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У вас в руках *книга для учителя*, которая является одним из составных компонентов учебно-методического комплекта «Новый курс английского языка для российских школ» (4-й год обучения) О. В. Афанасьевой и И. В. Михеевой. Данный УМК рассчитан, прежде всего, на использование в 8 классе общеобразовательных учреждений. Он может также использоваться для преподавания английского языка как второго иностранного в средних школах соответствующего типа.

Новый УМК продолжает и развивает систему и методические принципы, заложенные в построение УМК для 5—7 классов.

Согласно авторской программе¹, УМК данной серии предназначены для использования в тех учебных заведениях, где на изучение английского языка отводится не менее 3 часов в неделю. Новый УМК, как и предыдущие комплекты, включает в себя:

- учебник (книгу для учащихся);
- две рабочие тетради;
- книгу для чтения;
- книгу для учителя;
- аудиоприложение к учебнику и рабочим тетрадям.

¹ См.: Афанасьева О. В., Михеева И. В., Языкова Н. В. Программа к УМК О. В. Афанасьевой, И. В. Михеевой «Новый курс английского языка для российских школ. 1—5-й годы обучения». — М.: Дрофа, 2009.

Композиционное построение всех компонентов нового УМК во многом аналогично предыдущим, однако и структурно, и содержательно учебник для 8 класса и рабочие тетради имеют определённые инновации. Прежде всего, это относится к усложняющемуся языковому материалу для изучения, с одной стороны, а с другой — обусловлено более детальной проработкой заданий в формате ЕГЭ, который с 2009 года становится единственно возможной формой итоговой аттестации для выпускников средних школ.

Заметим, что, хотя новые государственные стандарты по иностранному языку находятся ещё только на стадии обсуждения, весьма вероятным может быть обязательное проведение так называемого мини-ЕГЭ по английскому языку в 9 классе. Следовательно, значение заданий в формате национального экзамена по каждому виду речевой деятельности в большой степени возрастает.

Новая *книга для учителя* структурирована таким же образом, как и три предыдущие. Она содержит:

- 1) краткое изложение методических принципов, на которых построен данный курс;
- 2) подробное планирование и распределение материала по учебным часам;
- 3) рекомендации по работе над учебными ситуациями;
- 4) тексты, предназначенные для аудирования;
- 5) ключи к заданиям учебника и рабочих тетрадей.

Как и в предыдущих *книгах для учителя*, в предлагаемом пособии отсутствуют подробные рекомендации по проведению конкретных уроков и поурочное планирование. Мы считаем возможным ограничиться лишь отдельными методическими советами и пояснениями лингвистического характера. Учителя могут воспользоваться ими по своему усмотрению в случае необходимости.

Не желая сковывать творческую инициативу коллег — школьных учителей, при написании *книги для учителя* мы ставили цель — максимально облегчить их работу с новым УМК, помочь сориентироваться в изучаемом материале, вычленить возможные проблемные элементы языка, сложные для усвоения учениками, и посоветовать, как их избежать.

Надеемся, что *книга для учителя* и все остальные компоненты нового УМК помогут вам в организации учебного процесса.

От души желаем вам успехов!

Авторы

Предисловие

Как известно, сегодня в центре внимания отечественного школьного образования находится проблема повышения качества подготовки учащихся. Для преподавания иностранного языка это означает, прежде всего, формирование ключевых компетенций: межкультурной, речевой, языковой, социокультурной, компенсаторной и учебно-познавательной.

В современной школе предмет «Иностранный язык» является средством ознакомления с культурой других народов, инструментом межкультурного общения, а также одним из способов более глубокого осмысления родного языка и родной культуры. В этой связи особое значение приобретает формирование межкультурной коммуникации, т. е. способности осуществлять межкультурное общение, достигая в итоге позитивного для обеих сторон результата. Обучение иностранному языку должно дать школьникам возможность выйти за рамки собственной культуры. При этом тем не менее они должны хорошо знать культуру родной страны и иметь достаточно глубокие представления о культуре страны изучаемого языка, без чего диалог культур не может осуществляться.

Процесс формирования межкультурной компетенции происходит постоянно, начиная с самого первого урока иностранного языка и совершенствуясь по мере того, как повышается уровень коммуникативной компетенции учащихся.

Под коммуникативной компетенцией обычно понимают способность учащихся осуществлять межкультурное общение на основе полученных языко-

вых и социокультурных знаний, речевых навыков и коммуникативных умений, а также на основе развития компенсаторной и учебно-познавательной составляющих.

Как и в предыдущих УМК, в УМК для 8 класса ставится задача одновременного формирования речевых навыков в четырёх видах речевой деятельности: аудировании, говорении, чтении и письме. Естественно, что четвёртый год обучения ставит перед учащимися более сложные задачи по сравнению с предшествовавшими ему этапами. Так, например, увеличивается количество и значимость творческих речевых заданий по сравнению с рецептивными, т. е. от учащихся ждут собственных высказываний и в устной, и в письменной речи. Большое внимание в 8 классе уделяется работе с диалогической речью, обучение которой становится одной из ключевых задач именно на этой ступени обучения. Восемиклассникам предстоит освоить новые речевые ситуации, имеющие более общий характер по сравнению с ситуациями прошлого года.

1. Первая речевая ситуация, *Visiting the USA*, включает, помимо страноведческой тематики, обсуждение таких проблем, как поездки и путешествия, география той или иной страны, жизнь народов разных стран, их культура и история.

2. Вторая речевая ситуация, *English — a Global Language*, не только затрагивает вопросы распространения английского языка в современном мире, но также предлагает информацию о популярных словарях. Здесь же поднимается проблема возникновения разных языков, в том числе английского, рассматриваются этапы его развития, противопоставляются британский и американский варианты английского языка, обсуждаются вопросы изучения иностранных языков.

3. Третья речевая ситуация, *Living Things Around Us*, предлагает не только обсуждение столь актуальных в настоящее время проблем экологии, охраны окружающей среды и ознакомление учащихся с флорой и фауной разных стран, но и даёт

возможность поговорить о повадках птиц и животных, их местах обитания и т. п.

4. Четвёртая речевая ситуация, *The ABC of Ecology*, продолжает тему предыдущего раздела, углубляет и расширяя её. В частности, здесь речь идёт о природоохранительных организациях, о будущем нашей планеты.

5. Пятая речевая ситуация, *Keeping Fit*, позволяет обсудить увлечение спортом, необходимость здорового образа жизни, вопросы здорового питания и диет, медицинской помощи. Кроме этого, в центре внимания оказываются летние и зимние Олимпийские игры, как крупнейшие международные спортивные соревнования.

6. Шестая речевая ситуация, *Our Favourite Pastimes*, затрагивает способы проведения свободного времени вообще и посещение театров и кинотеатров в частности. Здесь же можно поговорить и о других видах искусства — живописи и музыке, а также познакомиться с биографиями людей, известных в этих областях. Развитию речевой компетенции в немалой степени способствует введение в учебник специальной секции под заглавием *Social English*, которая учит правильно использовать речевые клише, грамотно строить и вести беседу.

Развитие языковой компетенции также выходит на новый уровень по сравнению с более ранним этапом обучения. К примеру, лексика, изучаемая в 8 классе, носит в целом ряде случаев не конкретный, а более абстрактный характер. Кроме того, её изучение сопровождается информацией о семантике и употреблении отдельных лексических единиц, представляющих трудности для русскоговорящих учащихся, а также предлагает сведения о различиях между синонимами.

Четвёртый год обучения (8 класс) отличается и тем, что в этом году школьники знакомятся с рядом сложных грамматических структур: видо-временными формами глагола в *present perfect* и *past perfect*, формами пассивного залога: *present, past and future passive*. Здесь же предлагаются сведения о сочетаниях структуры пассивного залога с модальными

глаголами, правила согласования времён и др. Все эти грамматические явления требуют чёткого понимания и тщательной отработки, поэтому можно сказать, что новый УМК в очень большой степени фокусирует внимание учащихся на основополагающей грамматике английского языка.

Дальнейшее формирование **социокультурной компетенции** обеспечивается тематикой речевых ситуаций и определённой постановкой ряда обсуждаемых вопросов, что даёт возможность сравнивать факты и явления в российской и зарубежной жизни, глубже вникать в историю различных стран, узнавать об их традициях, обычаях, образе жизни людей. Выполнение проектных работ (см. Project Works 1, 3, 5, 6) также способствует формированию социокультурной компетенции.

В немалой мере проектные задания помогают сформировать и **компенсаторную компетенцию**. При выполнении проектных заданий учащиеся вовлекаются в самостоятельную работу с изучаемым языком. Тексты учебника и рабочей тетради, предназначенные для чтения и аудирования, содержат некоторое количество незнакомой школьникам лексики с тем, чтобы они учились понимать смысл услышанного и прочитанного, компенсируя недостающую информацию за счёт языковой догадки. В устной речи учащиеся должны учиться формулировать высказывания с помощью альтернативных языковых средств. Важную роль в этом играют перифраз и изучение синонимии. На этом этапе можно начать работать с одноязычным толковым словарём, с тем чтобы к моменту окончания школы у учащихся сложился прочный навык подобной деятельности.

При обучении языку, наряду с вышеупомянутыми компетенциями, развивается и так называемая **учебно-познавательная компетенция**, в результате формирования которой школьники учатся наблюдать за фактами языка и делать из своих наблюдений самостоятельные выводы, сопоставлять родную и иноязычные культуры, отыскивать, обрабатывать и представлять информацию по тому или иному вопросу на английском языке.

Формирование вышеперечисленных компетенций — длительный и постепенный процесс, в котором этап обучения в 8 классе является одной из многих ступеней. Понятно, что чем лучше будет усвоен материал нового УМК, тем прочнее окажутся приобретённые учениками знания, умения и навыки.

Говоря о нововведениях в структуре нового УМК, представляется необходимым упомянуть его ориентацию на единый государственный экзамен. Собственно говоря, элементы заданий в формате ЕГЭ были введены в различные компоненты серии «Новый курс английского языка для российских школ», начиная с 6 класса (второй год обучения). В этой параллели задания в указанном формате были введены в *книгу для чтения* и касались именно этого вида речевой деятельности. Более сложные и разнообразные задания в формате ЕГЭ были включены в учебник и рабочие тетради для 7 класса.

В 8 классе по-прежнему предлагаются различные задания на чтение в формате ЕГЭ, однако вариативность их увеличивается. В частности, помимо уже знакомых учащимся заданий на установление соответствия, а также выбор правильного ответа из четырёх предложенных, школьникам впервые предлагаются задания на завершение текста путём заполнения в нём лакун соответствующими словосочетаниями. При этом учащиеся проводят логико-семантический и структурный анализ прочитанного, решают вопросы предложного управления, сочетаемости единиц, что в конечном счёте и помогает им правильно завершить предлагаемый для чтения отрывок.

В формате ЕГЭ выполняются в 8 классе и задания на аудирование. Они содержатся как в самом учебнике, так и в рабочих тетрадях. Восьмиклассники в течение всего учебного года выполняют задания на установление того, какие из утверждений, предлагаемых им после прослушивания текста, являются верными (*True*), неверными (*False*), а о каких речь не шла (*Not Stated*). Последний момент нуждается в особом объяснении. Дело в том, что послетекстовые

утверждения могут быть корректными и правильными и соответствовать истинному положению дел, однако, если в тексте данная информация не упоминается, учащиеся должны выбрать ответ *Not Stated*. Подобные ситуации специально отрабатываются. В процессе выполнения целого ряда заданий подобного рода школьники обучаются осуществлять правильный выбор ответа. Задания на детальное понимание текста и выбор правильного по смыслу ответа из трёх предложенных только начинают вводиться на этом этапе.

Задания на говорение и письмо в формате ЕГЭ, а также специальные задания на *Use of English* носят подготовительный характер. Они максимально приближены по сути к требуемым параметрам, однако несколько отличаются по своим формулировкам. Основная работа в этих видах речевой деятельности будет проводиться в 9 классе¹.

Как указывалось выше, УМК для 8 класса включает в себя *учебник, две рабочие тетради, книгу для чтения, книгу для учителя и аудиоприложение*.

Учебник (книга для учащихся) является центральным звеном учебно-методического комплекта, именно по нему школьники систематически занимаются в классе и дома.

Рабочие тетради полностью интегрированы в общий процесс обучения, на работу с ними специально отводится время (см. раздел «Планирование»). Важно заметить, что рабочие тетради в настоящей серии предназначены не только для домашней работы. Материал, предлагаемый в них, повторяет, но не дублирует материал раздела учебника, к которому он относится. Рабочие тетради дают возможность дополнительно отработать материал, введённый и первоначально закреплённый на страницах учебника.

¹ См.: *Афанасьева О. В., Михеева И. В.* Новый курс английского языка для российских школ. 9 класс. — М.: Дрофа, 2008; *Афанасьева О. В., Михеева И. В., Языкова Н. В.* Программа к УМК *О. В. Афанасьевой, И. В. Михеевой*. «Новый курс английского языка для российских школ. 1—5-й годы обучения». — М.: Дрофа, 2009.

При этом учитель сам решает, когда и какие именно упражнения рабочих тетрадей необходимо задать ученикам и в каком порядке. Все материалы рабочих тетрадей сгруппированы в четыре раздела: Listening +, Reading +, Speaking +, Writing +. Кроме того, в них можно найти проектные задания, связанные с изученной в данной учебной ситуации темой, и контрольное задание по изученному материалу. Учитель может использовать это задание непосредственно по назначению или же в качестве задания на степень подготовленности к контрольной работе. В последнем случае контрольную работу учитель может составить самостоятельно по образцу из рабочей тетради.

Хочется ещё раз обратить внимание учителей на необходимость как можно больше пользоваться аудиозаписями, так как формирование навыка аудирования вне условий языковой среды — задача нелёгкая и требующая немалых усилий. С этой точки зрения хорошим подспорьем могут оказаться аудиозаписи к рабочим тетрадям. Их можно прослушивать дома, индивидуально и выполнять по ним задания из рабочей тетради, если у учащихся есть собственные копии аудиозаписей. В противном случае аудиозаписи к рабочим тетрадям можно использовать на уроке в качестве дополнительного материала.

Книга для чтения является важнейшим компонентом УМК, служащим для развития умения читать, что в очень большой степени является основой для других видов работы над письменной и устной речью. Кроме этого, именно самостоятельное чтение художественных и публицистических текстов даёт учащимся возможность осознать свой прогресс в изучении английского языка. Поскольку успех в овладении чтением напрямую зависит от объёма прочитанного материала, роль *книги для чтения*, как одного из важнейших компонентов УМК, вполне очевидна. Кроме того, занятия по домашнему чтению (их запланировано двенадцать на учебный год) дают дополнительную возможность совершенствовать

ния умений и навыков устной речи. *Книга для чтения* предлагает ряд заданий, направленных именно на решение этой задачи.

Книга для учителя, по замыслу авторов, предназначена для того, чтобы познакомить учителя с авторской концепцией данного курса, облегчить учителю работу с ним. Помимо данного предисловия, *книга для учителя* включает детальное планирование занятий с указанием изучаемого материала и темпа его прохождения. В неё включены также рекомендации к каждому разделу учебника, где отмечены сложные случаи, требующие особого внимания, и даны некоторые идеи по поводу того, как можно расширить и углубить изучаемый материал в продвинутых группах. В помощь учителю *книга для учителя* содержит ключи к заданиям учебника и рабочей тетради, а также тексты аудиозаписей к ним. Хочется подчеркнуть, что *книга для учителя* не должна ограничивать творчество учителя, а лишь служить подспорьем в его работе.

В 2009 году впервые была опубликована «Программа к УМК «Новый курс английского языка для российских школ»¹. Авторская программа охватывает пять лет обучения английскому языку в общеобразовательной школе с 5 по 9 класс. Она отвечает требованиям государственного стандарта, базового учебного плана общеобразовательных учреждений РФ и соотносится с действующей примерной программой обучения английскому языку в общеобразовательной школе. Авторская программа определяет цели и принципы обучения английскому языку в данном УМК, рассказывает об этапах обучения языку и подробно описывает содержание курса.

¹ См.: Афанасьева О. В., Михеева И. В., Языкова Н. В. Программа к УМК О. В. Афанасьевой, И. В. Михеевой «Новый курс английского языка для российских школ, 1—5-й годы обучения». — М.: Дрофа, 2009.

Структура и разделы УМК, особенности работы с ним

Весь учебный материал, предлагаемый в новом УМК, разделён на шесть блоков, или модулей (по количеству учебных ситуаций, изучаемых в УМК). Все они имеют единую структуру. Каждый блок (*Module*) включает в себя пять уроков (*Steps*) по учебнику, продолжительностью 40—45 минут каждый, пять таких же уроков по рабочей тетради, два урока домашнего чтения, три так называемых резервных занятия (*Optional Classes*), один урок, предназначенный для написания финальной контрольной работы, завершающей работу над конкретной учебной ситуацией. Итоговое занятие представляет собой выполнение проектного задания (*Project Work*), а также обсуждение итогов контрольной работы.

Заметим, что в разделе «Рекомендуемое распределение учебного материала по урокам» все три резервных занятия помещены в конце каждого блока. Однако это не означает, что учитель не может использовать их тогда, когда они ему более необходимы. Например, при работе над сложными грамматическими явлениями можно запланировать проведение резервного занятия после второго или третьего урока по учебнику, после четвёртого или пятого, после какого-либо занятия, посвящённого отработке и закреплению материала на основе рабочих тетрадей. Важно, чтобы учитель понимал, что он располагает достаточным люфтом времени и может использовать его так, как ему представляется целесообразным. Наличие указанных резервных занятий поможет справиться с объёмом материала для изучения и детально его проработать. Подчеркнём также, что резервные занятия учитель может использовать по своему усмотрению в течение всего учебного года, не обязательно в рамках запланированного блока.

Таким образом, каждый из шести блоков рассчитан на 16 уроков (*Periods*).

Заметим также, что учитель может по своему усмотрению использовать задания из рабочей тетради в плане порядка их следования. Однако авторы УМК рекомендуют начинать каждый блок именно с учеб-

ника и придерживаться порядка уроков, предлагаемых в нём. Весь новый учебный материал объясняется именно в этом компоненте учебно-методического комплекта. В рабочих тетрадях происходит отработка и закрепление этого материала комплексно во всём объёме той или иной учебной ситуации. Таким образом, целесообразно приступать к работе по рабочим тетрадям тогда, когда учащиеся уже знакомы со всем материалом конкретной учебной ситуации.

Коллеги, работающие по материалам этой серии, уже знают, что рабочие тетради являются **обязательным** компонентом УМК. По замыслу авторов, большую часть заданий следует выполнять в аудитории, хотя некоторые из них по усмотрению учителя могут задаваться на дом с последующей их проверкой в классе. Структура рабочих тетрадей для 8 класса во многом повторяет структуру аналогичных учебных пособий, ориентированных на семиклассников.

Как и на предыдущей ступени обучения, каждый раздел рабочей тетради начинается с общего списка новых слов (*Word Box*), которые в рамках каждого конкретного блока являются обязательными для школьников как с формальной стороны (орфография, транскрипция), так и с содержательной стороны (семантика). Все слова располагаются в алфавитном порядке.

Авторы считают необходимым подчеркнуть тот факт, что, в отличие от учебника, порядок выполнения заданий в рабочих тетрадях не должен быть последовательным, когда каждое последующее по нумерации задание выполняется после предыдущего. Думается, не имеет смысла всё занятие посвящать только чтению или только аудированию. На наш взгляд, более гармоничными являются те уроки, на которых происходит смена деятельности (особенно на старших ступенях обучения), хотя иногда вполне оправданно может быть проведение урока, посвящённого развитию только какого-то одного вида речевой деятельности. Тем не менее представляется более предпочтительным, используя материал рабочих тетрадей, избирательно выполнять по 2—3 зада-

ния из различных разделов каждой учебной ситуации (Listening +, Reading +, Speaking +, Writing +).

Подробные рекомендации общего порядка по использованию заданий каждого из указанных разделов учителя могут найти в *книге для учителя* для 7 класса¹.

Здесь же позволим себе отметить следующее. Задания из разделов Listening + и Speaking + рекомендуются выполнять в классе. Эти задания часто объединяют два указанных вида речевой деятельности, и работа в группе при их выполнении оказывается предпочтительной. Отметим, что задания для работы в парах, диалогические высказывания, на что в большей степени ориентирован УМК для 8 класса, возможно выполнять только на занятиях (хотя определённые заготовки учащиеся могут предварительно продумать дома).

Задания раздела Reading +, как уже отмечалось выше, во многом ориентированы на формат ЕГЭ и составлены по аналогии с соответствующими заданиями УМК для 7 класса, но на несколько более сложном языковом материале.

Завершается работа над каждой учебной ситуацией разделом Writing +. Как и в УМК для 7 класса, она содержит как упражнения чисто тренировочного характера (техника правописания, выбор нужной лексической единицы — предлога, артикля, лексемы, выбор соответствующей глагольной формы и т. д.), так и творческие задания, однако обучение письму как виду речевой деятельности по-настоящему начинается в 9 классе.

Заметим, что четвёртый год обучения языку предполагает несколько больший темп при усвоении учебного материала. Этот факт и позволил авторам увеличить количество заданий на письмо как в самом учебнике, так и в рабочих тетрадях. Представляется, что планомерное использование всех зада-

¹ См.: *Афанасьева О. В., Михеева И. В.* Новый курс английского языка для российских школ. 7 класс (3-й год обучения): книга для учителя. — 3-е изд., стереотип. — М.: Дрофа, 2007. — С. 14—19.

ний даст возможность учащимся овладеть изучаемым материалом в полной мере.

В финале каждого раздела *рабочих тетрадей* располагается набор контрольных заданий, которые, как и на предыдущей ступени обучения, представлены в данных учебных пособиях под наименованием *Test*. Ещё раз подчеркнём, что данное название используется здесь лишь в качестве рабочего термина и тестом в строгом смысле слова не является. Написание контрольной работы логично проводить как завершающее занятие, с последующим обсуждением его результатов на уроке, что важно, чтобы проанализировать ошибки учащихся, ещё раз прояснить для них так называемые узкие места.

Оценивать выполнение контрольных работ рекомендуется так же, как и на предыдущих этапах обучения.

Завершается каждый раздел *рабочих тетрадей* проектным заданием (*Project Work*). Заметим, однако, что, хотя в разделе «Планирование» на эту деятельность отводится специальное занятие, это не означает, что разрабатывать проекты учащиеся должны в классе. Проектная работа — это, прежде всего, самостоятельный поиск, творческий, лично-отно-ориентированный процесс. Выполняется он за сеткой учебных часов, а вот анализировать и обсуждать проекты следует в классе, причём всегда необходимо найти то, за что проект можно похвалить. Учитель организует работу над проектом по своему усмотрению, но практика показывает, что лучше, если учащиеся выбирают себе тему проекта после того, как они закончили работу по учебнику и приступили к закреплению материала по рабочей тетради. Свои проекты учащиеся могут выполнять в различных режимах: индивидуально или в рабочих группах. Учитель в данном виде работы выступает в роли координатора, даёт советы, где можно подобрать необходимую литературу, консультирует учащихся. Желательно, чтобы результаты труда учащихся могли быть представлены наглядно: это может быть конкурс проектов-плакатов, выпуск небольших буклетов, коллажей и т. п.

***Рекомендуемое распределение
учебного материала по урокам***

Module 1			Module 2		
Period	Teaching material		Period	Teaching material	
1	Step 1	Student's Book Unit 1	17	Step 1	Student's Book Unit 2
2	Step 2		18	Step 2	
3	Step 3		19	Step 3	
4	Step 4		20	Step 4	
5	Step 5		21	Step 5	
6	Activity Book № 1 Unit 1		22	Activity Book № 1 Unit 2	
7			23		
8			24		
9			25		
10			26		
11	Optional Class		27	Optional Class	
12	Optional Class		28	Optional Class	
13	Test № 1		29	Test № 2	
14	Reading Class 1	Reader	30	Reading Class 3	Reader
15	Reading Class 2		31	Reading Class 4	
16	Project Work № 1		32	Project Work № 2	

Module 3			Module 4		
Period	Teaching material		Period	Teaching material	
33	Step 1	Student's Book Unit 3	49	Step 1	Student's Book Unit 4
34	Step 2		50	Step 2	
35	Step 3		51	Step 3	
36	Step 4		52	Step 4	
37	Step 5		53	Step 5	
38	Activity Book № 1 Unit 3		54	Activity Book № 2 Unit 4	
39			55		
40			56		
41			57		
42			58		
43	Optional Class		59	Optional Class	
44	Optional Class		60	Optional Class	
45	Test № 3		61	Test № 4	
46	Reading Class 5	Reader	62	Reading Class 7	Reader
47	Reading Class 6		63	Reading Class 8	
48	Project Work № 3		64	Project Work № 4	

Module 5			Module 6		
Period	Teaching material		Period	Teaching material	
65	Step 1	Student's Book Unit 5	81	Step 1	Student's Book Unit 6
66	Step 2		82	Step 2	
67	Step 3		83	Step 3	
68	Step 4		84	Step 4	
69	Step 5		85	Step 5	
70	Activity Book № 2 Unit 5		86	Activity Book № 2 Unit 6	
71			87		
72			88		
73			89		
74			90		
75	Optional Class		91	Optional Class	
76	Optional Class		92	Optional Class	
77	Test № 5		93	Test № 6	
78	Reading Class 9	Reader	94	Reading Class 11	Reader
79	Reading Class 10		95	Reading Class 12	
80	Project Work № 5		96	Project Work № 6	
			97	Optional Class	
			98	Final Test	
			99	Optional Class	

Планирование

Topics and Units	Periods (Steps)	Words	Word Combinations	Proper Names	Grammar Points	Texts, Poems, Songs	Elements of Country Studies and Their Reflection in the Language
1	2	3	4	5	6	7	8
Visiting the USA. Unit 1	Period 1 (Step 1)	1. bring 2. build 3. building 4. skyscraper 5. selfish 6. state 7. same 8. proud 9. only 10. remember 11. wild	1. to be proud of 2. at the same time 3. to be situated	1. New York 2. Washington 3. the Potomac River 4. Chicago 5. the Mississippi 6. California 7. Texas	Revision: 1) past simple; 2) tag-questions	1. Text <i>The New World</i> 2. Song <i>One Man Went to Moor</i>	Big Apple New Yorker the Capitol the White House American traditions the New World the Old World Wild West St. Patrick Day Halloween

<p>Period 2 (Step 2)</p>	<p>12. border 13. chain 14. coast 15. deep 16. flow 17. island 18. lie 19. mighty 20. plain 21. stretch 22. valley 23. lily-of-the valley 24. other 25. another 26. others</p>	<p>4. on the coast 5. to bor- der on sth 6. to flow (north) 7. to flow into sth 8. to lie on the river 9. a low plain 10. to stretch far 11. to stretch west 12. to stretch from... to... 13. to stretch as far as</p>	<p>8. Canada 9. Mexico 10. the Pacific Ocean 11. the Atlantic Ocean 12. Alaska 13. Hawaii 14. the Rocky Mountains (Rockies) 15. the Appala- chians 16. the Grand Canyon 17. the Great Plains 18. Death Valley 19. the Colo- rado River 20. the Great Lakes 21. North America 22. South America</p>	<p>Revision: past simple</p>	<p>LC Text* <i>The Big Apple</i></p>	<p>US Geography</p>
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1	2	3	4	5	6	7	8
	Period 3 (Step 3)			23. the Atlantic Coast 24. the Pacific Coast 25. Washington, DC	New grammar: 1) present perfect (resultative); 2) participle II of regular verbs; 3) participle II of the verbs <i>to see, to be (seen, been)</i>	Text <i>The United States of America</i>	US geographical landmarks and administrative division
	Period 4 (Step 4)		14. to be to some place (Have you been to...?)	26. Lake Ontario (the Ontario) 27. Lake Huron (the Huron) 28. Lake Superior (the Superior)	Revision: 1) present perfect (resultative); 2) the definite article with place names	Song <i>Billy Boy</i>	US geographical outlook

1	2	3	4	5	6	7	8
				39. Sidney 40. Harry Potter	New grammar: 1) the place of adverbs <i>ever, never,</i> <i>just,</i> <i>already, yet</i> in sentences with present perfect; 2) three forms of the verbs <i>read,</i> <i>write, speak,</i> <i>take, eat, fall</i>		
	Period 6	Activity Book	Unit 1				
	Period 7	Activity Book	Unit 1				
	Period 8	Activity Book	Unit 1				
	Period 9	Activity Book	Unit 1				

Period 10	Activity Book	Unit 1						
Period 11	Optional Class							
Period 12	Optional Class							
Period 13	Test on Unit 1							
Period 14	Reading Class 1							
Period 15	Reading Class 2							
Period 16	Project Work 1							
Period 17 (Step 1)	32. mean 33. meaning 34. bilingual 35. multilingual 36. pronounce 37. library 38. librarian 39. handy	18. to give a call 19. for example 20. to look up	41. Anglo-Saxon 42. Australia 43. Canada 44. Germany 45. Italy 46. Norway 47. Portugal 48. Japan	Revision: present perfect New grammar: 1) present perfect (durative);	1. Text <i>Words...</i> <i>Words...</i> <i>Words...</i> 2. LC Text <i>The English Language</i>	1. Webster's International Dictionary. 2. Names of countries, languages, nationalities and nationalities		

1	English — a Global Language Unit 2	2		3		4		5	49. Vietnam 50. Holland 51. Ireland 52. Dutch 53. Irish	6	2) sentences in present perfect with <i>today, this morning, this evening, this week, this year, this month</i> ; 3) three forms of the verbs <i>catch, teach, bring, buy, fight, think, build, send, spend, meet, leave, find, get, have</i> ; 4) language means to express nationalities in singular	7		8	
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English — a Global Language. Unit 2	Period 18 (Step 2)	40. belong 41. land 42. speech 43. sound 44. slowly 45. also 46. way 47. develop 48. grow 49. forget	21. belong to sb 22. to grow up 23. to make a speech 24. by and by	54. Latin 55. Columbus	and plural forms (<i>an American — Americans, an Englishman — Englishmen, a Swiss — the Swiss</i>); 5) yet and already in questions (<i>Have you seen it yet? Have you already seen it?</i>)	1. Text <i>Why Don't We All Speak the Same Language?</i> 2. Poem <i>The Wind</i>	Origin and development of European languages
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1	2	3	4	5	6	7	8
	Period 19 (Step 3)	50. forget- me-not	25. a kind of		<p>New grammar: 1) the place of <i>too/also</i> in sentences; 2) differences between the phrases: <i>Have you been to...? ver-</i> <i>sus Has she gone to...?;</i> 3) three forms of the verbs <i>break, choose, drive, ride, go</i></p> <p>Revision: names of nations and nationalities</p>	1. Text <i>Different Kinds of English (part I).</i>	1. English-speaking countries. 2. Different varieties of English.
		51. kind 52. true 53. truly 54. popular 55. culture 56. probable 57. probably	26. at all 27. in other words 28. in a quiet voice	56. India 57. Nigeria 58. Singapore			

		<p>58. science 59. scientific 60. scientist 61. technology 62. voice 63. vocabulary 64. air</p>	<p>29. to be interested in sth 30. to be popular with sb</p>	<p>New grammar: building 1) affixation models: a) Noun + less- = Adj (<i>homeless</i>); b) Adj. + ly = Adverb (<i>happily</i>); c) Noun + ly = Adj. (<i>friendly</i>); 2) spelling rules: (<i>happy</i> – <i>happily</i> <i>easy</i> – <i>easily</i>); 3) present perfect vs past simple (<i>I have written a letter</i> vs <i>I wrote a letter yesterday.</i>)</p>	<p>2. LC Text <i>Nationalities</i></p>	<p>3. English as the first and second language</p>
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1	2	3	4	5	6	7	8
	Period 20 (Step 4)	65. tap	31. no wonder 32. to turn on 33. to put on		Revision: 1) names of nations and nationalities; 2) present perfect vs past simple New grammar: 1) past simple and present per- fect in sentences with <i>this</i> <i>morning, this afternoon;</i> 2) three forms of the verbs <i>burn,</i> <i>dream, hear,</i> <i>learn, let,</i>	1. Text <i>Different Kinds of English (part II).</i> 2. LC Text Lan- <i>guages</i>	British English versus American English

1	2	3	4	5	6	7	8
					(Such a good pupil. Such good pupils. Such good weather.)		
	Period 22	Activity Book	Unit 2				
	Period 23	Activity Book	Unit 2				
	Period 24	Activity Book	Unit 2				
	Period 25	Activity Book	Unit 2				
	Period 26	Activity Book	Unit 2				
	Period 27	Optional Class					
	Period 28	Optional Class					
	Period 29	Test on Unit Two					

	Period 30	Reading Class 3							
	Period 31	Reading Class 4							
	Period 32	Project Work № 2							
Living Things Around Us. Unit 3	Period 33 (Step 1)	80. pigeon 81. (sea)gull 82. swallow 83. ostrich 84. nighthingale 85. owl 86. parrot 87. woodpecker 88. magpie 89. crow 90. swan 91. blackbird 92. lark 93. jackdaw 94. canary	40. to be out in the country 41. to be different from 42. to make noise (sounds)	62. Darwin 63. the Beagle	New grammar: 1) <i>the other/ the others</i> and how to use <i>them</i> ; 2) present perfect pro- gressive (affirmative); 3) <i>for, since, all day, all night, etc.</i> as markers of present perfect progressive	1. Text <i>Lan- guage of Birds.</i> 2. LC Text <i>Darwin</i>	Charles Darwin — an outstanding English scientist		

1	2	3	4	5	6	7	8
	Period 34 (Step 2)	95. lion 96. elephant 97. hedgehog 98. squirrel 99. rabbit 100. hare 101. tiger 102. wolf 103. monkey	43. half an hour 44. half a day 45. an hour and a half 46. a day and a half	64. Helen Beatrix Porter	Revision: 1) present perfect progressive (affirmative); 2) the way to use <i>another</i> , <i>others</i> New grammar: present perfect progressive (questions and negations)	1. Text <i>Helen Beatrix Porter</i> . 2. LC Text <i>Nightingale</i>	Children's stories about animals
	Period 35 (Step 3)	104. include 105. including 106. species 107. discover 108. discovery	47. to include on the list 48. to find out	65. Fleming 66. the Gobi Desert 67. the Sahara Desert	Revision: present perfect progressive	1. Text <i>Animals and Plants</i> .	

<p>109. air 110. soil 111. earth 112. root 113. insect 114. move 115. tiny 116. common 117. breathe 118. desert 119. support</p>	<p>49. to make a discovery 50. to move in 51. to have sth in common 52. to be true about sth 53. by air 54. to breathe in 55. to breathe out</p>	<p>New grammar: 1) reflexive pronouns; 2) verbs which are not usually used with reflexive pronouns <i>wash, dress, bathe, shave, hide;</i> 3) <i>all day, all night, all the afternoon, for a long time</i> as markers of present perfect progressive; 4) subordinate clauses with <i>since. (Jane has been watching TV since mum came home.)</i></p>	<p>2. LC Text <i>Animals in Africa</i></p>
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1	2	3	4	5	6	7	8
	Period 36 (Step 4)	120. flora 121. fauna 122. oak 123. elm 124. beech 125. pine 126. fir 127. birch 128. lizard 129. butterfly 130. dragonfly 131. robin 132. symbol 133. emblem 134. thistle 135. daffodil 136. leek 137. shamrock	56. to pass the time		Revision: present perfect simple, present perfect progressive New grammar: present perfect of the verbs <i>know, have, be, want, love</i> to express duration (<i>I have known him for 3 years. (He has always loved me.)</i>)	1. Text <i>Flora and Fauna of the British Isles.</i> 2. Song <i>I've been Working on the Railroad.</i> 3. LC Text <i>Sally</i>	1. Flora and fauna in the English-speaking countries (USA, Canada, Australia). 2. National symbols of some English-speaking countries

1	2	3	4	5	6	7	8
	Period 39	Activity Book	Unit 3				
	Period 40	Activity Book	Unit 3				
	Period 41	Activity Book	Unit 3				
	Period 42	Activity Book	Unit 3				
	Period 43	Optional Class					
	Period 44	Optional Class					
	Period 45	Test on	Unit 3				
	Period 46	Reading Class 5					
	Period 47	Reading Class 6					
	Period 48	Project Work № 3					

<p>The ABC of Ecology. Unit 4</p>	<p>Period 49 (Step 1)</p>	<p>150. influence 151. between 152. relation 153. each 154. environ- ment 155. surround 156. popula- tion 157. survive 158. behaviour 159. health 160. healthy 161. nowadays 162. study 163. collect 164. number 165. size 166. surround- ings</p>	<p>57. to be in good (bad) health 58. in rela- tion to sth 59. feed on 60. to in- fluence sb 61. bet- ween you and me 62. each other 63. size (36) shoes</p>		<p>Revision: present perfect vs past simple New grammar: 1) partici- ple II of the verbs <i>flow</i>, <i>draw</i>, <i>fly</i>, <i>grow</i>, <i>wear</i> (<i>blown</i>, <i>drawn</i>, <i>flown</i>, <i>grown</i>, <i>worn</i>); 2) word- building. Models: V + tion = N (<i>collection</i>), V + ment = N (<i>develop- ment</i>), Adj. + ance = = N (<i>impor- tance</i>),</p>	<p>1. Text <i>What is Ecology.</i> 2. Song <i>Green Fields</i></p>	
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1	2	3	4	5	6	7	8
	Period 50 (Step 2)	167. pollute 168. pollution 169. polluted 170. unpolluted 171. cut 172. waste, <i>n, v</i> 173. dump, <i>n, v</i> 174. danger 175. dangerous 176. pour 177. influence 178. to diet	64. in between 65. between you and me 66. to cut down 67. at the same time 68. power station 69. water pollution 70. air pollution 71. waste of time	72. Sir Winston Churchill 73. Ford 74. The Far East	N + ist = N (<i>scientist</i>), Adj + th = N (<i>width</i>); 3) <i>all, both, each</i> and their usage Revision: 1) present perfect, present simple; 2) the modal <i>have to</i> New grammar: 1) <i>between</i> and <i>among</i> and how to use them;	1. Text <i>Our Environ- ment.</i> 2. LC Text <i>Climate</i>	Making rules of good behaviour

1	2	3	4	5	6	7	8
	Period 52 (Step 4)	192. badge 193. member 194. protect 195. protection 196. protected 197. endan- gered 198. extinct 199. destroy 200. habitat 201. wildlife	83. to do the room 84. to do the shopping 85. to pro- tect from danger 86. endan- gered species	78. WWF 79. Greenpeace 80. Red Book	Revision: 1) past simple, present perfect; 2) <i>used to</i> New grammar: Comparative degrees of adjectives; <i>the more...</i> <i>the more...</i> <i>the more...</i> <i>the less,</i> <i>the longer...</i> <i>the more</i>	1. Text <i>An Un- usual Badge.</i> 2. LC <i>Text</i> <i>Rainfor- ests</i>	Ecological societies
	Period 53 (Step 5)	202. save 203. law 204. govern- ment 205. respon- sible	87. to put into practice 88. to make a law		Revision: 1) compara- tive degrees of adjectives <i>the more...</i> <i>the more,</i>	1. Text <i>Shall we survive?</i>	1. Extinct and endangered animals.

	206. hunt 207. hunter 208. damage 209. unfortunately 210. recycle 211. necessary	89. to be against the law 90. to be responsible for sth (doing sth) 91. to be necessary for 92. to save from danger	<i>the more... the less, the longer... the more;</i> 2) modal verb <i>must</i> New grammar: Exclamations with <i>What</i> and <i>How</i> (<i>What</i> <i>a day!</i> <i>What</i> <i>fine days!</i> <i>What</i> cold <i>weather!</i> <i>How</i> <i>funny the</i> <i>story is!</i> <i>How</i> <i>cold the</i> <i>water is!</i>)	2. LC Text As <i>Dead</i> as a <i>Dodo</i>	2. Social English: how to instruct people do things
Period 54	Activity Book	Unit 4			
Period 55	Activity Book	Unit 4			

1	2	3	4	5	6	7	8
	Period 56	Activity Book	Unit 4				
	Period 57	Activity Book	Unit 4				
	Period 58	Activity Book	Unit 4				
	Period 59	Optional Class					
	Period 60	Optional Class					
	Period 61	Test on Unit 4					
	Period 62	Reading Class 7					
	Period 63	Reading Class 8					
	Period 64	Project Work № 4					

<p style="text-align: center;">Keeping Fit. Unit 5</p>	<p>Period 65 (Step 1)</p>	<p>212. exercise 213. enough 214. relax 215. join 216. keep 217. harm 218. harmful 219. smoke 220. drug 221. hard</p>	<p>93. to keep to a diet 94. to keep to doing sth 95. to keep a diary 96. to do (no) much harm 97. to be harmful for 98. junk food 99. to take (have) exercise 100. to join sb 101. to take (use) drugs</p>		<p>Revision: exclamations New grammar: 1) past perfect (affirmative); 2) word building — prefix over — (<i>overpopula-</i> <i>tion</i>); 3) <i>hard work</i> vs <i>work hard</i>; 4) enough + N (<i>enough</i> <i>time</i>), Adj. + + enough (<i>big enough</i>), Adv. + + enough (<i>slowly</i> <i>enough</i>), V + enough (<i>eat enough</i>)</p>	<p>Text. <i>How to</i> <i>Keep Fit</i></p>	
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1	2	3	4	5	6	7	1
	Period 66 (Step 2)	222. medicine 223. lose 224. weight 225. weigh 226. still 227. habit 228. jog 229. hardly	102. medicine for sth 103. to put on weight 104. to lose weight 105. to go jogging 106. hardly ever 107. to get/ have a cold 108. to catch a cold 109. to comedown with a cold 110. to do one's best 111. eating habits		Revision: past perfect New grammar: 1) past perfect (negative, interroga- tive); 2) past sim- ple vs past perfect with <i>after, before;</i> 3) <i>hard vs</i> <i>hardly;</i> 4) <i>still vs yet</i>	1. Text <i>Prodigy</i> <i>Child.</i> 2. Text <i>Two</i> <i>Inter-</i> <i>views.</i> 3. LC Text <i>Fast</i> <i>Food</i>	1. Measures of length, liquids, weight. 2. Fast food and the harm it does

<p>Period 67 (Step 3)</p>	<p>230. ache 231. sneeze 232. cough 233. pain 234. painful 235. hurt 236. swallow 237. examine 238. prescribe 239. prescription 240. cure 241. complication</p>	<p>112. to have a headache 113. to write out a prescription 114. a prescription for some medicine 115. to cure smb of sth 116. to get better 117. to prescribe a medicine for sth 118. to develop complications 119. Where does it hurt?</p>		<p>Revision: 1) past perfect; 2) past perfect vs past simple New grammar: 1) direct and reported speech; 2) rules of reporting speech; 3) verbs to introduce reported speech (<i>say, ask, think, explain, wonder, etc.</i>); 4) sequence of tenses; 5) <i>ill</i> versus <i>sick</i></p>	<p>1. Text <i>The Dialogue.</i> 2. LC Text <i>Visiting the Doctor</i></p>	<p>Health Service in Britain</p>
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1	2	3	4	5	6	7	1
	Period 68 (Step 4)	242. pastime 243. team 244. support 245. race 246. climb 247. thrill 248. advantage 249. excitement 250. score	120. to show (give) support to sb 121. to climb up 122. have an advantage over sb		Revision: 1) reported speech; 2) sequence of tenses. New grammar: 1) questions in reported speech; 2) <i>sport</i> versus <i>sports</i>	1. Text <i>Sport and Health</i> . 2. LC Text <i>Illnesses</i>	Sports and health. Popular sports
	Period 69 (Step 5)	251. historian 252. athlete 253. athletic 254. excite 255. excited 256. to head 257. ancient 258. to compete	123. to take part in sth 124. ancient times 125. to compete in sth (with/ against) sb		New grammar: 1) do + activities (<i>to do skiing</i>); 2) future-in-the-past	1. Text <i>The Olympic Games</i> . 2. LC Text <i>Laila Ali</i> . 3. Song <i>We Shall Overcome</i>	Social English: making proposal and reacting to them

1	2	3	4	5	6	7	1
	Period 76	Optional Class					
	Period 77	Test on Unit 5					
	Period 78	Reading Class 9					
	Period 79	Reading Class 10					
	Period 80	Project Work № 5					
	Period 81 (Step 1)		131. to serf the net	81. Raphael (Raffaello) Santi 82. The Mona Lisa 83. Michelangelo 84. Leonardo da Vinci	New grammar: 1) the passive voice (affirmative)	1. Text <i>People's Interests.</i>	People's interests

<p>Our Favourite Pastimes, Unit 6</p>	<p>Period 82 (Step 2)</p>	<p>270. entertainment 271. act 272. possible 273. impossible 274. god 275. recite 276. introduce 277. circus 278. connect 279. consider 280. appear 281. play</p>	<p>132. as well 133. to take a look at sth 134. to be like 135. to be considered 136. to act as sb 137. as soon as possible</p>	<p>85. the Middle Ages 86. Daniel Defo 87. Jonathan Swift 88. Rudyard Kipling</p>	<p>and negative sentences, 2) past simple passive; 3) active — passive transformations</p>	<p>2. LC Text <i>Their Free Time</i></p>	
				<p>89. William Shakespeare 90. Stratford-upon-Avon 91. the Renaissance 92. Dionysus 93. the Golden Age 94. Euripides 95. Sophocles</p>	<p>Revision: past simple passive. New grammar: 1) present simple passive (affirmative and negative sentences, 2) the two ways of active to passive</p>	<p>1. Text <i>The History of Entertainment.</i> 2. LC Text <i>William Shakespeare</i></p>	<p>1. <i>TheGlobe</i> — Shakespeare's theatre. 2. World's traditions of entertainment</p>

1	2	3	4	5	6	7	1
		282. audience 283. offer 284. improvise	138. where possible		transformations (<i>Tom was given an apple. An apple was given to Tom.</i>); 3) means of expressing the concept <i>может</i> in English (<i>also, too, as well, either</i>)		
Period 83 (Step 3)	285. cloakroom 286. foyer 287. box office 288. ballet 289. opera 290. buffet 291. programme 292. costume	139. to be sold out 140. to make an impression on sb 141. to go down/up	96. Delphi 97. Tchekovskiy	New grammar: 1) future passive; 2) passive voice with prepositional verbs;	1. Text. <i>Lisa's First Visit to the Bolshoi Theatre.</i>	Theatre in the time of William Shakespeare	

		<p>293. opera glasses 294. stalls 295. stage 296. gallery 297. row 298. circle 299. balcony 300. curtain(s) 301. box 302. orchestra pit 303. invite 304. invitation 305. arrive 306. ticket 307. expensive 308. fantastic 309. impress 310. impres- sion 311. rise 312. scenery 313. applaud 314. applause</p>	<p>142. at last 143. a ticket for a play 144. a ticket to the theatre 145. a storm of applause 146. to be over 147. train ticket 148. plane ticket 149. bus ticket 150. boat ticket</p>	<p>3) definite article with names of theatres; 4) prepositions <i>on/in</i>, <i>to/for</i> and how to use them</p>	<p>2. Text <i>Theatre.</i> <i>At the Box Office.</i> 3. LC Text <i>Dialogues</i></p>
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1	2	3	4	5	6	7	1
	Period 84 (Step 4)	315. thriller 316. seem 317. price 318. magic(al) 319. screen 320. agree 321. disagree 322. besides 323. attention 324. attentive 325. gold 326. silver 327. steel 328. wood 329. brick 330. card- board 331. wool 332. cotton 333. china	151. at first 152. to be made of/ from 153. to pay attention to 154. to be attentive to 155. at a price 156. at half price 157. to agree to/ with sth 158. action film 159. sci- ence fiction film 160. advent ure film	98. Hollywood 99. Oscar 100. Universal Studios 101. Metro- Goldwyn- Mayer 102. Warner Brothers 103. Paramount Studios 104. Columbia Pictures 105. The Fox Company	Revision: passive voice. New grammar: 1) passive voice with modals (<i>must</i> , <i>have to</i> , <i>should</i> , <i>can</i>); 2) <i>to be made of</i> vs <i>to be made from</i>	1. Text <i>Some Facts from the History of Holly- wood.</i> 2. Text <i>Let's Go to the Cinema.</i> 3. LC Text <i>The Movies Come to Holly- wood</i>	Film industry and its influ- ence on the way of life. Hollywood studios. History of film making

1	2	3	4	5	6	7	1
				111. the Odeon 112. the Coliseum 113. the National Air and Space Museum 114. the Moscow Conservatory 115. Romeo and Juliet 116. Swan Lake 117. Sleeping Beauty 118. the Nutcracker	2) definite article with the names of theatres, cinemas, galleries	2. LC Text <i>Music Band.</i> 3. Song <i>Pasadena</i>	Expressing your opinion: agreeing or disagreeing
	Period 86	Activity Book	Unit 6				
	Period 87	Activity Book	Unit 6				
	Period 88	Activity Book	Unit 6				

Period 89	Activity Book	Unit 6
Period 90	Activity Book	Unit 6
Period 91	Optional Class	
Period 92	Optional Class	
Period 93	Test on Unit 6	
Period 94	Reading Class 11	
Period 95	Reading Class 12	
Period 96	Project Work № 6	
Period 97	Optional Class	
Period 98	Final Test	
Period 99	Optional Class	

59 * LC Text — text for listening comprehension.

Методические рекомендации по работе с используемым учебным материалом

БЛОК I. Уроки 1—16

Учебник: Unit 1 (Steps 1—5)

Рабочая тетрадь № 1: Unit 1

Учебная ситуация “Visiting the USA”

Первая учебная ситуация в учебнике и рабочих тетрадях ориентирована, как и в УМК для 7 класса, на повторение изученного ранее материала. Одновременно с повторением учащиеся знакомятся с новой грамматикой и лексикой. Последнее представляется крайне важным, поскольку способствует формированию и расширению фоновых знаний учащихся.

Тематически новая учебная ситуация близка к изученным в 7 классе ситуациям *Travelling in Russia and Abroad (Unit 1)*, *Visiting Britain (Unit 2)*. Поэтому именно на этом этапе кажется логичным обращение к новой информации о США, стране, играющей столь значительную роль в современном мире. В ходе работы вводится большое количество лексических единиц, связанных с темами «География», «Рельеф», «Климат» и т. д. Часть этой лексики представляет собой непосредственно географические названия, и, следовательно, у учителя появляется возможность повторить грамматическую тему использования определённого и нулевого артиклей с географическими названиями (см., к примеру, упр. 10 на с. 27, упр. 2 на с. 30, упр. 1 на с. 38 учебника, а также упр. 4, 15, 21 в рабочей тетради № 1). При необходимости учитель может составить и свои задания по аналогии с уже имеющимися в учебнике или же использовать иные виды упражнений, в том

числе работу с географическими картами. Это вполне оправданно, так как к 8 классу в рамках изучения предмета «География» учащиеся уже могут работать с картами и достаточно хорошо в них ориентируются. Такой вид учебной деятельности способствует установлению межпредметных связей и лучшему усвоению изучаемого материала.

В учебнике 8 класса появляется новая рубрика *Focus*, в которой разъясняются различные языковые трудности, встречающиеся в предлагаемом материале. Так, в этом разделе на с. 19 учебника представлены слова, которые являются источником постоянных ошибок. Это, прежде всего, такие лексические единицы, как *another/other*, употребление которых зависит от того, относятся ли они к существительным в единственном или множественном числе. Учащиеся должны запомнить, что местоимение *another* употребляется только с исчисляемыми существительными в единственном числе, в то время как *other* употребляется с существительными во множественном числе. Упр. 12 на с. 19 учебника, а также упр. 24 в рабочей тетради № 1 дадут возможность учащимся потренироваться в использовании этих лексических единиц. Что касается изучаемых слов *the other/the others*, то более подробная сводная сравнительная таблица употребления этих слов дана в разделе *Focus* на с. 93 учебника. Если же учитель сочтёт, что предложенных в учебнике упражнений недостаточно, он может составить подобные задания дополнительно.

В первой учебной ситуации (*Step 3*) школьникам предлагается новое грамматическое время — *the present perfect tense*. Это одно из самых сложных явлений грамматики для русскоязычных учащихся, ибо оно, так же как и уже известное им время *past simple*, даёт возможность сообщить о событиях, которые произошли в прошлом. Учителю следует сразу обратить внимание своих учеников на то, что время *past simple* используется в тех случаях, когда события прошлого не имеют связи с настоящим. Более того, обычно говорящий знает, когда, а часто и где это событие произошло. Новое же грамматическое время *present perfect* ориентировано на результат

действия. При этом наблюдать результат действия можно в настоящем. Данное положение можно проиллюстрировать следующими действиями.

Учитель открывает дверь в класс и через минуту закрывает её. После чего произносит фразу: 'I opened the door a minute ago'. (Известно, когда произошло действие, непосредственной связи с настоящим не наблюдается, ибо дверь закрыта.)

Затем, открыв дверь, учитель оставляет её открытой и говорит: 'I have opened the door. The door is open'. (Не имеет значения, когда произошло действие. Важен его результат — дверь открыта. Связь с настоящим налицо.)

Объяснения данного грамматического явления подробно излагаются на с. 23—24 учебника. Заметим при этом, что формы неправильных глаголов, которые учащимся придётся заучивать, подаются, с одной стороны, строго дозированно, а с другой стороны, они сгруппированы таким образом, чтобы учащимся было удобно и легко их запоминать — они частично или полностью рифмуются (ср. с. 24 *seen — been*; с. 36 *done — begun, run — swum*; с. 40 *eaten — written* и т. п.).

Подчеркнём, что в этой же учебной ситуации вводятся формальные маркеры глагольного времени *present perfect* (*already, ever, just, never, yet*). Специально оговаривается их обычное место в предложении — перед основным глаголом (см. с. 39).

Рассматриваемая видо-временная форма глагола объясняется и закрепляется в течение довольно длительного времени. С новыми её аспектами учащиеся знакомятся также в учебных ситуациях *English — a Global Language (Unit 2)* и *Living Things Around Us (Unit 3)*. Фактически же её закрепление и изучение проходит на протяжении всего учебного года. Как учебник, так и рабочие тетради предлагают разнообразные задания на использование этого времени (см. упр. 7, 8 на с. 25, упр. 9 на с. 26, упр. 10—11 на с. 27, упр. 3 на с. 30, упр. 6—7 на с. 33, упр. 8 на с. 34—35, упр. 9 на с. 36, упр. 11—12 на с. 37 и упр. 25—36 рабочей тетради № 1).

Первая учебная ситуация содержит также материал на повторение разделительных вопросов *tag-questions/ disjunctive questions* (см. упр. 1 на с. 4), что представляется весьма актуальным для восьмиклассников, поскольку эта синтаксическая структура является типичной для диалогической речи, которой на данном этапе обучения уделяется особое внимание.

Учителю следует напомнить учащимся то, как интонационно оформляются подобные вопросы, и особенно интонация в так называемом хвостике (*tag*), ибо она несёт в себе разную смысловую и функциональную нагрузку. Иными словами, если «хвостик» (*tag*) произносится с повышением интонации, то функционально это вопрос, если же с понижением интонации, то это вежливое утверждение-переспрос.

В УМК для 8 класса впервые вводится рубрика *Social English*. Она выделена отдельным блоком в рамках каждого пятого урока учебника (*Step 5*). Представленные здесь речевые образцы можно использовать также при отработке материала в рабочей тетради. Следует подчеркнуть, что при выполнении ряда заданий (упр. 11, 12, 13 на с. 46—47 учебника, а также упр. 18 на с. 17—18 рабочей тетради № 1) необходимо научить школьников расширять высказывания, сообщая о своих предпочтениях при помощи двух-трёх фраз. При этом, отрабатывая речевые образцы, можно сначала выполнить данные задания фронтально, а затем попросить учащихся сделать то же в парах и при составлении диалогов.

Как и другие учебные ситуации, представленная в блоке I учебная ситуация предлагает целый ряд заданий в формате единого государственного экзамена. К ним относятся упр. 10А на с. 10 учебника и следующие упражнения соответствующего раздела рабочей тетради № 1: упр. 1, 3 на с. 4—5, упр. 7 на с. 6, упр. 8 на с. 9, упр. 10 на с. 10, упр. 17 на с. 16, упр. 1, 2 на с. 34. Важно обратить внимание учащихся на то, что, выполняя данные задания, они постепенно готовятся к национальному экзамену.

БЛОК II. Уроки 17—33

Учебник: *Unit 2 (Steps 1—5)*

Рабочая тетрадь № 1: *Unit 2*

Учебная ситуация

“*English — a Global Language*”

Вторая учебная ситуация посвящена роли английского языка в современном мире, а также вопросу изучения иностранных языков, и в частности английского. Попутно затрагиваются такие проблемы, как происхождение и родство языков, составление словарей (на примере Вебстеровского словаря) и пользование ими, а также различия в лексике двух вариантов английского языка — британского и американского. При работе с лексикой второй учебной ситуации, как и прежде, большое внимание следует уделять лексическим явлениям, вынесенным в рубрику *Focus*. Так, при изучении английского языка, как правило, даётся материал, связанный не только с наименованием людей разных национальностей, но и самих национальностей и языков, на которых они говорят. Презентация этого материала предлагается в упр. 10 на с. 55 учебника, а закрепление — в упр. 11, 12 на с. 56 и упр. 2 на с. 58 учебника, а также в упр. 21, 26 рабочей тетради № 1. В начале работы рекомендуется тщательно изучить таблицу на с. 55 и 56 учебника, обращая внимание школьников на особенности употребления прилагательных с окончанием *-ese*, не полностью подвергшихся субстантивации. Они не образуют множественного числа с помощью окончания *-s*, а при образовании наименования нации в целом данные единицы всегда используются с определённым артиклем (ср.: *the Chinese*). Особо нужно оговорить те случаи, когда в наименовании представителей нации встречаются элементы *-man* или *-men*, *-woman* или *-women*. Они приведены отдельно во втором разделе таблицы. Хочется обратить внимание учителей на то, что слова *Briton* и *Britons* не столь часто употребляются в английском языке, так как носят формальный характер. Чаще всего их можно встретить

в политическом дискурсе. В продвинутых группах учащихся данный список можно было бы расширить, например, за счёт следующих единиц.

Country	Language (official)	People		Nations
		Sing.	Pl.	
Greece	Greek	a Greek/Greek people		the Greek
Spain	Spanish	a Spanish (a Spaniard)/Spanish people (Spaniards)		(the) Spanish
Scotland	Scottish	a Scotsman/Scotsmen, a Scotswoman/Scotswomen/Scottish people, or Scots		(the) Scottish
Wales	Welsh	a Welshman/Welshmen, a Welshwoman/Welshwomen/Welsh people		(the) Welsh
Denmark	Danish	a Danish/Danish people		(the) Danish
Finland	Finnish	a Finnish (a Finn)/Finnish people		(the) Finnish
Poland	Polish	a Polish (a Pole)/Polish people		(the) Polish

Возможно, учащиеся смогут заметить некоторую закономерность в использовании подобных слов. Так, прилагательные на *-an* частично субстантивированы и образуют множественное число по общему правилу. Прилагательные на *-ese* не субстантивированы, и к ним добавляется слово *people* для обозначения нескольких представителей нации. Прилагательные на *-ish*, *-ch* не субстантивированы, и для обозначения представителя или представителей нации необходимо использовать их в составе сложных слов с основами *-man (-men)*, *-woman (-women)*. В ряде случаев для обозначения представителя нации

в языке используются особые существительные — *a Pole, a Spaniard, a Finn*.

Обязательно обратите внимание учащихся на то, что, в отличие от русского языка, в английском языке все слова, обозначающие языки, национальности и их представителей, пишутся с прописной буквы.

Достаточно интересным для учащихся может оказаться материал, связанный с использованием различных лексических единиц для обозначения одного и того же объекта или явления в британском и американском вариантах английского языка (упр. 8 на с. 78, а также упр. 10 на с. 80 учебника). Можно рассказать учащимся, что подобных лексических единиц достаточно много, что есть некоторые различия и в фонетической, и в грамматической системах данных вариантов. А это позволило в своё время некоторым лингвистам утверждать, что существует отдельный, особый язык — американский. Однако в целом данная точка зрения в языкознании не прижилась.

Начиная с 8 класса в процессе обучения иностранному языку происходит целенаправленная работа над словообразованием, так как, завершая своё образование в 11 классе, учащиеся должны иметь сформированный и устойчивый навык использования словообразовательных моделей. Это также является одним из аспектов, знание которых проверяется в ходе выполнения заданий в формате единого государственного экзамена. Следует также обратить внимание школьников на то, что, в отличие от русского языка, слова с противоположным значением могут образовываться не только с помощью приставок, но также и с помощью суффиксов. Например, суффикс *-less* даёт возможность образовать от существительных прилагательные с отрицательным значением (ср.: *penniless, childless, countless, etc.*). Безусловно, можно использовать готовые словообразовательные таблицы. Однако, если учащиеся будут составлять такие таблицы самостоятельно, постепенно заполняя их, обращая внимание на то, что одни и те же суффиксы образуют различные части речи в зависимости от того, к основе какой части речи

они прибавляются, такая работа над лексикой будет способствовать расширению как пассивного, так и активного вокабуляра. Вопросу словообразования в учебнике посвящено, например, упр. 3 на с. 68.

Хотелось бы напомнить учителям, что особенности использования предлогов всегда должны оставаться в центре внимания. К ним следует периодически возвращаться с тем, чтобы ученикам было легче запомнить эти служебные слова. В частности, представляется, что определенную сложность могут составить следующие случаи предложного управления: *to belong to somebody, to develop into somebody or something (Step 2), kind of + adjective, to be popular with somebody, to speak in a quiet (loud, etc.) voice, in other words (Step 3), to prefer something to something, to wait for somebody, at the beginning (Step 5)*.

Не исключено, что в некоторых классах составленных авторами заданий на эту тему может оказаться недостаточно (упр. 12 на с. 89 учебника и упр. 22 на с. 56 рабочей тетради № 1). В этом случае учитель может составить свои задания на употребление предлогов, к примеру, можно попросить школьников заполнить пропуски пропущенными предлогами или же выбрать из трёх-четырёх предлогов правильный (задание на множественный выбор — *multiple choice*).

Во второй учебной ситуации продолжается работа над видо-временными формами грамматического времени *present perfect*. Упр. 2 на с. 49 учебника даёт возможность учащимся в диалогической форме, имитируя реальную ситуацию общения, вернуться к изученному материалу и использовать необходимые формы указанных глаголов для завершения предлагаемых ситуаций. Учитель также может обратить внимание учащихся на усечённые (краткие) формы времени *present perfect* в предложениях, напомнить, что они свойственны устной речи, и предложить задание по переводу полных форм в краткие и наоборот.

Таблица *Focus* на с. 50 учебника знакомит восьмиклассников с третьей формой уже известных им

так называемых неправильных глаголов. В таблицу включены 14 глагольных единиц, однако думается, что с освоением предлагаемого материала проблем возникнуть не должно. Как и в предыдущих уроках, авторы попытались облегчить учащимся процесс запоминания новых форм. Все глаголы сведены в эту таблицу по принципу аналогии: у них совпадают вторая и третья формы. Иными словами, новый материал для запоминания новым по существу не является. Тем не менее, как и в предыдущей учебной ситуации, учащимся предлагается потренироваться в запоминании этих глагольных форм. Ещё раз подчеркнём, что глагольные таблицы данного типа проходят сквозным заданием через обе рабочие тетради, причём каждая последующая включает изученные ранее формы глаголов. Это даёт возможность восьмиклассникам достаточно успешно овладеть необходимыми видо-временными формами так называемых неправильных глаголов. Заметим, однако, что учащимся следует указать на различия в правописании первых шести глаголов. Две глагольные единицы во второй и третьей формах (*caught, taught*) имеют написание, отличное от остальных глагольных единиц, которые пишутся в этих случаях через *ou* (ср.: *brought, bought, fought, thought*). Упр. на с. 50 учебника, а также соответствующие упражнения из рабочей тетради помогут учащимся поработать с указанными глаголами в изучаемом грамматическом времени.

В рамках второй учебной ситуации учащимся предлагаются ещё две таблицы, включающие в себя три формы так называемых неправильных глаголов (с. 63 и 76 учебника). И в этих случаях глаголы сведены в таблицу по принципу аналогии (см. таблицу *Focus* на с. 76, где вторая и третья формы глаголов совпадают). Это значит, что ещё 17 лексических единиц не требуют специального заучивания.

Таблица, расположенная на с. 63 учебника, содержит пять глаголов, формы которых следует выучить. Однако сами они тоже подобраны по подобию форм: *broken, chosen, driven, ridden, gone*. Учащимся можно дать пояснения по поводу некоторых ню-

ансов использования изучаемого времени. Прежде всего, обратите их внимание на маркеры *this morning, this week, this year, today, etc.* Все они в предложении являются обстоятельствами времени, причем обозначают период времени, который в момент речи не является завершённым.

I have seen him this week. — Я видел его на этой неделе.

Неделя ещё не окончена, связь с настоящим очевидна.

Но: *I saw him yesterday.* — Я видел его вчера.

Здесь имеется указание на тот факт, что действие произошло в прошлом и связи с настоящим нет, так как период времени, обозначенный словом *yesterday*, уже завершён. От вышеуказанных случаев несколько отличается употребление *present perfect* с маркерами *this morning, this afternoon* (см. таблицу *Focus* на с. 77 учебника). Дело в том, что говорить «сегодня (*today*), «на этой неделе» (*this week*), «в этом месяце» (*this month*) возможно лишь в том случае, когда день, неделя или месяц ещё длятся. Таким образом, осуществляется явно выраженная связь с настоящим, а перечисленные выше формальные указатели сигнализируют о необходимости использовать изучаемое время *present perfect*.

I've bought a puppy this month.

We've written a test this week.

They've built a house this year.

Далее уместно более детально рассмотреть семантику сочетаний *this morning, this evening, this afternoon*. Сказать «сегодня утром», «сегодня днём», «сегодня вечером» можно в разное время суток. Возьмём для примера сочетание *this afternoon*. О событии, связанном с полднем определённого дня, можно сообщить в этот день, либо 1) когда полдень продолжается, либо 2) когда уже наступил вечер, а полдень как время суток уже завершён. В первом случае маркер *this afternoon* чётко указывает на связь с настоящим, и вся ситуация воспринимается аналогично случаям с маркерами *today, this week, this month* и т. д.

1) *I have met John this afternoon.* (Я сообщаю об этом событии в полдень, связь с настоящим очевидна, необходимо использование *present perfect*.)

2) Полдень уже завершён, и лишь поздно вечером я сообщаю кому-то о том, что видела Джона в полдень. Связи с настоящим нет. В этом случае необходимо употребление обычного прошедшего времени (*past simple*.) Во втором случае вся ситуация должна быть рассмотрена с точки зрения прошлого. *I saw John this afternoon.* Упр. 6 на с. 77 учебника поможет учителю при объяснении вышеуказанного положения.

В случае необходимости создать такие контрастирующие ситуации можно самостоятельно или же привлекая к этому процессу самих учащихся, попросив их придумать подобные ситуации.

Таблица *Focus* на с. 52—53 учебника предлагает информацию о двух единицах английского языка *already* и *yet*, которые могут выступать в качестве аналогов русского слова *уже* в вопросах типа: «Ты уже прочитал книгу?» Если задающий вопрос хочет получить ответ «да» или «нет», то структура задаваемого вопроса будет следующей: *Have you read the book yet?*

Если же спрашивающий выражает своим вопросом ещё и удивление или недоумение, то, скорее всего, он произнесёт свою фразу следующим образом: *Have you already read the book?*

В этом случае коммуникативное содержание предложения меняется, и по сути оно перестаёт быть вопросом. При этом на русский язык данное вопросительное предложение можно перевести так: «Ты что, уже прочитал книгу?»

Упр. 5, 7 на с. 52—53 и упр. 4 на с. 59 учебника предоставляют учащимся возможность потренироваться в употреблении подобных вопросов.

В рамках второй изучаемой учебной ситуации *English — a Global Language* большое внимание уделяется не только дальнейшему изучению грамматического времени *present perfect*, но и последовательной работе по его закреплению, а также и сопоставлению уже хорошо известного учащимся времени

past simple с новым временем *present perfect* (см. *Focus* на с. 69 учебника, а также упр. 5, 6 на с. 70—71, упр. 5 на с. 77, упр. 11 на с. 81, упр. 2 на с. 82, а также упр. 33 на с. 66—67 рабочей тетради).

В последнем уроке (*Step 5*) этой учебной ситуации в учебнике в таблице *Focus* на с. 82 учащимся предлагается список наречий, с которыми весьма часто используется изучаемая видо-временная форма в речи. Ср.:

*I have seen this film **before**.*

*I have found it out **lately**.*

*He has read the text **several times**.*

*It's **the first time** she has come here.*

В этой же таблице показано, что своеобразным маркером изучаемого времени могут служить прилагательные в превосходной степени, используемые с указателем *ever*:

*She is **the best** dancer we have **ever** seen.*

*It's **the shortest** text I have **ever** read.*

*It's **the longest** word I have **ever** learnt.*

Упр. 3, 4 на с. 83—84 учебника нацелены на закрепление изученного материала школьниками. Помочь им здесь может и упр. 32 на с. 65—66 рабочей тетради № 1.

Раздел *Social English* второй учебной ситуации (*Unit 2*) представлен речевыми клише, которые необходимо заучить, чтобы правильно выражать по-английски своё удивление. Учебник предлагает на их отработку два упражнения — 10 и 11 на с. 89, а рабочая тетрадь № 1 — упр. 40 на с. 73. При необходимости вы можете попросить учащихся самостоятельно придумать и сказать что-то, что может удивить одноклассников. Эту работу можно проводить быстро по цепочке. Факты, приведённые в упр. 10 на с. 89 учебника, касаются исключительно языка. Однако учитель может привести удивительные факты из других областей знаний и попросить учащихся дать естественную реакцию на его утверждения. Например: 1) *One of the best mountain climbers was a dog from Switzerland. Her name was Tschingel. She climbed 53 of the most difficult moun-*

tains in the Alps. 2) Moles are very good diggers. They can dig a two-metre tunnel in about 12 minutes. 3) Dolphins have a wide vocabulary of over 32 sounds. A dolphin uses different sounds to tell others in the group who it is, where it is and to warn them if there is danger. Таким образом, с помощью интересных и познавательных заданий можно периодически возвращаться к столь важной для диалогической речи лексике.

Вторая учебная ситуация (*Unit 2*), как и первая, предлагает задания, способствующие подготовке к единому государственному экзамену. Рекомендуем учителям заострить на этом факте внимание учащихся. В учебнике это упр. 7А на с. 61, а в рабочей тетради № 1 — упр. 3, 10, 12.

БЛОК III. Уроки 34—49

Учебник: Unit 3 (Steps 1—5)

Рабочая тетрадь № 1: Unit 3

Учебная ситуация “Living Things Around Us”

Учебная ситуация блока III — *Living Things Around Us*. Изучая эту тему, учащиеся познакомятся с названиями растений, животных, птиц. Некоторые виды флоры и фауны типичны как для Великобритании, так и для России. Некоторые названия растений и животных знакомы учащимся из сказок и других фольклорных произведений. Кроме того, многое они узнали из курсов географии и биологии. Работа с такого рода фактическим материалом способствует установлению и укреплению межпредметных связей, что формирует фоновые знания учащихся.

В третьем блоке продолжается работа над расширением словарного запаса учащихся и над изучением особенностей семантики и употребления отдельных лексических единиц. В частности, внимание учащихся снова обращается к лексеме *other(s)*, что является продолжением темы, поднятой в предыдущем блоке. Подчеркнём ещё раз, что особенностью данной серии УМК является дробное, пошаговое введение нового материала, что, как представляется ав-

торам, способствует его лучшему усвоению. На этот раз в центре внимания оказывается использование лексемы *other(s)* с определённым артиклем в тех случаях, когда речь идёт об определённых или всех оставшихся из упомянутых прежде предметах или явлениях.

Кроме того, в этом блоке происходит сопоставление сходных форм: *another, other, the other, others, the others*.

При обсуждении вопроса о различных английских эквивалентах русского слова «земля» (*Step 3*) можно обратить внимание учеников на то, что современная орфографическая норма допускает написание слова *earth* в значении «планета Земля» как с прописной, так и со строчной буквы: *the planet Earth (the Earth)* или *the planet earth (the earth)*.

При введении новой лексики рассматриваемого здесь блока ряд лексических единиц может вызвать определённые трудности у учащихся. Среди них существительное *species* (вид, образец), у которого совпадают формы единственного и множественного числа, а также слово *desert*, образующее вместе с именами собственными географические названия: *the Gobi Desert, the Sahara Desert*. Обратите внимание своих учеников на использование в наименованиях пустынь определённого артикля. При обсуждении этого вопроса у учителя появляется хороший повод для повторения темы артикля с географическими названиями. Думается, что такую возможность надо использовать, поскольку разнообразные случаи использования определённого и нулевого артиклей с географическими названиями достаточно сложны для запоминания.

В рамках третьей учебной ситуации учащиеся знакомятся с видо-временными формами *present perfect progressive*. Довольно детальное объяснение этого глагольного времени предлагается в таблицах *Focus* на с. 95 и 108 учебника. Рассказывая учащимся об особенностях его употребления, учителю стоит обратить их внимание на то, что на русский язык предложения в этом времени переводятся настоящим временем.

It has been snowing since morning. — Снег идёт с утра.

He has been drawing the picture for half a year. — Он рисует картину полгода.

Выполняя упр. 6, 7, 8 на с. 96—97, нацеленные на закрепление этой структуры, учащиеся могут обратить внимание на тот факт, что предлог *for*, который характеризуется как маркер *present perfect progressive*, может встречаться и в предложениях с глаголами в *past simple*.

She sat on a bench for an hour then stood up and went to the house.

We walked in silence for a quarter of an hour then he spoke.

На этот факт можно специально обратить внимание школьников, подчеркнув, что одни и те же единицы могут быть использованы в различных ситуациях — для описания прошлых и настоящих событий.

They have been working here for 2 hours. — Они *работают* здесь в течение двух часов.

They worked in the garden for 2 hours and then decided to have a bite. — Они *работали* в саду в течение двух часов, а затем решили перекусить.

Можно также оговорить тот факт, что при описании событий в прошлом, как это сделано в последнем из приведённых выше предложений, анализируемая фраза содержит в своей структуре два глагола. Ср. также:

*We **discussed** the details of the plan for three hours and then **had** a break.*

Очень важным моментом при ознакомлении учащихся с грамматическим временем *present perfect progressive* является указание на тот факт, что в сложноподчинённых предложениях типа *Kate has been cooking since she returned home* возможно одновременное использование *present perfect progressive* в главном предложении (*has been cooking*) и простого прошедшего времени в придаточном предложении (*she returned home*). Упр. 3 на с. 108 и упр. 2 на

с. 114—115 учебника помогут учащимся попрактиковаться в использовании этого времени. Закрепление нового грамматического материала можно проводить также, используя материалы следующих упражнений из учебника: упр. 11 на с. 99, упр. 2—5 на с. 100—102, упр. 1, 12 на с. 106, упр. 2 на с. 108, а также соответствующих упражнений из рабочей тетради № 1 (№ 23 на с. 99, № 24, 25 на с. 100).

Следующим значимым фактором при рассмотрении перфектных времён является информация, предлагаемая в таблице *Focus* на с. 115 учебника. Речь идёт о том, что часть глаголов в английском языке не употребляется в продолженных формах. К таковым относятся глаголы *to be, to have, to know, to love, to want*. Следствием этого является невозможность употребления этих глаголов в изучаемом времени *present perfect progressive*. Вместо него в аналогичных ситуациях эти глаголы используются в *present perfect*. Ср.:

I have known him for 10 years. — Я знаю его 10 лет (знала его 10 лет тому назад и знаю сейчас).

He has been here since he arrived. — Он находится здесь с того момента, как приехал (он был здесь какое-то время в прошлом, и сейчас он тоже здесь).

На с. 126 учебника предлагается сводная таблица сходных и дифференциальных характеристик грамматических времён *present perfect* и *present perfect progressive*. Предпочтительно, чтобы учитель проанализировал таблицу вместе с учащимися, а затем предложил им попрактиковаться в выборе необходимых видо-временных форм, выполняя упр. 5 на с. 126—127 учебника и упр. 22 на с. 98—99 рабочей тетради № 1.

Помимо большой и сложной темы, касающейся использования видо-временной формы *present perfect progressive* в английском языке, третий блок также предлагает материал, связанный с употреблением в английском языке возвратных местоимений. При изучении возвратных местоимений важно, чтобы учащиеся прочно усвоили сами формы местоимений в единственном и множественном числах. Запоминанию этих форм должно способствовать выпол-

нение упр. 5 на с. 110 и упр. 12 на с. 114 учебника, а также упр. 2 из рабочей тетради № 1. По большей части случаи использования возвратных местоимений в русском и английском языках совпадают (ср.: *to cut oneself* — порезаться), однако ряд глаголов (*to wash, to dress, to bathe, to shave, to hide, to feel*) являются возвратными в русском, но не в английском языке. Понятно, что именно они являются источником ошибок учащихся, а следовательно, к ним необходимо периодически возвращаться, напоминая ученикам об особенностях употребления этих глаголов. Материал, связанный с возвратными местоимениями, приводится в основном в третьем уроке (*Step 3*), но имеет продолжение в пятом уроке (*Step 5*). Здесь следует объяснить ученикам, что использование предлога *by* является факультативным и что с его помощью предложение делается более эмоциональным, эмфатическим. В целом же фразы *he did it himself* и *he did it (all) by himself* означают одно и то же.

Очень важным представляется раздел *Social English* блока III. Приведённые здесь клише — это тот материал, которым люди пользуются постоянно, а правильный выбор того или иного оборота и правильная реакция на поздравления или пожелания позволяют соблюдать столь важный для общения речевой этикет. Особенно важно довести до сознания учащихся, что, в отличие от русского языка, где слово «поздравляю» применимо для целого ряда случаев и житейских ситуаций, в английском языке для разных случаев существуют различные формулы вежливости. Неправильно было бы использовать глагол *to congratulate* в таких предложениях, как *I congratulate you on the Teacher's Day* и *Congratulations on the New Year*, которые можно рассматривать как кальки с русского языка. К сожалению, подобный подход всё ещё имеет место в практике преподавания. Можно рекомендовать учителю использовать любые поводы — дни рождения, праздники и т. п. — для того, чтобы снова и снова напоминать ученикам о том, как правильно использовать в английском языке формулы вежливости.

В блоке III так же, как и в других блоках, есть задания, близкие к формату единого государственного экзамена. Это, в частности, упр. 9 на с. 104 и упр. 7 на с. 117, а также упр. 10 на с. 105. Кроме того, в формате ЕГЭ предлагаются задания на аудирование под № 1 на с. 114 и № 1 на с. 123. Часть подобных упражнений можно найти и в соответствующем разделе рабочей тетради № 1: упр. 2, 3 на с. 80—81, упр. 7 на с. 83—84 и упр. 9 на с. 86—87.

БЛОК IV. Уроки 50—65

Учебник: Unit 4 (Steps 1—5)

Рабочая тетрадь № 2: Unit 4

Учебная ситуация “The ABC of Ecology”

Несмотря на то что в программе общеобразовательной школы не существует отдельного предмета «Экология», к 8 классу в рамках изучения курсов «Окружающий мир», «География», «Биология» учащиеся уже достаточно хорошо знакомы с этой проблематикой. Вот почему тематика четвёртой учебной ситуации не должна вызывать трудностей в восприятии изучаемого материала. Более того, тот факт, что информация по экологии подаётся целостным блоком, в значительной степени способствует консолидации полученных знаний, а значит, и более глубокому восприятию самой проблемы.

Предлагаемые в данном разделе тексты *What Is Ecology?* (с. 136), *Our Environment* (с. 147), *An Unusual Badge* (с. 159), *As Dead as a Dodo* (с. 162), *What Can I Do?* (с. 163), *Shall We Survive?* (с. 167—168) способствуют формированию у учащихся системных знаний о состоянии среды нашего обитания в XXI веке, об основных вопросах экологии, с которыми столкнулось человечество в наши дни, о возможных выходах из создавшейся на планете непростой экологической ситуации.

Естественно, что задания во всех видах речевой деятельности — аудировании, чтении, говорении и письме — предполагают использование специальной, экологически ориентированной лексики, связан-

ной с изучением тех средств выражения, которые необходимы при обсуждении вышеперечисленных проблем. Это и среда обитания различных представителей фауны, и взаимовлияние, которое оказывают друг на друга живые организмы, это и вымирающие виды растений и животных, и проблемы приспособления к новым условиям жизни, вызванные климатическими изменениями на планете, ухудшением состояния воздуха, водных ресурсов, загрязнением, в том числе и радиоактивным, мест проживания *homo sapiens* и иных живых организмов.

Большое количество лексических единиц, подлежащих изучению, представляют собой не гештальтные образования, а единицы членимые, построенные по определённым словообразовательным моделям (*pollution, surroundings, collection, population, survival, healthy, ecologist, development, etc.*). Многие модели образования новых слов при помощи аффиксации (деривации) уже знакомы учащимся. Возможно, перед тем как знакомить их с новыми аффиксами (*-tion, -ance, -th, -ment, -ist*), стоит вспомнить уже известные школьникам образовательные суффиксы (*-er, -y, -ly, -ful*) и префиксы (*un-, dis-*), изученные на более ранних этапах обучения.

Целесообразно дать ученикам задание вспомнить уже известные им слова со знакомыми суффиксами и приставками, а также напомнить, что задания на образование новых слов входят составной частью в материалы ЕГЭ (см., например, упр. 9 на с. 138 учебника, упр. 26 на с. 26 рабочей тетради № 2).

Знакомство учащихся с новыми словообразовательными элементами на этом этапе рекомендуется предварить пояснением учителя о том, какие морфологические структуры являются типичными для современного английского языка. Это, безусловно, односложные корневые лексемы. Можно попросить учащихся вспомнить наименования предметов, которые их окружают: *door, floor, board, desk, chair, table, pen, chalk* и т. д., чтобы они убедились в правильности выработанного умозаключения. Учитель может помочь учащимся вывести формулу типичной для изучаемого языка морфологической струк-

туры $W = S = R$, где W (*word*) — слово, S (*stem*) — основа, R (*root*) — корень. Следует пояснить школьникам, что более сложные морфологические структуры, конечно, встречаются в английском языке, но они менее типичны для разговорной речи. При этом неплохо бы подчеркнуть, что любой суффикс можно проанализировать с нескольких точек зрения.

Во-первых, с помощью суффиксов можно определить, какая часть речи была образована при помощи тех или иных деривационных элементов. Так, предлагаемые на с. 138 учебника суффиксы *-tion*, *-ance*, *-ist*, *-ment*, *-th* дают возможность образовать имена существительные. Можно попросить учащихся образовать субстантивы от уже известных им слов или интернациональных единиц, не включённых в таблицу *Focus* на упомянутой с. 138 учебника, например:

pollute — pollution
translate — translation
illustrate — illustration
demonstrate — demonstration
explain — explanation
congratulate — congratulation
relate — relation
pronounce — pronunciation
drama — dramatist
solo — soloist
geology — geologist
technology — technologist
improve — improvement
agree — disagreement
move — movement
strong — strength
broad — breadth

Что касается последних пар единиц *strong — strength*, *broad — breadth*, следует напомнить, что в английском языке также происходит изменение корневой гласной в таких словах, как *tooth*, *goose*, *foot*, при образовании множественного числа существительных (соответственно: *teeth*, *geese*, *feet*). Однако в последнем случае образования новых слов не происходит. Изменяется лишь форма слова, ины-

ми словами, здесь происходит процесс словоизменения. Соответственно пары единиц и рассмотренные случаи образования множественного числа существительных представляют собой различные лингвистические явления.

Во-вторых, каждый суффикс может быть охарактеризован с точки зрения его семантики. Так, например, существительные, образованные от глаголов при помощи аффикса *-tion*, обозначают состояния или процессы, которые описывает соответствующий глагол. Например: *If you give someone protection, you protect them from unpleasant effects or events*. Сравни также значения приведённых выше существительных с суффиксом *-tion* (*pollution, congratulation, demonstration, etc.*).

Суффикс *-ment*, образуя имена существительные, даёт указание на процесс производства или выполнения действия, выраженного глаголом, от которого образован дериват, или же субстантив может указывать на результат такого процесса. Например, *pay — payment, enjoy — enjoyment*.

Выделяемый в морфологических структурах имён существительных *length, strength, width, breadth* и т. д. суффикс *-th* в настоящее время не может образовывать субстантивы. Рассмотренные выше лексические единицы с анализируемым суффиксом *-th* представляют собой целостные образования с точки зрения современного состояния английского языка. Заметим также, что эта группа единиц крайне малочисленна. Здесь, возможно, не лишним будет напомнить учащимся о существовании омонимичного суффикса *-th* в английском языке, при помощи которого образуются порядковые числительные и который весьма активно принимает участие в процессе создания новых слов в изучаемом языке.

Суффикс *-ance* также может участвовать в образовании существительных, причём как от основ прилагательных (*important — importance*), так и от глагольных основ (*assist — assistance, dominate — dominance*). Заметим, что данный суффикс используется для образования абстрактных существительных.

При помощи суффикса *-ist* в современном английском языке образуются имена существительные, обозначающие профессию, род занятий человека: *pianist, ecologist, guitarist, artist, scientist, archaeologist*. Помимо этого, его можно выделить в структуре субстантивов, обозначающих людей, чьё поведение, как правило, основано на убеждениях: *feminist, idealist* и др.

Упр. 9 на с. 139 учебника и упр. 26 на с. 26 рабочей тетради № 2 предлагают задания на изученный материал по словообразованию в формате ЕГЭ.

Естественно, что с точки зрения содержания большинство единиц новой лексики учебной ситуации *The ABC of Ecology* вводится для того, чтобы расширить так называемый *Topical Vocabulary* по теме. Часть этой лексики представляет некоторые орфографические трудности. С этой точки зрения следует сделать акцент на правописании таких слов, как *nowadays, surround(ings), health, behaviour, nature/natural, pollute, endangered, extinct* и т. д.

Внимание школьников, как всегда, следует обратить на особенности употребления некоторых лексических единиц. Прежде всего, это предложное управление: *in relation to sth, to be in good health, to survive in some place, waste of time, to be in (out of) danger, to protect from sth*. Упр. 12 на с. 140 учебника, упр. 11 на с. 156 учебника, а также упр. 22 и упр. 21 (рабочая тетрадь № 2) помогут учащимся запомнить использование предлогов с изучаемыми лексическими единицами.

В таблице *Focus* на с. 141 учебника подробно объяснено различие в употреблении двух лексем *among* и *between*. Здесь же предлагаются типичные словосочетания с этими словами. Упр. 2 на этой же странице поможет закрепить этот материал. Следует особо подчеркнуть, что предлог *between* употребляется не только в тех случаях, когда речь идёт о положении какого-то объекта между двумя предметами: ср. *between us, between you and me, between ourselves*. Кроме того, если речь идёт о возможности выбора более чем из двух опций, также возможно использование

between, но не *among*: *Third year students have a choice between philosophy, sociology and economics.*

Внимание учащихся следует также сконцентрировать на таблице *Focus* на с. 138—139 учебника, в которой объясняются различия между единицами *all, both, each*. Упр. 10 на с. 139 учебника и упр. 27 А, В на с. 27 рабочей тетради № 2 помогут учащимся закрепить данный материал.

Сравнительная конструкция *the more... the more, the more... the less* (см. таблицу *Focus* на с. 160—161 учебника), изучаемая в данном уроке, как правило, не представляет значительной трудности для учащихся. Упр. 9, 10, 11 на с. 161—162 учебника, а также упр. 36 на с. 34 рабочей тетради № 2 дадут учащимся возможность потренироваться в использовании упомянутых выше явлений языка.

Одной из основных грамматических тем блока IV является продолжение работы над модальными глаголами и их эквивалентами.

Модальные глаголы представляют собой сложное явление в английском языке и, соответственно, трудность при их изучении. В 7 классе в блоке VI учащиеся изучали использование глаголов *must, may, should*. Кроме того, они уже достаточно хорошо знакомы с глаголом *can (could)*. Следует напомнить учащимся, что модальные глаголы выражают не действие или состояние, а отношение к действию или состоянию. Они всегда употребляются в предложении (за исключением кратких ответов на вопрос) вместе со вторым глаголом и образуют составное глагольное сказуемое. При этом все модальные глаголы, за исключением глаголов *ought to* и эквивалента глагола *must — have to*, сочетаются с основным глаголом без частицы *to*. При этом и вопросительные, и отрицательные предложения строятся без вспомогательного глагола (кроме глагола *have to*, который модальным не является и для которого необходимо использовать вспомогательный глагол *do/does — Do you have to get up early?*).

В данном блоке в центре внимания оказываются глаголы *need* и *have to*, проводится их изучение и сопоставление. Главным семантическим различием между глаголами является то, что, в отличие от гла-

гола *need*, глагол *have to* обычно используется в тех ситуациях, когда необходимо подчеркнуть внешний, объективный характер обстоятельств, заставляющих действовать так или иначе: *He has to take care of his relatives.* (Он вынужден заботиться о родственниках, так сложились обстоятельства, к примеру, он единственный, кто может это сделать.) *He needs to take care of his relatives.* (Ему необходимо заботиться о родственниках, в этом есть острая потребность.) Глагол *have (got) to* не является модальным, а потому требует вспомогательного глагола *do* в вопросах и отрицаниях. Это последнее правило не всегда легко усваивается, так как обычно ассоциируется с модальными глаголами. Поэтому часто оказывается необходимым давать учащимся дополнительные задания, к примеру задание сделать из утвердительных предложений вопросительные и отрицательные: *You have to get up early. Do you have to get up early? You don't have to get up early.*

Глагол *need* может употребляться в качестве модального глагола и самостоятельного глагола. Как самостоятельный глагол он имеет значение «нуждаться в чём-либо, в ком-либо; требоваться». На русский язык он переводится безличным оборотом «нужно». В этом же значении он спрягается как обычный глагол. После него может стоять дополнение, например: *We need air to breath.* Этот глагол может также образовывать составное глагольное сказуемое, при этом второй глагол употребляется с частицей *to*: *I need to answer the letter today.* Отрицательная форма образуется, как и у обычных глаголов, например: *You do not/don't need to do it.* Соответственно, в вопросительной форме также требуется вспомогательный глагол *do*: *Do you need to do it? Will you need to sort out the mail?*

Need в качестве модального глагола, как правило, употребляется в отрицательных, реже вопросительных предложениях и выражает необходимость или обязанность совершения какого-либо действия. Как модальный глагол он употребляется только в *present simple* и не имеет окончания *-s* в 3-м лице единствен-

ного числа. Ср.: *you mustn't do that* — выражает запрет; *you needn't do that* — здесь выражена необязательность совершения действия. Отрицательная форма модального глагола *need* — *need not (needn't)* весьма часто употребляется в современном языке, в то время как *need* в вопросительных предложениях является признаком формальной речи или профессиональной речи журналистов, особенно это характерно для американского варианта английского языка¹.

Изучаемая в третьей части учебной ситуации (*Step 3*) конструкция *used to* не должна вызывать больших сложностей при её изучении со стороны учащихся (см. таблицу *Focus* на с. 152 учебника). Важно, чтобы восьмиклассники поняли, что она может быть использована тогда, когда необходимо рассказать об определённых событиях, протекавших в прошлом, но к моменту речи больше не происходящих. Например:

I used to dance when I was younger. (Сейчас я уже не танцую.)

We used to swim a lot last summer. (А сейчас зима, и мы не плаваем.)

Объясняя данную конструкцию, учителю следует обратить внимание учащихся на её произнесение [ˈjuːsttu:]. Можно сказать, что после данной конструкции обычно используется инфинитив: *I used to like milk when I was a child.*

Однако в некоторых случаях инфинитив может опускаться: *I don't play golf now, but I used to.*

Хотя в таблице *Focus* упоминается о необходимости использования вспомогательного глагола *did* для образования вопросов и отрицаний с указанной конструкцией (*Did you use to work here? We didn't use to read books about dinosaurs.*), в принципе возможно построение отрицаний без вспомогательного глагола: *They used not to allow shops to be open on Sundays.*

¹ См. словарную статью глагола *need* в словаре: Mac-Millan English Dictionary for Advanced Learners. — 2006. — С. 947.

Как видно из приведённого выше примера, подобные построения отрицательных предложений возможны в официальном стиле английского языка. Акцентировать внимание учащихся на этих моментах не стоит, но в случае соответствующего вопроса школьников учитель должен быть в состоянии корректно на него ответить. Более подробную информацию учитель может, в частности, найти в словаре *MacMillan English Dictionary for Advanced Learners* (2006. — С. 1649).

В рамках учебной ситуации *The ABC of Ecology* учащиеся знакомятся с использованием инфинитива в атрибутивной функции (*the book to read, the poem to remember, the text to translate*). Этот материал излагается в таблице *Focus* на с. 148 учебника. Он предлагается учащимся на этом этапе в качестве ознакомительного. Учителям следует помочь учащимся понять этот языковой феномен. Учащиеся должны правильно воспринимать подобные структуры в тексте и речи, но они пока не предлагаются школьникам для активного воспроизведения в монологах и диалогах. Если учитель тем не менее считает, что у него в группе учащиеся могут использовать предложенные обороты в речетворчестве, он должен будет подготовить специальные задания для отработки данного явления.

К 8 классу учащиеся уже должны чётко осознавать, что в языке существуют различные средства для описания одной и той же ситуации, события, объекта. Приводимая в таблице *Focus* на с. 164 учебника информация о восклицательных предложениях может служить хорошей иллюстрацией данного положения. Сопоставляя предложения *What a clever dog Rex is! How clever Rex is!*, следует подчеркнуть, что финал первой фразы можно опустить (ср.: *What a clever dog!*) и что подобные сокращённые варианты восклицаний весьма частотны в устной речи. Особо следует оговорить использование в восклицаниях артиклей со всеми разрядами имён существительных (исчисляемые в единственном и множественном числе, неисчисляемые абстрактные

и вещественные существительные). Упр. 3 на с. 165 учебника и упр. 31 на с. 30—31 рабочей тетради № 2 дают возможность закрепить данные моменты.

В разделе *Social English* четвёртой учебной ситуации *The ABC of Ecology* на с. 168 учебника учащимся предлагаются фразы, при помощи которых оказывается возможным проинструктировать людей по поводу выполнения определённых действий. В части В упр. 9 на той же странице учебника и в упр. 37 на с. 35 рабочей тетради № 2 восьмиклассники могут создать тексты-инструкции, используя предложенные речевые клише. При желании учитель вместе с учениками может подготовить иные инструкции, следуя которым можно будет посадить различные растения или выполнить иные действия, провести опыты по естественно-научным предметам и т. п.

Материалами данного блока, которые помогут подготовить учащихся к сдаче экзамена по английскому языку в формате ЕГЭ, следует считать упр. 12 на с. 138 (словообразование), упр. 1 на с. 140 (аудирование), упр. 1 на с. 150 (аудирование), упр. 4 на с. 151 (чтение), упр. 8 на с. 168 (говорение).

БЛОК V. Уроки 66—81

Учебник: Unit 5 (Steps 1—5)

Рабочая тетрадь № 2: Unit 5

Учебная ситуация “Keeping Fit”

Тематически учебную ситуацию *Keeping Fit* в определённой степени можно соотнести с учебной ситуацией *The Way We Look* из УМК для 7 класса. Однако, если в предыдущем УМК внимание учащихся, прежде всего, было направлено на то, чтобы научиться употреблять соответствующие средства выражения для описания внешности человека, его одежды, частично его внутреннего мира, то в 8 классе основной акцент ставится на проблеме физического здоровья человека, здорового образа жизни. Отсюда вытекает необходимость ознакомления как со спортивной лексикой, так и с лексикой, необходимой для обсуждения медицинских проблем.

Соответственно, значительная часть вводимой лексики принадлежит именно этим областям действительности. Это такие лексемы, как *exercise, relax, smoke, junk food, harm, medicine, jog, ill, sick, ache, pain, cure, recover, etc.*

Часть этой лексики имеет определённые особенности употребления, которые могут вызывать трудности у учащихся. Прежде всего, это предложное управление и те случаи, когда предлоги в английском и русском языках в сопоставимых случаях не совпадают. К ним можно отнести глаголы *to join somebody, to cure somebody of something, to climb a mountain*; существительные *a medicine for some thing, a prescription for some thing, an advantage over somebody*. Лучше запомнить предлоги могут помочь упр. 11 на с. 194 и упр. 14 на с. 213 учебника, упр. 28 на с. 74 и упр. 32 на с. 78 рабочей тетради № 2. Однако можно рекомендовать учителю при необходимости посвятить предлогам больше времени, периодически возвращаясь к трудным случаям.

Как и в других блоках УМК для 8 класса, большое внимание в пятом блоке уделяется тем или иным лексическим сложностям. В учебнике они объясняются в разделах *Focus*. Прежде всего, это материал первого урока (*Step 1*), связанный с позицией слова *enough* в предложении. Особое внимание следует уделить случаям сочетания данной лексемы с прилагательными и наречиями (*long enough, badly enough*), поскольку эти случаи расходятся с принятыми в русском языке сочетаниями «достаточно долгий», «достаточно трудно» и т. п. Данное явление отрабатывается в упр. 11 на с. 176 и упр. 12 на с. 177 учебника.

При семантизации лексики второго урока (*Step 2*) следует специально остановиться на лексеме *hardly*. Учащиеся часто путают её с наречием *hard*, что приводит к значительному искажению смысла высказывания и неверному использованию рассматриваемой единицы. Кроме того, следует запомнить, что употребление *hardly* или *hardly ever* делает смысл предложения отрицательным, и, соответствен-

но, в таких предложениях необходимо употреблять местоимение *any* и его производные: *anyone, anybody, anything, anywhere, etc. You can hardly see anybody in the streets at night.* (См. также упр. 9 на с. 183 учебника и упр. 27А на с. 68—69 рабочей тетради № 2.)

В этом же блоке продолжается работа над синонимическими парами. В данном случае это такие слова, как *sick* и *ill*. Обычно оба прилагательных переводятся на русский язык одинаково — «больной». В продвинутых группах учитель может не только указать на различие в их использовании в качестве атрибута и предикатива (ср.: *sick people, to be sick/ill*, однако только *sick people*), но также упомянуть и о различиях, существующих в употреблении данных адъективных единиц в британском и американском вариантах английского языка. Так, в британском варианте *to be sick* означает *to vomit* (правда, в неформальных контекстах, в разговорной речи). При атрибутивном использовании прилагательное *ill* может реализовать значение «дурной», «злой». К таким словосочетаниям можно отнести следующие словосочетания: *ill wind, ill person, ill behaviour, ill habit, ill-bred, ill-advised, ill at ease*. С этим же значением употребляется наречие *ill*. Ср.: *to speak ill of somebody, to behave ill, to think ill of somebody, to treat somebody ill*. Особое внимание в этом блоке уделяется словам, представляющим сложность в употреблении для русскоязычных учащихся вследствие того, что они имеют одинаковый перевод на русский язык — *still* и *yet*. Различия между этими лексемами кратко объяснены в учебнике (см. таблицу *Focus* на с. 185). При этом следует обратить внимание на типы предложений и местоположение в них рассматриваемых единиц. *Yet* употребляется в отрицательных предложениях и ставится в конце предложения. *Still* употребляется в утвердительных и вопросительных предложениях. Его место в предложении перед смысловым глаголом, между подлежащим и сказуемым, но после глагола *to be* или вспомогательного глагола. Например: *He is 62, but he still works.*

It is still early. He may be still stay at home. Особенности употребления этих лексем отрабатываются в упр. 12 на с. 185 учебника и в упр. 27 В, С на с. 69—70 соответствующего раздела рабочей тетради № 2.

Не будет также лишним напомнить учащимся, что русскому слову «ещё» могут соответствовать и иные лексические единицы в английском языке. Так, если речь идёт ещё о каких-либо рефренах, средствами выражения которых являются имена существительные, то этими единицами являются лексемы *other/another*. В то время как с вопросительными словами *what, who, where* и т. п. используется лексема *else: what else, who else, where else* и т. п.

Говоря о спорте или об увлечении спортом, учащиеся должны также усвоить и определённые словосочетания (коллокации), такие как *play a game, do a sport, go skiing*. Если речь идёт о регулярных тренировках, участии в спортивных соревнованиях или же профессиональном овладении тем или иным видом спорта, употребляются выражения с глаголом *do: do skiing, do gymnastics, do figure skating* и т. д., в то время как *go skiing, go figure skating* чаще означают просто увлечение тем или иным видом спорта в качестве хобби, а не с целью участия в спортивных соревнованиях.

В пятом блоке вниманию учащихся предлагается сравнительно большое количество устойчивых сочетаний как фразеологического, так и нефразеологического характера, например: *junk food, to have (get, catch) a cold, to come down with a cold, to do one's best, to score a point* и т. п. Обратите внимание учащихся на эти идиомы, напомните им, что подобные единицы составляют значительную часть английского лексикона и что у человека, владеющего фразеологизмами, всегда есть большое преимущество перед остальными, так как его речь звучит более красочно и эмоционально, а зачастую бывает и более точной. Большинство идиом имеют свои нефразеологические эквиваленты, чем можно воспользоваться при составлении дополнительных заданий на перифраз, например: *to become ill with a cold = to come down with a cold, to catch a cold*.

Работа над словообразованием в пятом блоке представлена знакомством с лексикой, которая в своей структуре имеет префикс *over-*. Можно обратить внимание учащихся на то, что данный префикс присоединяется к словам, принадлежащим к разным частям речи — существительным, глаголам и прилагательным (*overpopulation, overdo, overactive*). Дополнительно к упр. 8 на с. 175 учебника можно попросить учащихся вычислить значение и других лексических единиц с префиксом *over-*:

to overact = to act better than others, so that other actors look bad compared to you

overactive = very active

to overbook = to sell more tickets than a hall or a stadium can hold

overcrowded = having too many people or things

overdo = do more than you should

overdressed = wearing more clothes than you need to wear.

Поскольку темой четвёртого урока (*Step 4*) рассматриваемой учебной ситуации является ознакомление с лексикой, позволяющей говорить о различных видах спорта, учащиеся знакомятся с особенностями употребления субстантива *sport* с артиклями, включая и нулевой артикль. Ср.: *John does a lot of sport. In theory, basketball is a non-contact sport.* Также внимание учащихся обращается на функционирование единицы *sports* (*sports club, sports game*). В таблице *Focus* на с. 201 учебника достаточно подробно объяснены особенности использования единиц *sport/a sport/sports*. Говоря о спортивных играх, учащиеся часто взаимозаменяют имена существительные *game* и *match*. Однако это возможно далеко не всегда. Имя существительное *match* употребляется в том случае, если мы говорим о каком-либо спортивном событии, состоящем, как правило, из нескольких частей или периодов и в котором участвуют либо две команды (*a football match, a hockey match*), либо два человека (*a tennis match, a cricket match*). Использование же имени существительного *game* чаще всего предполагает описание игры, происходящей часто в неформальной обстановке (*board*

game, outdoor game), при этом количество участников может быть два и более человека. Слово *game* также употребляется тогда, когда мы говорим о партии в теннис/ бильярд и т. д. Ср.: *to play a game of tennis/billiards*.

Основным грамматическим аспектом анализа в пятом блоке является изучение видо-временной формы глагола *past perfect simple*, а также косвенная речь и связанный с этим грамматическим явлением феномен согласования времён (*sequence of tenses*). Так, в уроке первом (*Step 1*) данного блока учащиеся знакомятся с формой образования видо-временной формы глагола *past perfect* в утвердительном предложении, типичными ситуациями её использования, а также с маркерами времени *by, before, after, as soon as, by the time, because, etc.*, с которыми эта форма употребляется. Однако с такими союзами, как *before* и *after*, у учащихся могут возникнуть трудности, так как после этих слов возможно использование глаголов как в *past perfect*, так и в *past simple*. Ср.: *After the guests had left I went to bed. After the guests left I went to bed*. Подчеркнём, однако, что последний вариант является более предпочтительным, так как в современном английском языке вариант с *past perfect* рассматривается в качестве не совсем корректного, очевидно, в силу избыточности информации, содержащейся в нём, что нашло своё отражение в некоторых зарубежных сборниках тестовых заданий. Заметим также, что если в подобные синтаксические структуры введены сочинительные союзы *and, but, then*, то они чётко сигнализируют о необходимости использовать в них *past simple*. Ср.: *After she read the letter and wrote the answer she was ready to discuss my project. I heard the doorbell but didn't answer it*.

Восьмиклассники уже знакомы с таким грамматическим явлением, как косвенная речь, как в русском, так и в английском языке. Основной темой третьего урока (*Step 3*) рассматриваемой учебной ситуации *Keeping Fit* является употребление косвенной речи в случае, когда глагол, вводящий прямую речь, используется в прошедшем времени. Само по

себе явление согласования времён (*sequence of tenses*) большой трудности не представляет, однако, поскольку такое явление в родном языке учащихся отсутствует, требуется выполнение достаточно большого количества тренировочных упражнений для того, чтобы у них сформировалось необходимое устойчивое умение использовать согласование времён на практике.

В уроках 3, 4, 5 (*Steps 3, 4, 5*) рассматриваются элементарные правила перевода прямой речи в косвенную, а также вопросы изменения некоторых наречий при согласовании времён, что не является характерным для родного языка русскоговорящих учащихся. Следует напомнить учащимся ещё раз о том, какие глаголы соответствуют русскому глаголу «сказать». Например, сказать что-то, не называя адресата высказывания, соответствует структуре *say that* в английском языке. В то же время сказать кому-то что-то, иными словами, сказать, уточняя лицо, к которому обращена речь, *to tell somebody that*. Ср.:

I said that I had been there before.

I told him that I had been there before.

Кроме того, необходимо постепенно приучать школьников активно употреблять и другие глаголы, используемые в косвенной речи для введения придаточных предложений: *explain, wonder, think, claim, etc.*

He explained that he had already done that.

I wondered if they had arrived.

We thought they had not finished their test.

John claimed he had won the competition.

Особо следует обратить внимание учащихся на таблицу *Focus* на с. 205 учебника, где предлагаются пояснения по поводу перевода в косвенную речь предложений, содержащих видо-временную форму *future simple*. Упр. 5 на этой же странице учебника поможет учащимся попрактиковаться в употреблении так называемого грамматического времени *future-in-the-past*.

Особого упоминания заслуживает таблица *Focus* на с. 196 учебника, где учащимся объясняется, каким образом осуществляется перевод в косвенную речь предложений, содержащих форму *present perfect progressive*. Думается, что перед объяснением нового материала логично вспомнить, в каких случаях употребляется это время, сравнить его с грамматическим временем *present perfect*, а также проанализировать уже известные учащимся случаи перевода в косвенную речь предложений с *present perfect*. Так как с формальной точки зрения речь идёт о замене глагольных форм *have/has* на форму *had* в обоих случаях, можно предположить, что особым проблем здесь возникнуть не должно.

Упр. 30—32 на с. 75—79 рабочей тетради № 2, а также упр. 34 на с. 80—81 дадут возможность учащимся потренироваться в использовании указанных видовременных форм при переводе предложений в косвенную речь.

Весьма важная информация изложена в таблице *Focus* на с. 181 учебника. Это культуроведческий материал, касающийся системы измерений веса, объёма и расстояния в Великобритании. Этот материал, естественно, предлагается для ознакомления, однако его можно использовать и для определённой тренировки, попросив учащихся перевести, например, 5 дюймов в сантиметры или 10 унций в граммы: $5 \text{ inches} \times 2.54 = 12.7 \text{ cm}$, $10 \text{ oz (ounces)} \times 28.35 = 283.5 \text{ g}$. Можно попросить самих учащихся составить подобные задачи.

Как и все прочие, пятый блок содержит систему упражнений в формате ЕГЭ в различных видах речевой деятельности. Это упр. 1 на с. 186 и упр. 1 на с. 202 учебника, а также упр. 7, 8, 9, 11 на с. 48—51, 52—54 рабочей тетради № 2.

Раздел *Social English*, как неотъемлемая часть каждой учебной ситуации, также входит в блок V (с. 212 учебника). Здесь учащимся предлагаются разговорные клише, при помощи которых возможно внести то или иное предложение, а также те фразы, которые обычно произносят, принимая или отвергая

предложение собеседника. Упр. 13В на с. 212 учебника поможет учащимся попрактиковаться в использовании указанных разговорных формул. При этом возвращаться к разговорным формулам следует всякий раз, когда перед учащимися ставится задача, связанная с диалогической речью.

БЛОК VI. Уроки 82—97

Учебник: Unit 6 (Steps 1—5)

Рабочая тетрадь № 2: Unit 6

Учебная ситуация “Our Favourite Pastimes”

Тема учебной ситуации шестого блока — свободное время и то, как мы его используем. В этом разделе учащиеся получают информацию об истории появления развлечений (*Step 2*, упр. 10 на с. 229 учебника, упр. 10 на с. 98 в рабочей тетради № 2), узнают о всемирно известном драматурге — Уильяме Шекспире (*Step 2*, упр. 1 на с. 222 учебника и упр. 16 на с. 100 рабочей тетради № 2), о древнегреческом театре (*Step 3*, упр. 3 на с. 233 учебника), об истории цирка (упр. 9 на с. 96 рабочей тетради № 2), об истории Голливуда и индустрии кино (*Step 4*, упр. 3 на с. 244 учебника), о Чайковском и его произведениях (*Step 5*, упр. 8 на с. 258 учебника).

Лексика шестого блока в основном соответствует заявленной теме. В неё входят такие единицы, как *entertainment, audience, scenery, applause, impression, etc.* Среди лексических единиц данного блока есть такие, которые отличаются сложным для русскоговорящих людей управлением. К ним можно отнести глагол *arrive* и существительное *ticket* (см. таблицу *Focus* на с. 239 учебника), а также глагол *applaud*, после которого не следует использовать предлоги (*to applaud somebody*). Сложным представляется также употребление предлога *at* в сочетании с существительным *price* (*to buy at a certain price*) и сочетание глагола *agree* с предлогами *with* (*agree with somebody*) и *to* (*to agree to something*). Несомненно, особого внимания заслуживает и глагол *grad-*

uate в сочетании с предлогом *from* (*graduate from a university*). Как всегда, помимо включённых в учебник и рабочие тетради заданий, можно посоветовать учителям составить и проделать с учениками дополнительные упражнения на предлоги и почаще возвращаться к этому материалу.

Целый ряд лексических трудностей снимается с помощью специальной рубрики *Focus*. Информация, предлагаемая в этих таблицах, поможет понять различия в употреблении таких слов, как *too*, *also*, *as well* и *either* (с. 227 учебника):

- *arrive at/in* (с. 239 учебника);
- *ticket to/for* (с. 239 учебника);
- *made of/from* (с. 249 учебника).

Эти сложные явления отрабатываются в упражнениях учебника: № 8 на с. 228, № 10 на с. 240, № 4 на с. 245 и упражнениях рабочей тетради № 2: № 25 на с. 108, № 29 на с. 112, № 30 на с. 113.

Было бы полезно восьмиклассникам составлять атрибутивные цепочки по модели N + N, когда первое из существительных выступает в роли определения. Например, *a bus ticket* — автобусный билет или билет на автобус. Данные словосочетания весьма характерны для современного английского языка. Вы можете продемонстрировать это учащимся на следующих примерах: *a garden path*, *a theatre programme*, *a stone wall*, *a flower port*, *a bottle glass*, *a chocolate egg*, etc.

В шестом блоке содержится довольно много так называемых интернациональных слов, звучание которых в разных языках сходно. Так, например, при работе над темой *Cinema* учащимся встретятся следующие лексические единицы: *film*, *drama*, *crime*, *psychological*, *popular*, *title*, *thriller*, *studio*, *genre*, *video*, *cinema*, *TV*, *focus* и многие другие. Обязательно обратите на них внимание учащихся, так как интернациональные слова являются хорошими помощниками в чтении и аудировании и способствуют развитию языковой догадки. Можно попросить учеников найти интернациональные слова в одном из текстов или заданий блока и порассуждать вместе с

ними о том, почему именно в лексике, относящейся к темам «Кино» и «Театр», так много интернациональных слов. Возможно, ответ на этот вопрос заключается в том, что слова пришли в разные языки народов мира из одних и тех же источников — греческого языка (театр) и английского языка (кино), так как именно в Древней Греции развивалось искусство театра, а искусство кино во многом получило своё развитие в США.

Основным грамматическим материалом для изучения в этой учебной ситуации является страдательный залог (*passive voice*). Заметим, что данное явление более характерно для английского, нежели русского, языка. Суть изучаемого феномена заключается в том, что подлежащее предложения не обозначает того, кто выполняет определённое действие, при этом можно привести учащимся в пример такие предложения: *Я прочитал книгу.* (*Я* — подлежащее, одновременно субъект действия, т. е. я выполнил процесс чтения.)

Книга прочитана. (Подлежащее — *книга*, но действие выполнял тот, кто не обозначен в предложении.)

Обычно подобные структуры используются в языке, когда говорящему неизвестно или неважно, кто выполнил действие. Если это релевантно, то глагол в предложении используется в форме активного залога. Заметим, что для пассивных структур возможно как бы двойное перефразирование на русском языке. Ср.: *Книга была прочитана. Книгу прочитали.* Первый вариант практически полностью совпадает со структурой английского предложения — *The book was written* в форме *past simple*, а потому с подобных случаев и начинается объяснение страдательного залога в учебнике (таблица *Focus* на с. 215—216 учебника).

С самого начала учащимся объясняется структура предложений в страдательном залоге. Они изучают правила формирования утвердительных, отрицательных и вопросительных предложений в *past simple passive*. Кроме того, им предстоит научиться

использовать пассивный инфинитив глагола, который строится по формуле *to be + participle II* основного глагола. Учащимся можно предложить передать на русском языке смысл нескольких пассивных структур. Например:

to be written — быть написанным;
to be translated — быть переведённым;
to be cured — быть вылеченным.

Здесь важно обратить внимание учащихся на то, что в пассивных конструкциях изменяемой частью будет вспомогательный глагол *to be*, в то время как смысловой глагол, стоящий в форме второго причастия (*participle II*), остаётся неизменным:

<i>is grown</i>	<i>were grown</i>
<i>are grown</i>	<i>will be grown</i>
<i>was grown</i>	<i>to be grown</i>

Возможность употребления глаголов в *passive voice* связана с характеристикой переходности/непереходности глаголов. Непереходные глаголы не могут употребляться в страдательном залоге, так как после них не используется дополнение. Данная информация предлагается в учебнике в таблице *Focus* на с. 273.

Заметим также, что при объяснении страдательного залога учителю следует обратить внимание учащихся на то, что в предложениях с пассивными формами встречаются предлоги *by* и *with*. Учащимся необходимо понимать различия между ними.

Если в предложении с *passive voice* указывается исполнитель действия, выраженный одушевлённым существительным или местоимением, то ему предшествует предлог *by*, если указывается инструмент или материал, при помощи которого действие совершено, употребляется предлог *with*. Ср.: *This land is never visited by foreigners* и *This dish is usually eaten with a spoon*. *The furniture is covered with dust*.

В последнюю учебную ситуацию, безусловно, включены далеко не все особенности функционирования пассивных конструкций. Однако, помимо от-

меченных выше нюансов, учителю следует подчеркнуть следующие моменты:

а) аналоги русских и английских словосочетаний типа:

мне сказали — *I was told (not I was said)*

нам посоветовали — *we were advised*

его проинформировали — *he was informed*

им предложили — *they were offered*

(см. таблицу *Focus* на с. 223 учебника);

б) соответствие пассивных структур предложениям в активном залоге, если в последних содержатся два дополнения — прямое и косвенное. Ср.:

They gave Andy an apple.

1) *Andy was given an apple.*

2) *The apple was given to Andy.*

(см. таблицу *Focus* на с. 223—224 учебника);

в) использование модальных глаголов с пассивным инфинитивом:

The letter must be written.

The article should be translated.

He can be invited to the party, etc.

(см. таблицу *Focus* на с. 247 учебника);

г) использование в пассивных структурах глаголов с послелогами типа:

He is much spoken about.

This dictionary is often referred to.

She is seldom waited for.

(см. таблицу *Focus* на с. 235 учебника).

Необходимым умением, которым учащиеся должны овладеть, является трансформация активного залога в пассивный. В этом случае возможны два варианта трансформаций. Например: *They showed me a new dictionary.* Вариант № 1: *I was shown a new dictionary.* Вариант № 2: *A new dictionary was shown to me.* Однако употребление косвенного дополнения в качестве нового подлежащего предпочтительнее (вариант № 1). Заметим, что во втором случае появляется предлог *to*.

При трансформировании активного залога в пассивный следует обратить внимание учащихся на предлоги, которые в русском языке стоят в начале предложения, а в английском обязательно сохраняются, но ставятся в конце предложения. В разделе *Focus* на с. 235 учебника учащиеся знакомятся с использованием предлогов в страдательном залоге, а упр. 6 на с. 235 учебника и упр. 36 на с. 119 рабочей тетради № 2 помогут им научиться правильно употреблять эти предлоги. Как учебник, так и рабочая тетрадь № 2 предлагают большое количество заданий на трансформацию. В учебнике это упр. 4 на с. 216, упр. 11 на с. 221 (*Step 1*), упр. 3 на с. 223, упр. 5 на с. 224 (*Step 2*), упр. 6 на с. 235 (*Step 3*), в рабочей тетради № 2 — упр. 31 на с. 113.

При переводе страдательного залога на русский язык возможны следующие варианты:

1) использование краткой формы причастий:

I am invited to the meeting. — Я приглашён на встречу.

2) использование неопределённо-личного предложения:

I am invited to the meeting. — Меня пригласили на встречу.

3) использование возвратного глагола, т. е. глагола, оканчивающегося на *-ся, -сь*:

The research was made last century. — Исследования проводились в прошлом веке. (См. *Step 1*, упр. 3 на с. 21 и упр. 28 на с. 110 в рабочей тетради № 2.)

В пятом уроке (*Step 5*) учащиеся встречаются с глаголами *look, seem, appear, taste, smell, sound, feel*, которые представляют значительную трудность для русскоговорящих учащихся, так как они не употребляются с наречием, в отличие от своих русских аналогов. Ср.: Музыка звучит громко. — *The music sounds loud* (см. раздел *Focus* на с. 254). Представленные в этом уроке задания (упр. 3А, В на с. 254 учебника и упр. 21, 22 на с. 105—106 рабочей тетради № 2 помогут сформировать грамматический навык употребления глаголов-связок не с наречиями, что характерно для русского языка, а с прилагательными). Заметим, что в английском языке

существуют глаголы, которые в одном своём значении могут выступать как связочные глаголы, а в другом значении — называть действия. Прежде всего, к этим глаголам следует отнести такие единицы, как *look* и *smell*. Рассмотрим следующие примеры.

1) *Dan always looks severely at me.* — Дэн всегда смотрит грозно на меня. (Глагол *look* выражает действие. В английском предложении используется наречие *severely*.)

2) *Dan looks severe.* (Глагол *look* является глаголом-связкой, используется в предложении для образования составного именного сказуемого, в котором номинативная его часть выражена прилагательным.)

Приведём аналогичные примеры с глаголом *smell*.

1) *The flower smells good.* — Цветок хорошо пахнет. (Прилагательное *good* является номинативной частью составного именного сказуемого.)

2) *I had a streaming cold, so I could not smell well.* — Я плохо чувствовал запахи. (В предложении используется наречие.)

Важно, чтобы учащиеся почувствовали это различие. Заметим, что на этом этапе обучения следует лишь упомянуть о наличии подобного явления, но не заниматься его отработкой.

В четвёртом уроке (*Step 4*) учащиеся также повторяют правило употребления определённого артикля с названиями музеев, театров, кинотеатров, картинных галерей (раздел *Focus* на с. 250 учебника). Представляется целесообразным вспомнить уже знакомые им правила употребления артиклей с географическими названиями.

Ряд заданий шестого блока имеют формат единого государственного экзамена или формат, приближенный к нему. Обратите внимание учащихся на упражнения в учебнике: № 1 на с. 222, № 1 на с. 242, № 8 на с. 249, № 8 на с. 258 учебника. В рабочей тетради № 2 это упр. 1 на с. 90, № 2 на с. 91, № 3 на с. 91, № 6 на с. 93, № 7 на с. 94, № 9 на с. 96. Указанные выше упражнения относятся к обучению ауди-

рованию и чтению, а вот упр. 14 и 15 на с. 100 рабочей тетради № 2, составленные в формате ЕГЭ, направлены на обучение устной речи. Гораздо большее количество заданий в формате ЕГЭ вы сможете найти в УМК для 9 класса, что вполне естественно, так как 9 класс фактически является годом подведения определённых итогов, годом начала серьёзной и последовательной подготовки к выпускным экзаменам.

Задания раздела *Social English* в шестом блоке посвящены очень важной теме, а именно теме выражения собственного мнения. При этом значимой оказывается и реакция на точку зрения, высказанную собеседником. Можно рекомендовать учителям ещё раз обратить внимание учащихся на то, что выражать своё несогласие с мнением собеседника следует тактично, не задевая его чувств. Весьма показательными для английского языка можно считать формулы типа: *I see what you mean but...; It may be right but...; Yes, but...* и т. д. Подобный способ спора с собеседником свидетельствует об общей культуре человека, а также о знании неписаных правил, существующих по данному поводу в англоговорящем сообществе. Правила эти имеют глубокие исторические корни, они вырабатывались постепенно, начиная со времён Ренессанса, когда обучение студентов было в очень большой степени построено на обучении риторике и часто имело форму дебатов.

Unit 1

Step 1

№ 1 к упражнению 1

One Man Went to Moor

1. One man went to moor,
Went to moor on meadow.
One man and his dog,
One man and his dog
Went to moor on meadow.
2. Two men went to moor,
Went to moor on meadow.
Two men, one man,
One man and his dog
Went to moor on meadow.
3. Three men went to moor,
Went to moor on meadow.
Three men, two men,
One man and his dog
Went to moor on meadow.
4. Four men went to moor,
Went to moor on meadow.
Four men, three men, two men,
One man and his dog went to moor on meadow.
5. Five men went to moor,
Went to moor on meadow.
Five men, four men, three men, two men,
One man and his dog went to moor on meadow.

6. Six men went to moor,
Went to moor on meadow.
Six men, five men, four men, three men, two men,
One man and his dog went to moor on meadow.
7. Seven men went to moor,
Went to moor on meadow.
Seven men, six men, five men, four men,
three men, two men,
One man and his dog went to moor on meadow.
8. Eight men went to moor,
Went to moor on meadow.
Eight men, seven men, six men, five men,
four men, three men, two men,
One man and his dog went to moor on meadow.
9. Nine men went to moor,
Went to moor on meadow.
Nine men, eight men, seven men, six men,
five men, four men, three men, two men,
One man and his dog went to moor on meadow.
10. Ten men went to moor,
Went to moor on meadow.
Ten men, nine men, eight men, seven men,
six men, five men, four men, three men, two men,
One man and his dog went to moor on meadow.

№ 2 к упражнению 4

Dialogue A

J o h n: Hi, Yura. That's John speaking. I am calling from New York.

Y u r a: Hi, John. Did you say New York? What are you doing there?

J o h n: My family are in America now. My father is here on business, but we are having a real holiday. We came to New York yesterday and stayed at a big hotel. We began doing the city in the morning.

Y u r a: That's great! What is New York like?

J o h n: People call it "The Big Apple" and it is really big. The streets are long and straight, the houses are so tall.

Y u r a: I'd like to see New York's world-famous skyscrapers some day. How long are you going to stay there?

J o h n: I am afraid only for a few days. We are going to Washington, D.C. at the end of the week. I'll ring you up on Friday.

Y u r a: Do, and will you send me a postcard from New York?

J o h n: I will, bye.

Y u r a: Bye, thank you for the call. I hope to hear from you on Friday.

Dialogue B

J o h n: Yura, is that you? John is calling again.

Y u r a: Yes, John. How are you there in America?

J o h n: I'm fine, enjoying the city, having a lot of fun.

Y u r a: So you like New York, don't you?

J o h n: I think I do. And I like New Yorkers too. They are rather friendly.

Y u r a: What's the weather like there? It's not very pleasant in Moscow now. It's raining, you know.

J o h n: Oh, it's very hot here now. They say summers are really hot here.

Y u r a: What do you do in the evenings?

J o h n: Different things. Yesterday we went to a Broadway show. It was rather good.

Y u r a: I am very happy for you. Are you going to Washington tomorrow?

J o h n: Tomorrow afternoon. I'll call you from Washington.

Y u r a: Thank you. Bye, John.

J o h n: Bye-bye.

Dialogue C

J o h n: Hello! Hello! It's John here. May I speak to Yura, please?

Y u r a: I am speaking, John. I can hear you very well. Are you calling from New York?

J o h n: No. I am in Washington, D.C. I am calling from the *Potomac Hotel*.

Y u r a: Are you? That's wonderful! And how do you like Washington?

John: I don't know. We came here yesterday night. I hope to see the city this morning.

Yura: Are you going to see the White House and the Capitol?

John: We are. Father says he'll take us to the city centre in the afternoon when he comes back from work.

Yura: Are you going to take pictures?

John: I am. I'll send you the best ones when they are ready.

Yura: Thank you.

№ 3 к упражнению 6

Continent: Africa is a continent. South America and North America are continents too.

Europe: Italy, Finland, Spain are situated in Europe.

Asia: Russia is situated in Europe and Asia.

Australia: Australia is a country and a continent.

Nationality: I am Russian. It is my nationality. John is English. It is his nationality.

Historic: Red Square is a historic place.

Germany: Germany is situated in Europe.

Ireland: Ireland is to the west of Great Britain.

№ 4 к упражнению 7

A.

Bring, build, moon, proud, skyscraper, state, remember, same, wild.

B.

bring — brought [brɔ:t]: John brought me a cup of tea. Summer brings warmer weather. We are going to have a party, come and bring your friends. Bring back my book, please.

build — built [bɪlt]: What is grandpa building? When did they build the new road near your farm? They built it last year.

building: houses, schools, shops, hotels are buildings.

the moon: the sun and the moon, on the Moon. Can you see the moon in the sky?

only: 1) Only Fred can help me. I know only one foreign language. 2) an only child, an only friend. Benny is an only child in the family.

proud: a proud man, a proud woman, proud people. He was too proud to go back to his parents' home.

be proud of: Susan is proud of her parents. Alex says he is proud of his job.

skyscraper: Skyscrapers are very high buildings. There are many skyscrapers in New York.

state: 1) How many states are there in the USA? Which is the biggest state? 2) France is a state in Europe.

remember: I never remember when she was born. Do you remember her address? Did you remember to buy bread?

same: the same clothes, the same answer. It's the same old story, I don't want to hear it again.

at the same time: 1) I can't understand what you are saying if you all talk at the same time. 2) Moscow is a very old city. At the same time it is young and modern.

wild: a wild animal, a wild flower. What wild animals do you know?

№ 5 к упражнению 10В

The New World

The United States is a young country. It is only a few hundred years old. Millions of people from other countries and continents — Europe, Asia, Africa, Australia and South America — find their new home in the United States. The people of the United States are of many different nationalities. These different people brought to the new home their traditions, holidays and festivals. From Germany they brought Christmas trees. From Ireland they brought St. Patrick's Day celebrations. From Scotland they brought Halloween. Americans celebrate the festivals of the Old World. But there are new American festivals and traditions too. Americans like new ideas. They built the first skyscrapers and they put the first man on the Moon. They like to be modern. They enjoy big modern cities, new houses and new cars. At the same time Americans love old things. They like to visit historic houses and museums. They remember their country's history and the days of the "Wild West". Most of them are very proud of their country.

Step 2

№ 6 к упражнению 1

The Big Apple

New York has a nickname of “The Big Apple”. Do you want to know why? Nearly a hundred years ago jazz musicians all wanted to work in New York. “There are a lot of apples on the tree,” they said, “but everybody wants the big apple. There are many towns in the country but everybody wants to work in New York. When you take New York City, you take The Big Apple.”

Yes, everybody wanted some of The Big Apple — and they want some today too.

More than twenty million people visit New York every year. Lots of them love this city. There is always something to do and to see in New York. You can go to Central Park and enjoy its quiet beauty or to Coney Island that has more than five kilometres of beaches, or to Broadway and see one of the world-famous shows.

№ 7 к упражнению 6

- 1) the United States of America
- 2) Canada
- 3) Mexico
- 4) the Pacific Ocean (the Pacific)
- 5) the Atlantic Ocean (the Atlantic)
- 6) Alaska
- 7) Hawaii
- 8) the Rocky Mountains
- 9) the Appalachian Mountains (the Appalachians)
- 10) the Grand Canyon
- 11) the Great Plains
- 12) Death Valley
- 13) the Mississippi River (the Mississippi)
- 14) the Colorado River (the Colorado)
- 15) the Great Lakes

№ 8 к упражнению 8

A.

Border (on), chain, coast, deep, flow, island, large, lie, mighty, part, plain, stretch, valley.

B.

border: to border on sth. What countries does Russia border on? The USA borders on Canada in the North.

a chain: a golden chain, a chain of mountains. That day Anne had a beautiful chain round her neck. The Urals are a chain of mountains situated in Europe and Asia.

a coast: the Atlantic Coast, on the coast. My town is situated on the coast.

deep: a deep river, a deep lake. My younger brother is afraid to swim in deep water. How deep is this canyon?

flow: to flow west, to flow north, to flow into the ocean. The Volga flows into the Caspian Sea. The Colorado flows south.

an island: an island in the ocean, a chain of islands. What islands are situated to the east of Russia? I can take you to the island in a boat.

large: a large city, a large family. We stayed in a large hotel on the sea coast.

lie — lay: to lie on the sofa, to lie on the river. He lay down on the floor. The farm lay three kilometres from the sea.

mighty: a mighty river, a mighty king. The Mississippi is a mighty river in the US. We hope that Russia will always be a mighty country.

a part: a part of the country, four large parts, part of the time. Great Britain has four parts, or four countries. This is the most beautiful part of the garden.

plain: a low plain, the Great Plains of the US. The Great Plains are situated in the western central part of the country.

stretch: to stretch far, to stretch west, to stretch north. The forest stretched as far as the eye could see. Russia stretches from the Pacific Ocean to the Baltic Sea.

valley: a green valley, a deep valley, lily-of-the-valley (lilies-of-the-valley). There is a river lying in the valley. Valleys are usually situated in the mountains.

Step 3

№ 9 к упражнению 1

A. Hello, my name is Jim. Last summer I went to the USA to stay with an old friend of mine. Ron lives in one of the states in a small town that lies on the Mississippi River. When I saw the river it was like a shock to

me. It flowed so grand and so mighty, so beautiful. Our British rivers are beautiful too, but they are not so large. I'll remember it as long as I live.

B. Hi, I'm Robert. When I was 15 or 16 years old I went to North Arizona with a school trip. We wanted to see the Grand Canyon, you know, the world-famous canyon 350 kilometres long and 2 kilometres deep. I remember how we stood there looking down the canyon and the sight made me gasp and I thought, "Wow! It's one of the most wonderful things in the world!"

C. I'm Fred and I'd like to tell you about my travelling of long ago. I remember going to the lake on the border of the USA and Canada. My father took me there to fish. I was quite young then. I can't even remember how much I enjoyed being there — fishing, boating with my dad, sunbathing. I think it was the best summer in my life. I hope to go back to that wonderful place some day...

№ 10 к упражнению 5В

The United States of America

The United States of America is the world's fourth largest country. Only Russia, Canada and China have bigger territories than the USA. There are fifty states in the country. Forty-eight are in the same part of North America. The other two are Alaska in the north, and Hawaii situated on the eight islands in the Pacific.

The United States stretches from the Pacific Ocean to the Atlantic Ocean, which wash the country in the west and in the east. Long mountain chains run down the Pacific Coast. In this part of the country is Death Valley, the lowest place in North and South Americas. Here, too, is the Grand Canyon which the Colorado River made millions of years ago. In some places it is about 6 km deep. Farther east lie the tall peaks of the Rocky Mountains that run from Canada to Mexico. Beyond them stretch the Great Plains where the Mighty Mississippi River flows. Another mountain chain, the Appalachians, runs down the eastern part of the United States. The USA borders on Canada in the north, where the five Great Lakes are situated, and Mexico in the south.

Step 4

№ 11 к упражнению 1

Billy Boy

Oh, where have you been,
Billy Boy, Billy Boy,
Oh, where have you been,
Charming Billy?

I have been to seek a wife,
She's the joy of my life,
She's a young thing
And cannot leave her mother.

Did she ask you to come in,
Billy Boy, Billy Boy,
Did she ask you to come in,
Charming Billy?
Yes, she asked me to come in,
There's a dimple in her chin,
She's a young thing
And cannot leave her mother.

Can she bake a cherry pie,
Billy Boy, Billy Boy,
Can she bake a cherry pie,
Charming Billy?
She can bake a cherry pie,
Quick as you can wink an eye,
She's a young thing
And cannot leave her mother.

Can she make a feather bed,
Billy Boy, Billy Boy,
Can she make a feather bed,
Charming Billy?
She can make a feather bed,
While a-standing on her head,
She's a young thing
And cannot leave her mother.

How tall is she, Billy Boy, Billy Boy,
How tall is she, Charming Billy?
She is tall as any pine,
And as straight as a pumpkin vine,
She's a young thing
And cannot leave her mother.

How old is she, Billy Boy, Billy Boy,
 How old is she, Charming Billy?
 She is sixty times eleven,
 Twenty-eight and forty-seven.
 She's a young thing
 And cannot leave her mother.

№ 12 к упражнению 2А

Mexico	the Grand Canyon	the Mississippi
Alaska	Death Valley	Canada
Washing- ton, D.C.	the Rockies	Washington
Hawaii	the Pacific	the Appala- chians
the Atlantic	the Great Plains	the Ontario
the USA	New York	the Huron
Texas	California	the Big Apple
Asia	the Superior	the Potomac

Step 5

№ 13 к упражнению 1

— I'm so happy to meet you, Captain. I've got a few questions for you. Could you answer them?

— No problem. Fire away.

— Have you been to India, Captain?

— India? No, I haven't been to India. I've been to Asia, but not to India. In Asia I've been to China. China is a very interesting country.

— And Australia? Have you been to the Green Continent, Captain?

— Yes, I have. I have been to Sydney, the largest city in Australia.

— I'm sure it was very interesting, too.

— Yes, I rather enjoyed it.

— And have you been to America, Captain?

— I've been to North America, but I haven't been to South America. I'd like to go to Brazil or Venezuela some day.

— Thank you, Captain. I hope you'll have a lot of wonderful trips all over the world.

№ 14 к упражнению 8В

Kate's Letter

Holiday Inn
Washington, D.C.

Dear Tanya,

I am writing to you to tell you about our stay in Washington, D.C. You have asked me to write about the US capital. So I am doing it in this letter. We really love the city. It is so green and so clean. It is situated on the Potomac River, on a piece of land called the District of Columbia, which is why people call the US capital Washington, D.C. It is not the biggest city in the United States, but it is the most important.

The buildings are not very tall, the streets and avenues are straight, green and beautiful. The longest and the biggest avenues are named after American States. We have already done the centre of the city. We have been to the White House and seen the Capitol. The Capitol is really great. This is where the United States Congress meets and makes laws.

The building of the White House is very beautiful with tall columns and the flag on the roof. It is the US president's residence. This is where the president lives and works. It is one of the most famous buildings in the world. Its name comes from the fact that it is a white house. Tourists can't see the part where the president lives, but they can see the Red Room, the Blue Room and the Green Room and some other rooms. By the way, the city is famous for its museums. I have been to the Natural History Museum but I haven't seen the others yet.

Love,
Kate

Unit 2

Step 1

№ 15 к упражнению 1

The English Language

More people speak English than any other language except Chinese. People speak English in Britain, Ireland, Australia, New Zealand, the United States and some other countries. Altogether more than 450 million people speak English as their everyday language.

Another 100 million or more speak English as a foreign language. Most English words come from old Anglo-Saxon, French or Latin words. Some people think that the English language is one of the richest languages of the world and has up to a million words.

№ 16 к упражнению 8B

Words... Words... Words...

We say them, we hear them, we read them and write them. And telephones, mobiles, radios, televisions, computers are all there to carry out words to all parts of the world and even to the Moon and back. How many words must a language have? For example, there are more than 450,000 words in *Webster's Third New International Dictionary*. No one person knows all of them, but most people are able to understand about 35,000 and use about 10,000—12,000. Usually you use only one-tenth (1/10) as many words as you understand.

If you hear or read a new word and want to know what it means, you look the word up in a dictionary. Modern dictionaries are very different. Most of them give words alphabetically. With the word they give information about how to pronounce it, what meaning or meanings it has, if there are any difficulty in its grammar and use. There are three big categories of dictionaries: monolingual, bilingual and multilingual. They give information about words in one (mono-), two (bi-) or more than two (multi-) languages.

№ 17 к упражнению 10

Country	Language (official)	People		Nations
		Sing.	Pl.	
America (the USA)	English	an American/ Americans		(the) Americans
Australia	English	an Australian/ Australians		(the) Australians
Canada	English/ French	a Canadian/ Canadians		(the) Canadians
Germany	German	a German/Germans		(the) Germans

Country	Language (official)	People		Nations
		Sing.	Pl.	
Italy	Italian	an Italian/Italians		(the) Italians
Mexico	Spanish	a Mexican/ Mexicans		(the) Mexi- cans
Norway	Norwe- gian	a Norwegian/ Norwegians		(the) Norwe- gians
Russia	Russian	a Russian/Russians		(the) Russians
China	Chinese	a Chinese/Chinese (people)		the Chinese
Japan	Japanese	a Japanese/ Japanese (people)		the Japanese
Portugal	Portu- guese	a Portuguese/ Portuguese (people)		the Portu- guese
Vietnam	Vietnam- ese	a Vietnamese/ Vietnamese (people)		the Vietnam- ese
Holland	Dutch	a Dutch- man/ a Dutch- woman	Dutch- men/ Dutch- women	the Dutch
Britain	English	a Briton/ a British person	Britons/ British people	the British
England	English	an En- glish- man/ an English- woman	English- men/ English- women, English people	the English
Ireland	Irish	an Irish- man/ an Irish- woman	Irish- men/ Irish- women, Irish peo- ple	the Irish
France	French	a French- man / a French- woman	French- men / French- women	the French

Step 2

№ 18 к упражнению 1

The Wind

Who has seen the wind?
Neither I, nor you;
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you, nor I;
But when the trees bow down their heads,
The wind is passing by.

№ 19 к упражнению 5

A.

belong	also
land	way
speech	develop
sound	grow
slowly	by and by

B.

belong: to belong to someone, to belong to some place. These exercise-books don't belong to me. This land belongs to a big family. Which swimming-club do you belong to?

land: 1) (*countable*) a beautiful land, foreign lands. I'd like to see a lot of lands and to meet a lot of people; 2) (*uncountable*) dry land, stony land. Columbus's sailors didn't see land for a long time.

speech: a good speech, a long speech, to make a speech. James made a very interesting speech in the parliament yesterday. His speech is very difficult to understand.

sound (n): the sounds of music, strange sounds, beautiful sounds. Strange sounds were coming from the kitchen.

to sound: to sound good, to sound English, to sound like the truth. That sounds like a train. Your new song sounds beautiful. This sentence sounds good English.

forget (forgot, forgotten): to forget a word, to forget a/the address, to forget slowly (easily). I've forgotten her telephone number. She's forgotten where she has left her car. I'll never forget my first teacher.

forget-me-not: Forget-me-nots are blue and pink, they are spring flowers.

slowly: to walk slowly, to speak slowly. He slowly opened his eyes. We drove slowly down the country road.

also: He speaks English and he also speaks German. I like bananas and I also like oranges.

way: a short way, a long way, an easy way, a funny way, the best way. 1) Which is the way to the city centre? Will you be able to find your way to my house? 2) What is the best way to learn a language? He has a strange way of talking.

develop: to develop into sb/sth, to develop from sth. A boy develops into a man. That little village has developed into a great city. I'd like to develop this idea. French developed from Latin.

grow (grew, grown): to grow well, to grow slowly. Grass grows after rain. Oranges grow on trees, you know. The farmer has grown a lot of apples this year.

grow up: When I grow up, I will be a librarian.

by and by: They will change by and by.

№ 20 к упражнению 7B

Why Don't We All Speak the Same Language?

There is a theory which says that at one time, at the beginning of history all people of Europe spoke one and the same language. They call it a parent language. Maybe there were two or more parent languages in Europe. At first they belonged to small groups of people. By and by these groups became bigger and went to live in new lands. In their new countries they first spoke their old language but with time their speech began to sound different. In the new places those people stopped using some of the old words and so they forgot them. The structure of their sentences slowly changed too. They also made new words to speak about new things they found in the new lands. After a long time the changes in words, pronunciation and grammar were so great that their language began to sound like a different one. That was how a new language was born.

In just these ways, Spanish, French and Portuguese developed from Latin and English, Norwegian, Dutch and some other languages grew from Old German.

Step 3

№ 21 к упражнению 1

My name is Paul Davis. I'm a teacher at the International Language School in Oxford. Our school is rather new but it is already quite popular. A lot of teenagers come here from different countries of the world. They stay in Oxford for two weeks. In the mornings and afternoons they have English classes and lectures on the history of Great Britain and in the evenings they have a cultural visit to museums, picture galleries and historic places. I think they enjoy it. Most of them are good motivated students and pleasant to teach. My group has nine students from six different countries of Europe. Anna, a very talented girl, comes from Munich, Germany. Her English is very good but she has some problems with grammar. She has already made friends with Julia, a French girl from Lyon. Julia's English is not so good but she is working hard at it. She and Anna speak English after classes too. It's very good for their English. Chris is from France too. He is interested in sport and watches a lot of sports programmes. Unfortunately he is not a very hard-working student. Max and Nina come from Russia. They are both very nice and motivated. We've had a lot of Russian students of late. Swen and Martha come from Norway. They are both very motivated and work well. Then there's Victor from Holland and Samuel. Samuel is Spanish. It's his third visit to Oxford. We all like him very much.

№ 22 к упражнению 7

A.

kind	vocabulary
kind of	science
popular	scientist
culture	scientific
true	technology
truly	voice
probable	air
probably	

B.

kind: different kinds of food, a good kind of job. What kind of dog is that? It is a Rottweiler. He is the kind of boy who is always fighting. There are no notes of any kind on the table.

kind of: He is kind of unhappy. He looked kind of angry.

popular: a popular song, a popular sportsman; to be popular with sb. This hotel is popular with the tourists.

culture: modern culture, Russian culture, the cultures of Eastern countries. They are people of different cultures.

true: a true story, a true answer, a true friend. Is it true that Jennifer is a child prodigy? His book gives a true picture of life in South Africa.

truly: I truly believe all her words. Roy loved Jane truly.

probable: a probable result. This is probable but I don't think it will happen.

probably: I'll probably telephone you this evening.

vocabulary: Shakespeare's vocabulary, a poor vocabulary. John has a vocabulary of about ten thousand words.

science: Biology, Chemistry and Physics are sciences. Susan is a science teacher. He works in the field of science.

scientist: I. D. Mendeleev was a great scientist.

scientific: a scientific fact, scientific instruments.

technology: a college of science and technology, information technology. Science and technology develop in each country.

voice: a deep voice, a pleasant voice. Fred spoke in a quiet voice.

fresh: fresh flowers, fresh water, fresh vegetables. You are looking fresh this morning. The swimming bath has fresh water in it, not sea water.

air: high in the air, in the open air. Mrs Reynolds went out into the street to get some fresh air.

in other words: English is very important for your future job, in other words you should begin learning it really well.

№ 23 к упражнению 9В

Different Kinds of English

(part I)

In the 16th century the people who lived in Europe did not know English. They couldn't understand English words. Only those who lived on the island called Great Britain, spoke English. English was useless for the people of the continent. In those years Latin, French, German and Italian were popular and widely known.

Four hundred years later the speakers of English travelled into every corner of the globe carrying their language and culture with them. Today English is more important than any other language has ever been. It has become the language of the planet, the first truly global language. Of all the world's languages it is probably the richest in vocabulary. Now it is the language of technology and science, business and sport. English is the official language of the Olympics, the official voice of the air and of the sea. People use English as the 1st language in English-speaking countries such as Britain, the USA, Canada, Australia and New Zealand. It has become the second language in countries like India, Nigeria and Singapore. Then there is English as a foreign language. People teach and learn English as a foreign language in Europe and Asia, in Africa and South America, in other words, all over the world.

But English is not the same everywhere. Several kinds of English have grown up. They are American English, Canadian English, Australian English, etc. People who live in Britain speak British English.

Step 4

№ 24 к упражнению 1

- 1) — Colin! Why aren't you doing your homework?
— I can't do it. I've left my books at school.
- 2) — Jenny, why aren't you writing the exercise?
— Sorry, but I have given my pen to Tom. I'll write it later.
- 3) — Why aren't you riding your bike, Ruth?
— I can't do it. I have broken it.

- 4) — Why aren't you taking Rex out, Chris?
 — I have already taken him out, mum. We have just come back.
- 5) — Why aren't you eating anything, Polly?
 — Thanks, but I am not hungry. I've just had a sandwich.
- 6) — Why isn't Sue helping with the decorations?
 — She has gone to buy postcards.

№ 25 к упражнению 9B

Different Kinds of English

(part II)

As you already know people speak different kinds of English. For example, we can hear different forms of English in different parts of the English-speaking world. Those people who live in India speak Indian English, in Canada — Canadian English, in Australia — Australian English. British English and American English are the most important kinds of the English language because people use them very widely. And they are not really that much different. If you meet people who come from the USA, you can say that their language sounds different from British English. You will be able to say that these people are not British. But you won't probably have much difficulty in understanding what they say.

It is so because the vocabulary and grammar of the language is very much the same. But some things have different names in Britain and America. Compare these.

American word	British word
fall	autumn
elevator	lift
truck	lorry
movie	film
movies	cinema
candy	sweet
cookies	biscuits

American word	British word
gas(oline)	petrol
chips	(French) fries
faucet	tap
cooker	stove
garbage	rubbish
garbage can	dustbin
sidewalk	pavement
parking lot	car park
drugstore	chemist's
pants	trousers

Step 5

№ 26 к упражнению 1

Do you know him? Everyone does. He has become famous. Everyone knows him as Harry Potter. His name is Daniel Radcliffe. He was born on 23rd July, 1989. Daniel comes from London. He is an only child in the family. He has got two pets. They are his dogs — Binka and Nugget. Daniel loves playing practical jokes on people. He also loves playing football. Daniel says that he is thinking of stopping acting. He has other career plans (plans for the future). "I love English at school and I think I would like to be a writer." The film director of the Harry Potter films says they found him very easily. "Dan walked into the room and we all understood that he was Harry Potter."

№ 27 к упражнению 5

A.

fast	such
prefer	perfect
follow	need
following	wait
regular	pronunciation
regularly	maybe
rich	

B.

fast: 1) a fast train, a fast car. My watch is fast. 2) to talk fast, to walk fast, to drive fast, to think fast. I can't run very fast.

prefer (preferred): to prefer tea to coffee; to prefer (to do) doing something. John preferred riding a bike to walking.

follow: 1) to follow some rule, to follow a person. Tuesday follows Monday. I was sure that someone was following me. 2) to follow a speech, to follow a film. Do you follow what I am saying?

following: On the following day. Read the following carefully.

regular(ly): regular meetings, to meet regularly. He regularly visits his granny.

rich: a rich woman, a rich country. Alan Parson is a rich Englishman.

the rich = rich people

such: such an interesting book, such a boring film, such rich people, such fast cars. It is such sweet tea that I can't drink it.

perfect: a perfect day, a perfect lady, perfect results. This room is absolutely perfect for our meeting. *Practice makes perfect* means: if you do something regularly, you will learn to do it perfectly.

need: to need water, to need food, to need to go to school. You'll need some warm clothes for the winter. You can stay longer if you need it.

wait: to wait for the teacher, to wait for the bus. Let's sit down and wait until Bobby comes here.

pronunciation: the right pronunciation. Her pronunciation is getting better.

maybe: Maybe I'll come too. There were maybe fifteen people there. Maybe it will snow tonight.

in fact: I thought Betty was in her room but in fact she was in the garden.

to grow up: she is really starting to grow up now. She is not a child anymore.

at the beginning: At the beginning of the story we didn't understand anything. At the beginning I didn't think about becoming a journalist.

to come with practice: You'll learn to do it easily, it comes with practice.

№ 28 к упражнению 8В

Interview

I n t e r v i e w e r: I know that you are all learning English. Do you find it difficult?

M a s h a: No, not really. I think language learning is fun. And I can learn it fast.

S e r g e y: I find it rather difficult. Especially grammar. My teacher says I make a lot of grammar mistakes. In fact I prefer reading.

I n t e r v i e w e r: And what about you, Boris?

B o r i s: I liked learning English at the beginning, but now it is getting more difficult and less fun. There are so many things to remember — words, grammar, spelling, pronunciation. English has such a rich vocabulary... And I don't always understand my teacher.

I n t e r v i e w e r: I see. And what do you do to learn English successfully? Have you got any special rules that you follow?

M a s h a: I try to do my homework regularly. It helps me to practice English when there are no classes. I know that “practice means perfect”. I also watch films in English and listen to tapes.

B o r i s: I listen to English songs. Eminem is my favourite singer. English songs help me to understand English better. I have learned some of them and sing them with my friends.

S e r g e y: I do a lot of exercises, watch American video films in English and read adapted books. That's what I like most of all.

I n t e r v i e w e r: And may I ask you how you are planning to use English in the future?

S e r g e y: I'd like to learn to speak English well because I want to visit many countries of the world and meet different people. I hope I'll be able to speak English to them.

B o r i s: I'd like to be a computer programmer and I'll need English for my future job. A lot of modern computer programmes are in English.

M a s h a: I don't know how I am going to use my English yet. I just like learning it. Maybe I'll learn an-

other language — French, Spanish or Italian. Maybe I'll become a linguist. I can't wait to grow up and go to university.

Unit 3

Step 1

№ 29 к упражнению 1

Charles Darwin

Charles Darwin was a scientist whose ideas revolutionized biology. His theory of evolution opened a new page in the old book of nature studies. Darwin was born on 12 February 1809 in Shrewsbury, England. His father was a doctor and his grandfather was a philosopher, a poet and a naturalist. When a boy, Darwin showed little interest in school and later when he was a medical student at Edinburgh University, he was not really interested in medicine. He decided that he did not want to become a doctor. At that time he began to be interested in geology and natural history.

In 1831 he joined a scientific expedition on a ship called the Beagle. They went to study the Pacific Coast of South America and some Pacific islands. There Darwin understood that living things change with time, thought of the principle of adaptation and formulated his famous theory of evolution.

Charles Darwin died in April 1882, his body now lies in Westminster Abbey.

№ 30 к упражнению 2

- | | |
|------------------|-----------------|
| 1) a (sea) gull | 7) a parrot |
| 2) a pigeon | 8) a woodpecker |
| 3) a swallow | 9) a magpie |
| 4) a nightingale | 10) a crow |
| 5) an ostrich | 11) a swan |
| 6) an owl | 12) a blackbird |

№ 31 к упражнению 9B

Language of Birds

The song of birds is one of the most wonderful sounds. Probably the best singer is the nightingale. Sometimes when we are out in the country, we hear

birds making some sounds and we may think they are telling one another something. The fact is that birds have their own language, just as many other animals do but their language is different from people's language. We use words and people must know these words, they should learn them. Birds don't learn their language. They are able to sing, "to talk" because they can make sounds and noises. It is an instinct with them. Let's take a chick from its parents so that it can't hear the sounds they make. When the chick grows up, it is able to make the same sounds as its parents. But birds can't LEARN how to sing and how to speak, they can't learn "other languages". Some birds like parrots, crows are talented imitators. They imitate the speech of people and other animals. A lot of birds can learn other birds' songs. For example, if a canary grows up with a nightingale it can learn to sing like a nightingale. But this imitation is not a real language. Birds do not talk as we do.

№ 32 к упражнению 1

Does the Nightingale Sing Only at Night?

Poets have written so many poems about the nightingale. They say its songs are the most beautiful songs in the world. Poets think that the nightingale sings only at night and at any season of the year. But this isn't true. The nightingale lives in England only from the middle of April till the middle of June. The bird doesn't visit Ireland, Wales or Scotland. On the continent people can hear the nightingale in many countries, especially in the south.

The bird sings at night and also during the day, but because of other birds you can't hear its song very well. While the nightingale sings one of the most beautiful songs of all birds its body is not very beautiful. The birds are reddish-brown. They build their homes in the grass.

№ 33 к упражнению 7

1) a lion, 2) an elephant, 3) a hedgehog, 4) a squirrel, 5) a rabbit, 6) a hare, 7) a tiger, 8) a wolf, 9) a monkey.

№ 34 к упражнению 9В

Helen Beatrix Potter

Helen Beatrix Potter was born on the 6th of July 1866 in London. She was an only daughter of rather rich parents. She did not go to school but had classes at home.

Beatrix was fond of two things. They were animals and drawing. She had a lot of small pets at home: a family of snails, mice, a rabbit, bats and a hedgehog. From a small child she did hundreds of drawings of plants and animals and learned to do it very well. She often illustrated her letters to child friends with little animal drawings and told them stories about these animals.

One day in 1893 she wrote to a little boy called Noel Moor. The boy was ill and she wanted to please him and humour him. The letter began with the words: "I don't know what to write to you so I shall tell you a story about four little rabbits whose names were Flopsy, Mopsy, Cottontail and Peter." In this letter she told the story of Peter Rabbit and illustrated it with lovely little drawings.

Eight years later Beatrix Potter remembered the letter and the story and wrote her now famous children's book "The Tale of Peter Rabbit". The book was very successful and Beatrix Potter became a professional children's writer. For many years now children in England and in other countries have been enjoying her stories about mice, kittens, ducks, squirrels, hedgehogs and rabbits. And her perfect illustrations make her books even better.

Step 3

№ 35 к упражнению 1

Speaker 1: This animal lives only in Africa. It is very tall and has a very long neck and long legs. The animal is light brown. It eats leaves from trees because it is so tall.

Speaker 2: These animals are small with long tails. They are funny. People say they are clever. They enjoy jumping from tree to tree and playing tricks. They eat bananas and other fruit which they like very

much. Children love watching these animals in city zoos. They don't live only in Africa. You can find them in Asia and South America too.

Speaker 3: These large yellowish-brown animals belong to the cat family. They eat the meat of other animals and live mostly in Africa. These animals are brave, enjoy fighting and live in small groups. People call them the kings of all the animals. This animal is one of the symbols of Great Britain.

Speaker 4: This is a very large grey animal with big ears, small eyes and a very long nose with which it takes food and puts it in its mouth. People sometimes say, "These animals never forget", because they think they remember everything. In India, where these large animals live too, they help people a lot.

Speaker 5: This large animal lives on land and also in lakes and rivers in the hot and wet parts of the world. It has a long body, short legs and a long mouth with a lot of teeth. It eats fish and other animals. People are often afraid of it.

№ 36 к разделу "Focus" на с. 109

Личные местоимения	Возвратные местоимения
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

№ 37 к упражнению 6

A.

Include, including, species, discover, discovery, air, soil, root, insect, move, common, earth, desert, breathe, support.

B.

include: to include something/somebody, to include on the list. The class of twenty includes seven girls. Did you include me when you made the list?

including: I have seen all his films including the last.

species (*pl. species*): a tropical species. There are more than 120 species of birds in the National Park.

discover: to discover smth. *To discover* means to find out something for the first time. Christopher Columbus discovered America in 1492. Fleming discovered penicillin.

discovery: to make a discovery. Mr Johnson made his discovery when he was very young.

air: cold air, fresh air, in the air, by air = by plane. I'd like to open the window, I need some air. The boy jumped into the air.

soil: to grow in (the) soil. Plants grow well in good soil.

root: A root is the part of a plant or a tree that is in the soil.

insect: An insect is a small animal with six legs. Ants and bees are insects.

move: to move fast (slowly), to move (in), to move something. It is cold in the room, move your chair nearer the fireplace. We're going to move next week.

common: 1) a common mistake, a common language, to have something in common. The English and Americans have a common language. I have a lot in common with my brother. 2) Double-deckers are common in London. Rabbits and foxes are common in Britain.

earth: The Earth is a planet where we live. The Moon goes round the Earth. The astronauts returned successfully from the Moon to the Earth.

desert: the Gobi Desert, the Sahara Desert. There are a lot of deserts in Africa.

breathe: to breathe in, to breathe out. Fish cannot breathe out of water. Breathe in deeply.

support: to support a family, to support children, to support a plan. Her father supported her till she was twenty-five.

№ 38 к упражнению 9B

Animals and Plants

As scientists say, an animal is any living thing (including people) that is not a plant. No one knows how many different species of wild plants and animals there are on our planet. People discover hundreds of new kinds every year. In what way are animals different from plants? This question is not always easy to answer. Animals and plants get their food differently: animals eat plants or other animals, while plants get their food from air and soil with the help of their leaves and roots. But we know that some plants catch and “eat” insects. Also animals can move about when plants grow in the same place but there are some plants that can travel and some animals that never leave their place. As you see, plants and animals have very much in common. There are more than 300,000 different species of plants on the Earth. Some plants grow very tall and live a very long life. Other plants are so tiny that you can see them only through a microscope. The same is true about animals. You can find plants and animals in the oceans and deserts, in mountains and in cold tundra plains. When people first learned to cultivate plants and domesticate animals, our civilization began. We can’t live without them. Plants are able to use sunlight to build themselves up. They use carbon dioxide gas and “breathe out” life-giving oxygen. They support life on the planet.

Step 4

№ 39 к упражнению 1

Sally Is Thinking about Her Future Career

As you remember, Sally Barker lives in London. She was fifteen this year and she is already thinking about her future career. One of Sally’s great interests is wildlife. She is very fond of plants and animals. Sally and her friends often go to wildlife parks to watch birds there. Sally knows a lot of names of species living and growing in her country. Sally’s biology teacher often gives her books on animals and plants. Sally loves read-

ing such books, she has made a talk on the animals which don't live on the British Isles any more. The talk was a success. Her classmates listened to her with interest and asked questions about bears and wolves. In fact, Sally is beginning to think about going to university to do biology.

№ 40 к упражнению 7В

Flora and Fauna of the British Isles

The warm and wet climate of Great Britain is very good for plants. That's why the country looks like a big beautiful garden.

Centuries ago there were a lot of forests in the British Isles but now you can find big forests only in a few parts of the country — the north of Scotland and the south-east and south-west of England. The most common trees in England are oaks, elms and beeches while Scotland has a lot of pines, firs and birches.

The fauna, or animal life in the British Isles is like in the north-west of Europe. Many larger animals such as bears and wolves don't live on the British Isles any more but there are a lot of smaller animals: foxes, rabbits, hares and hedgehogs. Deer live in the forests of Scotland and England too. There are also different kinds of fish, snakes, frogs, butterflies and dragonflies.

More than two hundred species of birds live in the British Isles and about two hundred kinds are visitors of the place. Many of them are songbirds, in spring the land rings with their singing. The most common are blackbirds and sparrows. A lot of waterbirds — swans, ducks, geese and gulls live on the lakes and rivers and on the sea coasts of Great Britain.

It may be interesting that the robin, one of Britain's common birds, has become the national bird of the country. There are also plant symbols of the country: the red rose is the national emblem of England, the thistle is the national emblem of Scotland, the yellow daffodil and the leek are emblems of Wales and the shamrock is the emblem of Ireland.

№ 41 к упражнению 8

1) an opossum, 2) an alligator, 3) a grizzly bear, 4) a polar bear, 5) a flamingo, 6) a coyote, 7) a koala bear, 8) an ant eater, 9) a crocodile, 10) an evergreen, 11) a water lily, 12) an edelweisse, 13) a palm.

№ 42 к упражнению 11

I've Been Working on the Railroad

I've been working on the railroad
All the live-long day.
I've been working on the railroad
Just to pass the time away.
Can't you hear the whistle blowing?
Rise up so early in the morn!
Can't you hear the captain shouting,
"Dinah, blow your horn!"
Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn, your horn?
Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn, your horn?
Someone's in the kitchen with Dinah,
Someone's in the kitchen I know!
Someone's in the kitchen with Dinah
Strumming on the old banjo
And singing:
Fee, fie, fiddlee-yie-o
Fee, fie, fiddlee-yie o-o-o-o,
Fee, fie, fiddle-yie-o
Strumming on the old banjo!

Step 5

№ 43 к упражнению 1

Ostriches are very big and strong birds, and though they have rather large wings they can't fly. Their long powerful legs make them good runners. They can move as fast as a good riding horse.

Ostriches live in savannahs and deserts of Africa and West Asia. These birds have to travel from place to

place looking for their food because they live in countries with a hot and dry climate where few plants grow.

Ostriches usually live in groups of five or six. From early morning till midday they walk about looking for food. In the afternoon they usually lie down and sleep for two or three hours. Sometimes they sleep standing. Later in the afternoon they go to a place where they can find water. They drink water and sometimes bathe standing up to their necks in water.

Ostriches have very good eyes and can hear well. As soon as they see or hear something new, they run away. People say that they are not brave birds. Wild ostriches are mostly vegetarians but they can eat insects and small animals too. For such big birds as they are they don't eat much.

Their eggs are very big, up to 15 centimetres. People domesticate ostriches and keep them on ostrich farms. Some people think that ostriches are stupid but it's difficult to say if it's true or not. Some people think that ostriches put their heads in the sand not to see something they don't want to see. This is only a legend.

Unit 4

Step 1

№ 44 к упражнению 1

- a) — Hello, Mrs Brown. Greetings on the Teacher's Day! Take our best wishes.
— Thank you very much, children.
- b) — Hi, Brenda, happy Valentine's Day!
— Thanks, the same to you, Nick. We are having a party tonight. Would you like to come?
— Oh, thanks. I'd love to but I'm busy tonight.
I hope you'll enjoy yourselves.
— We sure will.
- c) — Merry Christmas, John!
— Merry Christmas, Sally! May all your dreams come true!
— The same to you, brother. Look what I've got for you. I hope you'll like it.

- d) — I hear you're at university now. Congratulations to you!
 — Thank you, Mr Smith. I'm going to do biology at London University.
 — That's great. I wish you luck!
- e) — Happy East, Mother!
 — Happy East, dear! It's a lovely day, very warm for the end of April. Are you going out?
 — Mike and I are going to Brighton for the day. I'll call you when we come back.
 — Ok. Have a good time!
- f) — And now, everyone, may I wish you a very Happy New Year and the best of luck! I hope the new year will make all your dreams and wishes come true.
 — The same to you, father. Happy New Year!

№ 45 к упражнению 2

Once there were green fields kissed by the sun,
 Once there were valleys where rivers used to run,
 Once there was blue sky with white clouds high above,

Once they were part of an everlasting love.

We were the lovers who strolled through green fields.

Green fields are gone now, parched by the sun,
 Gone from the valleys where rivers used to run,
 Gone with the cold wind that swept into my heart,
 Gone with the lovers who let their dreams depart.
 Where are the green fields that we used to roam?

I'll never know what made you run away.
 How can I keep searching when dark clouds hide the day?
 I only know there's nothing here for me,
 Nothing in this wide world left for me to see.

But I'll keep on waiting till you return.
 I'll keep on waiting till the day you learn.
 You can't be happy while your heart's on the roam.
 You can't be happy until you bring it home.
 Home to the green fields and me once again.

№ 46 к упражнению 4

A.

influence	collect
study	population
between	number
relation	size
each	behaviour
environment	nowadays
surround	survive
health	

B.

influence: to influence people, to influence somebody's life. His speech influenced the students. Computers have influenced the world of science a lot.

study: to study to be a journalist, to study music, to study science at school. She often goes to the library to study there.

between: between the two streets, between you and me. The pencil lay between the books.

relation: our relations, their relations. What are the relations between these countries? In relation to sth. I have a lot (nothing) to say in relation to this problem.

each: each species, each boy, to speak to each other, to know each other. We often send e-mails to each other.

environment: an unhappy home environment. We should always think of our environment.

surround: to surround a garden, to surround a playground. The air that surrounds us is not always good for breathing.

surroundings: He was happy to be at home again in his usual surroundings.

health: poor health, good health, to be in good health. My granny is rather old but she is in good health.

healthy: healthy surroundings, healthy food.

collect: to collect pictures, to collect dolls, to collect postcards. Some children love collecting different things.

collection: a wonderful collection of books.

population: the population of the city, the population of the country. What is the population of London? Tanzania's elephant population is about 55,000.

number: 1) a/the number of animals, a/the number of birds. I have a number of English books at home. The number of children in our family is three. 2) 5 — is a number, 397 and 78 are also numbers.

size: the size of a room, the size of a vocabulary. Your flat is the same size as mine. What size shoes do you wear? — Size 36 (shoes).

behaviour: bad behaviour, the pupils' behaviour, to watch animals' behaviour, problem behaviour. Ann was sick of her brother's behaviour.

nowadays: A lot of people travel by air nowadays. People use computers everywhere nowadays.

survive: to survive the fire, to survive in the ocean. He survived in the desert for a week on biscuits and water.

№ 47 к упражнению 6В

What Is Ecology?

No living thing or group of living things can live and grow in isolation. All organisms, both plants and animals, need energy to develop and all species of living things influence the lives of others. Ecology is a science. It studies how plants, animals and other living things live in relation to each other and to their environment. People have always studied living things in their natural environment, in other words, they have always studied the air, the water, the soil and all other things that surround a person, animal or plant. The environment can influence the growth and health of living things. Ecologists also study what happens to different species. They collect information about their population number, diet, form, size and behaviour. Ecology is one of the most important sciences nowadays. It teaches us how to survive in the modern world.

Step 2

№ 48 к упражнению 1

Nowadays people often talk about climate. Some scientists say that recently climate has changed a lot in many places of the world. But what is climate and why are its changes so important for man? The weather this or that place has over a long period of time is climate.

Climate influences the life of people, plants and animals and it is different in different parts of the world and it changes a little from year to year. For example, nowadays the population of Europe can feel that their climate is becoming much warmer. Summers in many European countries can be really hot with a temperature of more than thirty degrees above zero. There are often storms with strong winds blowing in the places that have never seen them before. In other words, climate is very important for people and its changes bring a lot of problems to people.

№ 49 к упражнению 5

A.

Cut, without, nature, natural, pollute, waste, dump, danger, dangerous, pour, factory, power, powerful, power-station.

B.

cut (cut, cut): to cut an apple, to cut bread. I'm going to cut the cake now. To cut down forests.

without: without food or water, without air. I can't make soup without potatoes. Without doing sth. They left without saying goodbye.

nature: beautiful nature, mother Nature. I would like to visit the Far East to enjoy its nature.

natural: natural gas, natural talent. A river is a natural waterway, but a canal is not. It is natural to smile when you are happy.

pollute: to pollute the water (air, soil). People mustn't pollute the environment.

pollution: water pollution, air pollution. Where does air pollution in the cities come from?

waste: Where do you put waste? Things that we throw away are waste.

waste of time: It's a waste of time to water the garden when it is raining.

dump: a large dump, a town dump. Take all these things to the town rubbish dump.

danger: a big danger, a danger to small children, to be in danger, to be out of danger. This is a place where children can play without danger. The red colour usually means danger.

dangerous: a dangerous animal, a dangerous plant, a dangerous sport. Air pollution is a dangerous thing.

pour: to pour coffee into a cup, to pour water into a pot, to pour toxic waste into rivers and seas. Sit down and I'll pour you some juice.

factory: a big factory. There are very few factories in this town. At the Ford factory, they make cars.

power: electric power, a lot of power, to have power, to do everything in one's power. He did everything in his power to help me.

power station: There are a lot of power stations in Russia.

powerful: a powerful car, a powerful president. They say Sir Winston Churchill was a powerful man.

№ 50 к упражнению 7B

Our Environment

The environment is all the things we need to be able to live — clean water to drink and to wash with, air to breathe and healthy food to eat. We can't live without plants and animals. They help to make the soil, they clean the water and air, and they give us all our food.

The world is our home and we want to see it clean and beautiful. At the same time we take from nature as much as we can. We cut down forests and build farms, houses, roads and factories on the land. While doing it we pollute the environment. We make a lot of waste, some of which is toxic. We dump domestic and industrial waste in the country and pour toxic waste into our rivers, seas and oceans.

Cars and factories, plants and power stations pollute the air and make it dangerous to breathe. People have to think about all these ecological problems if they want to survive.

Step 3

№ 51 к упражнению 1

Dinosaurs

The word *dinosaur* means “a very big lizard”. These animals lived between 65 and 225 million years ago,

long before there were any people on Earth. They developed from primitive reptiles.

There were two big groups of dinosaurs — plant-eaters and meat-eaters.

Most of plant-eating dinosaurs moved on four legs. Some of these were large and slow. The plant-eaters included the largest of all dinosaurs. Scientists have found some of its bones. The bones show that the animal was about 8 metres tall. It probably weighed as much as 130 tons.

Maybe the most famous of all the dinosaurs is Tyrannosaurus, a meat eating animal. It was about 14 metres long from nose to tail and stood on two legs. Its teeth were as long as your hand. It was probably the most dangerous animals that have ever lived on this planet.

During the age of the dinosaurs, 200 million years ago, there was one great land mass and no continents. This is why scientists have found dinosaurs on every continent except Antarctica. Scientists know about 300 different species of dinosaurs but they know some of them from just one tooth or a small bone fragment.

All the dinosaurs died out about 65 million years ago and we don't understand why.

№ 52 к упражнению 4В

The word *environment* means what is around us. People who live in big industrial centres, cities and towns live in a town environment. For others their environment is the countryside. Everybody who lives in towns or in the country breathes air, drinks water, uses soil which should be clean. But are they really clean?

The water in the oceans, seas, and rivers has become polluted in many places. If people drink this water, they can get ill or even die. People use oceans and seas as big dumps and pour industrial and domestic waste into them. And so fish becomes toxic. It is very dangerous for people to eat such fish. Water birds leave places with toxic water. A lot of trees on the coast die, too.

The food we eat is not always healthy as fruit and vegetables can grow on polluted soil and become dangerous, too. The meat we get from sheep and cows can

be bad for our health if these sheep and cows eat grass that grows on polluted land.

People cut down trees and many birds and animals can't have homes in their usual places and they begin dying out. If the situation doesn't change, soon we shall live in a very different world — a world without a number of species that we know now.

Nowadays people feel that it is more difficult to breathe: in big cities the air has become badly polluted. Most of the pollution comes from cars and buses. Old people and little children feel bad and get ill because of the polluted air.

Step 4

№ 53 к упражнению 1

Rainforests

Rainforests are tropical forests with tall trees, which grow thickly together. They used to grow in Asia, Africa and South America. A hundred million years ago rainforests grew even in Norway. But nowadays when people hear the word “rainforests”, they first of all think of Africa or of the forests in South America. The Amazon rainforest is famous all over the world. It rains a lot there, nearly every day of the year and the usual temperature is about 26 degrees above zero or higher. Scientists say that without rainforests people won't be able to breathe. A lot of different species of plants and animals live there. Many scientists think that rainforests are very important for the environment on our planet. But in the twentieth century people began to cut down the trees in these areas without thinking what can happen to the animal and bird populations and to the people on the planet. Rainforests influence the world climate, too. Some scientists believe that without rainforests, changes in the climate can be very dangerous for our future.

№ 54 к упражнению 5

A.

Badge, member, protect, protected, endangered, extinct, destroy, habitat.

B.

badge: old badges, to collect badges, a wonderful collection of badges. In some English schools pupils wear school badges on their uniforms.

member: a member of the group, a member of the party. There used to be ninety members in our club but there are only thirty now.

protect: to protect life, to protect birds and animals, to protect from danger. We should protect wildlife on the Earth. John wore a jacket to protect himself from the cold.

protected: a protected species. Lily-of-the-valley is a protected species of flowers.

endangered: endangered species, endangered animals. Elephants in Africa have become endangered animals. There are many endangered animals nowadays, for example African and Indian lions, mountain gorillas in Africa.

extinct: to become extinct, extinct species, extinct animals. The Tasmanian tiger became extinct in 1936. What extinct animals can you name?

destroy: to destroy towns, to destroy a castle. People have destroyed half of the world's rainforests.

habitat: habitat of plants, a habitat of animals. What is the natural habitat of tigers?

№ 55 к упражнению 7

An Unusual Badge

J a n e: Miss Chapman, may I ask you something?

M i s s C h.: Yes, Jane, what is it?

J a n e: What's that badge you are wearing?

M i s s C h.: This panda badge? It shows that I am a member of WWF.

J a n e: What's WWF? I've never heard of it.

M i s s C h.: WWF means "World Wide Fund for Nature". It's an international organization that protects wildlife on the planet. I believe WWF needs our support because it is very important to help wild animals to survive.

J a n e: What do they do to help animals to survive?

M i s s C h.: Different things. Mostly they help endangered animals. For example, if the population of

some species is very small, it means they can become extinct. Ecologists protect them and try to make their population larger.

J a n e: I see. That's very interesting. They are like Greenpeace. I'd like to work with Greenpeace. I think they are very active and brave. They stop those people who kill endangered animals and destroy their habitats.

M i s s C h.: I know. All ecological organizations are useful. The more of them the better. Everyone should do what they can.

Step 5

№ 56 к упражнению 1

As Dead As a Dodo

You have never seen a dodo. Your friends and teachers have never seen a dodo. Your grandparents never saw a dodo. The last of these large quiet birds died many years ago.

The dodo lived on the island of Mauritius in the Indian Ocean. About four hundred years ago Dutch ships came to that island and found there were a lot of different birds, among which there were big fat dodos. Dodos had no true wings, so they did not fly, but they were not in danger from other animals and there were no people on the island, so dodos were not afraid. They were so easy to catch that the Dutch began to call them "dodos" from the Portuguese word "doudo" — "a silly person".

People visiting Mauritius from other countries killed all the dodos on the island. Rats and dogs from the ships ate dodo eggs and chicks. By the 1690s there were no dodos on the island. Nowadays you can see only bones of these birds and their pictures. In the English language there is a saying "as dead as a dodo", which means that somebody is dead and people don't remember them.

The story of the dodo is very sad and it shows you how dangerous man can be and how easy it is to destroy wild life.

№ 57 к упражнению 1

A.

Save, law, government, responsible, hunt, damage, unfortunately, recycle, necessary.

B.

save: to save people, to save from danger. The house was on fire but he saved the pictures. Only hard work can save our project.

law: good laws, to make a law, to be against the law. Killing endangered species of animals is against the law.

government: the Russian government, the British government. The government is the people who rule a country or a state.

responsible: a responsible person, a responsible post, to be responsible for sth. Who is responsible for buying the food for dinner?

damage: to damage buildings, to damage forests. Pollution has damaged the island's ecology.

hunt: to hunt animals for sth. People have been hunting crocodiles for their teeth. John spent the whole day hunting deer.

hunter: a well-known hunter.

unfortunately: unfortunately for sb. Unfortunately we are leaving Moscow tonight. Unfortunately for Garry the weather has changed for the worse. He can't go hunting.

recycle: to recycle waste, to recycle paper (glass). Japan recycles 40% (forty per cent) of its waste.

necessary: to be necessary for sb. Such food is necessary for your health. I have packed all the necessary things for our trip. You should come at noon if Alice says it is necessary.

№ 58 к упражнению 7B

Shall We Survive?

People have been polluting the planet on which they live for many years. The result is very sad. We all live in a polluted world. Pollution started in a small way, but then it began growing and soon we all shall be in danger. The time has come to save our planet to protect people, animals and plants from dying. First of all countries should have strong laws to control pollution,

to protect animals and plants. Governments should be responsible for protecting nature. Today the law in some countries says, "The polluter must pay. If a person damages trees or animals, he must also pay." But unfortunately such good laws don't always work.

Scientists often meet and talk about ways of helping nature and politicians in many countries, listen to them and are beginning to talk about this, too.

Countries can open national parks. They are big and usually very beautiful places without buildings. These are homes for animals living freely and also for birds, trees and flowers. Visitors can go there but they can't hunt there. Politicians can think of ways to stop hunting.

Governments should also find ways to recycle things we have used: paper bags and plastic bags, plastic bottles and cans, glass and metal things. They should build recycling factories. Governments must control and if necessary, close dangerous plants and factories. We all must work together to make our planet a safe and beautiful place to live.

Unit 5

Step 1

№ 59 к упражнению 1

Text One. Our planet is our home. There are about six milliard people living on it. Everyone has their own problems but there is one problem important for all people — how to save our planet. Nowadays we understand that no country and no government can do it in isolation. If we want to be successful, we have to cooperate with each other. That is why there are more and more international ecological organizations in different countries and the number of their members is growing. Scientists from all over the world discuss important ecological problems at their meetings and conferences. We must remember that the atmosphere, the water and the land on this planet are all that we have and we must do what we can to save them for the future.

Text Two. Our planet is our home. We want it to be a happy and healthy place for ourselves, our children and our children's children. Like everything else living and growing on the Earth, we, people, are part of nature. We are busy trying to change the world, make it more comfortable for living. At the same time we often forget that our environment influences us as it influences plants and animals. Living in a polluted environment doesn't make us any healthier. Pollution, stresses, bad food, too much work influence modern people a lot. It is time to think about what will happen to us.

№ 60 к упражнению 6

A.

Exercise, enough, join, relax, keep, harm, harmful, smoke, drug, hard, junk food.

B.

exercise: a lot of exercise, to get exercise, to take (have) exercise. Boris should take more exercise.

enough: enough food, enough time, tall enough, quickly enough. Are there enough vegetables to make a salad? Does Ann play the piano well enough?

join: to join the club, to join the group. Alan joined us for a walk.

relax: Sit down and try to relax for half an hour.

keep (kept, kept): to keep sth, to keep doing sth, to keep a secret, to keep a diary, to keep (to) a diet, to keep fit. Where can I keep my books? I always keep a carton of milk in the fridge. Jonh kept walking without listening to her. She has kept a diary since childhood. You should take a lot of exercise to keep fit. Try and always keep your word.

harm: a lot of harm, no harm, to do some harm. It'll do you no harm to have some exercise, in fact it will do you a lot of good. If you spend so much time working on the computer, it'll do you more harm than good.

harmful: harmful food, to be harmful for sb or sth. Reading in bed can be harmful for your eyes.

smoke: I don't smoke. Mr Brown smokes only cigars, he doesn't smoke a pipe. Stop smoking, it will damage your health. No smoking!

drug: 1) to take drugs, to use drugs. Jenny has never taken drugs in her life and she says she never will. No drug-taking. 2) aspirin is a well-known drug that often helps.

hard: 1) hard work, a hard day, hard life. It's hard to believe that we are leaving this place forever. 2) to work hard, to breathe hard, to fight hard. I was trying very hard to remember her name.

junk food: Junk food is not healthy, there is a lot of fat, salt and sugar in it.

Step 2

№ 61 к упражнению 1

McDonalds food has always been popular. Children have always liked their Big Mac and drinks. You can find fast food restaurants in all countries in the world, practically in all big cities. People come in and quickly have their lunches and dinners. They say they like it because it doesn't take them long, the food is rather tasty and they don't pay much money for their meals. But is this food really healthy? Nowadays scientists talk a lot about eating problems. Some of them say that many people have become fat because they are fond of junk food — hamburgers, cheeseburgers, chips and so on. And these are the things we usually buy and eat in fast food restaurants. There is not enough fruit and vegetables on the menu and there is too much sugar in sweet pies and cakes. This food is low in vitamins. Eating such food is risky and can be really dangerous.

№ 62 к упражнению 6

A.

Medicine, lose, weight, weigh, still, habit, jog, hardly, to get a cold, to catch a cold, to come down with a cold, to have a cold, to do one's best.

B.

medicine: 1) to study medicine. Sandra studied medicine for five years before she became a doctor. 2) to take medicines, a medicine for sth. Penicillin is a medicine. What medicine do you take for a high temperature?

lose (lost, lost): to lose keys, to lose money. Mike lost his job last year. I can't find my address book anywhere. I think I have lost it.

weight: the weight of a suitcase, in weight, to lose weight, to put on weight. The box was about 12 kilos in weight. Have you lost weight? Susan has put on weight since the summer.

weigh: to weigh much, to weigh little. The baby weighs three kilos. The shop girl weighed the tomatoes for me.

still: I'm still busy. Johnny still goes to school. It is still raining.

habit: a good habit, a terrible habit, to give up a habit. My sister has healthy eating habits. My elder brother has some very bad habits. He sometimes smokes in bed and doesn't wash up after his meals.

jog (jogged, jogged): to jog in the morning, to go jogging. When people jog, they run slowly usually for exercise or pleasure. I go jogging every morning.

hardly: Boris can hardly speak English. There was hardly any wind. Bob has hardly eaten anything. **hardly ever:** He hardly ever does anything interesting.

to catch (get/have) a cold: When you catch a cold, doctors usually tell you to stay in bed. Joanna has a bad cold and doesn't go to school.

to come down with a cold: What's the matter? — I think, I'm coming down with a cold.

do one's best: I don't know if I can do it but I'll do my best. Nick says he will do his best to keep his word.

№ 63 к упражнению 10B

Two Interviews

Interview 1

Interviewer: Do you think you're a healthy person?

Andrew: Yes, I get a cold one or two times a year and that's all. And I hardly take any medicines.

Interviewer: And do you think that's because of what you eat and the exercise you take?

Andrew: Maybe. I try to eat healthy food — fruit, vegetables and lots of salad. I do my best not to overeat and seldom eat sweets or cakes or just junk food.

I n t e r v i e w e r: What about smoking? Do you smoke?

A n d r e w: No, I've never smoked at all.

I n t e r v i e w e r: Do you drink alcohol?

A n d r e w: Yes, but only wine. Sometimes I have it with my meals.

I n t e r v i e w e r: And do you take much exercise?

A n d r e w: I'm afraid not enough. In summer I ride a bicycle and in winter I try to do some swimming once a week but I feel that's not enough. I'm beginning to put on weight.

Interview 2

I n t e r v i e w e r: Sarah, you look fine and healthy. Do you think you're a healthy person?

S a r a h: Well, I feel healthy. I'm not too bad.

I n t e r v i e w e r: And what about smoking? Do you smoke?

S a r a h: Yes, I still do. Not too much, two or three cigarettes a day. I know it's a bad habit. I tried to give it up but found it too hard.

I n t e r v i e w e r: Do you keep to any diet?

S a r a h: Not really because I enjoy my food too much. I like meat and fried food and sweet things. It's difficult to say that my diet is healthy.

I n t e r v i e w e r: And what about exercise? Do you jog or play tennis or anything?

S a r a h: No, I'm afraid I don't. I try to walk to work and other places. So that's the only exercise I take.

Step 3

№ 64 к упражнению 1

A l i c e: Hi, Jane. I haven't seen you, for ages. How are you?

J a n e: Fine, thanks, and how are you, Alice? You look fantastic, so fresh and healthy and slim.

A l i c e: Thank you, Jane. I feel quite healthy, too.

J a n e: You have lost weight. How have you done it? What has happened?

A l i c e: I haven't been doing anything special. I can't say I take a lot of exercise. Just jog in the morn-

ing and go to the swimming bath once or twice a week. There is one near my house.

J a n e: What about going in for sports?

A l i c e: No, not really. I don't have enough free time. My work keeps me busy. But I walk to work and in summer I sometimes play badminton and ride a bike.

J a n e: Do you keep to a diet?

A l i c e: I don't think I do. I'm a big eater and I like tasty food. I certainly eat meat, chicken, fish. But I don't usually take much bread or sweet things. I prefer vegetables and fruit.

J a n e: Do you smoke?

A l i c e: No, I don't. I used to, but now I have given it up.

№ 65 к упражнению 7

A.

Ache, sneeze, cough, pain, painful, hurt, swallow, prescribe, prescription, examine, cure, complication.

B.

ache: a headache, (a) backache, a stomachache. Tanya is ill, she has a high temperature and a headache.

sneeze: to sneeze badly. There was a lot of pepper in the salad and Mike began sneezing.

cough: to cough badly. Sarah is coughing badly because she has a cold. **to have a bad cough:** James has been ill for a week but he still has a bad cough. Laura gave a little cough and began speaking.

pain: a lot of pain, to give sb a lot of pain, to have a pain in the leg. John was having terrible pains in his left side.

painful: a painful operation, painful words. It was painful to look at the sick child.

hurt (hurt, hurt): 1) to hurt badly. I hurt my hand when I fell down. Jack hurt his foot playing football. I've hurt my toe. 2) My leg hurts. Where does it hurt, Mr Jones? — Just here, doctor. Is that shoe hurting you? — It hurts to walk.

swallow: Tim swallowed and answered the question. Irene had a cold and it hurt her to swallow.

prescribe: to prescribe some medicines for an ear-ache. Doctor, will you prescribe something for my headache? Alice's doctor prescribed her some antibiotics.

prescription: a prescription for some medicine, to write out a prescription. The doctor has written out a prescription for antibiotics. This prescription is for my headaches.

examine: to examine a suitcase, to examine a patient. My doctor examined my throat and prescribed a medicine for my cough. After examining the patient, Dr Harris wrote out a prescription.

cure: to cure a patient, to cure somebody of something. The old lady says nothing can cure her of her headaches. Unfortunately there is no medicine to cure diabetes.

complications: to develop complications, to have complications. Viruses can be dangerous because of the complications. Some people develop complications after a cold.

№ 66 к упражнению 9В

Dr Gordon: Come in and sit down, Paul. What's the matter with you? You don't look your best today.

Paul: I've got a bad headache, doctor. I've been feeling bad since yesterday night.

Dr Gordon: Have you taken your temperature?

Paul: No, I haven't. I never have a temperature.

Dr Gordon: Never say never, my boy. Let's take it now. Here is a thermometer. Please tell me more. Are you sneezing or coughing? Is your nose running? Is there any pain in your chest?

Paul: No, doctor, I don't think so. I just have this headache and it hurts me to swallow, just a little.

Dr Gordon: Will you open your mouth wide? I'd like to see your throat. I think you're coming down with a cold, Paul, or maybe you've caught a virus.

Paul: A virus? My younger sister has been in bed all week with a virus.

Dr Gordon: Then it's very likely that you've got it, too. Let's look at your temperature. Tut-tut. What did I tell you? Never say never. Your temperature is 37.8. I'll write out a prescription. Ask one of your parents to take it to the chemist's. You need this medicine to bring down the temperature and fight the virus.

Paul: What else shall I do, doctor?

Dr Gordon: Stay in bed, drink a lot of warm milk, take the medicine I've prescribed and something for your headache. I'll call tomorrow afternoon and examine you again. Viruses take about a week to cure and may be dangerous because of their complications.

Paul: Thank you for your time, Doctor.

Dr Gordon: Get well, Paul. I'll see you tomorrow.

Step 4

№ 67 к упражнению 1

1) Hi, I'm Max Williams. I have a sore finger.

2) I'm Pamela Armstrong. I have a bad problem with my foot. It hurts me to walk.

3) I'm Philip. I have a bad stomachache. I think the fish I had for dinner wasn't very good.

4) I'm afraid I have a bit of a problem here, a sore eye. I wonder if you can help me. My name is Bill, Bill Jackson.

5) I'm Mary Morgan. I have a sore throat and it hurts me to swallow.

6) I'm Peter. I have a bad headache today.

7) Ouch, my back! I have a backache and it really hurts. Oh, my name is Daniel Green.

8) I'm June. I'd like to see my dentist. I have a slight toothache.

9) I'm Don Brown. I need to see my doctor. It hurts me to look at the sun.

10) I'm Richard Smith. I wonder if you can help me. The problem is that I have a pain in my leg.

11) I'm Jack. I'm afraid I'm coming down with a cold. I think I have a temperature.

12) I have a bad pain in my side. I wonder what it can be. I'm Kevin, Kevin Richardson.

№ 68 к упражнению 7

A.

Pastime, team, support, race, climb, advantage, thrill, excitement, score.

B.

pastime: an unusual pastime, Mary's favourite pastime. We played word games in the car as a pastime during the long drive.

team: a football team, a popular team, a famous team. A football match is a game between two teams of players.

support: 1) to support the government, to support each other, to support the family. Mr Donovan has to support a large family. Do many people support that candidate? Which football team do you support? 2) To show support, to give support. My friends gave me real support during the difficult times.

race: 1) an important race, a difficult race, famous motor races (horse-races). Our horse won the race. 2) to race someone. The two children raced each other to school. Will you race me to that tree?

climb: to climb the mountains, to climb the hills. The boys climbed the tree and fell down.

a climb: A long climb up the mountain. The trip includes a climb up the volcano.

advantage: an advantage, to give an advantage, to have an advantage over sb, to get an advantage. The home team always have an advantage over their opponents. Quick thinking is an advantage in many professions.

thrill: a great thrill, a pleasant thrill; to give (get) a thrill. Seeing the ocean for the first time gave me a great thrill. It was a thrill to see the famous runner in person.

excitement: real excitement, great excitement. We could hardly sleep because of our excitement about starting the trip tomorrow. There was great excitement when the teacher told us about the coming trip.

score: 1) to score a point (some points), to score a goal (some goals). I scored twenty points in the game. Who scored the goal? 2) The final score. What's the score? The final score was 5 to 4.

Step 5

№ 69 к упражнению 1

Laila Ali

Everybody knows the name of Muhammad Ali. He is a real boxing legend. Laila Ali is his youngest daughter. She has become a professional boxer though her fa-

ther was against it. When people used to ask him about women in boxing, he used to say he was against it.

Laila Ali's first fight was really unusual because her dad is so famous. Normally a first fight is not important. Nobody usually thinks about first fights. But Laila's first fight was different. The best boxing journalists and TV people came to see her first fight because her father used to be one of the best boxers in the world when he was younger. Everyone wanted to know the same thing — was she any good? People wondered if her father could come to see the fight. They asked each other if she knew the risks of fighting.

Laila's opponent was April Fowler. She was not very good at boxing. The fight lasted 30 seconds. Laila Ali won. Laila showed that she had talent and even moved very much like her father while boxing. Muhammad Ali didn't go to the fight, but he was at the party after it and said he was very proud of his daughter.

Now Laila Ali is one of the best women in boxing. She has won most of her fights because her technique is now much better. People say she is very much like her father.

№ 70 к упражнению 2

We Shall Overcome

We shall overcome, we shall overcome

We shall overcome some day.

Oh, deep in my heart

I do believe

That we shall overcome some day.

We shall live in peace, we shall live in peace,

We shall live in peace some day.

Oh, deep in my heart

I do believe

That we shall overcome some day.

We'll walk hand in hand, we'll walk hand in hand,

We'll walk hand in hand some day.

Oh, deep in my heart

I do believe

That we shall overcome some day.

№ 71 к упражнению 8

A.

Ancient, compete, competition, performance, event, war, peace, hero, organize, organization, noble, field, battle, honour, to take part in, to take place.

B.

ancient: ancient times, Ancient Greece, an ancient city. There are ancient walls around the old city of York.

compete: to compete in the race, to compete with/against each other. The two sisters always compete with each other.

competition: an important competition, to win the competition. Our team was in competition with three others. I think I'll enter the swimming competition.

performance: an evening performance, an afternoon performance, the actor's performance. We all enjoyed last night's performance of the school play. His performance of/as Othello was very good.

event: an important event. The first day at school is a big event in a child's life. The next event will be the high jump.

war: at war, to start a war, to go to war. In 1775 England was at war with her American colonies. They were a warlike nation.

peace: Peace on the planet is very important for all of us.

hero: to become a hero, a national hero. The winners of the Olympic Games are national heroes.

organize: to organize a meeting, to organize a trip. Our teacher has organized a class trip to Stratford-(up)on-Avon.

organization: She is busy with the organization of her daughter's party. The letters UNO stand for the United Nations Organization.

noble: a noble person, a noble profession, a noble family, noble thoughts. Mr Patrik Morgan comes from a noble family.

field: a green field, in the field, on a football field. We could see the farmer in the field. The players have just come out onto the football field.

battle: to fight a battle, the battle of Trafalgar. Battles happen during wars. The two armies fought a battle.

honour: a great honour, a big honour. He is a man of honour. It is a great honour to meet you.

to take part: Who will take part in the swimming competition? John hardly ever takes part in our meetings.

take place: The meeting took place on 17 March. What took place after the performance?

№ 72 к упражнению 10В

The Olympic Games are an international sports festival that began in Ancient Greece. In those days Greek games took place every four years. They included not only sports competitions but also competitions in music, oratory, and theatre performances. The earliest information about the Olympic Games goes back to 776 BC, but historians think that the Games began long before that. The ancient Olympics had only one athletic event — a footrace or a race for runners of about 183 metres (the length of the stadium). Only men could compete or watch the Games. During the Games there was peace in the country. When the powerful, warlike Spartans began to compete, they changed the programme of the Games and included more sports in it. The winners of the Games became national heroes. The Roman emperor Theodosius ended the Olympics in 394 AD because he thought that they were a pagan festival.

In the 19th century the French nobleman Pierre de Coubertin got the idea to bring the Olympic Games back to life. With the help of the people who supported him he organized the first modern Olympic Games in 1896. They were a success. Athletes from thirteen countries came to Greece to compete in nine sports. Russia took part in them too. Now the number of countries taking part in the Olympic Games is much larger and so is the number of sports in which athletes compete. Like in ancient times, the Olympic Games take place every four years, yet in 1926, the tradition of the Winter Olympic Games also began. The noble idea of

the Olympic Games is to make all people friends by competing on football fields, courts and stadiums. The International Olympic Committee (IOC) heads the Olympic movement. Among other things the Committee chooses the place for the coming Olympics. It is a great honour for a city to become an Olympic one.

The Olympic Games are probably the most important international sports event. Millions of people watch them, supporting their favourite teams and athletes. Many things have changed but like in ancient times winners of the Olympics become national heroes in their countries.

Unit 6

Step 1

№ 73 к упражнению 1

I n t e r v i e w e r: Hello, Bob! Hello, Sam! Hello, Clare! I'd like to ask you a few questions about your free time. I know you three go to the same school in South London. You are fourth formers and have a lot of classes and homework to do. Do you have any free time at all? Bob?

B o b: On most weekdays our classes are over by four o'clock in the afternoon. I spend some time on doing homework and I help about the house but I still have two or three hours to myself. And then there are weekends when I meet my friends.

I n t e r v i e w e r: Sam?

S a m: I have some extra mathematics classes, so, I have less free time than Bob.

I n t e r v i e w e r: Clare?

C l a r e: I have very little free time because I have two younger brothers and I have to help my mum. I play with them and read them books while she is busy shopping or cooking. In fact I'd like to have more time for myself.

I n t e r v i e w e r: And what do you do in your free time?

C l a r e: I like to go out with my friends. We go to the disco or watch video films or just talk about different things — school, teachers, boys...

I n t e r v i e w e r: And you, Bob?

B o b: I go to the gym to work out. I also swim on Tuesdays and Sundays and play football on Saturdays, so I spend a lot of time on sports and games.

I n t e r v i e w e r: Sam?

S a m: I like to spend my weekends with my family. We often drive to different places like the Lake District or the Highlands. My father knows a lot about history and shows us the most interesting historic places. My other favourite pastime is reading books and watching historical films.

I n t e r v i e w e r: Thank you all so much for your time. You've been very helpful.

№ 74 к упражнению 9

Hi! I'm Nina. I go to school in St. Petersburg. My school is not usual. We study a lot of chemistry and biology. Biology is my favourite subject. I have always been interested in wildlife. After school I spend most of my time in the club. We call ourselves "Young Biologists". We meet two times a week to discuss some interesting problems. During school holidays we go to different places where we can watch wildlife and study their ecology. I keep some pets at home too. I like playing with them and looking after them.

I'm Mark. I live in Liverpool, England. My hobby is music. We have the Beatles Museum in Liverpool which I have visited many times. I have a big collection of books about the musicians and a lot of their recordings. I think there is nothing that I don't know about the group. Of all the musicians I like John Lennon most. He had many hit songs. Lennon was killed in 1980 by a mad fanatic. But people in different countries remember him.

Hi there! I'm Andy Scott. I come from Sacramento, California, USA. I think I spend all my free time playing basketball. I play for the school team and they say that I'm one of the best players. I go to the stadium to watch basketball games with my dad or with my friends. I support the LA Lakers, they are the best team in the NBA. If I can ever play for Lakers, I'll be the happiest person in the world.

My name is Denis. I live in Vladivostok in the east of Russia. My hobby is computers. I got a computer two years ago and now I spend a lot of my free time in front of it. Sometimes my friends and I go to the Internet cafe and surf the net. I used to play a lot of computer games but now I think they are rather boring. Using the computer helps me with my school as I can get all the information I need from the Internet.

I'm Julia and I come from Scotland. I have a hobby that is not very common nowadays — I read books. Very few of my classmates do any reading at all. They prefer television or videos but I love reading a lot. I go to the local library and read books there. I'm very lucky because my parents have a good home library and I can take any book I like. My friends call me a book-worm but they like it when I tell them what I have read in books. I think I could spend all my life reading. That's the most exciting pastime I can think of.

Step 2

№ 75 к упражнению 1

William Shakespeare was born on the 23rd of April in the year 1564. He was born in the home of John and Mary Shakespeare. John Shakespeare was rather rich. He was a glove-maker and he was a man of some importance in Stratford. Shakespeare's mother, Mary Arden, was the daughter of a farmer, who lived not far from town.

The Stratford of those days was a quiet little place. There were 200 houses in it. The town was situated on the river. There the roads from other great towns met and the main bridge of Stratford played an important role in the life of the town. The Shakespeares lived in a well-built house, which is still standing in Henley Street. This house is visited every year by thousands of tourists. Inside are the living room, the kitchen, the room where William Shakespeare was born. Here you can see some furniture of the 16th century, a collection of books and other things. In the garden grow trees, plants and flowers which are mentioned in Shakespeare's plays and poems.

№ 76 к упражнению 6

A.

Entertainment, act, possible, impossible, god, recite, introduce, circus, connect, consider, appear, disappear, play, audience, offer, as well, by and by.

B.

entertainment: real entertainment, the usual entertainment, the world of entertainment, to enjoy entertainment I think all people enjoy entertainment. Let's take a look at the world of entertainment. Cinema is the entertainment of the 20th century.

act: to act as sb, to act quickly, to act in a performance. We have talked enough, it's time to act. Helen sometimes acts as her father's secretary. A famous actor, a popular actress.

possible: a possible visit, it is possible that..., if (it is) possible, as soon as possible, when/whenever possible, where/wherever possible. Everything is possible. I relax with a good book wherever possible.

impossible: impossible children. It is impossible for elephants to fly.

god: In Ancient Greece people had a lot of gods. Mars was the Roman god of war. **God** (no plural) is the being who made the world and controls all things.

recite: to recite a poem, to recite a dialogue. Alice had to recite her poem in front of her class.

introduce: to introduce sb to sb, to introduce actors to a play. My parents introduced me to their guests. Let me introduce myself. He introduced himself as Doctor Desmond Morton.

circus: to go to the circus, to take sb to the circus. My little granddaughter asks me to take her to the circus again.

connect: to connect sth to/with sth (sb), to connect the printer to the computer, to connect the two farms. How are you connected with the business? We are not connected to the Internet.

consider: to consider facts, to consider doing sth. Max is considering my idea. I'm seriously considering leaving the company. Professor Harvey is considered (to be) a real expert.

appear: to appear on television (in the film), to appear from the room, to appear from behind the tree. One day a stranger appeared on my doorstep.

disappear: to disappear suddenly. The sun disappeared behind the clouds.

reappear = to appear again.

play: a modern play, a funny play, an exciting play. People believe that Shakespeare wrote 37 plays.

audience: an unusual audience, a thankful audience, a young audience. Audiences all over the world loved Chaplin's films.

offer: to offer entertainment, to offer a cup of coffee, to offer to help. They haven't offered me the job yet. We'll be happy to offer you all the help we can.

as well = too = also. Buy some potatoes, please, and some carrots as well.

by and by = after a short time. By and by they got to know each other.

№ 77 к упражнению 9

1) Prehistoric people did not have a developed language.

2) The drama of A. P. Chekhov is very well known in the world.

3) We organized a party to celebrate the end of the school year.

4) A chorus is a group of people who sing together.

5) D'Artagnan is the main character of "The Three Musketeers" by Alexandre Dumas.

6) "Othello" is a tragedy and "Twelfth Night" is a comedy by William Shakespeare.

7) Spartacus is probably the most famous Roman gladiator.

8) We sat near the arena and could see the circus animals very well.

9) Easter and Christmas are religious festivals.

10) The Renaissance was the period in Europe between the 14th and 17th centuries, when the art, literature and ideas of Ancient Greece were discovered again and widely studied.

11) A moral person always does the right things.

12) I forgot the words of the song and had to improvise. Everyone laughed.

13) The speaker stood on a high platform and all the people around could see and hear him well.

14) At our geography lessons we use a lot of maps and a big globe.

15) A. N. Ostrovsky was one of the best Russian dramatists, he wrote a lot of interesting plays.

16) Have you ever been to a concert of classical music?

№ 78 к упражнению 10B

The History of Entertainment

Nearly everyone enjoys entertainment. The beginnings of popular entertainment go back to prehistoric times, when dance, music and story-telling were very important.

The traditions of entertainment began in Ancient Greece about 2,500 years ago with the development of Greek drama. In those days festivals were organized to celebrate Dionysus, the Greek god of wine and new life, with song and dance. Later poets began to write stories for a large group of performers (a chorus and an actor to recite). Then another actor was introduced which made a dialogue between characters possible. There were two forms of classical Greek drama — tragedy and comedy.

The Romans continued the traditions of Greece and developed other kinds of entertainment as well. The beginnings of the circus are connected with gladiators fighting in public arenas.

In the Middle Ages the church considered entertainment and drama wrong, but by and by drama reappeared with religious and moral plays.

In the time of Renaissance the theatre became less religious and there was a new interest in Greek and Roman drama. Common people preferred comedies performed by a travelling group of actors. At first, the actors had no text, only an idea of what was going to happen and had to improvise. They usually performed on high platforms in public places. The actors offered entertainment which included plays, songs and dances.

The Golden Age of Theatre began when the first special theatres were built. The first of such theatres was opened in London in 1652. Soon there appeared a few others including the famous Globe Theatre. Among the writers who worked for these theatres was William Shakespeare, one of the greatest dramatists in any language. Shakespeare gave his audience great literature but at the same time he gave them popular entertainment.

Nowadays people entertain themselves by listening to music, watching TV programmes, films and videos, going to concerts and circus shows but the theatre is still among our favourite entertainments.

Step 3

№ 79 к упражнению 1

1. — Good evening.
— Good evening.
— I'd like two seats for the morning performance on Saturday.
— Yes, sir. Where would you like to sit?
— I'm not sure. I'm taking my daughter with me.
— There's the plan of the hall.
— Hm... I think I'd like to sit in the middle.
— Certainly, sir.
— How much is it in the middle?
— Twenty-five pounds.
— That's fine. What time does the performance start?
— At eleven, sir.
2. — Mum, thanks for the dinner. It was really tasty. The fish was so nice.
— I'm glad you liked it, dear. Anything for dessert?
— Yes, a piece of your wonderful apple pie.
3. — What are you doing tonight, Bob? Are you going out?
— I don't think so. I'd rather stay in. There is my favourite opera on at eight.
— What is it?

№ 80 к упражнению 2

Theatre

A theatre is a place where plays are performed by actors and watched by an audience.

The earliest theatres we know about were in Greece where drama in the form of tragedies and comedies was enjoyed by theatre lovers. Greek theatres looked like big stadiums open to the sky but they were so well built that everyone could see and hear the players well. Roman theatres looked like Greek theatres. The Romans built a theatre in nearly every large town in the country. Some of the Greek and Roman dramatists are remembered today and their plays are performed in modern theatres.

№ 81 к упражнению 7

A.

- 1) stalls
- 2) stage
- 3) balcony
- 4) gallery
- 5) rows of seats
- 6) circle
- 7) curtains
- 8) orchestra-pit
- 9) box

B.

- 10) cloakroom
- 11) foyer
- 12) box-office
- 13) buffet
- 14) ballet
- 15) opera
- 16) programme
- 17) opera glasses
- 18) costume

№ 82 к упражнению 8A

At the Box-office

A: Hello. How can I help you?

B: I'd like two seats for tomorrow.

A: Morning or evening performance?

B: Evening, please.

A: Where do you want your seats?

B: In the stalls, back or middle rows.

A: I am sorry, but the stalls are sold out. We have two good seats in a box at 35 pounds.

B: That's more than I wanted to pay.

A: Then I can offer you two seats in the circle, front row, at 12 pounds.

B: I think I'll take those. Thanks very much.

A: You're welcome.

№ 83 к упражнению 9

A.

Invite, invitation, arrive, arrival, ticket, expensive, fantastic, impress, impression, rise, scenery, applause, applaud, to be over, to go down/up, at last.

B.

invite: to invite sb to/for sth, to invite to the theatre, to be invited to the performance. Why don't you invite them for supper?

invitation: Nobody in the office received an invitation to the party.

arrive: to arrive in/at some place, to arrive home, to arrive at the house, to arrive in the country. They arrived in Moscow in late October.

arrival: an early arrival, on arrival, the arrival of the flight. Johnson was arrested on his arrival to New York.

ticket: a cinema ticket, a theatre ticket, a lottery ticket, a match ticket; to get tickets for the game (performance, show, concert, trip); to get a train (bus, plane) ticket.

expensive: an expensive car, expensive tastes. My cousin always wears expensive clothes. The seats in the stalls were very expensive.

fantastic: a fantastic idea. It's a fantastic performance! You've done a fantastic job.

impress: to impress sb. His answer impressed me. I was impressed by what he said.

impression: the first impression, to make an impression on sb. I know you want to make a good impression on everyone you meet.

rise (rose, risen): to rise in the sky, to rise up, to rise from the table. As the sun rose in the sky it became much warmer. Bob rose up and went to the window. The plane rose in the air. Edward finished his meal and rose from the table.

scenery (always singular, **no** indefinite article): They don't use a lot of scenery in modern performances. The scenery on the stage was really wonderful.

applause: a loud applause, a storm of applause. There was a loud applause at the end of the performance.

applaud: to applaud a speech, to applaud an actor. The audience laughed and applauded.

to be over: The performance was over at 11 p.m. When are your classes usually over? The meeting was over and everybody went home.

go down (up): The lights went down and the performance began. The lights went up and we could see the room well.

at last: They have come back at last. At last we got the answer we wanted to get.

№ 84 к упражнению 11В

Lisa's First Visit to the Bolshoi Theatre

Last autumn my cousin invited me to the Bolshoi Theatre. I had never been there before and was really excited when Alec told me we were going to see “Swan Lake”, the famous ballet by P. I. Tchaikovsky.

When we arrived at the theatre, we left our coats at the cloakroom. Our seats were in the stalls. I had a look at the tickets. They were not very expensive but we could see the stage very well. Alec bought me a programme and gave me his opera glasses. The curtains were fantastic. As we had some time before the beginning I walked to the stage and the orchestra-pit and looked at the hall. Its red and golden interior [ɪn'tɪəriə] impressed me very much. Soon the lights went down, then the curtains rose and the dancers appeared on the stage. I liked every minute of the first act [ækt] — the scenery, the costumes, the music and the way they danced.

During the interval we walked around in the foyer. I told Alec how much I liked the ballet. It was really wonderful. I said I would like to see some other ballet some day. So we went to the box-office and bought two tickets for the “Nutcracker”. Then we had ice-cream and coffee in the buffet. When at last the ballet was over and the music came to an end, there was a storm of applause. I applauded loudly, too. I really enjoyed myself.

№ 85 к упражнению 1

The Movies Come to Hollywood

How did Hollywood begin? In 1883 Harley and Daidia Wilcox from Kansas came to Los Angeles. There were just orange and lemon farms there. The Wilcoxes began buying land. Three years later they had fifty hectares of land which they called Hollywood. Then the American film makers found out that California was a wonderful place to make films. The weather was sunny, the Californian workers were not expensive, so the film makers began buying land from the Wilcoxes bit by bit and building studios. The first Hollywood studio was built in 1911. In 1913, there appeared the second studio which became known as Paramount Studios. Universal Studios started about the same time, the Fox Company two years later, and Warner Brothers in the early 1920s. If people wanted to “get into the movies”, Hollywood was the place to go.

№ 86 к упражнению 4

1) **learn them:** gold, silver, steel, wood, brick, cardboard, wool, cotton, china;

2) **remember them:** stone, rubber, glass, paper, metal, plastic.

№ 87 к упражнению 6

A.

I.

Action film, thriller, science fiction film, adventure film, crime film, horror film, psychological film.

II.

Seem, price, magic(al), screen, agree, disagree, besides, attention, attentive.

B.

seem: to seem nice, to seem good, to seem all right. That apple is bad but this one seems all right. It seems cold today. He is not what he seems. It seems to me...

price: the price of sth, low/high prices, at a low price, at half price, at what price. What was the price of your new bicycle? She has become very successful but at what price? We bought the video cassette at half

price. Victor bought the pens at a small price, at the price of 5 roubles each.

magic(al): a magic trick, a magic carpet, a magic show; a magical world (evening, melody). It was a truly magical night.

screen: a wide screen, a computer screen, to appear on the screen, to come to the screen. A new action film will come to the screen later this month.

agree: to agree with sb; to agree to do sth, to agree to a plan (an idea). We agreed to leave at once. Do you think John will agree with us? — “Gone With the Wind” is one of the best films of the last century. — I couldn’t agree more. (I quite agree with you.)

disagree: to disagree with sb. I strongly disagree with the last speaker.

besides: I don’t like this coat and, besides, it costs too much. There are many rivers in England besides the Thames.

attention: to pay attention to sth/sb. You should pay attention to what your teacher says.

attentive: to be attentive to sb/sth; an attentive listener, an attentive teacher. Our family doctor is friendly and attentive. Be attentive to your granny.

№ 88 к упражнению 8B

Let’s Go to the Cinema!

Today it is possible to buy a video and watch a film at home, but millions of people all over the world still prefer to go to their town or city cinema for a “night out”. And before television arrived in people’s homes, a visit to the cinema was something really special and truly wonderful.

The golden age of film-making and going to the cinema — was between 1930 and 1950. Film stars seemed like kings and queens. Cinemas were “picture palaces” where, for the price of a ticket, you could find yourself in a magical world. In that world anything and everything was possible.

Nowadays cinema audiences are much smaller and usually younger than the audiences of the golden age. Many of the “picture palaces” are now multi-screen

cinemas with four or five small cinemas inside one building. Today's films appear on video, and then on TV after cinema audiences have seen them. But some films don't look so good on TV, they need a large screen to be really enjoyed. Television can't do it. You may agree or disagree with it, but for many people the cinema is still the only place to watch a film. Besides the cinema is the only place where you can watch a brand-new film before your friends do it and decide if you like it.

Of course, everyone has their own favourite kinds of films — action films or thrillers, comedies, psychological dramas, science fiction, adventure and crime films, horror films or musicals. But cinema is always in the focus of our attention; it thrills, entertains and educates us.

Step 5

№ 89 к упражнению 1

S Club 7

"S Club 7" is a famous British band. They are mad about music. They dance, sing and travel together. They are great friends and they love being together because they always have a good time. They're like a big family.

There are seven people in the band — four of them are girls — Jo, Hannah, Rachel and Tina. Yo really loves singing. When she was a child, she did Karaoke whenever she had the chance. She sings all the time. She often sings to herself in the shower. The young people are good friends and like each other very much. They all like to talk, but Yo and Tina talk all the time. When they are by themselves, they can talk for hours. Tina and Paul love Italian food. They often eat out in Italian restaurants, but Paul is a messy eater. He often gets spaghetti all over himself. Bradley has got a lot of energy and he loves having parties and meeting new people. All of them like having fun and they enjoy each other and themselves.

№ 90 к упражнению 6

A.

Compose, composer, receive, emotion, full, devote, be devoted to, inspire, graduate, conduct, conductor, dead, be based on.

B.

compose: to compose music, to compose an opera, to compose a ballet. Bizet composed an opera called “Carmen”.

composer: Mozart was a famous composer.

receive: 1) to receive a letter, to receive calls from school; 2) to receive visitors, guests. We haven't received your letter yet. Did you receive many presents on your birthday? He received his visitors with a smile.

emotion: strong emotions, an uncomfortable emotion, to control one's emotions. Love and hate are emotions. Happiness is an emotion, too.

full: a full glass of milk, a house full of guests for the party, to be full of sth. The hall was full of people. Her life is full of excitement. The packet is half-full. A full-time student.

devote: to devote sth to sb/sth. Eric devotes all his free time to playing football. John has devoted most of his time to his painting. He devoted himself to writing music. A devoted friend.

to be devoted to sb/sth: We are devoted to our country.

inspire: to inspire a poet, to inspire a painter, to inspire the audience. What inspired you to write poems?

graduate: to graduate from a university, to graduate from college. My uncle graduated from Oxford in 2002.

conduct: to conduct a work of music, to conduct a symphony. Tchaikovsky conducted the first performance of his Sixth Symphony.

conductor: a famous conductor. Our music teacher is also the conductor of our school orchestra.

dead: dead flowers, dead animals, dead bodies. The plant was dead because it hadn't got enough water and sun.

to be based on: The story is based on real life. The film is based on a true story.

№ 91 к упражнению 8В

P. I. Tchaikovsky and His Music

Peter Ilyich Tchaikovsky (1840—1893) is one of the most important figures in the history of music. He wrote some of the best-loved melodies of all times. His ballet music is some of the happiest and most tuneful music ever written.

By the end of his life, in the late 19th century Tchaikovsky was known as the greatest living composer. However, at the beginning of his career, his compositions were not always well received. Tchaikovsky's music, which is so popular today, was at the time considered to be very modern and different. Some people thought it was too sentimental and emotional. But audiences everywhere came to love Tchaikovsky's musical style which was full of feeling and could excite them.

Tchaikovsky was born in Votkinsk, Russia, in 1840. Young Peter showed an early interest in music. He was given piano lessons at the age of five and very soon he learned to play better than his teacher. His mother died when he was fourteen, he felt unhappy and began to compose music which helped him. At the age of twenty-three he became a full-time student at St. Petersburg Conservatory. He graduated from it and was offered a post at the Moscow Conservatory, where he taught for the next twelve years. Then he devoted himself to composing.

His music was often inspired by Russian folk tunes and includes some of the world's best-loved melodies such as the "Romeo and Juliet Fantasy Overture" and his "First Piano Concerto". His ballets — "Swan Lake", "Sleeping Beauty", and the "Nutcracker" — are still among the most popular ballets.

Between 1888 and 1893 Tchaikovsky visited Europe and the USA conducting his own works. In 1893 he conducted the first performance of his Sixth Symphony. He called it the "Pathetique" (full of feeling), saying, "It is based on so much emotion and feeling that when I composed this work I found myself crying."

Tchaikovsky considered this to be his greatest composition; it was also his last. Less than two weeks later he was dead.

№ 92 к упражнению 11

Pasadena

(Karen and Alice Maywood)

Come with me to Pasadena,
Today at ten we will arrive.
I have been in Pasadena
For a great deal of my life.

Refrain:

Come with me to Pasadena
If you want to have some fun.
Watch the dancing seniorinas
In the heat of the sun.

When I woke up today
I heard someone say,
“Girl, it’s raining
And they’re expecting snow.”
And it’s morning I knew
What I had to do
Take the next plane
And finally go.

Refrain.

Тексты аудиозаписей к рабочим тетрадям

UNIT 1

Listening+ Section

№ 1 к упражнению 1

American Cities

Text A

This city is one of the greenest cities of the US. It lies on the east coast of the country and is situated on the Potomac River. American presidents live in this city. Here you can find a lot of government offices, the White House and the Capitol. The city is well planned and has beautiful streets and avenues. A lot of tourists come here every year.

Text B

The largest city of the US is also its richest port. It is situated on the south-east coast of the country. People often call it the “Big Apple”. More than twenty million people visit it every year. Broadway is its street known all over the world. It is famous for its theatre shows. If you want to look at the buildings in this city — look up! It is full of skyscrapers. Many of them are not very beautiful, but some are wonderful, and very modern.

Text C

This American city is situated not far from Lake Michigan in the north of the country. It is the third largest city in the country. There are a lot of plants and factories in it. Sometimes people call it the “Windy City”. It is famous for its museums and the tallest skyscraper in the world which is 443 meters high. At the beginning of the 20th century, in the thirties people called it the “City of gangsters”.

№ 2 к упражнению 2

Tom's Journey

Last summer Tom Hardy's family visited the United States of America. They began their journey in the north of the country where they spent a few days. They stayed in one of Chicago's hotels, visited its museums and then went to see the Great Lakes. They had a boat trip on Lake Michigan and had a wonderful time.

In the evening they had a flight to San Francisco and admired the Golden Gate Bridge. The family travelled along the Mississippi River and enjoyed their trip very much.

On the 15th of June they arrived at Miami airport. The weather was wonderful. It was pleasantly warm. They say, the weather is good in Florida all the year round. When people stop working, many of them go to live to Florida. The beaches of Florida attract a lot of holidaymakers.

The Hardys finished their journey in the capital of the United States. They did the sights of the city and flew to London from Washington, DC.

№ 3 к упражнению 3

Two Friends Meet Again

J a n e: Hello, Sue. How are you? You do look fantastic.

S u e: Hi! I have just returned from the States. I enjoyed my stay there very much.

J a n e: Oh! What places did you see there?

S u e: I visited a lot of places. I have been to New York, Washington, DC, San Francisco and Disneyland. So I can say I have been to the coasts of the two oceans.

J a n e: Great! Which of them did you like most?

S u e: They are all interesting. But Disneyland is really very special. It is a very large amusement park which opened in 1955. I have taken some photos of Disneyland and Disney characters.

J a n e: Can you tell me more about this park? I would like to have a look at your pictures, too.

S u e: Certainly I can. Come over to my place tomorrow, let's say around seven p.m. I'll show you my photos.

J a n e: Oh, thank you. I would really like to come.
See you then.

S u e: See you.

Test 1

№ 4 к упражнению 1

The USA

The USA is one of the most powerfull countries in the world. It is situated in the central part of the North American continent. It is the fourth largest country of the world after Russia, Canada and China. It has many islands in the Pacific Ocean.

The five Great Lakes between the USA and Canada include Lake Superior which is the largest and Lake Michigan, Lake Huron, Lake Erie and Lake Ontario which is the smallest. In the west of the USA there is another famous lake — the Great Salt Lake.

The USA is a very large country, so it has several climate zones. The coldest regions are in the north and north-east. There a lot of snow falls in winter. The south has a subtropical climate. The climate along the Pacific coast is much warmer than that of the Atlantic Ocean. In general, the climate in North America is much colder than in Europe.

UNIT 2

Listening+ Section

№ 5 к упражнению 1

Languages of the World

Text A

Scientists say that there are about 2,800 languages in the world. As the number of foreign languages is quite big, it is sometimes rather difficult to choose what foreign language to learn. Still there is a language that is most popular all over the world. In fact, this language is the English language. Today English is the language of the world. It is the official language of quite a number of countries. Of course one of the first on this list is Great Britain where English came from.

Text B

The official language of Italy is Italian. Still Italians say that Russian is spoken in many tourist zones, first of all — in Rome. You can speak German in the north of the Adriatic and around the lakes. But they will understand your English and French almost everywhere: in restaurants, hotels and tourist bureaus. Maybe it is like this because Russian, English, German and French are world languages.

Text C

During the past years Norway has grown into a popular tourist centre. Tourism develops so fast because this land has a long history and is very beautiful. Another factor is that English is widely spoken in Norway though its official language is Norwegian. Any native speaker will answer your questions if you ask them in English. So you can feel at home in Norway if you speak English.

№ 6 к упражнению 2

Who Speaks English?

English is the official language of Great Britain, Australia, New Zealand, the USA. English is one of the official languages in Ireland, Canada, and the South African Republic. As a second language they speak it in Pakistan, India, Singapore and very many countries of Africa and Asia which were British colonies before. Over 400 million speak English as a mother tongue.

№ 7 к упражнению 3

Thousands of Words to Learn

R o s i e: Annie, is anything wrong? You look kind of sad.

A n n i e: The matter is that our English teacher has told us today we must have a rich vocabulary and learn more new English words.

R o s i e: So, what's the problem then?

A n n i e: But he says that there are more than 500,000 words in English. You know, William Shakespeare used 20,000 words in his writing. How can

I learn so many words? Even if I try to learn 50 words every day it will take 27 years of my life!

R o s i e: Come on, Annie! Grow up! You've forgotten that normally a native speaker uses only 5,000 words in his or her speech! If you are hardworking, you can learn them all just in 100 days. A lot of time is still left for fun!

Test 2

№ 8 к упражнению 1

Language Families

There are ten main language families in the world. The languages of one family are like members of a real family. For example, nearly all the languages of modern Europe are relatives. They form part of one large group of languages which we call the Indo-European languages. English, Greek, Russian, French, German, Spanish and many more belong here. They are all like cousins to each other.

Some of them are closer to each other; they are like brothers and sisters. For example, Russian, Ukrainian, Bulgarian. All of them belong to Slavonic languages. German and English belong to Germanic languages. Scandinavian languages such as Swedish and Norwegian also get into this group. French, Spanish, Portuguese and Italian belong to the Romance languages. All of them came from Latin, but the closest to Latin is Italian.

UNIT 3

Listening+ Section

№ 9 к упражнению 1

How Bear Lost His Tail

Back in the old days, Bear had a tail. It was long and black and Bear wagged it. Fox saw this and he decided to play a joke on him. The fox made a hole in the ice right near the place where the bear liked to walk. When the bear was coming by, he saw a lot of fish lying all around the fox. Suddenly the fox took his tail out of

the hole in the ice and with it he took out another big fish.

“Hello, Brother,” said the fox. “How are you this fine day?” The bear said he was alright and asked if the fox was fishing. “Oh, yes,” answered the fox. “Would you like to try?” The bear agreed. So they went to some place up the lake. The fox knew this place very well. The lake there was not deep enough to catch winter fish. But the fox said: “Here you can catch many fish. Place your tail in the hole and wait. You must wait long. When a fish catches your tail, I will shout. Then you must pull as hard as you can to catch your fish. But do not move at all till I tell you.” The bear agreed.

He sat down next to the hole, placed his long beautiful black tail in the icy water and turned his back. The fox watched him for a time and then, very quietly, went back to his own house and went to bed. The next morning he woke up and thought of the bear. “I wonder if he is still there,” the fox said to himself. “I’ll just go and see.”

The bear looked like a little white hill in the middle of the ice with his tail in the frozen water. He was fast asleep. The fox began to laugh. Then he decided it was the time to wake up the poor bear. He came very close to him, and then shouted: “Now, bear!!!” The bear woke up and pulled his long tail as hard as he could. And his tail broke off. Whack!: just like that. The bear turned around to look at the fish but instead he saw his long lovely tail caught in the ice. “Ohhh,” he cried, “ohhh, fox. I will get you for this.” But the fox ran away. The bear was very unhappy. He went back to his cave and did not come out until spring. So it is like that even to this day. Bears have short tails, sleep all winter, and have no love at all for foxes.

№ 10 к упражнению 2

American Zoos

Text A

The Lincoln Park Zoo began in 1868 with a pair of swans from New York’s Central Park, making it the country’s oldest zoo. In four years buffalo, prairie dogs, foxes, deer, wolves and more joined the swans —

and finally an elephant, a pair of tigers and a lion in 1889, the zoo's first non-North American animals.

In the zoo, there is a new small reptile house which has an ecosystem with the climates of four continents.

Text B

Atlanta's zoo began when a man who lived there bought an animal collection from travelling circus and gave it to the City as a present in 1889. Little happened to the zoo for almost 50 years, until another rich man gave his live animal collection to the zoo.

The zoo today is a natural home to many species including 19 lowland gorillas, among them 40-year-old Willie and his growing family. The zoo's territory also has orangutans, giraffes, ostriches, red pandas. They all live happily in the hot climate.

Text C

The Columbus zoo has a big collection of North American animals, reptiles, and others. It is best known for its work with gorillas. The first zoo gorilla was born in 1956, and later the first gorilla twins were born in the zoo.

There is also a large piece of coral reef inside a big tank of water. Visitors sometimes sit there for hours and watch fish.

Text D

Christmas Eve 1995 was an awful night for the Philadelphia zoo, when a fire ruined a big part of the zoo, killing 23 animals. But the next spring they opened that section to public.

№ 11 к упражнению 3

A Sweet Gift

— Guess, mamma, dear, guess what we have for you!

— An apple?

— Something sweeter!

— Chocolate?

— Something sweeter. Do you give up?

- I give up. I don't know.
- Look at these wonderful pansies and forget-me-nots!
- Oh, how lovely! It's like bringing the garden into the room.
- You see they are so nice and fresh. They will be just right for your window.
- I love pansies. My grandmother grew a lot of them in her garden. I always think of her when I look into their bright little faces.
- Just look at the soft, velvety colours. Pansies are the same family as violets, you know. In fact, I think a pansy is a violet which people have grown more beautiful by cultivation.
- I believe I like forget-me-nots best. They belong to a different family. They are not so big as pansies, but they blossom all summer long, and they look like blue eyes in the grass.
- Do they grow only in gardens?
- Oh, no, indeed; in some places they grow wild, in low, wet places, or on the banks of rivers. But I shall be very happy with these little flowers on my window-sill. Will you put them there for me now?

Test 3

№ 12 к упражнению 1

A. You can see this flower early in spring. The flowers are yellow and rather large. The plant has long leaves and a sweet pleasant smell. It grows in gardens, in parks, along the roads and alleys. The English say it is the flower for March.

B. The flower for November is the chrysanthemum. It is one of the oldest known flowers. It has grown in Japan for nearly two thousand years and is the emblem of that country. This lovely flower can be white, yellow, red, purple and pink. They grow in English gardens from August to December when most other flowers are ready for the winter.

C. The flower for August is the poppy. Poppies have bright red, orange, purple or yellow flowers. They look like cups. They often grow in gardens, but you can eas-

ily find them in hills and mountains. People often wear poppies on their dresses in memory of dead soldiers and war heroes in November.

D. The flower for July is a typical flower of lakes and ponds. You can often see frogs on its large green leaves. Frogs use these leaves as platforms. Some are white, pink, blue or even purple.

E. The snowdrop is the flower for January. It is as white as snow. You can see it in forests and gardens when there is still snow there. The little plant is a native flower of Europe. It has become an endangered flower lately.

UNIT 4

№ 13 к упражнению 1

Pollution

When you pollute something, you make it dirty or dangerous. It is dangerous to drink polluted water or breathe polluted air, and if you pollute the ground, nothing will grow in it. Pollution can start in a small way — like using a river for waste. But then, pollution grows and grows, until everybody is in danger...

In 1769 some people built a small town in a beautiful place between the mountains and the sea, and called it Los Angeles. They built houses and farms. They found gold and oil nearby. More people came and built towns and factories. The factories worked twenty-four hours a day making useful things; and the people drove to work in big, fast cars. Soon there appeared an airport too. There was more and more smoke and gas from the cars, factories and planes. Then the fog came. Ordinary fog soon goes away; but this fog stayed for a long time. The sun “cooked” the smoke and gases from the factories and cars and made smog — smoky fog. People had problems with breathing. Everybody felt tired and ill; and some people died. Smog was born in Los Angeles. But today, most factories have their own smog — and the problem is growing.

№ 14 к упражнению 2

Earth Is in the Danger

Speaker 1

New animal species disappear every year. Very often people are responsible for this sad fact. People and animals live in one world. Our land is their land, our trees are their trees, our rivers are their rivers. Very often people put new buildings on empty land. Nowadays they do it very quickly and do not think that this land is some animals' natural habitat. As the result animals lose their homes and have nowhere to go. In the end they can die.

Speaker 2

Ordinary power stations produce electricity burning coal, oil or gas. All burning products smoke and gases which pollute the air are dangerous. But cars burning petrol make air pollution even worse. The fact is that oil producers started putting lead in petrol many years ago because lead made petrol burn better. Cars burn petrol and send out the waste gases. Every year people send a lot of lead into the air all over the world. But lead is poison. You take it in through food, water or air, and it stays inside slowly poisoning you. Too much lead can kill.

Speaker 3

Polluted water kills more than 25 million people every year. One and a quarter billion people do not have clean safe water for drinking or washing. A little waste in a river is not dangerous; often a river can clean itself. But every day millions of tons of waste from houses, farms and factories get into our rivers and lakes. The waste takes oxygen out of the water, and nothing can live in it. Farm waste often contains poisonous chemicals and they often get into our rivers and lakes. Farmers also use chemicals to grow animals and fruit and vegetables, too. Some of these chemicals are very poisonous. They stay on the leaves of plants, in the insects' and birds' bodies and thus get into the food man can eat.

Speaker 4

Nuclear power stations produce electricity but they also produce a special kind of waste. This waste is radioactive, it gives off radiation. A little radiation can save lives: doctors use it in hospitals. But too much radiation is dangerous. You cannot see or smell it, but it travels on the wind. It gets into soil, plants and water and into the food. About 95% of radioactive waste is not dangerous but used nuclear fuel is highly radioactive and very toxic and it stays radioactive and dangerous for thousands of years.

Speaker 5

Nowadays people destroy rainforests so important for us. The Amazon rainforest is about a hundred million years old, and has more species of animals and plants than any other place on the Earth. People have now cut down much of this rainforest to plant coffee and sugar. Before 1950 Indonesia had twice as much rainforest as it has today. But Indonesia still sells a lot of wood from its forests to Japan and other countries. Many unique species live in rainforests. Among them there are the world's largest butterflies and the sifaka, a lemur with very long legs that can travel a long way without touching the ground. Rainforests are disappearing fast. How many species of animals are disappearing too?

№ 15 к упражнению 3

Accidental or Deliberate Pollution

Some pollution happens by accident. In one Italian town in 1976, there was an accident at a chemical factory. A cloud of poisonous gas killed a lot of people and animals. Everybody had to leave the town. Even the ground near the factory was toxic. Workmen in special clothes had to take it away.

A terrible example of accidental pollution happened in Minimata in Japan. That was the year 1950. At that time, people did not fully understand the dangers of toxic waste. A factory dumped its waste into the sea. That waste contained a very poisonous metal

called mercury. It got into the fish. Many people ate fish with mercury in their bodies. Thousands died from mercury poisoning. Thousands never walked or talked again.

In 1986 there was a nuclear accident at the Chernobyl nuclear power station. Many people died. Thousands of families had to leave their homes. Workmen had to destroy all the crops and kill the farm animals. They had to take all the earth and bury it in special dumps. But even now people can get ill from radiation poisoning in the area.

But a lot of pollution is deliberate. Some people deliberately dump their waste in dangerous ways because it is cheaper than doing it in a different safe way. Every day factories deliberately dump toxic waste in the river Rhine, for example. The factory managers know that it is wrong, but they still do it because it is cheap. There are many more such examples. Poisonous chemicals from this toxic waste get into the fish and many animals die because they eat the fish with the toxic chemicals in their bodies.

Today, the law in a lot of countries says: "The polluter — accidental or deliberate — must pay." Strong laws are certainly helpful, but it's difficult to catch the polluters and then there are many countries where there are no laws to control pollution.

Test 4

№ 16 к упражнению 1

The Changing World

The world around us is changing and not all the changes are for the better. Very often Man himself makes these changes and is responsible for them. The climate is changing — the Earth is growing warmer. Pollution is growing bigger. Air and water pollution have really become dangerous. In summer it is very difficult to breathe especially in big cities because factories and power stations burn oil and coal and as a result poisonous gases get into the air. There is too much traffic in cities — cars, buses, trucks and lorries. They all poison the air. People destroy forests, which give us

air to breathe. Several hundred years ago a lot of forests grew in Europe. Today most places in Europe have no forests. People are quickly destroying the rainforests in Africa, Asia and South America. Now rainforests cover only about 6 per cent of the Earth's land. What will the Earth be like at the beginning of the 22nd century? What will our children and grandchildren say then?

UNIT 5

Listening+ Section

№ 17 к упражнению 1

Popular over the World

Text A

Can you run 42 kilometres at a time? Thousands of joggers dream of it. What's more, they want to see if they can come first. Once a year lots of big cities, such as London and New York, organize popular running races and make them important sporting events. Traffic stops in the busiest streets. Reporters write about them and make TV programmes. Elderly people and pre-schoolers, famous people and even invalids discuss these races and take part in the event.

Text B

This game is famous all over the world. Usually men and boys play it though nowadays there are women teams, too. Each team has got 11 players, one of them is a goalkeeper. Players use a round ball and they mustn't touch it with their hands.

Text C

This game is famous in Australia, France, South Africa, Argentina, England, Ireland, Wales, Scotland and New Zealand. Usually men and boys play it. There are 13 players in each of the two teams. Sometimes people say it is a type of football but players can take the ball which is oval in their hands.

№ 18 к упражнению 2

Winter Olympics

Here are some facts about what happened for the first time at the Winter Olympic Games or, as people call them for short, 'the Winter Olympics'.

The first Winter Olympics took place in 1926. Though some winter sports such as figure skating had been events of some Summer Olympic Games before.

The first Winter Olympics that people could watch on TV were the VIIth Olympic Games in 1956. That was also the year when the Soviet Union first entered the Olympic Games. The Soviet team immediately showed their strength and won more medals than any other nation.

At the VIIIth Winter Olympic Games in 1960, early computers helped the organizers to count the results.

The Xth Winter Olympiad in 1968 for the first time, though not officially, chose the first Symbol of the Olympic Games. It was 'Schuss', a skier.

The XIIIth Winter Olympics became famous because there was the snow which was not real. It was not necessary to wait for snowfalls any longer and be afraid of the rise in temperature.

The 1994 Olympic Winter Games, or the XVIIth Winter Olympics took place just two years after the XVIth Winter Olympics, because the International Olympic Committee had decided not to hold the Winter Games in the same year as the Summer Games of the Olympiad any longer.

№ 19 к упражнению 3

Max's Swimming Classes

G r a n d p a: Now, Max, will you get up from the chair at last and take your bag away?

M a x: No, Grandpa. I mean, I can't move. My swimming classes are terribly hard. My back hurts and I am so tired.

G r a n d p a: I didn't know you did sports.

M a x: That's my doctor. He recommended me a swimming programme to fight my colds.

G r a n d p a: Very clever of him! It's time for you to start. As a schoolboy I went to the swimming pool regularly and was hardly ever ill. In fact, I had learnt to swim before school.

M a x: Me too, Grandpa, you forget.

G r a n d p a: Oh, yes! Of course! Your instructor didn't send you to the beginners' class, did he?

M a x: No, he didn't. Mr Page said it would be of no use for me. You know, I was really proud and decided to try very hard, and I did. John Amy, my friend, and the other boys were alright after the class and Mr Page said I had done well for the first time. But now I feel so tired and sleepy.

G r a n d p a: Have a good rest for half an hour. Just lie down on the sofa and relax. And don't you turn on the TV! I'll make you a strong cup of tea with cheese sandwiches.

Test 5

№ 20 к упражнению 1

Racing

Do you have problems throwing a basketball? Do your friends become angry with you when you miss a ball? Do you think you have no talent for sport because you are not always a useful member of your team? Don't give up! These are sports that may be perfect for you.

This is what Austen says about his sports activities. Why not follow his example?

"I race. Really fast. I am on the race team at school. It is a team, but every person does their individual thing. Mistakes that I make are mine only and they do not make others on the team angry. You are running against the others but still you belong to a team. I love the fact that your instructor can give you individual time instead of just talking to the group. One of my friends thinks racing is easy. But he's wrong. It's really hard but it is also a great thrill. It's very enjoyable and also great exercise! Everyone is always saying how fast I run because I'm probably the fastest boy in the class. After school I love to race my dog in the park. My dog is 7 years old and still runs faster than me! It's our favourite pastime as we both have fun!"

UNIT 6

Listening+ Section

№ 21 к упражнению 1

What People Do in Their Free Time

Speaker 1

Chaille [ˈtʃeɪlɪ] Stovall made his first film when he was seven. One day he was told that boys mustn't do ballet. Chaille didn't like that. He interviewed male ballet dancers, psychologists and basketball players. He wore ballet clothes in the street and watched the reactions of other children. In 1998 his film "Boys in Tights" won first prize at the Children's Film Festival in Miami. In 2003, when he was 13, he was directing his first Hollywood movie.

Speaker 2

Jason lives in the USA. He is a schoolboy. At the end of a long school day, after eight hours of high school he wants to have some fun. He spends a lot of time with his friends. Most of them spend six and a half hours every week on their hobbies. All Jason's friends have at least five hobbies. Jason's hobby is music. He often listens to pop songs and sings free style himself. His favourite singer is Duncan James. Jason thinks Duncan is very talented. He sings with the boy band *Blue*. Now he also presents TV programmes and sings in musicals. Jason knows all about Duncan. He knows that Duncan's favourite colour is red and that he likes seafood.

Speaker 3

When people are on holiday they often like to have fun in the sun. One of the favourite destinations for holidaymakers in the USA is Florida. Not only is it home to Disney world, but also Universal Studios where you can go on rides that link with films. Florida is known in the US for its good weather all year round and many older people go there to live when they have stopped working. In the spring many college and university students go to cities near the beaches to Florida for a short holiday.

№ 22 к упражнению 2

Julia Roberts' Niece

Emma Roberts comes from a famous family. Her aunt is the world-famous film star Julia Roberts. Emma was born on the 10th of February 1991. She played in some movies and in 2005 began working for television. She played Addie, a 13-year-old girl who liked to write songs. Emma says, "I have always wanted to do something on TV. I'm so excited."

Emma understands that she has become rather famous. "I don't think I'll be on any magazine cover for a long time. And I know that not everybody is going to say good things about me," she says.

Emma's hobby is fashion. She loves purses. She always buys a purse when she gets some money. Her mother doesn't like it at all.

Emma says that when she sees Aunt Julia they don't really talk about movies or the business. They cook or talk about clothes and things like that. Julia's advice to her niece is, "Have fun, be yourself and enjoy it."

№ 23 к упражнению 3

An Unusual Painter

Jimmy started painting when he was three years old, and when he was five, he was already very good at it. He painted many beautiful and interesting pictures. They were rather expensive but people were ready to pay a lot of money for them. They said, "The boy's pictures are very unusual. They make a good impression on everyone who looks at them. This boy is going to be really famous when he gets a little older. Then we are going to sell his pictures for a lot more money."

Jimmy's pictures seemed different from other people's, because he never painted on all of the paper. He painted on half of it, and the other half was always empty. "That's very clever, everybody said. Nobody else does it."

One day some dramatist bought one of Jimmy's pictures and then asked him, "Please, Jimmy, why do you never paint anything on the top half of the picture?"

“Because I’m small,” answered Jimmy, “I can’t reach the top half.”

Test 6

№ 24 к упражнению 1

1) John is 16 years old. He likes to visit places he has never been before. Last summer he went to Ireland, a beautiful country of stories and music. He made a tour of Dublin. Next summer John is going to Austria.

2) Some people like to “go to work on an egg” — they eat an egg for breakfast before going to work. But my children have a more traditional cooked breakfast. I make tasty breakfasts, lunch and dinners and enjoy doing that. All my friends know that I also love when they come to me and try the things I have prepared and enjoy their meals.

3) I love buying things and know the most famous shops in London — Harrods, Selfridges, Marks and Spencer, John Lewis and others. My friends call me a shopaholic. I don’t think I am. I love buying things but I don’t often have money to spend on them. So I do window shopping instead.

4) Rose had always loved music. She often visited the Royal Opera House in Covent Garden and the Royal Albert Hall. There she could hear wonderful music and singing from all over the world. She always tried to get cheap tickets and bought them an hour or two before her favourite performances, concerts or ballets began.

UNIT 1

Step 1

Ex. 2 1) did you? 2) didn't you? 3) wasn't it? 4) did it? 5) didn't you? 6) did they? 7) did you? 8) didn't you? 9) could you? 10) weren't they? 11) were you? 12) did you? 13) didn't you? 14) did you? 15) did you?

Ex. 4 A. 1 b, 2 a, 3 c, 4 a, 5 c

B. 1 a, 2 c, 3 a, 4 b, 5 c

C. 1 a, 2 a, 3 c, 4 b, 5 c

Ex. 5 1) false, 2) true, 3) true, 4) false, 5) true, 6) true, 7) false, 8) true, 9) false, 10) false, 11) false, 12) false

Ex. 8 1 b, 2 d, 3 e, 4 a, 5 c

Ex. 9 1) only, 2) proud, 3) high, 4) proud, 5) historic, 6) wild, 7) only, 8) same, 9) same, 10) wild, 11) historic

Ex. 10 A. 1 a, 2 extra, 3 c, 4 b

Ex. 11 1) North, South and Central America. Sometimes people give this name to the US. 2) Because people from many countries and continents came and are coming to live there. 3) All the continents: Europe, Asia, Africa, Australia and South America. 4) Their traditions, holidays and festivals. 5) No, they don't. They remember the old festivals, too. 6) The Americans did. 7) Yes, they are. They are proud of their country.

Ex. 13 1) South America, 2) Russia, 3) Great Britain, 4) Italy, 5) Germany, 6) Australia, 7) Africa, 8) the USA, 9) Ireland

Ex. 14 1) (a) historic building, 2) fifty states, 3) to return/bring back an exercise book, 4) to build (a/the)

bridge, 5) high skyscrapers, 6) wild flowers, 7) my only friend, 8) the same answer, 9) to be proud of this country, 10) the moon and the stars, 11) to remember the Russian history, 12) the biggest state

Step 2

Ex. 1 1 b, 2 a, 3 b, 4 a, 5 b, 6 a

Ex. 2 1 f, 2 d, 3 c, 4 j, 5 a, 6 h, 7 b, 8 e, 9 i, 10 g, 11 k

Ex. 4 1) 50; 2) North America; 3) Yes, they do; 4) New York and Chicago and some more; 5) skyscrapers; 6) —; 7) No, it isn't. Washington is a state, Washington, DC is a city; 8) —; 9) The tradition of a New Year tree; 10) Halloween; 11) St. Patrick's Day Celebration

Ex. 5 They built:

2) a shop in the year two thousand, 3) a palace in seventeen fifty four, 4) a palace of music in two thousand and one, 5) a church in eighteen seventy two, 6) a school in nineteen ninety-five, 7) a post-office in nineteen sixty-eight, 8) a restaurant in nineteen eighty-one, 9) a bus stop in nineteen fifty-four, 10) a monument in nineteen-twenty, 11) a university in nineteen fifty-two, 12) a hospital in eighteen thirty-three

Ex. 7 1) ...is an ocean, 2) ...is a country, 3) ...are the mountains (is a chain of mountains), 4) ...is a country, 5) ...is a river, 6) ...is a lake, 7) ...is a river, 8) ...is a state of the USA, 9) ...is a state of the USA, 10) ...is an ocean, 11) ...is a country, 12) ...is a lake

Ex. 9 **A.** a) The USA borders on Canada and Mexico, b) Canada borders on the USA. **B.** 1) Yes, it does. 2) Yes, it does. 3) No, it doesn't. 4) No, it doesn't. 5) No, it doesn't. **C.** 1) Finland (It borders on Finland); 2) Ireland; 3) France; 4) France; 5) Mexico

Ex. 10 1) lily-of-the-valley; 2) islands; 3) deepest; 4) coast; 5) large; 6) large, largest; 7) flows; 8) chain; 9) deep; 10) parts; 11) plains; 12) lies; 13) stretching

Ex. 11 1 b, 2 c, 3 g, 4 f, 5 d, 6 h, 7 a, 8 e

Ex. 12 1) another, 2) another, 3) other, 4) others, 5) another, 6) other, 7) others, 8) another, 9) other, 10) others, 11) other, 12) others, 13) another, 14) other

Ex. 13 1) cup, 2) cup (jug, carton), 3) box (carton), 4) box, 5) bag, 6) carton, 7) plate, 8) box, 9) cup, 10) box

Ex. 14 1) The Great Lakes; 2) New York; 3) the Mississippi; 4) the Appalachians; 5) the Rocky Mountains; 6) Alaska; 7) Washington, D.C.; 8) The Great Plains

Step 3

Ex. 1 Robert visited the Grand Canyon. Fred visited the Great Lakes. Jim visited the Mississippi River.

Ex. 2 deep: river, lake, sea, ocean, pond, valley, etc.;

large: country, city, plain, flat, square, etc.;

mighty: country, river, king, people, etc.

Ex. 3 1 f, 2 e, 3 c, 4 g, 5 b, 6 a, 7 d

Ex. 4 1) lies; 2) stretch; 3) flows; 4) stretched; 5) flow, flowed; 6) lie

Ex. 6 1 f, 2 i, 3 a, 4 j, 5 c, 6 h, 7 d, 8 g, 9 k, 10 b, 11 e, 12 l

Ex. 8 1) James has washed his car. 2) Kate has watered her plants. 3) Mum and Dad have opened their bedroom window. 4) The children have finished their homework. 5) Mary has seen the film. 6) My friends have visited the British Museum. 7) Emma has washed her hands. 8) The Smiths have decided where they will spend their week-end (where to spend...). 9) Margo has been to the shops. 10) Jake has cooked his supper.

Ex. 9 2) She has carried the boxes upstairs. 3) She has cleaned the room(s). 4) She has cooked a lot of food. 5) She has cleaned a lot of shoes. 6) She has worked in the garden. 7) She has washed the car. 8) She has washed up. 9) She has been to the shop(s). 10) She has watered the plants. 11) She has walked the dogs. 12) She has painted the wall of the house.

Ex. 11 1) has, 2) have, 3) have, 4) has, 5) have, 6) has, 7) has, 8) have, 9) have, 10) have

Ex. 12 1) USA, Arctic, Pacific in the; 2) North; 3) Canada, Mexico; 4) Rocky Mountains; 5) Appalachians; 6) Mississippi; 7) great, Superior, Ontario; 8) Washington, D.C., Potomac

Step 4

Ex. 2

Continents: Asia

Oceans: the Atlantic, the Pacific

Countries: Mexico, Canada, the USA

States: Alaska, Hawaii, Texas, California, Washington

Cities: Washington, DC, New York, the Big Apple

Lakes: the Superior (Lake Superior), the Ontario (Lake Ontario), the Huron (Lake Huron)

Rivers: the Mississippi, the Potomac

Mountain chains: the Rockies, the Appalachians

Others: the Grand Canyon, Death Valley, the Great Plains

Ex. 4 They have finished playing:

1) tennis, 2) football, 3) volleyball, 4) ping-pong (table tennis), 5) chess, 6) basketball, 7) hockey

Ex. 5 1) They have washed their bikes. 2) She has washed up (the plates). 3) They have been to the cinema (have watched a film). 4) He has cooked a cake. 5) It (the dog) has jumped high. 6) He has cleaned his teeth. 7) She has painted the chair. 8) They have decorated the X-mas tree.

Ex. 7 1) Mr Porter hasn't finished his work. 2) Julia hasn't been to New York. 3) Mrs Johnson hasn't watered her plants. 4) I haven't seen Peter today. 5) Charles hasn't painted his kitchen. 6) Polly hasn't washed up. 7) Jerry hasn't watched television today. 8) Mary and I have not decided what film to see. 9) Most of us haven't played baseball. 10) Jim hasn't worked as a journalist. 11) I haven't stayed in/at the *Star Hotel*. 12) Samantha hasn't cooked chocolate pudding. 13) My son hasn't read "Hamlet".

Ex. 10 **B.** I have done your bedroom. **C.** I have begun cooking lunch. **D.** I have come back from the shop(s).

Ex. 11 1) Eliza has become a doctor. 2) Tom has become a painter. 3) Ann has become a nurse. 4) Colin has become a teacher. 5) Bob has become a bus driver. 6) Polly has become a singer.

Ex. 12 a) 1) Bob has run 2 km. 2) Frank has run 4 km. 3) Sarah has run 1 km. 4) Andy has run 5 km. 5) Tracy has run 3 km. b) 1) Emma has swum fifty metres. 2) Jane has swum one hundred metres. 3) Samantha has swum one hundred and fifty metres. 4) Toby has swum two hundred metres. 5) Mark has swum one hundred and twenty-five metres.

Ex. 13 1) has become; 2) have been; 3) have you swum...?; 4) haven't done; 5) haven't remembered; 6) have jumped, have run; 7) has begun; 8) Has Polly rung up? 9) Has Boris come? 10) hasn't seen

Ex. 14 1) Have you rung up granny? 2) Has he come home? 3) Have they done their homework? 4) Have you swum in the lake? 5) Has she begun learning English? 6) Have you become a teacher? 7) Have they visited the British Museum? 8) Has she cooked the chicken? 9) Has he seen the film? 10) Have you been to Vladimir?

Step 5

Ex. 1 Captain Drake has been to Asia, China, Australia, Sydney, North America. He hasn't been to India, South America, Brazil, Venezuela.

Ex. 2 1) has done; 2) has swum; 3) has rung; 4) have seen; 5) has come; 6) has become; 7) have been, have enjoyed; 8) has begun; 9) has run; 10) has played

Ex. 3 Questions: Have you ever been to (seen) Mexico, etc.?

Answers: a) No, I haven't. I have never been to Mexico, Death Valley, the Grand Canyon, Washington, DC, the Great Lakes, the Rocky Mountains.

b) Yes, I have.

(Covent Garden) I have just come from London.

(The Tretyakov Gallery) I have just come from Moscow.

(The Hermitage) I have just come from St. Petersburg.

(Milan) I have just come from Italy.

(the Seine) I have just come from France.

Ex. 4 Mary has already visited New York, the Appalachians, the Colorado, Death Valley, Florida, Texas.

Mary hasn't been to the Rocky Mountains, the Mississippi, the Great Plains, the Great Lakes, San Francisco.

Ex. 6 B. 1) Yes, I have. What cities have you visited? 2) Yes, I have. How many books have you read? What books have you read? I have read... 3) Yes, he has. How many pictures of the school building has he taken? 4) Yes, I think he has. Yes, he has. What photos has he given him?

Ex. 7 A. 1) Mr Blake has. 2) Emma has. 3) Mrs Gordon and Polly have. 4) The girls have. 5) Lizzy has. 6) Mr Ford has. 7) Sally and Terry have.

B. 1) Yes, he has. 2) Yes, she has. 3) Yes, they have. 4) Yes, they have. 5) Yes, she has. 6) Yes, he has. 7) Yes, they have.

Ex. 8 A. Kate has visited the centre of the city, the White House, the Capitol, the Natural History Museum.

Ex. 10 1) Washington is a state in the north-west of the USA. Washington, DC is the capital of the United States, situated in the District of Columbia. 2) Yes, I do. Because it's a very green city. 3) On the Potomac River. 4) Because the city is situated in the District of Columbia. 5) No, there are not. The buildings in the city are not tall. 6) They work in the Capitol and they make laws there. 7) It is white. 8) No, they can't. They can't visit the part where the President lives. 9) Yes, there are.

Ex. 14 1) has just become, 2) have never done, 3) have written, 4) have given, 5) have just fallen, 6) have you taken, 7) has come, 8) have never seen, 9) haven't read, 10) have never eaten it

UNIT 2

Step 1

Ex. 1 1) Chinese, 2) Australia, 3) the United States, 4) 450, 5) 100, 6) French, 7) Latin, 8) million

Ex. 2 1) have painted it (yellow), 2) has been, 3) have washed, 4) have come, 5) have given, 6) have just begun, 7) has fallen, 8) haven't spoken

Ex. 3 1) (He has bought) a plant. 2) (She has brought home) a cake. 3) (They have found) a puppy. 4) (He has built) a sandcastle. 5) (They have met) the queen. 6) No, he hasn't. (He has just had) a banana. 7) (They have left for) Liverpool. 8) (He has caught) a mouse. 9) (She has sent) 3 letters and 2 postcards. 10) 10 pounds.

Ex. 5 1) What places have you visited this year? 2) What books have you read this week? 3) What have you bought this month? 4) What have you written today? 5) Where have you been this week? 6) What films

have you seen this month? 7) Who have you spoken to today? 8) What have you eaten today?

Ex. 7 Jim, have you

- 1) changed your clothes yet?
- 2) read the textbook yet?
- 3) done the exercises yet?
- 4) listened to the English tapes yet?
- 5) played the piano yet?
- 6) watered the flowers yet?
- 7) rung up granny yet?
- 8) worked on the computer yet?
- 9) taken Rex out yet?
- 10) given milk to cat yet?

Ex. 8 A

1) 450,000 means that there are four hundred and fifty thousand words in Webster's Third New International Dictionary.

2) 35,000 means that most people are able to understand thirty-five thousand words.

3) 10,000—12,000 means that most people are able to use ten or twelve thousand words.

Ex. 9

1) The word *library* comes from a monolingual dictionary, the word *handy* from a bilingual one.

2) I can find this information in most monolingual and bilingual dictionaries.

3) The letter "n" stands for a noun, the letters "adj" stand for an adjective.

4) The word *library* has got one meaning, the word *handy* has got three.

5) The bilingual dictionary does.

6) The same.

7) It stands for the word *handy*.

Ex. 11

North America (Map I)

Number 1 is Canada. (The) Canadians live in Canada. They speak French or English.

Number 2 is the USA. (The) Americans live in the USA. They speak English.

Number 3 is Mexico. (The) Mexicans live in Mexico. They speak Spanish.

Europe (Map 2)

Number 1 is France. The French live in France. They speak French.

Number 2 is Germany. (The) Germans live in Germany. They speak German.

Number 3 is England. The English live in England. They speak English.

Number 4 is Italy. (The) Italians live in Italy. They speak Italian.

Number 5 is Portugal. The Portuguese live in Portugal. They speak Portuguese.

Number 6 is Holland. The Dutch live in Holland. They speak Dutch.

Number 7 is Greece. The Greek live in Greece. They speak Greek.

Asia (Map 3)

Number 1 is China. The Chinese live in China. They speak Chinese.

Number 2 is Japan. The Japanese live in Japan. They speak Japanese.

Number 3 is Vietnam. The Vietnamese live in Vietnam. They speak Vietnamese.

Ex. 12 1) Dutch; 2) Chinese; 3) Japanese; 4) Russian; 5) British/Britons; 6) Spanish; 7) French, English; 8) Australians; 9) French people; 10) German, German

Ex. 13 John, have you 1) been to Washington, D.C. yet? 2) seen the Capitol yet? 3) taken any pictures of the White House? 4) sent home any postcards? 5) had a trip to New York? 6) found many places of interest in the US? 7) brought any souvenirs from America? 8) met (any) interesting people in the USA? 9) bought any American books?

Step 2

Ex. 1 1) Trembling leaves and the heads of the trees when they bow down can help me to see the wind. 2) Lines number 1 and 5.

Ex. 2 1 a; 2 a, b; 3 a; 4 a, b; 5 b; 6 b; 7 b; 8 a, b

Ex. 3 Have you 1) learnt a poem by heart? 2) taken any pictures? 3) bought a/the dictionary? 4) swum in the swimming bath? 5) found any money? 6) been to the shops? 7) seen a good film? 8) brought any flowers

to your mom? 9) given a call to your grandparents? 10) visited the school library? 11) spent much money? 12) caught a cold?

Ex. 4 Have you 1) got answers from my friends yet? 2) cleaned my floors yet? 3) done the dining-room yet? 4) cooked the apple pie yet? 5) prepared the cake yet? 6) bought any fruit and sweets yet? 7) sent for the flowers yet? 8) rung my mother yet? 9) brought more chairs from the library yet? 10) thought of some nice music yet?

Ex. 7 1 a, 2 a, 3 b, 4 a, 5 b, 6 a, 7 b, 8 b

Ex. 8 1) I also like growing... 2) Ireland is also... 3) Watching videos also sounds... 4) Italian also developed... 5) Norwegian also grew... 6) Italian also sounds beautiful. 7) Listening to tapes and reading books is also a good way... 8) Forget-me-nots also belong to...

Ex. 9 1) have broken; 2) have you chosen; 3) has never ridden; 4) has just driven back; 5) has Nick gone, he has gone; 6) has never broken; 7) Have you chosen...; 8) Have you ever ridden...? 9) I have already driven; 10) has she gone? She has gone...

Ex. 10 1) gone, 2) gone, 3) been, 4) gone, 5) been, 6) gone

Ex. 11 to belong to the family, by and by, to develop, slowly, to make a speech, Latin, to change slowly, the best way, a long way, pleasant sounds, to grow in the south, dry land, a beautiful land (country), to develop into a man

Ex. 12 1) He has made a speech at the meeting. 2) He has had lunch with his boss. 3) He has sent some business letters. 4) He has driven to the airport. 5) He has chosen a birthday present. 6) He has ridden a bike in the park. 7) He has gone to bed early.

Step 3

Ex. 1 Anna is German. Julia is French. Chris is French. Max is Russian. Nina is Russian. Swen is Norwegian, Martha is Norwegian. Victor is Dutch. Samuel is Spanish.

Ex. 4 A. 1) The sky is cloudless. 2) Jack is hairless. 3) This job is useless. 4) The valley was endless. 5) Mrs

Loveday was hopeless. 6) The trees were leafless.
7) That night the sky was starless.

B. 1) The boy's manners are unpleasant. 2) Jack is unable to do it. 3) That job was unusual. 4) Mr Flint is an unsuccessful businessman. 5) Jane's clothes are un-stylish. 6) Helen is an unselfish girl. 7) Bob is unsure of our success. 8) Theirs was an unofficial visit.

Ex. 5 1) saw, was; 2) have just broken; 3) have bought; 4) bought; 5) rode; 6) has already finished; 7) have chosen; 8) has he gone; 9) Have you ever eaten; 10) have already had; 11) taught; 12) got; 13) have found; 14) fought; 15) has never been

Ex. 6

1) Yes, I have. When did you see it? I saw it...

2) Yes, he has. When did he ring her up? He rang her up...

3) Yes, they have. When were they there? They were there...

4) Yes, they have. When did they find it? They found it...

5) Yes, we/I have. When did you begin them? We began them...

6) Yes, she has. When did she have it? She had it...

7) Yes, they have. When did they finish it? They finished it...

8) Yes, he has. When did he play it? He played the piano...

Ex. 9 People use English internationally in technology and science, in business and sport, in aviation and on the sea, in travelling.

Ex. 11 1) John reads slowly. 2) They sing this song differently. 3) Jim can speak freely. 4) She dresses stylishly. 5) He always greets me warmly. 6) Mary strongly dislikes cats. 7) Tom knows how to do this job cleverly. 8) Dress warmly, 9) Jane spoke sadly. 10) The news surprised me greatly.

Ex. 12 a true friend, a true answer, different cultures, kind of angry, fresh fruit, a large vocabulary, warm air, a probable answer, science and technology, popular with (the) tourists, a high voice, a great scientist, all kinds, scientific facts

Step 4

Ex. 1 1) Colin is not doing his homework because he has left his books at school. 2) Jenny is not writing the exercise because she has given her pen to Tom. 3) Ruth is not riding her bike because she has broken it. 4) Chris is not taking Rex out because he has already done it (he has already taken Rex out). 5) Polly is not eating anything because she is not hungry: she has just had a sandwich. 6) Sue is not helping with the decorations because she has gone to buy postcards.

Ex. 2 1) Patrick speaks German and he can also speak Chinese. 2) Barbara speaks Norwegian and she can also speak Japanese. 3) Oleg speaks Russian and he can also speak French and English. 4) Victor speaks French and he can also speak Dutch. 5) Kate speaks Spanish and she can also speak Portuguese. 6) Zara speaks English and she can also speak Vietnamese. 7) Sue speaks Irish and she can also speak English. 8) Peter speaks Belorussian and he can also speak English.

Ex. 3 1 c, 2 f, 3 e, 4 a, 5 b, 6 g, 7 h, 8 d

Ex. 4

A. Have you ever 1) burnt your hand? 2) won chess games? 3) made a cake? 4) sent e-mails? 5) spent your holidays abroad? 6) bought a pet? 7) taught any school subject? 8) grown vegetables? 9) spoken German? 10) written a poem?

B. Have you ever 1) told lies? 2) learnt French? 3) heard The Beatles? 4) spelt your name in English? 5) dreamt of going to China or Japan? 6) fallen off a bike? 7) read poems by John Keats? 8) bought brown rice or brown sugar? 9) built a house? 10) eaten mangos?

Ex. 6 1) I played volleyball this morning. 2) I have watched an interesting film this morning. 3) I called my friend this morning. 4) I saw Anna this afternoon. 5) I have spoken to Dr Ross this afternoon. 6) I wrote five letters this afternoon.

Ex. 7 1) vocabulary, 2) dictionary, 3) vocabulary, 4) vocabulary, 5) dictionaries, 6) dictionary, 7) vocabulary, 8) dictionary

Ex. 10 1) faucet (AmE), tap (BrE); 2) (BrE) cooker, (AmE) stove; 3) garbage can (AmE), dustbin (BrE);

4) sidewalk (AmE), pavement (BrE); 5) drugstore (AmE), chemist's (BrE); 6) parking lot (AmE), car park (BrE); 7) gas station (AmE), petrol station (BrE); 8) truck (AmE), lorry (BrE); 9) elevator (AmE), lift (BrE); 10) movie (AmE), film (BrE); 11) movies (AmE), cinema (BrE); 12) candies (AmE), sweets (BrE); 13) cookies (AmE), biscuits (BrE); 14) pants (AmE), trousers (BrE)

Step 5

Ex. 1 1) July 23, 1989; 2) his dogs Binka and Nugget; 3) practical jokes on people; 4) a writer; 5) English

Ex. 4 1) It is the most interesting film I have ever seen. 2) It is the most boring book I have ever read. 3) Your marks are the worst you have ever had. 4) It is the best hat I have ever seen. 5) It is the coldest winter we have ever had. 6) He is the tallest basketball player we have ever seen. 7) These holidays are the best the children have ever had. 8) It is the worst game I have ever seen.

Ex. 6

B. 1) to prefer tea to coffee, 2) to follow sb, 3) to train pronunciation, 4) maybe, 5) a fast car, 6) a rich man, 7) to come regularly

C. late, often, unpopular, rich, old, fast, bad, remember, to tell the truth, to leave

Ex. 7

1) I have never heard such terrible music.

2) I have never met such a beautiful girl.

3) I have never read such a boring book.

4) I have never seen such a sad film.

5) I have never eaten such a tasty cake.

6) I have never driven such a bad car.

7) I have never written such a long letter.

8) I have never watched such interesting shows.

9) I have never played such difficult games.

Ex. 12 1) for; 2) at, —; 3) —; 4) —; 5) to; 6) by, to, by; 7) in; 8) up

Ex. 13 1) —, 2) —, 3) an, 4) —, 5) a, 6) —, 7) —, 8) —, 9) —, 10) —

UNIT 3

Step 1

Ex. 1

- 1) Darwin was born on the 12th of February 1809.
- 2) His father was a doctor.
- 3) Darwin became a medical student at Edinburgh University.
- 4) He got interested in geology and natural science.
- 5) The expedition on the "Beagle" went to the coast of South America.
- 6) Darwin died in April 1882.
- 7) He was buried in Westminster Abbey.

Ex. 4 1) A swallow. 2) White. 3) The pigeon is in the sky. The crows are under the tree. 4) A mouse. 5) The ostrich is running. The parrot is talking. 6) A crow.

Ex. 5 1) the other, 2) the others, 3) the others, 4) the other, 5) the other, 6) another, 7) others, 8) the other, 9) others, 10) the others, 11) another, 12) other, 13) other, 14) the other, 15) the others

Ex. 7 It has been raining

- 1) for 11 hours in Bonn.
- 2) for 6 hours in Berlin.
- 3) for 9 hours in Paris.
- 4) for an hour in Madrid.
- 5) for 8 hours in Moscow.
- 6) for 10 hours in St. Petersburg.
- 7) for 4 hours in Oslo.
- 8) for 2 hours in Vienna.
- 9) for 12 hours in London.

Ex. 8 1) has been drawing, 2) has been working, 3) has been sleeping, 4) have been learning, 5) has been snowing, 6) have been playing, 7) have been living, 8) has been cooking, 9) has been reading, 10) has been teaching

Ex. 9 A. 1 a, 2 a, 3 c, 4 b, 5 c

Ex. 10 1) a nightingale, 2) parrots, 3) a pigeon, 4) a (sea)gull, 5) magpie, 6) a lark, 7) a woodpecker, 8) a swan, 9) an owl

Ex. 11 1) Have you found a job yet? 2) Have you done your homework yet? 3) Have you bought a new mobile yet? 4) Have you visited New Zealand yet?

- 5) Have you made a successful film yet? 6) Have you found your dog yet? 7) Have you been to a disco yet? 8) Have you seen (met) your friend yet?

Step 2

Ex. 1 1) ...the middle of April to the middle of June. 2) ...Ireland, Wales or Scotland. 3) ...also during the day. 4) ...is not very beautiful. 5) ...in the grass.

Ex. 2 1 d, 2 g, 3 b, 4 a, 5 c, 6 f, 7 e, 8 h

Ex. 4 Since when/How long 1) have Mary and Kate been skiing? 2) have the children been learning English? 3) has cousin Fred been staying at /in the hotel/staying in the sun? 4) have the Robinsons been cooking? 5) has Julia been speaking/talking on the telephone? 6) have the tourists been doing the museum? 7) has Jack been roller-skating? 8) have the parents been shopping? 9) have the teachers been having tea? 10) has it been snowing?

Ex. 5 1) Victor has been working for an hour and a half. 2) Robert has been watching TV for two hours and a half. 3) Mr Cook has been fishing for 3 hours. 4) Jenny has been lying in the sun for half an hour. 5) The boys have been running for half an hour. 6) The Wenders have been driving for an hour and a half. 7) The children have been playing football for an hour. 8) Jim has been reading a book for half an hour. 9) I have been waiting for you for an hour.

Ex. 6 1 i, 2 k, 3 d, 4 g, 5 h, 6 a, 7 j, 8 e, 9 b, 10 l, 11 f, 12 c

Wild animals: a deer, a kangaroo, an elephant, a rabbit, a hare, a tiger, a squirrel, a wolf, a monkey, a lion

Domestic animals: a sheep, a pig, a horse, a rabbit, a dog

Ex. 9 1 d, 2 a, 3 e, 4 b, c — extra

Ex. 11 1) have been waiting. Я жду тебя 1,5 часа. Почему ты пришёл так поздно? 2) has been living. Джени живёт здесь с 1960 года. Она всех здесь знает. 3) has been learning. Питер учит испанский всего лишь полгода. У него не очень хорошее произношение. 4) have been building. Роуз со своим мужем строит гараж всё лето и до сих пор его не закончили. 5) have been travelling. Мои родители путешествуют по США уже две недели. Они скоро возвращаются.

6) have been watching. Дети смотрят телевизор уже 1,5 часа. Я думаю повести их на прогулку. 7) has been washing up. Руфь моет посуду с обеда. Все тарелки становятся чистыми.

Ex. 12

1) How long have you been doing these exercises? (I have been doing them) for an hour and a half.

2) Since when have you been painting the picture? (I have been painting it) since autumn.

3) How long has she been waiting for her lunch? (She has been waiting for it) for half an hour.

4) Since when have they been growing these plants? (They have been growing them) since May.

5) How long have they been staying in/at this hotel? (They have been staying here) for three days.

Ex. 13 Half an hour, an hour and a half, half an apple, a banana and a half, a month and a half, two weeks and a half, the first (the second) half of a century, three minutes and a half

Step 3

Ex. 1 Speaker 1 — a giraffe. Speaker 2 — monkeys. Speaker 3 — a lion. Speaker 4 — an elephant. Speaker 5 — a crocodile/an alligator.

Ex. 2 1) George has been doing the flat (the house) for an hour and a half. 2) Greg has been writing for half an hour. 3) Molly and Kate have been skating for two hours and a half. 4) Jenny and Alice have been travelling for two weeks and a half. 5) William and Sam have been learning French for half a year. 6) Frank has been painting the picture since Sunday. 7) Rose has been growing roses since 2004. 8) Mr Robinson has been fishing since yesterday.

Ex. 3 1) Julia has been wearing her shoes since she bought them last summer. 2) Boris has been reading this book since he borrowed it from the library. 3) Chris has been taking pictures since his father gave him the camera. 4) Brian and Mary have been living in this house since they came to town. 5) The Davidsons have been playing the piano since 1999. 6) Bill has been riding his bike since he got it as a birthday present. 7) They have been using the garage since they built it. 8) Jim has been drinking from this cup since I gave it to him two years ago.

Step 4

Ex. 1 1 a, 2 b, 3 b, 4 b, 5 a, 6 a, 7 a, 8 b, 9 b

Ex. 3 1) Mrs Wenders has been a teacher since 2001. 2) James has been an astronaut for 10 years. 3) Jim has been a worker since he finished school. 4) William and Bob have been journalists for 3 years. 5) Patrick has been a pilot since 1998. 6) Diana has been a painter for a year and a half.

Ex. 4 1) The Croopers have had their/the house/cottage for 3 years. 2) Miss Simpson has had her (the) hat for years. 3) Megan has had her (the) camera since last summer. 4) Harry has had his (the) bike since his parents bought it. 5) Alan has had his (the) taperecorder since last summer. 6) Alice has had her (the) mobile for 2 weeks.

Ex. 5 A. 1) Rose Smith has known John Parker for 6 months. 2) Simon has known Alan Willer all his life. 3) Mrs Parson has known Roland Scott since she visited Britain. 4) Roger Gordon has known Tony Dobson for two years. 5) Miss Hook has known Fanny Devlin for years. 6) Walter has known Sam for 3 days.

B. 1) Roy has always wanted to become a journalist. 2) Sarah has always wanted to learn Spanish. 3) Ann has always wanted to visit Canada. 4) Tom has always wanted to write a poem. 5) Davis and Chris have always wanted to go to the Great Lakes. 6) The Lovedays have always wanted to move in a new house.

Ex. 6 1 h, 2 a, 3 e, 4 g, 5 d, 6 b, 7 f, 8 c

Ex. 7 1 c, 2 b, 3 a, 4 e, d — extra

Ex. 10 1 i; 2 e; 3 d, e; 4) in the north of Europe, in Canada; 5 e; 6 e; 7) e, in Europe; 8) in the south; 9) b, in the south of Europe, in Africa; 10 h; 11 c, e, f; 12 i; 13 g

Ex. 13 1) are playing, are, have been playing; 2) began, has been talking; 3) is, has been waiting; 4) became, has been working, became; 5) moved, live/are living, have been living

Step 5

Ex. 1 True: 2, 7

False: 1, 3, 4, 5, 6

Ex. 2 2) I have been drinking mineral water. 3) I have been cooking a cake. 4) I have been writing a

letter. 5) I have been painting a/the chair. 6) I have been making a chair. 7) I have been playing football.

Ex. 3 1) It has been snowing in Moscow for 12 hours. 2) It has been raining in Rome for 10 hours. 3) It has been snowing in Paris all day (for many hours). 4) It has been raining in Washington, DC for 6 hours. 5) It has been snowing in Saint Petersburg for 5 hours. 6) It has been raining in London for 9 hours.

Ex. 5 1) has been snowing; 2) haven't seen, have you been doing? 3) have written, haven't got; 4) has been; 5) have met; 6) have missed; 7) have been phoning; 8) have been working, haven't finished yet; 9) have always wanted; 10) has been ringing

Ex. 11 A. a brave hare, wonderful insects, a silly (stupid) ostrich, a clever monkey, a lazy bear, a white daisy, a big/large oak, a nice squirrel, an evergreen fir (tree), a tall/high pine, a thin birch (tree), blue forget-me-nots, a small/little nightingale, a beautiful lilac, a bright sunflower, a blue cornflower, a red carnation, a strong elephant, a powerful lion, English oaks

B. to feed rabbits, to take a picture of a/the giraffe, to see an elephant, to meet a hedgehog, to plant a jasmine, to water yellow daffodils, to grow pansies, to watch (the) swans

Ex. 12 1) has been cooking; 2) have never seen; 3) have been learning; 4) have known, came; 5) have you seen, did you see; 6) has been waiting, has she come yet? 7) have always wanted; 8) has always loved; 9) have the children been sleeping; 10) have you been doing; 11) have had

Ex. 13 1) daisy, 2) cornflower, 3) sunflower, 4) carnation, 5) pansy, 6) dandelion, 7) bluebell, 8) poppy, 9) lilac

UNIT 4

Step 1

Ex. 1 a) October, b) 14 February, c) 25 December, d) 2 September, e) 30 April, f) 1 January

Ex. 3 What did Nick wear..., haven't seen; 2) has drawn; 3) flew; 4) has flown; 5) grew; 6) has grown; 7) have you been wearing, have been wearing; 8) has

been blowing; 9) flown; 10) flew; 11) have grown; 12) your cousin has drawn

Ex. 5 1) John studies Geography. 2) The relations between these two countries are very good./These two countries have very good relations. 3) Ecology is one of the most important sciences nowadays. 4) Nowadays people work a lot on computers. 5) People should think a lot about their environment. 6) Mr Robinson decided to surround the castle with a high wall. 7) Why is it important for children to eat healthy food? 8) What is the population of London? 9) Julia has got a large collection of good books at home. 10) I'd like to ask you a number of questions.

Ex. 6 group, isolation, organism, energy, ecology, natural, person, ecologist, population, diet, form, modern

Ex. 7 A. 1) Ecology is a science. 2) Ecology studies how plant, animals and other living things live in relation to each other and to their environment. 3) A natural environment is the air, the water, the soil and all other things that surround a person, animal or plant. 4) Ecology teaches us how to survive in modern world. 5) Ecologists collect information about the population number of different animal species, their diet, form, size and behaviour.

B. 1) The ecological situation in many countries is not very good. The air, soil and water become dirty. It is difficult to breathe sometimes, people can't eat some products, food or drink some water. Many animals become fewer and fewer in number. Ecology studies all these problems and helps people to survive. 2) In the last century. 3) It uses the information of biology, geography, geology, botany, anatomy and some others. 4) Ecology tries to solve many problems — how to make the air clean again in the place we live, how to help people eat healthy food, how to make lives of many animals better and many others. 5) The environment can influence a living thing a lot. For example, people cut trees, they need wood to make tables, chairs, their houses, the environment changes and some birds or animals cannot live any longer. They die. 6) Human ecology studies the environment of people, it helps them to know more about their health.

Ex. 8 1) Foxes live in forests and fields. They are their natural environment. Foxes feed on chickens, hens, mice, frogs, small birds. 2) Hedgehogs live in forests and steppes. They feed on bugs, worms, fruit, roots, berries, mushrooms. 3) Air is butterflies' natural environment. They feed on flower nectar. 4) Seagulls live near water. They feed on fish. Lakes, rivers, seas and oceans are their natural environment. 5) Frogs live in the water. Ponds are their natural environment. They feed on mosquitoes and flies. 6) Dragonflies live near water. Ponds and lakes are their natural environment. They feed on mosquito larvae (larva — личинка). 7) Elephants live in the jungle of India and African savannahs. Forests and savannahs are their natural habitats. They feed on fruit, vegetables, leaves, grass. 8) Monkeys live in the jungle. Tropical forests are their natural habitats. They feed on bananas and other fruit as well as nuts. 9) Bears live in forests and in mountains near rivers and lakes. Forests and mountains are their natural habitats. They feed on fish, honey, berries, roots and small animals. 10) Crocodiles live in water. Tropical rivers are their natural habitats. They feed on fish and animals. 11) Deer live in forests. Forests are their natural habitats. They feed on grass, plants, leaves. 12) Swallows live near river banks, under the roofs of houses. They are their natural habitats. They feed on worms, mosquitoes, flies, bugs and other insects. 13) Squirrels live in forests. Forests are their natural habitats. They feed on nuts, mushrooms, berries, small bugs.

Ex. 9 1) a scientist, 2) information, 3) interesting, 4) different, 5) unusual, 6) population, 7) width, 8) length, 9) development, 10) growth, 11) ecologists

Ex. 10 1) We are all/both ready...; 2) All people...; 3) All/both (the) singers...; 4) Both (the) brothers...; 5) All six chairs...; 6) Both (the) friends...; 7) Both my parents...; 8) We all/both can...; 9) Both Chemistry and...; 10) All/Both (the) children...; 11) Both Ann's parents

Ex. 11 1) health, surroundings; 2) collecting; 3) surrounded; 4) ecology; 5) survive; 6) growth; 7) collec-

tion, size; 8) study; 9) influenced; 10) population, nowadays

Ex. 12 1) in, 2) —, 3) in, 4) to, 5) —, 6) between, 7) to, 8) in, 9) of, 10) by

Step 2

Ex. 1 True: 1, 2, 4, 6; not mentioned in the text: 3, 5

Ex. 2 1) The children are among the flowers. 2) Sam is between Peter and Kate. 3) The red car is between black cars. 4) The low table is between the armchairs. 5) The road is among the trees. 6) The monkey is between the rabbit and the parrot.

Ex. 3 Fred has to 1) make tea, 2) answer telephone calls, 3) clean Mr Brown's clothes, 4) buy books and maps in the shop, 5) take Mr Brown's dog out, 6) water the flowers, 7) wash Mr Brown's car, 8) put the letters on Mr Brown's desk

Ex. 4 1 b, 2 a, 3 a, 4 b, 5 b, 6 b

Ex. 6 1) влияние; 2) сваливать, выбрасывать; 3) тратить зря, попусту; 4) быть на диете; 5) иметь отношение, относиться; 6) имеющий отношение к окружающей среде; 7) загрязнённый; 8) незагрязнённый

Ex. 7 1) to be able to live, 2) the air to breathe, 3) to make the soil, 4) as much as we can, 5) we cut down forests, 6) we pollute the environment, 7) we make a lot of waste, 8) we dump domestic and industrial waste, 9) we pour toxic waste, 10) dangerous to breathe, 11) to survive

Ex. 9 Sample sentences: 1) Our planet should be safe to live on. 2) Our country should be powerful and happy to live in. 3) Our air should be unpolluted and clean to breathe. 4) Our rivers, lakes and seas should be clean and not dangerous to swim in. 5) Our food should be healthy to eat. 6) Our forests should be rich in birds and animals. 7) Our water should be clean to drink.

Ex. 10 Dos: Help animals to survive. Clean rivers and lakes. Be careful with farm waste. Use fewer cars. Make *Clean Air* laws. Take lorries out of city or town centres. Make laws to control pollution.

Don'ts: the rest

Ex. 12 1) between, 2) among, 3) among, 4) among, 5) between, 6) between, 7) among, 8) between, 9) between, 10) between

Ex. 13 1) dangerous, 2) factories, 3) pollute, 4) polluted, 5) pour, 6) waste, 7) earth, 8) polluted, 9) dump, 10) waste, 11) healthy, 12) ecological

Step 3

Ex. 1 True: 1, 3, 4, 7. False: 2, 5, 6

Ex. 2 John left the house without 1) making his bed, 2) taking a shower, 3) taking his dog out, 4) having breakfast, 5) drinking his usual cup of tea, 6) helping his mother to wash the plates, 7) taking his lunch with him, 8) saying his granny goodbye, 9) kissing his mother goodbye

Ex. 3 1 d, 2 g, 3 b, 4 a, 5 h, 6 c, 7 f, 8 e

Ex. 4 1 e, 2 c, 3 d, 4 a, 5 b

Ex. 5 1) He used to make sandcastles. 2) He used to ride a bike. 3) He used to fish. 4) He used to skate. 5) He used to drink milk. 6) He used to have a dog (a pet). 7) He used to go to the cinema.

Ex. 7 1) Some time ago people used to travel on horseback but now they travel by car, train and bus. 2) ...people used to wash things by hand, now they wash things in a washing machine. 3) ...people used to write letters, now they send e-mails. 4) ...people used to write books by hand, now they print books. 5) ...people used to read more books, now they watch a lot of television. 6) ...people used to have big families with a lot of children, now they have smaller families. 7) ...people used to die early, now they live longer lives. 8) ...people used to walk upstairs and downstairs, now they use lifts. 9) ...people didn't use to know so much about our planet, now they know a lot about it. 10) ...people used to dream about flying to the stars, now they do it.

Ex. 8 1 c, 2 h, 3 f, 4 g, 5 a, 6 e, 7 d, 8 i, 9 b

Ex. 10 1) took, takes; 2) will take; 3) has taken; 4) took; 5) will it take; 6) takes; 7) took; 8) takes; 9) has taken; 10) has it taken you

Ex. 11 1) in; 2) down; 3) of; 4) of, in, in; 5) among; 6) to; 7) into; 8) on, without; 9) in; 10) —

Step 4

Ex. 1 A. 1) ...Asia, Africa and South America. 2) ...even in Norway. 3) ...Amazon... 4) ...a lot, nearly every day of the year. 5) ...about 26 degrees above zero or higher. 6) ...to cut down the trees in these areas.

B. There are a lot of trees in rainforests. They help to produce oxygen and we can breathe. Rainforests are a natural home for many birds, animals and plants. They all will die without rainforests.

Ex. 2. How long does it take you to do your room? to get to school? etc.

Ex. 3 When Mr Richardson was ten years old, he used to live on the farm; he used to feed animals there; he used to plant trees; he used to grow fruit and vegetables; he used to ride horses, he used to help his parents about the farm. When Mr Richardson was twenty years old, he used to live in London; he used to go to University; he used to travel by underground; he used to visit museums; he used to meet a lot of interesting people; he used to have a lot of friends.

Ex. 6 1) The natural habitat of fish is water in ponds, lakes, rivers, seas and oceans. Forests are natural habitats of bears. Tropical forests in India and African savannahs are the natural habitats of elephants. 2) Dodos, travelling pigeons, Tasmanian tigers, dinosaurs are extinct animals. 3) Endangered species of animals: African and Indian lions, African mountain gorillas, tigers that live in the Far East. Endangered plants are snowdrops, lilies-of-the valley. 4) People can stop destroying natural habitats of birds and animals. They can plant more trees, they can grow new forests, they can feed animals, clean water, etc. 5) People need to build houses, so they cut down trees and destroy natural habitats of many birds and animals. They pour toxic industrial waste into lakes and rivers. 6) People need wood, so they cut down trees. This badly influences the life of birds and animals. They lose their natural habitats. Many of them grow smaller in number, become endangered. Some of them die and become extinct. Rainforests are natural lungs of people. It is difficult to breathe if you have no lungs. 7) It is difficult for many birds and animals to survive in the 21st century because people destroy their habitats, pollute wa-

ter, air and soil and do not always think of birds and animals.

Ex. 8 2 i, 3 g, 4 d, 5 c, 6 b, 7 e, 8 f, 9 h

Ex. 9 A. 1) Чем больше у нас организаций, занимающихся проблемами экологии, тем лучше. 2) Чем с большим количеством людей ты знакомишься, тем больше у тебя становится друзей. 3) Чем меньше ошибок ты делаешь в контрольных работах, тем лучше оценку ты получаешь. 4) Чем меньше мы разрушаем нашу планету, тем более счастливыми мы будем. 5) Чем ты добрее относишься к своим любимым животным, тем больше они тебя любят. 6) Чем больше ты говоришь по-английски, тем лучше у тебя получается. 7) Чем ты сильнее, тем лучше ты играешь в футбол. 8) Чем больше ты смотришь телевизор, тем меньше времени у тебя остаётся на чтение. 9) Чем больше деревьев мы сажаем, тем более чистым воздухом мы дышим. 10) Чем дольше я собираю значки, тем более интересным занятием это становится.

B. Чем больше мы учим(ся), тем больше мы знаем. Чем больше мы знаем, тем больше забываем. Чем больше мы забываем, тем меньше мы знаем. Так зачем же учиться?

Ex. 10 1 f, 2 d, 3 h, 4 a, 5 j, 6 b, 7 e, 8 c, 9 i, 10 g

Ex. 12 1) endangered, 2) habitat, 3) protected, 4) destroy, 5) extinct, 6) protect, 7) members, badges

Step 5

Ex 1 1) The Island of Mauritius is situated in the Indian Ocean. 2) Dutch ships came to Mauritius about four hundred years ago. 3) Dutch sailors found a lot of different birds there. 4) Dodos had no true wings. 5) They were not in danger from other animals. 6) There were no people on the island. 7) Dodos were easy to catch. 8) The Dutch began to call the birds dodos from the Portuguese word “doudo”, a silly person. 9) Rats and dogs from the ships ate dodo eggs and chicks. 10) In the English language there is a saying “as dead as a dodo”, which means that somebody is dead, and people don’t remember them.

Ex. 3 1) What a dangerous place (it is)! 2) How fresh the air is! 3) How beautiful the valleys are! 4) What a powerful king (he is)! 5) What charming babies (they are)! 6) How slow the animals are! 7) What a rich area!

8) How funny the monkeys are! 9) What fast rabbits!
10) How tasty the chocolate is!

Ex. 5 1) must; 2) must; 3) must not, must not;
4) must; 5) must not; 6) must; 7) must; 8) must

Ex. 6 1) Pete is responsible for interviewing a famous scientist. 2) Mary is responsible for inviting a well-known ecologist to school. 3) Tom is responsible for decorating the hall. 4) John is responsible for talking on endangered species of plants and animals. 5) William is responsible for talking on the main ecological problems. 6) Kate is responsible for writing questions to the members of the local government on the ecology of the place. 7) Rob is responsible for taking pictures of the local Natural Park. 8) Helen is responsible for writing a letter to the local government to build a new recycling factory.

Ex. 7 Governments should 1) have strong laws to control pollution; 2) have laws to protect animals and plants; 3) be responsible for protecting nature; 4) have "working" laws; 5) listen to scientists and ecologists; 6) open national parks, places without buildings; 7) control hunters/hunting; 8) find ways to recycle things we have used; 9) build recycling factories; 10) control dangerous plants and factories and close them if necessary

Ex. 9 B. 1) The first thing you should do...; 2) The next thing to do...; 3) ...don't forget...; 4) Remember...; 5) Be careful...; 6) Another thing to remember...

Ex. 10 1) —, 2) the, 3) —, 4) an, 5) the, 6) —, 7) the, 8) the, 9) —, 10) —

Ex. 11 1) to save endangered animals, 2) to make laws, 3) to influence ecology, 4) to pollute rivers, 5) to study extinct species, 6) to recycle (the) waste, 7) to be responsible for protecting nature, 8) to hunt wild animals, 9) to destroy (damage) forests, 10) to destroy animals' habitats

UNIT 5

Step 1

Ex. 1 text 1) — c, text 2) — a, b — extra

Ex. 2 Sample version: 1) How proud of him his brother is! 2) What famous places they are! 3) How difficult the instructions are! 4) What responsible gov-

ernments they are! 5) What an unusual badge it is!
6) How healthy the diet is! 7) What a dangerous thing it is!
8) What a powerful man he is! 9) What safe places they are!

Ex. 4 1) Larry had just left his office when it started raining.
2) Bobby had just got on a bus... 3) Mr Newman had just entered the shop...
4) Dan had just decided to go for a walk... 5) Ms Forester had just come out into the garden...
6) The Trembles had just finished supper... 7) Charles had just turned on the television...
8) Sharon had just cleaned the floors... 9) Lizzy had just washed her sweater...
10) Mr Mole had just started working in the garden...

Ex. 7 1) joined; 2) junk; 3) hard; 4) enough; 5) kept; 6) smoking, smoking; 7) keep; 8) exercise; 9) relax; 10) drugs; 11) harm; 12) keeping

Ex. 8 1) Мне не нравится вкус этой рыбы, ты её пережарил(а).
2) Я заплатил 300 рублей за этот сувенир, боюсь, что я переплатил.
3) Не каждый любит мягкие переспелые бананы, но мне нравится их есть.
4) Когда Макс открыл глаза утром, часы показывали десять. Он проспал.
5) Пожалуйста, не перекармливай собаку. Лишняя еда приносит только вред.
6) На этот раз я попрошу тебя сделать не два, а три упражнения. Надеюсь, я не перегружаю тебя.
7) Вчера я переутомилась, но заснуть не могла.
8) У нас будут проблемы, если мы истратим больше денег, чем положено.

Ex. 11 1) old enough, 2) enough time, 3) enough food, 4) eat enough, 5) enough coffee, 6) enough apples, 7) long enough, 8) hard enough, 9) wide enough, 10) enough pencils

Ex. 12 1) hard enough, 2) strong enough, 3) enough air, 4) fast enough, 5) enough questions, 6) difficult enough, 7) successful enough, 8) enough energy

Ex. 13 1 g, 2 a, 3 d, 4 f, 5 b, 6 h, 7 e, 8 c

Step 2

Ex. 1 1) ...in all countries of the world, 2) ...long, 3) ...eating problem, 4) ...because they are fond of junk food, 5) ...not enough fruit and vegetables on the menu and there is too much sugar in sweet pies and cakes.

Ex. 4 1 b, 2 b, 3 a, 4 b, 5 b, 6 a, 7 b, 8 b

Ex. 9 1) hardly, 2) hardly, 3) hard, 4) hard, 5) hard, 6) hardly, 7) hard, 8) hardly, 9) hard, 10) hard

Ex. 12 1) yet; 2) still; 3) still; 4) still; 5) yet; 6) still; 7) still; 8) still; 9) yet, still; 10) yet

Ex. 13 1) met, 2) could, 3) had changed, 4) had lost, 5) had become, 6) looked

Ex. 14 Sample sentences: 1) After I took (had taken) the medicine, I felt a little better. 2) Jane came to the party after Nick left (had left). 3) We got to the cinema after the film began (had begun). 4) I felt much better after I told (had told) my parents everything. 5) I liked the poem before I learned it by heart. 6) I read (had read) one of the “Harry Potter” books before I saw the film.

Step 3

Ex. 1 1) no information, 2) false, 3) no information, 4) true, 5) false, 6) true, 7) no information, 8) no information

Ex. 2 1 d, 2 g, 3 b, 4 e, 5 f, 6 c, 7 a

Ex. 3 A. 1) had left, 2) had broken, 3) were, 4) was

B. 1) painted (had painted), 2) didn't put, 3) were, 4) had, 5) returned, 6) saw, 7) had happened, 8) had become, 9) had lain, 10) (had) slept, 11) were, 12) had put, 13) left, 14) did not have, 15) had touched

Ex. 4 1) Frank told/explained to Val (that) he went jogging every morning. 2) Mary told/explained to Victor (that) Don had caught a cold. 3) David told/explained to John (that) he was doing his best to learn it by heart. 4) Robert told/explained to Polly (that) it had been interesting. 5) Alice told/explained to Betty (that) she had put on weight. 6) Harry told/explained to Lena (that) they had bought a new disk. 7) Lizzy told/explained to Kevin (that) she had had a high temperature. 8) Sarah told/explained to Kevin that she didn't know anything. 9) Rose told/explained to Brian (that) they were keeping a healthy diet. 10) Kate told/explained to Ann (that) she could keep her secret.

Ex. 5 1) ...he was going to the cinema that afternoon. 2) ...those days they usually had lunch in the nearby cafe. 3) ...Jimmy had come to London that day. 4) ...they had had a conference on ecology the day before. 5) ...he always stayed there when he was in Glas-

gow. 6) ...the previous week he had given up smoking. 7) ...where aunt Polly had gone the previous night. 8) ...why Sarah was keeping to a diet then. 9) ...what club Larry had joined three days before. 10) ...where his friends had been the previous month.

Ex. 6 1) ...Jane was relaxing then. She was having a holiday on the coast. 2) ...the population of the city was growing. 3) ...they had done a lot that day. 4) ...she had kept a diary three years before. 5) ...those medicines were well known. 6) ...Barbara had bought a new badge the day before. 7) ...Mary had worked at the factory the previous year.

Ex. 9 A. 1 a, 2 b, 3 b, 4 b, 5 a

Ex. 11 1) for, 2) out, 3) with, 4) down, 5) for, 6) from, 7) for, 8) in

Step 4

Ex. 1 1) Peter, 2) June, 3) Phillip, 4) Mr Green, 5) Jack, 6) Mary, 7) Bill, 8) Max, 9) Mr Smith, 10) Kevin, 11) Don, 12) Miss Armstrong

Ex. 2. 1) to have (a) backache, 2) to have (a) stomachache, 3) to have (an) earache, 4) to have a headache, 5) to have (a) toothache

Ex. 4 The doctor greeted Richard. The doctor asked (wondered) what he could do for Richard that day. Richard explained (that) he had a running nose and it hurt to swallow. The doctor said that Richard's cough sounded bad and asked (wondered) how long he had had it and when he had begun coughing like that. Richard said he didn't remember. The doctor wanted to take Richard's temperature first and said that Richard was running a temperature and had a virus. Richard asked (wondered) what he could take to bring down the temperature. The doctor thought (said, etc.) that he was going to prescribe some medicine for Richard's temperature and he told Richard to take that medicine three times a day after meals. Richard thanked the doctor and they parted.

Ex. 5 1) ...Jane had been coughing for a week. 2) ...Alice had been taking aspirin for three days. 3) ...Bob's leg had been hurting him for a month. 4) ...Mrs Gatewood had been putting on weight for a year. 5) ...Mr Williams had been overworking himself

for a long time. 6) ...Ms Sandford had been trying to give up smoking for four months.

Ex. 6 1) Have you been coughing? 2) Do you often have headaches? 3) Are you feeling worse? 4) Have you had any pain in that side before? 5) How long have you been keeping to a diet of vegetables and fruit? 6) Why haven't you come to see me earlier? 7) How long have you been overworking yourself? 8) What medicines have you been taking? 9) Who has prescribed these medicine? 10) Are the medicines helping?

Ex. 8 1 e, 2 d, 3 a, 4 b, 5 c

Ex. 9 A. Sport and People

B. 1 n, 2 i, 3 m, 4 b, 5 l, 6 j, 7 e, 8 f, 9 d, 10 a, 11 h, 12 k, 13 c, 14 g

C. 2, 4, 6

Ex. 12 Julia said she had always liked sport. She had been skating for about ten years then. She had won some medals and prizes. At that moment she was preparing for something very important. She was going to skate for her town. Her friends and she hoped to win again. They had been training for two months very hard. She thought they were in good form.

Ex. 13 to have an advantage over your friend, to climb a/the mountain, to score a goal, to score a point, a real excitement, races, my favorite pastime, to thrill, to support each other, hard (difficult) races, to race Ann, to get a real support, a hard (difficult) climb

Step 5

Ex. 5 Jenny said she would play water polo the following Sunday.

Peter thought they would support their team the next day.

John said he would do a lot of physical exercises soon.

Val thought he would go to the stadium in the evening.

Robert wanted to know if they would go cycling on Saturday.

Mr Cook wondered if they would play rugby the following week.

Mrs Evans wondered where they would meet.

Miss Ford wanted to know who would win the game.

Ms Cox wondered who would play golf.

Ex. 7 1) Historians are people who study history. (историки)

2) Athletes are people who go in for sports. (спортсмены)

Athletic means physically strong, active and good at sports. (атлетический)

3) To excite means to thrill, make happy. (волновать)

Exciting means thrilling, very interesting. (волнующий)

Excited means thrilled, interested, happy. (взволнованный)

4) To head means to be in control of a group or an organization. (возглавлять)

Ex. 9 1) compete; 2) part; 3) battle, place; 4) competition; 5) performance; 6) war; 7) hero; 8) honour; 9) fields; 10) Battle, Battle; 11) noble; 12) War and Peace; 13) ancient; 14) organization

Ex. 10 Sample version: a) History of the Olympic Games, b) Olympic Games Today/Modern Olympics.

Ex. 11. Sample version: 1) Where did the first Olympic Games begin? 2) How often did they take place? 3) Did they include only sports events? 4) How many sports events did they include? 5) When did Theodosius stop the Olympic Games? 6) Why did he do it? 7) Who had an idea to bring the Olympic Games back to life? 8) Did he have any supporters (helpers)? 9) When did the first modern Olympic Games take place? 10) Where did they take place? 11) What organization heads the Olympic movement? 12) What is one of the most important things the IOC do?

Ex. 12 A

ancient times

— there were very few sports events

— ancient Olympic Games included competitions in music, oratory and theatre performances

— the Olympic Games took place in Greece

— they did not have an international Olympic Committee

— they did not have winter Olympics

now

— there are a lot of events

— Olympic Games include only sports competitions

— the Olympic Games take place in different countries and cities

— they have one

— Winter Olympic Games take place once in four years

Ex. 14 1) over, to; 2) (up/down); 3) to; 4) to; 5) in; 6) —; 7) in; 8) on, on/onto; 9) of; 10) with

UNIT 6

Step 1

Ex. 1 1) Sam, 2) Clare, 3) Bob, 4) Bob, 5) Clare, 6) Sam

Ex. 3 1) Замок был построен в XVII веке. 2) Книги принесли из библиотеки. 3) Ланч съели мгновенно. 4) Эти фотоаппараты были сделаны в Японии. 5) В XVI веке на английском языке говорили только в Англии. 6) Гостиную убрали час тому назад. 7) Из-за того что было очень жарко, были выпиты две бутылки минеральной воды. 8) Овощи принесли утром. 9) Мальчика попросили вернуться в 9 вечера. 10) Работу выполнили сразу же. 11) Америку открыли в 1492 году.

Ex. 4 1) A small silver box was found in the garden (by John). 2) The picture was hung on the wall (by Mr Morrison). 3) The poem was learnt by heart (by Jason). 4) The final match was won by our school football team with the score 5 : 2. 5) The exercises were done (by the girls) after classes. 6) These pictures were taken by Barbara while she was travelling in Africa. 7) The blue dress was chosen by Jane because it was longer. 8) The cottage was built by Mr Harrison at the beginning of the XIX century. 9) The cake was cut into small pieces by Alice. 10) The old letters were kept in a small green box by Mrs Biggs.

Ex. 6 1) No, he didn't. Everybody was informed about the lecture by professor Davidson. 2) No, he didn't. The vase was broken by Florence. 3) No, she didn't. The castle was built by little Alice. 4) No, she didn't. The door was painted yellow by Emma's little brother Steve. 5) No, they didn't. A lot of dodos were killed by sailors. 6) No, she didn't. The two eggs were

taken from the fridge by Sharon. 7) No, he didn't. The last goal in the game was scored by Max. 8) No, he didn't. Plan B was preferred to Plan A. 9) No, he didn't. Boris was included on the list, not Tom.

Ex. 8. 1) When was America discovered? — In 1492. 2) In what continents were rainforests mostly destroyed? — In Asia. 3) When was "Eugene Onegin" written? — Between 1823—1831. 4) When was Moscow founded? — In 1147. 5) When was the electron discovered? — In 1897. 6) When was the Second World War finished? — In 1945. 7) By whom was "Robinson Crusoe" written? — By Daniel Defo. 8) When was the first clock made? — In the late Middle Ages. 9) Where was the Eiffel Tower built? — In Paris. 10) By whom was "The Mona Lisa" painted? — By Leonardo da Vinci. 11) When was "The Mona Lisa" painted? — In 1503. 12) When was the first plane flown by the Wright Brothers? — In 1903.

Ex. 11 1) a) discovered, b) was discovered; 2) a) was built, b) was built, c) built; 3) a) was not shown, b) didn't show; 4) a) painted, b) were painted; 5) a) wrote, b) was written

Ex. 12 1) This coffee was grown in Brazil. 2) This piano was made in the XVIII century. 3) A Christmas postcard was sent to me. 4) A lot of vegetables were bought and put in the fridge. 5) We were taken to the living-room (by Andrew). 6) The last dodo was killed many years ago. 7) A new hospital was built in our city last month. 8) This book was translated into many languages. 9) Reading was taught in the first form.

Step 2

Ex. 1 1) true, 2) true, 3) not mentioned, 4) not mentioned, 5) true, 6) false, 7) true, 8) not mentioned, 9) true, 10) not mentioned, 11) not mentioned, 12) true

Ex. 2 1) ...the bench was made. 2) ...the flowers were planted and the grass was cut. 3) ...the garage was painted. 4) ...the windows were cleaned. 5) ...(the) dinner was prepared. 6) ...the new garage roof was built. 7) ...the new curtains were made and hung.

Ex. 3 1) —; 2) These facts were remembered. 3) —; 4) A lot of skyscrapers were built in New York. 5) Some

extinct animals and their habitats were saved. 6) —; 7) Daisies and pansies were grown in my granny's garden. 8) —; 9) —; 10) A small island was discovered in the middle of the lake.

Ex. 5 1) The Passive Voice is formed with the help of the verb to be. 2) Oranges are grown in Italy. 3) A lot of new houses are built in our country. 4) Tables are often made of plastic. 5) The Harry Potter books are translated into many languages. 6) Foreign languages are not taught at this primary school. 7) Such films are not shown on TV. 8) Tomatoes aren't grown here. 9) Tall buildings are not built on this island. 10) What questions are you usually asked in class? 11) Are such melodies heard here? 12) What books are usually bought for your children? 13) Are Mr Ross's neighbours usually invited to his parties? 14) What poems are usually learnt by heart in the 8th form?

Ex. 7 A. a possible question (plan, address); to introduce a guest (one's friend, oneself); to recite a poem (a legend, a story); to offer support (a cup of coffee, a glass of mineral water); to act in a film (play, concert); to connect countries (cities, families); to consider the plan (project, idea); to appear in a film (comedy, on the stage)

B. (a) real success (friend, scientist); a sad melody (book, story); a fantastic film (plan, idea); a wonderful play (offer, project)

Ex. 8 1) also, 2) as well/too, 3) also, 4) as well/too, 5) either, 6) also, 7) also, 8) either, 9) as well/too

Ex. 9 A. 1) доисторический; 2) драма; 3) организовать; 4) хор; 5) герой, действующее лицо пьесы, фильма и т. д.; 6) трагедия, комедия; 7) гладиатор; 8) арена; 9) религиозный; 10) Ренессанс; 11) мораль; 12) импровизировать; 13) платформа, возвышение; 14) глобус; 15) драматург; 16) концерт

Ex. 10 A. № 2, № 5, № 8, № 11, № 12

Ex. 11 1) prehistoric, 2) ancient, 3) drama, 4) a chorus, 5) a dialogue, 6) a character, 7) a tragedy, 8) a circus, 9) the Renaissance, 10) a dramatist, 11) an audience, 12) a concert

Step 3

Ex. 2 theatre, plays, actors, audience, drama, tragedies, comedies, performers, theatres, theatres, theatre, dramas, lays, theatres

Ex. 3 ...where plays are performed by actors and watched by an audience. ...where drama in the form of tragedies and comedies was enjoyed by theatre lovers. ...they were so well built... Some of the Greek and Roman dramas are remembered today and their plays are performed in modern theatres.

Ex. 4 ⊕ Анну пригласят на вечер. Комнату уберут завтра. Фрукты купят в воскресенье. ⊖ Тому не помогут. Письмо не отошлют завтра. Торт не будет испечён бабушкой. ⊙ Здесь будут выращивать цветы? Билеты принесут завтра? Рассказ скоро переведут? wh ⊙ Когда вымоют машину? Почему письмо напишут по-французски? Где посадят цветы?

Ex. 5 1) The play will be remembered. 2) A loud noise was heard in the garden. 3) The carpet won't be cleaned tomorrow. 4) It will be done next Saturday. 5) What will be grown in the kitchen garden in summer? 6) Your help won't be forgotten. 7) Only English is spoken in their club. 8) Not all endangered birds were included on the list. 9) A discovery will be made soon. 10) Will the emblem of our club be drawn?

Ex. 6 1) This film is much spoken about. 2) Mr Hudson was spoken to. 3) My pet will be looked after. 4) You will be laughed at. 5) My parents were sent for. 6) The boy is looked at (by everybody). 7) Such dictionaries are often asked for. 8) I was not spoken to in such a way. 9) Such things will never be talked about. 10) I'm sure Harry will be listened to.

Ex. 10 1) to; 2) at; 3) at; 4) to; 5) for; 6) in, at; 7) to; 8) in, in; 9) on; 10) by; 11) from, to; 12) of; 13) for; 14) of

Ex. 11 1 c, 2 b, 3 e, 4 a, 5 d

Ex. 13 1) was built, 2) was called, 3) became, 4) was, 5) were, 6) were performed, 7) had, 8) was introduced, 9) was killed, 10) enjoyed, 11) were written

Ex. 14 An evening performance, a seat in the stalls, wonderful scenery, opera glasses, fantastic costumes, a storm of applause, a ticket for a play, to arrive at the railway station, an invitation for dinner (lunch), to produce a good impression on the audience, to arrive home, a ticket for an opera, during the interval.

Step 4

Ex. 1 1), 3), 5)

Ex. 3 "The Birth of a Nation" is remembered...; It was first shown in 1915...; In 1927 a few words were said and six songs were sung by...; He was loved by the public; It was first seen by the audience in 1939; This legendary film is still shown in cinemas...; In 1932 a new camera which could make colour films for the cinemas was introduced; Colour film were soon enjoyed by big audiences; Special effects are used when it is too difficult...; A lot of models of each of them were made; Today computers are used more and more...; In some cinemas which are called...; a big 30 meter screen is used; The audience is put right in the centre...

Ex. 4 B. 1) ...are made of wood; 2) ...are made of wool; 3) ...are made of cotton; 4) ...are made of glass and plastic; 5) ...are made of china, glass, plastic, silver; 6) ...are made of metal and plastic; 7) ...are made of wood and stone or brick; 8) ...are made of metal, stone; 9) ...are made of gold, metal, silver; 10) ...are made of cardboard; 11) ...are made of plastic; 12) ...is made of paper, gold silver and metal; 13) ...are made of stone metal; 14) ...are made of paper, cardboard; 15) ...are made of gold, silver, metal, plastic; 16) ...are made of rubber

Ex. 5 1) should be told, 2) must be answered, 3) has to be told, 4) can be translated, 5) should be invited, 6) should be taught, 7) must be kept, 8) can be shown, 9) must be explained, 10) must be read

Ex. 8 1 c, 2 d, 3 a, 4 e

Ex. 9 1) a night out, 2) the golden age, 3) a film star, 4) the price of a ticket, 5) a magical world, 6) cinema audiences, 7) multi-screen cinemas, 8) brand-new, 9) adventure or crime film, 10) a comedy, 11) a science fiction film, 12) a horror film, 13) a musical

Ex. 11 1) of, 2) of, 3) from, 4) from, 5) of, 6) of, 7) from, 8) of, 9) from, 10) of

Ex. 12 1) should be given; 2) must be kept; 3) couldn't open; 4) has to take, can't be left; 5) must be read; 6) shouldn't spend

Step 5

Ex. 1 Singing — John; talking — all, mostly Jo and Tina; eating Italian food — Tina and Paul; having parties and meeting new people — Bradley

Ex. 2 1) The money is made of paper. 2) The vase is made of china. 3) The coat is made of fur. 4) The salad is made from vegetables. 5) The ring is made of metal. 6) The soup is made from tomatoes. 7) The bench is made of stone. 8) The chain is made of silver. 9) The marmalade is made from oranges.

Ex. 3 A. 1) feeling, felt; 2) feels/seems; 3) smell; 4) sounds; 5) smelt; 6) looks/seems; 7) tastes; 8) sounds; 9) look; 10) looks

B. 1) quietly; 2) quiet; 3) unpleasant; 4) unpleasantly; 5) bad; 6) well, good; 7) unhappy; 8) unhappily; 9) pleasant; 10) sweet

Ex. 5 A. 1) —, 2) —, 3) the, 4) —, 5) a, 6) the, 7) the, 8) the, 9) —, 10) the, 11) —, 12) the, 13) —

B. 1) —, 2) the, 3) —, 4) the, 5) —, 6) the, 7) the, 8) a, 9) the, 10) the, 11) the, 12) the

Ex. 7 A. 1 c, 2 d, 3 e, 4 f, 5 g, 6 b, 7 a

Ex. 8 4), 6), 7)

Ex. 12 1) to; 2) of; 3) of, on; 4) to; 5) to; 6) —, in; 7) from; 8) by, on, by; 9) to; 10) of

Ex. 13 A. to smell sweet, to feel good/well, to feel bad, to look young, to sound pleasant, to speak coldly, to look angrily, to sound loud, to speak loudly, to taste sweet

B. to receive guests, to compose music, music full of emotion, to graduate from a conservatory, a famous conductor, a devoted friend, to be based on a fairy tale, a dead body, to devote a symphony to one's parents, to compose a ballet, to devote one's life to singing, to inspire an/the audience, to conduct an orchestra, a real (true) inspiration

UNIT 1

Ex. 1 Text A — 1), Text B — 3), Text C — 2)

Ex. 2 1 b, 2 c, 3 d, 4 e, 5 a

Ex. 3 1 c, 2 c, 3 c, 4 a, 5 b

Ex. 5 1) already, 2) state, 3) mighty, 4) yet, 5) wild, 6) call, 7) continent, 8) island, 9) border, 10) skyscraper, 11) just, 12) other, 13) flow, 14) ever, 15) coast, 16) remember, 17) valley, 18) another

Ex. 7 1 — extra, 2 c, 3 a, 4 d, 5 b

Ex. 8 1 c, 2 e, 3 b, 4 a, d — extra

Ex. 9 1 c, 2 a, 3 d, 4 e, 5 b

Ex. 10 1 c, 2 b, 3 b, 4 b, 5 a, 6 c, 7 a

Ex. 13 1) Three. Canada, the USA, Mexico

2) The Atlantic Ocean, the Pacific Ocean, the Arctic Ocean

3) The Rockies are

4) The Great Lakes: Lake Superior (the Superior); Lake Huron (the Huron); Lake Ontario (the Ontario), Michigan (the Michigan); Lake Erie (the Erie)

5) The Great Plains, in the western central US, near the Rocky Mountains

6) The Mississippi, the Colorado, the Missouri

7) States: California, Florida

8) New York (north), Chicago (North or Central America), Washington, DC (east), Boston (east), Seattle (north-west), Los Angeles (south-west)

9) 50 states

10) In Washington, DC

Ex. 15 1) North, 2) Canada, 3) Mexico, 4) fifty, 5), 6), 7) sample version: Texas, California, Colorado, 8) Washington D. C., 9) Atlantic, 10) New York, 11) the Big

Apple, 12) the Appalachians, 13) Rocky, 14) Mississippi, 15) Father, 16) Colorado, 17) Plains, 18) Lakes

Ex. 16 (sample version) 1) a holiday, 2) a business trip, 3) green (clean), well-planned, 4) the Potomac, 5) can I go in Washington, 6) is very interesting

Ex. 17 1 d, 2 b, 3 c, 4 a

Ex. 19 already, call, wild, same, deep, plain, chain, valley, another, island, proud, remember, nationality, continent, moon, large, flow, mighty, coast, border, build, state, bring, brought, historic, building, stretch, yet, ever, part

Ex. 20 1) valley, 2) large, 3) ever, 4) mighty, 5) remember, 6) built, 7) build, 8) lie, 9) call, 10) island, 11) border, 12) coast, 13) wild, 14) nationality, 15) lay, 16) brought, 17) already, 18) plain, 19) continent, 20) stretch, 21) part, 22) bring, 23) another, 24) other

Ex. 21

Continents: Africa, Asia, South America, Australia, Europe

States: Washington, Alaska, Hawaii, Texas, California

Countries: Germany, France, Australia, Russia, the USA

Mountains: the Appalachians, the Rockies (the Rocky Mountains)

Rivers: the Mississippi, the Colorado

Oceans: the Pacific Ocean, the Atlantic Ocean

Lakes: the Huron (Lake Huron), the Ontario (Lake Ontario), the Superior (Lake Superior)

Cities: Chicago, Detroit

Street: Broadway

Ex. 22 1) on; 2) into; 3) of; 4) for; 5) as; 6) on; 7) at; 8) at; 9) in; 10) in; 11) —, —; 12) in, with

Ex. 23 A. 1) to fall in love with a/the queen, 2) to border on Mexico, 3) to flow into an/the ocean, 4) to remember to buy milk, 5) to be proud of Russia, 6) to flow east, 7) to lie on a/the river 8) to stretch north, 9) to stretch far, 10) to bring back

B. 1) an only child, 2) at the same time, 3) a mountain chain (a chain of mountains), 4) a beautiful lily-of-the-valley, 5) Wild West, 6) the Old World, 7) on the

Moon, 8) a mighty river, 9) a deep valley, 10) a high building, 11) a big/large island, 12) other plains

Ex. 24 1) another, 2) others, 3) other, 4) another, 5) others, 6) other, 7) another, 8) other, 9) another, 10) others

Ex. 25 A. 1) Sarah has just begun learning French. 2) Tom and Ben have just begun playing tennis. 3) Lizzy has just begun reading "The Old Man and the Sea". 4) Sam has just begun eating his lunch. 5) Mary has just begun playing the piano. 6) Mrs Townsend has just begun driving her car. 7) The Morgans have just begun speaking Russian. 8) The Becketts have just begun building their country house.

B. 1) Tom has already finished watching television. 2) Sally has already finished speaking on the phone. 3) Mr and Mrs Stubbs have already finished eating breakfast. 4) Doctor Gordon has already finished writing notes. 5) Grandma has already finished cooking dinner. 6) Charlie has already finished riding his bike. 7) The Williams have already finished building their garage. 8) Toby has already finished doing his lessons.

Ex. 26

- 1) Joe has just come from Houston.
- 2) Mrs Hilton and her children have just come from Detroit.
- 3) George Finn has just come from Chicago.
- 4) Sam and Andy have just come from San Francisco.
- 5) Jessica has just come from Washington, DC.
- 6) Mr and Mrs Williams have just come from New York.
- 7) Barbara has just come from Seattle.

Ex. 27

- 1) She has read the book.
- 2) They have come to school.
- 3) He has taken a shower.
- 4) They have swum one hundred metres.
- 5) She has given a lesson.
- 6) He has closed the window.
- 7) He has fallen down.
- 8) They have written a test.

Ex. 28 1) He hasn't washed up yet. 2) They haven't watered the flowers yet. 3) He hasn't done the room

yet. 4) She hasn't been to the bank yet. 5) They haven't taken the dog out yet.

Ex. 29 1) Have you ever been to Rome? 2) Have you ever seen any foreign films? 3) Have they ever visited Spain? 4) Has Sam ever swum in the sea? 5) Has Mary ever spoken Russian? 6) Has Sarah ever read English books?

Ex. 30

№	Значение	I	II	III
1.	быть, находиться	be	was/were	been
2.	писать	write	wrote	written
3.	давать	give	gave	given
4.	есть	eat	ate	eaten
5.	брать	take	took	taken
6.	видеть	see	saw	seen
7.	читать	read	read	read
8.	говорить	speak	spoke	spoken
9.	становиться	become	became	become
10.	начинать	begin	began	begun
11.	звонить	ring	rang	rung
12.	делать	do	did	done

Ex. 31 1) Have; 2) have; 3) has; 4) haven't, have; 5) Have; 6) haven't; 7) have; 8) hasn't; 9) Have; 10) has; 11) has; 12) has

Ex. 32 1) I have never been there. 2) My daughter has already read "Little Women". 3) The boys have not finished their football match yet. 4) We have never been to that island. 5) Has he ever seen the Capitol? 6) The girls have just returned from school. 7) Little John has already had his breakfast. 8) Fred has just fallen off his bike.

Ex. 33 1) I've just been outside. 2) I've just seen his car. 3) He has just begun driving it. 4) He has just come back. 5) I have just spoken to her. 6) He has just

rung up. 7) I have just watched it. 8) She has just swum 350 meters.

Ex. 34 1) I have been there twice. 2) I have read it twice. 3) I have done it three times. 4) I have done it many times. 5) I have eaten it three times. 6) I have spoken to him once.

Ex. 35 A. 1) I have just eaten one. 2) I have already seen it. 3) I have already rung her up. 4) I have already begun cleaning my teeth. 5) But I have just come back from the shop. 6) I have already eaten some.

B. 1) I have been there before. 2) I have swum in it before. 3) I have stayed here before. 4) I have seen it before. 5) I have eaten them before. 6) I have done it before.

Ex. 36 1) is, 2) say, 3) is, 4) has never said, 5) had, 6) asked, 7) was, 8) worked, 9) has always found, 10) has just given, 11) is

Test 1

Ex. 1

True: 2, 3, 7

False: 1, 5

Not mentioned in the text: 4, 6

Ex. 2 1 b, 2 c, 3 a, 4 c, 5 a

Ex. 3 1) in/of, 2) at, 3) from, 4) to, 5) on, 6) of, 7) on, 8) in, 9) into, 10) on, 11) to, 12) of

Ex. 4 1) Have never been, have not seen; 2) has read; 3) Have you written...; 4) has never spoken; 5) have come, has taken; 6) has not eaten; 7) has fallen; 8) Have you rung up..., yes, I have. She has already begun...

Ex. 5

Simple answers:

1) I really enjoy flying by plane. 2) I can't say I like staying at hotels. 3) I am rather fond of meeting new people. I think meeting new people is wonderful. 4) I hate standing in a line.

Ex. 6

1) Have you taken Rex out?

2) Has Max spoken to the manager?

3) Has Alice eaten her breakfast?

4) Have they been to London?

5) Have you seen all the Harry Potter films?

Ex. 7 1) chain, 2) island, 3) stretch, 4) valley, 5) already, 6) skyscraper, 7) remember, 8) wild, 9) proud, 10) brought

Ex. 8 1) will come, 2) will ask, 3) Be, 4) to answer, 5) Have you come, 6) Have you cleaned, 7) Have you done, 8) Have you been, 9) Have you written, 10) became, 11) knew, 12) was

UNIT 2

Ex. 1 A — 1), B — 3), C — 2)

Ex. 2 1 g, 2 c, 3 a, 4 b, 5 e, 6 f, 7 d, 8 i, 9 h, 10 j

Ex. 3 1 b, 2 c, 3 a, 4 c, 5 c

Ex. 5 culture, science, technology, pronunciation, sound, vocabulary, air, true, prefer, develop, also, such, perfect, forget, grow, belong, voice, follow

Ex. 7 1 c, 2 —, 3 d, 4 b, 5 a

Ex. 8 1 b, 2 d, 3 c, 4 a

Ex. 9 1 c, 2 a, 3 d, 4 b, 5 e

Ex. 10 1 b, 2 a, 3 c, 4 b, 5 c, 6 a, 7 b

Ex. 13 1) Yes, they do. It's the global language of the planet. 2) Great Britain, the USA, Canada, Australia, New Zealand, Ireland, the South African Republic (where English is their official language). 3) In the countries such as India and Pakistan where English is the second official language, and all over the world where people use English as a foreign language. 4) Some people say about 500,000. 5) From Latin and French. 6) I look it up in a dictionary. 7) English-English dictionaries, Russian-English dictionaries, English-Russian dictionaries. Their pronunciation, spelling and meaning and more. 9) Because they are fast and you can hear the word's pronunciations. 10) British English, American English, Canadian English, Australian English and others.

Ex. 15 1) Great Britain, 2) Africa, 3) Scotland, 4) Kingdom, 5) official, 6) variant, 7) schools, 8) television

Ex. 17 1 c, 2 a, 3 e, 4 b, 5 d

Ex. 19 1) maybe, 2) vocabulary, 3) follow, 4) perfect, 5) pronunciation, 6) culture, 7) belong, 8) rich, 9) fresh, 10) also, 11) regular, 12) speech,

13) science, 14) practice, 15) technology, 16) way, 17) voice, 18) prefer, 19) forget, 20) by and by, 21) following, 22) air, 23) slowly, 24) popular, 25) in fact, 26) sound, 27) grow, 28) develop, 29) probably, 30) need

Ex. 20 1) prefer, 2) air, 3) grew, 4) regular, 5) belong, 6) following, 7) beginning, 8) culture, 9) sound, 10) technology, 11) develop, 12) probably, 13) perfect, 14) buy (by), 15) way, 16) scientific, 17) kind, 18) forget, 19) vocabulary, 20) speech, 21) popular, 22) science, 23) true, 24) need

Ex. 21

1) the USA — English

2) Australia — English

3) China — Chinese

4) the Russian Federation — Russian

5) England — English

6) Holland — Dutch

7) Japan — Japanese

8) the United Kingdom — English

9) Norway — Norwegian

10) Spain — Spanish

11) Italy — Italian

12) Canada — English, French

13) Germany — German

14) Portugal — Portuguese

15) Vietnam — Vietnamese

Ex. 22 1) of, 2) in, 3) —, 4) with, 5) in, 6) —, 7) for, 8) to, 9) like, 10) along, 11) to, 12) from, 13) of

Ex. 23 A. 1) sound beautiful, 2) to speak slowly, 3) to forget the address, 4) to make a speech in Parliament, 5) to be popular with smb, 6) to wait for the bus, 7) to look fresh, 8) to give smb forget-me-nots, 9) to read the following words, 10) to prefer riding a motor-cycle/to prefer motorcycling, 11) it comes with practice, 12) to grow on trees

B. 1) a true friend, 2) in other words, 3) modern culture, 4) in the field of science, 5) a probable result, 6) a true picture of life, 7) in fact, 8) a fast train, 9) a great scientist, 10) in the open air, 11) a rich vocabulary, 12) scientific instruments

Ex. 24 1) too, 2) also, 3) also, 4) too, 5) also, 6) also, 7) too, 8) also, 9) too, 10) too

Ex. 25 A. 1) Ann has lately/recently seen a lot of foreign films. 2) Albert has lately/recently read Agatha Christie in the original. 3) The Godmans have recently/lately moved in a new flat. 4) The Bedes have recently/lately visited London and Paris. 5) Jack and Tom have recently/lately sent e-mails to each other. 6) The sisters have recently/lately finished school. 7) The baby has recently/lately learnt to talk. 8) Laura has recently/lately made progress in English.

B. 1) It's the first time Molly has made a cake. 2) ...Robert has written a test with no mistakes. 3) ...Grandma has seen my boyfriend. 4) ...Patrick and Paul have fought. 5) ...Ben has gone on a trip to Europe. 6) ...The puppy has run away. 7) ...Our neighbours have invited us to their party. 8) ...John has bought a dictionary.

Ex. 26 1) Sarah has just come from Holland. She has learnt Dutch. 2) William has just come from France. He has learnt French. 3) Natasha has just come from Canada. She has learnt English and French. 4) Andrew and Peter have just come from Japan. They have learnt Japanese. 5) Mark, Olga and Jane have just come from China. They have learnt Chinese. 6) Hans has just come from the USA. He has learnt English. 7) Mr and Mrs Rogers have just come from Spain. They have learnt Spanish.

Ex. 27 1) David hasn't gone to bed yet. 2) Sarah hasn't made breakfast yet. 3) The students haven't talked about the new project. 4) Kitty hasn't learnt the poem by heart yet. 5) The boys haven't cleaned the room yet. 6) The sisters haven't washed up yet. 7) Pauline hasn't read the article yet. 8) The children haven't listened to the song yet.

Ex. 28 1) Andy has already eaten his lunch. 2) Alice and Liz have already played table tennis. 3) The Borisovs have already visited Britain. 4) Tanya and Sveta have already seen the film. 5) Brian has already read a book by Phillip Pullman.

Ex. 29 1) I haven't heard from him lately. 2) We have just come to Moscow. 3) Polly has already done

her English. 4) They haven't made their beds yet. 5) The group has just visited this museum. 6) It is the first time we have seen her.

Ex. 30

№	Значение	I	II	III
1.	расти	grow	grew	grown
2.	забывать	forget	forgot	forgotten
3.	делать	make	made	made
4.	плавать	swim	swam	swum
5.	предпочитать	prefer	preferred	preferred
6.	нуждаться	need	needed	needed
7.	видеть	see	saw	seen
8.	встречаться	meet	met	met
9.	находить	find	found	found
10.	схватить	catch	caught	caught
11.	покидать	leave	left	left
12.	приносить	bring	brought	brought

Ex. 31 1) have, 2) has, 3) has, 4) has, 5) have, 6) haven't, 7) have, 8) has, 9) have, 10) have, 11) haven't, 12) has

Ex. 32 1) I have always wanted to become a computer programmer. 2) We haven't discussed our future plans yet. 3) For today's English class I have already learned several irregular verbs. I have also studied the new grammar rules. 4) We have just come from a school trip. 5) Have you heard from Masha lately? I have already sent her two e-mails but she hasn't answered them yet. 6) English has lately become a global language. 7) Who has already got a good dictionary at home? 8) Nick's grandmother has never been away

from her native town. 9) I have looked this information up in the Internet but haven't found anything interesting yet. 10) They have just passed their exams and feel very tired.

Ex. 33 1) Yes, I have. When did you do it? (When did you practise it?) 2) Yes, we have. When did you do it? 3) Have you seen this film? I saw it... 4) Have you done your room? ...When did you do it? 5) They have just finished writing their test. They wrote it... 6) I believe, they have. When did they start it? 7) It's a pity but I haven't. And why? He came (arrived) from New Zealand not long ago and brought wonderful photos of his beautiful land. 8) Of course, I have. When did you do it? (When did you wash them?)

Ex. 34 1) Has Anthony ever asked you to help him with his homework? He never asks me to do it (to help him with his homework). 2) Has he ever shown his copy-books? He always shows me his copy-books. 3) Has he told you about his progress at school? He always tells me about it (his progress at school). 4) Has he ever attended English courses? He has never attended English courses. 5) Has he ever been to England? He has never been to England. 6) Has he ever invited you to our school concerts? He always invites me to your school concerts.

Ex. 35 A. It's the first time 1) ...I have had such good holidays. 2) ...I have put it on. 3) ...Kate hasn't invited me to her birthday party. 4) ...I have worked so long without a break. 5) ...my pupils have been late for my lesson. 6) ...I have got an autograph from a film star.

B. 1) It's the highest hill I have ever climbed. 2) It's the tastiest cake I have ever made. 3) She is the most talented actress I have ever met. 4) It's the most difficult text I have ever read. 5) Jack's pronunciation is the most beautiful I have heard. 6) It's the most interesting dance contest I have ever taken part in.

Ex. 37 1) have been, 2) lives, 3) rents, 4) have, 5) woke up, 6) made, 7) put, 8) went, 9) looked, 10) I'll take, 11) behave, 12) said, 13) put, 14) left

Ex. 39

Russian Word	American Word	British Word
конфета	candy	sweet
аптека	drugstore	chemist's
мусор	garbage	rubbish
свитер	sweater	jumper
плита	cooker	stove
кинофильм	movie	film
осень	fall	autumn
печенье	cookies	biscuits
бензин	gas(oline)	petrol
жареный картофель (тонкими ломтиками)	chips	(French) fries
брюки	pants	trousers
грузовик	truck	lorry
мусорный ящик / бак	garbage can	dustbin
автостоянка	parking lot	car park
тротуар	sidewalk	pavement
кран (водопроводный)	faucet	tap

Test 2

Ex. 1 1) ten; 2) Europe; 3) Russian, Bulgarian; 4) Norwegian, Swedish; 5) French, Portugese and Spanish

Ex. 2 1 d, 2 b, 3 e, 4 a, 5 c

Ex. 3

A. 1) a; 2) —; 3) the, —; 4) —; 5) a

B. 1) also, 2) too, 3) too, 4) also

Ex. 4 1) Have you found..., did you find..., were; 2) has, did she meet, happened; 3) Have the Browns left..., flew

Ex. 6 1) endless, 2) cloudless, 3) childless, 4) easily, 5) happily, 6) terribly

Ex. 7 1) true, 2) air, 3) perfect, 4) popular, 5) scientist, 6) technology, 7) regularly, 8) rich, 9) follow, 10) pronunciation

Ex. 8 1) made, 2) don't stop, 3) cried, 4) have not begun, 5) smiled, 6) went, 7) have lived, 8) am still living, 9) is, 10) has always been, 11) gives, 12) follow, 13) have, 14) will have

UNIT 3

Ex. 1 1) In old times bears had beautiful long black tails. 2) The Fox decided to play a joke on the Bear. 3) The Fox showed the Bear how to catch fish with his tail. 4) The Bear wanted to try to fish with his tail. 5) The place where the Bear started fishing was not deep (enough). 6) The Bear sat down next to the hole and put his tail into the icy water. 7) The Bear looked like a little white hill in the middle of the ice. 8) As a result now bears have short tails and sleep in winter(s).

Ex. 2 1 b, 2 e, 3 a, 4 d, 5 c

Ex. 4 1) hedgehog, 2) pigeon, 3) squirrel, 4) dragonfly, 5) butterfly, 6) palm, 7) oak, 8) fir (tree)

Ex. 5 carnation, daisy, bluebell, kangaroo, hare, pigeon, lark, cornflower, dandelion, thistle, koala, aligator, swan, canary, lilac, poppy, shamrock, parrot, coyote, swallow

Ex. 7 1 d, 2 e, 3 a, 4 c, 5 — extra, 6 b

Ex. 8 1 d, 2 c, 3 a, 4 e, 5 b

Ex. 9 1 c, 2 b, 3 c, 4 c, 5 a, 6 b

Ex. 12 1) birch; 2) bear; 3) daisies, cornflowers, poppies, bluebells; 4) roses, daffodils, tulips, forget-me-nots, primroses, chrysanthemums, carnations; 5) cows, sheep, horses, dogs, cats; 6) hares, foxes, deer, wolves, bears; 7) woodpeckers, owls, magpies, crows, sparrows, nightingales, swans, ducks, geese, black birds

Ex. 14 1) species, 2) discover, 3) including, 4) fly, 5) other, 6) common

Ex. 16 Sample versions: The True Friends. Never Do Anything in Anger. Gelert, a Loyal Friend.

Ex. 17 1 c, 2 e, 3 d, 4 b, 5 a

Ex. 18 1) extinct, 2) black bird, 3) lion, 4) squirrel, 5) wolf, 6) monkey, 7) pigeon, 8) hare, 9) ostrich, 10) hedgehog, 11) soil, 12) species, 13) common,

14) each, 15) breathe, 16) endangered, 17) elephant, 18) swallow, 19) magpie, 20) habitat, 21) kangaroo, 22) anteater, 23) thistle, 24) flamingo, 25) crocodile, 26) evergreen, 27) beech, 28) butterfly, 29) snail, 30) giraffe

Ex. 19 1) air, 2) nightingale, 3) monkey, 4) bear, 5) desert, 6) species, 7) insect, 8) elephant, 9) earth, 10) hedgehog, 11) owl, 12) alligator, 13) support, 14) woodpecker, 15) daffodil, 16) symbol, 17) discovery, 18) rabbit, 19) crow, 20) coyote, 21) lilac, 22) koala, 23) swan, 24) opossum

Ex. 20 1) of, 2) for, 3) of, 4) —, 5) of, 6) from, 7) after, 8) with, 9) of, 10) to, 11) of, 12) with, 13) into, 14) on, 15) in, 16) at, 17) in, 18) on, 19) about, 20) in

Ex. 21

№	Значение	I	II	III
1.	петь	sing	sang	sung
2.	писать	write	wrote	written
3.	схватить, поймать	catch	caught	caught
4.	строить	build	built	built
5.	делать	make	made	made
6.	начинать	begin	began	begun
7.	находить	find	found	found
8.	расти	grow	grew	grown
9.	знать	know	knew	known
10.	рассказать	tell	told	told

Ex. 22 1) Have you caught it? I have been looking after it... 2) I have lost my textbook. I have been looking for it... 3) She has been growing them... She has made a wonderful garden. 4) He has been building a nestling box... Has he finished it? 5) Today she has been singing... Have you ever been to her concert?

Ex. 23 Since afternoon 1) Granny has been planting flowers in the garden. 2) Lizzy and Mary have been doing a project. 3) Mr Green has been washing his car. 4) The Browns have been collecting rubbish. 5) Clive has been watching a DVD. 6) Dave has been playing

chess with his brother. 7) The Hawkins have been choosing a pet. 8) Jane has been learning a poem.

Ex. 24 since: 2, 3, 4, 7, 9; for: 1, 5, 6, 8, 10

Ex. 25 1) Has Stephen been playing tennis since morning? 2) Has Jane been swimming for two hours? 3) Have you been reading this book since autumn? 4) Have mum and dad been working in the garden all day? 5) Has Peter been watering the flowers for three hours? 6) Have Becky and Tom been studying biology all the morning?

Ex. 26 1) herself, 2) themselves, 3) ourselves, 4) yourself/yourselves, 5) himself, 6) myself, 7) yourself/yourselves, 8) herself, 9) himself, 10) ourselves

Ex. 27

1) is airing	5) are watching
2) has been cleaning	6) has been painting
3) have been sunbathing	7) has been writing
4) is building	8) is feeling

Ex. 28 A. 1) nightingale's songs, 2) birds' language, 3) to make a noise, 4) a talented imitator, 5) to learn to speak, 6) drawings of plants and animals, 7) a famous children's book, 8) to illustrate books, 9) dandelions and cornflowers, 10) to grow pansies and daisies, 11) different species, 12) stories about squirrels and hedgehogs

B. 1) Common birds of Russia are woodpeckers, crows, ducks, sparrows and swallows. 2) Sally decorated letters to her friends with flowers. 3) Lions, tigers, wolves are wild animals. 4) The language of birds differs (is different) from the language of people. 5) My friend and me (I) have a lot of things in common. First of all we love nature. 6) The kangaroo and koala live in Australia and are the symbols of this country. (kangaroos and koalas live...) 7) There are several species (kinds) of bears — a grizzly bear, a brown bear and a polar bear. 8) Crocodiles are different (differ) from alligators. 9) In a zoo one can see (it's possible to see) many animals from other countries: a giraffe, an elephant, a zebra, monkeys. 10) I like carnations and roses most of all.

C. 1) The fauna of our planet includes various species of birds, animals and insects. 2) There are a lot of

them. 3) Scientists discover new species every year. 4) Different animals can live in a certain climate and on a certain soil. 5) For example, in a desert where the soil and air are dry there are not many (few) species of animals.

Ex. 29 1) What (kind of insect) have you been watching for an hour? 2) What has Tom been collecting since childhood? 3) Where is Nancy planting flowers? 4) When did Bob and his class go to the zoo? 5) How long have Liz and Paul been skating? 6) Why are mum and dad watering the flowers? 7) How have the children been singing for half an hour? 8) Who has brought carnations for mother?

Ex. 30 Sample versions: 1) Dear ..., Many happy returns of the day! Best wishes for your birthday! Take care. Your friend,

2) Dear ...! Happy New Year and Merry Christmas! Have a good time. Yours

3) Dear Teacher, greetings on Teacher's Day! Best wishes for your Day! Sincerely yours

4) Dear Mother, Best wishes for your Day! I wish you all the best! May all your dreams come true! Your son (daughter) ... !

5) Dear ..., Happy Valentine's Day! Take my best wishes for the Day! I love you. Have a nice day and enjoy yourself

Ex. 31 1) was, 2) sat, 3) passed (was passing), 4) spoke, 5) cannot, 6) bring, 7) have been sitting, 8) will comfort, 9) looked, 10) saw, 11) died, 12) grew

Test 3

Ex. 1 1 b, 2 a, 3 e, 4 d, 5 c, 6 — extra

Ex. 2 1 b, 2 d, 3 e, 4 c, 5 a

Ex. 3 1) squirrel, 2) elephant, 3) pigeon, 4) oak, 5) daisy, 6) dandelion, 7) bluebell, 8) cornflower, 9) sunflower

Ex. 4 1) has been raining; 2) have never been, has been living; 3) have been phoning; 4) have always wanted; 5) have been working; 6) has been painting, has not finished

Ex. 5 1) yourself, 2) myself, 3) —, 4) —, 5) ourselves, 6) herself, 7) yourselves, 8) themselves

Ex. 6 1) Merry Christmas! 2) Many happy returns of the day! Happy Birthday! Best wishes for your Birthday! 3) Greetings on the Russian Army Day! 4) Greetings on Women's Day!

Ex. 7 1) the other, 2) another, 3) the others, 4) others, 5) the other, 6) other

Ex. 8 1) woodpecker, 2) swallow, 3) hedgehog, 4) include, 5) insect, 6) common, 7) ostrich, 8) squirrel, 9) discover, 10) hare

Ex. 9 1) are, 2) grow, 3) is, 4) looks, 5) does, 6) is, 7) want, 8) do... wash, 9) do... shampoo, 10) do... use

UNIT 4

Ex. 1 true: 2, 4; false: 1, 5, 6; not mentioned in the text: 3, 7

Ex. 2 1 c, 2 b, 3 f, 4 d, 5 a, e — extra

Ex. 3 1 b, 2 c, 3 c, 4 a, 5 a, 6 c, 7 b

Ex. 4 1) лягушка, 2) ящерица, 3) динозавр, 4) ту-кан, 5) стрекоза, 6) ёж, 7) кенгуру, 8) койот, 9) буй-вол, 10) воробей, 11) сорока, 12) дятел, 13) сова, 14) дуб, 15) вяз, 16) бук, 17) сосна, 18) ель, 19) берё-за, 20) чертополох, 21) репей(ник), 22) лук-порей, 23) жёлтый нарцисс, 24) вечнозелёное растение, 25) водяная лилия, 26) пальма

Ex. 5 1) dangerous, 2) responsible, 3) unfortunately, 4) protected, 5) necessary, 6) environment, 7) extinct, 8) survive, 9) machine, 10) rubbish, 11) nature, 12) natural, 13) government, 14) without, 15) violet, 16) breathe, 17) endangered, 18) behaviour

Ex. 7 1 d, 2 f, 3 b, 4 h, 5 a, 6 e, 7 i, 8 g, 9 c

Ex. 8 1 a, 2 d, 3 f, 4 b, 5 e, 6 g, 7 c

Ex. 9 1 a, 2 c, 3 a, 4 b, 5 c, 6 a

Ex. 10 1 d, 2 c, 3 e, 4 f, 5 a, b — extra

Ex. 17 1) polluting, 2) governments, 3) danger, 4) polluted, 5) extinct, 6) endangered, 7) unfortunate, 8) save, 9) protect, 10) habitats, 11) responsible, 12) governments, 13) pollution, 14) destroying, 15) hab-itats, 16) necessary, 17) recycle

Ex. 20 1) destroy, 2) necessary, 3) survive, 4) healthy, 5) law, 6) dolphin, 7) whale, 8) nature, 9) natural, 10) nowadays, 11) protect, 12) duty, 13) di-nosaur, 14) each, 15) among, 16) badge, 17) behaviour, 18) dead, 19) breathe, 20) collect, 21) rubbish, 22) re-

cycle, 23) solve, 24) surround, 25) polluted, 26) influence, 27) endangered, 28) machine, 29) cover, 30) between

Ex. 21 1) agree, 2) plant, 3) law, 4) pour, 5) outside, 6) hunt, 7) nature, 8) dump, 9) damage, 10) survive, 11) violet, 12) safe, 13) save, 14) whale, 15) relation, 16) extinct, 17) behaviour, 18) both, 19) government, 20) solve, 21) among, 22) breathe, 23) turn

Ex. 22 1) from; 2) for; 3) —; 4) for; 5) In, to; 6) to; 7) at, in; 8) in; 9) for, —, in; 10) of; 11) —; 12) for, on; 13) between; 14) without; 15) into; 16) on

Ex. 23 1) a, the; 2) a; 3) —, —; 4) a; 5) the; 6) —; 7) —; 8) —; 9) the; 10) —

Ex. 24

a) Andy has drawn an elephant. Linda has drawn a fox. Peter has drawn a lion. Alice has drawn a crocodile.

b) Bob and Nick have just worn trainers. Ann has worn a coat. Sam has worn a T-shirt. Tanya has worn a dress.

c) Terry has grown a small oak. Frank has grown wonderful bluebells. Sally and Rick have grown tiger lilies. Mrs Rodgers has grown pansies.

d) Tom has flown to France. Kate has flown to the USA. Vera has flown to the UK. The Reeds have flown to Russia.

Ex. 25 A. 1) a dangerous sport, 2) a natural habitat, 3) to save from danger, 4) to be responsible for buying fruit, 5) to destroy a/the habitat, 6) to be against the law, 7) to hunt animals for skin, 8) both scientists, 9) to influence the people's life, 10) a powerful power station

B. 1) the water to drink, 2) the air to breathe, 3) the book to read, 4) the food to cook, 5) the magazine to read, 6) the poem to learn by heart, 7) the birds to feed, 8) the job/work to do, 9) the film to watch, 10) the exercise to write

C. 1) You needn't any potatoes. I have already bought them myself. 2) You won't have to get up early. Alec has promised to buy bread and butter. 3) People mustn't pollute their environment. 4) In the 21st century the population of our planet produces a lot of

waste. 5) Factories often pour toxic waste into rivers and seas. 6) The air in many cities is polluted.

Ex. 26 1) southern, 2) container, 3) poisonous, 4) scientists, 5) slowly, 6) forty, 7) clearly, 8) homeless, 9) pollution

Ex. 27 A. 1) both, 2) each, 3) all, 4) all, 5) each, 6) both

B. 1) among, 2) between, 3) among, 4) between, 5) between, 6) among

C. 1) what, 2) how, 3) how, 4) what, 5) what, 6) how, 7) what, 8) how, 9) how, 10) what

Ex. 28

1) Do you have to go to school by bus?

2) Do you have to wear a uniform at school?

3) Do you have to learn two foreign languages?

4) Do you have to spend much time in the school library?

5) Do you have to clean the classrooms after classes?

6) Do you have to do much homework?

Ex. 29

№	Перевод	I	II	III
1.	дуть	blow	blew	blown
2.	выживать	survive	survived	survived
3.	рисовать	draw	drew	drawn
4.	окружать	surround	surrounded	surrounded
5.	летать	fly	flew	flown
6.	расти	grow	grew	grown
7.	носить (одежду)	wear	wore	worn
8.	резать	cut	cut	cut
9.	разрушать	destroy	destroyed	destroyed
10.	соглашаться	agree	agreed	agreed
11.	изучать	study	studied	studied
12.	наливать, сливать	pour	poured	poured

Ex. 31

A. 1) I saw a cornflower among (the) daisies. 2) Between you and me I don't like to look after animals. 3) A deep river flew (was flowing) between the two valleys. 4) Jenny was standing between her/two cousins. 5) Anna saw a tall (high) tower among the trees. 6) There is a beautiful valley among these mountains.

B. 1) What kind people! 2) How kind these people are! 3) What an interesting film! 4) How interesting this film is! 5) What tasty juice! 6) How tasty his juice is! 7) What a big park! 8) How big this park is! 9) What fresh air! 10) How fresh the air is!

Ex. 32 Sample answers:

We must 2) protect the birds' and animals' habitats; 3) plant trees and flowers; 4) clean the countryside; 5) throw rubbish into waste bins.

We mustn't 1) destroy birds' and animals' habitats; 2) buy endangered flowers in spring; 3) cut down trees; 4) pour domestic waste into lakes; 5) leave rubbish in picnic places.

Ex. 33 Sally doesn't need 1) to wash linen as her elder sister has already washed it; 2) to iron her trousers as her father has already ironed them for her; 3) to buy any potatoes as Kevin has already bought them; 4) to fly to Scotland as Ann has already flown there and has solved the problem; 5) to draw a picture for her little sister Lizzy as Lizzy has drawn some pictures herself; 6) to look for her granny's glasses as her granny has already found them (the glasses) herself; 7) to cook supper as her mother has already cooked it; 8) to water the vegetables as her granny has watered them; 9) to write to Aunt Polly as her sister has already written a letter to her; 10) to give milk to Pussy as her mother has already given it to her.

Ex. 36 Sample version: 1) ...the more we know. 2) ...the more information we get. 3) ...the better their memory is. 4) ...the better we understand it. 5) ...the better we see how serious this problem is. 6) ...the bigger our collection becomes. 7) ...the longer it will live and be beautiful. 8) ...the more we understand the laws

of nature. 9) ...the fewer conflicts we have. 10) ...the better marks you get.

Ex. 37. 1 d, 2 b, 3 f, 4 c, 5 e, 6 a

Test 4

Ex. 1 1) better, 2) warmer, 3) burn, 4) air, 5) grew, 6) six

Ex. 2 1) To rich countries. 2) To feed cows and to grow coffee and sugar. 3) Japan. 4) Rainforests still keep (have) a lot of secrets. Rainforests can help people in many ways. 5) It makes oil. 6) It washes away. 7) For money. No, it is not.

Ex. 3 1) —, 2) in, 3) —, 4) without, 5) from, 6) against, 7) from

Ex. 4 A. 1) both, 2) all, 3) each, 4) both

B. 1) among, 2) between, 3) between, 4) among

C. 1) What, 2) How, 3) How, 4) What

Ex. 5. 1) Did we (they) have to stay after classes...?

2) Must everyone take part...?

3) Do we need to do any shopping...?

4) Has James got to get up early...?

5) Did your parents use to spend more time...?

Ex. 7 1) behaviour, 2) population, 3) influence, 4) health, 5) environment, 6) nowadays, 7) survive, 8) endangered, 9) habitat, 10) destroy

Ex. 8 1) had, 2) ate, 3) could, 4) grow, 5) came, 6) went, 7) was picking, 8) found, 9) became, 10) sat, 11) prepared, 12) have taken, 13) thought, 14) have not brought, 15) will go

UNIT 5

Ex. 1

1) football, text B, рис. c;

2) rugby, text C, рис. a;

3) marathon, text A, рис. b

Ex. 2 1) in 1968 (at the tenth Winter Olympic Games)

2) in 1960 (at the eighth Winter Olympic Games)

3) in 1956 (at the seventh Winter Olympic Games)

4) in 1994 (at the seventeenth Winter Olympic Games)

5) At the thirteenth Winter Olympic Games

Ex. 3 1 b, 2 c, 3 a, 4 b, 5 c, 6 c

Ex. 7 1 b, 2 c, 3 a, 4 d

Ex. 8 1 d, 2 c, 3 a, 4 e, 5 b

Ex. 9 1 c, 2 a, 3 b, 4 e, 5 d

Ex. 10 1 d, 2 a, 3 b, 4 e, 5 c

Ex. 11 1 c, 2 b, 3 c, 4 b, 5 a, 6 c

Ex. 12 Units of length: 1 f, 2 d, 3 b, 4 e, 5 a, 6 c

Units of capacity: 1 b, 2 c, 3 a

Units of weight: 1 c, 2 a, 3 d, 4 e, 5 b

Ex. 16 1) People from Ancient Greece. Before 776 BC.

2) One athletic event — a footrace. A running race of 183 metres.

3) In 1896. Pierre de Coubertin's.

4) The International Olympic Committee (IOC).

5) Winners of the Olympics become national heroes in their countries. The Olympics take place every four years. The noble idea of the Games — to make all people friends.

6) No, there were not.

7) In 1926.

8) Once in four years. Now they don't.

9) Summer: gymnastics, athletics, swimming, tennis, football, etc. Winter: skiing, figure, skating, hockey, etc.

10) Russian bear, Schuss (a skier), etc.

11) London, Paris, Moscow, Athens, Sydney, Atlanta, etc.

12) Figure skating, gymnastics, ice hockey, skiing, and others.

Ex. 19 Andy's class lost the race because...

1) ...he had gone to bed late the day before.

2) ...he had woken up too late in the morning.

3) ...he had missed the school-bus.

4) ...he had been late for the race.

5) ...other boy had raced for his class.

6) ...another boy had run slowest of all the racers.

7) ...the boy had lost the race.

Ex. 20 Sample version:

— I overslept and felt bad the whole day.

— The peaches were overripe — too soft and sweet. I hated them.

— The place will be overpopulated. There will be a lot of people in cafes, cinemas, parks — everywhere.

— The place is so overcrowded that you can't see anything in the streets, only people.

— People overwork them so much.

— The zoo keepers overfeed them. It's very bad for the animals.

— They always overcook the seafood in seafood restaurants here.

— You are overeating. You should think more about yourself.

— I'm sure we have overpaid for it.

— I'm overtired and unhappy.

Ex. 21 Sample version:

— Doctors help people.

— If he gives you a jab, you won't be ill.

— The doctor needs to run some tests to know more about you.

— He will just examine you, nothing else.

— The doctor will listen to your chest, it is not painful.

— I think the doctor will look at your throat.

— He won't do it if you open your mouth wider.

— I think he'll prescribe you some sweet vitamins.

— I will hold your hand.

Ex. 22 Sample version:

A. 1) Janet Peters remembered that a man had ridden past her on a bike and had snatched her bag. She hadn't seen him well because her eyes were not good.

2) Ab Harris was sure that a man had been running to Lake Park with that bag under his arm but that was not the man we were showing him in the picture.

3) Lu Conrad explained that his dog had found that man in the bushes in Lake Park. He had been in blood. The bag had been near him. There had been nothing in the bag.

4) Brian Porter thought that he had heard a terrible falling sound outside. He said that place was really dangerous. He was sure that when he looked out he had seen only that yellow motorbike, but no rider.

5) Dr Martin explained that he couldn't say when that man would be able to talk to us. He had lost too much blood. He had been in hospital for two days but he was still very weak.

B. 1) One of them wanted to know who had found the man in the park.

2) They wanted to know if Janet's bag had been with him.

3) One of the neighbours asked what she usually kept in that bag.

4) They wanted to know where the dog had found the man.

5) They asked who had been running to Lake Park with Janet's bag.

6) One of them asked if she had seen the man before.

7) They wondered how the man felt.

8) The neighbours wanted to know if the man would recover soon.

9) A neighbour wondered why Fred had been so slow to call the police.

10) Another neighbour asked if the policeman had questioned the man.

Ex. 23 1 b, 2 e, 3 c, 4 d, 5 a

Ex. 25 1) war, 2) lose, 3) ache, 4) weight, 5) support, 6) ancient, 7) cure, 8) hero, 9) relax, 10) join, 11) team, 12) score, 13) peace, 14) sneeze, 15) field, 16) battle, 17) cough, 18) enough, 19) honour, 20) pastime, 21) swallow, 22) complete, 23) examine, 24) exercise, 25) medicine, 26) organize, 27) prescribe, 28) advantage, 29) excitement, 30) performance, 31) complication, 32) prescription

Ex. 26 1) ache, 2) advantage, 3) ancient, 4) battle, 5) complete, 6) cough, 7) cure, 8) drug, 9) enough, 10) examine, 11) excitement, 12) exercise, 13) field, 14) habit, 15) honour, 16) jog, 17) junk food, 18) lose, 19) medicine, 20) noble, 21) organize, 22) pastime, 23) peace, 24) performance, 25) prescription, 26) relax, 27) score, 28) support, 29) swallow, 30) team, 31) thrill, 32) war, 33) weigh

Ex. 27 A. 1) hardly, hard; 2) hardy, hard; 3) hard, hardly; 4) hard, hardly; 5) hardly, hard

B. 1) yet, sill; 2) yet, still; 3) still, yet; 4) yet, still; 5) yet, still

C. 1) ill, sick, sick; 2) ill, sick; 3) sick, ill/sick; 4) sick/ill, sick

Ex. 28 1) on, in; 2) to, on; 3) in; 4) out, for, to; 5) with; 6) from, over, in; 7) down with; 8) at; 9) up; 10) in, with, for, —; 11) of; 12) for

Ex. 29. A. 2) a medicine for a high temperature, 3) to catch a cold, 4) to come down with a cold,

5) hardly ever, 6) to put on weight, 7) to do one's best, 8) to lose weight, 9) to give up a habit, 10) stomach-ache, 11) to prescribe a medicine for an earache, 12) to cure a patient of his headaches, 13) to develop complications, 14) to write out a prescription, 15) to cough badly, 16) to hit badly, 17) to examine a patient, 18) to take one's temperature, 19) to catch a virus, 20) to hurt badly

B. 2) to climb a hill, 3) an important competition, 4) a favourite pastime, 5) to join a team, 6) to score a goal, 7) to support a team, 8) to compete in a race, 9) to do mountain climbing, 10) to play rugby, 11) to take part in the game, 12) on a football field, 13) the International Olympic Committee, 14) a race for runners of 800 metres

C. 2) to take place in Ancient Greece, 3) every four years, 4) an evening performance, 5) an important event, 6) to start a war, 7) peace on a/the planet, 8) to become a national hero, 9) a noble battle, 10) a man of honour, 11) to have an advantage over the/an opponent (enemy), 12) to give a thrill, 13) real excitement, 14) to get an advantage, 15) the final score, 16) a strange habit

D. 1) Where does it hurt? 2) What's the score? 3) It hurts me to swallow. 4) No smoking. 5) What's your favourite pastime? 6) Do you have (Have you got) enough money to buy this medicine? 7) This test is difficult enough. 8) Our team has got a lot of advantages over their team. 9) I need your support most of all. 10) They can hardly win this war.

Ex. 30 By the end of the holidays: 1) Mr Dear had taken over 500 photos. 2) The children had gathered a collection of seashells. 3) Mrs Dear had lost some weight. 4) Daisy Dear had sunburnt beautifully. 5) Bob Dear had learnt diving. 6) Lizzy had grown an inch. 7) Daisy had finished a detective story. 8) Bob had written a postcard to his best friend at last.

Ex. 31 John asked Nicky if he 1) had followed all the doctor's recommendations; 2) had taken the medicine his doctor prescribed; 3) had given his leg enough exercise; 4) had walked with a walking stick; 5) had given his leg enough rest; 6) had kept to the diet his doctor recommended; 7) had eaten enough dairy products and fish; 8) had spoken to the doctor about the pain in his leg.

Ex. 32 1) Ann had been making up. 2) Barbara had been showing her birthday photos. 3) Alice and Vicky had been looking at them. 4) David had been relaxing on the mat. 5) Lizzy and Phillip had been fighting. 6) Mike and Denis had been racing each other. 7) Nina had been looking for the home-keys in her bag. 8) Paul had been talking over the mobile. 9) Robert had been speaking about the latest part of “The Star Wars”. 10) Den, Nikita and Alex had been listening to him. 11) Rossy had been doing her hair.

Ex. 33

№	Значение	I	II	III
1.	схватить, поймать	catch	caught	caught
2.	приходить	come	came	come
3.	делать	do, make	did, made	done, made
4.	драться, сражаться	fight	fought	fought
5.	получать	get	got	got
6.	болеть, ударить	hurt	hurt	hurt
7.	держаться, содержать	keep	kept	kept
8.	терять	lose	lost	lost
9.	перекормить	overfeed	overfed	overfed
10.	переплатить	overpay	overpaid	overpaid
11.	спать	sleep	slept	slept
12.	брать, взять	take	took	taken

Ex. 34 1) (had) weighed, examined, decided, had come; 2) had come/came, shouted; 3) had caught; 4) had eaten/ate, read; 5) had won/won, became; 6) (had) had, changed; 7) (had) died, kept; 8) (had) examined, wrote; 9) developed, (had) stopped; 10) (had) had, scored; 11) put, had given up; 12) scored, (had) joined; 13) (had) swallowed, grew

Ex. 35 1) It is natural enough. 2) I didn't make enough money to support my family. 3) Mary gets enough toys to play. 4) Mason hasn't been training long enough to win the competition. 5) Soon he grew strong enough to... 6) The hotel isn't good enough. 7) The melody was simple enough. 8) The 3-year-old child was clever enough to... 9) They knew the illness well enough to... 10) They had enough medicines to...

Ex. 37 1) respected, 2) was, 3) had never had, 4) knew, 5) would say, 6) do, 7) began, 8) was standing, 9) smoking, 10) got, 11) saw, 12) have heard/heard, 13) was, 14) (had) happened, 15) see, 16) prepare, 17) was watching, 18) hadn't visited, 19) had almost forgotten, 20) looked

Test 5

Ex. 1 The ideas that are not in the text: 2, 4, 8, 10

Ex. 2 1 a, 2 b, 3 c, 4 b, 5 c, 6 c

Ex. 3 1) Alice had written a letter. 2) Olga had caught a butterfly. 3) Henry had done the shopping. 4) The Dears had planted roses in their garden. 5) John had washed his car.

Ex. 4 1) to; 2) over; 3) to; 4) in, for; 5) between; 6) of; 7) at; 8) —, out, of

Ex. 6 Sample version: 1) The doctor asked his patient how long he had been ill. 2) The doctor wondered when the patient had felt bad. 3) The doctor explained that the patient was coming down with a cold. 4) The doctor told the patient (thought that the patient) would take the medicine three times a day. 5) The doctor wondered how often the patient caught colds.

Ex. 7 1) ancient, 2) performance, 3) war, 4) peace, 5) field, 6) honour, 7) noble, 8) event, 9) cough, 10) excitement

Ex. 8 1) opened, 2) saw, 3) had grown, 4) could not, 5) stopped, 6) had planned, 7) had never thought, 8) said, 9) am, 10) have learned, 11) has done/did, 12) am, 13) filled/was filled, 14) put

UNIT 6

Ex. 1 1 d, 2 b, 3 c, a — extra

Ex. 2 True: 1, 2

False: 3, 4, 5

Not mentioned in the text: 6, 7

Ex. 3 1 a, 2 c, 3 c, 4 a, 5 b

Ex. 4 entertainment, curtains, receive, inspire, buffet, ballet, impression, audience, attentive, character, Renaissance, dramatist, emotion, circle, impossible, stalls, cardboard, improvise

Ex. 6 1 c, 2 — extra, 3 a, 4 d, 5 b

Ex. 7 1 c, 2 e, 3 a, 4 d, 5 b

Ex. 8 1 d, 2 b, 3 a, 4 c, 5 e

Ex. 9 1 c, 2 c, 3 a, 4 b, 5 b, 6 c

Ex. 10 1) Yes, it does. 2) In pre-historic times. 3) China, Egypt, Greece. 4) From church music. 5) 1600.

Ex. 12 1 c, 2 f, 3 a, 4 b, 5 e, 6 h, 7 d, 8 g

Ex. 16 1) His plays and poems are known all over the world. 2) They are studied in many countries. 3) But now very much is known about the poet himself. 4) It is sometimes said that someone also wrote them. 5) Where you were allowed to sit depended on your social status. 6) ...the parts of women were played by men. 7) All actors were paid next to nothing.

Ex. 17 1 c, 2 b, 3 d, 4 e, 5 a

Ex. 19 1) gallery, 2) cloakroom, 3) china, 4) consider, 5) Renaissance, 6) expensive, 7) introduce, 8) circle, 9) circus, 10) curtain, 11) receive, 12) concerto, 13) improvise, 14) buffet, 15) besides, 16) attentive, 17) magic, 18) connect, 19) stalls, 20) entertainment, 21) audience, 22) applaud, 23) price, 24) arrive, 25) dead, 26) ticket, 27) organize, 28) cardboard, 29) silver, 30) impression

Ex. 20 1) agree, 2) gold, 3) ballet, 4) cloakroom, 5) curtain, 6) foyer, 7) stalls, 8) emotion, 9) invitation, 10) programme, 11) conductor, 12) compose, 13) risen, 14) rose, 15) scenery, 16) impossible, 17) inspire, 18) receive, 19) buffet, 20) appear, 21) attention, 22) character, 23) Renaissance, 24) connect

Ex. 21 1) Алиса грустно (с грустью) посмотрела на меня. 2) Алиса выглядела печальной (грустной). 3) Джейн посмотрела на свою маму, но ничего не сказала. 4) Гарри выглядел взволнованным. 5) Котёнок выглядит несчастным. 6) Ребёнок выглядит здоровым. 7) Я посмотрела это слово в словаре. 8) Нэнси великолепно смотрелась в своей новой одежде.

9) Эндрю выглядит больным. 10) Вредно смотреть на солнце.

Ех. 22 1) to speak loudly, 2) to sound loud, 3) to laugh quietly, 4) to sound quiet, 5) to feel well, 6) to look sadly, 7) to look sad, 8) to dance well, 9) to look bad, 10) to smell sweet, 11) to look young, 12) to look official, 13) to taste sweet, 14) to taste salty, 15) to taste fresh, 16) to look healthy

Ех. 23 1) theatre, 2) famous ballet, 3) arrived, 4) cloakroom, 5) opera glasses, 6) gallery, 7) foyer, 8) fantastic, 9) scenery, 10) applauded, 11) impression

Ех. 24 1) for, 2) to, 3) to, 4) to, 5) to, 6) for, 7) to, 8) for

Ех. 25 1) in, 2) at, 3) at, 4) in, 5) at, 6) in, 7) at, 8) at, 9) at, 10) in

Ех. 26 1 d, 2 g, 3 f, 4 a, 5 e, 6 b, 7 c

Ех. 27

№	Значение	I	II	III
1.	позволять	let	let	let
2.	встречать	meet	met	met
3.	бороться, биться	fight	fought	fought
4.	найти	find	found	found
5.	выиграть	win	won	won
6.	ударять, бить (о часах)	strike	stroke	stroke
7.	звонить	ring	rang	rung
8.	падать	fall	fell	fallen
9.	брать	take	took	taken
10.	носить, быть одетым	wear	wore	worn
11.	есть, кушать	eat	ate	eaten
12.	выбирать	choose	chose	chosen

Ех. 28 А. 1) Билеты купили (были куплены) две недели тому назад. 2) Нас представили директору. 3) Её новая книга посвящена её родителям. 4) Когда были построены эти церкви? 5) Кольцо сделано из

золота. 6) Зал украсят завтра. 7) Апельсины растут в тёплых странах. 8) Я боюсь, что письма не получат в пятницу. 9) Эта пьеса написана известным драматургом. 10) Старые листья обычно сжигают (жгут) весной.

В. 1) Об этом актёре много говорят. 2) С госпожой Вэн поговаривают. 3) Флору часто ждуг. Она редко приходит вовремя. 4) Я уверен, за твоей собакой присмотрят. 5) Профессора Брауна всегда очень внимательно слушают. 6) Этот словарь часто спрашивают. 7) Над Максом часто смеются. 8) За твоим братом послали минуту назад. 9) Об этих вещах никогда не говорят на людях. 10) С Джоан поговорили, но она ничего не объяснила.

Ex. 29 1) of, 2) from, 3) of, 4) of, 5) of, 6) of, 7) from, 8) from, 9) of, 10) of, 11) of, 12) of

Ex. 30 2) They are made of metal. 3) They are usually made of wood. 4) It is made from oats. 5) It is made of wood. 6) They are made of cotton/wool. 7) They are usually made of gold or silver. 8) It is made from milk. 9) It is made from eggs. 10) It is made from cabbage.

Ex. 31 1) Your plan will be considered. 2) You will be given an official answer. 3) —. 4) Horror films are not shown to children. 5) This constructor is not known. 6) The First Piano Concerto is often played on the radio. 7) —. 8) Many talented composers were inspired by Tchaikovsky's music. 9) —. 10) The novel "Anna Karenina" was finished by Leo Tolstoy in 1877. 11) This letter won't be received (by him). 12) —. 13) —. 14) These parts were played by the best actors.

Ex. 32 1) were made, 2) was played, 3) were received, 4) was never visited, 5) was devoted, 6) were often inspired, 7) was composed, 8) were never shown, 9) were often built

Ex. 33

winter: were made, were made;

spring: were built, were planted, were made, were hung;

summer: were grown, were watered, were caught;

autumn: were sold, were burnt, was cut.

Ex. 34 2) The answer will be given soon. 3) The books will be read soon. 4) The children will be invited

to the party tomorrow. 5) The box will be weighed (in an hour). 6) Your plan will be supported. 7) The prescription for the backache will be written out next week. 8) These endangered animals will be protected. 9) The rubbish will be thrown away tomorrow. 10) This incident will be forgotten soon. 11) The invitations will be written in a day. 12) His opinion will be heard.

Ex. 35

“Kashtanka” was written by A. P. Chekhov in the XIX century.

“Idiot” was written by P. M. Dostoevsky in the XIX century.

“A Journey from Petersburg to Moscow” was written by A. N. Radischev in the XVIII century.

“A Crow and a Fox” was written by I. A. Krylov in the XIX century.

“Svetlana” was written by V. A. Zhukovsky in the XVIII century.

“Dubrovsky” was written by A. S. Pushkin in the XVIII century.

“War and Peace” was written by L. N. Tolstoy in the XIX century.

“Silver Prince” (“Knyaz Serebryanyi”) was written by A. K. Tolstoy in the XIX century.

“Asya” was written by I. S. Turgenev in the XIX century.

“Princess Mary” was written by M. Yu. Lermontov in the XIX century.

“Quite Flows the Don” was written by M. A. Sholokhov in the XX century.

“Unfortunate Liza” was written by N. M. Karamzin in the XVIII century

“Buratino” was written by A. N. Tolstoy in the XX century.

Ex. 36 1) about, 2) for, 3) after, 4) for, 5) to, 6) at, 7) for, 8) to

Ex. 37

2) When was Moscow Kremlin built?

It was built in the XII century.

3) When were potatoes brought to Europe?

They were brought to Europe in the XVI century.

4) When was America discovered?

It was discovered in the XV century.

5) By whom were the Harry Potter books written?

They were written by Joan Rowling.

6) When was "A Girl with Peaches" painted?

It was painted in the XIX century.

Ex. 38

1) The potatoes must be fried.

2) The plant must be watered.

3) The dress must be washed.

4) The carpet must be cleaned.

5) The shopping must be done.

6) Exercise 7 must be written.

7) The bedroom must be done.

Ex. 39 1) is known, 2) was born, 3) decided, 4) wanted, 5) took, 6) was, 7) played, 8) are, 9) is, 10) doesn't think, 11) has changed, 12) likes, 13) is asked

Ex. 40 1) the, 2) —, 3) the, 4) —, 5) —, 6) the, 7) the, 8) the, 9) —, 10) the, 11) the, 12) —, 13) —, 14) —, 15) the, 16) —, 17) the, 18) the, 19) the, 20) the

Ex. 41

A. 2) The tickets for the concert will be bought tomorrow.

3) Such cars are made in Japan.

4) America was discovered in 1492.

5) St Petersburg was founded in 1703.

6) Many houses in this town are built from wood.

7) I was told some important news.

8) English, German and French are taught in our schools.

9) A new school will be built in our street.

10) The article will be written this week.

B. 2) Don't worry, your pets will be looked after.

3) She was long waited for yesterday.

4) Aunt Polly was spoken to/has been spoken to.

5) They are often laughed at.

6) The head teacher was/has been sent for.

Test 6

Ex. 1 1 c, 2 d, 3 a, 4 e, b — extra

Ex. 2 1 d, 2 a, 3 e, 4 c, 5 b

Ex. 3

1) The letter to granny must be written.

2) The answer can be given at once.

3) The tour of the Kremlin should be organized tomorrow.

4) This box has to be brought to my place tomorrow.

Ex. 4

1) Beautiful flowers will be planted here next spring.

2) Boris always speaks English in class.

3) He usually never forgets to say thank you.

4) My father's car was washed yesterday evening.

5) English is spoken all over the world.

6) When I was young, such problems were never discussed in front of children.

7) People heard Mr Nelson's voice but he was seen nowhere.

8) The plan will be shown to the director at the end of tomorrow's meeting.

Ex. 5 A. 1) to, 2) at, 3) after, 4) for, 5) about/of, 6) for, 7) to/with

B. 1) in; 2) to; 3) to, for; 4) on; 5) on; 6) with

Ex. 7 1) audience, 2) impossible, 3) introduce, 4) expensive, 5) applause, 6) arrive, 7) thriller, 8) attentive, 9) graduate, 10) receive

Ex. 8 1) decide, 2) thought, 3) had already learned, 4) would be, 5) went, 6) taught/were teaching, 7) got, 8) found, 9) called, 10) am teaching, 11) have already read, 12) said