

М. З. Биболетова, Н. Н. Трубанева

Английский язык

Английский
с удовольствием
Enjoy English

Учебник для 8 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)

2-е издание, исправленное и переработанное

ИЗДАТЕЛЬСТВО
ТИТУЛ
TITUL
PUBLISHERS

2013

**Учебно-методический комплект
“Английский с удовольствием” / “Enjoy English” (8 класс)
состоит из следующих компонентов:**

- учебника
- книги для учителя
- рабочей тетради
- аудиоприложения (CD MP3)
- обучающей компьютерной программы

По вопросам приобретения УМК “Enjoy English” (8 класс)

следует обращаться в издательство „Титул“:

тел.: (48439) 9-10-09, факс: (48439) 9-10-00,

e-mail: pochta@titul.ru (книга почтой), umk@titul.ru (оптовые покупатели).

Биболетова М. З., Трубанева Н. Н.
Б59 Английский язык: Английский с удовольствием / Enjoy English: Учебник для 8 кл. общеобраз. учрежд.— 2-е изд., исправ. и перераб.— Обнинск: Титул, 2013.— 168 с.: ил.

ISBN 978-5-86866-600-1

Учебник “Английский с удовольствием” (8 класс) продолжает серию учебников с этим же названием и является одним из компонентов УМК. Учебник состоит из четырех разделов, каждый из которых рассчитан на одну четверть.

В процессе обучения предусматривается развитие сформированных ранее коммуникативных умений учащихся в говорении, понимании на слух, чтении и письме. При этом акцент делается на развитие интеллектуальных познавательных способностей школьников, на формирование у них потребности пользоваться английским языком как средством общения, на развитие стремления к взаимопониманию с представителями иной культуры и умения представлять культуру собственной страны.

Содержащийся в учебнике разнообразный аутентичный материал интересен и доступен подросткам 14–15 лет. Помимо материала для взаимосвязанного обучения всем видам устного и письменного общения в учебник включены задания для самоконтроля и справочный материал.

Учебник построен в русле личностно-ориентированного, коммуникативно-когнитивного подхода к обучению иностранным языкам и отвечает требованиям федерального государственного образовательного стандарта.

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

ББК 81.2Англ-922

- © Биболетова М. З., Трубанева Н. Н., 2002.
- © Издательство “Титул”, дизайн, воспроизведение, распространение, 2002.
- © Биболетова М. З., Трубанева Н. Н., 2012, с изменениями.
- © Издательство “Титул”, дизайн, воспроизведение, распространение, 2012, с изменениями.

ISBN 978-5-86866-600-1

Contents

Unit	Section	Grammar focus	Function	Vocabulary
1 <i>It's a wonderful planet we live on</i> Page 6	1. After rain comes fine weather 2. We're part of the universe 3. Who is there? 4. Exploring space 5. Is the Earth a dangerous place? 6. Surviving with optimism 7. This Earth was made for you and me	Sentences beginning with "It's ..." (review) Present / Past / Future simple (review) "The" with the unique things and objects Past continuous tense For and Since (Present perfect and Present perfect continuous) Past simple and Past continuous (review) Past perfect Large numbers (review) Past simple / Past continuous / Past perfect (review)	Stating likes / dislikes Making comparisons Writing a postcard Stating personal beliefs Describing positive and negative features Filling in the form Expressing opinions Writing a story Stating facts and opinions Describing positive and negative features Describing disasters Stating facts Giving warnings Storytelling Stating facts Describing places Expressing opinions Writing a story	Weather The names of the countries and capitals (review) Space (the universe, planets) Space travels Space and science Natural disasters by (the time) World's Geographical Champions
2 <i>The world's best friend is you</i> Page 42	1. The Earth needs a friend, doesn't it? 2. Conditional II and III 3. What's wrong with us? 4. Why throw away? Why not recycle? 5. What can we do to save the Earth?	"The" with features of the environment (review) Nouns ending with: -tion Adjectives ending with: -al Conditional II: If + Past simple + would + Infinitive Conditional III: If + Past perfect + would have + Infinitive be (get) used to smth / doing smth Conditional II and III: combined sentences △ + △ing (avoid doing smth)	Stating facts Giving reasons and explanations Stating environmental problems Situations in the present, past or future Stating opinions Stating vital problems Giving personal information Giving advice Discussing possibilities Discussing ways of saving the Earth Expressing opinions Giving advice Writing a script for a film	Notices Geographical names Environmental problems Environment Serious problems of our day Recycling Environmental problems

Unit	Section	Grammar focus	Function	Vocabulary
3 <i>Mass media: good or bad?</i> Page 64	1. What is the media?	Abbreviations Uncountable nouns	Expressing opinions Making comparisons	Mass media Abbreviations British / American English
	2. What do you think of television?	have / has always dreamed of doing smth Homophones	Giving reasons and explanations Expressing opinions	TV programmes Knowledge Quiz
	3. Do you read newspapers on Sundays?	Conditional I (review)	Giving reasons and explanations Stating likes / dislikes	Newspapers Magazines
	4. What Is the Internet?	Synonyms	Expressing opinions. Discussing pros and cons. Writing a summary	The Internet
	5. Is being a reporter a dangerous job?	Wh-questions (review) Who What When } ever Where How	Giving reasons and explanations Storytelling Writing a biography	Professions Biographies
	6. Are books the media, too?	△ + △ing (enjoy / prefer / love / like / start / try doing smth)	Stating likes / dislikes Expressing opinions	Kinds of Books
	7. Reported speech	Direct Speech and Reported Speech (statements, questions, commands)	Interviewing Reporting on the results of the interview	Books Verbs, which are often used to report speech
	8. Try yourself as a writer	Suffix -less that / which / who (review)	Seeking factual information Stating likes / dislikes Writing a biography	Writers Reference books
4 <i>Trying to become a successful person</i> Page 100	1. Who is a successful person?	Present / Past simple Past perfect Past simple passive (review)	Describing people Expressing opinions	Characteristics Biographies
	2. Family is a good start	Complex Object: make sbm do smth ask } want sbm to do smth tell	Describing people and relationships Describing feelings Stating opinions Giving advice	Characteristics Relationships
	3. What is bullying?	Complex Object Conditional II (review)	Discussing purposes Expressing opinions Giving advice Writing a letter	Bullying
	4. Why are family holidays important?	Past simple / Past continuous / Past perfect (review)	Stating likes / dislikes Congratulating Writing a postcard	Holidays Congratulations
	5. Is it easy to be independent?	Expressions with do and make	Discussing pros and cons Giving advice Writing a story	Saturday jobs

Appendix

Grammar reference	121
List of irregular verbs.....	132
Pronunciation table	134
Learning strategies.....	135
Cultural guide.....	137
List of personal names	141
List of geographical names	142
Vocabulary	144

Условные обозначения

-  — упражнение на слушание
-  — работа в парах
-  — работа в группах
-  — задание повышенной сложности
-  — работа с Интернетом

Section 1

After rain comes fine weather



1 Listen and read the poem. What's the main idea of it?

When the weather is wet
We must not fret,
When the weather is cold
We must not scold".
When the weather is warm
We must not storm",
But be thankful together
Whatever the weather.

* fret — беспокоиться, волноваться

.. scold — ворчать

... storm — кричать



2 Work in pairs. Discuss why people talk about the weather so often. Add your own ideas.

Use:

start a conversation, it's a common topic for everyone, etc.

3 Match the symbols to the weather words.

1	2	3	4	5	6	7

- a) rainy, b) stormy, c) snowy, d) cloudy, e) sunny
f) cloudy and sunny, g) windy.



4 Listen and repeat the names of some European countries. Compare them with the list. Say which countries on the list were not mentioned.

Spain, Russia, the Netherlands, Poland, Hungary
England, the Czech Republic, Italy, France
Sweden, Finland, Norway, Belgium, Bulgaria
Romania, Slovakia, Belarus, Switzerland
Portugal, Denmark, Germany, Austria, Ireland
the UK, Greece.

5 Say what kind of weather is typical in:

- a) the northern parts of Russia?
- b) the southern parts of Russia?
- c) the central part of Russia?
- d) the place where you live?

Example: It's cold and wet in autumn in the central part of Russia.

- | | |
|-------------------|--------------------|
| • windy and sunny | • sunny and icy |
| • icy and snowy | • windy and snowy |
| • cloudy but dry | • stormy and windy |
| • hot and stormy | • cold and wet |
| • cool and cloudy | • cool and sunny |
| • hot and humid | • warm and wet |
| • snowy and sunny | • cool and humid |

WORD FOCUS

6 Read and remember.

In Britain people often start conversations by talking about the weather. In your answer you should agree with the speaker but try to use a different word with the same meaning.

Example: It's a lovely day, isn't it? — Yes, wonderful, isn't it?

Here are some words, which are commonly used for:

good weather	bad weather
lovely, nice,	terrible,
beautiful,	awful,
wonderful	miserable

7 Work in pairs. Make up a dialogue. Use the words from Ex. 6.

Example: It's sunny in Spain today, isn't it? — It's lovely, isn't it?

8 Name five things you usually do when:

- a) the weather is fine and warm.
- b) the weather is cold and windy.
- c) the weather is rainy and misty.
- d) you don't like the weather.

**9** Review the cases when *It's* is used:

To describe the weather: *It's sunny today, isn't it?*

To identify the season: *It's winter.*

To identify the time of day:

It's eight o'clock.

It's late. It's morning.

To express an opinion: *It's interesting.*

It's boring.

It's funny. It's useless.

To make a statement: *It's time to finish your work.*

It's time to go home.

**10** a) Read, listen and act out.

Steve: It's a lovely day!

John: Yes, isn't it?

Steve: So sunny and there's no wind.
What shall we do?

John: Let's go skiing.

Steve: Oh, no. I think it's too cold to go skiing today. Look, it's minus 15.

John: Yes, you are right. We could go to the cinema then.

Steve: Sure. Come on.



Penny: Betty, what's the weather like today?

Betty: It's a lovely morning. It's warm and sunny. What shall we do?

Penny: Well, we could go to the beach.

Betty: Good idea! I'll be ready in a minute.

b) Find and name the cases of using *It's* in the dialogues.



11 Work in pairs. Make up a short conversation about the weather. Use as many sentences as possible with *It's...*

12 Imagine you would like to invite a foreign pen friend to your home town. Choose the best season for the visit: describe the weather and the things you can do in that season.

13 Read the text and say why Britain's climate has got such a bad reputation.

It's not usually as cold in Britain as it is in Russia or Canada. In some parts of Britain winter goes by without any snow falling at all.

It doesn't usually get very cold in the winter or very hot in the summer.

It's not true that Britain is a wet and foggy country. It may not rain very much but you can never be sure of a dry day. Sometimes it rains so heavily that the British say "It's raining cats and dogs."

That's why British people say "Other countries have a climate, in England we have weather." The weather in England changes very quickly. Sometimes the British have weather from each season all in one day.

People often say that the British talk about the weather all the time. This is an exaggeration, but it's certainly true that the weather is a good way to start a conversation with a stranger. Because of the changeable weather there is always something to talk about in Britain even with a person you don't know.



14 Choose the right ending to the sentences:

1. Britain isn't a wet and foggy land but
 - a) the rains here are very heavy.
 - b) it often rains in the south of Britain.
 - c) you can never be sure of a dry day.
2. Because of the changeable weather
 - a) the British often catch bad colds.
 - b) people carry umbrellas every day.
 - c) they often talk about it.
3. Britain's climate has got a bad reputation because
 - a) it is very cold in winter.
 - b) the weather changes quickly.
 - c) it often rains in summer.



15 Work in pairs. Discuss what you would say about the weather in Russia to your British partner. Share your opinion with your classmates.

Use: You can never be sure of a dry / sunny / frosty day.

It doesn't usually get very cold in

It often gets hot in

It's never as cold in ... as it is in

WORD FOCUS: TEMPERATURE

16 Read and remember.

People use two types of scales for measuring temperature: either Centigrade ['sentigreɪd] / Celsius ['selsiəs] (°C) or Fahrenheit ['færənhaɪt] (°F). Celsius is a scale of temperature in which water freezes at 0° and boils at 100°.

32° Fahrenheit is equal to 0° Celsius.

In Britain both scales are used: Celsius and Fahrenheit. In the USA temperatures are measured in Fahrenheit. In Russia temperatures are measured in Celsius.

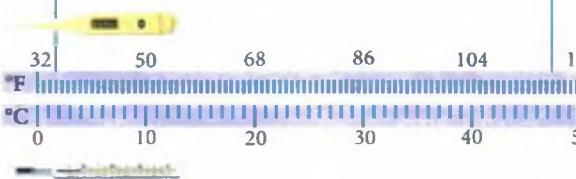
40 °F = (40° - 32°) : 1,8 = 4,4 °C

Example:

Yesterday it was 6 above zero = It was plus 6 degrees Centigrade.

Today it is 7 below zero = It is minus 7 degrees Centigrade.

It will be 69° Fahrenheit tomorrow.





17 Listen to the weather forecast. Fill in the table:

Cities	Weather	Temperature, °C
Amsterdam	cool, wet	+6
Moscow	sunny, cloudy	-1
St Petersburg		
Washington		
Helsinki		
Canberra		
Wellington		
Ottawa		
Tokyo		+20

18 Read the dialogue, complete it.

- Jim! I've got a question!
- Yes, how can I help you?
- If the outside temperature is 50 degrees Fahrenheit, what is the temperature in Centigrade?
- I could tell you, but you should work it out yourself.
- I can't do it! Go on then, what is it?
- I think it's...

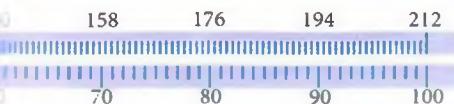


19 Listen and check if you have completed the dialogue correctly. Act the dialogue out.



20 Listen to the weather forecast for tomorrow. Find the correct answer.

In the morning	Temperature
Cloudy and dry	+3–8 °C
Windy and wet	+17–20 °C
Wet and cloudy	+43–48 °F
In the afternoon	
Sunshine and clouds	+20–25 °C
Sunshine and a light wind	+60–62 °F
Windy and wet	+56–60 °F



21 Work in pairs. Use the table in Ex. 17 and discuss the weather in different cities.

- Example: — What was the weather like in Tokyo?
— It was rather cold. It was 1°C below zero.
— What was the weather like in Moscow?
— It was dry and hot. It was 29 °C.



22 Work in pairs. Talk about the weather in your place (yesterday, today and tomorrow).

Use:

Yesterday
It was wet.
It was 19 °C.



Today
It is sunny.
There is hardly a cloud in the sky.



Tomorrow
I think it will be warm and windy.
It will be 24 °C.



23 Write your own weather forecast for tomorrow. Read it to your classmates. See if their forecasts agree with yours.

24 Read the postcards tourists sent home while visiting English-speaking countries.
Match the texts and the pictures.

A. Dear Jason,

At last we've come to the Lucky Country. It's hot and sunny. There is hardly a cloud in the sky. It's mid-summer here in January. The houses, cars and even the tractors in this country have air conditioning because the temperature is between 35 °C – 38 °C now. Most people spend their weekends on the beach. They swim, dive, go surfing, play volleyball or just walk. The beaches are crowded. They are an important part of Australian life. The words "Life is a beach" mean that everything is great.

See you soon,
Steven

B. Dear Kate,

We're in North America! It's cold and frosty. Winter! The famous writer Stephen Leacock once said that life in this country consisted of preparing for winter, enduring winter and recovering from winter. I'm sure he was right. Houses and cars are adapted for winter. There are indoor and underground centers in cities. When it's cold outside you can go to the shops, see a film or have a meal without going outside. There is a lot of snow here now. Some parts of the country are cut off. You can only get there by air and dog sled.

We were told that in summer it could be surprisingly hot: +35 °C. I can't believe it. I wish I could come here in the summer.

Best wishes,
Linda

C. Dear Alice and Mark,

The weather can change very quickly here. It was Sunday yesterday and I went for a walk in the park. In the morning the weather was wonderful. It was warm and sunny. Half an hour later the weather started to change. It became cool and cloudy. A cold wind began to blow. Soon the rain started. You'll be surprised, but I didn't have either an umbrella or a raincoat. So, I got wet and cold very soon. But when I arrived, the sun began to shine brightly again.

Thank goodness that our weather isn't so changeable.

Best wishes,
Carol



25 Look through the texts and say which text these groups of words belong to?

1. prepare for
It's cold outside
recover from
underground centre
surprisingly hot

2. wonderful
shine brightly
blow
cool and cloudy
changeable

3. a cloud in the sky
the beach
air conditioning
hot and sunny
crowded

26 Say 3 nouns, 3 verbs, 3 adjectives and 3 adverbs that can be used for climate and weather descriptions in the English-speaking countries.

27 Say what facts from the texts (Ex. 24) you have found surprising.

Use: I'm surprised that..., I think..., I can't believe that..., In my opinion....



28 Work in pairs. Make up a dialogue. Imagine what two teenagers are telling each other about the weather and climate in their countries in different seasons. Choose any country you like.

Use: It's a lovely (wonderful, beautiful; miserable, awful, terrible) day / weather; It's cloudy / nasty / humid / wet / stormy / hot / warm / cold / cool / sunny / frosty / snowy; shine brightly; rain heavily / hard; blow; You can never be sure of a ... day; It doesn't usually get very cold / hot in ... because of the changeable weather, stay at home / go outdoors; wear raincoats / coats; have umbrellas.

Begin with:

It looks like rain. / What terrible weather we are having today! / It's a wonderful day, isn't it? / Isn't it a cold day?

29 Write a postcard to your English-speaking pen friend describing the climate and weather in your home town / village.

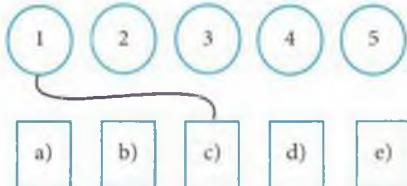


30 Match some English proverbs and sayings with weather words and their Russian equivalents. Which of the proverbs are shown in the picture?



1. Every cloud has a silver lining.
2. To everything there is a season.
3. It never rains but it pours.
4. One cloud is enough to eclipse the sun.
5. After rain comes fine weather.

- a) Будет и на нашей улице праздник.
- b) Всему свое время.
- c) Нет худа без добра.
- d) Ложка дегтя в бочке меда.
- e) Беда не приходит одна: сама идет и другую ведет.

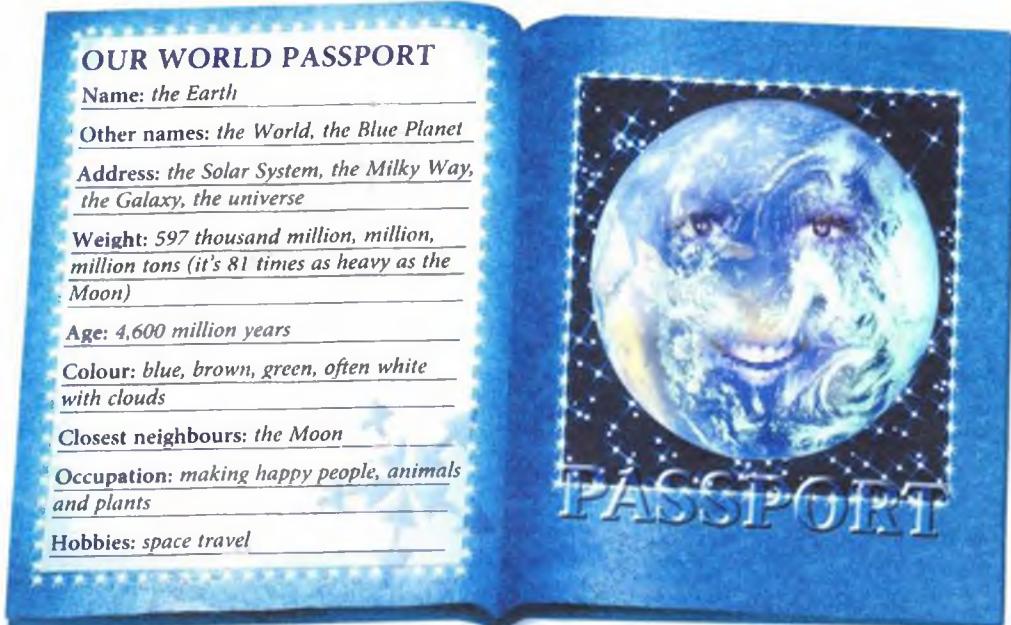


31 Take one of the proverbs as a title. Make up a story.

Section 2 We're part of the universe



32 Read the Passport of the Earth. Add some more information. Use the Internet.



33 Read the Earth page from the encyclopedia below. Find the answers to the following questions:

1. Why do people call the Earth "the Blue Planet"?
2. Where is the most of Earth's water found?
3. Is the Sun a planet? What is it?
4. How many main planets are there in the Solar System?
5. What are the names of the oceans?
6. How much water do the oceans contain?

The Earth

All of us know that we live on the Earth. But what do we know about it?

The Earth is the fifth largest of the nine main planets in the Solar System.

It's the third planet from the Sun. The Sun is just one of many stars in the Milky Way Galaxy.

The Earth looks blue from space because 70%, nearly three quarters, is covered with water. There are four oceans on the Earth: the Pacific, the Atlantic, the Indian and the Arctic.

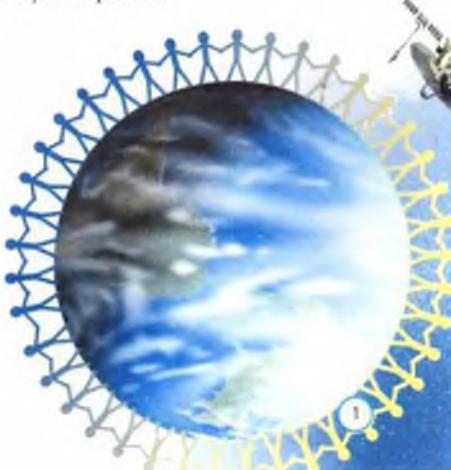
The oceans contain 97% of all the water on the Earth.

34 Here is an interesting experiment to help you imagine how big the Earth is.

Stand up, hold the hands of your partners, stretch your arms as wide as you can. Now imagine that you are trying to reach from pole to pole.

Do you know what the distance is from pole to pole? It's 20,000 kilometres [kt'l'mitaz]. They say it would take twelve and a half million people holding hands to stretch from pole to pole.

Are you impressed?



35 Listen and repeat the English words. Find the same words in Russian.

the Solar System	вселенная
galaxy	планета
the universe	галактика
the Milky Way	космическое путешествие
planet	спутник (сателлит)
satellite	дистанция (расстояние)
distance	полюс
the Sun	космонавт
the Earth	Солнце
the Moon	Земля
pole	Луна
atmosphere	атмосфера
ocean	Млечный Путь
ton	звезда
star	океан
intergalactic	космический корабль
space travel	тонна
spaceship	межгалактический
astronaut	телескоп
telescope	Солнечная система

37 Read and translate. Note the different meanings of *space* and *star*.

space

- She managed to park her car in a small *space* between the wall and the flower-bed.
- The satellite was launched (*запущен*) into *space* three days ago.
- In his stories the writer imagines that huge *spaceships* have been invented, which take passengers to different planets.
- When astronauts go outside a *space station*, they have to wear special *spacesuits*.
- Have you heard about his third *space flight*?

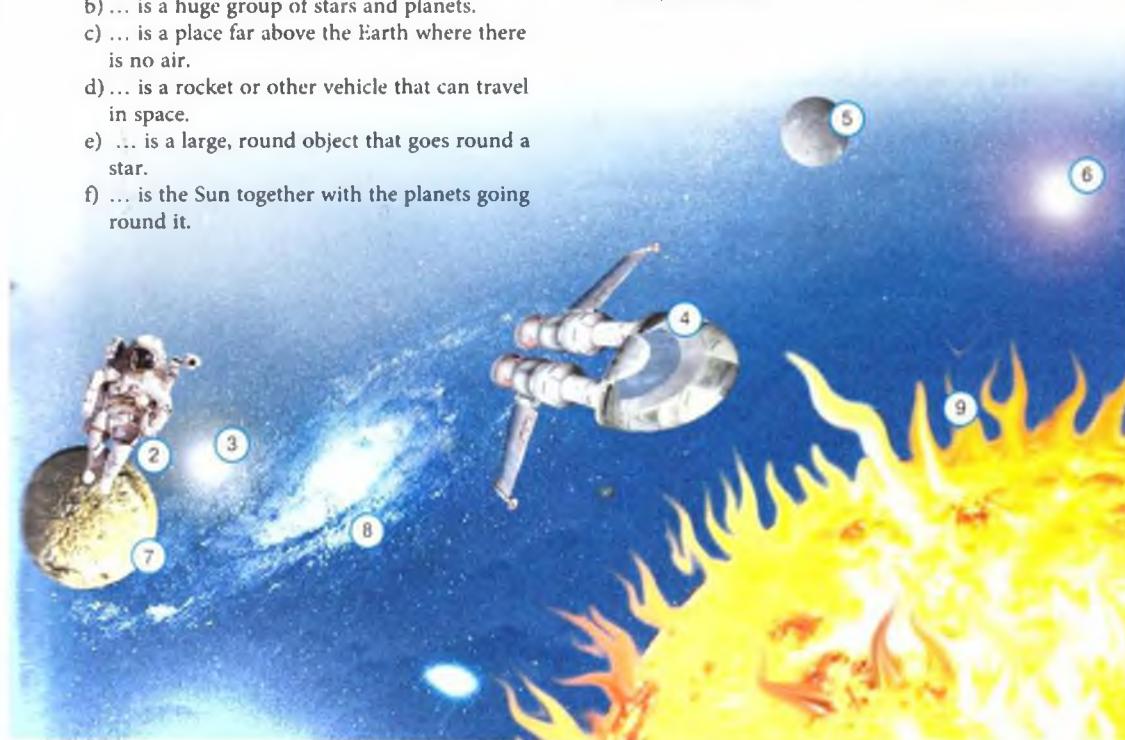
star

- When it is dark we can see a lot of *stars* in the sky.
- Now *stars* are awarded to good hotels: from one *star* to the cheapest hotel up to five *stars* for the most comfortable hotels.
- D. Maradona is a world-famous football *star*.

36 Match the words and the descriptions:

- a planet
 - a galaxy
 - the Solar System
 - a spaceship
 - space
 - the universe
- a) ... is all space and everything that exists in it.
 - b) ... is a huge group of stars and planets.
 - c) ... is a place far above the Earth where there is no air.
 - d) ... is a rocket or other vehicle that can travel in space.
 - e) ... is a large, round object that goes round a star.
 - f) ... is the Sun together with the planets going round it.

38 Look at the space picture. Match the pictures and the following words: *galaxy*, *planet*, *the Moon*, *star*, *the Sun*, *space*, *spaceship*, *astronaut*, *the Earth*.



39 Read and remember.

We use ***the*** when there is only one of something (unique): the Sun, the Moon, the Earth, the Galaxy, the universe, the Solar System, etc.

Note:

The Galaxy — the large group of stars which our Sun and its planets belong to.

A galaxy — one of the large groups of stars that make up the universe.

The Earth moves round the Sun.

The universe is all space and everything that exists in it.

In his novel the writer described space stations on **the Moon** and other planets.

We say: the sky / the country / the sea
He came to his telescope and looked at **the sky**.
The children usually spend their summer holidays in **the country**.

She likes swimming in **the sea**.

We say space (without **the**) when we mean "place far above the Earth where there is no air".

Most of the people in his stories are scientists who travel **in space** to find out more about the stars (not "in the space").

But: Write your answers **in the spaces** provided.

40 Put in ***the*** where necessary.

Example: ... Moon goes round ... Earth.— **The** Moon goes round **the** Earth.

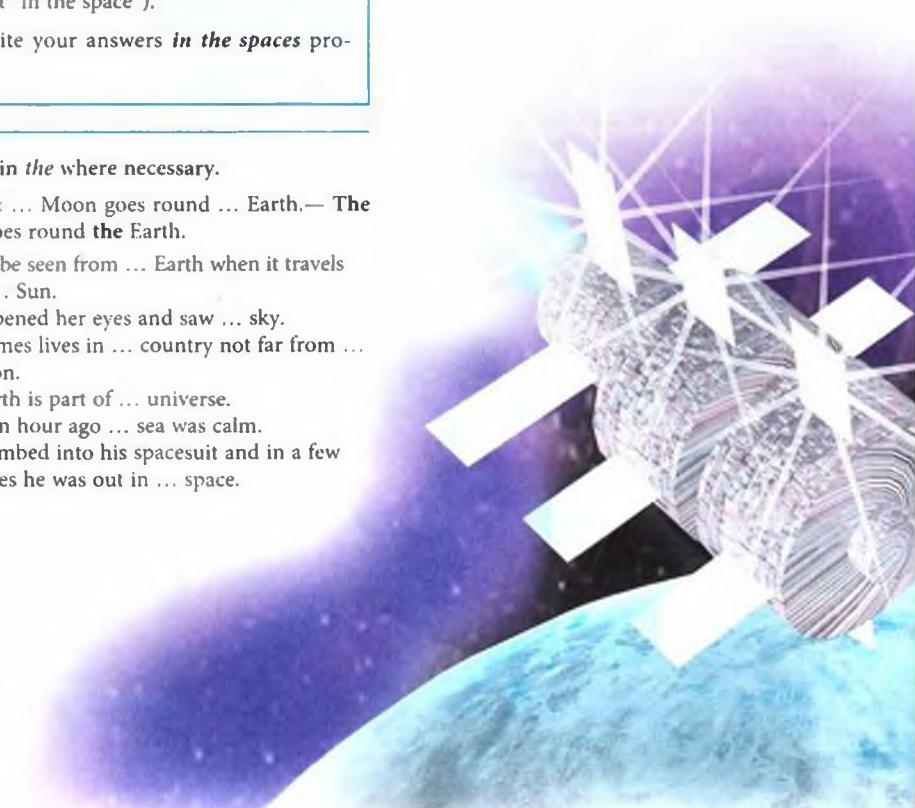
1. It can be seen from ... Earth when it travels near ... Sun.
2. She opened her eyes and saw ... sky.
3. Mr James lives in ... country not far from ... London.
4. ... Earth is part of ... universe.
5. Half an hour ago ... sea was calm.
6. He climbed into his spacesuit and in a few minutes he was out in ... space.

41 Decide whether these sentences are true (T) or false (F).

1. The Sun and the stars we see don't travel through space.
2. The Milky Way is a group of stars to which the Sun and its planets belong.
3. Milky Way is a chocolate bar which little children like.
4. There are about 1,000 stars in our Galaxy.
5. Travel to other galaxies is possible nowadays.

42 Read the text and find out if your answers were right.**Galaxies**

The Sun and all the stars we see in the night sky belong to a great group of stars that travel through space together. Such a group is called a galaxy. The star group to which our system belongs is called the Milky Way or just the Galaxy. There



are about 100,000,000,000 stars in the Galaxy, or about 20 stars for each human being on planet Earth. The Galaxy is like a huge disc with a bulge in the middle. The Galaxy is about 100,000 light years in diameter. This means that it takes a beam of light 100,000 years to travel from one edge of the disc to the other.

The Milky Way is not the only galaxy in space. In fact, there are thousands of millions. But most are too far from the Earth to be seen with the naked eye. On clear, dark nights a small number can be seen without a telescope. People can see the Andromeda [ən'drəmɪdə] galaxy, the Large and Small Magellanic [,meɡə'lænik] Clouds.

Where will people go after they've explored their own solar system? Experts say that travel to other galaxies will only be possible in huge "starships". They will travel through space for hundreds or even thousands of years with many people on board.

Then, when a suitable planet is found, some of these people will stay there and begin a new life. Later, they'll build new starships and go further to investigate the universe.

43 Reread the text and underline the words that you don't understand. Try to guess their meanings in the following way:

1. Reread the word in its context (the sentence in which it is, plus the sentence before and after).
2. Write down a few meanings that you think are possible.
3. Talk with your partner and try to work out the meanings of some words that you have underlined.
4. Use a dictionary to check your guesses.

44 Say if you've learnt anything new from the text. What is it?



45 Use the information in the text to make notes under the following headings. Use the Internet to get more information.

The Galaxy or the Milky Way:

The number of stars in the Galaxy:

The shape of the Galaxy:

Other galaxies:

Travel to other galaxies:

46 Write your own Intergalactic Address.



Your street _____

Your town / village _____

Your country _____

Your continent _____

Your planet _____

Your star _____

Your space system _____

Section 3

Who is there?

GRAMMAR FOCUS: PAST CONTINUOUS TENSE

47 Read, translate and remember.

- We use the past continuous to say that someone was in the middle of doing something at a certain time.

Steven and Martin **were playing** chess at 5 pm — Стивен и Мартин играли в шахматы в пять часов.

They began at 4.30 pm and finished at 6 pm. So, at 5 pm they **were playing**.

- We use the past continuous and the past simple to say that something happened in the middle of another event.

The girl **was watching** the comedy when her elder brother came in.— Девочка смотрела комедию, когда вошел старший брат.

I met him while I **was staying** at the seaside last summer.— Я встретил его, когда жил у моря прошлым летом.

was + doing (playing, reading, drawing)
were

+	-	?
I was playing	I was not playing	Was I playing? — Yes, I was. / No, I was not.
You were playing	You were not playing	Were you playing? — Yes, you were. / No, you were not.
He / She / It was playing	He was not playing	Was he playing? — Yes, he was. / No, he wasn't.
We were playing	We were not playing	Were we playing? — Yes, we were. / No, we weren't.
You were playing	You were not playing	Were you playing? — Yes, you were. / No, you weren't.
They were playing	They were not playing	Were they playing? — Yes, they were. / No, they weren't.

48 Read and translate into Russian.

- I was writing a letter at 2 o'clock yesterday.
- What were you doing at 8 o'clock last night?
- Tim was making fun of his little brother when his mother came in.
- It was raining all day long on Thursday.
- They were working outside the spaceship when they noticed something strange.
- At 4 pm yesterday a small satellite was moving towards our space station.
- The poet was looking at the sky when I touched his shoulder.
- We were repairing the spacesuit when he came in.
- What were you doing when you heard the scream?

49 Make up sentences.

I		cleaning the room	making fun of the boy	at 2 pm yesterday.
Tim		speaking English	calling up	the whole evening.
The girl	was	using a computer	eating cakes	when I came in.
We	were	having a picnic	looking at the sky	when she rang.
His parents		looking for the book	walking in the park	when the guests arrived.
The astronauts		talking about future	playing chess	when the teacher came in.

50 Say what you were doing. Use the past continuous.

Example: at 7 o'clock last night — I was watching TV at 7 o'clock.

1. at 5 pm yesterday
2. the whole morning yesterday
3. at 11 am last Sunday
4. at 9.00 pm the day before yesterday
5. when your friend phoned

51 Look at the travel schedule of the Teenagers' Conference participants. Say what they were doing.

- | | |
|-------------|-------------|
| 1. 7.00 am | 5. 3.00 pm |
| 2. 8.20 am | 6. 7.15 pm |
| 3. 11.30 am | 7. 10.15 pm |
| 4. 1.30 pm | |

PARTICIPANTS' TRAVEL SCHEDULE (Sunday, 25 September)

7.00	Get up
7.30-8.00	Have breakfast in the hotel
8.20	Meet in the conference hall lobby
8.40-1.00	Travel around the countryside looking at the environment
1.00-2.00	Have lunch in a country pub "The Tickled Trout"
2.00-4.00	Visit to the University of Wye [wai]
4.00-5.00	Take photos of the countryside for a poster on the environment
5.00-5.45	Go back to the conference hall
6.30-10.00	Attend a party for conference participants
10.15	Leave the party. Return to the hotel by bus

52 Use your own ideas to complete the sentences. Use the past continuous.

Example: a) ...when I met my friend — I was walking home when I met my friend.
b) I had a very good time while... — I had a very good time while I was living there.

1. ...when the telephone rang.
2. ...when she saw him yesterday.
3. ...when he heard the voice.
4. ...when they opened the door.
5. ...when it started raining.
6. The telephone rang while...
7. We wrote e-mails while...
8. He ran away while...
9. They had a very good time while...



53 Work in pairs. Look at the picture. Cover the picture and try to answer the questions in turns.

1. What was the father reading?
2. What were the children playing?
3. How many sweets were there on the tray?
4. Who was crying?
5. What kind of furniture was there in the spaceship?



54 Listen, repeat and read.

[eɪ]

space
spaceman
spaceship
spacesuit
station
radio
way

[æ]

galaxy
planet
satellite
travel
patted
family
happy

[aɪ]

like
light
inside
alive
mile
sky
climb

[aʊ]

about
out
outside
thousand
pound
shout
round

[ɪ]

see
mean
pleased
scream
beam
people
season**55** Read the text.

a) Guess if it is a frightening or a funny story.

Who's There?

I work in a space station. From my office, I can see the Earth twenty thousand miles away. It floats in space like a big green and blue ball.

I am the Station Supervisor. I like my job, but I sometimes get bored inside the space station.

One day I was in my office watching the men working outside. They were building part of the station. Suddenly I was called on the radio from the Satellite Control Office.

"There is something about two miles away and it's hardly moving. Can you see what it is?"

I took out my binoculars and looked at the sky. 'A small satellite was coming towards us.' It looked old.

I was told to go out and to bring it in.

I put away my papers and went to get my spacesuit. All the spacesuits were kept in large lockers. On my way to the lockers I met our cat, Tommy. Most animals don't like to live in space, but Tommy was happy. All the men liked him.

I climbed into my spacesuit and soon I was in space. I saw the satellite and began to move towards it.

But at that moment something went wrong. I heard a noise. It was a strange noise.

Something was scraping on the metal of the spacesuit. I froze with fear. There's something outside. It was alive. And it was trying to get into my spacesuit, I thought.

'Bernie Summers! I thought. He died in space. His spacesuit broke open. After the accident, Bernie Summers' spacesuit had been repaired.

Was his ghost trying to get back into my spacesuit? I had heard strange stories about ghosts in space. I grew more and more afraid.

I switched on the radio and shouted: "Help! I'm in trouble! Did this spacesuit belong to..."

I never finished the sentence. At that moment, I felt something. Something patted me softly on the back of my neck. I screamed as loud as I could. I fainted and fell down.

Sometime later, I woke up. I was back in the space station. The doctors were round my bed. But they weren't looking at me. They were looking at something more interesting.

b) Try to predict the end of the story:

What were the doctors looking at?

Who patted the spaceman on the back of his neck?

Now read the end of the story and find out if you were right.

The doctors were playing with three kittens.

Then I remembered the cat, Tommy. Tommy? A tom-cat? We had all made a mistake.

Our Tommy wasn't a tom-cat. She was a mother! She had put her babies in the pocket of the spacesuit. One of the kittens had patted me on the neck with its soft little paw. I had been knocked out by a kitten!



56 Answer the following questions.

1. Where does the storyteller work?
2. Why did he decide to go outside?
3. What did he meet on his way to the lockers?
4. What made him feel afraid?
5. Why did he remember about Bernie Summers?
6. Why did he scream and faint?
7. Who knocked the spaceman out?



57 Work in groups. Read the text once more. Some sentences have been left out. Decide where the sentences came from and mark the four places in the text where they could fit in. Compare the places found by you and other students.

1. I was pleased to do something different. I didn't get out of the space station very often.
My office had a beautiful view, but it was good to get outside.
2. It wasn't really just a suit. It was huge, big enough for more than one man.
3. I had to protect my eyes from the sun. In space the sun's light is dangerous. The spacesuit had a special sunshade for protection.
4. Then a name came into my mind.

58 Read the text "Who's There?" and find out the English equivalents of the following word combinations:

работать на космической станции;
скучать внутри космической станции;
по дороге;
двигаться навстречу;
застыл от страха;
после несчастного случая;
Я в опасности!
потерял сознание;
совершили ошибку;
повержен.

59 Translate the sentences written in bold letters into Russian. Say why the past continuous is used there.

60 What do you think is the main idea of the story? Explain your choice.

1. Space is dangerous.
2. Keeping animals in space stations and spaceships should be prohibited.
3. The devil is not so black as he is painted.
(У страха глаза велики.)
4. Spacemen should be very careful with their spacesuits.

61 Tell the story from the point of view of:

- a man working at the station;
- one of the doctors.



62 Have you ever been in a similar frightening situation? If so, tell your classmates the frightening story.

63 Look at the pictures. Make up a story. Write it down.



Section 4 Exploring space



64 Quiz: What do you know about exploring space? Choose the right answer. Listen and find out if you were right.

- Who was the first astronaut?
- Who was the first person who came to the idea of space rockets?
- Who constructed the first spaceship?
- Who was the first man to take a walk in space?
- Who was the first man on the Moon?
- Who was the first woman in space?



K. Tsiolkovsky, S. Korolev, Y. Gagarin,
V. Tereshkova, A. Leonov, N. Armstrong

65 Translate the word combinations. Use them to create your own sentences.

explore
(исследовать)
изучать
exploration
(исследование)

space
all the possibilities

research
(исследование)
a researcher
(исследователь)

do research into / on
space research

launch
(запускать)

a spaceship / a project

problem

a key / serious problem
(важная проблема)
a scientific / medical
problem
— to solve a problem
No problem.



66 Listen to the teenagers speaking about space exploration. As you listen to their comments, complete the following sentences. The first letters of the missing words will help you.

1. **Ann.** And we s... billions of dollars on s... research. This money should be used for medical r....
2. **Felix.** By e... space we may find another p... that we can l... on. We must learn to t... not only about this g... but about f... generations as well.
3. **Linda.** Would we a... to ruin other p... to satisfy our needs? Of course, we w.... People think that there will be is another planet for us in s....

67 Say what you think of space exploration.

Use: It seems to me that..., In my opinion..., I believe that..., I think that...; it's interesting; for thousands of years people have been dreaming of travelling through space / of reaching and touching the stars / of communicating with beings from other planets; find a planet to live on; learn a lot from space research; solve different medical and scientific problems; make progress; change people's life for the better; it's worth trying; it's a waste of money; spend money on other (medical, scientific) research; have a lot of serious problems on the Earth (dangerous diseases, pollution, a lot of crime, wars); it is not a key problem for people now; ruin another planet, it's a chance in a million; be afraid of; have no idea; it's useless to dream about space travel; don't care; solve everyday problems.



68 A correspondent (C) from *Teenager Magazine* interviews an astronaut (A). Read the interview. Act it out:

- C: Why are people so keen on space?
A: Space exploration has always really been a romantic idea of people. They want to travel, to see the world from outside the Earth. Now they can do it.
- C: Which are the most advanced space countries in the world at the moment?
A: Russia and the United States have always been the two most important and advanced space countries working in space research.

C: How long have you been in space centre?

A: I have done my job for more than 15 years. And I love it. Anyone who saw the Earth from space would never forget it.

GRAMMAR FOCUS

69 Read, translate and learn.

SINCE (to mark the beginning of a period)	FOR (to mark a period of time)
7 o'clock	Halloween
Friday	morning
1964	they phoned
October	
	an hour
	four days
	two months
	a year



We use both **the present perfect simple (have + done)** and **the present perfect continuous (have + been + doing)** to talk about actions which started in the past and continue up to the moment of speaking.

More than 100 Russian spacemen *have worked* in space since the space era began.— Более 100 русских космонавтов работали на орбите с тех пор, как началась космическая эра.

It *has been snowing* since 12 o'clock.— Снег идет с 12 часов.

We use **the present perfect continuous** to talk about the continuing situation. **The present perfect simple** is used to say that something is completed.

I've *been listening* to a new disk. I'm enjoying it.— Я прослушиваю новый диск. Я получаю от него удовольствие.

I've *listened* to your disk. It's really good.— Я прослушал твой диск. Он действительно хороши.

We often use **since** and **for** with the present perfect simple and the present perfect continuous to indicate that the action has lasted for a period.

Since is used to mark the beginning of the period:

The teacher *has been asking* us questions since 9 o'clock.— Учитель задает нам вопросы с 9 часов.

For is used to say how long something has been happening:

The teacher *has been asking* us questions for 3 hours.— Учитель задает нам вопросы в течение 3 часов.

Note: some verbs are not normally used in the continuous: be, believe, belong, consist, contain, depend, hate, know, like, love, mean, need, prefer, realise, remember, seem, suppose, understand, want.



70 Discuss with your partner something you've done since you were a child.

Example: I've read books about space travels since I was a child.

71 Make a sentence using the present perfect simple or the present perfect continuous with *since* or *for*.

Example: Rachel is in the country. (since Monday) — Rachel has been in the country since Monday.

1. We know each other. (for a long time)
2. The little boy feels bad. (since Friday)
3. His parents live in New York. (since they got married)
4. She plays table tennis. (for six years)

5. Mr Marshall teaches English in Russia. (since 2010)

6. I dream of going to Australia. (since I was a child)

72 Answer the following questions. Use the present perfect.

Example: Do you see Linda often? — No, I haven't seen her for two weeks.

1. Do you listen to music? — No, I ... for a long time.
2. Do you still play football? — No, I ... for ages.
3. Do you watch TV a lot? — No, I ... since Monday.
4. Do you often go out? — No, I ... for a long time.
5. Do you go to the disco every weekend? — No, I ... for two months.
6. Do you often argue with your older sister? — No, I ... for ages.

73 Read the text about space discoveries.

Answer the following questions:

1. How did people first begin to dream about space travel? Tell any story or legend.
2. What Russian word in the text has become known internationally? Do you know any other Russian words that are known internationally? What are they?
3. What are the achievements of Russia in space research?
4. What facts from the text have impressed you?

We do not know when men began to dream of travelling in space. The first story that we know about a space flight was written in the year 150. The author described how, during a great storm, a big wave raised a ship up to the Moon, and the men on the ship found themselves in a new world.

In the sixteenth century, Galileo made the first telescope and looked through it at the Moon and the planets. Now nobody could say for certain that the Earth was the only world, and many new space-travel stories appeared.

In 1865 Jules Verne's famous novel "From the Earth to the Moon" was published. In his story, he sends his heroes into space by means of a huge gun. Another space-travel story is "The First Men in the Moon" by H. G. Wells. Wells' heroes have a wonderful substance that helps their spaceship to fly away to the Moon.

But the dream of travelling into space became true only in the 20th century. It happened in November 1957. The first animal in space was Laika, a dog from Russia. Laika travelled around the Earth for 7 days in the satellite Sputnik 2. Then in 1961, all people on the Earth learned about the first man in space, Yuri Gagarin. He circled the Earth in Vostok spaceship. **Since that time the 12th of April has been celebrated in Russia as Space Day.**

Sputnik is one of the Russian words which became internationally known.

In more than 50 years since Yuri Gagarin's flight Russian space science has come a long way. Over 2,000 spaceships have been launched since the space era began.

Russia leads in many areas of space researches. The most important achievements include work on orbital stations. The longest expedition lasted more than 430 days. **More than seventy Russian spacemen have worked in orbit, many of them more than once.** All of them say how beautiful our blue planet is, how small and fragile it is.



74 Translate the sentences from the text written in bold letters. Say why the present perfect is used there.

75 Look at the pictures. Reread the text and do the following.

- a) Say which parts of the text are illustrated in the pictures. Find out if there are any important parts which aren't illustrated. What are they?
- b) Write captions for the pictures. They can be quotations from the text or your own sentences. Compare your captions with those of other students.

Section 5

Is the Earth a dangerous place?



76 Listen and read the words.
Label the pictures.

- Disasters: a) earthquake ['ɜ:θkweɪk] b) hurricane ['hʌrɪkən] c) tornado [tɔ:n'eɪdəʊ] d) volcano [vɒl'keɪnəʊ] e) flood [flʌd] f) drought [draʊt]



77 Match the words and texts. Listen and check your answers.

- 1) an earthquake, 2) a hurricane, 3) a tornado,
4) a volcano, 5) a flood, 6) a drought

- a) ... is a large amount of water which quickly covers a place that is usually dry land.
b) ... is a sudden shaking of the ground.
c) ... is a very violent wind or storm.
d) ... is a very violent wind in the form of a funnel of air that spins at great speed across land.
e) ... is a mountain with a hole called a crater in the top. Sometimes lava and gases are released from the crater.
f) ... is a long period of dry weather when there is not enough water.



78 Listen and fill in the table.

	Continents	Countries
Earthquakes		
Hurricanes		
Tornadoes		
Volcanoes		

79 Read and translate the word combinations. Use them in your own sentences.

disaster
(бедствие, несчастье) a terrible disaster
a disaster area
disastrous (бедственный)

damage
(вред, повреждение, повреждать) to do a lot of damage
to damage

shake
(трясти/сь, дрожать) to shake with laughter / anger
to shake like a leaf
to shake hands with each other
to shake each other's hands
to shake a head

hurt
(причинить боль, повредить) to be badly / seriously hurt
He wouldn't hurt a fly.



I couldn't believe my eyes. Nearly all buildings were on the ground. In front of me, the earth was moving up and down like a sea."

"What did you do?"

"Nothing for a while. Then I heard another sound, like great guns. It came from the mountains. I looked up and the nearest mountain began to fly at me!"

I ran away and swam across the river. On the other side, I started to run again. A great wind carried me along. Then earth and snow fell on top of me ..."

"Snow?"

"Yes, mountain snow. The earthquake broke off a large piece of the mountain." ...

"How many died?" asked Mark.

"50,000 died and another 100,000 people were hurt. Nearly a million lost their homes — that is one out of 13 people in Peru. I think it was the worst earthquake ever."

Mark looked in his notebook again.

"There was an earthquake in China in 1556. It killed 830,000 people. In 1923, in Japan, 142,000 people died."

80 You are going to read a text about the earthquake. Before you start reading discuss with your partner what you know about earthquakes. Write down the facts you've discussed.

81 Read the text and find out if there are any new facts. What are they?

The Yungay Earthquake

"I was in school," said Juan. "On the blackboard, in big white letters was the date — May 31st 1970. The letters started to dance in front of my eyes." "Were you asleep?"

"No, I looked out of the window. There was a noise, like a big lorry in the street. But outside there were only a few empty cars."

"What made the noise?"

"It was coming from the ground. The cars started to jump up and down. Then the classroom clock fell off the wall and the window broke.

I was afraid. I ran out of school and into the street. As I was running, the houses started to fall down. The ground was moving under my feet. I knew then..."

"Knew what?"

"I knew that it was an earthquake. I ran to the fields. I could hear bangs and screams behind me. I only turned round when I got to the second field.

82 Answer the questions.

1. When did the Yungay earthquake take place?
2. How did it begin?
3. What did Juan hear and see?
4. What happened with the boy?
5. Was the Yungay earthquake the most terrible?
6. Have you ever had an earthquake (or any other disaster) in your area? Tell about your experience.

83 Give 5 nouns, 5 verbs, 5 adjectives, 5 adverbs to describe the earthquake.



GRAMMAR FOCUS: PAST SIMPLE AND PAST CONTINUOUS (REVIEW)

84 Read and learn.

Past simple	Past continuous
<p>We use the past simple to talk about:</p> <ul style="list-style-type: none"> • past habits or states • finished actions with time words (see below) 	<p>We use past continuous to talk about:</p> <ul style="list-style-type: none"> • something that was in progress during a period of time in the past • something that was happening in the middle of some other action or event in the past
<p>Time words:</p> <p>yesterday / the day before yesterday a year ago last week / month / year / century in 1945 / in 2004 long ago / once upon a time</p>	<p>Time words:</p> <p>at three o'clock yesterday at that time on Sunday from two to four yesterday when she phoned / when it started raining</p>

Compare: — Listen! Why didn't you answer my phone calls yesterday afternoon?
 What were you doing at 6 pm?
 — I was waiting for my host family at the tube station at that time.
 — What did you do with your host family, then?
 — We went to the theatre together.
 — I hope you enjoyed it!



85 Put the verbs into the correct form: the past continuous or the past simple.

- | | |
|--|--|
| A. 1. She ... (play) computer games at 5 o'clock yesterday. | B. 1. — What ... you ... (do) when it ... (start) raining?
— We ... (walk) in the park. |
| 2. Last spring the flood ... (destroy) half of the town. | 2. ... they ... (do) a crossword puzzle or their homework when you ... (come) in? |
| 3. He ... (be) badly hurt during the earthquake. | 3. Where ... they ... (stand) when you ... (see) them? |
| 4. The girl ... (read) her book the whole morning yesterday. | 4. What ... Linda ... (do) when he ... (come) in? |
| 5. The spaceship ... (be launched) in 1995. | 5. Where ... they ... (work) at 5 pm yesterday? |

86 Put the verbs into the correct form: the past continuous or the past simple.

Example: She ... (cook) dinner when the earthquake ... (shake) the town.— She *was cooking* dinner when the earthquake *shook* the town.

1. The fire ... (destroy) most of the buildings while he ... (sleep).
2. When they ... (travel) around the country they ... (see) a tornado.
3. The girl ... (shake) with laughter when her mother ... (come in).
4. It ... (rain) heavily when she ... (leave) the house.
5. Where... you ... (stand) when you ... (hear) a scream?
6. When we ... (find) the puppy it ... (shake) like a leaf.
7. He ... (write) about disasters when I ... (phone) him.

WORD FOCUS

87 Read, translate and learn: to destroy / to break / to damage.

1. **to break** — to separate something into parts suddenly or violently

- a) If you break something, it splits into pieces, or stops working.
- b) The boy has broken his chair.
- c) She fell off the ladder and broke her leg.
- d) My watch is broken. I should repair it as soon as possible.



2. **to destroy** — to damage something so much that it cannot be repaired; to ruin

- a) The flood destroyed the little town.
- b) During the hurricane nearly two hundred houses were destroyed.
- c) We were shown a film about the destructive power of tornadoes.
- d) The earthquake led to great destruction.



3. **to damage** — to spoil or to break something so that it does not work properly or look like it did before.

a) The building was severely damaged by the flood.

b) The drought did a lot of damage.

c) The hurricane did a lot of damage to houses in the area.

d) You should know about the damage that smoking can do to your health.



88 Work in pairs. Try to explain to your partner what a tornado is. Use Ex. 77.

89 Read the text. Use the information in the text to help your explanation.

Tornadoes

Tornadoes are the most violent of all storms. Nobody can predict what they might do.

Tornadoes destroy houses, carry away cars and telephone boxes. Tornadoes consist of very strong winds. They can reach speeds of up to 320 kilometres an hour. That is why they are so dangerous.

In Russia during one tornado, people saw money falling from the sky. At least a thousand coins fell from the clouds. The wind had removed the earth from some buried treasure and picked up the coins.

Tornadoes occur throughout the world, but mostly in the United States. The central states of the country have probably more tornadoes than any other place in the world.

Tornadoes occur in the spring. A hot day in the afternoon or in the early evening is the most likely time for this dangerous storm. Large clouds appear in the sky. They become darker and darker. There are sounds of thunder in the distance. Bright flashes of lightning are seen. A cloud then forms a funnel and begins to twist. It moves faster and faster. The faster the winds, the louder the noise. If the funnel touches the ground, it picks up everything it can. The violent winds of tornadoes blow down almost everything on their way.

Fortunately tornadoes can be predicted, and people have a much better chance of protecting themselves.

**90** Listen, repeat and read.

[ə:]	[ʌ]	[æ]	[eɪ]	[ɜː]	[aʊ]	[ɔː]
disaster	flood	damage	break	earth	drought	explore
disastrous	blood	badly	shake	universe	shout	more
start	hurricane	bang	explain	research	cloud	storm
fast	nothing	galaxy	volcano	occur	sound	tornado
guitar	another	travel	tornado	hurt	outer	fortunately
past	other	happen	endanger	emergency	down	astronaut

91 Find the words or phrases in the text which have a similar meaning to the following: hurricane, no one, powerful, to damage, to happen, to start, luckily, to defend, opportunity.

92 Which five adjectives from the list below describe a tornado best? Justify your choice to your partner.

terrible, dangerous, quick, weak, changeable, cruel, great, impressive, noisy, bright, threatening, dark, unusual, traditional, unfriendly, unpleasant, violent, useful, bright, fragile, destructive.

93 Read the following sentences containing the information from the text. Say if they are true / false / not stated.

1. Tornadoes are the most terrible of all storms.
2. Tornadoes are dangerous because people get flu or bad cold after them.
3. Tornadoes occur in autumn when it's cool and rainy.
4. The violent winds of tornadoes blow down almost everything on their way.
5. Unfortunately people can't predict tornadoes now.
6. Tornados often occur in different parts of Russia.

94 There are six paragraphs in the text about tornadoes. Write a heading for each one.

95 Read the brief information about emergency [ɪ'mɜːdʒənsɪ] workers. Who are they? Make a list of people, who help others, when there is a disaster.

Natural disasters, such as storms, floods, tornadoes, tropical storms and volcanic eruptions, can damage houses, destroy fields, kill animals and people.

In all these disasters, nature and people need help. Emergency workers are specially trained people who do their job during and after these types of disasters.

Emergency workers such as doctors, nurses, firemen, water and gas workers do their jobs in difficult situations. Sometimes the police and the army help too.



96 Work in groups. Complete the list of tasks that emergency workers do:

1. Find dangerous areas.
2. Warn people about expected or coming emergencies.
3. Save people who are in danger.
4. Provide medical help for injured people.
5. ...
6. ...



97 Work in groups. Choose one of the disasters and make a poster warning people. Have a poster exhibition. Make a presentation of your poster.

Use: Be careful! Don't...!
...is strictly prohibited!
No...! Save...! Stop...!

Section 6 Surviving with optimism

98 Read and translate the word combinations. Create your own sentences using the words.

limit

(граница, предел, ограничивать)

an age / time limit
a limit on / to smth
to limit the speed

monitor

(наблюдать за чем-то, экран, монитор)

to monitor the water level / radiation
a computer / TV monitor

warn (of / about)

(предупреждать, предостерегать)

to warn of a rain-storm / tornado
a warning about without a warning (предупреждение)

broadcast

(передавать, транслировать)

messages / warnings / TV programmes

rescue

(спасать от чего-либо, спасение)

to rescue from flood / tornado
a rescue of children / people

evacuate

(эвакуировать, перевозить в безопасное место)

to evacuate people from an evacuation (эвакуация)



99 Work in pairs. a) Choose one of the texts and read quickly through the text.

b) Tell each other what you have learnt from the texts you've read.

c) Read the text of your partner to find out if he / she has talked about everything

A

Emergency workers during floods

Floods occur when a river overflows its banks because of an unusually high water level. Because floods usually happen after a severe rainstorm or after a sudden melting of snow, floods rarely catch people by surprise. There is often enough time for people to leave their homes and for farmers to move their animals and cars to higher ground. People can build up the riverbanks with sandbags to limit the amount of water that will overflow. Sometimes, however, a river can rise higher and faster than expected.

When this happens, emergency workers monitor the water level and warn people to leave their houses. They do this by broadcasting messages on the radio or by warning people in person. People who do not leave their houses may have to climb onto the roofs of their houses to escape the swirling water and to wait for rescue. Emergency workers pick the people up in boats and take them to evacuation camps on higher ground.

After the emergency has passed, the cleaning up begins. Rubbish on the roads has to be cleared away. Roads that have been damaged need to have signs put up to warn drivers. Some roads may even need to be closed until they are repaired. Bridges are examined to see if they are still safe after the battering they have taken from the force of the flood waters.

B

Emergency workers during volcanic eruptions

A volcanic eruption can cause a lot of damage to the surrounding areas. The blast of hot, choking gases and ash can make the day seem like night and kill people and animals. The lava that flows down the mountain can destroy the countryside.

Some volcanoes give signs of volcanic activity for a long time before an eruption occurs. Steam leaks out of cracks in the earth's surface, and the mountain begins to bulge and crack. Scientists monitor these signs so that they can warn people to leave their homes if the volcano is going to erupt. They use special machines to help them monitor the changes in the earth's crust. Using the information, the scientists can predict if there will be an eruption and where it will happen. Scientists who monitor the activity of a volcano are in danger if the volcano erupts.

During and after a volcanic eruption, emergency workers are busy evacuating people from the area, searching for the survivors and rescuing people. Emergency workers repair and restore the electricity, telephone, water and gas services as quickly as possible. One of the biggest jobs for emergency workers after a volcano has erupted is to clean up the ash.



100 Reread the texts and underline the words you don't understand. Guess the meanings. See "How to guess the meaning of a new word" in "Learning strategies".

 **101** Find in the texts (Ex. 99) the words or words combinations:

- which have a similar meaning to the following: awful, terrible, spreading, to save, garbage, to destroy, to foresee, to forecast, to repair, to watch, to observe, to look for
- which have the opposite meaning to the following: often, expected, slower, to stay, to face, danger, distant, to repair, outer layer

102 Read the statements and circle the right answer:

- True — if the statement agrees with the information in text A.
 - False — if the statement contradicts the information in text A.
 - Not stated — if there is no information in text A.
- Floods are usually an unexpected event for people.
a) True b) False c) Not stated
 - People can withstand small floods.
a) True b) False c) Not stated
 - Emergency workers help people to climb on the roofs to escape flood.
a) True b) False c) Not stated
 - Severe floods often happen in spring and autumn.
a) True b) False c) Not stated
 - After flood the streets and roads are clean and freshly washed.
a) True b) False c) Not stated
 - Emergency workers have a lot to do after the water has gone away.
a) True b) False c) Not stated



GRAMMAR FOCUS: PAST PERFECT TENSE

106 Read and remember.

- When we are talking about something that happened in the past and want to say about things that happened before this time, we use the past perfect.
- When we came she *had already translated* the article.— Когда мы пришли, она уже перевела статью.
 - He *had phoned* his friend before he left the office.— Он позвонил другу перед тем, как уйти из офиса.
 - We *had done* the task by 4 o'clock yesterday.— Мы выполнили задание к четырем часам вчера.
 - He *had changed* his mind by that time.— Он изменил свое мнение к этому времени.

had + done (changed, translated, gone, seen)

+	-	?
I had done. You'd played.	I had not done. She hadn't played.	Had you done? Where had she played...?

107 Read and translate.

- I had returned by 10 o'clock yesterday.
- She had never heard the song before the concert.
- What had she translated before the film began?
- He had written three invitation letters when I came.
- Who had learnt the words by Friday?
- It had finished snowing by 8 o'clock.
- By 5 o'clock the rain had stopped and they went to the park.

108 Make up sentences.

I She / He Her mother The students We	had	read the newspaper shaken hands cut the pie taken out the garbage cleaned the room changed her mind broken the cups	by 6 o'clock. before I phoned. when they came. before he returned. by that time.
---	-----	---	--

109 Put the verbs in the past perfect.

- She (go) home by 4 pm yesterday.
- The pupils (translate) only one text by the end of the lesson when the teacher collected their tests.
- The boy (change) his T-shirt by that time.
- When they came, the party ... already ... (begin).
- He couldn't phone her because he (forget) her phone number.
- ... you ... (receive) the fax message before you left the office?
- she ... (do) her homework before she went to school?
- What ... Martin ... (buy) before he took the bus?

110 Use your own ideas to complete the sentences. Use the past perfect or the past simple.

Example: a) ...by that time — *The hurricanes had destroyed half of the village* by that time.
 b) She had already laid the table when... — She had already laid the table when *the children came back from school*.

- ...by that time
- ...by 5 pm
- ...by Wednesday
- ...before the party
- ...by the end of the lesson
- When I came...
- When he phoned...
- ...before the concert began
- ...before the rain started
- We couldn't get into the house because...





111 Explain to your partner why it was possible to make the following statements. Use the past perfect.

Example: The discussion was interesting.— Every student had read the book and had prepared a short report, giving his opinion.

1. The party was a success.
2. Everybody enjoyed the trip.
3. He had a lot of problems at school.
4. The earthquake did a lot of damage to the city.
5. His parents were proud of him.

112 You are going to read the text "Six Robinsons and Their Guitar". Look at the picture. Say what you think the story is about.

113 Read the story and find out if you were right.

Six Robinsons and Their Guitar

Nobody lives on the little island of Ata, in the warm South Sea, where it is summer all year round. Everybody knows that ships don't stop at Ata, but once "The Mary Jane" suddenly changed her course and went towards the island. Some people on the ship had noticed a number of small figures on a hill not far from the sea coast. They were shouting and jumping up and down. When the ship came nearer, the small figures ran down the hill and into the water to meet the ship. There were six of them, all boys. They swam to the ship, climbed up and were soon telling their strange story.

Fifteen months before, they had gone out fishing. Their little boat had gone down during a terrible storm, and the sea had carried them a lot of kilometres to this little island.

The boys had arranged their life very well: each boy had his own duties. Their food was birds, birds' eggs, fruit, fish, whatever they could find on the ground, in the air and in the water. The Robinson Crusoes had even made a kind of guitar: they danced and sang songs that they had made up themselves. They explained that they



had enjoyed their fine life on the island, but they were glad to be saved, and were happy to return home to their own country.

114 Answer the questions.

1. Why did the ship change her course and go towards the island?
2. What happened when the ship came nearer?
3. What had happened to the boys fifteen months before?
4. How had the boys arranged their life on the island before they were found?
5. Why was the story entitled "Six Robinsons and Their Guitar"?
6. Did the Robinsons prefer to stay on the island or to return home?
7. What do you think of these six boys?
8. Is it a true story or fiction? Why do you think so?

115 Reread the text and find out the English equivalents of the following phrases:

круглый год; отправились на рыбалку; на земле; изменила свой курс; ужасный шторм; в воздухе; заметили; организовали свою жизнь; в воде; взобрались; все, что они могли найти; вернуться домой.

116 Find the sentences with the past perfect in the text and translate them.

117 Retell the story from the point of view of:

- a) a passenger of the ship who noticed the boys;
- b) one of the Robinsons.

118 Say what proverb you would choose to finish the story. Why?

- a) While there is life, there is hope.
(*Пока живу — надеюсь.*)
- b) All is well that ends well.
(*Все хорошо, что хорошо кончается.*)
- c) A friend in need is a friend indeed.
(*Друзья познаются в беде.*)
- d) God helps those who help themselves.
(*На бога надейся, а сам не плошай.*)

Section 7

This Earth was made for you and me



119 Listen and look through the information about world records. Find out some facts about Russia. What makes Russia special?

- | | |
|---------------------|---|
| The highest point | — Mount Everest ['evərɪst], 8,848 metres above sea level. It is in Asia. |
| The lowest point | — Challenger Deep [,tʃælɪndʒə 'dɪ:p], 11,034 metres below sea level, deep enough to hide Everest. It is in the Pacific Ocean. |
| The longest river | — the Nile [naɪl], 6,695 kilometres long. It is in Africa. |
| The deepest lake | — Lake Baikal ['baɪkə:l], in Russia, Asia; 1,620 metres deep. |
| The largest lake | — the Caspian Sea [,kæspiən 'si:], in Russia, Asia; 371,000 square kilometres. |
| The largest ocean | — the Pacific Ocean [pə'sifik 'əʊʃən], 165,200,000 square kilometres. |
| The hottest place | — the Sahara Desert [sə:hə:rə 'dezət], Africa, the temperature is up to +50 °C in the shade. |
| The coldest place | — the lowest temperature ever recorded was -89.2 °C at Vostok base, Antarctica, in July 1983. |
| The largest country | — Russia, 17,075 square kilometres. |

120 Have you got any records in your area? What are they? Write some brief information about your local records.

GRAMMAR FOCUS: REVIEW

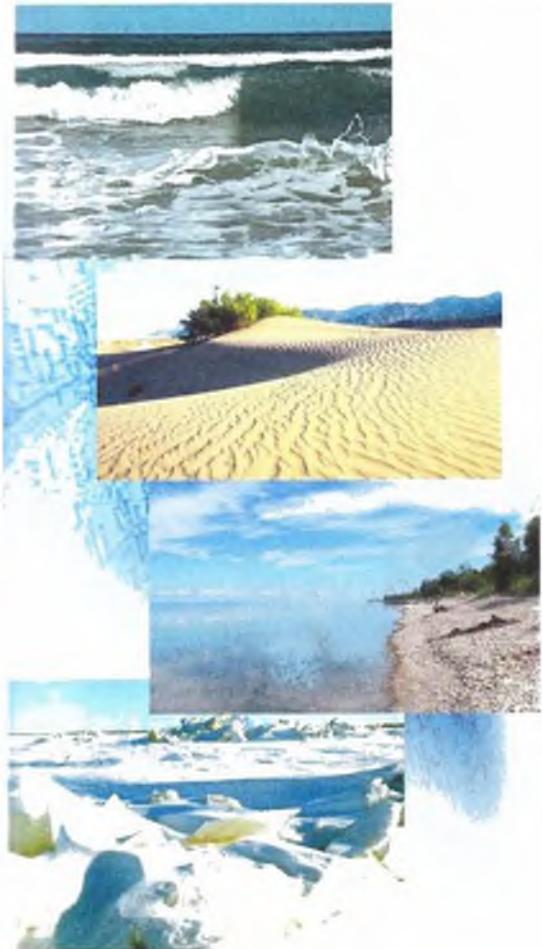
121 Read, compare and remember.

Tense	Past simple	Past continuous	Past perfect
When it's used	Single completed actions in the past	Action at a certain time or period in the past	Action happened before a certain time or event in the past
Form	did (played)	was / were + doing (playing)	had + done (played)
When it happened	yesterday a week ago last month in 1964	at 3 o'clock yesterday the whole morning on Tuesday last week when he came in	by 4 o'clock yesterday by that time before he phoned when we came

1. The past simple:
We danced a lot at the disco last night.
Did he buy her a present yesterday?
The famous writer was born in 1947.

2. The past continuous:
What were you doing at 7 o'clock yesterday?
The old man was working in the garden at that time.
It was raining all day yesterday.
He was reading a book about volcanoes when I came in.

3. The past perfect:
The scientist had changed his mind by that time.
The girl had never heard that music before the concert.
What had he done before we arrived?



122 Put the verbs in the past simple.

PAST SIMPLE: We use the tense to describe single actions in the past.

1. Yesterday he ... (return) home only at half past eight. He ... (be) tired. He ... (watch) the news on TV and ... (look) through the newspapers. Then he ... (turn) off the light and ... (go) to bed.
2. A strange woman ... (take) a clean sheet of paper and a pen, ... (sit) down and ... (write) a short letter. She ... (put) the letter into the envelope with an address. She ... (give) it to the messenger boy (*посыльному*). Then she ... (stand) up and ... (leave) the room.

123 Put the verbs in the past simple and the past continuous.

PAST SIMPLE — PAST CONTINUOUS:

We use these tenses in one sentence to say that something happened in the middle of the other action.

1. When you ... (phone), I ... (play) a new computer game.
2. When the teacher ... (come) into the classroom, Steven ... (make) fun of Ann.
3. It ... (rain) when he ... (get) up yesterday morning.
4. He ... (tell) his friends a frightening story when somebody ... (knock) at the door.
5. I ... (see) that Nancy ... (write) a letter.
6. While I ... (work) in the garden, I ... (find) a kitten.

124 Put the verbs in the past simple and the past perfect.

PAST SIMPLE — PAST PERFECT:

We use these tenses in one sentence to say that something had already happened before a certain past action.

1. When they ... (arrive) at the cinema, the film ... (begin) already.
2. When she ... (come) to the station, the train ... (leave) already.
3. The girl ... (do) her homework before she ... (go) to the park.
4. Tim ... (do) already his work when his mother ... (phone) him.
5. We ... (be) very pleased to see Alice again. We ... not (see) her for three years.
6. Mike ... (play) polo yesterday, he ... (play) never play polo before.

125 Match the words and their descriptions.

1. the environment, 2. the coast, 3. geography, 4. the wildlife, 5. climate
- a) ... is animals and plants which live and grow in natural conditions in a region.
- b) ... is the natural conditions, such as air, water, and land, in which people, animals and plants live.
- c) ... is the weather we usually have.
- d) ... is the positions of the features of a particular place / the study of the countries of the world and of the seas, rivers, towns, etc on the Earth.
- e) ... is the place where the land meets the sea.

126 Translate the phrases. Use them to create your own sentences.

human (человеческий, свойственный человеку)	human nature / body / voice human being (человек) humanity (человечество) inhuman (бесчеловечный, жестокий)
amaze (изумлять, поражать)	be amazed at / by What amazing wildlife! It's quite amazing that... an amazingly hot day amazingly good / bad
attract (привлекать, притягивать)	Flowers attract bees. attract a lot of attention / visitors tourist attraction an attractive idea / smile / sight

127 You are going to read the texts about different countries. Discuss with your partner and match the names of the countries and the titles of the texts.

Kingdom of Birds	The USA
The Roaring Waters	New Zealand
The Peak District	Russia
Where the North Begins	Australia
Hot and Dangerous	Great Britain

128 Read quickly through the texts and find out if you were right.

1. Kingdom of Birds

Before the first human beings arrived, New Zealand was inhabited by birds. There were over 160 different species. With few natural enemies, most of these birds lost their ability to fly. Some were very tall and ate leaves off the trees, while others grazed like sheep.

Today only a few of New Zealand's birds survive. One is the kiwi, which is about the size of a duck. The kiwi is the national bird and emblem. New Zealanders often call themselves "Kiwis". English spoken in New Zealand is often called Kiwi English.

Most of New Zealand's unique birds and many of its native seals and fish have become extinct in the last five hundred years.

2. Hot and Dangerous

For a continent 4,000 km across and 3,750 km from north to south, Australia has an amazing set of natural environments and wildlife. There are 530 native species of bird, 230 types of mammal, 300 species of lizard, 140 types of snake and two types of crocodile. Not all these animals are harmless. There are several species of poisonous spider and many poisonous snakes. Sharks, poisonous fish and salt water crocodiles are dangerous companions to swimmers.



3. The Roaring Waters

America's climate and geography are amazingly varied. There are high mountains and fields, deserts and cool and foggy coastline, tropical heat and Arctic cold in it.

Niagara [nai'ægərə] Falls is one of the most amazing American sights. It is situated between New York and Chicago. Niagara is an Indian word which means "the roaring waters". A mass of water falls over a cliff 27 metres high with a terrible noise. The roar of the falling water can be heard from a distance of 25 kilometres.

Niagara Falls is beautiful and changing all the time. It attracts a greater number of people than any other place on the continent.





4. The Peak District

The two great cities of Manchester and Sheffield lie just 50 kilometres apart. Between them is one of the most unspoiled areas in England. This area is known as the Peak District.

The Peak District is a national park, which means that it is protected from industrial and urban development.

The area attracts many visitors from both cities. It also includes wild land, where there are more sheep than people. Indeed, sheep farming is an important part of the local economy.

Another interesting thing of this area is a large lake which gives water for the city of Sheffield. Some houses in this area are built from local stone, some from the red brick. The Peak District has many pretty villages and small towns.



5. Where the North Begins

Here you find summer "white nights", when the sun never sets and polar nights when it never rises. Many romantic ideas are connected with this place: a land of natural beauty, of hard winters, and of real Russian people — strong, honest, and hardworking. They say the north begins with Vologda. In fact it stretches to the Urals in the east, up to the White Sea, and across to Finland in the northwest of Russia. This area is rich in beautiful forests and lakes, wooden churches and monasteries, which grew into cultural centres. The population keeps old traditions, fairy tales,

folk songs and customs which have already disappeared from much of Russia. For today's traveller who wants to get close to traditional Russian life and architecture and to understand how people lived in the past, this is the only place to go.



129 Work in groups of two or three.

- Read one of the texts carefully.
- Prepare five comprehension questions on the text.
- Exchange your comprehension questions with other groups.
- Read other groups' texts and answer their questions.

130 Say which text you have found the most interesting? Have you learned anything new? What?



131 Work in groups of three or four.

Imagine a film based on the text you could make about white nights in Russia. What would you show in your film? Write brief directions for filming.

Start like this:

- A general view of St Petersburg or any other place in the North of Russia...
- Streets / Sights of St Petersburg...

Present your film directions to other students.

132 a) Think of your local environment. What would you show to your visitors from other countries? Write a story about it. Use Ex. 128 as a model.

Use: be rich in, be amazingly varied (mountains, plains, deserts, coastline), a set of wildlife and environment, unspoiled land, have amazing sights, attract many visitors, be an important part of the local economy, etc.



b) Make a videofilm about your local environment. Present it to your classmates.

Homework

1 Copy the words. Circle the adjectives.
Look them up in the dictionary if necessary.

Example: cloudy

cloudy, hot, misty, Italy, rainy, snow, stormy,
high, wind, city, sunny, quickly, lately, lazy, highly,
warm, quick, slowly, lovely, funny, cool, frosty.

2 Complete the dialogues. Take note of the information in "Word focus" on p. 7.

1. It's a lovely morning, isn't it? — Yes,...
2. The view is lovely, isn't it? — Yes,...
3. What a miserable day! — Yes,...
4. The summer is awful, isn't it? — Yes,...

3 Translate into English.

1. Какое славное утро! Осень. Тепло.
Но пора идти в школу.
2. Это правда? В Англии действительно прохладно летом? Это интересно!
3. "Какая сегодня погода?" — "Ужасная!"

4 Look back at the text about Britain's climate. Match the two parts of the statements.

1. The weather in England
2. Other countries have a climate
3. When it rains heavily, they say
4. In some parts of Britain
 - a) it's raining cats and dogs.
 - b) in England they have weather.
 - c) winter goes by without any snow falling.
 - d) changes very quickly.

5 Write about the weather in your place.

Use: It usually gets cold / it doesn't ...
in winter ...

In summer it never gets too wet / too hot / ...
Sometimes ... goes by without any snow / rain ...
The normal temperature in autumn is

6 Read the texts in Ex. 24 again. Find the sentences with the verbs in the passive voice. Write them down. Underline the verbs. Translate them into Russian. Use Grammar reference if necessary.

7 Find or draw a "weather postcard" for your English-speaking visitor. Write to him / her about Russian weather. Use the texts in Ex. 24 as a model and tell him / her about the best time to visit your area.

8 Look at Ex. 32 and 33 on p. 12 and write down the words which can be understood without a dictionary.

Example: million, encyclopedia, ...

9 Make up as many words and phrases as possible with *space*, *planet*, *star*. Write them down. Use the words in the box.

Example: Space: spaceship, ...

Space: ...

Planet: ...

Star: ...

blue, far, largest, football, TV, travel, five,
man, station, suit, to discover, dark, huge,
small, to save, endangered, to reach,
to consist of, to go round, all, to name,
to travel through

10 Translate into English.

Знаешь ли ты свою планету? Говорят, что она еще молода. Из космоса она кажется бело-голубой, потому что на три четверти покрыта океанами. Ты бы хотел(а) побывать на Луне? Это наша ближайшая соседка. Я уверен(а), что люди будут летать туда на космическом корабле отдохнуть на выходные. Представьте себе пятизвездочный отель на Луне для победителей нашего конкурса!

11 Fill in the prepositions if necessary.

Use: on, for, through, to, of, in, from.

Would you like to travel ... space? If so, you have to choose where ...? It is difficult to imagine that there are about 20 stars ... each of human being ... our planet. A group ... stars is called a galaxy. It will take ... you 100,000 years to travel ... one edge of it ... the other. But people hope they will travel ... space ... huge starships far ... the Earth.

12 Look back at the text "Galaxies". Find the words that have similar meanings to the words and phrases in the box. Write them down in pairs.

Example: to go — to travel

a group of stars, a man or a woman, the world, to study, a spaceship, large, convenient, to examine carefully

13 Put the verbs in brackets in the correct form (the past simple or the past continuous tense).

- When I came home my mom ... dinner for us. (to cook)
- "What ... you ... about?" (to talk) — "Nothing serious."
- I'm sorry I couldn't join you yesterday. I ... for my exam. (to prepare)
- What ... you ... at a minute ago? (to laugh) — It was the funniest joke I've ever heard.
- The spaceship captain ... the satellite which ... very fast. (to notice / to move) It was dangerous!

14 Do Ex. 52 on p. 17 in written form.

15 These phrases are taken from the text "Who's There?". Sort them out in two groups about the spaceman and the cat. Write them down.

Example: The spaceman: worked in a station, ...
The cat and its kittens: ...

got bored inside; was told to go out; was called on the radio; was happy; climbed into the spaceship; was alive; was scraping on the metal; froze with fear; was trying to get into the spacesuit; grew more and more afraid; patted softly on the neck; had put her babies; fainted and fell down; wasn't a tom-cat

16 Write down a brief summary of the text "Who's There?". Use the following guidelines:

One day...; Suddenly...; On my way to...; But at that moment...; Sometime later...; Finally....

17 Write what you think of space exploration. Use the expressions given in Ex. 67 on p. 20.

Example: I believe that exploration of space will help us to change people's lives for the better.

18 Do Ex. 71 on p. 21 in written form.

19 Make up statements by matching their two parts. Write them down.

1. Galileo made
2. Many stories about space travels appeared when
3. Jule Verne sends his heroes into space
4. H. G. Wells's heroes use a special substance
5. The dream of space travel became true
 - a) by means of a huge gun.
 - b) the first telescope in the 16th century.
 - c) only in the twentieth century.
 - d) people realized that the Earth was not the only planet.
 - e) to travel to the Moon.

20 Write down questions for the following answers. Use the text in Ex. 73 on p. 22.

- Example: 1. In the 20th century.— When did the dream of travelling in space become true?
2. For 7 days.
3. The Space day.
4. Over 2,000.
5. Worked on orbital stations.
6. Small and fragile.

21 Write down what is typical of a tornado, an earthquake, a hurricane, a volcano, a flood and a drought.

Use the phrases in the box.

Example: A very violent wind is typical of a tornado.

too much water; terrible fire; a violent storm; a very violent wind; heavy rain; lava and gases; not enough water; hot sun; shaking of the ground; spinning air; dry weather

22 Translate into English.

1. Землетрясение — это всегда ужасная трагедия: гибнут сотни или тысячи людей. Кроме того, оно причиняет много разрушений.
2. "Что ты трясишься от смеха?" — "Лучше смеяться, чем плакать".
3. "Пожмите друг другу руки. Надеюсь, что теперь вы станете друзьями. Правда, Джек?" — "Конечно. Я мухи не обижу".
4. "Перед каждым экзаменом я дрожу как лист". — "Не стоит относиться к этому так серьезно. В жизни еще будет много экзаменов".

23 Put in the prepositions: *up and down, under, across, behind, off, from, at*.

A terrible noise was coming ... the ground. The earth was moving ... like a sea. The ground was moving ... his feet. He ran and heard screams ... him. When he saw that a mountain seemed to fly ... him, he swam ... the river. Later he realized that the earthquake broke ... a large piece of the mountain.

24 Do Ex. 86 on p. 26 in written form.

25 Fill in the blanks. Use the words in the box.

destroy, damage, damaged, broken, destructive

1. All kinds of disasters either ... or completely ... the environment. Floods, earthquakes and tornadoes leave a lot of ... houses behind them.
2. The last earthquake in the USA was very
3. "I'm sorry, I can't help you because of my ... finger." — "It's OK. I'll manage myself."
4. My grandpa has a magic touch. He can repair all ... things if the ... is not too bad.

26 Complete the following sentences by choosing the correct ending. Write down the sentences.

1. Tornadoes consist of
 - a) large clouds and terrible sounds;
 - b) very strong winds.
2. Bright flashes of lightning
 - a) are seen from the distance;
 - b) blow down everything on their way.

3. Tornadoes are dangerous because

- a) they occur in spring;
- b) they destroy houses and pick up everything they can.

27 Write down questions for the following answers. Use the text in Ex. 95 p. 27.

Example: 1. do a lot of damage — Why are natural disasters dangerous?

2. specially trained people
3. in difficult situation
4. in dangerous areas
5. clean the place, restore the electricity
6. the police and the army
7. warn about the coming emergency

28 Find in the texts (Ex. 99 p. 28) information about the following statements.

1. Floods rarely catch people by surprise.
2. After the flood, the cleaning up begins.
3. Fortunately, a volcanic eruption can be predicted.
4. But a volcanic eruption can cause a lot of damage.
5. During and after the eruption, emergency workers are very busy.

29 What is the most dangerous natural disaster to your mind? Write about it. Use the plan:

- why it is dangerous
- whether it can be predicted
- how people should behave during it
- what the emergency workers do during / after the disaster

30 Do Ex. 109 on p. 30 in written form.

31 Put the verbs in brackets in the correct form. Mind the tenses.

Before I read the story about the six Robinsons I ... (hear) a similar story. It was about two old people a husband and a wife who just wanted to rest on their boat. As soon as they ... (start) their sea trip, a violent wind ... (blow) them away from the coast. They ... (spend) about two weeks in the open sea before they ... (notice) a tourist ship. By that time they ... (drink) all the fresh water they had with them. They ... (be glad) to be saved at last.

32 Do Ex. 120 on p. 32 in written form.

33 Translate into English.

Любой человек способен творить и делать мир лучше. Удивительно, что все люди разные. Одних привлекает искусство, других наука. Некоторые тратят свои силы и время на охрану природы. К сожалению, мы часто не замечаем, как удивительна дикая природа, как она притягательна. Негуманное отношение к окружающей среде не согласуется с человеческой натурой.

34 Make up as many meaningful phrases as possible. Use the words from the boxes.

Example: different species

pretty, different, natural, new, polar,
unique, native, high, romantic, amazing,
harmless, several, poisonous, dangerous,
roaring, terrible, beautiful, unspoilt,
urban, industrial

enemy, birds, fish, seals, water, emblem,
wildlife, environment, animal, sharks,
spider, companions, mountains, village,
noise, development, district

35 Complete the sentences by choosing the right ending. Write them down.

1. The kiwi is
 - a) New Zealand's emblem and the national bird.
 - b) English spoken in Australia.
 - c) a human being who lived five hundred years ago.
2. Australian animals are
 - a) all amazing and harmless.
 - b) an amazing group of wildlife.
 - c) not dangerous companions to swimmers.
3. Niagara Falls
 - a) means "the roaring waters" in American English.
 - b) is a mass of water falling over a cliff of twenty metres with terrible noise.
 - c) is one of the most amazing American sights.
4. A National Park is
 - a) a place protected from industrial and urban development.
 - b) an area 50 kilometres away from Manchester.
 - c) a place where there are more sheep than people.
5. The North of Russia is one of quite few places where
 - a) travellers go these days.
 - b) there are forests, lakes and high mountains.
 - c) the population keeps old traditions and customs.

Key vocabulary



Nouns:

achievement
beach
damage
disaster
drought
Earth (the)
earthquake
exploration
evacuation
flood
hurricane
limit
monitor
Moon (the)
planet
pole
rescue
research
researcher

satellite

spaceman
spaceship
star
tornado
universe (the)
volcano
warning

Verbs:

break
broadcast
damage
destroy
evacuate
explore
hurt
launch
limit
monitor

rescue

research
shake
warn

Adverbs / Adjectives:

awful
foggy
humid
miserable
stormy
terrible
violent
wet

Expressions and phrases:

be badly hurt
be known internationally
disaster area
do a lot of damage
emergency jobs / workers

evacuate from

It's a lovely day, isn't it?

key problem

limit on / to smth

limit the speed

launch a project / a spaceship

Milky Way (the)

No problem.

outer space

rescue from smth

shake hands with each other

shake with laughter

Solar System (the)

solve a problem

South (the) / North Pole (the)

space flight

space research

space travel

TV / computer monitor

warn of / about

without a warning

Progress check

1 Underline the word with the same or similar meaning.

Example: to destroy

- a) to kill b) to break c) to fight

1. to damage

- a) to be out of luck b) to hurt
- c) to be in trouble

2. a disaster

- a) danger b) trouble c) luck

3. research

- a) an experiment b) an achievement
- c) an exploration

4. awful

- a) terrible b) hard c) exciting

5. misty

- a) stormy b) foggy c) rainy

2 Choose the correct word. Complete the sentences. Underline the word you have chosen.

Example: I'm sure that one day the scientists will ... most of medical problems.

- a) take b) solve c) explore

1. The famous actor was shaking ... laugh.

- a) with b) from c) to

2. "Why is the little girl crying?" — "She has dropped her cup and ... it."

- a) broke b) brought c) destroyed

3. He was ... hurt during the earthquake.

- a) quickly b) badly c) well

4. A modern spaceship was ... 3 days ago.

- a) taken b) flown c) launched

5. Where is she doing her research ... this serious problem?

- a) of b) on c) in

6. The hurricane has done a lot of ... to the town.

- a) damage b) disasters c) problems

3 Use the word in capitals to form a word that fits suitably in the blank space. Fill in each blank in this way.

Example: DISASTER

More than 200 people were killed during the **disastrous** hurricane in 1992.

1. RESEARCH

The young ... has received a grant to continue his exploration.

2. EXPLORE

Have you read his article about space ...?

3. LOVE

It's a ... day, isn't it?

4. NATURE

... disasters, such as tornadoes and hurricanes, can damage houses and hurt people.

5. FOG

I'll stay at home. I hate walking on a ... day.

6. OUT

The spaceman climbed into his spacesuit and soon he was in ... space.

4 Create sentences from the following sets of words and phrases. Be careful with grammar tenses (the past continuous and the past simple).

Example: The children / play / tennis / for two hours / yesterday.— The children played tennis for two hours yesterday.

1. The little girl / cry / the whole evening / yesterday.

2. It / snow / all day long / yesterday.

3. What / you / do / at 4 pm / yesterday?

4. He / look / at the sky / when / the boy / touch / him.

5. The old lady / watch TV / when / the telephone / ring.

6. Where / you / stand / when / you / hear / this terrible sound?

5 Complete the sentences. Be careful with grammar tenses (the past perfect and the past simple).

Example: The girl ... never (hear) his name before the concert.— The girl had never heard his name before the concert.

1. The terrible hurricane ... (destroy) all the houses by that time.

2. The pilot ... (finish) his flight by 3 pm yesterday.

3. When the professor ... (come) the students ... already ... (collect) their thoughts.

4. She ... already ... (read) the article when I ... (phone) her.

5. ... (find) already you the documents when they ... (come)?

6. What ... (see) Steve ... before he ... (change) his mind?

6 Choose the correct answer. Underline it.

1. He ... troubled yesterday.
a) looked b) is looking c) had looked
2. They ... football from 2 pm till 5 pm yesterday.
a) played b) were playing c) had played
3. He ... his work by that time.
a) finished b) was finishing c) had finished
4. What ... you ... at 7 pm yesterday?
a) did ... do b) were ... doing
c) had ... done
5. Where ... you ... your summer holidays?
a) did ... spend b) were ... spending
c) had ... spent
6. How many countries ... they ... by that time?
a) did ... visit b) were ... visiting
c) had ... visited

7 Read an article about Antarctica. For questions 1–3, choose an answer (A, B, C, or D) which you think fits best according to the text.

What is Antarctica?

Antarctica is a continent that is right at the southern tip of the planet. If you try to find it on a globe, you will see that it is at the bottom.

It takes up one-tenth of the Earth's surface and is covered with a blanket of ice that can be 1,500 thick metres. The South Pole is right in the middle of Antarctica.

Antarctica is the coldest continent, as well as the driest, the highest and the windiest. Very few people live there all year round. Scientists stay there for short periods, living in specially built research stations.

Summer in Antarctica is between October and March. During this time there is non-stop daylight. In winter, April to September, the opposite happens and Antarctica is dropped into six months of constant darkness.

In Antarctica it is colder than you can possibly imagine, even in the summer! The South Pole is the coldest part of Antarctica. The average temperature for January, the middle of the summer, is minus 28 degrees Celsius (-28°C).

In winter, April to September, the average temperature at the South Pole can be as cold as -89°C . When it is that cold, a mug of boiling water thrown in the air would freeze before it hit the ice. Sometimes the scientists have to use fridges to keep their samples' warm.

1. Antarctica is the coldest place on the Earth.

What other records does it hold?

- A. driest and cloudiest
- B. wettest and windiest
- C. windiest and driest
- D. cloudiest and highest

2. Why do most people who visit Antarctica choose not to go there between April and September?

- A. because it is summer in Antarctica
- B. because there is non-stop daylight during this time
- C. because it is a period of constant darkness
- D. because it is too dry and sunny

3. Why do the scientists have to use fridges to keep their samples warm?

- A. because it is too hot outside
- B. because of wild animals
- C. because of constant darkness
- D. because it is too cold outside

8 Write a letter inviting your English pen friend to come to your home town.

Write about what your place is famous for. Describe the weather and climate in your area. Use the following guidelines:

Dear ...,

.....

Best wishes,

Ivan

9 Listen and find out what weather will be like in the capitals of the English-speaking countries tomorrow. Fill in the table.

Capitals	Weather	Temperature, $^{\circ}\text{C}$
London		
Washington		
Ottawa		
Canberra		
Wellington		

10 a) Imagine that you are the winner of the TV show. You spent thirty days on an island in the Pacific Ocean on your own. Tell about one of your days there. Say:

- what you did there • what you ate there
- what you dreamt about

b) Discuss the weather with your partner. Make up "a weather dialogue" using the phrases and expressions from Unit one.

Section 1

The Earth needs a friend, doesn't it?

1 Look at these notices. Try to answer the following questions:

- What are they about?
- Where could you see each of these notices?
Example: Feeding animals strictly prohibited.
- You are not allowed to feed the animals.
- You could see this notice at the zoo.



2 Listen and check if you were right in Ex. 1.

3 Translate the phrases. Try to remember them.

protect

(зацищать,
предохранять)

from (om) pollution

protection of

protective clothing

waste (отходы)

waste (трама)

chemical waste / waste paper

It's a waste of time. (Это
пустая трама времени.)

pollute

(загрязнять)

to be polluted by

air pollution / sea pollution

antipollution laws

environment

(окружающая
среда)

to protect the environment

the pollution of the

environment

environmental problems /

research

Please
keep
off the
grass

Save
the elephants!



Feeding
animals
strictly
prohibited

No fishing!



KEEP AWAY
(остерегайтесь)
from the...

No swim!
Crocodil!



4 Read and remember.

Be careful about the use of “the” with the features of the environment.

We don't use any article with the names of:
Continents: Europe, Asia, North America,
Australia

Countries: Russia, Spain, Sweden,
New Zealand

But: we use “the” in the names with “Republic”,
“Federation”, “State”, “Kingdom”:
the Russian Federation, the USA,
the United Kingdom (the UK).

Mountains: Everest, Elbrus

But: we use “the” with mountain chains: the
Alps, the Urals [ju:ro:ls], the Caucasus
[‘ko:kə:səs], the Pamirs [pə’mi:z]

Islands: Bermuda, Iceland

But: we use “the” with the group of islands:
The Bahamas, the British Isles.

Cities / Towns: Moscow, London, Paris

We use “the” with the names of

Oceans: the Pacific (Ocean), the Indian (Ocean)

Rivers: the Volga [’vɔ:lgə], the Ob [ob],
the Thames [temz]

Seas: the Black Sea, the North Sea, the Baltic
[’bɔ:l:tk] Sea

Channels: the English Channel

Lakes: the Ontario, the Onega [o’njə:gə]

But: no article in the names with “Lake”.

5 Choose the correct form (with or without “the”). Listen and check if you were right.

1. Volga / The Volga is the longest river in Europe / the Europe.
2. Canada / The Canada is in North America / the North America.
3. The highest mountain in the world is Mount Everest / the Everest.
4. United Kingdom / The United Kingdom consists of Great Britain / the Great Britain and Northern Ireland / the Northern Ireland.
5. Have you ever been to Lake Baikal / the Lake Baikal?
6. Bahamas / The Bahamas are a group of islands in Atlantic Ocean / the Atlantic Ocean.
7. This unusual town is situated near Lake Onega / the Lake Onega.
8. Next year they are going to try their luck in Pamirs / the Pamirs.
9. The capital of USA / the USA is Washington, DC / the Washington, DC, though some people think it's New York / the New York.

6 Do the quiz. Choose the correct answer.

Use “the” if necessary. Write down the answers. Listen and check if you were right.

1. What is the highest mountain in the world?
(Etna, Everest, Elbrus)
2. Which is the smallest continent in the world?
(Africa, Europe, Australia)
3. Which country is Ottawa the capital of?
(Canada, New Zealand, India)
4. What is the name of the ocean which borders North and South America? (Pacific, Indian, Atlantic)
5. Which is the longest river in the world?
(Volga, Nile, Amazon)
6. Which is the largest lake in the world?
(Michigan, Caspian Sea, Ontario)
7. Which is the deepest lake in the world?
(Ontario, Onega, Baikal)
8. Which is the largest country in the world?
(USA, Australia, Russia)
9. Which is the largest city in the world?
(New York, Moscow, Tokyo)





7 Classify these words according to the types of environment:

Natural geographical features
Living organisms
Man-made geographical features

Natural geographical features — environment which has not been much changed by people
 Man-made geographical features — environment which has been changed by human activity

Words: climate, weather, mountains, towns, forests, fishes, plant species, houses, lakes, seas, oceans, continents, canals, human beings, trees, minerals, air, water, natural channels, railways, islands, animals, land, farms, factories, wild parks, picture galleries, insect species, other planets, the Moon.



8 Listen and read the dialogue from the film about aliens. What is the main idea of the text? Do you agree or disagree with it?

- How do you think we can improve our planet? You, Earth people, have such wonderful ideas.
- Well, let's look at some pictures from your planet. Why are all the buildings so grey?
- Ah, I know those buildings... They are very functional and useful.
- But they are not beautiful.
- Who needs beauty?
- Well, beauty is one of the things that makes life interesting.
- Do you think so? What do you think of our houses?
- If you want my opinion, they are not very attractive.
- Should we paint the walls orange and yellow?
- OK. Maybe it's worth trying.



9 Say what you would like to improve in your town / village.

Use: build new modern houses, paint houses in different colours, plant trees and colourful flowers, paint funny pictures on the walls, write jokes on fences and walls, create new parks and lovely gardens with exotic plants, build a circus, arrange parties / performances / discos, build a stadium / a swimming pool / a court, open tennis club, it's worth trying etc.

WORD FOCUS

10 Read, translate and remember. Use the vocabulary.

1. Sometimes both a verb and a noun have the same form:

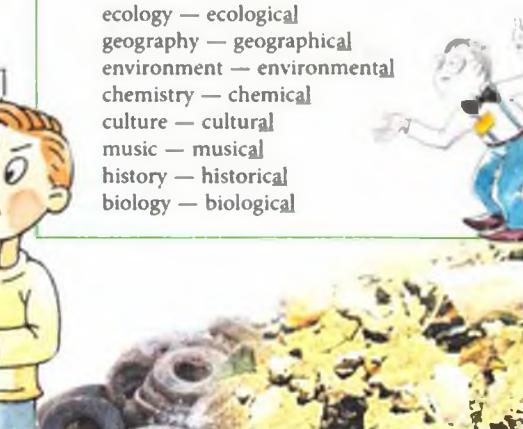
to damage — damage
 to support — support
 to waste — waste
 to research — research
 to hurt — hurt
 to award — award

2. *-tion* can be used to make nouns from verbs:

to protect — protection
 to pollute — pollution
 to introduce — introduction
 to predict — prediction
 to destroy — destruction
 to explore — exploration
 to attract — attraction
 to educate — education
 to collect — collection
 to compete — competition
 to communicate — communication

3. *-al* is often used to make adjectives from nouns:

nature — natural
 nation — national
 ecology — ecological
 geography — geographical
 environment — environmental
 chemistry — chemical
 culture — cultural
 music — musical
 history — historical
 biology — biological



11 You are going to read a text about the environment and its problems. Look at these words and phrases. Seven of them are in the text. Which ones do you think they are?

- human beings
- do research on
- an international disaster
- a lot of litter
- damage
- What amazing wildlife!
- chemical waste
- solve a problem
- pollute their home
- be empty of fish
- attract a lot of attention
- alarming predictions

12 Read the text and find out if you were right. Give a title to the text.

It's a wonderful world we live in. For thousands of years the Earth has given support to all forms of life — human beings, animals, birds, fishes, insects and plants.

But now human beings are killing our planet.

Many species of animals and birds have disappeared. Millions of animals die every year because man has polluted their natural homes. Besides, every year people cut down more trees, build more roads, and use more land for farming. This leaves fewer jungles, fields and forests for wildlife.

The country air, once clean and fresh, now may be polluted by power stations' and factories. Some of our rivers are now empty of fish. And in some rivers you can even see a thick foam caused by chemical waste.

All over the world the forests are disappearing. People cut the trees down because they need wood and paper or new places for farms and houses. Forests the size of Belgium are destroyed every year. It's an international disaster. Even if new trees are planted, it takes many years for them to grow.

Go to the seaside and you'll see the pollution around you. There is a lot of litter on the beaches. Some of it was left by people and some was brought by the water.

Pollution is very dangerous for people, wildlife and the environment.

We live among litter and wastes which we have created ourselves — fumes of cars, throwaway packaging", etc. People don't just pollute the environment. They pollute themselves with cigarettes, alcohol and junk food".

These are some of the world's most serious environmental problems. And it's no good pretending they don't exist — they do. What's more, they are getting worse all the time! What will happen if we don't try to solve these problems? Scientists have made predictions and they are alarming.

- " power stations — large buildings in which electricity is made
- " throwaway packaging — material which is used for packing products and should be thrown away after use
- "" junk food — unhealthy food like popcorn, chips, hamburgers etc



13 Read the text and underline the words that you don't understand. See "How to guess the meaning of a new word" in "Learning strategies".

14 Look at the pictures carefully. Write captions for the pictures using the text. Compare your captions with the captions of other students.



15 Find in the text (Ex. 12 on p. 45) the phrases that have similar meanings to the following:

- | | |
|--------------------|------------------|
| • amazing | • frightening |
| • people | • unhealthy food |
| • die out | • rubbish |
| • nature around us | • everywhere |
| • make | • damage |
| • vital problems | • gases |
| • forecast | |

16 Answer the following questions.

1. Why have many species of birds and animals disappeared?
2. What is the air polluted by?
3. Are rivers polluted?
4. Why are forests disappearing all over the world?
5. Can you see pollution at the seaside?
6. People are in danger, aren't they?
7. What are the most serious environmental problems now?
8. Did you learn anything from the text? What?

17 Look through the text and find the sentences with the passive voice. Read them aloud and translate into Russian.

18 Look through the text. Find the words which match these rules. Write them down and translate them.

- a) nouns with suffix *-tion*
- b) verb = noun
- c) adjectives with suffix *-al*

19 Give a talk about your area (city / town / village). Say:

- where it is situated (in what part of Russia etc)
- about the population and languages spoken
- about its geographical features and wild life (climate, rivers, plants and animals etc)

Mini-project: Environmental problems



20 Work in pairs.

- Look back to the text in Ex. 12. Find information about environmental problems.
- Make a poster about those problems. Use the slogans / notices in Ex. 1 on p. 42 as an example.
- Make a presentation of your poster.

Section 2 Conditional II and III

GRAMMAR FOCUS: CONDITIONAL II AND III

21 Read and remember.

Sometimes we talk about things which are unlikely or impossible.

1. If I took part in the competition, I would have a chance to visit all English-speaking countries. (Conditional II)

Если бы я (сейчас) принимал участие в соревновании, у меня была бы возможность посетить (возможно бы посетил) все англоговорящие страны.

[Действие и условие совершения действия маловероятны. Условие и действие относятся к настоящему или будущему времени.]

2. If I had taken part in the competition, I would have had a chance to visit all English-speaking countries. (Conditional III)

Если бы я (тогда) принял участие в соревновании, у меня была бы возможность посетить все англоговорящие страны.

[Действие и условие совершения действия абсолютно нереальны, поскольку условие и действие относятся к прошлому.]

Conditionals	If-clause (придаточное условное)	Principal clause (главное предложение)
Conditional II Маловероятное условие. Действие относится к настоящему или будущему времени.	If + the past simple a) If we <u>opened</u> more national parks, Если бы мы (сейчас) создавали больше заповедников, b) If I <u>were</u> rich, Если бы я был богатым,	would + I form we <u>would</u> save wild animals. мы бы спасли диких животных. I <u>would</u> help the poor animals. я бы помог бедным животным.
Conditional III Нереальное условие. Действие относится к прошедшему времени.	If + the past perfect If people <u>hadn't thrown</u> waste in the water, Если бы люди (тогда) не сбрасывали отходы в воду,	would / could have + III form our seas <u>would have been</u> cleaner. наши моря были бы чище.

Remember: In Conditional II the verb "to be" has the form "were" in if-clause:

If I were you (на вашем бы месте), I would call her right now.

If I were the head of our school, I wouldn't allow teachers to give bad marks.

If he were invited to make round-the-world tour, he would give it a try.

22 Read and translate the sentences. Say which sentences you agree / disagree with. Try to explain your choice.

1. If we cut down fewer forests, the air would be clean and fresh.
2. If we didn't pollute our rivers and lakes, they would be full of fish.
3. If we were clever and careful, we wouldn't live among litter and waste.
4. If we planted more new forests, we would save wild animals.
5. If we took care of our planet, we wouldn't have so many environmental problems.
6. If people hadn't polluted the planet, many species of animals wouldn't have disappeared.
7. If countries had spent more money on scientific research, scientists would have solved some environmental problems.
8. If people had dreamed more about space flight, they would have found another planet to live on.
9. If people hadn't invented different machines and developed industry, the environmental problems wouldn't have appeared.

23 Complete the sentences, putting the verbs into the correct form. Translate them into Russian.

I. **Example:** If she ... (ring) me up, I ... (tell) her the news.— If she rang me up, I would tell her the news.

1. If she ... (finish) her research, she ... (take part) in the conference.
2. If he ... (feel) bad, he ... (stay) in bed.
3. If I ... (be) you, I ... (visit) the old man.
4. What ... (do) you if you ... (win) 500 dollars?
5. Ann ... (behave) well if you ... (take) her to the party.

II. **Example:** If the weather ... (be) sunny and warm, we ... (go) to the country.— If the weather had been sunny and warm, we would (could) have gone to the country.

1. If the teenager ... (collect) his thoughts, he ... (win) the competition.
2. If you ... (learn) German, you ... (stay) out of trouble.
3. If they ... (take) care of their pets, the poor puppy and kitten ... not (get) into trouble.
4. If we ... not (rely) on him, we ... not (be) late.
5. If the girl ... (lay) the table, her aunt ... not (be) angry with her.

24 Listen, read and learn the poem by heart.

If all the seas were one sea,
What a great sea that would be!
If all the trees were one tree,
What a great tree that would be!
And if all the axes¹ were one axe,
What a great axe that would be!
And if all the men were one man,
What a great man that would be!
And if the great man took the great axe,
And cut down the great tree,
And let it fall into the great sea,
What a splash-splash² that would be!

¹ axe [æks] — топор

² splash-splash — брызги, плеск



25 Use your own ideas to complete the sentences.

1. If you gave it a try,...
2. She would send for the doctor if...
3. What would you do if...?
4. If I had thought about threats,...
5. The scientist would have told about the serious problem, if...

26 Answer the questions.

1. What would you do if you were rich?
2. What would you do if you were invited to play a part in a film or in a performance? What part would you prefer to play?
3. What would you do if you were invited to take part in space travel as a member of an international crew (экипаж)? What would you prefer to be responsible for?
4. What would you do if an earthquake began?
5. What would you do if your friend gave you a snake or a crocodile as a birthday present?
6. What would you do if you were the head of our country?
7. What would you do for the environment:
 - a) If you were the President of our country?
 - b) If you were a talented scientist?

Если бы да кабы!

Кабы реки и озера,
Слитъ бы в озеро одно,
А из всех деревьев бора
Сделать дерево одно,
Топоры бы все расплавить
И отливъ один топор,
А из всех людей составить
Человека выше гор,
Кабы, взяв топор могучий,
Этот грозный великан
Этот ствол обрушил с кручи,
То-то громкий был бы треск,
То-то шумный был бы плеск.

(Перевод С. Маршака)

Section 3 What's wrong with us?

27 Look at the picture.

a) Name two most serious and crucial problems of our day.

b) List the following problems in order of their importance.

Share your opinion with your classmates.



WORD FOCUS: BE / GET USED TO SMTH / TO DOING SMTH

28 Read and remember.

be / get used to | something
doing something — привыкнуть к чему-либо, иметь привычку делать что-либо

1. We were / are used to having breakfast together.— Мы имеем привычку / привыкли завтракать вместе.
2. She isn't used to the strange weather in this country.— Она не привыкла к странной погоде в этой стране.
3. People got used to polluting the planet.— Люди привыкли загрязнять планету.
4. We aren't used to recycling waste products.— Мы не привыкли перерабатывать отходы.

29 Translate into Russian. Pay attention to different meanings of *use*.

1. I am used to getting up early.
2. Soon Jane got used to these strange sounds.
3. Why don't you use a dictionary to check the spelling?
4. It took me a long time to get used to their language.
5. Do you mind if I use your computer?
6. I don't think I can get used to a situation like that.
7. The young people were used to wasting time.

30 Read the situations and write three sentences with *be / get used to*.

Example: In September Jane went to a new school. It was a traditional English private school for girls.

- a) At first she wasn't used to strict discipline / to wearing a uniform.
- b) Then, she got used to strict discipline / to wearing a uniform.
- c) Now she is used to strict discipline / to wearing a uniform.

1. Mike went to Canada a month ago. It was very cold and frosty there.
 - a) At first he wasn't used to...
 - b) Then, he got used to...
 - c) Now he is used to...
2. The Porters moved to a small town. It takes John Porter two hours to get to London to his office.
 - a) At first he wasn't used to...
 - b) Then, he got used to...
 - c) Now he is used to...
3. Alice decided to get fit. It was difficult for her to keep to a healthy diet and do sports every day.
 - a) At first she wasn't used to...
 - b) Then, she got used to...
 - c) Now she is used to...

31 Say what you are used to / aren't used to doing at school / at home.

Example: I am used to keeping silent in lessons. I am not used to some school rules.

32 Here is an extract from a famous novel "Gulliver's Travels" by Jonathan Swift, an English writer.

a) Before you read the story:

Look at the picture. Read the description of the characters from the text. Match the descriptions and the characters.

Yahoos [jə'hu:] — creatures who lived on the island. Their heads and chests were covered in hair, and legs and arms as well. They walked sometimes on two, and sometimes on four legs, and could climb trees. They had human faces. They were unfriendly, envious and greedy.

Houys [huz] — also lived on the island. Houys means a horse. They looked like horses. These creatures were kind and friendly, didn't tell lies, and they liked to get along with their neighbours. They were the masters of the Yahoos.

b) Read the text and name three things Gulliver's master didn't know.

My master looked quite worried. "What is lying?" he asked.

In their language there was no word which meant telling lies, and my master had great difficulty in understanding me. I tried to explain.

"Oh," he answered, still unsure. "But why does anyone tell a lie? There's no reason for doing it.

We use language in this country in order to understand each other, and to give and receive information. If you don't tell the truth, how can people understand each other?"

I began to see how different Houys' life was from what I was used to.

"But tell me," he continued, "about your country."

I was delighted to describe recent English history to him, especially some of our most successful wars.

"But why does one country attack another?" he asked.

"There are many reasons," I replied. "A king or his lords may want more land. Or there may be a difference of opinion between two countries: for example, whether uniforms should be black, white, red, or grey. Sometimes we fight because the enemy's too strong, sometimes because he isn't strong enough. Sometimes our neighbours want the things we have, or have the things we want. We often attack our best friend, if we want some of his land. There's always a war somewhere. For this reason, being a soldier is one of the best jobs you can have."

"A soldier," repeated my master. "I'm not quite sure what that is."

"A soldier is a Yahoo who works for his king and country. His orders are to kill as many people as he can," I answered.

"People who've never hurt him?" asked the master.



"That's right," I said, pleased that he seemed to understand at last. "Soldiers have killed thousands of people in recent history."

He shook his head and looked sad. "I think you must be — what was your word? Ah, yes — lying to me. How could you and your countrymen kill so many other Yahoos? And why would you want to?"

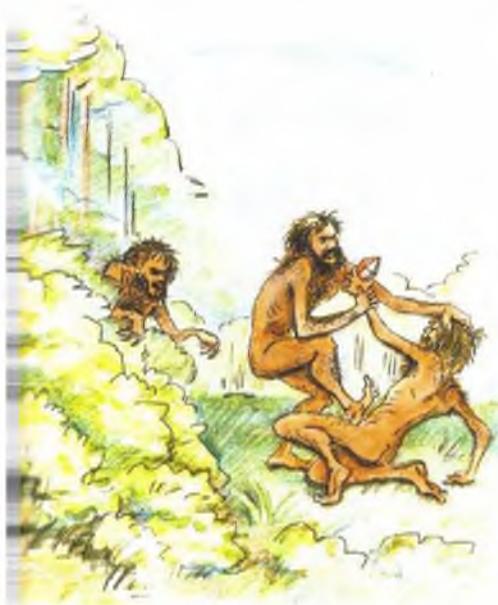
I smiled as I replied proudly, "Sir, you don't know much about European war. With our guns and bullets and gunpowder we can destroy a thousand ships, a hundred cities, and twenty thousand men. You see,—"

"Be quiet!" he ordered. "I've heard enough. I know Yahoos are bad, but I didn't realize they could possibly do such terrible things."

After these conversations I began to wonder whether the Houys were right. Why do we humans so often fight wars and tell lies? Peace and truth began to seem more important than making war or making money.

33 Match the parts of the sentences.

1. We use language in this country in order to...
2. We fight for many reasons...
3. His orders are to kill as many people as he can though...
4. With guns and bullets and gunpowder we can...
5. Why do we humans so often...
6. Peace and truth began to seem more important...



- a) destroy a thousand ships, a hundred cities, and twenty thousand men.
- b) than making war or making money.
- c) fight wars and tell lies?
- d) understand each other and give and receive information.
- e) sometimes because the enemy isn't strong enough, sometimes because the neighbours want the things we have.
- f) they have never hurt him.

1	2	3	4	5	6

34 Work in pairs. Discuss one of the following problems. Make your suggestions. Share them with other students.

1. Why was there no word which means "telling lies" in the fairytale country?
Can people live without telling lies? Do you often lie? Is it bad or good to tell lies?
2. Were there any wars in the fairytale country?
Is it possible to avoid wars in our world? Why?
Why do people start wars?
3. Would you like to live on the island with Houys? Why? Would you like our world to become similar to theirs? Is it possible?
4. What would you have to get used to if you went to the fairytale island?

35 Say what you would do if you could improve our world. Name the three most important things.

Use: The first thing I would do is...
Secondly, I would...
Finally, I would also...

Mini-project: A perfect world

36 Work in groups.

- Discuss the possible ways to make the world better.
- Write down your proposals / ideas.
- Share your proposals with your classmates.

Section 4 Why throw away? Why not recycle?



37 Look at the pictures. Give your ideas.

1. What are these bins used for?
2. Do you have such bins in your school / yard / street?
3. What does your family do with the rubbish? Who takes the rubbish out?
4. Do you try to throw away less rubbish?
5. Do you know about recycling? What have you heard about it?
6. What products are recycled in Russia?

Use: collect, throw away, bury, recycle, produce, protect the environment, be polluted with chemical waste, be in danger, waste paper, cans, bottles, metal, plastic.

38 Listen to these words and compare them with the Russian words:

million, a ton, a kilogram, plastic, polythene, metal, cigarette, packet, supermarket, farm, industry, factory, ecology, planet, international, problem, computer, chance, climate, container

39 Read and translate the word combinations. Create your own sentences using the words.

prohibit	be (strictly) prohibited (запрещать)	prohibition
recycle	recyclable (переработываемый)	recycled paper recycling a recycling centre
litter	drop litter (мусор)	clear litter (away) rubbish / garbage
pack	a packet / a pack of envelopes / biscuits (упаковывать)	packaging (упаковка) packed / unpacked goods (товары)
throw	to throw at / to (выбрасывать)	to throw away (= to get rid of)
can	can protect / destroy / prohibit (1. мочь; 2. коробка, банка)	Can you help me to collect them? a can of drink / food can



40 Work in pairs.

- a) Choose one of the texts and read quickly through the text.
- b) Tell each other what you have learnt from the text.
- c) Read the other texts to find out if your partner has talked about everything.



Why throw away so much?

Many countries bury and forget about millions of tons of rubbish every year. It is known that in one year, a European family with two children throws away about 50 kilos of paper (that's six trees), and about 60 kilos of plastic.

The Green World reports say that in one year the average person throws away: about 70 food cans, 34 cans of pet food and about 70 drink cans.

But we don't have to throw away all our waste paper, glass, metal and plastic. We can also burn or recycle a lot of it. In fact waste can be wonderful stuff.

Many things that we throw away can still be useful. In fact it's possible to recycle 80% of domestic rubbish. We can recycle most kinds of paper, glass, metal and plastic. But only 4% of recyclable material is actually recycled. Recycling is expensive. But it saves trees and energy and protects the environment from pollution.

Packaging

These days, people usually do shopping in supermarkets. Nearly everything is packed in paper or plastic containers. Some of this "packaging" is necessary. It keeps food clean and fresh. But some packaging is not necessary. It's just to make the food look better.

Every year in Britain each person produces about 57 kilograms of plastic waste.

Disposing of all this plastic is an expensive problem. But that's not all. Making plastic causes pollution.

Unfortunately, some of this packaging doesn't reach the bins. It becomes litter instead. Some people simply tear the wrapping off sweets and throw it away. They drop their cigarette packets and cans of drink without a thought.

In the town their litter looks horrible. But fortunately someone clears it away. In the countryside, it remains in the fields and on the roadsides unless the people who live nearby pick it up. It can

kill or hurt farm animals. Bottles and cans cause cuts, and the animals can eat polythene bags and die, or put their heads in them and suffocate.

41 Reread the text and underline the words that you don't understand. Guess their meanings. See "How to guess the meaning of a new word" in "Learning strategies".

42 Find words or word combinations in the texts:

a) which have
a similar
meaning
to the following:

litter
to get rid of
to make
the packaging
to save
to damage
terrible

b) which have
the opposite
meaning to
the following:

to look worse
impossible
cheap
to destroy
dirty
to remember
fortunately

43 Answer the following questions.

1. What can people do with rubbish instead of just throwing it away?
2. Why is recycling important nowadays?
3. How much of recyclable material is actually recycled? Why so little?
4. Are there recycling centres in your town / village? What do people usually take there?
5. Is packaging necessary? Why?
6. Why does some packaging become litter?
7. Why is litter so dangerous in the countryside?
8. Is litter a big problem in your town/ village?
Why don't you and your friends organize a "clean-up day" to clear all the litter in the local park / outside the school?

GRAMMAR FOCUS: CONDITIONALS

44 Read and remember.

Sometimes you can find combined sentences. Different types of conditionals used in the same sentence show that the cause and the effect refer to different time periods.

1. If people hadn't thrown away so much rubbish, the Earth would be safe now.— Если бы люди не выбрасывали так много мусора, сейчас Земля была бы в безопасности.
2. If I had phoned him yesterday, I would be able to continue the research now.— Если бы я позвонил ему вчера, то сегодня я мог бы продолжить работу над исследованием.
3. If she were not so busy, she would have visited the little boy yesterday.— Если бы она не была так занята, она бы навестила малыша вчера.
4. If Steven were a hard-working student, he would have answered all the questions three days ago.— Если бы Стивен был прилежным учеником, то он ответил бы на все вопросы три дня назад.

45 Read and translate the following sentences into Russian.

1. If people had been more careful, pollution wouldn't have killed so many fishes and plants in the sea.
2. If they didn't throw away tons of rubbish, they wouldn't have so many environmental problems now.
3. If we had stopped using poisonous gases, our air would be fresh and clear.
4. If we thought about our future, we wouldn't have cut down forests.
5. If people took as much rubbish as they could to recycling centres, they would protect their environment from pollution.
6. If they had known about the consequences, they wouldn't have dropped that cigarette packet.

46 Complete the sentences.

1. If people thought about the Earth before they throw something away,...
2. If people took as much rubbish as they could to local recycling centres,...
3. If people avoided buying packaged goods,...
4. If people didn't waste paper,...
5. If people didn't drop litter,...
6. If people cleared up litter outside their home, offices and schools,...

47 Work in pairs. Discuss and fill in the table.

If we recycle the waste, we

protect	nature,...
save	rivers,...
help	animals,...



This sign means that the thing can be recycled.



This sign means that the thing is made from recycled materials.

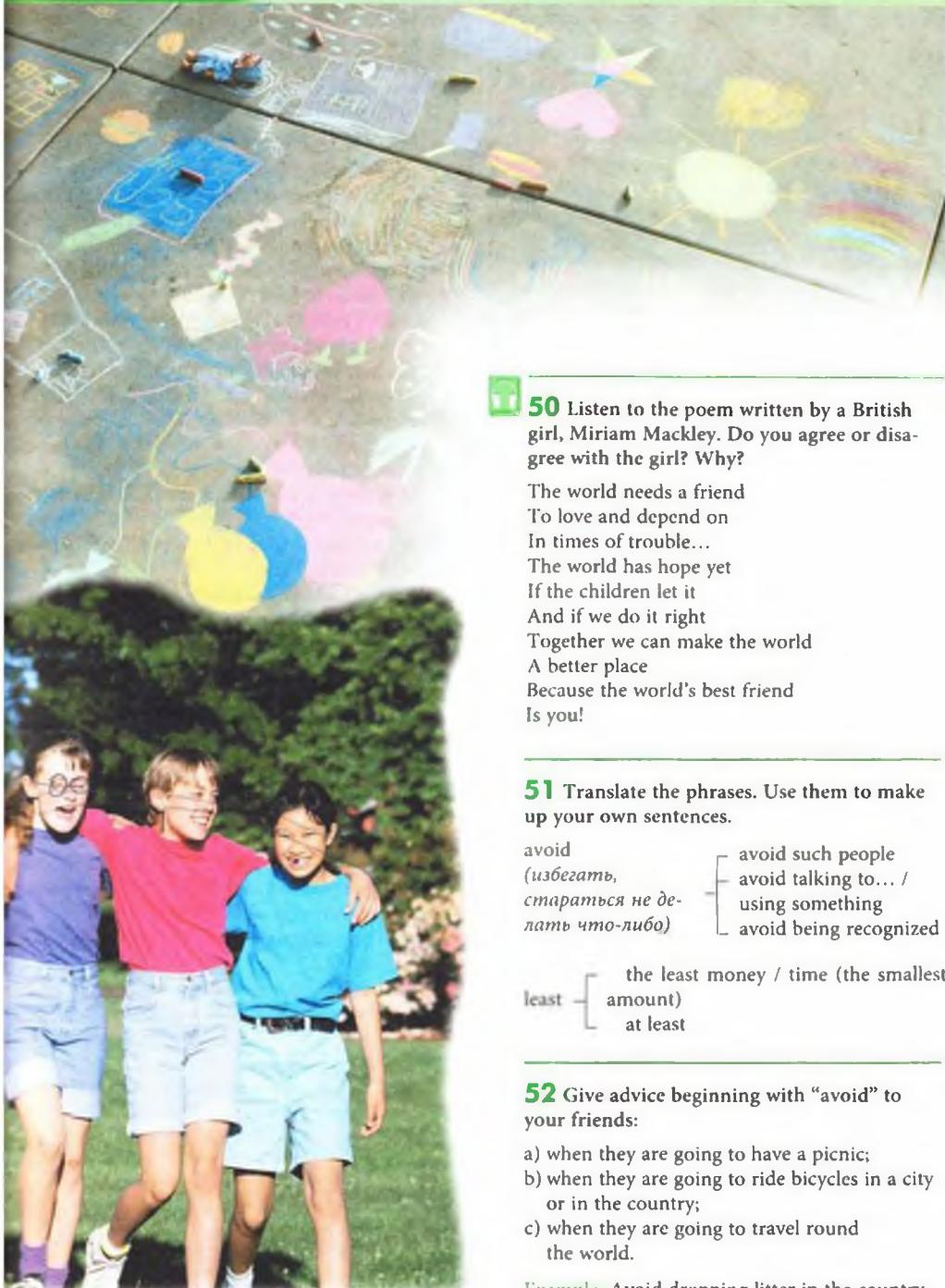
48 Write down at least 5 things you can do to reduce throwing away rubbish.

Use: throw something away, can be used, create litter, go shopping, buy packaged / unpackaged goods, waste paper, write on both sides of the paper, buy recycled paper products, drop litter, clear litter, take as much rubbish as you can to local recycling centres, etc.



49 Work in pairs. Prepare for your school radio an announcement inviting your school-mates to take part in a "clean-up day" outside the school. Try to be original and convincing. Use whatever information from the texts you wish. Read your announcements to your classmates.

Section 5 What can we do to save the Earth?



50 Listen to the poem written by a British girl, Miriam Mackley. Do you agree or disagree with the girl? Why?

The world needs a friend
To love and depend on
In times of trouble...
The world has hope yet
If the children let it
And if we do it right
Together we can make the world
A better place
Because the world's best friend
Is you!

51 Translate the phrases. Use them to make up your own sentences.

avoid

(избегать,
стараться не де-
лать что-либо)

avoid such people

avoid talking to... /

using something

avoid being recognized

least [the least money / time (the smallest amount)
at least

52 Give advice beginning with "avoid" to your friends:

- when they are going to have a picnic;
- when they are going to ride bicycles in a city or in the country;
- when they are going to travel round the world.

Example: Avoid dropping litter in the country.

53 Read and give a title to the text.



You are just one of 6,000 million people, who live on our Earth. So can your actions really make a difference to its future?

The answer is yes, they certainly can. Because if you try to live in a way that will save the world rather than destroy it, you won't be alone. Your example will encourage your friends and family to do the same. Then they will tell their friends and families about helping to care for the environment.

Here are some ways in which you, your friends and your family can begin trying to save the Earth right now.

1. Try not to waste energy.
2. Keep yourself informed about environmental problems.
3. Before you throw anything away, stop and think. Might someone else have a use for it?
4. Take as much rubbish as you can to local recycling centres.
5. If you have a choice avoid buying packaged goods.
6. Don't waste paper.
7. Before you buy anything, ask yourself if you really need it.
8. Walk or cycle whenever possible.
9. Never drop litter.
10. Help to clean up your local environment.
11. Try to reduce noise pollution.
12. Put out food for wild animals in winter.

Here are several points towards saving the Earth. It won't always be easy to follow them. Your friends and family may not always agree with you. And if you can manage to carry out at least some of them, you will know that you are contributing towards saving the Earth.



54 Here are six sentences which belong in Ex. 53.

a) Read the text once more and decide where to add the sentences. Mark the places in the text where they fit in best.

b) Listen to the text and check if you have added the sentences correctly.

- A. Don't stand with the fridge door open while you wonder what to eat — make your mind up before you open the door. The fridge warms up when the door is open and it takes extra energy to make it cold again.
- B. You don't need everything adverts say you do. Try to avoid buying things you really don't have any use for.
- C. There is probably a group in your area which spends weekends cleaning up ponds, rivers, parks and woods. Take some friends along and join the group — you'll have fun as well as helping the environment.
- D. When you are writing, use both sides of the paper.
- E. Charities are often pleased to have old books, clothes and toys.
- F. Don't take your radio outside — other people may not want to hear it.

55 Discuss with your partner and name the three most important and three least important points for saving the Earth. Explain how you can follow the most important ones.

56 Complete the sentences using Conditional II.

1. If all the people decided to save our world,...
2. If people took cans, bottles, paper to local recycling centres,...
3. If people bought only the things they really needed,...
4. If people tried to walk or cycle instead of driving cars,...
5. If people didn't drop litter in the countryside,...
6. If people avoided buying packaged goods,...
7. If people didn't waste paper,...
8. If people followed half of the points listed in Ex. 53,...

57 Say if there is anything in the text that you found useful / important / silly. Why? Would you follow any of the points? What points and why?

58 Listen to the dialogue twice.

a) As you listen for the first time, answer the following questions:

1. Who is speaking?
2. What are they talking about?

b) Before you listen for the second time, look at the statements below. As you listen, tick the boxes if you think the statements are true or false. Now listen again.

1. Ann is out. Her mother is taking a phone message from Andrew.

Yes No

2. Andrew and his friends are going to arrange a picnic in the park.

3. There will be a "clean-up day" in a small park behind the school next weekend.

4. They need a poster reminding people about youth problems.

5. Maybe people will see the clean park and the poster and will avoid dropping litter.

6. Andrew will be glad to see Alex and Jess next weekend.

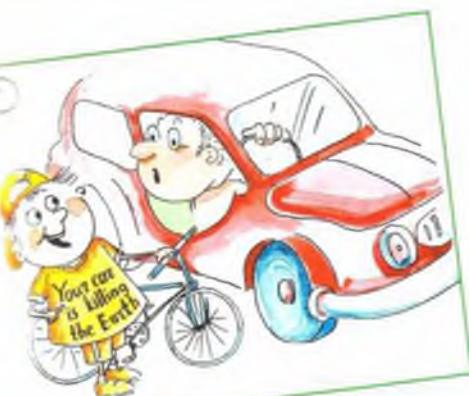
59 Work in pairs.

a) Look at the pictures and choose one of them.

b) Imagine what the characters are saying to each other.

c) Write a short dialogue.

d) Act out your dialogue.



**Mini-project:
How to save the Earth**

60 • Write a script for a short video film advising people how they can try to save the Earth.

- Use the information from the text in Ex. 53.
- Find out the additional information in the Internet.
- Present your script to the classmates.

Homework

- 1 Make up as many phrases as possible using the words in the box.

Example: waste paper

pollute, pollution, waste, protect, protection, protective, environment, environmental, antipollution, of, air, sea, problems, law, clothing, research, chemical, nuclear

- 2 Copy the sentences. Fill in "the", if necessary.

- 1 Travelling is my hobby.
- 2 I live in ... Russian Federation, but I've been to ... North and ... South America, some parts of ... Asia, most of ... Europe and ... Africa.
- 3 If possible I prefer travelling by ... ship or on ... foot.
- 4 Last summer I was on a journey around ... world.
- 5 I started on ... Black Sea, then went round ... Bulgaria, ... Greece, ... Italy, ... France, ... Spain, ... Portugal and many other countries.

- 3 Do Ex. 5 on p. 43 in written form.

- 4 Look back at Ex. 7 on p. 44. Write down the kinds of environment, which are in your area.

Natural geographical features: ...

Living organisms: ...

Man-made geographical features: ...

- 5 Write a short essay about your area (city, town, village). Use the following guidelines.

- 1 Write where it is situated, how far it is from the capital city of your country and your region.
- 2 Write about its population (how many people, what nationalities, what languages are spoken and taught).
- 3 Describe its man-made features and architecture (houses, streets, galleries, theatres, etc).
- 4 Describe its geographical features and wildlife (rivers, climate, weather, plants and animals, etc).

- 6 Do Ex. 16 on p. 46.

- 7 Translate into English.

Тысячи лет Земля кормила и поддерживала нас. Но человек уничтожает свою планету. Люди строят электростанции и города, вырубают леса и убивают животных. Наши реки, земля и воздух отравлены химическими отходами. Загрязнение окружающей среды опасно для людей и дикой природы. Предсказания ученых настораживают: это международная катастрофа. Почему люди травят себя сигаретами, алкоголем, некачественной едой? Давайте решать эти проблемы вместе!

- 8 Design some notices protecting:

- 1 people from animals
2. from air pollution
3. from water pollution
4. people's health

- 9 Do Ex. 23 on p. 48 in written form.

- 10 Translate into English.

Use Conditional II or III.

1. Если бы у меня были проблемы с родителями, я бы с ними поговорил.
2. Мой друг мог бы съездить во Францию прошлым летом, если бы он немного говорил по-французски.
3. Я бы тебе не позвонил, если бы ситуация не была такой опасной.
4. На твоем месте я бы проводила больше времени на свежем воздухе.
5. Люди бы не вырубали леса, если бы знали больше о том, как леса важны для них и животных.

- 11 Write down the most serious and crucial problems of our day in order of their importance. Use the information in Ex. 27, p. 49.

12 Do Ex. 31 on p. 50 in written form. Write 7–8 sentences.

13 Add phrases to the following headings:

1. What people should not do: attack their friends to take their lands; ...
2. What people should do: help each other, ...

14 Arrange the following sentences in the correct order to make up a summary of the text about Gulliver. Write the summary.

1. The Houys couldn't understand some words because they didn't have such words in their language.
2. After their conversation Gulliver realized how often people do terrible things to each other.
3. Gulliver explained why people lie, fight and kill each other.
4. During his stay on the island Gulliver talked with one of the Houys about the life of people in Europe.
5. They used their language to understand each other and to exchange information.
6. In the end the Houys stopped Gulliver. He couldn't see the reasons for killing other human beings and telling lies.

15 Choose any point in Ex. 34 on p. 51 and write your opinion on it.

16 Match the words in the boxes and make up meaningful phrases.

Example: a can of drink

a can of, a pack of, unpacked, plastic,
to save, to protect, recycling, to destroy,
to throw, to drop, to prohibit

postcards, goods, centre, environment,
forests, litter, smoking, animals, drink,
packaging, away, animals, wild parks, space

17 Copy the text. Fill in the blanks using the words in the box.

wastes, throws away, drop, cans of drink,
environment, glass, paper, kilos of plastic,
recycled, domestic rubbish

These days people have realized how important their ... is. They read newspapers and find out that in one year a European family ... a lot of ...: about 50 kilos of paper and about 60 Some people throw away ..., plastic packaging, ... their cigarette packets without a thought. But many kinds of ... can be still useful. Most kinds of ... and ..., metal, plastic can be

18 Write down 5 questions you would ask the director of a big recycling centre.

19 Do Ex. 46 on p. 54 in written form.

20 Translate into English.

1. Мы бы жили на чистой Земле, если бы люди не выбрасывали столько мусора последние 20–30 лет.
2. Если бы каждый убирал свою улицу, город, то жизнь стала бы приятней и удобней.
3. Если бы животные могли говорить, они рассказали бы много интересного о людях.

21 Write down your comments on the following ideas. Use Ex. 53 on p. 56 as an example.

1. If you have a choice, avoid buying packaged goods...
2. Walk or cycle whenever possible...
3. Put out food for wild animals in winter...

22 Write a story based on one of the pictures in Ex. 59 on p. 57.

Use the following guidelines:

One day...
Suddenly...
Finally...

Key vocabulary

**Nouns:**

bin
can
danger
environment
human being
litter
packaging
prohibition
protection
pollution
recycling
rubbish
waste

Verbs:

avoid
pack
pollute
prohibit
protect
recycle
throw
(away /into)
waste

Adjectives:

dangerous
environmental
least
protective
recyclable
recycling
throwaway

Expressions and phrases:

air pollution
antipollution law
at least
avoid doing something
be in / out of danger
be polluted
be (get) used to something
be (get) used to doing something
break human rights
chemical waste
clear litter away
drop litter
geographical features
give it a try
It's a waste of time
keep silent
recycling centre
sea pollution
throw away
waste paper

Progress check

1 Match the words (and phrases) which have opposite meanings.

1. to prohibit
 2. to protect
 3. to pollute
 4. to throw
 5. to drop litter
 6. to be in danger
 7. to avoid doing something
-
- a) to damage
 - b) to clear rubbish away
 - c) to be out of danger
 - d) to allow
 - e) to enjoy doing something
 - f) to clean
 - g) to catch

1	2	3	4	5	6	7
				c		

2 Complete each sentence with one of the words or phrases below.

pollution, rubbish, cans, environment, packaging, protect, is thrown, in danger, prohibited, pollute, bins, clearing up

People get a lot of food from the sea. But we have made the sea a very dirty place. If we are not careful, ... will kill many of the animals and plants in the sea.

A lot of rubbish ... into the sea. Sea animals, fish and birds are Some animals try to eat the ... they die.

Oil (*nefmit*) from big ships, chemicals and waste ... the sea and kill whales and dolphins, fish and sea birds.

Luckily many people realize now that we must look after the sea and ... it. They say polluting the sea should be strictly Groups of people who care about the ... spend their free time ... litter from the beaches. People collect ..., bottles and ... and put them into different ... for further recycling.

3 Use the word in capitals to form a word that fits suitably in the blank space.

Fill in each blank in this way.

Example: RECYCLE

After "the clear up day" in the park the students took the rubbish to the local **recycling** centre.

1. POLLUTE

... is one of the most serious and crucial world's problems of our day.

2. PROTECT

The young woman didn't know where to look for

3. ENVIRONMENT

Some of the first ... organizations in the world started in Britain.

4. DANGER

It was a very ... journey.

5. USE

When the young people first came to Ireland, they weren't ... to cold weather.

6. PROHIBIT

Smoking is strictly ... in the office.

4 Fill in the definite article "the" if needed.

The official name of the country is ... United Kingdom of ... Great Britain and ... Northern Ireland. The country is situated in ... British Isles. The two main islands are: ... Great Britain (in which are ... England, Wales and Scotland) and ... Ireland. ... United Kingdom is not far from ... Europe.

... UK is washed by ... Atlantic Ocean in the east and by ... North Sea in the west. The highest mountains are in ... Scotland and ... Wales: ... Ben Nevis (1,343 metres) and ... Snowdon (1,085 metres). The longest rivers are ... Severn (345 kilometres) and ... River Thames (346 kilometres).

... UK is one of the world's smallest countries (it is half the size of ... France or ... Spain).

The largest cities of ... Great Britain are ... London, ... Birmingham and ... Glasgow.

5 Complete the sentences, using Conditional II and III.

Example: If we ... (throw away) less rubbish, our planet would be nicer and cleaner.— If we threw away less rubbish, our planet would be nicer and cleaner.

1. If people ... (take) bottles, newspapers and cans to special bins, they could be recycled.
2. If I ... (be) you, I would join Greenpeace.
3. If we didn't pollute our seas, they ... (be) full of fish.
4. If I were you, I ... (continue) the exploration.
5. If you had read these books, you ... (know) more about this environmental problem.
6. If we had protected the environment seriously, our planet ... (be) out of danger.
7. If people ... (avoid) damaging nature, many species of animals wouldn't have disappeared.
8. If she ... (hear) the conversation, she wouldn't have come there.

6 Choose the correct translation of the sentences.

1. If you took the medicine, you would feel better.
 - а) Если бы вы приняли лекарство, то чувствовали бы себя лучше (сейчас).
 - б) Если вы будете принимать лекарство, то почувствуете себя лучше.
 - с) Если бы вы принимали лекарство, то вы чувствовали бы себя лучше (тогда).
2. If people had thought about their future, they wouldn't have cut down forests.
 - а) Если люди будут думать о своем будущем, то они не будут вырубать леса.
 - б) Если бы люди подумали о своем будущем, то они не вырубали бы сейчас леса.
 - с) Если бы люди думали о своем будущем, то они не вырубили бы леса.

7 Read the text. For the questions (1, 2, 4) choose the answer (a, b, c or d) which you think fits best according to the text. For the questions (3, 5) write a short answer.

Dead Sea in Danger

The Dead Sea, the saltiest body of water of the Earth and a wonderful natural treasure, is becoming smaller and smaller because of decisions by people to use its waters.



The Dead Sea is located at the lowest point of the Earth, almost 400 metres below sea level. It is 50 kilometres long. Just 40 years ago it stretched 80 kilometres in length.

One of the main reasons for the sea's shrinking¹ is lack of water. 90% of the waters that flow from the Jordan River, which traditionally goes into the Dead Sea, is taken for drinking and agriculture in Israel and Jordan.

Besides, local industry adds to the Dead Sea's problems. They use the water for getting necessary minerals. It's a real disaster for the Sea.

Now hundreds of thousands of tourists come to the Dead Sea every year. Its water is so salty that a man can read a newspaper comfortably while lying on his back on the water. The water contains a lot of sulphur², and the thick black mud³ that is found at the sea's beach is very useful for people with skin diseases. Tourists treat their bodies with the black mud, but they don't think about the Dead Sea's troubles.

It can be saved — but time is running out.

¹ shrinking — уменьшение

² sulphur — сера

³ mud — грязь

1. Where is the Dead Sea located?
 - a) At the highest point of the Earth
 - b) At the hottest place of the Earth
 - c) At the lowest point of the Earth
 - d) At the coldest place of the Earth
2. According to the text how long is the Dead Sea now?
 - a) 400 metres
 - b) 50 kilometres
 - c) 80 kilometres
 - d) 40 kilometres

3. Find and write down the sentence that says why the Dead Sea is in danger.
4. What are two main reasons for taking off part of the Dead Sea's water?
- Thousands of tourists come to the Sea to treat their diseases; the Dead Sea's water is used by local industry.
 - People take water from the Jordan River for their needs; they use the Dead Sea's water for getting necessary minerals.
 - Local industry uses its black mud; people take the Sea's water for agriculture and drinking.
 - 90% of the Jordan waters is taken for drinking and agriculture in Israel and Jordan; thousands of tourists come to the Sea for treating.
5. Why does the text finish with the words: It can be saved — but time is running out? Explain your answer.

- 8 Everyone in your town is talking about the Local Animals Project: local animals will live there and perform for the public. American partners are going to invest money in the Local Animals Project. Decide whether you are for or against the project. Write a letter to American partners. Use the letter below as a model.

Dear Sir,

There are plans to launch a Local Animals Project in our town and I am writing to explain why I am for/against the project.

First of all, I think that ..., because...

Secondly, ...

I hope you'll pay attention to my opinion. Many people in our town share it.

Yours faithfully,



- 9 Listen to the interviews with Dawn and Rory about zoos. Write in the spaces below who likes zoos and who does not. Then listen again and write down four reasons each person gives. The first one has been done for you.

Dawn ... zoos.

Reasons why:

1. *people can see some fantastic animals.*

2. _____

3. _____

4. _____

Rory ... zoos.

Reasons why:

1. _____

2. _____

3. _____

4. _____

- 10 a) Tell your friend about vital environmental problems. Imagine that your friend knows very little about them.

- b) Discuss with your friend a plan for a clean up day in your town / in your district.

UNIT 3

Mass media: good or bad?

Section 1 What is the media?

1

Listen to the list of some means of communication. Match them with their definitions:

- Television (satellite / cable)
- Newspaper (daily / weekly)
- Tabloid
- The Internet
- Radio

1. a paper printed and sold usually daily or weekly with news, advertisements etc;
2. the process of sending and receiving messages through the air; broadcasting programmes for people to listen to;
3. broadcasting programmes (the news, plays, advertisements, shows, etc) for people to watch on their television sets;
4. a newspaper with rather small pages, many pictures and little serious news;
5. a way to communicate with your partner who might be a thousand miles away using the computer (by e-mail).

2 Say which of the mass media are:

- | | |
|----------------------|------------------------|
| — the most useful | — the most interesting |
| — the easiest to use | — the most convenient |
| — the most common | — the safest |
| — the most expensive | — the cheapest |
| — the most modern | |

Give your reasons.

Example: I think newspapers are the most convenient mass media. I can get a lot of useful information from newspapers.



3 Think of the advantages and disadvantages of the different mass media. Give your reasons.

Use: rest, relax, receive information, listen (read) about famous people, important events, study foreign languages, take part in shows and competitions, get something for nothing, travel round the world without wasting money, try your luck, study at home, keep fit, find new friends.

It's a waste of time, have no time
communicate with relatives and friends, damage your eyes, get lazy, put on weight, have no time for sport activities in the fresh air, watch films (read books) for adults, stop writing letters to your relatives, learn about the bad side of life, get nervous, sleep badly after horror films, etc.

WORD FOCUS

4 Read, translate and remember.

1. Some English words are used in an abbreviated (shortened) form in informal situations:

Lab (laboratory)	Bike (bicycle)
Exam (examination)	Plane (airplane)
Fax (telefax)	Bye (Goodbye)
Fridge (refrigerator)	Info (Information)

2. Some abbreviations are read as individual letters

BBC [bi: bi: 'si:] (the British Broadcasting Corporation)
CNN [si: en 'en] (Cable News Network)
MTV [em ti: 'vi:] (Music Television)
the UK [,ju: 'kei] (the United Kingdom)
the USA [,ju: es 'ei] (the United States of America)

3. Some abbreviations are read as words
UNESCO [ju'neskəʊ] (United Nations Educational, Scientific and Cultural Organization)
NATO ['neɪtəʊ] (North Atlantic Treaty Organization)

4. Some abbreviations only have written forms.
They are pronounced as the full word:
Mr ['mɪstə] Mrs ['mɪsɪz] Ms [mɪs]
Dr [drɒktə] St [sənt]

5. Some abbreviations are just used as letters
etc [et'setərə] — and so on
e.g. [i: 'ði:] — for example

5 Guess which of the following words are short for television, advertisement, telephone and newspaper. Say if you have any similar short words in your language. What are they? Use the English words in your own sentences:

ad, paper, telly, advert, the box, phone



- 6 a) Listen to the brief information about broadcasting companies in different countries.

Fill in the table with the names of the broadcasting companies. Which of them is your favourite? Why?



- b) Add some new broadcasting companies and tell about them. Use the Internet.



CBC

Russia	Kultura
the USA	
Britain	
Canada	



- 7 Work in pairs. Ask each other the following questions:

- Which media is the most popular in your family?
- Have you got a radio?
- Have you got a television?
- Which television or radio programme do you like best?
- Who in your family watches television more than others?
- How many radio / TV channels do you have in your area?
- Which radio / TV broadcasting company is your favourite?
- What programmes does your local radio / TV station broadcast?
- Have you got satellite TV in your area?
- Can you watch any American or British programmes in your area?
- Do you video some TV programmes and watch them later?

8 There are some words used in British English and American English which have the same meaning, same reading, but different spelling. Read them, compare and remember:

British English (BE)

favourite
programme
cheque
colour
dialogue
catalogue
traveller

**American English (AE)**

favorite
program
check
color
dialog
catalog
traveler



9 Say which of the media you like best of all. Why?

Example: As for me I like radio best of all. I never miss my favourite radio programme about animals. Besides, I can hear a lot of good music and interesting info on the radio while doing my homework.



Use the expressions:

listen to the radio; turn the radio on / off;
switch the TV on / off; hear something on the radio / TV; get news over the school radio; get news over TV / the Internet; watch television / a video; see a TV programme; miss a TV / radio programme; video a TV programme / a film;
send / get a message by the Internet; read newspapers / books / magazines / journals / tabloids; have favourite pages / programmes, talk shows, game shows, quiz shows; imagine the looks and actions of the characters, make new friends.

- It makes me feel better.
- I can listen to it while doing something.
- I enjoy watching / listening...
- It's amazing / fantastic / exciting!
- I really relax...
- I prefer...
- I like... best of all.

10 Listen, repeat and read.

[əʊ]
radio
telephone
programme
video

[eɪ]
amazing
ancient
daily
newspaper
wait
information
neighbour
detail
dangerous

[ɔɪ]
tabloid
annoy
enjoy
the Bolshoy Theatre

[ʌ]
some
publisher
Sunday
other
culture
above

[æ]
channel
character
advert
fantastic
planet
satellite
national
scandal
angry
international
happen
action

[ɒ]
quality
popular
concert
possible
often
problem
photographer
correspondent
job
unpopular

[ɔ:]
talk
always
forecast
call

[ju:]
computer
news
musical
opportunity
review

broadcast
report
reporter
small
also
important
before

[θ]

through
cartoon
disapprove

[ɜ:]
advertisement
turn
work

[ə]
could
would



11 Read the brief text about radio.

Answer the questions:

1. Have you ever heard a radio talk show? What was it about?
2. Did you call in to ask a question or to give your opinion? Why not?
3. What question would you ask the radio talk show host speaking about the media?

What about radio? One can hardly believe that across the USA there are more than nine thousand radio stations. Listeners can listen to all kinds of stations: pop or classical music, news, sport or radio talk shows. While listening to a radio talk show you can call in and ask any question. But you should be ready to give your own opinion if the talk show host or his guests ask you to.



GRAMMAR FOCUS: UNCOUNTABLE NOUNS

14 Read, translate and remember.

- A noun can be countable or uncountable. Countable nouns are things we can count.
Example: computer — five computers
- Uncountable nouns are things that we cannot count.
Example: information, money, TV, music, progress, water, air, snow, advice, bread, food, news, damage, weather, work, etc
- Uncountable nouns have only one form (water, air).
Example: Most people listen to music while driving to work. I've heard it on the TV.
- Articles *a / an* are not used with uncountable nouns.
Example: He doesn't eat meat. He's a vegetarian.
What's on TV tonight?
- Some / any and much / little are used with uncountable nouns
Example: — Can I have some juice?
— You are welcome!

I'm sorry. I can't join you on Sunday. I've got much work to do.

12 Prepare some brief information for a competition to start your own show as a talk radio show host. Use the following expressions:

It's worth remembering that ... (*most of the world / none of my friends / ...*)

One can hardly believe that ... (*people are not curious / are afraid of losing / ...*)

While doing something (*travelling / taking part in a competition / ...*)

You should always be ready to (*change your opinion about other countries / meet new friends / lose a game / ...*)

kurokamru



15 Listen, read and act out.

Mrs Smith: What's on the radio?

Mr Smith: The weather forecast.

Mrs Smith: What time is it?

Mr Smith: 5.30.

Mrs Smith: Please leave the radio on. I'd like to hear my favourite music programme. It starts at about six.

Mrs Smith: Do you mind if I switch over to the Russian Radio?

Mr Smith: Please be quiet, I'm trying to listen to the news.

Mrs Smith: Anything interesting? Make it louder, please.

Mr Smith: OK. Switch it over to your Russian programme. I'd better listen to the news on TV.

Mrs Smith: Is there anything good on the television tonight?

Mr Smith: There is an interesting film on Channel 4 this evening.

Mrs Smith: I wouldn't like to miss my fitness club, you know. Could you video the film so that I can watch it later?

Mr Smith: No problem.

Mrs Smith: Bye, then. Make sure the TV is off before you go to bed!

Mr Smith: Bye-bye.

kurokam.ru

16 Read the text of the song about radio. Why does the author believe that the radio is worth loving?

I'd sit alone and watch your light
My only friend through teenage nights
And everything I had to know
I heard it on my radio
Radio.

You gave them all those all time stars
Through wars of worlds — invaded by Mars
You made them laugh — you made them cry
You made us feel like we could fly.

So don't become some background noise
A backdrop for the girls and boys
Who just don't know or just don't care
And just complain when you're not there
You had your time, you had the power
You've yet to have your finest hour
Radio.

Refrain

All we hear is Radio ga-ga
Radio goo-goo

Radio ga-ga

All we hear is Radio ga-ga
Radio blah blah

Radio, what's new?

Radio, someone still loves you!

We watch the shows — we watch the stars
On videos for hours and hours
We hardly need to use our ears
How music changes through the years.

Let's hope you never leave old friend
Like all good things on you we depend
So stick around cos' we might miss you
When we grew tired of all this visual
You had your time — you had the power
You've yet to have your finest hour
Radio — Radio.

Refrain

* cos = because

17 Translate the song (or any part of it) into Russian.

18 Learn the words and sing the song.

Section 2

What do you think of television?

19 Do you believe that the media brings people closer? Give your reasons.

Example: While listening to the radio or watching television people learn a lot about the life style in other countries.

Use: study the languages spoken all over the world, learn about the history of their own country, realize how much in common they have with other peoples, choose the places they would like to visit...

20 Here is some information on how the media brings people closer to each other. Read the short story by G. Harris, an American reporter, of how he celebrated the turn of the Century.

a) Before you read the story.

There are some major cities named in G. Harris's story. Say what countries they belong to. Use the Cultural guide if necessary.

Example: Rome is the capital of Italy. Bombay is one of the biggest cities in India.

Sydney [ˈsɪdnɪ]

Prague [pra:g]

Los Angeles [lɒs ˈændʒəli:s]

Bangkok [bæŋ'kɒk]

Wellington ['welɪŋtən]

Bombay [bɒm'bےɪ]

Paris [ˈpærɪs]

b) Read the text and answer the question: What day was celebrated by G. Harris and his overseas friends at the turn of the Century?

Celebrating the New Year with Television

Some of my overseas friends asked how I celebrated the turn of the Century in Los Angeles. Here is how I have done it. Don't be surprised! I stayed at home with my family. We had television reports from every major city's celebrations throughout New Year's Eve. We started with Wellington, New Zealand at 4:00 am and moved to Sydney, then Bangkok, Bombay, Moscow (1:00 in the afternoon for us), and on and on to the west.

When we were finished with Rome and Paris and Prague at 3:00 and then London at 4:00, we were ready to quit. But we stayed with television until New York had managed to get to the New Year. It was surprising how many people in Los Angeles watched so many celebrations on television that we had no energy left for our own — 3 hours after New York.

I myself was in bed and asleep at 10:30. As such, it proved to be a terrific way to celebrate the New Year.

c) Look back at the text and give your opinion on the following:

1. Whom does G. Harris call "my overseas friends"? Where possibly do they live?
2. Where is the New Year celebrated later — in Rome or in Sydney?
3. Why didn't the people of Los Angeles have any energy to watch their own New Year celebrations on TV?
4. What other holidays can be celebrated in the same way?
5. Is television a vital part of celebrating some holidays? Which holidays are they?

21 Tell about any celebration or talk show you've watched on TV recently.

Use:

I'd like to tell you how I celebrated / spent...

I was ready to quit but...

I stayed with the television until...

It was surprising how many people...

It proved to be a terrific way to...



WORD FOCUS

22 Read and remember.

- | | |
|--------|---|
| quit | to quit doing something
(прекращать делать что-либо) |
| | to quit (some place)
(покидать, удаляться) |
| manage | to manage to do something
(удаваться) |
| | to manage something
(управлять, ладить) |
| prove | to prove something (доказывать) |
| | It proved to be... (Это оказалось...) |

23 Fill in the blanks. Use the words and phrases from Ex. 22.

- Do you think she'll ... to pass her maths exam?
- Sir, I've finished writing my tests. Can I ...?
- During the World War II Russians ... their courage many times.
- Teenagers are hard to But our teacher does it quite successfully.
- Radio ... to be the most common mass media.
- Can you ... that you are right?
- My mum is always at home. She ... working last year.

PRONUNCIATION FOCUS

24 A lot of English words are pronounced in the same way. Sometimes it's very hard to understand what they are.

a) Listen and read the transcription.

[weə] [lʊk] [ə'rest] [hɪz] [ɪts] [ə'dres] [wɔ:]
[nəʊ] [tu:] [raɪt] [hɪə] [pi:s] [deə]

b) In each of the two boxes find words or phrases that have the same pronunciation. Write them down in pairs.

Example: ['wɛðə] — whether — weather

who's, it's, meat, arrest, sea, address, their, no, peace, right, war, weather, two, check, hear, aloud, new, one

here, to, won, know, wore, whether, whose, allowed, knew, its, a rest, piece, write, there, a dress, meet, cheque, see

25 Listen and tick the word which you've heard in the sentence.

Example: whose _ or who's

This is the man *who's* bought the biggest dog in our terraced house.

- its _ or it's _
- weather _ or whether _
- it's _ or its _
- a dress _ or address _
- write _ or right _
- hear _ or here _



26 Translate the following conversations into Russian. Act out one of them with your partner.

- (1) — You look so angry! What's up?
— OK. I quit. I can't stay here anymore longer.
It's the most boring party I've ever been to.
- (2) — Lisa has quit her job recently. She's looking for another one. Have you got any ideas?
— Not really. I don't know what she wants.
- (3) — Do you need my help with the naughty kids?
— No, thanks. I think I can manage.
- (4) — What does your father do?
— He manages our local football team.
- (5) — The traffic is heavy. Do you believe we'll manage to get there on time?
— Sure. I always do it without any problem.
- (6) — Why don't you believe me? You know that I'm not lying.
— OK. Prove that you're right.
- (7) — Here is your CD player. It proved to be very useful this weekend. Thank you.
— Fine! You can borrow it any time you want.



27 Work in groups. Write your own mass media mini-dictionary for the following words. Use the dictionary if necessary. Put the words in alphabetic order.

A An advert is...

D A documentary is...

S A soap (opera) is...

Sports news is...

T A talk show is...

M A music programme is...

W A weather forecast is...

I The Internet is...

Q A quiz is...



Example:

D A **documentary** — is a program which gives facts and information about a particular subject.

28 Do you mind the quiz? Listen, read and act out:

Martin: What have you got there?

Sharon: It's a magazine. It's a quiz magazine.

Martin: What is it like?

Sharon: It's fairly good. Here's the quiz. First question for you.

Do you like watching TV?

Yes, I do. / No, I don't. / I don't mind.

Martin: Yes, I do.

Sharon: Second question: Do you like holidays?

Martin: No, I don't like holidays.

Sharon: Third question: Do you like shopping?

Martin: I don't know.

Sharon: It's — "Yes", "No" or "I don't mind".

Martin: OK, I don't mind shopping.

Sharon: Fourth question: Do you like salad?

Martin: No, I don't like salad.



29 Work in pairs. Find out what your partner thinks of magazines. Start with the following questions:

— Do you like reading magazines?

— Do you look for magazines that have quizzes?

GRAMMAR FOCUS: REVIEW THE USE OF VERB + -ING

30 Make up as many sentences as possible.

Example: My best friend has always dreamed of being an actor.

We / I

She / He

My head teacher

The sportsman

The manager

have / has always
dreamed of

- becoming an Olympic champion
- writing a detective story
- playing the piano
- going round the world

31 Give as many endings as you can:

I always enjoy...

The travellers had little hope of...

The angry neighbour told the teenagers to stop...

I have never dreamed of...

We had no chance of...



32 In groups. Think of your own quiz on one of the following topics:

a) TV programmes

b) Newspapers and magazines

c) Films and cartoons



Section 3 Do you read newspapers on Sundays?

33 Look through the information on newspapers in Britain and say what the difference is between:

- a) national and local newspapers
- b) daily and Sunday newspapers
- c) quality / serious newspapers and tabloids

There are two kinds of newspapers in Britain. One is large and has many detailed articles about national and international events. These newspapers are called serious papers or quality papers. The other kind, called the tabloids is smaller in size, has more pictures and shorter articles, often about less important events or about the private lives of well-known people. Though some people disapprove of tabloids, they are quite popular. Many people buy tabloids like *The Sun* which is the biggest-selling newspaper in Britain.

In all parts of the country there are also papers giving information about films, concerts and other things that are happening in the local area. Some local newspapers are free. These contain a lot of advertisements and also some news. National serious newspapers like *The Times* or *The Daily Telegraph* generally give information about events happening in London. Most national newspapers express a political opinion.

Daily newspapers are published every day except Sunday. Sunday newspapers are larger than daily ones. They often have 2 or 3 sections. All Sunday newspapers are national.

34 Work in pairs. Discuss one of the following problems. Make your suggestions. Share them with other students:

1. Why do some people disapprove of tabloids?
2. Why are there free newspapers?
Do you have them in Russia, your city/town/village?
3. What kind of events do you think are important or not important?



35 Read, complete and act out:

- A: What do the ... do on Sundays?
- B: Most of them read the newspaper and work in the garden.
- A: Do they read *The Sunday Times*?
- B: Some of them do. They also read *The Sunday Telegraph* and other newspapers.
- A: What do the Russians read?
- B: ...

36 Here are the headlines of newspapers published on the same day. Guess which of news they are (the same headline can stand for more than one kind of news):

- ① Home and Away
- ② False Starts
- ③ Health Facts
- ④ The UFO again?
- ⑤ Can Anyone Help?

- national news
- international news
- local news
- political news
- economic news
- business reviews
- cultural reviews
- sports news
- scandals
- travel

- ⑥ Who Knows Where You'll Travel?

- ⑦ The Adventure Begins

- ⑧ I'm Trying to Be Brave

- ⑨ Foundation Gets a Home

* UFO [ju:sfʊə] — unidentified flying object (НЛО — неопознанный летающий объект)



37 a) Choose any headline and predict what the article is about. Write your predictions down.
b) Mingle around the classroom. Find other students who chose the same headline. Make up a group. Compare what you've written.

38 Try to make up a story using all your predictions.

39 Look through the three articles quickly. Guess which of the headlines in Ex. 36 go with these articles.

1. Don't leave your career planning too late — the earlier you know your future, the earlier you can plan to make it happen! It's good if your parents believe in you and your future. But also mind that there are special centres which help teenagers to plan their future. Many of them now have web sites on the Internet.

2. Building the Channel Tunnel between England and France was the biggest European engineering project in history. A tunnel was first suggested by French Emperor Napoleon in 1802. Many engineers produced plans in the nineteenth century. In the 1880s a start was made to the tunnel. But two world wars made the tunnel dangerous for Britain. Britain preferred to be safe from Europe. It was not until the 1960s that the idea of the Channel Tunnel came up again. The two countries finally met in the tunnel in 1994.

3. Friday was very much Gorbachev's day. *Former Soviet President Mikhail Gorbachev finally got a home for his foundation.* It's a beautiful building on Leningradsky Prospect in Moscow. *On Friday a great number of well-known people came here. A five-minute video in English — looking very like a CNN advertisement — was shown to the guests.*

The Gorbachev Foundation, founded in 1992, offers financial assistance for research and teacher training. It also works as a library. M. Gorbachev believes that the foundation will do a lot to save the environment in Russia.

40 What kind of news is in each of the three articles? (See Ex. 36.) Give your reasons.

41 Look back at the first article.

a) Which English words from the text can be understood without a dictionary?

Example: planning — планирование

b) Do you agree that you should start thinking about your career as early as you can?

Have you ever heard of the special centres which help teenagers to plan their career?

What questions would you ask if you phoned such a centre?

42 Read again the text about the Channel Tunnel. These phrases were taken out of the text. Find and complete the sentences they were taken from.

Example: In the 1880s a start was made to the tunnel *on both sides of the Channel.*

— on both sides of the Channel.

— while the European countries were fighting.

— which were building the tunnel from each end.



43 Look back at the text about M. Gorbachev's Foundation. Think of words in italics you could take out of the sentences. Be careful: the main idea of the sentence shouldn't be changed!

Example: On Friday a great number of well-known people came here.

— On Friday great people came here. (wrong)

— On Friday a great number of people came here. (right)

44 Do your family read newspapers? Think of a daily or Sunday Russian newspaper, tabloid, journal or magazine popular in your family. Fill in the table.

Newspaper	Argumenty i Fakty
Tabloid	
Magazine	
Journal	





45 What kind of article is this one? Make up your own headline for it.

Being shy is a really common problem especially amongst teenagers. But the good news is you can almost always overcome it, or at least learn to deal with it. One of the best ways to deal with shyness is to "rehearse" situations that make you really shy. So if you hate talking to boys, you have to be brave: start by simply saying "Hi!" to one you like. Or if you hate answering questions in class, just speak up when you know the answer.

Once you've done it a few times, you'll wonder why you were so shy.

Don't give yourself a hard time if you make some sort of mistake — you are just a human! Forgive yourself and correct your mistake.

46 Giving advice is much easier than doing things correctly, isn't it? Complete these phrases:

Example: If you hate wearing your old school uniform, design a better one.

1. If you hate wearing your old school uniform,...
2. If you hate taking exams,...
3. If you are afraid of talking to your head teacher,...
4. If you love travelling by train,...
5. If you enjoy climbing mountains,...
6. If you dream of going to Japan,...
7. If you don't like staying at home by yourself,...
8. If you hate watching TV,...
9. If you like giving yourself a hard time,...



Sections

News Local / National
World
Opinion
Books
Theatre
Travel
Business News
World Culture
TV Guide
Sports

47 Summarise the text in Ex. 45. Use the following phrases:

- Being shy is a really common problem...
- ...at least learn to deal with it.
- One of the best ways to... is...
- If you hate talking...
- Start by simply saying...
- Once you've done it... you'll...
- Don't give yourself a hard time...
- ...make some sort of mistake.
- You're just a human!



Mini-project: Make your local newspaper better



1. Divide into three groups.
2. Read the text. Analyze any of your local newspapers and fill in the table. If your local newspaper contains other sections, add them.
3. Give your suggestions on new topics for your local newspaper. Write them down.
4. Share your suggestions with your classmates and discuss them.

Very useful / useful / not so useful / useless	Very interesting / interesting / not so interesting / uninteresting
--	---

We try to do our best to publish a useful, informative and interesting newspaper. Help us, and you may win an English book. Indicate in the boxes below what you think of various sections of our newspaper. We are interested in the reasons why a section is more or less useful or interesting to you. Please write if you like or dislike a certain section. We would also appreciate suggestions on new topics for our newspaper.

Mail your suggestions to our address. Please indicate your address. Thank you in advance.

Section 4

What is Internet?



3

49 Work in pairs. Make a list of the main ways you and your partner use the Internet in your everyday life. Share your list with your classmates.

50 Give your guesses on the following questions using the pictures above:

- What ideas connected with the use of the Internet are illustrated in the picture?
- Why is the Internet getting more and more popular with people of different ages?
- In what ways could your everyday life be improved with the help of the Internet?
- What possible drawbacks of the Internet are shown in the picture?
- Is the use of the Internet safe for the Earth?

51 Translate the phrases. Create your own sentences.

the Internet	<input type="checkbox"/> to browse the Internet <input type="checkbox"/> on the Internet <input type="checkbox"/> an Internet site
purpose (причина)	<input type="checkbox"/> the main / primary / real purpose <input type="checkbox"/> a variety of purposes
information	<input type="checkbox"/> to collect / to find / to get / <input type="checkbox"/> to share information <input type="checkbox"/> important / useful / detailed information <input type="checkbox"/> information about / on <input type="checkbox"/> ask for further information
touch (прикосновение)	<input type="checkbox"/> to keep in touch <input type="checkbox"/> to be in touch
world	<input type="checkbox"/> real world <input type="checkbox"/> virtual world <input type="checkbox"/> to create the world
to search	<input type="checkbox"/> — to search for the information

52 Read the texts. Match the texts and the headlines. One of the headlines is unnecessary. Complete the table.

- A. The Multifunctional Internet
- B. The Source of Knowledge
- C. A Modern Way to Be in Touch
- D. The Dwellers of the Internet
- E. The Dependence on the Internet



1. Who can you meet in this virtual world? Surely you know that the same people who live in the real world have created this world. You can meet here business and art people, practical and romantic, honest and deceitful ones. When you meet somebody in the real world you can look into his eyes, hear his voice, see his body language — all these things help you to understand if this person honest or not. Meeting somebody in the virtual world could be very misleading, as you will never know about the real age, appearance and interests of this person. Your best choice is to meet real people!

3. Another important purpose of the Internet is to collect, systematize, keep and share information — verbal, sound and visual. This way the Internet creates a virtual world, where we can find anything that interests us. It gives the opportunity to learn about past and future, develop our knowledge and do the research on anything we like. Imagine that you are given a task to prepare a report on people who were awarded Nobel prizes. First you search for information on the Internet using key words. Then you collect the information, arrange it and add images to make your paper well illustrated. But remember, that while the Internet offers you all this information you have to be very selective and careful with your search!

2. The main purpose of the Internet is to extend the communication network. Elderly people have a lot of free time but it's not easy for them to travel long distances. Using the Internet lots of people can travel anywhere they like. These days we have our friends and family living in different parts of the world and it's important to keep in touch with them. We can write and talk to people who live on other continents miles away from us, and it takes no time to reach them via the Internet and as a result they spend less time with their loved ones.

4. All the existing means of communication were merged together to create one — the Internet. Using the Internet you can send information like you would via a telegraph, you can speak to people like you would on the phone and see the world like it is on TV. You can create your song, music and films. You can shop, travel and talk to your friends. Scientists believe that every day more and more people are becoming addicted to the computer.

1	2	3	4

53 Read the texts and find out the English equivalents of the following word combinations:

прямой ответ

средства коммуникации

находиться на связи

бродить по Интернету

с другой стороны

становиться зависимым

делиться информацией

быть разборчивым

виртуальный мир

язык жестов (тела)

54 Match the words in A and B to form pairs of synonyms. One pair has been done for you already: to merge — to combine, to unite. Use the dictionary if necessary.

A	B
straightforward	choosy, careful
to merge	reason, need
purpose	to combine, to unite
opportunity	dishonest, lying
selective	easy to understand, simple
deceitful	false, confusing
misleading	chance, occasion

55 Match the words in A and B to form pairs of antonyms. One pair has been done for you already: extend — reduce, cut.

A	B
main	destroy
extend	false
create	different, varied
same	honest
deceitful	minor
real	reduce, to cut

56 Complete the sentences. Use the information from the texts in Ex. 52.

1. The main purpose of the Internet is...
2. With the help of the Internet people can...
3. The Internet gives us the opportunity to...
4. But people should be careful with the information from the Internet because...
5. The virtual world can be dangerous because...

57 Discuss with your partner the following questions.

1. What do people use the Internet for?
2. The Internet is popular only with young people, isn't it? Why do you think so?
3. What are the drawbacks (disadvantages) of using the Internet?
4. How does the Internet help students in their studies?
5. Why do people have to be selective with the information from the Internet?



58 Write a short composition on the Internet. Use the following plan:

1. Introduction (what you are going to describe, what is the Internet)
2. Main part:
paragraph 1: why the Internet is so popular nowadays;
paragraph 2: why the Internet can be dangerous;
paragraph 3: what do you use the Internet for
3. Conclusion (your attitude towards the Internet)

Use the following expressions:

In my opinion..., It seems to me..., The reason for this is..., However..., On the one hand... on the other hand..., In conclusion...



59 Below are some phrases from the article. Read the article and decide where to add the phrases. Mark the places in the article where they fit best.

1. ...like writing a report...
2. Yes, quite easily!
3. ...and rely on your knowledge and experience!

Be critical and creative

Is it possible to live without the Internet? One day you can find yourself in a part of the world where you can't use the Internet or a mobile phone! What would you do? Use your brain.

Is the Internet one of the most important parts of our life? Yes and no. People need to remember that they created this virtual world themselves! The Internet can help us not only with simple tasks but also with more challenging things like constructing a spaceship, writing a fantasy story or even how to make up with your friend... What ever you do in your life — learning, creating, researching, — it's YOU who does it!



60 Make a research and prepare a presentation about any creative person (artist, musician, scientist, ...) who became famous thanks to the Internet. Use the Internet in your research.

Mini-project: Why the Internet?



61 • Prepare for a whole class discussion. Work in groups of 3–4.

- Choose one of the following questions and discuss it in your group:

1. In which places and circumstances could you find yourself without the Internet? Which other means of communication could you use in this situation?
 2. Is the Internet the most important part of our life or not? Give your reasons.
 3. Make predictions on the ways the Internet could be used in the future?
- Present your group's ideas to the class. Discuss them.

Section 5

Is being a reporter a dangerous job?

62 Work in pairs. Ask your partner the following questions. Report his / her answers.

- Who is your favourite TV commentator?
- What are the names of the newscasters on your local TV channel?
- What kind of news do they present (political, economic, cultural, sport, any other)?
- What do they usually wear (dresses, suits, T-shirts, etc.)?
- What can you say about the language they speak: is it grammatically correct and tactful?

63 Choose a 'politically correct' expression in each line:

- a) Speaking about people who are elderly not young:
elderly people / aged people / honored people
 - b) Speaking about the clothes for people who are not slim:
clothes for fat people / large size clothes / size-friendly clothes
 - c) Speaking about people who can't hear, see, speak, move as other people do:
sick people / disabled people / special people
- * Politically correct or PC — means a set of opinions to make people tolerant and friendly to each other, to avoid discrimination on the basis of age, sex, national origin or religion. For example, Americans believe that it's not politically correct to call the people who have a skin darker than yours with words like black or coloured. It would be polite to call them African-Americans.

64 Put the words in the box into two columns: jobs and results of someone's work. More than one variant is possible. Listen and check if you were right.

Jobs	Results
writer	novel, short story...

Use: reporter, news on TV or radio, novel, correspondent, journalist, report, photo, TV commentator, poet, TV talk show, article, film, essay, radio show host, writer, scandal, review, newscaster, TV programme, producer, poem, short story, soap, documentary, photographer, talk radio show, interview.

65 Read the story. Give it a title.



Whenever and wherever something important happens, journalists and photographers are reporting on the events and taking pictures. These people often put themselves in dangerous situations. Some may be seriously hurt or even killed because of their efforts. Journalists go to areas where there are conflicts to report on the war. They also report on political protests.

Sometimes their responsibilities put them in danger as they try to find out the facts behind a story.

Photographers are courageous people. Wherever they go they are ready to put themselves in dangerous situations to take dramatic pictures. For instance to get the pictures of wild animals, photographers try to get as close as they can to the animals: sharks, snakes and crocodiles. They also may have to climb high mountains or dive deep into the sea. Why do they do it?

66 Work in groups of 3–4. Discuss with your partner why journalists and photographers put themselves in dangerous situations. Give your reasons. Here are some of them:

1. They help people to learn more about each other.
2. People like to look at pictures of wild animals.
3. ...

Share your reasons with the other students. Make a list of most important reasons and less important ones.

67 Fill in prepositions if needed.

Journalists put themselves ... dangerous situations. They report ... wars and political protests. They go ... areas where there are conflicts. They try to find out the facts ... the story they are writing about. They can even be killed because ... their efforts. They climb ... high mountains, dive deep ... the sea. They get pictures ... wild animals.

WORD FOCUS

68 Read and remember:

whenever — когда бы ни

whatever — что бы ни

however — как бы ни / тем не менее /
однако

whoever — кто бы ни

wherever — где бы ни / куда бы ни

69 Translate into Russian. Pay attention to the words in italics.

Whatever you see don't be surprised.

Whenever you come to us we'll be glad to see you.

Wherever they go, their knowledge of English helps them a lot.

However busy I am, I go to the swimming pool twice a week.

Whoever you meet here, they are your friends. You can get up *whenever* you want, eat *whatever* you like, go *wherever* you need.

70 If you were a reporter, you would have a lot of daily problems. Here is a list of a typical reporter's problems. Choose the two most serious ones. Give your reasons:

What kind of information should I choose for my reports?

Where to go to get interesting news?

How to "catch" an interesting person to talk to?

Should I be polite / talkative / curious...?

What questions to ask?

Write about scandals or not?

How to publish dangerous news?

Any other...?

71 Write 10 questions which reporters usually ask people during interviews.



72 Work in pairs. Imagine that your partner is a famous film star / writer / sportsman / politician... Ask him / her the questions you've written.

73 Read this text about a well-known Russian reporter Artyom Borovik. Say what facts you've learned about him and his job.



International journalist, Artyom Borovik, died mysteriously in a plane crash at Moscow airport.

He was 39. He began his career as a war correspondent in Afghanistan, when Soviet forces were fighting there in the 1980s. He became the Special Correspondent and interpreter in Moscow for the most popular weekly TV news show in the US, "60 Minutes". He briefly joined the US Army on an exchange programme, doing research for a book.

He founded the *Sovershenno Sekretno* (*Top Secret*) publishing house, which produced a popular newspaper and TV programme, which investigated corruption. He was the first Russian to win a top American Overseas Press Award. In his office, late on the night before he died, he had started work on a new investigation.

74 Writing about famous people is easier than writing about ordinary people. There are a lot of them around us who deserve a special story. Write your own "good story" about anyone you know well. Use some of the following guidelines:

This is a story of a...

He / She was born in...

At the age of... he / she became more and more interested in...

Later in... she / he met...

Next year...

In... she / he started to work for...

Most of her / his friends say that...

It is not surprising that...

Finally...

Section 6

Are books media, too?

75 Read what Pamela, Margaret and Andy said about books. Find out:

1. Who thinks that reading books makes people smarter? Why?
2. Who thinks that schoolchildren are given too much reading to do?
3. Who believes books are the most ancient mass media?



Pamela

You asked me why I like reading books, didn't you? I should say books have been my best friends for many years. You know, I'm the only child in my family. My parents were always busy with their work and I used to spend a lot of time playing with my toys. But from time to time, especially on holidays, they used to present me with wonderful new books: fairy tales, fantasy books, science fiction. Some of them were written ages ago. But I enjoyed them very much. And they are still interesting for people of my generation. That's why I believe books are the most ancient media.

Margaret

Lots of my friends are not keen on reading books. They prefer going to discos, playing computer games, watching TV and videos. I'm shy and not very sociable and I don't spend much time going to noisy parties. But I don't feel lonely thanks to the books I love.

When I was a little girl, I loved turning the pages over and over, looking at the beautiful pictures and guessing what the characters would say and do. I started reading when I was only five. I imagined myself travelling everywhere, speaking different languages, climbing mountains and flying to other planets. I believe that nearly all I know I learned from books. Those of my friends who read a lot are smart and interesting to talk to. As a rule they are very good at English. Reading is a special world full of adventures and joy.



kurokamru



Andy

I didn't like reading when I was a little boy. It was boring to sit for hours with a book in my hands trying to learn what happened to the characters. I used to play football and basketball with my friends.

I have to confess, I read very slowly. At school we are given a lot of homework, so I have to read anyway: history and literature, biology and geography. So much reading!

Not long ago the situation changed. My father bought me my first CD book. It's fantastic! It's like a computer game. Turning the pages over you can see what's happening in pictures, in colors and in action! It's really amazing. I think CD books will be much more popular with teenagers of my generation than printed books.



76 Translate these passage from the teenagers' stories into Russian. Pay attention to *ing* forms. Turning the CD book pages over you can see what's *happening* in action. It's really *amazing*. It's much more *interesting* than *sitting* with a book for hours and *trying* to learn about what's *going on*.

77 Think of Russian equivalents to phrases like:

I spend time playing...
They prefer going to disco...
I imagined myself travelling...

Find similar phrases in Pamela's, Margaret's and Andy's stories.

78 Produce your own sentences with *ing* forms. Use the table:

From time to time		enjoy(s)
On my holidays		spend(s) time
As a rule	I / she / he	prefer(s)
Sometimes	we / they	love(s)
Very seldom		like(s)
Rarely		start(s)
Quite often		try(s)
watching...		
guessing...		
playing...		
listening to...		
travelling to... / by...		
looking at...		
reading...		



79 Look back at the teenagers' stories again. Are these statements true / false / not stated? If the statement is false, give the correct one.

1. Reading books makes people shy and unsociable.
2. CD books are black and white and boring.
3. Books written many centuries ago can be interesting for modern teenagers.
4. Students are given a lot of reading at school.
5. Books for small children should be short and colourful.
6. Young people will prefer reading CD books to reading printed ones.
7. Fantasy books are getting popular with teenagers.

80 Say why books are still so popular.

Use: they are very personal, interesting, beautiful, easy to use, easy to carry in your pocket, enjoyable, amazing, boring, less dangerous for your health, less noisy, full of adventures, full of joy, attractive, well-illustrated, most ancient media.

WORD FOCUS

81 Translate the following word combinations into Russian.

wisdom — мудрость
a man of great wisdom
the wisdom from five centuries
the wisdom of the ancients
wisdom tooth

to confess — признаваться, исповедоваться
I have to confess...
to confess to
to confess that...

82 Translate into Russian.

1. Ernst Hemingway was known as a man of great wisdom.
2. The wisdom of the ancients could help our generation if we have learned from it.
3. How many wisdom teeth have you got? — Two!
4. Some journalists confess that their job is one of the most dangerous ones.
5. The detective made the criminal confess to his crime.

83 Work in pairs. Discuss with your partner and say what books you would take with you to a desert island.



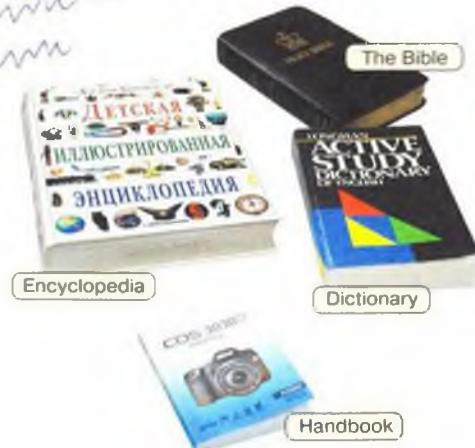


84 Listen and read the interview with a well-known American producer. Which answer would you agree with? (R. stands for "reporter", M. stands for "Mr Marlow")

- R: Which book or books are you reading now?
 M: "Seven Pillars of Wisdom" by T. E. Lawrence.
 R: Where is your favourite place to read?
 M: In an armchair by the fire, or by a river on vacation.
 R: Who is your favourite poet?
 M: I think... William Shakespeare.
 R: Who is your favourite character?
 M: Robinson Crusoe — he's a strong man and very smart, too.
 R: Name your three desert island choices.
 M: Lofty Wiseman's "SAS Survival Handbook" (useful),
 T. E. Lawrence's "Seven Pillars of Wisdom" (gripping),
 the Bible (I could be on the island a long time!)
 R: And what is your favourite children's book?
 M: Any of the books by Kipling.
 R: What book would you like to see filmed?
 M: It would be great to have an encyclopedia on film.
 R: Which book changed your life?
 M: I have to confess it was "The Oxford Dictionary of Quotations".
 R: Which book would you think is good reading for everyone?
 M: The same again — it has the wisdom of five centuries in it.



85 In the interview you can find some unusual types of books. Match the books and their definitions.



- a) a book giving information about everything
- b) a book that gives the words of a language in alphabetical order
- c) the holy book of Christians
- d) a small book giving useful facts



86 Work in pairs. Look back at the interview in Ex. 84 and choose five questions you'd like to ask your partner to learn about her / him as a reader. Ask each other the chosen questions. Write your partner's answers down. Share the information about your partner's reading interests. Say if he / she is an intensive / lazy / multi-interest reader.

Mini-project: What kind of reader are you?



- 87** 1. Divide into groups of 3–4.
2. Write a list of questions to find out who is an intensive and multi-interest reader.
3. Arrange the questions in a logical order for a quiz.
4. Exchange the quizzes with other groups. Do the quiz you've got.
5. Decide who is the most intensive and multi-interest reader in your group.

Section 7 Reported speech

GRAMMAR FOCUS: DIRECT SPEECH AND REPORTED SPEECH

88 Compare the following sentences. Say what people use direct and reported speech for.

Direct speech

She says: "I *phone* my friends every day."

She says: "I *will phone* you tomorrow."

She says: "I *phoned* you an hour ago."

Reported speech

She says (that) she *phones* her friends every day.

She says (that) she'll *phone* me tomorrow.

She says (that) she *phoned* me an hour ago.



89 Read the dialogue between the members of a football fan's family. Find the sentences with reported speech.

Mum: Good morning, dear. Good morning. What's the matter?

Bob: Dad says that he's lost his voice.

Mum: He has lost his voice! He can't. It must be a joke. Come on, dear. Don't joke.

Bob: He says it isn't a joke. He has really lost his voice.

Mum: I'll make a nice cup of tea. You'll soon get your voice back.

Polly: How did you lose your voice, Dad?

Bob: He says he went to the football match last night.

Polly: And you shouted so much you lost your voice.

Bob: Yes, he shouted so much he lost his voice.

Polly: Did you win?

Bob: No, they lost.

Mum: Here is a nice cup of tea. Would you like something to eat?

Bob: He says he would like some toast with honey.

Polly: Why honey, Mum?

Mum: Because honey is good for your throat.



GRAMMAR FOCUS: REPORTED SPEECH (STATEMENTS)

90 Read and remember.

- При переводе из прямой речи в косвенную в первую очередь следует обращать внимание на грамматическое время глагола в главном предложении (Она говорит... / Она сказала...).
- В том случае, если в главном предложении глагол употреблен в настоящем времени (*says*, *asks*, *answers*...), в придаточном предложении (как и в русском языке) английский глагол не изменяется во времени.
- Если же глагол в главном предложении употреблен в прошедшем времени (*said*, *asked*, *answered*...), в придаточном предложении глагол употребляется обязательно в одном из прошедших времен. При этом глагол в придаточном предложении меняется следующим образом:

She said: "I phone my friends every day."
(present simple)

She said / told him (that) she phoned her friends every day.
(past simple)

She said: "I will phone you."
(future simple)

She said / told me (that) she would phone me.
(future-in-the past)

She said: "I phoned you at 5 but you were not at home."
(past simple)

She said / told me (that) she had phoned me at 5, but I had not been at home.
(past perfect)

4. Модальные глаголы в придаточном предложении в этом случае также изменяются:

shall	should
will	would
can	could
may	might
must	had to

5. При переводе прямой речи в косвенную меняются также слова, обозначающие место и время действия:

Example:

She asked: "Why are you so sad *today*?"

She asked (me) why *I was* so sad *that day*.

He offered: "Let's meet *next week*."

He offered to meet *the following week*.

Remember:
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
this — that
these — those
here — there

91 Say the following statements in reported speech:

Example: "I can't borrow books from our local library today," said the boy.

The boy said that he *couldn't* borrow books from his local library *that day*.

1. "We may buy a car next year," said my grandpa.
2. "Books written in English-speaking countries are sold everywhere," said the librarian.
3. "The mass media may become even more powerful in the future," said the publisher.
4. "I like travelling from time to time," says my cousin.
5. "You must take your medicine twice a day," said the doctor.
6. "It will rain today," said the farmer.
7. "Some time ago no one knew about computers," said our teacher.
8. "It's really amazing to read CD books," says Andy.
9. "Sharon is going to come here tomorrow," her mother said to me.
10. "I don't feel lonely thanks to the books I love," says Margaret.
11. "This morning I found some fantastic information on the Internet," said Regina.
12. "What's on tonight?" asked my elder sister.

92 Look back at Pamela's, Margaret's and Andy's letters (in Ex. 75). Retell any of the letters in reported speech.



93 Listen and read the following verbs. Be careful of the difference in pronunciation of *-ed*.

Invited, explained, travelled, learned, liked, happened, tried, changed, suggested, offered, watched, enjoyed, believed, advised, printed, loved, confessed, named, filmed, looked, reminded, preferred, turned, started, imagined, attended, apologized, listened, said, thanked, used, helped, checked, showed, asked, shared, discussed, compared, phoned, noticed, remembered, wondered, interviewed, transferred, discovered, provided, illustrated, opened, passed, contained, received.

GRAMMAR FOCUS: VERBS USED TO REPORT SPEECH

94 Read the sentences and say what verbs are often used to report speech:

Mother *explained* to me that she wasn't happy when I smoked.

Fiona *suggested* playing games in the fresh air.

Jessica *thought* that the weekend was great.

Wendy *offered* me a cup of tea.

Jill *advised* me to borrow books from the central library.

My father *reminded* me to take my glasses.

My neighbour *asked* me not to turn the page over.

95 Read this story to yourself. Write a gist of it. Transform all phrases in direct speech into reported speech. Use some reported verbs: *asked, answered, apologized, thought*.

A Bad Memory

A famous professor, who was a well-known specialist in mathematics and physics, had a very bad memory. He was the author of many textbooks, and there were books by him on the shelves of every library, but he often forgot very simple things.

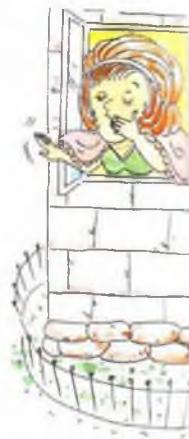
One evening, a scientists club invited him: "Could you give a lecture for our club members?"

When he left the house, he forgot to take his key with him, and he didn't notice it until he was on his way home again. "It's lucky that my wife is at home," he thought.

It was a very dark night, and when his wife looked down at him from the window, she couldn't see who was standing there.

"The professor isn't at home," she said.

The professor didn't remember that he was standing in front of his house, besides he was thinking as usual about his lectures, so he said, "Oh, I'm sorry. I'll come another time." And he went away.



GRAMMAR FOCUS: REPORTED SPEECH: QUESTIONS

96 Read and remember.

- Для передачи в косвенной речи вопросов чаще всего используются следующие глаголы: *asked, wanted to know, wondered*.
- При изложении в косвенной речи общих вопросов используется один из названных глаголов с союзом *if*, при этом порядок слов в вопросе становится прямым.
Are you a good sportsman? — She asked me if I was a good sportsman.
- Для передачи в косвенной речи специальных вопросов союз *if* не используется, порядок слов в вопросе становится прямым.
How did you know about my birthday? — He wondered how I had known about his birthday.

General questions		Wh-questions (Special questions)	
Direct	Reported	Direct	Reported
She said, "Are you a good reader?"	She <i>asked me if I was a good reader.</i>	He said "How did you get here tonight?"	He <i>wanted to know how I had got there that night.</i>
"Does your sister like jogging?"	She <i>wanted to know if my sister liked jogging.</i>	"What subjects do you like?"	He <i>asked me what subjects I liked.</i>
"Will you come to the party?"	She <i>wondered if I would come to the party.</i>	"What are you doing now?"	He <i>wondered what I was doing then.</i>
"Have you met before?"	She <i>asked if we had met before.</i>	"Why is your cousin sad today?"	He <i>asked why my cousin was sad that day.</i>



97 Interview your classmates about their collection of books at home. You can start your interview with the following questions:

- Do your relatives read?
- Do you have a collection of books at home?

Report on the result of your interview using reported speech.

Example: I asked O. if she had a collection of books at home. She answered that she had a very good one.

98 a) Read the conversation between the characters of the novel "Rich Man, Poor Man" by Irwin Shaw. Report it.

"Has your sister found a job?" — Boylan asked. "I don't know," Rudolph said, keeping all the information to himself. "I haven't heard from her recently."

"Do you think she'll be successful?" Boylan asked. "Does she have talent?"

"I think so. She has something," answered Rudolph.



b) Find information about Irwin Shaw. Share your information with your classmates. Use the guidelines in Ex. 74 on p. 80.

GRAMMAR FOCUS: REPORTED SPEECH: COMMANDS

99 Read and remember.

Для передачи в косвенной речи предложений в повелительном наклонении используются глаголы: *ask, advise, order, remind, teach, tell, warn* и другие в present simple или past simple.

My mother often says: "Help your brother." — My mother often *asks me to help* my brother.

"Give up fast food," the doctor said.— The doctor *advised her to give up* fast food.

"Don't be late!" said the teacher.— The teacher *warned us not to be* late.

100 Read the four separate parts of the text below. Arrange them to make up one text. More than one solution is possible. Give a title to the text.

1. Radio, television and the Internet, the great inventions of the 20th century, have not made the importance of printing lessened. Books keep alive

for us the knowledge of the past, and they teach us what we need to know for the present and what we must know to build a still better future.

2. Books, newspapers, tabloids and magazines are so common these days that we cannot imagine the world without them. But five hundred years ago, there were no such things: most of the people in one place knew almost nothing about what was happening a hundred miles away, and nothing about foreign countries. Information was mostly transferred by travellers who used to tell stories about the places they had seen.

3. These days you can read books on CDs. Of course they are different from printed books, they are animated, moving and well illustrated. The Internet provides us with access to any library in the world. But books are still loved by people.

4. Ivan Fyodorov in Russia, Gutenberg in Germany and Caxton in England began to print books in the 15th century, the same century in which Columbus discovered America. Columbus discovered a new world; but the printers opened new world of thoughts and knowledge that changed the lives of millions everywhere.



101 Work in pairs. Interview each other. Find out which of the facts were new to your partner.

- a) Books were first printed in the 15th century.
- b) Printers started printing books in three countries at the same time.
- c) These days anyone can read books on CDs.
- d) Columbus discovered America five centuries ago.
- e) The Internet provides us with access to any library all over the world.
- f) Not long ago people living in one part of the world didn't know much about the life of people in their neighbouring countries.
- g) Any other...

102 Report on the results of your interview.

Example: I asked Dmitry if he had learned any new facts from the text. He answered that...



103 Work in pairs/groups. Discuss the advantages and disadvantages of a) printed books b) books on CD.

Make a list of either advantages or disadvantages of the two kinds of books. Give your reasons.

Section 8 Try yourself as a writer

104 Writing letters is the first step to becoming a real writer. Read the letter written by a famous French philosopher and writer Voltaire. Guess what the two shortest letters meant.

There are many unusual stories in the history of letter writing, and this is one which will doubtless be interesting to everybody.

The letter *that* we are speaking about was written by Voltaire, the great French philosopher and writer. Voltaire wrote a pamphlet (*памфлёт*) *that* he sent to his publisher. Some time passed, but Voltaire received no news of its fate. Voltaire, *who* knew his publisher very well, at last sent him a letter *which* only contained the sign “?”.

All copies of the pamphlet were already sold. It was quite clear to the publisher what the sign “?” meant in Voltaire’s letter.

So he sent an answer *that* was as short as Voltaire’s letter and no less clear. The answer also contained only one sign — “!”.



Voltaire (by Gudon) ▶

105 Look back at the text again. Find sentences with *that* / *which* / *who*. What do these words mean? Complete the following sentences:

1. The pamphlet was written by Voltaire (*that* / *which* / *who*) was a famous...
2. Voltaire wrote a letter (*that* / *which* / *who*) only contained...
3. The publisher sent an answer (*that* / *which* / *who*)...
4. All copies of the pamphlet (*that* / *which* / *who*) was written by Voltaire were...

106 Write in words (not in signs!) the two letters: Voltaire’s and the publisher’s. Use the words:

Dear Sir,

.....

Looking forward to hearing from you,

Yours sincerely

Voltaire



Dear Sir,

Thank you for your letter.

.....

Best wishes

Your publisher



107 Read your letters to the others. Compare them. Whose letter is the most interesting?

WORD FOCUS

108 Read and remember.

The suffix *-less* means *without*.

Example: hope — hopeless (without hope)
doubt — doubtless (without doubt)

109 Read and translate the following phrases:

- | | |
|--------------------|----------------------|
| a cloudless sky | a heartless criminal |
| a noiseless car | a homeless dog |
| a motherless child | a leafless tree |
| a nameless author | a moonless night |

110 Fill in the word endings with *-less*.

1. A person who has no *friends* is a ... one.
2. The mother spent the whole night without *sleep*. It was a ... night.
3. *Sun* never came into the children’s room because of high trees in front of the house. The children hated their ... room.
4. In her everyday life the top model wasn’t very keen on bright *colour* clothes. She preferred wearing plain ... dresses.
5. In spring all the trees are covered with green young leaves and they are full of *life*. It’s strange that in winter they seem



111 What kind of books would you write?

Why? Explain it to your partner.

Use:

Kinds of books: novels, poems, short stories, science fiction, encyclopedias, dictionaries, text-books, workbooks, plays, love stories, adventure, thrillers, horror stories, detective stories, books on UFOs (Unidentified Flying Objects)

Reasons: because they are interesting/fantastic/terrible/horrible/short/long/tender/appealing/creative / ...

— because they make people laugh/cry/think/help others/travel/invent new things/...

— because people who read them get happier/frightened/more creative/more curious/less serious/kinder/smarter/more polite/better educated/ ...



112 Match the names of Russian and English-speaking writers (authors) and the kinds of books they wrote. Use the Internet to find necessary information.

Example: Agatha Christie wrote detective stories and plays.

Agatha Christie [ægəθə 'krɪstɪ], Mark Twain [mɑ:k 'twεɪn], Jack London [dʒæk 'lʌndn], Charles Dickens [tʃærlz 'dɪkɪns], Bernard Shaw [bɜ:nərd 'ʃɔ:], Lewis Carroll [lu:is 'kærəl], Robert Louis Stevenson ['rɒbət 'lu:is 'stɪvənsən], William Shakespeare [wɪljəm 'ʃeɪkspeɪr], Chase [tʃeɪs], Arthur Conan Doyle [ɑ:kʊnən 'doɪl], Stephen King [sti:vɪn 'kɪŋ]

- adventure stories
- science fiction
- love stories
- plays
- novels
- detective stories
- fairy tales
- short stories
- essays
- horror stories
- poems

Alexander Pushkin, Anna Akhmatova, Alexandra Marinina, Anton Chekhov, Alexander Belyaev, Boris Akoonin, Vassily Shukshin, Nikolay Gogol

113 Describe your favourite writer. Use a plan:

Name

Country of birth

The time he/she lived

Some facts from his/her life

The books he/she wrote

The most famous book by this author

114 Here is part of a dialogue between the British characters who are well-known in Russia. Read the dialogue, act it out. Think how to complete it.



Holmes: Come in!

Student: Mr Holmes, you must help me.

Holmes: Yes, I'm sure we can help you.

Sit down, please. And this is my good friend Dr Watson.

Watson: Good evening.

Holmes: Our guest, Dr Watson, is not English.

Student: No, I'm not. I'm...

Holmes: And you arrived in England about a month ago.

Student: That's right.

Holmes: And you are living in a room in Bloomsbury.

Student: That is correct.

Holmes: You go to a language school in London to learn English.

Student: Yes. How did you know?

Watson: Yes, how did you know that, Holmes?

Holmes: Elementary, my dear Watson. Now, tell me your story.

Student: I've lost my gold ring.

115 Say if you saw any film about Sh. Holmes and Dr Watson. Which of the films did you like best? Why?



116 Say what you know about the writer who created Mr Holmes and Dr Watson. Find out some new facts about the writer and his books in your school library or in the Internet. Use the plan given in Ex. 113.

117 Make a research on your collection of books at home and tell about it. Use a plan:

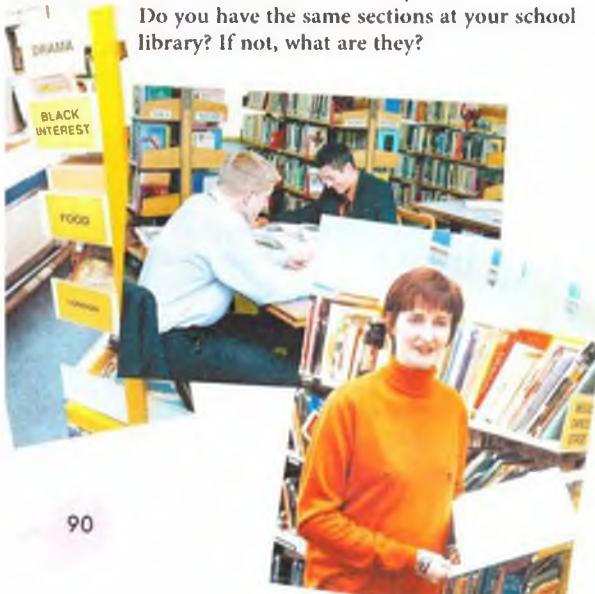
Who started to collect books at your home?
How many books have you got?
What kind of books have you got?
Who usually buys books for your home library?
Who cleans them?
How often do you use your home library?
Do your friends borrow the books from your home library?
Do you borrow some books from your friends or from your school/town/local library?

118 Work in pairs. Here are some pictures of the school library in a London school. Look at them and make some guesses:

1. How do British students use their school library?
2. Do they have lessons in the library?
3. What books do they borrow more often?
4. Do they find the books by themselves?
5. What kind of books do British teenagers prefer to read?

119 Now listen to what Mrs Swan, the librarian, says about the school library and British teenagers. Check if you were right. Say if it is the same in your school. What's different?

120 Look at the pictures again. What sections does the British school library have? Do you have the same sections at your school library? If not, what are they?



121 Read a passage from "The Headless Ghost" by Pete Johnson. Talk about the text. Use the plan below.

In the park Grant and Jill stood quietly for a few minutes. Jill said: "Ghosts can't really do anything to you, can they? They can walk through you, I suppose. Which wouldn't be very nice, but..."

The pillar was once again bathed in grey light, and then, suddenly, there he was. The young airman.

...He was smiling at us. Only tonight his smile didn't seem scary at all. A little strange, perhaps, but then it's quite hard to smile when you're a ghost.

He looked straight into my eyes as if he was trying to see what I was thinking. He pointed his hand forward. Then his face started to vanish. For his lips were moving and now I could lip-read (*прочитать по губам*) what he was saying: "Keep away from here. You are in danger."

Use:

The title

The passage is from the book (*name the title*)

The author

The book was written by (*name the author*)

The content

The text is about (*friendship/country life/...*)

The main idea of the text is...

The author starts telling us about...

The author states/stresses/thinks/believes/points out/describes...

The main characters are...

The author also says that...

According to the text...

The text goes on to say...

The conclusion

In conclusion... / The author comes to the conclusion that...

Your opinion

I found the text interesting/important/of no value/too hard to understand...



WORD FOCUS

122 Read and remember. Use in your own sentences.

idea

- That's an idea! (*Это идея!*)
- What a good idea! (*Какая замечательная идея!*)
- to be full of ideas (*быть полным идей*)
- to have an idea of smth (*иметь представление о чем-то*)
- to give an idea of smth (*давать представление о чем-то*)

book

- to book a ticket (*заказывать билет*)

find

- to find out (*выяснить*)
- to find the book interesting (*находить книгу интересной*)
- smth is difficult to find (*что-то трудно найти*)

conclusion

- in conclusion (*в заключение*)
- to come to the conclusion (*прийти к заключению*)
- to jump to a conclusion (*без раздумий прийти к выводу*)

123 Fill in the phrases from Ex. 122.

- I think that the Oxford Dictionary of Quotations is
- Why did you ... to such a conclusion? You can buy it in our central bookshop.
- Could you ... when the evening performances start at the Bolshoy Theatre?
- I can tell you right now. They usually start at 7 o'clock in the evening.
- What are your parents doing?
- Designing our garden. They are full of ... of how to do it.
- Please, hurry up! We have to ... tickets before 12 o'clock in the morning.
- Have you ... Conan Doyle's stories ... ?
- Yes, most of them. I really love reading detective stories.

124 Match the kinds of reference books and their functions. Fill in the blanks.

The kind of reference book

The function

a dictionary

to describe a place, for example, a town, a district or a country

a manual

to give information about different people and things

a guidebook

to give lists of words and their meanings

a textbook

?

a cookbook

?

an encyclopedia

to explain how to do something or how to use something, for example a telephone



“Any man that
can write may
answer
a letter.”

From “Romeo and Juliet”
by W. Shakespeare



125 Work in pairs or groups of three.

- Think of any quotation useful for a teenager. Try not to be too serious. Write it down in English.
- Collect all the quotations and make a Humorous Dictionary of Teenage Quotations.

Homework

1 Copy the words. Underline the word that doesn't belong in the list.

- a) radio, tabloid, newspaper, the Internet, advertisement, television
- b) daily, weekly, monthly, telly
- c) news, advertisement, show, film, computer, play

2 Write the words in the box in two columns.

Broadcasting programmes	The media

a daily newspaper, radio, news, advertisements, satellite television, a tabloid, a play, a fashion show, cable television, a football match, weather forecast, a magazine, the Internet, a weekly paper, sport review, a soap opera, a concert, a cartoon, education programmes

3 Fill in the missing prepositions if needed.

Copy the text into your copybook.

Watching television ... the weekend is my hobby. There are lots ... interesting programmes ... me to watch: political and sport news, shows ... teenagers and adults, soaps, theatre plays, etc. I know that watching TV ... many hours is not good but I only do it ... Sundays. Isn't it fantastic that all programmes are sent ... my house ... the air! I hope to work for television ... the future. And I promise not to show so many silly advertisements ... TV. Most ... them are so boring!

4 Look back at Ex. 3 on p. 65. Write down five positive and five negative things about watching television.

Example: Because of watching television I don't have time to do my homework.

5 Choose six *Wh*-questions from Ex. 7 on p. 65. Write them down and answer them in written form.

Example: Which media is most popular in your family? — I think that it is radio.

6 Copy the British and American words from Ex. 8 in pairs. Circle the parts of the words which are different in two variants of English.

Example: favourite — favorite

7 Do Ex. 9 on p. 66 in written form.

8 Write down five questions you'd ask a radio talk show host about teenage problems.

Example: What shall I do when my classmates aren't being nice to me?

9 Complete the dialogues. Write them down.

Use:

Can you please?

Could you ..., please?

Would you, please?

switch off the radio

open the window

video a film

1. — It's too warm in the room.?

— Yes, sure.

2. — I can't solve my Maths problem. It's too noisy.?

— Just a minute.

3. — I'm afraid I have to miss the film because of the chemistry test we are having tomorrow.?

— No problem, I'll do it. You can watch it after the test.

10 Make a list of ten countries where people speak different languages.

Example: 1) In Spain people speak Spanish.

2) In ... people speak

11 Find all the verbs in the text "Celebration of the New Year with Television". Write them in these columns.

Past simple	asked
Present perfect	...
Past perfect	...
Infinitive	...
Participle I	...
Participle II	...

12 Do Ex. 23 on p. 70 in written form.

13 Copy the following nouns. Put them in two groups: countable / uncountable. Write the countable nouns in plural form.

Example: uncountable nouns: music, ...
countable nouns: year (years), ...
music, show, year, century, friend, report, bread, work, the Internet, city, coffee, TV, jazz, energy, afternoon, air, hour, news, money, damage, way, disco, family, physics, love, station, newspaper, weather

14 Copy the sentences. Use an appropriate pronoun: *some* or *any*.

1. I don't need ... help. I can manage it.
2. Is the water fresh? Can I have ...?
3. Have you got ... money? — Only two pounds.
4. Would you like ... juice? — Yes, please.
5. I don't like ... pop music. I prefer jazz.

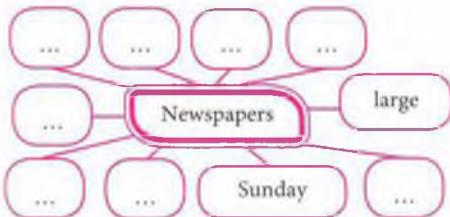
15 Translate into English:

1. "У вас много снега зимой?" — "Очень много. В лесу снег лежит до апреля".
2. "Что сегодня показывают по телевизору?" — "Какое-то ток-шоу для подростков".
3. "Новости есть?" — "Боюсь, что нет. Позвоните попозже".

16 Write about your favourite TV programme.

17 Do Ex. 31 on p. 71 in written form.

18 Fill in the words for different kinds of newspapers. Use the text in Ex. 33 on p. 72.



19 Complete the sentences using the text from Ex. 33 on p. 72.

Example: Some newspapers are free.

Some	are called...
These	are published...
Serious	have...
Other	contain...
Most	give...
Daily	are...
	are of...
	express...

20 Write in brief about your favourite newspaper or any Russian newspaper.

Use the following guidelines:

- What kind of newspaper is it?
How often is it published? Is it free or not?
What kind of news does it contain?
Why do you like it?

21 Read the text in Ex. 39 on p. 73 again. Write your opinion on the following:

1. Where can a teenager look for help to plan his/her future?
2. Why did Britain prefer to build the Channel Tunnel between England and France after 1960?
3. What will the Gorbachev Foundation do?

22 Do Ex. 42 on p. 73 in written form.



23 Write: a) What do these abbreviations mean? Use the information in Ex. 4 and the Internet. PC, BBC, MTV, Dr, St, etc, UNESCO
b) What are the short forms of the following: goodbye, examination, bicycle, for example, telephone, the United Kingdom, Mathematics, newspaper, advertisement, television.

24 Do Ex. 46 on p. 74 in written form.

25 Do Ex. 56 on p. 77 in written form.

26 Write about the Internet. Use the plan:

- Why is the Internet important in modern society?
- What do you use the Internet for?
- What do you prefer: watching TV, browsing the Internet or reading a book? Why?

27 Complete these sentences and write them down. Use some words from the box:

teachers, architects, correspondents, inventors, talk show hosts, poets, computer programmers, journalists, reporters, scientists, producers, photographers

1. ... are people who invent something unusual.
2. ... are those who report on political protests, areas where there are conflicts and other situations.
3. ... are courageous people who try to get as close as they can to take dramatic pictures of some dangerous places.
4. ... arrange interesting TV and radio programmes and invite guests to them.
5. ... plan and design convenient towns and houses for us.
6. ... give money and other support to create films, videos, performances and shows.

28 Write down 7–8 questions for an essay on A. Borovik from Ex. 73 on p. 80.

29 Write about any person who, you think, deserves a special story. Use the guidelines given in Ex. 74 on p. 80.

30 Write *ing* forms of the following verbs.

Example: write — writing, play — playing, fit — fitting

try, enjoy, use, fly, change, sit, think, turn, speak, travel, make, explain, do, broadcast, receive, send, communicate, print, get, remind, give, complain, move, celebrate, quit, surprise, manage, see, contain

31 Do Ex. 78 on p. 82.

32 Make up your own sentences or a story using the word combinations with *wisdom* and *confess*. Write them down.

33 Copy the questions in Ex. 84 on p. 83 into your exercise book. Give your own answers.

34 Write about your experience in reading books. Use Pamela's, Andy's or Margaret's story as a model.

35 Read what the characters in the pictures are saying. Write their words in reported speech. Use the verbs *asks*, *answers*, *says*.

Example: Brenda says (to Peggy) that she wants to tell her something. She says that she will call her up the next day.



Brenda: I want to tell you something. I will call you tomorrow.

Peggy: Good. I will be home after 5 o'clock.



Mr Smith: I can't hear you. The noise of the helicopter is very loud!

Mr Potter: I will speak louder!



Steve: I saw "Manchester United" players a week ago in our town!

Mark: I can't believe it! I dream of it!

36 Rewrite the dialogue in reported speech in past tenses.

- Example: John said that it was great that she had come there that day.
- John: It's great that you came here today. Make yourself at home. I'll be in a minute.
- Alice: I think you like reading horror books.
- John: Why?
- Alice: There are a lot of them on your desk.
- John: These are the books of my younger brother. I seldom read this kind of books. I really prefer books on photography and history.
- Alice: All right. I'll bring you some more historical CD books tomorrow.



37 Do Ex. 91 on p. 85 in written form.

38 Write down the dialogue in reported speech in the past tenses.

- Lion: What's going on? Who is here?
- Mouse: Do you see me?
- Lion: Who are you?
- Mouse: I'm your friend. Can I help you?
- Lion: Yes, please. But how will you do it?
- Mouse: Don't worry. I can gnaw (*прогрызть*) the net.
- Lion: Why do you want to help me? Are you afraid of me?
- Mouse: Oh ho no! I'm just your friend.



39 Complete each sentence in reported speech.

Example: "Be careful! The water's cold." — The coach warned us to be careful.

1. "Don't leave your keys." — My mother reminded me...
2. "Win the game!" — Our fans asked us...
3. "Answer the phone call!" — She ordered him...
4. "Don't speak so loudly." — The woman told her children...

40 Write about the advantages and disadvantages of either printed books or books on CD. Give your reasons. Use the following guidelines:

I believe / think that...

In my opinion... have many advantages.

On the other hand...

Finally, I can say that...

41 Do Ex. 98 on p. 87 in written form.

42 Write how books change people. Use the words given in Ex. 111 on p. 89.

Lots of people who read fantastic books get more curious. They invent new things.

43 Make up as many expressions as possible with *have* or *give*.

Example: to have information
to give information

1. lunch
2. a party
3. a present to...
4. a present for...
5. information
6. the chance to
7. a cold
8. a cup of tea
9. time to...
10. an idea
11. a nice day
12. a safe journey
13. a good time
14. no energy for...
15. yourself a hard time

Key vocabulary



Nouns:

article
Bible (the)
celebration
channel
conclusion
encyclopedia
essay
guidebook
handbook
headline
horror
purpose
quiz
review
script
thriller
touch
wisdom

Verbs:

confess
explain
manage
prove
quit
remind
report
search
touch

Adverbs:

however
seldom
whatever
whenever
wherever
whoever

Adjectives:

broadcasting

Expressions and phrases:

a collection of books at home
a man of great wisdom
a variety of purposes
I have to confess
in conclusion
information on / about

44 Write about your favourite Russian, British or American writer or poet. Use the guidelines given in Ex. 113 on p. 89. Find additional information in the Internet.

45 Copy the questions from Ex. 117 on p. 90 and write down your answers.

46 Make up a story or write ten sentences using the words and expressions from Ex. 122 on p. 91.

47 Do Ex. 125 (a) on p. 91 in written form.

it proved to be
mass media
on Internet site
on the Internet
something is difficult to find
That's an idea.
the main / primary / real purpose
the wisdom of the ancients
ask for further
be full of ideas
be in touch
bring people closer
browse the Internet
collect / find the information
come to the conclusion
find out
get news over TV / the Internet
have an idea of something
hear something on the radio
jump to the conclusion
keep in touch
manage to do something
search the information
share the information
quit doing something
video a film
virtual / real world
What a good idea!
wisdom tooth

Progress check

1 Match the words and phrases which have similar meanings.

1. to quit doing something
 2. to approve
 3. to borrow
 4. to explain
 5. a headline
 6. wisdom
- a) a title
 - b) to take out
 - c) knowledge
 - d) to be pleased with something
 - e) to stop doing something
 - f) to describe

1	2	3	4	5	6
d					

2 Complete each sentence with one of the words and phrases below.

Information, wisdom, greatest, borrow, encyclopedias, find, to the conclusion, adventure, whatever, are proved to, advice, article, however, novels.

It is difficult to write about British literature in a small After all, this is the country's ... contribution to the world's culture. ... else is wrong with Britain, it has produced a large number of plays, poems and ... that are worth reading.

I have to say, books are still popular in Britain. Publishing and selling books ... be a very good business.

... , public libraries are also an important part of British libraries. 40 % of people come to libraries to find out the ... of the ancients.

Old ladies ... popular novels, young children ... stories and audio cassettes, students need ... and handbooks.

These days, many libraries have videos, CD-ROMs, and the Internet. It isn't difficult for anyone to ... necessary But comparing computer technologies and books most people come ... that libraries are still necessary. They are more pleasant to use, for example, you can ask a friendly assistant for help or ... , you can walk a little as you work.

3 Use the word in capitals to form a word that fits suitably into the blank space. Fill in each blank in this way.

Example: MANAGE

He is the **manager** of a popular singer.

1. BROADCAST

BBC is a well-known ... company.

2. EXPLAIN

She could give no ... to the police.

3. CONCLUDE

In ... I'd like to thank my friends and colleagues for their help.

4. NATION

The 4th of July is the ... Independence Day of the United States.

5. WISDOM

It proved to be a very ... decision.

6. CELEBRATE

Could you tell me about Christmas ... in your town?

4 Complete the sentences. Choose the correct variant.

Example: She has never taken his ... (advice / advices). — She has never taken his *advice*.

1. The Times generally gives lots of (information / informations) about events happening in London.

2. Where's the ... (money / moneys)? — It is in my bag.

3. I've got a lot of ... (work / works) to do for the weekend.

4. Is there anything interesting on ... (TV / TVs)?

5. Have you heard any ... (new / news) from our reporter lately?

6. They have never listened to his ... (music / musics) before?

5 Complete the sentences.

Example: He has always dreamed of ... (work / working) for the BBC. — He has always dreamed of working for the BBC.

1. Suddenly the strange woman quit ... (talk / talking) and left the room.

2. My mother disapproved of ... (read / reading) thrillers.

3. However, this handbook proved ... (to be / being) useful.

4. He confessed that he had ... (written / writing) those unpleasant letters.
5. The sisters have always dreamed of ... (visit / visiting) Paris.
6. Soon the boy managed ... (to find / finding) the lost article.
7. My grandfather enjoys ... (read / reading) encyclopedias and handbooks.

6 Read the anecdotes. Change all phrases in direct speech into reported speech. Use some verbs: *said, told, asked, answered, explained, replied*.

1. Teacher: Do you know the ABC?
Pupil: Yes, I do.
Teacher: Which letter goes after "A"?
Pupil: All the others.
2. Tom: Mum, Alice and I want to play.
Today, we are going to be monkeys at the zoo. And you can help us a lot.
Mother: What can I do?
Tom: You can be the woman who gives monkeys bananas and sweets.
3. Pete: I'm very sorry but I got a "two" in Maths today.
Father: Why? Did you understand the teacher's question?
Pete: Of course I did. He didn't understand my answer.

7 Write the following statements in reported speech. Use the verbs: *explained, suggested, thought, offered, advised, reminded, asked, apologized*.

Example: My mother said: "Don't forget your umbrella. It will rain tonight." — My mother *reminded* me to take my umbrella. She *thought* that it would rain that night.

1. "Steve, would you like a cup of tea now?" — said Linda.
2. Ann said to me, "You must leave this terrible house today."
3. Tom said to us, "The book is worth reading. It proved to be full of ancient wisdom."
4. Angela said: "I'm too tired today. Let's book the tickets tomorrow."
5. Martin said: "We had a wonderful party yesterday."
6. The girl said: "I'm sorry. It's late."
7. My elder sister said: "Help me to set the table, please."

8 Read the text and do the tasks.

There are thousands of weekly and monthly magazines in Britain. They can be divided into four main groups: specialist magazines, such as the computer magazine *PC Weekly*; general magazines, such as the magazine *Radio Times*; women's magazines and teenage magazines.

Young people below the age of 18 do not usually buy newspapers, but they do buy magazines. The favourite magazines of 15-year-olds are shown in the chart (*на диаграмме*). Many more girls than boys buy magazines. Their main interests are boys, clothes and make-up. Teenage girls like to read magazines which are for older age group. *Just Seventeen* is not only the most popular magazine for 15-year-olds, it is also popular with 12-year-olds.

Favourite Magazines of 15-year-olds



1. Choose the title which fits the text best.

- Do You Like Reading Newspapers?
- British Magazines for Teenagers and Grown-ups.
- Teenage Magazines and Newspapers.
- How to Read Magazines.

2. Decide whether the following sentences are true (T) or false (F):

A lot of different magazines are published in Great Britain.

There are four main groups of magazines: specialist magazines, general magazines, women's magazines and men's magazines.

Young people buy both newspapers and magazines.

Many more boys than girls buy magazines.

Teenage girls are interested in boys, pop music, clothes and make-up.



Teenage girls enjoy reading magazines which are for a younger age group.



Shout is a favourite magazine of 15-year-olds.



3. Write down the answers. Use the chart.

- What is a favourite magazine of 15-year-olds?
- What is the least favourite magazine of 15-year-olds?

4. What does the word "general" mean in the phrase "general magazine"?

- a) генеральный
- b) всеобщий
- c) генеральский
- d) обычный

9 Write a letter to your pen friend in Australia. Tell your pen friend about the book you've just read. Use the letter as a model.



10 Listen to the recording. On the recording you'll hear the person talking about public libraries in Britain. As you listen to his comments, complete the following sentences. The first letters of the missing words will help you.

1. Public libraries are f....
2. 40 per cent of people use p... libraries.
3. Libraries encourage people to b... as well as b... books.
4. H..., for most people's purposes, the library is still q... and more effective.
5. These days many l... have CD-ROMs, computer games, DVDs of films and the l....

11 a) Talk about any programme or TV show you have watched on TV or heard on the radio recently.

b) Reading or watching TV: advantages and disadvantages. Discuss with your partner.

Moscow

Russia

15th March

Dear Helen,

Thank you very much for your letter.

It was great to hear from you.

You asked me about the books teenagers read in Russia. Well, ...

Write soon and tell me about the books and magazines you like to read.

Best wishes,

kurokamru

UNIT 4

Trying to become a successful person

Section 1

Who is a successful person?



1 Discuss with your classmates and decide what makes a successful person?

A successful person is a person:

- who lives separately (*отдельно*) from his family
- who is independent in his relations with other people
- who doesn't have friends and doesn't rely on other people
- who shares everything he / she has with other people
- who works hard every day to become better and cleverer
- who succeeds by his / her own efforts alone
- who thinks of himself more than about other people

2 Name any successful person you know. Look at the photos of successful people. What is she / he famous for? Use the Cultural guide if necessary.

3 Translate the phrases. Create your own sentences.

own
(*свой собственный, владеть*)

- his own idea / with my own eyes
- mind your own business
- on my // his / her own (alone)
- to own a house
- owner (*владелец*)
- He has become the owner of a company.

equal
(*равный*)

- equal opportunities
- All men are created equal.
- to share something equally between...
- unequal chances / opportunities

equally
(*поровну*)

unequal
(*неравный*)

4 Read an extract from the interview given by Liza Carey from the United States. Entitle the text with any sentence from it.



The USA is one of the biggest and richest countries in the world! There are a lot of things our country is famous for. Who in the world has not heard of Coca-Cola and McDonald's, Microsoft and Hollywood? But our country is much more than General Motors and Boeing, Disneyland and Levi Strauss. We are proud of our people, the Americans who have created these world famous things. Most of these people succeeded by their efforts alone starting without any money or social position. Just think of Abraham Lincoln, Jack London, Walt Disney, the McDonalds brothers, Neil Armstrong, Bill Gates and many other self-made men.

We're all born equal. But after that we are on our own. Nobody is going to hand you success on a plate.

If you want to succeed, you'll have to make it on your own: your own energy, your own head, your own ambitions. If at first you don't succeed, try, try again.

5 Look through the text again and find the words which could be a motto for a successful person.

6 Read the names. Match. Use the Cultural guide if necessary.

Abraham Lincoln
[ə'brahəm 'lɪŋkən]

"White Fang",
"Martin Eden"

Walt Disney
[wɔlt 'dɪzni]

jeans

Jack London
[dʒæk 'lʌndn]

Microsoft

Levi Strauss
[lə'vei 'straʊs]

Disneyland

Neil Armstrong
[ni:l 'a:mstrɒn]

one of the greatest US Presidents

Bill Gates
[bɪl 'geɪts]

the Moon

7 Say which ideas in the text you agree or disagree with? Why?

Use: I agree (disagree) with...

I have a different opinion

It seems to me that...

In my opinion...

As I see it...

I believe that...

PRONUNCIATION FOCUS

8 Listen and read the words. Mind the stress.

First syllable: clever, serious, talkative, cunning, naughty, teenager, student, adult, sociable, curious, tolerant.

Second syllable: in'dustrious, in'telligent, cre'ative, po'lite, suc'cessful, suc'ceed, am'bition, am'bitious, your'self.

Third syllable: inde'pendent, maga'zine, inter'national.

Double stress: English-speaking, self-made, hard-working, competition.

9 Work in pairs. Write down a list of words which characterize a successful person. Share your ideas with your classmates.

Example: We believe that a successful person should be ambitious.

10 Would you like to become a successful person? Why? Say what traits of your character you should develop to become a successful person. What traits of character would you like to get rid of?

Example: I should be more independent. I think, I should be less shy.

11 You are going to read three texts about successful persons: Walt Disney, Mother Teresa and Slava Polunin. Before you start reading say what you know about them. Gather the information and write it down on a poster.

a) Choose and read one of the texts. Find out if you were right.
b) Discuss in groups:

1. Do you think Walt Disney, Mother Teresa and Slava Polunin were successful persons? Why?
2. Is there anything in the text that surprised you?
3. Did you learn anything from the text? What?

Walt Disney

Walt Disney, a famous American producer, made some of the world's most magical films. Children and grown-ups have watched his films about funny Donald Duck, brave Mickey Mouse, beautiful Snow White, little Bambi and lovely Mary Poppins. Disney's cartoons and films are full of adventures and fun.

A talented businessman, he also created Disneyland, a magical park, where children and their parents are entertained by Disney's characters.

Walt Disney was born in 1901. In his childhood young Walt spent a lot of time on a farm, where he learned to study nature and animals. He wasn't a good student at school because he always found things that interested him more than school such



as movie house and drawing. His family wasn't a rich one and Walt worked hard helping his father.

After the First World War he managed to set up his own film company. He rented an old camera and a garage. He became the owner of a small studio. He loved cartoons and was full of ideas. He had clear ideas of what he wanted.

Disney's cartoon films became popular all over the world.

The Disney studios continued producing movies after Walt's death in 1966. Wherever American films are shown, the name of "Disney" still draws the crowds.

Mother Teresa

Mother Teresa was born in 1910 in Albania [æl'bɛnɪə]. Her real name was Agnes [ægnɪs]. She was the youngest of three children. Her father was a good businessman and the family had a comfortable life. Her parents were very religious. Agnes's mother taught her children to pray and to love and help other people. They often gave food and money to the poor. They were the first lessons in kindness for little Agnes.

When Agnes was only nine, her father died. The family became poor. But later her mother opened a shop, and the business did well. That was the second lesson in life from her mother: when life is difficult you must try, try and try again.

In 1928 Agnes left her family to become a nun. She chose a new name for herself — Teresa. Sister Teresa went to India to teach poor children. Later she began to help the poor. She took care of people who had no one else to look after. She worked hard. She was sure that she would succeed. She believed that "all men are created equal". In 1948 she and her pupils set up Missionaries of Charity (*Благотворительная миссия*). They worked in hospitals and schools, took care of children without parents and helped the sick and the dying.



Mother Teresa never worried about money. She always said that the help would come when it was needed. In 1979 Mother Teresa got the greatest prize in the world — the Nobel Peace Prize. She received the prize of \$190,000 not for herself but for the poor people of the world. She used this money to feed hungry people and to give help to the sick and dying. Mother Teresa received the Nobel Prize because all her life she loved and helped people.

After Mother Teresa's death her Missionaries of Charity continue their work trying to help people all over the world.

Slava Polunin

Reporter: What's your job?

Slava Polunin: I've been a "fool" for twenty years.

R.: What's your main character trait?

S.P.: I'm unique!

R.: Where is your home?

S.P.: Any place where the evening finds me.

R.: Who can be a true clown?

S.P.: All of us are true clowns, even if we don't want to be.

R.: What's your motto?

S.P.: To be a clown whenever I can.

R.: What's your attitude to life?

S.P.: I don't have regrets...

You've just read an interview with Slava Polunin who is generally recognized as one of the greatest living clowns. He is one of those rare artists who have climbed to the top of their chosen profession. This is how the newspaper "The Irish Times" has described this world famous mime actor. One of his most successful productions has been the "Snow Show", which began in 1996 in Britain. A well known Russian artist and fashion designer Mikhail Shemyakin made some fantastic costumes for Slava's "Snow Show".

The "Snow Show" can transform adults into wide-eyed children.

Slava was born in a small place in Central Russia. As a boy, he was fond of playing snowballs and making tunnels under the snow. In his "Snow Show" Slava realized the fantasy of his childish games as a mime actor.

Mime traditionally means acting without words. Mime artists believe that they can communicate without language — speak with their bodies. Slava Polunin believes that you can do a show without words but if it needs a word, it's better to put one in.

The "Play-Makers group", founded by Slava Polunin, is known all over Russia and the world. They have travelled through more than 20 countries. Over 25 years they have made unbelievable progress and have become a national attraction. Their theatrical characters are known to everyone in Russia.

At the moment Slava is about to start work on some new productions working with clowns from Britain and Russia. Polunin's show is constantly changing. Each show is so different from another that "If you watch the show once a year, you will see that each time it's a new one," says Slava Polunin.

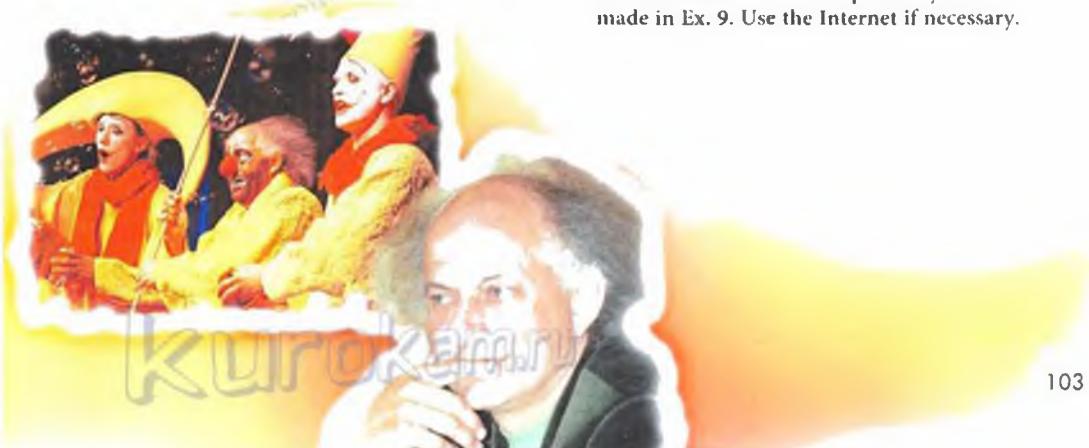
12 In groups:

- Write down five comprehension questions on the text you've just read.
- Give your questions to another group.
- Read another group's text and answer their questions.

13 Tell your classmates about a successful person whom you respect.

He / She can be a world famous person or just your relative or neighbour.

Use the lists of words and phrases you've made in Ex. 9. Use the Internet if necessary.



Section 2 Family is a good start

14 Look at the photographs. What do you think these families are like?

Use: friendly, loving, close, caring, traditional, conservative; let their children do whatever they like, take care of their children (parents), believe that their children (parents) have rights, want their children to obey them, can argue with parents; treat their children (parents) with respect, have fair and sensible rules at home, shout at their children (parents), be lonely, make fun of their children (parents), can rely on their children (parents), don't have any punishments, be proud of the family, do things together.



15 What do you think the members of these families are talking about? Act out an imaginary dialogue with your partner.



16 Listen to the dialogues. Match the dialogues and the pictures.

A	B	C

PRONUNCIATION FOCUS

17 Listen, repeat and read.

[eɪ]	[aɪ]	[i]
obey	my	mainly
stay	try	only
may	cry	family
say	fly	happy
away	dry	angry
pay	occupy	every
day	why	friendly
lay	rely	lonely
play	reply	recently
way	deny	charity
		equally

[i:]	[eə]
three	parents
reading	care
treat	caring
believe	their
equal	anywhere
unequal	share





18 Work in pairs. Look at the list below and tick the five biggest problems which teenagers usually have in their families. Then compare your answer with your partner's. Say which serious problems you have. How do you solve them?

- getting along with an elder / younger brother or sister
- having nobody to rely on
- having nobody to talk to
- lack of free time
- too much homework
- believing in superstitions
- being dependent on parents
- being made fun of
- too many responsibilities at home
- unfair punishments
- lack of independence
- unequal rights with other members of the family

GRAMMAR FOCUS: VERB + OBJECT + (TO) + VERB

19 Read, translate and remember.

- **Make somebody do something** —
заставлять кого-нибудь делать что-то
- **But:** ask / want / tell somebody **to do** something

Parents make their children read books.
Who made you get up so early? — No one.
It's just the bright sun!
Can Aunt Polly make Tom Sawyer paint the fence? — Yes, sure.
Mother doesn't want me **to go** to the party.
What did she ask me **to do**? — Just phone her up.
Please tell her **to bring** the article on teenagers' problems tomorrow morning.
Ask your elder brother **to leave** a message for your parents.

20 Read and translate the sentences.

1. Mr Philips wanted his son to try his luck.
2. "We only wanted Steve to help us," answered the little boys.
3. I would like to ask her to take care of my pet on Sunday.
4. What made you laugh?
5. He told her to look for the keys.

21 Put in **to** if it is necessary.

1. Julia wanted her parents ... allow her to get a Saturday job.
2. Why did she ask you ... come?
3. Poor Steve! His parents make him ... do his homework every day.
4. The Head Teacher told us ... get ready for the Chemistry test next week.
5. Their father wants them ... study Physics.
6. Who has made you ... attend classes?

22 Make up sentences. Use the words in brackets.

Example: My parents ... work hard at school (make / I). — My parents **make me** work hard at school.

- Her teacher ... go to the stadium twice a week (make / she).
- We ... to work hard at her English (ask / she).
- They ... look for a Saturday job (want / we).
- The young parents ... take care of their little daughter (ask / I).
- His elder brother ... argue with you (make / he).

23 Say what your parents make you do. Try to explain why.

Example: My parents make me walk our dog in the morning. I think it's because my father walks our pet in the evening and my mother is busy in the morning.

Use: study English, attend school, do my homework, read difficult books, do sports, help about the house, look after little sister / brother, do the shopping, make my bed, take out the garbage, walk my dog, wash up, stay at home in the evening etc.



24 There are some teenage magazines in Britain. Angela works for the youth magazine "SHOUT". She is a person with whom you can share all your problems. Lots of teenagers send their letters to "SHOUT" to the section called "A problem shared...". Read the teenagers' letters to Angela.

Lena Carrington, 13
Dear Angela,

My parents are getting me down about my homework. It's mainly my mum. She's always asking me about it and making sure it's done. If I want to do anything at the weekend she makes me do all my homework in advance before I'm allowed out.

She recently saw a comment from a teacher about my work. I had handed it in later than other students. I'm in the top group for every subject and often get the highest marks in the class.

My mum and dad went mad about the comment. I know they only want me to do well and I've spoken to my mum about it but it didn't work. Please help me as I'm under so much strain. I'm nearly 14.

Bill Barrington, 13
Dear Angela,

Lately all my mates have forgotten about me. I've got a job for the holidays at the local post office.

And all my friends have arranged things without me. When I try to see them, I suggest a time and they say it's not suitable. They make fun of me too cos I'm not very rich. And they laugh at me about my job. I feel so lonely. Do you think something is wrong with me?

COS = BECAUSE

Tracey Donmal, 12
Dear Angela,

Can you help me? When I was small my big sister was nice and kind to me. She played games with me all the time. Now she's 17. She's going to university soon. But I am worried about her. When she was 11, she became moody and she's still like that. She hates seeing people eating and makes faces at us all the time. She has other strange habits too like locking herself (asymptically) in the toilet for two hours every day. I feel I'll never be able to get on with her. I need advice as I'm sick of going through these problems every day. I'm tired of solving these problems.

25 Look through Lena's letter again. Find in the letter and read the sentences having similar meaning with the following:

1. They pay too much attention to my
2. My mother doesn't let me out before I do my
3. I'm the best student in my class
4. I feel so uncomfortable.
5. They were very angry because of
6. It didn't help me to convince her.

26 Read Bill Barrington's letter again. Replace some parts of the letter with the following expressions. Write the letter down.

1. They laugh at me.
2. They say it's not convenient.
3. My friends have made plans without me.
4. I don't have much money.

27 Read Tracey Donmal's letter again and answer the following questions:

1. Who's older Tracey or her sister?
2. Were the sisters friends a few years ago?
3. Why is Tracey worried about her sister?
4. What strange habits of her sister does Tracey write about?
5. Do you think it's a typical teenage problem?

28 In groups of 4–5 discuss the letters you've just read. Say if these teenagers' problems are the same as those you've written on your list (Ex. 18).

29 Share the information between the groups. Make a general list of the problems teenagers usually have in their families all over the world. Put the most important problem under number one.

30 Choose the problem which is the most important for you. Find out which of your classmates thinks the same. Write a collective letter to Angela.

31 Now read Angela's answers. Match the teenagers' letters and Angela's answers.

Lena

Bill

Tracey

Dear ...
 Nothing's wrong with you — you're hardworking, sensitive and you know the value of money. All those things are a definite plus. You're probably a bit more mature (немного взрослея) than your mates. Ignore their childish words.
 I guess they are jealous of your job. You had the energy to find work and to earn your own cash. That's something to be proud of.

Try talking seriously to one of your mates and explain how hurt you feel. It may be also time to find yourself some new friends — the kind who respect hard work and effort? I'm sure in time you will find good mates.

Dear ...

Because much of your sister's strange habits are about food and eating, I think she has some problems with that. Plus the fact that she locks herself in the loo (toilet) for a long time.

Let your sister know that you love her and hate to see her troubled and unhappy. Suggest to her to see a doctor on Eating Problems.

I believe the doctor will help your sister.

Whatever your sister's problem, she needs help to realize it. Be there for her — that's what sisters are for.

(2)

Dear ...

Your parents are right. They want you to stay on top of your homework. What's not so good is the pressure (давление) you are feeling.

If you are hardworking and try your best at school, nobody can ask more. Every parent is really under pressure, you need to make them see that.

Talk to your teacher. If your teacher is happy with your work and attitude she / he may talk to your parents.

Let your parents know that you need them to help you, not add to the strain — support and encouragement can be better than any pressure.

(3)



WORD FOCUS

32 Read and translate the sentences, remember the meanings of *kind*.

kind [kaɪnd]

1. There are different *kinds* of birds and animals in the Wild park.

My grandparents have all *kinds* of plants and flowers in their garden.

I don't like that *kind* of books, they are too cruel.

At my birthday we had five *kinds* of cake and three *kinds* of cheese.

2. What *kind* of person is he?

3. Who is the *kindest* person in your family?
 My cousin Liza is *kind* and loving. I'd like to visit her again.

4. It's very *kind* of you to invite me to your party.



33 Read, translate and act out.

— I have seen two films this week.

— What were they about?

— One of them was about star wars and the other was a love story.

— Which of them did you enjoy most?

— The one about star wars. I like that kind of films. Would you like to see it too? I've got a ticket for today.

— Yes, I'd like to. It's very *kind* of you to invite me.

34 Swap the letters you've written in groups (Ex. 30). Imagine that you are Angela's assistants. Write an answer to one of the letters on Angela's behalf.

Section 3 What is bullying?



35 Listen to a person with whom teenagers share their problems on Childline*. Answer the questions.

1. Which problems are most typical for teenagers?
2. Why do most teenagers use Childline?
3. What special information do teenagers often need?

* Childline is the telephone line the British children call if they can't talk about their problems to anyone at home. There is a Childline in Russia too.

36 Read the words and learn their meanings. Use the dictionary if it is necessary.

- abuse** [ə'bju:s] — unkind, cruel or rude words or actions
threat [θret] — expression or wish to hurt or punish somebody
threaten ['θretn] — to express a threat against somebody
blackmail ['blækmeil] — practice of getting money or advantage by threatening
steal [sti:l] — to take people's things, money
pick on [pik] — to choose somebody for punishment or an unpleasant job
bully ['buli] — a person who hurts or frightens weaker people

37 Read the texts. Match the titles and the texts.

Titles:

1. What is bullying?
2. What kind of things are called "bullying"?
3. Who is a bully?
4. What should happen to bullies?
5. What should happen to the victim?

- a bully is a person who physically or verbally hurts someone. A bully can be a boy, a girl, a man or a woman. A bully usually picks on people who cannot defend themselves.
- Abuse, stealing, threatening and blackmail are all forms of bullying. Racism can be called bullying. Making someone feel not good or less good about themselves is bullying.
- The word "bullying" covers different situations. Name calling, stealing, abuse of any kind are the forms of bullying. There is a clear definition of bullying; "It is an attempt to hurt, threaten or frighten someone."
- The victims should talk to someone about how they feel after the bullying. Bullying must be spoken about. Students and teachers should try to prevent bullying. After all prevention is better than cure.
- Bullying is wrong and should be punished. There are different levels of bullying and various punishments. A possible "plan" of punishment is:
 - 1) interview with the teacher;
 - 2) letter home;
 - 3) suspension;
 - 4) exclusion from school.

38 Read and translate the phrases. Create your own sentences using the words.

threat (угроза)	a threat against somebody a threat of something under the threat of punishment a threatening letter to threaten (угрожать) with a gun
defend (защищать)	to defend somebody to defend yourself to defend someone against from

39 Complete the sentences.

Use: talk to, defend myself / someone from the bully, threaten the bully, try to help, cry, fight, laugh at, don't pay attention to, try to change, become more independent / less shy, make friends with, help each other, hate bullying, rely on, explain to, it's useless, enjoy bullying, make fun of etc.

1. If I were bullied, I would...
2. If my younger sister / brother were bullied, I could...
3. If someone were bullied in my presence, I would...
4. If my friend / classmate bullied someone, I would...



40 You are going to read a text about bullying. Look at these phrases. Seven of them are in the text. Which ones do you think they are? Underline them.

Something terrible, was very frightened, felt unhappy and lonely, took care of, felt happy, wanted to die, argued with..., was in trouble, threaten, were cold and cruel, felt sorry, was ashamed, hated bullying, was proud of.

41 Read an extract from C. Brontë's novel "Jane Eyre" and find out if you were right in Ex. 40.

About three weeks after I arrived at Lowood something terrible happened. We were all in class one day when Mr Brocklehurst came into the room with Miss Temple. I was very frightened. I had begun to feel happy at Lowood. Most of the girls and teachers were kind to me. Unlike Mrs Reed, they didn't think that I was a wicked child.

I tried to sit still so that Mr Brocklehurst would not notice me. But then I dropped my book with a loud noise. I wanted to die! I was so ashamed.

Mr Brocklehurst turned to me, and his eyes were cold and cruel. "Oh — I see it is the new girl — come here, Jane Eyre. I have something to say about you."

I was standing in front of Mr Brocklehurst when I heard Miss Temple say very quietly, "Don't be afraid, Jane. I saw that it was an accident." How kind she was to me at this terrible moment!

Mr Brocklehurst pointed to a chair and said, "Stand on that chair!" For the next ten minutes, he

told all the teachers and girls everything he knew about me. "She tells lies," he said. "The school must not talk to such a wicked girl." As he left the room, he said loudly, "Jane Eyre must stand on that chair for half an hour and no one must speak to her until tomorrow morning!"

I was so ashamed. I wanted to die. "Now everyone will hate me," I thought. But suddenly I saw Helen. She wanted to give me her courage.

I did not leave my chair until everyone had gone for tea. Then I sat down in a corner and cried. I felt so unhappy and lonely. Soon Helen came into the room again.

"Jane," she said, "you mustn't cry, you know. We don't all share Mr Brocklehurst's opinion of you. I'm sure that many of us feel sorry for you."

42 Answer the following questions. Use the text about bullying if necessary.

1. How did Jane feel? Are you sorry for the little girl?
2. What was the punishment? Was it severe?
3. Did anyone in the classroom want to help Jane?
4. Was it bullying? Why do you think so?
5. Have you ever had any experience of being bullied? Can you tell about it?

43 Write your own story about anyone who has been bullied. Finish it with a happy ending.

Section 4 Why are family holidays important?

44 Match the holidays and the countries where they are celebrated. Listen and find out if you were right.

1. Christmas (December 25th)
2. St Valentine's Day (February 14th)
3. Australia Day (January 26th)
4. Canada Day (July 1st)
5. Independence Day (July 4th)
6. Waitangi Day (February 6th)
7. Victory Day (May 9th)
8. Independence Day (June 12th)
9. Christmas (January 7th)

Countries	Holidays
Australia	...
the USA	...
the UK	...
Canada	1, 2, 4
Russia	...
New Zealand	...

45 Say what you know about these holidays. Use the Cultural guide and the Internet.

PRONUNCIATION FOCUS

46 Listen and repeat:

- January, February, March, April, May, June, July, August, September, October, November, December
- Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
- the USA, the United States of America, the Atlantic Ocean, the south coast of England
- the Pilgrim fathers, the Indians, the Mayflower, Plymouth, Thanksgiving
- get together, celebrate, traditional food, pumpkin pie, turkey

47 You are going to read a text about an American family holiday. Look at the picture. What do you think the text will be about? Read and find out if you are right.

Thanksgiving Day in the USA

Every year all Americans celebrate Thanksgiving Day. The story started in 1620. A group of people decided to leave England and go to live in America. They wanted to be free to practise their religion. And they wanted a new and better life. On 16th September 1620 they left Plymouth, a port on the south coast of England. Their ship was called "the Mayflower". There were about a hundred of them. They took their animals with them: pigs, goats and chickens. It took them about a month or two to cross the Atlantic Ocean. Don't forget, there were no engines in those ships — only sails and the wind. At last they saw America on the 9th November. Some people didn't live to see America. They had become sick and died before they arrived in America.

The first winter in America was very hard for the travellers, the Pilgrims as they were called.

The Indians helped the Pilgrims. They were shown how to hunt, fish and grow corn. The next year the Pilgrims had a lot of food.

The Pilgrim fathers built the town Plymouth. And they thanked God for their new home. It was almost four hundred years ago. And every year on the fourth Thursday in November American families get together and celebrate Thanksgiving Day. The traditional food on this day is turkey and pumpkin pie.



48 Write the questions for the following answers:

1. When...?

Thanksgiving Day is celebrated in November in the United States.

2. Who...?

The Pilgrims were religious people from England.

3. What...?

The town built in America by the Pilgrims was called Plymouth.

4. Why...?

The Pilgrims were thankful to God for food and their new home.

5. Who...?

The Pilgrims were shown how to hunt, fish and grow corn by the Indians.

49 Answer the questions.

- How many people went on the Mayflower from England to America?
- How long did it take them to cross the Atlantic Ocean?
- Why did they move so slowly?
- Had many people died before the Mayflower arrived in America?

50 Number the following sentences in the correct order. The first one has been done for you.

- It took them almost two months to cross the Atlantic Ocean.
- That was almost four hundred years ago.
- A group of people left England and went to live in America.
- On the 9th November they saw America.
- Every year on the fourth Thursday in November all American families get together to celebrate Thanksgiving Day.
- They wanted to be free to practise their religion.
- The Pilgrim fathers thanked God for their new home. They built the town of Plymouth.

51 Work in groups. Discuss why people celebrate special days with their families? Agree on the five most important reasons, write them down.

Use: see each other, give presents to each other, support members of the family, get presents from others, teach the younger generation, argue with each other, eat tasty things, express their respect to older members of the family, introduce their friends to the other members of the family, visit hospitable relatives, cook much food, watch TV, discuss political news, show their fashionable clothes, talk to each other, sing and dance together...

52 Match the words from two boxes. Make up as many expressions as you can. Label the pictures. Which of these things are found in many countries?

Example: a wedding cake



Birthday
wedding
New Year
Christmas

cake
party
song
dress
present
ring
tree
card
stocking

53 Complete the sentences. Learn more about family life in Britain.

- Christmas is a traditional season...
 - Children have more freedom...
 - More than half of all old people...
 - The family holiday usually taken in August...
- ...are looked after at home.
 - ...for members of the family to see each other.
 - ...is still an important part of family life.
 - ...to make their own choices.

54 Do you remember any traditional family holidays celebrated in Russia? What are they? Tell us about one of them. Use the following questions as a plan.

When is it celebrated?

Who is usually invited for the holiday?

What is the traditional food for that holiday?

Do people give each other presents on that day?

What kind of presents are they?

What do people usually do (dance, sing, do puzzles, go for a walk...)?



55 Work in pairs. Ask each other questions about your family life.

Use:

How many members are there in your family?
With whom in your family do you have a lot in common? What's that?

Do you have the same friends?

Do you like the same food?

Do you watch the same films?

Do you do the same sport?

Anything else?

Who in your family do you often argue with?

Who can you discuss your problems with?

Who of your relatives come to see you on special occasions? / more often? / less often?

How do you contact your relatives who live in other places: by phone / writing letters / sending telegrams / by e-mail?



56 Match the holidays and the congratulations.

1. Christmas

2. New Year

3. Easter

4. Victory Day

5. Birthday

6. Wedding

a) Congratulations! Be happy.

b) Happy Birthday to you, and many happy returns of the day!

c) Wishing you peace this Christmas!

d) Happy New Year!

e) Victory Day greetings to you!

f) Merry Christmas!

g) Happy Easter!

57 Read the postcard and remember its layout.

Dear Ann;

Wishing you peace this Christmas
and also lots of joy for the New Year.

We wish you all the very best.— May your
wishes come true.

With much love from”.

Tracey and John”.



* Never begin with Dear Friend. Use the name.

** Begin the first sentence with a capital letter.

*** General endings of the postcards and letters are:
Best wishes, Yours. For close friends, you can end
with Love or With much love from.

**** Don't forget to write your own name.

58 Make up a congratulatory card using the following sentences and putting them in the correct order (use Ex. 57 as a model).

1. On behalf of all of us we wish you a very happy birthday.
2. Love, Pamela and Andy.
3. Let all your wishes come true.
4. Dear Alice,...

59 Write your own postcard to a pen friend from an English-speaking country and send him / her greetings on a holiday (New Year, Christmas, birthday etc). Use Ex. 57 as a model.

Section 5

Is it easy to be independent?



60 Work in pairs. Discuss what you think about being independent. What is it:

- making your own choices (friends, books you read...)?
- taking serious decisions by yourself (about smoking, doing sports...)?
- taking care of your pets and of your room?
- earning pocket money for the things you want (new computer games, make up, fashionable clothes...)?

61 Read the article of what Americans think about being independent. Answer the questions given in the text.

Are you expected to make choices? Do your parents encourage you to be independent in your everyday life? American parents do. They believe strongly that a person should have the freedom to decide what should be done today and in the future. Parents encourage their children from an early age to be independent, to be responsible, to respect their society and their country, to work hard and to believe in God.

Very often even small children decide themselves how to decorate their bedrooms or what toys to play with. Teenagers have lots of choices to make: at school they choose between sports or music, French or German, economics or social studies. They choose who their friends are and how to earn their pocket money, for example by babysitting or carrying newspapers. They also choose how to spend the money that they have earned: buying computer games, travelling or just going to a disco.

Parents and teachers are always ready to help the teenagers with their decisions. But it's very important to be independent and to believe in yourself.

62 Read the article again. Correct these false statements.

1. American parents decide what their children should do in everyday life and in future.
2. Parents advise their children how they should spend the money they have made.
3. Teenagers shouldn't be given much freedom because they are not serious enough.
4. Usually teenagers are not encouraged to take decisions themselves.
5. Parents choose how to spend the money their children have earned.



63 Work in groups. Speak about being independent in your country, in your family. Prepare brief information about possible ways of being independent. Share the information with other groups. Discuss it.

WORD FOCUS

64 Read and remember. Make your own sentences with these expressions.

to do

your homework
the housework
an exercise
the shopping, the washing
your best

to make

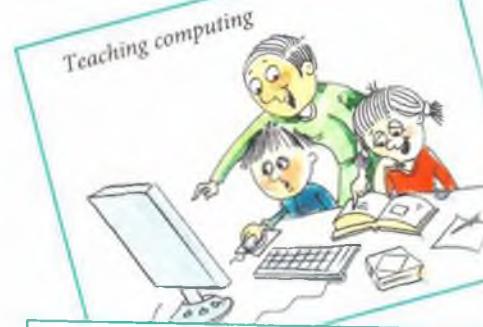
a mistake
tea, coffee
a phone call
a bed
money
friends
fun of someone

65 Put the sentences in the correct order and read the text about British children and their parents.

1. Nearly all British parents who work have at least a four-week holiday every year.
2. They choose the subjects they learn at school, earn their own pocket money, etc.
3. These days children have more freedom to make their own decisions.
4. But many children these days have holidays away from their parents.
5. Parents treat their children differently.
6. Relations between members of the family are different nowadays.

66 Most teenagers receive their pocket money every day or once a week from their parents. But at the end of the week there's no money left! These are some ways to earn the pocket money for your everyday needs.

- a) Look at the pictures. Say what British teenagers usually do to earn their pocket money.
- b) Say what kind of job you would prefer.
- c) Read what Barbara, George, Iris, Alec and Andy say about their jobs. Match the texts and the pictures. Put the correct numbers.



Training dogs



2 Iris

I'm good with dogs and I offer to train them for other people. I teach them to walk nicely on a lead, come, sit, fetch, lie down and stay. Of course, it's not easy. You should be patient in your work with dogs. As for me, I am firm, but kind. I make friends with the dog and try to see it every day. Would you like some good advice? Here it is: don't expect success every time. You have to remember that some dogs like some people, are slow learners.

1 Barbara

Working parents have a lot of problems with taking care of their kids. If you are good with children and are responsible and kind, you can earn some money and help these people at the same time. Sometimes I babysit for my neighbour taking care of her baby, playing and reading fairy tales to him, taking him for a walk and so on. I know that some parents would also pay for a teenager to walk their children safely to and from school.

3 Andy

If you live in the country you can offer your help to anyone who doesn't have enough time to take care of his animals. I found a riding school that needed help. It's not far from my home. What do I do? In the morning I bring fresh water, clean the place where the animals live and feed them. You can't imagine how nice these animals are. After school I go there again to check if the animals are OK. I'm also allowed some free riding lessons instead of money!

Caring for domestic animals



Babysitting



Walking dogs



4 George

If you love dogs, this is the job for you. Many people living in big cities go to work in the morning and leave their dogs at home all day. Also, some old people cannot walk their dogs. I love dogs and I enjoy walking dogs. But there are some things you have to remember. I never let the dog off the lead where it can cause trouble — near traffic or where small children are playing. You never know what the dog might do. Usually I make friends with the dog before I take it out for a walk.

5 Alec

Many of you have been programming computers since you were small children. I'm really very good at computing. I taught my parents and their friends how to use the computer for their everyday needs. Of course, I did it for free. But if you teach someone you don't know really well, he might pay you. You can also show them how to operate their video recorders and other machines. I would really enjoy that kind of job.

67 Which of the ways to earn the pocket money do you think are the best. Talk about it. Try to cover the following:

What kind of work are you going to do?
Who are the people you are going to help?
Why do you think you could do this work?
When would you like to start working?
How are you going to spend the money you earn?

68 Find pairs of words or phrases that have the same meaning. Make up sentences with one of them:

quickly	to decide
to make money	to stop doing something
to get	not easy
safe	fast
not true	to start
to take part	to participate
to begin	to receive
difficult	to succeed
to win	false
to give up something	to earn
to make up one's mind	not dangerous



69 Write a story about the job you would like to do to earn pocket money. Use the teenagers' stories in Ex. 66 as models.

Homework

1 Write three phrases about one of the successful people, whose pictures are on p. 100. Use the results of your discussion in the classroom from Ex. 1.

2 Translate into English.

1. Почему ты здесь? Занимайся своим делом!
2. Я бы хотела увидеть мир своими глазами.
3. Давай поделим нашу работу поровну между собой.
4. Владелец дома не признает, что все люди равны от рождения.

3 Look back at the story told by Liza Carey (Ex. 4 on p. 101). Put in the prepositions if needed.

There are a lot of things the USA is famous But mostly Americans are proud ... their people. Most of successful people in the United States succeeded ... their efforts alone. They started ... any money or social position. They didn't expect anyone to hand them their success ... a plate. They made it ... their own.

4 Add at least one characteristic to each line.

Example: If you like to make good friends you should be optimistic and ... — If you like to make good friends, you should be optimistic and hospitable.

1. If you like to be successful, you should be energetic and
2. If you want to speak English well, you should be
3. A successful person should be
4. People having dangerous job should be
5. Actors and actresses should be

5 Fill in the blanks with the information from the text about Walt Disney.

Walt Disney was a He ... in 1901. On a farm where he ... his childhood he learned ... nature and animals. Young Walt ... helping his father. He always had ... of what he wanted. His studio ... producing ... even after his death.

6 Find in the text about Mother Teresa information about the following statements. Write them down.

1. Agnes was born in a rather rich family.
2. She was not the only child in her family.
3. Agnes's parents believed in God.
4. Her family helped the poor.
5. She herself believed that people should have equal opportunities.

7 Write down five comprehension questions on the text about Slava Polunin.

8 Write a few sentences about your family. Use the words and phrases from Ex. 14 on p. 104.

9 Put in prepositions if needed.

I have too many responsibilities ... home. I can never rely ... my younger sister. Though my parents are proud ... her, she doesn't treat them ... respect. She argues ... my mother, she shouts ... our good old dog, makes fun ... her school friends. She wants everyone to obey ... her. I know that parents should take care ... their children, but they shouldn't let ... their children do whatever they like!

10 Write down all the teenage problems from Ex. 18 on p. 105 in order of their importance for you: number one — the most important one, number twelve — the least important one.

11 Do Ex. 22 on p. 105 in written form.

12 Write a letter to Angela. Tell her about your personal problems. Use Lena's, Tracey's and Bill's letters as examples.

13 Make up four sentences with the word *kind*. Use the information on p. 107 in the Word Focus box.

14 Translate into English.

1. Не сходи с ума из-за отметок! Ты одна из лучших учениц по всем предметам. Но ты же не можешь знать все.
2. Я беспокоюсь о своей маме. Она стала мрачной и неразговорчивой. Как я могу ей помочь?
3. У моей подруги странные привычки. Она строит рожицы мальчишкам, обзывают их. Все над ней смеются. Что с ней не так?

15 Fill in the blanks. Use the words in the box:

bully, abused, bullying, threatened, steals, defend (x2), pick on, a victim, hurt, blackmails.

Have you ever met a bully? Sure, you have. A ... can be a child or an adult, a boy or a girl. Bullies usually ... people who cannot ... themselves. Victims can be ... or ..., or ... in any other way. When a bully calls you names, ... something from you, abuses or ... you, do something to stop him. Remember that ... is wrong and bullies should be punished.

16 Do Ex. 39 on p. 109 in written form.

17 Look back at the text about Jane Eyre. Find in the text and write down the words describing the feelings of the victim.

Example: I wanted to die!

18 Read again the text "Thanksgiving Day in the USA". Match the parts of the sentences. Write them down.

1. In 1620 a group of people...
2. A hundred people...
3. It took the travellers...
4. The Pilgrims were shown...
5. Thanksgiving Day is...
 - a) about a month or two to cross the ocean and reach America.
 - b) how to hunt, fish and grow corn by the Indians.
 - c) a day when Americans thank God for their new home.

d) decided to live in America. They wanted to be free to practise their religion.

- e) took their animals and left a port on the south coast of England.

19 Write a short story about a family tradition. Use the following phrases:

- Every year...
- The story started in...
- On that day we invite our friends to see each other...
- Two / Three years later...
- The traditional food on that day is...

20 Answer the questions from Ex. 49 on p. 111 in written form.

21 Do Ex. 58 on p. 112 in written form.

22 Answer the following questions. Use the information from the text about young Americans.

- A. 1. Do your parents encourage you to be independent? How do they do it?
2. What do you do to make your parents believe that you can be independent?
- B. 1. Are independent people responsible for their deeds? Give your examples.
2. How different are Russian and American teenagers?

23 Translate into English.

Мои родители поощряют мою самостоятельность. Я отвечаю за многое: за выгул собаки, за мои спортивные занятия, за учебу в школе, за занятия иностранным языком. Мне хотелось бы также заниматься шахматами. Может быть, в будущем году, не сейчас. Сейчас у меня нет свободного времени. Нелегко принимать решения самому, но я должен верить в себя.

24 Choose one of the stories told by British teenagers about their jobs. Interview the person who wrote it. Ask him / her 5 questions. Write down your questions.

25 Look back at the teenage jobs again. Add words to each line:

1. I could take care of a cat,...
2. I could teach a dog to sit, to...
3. I could help someone to...

26 Do Ex. 67 on p. 115 in written form.

Key vocabulary



Nouns:

ambition
babysitter
bully
bullying
congratulations
independence
kind
lack
opportunity
owner
person
right
threat
victim
wedding

Verbs:

allow
argue
convince
defend
earn
encourage
hand
obey
succeed
threaten

Adverbs:

differently

Adjectives:

ambitious
dependent
equal
jealous
mad
own
patient
social
successful
tolerant
unequal

Expressions and word combinations:

a threatening letter
be ashamed of
be frightened of
be jealous of
defend against / from
in advance
lack of something
make someone do something
mind your own business
on my/his/her own
pocket money
social position
social studies
special occasion
star war
succeed by one's own effort
succeed in doing something
Thanksgiving Day
threat against someone
threat of something
deliver newspapers
make plans
send greetings to
under the threat of somebody / something

Progress check

1 Underline the word with the same or similar meaning.

Example: to defend

- a) to save b) to protect c) to help

1. threat

- a) bullying b) argument c) warning

2. to be ashamed

- a) to be unable b) to be shy c) to be surprised

3. to succeed in

- a) to be out of luck b) to win c) to manage

4. mad

- a) ambitious b) clever c) crazy

5. tolerant

- a) patient b) kind c) ambitious

6. to argue

- a) ask b) to disagree c) to trouble

2 Use the word in capitals to form a word that fits suitably in the blank space. Fill in each blank in this way.

Example: AMBITION

I'm sure that he'll succeed in politics. He is bright and **ambitious**.

1. THREAT

He has got the third ... letter from the stranger.

2. COURAGE

Her mother ... her to try her luck in the competition.

3. OWN

Now you are the ... of this wonderful house.
My congratulations!

4. SUCCESS

Our country is proud of these ... people.

5. DEPEND

On July 4th, 1776 the American colonies declared their ... from Britain.

6. BULLY

Students and teachers should always try to prevent

3 Complete each sentence with one of the words or phrases below.

Under the threat of, was fond of, made him, great wisdom, quit, lack of, patient, succeeded in, had to, was full of.

Isaac Newton is one of the greatest men in the history of science. He was born in a small village in England. His father, a poor farmer, died when Isaac was only 14. Newton had to ... school. The family suffered from a ... money. His mother ... help her on the farm. However, Isaac didn't like farming. He ... poetry and mathematics. So he was sent back to school. He ... in his studies and entered Cambridge University after school.

In autumn 1660 ... plague (чумы) Cambridge University was closed. Isaac Newton ... return to his village and stay in his village for a year and a half. At home he went on with his studies. He was ... and hardworking. He believed in science and... ideas. When he was 21, Newton created the binomial theorem (*теорию бинома*).

Isaac Newton was a man of He died in 1727. There is a monument to Isaac Newton in Cambridge with the words "Newton, Who Surpassed (превзошел) All Men of Science".

4 Complete the sentences. Fill in *do* or *make* in the right form.

Example: Have you ... your homework? — Not yet.— Have you done your homework? — Not yet.

- She has ... 5 grammar mistakes in her test.
- The boys got up at 6 am, ... their beds and ... morning exercises.
- Mike has gone into town to ... some shopping.
- 90% of housework is ... by women.
- The car was ... in Germany.
- Don't worry! Just ... your best.
- I've ... some coffee for you.
- Last Sunday they ... fun of him because he was wearing a strange hat.
- Mr Black ... a lot of money as a lawyer.
- Have you ... friends with your new classmates yet?

5 Complete the sentences. Fill in *to* if necessary.

Example: I want you ... have lunch with us.— I want you to have lunch with us.

- What makes you ... think so?
- She asked us not ... be late.
- His mother told him ... come back at 10.
- She made her son ... read the letter.
- We want you ... join our organization.
- Hot weather makes me ... feel sick.
- Don't make me ... laugh.

6 Read the text and do the tasks.**Leonardo da Vinci**

When they hear the name Leonardo da Vinci, most people think of his famous painting, *Mona Lisa*. This picture is in an art gallery in Paris, and it is visited by millions of tourists every year. But Leonardo wasn't just a painter. He was also a talented 'inventor', engineer, architect and sculptor. He was full of new and exciting ideas. Leonardo da Vinci was born in 1452 at his father's country home near the town of Vinci in Italy. He spent his childhood surrounded by the wonders of nature, perhaps watching animals and insects that were all around him.

Leonardo was hungry for knowledge. He studied the world around him and drew the things he saw. He read everything he could find, listened to other people's ideas, and made notes of the things he learned. Some of his notebooks were as large as wall posters, and others were small enough to carry in his pocket. Many have been lost, but some of them were published in the 1800s and can be seen today.

Although he was full of new ideas, Leonardo didn't build many of his inventions". One of his notebooks includes a drawing of a person with a parachute". Only 300 years later, in 1783, a Frenchman became the first person who made and used a parachute.

Leonardo did lots of drawings of arms and legs and other parts of the body and he designed a mechanical man — a robot! This robot could sit up, wave its arms, move its head and open and close its mouth.

Leonardo da Vinci died in 1519. He was truly a man ahead of his time.

- “ inventor — изобретатель
“ invention — изобретение
”“ parachute — парашют

1. What kind of text have you just read?

- a) a fairy tale
- b) a biography
- c) an adventure story
- d) science fiction

2. Which of these would be the best as a different title?

- a) Leonardo da Vinci — a famous painter.
- b) Leonardo da Vinci — a man who invented a parachute.
- c) Leonardo da Vinci — a man who studied the world around him.

d) Leonardo da Vinci — a man ahead of his time.

3. Choose the sentence which is not true.

- a) Leonardo da Vinci is a world famous painter.
 - b) Leonardo da Vinci wanted to learn as much as he could about the world around him.
 - c) Leonardo da Vinci made notes of the things he learnt.
 - d) Leonardo da Vinci was the first man who made a parachute jump.
 - e) Leonardo da Vinci designed a robot.
4. The article says that Leonardo da Vinci was hungry for knowledge. Find in the text and underline the sentences which prove it.
5. What do the words "a man ahead of his time" mean?
- a) человек, идущий в ногу со временем
 - b) человек своего времени
 - c) человек, опередивший свое время
 - d) умнейший человек своего времени

7 Write a postcard to your pen friend from the English-speaking country and send greetings to him/her on a holiday (New Year, Christmas, birthday etc).

8 Listen to two teenagers talking about their jobs. Fill in the table.

	Wendy	David
Where does she/he work?		
How much is she/he paid?		
What do they spend their money on?		

9 a) Tell your friend about a self-made person whom you know / have read about / have seen a film about.

b) Read the problems below and decide what advice you would give to each person. Act out the imaginary conversation with your partner.

Marie: "I'm worried about my best friend. She doesn't eat breakfast or lunch any more and she is getting very thin. When I talk to her about this she says she is fat! What should I do to help her?"

Steve: "All my friends have forgotten about me. They make fun of me because I've got a Sunday job. What should I do?"

Grammar reference

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	me	my	mine	myself
you	you	your	yours	yourself
she	her	her	hers	herself
he	him	his	his	himself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

NUMBERS (Числительные)

1—21	1—21-й	10—100...	10-й, 100-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

ARTICLES**I. Indefinite Article (a / an) (Неопределенный artikelъ)**

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 player.
2. перед названием профессии	He is a doctor. I am a lawyer.
3. в восклицательных предложениях	What a clever girl! It is a lovely day!

II. Definite Article (the) (Определенный artikelъ)

Артикль the употребляется:	
1. перед существительным как в единственном, так и во множественном числе, когда оно уже знакомо или упоминалось ранее	Here is the book you asked for. It's worth reading. This is the player which I bought.
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 океанов, морей, рек, каналов	the Pacific Ocean, the Baltic Sea, the Thames, the English Channel
5. перед названиями горных цепей, пустынь	the Alps, the Sahara Desert
6. перед названиями некоторых исторических учреждений (музеев, театров и т. д.)	the Kremlin, the British Museum
7. перед названием газет	"The Times", "The Moscow News"
8. перед названиями стран, содержащих слова: <i>republic, kingdom, states, federation</i>	the Russian Federation, the United States, the Czech Republic (исключение: the Netherlands, the Ukraine)
9. перед названиями национальностей	the Russians, the English, the Germans
10. перед существительными с порядковыми числительными	the first interview, the second place
11. перед существительными с прилагательными в превосходной степени	the best weekend, the smallest planet
12. перед фамилиями, употребляемыми во множественном числе для обозначения членов одной семьи	the Orlovs, the Spratts
13. перед словами: <i>theatre, cinema, radio; sky, sea, country</i>	We went to the theatre last Sunday. She likes swimming in the sea.

Zero Article (No Article)

Артикль не употребляется:	
1. перед именами и фамилиями	Agatha Christie
2. перед названиями стран, городов, улиц, площадей	France, London, Oxford Street, Red Square
3. перед названиями островов и горных вершин	Jamaica, Elbrus
4. перед названиями континентов	Africa, Europe

COMPARISON OF ADJECTIVES AND ADVERBS

(Степени сравнения прилагательных и наречий)

Adjective / Adverb (Прилагательное/Наречие)	Comparative (Сравнительная степень)	Superlative (Превосходная степень)
old	older	(the) oldest
short	shorter	(the) shortest
big	bigger	(the) biggest
nice	nicer	(the) nicest
pretty	prettier	(the) prettiest
popular	more popular	(the) most popular
beautiful	more beautiful	(the) most beautiful
hard	harder	(the) hardest
carefully	more carefully	(the) most carefully (the) much more carefully

● Remember
good
bad
far
well
much
little

	better	(the) best
	worse	(the) worst
	farther / further	(the) farthest
	better	(the) best
	more	(the) most
	less	(the) least

Grammar reference

VERB TENSES (Глагольные времена)

Present simple (Простое настоящее)

+ Positive		- Negative		? Question	
I		I		Do	I you we they
You	speak English.	You	don't speak English.		speak English?
We		We			
They		They			
She		She		Does	she
He		He			he
It	speaks English.	It	doesn't speak English.		it
Short answers:	Yes, I/we/you/they	do.	No, 1/we/you/they	don't.	
	Yes, she/he/it	does.	No, she/he/it	doesn't.	

Past simple (Простое прошедшее)

+ Positive		- Negative		? Question	
I		I		Did	I
You		You			you
She		She			she
He	spoke English.	He	didn't speak English.		he
It		It			it
We		We			we
They		They			they
Short answers:	Yes, I/you/she/he/ it/we/they	did.	No, I/you/she/he/ it/we/they	didn't.	

Future simple (Простое будущее)

+ Positive		- Negative		? Question	
I	will (shall) speak English.	I	won't (shan't) speak English.	Will (Shall)	I we
We		We			speak English?
You		You			
They		They			
She	will speak English.	She	won't speak English.	Will	you they she he it
He		He			speak English?
It		It			
Short answers:	Yes, I/we will (shall).		No, I/we won't (shan't).		
	Yes, you/they/ she/he/it will.		No, you/they/ she/he/it won't.		

Present continuous (Настоящее продолженное)

+ Positive		- Negative		? Question	
I	am	I	am	Am	I we you they she he it
We		We		Are	
You	are	You	are		
They		They			writing now?
She		She			
He	is	He	is		
It		It			
writing now.		not writing now.		writing now?	
Yes, I we/you/ they		am. are.		I we/you/ they	
Short answers:		No, I we/you/ they		am not. are not.	
Yes, she/he/it		is.		No, she/he/it	
		is not.			

Past continuous (Прошедшее продолженное)

+ Positive		- Negative		? Question	
I	was	I	was	Was	I we you they she he it
We		We		Were	
You	were	You	were		
They		They			sleeping?
She		She			
He	was	He	was		
It		It			
sleeping.		not sleeping.			
Yes, I/she/ he/it		was.		I/she/ he/it	
Short answers:		No, I/she/ he/it		was not.	
Yes, we/you/ they		were.		No, we/you/ they	
		were not.			

Present perfect (Настоящее завершенное)

+ Positive		- Negative		? Question	
I		I		Have	I we you they she he it
We	have written the story.	We	haven't written the story.		
You		You			written the story?
They		They			
She		She			
He	has written the story.	He	hasn't written the story.	Has	
It		It			
have written the story.		hasn't written the story.			
Yes, I/you/ we/they		have.		No, I/you/ we, they	
Short answers:		haven't.			
Yes, she/he/it		has.		No, she/he/it	
		hasn't.			

Grammar reference

Past perfect (Прошедшее завершенное, предпрошедшее)

+ Positive	- Negative	? Question
I You He She It We They had prepared dinner (before the party started).	I You He She It We They had not prepared dinner (before the party started).	Had I You He She It We They prepared (dinner before the party started)?
Short answers: Yes, I / you / she / he / had. it / we / they No, I / you / she / he / hadn't. it / we / they		

Present perfect continuous (Настоящее завершенное 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 used in the continuous: <i>be, 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.	

Have got (Иметь)

+ Positive	- Negative	? Question
I We You They She He It have got a computer.	I We You They She He It haven't got a computer.	Have I we you they she he it got a computer?
Yes, I / you / we / they have. No, I / you / we / they haven't.		
Short answers: Yes, she / he / it has. No, she / he / it hasn't.		

Verb + object + (to) + verb

do or make		
1.	make you her/him/it us them	do something
2.	ask want tell expect help invite order teach	me you her/him/it us them
<p>Anecdotes make me laugh. Анекдоты заставляют меня смеяться.</p> <p>I often ask them to walk my dog. Я часто прошу их погулять с моей собакой.</p>		

Verbs followed by the *ing* form or by *to*

Some verbs can only be followed by the infinitive with <i>to</i> .	Some verbs and expressions can only be followed by the <i>ing</i> form.
agree arrange decide fail forget happen hope	learn manage offer pretend promise refuse want
<p><i>He refused <u>to invite</u> her to the party. She failed <u>to pass</u> the exam.</i></p>	
<p>Some verbs can be followed by either <i>ing</i> form or by <i>to</i>:</p> <p>begin continue hate like love prefer start</p> <p><i>I like/hate <u>to get up</u> early on Sunday morning. Begin <u>reading</u>, please.</i></p>	

PASSIVE VOICE (Пассивный / Страдательный залог)**Present simple passive**

+ Positive		- Negative		? Question	
I	am given a task by the teacher.	I	am not given a task by the teacher.	Am	I
We	are given a task by the teacher.	We	are not given a task by the teacher.	Are	we you they
You		You			
They		They			
She		She			
He		He			
It	is given a task by the teacher.	It	is not given a task by the teacher.	Is	she he it
Short answers:		Yes, I we/you/ they	am. are.	No, I we/you/ they	am not. are not.
		Yes, she/he/it	is.	No, she/he/it	isn't.

Past simple passive

+ Positive		- Negative		? Question	
I	was examined.	I	was not examined.	Was	I
We		We		Were	we you they
You	were examined.	You	were not examined.		
They		They			
She		She			
He		He			
It	was examined.	It	was not examined.	Was	she he it
Short answers:		Yes, I/she/ he/it	was.	No, I/she/ he/it	wasn't.
		Yes, we/you/ they	were.	No, we/you/ they	were not.

Future simple passive

+ Positive		- Negative		? Question	
I		I			
We		We			
You		You			
They	will be tested tomorrow.	They	will not be tested tomorrow.	Will	I we you they she he it
She		She			
He		He			
It		It			
Short answers:		Yes, I/we/you/they/ she/he/it	will.	No, I/we, you/they/ she/he/it	won't.

FIRST AND SECOND CONDITIONALS

	Conditional Clause	Main Clause
<u>First Conditional</u> We use it to talk about events which are possible in the present or future.	<u>If + present simple</u> 1. If it snows , Если пойдет снег,	<u>will + infinitive</u> 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 a bad mark . 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.
<u>Second Conditional</u> We use it for unlikely (<i>маловероятные</i>) situations in the present or future.	<u>If + past simple</u> 1. If I knew the answer, Если бы я знал ответ,	<u>would (might)</u> I would (might) tell you . я бы сказал тебе.
	2. If I were you , На твоем 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.
<u>Third Conditional</u> We use it to talk about situations that didn't happen in the past.	<u>If + past perfect</u> 1. If the teenager had collected his thoughts, Если бы подросток собрался с мыслями,	<u>would + have + III form</u> he would have won the competition . он бы победил в состязании (но он не победил).
	2. If I had been in Moscow at that time, Если бы я был в Москве в то время,	I would have helped him . я бы помог ему. (Но меня не было в Москве, и я не помог ему.)

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)

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)

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 at 5, but you were not at home."
 (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* me at 5, but I had
not been at home.**
 (Past simple) (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 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 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)

IV. Reported Speech (past). Commands

"Give up fast food," the doctor *said*.
 "Don't be late!" *said* the teacher.

The doctor *advised* her to give up fast food.
 The teacher *warned* us not to be late.

Changes to time words

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
	mis-, re-, un-	un-, in-, il-, im-, non-, dis-, ir-	un-	
-tion / -sion	-ize (-ise), -en	-able / -ible -al, -(i)an -ful, -ic, -ing -y(ly), -ous -ive -less	-ly	-teen -ty -th
-er / -or				
-ance / -ence				
-ing				
-ity				
-ist				
-ment				

Yes / No questions

<i>Do you speak English?</i>
<i>Do...? </i>
<i>Does...? </i>
<i>Did...? </i>
<i>Can...? </i>
<i>Could...? </i>
<i>May...? </i>
<i>Must...? </i>
<i>Would...? </i>
<i>Should...? </i>
<i>Shall...? </i>
<i>Will...? </i>
<i>Have...? </i>
<i>Has...? </i>
<i>Had...? / Did have? </i>
<i>Am...? </i>
<i>Is...? </i>
<i>Are...? </i>
<i>Was...? </i>
<i>Were...? </i>

Wh-questions

<i>When did you go to Britain?</i>
<i>What...? — Что? Какой?</i>
<i>Who...? — Кто?</i>
<i>Whom...? — Кого? Кому?</i>
<i>Where...? — Где? Куда?</i>
<i>Why...? — Зачем? Почему?</i>
<i>Which...? — Какой (из)? Который?</i>
<i>When...? — Когда?</i>
<i>How...? — Как?</i>
<i>How long...? — Как долго? Сколько времени?</i>
<i>How much...? — Сколько (о неисчисляемых существ.)?</i>
<i>How many...? — Сколько (об исчисляемых существ.)?</i>
<i>What time...? — Который час?</i>
<i>(At) what time...? — В какое время?</i>

List of irregular verbs

Infinitive

awake [ə'weɪk]	будить, просыпаться
be [bi:]	быть, находиться, являться
bear [beə]	рождать
beat [bi:t]	бить, ударять
become [bl'kʌm]	становиться
begin [bl'gɪn]	начинать(ся)
bite [baɪt]	кусать(ся)
break [breɪk]	ломать, нарушать
bring	приносить, приводить
build [bɪld]	строить
burn	жечь, гореть
buy [baɪ]	покупать
can	могу, умею
cast [ka:st]	кидать, бросать
catch [kætʃ]	ловить, поймать
choose [tʃu:z]	выбирать
come [kʌm]	приходить, приезжать
cost [kɒst]	стоить
cut [kʌt]	резать, рубить
dive [daɪv]	нырять
do [du:]	делать, поступать, выполнять
draw [drɔ:]	рисовать, чертить, тянуть
drink	пить
drive	вести машину, ехать на машине
eat [i:t]	есть, кушать
fall [fɔ:l]	падать
feed	кормить
feel	чувствовать
fight [faɪt]	бороться, сражаться
find [faɪnd]	находить
fly [flaɪ]	летать
forbid	запрещать
forget	забывать
get	получать
give [gɪv]	давать
go	ходить, идти, ехать
grow [grəʊ]	расти, выращивать
hang	висеть, вешать
have [hæv]	иметь, владеть
hear [hiə]	слышать
hold [həʊld]	держать
hurt [hɜ:t]	ушибить(ся)
keep	держать, хранить
know [nəʊ]	знать
lay [leɪ]	класть, положить
lead	вести, руководить

Past simple

awoke [ə'wɔ:k]	
was [wɒz] (ед. ч.)	
were [wɜ:z] (мн. ч.)	
bore [bɔ:]	
beat	
became [bl'keɪm]	
began [bl'gæn]	
bit	
broke	
brought [brɔ:t]	
built [bɪlt]	
burnt (burned)	
bought [bɔ:t]	
could [kud]	
cast	
caught [kɔ:t]	
chose [tʃo:z]	
came	
cost	
cut	
dove	
did	
drew [dru:]	
drank	
drove [drəʊv]	
ate [et]	
fell	
fed	
felt	
fought [fɔ:t]	
found [faʊnd]	
flew [flu:]	
forbade	
forgot	
got	
gave	
went	
grew [gru:]	
hung	
had	
heard [hɜ:d]	
held	
hurt	
kept	
knew [nju:]	
laid [leɪd]	
led	

Past participle

awoken	
been	
born [bɔ:n]	
beaten	
become	
begun [bɪ:gʌn]	
bitten	
broken	
brought	
built	
burnt (burned)	
bought	
—	
cast	
caught	
chosen	
come	
cost	
cut	
dove	
done [dən]	
drawn [drɔ:n]	
drunk	
driven ['drɪvən]	

Infinitive		Past simple	Past participle
learn [lɜ:n]	учить что-то, узнавать, учиться	learnt [lɜ:nt] learned [lɜ:nd]	learnt [lɜ:nt] learned [lɜ:nd]
leave	уезжать, оставлять	left	left
let	позволять, разрешать	let	let
lie [laɪ]	лежать	lay	lain
lose [lu:z]	терять	lost	lost
make	делать, заставлять	made	made
mean	значить, иметь в виду	meant [ment]	meant [ment]
meet	встречать(ся)	met	met
pay	платить	paid	paid
put [put]	класть, ставить	put	put
read [ri:d]	читать	read [red]	read [red]
rid [rɪd]	избавлять	rid (ridded)	rid
ride	ехать верхом	rode	ridden
ring	звенеть, звонить	rang	rung
rise	подниматься, вставать	rose	risen ['rɪzn]
run	бежать, бегать	ran	run
say [seɪ]	говорить, сказать	said [sed]	said [sed]
see	видеть	saw [sɔ:]	seen
sell	продавать, торговать	sold [saʊld]	sold [səʊld]
send	посыпать, отправлять	sent	sent
set	ставить, класть	set	set
shake [ʃeɪk]	трясти	shook [ʃuk]	shaken ['feɪkən]
shoot [ʃu:t]	стрелять	shot [ʃɒt]	shot
show [ʃəʊ]	показывать	showed [ʃəud]	shown [ʃəʊn]
shut [ʃʌt]	закрывать	shut	shut
sing	петь	sang	sung
sit	сидеть	sat	sat
sleep	спать	slept	slept
smell	нюхать, пахнуть	smelt (smelled)	smelt (smelled)
speak	говорить, разговаривать	spoke [spaʊk]	spoken
spend	тратить, расходовать	spent	spent
spill	проливать, разливаться	spilt (spilled)	spilt (spilled)
spread [spred]	простираться	spread [spred]	spread [spred]
stand	стоять	stood [stud]	stood [stud]
steal	воровать, красть	stole	stolen
swim	плавать	swam [swæm]	swum
take	брать, взять	took [tuk]	taken ['teɪkən]
teach	учить	taught [tɔ:t]	taught [tɔ:t]
tell	сказать, рассказать	told [taʊld]	told
think	думать, полагать	thought [θɔ:t]	thought
throw [θraʊ]	бросать	threw [θru:]	thrown [θraʊn]
tread [tred]	ступать, топтать	trod	trodden
understand [ʌndə'stænd]	понимать, предполагать	understood [ʌndə'stud]	understood
upset [ʌp'set]	расстраивать	upset	upset
wear [weə]	носить (одежду), изнашивать	wore [wɔ:]	worn [wo:n]
win	выигрывать, побеждать	won [wʌn]	won [wʌn]
write [raɪt]	писать	wrote [raʊt]	written ['rɪtn]

Pronunciation table

Согласные		Гласные	
знак транскрипции	слово	знак транскрипции	слово
[p]	pen	[i:]	meet
[b]	bee	[ɪ]	sit
[t]	ten	[i]	cosy
[d]	dog	[e]	letter
[k]	king	[æ]	bag
[g]	go	[ə:]	park
[tʃ]	cheese	[ɒ]	stop
[ɸ]	jump	[ɔ:]	morning
[f]	fat	[ʊ]	book
[v]	very	[u:]	blue
[θ]	three	[ʌ]	mum
[ð]	they	[ɜ:]	bird
[s]	sad	[ə]	sister
[z]	zoo	[eɪ]	table
[ʃ]	she	[əʊ]	nose
[ʒ]	pleasure	[aɪ]	time
[h]	hot	[aʊ]	now
[m]	milk	[ɪ]	boy
[n]	name	[eɪ]	dear
[ŋ]	song	[eə]	bear
[l]	let	[ʊə]	sure
[r]	red	[aɪə]	tired
[j]	yes	[aʊə]	our
[w]	want		

Learning strategies

Tips for giving a talk

1. Read the task and the key words or questions which are suggested.
2. Follow the plan. Don't miss any part of it.
3. Keep to the point to be informative.
4. Use linking words and expressions in your talk.
5. Speak clearly so that your partners can hear you.

How to deal with true / false / not stated tasks

1. Read the text. Try to catch the logic of the text. Pay attention to details.
2. Start with the sentences which (as you think) are true. Study the parts of the sentence. Use the text to check your guess. Mark the sentences with the letter "T".
3. Then get rid of the obviously incorrect sentences. If you are not sure, look through the text again. Mark the sentences with the letter "F".
4. The hardest is to decide which information was not stated. Make a logical guess where such kind of information could be placed in the text. Read that part of the text attentively.
5. Make a decision on whether the information was stated or not. Mark the sentence with the letter "N".

How to guess word meaning from context

1. Look for clues. Reread the new word in its context: the sentence in which it is, plus the sentence before and after. Try to get an idea of the possible meaning of the word.
2. Write down a few meanings that you think are possible.
3. If you work with a partner talk with him/her and try to work out the correct meanings of the words that you have underlined.
4. Use an English-Russian dictionary to check your guesses.

How to deal with structural closes

1. Read the task attentively. Read the words and phrases given for filling in the gaps.
Example: in danger, pollution, bins, is thrown...
2. Read the text quickly for general understanding. Try to ignore the gaps.
Example: A lot of rubbish ... into the sea. Sea animals, fish and birds are Some animal try to eat the ..., they die.
3. Then read the text sentence by sentence. Pay attention to the words which go before and after the gaps. Decide what part of speech is missing in each gap.
4. Go back to the given words and phrases. Choose the most appropriate one for each gap. Fill in the gaps.
5. Read the text again to check if you were right.
Example: A lot of rubbish *is thrown* into the sea. Sea animals, fish and birds are *in danger*. Some animal try to eat the *bins*, they die.

How to write a personal letter

A typical personal letter has a definite structure:

1. Your address and the date in the top right hand corner.
2. Greeting: Dear Helen (or any name of a person you are addressing to).
3. Beginning:

Thank you for your letter...; It was great to hear from you.

4. 2–3 phrases giving answer to your pen friend's question or giving the information (according to the task).
5. Ending: common finishing remarks:
 - a) Write soon... or I look forward to your reply / to hearing from you soon.
 - b) Best regards to / Best wishes / All the best
6. Your name

Example:

Moscow, Russia
April 7th 2011

Dear Helen,

Thank you very much for your letter. It was great to hear from you.

You asked me about the books teenagers read in Russia. Well, it depends on how old they are. My friends prefer fantasy, detective stories, sometimes fiction.

Write soon and tell me about the books and magazines you like to read.

Best wishes,

Alina

Tips for doing individual projects

1. Choose a topic / idea for your research.
2. Find the information on the topic from all sources (your textbook, other books, people who are aware of the subject). Use the Internet if necessary.
3. Make a proposal on how to develop the idea.
4. Write down the key words or the plan of the presentation on the topic.
5. Share your proposals with your classmates. Be ready to answer their questions.

Cultural guide

A

Africa [æfrɪkə] — one of the seven continents of the Earth.

Amazon [æməzən] (the) — a river in South America, the second longest river in the world.

Antarctica [æn'tæktrɪkə] — one of the seven continents. The South Pole is founded in Antarctica.

Arctic Ocean [ɑ:ktrɪk 'əʊʃən] (the) — the smallest ocean in the world, at the North Pole. It is covered with ice all year round.

Armstrong, Neil ['æmstrɒn 'ni:l] (b. 1930) — an American astronaut. He was the first man to walk on the moon in 1969.

Atlantic Ocean [ætlæntɪk 'əʊʃən] (the) — the second largest ocean in the world, which separates North and South America from Europe and Asia.

Australia [n'streliə] — one of the seven continents of the Earth. It's also a large country which lies between the Indian and Pacific Oceans. The capital is Canberra. English is the first state language.

Australia Day — an Australian public national holiday. It is held on January 26th. It commemorates the arrival of the First English Fleet in 1788.

B

Baikal ['baikə:l] (the) — the deepest lake in the world (1,620 metres deep).

Bambi — the title of a cartoon film by W. Disney about a young deer called Bambi.

Beatles ['bi:tlz] (the) — a famous British music group.

Belgium — a country in Europe. The capital is Brussels.

Bible (the) — the holy book of the Christians.

Bombay [bɒm'bæɪ] — the largest city in India.

Borovik, Artyom — international journalist. He founded the *Sovershenno Sekretno* publishing house, which produced a popular newspaper and TV Programme. He was the first Russian to win a top American Overseas Press Award.

Bangkok [bæŋ'kɒk] — the capital of Thailand.

Boeing — an American company which makes aircraft.

Brontë, Charlotte (1816–1855) ['brɒntɪ 'ʃa:ltət] — an English writer. Her most popular novel was "Jane Eyre".

C

Canada ['kænədə] — a country in North America.

The capital is Ottawa. English and French are the official languages.

Canada Day — a Canadian national public holiday. It is held on July 1st.

Carroll, Lewis (1832–1898) ['kærəl 'lu:s] — an English writer who wrote two well-known children's stories "Alice's Adventures in Wonderland" and "Through the Looking Glass" ("Зазеркалье").

Caspian Sea [kæspiən 'si:] (the) — the largest lake in the world (371,000 sq kilometres). It is situated in Russia.

Celsius ['selsiəs] / also **Centigrade** ['sentɪgred] — a scale of temperature in which water freezes at 0° and boils at 100°.

Challenger Deep — the lowest point on the Earth. It's 11,034 metres below sea level. It is in the Pacific Ocean.

Chaplin, Charlie (1889–1974) — a famous English film actor and producer. He usually played a tramp in silent black and white comedy films.

China ['tʃaɪnə] — a country in Asia. The capital is Beijing.

Chicago [ʃi'kɑ:gəʊ] — a large city in the USA.

Coca-Cola (Coke) — a sweet drink of American origin.

Chase, James H. ['tʃeɪs 'deɪms] (1906–1985) — a famous English detective writer. He wrote 78 novels which were translated into 33 languages.

Christie, Agatha ['krɪsti 'ægəθə] (1890–1976) — an English writer of popular books and plays, especially detective novels.

Christmas — Christian holiday held in honour of the birth of Christ. It is held on December 25th. In Russia this holiday is celebrated on January, 7th.

CNN [si: en 'en] (Cable News Network) — an American cable television station that broadcasts only news.

Conan Doyle, Sir Arthur [kəʊnən 'dɔɪl] (1859–1930) — a British doctor and writer who wrote stories about the famous detective Sherlock Holmes.

Crusoe, Robinson ['kru:səʊ 'robɪnsən] — a character from a book of the same name by Daniel Defoe.

D

Dickens, Charles ['dikɪnz 'tsa:lz] (1812–1870) — a famous English writer. His most popular novels are "Oliver Twist", "David Copperfield" etc.

Disney, Walt ['dizni 'wɔ:t] (1901–1966) — an American film producer. His most famous cartoons characters are Donald Duck, Mickey Mouse and Bambi. He also produced adventure films.

Disneyland ['diznɪlænd] — a very large amusement park in the USA.

Donald Duck — one of the first Disney characters. Now he is a symbol of Disney.

E

Elbrus [el'brʊ:s] — the highest mountain in Europe.

England ['ɪnglənd] — the largest country in Britain. The capital is London.

Etna ['etnə] — a volcano in Italy.

Europe ['jʊərəp] — one of the seven continents of the Earth.

Everest ['evarist] — the highest mountain in the world (8,848 metres).

F

Fahrenheit ['færənhait] — a scale of temperature in which water freezes at 32° and boils at 212°. 32° Fahrenheit equals 0° Celsius.

G

Gagarin, Yuri (1934–1968) — a Russian cosmonaut. On 12th April 1961 he became the first man in space when he travelled round the Earth in "Vostok-1".

Galileo ['gæli:l'eɪəʊ] (1564–1642) — an Italian astronomer, mathematician and physicist. He made several important scientific discoveries. He made the first telescope.

Gates, Bill ['geits 'bil] — one of the richest people in the world. He founded the company Microsoft.

General Motors — the largest maker of cars and trucks in the USA.

Gorbachev, Michail (b. 1931) — a political leader of the USSR who started the processes of economic and political change and freedom of expression (Glasnost).

H

Hemingway, Ernest ['hemɪŋweɪ 'ɛ:nɪst] (1898–1935) — one of the greatest 20th century American writers. He wrote many novels and short stories.

Hollywood ['holiwd] — a place in Los Angeles which is known as the centre of the American film industry.

I

Independence Day — (July 4th) is the National Independence Day of the USA. The Day is celebrated all over the country with parades, picnics and fireworks at night.

June 12th is the National Independence Day of Russia.

India ['ɪndiə] — a large country in South Asia. The capital is New Delhi. The official languages are English and Hindi.

Indian Ocean [,indɪən 'əʊʃən] (the) — the third largest ocean in the world.

J

Jane Eyre [,dʒeɪn 'eə] — the main character and the title of a book by Charlotte Brontë written in 1847.

K

King, Stephen ['kɪŋ 'stɪ:vn] (b. 1947) — a popular American writer of frightening stories such as "Carrie" and "The Shining".

Kipling, Rudyard ['kiplɪŋ 'rʌdjəd] (1865–1936) — an English writer born in India. He is best known for his "Jungle Book", the poem "If" and stories for children. He received the Nobel Prize for literature in 1907.

Korolev, Sergei (1906–1966) — an outstanding Russian scientist and designer. He created the famous spaceships "Vostok" and "Voshod" on which the first space travel and the first space walk were carried out.

L

Lawrence, T. E. ['lɔ:rəns] (1889–1961) — a British soldier and writer. He wrote "Seven Pillars of Wisdom" about his desert adventures.

Leacock, Stephen (1869–1944) — a Canadian writer. He is known and loved internationally as a humorist. The most famous of his books are: Book of Sketches, Nonsense Novels.

Leonov, Alexei (b. 1934) — a Russian cosmonaut who was the first man to take a walk in space.

Levi Strauss — the name of a company which makes jeans.

Lincoln, Abraham ['lɪŋkən 'eɪbrəhəm] — an American president (1861–1865).

London ['lʌndən] — the capital of the United Kingdom, one of the biggest and the most interesting cities in the world.

London, Jack (1876–1916) — an American writer. His most famous books are "Martin Eden", "The Call of the Wild" and "White Fang".

Los Angeles [lɒs 'ændʒəlɪz] — the second largest city in the USA. It's on the Pacific Ocean.

"Lucky Country" — Australia has been called the "Lucky Country". Millions of people who have gone through war and poverty in their countries now enjoy peace and prosperity in Australia.

M

Manchester ['mæntʃɪstə] — a city in England.

Mary Poppins — a character in a children's book by P. L. Travers. The film "Mary Poppins" was very successful.

"Mayflower" (the) — the ship that took a group of English settlers to the US in 1620.

McDonalds — a network of restaurants all over the world which have the same menu with hamburgers.

Mercury, Freddy ['mɜ:kjʊri] (1946–1991) — a British popular music singer with the group "Queen", known for his strange clothes and exciting performances on the stage.

Microsoft — the biggest company which produces computer software.

Mickey Mouse — a famous mouse in the cartoons of Walt Disney. Mickey Mouse is famous all over the world and recognized as a symbol of Disney.

Milky Way — a Galaxy in which the Earth and the Solar System are found.

Mother Teresa [mʌðə tə'ri:zə] (1910–1997) — a Roman Catholic nun. She worked in India and helped the poor and the sick. She started the Society of the Missionaries of Charity (благотворительная миссия), now an international organization. She won the Nobel Prize for Peace in 1979.

N

Newton, Isaac (1642–1727) ['nju:tən 'ɪzək] — a great English scientist.

New York [nju: 'jɔ:k] — the largest city and port in the USA.

New Zealand [nju: 'zi:lənd] — a country in the Pacific Ocean. It's known mainly for its farming (meat, cheese and butter). The official languages are English and Maori.

Nile ['naɪl] (the) — a river in Africa, the longest in the world (6,695 kilometres long).

Niagara Falls [nai'kegərə] (the) — very large waterfalls on the border between Canada and the USA.

Nobel Prize [nəʊbel 'praɪz] (the) — a prize (any of several prizes) given in Sweden each year to people from any country for important work in science, medicine, economics, literature and towards world peace.

North America [,nɔ:θ ə'merɪkə] — one of the seven continents of the Earth.

Notre Dame [,nəʊtrə 'də:m] — (or Notre Dame de Paris) is a beautiful cathedral in Paris.

Napoleon [nə'pɔ:lɛn] (1769–1821) — the emperor of France from 1804–1815.

O

Ontario [ɒn'teəriəʊ] (the) — a lake between the USA and Canada.

Ottawa ['ɒtəwə] — the capital of Canada. One third of its people are French-speaking.

P

Pacific Ocean [pə'sifik 'əʊʃən] (the) — the world's largest ocean. It covers one third of the Earth's surface (поверхность).

Pakistan [pɑ:ki'stan] — a country in Asia. The capital is Islamabad. English is a second state language.

Paris ['pærɪs] — the capital of France.

Pemberton, J. S. — one of Coca-Cola's creators.

Peak District — a national park in Great Britain.

Peru [pə'rū:] — a country in South America. The capital is Lima.

Philippines ['fɪlt,pɪ:nz] (the) — a country made up of a group of over 7,000 islands in the Pacific Ocean. The capital is Manila. English is a second state language.

pilgrim ['pilgrɪm] — a person who travels a long way to a holy place.

Plymouth ['plɪməθ] — a city in England.

Cultural guide

Polunin, Slava — a Russian world famous actor and clown.

Prague [prɑ:g] — the capital of the Czech Republic.

Pugacheva, Alla — a famous Russian popular music singer.

R

Robinson, F. M. — one of Coca-Cola's creators.

Rodnina, Irina (b. 1949) — a world famous Russian sportswoman (a figure skater). She won Olympic medals in 1972, 1976 and 1980.

S

Sahara [sə'hʌ:rə] (the) — the world's largest desert. It is in Africa.

Shaw, Irwin (1913–1984) — an American writer. His most popular book is "The Rich, the Poor".

Shaw, George Bernard [ʃɔ:, ˈdʒɔ:rdʒ ˈbɛ:nəd] (1856–1950) — a famous Irish writer famous for his plays. His best known play is "Pygmalion".

Snow White — the main character in an old fairy tale.

Sheffield [ʃef'fɪld] — an industrial city in England.

St Paul's Cathedral [st pɔ:lɪz kəθɪdrəl] — a fine cathedral in central London. It was built (1675–1710) by Sir Christopher Wren.

Stevenson, Robert Louis [stɪvən'son rə'bət ˈlu:i:] (1850–1894) — a Scottish writer whose book "Treasure Island" is among the best-known adventure stories in the world.

St Valentine's Day — (Valentine's Day) February 14th. People send special cards to someone they love. Usually they don't sign their names.

Sydney ['sɪdnɪ] — the largest city in Australia.

T

Tereshkova, Valentina (b. 1937) — a Russian woman-cosmonaut. In 1963 she became the first woman in space when she travelled round the Earth in "Vostok-6".

Thanksgiving Day [θæŋk'ɪŋ'gi:vɪŋ ,deɪ] — the fourth Thursday in November which is a public holiday in the USA.

(The) Times — a national daily newspaper in Britain.

Tokyo ['təʊkiəʊ] — the capital of Japan. It's also the largest and the busiest city in the world.

Tsiolkovsky, Konstantin (1857–1935) — a famous Russian scientist.

Twain, Mark ['twain 'ma:k] (1835–1910) — an

American writer. His most famous books are "The Adventures of Tom Sawyer" and "The Adventures of Huckleberry Finn".

U

UK [ju: 'keɪ] (the) — a country in Europe.

The official name of the country is the United Kingdom of Great Britain and Northern Ireland. Usually it's shortened to the United Kingdom or UK. The capital of the country is London.

Ulanova, Galina (1909–1998) — a famous Russian ballet dancer.

United States of America (United States, USA / US, America) [ju:naitid ,steɪts əv ə'merɪkə] (the) — a country in North America. It consists of 50 states and the District of Columbia, where the capital (Washington) is. English is the first state language.

V

Verne, Jules [vɜ:n 'dʒu:lɪ] (1828–1905) — a French writer who wrote science fiction. His most famous books are "Journey to the Centre of the Earth", "Twenty Thousand Leagues Under the Sea", "Around the World in Eighty Days".

Victory Day — national public holiday in some countries. In Russia is held on May 9th.

Volga ['vɒlgə] (the) — a river in Russia, the longest river in Europe.

Voltaire [vɔ:l'teɪ] (1699–1778) — a French writer and philosopher.

Vinci, Leonardo da [l'ventʃi: li:d'nə:dəʊ] (1452–1519) — a famous Italian painter, inventor, engineer, architect and sculptor.

W

Wales [weɪlz] — a country in Britain. Its capital is Cardiff.

Washington ['wɔ:sɪŋtən] D.C. — the capital of the USA.

Waitangi Day — (or New Zealand Day) a national public holiday in New Zealand. It is held on February, 6th.

Wellington ['welɪngtən] — the capital of New Zealand. It's the country's second largest city and a main port.

Wells, H. G. (1866–1946) — an English writer. His most famous books are "Time machine", "The War of the Worlds", "Outline of History".

Wye [waɪ] (the) — a river in Wales and England.

List of personal names

A

Agnes |'eɡnəz|
Alex |'ælɪks|
Alec |'ælik|
Alice |'ælis|
Andrew |'ændru:|
Andy |'ændi|
Angela |'ændʒəla|
Ann, Anna |æn|, |'ænə|

B

Betty |'beti|
Boylan |'boɪlən|
Brenda |'brɛndə|

C

Carol |'kærəl|
Caxton |'kækstən|

F

Felix |'filiks|
Freddy |'fredi|

H

Helen |'helən|

I

Iris |'aɪrɪs|

J

Jane |dʒeɪn|
Jason |'dʒeɪsən|
Jess |dʒes|
Jim |dʒim|
Juan |hwa:n|

L

Linda |'lɪndə|
Lisa |'lizə|

M

Mark |ma:k|
Margaret |'mɑ:gərət|
Martin |'ma:tɪn|
Mary |'meəri|
Mike |maɪk|
Miriam |'mɪriəm|

P

Pamela |'pæmələ|
Polly |'pɒli|
Peggy |'pegi|

R

Rachel |'reɪʃəl|
Regina |rɛ'dʒɪnə|
Rudolph |'rudɔlf|

S

Sharon |'ʃerən|
Steven |'stɪvən|
Susan |'su:zən|

T

Teresa |tə'rɪzə|
Tim |tim|
Tom |tom|
Tommy |'tɒmi|
Tracey |'treisi|

G. Harris |'hærɪs|
Mr Marlow |'mɑ:ləʊ|
Mrs Swan |swən|
Mr Porter |'pɔ:tə|
Mr Smith |smɪθ|
Mr James |dʒeimz|
Mr Brocklehurst |'broklhɜ:rst|
Miss Temple |'tempəl|

Miss Reeds |ri:dz|
Fred Brooks |brʊks|
Lena Carrington |lɛnə 'kærɪntən|
Bill Barrington |bɪl 'bærɪntən|
Tracey Donmall |,treisi 'dɒnmɔ:l|
Bernie Summers |bɜ:nɪ 'sʌməz|
Miriam Mackley |,mɪriəm 'mækli:|

List of geographical names

A

- Alps [ælpz] (the) — Альпы
Amazon [æməzən] (the) — Амазонка
Amsterdam [æmstə'dæm] — Амстердам
Antarctica [æn'tæktrɪkə] — Антарктида
Arctic Ocean [ɑ:ktrɪk 'əʊʃən] (the) — Северный Ледовитый океан
Asia [eɪsɪə] — Азия
Atlantic Ocean [ætləntɪk 'əʊʃən] (the) — Атлантический океан
Australia [ɔ:s'treliə] — Австралия
Austria [ɔ:striə] — Австрия

B

- Bahamas [bə'ha:məz] (the) — Багамские острова
Baikal [baɪkəl] (the) — Байкал
Belarus [belərəs] — Беларусь
Belgium [beɪlgəm] — Бельгия
Berlin [bɜ:ln] — Берлин
Bermuda [bə'mju:də] — Бермудские острова
Black Sea [blæk 'si:] (the) — Черное море
Bombay [bɒm'bey] — Бомбей
Bulgaria [bʌl'gəriə] — Болгария

C

- Canada [kænədə] — Канада
Canberra [kænbərə] — Канберра
Caspian Sea [kæspiən 'si:] (the) — Каспийское море
Challenger Deep [tʃelɪndʒə 'di:p] — впадина Челенджер
Chicago [ʃi'kɑ:gəʊ] — Чикаго
Czech Republic [tʃek rɪ'publik] (the) — Чехия

D

- Denmark ['dɛnmark] — Дания

E

- Elbrus [el'brʊs] — Эльбрус
England ['ɪnglənd] — Англия
Europe [jʊərəp] — Европа
Everest ['evərəst] — Эверест

F

- Finland ['fɪnlənd] — Финляндия
France [frə:ns] — Франция

G

- Germany ['fɜ:tməni] — Германия
Greece [grɪ:s] — Греция

H

- Helsinki ['hɛlsɪŋki] — Хельсинки
Hungary ['hʌŋgəri] — Венгрия

I

- Iceland ['aɪslənd] — Исландия
India ['ɪndiə] — Индия
Indian Ocean ['ɪndiən 'əʊʃən] (the) — Индийский океан
Ireland ['aɪrlənd] — Ирландия
Italy ['ɪtəli] — Италия

L

- London ['lʌndən] — Лондон
Los Angeles [lɒs 'æŋfɪʃli:z] — Лос-Анджелес

M

- Manchester ['mænʃɪstə] — Манчестер
Moscow ['mɒskəʊ] — Москва

N

- Netherlands ['neðələndz] (the) — Нидерланды
New York [nju: 'jɔ:k] — Нью-Йорк
New Zealand [nju: 'zi:lənd] — Новая Зеландия
Niagara Falls [naɪ'ærəfələs] — Ниагарский водопад
Nile [naɪl] (the) — Нил
North America [nɔ:θ ə'merɪkə] — Северная Америка
Norway ['nɔ:wei] — Норвегия

O

Onega [o'nejgə] (the) — Онежское озеро
Ontario [on'teəriəʊ] (the) — Онтарио
Ottawa ['ɔtəvə] — Оттава

P

Pacific Ocean [pæsifik 'əʊʃən] (the) — Тихий океан
Pakistan [pækɪstən] — Пакистан
Paris ['paɪərɪs] — Париж
Peru ['peru:] — Перу
Plymouth ['plɪməθ] — Плимут
Poland ['pɒlənd] — Польша
Portugal ['pɔ:tʃʊgəl] — Португалия
Prague [prɑ:g] — Прага

R

Romania [rəʊ'meiniə] — Румыния
Russia ['rʌsə] — Россия
Russian Federation ['rʌsən, fɛdə'reiʃən] (the) — Российская Федерация

S

Sahara [sə'hɑ:rə] (the) — Сахара
Sheffield ['ʃefɪld] — Шеффилд
Slovakia [slo'vákɪə] — Словакия
Spain [speɪn] — Испания
St Petersburg [snt'piterbʊg] — Санкт-Петербург
Stratford-upon-Avon [strætfəd əpən 'eivən] — Стратфорд-он-Эйвон

Sweden ['swi:dn] — Швеция

Switzerland ['swɪtsələnd] — Швейцария

Sydney ['sɪdnɪ] — Сидней

T

Thames [temz] (the) — Темза
Tokyo ['təʊkiəʊ] — Токио

U

United Kingdom [ju:naitid 'kɪndəm] (the) — Соединенное Королевство
Ukraine [ju:'kreɪn] (the) — Украина
United States of America (USA) [ju:naitid 'steɪts] (the) — Соединенные Штаты (США)
Urals ['juərəlz] (the) — Урал

V

Volga ['vɒlgə] (the) — Волга
Vologda ['vɒləgda] — Вологда

W

Wales [weɪlz] — Уэльс
Washington ['wɒlɪŋtən] — Вашингтон
Wellington ['welɪŋtən] — Веллингтон
White Sea [,waɪt 'si:] (the) — Белое море
Wye [waɪ] (the) — Уай

Vocabulary

A

abbreviation [ə'bri:vij'i'fæʃn] — сокращение, краткая форма
ability [ə'biliti] — способность
able [e'blɪ] — способный (к чему-либо / делать что-либо)
about [ə'baʊt] — о, около
above [ə'bʌv] — над, сверх
abuse [ə'bju:s] — оскорбление
abuse [ə'bju:z] — оскорблять
access [æk'ses] — доступ
accident [ək'sɪdənt] — несчастный случай
according [ə'kɔ:dɪŋ] — соответственно
achievement [ə'tɪʃv'mənt] — достижение
across [ə'krɒs] — через
act [ækt] — играть, разыгрывать
action [æk'shən] — действие
activity [æk'tiviti] — деятельность
actor [æk'tɔ:tə] — актер
actually [æk'tjūəli] — на самом деле, действительно
ad [æd] — краткая форма от **advertisement**
add [æd] — добавлять
addicted [ə'dɪktɪd] — быть зависимым от чего-либо
address [ə'dres] — адрес
adjective [ə'�fɪktɪv] — имя прилагательное
adult [əd'vɔ:l̩t] — взрослый
advance [əd've:n̩s] — движение вперед
in advance — заранее
advantage [əd've:n̩tɪdʒ] — преимущество
adventure [əd'ven̩tʃə] — приключение
adverb [əd've:b̩r] — наречие
advert [ə'dɜ:v̩t̩] — реклама, объявление
advertisement [əd've:zɪ'tɪsmənt] — реклама, объявление
advice [əd've:s̩] — совет, советы (*только в ед. числе*)
AE = American English — американский английский язык
afraid [ə'freid] — испуганный
to be afraid of — бояться чего-либо
African-American [ə'frikən ə'merikən] — афро-американец(нка)

after [ə:ftə] — после
afternoon [ə:ftə'nun̩] — время после полудня
again [ə'gen] — опять, снова
against [ə'genst] — против
age [eɪdʒ] — возраст, век
for ages — долгое время

aged [eɪdʒɪd] — пожилой, старый
ago [ə'gəʊ] — тому назад
agree [ə'grɪ:] — соглашаться
Ah! [a:] — восклицание
air [eə] — воздух
airplane [eə'plæn̩] — самолет
airport [eə'pɔ:t] — аэропорт
alarm [ə'lɑ:m] — тревога; тревожиться
alcohol [ə'lkəhɒl] — алкоголь
alive [ə'lایv] — живой
all [ɔ:l] — весь, вся, все
allow [ə'lau] — разрешать
almost [ɔ:l'məʊst] — почти
alone [ə'�əʊn] — один, одинокий
along [ə'lɒŋ] — вдоль, по
aloud [ə'laud] — громко, вслух
alphabetic(al) [əlfə'bɛtɪk(əl)] — алфавитный
already [ɔ:l'redi] — уже
also [ɔ:l'səʊ] — тоже, также
always [ɔ:l'wɪz] — всегда
am [e'i'em] — утро до обеда
am [əm, əm] (to be) — глагол-связка
amaze [ə'meɪz] — удивлять
amazing [ə'meɪzɪŋ] — удивительный
ambition [əm'bɪʃn] — амбиция
ambitious [əm'bɪʃəs] — амбициозный
among(st) [ə'mʌnθ(st)] — среди, посреди, между
amount [ə'maʊnt] — сумма, количество;
составлять
amuse [ə'mju:z] — развлечь, забавлять
ancient [eɪn'seɪnt] — древний, старинный
and [ənd, əndl] — и
anger [ə'nggə] — гнев
angry [ə'nggri] — сердитый, раздражительный
animal [ə'ni:məl] — животное
animated [ə'ni:m'eɪtɪd] — живой
~ cartoon — мультфильм
anniversary [ə'ənnɪ'vɜ:səri] — юбилей, дата
announcement [ə'ənnəʊnmənt] — провозглашение, объявление
another [ə'ənləð] — еще один, другой
answer [ə'nə:s̩] — ответ; отвечать
antipollution [əntɪpə'lju:ʃn] — противостоящий загрязнению среды
any [ə'ni] — какой-нибудь, сколько-нибудь,
любой
anymore [ə'ni:mə] — больше
anyone [ə'ni:wʌn̩] — всякий, кто-нибудь
anything [ə'ni:θɪŋ] — что-нибудь, что-либо
anyway [ə'ni:weɪ] — во всяком случае
apart [ə'pa:t] — в стороне, отдельно, кроме

B

- apologize** [ə'pɒlədʒaɪz] — извиняться
appealing [ə'pi:lɪŋ] — привлекательный, притягательный
appear [ə'piər] — появляться
appreciate [ə'pri:sieɪt] — ценить
appropriate [ə'prɔ:priət̩] — подходящий
April [e'pɪrəl] — апрель
architect [a:kɪktɛkt̩] — архитектор
architecture [a:kɪktɛktʃə] — архитектура
Arctic [a:kٹɪk] — Арктика; арктический
are [ə:] (to be) — глагол-связка
area [e'ərɪə] — площадь, пространство, район
argue [a:gju:] — спорить
armchair [a:m̩tʃeɪə] — кресло
army [a:m̩i] — армия
around [ə'raʊnd̩] — вокруг, кругом
arrange [ə'reɪndʒ] — устраивать, договариваться
arrest [ə'rest̩] — арест; арестовывать
arrive [ə'ravɪ] — приезжать, прибывать
article [ə:tɪkəl̩] — статья
as [æz, əz] — как
ash [æʃ] — пепел
ashamed [ə'ʃeɪmd̩] — стыдящийся
 to be ashamed of — стыдиться чего-либо
ask [a:sk] — спрашивать, просить
asleep [ə'sli:p̩] — спящий
assistance [ə'sistəns̩] — помощь, поддержка
assistant [ə'sistənt̩] — помощник, ассистент
astronaut [ə'strɔ:nɔ:t̩] — астронавт, космонавт
at [æt, ət] — за, на, в
ate [et, eɪt̩] — past tense of eat
atmosphere [ə'tmɔ:sfiə] — атмосфера
attack [ə'tæk̩] — нападение; нападать, атаковать
attend [ə'tend̩] — посещать
attention [ə'tenʃən] — внимание
attentive [ə'tentɪv̩] — внимательный
attitude [ə'tɪtʃu:d̩] — отношение
attract [ə'trækt̩] — привлекать, притягивать
attraction [ə'trækʃən] — развлечение, атракцион
attractive [ə'træk:tɪv̩] — привлекательный
August [ə'gʊst̩] — август
aunt [a:nt̩] — тетя
Australian [ə'stri:liən̩] — австралиец, австралийский
author [ə'θɔ:r̩] — автор, писатель
autumn [ə'te:m̩] — осень
average [ə'verɪdʒ] — средний, в среднем
avoid [ə'veɪd̩] — избегать
award [ə'wɔ:d̩] — награда; присуждать что-либо
away [ə'weɪ] — прочь
awful [ə'fɔ:l̩] — ужасный, шокирующий
baby ['beɪbɪ] — ребенок
babysit ['beɪbɪsɪt̩] — присматривать за ребенком
back [ba:k̩] — спина; назад, обратно
backdrop ['bækdrɒp̩] = **background**
background ['bækgraʊnd̩] —
 предшествующий(ие) опыт / условия
bad [ba:d̩] (**worse**, **worst**) — плохой
badly ['bædli] — плохо
bag [ba:g̩] — сумка, портфель
ball [ba:l̩] — мяч
banana [bə'nɑ:nə] — банан
bang [ba:ŋ] — ударить(ся), шлепнуть(ся)
bar [ba:] — батончик (шоколадный)
based ['beɪst̩] — основанный
basis ['beɪsɪs] — основа
basketball ['ba:skɪtbɔ:l̩] — баскетбол
BBC [bi: bi: 'si:] = **British Broadcasting Corporation**
BE = **British English** — британский английский язык
be [bi:] (was, were, been) — быть, находиться, являться
beach [bi:tʃ] — побережье, берег, пляж
beam [bi:m̩] — луч (света)
beard [bi:d̩] — борода
beautiful ['bju:tɪfʊl̩] — красивый, прекрасный
beauty ['bju:tɪ] — красота, красавица
because [bɪ'kɒz] — потому что, так как
become [bɪ'kʌm] (**became**, **become**) — становиться
becoming [bɪ'kʌmɪŋ] — подходящий (идущий к лицу)
bed [bed̩] — кровать
bee [bi:] — пчела
before [bi'fɔ:] — до, прежде чем
begin [bi'gɪn] (**began**, **begun**) — начинать
beginning [bi'gɪnɪŋ] — начало
behalf [bɪ'hæ:f̩] (**on behalf of someone**) —
 от имени кого-либо
behave [bi'hɛv̩] — вести себя, поступать
behind [bɪ'hʌnd̩] — за, позади
being [bi'ɪŋ] (**human being**) — существование, живое существо
believe [bi'lɪ:v̩] — верить, думать
belong [bi'lɒŋ] — принадлежать
below [bɪ'ləʊ] — ниже, внизу
besides [bɪ'saɪdz̩] — кроме, помимо
best [bɛst̩] (см. **good**) — самый лучший
better [bɛt̩er̩] (см. **good**) — лучше
between [bɪ'twi:n̩] — между
Bible ['ba:bɪl̩] (**the**) — Библия
bicycle ['ba:sɪkəl̩] — велосипед

Vocabulary

- big [bɪg] — большой
biggest-selling — пользующийся наибольшим спросом
bike [baɪk] = bicycle — велосипед
billion [ˈbɪljən] — биллион (амер. миллиард)
binoculars [bɪnɔkjʊləz] — бинокль
bin [bɪn] — контейнер для мусора
biological [baɪələdʒɪkəl] — биологический
biology [baɪələdʒi] — биология
bird [bɜ:d] — птица
birthday [ˈbɜ:θdeɪ] — день рождения
biscuit [ˈbɪskɪt] — печенье
bit [bɪt] (a bit of) — кусочек
black [blæk] — черный
blackboard [ˈblækbɔ:d] — школьная доска
blackmail [ˈblækmεɪl] — шантаж; шантажировать
blank [blæŋk] — пропуск, бланк; отсутствующий
blast [blɑ:st] — взрыв; взрывать
blood [blʌd] — кровь
blow [bləʊ] (blew, blown) — дуть, надувать
blue [blu:] — голубой, синий
board [bɔ:d] — доска
boat [bəʊt] — лодка, корабль
body [ˈbɒdi] — тело
bold [bɔuld] — жирный шрифт, лысый
boil [bɔ:l] — кипеть, кипятить, варить
Bolshoy Theatre [ˈbɒlʃoɪ] (the) — Большой театр
book [buk] — книга; заказывать (билет)
bookshop [ˈbʊkʃɒp] — книжный магазин
bore [bɔ:] — надоедать
to be bored — скучать
boring [ˈbɔ:rɪŋ] — скучный, надоедливый
born [bɔ:n] — рожденный
to be born — родиться
borrow [ˈbɔ:rəʊ] — брать взаймы (книги, деньги)
both [bəʊθ] — оба
bottle [bɒtl] — бутылка
box [bɒks] — ящик, коробка
the box — телевизор
boy [bɔɪ] — мальчик, юноша
bracket [ˈbrækɪt] — скобка
brave [breɪv] — храбрый, отважный
bread [bred] — хлеб
break [breɪk] (broke, broken) — перерыв, перемена; ломать, крошить
breakfast [brekfəst] — завтрак
brick [brɪk] — кирпич
brief [bri:f] — краткий
briefly [bri:fli] — кратко
bright [braɪt] — яркий, способный
brightly [braɪtlɪ] — ярко
bring [brɪŋ] (brought) — приносить, приводить,
привозить
- British [ˈbrɪtɪʃ] — британский; британец(ка)
broadcast [ˈbrəʊdka:sɪst] — вещать, передавать, транслировать (по радио или телевидению)
broadcasting [ˈbrəʊdka:sɪng] — вещательный
brother [ˈbrʌðə] — брат
brown [braʊn] — коричневый
browse [braʊz] — бродить
build [bɪld] (built) — строить
building [ˈbɪldɪŋ] — здание, строение
bulge [bʌlɒ̄z] — выпуклость; выпячиваться
bullet [ˈbulɪt] — пуля
bully [ˈbulɪ] — хулиган, задира; запугивать, задирать
bullying [ˈbulɪŋ] — запугивание
burn [bɜ:n] (burnt) — жечь, гореть
bus [bʌs] — автобус
business [ˈbɪznɪs] — бизнес, дело
busy [ˈbɪzi] — занятой, загруженный, оживленный
but [bʌt] — но, кроме
bury [ˈberɪ] — захоранивать (отходы); хоронить
buy [baɪ] (bought) — покупать, купить
by [baɪ] — у, около, к
by car — на машине, машиной
bye (-bye) [baɪ] — до свидания (разг.)

C

- cable [ˈkeɪbl] — кабель
cake [keɪk] — торт, пирожное
call [kɔ:l] — зов, звонок; звонить, звать, называть
to give a call, to call up — звонить (по телефону)
calm [ka:m] — успокаивать; спокойный
camera [ˈkæmərə] — фотоаппарат, кинокамера
can [kæn] — банка консервная
can [ka:n] (could) — могу, умею, можем / умеем. может / умеет и т. д.
canal [kə'næl] — канал
capital [ˈkeɪpɪtl] — столица; заглавная буква
caption [ˈkeɪpʃn] — подпись (под картинкой)
car [ka:] — легковая машина
card [ka:d] — открытка
care [keə] — забота, уход; заботиться
to take care of smb — заботиться о ком-либо
career [kə'reɪə] — карьера, занятие
careful [ˈkeəfəl] — внимательный, осторожный
carefully [ˈkeəfəli] — внимательно, осторожно
caring [ˈkeərɪŋ] — заботливый
carry [ˈkærɪ] — носить, возить
cartoon [ka:tʊn] (animated) — мультфильм

case [keɪs] — случай, дело
cash [kæʃ] — наличные (*деньги*)
cassette [kæ'set] — кассета
cat [kæt] — кот, кошка
catalog(ue) ['kætəlɒŋ] — каталог, перечень
catch [kætʃ] (*caught*) — ловить, поймать
cause [kɔ:z] — причина; причинять
CBC [si: bi: 'es] - Canadian Broadcasting Corporation
CD-ROM [ˌsɪkdi'rom] — компакт-диск
celebrate ['selɪbreɪt] — праздновать
celebration [.sel'bretʃn] — празднование, юбилей
Celsius ['selsiəs] — Цельсий
centre (center) ['sentə] — центр
Centigrade ['sentɪgred] — шкала температур по Цельсию
central ['sentrəl] — центральный
century ['senʃəri] — век
certain ['sɜ:tən] — определенный
certainly ['sɜ:tənlɪ] — конечно, несомненно
chain [tʃeɪn] — цепь
chair [tʃeə] — стул
champion ['tʃæmpɪən] — чемпион
chance [tʃɑ:n̩s] — шанс, возможность
change [tʃeɪndʒ] — перемена, изменение, сдача; менять, изменять
changeable ['tʃeɪnðʒəbl] — изменчивый, переменчивый
channel ['tʃenəl] — канал
character ['kærəktə] — характер, персонаж
characterize ['kærəktəraɪz] — давать характеристику
charity ['tʃærɪti] — благотворительность
cheap [tʃi:p] — дешевый
check — проверять; проверка, контроль
 to **check out** — выписываться (из гостиницы)
cheese [tʃi:z] — сыр
chemical(al) ['kemɪk(ə)l] — химический
chemicals ['kemɪkəlz] — химикаты
chemistry ['kemistrɪ] — химия
cheque [tʃæk] — чек
chess [tʃes] — шахматы
chest [tʃest] — грудная клетка
chicken ['tʃikɪn] — цыпленок
child [tʃaɪld] — ребенок
childhood ['tʃaɪldhʊd] — детство
childish ['tʃaɪldɪʃ] — детский, ребячливый
childline ['tʃaɪldlaɪn] — телефон для помощи детям и подросткам
children ['tʃɪldrən] — дети
chips [tʃips] — чипсы, хрустящий жареный картофель

chocolate ['tʃɒklɪt] — шоколад
choice [tʃɔ:s] — выбор
choking ['tʃo:kɪŋ] — удушье, душный
choose [tʃu:z] (*chose, chosen*) — выбирать
Christmas ['krɪsməs] — Рождество
church [tʃɜ:tʃ] — церковь
cigarette [sɪgə'ret] — сигарета
cinema ['sɪnɪmə] — кино, кинотеатр
circle [sɜ:kɪl] — круг; обводить
circumstance ['sɜ:kʌmstæns] — обстоятельство, условие
circus ['sɜ:kəs] — цирк
city ['sɪti] — город (*большой*)
class [klas] — класс; урок
classical ['klæsɪkəl] — классический
classify ['klæsɪfai] — классифицировать
classmate ['klæsmeɪt] — одноклассник, одноклассница
classroom ['klæ:sru:m] — классная комната
clean ['kli:n] — чистый
clean-up — убирать, делать уборку
clear ['kli:ə] — ясный, чистый, понятный
clever ['klevə] — умный
cliff ['klɪf] — скала, утес
climate ['klaɪmɪt] — климат
climb [klaɪm] — взбираться вверх
clock [klok] — часы (*настенные*)
 6 o'clock — 6 часов
close [klaʊs] — близко; близкий
close [klaʊz] — закрывать
clothes [klaʊðz] — одежда
clothing ['klaʊðɪŋ] — одежда
cloud [klaʊd] — облако, туча
cloudless ['klaudləs] — безоблачный
cloudy ['klaʊdi] — облачный; облачно
club [kla:b] — клуб
CNN [sien'n̩] = **Cable News Network**
coast [kəʊst] — побережье
coastline ['kəʊstlaɪn] — береговая линия
coat [kəʊt] — пальто, пиджак
coffee ['kɒfi] — кофе
coin [kɔ:min] — монета
cold [kəʊld] — холодный; холодно
 to **catch / have a cold** — простудиться
collect [kə'lekt] — коллекционировать, собирать, забирать
collective [kə'lektiv] — коллективный
colour / color ['kʌlə] — цвет, краска
coloured ['kələd] — цветной
colourful ['kələfʊl] — яркий, разноцветный
column ['kɒpləm] — столбец, колонка
combination [.kombɪ'nɛʃn] — сочетание, комбинация

Vocabulary

- combine** [kəm'baɪn] — сочетать, комбинировать
come [klɒm] (**came**, **come**) — приходить,
приезжать
comedy ['kɒmədɪ] — комедия
comfortable ['kʌmftəbl] — удобный, уютный,
комфортабельный
comment ['kɒmənt] — высказывать мнение,
комментировать
commentator ['kɒmənteɪtə] — комментатор
common ['kɒmən] — общий, обычный
communicate [kə'mju:nɪkeɪt] — общаться,
сообщать
communication [kə'mju:nɪk'eɪʃn] — общение,
связь
companion [kəm'pejnɪ] — собеседник,
компаньон
company ['kʌmpəni] — компания, общество
compare [kəm'peə] — сравнивать
compete [kəm'pi:t] — соревноваться, состязаться
competition [,kəm'pi:tɪʃn] — соревнование,
конкурс
complain [kəm'pleɪn] — жаловаться
complete [kəm'plی:t] — завершать, заканчивать
complex ['kɒmpleks] — сложный
comprehension [,kɒmprɪ'hɛnʃn] — понимание
computer [kəm'pjʊ:tə] — компьютер
concern [kən'sɜ:n] — забота; заботиться, касаться
concert ['kɒnsət] — концерт
conclusion [kən'kluzn] — заключение, реше-
ние
conditional [kən'dɪʃnəl] — условный; сослага-
тельное наклонение
conditions [kən'dɪʃənz] — положение вещей,
условия
conference ['kɒnfərəns] — конференция
confess [kən'fes] — признаваться
conflict ['kɒnflikt] — ссора, конфликт
connect [kə'nekt] — связывать, объединять
consequence ['kɒnsɪkwəns] — следствие,
последствие, результат
conservative [kən'sɜ:vətɪv] — консервативный
consist [kən'sɪst] (**of**) — состоять (из)
construct [kən'strʌkt] — возводить, сооружать
contact ['kɒntækt] — контакт; соединять,
связывать(ся)
contain [kən'teɪn] — содержать, вмещать
container [kən'teɪnə] — контейнер, емкость
content ['kɒntent] — содержание
context ['kɒntekst] — контекст
continent ['kɒntinent] — континент
continue [kən'tinju:] — продолжать, продле-
вать
continuous [kən'tinjuəs] — непрерывный,
длительный
- contribute** [kən'tribju:t] (**to**) — вносить вклад (в)
control [kən'trɔ:l] — проверка, контроль;
прроверять, управлять
convenient [kən've:nɪənt] — удобный
conversation [kən've:sɪʃn] — разговор
convince [kən'vens] — убеждать
convincing [kən'vensɪŋ] — убедительный,
убеждающий
cook [kʊk] — повар; готовить (*еду*)
cookbook ['kʊkbʊk] — поваренная книга
cool [ku:l] — прохладный, модный
copy ['kɔ:pɪ] — переписывать, копировать
copybook ['kɔ:pɪbʊk] — тетрадь
(для упражнений)
corn [kɔ:n] — кукуруза
popcorn — воздушная кукуруза
corner ['kɔ:nə] — угол
corporation [,kɔ:pə'reɪʃn] — корпорация
correct [kə'rekt] — исправлять; правильный
correspondent [,kɔ:rɪs'pɒndənt] — корреспондент
corruption [kə'grʌpʃn] — коррупция, нечестное
поведение
cos = **because** — потому что
cosmonaut ['kəzmənɔ:t] — космонавт советский /
российский, астронавт
could [kud] — мог
count [kaʊnt] — считать
countable ['kaʊntəbl] — исчисляемый
country ['kʌntri] — страна, сельская местность
countrymen ['kʌntrɪmən] — сельские жители
countryside ['kʌntrɪsaɪd] — сельская местность,
деревня
courage ['kɔ:rijə] — смелость, отвага
courageous ['kɔ:gɪəs] — отважный, бесстраш-
ный
course [kɔ:s] — курс
of course — конечно
court [kɔ:t] — корт (*теннисный*)
cousin [kɔ:zn] — двоюродный(ая) брат / сестра
cover ['kʌvə] — укрывать, покрывать
crack [kræk] — трещина, треск; трещать,
образовывать трещины
crash [kræʃ] — столкновение, авария; ударяться
шумно и сильно
crater ['kreɪtə] — кратер, воронка (*от бомбы*)
create [kri'eɪt] — творить, создавать
creative [kri'eɪtɪv] — творческий
creature [kri:tʃə] — существо (*живое*)
crime [kraɪm] — преступление
criminal ['krimɪnl] — преступник
crocodile ['kro:kɔ:dil] — крокодил
cross [krɒs] — пересекать, переходить
crossword ['kroswɜ:d] — кроссворд
crowd [kraʊd] — толпа

crowded [ˈkraʊdɪd] — переполненный, загруженный
crucial [ˈkruːʃəl] — решающий, главный
cruel [ˈkruːəl] — жестокий, безжалостный
crust [krʌst] — корка, твердый поверхностный слой
cry [kraɪ] — крик, плач; кричать, плакать
cultural [ˈkʌltʃʊərl] — культурный
culture [ˈkʌltʃər] — культура
cunning [ˈkʌnɪŋ] — хитрый
cup [kʌp] — чашка, кубок
cure [kjʊər] — лечебное средство; излечивать
curious [kjʊərɪəs] — любопытный
custom [ˈkʌstəm] — обычай
cut [kʌt] — резать, рубить
cycle [saɪkl] — ездить на велосипеде

D

dad [dæd] — папа
daily [ˈdeɪli] — ежедневный, ежедневно
damage [dæmɪdʒ] — разрушение; разрушать, вредить
dance [daːns] — танец; танцевать
danger [ˈdeɪndʒər] — опасность
dangerous [ˈdeɪndʒərəs] — опасный
dark [dɑːk] — темный; темно
date [deɪt] — дата
daughter [dɔːtə] — дочь
day [deɪ] — день
deal [diːl] — иметь дело, торговать
dear [dɪər] — дорогой, глубокоуважаемый
death [deθ] — смерть
deceitful [dɪˈsɪ:tfl] — обманчивый
December [dɪˈsembr] — декабрь
decide [dɪˈsaɪd] — решать
decision [dɪˈsɪzən] — решение
decorate [dɪˈkɔːreɪt] — украшать
deep [diːp] — глубокий
defend [dɪˈfend] — защищать
definite [ˈdefɪnit] — определенный, точный
definition [dɪˈfɪnɪʃən] — определение
degree [dɪˈgraːɪ] — степень, градус
delighted [dɪˈlaɪtɪd] — радостный, довольный
demand [dɪˈmænd] — требование, требовать
depend [dɪˈpend] (on) — зависеть (от)
dependent [dɪˈpendənt] — зависимый
describe [dɪˈskraɪb] — описывать
description [dɪˈskrɪpʃən] — описание
desert [dɪˈzɜːt] — пустыня
desert [dɪˈzɜːt] — опустошать
deserve [dɪˈzɜːv] — заслуживать
design [dɪˈzaɪn] — проект, рисунок, дизайн;

проектировать, создавать
desk [desk] — парты, письменный стол
destroy [dɪˈstrɔː] — разрушать, уничтожать
destruction [dɪˈstrʌkʃən] — разрушение, уничтожение
destructive [dɪˈstruktɪv] — разрушительный
detailed [dɪˈteɪld] — подробный, детальный
detective [dɪˈtektɪv] — сыщик, детектив; детективный
develop [dɪˈveləp] — развивать(ся)
development [dɪˈveləpmənt] — развитие
devil [dɪvɪl] — дьявол, черт
dialog(ue) [dɪəlɒg] — диалог, разговор
diameter [dɪəˈmetər] — диаметр
dictionary [dɪkˈsɔːri] — словарь (книга)
die [dai] — умереть
diet [daɪət] — диета, соблюдать диету
difference [dɪfərəns] — разница, различие
different [dɪfərənt] — различный
differently [dɪfərəntli] — по-разному, различно
difficult [dɪfɪkəlt] — трудный
difficulty [dɪfɪkəlti] — трудность, затруднение
dinner [dɪnə] — обед
direct [dɪˈrekt] — прямой; направлять(ся)
directions [dɪˈrekʃənz] — указания
dirty [dɜːti] — грязный
disabled [dɪs'eibɔːld] — инвалид
disadvantage [dɪsədˈvə:nɪdʒ] — недостаток
disagree [dɪsəgrɪ:] — не соглашаться, скориться
disappear [dɪsə'pɪər] — исчезать, скрываться
disapprove [dɪsə'pru:v] — не одобрять
disaster [dɪz'a:stər] — бедствие, несчастье
disastrous [dɪz'a:st्रəs] — бедственный, разрушительный
disc [dɪsk] — дискета
discipline [dɪs'plɪn] — дисциплина, порядок
disco [dɪskəʊ] — дискотека
discover [dɪs'kʌvər] — открывать, делать открытие
discovery [dɪs'kʌvəri] — открытие
discrimination [dɪskrɪ'mɪ'nیʃən] — дискриминация, угнетение
discuss [dɪ'skʌs] — обсуждать
discussion [dɪs'kʌsʃən] — дискуссия, обсуждение
disease [dɪz'i:z] — болезнь
dislike [dɪs'lаɪk] — не любить
disposing [dɪs'pəʊzɪŋ] — уничтожение
distance [dɪstəns] — дистанция, расстояние
district [dɪstrɪkt] — район, округ
dive [daɪv] (**dove**) — нырять
do [du:] (**did, done**) — делать, выполнять, поступать
doctor [dɒktə] — доктор, врач

Kutokam.ru

Vocabulary

documentary [dɒkju'mentəri] — документальный (фильм или радиопередача)
does [dʌz] — см. do
dog [dɒg] — собака
dollar ['dɒlə] — доллар
domestic [də'mestɪk] — домашний
door [dɔː] — дверь
doubt [daʊt] — сомнение; сомнительный
doubtless ['daʊtləs] — без сомнения
down [daʊn] — вниз, внизу
dramatic(al) [dræmætɪk(əl)] — драматический
draw [drɔː] (drew, drawn) — рисовать; привлекать
drawing ['drɔːɪŋ] — рисование; рисунок
dream [driːm] (dreamt) — мечта, сон; мечтать
dress [dres] — платье; одеваться(ся)
drink [drɪŋk] (drank, drunk) — пить
drive [draɪv] (drove, driven) — вести машину
drop [drɒp] — бросать, ронять
drought [draʊt] — засуха
drug [drʌg] — лекарство, наркотик
dry [draɪ] — сухой, суcho
duck [dʌk] — утка
during ['djuːərɪŋ] — на протяжении, во время
duty [djuːti] — обязанность

E

each [iːtʃ] — каждый
each other — друг друга, друг другу
early ['eəli] — ранний, рано
earn [ɜːn] — зарабатывать
ear ['eə] — ухо
Earth [ɜːθ] — Земля
earthquake ['ɜːθkweɪk] — землетрясение
east [ɛst] — восток
easy ['ezi] — легкий, легко
eat [eɪt] (ate, eaten) — есть, кушать
eclipse ['eklɪps] — затмить
ecologic(al) [i:kɔːl'ɒdʒɪk(əl)] — экологический
ecology ['eɪkələdʒi] — экология
economic(al) [i:kə'nɒmɪk(əl)] — экономный, экономически выгодный
economy ['eɪkənəmi] — экономия, экономика
edge [edʒ] — кромка, край
educate ['edʒukeɪt] — давать образование
educated ['edʒu'keɪtɪd] — образованный
education ['edʒu'keɪʃn] — образование
educational ['edʒu'keɪʃnəl] — образовательный
effect ['efekt] — эффект, результат, влияние
effort ['efɔːt] — усилие, попытка
egg [eg] — яйцо

eight [eɪt] — восемь
either ['aɪðə] — любой (из двух), каждый, также
electricity ['ɪlek'trisiti] — электричество
elementary ['el'mentəri] — элементарный, простой
elephant ['elfənt] — слон
eleven ['ɪ'levən] — одиннадцать
else [els] — еще
e-mail ['i:meil] — электронная почта, электронное сообщение
emblem ['embləm] — эмблема, символ
emergency ['ɪm'ʒenəsi] — крайняя необходимость, непредвиденный случай, авария
emperor ['emprər] — император
empty ['empti] — пустой, незначительный
encourage [ɪn'kʌrɪdʒ] — поощрять, подбадривать
encouragement [ɪn'kʌrɪdʒmənt] — поддержка, поощрение
encyclopedia [en'saɪklo'pi:dɪə] — энциклопедия
end [end] — конец, окончание; заканчивать
endangered [ɪn'deindʒəd] — находящийся под угрозой вымирания или уничтожения
enduring [ɪn'djuərɪŋ] — выживание
enemy ['enəmi] — враг, противник
energy ['enəfʒi] — энергия, сила
engine ['enɪdʒɪn] — двигатель
engineer ['enɪdʒɪ'nər] — инженер
English ['ɪngglɪʃ] — английский, англичанин(ка), английский язык
English-speaking — англоговорящий
enjoy [ɪn'fɔː] — получать удовольствие, наслаждаться
enjoyable [ɪn'fɔːəbəl] — приятный, доставляющий удовольствие
enough ['ɪnʌf] — довольно, достаточно
entitle [ɪn'taɪtl] — озаглавливать, давать название
envelope ['envələp] — конверт
envious ['enviəs] — завистливый
environment [ɪn'veɪərənmənt] — окружающая среда
environmental [ɪn'veɪərənl'mēntl] — связанный с окружающей средой
equal ['i:kwəl] — равный, одинаковый
equally ['i:kwəli] — равным образом
equivalent ['i:kwɪvələnt] — эквивалент
eruption ['ɪ'rʌpʃn] — извержение (вулкана)
especially [ɪ'speʃəli] — особенно, специально
essay ['esei] — очерк, эссе, сочинение
etc [et'sətərə] — и так далее
Europe ['juərəp] — Европа

European [juərə'pi:ən] — европейский, европеец
evacuate [i'veækjueit] — эвакуировать
evacuation [i'veækj'u'eʃn] — эвакуация
eve [i:v] — канун
even [i:'vən] — даже
evening [i:'vnɪŋ] — вечер
event [i'vent] — событие; вид (*спорта*)
ever [e've] — когда-либо
every [e'veri] — каждый, всякий
everybody [e'veribɒdi] — все, каждый (*человек*)
everyday [e'verdei] — повседневный,
ежедневный
everyone [e'veriwʌn] — каждый (*человек*),
все до одного
everything [e'veriθɪŋ] — всё
everywhere [e'veriweə] — всюду, везде
exaggeration [ig'zæfə'reiʃn] — преувеличение
exam [ig'zæm] — экзамен
examination [ig'zæmɪ'nейʃн] — экзамен
example [ig'zæmpl] — пример
except [ik'sept] — кроме, за исключением
exchange [ik'stɪ'cheinç] — обмен; обменивать(ся)
exciting [ik'saitɪŋ] — вызывающий интерес,
волнующий
exclusion [iks'klu:ʒn] — исключение
exercise book [eksəsaɪz bʊk] — тетрадь
(для упражнений)
exhibition [eksɪ'bɪʃn] — выставка
exist [ig'zist] — существовать
exotic [ig'zɒtɪk] — экзотический
expect [ik'spekt] — ожидать, надеяться,
предполагать
expedition [ekspɪ'dɪʃn] — экспедиция
expensive [i'k'spensɪv] — дорогой (*по цене*)
experience [ik'spiəriəns] — опыт, испытание
expert [ekspɜ:t] — эксперт, человек
со специальными знаниями
explain [ik'spleɪn] — объяснять, пояснять
explanation [iksplə'nейʃн] — объяснение
exploration [eksplɔ:r'eɪʃn] — изучение,
исследование
explore [ik'splɔ:r] — исследовать, изучать
express [ik'spres] — выражать
expression [ik'spresʃn] — выражение
extend [ik'stend] — простираться; тянуться;
длиться
extra [ekstrə] — дополнительный, экстра...,
сверх...
extinct [ik'stɪŋkt] — вымирающий
extract [ekstræk't] — отрывок (*из текста*)
eye [ai] — глаз

F

face [feis] — лицо
fact [fækɪt] — факт, событие, обстоятельство
factory ['fækτəri] — фабрика, завод
Fahrenheit ['ferənhaɪt] — шкала температур
по Фаренгейту
faint [feint] — падать в обморок; слабый
fair [fei] — ярмарка; справедливый
fairy tale ['feərɪteɪl] — сказка
fairytale ['feərɪteɪl] — сказочный
fall [fɔ:l] (fell, fallen) — падать
false [fɔ:ls] — неверный, фальшивый
family ['fæmili] — семья
famous ['feiməs] — знаменитый
fang [fæŋ] — клык
fan [fæn] — (разг.) болельщик, фанат(ка)
fantastic [fæn'tæstɪk] — фантастический,
превосходный
far [fɑ:] — далекий, далеко
farm [fɑ:m] — ферма
farmer ['fɑ:mr] — фермер
fashion ['fæʃn] — мода, фасон
fashionable ['fæʃnəbl] — модный
fast [fɑ:st] — быстрый, быстро
fat [fæt] — жир; толстый, жирный
fate [feɪt] — судьба
father ['fɑ:ðə] — отец, папа
favourite ['feɪvərit] — любимый
fax [fæks] — факс
fear [fi:e] — страх; бояться
feature ['fi:ʃə] — черта (*характера*), черты лица
February ['febrʊərɪ] — февраль
federation [fɛdə'reɪʃn] — федерация
feed [fi:d] (fed) — кормить
feel [fi:l] (felt) — чувствовать
feeling ['fi:liŋ] — чувство, ощущение
feet [fi:t] — (см. *foot*) ноги
fence [fens] — изгородь, забор
few [fju:] — несколько, немного
fiction ['fɪkʃn] — художественная литература,
художественное произведение
field [fi:ld] — поле, луг, поле деятельности
fifteen [fɪf'ti:n] — пятнадцать
fifty ['fɪfti] — пятьдесят
fight [faɪt] (fought) — бороться, сражаться
figure ['figə] — цифра, фигура
fill [fil] (in) — заполнять (*пропуск*)
film [film] — пленка, фильм; снимать фильм
final ['faɪnəl] — последний, заключительный,
финальный
finally ['faɪnəli] — в конце концов, в заключение
financial [faɪ'nænsʃl] — финансовый

Vocabulary

find [faɪnd] (**found**) — находить
find out — выяснять, обнаруживать
fine [faɪn] — хороший, прекрасный
finish [fɪnɪʃ] — финиш; заканчивать
Finnish [fɪnɪʃ] — финский
fire [faɪr] — огонь, пожар
fireman ['faɪəmən] — пожарный
firm [fɜ:m] — жесткий, твердый, строгий;
фирма
first [fɜ:st] — первый, сначала
fish [fɪʃ] — рыба; удить рыбу
fit [fɪt] — подходит
to be fit — быть в хорошей форме
fitness ['fɪtnɪs] (**club**) — центр здоровья
five [faɪv] — пять
five-minute — пятиминутный
flash [flæʃ] — вспышка; сверкать
flight [flایt] — полет, рейс (*самолета*)
float [flɔ:t] — плыть на поверхности, скользить
по воде
flood [flʌd] — наводнение
flowerbed ['flaʊəbɛd] — клумба (*цветочная*)
flu [flu:] — (*разг.* грипп)
fly [flaɪ] (*flew, flown*) — летать, улетать
foam [fəʊm] — пена
focus ['fəʊkəs] — зđ. внимание на...
foggy ['fɒggi] — туманный
folk [fəʊk] — народный
follow ['fɒləʊ] — следить, следовать за
following ['fɒləʊɪŋ] — следующий
food [fu:d] — еда, пища
foot [fʊt] (*pl. feet*) — нога
football ['fʊtbɔ:l] — футбол
footpath ['fʊtpɑ:θ] — тропинка
for [fɔ:], [fə] — для, в течение какого-то времени
force [fɔ:s] — сила; заставлять
forecast ['fɔ:kəst] — прогноз погоды
foreign ['fɔ:gn] — иностранный, чужой
forest ['fɔ:rist] — лес
forget [fɔ:geɪt] (*forgot, forgotten*) — забывать
forgive [fɔ:giv] (*forgave, forgiven*) — прощать
form [fɔ:m] — класс, форма
former ['fɔ:mər] — бывший, прежний
fortunately ['fɔ:tʃənətlɪ] — к счастью
forward ['fɔ:wəd] — форвард; вперед, дальше
foul [faʊl] — пачкать, загрязнять
foundation [faʊn'deɪʃn] — основание,
фундамент, фонд
four [fɔ:] — четыре
fourteen [fɔ:'ti:n] — четырнадцать
fourth [fɔ:θ] — четвертый
fragile ['fri:dʒaɪl] — хрупкий
France [frəns] — Франция

free [fri:] — свободный, бесплатный
freedom ['fri:dəm] — свобода
freeze [fri:z] — замерзать
French [frenʃ] — французский, французский
язык, француз(женка)
fresh [fref] — свежий, чистый, новый
Friday ['fraidi] — пятница
fridge [frɪdʒ] — холодильник
friend [frend] — друг, подруга
friendly ['frendli] — дружелюбный, дружеский
friendship ['frendʃɪp] — дружба
frighten ['fraitn] — пугать
frightening ['fraitnɪŋ] — пугающий
from [frəm] — от, из
front [frənt] — передний
in front of — перед
fruit [fru:t] — фрукты, плоды
full [fʊl] — полный
fumes [fju:mz] — пары, испарения
fun [fʌn] — удовольствие, веселье
to have fun — получать удовольствие
function ['fʌŋkjən] — функция, назначение
functional ['fʌŋkjənəl] — функциональный
funnel ['fʌnl] — воронка
funny ['fʌni] — смешной, забавный
furniture ['fɜ:nɪtʃə] — мебель
further ['fɜ:ðə] — дальше, дальнейший
future ['fju:tʃə] — будущий, будущее

G

galaxy ['gæləksi] — галактика; галактический
gallery ['gæləri] — галерея
game [geim] — игра
garage ['gærɑ:ʒ] — гараж
garbage ['ga:bɪdʒ] — мусор
garden ['ga:dn] — сад, огород
gas [gæs] — газ
gather ['gæðə] — собирать(ся)
general ['dʒenərəl] — общий
in general — в общем
generally ['dʒenərəli] — обычно, в общем
generation ['dʒenə'reɪʃn] — поколение, люди
одного возраста
geographical ['dʒɪə'græfɪkəl] — географический
geography ['dʒɪə'græfi] — география
German ['dʒɜ:mtən] — немецкий; немецкий язык
get [get] (*got*) — получать; понимать
to get along (*with smb*) — ладить (*с кем-либо*)
to get up — вставать (*утром*)
ghost [gəʊst] — привидение
girl [gɜ:l] — девочка, девушка
gist [dʒɪst] — суть, основное содержание

give [gɪv] (*gave, given*) — давать
 glad [glæd] — радостный
 to be glad — радоваться
 glass [glɑ:s] — стекло
 glasses ['glɑ:sɪz] — очки
 go [gəʊ] (*went, gone*) — идти, ехать
 goat [gəʊt] — коза, козел
 God [gɒd] — Бог
 gold [gɔuld] — золото, золотой
 golf [gɔlf] — гольф (*игра*)
 good [gud] (*better, best*) — хороший,
 подходящий

goods [gudz] — товары
 grammar ['græmət̬] — грамматика; граммати-
 ческий
 grammatically [grə'mætɪkəli] — в граммати-
 ческом отношении
 grandpa ['grænpɑ:] — (*разг.*) дедушка
 grandparents ['grændpeərənts] — бабушка и
 дедушка
 grass [græs] — трава
 graze [greɪz] — пастись
 great [greɪt] — великий, большой
 greedy ['grɪdi] — жадный
 green [grɪ:n] — зеленый
 grey [greɪ] — серый
 gripping ['graɪpɪŋ] — захватывающий
 ground [graʊnd] — земля
 group [gru:p] — группа; группировать
 grow [grəʊ] (*grew, grown*) — расти,
 выращивать
 grown-up [grəʊn'ʌp] — взрослый
 guess [ges] — догадываться
 guest [ges̬t] — гость, гостья
 guide [gaɪd] — гид
 guidebook ['gaɪdbʊk] — путеводитель,

руководство
 guidelines ['gaɪdlainz] — указания
 guitar [gɪ'ta:] — гитара
 gun [gʌn] — огнестрельное оружие
 gunpowder ['gʌnpaʊdə] — черный порох

H

habit ['habɪt] — привычка
 hair [heə] — волосы
 half [ha:f] — половина
 hall [hɔ:l] — зал, холл
 hamburger ['hæmbɜ:gə] — гамбургер
 hand [hænd] — рука; протягивать
 handbook ['haendbʊk] — справочник,
 руководство
 happen [hæpən] — случаться, происходить

happening ['hæpərɪŋ] — событие, случай
 happy ['hæpi] — счастливый
 hard [ha:d] — твердый, трудный, усердно
 hardly ['ha:dli] — едва, с трудом
 hardworking ['ha:dwɜ:kɪŋ] — трудолюбивый
 harmless ['harmles] — безвредный, безобидный
 has [hæz] — (см. have) имеет
 hate [heɪt] — ненавидеть
 have [hæv] (*had*) — иметь
 he [hi:] — он
 head [hed] — голова, начальник
 heading ['hediŋ] — заголовок, рубрика
 headline ['hedlайн] — заглавие
 health [helθ] — здоровье
 healthy ['helθi] — здоровый
 hear [hɪə] (*heard*) — слышать
 heartless ['ha:tli:s] — бессердечный,
 безжалостный
 heat [hit] — жара
 heavily ['hevɪli] — сильно
 heavy ['hevi] — тяжелый (*по весу*)
 helicopter ['helɪkɔptə] — вертолет
 help [help] — помошь; помогать
 her [hɜ:] — её, ей, (о)ней
 here [ha:] — здесь, сюда
 hero ['herɔ:] — герой, героиня
 herself [hɜ:s'elf] — (она) сама
 Hi! [haɪ] — (*разг.*) Привет!
 hide [haɪd] (*hid, hidden*) — прятать(ся)
 high [hai] — высокий, высоко
 hill [hil] — холм
 him [hɪm] — его, ему, им, (о)нём
 himself [hɪm'self] — (он) сам
 his — его
 historic ['hɪstɔrɪk] — исторический (имеющий
 историческое значение)
 historical ['hɪstɔrɪkəl] — исторический
 (связанный с историей)
 history ['histɔri] — история
 hobby ['hɒbi] — хобби, увлечение
 hold [həʊld] (*held*) — держать(ся), удерживать
 hole [həʊl] — дыра, отверстие
 holiday ['hɒlɪdeɪ] — праздник
 holidays ['hɒlɪdeɪz] — каникулы
 holy ['hɔli] — священный
 home [həʊm] — дом, домой
 homeless ['həʊmlɪs] — бездомный
 homework ['haʊmwɜ:k] — домашняя работа
 honest ['ɒnɪst] — честный, искренний
 honey ['hʌni] — мед, медовый
 honored ['ɒnəd] — заслуженный, почетный
 hope [həʊp] — надежда; надеяться
 hopeless ['həʊplɪs] — безнадежный

Vocabulary

horrible [ˈhɔːrəbl̩] — ужасный
horror [ˈhɔːrə] — ужас, отвращение
horse [hɔːs] — лошадь
hospitable [hɔːspɪtəbl̩] — гостеприимный
hospital [hɔːspɪtl̩] — больница
host [həʊst] — хозяин (*по отношению к гостю*)
hot [hɒt] — жаркий, знойный, горячий
hotel [həʊtəl] — отель, гостиница
hour [aʊə] — час
house [haʊs] — дом
housework [ˈhaʊswɜːk] — работа по дому
how [haʊ] — как, каким образом
however [haʊevə] — однако, тем не менее
huge [hjuːdʒ] — огромный
human [ˈhjuːmən] — человеческий
human being — человек
humanity [hjuːmənɪtɪ] — человечество,
человечность
humid [hjuːmɪd] — сырой, влажный; сырое,
влажно
humorous [hjuːmərəs] — юмористический,
забавный
hundred [hʌndrɪd] — сотня, сто
hungry [hʌŋgri] — голодный
to be hungry — быть голодным
hunt [hʌnt] — охотиться
hurricane [hʌrɪkən] — ураган, тайфун
hurry [hʌrɪ] — поспешность; спешить
in a hurry — в спешке
hurt [hɜːt] (hurt) — повредить, причинить боль

|

I [aɪ] — я
icy [aɪsɪ] — холодный, морозный; холодно,
морозно
idea [aɪdɪə] — идея
ideal [aɪdɪəl] — идеальный
identify [aɪdentɪfای] — опознавать, устанавливать сходство
if [ɪf] — если
if-clause [klaʊz] — придаточное условное
предложение
ignore [ɪg'nɔː] — игнорировать, пренебрегать
ill [ɪl] — больной
illustrate [ɪləstreɪt] — иллюстрировать,
пояснять
imagine [ɪ'mædʒɪn] — представить, вообразить
imaginary [ɪ'mædʒɪnəri] — воображаемый,
нереальный
importance [ɪm'pɔːtəns] — важность,
значительность
important [ɪm'pɔːtənt] — важный

impossible [ɪm'pɒsəbl̩] — невозможный
impress [ɪm'pres] — производить впечатление
impressive [ɪm'prezɪv] — выразительный,
производящий впечатление
improve [ɪm'pruːv] — улучшать(ся)
in [ɪn] — в
include [ɪn'kluːd] — включать, содержать в себе
indeed [ɪn'dɪd] — в самом деле
independence [ɪndɪ'pendəns] — независимость
independent [ɪndɪ'pendənt] — независимый
Indian [ɪndɪən] (the) — индеец
indicate [ɪndɪkeɪt] — указывать, означать
individual [ɪndɪ'viːdʒuəl] — личный, индивидуальный
indoor [ɪn'doː] — комнатный, находящийся
внутри дома
industrial [ɪn'dastrɪəl] — промышленный
industry [ɪn'dastrɪ] — промышленность,
производство
infinitive [ɪn'fɪnɪtɪv] — инфинитив
(неопределенная форма глагола)
inform [ɪn'fɔːm] — информировать, сообщать
informal [ɪn'fɔːml̩] — неформальный
information [ɪn'fɔːmeɪʃn] — информация
informative [ɪn'fɔːmatɪv] — информативный,
информационный
inhabit [ɪn'haebɪt] — населять
inhuman [ɪn'hjuːmən] — жестокий,
бесчеловечный
injured [ɪn'fɔːd] — раненый, обиженный
insect [ɪn'sekt̩] — насекомое
inside [ɪn'saɪd] — внутри
instance [ɪnstəns] — единичный случай
for instance — например
instead [ɪn'sted] (of) — вместо
intensive [ɪn'tensɪv] — интенсивный,
напряженный
interested [ɪn'trɪstɪd] — интересующийся
to be interested in — интересоваться чем-либо
interesting [ɪn'trɪstɪŋ] — интересный
interest [ɪn'trɪst] — интерес
intergalactic [ɪn'terɡɔːlæktɪk] — межгалактический
international [ɪn'tɜːnæʃnəl] — международный
internationally [ɪn'tɜːnæʃnənlɪ] — во всем мире
Internet [ɪn'tɜːnet] (the) — Интернет
interpreter [ɪn'tɜːprɪtə] — переводчик
interrelations [ɪn'tɜːrel'eʃnəlz] — взаимоотношения
interview [ɪn'tervjuː] — интервью; брать
интервью
into [ɪn'tu] — в (куда?), внутрь
introduce [ɪn'trodjuːs] — представлять,
знакомить
introduction [ɪntrə'dʌkʃn] — введение
invade [ɪn'veɪd] — вторгаться

invent [ɪn'vent] — изобретать
invention [ɪn'venʃən] — изобретение
investigate [ɪn'vesɪgeɪt] — исследовать,
 тщательно изучить
investigation [ɪn'vestɪgейʃən] — исследование
invitation [ɪnvɪ'teɪʃən] — приглашение
invite [ɪn'veɪt] — приглашать
is [ɪz] (**to be**) — глагол-связка
island ['aɪlənd] — остров
isles ['aɪlz] — острова
it [ɪt] — это, оно; его, ему, ей (заменяет
 неодуш. сущ.)
italics ['ɪtælɪks] — курсив
its [ɪts] — её, его (с неодуш. сущ.)

J

January ['dʒænjuərɪ] — январь
jazz [dʒæz] — джаз
jealous ['dʒeləʊs] — ревнивый, завистливый
jeans [dʒɛnz] — джинсы
job [dʒɒb] — работа, занятие
jogging ['dʒɒgɪŋ] — бег трусцой
join [dʒɔɪn] — присоединяться, вступать
joke [dʒo:k] — шутка; шутить
journal ['dʒɜːnəl] — журнал, дневник
journalist ['dʒɜːnəlist] — журналист
journey ['dʒɜːni] — путешествие (сухопутное),
 поездка
joy [dʒɔɪ] — радость, веселье
juice [dʒu:s] — сок
July ['dʒu:lai] — июль
jump [dʒʌmp] — прыжок; прыгать
June ['dʒu:n] — июнь
jungle ['dʒʌndʒəl] — джунгли
junk [dʒʌŋk] — барак; бесполезный (о пище)
just [dʒʌst] — только что
justify ['dʒʌstɪfai] — подтверждать, объяснять

K

keen [ki:n] — острый
to be keen on smth — очень интересоваться
 чем-либо
keep [ki:p] (**kept**) — держать, хранить
to keep fit — быть в хорошей физической
 форме
key [ki:] — ключ, разгадка
kill [kɪl] — убивать
kilo ['ki:ləʊ] — килограмм
kilogram ['kiləgræm] — килограмм
kilometre [kɪ'lɒmɪtə] — километр

kind [kaɪnd] — вид, разновидность; добрый,
 любезный
kindly ['kaɪndlɪ] — любезно
kindness ['kaɪndnəs] — доброта, любезность
king [kɪŋ] — король
kingdom ['kɪŋdəm] — королевство
kitten ['kɪtn] — котенок
kiwi ['ki:wi] — киви (фрукт)
km — см. **kilometre**
knock [nɒk] — стучать
know [nəʊ] (**knew, known**) — знать
knowledge ['nɒlɪdʒ] — знания
known [nəʊn] — известный

L

lab — см. **laboratory**
label ['leɪbəl] — этикетка, ярлык; подписывать
 картинки
laboratory ['ləbərətri] — лаборатория
lack [læk] — недостаток, отсутствие
ladder ['lædə] — лестница (приставная)
lake [leɪk] — озеро
land [la:nd] — земля
language ['læŋgwɪdʒ] — язык
large [la:rg] — большой
last [la:st] — последний, прошлый; длиться,
 продолжаться
late [leɪt] — поздно; поздний
lately ['leɪtli] — недавно, за последнее время
later ['leɪtə] — позже, спустя
laugh [la:f] — смеяться
laughter ['la:ftə] — смех
launch [ləntʃ] — запускать, давать старт
lava ['lævə] — лава
law [la:] — закон
lay ['leɪ] (**laid**) — класть, положить
lazy ['leizi] — ленивый
lead [li:d] (**led**) — вести, руководить
lead [li:d] — поводок (для собаки)
leaf [li:f] — лист (растения), страница (книги)
leafless ['li:fli:s] — голый (без листьев)
leak [li:k] — течь
to leak out — просачиваться
learn [lɜ:n] (**learnt**) — учить, узнавать новое
learner ['lɜ:nə] — тот, кто учит что-то
least [lest] — наименьший
at least — по крайней мере
leave [li:v] (**left**) — уезжать, оставлять
lecture ['lektrɪʃə] — лекция; читать лекцию
left [lef] — левый; см. **leave**
leg [leg] — нога (*от бедра до ступни*)
legend ['ledʒənd] — легенда

Vocabulary

less [les] — меньше
lesson ['lesən] — урок
let [let] (let) — позволять, разрешать
letter ['letə] — буква, письмо
level ['levəl] — уровень
librarian [laɪ'briətən] — библиотекарь
library ['laɪbrəri] — библиотека
lie [laɪ] — ложь, обман; лгать
lie [laɪ] (lay, lain) — лежать, быть расположенным
life [laɪf] — жизнь
light [laɪt] — светлый, легкий (*но весы*)
lightning ['laɪtnɪŋ] — молния
like [laɪk] — любить, нравиться; похожий, подобный; как
likely ['laɪklɪ] — вероятный, подходящий
limit ['lɪmɪt] — граница, предел; ограничивать
line [laɪn] — линия, черта, строка
linguistic ['lɪngwɪstɪk] — лингвистический
lining [laɪnɪŋ] — каемка
lion ['laɪən] — лев
list [lɪst] — список, перечень; перечислять
listed ['lɪstɪd] — перечисленный в списке
listen ['lisən] — слушать(ся)
listener ['lisnə] — сл�ушатель
literature ['lɪtərətʃə] — литература
litter ['lɪtə] — мусор, мусорить
little ['lɪtl] — маленький, мало
(a) little — немного
live [laɪv] — жить
lizard ['laɪzəd] — ящерица
lobby ['lobi] — холл, коридор
local ['ləʊkəl] — местный, локальный
lock [lɒk] — замок; запирать
locker ['lɒkə] — зд. шкаф
lofty ['lɒfti] — возвышенный, высокомерный
lonely ['ləʊnlɪ] — одинокий, уединенный
long [lɒŋ] — длинный, долго
loo [lu:] — туалет
look [lu:k] (at) — смотреть (на)
to look for — искать
to look after — присматривать за
lose [lu:z] (lost) — терять
lord ['lɔ:d] — лорд, господин
lorry ['lɔ:ri] — грузовая машина
lot [lɒt] (a lot of, lots of) — много
loud [laʊd] — громкий
loudly ['laʊdlɪ] — громко
love [laʊv] — любовь; любить
lovely ['laʊli] — симпатичный, приятный
loving ['laʊvn] — любящий
luckily ['lʌklɪ] — удачно
lucky ['lʌki] — счастливый, удачливый
lunch [lʌntʃ] — еда в середине дня (ланч)

M

machine [mæʃɪn] — машина, станок
mad [mæd] — сумасшедший
made [meɪd] — см. make
magazine [mægə'zɪn] — журнал
magic(al) ['mædʒɪk(əl)] — волшебный, магический
mail [meɪl] — почта; посылать по почте
main [meɪn] — главный, основной
mainly ['meɪnlɪ] — в основном
major ['meɪɔ:dʒə] — большой, старший
make [meɪk] (made) — делать, изготавливать, заставлять
mammal ['mæmətl] — млекопитающий
man [mæn] (pl. men) — мужчина, человек
manage ['mænɪɡ] — уметь, удаваться
manager ['mænɪɡə] — управляющий, менеджер
man-made [,mæn 'meɪd] — искусственный, изготовленный человеком
manual ['mænjuəl] — ручной (*о работе*), руководство
many ['meni] — много
map [mæp] — карта (*географическая*)
March [mɑ:tʃ] — март
mark [ma:k] — отметка, оценка; отмечать
married ['mærɪd] — женатый, замужняя
mass [mæs] — масса; массовый
master ['mæ:stə] — хозяин
match [mætʃ] — состязание, матч; соотносить
material [mætɪərɪəl] — материал; материальный
mate [meɪt] — приятель, товарищ
mathematics [,mæθə'mætɪks] — математика
maths [mæθs] — математика (*сокр.*)
см. mathematics
matter ['mætə] — вопрос, дело
mature [mæ:tʃu] — зрелый, спелый
maximum ['mæksɪməm] — максимум, высшая степень
May [meɪ] — май
may [meɪ] (might) — могу, можем, может и т. д.
maybe ['meibɪ] — может быть
me [mi:] — мне, меня
meal [mi:l] — пища, еда
mean [mi:n] (meant) — означать, иметь в виду
meaning ['mi:nɪŋ] — значение
meaningful ['mi:nɪŋfl] — значимый, имеющий значение
means [mi:nz] — средство
by means of — посредством, с помощью
measure ['meʒə] — мера; измерять
meat [mi:t] — мясо
media ['mi:dɪə] — средства информации

medical ['medɪkəl] — медицинский
medicine ['medsɪn] — медицина, лекарство
meet [mi:t] (**met**) — встретить(ся),
 познакомиться
melt [melt] — таять
member ['membə] — член, участник
memory ['meməri] — память
men [men] — (см. **man**) — мужчины, люди
mention ['menʃn] — упоминать
message ['mesɪdʒ] — сообщение, послание
messenger ['mesenɪdʒə] — посыльный
metal ['metl] — металл
metre ['mi:tə] — метр
metro ['metrəʊ] — метро
middle ['midl] — середина
midsummer [,mid'sʌmə] — середина лета
might [maɪt] — см. **may**
mile [maɪl] — миля
Milky (Way) [,mɪlkɪ'wei] — Млечный Путь
million ['mɪljən] — миллион
mind [maɪnd] — разум; помнить, выражать
mineral ['mɪnərəl] — минерал; минеральный
 mingle ['mɪnggl] — смешивать(ся)
minus ['maɪnəs] — минус
minute ['minɪt] — минута
 in a minute — через минуту
 Just a minute. — Подождите минуточку.
miserable ['mɪzərəbl] — жалкий, несчастный
misleading [,mɪslɪ'dɪŋ] — вводящий в
 заблуждение, обманчивый
miss [mɪs] — пропускать (уроки), опаздывать
 (на поезд), скучать
mistake [mɪ'steɪk] — ошибка
model ['mɒdl] — модель, образец
modern ['mɒdn] — современный
mom [mɒm] — (разг.) мама
moment ['mɔːmənt] — момент
monastery ['mɒnəstəri] — монастырь
Monday ['mʌndi] — понедельник
money ['mʌni] — деньги
monitor ['mɒnɪtə] — экран, монитор; наблюдать
 за чем-то
month [mʌnθ] — месяц
monthly ['mʌnθli] — ежемесячный, ежемесячно
moody ['mu:dɪ] — мрачный, угрюмый
Moon [mu:n] — луна
moonless ['mu:nləs] — безлуственный
more [mɔ:] — больше, более
morning ['mɔ:rniŋ] — утро
most [maʊst] — самый
mostly ['maʊstli] — главным образом
mother ['mʌðə] — мать, мама
motherless ['mʌðələs] — не имеющий матери
motto ['mɒtə] — девиз, эпиграф
mount(ain) ['maʊnt(in)] — гора

mouse [maʊs] — мышь
move [mu:v] — двигаться, переезжать,
 передвигаться(ся)
movie ['mu:vɪ] — (амер.) фильм
much [mʌtʃ] — много
mum [mʌm] — (разг.) mother
music ['mju:zɪk] — музыка
musical ['mju:sɪkəl] — музыкальный
must [mʌst] — должен, должна, должны и т. д.
my [mai] — мой, моя, моё, мои
myself [maɪ'self] — (я) сам
mysterious [mɪ'stiəriəsli] — волшебно,
 загадочным образом

N

naked ['neɪkɪd] — зд. невооруженный
name [neɪm] — имя
nameless ['neɪmləs] — безымянный
nasty ['næsti] — отвратительный, мерзкий
nation ['neɪʃn] — нация, народ
national ['næʃnəl] — национальный
native ['neɪtɪv] — родной, отечественный
natural ['nætʃrəl] — естественный, природный
nature ['neɪtʃə] — природа
naughty ['nɔ:gti] — непослушный, вредный
 (о человеке)
near [nɪə] — около, рядом, близко
nearby ['nɪəbaɪ] — близкий, соседний
nearly ['nɪəli] — почти, около, приблизительно
necessary ['nesəsəri] — необходимый
neck [nek] — шея
need [nɪ:d] — нужда, нуждаться
needed ['nɪ:di:d] — нужный, необходимый
negative ['negətɪv] — отрицательный
neighbour ['neɪbə] — сосед(ка)
neither... nor ['naɪðə... 'nɔ:] — ни... ни...
nervous ['nɜ:vəs] — нервный
net [net] — сеть, сетка
network ['netwɜ:k] — сеть
never ['nevə] — никогда
new [nju:] — новый
news [nju:s] — новость, новости
newspaper ['nju:s,peɪpə] — газета
newsreader ['nju:s,ri:də] — ведущий программы
 новостей
next [nekst] — следующий, ближайший,
 будущий
nice [naɪs] — красивый, приятный
nicely ['naɪslɪ] — хорошо
night [naɪt] — ночь
nine [naɪn] — девять
nineteen [naɪn'ti:n] — девятнадцать

Vocabulary

no [nəʊ] — нет
nobody [nəʊbədɪ] — никто
noise [nɔɪz] — шум
noiseless [nɔɪzləs] — бесшумный
noisy [nɔɪzi] — шумный
none [nʌn] — никто, ничто
non-smoking [nɒn'sməkɪŋ] — некурящий
normal [nɔ:rməl] — нормальный
north [nɔ:tθ] — север
northern [nɔ:tðən] — северный
northwest [nɔ:tθ'west] — северо-западный
not [nɒt] — не (*отриц.* частица)
note [nəʊt] — заметка, запись
notebook [nəʊtbuk] — записная книжка
nothing [nɒθɪŋ] — ничего
notice [nɔ:tɪs] — заметка; замечать
noun [naʊn] — имя существительное
novel [nɒvəl] — роман
November [nəʊ'vember] — ноябрь
now [naʊ] — сейчас, теперь
nowadays [nəʊ'deɪz] — нынче, в настоящее время
number [nʌmbə] — номер, число, цифра
nun [nʌn] — монахиня
nurse [nɜ:s] — медсестра, няня

O

obey [ə'bɛi] — подчиняться, повиноваться
object [ə'bɒdʒɪkt] — предмет, вещь, объект
occupation [ə'pkjʊ'reɪʃn] — занятие, работа
occur [ə'kɜ:] — случаться, происходит
ocean [ə'keɪn] — океан
o'clock [ə'klɒk] — час (*указание на время*)
October [ɒk'təʊbə] — октябрь
of [ɒv, əv] — предлог родительного падежа
off [ɒf] — о, от (*предлог, указывает на удаление*)
offence [ə'fens] — обида, нарушение
offer [ə'fə] — предложение; предлагать
office [ˈɒfɪs] — офис, контора
often [ˈɒfən] — часто
Oh! [əʊ] — О! (*восклицание*)
OK [əʊ'keɪ] — все в порядке, хорошо, ладно
old [əʊld] — старый
on [ɒn] — на, в
 on Sunday — в воскресенье
once [wʌns] — однажды, один раз
one [wʌn] — один; раз (два...); заменяет объект
only [ə'unli] — только
open [ə'pɜ:n] — открытый; открывать
opera [ə'pɜ:rə] — опера

operate ['ɒprəteɪt] — действовать, работать
opinion [ə'pɪnjən] — мнение
opportunity [ə'ɒpr̄tju:nɪti] — возможность, удобный случай
opposite [ə'ɒpr̄zɪt] — напротив, противоположный
or [ɔ:] — или
orange [ɔ:rɪndʒ] — апельсин; оранжевый
orbit [ə'bit] — орбита
orbital [ə'bitəl] — орбитальный
order [ə'ɔ:də] — порядок, приказ; заказывать, приказывать
ordinary ['ɔ:dnəri] — обычный, привычный
organism ['ɔ:gənɪzəm] — организм
organization [ə'ɔ:gənaɪ'zeɪʃn] — организация
organize [ə'ɔ:gənaɪz] — организовывать, устраивать
origin ['ɔ:ri'gɪn] — происхождение
original [ə'ri'gɪnl] — первоначальный, подлинный
other [ʌðə] — другой, иной
our [aʊə] — наш
ourselves [aʊə'selfz] — (мы) сами
out [aʊt] — вне, за пределами, из
outdoor [aʊt'dɔ:] — на открытом воздухе
outside [aʊtsaɪd] — за пределами, вне
over [ə'ver] — над, через
 the lesson is over — урок окончен
overcome [ə'ver'kʌm] (*overcame, overcome*) — преодолеть
overseas [əʊvə'ðeɪz] — заокеанский
own [əʊn] — собственный; владеть чем-то
owner [əʊ'nə] — владелец



pack [pæk] — пачка (*сигарет*); паковать
package [ˈpækɪfɪ] — пачка, упаковка (*книг*); упаковывать
packaging [ˈpækɪfɪŋ] — упакованный груз
packet [ˈpækɪt] — пакет (*упаковка с несколькими мелкими предметами*)
page [peɪdʒ] — страница
paint [peɪnt] — краска; рисовать (*красками*), красить
pair [peə] — пара
pamphlet [ˈpæmfɪlt] — памфлет
paper [ˈpeɪpə] — бумага, документ
paragraph [ˈpærəgrɑ:f] — абзац, раздел
parent [ˈpeərənt] — родитель
park [pa:k] — парк; парковать (*автомобиль*)
part [pa:t] — часть
participant [pa:tɪcipənt] — участник

participate [pa:tisipeit] — участвовать
participle [pa:tisipal] — причастие (грам.)
particular [pa:tikjulə] — особенный,
 заметный
partner ['pa:tner] — партнер
party ['pa:ti] — прием гостей, вечеринка
pass [pas] — проход; проходить, пересекать
passage ['peisidʒ] — проход, проезд
passenger ['peisindʒə] — пассажир
passive ['peisiv] — пассивный
passive voice — страдательный залог
passport ['pa:sport] — паспорт
past [pa:st] — прошедший, прошлый
patient ['peisənt] — пациент, больной;
 терпеливый
pat [pa:t] — похлопывать
paw [pɔ:] — лапа
pay [pei] (**paid**) — платить
PC [.pi:si:] = **personal computer** —
 персональный компьютер
peace [pi:es] — мир
pen [pen] — ручка
penalty ['penlti] — штраф, пенальти
pen friend ['pen frend] — друг по переписке
people ['pi:pəl] — люди
per [pɔ:] **hour** — ежечасно, каждый час
perfect ['pezfikt] — совершенный, прекрасный
perfectly ['pezfiktli] — совершенно
performance [pefɔrməns] — представление,
 спектакль
perhaps [peθeəps] — может быть, возможно
period ['periəd] — отрезок времени, период
person ['pez:sən] — человек, личность
personal ['pez:sənəl] — личный
pet [pet] — питомец, домашнее животное
philosopher ['fi:lɒsəfə] — философ
phone [fəʊn] — телефон; звонить по телефону
photo ['fəutəʊ] — фотография
photographer ['fətɔgrəfə] — фотограф
photograph ['fətɔgræ:f] — фотография;
 фотографировать
phrase ['freɪz] — фраза
physical ['fizɪkəl] — физический
physics ['fiziks] — физика
piano ['pi:ənəu] — пианино
pick [pik] — выбирать, вытаскивать
picnic ['piknik] — пикник
picture ['piktʃə] — картина
picturesque [,piktʃə'resk] — живописный
pie [pai] — пирог
piece [pis] — кусок
pig [piq] — поросенок, свинья
pipe [paip] — труба, грубка
place [pleis] — место

plain [plein] — простой
plan [plæn] — план, планировать
plane [plein] — самолет
planet ['plænit] — планета
plant [plænt] — растение; сажать (*растения*)
plastic ['plæstik] — пластик; пластиковый
plate [pleit] — тарелка
play [plei] — игра, пьеса; играть
player ['pleiə] — игрок
please [pliz] — пожалуйста
pleased [plizd] — довольный
pleasure ['plezə] — удовольствие
plural ['plu:ərəl] — множественное число (грам.)
plus [plas] — плюс
pocket ['pɒkit] — карман
poem ['poem] — стихотворение
poet ['poet] — поэт
point [poɪnt] — пункт, точка; указывать
pointed ['poɪntid] — остроконечный
poisonous ['peisənəs] — ядовитый,
 отравляющий
polar ['peəflə] — полярный
pole [po:l] — полюс
polite ['pɒlaɪt] — вежливый
political ['pɒlitɪkəl] — политический
politically ['pɒlitɪkəli] — политически
politician [,polɪ'tju:ʃən] — политик
pollute [pɒlū:t] — загрязнять
pollution [pɒlju:ʃən] — загрязнение
polo ['pɒuləu] — сокр. водное поло (*игра*)
polythene ['poliθi:n] — полизтилен
pool [pu:l] — бассейн, лужа
poor [pu:ə] — бедный
pop [pɒp] — поп (*о музыке*)
popcorn ['pɒpkɔ:n] — воздушная кукуруза
popular ['pɒpjʊlər] — популярный
population [,pɒpjʊl'eisən] — население
port [pɔ:t] — порт
position [po'zisiən] — позиция, положение
positive ['pozitiv] — положительный
possibility [,posi'biliti] — возможность
possible ['posibəl] — возможный
possibly ['posibli] — возможно
post [pa:st] — почта; отправлять по почте
postcard ['pəʊstka:d] — открытка
poster ['paʊsta] — плакат; афиша
pound ['paund] — фунт (*единица веса*); фунт
 стерлингов (*денежная единица*)
pour [pɔ:] — лить
power ['paʊə] — власть, сила, энергия
powerful ['paʊəfʊl] — сильный, мощный
practice ['prækti:s] — практика
practise ['prækti:s] — практиковаться
pray ['prei] — молиться

Vocabulary

predict [pri'dikt] — предсказывать
prediction [pri'diktʃən] — предсказание
prefer [pri'fɜ:] — предпочитать
prepare [pri'preɪ] — готовить(ся),
подготавливать(ся)
preposition [prɪpə'rezɪʃn] — предлог
presence ['prezəns] — присутствие
present ['prezənt] — подарок; настоящий
present [pri'tzen̩t] — дарить, преподносить
president ['prezɪdənt] — президент
press [pres] — прессы; давить
pressure ['preſə] — давление
pretend [pri'tend] — притворяться
pretty ['priti] — хорошенъкий, прелестный
prevent [pri'vent] — предотвращать, мешать
prevention [pri'venʃən] — предотвращение,
предупреждение
principal ['prɪncɪpəl] — начальник, главный
print [print] — печатать
printer ['prɪntə] — печатник
private ['praɪvɪt] — частный, личный
prize [praɪz] — премия, приз
probably ['prɒbəbli] — вероятно
problem ['prɒbləm] — проблема, задача
process ['prəses] — процесс
produce [prə'dju:s] — производить, создавать
producer [prə'dju:sər] — продюсер
product ['prɒdʌkt] — продукт, результат
professor [prə'fesər] — профессор
program(me) ['prəʊgræm] — программа, план
programmer ['prəʊgræmər] — программист
programming ['prəʊgræmɪŋ] — програм-
мирование
progress ['prəgres] — развитие, прогресс
prohibit [prə'hɪbit] — запрещать
prohibition [prəʊhɪ'bɪʃn] — запрещение
project ['prɒfəkɪt] — проект, план
promise ['prɒmɪs] — обещание, обещать
pronoun ['prə'nauən] — местоимение
pronounce [prə'nauəns] — произносить
pronunciation [prə'nʌnsi'eɪʃn] — про-
изношение
properly ['prɔpərlɪ] — правильно, надлежащим
образом
proposal [prə'poʊzəl] — предложение
prospect [prɔspekt] — перспектива, проспект
protect [prɔ'tekt] — защищать, охранять
protection [prɔ'tekʃn] — защита, охрана
protective [prɔ'tektɪv] — защищающий
proud [praʊd] — гордый
to be proud of — гордиться
proudly ['praudli] — гордо
prove [pru:v] — доказывать
proverb ['prəvɜ:b] — пословица

provide [prə'veɪd] — обеспечивать, снабжать
provided [prə'veɪdɪd] — при условии
pub [pʌb] — паб, пивная
publish ['pʌblɪʃ] — публиковать, печатать,
издавать
publisher ['pʌblɪʃə] — издатель
pumpkin ['pʌmpkɪn] — тыква
punish ['pʌniʃ] — наказывать
punishment ['pʌniʃmənt] — наказание
pupil ['pjju:pəl] — ученик
puppy ['pʌpi] — щенок
purpose ['pɜ:pəs] — причина
put [put] (put) — класть, ставить
puzzle ['pʌzəl] — загадка, головоломка

Q

quality ['kwɒlɪti] — качество, сорт
quarter ['kwɔ:tə] — четверть
question ['kwestʃən] — вопрос
quick [kwɪk] — быстрый, скорый
quickly ['kwɪkli] — быстро, скоро
quiet ['kwaɪət] — тихий, спокойный
quietly ['kwaɪətlɪ] — тихо, спокойно
quit [kwɪt] — покидать, бросать (делать
что-то)

quite ['kwaɪt] — вполне, совсем
quiz [kwɪz] — викторина
quotation [kwɔu'teɪʃn] — цитата

R

racist ['reisɪst] — расист; расистский
radio ['reidɪəʊ] — радио
railway ['reilweɪ] — железная дорога
rain [reɪn] — дождь
raincoat ['reɪnko:t] — плащ
rainy ['reini] — дождливый
raise [reɪz] — поднимать(ся), повышаться(ся)
range [reɪndʒ] — выстроить по определенному
принципу
rarely ['reəli] — редко
rather ['ræðə] — до некоторой степени, скорее...
чем
reach ['ri:tʃ] — достигать, доехать до
read [ri:d] (read) — читать
reader ['ri:də] — читатель; книга для чтения
ready ['redi] — готовый
real [ri:əl] — подлинный, настоящий
realize ['riəlaɪz] — осознавать, понимать
really ['riəli] — действительно; разве
reason ['ri:zən] — причина, объяснение
receive [ri'si:v] — получать

recent [rɪ'sent] — недавно
recently [rɪ'sentli] — недавно, на днях
recognize [rə'kɔgnائز] — узнавать, признавать
record [rɔ:kɔ:d] — записывать
recorder [rɔ:kɔ:da] — записывающее устройство
tape recorder — магнитофон
recover [ri'kʌvə] — выздоравливать
recreation [rɪ'rek'eisn] — развлечение, отдых
recycle [rɪ'saɪkəl] — перерабатывать
recycling [rɪ'saɪklaɪŋ] — переработка
red [red] — красный
reduce [rɪ'dju:s] — уменьшать, сокращать
refer [rɪ'fɜ:] — обращаться за...
reference [rɪ'fɜ:rəns] — ссылка, сноска
refrain [rɪ'freɪn] — припев
refrigerator [rɪ'frɪdʒə'reɪtə] — холодильник
region [rɪ'ækʃən] — край, область, округ, район
 (страны)
rehearse [rɪ'hɜ:s] — репетировать
relation [rɪ'leɪʃən] — отношение
relative ['relətɪv] — родственник
relax [rɪ'læks] — отдохнуть, расслабляться
religion [rɪ'lɪջən] — религия
religious [rɪ'lɪջəs] — религиозный
rely [rɪ'lai] (on) — доверять, полагаться (на)
remain [rɪ'meɪn] — оставаться
remember [rɪ'membə] — помнить, запоминать
remind [rɪ'maɪnd] — напоминать
rent [rɛnt] — арендовать
repair [rɪ'peə] — чинить
repairing [rɪ'pearɪŋ] — починка
repeat [rɪ'pi:t] — повторять
replace [rɪ'pleɪs] — замещать, заменять
reply [rɪ'plai] — ответ; отвечать
report [rɪ'pɔ:t] — доклад, отчет; сообщать
reported (speech) — косвенная речь (грам.)
reporter [rɪ'pɔ:tə] — репортер
republic [rɪ'publik] — республика
reputation [rɪ'pjutɪʃn] — репутация
reread [rɪ'rɪ:d] — перечитывать
rescue [rɪ'sku:] — спасение; спасать
research [rɪ'sɜ:tʃ] — научное исследование;
 исследовать
researcher [rɪ'sɜ:tʃə] — исследователь
respect [rɪ'spekt] — уважение; уважать
responsibility [rɪ'sponsə'biliti] — ответ-
 ственность
responsible [rɪ'sponsibəl] — ответственный
rest [rest] — отдых; отдыхать
restore [rɪ'stɔ:] — восстанавливать
result [rɪ'zalt] — результат
retell [ri:təl] (**retold**) — пересказывать
return [rɪ'tɜ:n] — возвращаться(ся), отдавать
 in return — взамен

review [ri'vju:] — обзор, обозрение; обозревать
rewrite [rɪ'traɪt] — переписывать
rich [rɪʃ] — богатый
 to be rich In — быть богатым чем-либо
rid [rid] (**rid**) — избавлять
 to get rid of — избавляться от...
ride [raɪd] (**rode, ridden**) — ехать
right [raɪt] — правый, правильный
 all right — все в порядке
rights [raɪts] — права
ring [rɪŋ] — кольцо
rise [raɪz] (**rose, risen**) — подниматься,
 вставать
river ['rɪvə] — река
riverside ['rɪvəsaɪd] — берег реки
road [rəʊd] — дорога
roadside ['rəʊdsaɪd] — обочина
roar [rɔ:] — рев, шум
roaring ['rɔ:riŋ] — гремящий, ревущий
rocket ['rɒkɪt] — ракета
role [rəʊl] — роль
romantic [rə'mæntrɪk] — романтический
room [ru:m] — комната
round [raʊnd] — круглый; вокруг
royal ['rɔ:əl] — королевский
rubbish ['rʌbiʃ] — мусор
rude [rʌd] — грубый
ruin ['rʊɪn] — разрушать
rule [ru:l] — правило; править
run [rʌn] (**ran, run**) — бегать, бежать
Russian ['rʌʃən] — русский, русский язык

S

sad [sæd] — грустный, печальный
safe [seif] — безопасный, надежный
safely ['seifli] — безопасно
sail [seil] — парус
salad ['sæləd] — салат
salt [sɔ:lt] — соль
same [seim] — тот же самый
sand ['sænd] — песок
SAS — шведская авиакомпания
satellite ['sætlɪtait] — спутник
Saturday ['sætədɪ] — суббота
save [seiv] — спасать
saving ['seivɪŋ] — сбережение(я)
say [seɪ] (**said**) — говорить, сказать
saying ['seɪŋ] — поговорка
scale [skeil] — шкала
scandal ['skændəl] — позорный, неприличный
 поступок, скандал
scene [si:n] — сцена, явление (в пьесе)

Vocabulary

schedule [ˈʃedju:l] — расписание
school [sku:l] — школа
schoolchildren [sku:l, ʃuldən] — школьники
schoolmate [sku:l'meit] — одноклассник
science [saɪəns] — наука
scientific [saɪəntɪfɪk] — научный
scientist [saɪəntɪst] — ученый
scrape [skreɪp] — скрести(ся)
scream [skri:m] — пронзительный крик;
 произвольно кричать
script [skript] — сценарий
sea [si:] — море
search [sɜ:t̪] — поиск; искать, разыскивать
seaside [ˈsɪsайд] — морское побережье
season [sɪzən] — время года
second [ˈsekənd] — второй
secondly [ˈsekəndlɪ] — во-вторых
secret [ˈsɪkrɪt] — тайна, секрет; тайный
section [sɛkʃən] — параграф, раздел
see [si:] (saw, seen) — видеть
seem [sem] — казаться, представлять
seldom [ˈseldəm] — редко
self-made [self'meɪd] — обязанный всем
 самому себе
a self-made man — человек, добившийся
 успеха, славы своими собственными силами
send [send] (sent) — посыпать
sensible [sensibl] — разумный, благородный
sensitive [sensitɪv] — чувствительный,
 восприимчивый
sentence [sɛntəns] — предложение
separate [sep'reeət] — отделять(ся), разделять(ся)
separate [sep'reeɪt] — отдельный, особый,
 самостоятельный
separately [sep'arətlɪ] — раздельно, отдельно
September [sep'tembər] — сентябрь
serious [ˈseriəs] — серьезный
seriously [ˈseriəslɪ] — серьезно
set [set] (set) — набор; ставить, класть
seven [ˈsevən] — семь
seventy [ˈsevənti] — семьдесят
several [ˈsevərəl] — несколько
severe [sɪ'veər] — строгий, суровый
sex [seks] — пол
shade [feɪd] — тень, оттенок
shake [ʃeɪk] (shook, shaken) — трясти
 to shake hands with each other / shake each
 other's hands — пожимать руки
 to shake like leaf — дрожать как лист
 to shake one's head — покачать головой
 (в знак неодобрения или отрицания)
 to shake with laughter — трястись от смеха
shall [ʃæ:l, ʃə:l] — вспомогательный глагол
 будущего времени, 1 л. ед. и мн. ч.

share [ʃeə] — делиться, пользоваться вместе
shark [ʃɑ:k] — акула
she [ʃi:] — она
sheep [ʃi:p] — овца
sheet [ʃe:t̪] — лист
shelf (*pl.* shelves) — полка
shine [ʃaɪn] (shone) — святить
ship [ʃɪp] — корабль
shop [ʃɒp] — магазин
 to go shopping [ʃəpɪŋ] — ходить за покупками
short [ʃɔ:t̪] — короткий
shorten [ˈʃɔ:t̪n] — укорачивать(ся)
should [ʃʊd, ʃʊd] — вспомогательный модаль-
 ный глагол
shoulder [ʃəʊldər] — плечо
shout [ʃaʊt̪] — крик; кричать
show [ʃəʊ] (showed, shown) — представление,
 шоу; показывать
shrinking [ʃrɪŋkɪŋ] — уменьшение
shy [ʃai] — застенчивый
shyness [ʃaɪnəs] — скромность
sick [sɪk] — болевой
 to feel sick (to be sick) — испытывать
 недомогание, тошноту
side [saɪd] — сторона
sight [saɪt̪] — достопримечательность; взгляд
sign [saɪgn] — надпись; подписывать(ся)
silence [saɪləns] — тишина
silly [sili] — глупый
similar [sɪmələr] — подобный, похожий
simple [sɪmpl̩] — простой
simply [simpli] — просто
since [sɪns] — с тех пор как
sincerely [sɪn'sɪli] (*Yours sincerely*) — искренне
 Ваш (в письмах)
sing [sɪŋ] (sang, sung) — петь
single [sɪŋgəl] — единственный, одинокий
sir [sɜ:] — сэр
sister [sɪstər] — сестра
sit [sɪt] (sat) — сидеть
situated [sɪtu'eɪtɪd] — расположенный
situation [sɪtu'eɪʃən] — ситуация
six [siks] — шесть
sixteen [sɪks'ti:n] — шестнадцать
size [saɪz] — размер, величина
size-friendly — большой размер (*одежды*)
skiing [skiɪŋ] — катание на лыжах
skin [skɪn] — кожа, шкура
sky [skai] — небо
sled [sled] — сани; ехать на санях
sleep [sli:p] (slept) — спать
slim [slɪm] — худенький, стройный
slogan [ˈsləʊgən] — призыв, девиз
slow [sləʊ] — медленный

slowly [ˈsləʊli] — медленно
small [smɔ:l] — маленький
smart [smɑ:t] — умный
smile [smail] — улыбка; улыбаться
smoke [sməuk] — дым; курить
smoking [ˈsməukɪŋ] — курение
smth — см. **something** [ˈsʌmθɪŋ]
snake [sneɪk] — змея
snow [snəʊ] — снег
snowfall [ˈsnəʊfɔ:l] — снегопад
snowy [ˈsnəʊi] — снежный, покрытый снегом
so [səʊ] — так, такой, поэтому
soap [səʊp] — телесериал, “мыльная опера”
sociable [ˈsəʊʃəbəl] — общительный
social [ˈsəʊʃəl] — общественный
society [ˈsəʊsəti] — общество
soft [sɔ:fɪt] — мягкий
softly [sɔ:fɪli] — мягко
solar [ˈsɔ:lər] — солнечный
Solar System — Солнечная система
soldier [ˈsəʊldʒə] — солдат
solution [sə'lju:ʃn] — решение
solve [sɒlv] — решать
some [səm] — несколько, некоторое количество, какой-то
somebody [ˈsəmbədi] — кто-то, кто-нибудь
someone [ˈsəmju:n̩] — кто-то, кто-нибудь
something [ˈsʌmθɪŋ] — что-то, что-нибудь
sometimes [ˈsʌmtaɪmz] — иногда
somewhere [ˈsʌʌtweə] — где-то, где-нибудь
son [sən] — сын
song [sɒŋ] — песня
soon [su:n] — скоро
sorry [sɔ:ri] — извините
sort [sɔ:t] — род, сорт
sound [saʊnd] — звук; звуковой
south [sauθ] — юг
southern [ˈsʌðən] — южный
space [speis] — пространство, космос
spaceman [ˈspeɪsmæn] — космонавт
spaceship [ˈspeɪsʃɪp] — космический корабль
spacesuit [ˈspeɪsju:t] — скафандр
Spanish [ˈspæniʃ] — испанский; испанский язык
speak [spi:k] (**spoke, spoken**) — разговаривать, говорить
special [ˈspeʃəl] — особый, специальный
specialist [ˈspeʃəlist] — специалист
specially [ˈspeʃəli] — особенно
species [ˈspei:zɪz] — вид (биолог.)
speech [spi:tʃ] — речь, выступление
speed [spi:d] — скорость
spelling [speliŋ] — правописание, орфография
spend [spend] (**spent**) — проводить (время), тратить

spin [spɪn] — крутиться
spider [ˈspaɪdə] — паук
split [splɪt] (**split**) — раскалывать(ся)
spoil [spɔɪl] — портить
sport [spɔ:t] (**sports**) — спорт
sportsman [ˈspɔ:tsmən] (*pl. sportsmen*) — спортсмен
sportswoman [ˈspɔ:tswumən] (*pl. sportswomen*) — спортсменка
spring [sprɪŋ] — весна
sputnik [ˈspʊtnɪk] — спутник
square [skweə] — площадь, сквер; квадратный
stadium [ˈsteɪdiəm] — стадион
stand [stænd] (**stood**) — стоять
star [sta:] — звезда
starship [ˈsta:ʃɪp] — звездолет
start [sta:t] — начинать
state [steɪt] — государство, штат
statement [ˈsteɪtmənt] — утверждение, заявление
station [ˈsteɪʃn] — станция
stay [stei] — оставаться, останавливаться
steal [sti:l] (**stole, stolen**) — воровать, красть
steam [sti:m] — пар, дым
step [stɛp] — шаг; шагать
stick [stɪk] — палка / трость; прикреплять
still [stɪl] — все еще, пока еще
stocking [ˈstɒkɪŋ] — чулок
stone [stəʊn] — камень
stop [stɒp] — остановка; останавливать(ся)
storm [stɔ:m] — буря, штурм
stormy [stɔ:mi] — штормовой
story [ˈstɔ:ri] — история
storyteller [ˈstɔ:rɪtelə] — рассказчик
strange [streɪndʒ] — странный, чужой
stranger [streɪndʒə] — незнакомец
street [stri:t] — улица
stress [stres] — ударение, напряжение, стресс
stretch [stretʃ] — тянуть, вытягивать
strict [strikt] — строгий
strictly [striktli] — строго
strong [strɒŋ] — сильный, крепкий
strongly [strɒŋli] — сильно, крепко
substance [ˈsʌbstəns] — вещество
student [ˈstju:dənt] — ученик, студент
studio [ˈstju:dɪəʊ] — студия
study [ˈstʌdi] — изучать, учиться
stuff [stʌf] — вещество, материал
style [staɪl] — стиль
subject [ˈsʌbdʒɪkt] — учебный предмет
succeed [sək'sid] — достигать цели
success [sək'ses] — успех, удача
successful [sək'sesful] — удачный, успешный
successfully [sək'sesfʊlɪ] — удачно, успешно

Vocabulary

such [saʊ̯ʃ] — такой
suddenly [ˈsʌdnli] — вдруг
suffix [ˈsʌfɪks] — суффикс
suffocate [səfəkət] — задохнуться
suggest [sədʒɛst] — предлагать, советовать
suggestion [sədʒɛsi̯n] — предложение, совет
suit [su:t] — костюм; подходить
suitable [ˈsju:təbl] — подходящий, годный
summer [ˈsʌmə] — лето
sun [sʌn] — солнце
Sunday [ˈsʌndi] — воскресенье
sunny [ˈsʌni] — солнечный
sunshade [ˈsʌnseid] — навес, тент от солнца
sunshine [ˈsʌnʃain] — яркий, солнечный свет
supermarket [ˈsu:pərmɑ:kɪt] — универсальный магазин, супермаркет
superstition [su:pə'sti:ʃn] — суеверие
supervisor [su:pə'veɪzə] — инспектор
support [sə'pɔ:t] — поддержка; поддерживать
sure [ʃu:a] — уверенный
surface [sɜ:fls] — поверхность
surfing [sɜ:fɪŋ] — серфинг
surprise [sə'prɔɪz] — удивление; удивлять
to be surprised (at) — удивляться (кому-либо, чему-либо)
surprising [sə'prɔɪzɪŋ] — неожиданный, удивительный
surprisingly — удивительно; неожиданно
survival [sə'veival] — выживание
survive [sə'veiv] — выжить, пережить
survivor [sə'veivə] — выживший
suspension [sə'spenʃn] — временное исключение
swap [swɒp] — обмениваться
sweet [swi:t] — конфета; сладкий
swim [swɪm] (swam, swum) — плавать
swimmer [swɪmə] — пловец
swimming [swɪmɪŋ] — плавание
swirling [swɜ:lin] — кружиться в водовороте
switch [swɪtʃ] — переключать
to switch on — включать
to switch off — выключать
syllable [ˈsɪlbəl] — слог
symbol [ˈsɪmbəl] — символ
system [sistəm] — система

T

table [ˈteibl] — стол
tabloid [ˈtæblɔɪd] — таблоид (малоформатная газета со сжатым текстом)
tactful [tæktfʊl] — тактичный
take [teik] (took, taken) — брать, взять
to take care of — заботиться о

to take off — снимать (одежду)
to take part in — участвовать в
to take place in — происходить в, иметь место
talent [tælənt] — талант
talented [tælənted] — талантливый
talk [tɔ:k] — разговор; разговаривать
talkative [tɔ:kətɪv] — разговорчивый
talking [tɔ:kiŋ] — говорящий
tall [tɔ:l] — высокий
tape [teip] — пленка (магнитная)
task [ta:sk] — задание
tasty [ˈteɪsti] — вкусный
tea [ti:] — чай
teach [ti:tʃ] (taught) — учить кого-то, обучать
teacher [ti:tʃə] — учитель
tear [ti:e] — слеза
technology [tek'nɔləfi] — технология
teenage [ti:nɪdʒ] — подростковый
teenager [ti:nɪ'geɪr] — подросток в возрасте от 13 до 19 лет
teeth [ti:θ] — (см. tooth) зубы
telegram [teləgræm] — телеграмма
telegraph [telɪgra:f] — телеграф
telephone [telɪfəʊn] — телефон
telescope [telɪskɔ:p] — телескоп
television [telɪ'veyzn] — телевидение
tell [tel] (told) — рассказывать, сказать (кому-то что-то)
telly [ˈtelɪ] — телевизор (разг.)
temperature [temprə:tʃə] — температура
ten [ten] — десять
tender [tendə] — нежный
tennis [tenɪs] — теннис
tense [tens] — время (грам.)
terrible [teribl] — ужасный, страшный
terrific [tərɪfɪk] — ужасающий, необычный
test [test] — тест
text [tekst] — текст
textbook [tekstbuk] — учебник
than [ðæn] — чем
thank [θæŋk] — благодарить
Thank goodness! — Слава Богу!
thankful [θæŋkfʊl] — благодарный
thanks [θæŋks] — спасибо
Thanksgiving [θæŋk'sgɪvɪŋ] Day — День благодарения
that [ðæt] — что, тот, та, который
the [ðə, ði] — определенный артикль
theatre [θɪətə] — театр
their [ðeər] — их (чей?)
theirs [ðeəz] — их
them [ðem] — им, их (кого?)
themselves [ðem'selvz] — (они) сами, себя
then [ðen] — потом, затем

there [ðeə] — там, туда
these [ði:z] — эти
they [ðei] — они
thick [θɪk] — толстый, густой
thing [θɪŋ] — вещь
think [θɪŋk] (**thought**) — думать
third [θɜ:d] — третий
this [ðis] — это, этот, эта
those [ðəuz] — те
though [ðəu] — хотя, несмотря на
thought [θo:t] — мысль
thousand [θauzənd] — тысяча
threat [θret] — угроза
threat against smb — угроза кому-то
threat of smth — угроза чему-то
under the threat of — поставить что-либо под угрозу
threaten [θretn] — грозить, угрожать
threatening [θretniŋ] — угрожающий
three [θri:] — три
thriller [θrɪlə] — триллер (*приключенческое произведение, вызывающее сильные эмоции — беспокойство, страх и т. д.*)
throat [θrəut] — горло
through [θru:] — через, сквозь
throughout [θru:aut] — во всех отношениях; повсюду
throw [θrau] (**threw, thrown**) — бросать
to throw away [θrau ə'wei] — выбрасывать
thunder [θʌndə] — гром
Thursday [θɜ:zdi] — четверг
tick [tik] — отмечать галочкой
ticket [tikit] — билет
time [taim] — время, раз
in time — вовремя
on time — вовремя (*как предполагалось*)
how many times — сколько раз
tip [tip] — тонкий конец, кончик, край
tired [taid] — уставший
to be tired of — устать от
title ['taitl] — заглавие
to [tu:, tə] — к, в, на (*предлог на вопрос куда?*)
to — частица глагола в неопределенной форме
toast [taʊst] — тост (*ломтик хлеба, подрумяненный на огне*)
today [tə'dei] — сегодня
together [tə'geðə] — вместе
toilet ['toilit] — туалет
tolerant ['tolərənt] — терпимый
tomorrow [tə'mɔrəu] — завтра
ton [tən] — тонна
tonight [tə'nait] — сегодня
too [tu:] — тоже, также, слишком, очень
tooth [tu:θ] (*pl. teeth*) — зуб
top [tɒp] — верх

topic ['tɒpɪk] — тема, предмет обсуждения
tornado [tɔ:nədəu] — торнадо, шквал, смерч
touch [tʌtʃ] — дотрагиваться, касаться
to keep in touch, to be in touch — держать связь, быть в контакте
touching ['tʌfɪŋ] — трогательный
tour [tu:ə] — путешествие, поездка
tourist ['tuərist] — турист
towards [təw'ədz] — к, по направлению к
town [taun] — город
toy [tɔi] — игрушка; игрушечный
tractor ['trækta] — трактор
tradition [trædɪʃən] — традиция
traditional [trædɪʃənl] — традиционный
traditionally [trædɪʃənlɪ] — по традиции
traffic ['træfɪk] — уличное движение
train [treɪn] — поезд; обучать, тренировать
trained [traineɪd] — обученный
trait [treɪt] — черта характера
transcription [træn'skri:pʃən] — транскрипция
transfer [trænsfɜ:] — переносить, перемещать
transform [trænsfɔ:m] — изменять, преобразовывать
translate [træns'leɪt] — переводить
travel ['trævəl] — путешествие; путешествовать
traveller ['trævələ] — путешественник
travelling ['trævelɪŋ] — путешествие
tray [treɪ] — поднос
treasure ['treʒə] — зарытый клад
treat [tri:t] — лечить
tree [tri:] — дерево
trip [trɪp] — поездка, путешествие
tropical ['trɒpɪkəl] — тропический
trouble [trʌbl] — беда, беспокойство, неприятность; беспокоить
to be in trouble — быть в беде
to stay out of trouble — избежать несчастья
true [tru:] — верный, правильный
truth [tru:θ] — правда, истина
try [traɪ] — пробовать, пытаться, стараться
to give it a try — пробовать
T-shirt ['ti:ʃ:t] — футболка
tube [tju:b] — метрополитен (*в Лондоне*)
Tuesday ['tju:zdi] — вторник
tune [tju:n] — мелодия; настраивать
tunnel ['tʌnl] — тоннель
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

Vocabulary

twist [twɪst] — закручиваться, перекручивать
two [tu:] — два
type [taip] — тип; печатать на машинке
typical ['tɪpɪkəl] — типичный

U

UFO (Unidentified Flying Object) [ju:fəʊt] — НЛО
umbrella [ʌm'brelə] — зонтик
uncomfortable [ʌn'kʌmftəbl] — неудобный
uncountable [ʌn'kaʊntəbl] — неисчисляемый
under ['ʌndə] — под
underground [ʌndəgraʊnd] — метро
underline [ʌndəlain] — подчеркивать
understand [ʌndə'stænd] (**understood**) — понимать
unequal [ʌn'ɪkwal] — неравный
unfair [ʌn'fēər] — несправедливый, нечестивый
unfortunately [ʌn'fɔ:tʃənlɪ] — к несчастью
unfriendly [ʌn'frendlɪ] — недружелюбный, неприветливый
unhappy [ʌn'hæpɪ] — несчастливый, несчастный
unhealthy [ʌn'heilθɪ] — нездоровий
unidentified [ʌn'aɪdɛntɪfaɪd] — неопознанный
uniform ['ju:nɪfɔ:m] — форма
uninteresting [ʌn'ɪntrɪstɪŋ] — неинтересный
unique [ju:'ni:k] — единственный в своем роде; уникальный
unit ['ju:nɪt] — раздел учебника
united [ju:naitɪd] — объединенный, совместный
Universe ['ju:nɪvɜ:s] — Вселенная, космос
university [ju:nɪ'versiti] — университет
unkind [ʌn'kaɪnd] — злой, недобрый
unless [ʌn'les] — если не
unlike [ʌn'lаɪk] — непохожий на
unpacked [ʌn'prækɪt] — неупакованный, распакованный
unpleasant [ʌn'plezənt] — неприятный
unspoiled [ʌn'spaɪld] — неиспорченный, нетронутый
unsure [ʌn'sjʊə] — неуверенный
until [ʌn'til] — до
untitled [ʌn'taɪtlɪd] — не имеющий заглавия
unusual [ʌn'ju:ʒuəl] — необычный, необыкновенный
up [ɑ:p] — вверх, кверху
us [əs] — нам, нас
use [ju:z] — использовать, применять
use [ju:s] — польза, употребление
useful ['ju:sfəl] — полезный
useless [ju:sles] — бесполезный
usual ['ju:ʒuəl] — обыкновенный, обычный
usually ['ju:ʒuəli] — обычно

V

value [vælu:z] — ценность, стоимость
vanish [vænɪʃ] — исчезать
variant ['veərɪənt] — вариант
variety [və'rɪətɪ] — многообразие, разнообразие, разновидность
vary ['veəri] — изменять(ся)
various ['veəriəs] — различный
vegetarian ['vegfɪ'teəriən] — вегетарианец
vehicle ['vɪ:klɪ] — средство передвижения
verb [vɜ:b] — глагол
verbal ['vɜ:bl] — словесный, устный
verbally ['vɜ:blɪ] — устно
version ['vɜ:ʃən] — версия
very ['veri] — очень
victim ['vɪktɪm] — жертва
victory ['vɪktəri] — победа
video ['vɪdiəʊ] — видео(фильм); записывать на видео
view [vju:] — вид
village ['vɪlɪdʒ] — деревня
violent ['vaɪolənt] — сильный, яростный
violently ['vaɪoləntli] — сильно, яростно
virtual ['vɜ:tʃuəl] — виртуальный
visit ['vɪzɪt] — посещение, визит; посещать
visitor ['vɪzɪtə] — посетитель
visual ['vɪʒuəl] — зрительный
vital ['vaiṭl] — жизненный, насыщенный
vocabulary [və'tkæbjʊlərɪ] — словарь, словарный запас

voice [voɪs] — голос

volcano [vɒl'keɪməʊ] — вулкан
volcanic eruption — извержение вулкана
volleyball ['vɒlibɔ:l] — волейбол

W

wait [weɪt] (**for smb**) — ждать кого-либо
walk [wɔ:k] — гулять; ходить пешком; прогулка
to go for a walk — прогуливаться
wall [wɔ:l] — стена
want [wɒnt] — хотеть, желать
war [wɔ:] — война
warm [wɔ:m] — теплый, тепло
warn [wɔ:n] — предостерегать, предупреждать
warning ['wɔ:rnɪŋ] — предостережение
was [wɒz] (**past simple or to be; ed. ч.**) — была, было
wash [wɒʃ] — мыть(ся), умываться, стирать
to wash up — мыть посуду
washing ['wɒʃɪŋ] — мытье, стирка
waste [wεɪst] — трата

It's a waste of time. — Это пустая трата времени
wastes [weɪst̩z] — отходы
watch [wɔ:t̩] — смотреть, наблюдать, следить
water [wɔ:t̩ə] — вода; поливать
wave [weiv̩] — волна
way [wei] — путь, дорога; образ действия, способ
we [wi:] — мы
weak [wi:k] — слабый
wear [weə] (**wore**, **worn**) — носить одежду
weather ['wedə] — погода
web [web] — сеть
wedding ['wedɪŋ] — свадьба, бракосочетание
Wednesday ['wenzdi] — среда
week [wi:k] — неделя
weekend [,wi:k'end] — уикенд (*время отдыха с пятницы или субботы до вечера воскресенья*)
weekly ['wi:kli] — ежедневный
weight [wei:t̩] — вес
welcome ['welkəm] — приветствовать, добро пожаловать
well [wel] — хорошо; здоровый
well-known [wel'nəʊn] — известный
were [wɜ:] (*past simple от to be; мн. ч.*) — были
west [west̩] — запад
wet [wet̩] — мокрый; мокро
what [wɒt̩] — что, какой, который
whatever [wɒt̩'evə] — что бы ни; любой
when [wen] — когда
whenever [wen'evə] — когда бы ни
where [wɛs̩] — куда
wherever [wɛər'evə] — где бы ни, куда бы ни
whether ['wedə] — ли
which [wi:t̩] — который, какой (из)
while [waɪl̩] — пока, в то время как
white [waɪt̩] — белый
who [hu:] — кто, который
whoever [hu:'evə] — кто бы ни
whole [həʊl̩] — весь, целый
whom [hu:m] — кого, кому, которого
whose [hu:z] — чей
Wh-question — специальный вопрос (*вопрос, начинающийся с вопросительного слова*)
why [wai] — почему
wicked ['wikid] — испорченный
wide [waɪd] — широкий
wife [waɪf] — жена
wild [waɪld] — дикий
wildlife ['waɪldlaɪf] — живая природа
will [wil̩] — *вспомогательный глагол будущего времени; 1 л. ед. и мн. ч.*
win [win] (**won**) — выигрывать
wind [wind] — ветер
window ['windəʊ] — окно

windy ['windi] — ветрено
winter ['wɪntə] — зима
wisdom ['wɪzdəm] — мудрость
a man of great wisdom — мудрый человек, мудрец
wisdom tooth — зуб мудрости
wish [wiʃ] — желание; желать
with [wið] — с
without [wi'daʊt̩] — без
woman ['wʊmən] (*pl. women*) — женщина
wonder ['wʌndə] — чудо; удивляться, хотеть знать
wonderful ['wʌndəfʊl̩] — чудесный
wood [wud̩] — небольшой лес, роща
wooden ['wʊdn̩] — деревянный
word [wɜ:d̩] — слово
work [wɜ:k̩] — работа; работать
workbook ['wɜ:k:bʊk̩] — рабочая тетрадь
worker ['wɜ:kə] — рабочий
world [wɜ:ld̩] — мир, всемирный
all over the world — во всем мире
worry ['wɔ:ri] — беспокоиться
worse [wɜ:s̩] (*см. bad*) — хуже
worst [wɜ:s̩t̩] (*см. bad*) — наихудший
worth [wɜ:θ] — стоящий
to be worth doing smth — стоит что-либо сделать
would [wʊd̩] — *вспомогательный глагол*
wrapping ['ræpɪŋ] — обертка
write [raɪt̩] (**wrote**, **written**) — писать
writer ['raɪtə] — писатель
wrong [rɒŋ] — неверный, неверно

Y

yard [jɑ:d̩] — двор
year [jɪə, jɜ:] — год
yellow ['jeləʊ] — желтый
yes [jes] — да
yesterday [jɛstədɪ] — вчера
yet [jet̩] — еще, еще не все, все еще, уже
you [ju:] — ты, вы, тебе, вам, тебя, вас
young [jʌŋ] — молодой
your [jɔ:] — твой, ваш
yours [jɔ:z] — ваш, твой
yourself [jɔ:self̩] — (ты) сам
youth [ju:θ] — юность, юноша, молодежь

Z

Zealander ['zi:ləndə] — житель Новой Зеландии
zero ['zi:ərəʊ] — нуль
zoo [zu:] — зоопарк

В соответствии с частью IV Гражданского кодекса РФ в данном издании использованы фотографии:
© BestPhotoStudio / Фотобанк Лори с. 75
© EPA / ИТАР-ТАСС с. 28, 29 (5 фото)
© Fotolia / PhotoXPress.ru с. 71, 72, 80
© Irina Opachevsky / Фотобанк Лори с. 62
© ITAR-TASS с. 20 (3 фото), 23 (6 фото), 28, 54, 94 (3 фото), 96, 97 (2 фото)
© Yuri Arcurs / Legion Media / Фотобанк Лори с. 75 (2 фото)
© Александр Лычагин / Фотобанк Лори с. 75
© Виктор Застольский / Фотобанк Лори с. 28
© Ильин Сергей / Фотобанк Лори с. 75
© Кекяляйнен Андрей / Фотобанк Лори с. 75
© Луккиянова Наталья / Фотобанк Лори с. 75 (3 фото)

Учебное издание

Биболетова Мерем Забатовна
Трубанева Наталия Николаевна

Английский язык



Учебник для 8 класса общеобразовательных учреждений

Замдиректора по подготовке изданий С. В. Ширина

Корректоры Г. А. Киселева, Г. Н. Мартыненко

Макет, верстка В. С. Жеребцова, В. Кин, А. С. Лежневой, Н. С. Вишенковой

Иллюстрации Т. С. Богомягких, А. Н. Мезриной, О. В. Неровой, Е. В. Сергеевой, И. С. Слюнковой

Художественный редактор Е. А. Валеева

Фотографы Л. Н. Новоселов, Н. А. Игнатов, В. В. Мосолов

Цифровая обработка изображений Л. Н. Новоселова

Санитарно-эпидемиологическое заключение о соответствии санитарным правилам РФ

№ 77.99.60.953.Д.008314.08.08 от 05.08.2008.

Подписано в печать 22.08.2012. Формат 60 х 84/8.

Гарнитура «Миньон». Печать офсетная. Бумага офсетная.

Усл. печ. л. 18,67. Усл. кр.-отт. 78,4. Тир. 30 000 экз. Зак. № 12-925355

Издательство „Титул“ 249035, Калужская обл., г. Обнинск, а/я 5055.

Тел. (48439) 9-10-09. E-mail pochta@titul.ru (книга почтой),

umk@titul.ru (оптовые покупатели).

Отпечатано в типографии "NEOGRAFIA a.s.", 036 55. Martin, ul. Skultetyho 1, SLOVAKIA

Телефоны: +421 (43) 420 12 73, 420 12 95. Факс: ++421 (43) 420 17 13

E-mail: Lubica.Simkova@neografa.sk, <http://www.neografa.sk>, [ftp.neografa.sk](ftp://www.neografa.sk)