryside where his grandmother lives.	= I'm sure that he is not at home.	0%

4 Read the situations and fill in the modal verbs *must*, *may*, *can* or *can't*.

1



This ... be Miss Carter, but I'm not sure. This woman seems to be dressed in a more classical style.

This ... be Miss Carter. According to the description, she is 25, tall and slim. And I was told that she usually wears clothes that are too bright.

2



This ... be Miss Carter. I've never seen a woman dressed in such bright clothing.

3



5 Rephrase the sentences using the modal verbs *must*, *may*, *can* or *can't*.

- I don't know about his plans for this weekend. **It is possible that he will be busy.**
- I'm sure that Johnny is fifteen now. I remember his birthday party five years ago. There were ten candles.
- I don't believe that he is ill. I saw him at the stadium only ten minutes ago and he was playing volleyball.
- I'll never believe that the boy in the red T-shirt is Mike. Mike never wears red.
- Jason speaks three languages, plays the piano and the guitar and is very good at mathematics and physics. **I'm sure that he is very talented.**
- The plane for the flight from London to New York took off an hour ago. **It is certainly over the Atlantic by now.**



6 Discuss what characteristics and what qualities are necessary or important for the following jobs. Explain why you think so. Use the words in the box below. Follow the example.

Example: It is **necessary** for a waiter to be very accurate because he has to remember people's orders in a café. He **should be** patient and polite to all the customers even if they are not at all pleasant. **Ability to speak foreign languages is very useful** as there are often foreigners in the café. **A sense of humour can help a lot** because a waiter's job is difficult and tiring.

clothes designer
emergency service officer
lawyer
vet (veterinarian)
journalist
architect

businessman / businesswoman
chef / cook
mechanic
scientist
surgeon
teacher

message boy / message girl
waiter / waitress
babysitter
hairdresser
street cleaner
driver

accurate creative imaginative curious patient courageous
reliable energetic sporty ambitious strict confident
tolerant of other people's opinions sympathetic educated
a bookworm sense of humour wide knowledge of
ability to speak foreign languages ability to make decisions quickly

7 Express your opinion about the following jobs. Use the phrases from the table and follow the model.

Example: I wouldn't mind being a hairdresser. This job is very creative and gives you an opportunity to meet new people. On the other hand, it can be tiring and sometimes you have to deal with unpleasant people. But I think I would like this job anyway.

I don't think I'll ever be a surgeon, though it is a very important job and a lot of people need it. The problem is that I feel sick when I see blood. And I don't think I'll ever cope with it.

Your opinion	Positive things about the job	Negative things about the job
I would like to be... I like the job of... I would hate to be... I will never be... I wouldn't mind being...	gives you an opportunity to travel means meeting new people regular working hours important creative exiting well-paid every day is different challenging work gives you an opportunity to gain / get experience in	stressful long working hours boring low-paid dangerous dealing with unpleasant people tiring working in bad weather



8 In a group, ask your classmates what they would like to do after school and why they want to do it. When you report the results, say how many people in your group would prefer:

- to go to tenth form and then to university
- to find a job and help their parents
- to travel and see the world
- to go to a college or to a vocational school
- to do nothing

Use:

to earn money

to see the world and meet people

to save up some money for studying

to meet new people and improve my knowledge of a foreign language

to start my career now

to get a university diploma and find a well-paid job

to learn to be responsible

to get some independence

to explore the world

to broaden my horizon

to see different cultures and ways of life



9 Listen to the dialogue between two British girls and answer the following question:

Do English students and students of our country have the same opportunities when they graduate from school?



10 Read the dialogue and write down all the opportunities that Sue gives to Carol. Consult the Linguistic and Cultural Guide in Appendix 5, page 201 for the words in bold. Which of the opportunities are most suitable for Russian students and which are not? Give your reasons.

Sue: Hi, Carol. What are you up to after school today? Would you like to go for coffee?

Carol: OK, Sue. That would be lovely. I need a friendly ear.

Sue: Great. I'll see you in the coffee shop at half past three.

(Later in the coffee shop)

Sue: What's up Carol? You look a bit confused. Is there something wrong with your coffee?

Carol: Oh, no, the coffee is lovely... I am just thinking about what to do after my **GCSEs**. I don't know if I should I do my '**A**' Levels?

Sue: Have you thought about your options? You know like university? Or do you want to get a job that would train you?

Carol: Oh, I don't know. I need to get high grades in my '**A**' Levels to go to a good university and I also don't think my family can afford the fees (**плату**). My parents really need me to contribute to the family income (**доход**).

Sue: OK. Well, what I would do is go to a **sixth form college** and do your very best in your '**A**' Levels. Then your good results can get you to university when you are ready.

Carol: Yes, I shouldn't waste my time at school just because I need to go to work. My results do matter. They will help me get a good job and, like you say, I can use them at a later date.

Sue: Some companies even help you study. They may want you to do certain courses for your position so you can develop and get a promotion. Or they may be flexible so that you can study one day a week or do evening courses.

Carol: Thanks Sue. You have given me some good ideas and have made me feel a bit more focused.

Sue: That's OK, Carol. I mean, even if your job doesn't offer any training or opportunities for you to study and work, at least you will get good experience. Hopefully, you will be able to save up some money so that you could then go to university. Time off from education may make you think about what you really want to study. And if worst comes to worst and you really don't enjoy your work and want to get back to studying, you could always get a student loan that you pay back later.

Carol: You know so much Sue. I knew it would be good to speak to you. You always keep an open mind and are always so positive.

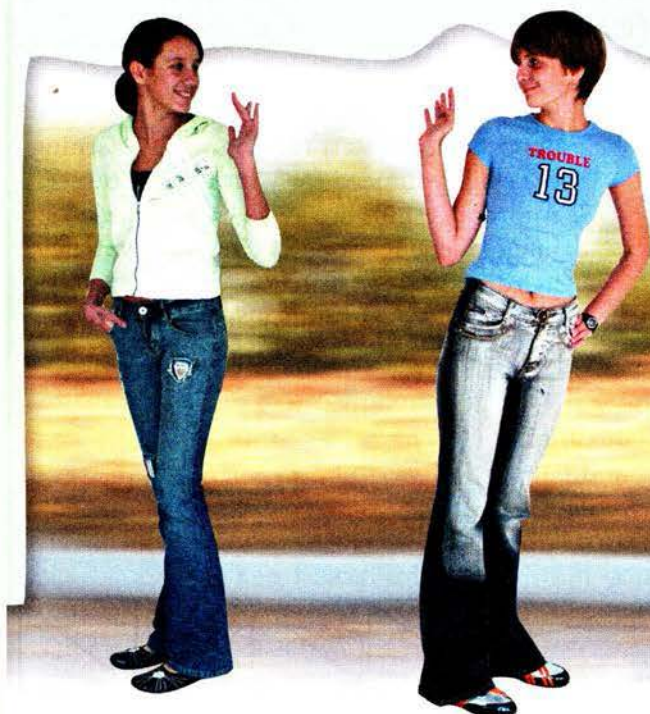
Sue: You're welcome! Phone me anytime you need a chat.

11 Read, translate and remember.

to keep / have an open mind
to keep (one's) word
to keep trying / doing something
to keep together
to get good experience
to get a promotion
to get a student loan
to get back to studying
to get good results
to get a good job

12 Read the following sentences. Fill in the gaps with some of the word combinations given in Ex. 11.

- 1 I have asked you many times not to slam the door when you come home. It looks as if you ... it on purpose.
- 2 I wouldn't trust John. He never ...
- 3 I am quite lucky that my parents ... about modern music and fashion.
- 4 It is always good ... all your paper work. Then you never lose anything.
- 5 It is not easy ... They say you need ... first and then think about a promotion.
- 6 If you can't afford the university fees, you can always try and ... or ... later when you've got some more money and time.
- 7 My friend wants ... and start earning good money so that he can go travelling round the world one day.
- 8 It is very important for me ... in my English exams as I am hoping to go study abroad for a while.
- 9 Nobody believed he would enter the university. But he... and succeeded at last.
- 10 It's very important for a scientist to ... and consider new ideas.





13 Work in pairs. Make up a dialogue about your options after secondary school.

Use some of the following phrases:

- to improve my knowledge of Russian / English / physics / geography / mathematics / history / biology / chemistry / information technology / etc
- I need a friendly ear / I need a chat.
- You look a bit confused.
- What's up?
- Have you thought about your options?
- I can't afford...
- My results do matter.
- to do courses
- to get a promotion
- to feel more focused
- to get a student loan
- to save up money
- to offer training or opportunities
- to keep an open mind

14 Look through the adverts for British students graduating from secondary school.

Match the questions with the adverts. Consult the Linguistic and Cultural Guide in Appendix 5, page 201 for the following:

vocational courses

school sixth form

sixth form colleges

an apprenticeship

the GCSEs

What shall I do after my GCSE examinations?

Questions

- 1 Should I stay on at school sixth form?
- 2 What about sixth form college?
- 3 What about a further education college?
- 4 What if I want to go straight into work?

A

If you want to specialise in more vocational courses, this may be a good option for you. Unlike school sixth form and sixth form colleges, you will get courses which are more closely linked to the needs of industry, professional companies or universities. As part of the application process, you may be asked to attend an interview. This is a great chance to ask questions about your chosen course and whether it's the best option for you.

B

School sixth form will let you continue learning in familiar place with teachers that you already know, plus there'll be lots of your friends there already. Think about the subjects you've enjoyed studying and which ones will give you the best results, particularly if you are thinking about university.

C

Then perhaps an apprenticeship would be right for you. This gives you the opportunity to start earning whilst learning the skills you need for your chosen career. Apprenticeships are available in a wide range of occupations, such as accountancy, hairdressing, construction, plumbing and retail and are currently available for 16 to 24-year-olds.

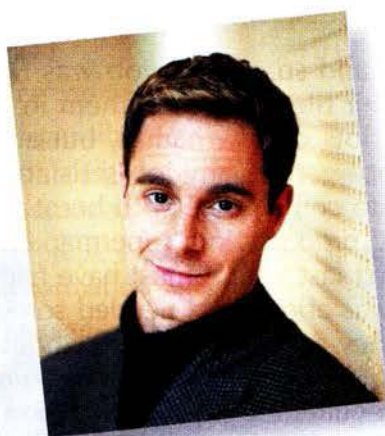
D

Students from different schools can continue their education here. These are often larger than school sixth forms and can therefore sometimes offer a wider range of options to help prepare you for university or employment. Ask what's available and try to attend an open evening if possible.

1	2	3	4
---	---	---	---

15 Think of jobs you are interested in or that might be suitable for you. Would you like to work with people, with PCs (personal computers), with animals? List as many jobs as you can think of and report them to the class.

16 Go round the classroom and ask different students about the most and least interesting jobs for them. What job would they enjoy? What wouldn't they like? Fill in the chart in your Workbook.



Julian: What to do after the GCSEs...

Having been a fan of detective and courtroom dramas on TV, I was keen to learn more and had an ambition to become a lawyer. After my GCSEs, I didn't know which way to turn but I suppose I really wanted to find out if I was suited to this profession.

To begin with, I left school after my GCSEs to look for work in a law firm. I put my **CV** together, made lots of copies and posted them to as many law firms as I could find. I knew that all I could do was basic office duties, such as what an office junior or a runner would do, but at least I would be getting experience and finding out if I liked this working environment. I managed to get an interview and was accepted as **an office junior** at a law firm only a 15-minute bus ride from my home.

I loved it. I was seeing for real how cases were being solved, how evidence was gathered... the whole process. I learnt it was very hard work but the rewards were worth it. I could see that this job offered me all the traditional job requirements: job satisfaction, career possibilities, good working conditions and stability. This assured me that I wanted to go into this profession.

I went back to school to do my 'A' Levels. I was still able to keep a relationship with the law firm that I had been working for. They were encouraging me to study and they also offered me work during my school holiday. I completed my 'A' Levels, went on to university and got my degree in law.

Now I am a successful lawyer in the same firm I worked for at 16 years old. I was lucky to know at an early age what I wanted as a career. It is only through experience that you find out what you really enjoy and are able to do well.

17 Write a brief summary of what you have found out about your classmates. Use the following sentences as guidelines.

- The most popular jobs in our class are...
- No one would like to be...
- I think that... is (are) the most popular job(s) because...



18 Work in groups. Choose one of the two texts. Read through it quickly and answer the following questions. Consult the Linguistic and Cultural Guide in Appendix 5, page 201 to help you with the words in bold.

- Which options do the authors give for choosing a career?
- What are the traditional requirements for a job?

Gary: What to do after the GCSEs...

I always wanted to work. I had dreams of earning my own money and I had ambitions. So after my GCSEs, I left school. I didn't think about a higher education. All I wanted was to go out into the world, feel independent and start working.

One of the valuable lessons I learned at school was how to write a **CV**. I dug up some examples from my old text books and compiled my **CV**. I must have given out about 20 copies to local supermarkets, coffee shops, offices, restaurants, bars, building companies, garden centres and clothing shops.

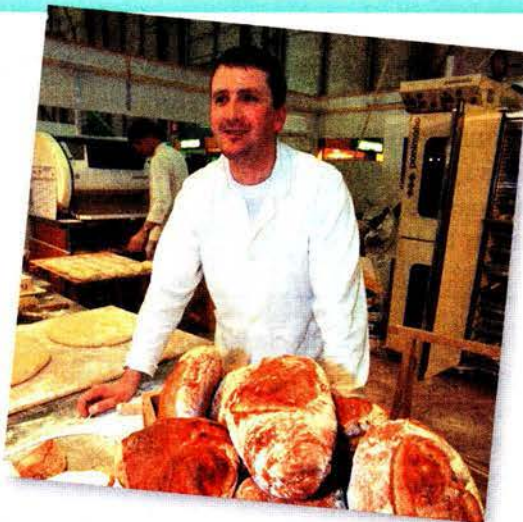
After two weeks of waiting, I got a positive reply and so my first job was filing documents as an office junior. I had to sort all of their files and keep them in alphabetical order. OK, so I learnt the alphabet and lots of new names, but after two weeks, I was starting to get headaches. And I was not getting any job satisfaction.

Next I got a **part-time job** in a coffee shop. I used to come home with burnt fingers nearly every day! Then I stocked the shelves with food products in a supermarket. My working hours were 10.00 p.m. to 6.00 a.m. That didn't last long. I must have had ten jobs in one year but I didn't fit in. I had fun but that was about all. I needed some help... or some direction. I spoke to my parents and they asked me to think about what I wanted from a job. We decided to write down a list of jobs I thought might be most suitable for me and see which best fit the traditional requirements: job satisfaction, good working conditions, stability and career possibilities. Then I rewrote my **CV** with all my experience and started looking for a job again. Three weeks passed and nothing came up. This was hard on me.

Then my dad offered me a job to help him out at his bakery. He was getting very busy and needed some extra help. When I started out, I was the night baker. I had to get there by 4 a.m. I learnt quickly about the different types of bread and cakes. I got used to the hours and I realised I was enjoying the job. I was producing food for our local community, meeting new people, making friends and feeling useful. Now that's job satisfaction!

I am now the manager of our shop, so my dad is able to rest a bit. I feel proud to be continuing in the family business. Just think that this bakery was started by my great-grandfather and it's been selling bread in our town for over 100 years!

As you can see, it took me a while to find and understand what I really wanted for a career. For some people, choosing a career is the easiest choice they ever make. My sister knew that she wanted to be a dancer at the age of six.



19 Compare the answers you gave in groups and discuss them.

20 Make a list of the four traditional job requirements mentioned in the texts. Which of them, do you think, will be essential for you in the future? Give your reasons and discuss them with your classmates.

21 Find the equivalents of the following words and phrases. Fill in the chart in your Workbook.

Text 1

- law company
- responsibilities
- to have the right qualities to do something
- to prepare something by collecting information
- to keep contact to
- to enter a particular profession
- a time of rest from school
- enjoyment of your job

Text 2

- fast
- to find something you haven't seen for a long time
- different kinds
- nothing happened
- to treat something in an unfair and unkind way
- to start to know something that you had not noticed before
- very useful because it helps you to do something
- enjoyment of your job



22 Make up a dialogue between any famous person and a journalist who would like to know the following.

a) Did she/he dream of this job in her/his childhood?

b) What was her/his parents' attitude to their daughter's/ son's choice?

c) Was she/he following the traditional job requirements whilst choosing the job?

d) How many other jobs have they had before she/he knew this was the one for them?

e) Was it hard at first or did she/he fit in easily?

f) Did she/he make lots of friends?

g) What was her/his boss like?

h) What job satisfaction does she/he get?

Use:

When I was a little boy / girl,
I didn't dream of being...
My parents didn't want me to be...
My parents encouraged me to be...
I had had several jobs before...
It is only through experience that you
find out what you really enjoy.
I was not getting any job satisfaction.
I needed some help and some direction.
I had friends and we had fun.

23 Read the tips below for writing a CV. Study Anna Dixon's CV and say if she managed to reflect all the tips in her CV.

- 1 **Personal details:** The employer wants to know who you are and how to contact you. Put essential information only.
- 2 **Education:** Write what form you are in and give the necessary information about the name and address of your school / lyceum / gymnasium.
- 3 **Work experience:** If you have had any summer or Saturday jobs, describe them. Stress what you achieved and what you learnt.
- 4 **Position of responsibility:** If you don't have work experience, this section can show employers your potential. Write what conferences you've been to, what projects you've done and what competitions you've taken part in.
- 5 **Skills:** Indicate what you are good at (e.g. languages / maths / computers). Be positive about your ability. Never undersell yourself!
- 6 **Interests:** Stress any significant achievements related to your interests. Don't just list your interests; add a few details.

Curriculum Vitae

Personal details	Anna Dixon 50 Grove Road London N12 9DY <i>Date of birth:</i> 07.06 <i>Tel:</i> 020 8365 7685
Education	2000–2006 Royal Latin School, Bedford. Completed the fifth form.
Work experience	 <i>Babysitter</i> (Saturday job) Babysat for the neighbours' family. Looking after a seven-year-old girl demonstrated my ability to remain calm and resourceful. Invented lots of new games. <i>Office Junior Assistant</i> (summer job) Received telephone calls, made photocopies. Proved my ability to be punctual and careful.
Positions of responsibility	Helped to organise a conference for all students at our school this year called "My Future Profession".
Skills	Good knowledge of Microsoft Word and Excel. Working knowledge of French and Spanish.
Interests	Music: Guitar player in a semi-professional band. Theatre: Member of the school amateur (любительский) drama theatre.

24 Complete the CV in your Workbook as if you were looking for a summer / Saturday / part-time job. Use the Transliteration Table in Appendix 6, page 203. Compare it with your classmates' CVs.

25 Read the adverts from the "Teen Job Opportunities" newspaper. Which of them attracts you? Why?

ENJOY TAKING CARE OF ANIMALS?

A riding school is looking for young people who can take care of horses. Shift work. Seven days training for candidates is essential. FREE riding lessons are available.

Contact Ken Bennett

INTERESTED IN TRAVELLING? SPEAK FOREIGN LANGUAGES?

A summer language school is looking for waiters & waitresses. Three-month contract. Must be prepared to work shifts. Free board and lodging.

Write to Philippe Bassat

A British family is looking for a BABYSITTER for twins. Non-smoker. Ability to get on with kids is essential. Free board and lodging.

For details, contact Mrs Edwards

26 Choose one of the job opportunities and write a letter of application. Use the following letter as a model.

Dear ...



I came across your advertisement in the most recent issue of "Teen Job Opportunities". I'm really interested in working as a...

I'm... (the information about yourself age, education, personal skills — that can demonstrate that you are the right candidate for this job)

If you think that I might be the right person for this job, I would be grateful for the further information:

- the earnings per month?
- expected free time?
- any opportunity to practise languages?

I look forward to your reply.

Yours sincerely,

(your signature)

27 For a great number of jobs, it's important to speak, read and write foreign languages.

a) Discuss with your partner the advantages of learning English compared to other languages. Use the arguments from the box and add your own.

Geographically English is the most widespread language on Earth.

The United Nations uses English not only as one of its official languages but also as one of its two working languages.

English is an easy language to study.

English is spoken by about 470 million throughout the world.

English is the official language of about 45 nations.

A lot of the world's mail and telephone calls are in English.

b) Write an essay about the reasons to learn the English language. Use the structure of the essay to help you.

.....
title

Everybody knows that ability to speak a foreign language is very important in today's world. I personally believe that the most useful foreign language today is English.

.....
.....
.....Your arguments
.....
.....
.....

To sum up, I do believe learning English is very useful for me. I've been studying it for ... years and I am going to continue to improve it.



28 Do a research project on a job that interests you. You can get information from a job agency, newspapers, magazines, the Internet, or you can interview your friends and relatives. Use the following questions as guidelines.

- What does a person do in the job?
- What education and skills does a person need for the job?
- What equipment does a person use?

- Do your family and friends approve of the job?
- Do you think this job will be needed in the future?

29 Put all the information on a big sheet of paper. Attach photographs and draw pictures to show the process of doing the job, the workplace, the equipment and the clothes. Give a presentation about your future job to your classmates.

Section 2

Why Are Stereotypes Harmful?

30 Discuss these questions with your classmates. The words and phrases in the box can help you. Add your own ideas. Start like this:

If you are a boy, what do you think about girls?
If you are a girl, what do you think about boys?



Boys / Girls are...

Boys / Girls always / never / often / seldom...

Boys / Girls can / may...

support each other
be helpful
aggressive
weak
strong
helpless
more tolerant than...
appreciate friendship / advice
ignore
betray
care for
envy
feel jealous (of)
hurt
cheat
do without
be fair / unfair

31 Read the text to learn about stereotypes. Find out what a stereotype is.

Very often we have an opinion about a person simply because that person belongs to a certain group of people: young or old, men or women, Americans or Chinese. Such opinions are called **stereotypes**. If you have a stereotype, you think that all people in a group think, act and look the same. But this is not true. In every group, people are different. If we have stereotypes, we may treat people unfairly. For example, the young girl in the story "The Rose Pin" did not want to meet her great-grandmother because she had

a stereotype about old people. But after she knew her great-grandmother better, the girl changed her opinion.

If you do not like or do not trust somebody because of a stereotype, you have a **prejudice** against that person (or group of people). People have prejudice because of religion, race, ability, age, gender or anything about a person that makes him / her different (appearance, dress, class in society). Prejudice is dangerous because it leads to **discrimination**.

32 Note the words in bold in Ex. 31. Match the words with their definitions.

stereotype	treating a person or a group worse than others
discrimination	a firm idea about what a particular type of person or thing is like but which is often not true in reality
prejudice	dislike or distrust

33 Compare what the two people have said. Which of these are stereotypes and which are facts?



"A" said:	"B" said:
<p>Men are the stronger sex.</p> <p>Women talk to express their feelings and to support their friends.</p> <p>Women are good at cleaning, cooking and sewing.</p> <p>Women often cry.</p> <p>Traditionally, men support their families.</p> <p>Women don't usually have many friends.</p> <p>The best place for a woman is at home.</p>	<p>In some ways, women are stronger. They live longer than men.</p> <p>Men prefer to discuss fishing, sports and other activities.</p> <p>Many men are famous as great cooks or tailors.</p> <p>Women show less stress than men.</p> <p>Many women now support their families.</p> <p>Men like meeting and talking with lots of friends.</p> <p>A woman's role is very strong in modern society.</p>



34 Work in groups of 3 or 4. Add to the list of stereotypes of women / girls and men / boys.

35 Share your opinion with your classmates from other groups. Write a list of the most common opinions on the blackboard.

Dialogue Vocabulary

They say... — Говорят...

Nothing of the kind.— Ничего подобного.

Oh, come on.— Да ладно! /
Не может быть.

Look here... — Послушай...

It doesn't sound convincing.

It sounds a bit strange, but...

What are you talking about!

Do you mean it? — Yes, I mean it.

36 a) Read the text and find out if your list contains some of the facts mentioned.

Many stereotypes are about the differences between men and women. To put an end to a stereotype, we must be able to recognise it and to think about it. Is an opinion fair or unfair?

Men and women have a lot in common. But they are also different. Men and women can prevent many conflicts if they learn to respect these differences.

Men and women are different. They talk and think in different ways. For example, men and women even use the Internet in different ways. Men like to "hunt" for information. Women like to browse and "gather". Women are more likely to join online communication, often with other women.

Men and women's differences begin when they are boys and girls. Boys like to play in large groups and there is usually a leader in the group who gives orders. Boys want

to have a high position in the group and this position is important to them.

On the other hand, girls like to play in small groups. A girl's best friend is important to her. Girls don't like to give orders and they don't usually have a leader. They prefer to have equal positions.

Boys like to do things together. But when girls meet each other, they like to talk. When boys and girls grow up, nothing changes. Men like to do things together or talk about activities (e.g. sports) or things and events (e.g. cars, politics). For women, people and feelings are important. They often talk to express sympathy and love and not just to say facts.

Because of these differences, men and women sometimes do not understand each other and often have conflicts. They might understand each other better if they know about the differences in how they communicate.



b) Read through the text again and answer the following questions.

- 1 What is important for girls / boys?
- 2 How do women and men work with information?
- 3 What do women / girls and men / boys talk about?



37 Use the words in the appropriate form.

Mother: What's wrong, Kate? You look upset. Have you had a _____ with Paul again?

Kate: Oh, Mum, I don't think he cares about me.

Mother: What makes you think so?

Kate: He never does what I ask him to do. The day before yesterday I asked him to buy some apples on the way home from work. He forgot. Well, OK, I didn't take it _____ and just asked him again. But he forgot about it again.

Mother: Oh, it's _____ of men. They focus on one thing at a time — they "hunt". Paul has got a new job and he can't think about anything else at the moment. Just remind him again or buy the apples _____.

Kate: And he never talks to me. I always share my feelings, but he doesn't. He doesn't value _____.

Mother: Yes, he does. But men communicate in a _____ way. They talk about sports, politics and events, not about feelings. It's _____ for them.

Kate: Do you mean we'll never learn to be equal?

Mother: It's not the point of _____, darling. Men and women may be equal but they'll never be the same. There's a saying "Men are from Mars, women are from Venus."

Kate: Yes, I've heard that phrase before. It's the name of a book, _____.

UNDERSTANDING

PERSONAL

TYPE

YOU

COMMUNICATE

DIFFER
NORM

EQUAL

ACTUAL

38 a) Answer the following questions:

- 1 If you were a middle-aged woman, would you like to be called "a girl"?
- 2 If you were retired (на пенсии), would you like to be called "prestarelyi"?
- 3 If you were a minority, would you mind hearing racist jokes?
- 4 If you were a person whose skin colour differed from that of other people living somewhere, would you feel comfortable?
- 5 If you were a bright student but you were not allowed to the university because you're too young, would you feel hurt?

b) If you answered **no** to at least one of these questions, tell the class why using the arguments below:

These words show disrespect to... These words may hurt...	minorities people with different skin colour people with disabilities women older people / younger people
You can do harm to... It's a kind of bullying to...	

Begin with:

I wouldn't like...
I think...



I'm dead against...
I would never agree to / that...

WORD FOCUS: PHRASES WITH DO**39** Remember to use **do** in the following phrases:

do your best	do the cooking
do an exercise	do the washing up
do harm	do your hair
do homework	do the room
do good	do the dishes
do (the) shopping	do (the) gardening
do some work	do maths /
do without	English / physics

40 Read the sentences and translate them into Russian.

- Smoking **does harm** to your health.
- It will **do you a lot of good** to stop smoking.
- Mother **did her best** to help her sons get along with each other.
- I **did the shopping** before I came home.
- I can't **do without** a car. I live too far from my work.
- **Do these exercises** in writing.
- Have you **done your homework**?

41 Match the words with their dictionary definitions. Remember these words.

citizen generation minority ethnic
senior disability retirement

high in rank or status compared with others

of a nation or race that has a common cultural tradition

a person who has full rights as a member of a particular country

the inability to use one's body properly because of disease, etc

all people born around the same time

a smaller group compared with another group

stopping work

42 Read the text and answer the following questions.

We should be very careful about the words we use to describe certain groups of people. People in civilised countries are taught never to use words that show disrespect toward women, people with disabilities, older people and minorities. These groups of people have been hurt by stereotypes, prejudice and discrimination. That is why it is important to avoid language and behaviour that may hurt such people. The language and behaviour which shows respect toward people is called "political correctness".

- What is political correctness?
- Why is it important?

43 Look at the pictures from the US media. What are these people like? Choose one of the words in each pair to describe these people.

strong – weak
happy – unhappy
friendly – unfriendly
good-looking – ugly
energetic – helpless



44 Read quickly through the text and say which part of it is about:

1) ethnic groups; 2) elderly people; 3) people with disabilities.

STEREOTYPES AND COMMUNICATION

a) Today in the United States, mass media never shows old people as weak or helpless. Old people in the US are called "senior citizens". In this way, Americans show respect for the long life people have lived. It is an honour to be a citizen of a great country, and the word "senior" means "high in rank and status". Senior citizens are called the "generation at the top". The age of retirement is sometimes called the "golden age". Old people are as different as young people in their talents, skills and abilities. Nowadays, after people retire, they remain active. They often work and they help their children and grandchildren. They travel and do sport. They can give young people good advice and tell them exciting stories.

b) Another group hurt by stereotypes are people with disabilities. Many cannot do certain things, including seeing, hearing or walking. But these people have other abilities and talents. Johann Sebastian Bach, Albert Einstein and Agatha Christie were all people with disabilities. But they could still do great things.

In the US, people are taught to avoid words that may hurt people with disabilities. Here is some advice you might hear in the United States.

First, use words that focus on the person's individuality, not his / her disability. Instead of "the disabled", say "people with disabilities". Don't say "the deaf", say "people who are deaf". Second, never use words that show pity or fear of people with disabilities, and never use the word "normal" in contrast. Never use the words "victim" or "sufferer" to name a person who has a disability or disease. For example, instead of saying "a victim of AIDS" or "an AIDS sufferer", say "a person with AIDS".

c) In the US, you have to be very careful about the words you use to speak about minorities (ethnic groups). You will be accused of discrimination if you show disrespect toward different groups. Making ethnic jokes is very hurtful to people and shows politically incorrect behaviour.

You will be accused of racism if you use the improper term for people who have black skin. The US no longer uses the word "Negro" like in the old days. The term "Negro" does not refer to a person's country of origin so it is not politically correct. Most black people in the US now prefer the term "African American".

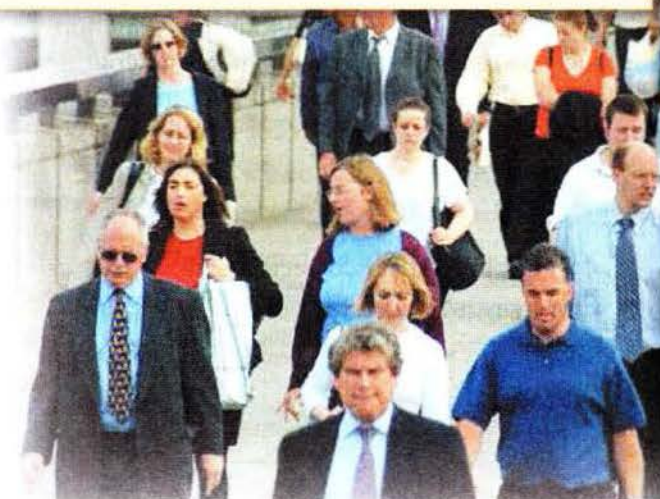
45 Complete the sentences. Make as many sentences as you can.

It is politically correct to...

It is politically incorrect to...

You show respect for... if you...

You show disrespect for... if you...



46 Study the text and answer the following questions.

- What groups of people are hurt by stereotypes?
- Why is it wrong to have stereotypes about these people?
- What behaviour and language is discrimination?
- What behaviour and language is politically correct?

47 Tell the class more about one of the groups you have discussed. Add some examples from real life. You can talk about any of your relatives or neighbours you know well.



48 Project work. Form groups of three. Each team decides who is going to study stereotypes of: 1) older people; 2) people with disabilities; 3) ethnic groups. Then do the following programmes.

Study how older people are represented in newspapers, on television programs and in books. Are they shown as strong and happy or weak and helpless? Ask an elderly person (a grandparent, a neighbour, etc) if he / she has ever been hurt by stereotypes. Decide what can be done to show more respect toward elderly people.

Find out if any services are available for people with disabilities in your city. Think about the words that are used to describe people who cannot see, hear, speak or walk. Do you think that people can be respected or disrespected because of their nationality? Suggest how to avoid conflicts between people belonging to different ethnic groups.

Think of what people belonging to ethnic groups feel when they hear ethnic jokes. Decide what can be done to show more respect to such people.

Tell the team what you have learnt and what you think can be done.

Finally, act as participants of an imaginary forum on stereotypes. Every student in the class needs to say how we can help people who are hurt by stereotypes. Then put all of your ideas together.

49 Talk about an outstanding person who is (was) either an elderly man / woman, a person with disabilities or a member of an ethnic group. Say what this person is famous for.



Section 3

Are Extreme Sports Fun to You?



50 Work in groups. A lot of young people in different countries do sport. Apart from sports such as football, horseracing and swimming, some new sports have appeared recently. Read the names of the sports. Say what you think these sports are like. Let your partner agree, disagree or add something.



diving
rafting
skydiving
surfing
skateboarding
mountain biking
BASE jumping

Example:

- Student 1: I've heard that skydiving is diving from a boat into very deep places.
- Student 2: Nothing of the kind. I know for sure that skydiving is jumping from a plane with a parachute. It's like parachuting, but the jumper waits to open his parachute for as long as possible.
- Student 3: It's more dangerous than parachuting.
- Student 4: When jumpers are falling down, they make different figures in the sky and it looks beautiful.



51 Listen to the recording and find out if you were correct in your descriptions of the sports.

- 52** Listen to the words for sports equipment and facilities. Group them according to four different extreme sports. What are the names of these extreme sports?
- 53** Read the reasons why people do extreme sports. Choose the reasons you agree with and add your own ideas. Express your point of view.

helmet	skates
skating rink	plane (aircraft)
ramps	hockey stick
skateboard	skate parks
diving suit	aqualung
flippers	kneecaps
parachute	motorboat

- to keep fit
- to look athletic
- to develop the body
- to feel joy and excitement
- to make families worry about them
- to show off
- to impress people around them
- to prove how fearless they are
- to kill time

Use:

I'm sure...

To my mind...

I would say that...

I believe...

I guess some people do extreme sports because...

- 54** Listen to the short interviews and match the person with his / her words. Some British people are being interviewed in the streets of Moscow and they express what they personally think about the following question.

ARE EXTREME SPORTS POPULAR AMONG THE BRITISH?



Gregory, 15



Ashford, 50



Susanna, 23

- 55** Listen to the interviews again. a) Find as much information as possible to say how these people feel about extreme sports. b) Complete the table in your Workbook.

Susanna	Ashford	Gregory
It's obvious that Susanna is not interested in extreme sports. She says that...	Ashford has never done anything like extreme sports. He must be joking when he says that...	Gregory sounds very excited about extreme sports. He says that...

- 56** Read the text and choose: 1) *True* if the statement is true,
 2) *False* if the statement is false,
 3) *Not stated* if the information is not given in the text.



I travel twice a year. It is a "must"; otherwise, I'll feel unfit both for my work and for my studies. The thing is that, for three years, I've been a member of a diving club and every season we get together at a new place. We arrange these trips to escape from everyday problems and to get into the beautiful and calm underwater world. We have already done some diving in the Red Sea, on the coast of South Africa and in the dark, cold and clean waters of Lake Baikal. Nothing can compare to the excitement you feel while exploring deep underwater caves without knowing what kind of wonder or danger you might face there. There are people of all different nationalities in our club. I feel like I can call them close and reliable friends in spite of the fact that we see each other only during our trips. We don't have any communication problems even though not everybody speaks English fluently. We work as a team. It's not the words but the care, help, and support that are essential for survival. Yes, it can be dangerous sometimes, and I'm often asked why I take the risk. I don't really know, but I'm going to keep on doing it.

- 1 A friend convinced Julian to join a diving club.
 1) True 2) False 3) Not stated
- 2 Julian dives in both warm and cold waters.
 1) True 2) False 3) Not stated
- 3 Julian prefers diving in the Red Sea.
 1) True 2) False 3) Not stated
- 4 Julian experiences language problems when communicating with foreign divers.
 1) True 2) False 3) Not stated
- 5 Julian is planning to give up diving soon.
 1) True 2) False 3) Not stated

57 Read the text again and make up sentences with the opposite meaning to the following. Use the phrases from the text.

- 1 It's not necessary for me and I can easily do without it.
- 2 I feel that I'm in good physical and mental condition.
- 3 The trips make me feel caught in the net of everyday problems.
- 4 You know beforehand what danger you should avoid underwater.
- 5 People often ask how I manage to avoid risk.

GRAMMAR FOCUS

58 Make up three sentences according to the pattern:

Nothing can compare to...
+ noun or + ing form

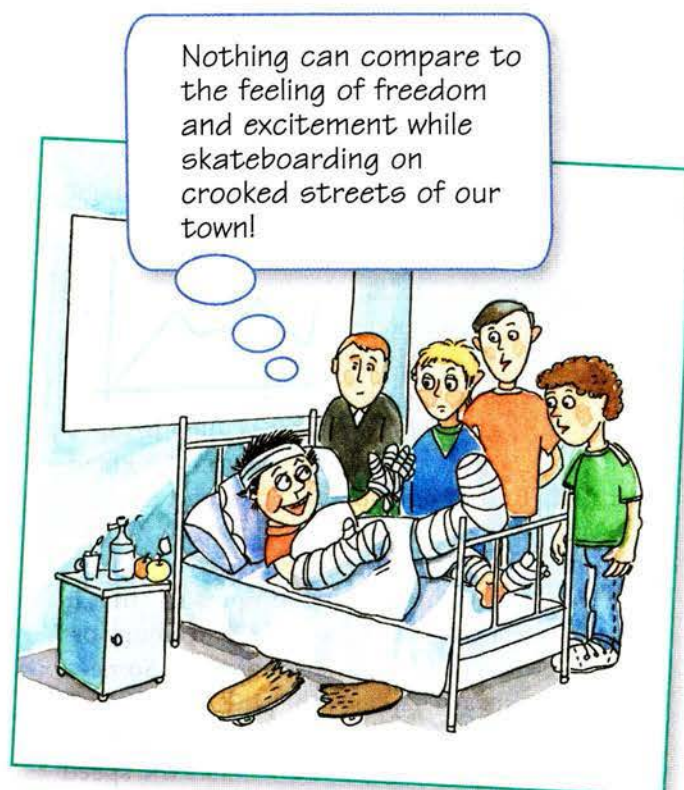
Example: Nothing can compare to a juicy sweet watermelon (арбуз) on a winter evening.

Nothing can compare to swimming in a warm sea in the middle of January.

WORD FOCUS

59 Review these linking words.

otherwise
in spite of the fact that
though
that's why
because



60 Join the sentences using the above linking words.

When you go camping, take warm clothes with you...	you will catch a cold.
Jacky broke her leg last summer and...	...she wasn't able to roller-skate for almost a year.
...he is rather fat,	he can climb the mountains better than others.
We won't take Susan windsurfing...	she can't swim.
The sportsmen understood each other perfectly...	they spoke different languages.
We wanted to do some diving on holiday and...	we packed all necessary diving equipment.
...he was much younger than the other athletes,	he won the competition.



61 Listen to the conversation and find the answers to the questions.

- 1 What kind of programme is it?
- 2 What makes Tom Render an interesting person for Dave Ford's programme?
- 3 What can be called "extreme sports" according to Tom Render?

62 Read the rest of the interview between Dave and Tom. Then find the words and word combinations that describe BASE jumping as a dangerous sport. Do you think Tom is tolerant of the people around him? Use phrases from the text.

Dave: The sport you are doing now... it's called BASE jumping, isn't it? What kind of sport is it? And how did it get the name BASE?

Tom: It's the most extreme of the extreme sports. It's like skydiving but no planes or helicopters are used. People jump from buildings, antennas, bridges (or spans) and cliffs (high parts of the Earth). This is why it's called BASE. Its name is made from the first letters of Building, Antenna, Span and Earth.

Dave: It seems awfully dangerous to me.

Tom: It's obvious that the chance of injury is very high. Some jumpers say that it is as high as 90% and a bad injury or death is just a matter of time. Sometimes it happens that the parachute opens too late or doesn't open at all, or the jumper miscalculates the speed of the wind or fails to notice something that can make the jump fatal.

Dave: It's a very risky activity. Do you intend to quit it?

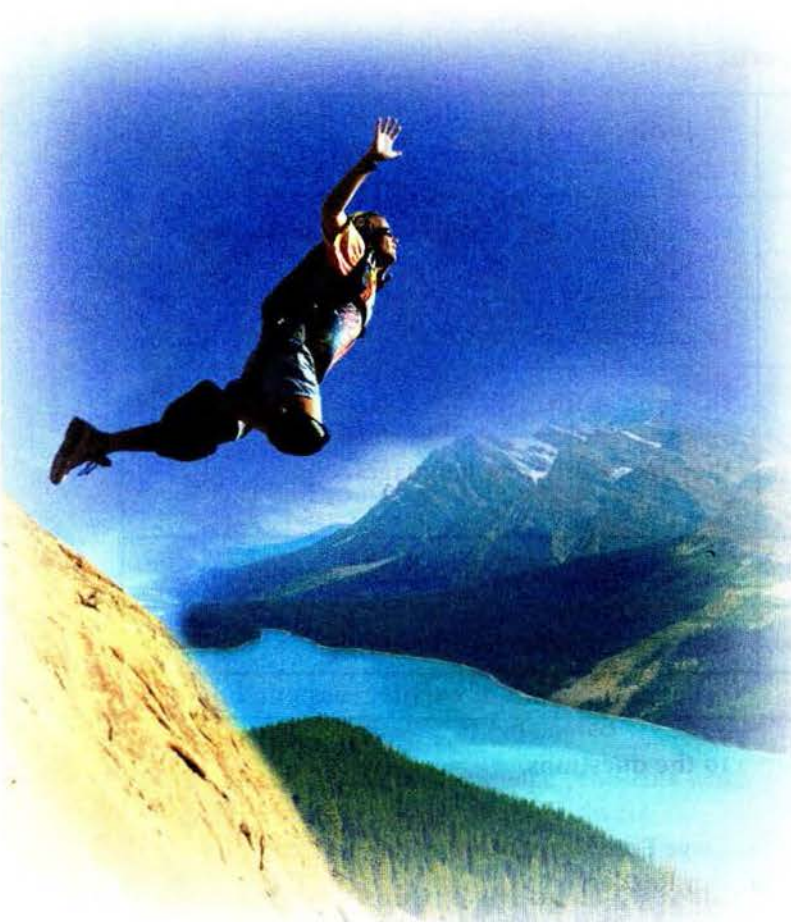
Tom: No, the feeling I get during the jump means too much to me.

Dave: Are there many excited fans who are watching you when you are jumping?

Tom: If we jump from some cliffs somewhere in the countryside, only my mates are there. But when we jump from buildings and antennas, there are a lot of people watching us. There have been some jumps from Nelson Column and St Paul's Cathedral. Can you imagine that?!

Dave: Tom, I've got one last question. Do you realise that BASE jumping in cities can be a life-threatening activity not only for you but for people around you? The fact is that you can cause serious traffic accidents or other dangers. People can get injured. They haven't chosen to do this sport but they still can suffer the consequences. It's really not fair.

Tom: Well, I have to admit that I've never thought about it that way before...



63 Read the dialogue again and find the phrases which have a similar meaning.

- 1 It can happen and it does happen very often that people who do extreme sports get injured.
- 2 Sooner or later, most people who do extreme sports get injured or even die.
- 3 It can happen that the jumper makes a mistake in calculating the speed of the wind or doesn't notice something dangerous.
- 4 Are you going to stop it?
- 5 This is the kind of activity that can cause death.
- 6 They can experience unpleasant or even dangerous results due to another person's activity.
- 7 I have to agree with the fact that...



64 Work in groups. Make a list of the things you like and dislike about extreme sports. Use the material in Ex. 62 along with your own ideas. Compare your list with those of your classmates. Discuss the differences.



65 Read the statements and tick those you agree with. Share the results with your partner and debate the points you've got different opinions on.

- ☐ You can't avoid risk of injury in any sport.
- ☐ If you are in a good physical condition, you can do any sport. The risk is reasonable.
- ☐ Sports that can cause injuries should be prohibited.
- ☐ The more dangerous the sport is, the more attractive it is.
- ☐ Extreme sports help people escape from their problems.
- ☐ Extreme sports make life more exciting.
- ☐ Extreme sports for teenagers should be prohibited by law.
- ☐ If a person does a dangerous sport, it means that he / she is very brave.
- ☐ If a person avoids unnecessary risk, it means that he / she is wise.
- ☐ If a person avoids unnecessary risk, it means that he / she is a coward.
- ☐ Sports like BASE jumping and skateboarding in cities are uncivilised.
- ☐ It is uncivilised to use stairs, dustbins or benches as sport equipment.
- ☐ Sports like BASE jumping and skateboarding should be included in the programme of the Olympic Games.
- ☐ If you do extreme sports, you can impress your family and friends.
- ☐ Doing any sport helps you find good and reliable friends.
- ☐ Only extreme sports help you find good and reliable friends.
- ☐ It's silly to do dangerous sports and risk your life or your health. There are already too many dangers in life.



66 Role-play using the cards in your Workbook and choose a sport you like.

Guidelines:

- There should be no less than 3 students playing the game.
- Student 1 plays hockey.
- Student 2 hates hockey but is crazy about swimming.
- Student 3 wants to do some sport but has not chosen which one yet.

67 Read the essay starters. Choose the opinion you share. Find the arguments for it and write an essay.

I think that more people should try to do extreme sports.

I'm absolutely positive that extreme sports like BASE jumping or skateboarding should be prohibited.

I think that everyone has the right to do any sport he or she likes but only if it doesn't do any harm to other people.

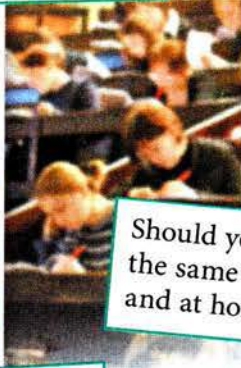


Section 4

Do You Have the Right to Be Different?

68 Discuss the following questions.

What do you believe is a classic student look?

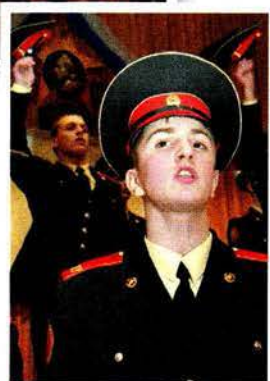


Should young people wear the same clothes at school and at home?

What do you think a typical image of a student is nowadays?



How would you like to look after you finish school while getting your apprenticeship or vocational education at a college?



69 Read quickly through the text and then give it a title. Explain why you gave the text this title.

Britain's young people have always been among the first to change their style, their music, their fashions. In clothes and fashion there are no rules. The visitor to Britain will find clothes shops selling every kind of fashion. From the classic gentleman's suit for work in the City to the most outrageous clothes, "gear" in young people's language.

Hairstyles are also the subject of creative talent. Any colour is allowed.

Eccentricity has always been an aspect of the British character. The older generation is sometimes surprised and puzzled.

Surprisingly, young people like to buy old clothes. Clothes that have not been worn for many years. Fashions and styles belonging to another era. And they like every kind of accessory, like badges and jewellery. Young people in Britain are as resourceful as anywhere else.

British pop stars are famous all over the world.

Britain's cosmopolitan mixture means that all kinds of music and fashion are popular. The young people are concerned about many issues: unemployment, the problems of the Third World, nuclear power and ecology.

On the outside there is fashion and music. On the inside there is doubt and concern. But that is another story.

70 Find equivalents in the text of the following words and phrases:

- a very unusual way to dress
- something against public opinion
- another time
- inventive
- multinational
- are interested in lots of problems
- lack of jobs

71 Read the text again and choose the right ending to the following sentences.

- 1 The text says that young people in Britain are as resourceful as anyone because they:
 - surprise and puzzle the older generation.
 - are creative about accessory, clothes and hairstyles.
 - are concerned about many issues.
- 2 The text says that there are no rules for clothes and fashion because young people:
 - are concerned about unemployment and the problems of the Third World.
 - wear clothes that have not been worn for many years.
 - easily change their style, their music and their fashions.



72 Read the text once more. Some sentences have been left out. Decide where the sentences belong and mark the five places where they could fit in. Compare your choices with other students.

- 1 Any shape is allowed.
- 2 Each person chooses the way he or she wants to dress without thinking about what other people will think.
- 3 This jewellery is often specially made.
- 4 ...from the Beatles and the Rolling Stones to today's hit musicians.
- 5 But Britain's young people do not just think about fashion and music.

73 Read the beginning of what a famous designer advises young people. Use your ideas to complete the advice. The words and phrases in the box can help you.

Every day thousands of girls and even some boys stand in front of the mirror and face that age-old problem: what to wear? But there is help. You don't need new clothes. You can actually use what you already have to look fabulous. Simply use accessories to their maximum effect. And have a bit of fun doing it.



Use:

take
add
combine
cut off
make yourself
find in your
grandma's box
pin
put on



74 Work in pairs.

a) Interview your partner and find out:

- Is music important to him / her?
- What kind of music does your partner prefer: classical, pop, jazz, other?
- Does he / she play any musical instrument? How often and where?
- Does he / she dream of a career of a musician? Why? Why not?

b) Report on the results of your interview to the class.

75 Read the text. Try to find out why the music of the Beatles has affected so many people.

The Music for All Ages

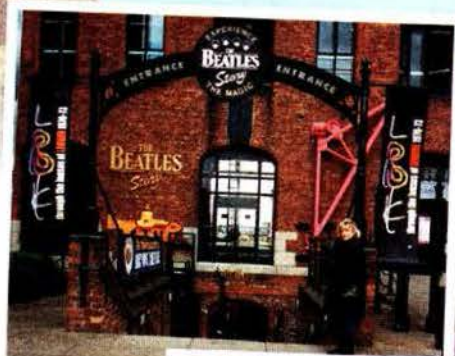
(by James Clarke)

The Beatles changed the style of popular music in an unbelievable way and caused a new musical phenomenon in the Sixties. Their music was fresh and original. It has stuck with generations of people and is still an influence on pop and rock bands to this day.

They became a worldwide sensation. They wrote about day-to-day subjects, mainly love, which everyone could relate to. They touched the hearts of millions of people with songs such as "Hey Jude", "Love me do", "Help" and "Michelle". Their songs were simple and catchy but also very technically composed with strong classical influences.

The Beatles were also the first "Boy Band" who was very well-presented, dressed in suits and good-looking, which made them very attractive to ladies of all nationalities.

They also wrote songs about world issues, such as living in peace, which the different generations of the time were able to relate to and still do to this day. Their songs were trying to encourage people to look on the bright side of life.



76 Work in pairs. Find out which local musicians (or TV pop stars) are popular with your generation. Give your reasons.



77 Work in groups. Discuss young people in Russia. Consider the following: clothes, accessories, hairstyles, music they enjoy and issues they are concerned about.



78 Work in the same groups. Discuss the ideas you thought about. Make a presentation based on your discussion.



79 Play the card game called "Look on the Bright Side". Use the cards in your Workbook.

Guidelines:

There should be two teams for the game:

- the "Pessimists" who feel negative about everything and speak only about problems
- the "Optimists" who look on the bright side and are able to see the advantages in every situation. Even when something is really wrong, they try to find a way out, give some good advice and cheer up the Pessimists.

80 Tick all the items that you consider valuable to you personally. Explain why. Add some more points if something is missing.

What Makes the World Beautiful

- ☐ Warm and trustful relationships in the family.
- ☐ Friends you can rely on in difficult situations.
- ☐ People (friends or relatives) you can have fun with.
- ☐ The possibility to travel so you can learn about different cultures.
- ☐ The possibility to communicate with people of different cultures and to broaden your horizon.
- ☐ The ability of people of different cultures to be tolerant of things they don't like.
- ☐ The ability to accept the idea that "different" doesn't mean "bad".
- ☐ The opportunity to choose a career.
- ☐ The opportunity to choose hobbies like sports or music.



Key Vocabulary



- to accuse, to browse, to get a degree, to save up
- AIDs, behaviour, chat, CV, disrespect, disability, era, forum, gender, honour, individuality, issue, minority, option, prejudice, promotion, race, stability, stereotype, sufferer, unemployment
- aggressive, available, cosmopolitan, equal, ethnic, fabulous, flexible, harmful, nuclear (power), retired, senior, significant
- online communication, to get a promotion, to get a degree, to be concerned about something

Progress Check

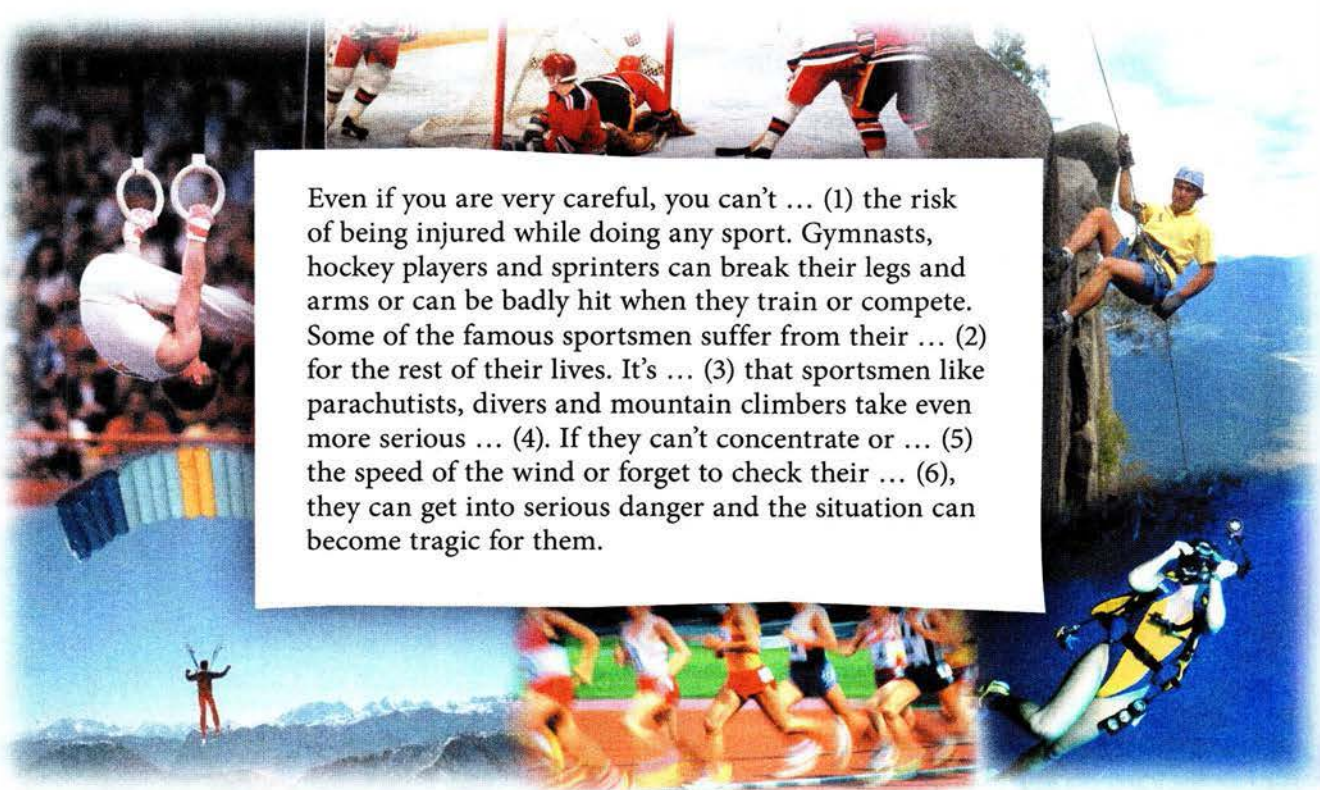


1 Listen to the people speaking about their future careers. Match the number of each speaker (1, 2, 3) with the sentence (a, b, c, d, e) that reflects his or her idea most accurately.

- | | |
|---|---|
| a) I haven't decided what to do after leaving school yet; I'll concentrate on my studies and choose my career later. | d) I'll take up my father's job and will try to develop the family business. |
| b) I don't want to think about my future career or my studies at school. I don't want to think about any problems. I just want to have fun! | e) I don't think that I'm suitable for the profession that my family has chosen for me, but I know what career to choose. |
| c) I want to take up my father's job and become a famous surgeon. | |

Points /3

2 Complete the paragraph. Choose the right word below.



Even if you are very careful, you can't ... (1) the risk of being injured while doing any sport. Gymnasts, hockey players and sprinters can break their legs and arms or can be badly hit when they train or compete. Some of the famous sportsmen suffer from their ... (2) for the rest of their lives. It's ... (3) that sportsmen like parachutists, divers and mountain climbers take even more serious ... (4). If they can't concentrate or ... (5) the speed of the wind or forget to check their ... (6), they can get into serious danger and the situation can become tragic for them.

- | | | | |
|--------------------|----------------|-----------------|-----------------|
| 1 a) avoid | b) take | c) face | d) escape |
| 2 a) dangers | b) victories | c) injuries | d) discoveries |
| 3 a) exotic | b) evident | c) unbelievable | d) eccentric |
| 4 a) danger | b) risks | c) chance | d) part |
| 5 a) misunderstand | b) uncalculate | c) mistake | d) miscalculate |
| 6 a) equipment | b) things | c) passport | d) feelings |

Points /6

3 Read the dialogue. Then mark the sentences as true (T) or false (F).

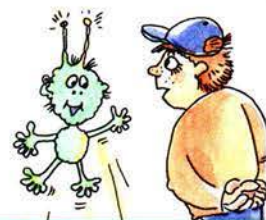
- A: Hi, Ben! How were your exams?
 B: Nice of you to ask about them. Everything's all right. Thanks.
 A: Is it? You look worried. Is there anything wrong?
 B: No, everything's all right, but when we were waiting for the results of the exam, we spoke about our future and our career plans. You know, I was the only one who hadn't decided yet.
 A: Well, let's try to find out what kind of job could be suitable for you. I've got a special test that might give us the answer. All you need to do is to answer some questions. The first one is: "Would you like to work in an office or be out and about during working hours?"
 B: It depends... But no, I think I would rather work inside. It could be difficult to be outside if the weather is bad. But I want to have the opportunity to be out in good weather, too.
 A: Are good working conditions, job satisfaction and stability important to you?
 B: Yes, I want my job to be exciting but not very stressful. Stability is very important to me, too. But I don't want to work at the weekend or in summer.
 A: And how about job satisfaction? What does that mean to you?
 B: To me, job satisfaction isn't just a quick promotion or good money. I want to feel useful.
 A: Would you prefer working with machines or with people?
 B: When I was little, I enjoyed taking things apart to see how they worked. But now communicating with people is much more important to me. I want to work with nice and friendly people.
 A: OK. That's enough. Let's have a look at the test results. Well, there is a long list of jobs which meet your requirements. And the job of babysitter is at the top of the list.
 B: Babysitter?! I have never thought about babysitting, but I don't mind working with children. I'm very good at sports and the job of a coach has a lot of advantages. I'll definitely try to learn more about it.

1 Ben looks worried because he failed his exams.	
2 Ben has passed his exams.	
3 Ben decided everything about his career when he was little.	
4 Ben has no career plans and it worries him.	
5 Ben wants to have any job that allows him to work outside in any weather because he hates being in an office.	
6 Ben doesn't care about stability in a job.	
7 Ben doesn't mind if the job is stressful and he doesn't mind working at the weekend.	
8 Job satisfaction for Ben means only good money and promotion opportunities.	
9 Ben discovers that a job as a coach might be suitable for him.	

Points /9

- 4** a) It's natural for people to have stereotypes. Imagine that you saw an alien (someone from another planet) yesterday. Describe the alien.

"I want to tell you about something shocking that happened to me yesterday. I saw an alien..."



Follow the guidelines:

Tips:

Write about what it looked like.	What is your impression of its appearance (size, colour, parts of the body? (1) Then describe some details about its appearance. (2)
Write about the nature of the alien.	What is your impression of its nature and character (friendly, shy, careful, aggressive, dangerous, curious, etc)? (3)
Write about the actions of the alien.	What was the alien doing when you were watching it? (4)

Points /4

- b) Compare the descriptions and find out what stereotypes most of your classmates have about aliens.

- 5** Write a portrait of a famous film star. Describe his / her appearance, nature, character and everyday life.





6 Imagine that you are being interviewed by a journalist of a radio programme called "Meet yourself". It's a programme for teenagers about teenagers. The journalist asks different questions in order to find out what worries and what interests people of your age.

Student 1
(the journalist)

Student 2
(the teenager who is being interviewed)

Introduce the guest of the studio to the listeners of the programme. Greet your guest.

Announce the aim of the programme and ask questions to find out if the student has chosen his / her career and what he / she wants to be in ten year's time.

Find out how the student is going to realise his / her plan (to leave school and start a career, take some evening courses or special training; to stay at school and then enter university).

Ask why he / she has chosen this way to realise his / her career ambitions.

Find out what sports he / she does and what music he / she prefers.

Find out what style of clothes he / she prefers, if he / she wears eccentric clothes and why.

Thank the student for taking part in the programme and say goodbye.

Greet the listeners and say that you feel nervous because it's your first interview in the studio.

Say what career you have chosen and speak about your ambitions.

Speak about your career plans.

Explain the advantages of your future job.

Answer the questions.

Answer the questions.

Say that you were glad to take part in the programme and say goodbye.

Mark your score

For tasks 1–4, you can get 22 points.

19–22 points — well done

16–18 points — good

13–15 points — you can do better

12 points or less — revise and try again

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





(Ex. 27–28) The Pirates' Old Map and instructions

HOW TO PLAY

- 1 The counters (фигушки) of all the players are at number 1 — at the point where the journey starts. Throw the dice in turn and move your counter according to the number of points scored. You should keep to the yellow road with numbers. Read and follow the instructions when you are at the blue, grey and red circles.
- 4 While **going along the coastline**, you notice an octopus ['ɒktəpəs] **below** the surface of the water. He explains to you how to **get to the opposite side of the river** without a bridge. This information saves you four steps.
- 10 A cunning and curious monkey sitting **in** the tree knows how to **get from this place to the palm wood** more quickly. You should leave the road and **climb to the top of the mountain**. If you **get through the bushes**, you'll find a secret road nobody knows about. You realize that it's not safe to rely on a monkey's word but take this risky chance and get to circle A.
- C Moving **in the direction to the top** of the mountain is very difficult. You feel tired, hungry and thirsty. You can't help eating some bananas that **have fallen down from the palm tree**. Miss a turn.
- D This mountain road is good only for monkeys. When you are **at the top** of it you fall and **roll down the mountain** to circle 9.
- F You come across a colony of parrots. There is one very talkative parrot **among** them. It is saying something about pirates and treasures. You stop to listen to it. Miss a turn.
- 13 You notice a cave (пещера) **in** the rock. Somebody may live there. There is a boat **outside** the cave. It helps you **get to the opposite side of the river** more quickly.
- 14 You've taken a boat to get across the river. But it's not good to take somebody's boat without permission, especially when you don't know how to operate it. The boat doesn't do what you want it to do. You **float down the river** and only the bridge can stop the boat. Wet and unhappy, you are at circle 7 again.
- 18 You see a snake. It is **moving** busily **towards** the large round stones. Fortunately, it doesn't care about you; it wants to have a nap on the warm stones. But it looks rather poisonous and it's wise to wait till it passes. Miss a turn.
- 20 You are a good jumper and **jumping over** the cactuses makes you move much faster. You are at circle 22 already.
- 23 You are in front of Robinson's house. As the saying goes, "curiosity killed the cat", and you can't pass the house without going **inside**. There is a hedge [hedʒ] **round** the house. You **climb over** it and **go inside** the house. Miss a turn to investigate it.
- 26 You see a tiger sleeping on a broken tree **above** the road. The big cat doesn't see you yet and you **rush back** to Robinson's house. You wait there in the hope that the cat will leave. Miss a turn.
- 29 You are finally at the place you've been looking for! There is a big stone **between** two old palms. The treasure is deep in the earth, just **under** the stone. Suddenly you find out that you've forgotten your spade (лопата) on the ship. You have to start all over again from circle 1.
- 30 You are the winner! Congratulations! Get the treasure **out of the box**.

(Ex. 89, 90) Basic information about the United Kingdom of Great Britain and Northern Ireland, the United States of America and the Russian Federation

	The United Kingdom of Great Britain and Northern Ireland	The United States of America	The Russian Federation
Capital	London	Washington D.C. (District of Columbia)	Moscow
Population	61.8 million	317.6 million	140.3 million
Area	242.5 thousand sq km	9.8 million sq km	17 million sq km
Nationality	Britons	Americans	Russian
Ethnic / Cultural groups	English, Scots, Welsh, Irish, other nations	most of the population are of European origin: from Britain and Ireland, from Germany, from Italy, from Scandinavia, from Poland there are also African Americans, Hispanics, Asian and Pacific Islanders	Russian, Tatar, Ukrainian, Chuvash, Bashkir, Belarussian, Mordva, other nations
Official language	English	English	Russian
Major Cities	Birmingham, Glasgow, Liverpool, Manchester, Leeds, Edinburgh, Sheffield, Belfast, Newcastle, Cardiff	New York, Atlanta, Boston, Houston, Chicago, Detroit, Philadelphia, Los Angeles, San Francisco, Baltimore	St Petersburg, Nizhni-Novgorod, Rostov-on-Don, Samara, Tver, Volgograd, Omsk, Novosibirsk, Chelyabinsk, Perm
Parts	4 historic parts: England, Scotland, Wales and Northern Ireland	50 states and the District of Columbia	21 republics, 6 territories (krai), 49 provinces (region, oblast'), 10 autonomous areas (okrug), 1 autonomous region
Location	Europe	America	Eurasia
Borders	Ireland, France, the Netherlands, Belgium, Scandinavian countries (sea borders)	Canada (in the north), Mexico (in the south), Russia (a sea border)	China, Mongolia, Korea, Kazakhstan, Georgia, Azerbaijan (in the South), Norway, Finland, the Baltic States, Belarussia, the Ukraine (in the west); the US (a sea border)
Highest Mountains	Ben Nevis, in the Highland of Scotland, 1,343 metres	Mount McKinley, in Alaska, 6,194 metres	Elbrus, 5,642 metres
Longest River	The Severn, 354 kilometres	The Mississippi-Missouri, 6,019 kilometres	The Lena, 4,400 kilometres
Largest Lake	Lough Neagh in Northern Ireland, 382 square kilometres	Lake Superior, 83,270 square kilometres	Lake Baikal, 31,5 square kilometres, 1,620 metres deep; The Caspian Sea (a salt-water lake), 371,000 square kilometres

(Ex. 92) The official names of Britain, America and Russia

Names

**The United Kingdom
of Great Britain and
Northern Ireland**



The official or political name of the country is **THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND**. At the United Nations and in the European Parliament, it is usually known by a shorter name: **THE UNITED KINGDOM** or the abbreviation **THE UK**.

The country is often called **BRITAIN**. The poetic name of the country is **ALBION**. The geographical name of the country is **THE BRITISH ISLES** because the country occupies the islands, which are called the British Isles.

**The United States
of America**



The official or political name of the country is **THE UNITED STATES OF AMERICA** because the country consists of 50 states. The country is usually known by a shorter name or the abbreviation **THE USA** or **THE US**. The country is often known as **AMERICA** because of the name of the continent. **AMERICA** is the geographical name of the country.

The Russian Federation



The official or political name of the country is **THE RUSSIAN FEDERATION**, which has the abbreviation **RF**. It is also called **RUSSIA**. The local long form is **ROSSIYSKAYA FEDERATSIYA**. The local short form is **ROSSIYA**. Before the revolution in 1917, it was known as the **RUSSIAN EMPIRE**. Then afterwards it was known as the **RUSSIAN SOVIET FEDERAL SOCIALIST REPUBLIC — RSFSR**. The poetic name of the country is **RUS**.

(Ex. 94(b)) List of Nicknames of the American States

1 Alabama	[ælə'bæmə]	Алабама	The Cotton State	Хлопковый штат
2 Alaska	[ə'læskə]	Аляска	The Last Frontier	Последняя Граница
3 Arizona	[æri'zəʊnə]	Аризона	The Grand Canyon State	Штат Большого Каньона
4 Arkansas	['ɑ:kənsɔ:]	Арканзас	The Land of Opportunity	Страна Возможностей
5 California	[,kæli'fɔ:niə]	Калифорния	The Golden State	Золотой штат
6 Colorado	[,kɒlə'rɑ:dəʊ]	Колорадо	The Centenary State	Штат Столетия
7 Connecticut	[kə'netɪkət]	Коннектикут	The Constitution State	Штат Конституция
8 Delaware	['deləweə]	Делавэр	The First State	Первый штат
9 Florida	['flɒrɪdə]	Флорида	The Sunshine State	Солнечный штат
10 Georgia	['dʒɔ:ʒə]	Джорджия	The Empire State of the South	Имперский штат Юга
11 Hawaii	[hə'waɪi:]	Гавайи	The Aloha State	Гостеприимный штат
12 Idaho	['aɪdəheɪʊ]	Айдахо	The Gem State	Драгоценный Камень
13 Illinois	[,ɪlɪ'nɔɪ]	Иллинойс	The Land of Lincoln	Земля Линкольна
14 Indiana	[,ɪndiænə]	Индиана	The Hoosier State	Штат-Мужлан
15 Iowa	['aɪəʊə]	Айова	The Hawk-eyed State	Штат Соколиного Глаза
16 Kansas	['kænzəs]	Канзас	The Sunflower State	Подсолнуховый штат
17 Kentucky	[kən'tʌki]	Кентукки	The Bluegrass State	Пырейный штат
18 Louisiana	[lu:ɪ'zi'ænə]	Луизиана	The Pelican State	Пеликаний штат
19 Maine	[meɪn]	Мэн	The Pine Tree State	Сосновый штат
20 Maryland	['merɪlənd]	Мэриленд	The Free State	Свободный штат
21 Massachusetts	[,mæsə'tʃu:sɪts]	Массачусетс	The Bay State	Штат у Залива
22 Michigan	['mɪʃɪɡən]	Мичиган	The Wolverine State	Штат Росомах
23 Minnesota	[,mɪnɪ'səʊtə]	Миннесота	The Gopher State	Сусликовый штат
24 Mississippi	[,mɪsɪ'sɪpi]	Миссисипи	The Magnolia State	Магнолиевый штат
25 Missouri	[mə'zʊəri]	Миссури	The Show Me State	Штат Недоверчивых
26 Montana	[mɑ:n'tænə]	Монтана	The Treasure State	Штат Сокровищ

27 Nebraska	[nəb'ræskə]	Небраска	The Cornhusker State	Кукурузный штат
28 Nevada	[nə'vædə]	Невада	The Sagebrush State	Полынный штат
29 New Hampshire	[nju: 'hæmpʃə]	Нью-Гемпшир	The Granite State	Гранитный штат
30 New Jersey	[nju: 'dʒɜ:zi]	Нью-Джерси	The Garden State	Садовый штат
31 New Mexico	[nju: 'meksikou]	Нью-Мексико	The Land of Enchantment State	Страна Очарования
32 New York	[nju: jɔ:k]	Нью-Йорк	The Empire State	Имперский штат
33 North Carolina	[nɔ:θ kærə'lainə]	Северная Каролина	The Tarheel State	Штат Чернопяточников
34 North Dakota	[nɔ:θ də'kəutə]	Северная Дакота	The Sioux State	Штат Индейцев Сиу
35 Ohio	[əʊ'haiəʊ]	Огайо	The Buckeye State	Штат Конского Каштана
36 Oklahoma	[əʊklə'həʊmə]	Оклахома	The Sooner State	Штат Землезавхватчиков
37 Oregon	['ɔ:riɡən]	Орегон	The Beaver State	Бобровый штат
38 Pennsylvania	[,pensəl'veiniə]	Пенсильвания	The Keystone State	Штат Замкового Камня
39 Rhode Ireland	['rəʊd 'aɪələnd]	Род-Айленд	The Ocean State	Штат у Океана
40 South Carolina	[,saʊθ 'kærə'lainə]	Южная Каролина	The Palmetto State	Штат Пальметты
41 South Dakota	[,saʊθ də'kəutə]	Южная Дакота	The Coyote State	Штат Койотов
42 Tennessee	[,tenə'si:]	Теннесси	The Volunteer State	Штат Добровольцев
43 Texas	['teksəs]	Техас	The Lone Star State	Штат Одинокой Звезды
44 Utah	['ju:tə:]	Юта	The Beehive State	Штат Пчелиного Улья
45 Vermont	[vər'mə:nt]	Вермонт	The Green Mountain State	Штат Зеленых Гор
46 Virginia	[və'dʒiniə]	Виргиния	The Old Dominion State	Штат Старого Доминиона
47 Washington	['wɒʃɪŋtən]	Вашингтон	The Evergreen State	Вечнозеленый штат
48 West Virginia	[,west və'dʒiniə]	Западная Виргиния	The Rosebay Rhododendron State	Лавровый Рододендрон
49 Wisconsin	[wɪ'skɔ:nsən]	Висконсин	The Badger State	Барсучий штат
50. Wyoming	[waɪ'əʊmɪŋ]	Вайоминг	The Equality State	Штат Равноправия

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(Ex. 96–98) The flags of Russia, the UK and the USA**Flag****The United Kingdom of Great Britain and Northern Ireland**

The Flag of the United Kingdom is called the Union Flag or THE UNION JACK.

In 1603, King James 1 of England (or Jack for short) united England and Scotland. Then in 1801, there was the union with Ireland. Now the flag combines the emblems of the three countries (England, Scotland and Northern Ireland) united under one monarch. Wales is not represented in the flag because at the time the flag appeared in 1606, Wales was already united with England.

The Union Jack is a combination of the crosses of three patron saints of the country:

- the red cross of Saint GEORGE for England on a white background;
- the white diagonal cross of Saint ANDREW for Scotland on a blue background;
- the red diagonal cross of Saint PATRICK for Ireland on a white background.

**The United States of America**

The American flag is known as THE STARS AND STRIPES. It consists of fifty stars which represent the fifty states. Thirteen red and white horizontal stripes (seven red and six white) stand for the original thirteen States that were united in 1776.

The first flag was called The Grand Union Flag. It combined the flag of Great Britain with the thirteen stripes. It showed that these first thirteen states were British colonies. After the War of Independence, all thirteen states became free and the flag changed. The British flag in the corner was replaced by stars. Every time a new state entered the Union, a star was added.

So now today's flag shows the thirteen stripes for the original number of states in 1776 plus the 50 stars which represent today's total.

**The Russian Federation**

The Russian flag is sometimes called the IMPERIAL FLAG. It consists of three equal stripes of white, blue and red. The first flag of this design appeared more than 300 years ago. Peter the Great adapted the flag from the National flag of the Netherlands. Later a black two-headed eagle on a golden background was added to the flag of Russia. The flag existed until the revolution in 1917. In the nineties, with the democratic changes, the three-colour flag was restored again. On 21 August 1991, the flag was officially adopted by the Russian President and the Russian Parliament.

In Russia the colours of the current flag symbolise:

- white — frankness and generosity;
- blue — honesty and wisdom;
- red — courage and love.

(Ex. 99, 100) The State Emblems of Russia, the UK and the USA**Emblem****The United Kingdom of Great Britain and Northern Ireland**

The State Emblem of the United Kingdom of Great Britain and Northern Ireland shows the union of its four parts: England, Scotland, Wales and Northern Ireland. The emblem was introduced after the union with Scotland in 1603. The shield of the emblem is divided into four parts. There are emblems of England (three lions on a red background), emblem of Scotland (a red lion on a yellow background) and the emblem of Northern Ireland (a yellow harp (арфа) on a blue background).

The two emblems of English lions symbolise the leading role of England in this union. The SHIELD is supported by two mythic animals: the ENGLISH LION and the SCOTTISH UNICORN. The emblem is headed with a crowned lion, the symbol of power and might. Below the emblem, there are floral symbols of the four parts of the country.

**The United States of America**

The symbol of the country is the BALD-HEADED EAGLE with its wings spread on a white background.

The first Americans chose the eagle as the emblem to symbolise their power. The bald eagle owes its name to the early American colonists. It actually isn't really bald at all but white-headed. This bird lives only in the USA and Canada. In 1782, Congress selected the bald eagle as the emblem of the newly formed union to show the courage and might of the nation.

**The Russian Federation**

The Russian National Emblem is the golden DOUBLE-HEADED EAGLE with a horseman (St George) on a shield on the eagle's breast with a red background. Above the two heads of the eagle, there is an historical crown.

The first emblem of the double-headed eagle was introduced in 1480, by Prince Ivan III. It was at the time of the establishment of the Russian state system. It symbolised the supreme power and sovereignty of the state.

Since then, the double-headed eagle is the main part of the emblem of our country. But now the crown is a symbol of the sovereignty both of the Russian Federation (as a whole) and of its parts (subjects of the Federation).

A

Agatha ['ægəθə]
 Alan / Allan ['ælən]
 Albert ['ælbət]
 Alison ['ælisən]
 Amy ['eimi]
 Andrew ['ændru:]
 Angela ['ændʒələ]
 Ann, Anna [æn], [ænə]
 Ashford ['æʃfəd]

B

Ben [ben]
 Benjamin ['benɔdʒəmɪn]
 Bernard ['bɜ:nəd]
 Brian ['braiən]
 Bruce ['bru:s]

C

Cameron ['kæmrən]
 Carol ['kærəl]
 Carrie ['kæri]
 Catherine ['kæθərɪn]
 Cathy ['kæθi]
 Charles [tʃɑ:lz]

D

Dan ['dæn]
 Daniel ['dænjəl]
 Dave [deiv]
 Denis ['denɪs]
 Diana [daɪ'ænə]
 Dick [dik]
 Dorian ['dɔ:riən]
 Duncan ['dʌnkən]

E

Ed, Eddie [ed], [edi]
 Edward ['edwəd]
 Elena ['elənə]
 Emma ['emə]
 Eva ['i:və]

F

Frank [fræŋk]
 Franklin ['fræŋklɪn]
 Fred [fred]

G

Gary ['gæri]
 George ['dʒo:ʒ]
 Gregory ['gregəri]

H

Harry ['hæri]
 Helen ['helən]

I

Ivan ['aɪvən]

J

Jack, Jacky ['dʒæk], ['dʒæki]
 James [dʒeɪms]
 Jane [dʒeɪn]
 Janet ['dʒænit]
 Jason ['dʒeɪsən]
 Jessica ['dʒesɪkə]
 Jessie ['dʒesi]
 Jill [dʒɪl]
 Jim, Jimmy [dʒɪm], ['dʒɪmi]
 John [dʒɒn]
 Jude ['dʒu:d]
 Julia ['dʒu:lɪə]
 Julian ['dʒu:ljən]
 Juliet ['dʒu:lɪət]

K

Kate [keit]
 Kathy ['kæθi]
 Ken [ken]
 Kevin ['keɪvɪn]
 Kitty ['kiti]

L

Leo ['li:əʊ]
 Lily ['lɪli]
 Lisa ['li:sə]
 Lucy ['lu:si]

M

Maria [mə'riə]
 Mark [mɑ:k]
 Mary ['meəri]
 Martha ['mɑ:θə]
 Michel(le) [mi'ʃəl]
 Mike [maɪk]

N

Nancy ['nænsi]
 Natalie ['nætəli]
 Neil [neɪl]
 Nelson ['nelsən]

P

Patrick ['pætrɪk]
 Paul [pɔ:l]
 Peter ['pi:tə]
 Philippe ['fɪlɪp]

R

Rick [rɪk]
 Rita ['rɪtə]
 Robert ['rɒbət]

S

Sally ['sæli]
 Sam [sæm]
 Samuel ['sæmjʊəl]
 Sarah ['særə]
 Sebastian [sə'bæstɪən]
 Sharon ['ʃærən]
 Sheila ['ʃi:lə]
 Steve [sti:v]
 Sue [su:]
 Susan ['su:zən]

T

Ted [ted]
 Teresa [tə'ri:zə]
 Thomas ['tɒməs]
 Tom, Tommy ['tɒm], ['tɒmi]
 Tony ['təʊni]

V

Vicky ['vɪki]
 Victoria [vɪk'tɔ:riə]

W

William ['wɪliəm]

Y

Yuri, Yury ['ju:ri]

A

Afghanistan [æf'gænɪstɑ:n] — Афганистан
Africa ['æfrɪkə] — Африка
Alaska [ə'læskə] — Аляска
Albania [æl'beɪniə] — Албания
Algeria [æl'dʒɪəriə] — Алжир
Amazon ['æməzən] (**the**) — Амазонка (река)
America [ə'merɪkə] — Америка
Angola [æŋ'gəʊlə] — Ангола
Antarctica [æn'tɑ:ktɪkə] — Антарктида
Arizona [æri'zəʊnə] — Аризона
Asia ['eɪʃə] — Азия
Atlanta [æt'læntə] — Атланта
Atlantic Ocean (the) — Атлантический океан
Australia [v'streɪliə] — Австралия
Austria [v'striə] — Австрия
Azerbaijan [æzebaɪ'dʒɑ:n] — Азербайджан

B

Baikal ['baɪkəl] (**the**) — Байкал (озеро)
Baltimore ['bɔ:ltɪmɔ:] — Балтимор
Baltic Sea ['bɔ:ltɪk 'si:] (**the**) — Балтийское море
Bangladesh [bæŋ'glə'deʃ] — Бангладеш
Bedford ['bedfəd] — Бедфорд
Belarus [belə'ru:s] — Белоруссия
Belfast [bel'fɑ:st] — Белфаст
Belgium ['bel'dʒəm] — Бельгия
Bermuda Triangle [bɜ:mju:deɪ 'traɪæŋɡəl] (**the**) — Бермудский треугольник
Birmingham ['bɜ:mɪŋəm] — Бермингем
Bosnia ['bɒznɪə] — Босния
Boston ['bɒstən] — Бостон
Brazil [brə'zɪl] — Бразилия
Burma ['bɜ:mə] — Бирма

C

Cairo ['kaɪrəʊ] — Каир
California [kælɪ'fɔ:nɪə] — Калифорния
Cambodia [kæm'bəʊdiə] — Камбоджа
Canada ['kænədə] — Канада
Cape Town ['keɪptaʊn] — Кейптаун
Cardiff ['kɑ:dɪf] — Кардифф
Caspian Sea [kæspɪən 'si:] (**the**) — Каспийское море
Challenger Deep [tʃælɪndʒə 'di:p] — впадина Челенджер
Chicago [ʃɪ'kɑ:gəʊ] — Чикаго
China ['tʃaɪnə] — Китай
Columbia [kə'lʌmbiə] — Колумбия
Crimea [kraɪ'mi:ə] (**the**) — Крым
Croatia [krəʊ'eɪʃə] — Хорватия
Cyprus ['saɪprəs] — Кипр

D

Detroit [di'trɔɪt] — Детройт
Dover ['dəʊvə] — Дувр

E

Edinburgh ['edɪnbərə] — Эдинбург
Egypt ['i:ɢɪpt] — Египет
Elbrus [el'bru:s] — Эльбрус
England ['ɪŋɡlənd] — Англия
Ethiopia [i:θi'əʊpiə] — Эфиопия
Europe ['jʊərəp] — Европа
Eurasia [jʊə'reɪʒə] — Евразия
Everest ['evərəst] — Эверест

F

Finland ['fɪnlənd] — Финляндия
Florida ['flɒrɪdə] — Флорида
France [frɑ:ns] — Франция
Fuji ['fu:dʒi] — Фиджи

G

Galapagos Islands (the) — Галапагосские острова
Georgia ['dʒɔ:ʒə] — Джорджия (state in the USA), Грузия
Germany ['dʒɜ:məni] — Германия
Glasgow ['glɑ:zgəʊ] — Глазго
Gobi Desert (the) — Гоби (пустыня)
Greece [ɡri:s] — Греция

H

Himalayas [hɪmə'leɪəz] — Гималаи

I

India ['ɪndiə] — Индия
Indonesia [ɪndəʊ'nɪziə] — Индонезия
Iraq [ɪ'rɑ:k] — Ирак
Ireland ['aɪələnd] — Ирландия
Israel ['ɪzreɪl] — Израиль
Italy ['ɪtəli] — Италия

J

Japan [dʒə'pæn] — Япония

K

- Kalahari Desert** [ˌkælə'hɑːrɪ 'dezət] (the) — Калахари (пустыня)
Kilimanjaro [ˌkɪ'lɪmən'ʤɑːrəʊ] — Килиманджаро
Korea [kə'riːə] — Корея

L

- Lancaster** ['læŋkəstə] — Ланкастер
Laos ['laːʊs] — Лаос
Los Angeles [ləs 'ændʒɪlənz] — Лос-Анджелес
Liverpool ['lɪvəpʊl] — Ливерпуль

M

- Malibu** ['mælibuː] — Малибу
Malta ['mɔːltə] — Мальта
Mediterranean [ˌmedɪtə'reɪniən] **Sea (the)** — Средиземное море
Mexico ['meksɪkəʊ] — Мексика
Milan [mɪ'læn] — Милан
Mississippi [ˌmɪsɪ'sɪpɪ] (the) — Миссисипи
Mongolia [mɒŋ'gʊliə] — Монголия

N

- Nepal** [nə'pɔːl] — Непал
Netherlands ['nedələndz] (the) — Нидерланды
Nevis ['niːvəs] — Невис
Newcastle ['njuːkɑːsl] — Ньюкасл
New Orleans [ˌnjuː ɔː'liːənz] — Новый Орлеан
New Jersey [ˌnjuː 'dʒɜːzɪ] — Нью-Джерси
Niagara Falls [naɪ'æɡərə 'fɔːlz] — Ниагарский водопад
Nigeria [naɪ'ʤɪəriə] — Нигерия
Nile [naɪl] (the) — Нил
Norway ['nɔːweɪ] — Норвегия

O

- Ontario** [ɒn'teəriəʊ] (the) — Онтарио

P

- Pacific Ocean** [pə'sɪfɪk 'əʊʃn] (the) — Тихий океан

- Pakistan** [ˌpɑːkɪ'stɑːn] — Пакистан
Panama ['pænəmə] — Панама
Paris ['pærɪs] — Париж
Philadelphia [ˌfɪlə'delfiə] — Филадельфия
Philippines ['fɪlɪpiːnz] (the) — Филиппины
Poland ['pəʊlənd] — Польша
Portland ['pɔːtlənd] — Портленд
Portsmouth ['pɔːtʃmʊθ] — Портсмут
Portugal ['pɔːtʃugəl] — Португалия

R

- Rome** [rəʊm] — Рим
Russia ['rʌʃə] — Россия

S

- Sahara** [sə'hɑːrə] (the) — Сахара
San Francisco [ˌsæn frən'sɪskəʊ] — Сан-Франциско
Scotland ['skɒtlənd] — Шотландия
Serbia ['sɜːbiə] — Сербия
Sheffield ['ʃefɪld] — Шеффилд
Spain [speɪn] — Испания

T

- Tajikistan** [tɑːʤɪkɪ'stɑːn] — Таджикистан
Texas ['teksəs] — Техас
Thames [temz] (the) — Темза
Turkey ['tɜːki] — Турция

U

- UK** [ˌjuː 'keɪ] (the) — Великобритания
Ukraine [juː'kreɪn] (the) — Украина
Urals ['jʊərəlz] (the) — Урал
USA [ˌjuː es 'eɪ] (the) — США

W

- Washington** ['wɒʃɪŋtən] — Вашингтон

Y

- Yugoslavia** [ˌjuːgəʊ'slɑːviə] — Югославия

Tips for giving a talk

You are expected to give information on the topic or / and express your opinion about it. Remember that your talk should be brief (from 1.5 minutes to 2 minutes) but informative.

1 Read the task.	
<p>If you have key words and a plan / questions suggested</p> <p>2 Read the task and the key words or questions which are suggested.</p> <p>3 Follow the plan. Don't miss any part of it.</p>	<p>If you don't have a plan / questions suggested</p> <p>2 Read the task to make sure you understand what you need to do:</p> <ul style="list-style-type: none"> • to describe a person or thing • to narrate about something • to express your opinion about something and state the arguments <p>or that your talk should be a combination of the all above.</p> <p>3 Make the plan yourself (write notes if possible).</p>
<p>4 Keep to the point to be informative.</p> <p>5 Use linking words in your talk.</p> <p>6 Speak clearly so that your partners or the examiners can hear you.</p>	

Tips for a pair conversation

1 Read the task very carefully and make sure you understand what your aims are.	
• to find out something →	ask questions (<i>Who...? When...? How...?</i> etc)
• to suggest / offer something →	make suggestions / offers (<i>How about...? Would you like to...?</i>)
• to express and defend your opinion →	state your opinion and give reasons (<i>I think..., I don't approve of..., I don't believe it... because / as / since</i>)
2 Be active to start and very cooperative to maintain the conversation.	
3 Answer your partner's questions appropriately and explicitly (avoid short <i>yes / no</i> answers).	
4 Express your agreement or disagreement with the partner's suggestions, opinions, etc. In the case of disagreement, give your reasons and suggest some alternative.	
5 Use <i>I see... Right. Absolutely. Do you mean that...? Are you saying that...?</i> to indicate that you're following your partner and understand what he / she is talking about.	
6 Regardless to the aims of the conversation remember to greet your partner, to sum up the conversation and to say <i>goodbye</i> .	

Tips for a group discussion

- 1 Think how to clearly express your opinion on the given opinion / statement / problem. Don't be afraid to voice your opinion.
- 2 Think about the arguments for your opinion. Make notes if possible.
- 3 Try to anticipate your partners' counterarguments and think what you can say to them.
- 4 To maintain the discussion use questions and expressions like *Do you agree that...? What can you say about...? You are certainly right about... but...*
- 5 Sum up the results of your discussion.
- 6 Be polite, use the appropriate dialogue expressions to support or object to your partners' ideas.

How to give a presentation

- 1 Think what message of your presentation is, that is what you want to say to your listeners.
- 2 Structure your presentation: an introduction, body and conclusion.
- 3 Use linking words and phrases to unite all parts of your presentation.
- 4 Use appropriate body language and voice modulation, speak with enthusiasm, keep eye contact with your listeners, articulate the words clearly, avoid long pauses.
- 5 Mind your time limit.
- 6 Use visuals if possible: charts, pictures, photos, posters. It helps your listeners understand your message.

How to write a personal letter

A typical personal letter has a definite structure:

- 1 Greeting: *Dear Ted,*
- 2 An opening sentence with your reasons for writing:
Thank you for your letter...
It was nice to get a letter from you.
- 3 Your answers to your penfriend's questions.
- 4 Closing phrase:
Write soon.
I look forward to your reply.
Hope to hear from you soon.
Best regard to... / Best wishes, / All the best,
- 5 Your name / signature.

Remember that your letter should contain 100–120 words.

I was really surprised to find out that jeans were invented in 1853! And they are still popular with people of all ages — what a thing!...
...What clothes do you and your friends like to wear? Do you approve of school uniform or not? What makes young people wear too extravagant clothes?...

Vologda
Russia
12th of March 2011

Dear Ted,

It was nice to get a letter from you. The fact about jeans is really amazing — they are older than a century and a half! My friends and I prefer jeans and T-shirts to anything else because they are comfortable and we can wear them anywhere — to a picnic, party or just for a walk. Unfortunately, I can't wear jeans to school as we have to wear school uniform. I don't approve of the uniform because I don't find it comfortable enough but I have to put up with it. As for extravagant clothes, I think people wear them to express themselves. Sometimes it looks nice and sometimes silly.

Hope to hear from you soon,
Max

How to deal with True / False / Not stated tasks

- 1 Skim through the text to understand what it is about. Do not pay attention to details, ignore unfamiliar words.
- 2 Read True / False / Not stated statements attentively. Make sure you understand them.
- 3 Scan the text for the sentences which you expect to contain the information you need. Read those sentences attentively, paying attention to sentence structure, linking words and other details.
- 4 Remember that you should mark the statement
 - as **True** only if the information **in the text** confirms it
 - as **False** only if the information **in the text** denies it
 - as **Not stated** — if you cannot find enough information **in the text** to make either of the choices above. Neither your **personal opinion** nor **common knowledge** count there.
- 5 When all the statements are marked, read the text again to make sure that
 - a) the logic of the text goes with your answers;
 - b) you haven't missed any information and the **Not stated** statements are marked correctly.

Tips for doing Internet research

In the Internet you'll be able to find much more information than you need. You should be able to make choices about what to read and how best use it.

- 1 Decide what kind of information from the Internet you really need to do your task. Remember that you can also use the information from your textbook.
- 2 Make a list of the keywords you already know on the subject.
Example: *teenager, rights*.
- 3 Check the source of the information. It should be reliable and up-to-date.
- 4 Take notes. Mind the word limit. Do not record more than you need for your task.

Tips for doing long-term projects

- 1 Choose a topic for your research / discussion or an aspect of the topic you were given by the teacher.
- 2 Look for the information on the topic in the text or on the Internet.
- 3 Study and analyse the information in your group.
- 4 Write down the key words or the plan of the presentation.
- 5 Prepare a presentation. Use different kinds of visuals: photos, pictures, etc. If necessary, draw a poster, take pictures or prepare a PowerPoint presentation.
- 6 Present the information to your other classmates. Be ready to answer their questions.

A

Albion ['ælbɪən] — the poetic name of Britain

"A" Level — an examination in a particular subject which students in England and Wales take when they are 18. Students usually need to pass at least three "A" Levels in order to go to university

Andrew, St — patron saint of Scotland

apprenticeship — a person can get a job as an apprentice. In Britain, the state doesn't have an official system of apprenticeships. Apprenticeships are usually offered by companies (e.g. The car company, Ford, teaches its apprentices mechanical skills) or by skilled workers who need extra help and are willing to teach their skills to an apprentice in return for this help. An apprentice does not get paid a lot of money but he / she benefits by obtaining new skills and eventually a profession

B

bachelor's degree (BA) — the first university degree

bald-headed eagle — the state emblem of the United States of America

BC [bi: 'si:] — the abbreviation for before (the birth of) Christ (до Рождества Христова)

Bolshevik Revolution (the) — the Revolution of 1917. The power of the Tsar and the Provisional Government was taken down

C

Carpathia (the) — the ocean liner that rescued the passengers of the Titanic

CV [si: 'vi:] — abbreviation for *curriculum vitae*; a short written report of a person's education and previous jobs that is sent to a possible future employer

D

daffodil — one of the floral symbols of Wales

double-headed eagle — the state emblem of the Russian Federation

E

Eiffel Tower [aɪfəl 'taʊə] (**the**) — (Эйфелева башня) — the Tower in Paris, a symbol of France

England — the largest historic part of the UK. The capital is London

F

Franklin, Benjamin (1706–1790) — US statesman, writer and scientist. He worked as a journalist, researched electricity and proved that lightning and electricity are identical. He also took an active part in writing the US Declaration of Independence and won the reputation as a great diplomat

G

GCSE [dʒi: si: es 'i:] — General Certificate of Secondary Education; a school examination in any of a range of subjects, usually taken at the age of 16 in British schools (данный сертификат равноценен аттестату об окончании девятилетней общеобразовательной средней школы в России)

George, St — patron saint of England

H

Harlem ['hɑ:ləm] — a poorer area in New York City where many African-Americans and Hispanics live. It has been known as a centre for jazz music

Hollywood ['hɒliwʊd] — an area in Los Angeles which is known as the centre of the American film industry

Holy Trinity ['həʊli 'trɪnəti] — God the Father, the Son of God and the Holy Spirit (Святая Троица)

J

James I, the King — Queen Elizabeth I's nephew and son of Mary Stuart of Scotland who became the King of England and Scotland in 1603 after Queen Elizabeth's death

K

Korean War (the) (1950–1953) — a war between South Korea and North Korea after World War II

L

Lancastrians (the) — the English family who fought for the throne in 1455–1485

Latin — the language of the ancient Romans

leek — one of the symbols of Wales

Louvre ['lu:vʀə] (**the**) — the most famous French museum

M

Manhattan [mæn'hætɪn] — the business and cultural center of New York City

N

Northern Ireland — the historic part of the UK which united with the country in 1801. The capital is Belfast

O

Odeon ['əʊdiən] — a cinema run by a company which operates cinemas in most British cities

office junior — someone who works in the office and has a low rank in a particular profession or company

P

- Paris** ['pærɪs] — the capital of France
part-time job — a job you do for only part of the day or week
Patrick, St — patron saint of Northern Ireland
Peter the Great — Peter I (1672–1725) was the first Russian tsar since 1682 and the first Russian emperor since 1721. Under him, Russia was proclaimed the Empire and the Senate honoured him with the titles of “the Great” and “the Father of Fatherland”
Pyramids of Cheops (the) — famous pyramids in Egypt

R

- red rose** — the floral symbol of England
reunion — a gathering of people who were formerly friends or who once worked together (e.g. a family reunion at Christmas)

S

- school** — this word has a much broader meaning than the corresponding Russian word. In the USA, it is generally used to refer to elementary and secondary education and even college and university levels, particularly within a discipline (e.g. Is your son still at school? — Ваш сын еще учится?) (в отношении любого учебного заведения, в том числе высшего)
school sixth form — some areas do not have sixth form colleges and students continue to study for a further two years in the **sixth form** of their secondary school instead (примерно то же, что и профильные классы в российской школе)
Scotland ['skɒtlənd] — the historic part of the UK which united with the country in 1603. The capital is Edinburgh
Seine [seɪn] (the) — the river in Paris, France
shamrock ['ʃæmroʊk] — the floral symbol of Northern Ireland
Shaw [ʃɔː], **George Bernard** (1856–1950) — playwright and essayist born in Dublin. He wrote about 40 plays. People in Russia know him mainly as the author of “Pygmalion” (a comedy which when adapted became the musical, “My Fair Lady”). In 1935, he was awarded the Nobel Prize for Literature
sixth form colleges — British students do their “A” Levels to go to sixth form colleges at the age of 17 and study there for two years. They are larger than school sixth forms and offer a wider range of subjects and options for students
Stonehenge [ˈstəʊnˈhɛndʒ] — a group of very large, tall stones in England, put there in pre-historic times (about 2500–1500 BC). It is a popular tourist attraction
Strauss, Johann [ˈstraʊs ˈjəʊhæn] — a famous Austrian composer

T

- thistle** [ˈθɪsl] — the floral symbol of Scotland
Titanic [ˈtaɪtənɪk] (the) — the biggest ship in 1912. It crashed into an iceberg during her first sea voyage

U

- UNESCO** [juˈneskəʊ] — abbreviation for the United Nations Educational Scientific and Cultural Organization. It provides support for science and education in developing countries
unicorn [ˈjuːnɪkɔːn] — an imaginary horselike animal with one long horn. It's the symbol of Scotland on the British emblem
United Nations or the UN (the) — the international organization formed in 1945 after the end of the World War II to maintain world peace and foster international co-operation. The main organ is the General Assembly. In 1948, the UN's General Assembly adopted a Universal Declaration of Human Rights. Among the most important recent documents adopted by the General Assembly is the Millennium Summit of the United Nations (September 2000). It lists six values that can ensure peace in the third millennium. They are: freedom, equality, solidarity, tolerance, respect for nature and shared responsibility. The United Nations declared the first year of the third millennium (2000) the “International Year for a Culture of Peace”
Universal Declaration of Human Rights (the) — a document written by the United Nations which states that all people in the world should have certain rights

V

- Verdi, Giuseppe** [ˈveədi ɡʒuˈzɛpi] (1813–1901) — a famous Italian composer
Versailles [ˈvɛəsaɪ] — a city in France with a beautiful palace and gardens
Vietnam War (1954–1975) — a long civil war between North and South Vietnam
vocational courses — training or practice that teaches you the skills you need to do a particular job

W

- Wales** [weɪlz] — the historic part of the UK which united with the country in 1536. The capital is Cardiff
World War II (1939–1945) — the origins of the war lie in three different conflicts: Germany's desire for European expansion; Japan's struggle against China; a conflict in the interests of Japan and the USA in the Pacific. Accurate casualty figures (точное число военных потерь) are not easy to obtain up to now

Y

- Yorkists (the)** — an old English family who fought for the throne in 1455–1485

Russian letters	English letters	Russian letters	English letters
А Анна	A Anna	П Павел	P Pavel
Б Борис	B Boris	Р Роман	R Roman
В Виктор	V, W Viktor / Wiktor	С Света	S Sveta
Г Глеб	G Gleb	Т Тима	T Tima
Д Даша	D Dasha	У Уфа	U, OU Ufa / Oufa
Е Елена	E Elena	Ф Филипп	F, PH Filip / Philip
Ё Ёжино	YO Yozhino	Х Хабаровск	KH, H Khabarovsk
Ж Женя	ZH Zhenya	Ц Цветкова царь	TS, TZ Tsvetkova The tsar / tzar
З Зина	Z Zina	Ч Чебоксары	CH, TCH Cheboksary / Tcheboksary
И Игорь	I Igor	Ш Шатура	SH Shatura
Й Йорк	Y York	Щ Щелково	SCH Schelkovo
К Клара	K Klara	Ы Сыктывкар	Y Syktyvkar
Л Лев	L Lev	Э Элла	E Ella
М Марина	M Marina	Ю Юлия	YU, JU Yulia / Julia
Н Нина	N Nina	Я Яков	YA, JA Yakov / Jakov
О Ольга	O Olga		

Infinitive

awake [ə'weɪk]	будить, просыпаться
be [bi:]	быть, находиться, являться
bear [beə]	рождать
beat [bi:t]	бить, ударять
become [bɪ'kʌm]	становиться
begin [bɪ'ɡɪn]	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 [kætʃ]	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 [ɡɪv]	давать
go	ходить, идти, ехать
grow [ɡrəʊ]	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 [bɪ'keɪm]
began [bɪ'ɡæn]
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]
ate [et]
fell
fed
felt
fought [fɔ:t]
found [faʊnd]
flew [flu:]
forbade
forgot
got
gave
went
grew [ɡru:]
hung
had
heard [hɜ:d]
held
hurt
kept
knew [nju:]
laid [leɪd]
led

Past participle

awoken
been
born [bɔ:n]
beaten
become
begun [bɪ'ɡʌn]
bitten
broken
brought
built
burnt, burned
bought
—
cast
caught
chosen
come
cost
cut
done [dʌn]
drawn [drɔ:n]
drunk
driven ['drɪvən]
eaten
fallen
fed
felt
fought
found
flown [fləʊn]
forbidden
forgotten
got
given ['ɡɪvən]
gone [ɡɒn]
grown [ɡrəʊn]
hung
had
heard
held
hurt
kept
known [nəʊn]
laid
led

Infinitive		Past simple	Past participle
learn [lɜ:n]	учить что-то, узнавать, учиться	learnt [lɜ:nt]	learnt
leave	уезжать, оставлять	learned	learned
let	позволять, разрешать	left	left
lie [laɪ]	лежать	let	let
lose [lu:z]	терять	lay	lain
make	делать, заставлять	lost	lost
mean	значить, иметь в виду	made	made
meet	встречать(ся)	meant [ment]	meant [ment]
pay	платить	met	met
put [put]	класть, ставить	paid	paid
read [ri:d]	читать	put	put
rid [rɪd]	избавлять	read [red]	read [red]
ride	ехать верхом	rid, ridden	rid, ridden
ring	звенеть, звонить	rode	ridden
rise	подниматься, вставать	rang	rung
run	бежать, бегать	rose	risen ['ri:zn]
say [seɪ]	говорить, сказать	ran	run
see	видеть	said [sed]	said [sed]
sell	продавать, торговать	saw [sɔ:]	seen
send	посылать, отправлять	sold [səʊld]	sold [səʊld]
set	ставить, класть	sent	sent
shake [ʃeɪk]	трясти	set	set
shoot [ʃu:t]	стрелять	shook [ʃʊk]	shaken ['ʃeɪkən]
show [ʃəʊ]	показывать	shot [ʃɒt]	shot
shut [ʃʌt]	закрывать	showed [ʃəʊd]	shown [ʃəʊn]
sing	петь	shut	shut
sit	сидеть	sang	sung
sleep	спать	sat	sat
smell	нюхать, пахнуть	slept	slept
speak	говорить, разговаривать	smelt, smelled	smelt, smelled
spend	тратить, расходовать	spoke [spəʊk]	spoken
spill	проливать, разливаться	spent	spent
spread [spred]	простирается	spilt, spilled	spilt, spilled
stand	стоять	spread [spred]	spread [spred]
steal	воровать, красть	stood [stud]	stood [stud]
swim	плавать	stole	stolen
take	брать, взять	swam [swæm]	swum
teach	учить	took [tʊk]	taken ['teɪkən]
tell	сказать, рассказать	taught [tɔ:t]	taught [tɔ:t]
think	думать, полагать	told [təʊld]	told
throw [θrəʊ]	бросать	thought [θɔ:t]	thought
tread [tred]	ступать, топтать	threw [θru:]	thrown [θrəʊn]
understand	понимать, предполагать	trod	trodden
[ʌndə'stænd]		understood	understood
upset [ʌp'set]	расстраивать	[ʌndə'stʊd]	
wear [weə]	носить (одежду), изнашивать	upset	upset
win	выигрывать, побеждать	wore [wɔ:]	worn [wɔ:n]
write [raɪt]	писать	won [wʌn]	won [wʌn]
		wrote [rəʊt]	written ['rɪtn]

PRONOUNS (Местоимения)

Personal Pronouns (Личные местоимения)		Possessive (Притяжательные местоимения: чей? чья? чье?)		Reflexive (Возвратные местоимения)
Subject Pronouns (Именительный падеж: кто? что?)	Object Pronouns (Объектный падеж: кого? что? кому? чему? кем? чем?)	употребляются перед существительными	за ними не следуют существительные (абсолютная форма)	
I you she he it we you they	me you her him it us you them	my your her his its our your their	mine yours hers his its ours yours theirs	myself yourself herself himself itself ourselves yourselves themselves

NUMBERS (Числительные)

1–21	1-й–21-й	10, 20...	10-й, 20-й...	1/2 — a half 1/4 — a quarter 1 1/2 — one and a half 1.7 — one point seven
one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty twenty-one	first second third fourth fifth sixth seventh eighth ninth tenth eleventh twelfth thirteenth fourteenth fifteenth sixteenth seventeenth eighteenth nineteenth twentieth twenty-first	ten twenty thirty forty fifty sixty seventy eighty ninety a hundred two hundred a thousand a million	tenth twentieth thirtieth fortieth fiftieth sixtieth seventieth eightieth ninetieth hundredth two hundredth thousandth millionth	
		100 — a / one hundred 200 — two hundred 1,000 — a / one thousand 4,000 — four thousand 1,000,000 — a / one million 1,000,000,000 — a / one billion		

137 — one hundred and thirty-seven 5,253 — five thousand two hundred and fifty-three 2,500,000 — two million five hundred thousand	hundreds of students — сотни студентов / учащихся thousands of books — тысячи книг millions of people — миллионы людей
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ARTICLES

I. Indefinite Article (a / an) (Неопределенный артикль)

Артикль a / an употребляется:	
1 перед исчисляемым существительным в единственном числе, когда оно называется впервые	Mike has got a brother and a sister. I bought a new CD.
2 перед названием профессии	He is a doctor. I am a lawyer.
3 перед числительным (в значении "одна", "один")	a hundred, a thousand
4 в восклицательных предложениях	What a clever girl! It is a lovely day!

II. Definite Article (the) (Определенный артикль)

Артикль the употребляется:	
1 перед существительными как в единственном, так и во множественном числе, когда они уже знакомы или упоминались ранее	Here is the book you asked for. It's worth reading. This is the CD which I've bought for you.
2 перед существительными, являющимися единственными в своем роде	the Moon, the Sun, the Earth, the Solar System
3 перед названиями сторон света	the West, the North
4 перед названиями некоторых исторических учреждений (музеев, театров и т. д.)	the Kremlin, the British Museum
5 перед названиями газет	<i>The Times, The Moscow News</i>
6 перед названиями стран, содержащих слова: <i>republic, kingdom, states, federation</i>	the Russian Federation, the United States, the Czech Republic
7 перед названиями национальностей	the Russians, the English, the Germans
8 перед существительными с порядковыми числительными	the first interview, the Third World
9 перед существительными с прилагательными в превосходной степени	the best weekend, the smallest planet
10 перед фамилиями, употребляемыми во множественном числе для обозначения членов одной семьи	the Orlovs, the Spratts
11 перед словами: <i>theatre / cinema / radio / sky / sea / country</i>	We went to the theatre last Sunday. She likes swimming in the sea.
12 перед названиями пустынь	the Sahara Desert the Kalahari Desert
13 перед названиями групп островов	the Japanese Islands the Canaries / Canary Islands
14 перед названиями горных цепей	the Urals the Himalayas

15 перед названиями океанов	the Pacific Ocean the Indian Ocean
16 перед названиями морей	the Black Sea the Mediterranean Sea
17 перед названиями рек	the Mississippi the Nile
18 перед названиями проливов	the Panama Canal the Bering Strait

III. Zero Article (No Article)

Артикль не употребляется:	
1 перед именами и фамилиями	Agatha Christie, Alexander Pushkin
2 перед названиями стран, городов, улиц, площадей	France, London, Oxford Street, Red Square
3 перед названиями отдельных островов и горных вершин	Sakhalin, Malta, Elbrus, Everest
4 перед названиями континентов	Africa, Europe
5 перед названиями озер	Ontario, Baikal, Lake Superior

COMPARISON OF ADJECTIVES AND ADVERBS

(Степени сравнения прилагательных и наречий)

Adjective / Adverb (Прилагательное / Наречие)	Comparative (Сравнительная степень)	Superlative (Превосходная степень)
old short big nice pretty hard popular beautiful carefully	older shorter bigger nicer prettier harder more popular more beautiful more carefully	(the) oldest (the) shortest (the) biggest (the) nicest (the) prettiest (the) hardest (the) most popular (the) most beautiful { most carefully much more carefully
● Remember		
good bad far well much / many little	better worse farther / further better more less	(the) best (the) worst (the) farthest / furthest (the) best (the) most (the) least

VERBS IN THE ACTIVE FORM

	Simple	Continuous	Perfect	Perfect continuous
Present	Usually I feed my dog and then walk it.	My brother isn't at home at the moment. He is walking the dog.	The dog is not hungry. I have fed it.	I feel very cold. I have been walking my dog for two hours.
Past	When I was ill, my mother walked my dog.	Unfortunately I wasn't at home when Jason came. I was walking my dog.	By the time when I woke up, my father had already walked the dog.	My little brother felt happy. He had been walking a big dog since morning.
Future	Don't worry. I will walk your dog tomorrow if you are busy.	Don't call me from 10 a.m. till 11 a.m. I will be walking the dog and will not answer.	If you come tomorrow, we can have breakfast together at 8 a.m. I will have fed and walked my dog by this time.	By next summer I will have been training my dog for two years. I'm sure they will let us take part in a dog show.

Present perfect continuous (Настоящее завершённое продолженное)

Since	It has been snowing since 12 o'clock. Снег идет с 12 часов (и сейчас продолжает идти).
For	It has been snowing for 3 hours. Снег идет на протяжении трех часов (начался три часа назад и все еще продолжается).
Verbs which are not usually used in the continuous: <i>believe, consist, depend, know, love, mean, realise, belong, contain, hate, need, like, prefer, remember, seem, understand, suppose, want.</i>	
We have lived in Sochi for five years. I have known her since 1998.	

VERBS IN THE PASSIVE FORM*

	Simple	Continuous	Perfect
Present	Moscow is visited by millions of people every year.	I wake up very early now. A big house is being built just in front of my window, and they start working at 5 a.m.	I've got good news. We are moving soon. Our new house has already been built .
Past	Some researchers think that Moscow was founded much earlier than in the 12th century.	When we were here last month, this house was being built , remember? Look, now it's ready!	We applied to that building company because it had a good reputation — lots of beautiful buildings had already been built by them.
Future	The newspapers say that several sports centers will be built in our city.	Don't call me tomorrow at 3 p.m. I will be watching TV as a new plan of the reconstruction the city will be being discussed .	I don't have a lot of opportunities to do sports now. But I hope that a big sports center with a swimming pool will have been built not far from my house by the end of this year.

* Perfect continuous is not used in passive.

THE STRUCTURE OF THE SENTENCE

Wh-questions				
	Yes / No questions			
		Statements		
?	△	□	△	... ?
who what when where why what kind of which whose whom how old how long how many / much	do / does / did can / could shall / should will / would must may / might have / has / had be (am / is / are) was / were	I / you / it / she / he we / they Jane / Duncan Mr Green the UK all my family his friends a pretty girl some pupils	live / go / feel / want / study / remember / do / have / imagine / etc * gone written eating	other parts of the sentence (e.g. sometimes, every day, usually, in the evening, at 5 o'clock, at school, etc)

• The question to the subject

?	△	... ?
Who / What	lives / likes / does / is / has...	other parts of the sentence

TAG QUESTIONS / SHORT ANSWERS

Information + tag	If you confirm the information	If you deny the information
I'm your best friend, aren't I? You think you are cool, don't you? Your uncle smokes, doesn't he? It's very late already, isn't it? He is getting better in maths, isn't he? They are quarrelling, aren't they? They have already had lunch, haven't they? She will join our party a bit later, won't she? She can make the choice herself, can't she? You don't share my point of view, do you? You aren't listening to me, are you? You can't tell me the truth, can you?	Yes, you are. Yes, I do. Yes, he does. Yes, it is. Yes, he is. Yes, they are. Yes, they have. Yes, she will. Yes, she can. No, I don't. No, I'm not. No, I can't.	No, you aren't. No, I don't. No, he doesn't. No, it isn't. No, he isn't. No, they aren't. No, they haven't. No, she won't. No, she can't. Yes, I do. Yes, I am. Yes, I can.

MODAL VERBS

Functions	Modal verbs	
	Examples	Russian equivalents
ability (способность совершить действие)	can (be able to)	
Positive statement	Jane can speak three foreign languages.	Джейн может (способна) говорить на трех иностранных языках.
Question	Can you speak any foreign language?	Ты можешь говорить на каком-нибудь иностранном языке?
Negative statement	I can't speak Italian.	Я не могу говорить по-итальянски.
Past could = was able to	I could (was able to) speak French quite well when I was six.	В шесть лет я мог довольно хорошо говорить по-французски.
Present can = am able to are able to is able to	I left France ten years ago, but I can (am able to) speak some French still.	Я уехал из Франции десять лет назад, но все еще могу немного говорить по-французски.
Future will be able to	I'm going to France this summer and I think I will be able to practise my French there.	Этим летом я собираюсь во Францию и думаю, что смогу попрактиковаться там в использовании французского.
duty / obligation (обязанность / необходимость выполнить действие)	must (have to)	
Positive statement	You must take all your exams on time.	Ты должен сдавать все экзамены вовремя.
Negative statement (запрещение)	You mustn't smoke in this building.	В этом здании нельзя курить.
Past had to	I couldn't go to the concert with you yesterday because I had to complete my project for history.	Я не мог пойти с тобой вчера на концерт, потому что я должен был закончить реферат по истории.
Present must	I don't really enjoy washing up and cleaning the flat but I know that I must do it to help my parents.	Мне, конечно, не слишком нравится мыть посуду и убирать квартиру, но я понимаю, что должен это делать, чтобы помочь родителям.
Future will have to	I will have to take a Saturday job to buy a new bicycle for summer.	Я должен (мне придется) устроиться на работу по субботам, чтобы купить летом новый велосипед.
regulation / necessity (необходимость, определяемая законом, инструкцией, обстоятельствами)	have to	
	All students in our school have to wear uniforms.	Все учащиеся нашей школы должны (обязаны по правилам школы) носить форму.
	We failed our exam last week. That's why we have to take it again.	Мы провалились на экзамене на прошлой неделе, поэтому придется сдавать его снова.

Functions	Modal verbs	
	Examples	Russian equivalents
advice (совет, рекомендация)	must, should, ought to, shouldn't	
	You must go to London one day! It's a wonderful city!	Ты обязательно когда-нибудь должен съездить в Лондон! Это удивительный город.
	You should / ought to meet my new friend. He is a nice person and may help you with your English.	Тебе надо бы познакомиться с моим новым другом. Он приятный человек и, может быть, поможет тебе с английским.
	You shouldn't speak to your friend like that. You may hurt him.	Не следует говорить с другом в таком тоне. Ты можешь его обидеть.
necessity (необходимость / отсутствие необходимости)	need, needn't	
	We need to book tickets in advance.	Нам нужно заказать билеты заранее.
	We needn't book tickets in advance.	Нам не нужно (нет необходимости) заказывать билеты заранее.
polite requests / asking for permission (вежливая просьба / просьба о разрешении чего-либо)	can, may	
	Excuse me, can you tell me how to get to the station?	Извините, не подскажете, как пройти на станцию?
	— Can I wear your dress for our school party? — No, you can't . I never let anybody wear my clothes.	— Можно я надену твоё платье на школьную вечеринку? — Нет, нельзя. Я никому не разрешаю носить мои вещи.
	— May I take your phone? — No, you can't . You might break it.	— Можно взять твой телефон? — Нет, нельзя. А вдруг ты его сломаешь?
certainty and possibility (вероятность, возможность действия)	must, can, may, can't	
	He must be German. He speaks English with a strong German accent.	Он, наверняка, из Германии. (Я уверен, что он из Германии.) Он говорит по-английски с сильным немецким акцентом.
	He may / can live somewhere close to here. I often see him in our park.	Он, видимо, живет где-то поблизости. Я часто вижу его в нашем парке.
	He can't be Italian. He doesn't understand a word of Italian and doesn't even look Italian.	Не может быть, что он итальянец. Он не понимает ни слова по-итальянски и совсем не похож на итальянца.

THE INFINITIVE (Инфинитив или неопределенная форма глагола)

1 The infinitive can be used as:

The subject (подлежащее): *To learn English is very difficult.*

Part of the predicate (часть сказуемого): *My plan is to learn English.*

The object (дополнение): *I decided to learn English.*

The attribute (определение) — after nouns and pronouns:

I have nobody to help me. — Мне никому помочь. (У меня нет никого, кто бы мне помог.)

I don't have a dictionary to use. — У меня нет словаря, которым я мог бы пользоваться.

2 The infinitive is also used to express:

Purpose (цель):

I came here to learn English. — Я пришел сюда, чтобы учить английский.

Many people learn English to communicate with foreigners. — Много людей учат английский, чтобы общаться с иностранцами.

Notice that in this case we use a clause (придаточное предложение) to translate the infinitive into Russian.

Verb + object + (to) + verb

1		
me		
you		
make	her / him / it	do something
us		
them		

Anecdotes **make me** laugh.

Анекдоты заставляют меня смеяться.

2		
ask		
want		
tell	me	
expect	you	
help	her / him / it	to do something
invite	us	
order	them	
teach		

I often **ask them to** walk my dog.

Я часто прошу их погулять с моей собакой.

Verbs followed by *to* or by the *ing* form

Some verbs can only be followed by the infinitive with **to**.

agree	learn
arrange	manage
decide	offer
fail	pretend
afford	promise
happen	refuse
hope	want

He refused to invite her to the party.

She failed to pass the exam.

Some verbs and expressions can only be followed by the **ing** form.

be fond of	mind	avoid
enjoy	miss	be good at
finish	practise	fancy
give up	succeed in	
imagine	suggest	
it's worth	stop	
dislike	dream of	

This cathedral is very beautiful and old. It's worth visiting.

Some verbs can be followed by either **to** or the **ing** form:

begin	love
continue	prefer
hate	start
like	

I like to get up early on Sunday morning.

I like getting up early.

CONDITIONALS (Условные предложения)

Zero conditional To describe things that are generally true.	Conditional clause If + Present simple If the temperature goes down to zero descent,	Main clause Present simple water freezes.
First conditional To describe events which are possible in the present or future.	If + Present simple 1 If it snows, Если пойдет снег,	will + infinitive they will go skiing. они отправятся кататься на лыжах.
	2 If you don't write the composition, Если ты не напишешь сочинение,	you'll get low grades. ты получишь плохую оценку.
	3 If I see Jane, Если я увижу Джейн,	I'll invite her to my birthday party. я приглашу ее на свой день рождения.
	4 Don't miss the lessons, Не пропускай уроки, (Если ты пропустишь уроки,)	or you'll be punished. а то тебя накажут.
Second conditional To describe unlikely (маловероятные) situations in the present or future.	If + Past simple 1 If I knew the answer, Если бы я знал ответ,	would (might) I would (might) tell you. я бы сказал тебе.
	2 If I were you, На твоём месте	I would (might) learn German. я бы выучил немецкий язык.
	3 If she had money, Если бы у нее были деньги,	she would (might) spend her holidays abroad. то она могла бы проводить каникулы за границей.
	4 If they spoke Spanish, Если бы они говорили по-испански,	they would (might) go to Spain. то они могли бы съездить в Испанию.
Third conditional To describe situations that didn't happen in the past.	If + Past perfect 1 If she had interrupted people, Если бы она перебивала людей,	would + have + III form she would have been an intolerable person. она была бы не толерантным человеком.
	2 He didn't see the big boys bullying a disabled person. If he had seen them, Если бы он их увидел,	he would have stopped them. он бы остановил их.

REPORTED SPEECH (Косвенная речь)**I. Reported speech (Present)****Direct speech**

She says: "I *phone* my friends every day."
 (Present simple) (Present simple)

She says: "I *will phone* you tomorrow."
 (Present simple) (Future simple)

She says: "I *phoned* you an hour ago."
 (Present simple) (Past simple)

He asks: "What is the problem?"

Reported speech

She says (that) she *phones* her friends every day.
 (Present simple) (Present simple)

She says (that) she *will phone* me tomorrow.
 (Present simple) (Future simple)

She says (that) she *phoned* me an hour ago.
 (Present simple) (Past simple)

He asks what the problem is.

II. Reported speech (Past). Statements. Tense changes

She said: "I *phone* my friends every day."
 (Past simple) (Present simple)

She said: "I *will phone* you."
 (Past simple) (Future simple)

She said: "I *phoned* you yesterday."
 (Past simple) (Past simple)

He said: "I *can* solve this problem."
 (Past simple) (Present simple)

He said: "We *may* go there."
 (Past simple) (Present simple)

He said: "I *must* leave."
 (Past simple) (Present simple)

She said (that) she *phoned* her friends every day.
 (Past simple) (Past simple)

She said (that) she *would phone* me.
 (Past simple) (Future-in-the past)

She said (that) she *had phoned* the day before.
 (Past perfect)

He said (that) he *could* solve that problem.
 (Past simple) (Past simple)

He said (that) they *might* go there.
 (Past simple) (Past simple)

He said (that) he *had to* leave.
 (Past simple) (Past simple)

III. Reported speech (Past). Questions. Tense changes**General questions**

She said: "Are you a good reader?"
 (Past simple) (Present simple)

She said: "Does your sister *like* jogging?"
 (Past simple) (Present simple)

She said: "Will you *come* to the party?"
 (Past simple) (Future simple)

She said: "Have you *met* before?"
 (Past simple) (Present perfect)

General questions

She asked me if I was a good reader.
 (Past simple) (Past simple)

She wanted to know if my sister *liked* jogging.
 (Past simple) (Past simple)

She wondered if I *would come* to the party.
 (Past simple) (Future-in-the past)

She asked if we *had met* before.
 (Past simple) (Past perfect)

Wh-questions

He asked: "What is the problem?"

He said: "How *did* you get here tonight?"
 (Past simple) (Past simple)

He said: "What subjects *do* you like?"
 (Past simple) (Present simple)

He said: "What *are* you doing now?"
 (Past simple) (Present continuous)

He said: "Why *is* your cousin sad today?"
 (Past simple) (Present simple)

Wh-questions

He asked what the problem was.

He wanted to know how I *had got* there that night.
 (Past simple) (Past perfect)

He asked me what subjects I *liked*.
 (Past simple) (Past simple)

He wondered what I *was doing* then.
 (Past simple) (Past continuous)

He asked why my cousin *was sad* that day.
 (Past simple) (Past simple)

Appendix 8 Grammar Reference

IV. Reported speech (Past). Orders. Requests.

"Give up fast food," the doctor *said*.

"Don't be late!" *said* the teacher.

My mother said to me,

"Try to be flexible."

My best friend said, "Don't decide what I should do."

The doctor *advised* her to *give up* fast food.

The teacher *warned* us *not to be late*.

My mother advised me to try to be flexible.

My best friend told me not to decide what she should do.

Changes to time words and phrases

Direct speech	Reported speech
today	that day
tonight	that night
yesterday	the day before
tomorrow	the next day
(a week) ago	(a week) before
last year	the year before
next year	the following year
this evening	that evening
now	then

Changes to demonstrative pronouns

Direct speech	Reported speech
these	those
this	that
here	there

Word formation: common prefixes and suffixes

Nouns	Verbs	Adjectives	Adverbs	Numerals	Participles
-ion -tion / -sion -er / -or -ance / -ence -ing -ity / -ty / -cy -ist / -ism -ment -ship -hood	mis-, re-, un-, -ize (-ise), -en	un-, in-, il-, im-, non-, dis-, ir- -able / -ible -al, -(i)an -ful, -ic, -ing -y(ly), -ous -ive -less -ed	un- -ly	-teen -ty -th	-ing -ed

Vocabulary

A

abbreviation [əˈbrɪvɪ'eɪʃən] — сокращение, краткая форма
ability [əˈbɪlɪti] — способность
able ['eɪbəl] — способный (к чему-либо) / делать (что-либо)
about [əˈbaʊt] — о, около
above [əˈbʌv] — над, сверх
abroad [əˈbrɔːd] — за граница
absolutely ['æbsəluːtli] — абсолютно
abuse [əˈbjuːs] — оскорбление
abuse [əˈbjuːz] — оскорблять
academy [əˈkædəmi] — академия
accept [əkˈsept] — принимать, допускать
access ['ækses] — доступ
accessory [əkˈsesəri] — аксессуар
accident ['æksɪdənt] — несчастный случай
accidentally [ækˌsɪdəntəli] — случайно
according [əˈkɔːdɪŋ] — соответственно
accuse [əˈkjuːz] — обвинять
achieve [əˈtʃiːv] — достигать
achievement [əˈtʃiːvmənt] — достижение
across [əˈkrɒs] — через, поперек
act [ækt] — играть, разыгрывать, действовать
action ['ækʃən] — действие
active ['æktɪv] — активный
activity [ækˈtɪvɪti] — деятельность
actor ['æktə] — актер
actually ['æktʃʊəli] — на самом деле, действительно
add [æd] — добавлять
address [əˈdres] — адрес; адресовать, обращаться (к кому-то)
adjective ['ædʒɪktɪv] — имя прилагательное
adult ['ædʌlt] — взрослый
advance [ədˈvɑːns] — продвижение вперед; двигаться вперед
in advance — заранее
advantage [ədˈvɑːntɪdʒ] — преимущество
adventure [ədˈventʃə] — приключение
adverb ['ædvɜːb] — наречие
advert ['ædvɜːt] — реклама, объявление
advertisement [ədˈvɜːtɪsmənt] — реклама, объявление
advice [ədˈvaɪs] — совет, советы (только в ед. числе)
advise [ədˈvaɪz] — советовать
AE (American English) — американский английский язык
afford [əˈfɔːd] — позволять себе (о расходах)
afraid [əˈfreɪd] — испуганный
to be afraid of — бояться чего-либо
African-American ['æfrɪkən əˈmerɪkən] — афро-американец(ка)
after ['ɑːftə] — после
afternoon [ˌɑːftəˈnuːn] — время после полудня
again [əˈɡen] — опять, снова

against [əˈɡenst] — против
age [eɪdʒ] — возраст, век
for ages — долгое время
aged ['eɪdʒɪd] — пожилой, старый
agency ['eɪdʒənsi] — агентство
aggressive [əˈɡresɪv] — агрессивный
ago [əˈɡəʊ] — тому назад
agree [əˈɡriː] — соглашаться
agreement [əˈɡriːmənt] — согласие
AIDS [eɪdz] — СПИД
aim [eɪm] — цель
air [eə] — воздух
aircraft ['eəkrɑːft] — самолет, воздушное судно
airplane ['eəpleɪn] — самолет
airport ['eəpɔːt] — аэропорт
airsick ['eəˌsɪk] — воздушная болезнь
alarm [əˈlɑːm] — тревога; тревожиться
alcohol ['ælkəhɒl] — алкоголь
alike [əˈlaɪk] — похожий
alive [əˈlaɪv] — живой, бодрый
all [ɔːl] — весь, вся, всё, все
allow [əˈlaʊ] — разрешать, позволять
almost ['ɔːlməʊst] — почти
alone [əˈləʊn] — один, одинокий
along [əˈlɒŋ] — вдоль, по
aloud [əˈlaʊd] — громко, вслух
alphabetic(al) [ˌælfəˈbetɪk(əl)] — алфавитный
already [ɔːlˈredi] — уже
also [ɔːlsəʊ] — тоже, также
alternative [ɔːlˈtɜːnətɪv] — выбор, альтернатива; альтернативный
always [ɔːlˈwɪz] — всегда
a.m. / am / AM [ˌeɪ ˈem] — утро до обеда
am [æm, əm] (to be) — глагол-связка
amaze [əˈmeɪz] — удивлять, изумлять
amazing [əˈmeɪzɪŋ] — удивительный
ambition [æmˈbɪʃən] — амбиция
ambitious [æmˈbɪʃəs] — амбициозный
American [əˈmerɪkən] — американец; американский
among(st) [əˈmʌŋ(st)] — среди, посреди, между
amount [əˈmaʊnt] — сумма, количество; составлять (сумму)
amuse [əˈmjuːz] — развлекать, забавлять
amusement [əˈmjuːzmənt] — развлечение
ancient ['eɪnfənt] — древний, старинный
and [ænd, ənd] — и
anger ['æŋɡə] — гнев
angry ['æŋɡri] — сердитый, раздражительный
animal ['ænɪməl] — животное
animated [ˌænɪmeɪtɪd] **cartoon** — мультфильм
anniversary [ˌænɪˈvɜːsəri] — юбилей, дата
announce [əˈnaʊns] — объявлять, провозглашать
announcement [əˈnaʊnsmənt] — провозглашение, объявление
annoying [əˈnɔɪɪŋ] — вызывающий раздражение
another [əˈnʌðə] — еще один, другой

answer ['ɑ:nsə] — ответ; отвечать
 antique [æn'tɪk] — предмет старины
 antipollution [ˌæntɪpə'lju:ʃən] — противостоящий
 загрязнению среды
 any ['eni] — какой-нибудь, сколько-нибудь, любой
 anybody ['eni'bɒdi] — кто угодно
 anyhow ['enihaʊ] — в любом случае
 anymore [eni'mɔ:] — больше
 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, кроме
 apologise [ə'pɒlədʒaɪz] — извиняться
 appealing [ə'pi:lɪŋ] — привлекательный, притяга-
 тельный
 appear [ə'piə] — появляться
 appearance [ə'piərəns] — внешность
 application form [ˌæplɪ'keɪʃən fɔ:m] — бланк
 заявления
 appreciate [ə'pri:ʃieɪt] — ценить
 apprenticeship [ə'prentɪsʃɪp] — ученичество,
 стажировка
 appropriate [ə'prɒpriət] — подходящий
 approve [ə'pru:v] — одобрять, утверждать
 (документ)
 April ['eɪprəl] — апрель
 architect ['ɑ:kitekt] — архитектор
 architecture ['ɑ:kitektʃə] — архитектура
 are [ə], [ɑ:] (to be) — *глагол-связка*
 area ['eəriə] — площадь, пространство, район
 argue ['ɑ:gju:] — спорить
 argument ['ɑ:gjʊmənt] — аргумент, суждение
 armchair ['ɑ:mʃeə] — кресло
 armed [ɑ:md] — вооруженный
 army ['ɑ:mi] — армия
 around [ə'raʊnd] — вокруг, кругом
 arrange [ə'reɪndʒ] — устраивать, договариваться
 arrest [ə'rest] — арест; арестовывать
 arrival [ə'raɪvəl] — прибытие
 arrive [ə'raɪv] — приезжать, прибывать
 article ['ɑ:tɪkəl] — артикль, статья
 art(s) [ɑ:ts] — искусство, мастерство; художе-
 ственный
 as [əz, æz] — как
 ashamed [ə'ʃeɪmd] — стыдящийся
 to be ashamed of — стыдиться чего-либо
 ask [ɑ:sk] — спрашивать, просить
 asleep [ə'sli:p] — спящий
 aspect ['æspekt] — аспект
 assistant [ə'sɪstənt] — помощник, ассистент
 astronaut ['æstrɒnɔ:t] — астронавт, космонавт
 at [ət, æt] — на, за, в
 ate [et, eɪt] — *past tense of eat*
 athletic [æθ'letɪk] — атлетичный, спортивный
 atmosphere ['ætməsfiə] — атмосфера
 attack [ə'tæk] — нападение; нападать, атаковать
 attend [ə'tend] — посещать
 attention [ə'tenʃən] — внимание

attentive [ə'tentɪv] — внимательный
 attitude ['ætɪtju:d] — отношение
 attract [ə'trækt] — привлекать, притягивать
 attraction [ə'trækʃən] — развлечение, аттракцион
 attractive [ə'træktɪv] — привлекательный
 August ['ɔ:gəst] — август
 aunt [ɑ:nt] — тетья
 Australian [v'streɪliən] — австралиец,
 австралийский
 author ['ɔ:θə] — автор, писатель
 auto ['ɔ:təʊ] — авто
 autumn ['ɔ:təm] — осень
 available [ə'veɪləbəl] — доступный
 average ['ævərɪdʒ] — средний, в среднем
 avoid [ə'vɔɪd] — избегать
 award [ə'wɔ:d] — награда; присуждать что-либо
 away [ə'wei] — прочь
 awful ['ɔ:fəl] — ужасный, шокирующий

B

baby ['beɪbi] — ребенок
 babysitter ['beɪbɪsɪtə] — няня (*присматривающая
 за детьми*)
 back [bæk] — спина; назад, обратно
 backdrop ['bækdɒp] = background
 background ['bækgraʊnd] — предшествующий
 опыт / условия
 bad [bæd] — плохой
 badge [bædʒ] — бейдж
 badly ['bædli] — плохо
 bag [bæg] — сумка, портфель
 baggage ['bæɡɪdʒ] — багаж
 baggage reclaim ['bæɡɪdʒ rɪ'kleɪm] — выдача
 багажа; место, где выдается багаж
 bake [beɪk] — печь (хлеб, пироги)
 bakery ['beɪkəri] — пекарня
 bald ['bɔ:ld] — лысый; с белым пятном
 на голове (*о птицах и животных*)
 ballet ['bæleɪ] — балет
 banana [bə'nɑ:nə] — банан
 bang [bæŋ] — ударить(ся), шлепнуть(ся)
 bar [bɑ:] — батончик (*шоколадный*)
 barbecue ['bɑ:bɪkjʊ:] — барбекю (*разновидность
 пикника*), жарить мясо на углях
 based [beɪst] — основанный (на чем-либо)
 baseball ['beɪsbɔ:l] — бейсбол
 basic ['beɪsɪk] — основной, важный
 basis ['beɪsɪs] — основа
 BBC [bi: bi: 'si:] = British Broadcasting Corporation
 BE = British English — Британский английский
 язык
 be [bi:] (was, were, been) — быть, находиться,
 являться
 beard [biəd] — борода
 beat [bi:t] (beat, beaten) — бить
 beautiful ['bjʊtɪfəl] — красивый, прекрасный
 beauty ['bjʊti] — красота, красавица
 because [br'kɒz] — потому что, так как

become [bɪ'kʌm] (became, become) — становиться
 becoming [bɪ'kʌmɪŋ] — подходящий (идущий к лицу)
 bed [bed] — кровать
 before [bɪ'fɔː] — до, прежде чем
 begin [bɪ'ɡɪn] (began, begun) — начинать
 beginning [bɪ'ɡɪnɪŋ] — начало
 behalf [bɪ'hɑːf] (on behalf of someone) — от имени кого-либо
 behave [bɪ'heɪv] — вести себя, поступать
 behaviour [bɪ'heɪvjə] — поведение
 behind [bɪ'haɪnd] — за, позади
 being [bɪɪŋ] — существование
 human being — человек, человеческое существо
 believe [bɪ'li:v] — верить, думать
 belong [bɪ'lɒŋ] — принадлежать
 below [bɪ'ləʊ] — ниже, внизу
 besides [bɪ'saɪdɪz] — кроме, помимо
 best [best] — самый лучший
 bet [bet] — держать пари
 betray [bɪ'treɪ] — предавать, выдавать
 better ['betə] — лучше
 between [bɪ'twɪn] — между
 beyond [bɪ'jɒnd] — за пределами чего-либо
 bicycle ['baɪsɪkl] — велосипед
 big [bɪɡ] — большой
 bike [baɪk] = bicycle — велосипед
 biography [baɪ'ɒɡrəfi] — биография
 biology [baɪ'ɒlədʒi] — биология
 bird [bɜːd] — птица
 birthday ['bɜːθdeɪ] — день рождения
 birthplace ['bɜːθpleɪs] — место рождения
 biscuit ['bɪskɪt] — печенье
 bit [bɪt] (a bit of) — кусочек
 black [blæk] — черный
 blackboard ['blækbo:d] — школьная доска
 blame [bleɪm] — обвинять, осуждать
 blank [blæŋk] — пропуск, бланк; отсутствующий
 blood [blʌd] — кровь
 blow [bləʊ] (blew, blown) — дуть, надувать
 blue [bluː] — голубой, синий
 board [bo:d] — доска; садиться в самолет
 boarding ['bo:diŋ] pass — посадочный талон
 boast [bəʊst] — хвастать
 boat [bəʊt] — лодка, корабль
 body ['bɒdi] — тело, корпус
 bold [bəʊld] — жирный шрифт
 Bolshoi Theatre ['bɒlʃɔɪ] (the) — Большой театр
 book [buk] — книга; заказывать (билет)
 booking office ['bʊkɪŋ 'ɒfɪs] — билетная касса
 bookworm ['bʊkwɜːm] — книжный червь / книжная душа
 border ['bo:də] — граница; граничить
 bore [boː] — зануда; надоедать
 be bored — скучать
 boring ['bɔːɪŋ] — скучный, надоедливый
 born [boːn] — рожденный
 be born — родиться

borrow ['bɒrəʊ] — брать взаймы (книги, деньги)
 both [bəʊθ] — оба
 bother ['bɒðə] — беспокоить, надоедать
 bottle ['bɒtl] — бутылка
 box [bɒks] — ящик, коробка, бок
 the box — телевизор
 bracket ['brækɪt] — скобка
 brain(s) [breɪn] — мозги, умственные способности
 brave [breɪv] — храбрый, отважный
 bread [bred] — хлеб
 break [breɪk] (broke, broken) — ломать, крушить
 break [breɪk] — перерыв, перемена
 breakfast ['brekfəst] — завтрак
 bridge [brɪdʒ] — мост
 brief [brɪf] — краткий
 bright [braɪt] — яркий, способный
 bring [brɪŋ] (brought) — приносить, приводить, привозить
 British ['brɪtɪʃ] — британец(ка); британский
 broaden ['brɒdn] — расширять
 brother ['brʌðə] — брат
 brown [braʊn] — коричневый
 browse [braʊz] — искать в Интернете
 build [bɪld] (built) — строить
 building ['bɪldɪŋ] — здание, строение
 bully ['buli] — хулиган, задира; запугивать, задира
 bullying ['bulɪŋ] — запугивание
 burn [bɜːn] (burnt) — жечь, гореть
 bus [bʌs] — автобус
 bush [bʊʃ] — куст
 business ['bɪznɪs] — бизнес, дело
 busy ['bɪzi] — занятой, загруженный, оживленный
 but [bət], [bat] — но, кроме
 buy [baɪ] (bought) — покупать, купить
 by [baɪ] — у, около, к
 by car — на машине, машиной
 bye (-bye) [baɪ] — до свидания (разг.)

C

café ['kæfeɪ] — кафе
 cake [keɪk] — торт, пирожное
 call [kɔːl] — зов, звонок; звонить, звать, называть
 to give a call, to call up — звонить (по телефону)
 calm [kɑːm] — успокаивать; спокойный
 camera ['kæməɾə] — фотоаппарат, кинокамера
 camp [kæmp] — лагерь; останавливаться
 в лагере, разбивать лагерь
 can [kən], [kæn] (could) — могу, умею
 canal [kə'neɪl] — канал
 candidate ['kændɪdeɪt] — кандидат
 capital ['kæpɪtl] — столица; заглавная буква
 captain ['kæptɪn] — капитан
 car [kɑː] — легковая машина
 card [kɑːd] — открытка, карточка

Vocabulary

care [keə] — забота, уход; заботиться
to take care of somebody — заботиться
о ком-либо
career [keə'piə] — карьера, занятие
careful ['keəfəl] — внимательный, осторожный
careless ['keələs] — беззаботный, безалаберный
caring ['keəriŋ] — заботливый
carry ['kæri] — носить, возить
cartoon [kɑ:'tu:n] (animated) — мультфильм
case [keis] — случай, дело
cassette [kə'set] — кассета
catch [kæʃ] (caught) — ловить, поймать
cause [kɔ:z] — причина; причинять
cave [keiv] — пещера
celebrate ['selibreit] — праздновать
celebration [ˌseli'breiʃən] — празднование,
юбилей
celebrity [sə'lebrəti] — известная личность,
кумир
centre (center) ['sentə] — центр
central ['sentrəl] — центральный
century ['sentʃəri] — век, столетие
certain ['sɜ:tn] — определенный
certainly ['sɜ:tnli] — конечно, несомненно
certificate [sə'tɪfɪkət] — сертификат, аттестат
chain [tʃeɪn] — цепь
chair [tʃeə] — стул
challenge ['tʃælɪndʒ] — вызов, трудность; бросать
вызов
champion ['tʃæmpjən] — чемпион
chance [tʃɑ:ns] — шанс, возможность
change [tʃeɪndʒ] — перемена, изменение, сдача;
менять, изменять
channel ['tʃænl] — канал
character ['kærɪktə] — характер, персонаж
characteristic [ˌkærɪktə'rɪstɪk] — характеристика;
характерный
chart [tʃɑ:t] — таблица
chat [tʃæt] — легкий разговор; болтать
chatbox ['tʃætəbɒks] — болтун / болтушка
cheap [tʃi:p] — дешевый
cheat [tʃi:t] — нечестный человек, обманщик;
обманывать, списывать
check [tʃek] — проверка, контроль; проверять
check in — регистрироваться
check out — выписываться (из гостиницы)
cheer [tʃiə] — подбадривать
chemic(al) ['kemɪk(əl)] — химический
chemistry ['kemɪstri] — химия
chief [tʃi:f] — старший по положению, наиболее
важный
child [tʃaɪld] — ребенок
childhood ['tʃaɪldhʊd] — детство
children ['tʃɪldrən] — дети
Chinese [tʃaɪ'ni:z] — китаец, китайский
chips [tʃɪps] — чипсы, хрустящий жареный
картофель
choice [tʃɔɪs] — выбор
choose [tʃu:z] (chose, chosen) — выбирать

Christmas ['krɪsməs] — Рождество
church [tʃɜ:tʃ] — церковь
cinema ['sɪnɪmə] — кино, кинотеатр
circle ['sɜ:kəl] — круг; обводить
circus ['sɜ:kəs] — цирк
citizen ['sɪtɪzən] — гражданин
city ['sɪti] — город (большой)
civilised ['sɪvəlaɪzd] — цивилизованный
class [klɑ:s] — класс, урок
classical ['klæsɪkəl] — классический
classmate ['klɑ:smet] — одноклассник,
одноклассница
clean [kli:n] — чистый
clear [kliə] — ясный, чистый, понятный
clever ['klevə] — умный
cliff [klɪf] — скала, утес
climate ['klaɪmɪt] — климат
climb [klaɪm] — взбираться вверх
clock [klɒk] — часы (настенные)
6 o'clock — 6 часов
close [kləʊs] — близкий; близко
close [kləʊz] — закрывать
clothes [kləʊðz] — одежда
cloud [klaʊd] — облако, туча
clown [klaʊn] — клоун
club [klʌb] — клуб
coach [kəʊtʃ] — тренер
coast [kəʊst] — побережье
coffee ['kɒfi] — кофе
coin [kɔɪn] — монета
cold [kəʊld] — холодный; холодно
catch / have a cold — простудиться
collect [kə'lekt] — коллекционировать, собирать,
забирать
college ['kɒlɪdʒ] — колледж
collision [kə'lɪʒən] — столкновение
colony ['kɒləni] — колония
color / colour ['kʌlə] — цвет, краска
column ['kɒləm] — столбец, колонка
combination [ˌkɒmbɪ'neɪʃən] — сочетание,
комбинация
combine [kəm'baɪn] — сочетать, комбинировать
come [kʌm] (came, come) — приходить,
приезжать
comedy ['kɒmɪdi] — комедия
comfort ['kʌmfət] — комфорт; успокаивать
comfortable ['kʌmfətəbəl] — удобный, уютный,
комфортабельный
comment ['kɒmənt] — высказывать мнение,
комментировать
commercial [kə'mɜ:ʃəl] — коммерческий,
связанный с коммерцией
common ['kɒmən] — общий, обычный
communicate [kə'mju:nɪkeɪt] — общаться, сообщать
communication [kə'mju:nɪ'keɪʃən] — общение,
связь, коммуникация
community [kə'mju:nɪti] — сообщество людей
company ['kʌmpəni] — компания, общество
compare [kəm'peə] — сравнивать

compete [kəm'pi:t] — соревноваться, состязаться
competition [kəm'pi:tʃən] — соревнование, конкурс
complete [kəm'pli:t] — завершать, заканчивать
completely [kəm'pli:tli] — полностью, целиком
comprehension [kəm'pri'hensən] — понимание
computer [kəm'pjutə] — компьютер
concentrate ['kɒnsəntreɪt] — сосредоточиться, сконцентрироваться
concern [kən'sɜ:n] — забота; заботиться, касаться
concert ['kɒnsət] — концерт
conclusion [kən'kluzən] — заключение, решение
condition [kən'diʃən] — условие
conditional [kən'diʃənəl] — условный; сослагательное наклонение
conference ['kɒnfərəns] — конференция
confident ['kɒnfɪdənt] — уверенный (в чем-либо), уверенный в себе
conflict ['kɒnflɪkt] — ссора, конфликт
confuse [kən'fju:z] — спутать, ошибаться
congratulate [kən'græʃjuleɪt] — поздравлять
connect [kə'nekt] — связывать, объединять
consequence ['kɒnsɪkwəns] — следствие, последствие, результат
conservative [kən'sɜ:vətɪv] — консервативный
consider [kən'sɪdə] — рассматривать, считать
consist (of) [kən'sɪst] — состоять (из)
construct [kən'strʌkt] — возводить, сооружать, конструировать
consult [kən'sʌlt] — консультировать(ся)
contact ['kɒntækt] — контакт; соединять, связывать(ся)
contain [kən'teɪn] — содержать, вмещать
contemporary [kən'tempərəri] — современный, принадлежащий одной эпохе
content ['kɒntent] — содержание, оглавление
contest ['kɒntest] — конкурс, соревнование
continent ['kɒntɪnənt] — континент
continue [kən'tɪnju:] — продолжать, продлевать
contrary ['kɒntrəri] — противоположный
contribute (to) [kən'trɪbjʊt] — вносить вклад (в)
control [kən'trəʊl] — проверка, контроль; проверять, управлять
convenient [kən'vi:niənt] — удобный
conversation [kɒnvə'seɪʃən] — разговор
convince [kən'vɪns] — убеждать
convincing [kən'vɪnsɪŋ] — убедительный, убеждающий
cook [kʊk] — повар; готовить (еду)
cool [ku:l] — прохладный, модный, крутой
cooperate [kəʊ'pɪreɪt] — сотрудничать
copy ['kɒpi] — переписывать, копировать
coral ['kɒrəl] — коралл
corner ['kɔ:nə] — угол
correct [kə'rekt] — исправлять; правильный
corresponding [kɒrɪs'pɒndɪŋ] — соответствующий
cos (only spoken English) = because — потому что
cosmopolitan [kɒz'mə'pɒlɪtən] — космополитичный, ориентированный на общечеловеческие ценности

cost [kɒst] — стоимость; стоить
could [kəd], [kʊd] — мог
count [kaʊnt] — считать
country ['kʌntri] — страна, сельская местность
countryside ['kʌntrisaɪd] — сельская местность, деревня
couple ['kʌpəl] — пара
courage ['kʌrɪdʒ] — смелость, отвага
courageous [kə'reɪdʒəs] — отважный, бесстрашный
course [kɔ:s] — курс
of course — конечно
cousin ['kʌzən] — двоюродный(ая) брат / сестра
cover ['kʌvə] — укрывать, покрывать
crab [kræb] — краб
crash [kræʃ] — столкновение, авария; ударяться шумно и сильно
crazy ['kreɪzi] — ненормальный, безумный
create [kri'eɪt] — творить, создавать
creative [kri'eɪtɪv] — творческий
creature [kri:tʃə] — существо (живое)
crime [kraɪm] — преступление
criminal ['krɪmɪnəl] — преступник; криминальный
criticise ['krɪtɪsaɪz] — критиковать
cross [krɒs] — пересекать, переходить
crowd [kraʊd] — толпа; толпиться
crowded ['kraʊdɪd] — переполненный, загруженный
crown [kraʊn] — корона
cruel ['kruəl] — жестокий, безжалостный
cruelty ['kruəlti] — жестокость
cry [krai] — крик, плач; кричать, плакать
cultural ['kʌltʃərəl] — культурный
culture ['kʌltʃə] — культура
cup [kʌp] — чашка, кубок
curious ['kjʊəriəs] — любопытный, любознательный
currency ['kʌrənsɪ] — валюта
current ['kʌrənt] — текущий; происходящий в настоящее время
custom ['kʌstəm] — обычай
customs ['kʌstəmz] — таможня
customer ['kʌstəmə] — покупатель, клиент
cut [kʌt] — резать, рубить
cut down [kʌt daʊn] — вырубать (деревья, леса)
cute [kjʊt] — симпатичный, обаятельный
CV [si 'vi:] (short for 'curriculum vitae') — резюме (для поступления на работу, учебу)
cycle ['saɪkəl] — ездить на велосипеде

D

dad [dæd] — папа
daffodil ['dæfədɪl] — нарцисс
daily ['deɪli] — ежедневный; ежедневно
damage ['dæmɪdʒ] — разрушение; разрушать, вредить
dance [dɑ:ns] — танец; танцевать
danger ['deɪndʒə] — опасность

Vocabulary

dangerous ['deɪndʒərəs] — опасный
dark [dɑ:k] — темный; темно
date [deɪt] — дата, свидание
daughter ['dɔ:tə] — дочь
day [deɪ] — день
dead [ded] — мертвый
deaf [def] — глухой
deal [di:l] — иметь дело, торговать
dear [diə] — дорогой, высокоуважаемый
death [deθ] — смерть
debate [dr'bert] — спорить, обсуждать, дебатировать
decide [dr'saɪd] — решать
decision [dr'sɪʒən] — решение
declaration [ˌdekler'eɪʃən] — декларация
declare [dr'kleə] — провозглашать, объявлять
decorate ['dekəreɪt] — украшать
deep [di:p] — глубокий
defend [dr'fend] — защищать
definition [ˌdefɪ'nɪʃən] — определение, значение
degree [dr'ɡri:] — степень, ученая степень; градус
delay [dr'leɪ] — отсрочка; откладывать
delicious [dr'liʃəs] — вкусный, изысканный
delight [dr'laɪt] — радость, восторг
delighted [dr'laɪtɪd] — радостный, довольный
demand [dr'mɑ:nd] — требование; требовать
democracy [dr'mɒkrəsi] — демократия
democratic [ˌdema'krætɪk] — демократичный
demonstrate ['demonstreɪt] — демонстрировать
departure [dr'pɔ:tʃə] (lounge) — отбытие, отъезд, вылет, зал вылета
depend [dr'pend] (on) — зависеть (от)
dependent [dr'pendənt] — зависимый
depressed [dr'prest] — находящийся в состоянии депрессии
describe [dr'skraɪb] — описывать
description [dr'skriʃən] — описание
desert ['dezət] — пустыня
deserve [dr'zɜ:v] — заслуживать
design [dr'zeɪn] — проект, рисунок, дизайн; проектировать, создавать
destroy [dr'strɔɪ] — разрушать, уничтожать
detailed ['di:teɪld] — подробный, детальный
detect [dr'tekt] — обнаруживать
detective [dr'tektɪv] — сыщик, детектив; детективный
develop [dr'veləp] — развивать(ся)
development [dr'veləpmənt] — развитие
devote [dr'vəʊt] — посвящать, уделять (время, внимание)
dialogue ['daɪəlɒɡ] — диалог, разговор
dictionary ['dɪkʃənəri] — словарь (книга)
die [daɪ] — умереть, умирать
diet ['daɪət] — диета; соблюдать диету
differ ['dɪfə] — различаться
difference ['drɪfərəns] — разница, различие
different ['drɪfərənt] — различный
difficult ['dɪfɪkəlt] — трудный
difficulty ['dɪfɪkəlti] — трудность, затруднение

dinner ['dɪnə] — обед (обычно во второй половине дня или вечером)
direct [dr'rekt] — направлять(ся); прямой
directions [dr'rekʃənz] — указания
directory [dr'rektəri] (telephone) — справочник (телефонный)
dirty ['dɜ:ti] — грязный
disability [ˌdɪsə'bɪlɪti] — инвалидность
disabled [ˌdɪsə'bɪld] — инвалид, человек с ограниченными физическими возможностями
disadvantage [ˌdɪsəd'vɑ:ntɪdʒ] — недостаток
disagree [ˌdɪsə'ɡri:] — не соглашаться, ссориться
disagreement [ˌdɪsə'ɡri:mənt] — несогласие
disappear [ˌdɪsə'piə] — исчезать, скрываться
disappoint [ˌdɪsə'pɔɪnt] — разочаровывать(ся)
disapprove [ˌdɪsə'pru:v] (of) — не одобрять
disaster [dr'zɑ:stə] — бедствие, несчастье
disco ['diskəʊ] — дискотека
discover [dr'skʌvə] — открывать, делать открытие
discovery [dr'skʌvəri] — открытие
discriminate [dr'skrɪmɪneɪt] — утнетать
discrimination [dr'skrɪmɪneɪʃən] — дискриминация, утнетение
discuss [dr'skʌs] — обсуждать
discussion [dr'skʌʃən] — дискуссия, обсуждение
disease [dr'zi:z] — болезнь
dish [dɪʃ] — блюдо
dislike [dr'slaɪk] — не любить
disrespect [ˌdrɪs'respekt] — неуважение; не уважать
distant ['dɪstənt] — дальний, отдаленный, далекий
district ['dɪstrɪkt] — район, округ
distrust [dr'strʌst] — не доверять
dive [daɪv] — нырять
diversity [dr'vɜ:sɪti] — различие
divide [dr'vaɪd] — делить, разделять
do [du:] (did, done) — делать, выполнять, поступать
doctor ['dɒktə] — доктор, врач
document ['dɒkjumənt] — документ
does [dəz] — см. do
dolphin ['dɒlfɪn] — дельфин
donkey ['dɒŋki] — осёл
door [dɔ:] — дверь
double ['dʌbəl] — двойной
doubt [daʊt] — сомнение; сомневаться
doughnut ['dəʊnʌt] — пончик
down [daʊn] — вниз, внизу
dozen ['dʌzən] — дюжина
drain [dreɪn] — высушивать, осушать
drama ['drɑ:mə] — драма
draw [drou:] (drew, drawn) — рисовать, привлекать (внимание)
dream [dri:m] — мечта, сон; мечтать
dress [dres] — платье; одевать(ся)
drink [drɪŋk] (drank, drunk) — напиток; пить
drive [draɪv] (drove, driven) — вести машину
drop [drɒp] — бросать, ронять
drought [draʊt] — засуха
drugs [dragz] — наркотики

dry [draɪ] — сухой; сухо
during [ˈdjʊərɪŋ] — на протяжении, во время
duty [ˈdʒʊti] — обязанность
dynamic [daɪˈnæmɪk] — подвижный, динамичный

E

each [iːtʃ] — каждый
each other — друг друга, друг другу
eagle [ˈiːɡəl] — орел
ear [ɪə] — ухо
early [ˈɜːli] — ранний, рано
earn [zːn] — зарабатывать (деньги)
Earth (the) [zːθ] — Земля (планета)
earthquake [ˈzːθkwɛɪk] — землетрясение
east [iːst] — восток
eastern [ˈiːstən] — восточный
easy [ˈiːzi] — легкий, легко
eat [iːt] (ate, eaten) — есть, кушать
eccentricity [ˌɛksənˈtrɪsɪti] — эксцентричность
ecology [ˈiːkələdʒi] — экология
economic [ˌɛkəˈnɒmɪk] — экономный, экономически выгодный
editor [ˈɛdɪtə] — редактор (человек)
educated [ˈɛdʒʊkeɪtɪd] — образованный
education [ˌɛdʒʊˈkeɪʃən] — образование
effect [ɪˈfɛkt] — эффект, результат, влияние
effective [ɪˈfɛktɪv] — эффективный
effort [ˈɛfət] — усилие, попытка
egg [eg] — яйцо
eight [eɪt] — восемь
eighteen [ˌeɪˈtiːn] — восемнадцать
either [ˈaɪðə], [ɪðə] — любой (из двух), каждый, также
elder [ˈeldə] — старший (в семье)
elderly [ˈeldəli] — пожилой
electric [ɪˈlɛktrɪk] — электрический
electricity [ɪˌlɛkˈtrɪsɪti] — электричество
elegant [ˈɛlɪɡənt] — элегантный
element [ˈɛlɪmənt] — элемент
else [els] — еще
emblem [ˈɛmbləm] — эмблема, символ, герб
emergency [ɪˈmɜːdʒənsi] — крайняя необходимость, непредвиденный случай, авария
emotion [ɪˈmɔʊʃən] — эмоция, эмоциональный
empire [ˈɛmpaɪə] — империя; имперский
employer [ɪmˈplɔɪə] — работодатель
encourage [ɪnˈkʌrɪdʒ] — поощрять, подбадривать
encouragement [ɪnˈkʌrɪdʒmənt] — поддержка, поощрение
encouraging [ɪnˈkʌrɪdʒɪŋ] — ободряющий
end [end] — конец, окончание; заканчивать
endangered [ɪnˈdeɪndʒəd] — находящийся под угрозой вымирания или уничтожения
enemy [ˈɛnəmi] — враг, противник
energetic [ˌɛnəˈdʒetɪk] — энергичный
energy [ˈɛnədʒi] — энергия, сила
engine [ˈɛndʒɪn] — двигатель
engineer [ˌɛndʒɪˈniə] — инженер

English [ˈɪŋɡlɪʃ] — англичанин(ка); английский язык; английский
enjoy [ɪnˈdʒɔɪ] — получать удовольствие, наслаждаться
enjoyment [ɪnˈdʒɔɪmənt] — удовольствие, наслаждение
enough [ɪˈnaʊ] — довольно, достаточно
enter [ˈɛntə] — поступать, входить
to enter university — поступать в университет
entertain [ˌɛntəˈteɪn] — развлекать
entertainment [ˌɛntəˈteɪnmənt] — развлечение
entitle [ɪnˈtaɪtl] — озаглавливать, давать название
environment [ɪnˈvaɪərmənt] — окружающая среда
environmental [ɪnˌvaɪənməntəl] — связанный с окружающей средой
envy [ˈɛnvi] — завидовать
episode [ˈɛpɪsɔd] — эпизод, случай
equal [ˈiːkwəl] — равный, одинаковый
equality [ˈiːkwəlɪti] — равенство
equipment [ˈiːkwɪpmənt] — оборудование
equivalent [ˈiːkwɪvələnt] — эквивалент
era [ˈɪərə] — эра
eruption [ɪˈrʌpʃən] — извержение (вулкана)
escape [ɪˈskeɪp] — спастись, ускользнуть, избежать
especially [ɪˈspeʃəli] — особенно, специально
essay [ˈɛseɪ] — очерк, эссе, сочинение
essential [ɪˈsɛnʃəl] — важный, необходимый, существенный
establish [ɪˈstæblɪʃ] — устанавливать
etc [et ˈsɒtərə] — и так далее
ethnic [ˈɛθnɪk] — этнический
ethnicity [ɪˈθnɪsɪti] — этническая принадлежность
European [ˌjʊərəˈpiːən] — европеец; европейский
eve [ɪv] — канун
even [ˈiːvən] — даже
evening [ˈiːvɪŋ] — вечер
event [ɪˈvɛnt] — событие, вид (спорта)
ever [ˈɛvə] — когда-либо
every [ˈɛvri] — каждый, всякий
everybody [ˈɛvribɒdi] — все, каждый (человек)
everyday [ˈɛvrɪdeɪ] — повседневный, ежедневный
everyone [ˈɛvriwʌn] — каждый (человек), все до одного
everything [ˈɛvriθɪŋ] — всё
everywhere [ˈɛvriweə] — всюду, везде
exactly [ɪɡˈzæktli] — точно
exam [ɪɡˈzæm] — экзамен
examination [ɪɡˌzæmɪˈneɪʃən] — экзамен
example [ɪɡˈzɑːmpl] — пример
excellent [ˈɛksələnt] — отличный, превосходный
except [ɪkˈsept] — кроме, за исключением
exchange [ɪksˈtʃeɪndʒ] — обмен; обменивать(ся)
excitement [ɪkˈsaɪtmənt] — волнение
exciting [ɪkˈsaɪtɪŋ] — вызывающий интерес, волнующий
excursion [ɪksˈkɜːʃən] — экскурсия
excuse [ɪksˈkjuːz] — причина, предлог; извиниться
exhibition [ˌɛksɪˈbɪʃən] — выставка

Vocabulary

exist [ɪg'zɪst] — существовать
existence [ɪg'zɪstəns] — существование
exotic [ɪg'zɒtɪk] — экзотический
expect [ɪk'spekt] — ожидать, надеяться, предполагать
expectation [ˌekspek'teɪʃən] — ожидание
expedition [ˌeksprɪ'dɪʃən] — экспедиция
expensive [ɪk'spensɪv] — дорогой (по цене)
experience [ɪk'spiəriəns] — опыт, испытание
explain [ɪk'spleɪn] — объяснять, пояснять
explanation [ˌeksplə'neɪʃən] — объяснение
exploitation [ˌeksplɔɪ'teɪʃən] — эксплуатация
explore [ɪk'splɔː] — исследовать, изучать
express [ɪk'spres] — выражать (мысли)
expression [ɪk'spreʃən] — выражение
extinct [ɪk'stɪŋkt] — вымирающий
extra ['ekstrə] — дополнительный
extra- [ˌekstrə] — экстра-, сверх-
extract ['ekstrækt] — отрывок (из текста)
extreme [ɪk'striːm] — экстремальный
extremely [ɪk'striːmli] — крайне, чрезвычайно
eye [aɪ] — глаз

F

fabulous ['fæbjʊləs] — сказочный, потрясающий
face [feɪs] — лицо
facilities [fə'sɪlɪtɪz] — технические приспособления, спортивные сооружения
fact [fækt] — факт, событие, обстоятельство
factory ['fæktəri] — фабрика, завод
fail [feɪl] — проваливать(ся), терпеть неудачу
faint [feɪnt] — падать в обморок; слабый
fair [feə] — ярмарка; справедливый
fairy tale ['feərɪtəl] — сказка
fall [fɔːl] (fell, fallen) — падать
false [fɔːls] — неверный, фальшивый
familiar [fə'mɪliə] — знакомый
family ['fæməli] — семья
famous ['feɪməs] — знаменитый, известный
fan [fæn] — (разг.) болельщик, фанат(ка)
fancy ['fænsi] — представить, вообразить
fancy dress ['fænsi dres] — карнавальный костюм
fantastic [fæn'tæstɪk] — фантастический, превосходный
far [fɑː] — далекий; далеко
farm [fɑːm] — ферма
fashion ['fæʃən] — мода, фасон
fashionable ['fæʃənəbəl] — модный, фешенебельный
fast [fɑːst] — быстрый; быстро
fat [fæt] — жир; толстый, жирный
fate [feɪt] — судьба
father ['fɑːðə] — отец, папа
favourite ['feɪvərɪt] — любимый
fear [fiə] — страх; бояться
feature ['fi:tʃə] — черта (характера), черты лица
federation [ˌfedə'reɪʃən] — федерация
fee [fiː] — плата, оплата

feed [fiːd] (fed) — кормить
feel [fiːl] (felt) — чувствовать
feeling ['fiːlɪŋ] — чувство, ощущение
feet [fiːt] — (см. foot) ноги (ступни)
fence [fens] — изгородь, забор
few [fjuː] — несколько, немного
fiction ['fɪkʃən] — художественная литература, художественное произведение
fifteen [ˌfɪftiːn] — пятнадцать
fifty ['fɪfti] — пятьдесят
fight [faɪt] (fought) — бороться, сражаться
figure ['fɪɡə] — цифра, фигура
fill [fɪl] (in) — заполнять (пропуск)
film [fɪlm] — пленка, фильм; снимать фильм
final ['faɪnəl] — финал; последний, заключительный
finally ['faɪnəli] — заключительный, завершающий
find [faɪnd] (found) — находить
find out — выяснять, обнаруживать
fine [faɪn] — хороший, прекрасный
finger ['fɪŋɡə] — палец; указывать пальцем на
finish ['fɪnɪʃ] — финиш; заканчивать
fire [faɪə] — огонь, пожар
fireman ['faɪəməŋ] — пожарник
firm [fɜːm] — фирма; жесткий, твердый, строгий
first [fɜːst] — первый, сначала
fish [fɪʃ] — рыба; удить рыбу
fit [fɪt] — подходить
be fit — быть в хорошей форме
fitness ['fɪtnɪs] (club) — центр здоровья
five [faɪv] — пять
five-minute — пятиминутный
fizzy ['fɪzi] — шипучий, с пузырьками
fix [fɪks] — закреплять, фиксировать
flash [flæʃ] — вспышка; сверкать
flexible ['fleksɪbəl] — гибкий
flight [flaɪt] — полет, рейс (самолета)
flippers ['flɪpəz] — ласты
float [fləʊt] — плыть на поверхности, скользить по воде
flood [flʌd] — наводнение
floral emblem ['flɔːrəl] — эмблема, содержащая изображение цветка
flower ['flaʊə] — цветок
fluently ['fluːəntli] — бегло (о речи)
fly [flaɪ] (flew, flown) — летать, улетать
focus ['fəʊkəs] — фокус; концентрировать внимание
foggy ['fɒɡi] — туманный
folk [fəʊk] — народный
follow ['fɒləʊ] — следовать, следовать за
following ['fɒləʊɪŋ] — следующий
food [fuːd] — еда, пища
foot [fʊt] — ступня
for [fɔː] — для, в течение какого-то времени
force [fɔːs] — сила; заставлять, принуждать
foreign ['fɔːrɪn] — иностранный, чужой
foreigner ['fɔːrɪnə] — иностранец

forest ['fɒrɪst] — лес
forget [fə'get] (**forgot, forgotten**) — забывать
forgive [fə'gɪv] (**forgave, forgiven**) — прощать
form [fɔ:m] — класс, форма; формировать
former ['fɔ:mə] — бывший, прежний
fortunately ['fɔ:tʃənətli] — к счастью
forty ['fɔ:ti] — сорок
forum ['fɔ:rəm] — форум
forward ['fɔ:wəd] — форвард; вперед, дальше
found [faʊnd] — основывать
four [fɔ:] — четыре
fourteen [fɔ:'ti:n] — четырнадцать
fourth [fɔ:θ] — четвертый
frank [fræŋk] — честный, откровенный
free [fri:] — свободный, бесплатный
freedom ['fri:dəm] — свобода
French [frentʃ] — француз / француженка, французский, французский язык
fresh [freʃ] — свежий, чистый, новый
Friday ['fraɪdi] — пятница
fridge [frɪdʒ] — холодильник
friend [frend] — друг, подруга
friendly ['frendli] — дружелюбный, дружеский
friendship ['frendʃɪp] — дружба
frighten ['fraɪtn] — пугать, запугивать
from [frəm] — от, из
front [frʌnt] — передний
in front of — перед
fruit [fru:t] — фрукты, плоды
full [fʊl] — полный
fun [fʌn] — удовольствие, веселье
to have fun — получать удовольствие
function ['fʌŋkʃən] — функция, назначение
funny ['fʌni] — смешной, забавный
further ['fɜ:ðə] — дальше, дальнейший
fuss [fʌs] — суматоха, хлопоты (*обычно без результата*)
fusser ['fʌsə] — человек, суетящийся попусту
future ['fju:tʃə] — будущее, будущий

G

gain [geɪn] — приобретать (опыт, знания)
gallery ['gæləri] — галерея
game [geɪm] — игра
gap [gæp] — пропуск, провал, яма
garden ['gɑ:dn] — сад, огород
gardening ['gɑ:dnɪŋ] — заниматься садом / огородом / цветами
gate [geɪt] — зд. выход (*в аэропорту*)
gather ['gæðə] — собирать(ся)
gender ['dʒendə] — пол (*женский / мужской*)
general ['dʒenərəl] — общий
in general — в общем
generally ['dʒenərəli] — обычно, в общем
generation [dʒenə'reɪʃən] — поколение, люди одного возраста
gentleman ['dʒentlmən] — джентльмен

geographic(al) [dʒi:ə'græfɪkəl] — географический
geography [dʒi'bɒgrəfi] — география
German ['dʒɜ:mən] — немец, немка, немецкий
gesture ['dʒestʃə] — жест
get [get] (**got**) — получать, понимать
get on along (with somebody) — ладить (*с кем-либо*)
get out — убираться (*откуда-либо*)
ghost [gəʊst] — привидение
girl [gɜ:l] — девочка, девушка
gist [dʒɪst] — суть, основное содержание
give [gɪv] (**gave, given**) — давать
give up — отказываться, бросать
glad [glæd] — радостный
be glad — радоваться
glass [glɑ:s] — стекло, стакан
glasses ['glɑ:sɪz] — очки
global ['glɔ:bəl] — глобальный
go [gəʊ] (**went, gone**) — идти, ехать
God [gɒd] — Бог
gold [gəʊld] — золото; золотой
golf [gɒlf] — гольф (*игра*)
good [gʊd] — хороший, подходящий
goods [gʊdz] — товары
gorgeous ['gɔ:ʃəs] — очень красивый, великолепный
government ['gʌvənmənt] — правительство
graceful ['greɪsfəl] — грациозный
grade [greɪd] — отметка; класс
graduate ['grædʒueɪt] (**from**) — оканчивать (*колледж, институт*)
grammar ['græmə] — грамматика; грамматический
grandchildren ['græn,tʃɪldrən] — внуки
grandparents ['græn,peərənts] — бабушка и дедушка
granny ['græni] — бабушка
grateful ['greɪtfəl] — благодарный
great [greɪt] — великий, большой
Greek [ɡri:k] — грек; греческий
green [ɡri:n] — зеленый
grey [ɡreɪ] — серый
groom [ɡrʊm] — чистить лошадь, ухаживать за лошадьми
ground [ɡraʊnd] — земля
group [ɡru:p] — группа; группировать
grow [ɡrəʊ] (**grew, grown**) — расти, выращивать
guard [ɡɑ:d] — охрана, конвой
guess [ges] — догадываться; догадка
guest [ɡest] — гость, гостя
guide [ɡaɪd] — гид
guidebook ['gaɪdbʊk] — путеводитель, руководство
guidelines ['gaɪdlaɪnz] — указания
guitar [ɡɪ'tɑ:] — гитара
gun [ɡʌn] — огнестрельное оружие
guy [ɡaɪ] — парень
gymnastics [dʒɪm'næstɪks] — гимнастика

Н

habit ['hæbɪt] — привычка
 hair [heə] — волосы
 haircut ['heəkʌt] — стрижка
 hairdresser ['heədresə] — парикмахер
 hairstyle ['heəstɑɪl] — причёска
 half [hɑ:f] — половина
 hand [hænd] — рука; протягивать
 handsome ['hænsəm] — красивый
 happen ['hæpən] — случаться, происходить
 happy ['hæpi] — счастливый
 hard [hɑ:d] — твердый, трудный, усердно
 hardly ['hɑ:dlɪ] — едва, с трудом
 hard-working ['hɑ:dwɜ:kɪŋ] — трудолюбивый
 harm [hɑ:m] — зло, вред
 harmful ['hɑ:mfəl] — вредный, обидный
 harmless ['hɑ:mləs] — безвредный, безобидный
 hate [heit] — ненавидеть
 have [həv] (had) — иметь
 he [hi:] — он
 head [hed] — голова, начальник; возглавлять,
 направляться куда-либо
 health [helθ] — здоровье
 healthy ['helθi] — здоровый
 hear [hiə] (heard) — слышать
 heart [hɑ:t] — сердце
 heartless ['hɑ:tləs] — бессердечный, безжалостный
 heavy ['hevi] — тяжелый (по весу)
 heel [hi:l] — пятка, каблук
 helicopter ['helɪkɒptə] — вертолет
 helmet ['helmit] — шлем
 help [help] — помощь; помогать
 helpful ['helpfəl] — полезный, способный оказать
 помощь
 helpless ['helpləs] — беспомощный
 her [hə] — её, ей, (о) ней
 here [hiə] — здесь, сюда
 hero ['hiərəʊ] — герой, героиня
 herself [hə'self] — (она) сама
 Hi! [haɪ] — (разг.) Привет!
 hide [haɪd] (hid, hidden) — прятать(ся)
 high [haɪ] — высокий, высоко
 high heels [haɪ hi:ls] — туфли на высоком каблуке
 highland ['haɪlənd] — высокогорье
 highlight ['haɪlaɪt] — выделять, подчеркивать
 hike [haɪk] — путешествовать пешком
 hill [hɪl] — холм, возвышенность
 him [hɪm] — его, ему, им, (о) нём
 himself [hɪm'self] — (он) сам
 his [hɪz] — его
 historic [hɪ'stɒrɪk] — исторический (имеющий
 историческое значение)
 historical [hɪ'stɒrɪkəl] — исторический (связанный
 с историей)
 history ['hɪstəri] — история
 hit [hɪt] — хит (музыкальный); ударить, догадаться
 hobby ['hɒbi] — хобби, увлечение
 hockey ['hɒki] — хоккей

hold [həʊld] (held) — держать(ся), удерживать
 holiday ['hɒlɪdi] — праздник, каникулы
 holy ['həʊli] — священный
 home [həʊm] — дом, домой
 homeless ['həʊmləs] — бездомный
 homelike ['həʊmlaɪk] — домашний
 homework ['həʊmwɜ:k] — домашняя работа
 honest ['ɒnɪst] — честный, искренний
 honor ['ɒnə] — честь, почёт
 hoodie ['hudi] — толстовка с капюшоном
 hope [həʊp] — надежда; надеяться
 horizon [hə'reɪzən] — горизонт
 horror ['hɒrə] — ужас, отвращение
 horse [hɔ:s] — лошадь
 hospital ['hɒspɪtl] — больница
 host [həʊst] — хозяин (по отношению к гостю)
 hot [hɒt] — жаркий, знойный, горячий
 hotel [həʊtel] — отель, гостиница
 hour [aʊə] — час
 house [haʊs] — дом
 housework ['haʊswɜ:k] — работа по дому
 how [haʊ] — как, каким образом
 however [haʊ'evə] — однако, тем не менее
 huge [hju:dʒ] — огромный
 human ['hju:mən] — человеческий
 humanities [hju:'mænɪtɪz] — гуманитарные
 учебные предметы
 humanity [hju:'mænɪti] — человечество,
 человечность, гуманность
 humour ['hju:mə] — юмор
 hundred ['hʌndrɪd] — сотня, сто
 hunger ['hʌŋgə] — голод
 hungry ['hʌŋgri] — голодный
 be hungry — быть голодным
 hunt [hʌnt] — охотиться
 hurricane ['hʌrɪkən] — ураган, тайфун
 hurry ['hʌri] — поспешность; спешить
 in a hurry — в спешке
 hurt [hɜ:t] (hurt) — повредить, причинить боль
 husband ['hʌzbənd] — муж

I [aɪ] — я
 ice [aɪs] — лед
 iceberg ['aɪsbɜ:g] — айсберг
 icy ['aɪsi] — холодный, морозный; холодно, морозно
 idea [aɪ'diə] — идея
 ideal [aɪ'diəl] — идеальный
 if [ɪf] — если
 ignore [ɪɡ'nɔ:] — игнорировать, пренебрегать
 ill [ɪl] — больной
 illness ['ɪlnəs] — болезнь
 illustrate ['ɪləstreɪt] — иллюстрировать, пояснять
 image ['ɪmɪdʒ] — имидж, внешний вид
 imaginary [ɪ'mædʒɪnəri] — воображаемый,
 нереальный
 imagine [ɪ'mædʒɪn] — представить, вообразить
 imitate ['ɪmɪteɪt] — имитировать, подражать

immediately [ɪ'mɪdiətli] — немедленно
importance [ɪm'pɔ:təns] — важность, значительность
important [ɪm'pɔ:tənt] — важный
impossible [ɪm'pɒsəbəl] — невозможный
impress [ɪm'pres] — производить впечатление
impression [ɪm'preʃən] — впечатление
improve [ɪm'pru:v] — улучшать(ся)
improvement [ɪm'pru:vmənt] — улучшение, прогресс
in [ɪn] — в
inch [ɪntʃ] — дюйм
include [ɪn'klud] — включать, содержать в себе
incredibly [ɪn'kredɪbli] — невероятно
independence [ɪndɪ'pendəns] — независимость
independent [ɪndɪ'pendənt] — независимый
Indian ['ɪndiən] (the) — индеец
indicate ['ɪndɪkeɪt] — указывать, означать
indifferent [ɪn'dɪfərənt] — безразличный
individual [ɪndɪ'vɪdʒuəl] — личный, индивидуальный
individuality [ɪndɪvɪdʒu'ælɪti] — индивидуальность
indoor ['ɪndo:] — комнатный, находящийся внутри дома
industry ['ɪndəstri] — промышленность, производство
infinitive [ɪn'fɪnɪtɪv] — инфинитив (неопределенная форма глагола)
influence ['ɪnfluəns] — влияние; влиять
inform [ɪn'fɔ:m] — информировать, сообщать
information [ɪnfə'meɪʃən] — информация
informative [ɪn'fɔ:mətɪv] — информативный, информационный
inhabit [ɪn'hæbɪt] — населять
inhuman [ɪn'hju:mən] — жестокий, бесчеловечный
injured ['ɪndʒəd] — раненый, обиженный
injury ['ɪndʒəri] — травма
inside [ɪn'saɪd] — внутри, вовнутрь
insist [ɪn'sɪst] — настаивать
instead [ɪn'sted] (of) — вместо
institute ['ɪnstɪtju:t] — институт
instruction [ɪn'strʌkʃən] — инструкция
instrument ['ɪnstɪmənt] — инструмент, орудие, средство
insurance [ɪn'fʊərəns] — страховка
intelligent [ɪn'telɪdʒənt] — умный, разумный
intend [ɪn'tend] — намереваться
intense [ɪn'tens] — интенсивный
interest ['ɪntrɪst] — интерес
interested ['ɪntrɪstɪd] — интересующийся
be interested in — интересоваться чем-либо
interesting ['ɪntrɪstɪŋ] — интересный
international [ɪntə'næʃənəl] — международный
Internet ['ɪntənɪt] (the) — Интернет
interrupt [ɪntə'rʌpt] — перебивать, прерывать
interview ['ɪntəvju:] — интервью; брать интервью
into ['ɪntə] — в (куда?), внутрь
intolerance [ɪn'tɒlərəns] — нетерпимость
intolerant [ɪn'tɒlərənt] — нетерпимый

intonation [ɪntə'neɪʃən] — интонация
introduce [ɪntrə'dju:s] — представлять, знакомить
introduction [ɪntrə'dʌkʃən] — введение
invasion [ɪn'veɪʒən] — завоевание, вторжение
invent [ɪn'vent] — изобретать
investigate [ɪn'vestɪɡeɪt] — исследовать, тщательно изучать
invitation [ɪnvi'teɪʃən] — приглашение
invite [ɪn'vaɪt] — приглашать
involve [ɪn'vɒlv] — вовлекать
Irish ['aɪərɪʃ] — ирландец; ирландский
iron ['aɪən] — утюг; гладить
irony ['aɪərəni] — ирония
irritate ['ɪrɪteɪt] — раздражать
is [ɪz] (to be) — *глагол-связка*
island ['aɪlənd] — остров
isles [aɪlz] — острова
issue ['ɪʃu: / 'ɪʃju:] — проблема, спорный вопрос; издание (журнала, книги)
it [ɪt] — это, оно; его, ему, ей (*заменяет неодуш. сущ.*)
its [ɪts] — её, его (*с неодуш. сущ.*)

jacket ['dʒækt] — пиджак
January ['dʒænjuəri] — январь
Japanese [dʒæpə'nɪz] — японец; японский
jazz [dʒæz] — джаз
jealous ['dʒeləs] — ревнивый, завистливый
jeans [dʒi:nz] — джинсы
jewellery ['dʒu:əlri] — ювелирные украшения
job [dʒɒb] — работа, занятие
jogging ['dʒɒɡɪŋ] — бег трусцой
join [dʒɔɪn] — присоединяться, вступать
joke [dʒəʊk] — шутка; шутить
journal [dʒɜ:nəl] — журнал, дневник
journalist ['dʒɜ:nəlist] — журналист
journey ['dʒɜ:ni] — путешествие (*сухопутное*), поездка
joy [dʒɔɪ] — радость, веселье
juice [dʒu:s] — сок
July [dʒu'laɪ] — июль
jump [dʒʌmp] — прыжок; прыгать
June [dʒu:n] — июнь
jungle ['dʒʌŋɡəl] — джунгли
junior ['dʒu:nɪə] — младший
just [dʒəst] — только что, как раз
justice ['dʒʌstɪs] — справедливость

K

keen [ki:n] — проявляющий интерес к чему-либо
be keen on something — очень интересоваться чем-либо
keep [ki:p] (kept) — держать, хранить
keep fit — быть в хорошей физической форме
key [ki:] — ключ, разгадка; ключевой
kid [kɪd] — ребенок; шутить

kill [kɪl] — убивать
 kilo ['ki:ləʊ] — килограмм
 kilometre ['ki:lə,mɪtə] — километр
 kind [kaɪnd] — вид, разновидность; добрый, любезный
 kindness ['kaɪndnis] — доброта, любезность
 king [kɪŋ] — король
 kingdom ['kɪŋdəm] — королевство
 kiss [kɪs] — поцелуй; целовать
 km — см. kilometre
 knee [ni:] — колено
 knife [naɪf] — нож
 knight [naɪt] — рыцарь
 know [nəʊ] (knew, known) — знать
 knowledge ['nɒlɪdʒ] — знания
 known [nəʊn] — известный

Label ['leɪbəl] — этикетка, ярлык; подписывать картинки
 lack [læk] — недостаток, отсутствие
 lad [læd] — парень
 lady ['leɪdi] — леди
 lake [leɪk] — озеро
 land [lænd] — земля; приземляться
 landing ['lændɪŋ] — посадка
 language ['læŋɡwɪdʒ] — язык
 large [lɑ:dʒ] — большой
 last [lɑ:st] — последний, прошлый; длиться, продолжаться
 late [leɪt] — поздний; поздно
 Latin ['lætɪn] — латинский
 laugh [lɑ:f] — смех; смеяться
 launch [lɔ:ntʃ] — запускать, давать старт; спускать на воду
 law [lɔ:] — закон
 lawyer ['lɔ:jə] — юрист
 lay [leɪ] — класть, положить
 lazy ['leɪzi] — ленивый
 lead [li:d] (led) — вести, руководить
 leader ['li:də] — лидер
 learn [lɜ:n] (learnt) — учить, узнавать новое
 least [li:st] — наименьший
 at least — по крайней мере
 leave [li:v] (left) — уезжать, оставлять
 leak [li:k] — протекать
 left [left] — левый; см. leave
 leg [leg] — нога (от бедра до ступни)
 legend ['ledʒənd] — легенда
 less [les] — меньше
 lesson ['lesən] — урок
 let [let] (let) — позволять, разрешать
 letter ['letə] — буква, письмо
 level ['levəl] — уровень
 liberty ['lɪbəti] — свобода
 library ['laɪbrəri] — библиотека
 lie [laɪ] — ложь, обман; лгать
 lie [laɪ] (lay, lain) — лежать, быть расположенным

life [laɪf] — жизнь
 lifeboat ['laɪfbəʊt] — спасательная шлюпка
 light [laɪt] — свет; светлый, легкий (по весу)
 lightning ['laɪtnɪŋ] — молния
 like [laɪk] — любить, нравиться; похожий, подобный; как
 likely ['laɪkli] — вероятный, подходящий
 likings ['laɪkɪŋz] — вкусы, пристрастия
 line [laɪn] — линия, черта, строка
 liner ['laɪnə] — лайнер, большое воздушное или морское судно
 linguistic [lɪŋ'ɡwɪstɪk] — лингвистический
 link [lɪŋk] — связь, связывать
 lion ['laɪən] — лев
 list [lɪst] — список, перечень; перечислять
 listen ['lɪsən] — слушать(ся)
 literature ['lɪtəʃəʃə] — литература
 litter ['lɪtə] — мусор; мусорить
 little [lɪtl] — маленький, мало
 (a) little — немного
 live [lɪv] — жить
 loan [ləʊn] — ссуда, заем
 local ['ləʊkəl] — местный, локальный
 locate [ləʊ'keɪt] — располагаться
 lonely ['ləʊnli] — одинокий, уединенный
 long [lɒŋ] — длинный, долго
 look [lʊk] (at) — смотреть (на)
 look after — присматривать за
 look for — искать
 lose [lu:z] (lost) — терять
 lounge [laʊnʒ] — зал, пространство
 lot [lɒt] (a lot of, lots of) — много
 loud [laʊd] — громкий
 love [lʌv] — любовь; любить
 lovely ['lʌvli] — симпатичный, приятный
 loving ['lʌvɪŋ] — любящий
 low [ləʊ] — низкий
 lowland ['ləʊlənd] — низменность, равнина
 luck [lʌk] — удача, везение
 lucky ['lʌki] — счастливый, удачливый
 luggage ['lʌɡɪdʒ] — багаж
 lunch [lʌntʃ] — еда в середине дня (ланч)

M

machine [mə'ʃɪn] — машина, станок
 mad [mæd] — сумасшедший
 madam ['mædəm] — мадам, госпожа
 magazine [ˌmæɡə'zɪn] — журнал
 magic(al) ['mædʒɪk(əl)] — волшебный, магический
 mail [meɪl] — почта; посылать по почте
 main [meɪn] — главный, основной
 mainly ['meɪnli] — в основном
 major ['meɪdʒə] — большой, старший, главный
 make [meɪk] (made) — делать, изготавливать, заставлять
 make — марка машины
 mammal ['mæməl] — млекопитающий
 man [mæn] (pl. men) — мужчина, человек

manage ['mæniʃ] — уметь, удаваться
manager ['mæniʃə] — управляющий, менеджер
man-made [ˌmæn 'meɪd] — искусственный, изготовленный человеком
manner ['mænə] — манера
many ['meni] — много
map [mæp] — карта (*географическая*)
March [mɑ:tʃ] — март
mark [mɑ:k] — отметка, оценка; отмечать
market ['mɑ:kɪt] — рынок
married ['mærid] — женатый, замужняя
marry ['mæri] — жениться, выйти замуж
mass [mæs] — масса, массовый
match [mætʃ] — состязание, матч; соотносить
mate [meɪt] — приятель, товарищ
material [mə'tiəriəl] — материал; материальный
mathematics [ˌmæθɪ'mætɪks] — математика
maths ['mæθs] (**mathematics**) — математика (*сокр.*)
matter ['mætə] — вопрос, дело; иметь значение
mature [mə'tʃʊə] — зрелый, спелый
maximum ['mæksɪmə] — максимум, высшая степень
May [meɪ] — май
may [meɪ] — могу, можем, может и т. д.
maybe ['meɪbi] — может быть
me [mi:] — мне, меня
meal [mi:l] — пища, еда
mean [mi:n] (**meant**) — означать, иметь в виду
meaning ['mi:nɪŋ] — значение
means [mi:nz] — средство
by means of — посредством, с помощью
meat [mi:t] — мясо
mechanic [mekə'nɪk] — механик; механический
media ['mi:diə] — средства информации
medical ['medɪkəl] — медицинский
medicine ['medsən] — медицина, лекарство
meet [mi:t] (**met**) — встретить(ся), познакомиться
melodrama ['melədra:mə] — мелодрама
member ['membə] — член, участник
memory ['meməri] — память
men [men] — *см. man*
mention ['menʃən] — упоминать
merry ['meri] — веселый
message ['mesɪʃ] — сообщение, послание
metal ['metl] — металл
metre ['mi:tə] — метр
method ['meθəd] — способ, метод
microphone ['maɪkrəfəʊn] — микрофон
middle ['mɪdl] — середина
might [maɪt] — *см. may*
military ['mɪlɪtəri] — военный
million ['mɪljən] — миллион
mind [maɪnd] — разум; помнить, возражать
mine [maɪn] — мой
mineral ['mɪnərəl] — минерал; минеральный
minge ['mɪŋgl] — смешивать(ся)
minority [maɪ'nɒrɪti] — меньшинство
minute ['mɪnɪt] — минута
miracle ['mɪrəkl] — чудо

mirror ['mɪrə] — зеркало
miserable ['mɪzəbəl] — жалкий, несчастный
miss [mɪs] — пропускать (*уроки*), опаздывать (*на поезд*), скучать
mistake [mɪ'steɪk] — ошибка
misty ['mɪsti] — туманный
misunderstanding [ˌmɪsʌndə'stændɪŋ] — недопонимание, неверное понимание
mix [mɪks] — смешивать
mixture ['mɪkstʃə] — смесь
mobile ['məʊbaɪl] — мобильный (телефон)
modal ['mɔ:dl] — модальный
model ['mɒdl] — модель, образец
modern ['mɒdn] — современный
moment ['mɒmənt] — момент
Monday ['mɒndɪ] — понедельник
money ['mʌni] — деньги
monkey ['mʌŋki] — обезьяна
month [mʌnθ] — месяц
moody ['mu:di] — мрачный, угрюмый
Moon [mu:n] (**the**) — луна
more [mɔ:] — больше, более
morning ['mɔ:nɪŋ] — утро
most [məʊst] — самый
mostly ['məʊstli] — главным образом
mother ['mʌðə] — мать, мама
motherland ['mʌðələnd] — родина, отчизна
motorboat ['məʊtəbəʊt] — катер
motorcycle ['məʊtəsaɪkl] — мотоцикл
mount(ain) ['maʊnt(ɪn)] — гора
mouth ['maʊθ] — рот; устье (реки)
move [mu:v] — движение; двигаться, переезжать, передвигать(ся)
movie ['mu:vi] — (*амер.*) фильм
much [mʌʃ] — много
multinational [ˌmʌltɪ'næʃənəl] — многонациональный
mum [mʌm] — (*разг.*) **mother**
museum [mju:'zi:əm] — музей
music ['mju:zɪk] — музыка
musical ['mju:zɪkəl] — мюзикл; музыкальный
musician [mju:'zɪʃən] — музыкант
must [mʌst] — должен
my [maɪ] — мой, моя, моё, мои
myself [maɪ'self] — (я) сам
mystery ['mɪstəri] — волшебство, тайна

N

name [neɪm] — имя
narrow ['næɹəʊ] — узкий
nation ['neɪʃən] — нация, народ
national ['næʃənəl] — национальный
nationality [ˌnæʃə'nælɪti] — национальность, народ
native ['neɪtɪv] — уроженец какой-то местности; родной
natural ['nætʃərəl] — естественный, природный
nature ['neɪtʃə] — природа, натура
near [nɪə] — около, рядом, близко

nearly ['ni:li] — почти, около, приблизительно
necessary ['nesisəri] — необходимый
neck [nek] — шея
need [ni:d] — нужда, нуждаться
needed ['ni:di] — нужный, необходимый
negative ['negətiv] — отрицательный
negro ['ni:grəu] — негр (в современном языке звучит оскорбительно)
neighbour ['neibə] — сосед(ка)
neither... nor... ['naɪðə... 'nɔ:] — ни... ни...
nervous ['nɜ:vəs] — нервный
net [net] — сеть, сетка
never ['nevə] — никогда
new [nju:] — новый
news [nju:z] — новость, новости
newspaper ['nju:zpeɪpə] — газета
next ['nekst] — следующий, ближайший, будущий
nice [naɪs] — красивый, приятный
nickname ['nikneɪm] — прозвище
night [naɪt] — ночь
nightmare ['naɪtmɛə] — кошмар
nine [naɪn] — девять
ninety ['naɪnti] — девяносто
no [nəʊ] — нет
nobody ['nəʊbədi] — никто
noise [nɔɪz] — шум
none [nʌn] — никто, ничто
nonsense ['nʌnsəns] — ерунда, бессмыслица
normal ['nɔ:ml] — нормальный, обычный
north [nɔ:θ] — север
northern ['nɔ:ðən] — северный
not [nɒt] — не (*отриц. частица*)
note [nəʊt] — заметка, запись; делать заметки
nothing ['nʌθɪŋ] — ничего
notice ['nəʊtɪs] — заметка; замечать
noun [naʊn] — имя существительное
November [nəʊvembə] — ноябрь
now [naʊ] — сейчас, теперь
nowadays ['naʊədeɪz] — нынче, в настоящее время
nuclear ['nju:kliə] (*power*) — ядерная (энергия)
number ['nʌmbə] — номер, число, цифра
nurse [nɜ:s] — медсестра, няня



obey [əʊbeɪ] — подчиняться, повиноваться
object ['ɒbdʒɪkt] — предмет, вещь, объект
observe [əb'zɜ:v] — наблюдать, соблюдать
obvious ['ɒbvɪəs] — очевидный
occupation [ˌɒkjʊ'peɪʃən] — занятие, работа
occupy ['ɒkjupaɪ] — занимать (*о времени, территории*)
ocean [əʊʃən] — океан
o'clock [ə'klɒk] — час (*указание на время*)
October [ɒk'təʊbə] — октябрь
of [əv] — предлог родительного падежа
off [ɒf] — о, от (*предлог, указывает на удаление*)
offer ['ɒfə] — предложение; предлагать
office ['ɒfɪs] — офис, контора

officer ['ɒfɪsə] — служащий, должностное лицо
official [ə'fɪʃəl] — официальный
often ['ɒfən] — часто
Oh! [əʊ] — О! (*восклицание*)
OK [əʊ'keɪ] — все в порядке, хорошо, ладно
old [əʊld] — старый
Olympic [ə'lɪmpɪk] — олимпийский
on [ɒn] — на, в
once [wʌns] — однажды, один раз
one [wʌn] — один; раз (два...); заменяет объект
online ['ɒnlaɪn] — онлайн
only ['əʊnli] — только; единственный
open ['əʊpən] — открытый; открывать
opera ['ɒpərə] — опера
operate ['ɒpəreɪt] — действовать, работать
operetta [ˌɒpə'retə] — оперетта
opinion [ə'pɪnjən] — мнение
opportunity [ˌɒpə'tju:nɪti] — возможность, удобный случай
opposite ['ɒpəzɪt] — напротив, противоположный; противоположность
optimist ['ɒptɪmɪst] — оптимист
option ['ɒpʃən] — выбор
or [ə] — или
order ['ɔ:də] — порядок, приказ; заказывать, приказывать
ordinary ['ɔ:dənəri] — обычный, привычный, ничем не примечательный
organisation [ˌɔ:gənə'zeɪʃən] — организация
organise ['ɔ:gənaɪz] — организовывать, устраивать
origin ['ɒrɪdʒɪn] — происхождение, источник
original [ə'ɒrɪdʒɪnəl] — первоначальный, подлинный
other ['ʌðə] — другой, иной
otherwise ['ʌðəwaɪz] — иначе, в противном случае
our [aʊə] — наш
ourselves [aʊə'selvz] — (мы) сами
out [aʊt] — вне, за пределами, из
outdoor ['aʊtdɔ:] — находящийся или происходящий вне дома, на открытом воздухе
outing ['aʊtɪŋ] — отдых, развлечение за пределами дома
outrageous [aʊ'reɪdʒəs] — вызывающий, возмутительный
outside [aʊt'saɪd] — за пределами, вне
outstanding [aʊt'stændɪŋ] — выдающийся
over [əʊvə] — над, через
overcome [ˌəʊvə'kʌm] (*overcame, overcome*) — преодолеть
overseas [ˌəʊvə'si:z] — заокеанский
overweight [ˌəʊvə'weɪt] — перевес, превышение веса
own [əʊn] — собственный; владеть чем-то
owner ['əʊnə] — владелец



pack [pæk] — пачка (сигарет); паковать
package ['pækɪdʒ] — пачка, упаковка (книг); упаковывать

page [peɪdʒ] — страница
 pain [peɪn] — боль
 pair [peə] — пара
 palm [pɑ:m] — ладонь
 panic ['pænik] — паника; паниковать
 paper ['peɪpə] — бумага, документ
 parachute ['pærəʃʊt] — парашют, прыгать
 с парашютом
 paragraph ['pærəgrɑ:f] — абзац, раздел
 parallel ['pærəlel] — параллель
 parent ['peərənt] — родитель
 park [pɑ:k] — парк; парковать (автомобиль)
 parody ['pærədi] — пародия
 parrot ['pærət] — попугай
 part [pɑ:t] — часть; раздел
 participant [pɑ:'tɪsɪpənt] — участник
 participate [pɑ:'tɪsɪpeɪt] — участвовать
 participle ['pɑ:tɪsɪpəl] — причастие (грам.)
 particular [pə'tɪkjələ] — особенный, заметный
 partner ['pɑ:tnə] — партнер
 party ['pɑ:ti] — прием гостей, вечеринка, партия
 pass [pɑ:s] — проход; проходить, пересекать
 passage ['pæsiʒ] — проход, проезд
 passenger ['pæsiŋdʒə] — пассажир
 passive ['pæsɪv] — пассивный
 passport ['pɑ:spɔ:t] — паспорт
 past [pɑ:st] — прошедший, прошлый
 path [pɑ:θ] — тропа
 patient ['peɪʃənt] — пациент, больной, терпеливый
 pay [peɪ] (paid) — платить, оплачивать
 PC [pi:'si:] = personal computer — персональный компьютер
 peace [pi:s] — мир
 peaceful ['pi:sfəl] — мирный
 peacemaker ['pi:smeɪkə] — миротворец
 peak [pi:k] — вершина, пик
 pen friend ['pen frend] — друг по переписке
 people ['pi:pəl] — люди
 per [pə] (hour) — еже(часно), каждый (час)
 perfect ['pɜ:fɪkt] — совершенный, прекрасный
 perfectly ['pɜ:fɪktli] — совершенно
 perform [pə'fɔ:m] — исполнять, представлять
 performance [pə'fɔ:məns] — представление, спектакль
 perhaps [pə'hæps] — может быть, возможно
 period ['piəriəd] — отрезок времени, период
 permission [pə'mɪʃən] — разрешение
 person ['pɜ:sən] — человек, личность
 personal ['pɜ:sənəl] — личный
 persuade [pə'sweɪd] — уговаривать (настойчиво)
 pessimist ['pesɪmɪst] — пессимист
 phone [fəʊn] — телефон; звонить по телефону
 photo ['fəʊtəʊ] — фотография
 photograph ['fəʊtəgrɑ:f] — фотография;
 фотографировать
 phrasal ['freɪzəl] (verb) — фразовый (глагол)
 phrase ['freɪz] — фраза
 physical ['fɪzɪkəl] — физический
 physics ['fɪzɪks] — физика

piano [pi'ænəʊ] — пианино
 pick [pɪk] — выбирать, вытаскивать
 picnic ['pɪknɪk] — пикник
 picture ['pɪktʃə] — картина
 piece [pi:s] — кусок
 pilot ['paɪlət] — пилот
 pin [pɪn] — булавка; прикалывать
 pirate ['paɪərət] — пират
 place [pleɪs] — место; класть, располагаться
 plan [plæn] — план; планировать
 plane [pleɪn] — самолет
 planet ['plænit] — планета
 plant [plɑ:nt] — растение; сажать (растения)
 plastic ['plæstɪk] — пластик; пластиковый
 plate [pleɪt] — тарелка
 play [pleɪ] — игра, пьеса; играть
 player ['pleɪə] — игрок
 pleasant ['plezənt] — приятный
 please [pli:z] — пожалуйста
 pleased [pli:zd] — довольный, удовлетворенный
 pleasure ['pleʒə] — удовольствие
 plenty ['plenti] — много
 plot [plɒt] — сюжет
 plural ['pluərəl] — множественное число (грам.);
 множественный
 pluralism ['pluərəlɪzəm] — наличие нескольких
 мнений, плюрализм
 plus [plʌs] — плюс
 pocket ['pɒkɪt] — карман
 poetic [pə'etɪk] — поэтический, поэтический
 point [pɔɪnt] — пункт, точка; указывать
 poisonous ['pɔɪzənəs] — ядовитый, отравляющий
 pole [pəʊl] — полюс
 police [pə'li:s] — полиция
 policeman [pə'li:smən] — полицейский
 polite [pə'laɪt] — вежливый
 political [pə'lɪtɪkəl] — политический
 politically [pə'lɪtɪkli] — политически
 politician [pə'lɪtɪʃən] — политик
 politics ['pɒlɪtɪks] — политика
 pollution [pə'lu:ʃən] — загрязнение
 polo [pə'ləʊ] — сокр. водное поло (игра)
 pool [pu:l] — бассейн, лужа
 poor [puə] — бедный
 pop [pɒp] — поп (о музыке)
 popular ['pɒpjələ] — популярный
 popularity [ˌpɒpjʊ'lærɪti] — популярность
 population [ˌpɒpjʊ'leɪʃən] — население
 port [pɔ:t] — порт
 portable ['pɔ:təbəl] — портативный, переносной
 Portuguese [ˌpɔ:ʃu'ɡɪz] — португалец;
 португальский
 position [pə'zɪʃən] — позиция, положение
 (в том числе служебное)
 positive ['pɒzɪtɪv] — положительный
 possibility [ˌpɒsɪ'bɪlɪti] — возможность
 possible ['pɒsɪbəl] — возможный
 possibly ['pɒsɪbli] — возможно
 post [pəʊst] — почта; отправлять по почте

postcard ['pəʊstkɑ:d] — открытка
pour [pɔ:] — лить
power ['paʊə] — власть, сила, энергия
powerful ['paʊəfəl] — сильный, мощный
practical ['præktɪkəl] — практичный, практический
practice ['præktɪs] — практика
practise ['præktɪs] — практиковаться
predict [prɪ'dɪkt] — предсказывать
prefer [prɪ'fɜ:] — предпочитать
prejudice ['preɟʊdɪs] — предубеждение
prepare [prɪ'peə] — готовить(ся), подготавливать(ся)
preposition [ˌprepə'zɪʃən] — предлог
presence ['prezəns] — присутствие
present ['prezənt] — подарок; настоящий
present [prɪ'zent] — дарить, преподносить
presentation [ˌprezən'teɪʃən] — презентация; предъявление
president ['prezɪdənt] — президент
pressure ['preʃə] — давление
pretty ['prɪti] — хорошенький, прелестный; довольно-таки
prevent [prɪ'vent] — предотвращать, мешать
price [praɪs] — цена
princess [ˌprɪn'ses] — принцесса
print [prɪnt] — печатать
privacy ['praɪvəsi] — частная жизнь
private ['praɪvət] — частный, личный
prize [praɪz] — премия, приз
probably ['prɒbəbli] — вероятно, возможно
problem ['prɒbləm] — проблема, задача
process ['prəʊses] — процесс
produce [prə'dju:s] — производить, создавать
producer [prə'dju:sə] — продюсер
product ['prɒdʌkt] — продукт, результат
profession [ˌprə'feʃən] — специальность, профессия
professional [ˌprə'feʃənəl] — профессиональный
professionalism [ˌprə'feʃənəlɪzəm] — профессионализм
professor [ˌprə'fesə] — профессор
programme ['prəʊgræm] — программа, план
progress ['prəʊgres] — развитие, прогресс
prohibit [prə'hɪbɪt] — запрещать
prohibition [ˌprəʊhɪ'bɪʃən] — запрещение
project ['prɒdʒekt] — проект, план
promise ['prɒmɪs] — обещание; обещать
promotion [ˌprə'məʊʃən] — продвижение, поддержка
pronoun ['prəʊnaʊn] — наречие
pronounce [prə'naʊns] — произносить
pronunciation [ˌprɒnənsi'eɪʃən] — произношение
proper ['prɒpə] — правильный, основательный
properly ['prɒpəli] — правильно, надлежащим образом
prospect ['prɒspekt] — перспектива, проспект
protect [prə'tekt] — защищать, охранять
protection [ˌprə'tekʃən] — защита, охрана
proud [praʊd] — гордый

prove [pru:v] — доказывать
provide [prə'vaɪd] — обеспечивать, снабжать, предоставлять
provided [prə'vaɪdɪd] — при условии
proximity [prɒk'sɪmɪti] — территориальная близость к чему-либо
pub [pʌb] — паб, пивная
public ['pʌblɪk] — публика, общество
pull [pʊl] — тянуть
punish ['pʌnɪʃ] — наказывать
punishment ['pʌnɪʃmənt] — наказание
purpose ['pɜ:pəs] — цель
put [pʊt] (put) — класть, ставить
puzzle ['pʌzəl] — загадка, головоломка; ломать голову

quality ['kwɒlɪti] — качество, сорт
quarrel ['kwɒrəl] — ссора; ссориться
question ['kwesʃən] — вопрос
questionnaire [ˌkwesʃə'neə] — опросник, анкета
queue [kju:] — очередь; стоять в очереди
quick [kwɪk] — быстрый, скорый
quickly ['kwɪkli] — быстро, скоро
quiet ['kwaɪət] — тихий, спокойный
quit [kwɪt] — покидать, бросать (делать что-то)
quite [kwaɪt] — вполне, совсем
quiz [kwɪz] — викторина
quotation [kwəʊ'teɪʃən] — цитата

R
race [reɪs] — раса
racial ['reɪʃəl] — расовый
racism ['reɪsɪzəm] — расизм
racist ['reɪsɪst] — расист, расистский
rack [ræk] — ломать
radio ['reɪdɪəʊ] — радио
railway ['reɪlweɪ] — железная дорога
rain [reɪn] — дождь
raise [reɪz] — поднимать
ramp [ræmp] — наклонная плоскость (для катания на скейтборде)
range [reɪndʒ] — цепь (горная); выстроить по определенному принципу
ranger ['reɪndʒə] — ренджер
rare ['reə] — редкий
rate [reɪt] — сорт, категория
rather ['tɑ:ðə] — до некоторой степени, скорее... чем
reach [ri:tʃ] — достигать, доезжать до
reach for — дотянуться, достать
read [ri:d] (read) — читать
ready ['redi] — готовый
real [riəl] — подлинный, настоящий
reality [ri'ælɪti] — реальность
realise ['ri:əlaɪz] — осознавать, понимать
really ['ri:əli] — действительно, разве

reason ['ri:zən] — причина, объяснение
receive [ri'si:v] — получать
recent ['ri:sənt] — недавний
recently ['ri:səntli] — недавно, на днях
recognise ['rekəgnaɪz] — узнавать, признавать
recommend [,rekə'mend] — рекомендовать
recorder [ri'kɔ:də] — записывающее устройство
recover [ri'kʌvə] — выздоравливать, приходить в себя
recycle [,ri:'saɪkəl] — перерабатывать
red [red] — красный
refer [ri'fɜ:] — иметь отношение к чему-либо; ссылаться, отсылать к (справочнику)
referee [,refə'ri:] — судья
reflect [,ri'flekt] — отражать
refuse [ri'fju:z] — отказывать, отказываться
region ['ri:ʃən] — край, область, округ, район (страны)
register ['redʒɪstə] — регистрировать
regular ['regjʊlə] — обычный, регулярный
reject [ri'dʒekt] — отвергать, отклонять
relation [ri'leɪʃən] — отношение
relationships [ri'leɪʃənʃɪps] — взаимоотношения
relative ['relatɪv] — родственник
related [ri'leitɪd] — относящийся, связанный с чем-то
relax [ri'læks] — отдыхать, расслабляться
reliable [ri'laɪəbəl] — надежный
religion [ri'liʃjən] — религия
religious [ri'liʃjəs] — религиозный
rely [ri'laɪ] (**on**) — доверять, полагаться (на)
remain [ri'mein] — оставаться
remarkable [ri'mɑ:kəbəl] — замечательный
remember [ri'membə] — помнить, запоминать
remind [ri'maɪnd] — напоминать
remote control [ri'məʊt kən'trəʊl] — пульт дистанционного управления
render ['rendə] — кратко излагать
repair [ri'peə] — чинить, ремонтировать
repeat [ri'pi:t] — повторять
replace [ri'pleɪs] — замещать, заменять
reply [ri'plai] — ответ; отвечать
report [ri'pɔ:t] — доклад, отчет; сообщать
represent [,reprɪ'zent] — представлять
representative [,reprɪ'zentətɪv] — представитель
republic [ri'pʌblɪk] — республика
reputation [,repjʊ'teɪʃən] — репутация
request [ri'kwɛst] — просьба, запрос
requirement [ri'kwaiəmənt] — требование
rescue ['reskjʊ:] — спасать, выручать
research [ri'sɜ:tʃ] — научное исследование; исследовать
reserve [ri'zɜ:v] — сохранять
resolution [,rezə'lju:ʃən] — решение, улаживание
resourceful [ri'zɔ:sfəl] — изобретательный
respect [ri'spekt] — уважение; уважать
respectful [ri'spektfəl] — уважительный, достойный уважения
responsibility [ri'spɒnsɪ'bɪlɪti] — ответственность

responsible [ri'spɒnsɪbəl] — ответственный
rest [rest] — отдых, отдыхать
restaurant ['restərɒnt] — ресторан
result [ri'zʌlt] — результат
retire [ri'taɪə] — выходить на пенсию / в отставку
return [ri'tɜ:n] — возвращать(ся), отдавать
reunion [ri:'ju:njən] — объединение, воссоединение, встреча
reveal [ri'vi:l] — обнаруживать, выдавать (секрет)
review [ri'vju:] — обзор, обозрение; обозревать, повторять
reward [ri'wɔ:d] — награждать
rich [rɪʃ] — богатый
rid [rɪd] (**rid**) — избавлять
get rid of — избавляться от...
ride [raɪd] (**rode, ridden**) — ехать
ridiculous [ri'dɪkjʊ:ləs] — нелепый, смешной
right [raɪt] — право; правый, правильный
all right — все в порядке
rise [raɪz] (**rose, risen**) — подниматься, вставать
risk [rɪsk] — риск; рисковать
river ['rɪvə] — река
road [rəʊd] — дорога
rock [rɒk] — скала
role [rəʊl] — роль
roll [rəʊl] — катиться
Roman ['rəʊmən] — римлянин; римский
romantic [rəʊ'mæntɪk] — романтический
room [ru:m] — комната
roommate ['ru:m,meɪt] — сосед(ка) по комнате
round [raʊnd] — круглый; вокруг
row [rəʊ] — ряд
royal ['rɔɪəl] — королевский
rubbish ['rʌbɪʃ] — мусор
rucksack ['rʌksæk] — рюкзак
rude [ru:d] — грубый
ruin ['ru:ɪn] — разрушать
rule [ru:l] — правило; править
ruler ['ru:lə] — руководитель, правитель
run [rʌn] (**ran, run**) — бегать, бежать
Russian ['rʌʃən] — русский, русский язык

S

sad [sæd] — грустный, печальный
safe [seɪf] — безопасный, надежный
safety ['seɪfti] — безопасность
sail [seɪl] — плыть (на корабле, лодке)
saint [seɪnt] — святой
salad ['sæləd] — салат
salary ['sæləri] — зарплата
salty ['sɔ:lti] — соленый
same [seɪm] — тот же самый
sand [sænd] — песок
sandwich ['sænwɪdʒ] — сэндвич
satisfaction [,sætɪs'fækʃən] — удовлетворение
Saturday ['sætədi] — суббота
save [seɪv] — спасать, экономить
say [seɪ] (**said**) — говорить, сказать

saying ['seɪɪŋ] — поговорка
 scale [skeɪl] — шкала
 Scandinavian [ˌskændrɪˈneɪvɪən] — скандинав,
 скандинавский
 scared [skeəd] — испуганный
 school [sku:l] — школа
 science ['saɪəns] — наука
 scientific [ˌsaɪənˈtɪfɪk] — научный
 scientist ['saɪəntɪst] — ученый
 score [sko:] — счет в игре; высчитывать очки
 Scots [skɒts] — шотландцы
 Scottish ['skɒtɪʃ] — шотландский
 sea [si:] — море
 seaside ['si:saɪd] — морское побережье
 season ['si:zən] — время года, сезон
 seat [si:t] — место
 second ['sekənd] — секунда; второй
 secondary ['sekəndəri] — средний (о школе)
 secondly ['sekəndli] — во-вторых
 secret ['sɪkɪt] — тайна, секрет; тайный
 section ['sekʃən] — параграф, раздел
 see [si:] (saw, seen) — видеть
 seem [si:m] — казаться, представлять
 seldom ['seldəm] — редко
 select [srˈlekt] — отбирать, выбирать
 self-determination [ˌselfdɪtɪːmɪˈneɪʃən] —
 самоопределение
 self-respect [ˌselfrɪspekt] — самоуважение
 sell [sel] (sold, sold) — продавать
 send [send] (sent) — посылать, отсылать
 senior ['si:niə] — старший
 sense [sens] — чувство
 sensible ['sensɪbəl] — разумный, благоразумный
 sentence ['sentəns] — предложение
 separate ['sepəreɪt] — отделять(ся), разделять(ся)
 separation [ˌsepəˈreɪʃən] — отделение от чего-либо
 separatist ['sepəreɪtɪst] — сепаратист
 September [sepˈtembə] — сентябрь
 serious ['siəriəs] — серьезный
 serve [sɜ:v] — служить
 service ['sɜ:vɪs] — служба; обслуживание; сервис
 set [set] (set) — набор; ставить, класть
 setting ['setɪŋ] — место действия
 settle ['setl] — селиться; улаживать дела
 seven ['sevn] — семь
 seventeen [ˌsevənˈti:n] — семнадцать
 several ['sevrəl] — несколько
 severe [siˈviə] — строгий, суровый
 sew [səʊ] (sewed, sewn) — шить
 sex [seks] — пол (мужской / женский)
 shade [ʃeɪd] — тень, оттенок
 shall [ʃæl, ʃəl] — вспомогательный глагол будущего
 времени, 1 л. ед. и мн. ч.
 shamrock ['ʃæmroʊk] — трилистник
 shape [ʃeɪp] — форма; придавать форму
 share [ʃeə] — делиться, пользоваться вместе
 shark [ʃɑ:k] — акула
 sharp [ʃɑ:p] — острый
 she [ʃi:] — она

sheet [ʃi:t] — лист (бумаги)
 shelf [ʃelf] (pl. shelves [ʃelvz]) — полка (полки)
 shield [ʃi:ld] — щит
 shine [ʃaɪn] (shone) — светить
 ship [ʃɪp] — корабль
 shirt [ʃɜ:t] — рубашка
 shock [ʃɒk] — шок; шокировать
 shoot [ʃu:t] — стрелять
 shop [ʃɒp] — магазин
 to go shopping ['ʃɒpɪŋ] — ходить за покупками
 short [ʃɔ:t] — короткий
 shorten ['ʃɔ:tn] — укорачивать(ся)
 should [ʃʊd, ʃəd] — модальный глагол
 shoulder ['ʃəʊldə] — плечо
 shout [ʃaʊt] — крик; кричать
 show [ʃəʊ] — представление, шоу
 show [ʃəʊ] (showed, shown) — показывать
 shy [ʃaɪ] — застенчивый
 sick [sɪk] — больной
 to feel sick (to be sick) — испытывать
 недомогание, тошноту
 side [saɪd] — сторона
 sight [saɪt] — достопримечательность, взгляд
 sightseeing ['saɪt,si:ɪŋ] — осмотр
 достопримечательностей
 sign [saɪn] — знак, надпись; подписывать(ся)
 significant [ˌsɪɡnɪfɪkənt] — значимый, важный
 silence ['saɪləns] — тишина
 silly ['sɪli] — глупый
 similar ['sɪmələ] — подобный, похожий
 simple ['sɪmpəl] — простой
 simply ['sɪmpli] — просто
 since [sɪns] — с тех пор как, поскольку
 sincerely [sɪnˈsiəli] (Yours sincerely) — искренне
 (Искренне Ваш) (в письмах)
 singer ['sɪŋə] — певец, певица
 single ['sɪŋɡəl] — единственный, одинокий
 sink [sɪŋk] — тонуть
 sir [sɜ:] — сэр
 sister ['sɪstə] — сестра
 sit [sɪt] (sat) — сидеть
 situated ['sɪtʃuːeɪtɪd] — расположенный
 situation [ˌsɪtʃuˈeɪʃən] — ситуация
 six [sɪks] — шесть
 sixth [sɪksθ] — шестой
 size [saɪz] — размер, величина
 skate [skeɪt] — кататься на коньках
 skateboard ['skeɪtbɔ:d] — скейтборд; кататься
 на скейтборде
 skill [skɪl] — умение, сноровка
 skin [skɪn] — кожа, шкура
 skydiving ['skaɪˌdaɪvɪŋ] — затыжные прыжки
 с парашютом
 slave [sleɪv] — раб
 sleep [sli:p] (slept) — спать
 slight [slaɪt] — малая степень чего-либо
 slim [slɪm] — худенький, стройный
 small [smɔ:l] — маленький
 smart [smɑ:t] — умный

smell [smel] — запах; нюхать
smile [smaɪl] — улыбка; улыбаться
smoke [sməʊk] — дым; курить
smoking ['sməʊkɪŋ] — курение
smooth [smu:ð] — гладкий
snake [sneɪk] — змея
snow [snəʊ] — снег
so [səʊ] — так, такой, поэтому
soap [səʊp] — телесериал, «мыльная опера», мыло
social ['səʊʃəl] — общественный, социальный
society [sə'saɪti] — общество
sofa ['səʊfə] — софа
soft [sɒft] — мягкий
soldier ['səʊldɪə] — солдат
solidarity [sɒlɪ'dærɪti] — солидарность
solution [sə'lju:ʃən] — решение
solve [sɒlv] — решать
some [sʌm] — несколько, некоторое количество, какой-то
somebody ['sʌmbədi] — кто-то, кто-нибудь
someone ['sʌmwʌn] — кто-то, кто-нибудь
something ['sʌmθɪŋ] — что-то, что-нибудь
sometimes ['sʌmtaɪmz] — иногда
somewhere ['sʌmweə] — где-то, где-нибудь
son [sʌn] — сын
song [sɒŋ] — песня
soon [su:n] — скоро
sorry ['sɒri] — извините
sort [sɔ:t] — род, сорт
sound [saʊnd] — звук; звучать
soup [su:p] — суп
south [saʊθ] — юг
southern ['sʌðən] — южный
sovereignty ['sɒvərɪnti] — суверенитет
Soviet ['səʊviət] — советский
space [speɪs] — пространство, космос
Spanish ['spæniʃ] — испанец; испанский
speak [spi:k] (spoke, spoken) — разговаривать, говорить
special ['speʃəl] — особый, специальный
specialise ['speʃəlaɪz] — специализироваться
specialist ['speʃəlist] — специалист
specially ['speʃəli] — особенно
species ['spi:ʃi:z] — вид (биолог.)
spectator [spek'teɪtə] — зритель
speech [spi:tʃ] — речь, выступление
speed [spi:d] — скорость
spell [spel] — произносить по буквам
spend [spend] (spent) — проводить (время), тратить
spirit ['spɪrɪt] — дух; настроение
splendid ['splendɪd] — замечательный, превосходный
spoil [spɔɪl] (spoilt, spoilt) — портить
sport [spɔ:t] (sports) — спорт
sporty ['spɔ:ti] — спортивный
spread [spred] (spread) — распространять(ся)
spring [sprɪŋ] — весна
square [skweə] — площадь, сквер; квадратный

stability [stə'bɪlɪti] — стабильность
stable ['steɪbəl] — надежный, стабильный
stadium ['steɪdiəm] — стадион
stage [steɪdʒ] — сцена; этап
stand [stænd] (stood) — стоять
star [stɑ:] — звезда; играть главные роли
start [stɑ:t] — начинать
state [steɪt] — государство, штат
statement ['steɪtmənt] — утверждение, заявление
statistics [stə'tɪstɪks] — статистика
status ['steɪtəs] — статус
stay [steɪ] — оставаться, останавливаться
steal [sti:l] (stole, stolen) — воровать, красть
steam [sti:m] — пар, паровой
step [step] — шаг, шагать
stereotype ['steriətaɪp] — стереотип
stick [stɪk] — палка / трость; прикреплять; вступаться за кого-либо
still [stɪl] — все еще, пока еще
stocking ['stɒkɪŋ] — чулок
stone [stəʊn] — камень
stop [stɒp] — остановка; останавливать(ся)
storm [stɔ:m] — буря, шторм
story ['stɔ:ri] — история, рассказ
straight [streɪt] — прямой; прямо
strait [streɪt] — пролив
strange [streɪndʒ] — странный, чужой
stranger ['streɪndʒə] — незнакомец
street [stri:t] — улица
stress [stres] — ударение, напряжение, стресс
stressed [strest] — находящийся в состоянии стресса
strict [strikt] — строгий
stripe [straɪp] — полоса
strong [strɒŋ] — сильный, крепкий
student ['stju:dənt] — ученик, студент
studio ['stju:diəʊ] — студия
study ['stadi] — учеба; изучать, учиться
stuff [stʌf] — вещество, материал; запихивать
stuntman ['stʌntmən] — каскадёр
stupid ['stju:pɪd] — бестолковый
style [stɑɪl] — стиль
subject ['sʌbdʒɪkt] — учебный предмет, подлежащее
submarine ['sʌbməɪn] — подводная лодка
success [sək'ses] — успех, удача
successful [sək'sesfəl] — удачный, успешный
successfully [sək'sesfəli] — удачно, успешно
such [sʌʃ] — такой
suddenly ['sʌdnli] — вдруг
suffer ['sʌfə] — страдать, терпеть неудобства
sufferer ['sʌfərə] — страдалец
suffix ['sʌfɪks] — суффикс
suggest [sə'dʒest] — предлагать, советовать
suggestion [sə'dʒestʃən] — предложение, совет
suit [sju:t] — костюм; подходить
suitable ['sjʊtəbəl] — подходящий, годный
suitcase ['su:tkeɪs] — чемодан
sum [sʌm] — складывать, обобщать

summer ['sʌmə] — лето
summit ['sʌmɪt] — саммит, встреча на высшем уровне
sun [sʌn] — солнце
Sunday ['sʌndi] — воскресенье
sunshine ['sʌnʃaɪn] — яркий солнечный свет
superior [su:'piəriə] — превосходящий что-либо; старший
supermarket ['su:pə,mɑ:kɪt] — супермаркет
supernatural [su:pə'nætʃərəl] — сверхъестественный
supervisor [su:pə'vaɪzə] — инспектор
support [sə'pɔ:t] — поддержка; поддерживать
suppose [sə'pəʊz] — предполагать
sure [ʃʊə] — уверенный
surface ['sɜ:fɪs] — поверхность
surfing ['sɜ:fɪŋ] — сёрфинг
surgeon ['sɜ:ʃən] — хирург
surprise [sə'praɪz] — сюрприз, удивление; удивлять
surprisingly [sə'praɪzɪŋli] — удивительно; неожиданно
survey ['sɜ:veɪ] — зд. исследование, обзор
survival [sə'vaɪvəl] — выживание
survive [sə'vaɪv] — выжить, пережить
sweet [swɪt] — конфета, сладкий
swim [swɪm] (**swam**, **swum**) — плавать
switch [swɪtʃ] — переключать
 switch on — включать
 switch off — выключать
symbol ['sɪmbəl] — символ
symbolise ['sɪmbəlaɪz] — символизировать
sympathy ['sɪmpəθi] — сочувствие
synonym ['sɪnənim] — синоним
system ['sɪstɪm] — система

T

table ['teɪbəl] — стол; таблица
tactful ['tæktfəl] — тактичный
tail [teɪl] — хвост
take [teɪk] (**took**, **taken**) — брать, взять
 take off — снимать (одежду); взлетать (о самолете)
 takeoff — взлет (о самолете)
tale [teɪl] — сказка; история
talent ['tælənt] — талант
talented ['tæləntɪd] — талантливый
talk [tɔ:k] — разговор; разговаривать
talkative ['tɔ:kətɪv] — разговорчивый
talking ['tɔ:kɪŋ] — говорящий
tall [tɔ:l] — высокий
tan [tæn] — загар; загорать
tap [tæp] — мягко постучать, похлопать (по плечу)
task [tɑ:sk] — задание
taste [teɪst] — вкус; пробовать на вкус
taxi ['tæksi] — такси
tea [ti:] — чай
teach [ti:tʃ] (**taught**) — учить кого-то, обучать

teacher ['ti:tʃə] — учитель, преподаватель
team [ti:m] — команда
tear [tiə] — слеза
technology [tek'nɒlədʒi] — технология
teenage ['ti:neɪdʒ] — подростковый
teenager ['ti:neɪdʒə] — подросток в возрасте от 13 до 19 лет
telephone ['telɪfəʊn] — телефон
television ['teləvɪʒən] — телевидение
tell [tel] (**told**) — рассказывать, сказать (кому-то что-то)
temperature ['temprətʃə] — температура
ten [ten] — десять
tender ['tendə] — нежный
tennis ['tenɪs] — теннис
tense [tens] — время (грам.)
terrible ['terɪbəl] — ужасный, страшный
terrific [tə'ɪfɪk] — потрясающий
territory ['terɪtəri] — территория
terrorism ['terəɪzəm] — терроризм
test [test] — тест, контрольная работа; тестировать
text [tekst] — текст
than [ðæn] — чем
thank [θæŋk] — благодарить
that [ðæt] — что, тот, та, который
the [ðə, ðɪ] — определенный артикль
theatre ['θiətə] — театр
theatrical [θi'ætrɪkəl] — театральный
their [ðeə] — их (чей?)
them [ðem] — им, их (кого?)
themselves [ðəm'selvz] — (они) сами, себя
then [ðen] — потом, затем
there [ðeə] — там, туда
these [ði:z] — эти
they [ðeɪ] — они
thick [θɪk] — толстый, густой
thing [θɪŋ] — вещь
think [θɪŋk] (**thought**) — думать
third [θɜ:d] — третий
third-rate [θɜ:d'reɪt] — третьесортный
thirsty ['θɜ:sti] — испытывающий жажду
thirteen [θɜ:'ti:n] — тринадцать
this [ðɪs] — это, этот, эта
thistle ['θɪsl] — чертополох
those [ðəʊz] — те
though [ðəʊ] — хотя, несмотря на
thought [θɔ:t] — мысль
thousand ['θaʊzənd] — тысяча
threat [θret] — угроза
threaten ['θretn] — грозить, угрожать
three [θri:] — три
thriller ['θrɪlə] — триллер (приключенческое произведение, вызывающее сильные эмоции: беспокойство, страх и т. д.)
through [θru:] — через, сквозь
throughout [θru:'aʊt] — во всех отношениях; повсюду
throw [θrəʊ] (**threw**, **thrown**) — бросать
throw away ['θrəʊ əweɪ] — выбрасывать

thunder ['θʌndə] — гром
Thursday ['θɜ:zdi] — четверг
tick [tɪk] — галочка; отмечать галочкой
ticket ['tɪkɪt] — билет
tidiness ['taɪdnəs] — аккуратность
till [tɪl] — до
time [taɪm] — время, раз
tips [tɪps] — советы, подсказки
tired [taɪəd] — уставший
tiring ['taɪərɪŋ] — утомительный
title [taɪtl] — заглавие; озаглавливать
to [tu:, tə] — к, в, на (*предлог на вопрос куда?*)
to — частица глагола в неопределенной форме
today [tə'deɪ] — сегодня
together [tə'geðə] — вместе
tolerance ['tɒləərəns] — терпимое отношение
tolerant ['tɒləərənt] — терпимый (*по отношению к другим*)
tomorrow [tə'mɒrəʊ] — завтра
ton [tʌn] — тонна
tonight [tə'naɪt] — сегодня
too [tu:] — тоже, также, слишком, очень
tooth [tu:θ] — зуб
top [tɒp] — верх; верхний
topic ['tɒpɪk] — тема, предмет обсуждения
tornado [tɔ:'neɪdəʊ] — торнадо, шквал, смерч
total ['təʊtl] — общая сумма; общий
touch [tʌʃ] — дотрагиваться, касаться
tough [tʌf] — жесткий, суровый, крутой
tour [tuə] — путешествие, поездка
tourist ['tuərɪst] — турист
toward(s) [tə'wɔ:dz] — к, по направлению к
tower ['taʊə] — башня
town [taʊn] — город
trade [treɪd] — торговля
tradition [trə'dɪʃən] — традиция
traditional [trə'dɪʃənəl] — традиционный
traffic ['træfɪk] — уличное движение
tragedy ['trædʒɪdi] — трагедия
tragic ['trædʒɪk] — трагичный
train [treɪn] — поезд; обучать, тренировать(ся)
trained [treɪnd] — обученный, тренированный
trait [treɪt] — черта характера
translate [træns'leɪt] — переводить
transport ['trænspɔ:t] — транспорт, перевозка
travel ['trævəl] — путешествие; путешествовать
treasure ['trezə] — зарытый клад, сокровище
treat [tri:t] — лечить; обращаться с кем-то, чем-то
tree [tri:] — дерево
triangle ['traɪəŋɡəl] — треугольник
trick [trɪk] — трюк
trip [trɪp] — поездка, путешествие
trouble ['trʌb(ə)l] — беда, беспокойство, неприятность; беспокоить
true [tru:] — верный, правильный
trust [trʌst] — доверять
truth [tru:θ] — правда, истина
try [traɪ] — пробовать, пытаться, стараться
T-shirt ['ti:ʃ:t] — футболка

Tuesday ['tju:zdi] — вторник
turkey ['tɜ:ki] — индейка
turn [tɜ:n] — вертеть, поворачивать
it's your turn — твоя очередь
in turn — по очереди
TV [ti:'vi:] — телевизор, телевидение
twelve [twelv] — двенадцать
twenty ['twenti] — двадцать
twice [twais] — дважды
two [tu:] — два
type [taɪp] — тип; печатать на машинке
typical ['tɪpɪkəl] — типичный

U

ugly ['ʌgli] — уродливый
UFO ['ju:fəʊ] (**Unidentified Flying Object**) — НЛО
Ukranian [ju:'kreɪniən] — украинец, украинский
unable [ʌn'eɪbəl] — неспособный что-то делать
unattended [ʌnətendɪd] — оставленный без присмотра
unavoidable [ʌnə'vɔɪdəbəl] — неизбежный
unbelievable [ʌnbɪli:vəbəl] — невероятный
uncomfortable [ʌn'kʌmfətəbəl] — неудобный
uncountable [ʌn'kaʊntəbəl] — неисчисляемый
uncivilised [ʌn'sɪvɪlaɪzd] — нецивилизованный
uncle ['ʌŋkəl] — дядя
unconscious [ʌn'kɒnʃəs] — безсознательный; находящийся в бессознательном состоянии
under [ʌndə] — под
underline [ʌndə'laɪn] — подчеркивать
understand [ʌndə'stænd] (**understood**) — понимать
unemployment [ʌnɪm'plɔɪmənt] — безработица
unequal [ʌn'i:kwəl] — неравный
unexpected [ʌnɪk'spektɪd] — непредвиденный
unfair [ʌn'feə] — несправедливый, нечестный
unfortunately [ʌn'fɔ:tʃənɪtli] — к несчастью
unfriendly [ʌn'frendli] — недружелюбный, неприветливый
unhappy [ʌn'hæpi] — несчастливый, несчастный
unhealthy [ʌn'helθi] — нездоровый
uniform ['ju:nɪfɔ:m] — форма, униформа
union ['ju:njən] — союз; содружество
unique [ju:'ni:k] — единственный в своем роде; уникальный
unite [ju:'naɪt] — объединять(ся)
united [ju:'naɪtɪd] — объединенный, совместный
universal [ju:nɪ'vɜ:səl] — универсальный
university [ju:nɪ'vɜ:sɪti] — университет
unknown [ʌn'nəʊn] — неизвестный
unless [ʌn'les] — если не
unlike [ʌn'laɪk] — непохожий на
unpleasant [ʌn'plezənt] — неприятный
unpredictable [ʌnpri'dɪktəbəl] — непредсказуемый
unsinkable [ʌn'sɪŋkəbəl] — непотопляемый
until [ʌn'tɪl] — до, до тех пор
untitled [ʌn'taɪtld] — не имеющий заглавия
unusual [ʌn'ju:ʒuəl] — необычный, необыкновенный

Vocabulary

up [ʌp] — вверх, сверху
 upset ['ʌpset] — расстроенный
 get / be upset — расстраиваться
 up-to-date [ʌptə'deɪt] — современный
 urgent ['ɜːdʒənt] — срочный
 us [ʌs] — нам, нас
 use [juːs] — польза, употребление
 use [juːz] — использовать, применять
 useful ['juːsfəl] — полезный
 useless ['juːsləs] — бесполезный
 user ['juːzə] — пользователь
 usually ['juːʒuəli] — обычно

 vacant ['veɪkənt] — свободный, вакантный
 valuable ['væljuəbəl] — ценный
 value ['væljuː] — ценность, стоимость
 variant ['veəriənt] — вариант
 various ['veəriəs] — различный
 vegetable ['vedʒtəbəl] — овощ
 velvet ['velvɪt] — бархат, вельвет
 version ['vɜːʃən] — версия
 very ['veri] — очень
 vet / veterinarian [vet / ,vetəɪn'neəriən] — ветери-
 нарный врач
 victim ['vɪktɪm] — жертва
 victory ['vɪktəri] — победа
 video ['vɪdiəʊ] — видео(фильм); записывать
 на видео
 view [vjuː] — вид, взгляд, мнение
 village ['vɪlɪdʒ] — деревня
 violence ['vaɪələns] — насилие, жестокость
 violent ['vaɪələnt] — сильный, яростный
 visa ['vɪzə] — виза
 visit ['vɪzɪt] — посещение, визит; посещать
 vital ['vaɪtəl] — жизненный, насущный
 vocabulary [və'kæbjʊləri] — словарь, словарный
 запас
 vocational [vəʊ'keɪʃənəl] — профессиональный
 (об учебном заведении, образовании)
 voice [vɔɪs] — голос
 volcano [vɒl'keɪnəʊ] — вулкан
 volleyball ['vɒlibɔːl] — волейбол
 vote [vəʊt] — голосовать
 voyage [ˈvɔɪdʒ] — путешествие (преимущественно
 по воде)

wait [weɪt] (for somebody) — ждать (кого-либо)
 waiter / waitress ['weɪtə / 'weɪtrɪs] — официант(ка)
 wake [weɪk] (woke, woken) — просыпаться
 walk [wɔːk] — прогулка; гулять, ходить пешком
 wall [wɔːl] — стена
 want [wɒnt] — хотеть, желать
 war [wɔː] — война
 warm [wɔːm] — теплый, тепло
 warning ['wɔːnɪŋ] — предостережение

was [wɒz] (past simple of to be; ed. ч.) — был,
 была, было
 wash [wɒʃ] — мыть(ся), умываться, стирать
 wash up — мыть посуду
 waste [weɪst] — трата (бесполезная); тратить
 без толку
 watch [wɒtʃ] — часы наручные; смотреть,
 наблюдать, следить
 water ['wɔːtə] — вода; поливать
 waterfall ['wɔːtəfɔːl] — водопад
 wave [weɪv] — волна; махать (рукой)
 way [weɪ] — путь, дорога; образ действия, способ
 we [wiː] — мы
 weak [wiːk] — слабый, хилый
 wealthy ['welθi] — зажиточный
 wear [weə] (wore, worn) — носить (одежду)
 weather ['wedʒə] — погода
 Wednesday ['wenzdi] — среда
 week [wiːk] — неделя
 weekend [ˌwiːk'end] — уикенд (время отдыха с
 пятницы или субботы до вечера воскресенья)
 weekly ['wiːkli] — еженедельный
 weigh [weɪ] — взвешивать
 weight [weɪt] — вес
 welcome ['welkəm] — приветствовать;
 Добро пожаловать!
 well [wel] — хорошо; здоровый
 well-known [ˌwel'nəʊn] — известный
 well-paid [ˌwel'peɪd] — хорошо оплачиваемый
 Welsh [welʃ] — уроженец Уэльса; валлийский
 were [wɜː] (past simple of to be; мн. ч.) — были
 west [west] — запад
 wet [wet] — мокрый; мокро
 whale [weɪl] — кит
 what [wɒt] — что, какой, который
 whatever [wɒt'evə] — что бы ни; любой
 wheel [wiːl] — колесо
 wheelchair ['wiːltʃeə] — инвалидная коляска
 when [wen] — когда
 whenever [wen'evə] — когда бы ни
 where [weə] — куда
 wherever [weə'evə] — где бы ни, куда бы ни
 whether ['wedʒə] — ли
 which [wɪtʃ] — который, какой (из)
 while / whilst [waɪl / waɪlst] — пока, в то время
 как
 whisper [wɪspə] — шепот, шептать
 white [waɪt] — белый
 who [huː] — кто, который
 whoever [huː'evə] — кто бы ни
 whole [həʊl] — весь, целый
 whom [huːm] — кого, кому, которого
 whose [huːz] — чей
 why [waɪ] — почему, зачем
 wide [waɪd] — широкий
 widespread [ˌwaɪdspred] — широко распростра-
 ненный
 wife [waɪf] — жена
 wild [waɪld] — дикий

wildlife ['waɪldlaɪf] — живая природа
will [wɪl] — *вспомогательный глагол будущего времени; 1 л. ед. и мн. ч.*
willing ['wɪlɪŋ] — желание; желающий
win [wɪn] (won) — выигрывать
wind [waɪnd] — ветер
window ['wɪndəʊ] — окно
windsurfing ['wɪndʒɜːfɪŋ] — виндсёрфинг
windy ['wɪndi] — ветрено
wing [wɪŋ] — крыло
winner ['wɪnə] — победитель
winter ['wɪntə] — зима
wisdom ['wɪzdəm] — мудрость
wise [waɪz] — мудрый
wish [wɪʃ] — желание; желать
witch [wɪtʃ] — ведьма
with [wɪð] — с (*предлог*)
without [wɪð'aʊt] — без
wizard ['wɪzəd] — волшебник, колдун
woman ['wʊmən] (*pl. women*) — женщина
wonder ['wʌndə] — чудо; удивляться, хотеть знать
wonderful ['wʌndəfəl] — чудесный
wood [wʊd] — небольшой лес, роща
wooden ['wʊdn] — деревянный
word [wɜːd] — слово
work [wɜːk] — работа; работать
world [wɜːld] — мир, всемирный
worry ['wʌrɪ] — беспокоиться
worse [wɜːs] (*см. bad*) — хуже
worst [wɜːst] (*см. bad*) — наихудший

worth [wɜːθ] — стоящий (внимания, времени)
would [wʊd] — *вспомогательный глагол / модальный глагол*
write [raɪt] (wrote, written) — писать
writer ['raɪtə] — писатель
writing ['raɪtɪŋ] — письменная работа
wrong [rʊŋ] — неверный, неверно

Y

year [jɪə, jɜː] — год
yellow ['jeləʊ] — желтый
yes [jes] — да
yesterday ['jestədi] — вчера
yet [jet] — еще, еще не, все еще, уже
you [juː] — ты, вы, тебе, вам, тебя, вас
young [jʌŋ] — молодой
your [jɔː] — твой, ваш
yours [jɔːz] — твой, ваш
yourself [jə'self] — (ты) сам
youth [juːθ] — юность, юноша, молодежь

Z

zodiac ['zəʊdiæk] — зодиак
sign of the zodiac — знак зодиака
zoo [zuː] — зоопарк

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