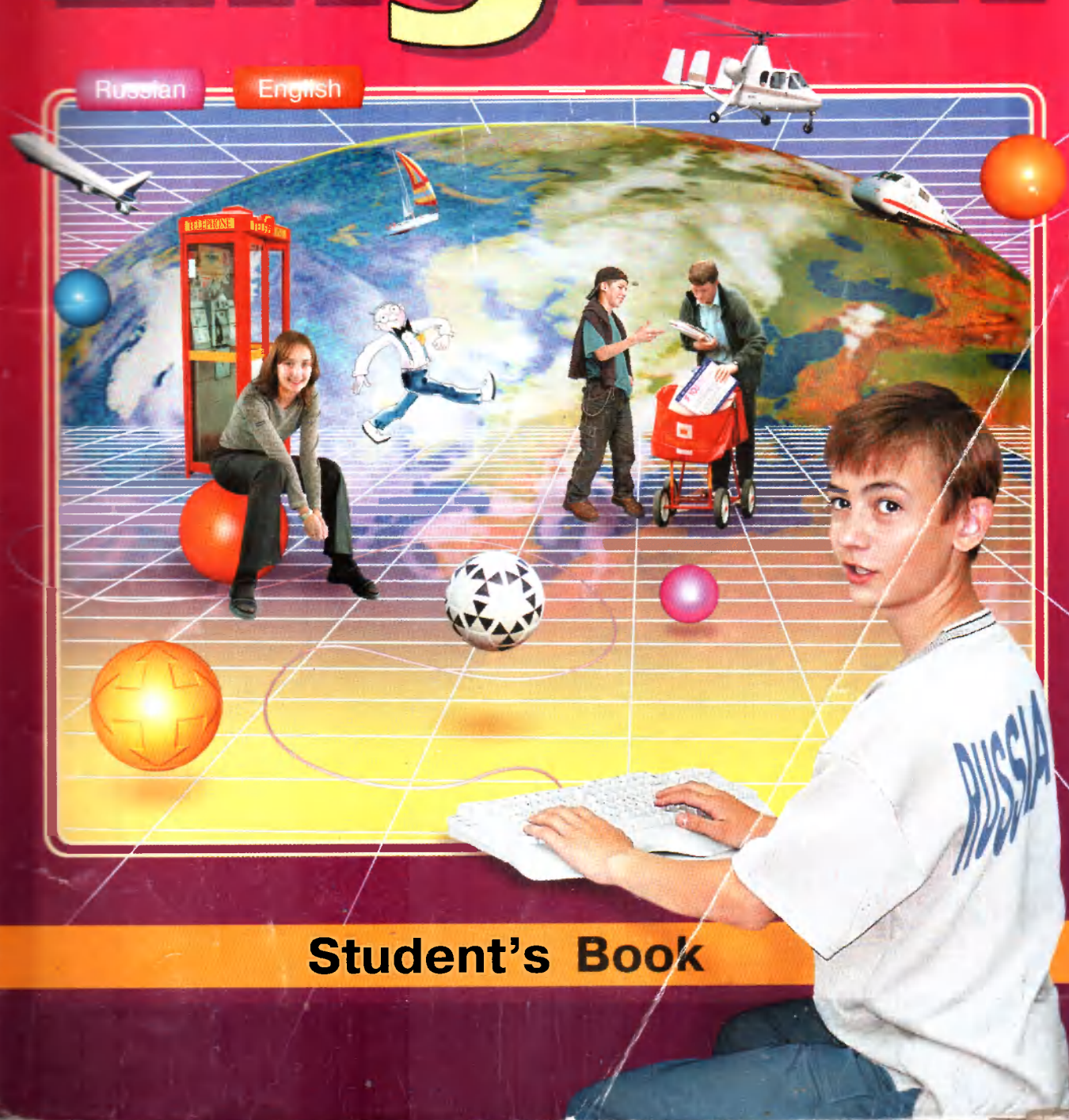


Enjoy English

7
КЛАСС

Russian

English



Student's Book

М. З. Биболетова, Н. Н. Трубанева

Английский язык

Английский
с удовольствием
Enjoy English

Учебник для 7 класса
общеобразовательных учреждений

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

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**УМК “Английский с удовольствием” / “Enjoy English”
(7 класс) состоит из следующих компонентов:**

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

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„Английский с удовольствием“ (7 класс) продолжает серию учебников с этим же названием и является одним из компонентов УМК для 7-го класса общеобразовательных учреждений, в которых английский язык изучается со 2-го класса.

Учебник состоит из 4 уроков, связанных единым сюжетом, который создан специально для подростков 12–13 лет. В основу сюжета легла идея проводимой по Интернету воображаемой международной конференции — соревнования для подростков из разных стран, включая Россию. Тема конференции „Мы живем на одной планете“ предполагает, что молодые люди всей планеты смогут обсудить самые важные для них проблемы. Данная конференция позволяет организовать общение подростков с учетом их опыта и коммуникативных потребностей, а языком международного общения в Интернете в данном случае выступает английский, что создает реальную мотивацию для его изучения.

Каждый раздел учебника (Unit) включает ряд секций (Sections), которые содержат материал для взаимосвязанного обучения всем видам устного и письменного общения.

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

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

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Unit	Section	Grammar focus	Function	Vocabulary
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Unit	Section	Grammar focus	Function	Vocabulary
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	2. Keeping fit	Adverbs: hard / hardly, late / lately, near / nearly, high / highly	Describing positive / negative features Discussing possibilities Stating likes / dislikes	Keeping fit (sports, healthy / unhealthy food)
	3. Health is above wealth	Adverbs (review) Past Simple (review) like / hate + doing smth (review)	Describing actions Giving advice / wishes Making polite requests Expressing opinions	Health
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Условные обозначения

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

UNIT 1

Section 1

The world teenagers' competition

Welcome to the world teenagers' competition

1 Read the advertisement. Would you like to take part in the competition "We Live on the Same Planet"?



WE LIVE ON THE SAME PLANET

IF YOU are over the age of 12,
like travelling,
want to make new friends,
want to improve your English,

Just answer our questions!

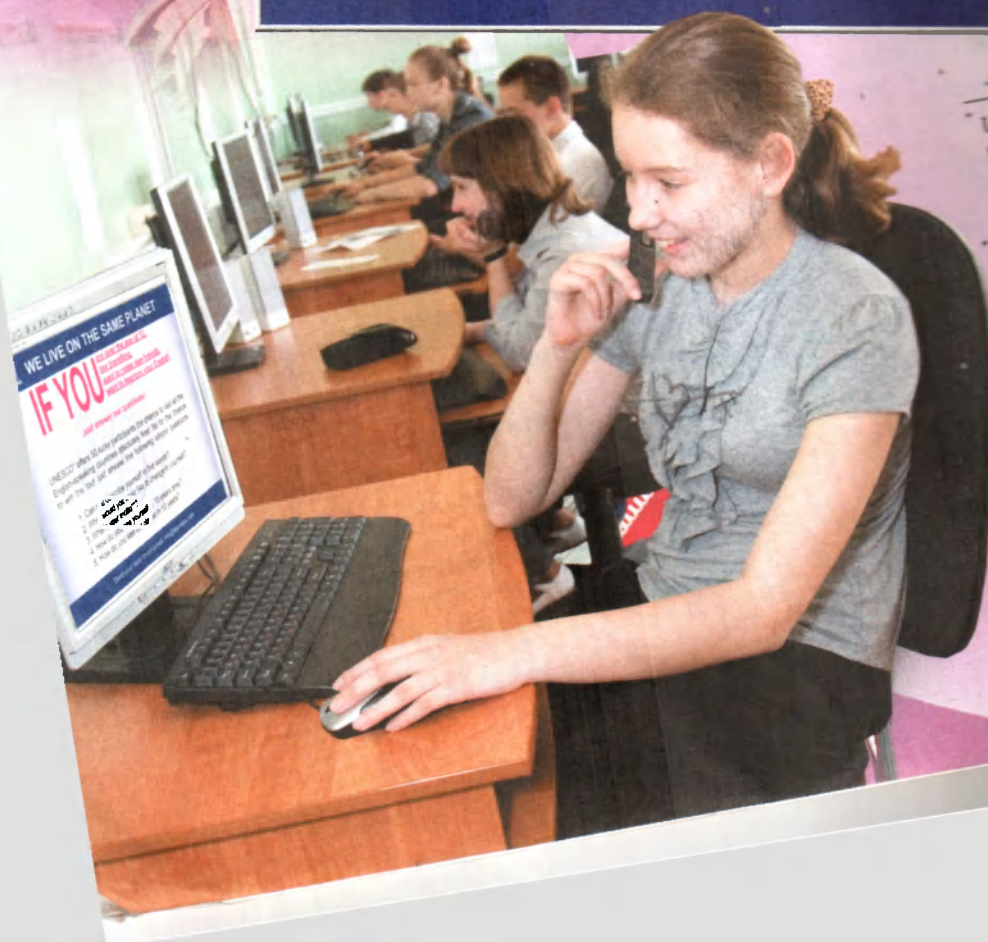
UNESCO* offers 50 lucky participants the chance to visit all the English-speaking countries absolutely free! So for the chance to win the tour just answer the following ~~small~~ questions:

- ▶ 1. Can you describe yourself in five words?
- ▶ 2. What would you most like to change in yourself?
- ▶ 3. What's your motto**?
- ▶ 4. How do you see yourself in 10 years' time?
- ▶ 5. How do you see our planet in 10 years?

Send your reply to our e-mail: info@teen-ager.com.

* UNESCO — United Nations Educational, Scientific and Cultural Organization; an organization through which richer nations help poorer ones.

** motto — a short sentence or a few words taken as a guiding principle of a person, of a school, of a company etc



2 Listen, read and act out.

- Hi, Steve!
- Hi, Paul! What's up?
- Could you help me to answer the questions in the World Teenagers' Competition?
- Why? Are the questions so difficult?
- For me — yes. You know, my English isn't so good!
- Sure, I'll help you but I think it's a waste of time.

* * *

- Hello!
- Hi, Sandy! It's Kerry. Would you like to visit all the English-speaking countries of the world?
- Of course, I would like to. Have you got any ideas about how to do it?
- Come over to my place. Let's answer 5 questions of the World Teenagers' Competition and we'll soon be going round the world absolutely free.
- OK. Let's give it a try. Let's take a chance.



WORD FOCUS

3 Translate the word combinations. Make up your own sentences using the words.

chance (шанс, удача)	— to try one's chance (<i>рискнуть, попытаться</i>)
	— to take one's chance
	— to miss one's chance (<i>упустить возможность</i>)
	— to have no chance
	— It's a chance in a million.
competition (соревнование)	— to take part in different kinds of competitions
	— to win a competition
	— to lose a competition
luck (удача)	— to be in luck (<i>везти</i>)
	— to be out of luck (<i>не везти</i>)
	— Good luck!

4 Discuss with your partner if you would like to try your chance in the Teenagers' Competition.

Use:

try / take my / your chance, be in luck, win the prize, test my / your English, find many new friends, miss my / your chance, it's worth trying, it's interesting to win something for nothing; have no chance, it's a chance in a million, too many participants, be out of luck, it's boring, hate losing, can't use the Internet; waste of time, in my opinion, as for me, I believe.

5 Read the information about British teenagers. Do your classmates have these characteristics? Discuss in pairs.

Today's teenagers are called "The New Wave Young", because they:

- want to work hard and be successful;
- are independent;
- respect adults;
- think that money is very important.

Use:

- 1) I agree with...; Yes, I think so, too;
I disagree with...; I have a different opinion;
Nonsense.
- 2) sociable, industrious, curious, intelligent, creative, clever, kind, serious, friendly, hardworking, polite, rude, cruel, silly, lazy, impolite, naughty, unfriendly, shy, cunning.



Section 2 Describing people, describing yourself

WORD FOCUS

Adjectives ending with **-able/-ible, -ous, -ive, -ful, -y, -ly, -ic, -al, -(i)an, -ing, -less**.

6 Listen, read, translate and remember.

-able/-ible	sociable, enjoyable, hospitable, unforgettable, possible, responsible
-ous	industrious, curious, serious, humorous, nervous, famous, dangerous, delicious
-ive	creative, talkative, expensive, impressive
-ful	careful, wonderful, beautiful, useful, helpful, successful
-y	lazy, busy, naughty, funny, dirty, noisy
-ly	friendly, lovely, unfriendly
-ic	energetic, fantastic, exotic, historic, scientific
-al	cultural, musical, classical, typical, international, chemical, historical
-(i)an	Russian, Italian, American, African
-ing	boring, cunning, hardworking, loving, English-speaking
-less	homeless, careless, useless, helpless

7 Read the words. Find adjectives (the suffixes can help you to recognize the adjectives). Translate them. Use the dictionary if necessary.

Enjoy, enjoyment, enjoyable;

create, creation, creative, creativity, creator;

beauty, beautiful; science, scientist, scientific;

use, user, useful, using, useless;

friendship, friendly, friend, unfriendly;

care, careful, careless; impression, impress, impressive, impressionism;

talk, talker, talkative, talking;

help, helper, helpful, helpless;

love, lovely, loving;

Russia, Russian; history, historical, historic;

music, musical, musician.

8 Make up adjectives. Use the table given above if necessary. Translate the adjectives.

- to enjoy, to forget, to create, to talk, to impress, to help;
- humor, danger, care, music, wonder, history, curiosity, love, science, beauty, friend, use;
- America, Italy, Africa, India, Australia.



9 Complete the sentences.

Example: A person who likes to talk a lot is talkative.

- A person who is nervous in the company of others is ...
- A person who produces new and original ideas is ...
- A person who likes to be with others is ...
- A person who works hard is ...
- A person who wants to learn is ...
- Children who don't get along with their parents are ...
- A person who doesn't like to work is ...
- A person who is very unkind is ...

10 a) Say what you usually (often, sometimes) do.

Example: When I am sad, I usually listen to music.

when you are happy

when you are nervous

when you are angry

when you are sad

when you are tired

Use:

stay at home, like to be alone, draw funny pictures, have a cup of tea, eat tasty things, cry, shout, go to bed, read books / magazines / newspapers, listen to classical music / to rock / to pop music, play jokes, arrange a party, have a picnic, play the piano (the guitar), dance, go to disco, play football (tennis), watch TV / CD-films, play with my pet, talk with my friends, chat in the Internet etc.



b) Find out what your friend does in the same situation. Report the answer.

Example: When my friend is nervous, he usually thinks up puzzles.



11 Think of 3 nouns, 3 verbs, 3 adjectives to describe your friend. Show your notes to your friend. Does he / she agree with you?

Timothy: a student, a son, a brother; to run, to laugh, to watch TV; funny, lazy, naughty.

Clare: a student, a friend, a swimmer; to travel, to change, to dance; independent, nice, sociable.

12 Are you sure that you know yourself? Give "Yes" or "No" answers to the questions. Score your points. Read about yourself.

	Yes	No
1. Do you value friendship?	1	0
2. Do new things attract you?	1	0
3. Do you prefer old clothes to new ones?	1	0
4. Do you often pretend to be happy?	0	1
5. Have you dreamed of more than three different jobs when you were a child?	0	1
6. Do you lose self-confidence (<i>уверенность в себе</i>) when you have to solve a difficult problem?	0	1
7. Do you collect anything?	1	0
8. Do you often change your plans at the last moment?	0	1

Total:

If your score is more than 6, you are a person of good character. Your parents, teachers, friends love you.

If your score is 6, your mood (*настроение*) changes quickly. So it's quite difficult to communicate with you. If you want to be lucky always take a chance.

If your score is less than 3, believe in yourself and your abilities. You should trust (*доверять*) people and try to find a true friend.

Section 3 What would you like to change in yourself?

13 Do you like yourself? Tell your partner what you'd like or wouldn't like to change in yourself.

Use:

- 1) lose (gain) weight, get a new haircut, change the colour of my hair, look older, look cool (modern, fashionable), dress well, be more athletic;
- 2) get smarter, improve my memory, become more sociable / independent / less talkative / less shy / less lazy;
- 3) have a good friend, get along with parents / older (younger) brothers or sisters / teachers / classmates.

14 Read the short paragraph about New Year Resolutions. Say if you have ever made any New Year Resolutions. Have any of them come true?

In Britain a lot of people make New Year Resolutions on the evening of December 31st. For example, "I'll go in for sports twice a week," or "I'll try to get along with my little brother." But there's a problem. Most people forget their New Year Resolutions on January 2nd.

GRAMMAR FOCUS

15 Read and remember. Make up your own sentences using the words.

once	one time	однажды
twice	two times	дважды
—	three times	трижды
—	four times	четырежды
—	many times	много раз
once more	one more time	еще раз

Example:

1. We've met only once.
2. She plays tennis twice a week.
3. Try your chance once more.

16 Complete the sentences. Try to be honest.

I'd like to ► ...once a year. ► ...twice a week. ► ...twice a month. ► ...many times. ► ...once more.



17 Find out what your classmates would like to change in themselves in the New School Year.

Names of your classmates	What would he / she like to change in himself / herself?
...	...

18 Read the following mottos. Which of them do you like? Why? What motto could be your mother's / father's / friend's / sister's etc? Think of your own motto.



GRAMMAR FOCUS

19 Read and remember.

Russian	English	Tense
1) Я часто пишу письма друзьям.	I often write letters to my friends.	Present Simple
2) Я сейчас пишу письмо другу. Пожалуйста, подождите минутку.	I'm writing a letter to my friend at the moment. Please wait a minute.	Present Continuous (Progressive)
3) Я уже написала письмо. Мы можем идти.	I have already written the letter. We can go.	Present Perfect
4) Я вчера написала письмо в Англию.	I wrote a letter to Britain yesterday.	Past Simple
5) Я обязательно напишу тебе завтра.	I'll write a letter to you tomorrow by all means.	Future Simple

20 Complete the sentences.

Example: Listen! He ... the saxophone (play).—
Listen! He is playing the saxophone.

- I am afraid he ... already ... his chance (miss).
- Our students ... part in the competition the day after tomorrow (take).
- Yesterday the boys ... the game (lose).
- Where is Steve? — He is in his room. He ... (sleep).
- He always ... his niece with her homework (help).
- Next time you ... the prize (win).
- Martin never takes part in competitions. He ... competitions (hate).
- I ... Jill's telephone number, so I cannot call her (forget).



21 Complete the dialogues. Act them out.

- a) Use:
the Present Simple or the Present Continuous Tense.
- What ... (do) you now?
 - I ... (answer) the questions of the Teenagers' Competition at the moment.
 - Are the questions difficult?
 - Not for me. We often ... (answer) similar questions in our English lessons.
- b) Use:
the Past Simple or the Present Perfect Tense.
- ... (take part) in the competition recently?
 - Yes, I ... (try) my chance two weeks ago.
 - ... (win) you the competition?
 - No, I ... (not). But it was worth trying.

Section 4 What do you think about your future?

22 Listen to two students talking about their future. Fill in the table.

	Ann	Robert
Appearance	...	...
Job	...	...
Family	...	...
House / Flat	...	...
Free time	...	...

23 Describe how you see yourself in ten years' time. Listen to your classmates' stories.

24 Read how four students see our planet in 10 years. Who do you agree with?

Martin: I'm really optimistic about the future. Just think about the progress in different areas. Medicine and electronic technology, space discoveries, for example. One day, I'm sure, there will be cures for AIDS and cancer (*лекарства против СПИДа и рака*). And no drugs, of course.

Isabel: I am afraid of the future. Everything is changing so quickly. Bombs, pollution, dangerous technologies, a lot of crime, terrorism, new serious diseases ... and who's responsible for it all? I think this century could be a really dangerous time.

Phil: I don't care about the future. What's the point of thinking about it? I'm young. I just want to go out with my friends, play football and have a good time. I can't change much in this world until I grow up.

Henry: In ten years? I'm looking forward to it. I think it's going to be the age of communication. Computer science has developed so fast. Scientists and computers are going to control everything. Students will study at home using the Internet. Let's wait and see.



25 Match the students and their thoughts:

1. Martin
2. Isabel
3. Phil
4. Henry

- a) In my opinion there will be a lot of problems.
- b) As for me I have no idea.
- c) One day, I'm sure, computers and science will change people's life.
- d) I believe that there will be great progress in technology and medicine.

**26** Look through the texts in Ex. 24. Find and read aloud the international words used in them.

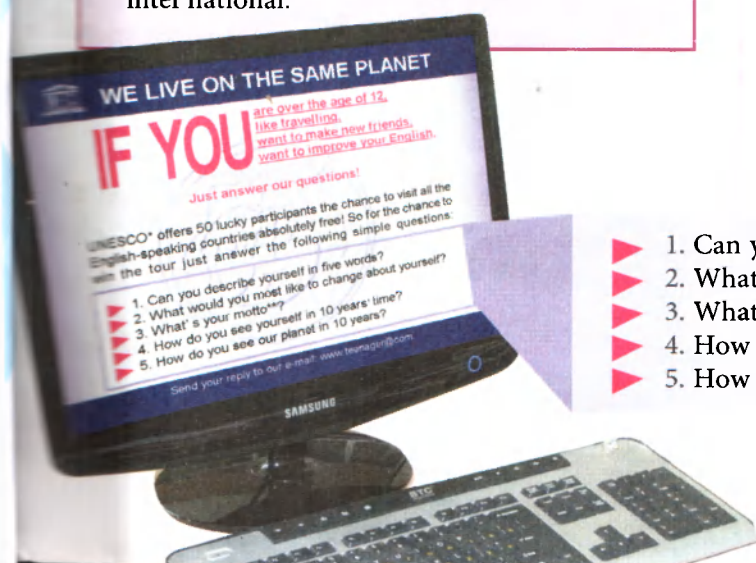
PRONUNCIATION FOCUS

27 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, un'friendly, un'lucky, com'municate, your'self.

Third syllable: inde'pendent, maga'zine, inter'national.

**28** Discuss what you think about the future. How do you see our planet in 10 years?

Use:

- 1) It seems to me that...; In my opinion...; As I see it...; I believe that...;
- 2) to be optimistic, to make progress, to change people's life, to have a lot in common, to have more jobs, to travel, to make friends with, to save endangered animals, to travel in space, to study at home using the Internet, to have a cure for most diseases etc;
- 3) to be afraid of, to be tired of, to have a lot of serious problems, to have new dangerous diseases, to have pollution, to have a lot of crime / terrorism, to have new local wars etc;
- 4) to have no idea, I don't care, it's useless to think about the future, can't change much, to rest, to relax, to have a good time, to have / to solve everyday problems etc.

29 Answer the Teenagers' Competition questions. Write down your answers.

Mini-project:
Thinking about your future

30 Work in groups.

1. Choose one of the ideas given in Ex. 28 (I'm looking forward to the future; The future frightens me; I don't care about the future).
2. Discuss and write down your arguments or draw a poster proving your chosen stand.
3. Tell your classmates about your stand. Explain and justify your choice.

1. Can you describe yourself in five words?
2. What would you most like to change in yourself?
3. What's your motto?
4. How do you see yourself in 10 years' time?
5. How do you see our planet in 10 years?

Section 5 Let's take our chance

31 Read the texts quickly. Say which competition would be interesting for:

you
young actors
young writers
young poets
young photographers
your friend

Example: Competition number one will be interesting for me. I like taking pictures.

1 Fujifilm FinePix S3300 Cameras

You'll get the best pictures with this cool Fujifilm FinePix S3300 Camera. You'll also get a great camera case to keep your camera looking good as new. To win, fill in the grid (кроссворд), answering the questions, and finding the secret word.

Dial: 0950-199601 and name the secret word.

2 ENTER OUR WRITING COMPETITION, Win €1,000 and get your story published.

Every month you read true stories in our magazine. Here's your chance to tell your story — or interview a friend and write his / her story. The story must be between 750–2,000 words, and it must be true. The deadline (крайний срок) is January 30. We'll choose a grand prize winner (€1,000 and his / her story published), a first prize winner (€850) and a second prize winner (€500). The winners' names will be announced in our May issue.

Send by e-mail your story and your name, address, phone number and age to
WRITING CONTEST,
65, Old Kent Road, London, UK.

Good luck — and get started!

Poetry Competition

The International Library of Poetry has just announced an International Poetry Competition.

There will be eight competitions this year open to all young poets.

Anyone may enter the competition simply by sending in only one original poem on any subject to

The International Library of Poetry
Dept. 61995
Freepost Lon 2229
Sittingbourne
Kent ME10 3BR

The poem should be no more than twenty lines, and the poet's name and address must be on the top of the page. There is a Grand Prize (£1,200), ten Second Prizes (£750 each) and 59 Third Prize presents. The poems of all 70-prize winners will be published as a collection. Write and ask for further information.

4 Colgate Godzilla Competition!

WIN a tour to the place where Godzilla was born (the South Pacific) **WITH Colgate**
PLUS you can win your own Godzilla!

Answer the question, complete the sentence and the entry form. The deadline is 30.09

Question: WHAT TYPE OF ANIMAL IS GODZILLA?

Answer (tick one box): Godzilla is a
☐ Bird ☐ Reptile ☐ Fish

Complete the following sentence in more than 12 words: I think Godzilla would clean (почистил бы) his teeth with Colgate toothpaste because

Name Address
Send answer to: Colgate Godzilla Competition, PO Box 50 Nottingham.

Win tickets to see Disney on Ice

This autumn Disney on Ice returns to the UK for the seventh year. Our 14 readers have a chance to see the wonderful show with their family absolutely free. For the chance to win a family ticket (for four people), just answer the following simple question, fill in the form and send it to:

**Disney on Ice
Competition
Shout Magazine
P.O. Box 503
London NW1 1TX**
Good Luck!

5

Question. For how many years has *Disney on Ice* been visiting Britain?

Answer: _____

Name: _____

Address: _____

Age: _____

Phone No: _____

Signature of parent: _____

The deadline is October 31. Good luck!

32 Read the texts again. Answer the questions.

- For which competition (or competitions) should you:
answer questions?
fill in an entry form?
write a story?
use the Internet?
call up somebody?
- In which competition (or competitions) could you win:
a family ticket?
€1,000?
a present?
a tour?
a camera bag?
- Which prize would you like to win? Why?

PRONUNCIATION FOCUS

33 Listen and read the words.

[w]		[h]
what	while	who
where	whale	whom
why	white	whose
when	wheat	whole
which	wheel	

34 Have you ever taken part in any competition? Tell your classmates about it. Use these questions as a plan:

- What kind of competition was it?
- When and where did it take place?
- What did you do?
- Did you win or lose?
- Did you enjoy the competition?

Use:

try my chance, take part in / enter competition, be nervous / excited, get through to the final, win / lose the competition, it's worth trying, be in / out of luck, too many participants, find new friends, enjoy participating

Mini-project: Creating a new competition

35 Work in groups. Create your own competition. Think about prizes. Write down the advert. Tell your classmates about it. Invite them to try their chances.



Section 6 How to read numerals and dates

GRAMMAR FOCUS

36 Listen, read and remember.

- 100 — a (one) hundred
 102 — a (one) hundred and two
 135 — a (one) hundred and thirty-five
 200 — two hundred
 300 — three hundred
- 1,000 — a (one) thousand
 1,001 — a (one) thousand and one
 1,100 — a thousand one hundred,
 or one thousand one hundred,
 or eleven hundred
 1,675 — a (one) thousand six hundred
 and seventy-five
 2,000 — two thousand
 2,338 — two thousand three hundred
 and thirty-eight
 100,000 — a (one) hundred thousand
- 1,000,000 — a (one) million
 1,000,000,000 — a (one) billion

1. Hundred, thousand, million не имеют окончания мн. ч. "-s", когда перед ними стоят числительные two, three, four и т. д.
2. Каждые три разряда справа налево отделяются запятой: 1,975.
3. При счете от 1000 до 2000 англичане нередко считают сотнями.
4. Годы читаются следующим образом:
 1945 — nineteen forty-five
 1812 — eighteen twelve
 1700 — seventeen hundred
 1904 — nineteen hundred and four
 (or nineteen oh four)
 2000 — two thousand
 2012 — two thousand and twelve or
 twenty twelve

37 Say the following numerals:

156; 234; 375; 408; 591; 639; 702; 871; 948;
 1,000; 1,723; 1,093; 2,568; 3,000; 5,000,000

38 Match the numbers and the transcription.

11; 13; 18; 20; 33; 94; 100; 5,000; 300,000
 [ə'hʌndrɪd], ['twenti]. ['naɪnti fɪ]. ['θɜːti θriː].
 [faɪv 'θaʊzənd], [er'tiːn]. [θɜː'tɪn]. [ɪ'levən].
 [θriː 'hʌndrɪd 'θaʊzənd]

39 Name three important dates for you and your family.

Example: 1975 — My mother was born in 1975.
 2000 — My family left (*переехала*) for Vologda
 in 2000.

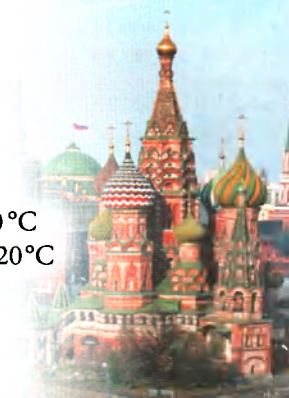
LONDON ['lʌndən]

Founded: 43
 Population: 8,000,000
 Area: 1,706.8 sq km
 Rainfall: 584 mm
 Winter temperature: +4°C
 Summer temperature: +18°C



MOSCOW ['mɒskəʊ]

Founded: 1147
 Population: 11,700,000
 Area: 1,081 sq km
 Rainfall: 700 mm
 Winter temperature: -10°C
 Summer temperature: +20°C



WASHINGTON (D. C.) ['wɒʃɪŋtən]

Founded: 1790
 Population: 600,000
 Area: 200 sq km
 Rainfall: 981 mm
 Winter temperature: +3°C
 Summer temperature: -18°C



40 Look at the facts about London, Washington, Moscow, Wellington, Sydney, Ottawa. Answer the questions.

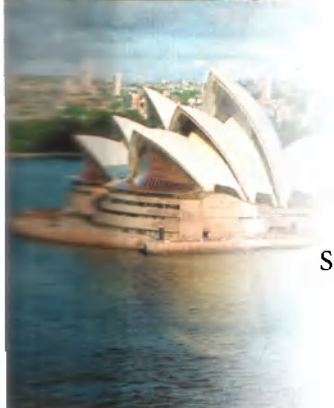
1. Which city is the biggest / the smallest?
2. Which city is the oldest / the youngest?
3. Which city is the driest / the wettest?
4. Which city has the coldest summer / the warmest winter?
5. Which city has the biggest / smallest population?
6. What are these cities famous for? See the Cultural Guide.



OTTAWA ['ɒtəwə]
Founded: 1820
Population: 875,000
Area: 4,662 sq km
Rainfall: 873 mm
Winter temperature: -11°C
Summer temperature: $+21^{\circ}\text{C}$



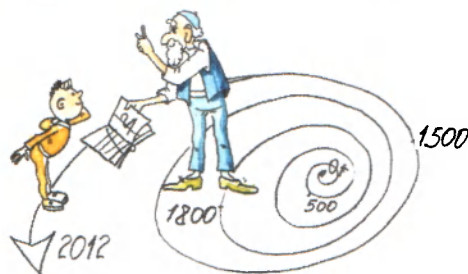
WELLINGTON ['welɪŋtən]
Founded: 1839
Population: 460,000
Area: 289.9 sq km
Rainfall: 1,445 mm
Winter temperature: $+16^{\circ}\text{C}$
Summer temperature: $+8^{\circ}\text{C}$



SYDNEY ['sɪdni]
Founded: 1788
Population: 4,280,000
Area: 12,145 sq km
Rainfall: 1,217 mm
Winter temperature: $+25^{\circ}\text{C}$
Summer temperature: $+16.2^{\circ}\text{C}$

41 Just joking. Read and choose the funniest joke.

- 1) Martin showed his daybook to his grandfather. "When I was at school, I always had a 'five' in History and you have a 'four'," said the grandfather. "You see, Granddad, when you were at school, history was shorter," was the answer.



- 2) Teacher: Can you tell me anything about the great chemists (химики) of the 17th century?

Pupil (after thinking for some time): They are all dead, sir.



- 3) Teacher: How old is the person who was born in 1951?
Pupil: Please, sir, is it a man or a woman?

- 4) Teacher: Where did Admiral Nelson win his last victory?
Pupil: On page 127.



Section 7 Speaking about famous people

42 Listen and read the dialogue. Answer the questions:

1. Who was the quiz about?
2. Who won this round: Keith or Lindsay?

Quiz master: His father was an English aristocrat. He was born in a palace.
When his country needed him, he was there.

Keith: Did he live in this century?

Quiz master: No, in the last one and the nineteenth century, too.

Lindsay: Was he a soldier?

Quiz master: No, he wasn't a soldier.

Keith: Did he work in the government?

Quiz master: Yes, he worked in government.

Lindsay: Was he a politician?

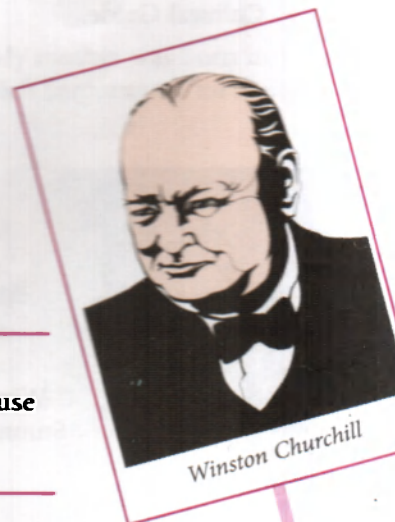
Quiz master: Yes, he was.

Keith: Was he Prime Minister during the Second World War?

Quiz master: Yes, he was Prime Minister from 1940 to 1945.

Lindsay: And his name was Winston Churchill.

Quiz master: That is correct. Well done!



43 Do you know anything else about Winston Churchill? Share the information with your classmates. See the Cultural Guide (page 135), or use the Internet.

44 Read the text and say what Andrei Sakharov is famous for.

Andrei Sakharov was born in 21 May, 1921 in Moscow. After graduating from Moscow State University in 1942 he started his work in physics. By the age of 32 he was one of the world's most famous scientists who lived in Russia.

In 1953 A. Sakharov became the youngest academician in Russia. Unlike many scientists A. Sakharov realised advantages and disadvantages of technical progress in modern world. And at the end of the 50s he decided to devote himself to fighting against future atomic wars. He was also one of those who founded the Moscow Committee on Human Rights.

He won the Nobel Peace Prize in 1975.

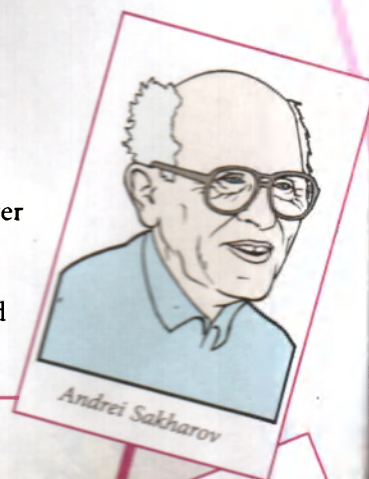
In December 1987 Sakharov participated in the International Conference against atomic wars. The Conference took place in Moscow.

A. Sakharov started his official career as a member of Russian Parliament in 1987.

A. Sakharov is the author of several books on progress and freedom all over the world.

He died on the 14 of December, 1989.

Now, many years after A. Sakharov's death people still remember him and share his ideas.



45 Speak about the most important facts of A. Sakharov's biography.

1921 — he was born.

1975 — ...

1942 — ...

1987 — ...

1953 — ...

1989 — ...



- 46** Work in pairs. Ask your partner questions about any famous person you can see in the picture in the bottom of the page. Use the quiz in Ex. 42 as a model.

GRAMMAR FOCUS: Δ + Δ -ING

- 47** Remember: these verbs are followed by *verb* + *-ing*.

enjoy
love
like
hate
mind
stop
finish
give up

+ *doing*

1. Her daughters *enjoy* dancing.
2. *Stop* talking!
3. Do you *like* driving?
4. Have you *finished* cleaning your room?
5. I am afraid he'll *give up* studying French.
6. Would you *mind* opening the window?
7. I *love* sitting in the garden.
8. My little brother *hates* drinking hot milk.

- 48** Make up sentences.

I	like(s)
My friend	enjoy(s)
My brother / sister	stop(s)
My teachers	gave up
People	don't / doesn't mind
	love(s)
	hate(s)

making friends
speaking English
using computer
taking part in competitions
killing animals
thinking up puzzles
playing computer games

playing jokes
shouting
watching video
asking silly questions
having a picnic
arranging a party

- 49** Complete the sentences.

Example: At weekends I like *reading* magazines and newspapers. (read)

1. Would you mind ... the door? (close)
2. Is she going to give up ... tennis? (play)
3. I'll have a cup of tea when I've finished ... the letter. (write)
4. The great painter enjoyed ... in this park. (walk)
5. She doesn't like (travel)
6. Could you please stop ...? (laugh)
7. My nephew hates ... by heart. (learn)

- 50** Make up sentences, using the verbs: *enjoy*, *like*, *stop*, *love*, *give up*, *hate*, *finish*, *mind* and *-ing*.

Example: learn English — I enjoy learning English.

1. take pictures
2. play computer games
3. turn the radio down
4. cry
5. make friends
6. play with my dog
7. take part in competitions
8. lose
9. win

Mini-project: Famous people



- 51** Follow these steps:

- Choose any famous person
- Find out the information about him / her in the Internet
- Write the biography of the person (Use Ex. 44 as a model)
- Present the biography to the class



Section 8

Do you have any superstitions?

52 Do you believe in good luck and bad luck? Most people in the world have some superstitions. These are a few British superstitions.

GOOD LUCK

1. Black cats are lucky.
2. On the first day of the month it's lucky to say "white rabbits".
3. Catch falling leaves in autumn and you'll have good luck. Every leaf means a lucky month in the next year.
4. If you see two magpies ['mægpaɪz] (сороки), you'll be happy.

BAD LUCK

1. Never open an umbrella in the house.
2. Never break a mirror — that means 7 years' bad luck.
3. Don't go past somebody on the stairs.
4. The number 13 is very unlucky (and Friday the 13th is a very unlucky date).
5. Don't walk under a ladder ['lædə] (лестница).

53 Listen to the story. As you listen, complete the following sentences. The first letters of the missing words will help you.

1. You look s... and tired. W... happened?
2. We were o... of l... yesterday.
3. It's usually a very u... day, isn't it?
4. But the other team w...
5. Or maybe they don't believe in s...

54 Do you have any superstitions? Tell your classmates about one of them.

Use:

touch wood, cross fingers, wear a charm [tʃɑ:m] (амулет), kill a spider (паук), hate the number 13, have horseshoe over the door, look for a fourleaf clover ['kləʊvə] (клевер).

55 Work in groups. Make a list of Russian superstitions. Share your lists.

56 Find out what superstitions your classmates believe in. Fill in:

Names of your classmates	believes in	doesn't believe in
...	...	...

57 Read the phrases. Remember how to give and to accept warnings.

- Watch out!
- Be careful!
- Be careful! Never open an umbrella in the house. — Don't worry, I won't.
- Don't forget to say "white rabbits" tomorrow.
- It'll be the first of February. — Don't worry, I will.
- Watch out! Don't break the mirror. — OK. I'll be careful.

58 Work in pairs. Use the notes below to warn competition participants.

Example:

- Be careful! Keep your fingers crossed when you answer the question. — OK. I will.
- Watch out! Don't kill spiders before the competition. — All right. I'll be careful.





59 Read the text. Name at least 3 special things people do on Hallowe'en.

Hallowe'en

31 October is Hallowe'en. This festival celebrates the return of the souls (*душ*) of the dead who come back to visit places where they lived. In the evening there are lots of Hallowe'en parties. People dress up as witches, ghosts, devils, cats or bats. Houses are decorated with pumpkins (*тыквы*) with candles inside them. Some children follow the American custom called Trick or Treat.

They knock at your house and ask, "Trick or treat?" If you give some money or some sweets (a treat), they go away. If not, they can play a trick on you, like splashing water in your face.

No Hallowe'en party is complete without a scary [*'skeəri*] (*страшная*) story. Usually people crowd together around a fire on Hallowe'en night. And one person tells a scary story in a low voice.

60 Complete the sentences. Use the text in Ex. 59.

1. Hallowe'en is on the
2. People dress up as
3. Houses are decorated with
4. Some children knock at the house and ask
"...."
5. If you don't give any money or sweets, they
"...."
6. People usually tell ... on Hallowe'en night.

61 The instructions for the Hallowe'en lantern (*фонарь*) are mixed up. Put them in the correct order.

- Cut two eyes, a nose and a mouth on one side of the pumpkin.
- Cut the top and the bottom of the pumpkin.
- Take out the pulp (*мякоть*) from inside the pumpkin.
- Put "the head" over the candle and light the candle.
- Stand a candle in the bottom piece of the pumpkin.



62 Work in groups. Write a scary story for Hallowe'en night. Draw some pictures for it. Share with your classmates.

Section 9

How can we communicate with each other?

63 Look at the picture. Listen and repeat the words. Say how you usually communicate with your friends in your place (city / town / village).

By phone, mobile phone
computer / the Internet
letters / postcards
e-mail

64 Listen, read and remember.

	telegraph, elephant, telephone,
ph	photographer, photo, physics,
	phrase, physical, dolphin
[f]	gh enough, laugh, laughter, tough
	f formal, careful, first, prefer, four



65 Read the text and entitle (назвать) it. Answer the following questions:

1. What means of ~~communication~~ were used to send messages over long distances long ago?
2. What gave a new beginning to the history of long distance communication?

Thousands of years ago, men could send messages over a long distance.

They used the light of fires at night and the smoke of fires by day. They used the loud sound of drums to send messages across the great forests of Africa. These means of long distance communication were used for centuries.

The long distance communication changed in 1832, when the electric telegraph was invented by the Russian scientist P. L. Shilling.

The telegraph could not carry (*передавать*) voices. People used a special code (*код*) to send words over the telegraph.

The telephone was invented by A. G. Bell, who was born in Scotland, in 1847. The first telephone was not at all like the one we use today. The person who talked into it could not hear; and the person who heard could not talk.

Some years later, there were telephones all over the world. Telephone lines became longer and longer. In 1915 the first coast-to-coast line was opened, from New York to San Francisco.

The first telephone exchange (*телефонная станция*) opened in Moscow in 1882. At that time it served 61 clients. Ten years later, their number was 1400.

Today we can talk across seas, oceans and continents: there is hardly a corner of civilized world that cannot be reached by telephone.

66 Complete the sentences:

1. Long ago men used different means of long distance communication: ...
2. The electric telegraph was invented by ...
3. People used a special code to ...
4. The person who talked into the first telephone ...
5. Today we can talk across ...

67 Translate the words and word combinations. Make up your own sentences using the words.

communicate	— with people — with each other (<i>друг с другом</i>)
means (<i>средства</i>)	— of communication — by means of (<i>с помощью</i>)
mean (<i>означать</i> <i>что-либо</i>)	— What do you mean? — The dark clouds mean rain.
telephone (<i>звонить по телефону</i>)	— to ring up smb / a place — to phone smb / a place — to call up smb / a place — to talk / speak to smb over / on the telephone
phone (<i>телефон, звонить по телефону</i>)	— What's your phone number? — a phone card — a phone box (<i>телефонная будка</i>) — mobile phone

GRAMMAR FOCUS: EACH OTHER / ONE ANOTHER

68 Read and remember.

each other (*друг друга / друг другу*)
for two people or things

one another (*друг друга, один другого*)
for more than two people or things

We know **each other** since 1980.
How do we communicate with **each other**?
Members of hockey team help **one another** in their game.

69 Put in *each other* or *one another*.

1. Do you often write letters to ...?
2. I've got two true friends. We invite ... to our birthday parties.
3. People should help ... in difficult situations.
4. All cities have much in common with ...
5. My pet and I understand ... very well.



70 Listen and read the words.

c	[k]	c + consonant (согласная)
	[k]	ca, co, cu
	[s]	ce, ci, cy

[k]	[s]	
call	became	distance
carry	picture	century
card	Scotland	piece
computer	electronic	civilised
communicate	fact	necessary
communication	culture	receive
code	curious	bicycle
coast	cure	city
continent	climate	decide
corner	cross	cinema



71 Look through the text of Ex. 65 once again. Split the text into 3 independent parts. Give a gist of each part in one sentence. Share your results with your classmates.

Section 10 Telephoning each other

 **72** Listen and complete the dialogue. Act it out.

Mrs Smith: Hello!
 Paul: Hello! This is Paul. ...
 Mrs Smith: Hang on a moment, Paul. I'll get him.
 Steve: Hi, Paul! What's up?
 Paul: Hi, Steve! ... You answered the questions for the World Teenagers' Competition, didn't you?
 Steve: Yes, you helped me then. We both tried our chances.
 Paul: Well, we've won it! What luck!
 Steve: ... It was a chance in a million. There were so many participants. Really, we've been lucky.
 Paul: So get ready for the tour. We'll have an unforgettable trip.
 Steve: Sure. ... and keep your fingers crossed.
 Paul: OK. No problem.

 **Talking on the telephone**

Saying your name:
 This is Helen. / It's Martin here.
Asking to speak to someone:
 Can I speak to Wendy, please?
Passing the call to the right person:
 Hang on a moment, Jane. I'll just get her.
Leaving a message:
 Can you tell him Martin called?
 Can you ask him to call me back?

 **73** Work in pairs. Read the situations and dramatize the dialogues. Use the phrases from Ex. 72.

1. Your elder brother Steve is playing computer games in his room. His friend phones him. Ask Steve to speak to his friend.
2. Your sister Ann is playing tennis in school. Take a phone message from her friend.
3. You are at your friend's party. Phone home and tell your mother that you'll come home later.



WORD FOCUS

74 Read and learn.

Каждая цифра номера телефона произносится отдельно: 25916 — two five nine one six; 57402 — five seven four oh [əv] two; 38861 — three double ['dʌbəl] eight six one.

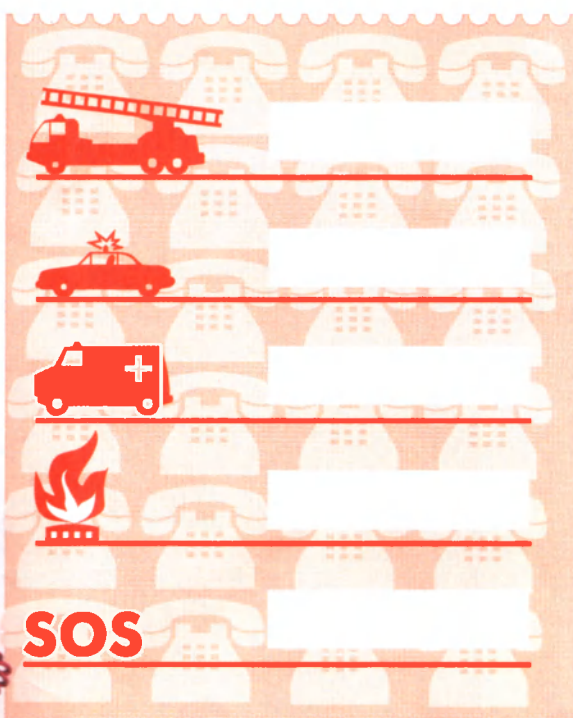
75 Read and say the following telephone numbers.

a) 82937 24508 15583 30053
68352 50475 48566 20277

b) 2532608 2707714 1894730
3157691 7521633 4539836



76 Write down the telephone numbers used in Russia. Use the Internet.



77 Work in groups. Find out and write down your classmates' telephone numbers.

Example: — What's your telephone number?
— 3150941.

78 Read the text and answer the question:

Why did the British protest against new telephone boxes?

The famous British red telephone box was designed by Sir G. G. Scott in the 1920s and 1930s. In 1985, most of the red telephone boxes were replaced (*были заменены*) by modern ones. The people protested so much that the old red boxes were put back (*возвращены*) in London's streets.



79 Listen to two telephone conversations and answer the questions.

1. Who wanted to speak to Jim?
2. What message was left?
3. What's Pamela's telephone number?
4. Was Pamela at home?
5. Where did Alice invite Pamela?



80 Read the jumbled up telephone conversation. Put it in the correct order. Act it out.

Christie: Could you ask him to call me back, please?

Mr Preston: Certainly, Christie.

Christie: Hello! It's Christie. Can I speak to Oliver, please?

Mr Preston: OK, Christie, I'll give him the message.

Christie: Thank you. Bye.

Mr Preston: Hello, Christie! I'm afraid Oliver isn't here at the moment.

Mr Preston: Bye!

Christie: Can you tell him Christie called?



81 Have you got a telephone? Do you like talking on the phone? What do you talk with your friends, parents about on the phone?

82 Say what you think are the advantages and disadvantages of talking on the phone.

Use:

- a) to communicate with my friends, to relax, to receive important (useful) information, to gossip (*сплетничать*), to phone for an ambulance (police), to send and receive fax messages or e-mail, to use the Internet, to be a good friend for disabled and lonely people etc;
- b) waste of time, to have no time to do homework (to read, to help parents, to do sports, to visit friends and relatives), can't see the eyes of the person you're speaking to etc.

Section 11 Why do we use computers for communication?

83 We can communicate with each other by telegraph, phone, mail. We do this by sending pieces of information to our partners. Match the pairs.

computer	telegram
fax	e-mail
telephone	skype call
telegraph	fax message
skype	phone call

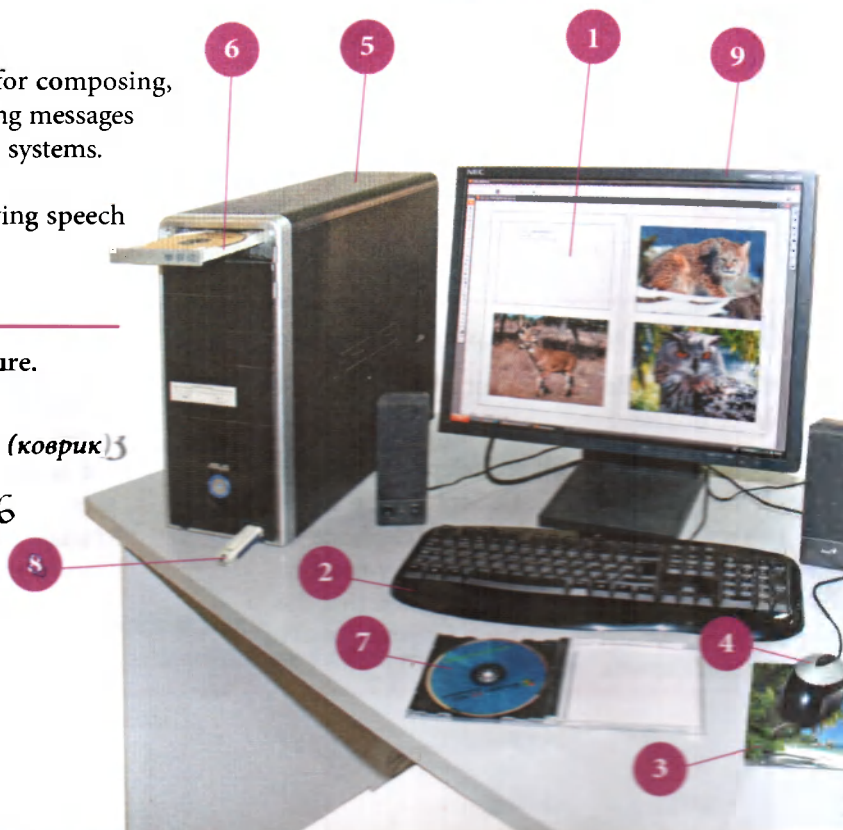
84 Match the words and the descriptions.

1. Computer *C* ☐
2. Fax (machine) *И* ☐
3. E-mail ☐
4. Telephone ☐
5. Internet ☐

- ☐ a The machine which is used for sending or receiving copies of printed material, letters, pictures etc along a telephone line.
- ☐ b An international network of computers. It has electronic mail and provides a large amount of information.
- ☐ c An electronic machine that can store (*хранить*) and recall information, do many processes on it.
- ☐ d A method of using computer for composing, storing (*хранение*) and receiving messages over electronic communication systems.
- ☐ e A system for sending or receiving speech over long distances.

85 Label the things in the picture.

a computer <i>5</i>	a screen <i>8</i>
a keyboard <i>2</i>	a mouse pad (<i>коврик</i>) <i>3</i>
a mouse <i>4</i>	a disk <i>7</i>
a monitor <i>1</i>	a CD-ROM <i>6</i>
USB flash drive <i>8</i>	



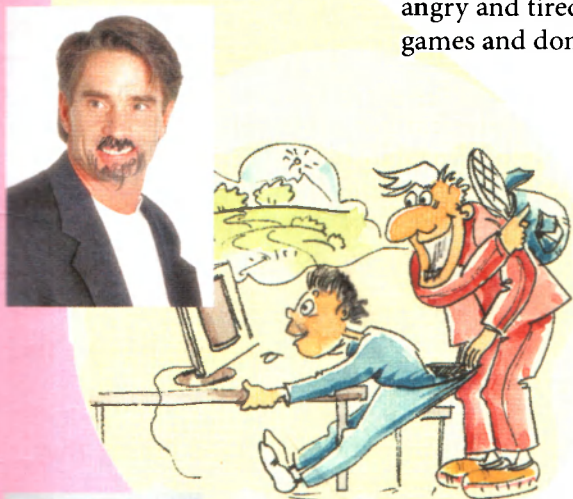
86 Read what four people think about computers. Who do you agree with? Why?

Clare (17): I really enjoy using my computer. It's so interesting. I can make new friends and chat with them on the Internet. Now I have two close friends from Italy and Canada. Next summer we are going to meet in Paris and spend a week together visiting museums and painting. Painting is our hobby. Besides, the Internet helps me in my studies. I can find the necessary information and ideas on the Internet and then use it in my work.

Jason (12): I'm learning how to use the computer. It's very important for me because I want to be a computer programmer. I enjoy playing computer games. It's so exciting. Sometimes I am lucky and sometimes I am not, but I hate losing and try my chances again and again.

Mr O'Neal (their father): Computers offer wonderful opportunities for everybody. But I think that young people spend too much time using computers. They don't have time (and sometimes wish) for communication with their relatives and friends, for reading, sport and other traditional hobbies. Computers are dangerous and addictive (*вызывают привыкание*).

Mrs O'Neal (their mother): I hate computers. Children sit in front of them for hours. It's bad for their eyes. They can't stop playing cruel and silly games. They become nervous, angry and tired. Computers are a waste of time. Children use them only for games and don't really learn anything.



87 Look through the texts. Find and read the international words used in them.



88 Work in pairs. Make up a dialogue and dramatize it.

1. You are playing an interesting computer game. But you haven't done your homework. Your mother is angry. She wants you to stop playing.
2. Your friend is fond of computer games. He spends all the time playing. Ask him to go for a walk with you / to play football in the afternoon / to go to the school party.

89 Say, who needs computers, telephones, fax (machines), e-mail for their everyday activities. What for?

Example: Doctors need telephones. People can phone for ambulance or call the doctor.



90 Work in groups.

- a) Choose the most important means of communication.
- b) Discuss and write down its advantages.
- c) Tell your classmates about your choice. Explain your choice.

Homework



1 Make up as many word combinations as possible using the words in two boxes.

Example: lucky people

lucky, free, English-speaking, simple,
Round-the-World

tasks, visits, competitions, people, friends,
countries, participants, journey, questions,
years, time, chance, tour

2 Complete the sentences. Write them down.

Example: I would like to win the Teenagers' Competition because I dream to visit some English-speaking country next year.

1. I would like to improve my language because...
2. I am looking for a chance to visit an English-speaking country because...
3. I would like to see myself in ten years' time because...
4. I dream of making a lot of new friends because...
5. I hope to win Round-the-World tour because...

3 Answer any three questions from the advertisement in written form.

WE LIVE ON THE SAME PLANET

IF YOU

1. Can you describe yourself in five words?
2. What would you most like to change in yourself?
3. What's your motto?
4. How do you see yourself in 10 years' time?
5. How do you see our planet in 10 years?

4 Complete the dialogues. Use the word combinations from Ex. 3 on page 7.

1. — Hi, Jim! Why are you so sad?
— I was ... yesterday. I ... my chess competition.
2. — Listen! Have you answered the questions of the Teenagers' Competition?

— Not yet. But I'd like to ... **chance** and to ... the competition.

— OK ...!

3. — Mum, do you think I should take part in our maths competition?
— Of course, you should. Don't ...! You can go abroad absolutely free. It's ... million.

5 Think of the opposites of the following word combinations. Write them down.

Example: to have a chance — to have **no** chance
to be in luck — ...
to win a competition — ...
to try your chance — ...
to lose a game — ...
to be interesting — ...
to have the same opinion — ...
to disagree with — ...

6 Make up your own story or a dialogue with your partner about participation in the Teenagers' Competition. Write it down. Use the expressions from the above exercises.



7 Complete the story.

What can I say about teenagers in Russia? They are serious,...
Their popular hobbies are...
In my opinion they have a great future! They never miss their chance,...

8 Do Ex. 8 on page 8 in written form.

9 Find nouns in Ex. 7 on page 8. Write them down. Underline their suffixes. Give two more words with the same suffix.

Example: enjoyment, development, monument

10 Complete the sentences. Use Ex. 9 on page 8 as a model.

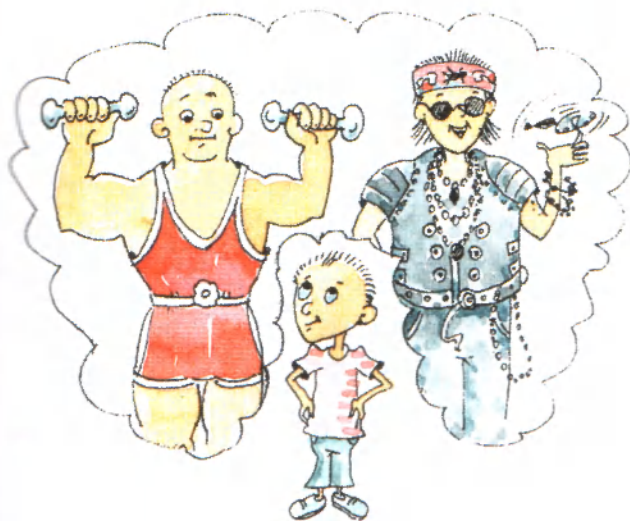
A person who ... is **helpful**.
A person who ... is **energetic**.
People who ... are **Australians**.
People who ... are **hospitable**.
Situations which ... are **unforgettable**.

11 Fill in the missing information. Write it down.

When I am	unhappy	I usually arrange a party.
When my mum is	...	she often...
When my English teacher is	...	she / he sometimes...
When adults are	...	they often have a picnic.
When ... is / are	...	...

12 Write down things that you would like to change about yourself.

I would like to change my name...
to become strong...
to be taller...
to have...
to be...



13 Do Ex. 16 on page 10 in written form.

Example: I'd like to travel to Europe once a year.



14 Think of your own motto. If you don't have any, invent it! Write it down. Give your reasons why you've chosen it.

15 Do Ex. 21 on page 11 in written form.

16 Find in the texts (Ex. 24 on page 12) and write down the English words having similar pronunciation to some words in your own language.

Example: optimistic [ˌɒptɪ'mɪstɪk] *Sometime*

17 Complete the sentences. Use the information in Ex. 24 on page 12.



1. Martin is optimistic about the future because...
2. Isabel is afraid of the future because...
3. Phil doesn't care about the future because...
4. Henry is looking forward to the future because...

18 Translate into English. Use Martin's, Isabel's, Phil's and Henry's stories for help.

1. Я думаю, что через 10 лет компьютеры будут все контролировать.
2. Надеюсь, что в будущем будут изобретены средства от СПИДа и рака.
3. Мне безразлично, что случится в будущем. Какой смысл думать об этом сейчас?
4. Я не боюсь будущего. Я думаю, что люди будут добрее и во многих областях науки наступит прогресс.
5. Кто ответственен за загрязнение окружающей среды, болезни, войны и опасные технологии?
6. Мне бы хотелось изменить этот мир к лучшему.

19 What's your opinion about the future? Express it in written form. Try to be optimistic. Use the vocabulary from Ex. 28 on page 13.

20 Look back at the texts in Ex. 31 on pages 14–15. Copy into your exercise book:

a) all expressions with the verb “get”. Give Russian equivalents to each expression.

Example: will get a great camera case — получит замечательный футляр для фото-аппарата

b) all combinations of two nouns. Give their Russian equivalents.

Example: phone number — номер телефона

21 Fill in the form.

Question. For how many years has *Disney on Ice* been visiting Britain?

Answer: _____

Name: _____

Address: _____

Age: _____

Phone No: _____

Signature of parent: _____

The deadline is October 31. **Good luck!**

22 Do Ex. 34 on page 15 in written form.

23 Write down the numerals in Ex. 37 on page 16.

Example: 156 — a (one) hundred and fifty-six.

24 Do Ex. 39 on page 16 in written form.

25 Find and write the information about the place where you live. Use the following guidelines:

What's the name of your place (village / town / city)?

When was it founded?

What is its population?

What is the typical temperature in winter / summer?

Any other geographical or historical facts...

26 School life is full of jokes. Write down your favourite one.

27 What questions would you ask your partner to find out what she / he knows about W. Churchill? Write them down. Use the Cultural Guide (page 135).

28 Do Ex. 46 on page 19 in written form.



29 Look at the picture in the bottom of the pages 18–19. Choose any of the famous people in it. Find the information about her / him. Write it down in English. Use the text about Andrei Sakharov as a model. Use the Internet.

30 Do Ex. 50 on page 19 in written form.

31 Answer the questions. Give your reasons.

Example: I stopped playing ice hockey this autumn because I had a problem with my right knee.

1. What did you stop doing this autumn?
2. What would you like to start doing after the New Year?
3. What do you hate doing at home?
4. What would you give up doing in future?

32 Make a list of your family superstitions for good luck and bad luck.

Good luck: Eating bus ticket which has the same figure in the beginning and in the end of it.

Bad luck: Breaking a mirror.



33 Complete the dialogues. Write them down.

1. — ... to catch falling leaves!
— Why?
— You'll have a ...!
2. — Watch out! ...
— I know. It means 7 year's bad luck.
3. — Don't ... a ladder!
— Don't worry, I won't.

34 Write your own short dialogues with warnings. Mention the superstitions typical in Russia. Use Ex. 57 and 58 on page 20 as a model.

35 Put in prepositions if needed.

The British celebrate Hallowe'en ... the 31 ... October. They believe that ... that day the souls ... the dead return ... places ... where they lived. People decorate their houses ... pumpkins, dress ... as witches, ghosts, devils, cats or bats. ... the evening there are a lot ... Hallowe'en parties.

It's hard to imagine a party ... a scary story told ... a low voice ... Hallowe'en night.



36 Everyone has his / her personal superstitions. Write a scary story about one of them. Start like this:

In fact I don't believe in superstitions. But one day...

37 Copy the words. Circle a letter or letters giving the sound [f]. Underline the two words which don't contain this sound.

Physics, fireplace, telephone, first, through, enough, Africa, photographer, giraffe, myself, off, laugh, phrase, tough, performance, nephew, scientific, telegraph, though, soft, phone, fantastic

38 Match the words in two columns. Write down as many combinations as possible.

Example: to talk across seas

to talk	a special code
to become	clients
to invent	longer and longer
to use	across seas
to send	a coast-to-coast line
to carry	long messages
to open	the electric telegraph
to serve	by telephone
to reach	words over the telegraph
	smoke of fires
	voices
	for centuries
	long distance communication

39 Put in *each other* or *one another*.

1. They didn't understand ... 2. We'd like to talk to ... Could you wait for us a few minutes? 3. The twins usually live with ... and help ... 4. Why are you looking at ...? Would you like to tell me anything? 5. In a team people have to support ... 6. Do you write letters to ...? — Not very often. 7. Language helps us to communicate with ...

40 Make up and write down a telephone dialogue between:

- a) two old ladies watching the same soap opera;
- b) a boy and his friend's parents;
- c) two teenagers speaking about their hobbies.

Use the following phrases:

This is ... Can I speak to ..., please? Hang on a moment. Can you tell her / him ... called? Can you ask him / her to call me back?

It's great! No problem. Touch wood. Keep your fingers crossed.

41 Write down in words five telephone numbers of your close friends and relatives.

Example: 2573314 — two five seven double three one four.

42 Look back at the text in Ex. 78 on page 25. Write down five questions you'd ask a Londoner about famous telephone boxes.



43 Do Ex. 82 on page 25 in written form.

44 Put in prepositions if needed.

About ten years ago telephone was the only means ... communication which people could use ... their home. ... present computers make our life much more comfortable. Now we can send messages ... each other ... fax, e-mail or communicate ... the Internet. Those who have the Internet can communicate not only ... people. They can get ... information ... any library all over the world.

45 In Ex. 85 on page 26 you can find some words having similar pronunciation in Russian, for example, monitor — *монитор*. Make a list of similar "computer" words. Use a dictionary and your textbook on information technology.

46 Read again the opinions of the O'Neils (Ex. 86 on page 27). Make a list of advantages and disadvantages of computer:

Advantages: you can make new friends...

Disadvantages: you don't have time for real communication with your friends...



47 Do Ex. 89 on page 27 in written form.

48 What would your parents say about teenagers using computers? Write it down. Use Ex. 86 on page 27 as a model.

Key vocabulary



Nouns:

chance
communication
competition
luck
means
phone / mobile phone
planet
tour
winner
USB flash drive

Verbs:

believe
hate
lose
mind
phone
win
mean

Adverbs / Adjectives

lucky
twice
unlucky

Expressions and word combinations:

be in / out of luck
by means of
each other
Good luck!
have (no) chance
It's a chance in a million.
It's worth doing smth.
means of communication
miss one's chance
once more
one another
take one's chance
try one's chance
waste of time

Progress check

1 Fill in the blanks with the following words. Use only one word in each space.

part, world, chance, luck, have, in, win, million, lucky, round, worth, prize, competition, miss

Hello, Mike!

I am in Australia. It's great. A lot of sunshine and fresh air, parrots and other fantastic birds, warm water and beaches. You are surprised to get my message, aren't you?

As you know last summer I tried my ... and took ... in the World Teenagers' Competition. It was a chance in a But it was ... trying to ... something for nothing. I was ... luck and won the

Now I and 49 other ... winners will travel ... the world. I enjoy visiting new places and finding new friends all over the I will send you postcards from the countries which we are going to visit.

But you also ... a chance to visit them. Take part in the same ... next year. Don't ... your chance.

Good

Best wishes,
Pete

2 Make all the changes and additions necessary to create sentences from the following sets of words and word combinations. Be careful with grammar tenses.

Example: They / be going to / not / take part / in the competition. — They aren't going to take part in the competition.

1. We / be out of luck / yesterday and / lose the game.
2. Her elder sister is 13. But / she / not / believe in / superstitions.
3. She / try her chance / next year?
4. The girl / already / phone / the hospital.
5. The students / be going to / use the Internet?

3 The word in capitals above each of the following sentences can be used to form a word that fits suitably in the blank space. Fill each blank in this way.

Example: FRIEND

Her family is close and ... — Her family is close and friendly.

1. DANGER It was a ... tour.
2. CARE Be ...! Don't break the mirror!
3. NOISE The hall was full. It was very ... there.
4. LOVE It's a ... day, isn't it? — Yes, wonderful.
5. SCIENCE They have already discussed this important ... problem.
6. RUSSIA They study ... and French at school.
7. CREATE He is a ... scientist. His ideas are new and original.

4 Choose the correct answer.

1. My brother hates ... the dishes.
a) to wash b) wash c) washing
2. I would like ... my chance.
a) to try b) try c) trying
3. Could you, please, stop ... to the player?
a) to listen b) listen c) listening
4. The book is worth
a) to read b) read c) reading
5. I'm sure they can ... the competition.
a) to win b) win c) winning
6. Would you mind ... the window?
a) to close b) close c) closing

5 Act out with your partner.

Pupil A — You call your friend and you'd like to invite him / her to the concert. But your friend is not at home. Ask his / her sister (brother) to take a message for your friend.

Pupil B — Your brother (sister) is not at home. But his / her friend phones him / her. Take a phone message for your brother (sister) from his / her friend.

UNIT 2

Meet the winners of the international teenagers' competition

Section 1

Say "Hello!" to the winners of the international competition



The competition was open to anybody over the age of 10 up to the age of 15. Today we meet the finalists of the International Teenagers' Competition "We Live on the Same Planet".



1 Meet the participants of the conference. Use the dialogue as a model.

I

Marina: How do you do? My name is Marina Alekseeva.
Patrick: Pleased to meet you. My name is Patrick Woodgriff.
Marina: Where are you from?
Patrick: I'm from Britain. I am the host of this conference. And you? Where are you from?
Marina: I'm from the Russian Federation. I live in Tambov.
Patrick: Oh, I know it's a town in central Russia.

II

Patrick: Hi, Liza! How are you?
Liza: Fine, thanks. How are you?
Patrick: Fine, fine. Let me introduce my neighbour. This is Roy Mill from Canada.
Liza: Pleased to meet you, Roy. I'm Liza Carey.
Patrick: Pleased to meet you, Liza. Where do you come from?
Liza: From Boston. I'm from the United States.

2 Look at the badges of the participants. Read them. Fill in a badge for yourself.



3a) Think of five questions you would like to ask people when you first meet them.

b) Ask your partner your questions and answer his / her questions.

4 a) These are the places from where the finalists came. Listen to the recording and read the list of the countries.

b) Match the flags and the English-speaking countries:

Portugal ['pɔ:tʃʊgəl]	China ['tʃaɪnə]	Germany ['dʒɜ:mən]
Belguim ['beldʒəm]	Norway ['nɔ:weɪ]	Denmark ['denmɑ:k]
Japan [dʒə'pæn]	Sweden ['swɪdn]	Switzerland ['swɪtsələnd]
Finland ['fɪnlənd]	the Netherlands ['neðələndz]	Turkey ['tɜ:kɪ]
Poland ['pəʊlənd]	Bulgaria [bʌl'geəriə]	Brazil [brə'zɪl]
Spain [speɪn]	France [frɑ:ns]	Armenia [ɑ:'mi:nɪə]
the UK [ju: 'keɪ]	the USA [ju: es 'eɪ]	Georgia ['dʒɔ:dʒə]
New Zealand [nju: 'zi:lənd]	Canada ['kænədə]	Greece [gri:s]
Mexico ['meksɪkəʊ]	India ['ɪndiə]	Hungary ['hʌŋgəri]
Russia ['rʌʃə]	Egypt ['i:dʒɪpt]	Italy ['ɪtəli]

GRAMMAR FOCUS

5 Use the article "the" correctly.

1. We don't normally use "the" with the names of places:

continents

Europe, North America, South America, Africa, Asia, Australia, Antarctica

countries

France, Japan, New Zealand, Russia, America, Brazil

cities / towns

Samara, Sophia, Kiev, Anapa, Obninsk

2. We use "the" in names with "republic", "kingdom", "states", "federation":

the Russian Federation

the Czech [tʃek] Republic

the United Kingdom (the UK)

the United States (the USA)

Remember: the Netherlands
the Ukraine [ju:'kreɪn]

3. Don't forget "the":

Beijing [beɪ'dʒɪŋ] is the capital of China.
Canberra is the capital of Australia.



6 Interview your classmates. Where are the following cities? Tick the right box.

Cities	Countries
Moscow	☐ in Germany ☐ in Hungary ☒ in Russia
Los Angeles	☐ in Italy ☐ in Spain ☒ in the USA
Oslo	☐ in Finland ☒ in Norway ☐ in Sweden
Sydney	☐ in Japan ☒ in Australia ☐ in China
Paris	☐ in Portugal ☒ in France ☐ in Switzerland
Amsterdam	☒ in the Netherlands ☐ in Belgium ☐ in Greece
Wellington	☐ in Canada ☒ in New Zealand ☐ in Denmark

Section 2 Talking about countries and nationalities

7 What are the following places famous for:

Egypt, Australia, Antarctica, Greece, Italy, China, the USA, Russia.

Use:

the Great Wall of China — Великая Китайская стена

penguins ['pɛŋgwɪnz] — пингвины

the Pyramids ['pɪrəmidz] — пирамиды

Olympic [ə'ɒlɪmpɪk] Games — Олимпийские игры

kangaroos [kæŋgə'ruːz] — кенгуру

churches ['tʃɜːtʃɪz] — церкви

skyscrapers ['skaɪ,skreɪpəz] — небоскребы

Colosseum [kə'lɒsɪəm] — Колизей



8 Listen to the names of places. Read them. Fill in the table.

The Atlantic, Africa, Portugal, Baikal, the Thames, South America, the Pacific, Belgium, the Volga, China, the Nile, Australia, the North Sea, Europe, India, Norway, the Amazon, Japan, the Netherlands, the Niagara River / Niagara Falls, Asia, the Black Sea, the Arctic, Switzerland, the Yellow Sea

countries	...
seas and oceans	...
continents	...
rivers and lakes	...



9 Listen to what the conference participants say about their countries. Try to guess which country they are from. Say why you think so.

Example: Alison is from ...
I think so because, she...



10 Say what your country is famous for. What is your place (village, town, city) famous for?

Use:

- well-known people, writers, artists, poets, composers, sportsmen, businessmen, doctors, inventors...
- museums, art galleries, university, plants / factories, shops, beautiful buildings, stadiums...
- beautiful countryside, large forests, high mountains, deep lakes...



11 Say in which countries you know that people speak English. Listen and check if you were right.

- 12** Listen to and read the languages people speak in different countries.

Example:

- Which language do people speak in China?
— In China people speak Chinese.

Portuguese
Chinese
Japanese

Hungarian
Bulgarian
Italian
Armenian
Norwegian
Georgian
Russian
German

English
Finnish
Spanish
Swedish
Turkish
Polish
Danish
Irish

Dutch
French

Arabic
Greek

Hindi
Maori

- 13** These are the five most commonly spoken languages in the world:

☒ Russian ☒ Chinese ☐ Hindi
☒ Spanish ☒ English

Which language do most people speak in the world?

Which is the most popular second language in the world?

- 14** Listen and check if you were right.

- 14** Imagine that you came from one of the countries mentioned in Ex. 4 on page 35. Introduce yourself. Say which languages people speak in your country.

Example: I'm from Finland. This country is famous for its beautiful nature. In Finland people speak Finnish. Most people speak good English, too.



- 15** Use the article "the" correctly.

the English = the people of England
the French = the people of France
the Russians = the people of Russia
the Italians = the people of Italy
the Germans = the people of Germany

Example: The Germans are famous for having a sweet tooth.

- 16** Remember what you know about personal characteristics of people who live in different countries.

Example: I believe, the Russians are hospitable and friendly.

Use:

hospitable, talkative, hard-working, independent, sociable, shy, non-talkative, serious, reserved, conservative, romantic...



- 17** Listen, read and act out. George meets a group of foreign participants.

George: Excuse me, where are you from?

Mark: I'm from Hungary. And this is my friend Paula.

George: Pleased to meet you, Paula.

Paula: Pleased to meet you too, George.

Mark: Paula is from Italy. She lives in Rome. Do you speak Italian?

George: I'm afraid, I don't. I speak only two foreign languages: French and German. Actually I prefer speaking German. I know it much better than French.

Mark: Really? Paula speaks German, too. And her German is quite good. As for me, I don't speak German, but I can understand what people say.

Paula: That's great! We can have a good time practising our German.

Section 3 People speak English all over the world

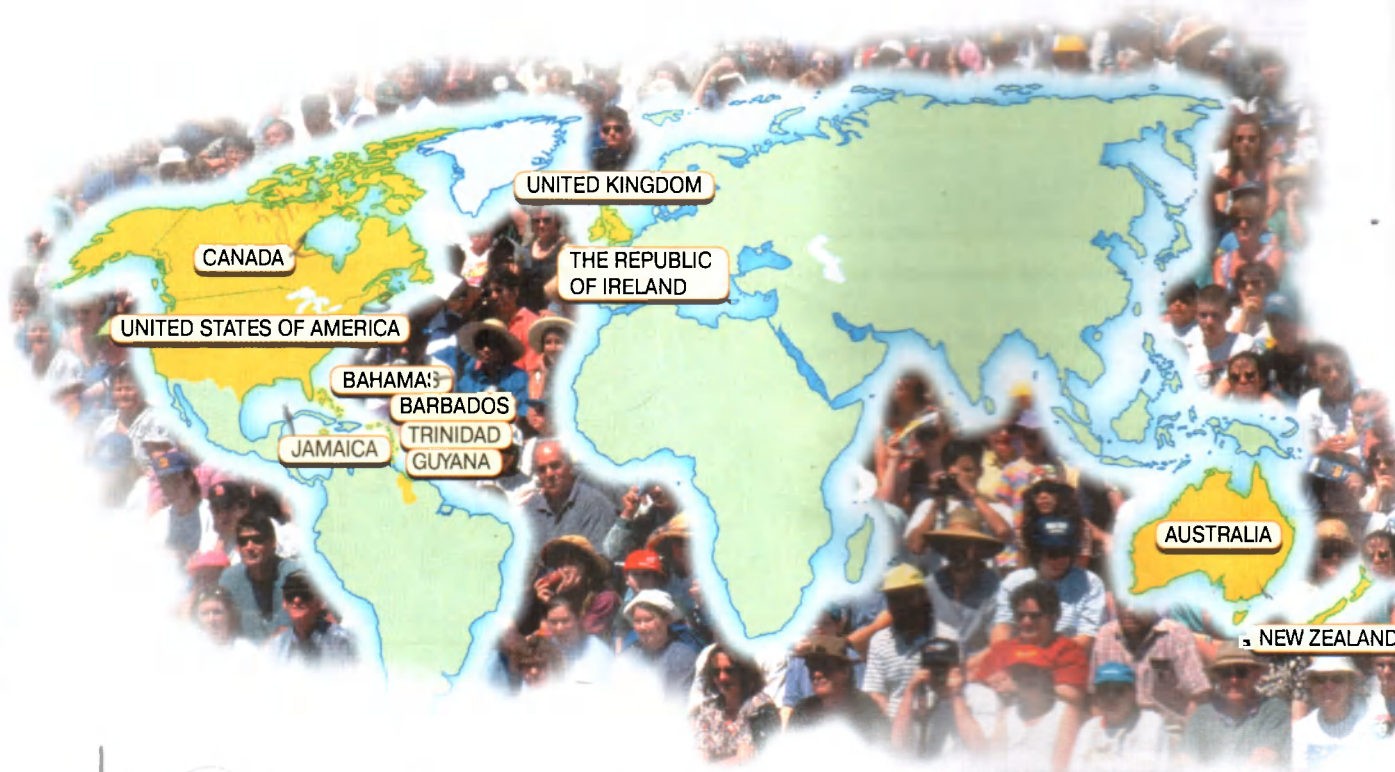
18 Work in pairs. Discuss with your partner the following:

What languages are easily understood in any part of the world?
 What languages are often spoken at international conferences and seminars?
 What languages are most often used in the Internet communication?

19 Look at the map and answer the questions:

1. What countries are marked?
2. What main languages do people speak in those countries?
3. Which of their capitals do you know?

 Listen and check if you were right.



20 Match the questions and the answers. Fill in the table below.

1. In what countries is English spoken as a first language?
2. How many countries have English as a second language?
3. Is English spoken by people who have other mother tongues?
4. What proportion of students in our country study English at school?
5. What do native speakers of English think about foreigners who speak English?

1	2	3	4	5
e	a	d	b	c

- a) People in 30 countries speak English as a second language.
- b) How popular is English in Russia? About 80 per cent of Russian students choose English as their first foreign language at school though German, French, Spanish, Chinese, Japanese are popular as well.
- c) Some British think that English spoken in the world by people of other nationalities is not real English. It's global English.
- d) English is spread among the people who have other mother tongues.
- e) At the moment English is internationally recognized by the world community as one of the languages more often spoken by people in various parts of the world. It is known that English is spoken (as a first language) in Australia, the Bahamas, Canada, The Republic of Ireland, Guyana, the Caribbean Islands (Jamaica, Barbados, Trinidad etc), New Zealand, the United Kingdom, the United States.

21 Have you ever heard about Esperanto? Where is Esperanto spoken? Read the text to find out if you are right.

In 1887 a new language was invented by Dr Zamenhof, who was born in Poland. He lived a great part of his life in Russia. This new language was called Esperanto. It was a mixture of a number of European languages and it had a very simple grammar. Dr Zamenhof believed that lots of people would speak the new language as a second language. It was very easy to learn and rich enough to express thoughts and feelings.

But the language has not been very popular or successful. Russia is one of the countries where Esperanto is still alive. Today only a small number of people in the world can speak it.

22 Discuss the following:

1. Why do you think Esperanto didn't become popular in the world?
2. What other artificial languages (invented by people) have you heard of?



GRAMMAR FOCUS

23 Read, compare and remember.

that, who, which

1. Have you seen the boy (who / that) won the competition?
2. Look! Here are the students (who / that) we spoke to yesterday.
3. This is the computer (which / that) I'd like to have.
4. Name the languages (which / that) Mr Dean knows.

who / that = people

which / that = animals and things

24 Put in: *who* or *which*.

1. Have you talked to the lady ... lives on the ground floor?
2. Has Andrew bought the book ... he wanted?
3. I like the blouse ... I am wearing.
4. These are the flowers ... we have grown in our garden.
5. It was a wonderful film. It is the best film ... I've seen recently.
6. What have you done with the money ... she gave us?
7. The people ... have arranged the competition care about our future.

25 If you had to invent a new international language, how would you range the following in order of importance.

- ☐ simple grammar
- ☐ few words
- ☐ short words
- ☐ international words
- ☐ simple pronunciation
- ☐ no transcription
- ☐ simple reading (no special reading rules)
- ☐ fixed word stress

Share your opinion with your classmates.

PRONUNCIATION FOCUS

26 Find the pairs of words that have the same pronunciation.

there, won, through,	eye, one, weak, peace,
too, week, write, no,	here, threw, right,
piece, I, hour,	know, see, two, our,
hear, sea, meat	meet, their

27 Read the words in transcription. Write them using letters:

[wʌn] [aʊə] [hɪə] [raɪt] [θru:] [tu:]
[aɪ] [ðeə] [si:] [pi:s] [nəʊ] [wi:k]

Mini-project:

What does your name mean?

28 Do some research. Use the Internet. What does your name mean? Where does it come from? (Greek, German, French, Russian...) Why did your parents give you your name? Share the results of your research.

Section 4

What do English-speaking people think about their countries?

29 Discuss in groups of 3-4 what you know about English-speaking countries.

1. What are they? (make a list)
2. What are their capitals? (make a list)
3. Are there any other languages spoken in those countries? What are they?
4. What do you know about traditions in any of the English-speaking countries?

30 Before you read the texts about English-speaking countries guess the meaning of the following word combinations:

1. one of the most powerful countries in the world;
2. one of the most advanced countries in the world;
3. the third largest population in the world;
4. the financial and cultural centre;
5. the second important language;
6. the second largest country in the world;
7. the official emblem of...;
8. the country consists of two islands;
9. the official language;
10. the world's seventh biggest city.

31 Continue working in groups. Read one of the texts. Check if you were right.



Hi! I'm from Canada, the second largest country in the world. It's nearly as big as all of Europe. My country shares with the USA seven of the world's largest lakes and also has three of the world's longest rivers.

The capital of Canada is Ottawa. In Canada there are people of many nationalities. There are two official languages in my country, English and French. English spoken in Canada is a bit different from British English: there are some pronunciation and grammatical differences.

The red and white Canadian flag shows a leaf of the maple tree, which grows in North America. The maple leaf is the official emblem of Canada.



I'm from the USA or the United States of America. It's one of the most powerful and advanced countries in the world. It stretches from the Atlantic Ocean in the east to the Pacific Ocean in the west and from Canada in the north to Mexico in the south. The capital of the USA is Washington, though some people think it's New York. This famous city is the financial and cultural center of the USA.

The USA has the third largest population in the world. It's a real melting pot. English is the official language in the USA. But the English language spoken in my country is known as American English.

There are some differences between British and American English. For example, a film in Britain is a movie in America, a postman is a mailman, the underground is the subway. But people speaking British English can be easily understood in the US. No problem! The second important language in the United States is Spanish.

My country's motto is "In God We Trust".



Yvonne

I'm from a small and quiet country in the Pacific Ocean. My country consists of two main islands and some smaller islands. It's New Zealand. My country looks like Italy upside down. New Zealand is

the same distance from Australia as London is from Moscow. When it's summer in Europe, it's winter in New Zealand. But the school year still starts in autumn — in February! When it's time to go to bed in Europe, it's time to go to work in my country.

The capital of New Zealand is Wellington. The population of my country is mixed. Some people came from Britain years ago. Some Maori people lived here before the British came. Our official languages are English and Maori. But English is spoken in a very unusual way in New Zealand. It is often called Kiwi English.

New Zealand is sometimes called "The World's Biggest Farm". It is famous for its products: butter, cheese, meat.



Patrick

I'm from the United Kingdom of Great Britain and Northern Ireland. Usually it is shortened to the United Kingdom or UK or Great Britain. My country is an island state. It's one of the world's smallest countries — it's twice smaller than France or Spain. However, there are only nine other countries with more people, and London is the world's seventh biggest city.

In Britain you can meet people of many different nationalities.

The capital of the UK is London. The official language is English. Do you know that English is made up of Anglo-Saxon, French and Latin? It also includes a lot of words from Greek and other languages, even Russian.



Laura

My country is the biggest island and the smallest continent in the world. Of course, you've guessed, it's Australia. Australia is the only country in the world which occupies a whole continent and some islands around it. It lies between the Indian and the Pacific Oceans. It's a large country, but its population is only 18.3 million people.

There are "original Australians" who lived here long ago but most of population came to Australia from Britain, Ireland and other countries years ago. At present in Australia there are a lot of people from Russia.

The capital of Australia is Canberra. English is the official language in Australia. But English spoken in Australia is a bit different from British English and American English. Sometimes Australia is called "Oz" or "the Lucky Country".





32 Read the names of the capitals of the English-speaking countries. Fill in the gaps. Listen and check if you were right.

Name of the country		Capital	Official language or languages
Full name	Short name		
Canada	Canada	Ottawa	...
Australia	Australia	Canberra	English
USA	USA	Washington	English
The United Kingdom of Great Britain and Northern Ireland	The United Kingdom / the UK / Great Britain	London	English
New Zealand	New Zealand	Wellington	English

33 Share information with your classmates who have read the texts about other English-speaking countries. Use the questions as a plan:

1. Where is it situated?
2. What's its population?
3. What's its capital?
4. What's its official language (or languages)?

34 Match the countries and the word combinations corresponding to them.

Great Britain	• Italy upside down
Australia	• an island state
New Zealand	• a "Lucky country"
the USA	• the second largest country in the world
Canada	• a real melting pot

35 Find pairs of words that have similar meanings. Read them.

big, little, country, peoples, various, powerful, a capital, famous, nearly, also, population, at present, twice, many, to start

a lot of, small, state, nationalities, strong, people, well-known, to begin, too, different, about, two times, now, a main city, large

36 Say which English-speaking country you'd like to visit. Give your reasons.

37 Tell about Russia in the same way. Use the information in the box. Don't forget to mention:

- the continent
- the capital
- big cities
- the population
- official language or languages
- weather

Some facts about Russia

Area: 17,075,400 sq km

Population: 145,600,000 people

Capital: Moscow

Other big cities: St Petersburg, Novosibirsk, Ekaterinburg, Rostov-na-Donu, Nizhny Novgorod, Kazan etc

Official language: Russian

Winter temperature: from -1 to -50 °C

Summer temperature: from +1 to +40 °C

Rainfall: from 100 to 1000 mm



Moscow, St Basil's Cathedral by Anstarkh Lentooolov

Section 5 Why study English?



38 Work in pairs. Listen, read and act out.

Patrick: Have you ever spoken at a large meeting?
Marina: Yes, I have.

Patrick: When did it happen?

Marina: At the end of the last school year. It was a meeting with our exchange partners from the UK.

Patrick: Did you speak Russian or English?

Marina: I spoke English. But it was not easy.

Patrick: Have you ever spoken at an international meeting?

Sergei: I'm sorry to say I haven't. I have never been to any international meetings before.

Patrick: So it's the first time you are doing it today, isn't it?

Sergei: Yes, it is. I'm a little nervous. Russian is the only language I speak really well.

Patrick: It will be OK. Good luck.

Sergei: Thank you.

WORD FOCUS

39 Study the example and translate the following sentences into Russian.

She has neither brothers nor sisters. =
She is the only child in her family.

1. Alice is the only child in her family.
2. I'm afraid, it's the only solution to the problem.
3. You are the only person I can share my secrets with.
4. He's the only singer with such a fantastic voice, isn't he?
5. Which is the only country in the world that occupies a whole continent?

40 Read the dialogues. Transform the sentences in italics using "the only".

- Have you got a sister or a brother?
- *Unfortunately I have neither sister nor brother.*

- Do you speak German or French?
- I speak neither German nor French.
I speak English.

- Have you been to Asia?
- *I haven't travelled much. But I visited China.*





41 Work in groups. Discuss and write down the reasons for learning English. Make use of the pictures.

42 Look at the information map. Find out if you have written all the possible reasons.

English

▼ About 25% of the world's population speak English.

▼ Doctors and scientists try to answer the same questions all over the world. They find it easy to exchange their ideas in English.

▼ English has become a means of communication within some countries where different groups of people speak different languages. For example, in India there are 15 official languages and thousands of dialects. People from different parts of the country often do not speak each other's language. English is the only solution to their communication problems.

▼ English is called the language of the sky and the sea. Every pilot and ship's captain must speak English to communicate with each other.

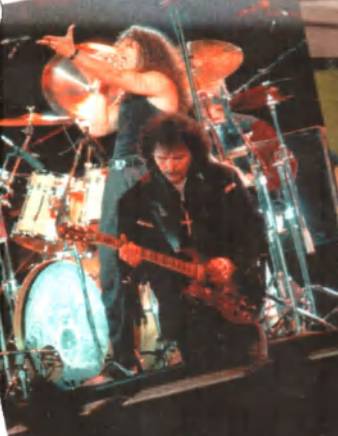
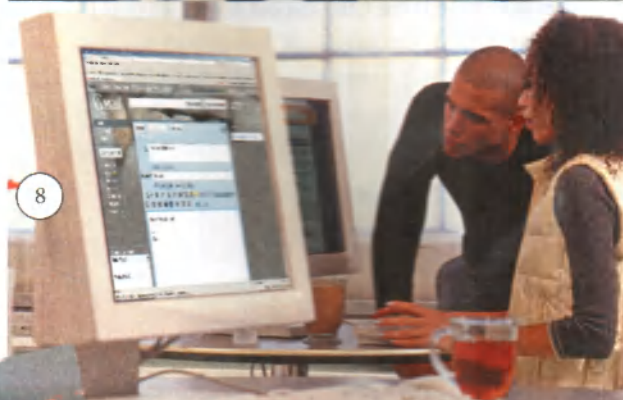
▼ Most vocabulary in the modern computer science is in English. 80% of all information in the world's computers is in English.

▼ English is the language of politicians. English along with French and German is spoken at their summit meetings. Most international journalists have to know English, too.

▼ 75% of all international business letters are written in English. Nearly 50% of the companies communicate with each other in English.

▼ English is the language of rock and pop music. Most of world known singers sing their songs in English.

▼ US and British companies produce thousands of films, videos and TV programmes every year. They are shown all over the world with subtitles and dubbing.





43 Look back at the information map. Match the pictures and the texts. Read them aloud.

44 Look through the information map once more. Choose the three reasons that are most important for a Russian learner of English.

45 Here is a list of possible reasons for learning English at school. Add some other reasons if needed.

- a) Say why you study English.
b) Make predictions for some students in your class. Check if you were right:

Example: Alice, you learn English because you want to study abroad, don't you?

- want to go to an English-speaking country as a tourist
- have to learn it as a school subject
- would like to get a better job in future
- enjoy watching American films
- like reading English and American literature
- would like to understand modern pop singers.

46 Listen to the students talking about their reasons for learning English. Fill in the table:

Name	Reason / Purpose for learning English
Michael	...
Hans	...
Janis	...

WORD FOCUS

47 Listen, read and remember:

Nouns ending with *-tion*, *-sion*, *-er*, *-or*, *-ment*, *-ity*, *-ist*, *-ance*, *-ence*, *-ing*.

- tion*, *-sion* — information, solution, superstition, impression;
- ment* — development, government, statement;
- ity*, *-ty* — curiosity, reality, honesty;
- er*, *-or* — partner, teenager, creator;
- ance*, *-ence* — performance, distance, influence;
- ist* — dentist, chemist, journalist;
- ing* — feeling, crossing, meeting, computing.

48 Give the nouns with these endings.

-tion / -sion	-er / -or	-ment
...	...	...
-ity	-ance / -ence	-ing
...	...	...

49 There are a lot of borrowings (*заимствования*) in all languages because of mixing of cultures and languages. Think of English words which are used by the Russians and Russian words which are used by the British. Use the Internet if necessary. Fill in:

English words in Russian:	president, ...
Russian words in English:	sputnik, ...

Section 6

How many languages can you speak?



50 Read the text. Answer the question given in the title.

How many languages can a person know?

Of course, you know some people who speak more than one language. We must not think that only great people can learn many foreign languages.

In modern times, when science and technical knowledge are progressing so fast, all kinds of specialists need foreign languages in their work — teachers and doctors, politicians and actors, engineers and businessmen, and people of many other professions.

If a person doesn't know foreign languages, if he or she must wait for translations, he can't hope to know all the news in his field. If he can't use a computer, read the texts in English on the Internet and communicate with his partners by computer, he can hardly hope to be up to date in his work.

Very soon he will be months and even years behind the times.

"But," you will say, "how can I hope to learn so much? I have enough difficulty learning one language."

The answer is that when we have learned one foreign language, learning a second foreign language is much easier. Learning a third foreign language is much easier than learning the second, and so on.

There are many people all over the world who have discovered this secret. They know that success in foreign language learning is connected not only with a person's natural talent. You must work hard to learn your first foreign language. After the first, other languages are a much easier task.

51 Decide whether the following sentences are true (T) or false (F).

1. Great people are the only ones who can learn many foreign languages. ☐
2. All kinds of specialists need foreign languages in their work. ☐
3. If a person only speaks his mother tongue, he'll know all the news in his field. ☐
4. To be up to date in the work a person should read texts in Esperanto on the Internet. ☐
5. Learning a third foreign language is easier than learning a first foreign language. ☐
6. You must work hard to learn your first foreign language. ☐

52 Translate the word combinations. Use them in your own sentences.

language —
 — foreign language
 — first / second language
 — to speak a language / French
 — to learn a language

success —
 — to be successful in / to succeed in
 — a successful performance

PRONUNCIATION FOCUS

53 Listen, read and remember.

[ŋ]	[g]	[tʃ]
language	great	language
beginning	progress	engineer
kingdom	guess	knowledge
English	magazine	German
meeting	grown ups	badge
sing	against	advantage
learning	[n]	change
speaking	foreign	large
long	knife	January
among	enough	jeans
singers	knight	July
ringing	sign	vegetables
finger	know	legend
		bridge
		magic

54 Discuss in groups of 4–5 the following topics:

1. Why is the knowledge of foreign languages so important in our times?
2. What characteristics should a person have to be successful in learning foreign languages?

55 Do you know anyone who speaks two or more languages? What languages are they?

56 How many languages would you like to speak? What are they?

57 Ask your classmates what languages they would like to speak. Find out:

- Which language is the most popular among your friends?
- Which language is the least popular among your friends?

Names \ Languages	Lena	Dima	Ivan
English	✓		
German			
French		✓	
Spanish			
Japanese			
Other			

GRAMMAR FOCUS

58 Read and remember.

How big is your new house? — Как велик?..
 Насколько велик?..
 How long does it take you to get to your school? — Сколько (по времени)?..
 How long is her hair? — Какой длины?..
 How far have you made progress in English? — Насколько продвинулся?..
 How high is the mountain? — Какой высоты?..
 How smart is the new pupil in your form? — Насколько умен?..
 How safe is travelling by boat this time of the year? — Насколько безопасно?..
 How many exams will you take at the end of the year? — Сколько?..
 How much sugar would you like? — Сколько?..
 How old are you? — Сколько ... лет?

59 Think of four *How*-questions for your partner. Ask him / her your questions.

60 Choose the most important answer to the question: Why is it not easy to learn foreign languages? Discuss it with your partner.

- There is no one to speak with in everyday life.
- I am not good at remembering new words.
- I'm lazy.
- I have no time to learn English, I've got too many different things to do.
- Any other reason?

61 Find out the easiest way to learn a foreign language. Give your reasons.

The easiest way to learn a foreign language is:

- to have a good textbook
- to have a good teacher
- to go to an English-speaking country
- to have an English-speaking friend
- to chat on the Internet
- to phone your friends abroad
- to read English books and youth magazines
- to read labels and instructions on everything you buy
- to watch videos and films in English
- to listen to the radio and TV musical programmes



Section 7

Is Russian an international language?

62 Before you start reading.

1) Look through the text in Ex. 63 and find international words — the words which you can understand without a dictionary, for example *Olympiad* — олимпиада.

2) Look at the new words:

- | | | |
|--------------|---|---|
| (to) award | — | to be awarded a prize (быть награжденным) |
| (an) award | | the award ceremony (церемония награждения) |
| [ə'wɔ:d] | | the award for smth goes to (награда за что-либо достается кому-то) |
| (to) collect | — | to collect stamps / postcards / coins (собирать марки...) |
| | | to collect oneself to do smth (организовать себя, чтобы сделать что-то) |
| | | to collect your thoughts (собраться с мыслями) |
| | | to collect tickets from the teacher (забрать у учителя билеты) |

63 Read the passages from the article "Pushkin Institute Awards Top Students of Russian". Put the passages in the right order.

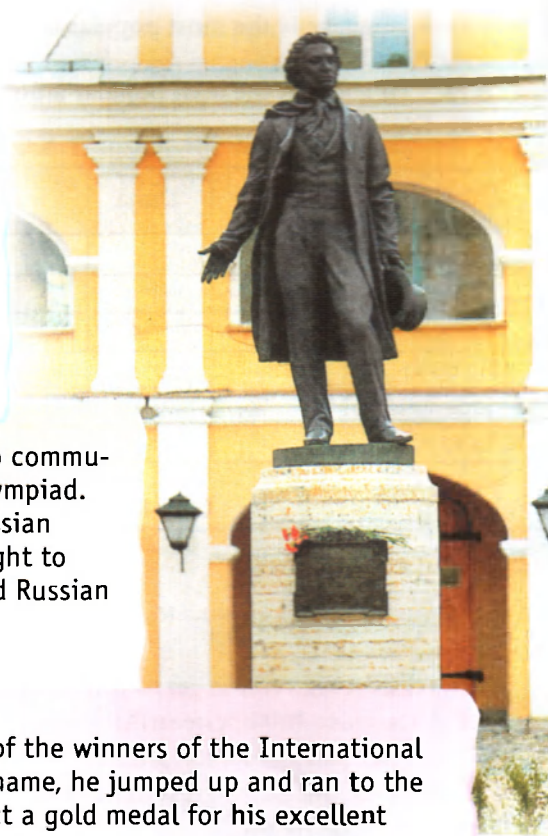
☐ "I wanted to study an exotic language," Tylo Dirksmeyer said after the award ceremony. He speaks German, French and has been learning Russian for three years. He said he had plans to continue studying Russian. The best way to do it is by staying in Russia.

☐ Teenagers from 28 countries had the opportunity to communicate with people in Russian during the 10-day Olympiad. It was the Ninth International Olympiad for the Russian language and Literature for schoolchildren. It brought to Moscow 215 young people aged 8 to 19 who studied Russian as a foreign language. The first competition took place in 1974.

☐ The German teenager Tylo Dirksmeyer was one of the winners of the International Olympiad. When a Russian professor called his name, he jumped up and ran to the stage of the Moscow Pushkin Institute to collect a gold medal for his excellent Russian language skills.

☐ Some of the most talented older participants of the Olympiad will be given stipends and the opportunity to study anything — not necessarily Russian language — at any Russian college.

☐ Participants had to show their reading and conversational skills, their knowledge of Russian culture, and write an essay. A special textbook was put together by the Pushkin Institute for the Olympiad. There were passages from classic and modern Russian writers in the textbook.





64 Discuss the following topics with your partner:

1. Is your own Russian good? What would you like to do in Russian lessons?
2. How does good knowledge of Russian help you to study English?



65 Listen to the English version of Alexander Pushkin's poem. Find the adjectives used by A. Pushkin and the translator to describe the Russian winter.

Зимнее утро

Мороз и солнце; день чудесный!
Еще ты дремлешь, друг прелестный --
Пора, красавица, проснись:
Открой сомкнуты негой взоры
Навстречу северной Авроры,
Звездою севера явись!

Вся комната янтарным блеском
Озарена. Веселым треском
Трещит затопленная печь.
Приятно думать у лежанки.
Но знаешь, не велят ли в санки
Кобылку бурую запречь?

Скользя по утреннему снегу,
Друг милый, предадимся бегу
Нетерпеливого коня
И навестим поля пустые,
Леса, недавно столь густые,
И берег, милый для меня.

Winter Morning

Snow, frost and sunshine....Lovely morning!
Yet you, dear love, its magic scormng,
Are still in bed... Awake, my sweet!
Cast sleep away, I beg! and, rising,
Yourself a northern star, the blazing
Aurora, northern beauty! meet.

A mellow glow like that of amber
Illumes the room... 'tis good to linger
Beside the gaily crackhng stove,
And think and dream... But let our honest
Brown mare without delay be harnessed
That we may take a sledge ride, love.

We'll give three reins to her, and lightly,
The snow of morning gleaming brightly,
Skim over it, and full of glee,
Cross empty fields and empty meadows,
A once green wood with trees like shadows,
A stream and bank long dear to me.

(Translated by Irina Zheleznova)

Mini-project: Russian as an international language



66 Prepare for a whole class discussion. Work in groups of 3-4 and discuss the following questions:

1. Is Russian an international language?
2. In what countries do people speak Russian?
3. Why is it important for teenagers from other countries to learn Russian?

Present your group's ideas to the class.

Section 8 Passive Voice (страдательный / пассивный залог)

67 Compare the pairs of the sentences with the same meaning. Translate them into Russian. Explain the shades of meaning of the sentences in the Active and Passive Voices.

- | | |
|--------------------------------------|--|
| My granny offered us a cup of tea. | { A cup of tea was offered to us by my granny.
We were offered a cup of tea by my granny. |
| A woman sent for the doctor at once. | The doctor was sent for at once. |
| G. Byron wrote the poem in 1817. | The poem was written by G. Byron in 1817. |

GRAMMAR FOCUS

68 Read and remember.

- В английском языке существуют два способа описывать одни и те же действия: с помощью действительного залога (Active Voice) и страдательного залога (Passive Voice).

Сравните:

The teacher *gave* us a lot of homework.
Учитель *задал* нам большое домашнее задание.

(Подлежащее является действующим лицом в предложении.)

A lot of homework *was given* to us by our teacher.
Большое домашнее задание *было дано* нам учителем.

(Подлежащее не является действующим лицом.)

- При изменении глагола в действительном залоге на глагол в страдательном залоге вся конструкция предложения меняется:

Active

Many people in Russia *speak* English well.
Много людей в России хорошо говорят на английском языке.

Passive

English *is spoken* well by many people in Russia.

- Англичане предпочитают употреблять пассивную форму глагола в тех случаях, когда более важен объект действия, чем тот, кто это действие совершает. В тех случаях, когда важно, кто (или что) совершил (совершило) действие, используется предлог *by*:

St Paul's Cathedral was built *by* Sir Christopher Wren.
The clouds are moved *by* the wind.



- Страдательный залог образуется с помощью глагола *to be* в соответствующем лице, числе, времени и III формы основного глагола (Participle II):

to be (am / is / are / was / were / will be) + Participle II (the third form of the verbs)

She *was given* flowers by Steve.
The story *was told* by my grandma.

These apples *were bought* at the market.
This present *will be given* to my little sister on her birthday.

69 Find the sentences in the Passive Voice. Translate them into Russian.

- | | |
|--|--|
| 1. Our classmate was seriously ill. The doctor was sent for. He came earlier than he was expected. | 3. My elder brother is a student. He was offered a job but he refused. It was not the kind of job he wanted. |
| 2. Do you know the American actor who is visiting our town at the moment? He was seen by lots of people in the streets and shops. He was so unusually dressed. | 4. We were asked to stay after lessons. Our teacher wanted to inform us about something important. |

PASSIVE FORMS

Present Simple: am / is / are + Participle II	— am taken / is taken / are taken
Past Simple: was / were + Participle II	— was taken / were taken
Future Simple: will be + Participle II	— will be taken

regular verbs: My bike **is used** every day.
 irregular verbs: The dress **was sold** two days ago.

70 Express the meanings of the following sentences using the Active Voice.

1. The dog was named Martin by my little sister Julia.
2. The policeman was expected to enter the room any minute.
3. The lost train ticket was looked for by everyone but was not found.
4. The idea of a new photo exhibition is good if the pictures are collected by our pupils.
5. New Year is celebrated all over the world.
6. We were invited to a party by my mum's relatives.

71 Translate into Russian. Say which is used in the sentence: the Present, Past or Future Simple.

1. Russian is spoken by many millions of people.
2. The window was opened by my dad.
3. Our rooms are cleaned every morning.
4. Our new English textbook will be published next year.
5. The letters were sent a week ago.
6. The first stations of the London Tube were built more than a hundred years ago.
7. English and German are taught in lots of schools.
8. Who will be asked at Maths lesson today?
9. Bread and milk are bought every Friday in our local shop.
10. The film was shown last year.
11. The vegetables were bought at the market on Sunday morning.
12. We hope that in the future Russian will be studied in lots of countries.

72 Listen to the poem. Find the verbs in the Passive. Learn the poem.

**We must learn to use the Passive.
 The Passive must be learned
 and used.**

The wind shook the house,
 The house was shaken.
 We took what we could,
 Not everything was taken.

We lost our pets,
 And that day they were not found.
 The wind broke down our house,
 It was thrown to the ground.

Then we built a new house,
 It was built too fast to tell.
 We did the work together,
 It was done very well.

We invited all our friends,
 Our friends were invited.
 All of them came with presents,
 We were happy and excited.



Section 9 Round-the-world tour

73 Look at the map. Guess which English-speaking countries will be visited by the winners of the Teenagers' Competition. Describe one of them (continent, capital, population, official languages, what is famous for) in a few words.

74 Read the text and find out if you were right.

Dear winners!

You've come to London to begin your exciting Round-the-World Tour.

We'll be visiting six English-speaking countries: Great Britain, the USA, Canada, Australia, New Zealand, and India.

We are going to visit four different continents: Europe, Asia, North America and Australia.

During our exciting and unusual tour we are going not only to see the sights of the countries and get to know their peoples, improve our English and make new friends.

We are also going to discuss the world's most vital and crucial problems of the 21st century.

We are going to solve those problems very soon.

I wish you good luck!

Timothy Gumbrell



WORD FOCUS

76 Read, translate and remember:

People = persons (men, women, children)

Example: Were there many people at the concert?

Peoples = nations; a group of people that speak the same language and have the same history and traditions.

Example: In the Russian Federation there are more than 100 peoples.

75 Work in pairs. Ask each other the following questions:

1. What other languages apart from English are spoken in the above named (названные) countries?
2. Which continents will not be visited by the winners?
3. Which English-speaking countries are situated
 - a) in Europe?
 - b) in North America?
 - c) in Asia?
4. What are the participants of the conference going to do during their tour?

77 Put in: *people* or *peoples*. *people*

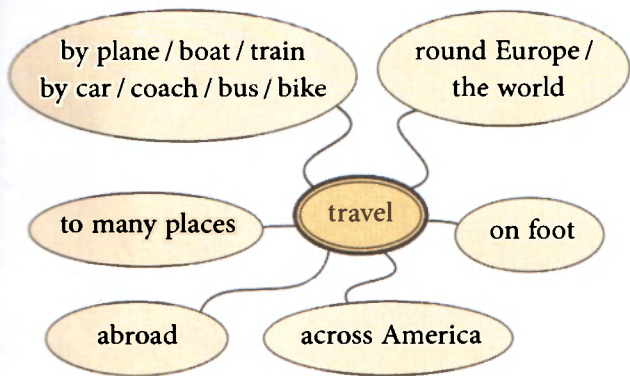
1. ... living in Russia have different traditions.
2. In many parts of the world you can meet French-speaking ...
3. I like ... who are independent.
4. My cousin meets a lot of famous ...
5. The Welsh, the Scots, the English and the Irish are ... living in Great Britain.



78 Say what vital and crucial problems the teenagers solve in the 21st century.

Use: dangerous diseases (like AIDS, cancer), drugs, pollution, new local wars, dangerous technologies, endangered animals, everyday problems, computer control all over the world, terrorism, globalisation, too much information, star wars etc.

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



80 Look at the map. Guess how the winners are going to travel from country to country. Write it down.

Example: I think they'll go from Great Britain to the USA by plane.

81 Match the words and their descriptions:

1. to drive
2. to cycle
3. to sail
4. to walk
5. to fly
6. to hitchhike

1	a
2	b
3	c
4	d
5	e
6	f

- a) to travel to a place by plane
- b) to travel to a place by boat or ship
- c) to travel by standing by the side of the road and asking people in cars to stop and take you to the place you want to go to
- d) to travel to a place on foot
- e) to travel to a place by car
- f) to travel to a place by bicycle


82 Listen, read and act out.

Daniel is a British student who studies Maths in Novosibirsk. He meets his Russian friend Alexander.

D: Hi, Alex! Haven't seen you for ages. Where have you been?

A: Hi! I've just arrived. I went on a tour round Siberia.

D: Where did you start?

A: In Yakutsk. We went to Yakutsk by plane, then we went by boat down the great Russian river Lena.

D: Did you stop anywhere?

A: Of course we did. In some places we went sightseeing by bus. But twice we travelled on foot. Neither bus nor car could go through those narrow paths.

D: How wonderful! And dangerous, too, isn't it? Did you enjoy your tour?

A: Sure. It was so exciting! Siberia is a wonderful place. It's worth visiting.

83 Look at the adjectives describing travelling. Which of them describe travelling by plane? By train? By both? Put them into the correct columns in the table:

Travelling by plane	Travelling by train	Both
...	...	...

boring, dangerous, cheap, expensive, interesting, fast, slow, safe, good, bad, noisy, quiet, clean, comfortable, entertaining, enjoyable, exciting

84 Make sentences comparing travelling by plane, train, boat, car and bike.

Example: Travelling by train *is safer than* travelling by plane.

Travelling by bike *is less expensive than* travelling by car.

Travelling by car *is more comfortable than* travelling by bike.


85 Imagine that you have met a student of your age on a plane / bus / train. Use these sentences in your conversation:

Where are you from? / Where do you come from? What is your place famous for?

How do you get to your capital city from your place?

Do you like living there? Why?



86 Read two texts about popular means of transport in various countries. Are the same means of transport popular in Russia?

Trains and commuters

Lots of people in Britain live far from their work. They often go by train from the suburbs (*npузoпoд*) into the centre of the town to work. These people are called commuters. Some of them travel more than 300 kilometers every day. It takes them 2 hours to get to the town centre and 2 hours to get back home. On the way commuters usually sleep, read a newspaper or a book, use their computers and listen to music.

On some trains there are special study clubs. Commuters can study languages there on their way to and from work.

Cars and people

Are cars as popular anywhere in the world as they are in the USA?

Millions of Americans drive to work, to their country houses, to visit their friends. They go shopping by car, travel by car along 4 million miles of American roads.

Lots of teenagers drive to school. University students work long hours after their classes to earn money for their "wheels" (*кoлeсa*). Universities and schools have large parking places for their students' cars.

Another interesting thing about using a car in the United States is the "drive-in" service.

There are drive-in banks where you can get your money sitting in your car. There are also drive-in cafes where you can buy your sandwich and coffee without getting out of your car.

The most exciting places are drive-in cinemas. People can watch movies (that's what Americans call films) sitting in their cars.

It's hard to imagine a real American life without cars.

87 Complete the sentences. Choose the right ending:

- Commuters are people who...
 - enjoy travelling by train
 - go by train to work
 - travel by train on weekends
- On the way commuters usually...
 - do sports
 - sleep or read
 - take part in some competitions
- Drive-in offers...
 - parking places near schools and universities
 - lots of things to do without getting out of your car
 - free cinemas and cafes

88 Discuss what means of transport in our country is...

- 1) the cheapest, 2) the most expensive,
- 3) the most comfortable, 4) the most uncomfortable, 5) the fastest, 6) the slowest,
- 7) the noisiest, 8) the quietest, 9) the safest,
- 10) the most dangerous

Mini-project:

The best transport for my place



89 Work individually. Make a research.

- Find the information on the means of transport people use in your place.
- Make a proposal on the best means of transport for your place.
- Prove your proposal. Use the Internet if necessary.

Present the results of your research in the form of a poster.



Homework



1 Match the statements / questions and replies. More than one reply is possible. Write them down.

Example: Where are you from? — I'm from Japan.

Statements / Questions:

Where are you from?
How are you?
Where do you come from?
I'm Patrick Campbell.
Let me introduce my friend Jim.

Replies:

Fine, thanks.
I'm from Turkey.
Pleased to meet you.
From Novgorod.
I'm fine, thank you.



2 Look at the list of the countries in Ex. 4 on page 35. Sort the countries into five groups. Use an encyclopedia if necessary. Add some other countries to the list if you want.

- | | |
|-----------|------------------|
| 1. Asia | 4. South America |
| 2. Europe | 5. North America |
| 3. Africa | |

3 Copy the text. Put in *the* if needed.

Travelling around ... world is fantastic. Sometimes I imagine myself climbing mountains in ... Asia or in ... America. I often dream of fishing in ... long and deep rivers of ... Russian Federation, watching ... penguins in ... Antarctica, or breaking through ... jungles of ... South America. I also think of visiting ... China, ... United States, ... Spain and ... Netherlands some time in future.

But you know what? For me ... Tushino will always be ... best place in ... world. Because all my family and my ... best friends live there!

4 Write your own quiz on cities and countries. Use the quiz in Ex. 6 on page 35 as a model.

5 Copy the table from Ex. 8 on page 36. Fill it in.

6 Write a letter to your pen friend abroad. Tell him / her what your place is famous for.

Start like this:

Hi, Helen!

I hope you'll come to see us this summer. You will enjoy staying here. My town / village is worth visiting...

7 Make a list of personal characteristics of people. Choose the characteristics typical of the people of your nationality. Write a humorous story proving it.

Example: I think that the British are a bit conservative. Why do I think so? One day...

8 Look back at the text about the English language (Ex. 20 on page 38). Complete the following statements using the information from the text. Write them down.

1. The British say that ... is not real English.
2. Though other European languages are still popular in Russia ... is their first foreign language at school.
3. The people who have other mother tongue ... as a language often spoken in all parts of the world.
4. As a first state language English is spoken in ...

9 Do Ex. 24 on page 39 in written form.

- 10** Look through the language characteristics given in Ex. 25 on page 39. Write down what is typical of a) English, b) Russian, c) your mother tongue.

Example: My mother tongue has short words, but its grammar isn't simple.

11 Write down the following words.

Example: ['pɒpjʊlə] — popular

[nəʊ] [meɪn] ['læŋgwɪdʒ] [tʌŋ] ['fɔrm] [fju:]
 ['græmə] [hɪə] [næʃə'nælɪtɪ] ['veəriəs]
 ['wɜ:ld] [nju:] ['fɔrmə] [ɪntə'næʃənəl]

12 Look back at the text you read in the classroom (Ex. 31 on pages 40–41).

a) Make a list of “international words” used in the text.

Example: ocean — океан

- b)** Make a plan covering the main information.

Example: What country?
 How big is it?

13 Complete the sentences: put in the countries. Write down the sentences.

- ... occupies the whole continent.
- When it's summer in Russia it's winter in ...
- “A movie” in America is “a film” in ...
- ... is nearly as big as all of Europe.
- English spoken in ... is often called Kiwi English.
- ... is an island state.
- ... shares with ... seven of the world's largest lakes.



14 Translate into English.

В настоящее время население многих стран смешано. Во многих странах два официальных языка. Например, в Канаде говорят на английском и французском. В России люди говорят более чем на 200 разных языках, но русский является государственным языком для всех. В английском, как и в русском, много слов из других языков. На английском языке говорят много людей во всех частях света. Но есть некоторые различия между британским, американским, канадским, австралийским и новозеландским английским языком.

15 Write an essay about the part of Russia where you live.

Use the following guidelines:
 area, population, the biggest city, languages spoken in your area, weather

16 Transform the sentences.

Example: I can speak neither French nor German. (English / language) — English is the only foreign language I can speak.

- Neither Richard nor Bill can do it. (Bobby / person)
- The Pavlovs don't have many friends. (Melissa / friend)
- You should eat neither chocolate nor cakes. (Honey / sweet food)
- I like neither rock nor pop music. (Jazz / music)

17 Look through the information map in Ex. 42 on page 44.

a) Write what these figures stand for:
 50%, 80%, 25%, 75%.

b) Answer the following questions:

- Why is English called the language of the sky and the sea?
- What languages are most often spoken at international summit meetings?
- Why is English the only solution to communication problems of the peoples living in India?

18 Do Ex. 48 on page 45 in written form.

19 Sort the words given in the box into 3 groups: nouns, verbs and adjectives. Write them down. Mind that some words can belong to 2 groups.

Example: nouns: hope, ...
verbs: hope, ...
adjectives: modern, ...

hope, modern, language, discovered, natural, translation, communicate, foreign, success, secret, need, learn, connect, talent, great, technical, month, different, wait, English, progress

20 Match the two parts to form complete statements. Write them down.

1. There are lots of people...
 2. A person can hardly hope to be up to date...
 3. At present science and technical knowledge...
 4. Learning a third foreign language is...
 5. Success in foreign language learning...
- a) ...is not connected just with a person's natural talent.
 - b) ...who speak more than one language.
 - c) ...much easier than learning the second one.
 - d) ...are progressing very fast.
 - e) ...if he can't use a computer and speak a foreign language.

21 Look through the list of ways of learning a foreign language given in Ex. 61 on page 47. Rate the points in order of their importance, 1 being the most important. Write your list down.

22 Find in the text about the Russian language Olympiad the words and word combinations having meanings similar to the following ones. Write them down.

Example: to go on — to continue

- to talk —
- an unusual language —
- gifted —
- short parts of books —
- competition —
- a teenager of 8-19 —
- very good Russian —

23 Answer the questions in Ex. 64 on page 49 in written form.

24 Translate into English.

Девятая международная олимпиада по русскому языку собралась в Москве много молодежи в возрасте от восьми до девятнадцати лет. В Россию приехали подростки из двадцати восьми стран. Они читали отрывки из книг современных писателей и классиков. Кроме того, они демонстрировали свои разговорные умения и знание российской культуры. Золотой медалью за свой отличный русский язык был награжден Т. Диркемейер из Германии.

25 Describe the nature in your area. The pictures of Russian artists can help you. Use some lines / words from A. Pushkin's poem in English (page 49).



26 Write down and remember 3 forms of the following verbs.

Example: see — saw — seen

see, teach, show, study, make, give, tell, write, read, know, take, speak, play, break, eat, sleep, come, go

27 Write down when and where some of your relatives were born (parents, grandparents, sisters, brothers, cousins, aunts, uncles...)

Example: My cousin Slava was born in 1992 in Yaroslavl.

28 Put the verbs given in brackets in the Present Simple Passive.

Example: The actor ... always ... to sing at the concerts. (ask) — The actor is always asked to sing at the concerts.

1. The post office ... on Sundays. (to close)
2. A. Vainer's detective stories ... abroad. (to read)
3. This holiday ... in most English-speaking countries. (to celebrate)
4. The fruit salad ... of bananas and peaches. (to make)
5. The verbs "know, want, like, hate" ... not ... in Continuous tenses. (to use)

29 Complete the sentences.

Example: She ... a lot of questions at the last English lesson. (to ask) — She was asked a lot of questions in the last English lesson.

1. I ... the last chance by my parents. (to give)
2. We ... playing baseball and other games at the weekend in the country. (to teach)
3. The old lady's stories ... never ... to. (to listen)
4. Why ... not I ... about it before? (to tell)
5. What ... to you by your brother for your birthday? (to give)
6. ... the new American comedy ... on tomorrow evening? (to show)
7. When ... the telegram ...? (to send) — It ... two days ago. (to send)

30 Translate into English. Use the Passive Voice.

"Тебе рассказали об этой необычной истории?" — "Да. Мне сказали, что здание цирка было разрушено за полчаса".

"Неделю назад мне подарили экзотического щенка. Представьте, за это время он съел всю нашу обувь!" — "Он был за это наказан?" — "Конечно нет!"

"Кто написал этот рассказ?" — "Точно не знаю. Думаю, что он был написан кем-то из классиков".

31 Copy the following word combinations. Underline the adjectives.

International Teenagers' Competition.
Your exciting Round-the-World tour.
Seven English-speaking countries.
Our exciting and unusual tour.
The most vital and crucial problems.
Official languages.
New local wars.
Good luck.

32 Do Ex. 77 on page 52 in written form.



33 Write a short essay about the vital and crucial problems of the 21st century. Use the information in Ex. 78 on page 53 and the following guidelines.

- a) name some crucial problems
- b) say why they are vital
- c) offer some solutions

34 What ten questions would you ask a person who likes travelling? Write them down.

35 Look back at the texts about the means of transport popular in Britain and the USA. Complete these brief stories.

- a) A lot of people in Britain travel by trains every day because they ... These people are called ... Sometimes it takes them two hours to ... and two hours to ... On the way to and from work commuters can ...
- b) Americans prefer travelling by ... Teenagers work long hours after school to ... Millions of Americans use ... service because they can do a lot of things without ... of their car. Sitting in their cars people can ... It's ... a real American life without cars.

36 Write a short story about the means of transport popular in your city. Use the following guidelines:

- What kind of transport is it?
- Why do people use it?
- How convenient is it?

Key vocabulary



Nouns:

Africa
area
Asia
award
continent
Europe
knowledge
language
luck
nationality
North America
population
pumpkin
South America
success
underground
USB flash drive

Verbs:

award
collect
found
lose
rate
win

Adjectives:

exciting
foreign
official
successful
unforgettable

Adverbs:

twice

Expressions and word combinations:

be awarded a prize
be successful in
collect oneself to do smth
collect one's thoughts
collect smth from smb
first / second language
international words
long distance communication
means of transport
mother tongue
on foot
round-the-world tour
rush hours
to be situated
travel by / go by

Progress check

1 Complete each sentence with one of the word combinations below.

official languages, by boat, is situated, be successful, success, round Europe, was awarded, collected his thoughts, the rush hours, the only, foreign languages, collect

1. He can speak three ...: English, German and Spanish.
2. India ... in Asia.
3. If you work hard, you'll ... in your career.
4. There are 15 ... in India and thousands of different dialects.
5. English is ... solution to this communication problem.
6. The famous scientist ... a Nobel Prize in 1930.
7. He ... and began his report.
8. Last summer their family travelled ... by bus.
9. Try to get to the office before ... or you'll be late for the meeting.
10. The winners will travel ... from Australia to New Zealand.
11. Will you ... the books from Ann, please?

2 Fill in the blanks with the suitable words.

India is situated in Asia. This large country is for its ancient culture and outstanding people is the birthplace of four world religions.

The ... of the country is New Delhi. Its has grown to 1,000 million people. There are official ... in India and thousands of different dialects. People from different parts of the country often do not speak ... language. English is a ... solution (*решение*) to this communication problem. Children ... English at primary and school and then at the university.

3 These sentences are the answers to the questions. Write down the questions. Begin your questions with "How".

Example: Martin is ten years old.— How old Martin?

1. It takes him 20 minutes to get to school.
2. Sir John Bouring (1792–1872) could speak 28 languages.
3. Everest is 8848 metres high. It's the highest mountain in the world.
4. The Thames is 334 kilometres long.
5. This nice dress is only 25 dollars.
6. They have 6 lessons on Monday.

4 The word in capitals above each of the following sentences can be used to form a word that fits in the blank space. Fill each blank in this way.

Example: IMPRESS

Her dance made a great ... on my friends.—
Her dance made a great impression on my friends.

1. TRANSLATE

The girl was awarded a prize for her English ... of the poem.

2. DISCUSS

The ... has already begun.

3. DEVELOP

Hong Kong is famous for its quick economic

4. WIN

At the award ceremony the ... collected a gold medal for his excellent Russian.

5. PERFORM

Her last ... in the theatre was successful.

6. TOUR

The National Park is visited by thousands of ... every summer.

7. MEET

We'll discuss this important question at the ... tomorrow.

5 Read every sentence and write another sentence with the same meaning. Use the Passive Voice.

1. John R. R. Tolkien wrote his famous novel "The Lord of the Rings" in 1965.
2. In Bangladesh people celebrate New Year in April.
3. "Our team will win the prize," said the boy.
4. Most people in the country speak English.
5. The students use computers at the lesson.
6. Joseph Turner painted this unforgettable landscape.
7. The writer will publish his new book next year.
8. The girl cleaned the room yesterday.
9. "I'll collect the books from you," said Jim.
10. A group of artists organized this original exhibition.
11. Their team lost the game yesterday.
12. Thousands of tourists visit London every month.

6 Act out the dialogue between these conference participants from different countries. Introduce yourselves and share some information about the countries you come from.



UNIT 3

Look at teenage problems: school education

Section 1

Looking at teenage problems

problems!
problems?
problems

Jim: I can't find a job.

Claudia: I'm fed up with playing the piano.

Angela: No one listens to me!

Oliver: They call me names!

Simone: I get so angry about it!

Julia: It's boring

Martin: I'm so depressed about it.

1 Look at the photographs of these teenage. What are their problems? Use the table to make your own sentences.

I think	she	is	unhappy	because	he
	he		angry		s
	Jim		sad		
	Oliver		upset		
	...		frightened		

has problems with her / his mum
got bad marks at school exams
hasn't got any friends
has problems with her / his homework
isn't allowed to get a Saturday job
can't buy a new computer game
is out of luck
can't get along with her sister / brother

2 Read what British participants of Teenager Conference said about their problems. Say if you have the same problems. What are they?

Simone (France): I do my best at school. But my teachers and my parents aren't happy with my marks at school. I get so angry about it! Why can't they realize that I can't do better?

Oliver (Great Britain): I don't feel comfortable with my classmates. They call me names and say I'm too tall and pale (бледный). But I can't help it. I do sports, but not too often. There is so much homework to do!

Jim (Canada): I need more pocket money to buy some new computer games. Many teens in my school have a paper round or Saturday jobs for a few hours. They earn extra money. But I can't find a job that I really like.

Julia (Australia): My parents won't allow me to get a Saturday job. They say I should take care of my little brother and do my homework for Monday. It's so boring!

* to have a paper round — to take newspapers and letters to people in the morning

Angela (Italy): I hate Science because the teacher is so boring. I would like to continue French and take German this year. But no one listens to me, including my parents.

Martin (New Zealand): Most boys of my age have girlfriends. But I can't speak to the girl I really like. I think she is the best and the smartest one in our school, but very independent and good-looking, too. I'm so depressed about it.

Claudia (Germany): My parents want me to do music. It is really hard work, you know. I'm fed up with playing the piano. I just don't want to!

3 Look at Ex. 2. Find problems that are connected with school.

Example: the subject is too boring



4 Listen to what George says about his problems. Fill in the table:

George is allowed to	...
George is not allowed to	...

5 Match the word combinations. Name the numbers. Write down the sentences.

Example: I'm allowed (not allowed) to watch TV late because it's bad for my eyes.



- go out in the evening...
- invite my friends home...
- have a pet...
- watch TV late...
- go to the disco every Sunday...
- do sports...
- get a Saturday job...

- it's bad for my eyes
- safe in the streets in the evening
- TV programmes are too violent
- it's good for health
- all my family loves animals
- there's too much homework to do
- they know and like all my friends
- my mother doesn't like animals

6 Say what else you are allowed and not allowed to do. Why do you think you are not allowed to do some things? Use the information from Ex. 5.

GRAMMAR FOCUS

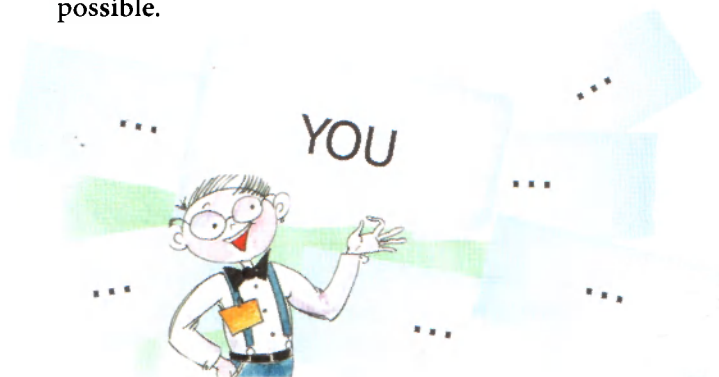
7 Read and remember.

Be young, old, strong, energetic, good at, lucky, unlucky, shy, independent, uncomfortable, happy, glad, able, smart, afraid, honest, angry, upset, frightened, surprised, pleased, depressed, boring

Look young, old, strong, tired, lonely, happy, unhappy, well, ill, nice, angry, surprised, depressed, upset, pale

Feel lonely, tired, ill, sad, happy, cold, warm, hungry, thirsty, comfortable, free, sure, fed up, upset, angry, frightened, unlucky, uncomfortable

8 Choose a word from the table above to describe how you feel in these situations and write it in blanks. More than one word is possible.



How do you feel when you...

- have an argument with your best friend?
- don't have any friends?
- play with your pet?
- are out of luck?
- are in trouble at school?
- break a mirror?
- win a prize?
- have a pet and it dies?
- are in luck?
- aren't allowed to go out in the evening?
- aren't allowed to play computer games?

9 Read and remember.

argue (спорить)	— argue with somebody — argue about / over something
argument (аргумент)	— the argument for / against something
trouble (беспокоить, тревожить)	— trouble for something — trouble about something — look troubled
trouble (беспокойство, тревога)	— be in trouble / have some trouble — stay out of trouble — get into trouble / cause trouble — be a troublemaker

10 Translate into Russian:

- May I trouble you for the bread?
- Mr Simon's friend was in trouble and needed help.
- Why do you argue with your parents?
- Don't trouble calling me next week. I'll be on holiday.
- University students argued for their right to park their cars round the university.
- This boy is a real troublemaker in our area.
- You can tell us your arguments for and against travelling by plane.
- When the exam started they looked quite troubled.
- Don't trouble trouble till trouble troubles you.

11 Match the word and word combinations having the same meaning. More than one word / word combination from the right box is possible.

to argue
troublemaker
to trouble
argument
trouble

disagreement
to disturb
problem
to discuss
a person who disturbs others
to worry
to express disagreement

12 Look through the list of teenage problems. Number them in order of importance: number one — the most important one, number nine — the least important one.

- ☐ too much homework
- ☐ no friends
- ☐ no girlfriend / boyfriend
- ☐ having difficulties with school work
- ☐ nothing to do in free time
- ☒ no one to talk to about your problems
- ☐ lack of pocket money
- ☐ not allowed to go out in the evening
- ☐ argue with parents / brother / sister

13 Mingle with other students, move around the classroom. Find someone who has the same "number one" problem. Form a group of 3-4. Give reasons why your "number one" problem is the most important for you.

Use:

...would like to be more independent,
to be shy, to feel lonely, to be tired of doing something, to need pocket money for..., to be depressed when..., to be frightened when..., to be lucky / unlucky, to be able / not so able, to be energetic, to be good at / not good at...



14 In the same groups discuss and say why school life is so important for teenagers all over the world.

Section 2 On the way to school



15 Listen, read and act out.

- L: Excuse me, sir. How can I get to school No 7?
P: No problem. Go straight along the street.
Turn right when you come up to the tall building over there.
L: Which one?
P: The big grey one. School No 7 is just behind that grey building.
L: Thank you very much.
P: You are welcome.

Remember: Asking the way

- Asking for help:**
Excuse me, could you tell me — where ... is, please? — the way to ..., please? — how to get to ..., please?
- If you can help and know the way:**
Well,...; OK...; No problem...
- If you can't help:**
No, I'm afraid I can't; I'm afraid I don't know.

16 Listen and read the conversation between the policeman and the lady.

- L: Excuse me. Where's the fitness centre, please?
P: The fitness centre? Drive straight ahead.
Take the first street on the right. No, don't take the first street, take the second street.
And then take the second street on the left.
The fitness centre is next to a supermarket.
L: First on the right and second on the left.
P: No, it isn't. It's the second street on the right.
L: And the first street on the left?
P: Wait a minute. Let me think. Drive straight ahead.
L: I drive straight ahead.
P: Take the second street on the right.
L: I take the second street on the right.
P: Then take the second street on the left.
L: Then the second street on the left.
P: That's the supermarket in that street.
L: But I want to get to the fitness centre!
P: Oh, I am sorry. Of course. The fitness centre is next to the supermarket.
L: Thank you.

17 Work in pairs. Make up a short conversation between you and a policeman. Act it out.

GRAMMAR FOCUS: PREPOSITIONS — WHERE TO?

18 Read and remember.

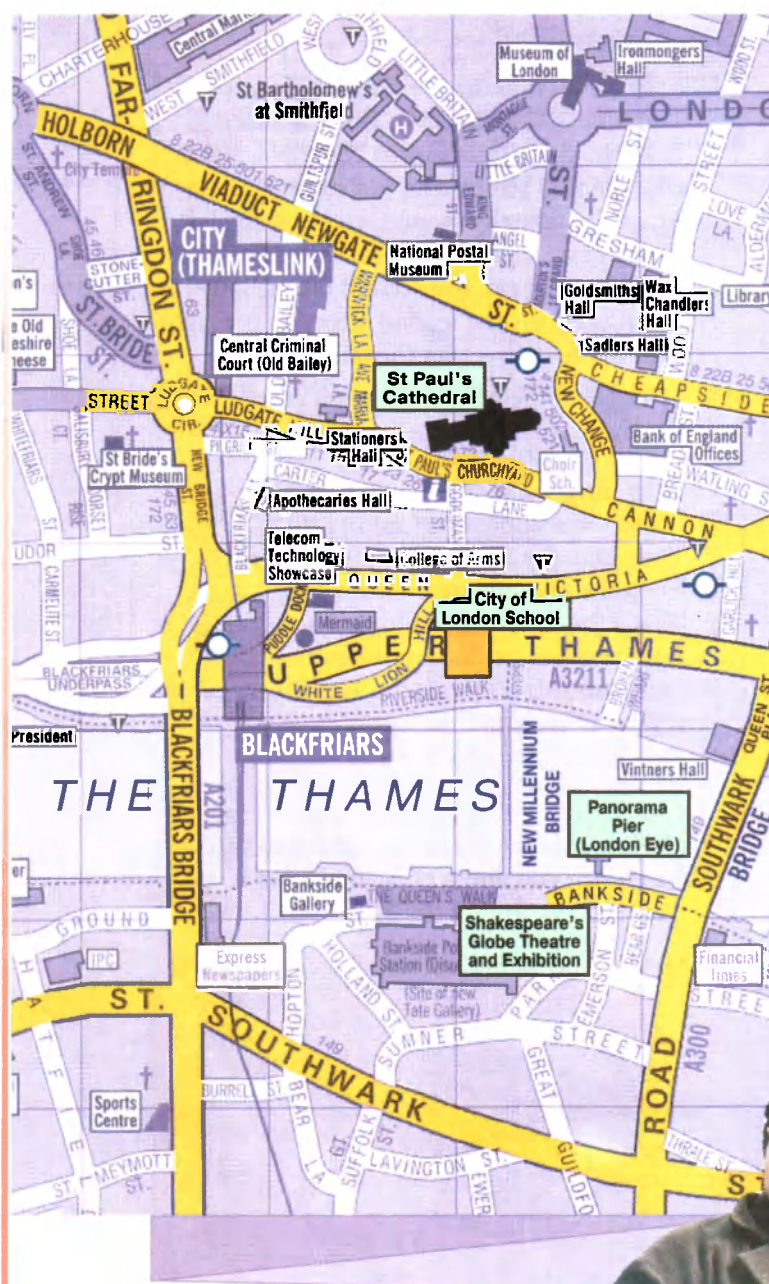
- up/down** — Go up this street, then turn left.
- along** — There are flowers all along the road to my grandma's house.
- (a)round** — The tourists walked around the Tower yesterday.
- through** — I hate driving through the city during the rush hour.
- across** — My silly puppy ran across the road.
- at the end (of the street)** — What's there at the end of the street?
- at / on the corner (of the street)** — Let's meet at the corner of our street at 8 o'clock.
- at the traffic lights** — All the cars have stopped at the traffic lights.

19 Do you know how to get to the City of London School, where students study Russian?

Study the map and explain to your partner how to get there if he is:

- at the Blackfriars Bridge
- near St Paul's Cathedral
- at Shakespeare's Globe Theatre

Use: turn right, turn left, go straight along the street, take a bus (an underground), go on foot, go by car, it will take you five / ten minutes to get there



20 Listen, read and remember.

i + gh = [aɪ] — light, high, fight, night, might, right, tonight, bright

ou + gh = [ɔ:] — brought, bought, thought, ought

But: through [θru:], though [ðəʊ], although [ɔ:l'dəʊ]

au + gh = [ɔ:] — naughty, daughter

ai / ei + gh = [eɪ] — straight, eight, eighteen, neighbour

21 Work in pairs. Read the description of the situations and dramatize the dialogues.

1. You are in the street and you want to know the way to the nearest Pharmacy (*anmekka*). Stop someone and ask him / her the way.
2. One of your relatives is at the railway station. She / He has come to see you but doesn't know the way. Tell her / him how to get to your place.
3. Your nephew is out. His friend has called to invite him to the disco. Take a message and write down how to get there.

22 Work in pairs. Interview each other. Ask the following questions:

- How often do you go to school?
- Is your school far from your house?
- How do you get to school (by underground bus / car / tram...)? — Usually I get to school by...
- Why don't you get there on foot?
- Why don't you get to school by bike?
- Do they usually go to school by bike in Russia?
- How long does it take you to get to your school? — It takes me...
- When do you usually leave home for school?
- Do you go to school by yourself or with any of your classmates?



23 Make up as many sentences as possible. Try not to be very serious.

It usually takes	me	an hour	to get to the town.
	you	half an hour	to clean my room.
	us	an hour and a half	to phone my friend.
	him	more than 10 minutes	to do my homework.
	her	less than an hour	to get to the Post Office.
	them	about five minutes	to do shopping.
		not so long	to argue with my elder sister.
		a few minutes	to make / cook my breakfast.
		a quarter of an hour	to make a new friend.
		hours and hours	to take out the garbage.



24 Interview your classmates:

How long does it take you to get to	
the nearest bus stop?	...
the nearest underground station?	...
your favourite supermarket?	...
a disco club?	an hour
a stadium / a fitness centre	...

25 Report the results of your interview to your classmates.

Example: It takes Dasha 20 minutes to get to the nearest stadium.

26 Draw a map of your own place (town, village, district or area) or find it in the Internet. Show where your school is in the map. Use the map in Ex. 19 on page 66 as an example. Explain to your English-speaking partner how to get to your school from different places.

27 Listen to the visitors from English-speaking countries. Fill in the table.

Questions	Answers
Where is she/he from?	...
How did she / he get to Russia?	...
How long did it take her / him to get there?	...

28 Work in pairs. Interview your partner from any English-speaking country. Ask him / her questions about:

- subjects (what subjects, how many of them, how often...)
- timetable (what days, how many days, how many lessons...)
- classmates (easy-going, talkative, stupid, friendly, smart...)
- teachers (strict, normal, easy-going, boring, skilled, having sense of humour...)
- activities (sports, music...)
- hobbies (collecting stamps / labels / mugs / postcards; pets; taking pictures;...)
- getting to school (on foot, by car, by underground...)
- problems (too much homework, too many tests...)

29 Read one of the anecdotes. Tell it to your partner who has read the other anecdote. Listen to what she / he has read.

A man went up to a taxi and asked the driver, "What's the fare [feə] (плата за проезд) to the Bank of England?"

"Two pounds, sir. Just step in," was the reply.

"Thanks. I only want to know how much I'll save by walking."

The train was crowded. A young man trod on (наступил) the feet of an old gentleman but didn't move away. The old gentleman asked him politely, "Tell me, please, how old are you?"

"Well, I'm twenty-three," answered the young man.

"Then, I think, you're old enough to stand on your own feet."

Section 3 School is fun if you are optimistic!

30 Work in pairs. Look at the picture. Choose one of the student's opinions of school. Prove it to your partner.

This is what students think of school:

It's a place where you make friends.

It's a place which helps you to find a good job in future.

It's a place where it is fun.

It's a place where you learn about people as well as subjects.

It's a place where you take exams and write tests too often.



31 Explain why you like your school. Choose what suits you:

- the school is new and nice
- the teachers are very good
- the school is not far from my house
- my friends go to the same school
- this is the only school in my life
- I like our school uniform
- (any other reasons)

32 What do you think of a teacher's job? Could you be a teacher yourself? Answer the questionnaire and mark your score:

1. Teachers should be quite strict. There should be some fun in class, but pupils shouldn't be allowed to make noise and be lazy during lessons. — **1**
2. Teachers should be strict. Pupils should be allowed to speak in class unless the teacher asks them to. — **2**
3. Teachers should be as easy-going as possible. Pupils should be allowed to do whatever they like. If they don't learn it's their problem. — **1**
4. Teachers don't need a sense of humour. They should just teach the lesson as clearly as possible. — **1**
5. Teachers should have a good sense of humour and make lessons fun and enjoyable. But they shouldn't tell jokes instead of teaching. — **2**
6. Teachers should keep their class entertained with jokes and stories if the class is bored during the lesson. — **3**



Score: 2 points — you're a born teacher
 4 points — you'll be a very strict teacher, but boring too
 6 points — you'll enjoy your work but your students will not learn much

33 Listen, read and remember:

- [i:] — speak, teacher, easy-going, please, mean, reason, neat, sea, leader
- [i:] — teen, teenager, feel, free, street, deep green, meet, week, eighteen
- [e] — head, instead, dead, weather, read, lead
- [ɪə] — real, realize, near, really, dear, hear
- [ɜ:] — learn, earn, earth, early, earlier

34 Listen to the interview with Angela Bryan who teaches English in a secondary school in London. Answer the questions:

1. Does Ms Bryan like her job? Give your reasons.
2. Is she a strict teacher?
3. What is special about the way Ms Bryan teaches English literature?

GRAMMAR FOCUS:
MUST / HAVE TO / SHOULD

35 Read and remember.

Compare:

1. *We must be at the station at 5 o'clock in the evening.* (Very strong. That's almost an order.)
We mustn't stay here any longer.
We needn't stay here any longer.
Мы должны быть на вокзале в пять часов вечера.
Нам нельзя оставаться здесь дольше.
Нам не нужно здесь оставаться дольше.
2. *You have to get ready for your test on literature.* (Quite strong. It's necessary to do.)
You needn't wash up today.
Тебе надо / следует подготовиться к контрольной по литературе.
Тебе не надо мыть посуду сегодня.
3. *You should see that film. It's very good.* (Not so strong. That's your advice.)
You shouldn't watch so much TV. (You are not allowed to do it.)
Тебе следует / Хорошо бы посмотреть этот фильм. Он очень хороший.
Тебе не следует так много смотреть телевизор.
4. *Must I phone them at once?* — *Yes, you must.* (Да, обязательно.)
No, you needn't. (Нет, не нужно.)
Must we turn right here? — *Yes, we must.* (Да, обязательно.)
No, we mustn't. Look at the sign. It is not allowed here. (Нет, нельзя. Посмотри на знак. Здесь не разрешено поворачивать.)
No, we needn't. (Нет необходимости.)
Shall I go shopping today? — *No, you needn't. You can do it tomorrow.*
"Мне сходить сегодня в магазин?" — "Не нужно. Сделаешь это завтра".

36 Fill in the blanks. Choose the right word.

1. You ... come in time to school in the morning. (have to / should)
2. You look very tired. You ... have a short holiday. (have to / should)
3. Little children ... wash their hands before they eat. (have to / should)
4. You ... take these pills (*таблетки*) twice a day after meals. (must / should)
5. We ... help to lay the table. Be quick. (must / have to)

37 Complete the sentence with *should* or *shouldn't*.



38 Listen, read and remember:

- | | |
|------|---|
| [ʊ] | — could, would, should, couldn't, shouldn't, wouldn't |
| [ɑ:] | — can't, shan't, are, aren't |
| [æ] | — have, has, haven't, hasn't |
| [əʊ] | — won't, don't |
| [ɪ] | — did, didn't, is, isn't |

39 Give short answers.

Use:

must/should/ mustn't/shouldn't/needn't.

Must we stop near the market? —

... (Нет, не нужно.)

... (Нет, нельзя.)

Should we take a taxi? —

... (Да, обязательно. Мы опаздываем.)

... (Думаю, да.)

... (Думаю, нет.)

Must the children go to school on Saturday? —

... (Да, обязательно.)

... (Нет, не нужно.)

... (Нет, нельзя. Школа закрыта.)

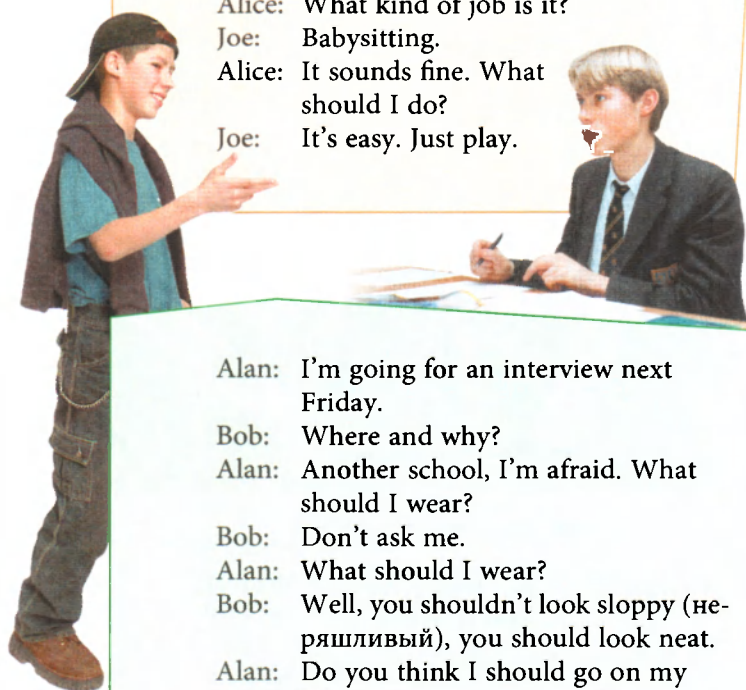
**40** Discuss with your partner what a good pupil is. Begin your proposals with the words:

A good pupil should ... (be or do smth)

A good pupil shouldn't ... (be or do smth)

41 Read and act out:

Alice: I need some pocket money. I have to find a job.
 Joe: No problem. There is a job for you!
 Alice: What kind of job is it?
 Joe: Babysitting.
 Alice: It sounds fine. What should I do?
 Joe: It's easy. Just play.



Alan: I'm going for an interview next Friday.
 Bob: Where and why?
 Alan: Another school, I'm afraid. What should I wear?
 Bob: Don't ask me.
 Alan: What should I wear?
 Bob: Well, you shouldn't look sloppy (не-ряшливый), you should look neat.
 Alan: Do you think I should go on my bike or not?
 Bob: It doesn't matter. But you should be on time.

**42** Make up your own dialogue.

Use:

What should I wear?

Do you think I should...?

What should I do?

You shouldn't be...

It doesn't matter.

You should be on time.

43 Have you got a sense of humour? Read the jokes and choose the joke you like best. Act it out with your partner.

"If there are any idiots in this room, will they please stand up," said the teacher.
 After a long silence, one first-year student rose to his feet.

"Now then, boy, why you consider yourself an idiot?" asked the teacher.

"Well, actually, I don't," said the student, "but I hated to see you standing up all by yourself."



Teacher: Tommy, why are you late for school today?

Tommy: Every time I come to a corner a sign says, "School. Go slow."



Father: Well, Bobby, I've talked to your teacher today. He doesn't like your homework nor your classwork. Now I want to ask you a question. Who is the laziest person in your class?

Bobby: I don't know, Father.

Father (angrily): Oh, yes, you do. Think! When all the boys and girls are reading or writing, who sits in class and only watches how other people work?

Bobby (happily): It's our teacher, Father.

**44** Think of a funny story about your school life. Write it down. Share with your classmates.

Section 4

What do you know about school life in English-speaking countries?

45 Listen and read. Learn the poem by heart.

Susan Whitworth

School Days

The happiest days of your whole life
(So all the grown-ups say),
But I would never go to school
If I could have my way.

My pencil point¹ is broken,
My pen's run out of ink²
My head's just filled with sawdust³
And with sawdust you can't think.

The happiest days of your whole life!
(So all the grown-ups say)
But I would never go to school
If I could have my way!

¹ point [pɔɪnt] — кончик

² ink [ɪŋk] — чернила

³ sawdust ['sɔ:dəst] — опилки

46 Do you agree with the poem? If you don't, explain why. Discuss it with your partner. Use the words and expressions.

Some of the advantages:

to become smarter, to develop your mind, to have time for reading, to take part in school activities, to have exchanges with English-speaking partners, to have good and experienced teachers, to have interesting school traditions, to develop your imagination, to study interesting subjects, to learn new things, to prepare for adult life, to have a lot of friends, to enjoy school life and friendship...

Some of the disadvantages:

not to need so much knowledge, to have no time for sports and hobbies, to get up early in the morning every day, to be tired of doing homework, to work too hard, not to be allowed to do what you want to, to depend on teachers' mood, to have boring lessons, to be afraid of some teachers, to have too many extra subjects, to worry about getting good marks, to have many tests, school has nothing to do with real life...



WORD FOCUS

47 Read, translate and learn.

to learn — учить, учиться, выучить, заучивать, изучать

1. We are learning new words at the moment.
2. Have you learned the poem by heart yet?
3. Live and learn.

to study — учиться, изучать, исследовать

1. The students will study eight new subjects next year.
2. My best friend studied in City of London school a year ago.
3. How many languages do you study in your college?

48 Put in: *learn* or *study*.

- a) You'll never ... a foreign language without ... grammar rules.
- b) The head of expedition ... the map carefully and then left the room.
- c) It takes time to ... how to do things quickly and correctly.
- d) How many new words have you ... by heart at this lesson?
- e) What do you think of ... (+ *-ing*) abroad?

PRONUNCIATION FOCUS

49 Listen, read and remember.

One stress

First syllable: 'English, 'History, 'Literature, 'Drama, 'Science, 'Chemistry;

Second syllable: Tech nology, Bi ology.

Two stresses

'Edu cation, 'Infor mation, 'Eco nomics, 'Mathe matics, 'Chi nese, 'Japa nese.

50 All grown-ups remember their school years. Listen to the story told by an Englishman. Answer the questions:

1. At what age do students finish school in Britain?
2. What first foreign language is studied in British schools?
3. What kind of a subject is Science?
4. Why is it important to study Russian?

51 Put the following letters in the correct order. Find out some of the subjects that you have at school.

h, e, g, l, s, i, n — gives you a chance to make friends in many parts of the world

t, s, h, a, m — helps you to calculate how much money you can ask your parents for

t, e, l, a, e, r, u, t, i, r — helps you to live many lives without your leaving home

t, o, r, h, y, s, i — makes you a participant of lots of events (события) which happened long ago

e, y, h, p, g, o, a, r, g — you can visit different countries without leaving your own city



George (New Zealand): My perfect school is much like the school I study in. However some things could be changed. I'd like our teachers and students to treat each other with more respect.

Discipline should be quite strict but punishments shouldn't be very severe.

I think some subjects such as Geography, History, Art, Drama should be only studied by students who are interested in them. These subjects have nothing to do with real life. I think they are useless and boring.

I prefer the subjects that prepare us for the life outside school.

I'm sure school should still be compulsory.

52 Read what the conference participants from different countries think of a perfect school. Who do you agree with? Would you like to add anything?

Marina (Russia): I think a perfect school is a brightly decorated building. You can study any subject you like. Teachers talk to their students as if they are grown-ups, individuals.



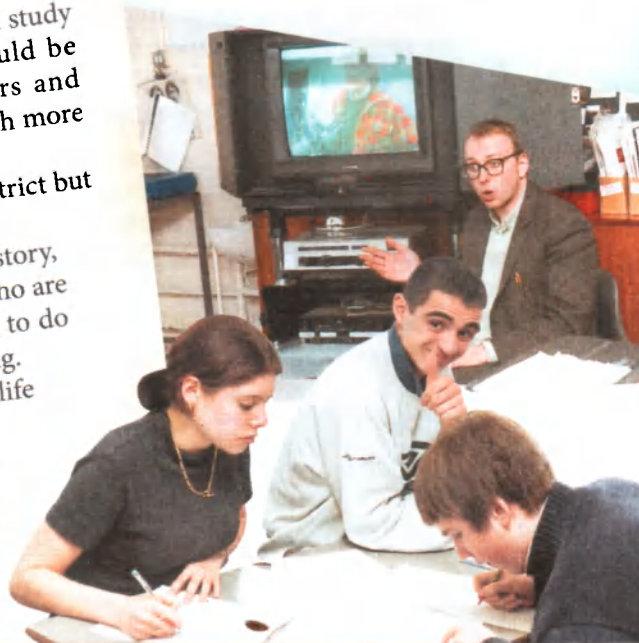
Students are allowed to talk freely about their problems in school or at home. Students are allowed to come to school whenever they want. The rules in school should be democratic: neither strict nor too free.

It would be also nice to have a school newspaper and school radio. The radio can be used not only for reporting news but also for the concerts prepared by the most talented students.



Alfred (Norway): The perfect school should start at 11 o'clock. Teachers should understand our problems and listen to the ideas we have. No school uniform and special haircuts!

The breaks should be longer than now. No boring subjects like Science or History. Students should only study the subjects they really enjoy. They shouldn't worry about tests and marks: if they don't know much — it's their personal business.



53 Read the texts again. Say what all the participants want from school? Use the information and the language of the texts.

54 Write down 2 nouns, 2 verbs, 2 adjectives to describe the participants' perfect school. Compare your lists.

Marina	Alfred	George
...	...	...

WORD FOCUS

55 Read and remember.

quite [kwaɪt] — вполне, совершенно, в достаточной степени

quiet ['kwaɪət] — спокойный, уравновешенный, тихий, безмятежный

56 Fill in the blanks with *quite* or *quiet*:

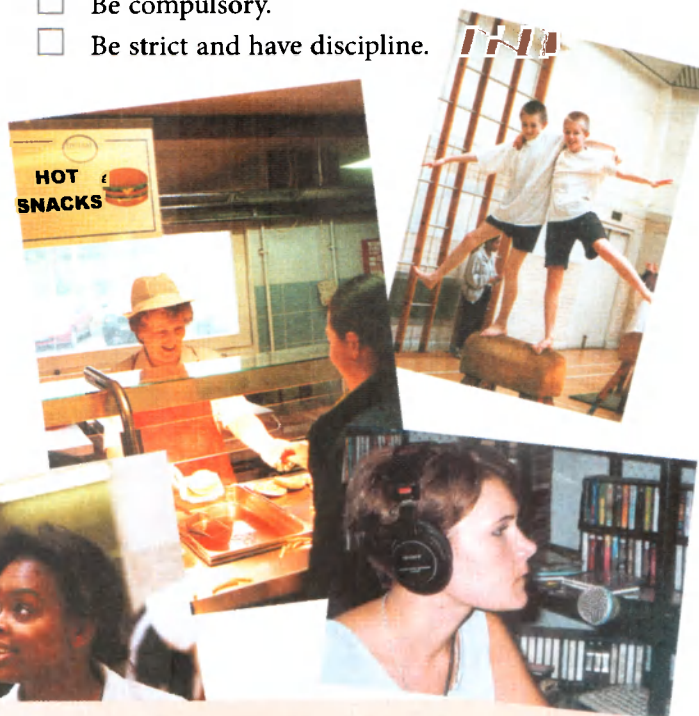
- Our house is ... new.
- Alice is a nice and ... person.
- James has ... a big family.
- Are you ... sure of what you're saying?
- Their family is ... and friendly.
- Our head teacher always speaks with a ... voice.
- Your school project is ... good but not perfect.

57 Look at the photos. Do they reflect your ideas of an ideal school?



58 Some students' ideas about a perfect school are listed below. Read the list and tick the ideas you agree with:

- ☐ Be a brightly decorated building.
- ☐ Be a modern building.
- ☐ Offer any subjects students are interested in.
- ☐ Have no boring and useless subjects.
- ☐ Prepare for real life.
- ☐ Talk freely to teachers.
- ☐ Discuss any problems openly.
- ☐ Listen to students' opinion.
- ☐ Understand students' problems.
- ☐ Treat each other with respect.
- ☐ Have no tests.
- ☐ Have no special uniform.
- ☐ Allow students have their own newspaper and radio.
- ☐ Be compulsory.
- ☐ Be strict and have discipline.



Mini-project: A perfect school

59 Work in groups.

- Choose one of the following aspects of a perfect school: building, timetable, student-teacher relations, school activities (clubs, societies etc).
- Write down your proposals on the chosen aspect. Draw a poster.
- Share your ideas with other students.

Section 5 Would you like to attend a private school?



GRAMMAR FOCUS

60 Look at the picture of Hampton Private School where students study Russian. Listen to what a teacher of Russian says about it. Complete the sentences.

1. Hampton school is a school for...
2. It is situated in the town of...
3. The students study several foreign languages:...

61 Discuss with your partner the following topics. Use the information from the text:

1. What are the favourite sports in your school?
2. Is it a school for boys or for girls?
3. Are you for / against wearing school uniform? Why?
4. What kind of school would you prefer: a private or a state one?

62 a) Compare:

Her uniform *is the same as mine*.—

Ее форма такая же, как и моя.

Her computer *is different from mine*.—

Ее компьютер отличается от моего.

В подобных фразах употребляется особая форма притяжательного местоимения, которая не требует после себя имени существительного. Такое местоимение называется абсолютной формой притяжательного местоимения:

Whose medal is this? — It's my medal.— It's mine.

It's his medal.— It's his.

It's her medal.— It's hers.

It's its medal.— It's its.

Whose CDs are these? They are our CDs.—

They are ours.

They are your CDs.— They are yours.

They are their CDs.— They are theirs.

b) Remember:

I	my + noun	mine
You	your + noun	yours
He	his + noun	his
She	her + noun	hers
It	its + noun	its
We	our + noun	ours
You	your + noun	yours
They	their + noun	theirs

63 Read and act out:

Cathy: It was a lovely party, wasn't it? But I'm afraid, I have to leave. Are you leaving with me?

Wendy: Yes. Let's find our coats, then.

Cathy: Look! This coat is the same as mine, but it's not mine!

Wendy: Whose coat is this?

Cathy: I think, it's Jane's. I know for sure, it's hers.

Wendy: Let's ask her. Jane, is this coat yours?

Jane: Sure, it's mine!

* * *

Mum: Frank, let's lay the table for 5 o'clock tea. Do you remember whose cups these are?

Frank: I'm not quite sure. This cup is yours, isn't it?

Mum: No, it's different from mine. It's much bigger. It's your father's.

Frank: OK. This one is Karen's. And the red one is mine.

Mum: And all of them are ours, aren't they?

64 Complete the sentences:

Example: Whose bag is this? ... (*It belongs to you.*)
Whose bag is this? — It's yours.

- Whose test is this? — ... (*It belongs to her.*)
- Whose textbook is this? — ... (*It belongs to Steven.*)
- Whose jeans are they? — ... (*They belong to Ted.*)
- Whose shoes are they? — ... (*They belong to us.*)
- Whose puppies are these? — ... (*They belong to him.*)
- Whose invitation letters are these? — ... (*They belong to them.*)
- Whose ticket is this? — ... (*It belongs to you.*)
- Whose computer is this? — ... (*It belongs to her.*)
- Whose bikes are they? — ... (*They belong to us.*)

65 Listen to the text about Hampton Private School again. Explain how it is different from your school.

66 Read the three stories the conference participants told about schools in Australia, Great Britain and the United States. Find out what is common in them.

Education in Australia is compulsory between the ages of 6 and 15. Most children (about 70 per cent) study in state schools where education is free.

Most Australians live in cities along the eastern and south-eastern coasts. But there are also many remote inland towns on the continent. How are children educated there?

In several states of Australia there are "Schools of the Air". These schools are situated in the areas far away from the big cities and towns. How do students attending the Schools of the Air get a classroom experience? The easiest thing to do is to use a two-way radio or other means of communication. By listening to the radio, watching TV and video the students learn about the world around them though they stay in their own homes.

There is also "School Through the Mailbox" for children who live far away from any school in the area.

Subjects are divided into one- or two-week units. Each unit including new material, illustrations, exercises and tests can be sent to pupils any time.





and students go to public schools and another 6 million are in private schools.

In private schools parents have to pay for their children's education. Most of the private schools have religious education, too.

The relations between students and teachers in state schools are democratic and friendly. In American public schools students wear whatever they want.

Students can choose the subjects they want to study. They often take part in non-academic activities such as sports, drama clubs, school newspaper or radio.

Americans think that each person should achieve all that he or she can.

But some Americans believe that the quality of education is going down. They think that the number of basic subjects is few, students watch too much TV and do too little homework.

In Great Britain there are different types of secondary schools. Most of them are state schools where education is free. But some parents choose to pay for private education. Private (or public) schools in England and Wales are very expensive and they are attended by about 5 per cent of the school population.

The education in public schools is of high quality, the discipline is very strict. Most of private schools are either for boys or for girls.

Public schools are famous not only for their perfect education but also for the right friends and contacts which are useful for a successful future.

In some British schools uniforms are worn by all the pupils, in others the children can wear what they want to. Some public schools in Britain, such as Eton, have uniforms based on what was worn over a hundred years ago.

Some private schools are very famous, such as Eton, Harrow, Rugby and Winchester.

Harrow school is famous as the place where Winston Churchill was educated, as well as six other Prime Ministers of Great Britain, the poet Lord Byron and many other prominent people.

About 90 per cent of all children in the USA attend state or public schools where education is free. In other words 43 million pupils

67 a) Answer the following questions.

What are "Schools of Air"? Where are they?
How does "School Through the Mailbox" work?
Which schools in all countries are attended by most students: state or private ones?
Why do people choose private education?
What is the difference between public schools in Great Britain and in the United States?



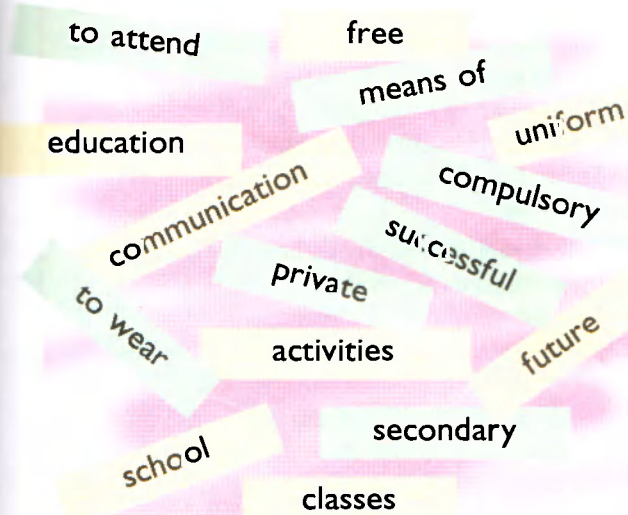
b) Tell about any of famous British schools. Use the Internet.

68 Translate the following words and word combinations. Use them in your own sentences:

education (образование, воспитание)	—	compulsory secondary / higher private / state free / not free
to educate (давать образование, воспитывать)	—	be educated at... self-educated
to attend (посещать)	—	a school / classes / a meeting

69 Match the words. More than one word is possible.

Example: to attend classes



70 Do you have a uniform in your school? Give your reasons in favour of and against school uniform. Use the words and expressions:



71 Look at the pictures. Act out the dialogues between:

- a) the teacher and the girl;
- b) the boy and the teacher.

Use:

not to be becoming, it's boring, be in (out) of fashion, to feel happy / comfortable, to prefer, to have self-confidence; in my opinion, as for me, I believe, I have a different opinion, I don't care.



72 a) Design your own ideal uniform for small children or for older students. It should be modern, convenient, not expensive, fashionable and nice.

b) Present your uniform design to the class and comment on it. Prove that it is suitable for your school.

Mini-project: Schools for girls? Schools for boys?

73 Work in groups of 3-4. Discuss what's the reason of having schools only for boys or girls. Would you like to study in schools of that type?

- a) give your pros and cons („за“ и „против“);
- b) suggest a timetable for girls' and boys' school. Make a poster;
- c) share the results of your work with your classmates.

Section 6 Using the Passive Voice

GRAMMAR FOCUS: PASSIVE VOICE (REVISI

74 Read, compare and remember.

Active Form

I *use* a computer every day. — Я ежедневно пользуюсь компьютером.

Passive Form

The computer *is used by me* every day. — Компьютер используется мною ежедневно.

Singular I — by me; you — by you;
he — by him; she — by her

Plural we — by us; you — by you;
they — by them

and Jane — by Jane;
my parents — by my parents;
our head teacher — by our head teacher

1. Для описания того, кем или чем совершается действие, используются предлоги **by** и **with**.

By употребляется перед лицом или объектом, выполнившим действие, а также после глаголов *make, write, destroy, visit, break, discover* etc.

Example: London was completely destroyed by fire in 1666.
Many beautiful museums in St Petersburg are often visited by tourists.

With употребляется перед предметом, орудием, инструментом, которые используются для совершения действия.

Example: The wall is painted with a wide brush.
The cheese was cut with a special cheese knife.

2. В предложениях с глаголом в пассивном залоге предлог часто оказывается в конце предложения.

I don't like to be laughed at. — Я не люблю когда надо мной смеются.

The police were sent for. — За полицией послали.

Remember the English Phrasal Verbs with their Russian Equivalents:

hear of	— слышать о
pay attention to	— обращать внимание на
take care of	— заботиться о
laugh at	— смеяться над
look at	— смотреть на
look after	— ухаживать за
make fun of	— насмехаться над
rely on	— полагаться на
depend on	— зависеть от
send for	— посылать за
speak of / about	— говорить о
talk about	— говорить о
think of	— думать о
listen to	— слушать что-либо или кого-либо
provide for	— обеспечивать кого-либо чем-либо
explain to	— объяснять что-либо кому-либо
look for	— искать что-либо
operate on	— оперировать кого-либо
pay for	— оплачивать
be rich in something	— быть богатым чем-либо
be proud of something	— гордиться чем-либо

Mind: the Russian equivalents of the second group of verbs don't have any prepositions after them.



75 Transform the following Active forms into the Passive forms.

Example: Sylvia cooked a very good dinner.—
A very good dinner was cooked by Sylvia.

1. My father buys newspapers every morning.
2. One of my family takes out the garbage every day.
3. We buy food for our pets once a week.
4. My elder brother uses the computer more often than I do.
5. Our parents' friends often invite them to their parties.
6. They usually take bus No 181.
7. This animal loves bananas. It eats half a kilo of bananas every day.
8. She makes a special pie for her birthday every year.
9. People in many parts of the world speak Esperanto.
10. Mike's father pays for his education.

76 Use the verbs in the Past Simple Passive or the Future Simple Passive.

1. Charlie Chaplin (born) in 1889.
2. A modern school (build) in the village last year.
3. A test in Maths (give) to us by our teacher next week.
4. I'm afraid, I (ask) a lot of different questions at the conference tomorrow.
5. The books by Jerome K. Jerome (translate) into many languages.
6. Why you (depress) when I met you in the morning?
7. The little Indian (look for) by his elder brother yesterday.

77 Look at the picture. Speak about it using verbs in the Passive Voice.

Example: Breakfast was cooked by mother.



78 Complete the questions.

Example: Our trip depends on the weather.—
What...?

What does our trip depend on?

1. Martin is made fun of because of his fantastic clothes.— Why...?
2. Elizabeth's parents went abroad a week ago. She is being taken care of by her grandma.— Who is...?
3. The new grammar rule was explained to us in the last English lesson.— When...?
4. Leo di Caprio is much talked about because of his acting talents.— Why...?
5. I don't feel well when I'm laughed at.— Do you...?
6. Russia is rich in really gifted people.— Who is...?
7. You can rely on Peter in any difficult situation. — Who can...?

79 Put the prepositions in brackets in the correct place in the sentence.

Example: What were you listening a minute ago? (to) — What were you listening to a minute ago?

1. Who is the story written? (by)
2. What are you looking? (for)
3. Why do you take care this old tree? (of) — It was planted by my grandpa.
4. Who is made fun in your class? (of) — Oliver is.
5. What were you laughing when I opened the door? (at) — Mike's new joke.
6. What is Russia rich? (in) — In people, nature and fantastic ideas.
7. What are you proud most of all? (of) — My family history.

80 Write questions for these answers.

Example: — I'm interested in books on history.
What sort of books are you interested in? —
I'm interested in books on history.

1. ...? — I only depend on my parents.
2. ...? — I'm only afraid of a storm.
3. ...? — I can rely on any of my best friends.
4. ...? — We were speaking about our plans for the weekend.
5. ...? — I haven't heard about it.

WORD FOCUS

81 Read and translate the sentences. Mind the difference between *hear* and *listen (to)*.

Mr Jackson doesn't hear anything. It's too noisy.

Why don't you listen to me? It's very important to know about it.

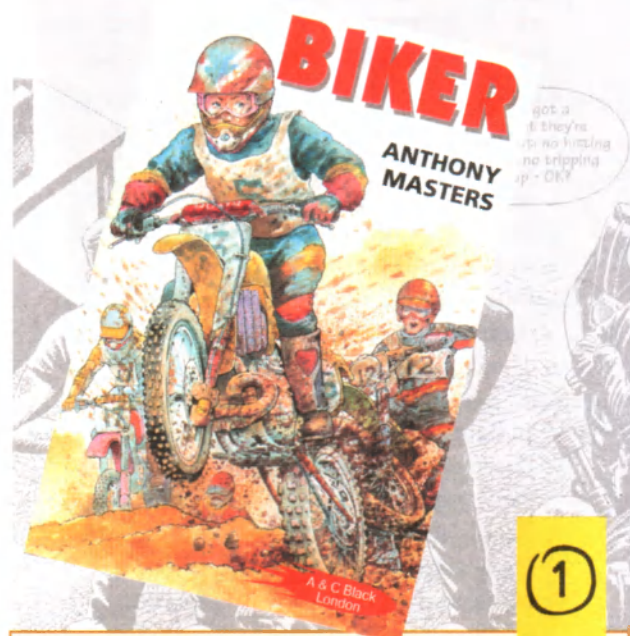
82 Put in *hear* or *listen (to)*.

1. Do you ... the rain beating against the window?
2. Speak louder, please: I can't ... a word of what you are saying.
3. Just ... to him! I've never ... such nonsense in my life.
4. Lots of people can't ... anything. They use a special language to communicate with each other.

83 A lot of books about teenagers' lives are written and published in various countries. Match the book, the text and the sort of a story. Fill in the table below.

The sort of the story: a detective story, a fantastic story, a biography, a horror story, an adventure story.

The text number	1	2	3
The title of the book			
The author of the book			
The sort of the story			



①

Louise heard a movement behind her... Then she saw the figure. It was closer this time. It was swathed (*завернута*) in black cloth. Louise could clearly see that it was a broad adult figure. The figure turned, pointed his gun and the shot hit the wall. The figure disappeared back into the darkness. Louise could see a hole in the wall a few centimeters thick and a couple of centimeters across. It was warm. Whoever was out there was shooting a laser gun that could cut into stone! Louise tried to control her panic and think clearly. But what?



Gavin knocked on the front door of the cottage, but Mrs Foster didn't open it at once, like she usually did.

"Gran! Are you there?" No one answered. Gavin waited for a moment. He couldn't hear a sound. "Maybe she can't hear me," he thought.

He tried the door. It wasn't locked so he opened it and went inside. The room was empty.

"Gran! Where are you? It's me, Gavin."

No one was there, not even Tinker, the cat. Gavin looked round the warm, cosy little room. The fire was still burning brightly. The table was set for two people and he could smell a delicious smell coming from the tiny kitchen.

He thought: "Where is she? And where's Tinker?"

He ran upstairs and looked quickly into the two tiny bedrooms.

— Are you there, Gran?

Nobody answered.

②

③

An hour later the police phoned and told Terry's dad that they had checked the van but found it empty.

The police had done what they could.

"Those boys may be troublemakers, but that doesn't mean they stole your bike," said dad.

"I know they did," answered Terry. "They must have sold it."

Terry lay on his bed feeling lonely and unhappy. His bike had gone and he wouldn't be able to ride for the rest of the season — if at all. It had taken him over a year to save up. What was he going to do?

There was a knock. It was Mum:

"You're upsetting everyone, including yourself. We all know what a terrible shock losing your bike has been."

Terry didn't reply and his mother went away.



The Listener
ELIZABETH LAIRD
A & C Black
London

I can't move.
I have to go for help.
My phone's out of order.
There are new people in the
village beyond the wood.
and their car earlier.
more they're there.
we ask them to ring
an ambulance.

The laser beam
struck the mirror
and shot straight
back into the centre
of ZUC's chest.

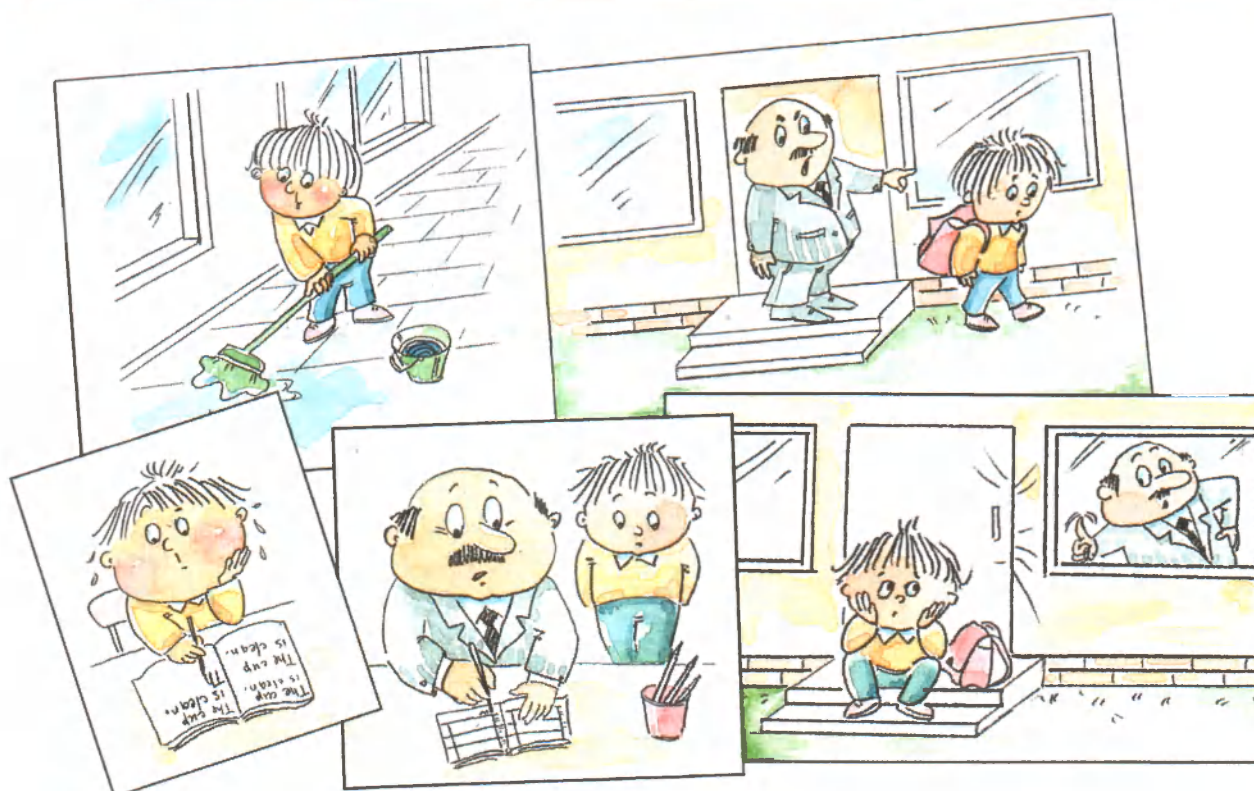
ZUC!

lights in the ceiling
went out and
mom was plunged
darkness.

84 Discuss any of the books. Use the following plan:

- What's the title of the book?
- Who was the book written by?
- What sort of story is it?
- What is the story about?
- Is there any information about the main characters? Who are they?
- Would you read the whole story?
- Would you recommend it to your friends?

Section 7 We are not ideal students, are we?



85 Read the texts and learn how British teachers deal with the students who are not ideal. Find the Russian equivalents for the kinds of punishment in British schools:

- a) временное исключение из школы — ...
- b) наказание письмом — ...
- c) исключение из школы — ...
- d) оставление после уроков — ...
- e) запись в дневнике — ...

Students are very "inventive" in their ways to make teachers' lives hard. Here are some punishments used in British schools.

Lines — In England when a teacher gives you "lines", you write out some sentence again and again, perhaps fifty or one hundred times. For example, you can write such a lovely (clever, wise) sentence as "I must do my homework" or "I must not be late".

Detention — If you are in detention, you stay after school to do extra work — perhaps "lines" or clean the classroom.

Report — If you are "on report", you have a card which you give to the teacher at the end of every lesson. Each teacher reports if you have behaved well or badly.

Suspension — If you are suspended, you cannot come to school for a few days or weeks. Your parents have to see the Head Teacher. This is serious.

Exclusion — If you are expelled (excluded), you are sent away from your school. This is very serious. You have to go to another school where the teachers know about your bad behaviour.

86 Match these expressions and the different kinds of punishment. More than one expression for a punishment is possible.

Stay after school
Have a special card
Write sentences
See the Head Teacher
Go to another school

lines
suspension
exclusion
report
detention

87 Translate the following word combinations. Use them in your own sentences.

behave	— badly / well
behaviour	— a good / bad behaviour
punish	— for something
punishment	— a severe punishment

88 Form nouns from the verbs as in examples:

1. to punish — punishment
to agree — ...
to argue — ...
to state — ...
2. to suspend — suspension
to exclude — ...
to discuss — ...
3. to invite — invitation
to educate — ...
to describe — ...
4. to work — work
to help — ...
to love — ...
to finish — ...
to report — ...
to walk — ...
to start — ...



89 Work in pairs. Compare the kind of punishment in your school with those given in the texts. Try to describe them in your own words. Use the words and expressions from the text in Ex. 85 on page 82.

90 Complete the sentences:

- I think (that) the easiest punishment is...
I think (that) the hardest punishment is...
I think (that) the most pleasant punishment is...
I think (that) the most unpleasant punishment is...
I think (that) the most effective punishment is...
I think (that) the less effective punishment is...

91 Discuss with your partner and tell us what punishment you get if you

- miss a lesson
- talk with your classmate during the lesson
- are late for a lesson
- prompt (*подсказывать*) your classmates when they answer
- are impolite to your teacher
- do not do your homework
- do not wear your uniform
- get bad marks

92 Read the Code of Conduct which is used in British schools. Do your school rules and this Code have much in common? Comment on what's the same and what's different.

- Always do your best.
- Be prepared — be on time.
- Be polite.
- Do not waste your time.
- Be quiet around the school.
- Think safety first. (*Главное — безопасность.*)
- Use entrances and exits properly.
- Use toilets properly.
- Keep valuables (*ценные вещи*) at home.
- Smoking is prohibited (*запрещено*).
- Eating/Chewing is only possible at breaks and lunch times.
- Be sensible in bad weather.
- Play in the right place.



93 Work in pairs. Choose together:

- a) the four most necessary rules;
- b) the three least necessary rules.

Discuss them with your partner. Give your reasons.

94 Revise your school rules. What can you do at your school? What is prohibited? Write it down.

GRAMMAR FOCUS:
SECOND CONDITIONAL

95 Read and remember.

1

Compare First and Second Conditionals

1. If you stay in after classes, I will help you.
Если ты останешься после уроков, я тебе помогу.
2. If I could use the computer well, I would take part in the competition.
Если бы я мог хорошо пользоваться компьютером, я бы поучаствовал в соревновании.

See Grammar Reference, p. 130.

2

Если действие и условие совершения действия в сложном предложении относятся к настоящему или будущему времени и маловероятны, то в главном предложении употребляется глагол would (might) + инфинитив основного глагола, а в придаточном условном — глагол в форме Past Simple:

If + Past Simple... would (might) + infinitive
If they tried their chance, they would (might) be champions.

She would phone me every minute if she knew my telephone number.

What would you do if you won the game?

Придаточное условия может находиться как перед, так и после главного предложения.

Если придаточное условия стоит перед главным предложением, то оно отделяется от главного запятой.

3

Глагол to be в придаточном условия употребляется в форме were для всех лиц единственного и множественного числа.

He might help us in this situation if he were a doctor.

If I were a teacher, I wouldn't allow my students to call each other names.

If the weather were fine, we would go for a walk with our pets.



96 Complete the sentences. Translate them into Russian.

1. If Liza ... (be) rich, she ... (send) her son to Eton.
2. If my parents ... (allow) me to get a Saturday job, I ... (earn) some money for new computer games.
3. If the policeman ... (know) the way, he ... (tell) me how to get to the bus stop.
4. If the school ... (be) not far from my house, I ... (go) there by bike.
5. If the boy ... (be) ready for the lesson, he (get) a good mark.
6. If they ... (worry) about the test, they ... (come) on time.
7. If he ... (need) money, he ... (ask) for a job.
8. If we ... (try) our chance, we ... (spend) the weekend in the country.



97 Make questions as in the example. Ask your partner to answer them.

Example: Perhaps one day you will win the world tennis championship.— What would you do if you won the world tennis championship?

1. Perhaps one day your parents will send you to Harrow.
2. Perhaps one day you will be invited to Buckingham Palace.
3. Perhaps one day you will break a mirror.
4. Perhaps one day you will be expelled from your school.
5. Perhaps one day you will meet Bruce Lee in your school.
6. Perhaps one day you will fly to the Moon.

Mini-project:

What would I do to make my school more attractive



98 Divide into three groups. Write any of the three proposals. Try to be realistic.

1. What would I permit / forbid at school if I were a pupil?
2. What would I permit / forbid if I were a teacher?
3. What would I permit / forbid if I were a parent?

Begin your proposals with the words: "If I were a parent, I would..." Share your proposals with your classmates.



Section 8

School friends are for ever

99 It's known that old school friends are friends for ever. Give as many suggestions as possible to explain who is a good or true friend. Use the expressions in the box below:

see each other every day
don't see each other for ages
have much in common
share ideas
know each other for a long time/ not so long
have a fight
refuse to work together
phone each other
like working together
offer to help to each other
...

100 Collect all your suggestions and make a GOOD FRIEND POSTER.



101 Look at these photographs and discuss with your partner what has happened between the friends.

102 Listen to four conversations and match each conversation with one of the photographs.

Conversation 1	
Conversation 2	
Conversation 3	
Conversation 4	



103 Now read and listen to the conversations again. What are the teenagers talking about? Who do you talk to if you have a problem?

1

Steve: Hi, Penny! Hi, Albert!

Penny: Hi, Steve, where are you going?

Steve: Well, I was going to meet Matt and Gemma at the café, do you want to come?

Penny: Sorry, I can't. I have to babysit this afternoon.

Steve: OK, we're going to the cinema tomorrow to see "Titanic".

Penny: Are you? I really want to see that.

Steve: Great, we'll see you outside the cinema at 8.00 then, OK?

Penny: Yeah, see you tomorrow.

2

Tracy: Now listen, if you don't do it, you won't have any friends in the whole school. And if you tell anyone, you will be in big trouble. OK?

Sue: What's the matter? Why are you so rude?

Tracy: You know why. OK?

3

Sally: Oh, dear, don't worry. Now what we'll do is talk to your parents this afternoon when they come to collect you. We'll explain to them exactly what happened. I think they'll understand it's not your fault.

John: Thanks, Sally, I'm sure they'll believe you.

4

Karen: Thanks for helping me, Julia. I was really having problems with that Maths homework. I thought I would never understand. And the test next week is very important.

Julia: That's OK. You can help me with Biology next time. I never understand any of that homework.

104 Work in pairs. Imagine a similar situation and write a conversation between two people. Act it out. Use as many expressions as possible from the conversations above.

105 Work in groups. Discuss what you quarrel about with your friend. Make a list of things you quarrel about. Put your list into two columns:

Important things	Unimportant things

106 Work in pairs. Make up "a quarrel dialogue". Try to be polite even in these situations. You can use:

- Listen, we've got something to talk about.—
Послушай, надо поговорить.
- Why? — В чем дело?
- What's the matter? — Что случилось?
- If you don't ..., you'll be in big trouble.—
Если ты не... у тебя будут проблемы.
- Why should I ...? — Почему это я должен?.
- You know why. OK? — Сам знаешь почему
Ясно?
- It's not my fault.— Я не виноват.
- Don't worry.— Не волнуйся.

107 Here is a part of the quiz about an ideal friend. Read and answer:

Your friend is good at all the school subjects, but you aren't. Do you...

ask your friend to help you?

want her/him to get a bad mark?

copy what he/she writes during a test?

don't care about it?

...

Mini-project: The ideal friend

108 Work in groups. Write your own quiz. Use the quiz in Ex. 107 as a model. Choose one of the topics.

1. Your friend is in a bad mood today.
Do you...?
2. Your classmates laugh at your friend.
Do you...?
3. Your friend doesn't get along with his/her parents. Do you...?
4. Any other...

Try out the questions of your group quiz on the students from other groups.

109 Find the words having a common root (корень слова).

Example: Friend: friendly / unfriendly / friendship / friendless

Help:...

Use:...

Real:...

Create:...

110 There are quite a lot of proverbs and sayings about friends and friendship in English. Read some of them. Think of Russian equivalents. What other Russian proverbs about friendship do you remember?

A friend in need is a friend indeed.

Old friends and old wine are best.

A friend to all is a friend to none.

Between friends all is common.

Friendship is not bought at a fair (ярмарка).



I
You
Your parents
His mother
My teacher
Their friends
...

want(s)
would like
expect(s)
...

111 This is a game for all of you. It's called "A secret project".

Write your names on pieces of paper. Put all the pieces into a box. Take one piece out of the box. The person whose name is written on the piece will be your "secret friend" for the next week. Don't tell her/him about it. Try to be extra kind and helpful towards this person all of next week. At the end of next week each of you will have to guess who his/her secret friend was.

If anyone can't guess, then you will have to say what you did to be kind and helpful.

GRAMMAR FOCUS: COMPLEX OBJECT (СЛОЖНОЕ ДОПОЛНЕНИЕ)

112 Read and remember.

want	me / you /	to do smth
expect	him / her /	
should like	it / us / them	
would like		

Compare:

1. I *want you to phone* me in the evening.—
Я хочу, чтобы ты позвонила мне вечером.
2. They *expect Alice to answer* five simple questions.— Они надеются, что Алиса ответит на пять простых вопросов.
3. I *would like her to try* her chance.— Я бы хотел, чтобы она использовала свой шанс.

113 Translate into Russian:

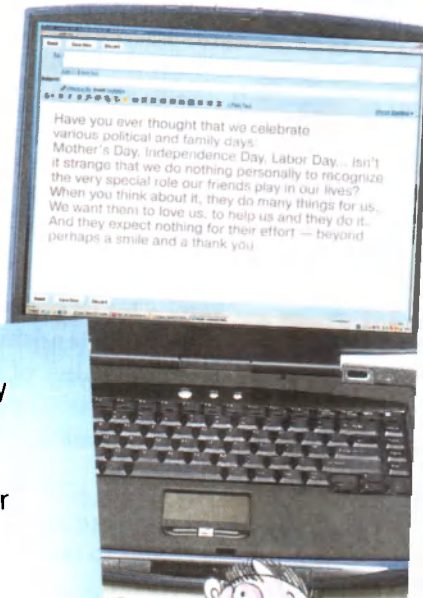
1. The teacher *wants him to solve* this difficult problem himself.
2. *Do you expect us to take part* in the competition?
3. *Would you like them to visit* your school in May?

114 Make up sentences.

me	to take care of my little brother
you	to continue English
him	to stay out of trouble
her	to argue with her
us	to discuss the problem
them	to attend school
the boys	to think of our future

115 Read the letter which was received by e-mail.

- Find some examples of the Complex Object in the letter.
- What other political and family days do you celebrate during a year?
- Would you agree with the proposal of our American pen friend to declare a Friend's Day on July 31st?



Have you ever thought that we celebrate various political and family days:

Mother's Day, Independence Day, Labor Day... Isn't it strange that we do nothing personally to recognize the very special role our friends play in our lives?

When you think about it, they do many things for us. We want them to love us, to help us and they do it. And they expect nothing for their effort — beyond perhaps a smile and a thank you.

We decided to declare July 31st as our Friend's Day — a day to take a moment to remember all the kindness our friends have done for us during the year.

We would like you to think about this idea. If you also think the idea of a Friend's Day is worth supporting, do it. Start it by saying a special thank you to YOUR friends. Perhaps you will send them a postcard or just send them a message by e-mail before July 31st.

Thank all your friends for the wonderful gift they give you by simply saying:

Times change and we do, too, but friendship is for always.

Thank you for being my friend.

Best wishes
Jeff Rixon

3-17

116 Find in the text and translate into Russian the sentences with the following word combinations:

- ...we do nothing personally to...
- ...they expect nothing for their effort...
- ...to take a moment to...
- ...is worth supporting...
- ...by simply saying
- Times change...

117 Put the following word combination into two categories:

noun + noun

adjective + noun

Example:

Friend's Day

wonderful gift

various days, American pen friend, special Mother's Day, great idea, political decision, special thank, e-mail message, birthday card, tee-shirt, article, computer game, Independence Day

118 Say if you support Jeff's idea or not. Explain why. Use some expressions from the text.

Example: I support Jeff's idea because...

...we do nothing personally to recognize the role of our friends.

...friendship is for always.

...it's easy to send e-mail message once a year to thank your friend.

...



119 Work in pairs. Write a special letter which you are going to send to all your friends in other countries on July 31st.

Section 9

How to tackle our problems?

120 Look at the pages of Youth Magazine. Say what sort of information is given on the pages:

advertisements, competition advertisement, teenage articles on how to make the world better, young peoples' letters about their problems, stories about teenagers, any other...

121 Read the letters from a magazine problem page. Say whose problems are

- same as yours,
- different from yours.

A

Dear Jackie,
What do you think I should do? All my friends smoke, they think it's really cool but I don't. I'm fed up with them telling me to try. I really don't want to. They call me names and say I'm frightened of getting into trouble, but it's not true. I just don't want to.
Greg (age 13).

B

Dear Jackie,
Can you help me? I need more pocket money so I can buy some new computer games. All my friends have Saturday jobs, but my Mum won't let me get one. She says I'll be too tired to do my school work. What can I do, I'm so depressed about it?
Maisie (age 12).

C

Dear Jackie,
I'm in Year 9 and I have to choose the subjects for next year. My parents and my teachers want me to continue History because I've got good marks, but I really hate History and the teacher is so boring. I want to continue French and German because I want to travel when I leave school. But my marks aren't very good. No one listens to me, I get so angry. Who should I listen to?
Joshua (age 13).



122 Choose the letter with the problems same as yours. Talk about your problem(s) with your partner using some words from the letter.

123 Match the letters and Jackie's replies. Jackie is a teenage magazine correspondent who writes answers to teenagers' letters. Write her answers next to the letters:
Letter A ☐ Letter B ☐ Letter C ☐

1. This is a very difficult situation. I'm sure your parents and teachers want you to do well in your subjects. They are thinking about your school life. You will have to do a lot of extra work if you want to continue with languages. But it's also very important that you enjoy your lessons. Perhaps you could speak to other teachers and see what they think?
2. You are right, smoking is bad for your health and disgusting. It's very difficult to stop smoking once you have started. So don't listen to them and then perhaps your friends will be more like you.
3. Have you explained your situation carefully to your mum? If you promised to do all your homework on Saturday mornings, maybe then she would allow you to have a job in the afternoon?

124 Decide which reply is the best. Explain why you think so.

125 Write your own reply to one of the letters.

Use:

You are right..., Don't listen to, Perhaps, I'm sure / not sure that ..., You can speak to ..., See what she / he says..., you shouldn't be depressed ..., Have you explained ...?

PRONUNCIATION FOCUS



126 Listen, read and remember.

oo	-[ʊ]	foot, good, look, wood, cook, book
	-[u:]	cool, school, choose, room, too, food, soon, zoo
ou	-[aʊ]	about, sound, round, south, loud, proud, without
	-[ʊ]	would, should, could
ow	-[əʊ]	follow, Moscow, borrow, know
	-[aʊ]	now, allow, cow, crowd, down, how, town

GRAMMAR FOCUS: ONE / ONES

127 Read and remember.

I. The words **one/ones** are used instead of a noun or nouns.

1. Have you got any detective stories? I'd like to read **one** (= a detective story).
У вас есть детективы? Мне бы хотелось почитать.
2. She hasn't got a textbook. She should buy **one** (= a textbook).
У нее нет учебника. Ей нужно его купить.
3. Do you know Martin Harly? **The one** who lives in that cottage? (= Martin Harly)
Вы знаете Мартина Харли, который живет в том доме?
4. These books are more interesting than those **ones** (= the books).
Эти книги более интересные, чем те.
5. I don't like these shoes. Please give me those **black ones** (= the shoes).
Мне не нравятся эти туфли. Дайте мне, пожалуйста, те, черные.

II. The words **one/ones** often aren't translated into Russian (see sentences 1, 3, 5). Sometimes they are translated as the pronoun (see sentences 2, 4).

128 Complete the sentences. Translate them into Russian.

Example: I have read this book. Please give me another one.

1. I don't like these white flowers. Let me have some pink ...
2. I think that his performance will be more interesting than the last ...
3. I don't like these mittens. Please give me those blue ...
4. Do you know Mrs Parkins? Is she the ... who phoned yesterday?
5. I've got several DVDs. Which ... would you like?
6. Which pen do you want? — The ... that's on the table.

129 Translate into English.

“Ты видела сегодня Алису, которая живет в соседней улице? Она брала у меня книгу по истории”. — “Какую книгу?” — “Ту, которую ты читала в прошлом году”.

130 Work in groups of 4–5. Choose one of the following topics. Discuss it in your group. Write down your pros and cons. Report the results of your discussion to the others.

1. It's not bad to have your own pocket money for sweets, cinema, disco, computer games, birthday presents, flowers for your girlfriend etc. Do teenagers in Russia have Saturday jobs? Why not? What can you say in favour of it?
2. In Year 9 at secondary school (age 13 to 14) students in Britain have to decide which subjects they want to drop (*отказаться*). Usually these are subjects they are not good at. If you had a choice: what subjects would you drop next year? Why? Are there any subjects which should be studied by everyone? What are they?
3. Do you agree that students should drop the subjects they are not good at? Why? Why not? Should parents and teachers decide what subjects to continue?

131 Sharing your tasks in the family is a problem, too. Learn how they do it in some British families. Listen, read and act out:

Mum: Can one of you go and get some bread from the corner shop?
 Olivia: Yes, Tim'll go. It's his turn.
 Tim: What's happening?
 Olivia: Mum wants you to go for some bread.
 Tim: Olivia, you can go. I've got so much homework to do.
 Olivia: All right, I'll go.
 Tim: Ah, peace at last! I can watch TV.
 Mum: Tim! Have you done your homework?

132 Read and learn what is said about smoking. Make a list of at least 3 reasons why you shouldn't smoke.

We've just moved into a new flat. And the first thing I put on one of the walls was a "no smoking" sign. "That's anti-social," said my mother, "you can't do that." Oh, yes, I can. And if anything is anti-social, it is smoking.

Besides being impolite, smoking is deadly. In Britain about 50 000 people die every year because of smoking. They die from lung cancer, heart attacks and other causes, too. In fact,

statistics show that a smoker shortens his life by 5,5 minutes with each cigarette.

Smokers say that they don't care and if they want to kill themselves with tobacco that's their business.

Happily, at present smoking is prohibited in many ways. You can see "No smoking" signs in many theatres, cinemas, trains, buses and restaurants. And in my flat, too!

133 Interview students in your class. Find out what they would do if someone smoked in their room, in their school, in the plane they were flying in...

- What do you think of smokers? Do you think it's their own business?
- Do smokers care about others?
- Do you think smoking is dangerous for a person who lives in the same flat with a smoker?
- Do you think smoking in the office is polite?

Mini-project: I don't smoke!

134 Work in groups. Make an anti-smoking poster. Follow these steps:

- Look at the posters. Discuss which of them you would hang in your room.
 - Read the anti-smoking signs:
1. Every time you want to smoke think at first then choose the coke.
 2. Sports make me strong and healthy.
 3. Care for your health.
- Draw a poster to illustrate one of the signs.
 - Share your poster with your classmates.



Homework



1 Make up as many combinations as possible with verbs *to get*, *to have (got)*, *to make*. Use the following words and word combinations.

out friends angry
mistakes a problem a job
an opinion an interview along with
pocket money bad marks faces

Example: to have got friends

2 Do Ex. 1 on page 62 in written form. Write at least 5 sentences.

3 Read again what the British teenagers say about their problems (Ex. 2 on pages 62–63). Complete the following statements.

1. Simone gets angry because...
2. Oliver doesn't feel comfortable with his classmates because...
3. Jim needs more pocket money because...
4. Julia is not happy on Saturdays because...
5. Angela hates Science because...
6. Martin is depressed because...
7. Claudia doesn't want to play the piano because...

4 Match the verbs and their descriptions. Write them down.

Example: to have a paper round — to take newspapers and letters to people in the morning

????????????????????????????????????

to be depressed about smth
to be fed up with smth
to take care of smth
to do one's best
to call names

to say bad or rude things about someone
to be tired of smth
to protect or look after someone
to be sad and without hope
to make an effort for doing things in a very good way

5 Put in the prepositions if necessary. Some prepositions can be used more than once. Write the story down into your exercise

at about with over on of

I think teenagers all ... the world have the same problems. As for me, I get along ... other students in my class rather well. They don't call me ... names, they help me if I need ... and I have no problems ... my parents. I can't ... invite any friends ... home. What I'm really ... is sharing a room ... my younger brother. Sometimes I get so angry ... him! My parents aren't happy ... his marks ... school. So I don't ... to take care ... him. I'm depressed ... doing my homework with him every day. If I don't ... him, my parents won't allow ... me to go out on Saturday evening.

6 Do Ex. 5 on page 63 in written form. Write 7–8 sentences.

7 Complete the dialogues. Use: *be / look*

— What's the matter? Why do you ... so tired?
— We had a hard maths test today.

— How do you like your new armchair?
— Wonderful! I ... really comfortable here.

— Your sister ... depressed, isn't she?
— I'm afraid she is. She has problems with her boyfriend.



8 Translate into English.

1. Боюсь, что Саша попал в беду. Давайте поговорим с ним сегодня же.
2. Я не люблю беспокоить своих родителей. Они впадают в депрессию от моих проблем.
3. О чем вы спорите? Неужели это так важно?
4. Антон создает проблемы в нашем классе. Он вечно спорит с учителями.
5. Что тебя тревожит в нашем плане? Объясни свои «за» и «против».

9 Write about your personal problems. Follow the plan:

1. Name your problems
2. Think which of them is the most important and why
3. Write what personal characteristics you need to solve the problem
4. Write who can be of some help to you

10 Choose the appropriate reply. Write it down into your exercise book.

Example: Thank you:

- a) Good.
- b) No problem.
- c) You're welcome.

Thank you.— You're welcome.

1. Excuse me, sir.
 - a) Why?
 - b) Can I help you?
 - c) What's the matter?
2. Could you tell me how to get to the stadium?
 - a) No.
 - b) I'm afraid, I don't know.
 - c) I don't know.
3. I'm sorry for being late.
 - a) That's OK.
 - b) You are welcome.
 - c) Any problem?

11 Complete the dialogues. Write them down.

- A. ... could you tell me ... to MOMI, please?
 B. Well, go straight Then ... the first street ... the right.
 C. ...

- A. Excuse me, how ... to the Russian Museum?
 B. ... problem. You're just ... front ... it.
 C. Fantastic! ...

- A. Excuse me, where is the nearest tube station?
 B. ... afraid, I don't I'm a tourist, too.
 C. ..., I'll ask someone else.

12 Find the opposites. Write them down in pairs.

Example: to turn right — to turn left

to get on, to go straight, to turn right, often, far from, up, across, seldom, to turn left, in front of, on the left, down, never, to get off, to turn, always, along, behind, on the right, next to

13 Copy the following words. Put in the missing letters.

Althoug_, boug_t, eigh_een, nau__ty, cau_ht, hi_h, toni__t, throug_, daug_ter, strai__t.

14 Do Ex. 23 on page 67 in written form. Write 7–8 sentences.

15 Put in: *me, you, us, them, her, it, him.*

1. Alice's school is near her house. It takes ... about ten minutes to get there. 2. My friends are fond of swimming. It takes ... half an hour to get to swimming pool. 3. I prefer to do written exercises. It takes ... less than an hour to do them. 4. Andrew was responsible for music. It took ... a quarter of an hour to organize disco. 5. My mother and I will go shopping tomorrow afternoon. I hope it'll take ... less than an hour. 6. How long does it take ... to do your homework in Science? 7. My dog runs very quickly. It takes ... less than 5 minutes to run around the park.

16 Write about yourself. Use the guidelines in Ex. 28 on page 67. Start like this:

At the moment I'm in the 7th form. This year I have a lot of new subjects.

17 Write five things that pupils should do / have / be and three things that they shouldn't do / have / be.

Example:

Pupils should	Pupils shouldn't
be allowed to be noisy during the lessons	...
...	...

Unit 3

18 Put the words in the box into four groups. Write them down.

Example:	[ɪ]	[i:]	[ɪə]	[aɪ]
	fit	...	...	...

near, fourteen, right, these, why, fit, clear, high, strict, ear, here, need, give, really, please, building, behind, eye

19 Do Ex. 36 on page 69 in written form.

20 Fill in the blanks.

Use: *should* / *shouldn't* / *must* / *needn't* / *have to*.

- Shall I buy some butter? — No, you ...
We've got some.
- What ... I do to pass the chemistry exam? —
You ... work hard and spend more time
doing your homework.
- Excuse me, I ... get to Trafalgar Square.
... I take a bus? — Yes. You ... take bus
No 62.

21 Do Ex. 39 on page 70 in written form.

22 Translate into English.

- Почему ты смотришь телевизор? Ты забыл,
что тебе надо подготовиться к контрольной
по истории?
- “Мне надо надевать теплое пальто?” —
“Обязательно! Сегодня очень холодно”.
- Насте не надо сегодня идти на теннис. Она
может поспать и почитать.
- Говорите тише! Здесь нельзя разговаривать
громко.
- Роману не следует так часто и долго играть
в баскетбол.

23 Write 4 statements expressing your idea of school education. Use the expressions from Ex. 46 on page 71.

Example: I would like to learn new things, but we have too many extra subjects at school.

24 Put in *learn* or *study* in the correct form.

- How many students ... English in your class?
- Have you ... all new expressions and words?
- Does he ... in your school? — No, he ... in the school over there.
- Must I ... this long and boring poem by heart? — No, you needn't.



25 Translate into English.

Год назад я училась в другой школе. Потом я перешла в эту школу, потому что здесь изучают два иностранных языка — английский и французский. Я понимаю, что мне придется работать больше: каждый день учить новые слова, читать книги на обоих языках, учить наизусть стихи, писать контрольные работы. Если я буду учиться хорошо, то смогу поехать по обмену в какую-нибудь англоговорящую или франкоговорящую страну.



26 Look back at the texts in Ex. 52 on page 72. Does your school have anything in common with the perfect schools described by Marina, Alfred and George?

Write 4–5 sentences about your school.

Example: In my school students and teachers treat each other with respect.

27 Complete the following sentences. Give your reason for each statement.

Example: Studying well is a student's personal business because some students just can't study better than they do.

- Studying well is a student's personal business because...
- If teenagers are allowed to talk freely about their problems...
- I wouldn't like to learn the subjects that have nothing to do with real life because...
- It's important that students are allowed to wear whatever they choose because...
- Most students believe that the school rules should be neither strict nor too free because...

28 Put in *quite* or *quiet*.

1. Be ...! You shouldn't be so noisy in the hospital.
2. This dress is ... nice, but I think your blue dress is better.
3. After 10 o'clock in the evening our house is absolutely ...
4. My aunt is a ... person. But she enjoys teenagers' company.
5. I ... like biology, but I hate chemistry.
6. Are you ... sure? Shall we leave right now?

29 Answer the questions in Ex. 61 on page 74 in written form.**30** Put in *his*, *her*, *mine*, *yours*.

1. Have you seen ... watch? She can't find it.
2. Whose coat is this? — It's ...!
3. I don't like these jeans. ... are much better.
4. That's your dictionary on the desk. ... is in his bag.
5. Liza usually cleans ... shoes, James cleans ..., and I clean ...
6. This is my house and ... is round the corner.

31 Read again the text about education in Australia. Match the two parts of the sentences. Write them down.

Example: In state schools of Australia education is free.

- a) In Australia education is compulsory...
- b) In state schools of Australia education is...
- c) There are some Australians who live...
- d) Schools of the Air are usually situated...
- e) Two-way radio and television help to learn...
- f) Schools through the mailbox are for students who live...

...the world around them.
 ...in remote inland towns.
 ...at age 6–15.
 ...far away from the big cities.
 ...free.
 ...far from any school in the area.

32 Put the following statements in two columns. Write them down. Use the information from Ex. 66 on pages 75–76.

British state school	British private (or public) school
...	...

- The education is free.
- The education is very expensive.
- Uniforms are based on what was worn over a hundred years ago.
- They are famous as the place where some prominent people got their education.
- They are attended by 95 per cent of British students.
- Girls and boys study together.

33 Read Alison's letter. Fill in the blanks. Use the words in the box.

Hi, Victor,

You asked me to write ... about my school. I don't think it's much different from Same basic ..., I guess. We've also got lots of ... activities. I'm keen on ..., if you remember. My parents believe that I should ... all that I can. But who knows what I ... can!

What I really like about my school are the relations ... our teachers and us: they are ... friendly. Teachers talk to us as if we are I really like it!

Sorry, I have to finish — the break is

What about your school?

Is your school much the same?

...

Yours,

Alison



really, individuals, non-academic, achieve, over, baseball, yours, subjects, a few words, between, quite, Take care!

34 Do Ex. 69 on page 77 in written form.

35 Write a letter about your school to Alison. Use the following guidelines:

- Subjects
- Non-academic activities
- Relations between teachers and students
- Free education or not

36 Write down three forms of these verbs.

Example: ask — asked — asked

ask, build, know, buy, collect, send, rely, talk, provide, hear, depress, speak

37 Change the Passive Form into the Active.

Example: The bike was repaired by my elder brother. — My elder brother repaired the bike.

1. The old bridge across the river was broken by builders.
2. Michael Jackson is known to every American.
3. The party was arranged by the students themselves.
4. She is liked by everybody.
5. The letters were written by our Canadian exchange partners.

38 Translate into English. Use the verbs in the Passive Voice.

- a) Мой край богат своей историей. Много интересных людей родилось здесь — художников, писателей, спортсменов. О героях войны можно много узнать в городском музее. О некоторых людях часто пишут местные газеты. О ком из них пишут чаще? Конечно о современных героях.

- 39** b) Приятно, что богатые люди нашего города / села стали обращать внимание на проблемы тех, кто беднее их. Школы обеспечиваются компьютерами, больницы — лекарствами. Сейчас много людей, о которых нужно заботиться. Я бы хотел(а) поскорее стать взрослым(ой), чтобы сделать нашу жизнь лучше.

39 Do Ex. 78 on page 79 in written form.

40 Transform the following sentences changing verbs from Active into Passive.

Example: Louise could see a hole in the wall. — A hole in the wall could be seen by Louise.

1. Louise could clearly see an adult figure.
2. He tried the door.
3. Gavin could smell a delicious smell coming from the kitchen.
4. The police phoned to Terry's dad.
5. Somebody stole the bike.

41 Do Ex. 82 on page 80 in written form.

42 Put the British school punishments in a list, No 1 being the most serious one.

- ☐ Suspension ☐ Exclusion ☐ Lines
☐ Report ☐ Detention

43 Do Ex. 88 on page 83 in written form.

44 Describe at least one punishment used in Russian school.

45 Complete the sentences. Write them down. Mind that more than one ending is possible.

- a) Students miss lessons because...
- b) Girls prompt more often than boys because...
- c) Some students are impolite to teachers because...
- d) Teenagers talk much at the lessons with each other because...

... they are better students.
... they are just talkative.
... they are afraid of getting bad marks.
... they don't like boring subjects.
... they think it makes them independent.
... they want to share their opinions.

46 Write 5 rules for school teachers. Use Ex. 92 on page 83 as a model.

47 Do Ex. 96 on page 84 in written form.

48 Translate into English.

- Если бы ты поехал на чемпионат мира, то занял бы первое место.
- На твоём месте я не пропускал бы уроки истории и литературы.
- На месте нашего директора я не исключала бы из школы учеников за плохое поведение. Я предложила бы им какие-нибудь внеучебные занятия.
- Если бы все были вежливы и терпеливы друг с другом, жизнь стала бы более интересной и счастливой.

49 Complete the following sentences.

- If I were sixteen, I would...
- If I could travel every summer,...
- If I were depressed as you are,...
- If you tried your chance, you might...
- If he were invited to this party, he...
- If I lived in New Zealand, I...
- If they could speak all European languages, they...

50 Write 6–7 sentences about your best friend. Use the expressions from Ex. 99 on page 85.

51 Choose the appropriate polite reply. Write it down into your exercise book.

- What's the matter?
 - Sorry, I can't.
 - Nothing serious.
 - None of your business.
- Why are you so nervous?
 - What?
 - You know why.
 - Don't worry. I'm all right.
- How did you like the party?
 - Rubbish!
 - I've had enough.
 - It was quite good.
- Must we phone them today?
 - No, we needn't.
 - Why do you ask me?
 - No.

52 Do Ex. 105 on page 86 in written form.

53 Write the words you know with the same root:

Example: interest — interesting, interested

- | | |
|---------------------|--------------------|
| 1. to know — ... | 4. form — ... |
| 2. to trouble — ... | 5. sport — ... |
| 3. to invent — ... | 6. to depend — ... |

54 Translate into English.



Моему старшему брату 17 лет. Он замечательный музыкант. Но какая у него трудная жизнь! Родители хотят, чтобы он стал серьезным. Они надеются, что он начнет готовиться в медицинский институт. Они хотят, чтобы он перестал играть на гитаре каждый вечер. А он хочет, чтобы они ему не мешали заниматься музыкой. Они хотят, чтобы он не приглашал домой своих шумных друзей.

Я хочу, чтобы мой брат доказал всем, что он настоящий музыкант.

Если бы я был на его месте, я бы поскорее создал свою музыкальную группу!

55 Write a short story proving Jeff's idea that friendship is for ever. Use the following expressions:

If you ask me,...

In my opinion...

Personally, I think!...

Unit 3

56 Look back at the letters in Ex. 121 on page 89. Find the sentences conveying similar ideas. Write them down.

Nobody understands me.
I'm tired of my friends.
I don't feel good about it.
My friends work on the weekends.
My friends believe that smoking makes them look better.
It's wrong.
I'm forbidden by my mother to get a job.

57 Do Ex. 128 on page 90 in written form.

58 Write a short summary of the text in Ex. 132 on page 91.

Firstly, I'd like to say that...
Secondly, I know that smoking...
In fact, statistics show that...
Happily...

Key vocabulary

Nouns:
argument
behaviour
education
punishment
trouble
troublemaker

Verbs:
agree
allow
argue
attend
behave
educate
expect
punish
trouble

Adjectives:
compulsory
depressed
higher
private
quiet
secondary
state

Expressions and word combinations:
be in trouble / have a trouble
get into / stay out of trouble
It takes me ... to do smth
look troubled
trouble for / about

Progress check

1 Complete each sentence with one of the words below.

trouble, education, attend, allowed, have, punish, private, punishment, behaves

In Russia education is compulsory between ages of 6–7 and 15 years. There are different types of secondary schools in the country. Most of them are state schools where ... is free.

But some parents want their children to attend ... schools which aren't free.

Children have to ... school from Monday till Friday. In some schools they ... to wear uniform. In others they are ... to wear what they want.

The discipline isn't very strict. But if a pupil ... badly the teacher can ... the child. Of course, the ... isn't severe. The teachers want their pupils to stay out of ... and always do their best.

2 Complete the sentences using the prepositions *to, of, for, at, on*.

- Steven is very proud ... his new bicycle.
- Hello, can I speak ... Ann, please?
- "Are you going to arrange a picnic at the weekend?" — "I would like to but it depends ... the weather."
- "What are you looking ...?" — "I've lost my pen."
- She always laughs ... his silly jokes.

3 Write a sentence with the same meaning using the Passive Voice.

Example: The old man punished the naughty boy. — The naughty boy was punished by the old man.

- Students use computers at their lessons.
- The teacher explained the rules of the game to the students.
- Ann cooks a special dinner on the 21st of May.
- They arranged a nice picnic last month.
- The little boy drew these funny pictures.

4 Complete the sentences.

Example: If Mike ... (do) his best at school, his parents would be happy with his marks. — If Mike did his best at school, his parents would be happy with his marks.

1. If my parents ... (allow) me to get a Saturday job, I would buy a new computer game.
2. If he didn't do sports, he often ... (fall) ill.
3. If she were in trouble, she ... (phone) me.
4. If she ... (be) more energetic, she ... (try) her chance.
5. If I ... (be) you, I ... (try) to explain the problem to my parents.

5 Choose the correct translation of the sentences:

1. Her behaviour is getting worse and worse, we must do something.
 - a) Ее поведение становится все хуже и хуже, вероятно, нам следует что-то предпринять.
 - b) Ее поведение становится все хуже и хуже, хорошо бы нам что-то предпринять.
 - c) Ее поведение становится все хуже и хуже, мы должны что-то предпринять.
2. She has to go to school early tomorrow.
 - a) Завтра она пойдет в школу рано.
 - b) Ей нужно пойти в школу рано завтра.
 - c) Желательно, чтобы завтра она пошла в школу рано.
3. You should go to the doctor immediately.
 - a) Вы обязаны обратиться к врачу немедленно.
 - b) Вам следует немедленно обратиться к врачу.
 - c) Обратитесь к врачу.

6 Choose the correct pronoun:

1. His parents want ... to behave well at school.
 - a) him b) he c) his
2. I want ... to pay attention to your grammar.
 - a) your b) you c) yours
3. They expect ... to arrange a party.
 - a) I b) my c) me
4. Our teacher expects ... to think of our future.
 - a) ours b) us c) we
5. Would you like ... to stay out of trouble?
 - a) they b) their c) them

**7** Choose one of the pictures and act out the dialogue with your partner.

UNIT 4 Sport is fun

Section 1 Why people do sport

FOOTBALL ☐
 ICE-SKATING ☐
 HORSE RIDING ☐
 BOXING ☐
 FIGURE SKATING ☐
 TENNIS ☐



a RUSSIA
 b GREAT BRITAIN
 c GREECE
 d USA
 e NORWAY
 f FINLAND
 g CANADA
 h ITALY
 i GERMANY
 j BRAZIL

BASEBALL ☐
 ICE HOCKEY ☐
 CYCLING ☐
 SKIING ☐
 CHESS ☐
 BASKETBALL ☐

1 Look at the pictures. Match the pictures and the sports. Which countries are these sports associated with?

WORD FOCUS

2 Read, translate and learn.

Sport (uncountable) — sport in general.
She is not very good at sports / in sport;

Sports (countable) — a type of sport.
Football, tennis, athletics are all sports;

— sports centre, a sports club, a sports jacket,
 a sports car; a sports fan;
 — a fine / talented sportsman;
 — be good at / be fond of sport;
 — do sports;
 — watch sports;
 — be sporty

3 Listen and repeat the words for the most popular sports and sport activities. Say which words sound similar in Russian.

football, table tennis, badminton, volleyball, chess, gymnastics, aerobics, dance, cycling, swimming, walking, skiing, ice-skating, horse riding, windsurfing, jumping, running, boxing, figure skating, wrestling, hockey, judo, kickboxing, polo, rugby, baseball, athletics, handball

4 a) Read and say what sports these people are talking of.

1. "A round ball is used in this game. Two teams of 11 players kick it. They are not allowed to handle (*брать руками*) the ball."
2. "To keep fit they travel by bicycle every weekend. They have visited a lot of places. It's their favourite hobby."
3. "It's very popular with women. You can do it in a sports centre with music or just follow classes shown on TV."
4. "You can play this game at home or in the gym. You need a partner, a table, a small ball, a net and two small bats (*ракетки*)."

WORD FOCUS

5. "It's the cheapest but very healthy form of sports. Nothing is needed. You get up in the morning and travel on foot enjoying the countryside (окрестности)."

6. "It's called the sport of kings. Few people do this sport, most of them watch it or try to win some money."



b) Find out what new sport have become popular recently. Use the Internet.

5 Match the sports and the places:

SPORTS

PLACES

swimming

stadium

ice hockey

skating rink

athletics

pool / lake

roller skating

river / sea

figure skating

mountains

cross country running
(кросс)

fields

cycling / skiing

forest

riding

street

tennis

sports ground

water skiing
(водные лыжи)

court

windsurfing
(катание на доске под парусом)

gym

surfing

(катание на доске по волнам)

6 Read and remember.

- I. bad (плохой) + **-ly** badly (плохо)
 quick (быстрый) + **-ly** quickly (быстро)
 usual (обычный) + **-ly** usually (обычно)
 late (поздний) + **-ly** lately (недавно)
 careful + **-ly** carefully (осторожно)
 (осторожный)
 energetic + **-ly** energetically (энергично)
 (энергичный)
- II. day (день) + **-ly** daily (ежедневно)
 week (неделя) + **-ly** weekly (еженедельно)
 month (месяц) + **-ly** monthly (ежемесячно)

Remember:

There are some adjectives ending in **-ly** too:

friendly (дружелюбный)

lively ['laɪvli] (оживленный, веселый)

lonely ['ləʊnli] (одинокий), silly (глупый)

lovely ['lʌvli] (приятный)

III. But fast (быстрый / быстро)

long (длинный / длинно, долго)

low (низкий / низко)

high (высокий / высоко)

little (маленький / мало)

wide (широкий / широко)

far (далекий / далеко)

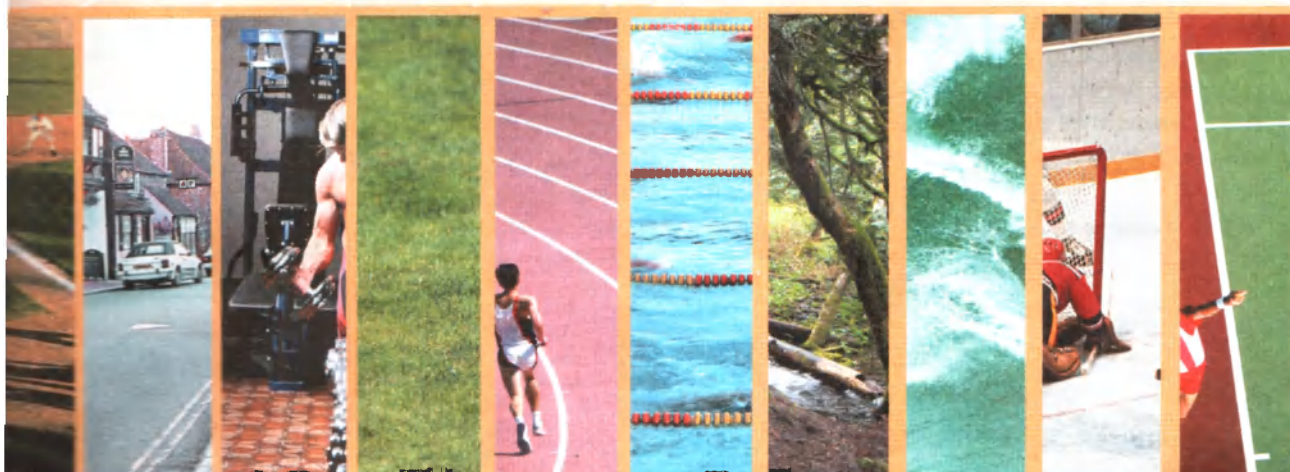
early (ранний / рано)

late (поздний / поздно)

hard { (трудно / трудный)
 (тяжелый / тяжело)

7 Read and translate the following sentences:

- The boy ran quickly to the nearest telephone box.
- Her sister swims very fast. I'm sure she'll win.
- Hold this vase carefully. Don't drop it.
- In summer the young sportsmen got up early and swam in the sea.
- The player threw the ball high into the air.
- How far is it from the court?
- Will the players stay there long?



8 Read the adverbs and fill in the table.

fast, quickly, before, tomorrow, high, here, much, long, far, carefully, early, wide, quietly, once, well, inside, today, badly, sometimes, usually, always, there, late, above, aloud, brightly, since, many, correctly, weekly, nearly, nicely, noisily, outside, politely, slowly, suddenly, windy, often, low, just

How?	When?	Where?	How... (much)?
easily	after	near	little
***	***	***	***

**9** Discuss in pairs why people do sports.

Use:

it's in fashion, it's interesting to take a chance, make friends, rest and relax, become strong / energetic / healthy, lose / gain weight, look athletic / cool, have a good time, earn money, enjoy playing / running, get rid of stress, win the prize, become famous etc.

10 Read the texts and answer the questions:

- a) What do teenagers have in common?
b) Why does each one of them do sports?
What is the main reason?

Paul (15, a football player): For me, football is much more interesting than music or videos — it definitely comes first. But I'm not just a football fan, I'm a player as well. I practise my skills every day in the garden or down on the field. I train hard twice a week and on Sundays. I have been playing (*играю*) for nine years now, and I'd like to become a professional.

Football is great and exciting. Recently I've won the Player of the Year award. I've also been on TV and on the Chelsea football programme.

Danny (a teenage surf instructor): Surfing is such a great sport. I don't need much to be happy. The ocean, waves, sunny weather and my surfboard make me happy. I enjoy catching and riding a wave. Sometimes dolphins ride the waves with me and my friends. We feel safe when they're around. But every time I go into the water I'm so glad to be alive.

Surfing makes me appreciate (*ценить*) my life.



Steve (13, a hockey fan): I'm from Quebec, home of the Montreal Canadians, the most successful professional hockey team. That's why I'm fond of hockey. I've loved hockey since I was three years old.

Though I'm not good at playing I know everything about hockey, the teams and the players. I enjoy watching the game. I'm sure that the speed of the game on the ice has made hockey one of the most popular game in the world.

I hope to become a referee when I'm an adult.

Natasha (13, a figure skater): I love figure skating more than anything. It was my elder sister who first took me to the skating rink. Now I skate four times a week and I never get bored of it. The ice, the music, the dance — it's like a fairy tale. And I've been very lucky — I've had a wonderful coach. I'd like to become a coach too.

I'm from a small town, so I travel to Moscow and back each week — but I love skating, it's so worth it!



11 Here are four extracts. Each was left out from a different text:

- a) Read the texts once more and decide which texts the sentences come from. Mark the places in the texts where they could fit in.
b) Listen and check if you were right.

1. It's one of the most popular sports in my country. It has a glorious history and many traditions. Our skaters often win first place and have great success. People from all over the world come to see their unforgettable performances.
2. It was born in England. But now it has become the national sport in many countries. About 20 million people fill the stadiums every year to support their favourite players.
3. It's usually associated with Australia or California and, of course, Hawaii, with their sunny climates and the ocean. But to do this sport you have to be strong, brave and patient.
4. There are moments when it's impossible to see what's happening on the ice because of all the quick movements. Players have to be able to change direction while moving at very high speeds.

12 Look at the pictures on page 102. Think of 3 nouns, 3 verbs, 3 adjectives, 3 adverbs to describe sports which the teenagers (Ex. 10) are fond of.

Example: Hockey — game, ...; skate, ...; strong, ...; quickly,



13 Prove that:

- Paul isn't just a football fan, but a good sportsman.
- Danny is a brave boy.
- Steve is an experienced fan.
- Natasha loves figure skating.

14 Which is your favourite sport? Are you good at it yourself? Why do you like it?

15 Just joking. Read and choose the funniest.

- A** Jim sees two boys running.
"Why are they running?" he asks Ben.
"The boy who comes first gets the prize," says Ben.
"Now I see. But why is the second boy running?" asks Jim.



- B** "Mr Brooks is quite a linguist, isn't he?"
"I never knew it."
"Oh, yes, he knows three languages."
"What are they?"
"Boxing, tennis and basketball."



- C** Ken: Can you tell me what Kate is doing?
Jane: Certainly. If the ice is thick, she is skating, but if the ice is thin, she is swimming.



Section 2 Keeping fit

16 Read the information and find out how people keep fit.

To keep fit most people do sports. Some of them join a sports club. The most popular individual sports are walking, swimming, cycling and aerobics.

People work hard. They come home late and are busy at weekends. They have no time to go to a sports club or a sports centre which isn't quite near their homes. They can hardly do sport seriously. They just want to relax.

People of all ages and types do exercises at home to improve their health and to keep fit. In the morning they switch on the TV and follow fitness classes (*оздоровительные занятия*) at home or go jogging in the park in the evening.



17 Work in pairs. Discuss and name:

- at least three purposes to keep fit;
 - at least five ways to keep fit.
- Compare your opinion with your classmates' ones.

18 Do you keep fit? Answer the following questions and read the advice.

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Do you often eat vegetables and fruit?..... | ☐ | ☐ |
| 2. Do you do sports regularly? | ☐ | ☐ |
| 3. Do you watch TV for more than an hour? | ☐ | ☐ |
| 4. Do you eat chocolate, sweets, chips and biscuits every day?..... | ☐ | ☐ |
| 5. Do you sleep 8-10 hours at night? | ☐ | ☐ |
| 6. Do you sometimes think about how fit you are?... | ☐ | ☐ |

Put "One" for each "Yes".

What is your total score? ☐ ☐

Now read about yourself:

- 0-3: Oh, dear! Forget about sweets and chips. You need fruit and vegetables and lots more exercises.
- 3-4: Do more exercises. Be careful what you eat.
- 5-6: You keep fit! Well done!



GRAMMAR FOCUS:
ADJECTIVES / ADVERBS

19 Read and remember.

- hard** (усердный) — **hard** (усердно)
hardly (едва, с трудом)
Paul works **hard**. (a lot)
She could **hardly** speak for tears.
(with difficulty)
- late** (поздний) — **late** (поздно)
lately (в последнее время)
Even **late** at night the skating rink is busy.
(at a late time of the night)
I haven't seen your niece **lately**. (recently)
Has she gone away?
- near** (близкий) — **near** (близко)
nearly (почти)
The Brooks live **near** the stadium.
(not far from)
It took him **nearly** two hours to get there.
(almost)
- high** (высокий) — **high** (высоко)
highly (очень, чрезвычайно)
The famous sportsman has jumped very **high**.
She thinks **highly** of your game. (very well)

20 Read and translate the sentences.

- The girl could hardly sleep last night.
- Has he worked hard lately?
- The little boy looked at his father and threw the cap high into the air.
- I think Paul is a highly skilled player.
- The stadium was nearly full.
- Is the swimming pool near your school?
- He got up late this morning.
- This is the best game I've seen lately.

21 Complete the sentences choosing the right word.

Example: You can (hard / hardly) know his name. — You can hardly know his name.

- Get up! It's (near / nearly) eight.
- Last month all the players trained (hard / hardly).
- It's too (слишком) (late / lately). Let's speak about the exams tomorrow.
- We have been proud of our sportsmen (late / lately).
- She was tired and could (hard / hardly) keep her eyes open.
- There is a new swimming pool (near / nearly) our school.
- Does she think (high / highly) of your pictures?
- Look! The bird is flying (high / highly) in the sky.

22 Make up sentences with **hardly**. Use the words in brackets.

Example: I was shocked by the news.
(I, speak.) — I could hardly speak.

- There were a lot of mistakes in your work.
(I, read, it.)
- The cake was terrible. (She, eat, it.)
- Oh, we've lost the game. (I, believe, my, eyes.)
- It was dark. (We, see, each, other.)
- Will you speak louder, please? (I, can, hear, you.)



23 The following pairs of adverbs have different meanings. Make up your own sentences to show the difference.

hard — hardly, late — lately, near — nearly,
high — highly

PRONUNCIATION FOCUS

24 Listen, read and remember.

I. Mind your pronunciation:

[ɪ]	[æ]	[ɪ]	[aɪ]
figure	badminton	swimming	boxing
tennis	athletics	skating	skiing
kickboxing	handball	cycling	wrestling
gymnastics	gymnastics	riding	jumping
basketball		surfing	running

II. Mind your stress:

'badminton, 'volleyball,
'basketball, 'handball,
'baseball, 'football
ath'letics, ae'robics, gym'nastics
'ice 'hockey, 'ice 'skating,
'figure 'skating, 'kick'boxing,
'water-'skiing, 'wind'surfing

- 25** Listen to the students talking about keeping fit. Fill in the table.

	Food	Exercises
Anna	...	...
Mark	...	...

- 26** Work in pairs. Ask each other questions. Start with these:

- What do you do to keep fit?
- Are there any fitness clubs in your place (village, town, city)?
- Have you ever gone to a fitness club?
- Do you do any sports?
- What sport is it?
- How often (regularly) do you do sports?
- Where do you usually do it (at home, at the stadium, at the school sports ground)?
- What sport is popular in your family?
- Do you take part in any competitions?
- Have you ever won a prize or medal there?

- 27** Listen, read and act out:

- Melissa: Hi, Helen! How nice to meet you here!
 Helen: Hello. I'm really glad to see you too.
 Melissa: What are you doing here?
 Helen: You know, I don't do sports at my college now. And I'm getting out of shape. So I've decided that every week I will do at least one sporty thing.
 Melissa: That's great! You can join me. I do aerobics here. The only problem is that aerobics classes are really popular, so a lot of people go to them.
 Helen: I'm afraid I prefer smaller classes. It's not so embarrassing (*не так стыдно*) when you make mistakes. If there are a lot of people in your class, I'll try something else.
 Melissa: OK. What are your favourite sports?
 Helen: Oh, many of them. I love athletics. But I love to watch it — not to do it myself! I think I will go swimming. Is there a swimming pool here?
 Melissa: Sure. It's over there. Shall I show you the way?
 Helen: No, thank you. I'll find it myself. You were very helpful. Bye-bye.

- 28** Make up your own dialogues.

Use:

How nice to see you here!
 I'm afraid, I'm getting out of shape.
 Lots of people go there.
 It's not so embarrassing when you make mistakes.
 It's over there.
 You were very helpful.

WORD FOCUS

- 29** Listen, read and remember.

GREAT BRITAIN

£1 — one pound
 £20 — twenty pounds
 1 p. — one penny
 (a hundred pence = a pound)

THE UNITED STATES

\$1 — one dollar
 \$20 — twenty dollars
 1 c — one cent
 (a hundred cents = a dollar)

EUROPEAN UNION

€1 — one euro
 €20 — twenty euros
 1 c — one cent
 (a hundred cents = a euro)

RUSSIA

one rouble
 twenty roubles
 one kopeck
 (a hundred kopecks = a rouble)



30 Read the text and say: if you would like to visit the Reverie swimming pool, what offering you would like to use, what time you would choose.

REVERIE

Our offerings

- Solarium
- Sauna
- Bar / Restaurant
- Water gymnastics
- Outdoor swimming pool (28 °C)
- Indoor swimming pool (28 °C)
- Children's pool (32 °C)

Hours

Monday ▶	6:30 a.m. — 12:30 p.m. 4:00 p.m. — 9:00 p.m.
Tuesday–Friday ▶	6:30 a.m. — 9:00 p.m.
Saturday, Sunday and Holidays ▶	7:30 a.m. — 9:00 p.m.

Last entry 1 hour before closing time

Prices

Single ticket:

Adults.....	\$5.00
Children & youth (6–18 years).....	\$3.00

12-times ticket:

Adults.....	\$50.00
Children & youth (6–18 years).....	\$30.00

Monthly ticket:

Adults.....	\$50.00
Children & youth (6–18 years).....	\$30.00

Swimming lessons:

10 practice hours Adults.....	\$75.00
15 practice hours Children & youth (up to 15 years).....	\$55.00

*(Practice hour = 45 minutes for adults,
youths and children)*

31 Answer the following questions.

- a) What is the latest possible time you could enter Reverie Swimming Pool to go swimming on Wednesday, on Sunday?
- b) How long does a swimming lesson last?
- c) You and your friends are on school holidays for the summer. You'd like to spend most afternoons at the pool with you friends. How much will the cheapest ticket cost you?
- d) During the school term you want to swim every day at 6:45 a.m. Will you be able to go swimming every day? Circle the correct answer. One has been done for you.

Monday	<u>Pool open</u> / Pool closed
Tuesday	Pool open / Pool closed
Wednesday	Pool open / Pool closed
Thursday	Pool open / Pool closed
Friday	Pool open / Pool closed
Saturday	Pool open / Pool closed
Sunday	Pool open / Pool closed



32 In groups. Discuss:

- a) what helps you to keep fit,
- b) what destroys your / our health.

Use:

healthy diet, sports, much sleep, well organised work, open air, fitness clubs, good mood, ...
bad habits (smoking, drinking, drugs, alcohol),
too much work, noisy neighbours, computers,
fast food, sweets, chocolate, ...

33 Say what these proverbs mean. Do you know any Russian proverbs about health and food. What are they?

An apple a day keeps the doctor away.
Eat with pleasure, drink with measure.



34 Listen, read and learn the funny poem.

ROBIN THE BOBBIN

Robin the Bobbin,
the big-bellied Ben,
He ate more meat
than fourscore men;
He ate a cow,
he ate a calf,
He ate a butcher
and a half,
He ate a church,
he ate a steeple,
He ate a priest
and all the people!
A cow and a calf,
An ox and a half,
A church and a steeple,
And all the good people,
And yet he complained
that his stomach wasn't full.

big-bellied — с большим брюхом
fourscore [fɔː'skɔː] — устарев. восемьдесят
calf [kɑːf] — теленок
butcher ['bʊtʃə] — мясник
steeple ['stiːpl] — колокольня
priest ['priːst] — священник
ox — бык
complained [kəm'pleɪnd] — жаловался
stomach ['stʌmək] — желудок



РОБИН-БОББИН

Робин-Боббин
Кое-как
Подкрепился
Натошак:
Съел теленка
Утром рано,
Двух овечек
И барана,
Съел корову
Целиком и прилавок
С мясником,
Сотню жаворонков в тесте
И коня с телегой вместе,
Пять церквей и колоколен —
Да еще и недоволен!

Перевод С. Маршака

БАРАБЕК

Робин-Боббин Барабек
Скушал сорок человек,
И корову, и быка,
И кривого мясника.
И телегу, и дугу,
И метлу, и кочергу.
Скушал церковь,
Скушал дом,
И кузницу с кузнецом,
А потом и говорит:
“У меня живот болит”.

Перевод К. Чуковского



35 Would you like to translate the poem by yourself? Do it!



36 You are going to read about vitamins. Before you read, mark the statements true (T) or false (F). Then read the text and check your answers.

1. Vitamins make people healthy. ☐
2. We get vitamins doing sports. ☐
3. People don't need vitamin C. ☐
4. If you want to be healthy you should eat less fruit and vegetables. ☐
5. There are about ten vitamins extremely necessary for the people. ☐

People need vitamins to stay healthy. "Vita" means life in Latin. People get vitamins from the food they eat. There are a lot of vitamins in fruit and vegetables. But you can hardly find any useful vitamins in Coke, chips and other fast food. Each vitamin is responsible for different things in the human body. There are about ten major vitamins. They are usually named by a letter of the alphabet (A, B, C, D etc).

- Vitamin A is in green and yellow vegetables, milk and eggs. It's necessary for seeing in the dark.
- Vitamin B₁ is in meat, porridge and bread. B₁ is responsible for the nervous system. Lack of this vitamin leads to serious illnesses and even death.
- Vitamin C is in every fruit and vegetable. You can find this vitamin in black currants, strawberries, oranges and grapefruits, onions, cabbages and green peppers. Vitamin C is important for building bones and teeth. It helps to prevent colds.
- Vitamin D is in eggs. People can also get it from sunlight. It makes our bones strong.
- Vitamin E is necessary for skin and body. It's in the wheat and nuts.
- Vitamins B₆ and K are necessary for human blood. You can find B₆ in beans and milk; K — in potatoes, tomatoes and carrots.

Vitamins make people healthy, optimistic and strong.

Remember:

I eat to live, but I don't live to eat. Choose healthy food.



37 Complete the sentences using the text.

1. If a person has some problems with her / his skin, he / she should have ...
2. If you have got a bad cold, you need vitamin ..., which is in ...
3. To make your bones strong you should ...
4. If you can hardly see in the dark, you should have ... every day.
5. You should have ... to make your nervous system work.
6. People need vitamins to ...

38 Read the dialogue. Act it out.

- A: Do you like spaghetti?
 B: No, I don't.
 A: Do you like chicken with rice?
 B: I don't mind.
 A: Do you like pizza?
 B: Oh, it's not bad. But I don't like Italian food very much.
 A: Do you like hamburgers?
 B: Yes, I do. I like hamburgers and chips.
 A: I'm afraid they don't have any chips. Do you like salad?
 B: Salad? Oh, no! Do they have mushrooms?
 A: I think so. What about green apples?
 B: Yes, they're all right. And...
 A: All right. We've got enough for lunch, don't we?
 B: Are you sure? I like eating so much!



39 Make up your own dialogues between any two members of a family.

Use:

It's not bad; What about...?; They are all right; That's enough; I don't mind; They haven't got any...; They've got...; We've got enough for...

Mini-project: Keeping fit



40 Work in pairs. Write tips for keeping fit for:

- a filmstar
- a football player
- a housewife
- any other

Mind the following:

- a healthy diet for a day
- bad habits
- sports or exercises

Share your tips with your classmates.

Section 3 Health is above wealth

41 Read and act out:

Sister: Hello, Jim! You're late today.
 Brother: Yes. I don't feel well today. I'm tired.
 Sister: Maybe too many lessons?
 Brother: Not too many. The game was very hard.
 Sister: What game are you talking about?
 Brother: The game between our local basketball team and York's team. We did our best but lost it. We were out of luck. But next time we won't miss our chance.
 Sister: Anyway, you look tired. You'd better go to bed earlier today.

42 Translate the following word combinations. Use the word combinations in your own sentences:

feel fine / well / ill / sick / bad
have got a sore throat (eye, finger) / a headache / a stomachache / a toothache / a backache / a runny nose / a cough / a cold / flu

43 Say what medical problems you might have, ...

- if you eat too fast?
- if you eat a lot of sweets and chocolate?
- if you don't eat fruit and vegetables?
- if you get wet (*промокли*) on a cold day?
- if your neighbours make much noise?
- if you play football / badminton?
- if you fall down?

Example: If I run fast, I might get a backache.

44 Label these pictures with your own if-sentences.

45 Say which of these reasons is serious enough to miss school, championship.

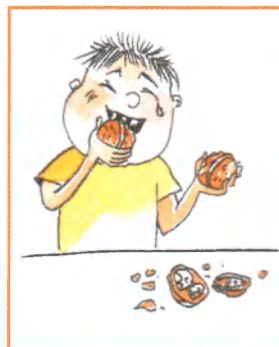
Example: If a student has got the flu, he can (should) miss school.

Use:

have got a sore throat (finger), a headache, a stomachache, a toothache, a backache, flu, a bad cold, a runny nose, a cough, temperature

46 Mark the statements true (T) or false (F). Correct the false sentences.

1. Sick people don't stay in bed if they've got flu.
2. We seldom cough when we've got a cold.
3. People usually get sore throats when they laugh much.
4. People usually go to the doctor when they are well.
5. Children get headaches when they have been playing football too much.
6. When you have a toothache, you go to the dentist.
7. If a student has got a runny nose and cough, he should miss school.



47 Match the words and the descriptions:

a nurse, a hospital, a doctor, a chemist,
a dentist, a pharmacy.

- a) ... is a place where people who are ill are looked after by doctors and nurses.
- b) ... is a person who has a shop where medicines are sold.
- c) ... is a shop where medicines are sold.
- d) ... is a person who treats sick people.
- e) ... is a person who treats people's teeth.
- f) ... is a person who takes care of sick or old people.



WORD FOCUS

48 Listen, read and remember.

At the pharmacy / At the chemist's:

Have you got something for a cold (a cough, a sore throat, a headache ...)?

At the doctor's:

I'm afraid I don't feel very well.

I've got a headache (a backache, a toothache, a runny nose).

I've got a temperature.

49 Listen, read and act out.

Doctor: Well, what's the matter with you, Mr Grant?

Mr Grant: I don't feel very well. I've got a headache and a runny nose.

Doctor: Have you taken your temperature? What is it?

Mr Grant: Doctor! It's 38.5 (thirty eight point five). And I feel bad, I've got a sore throat. Oh, I feel more dead than alive.

Doctor: I'm sorry to hear that. I'm sure things aren't as bad as you imagine. Everything will be all right. Let me examine (осмотреть) you.

Mr Grant: Oh, I hate staying in bed and taking medicine.

Doctor: Well, I think you've got flu.

Mr Grant: That's too bad. Poor me.

Doctor: Take it easy. It's only flu. Take the medicine and stop worrying. Eat more fruit and vegetables. Give up meat and fast food. Goodbye, and cheer up.

Mr Grant: Goodbye, doctor. Thanks a lot.



50 Make up your own short dialogues:

"Seeing a doctor", "At the pharmacy".

Use dialogue in Ex. 49 as a model.

Use:

take medicine, have a good sleep, have a rest, take your temperature, take a hot bath / shower, stop worrying, have fruit and vegetables, give up meat / fast food / chocolate and sweets, go for a walk, do morning exercises, jog in the morning, keep fit, visit sports club or centre etc.

Be careful! Don't forget to ... ; Don't worry;

Take it easy; Cheer up; Everything will be all right; I'm sure; I'm sorry; I believe.

51 Just joking. Read and choose the funniest one.

Doctor: What's the matter with you?

Bob: Oh, doctor. I'm ill, very ill.

Doctor: Then show me your tongue.

Bob: Oh, dear doctor, no tongue can tell you how ill I am.

Doctor: I think you are better today. You cough more easily this morning.

Patient: I should. I've been practising (практиковался) all night.

Dentist: What's the matter? I haven't touched your tooth yet.

Man (in the dentist's chair): No, but you are standing on my foot.

52 Read the text, remember and complete the dialogue.

When an Englishman asks you about your health, it's usually only a polite question. He doesn't want you to give a detailed medical report of your health. He'll be greatly surprised if you give him one.

— How are you?

— ...

**53** Work in pairs. Ask each other questions. Start with these:

1. What do you do when you fall ill? Do you like being ill?
2. What does the doctor do when he / she comes?
3. Who looks after you when you are sick?
4. What do you like doing when you are sick?
5. What do you hate doing when you are sick?
6. Do you take care of your parents / sister / brother when they are sick? What do you do?
7. Would you like to become a doctor / a dentist / a nurse? Why? / Why not?

54 Work in pairs:

- a) Each of you should read half of the text.
- b) When you've finished reading, ask your partner questions on his / her part of the text (any information you'd like to know).
- c) Read your partner's part to check what you've learned from him / her.

I

The day of the surfing competition was hot and sunny.

The waves were very big but Nick was a strong swimmer and his new board was good. He sat on it in the water and waited.

A big wave arrived and Nick started to swim strongly. Nick caught the wave well and stood up

on his board. The people on the beach watched it was exciting to watch. Suddenly Nick heard a noise.

A surfboard hit his right arm. He fell from his board. A second big wave hit him and he saw Brian's board coming at him.

His head went under the water. The water was very cold. His mouth was full of water. He started to swim but it was not easy.

II

He sat down on his board and moved slowly towards the beach. He was tired and it was difficult to move his right arm. When he arrived, he put his board under his left arm. He could hardly walk.

People looked at him. Some of them started to talk to him, but he didn't want to talk. He sat on the beach and looked at the waves.

Janelle walked across the beach to him. "Why did you fall, Nick? That was a good wave, and you caught it very well..."

"It was Brian. He came at me on his board and hit me. I hurt my arm — but perhaps it was an accident."

"An accident? I don't think so. I saw him — he cut across you (*подрезал тебя*). It was very dangerous."

"Well, I lost the competition. Brian has won it's goodbye to my plans to go to Australia before college."



55 Find in the text and read loudly word combinations that describe Nick's feelings after the misfortune.

56 Work in pairs. Act out a possible dialogue between Nick and a doctor after the misfortune (use Ex. 49 on page 111 as a model).

57 Retell the story on the part of Nick / Janelle.

58 Have you ever had a similar experience as Nick? Tell your classmates.

59 Work in groups. Write down what medical problems you might have

a) if you do the following sports:

tennis, gymnastics, cycling, boxing, judo, football, swimming, running, hockey, figure skating;

b) if you don't do any sports.

Compare your opinions and find out

a) the most dangerous sport;

b) which is healthier: to do sports or only watch it. Why? / Why not?

60 a) Enjoy reading this humorous story about dangerous sports. But firstly find out what the following words mean in a dictionary:

water polo, exciting, a referee, to bite a forward, a team, to satisfy

This happened in Australia, during a water polo game. It was one of the main sports events of the season. There was nothing exciting at the beginning of the game; but suddenly one of the players jumped out of the water and ran to the referee. He said: "One of the forwards of the other team bit me in the leg while I was swimming under the water."

At first the referee thought that it was just a joke. But when the player pointed to the blood on his leg, he had to believe that it was serious. He called the forward and asked him why he had done such a strange thing. The forward said, "I didn't bite anybody." But the referee made him leave the game.

They began again, but a few minutes later two players, one from each team, jumped out of the water. They were bitten. There was blood on both players' legs. The game was stopped, and they began to let the water out of the pool. When all the water was let out, everybody saw a young crocodile at the bottom of the pool.

Somebody had put the crocodile into the pool, but why?

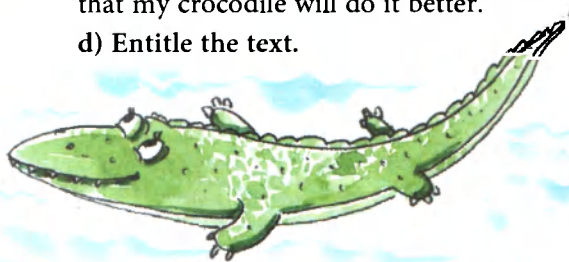
b) Say who could put the young crocodile in the pool and why.

c) Read the end of the story and find out if you were right.

The truth became known when the players returned back to their dressing room after the game and found a letter there.

"I've been a water polo fan for many years," the author of the letter wrote, "and I am not satisfied with the way the players have played. They allowed the game to become slow and uninteresting, and I have decided that I must do something to make them move faster. I don't think I can do this myself, and I have decided that my crocodile will do it better."

d) Entitle the text.



Section 4

Why do people like to compete?

61 a) Look at the table. There is a list of dates and countries where the summer and winter Olympic Games were held. Answer the questions.

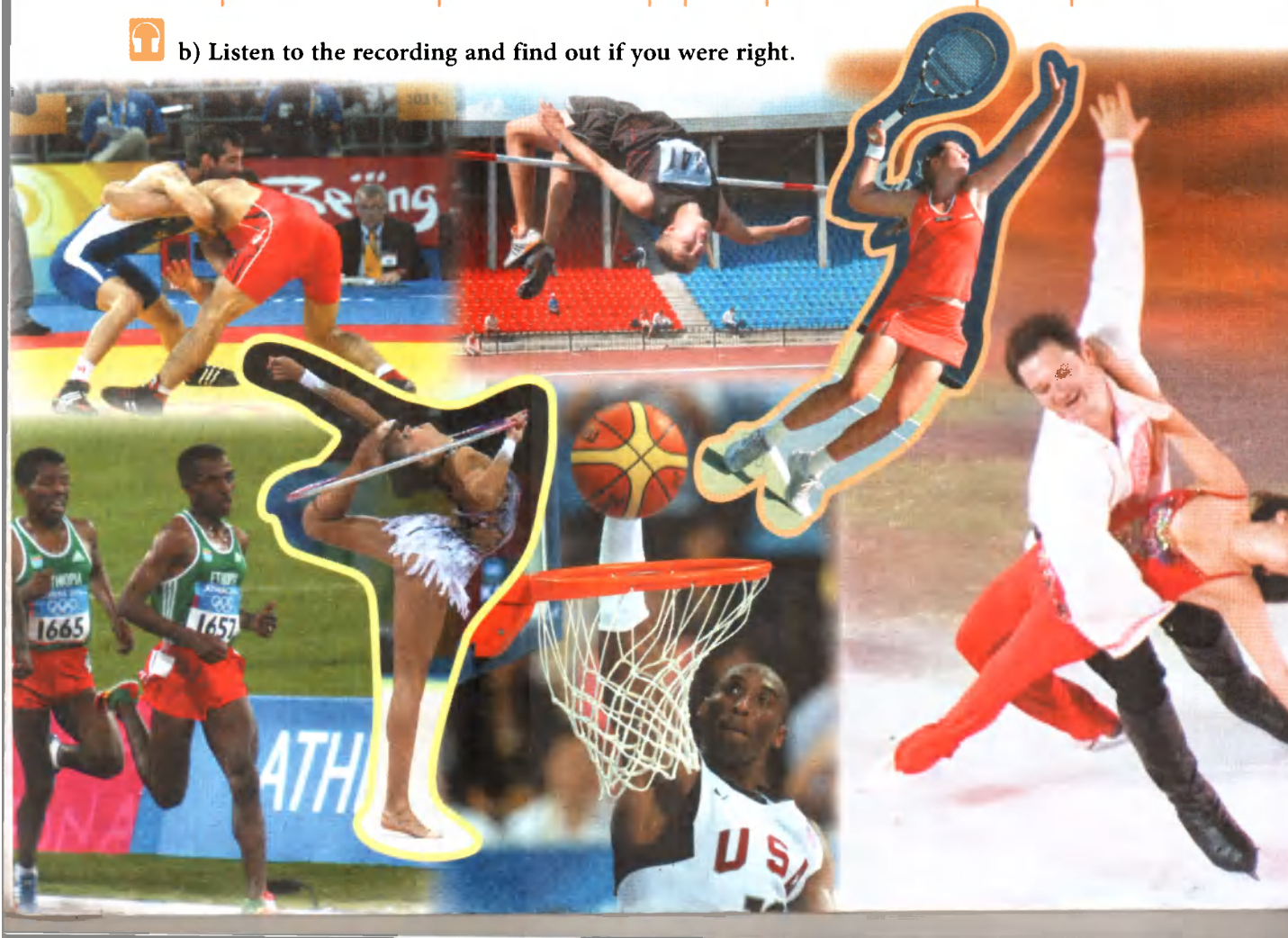
1. Where and when were the first Olympic Games held?
2. Which countries were the hosts of the Olympic Games for three times?
3. Name (at least 3 countries) where the Olympic Games weren't held?
4. When and in what city in Russia were the Olympic Games held?
When and where will the Olympic Games be held in Russia again?



Years	Summer Olympic Games	Winter Olympic Games	Years	Summer Olympic Games	Years	Winter Olympic Games
1896	Greece	—	1964	Japan	—	Austria
1900	France	—	1968	Mexico	—	France
1904	USA	—	1972	Germany	—	Japan
1908	England	—	1976	Canada	—	Austria
1912	Sweden	—	1980	USSR (Russia)	—	—
1920	Belgium	—	1984	USA	—	Yugoslavia
1924	France	—	1988	Korea	—	Canada
1928	Netherlands	Switzerland	1992	Spain	—	France
1932	USA	USA	1996	USA	1994	Norway
1936	Germany	Germany	2000	Australia	1998	Japan
1948	England	Switzerland	2004	Greece	2002	USA
1952	Finland	Norway	2008	China	2006	Italy
1956	Australia	Italy	2012	England	2010	Canada
1960	Italy	USA	2016	Brazil	2014	Russia



b) Listen to the recording and find out if you were right.



62 Do you think the following sentences are true or false?

1. Pierre de Coubertin was a famous sportsman.
2. Six linked rings are the emblem of the Olympic Games.
3. The Olympic motto can be described in the following words: "The important thing is not taking part but winning."
4. Now the Olympic Games are the most important sports event in the world.

63 Read the text and find out if you are right.



At the end of the nineteenth century a Frenchman called Baron Pierre de Coubertin decided to try to revive the Olympic Games. At that time, Europe was divided by wars. Coubertin thought that the Olympic Games could help to bring peace. He thought *highly* of sport. He described the Olympic spirit in the following words: "The important thing is not winning but taking part." These words are still remembered today.

Coubertin believed very *strongly* that sportsmen must not compete for money, but for glory (*слава*) and for the honour of their country.

At first, nobody was interested in his ideas. But Coubertin did not give up and worked *hard*. In 1894, he formed the International Olympic Committee and on 5 April 1896, The Olympic Games began again, after *nearly* fifteen centuries.

In 1913, Coubertin found an emblem of five linked rings. They became a symbol of the Olympic Games. These five rings represent five parts of the world: Europe, America, Australia, Africa, Asia.

Since then the Olympic Games have become the most important sports event in the world. They are held once every four years. The greatest wish for all the sportsmen is to win a medal, or *simply* to take part in the Olympic Games.

64 Answer the following questions.

1. Why did Coubertin decide to revive the Olympic Games at the end of the 19th century?
2. Coubertin thought highly of sport, didn't he? Prove this idea using the text.
3. When did the Olympic Games begin again?
4. What has become a symbol of the Olympic Games? What does this symbol mean?
5. Are the Olympic Games popular now?



65 Read the text again (Ex. 63). Find words or expressions in the text which have

a) a similar meaning to the following

Olympics
made up his mind
then
had a good opinion of
state
participate
various sports
almost

b) an opposite meaning to the following

peace
have a low opinion of
lose
forget
have a rest
finish
everybody
at the beginning

66 Find the sentences with the words in italics in the text. Translate them. Make up your own sentences with these words.



Unit 4

@ 67 Look at the pictures and say in what sports these people have become Olympic champions. Do you know anything about them? Use the Internet. Tell your classmates.

Example: Alexey Yagudin is the Olympic champion in figure skating. He won the Olympic Games in 2002.



Elena Isinbaeva,
athletics, 2004, 2008



Svetlana Khorkina,
gymnastics, 1996, 2000, 2004



Anastasia Ermakova,
Anastasia Davydova,
synchronised swimming, 2004, 2008



Nikita Kryukov,
cross-country skiing, 2010



Alexey Yagudin,
figure skating, 2002



Pavel Bure,
ice hockey, 1998, 2002

PRONUNCIATION FOCUS

@ 68 Listen and read.

[tʃ]

champion
championship
chess
change
chance
cheap
match
much
rich
each

[k]

hockey
kickboxing
luck
unlucky
quickly
pick
ticket
back
knock
clock

[k]

compete
competition
court
cycling
success
country
carefully
communicate
aerobics
athletics

[s]

race
cycling
century
place
since
choice
decide
excellent
nicely
peace



69 Listen, read and act out.

- a) Steve: What are you going to do on Saturday?
Paul: No idea.
Steve: Let's go to the stadium to watch the volleyball match, then. My friends will take part in the game.
Paul: It's great. I hope they will be pleased if we come.
- b) Sandy: Do you like sports, Henry?
Henry: Yes, especially swimming.
Sandy: Are you good at it?
Henry: I like swimming very much. But I can't swim at all. I enjoy watching swimming competitions and championships on TV.
- c) Sandy: What about going to the school playground? There will be a race.
Kerry: Who will take part in it?
Sandy: The boys from our school and Winst school. Our boys are good runners.
Kerry: I'm sure one of them will win the race.
Sandy: Let's go and see, shall we?

70 Work in pairs. Discuss the following topics with your partner. Use the words and expressions from the box.

- Why do people like to compete?
- Does the love for competition depend on personal characteristics?
- What are the main traits of character of a good sportsman?
- Should everyone try to become a good sportsman?

to be the first, to try their chance, to succeed, to prove their friends and relatives that they are strong and independent, to become stronger, to have good friends among the sportsmen, just to spend time, to meet new people, to relax, to make a good career, to follow family traditions, to be healthy, to travel much etc

GRAMMAR FOCUS

71 Look at the pictures. Read, translate and remember.

1. Number 1 is swimming *fast*.
2. Number 3 is swimming *faster* than Number 1.
3. Number 7 is swimming *fastest* (of all).

high (*высоко*) — higher (*выше*) — highest (*выше всех*)
 early (*рано*) — earlier (*раньше*) — earliest (*раньше всех*)

hard — harder — hardest
 loud — louder — loudest
 late — later — latest
 soon — sooner — soonest

1. Please speak *louder*! I can't hear you!
2. The boy gets up *earlier* than his sister.
3. Which of them worked *harder*?

lazily (*лениво*) — more lazily (*ленивее*) — most lazily (*ленивее всех*)
 correctly (*правильно*) — more correctly (*правильнее*) — most correctly (*правильнее всех*)

She drives *more carefully* in the evening.



But:

- a) slowly — slower — slowest
 more slowly — most slowly
 b) quickly — quicker — quickest
 more quickly — most quickly

1. We got there *quicker* (more quickly) than Mr Potter did.
2. Could you speak *slower* (more slowly), please?
3. Which of the sportsmen ran *slowest* (most slowly)?

Remember:

well — better — best
 much — more — most
 badly — worse — worst
 little — less — least

1. Fred speaks German *worse* than Kate, but she writes better.
2. Which match do you like *best* of all?
3. Jane swam *worst* in the race.

72 Translate the following adverbs into English. Give their comparative and superlative forms.

быстро	осторожно	хорошо
высоко	медленно	плохо
поздно	успешно	много
рано	легко	мало

73 Put the adverbs in the correct form.

Example: My elder brother gets up ... (early) than me. — My elder brother gets up earlier than me.

- The little boy ran ... (fast) than he had ever run before.
- "You should work ... (hard) than you did last year," Mr Brown said.
- He swam ... (bad) than usual yesterday, didn't he?
- Could you say it ... (slowly), please?
- I liked her dance ... (well) of all.
- Which of you can ski ... (well)?
- The doctor told her to eat ... (little) sweets and chocolate.

 **74** Work in pairs. Answer the questions.

- Which of you speaks (read, write) English best?
- Do you work harder at your English now than you did last year?
- Which of you can swim (run, ski, skate) fastest?
- Which of you plays tennis (football, basketball) worst?
- Which of you can jump highest?
- Who is more modest: you or your friend?

 **75** Work in pairs. Name 3 things you do better (worse) than your classmate.

Example: I draw better than my friend, but she speaks English better than me.

76 Read the text about the World Youth Games in Moscow.

On 11 through 19 July, 1998 the World Youth Games were held in Moscow, the capital of Russia. They were attended by more than 7,000 young athletes of between 11 and 18 from over 140 countries of the world.

The motto of the Games was "Moscow, the Wide World of Youth" and the emblem was of a boy and a girl holding hands and running together. The mascot of the games was a bear cub (*медвежонок*) Mishutka, who was a relative of the Olympic Bear of 1980 Summer Games in Moscow.

The programme of the Games consisted of sports events and cultural programme.

The sports programme included fifteen most popular sports: soccer, volleyball, basketball, swimming, tennis, light athletics and others. They are included into the sports and physical culture programmes of many countries.

The Games also provided cultural events: for example an international discussion "If I were the President of the International Olympic Committee", a project "Marathon Into the 21st Century. Sports Against AIDS and Drugs".

The cultural programme was interesting for both the sportsmen and the guests of the Games. They were shown the national culture and traditions of Russia: national sports, games, songs and dances, as well as displays of drawings and posters by young Russians.

In the International Club there were also meetings with Olympic champions of various nations and Days of National Cultures. Girls and boys of different countries, races and religions of the planet could meet and rest in the International Club.

The cultural programme included trips to the best historic and cultural centres of Moscow, theatre performances and visits to museums.



77 Write questions for these answers:

1. 7,000.
2. From 11 to 18.
3. 140 countries.
4. In Moscow.
5. Mishutka was.
6. Cultural events.
7. The National culture and traditions of Russia.
8. 15.
9. In the International Club.
10. Trips to the best historic centres.
11. For both sportsmen and guests.
12. Soccer, volleyball and others.

78 Use the information in the text to make notes under the following headings:

The date: 11–19 July, 1998

The participants:

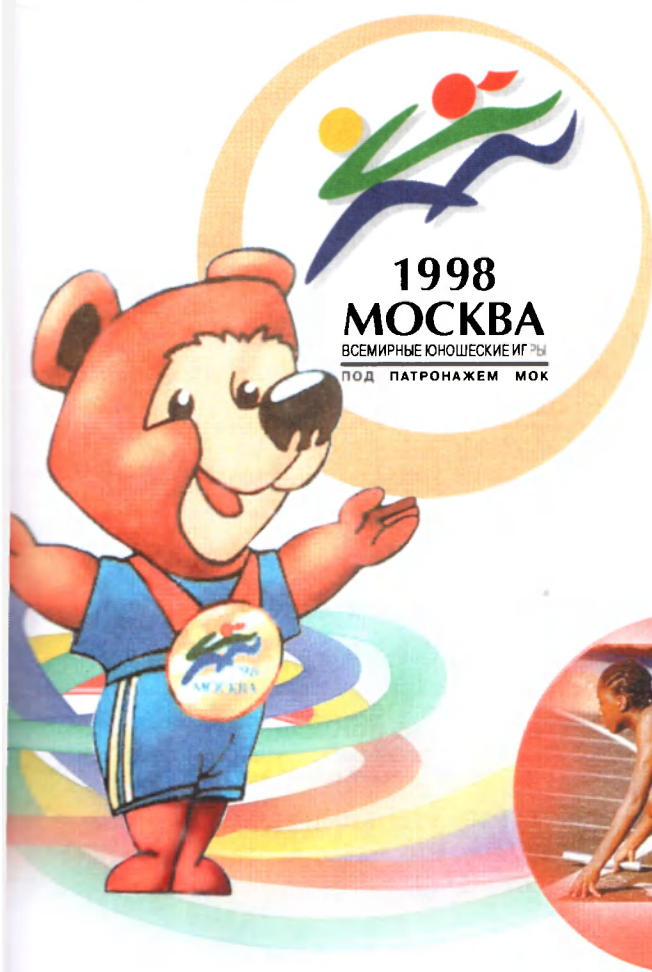
The motto:

The emblem:

The mascot:

The sports programme:

The cultural programme:

**79** Read the text about Mishutka mascot and arrange its parts in the correct order.

1. About 300 drawings of funny animals were received by the Youth Games organizers. Among the drawings there were a cockerel from France, a chick from Italy, rabbits, hedgehogs and others.
2. The open competition for the mascot was the best idea. It attracted both young artists, professional masters and designers. Drawings came to Moscow from all over Russia and from many foreign countries.
3. The animal competition for the role of the mascot of World Youth Games ended in the victory of Mishutka, the bear cub. The Moscow Mayor Yuri Luzhkov called Mishutka "the son, and probably even the grandson of the 1980 Olympic Misha".
4. The choice of a mascot for the 1st World Youth Games in Moscow was a very difficult problem.

Project:
World Youth Games

80 Prepare a presentation on any World Youth Games. Use the Internet.

Follow these steps:

1. Find the information about any World Youth Games.
2. Analyse it using the plan in Ex. 78.
3. Prepare a presentation. Use different kinds of visuals: pictures, photos etc.
4. Make a presentation for your classmates.



Homework



1 Guess which six sports are written below.

Example: folg — golf

- | | |
|-----------|----------------|
| 1) folg | 4) licgcyn |
| 2) netins | 5) rinwfigndus |
| 3) gybur | 6) secibora |

2 Copy the sentences. Underline the words with **-ing** and write their Russian equivalents.

Example: The little girl was singing in front of the crowd (*нела*).

I saw a singing bird in the forest (*поющая*).

Singing is good for your voice (*пение*).

— Playing games after classes is quite usual in most private schools. In some of them students are also fond of horse riding and swimming. The students who have a good ear for music prefer playing musical instruments and singing.

— On a frosty day you can see lots of children skiing in the park with their dogs running beside them. Skating and skiing are quite popular winter sports in Russia.

— What was he telling you a minute ago? — A very funny story. That's why we were laughing so loudly.

3 Divide the words in the box into 3 groups:

cycling, cricket, table tennis, aerobics, tennis, skiing, chess, walking, running, hockey, rugby, figure skating, swimming, baseball, ice-skating, boxing

individual	team games	pair
jumping	cricket	boxing
...	...	...

4 Translate into English:

- Не прыгай так высоко. Это опасно.
- Я не хочу уходить домой так рано. Давай побудем еще немного.
- “Почему ты говоришь так тихо?” — “Не хочется говорить громко. Тут так красиво”.
- “Как долго вы дружите?” — “Дольше чем ты думаешь”.
- Иди быстрее! Нам надо добраться раньше Ника.

5 Answer the following questions. Use the information from the stories of the young sportsmen:

- What makes hockey the most popular game?
- When do people surfing in the ocean feel safe?
- Why don't most figure skaters get bored of skating?
- What does a person have to do to become professional?

6 Look back at the quiz in Ex. 18 on page 1. Transform the questions to advice.

Example: You should eat more vegetables and fruit because they are much better for your health than fast food.

7 Make up your own sentences with the words in the box. Write them down.

hard, hardly, late, lately, near, nearly, high, highly

8 Match the questions and the answers. Write them down in pairs. Use them to make up a dialogue between two friends.

- Excuse me, where is the stadium?
- Do you do any sports?
- Shall I show you the way to the aerobics class?
- How often do you go to a fitness club?
- Where do you do sports?
- Is it embarrassing to make mistakes in a class with lots of people?
- No, thank you. I'll find it myself.
- Twice a week.
- Oh, many of them.
- In fact I don't care.
- Wherever I can. Mostly in a fitness club.
- It's over there.

9 Write down in words:

Example: £20 — twenty pounds

\$50; £15.30; 99c; £100; \$1,000,000; £1.048; 10p; €30; €22.99

10 Write a short story of what you do (or would like to do) to be fit. Use the word combinations from Section 2.

11 Look back at the text about vitamins (Ex. 36 on page 109). Continue the lists of:

kinds of food: cabbage,...
human body: teeth,...
human's characteristics: healthy,...

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

Example: In Latin "vita" means life.

- In Latin "vita" means...
- There are lots of vitamins...
- You can hardly find any useful vitamins...
- Vitamins are usually named by...
- People need vitamins to be...
- ...a letter of the alphabet.
- ...in chips and other fast food.
- ...optimistic, healthy and strong.
- ...in vegetables, fruit and other natural products.
- ...life.



13 Write a short essay "I eat to live, but I don't live to eat". Follow the plan:

1. What are vitamins?
2. Why do people need them?
3. What should people eat to be healthy?

14 Fill in the blanks. Use the words from the box. Some words can be used more than once.

stomachache, troublemaker, toothache, fine, sore finger, cough, sore throat

My little brother is a real Every morning he has a ... because he doesn't want to go to school. If he says he has a ... , be sure that he has a test that day! When he starts doing his homework, he always has got a ... or a To stay at home when his classmates sing at the concert he says he has a ... or a But he always feels ... when it is the time to watch TV or to play computer games!

15 Choose an appropriate reply:

1. Doctor, I don't feel well.
 - a) I'm sorry to hear that.
 - b) No problem.
 - c) Let me examine you.
2. I feel more dead than alive.
 - a) Take it easy.
 - b) I'm sorry to hear that.
 - c) Be patient! I haven't touched your tooth yet.
3. I hate staying in bed and taking medicines.
 - a) I'm afraid you must do it.
 - b) Cheer up! Don't worry.
 - c) Take it easy. Go for a walk.

16 Imagine that you are a doctor. Try to be a good doctor. Give some instructions to your patients. Use the words in two boxes.

Example: If you have flu, you should stay in bed.

- have a headache
- feel sick
- have temperature
- have a cough
- have a backache
- have a toothache
- have a sore eye

- don't watch TV
- take your temperature
- give up food and drink much water
- take medicines
- drink hot milk
- visit a dentist at once
- stay in bed

17 Answer the questions in Ex. 53 on page 112 in written form.

18 Write down the questions (not less than 7) you asked your partner on the story about Nick (Ex. 54b on page 112).

19 Look back at the text about Nick on page 112. Complete the sentences.

- Nick wasn't afraid of the big waves because he was...
- The people on the beach watched him because...
- Nick fell from his board because...

Unit 4

- It was not easy to swim because...
- Janelle didn't believe that it was an accident because...
- Nick couldn't go to Australia because...

20 Write down the following statements in the correct order to make a brief summary of the story (Ex. 60 on page 113).

- The referee thought it was a joke and let the player leave the game.
- Everyone saw a young crocodile.
- One of the players said that a player from the other team had bitten him in the leg.
- There was nothing exciting at the beginning of a water polo game.
- The game was stopped and the water was let out from the pool.
- It was found out that a fan had put the crocodile into the pool to make the players move faster.
- Soon two other players jumped out of the water with bites on their legs.

21 Look back at the story about a water polo game. Find all verbs in the Passive Voice. Write them down, translate them into Russian.

Example: were bitten (*были укушены*)

22 Match the two parts of the sentences. Write them down.

- The spirit of Olympics is not winning...
- The Olympic Games were revived...

- The Olympics are held...
- At Olympics sportsmen compete not for money but...
- The emblem of five linked rings...

- ...after nearly fifteen centuries.
- ...once every four years.
- ...but taking part.
- ...became a symbol of the Olympic Games.
- ...for the honour of their country.

23 Think of any other emblem of the Olympic Games. Give your reasons.

24 Write down 7-8 questions you would ask any Olympic champion. Start your questions with: Where... from? What? When? Where? How long? Why? Who?

25 Answer the questions in Ex. 70 on page 117 in written form.

26 Do Ex. 73 on page 118 in written form.

27 Write a brief summary of the text about the World Youth Games in Moscow.

Use:

were attended, the emblem was, consisted of, included, also provided, for both the sportsmen and guests.

Key vocabulary

Nouns:

athlete
court
cent
dollar
euro
Olympics (the)
penny (two pence)
pound
swimming pool

Adverbs:

hard / hardly
high / highly
late / lately
near / nearly

Expressions and word combinations:

be good at
do sports
feel fine / well / ill / sick / bad
have got a cold / flu
have got a headache (stomachache, a toothache, a backache)
have got a runny nose / a cough
have got a sore throat (eye, finger)
keep fit
sports centre / club
sports fan
watch sports
European Union

Progress check

1 Put in the missing words:

- What's the matter with you, Sam?
- I ... bad. I've got a ... nose and a ...
- Have you ... a cough?
- No, only a ... throat.
- Well, my dear, I think you've got ... Stay in bed, take ... and you'll feel ... in a few days.
- Shall I go ... school tomorrow?
- No, you should ... in bed for two or three days.
- It's great. Tomorrow the Olympic Games will begin and I can ... sports from morning till night.
- Oh, you are a ... fan, aren't you?
- Yes, but I'm not just a ..., I'm good ... football and basketball.

2 Complete the sentences:

Example: Can she run ...? (quick / quickly) — Can she run quickly?

1. Be ...! Don't break the mirror. (careful / carefully)
2. Look! That young sportsman is swimming very ... (quick / quickly)
3. His new manager is lively and ... (energetic / energetically)
4. Now I ... skate four times a week. (usual / usually)
5. The girl was ... at jumping and running. (good / well)
6. What's the matter with you? — I feel ... (bad / badly)

3 Complete the sentences:

1. The boy works ... at his English. (hard / hardly)
2. Oh, it's too ...! I should leave. (late / lately)
3. It takes me ... 40 minutes to get to the swimming pool. (near / nearly)
4. The sportsman was tired and could ... speak. (hard / hardly)

5. There is a modern sports centre ... our school. (near / nearly)
6. The athlete can jump very ... (high / highly)
7. I haven't visited my old granny ... (late / lately)
8. He is a ... skilled engineer. (high / highly)

4 Complete the sentences: put the adjectives or adverbs in brackets in appropriate form.

Example: Which of you can cycle ...? (well) — Which of you can cycle best?

1. Yesterday she danced ... than usual. She had a terrible backache. (bad)
2. I hope they'll come ... tomorrow morning than today. (early)
3. He works ... at English than his friend. (hard)
4. He swims ... than the Canadian sportsman. (fast)
5. You should play ... than yesterday. (carefully)
6. Steve and Sam did ... in the last game. (badly)

5 Invite your friend to do some sports with you. Give your reasons on why you've chosen a certain sport.



6 Speak about the advantages of doing sports. Use the information from the unit.

Appendix

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?)	используются перед существительными	используются без существительных (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-й–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	first	ten	tenth	
two	second	twenty	twentieth	
three	third	thirty	thirtieth	
four	fourth	forty	fortieth	
five	fifth	fifty	fiftieth	
six	sixth	sixty	sixtieth	
seven	seventh	seventy	seventieth	
eight	eighth	eighty	eightieth	
nine	ninth	ninety	ninetieth	
ten	tenth	a hundred	hundredth	
eleven	eleventh	two hundred	two hundredth	
twelve	twelfth	a thousand	thousandth	
thirteen	thirteenth	a million	millionth	
fourteen	fourteenth			
fifteen	fifteenth			
sixteen	sixteenth			
seventeen	seventeenth			
eighteen	eighteenth			
nineteen	nineteenth			
twenty	twentieth			
twenty-one	twenty-first			
		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		

VERB TENSES (Глагольные времена)**Present Simple** (Простое настоящее)

+ Positive		- Negative		? Question					
I You We They	} speak English.	I You We They	} don't speak English.	Do	I you we they	} speak English?			
She He It		} speaks English.		She He It	} doesn't speak English.		Does	she he it	} speak English?
Short answers:	Yes,	I / we / you / they	do.	No,	I / we / you / they	don't.			
	Yes,	she / he / it	does.	No,	she / he / it	doesn't.			

Past Simple (Простое прошедшее)

+ Positive		- Negative		? Question				
I You She He It We They	} spoke English.	I You She He It We They	} didn't speak English.	Did	I you she he it we they	} speak English?		
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	} I we } speak English?
We		We		(Shall)	
You	} will speak English.	You	} won't speak English.	Will	} you they she he it } speak English?
They		They			
She		She			
He		He			
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.

Grammar reference

Present Continuous (Настоящее продолженное)

+		-		?	
Positive		Negative		Question	
I	am	I	am	Am	I
We	are	We	are	Are	we
You		You		you	
They		They		they	
She	is	She	is	Is	she
He		He		he	
It		It		it	
writing now.		not writing now.		writing now?	
Short answers:		Yes,	{ I we/you/ they }	No,	{ I we/you/ they }
			am. are.		am not. are not.
		Yes,	{ she/he/it }	No,	{ she/he/it }
			is.		is not.

Present Perfect (Настоящее завершённое)

+		-		?			
Positive		Negative		Question			
I	} have written the story.	I	} haven't written the story.	Have	{ I we you they	} written the story?	
We							
You							
They							
She	} has written the story.	She	} hasn't written the story.	Has	{ she he it		
He							
It							
Short answers:		Yes,	{ I / you / we / they	have.	No,	{ I / you / we / they	haven't.
		Yes,	{ she / he / it	has.	No,	{ she / he / it	hasn't.

Have got (Иметь)

+		—		?		
Positive		Negative		Question		
I	} have got a computer.	I	} haven't got a computer.	Have	I we you they she he it } got a computer?	
We						
You						
They						
She	} has got a computer.	She	} hasn't got a computer.	Has	she he it }	
He						
It						
Short answers:	Yes,	I / you / we / they	have.	No,	I / you / we / they	haven't.
	Yes,	she / he / it	has.	No,	she / he / it	hasn't.

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	better	(the) best
bad	worse	(the) worst
far	farther	(the) farthest
well	better	(the) best
much	more	(the) most
little	less	(the) least

Yes / No questions

Do you speak English?

Do...?
Does...?
Did...?
Can...?
Could...?
May...?
Must...?
Would...?
Should...?
Shall...?
Will...?
Have...?
Has...?
Had...?
Am...?
Is...?
Are...?
Was...?
Were...?

Wh-questions

When did you go to Britain?

What...? — Что? Какой?
Who...? — Кто?
Whom...? — Кого? Кому?
Where...? — Где? Куда?
Why...? — Зачем? Почему?
Which...? — Какой (из)? Который?
When...? — Когда?
How...? — Как?
How long...? — Как долго?
How much...? — Сколько?
How many...? — Сколько?
What time...? — Который час?
(At) what time...? — В какое время?

Verbs Followed by the *ing* form or by *to*

Some verbs can only be followed by the infinitive with *to*.

agree
arrange
decide
fail
forget
happen
hope
learn
manage
offer
pretend
promise
refuse
want

*He refused to invite her to the party.
She failed to pass the exam.*

Some verbs and expressions can only be followed by the *ing* form.

be fond of
enjoy
finish
give up
imagine
it's worth
dislike
mind
miss
practise
succeed in
suggest
stop

*This cathedral is very beautiful and old. It's **worth** visiting.*

Some verbs can be followed by either *ing* form or by *to*:

begin
continue
hate
like
love
prefer
start

I like / hate to get up early on Sunday morning.

Begin reading / please.

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	
You	are given a task by the teacher.	You	are not given a task by the teacher.	Are	you	
We		We			we	
They		They			they	
She	is given a task by the teacher.	She	is not given a task by the teacher.	Is	she	
He		He			he	
It		It			it	
Short answers:	Yes,	{ I	am.	No,	{ I	am not.
		{ we / you / they	are.		{ we / you / they	are not.
	Yes,	{ she / he / it	is.	No,	{ she / he / it	is not.

Past Simple Passive

+		-		?			
Positive		Negative		Question			
I	was examined.	I	was not examined.	Was	I		
You	were examined.	You	were not examined.	Were	you		
We		We			we		
They		They			they		
She	was examined.	She	was not examined.	Was	she		
He		He			he		
It		It			it		
Short answers:		Yes, {	I / she / he / it	was.	No, {	I / she / he / it	was not.
		Yes, {	we / you / they	were.	No, {	we / you / they	were not.

Future Simple Passive

+		-		?			
Positive		Negative		Question			
I We You They She He It	} will be tested tomorrow.	I We You They She He It	} will not be tested tomorrow.	Will	} be tested tomorrow?		
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>If + Present Simple</u>	<u>will + infinitive</u>
<u>First Conditional</u> We use it to talk about events which are possible in the present or future.	1. If it snows , Если пойдет снег,	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. (a) то тебя накажут.
	<u>If + Past Simple</u>	<u>would (might)</u>
<u>Second Conditional</u> We use it for unlikely (маловероятные) situations in the present or future.	1. If I knew the answer, Если бы я знал ответ,	I would tell you. я бы сказал тебе.
	2. If I were you, На твоём месте	I would learn German. я бы выучил немецкий язык.
	3. If she had money, Если бы у нее были деньги,	she 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 might go to Spain. то они могли бы съездить в Испанию

Word Formation

Nouns	Verbs	Adjectives	Adverbs	Numerals
	mis-, re-, un-	un-, in-, il-, im-, non-, dis-, ir-	un-	
-tion / -sion -er / -or -ance / -ence -ing -ity -ist -ment	-ize (-ise), -en	-able / -ible -al-, -(i)an -ful-, -ic-, -ing -y(ly)-, -ous -ive	-ly	-teen -ty -th

List of irregular verbs

Infinitive		Past Simple	Past Participle
awake [ə'weɪk]	будить, просыпаться	awoke [ə'wəʊk]	awoken
be [bi:]	быть, находиться	was [wɒz] (ед. ч.) were [wɜ:] (мн. ч.)	been
bear [beə]	рождать	bore [bɔ:]	born [bɔ:n]
beat [bi:t]	бить, ударять	beat	beaten
become [bɪ'kʌm]	становиться	became [bɪ'keɪm]	become
begin [bɪ'ɡɪn]	начинать(ся)	began [bɪ'ɡæn]	begun [bɪ'ɡʌn]
bite [baɪt]	кусать(ся)	bit	bitten
break [breɪk]	ломать	broke	broken
bring	приносить, приводить	brought [brɔ:t]	brought
build [bɪld]	строить	built [bɪlt]	built
burn	жечь, гореть	burnt (burned)	burnt (burned)
buy [baɪ]	покупать	bought [bɔ:t]	bought
can	мочь	could [kʊd]	—
cast [kɑ:st]	кидать, бросать	cast	cast
catch [kæʃ]	ловить, поймать	caught [kɔ:t]	caught
choose [tʃu:z]	выбирать	chose [tʃəʊz]	chosen
come [kʌm]	приходить, приезжать	came	come
cost [kɒst]	стоить	cost	cost
cut [kʌt]	резать, рубить	cut	cut
do [du:]	делать, поступать, выполнять	did	done [dʌn]
draw [drɔ:]	рисовать, чертить	drew [dru:]	drawn [drɔ:n]
drink	пить	drank	drunk
drive	вести машину, ехать на машине	drove [drəʊv]	driven ['drɪvən]
eat [i:t]	есть, кушать	ate [et]	eaten
fall [fɔ:l]	падать	fell	fallen
feed	кормить	fed	fed
feel	чувствовать	felt	felt
fight [faɪt]	бороться, сражаться	fought [fɔ:t]	fought
find [faɪnd]	находить	found [faʊnd]	found
fly [flaɪ]	летать	flew [flu:]	flown [fləʊn]
forbid	запрещать	forbade	forbidden
forget	забывать	forgot	forgotten
give [ɡɪv]	получать	got	got
	давать	gave	given ['ɡɪvən]
	ходить, идти, ехать	went	gone [ɡɒn]
grow [ɡrəʊ]	расти, выращивать	grew [ɡru:]	grown [ɡrəʊn]
hang	висеть, вешать	hung	hung
have [hæv]	иметь	had	had
hear [hɪə]	слышать	heard [hɜ:d]	heard
hold [həʊld]	держать	held	held
hurt [hɜ:t]	ушибить(ся)	hurt	hurt
keep	держать, хранить	kept	kept
know [nəʊ]	знать	knew [nju:]	known [nəʊn]
lay [leɪ]	класть, положить	laid [leɪd]	laid
lead	вести, руководить	led	led

List of irregular verbs

Infinitive		Past Simple	Past Participle
learn [lɜ:n]	учить что-то	learnt [lɜ:nt]	learnt [lɜ:nt]
	узнавать, учиться	learned [lɜ:nd]	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 [pʊt]	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 [səʊld]	sold [səʊld]
send	посылать, отправлять	sent	sent
set	ставить, класть	set	set
shake [ʃeɪk]	трясти	shook [ʃʊk]	shaken ['ʃeɪkən]
shoot [ʃʊt]	стрелять	shot [ʃɒt]	shot
show [ʃəʊ]	показывать	showed [ʃəʊd]	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 [spəʊk]	spoken
spend	тратить, расходовать	spent	spent
spill	проливать, разливаться	spilt (spilled)	spilt (spilled)
spread [spred]	простираться	spread [spred]	spread [spred]
stand	стоять	stood [stʊd]	stood [stʊd]
steal	воровать, красть	stole	stolen
swim	плавать	swam [swæm]	swum
take	брать, взять	took [tʊk]	taken ['teɪkən]
teach	учить	taught [tɔ:t]	taught [tɔ:t]
tell	сказать, рассказать	told [təʊld]	told
think	думать, полагать	thought [θɔ:t]	thought
throw [θrəʊ]	бросать	threw [θru:]	thrown [θrəʊn]
tread [tred]	ступать, топтать	trod	trodden
understand	понимать, предполагать	understood	understood
[ʌndə'stænd]		[ʌndə'stʊd]	
upset [ʌp'set]	расстраивать	upset	upset
wear [weə]	носить (одежду), изнашивать	wore [wɔ:]	worn [wɔ:n]
win	выигрывать, побеждать	won [wʌn]	won [wʌn]
write [raɪt]	писать	wrote [rəʊt]	written ['rɪtn]

Pronunciation table

Согласные		Гласные	
знак транскрипции	слово	знак транскрипции	слово
[p]	pen	[i:]	meet
[b]	bee	[ɪ]	sit
[t]	ten	[e]	letter
[d]	dog	[æ]	bag
[k]	king	[ɑ:]	park
[g]	go	[ɒ]	stop
[tʃ]	cheese	[ɔ:]	morning
[dʒ]	jump	[ʊ]	book
[f]	fat	[u:]	blue
[v]	very	[ʌ]	mum
[θ]	three	[ɜ:]	bird
[ð]	they	[ə]	sister
[s]	sad	[eɪ]	table
[z]	zoo	[əʊ]	nose
[ʃ]	she	[aɪ]	time
[ʒ]	pleasure	[aʊ]	now
[h]	hot	[ɔɪ]	boy
[m]	milk	[ɪə]	dear
[n]	name	[eə]	bear
[ŋ]	song	[ʊə]	sure
[l]	let	[aɪə]	tired
[r]	red	[aʊə]	our
[j]	yes		
[w]	want		

Learning strategies

Tips for giving a talk

1. Read the task and the key words or questions which are suggested.

Example: Say what

- 1) helps you to keep fit
- 2) destroys your health

Use: much sleep, well-organised work, open air, bad habits, fast food...

2. Follow the plan. Don't miss any part of it. Use the key words.
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 multiple choice tasks

1. A multiple choice task consists of a question and the choices. The question is called the *stem*. The choices are called *alternatives*.

Example: Would you mind ... the window? (the stem)

a) to close b) close c) closing (the alternatives)

2. Read all of the stem and every alternative for it.
3. Study the stem. Get rid of the obviously incorrect alternatives.
4. Make a logical guess and choose the correct alternative.

How to deal with structural closes

1. Read the text quickly for general understanding. Try to ignore the gaps.

Example: The ... of the country is New Delhi. Its ... has grown to 1,000 million people. There are 15 official ... in India and thousands of different dialects.

2. 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.
3. Fill in the gaps. Read the text again to check if you were right.

The **capital** of the country is New Delhi. Its **population** has grown to 1,000 million people. There are 15 official **languages** in India and thousands of different dialects.

Tips for doing mini-projects in groups

1. Choose a topic for your research / discussion or an aspect of the topic you were given by the teacher.

Example: Choose one of the following aspects of a perfect school: building, timetable, student-teacher relations, school activities, etc.

2. Find the information on the topic in the texts you've read or on the Internet.
3. Analyse the collected information in your group.
4. Write down the key words, the plan or the proposals on the chosen aspect for your group presentation on the topic.
5. Prepare a presentation / Draw a poster. Use different kinds of visuals: photos, pictures, etc.
6. Present the information to your classmates. Discuss it. Be ready to answer their questions.

Cultural guide

A

- Africa** ['æfrɪkə] — one of the seven continents on the Earth.
- Amason** ['æməzən] (**the**) — a river in the South America, the second longest river in the world.
- Amsterdam** [ˌæmstə'dæm] — the capital of the Netherlands.
- Antarctic** [æn'tɑːktɪk] — one of the seven continents. It surrounds the South Pole.
- Arctic Ocean** ['ɑːktɪk 'əʊʃən] (**the**) — the smallest ocean in the world, at the North Pole. It is covered with ice all year round.
- Armenia** [ɑː'mɪniə] — a country in Europe. The capital is Yerevan.
- Asia** ['eɪʃə] — one of the seven continents on the Earth.
- Atlantic Ocean** [ət'læntɪk 'əʊʃən] (**the**) — the second largest ocean in the world, which separates North and South America from Europe and Asia.
- Australia** [ɒs'treɪliə] — one of the seven continents on 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.

B

- Bahamas** [bə'hɑːməz] (**the**) — a country consisting of a group of islands in the Atlantic Ocean. It's a popular centre for tourism. English is the first state language.
- Baikal** ['baɪkəl] (**the**) — the deepest lake in the world (1,620 metres deep).
- Bangladesh** [ˌbæŋglə'deʃ] — a country in Asia. The capital is Dhaka.
- Barbados** [bə'beɪdɒs] — an island in the Atlantic Ocean. The capital of the country is Bridgetown. English is the first state language.
- Belgium** [bɪ'lɛɪəm] — a country in Europe. The capital is Brussels.
- Benjamin Franklin** — a Scottish scientist and who lived in the USA. He invented the lightning rod in 1752.
- Berlin** [bɜːlɪn] — the capital of Germany.
- Boston** [ˈbɒstən] — a city on the Atlantic coast of the USA. The city has many colleges and universities.
- Brazil** [brɪ'zɪl] — a country in South America. The capital is Brasilia.
- Byron Lord** [ˈbaɪərən] (1788–1824) — an English poet of Romantic and Satirical poetry.

C

- California** [ˌkælɪ'fɔːniə] — a state of the USA. Disneyland and Hollywood are in California.
- Canada** ['kænədə] — a country in North America. The capital is Ottawa. English and French are the official languages.
- Canberra** ['kænbərə] — the capital of Australia.
- Caribbean** [ˌkærɪ'bɪən] (**the**) — the islands in the Caribbean Sea.
- Chelsea** ['tʃelsɪ] — an area of London which is famous for its expensive housing and fashionable shops.
- Chernobyl** [tʃɜː'nəʊbəl] — a place in former USSR where in 1986 there was an explosion at a nuclear power station.
- China** ['tʃaɪnə] — a country in Asia. The capital is Beijing.
- Churchill, Sir Winston** ['tʃɜːtʃɪl] (1874–1965) — an English politician. He was the Prime Minister of Great Britain during World War II and in 1951–1953. He made many famous speeches. He made the V-sign, meaning victory.
- Colgate** ['kɒlɡeɪt] — a type of toothpaste.
- Colosseum / Coliseum** [ˌkɒlə'siːəm] (**the**) — the amphitheatre (*amfɪ'thiːəmp*) in Rome. It's one of the most famous Roman remains.
- Coubertin, Pierre** (1863–1937) — a person who revived the Olympic Games in 1896. He also created an emblem of five linked rings that became a symbol of the Olympic Games.

D

- Delhi** ['deli] — the capital of India.
- Denmark** ['denmɑːk] — a country in Europe. The capital is Copenhagen.

E

- Eire** ['eərə] — the Republic of Ireland. The capital is Dublin. English and Gaelic are the official languages.
- Egypt** ['iːdʒɪpt] — a country in Africa. The capital is Cairo.
- England** ['ɪŋɡlənd] — the largest country in Britain. The capital is London.
- Esperanto** [espə'ræntəʊ] — an artificial language which was invented in 1877.
- Eton** ['iːtn] — a very expensive British public school for boys.

Cultural guide

Europe ['jʊərəp] — one of the seven continents on the Earth.

Everest ['evərest] — the highest mountain in the world (8,848 metres).

G

Guyana [gaɪ'ænə] — a country in the South America. The capital is Georgetown. English is the first state language.

H

Hallowe'en [ˌhæləʊ'i:n] — the night of October, 31, when it was formerly believed that the spirits of the dead appeared. Hallowe'en is celebrated in many countries. People dress up as witches, ghosts, etc. and sometimes make lamps from pumpkins.

Harrow ['hærəʊ] — a British public school for boys.

Helsinki [hel'siŋki] — the capital of Finland.

I

Independence Day [ɪndɪ'pendəns.deɪ] — (or the fourth of July) is the National Independence Day of the USA. The Day is celebrated all over the country with parades, picnics and fireworks at night.

India ['ɪndiə] — a large country in the South Asia. The capital is New Delhi. The official languages are English and Hindi.

Indian Ocean ['ɪndiən 'əʊʃən] **(the)** — the third largest ocean in the world.

Internet ['ɪntənət] **(the)** — an international network of computers. It has electronic mail and provides a large amount of information.

J

Jamaica [dʒə'meɪkə] — an island in the Caribbean Sea, now an independent state. The capital is Kingston. English is the first state language.

Jerome, K. Jerome [dʒə'rəʊm] (1859–1927) — an English writer who wrote humorous books. His most popular books are "The Idle Thoughts of an Idle Person" and "Three Men in a Boat".

L

Labor Day ['leɪbə.deɪ] — a public holiday in the USA and Canada. It's the first Monday in September. Many people have picnics over Labor Day.

Lena ['leɪnə] **(the)** — a river in Russia (4,400 ki-lometres long).

London ['lʌndən] — the capital of the United Kingdom, one of the biggest and the most interesting cities in the world.

Los Angeles [ləs 'ændʒɪˌlɪz] — 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

Maori ['maʊrɪ] — the original people of New Zealand.

Montreal Canadians — a famous Canadian hockey club.

Mother's Day — a holiday on which people give cards or presents to their mothers to show their love for them. This holiday is celebrated on Sunday in spring.

N

Netherlands ['neðələndz] **(the)** — a country in Europe. The capital is Amsterdam.

New York [ˌnjuː 'jɔːk] — the largest city and port in the USA.

New Zealand [ˌnjuː 'ziːlənd] — 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 [naɪ'æɡərə] — very large water-falls on the border between Canada and the USA.

North America [ˌnɔːθ ə'merɪkə] — one of the seven continents on the Earth.

Nottingham ['nɒtɪŋəm] — a city in central England.

O

Olympic Games (Olympics) — a modern international sports event. People of all nationalities compete in various sports. They are held once every four years in different countries.

Oslo ['ɒzləʊ] — the capital of Norway.

Ottawa ['ɒtəwə] — the capital of Canada. One third of its people are French-speaking.

P

Pacific Ocean [pə'sɪfɪk 'əʊʃən] **(the)** — the world's largest ocean. It covers one third of the Earth's surface (*поверхность*).

Pakistan [ˌpɑːkiˈstɑːn] — a country in Asia. The capital is Islamabad. English is a second state language.

Paris [ˈpærɪs] — the capital of France.

Philippines [ˈfɪlɪpiːnz] — 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.

Q

Quebec [kwɪˈbek] — a province in Canada. It's the centre of French Canadian culture and language.

R

Rugby [ˈrʌɡbɪ] — a British public school.

S

Sakharov, Andrei (1921–1989) — a famous Russian physicist. He fought against atomic war. He won the Nobel Prize in 1975. He wrote several books on progress and freedom.

Scotland [ˈskɒtlənd] — a country in Britain. The capital is Edinburgh.

Schools on the Air — are situated in several states of Australia in the places which are far away from cities or towns. Students learn the world around them with the help of different means of communication.

Schools Through (the) — are for the children of Australia who live far from any school in the area. New material and special tasks are sent to the students and then back to schools.

Shout [ʃaʊt] — a popular magazine for teenage girls.

Silins, Pavel (1786–1837) — a Russian inventor. He created the first electric telegraph in 1832.

St Paul's Cathedral [snt ˌpɔːlz kəˈθɪdrəl] — a fine cathedral in central London. It was built (1675–1710) by Sir Christopher Wren.

Sofia [ˈsəʊfiːə] — the capital of Bulgaria.

South Africa [ˌsaʊθ ˈæfrɪkə] — a country in the Southern Africa. The capital is Cape Town. English is the second state language.

South America [ˌsaʊθ əˈmerɪkə] — one of the seven continents on the Earth.

Sydney [ˈsɪdni] — the largest city in Australia.

Switzerland [ˈswɪtsələnd] — a country in Europe. The capital is Bern.

T

Thames [temz] (the) — the most famous and important British river. London stands on it.

Thanksgiving Day [ˌθæŋksˈɡɪvɪŋ ˌdeɪ] — the fourth Thursday in November which in the USA is a public holiday.

Titanic [taɪˈtænik] (the) — a British passenger ship. On her first trip in 1912 she hit an iceberg and sank (*затонул*). Over 1500 people died.

Tokyo [ˈtəʊkiəʊ] — the capital of Japan. It's also the largest and the busiest city in the world.

Trinidad and Tobago [ˈtrɪnɪdæd ən təˈbeɪɡəʊ] — a country which is made up of the islands of Trinidad and Tobago in the Atlantic Ocean. The capital is Port of Spain. English is the first state language.

Turner, Joseph [ˈtɜːnə ˈdʒəʊzəf] (1775–1851) — an English painter, a master of water-colour.

U

UK [juː ˈkeɪ] — 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.

UNESCO [juːˈneskəʊ] — United Nations Educational, Scientific and Cultural Organization. It's organization through which rich states help poorer ones.

United States of America (United States, USA, US, America) [juːˈnaɪtɪd ˌsteɪts əv əˈmerɪkə] — a country in the North America. It consists of 50 states and the District of Columbia, where the capital (Washington) is. English is the first state language.

Urals (the) — mountains in Russia. They are often considered to mark the border between Europe and Asia.

V

Volga [ˈvɒlgə] (the) — a river in Russia, the longest river in Europe.

W

Wales [weɪlz] — a country in Britain. It's capital is Cardiff.

Washington [ˈwɒʃɪŋtən] — the capital of the USA.

Wellington [ˈwelɪŋtən] — the capital of New Zealand. It's the country's second largest city and a main port.

Z

Zamenhof, Lazarus [ˈzæmənlɒf ˈlæzərəs] (1859–1917) — a polish teacher who invented the artificial international language Esperanto.

List of personal names

A

Alan ['ælən]
 Alex ['æliks]
 Alexander [ˌælɪg'zɑːndə]
 Alice ['ælis]
 Alison ['ælisən]
 Albert ['ælbət]
 Alfred ['ælfriːd]
 Andrew ['ændruː]
 Angela ['ændʒələ]
 Ann, Anna [æn], ['ænə]

B

Ben [ben]
 Bill [bɪl]
 Bob [bɒb]
 Bobby ['bɒbi]
 Brian ['braɪən]

C

Cathy ['kæθi]
 Christie ['kristi]
 Clare [kleə]
 Claudia ['klaʊdiə]

D

Daniel ['dænjəl]
 Danny ['dæni]
 David ['deɪvɪd]

E

Elizabeth [ɪ'liːzəbəθ]

F

Frank [fræŋk]

G

Gavin ['gævɪn]
 Gemma ['dʒemə]
 George ['dʒɔːdʒ]
 Greg [ɡreg]

H

Hans [hæns]
 Helen ['helən]
 Henry ['henri]

I

Irina [aɪ'riːnə]
 Isabel ['ɪzəbel]

J

Jackie ['dʒæki]
 Jane [dʒeɪn]
 Janelle [dʒə'nel]
 Janis ['dʒæms]
 Jason ['dʒeɪsən]
 Jeff [dʒef]
 Jill [dʒɪl]
 Jim [dʒɪm]
 Joe [dʒəʊ]
 John [dʒɒn]
 Joshua ['dʒɒʃwə]
 Julia ['dʒuːljə]

K

Karen ['kærən]
 Keith [kiːθ]
 Ken [ken]

L

Laura ['ləʊrə]
 Liza ['laɪzə]
 Lindsey [ˌlɪnd'seɪ]
 Louise [luː'ɪːz]

M

Maisie ['meɪzi]
 Mark [mɑːk]
 Martin ['mɑːtɪn]
 Matt [mæt]
 Melissa [mə'lɪsə]
 Michael [maɪkl]
 Mike [maɪk]

N

Nick [nɪk]

O

Oliver ['ɒlɪvə]
 Olivia [ɒ'lɪvɪə]

P

Patrick ['pætɪk]
 Paul [pɔːl]
 Paula ['pɔːlə]
 Penny ['peni]
 Peter ['piːtə]
 Phil [fɪl]

R

Richard ['rɪtʃəd]
 Robert ['rɒbət]
 Roy [rɔɪ]

S

Sally ['sæli]
 Sam [sæm]
 Sandy ['sændi]
 Sylvia ['sɪlvɪə]
 Simone [sɪ'məʊn]
 Steve [stɪv]
 Sue [suː]
 Susan ['suːzən]

T

Terry ['teri]
 Tim [tɪm]
 Timothy ['tɪməθi]
 Tommy ['tɒmi]
 Tracey ['treɪsi]
 Tulo ['tʊləʊ]

W

Wendy ['wendɪ]

Y

Yonne ['jɒnə]

List of geographical names

A

Africa [ˈæfrɪkə] — Африка
America [əˈmɛrɪkə] — Америка
Amsterdam [ˌæmstəˈdæm] — Амстердам
Anapa [əˈnɑ:pə] — Анапа
Antarctica [æntˈɑ:ktɪkə] — Антарктида
Arctic [ˈɑ:ktɪk] (**the**) — Арктика
Armenia [ɑˈmɪniə] — Армения
Asia [ˈeɪʃə] — Азия
Atlantic Ocean [ətˈlæntɪk ˈəʊʃn] (**the**) — Атлантический океан
Australia [ɒsˈtreɪliə] — Австралия

B

Bahamas [bəˈhɑ:ɪnəz] (**the**) — Багамские острова
Baikal [ˈbaɪkəl] (**the**) — Байкал
Bangladesh [ˌbæŋɡləˈdeʃ] — Бангладеш
Beijing [ˌbeɪˈdʒɪŋ] — Пекин
Belgium [ˈbelʒəm] — Бельгия
Boston [ˈbɒstən] — Бостон
Brazil [brəˈziːl] — Бразилия
Britain [ˈbrɪtən] — Британия
Brussels [ˈbrʌslz] — Брюссель

C

California [ˌkælɪˈfɔ:nɪə] — Калифорния
Canada [ˈkænədə] — Канада
Canberra [ˈkænbərə] — Канберра
Caribbean Islands [ˌkæɪrɪˈbi:ən ˈaɪləndz], *амер.* [ˌkəˈrɪbiən] (**the**) — Карибские острова
Chelsea [ˈtʃelsi] — Челси
China [ˈtʃaɪnə] — Китай
Czech Republic [tʃek ˈrɪˌʌblɪk] (**the**) — Чехия

D

Delhi [ˈdeli] — Дели
Denmark [ˈdenmɑ:k] — Дания

E

Egypt [ˈɛdʒɪpt] — Египет
Enniscorthy [ˈɛnɪʃkɔ:ri] — Эннискорти (Ирландия)
England [ˈɪŋɡlənd] — Англия
Europe [ˈjʊərəp] — Европа
Everest [ˈevərɛst] — Эверест

F

Finland [ˈfɪnlənd] — Финляндия
France [frɑ:ns] — Франция

G

Georgia [ˈdʒɔ:ʒə] — 1) Грузия; 2) Джорджия (штат в США)
Germany [ˈdʒɜ:məni] — Германия
Greece [ɡri:s] — Греция

H

Hong-Kong [ˈhʊŋ ˈkɒŋ] — Гонконг
Hungary [ˈhʌŋɡəri] — Венгрия

I

India [ˈɪndiə] — Индия
Indian Ocean [ˈɪndiən ˈəʊʃn] (**the**) — Индийский океан
Ireland [ˈaɪələnd] — Ирландия
Italy [ˈɪtəli] — Италия

J

Jamaica [dʒəˈmeɪkə] — Ямайка
Japan [dʒəˈpæn] — Япония

K

Kent [kent] — Кент
Korea [kəˈri:ə] — Корея

L

London [ˈlʌndən] — Лондон

M

Mexico [ˈmeksɪkəʊ] — Мексика
Moscow [ˈmɒskəʊ] — Москва

N

Netherlands [ˈneðələndz] (**the**) — Нидерланды
New Delhi [ˌnju: ˈdeli] — Новый Дели

New Zealand [ˌnjuːˈziːlənd] — Новая Зеландия
Niagara [naɪˈæɡərə] (**the**) — Ниагара
Nile [naɪl] (**the**) — Нил
Norway [ˈnɔːweɪ] — Норвегия
Nottingham [ˈnɒtɪŋəm] — Ноттингем

O

Oslo [ˈɒzləʊ] — Осло
Ottawa [ˈɒtəvə] — Оттава

P

Pacific Ocean [pəˈsɪfɪk ˈəʊʃn] (**the**) — Тихий океан
Paris [ˈpærɪs] — Париж
Poland [ˈpəʊlənd] — Польша
Portugal [ˈpɔːtʃʊɡəl] — Португалия

Q

Quebec [kwɪˈbek] — Квебек

R

Rome [rəʊm] — Рим
Russia [ˈrʌʃə] — Россия

S

San Francisco [ˌsæn frənˈsɪskəʊ] — Сан-Франциско
Scotland [ˈskɒtlənd] — Шотландия
Siberia [saɪˈbɪəriə] — Сибирь
Spain [speɪn] — Испания
Sweden [ˈswɪːdn] — Швеция
Switzerland [ˈswɪtsələnd] — Швейцария
Sydney [ˈsɪdni] — Сидней

T

Thames [temz] (**the**) — Темза
Trafalgar Square [trəˈfælgə ˈskweə] — Трафальгарская площадь
Trinidad [ˈtrɪnɪˌdæd] — Тринидад
Turkey [ˈtʃːki] — Турция

U

UK [juːˈkeɪ] (**the**) — Соединенное Королевство
Ukraine [juːˈkreɪn] (**the**) — Украина
USA [juː es ˈeɪ] (**the**) — США
USSR [ˈjuː ˈes ˈes ˈɑː] (**the**) — СССР

W

Wales [weɪlz] — Уэльс
Washington [ˈwɒʃɪŋtən] — Вашингтон
Wellington [ˈwelɪŋtən] — Веллингтон

Vocabulary

A

a [eɪ] (**an**) [ən] — *неопределенный артикль*
able ['eɪbl] — способный
to be able (to) — быть в состоянии, мочь
about [ə'baʊt] — о, около
above [ə'baʊv] — над
abroad [ə'brɔ:d] — за границей
to go abroad — ездить за границу
absolutely ['æbsəlu:tli] — совершенно, абсолютно
academician [ə,kædə'mɪʃən] — академик
accept [ək'sept] — принимать, допускать
accident ['æksɪdənt] — несчастный случай
ache [eɪk] — боль
achieve [ə'tʃi:v] — достигать
across [ə'krɒs] — через
act [ækt] — играть, разыгрывать
active ['æktɪv] — активный
activity [æk'tɪvɪti] — деятельность
actor ['æktə] — актер
actually ['æktʃuəli] — действительно, на самом деле
add [æd] — складывать, прибавлять
addition [ə'dɪʃən] — сложение, прибавление
address [ə'dres] — адрес
adjective ['ædʒɪktɪv] — имя прилагательное
admiral ['ædmərəl] — адмирал
adult ['ædʌlt] — взрослый
advanced [əd'vɑ:nst] — передовой, продвинутый
advantage [əd'vɑ:ntɪdʒ] — преимущество
adventure [əd'ventʃə] — приключение
adverb ['ædvɜ:b] — наречие
advert ['ædvɜ:t] — реклама, объявление
advertisement [əd'vɜ:tɪsmənt] — реклама, объявление
advertiser ['ædvətaɪzə] — рекламодатель
advice [əd'vaɪs] — совет, советы (*только в ед. числе*)
advise [əd'vaɪz] — советовать
aerobics [eə'reʊbɪks] — аэробика
afraid [ə'freɪd] — испуганный
to be afraid of — бояться чего-либо
African ['æfrɪkən] — африканский
after [ɑ:ftə] — после
afternoon [ɑ:ftə'nʌ:n] — время после полудня
again [ɪ'geɪn] — опять, снова
against [ɪ'geɪnst] — против
age [eɪdʒ] — 1) возраст; 2) век
aged [eɪdʒd] — пожилой, старый
ago [ə'ɡoʊ] — тому назад
agree [ə'ɡri:] — соглашаться
ahead [ə'hed] — вперед, впереди
aid [eɪd] — помогать; помощь
air [eə] — воздух
airship ['eəʃɪp] — дирижабль
alcohol ['ælkəhɒl] — алкоголь
alike [ə'laɪk] — похожий, подобный
alive [ə'laɪv] — живой
all [ɔ:l] — весь, вся, всё, все

allow [ə'laʊ] — разрешать
almost ['ɔ:lməʊst] — почти
alone [ə'ləʊn] — один, одинокий
along [ə'lɒŋ] — вдоль, по
aloud [ə'laʊd] — громко, вслух
alphabet ['ælfəbet] — алфавит
already [ɔ:l'reɪdɪ] — уже
also ['ɔ:lsəʊ] — также, тоже
although [ɔ:l'dəʊ] — хотя, несмотря на то что
always ['ɔ:lwɪz] — всегда
am (to be) [æm, əm] — *глагол-связка*
amber ['æmbə] — янтарь, янтарный
ambulance ['æmbjʊləns] — машина скорой помощи
American [ə'merɪkən] — американский
among [ə'mʌŋ] — между, среди
amount [ə'maʊnt] — составлять, сумма, количество
ancient ['eɪnfənt] — древний, старинный
and [ænd, ənd] — и
anecdote ['ænɪkdəʊt] — анекдот
angrily ['æŋgrɪli] — сердито
angry ['æŋɡri] — сердитый, раздражительный
animal ['ænɪməl] — животное
announce [ə'naʊns] — объявлять
another [ə'nʌðə] — еще один, другой
answer ['ɑ:nsə] — ответ; отвечать
ant [ænt] — муравей
anti-social ['æntɪ'səʊʃəl] — антиобщественный
any ['eni] — какой-нибудь, сколько-нибудь, любой
anybody ['eni,bɒdi] — любой, всякий
anyone ['eniwʌn] — всякий, кто-нибудь
anything ['eniθɪŋ] — что-нибудь
anyway ['eniweɪ] — во всяком случае
anywhere ['eniweə] — где-нибудь, куда-нибудь
apart [ə'pɑ:t] — в стороне, отдельно
appearance [ə'piərəns] — внешний вид, наружность
apple ['æpl] — яблоко
appreciate [ə'pri:ʃieɪt] — ценить
appropriate [ə'prəʊpriət] — подходящий
April ['eɪprəl] — апрель
Arabic ['ærəbɪk] — арабский
Arctic ['ɑ:ktɪk] — Арктика; арктический
are (to be) [ɑ:] — *глагол-связка*
area ['eəriə] — площадь, пространство
argue ['ɑ:gju:] — спорить
argument ['ɑ:gjumənt] — довод, аргумент
aristocrat ['ærɪstəkræt] — аристократ
arm [ɑ:m] — рука (*от плеча до кисти*)
armchair ['ɑ:m'tʃeə] — кресло
Armenian [ɑ:'mɪniən] — армянский
around [ə'raʊnd] — вокруг, кругом
arrange [ə'reɪndʒ] — устраивать, договариваться
arrive [ə'raɪv] — приезжать, прибывать
art [ɑ:t] — искусство
article ['ɑ:tɪkəl] — артикль, статья
artificial [ɑ:tɪ'fɪʃəl] — искусственный
artistic [ɑ:'tɪstɪk] — художественный, артистический

artist ['ɑ:tɪst] — художник
as [æz, əz] — как
ash [æʃ] — зола, пепел
ask [ɑ:sk] — спрашивать, просить
associate [ə'səʊʃieɪt] — ассоциировать(ся), связывать(ся)
at [æt, ət] — на, за, в
athlete ['æθli:t] — спортсмен, атлет
athletic [æθ'letɪk] — атлетический
athletics [æθ'letɪks] — физкультура, атлетика
atomic [ə'tɒmɪk] — атомный
attack [ə'tæk] — наступать, атаковать
attend [ə'tend] — посещать, присутствовать
attention [ə'tenʃən] — внимание
attentive [ə'tentɪv] — внимательный
attract [ə'trækt] — привлекать, притягивать
aunt [ɑ:nt] — тетя
Australian [ə'streɪljən] — австралийский
author ['ɔ:θə] — автор, писатель
autumn ['ɔ:təm] — осень
avenue ['ævɪnju:] — аллея, дорога, *амер.* проспект
awake [ə'weɪk] (**awoke**, **awoken** или **awaked**, **awaked**) — будить, просыпаться
award [ə'wɔ:d] — награда; присуждать что-либо, награждать
away [ə'weɪ] — прочь

В

babysit ['beɪbɪsɪt] — присматривать за ребенком
baby-sitting ['beɪbɪsɪtɪŋ] — уход (присмотр) за ребенком
back [bæk] — спина; назад, обратно
backache ['bækəɪk] — боль в спине
bad [bæd] — плохой
badge [bædʒ] — значок
badly ['bædli] — плохо
badminton ['bædmɪntən] — бадминтон
bag [bæg] — сумка, портфель
ball [bɔ:l] — мяч
balloon [bə'lʊ:n] — воздушный шар(ик)
bank [bæŋk] — банк
bar [bɑ:] — батончик (*шоколадный*)
baron ['bærən] — барон
base [beɪs] — основывать
baseball ['beɪsbɔ:l] — бейсбол
basic ['beɪsɪk] — основной
basketball [bɑ:skɪtbɔ:l] — баскетбол
bat [bæt] — бита
bath [bɑ:θ] — ванна, купание
be [bi:] (**was**, **were**, **been**) — быть, находиться, являться
to be going to do smth — собираться (намереваться) что-либо сделать
beach [bi:tʃ] — пляж, взморье
bean [bi:n] — боб
bear [beə] (**bore**, **born**) — рождать
to be born — родиться
beat [bi:t] (**beat**, **beaten**) — бить, ударять
beautiful ['bjʊ:tɪfʊl] — прекрасный, красивый

beauty ['bjʊ:ti] — красота, красавица
because [bi'kɒz] — потому что, так как
become [bi'kʌm] (**became**, **become**) — становиться
becoming [bi'kʌmɪŋ] — подходящий, (идуший) к лицу
bed [bed] — кровать
bedroom ['bedrʊm] — спальня
before [bɪ'fɔ:] — до, прежде чем
beg [beg] — просить, умолять
begin [bɪ'ɡɪn] (**began**, **begun**) — начинать
beginning [bɪ'ɡɪnɪŋ] — начало
behave [bɪ'heɪv] — вести себя, поступать
behaviour [bɪ'heɪvjə] — поведение
behind [bɪ'haɪnd] — за, позади
believe [bɪ'li:v] — верить, думать
belong [bɪ'lɒŋ] — принадлежать
below [bɪ'ləʊ] — ниже, внизу
beside [bɪ'saɪd] — рядом, около
besides [bɪ'saɪdz] — кроме, помимо
best [best] — самый лучший, наилучший
better ['betə] — лучше
between [brɪ'twi:n] — между
beyond [bɪ'jɒnd] — вдали, за, свыше
bicycle [baɪsɪkl] (**bike** [baɪk]) — велосипед
big [bɪɡ] — большой
billion ['bɪljən] — миллиард (*амер. миллиард*)
biography [baɪ'ɒɡrəfi] — биография
biology [baɪ'ɒlədʒɪ] — биология
bird [bɜ:d] — птица
birthday ['bɜ:θdeɪ] — день рождения
birthplace ['bɜ:θpleɪs] — место рождения
biscuit ['bɪskɪt] — печенье
bite [baɪt] (**bit**, **bitten**) — кусать(ся)
black [blæk] — черный
blank [blæŋk] — пропуск (*в слове, в предложении*)
blazing ['bleɪzɪŋ] — пылающий
blood [blʌd] — кровь
blouse [blaʊz] — блузка
blue [blu:] — голубой, синий
board [bɔ:d] — доска
boat [bəʊt] — лодка, корабль
body ['bɒdi] — тело
bomb [bɒm] — бомба
bone [bəʊn] — кость
book [bʊk] — книга
bore [bɔ:] — надоедать
be bored — скучать
boring ['bɔ:ɪŋ] — скучный, надоедливый
borrow ['bɒrəʊ] — брать займы
borrowing ['bɒrəʊɪŋ] — заимствование
both [bəʊθ] — оба
bottle [bɒtl] — бутылка
bottom ['bɒtəm] — дно
box [bɒks] — коробка, ящик
boxing [bɒksɪŋ] — бокс
boy [bɔɪ] — мальчик
boyfriend ['bɔɪfreɪnd] — друг
bracket ['brækɪt] — скобка
brave [breɪv] — храбрый

bread [bred] — хлеб
break [breɪk] (**broke, broken**) — ломать
break — перемена, перерыв
breakfast ['brekfəst] — завтрак
bridge [brɪdʒ] — мост
brief [brɪf] — краткий
bright [braɪt] — яркий
brightly ['braɪtli] — ярко
bring [brɪŋ] (**brought, brought**) — приносить, приводить, привозить
British ['brɪtɪʃ] — британский
broad [brɔ:d] — широкий
brother ['brʌðə] — брат
brown [braʊn] — коричневый
brush [brʌʃ] — щетка, кисть; причесывать (*волосы*)
build [bɪld] (**built, built**) — строить
builder ['bɪldə] — строитель
building ['bɪldɪŋ] — здание
Bulgarian [bʌl'ɡeəriən] — болгарский
burn [bɜ:n] (**burnt, burnt**) — жечь, гореть
bus [bʌs] — автобус
business ['biznis] — бизнес, фирма
businessman ['biznismən] — бизнесмен
busy ['bɪzi] — занятой, оживленный
but [bʌt] — но, кроме
butter ['bʌtə] — масло
buy [baɪ] (**bought, bought**) — покупать, купить
by [baɪ] — у, около, к
by bus — автобусом, на автобусе
bye [baɪ] (**bye-bye**) — до свидания *разг.*

C

cabbage ['kæbɪdʒ] — капуста
cafe ['kæfeɪ] — кафе
cake [keɪk] — торт, пирожное
calculate ['kælkjuleɪt] — вычислять, рассчитывать
call [kɔ:l] — зов, звонок (*телефонный*); звать, называть
to give a call, to call up — звонить (*по телефону*)
camera ['kæməɹə] — фотоаппарат, кинокамера
can [kæn] (**could**) — могу, умею
Canadian [kə'neɪdʒən] — канадский
cancer ['kænsə] — рак (*болезнь*)
candle ['kændl] — свеча
cap [kæp] — шапка, кепка
capital ['kæpɪtl] — столица
captain ['kæptɪn] — капитан
car [kɑ:] — легковая машина
card [kɑ:d] — открытка
care [keə] — забота, уход; заботиться
to take care of smb — заботиться о ком-либо
career ['kæɹiə] — карьера, занятие
careful ['keəfəl] — внимательный
carefully ['keəfəli] — внимательно, осторожно
carrot ['kærət] — морковь
carry ['kæri] — носить, возить
case [keɪs] — случай, дело
cast [kæst] — кидать, бросать
cat [kæt] — кошка, кот

catch [kætʃ] (**caught, caught**) — ловить, поймать
category ['kætɪgəri] — категория
cathedral [kə'θi:drəl] — собор
cause [kɔ:z] — причина; причинять
CD-ROM [si:di'rɒm] — компакт-диск
celebrate ['selɪbreɪt] — праздновать
cent [sent] — цент (*монета*)
center ['sentə] — центр
centimeter ['sentɪmi:tə] — сантиметр
central ['sentrəl] — центральный
century ['sentʃəri] — век
ceremony ['serɪməni] — церемония
certain ['sɜ:tn] — определенный
certainly ['sɜ:tnli] — конечно, несомненно
chair [tʃeə] — стул
champion ['tʃæmpiən] — чемпион
championship ['tʃæmpiənʃɪp] — чемпионат
chance [tʃɑ:ns] — шанс
change [tʃeɪndʒ] — перемена, изменение, сдacha; менять
character ['kærɪktə] — характер
characteristic [kærɪktə'nstɪk] — характерная черта, особенность
charm [tʃɑ:m] — очарование; очаровывать
chat [tʃæt] — болтать
cheap [tʃi:p] — дешевый
check [tʃek] — контроль, проверка; проверять
cheer [tʃiə] — ободрять, аплодировать
cheese [tʃi:z] — сыр
chemical ['kemɪkəl] — химический
chemist ['kemɪst] — аптекарь, химик
chemistry ['kemɪstri] — химия
chess [tʃes] — шахматы
chew [tʃu:] — жевать
chick — см. **chicken**
chicken ['tʃɪkɪn] — цыпленок, птенец
child [tʃaɪld] (*pl. children* ['tʃɪldrən]) — ребенок
Chinese [tʃaɪ'ni:z] — китайский
chips [tʃɪps] — чипсы
chocolate ['tʃɒklɪt] — шоколад
choice [tʃɔɪs] — выбор
choose [tʃu:z] (**chose, chosen**) — выбирать
church [tʃɜ:tʃ] — церковь
cigarette [sɪgə'ret] — сигарета
cinema ['sɪnɪmə] — кино, кинотеатр
circle ['sɜ:kl] — круг; обводить
city ['sɪti] — город (*большой*)
civilized ['sɪvɪlaɪzd] — цивилизованный, культурный
class [klɑ:s] — класс
classic ['klæsɪkəl] — классический
classmate ['klɑ:smeɪt] — одноклассник
classroom ['klɑ:sru:m] — классная комната
clean [kli:n] — чистить, убирать; чистый
clear [kliə] — ясный, чистый; убирать (*со стола*)
clearly ['kliəli] — ясно, понятно
clever ['klevə] — умный
client ['klaɪənt] — клиент, покупатель
climate ['klaɪmɪt] — климат

Vocabulary

climb [klaɪm] — взбираться, подниматься
clock [klɒk] — часы (*стенные, настольные*)
close [kləʊs] — близкий, близко
close [kləʊz] — закрывать
cloth [klɒθ] — ткань
tablecloth — скатерть
clothes [kləʊðz] — одежда
cloud [klaʊd] — туча, облако
club [klʌb] — клуб
coach [kəʊʃ] — тренер, мягкий автобус
coast [kəʊst] — побережье
coat [kəʊt] — пальто, пиджак
cockrel ['kɒkərəl] — петух
code [kəʊd] — кодекс; код
coffee ['kɒfi] — кофе
coin [kɔɪn] — монета
coke (Coca-Cola) ['kəʊk 'kəʊlə] — кока-кола
cold [kəʊld] — холодный; холодно
collect [kə'lekt] — коллекционировать, собирать, забирать
collection [kə'leɪʃən] — коллекция
college ['kɒlɪdʒ] — колледж; *амер.* университет
colour ['kʌlə] — цвет
column ['kɒləm] — колонка, столбец
combination [kəm'bɪneɪʃən] — сочетание
come [kʌm] (**came, come**) — проходить, приезжать
comedy ['kɒmɪdi] — комедия
comfort ['kʌmfət] — отдых, покой, комфорт
comfortable ['kʌmfətəbl] — удобный, уютный
comment ['kɒment] — высказывать мнение, комментировать
committee [kə'mɪti] — комитет, комиссия
common ['kɒmən] — общий, обычный
communicate [kə'mju:nikeɪt] — сообщать, общаться
communication [kə'mju:nɪ'keɪʃən] — связь, сообщение
community [kə'mju:nɪti] — община, общность
commuter [kə'mju:tə] — житель пригорода
company ['kʌmpəni] — компания, общество
comparative [kəm'pærətɪv] — сравнительный
compare [kəm'peə] — сравнивать
compete [kəm'pi:t] — соревноваться
competition [kəm'pi:tɪʃən] — соревнование, конкурс
complain [kəm'pleɪn] — жаловаться
complete [kəm'pli:t] — завершить, закончить
completely [kəm'pli:tli] — полностью, целиком
complex ['kɒmpleks] — сложный
composer [kəm'pəʊzə] — композитор
compulsory [kəm'pʌlsəri] — обязательный
computer [kəm'pjʊ:tə] — компьютер
concert ['kɒnsət] — концерт
conduct ['kɒndəkt] — поведение
conference ['kɒnfərəns] — конференция
connect [kə'nekt] — связывать(ся), соединять(ся)
conservative [kən'sɜ:vətɪv] — консервативный
consider [kən'sɪdə] — рассматривать, считать, полагать
consist [kən'sɪst] (**of**) — состоять (из)
contact ['kɒntækt] — контакт

contact [kən'tækt] — устанавливать связь
contain [kən'teɪn] — содержать в себе, вмещать
contest ['kɒntest] — соревнование
continent ['kɒntɪnənt] — континент
continue [kən'tɪnju:] — продолжать
continuous [kən'tɪnjuəs] — непрерывный, длительный
control [kən'trəʊl] — проверка, контроль; провер
convenient [kən'vi:njənt] — удобный
conversation [kɒnvə'seɪʃən] — разговор
conversational [kɒnvə'seɪʃənəl] — разговорный
convey [kən'veɪ] — передавать (*значение*), сообщ
cook [kʊk] — повар; готовить
cool [ku:l] — 1. прохладный 2. модный
copy ['kɒpi] — переписывать
corner ['kɔ:nə] — угол
correct [kə'rekt] — исправлять, правильный
correspondent [kɒrɪs'pɒndənt] — корреспондент
corresponding [kɒrɪs'pɒndɪŋ] — соответствующи
cost [kɒst] — цена
cost [kɒst] (**cost, cost**) — стоить
cosy ['kəʊzi] — уютный
country ['kʌntri] — страна; сельская местность
in the country — за городом; за город
countryside ['kʌntrɪsaɪd] — сельская местность, деревня
couple ['kʌpl] — пара
course [kɔ:s] — курс
of course [əv'kɔ:s] — конечно
court [kɔ:t] — корт (*теннисный*)
cousin ['kʌzn] — двоюродный брат, двоюродная сестра
covering ['kʌvərɪŋ] — покрывало
cow [kaʊ] — корова
create [kri'eɪt] — творить, создавать
creative [kri'eɪtɪv] — творческий
creativity [kri'eɪtɪvɪti] — способность к творчест
cricket ['krɪkɪt] — крикет (*игра*)
crime [kraɪm] — преступление
crocodile ['krɒkədail] — крокодил
cross [krɒs] — пересекать, переходить
crowd [kraʊd] — толпа
crowded ['kraʊdɪd] — переполненный
crucial ['kru:ʃəl] — решающий, главный
cruel ['kru:əl] — жестокий, безжалостный
cry [krai] — плакать, кричать
cub [kʌb] — детеныш
cultural ['kʌltʃərəl] — культурный
culture ['kʌltʃə] — культура
cunning ['kʌnpɪŋ] — хитрый
cup [kʌp] — чашка
cure [kjʊə] — лечебное средство; излечивать
curiosity [kjʊə'ɪɪsɪti] — любопытство
curious ['kjʊəɪəs] — любопытный
current ['kʌrənt] — текущий
custom ['kʌstəm] — обычай
cut [kʌt] (**cut, cut**) — резать, рубить
cycle ['saɪkl] — ездить на велосипеде
cycling ['saɪklɪŋ] — езда на велосипеде

D

dad [dæd] — папа *пазг.*
daily ['deɪlɪ] — ежедневный, ежедневно;
 ежедневная газета
dance [dɑːns] — танец; танцевать
danger ['deɪndʒə] — опасность
dangerous ['deɪndʒərəs] — опасный
Danish ['deɪnɪʃ] — датский
dark [dɑːk] — темный
darkness [dɑːknəs] — темнота, мрак
date [deɪt] — дата
daughter ['dɔːtə] — дочь
day [deɪ] — день
daybook ['deɪbʊk] — дневник (*школьный*)
dead [ded] — мертвый
deadline ['dedlaɪn] — конечный срок
deadly ['dedli] — смертельный
deal [di:l] (**dealt, dealt**) — иметь дело; торговать
dear [dɪə] — дорогой, высокоуважаемый
death [deθ] — смерть
December [dɪ'sembə] — декабрь
decide [dɪ'saɪd] — решать
decision [dɪ'sɪʒən] — решение
declare [dɪ'kleə] — объявлять, провозглашать
decorate ['dekəreɪt] — украшать
deep [di:p] — глубокий
definite ['defɪnɪt] — определенный
delay [dɪ'leɪ] — задержка; медлить, задерживать
delicious [dɪ'liʃəs] — очень вкусный
democratic [ˌdemə'krætɪk] — демократичный
dentist ['dentɪst] — зубной врач
depend [dɪ'pend] (**on**) — зависеть от
depress [dɪ'pres] — подавлять, угнетать
describe [dɪ'skraɪb] — описывать
description [dɪ'skrɪpʃən] — описание
design [dɪ'zaɪn] — проект, рисунок; проектировать,
 создавать
designer [dɪ'zaɪnə] — художник-декоратор,
 модельер
desk [desk] — парта, письменный стол
destroy [dɪ'strɔɪ] — уничтожать, разрушать
detailed ['diːteɪld] — подробный
detective [dɪ'tektɪv] — детективный
attention [dɪ'tenʃən] — оставление (*после уроков*)
develop [dɪ'veləp] — развивать(ся)
development [dɪ'veləpmənt] — развитие
devil ['devɪl] — дьявол, черт
d devote [dɪ'vəʊt] — посвящать
dial ['daɪəl] — набирать номер (*по телефону*)
dialect ['daɪələkt] — диалект
dialogue ['daɪələg] — диалог
dictionary ['dɪkʃənəri] — словарь (книга)
die [daɪ] — умереть
diet ['daɪət] — диета; соблюдать диету
difference ['dɪfərəns] — разница, различие
different ['dɪfərənt] — различный
differently ['dɪfərəntli] — по-разному, различно
difficult ['dɪfɪkəl] — трудный

difficulty ['dɪfɪkəlti] — трудность, затруднение
dinner ['dɪnə] — обед
direction [dɪ'rekʃən] — направление, руководство
dirt [dɜːt] — грязь
dirty ['dɜːti] — грязный
disabled [dɪs'eɪbld] — инвалид
disadvantage [ˌdɪsəd'vɑːntɪdʒ] — недостаток;
 невыгодное положение
disagree [dɪsə'ɡriː] — не соглашаться, ссориться
disagreement [ˌdɪsə'ɡriːmənt] — разногласие, ссора
disappear [ˌdɪsə'piə] — исчезать, скрываться
discipline ['dɪsɪplɪn] — дисциплина, порядок
disco ['dɪskəʊ] — дискотека
discover [dɪs'kʌvə] — открывать, делать открытие
discovery [dɪs'kʌvəri] — открытие
discuss [dɪ'skʌs] — обсуждать
discussion [dɪ'skʌʃən] — дискуссия, обсуждение
disease [dɪ'ziːz] — болезнь
disgusting [dɪs'ɡʌstɪŋ] — отвратительный
dish [dɪʃ] — блюдо, тарелка
dishes — посуда
disk [dɪsk] — диск
display [dɪs'pleɪ] — выставка, экран; выставлять,
 показывать
distance ['dɪstəns] — дистанция, расстояние
district ['dɪstrɪkt] — район, округ
disturb [dɪ'stɜːb] — беспокоить, мешать
divide [dɪ'vaɪd] — делить, отделять
do [duː] (**did, done**) — делать, поступать, выпол-
 нять
doctor ['dɒktə] — доктор
dog [dɒg] — собака
dollar ['dɒlə] — доллар
dolphin ['dɒlfɪn] — дельфин
door [dɔː] — дверь
double [dʌbl] — двойной
double-decker ['dʌbl'dekə] — двухэтажный автобус
down [daʊn] — вниз, внизу
Dr (doctor) ['dɒktə] — сокращенная форма
 написания
drama ['drɑːmə] — драма
dramatical [drə'mætɪkəl] — драматический
dramatize ['dræmətaɪz] — инсценировать
draw [drɔː] (**drew, drawn**) — рисовать, чертить
drawing ['drɔːɪŋ] — рисование; рисунок
dream [dri:m] — мечта
dress [dres] — платье; одевать(ся)
drink [drɪŋk] (**drank, drunk**) — пить
drive [draɪv] (**drove, driven**) — ехать на машине,
 вести машину
driver [draɪvə] — водитель
drop [drɒp] — бросать, ронять,
drug [drʌg] — лекарство, наркотик
drum [drʌm] — барабан
dry [draɪ] — сухой
dubbing ['dʌbɪŋ] — дубляж
during ['djʊərɪŋ] — на протяжении, во время
Dutch ['dʌtʃ] — голландский

Vocabulary

E

each [i:tʃ] — каждый
each other — друг друга
early [ˈɜ:li] — ранний, рано
earn [ɜ:n] — зарабатывать
earth [ɜ:θ] — земля
easily [ˈi:zɪli] — легко
east [i:st] — восток
easy [ˈi:zi] — легкий, легко
easy-going [ˈi:zi,gəʊɪŋ] — беспечный, добродушный
eat [i:t] (**ate, eaten**) — есть, кушать
economic [ˌekəˈnɒmɪk] — экономический, выгодный
economics [ˌekəˈnɒmɪks] — экономика, народное хозяйство
educate [ˈedʒukeɪt] — давать образование, воспитывать
education [ˌedʒʊˈkeɪʃən] — образование
educational [ˌedʒʊˈkeɪʃənəl] — образовательный
effective [ɪˈfektɪv] — эффективный
effort [ˈefət] — усилие, попытка
egg [eg] — яйцо
eight [eɪt] — восемь
eighteen [ˌeɪˈti:n] — восемнадцать
either [ˈaɪðə] — тоже
elder [ˈeldə] — старший (*брат, сестра*)
electric [ɪˈlektrɪk] — электрический
electronic [ɪˌlekˈtrɒnɪk] — электронный
eleven [ɪˈlevən] — одиннадцать
else [els] — еще
e-mail [ˈi:meɪl] — электронная почта
embarrassing [ɪmˈbærəsɪŋ] — приводящий в смущение, затруднительный
emblem [ˈembləm] — символ, эмблема
empty [ˈemptɪ] — пустой
encyclopedia [ˌenˌsaɪkləˈpi:diə] — энциклопедия
end [end] — конец
endangered [ɪnˈdeɪndʒəd] — находящийся под угрозой вымирания или уничтожения
ending [ˈendɪŋ] — конец (*фильма, истории и т. д.*)
energetic [ˌenəˈdʒetɪk] — энергичный
energetically [ˌenəˈdʒetɪkəli] — энергично
engineer [ˌendʒɪˈniə] — инженер
English [ˈɪŋɡlɪʃ] — английский
Englishman [ˈɪŋɡlɪʃmən] — англичанин
enjoy [ɪnˈdʒɔɪ] — получать удовольствие, наслаждаться
enjoyable [ɪnˈdʒɔɪəbəl] — приятный, доставляющий удовольствие
enjoyment [ɪnˈdʒɔɪmənt] — наслаждение, удовольствие
enough [ɪˈnʌf] — довольно, достаточно
enter [ˈentə] — входить, вступать
entertain [ˌentəˈteɪn] — развлекать
entertaining [ˌentəˈteɪnɪŋ] — развлекательный
entitle [ɪnˈtaɪtl] — озаглавливать, давать название
entrance [ˈentrəns] — вход
entry [ˈentri] — вход, вступление; словарная статья

equivalent [ɪˈkwɪvələnt] — эквивалент
especially [ɪsˈpeʃəli] — особенно
essay [ˈeseɪ] — очерк, эссе, сочинение (*школьное*)
etc [ˌetˈsetərə] — и так далее
European [ˌjuərəˈpi:ən] — европейский
even [i:vən] — даже
evening [ˈi:vniŋ] — вечер
event [ɪˈvent] — событие; вид (*спорта*)
ever [ˈevə] — когда-либо
every [ˈevri] — каждый
everybody [ˈevrɪbɒdi] — все, каждый (*человек*)
everyday [ˈevrɪdeɪ] — ежедневный, повседневный
everyone [ˈevriwʌn] — каждый (*человек*), все до одного
everything [ˈevriθɪŋ] — всё
exactly [ɪɡˈzæktli] — именно так, точно
exam [ɪɡˈzæm] — экзамен
examine [ɪɡˈzæmɪn] — исследовать, экзаменовать
example [ɪɡˈzɑ:mpəl] — пример
excellent [ˈeksələnt] — отличный, отлично
exchange [ɪksˈtʃeɪndʒ] — обмен; обменивать
excite [ɪkˈsaɪt] — возбуждать, вызывать (*интерес*)
exciting [ɪkˈsaɪtɪŋ] — волнующий
exclude [ɪksˈklu:d] — исключать
exclusion [ɪksˈklu:ʒən] — исключение
excuse [ɪkˈskju:s] — извинение, оправдание
excuse [ɪkˈskju:z] — извинять, прощать
exercise book [ˈeksəsaɪz bʊk] — тетрадь (*для упражнений*)
exhibit [ɪɡˈzɪbɪt] — выставлять, показывать
exhibition [ˌeksɪˈbɪʃən] — выставка
exit [ˈegzɪt] — выход
exotic [ɪɡˈzɒtɪk] — экзотический
expect [ɪkˈspekt] — ожидать, надеяться, предполагать
expedition [ˌeksprɪˈdɪʃən] — экспедиция
expel [ɪkˈspel] — исключать, выгонять
expensive [ɪkˈspensɪv] — дорогой
experience [ɪkˈspɪəriəns] — опыт, испытание
explain [ɪkˈspleɪn] — объяснять
express [ɪkˈspres] — выражать
expression [ɪkˈspreʃən] — выражение
extra [ˈekstrə] — дополнительный, экстра-, сверх-
extract [ˈekstrækt] — отрывок (*из текста*), извлечение
extremely [ɪkˈstri:mli] — крайне, чрезмерно
eye [aɪ] — глаз

F

face [feɪs] — лицо
fact [fækt] — факт, событие, обстоятельство
factory [ˈfæktəri] — фабрика, завод
fair [feə] — ярмарка; справедливый
fairy tale [ˈfeəriˌteɪl] — сказка; сказочный
fall [fɔ:l] (**fell, fallen**) — падать
false [fɔ:ls] — неправильный, фальшивый
family [ˈfæmɪli] — семья
famous [ˈfeɪməs] — знаменитый

fan [fæn] — разг. энтузиаст, болельщик
fantastic [fæn'tæstɪk] — фантастический, превосходный
far [fɑ:] — далекий, далеко
fare [feə] — плата за проезд
farm [fɑ:m] — ферма
fashion ['fæʃən] — мода, фасон
fashionable ['fæʃənəbl] — модный
fast [fɑ:st] — быстрый, быстро
father ['fɑ:ðə] — отец, папа
fault ['fɔ:lt] — вина, недостаток
favour ['feɪvə] — благосклонность
to be in favour of — быть за
favourite ['feɪvərɪt] — любимый
fax [fæks] — факс; посылать по факсу
February ['febrʊəri] — февраль
feed [fi:d] (fed) — кормить
federation [ˌfedə'reɪʃən] — федерация
feel [fi:l] (felt, felt) — чувствовать
feeling ['fi:liŋ] — чувство, ощущение
feet [fi:t] — см. **foot**
fence [fens] — изгородь, забор
festival ['festɪvəl] — фестиваль
few [fju:] — несколько, немного
field [fi:ld] — поле, луг; поле деятельности
fifteen [ˌfɪf'ti:n] — пятнадцать
fifty ['fɪftɪ] — пятьдесят
fight [faɪt] (**fought, fought**) — бороться, сражаться
figure ['fɪɡə] — цифра, фигура
figure skating ['fɪɡə ˌskeɪtɪŋ] — фигурное катание (на коньках)
fill [fɪl] — заполнять (пропуски)
film [fɪlm] — фильм, фотоленка
final ['faɪnəl] — последний, заключительный, финальный
finalist ['faɪnəlɪst] — финалист
financial [faɪ'nænʃəl] — финансовый
find [faɪnd] (**found, found**) — находить
find out — выяснять, обнаруживать
finding ['faɪndɪŋ] — находка, открытие
fine [faɪn] — хороший, прекрасный
finger ['fɪŋɡə] — палец
finish ['fɪnɪʃ] — заканчивать
Finnish ['fɪnɪʃ] — финский
fire [faɪə] — огонь, пожар
fireplace ['faɪəpleɪs] — камин
first [fɜ:st] — первый, сначала
firstly ['fɜ:stli] — во-первых
fish [fɪʃ] — рыба; ловить рыбу
fitness ['fɪtnɪs] (club) — центр здоровья
five [faɪv] — пять
flag [flæɡ] — флаг, знамя
flat [flæt] — квартира
floor [flɔ:] — пол, этаж
flower ['flaʊə] — цветок
flu [flu:] — разг. грипп
fly (flew, flown) — летать, улетать

focus ['fəʊkəs] — (зд.) внимание на...
follow ['fɒləʊ] — следить, следовать за
following ['fɒləʊɪŋ] — следующий
fond [fɒnd] **to be fond of** — любить, увлекаться чем-либо
food [fu:d] — еда, пища
foot [fʊt] (*pl. feet*) — ступня
football ['fʊtbɔ:l] — футбол
for [fɔ:], [fə] — для, в течение какого-то времени
forbid [fə'bɪd] (**forbade, forbidden**) — запрещать, не позволять
foreign ['fɒrɪn] — иностранный
foreigner ['fɒrɪnə] — иностранец
forest ['fɒrɪst] — лес
form [fɔ:m] — класс, форма
forward ['fɔ:wəd] — форвард; вперед, дальше
foster ['fɒstə] — воспитывать, лелеять
found [faʊnd] — основывать, учреждать
founded ['faʊndɪd] — основанный
four [fɔ:] — четыре
fourteen [ˌfɔ:'ti:n] — четырнадцать
French [frentʃ] — французский (язык)
free [fri:] — свободный, бесплатный
freedom ['fri:dəm] — свобода
freely ['fri:li] — свободно
freepost ['fri:pəʊst] — бесплатная почта
Frenchman ['frentʃmən] (*pl. Frenchmen*) — француз(ы)
fresh [freʃ] — свежий, новый, чистый
Friday ['fraɪdɪ] — пятница
friend [frend] — друг, подруга
friendless ['frendlis] — одинокий
friendly ['frendli] — дружелюбный
friendship ['frendʃɪp] — дружба
frighten ['fraɪtn] — пугать
from [frəm], [frɒm] — из, от
front [frʌnt] — передний
in front of — перед
frost [frɒst] — мороз, иней
frosty ['frɒsti] — морозный
fruit [fru:t] — фрукты, плоды
full [fʊl] — полный
fun [fʌn] — веселье, удовольствие
funny ['fʌni] — смешной, забавный
further ['fɜ:ðə] — дальше, далее
future ['fju:tʃə] — будущее, будущий

G

gaily ['geɪli] — весело
gain [geɪn] — приобретать, выигрывать
gallery ['gæləri] — галерея
game [geɪm] — игра
garbage ['gɑ:bɪdʒ] — мусор
garden ['gɑ:dn] — сад
general ['dʒenərəl] — генерал, общий
gentleman ['dʒentlmən] — джентльмен
geographical [ˌdʒɪə'græfɪkəl] — географический

Vocabulary

geography [dʒɪ'bɒɡrəfi] — география
Georgian ['dʒɔ:ʃjən] — грузинский
German ['dʒɜ:mən] — немецкий
get [get] (got, got) — получать
ghost [ɡəʊst] — приведение, дух
gift [ɡɪft] — подарок, дар, талант
gifted ['ɡɪftɪd] — одаренный
girl [ɡɜ:l] — девочка
girlfriend ['ɡɜ:lfrend] — подруга
give [ɡɪv] — давать, подавать
glad [glæd] — довольный;
to be glad — радоваться
gleaming ['gli:mɪŋ] — светящийся
glee [ɡli:] — веселье
glorious ['ɡlɔ:riəs] — славный, великолепный
glory ['ɡlɔ:ri] — слава
glow [ɡləʊ] — румянец; пылать
go [ɡəʊ] (**went, gone**) — ходить, идти, ехать
god [ɡɒd] — Бог, Всевышний
gold [ɡəʊld] — золото; золотой
golf [ɡɒlf] — гольф
good [ɡʊd] — хороший, добрый
goodbye [ɡʊd'baɪ] — до свидания, прощайте
gossip ['ɡɒsɪp] — сплетни; сплетничать
govern ['ɡʌvən] — управлять, править
government ['ɡʌvnmənt] — правительство
grade [ɡreɪd] — амер. класс (*школы*)
grammar ['ɡræmə] — грамматика
grammatical [ɡrə'mætɪkəl] — грамматический
grandfather ['grænd,fɑ:ðə] — дедушка
grandma ['grænma:] — разг. бабушка
grandpa ['grænpɑ:] — разг. дедушка
grandparents ['grænp,eərənts] — бабушка и дедушка
grandson ['grænsən] — внук
granny ['græni] — разг. бабушка
grant [ɡrɑ:nt] — стипендия, грант
grapefruit ['greɪpfɹu:t] — грейпфрут
great [ɡreɪt] — великий, большой
Greek [ɡri:k] — греческий
green [ɡri:n] — зеленый
grey [ɡreɪ] — серый
grid [ɡrɪd] — таблица, сетка
ground [ɡraʊnd] — земля
group [ɡru:p] — группа
grow [ɡrəʊ] (**grew, grown**) — расти, выращивать
grown-up [ɡrəʊp'ʌp] — взрослый
guess [ɡes] — догадываться
guest [ɡest] — гость
guide [ɡaɪd] — гид
guidelines ['gaɪdlaɪnz] — указания
guitar [ɡɪ'tɑ:] — гитара
gym [dʒɪm] — гимнастический зал
gymnastics [dʒɪm'næstɪks] — гимнастика

Н

habit ['hæbɪt] — привычка
hair [heə] — волосы
haircut ['heəkʌt] — прическа
half [hɑ:f] — половина

hall [hɔ:l] — холл, зал
hamburger ['hæmbɜ:ɡə] — гамбургер
hand [hænd] — рука (*кисть*)
handball ['hændbɔ:l] — гандбол
handle ['hændl] — ручка; обращаться, обходиться
hang [hæŋ] (**hung, hung**) — висеть, вешать
happen ['hæpən] — случаться, происходить
happening ['hæpənɪŋ] — случай, событие
happily ['hæpɪli] — удачно, счастливо
happy ['hæpi] — счастливый
hard [hɑ:d] — трудный, усердно
hardly ['hɑ:dlɪ] — едва, с трудом
hardworking ['hɑ:d,wɜ:kɪŋ] — трудолюбивый
hate [heit] — ненавидеть
have [hæv] (**had, had**) — иметь
has [hæz] — имеет
he [hi:] — он
head [hed] — голова, директор (*школы*)
headache ['hedeɪk] — головная боль
heading ['hedɪŋ] — заголовок
health [helθ] — здоровье
healthy ['helθɪ] — здоровый
hear [hiə] (**heard, heard**) — слышать
heart [hɑ:t] — сердце
by heart — наизусть
heavy ['hevi] — тяжелый (*по весу*)
hedgehog ['hedʒhɒɡ] — еж
helicopter ['helɪkɒptə] — вертолет
Hello! [he'ləʊ] — Привет!
help [help] — помощь; помогать
helper ['helpə] — помощник
helpful ['helpfʊl] — полезный
her [hɜ:] — ее, ей, (о) ней
here [hiə] — здесь, сюда
hers [hɜ:z] — ее (чья? *абсолютная форма*)
herself [hɜ:'self] — (она) сама
Hi! [haɪ] — разг. Привет!
high [haɪ] — высокий
highly ['haɪli] — очень, в высшей степени
him [hɪm] — его, ему, им, (о) нем
himself [hɪm'self] — (он) сам
Hindi ['hɪndi:] — хинди (*язык в Индии*)
his [hɪz] — его (*чей?*)
historic [hɪ'stɒrɪk] — исторический (*имеющий историческое значение*)
historical [hɪ'stɒrɪkəl] — исторический (*связанный с историей*)
history ['hɪstəri] — история
hit [hɪt] — ударять(ся); хит
hitchhike ['hɪtʃhaɪk] — ехать на попутной машине (*бесплатно*)
hobby ['hɒbi] — хобби, увлечение, любимое занятие
hockey ['hɒki] — хоккей
hold [həʊld] (**held, held**) — держать
hole [həʊl] — дыра, отверстие
holiday ['hɒlɪdi] — праздник
holidays ['hɒlɪdɪz] — каникулы
home [həʊm] — дом, домой

homework ['həʊmwɜ:k] — домашняя работа
homophones ['hɒməfəʊnz] — слова, имеющие одинаковое звучание, но разное написание
honest ['ɒnɪst] — честный, искренний
honey ['hʌni] — мед
honour ['ɒnə] — честь
hope [həʊp] — надежда, надеяться
hopefully ['həʊpfʊli] — с надеждой
horror ['hɒrə] — ужас, отвращение
horse [hɔ:s] — лошадь
horseshoe ['hɔ:f-ʃu:] — подкова
hospitable ['hɒspɪtəbəl] — гостеприимный
hospital ['hɒspɪtl] — больница
host [həʊst] — хозяин
hot-air balloon — воздушный шар
hour [aʊə] — час
house [haʊs] — дом
how [haʊ] — как, каким образом
however [haʊ'evə] — однако
human ['hju:mən] — человеческий
humorous ['hju:mərəs] — юмористический, забавный
humour ['hju:mə] — юмор
hundred ['hʌndrɪd] — сотня
Hungarian ['hʌŋgeəriən] — венгерский
hungry ['hʌŋɡri] — голодный
to be hungry — быть голодным
hurt [hɜ:t] (**hurt, hurt**) — повредить, причинять боль

I [aɪ] — я
ice hockey ['aɪs,hɒki] — хоккей на льду (с шайбой)
ice-skating ['aɪsskeɪtɪŋ] — катание на коньках на льду
idea [aɪ'diə] — идея
ideal [aɪ'diəl] — идеальный
idiot ['ɪdiət] — идиот
ill [ɪl] — больной
to be ill — болеть
illness ['ɪlnes] — болезнь
illuminate ['ɪljʊ:meɪn] — освещать, просвещать
illustrate ['ɪləstreɪt] — иллюстрировать, пояснять
imagination [ɪ,mædʒɪ'neɪʃən] — воображение
imagine [ɪ'mædʒɪn] — представить, вообразить
immediately [ɪ'mɪdʒətli] — немедленно, тот час же
impolite [ɪmpə'laɪt] — невежливый
importance [ɪm'pɔ:təns] — важность, значительность
important [ɪm'pɔ:tənt] — важный
impossible [ɪm'pɒsəbəl] — невозможный, невыполнимый
impress [ɪm'pres] — производить впечатление
impression [ɪm'preʃən] — впечатление
impressionism [ɪm'preʃənɪzəm] — импрессионизм
impressive [ɪm'presɪv] — производящий глубокое впечатление, выразительный
improve [ɪm'pru:v] — улучшать(ся), совершенствовать(ся)
in [ɪn] — в

include [ɪn'klud] — включать, содержать в себе
indeed [ɪn'di:d] — в самом деле
independence [ɪn'dɪpendəns] — независимость
independent [ɪn'dɪpendənt] — независимый
Indian ['ɪndiən] — индийский
individual [ɪn'dɪvɪdʒʊəl] — личный, индивидуальный
indoor ['ɪndɔ:] — комнатный, находящийся внутри дома
industrious [ɪn'dʌstriəs] — трудолюбивый
infinitive [ɪn'fɪnɪtɪv] — инфинитив (неопределенная форма глагола)
inform [ɪn'fɔ:m] — сообщать, информировать
information [ɪnfə'meɪʃən] — информация
ink [ɪŋk] — чернила
inland ['ɪnlənd] — внутренний, внутри (страны)
inside [ɪn'saɪd] — внутри
instead [ɪn'sted] (of) — взамен, вместо
institute ['ɪnstɪtju:t] — институт
instruction [ɪn'strʌkʃən] — инструкция
instructor [ɪn'strʌktə] — инструктор, преподаватель
instrument ['ɪnstrəmənt] — инструмент
intelligent [ɪn'telɪdʒənt] — сообразительный, умный
interest ['ɪntrɪst] — интерес
to be interested in — интересоваться чем-либо
interesting ['ɪntrɪstɪŋ] — интересный
international [ɪntə'næʃənəl] — международный
internationally [ɪntə'næʃənəh] — во всем мире
Internet ['ɪntənət] (**the**) — Интернет
interview ['ɪntəvjʊ:] — интервью, беседа
into ['ɪntu] — в (куда?), внутрь
introduce [ɪntrə'dju:s] — представлять, знакомить
invent [ɪn'vent] — изобретать
inventive [ɪn'ventɪv] — изобретательный
inventor [ɪn'ventə] — изобретатель
invitation [ɪnvi'teɪʃən] — приглашение
invite [ɪn'vaɪt] — приглашать
Irish ['aɪərɪʃ] — ирландский
irregular [ɪ'reɡjʊlə] — неправильный
is (to be) [ɪz] — глагол-связка
island ['aɪlənd] — остров
it [ɪt] — это, оно; его, ему, ей (заменяет неодуш. сущ.)
Italian [ɪ'tæljən] — итальянский
italics [ɪ'tælɪks] — курсив
its [ɪts] — его, ее (с неодуш. сущ.)

J
jacket ['dʒækɪt] — жакет, куртка
January ['dʒænjuəri] — январь
Japanese [dʒæpə'ni:z] — японский
jazz [dʒæz] — джаз
job [dʒɒb] — работа, занятие
jog [dʒɒɡ] — бегать трусцой
jogging [dʒɒɡɪŋ] — бег трусцой
join [dʒɔɪn] — присоединяться, вступать
joke [dʒəʊk] — шутка; шутить
journal [dʒɜ:nl] — журнал, дневник

Vocabulary

journalist ['dʒɜːnəlɪst] — журналист
journey ['dʒɜːni] — путешествие (*сухопутное*), поездка
joy [dʒɔɪ] — радость, веселье
judo ['dʒuːdʌʊ] — дзюдо
July [dʒuː'laɪ] — июль
jumbled ['dʒʌmbəl] — перепутанный
jump [dʒʌmp] — прыжок; прыгать
jungle ['dʒʌŋɡəl] — джунгли
just [dʒʌst] — только что

K

kangaroo [kæŋɡə'ruː] — кенгуру
keen [kiːn] — острый, резкий
to be keen on math — сильно интересоваться математикой
keep [ki:p] — держать, хранить
to keep fit — быть в хорошей форме
key [ki:] — ключ, разгадка
keyboard ['ki:bɔ:d] — клавиатура
kick [kɪk] — ударять ногой, забивать гол
kickboxing — кикбоксинг
kill [kɪl] — убивать
kilo ['ki:ləʊ] — килограмм
kilometre [kɪ'lɒmɪtə] — километр
kind [kaɪnd] — 1) вид, разновидность; 2) добрый, любезный
kindness ['kaɪndnis] — доброта, любезность
kingdom ['kɪŋdəm] — королевство
king [kɪŋ] — король
kitchen ['kɪtʃɪn] — кухня
kiwi ['ki:wi:] — киви (*фрукт*)
km — см. kilometre
knee [ni:] — колено
knife [naɪf] (**knives** [naɪvz]) — нож(и)
kopeck ['kəʊpek] — копейка
knight [naɪt] — рыцарь
knock [nɒk] — стучать
know [nəʊ] (**knew**, **known**) — знать
knowledge ['nɒlɪdʒ] — знания, познание
known [nəʊn] — известный

L

label ['leɪbəl] — этикетка, ярлык; подписывать картинки
labor (labour) ['leɪbə] — труд, работа
lack [læk] — недостаток, отсутствие
ladder ['lædə] — лестница (*приставная*)
lady ['leɪdɪ] — дама, леди
lake [leɪk] — озеро
land [lænd] — земля
landscape ['lændskeɪp] — пейзаж, ландшафт
language ['læŋɡwɪdʒ] — язык
lantern ['læntən] — фонарь (*для освещения*)
large [lɑːdʒ] — большой
laser ['leɪzə] — лазер
last [lɑːst] — прошлый, последний
late [leɪt] — поздно, поздний
lately ['leɪtlɪ] — недавно, за последнее время

later ['leɪtə] — позже, спустя
Latin ['lætɪn] — латинский
laugh [lɑːf] — смеяться
lay ['leɪ] — класть, положить
lazily ['leɪzɪli] — лениво
lazy ['leɪzi] — ленивый
lead [li:d] (**led**, **led**) — вести, руководить
leader ['liːdə] — лидер, вождь
leaf [li:f] — лист, страница (*книги*)
learn [lɜːn] — учить что-то, узнавать
learner ['lɜːnə] — тот, кто учит что-то
least [liːst] — наименьший
at least — по крайней мере
leave [li:v] (**left**, **left**) — уезжать, оставлять
left [left] — левый
leg [leg] — нога (*от бедра до ступни*)
legend ['ledʒənd] — легенда
lesson ['lesən] — урок
let [let] — позволять, разрешать
let us = let's — давайте
letter ['letə] — буква, письмо
library ['laɪbrəri] — библиотека
lie [laɪ] — лгать
life [laɪf] — жизнь
light [laɪt] — светлый; легкий (*по весу*)
lightly ['laɪtlɪ] — легко
lights [laɪts] — огни
like [laɪk] — 1) любить, нравиться; 2) похожий, подобный; как
line [laɪn] — линия, черта
linguist ['lɪŋɡwɪst] — лингвист (*человек, занимающийся изучением языков*)
linguistics [lɪŋɡwɪstɪks] — лингвистика (*наука о языках*)
link [lɪŋk] — связь, соединение; соединять
list [lɪst] — список
listen ['lɪsən] — слушать
listening ['lɪsənɪŋ] — слушание
literature ['lɪtərəʃə] — литература
little ['lɪtl] — маленький, мало
(a) little — немного
live [lɪv] — жить
lively ['laɪvlɪ] — живой, веселый
load [ləʊd] — груз
local ['ləʊkəl] — местный
lock [lɒk] — замок; запирать
Londoner ['lʌndənə] — лондонец, житель города Лондона
lonely ['lʌnli] — одинокий, уединенный
long [lɒŋ] — длинный; долго
look [lʊk] (**at**) — смотреть (на), выглядеть
look for — искать
lord [lɔːd] — лорд, господин
lose [luːz] (**lost**, **lost**) — терять
lot [lɒt] (**a lot of**), (**lots of**) — много
loud [laʊd] — громкий
loudly ['laʊdli] — громко
love [lʌv] — любовь, любить
lovely ['lʌvli] — симпатичный, приятный
loving ['lʌvɪŋ] — любящий

low [ləʊ] — низкий, невысокий; тихий (*о голосе*)

luck [lʌk] — счастье, удача

Good luck! — Желаю удачи!

lucky ['lʌki] — счастливый, удачливый

lunch [lʌntʃ] — еда в середине дня (ланч)

lung [lʌŋ] — легкое

M

machine [mə'ʃi:n] — машина, станок

magazine [ˌmæɡə'zi:n] — журнал

magic ['mædʒɪk] — волшебный

magpie ['mæɡpaɪ] — сорока

mail [meɪl] — почта; посылать по почте

mailbox ['meɪlbɒks] — *амер.* почтовый ящик

mailman ['meɪlman] — *амер.* почтальон

main [meɪn] — главный, основной

major ['meɪdʒə] — майор; большой, старший

make [meɪk] (**made, made**) — делать, изготавливать, заставлять

man [mæn] (*pl. men*) — мужчина, человек

manage ['mænɪdʒ] — уметь, удаваться

manager ['mænɪdʒə] — управляющий; менеджер

many ['meni] — много

Maori ['maʊri] — маори

map [mæp] — карта (*географическая*)

maple ['meɪpl] — клен

marathon ['mæɾəθɒn] — марафон

March [mɑ:tʃ] — март

mark [mɑ:k] — отметка; отмечать

market ['mɑ:kɪt] — рынок

mascot ['mæskət] — талисман

master ['mɑ:stə] — хозяин

mat [mæt] — половик, коврик

match [mætʃ] — состязание

material [mə'tiəriəl] — материал; материальный, вещественный

mathematics [ˌmæθə'mætɪks] — математика

maths ['mæθs] — математика (*сокр.*)

matter ['mætə] — вопрос, дело

May [meɪ] — май

may [meɪ] — могу, может, можем и т. д.

maybe ['meɪbi] — может быть

mayor [meə] — мэр

me [mi:] — мне, меня

meadow ['medəʊ] — луг

meal [mi:l] — пища, еда

mean [mi:n] (**meant, meant**) — означать, иметь в виду

meaning ['mi:nɪŋ] — значение

means [mi:nz] — средство

by means of — посредством, с помощью

measure ['meʒə] — мера; измерять

meat [mi:t] — мясо

medal ['medl] — медаль

medical ['medɪkəl] — медицинский

medicine ['medsɪn] — медицина; лекарство

meet [mi:t] (**met, met**) — встретить(ся), познакомиться

meeting ['mi:tiŋ] — встреча

mellow ['meləʊ] — спелый, сочный

melt [melt] — таять

member ['membə] — член, участник

memorize ['meməraɪz] — заучивать наизусть, запоминать

memory ['meməri] — память

men [men] — *см. man*

mention ['menʃən] — упоминать

message ['mesɪdʒ] — сообщение, послание

metre ['mitə] — метр

middle ['mɪdl] — середина

might [maɪt] — *см. may*

mile [maɪl] — миля

milk [mɪlk] — молоко

mill [mɪl] — мельница, фабрика

milliard ['mɪljɑ:d] — миллиард

million ['mɪljən] — миллион

mind [maɪnd] — разум; помнить; возражать

mine [maɪn] — мой, моя, мое и т. д. (*абсолютная форма*)

mingle ['mɪŋɡl] — смешивать(ся)

minister ['mɪnɪstə] — министр

minute ['mɪnɪt] — минута

Just a minute. — Подождите минуточку.

in a minute — через минуту

mirror ['mɪrə] — зеркало

misfortune [mɪs'fɔ:tʃən] — несчастье, неудача

Miss [mɪs] — обращение к девушке

miss [mɪs] — пропускать (уроки), скучать

missing ['mɪsɪŋ] — отсутствующий

mistake [mɪ'steɪk] — ошибка

mitten ['mɪtn] — рукавица

mix [mɪks] — смешивать(ся), общаться

mixture ['mɪkstʃə] — смесь

model ['mɒdl] — модель, образец

modern ['mɒdn] — современный

modest ['mɒdɪst] — скромный

mom [mɒm] — *разг. mother*

moment ['mɒmənt] — момент

Monday ['mʌndaɪ] — понедельник

money ['mʌni] — деньги

monitor ['mɒnɪtə] — монитор

month [mʌnθ] — месяц

monthly ['mʌnθli] — ежемесячно, ежемесячный

monument ['mɒnjʊmənt] — памятник

mood [mu:d] — настроение; *грам.* наклонение

moon [mu:n] — луна

more [mɔ:] — больше, более

moreover [mɔ:'gəʊvə] — кроме того, сверх того

most [mɔ:st] — самый

mostly ['mɔ:stli] — главным образом

mother ['mʌðə] — мама

motorcycle ['mɔ:təsaɪkəl] — мотоцикл

motto ['mɒtəʊ] — девиз, эпитафия

mountain ['maʊntɪn] — гора

mouse [maʊs] — мышь

mouth [maʊθ] — рот

передвигать(ся)

Vocabulary

movement ['mu:vmənt] — движение
movie ['mu:vi] — *амер.* фильм
Mr ['mistə] — (*сокр. от Mister*) мистер
Mrs ['misiz] — (*сокр. от Mistress*) миссис
Ms [miz, məz] — *употребляется вместо Mrs или Miss*
much [mʌtʃ] — много
mum [mʌm] — *разг.* mother
museum ['mju:zi:əm] — музей
mushroom ['mʌʃru:m] — гриб
music ['mju:zik] — музыка
musical ['mju:zikəl] — музыкальный; мюзикл
musician ['mju:zɪʃən] — музыкант
must [mʌst] — должен
my [maɪ] — мой, моя, мое, мои
myself [maɪ'self] — (я) сам

N

name [neɪm] — имя
narrow ['nærgəʊ] — узкий
nation ['neɪʃən] — нация, народ
national ['næʃənl] — национальный
nationality [næʃə'neɪlɪti] — национальность
native ['neɪtɪv] — родной, отечественный
natural ['nætʃərəl] — естественный, природный
nature ['neɪtʃə] — природа
naughty ['nɔ:ti] — непослушный, вредный (*о ребенке*)
near [nɪə] — около, рядом, близко
nearly ['nɪəli] — почти, около, приблизительно
neat [ni:t] — опрятный
necessarily ['nesɪsəri] — необходимо
necessary ['nesɪsəri] — необходимый
need [ni:d] — нуждаться; нужда
neighbour ['neɪbə] — сосед
neither... nor ['naɪðə...nɔ:] — ни... ни
nephew ['nevju:], ['nefju:] — племянник
nervous ['nɜ:vəs] — нервный
net [net] — сетка
network ['netwɜ:k] — сеть
never ['nevə] — никогда
new [nju:] — новый
news [nju:z] — новость, новости
newspaper ['nju:spetə] — газета
next ['nekst] — следующий, ближайший, будущий
nice [naɪs] — красивый, приятный
nicely ['naɪsli] — хорошо
niece [ni:s] — племянница
night [naɪt] — ночь
nine ['naɪn] — девять
nineteen [naɪn'ti:n] — девятнадцать
ninth [naɪnθ] — девятый
no [nəʊ] — нет
nobody ['nəʊbədi] — никто
noise [nɔɪz] — шум
noiseless ['nɔɪzləs] — бесшумный
noisily ['nɔɪzɪli] — шумно
noisy ['nɔɪzi] — шумный
non-academic [nɒnækə'demɪk] — *зд.* внеурочный
none [nʌn] — никто, ничто

nonsense ['nɒnsəns] — вздор, бессмыслица
normal ['nɔ:məl] — нормальный
normally ['nɔ:məli] — нормально, обычно
north [nɔ:θ] — север
northern ['nɔ:ðən] — северный
Norwegian [nɔ:'wi:ʃən] — норвежский
nose [nəʊz] — нос
not [nɒt] — не (*отриц. частица*)
note [nəʊt] — заметка, запись
nothing ['nʌθɪŋ] — ничего
noun [naʊn] — имя существительное
novel ['nɒvəl] — роман
now [naʊ] — теперь, сейчас
number ['nʌmbə] — номер, число, цифра
numeral ['nju:mərəl] — числовой, имя числительное
nurse [nɜ:s] — медсестра, няня
nut [nʌt] — орех

O

object ['ɒbʃekt] — предмет, вещь; цель;
грам. дополнение
occupy ['ɒkjʊpaɪ] — занимать (*о пространстве*)
ocean ['əʊʃən] — 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*)
offer ['ɒfə] — предложение; предлагать
office ['ɒfɪs] — офис, контора
official [ə'fɪʃəl] — официальный
often ['ɒfən] — часто
Oh! [əʊ] — О! (*восклицание*)
OK [əʊ 'keɪ] — все в порядке, хорошо, ладно (*р.*)
old [əʊld] — старый
Olympiad [ə'lɪmpɪəd] — олимпиада
Olympic [ə'lɪmpɪk] — олимпийский
Olympics [ə'lɪmpɪks] — Олимпийские игры
on [ɒn] — на, в
on Sunday — в воскресенье
once [wʌns] — однажды; один раз
one [wʌn] — один
onion ['ʌnjən] — лук
only ['əʊnli] — только
open ['əʊpən] — открывать; открытый
openly ['əʊpənli] — открыто; откровенно
opera ['ɒpərə] — опера
operate ['ɒpəreɪt] — действовать, работать
opinion [ə'pɪnjən] — мнение
opportunity [ɒpə'tju:nɪti] — возможность; удоб-
случай
opposite ['ɒpəzɪt] — напротив; противополож-
optimistic [ɒptɪ'mɪstɪk] — оптимистический
or [ɔ:] — или
orange ['ɒrɪndʒ] — апельсин
order ['ɔ:də] — порядок; приказ
organization [ɔ:gənaɪ'zeɪʃən] — организация
organize ['ɔ:gənaɪz] — организовывать, устраи-
organizer ['ɔ:gənaɪzə] — организатор

original [ə'ɹɪdʒənəl] — первоначальный, подлинный
other ['ʌðə] — другой, иной
ought [ɔ:t] — должен (бы), следовало (бы)
our [aʊə] — наш
outdoor ['aʊtdɔ:] — на открытом воздухе
outside ['aʊtsaɪd] — за пределами, вне
outstanding [aʊt'stændɪŋ] — выдающийся
over ['əʊvə] — над, через (*речку*)

The lesson is over. — Урок окончен.
own [əʊn] — собственность

P

pad [pæd] — блокнот
page [peɪdʒ] — страница
paint [peɪnt] — рисовать (*красками*), красить
painter ['peɪntə] — художник
painting ['peɪntɪŋ] — рисунок, картина
pair [peə] — пара
palace ['pælɪs] — дворец
pale [peɪl] — бледный
panic ['pænik] — паника; паниковать
paper ['peɪpə] — бумага; документ
parent ['peərənt] — родитель
park [pɑ:k] — парк; ставить на стоянку (*автомобиль*)
parking ['pɑ:kɪŋ] — стоянка (*для автомашин*)
parliament ['pɑ:ləmənt] — парламент
parrot ['pærət] — попугай
part [pɑ:t] — часть

to take part — принимать участие
participant [pɑ:'tɪsɪpənt] — участник
participate [pɑ:'tɪsɪpeɪt] — участвовать
participation [pɑ:'tɪsɪpeɪʃən] — участие
participle ['pɑ:tɪsɪpəl] — причастие (*грам.*)
partner ['pɑ:tnə] — партнер
party ['pɑ:ti] — прием гостей, вечеринка
pass [pɑ:s] — проход, проходить, пересекать
passage ['pæsɪdʒ] — проход, проезд
passive ['pæsɪv] — пассивный
passive voice — страдательный залог (*грам.*)
past [pɑ:st] — прошедший, прошлый
path ['pɑ:θ] — тропинка, дорожка, путь
patient ['peɪʃənt] — пациент, больной; терпеливый
pay [peɪ] (**paid, paid**) — платить
pea [pi:] — горошина
peace [pi:s] — мир
peach [pi:tʃ] — персик
pen [pen] — ручка, перо
pencil ['pensəl] — карандаш
pen friend ['pen frend] — друг по переписке
penguin ['peŋgwɪn] — пингвин
penny ['peni] — пенни, *pl. pennies* — отдельные монеты; **pence** — пенса (*как сумма*)
people ['pi:pəl] — люди
peoples [pi:pəlz] — народ, нация
pepper ['pepə] — перец
perfect ['pɜ:fɪkt] — совершенный, прекрасный
perform [pə'fɔ:m] — представлять, исполнять (*роль*)
performance [pə'fɔ:məns] — представление, спектакль

perhaps [pə'hæps] — может быть, возможно
permit [pə'mɪt] — разрешать, позволять
person ['pɜ:sən] — человек, личность
personal ['pɜ:sənəl] — личный
personally ['pɜ:sənəli] — лично, сам
pet [pet] — питомец, домашнее животное
pharmacy ['fɑ:məsi] — аптека
phone [fəʊn] — телефон; звонить по телефону
phonecard ['fəʊnkɑ:d] — телефонная карта
phonetics [fəʊ'netiks] — фонетика
photo ['fəʊtəʊ] — фотография
photographer [fə'tɒgrəfə] — фотограф
photograph ['fəʊtəgrɑ:f] — фотография (снимок); фотографировать
phrasal ['freɪzəl] — фразовый
phrase [freɪz] — фраза
physical ['fɪzɪkəl] — физический
physics ['fɪzɪks] — физика
piano [pi'ænəʊ] — пианино
picnic ['pɪknɪk] — пикник
picture ['pɪktʃə] — картина
pie [paɪ] — пирог
piece [pi:s] — кусок
pill [pɪl] — пилюля, таблетка
pilot ['paɪlət] — пилот
pink [pɪŋk] — розовый
pizza ['pi:tʃə] — пицца
place [pleɪs] — место

place of interest — достопримечательность
plan [plæn] — план, планировать
plane [pleɪn] — самолет
planet ['plænit] — планета
plant ['plɑ:nt] — растение
play ['pleɪ] — игра; играть
player ['pleɪə] — игрок
playground ['pleɪgraʊnd] — спортплощадка
pleasant ['plezənt] — приятный
please [pli:z] — пожалуйста
pleased [pli:zd] — довольный
pleasure ['pleʒə] — удовольствие
plural ['plʊərəl] — множественное число (*грам.*)
plus ['plʌs] — плюс
pocket ['pɒkɪt] — карман
poem [pəʊɪm] — стихотворение
poet ['pəʊɪt] — поэт
poetry ['pəʊɪtri] — поэзия, стихи
point [pɔɪnt] — пункт, точка; указывать
pointed ['pɔɪntɪd] — остроконечный
police [pə'li:s] — полиция
policeman [pə'li:smən] (*pl. policemen*) — полицейский(ие)
Polish ['pɒlɪʃ] — польский; польский язык
polite [pə'laɪt] — вежливый
politely [pə'laɪtli] — вежливо
political [pə'lɪtɪkəl] — политический
politician [pə'lɪtɪʃən] — политик
pollution [pə'lju:ʃən] — загрязнение
polo ['pəʊləʊ] — игра (*сокращ.* водное поло)
pool [pu:l] — бассейн, лужа

Vocabulary

poor [pɔ:] — бедный
pop music ['pɒp,mju:zɪk]; **pop** [pɒp] — поп-музыка
popular ['pɒpjʊlə] — популярный
population [ˌpɒpjʊ'leɪʃən] — население
porridge ['pɒrɪdʒ] — каша (овсяная)
Portuguese [ˌpɔ:tʃu'gi:z] — португальский; португальский язык
position [pə'zɪʃən] — позиция, положение
possible ['pɒsɪbəl] — возможный
post [pəʊst] — почта; отправлять по почте
postcard ['pəʊstkɑ:d] — открытка
poster ['pəʊstə] — плакат, афиша
postman ['pəʊstmən] (*pl. postmen*) — почтальон
post office ['pəʊst,ɒfɪs] — почта, почтовое отделение
pot [pɒt] — горшок, котелок
potato [pə'tetəʊ] — картошка
potter ['pɒtə] — гончар
pound [paʊnd] — фунт (*единица веса*); фунт стерлингов (*денежная единица*)
powerful ['paʊəfʊl] — сильный, мощный
practice ['præktɪs] — практика
practising ['præktɪsɪŋ] — практикующий
predict [prɪ'dɪkt] — предсказывать
prediction [prɪ'dɪkʃən] — предсказание
prefer [prɪ'fɜ:] — предпочитать
prepare [prɪ'peə] — готовить, подготавливать(ся)
preposition [ˌprepə'zɪʃən] — предлог
present ['prezənt] — подарок, настоящий
present [prɪ'zent] — дарить, преподносить
president ['prezɪdnt] — президент
pretend [prɪ'tend] — притворяться
prevent [prɪ'vent] — предотвращать; мешать
price [praɪs] — цена
priest ['pri:st] — священник
primary ['praɪməɪ] — начальный, первичный
prime [praɪm] — главный
principle ['prɪnsɪpəl] — директор (*школы*); главный
print [prɪnt] — печатать
private ['praɪvɪt] — частный, личный
prize [praɪz] — премия, приз
probably ['prɒbəbli] — вероятно
problem ['prɒbləm] — проблема, задача
produce [prə'dju:s] — производить, создавать
product ['prɒdʌkt] — продукт, результат
professional [prə'feʃənəl] — профессиональный
profession [prə'feʃən] — профессия
professor [prə'fesə] — профессор
programme ['prəʊgræm] — программа, план
programmer ['prəʊgræmə] — программист
progress ['prəʊɡres] — развитие, прогресс
progressive [prə'ɡresɪv] — прогрессивный, передовой
prohibit [prə'hɪbɪt] — запрещать
project ['prɒdʒekt] — проект, план
prominent ['prɒmɪnənt] — выдающийся, известный
promise ['prɒmɪs] — обещание; обещать
prompt ['prɒmpt] — подсказка; подсказывать
pronoun ['prəʊnaʊn] — наречие
pronounce [prə'naʊns] — произносить
pronunciation [prəˌnʌnsɪ'eɪʃən] — произношение

proper ['prɒpə] — подходящий, правильный
properly ['prɒpəli] — правильно, надлежащим образом
proposal [prə'pəʊzəl] — предложение
propose [prə'pəʊz] — предлагать, предполагать
prose ['prəʊz] — проза
protect [prə'tekt] — защищать, охранять
protest ['prəʊtest] — протест
protest [prə'test] — протестовать
proud [praʊd] — гордый
to be proud of — гордиться
prove [pru:v] — доказывать
proverb ['prɒvɜ:b] — пословица
provide [prə'vaɪd] — обеспечивать, снабжать
public ['pʌblɪk] — народ, публика; общественный, государственный
publish ['pʌblɪʃ] — публиковать, печатать, издавать
pulp [pʌlp] — мякоть; превращать в мякоть
pumpkin ['pʌmpkɪn] — тыква
punish ['pʌnɪʃ] — наказывать
punishment ['pʌnɪʃmənt] — наказание
pupil ['pjʊ:pəl] — ученик
puppy ['pʌpi] — щенок
purpose ['pɜ:pəs] — намерение, цель
put [pʊt] (*put, put*) — класть, ставить
puzzle ['pʌzəl] — загадка, головоломка
pyramid ['pɪrəˌmɪd] — пирамида

Q

quality ['kwɒləti] — качество, сорт
quarrel ['kwɒrəl] — ссора; ссориться
quarter ['kwɔ:tə] — четверть
question ['kwɛstʃən] — вопрос
questionnaire [ˌkwɛstʃə'neə] — вопросник, анкета
quick [kwɪk] — быстрый, скорый
quickly ['kwɪkli] — быстро, скоро
quiet ['kwaɪət] — тихий, спокойный
quite [kwɪt] — вполне, совсем
quiz [kwɪz] — викторина
quote [kwəʊt] — цитировать, ссылаться

R

rabbit ['ræbɪt] — кролик
race [reɪs] — гонка
radio ['reɪdɪəʊ] — радио
railway ['reɪlweɪ] — железная дорога
rain [reɪn] — дождь
It rains. — Идет дождь.
rainfall ['reɪnfɔ:l] — ливень
range [reɪndʒ] — ряд, линия
raze [reɪz] — разрушать до основания
rather ['rɑ:ðə] — до некоторой степени, скорее... чем
reach [ri:tʃ] — достигать, доезжать до
read [ri:d] (*read, read*) — читать
reader ['ri:də] — читатель; книга для чтения
ready ['redi] — готовый
real [riəl] — подлинный, настоящий
realise ['riəlaɪz] — осознавать, понимать

realistic [riə'lɪstɪk] — реалистический
really ['riəli] — действительно, разве
reason ['ri:zən] — причина
recall [rɪ'kɔ:l] — вспоминать, напоминать
receive [rɪ'si:v] — получать
recently ['ri:səntli] — недавно, на днях
recognize ['rekəgnaɪz] — узнавать, признавать
recommend [ˌrekə'mend] — рекомендовать
red [red] — красный
referee [ˌrefə'ri:] — судья (*спорт.*)
reflect [rɪ'flekt] — отражать
refuse [rɪ'fju:z] — отказываться
regular ['regjʊlə] — регулярный, правильный
regularly ['regjʊləli] — регулярно, обычно
rein [reɪn] — править (*лошадью*)
relation [rɪ'leɪʃən] — отношение
relative ['relatɪv] — родственник
relax [rɪ'læks] — отдыхать, расслабляться
religion [rɪ'lɪdʒən] — религия
religious [rɪ'lɪdʒəs] — религиозный
rely [rɪ'laɪ] — полагаться, доверять
remember [rɪ'membə] — помнить, запоминать
remote [rɪ'məʊt] — отдаленный
repair [rɪ'peə] — чинить
repeat [rɪ'pi:t] — повторять
replace [rɪ'pleɪs] — замещать, заменять
reply [rɪ'plai] — ответ; отвечать
report [rɪ'pɔ:t] — доклад, отчет; сообщать
represent [ˌreprɪ'zent] — представлять
reptile ['reptail] — пресмыкающееся
republic [rɪ'pʌblɪk] — республика
research [rɪ'sɜ:tʃ] — научное исследование;
 исследовать
reserve [rɪ'zɜ:v] — сберегать, запасать
resolution [ˌrezə'lʊ:ʃən] — решение
respect [rɪ'spekt] — уважать
responsible [rɪ'spɒnsɪbəl] — ответственный
 to be responsible for — быть ответственным за
rest [rest] — отдых; отдыхать
restaurant ['restərɒnt] — ресторан
result [rɪ'zʌlt] — результат
retell [rɪ'tel] (retold, retold) — пересказывать
return [rɪ'tɜ:n] — возвращать(ся), отдавать
review [rɪ'vju:] — обзор, обозрение; обозревать.
 повторять
revive [rɪ'vaɪv] — возродить
revise [rɪ'vaɪz] — пересматривать, исправлять
rice [raɪs] — рис
rich [rɪʃ] — богатый
 to be rich in — быть богатым чем-либо
rid [rɪd] (rid, rid) — избавлять
 to get rid of — избавляться от...
ride [raɪd] (rode, ridden) — ехать верхом
right [raɪt] — правый, правильный
 all right — все в порядке
ring [rɪŋ] (rang, rung) — звонить
rink [rɪŋk] — каток
rise [raɪz] (rose, risen) — подниматься, вставать
river [rɪvə] — река

road [rəʊd] — дорога, путь
rock [rɒk] — рок
 rock-group ['rɒkgru:p] — рок-группа
role [rəʊl] — роль
roller ['rəʊlə] — ролик
romantic [rə'mæntɪk] — романтический
room [ru:m] — комната
root [ru:t] — корень
rouble ['ru:bəl] — рубль
round [raʊnd] — круглый; вокруг
rubbish ['rʌbɪʃ] — мусор
rude [ru:d] — грубый
rule [ru:l] — правило; править
run [rʌn] (**ran, run**) — бегать, бежать
runner ['rʌnə] — бегун
rush [rʌʃ] — мчаться, нестись
 rush hour — час пик
Russian ['rʌʃjən] — русский; русский язык

S

sad [sæd] — грустный, печальный
safe [seɪf] — безопасный, надежный
safety ['seɪftɪ] — безопасность
sail [seɪl] — плыть, идти под парусами
sailor ['seɪlə] — моряк
salad ['sæləd] — салат
same [seɪm] — тот же самый
sandwich ['sændwɪʃ] — бутерброд, сэндвич
sandy ['sændɪ] — песчаный
satisfy ['sætɪsfaɪ] — удовлетворять
Saturday ['sætədi] — суббота
sauna ['səʊnə] — сауна
save [seɪv] — спасать
saxophone ['sæksəfəʊn] — саксофон
say [seɪ] (**said, said**) — говорить, сказать
saying ['seɪɪŋ] — поговорка
scary ['skeəri] — устрашающий
school ['sku:l] — школа
schoolchildren ['sku:lʃɪldrən] — школьники
science ['saɪəns] — наука
 natural sciences — естественные науки
scientific [ˌsaɪən'tɪfɪk] — научный
scientist ['saɪəntɪst] — ученый
score [skɔ:] — счет очков (*в игре*)
Scot [skɒt] — шотландец
Scottish ['skɒtɪʃ] — шотландский
screen [skri:n] — экран
sea [si:] — море
season ['si:zən] — время года
second ['sekənd] — второй; секунда
secondary ['sekəndəri] — средний
secondly ['sekəndli] — во-вторых
secret ['si:krit] — секрет
section ['sekʃən] — параграф, раздел
see [si:] (**saw, seen**) — видеть
seem [si:m] — казаться, представлять
seldom ['seldəm] — редко
self-confidence [ˌself'kɒnfɪdəns] — самоуверенность
sell [sel] (**sold, sold**) — продавать, торговать

Vocabulary

seminar ['semɪnɑ:] — семинар
send [send] (**sent, sent**) — посылать
sense [sens] — чувство, разум
sensible ['sensəbl] — разумный, благоразумный
sentence ['sentəns] — предложение
September [sep'tembə] — сентябрь
serious ['sɪəriəs] — серьезный
seriously ['sɪəriəsli] — серьезно
serve [sɜ:v] — служить, обслуживать
service ['sɜ:vɪs] — служба, обслуживание
set [set] (**set, set**) — ставить, класть
setting ['setɪŋ] — окружающая обстановка
seven ['sevən] — семь
seventeen [sevən'ti:n] — семнадцать
seventh ['sevənθ] — седьмой
severe [sɪ'viə] — строгий, суровый
shade [ʃeɪd] — тень, оттенок, *амер.* штора
shadow ['ʃædəʊ] — тень (*человека, предмета*)
shake [ʃeɪk] (**shook, shaken**) — трясти
shall [ʃæl, ʃəl] — *вспомогательный глагол будущего времени*, 1 л. ед., мн. ч.
share [ʃeə] — делиться, пользоваться вместе
she [ʃi:] — она
ship [ʃɪp] — корабль
shock [ʃɒk] — удар, толчок, потрясение
shoe [ʃu:] — туфля, башмак
shooting ['ʃu:tɪŋ] — стрельба, охота
shop [ʃɒp] — магазин, лавка
to go shopping ['ʃɒpɪŋ] — ходить за покупками
short [ʃɔ:t] — короткий
shorten ['ʃɔ:tn] — укорачивать(ся)
shot [ʃɒt] — выстрел
should [ʃʊd, ʃəd] — *вспомогательный / модальный глагол*
You should... — Вам следует...
shoot [ʃu:t] (**shot, shot**) — стрелять
shout [ʃaʊt] — кричать
show [ʃəʊ] — представление, шоу
show [ʃəʊ] (**showed, shown**) — показывать
shower ['ʃaʊə] — душ, ливень
shy [ʃaɪ] — застенчивый
sick [sɪk] — больной
to feel sick (to be sick) — испытывать тошноту, недомогание
side [saɪd] — сторона
sight [saɪt] — взгляд, достопримечательность
sightseeing ['saɪt,si:ɪŋ] — осмотр достопримечательностей
sign [saɪn] — надпись; подписывать(ся)
signature ['sɪɡnɪtʃə] — подпись
silence ['saɪləns] — тишина
silly ['sɪli] — глупый
similar ['sɪmələ] — подобный, похожий
simple ['sɪmpl] — простой
simply ['sɪmplɪ] — просто
sin [sɪn] — грех; грешить
since [sɪns] — с тех пор как
sing [sɪŋ] (**sang, sung**) — петь
singer ['sɪŋə] — певец

single ['sɪŋɡəl] — холостой, незамужняя
singular ['sɪŋɡjʊlə] — единственное (число); необычный
sir [sɜ:] — сэр
sister ['sɪstə] — сестра
sit [sɪt] (**sat, sat**) — сидеть
situated ['sɪtʃueɪtɪd] — расположенный
situation [ˌsɪtʃu'eɪʃən] — ситуация
six [sɪks] — шесть
sixteen [ˌsɪks'ti:n] — шестнадцать
skate [skeɪt] — конек; кататься на коньках
skater ['skeɪtə] — конькобежец
skating rink ['skeɪtɪŋ ˌrɪŋk] — каток
ski [ski:] — кататься на лыжах
skilled [skɪld] — опытный, квалифицированный
skill [skɪl] — мастерство, искусство
skim [skɪm] — бегло прочитывать
skin [skɪn] — кожа, шкура
sky [skaɪ] — небо
skyscraper ['skaɪ,skreɪpə] — небоскреб
sledge [sledʒ] — сани; кататься на санях
sleep [sli:p] (**slept, slept**) — спать
sloppy ['slɒpi] — неряшливый
slow [sləʊ] — медленный
slowly ['sləʊli] — медленно
small [smɔ:l] — маленький
smart ['smɑ:t] — умный, модный
smell [smel] — запах; пахнуть
smile [smaɪl] — улыбка; улыбаться
smoke [sməʊk] — дым; курить
smoker ['sməʊkə] — курильщик
snow [snəʊ] — снег
so [səʊ] — так, такой, поэтому
soap [səʊp] — „мыльная опера“, телесериал
soccer ['sɒkə] — футбол
sociable ['səʊfəbəl] — общительный
soft [sɒft] — мягкий
solarium [səʊ'leəriəm] — солярий
soldier ['səʊldɪə] — солдат
solution [sə'lu:ʃən] — решение, разрешение
solve [sɒlv] — решать
some [səm] — несколько, некоторое количество
somebody ['sʌmbədi] — кто-то, кто-нибудь
someone ['sʌmwʌn] — кто-то, кто-нибудь
something ['sʌmθɪŋ] — что-то, что-нибудь
sometimes ['sʌmtaɪmz] — иногда
son [sʌn] — сын
song [sɒŋ] — песня
soon [su:n] — скоро
sore [sɔ:] — больной, болезненный
sorry ['sɒri] — извините
sort [sɔ:t] — род, сорт
soul [saʊl] — душа, дух
sound [saʊnd] — звук
south [saʊθ] — юг
southern ['sʌðən] — южный
space ['speɪs] — пространство, космос
spaceship ['speɪsʃɪp] — космический корабль

spaghetti [spə'geti] — спагетти (*сорт макарон*)
Spanish ['spæniʃ] — испанский; испанский язык
speak [spi:k] (**spoke, spoken**) — разговаривать, говорить
speaker ['spi:kə] — оратор, спикер
special ['speʃəl] — особый, специальный
specialist ['speʃəlist] — специалист
speech [spi:tʃ] — речь, выступление
speed [spi:d] — скорость
spend [spend] (**spent, spent**) — проводить (*время*), тратить
spider ['spaidə] — паук
spirit ['spirit] — дух, душа
splash [splæʃ] — брызги, плеск; брызгать(ся)
split [split] (**split, split**) — раскалывать(ся)
sport ['spɔ:t] (**sports**) — спорт
sportsman ['spɔ:tsmən] (*pl. sportsmen*) — спортсмен(ы)
sporty ['spɔ:ti] — спортивный, резвый
spot [spɒt] — место, пятно
spread [spred] (**spread, spread**) — простира(ть)ся, раскидыва(ть)ся
spring [sprɪŋ] — весна
sputnik ['spʊtnɪk] — спутник
square [skweə] — площадь, сквер
St (saint) [seɪnt] — святой
stadium ['steɪdiəm] — стадион
stage [steɪdʒ] — сцена, стадия
stair [steə] — ступенька
stamp [stæmp] — марка
stand [stænd] (**stood, stood**) — стоять
star [stɑ:] — звезда
start [stɑ:t] — старт; начинать
state [steɪt] — государство, штат
statement ['steɪtment] — утверждение, заявление
station ['steɪʃən] — станция
statistics [stə'tɪstɪks] — статистика
stay [steɪ] — оставаться, останавливаться
stay with — гостить у...
steel [sti:l] — сталь
steep [sti:p] — шпиль
step [step] — шаг; шагать
still [sti:l] — все еще, пока еще
stipend ['steɪpend] — стипендия
stomachache ['stʌməkeɪk] — боль в желудке
stone [stɔ:n] — камень, каменный
stop [stɒp] — останавливать(ся)
store [stɔ:] — магазин, запас
storm [stɔ:rm] — буря, шторм
story ['stɔ:ri] — история
stove ['stəʊv] — печка, плита (*кухонная*)
straight [streɪt] — прямой, прямо
strange [streɪndʒ] — странный, чужой
strawberry ['strɔ:bəri] — земляника, клубника
stream [stri:m] — поток, ручей
street [stri:t] — улица
stress [stres] — ударение, напряжение, стресс
stretch [stretʃ] — тянуть, вытягивать
strict ['strikt] — строгий

strong [strɒŋ] — сильный, крепкий
student ['stju:dənt] — ученик, студент
study ['stʌdi] — изучать, учиться
stupid ['stju:pɪd] — глупый
subject ['sʌbdʒɪkt] — учебный предмет
subjunctive [səb'dʒʌŋktɪv] (**mood**) — сослагательное наклонение
subtitle ['sʌb.taɪtl] — подзаголовок
suburb ['sʌbɜ:b] — пригород
subway ['sʌbweɪ] — туннель, *амер.* метрополитен
succeed [sək'si:d] — достигать цели
success [sək'ses] — успех, удача
successful [sək'sesfʊl] — удачный, успешный
such [sʌtʃ] — такой
suddenly ['sʌdnli] — вдруг
suffix ['sʌfɪks] — суффикс
sugar ['ʃʊgə] — сахар
suggest [sə'dʒest] — предлагать, советовать
suggestion [sə'dʒestʃən] — предложение, совет
suitable ['sju:təbl] — подходящий, годный
suit [sju:t] — костюм; подходить
summary ['sʌməri] — краткое изложение
summer ['sʌmə] — лето; летний
summit ['sʌmɪt] — совещание на высшем уровне
sun [sʌn] — солнце
sunlight ['sʌnlaɪt] — солнечный свет
sunny ['sʌni] — солнечный
sunshine ['sʌnʃaɪn] — яркий солнечный свет
superlative [su:'pɜ:lətɪv] — превосходная (*о степенях прилагательных*)
supermarket ['su:pə,mɑ:kɪt] — универсальный магазин (универсам)
superstition [su:pə'stɪʃən] — суеверие
support [sə'pɔ:t] — поддержка; поддерживать
sure [ʃʊə] — уверенный
surfboard ['sɜ:fbɔ:d] — доска для серфинга
surfing ['sɜ:fiŋ] — серфинг
surprise [sə'praɪz] — удивление
to be surprised — удивляться
suspend [sə'spend] — временно отстранять
suspension [sə'spenʃən] — временное исключение
Swedish ['swɪdɪʃ] — шведский; шведский язык
sweet [swi:t] — конфета; сладкий
swim [swɪm] (**swam, swum**) — плавать
swimmer ['swɪmə] — пловец
swimming pool ['swɪmɪŋ pu:l] — бассейн
switch ['swɪtʃ] — переключение; переключать(ся)
switch on — включать (*свет, радио*)
switch off — выключать
syllable ['sɪləbl] — слог
synonym ['sɪnənɪm] — синоним
symbol ['sɪmbəl] — символ
system ['sɪstɪm] — система

T

table ['teɪbəl] — стол
tackle ['tækl] — справляться (*с проблемами*)
take [teɪk] (**took, taken**) — брать, взять
to take care of — заботиться о

Vocabulary

- to take off** — снимать (об одежде)
to take out — выносить
to take part in — участвовать в
to take place in — происходить в, иметь место
talent ['tælənt] — талант
talented ['tæləntɪd] — талантливый
talk [tɔ:k] — разговор; разговаривать
talkative ['tɔ:kətɪv] — разговорчивый
talker ['tɔ:kə] — любитель поговорить
tall [tɔ:l] — высокий
task ['tɑ:sk] — задание
tasty ['teɪstɪ] — вкусный
taxi ['tæksɪ] — такси
tea [ti:] — чай
teach [ti:tʃ] (**taught, taught**) — учить кого-то, обучать
teacher ['ti:tʃə] — учитель
team [ti:m] — команда
tear [tiə] — слеза
technical ['tekɪnɪkəl] — технический
technology [tek'nɒlədʒɪ] — технология
teen(s) — см. **teenager**
teenage ['ti:neɪdʒ] — подростковый
teenager ['ti:neɪdʒə] — подросток в возрасте от 13 до 19 лет
teeth [ti:θ] — зубы
telegram ['teləgræm] — телеграмма
telegraph ['telɪgrɑ:f] — телеграф
telephone ['telɪfəʊn] — телефон
television ['telɪvɪzən] — телевидение
tell [tel] (**told, told**) — рассказывать; сказать (кому-то что-то)
temperature ['tempərətʃə] — температура
ten [ten] — десять
tennis ['tenɪs] — теннис
tense [tens] — время (грамматическое)
term ['tɜ:m] — семестр (учебный), четверть (учебная)
terrible ['terəbl] — ужасный
test [test] — тест
text [tekst] — текст
textbook ['tekstbʊk] — учебник
thank [θæŋk] — благодарить
than [ðæn] — чем
that [ðæt] — что, тот, та, который
the [ðə / ði] — определенный артикль
theatre ['θiətə] — театр
their [ðeə] — их (чей?)
them [ðem] — им, их (кого?)
themselves [ðəm'selvz] — (они) сами, себя
then [ðen] — потом, затем
there [ðeə] — там, туда
these [ði:z] — эти
they [ðeɪ] — они
thick [θɪk] — толстый, густой
thin [θɪn] — тонкий, жидкий
thing [θɪŋ] — вещь
think [θɪŋk] (**thought, thought**) — думать
third [θɜ:d] — третий
thirsty ['θɜ:sti] — испытывающий жажду
to be thirsty — хотеть пить
thirty ['θɜ:ti] — тридцать
this [ðɪs] — это, этот, эта
those [ðəʊz] — те
though [ðəʊ] — хотя, несмотря на
thought [θɔ:t] — мысль
thousand [θaʊzənd] — тысяча
three [θri:] — три
throat [θrəʊt] — горло
through [θru:] — через, сквозь
throw [θrəʊ] (**threw, thrown**) — бросать
Thursday ['θɜ:zdi] — четверг
tick [tɪk] — отмечать галочкой
ticket ['tɪkɪt] — билет
till [tɪl] — до, до тех пор пока
time [taɪm] — время, раз
in time — вовремя
on time — вовремя (как предполагалось)
how many times — сколько раз
timetable ['taɪm,teɪbəl] — расписание
tiny ['taɪni] — крошечный
tired [taɪəd] — усталый
to be tired of — устать от
title [taɪtl] — заглавие
to [tu:], [tə] — к, в, на (предлог на вопрос куда?); частица глагола в неопределенной форме
tobacco [tə'bækəʊ] — табак
today [tə'deɪ] — сегодня
together [tə'geðə] — вместе
toilet ['tɔɪlɪt] — туалет
tolerant ['tɒlərənt] — терпимый
tomato [tə'mɑ:təʊ] — помидор
tomorrow [tə'mɒrəʊ] — завтра
tongue [tʌŋ] — язык
tonight [tə'naɪt] — сегодня вечером
too [tu:] — тоже, также, слишком, очень
tooth [tu:θ] — зуб
toothache ['tu:θeɪk] — зубная боль
toothpaste ['tu:θpeɪst] — зубная паста
top [tɒp] — верх
topic ['tɒpɪk] — тема, предмет обсуждения
total ['təʊtl] — всеобщий, полный
touch [tʌtʃ] — дотрагиваться, касаться
tough [tʌf] — жесткий, упрямый
tour [tuə] — путешествие, поездка
tourist ['tuəɪst] — турист
towards [tə'wɔ:dz] — к, по направлению к
tower ['taʊə] — башня
town [taʊn] — город
tradition [trə'dɪʃən] — традиция
traditional [trə'dɪʃənəl] — традиционный
traffic ['træfɪk] — уличное движение
train [treɪn] — поезд
train [treɪn] — обучать, тренировать
trait [treɪt] — черта характера
tram [træm] — трамвай
transcription [træn'skrɪpʃən] — транскрипция
transform [træns'fɔ:m] — изменять, преобразовывать

translate [træns'leɪt] — переводить
translation [træns'leɪʃən] — перевод
translator [træns'leɪtə] — переводчик
transport ['træns'pɔ:t] — транспорт
travel ['trævəl] — путешествие; путешествовать
travelling ['trævəlɪŋ] — путешествие
treat [tri:t] — лечить
tree [tri:] — дерево
trick [trɪk] — хитрость, обман
trip [trɪp] — поездка, путешествие
trouble ['trʌbl] — беда, беспокойство, неприятность; беспокоить
troublemaker ['trʌbl,meɪkə] — человек, доставляющий много неприятностей
true [tru:] — верный, правильный
trust [trʌst] — доверие; доверять, верить
truth [tru:θ] — правда, истина
try [traɪ] — пробовать, пытаться, стараться; примерять (одежду)
tube [tju:b] — метрополитен (*в Лондоне*)
Tuesday ['tju:zdi] — вторник
Turkish ['tɜ:kɪʃ] — турецкий
turn [tɜ:n] — поворот, очередь; вертеть, поворачивать
It's your turn. — Ваша (твоя) очередь.
TV [ti:'vi:] — телевизор
twelve [twelv] — двенадцать
twenty ['twenti] — двадцать
twice [twais] — дважды
twins [twɪnz] — близнецы
two [tu:] — два
two-way ['tu:wei] — двусторонний; двумя способами
two-way ticket — билет туда и обратно
type [taɪp] — тип, образец; печатать на машинке
typical ['tɪpɪkəl] — типичный

U

umbrella [ʌm'brelə] — зонт
uncle [ʌŋkl] — дядя
uncomfortable [ʌn'kʌmfətəbl] — неудобный
uncountable [ʌn'kaʊntəbl] — неисчисляемый
under [ʌndə] — под
underground [ʌndə'graʊnd] — метро
underline [ʌndə'laɪn] — подчеркивать
understand [ʌndə'stænd] (understood, understood) — понимать
unforgettable [ʌnfə'getəbəl] — незабываемый
unfortunately [ʌn'fɔ:tʃənɪtli] — к несчастью; неудачно
unfriendly [ʌn'frendli] — недружелюбный, неприветливый
unhappy [ʌn'hæpi] — несчастливый, несчастный
uniform ['ju:nɪfɔ:m] — форма
unimportant [ʌm'pɔ:tənt] — неважный, незначительный
uninteresting [ʌn'ɪntrɪstɪŋ] — неинтересный
unit [ju:nɪt] — единица, раздел учебника
unite [ju:nɪt] — соединять(ся), объединять(ся)

university [ju:m'vɜ:sɪti] — университет
unkind [ʌn'kaɪnd] — злой, недобрый
unless [ən'les] — если не
unlike [ʌn'laɪk] — непохожий на
unlucky [ʌn'lʌki] — несчастливый, неудачный
unpleasant [ʌn'plezənt] — неприятный
until [ʌn'tɪl] — до
untitled [ʌn'taɪtld] — не имеющий заглавия
unusual [ʌn'ju:zuəl] — необычный, необыкновенный
unusually [ʌn'ju:zuəli] — необычно
up [ʌp] — вверх, кверху
upset [ʌp'set] — нарушать, расстраивать(ся)
upside ['ʌpsaɪd] — верхняя часть
upside-down [ʌpsaɪd 'daʊn] — вверх дном
upstairs [ʌp'steəz] — наверху, вверх по лестнице
us [ʌs] — нам, нас
use [ju:z] — использовать, применять
use [ju:s] — польза, употребление
useful ['ju:sfəl] — полезный
useless ['ju:sləs] — бесполезный
user ['ju:zə] — пользователь
usual ['ju:zuəl] — обыкновенный, обычный
usually ['ju:zuəli] — обычно

V

valuable ['væljuəbəl] — ценный
value ['vælju:] — ценность, стоимость
van [væn] — микроавтобус
various ['veəriəs] — различный
vase [vɑ:z] — ваза
vegetable ['vedʒtəbəl] — овощ
vehicle ['vi:kl] — транспорт
verb [vɜ:b] — глагол
very ['veri] — очень
via ['vaɪə] — через
victory ['vɪktəri] — победа
video ['vɪdiəʊ] — видео
village ['vɪlɪdʒ] — деревня
violent ['vaɪələnt] — сильный, жестокий
visit ['vɪzɪt] — посещение, визит; посещать
visitor ['vɪzɪtə] — посетитель
vital ['vaɪtəl] — жизненный, насыщенный
vitamin ['vɪtəmin] — витамин
vocabulary [və'kæbjʊləri] — словарь, словарный запас
voice [vɔɪs] — голос
volleyball ['vɒlɪbɔ:l] — волейбол

W

wait [weɪt] (**for smb**) — ждать (*кого-либо*)
walk [wɔ:k] — гулять, ходить пешком; прогулка
wall [wɔ:l] — стена
want [wɒnt] — хотеть, желать
war [wɔ:] — война
warm [wɔ:m] — теплый; тепло
warn [wɔ:n] — предостерегать, предупреждать
warning ['wɔ:nɪŋ] — предостережение, предупреждение

Vocabulary

was [wɒz] (Past Simple от **to be**; ед. ч.) — был, была, было
wash [wɒʃ] — мыть, мыться, умываться, стирать
wash up — мыть посуду
waste [weɪst] — потеря
watch [wɒtʃ] — смотреть, наблюдать, следить
watch [wɒtʃ] — часы (*карманные или ручные*)
water ['wɔ:tə] — вода; поливать
water polo ['wɔ:tə,pəʊləʊ] — водное поло (*игра*)
water-skiing ['wɔ:təski:ŋ] — катание на водных лыжах
wave [weɪv] — волна
way [weɪ] — путь, дорога; образ действия, способ
we [wi:] — мы
weak [wi:k] — слабый
wealth ['welθ] — богатство
wear [weə] (**wore, worn**) — носить (*одежду*)
weather ['weðə] — погода
Wednesday ['wenzdi] — среда
week [wi:k] — неделя
weekend [wi:k'end] — уикенд (*время отдыха с пятницы или субботы до вечера воскресенья*)
weekly ['wi:kli] — еженедельный
weight [weɪt] — вес
welcome ['welkəm] — приветствовать; добро пожаловать
well [wel] — хорошо; здоровый
well-known [wel'nəʊn] — известный
Welsh [welʃ] — валлийский; житель Уэльса
were [wɜ:] (Past Simple от **to be**; мн. ч.) — были
west [west] — запад
wet [wet] — мокрый
whale [weɪl] — кит
what [wɒt] — что, какой, который
whatever [wɒt'evə] — что бы ни; любой
wheat [wi:t] — пшеница
wheel [wi:l] — колесо
when [wen] — когда
whenever [wen'evə] — когда бы ни
where [weə] — где, куда
wherever [weə'evə] — где бы ни; куда бы ни
whether ['weðə] — ли
which [wɪtʃ] — который, какой (из)
while [waɪl] — пока, в то время как
white [waɪt] — белый
who [hu:] — кто, который
whoever [hu:'evə] — кто бы ни
whole [həʊl] — весь, целый
whom [hu:m] — кого, кому, которого
whose [hu:z] — чей

why [waɪ] — почему
wide [waɪd] — широкий
will [wɪl] — *вспомогательный глагол буд. времени*
 1 л. ед. и мн. ч.
win [wɪn] (**won, won**) — выигрывать
wind [waɪnd] — ветер
window ['wɪndəʊ] — окно
windsurfing ['waɪnd,sɜ:fiŋ] — виндсерфинг
windy ['waɪndɪ] — ветрено
wine [waɪn] — вино
winner [wɪnə] — победитель
winter ['wɪntə] — зима
wise [waɪz] — мудрый
wish [wɪʃ] — желание; желать
witch [wɪtʃ] — ведьма, колдунья
with [wɪð] — с
within [wɪðɪn] — внутри, на протяжении
without [wɪðaʊt] — без
woman ['wʊmən] (*pl. women* ['wɪmɪn]) — женщины
wonder ['wʌndə] — чудо; удивляться, хотеть знать
wonderful ['wʌndəfʊl] — чудесный
wood [wʊd] — небольшой лес, роща
word [wɜ:d] — слово
work ['wɜ:k] — работа; работать
world ['wɜ:ld] — мир; мировой, всемирный
all over the world — во всем мире
worry ['wʌri] — беспокоиться
worse [wɜ:s] (*см. bad*) — хуже
worst [wɜ:st] (*см. bad*) — наихудший
worth [wɜ:θ] — стоящий
to be worth doing smth — стоит что-либо сделать
would [wʊd] — *вспомогательный глагол*
wrestling ['reslɪŋ] — борьба
write [raɪt] (**wrote, written**) — писать
writer ['raɪtə] — писатель
wrong [rɒŋ] — неверный; неверно

Y

year [jiə, jɜ:] — год
yellow ['jeləʊ] — желтый
yes [jes] — да
yesterday ['jestədi] — вчера
yet [jet] — еще, еще не, все еще, уже
you [ju:] — ты, вы; тебе, вам, тебя, вас
young [jʌŋ] — молодой
your [jɔ:] — твой, ваш
yourself [jɔ:'self] — (ты) сам
yourselves [jɔ:'selvz] — (вы) сами
youth [ju:θ] — юность, юноша, молодежь

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