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Дорогие коллеги!

У вас в руках книга для учителя, которая является составной частью учебно-методического комплекса для 9 класса по английскому языку «Новый курс английского языка для российских школ» (5-й год обучения) О. В. Афанасьевой, И. В. Михеевой. Членами авторского коллектива являются также К. М. Баранова, Ю. Е. Ваулина, О. В. Вострикова, Е. А. Колесникова, С. В. Мичугина, Н. Ю. Петрова, Н. В. Языкова. Все они — профессора и доценты Института иностранных языков Московского городского педагогического университета.

УМК-9 предназначен для тех учащихся, которые постигали основы изучаемого УМК с 5 по 8 класс, но может быть также использован в качестве основного учебного материала для указанной параллели и в иных случаях, когда обучение английскому языку происходило на базе других учебников для основной школы, где согласно учебным планам на изучение иностранного языка отводится 3 часа в неделю. УМК-9 может также с успехом использоваться на соответствующем этапе преподавания английского языка как второго. Согласно авторской программе¹ УМК-9 продолжает учебно-методические комплексы той же серии как с точки зрения его содержания, так и относительно структуры. Как и предыдущие УМК, данный комплекс включает в себя:

- учебник (книгу для учащихся) с аудиоприложением к учебнику и рабочей тетради;

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.

- рабочую тетрадь;
- книгу для чтения;
- книгу для учителя.

Все вышеуказанные материалы образуют целостную систему и взаимно дополняют друг друга, поэтому их целесообразно использовать комплексно.

УМК-9 по вполне очевидным причинам отличается от предшествующих комплексов возросшей степенью сложности, еще большей ориентированностью на требования единого государственного экзамена, а также соотносённостью с новыми стандартами и примерными программами основного общего образования по учебным предметам¹.

Новый УМК решает две взаимосвязанные задачи. С одной стороны, это развитие иноязычной коммуникативной компетенции, т. е. способности и готовности вступать в межкультурное общение на английском языке, а с другой — подготовка девятиклассников к предстоящим итоговым экзаменам.

Книга для учителя содержит:

- 1) краткое изложение методических принципов, лежащих в основе данного курса;
- 2) подробное планирование и распределение материала по учебным часам;
- 3) рекомендации учителю по работе над представленным в УМК материалом;
- 4) тексты для аудирования;
- 5) ключи к заданиям учебника и рабочей тетради.

Авторы не сочли целесообразным включать в *книгу для учителя* подробное планирование, полагая, что приводимые здесь рекомендации не только дают учителю методические советы и расширяют информацию о тех или иных лингвистических явлениях, но и рассказывают о том, как можно дополнить задания УМК, какие еще ресурсы может задействовать учитель на уроке. Авторы не видят необходимости включать в *книгу для учителя* поурочное планирование еще и потому, что весь учебный материал

¹ См.: Стандарты второго поколения. Примерные программы по учебным предметам. Иностранный язык. 5—9 классы. — 2-е изд. — М.: Просвещение, 2010.

в УМК тщательно структурирован и разделен на «шаги» (Steps), уже представляющие из себя основу поурочного планирования.

Авторы выражают надежду, что *книга для учителя*, как и весь учебно-методический комплекс для 9 класса, сможет оказать существенную помощь в преподавании английского языка школьникам.

Желаем вам больших творческих успехов в работе и верим, что нелегкий учительский труд никогда не перестанет доставлять вам радость. Надеемся, что работа по предлагаемому УМК будет приятной и принесет хорошие результаты, а ученики порадуют учителей своими успехами и достижениями в овладении английским языком.

Авторы

Предисловие

В настоящее время в изменившихся социально-политических и экономических условиях развития страны происходит существенное реформирование системы образования РФ. Данные изменения достаточно полно отображены в новых государственных стандартах и примерных программах по учебным предметам¹. Содержание и формы организации учебной деятельности проектируют определенный тип сознания и мышления учащихся. Как отмечается в пояснительной записке примерных программ, центральной линией развития выступают интеллектуализация и формирование произвольности всех психических процессов. Центральными новообразованиями являются: преобразование восприятия в наблюдение; словесно-логическое мышление, вербальное дискурсивное мышление; развитие логической произвольной смысловой памяти; произвольное внимание; письменная речь; произвольная речь с учетом цели и условий коммуникации, а также анализ, рефлексия, планирование (реализация внутреннего плана действий), способность к генерализации отношений в образной форме в восприятии².

В связи с этим происходит переосмысление и переоценка учебного предмета «Английский язык», усиливается его значимость. При этом необходимо подчеркнуть, что в примерной программе для основной школы предусмотрено дальнейшее развитие

¹ См.: Стандарты второго поколения. Примерные программы начального общего образования в 2 частях. Ч. 2. — М.: Просвещение, 2009.

² См. там же. — С. 3—4.

всех основных представленных в программах начального общего образования видов деятельности обучающихся с учетом их возрастных особенностей, в соответствии с требованиями, которые предъявляются к уровню развития школьников данной ступени обучения, а также предметным содержанием системы общего среднего образования.

На завершающем этапе основной школы (9 класс) особое внимание должно уделяться учебной деятельности с элементами самообразования и саморазвития, а также самоидентификации учащихся. Поскольку учебный предмет «Английский язык» входит в цикл гуманитарных предметов, особое место в 9 классе уделяется дальнейшему развитию коммуникативной деятельности и соответствующих ей учебных действий. Как подчеркивают разработчики примерных программ, «основной особенностью подросткового возраста является начало перехода от детства к взрослости»¹. Это проявляется в формировании у школьников элементов взрослости в учебной деятельности. Процесс обучения происходит более целенаправленно и мотивированно. Девятиклассники начинают более активно осуществлять самостоятельный познавательный поиск, они оказываются в состоянии ставить себе учебные цели, самостоятельно совершать оценку выполненного, активно включаются в проектную и исследовательскую формы учебной деятельности.

Все это ведет к дальнейшему развитию личности учащихся через реализацию воспитательного потенциала изучаемого ими иностранного языка. Необходимо также отметить, что проблема повышения качества подготовки учащихся, в том числе и по предмету «Иностранный язык», оказывается в центре внимания отечественного школьного образования. Качество подготовки школьников по английскому языку зависит прежде всего от того, насколько корректно сформированы у них ключевые компетен-

¹ Стандарты второго поколения. Примерные программы начального общего образования в 2 частях. Ч. 2. — С. 4.

ции, составляющие иноязычную коммуникативную компетенцию: речевая, языковая, социокультурная, компенсаторная и учебно-познавательная.

К началу 9 класса учащиеся, занимающиеся по УМК данной серии, уже обладают определенной способностью осуществлять межкультурное общение на основе полученных знаний во всех вышеперечисленных аспектах. Однако предполагается, что дальнейшее развитие всех указанных компетенций происходит постоянно и совершенствуется на протяжении последнего года пребывания в основной школе, а затем и в 10—11 классах средней общеобразовательной школы. Таким образом, 9 класс — это, с одной стороны, завершающий этап основной школы или второй ступени общего образования, а с другой — важное звено, соединяющее основную и среднюю школы. Фактически учащиеся 9 класса к началу завершающего года в основной школе должны иметь достаточно широкий кругозор, обладать определенными коммуникативными умениями на иностранном языке, общеучебными умениями, а также знаниями и умениями в области родного языка. В течение 9 класса совершенствуются приобретенные ранее знания, навыки и умения. Все это способствует достижению необходимых личностных, метапредметных и предметных результатов и соответственно определяет особенности УМК для 9 класса.

Особенности УМК

Учебно-методический комплекс для 9 класса разработан на основе той же методической концепции, что и предыдущие УМК этой серии, однако авторы учли специфику потребностей адресата — учащимся 9 класса предстоит пройти государственную итоговую аттестацию по английскому языку, а затем в 11 классе сдавать единый государственный экзамен. Таким образом, новый УМК решает две взаимосвязанные задачи: с одной стороны, это развитие иноязычной коммуникативной компетенции — способности и готовности вступить в межкультурное об-

щение на английском языке, а с другой — подготовка девятиклассников к предстоящим итоговым экзаменам.

Содержание УМК для 9 класса в этом смысле полностью соответствует новому государственному образовательному стандарту. Оно опирается на те знания, навыки и умения, которыми учащиеся, занимавшиеся по учебникам данной серии, уже овладели к началу 9 класса, что нашло свое отражение в каждой из составляющих иноязычной коммуникативной компетенции.

Развитие **речевой компетенции** (иными словами, дальнейшее развитие умений аудирования, чтения, письма, говорения) осуществляется на основе системы разнообразных коммуникативных задач, позволяющих включить учащихся в активную речевую деятельность. Обучение *говорению* в 9 классе в основном направлено на развитие следующих умений:

- строить связное монологическое высказывание на основе содержательной опоры (плана, серии картинок, ключевых слов);

- участвовать в диалоге как с опорой на диалог-образец, на ключевые слова, так и в свободном, неподготовленном диалоге, причем особый акцент делается на этику общения, овладение учащимися основными речевыми клише и штампами, и именно с этой целью в учебник введен раздел *Social English*, завершающий шестую часть каждой учебной ситуации (*Section Six, Consolidation Class*);

- принимать участие в обсуждении различных вопросов, связанных с проблематикой тематических блоков (отметим, что проблемы для дискуссий отбирались в соответствии с языковым и социальным опытом учащихся, их потребностями и интересами).

Немаловажной особенностью авторской концепции обучения говорению является тот факт, что речевым упражнениям предшествует тщательная работа над лексическим и грамматическим материалом, который потребуется учащимся для их выполнения. Это позволяет девятиклассникам не просто говорить по-английски, а сознательно формулиро-

вать свои мысли. Кроме того, подобная работа над лексикой и грамматикой языка способствует предупреждению лексических и грамматических ошибок.

Обучение рецептивным видам речевой деятельности (*аудированию и чтению*) осуществляется в тесной взаимосвязи, чтобы помочь учащимся переносить освоенные стратегии (полное понимание текста, понимание основного содержания, понимание запрашиваемой информации) с одного вида речевой деятельности на другой. Для аудирования и чтения отобраны разнообразные материалы: песни, письма, отрывки из британских газет, новостных передач, научно-популярных изданий, художественных произведений и т. д. Они отбирались на основе их воспитательной и познавательной ценности, соответствия образовательным потребностям, возрасту и интересам учащихся.

При обучении *письму* учитывается необходимость дальнейшего совершенствования орфографических навыков девятиклассников. С этой целью предусмотрены различные письменные упражнения, которые в основном строятся на изучаемом лексико-грамматическом материале. Отдельное внимание уделяется различию британских и американских вариантов английского языка в области орфографии. Однако основной задачей обучения письменной речи в 9 классе авторы считают развитие умения логично и грамотно выражать свои мысли в письменной форме. С этой целью была разработана специальная система заданий, построенная на анализе особенностей абзаца, который является основной единицей письменного текста, так как обладает смысловой завершенностью. Сначала учащиеся знакомятся с образцами абзацев, под руководством учителя обсуждают их особенности, а затем тренируются в их написании (сначала на основе опор, потом самостоятельно). На следующем этапе девятиклассники учатся, добавляя детали, превращать абзац в небольшое сочинение. Еще одним существенным аспектом обучения письменной речи

в УМК для 9 класса является развитие умений писать письма личного характера с опорой на образец и без него, короткие поздравительные открытки, а также письменные выражения благодарности.

Важной задачей нового УМК является дальнейшее развитие **языковой компетенции**, особенно ее лексической и грамматической составляющих. *Лексический минимум* отобран на основе ситуаций общения, в которые вовлекаются учащиеся. Тематика данных ситуаций следующая: средства массовой информации, печатная продукция (книги, журналы, газеты), наука и технология, жизнь и проблемы подростков, их будущее и карьера. Как и в предыдущих УМК данной серии, знакомство с лексическими единицами осуществляется на основе контекста, что позволяет показать учащимся, как то или иное слово функционирует в английском языке, с какими другими единицами языка оно может сочетаться. Такой прием облегчает последующую тренировку учащихся в употреблении слова в речи. Большое внимание уделяется отработке новой лексики, осуществляемой на основе имитационных, подстановочных, трансформационных, переводных упражнений.

Грамматический материал, которым предстоит овладеть девятиклассникам, достаточно сложный — это пассивный залог, неличные формы глагола, сложное дополнение, употребление определенного артикля для обозначения класса предметов и т. д. В связи с этим грамматические правила представлены в учебнике на русском языке и сопровождаются примерами, иллюстрирующими функционирование грамматических явлений в речи. С тем чтобы обеспечить автоматизированное владение грамматическими явлениями, их активное использование в речи, разработана система грамматических упражнений, основанная на принципах доступности и посильности, сознательности и опоры на родной язык.

Следующей важной задачей нового УМК является развитие **социокультурной компетенции**. Социокультурная информация представлена в основном в текстах для чтения и аудирования. Учащиеся зна-

комятся с выдающимися британскими и американскими писателями, учеными, исследователями. Они узнают реалии стран изучаемого языка в области образования, науки, истории, культуры, приобщаются к мировому культурному наследию. Девятиклассники учатся говорить политкорректно, вежливо, в соответствии с требованиями речевого этикета. Немаловажную роль в этом отношении играет введенная на страницы учебника рубрика *Did You Know That...?*, предлагающая учащимся интересную информацию, которая может быть им неизвестна, но которая весьма значима для обсуждения проблем по изучаемой учебной ситуации.

Существенной задачей авторы также считают дальнейшее развитие **учебно-познавательной компетенции учащихся**. В процессе обучения школьники используют поисковые системы Интернета, учатся пользоваться словарями, справочниками, в том числе электронными, работать в команде, делать доклады и презентации.

Развитие компенсаторной компетенции — способности выходить из положения при дефиците языковых средств — также является целевым умением в авторской концепции обучения английскому языку, нашедшей свою реализацию в данном УМК. На данном этапе обучения уделяется особое внимание развитию компенсаторных умений говорения, в частности использованию перифраза, слов-субститутов, описанию предметов и явлений, названия которых учащиеся не знают. В процессе аудирования и чтения развиваются умения игнорировать незнакомые слова, которые не мешают пониманию содержания текста, опираться на словообразовательные элементы и контекст для выявления значений незнакомых слов. Еще одной немаловажной особенностью учебно-методического комплекса является система упражнений в формате единого государственного экзамена. Данные упражнения позволяют познакомить учащихся с особенностями данной формы итоговой оценки лексико-грамматических навыков и умений в аудировании, чтении, письме, говорении.

В процессе подготовки к ЕГЭ школьники учатся выполнять лексические и грамматические задания на словообразование, различение синонимов, выбор правильной грамматической формы и нужной лексической единицы из ряда предложенных, а также определять структурно-смысловые связи в рамках текста, строить связные монологические высказывания, вести диалоги с целью обмена фактической и оценочной информацией, писать неформальные письма и короткие сочинения, извлекать информацию из аудиотекстов и текстов для чтения.

Содержание и структура УМК. Особенности работы с ним

Материал УМК разделен на пять тематических блоков.

Mass Media: Television. В данном тематическом блоке учащимся предлагается обсудить современные телевизионные программы, оценить возможности использования телевидения в учебных целях, рассмотреть роль телевидения в жизни современного подростка, а также познакомиться с деятельностью самой известной британской телерадиокомпании *BBC*, провести сравнение, насколько это возможно, телевидения в России и за рубежом.

The Printed Page: Books, Magazines, Newspapers. Этот тематический блок дает школьникам возможность познакомиться с наиболее известными периодическими печатными изданиями Великобритании, самыми большими библиотеками мира, историей журналистики, биографиями некоторых известных писателей. Девятиклассникам предлагается обсудить свои любимые книги и журналы, творчество писателей, высказаться о средствах массовой информации, своих предпочтениях в чтении. Здесь же предлагается материал для обсуждения роли профессии журналиста в современном обществе.

Science and Technology. Это достаточно сложная тема для обсуждения, однако она включена в госу-

дарственный образовательный стандарт и спецификацию ЕГЭ, что обусловило ее включение в тематику УМК для 9 класса. В рамках данной темы школьники учатся различать понятия «наука» и «технология», которые в английском языке имеют одно средство выражения *technology*, что затрудняет адекватное использование этой лексической единицы учащимися. Школьники также знакомятся с историей науки, выдающимися учеными в различных областях науки, их открытиями и достижениями, обсуждают значимость научных исследований космоса. Помимо информации о преимуществах, которые получают люди в результате развития науки, в учебник также включены материалы, предостерегающие от такого использования ее результатов в жизни людей, которое может нанести вред человечеству.

Teenagers: Their Life and Problems. В данном тематическом блоке рассматриваются такие проблемы, как взаимоотношения подростков с родителями и друзьями, их возможные неудачи в учебе, молодежные организации и субкультуры. Важной проблемой, затрагиваемой в данном блоке, на взгляд авторов, является толерантное отношение молодежи к представителям других национальностей и культур. Здесь же поднимается проблема значимости для молодежи различных видов проведения досуга, в том числе увлечение многими из них азартными играми, что зачастую имеет нежелательные последствия.

Your Future Life and Career. Проблемы, обсуждаемые в данном тематическом блоке, связаны с планами учащихся на будущее и их профессиональными устремлениями. Здесь же предлагается поговорить об экзаменах, познакомиться с теми аттестационными испытаниями, которые типичны по окончании школ и при поступлении в высшие учебные заведения для британских студентов.

Все пять тематических блоков учебника имеют одинаковую структуру. Каждый из них включает в себя семь разделов учебника (*Sections*), а также со-

ответствующие данной теме разделы из рабочей тетради (*Activity Book*) и книги для чтения (*Reader*).

Согласно **рекомендуемому** распределению учебного материала по урокам на первые пять разделов тематического блока учебника (*Sections 1—5*) выделяется по 2 академических часа, а на шестой и седьмой разделы (*Sections 6, 7*) — по одному. Предполагается, что на задания рабочей тетради отводится 4 академических часа, а на работу по книге для чтения — 2 академических часа. (За исключением пятого блока, в течение которого предполагается провести только одно занятие по домашнему чтению.) По окончании каждого тематического блока обязательно проводится финальная контрольная работа. Таким образом, каждый тематический блок рассчитан на 19 часов, кроме 5-го, а весь курс обучения ориентирован на 94 академических часа. Следовательно, у учителя остается 5 резервных занятий, которые можно использовать в течение всего учебного года по своему усмотрению. (См. подробнее тематическое планирование на с. 28—73.) Заметим также, что сравнительно небольшое количество занятий по домашнему чтению в значительной степени компенсируется теми текстами на чтение, которые содержатся в каждом блоке как в учебных ситуациях учебника, так и в рабочей тетради, причем в последнем случае три из пяти текстов имеют послетекстовые задания в формате ЕГЭ.

Организация материала внутри тематических блоков строится следующим образом. Первые пять разделов (*Sections*) содержат новый лексико-грамматический материал, тренировочные упражнения, в которых он отрабатывается, аудиотексты и тексты для чтения, а также задания, направленные на развитие умений монологической и диалогической речи. Раздел *Section 1* каждого блока начинается с песни легендарной шведской группы АВВА, творчество которой оказало огромное влияние на становление современной поп-культуры. В последние несколько лет отмечается новый рост ее популярности, связанный с появлением мюзикла “*Mamma Mia*”, основан-

ного на песнях группы, а затем его киноадаптации, в которой снялись такие голливудские звезды, как Пирс Броснан, Мэрил Стрип, Колин Ферт, а также с творческим союзом группы АББА с Мадонной и другими современными исполнителями.

Интерес к творчеству АББА среди современной молодежи объясняется также тем, что песни указанного шведского квартета до сих пор не потеряли своей притягательности и актуальности. Отобранные для УМК сочинения являются средством совершенствования произносительных навыков учащихся и расширения их лексического запаса, так как уже знакомый вокабуляр встречается в новом контекстуальном окружении, что помогает его активизации. В то же время песни способствуют эстетическому воспитанию учащихся, знакомя школьников с лучшими образцами европейского музыкального творчества. Разделы 1—5 (*Sections 1—5*) каждого из пяти блоков содержат от 40 до 50 лексических единиц, которые предназначены для изучения и активного использования в речи. Позволим себе напомнить, что каждое из этих слов учащиеся должны научиться правильно произносить, узнавать на слух, писать, комбинировать с другими лексическими единицами, т. е. использовать во всех видах речевой деятельности. Они также должны уметь образовывать от них производные слова посредством основных способов словообразования: 1) деривация (способы суффиксальный, приставочный, приставочно-суффиксальный), 2) конверсия, 3) словосложение. Полагаем, что нецелесообразно нарушать последовательность лексических упражнений, и не рекомендуем пропускать некоторые из них, так как они организованы в соответствии с этапами формирования лексических навыков. Однако, если у учителя возникнет необходимость изменения порядка следования заданий, он, безусловно, вправе поступать по своему усмотрению на этот счет.

Новые грамматические явления также изучаются в первых пяти разделах каждого блока (*Sections 1—5*). Как уже упоминалось, в связи со сложностью

отобранного грамматического минимума грамматические правила в разделе *Focus on Grammar* излагаются на русском языке. На этапе тренировки в использовании новой грамматики школьникам в первую очередь предлагаются упражнения, иллюстрирующие функцию и значение того или иного грамматического явления (иногда это может быть даже перевод предложений с английского языка на русский). Такие упражнения дают возможность школьникам *самостоятельно* осознать суть изучаемого грамматического явления, соотнести его с явлениями родного языка. Подобные задания также способствуют развитию навыков распознавания и понимания грамматических конструкций в процессе чтения и аудирования. Далее грамматика обрабатывается при выполнении достаточно большого количества упражнений на подстановку, трансформацию, комбинирование и т. д., с тем чтобы учащиеся могли корректно использовать грамматический потенциал, которым они владеют, как средство оформления своих мыслей.

Помимо нового лексико-грамматического материала первые пять разделов каждого тематического блока содержат тексты для развития умений ознакомительного, просмотрового, изучающего чтения, тексты для развития умений аудирования (с пониманием основного содержания, полным пониманием, пониманием запрашиваемой информации). Рекомендуем также использовать отрывки из предлагаемых текстов для развития навыков выразительного чтения, так как на данном этапе обучения все еще важно продолжать совершенствовать фонетические навыки школьников.

Позволим себе напомнить, что при работе над текстами для аудирования и чтения предусмотрено три этапа работы. Это, прежде всего, **предтекстовый этап**, на котором осуществляется знакомство с темой текста, а также происходит снятие трудностей (лексических, грамматических, социокультурных), которые могут возникнуть у девятиклассников. Так называемый **текстовый этап** включает в себя выпол-

нение разнообразных упражнений в процессе прочтения или прослушивания. Завершающий этап — **послетекстовый** — это изложение содержащейся в тексте информации, ее использование для решения различных коммуникативных задач.

Задания, выполняемые на текстовом этапе, во многих случаях аналогичны по формату заданиям ЕГЭ. Это, в частности, соотнесение заголовка с самим текстом (например, упр. 10, с. 11), определение структурно-смысловых связей повествования (например, упр. 9, с. 204), выполнение заданий на множественный выбор, требующих полного и точного понимания прочитанного или услышанного (например, упр. 9, с. 85).

Хотим обратить внимание на то, что при выполнении подобных заданий следует строго регламентировать время учащихся. В зависимости от объема текста на его прочтение и выполнение заданий к нему рекомендуется выделять от 5 до 10 минут. Большинство текстов на чтение каждого блока используются в качестве опор для последующих устных высказываний и письменных сочинений учащихся по теме того или иного блока. Содержательная сторона прочитанного должна быть понята учащимися, что в дальнейшем позволит им обсуждать затрагиваемые проблемы в свободной неподготовленной речи. Полученная информация в текстах на чтение и аудирование также поможет школьникам при выполнении тех заданий на говорение и письмо, которые имеют формат ЕГЭ.

С целью подготовки девятиклассников к итоговой аттестации в учебнике и рабочей тетради (раздел *Speaking+*) предусмотрены упражнения, позволяющие овладеть многими важными коммуникативными умениями монологической и диалогической речи. Так, например, школьникам предлагается построить связное логичное монологическое высказывание на основе имеющегося в учебнике плана (например, упр. 7, с. 231). При выполнении подобных заданий важно обратить внимание учащихся на тот факт, что по каждому из четырех пунктов плана не-

обходимо привести не менее *двух весомых развернутых аргументов*.

Рассмотрим, как можно было бы раскрыть опцию упр. 7, с. 231 учебника: *What is a typical situation with drinking, smoking and drug taking in the place where you live?* Думается, возможен следующий вариант ответа:

Unfortunately, the number of teenagers who smoke, take drugs and drink alcohol is constantly growing in the area where I live. Firstly, this is happening because modern parents are so busy earning money. They often fail to talk to their children and explain things. So pupils often don't know what's right and wrong. Secondly, I have noticed that teachers don't often speak about drug use, smoking and drinking alcohol with their pupils. Schools don't often hold lectures and seminars to discuss these dangerous habits either.

Как показывает опыт ЕГЭ, особенно сложным для школьников в устной части экзамена оказывается ведение диалога с целью обмена оценочной информацией (см., например, упр. 10В, с. 21 учебника). При выполнении подобных заданий важно, чтобы учащиеся четко понимали схему своих действий и то, что от них требуется продемонстрировать при ответе. Во-первых, учащемуся, иницирующему беседу, следует кратко описать саму ситуацию общения. Во-вторых, необходимо обсудить **все** предложенные в задании опции и по каждой из них привести не менее *двух весомых развернутых аргументов*. В-третьих, по окончании диалога должно быть принято логичное решение и выбрана одна опция, устраивающая обоих собеседников. Иными словами, они должны принять компромиссное решение. Помимо этого следует подчеркнуть, что в процессе обсуждения оба собеседника должны быть в достаточной степени активны, вежливы. Им следует продемонстрировать желание и способность продолжать беседу.

В качестве примера выполнения подобного задания рассмотрим, как можно было бы выполнить упр. 10В на с. 21 учебника. Здесь учащиеся должны

обсудить четыре телевизионные передачи (sports programme, documentary, news, talk show) и решить, какую из них они предпочли бы посмотреть. Думается, что их обсуждение могло бы выглядеть следующим образом.

Student 1. Why don't we watch something interesting on TV? According to the TV programme we can choose a sports programme, a documentary, any news or a talk show. Let's watch the news to know what has happened in the world today. What do you think?

Student 2. I think it's boring.

Student 1. Probably you are right. It's mostly about politics. By the way I'm not keen on politics either. Why don't we watch a talk show instead? As far as I know the guests, famous musicians, will be discussing modern music trends. It may be curious to listen to their opinions about the trends in Russian rock and pop music.

Student 2. I agree with you. On the other hand, most of the guests are pop singers. I'm not sure I like their music much, it's too second-rate.

Student 1. Perhaps you are right. I'm not a fan of pop music either. So, what would you suggest watching?

Student 2. I would watch a documentary. Don't you think it's a good idea?

Student 1. Some documentaries are interesting and informative. Maybe, I'm not sure I like documentaries so much. Actually, I find them rather boring. They remind me slow-motion films. They often put me to sleep.

Student 2. I'm not sure I absolutely agree with you, but I understand what you mean. So, if you are against watching a documentary, what have we got left?

Student 1. We can watch a sports programme. If I'm not mistaken, a football match between our national team and the team representing Germany will be shown on Chanel 1.

Student 2. I think it's a wonderful idea. It's a significant game and I would love to support our play-

ers. Our team is becoming more and more professional. I'm sure, I'll enjoy the game.

S t u d e n t 1. No doubt. All the top players, for instance, Arshavin and Pavluchenko will take part in this match as it's the most crucial match of the season. So, have we made our choice?

S t u d e n t 2. I think we have.

S t u d e n t 1. That's great. **We are watching a sports programme then, aren't we?**

Выделенная часть финальной фразы является обязательной. По этому типу учащимся надлежит научиться завершать обсуждение подобных проблем. Соглашение, к которому пришли оба собеседника, должно быть четко сформулировано, и оно должно быть финалом диалога.

Таковы основные особенности содержания и структуры первых пяти разделов каждого из тематических блоков. Шестой и седьмой (*Section 6*, *Section 7*) разделы существенно от них отличаются. Так шестой раздел каждого блока (*Section 6*) представляет собой обобщающее занятие, предоставляющее учащимся возможность еще раз повторить весь новый языковой и речевой материал тематического блока, что способствует его более прочному усвоению.

Седьмой раздел (*Section 7*) целиком посвящен развитию умений письменной речи. Он содержит полный спектр заданий для овладения навыками и умениями, необходимыми для написания коротких сочинений с элементами рассуждения, личных писем, поздравительных открыток, записок, а также выражения благодарности.

В заключение отметим, что каждый из семи разделов (*Sections*) блока делится на две части: *Do It Together* («Учимся вместе») и *Do It Yourself* («Учимся самостоятельно»). Если упражнения части *Do It Together* выполняются преимущественно в классе, то упражнения части *Do It Yourself* предлагаются учащимся в виде заданий на дом, однако предполагается, что все они будут проверены учителем на следующем уроке в классе. Полагаем, что подобное деление

способствует лучшему осознанию учащимися важности *самостоятельной работы* над языком, а результаты выполнения подобных заданий дома дадут учащимся возможность оценить, насколько успешно они справились с изучением раздела, и в конечном итоге будут способствовать развитию самоконтроля. Развитию самооценки учащихся также будут способствовать задания на определение степени усвоения ими материала блока.

Рекомендуемое распределение учебного материала по урокам

Блок 1			Блок 2		
Урок (Period)	Учебный материал (Material)		Урок (Period)	Учебный материал (Material)	
1	Section 1	Stu- dent's Book Unit 1	21	Section 1	Stu- dent's Book Unit 2
2	Section 1		22	Section 1	
3	Section 2		23	Section 2	
4	Section 2		24	Section 2	
5	Section 3		25	Section 3	
6	Section 3		26	Section 3	
7	Section 4		27	Section 4	
8	Section 4		28	Section 4	
9	Section 5		29	Section 5	
10	Section 5		30	Section 5	
11	Section 6		31	Section 6	
12	Section 7		32	Section 7	
13	Activity Book	Activity Book	33	Activity Book	Activity Book
14			34		
15			35		
16			36		
17	Reading Class 1	Reader	37	Reading Class 3	Reader
18	Reading Class 2		38	Reading Class 4	
19	Optional Class		39	Optional Class	
20	Test 1		40	Test 2	

Блок 3			Блок 4		
Урок (Period)	Учебный материал (Material)		Урок (Period)	Учебный материал (Material)	
41	Section 1	Student's Book Unit 3	57	Reading Class 5	Reader
42	Section 1		58	Reading Class 6	
43	Section 2		59	Optional Class	
44	Section 2		60	Test 3	
45	Section 3		61	Section 1	Stu- dent's Book Unit 4
46	Section 3		62	Section 1	
47	Section 4		63	Section 2	
48	Section 4		64	Section 2	
49	Section 5		65	Section 3	
50	Section 5		66	Section 3	
51	Section 6	67	Section 4		
52	Section 7	68	Section 4		
53	Activity Book	Activity Book	69	Section 5	
54			70	Section 5	
55			71	Section 6	
56			72	Section 7	

73	Activity Book	Activity Book	77	Reading Class 7	Reader
74			78	Reading Class 8	
75			79	Optional Class	
76			80	Test 4	
Блок 5					
81	Section 1		Student's Book Unit 5		
82	Section 1				
83	Section 2				
84	Section 2				
85	Section 3				
86	Section 3				
87	Section 4				
88	Section 4				
89	Section 5				
90	Section 5				
91	Section 6				
92	Section 7				

93	Activity Book	Activity Book
94		
95		
96		
97	Reading Class 9	Reader
98	Optional Class	
99	Test 5	

Планирование

Topics and Units	Sections Periods	Words	Word Combinations, Phrasal Verbs, Synonyms, Antonyms, Words Often Confused	Grammar and Word-Building Points
1	2	3	4	5
Unit One. Mass Media: Television	Section 1 (Periods 1—2)	Revision	Revision	Revision: 1. Present Passive 2. Past Passive New Grammar: 1. Present Progressive Passive 2. Past Progressive Passive
	Section 2 (Periods 3—4)	1. light (<i>v</i>) 2. enlighten 3. enlightenment 4. serve 5. service 6. equal 7. broadcast (<i>v, n</i>) 8. major 9. current (<i>adj</i>) 10. offer (<i>v</i>) 11. novel 12. right (<i>n</i>) 13. present (<i>v</i>) 14. from	1. to be lit 2. to serve dinner 3. mail service 4. to be equal to/with sb 5. to be broadcast on TV 6. to broadcast sth live 7. to be in current use 8. equal rights for sb 9. the right to education	Revision: 1. Present Passive 2. Past Passive 3. Present Progressive Passive 4. Past Progressive Passive Word Building: Affixation and Composition

Reading Comprehen- sion Texts	Listening Comprehen- sion Texts	Speaking	Elements of Country Studies and Cultural Awareness
6	7	8	9
Text: Ex- tracts from English news- papers	Song: Eagle Text: Watch- ing Television	Discussing mass media	Mass media abroad
Text: Televi- sion in the Classroom Text: The BBC	—	Short mono- logues on TV programmes Dialogues about TV pro- grammes	The BBC and its program- mes

1	2	3	4	5
Unit One. Mass Media: Television		15. adaptation 16. corporation 17. local 18. documentary 19. series 20. advertise 21. advertiser 22. humour 23. worldwide	10. to present sb/sth to sb 11. to stand for Antonyms: major — minor Words Confused: serial — series	
	Section 3 (Periods 5—6)	24. asleep 25. addicted 26. cartoon 27. cater 28. fail 29. depress 30. serious 31. spread 32. quiz 33. kid 34. imagine	12. to be (fast) asleep 13. to fall asleep 14. to be addicted to sth 15. to cater for sth/sb 16. to be well catered for 17. to fail to do sth 18. to be serious about sth 19. dead serious 20. to spread over the country 21. a quiz on sth 22. to be on 23. to break down	Revision: Passive voice (Present and Past Progressive) New Grammar: Present Perfect Passive (affirmative sentences, negative sentences, questions) Word Building: a) shortening b) affixation (prefixes: dis-, non-, un-, im-, ir-)

6	7	8	9
Text: Calling Home Text: What We Watch	Text: Extracts from TV programmes	Monologues on television	1. Typical British and American shortenings 2. British English spelling versus American English spelling

1	2	3	4	5
Unit One. Mass Media: Television			Phrasal verbs: to turn into, to turn on, to turn off, to turn over, to turn up, to turn down Synonyms: child — kid	
	Section 4 (Periods 7—8)	35. addict (<i>n</i>) 36. depressed 37. depression 38. seriously 39. spread (<i>n</i>) 40. failure 41. imagination		Revision: 1. Present Perfect Passive New Grammar: 2. Past Perfect Passive
	Section 5 (Periods 9—10)	42. threat 43. society 44. violence 45. cruelty 46. rude 47. forget 48. instead 49. shame 50. spy 51. humiliate 52. spoil 53. interrupt 54. criticize 55. moral (<i>adj</i>) 56. immoral 57. standard (<i>n, adj</i>) 58. secret (<i>adj</i>)	24. a threat of sth 25. a threat to sth 26. to use violence against sb 27. instead of sth 28. to spy for sb 29. to spy on sb 30. to spoil children Peculiarities of the word police	Revision: Present and Past Perfect Passive

6	7	8	9
Text: Mr Warren Talking to His Servant	Text: A TV interview with an American film star Text: A conversation about TV programmes	1. Monologues on the role of television in pupils' lives 2. Dialogues about choosing TV programmes	
Text: Modern Television	Text: Young people speaking about television	Expressing opinions on what is shown on television	

1	2	3	4	5
Unit One. Mass Media: Television		59. agent (<i>n</i>) 60. criminal (<i>adj, n</i>) 61. naturally 62. sum 63. intimate		
	Section 6 (Period 11) Conso- lidation Class	64. threaten 65. threaten- ing 66. violent 67. cruel 68. unforget- table 69. ashamed 70. spy (<i>n</i>) 71. humili- ating 72. rudiness 73. interrup- tion	31. to be ashamed	Different means of word building
	Section 7 Creative Writing (Period 12)	Theory: Learning how to write paragraphs		Practice: Writ- ing paragraphs
	Period 13	Activity Book Unit One		
	Period 14	Activity Book Unit One		
	Period 15	Activity Book Unit One		
	Period 16	Activity Book Unit One		
	Period 17	Reading Class 1		
	Period 18	Reading Class 2		

6	7	8	9
<p>Text: A page from a TV guide</p>	<p>Text: Parents speaking about television and their children</p>	<p>1. Dialogues about what to watch on TV 2. A talk show about modern television</p>	<p>1. Famous American films and actors 2. British TV guides 3. Social English: Correcting people in English</p>
		<p>Feedback: Discussing the paragraphs written by students</p>	

1	2	3	4	5
	Period 19	Optional Class		
	Period 20	Test 1		
Unit Two. The Printed Page: Books, Magazines, Newspapers	Section 1 (Periods 21—22)	74. cheerful 75. feel 76. peaceful 77. whisper 78. lonely 79. alone 80. treasure 81. strange 82. wise 83. wisdom 84. enter 85. fascinating 86. treasure house 87. quietness 88. concentrate 89. concentration	32. to say in a whisper 33. to feel bad/well 34. to leave sb alone 35. to enjoy oneself 36. to feel at home 37. as soon as you can Synonyms: <i>alone</i> versus <i>lonely</i>	Revision: Different means of word building
	Section 2 (Periods 23—24)	90. novel 91. play 92. poem 93. short story 94. fairy tale 95. legend 96. fable 97. adventure story 98. love story 99. mystery story 100. crime story 101. horror story 102. war story		New Grammar: 1. Present and Past Participles 2. Formation of nouns of abstract character (manhood, boredom, kindness)

6	7	8	9
<p>Text: Children's comments on videos</p> <p>Text: Reader's Letter to a Periodical</p>	<p>Song: Gimme! Gimme! Gimme! (A Man after Midnight)</p>	<p>Discussing books</p>	<p>Famous children's videos</p>
<p>Text: The Greatest Libraries of the World</p>	<p>Text: A text about Conan Doyle</p>	<p>Discussing books in pairs</p>	<p>World-famous libraries</p>

1	2	3	4	5
Unit Two. The Printed Page: Books, Magazines, Newspapers		103. science fiction 104. stranger 105. entrance 106. fascinate 107. feeling 108. enjoyment 109. loneliness		
	Section 3 (Periods 25—26)	110. push 111. through 112. earn 113. sell 114. publish 115. private 116. general 117. article 118. type 119. print 120. cheap	38. to push sb or sth away 39. through the window 40. to be through with sth 41. to earn one's living 42. to sell sth for some money 43. private life 44. in general 45. to write an article for a newspaper 46. an article on/about sb/sth 47. to print in colour / in black and white 48. the general public Synonyms: 1. to print 2. to publish 3. to type	Revision: Present and Past Participles New Grammar: 1. Ways to translate Participle I into Russian 2. Formation of adjectives with the help of suffixes <i>-ly, -al</i>

6	7	8	9
Text: The Press	Text: A text about writers (Jules Verne and Herbert G. Wells)		1. The British press 2. Some famous authors

1	2	3	4	5
Unit Two. The Printed Page: Books, Magazines, Newspapers	Section 4 (Periods 27—28)		49. to mind (not to mind) doing sth 50. to have fun doing sth 51. to have difficulty doing sth 52. to have trouble doing sth 53. to have a good/hard time doing sth 54. to go (fishing, skiing, etc.) 55. to start/finish doing sth 56. to love/hate doing sth 57. to keep doing sth 58. to enjoy doing sth	New Grammar: 1. Participle I in some collocations (to have fun/trouble doing sth, etc.) 2. Collocations with gerund (to go boating, fishing, etc.; start/finish doing sth, etc.)
	Section 5 (Periods 29—30)	121. reach 122. invent 123. duty 124. fair 125. suppose 126. hold 127. investigate 128. evidence 129. courage 130. rewarding 131. event 132. lie (<i>n</i>)	59. to be on duty 60. to be off duty 61. to hold by the hand 62. to hold with both hands 63. to have the courage to do sth 64. it takes courage to do sth	Revision: 1. Collocations with Participle I 2. Collocations with gerund

6	7	8	9
	Text: People speaking about their favourite books	Monologues on newspapers or magazines	1. Some well-known newspapers 2. The peculiarities of English newspaper headings
Text: Journalists and Journalism	Text: The First Printing Press	1. Monologues “The Enjoyable Day” “The Unlucky Day” 2. Discussing the history of the press 3. Discussing journalism and its problems	1. The first printers in England and Europe 2. Journalism in English-speaking countries and elsewhere now and then

1	2	3	4	5
Unit Two. The Printed Page: Books, Magazines, Newspapers			65. to tell a lie Phrasal verbs: to look at, to look through, to look after, to look for, to look forward to doing sth Synonyms: till — until	
	Section 6 (Period 31) Consolidation Class	133. inventive 134. investigation 135. misbehaviour 136. courageous 137. reward 138. to lie 139. reach (<i>n</i>) 140. dutiful 141. eventful 142. unfair		
	Section 7 Creative Writing (Period 32)	Theory: Revising the rules of writing a paragraph		Practice: 1. Writing a paragraph with the topic sentence: <i>Moscow is an interesting place to visit</i> 2. Writing a paragraph with the topic sentence: <i>Dogs are great pets</i>

6	7	8	9
<p>Text: Lewis Carroll and His Literary Success</p>	<p>Text: A text about Nikolai Gumilev</p>	<p>1. Monologues about serious pieces of literature 2. Monologues about pupils' favourite writers 3. Monologues about famous libraries of the world 4. A discussion of newspapers and magazines pupils read</p>	<p>1. World-famous British authors and their works 2. English proverbs 3. Social English: Phrases helping to speak about similarities and differences in English</p>
		<p>Feedback: Discussing the paragraphs and letters written by students</p>	

1	2	3	4	5
Unit Two. The Printed Page: Books, Magazines, Newspapers				3. Writing a part of an informal letter to a friend
	Period 33	Activity Book Unit Two		
	Period 34	Activity Book Unit Two		
	Period 35	Activity Book Unit Two		
	Period 36	Activity Book Unit Two		
	Period 37	Reading Class 3		
	Period 38	Reading Class 4		
	Period 39	Optional Class		
	Period 40	Test 2		
Unit Three. Science and Technology	Section 1 (Periods 41—42)	143. electronics 144. biology 145. chemistry 146. optics 147. linguistics 148. agronomy 149. geometry 150. meteorology	66. to complain of/about sb/sth 67. to dream of/about sth/sb 68. to talk of/about sth 69. to think of/about 70. to apologize for sth 71. to blame sb for	New Grammar: 1. Nouns denoting sciences and school subjects and their agreement with verbs. 2. <i>-ing</i> forms after prepositional verbs

6	7	8	9
Text: What Is Science and What Is Technology?	Song: The Winner Takes It All	1. Speaking about Russian scientific and technical achievements 2. Speaking about world scientists: 1) Dmitry Mendeleev 2) Isaac Newton	Industrial revolution in England

1	2	3	4	5
Unit Three. Science and Technology		151. geology 152. acoustics 153. technology 154. technique	72. to forgive for sth 73. to thank sb for sth 74. to keep from doing sth 75. to prevent sb from doing sth 76. to stop sb from doing sth Peculiarities of the words technology, technique	
	Section 2 (Periods 43—44)	155. tool 156. human 157. produce 158. improve 159. lead 160. device 161. weapon 162. crop 163. skill 164. engineer 165. invention 166. trade 167. use	77. to succeed in sth 78. to participate in sth 79. to be interested in sth/sb 80. to be capable of sth 81. to be guilty of sth 82. to be tired of sb/sth 83. to look forward to doing sth 84. to object to sb/sth 85. to be used to (doing) sth 86. to lead a busy life 87. to have no skill in sth	New Grammar: <i>-ing</i> forms after prepositional verbs (continued)

6	7	8	9
		3) Ivan Pavlov 4) Alexander Popov	
Text: History of Technology Part I	Text: A text about Francis Bacon	1. Speaking about world-famous scientists and their works: 1) Albert Einstein 2) Alexander Bell 3) Wilhelm Konrad Roentgen 4) Marie Curie 5) John Logie Baird 6) Michael Faraday 2. Speaking about different periods of human development: a) The Old Stone Age b) The New Stone Age	

1	2	3	4	5
Unit Three. Science and Technology			88. to work in trade 89. foreign trade 90. domestic trade 91. to be in use 92. to have some use 93. there is no use in doing sth Words Confused: use (v) — use (n)	
	Section 3 (Periods 45—46)	168. enable 169. iron 170. need 171. train 172. achievement 173. knowledge 174. argue 175. explore 176. create 177. engine 178. opportunity 179. spade 180. rake 181. hoe 182. knife 183. saw (n) 184. tongs 185. hammer 186. axe 187. toaster 188. cooker 189. dishwasher 190. vacuum cleaner	94. a need for sth/sb 95. an achievement in some science 96. to have (no) knowledge of sth 97. to argue with sb 98. to argue about sth 99. to argue for or against sth 100. to have an opportunity to do sth 101. to take the opportunity to do sth 102. to give rise to sth 103. on the one hand/ on the other hand	Revision: Word building (Composition) New Grammar: 1. Using the definite article to denote a class of objects or animals 2. Nouns <i>man</i> and <i>woman</i> to denote the whole class of people

6	7	8	9
		c) The Bronze Age d) The Iron Age	
Text: History of Technology Part II	Text: Tools and Devices	1. Speaking about modern tools, devices, inventions 2. Speaking about: a) the history of technology b) the technology during the Renaissance c) the Industrial Revolution in Europe	History of technology in England and other countries

1	2	3	4	5
Unit Three. Science and Technology		191. washing machine 192. shaver 193. humanity 194. humane 195. trader 196. production 197. improvement 198. leader 199. skillful 200. engineering 201. inventor 202. destruction	Synonyms: to invent — to discover	
	Section 4 (Periods 47—48)	203. discoverer 204. exploration 205. trainer 206. achieve 207. argument 208. creative 209. creator 210. creation		New Grammar: The infinitive: a) after the verbs agree, forget, manage, etc. b) negations with the infinitive c) the infinitive in the constructions N + Vto, Adj + Vto
	Section 5 (Periods 49—50)	211. flight 212. (the) universe 213. solar 214. equipment 215. both 216. generation 217. whole 218. crew	104. in space 105. to send into space 106. to be on the flight 107. a flight from... to... 108. a piece of equipment	New Grammar: The infinitive in collocations with <i>enough</i> and <i>too</i>

6	7	8	9
Text: Inventions	Text: Lev Landau	Discussing most important inventions	
Text: Space Exploration	Text: A text about the first woman in space	1. Monologues about the first man's flight into space 2. Monologues on space exploration	Russia and the USA exploring space

1	2	3	4	5
Unit Three. Science and Technology		219. memorable 220. launch 221. around 222. satisfy 223. Mercury 224. Neptune 225. Earth 226. Saturn 227. Mars 228. Venus 229. Uranus 230. Jupiter	109. both of 110. in both hands 111. on the whole 112. around the world Phrasal verbs: to break down, to break in, to break into, to break out, to break through Synonyms: team — crew Peculiarities about the noun: space	
	Section 6 (Period 51)	231. equip 232. memory 233. memories 234. satisfaction 235. satisfactory 236. launch (<i>n</i>) 237. wholly	113. to be equipped with sth 114. a good memory for sth 115. to recite from memory 116. satisfaction from doing sth	
	Section 7 (Period 52) Creative Writing	Theory: Learning how to develop paragraphs		Practice: Writing and developing paragraphs

6	7	8	9
<p>Text: Going Underground</p>	<p>Text: Mobile Phones Text: Should We Spend So Much Money Exploring Space?</p>	<p>1. Discussing pros and cons of using mobile phones 2. Monologues on the progress in transportation 3. A talk on space exploration</p>	<p>1. Travelling underground in London and other places 2. Social English: Expressing doubt and certainty in English</p>
		<p>Feedback: Discussing the paragraphs written by students</p>	

1	2	3	4	5
Unit Three. Science and Technology	Period 53	Activity Book		
	Period 54	Activity Book		
	Period 55	Activity Book		
	Period 56	Activity Book		
	Period 57	Reading Class 5		
	Period 58	Reading Class 6		
	Period 59	Optional Class		
	Period 60	Test 3		
Unit Four. Teenagers: Their Life and Problems	Section 1 (Periods 61—62)	238. author 239. rebel 240. rebellion 241. anyway 242. shake 243. seat 244. couple 245. mad 246. quite 247. notice (v) 248. pretty 249. irritate	117. to rebel against sb 118. to shake like a leaf 119. to shake all over 120. to shake with laughter 121. to shake hands 122. to take a seat 123. a married couple 124. to go mad 125. to be mad about sth	New Grammar: 1. Using infinitives and Ving after the verbs <i>begin, start, stop, remember, forget</i> 2. Structures: a) to stop doing sth/to stop to do sth b) to remember (forget) doing sth/to remember (forget) to do sth

6	7	8	9
<p>Text: Holden Comes to See His Teacher (Part 1) [after J. D. Salinger]</p>	<p>Song: Dancing Queen</p>	<p>1. Speaking about different aspects of pupils' lives 2. Making up stories about pictures</p>	<p>1. Some peculiarities of American English 2. Stylistic synonyms: informal equivalents for basic vocabulary words</p>

1	2	3	4	5
Unit Four. Teenagers: Their Life and Problems			126. to get bored with sth 127. you can't / couldn't help it Synonyms: couple — pair	
	Section 2 (Periods 63—64)	250. top 251. pile 252. extremely 253. reason 254. various 255. wrap 256. riddle 257. challenge 258. although 259. respect 260. note 261. bottom 262. rebellious 263. irritation 264. notice (n) 265. prettily 266. boredom 267. madly 268. madness	128. to be at the top of the class 129. in piles 130. a reason for sth 131. the answer to the riddle 132. to solve a riddle 133. to talk in riddles 134. a challenge to do sth 135. a challenge for sb 136. to show respect for sb 137. to treat sb with respect 138. a note from sb 139. to write sb a note	New Grammar: Complex object after <i>want</i> , <i>expect</i> and <i>would like</i>

6	7	8	9
<p>Text: Holden Comes to See His Teacher (Part II) [after J. D. Salinger]</p>	<p>Text: British teenagers speaking about money</p>	<p>Discussing the text “Holden Comes to See His Teacher”</p>	

1	2	3	4	5
Unit Four. Teenagers: Their Life and Problems	Section 3 (Periods 65—66)	269. pile (v) 270. extreme 271. reasonable 272. variety 273. challenging 274. respectable 275. respectful 276. note (v)	140. to be respectful to sb	Revision: Complex object after <i>would like, want, expect</i> New Grammar: Complex object after verbs of sense perception (feel, hear, see, watch, notice)
	Section 4 (Periods 67—68)	277. preserve 278. deed 279. claim 280. likely 281. unemployed 282. tear 283. date 284. stupid 285. worry 286. citizen 287. exist 288. allow	141. to be likely to do sth 142. to tear the dress on a nail 143. to tear a page out of/ from one's notebook 144. to tear sth up 145. a stupid thing to do 146. to worry about sb/ sth 147. to allow doing sth 148. to be allowed to do sth 149. used to do sth	Revision: Complex object after the verbs <i>feel, see, hear, watch, notice</i> New Grammar: 1. Complex object to denote succession of actions (after the verbs <i>see, hear, feel, watch, notice</i>) 2. Complex object after the verbs <i>see, hear, feel, watch, notice</i> in their physical meaning versus subordinate clause after the same verbs in their figurative meaning 3. Word building: Conversion old → the old

6	7	8	9
Text: Pets Text: Teens and Parents	Text: Unusual School	1. Short monologues about teenagers' future 2. Making up stories based on a series of pictures	British Schools
Text: Racism in Britain	Text: An international music star speaking about her teenage years	Discussing the problems of racism and multicultural societies	Political correctness while using sensitive topics (Afro-American, Black, etc.)

1	2	3	4	5
Unit Four. Teenagers: Their Life and Problems	Section 5 (Periods 69—70)		150. to be used to doing something Phrasal verbs: to get along, to get away, to get on, to get off, to get into, to get out (of), to get over	New Grammar: 1. Structures with the verbs <i>to let, to make</i> 2. Structures <i>to be used to doing sth</i> versus <i>used to do sth</i>
	Section 6 (Period 71) Consolidation Class			

6	7	8	9
<p>Text: Why Teens Can't Stop Gambling</p>	<p>Text: Young people speaking about famous teen hangouts Text: Young People's Movements and Organizations</p>	<ol style="list-style-type: none"> 1. Discussing the problem of gambling in Russia 2. A discussion on which young people's movement (organization) to study 3. Pupils express their opinions on youth organizations 	<p>Young people's movements and organizations:</p> <ol style="list-style-type: none"> 1. The Punks 2. The Rockers 3. The Hippies 4. The Goths 5. The Boy's Brigade 6. The Young Conservatives 7. The Boy Scouts 8. The Girl Guide Association 9. The Black-shirts 10. The Skinheads 11. The Okto-brists 12. The Pioneers 13. The Kom-somol
<p>Text: Top Cool Reads for Teens Text: Teens' Problems</p>	<p>Text: Teenagers speaking about immigration</p>	<ol style="list-style-type: none"> 1. A discussion on what it is like being 15 2. A monologue on teens' problems 3. A dialogue about friends 4. A dialogue about camping 	<p>Social English: Expressing prohibitions and warnings</p>

1	2	3	4	5
Unit Four. Teenagers: Their Life and Problems	Section 7 (Period 72) Creative Writing	Theory: Learning to write informal letters and address envelopes		Practice: Writing informal letters to pen friends
	Period 73	Activity Book Unit Four		
	Period 74	Activity Book Unit Four		
	Period 75	Activity Book Unit Four		
	Period 76	Activity Book Unit Four		
	Period 77	Reading Class 7		
	Period 78	Reading Class 8		
	Period 79	Optional Class		
	Period 80	Test 4		
Unit Five. Your Future Life and Career	Section 1 (Periods 81—82)	289. rely 290. within 291. decision 292. brain 293. admiration 294. occur 295. chore 296. waste 297. eventually 298. choice 299. discourage	151. to rely on/upon sb/sth 152. within an hour 153. within one's power 154. to make a decision 155. to use one's brains 156. to get sth on the brain	New Grammar: Construction <i>to have something done</i>

6	7	8	9
		Feedback: Discussing the letters written by students	
Text: Thinking of Your Career	Song: Thank You for the Music	<ol style="list-style-type: none"> 1. Speaking about pupils' future and careers 2. Discussing future jobs 3. Monologues on how and why students choose their careers 	

1	2	3	4	5
Unit Five. Your Future Life and Career			157. to be filled with admiration 158. to feel / have admiration for sb 159. to be (un)likely to occur 160. to occur to sb 161. to do one's chores 162. the household chores 163. to waste time on sb/sth 164. to make a choice 165. a big choice of sth 166. to make up (change) one's mind 167. to discourage people from doing sth 168. to find out sth 169. to give up sth/doing sth	
	Section 2 (Periods 83—84)	300. certain 301. main 302. clear 303. require 304. care 305. suit 306. though	170. to be certain 171. to be required 172. to take care of sb/sth	New Grammar: Structures <i>either... or</i> <i>neither... nor</i>

6	7	8	9
Text: Choosing a Career	Text: Alexander the Great Text: A dialogue about plans for the future career	Dialogues about plans for the future career	Ways to describe personal qualities

1	2	3	4	5
Unit Five. Your Future Life and Career		307. patient 308. calm 309. experience 310. quality 311. reliable 312. decisive 313. brainy 314. brainless 315. admire 316. wasteful 317. encourage 318. cope	173. to have experience in sth/doing sth 174. to cope with sb/sth 175. to be worth doing sth 176. to do well in a subject 177. either... or 178. neither ... nor Words and phrases confused: maybe — may be Synonyms: perhaps — maybe Peculiarities of the words either, neither	
	Section 3 (Periods 85—86)	319. certainly 320. mainly 321. clearly 322. requirement 323. careful 324. carefully 325. suitable 326. patiently 327. calmly 328. experienced	179. So do I (we, they) 180. Neither does he (she), etc.	New Grammar: 1. Reaction to the stimulus (affirmative or negative): a) He is a doctor. So am I. b) He can't swim. Neither can she. 2. Word building: Suffixes <i>-er</i> , <i>-or</i> , <i>-ist</i>

6	7	8	9
Text: A Polite Traffic Policeman	Text: Ernest Shackleton	Comparing objects	Political correctness in the names of jobs and professions

1	2	3	4	5
	Section 4 (Periods 87—88)	329. job 330. pro- fession 331. occupa- tion 332. career 333. fulfil 334. contin- ue 335. grade 336. degree 337. ac- quaint 338. course 339. owe 340. debt 341. mort- gage 342. retire 343. exactly 344. attract	181. to fulfil one's duties 182. to fulfil a plan 183. to con- tinue with studies 184. to be in the 1 st grade 185. to some degree 186. to ac- quaint sb with sth 187. to be ac- quainted with sb/sth 188. to do a course 189. to take a course in some subject 190. to be in /out of debt 191. to get a mortgage 192. to take out a mort- gage 193. to have a mortgage on one's house	New Grammar: Rules of using <i>no one, nobody,</i> <i>none, neither,</i> <i>either</i>
	Section 5 (Periods 89—90)	345. secure 346. security 347. guard 348. life guard 349. body- guard	194. to be secure from sb/sth 195. to make a fortune 196. to cost a fortune	New Grammar: Structures: <i>Would rather...</i> versus <i>Had bet- ter...</i>

6	7	8	9
<p>Text: My Own Way Part I</p>	<p>Text: People talking about what they are going to do when they leave school</p>	<p>1. Commenting on a diagram 2. Discussing the text “My Own Way” Part I</p>	<p>1. GCSE Exams in Britain 2. A-level exams in Britain 3. Bachelor’s and Master’s degrees, degree of Doctor of Philosophy</p>
<p>Text: My Own Way Part II</p>	<p>Text: The Stradivari Family</p>	<p>1. Speaking about future plans 2. Discussing the text “My Own Way” Part II</p>	

1	2	3	4	5
		350. employ- er 351. expect- ation 352. gap 353. proper 354. proper- ly 355. fortune 356. rescue 357. refuse 357. debtor 359. exact 360. ac- quaintance 361. attract- ive 362. retired 363. fulfil- ment	197. to pay a fortune 198. to have high/low ex- pectations 199. to meet sb's expecta- tions 200. against sb's expecta- tions 201. in ex- pectation of sth 202. to fill in the gaps in sth 203. to res- cue sb from sth 204. to fol- low sb's footsteps 205. to get down to sth Phrasal Verbs: to come ac- ross, to come down with, to come off, to come around	
	Section 6 (Period 91) Consoli- dation Class			

6	7	8	9
<p>Text: R. L. Stevenson Text: Are Girls Cleverer than Boys?</p>	<p>Text: Texts advertising TV programmes</p>	<p>1. Speaking about someone's successful career 2. Dialogues between career advisers and school leavers</p>	<p>Social English: Connectors</p>

1	2	3	4	5
	Section 7 (Period 92)	Theory: Learning to write thank-you notes, invitations, replies to invitations		Practice: Writing thank-you notes, invitations, replies to invitations
	Period 93	Activity Book Unit Five		
	Period 94	Activity Book Unit Five		
	Period 95	Activity Book Unit Five		
	Period 96	Activity Book Unit Five		
	Period 97	Reading Class 9		
	Period 98	Optional Class		
	Period 99	Test 5		

6	7	8	9
		3. Dialogues about what job to choose after school 4. Monologues on choosing future jobs 5. A group discussion about students' plans for the future	
		Feedback: Discussing the thank-you notes, invitations, replies to invitations written by students	

Методические рекомендации по работе с используемым учебным материалом

БЛОК I (Periods 1—20)

Учебник: Unit 1. Sections 1—7

Рабочая тетрадь: Unit 1

Учебная ситуация: Mass Media: Television

Первая учебная ситуация ориентирована на расширение словарного запаса учащихся в рамках темы *Mass media: Television*, более глубокое изучение такого грамматического явления, как *Passive Voice*, развитие умений чтения и аудирования, в основном на материале текстов публицистического и разговорного стилей о телевидении и средствах массовой информации, и умений высказываться в устной и письменной форме о любимых телепередачах и роли телевидения в современном мире и обществе.

С точки зрения развития темы блок построен следующим образом. В первом разделе блока (*Section 1*) учащиеся знакомятся с его проблематикой, обсуждают современные средства массовой информации: газеты, журналы, радио, телевидение, Интернет (упр. 2, с. 4), что обеспечивает активизацию ранее изученной лексики по данной теме. Далее учащимся предлагается рассмотреть возможности использования телевидения в учебных условиях, расширить свой социокультурный кругозор и познакомиться с историей и программой передач всемирно известной британской телерадиокомпании Би-би-си (*Section 2*), задуматься о проблеме значительного увеличения количества времени, которое молодое поколение проводит у телеэкранов, качестве телепередач

и необходимости избирательно подходить к их выбору (*Sections 3, 4*), поговорить о телевидении как мощнейшем средстве влияния на поведение человека в обществе (*Section 5*), поразмыслить о причинах конфликтов, возникающих на почве отличающегося отношения к телевидению родителей и детей (*Section 6*).

Работа над лексической стороной речи в данном тематическом блоке ориентирована на знакомство учащихся с 39 словами и 40 словосочетаниями, которые должны обеспечить достаточную лексическую базу для развернутых устных и письменных высказываний по изучаемой теме, антонимами *major/minor*, синонимами *child/kid*, фразовым глаголом *to turn*. Отдельно рассматривается разница в значениях слов *series* (серия, цикл, ряд) и *serial* (сериал, многосерийный фильм). Здесь можно попросить учащихся дополнить правило на с. 18 собственными примерами (например, *Serial: House M.D., Beverly Hills 90210, Папины дочки; Series: Галилео, Пусть говорят, Ледниковый период* и т. д.). В разделе 5 (*Section 5*) отрабатываются грамматические особенности слова *police*, которое имеет только множественное число и всегда употребляется с определенным артиклем (упр. 11, с. 49). Обратим внимание на большое количество ошибок, которые учащиеся допускают, когда возникает необходимость заменять слово *police* местоимениями *them, they*, например, в таких предложениях, как *The police are here. Ask them to help you*. Возможно, данная сложность потребует дополнительной тренировки.

Напоминаем также, что при работе с лексическими единицами блока необходимо отрабатывать форму, значение, сочетаемость каждой из них. В первом блоке наиболее сложными с точки зрения графической формы представляются слова *enlightenment, equal, broadcast, addicted, serious, society, violence, humiliate, interrupt, forgotten*. При знакомстве с данными словами необходимо обратить особое внимание учащихся на особенности их орфографии, обеспечить достаточную тренировку в их написа-

нии. Обратим внимание на то, что такие слова, как *enlightenment* (слово обозначает целую культурную эпоху), *addicted* (слово имеет негативную коннотацию), *quiz* и *shame* (слова многозначны), требуют дополнительного толкования их значений. К примеру, учитель может воспользоваться определением слова *Enlightenment*, приводимым в словаре Dictionary of English Language and Culture: *The Enlightenment — the period in the 18th century in Europe, when certain thinkers thought that science and the use of reason would improve the human condition*. Здесь было бы уместно выяснить, каких именно деятелей эпохи Просвещения в разных странах учащиеся знают и чем эти деятели известны. Можно напомнить учащимся о британском экономисте Адаме Смите (*Adam Smith*) и его знаменитой книге *The Wealth of Nations*, о французском просветителе и философе Вольтере (*Voltaire*), Жан-Жак Руссо (*Jean Jacques Rousseau*) — французском писателе и мыслителе, впервые произнесшем знаменитую фразу, ставшую девизом Французской революции “*Liberty, Equality, Fraternity*”, об английском философе Джоне Локке (*John Locke*), чьи идеи религиозной и политической свободы оказали огромное влияние на ход истории, особенно в колониальной Америке и Франции, о русских мыслителях Н. И. Новикове и А. Н. Радищеве, проповедовавших установление «царства разума», основанного на естественном равенстве и политических свободах, а также писавших о необходимости распространения знаний среди населения России. Такой разговор мог бы стать образцом межпредметных связей, актуальность которых не подлежит сомнению.

Работая над лексикой блока, учитель может обратить внимание учащихся и на другие особенности изучаемого вокабуляра. В частности, при изучении лексической единицы *broadcast* и существительного *the BBC* можно напомнить учащимся, что слова, созданные с помощью начальных букв единиц, образующих словосочетания, представлены двумя группами. Первую группу составляют аббревиатуры,

в которых каждая буква читается, как в алфавите (*UFO* — *Unidentified Flying Object*, *BA* — *Bachelor of Arts*, *RAF* — *the Royal Air Force* и т. п.). Во вторую группу входят так называемые акронимы, которые читаются как слова (*NATO* [ˈneɪtəʊ] — *North Atlantic Treaty Organisation*, *UEFA* [juːˈeɪfə] — *the Union of European Football Associations*, *ROM* [rɒm]/[rɑ:m] — *read-only memory* и т. п.).

Особого внимания требует глагол *cater* с основным значением «обеспечивать едой, жильем»; отсюда слово *caterer* — человек или организация, предоставляющие еду и напитки для праздников, конференций и т. п. В то же время глагол *cater* может быть и фразовым глаголом, изменяя свое значение в сочетании с послелогом: *to cater for sb* — заботиться о ком-то, предоставлять все необходимое. Понятие фразового глагола вводится в третьем уроке блока, где рассматривается глагол *to turn* с послелогом. Таким образом, учитель может свободно оперировать этим понятием и попросить учащихся подумать, какие из недавно изученных глаголов можно отнести к фразовым, имея в виду глаголы *to stand for*, *cater for*, *break down*.

Ряд лексических единиц первого блока может оказаться непростым с точки зрения произношения. Так, часто неверно произносят слово *novel* [ˈnɒvl], глагол *present* [prɪˈzent], где ударение отличается от ударения в существительном *present*, прилагательное *serious* [ˈsɪəriəs] и глагол *humiliate* [hjuːˈmɪliət], где также часто неверно ставят ударение. Можно рекомендовать учителю обратить на эти единицы особое внимание.

К началу 9 класса учащиеся уже знакомы с грамматическими явлениями *Present Passive* и *Past Passive*. В данном тематическом блоке им предстоит расширить свои знания о страдательном залоге и научиться пользоваться в речи формами *Present Progressive Passive*, *Past Progressive Passive*, *Present Perfect Passive* и *Past Perfect Passive*. При знакомстве с данными грамматическими явлениями рекомендуем опираться на уже имеющиеся у уча-

щихся знания об образовании пассивного залога и временных формах *Present Progressive*, *Past Progressive*, *Present Perfect* и *Past Perfect*. Представляется целесообразным вспомнить основные случаи употребления данных грамматических времен в речи, а затем познакомить с формой страдательного залога. На этапе отработки грамматических явлений в упражнениях обратите особое внимание на сознательное использование страдательного залога. Рекомендуем на этапе первичной отработки просить учащихся комментировать свои речевые действия, объяснять, чем обусловлено использование того или иного грамматического явления. Важно также добиться автоматизированного построения форм страдательного залога, что может оказаться нелегкой задачей ввиду их многокомпонентного состава и необходимости использовать неправильные глаголы, например *was being written*. Возможно, стоит попросить учащихся сделать карточку, на которой в виде таблицы будут представлены все изучаемые формы страдательного залога. Данную таблицу можно заполнять по мере изучения разделов блока и знакомства с новыми формами страдательного залога. Хотелось бы напомнить учителям, что явление пассивного залога достаточно сложно с точки зрения усвоения, а потому требует основательной тренировки, повторения и закрепления. Если предлагаемых в учебнике заданий будет недостаточно, непременно обратитесь к упражнениям рабочей тетради: упр. 22—25, с. 25—28, а при необходимости составьте собственные задания.

Для развития умений аудирования и чтения в данном блоке предлагаются разнообразные упражнения, каждое из которых требует использования определенной стратегии работы с текстом: нацеленность на понимание только основных фактов (упр. 10, с. 11, упр. 1, с. 34, упр. 1, с. 44, упр. 1, с. 51), на детальное, глубокое понимание текста (упр. 4, с. 6, упр. 8, с. 20), на поиск запрашиваемой информации (упр. 11А, с. 33, упр. 9, с. 48). Учащиеся учатся не только извлекать значимую информацию,

но и соотносить ее с уже имеющейся (упр. 3, с. 4—5), использовать информацию из текста в дальнейшем для своих устных и письменных высказываний (упр. 1, с. 13, упр. 10, с. 49). Текст во многих случаях выступает как содержательная опора для последующих диалогических и монологических высказываний по темам: средства массовой информации, негативное влияние телевидения на молодое поколение, роль телевидения в жизни современного подростка. В качестве опоры для монолога часто используется план будущего высказывания, что соответствует формату ГИА (упр. 11, с. 33). В данном блоке учащиеся должны научиться неподготовленному диалогу в формате ГИА в рамках темы «Телевидение» (упр. 10В, с. 21, упр. 7, 8, с. 56). Учащимся предлагается также поучаствовать в дискуссии, посвященной плюсам и минусам современного телевидения (упр. 9, с. 56), высказать свое мнение о популярных телепередачах (упр. 10А, с. 21, упр. 13, с. 58). Рабочая тетрадь, как и учебник, предлагает целый ряд заданий для дальнейшей работы над аудированием и чтением. В каждом разделе рабочей тетради есть пять дополнительных текстов для развития навыков аудирования и пять текстов для развития навыков чтения. Большая часть из них сделана в формате единого государственного экзамена.

Заметим также, что рабочая тетрадь в целом ориентирована на сдачу ГИА, в ней присутствуют задания различного характера на использование языка (*Use of English*), которые даются параллельно с заданиями, закрепляющими новый материал. Такое внимание к государственному экзамену вполне понятно, так как ряд учащихся готовятся к сдаче экзамена уже в 9 классе и планируют сдавать экзамен по английскому дальше, при окончании школы.

С точки зрения письма и письменной речи учащиеся должны, во-первых, освоить графическую форму новых лексических единиц. Рекомендуем просить учащихся письменно выполнять некоторые

лексические упражнения, особенно все задания рабочей тетради и практически все, за исключением упражнений на выбор правильного предлога, задания учебника из разделов *Do It on Your Own*.

Раздел 7 (*Section 7*) знакомит школьников с абзацем как целостным отрывком письменной речи, являющимся основной единицей членения письменного текста. Упр. 1, с. 59 рассказывает об особенностях абзацев в английских текстах. В последующих заданиях (упр. 2—7) обучающимся предлагается проанализировать несколько абзацев, с тем чтобы понять особенности их организации. Далее на основе приобретенных знаний и рассмотренных примеров учащиеся учатся писать собственные абзацы.

Заметим, что абзац является основой любого текста, поэтому работе с ним уделяется столь пристальное внимание. Речь о написании абзаца пойдет не только в первом, но и во втором и третьем блоках учебника. Учащиеся не только знакомятся со структурой абзаца, они учатся придумывать и проверять написанное, а также делать созданный ими текст эмоциональным, разнообразным и красивым с помощью правильного выбора слов. Этот навык важен не только для уроков английского языка, но и для других предметов, что работает на межпредметные результаты.

Обратим внимание также на раздел *Social English* (с. 57). В данном тематическом блоке он посвящен клише, которые могут быть использованы при необходимости вежливо не согласиться с кем-то. Фразы, предлагаемые в данном разделе, помогут учащимся участвовать в диалогическом общении, соблюдая нормы вежливости, принятые в стране изучаемого языка. В целом данный раздел способствует развитию социокультурного компонента языковой компетенции и готовит учащихся к общению в условиях диалога культур. Необходимо добиться прочного усвоения лексики данного блока и ее употребления в речи в процессе диалогического общения.

БЛОК II (Periods 21—40)

Учебник: *Unit 2. Sections 1—7*

Рабочая тетрадь: *Unit 2*

Учебная ситуация: *The Printed Page: Books, Magazines, Newspapers*

Второй тематический блок знакомит школьников с 70 новыми словами и 34 словосочетаниями в рамках темы *The Printed Page: Books, Magazines, Newspapers*. Данные лексические единицы позволят учащимся обсуждать книги, творчество любимых писателей, высказывать свое мнение об известных печатных изданиях — газетах и журналах. При работе с лексикой данного блока необходимо учесть трудности, которые могут возникнуть у учащихся при употреблении лексических единиц речи. Так, при ознакомлении с лексикой раздела 1 (*Section 1*) представляется необходимым напомнить школьникам, что после глаголов *look* (в значении «выглядеть») и *feel* (в значении «чувствовать себя») используются прилагательные, а не наречия. Полагаем, что следует обратить особое внимание на отработку словосочетаний с предлогами, которыми изобилует данный тематический блок, например *to speak in a whisper, to be through with something, an article on/about something, to print in colour* и др. При необходимости можно предложить учащимся дополнительные задания на выбор правильного предлога или его отсутствие (*to enter the room*).

Сложным с точки зрения орфографии представляются прилагательные, заканчивающиеся на *-ful*, так как типичной ошибкой в их написании является добавление второй буквы *l* в конце слова, а также лексические единицы *peaceful* и *fairy tale* в связи с интерферирующим влиянием омофонов *piece, tail* и слова *whisper, science, through, courage*, так как их графические формы не соответствуют звуковым. Большое внимание в данном блоке уделяется синонимам, в частности дифференциации слов: *alone* и *lonely* (*Section 1*), *to print, to publish* и *to type* (*Section 4*), *till* и *until* (*Section 5*). Для отработки синонимов

в учебнике предлагаются подстановочные упражнения, однако рекомендуется в качестве домашнего задания попросить учащихся составить небольшие ситуации (3—5 предложений) с синонимичными лексическими единицами.

В связи с появлением в лексиконе учащихся новых единиц *to enjoy oneself* и *feel* (Section 1) можно рекомендовать учителю напомнить школьникам о возвратных местоимениях в английском языке, употребляемых в сочетании с рядом глаголов, например *to hurt oneself, to cut oneself, to dry oneself, to look at oneself, to talk to oneself* и т. п. Необходимо повторить форму возвратных местоимений в единственном и множественном числе, а также рассмотреть смысловое различие между личными и возвратными местоимениями (*Mary poured her a drink. Mary poured herself a drink. Jim looked at him angrily. Jim looked at himself in the mirror*). Не менее важно привлечь внимание учащихся к случаям, когда в русском языке возвратные местоимения употребляются, а в английском — нет: *to wash, to dress, to bathe, to shave, to hide, to feel*. Речь об этом шла в 8 классе (Unit 3, Step 3).

В связи с появлением в словаре учащихся предлога *through* имеет смысл вернуться к предлогам места и движения и вспомнить типичные предложные сочетания, например:

<u>in</u>	the room
	the building
	the country
	the bag
	the sea
	the water
	the newspaper
	the photo
	the picture
	the sky
	the street
	bed
	hospital

<u>on</u>	the wall the floor the shelf the chair the island the road the page the right the left the farm
<u>at</u>	the door the window the front the back the hotel the station the bus stop the airport home work school university
<u>along</u>	the road the line the path the street the river bank
<u>through</u>	the forest the tunnel the window the country the trees the air
<u>into</u>	the car the room the cup the water the microphone

Большое внимание в 9 классе уделяется словообразованию. Во многих уроках учебника присутствуют задания типа *You know the words in column A. Read the sentences and guess what the words in column B mean.* При выполнении таких заданий учитель может обратить внимание школьников на способы создания новых слов. Например, при выполнении упр. 3, с. 74 было бы полезно выделять аффиксы в словах, приведенных в задании, и попросить учеников вспомнить, в каких еще словах они встречали такие же аффиксы.

fascinate-ing (-ing — суффикс прилагательного; другие примеры — *freezing (cold), driving (licence);*

stranger (-er — суффикс существительного; другие примеры — *runner, worker);*

entr-ance (-ance — суффикс существительного; другие примеры — *tolerance, importance);*

lonely (-ly — суффикс прилагательного; другие примеры — *kindly, lovely);*

feel-ing (-ing — суффикс существительного; другие примеры — *reading, writing);*

enjoy-ment (-ment — суффикс существительного; другие примеры — *payment, statement);*

lonely-ness (-ness — суффикс существительного; другие примеры — *brightness, sadness).*

Подобная информация пересекается со сведениями, приведенными в рубрике *Focus on Word Building* (с. 75), и в каком-то смысле дополняет их. В частности, на этом материале удобно продемонстрировать омонимичность английских суффиксов. Так, суффикс *-ly* часто образует наречия (*bravely, pleasantly, etc.*) и крайне редко — прилагательные. Чаще других используются такие прилагательные, как *friendly, lovely, ugly, lonely, shapely, yearly, daily, weekly.* Суффикс *-ing*, в свою очередь, образует существительные, прилагательные и наречия. Например, в словосочетании *enjoyable reading* слово *reading* — существительное, а в сочетании *fascinating book* слово *fascinating* — прилагательное, в сочетании *a dancing girl* слово *dancing* — причастие.

Из грамматики второго блока, пожалуй, самым сложным является материал, связанный с причастиями и так называемыми инфинитивными формами, которые в лингвистике принято называть герундием. Представляется, что учащимся не обязательно оперировать этим термином, а учителю не стоит требовать, чтобы ученики различали формы герундия и причастия I на данном этапе обучения. По сути, для них гораздо важнее знать, в каких структурах используются формы причастия и герундия, на чем и следует делать акцент. При этом учитель конечно же понимает, что герундий и причастие I, оформленные одним и тем же суффиксом *-ing*, имеют достаточно много различий как в грамматических значениях, так и в функциях. В то же время опыт показывает, что гораздо важнее научить школьников различать формы причастия I и причастия II, которые они часто путают.

Здесь можно рекомендовать учителю использовать дополнительные упражнения, к примеру, это могут быть задания на выбор правильной формы:

I have never seen this door (locking/locked).

The plants (growing/grown) in our schoolyard are poplars.

Важно, чтобы школьники поняли, что в причастии I присутствует значение активного, а в причастии II пассивного действия.

Тематически второй блок связан с вопросами чтения художественной литературы и периодики и дает учителю много возможностей для организации устной речи на уроке. Так, например, при выполнении упр. 1, с. 80, где речь идет о писателях-фантастах Жюлье Верне и Герберте Уэллсе, учитель может вовлечь учащихся в беседу о научно-фантастических книгах и фильмах, а при выполнении упр. 3, с. 109 после чтения текста о Льюисе Кэрролле — в беседу о популярности книг об Алисе и их экранизациях. Фактически очень многие задания учебника и рабочей тетради дают возможность для дополнительной учебной работы, и учитель может эту возможность использовать в продвинутых группах учащихся.

БЛОК III (Periods 41—60)

Учебник: *Unit III. Sections 1—7*

Рабочая тетрадь: *Unit 3*

Учебная ситуация: *The Science and Technology*

Третья учебная ситуация посвящена теме развития науки и техники и потому предлагает для изучения достаточно специфический пласт лексики. Кроме того, продолжается изучение неличных форм глагола. На этот раз в центре внимания оказывается инфинитив в нескольких своих функциях.

Работа над темой или речевой ситуацией в данном блоке выстроена следующим образом. В первом разделе блока (*Section 1*) с помощью правильных и ложных утверждений (упр. 2) учащиеся входят в ее проблематику, определяют для себя, насколько они владеют информацией, связанной с наукой и техникой. Далее с помощью текста *What Is Technology?* (упр. 3) и сопутствующих упражнений углубляется их представление об основных понятиях и терминах. Во втором разделе (*Section 2*) акцент ставится на углублении знаний учащихся о ряде ученых и изобретателей и их вкладе в науку и технику, упр. 1, 2), а также с помощью текста *History of Technology* (упр. 9) происходит расширение знаний школьников об истории великих открытий, последовательности их появления и хронологии. Продолжение и развитие этой же темы можно найти в третьем разделе блока (упр. 9). Там же идет разговор о различных инструментах и приспособлениях, используемых в повседневной жизни. Разговор об открытиях и изобретениях продолжается в четвертом разделе. Там же для чтения предлагается текст о советском ученом Лье Ландау (упр. 1). Пятый раздел посвящен преимущественно вопросам, связанным с освоением космоса (упр. 1, 8—10). В шестом разделе (*Consolidation Class*) частично повторяется та же самая тематика.

Хотелось бы подчеркнуть уникальный характер изучаемой в третьем блоке лексики. С одной стороны, среди новых лексических единиц достаточно

много конкретной лексики, необходимой для использования в повседневной жизни (*tool, device, weapon, axe, plough, arch, dishwasher, etc.*). С другой стороны, целый ряд лексических единиц, вводимых здесь, имеет специальный терминологический характер, и обсуждение любых проблем научно-технического плана без этих слов представляется невозможным (*solar, to launch, to explore, knowledge, invention, to improve, to produce, etc.*).

Что же касается важности данной речевой ситуации, то она очевидна: наука и техника в современном мире развиваются столь невиданными темпами и ставят перед нами столько вопросов морального и этического характера, что без серьезной работы над этой темой обойтись попросту невозможно. Представляется, что учителю следует всячески поощрять стремление школьников выражать свое мнение по дискуссионным вопросам, таким как практическое использование результатов освоения космоса, труд ученого, зависимость современных людей от новых технологий и новых изобретений, делающих нашу жизнь более комфортной, и т. п.

При работе над лексическими единицами, возможно, следует выделить особо те из них, которые являются интернациональными словами, и обратить на них внимание учеников, так как способность видеть такие слова в тексте способствует развитию языковой догадки. Речь идет о таких словах, как *engineer, engineering, human, humane, humanity, leader, universe, etc.*

Особого внимания, а может быть, и дополнительной отработки требуют такие непростые с точки зрения предложного управления слова, как *skill in sth, need for sth, to argue against sth, on the whole, on the one hand/on the other hand*. Аналогичным образом стоит особо потренировать школьников в написании сложных в орфографическом отношении слов: *technique, weapon, plough, skilful, improvement, destruction, Renaissance, argue, flight, solar, equipment, launch*.

Непростой задачей для школьников может оказаться и усвоение звуковой формы отдельных слов,

например названий планет Солнечной системы *Uranus, Jupiter, Mercury* или определенных артефактов: *bow, spear, hoe, aqueduct, column, saw, etc.*

В блоке продолжается работа над синонимами и словами, которые легко перепутать, как, к примеру, *technique* и *technology*. Важно, чтобы ученики поняли разницу между глаголами *to invent* и *to discover*. Помимо акцентирования внимания на том, что люди изобретают что-то новое, доселе не существовавшее, а открывают (в том числе и для себя) что-то, что существовало независимо от них, можно обратиться и к помощи русских слов «изобрести» и «открыть» и привести ряд примеров открытий и изобретений или попросить учащихся сделать это.

Употребление синонимов *team* и *crew* во многом традиционно, и важно, чтобы учащиеся запомнили основные словосочетания с тем и другим существительным. Что же касается правил выбора того или другого слова, то единственным правилом является то, что единица *crew* ассоциируется прежде всего с тематикой флота, как морского, так и воздушного. В сильных группах учитель может при желании расширить список сочетаний со словами *team* и *crew*. К уже имеющимся в учебнике можно добавить следующие сочетания: *emergency, aircraft, bomber, lifeboat, submarine, flight, ambulance, television crew, game, sport, research, medical, rescue team*.

В плане грамматики третий блок посвящен продолжению работы над неличными формами глагола. Среди других проблем рассматривается проблема предлога в структурах с герундием. Использование предлогов *about, of, for, from* после глаголов *complain, dream, talk* и др. не должно представлять особой трудности, так как оно не противоречит логике использования предлогов в аналогичных структурах русского языка. Пожалуй, большего внимания заслуживает то, что в рассмотренных случаях нужна именно так называемая инговая форма глагола. Возможно, в этом случае потребуются дополнительная тренировка, а трех упражнений учебника и одного

задания из рабочей тетради может оказаться недостаточно. По их образцу учитель может создать несколько дополнительных тренировочных упражнений. Второй раздел (*Section 2*) предлагает аналогичный материал, здесь речь также идет о предлогах в структурах с инфинитивными формами. Однако ряд структур второго раздела, как показывает практика, достаточно сложно усваиваются русскоговорящими учениками. Особенно это касается словосочетаний *to succeed in, to look forward to, to object to, to be used to*. Хотелось бы рекомендовать учителям особо остановиться на данных структурах и возвращаться к ним при первой возможности. К примеру, можно попросить учащихся ответить на вопросы типа *What do people look forward to at the end of December? Which of your friends has succeeded in sport? Where in the world are people used to cold climate? Who will object to staying after classes to watch an English film? In what situation do you feel guilty? Guilty of what?*

В классах, где учащимся легко дается предмет, можно дополнительно объяснить разницу между *to be tired of sth — to be tired after/from sth* и *to be used to sth — to get used to sth*. В первом случае имеет место определенное смысловое различие в употреблении данных словосочетаний. *To be tired of sth* означает «устать морально», в то время как *to be tired from/after sth* — «устать физически». Вот несколько примеров:

She's tired of going into that office every day.

We were tired of waiting for him to call.

I'm tired of watching this programme.

He put aside the book: his eyes were tired from reading.

Kids can suddenly get very tired after playing for a time.

My leg muscles were so tired from walking that I had to sit down and rest them.

Возможно, кто-то из учителей сочтет возможным ввести выражение *to be sick and tired of sth*, которое также означает «надоест», но звучит гораздо более

эмоционально: *I'm sick and tired of hearing about politics.*

В связи с появлением в лексиконе учащихся выражений *to be tired* и *to be used* целесообразно напомнить им о различии в значениях глаголов *to be* и *to get*. Если глагол *to be*, как и глагол *to feel*, свидетельствует об определенном состоянии человека, глагол *to get* говорит о переходе в то или иное состояние. В определенных случаях бывает необходимо выразить именно это значение, например:

When Jane was living at the seaside, she got used to jogging in the morning.

By the age of three children should get used to eating with a fork.

Stop working out as soon as you get tired.

She was weak after her illness and easily got tired.

При работе над инфинитивом (Sections 4, 5) необходимо обратить особое внимание на использование инфинитива в атрибутивной функции, так как именно этот случай особенно сложен для русскоговорящих учащихся при переводе с русского языка. Учителю, возможно, потребуются создать ряд дополнительных заданий для тренировки структуры. Здесь полезными могут оказаться задания с подставочными таблицами, например:

<i>It</i>		<i>(a) good place(s)</i>	<i>to have.</i>
<i>He</i>	<i>is/are</i>	<i>(a) nice film(s)</i>	<i>to visit.</i>
<i>She</i>		<i>(a) wonderful friend(s)</i>	<i>to watch.</i>
...	

Или более сложные задания, например, на построение, завершение предложений или перевод.

a) *the best/the British Museum/is/to visit/in London/for me*

to come/was/Mike's name/to my mind/the first

b) *Jim didn't have enough money _____ for his house. Roses are not easy plants _____ in our climate.*

c) В эту историю сложно поверить. — *This story is hard to believe.*

Крис был первым, кто сообщил мне эту новость. — *Chris was the first to tell me the news.*

Лицо женщины было невозможно забыть. — *The woman's face was impossible to forget.*

Это была самая плохая дорога, которую можно было выбрать. — *It was the worst road to choose.*

БЛОК IV (Periods 61—80)

Учебник: Unit IV. Sections 1—7

Рабочая тетрадь: Unit IV

Учебная ситуация: Teenagers: Their Life and Problems

Учебная ситуация, рассматриваемая в данном блоке, представляется весьма актуальной для девятиклассников. Как отмечается в «Концепции федеральных государственных образовательных стандартов общего развития» (Стандарты второго поколения)¹, особое место в становлении личности занимают проблемы личностной, социальной и профессиональной успешности. Таким образом, учет индивидуальных склонностей, интересов, мотивов и способностей оказывается в это время особо значимым. Предлагаемая учебная ситуация во всем объеме ее многоаспектности и даст возможность учащимся обсудить существенные для «вхождения» во взрослую жизнь проблемы, заострить наиболее сложные, а иногда и спорные моменты современного общества, что может в большой степени помочь самоопределению школьников, выработке соответствующих ориентиров и ценностей. Также как и предыдущие учебные ситуации, анализируемая ситуация (*Unit 4*) продолжает формирование коммуникативных умений. С точки зрения овладения школьниками языковыми средствами основной акцент ставится на введение и отработку вокабуляра,

¹ См.: Концепция федеральных государственных образовательных стандартов общего развития. Стандарты второго поколения / под ред. А. М. Кондакова, А. А. Кузнецова. — 2-е изд. — С. 9.

тематически связанного с содержательной стороной учебной ситуации. Грамматические же явления увязаны с тем объемом новой грамматики, который предлагался в начале учебника (*Units 1—3*).

Структурирование четвертой учебной ситуации аналогично предыдущим. При помощи вопросов (упр. 2, с. 183) учащиеся вводятся в тему, «нащупывают» важные для каждого из них вещи, определяют круг «наболевших проблем». Текст *Holden Comes to See His Teacher* (упр. 9, 10, с. 189—192), представляющий из себя отрывок знаменитого романа Джеймса Сэлинджера «Над пропастью во ржи», в котором повествуется о проблемах взросления юного американца 60-х гг. прошлого столетия, предлагает детальную и конкретную иллюстрацию анализируемой темы. Последующие задания на аудирование (упр. 1, с. 193, упр. 1, с. 200, упр. 1, с. 206, упр. 1, с. 215, упр. 1, с. 224), чтение (упр. 8, с. 197, упр. 9, с. 205, упр. 8, с. 211, упр. 2, с. 216, упр. 8, с. 219, упр. 3, с. 226, упр. 5, с. 228, упр. 6, с. 229), говорение (упр. 9, с. 199, упр. 3, с. 201, упр. 10, с. 205, упр. 9, 10, с. 213, упр. 3, 4, с. 217, упр. 10, с. 222, упр. 7, 8, с. 231) ставят во главу угла самые разные стороны жизни подростков, и, таким образом, вся учебная ситуация рассматривается достаточно глубоко и детально.

Собственно, сам текст первой части упр. 9, с. 189 высвечивает болевые точки для героя, которые во многом определяют его поведение. Это и использование жаргонных словечек (*lousy vocabulary*), и намеренная манерность поведения (*I shake my head quite a lot*), и определенная ребячливость (*I act quite young for my age*). Это и желание выделиться, а отсюда скука от того, что надо быть таким, как все (*I get bored... when people tell me to act my age*), это и обида на окружающих (*people never notice anything*). Отсюда желание взбунтоваться, не уделять должного внимания урокам, а это прямой путь к задолженностям и провалам на экзаменах, неудовольствие взрослых и т. д. Читая и анализируя текст этого упражнения, учителю стоит привлечь внимание уча-

ников к этим проблемам, постараться выяснить, насколько, на их взгляд, это типично для молодого поколения. Но одновременно важно, чтобы учащиеся уловили нежелание Холдена обидеть взрослого человека (*I didn't want to hurt his [Mr Spencer's] feelings*), его прямоту, возможность трезво оценить свои действия, предугадать реакцию родителей (*they'll be pretty irritated*) и объяснить себе причину (*This is about the fourth school I've gone to*). Вопросы упр. 10, с. 191 подведут итог этому обсуждению.

Фактически все перечисленные выше тексты на чтение и аудирование могут служить отправной точкой для подобного анализа. А спектр тем самый разнообразный: на что подростки тратят деньги, что мешает их взаимопониманию со взрослыми, каково их отношение к школе, к поп-музыке, телевидению; как они любят проводить свое свободное время, что думают по поводу азартных игр, какую одежду предпочитают. Очень серьезными проблемами для нашего общества являются вопросы, связанные с проявлениями расизма и национализма, иммиграционные проблемы и т. д. В учебной ситуации данные моменты, а также вопросы, связанные с подростковым алкоголизмом, курением, наркотиками, не игнорируются, но и не выводятся на первый план. Фактический материал, с которым знакомятся учащиеся, был отобран из современной британской прессы. Школьникам предлагается дозированная информация, связанная с вышеназванными проблемами в Великобритании.

Хочется обратить внимание на то, что детальное и серьезное обсуждение подобных вопросов достаточно непросто проводить даже на родном языке, особенно если акценты перемещаются на обсуждение того, что происходит, возможно, с некоторыми из самих школьников. Здесь необходим такт со стороны учителя, должная корректность и выдержка.

В плане грамматики, как уже отмечалось, продолжается работа над неличными формами глагола. В первом и втором уроках (*Section 1*) анализируемой учебной ситуации учащимся предлагаются три гла-

гола *to stop, to forget, to remember*, которые меняют свое значение в зависимости от того, употребляется после них инфинитив или герундий другого глагола. Данный материал достаточно сложен. Помимо предлагаемого в учебнике упр. 4, с. 185 и двух заданий в рабочей тетради (упр. 31, 32, с. 143—144), школьникам могут потребоваться дополнительные тренировочные упражнения.

Самый простой вариант подготовить для них списки словосочетаний, где в рамках похожего контекста можно сопоставить эти различия.

a) *to stop to have a chat — to stop chatting*

to stop to comment — to stop commenting

to stop to criticize sb — to stop criticizing sb

to stop to remind of sth — to stop reminding of sth

b) *to remember to sign sth — to remember signing sth*

to remember to take a picture — to remember taking a picture

to remember to mend sth — to remember mending sth

to remember to finish the article — to remember finishing the article

В некоторых случаях, однако, значение высказывания не меняется в зависимости от того, какая неличная форма глагола (инфинитив или герундий) выбирается говорящим. *He finished doing his homework. He finished to do his homework.*

Как указано в *Focus* на с. 184 учебника, обратить внимание учащихся следует на те случаи, когда глагол используется в форме продолжительного времени и после него возможен лишь инфинитив.

After my holiday I'm beginning to feel much better.

Вполне возможно предложить учащимся на выбор несколько предложений типа:

1) *The grass is beginning (to get/getting) green.*

2) *The guitarist is finishing (to play/playing).*

Желательно, чтобы они сами попытались сформулировать причину подобного языкового «запрета» (употребление подряд двух *-ing* форм). В четвертой учебной ситуации начинается планомерная работа

над таким грамматическим явлением, как *сложное дополнение*. В течение 3-го и 4-го уроков (*Section 2*) учащиеся знакомятся с глаголами (*want, expect*) и глагольными сочетаниями (*would like*), после которых традиционно используется *сложное дополнение*.

подлежащее	сказуемое	сложное дополнение
I	want	Jim to come at 5.

(Я хочу, чтобы Джим пришел в пять часов.)

I don't want him to be late. — Я не хочу, чтобы он опаздывал.

Как видно из вышеприведенной схемы, сложное дополнение по сути является такой структурой, которая напоминает придаточное предложение, но вместо сказуемого в ней в данном случае используется инфинитив с частицей *to*.

Именно несоответствие русского придаточного предложения и английского сложного дополнения является основой многочисленных ошибок со стороны русскоговорящих учащихся, особенно в том, что касается формы местоимения.

They expect us (them, me, etc.) to do it. — Они ожидают, что мы (они, я и т. д.) сделаем это.

Упр. 3, 4, 5, с. 194—195 учебника должны помочь снять подобную сложность.

Кроме того, это же явление встречается учащимся и далее (*Section 3, Section 4, Section 5*), когда сложное дополнение употребляется после глаголов чувственного восприятия (*feel, hear, see, watch, notice*), а также после глаголов *make* (в значении «заставлять») и *let*.

Таблицы *Focus* на с. 201—202 и 207 поясняют учащимся специфику использования сложного дополнения после глаголов *feel, hear* и т. д., таблица *Focus* на с. 218 — после глаголов *make* и *let*, а соответствующие задания из учебника помогут закрепить этот грамматический феномен.

Заметим, что упр. 26—28 и 30—32 рабочей тетради предлагают тренировочные задания на все случаи возможного использования данной конструкции речи.

Помимо этой сквозной грамматической темы для четвертой учебной ситуации, важными моментами

также являются случаи субстантивации прилагательных (*old — the old, rich — the rich*, с. 210—211), а также различие в употреблении конструкций *to be used to doing sth versus used to do sth* (с. 223). Соответствующие тренировочные задания предлагаются как в самом учебнике (соответственно упр. 7, с. 211, упр. 10, с. 213, упр. 11, с. 214, упр. 11, с. 223), так и в рабочей тетради (упр. 17, с. 130, упр. 22, с. 134).

Касательно особенностей лексических единиц, отрабатываемых в четвертой учебной ситуации, важно сказать следующее. Все они максимально по тематике увязаны с проблемами молодежи, так как без соответствующих единиц обсуждение вышеотмеченных проблем вряд ли окажется возможным. По сравнению с предыдущей учебной ситуацией новые слова здесь более простые, а часть из них даже входит в так называемый *пассивный* вокабуляр учащихся (*recognition vocabulary*).

Однако на некоторых моментах следует остановиться особо. Так, среди новых лексических единиц (с. 186 учебника) появляется наречие *quiet* [ˈkwaɪət] — «спокойный, тихий». Если последняя единица уже известна учащимся, на этот факт следует обратить внимание.

Определенная сложность кроется также в семантике словосочетания *can't / couldn't help it*. Девятиклассникам отлично известен глагол *help* — «помогать». Однако в вышеприведенном словосочетании значение глагола изменяется, и все оно указывает на неизбежность процесса или действия.

You will have to agree with our plan. You can't help it.

Различия между именами существительными *couple* и *pair* довольно детально представлены в таблице *Focus on Vocabulary* (с. 188—189 учебника). Отметим, что учащимся можно предложить добавить к третьему значению слова *couple* (пара, чета) следующие типичные сочетания — *newly-wed couple, honeymoon couple*. Следует также помнить, что у синонимичных единиц обычно намечается возможность к взаимосближению, а потому, очевидно, стоит

упомянуть, что существительное *pair* также начинает использоваться в значении *people who are connected*: *They make an odd pair. I thought they would make a good pair so I arranged for them to meet.*

Возможно, стоит также напомнить учащимся словосочетание *to work in pairs*.

Особого упоминания заслуживает таблица *Focus on Vocabulary* на с. 191 учебника, где школьникам предлагаются американизмы к уже хорошо известным им словам британского варианта английского языка. В 8 классе в учебной ситуации *English — a Global Language* школьникам предлагались соответствия типа *fall — autumn, movies — cinema* и т. д. (с. 79). Однако в 9 классе акцент ставится, скорее, на стилистических различиях. Подчеркнем, что здесь достаточно уместно вспомнить уже известные девятиклассникам американизмы.

Среди новых лексических единиц учащимся предлагается глагол *to allow* (*Section 4, с. 208*). Заметим, что будучи стилистически нейтральной, данная единица сопоставима со своим разговорным синонимом *let* (*Section 5, с. 218*). Помимо стилистической разницы, думается, не лишним будет указать и на структурные различия. Ср.: *They do not allow the boy to go there. They don't let the boy go there* (отсутствие частицы *to*). Кроме того, глагол *to let* не используется в страдательном залоге, поэтому русскому предложению *Ему позволили пойти туда* будет соответствовать только один вариант на английском языке: *He was allowed to go there.*

БЛОК V (Periods 81—99)

Учебник: Unit V. Sections 1—7

Рабочая тетрадь: Unit 5

Учебная ситуация: Your Future Life and Career

Тема выбора профессии весьма логично завершает курс изучения английского языка в 9 классе. Помимо актуальной для школьников речевой ситуации

блок V содержит материал, связанный с использованием в английском языке ряда местоимений (*either, neither, nobody* и др.), структур *...had better, ...would rather* и типичной реакцией на утверждения и отрицания с *So* и *Neither*. Хотя указанный грамматический материал не носит глобального характера, а связан, скорее, с нюансами использования языка, нюансы эти крайне важны. Тематическая лексика урока включает слова, обозначающие профессии и личностные качества человека. Как и в других блоках учебника, все тексты, предназначенные для аудирования, тематически и лексически связаны с центральной учебной ситуацией. То же самое касается текстов для чтения *Thinking of Your Career? (Section 1)*, *Choosing a Career (Section 2)*, тексты о разных профессиях (*Section 3*), *My Own Way, parts 1 and 2 (Sections 4, 5)*, *R. L. Stevenson (Section 6)*, *Are Girls Cleverer than Boys? (Section 6)*.

В текстах обсуждаются различные аспекты и возможности выбора профессии, речь также идет о людях, преданных своей профессии и своей мечте.

Речевая ситуация развивается от частично знакомого материала (профессии и их характеристики) к тем сторонам обсуждаемой проблемы, которые не были затронуты ранее. Так, в разделе 4 речь идет о необходимости следовать собственным склонностям, а не идти традиционным путем (упр. 8—10), а в разделе 6 — о различиях в психологии подростков (упр. 7).

Лексика урока носит преимущественно абстрактный характер. При работе с ней большое внимание уделяется словообразованию и словообразовательным моделям, что в принципе является отличительной чертой всего УМК-9. Среди новой лексики урока есть такие единицы, как *calm, debt* и *though*, в которых не произносятся определенные звуки: [kɑ:m], [det], [ðəʊ]. В связи с этим можно напомнить учащимся сходные случаи.

[l] не произносится: *palm, balm, calf*

[b] не произносится: *bomb, comb, doubt*

[gh] не произносится: *light, might, night, eight, straight, fight, taught, bought, thought, caught* и т. д.

Как и обычно, можно рекомендовать учителям обратить особое внимание на сложные случаи употребления предлогов. Так, для русскоговорящих обучающихся проблемными представляются следующие случаи предложного управления *admiration for sb/sth, occur to sb, clear to sb, to be required of sb, to take care of sb/sth, to retire at some age*. Представляется, что при повторении материала всего урока в целом можно было бы уделить больше внимания таким предлогам. Говоря о предлогах, хочется заметить, что приводимое в разделе 5 выражение *to follow sb's footsteps* может быть известно учителям в несколько ином варианте — *to follow in sb's footsteps*. Вариант без предлога был выбран авторами только потому, что он проще второго, по смыслу же они абсолютно одинаковы.

При обсуждении интересов и склонностей учащихся (*Section 6*) у учителей может появиться желание несколько расширить вокабуляр, позволяющий обсуждать данную проблему, и собрать вместе уже известные школьникам единицы. Можно рекомендовать, к примеру, следующий подбор:

to take a keen interest in sth

to take sth seriously

to be a great fan of sb

to be quite fond of sth

to be keen on sth

to consider doing sth

to dream of sth

to toy with the idea of doing sth

to make up one's mind

to change one's mind

to feel confused about sth

to aim for sth

to have many options open for you

Излишне говорить, что количество дополнительно вводимых учителем единиц (если они вообще необходимы) зависит от подготовки группы, и учителю следует ясно представлять себе, как много дополнительной лексики способны усвоить учащиеся с тем, чтобы активно пользоваться ею в речи. Если же

уровень подготовки учеников или время не позволяют расширять их лексикон, нужно руководствоваться принципом «лучше меньше, да лучше» и тщательно отработать тот вокабуляр, который приводится в учебнике. В связи с вокабуляром блока, хотелось бы также обратить внимание на выражение *to give up sth* (Section 1). Бывает полезным сравнить данное выражение с глаголом *to refuse*, так как оба они чаще всего переводятся на русский язык одинаково, с помощью глагола «отказаться». При объяснении различия между ними обратите внимание на то, что мы используем глагол *to refuse* в том случае, когда речь идет об отказе от сделанного предложения — *refuse to go camping, to play football, etc.*), в то время как выражение *to give up sth* означает «отказаться от чего-либо, чем человек уже обладает» — *to give up an idea, a habit, an activity*.

Отличием блока V учебника является то, что значительная часть представленного в нем материала носит двойственный лексико-грамматический характер. Сюда, несомненно, можно отнести структуру *to have something done* (Section 1), которая представляет значительную сложность для русскоязычных учащихся. Это именно тот случай, когда дополнительная тренировка любого характера могла бы оказаться в высшей степени полезной, так как заданий учебника (упр. 4, 5, 12) и рабочей тетради (упр. 28) может оказаться недостаточно для отработки несуществующей в русском языке модели.

Можно рекомендовать учителю составить несколько тренировочных заданий типа *Say (write) the same differently. Use the phrase "to have something done"* и постепенно перейти к коммуникативно-ориентированным заданиям. К примеру, можно предложить учащимся ответить на вопрос: *What three things do you prefer to have done for you and what three things do you prefer to do only by yourself?* То же задание можно выполнять несколько в иной форме, когда ученики составляют список того, что они доверяют делать другим, а затем сравнивают свои списки и делают общие выводы.

Длительной и скрупулезной работы, как правило, требует обучение правильному построению реплик на утверждение и отрицание в значении «и я (он, она, они и т. п.) тоже» (*Section 3*).

Учебник не формулирует правила выбора того или иного глагола в таких репликах, а предлагает учащимся самим сделать необходимые выводы. Не исключено, что в менее продвинутых группах учитель будет вынужден помочь классу с обобщением и формулировкой общего правила. Желательно не отступать от последовательности, предложенной в учебнике: глаголы *to be*, *to have*, *to do* в настоящем времени и далее — вспомогательные и модальные глаголы. Если ученики испытывают трудности с усвоением данного материала, учитель может обрабатывать каждую группу глаголов отдельно и лишь после этого соединить вместе все существующие варианты. Например, сначала ученики дают реплики на фразы учителя с глаголами *to be* — *I'm a lover of music/Nick is a good football player, etc.*, затем с глаголом *to have* — *Lena has a new video to watch. Your classmates are going to the cinema, etc.* и так далее. Когда ученики начнут реагировать на реплики учителя автоматически, наступает время соединить различные варианты вместе. То же касается и отрицаний с *neither*. Данный новый материал перекликается с изученными прежде структурами разделительных вопросов в английском языке. Поэтому, прежде чем приступать к знакомству с ними, можно вернуться назад и повторить разделительные вопросы (*tag questions*).

Заметим, что в современном языке глагол *to have* в значении «иметь» иногда чередуется с глаголом *to do*. Таким образом, возможно встретить такие варианты, как: *We have some free time today. — So do I.*

При разговоре с учащимися об особенностях употребления выражений *had better* и *would rather* (*Section 5*) рекомендуется обратить их внимание на то, что в речи эти формы редко произносятся полностью и принимают вид *I'd rather/better*. Тем не менее учащиеся должны отдавать себе отчет в том, что речь

здесь идет о двух разных глаголах, иначе они не смогут правильно формулировать вопросы типа *Hadn't he better hurry to get to school on time?* или *Would you rather stay at home or come with us?* Еще одна сложность, связанная с этими структурами, касается их семантики и соответственно употребления. К сожалению, очень часто различие в значении структур толкуется неверно, и можно услышать следующее его объяснение: *would rather* используется, если говорят о себе, а *had better*, когда речь идет о других. На самом деле, как это видно из объяснения в учебнике, и та и другая формулы используются в обоих случаях: *I would rather get down to work.* — Я предпочитаю приняться за работу. *I had better get down to work.* — Мне бы лучше приняться за работу. Аналогичным образом вполне правомерны такие фразы, как *She'd rather watch the news on TV, she likes it. She'd better watch the news, she needs to know what's happening.*

Опыт также показывает, что одной из типичных ошибок учащихся при использовании данных моделей является употребление частицы *to* с глаголами, следующими за ними, особенно в отрицательных предложениях *They'd better not make so much noise.* На это следует также обратить внимание учеников.

Впервые в серии УМК «Новый курс английского языка для российских школ» в учебнике для 9 класса начинается планомерная работа над творческим письмом, которая будет продолжена в УМК-10 и УМК-11. Начиная с обучения правильному написанию параграфа, школьники постепенно переходят к написанию писем личного характера и кратких записок и сообщений (*thank-you notes, invitations, answering an invitation, e-mails*).

Заметим, что и письма и записки обучают не только правильному использованию английского языка, но и общей культуре (умению последовательно и логично излагать свои мысли), и элементам социальной культуры (правильному поведению в обществе).

В качестве проектных работ в 9 классе предлагается написание кратких сочинений-эссе. Однако та-

кого рода работы сложно назвать сочинениями в полном смысле слова, они, скорее, представляют собой изложение и обобщение того, что ученик может сказать по изученному вопросу в соответствии с предложенным ему планом. Темы проектных работ и планы, как принято в этой серии УМК, можно найти в рабочей тетради для 9 класса.

Напоминаем учителям, что современная методика преподавания иностранных языков считает проектные задания крайне важной частью процесса обучения, и, хотя они выполняются максимально самостоятельно во внеурочное время, результат проделанной учащимися работы должен быть представлен наглядно. В данном случае можно предложить ученикам оформить сочинения так, как подсказывает им их фантазия, и выставить работы в классе, чтобы все могли их увидеть, оценить и сравнить. Желательно привлечь к оформлению работ информационно-коммуникационные технологии.

Тексты аудиозаписей к учебнику

UNIT 1. Mass Media: Television

Section 1

№ 1 к упражнению 1

EAGLE

(Benny Andersson, Björg Ulvaeus)

They came flyin' from faraway
now I'm under their spell.
I love hearing the stories that they tell
they've seen places beyond my land
and they've found new horizons
they speak strangely but I understand
and I dream I'm an eagle
and I dream I can spread my wings.

Flyin' high, high
I'm a bird in the sky
I'm an eagle that rides on the breeze
high, high
what a feeling to fly
over mountains and forests and seas
and to go anywhere that I please.

As all good friends we talk all night
and we fly wing to wing
I have questions and they know every-
thing there's no limit to what I feel
we climb higher and higher
am I dreamin' or is it all real
is it true I'm an eagle
is it true I can spread my wings.

Flyin' high, high
I'm a bird in the sky
I'm an eagle that rides on the breeze
high, high
what a feeling to fly
over mountains and forests and seas
and to go anywhere that I please.

№ 2 к упражнению 3

Yesterday Channel 1 showed the programme "We Travel around the World". It was devoted to New Zealand. New Zealand is a small country. It's about the same size as California, but it has white beaches, volcanoes, deserts, rainforests, mountains and farmland too. Some people call New Zealand a natural park because of its amazing geography. Some part of the programme was devoted to the kiwi bird, which is New Zealand's national symbol. By the way kiwi is the nickname for someone who is from New Zealand. Unfortunately the bird has become an endangered species. Animals like dogs and cats are killing one kiwi every two hours. Now the government is planning to make ten special areas in New Zealand to keep animals away from the kiwi.

Channel 2 showed the programme about an Afro-American festival. Its name is Kwanzaa. It is celebrated in December when Europeans celebrate Christmas and New Year. Thousands of families celebrate this festival. It started in the sixties of the previous century when many black people who lived in America wanted a special way to celebrate their culture. "Kwanzaa" means "first fruit" in the African language Swahili. It isn't a religious festival, but it is about helping other people and working together.

Channel 3 prepared a programme devoted to celebrating spring. A lot of Europeans celebrate Easter in spring. A lot of British people give chocolate eggs and rabbits to their family and friends. Rabbits and eggs are symbols of new life in spring. But in eastern countries there is a different way to celebrate spring. Eastern church men walk barefoot on fire during the Naga-

toro Fire Festival. The ceremony happens every year. The church people celebrate spring and hope for good luck and protection during the coming year.

Section 2

№ 3 к упражнению 1

TELEVISION IN THE CLASSROOM

I have been using television in the classroom for ten years already. I began doing it as a teacher of English. My work with pupils shows that if you use television, your classes become more interesting for schoolchildren. Television can bring real scenes of English life into the classroom, which is important because many learners of English seldom have a chance to speak or to listen to people from England, America or other English-speaking countries. Television programmes can be especially useful for those people who live far from big cities and have no chance to visit language centres or watch foreign films in the cinema.

Television educational programmes help students to understand a lot of facts in different subjects. And it is certainly much easier to learn the things which you have seen. From television programmes teachers can draw materials practically about any topic or theme of interest to learners.

№ 4 к упражнению 4А

1) You can get this information in an electronic form. You can get this medicine in the form of a spray or as a tablet. The club was formed in 1972.

2) The television adaptation of the play was very successful.

3) A corporation is a large company or a business organization.

4) I never go to the central city library. I borrow books from our local village library.

5) The "Harry Potter" films are feature films. "British Life" is a documentary, it tells about real people and events.

6) The famous writer gave a series of talks at our school. I like to watch nature series on television.

№ 5 к упражнению 4B

advertisement	advertise, advertiser
humorous	humour
world, wide	worldwide

1) What goods are usually advertised on television?

2) Jim is an advertiser, he advertises cosmetics [kɒz'metiks].

3) Charlie Chaplin's films are full of humour, but his humour is often sad.

4) French cheeses are famous worldwide, in other words they are famous all over the world because they have a worldwide reputation.

№ 6 к упражнению 5

A.

light	current
enlighten	offer
serve	novel
service	right
major	present
equal	stand for
broadcast	

B.

light (lit, lit): to light a candle, to light a lamp. When it gets dark, we'll light the lamp. If the electricity goes off, we will light candles. **To be lit:** The road was lit by the moon.

enlighten: to enlighten sb. I don't know anything about computers. Will you enlighten me? **Enlightenment:** the Age of Enlightenment.

serve: to serve the country, to serve people, to serve dinner. My brother served in the Army. I helped serve dinner. Did the waiter serve you quickly?

service: (the) services of a doctor, mail (post) service. Jack was given a gold watch after 25 years of service. I'm sure the boy needs the services of a doctor.

servant: Mary is Miss Marple's servant.

major: a major factor, a major problem, major changes. Our major problem is to get to the station at 5 sharp. A major part of the questions was devoted to history.

equal: to be of equal size, to have equal importance, to be equal to (with) sb. He believed that men and women were born equal. They are equal partners.

equality: Young men would like to have equality with their elders.

broadcast (broadcast, broadcast): to be broadcast on television (on the radio); to broadcast sth live. The President's speech was broadcast on Channel Five. The BBC will be broadcasting the match live from Paris.

current: current events, current news, the current political situation. My current address is written here. Such words are not in current use any more.

offer: to offer sb a job, to offer a cup of coffee, to offer to help. I was thirsty, but nobody offered me a drink. I'm sure you should offer to help.

novel: a novel by a famous writer. How many novels did Ernest Hemingway write?

right: equal rights for sb, the right to education, the right to free speech. I think we should have equal rights for everyone. What gives you the right to talk to me like that?

present: to present a show, to present the news, to present a book. I presented my new friend to my parents. The class presented a wonderful performance of "Snow White".

stand for: The letters BBC stand for the British Broadcasting Corporation.

№ 7 к упражнению 7В

THE BBC

The BBC is probably the best-known non-commercial radio and television system, established under a royal charter in 1927 to "educate and enlighten" the citizens. The letters BBC stand for the British Broadcasting Corporation, a very large television and radio organization based in the UK. It includes five national radio stations, more than 30 local radio stations, two

national television stations, and the International BBC World Service and BBC Worldwide Television. The BBC is a public service broadcaster. It is paid for by taxes, by advertisers. All the major political parties have equal rights to give political broadcasts.

There are four radio channels. Radio 1 has mostly pop music; Radio 2 has light music, comedy, sport. Radio 3 has classical and modern music, talks on serious subjects, old and new plays. Radio 4 presents current news reports, talks and discussions. The BBC also has two television channels — BBC 1 and BBC 2. BBC 2 offers more serious programmes than BBC 1. It shows discussions, adaptations of novels into plays and films, operas and concerts. BBC 1 offers lighter plays and series, humour and sport, but there are also some interesting documentaries. BBC documentaries like “Animal Planet”, “Discovery”, or “Wildlife” are popular worldwide.

Section 3

№ 8 к упражнению 1

1) The goldfish is a type of carp that are usually gold, gold and black, or gold and white in colour. They are easy to keep at home in aquariums or ponds. Goldfish came originally from China. They can grow up to 12 in. (30 cm) long and may live for 20 years or more.

2) The sea horse is a fish, but it doesn't look like a fish at all. Its head looks like a pony's, and its tail is like a snake's. Sea horses can be found in nearly all warm seas. They belong to the pipefish family, and their food is small sea animals and eggs of other fish. Sea horses never eat a dead thing. There are about 50 different kinds or species of sea horses. Sea horses are seen only in the summer and they are known as summer fish. Nobody knows what happens to them in the winter.

3) Once elephants used to inhabit many parts of the Earth. Now they are found in their wild state only in Africa and tropical Asia. Elephants are the largest

land animals, and in many ways, among the most interesting. They are wild, gentle and clever. Some of them are easily trained. Indian elephants, for example, can be trained to move and carry heavy things. African elephants are harder to tame. They live almost as long as people. Nowadays most of them are protected by law.

4) Kangaroos live mostly to the south of the equator. They mainly live on grassy plains and feed on plants. There are more than 50 kinds of kangaroo. Red and grey kangaroos are the largest. A red kangaroo may be taller than a man. Grey kangaroos can move at a speed of 25 miles per hour, or 40 km per hour. Their long tails help them to balance. The smallest of all are rat kangaroos. They are about the size of a rabbit.

№ 9 к упражнению 2

CALLING HOME

It is Wednesday afternoon. Mr Robin Warren is away on business. He is calling his servant Luke to know what is being done for the party he is going to have when he returns home.

R o b i n W a r r e n. Good morning, Luke! How is it going? Can you enlighten me?

L u k e. Everything is all right, sir.

R.W. What about the invitation cards?

L. They are being written, sir.

R. W. And my partners Mr and Mrs Wilkins? Are they informed of the party?

L. I'm not sure they are, sir. Yesterday when I returned home Mr Wilkins was being called by your secretary, but unfortunately at that moment your partner was away. But don't worry, sir. Mr Wilkins will be informed either today or tomorrow.

R. W. And what about the big hall, Luke?

L. Everything is all right, sir. The hall is being decorated at the moment and the curtains are being washed. I think they will be hung on the windows in the evening already.

R. W. Have you prepared the decorations?

L. We think that can be done a little later. The flowers will be bought on Friday, sir. Everything will be

checked, sir. I'm sure everything will be done, sir, when you come.

R. W. Very good, Luke. Bye.

L. Goodbye, sir. Hope to see you soon.

№ 10 к упражнению 8

A.

asleep	spread
addicted	kid
cartoon	quiz
cater	imagine
fail	be on
depress	break down
serious	

B.

asleep: to be asleep, to be fast asleep, to be half asleep, to fall asleep. Are you asleep yet? The children were fast asleep in their rooms. I walked to the telephone, still half asleep. She was so tired, she fell asleep sitting in her chair.

addicted: to be addicted to sth. He says he is addicted to coffee and cigarettes. Unfortunately more and more people become addicted to stupid TV programmes.

cartoon: an animated cartoon, humorous cartoons, cartoons with animal characters. I have always wanted to watch Walt Disney cartoons.

cater: to cater for sth, to be well catered for, to cater for small children. The school caters for all pupils. In this hotel all guests are well catered for.

fail: to fail to do sth, to fail an exam. Most people who try to lose weight fail. They have failed (to pass) their exams in Russian literature.

depress: to depress sb. Mr Morton had lost his job and that depressed him. It depresses me to see all these crime films on the screen.

serious: a serious problem, a serious mistake, a serious crime, to be serious about sth. Are you serious about leaving your job? — Dead serious.

spread (spread, spread): to spread quickly, to spread over the country. Rain will spread from the west and reach all areas by evening.

kid: a group of kids, college kids. Have you got kids of your own? We took the kids to the zoo at the weekend.

quiz: to take part in a quiz, an ecological quiz, tests and quizzes, a quiz on history. "Who wants to be a millionaire?" is a typical TV quiz.

imagine: to imagine sth; to imagine sb doing sth. Try to imagine that you are lying on a beach. Imagine her sitting in that dark room alone. Just imagine!

be on: What's on at the "Forum" cinema? Mike was surfing the channels as he didn't know what was on.

break down: On our way to the country the car broke down and we had to walk to the station.

№ 11 к упражнению 10B

WHAT WE WATCH

Can you imagine your life without television? Most of Russian families watch it but some families have the television on most of the time, even when they have meals or receive visitors. They can watch anything that is on including trash. They fall asleep to television and turn the TV set on first thing in the morning. These people get so addicted to television that they feel depressed when their TV sets break down. Unfortunately this kind of abnormality is spreading fast. Yet, in most families television is turned on for two or three hours a day. TV programmes nowadays cater for any age and any taste. Men traditionally watch sports programmes and never fail to see important football matches. If they want to watch a film, they choose a comedy, a thriller or a crime film. Women may watch serials, comic series, pop-music concerts, lyrical comedies and melodramas. Both men and women watch the news, talk shows and quizzes. Those who have more developed tastes listen to classical music, watch plays and straight or serious films. Some people prefer science programmes, political broadcasts and documentaries.

Young people never miss a good musical programme or a popular comic series. Children watch cartoons, children's educational programmes and kids' bedtime stories.

Section 4

№ 12 к упражнению 1

INTERVIEW WITH A FILM STAR

Answer to question 1. My father is Italian and my mother is American and my grandfather was Afro-American. So as you see I'm multicultural.

Answer to question 2. No, I'm a poor kid from New York. When people say that they want to pay me \$20 million for a movie, it's difficult for me to say "no!"

Answer to question 3. For many years I did all kinds of jobs. I worked in a night club, sold computers, did other things. My idea was to make enough money to finance my own film. I did it, made the film and played a part in it. Steven Spielberg saw it and offered me a part in his new blockbuster. When the film was shown I understood that I had become well known.

Answer to question 4. I think it's my mother. She is my greatest fan but when she doesn't like my acting, she never fails to make me understand it, rather tactfully though. We have always been good friends. Mum knows all my secrets and I ask her for advice.

Answer to question 5. Tom Hanks once said to me: "The most difficult thing in business is learning how to say 'no'."

№ 13 к упражнению 2

It is Saturday morning. Mr Robin Warren has just arrived home. He is talking to his servant Luke. He wants to know if everything is ready for the party.

R. W. Good morning, Luke! Do you think everything has been done yet?

L. I am sure, sir. I know that the hall has been decorated, the flowers have been bought and have been put in the vases. The tables have been covered with white tablecloths and extra chairs have been brought. Would you like to walk about the house and see it for yourself?

R. W. Yes, Luke, I think I would. What about the windows and the curtains?

L. The windows have been cleaned and the curtains have been washed and have been hung. The hall looks very impressive, indeed, especially when all the lamps have been lit.

R. W. Yes, it is not bad-looking, I agree. But, Luke, invitation cards! Have they been sent to all the guests?

L. Quite so, sir. By the way, I know you like to have live music, so some musicians have been invited. I'm glad to inform you, sir, that their instruments have been unpacked and they are being put in the big sitting room at the moment.

R. W. Good, Luke, and the dishes? Have they all been cooked?

L. Certainly, sir. Your favourite cake is being finished at the moment, and the tables will be laid a bit later.

R. W. Right. I forget the fireplace, Luke. Has the fire been burnt?

L. Oh no, sir. I'll just go and see to it.

№ 14 к упражнению 4

addicted	addict
depress (<i>noun</i>)	depressed
depress (<i>verb</i>)	depression
serious	seriously
spread	spread
fail	failure
imagine	imagination

1) An addict is a person who has a strong need for something or who is a very enthusiastic fan. My cousin is a cartoon addict.

2) You look depressed. If you are depressed, you are sad and feel that you can't enjoy anything.

3) John worried himself into a state of depression.

4) I'm sorry but your mother is seriously ill.

5) A spread is a cloth covering a bed. Yesterday we had sandwiches made with chicken spread.

6) Our holiday was a failure because we were all ill.

7) You didn't really see a ghost — it was only your imagination. It took great imagination to write such a clever story.

№ 15 к упражнению 10

The Morrisons are spending a Sunday evening at home.

Mrs Morrison. Tea is ready. Jim, please, turn on the telly. Come on everybody, sit down at the table.

Mr Morrison. Well, here we are. But wait a moment, Jim. Don't turn the set yet before we know what we're going to see. I'm just looking at the programmes.

Jim. Dad, there is a good cowboy film on.

Susie. Oh, no. We are not going to sit through an evening watching cowboys, my dear brother.

Mr Morrison. Sue, stop talking like that, and Jim, you haven't asked Mum what programme she would like to watch.

Mrs Morrison. It's true, Jim, isn't it? I'm all for a good comedy.

Jim. While you're talking about it we are missing the film.

Mr Morrison. If you ask me, I would like to watch the football match that is on.

Susie. Oh, Dad, you know I hate football. Let's see what is on and decide what we all would like to watch.

Mrs Morrison. I agree with Sue. So, what's on, dear?

Mr Morrison. There's a crime film starting in ten minutes, and an opera on BBC 2.

Jim. An opera... It sounds a bit too much for a Sunday evening.

Susie: But it is a pop opera and quite modern, Jim.

Mrs Morrison. What's on BBC 1?

Mr Morrison. "The Cry in the Night" with Benjamin Wilson in the main role.

Susie. Put it on, Jim, if Mum agrees.

Mrs Morrison. I have always liked Benjamin Wilson as an actor.

Section 5

№ 16 к упражнению 1

Speaker 1. In my opinion television programmes nowadays have become very aggressive and even dan-

gerous. On the screen the actors are often shown as very cruel characters who shoot and kill and make other people suffer. You can see a lot of aggressive and unpleasant faces there and very cruel behaviour. I watch television very seldom and don't think it is a healthy entertainment. In my opinion it badly influences the health and behaviour of its viewers.

Speaker 2. My doctors tell me preferably to stay in bed. So I seldom leave my flat. All the information I get about the world is through radio and television channels. Some people say television does more harm than good. But this is not my case. Television is my eyes and my ears. I can't imagine my life if there is no television in the house.

Speaker 3. I think television is very important nowadays because it gives everybody a chance to visit far-away countries, to learn more about distant lands, to meet different people and to know a lot of things about their culture, history and habits. I don't have much money which I can spend on journeys and voyages but with the help of television I've been to so many places.

Speaker 4. I watch television two-three hours a day. Sometimes when there is an interesting football or hockey match on I can stay longer before the screen but in fact I don't think I can spend so much time on various talk shows, films and even the news. This year I'm leaving school and have so much to do about my studies.

Speaker 5. I watch television a lot. In fact I read weekly TV programmes very attentively and find most interesting documentaries. I am sure one can learn so much about different sides of our life from such films.

№ 17 к упражнению 4

1) He always speaks in an angry and unpleasant way to people and criticizes everybody. 2) Stephen was faced with the moral dilemma: should he return the money he had found or not. It is immoral to kill animals. 3) It is a standard form that the company sends

to its clients. He is a man of high moral standards. 4) Don't tell anybody. It is a secret. These are secret documents. Very few people have seen them. 5) People know that CIA agents can be found practically in every country of the world. They are often called secret agents. 6) He can be sent to prison for his criminal behaviour. Prison is a place for criminals. 7) Mike reads a lot. Naturally he has got only good and excellent marks in literature. 8) The sum of 12 and 4 is 16. What sum of money did you spend? 9) Melani and I are very close friends. I know all her intimate secrets.

№ 18 к упражнению 5

A.

threat	instead
society	shame
violence	spy
cruelty	humiliate
rude	spoil
forget	interrupt

B.

threat: a threat of war, a threat of rain, a threat to freedom and democracy. They face the threat of terrorism every day.

society: a threat to society, a middle-class society, a modern society. Bad drivers are a danger to society. My granny enjoys the society of young people.

violence: to use violence against sb, the violence of the storm. The wind blew with great violence. Many people say too much violence is shown on the screen.

cruelty: cruelty on television. Melissa was shocked by the cruelty of his words.

rude: rude words, rude behaviour, a rude joke. His mother told him not to use rude words. It was very rude of her to leave without telling us.

forget (forgot, forgotten): to forget things, to forget words. Alec forgot his friend's mobile phone number. She said she had forgotten to ring me up.

instead (of): I don't like coffee. Could I, please, have tea instead? You should be doing your room instead of watching television.

shame: to be full of shame, without shame, to feel (no) shame at sth, to bring shame on sb. John felt no shame at his behaviour. To their shame, they were wrong. What a shame you couldn't come!

spy (spied, spied): to spy for sb; to spy on sb, Mr Nelson had been spying for the Italians for many years. Don't spy on me! Why should you do it?

humiliate: to humiliate children, to be (feel) humiliated. Jack was humiliated when he found out that his girlfriend could run faster than he could.

spoil: to spoil the view, to spoil children. I really hope it won't rain — that would spoil everything. Stop saying "yes" all the time, Frank, you're spoiling the child.

interrupt: to interrupt sb/sth. Richard interrupted his aunt while she was speaking. Listen to your dad and don't interrupt him.

Section 6 (Consolidation Class)

№ 19 к упражнению 1

Parent 1. My son doesn't spend much time before the screen. He is very much interested in sport but he seldom watches football matches or other games on TV. Instead every weekend he goes to the stadium with his father or his friends. Very often he himself takes part in sports and games. Sometimes he watches matches and games at the stadium. He prefers them to television.

Parent 2. In my opinion television helps our children a lot. It helps them to develop. You can see so much, you can meet so many interesting people, you can get so much important information. Watching different talk shows and other programmes they understand that the world they live in has a lot of problems. Television helps children to get adapted to the modern world. My daughter watches television a lot.

Parent 3. I always let my son watch television if he wants to. First, television keeps him busy and quiet. Then, he doesn't ask me his endless questions and I can read a book or do some things about the house. There is

always something interesting for him to watch with so many channels on TV.

Parent 4. I hate television myself. There is so much aggression and violence on TV. The language used in many films is bad. The colours on the screen are too bright, the speech of news presenters is too fast and then I am sure television badly influences children's eyes. So I never let my child watch it longer than 2 hours a day. We always choose a programme he is going to see together and in most cases I watch it with him.

Parent 5. My daughter is rather small and I let her watch only cartoons on TV. Sometimes if there is a good children's feature film on she may also watch it. But I think that nowadays television does more harm than good. Children can see so much violence and cruelty on the screen. So the less time they spend in front of the screen the better. In fact my daughter watches only those programmes which I let her watch.

№ 20 к упражнению 2

threat	be ashamed
threaten	spy (<i>verb</i>)
threatening	spy (<i>noun</i>)
violence	humiliation
violent	humiliating
cruelty	rude
cruel	rudeness
forget	interrupt
unforgettable	interruption
shame	

1) Jane threatened to leave the family and go abroad. 2) Aren't you ashamed of yourself for telling a lie? 3) Last June we visited Paris. That was an unforgettable trip. 4) There was a violent storm at sea. 5) His words were very humiliating and I was unpleasantly surprised. 6) We were ashamed of Ted's rudeness. 7) There were several interruptions in his speech. 8) David gave his enemy a violent blow. 9) Jason likes reading spy novels and spy stories. 10) How could you be so cruel to your own parents? 11) Alice has been receiving threatening phone calls for some time.

UNIT 2. The Printed Page: Books, Magazines, Newspapers

Section 1

№ 21 к упражнению 1

GIMME! GIMME! GIMME! (A MAN AFTER MIDNIGHT)

(Benny Andersson, Bjorn Ulvaeus)

Half past twelve
and I'm watchin' the late show
in my flat all alone
how I hate to spend
the evening on my own
autumn winds
blowin' outside the window
as I look around the room
and it makes me so
depressed to see the gloom
there's not a soul out there
no one to hear my prayer

Gimme! Gimme! Gimme!
A man after midnight
won't somebody help me
chase the shadows away
Gimmel Gimmet Gimmel
A man after midnight
take me through the darkness
to the break of the day

Movie stars
find the end of the rainbow
with a fortune to win
it's so different from
the world I'm living in
tired of TV
I open the window
and I gaze into the night
but there's nothing there to see
no one in sight

there's not a soul out there
no one to hear my prayer

Gimme! Gimme! Gimmel
A man after midnight
won't somebody help me
chase the shadows away
Gimme! Gimme! Gimme!
A man after midnight
take me through the darkness
to the break of the day

№ 22 к упражнению 4

1) The night was warm and quiet. The quietness was very pleasant after the busy working day.

2) The girl was so tired that she couldn't concentrate on the test she was writing.

3) I lost concentration for a moment and missed what the teacher was saying.

№ 23 к упражнению 5

A.

cheerful, feel, peaceful, whisper, lonely, alone, strange, treasure, wise, wisdom, enter, fascinating, enjoy oneself, feel at home

B.

cheerful: a cheerful person, a cheerful smile. Stephen was such a cheerful child! The children were singing a cheerful pop song which I hadn't heard before.

peaceful: to look peaceful, to be peaceful, a peaceful atmosphere. We spent a peaceful evening by the river.

whisper: to say in a whisper. She said it in a whisper so I couldn't hear. The children were whispering in the corner.

feel (felt, felt): to feel bad, to feel well, to feel pleased. She always feels happy when she comes home.

lonely: a lonely old woman, a lonely pine tree. James has been very lonely since his wife died.

alone: to be alone, to leave sb alone. Alice lives alone. You alone can do it. Time alone will show who is right. Leave me alone. I'm tired and I don't want to discuss it.

strange: a strange place. What is that strange noise? The name is strange for me, I have never heard it before.

treasure: a real treasure, art treasures. “Treasure Island” is an adventure story by Robert Louis Stevenson. **A treasure house:** This place is a real treasure house of books.

wise: a wise professor, a wise behaviour, wise advice. I don't think it's wise to teach Alan at home.

wisdom: His answer shows his wisdom.

enter: to enter the hall, to enter the house. Please enter the cottage by the back door. If you enter the university, you become a student.

enjoy oneself: We all enjoyed ourselves at the movies. Ann enjoyed herself at the party.

feel at home: Whenever I visit your family, they always make me feel at home.

№ 24 к упражнению 10B

READER'S LETTER TO A PERIODICAL

I am no longer young but I still remember happy Saturday mornings I spent in the library when I was a child. In libraries I felt cheerful and peaceful. The library was my special world in which I loved everything — the smell of the books, the whispering voices of the readers and the librarians, the sound of turning pages.

As I grew up, libraries became more and more of a workplace for me, at school and university. But there were other times when I went to the library just because I felt lonely or depressed. When I was alone in strange towns, I never failed to find the local library and enjoyed myself spending one or two hours there.

For me libraries have always been places of quietness and concentration, treasure houses of wisdom, culture and information, the kingdom of the printed word.

Our children need to learn from babyhood to feel at home in libraries. At the same time they should look at them as very special places where they can enter a new fascinating world.

Section 2

№ 25 к упражнению 1

Once a long time ago, at the end of the 19th century in London a young doctor sat waiting for new patients, but they never came. The doctor had nothing to do and to pass the time he began writing stories about a man who was very good at solving crimes. These stories became so popular that the doctor decided to give up medicine and do full-time writing instead. The doctor's name was Arthur Conan Doyle, the man who created Sherlock Holmes.

As you probably remember, Sherlock Holmes and doctor Watson lived at 221b Baker Street. Now this house has a museum opened in 1990. Everything in the Sherlock Holmes Museum speaks of the stories we know so well. The Sherlock Holmes Museum is not like other museums, it is more like a home. You can sit in Holmes's armchair by the fireplace, take his things to have a better look at them. When you walk about the museum, you feel that the great detective has just left the room for a moment, and Mrs Hudson is somewhere in the kitchen, and you'll see her entering the room with a tray of teacups.

№ 26 к упражнению 7

novels
plays
poems
short stories or stories
fairy tales
legends
fables

Stories can be different:

adventure stories
love stories
mystery stories
crime stories
horror stories
war stories
science-fiction stories

Section 3

№ 27 к упражнению 1А

HOW IT ALL BEGAN

Science-fiction or sci-fi stories appeared in the 19th century with the boom in technology. One of the fathers of sci-fi literature was Jules Verne, a French writer. When Jules Verne was only beginning his career, he wrote stories and newspaper articles and he was not very successful. He became famous when in 1863 he began a series of stories of imaginary journeys into the unknown.

Verne's journeys took his readers to the North Pole, under the sea, to the centre of the Earth and to other worlds. In his book *From the Earth to the Moon* Jules Verne describes a trip around the Moon. His characters only look at the Moon but don't walk on it.

Another science fiction writer, Herbert George Wells, an Englishman, actually put his characters on the Moon in his book *The First Men on the Moon*. Wells began his career as a teacher, then wrote for a newspaper and finally became a popular writer. Herbert Wells did not only entertain the reader with his stories, he also asked important questions about people's life and future. Wells was the first to write about machines of war, a kind of atom bomb and many other things that later became the 20th century reality. He first wrote that the Earth could be visited by life forms which might be aggressive and cruel to people. Well's most famous book is probably *The Invisible Man*. Griffin, the main character, makes a scientific experiment because he wants power. As a result he loses his body and his contact with other people.

№ 28 к упражнению 5

A.

push

through

earn

sell

publish

private

general

article

type

print

cheap

B.

push: to push hard, to push a trolley, to push sb/sth away. Ann gently pushed him away. The boy was pushing a trolley around the supermarket.

through: through the forest, through the window, through the tunnel. It's not easy to drive through the city at this time of the day. **To be through with sth:** Are you through with your work yet?

earn: to earn money, to earn high marks. I earned fifty dollars working at the post office. **To earn one's living:** He has been earning his living since fourteen.

sell (sold, sold): to sell a car, to sell for some money. We sold the old bicycle for twenty-five dollars.

publish: to publish a book (magazine, newspaper). We publish a weekly newspaper at school.

private: a private school, a private driveway, a private teacher, private life. You can't park there, it's a private driveway.

general: general education, a general idea, a general description, a general meeting. The gallery was open to the general public. **In general:** In general the weather here is very good.

article: to read an article, to write an article for a newspaper, an article on/about sb/sth. We read an interesting article about this actress in our local newspaper.

type: to type quickly, to type well. I didn't know you could type.

print: to print in colour, to print in black and white. You can print on both sides of the paper. Machines print words and pictures on paper. A printer, a colour printer.

cheap: cheap milk, cheap material, a cheap restaurant. Where does your granny buy such cheap and fresh vegetables?

№ 29 к упражнению 8

THE PRESS

Britain is one of the few countries where daily newspapers are brought at the door before breakfast. Paperboys or girls push the papers through letter boxes be-

fore going to school. For them it is a way of earning some extra money.

National Papers

National newspapers are papers which are sold in all parts of Britain. They fall into two groups: quality papers and popular papers. Quality papers give national and international news. They also publish articles on many general subjects. The famous quality papers are: *The Times*, *The Daily Telegraph*, *The Independent*.

The popular papers such as *The Daily Mail* or *The Sun* try to make news sensational. They often publish "personal" articles which shock and excite. Much of their information is about the private lives of people who are in the news.

The Local News

Local newspapers publish national as well as local news. Some of them have a high standard of reporting and are very successful (*The Scotsman*, *Glasgow Herald*). Many cities and towns have their own daily, evening or weekly papers. They present local news.

Periodicals

Periodicals are published weekly, monthly, or quarterly. There are about 7,000 periodicals in the United Kingdom. Many of them are women's magazines. There are periodicals for almost every profession, sport, hobby or interest.

New Developments

There has been a revolution in the printing of newspapers. Many of them now use computer technology to replace old and expensive methods of printing. Now journalists can type their articles into a computer system which then prints articles automatically and cheaply.

Newspaper Structure

British daily papers are published from Monday to Saturday. Quality papers are very thick, much thicker than Russian papers. They usually consist of sections such as Politics, Culture, Finance, Business, etc. Newspaper readers often use only one or two sections and throw the others away.

Popular papers, or tabloids, often publish cartoons and humorous drawings, a lot of photographs and readers' letters.

Nearly all newspapers write about sports news and publish crossword puzzles.

Writing to the Newspapers

Writing to the newspapers and periodicals is a popular pastime for many people. Some women write letters about their problems. All the letters are answered. The most interesting — and colourful — are published.

Section 4

№ 30 к упражнению 1

“A Princess in Tatters”, by Elsie Oxenham is certainly my favourite book. I got it as a present for my 10th birthday. I really loved that book, and read it lots of times but, unfortunately, once I gave the book to a friend and it got lost. The years passed, I grew up, came to live in Canada, but I never forgot my book and often told my family how much I would like to read it again.

Unknown to me, one of my sons had remembered this and the name of the book and decided to see if he could find a copy through the Internet. He was lucky to find one. So, when I opened my Christmas presents I was, after nearly sixty-five years, once again holding my favourite book. I cried with happiness. Now I keep the book on my bedside table and often reread it.

I open my favourite book every day, as it contains so much history, and stories of people and their lives, words of wisdom. This book is like a library — so much information it gives. It contains the most important story of all time. I'm no longer young and I live alone far from my daughter and her children, my grandsons. I'm too old to travel and most of my friends are dead, but I seldom feel lonely because my Bible keeps me company. My book is very special to me. I begin every day with reading it.

My husband and I live in the street called Courtney Gate. Once I was going to visit my daughter in Berlin,

and wanted a book to read on the plane. As I like animals, my eyes fell on “The Animals Came in One by One” by Buster Lloyd-Jones, so I bought it, read it and enjoyed it. Some time later a lady living in the same street as me mentioned Buster Lloyd-Jones to me and said he had once lived in Courtney Gate, in my street! I have since read his second book, “Come into My World,” and enjoyed it too.

Section 5

№ 31 к упражнению 1А

THE FIRST PRINTING PRESS

The first printing was done by the Chinese and Japanese in the 5th century. At that time books were very hard to make and few people could read or write, so when a new book appeared it was a great event and each book was unique.

The first printers used blocks of wood and cut letters and pictures in them. The process was slow and hard. It took nearly a thousand years before any real change was made in the method used to reproduce the written word.

Many men worked on the problem. Johann Gutenberg, a German printer living in Mainz, is generally believed to be the man who first solved the problem. Gutenberg had the idea of using metal instead of wood and make the metal plates move. He printed his first book, the famous Gutenberg Bible, by this method between 1453 and 1456. Gutenberg’s type used individually made letters which could be easily put into words, lines and pages. This system is still in use today.

In England the first real printing press was used by William Caxton. He had learned the method of printing in Germany. In 1477 Caxton’s press at Westminster produced “Dictes”, the first dated book printed in England. Altogether Caxton published more than 90 books, they included his own translating from French and Latin.

№ 32 к упражнению 4

A.

reach	investigate
invent	evidence
duty	courage
fair	rewarding
suppose	event
hold	lie

B.

reach: to reach the station, to reach the city. We'll never reach London before dark. They reached Athens in the evening.

invent: to invent something. Who invented the microscope? — Anton van Leeuwenhoek, a Dutchman who lived in the 1600s did. When was printing invented?

duty: to be one's duty. It's your duty to share in the housework. What are your duties as a school secretary? **To be on duty; to be off duty:** Who is on duty today? Doctor Nelson is off duty this weekend.

fair: a fair game, a fair test. Life is not always fair. It is not fair to the others if she is paid more. It is only fair to let him go.

suppose: I suppose you'll be going to the meeting? Yes, I suppose so. Suppose the train's late — what shall we do? To be supposed to do something. You're supposed to make your bed every morning.

hold (held, held): to hold a spoon, to hold by the hand, to hold sth with both hands. Can you hold my bag for a moment? She was holding the book under her arm. To hold a meeting (party). The meeting will be held next week. We'll hold the X-mas party in the hall. Hold on! (*wait on the telephone*)

investigate: to investigate carefully. The police are investigating the mystery (crime, etc.).

evidence: to have a lot of (no, some) evidence. Have you any evidence that they were leaving early in the morning? Her bag on the table was the only evidence of her presence.

courage: to show courage, to have the courage to do sth; it takes courage to do sth. Alan showed real cour-

age saving the children from the fire. It took Sue a lot of courage not to agree.

rewarding: a rewarding job, a rewarding profession. Nursing can be a very rewarding career.

event: an important event, a social event, a sporting event, the most tragic event. That night a terrible event happened!

lie: to tell a lie, to tell lies, a terrible lie. Don't believe her. She is fond of telling lies!

№ 33 к упражнению 7B

JOURNALISTS AND JOURNALISM

a) Journalism has a long history. The first people who wrote down the news were Roman Senators in the 1st century BC. The first Roman papers were written out in more than 2,000 copies and sent everywhere in the Empire. They were hung up in public places. People who could read called out the news to people who could not. For centuries news travelled very slowly and reached few people until the printing press was invented in the 15th century. The first printed papers were published in Germany and Belgium in the early 17th century.

b) In most countries the press is taken very seriously. Journalists-to-be get special training in universities. Their duty is to inform the public of everything that happens in the country and abroad. Journalists are supposed to give fair comment on the events and are not supposed to change facts or tell lies. The stars of European and American journalism are very well known to the public and have real influence. Some of them write about politics, others — about economy, culture, morals, sports or other things that interest people. Their articles may be reproduced in hundreds of local papers across the country. Governments understand a special role of the press. The British Parliament invites journalists to its daily question time when MPs address questions to ministers. It has become a tradition in the USA, Russia and some other countries to hold presidential press conferences where presidents speak to the press and answer journalists' questions.

c) Very often journalists do more than just reporting and commenting on events, they investigate crimes or produce evidence of corruption or bad behaviour of officials. Many things that are hidden away become known with the help of journalists. Being a journalist is a difficult and even dangerous profession. One should have a lot of tact as well as courage. But this profession is really rewarding.

Section 6 (Consolidation Class)

№ 34 к упражнению 1

POET AND TRAVELLER

Nikolai Gumiliov was born in 1886. When a child he was a great reader and he began writing poems very early. Most of all the boy liked reading about far-away countries and travelling.

At the age of 12 he made his first journey when his family moved to Tiflis (now Tbilisi). Nikolai loved living in the south where the sun was so bright and the sky was so blue. In Tiflis he published his first poem in a real grown-up newspaper.

The family returned to St Petersburg where Nikolai went to grammar school. The boy was not among the best students but the Head of the school, Innokenty Annensky, a poet himself, understood very early how talented the boy was. After finishing school Nikolai left home for Paris, where he became a student in the Sorbonne University. He continued to think about travelling. Most of all he wanted to see Africa. His father didn't like the idea and the young man secretly put away some of the money his parents sent him and in 1907 went to Africa: first to Egypt and then to Sudan. Before going away he had written a lot of letters to his parents and asked his friends to send them to St Petersburg, to his parents as he didn't want them to worry about him.

Africa caught his imagination, he fell in love with it as soon as he saw it. He travelled about the continent more than once and helped to study the life and culture

of its peoples. But most importantly, the new impressions made him write wonderful poems.

№ 35 к упражнению 3В

LEWIS CARROLL AND HIS LITERARY SUCCESS

Lewis Carroll was an unusual man who led three lives. One was the life of a mathematics don at Oxford University. He loved the subject he taught but his students found him humourless and dry. In his second life he was a child photographer. But he is best remembered as the author of the wonderful book that is read and enjoyed by children and grown ups all over the world. The title of the book is “Alice’s Adventures in Wonderland”.

It happened in July 1862. A 30-year-old Oxford don, the Reverend Charles Lutwidge Dodgson (that is Lewis Carroll’s real name) took out a boat and together with his friend Robinson Duckworth and his three daughters had a river trip. They took tea on the river bank before returning. It was not an unusual event in itself. But the result of that journey was most unusual. Because during this journey Dodgson told the story that so interested one of the little girls, Alice by name, that she asked Dodgson to write it down for her. Thus Dodgson created one of the best loved and most interesting children’s books under the pen name Lewis Carroll. This pen name came from his first two names and latinizing them, “Lutwidge... Ludwidge... Ludovic — Louis and Charles...”

The book had a great success. As soon as it was published, it became very popular. Together 180,000 copies were sold during Dodgson’s lifetime. Nowadays, it is difficult to find a child who doesn’t know the book and its characters.

As a famous writer Lewis Carroll had a lot of friends. Whenever he was invited to their parties, he entertained children with stories, games and puzzles. But though he had friends he was rather lonely.

Lewis Carroll died on 14 January 1898. It was an attack of bronchitis that turned out to be fatal.

UNIT 3. Science and Technology

Section 1

№ 36 к упражнению 1А

THE WINNER TAKES IT ALL

(Benny Andersson, Björn Ulvaeus, Stick Andersson)

I don't wanna talk...
about the things we've gone through
though it's hurting me
now it's history
I've played all my cards
and that's what you've done too
nothing more to say
no more ace to play

The winner takes it all
the loser standing small
beside the victory
that's her destiny

I was in your arms
thinking I belonged there
I figured it made sense —
building me a fence
building me a home
thinking I'd be strong there
but I was a fool
playing by the rules

The gods may throw a dice
their minds as cold as ice
and someone way down here
loses someone dear
the winner takes it all
the loser has to fall
it's simple and it's plain
why should I complain

But tell me does she kiss
like I used to kiss you

does it feel the same
when she calls your name
somewhere deep inside
you must know I miss you
but what can I say
rules must be obeyed
The judges will decide
the **likes of me abide**
spectators of the show
always staying low
the game is on again
a lover or a friend
a big thing or a small
the winner takes it all

I don't wanna talk
if it makes you feel sad
and I understand
you've come to shake my hand
I apologize
if it makes you feel bad
seeing me so tense
no **self-confidence**

But you see
the winner takes it all

№ 37 к упражнению 3В

WHAT IS SCIENCE AND WHAT IS TECHNOLOGY?

What is Science? What is Technology? These are not easy questions. People don't often see the difference between them. But they are different though the two are connected. Science studies the physical world. Trying to answer questions about this world of ours scientists ask "what" and "why" questions. "What" questions are usually answered in a rather simple way. For example, we have a question: "What kind of animals live in that pond?" The answer to the question is: "Frogs, fish and reptiles." "Why" questions are much more difficult, they ask for explanation.

Technology is the use of science for practical purposes especially in industry. Technology is also meth-

ods and machines that are used in doing things in a science or profession. Technology often asks “how” questions and answers them. Some technologies cannot function without science, but there are many modern technologies that developed from old technologies without any help of science. It often happened in history that people made things and after that science tried to explain them. For example, first guns appeared and then ballistics as a science did.

During certain periods in history innovations in technology have grown so fast that they resulted in industrial revolutions.

Section 2

№ 38 к упражнению 1

FRANCIS BACON

Francis Bacon was born on the 22nd of January, 1561 in England. He was a writer, a politician and a philosopher, very well known in his time. Bacon played a very important role in the political life of his country: he was a member of parliament, held some very important positions in the government. King James I thought highly of him and his ideas. But that’s not why we remember Francis Bacon nowadays. Now he is best known for his philosophical writings, as he developed the philosophy of science. Bacon was not a great scientist himself, but he taught scientists to use experiment and observation as their main methods instead of theory as scientists had done before. So we can say that he gave a start to modern inductive science. That’s why the 18th century philosophers Voltaire and Didrot called him “the father of modern science”. Sir Isaak Newton and many other scientists and philosophers read Bacon’s books and learned from them.

In 1626 Bacon decided to make a scientific experiment. He wanted to know if cold could help to keep food fresh and unspoiled. They say he was experimenting with chickens, putting them on the ice outside his house. The weather was bad, he caught a cold and soon died.

№ 39 к упражнению 5

A.

tool	crop
human	skill
produce	engineer
improve	invention
lead, led, led	trade
device	use
weapon	

B.

tool: primitive tools, garden tools, basic tools. You use tools to do a particular job. A good memory is a useful tool for learning.

human: 1) a human society, a human voice; 2) (*n*) every man, woman, and child is a human (or: a human being).

produce: to produce tools, to produce cars, to produce food. A cow produces milk.

improve: to improve one's marks, to improve the results. I'm taking lessons to improve my singing.

lead (led, led): to lead the man down the street, to lead the children into the garden, to lead a busy life. The road leads to the village. She led them down the mountains.

device: a modern device, an expensive device. A clock is a device that shows the time.

weapon: a powerful weapon, atomic weapons, biological weapons. The boys used stones as weapons.

crop: 1) a widely grown crop, to ruin the crops; 2) a record crop of apples, this year's crop. Wheat is a widely grown crop in Britain and North America. We've had the biggest tomato crop this year.

skill: to have some skill in financial planning, to have no skill in sth. You show great skill in playing the piano. My friend works with children who have poor reading skills.

engineer: a chief engineer; a successful engineer. Mr Carr has been an engineer of this company for many years.

invention: a useful invention, an important invention. Such inventions as the telephone and the computer have changed our way of life.

trade: domestic trade, foreign trade, world trade, to develop one's trade; to work in the tourist trade. It has been a bad year for the trade between our countries. Steps were taken to develop the trade in fruit and vegetables with Spain.

use: to be in use, to have some use, there is no use doing sth. These devices are mainly for home use. Guests have free use of the hotel swimming pool.

№ 40 к упражнению 8

1) The tennis court is sometimes used as a car park. 2) How can we use this device? 3) Don't throw that box away. I'm sure I can put it to some use. 4) He made use of his journey. 5) Buying that expensive dress was not the best use of our money. 6) We are all used to cold winters. 7) This phone number is only for use when I'm not in the office. 8) What textbooks do you use to teach English Grammar? 9) My family are used to living in the country in summer. 10) Can we use the verb *to be* in this sentence?

№ 41 к упражнению 9B

HISTORY OF TECHNOLOGY

Part I

The history of technology begins with the use of the stone tools by the earliest humans.

The Old Stone Age, which began about 2.5 million years ago, produced stone tools, the use of fire, spears, the bow and arrow and simple oil lamps.

The New Stone Age, which began about 9,000 BC, saw early farming, the use of the digging stick and the wood hoe. The stone tools were improved and stone axes began to be used for cutting down trees. Neolithic people learned to make pots, cloth, baskets, build houses and use early boats.

The Bronze Age beginning about 4,000 BC gave birth to agricultural civilization. The use of copper and bronze led to a lot of new techniques and devices. That was the time when trade first appeared. Copper and bronze hand weapons came into use as well as horse drawn war chariots. Building technology also devel-

oped fast during the Bronze Age. That was the time when people began building pyramids, which still impress us. While constructing pyramids Bronze Age builders solved some of the most difficult problems of construction technologies. They also knew how to irrigate their lands to get good crops.

The Iron Age, which began about 2,000 BC was a new technical era [’iəɪə]. First of all iron started to be used in making weapons. Bronze and iron weapon gave Greece its military power. The Greeks built a large fleet, which they used for trading and for fighting in their wars. Greek builders used stone to produce their noble structures with massive columns.

The skill of Roman engineers is legendary. They learned to build stone arches, domes and aqueducts. Roman engineers constructed the waterwheel to use its power. Even more important was the invention of a heavy plough. This new plough helped the civilization of northern Europe to develop.

Section 3

№ 42 к упражнению 1

TOOLS AND DEVICES

People have always been using and improving their tools and devices. It is difficult to imagine life without them. Some of the tools and devices have become very common. See if you know them.

Tools we use in the garden

One. It is one of the oldest tools. We use it to break up the soil and make it soft.

Two. This tool is used for digging earth or sand. It is usually made of metal and has a handle often made of wood. The metal part is pushed into the ground with the foot.

Three. This gardening tool is used for making the soil flat and soft or gathering dead leaves or dry grass.

Four. This is a metal tool or weapon. It is used for cutting. Gardeners often use them to cut off tree branches.

Tools we use in the factory

One. It is a tool with a heavy metal head for striking things or breaking them. This tool is often used by people who work with wood but practically every family has one at home.

Two. This tool can be hand-driven or power-driven. It is used for cutting hard materials, usually wood. It has a lot of sharp teeth on the edge.

Three. This tool has two arms that move. The arms are joined at one end. The tool is used for holding different things.

Four. This is one of the oldest tools. The earliest ones were made of stone. One part of it is made of metal and it is rather heavy. This part has a cutting edge. The tool is used for cutting down trees and chopping wood.

Devices we use at home

One. It is an electrical apparatus for making toast — slices of dried bread usually eaten with butter and jam, honey or marmalade.

Two. It is a machine that washes plates, cups, mugs and other things. They are becoming more and more common and popular but not so many people have them.

Three. It's an apparatus on which hot food is prepared. It works on gas or electricity and can be found in every modern house.

Four. It's an electric apparatus which cleans floors, floor covering and furniture by collecting dirt. Modern models are very powerful. Nowadays it is difficult to imagine a house or an office without it.

Five. These devices have become very common. They are used for washing clothes. Some of them can not only wash but dry.

Six. This device works on electricity. It is used for shaving hair from face and body. Grown-up men use it a lot.

№ 43 к упражнению 6

A.

enable

iron

need

train

achievement	knowledge
argue	explore
create	engine
opportunity	give rise to something
on the one hand, on the other hand	

B.

explore: to explore the planet, to explore a new country. Astronauts [ˈæstrənɔ:ts] explored the Moon to learn what it is like.

iron: 1) Iron is a grey-white metal and a chemical element. 2) We use irons to press trousers and shirts.

need: a special need for sth, a strong need for sb/sth. There is a real need for nurses in this hospital. They say there is a crying need for skilled workers.

train: to train engineers, to train sportsmen, to train hard. The boys are training hard for the big match.

achievement: important achievements, great achievements, the main achievement, an achievement in some science. She was offered a place at Cambridge University which is a real achievement.

knowledge: to have some (no) knowledge of sth. I have some knowledge of the subject, I can explain your mistake. My teacher's comments helped to improve my knowledge of physics.

argue: to argue with sb, to argue about sth, to argue for or against sth. Alice always argues with her mother. I argued against going to the beach because it looked like raining.

create: to create a character in a novel, to create a problem, to create the world. How do I create a new file?

engine: a big engine, a powerful engine, a diesel [ˈdi:zəl] engine, a four cylinder engine. The engine of a car gives the power that moves the car.

opportunity: a wonderful opportunity, to have an opportunity to do sth, to take the opportunity to do sth. I'd like to take the opportunity to thank all of you for coming.

give rise to sth: Such behaviour can give rise to other problems.

on the one hand: On the one hand mobile telephones are very useful but on the other hand they can be dangerous.

№ 44 к упражнению 9А

HISTORY OF TECHNOLOGY

Part II

In the Middle Ages in Europe the watermills and windmills brought a revolution to the production of power. The new technologies enabled people to construct wonderful cathedrals — the best example of Gothic architecture [ˈɑ:kɪtektʃə]. During the 14th century guns appeared in Europe. From the 15th to the 17th century the period of Renaissance [rɪˈneɪsəns] spread in Europe. The New World was discovered and explored. The printed books helped the development of European cultural life. The Renaissance saw a new interest in technology, and the new technology led to new problems. One problem was that shipbuilding and iron industry needed a lot of wood and Europe soon lost its forests. Another problem was the need in more powerful engines. The 18th century in Europe was the time of the Industrial Revolution, the time when technology developed very fast. In 1712 Thomas Newcomen, an Englishman, invented the steam engine. In the 1760s, James Watt improved the Newcomen engine, which opened the way to constructing steamboat and locomotives in the early 19th century. The Industrial Revolution gave rise to the engineering profession. More and more universities began to train engineers.

During the 19th and 20th centuries people's lives have greatly changed thanks to science and technology. Achievements in transportation, communications and use of energy have had a great influence on the modern society. Medical knowledge has given people longer and healthier lives. Computers are giving us new opportunities at work and at home. Now people have better living standards and much more free time.

On the other hand, a lot of people may argue that such great technological achievements do not come without a price. New technology has led to creating weapons of mass destruction; new communication technology and spread of information have brought with them less privacy; the great use and abuse of natural resources is now damaging the environment; the great intensity of human life leads to stresses and makes us question the advantages of high technology.

Section 4

№ 45 к упражнению 1

LEV LANDAU

Lev Davidovich Landau was born on January 22, 1908. His name is widely known in the world of science. Lev Landau worked in such fields as low-temperature physics, atomic and nuclear physics, and some others. He was awarded the Nobel Prize for Physics. Landau's parents were science-oriented people. At the age of 13 the boy finished the gymnasium and went to the Baku Technical School.

Landau got his first chance to go abroad in 1929. He had short stays in Gottingen and Munich, Germany, and went to Copenhagen to work in Niels Bohr's Institute for Theoretical Physics. Almost all the leading theoretical physicists in the 1920s and 1930s spent some time at this institute. Landau was greatly influenced by Bohr's example. During his stay in Copenhagen, Lev Landau visited the science laboratories in Cambridge and Zurich before his returning to the Soviet Union in 1937.

Section 5

№ 46 к упражнению 1

Valentina Vladimirovna Tereshkova was the first woman to travel into space. She was born on March 6, 1937 in Russia. Valentina Tereshkova had no pilot

training before her career as a cosmonaut but she was a very good parachutist when she joined the Soviet cosmonaut programme which happened in 1961.

On June 16, 1963 in the spaceship Vostok-6 she flew into space and stayed there more than seventy hours. Her spacecraft made 48 orbits. In space at the same time was another Soviet cosmonaut Valery Bykovsky in Vostok-5. He had flown into space two days before. Tereshkova and Bykovsky landed on June 19.

Valentina Tereshkova left the cosmonaut programme just after her flight. In 1963 she got married to Andriyan Nikolayev, another Russian cosmonaut.

Tereshkova was named a hero of the Soviet Union and twice got the order of Lenin.

№ 47 к упражнению 6

A.

flight	whole
(the) universe	crew
solar	memorable
equipment	launch
both	around
generation	satisfy

B.

flight: a flight from Moscow to London, to be on the flight, to delay the flight. My flight has been delayed. The flight from Moscow to Arkhangelsk took about an hour and a half.

(the) universe: the whole universe. Do you believe God created the universe? Could there be life like ours somewhere else in the universe?

solar: (the) solar system, solar power, solar energy. The Sun and the group of planets that includes the Earth are our solar system.

equipment: camping equipment, safety equipment, a piece of equipment. A computer is the most important piece of equipment you will buy. Pens, pencils and paper are writing equipment.

both: both astronauts, both of the astronauts, both (of) my parents, both of us, both of them, in both hands. Both flights are not very long. Both Jill and Jim are fond of travelling. They are both very good pupils.

generation: the older generation, the younger generation, the generation gap. Three generations live in this house. The older generation doesn't like rock music.

whole: the whole class, the whole book, the whole flight, the whole evening. She spent the whole morning training. **On the whole:** Living in town is pleasant but, on the whole, I like the country better.

crew: a plane crew, a ship crew, a film crew. A crew is a group of people who work together on a ship or aeroplane.

memorable: a memorable day, a memorable journey. Our romantic trip to Rome was really memorable.

launch: to launch a rocket into air, to launch a spaceship, to launch a satellite into space. A new weather satellite will be launched next month.

around: 1) around the world, around the garden. Ann put a gold chain around her neck. Jean's clothes were lying around the room. 2) about. I'll be there around midday.

satisfy: to satisfy one's parents, to satisfy one's teacher. I think John's success will satisfy his parents. It is impossible to satisfy everyone.

№ 48 к упражнению 9

- a) Mercury ['mɜ:kjʊəri]
- b) Neptune ['neptju:n]
- c) Earth [ɜ:θ]
- d) Saturn ['sætən]
- e) Mars [mɑ:z]
- f) Venus ['vi:nəs]
- g) Uranus ['jʊərənəs]
- h) Jupiter ['dʒu:pɪtə]

Section 6 (Consolidation Class)

№ 49 к упражнению 1

MOBILE PHONES

The first mobile telephone call was made in 1973 by Doctor Martin Cooper, the scientist who invented the modern mobile phones.

A mobile, or a cell, phone works like a radio. In fact, it is modernized radiophone used in cars in the 1980s. Those car phones needed a powerful transmitter and were very expensive. Cell phones differ from them in one important aspect. Carriers or providers cut the territory into segments, or cells, like a honeycomb. As you move, you “jump” from cell to cell and the frequency you’ve just used becomes free for someone else.

So each cell which has a base station — a tower and a building with the radio equipment — uses one-seventh of all the channels it can use. In other words, lots and lots of people can talk on the phone at one time. In fact, millions of people can use the system and that makes the cell phone cheaper to use.

Another difference between cell phones and other radio communication devices is that you use one frequency for talking and another for listening, so both people can talk at once.

These days, phones can do a lot more than make calls. People use their phones to send and get e-mails, take photographs, play games, surf the Internet and do many other things.

№ 50 к упражнению 8А

SHOULD WE SPEND SO MUCH MONEY EXPLORING SPACE?

A. My short answer to this question is “yes”. We are part of the universe. I think we must find out what else there is in it.

B. Sorry, but I don’t think space discoveries could help us. At least I can’t see how space exploration has helped us so far.

A. Well, it may be that it hasn’t helped a lot. Definitely it hasn’t helped to find a cure for this or that illness. But I am sure we may find something in space that will help us to find such cures in the future or we may discover something else.

B. You may be right. But all these advantages are so uncertain and space exploration is so expensive.

A. Oh yes, it is. You’re absolutely right here, but I don’t think we can spend less. We can’t tell the scientists to make it cheaper and we need to know what is

happening in the universe. It might help us to survive. And do you think we should stop exploring space?

B. I'm not quite sure but I think we can stop it for a few years and spend the money on more important things.

A. Like what?

B. Like pollution, illnesses. We should think about drinking water. In fact, we should spend this money on the Earth's problems.

UNIT 4. Teenagers: Their Life and Problems

Section 1

№ 51 к упражнению 1

DANCING QUEEN

(Benny Andersson, Björn Ulvaeus, Stick Andersson)

You can dance, you can jive
having the time of your life
see that girl, watch that scene
dig in the Dancing Queen

Friday night and the lights are low
looking out for the place to go
where they play the right music
getting in the swing
you come to look for a king

Anybody could be that guy
night is young and the music's high
with a bit of rock music
everything is fine

you're in the mood for a dance
and when you get the chance
You are the Dancing Queen
young and sweet only seventeen
Dancing Queen
feel the beat from the tambourine, oh

yeah
 you can dance, you can jive
 having the time of your life
 see that girl, watch that scene
 dig in the Dancing Queen
 You're a teaser you turn 'em on
 leave 'em burning and then you're
 gone
 looking out for another
anyone will do
 you're in the mood for dance
 and when you get the chance
 You are the Dancing Queen
 young and sweet only seventeen
 Dancing Queen
 feel the beat from the tambourine, oh
 yeah
 you can dance, you can jive
 having the time of your life
 see that girl, watch that scene
 dig in the Dancing Queen

№ 52 к упражнению 5

A.

author	shake (shook/shaken)
rebel	seat
rebellion	couple
anyway	mad
quite	I got bored...
notice	You can't help it!
pretty	
irritate	

B.

author: a famous author. Dickens was the author of "Oliver Twist".

rebel: to rebel against somebody or something. It's natural for teenagers to rebel. Liberal parents often leave their kids nothing to rebel against.

rebellion: a military rebellion, teenage rebellion. The capital was destroyed during the rebellion. They are now discussing the problem of teenage rebellion against their parents.

anyway: It will probably rain, but we'll go out anyway. I can't come tonight, but thank you for the invitation anyway.

notice: to notice somebody/something. Did you notice that Mr Bennet was driving a new car?

pretty: 1) a pretty girl, a pretty poem, a pretty face. Your cousin is very pretty. 2) pretty hard, pretty slow. Your work is pretty good, but it could be better.

irritate: to irritate parents, to irritate grown-ups. The slow journey irritated me.

shake: to be shaking all over, to be shaking like a leaf, to shake slowly, to shake with laughter, to shake hands. The house shook when the trains went by. The news has shaken us. The girl stood shaking with laughter.

quite: quite old, quite happy. You're quite right. It's quite warm today.

seat: a good seat, a seat at the front; to take (have) a seat. We have enough seats for everyone. I couldn't get a seat on the bus. Will you, please, take a seat?

couple: 1) a couple of friends. A couple of police officers were standing at the door. 2) a happy couple, a married couple, a nice young couple. My father and mother are a happy couple.

mad: to go mad, to become mad; to have a mad idea, to be mad about something. He went mad and spent the rest of his life in a hospital. The world has gone absolutely mad. Julie is mad about pop music.

get bored: Steve was getting bored with the game. He got pretty bored with her endless complaining.

can't/couldn't help it: You should visit her every day. You can't help it.

№ 53 к упражнению 9А

HOLDEN COMES TO SEE HIS TEACHER

Part I

"The Catcher in the Rye" by the American author J. D. Salinger may be the world's most famous book about a teenager. The main character's name is Holden Caulfield and he is going through the period of teenage rebellion. In the passage you are going to read Holden has just been expelled from a good school for

poor academic performance and he has come to Mr Spencer's home to say goodbye to his old teacher.

"Hello, sir," I said. "I got your note. Thanks a lot." He'd written me this note asking me to stop by and say goodbye. "You didn't have to do all that. I wanted to come over to say goodbye anyway."

"Have a seat there, boy," old Spencer said. "So you're leaving us, eh?"

"Yes, sir. I guess I am."

"Have you told your parents yet?"

"No, sir, I haven't, because I'll probably see them Wednesday night when I get home."

"And how do you think they'll take the news?"

"Well... they'll be pretty irritated about it," I said. "They really will. This is about the fourth school I've gone to." I shook my head. I shake my head quite a lot. "Boy!" I said. I also say "Boy!" quite a lot. Partly because I have a lousy vocabulary and partly because I act quite young for my age sometimes. I was sixteen then, and I'm seventeen now, and sometimes I act like I'm about thirteen. It's really ironical, because I'm six foot two and a half and I have grey hair. I really do. The one side of my head — the right side — is full of millions of grey hairs. I've had them ever since I was a kid. And yet I still act sometimes like I was only about twelve. Everybody says that, especially my father. It's partly true, too, but it isn't all true. I get bored sometimes when people tell me to act my age. Sometimes I act a lot older than I am — I really do — but people never notice it. People never notice anything.

"What's the matter with you, boy?" old Spencer said. "How many subjects did you carry this term?"

"Five, sir."

"I flunked you in history because you knew absolutely nothing."

"I know that, sir. Boy, I know it. You couldn't help it."

"I doubt very much if you opened your textbook even once the whole term. Did you? Tell the truth, boy."

"Well, I sort of looked through it a couple of times," I told him, I didn't want to hurt his feelings. He was mad about history.

Section 2

№ 54 к упражнению 1

1. My name is Josh. I spend about ten pounds a week including the money I spend on my bus to school. I save my money up to come to Camden market. I buy clothes, boots and other things there. I often buy things on impulse just because I like them.

2. My name is Walter, I am seventeen. I spend about thirty pounds a week. I spend money on going out, buying CDs, going to the cinema or anything I like. I don't think that lessons on how to spend money effectively would be useful for my age group — but maybe for younger kids.

3. I'm Jennifer. I'm a university student and I have to survive on sixty pounds a week, the money I have borrowed from a bank. It's not easy. I spend my money on food, buses and going out. I don't think that young people want to listen to lessons about how to spend their money.

4. Hi, Victoria here. I think that lessons on how to spend money are a good idea. More and more products appear on the market nowadays and a lot of them are produced for teenagers. Boys and girls buy them because they think they are fashionable, but they don't really need them. Personally I don't like shopping. There are too many people in the shops.

5. Hello, my name is Hannah. I get fifty pounds a month from my family and about twenty-five pounds for my job as a cleaner. I spend my money on clothes, books and sometimes food. My mum saves money for me.

№ 55 к упражнению 6

A.

top	riddle
pile	challenge
extremely	although
reason	respect
various	note
wrap	bottom

B.

top: the top of the hill, the top of the wardrobe, to be at the top of the class. We could see the mountain tops in the distance. Alex has been at the top of his class since he went to school.

pile: a pile of books, a pile of letters. Nancy put her clothes into tidy piles. There were two piles of papers on the desk.

extremely: extremely foolish, extremely kind. It is extremely important to record everything that happens.

reason: a reason for something. What is your reason for going to London? The reason I'm going to London is that I want to.

various: various goods, various zones. His reasons for leaving were many and various.

wrap: to wrap something round oneself, to wrap sb/sth in something. We have just finished wrapping up Susie's birthday present. Keep the apples fresh by wrapping each one individually.

riddle: a book of riddles, the answer to the riddle, to solve a riddle, to talk in riddles. Are you good at solving riddles? Stop talking in riddles and explain what is going on.

challenge: a challenge to fight, a challenge for somebody. Jane was bored with her job and felt she needed a new challenge. This new task is a real challenge for me.

although: Although he is poor, he is honest. Although he had run, the shop was closed when he got there. She calls me *Tiny* although I'm as tall as she is.

respect: to show respect for sb, to have respect of sb. Students show their respect for the teacher by not talking in class. She has worked hard to have the respect of her colleagues [ˈkɒli:gz].

respectfully: to answer respectfully, to speak respectfully. Jane always speaks respectfully of others.

note: a note from dad, to write sb a note. We left them a note saying we'd be back around ten.

bottom: the bottom of the sea, the bottom of the page. The girl ran down to the bottom of the hill. Read what is written on the bottom of the box.

HOLDEN COMES TO SEE HIS TEACHER

Part II

“Your exam paper is over there on top of the pile. Bring it here, please,” said old Spencer. It was a very dirty trick, but I went over and brought it over to him — I didn’t have any alternative. At that moment I was sorry that I’d stopped by to say goodbye to him.

“We studied the Egyptians [ɪˈdʒɪpʃənz] from November 4th to December 2nd,” he said. “You chose to write about them. Would you care to hear what you had to say?”

“No, sir, not very much,” I said.

He read it anyway, though. You can’t stop a teacher when they want to do something. They just do it.

The Egyptians were an ancient race of Caucasians living in one of the northern sections of Africa. The latter as we all know is the largest continent in the Eastern hemisphere.

The Egyptians are extremely interesting to us today for various reasons. Modern science would still like to know what the secret ingredients were that the Egyptians used when they wrapped up dead people so that their faces would not rot for innumerable centuries. This interesting riddle is still quite a challenge to modern science in the twentieth century.

He stopped reading and put my paper down. I was beginning to hate him. “Your essay ends there,” he said in his very sarcastic voice. “However, you left me a little note, at the bottom the page,” he said.

“I know I did,” I said. I said it very fast because I wanted to stop him before he started reading that out loud. But you couldn’t stop him.

DEAR MR SPENCER [he read]. That is all I know about the Egyptians. I am not very interested in them although your lectures are very interesting. It is all right with me if you flunk me though as I am flunking everything else except English anyway. Respectfully yours,

Holden Caulfield.

Section 3

№ 57 к упражнению 1

UNUSUAL SCHOOL

A lot of teenagers are fond of music. Young boys and girls have their music classes and really enjoy those lessons. But can pupils study DJing at school? Can they have DJ lessons? In most cases the answer is negative but some British students can do just that.

They go to the BRIT school in south London. BRIT stands for British Record Industry Trust, an organization that develops and supports educational projects in music. The school also gets money from the Department for Education and Employment and has some other sponsors. Some of the pupils who go to this school become DJs, some radio presenters. For example, Master Shortie, a rapper and a DJ, who is 15 now became a student of this school when he was ten. He wrote two raps when he was 11. He says that a student who wants to become a rapper has to be different from the other rap musicians. "You have to be yourself to succeed, not to follow stereotypes," says Shortie. "It is also important to study well at school, if your music career isn't very successful." Lauren and Shannon are radio presenters for the school's radio station. They introduce shows and give the audience news of the day or speak about something interesting they learnt in class. They read poems aloud and discuss them. They also play music.

Section 4

№ 58 к упражнению 1

INTERVIEW WITH KELIS

I n t e r v i e w e r. You're a famous music star now. What were you doing when you were 17?

K e l i s. I was finishing school and also working in a clothes shop and a bar to get some money.

I n t e r v i e w e r. When did you first become interested in music?

Kelis. My dad was a jazz musician. As a child I sang a lot, played the piano and saxophone. I often played the piano with my dad. I started writing songs when I was a little girl too.

Interviewer. Why did you leave home when you were sixteen?

Kelis. I wanted to be independent. My parents had planned my future for me but I wanted I to go my own way.

Interviewer. What was your biggest problem when you were a teenager?

Kelis. I kept thinking about my career. I wanted to do music so I worked very hard, meeting new musicians and waiting for the right thing to happen.

Interviewer. What do you like? Have you got any hobbies?

Kelis. In my free time I like to read. I also enjoy cooking but I don't cook often because I don't spend much time at home. When I was younger I liked to play the guitar but I was not very good at it.

Interviewer. Do you have any advice for readers who want to make a career in the music business?

Kelis. I really don't have an answer. It will happen if it's right for you. I can't say step one — you do this, and step two — you do that.

№ 59 к упражнению 4

A.

preserve	deed
claim	likely
unemployed	tear
date	stupid
worry	citizen
exist	allow

B.

preserve: to preserve customs, to preserve food, to preserve sth for future generations. The ancient Egyptians knew how to preserve dead bodies. I think these interesting customs should be preserved. We put food into the fridge to preserve it.

deed: a good deed, heroic deeds. John promises to do one good deed every day. You did a good deed by helping the old man.

claim: to claim something, to claim falsely. Did anyone claim the lost umbrella? Nigel claimed that he had done all the work without help.

likely: most likely, very likely. Tony will most likely win the competition. To be likely/unlikely to do something. He is likely to win the game. They are unlikely to arrive that early.

unemployed: unemployed men, unemployed people. The factory closed and there were a lot of unemployed people in the area.

tear (tore, torn): to tear a dress on a nail, to tear a page out of/from one's notebook, to tear something up. Andrew tore his shirt when he was climbing over the fence. I tore the envelope open. Bob has torn off a sheet from the pad of paper.

date: to date somebody. I dated Caroline during last summer. Jane and me have been dating for half a year.

stupid: to feel stupid, to look stupid, a very stupid thing to do. I felt really stupid when I understood what had happened. That was just a stupid plan.

worry: to worry somebody; to worry about somebody/something. Stop worrying, dad, we'll be fine. Don't worry the driver with unnecessary questions.

citizen: to be a good citizen. We should teach our students to be good citizens.

exist: to exist somewhere. Does life exist on this planet? A person cannot exist for long without water.

Allow: to allow doing sth, to be allowed to do something. Do they allow smoking in the cinema? — Certainly not. Will you allow me to use your bicycle? Jack is not allowed to go to the forest alone.

№ 60 к упражнению 8А.

RACISM IN BRITAIN

Twenty years ago there used to be not so many blacks and Asians in local government or on TV as newsreaders; now it is very common. The culture of these people is becoming more and more part of British

lifestyle. But can we say that racism has become a fact of the past or does it still exist?

The British National Party (BNP), an extreme right-wing group is supported by about 4% of the population. The leaders of the party say that they are a respectable party wanting to “preserve the future of Britain by sending ethnic minorities back to the country they come from.” But their deeds speak louder than their words. The BNP’s members take part in attacks on Asian people.

They and their supporters (of which there are about 20,000) claim that the blacks and Asians are stealing their jobs. But black and Asian people are two and a half times more likely to be unemployed than whites. At the same time, there are a lot of Asians and blacks in medicine and law. The only way they are stealing white people’s jobs is by getting better qualifications. As the British law allows all British citizens to get their education free, blacks and Asians get these job places in a fair competition with whites.

Many blacks and Asians were invited to Britain after the Second World War and in the 1950s and 60s when Britain needed working hands. Immigrants were prepared to do the jobs white people did not want.

The BNP’s idea of repatriation sounds especially strange if you remember that blacks and Asians are just as British as any other citizens of the country because most of them were born in the UK. It is natural that this problem worries British teenagers and they feel strongly about it. This is what some black and Asian teens said about racism.

D h a r a. I feel half British, half Indian, torn between the two cultures.

J a s k i r a n. I don’t think I could ever live in India. I can’t speak Punjabi very well and I feel like an outsider there.

S h e r i d a n. About ten years ago people threw bottles at my uncle because he was dating a white girl.

D u n j h a i s e. I don’t think the BNP will get into power because Britain is so multi-cultural and I don’t think the population will support them. They don’t make me angry. I just think they’re stupid.

Section 5

№ 61 к упражнению 1

Charlie. I'm from Australia and all my friends really love going to one of the world's most famous beaches — Bondi Beach. It's a magnet for young Australians and surfers all over the world. But the place is dangerous. Each year about 3,000 people are rescued from the sea. Young people often come here to celebrate X-mas Day when it is usually about 40° above zero.

Tony. I'm sure the number one fashionable teen hangout is Harajuku, Tokyo's "Teen Town". You can find there pink and green hair, unusual costumes, people looking cool. Some girls need three or more hours to get their dresses ready when they go. Every Sunday teens come to Harajuku from all over the city to hang out, play music and listen to it.

Martin. Did you know that half of Dublin's population is younger than 27? Most of them can be found in Temple Bar. It's a very nice part of the city full of restaurants, shops, bars, pubs, street entertainers and all night partying. Young people go there for fun. Take your umbrella with you. Dublin is very rainy.

Jill. The East village in New York has a reputation as "the bohemian" hangout in the City. You can find here university students, punks, street artists, jazz musicians. Some people say the East Village has a political atmosphere, as it has been the place for political groups for many years and lately it has become the place to express antiwar protests.

Sue. Siam Square in Bangkok is really cool for teens. They hangout there at weekends. They spend their time in front of the Siam Centre watching music videos on very large screens, talk to their friends and sell original clothes and cheap souvenirs.

№ 62 к упражнению 8B

YOUNG PEOPLE'S MOVEMENTS AND ORGANIZATIONS

The term "Young People's Movement" is so wide that it includes all kinds of young people's associations

[ə,səʊsɪ'eɪʃən] from *Punk Rockers, Hippies and Goths to the Young Conservatives* in Britain and *Komsomol* in Soviet Russia.

The world's first voluntary youth organization was *the Boys' Brigade* [brɪ'geɪd], founded in Glasgow, Scotland, in 1883 by William Alexander Smith. The idea was to give the boys religious education and teach them to be disciplined and well-mannered.

In England Major-General Robert Baden-Powell founded *the Boy Scouts* movement in 1908. Like *the Boys' Brigade*, *the Scout* movement has spread around the world. A sister organization to *the Scouts*, *the Girl Guide Association*, founded in 1910, also has a lot of members in different countries. These organizations train boys and girls in various useful skills, such as lighting a fire, cooking, fishing and help children to develop their character.

Very often young people's movements are political in nature. In the 1930s there existed *Fascist* ['fæʃɪst] organizations for young people in Mussolini's Italy and Hitler's Germany. In Britain some young people joined *the Blackshirts*.

Soviet Russia had Young Communist groups: *Okto-brists*, *Pioneers* and *Komsomol*, which were founded to give young people political education and teach them patriotism.

The second half of the 20th century saw a number of youth cults [kʌlts] and cultures such as *the Rockers*, associated with motorcycles, rock-and-roll music and clothes made of leather. *The Hippies* of the late 1960s experimented with drugs, lived in communities, grew their hair long and were interested in radical politics.

The Goths followed a fashion of the late 1980s and early 1990s for white faces and black and purple clothes.

Skinheads are associated with racism. They appeared in the 1960s. *Skinheads*, mostly boys and young men, shave their hair off or cut it very short. They wear heavy boots and earrings. *Skinheads* often use violence and terrorize people. Some of the youth cults have survived till nowadays.

Section 6 (Consolidation Class)

№ 63 к упражнению 1

M a r i a. Foreigners have a positive influence on us. They bring us their culture, language and customs. However, they have to integrate well into our society. They should obey our laws. They must live legally in my country and certainly not tell us what we should do.

M e l a n i e. What do I think of “foreigners” coming to live in my country? Which country are we speaking about? Which country is my country? Is it Belgium? Is it Europe? I think we live in a world which looks like a village, where people know each other, are open to each other, can understand each other. I’m sure the word “foreigner” is not very important now. Who are foreigners? Maybe those who come to the Earth from Mars. In my opinion meeting different cultures can only improve our society.

L u k e. Foreigners coming to live in my country are not a problem to me. I think I can open my country to new cultures. I think they have decided to emigrate because the life in their own country was too hard for them. Most of them want to find work and have a better life, but some people bring trouble. In my opinion, the big problem is that there is not enough money for all of them, and Belgium cannot offer all of them places where they can work.

B r u c e. I think foreign citizens are sometimes discriminated. Some of them have a different religion from ours. Sometimes their customs and their culture are different too. My grandfather who had immigrated from Italy to Belgium many years before told me how difficult it used to be for him here at the beginning.

S i m o n. I think that foreigners who come to live in Western Europe are sure that everybody here is rich and that you can make a lot of money in no time. Unfortunately, reality is rather different. Television shows a nearly perfect world in the West and is respon-

sible for the misunderstanding. People come to my country and don't often find things they had expected. They become dissatisfied and aggressive. This can be dangerous.

And y. I have mixed feelings. On the one hand, my country is very small and there are so many jobless people in it. So I don't want thousands of foreigners to come and take our jobs. And then housing will be a big problem. But on the other hand, I find it very important to meet other cultures and people who speak different languages because living with people from other countries opens your mind.

UNIT 5. Your Future Life and Career

Section 1

№ 64 к упражнению 1А

THANK YOU FOR THE MUSIC

(Benny Andersson, Björn Ulvaeus)

I'm nothing special
in fact I'm a bit of a bore
if I tell a joke
you've probably heard it before
but I have a talent
a wonderful thing

'cause everyone listens
when I start to sing
I'm so grateful and proud
all I want is to sing it aloud
so I say

Thank you for the music
the songs I'm singing
thanks for all the joy
they're bringing
who can live without it
I ask in all honesty
what would life be

without a song or a dance what are we
so I say thank you for the music
for giving it to me

Mother says I was
a dancer before I could walk
she says I began
to sing long before I could talk
and I've often wondered
how did it all start
who found out that nothing
can capture a heart
like a melody can
well, whoever it was, I'm a fan
so I say

Thank you for the music
the songs I'm singing
thanks for all the joy
they're bringing
who can live without it
I ask in all honesty
what would life be
without a song or a dance what are we
so I say thank you for the music
for giving it to me

I've been so lucky
I am the girl with golden hair
I wanna sing it out to everybody
what a joy, what a life, what a chance

Thank you for the music
the songs I'm singing
thanks for all the joy
they're bringing
who can live without it
I ask in all honesty
what would life be
without a song or a dance what are we
so I say thank you for the music
for giving it to me

№ 65 к упражнению 3А

accountant [ə'kaʊntənt]	librarian
air host or airhostess ['eə,həʊstɪs]	lawyer ['lɔːjə]
architect ['ɑːkɪtekt]	mechanic [mi'kænik]
chef [ʃef]	model
chemist ['kemɪst]	musician [mju:'zɪʃən]
computer operator	nurse
computer programmer	photographer [fə'tɒgrəfə]
designer	physicist ['fɪzɪsɪst]
dentist	police officer
doctor	pharmacist ['fɑ:məsɪst]
engineer [,endʒɪ'nɪə]	secretary
estate [ɪ'steɪt] agent ['eɪdʒənt]	social worker
fashion designer	sports instructor
fireman (firefighter)	teacher
hairdresser	travel agent
journalist	vet

№ 66 к упражнению 6

A.

rely	eventually
within	choice
decision	discourage
brain	find out
admiration	give up
occur	make up one's mind
chore	change one's mind
waste	

B.

rely: to rely on/upon somebody (something). You can't rely on the weather in this part of the world. John is absolutely honest, you can rely on his word. Rely on my/me doing it.

within: within an hour, within a long period of time, within the next 24 hours, within the past few weeks; within the UK, within the walls of the city, within one's power. She came to the door and heard some voices within. The government is doing everything within its power to save the journalists.

decision: a clever decision, an important decision, a difficult decision, to make a decision. Your decision is very unwise. I would like you to think the problem over again and come to see me tomorrow. We need your final decision by Friday. Who makes decisions in your family?

brain: brains, to use one's brains, the left/right brain, to get something on the brain, my tired brain, his quick brain. The left brain controls the right-hand side of the body. He's got football on the brain — he can't think about anything else.

admiration: to be filled with (to be full of) admiration, to feel admiration for somebody, to have a great (deep) admiration for one's teacher. Jane stared at Father Frost in open admiration.

occur (occurred): 1) to be likely/unlikely to occur, to occur quite naturally. The police said the accident occurred at 4 p.m. 2) to occur to somebody. It suddenly occurred to me that I would never see them again.

chore: 1) to do one's chores, (the) household chores, daily chores. You can go and play after you have done your chores. It usually takes me two hours to do my household chores. 2) Walking the dog early in the morning is a real chore.

waste: to waste time (money, efforts, etc.) on sb/sth. I'm not going to waste any more time on the problem. Why do you waste your money on lottery tickets?

eventually: Did they ever pay you? — Eventually, yes. We are hoping eventually he'll pass his exam.

choice: to make a choice, a big choice of books, her final choice. Amy bought a red bag but my choice was white. Our parents can influence our choice of career.

discourage: to discourage people from doing something. What he said didn't discourage me. We hope the bad weather won't discourage people from coming.

find out: to find out the truth (address, etc.). Her parents found out she had a boyfriend.

give up: to give up doing sth, to give up sth. Eventually he decided to give up smoking. She was made to give up her career.

make up (change) one's mind: I have made up my mind to become a diplomat and I won't change it.

THINKING OF YOUR CAREER?

Now you are not so far from the end of school. Have you made your choice of a career? If you have, are you working harder on the school subjects you are going to need in the future? Read what three successful professionals have to say about it.

Jennifer Morrison (she is writing her third novel). In school I did well, but felt discouraged by the teachers. It all changed one summer. I felt that my school wasn't doing enough to educate me. At the same time I understood that I was responsible for my own education. My advice is don't wait for others to educate you, do it yourself. Also read as much as you can.

Patric Martin (he is a physician). I didn't plan to be a doctor, but loved science. Later I found out that doctors also solve problems and rely on facts like scientists do, only they have to do it within a very short period of time. I like my work because I know that my decisions influence my patients' lives and I have to use my brain and hands every day. My advice to young people who made up their minds to study medicine is ask yourself why you want to be a doctor. If it is for the prestige [pre'sti:3] or the money, find a different profession.

Chris Wilson (he is a computer engineer in San Francisco). When I was a kid, I wanted to be a rock star because of all the success and admiration they get. I began to play the guitar at the age of nine and spent the next 20 years chasing a dream. I finished high school and toured with a band playing in clubs. As a day job I did telephone surveys for a computer company. Eventually the company employed me full time and let me learn on the job. I started to make real money and finally it occurred to me that maybe computers were more than a day job. At the age of 27 I gave up my rock star dreams because music had become nothing but a chore. My advice to young people is — you have freedom to sculpt your future but remember that there's no time to waste.

Section 2

№ 68 к упражнению 1

ALEXANDER THE GREAT

Alexander the Great was a legendary soldier and a hero of his time. He became king of Macedonia when he was only twenty years old. By the time he was thirty, he ruled a big empire from Greece to India.

There are many legends about Alexander and his deeds. Here is one of them. Alexander and his army were on their way to the East and had to cross the River Ganges. Alexander had found out that the land across the river belonged to a powerful king who had four thousand elephants. Alexander was not afraid and called his men together to tell them the news about their next adventure.

But his men were not happy to hear Alexander's words. They had walked 18 thousand kilometers since they first arrived in Asia. They had not seen their families for eight long years. And after three terrible months of rain, they were muddy, wet and tired. They did not want to cross the river and attack another great empire. They wanted to go home.

Eventually one of the commanders told Alexander what they all felt and said they wouldn't continue east. It was the first time in his life that Alexander lost, and lost without even starting a battle! Anyhow Alexander knew he had no choice — he told his soldiers he would take them home.

In his tent that night Alexander was not as happy as his men. He was hurt. His humiliation had been public! There was a philosopher called Anaxarchus who was travelling with the army. He tried to make Alexander feel better and talked to him about the great number of worlds that exist in the universe. The legend says that Alexander cried when he heard that. "There are so many worlds," he said, "and I have not yet become a king of even one."

№ 69 к упражнению 4

DIALOGUE A

K a t i e. I say, Chris, have you made up your mind about what to do after school?

C h r i s. I'm going to university. I hope to do sciences either in the University of London or somewhere else. London University is my first choice. And you? Have you decided?

K a t i e. I'm still in two minds. I'd like to be a fashion designer or an interior decorator. I may go to one of the London art schools or maybe I'll stay at home, find a working place and try to learn on the job.

C h r i s. I see. Well, who knows, we may meet in London in a couple of years.

DIALOGUE B

J e n n i f e r. You know, Sam, I'm thinking of taking a medical course in the University of Manchester. Do you think I'll make it?

S a m. I'm sure you will. You're at the top of the class in chemistry and biology.

J e n n i f e r. I hope you are right, Sam. How about you? Are you going to stay here or go to some place?

S a m. Maybe I'll stay and try to find a job in our department store where I'm working now part-time. I'd love to sell modern electronic devices like laptops, digital cameras or iPods.

J e n n i f e r. I know you're very good at computers and things. You can make a very good career in trading.

№ 70 к упражнению 6

A.

certain	patient
main	calm
clear	experience
require	cope
care	quality
suit	be worth doing
though	do well in a subject

B.

certain: 1) to be certain. I'm certain that Clive knows it. 2) certain plants, certain animals, certain people. Certain plants are good to eat but others are not.

certainly = of course. Would you like to go there? — Certainly.

main: the main idea, the main choice, the main square. Piccadilly is one of London's main streets.

clear: clear blue skies, a clear photo, a clear idea, clear water. Do you know the way? — Yes, the map is quite clear. Is that clear?

require: to require some help, to require the/some information, to be required. This job requires a clear head. No knowledge of Arabic is required for entering this university department. Nothing is required of you here.

care: to do sth with care, to require a lot of care and love. Be sure to dry the dishes with care. To take care of sb/sth. When my parents are away I take care of our pets and flowers.

caring: caring parents, caring jobs. I will never forget my first teacher: she was so nice, so caring.

suit: to suit sb/sth. The lively music suits my happy mood. Stay as long as it suits you. The yellow jacket suits you perfectly.

(al)though: I was late for school though I got up early. The movie was good although it was very long.

patient: a patient teacher, a patient nurse. The teacher repeated the instructions several times in a patient voice.

calm: a calm sea, a calm quiet voice, to stay calm, to keep calm, to feel calm. The sea was calm after the storm. We were told to stay calm, that help was on the way.

experience: to have experience in sth/doing sth; to have experience with children; to get some experience; to know from past (personal) experience. I can say from personal experience that it's hard not having a job. In my experience these things never happen.

cope: to cope with sb/sth, to cope with some extra work, to cope with sb's death. It's not easy to cope with such a difficult situation.

quality: good/bad qualities. The quality of secondary education is getting better. What personal qualities are required of a firefighter?

be worth doing sth: The book is worth reading. It's worth going there. The film is not worth seeing, it's boring.

do well in a subject: Jane does well in literature.

Section 3

№ 71 к упражнению 1

Ernest Shackleton was born on February 15, 1874 in Ireland and became a legendary Antarctic explorer. A Norwegian explorer, Roald Amundsen, was the first man to arrive at the South Pole but Shackleton didn't give up. In 1914 he decided to cross Antarctica on foot.

In one of the expeditions his ship was crushed by thick ice. Shackleton and the five strongest sailors went in a boat to South Georgia, which was over 1,000 kilometers away across the Atlantic Ocean. The men who had no phones or radios could only find their way by reading the stars.

The brave explorers spent 105 days on an ice island. Shackleton's team played football to keep warm. Temperatures reached -30 degrees Fahrenheit (-34 degrees Celsius). The icy wind was very strong. In the winter it was dark for 70 days. But all the men survived. They had no food, so Shackleton's team had to eat penguins and shoot their dogs for meat.

Shackleton walked 35 km across the icy mountains of South Georgia to get help for the rest of his team. There were no maps and Shackleton had enough food for only three days. It took 36 hours of non-stop walking to get help and 4 months to reach the place where Shackleton's team was waiting.

Section 4

№ 72 к упражнению 1

Speaker 1. I don't really know what I would like to do after school. I haven't made up my mind yet if I should go to work or go on studying. I think it could be good to take a year off and perhaps to go travelling, to get some experience, to see new places, to meet various people. I am sure travelling will give me a chance to learn about the world and maybe to learn more about myself. Then I will be able to decide what I really want to do.

Speaker 2. I have had enough of school. I am tired of studying. I think I'll be able to find some interesting job soon. I have already one offer and I can start right away. My exam results at school are good enough. I've been into computers for some years already and the firm offering me the job specialises in IT, information technology, so I'm going to get some money.

Speaker 3. I'm glad I'm leaving school. Now I would like to get a job and to do some real things. I would like to do some job helping people. It could be first aid, some job at a hospital but not necessarily nursing. I am thinking about some useful jobs aimed at people. I am rather patient and they say I easily get on well with different people. But I wouldn't like to work shifts. I am interested in having a job during the day. Then I will be able to go to evening classes. If I make up my mind to go to University.

Speaker 4. My main interest is linguistics. I have always been interested in foreign languages. And my results in arts are really very good. I think it is much better to study before work, I would like a good education in the field of philology. So I plan to go to the University and get a diploma.

Speaker 5. My parents expect me to become a lawyer and they want me to go to the University immediately after school. My mother told me she would like me to continue with my studies. I think it is worth trying because I really would like to get the best job, when you

are paid a lot of money for doing the things which you really love doing and can do well. In my opinion, you can have all things if you have a good academic education.

№ 73 к упражнению 5

A.

fulfil	owe
continue	debt
grade	mortgage
degree	retire
acquaint	exactly
course	attract

B.

fulfil: to fulfil a role (a function, a purpose); to fulfil one's duty (promise), to fulfil a plan. The church fulfils an important role in this town. The government has failed to fulfil its election promises.

continue: to continue to do sth, to continue doing sth, to continue with studies. Doctors advised him to continue taking the medicine for another week. James looked at me and continued to read the papers. She decided to continue with her studies for another two years.

grade: 1) to get good grades, to improve one's grades. I got a good grade in geography. 2) to be in the 1st grade. Fifteen-year-olds are usually in the ninth grade.

degree: to some degree, to a large degree, to a certain degree. What you say is true to some degree. A bachelor's degree, a master's degree, a biology degree, a degree in maths. Ann has got a master's degree in English Literature.

acquaint: to acquaint sb with sth, to be acquainted with sb or sth, to get acquainted with sb. Let me acquaint you with this problem. Are you acquainted with the latest rules? Where did you get acquainted with Sergey?

course: to do a university course, to take a course in modern languages. Nigel is doing a law course at the university.

owe: to owe money, to owe sb two dollars. I owe my brother fifty roubles that he lent me last week.

debt: to have debts, to be in debt/out of debt. John is in debt to the bank because he bought that big house.

mortgage: to get a mortgage, to take out a mortgage, to have a mortgage on one's house. I can't get a mortgage now because I'm unemployed.

retire: to retire at the age of 60. In Russia women retire at the age of fifty-five and men at the age of sixty.

exactly: exactly ten. Please tell me exactly what you saw. This dress is exactly what I wanted.

attract: to attract people, to attract investors. Tourists are attracted by sandy beaches of California.

№ 74 к упражнению 8В

MY OWN WAY

Part I

School... exams... university... job... pension... Have you ever felt you are on a conveyor belt? Are you fulfilling your parents' plans or have you got other ideas? Get acquainted with one young man's story of how he decided to follow his own dream.

"I sometimes feel like I'm a product that is continually being processed in a factory. In our society you're born, you go to nursery school, and then on to primary school. You study for five years for your GCSEs in a secondary school. Then, if you get the right GCSE grades, you can go on to college to study for your A levels. The right grades will allow you to go to university to study for a degree. Before you go to university, you might go on a gap year to get a little life experience but you don't take more than a year. This is not allowed.

So you finish your university course owing lots of money to banks for various debts you've built up during your time at university. You're already on the conveyor belt and it is very hard to get yourself off. You find a job, a girlfriend, whom you may eventually marry; you buy a house together and start paying off your mortgage.

You decide to have children and put them on the same conveyor belt. You earn more money and retire, grow old, die. Well done. You did it. You did exactly what this society asked of you. To be honest such a prospect doesn't attract me."

Section 5

№ 75 к упражнению 1

Stradivari was the name of a family of violin makers in Cremona, Italy, in the late 17th and early 18th centuries. Together with the Amati and Guarneri families they turned violin making into a real art.

Antonio Stradivari was born probably in 1644 and died in 1737. The violins he made are considered to be the best ever made. Stradivari learned his skill from Nicolo Amati, whose family had been making violins for many years. Stradivari continued to work with Amati until 1684. The violins of this first period follow the Amati tradition.

Antonio Stradivari worked with his two sons, Francesco and Omobono who helped him. He opened his own shop in 1680 and eventually changed his violins developing his own style. His violins were bigger in size and longer. By the year 1700 his instruments had achieved perfection and the next 20 years are known as the Golden Period. Stradivari continued making violins to the end of his life. His last instrument is dated 1737, when he was 93.

It's believed that Stradivari made about 1,100 instruments — mainly violins, but also some violas and celos. We know what happened to 700 of them. Almost all of his instruments have their own names.

№ 76 к упражнению 5

A.

secure	proper
security	rescue
guard	employer
lifeguard	expectation

bodyguard	gap
fortune	follow sb's footsteps
refuse	get down to sth

B.

secure: a secure job, a secure future; to be secure from sb/sth, to feel secure. She wanted a job with a more secure future. Everyone wants to be financially secure.

security: national security, international security, a security adviser. If you don't leave, I'll have to call security.

guard: a prison guard, a group of guards. There was an armed guard on duty outside his door. A brave life-guard, a young bodyguard.

fortune: to make a fortune, to cost a fortune, to spend a fortune, to pay a fortune. Henry Ford made his fortune with his cars. They spent a fortune on flowers alone.

refuse: to refuse to do sth, mum asked him to apologize but he refused. How could he refuse to help his own sister?

proper: a proper job, a proper education, proper tools. That's not a proper way to do it! The problem was they didn't have a proper place to study.

properly: properly dressed, properly trained.

rescue: to rescue people, to rescue sb from sth. The firefighters rescued several people from the house on fire. Debora tried to rescue her younger sister from falling off the stairs.

employer: somebody's employer. An employer is responsible for his workers. Daniel's employers offered to pay for his course.

expectation: to have high/low expectations, to meet sb's expectations, against sb's expectations, in expectation of sth. The team went to play the match without any expectation of success. We had heard so much about the film but it didn't meet our expectations. The Robinsons are parents with high expectations for their children.

gap: a gap in the mountains, a gap between the tapes, to fill in the gaps in one's education. There are wide gaps in my knowledge of history.

follow sb's footsteps: Antonio Stradivari's children followed their father's footsteps.

get down to sth: get down to business at once. It's hard to get down to work after a nice long holiday.

№ 77 к упражнению 8B

MY OWN WAY

Part II

I went to school and college until I was eighteen. I passed my A-levels, then went surfing around the world on my gap year. I really don't like the word *gap* because for me that year was full of important activity. Nowadays, we are encouraged to take a gap year, we are told that future employers love it because it means you have done something original to talk about in your job interviews. But when the gap year is over, you must get down to serious work — start earning money and making plans for the future. We need to think of our security. Personally I don't believe security can come from a big house and a fast car or a university degree. All these things create an illusion that you are secure. Security, in my opinion, comes from within oneself.

I'm now on my *fourth gap year* and I am happy, truly happy. Every summer I work as a beach lifeguard in Cornwall where thousands of people go for their summer holidays. I don't earn a fortune but my life is rich. I wake up every morning and I see the ocean. I can surf every day if there are waves. I don't want any other life.

I believe that lots of people know what makes them happy but they choose to ignore it because they want to meet the expectations of the society. I don't want to see the world in the movies and read about it in books. I want to see it myself, smell it, hear it and feel it. I refuse to follow other people's footsteps.

People often ask me what I want to do with my life and when I'm going to get a proper job. They forget that I may be the person who rescued their child on a beach one summer. Isn't that *proper* enough? I want to do exactly what I'm doing right now. Sure I'd like a little house and maybe bring a baby into the world, but I want to go my own way.

Section 6 (Consolidation Class)

№ 78 к упражнению 1

a) What is a star? How big is the Universe? Where did the Sun and the Earth come from? These are the questions that people have been asking for thousands of years. If you watch Channel 4 at 5 p.m., you may find answers to these questions in the show “What is it all about?”

b) People were predicting the weather long before our time. They looked for signs in the way plants and animals behave. Animals can indicate the weather, often very accurately. The Germans used to keep frogs as live barometers because they croak when the pressure drops.

c) The weather is a vital part of our daily lives and it changes all the time. This is a programme about those who study the following things and try to find out what will happen next.

- 1) Air temperature
- 2) Cloud types
- 3) Sunshine
- 4) Rain, snow
- 5) Wind — speed and direction

d) “What is a bird?” It is a new programme on channel 5. It gives information about the number of birds in the world and offers very interesting facts about their life. You will learn about birds of the past, the biggest and smallest birds of our time. You will know what birds live in tropical forests, which of them can live with little water, which, like the secretary bird, hunt on foot, which migrate over long distances.

e) “A million earthquakes” is the title of the TV programme you will be able to watch each Wednesday at 5 p.m. Famous scientists will tell you about the main earthquake areas. You will learn that there are about a million earthquakes every year. They happen under the sea as well as on land. Ninety per cent occur in the “ring of fires” which circles the Pacific Ocean. Most of them are very small. A large earthquake occurs about every two weeks — mostly under the sea, where it does little harm.

№ 79 к упражнению 7B

ARE GIRLS CLEVERER THAN BOYS?

It's a fact that girls usually do better than boys even in such subjects as mathematics or science, and people used to think that those were more suitable for boys than for girls. There are some reasons for this. Boys and girls behave very differently in and out of school.

Here are only some examples of such difference. Boys make more trouble, while girls are usually well-behaved. In class boys often put up their hands to answer questions but give the wrong answers. At the same time girls do not always put up their hands even if they know the answer because they are not one hundred percent sure. Girls spend more time than boys doing their homework as they care more about their progress at school and their grades. In the modern world girls are becoming a lot more ambitious.

Girls are more realistic, more down-to-earth. For example, boys spend a lot of time playing computer games and watching action films on television because they live in a world of their own fantasy. When girls use computers, they usually do it for some practical reason.

Ask a fourteen- or fifteen-year-old boy about his future career and he is very likely to tell you that he would like to get a lot of money, or be a DJ, or a basketball player. At the same time most of girls being more realistic, think of becoming teachers, doctors or managers. They choose careers where there's less unemployment as they want to have a secure future. The good news is, however, that later on boys become more interested in studies and even outdo girls as their examination results often show.

Тексты аудиозаписей к рабочей тетради

UNIT 1. Mass Media: Television

Listening + Section

№ 1 к упражнению 1

THE WAR OF THE WORLDS

The most famous radio broadcast in American history took place at 08:00 p.m. on October 30, 1938. It was the day before Halloween, and millions of Americans turned their radios to listen to a popular program starring Orson Welles, a well-known actor, film director and radio broadcaster. The program that evening was an adaptation of a science-fiction story by George Herbert Wells, called “The War of the Worlds”. This is a rather threatening story about Martians coming to planet Earth to invade and occupy it.

Orson Welles thought it would be a good story for the night before Halloween. But he decided to make some changes in the story. He presented the show as a news broadcast about a real invasion from Mars to make it seem more realistic. The show began with an orchestra playing dance music. After a few minutes the music was stopped and an actor reported that a big flying object had landed in New Jersey, USA. This sounded like the news. Then some other actors played the roles of policemen, speaking about the details of the terrifying invasion from Mars.

A lot of listeners who hadn't heard the beginning of the program where it was said that the program was a fictional dramatisation, were shocked and fright-

ened. They thought that Martians had really landed in the United States. They believed they were listening to a real news program, so realistic it was. Some people got into their cars and tried to leave New Jersey. Others prepared guns to defend themselves from the horrible Martian invaders. The radio show started a big panic.

The next day, Orson Welles had a press conference. He said he was sorry that his broadcast had made so many people panic.

№ 2 к упражнению 2

TEXT ONE

In 1945 you could see a very unusual ship in the Pacific Ocean. It was an American "Ice Cream Barge". Its job was to make ice cream for American sailors.

TEXT TWO

Orlando Bloom was born on 13 January, 1977 in Canterbury, England. He has a mother and a sister, Samantha, who is two years older than him. His father, Harry Bloom, died when Orlando was only four years old. He got his education in the National Youth Theatre, British-American Drama Academy, and Guildhall School of Music and Drama.

TEXT THREE

It is a large bookstore with two floors, a great selection of art books and postcards. There is also a souvenir section. Open Monday to Saturday from 10 a.m. till 7 p.m. Lunch break from 2 p.m. to 3 p.m. Situated at number 6 Ulitsa Myasnitskaya. 928-35-67.

TEXT FOUR

To the right of the Central Alley is a row of fountains. To the left, on the edge of the hill, stands the white Church of St George, a specimen of modern Russian church architecture. The walls of the church are decorated with bronze reliefs, the building is rimmed with tall arches and the stone foundation is surrounded with stairs.

TEXT FIVE

All the boys danced with me — they had to, because they were my guests. The evening was very warm, and little by little everybody began to go outside and sat around the swimming pool. Dennis Brown and I went out too, and we walked up and down in front of their chairs. It was just in front of Merry Ann that it happened. Perhaps it was an accident but Merry Ann's foot was pushed out very far. Of course I couldn't see her foot in the dark, and I fell over it and into the pool.

№ 3 к упражнению 3

MR BEAN

Mr Bean is a superstar. He appeared in a few feature films and several TV series. The man behind Mr Bean is the British comic actor Rowan Atkinson.

Atkinson was born in Durham in north-east England and studied electrical engineering at Newcastle University before doing his master's degree at Oxford University. At Oxford he met the writer Richard Curtis. Together they began writing sketches — short humorous pieces of acting. Their sketches were a success.

Atkinson invented the Bean character while he was a student in Oxford. The public first met Mr Bean at the Edinburgh Comedy Festival, in the 1980s. But before Bean became a big hit, there was another character played by Atkinson — Blackadder. In the first part Blackadder lives in the 15th century England. Blackadder-2 took place in the time of Queen Elizabeth the First, in the 16th century. And Blackadder-3 was set during the 18th century. Part Four showed Blackadder during the First World War. The Blackadder series became one of the most successful BBC comedies.

Atkinson began the first Mr Bean television series in 1990. In it he uses physical humour more than dialogue and when he says something, he never says it clearly. Most of the time he makes strange noises but people all over the world understand what he means and laugh.

№ 4 к упражнению 4

1. Pirates of the Caribbean, at World's End

This is the third part of the trilogy and the most dramatic of all. Captain Jack Sparrow (played by Johnny Depp) has to be saved from World's End, the place of the dead. His friends sail beyond the edge of the map and face their enemies in the final battle. The film is full of mysticism and drama. It is sure to thrill you.

2. The Motorcycle Diaries

Directed by Walter Salles, a Brazilian film maker, this film tells the story of two friends taking a motorcycle trip across South America. The film deals with an important political issue as a back story. And what's more, it's beautifully shot. A definite must-see.

3. Around the World in 80 Days

The film is an adaptation of a Jules Verne novel. In it a British inventor, a Chinese thief, and a French artist go on an adventure trip circling the globe in 80 days. They use different modes of transport from boats, trains, balloons to elephants. Jackie Chan and Steve Coogan co-star in this film. The film is a real feast for the imagination.

4. Easy Rider

The young Peter Fonda and Dennis Hopper made this film in 1969. This film which also stars Jack Nicholson, was one of the first low-budget films that was able to earn a lot of money. Fonda and Hopper are two hippies who ride most of the way across America on their motorbikes to be in time for the famous music festival in New Orleans. On their way they face a lot of difficulties. The film comes along with a great soundtrack.

5. Thelma & Louise

This is the story of two women, played by Geena Davis and Susan Sarandon, who have to drive from Oklahoma to Mexico after shooting a man who had attacked them. The police are looking for them and the tension mounts. The film includes a final scene at the Grand Canyon.

№ 5 к упражнению 5

EWAN MCGREGOR

Ewan Gordon McGregor is one of the most famous Scottish actors in Hollywood. His name is familiar to every film lover around the world.

Ewan comes from a small Scottish town of Crieff, where his parents still live. Ewan hasn't lost his roots. He says Crieff is a very special place for him. It reminds him of childhood holidays and freedom.

Ewan McGregor doesn't like the idea of living a quiet life. His lifestyle is different from that of many famous actors. He prefers his life to be exciting and even dangerous. In 2004 he and his best friend Charley Boorman completed a 115-day motorbike ride which took them from London to New York, passing through Ukraine, Russia and Kazakhstan, among other countries. To prepare for the trip, Ewan and Charley went through intensive training, for all possible events. Ewan even took a language course in Russian to be able to talk to people in Siberia.

The trip from London to New York which was called "The Long Way Round" was not just one long holiday for Ewan. The trip helped to raise money for the charity UNICEF (United Nations Children's Fund). The aim of this organization is to help children around the world. As a result of the trip Ewan and Charley produced a book and a television series.

Test 1

№ 6 к упражнению 1

MEN DON'T HAVE MUCH TO SAY

Men often say that women talk too much. They talk when they meet in a busy street, they talk during lunch break in the office and especially when they are on the telephone. But Professor Boynton of University College, London has offered a very simple explanation. Women, she says, simply have more to talk about. During two months she studied the conversations of men

and women and this is what she discovered: women discussed up to 40 different subjects, but the men's conversations were very limited.

Most of them talked about sport, work and women, after which they didn't know what else to say. At the same time, the women had no problem finding new subjects for conversations. They talked about everything from families, friends and health to music, culture and politics. As you see. Professor Boynton's discovery speaks against the theory that women spend all their time talking about husbands and boyfriends.

UNIT 2. The Printed Page: Books, Magazines, Newspapers

Listening + Section

№ 7 к упражнению 1

TEXT ONE

It is one of the biggest in the world. It has so many exhibits on its four floors that one visit hardly seems enough. As you enter the main hall you can see an impressive collection of guns, tanks, rockets and planes hanging from the ceiling. There is also a German one-man submarine and a bomber you can get inside.

TEXT TWO

There are lots of good things about it. Very nice buildings, nice people. Everything! The worst thing? It is very polluted. And sometimes it can be really hectic. But I love it.

TEXT THREE

Here we can get a meal, see an entertainer such as Lacy Porter and Dave Spikey, hear live music as well and dance if we fancy it. However, it has a special policy towards group visits. Parties of twelve or more must pay a "Behaviour Bond" of cash at the door. If anyone

behaves badly, the group is asked to leave and the money is kept.

TEXT FOUR

The best way to see them is from a helicopter. There are several companies that fly over them. More than 150,000 million gallons of water flow over them every second. The view from land is equally as impressive. However, even on sunny, warm days, remember to wear rain coats so you don't get drenched.

TEXT FIVE

The Mall of America is the biggest in the United States. It has an amusement park called Camp Snoopy, a walk through Aquarium and the LEGO play centre for kids and adults. After a day's shopping, you can relax playing bowling. It has the best choice of clothes, shoes and souvenirs.

№ 8 к упражнению 2

There are very few people who do not know the name of Joanne Rowling, the author of the Harry Potter series. She is internationally famous and her books are sold in millions of copies worldwide. J. K. Rowling is one of the world's most successful writers. So, how did she become one?

Rowling was born near Bristol, England. As a child, she enjoyed writing stories, which she often read to her sister. At school, Rowling was good at languages, but didn't like sports or mathematics. She studied French and Classics at the University of Exeter, with a year of study in Paris. After graduating from the University Rowling moved to London to work as a researcher and secretary for the organisation called "Amnesty International". One day while she was on a train trip between Manchester and London, she had the idea for a story of a young boy who goes to a school of wizardry. As soon as she got home, she began writing. A few months later, Rowling went to Portugal to teach English as a foreign language. While there, she married the Portuguese television journalist Jorge Arantes.

They had a daughter Jessica. The couple soon divorced, their marriage lasted only one year.

In December 1994, Rowling and her daughter moved to Scotland to be near Rowling's sister. At the time, Joanne was unemployed and badly needed money. In 1995, Rowling finished her manuscript for *Harry Potter and the Philosopher's Stone* on an old typewriter. Shortly afterwards, the book was sent to twelve publishing houses. None of them took it.

A year later, Barry Cunningham from the small publishing house "Bloomsbury" agreed to publish the book. He did it after eight-year-old Alice Newton, the daughter of the company chairman, read the first chapter and immediately asked for the second one. Anyhow, while publishing the book, Cunningham was not sure that the book would make any money and even advised Joanne to find a day job. "Bloomsbury" were worried that young boys might not want to buy books by a woman author. They asked her to use two initials instead of her Christian name. Rowling chose K from her grandmother's name Kathleen, as the second initial of her pseudonym.

"Bloomsbury" published *Harry Potter and the Philosopher's Stone* in just one thousand copies, five hundred of which were given to libraries. That was the first step on the book's way to success.

№ 9 к упражнению 3

ROALD DAHL'S WRITING HUT

Roald Dahl wrote his books in a small brick hut, which was built especially for him, at the end of the garden. It was painted white with a yellow front door.

Dahl wrote his books sitting at his writing board with his legs tucked up in a green sleeping bag and his feet resting on a log.

Roald Dahl didn't allow anyone else inside the hut. The hut was never cleaned or dusted. The only thing in the hut that was cleaned regularly was the writing board which the author had designed and made himself. Dahl had a very strict daily routine. He ate his breakfast in bed and opened his post. At 10.30 a.m. he

walked through the garden to his writing hut and worked until 12 p.m. when he went back to the house for lunch.

After a short rest he took a flask of tea back to the writing hut and worked there till 6 p.m. He was back at the house at exactly six o'clock, ready for his dinner. Dahl always wrote in pencil and always used a very particular kind of yellow pencil with a rubber on the end. Before he started writing, Roald made sure he had six good sharpened pencils in a jar by his side.

Roald was very choosy about the kind of paper he used as well. He wrote all his books on American yellow pads, which were sent to him from New York. He wrote and rewrote until he was sure that every word was just right. A lot of yellow paper was thrown away. Once a month, when his large wastepaper basket was full to overflowing, he made a bonfire just outside his writing hut. One of its walls was soon streaked with black soot.

When Roald Dahl finished writing a book, he gave the pile of yellow scribbled paper to Wendy, his secretary, and she turned it into a printed manuscript to send to his publisher.

The hut still stands exactly as Roald left it, with everything ready for writing. His cigarette ends are in the ashtray and his wastepaper basket is almost full. It's as if he had just gone out for a bit.

№ 10 к упражнению 4

MRS O'CONNOR

Every Saturday morning we heard the front door opening, and footsteps outside, and then, with a flurry of loose clothes and jangling bracelets and flying hair, a woman burst into the room shouting, "Hello, everybody! Cheer up!" And this was Mrs O'Connor.

Blessed beautiful Mrs O'Connor with her tasteless clothes and her grey hair flying in all directions. She was about fifty years old, with a horsey face and long yellow teeth, but to us she was beautiful. She was not on the staff. She was hired from somewhere in the

town to come up on Saturday mornings and be a sort of babysitter, to keep us quiet for two and a half hours.

But Mrs O'Connor was no babysitter. She was nothing less than a great and gifted teacher, a scholar and a lover of English Literature. Each of us was with her every Saturday morning for three years (from the age of ten until we left the school) and during that time we spanned the entire history of English Literature from 597 AD to the early nineteenth century.

Everybody in the class was given to keep a slim blue book called simply "The Chronological Table", and it contained only six pages. Those six pages were filled with a very long list in chronological order of all the great and not so great landmarks in English Literature, together with their dates. Exactly one hundred of these were chosen by Mrs O'Connor and we marked them in our books.

Mrs O'Connor took each item in turn and spent one entire Saturday morning of two and a half hours talking to us about it. And what marvellous exciting fun it was! She had the great talent of making everything she spoke about come alive to us in that classroom. In two and a half hours, we grew to love Langland and his "Piers Plowman". The next Saturday, it was Chaucer, and we loved him, too. Even rather difficult fellows like Milton and Dryden and Pope all became thrilling when Mrs O'Connor told us about their lives and read parts of their works to us aloud. And the result of this, for me at any rate, was that by the age of thirteen I had become quite knowledgeable about literature. I also became an enthusiastic reader of good writing.

Dear lovely Mrs O'Connor! I'm still grateful to her for the joy of her Saturday mornings.

№ 11 к упражнению 5

1. "Hooray for Horrible Harriet" by Leigh Hobbs

An unusual and exciting story about a big, bad strange girl who invents a terrible creature called Mr Chicken to keep her company. But Mr Chicken doesn't want to obey Harriet's orders and follows her

to school, where he causes chaos. The book is a kind of Frankenstein for children and it has no happy end. The vivid, energetic pictures add the perfect finishing touch.

2. “Olivia Saves the Circus” by Ian Falconer

This book immediately stands out because of its wonderful grey, red and black illustrations. Olivia lives in the world of fantasy. When her teacher asks her to describe what she did in the holidays, she tells the story of how she went to the circus and had to do everything herself because all the circus people were ill. It’s a very funny story about the power of our imagination.

3. “The Night Pirates” by Peter Harris and Deborah Alwright

Tom is sleeping in bed, when a gang of girl pirates steal the front of his house to use as a disguise for their ship. Tom asks if he can join them for an adventure. Together they steal gold from some real pirates, who end up running away from the children. A great story, with lovely pictures.

This book is a fine addition to the “night-time adventure” genre of children’s fiction. Boys and girls will love it.

4. “Songs and Verse” by Roald Dahl

Some of these poems will be familiar; others have never before been published. All are delightful to read aloud, with the humour and vocabulary perfect for inspiring young children with the joys of language. Dahl’s love of words shines through every page, whether he is inventing a strange creature, telling a fairytale or retelling a well-known story. This skilfully illustrated hardback is a perfect addition to any child’s library.

5. “How Cool Stuff Works” by Chris Woodford

This great big book is full of surprising facts and photographs. The book is designed to blow your mind. And it does exactly what it says on the cover: gives simple explanations about how everything works — from iPods to scanners. The book uses every type of picture to prove its point. This is a perfect way of get-

ting technology loving children to pick up a real book. Cool? You'd better believe it!

Test 2

№ 12 к упражнению 1

TEXT 1

Geoffrey Chaucer was a great English poet. He was one of the first people to write in the English language rather than in Latin. His best-known work is "The Canterbury Tales". It is a collection of stories told by an imaginary group of pilgrims as they travelled to Canterbury Cathedral.

TEXT 2

James Fenimore Cooper was one of the earliest American writers. He wrote a number of novels describing life on the American frontier in the 1700s. His most famous books describe a frontiersman named Natty Bumppo, or Leatherstocking, who, though a simple man, understood the wilderness in which he lived and the Indians who lived there, too. Cooper's most famous book was "The Last of the Mohicans".

TEXT 3

Emily Dickinson was one of America's greatest poets and one of the most important of the 1800s. Her poems can be hard to understand. She wrote about the difficulty of understanding the world, and of how quickly and strangely life passes. She was a very reserved person, who refused to publish any of her poems during her life and who never married. She lived all her life at her parents' home in Massachusetts. Few certain facts about her lonely life are known.

TEXT 4

Nathaniel Hawthorne was one of the most important American writers of the 1800s. His most famous books are "The Scarlet Letter" and "The House of the Seven Gables". He wrote many stories for children,

too. His best stories can be hard to understand, but all have a strong sense of the world he lived in — the little towns of New England in the 1800s.

TEXT 5

Herman Melville lived in America in the 1800s. His most famous book is called “Moby Dick”. It tells of a whaling captain and his search for a great white whale. Though Melville was already famous when he wrote “Moby Dick”, few people liked it at the time. Most people preferred Melville’s earlier books. They described his life as a sailor.

UNIT 3. Science and Technology

Listening + Section

№ 13 к упражнению 1

BRAIN BOOSTERS

Science can do wonders. Modern scientists have invented special drugs for patients with attention or sleep disorders. The pills calm the user and increase concentration. Now many US and British students use such medications.

Mark was going to have his summer finals. He decided he wasn’t good enough to make the top grade. So he went on the Internet. He found an online pharmacy based in Turkey and he bought some medication. It was a drug given to people with sleep disorders. But it also sharpens memory, makes one more mentally alert and lengthens one’s focus or attention span. After a week of taking one tablet daily, sleeping four hours a night and doing his pile or revision, Mark took his exams. He got the highest grade possible. Mark says that without the drugs he wouldn’t have got such a result.

Now a report from the British Academy of Medical Sciences warns authorities to get ready for the fact that such drugs called “brain boosters” would be used more often by students in the future. Medical experts wonder if “brain boosters” will give students who use

them an unfair advantage in competing for good grades.

Such drugs are illegal without prescription, and they may have dangerous side effects. But that isn't stopping healthy UK and US students from using "brain boosters" to cram for exams.

№ 14 к упражнению 2

1. Hi, I'm Katy. I think this invention is extremely useful. It has become an important part of our lives. I simply can't imagine how we can do without it. It is so easy to get the information you need being in your flat or house. And it is much quicker than it was before when people used only books and encyclopedias as their sources for research.

2. Hello, my name is Alex. I hate washing up! So for me this machine is the most important invention of the previous century. You put dirty cups, plates, pots and pans in it, press the button and in about an hour they are all clean.

3. Let me introduce myself. I'm Don. I think it is great to be able to watch films, sports events, different shows without leaving the place where you live. I like it when you can travel around the world while sitting on the sofa. You can even get lawyers' advice or know the opinion of different scientists.

4. I'm Patricia and I'm a housewife. I don't know how people managed before we had this invention. It would take me ages to clean the house without it. And you can never achieve the same result with a duster, a bucket of water and a broom.

5. My name is John. I'm a bachelor and I'm not a very good cook. But thanks to this invention I have no problems in the kitchen. I just buy fruit, vegetables, milk and other dairy products and they can be preserved fresh for rather long. I can't imagine how people used to keep food fresh without this thing, especially when it was hot in the street.

6. Hello, I'm Emma. In my opinion this little thing is the most useful invention of the 20th century at least for me it is. I go out a lot. And I used to worry about my

grandparents who are rather advanced in years. Now it's great, I just leave the house and I know I can contact them irrespective of the place where I'm and they also can give me a call any time.

№ 15 к упражнению 3

BRITAIN'S UFO "X-FILES" GO PUBLIC!

In 2008 the British Government released their own X-Files with details of UFOs over the country from the past 30 years. According to the files the number of reports of UFOs has much increased lately. One of the strangest reports in the files is the case in Northumbria where 12 police officers say they saw a UFO in December 1981. They all reported seeing an intense green light. In the same month of the same year another policeman claimed to see a UFO in Shropshire. He saw a 60 cm long, 45 cm wide object like a dish flying in the air above the hospital. The cop said the dish had an arm which descended from underneath.

Scientists say that most of the UFO cases are probably misidentification of aircraft lights and meteors, but some are more difficult to explain. They include UFOs seen by police officers, pilots or tracked by the radar. The Ministry of Defense is interested in UFOs and does not deny that there are strange things to see in the sky. UFO specialists say that much of what is seen may be space junk burning in the atmosphere, unusual cloud formations and weather balloons. But there is no evidence that alien spacecraft have landed on our planet.

№ 16 к упражнению 4

Speaker 1. The UK gets 19% of its energy from nuclear power stations. Many other countries use such energy too. For example, in France about 50% of energy come from nuclear power stations. In Germany, the USA and Russia this figures are smaller: 12% in Germany, 9% in the USA, and 6% in Russia. In Australia they don't use nuclear power at all.

Speaker 2. Britain's North Sea oil and gas are running out. World oil prices are rising. But nobody wants

to stop using their computer, TV or mobile phone. The British Government thinks nuclear power is the answer. They want to build ten new nuclear power stations around the country over the next twenty years.

Speaker 3. Nowadays everybody uses a lot of energy. I watch TV every day, use my hair-dryer, at night I switch on light. I understand that we need more and more energy. Maybe nuclear power is the answer, but I think it is too dangerous. I'd rather have a wind farm at the bottom of my garden than a nuclear station. Wind farms can help us.

Speaker 4. I agree that we need more and more energy. Scientists have invented too many electrical goods and we use them every day and can't imagine our lives without them. I think that Britain must have new power stations. They will make Britain self-sufficient in energy. In other words, we will have enough energy for our own needs. Today, the UK imports a lot of its energy.

Speaker 5. I'm absolutely against new nuclear power stations in the UK. Let's remember Chernobyl. In 1986 a nuclear reactor exploded. Two people died immediately, 47 died soon after of radiation sickness. Later thousands of people developed cancer. And then nobody wants to live near nuclear stations. If they decide to build one in your town, will you be happy?

Speaker 6. Nuclear power stations can help the UK to have more energy. Wind farms hardly can. Even if we cover the British Isles in wind farms, they will never provide enough electricity. But new nuclear power stations will cost a lot. If we build ten, it'll cost about 100 billion. There has to be a better option.

№ 17 к упражнению 5

THE CHANNEL TUNNEL

In May 1994 there appeared a land link between Britain and Europe. The Queen of Britain and France's President François Mitterrand opened the Channel Tunnel with a big formal ceremony. It took 13,000 engineers and 170 million hours to construct the tunnel. It cost about 21 billion dollars to build it. In fact, there

are three underwater tunnels between England and France: two runner tunnels and one service tunnel. The tunnels are 31 miles, or 50 kilometers long.

They are under the sea for 24 miles, or 39 kilometers.

The history of the Channel Tunnel began in 1802 when Albert Mathieu, a French engineer, suggested a cross-channel tunnel to Napoleon. Seventy-three years later the Channel Tunnel Company Limited began digging near Dover in England but in 1882 the work was stopped as the British were afraid of a foreign attack through the tunnel. In 1974 the French and the British governments started digging again, but the British government stopped the work. In 1986 France and the UK agreed to continue the project and in 1994 the tunnel was opened and trains began to use it.

After all these years it is quite clear that the tunnel is a success. It can be regarded as a symbol of a united Europe. Europe is closer than ever to the British Isles. It takes less than three hours to get from London to Paris. Scientists say the Channel Tunnel could also be part of the solution of the global warming as a high-speed rail journey is ten times "greener" than flying.

Test 3

№ 18 к упражнению 1

FROM THE HISTORY OF THE AUTOMOBILE

The first cars appeared in Europe. France and England had automobiles before America. And they were rather expensive, so only few people could afford them. The first automobiles in America were driven by electricity or steam. People laughed when they saw the first cars. The body of the early automobile was nothing but a carriage with one seat. The wheels were like bicycle wheels. "Excuse our dust" was a favourite expression in the early days of the automobile and riders wore special glasses to keep the dust out of their eyes. Horses were frightened of the loud noises the cars made.

The first automobile race occurred in Chicago in 1895. Six cars entered the race. The one that became the winner covered the fifty-four miles in seven and a half hours.

Henry Ford felt that the automobile had come to stay and that everybody would soon want one. So he began thinking of a plan for producing inexpensive cars in large quantities. Ford developed the theory of mass production so that many cars could be sold at low prices.

According to Henry Ford's idea his cars had to have the simplest kind of mechanism so that their owners could easily repair them. He wanted his cars to be able to move up along unpaved roads and down the hills. Every car had to be painted black because that was regarded as the most durable colour.

By 1927 fifteen million of these cars had been built. By this time Ford was making more money than any other manufacturer in the history of the world.

UNIT 4. Teenagers: Their Life and Problems

Listening + Section

№ 19 к упражнению 1

THE TEACHER WHO CHANGED THE FACE OF SCHOOLS

Schools in the early twentieth century were strict and not much fun, because teachers thought that children would only learn if they were forced to do so. Maria Montessori did not agree. She opened a school with bright classrooms and plenty of well-made toys and games. Because of her work, most schools are much pleasanter places than they used to be.

Maria Montessori believed that all children are eager to learn if they have the right environment. Because of her ideas, today's schools are mainly cheerful and inviting places in which to learn.

Maria was born on 31 August 1870 in Italy. She studied medicine at the University of Rome and in 1896 she became the first woman in Italy to receive a degree in medicine. After gaining her degree she worked with children who had difficulties in learning. She became convinced that if such children were given the right surroundings and equipment, they could learn more than anyone ever expected. As a result of her findings, Maria founded a school in Rome where children with learning disabilities could study. She provided them with bright comfortable and welcoming classrooms, and encouraged them to learn at their own pace. She used colourful and attractive equipment in her school. The results were remarkable. Many children who were believed to be unteachable did learn and were given a chance to grow up to have independent lives.

Maria Montessori realised that if her methods worked for children with learning disabilities, the results might be even more dramatic with children who did not have such problems. To find out she set up a Children's House in the slums of Rome. To everyone's surprise the unruly slum children liked the House, they enjoyed being there. They were soon transformed into well-behaved and obedient pupils who were eager to learn. After the success of her first Children's House, Maria Montessori went on to set up schools based on her methods throughout Italy and in many other countries. She also set up a network of training schools to teach her educational ideas to teachers and explain her methods.

Maria Montessori died in 1952 at the age of eighty-two. Although not everyone agrees with all aspects of her method, a lot of her ideas are behind the teaching methods that are used in all types of schools today.

№ 20 к упражнению 2

TEXT 1

Last summer while I was on holiday with my parents we went for a drive in the mountains. The weather was fine and we were enjoying the trip. Suddenly every-

thing changed. The sky became dark and it started pouring. To make things worse our car broke down. We were in the middle of nowhere and didn't know what to do. I will never forget the terrible feeling of helplessness I had there.

TEXT 2

Michael Phelps is a swimmer from Baltimore, USA. In 2008 at the Beijing Olympic Games he became the world's best swimmer and got eight gold medals. He also set seven new world records. He is really very fast. Michael is tall. He is 1 metre 93 centimetres. His nickname is Baltimore Bullet. Michael always wears two swimming caps. He loves hip hop music. And he eats 12,000 calories a day. For example, for breakfast he has a bowl of porridge, three fried eggs, a cheese sandwich, an omelette made with 5 eggs, three slices of bread, three chocolate pancakes, two cups of coffee.

TEXT 3

Four teenage girls have been injured and one has been killed in London. The newspaper report says that about twenty teenagers were involved in the incident. The police were called by a passer-by at about half past ten p.m. and broke up the brawl. Two youngsters aged 14 and 16 were charged last night but witnesses to the incident are being interviewed by the police at the moment. One witness told the reporter she was shocked by the scale of the violence.

TEXT 4

Alexander II, eldest son of Emperor Nicholas I, came to the Russian throne in February 1855, at the height of the Crimean War, a war which had revealed that Russia was on the verge of social collapse. Alexander understood the danger facing the country and he surrounded himself with a group of energetic statesmen. Together they planned and began to put into practice a series of social, political and economic reforms of great importance.

TEXT 5

Last year our school was equipped with computers. The benefits of this became evident from the very be-

ginning. Students quickly learnt how to use computers which helped them to obtain the necessary information just from the classroom. This made classwork more effective. The Internet is also a help as it offers a wide range of resources for research.

№ 21 к упражнению 3

PERFECTIONIST

Hi! I'm Olivia Sanders and I'm a perfectionist. I have wanted a skinny body. So 18 months ago I started to compare myself to the beautiful thin women I could see on TV or in beauty magazines. I felt I wasn't thin enough. I was fourteen then and I became really depressed about it. I began starving myself. Soon I started having stomachache and made myself eat something just to get rid of the pain.

I started hearing voices in my head. One voice would tell me not to do anything stupid, that I was fine enough the way I was. Other voices told me to keep doing what I was doing, that I was fat and ugly. My boyfriend broke with me. He couldn't deal with me because I was crazy about my weight and was always speaking about this problem. I convinced myself that we parted because I wasn't good enough. I got so depressed and I decided that I had to stop living.

Fortunately, I met Judy Anderson. She tried to explain to me a lot of things. Some time passed and I began thinking about what she had said.

Really, some people are better looking than others — that's life. But how much does that matter? Why should I hate my body? It's part of me and I'm not only my body. Everyone is different. Everyone has different body shapes and in a way we are lucky to be unique no matter what we look like. It's useless to compare oneself to other people, it only makes you bitter. If you're unhappy with your body, change mentally. Whenever you have a negative thought, try to think about something positive.

So I started eating a little healthier. I joined a gym for exercise. Now I feel much better. I have come to

peace with my body. And when I look back at the photos I'm absolutely sure that the thing that makes girls most attractive is being happy and relaxed with themselves. One should stop trying to be like other girls and start appreciating their good points. The secret is to like what you have been given.

№ 22 к упражнению 4

THE TOP FIVE LONDON MARKETS

Market 1. In my opinion Portobello Road is the best place to do shopping. It is situated in West London. There are expensive antique and designer clothes at one end of this London's longest street market and cheap CDs at the other. You may see people playing some musical instruments halfway along the road. You might not find exactly what you want, but it is fun looking.

Market 2. You won't find any rubbish at this rather posh London Market. Situated in Central London, Covent Garden is very smart and expensive. You can find here hand-made jumpers and hand-made jewellery. The market is covered, so you can shop here in rainy weather without getting wet. People are always pushing against you so your purse can be stolen.

Market 3. Camden Market is in North London. Punks, hippies and teens from all over the world come here everyday to search through large amounts of cheap and vintage clothes, in other words, clothes that are old but still attractive and in good condition. You can find here twentieth-century antiques and jewellery. But on Sunday it is so very crowded there, you sometimes can't move because of people.

Market 4. My favourite market is Columbia Road. It is in East London. If you like flowers and plants you'll definitely love Columbia Road. But take a map with you. You can get lost looking for this market. And take a camera too. You can get fantastic photos here, so beautiful the place looks.

Market 5. Borough Market situated in South Central London is for food-lovers. It sells delicious fresh food from all over the world. The croissants come in from France early in the morning. And the fruit is fantastic! The market smells wonderful. And the food is not all in plastic bags and cardboard boxes. The market is only open on Friday afternoons and Saturdays.

№ 23 к упражнению 5

CROSSING CULTURES

Paolo Nutini is a 19-year-old singer. His name sounds Italian but he's a Scottish boy. Paolo's great-grandfather came from Italy to Scotland in 1900. He opened a fish-and-chip shop there. Paolo's parents still run the shop today and Paolo grew up there.

When Paolo became 19, he was offered a record deal and had to move to London. When he arrived in London to make his first CD, he didn't know anyone there and he felt a bit sorry for himself. He didn't have much money either and he found life in the capital very expensive. "London can be so lonely," he says, "especially for a kid from a small Scottish place. It eats you up. That's basically what my song "These Streets" is about — missing home. But I love London now though." Paolo's first CD "These Streets" has been a great success. Now he is one of Britain's brightest stars. But where does he really feel at home — in Scotland, in London or in Italy, the country of his forefathers?

Paolo says he has been coming to Italy every year since he was a baby. It always feels like coming home. Though Paolo's great-grandparents immigrated to Scotland from Italy the family has never lost the connection. "Paolo is very Scottish," says his father Alfredo "but he has Italian roots." Which football team do you think Paolo supports — Scotland, England or Italy? Well, he supported Italy in the World Cup Final in 2006. But when Scotland play, that's when he screams the loudest, they're his number one.

Test 4

№ 24 к упражнению 1

SCHOOLING ALL OVER THE WORLD

Although children everywhere are spending more time in school than ever before, there are great differences between countries and regions. A child in Finland, Norway or New Zealand can expect to receive over seventeen years education, almost twice as much as in Bangladesh. The surveys show that children in Europe, South America and Oceania spend the most time in education — over twelve years on average including primary and secondary levels. North American children spend about eleven years in school.

In Africa the average is about seven years. The world's lowest school life expectancy is in Afghanistan — just two years. Though there are still explosions and bombs in Afghanistan — it is not like it was before. Perhaps the most hopeful sign in Afghanistan today is education. Five years ago, one million students and almost only boys went to school. Now more than five million and a half are students. And over one third of them are girls. But there are a lot of problems. About a quarter of teachers are illiterate. And the majority of them have only one year level above their students.

UNIT 5. Your Future and Career

Listening + Section

№ 25 к упражнению 1

Speaker 1. My name is Peggy Green. I have always wanted to become a figure skater. I started skating when I was six years old and I entered my first skating competition at the age of eleven. I think I'm a very competitive person and I love learning new things. By the way, I often train by doing ballet and I train a lot.

My dream is to win gold at the World Figure Skating Championship or at the Winter Olympics.

Speaker 2. Hi! I'm Charles Colins. I'm sure my future career should be connected with philology. I'm good at writing essays, languages and history. My parents press me to go into medicine, but it is definitely not my first choice. I like reading and working with books. I think that I'm a bookworm. I wouldn't mind being a librarian.

Speaker 3. Hello, I'm Donald Clark. My teachers say that I'm scientifically minded and advise me to go to University, but I'm not quite sure what course to take. I'm good at maths and I often help my science teacher in the laboratory. I find it interesting enough. But I also like literature.

Speaker 4. Let me introduce myself. My name is Bob Fletcher. I remember that in my childhood I had a sort of hunting instinct. One day I decided that I would have nothing less than a snake for a pet. So I cycled to the zoo in the early hours of the morning and tried to get one from the reptile house. Luckily for the snake I didn't manage. On my way back home I found a stray puppy and this little creature not only did become my real pet but helped me with my future career.

Speaker 5. My name is Robert Swenson. I think that intelligent robots have long captured our imagination. They have become a real thing nowadays. New electronic pets have appeared. They are very sophisticated. Scientists say these are the first steps towards domestic robots. I would love to create such a robot which will carry out all boring household chores. I think current technology will soon enable us to do such a thing.

№ 26 к упражнению 2

THE GAMES WE USED TO PLAY

These days things are clearly not like they were when I was young. We didn't have computer games, cable television or the Internet to keep us entertained — we had to amuse ourselves.

Even at school, we were always expected to be outside. The weather had to be quite extreme before we were permitted to stay indoors.

My primary school stood beside the village church. The wall of the graveyard ran almost the length of the playground. Many of the games we played were based along the wall. "What Time Is It, Mr Wolf?" was a great favourite. We took steps or, in some cases, the biggest leaps we could manage from the churchyard wall towards the outside wall. One person was "it". He or she had to answer the question "What time is it, Mr Wolf?" They could answer any time they liked, but when the reply was "Twelve o'clock. Dinner time", we all had to run for the far wall. If anyone was caught they became Mr Wolf, and the game continued.

Clapping games were also popular, as well as ball games. Different schools had their favourites. Boys and girls played many of these games together. Sadly, it seems that some of these games are disappearing. Perhaps we should teach the younger generation some of these forgotten playground activities, both for their benefit, and before they are lost for ever.

№ 27 к упражнению 3

Number One. The job of such a professional involves designing buildings. He or she has to be able to provide their professional advice on private and public constructions. The person in fact is the link between the user of the planned structure and the builder. And he or she must supervise the process of its construction.

Number Two. The role of these people is extremely important at fashion shows. Their job is to show clothes, make-up, etc. by wearing them. The job involves letting the designers, clothes makers and buyers understand what works and what doesn't about an outfit. A professional also has to be attractive.

Number Three. The job involves the study of ancient societies, done by looking at tools, bones, buildings and other things from those distant times that have been found. Some of the professionals make real discover-

ies. The things they find help us to understand how people lived and died.

Number Four. The job of these professionals is connected with the science that deals with heat, light and other forms of energy. They have to understand the laws of nature and how energy affects various objects. Such specialists are often invited by universities as professors and lecturers and work in research laboratories in different fields of industry.

Number Five. People who work in this profession do different jobs such as arranging meetings, making phone calls, preparing letters. They usually work in an office and their role has changed a lot since the days of the typewriter which was previously associated with their occupation. In fact, they fulfil a lot of important and unusual tasks for their boss.

№ 28 к упражнению 4

CAREER DEVELOPMENT

Some career experts say that nowadays people can change their careers more than seven times in their working lives. When we realise this reality, we understand how important it is to make the right career decision.

Career development means growing through life and work. People live, work, learn, experience a lot of things and change. They discover a lot through their own life and work in our rapidly changing world and get adjusted to new phenomena. Career development is about creating the life you want to live and the work you want to do.

Planning one's career involves three definite steps. First of all, it is self-assessment. People should know themselves well to be able to make the right decision about their career. It means one should know their own interests, values, goals and skills. It is sensible to ask yourself a question: What do I really love to do? For many of us a successful career includes not only rewarding work, but also emotional, mental and physical well-being. People who work from a sense of passion

are usually the happiest. That's why self-assessment in planning your career is so important.

The second step is getting labour market information. Young people should realise what occupations are required by the society. That will help one to make meaningful career decisions and have effective careers in future. It is also important to realise how careers are changing and take this fact into consideration as well. Thus making decisions is the third and final step in planning your career.

Young people receive guidance from different sources. In schools they get advice from their teachers, tutors, counsellors. Parents continue to play a crucial role in helping their children make successful choices. But parents often would also like to be given advice on how they can support their children's plans.

Today's young people are living in an exciting time, with new technologies and expanding opportunities. But they need support and guidance to choose the career they really want at our time of rapid growth and change.

№ 29 к упражнению 5

EUROVISION WINNER

Many teenagers would like to become singers, dancers or actors and see their career connected with show business. This is a story of a young singer and composer who is also a violinist, pianist, writer and actor. His name is Alexander Rybak. He was born in May 1986 in Minsk, Soviet Union. When he was four years old, he and his family moved to Norway. At the age of five Rybak began to play the piano. His mother is a classical pianist and his father is a well-known classical violinist. Alexander Rybak says that he has always loved to entertain and that it is his vocation. He currently lives in Norway.

In the 2009 Eurovision Song Contest in Moscow Alexander Rybak represented Norway and he won the 54th Eurovision Song Contest with a record 378 points singing "Fairytale", a song inspired by Norwegian folk

music. The song was composed and written by Alexander and was performed together with the modern folk dance company "Frikar". The song received good reviews. Rybak won the Eurovision final receiving votes from all the participating countries, except Norway, which was not allowed to vote for itself. He finished with a total of 387 points breaking the previous record of 292 points. His first album "Fairytale" was released after his Eurovision win.

Test 5

№ 30 к упражнению 1

Speaker 1. My name is John. I'm fourteen and I work 10 hours per week. I have to get up at 5.00 a.m. to collect the newspapers from the shop. My round includes 9 streets. I have to fold the papers and push them through the letter box of each house. When I have finished I go straight to school. The pay is not very good but it is an easy job. I do have to work on Sundays though. This is the busiest day and the papers are very heavy. My parents say it is very important to earn your own money.

Speaker 2. I'm Sarah. After school I'd like to go to university and work with children as a teacher. Now I work 38 hours per week in the summer holidays as a play scheme assistant. I prepare activities like painting, drawing and crafts. We also organize games for children in the afternoon. Working on a play scheme is fun and good experience. They pay me £ 6.50 per hour but I don't need that as my parents give me a hundred dollars a month.

Speaker 3. I'm Jessica. I'm a university student. I work to save money to pay my tuition fees. The pay is not very good. They give me 5 pounds for an hour. The work is not interesting either. I just sit all day behind a glass screen and change money for people who come to the amusement arcade to play on slot machines. The worst thing about my job is that my hands get very dirty from all that money I handle.

Speaker 4. I'm Harry. I'm seventeen. My parents have a lot of friends with younger children. They call me when they want to go to a restaurant or pub for the evening. When I arrive, the children are usually already in bed. I sit in the living room and watch TV. If the parents stay out late, they give me extra money and give a lift home. The best thing about this job is that I don't have to pay any taxes on my money.

Speaker 5. My name is Tom. I love my job at a fast-food restaurant. It's never been boring because you are busy all the time. But you can talk with your colleagues and even have fun while you work. You also get a discount on food. I am to say that I don't like burgers so much now I have been working here for six month. I work only on Saturdays because my parents say I need to study hard to pass my exams.

UNIT 1

Section One

Ex. 3

Channel 1 — Will Smith; Channel 2 — Christina Bruce; Channel 3 — Alice Radcliffe.

Ex. 4

Channel 1: 1F; 2T; 3T; 4F; 5T; Channel 2: 1F; 2F; 3F; 4T; 5F; Channel 3: 1T; 2T; 3T; 4F; 5F.

Ex. 5

1. The first television was made by Logie Baird of old cars, bicycle parts, lenses and other things. 2. The first TV was demonstrated by Baird in 1925. 3. The first television service was opened in Britain in 1936. 4. Colour television was first used in the United States in 1956. 5. In the early days of television television sets were bought by few people because they were expensive. 6. Soon new technologies were developed and a lot of TV stations were built. 7. The BBC was formed in Britain according to the monarch's order. 8. Programmes in forty different languages as well as in English are shown by the BBC World Service. 9. TV programmes are published in the *TV Times*, a popular weekly. 10. Some programmes are shown live but most of them are recorded on film or videotape. 11. Nowadays video shops can be found everywhere in Britain. 12. Video clips and action films are usually enjoyed by young people. 13. Old black-and-white films are never

missed by some of the older people. 14. A lot of programmes are always devoted to sport. 15. New programmes are introduced by TV people all the time.

Ex. 6

1) were developed; 2) are devoted; 3) will be built; 4) will be shown; 5) is used; 6) is known; 7) are sent; are received; 8) will be taught; 9) will be dominated; 10) will be watched.

Ex. 7

1. Через реку сейчас строится(ят) новый мост. 2. Когда я вошел в гостиницу, я заметил, что все горничные были заняты. Комнаты готовили для прибывающих гостей. 3. Джон сказал, что не уверен, что эти словари все еще продаются. 4. Сюда нельзя входить. Здесь моют полы. 5. Где моя любимая футболка? — Извини, милый. Она стирается сейчас. 6. Я знаю, что сейчас эту статью переводят. 7. Где твой багаж? — Его сейчас взвешивают. 8. История, которую рассказывали в тот момент, удивила меня больше, чем я могла представить. 9. Какую музыку играют? Я не могу узнать ее. 10. Когда я вошла в зал, обсуждали вопрос о летних каникулах.

Ex. 8

1. The hall is being decorated. 2. The windows are being cleaned. 3. The curtains are being hung. 4. The chairs are being brought in. 5. The floor is being cleaned. 6. The wall newspaper is being made. 7. The tables are being moved about. 8. Some food is being prepared. 9. Some music is being played. 10. A song is being sung.

Ex. 9

1. When Magnus arrived in China the Great Wall of China was being built. 2. ...in England the first book in the country was being printed. 3. ...in England London was being destroyed by the Great Fire. 4. ...in North India the Taj Mahal was being constructed in the city of Agra. 5. ...in St Petersburg the city was being founded. 6. ...in the USA the Constitution of the Unit-

ed States was being written. 7. ...in Russia the French army was being driven out of the country. 8. ...in Italy Christmas was being celebrated. 9. ...in Russia the first man was being sent into space. 10. ...in France pictures by Marc Chagal were being shown in Paris. 11. ...in Germany the Berlin Wall was being destroyed.

Ex. 10

1d; 2a; 3b; 4 —; 5c; 6e.

Ex. 11

1) is being translated; 2) were being painted; 3) were not played; 4) are brought; 5) is being built; 6) is being discussed; 7) are celebrated; 8) are made; 9) was being decorated; 10) were being prepared.

Ex. 12

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

Ex. 13

1) were shown; 2) are being developed; 3) is being discussed; 4) is being built; 5) are devoted; 6) is known; 7) are being prepared; 8) were done; 9) was being cooked; 10) are sold/are being sold.

Section Two

Ex. 1

1) My work with pupils shows that if you use television, your classes become more interesting for school children. 2) Television programmes can be especially useful for those people who live far from big cities and have no chance to visit language centres or watch foreign films in the cinema.

Ex. 2

1. The lights are being turned on. 2. The studio is being lit up. 3. The cameras are being checked. 4. Some extra chairs are being brought in. 5. Flowers are being put on the tables. 6. The last-minute recommendations are being given to the host. 7. A nice melody is being

played on the piano. 8. The scenario is being read again. 9. The guests are being instructed. 10. The microphones are being switched on.

Ex. 3

On Channel 2 an old horror film was being repeated. On Channel 3 a talk show was being given. On Channel 4 a modern opera was being performed. On Channel 5 a ballet performance was being given. On Channel 6 pop songs were being sung. On Channel 7 food was being prepared. On Channel 8 women's clothes were being demonstrated. On Channel 9 kids' bedtime stories were being told. On Channel 10 classical music was being played.

Ex. 6

1) rights; 2) current; 3) novel; 4) broadcast; 5) advertisements; 6) presented; 7) Enlightenment; 8) service; 9) Documentaries; 10) local; 11) humour; 12) equal; 13) worldwide; 14) lit; 15) current.

Ex. 7

1T; 2T; 3F; 4F; 5T; 6T; 7F; 8F; 9T; 10T.

Ex. 9

A. 1e; 2i; 3b; 4f; 5c; 6g; 7a; 8h; 9d;

B. 1f; 2d; 3h; 4i; 5e; 6a; 7g; 8b; 9c.

Ex. 11

A. 1) major problems; 2) radio broadcast; 3) to light a lamp; 4) equal rights; 5) wonderful service; 6) to present a new book; 7) to offer help; 8) current events; 9) a well-known novel; 10) a humorous programme; 11) to create a new corporation; 12) local news; 13) an adaptation of a play; 14) new documentaries; 15) to advertise clothes.

B. 1) Do you like watching documentaries? 2) Where did you buy this TV (set)? — In our local shop. 3) His stories are full of humour. 4) I don't know anything about television broadcasting. Can you enlighten me? 5) All of us have equal rights. 6) Can/May/Could I offer you a cup of tea? 7) Have you read/

Did you read the novel “War and Peace” by Leo Tolstoy? 8) Advertisements are often broadcast on TV. 9) Can you help us to serve tea? 10) I’m not sure that he knows his rights. 11) What do letters MP stand for? — They mean “a Member of Parliament”. 12) I know that a new worldwide corporation is being created now. 13) I haven’t lit the lamp yet, though it’s getting dark. 14) My parents often discuss current news at home.

Ex. 12

1) dislike — не любить, to distrust — не доверять, dishonest — нечестный, discomfort — дискомфорт, disinterested — незаинтересованный, disharmony — дисгармония, to displace — перемещать, переставлять, переключать; 2) non-fiction — документальная проза (литература), non-payment — неуплата, невыплата, non-smoker — некурящий, non-European — неевропеец, non-metal — неметалл, металлоид, non-political — неполитический; 3) undo — расстегнуть, развязать, распаковать, unafraid — незапуганный, unchangeable — неизменяемый, неизменный, unclean — нечистый, uncomfortable — неудобный, uncooked — неприготовленный, сырой, unhappy — несчастный, unimportant — неважный, uninteresting — неинтересный, unloved — нелюбимый, unlucky — неудачный, unmarried — не состоящий в браке, unpleasant — неприятный, unreal — нереальный, фантастический, unpack — распаковать; 4) immoral — аморальный, imperfect — несовершенный; 5) irresponsible — безответственный, irregular — нерегулярный, неправильный.

Ex. 13

1) is being; 2) were; 3) are; 4) will be; 5) was being; 6) are; 7) be; 8) are; 9) are; 10) is still being.

Section Three

Ex. 1

1d; 2e; 3a; 4b; c — extra.

Ex. 2

1) are being written; 2) are they informed; 3) was being called; 4) will be informed; 5) is being decorated; 6) are being washed; 7) will be hung; 8) be done; 9) will be bought; 10) will be checked; 11) will be done.

Ex. 3

1) born; 2) California; 3) United States; District of Columbia; 4) compact discs; 5) British Broadcasting Corporation; 6) before Christ; 7) has; 8) Mister; street; 9) American English; British English; 10) United Kingdom.

Ex. 4

1, 4, 5, 7. 1) По четвертому каналу показали интересную комедию. Ты видел ее? 4) Во МХАТе только что с успехом была сыграна «Чайка». 5) Ей предложили чашку крепкого горячего кофе и вкусное пирожное. 7) Рождественские свечи зажжены. Пора садиться к столу.

Ex. 5

2) The jacket has been washed. 3) The cake has been made. 4) The car has been bought. 5) The window has been close. 6) The letter has been written. 7) The door has been painted (blue). 8) The picture (of the horse) has been drawn. 9) The book has been read. 10) The church has been built.

Ex. 6

1) All the lamps have been lit. 2) The programme has just been shown. 3) I have been offered a seaside holiday. 4) The shops have been closed already. 5) His new symphony has been successfully presented to the public. 6) It has been broadcast many times. 7) It has been carefully washed. 8) Tea has just been served. 9) All the games have already been played. 10) She has been given a wonderful birthday present.

Ex. 7

1) on; 2) down, down; 3) into; 4) down; 5) over; 6) on; 7) off; 8) on, off; 9) over; 10) up.

Ex. 9

1) addicted; 2) quizzes; 3) fails; 4) cartoons; 5) kids; 6) serious; 7) imagine; 8) depressed; 9) broke; 10) asleep; 11) spread.

Ex. 10

1) have the television turned on; 2) receive visitors; 3) trash; 4) get addicted to television; 5) feel depressed; 6) cater for any age and any taste; 7) never fail to see, never miss; 8) a straight film (programme).

Ex. 12

1) to; 2) with; 3) about; 4) on; 5) down; 6) on, —; 7) for; 8) —; 9) over; 10) down; 11) on.

Ex. 13

1) Plans for the coming year are being discussed by the managers in room 30. 2) Some new information about the exams has just been given to me. 3) Serious problems shouldn't be discussed in a hurry. 4) How many sets have been done by the tennis players? 5) Hundreds of animated cartoons have been seen by these children already. 6) What is being broadcast on Channel 4 at the moment? 7) Children's interests must be catered for. 8) The decision has been made and won't be changed. 9) Some quiz or talk show was being watched by them when I entered the room. 10) The lessons have already been done. 11) The weather in the morning was wonderful, white clouds were being driven by a light wind across the sky. 12) The difficult task has just been completed by the children.

Ex. 14

A. 1) to be fast asleep; 2) to get addicted to cartoons; 3) to cater for all interests; 4) to fail an exam; 5) a straight (serious) book; 6) to win in a quiz; 7) imagine; 8) on Channel 2; 9) to break down often; 10) happy kids; 11) to spread over the country.

B. 1) I can imagine you dancing. 2) This news (has) spread over the school very quickly. 3) Silly films

always depress me. 4) I tried to do the work myself but failed. 5) We got very tired and soon fell fast asleep. 6) Jane has got addicted to chocolate and sweets and that's why she is gaining (putting on) weight. 7) Television tries to cater for different people's interests. 8) What's on in Moscow cinemas? 9) Quizzes have got (become) very popular among people of all ages. 10) Hey, kids, run here quickly! 11) My uncle's car often breaks down. 12) The child seems too serious for his age.

C. 1) Turn down the music. Misha has fallen asleep. 2) Turn over the page and you'll see exercise 5. 3) When the temperature equals zero, ice begins to turn into water. 4) Turn off the TV, the film is over. 5) Don't turn on the computer, please. It has broken down. 6) Ann(a), turn up the TV, please. Granny can't hear well.

Section Four

Ex. 1

1d; 2b; 3c; 4e; 5a.

Ex. 2

1) has been done; 2) has been decorated; 3) have been bought; 4) have been put; 5) have been covered; 6) have been brought; 7) have been cleaned; 8) have been washed; 9) have been hung; 10) have been lit; 11) Have they been sent; 12) have been invited; 13) have just been unpacked; 14) are being put; 15) Have they all been cooked; 16) is being finished; 17) will be laid; 18) Has the fire been burnt?

Ex. 5

3, 5. 3) Как мы узнали из газет, была снята новая версия мультипликационного фильма «Бэмби». 5) Я был удивлен, что мою любимую викторину показали по телевидению перед новостями. Прежде этого не случалось.

Ex. 6

They said 1) a new record had been broken. 2) a new play had been staged. 3) a new hospital had been built. 4) a well-known politician had been interviewed. 5) a concert had been given. 6) a new spaceship had been launched into orbit. 7) a speech to the government had been made. 8) a new planet had been discovered. 9) the most important match of the season had been played. 10) a collection of pictures had been brought to the country.

Ex. 7

1) have; 2) had; 3) had; 4) have; 5) had; 6) have; 7) had; 8) have; 9) had; 10) had.

Ex. 12

1) Mrs Bishop said the weather was so dry that her poor roses were dying. Margaret replied that it had not rained for three weeks. She asked if she could help to water the garden. 2) James said he had just watched "Titanic". Ernie was surprised and remarked that "Titanic" was a very old film. It had been made years before. 3) Alice asked if mother was still asleep. Jim replied she had already got up. She was in the kitchen making breakfast. 4) Barbara said she had met James on her way to work that morning. Mrs Kelly was surprised and asked if he was back. He had called her from Greece only two days before. 5) The teacher said that Martin was late and asked what the matter was (what was the matter). Martin said he was very sorry. He had missed his bus. He promised it wouldn't happen again.

Ex. 13

The newspapers wrote 1) the talks had been completed successfully. 2) the leaders of the country had been given a dinner. 3) the guests had been taken to the Bolshoi Theatre. 4) «Aida», a well-known opera had been shown to them. 5) a press conference had been organized the day after. 6) the politicians had been asked a lot of questions at the press conference. 7) the press conference had been shown on television.

Section Five

Ex. 1

1a; 2d; 3c; 4e; 5b; f — extra.

Ex. 2

1) have been; 2) had been; 3) have been; 4) has been; 5) had been; 6) has been; 7) have been; 8) has been; 9) had not been; 10) had been.

Ex. 3

1) A funny soap opera is being shown on TV now. 2) A new novel has been written by Mr Johnson. 3) My friend was enlightened about our future trip by me. 4) Such difficult books are never read in English by us. 5) A new theatre was being built in the central square when I returned to my home town. 6) When Jenny entered the party hall she was offered a glass of wine. 7) A new project is being discussed (by them). 8) The clouds were being driven across the sky by the wind. 9) You are wanted on the phone. 10) I was told that a new car had been bought. 11) Such things were never remembered (by them). 12) Alice's room had already been done by her. 13) All the letters have already been answered by the secretary. 14) Such rules are easily forgotten by pupils.

Ex. 7

1) of; 2) of; 3) —; 4) to; 5) on; 6) from; 7) to, to; 8) to, of; 9) on; 10) at; 11) at; 12) for.

Ex. 8

2. Instead of watching TV Ann decided to read a book. 3. Instead of cooking her meal Cathy decided to go to the restaurant. 4. Instead of working on the computer Robert decided to go to bed. 5. Instead of calling her granny Alice decided to visit her. 6. Instead of walking to the shop Tom and Meggie decided to ride

their bikes to the shop. 7. Instead of listening to music Bob decided to play the piano. 8. Instead of having tea Mrs Smith decided to have coffee.

Ex. 9

№ 3.

Ex. 11

2) The police...; 3) were asked...; 5) the police...; 6) are looking for...; 8) and they came... .

Ex. 12

1. Recently television has been criticized for being a threat to the society. 2. Too much violence and cruelty are shown on television. 3. People are shot on the screen as if they were rabbits. 4. Such programmes should never be run at prime time. 5. Rude jokes are made in bad-taste programmes. 6. People are humiliated when they are made to fight over a sum of money. 7. Different points of view should be presented in political TV programmes. 8. The impression of TV programmes is often spoiled by commercials.

Ex. 13

A. 1) to criticize one's society; 2) horrible humiliation; 3) to interrupt a conversation; 4) to forget one's problems; 5) a rude person; 6) a threat to all of us; 7) cruelty and violence to children; 8) immoral behaviour; 9) a sum of money; 10) a secret society.

B. 1) A lot of people like films about James Bond, Her Majesty's spy. 2) Your rude words humiliate me. 3) We never forget to say "Good morning" to our friends. 4) You have spoilt all my work, it's natural that I'm angry at (with) you. 5) To my shame, I wasn't able to say a word. 6) Cruelty and violence are a threat to our society. 7) Please, don't interrupt me. I'm afraid to forget what I wanted to say. 8) It's immoral to spy on people. Don't do that (it).

Section Six

Ex. 1

1b; 2e; 3a; 4f; 5c; d — extra.

Ex. 3

1) viewers; 2) violently; 3) shamelessly; 4) unfortunately; 5) fighting (fights); 6) aggressive; 7) cruelty; 8) violence; 9) aggression; 10) discussions; 11) threatening; 12) protected.

Ex. 4

1) first; 2) ate; 3) slowly; 4) him; 5) friendlier; 6) had lost; 7) different; 8) later; 9) hardly.

Ex. 5

1d; 2b; 3a; 4e; 5c.

Section Seven

Ex. 3

One of the most popular games in the USA is football.

Ex. 4

He (my grandfather) is one of the most active people I know.

Ex. 5

b.

Ex. 6

A. a) 8; b) I will always remember Tenby as a nice place to stay.

B. People in Wales are fond of singing and dancing. They have music festivals and competitions well known in Britain.

Ex. 7

I will never forget my last summer holidays. In June I went to my granny's place. She lives on the bank of

the Volga near the city of Samara. I stayed with her for two months. My cousins, Steve and Peter, were staying there too. We had a really good time together. We swam a lot, sunbathed, did some fishing. During my holidays I learned to ride a horse. I really loved it! Next summer I would like to go there again.

Ex. 8

A. Birds have excellent eyesight.

B. Dogs cannot see as well as people.

UNIT 2

Section One

Ex. 3

a) 5; b) 1; c) 6; d) 2; e) 3; 4 — extra.

Ex. 6

1e; 2h; 3g; 4b; 5d; 6c; 7f; 8a.

Ex. 9

1) alone; 2) lonely; 3) alone; 4) alone; 5) lonely; 6) alone; 7) alone; 8) lonely; 9) lonely; 10) lonely.

Ex. 10

№ 2, 5.

Ex. 11

1) happy; 2) cheerful, peaceful; 3) special; 4) whispering, turning; 5) lonely; 6) quietness, concentration, wisdom, culture, printed; 7) special, fascinating.

Ex. 12

A. 1) to whisper, to say sth in a whisper; 2) never to fail exams; 3) wisdom; 4) to feel at home; 5) to enter a room, to come into a room; 6) a fascinating idea; 7) a lonely old woman; 8) a strange voice; 9) a strange book; 10) a cheerful child.

B. 1) Sue and Alice always enjoy themselves at home at weekends (on their days off). 2) I often go to the local cinema. 3) John entered his old house. It was quiet and peaceful there. He was alone at home, but didn't feel lonely. It was his fascinating world. 4) Don't whisper (speak in a whisper), speak loudly, please. 5) Sherlock Holmes saw a strange yellow face through (in) the window. 6) Did you enjoy yourselves in the park yesterday? 7) The boy failed to translate all the sentences. 8) Leave me alone. I don't want to speak about it. 9) My son has always been a cheerful, happy child. 10) Where is your treasure? Show it to me. 11) It was a wise plan. We decided to follow it.

Section Two

Ex. 1

1) London; 2) doctor; 3) Baker Street; 4) 1990; 5) home.

Ex. 2

1a, b, c, d; 2d; 3b; 4a; 5d; 6d; 7c; 8d; 9a; 10a, c.

Ex. 4

1) темнота; 2) мягкость; 3) яркость; 4) ум, сообразительность; 5) лень; 6) открытость; 7) одиночество; 8) игривость; 9) безумие; 10) чистота; 11) английскость; 12) грусть.

Ex. 5

1) Улыбающееся лицо незнакомца было добрым, и я улыбнулся в ответ. 2) Новость, принесенная моим другом, была волнующей: мы поедем на день в Кострому. 3) Футбол — одна из самых любимых игр, в которую играют во всем мире. 4) В девять часов законченная работа лежала на столе моего начальника. 5) Родители Тома были любящими и заботливыми, и у мальчика было очень счастливое детство. 6) Ты заметил, что кухонное окно разбито? Интересно, кто это сделал? 7) Последними словами, которые

Джейн прошептала мне на ухо, были: «Я всегда буду помнить тебя». 8) Класс был занят работой. Был слышен лишь шорох переворачиваемых страниц. 9) Деревья, растущие перед школой, были нам подарены. 10) Я люблю наблюдать за играющими детьми (как играют дети). 11) Картина, нарисованная моим младшим братом, — это портрет нашей семьи. 12) Вскоре падающие листья покрыли все в нашем садике.

Ex. 6

1) a. given, b. giving; 2) a. bought, b. buying; 3) a. singing, b. sung; 4) a. showing, b. shown; 5) a. asking, b. asked; 6) a. preparing, b. prepared; 7) a. spoken, b. speaking; 8) a. eaten, b. eating; 9) a. forgetting, b. forgotten; 10) a. taught, b. teaching.

Ex. 9

1) librarians; 2) readers; 3) information; 4) different; 5) scientists; 6) education.

Ex. 10

A. 1) a singing girl; 2) a broken bridge; 3) a smiling child; 4) dancing people; 5) a washed car; 6) polluted air; 7) a planted tree; 8) fighting boys; 9) a translated book; 10) a running dog; 11) a lost ticket.

B. 1) jam made in summer; 2) a castle built in the 13th century; 3) a poem learnt by heart; 4) a book bought for the children; 5) a question asked by the teacher; 6) a joke told by one's brother; 7) a car driven by a woman; 8) grapes grown in the south; 9) a room decorated with flowers; 10) a watch lost on the bank of the river.

C. 1) a bird flying in the sky; 2) a woman, hugging her son; 3) a child swimming in the sea; 4) a sportsman climbing up the mountain; 5) a composer writing a concerto; 6) a train arriving at the station; 7) a factory processing wastes; 8) a pupil reciting poems; 9) a cat sleeping in the armchair; 10) a grandmother kissing her granddaughter goodnight.

Section Three

Ex. 1

A. Jules Verne: wrote science-fiction stories, wrote about flying to other planets, wrote for newspapers; Herbert George Wells: wrote in English, wrote about people on the Moon, wrote for newspapers, taught at school, made people think about serious problems.

B. Jules Verne *Around the World in Eighty Days, Journey to the Centre of the Earth, Twenty Thousand Leagues under the Sea*; Herbert J. Wells *The Invisible Man, The War of the Worlds, The Time Machine*.

Ex. 2

1) read; 2) playing; 3) broadcast; 4) prepared; 5) situated; 6) writing; 7) standing; 8) chosen; 9) developing; 10) paid.

Ex. 3

1) Старик сидел в кресле, просматривая (листая) толстый журнал. 2) Учреждение, получающее ежеквартальный журнал, расположено в центре. 3) Читая британские ежедневные газеты, вы можете получить информацию о важных событиях повсюду в мире. 4) Когда он переходил улицу, его остановил полицейский. 5) Люди, которые пишут детективы, обычно обладают богатым воображением. 6) В своем письме она старалась рассказать родителям, какой интересной стала ее жизнь. 7) В субботу, делая покупки, я случайно встретил друга, которого не видел пять лет. 8) Ученики, которые пишут статьи в нашу школьную газету, выступают в роли наших журналистов. 9) Слушая новую американскую песню, она не смогла понять ни слова. 10) За рулем машины по дороге домой Хелен поняла, что что-то не в порядке с ее автомобилем.

Ex. 4

1) periodical, weekly; 2) daily; 3) annual; 4) formal; 5) monthly; 6) quarterly; 7) sensational.

Ex. 6

Private: life, school, driveway, teacher, territory.
Cheap: milk, material, restaurant, book, dress. *General:* idea, description, meeting, information, opinion.

Ex. 8

1f; 2c; 3d; 4a; 5h; 6e; 7g; 8b.

Ex. 9

1c; 2a; 3c; 4b; 5b; 6a; 7c; 8a.

Ex. 10

1) published; 2) type; 3) printed; 4) type; 5) publish; 6) print; 7) printing; 8) publish; 9) publish; 10) publish.

Ex. 11

1) away; 2) for; 3) to; 4) in; 5) for; 6) about; 7) into; 8) on; 9) through.

Ex. 12

A. 1) my favourite occupation; 2) to type into a computer; 3) an article about rare species of birds; 4) to push a trolley around a shop; 5) to look through the window; 6) to earn high marks; 7) to publish a weekly magazine; 8) a cheap newspaper; 9) to print; 10) a private school.

B. 1) You'll have to push harder if you want to move the wardrobe. 2) John Benson has his own private plane. 3) Are you through with the articles? Have you corrected all of them? 4) I have never written articles for magazines or newspapers. 5) The bottom line on this page is not printed well. 6) Has he published the results of his research? 7) I don't think that private universities are the best universities in our country. 8) My brother never buys cheap shoes. 9) We would like to have a general idea about your project. 10) He sat in the armchair looking through the window. 11) Since when have you been earning your living yourself?

Section Four

Ex. 1

1) 1c; 2) 2a; 3) 3b.

Ex. 3

1) a good (wonderful) time; 2) trouble; 3) trouble/difficulty; 4) fun/a good (wonderful) time; 5) a hard time.

Ex. 8

1) Would you mind going to the shops? 2) Would you mind Sally coming to the party? 3) Would you mind closing the window? 4) Would you mind opening the window? 5) Would you mind buying "The People's Friend"? 6) Would you mind Mary taking your suit to the cleaner's? 7) Would you mind cutting the grass in the garden? 8) Would you mind going to Greece for your holiday? 9) Would you mind typing some information into the computer for me? 10) Would you mind travelling about Scotland with Max?

Ex. 9

1b; 2f; 3a; 4c; 5g; 6e; 7d.

Ex. 10

1) finding; 2) playing; 3) smiling; 4) boating; 5) reading; 6) doing; 7) shopping; 8) looking; 9) cooking; 10) inviting.

Ex. 11

A. 1) to go fishing; 2) to have a good time playing tennis; 3) to enjoy working in the garden; 4) to go in for swimming; 5) not to mind visiting a museum; 6) to keep smiling; 7) to have difficulty translating articles; 8) to have difficulty speaking English; 9) to love singing.

B. 1) She goes in for dancing. 2) We had a wonderful time skating. 3) I don't mind going to the shop. 4) Would you mind opening the window? 5) Tom went

in for skiing when he lived in the mountains. 6) Would you mind me/my closing the door? 7) Would you mind John joining us? 8) She was looking at him and kept crying. 9) I don't like watching TV. 10) Would you mind us/our going to the cinema in the evening?

Section Five

Ex. 1

A. 1b; 2c; 3a; 4a; 5b; 6c.

Ex. 3

1) to; 2) after; 3) for; 4) for; 5) through; 6) through; 7) at; 8) after; 9) to; 10) for.

Ex. 7

a) The History of Journalism; b) Journalism and Society; c) More than Reporting.

Ex. 8

1) copies; 2) they were hung up in public places; 3) to call out the news; 4) a printing press; 5) the press is taken very seriously; 6) journalists to-be; 7) to have real influence; 8) some of them write about politics; 9) may be reproduced in hundreds of local papers across the country; 10) MPs; 11) corruption and bad behaviour of officials; 12) many things that are hidden away.

Ex. 11

1) fair; 2) duty; 3) supposed; 4) reach; 5) hold; 6) held; 7) rewarding; 8) lies; 9) invent; 10) courage; 11) event; 12) evidence.

Ex. 12

A. 1) to be on duty; 2) to tell lies; 3) unfair; 4) suppose; 5) to hold something with both hands; 6) to hold a book under your arm; 7) to investigate a crime; 8) to hold a meeting; 9) hold on; 10) to have the courage to do something; 11) an important event.

B. 1) I look /am looking forward to meeting you in Moscow. 2) I'll look through these letters while you are drinking coffee. 3) Don't look at me like this. I've lost my keys and can't find them. 4) Could you look after my cat while I'm away? 5) What are you looking at? 6) We are looking forward to our holidays. 7) I don't read thick newspapers, I look them through/through them. 8) Where has Ann gone? I have been looking for her for an hour already. 9) Who looks after your pets when you are away? — My cousin does. 10) Look at Julia. She looks much happier now.

Section Six

Ex. 1

1T; 2T; 3T; 4T; 5T; 6F; 7T; 8T.

Ex. 3

The fact that he wrote a very successful children's book.

Ex. 4

1) In 1832. 2) Charles Lutwidge Dodgson. 3) The life of a famous author. 4) Alice, his friend's daughter did. 5) The names Lutwidge and Charles. 6) The fact that 180,000 copies were sold during Dodgson's lifetime. 7) Nowadays it's difficult to find a child who doesn't know the book and its characters. 8) With stories, games and puzzles. 9) On 14 January 1898 because of bronchitis.

Ex. 5

Unusual, successful, entertaining, world-wide famous, interesting, eventful, wonderful, exciting...

Section Seven

Ex. 3

B. Moscow is an interesting place to visit.

C. Ideas that probably don't belong in the paragraph: 4, 8, 9, 14, 15.

Ex. 7

These changes make the paragraph more logical and better expressed. The sentence “I like reading books very much” doesn’t belong here. The question “Why is it so?” should be followed by an answer or answers: “First of all it is easier...” The connectors “first of all” and “then” and “we shouldn’t forget that” are used to enumerate several reasons. The example “My brother reads only the books...” should be given after the statement.

Ex. 9

B. adventures; pirates had more than one adventure; spring: names of seasons are not capitalized in English; what: the word was chosen wrongly; Robert Louis: traditionally we give authors’ names either with initials or in full form; told: the word was chosen wrongly; is: each English sentence must have a verb; full: the word was spelt wrongly.

Ex. 10

A. The main idea of the paragraph is “wonderful time on the beach”.

Ex. 11

A. The ideas are nos. 1, 2, 5, 6, 7, 8.

Ex. 12

A. Mistakes: eight, house, school, like, horses, meet.

UNIT 3

Section One

Ex. 2

1T; 2F; 3T; 4F; 5T; 6T; 7F; 8F; 9T; 10F; 11T.

Ex. 5

A. sciences: medicine, chemistry, metallurgy, economics, archeology; technologies: making clocks and

watches, house construction, car making, fruit growing, navigation, shipbuilding, photography.

B. 1d; 2g; 3h; 4b; 5f; 6i; 7c; 8a; 9e. In most cases technologies appeared first. The exceptions may be: Biology, Chemistry appearing before cloning and making new materials.

Ex. 6

1) are; 2) is; 3) are; 4) is; 5) are; 6) are; 7) was; 8) is; 9) is; 10) is; 11) is.

Ex. 9

1h; 2j; 3b; 4f; 5i; 6c; 7a; 8g; 9d; 10e.

Section Two

Ex. 1

1F; 2T; 3F; 4T; 5F; 6F; 7T; 8T.

Ex. 2

a) 5; b) 3; c) 8; d) 1; e) 7; f) 9; g) 4; h) 2; i) 6.

Ex. 3

1) В моей семье привыкли есть китайскую пищу. 2) Я с нетерпением жду поездки на Дальний Восток. 3) Моя мама против того, чтобы я возвращался домой поздно. 4) Моя старшая сестра возражает против того, чтобы тратить много денег на одежду. 5) Мой брат хочет вступить в ваш клуб. 6) Отец привык читать газеты за завтраком. 7) Дети с нетерпением ждали посещения Британского музея. 8) Я возражаю против того, чтобы ты смотрел телевизор так поздно ночью. 9) Джон сумел получить только отличные оценки по физике. 10) Студенты способны заучивать наизусть длинные английские тексты.

Ex. 4

1) to; 2) of; 3) in; 4) to; 5) in; 6) to; 7) in; 8) to; 9) of; 10) to.

Ex. 6

1) a human being; 2) a crop; 3) a weapon; 4) trade; 5) a tool; 6) a skill; 7) an engineer; 8) a device; 9) an invention; 10) use.

Ex. 7

1) engineer; 2) invention; 3) improve; 4) crop; 5) skill; 6) produced; 7) tools; 8) devices; 9) use; 10) trade; 11) crops; 12) weapons; 13) led; 14) humans.

Ex. 8

1) [ju:zd]; 2) [ju:z]; 3) [ju:s]; 4) [ju:s]; 5) [ju:s]; 6) [ju:sd]; 7) [ju:s]; 8) [ju:z]; 9) [ju:sd]; 10) [ju:z].

Ex. 10

Million — миллион, neolithic — принадлежащий периоду неолита, bronze — бронза, technique — способ, прием, pyramid — пирамида, construct — конструировать, problem — проблема, irrigate — обводнять, era — эра, military — военный, structure — структура, massive — большой, массивный, engineer — инженер, legendary — легендарный, arch — арка, aqueduct — акведук, civilization — цивилизация.

Ex. 11

The Old Stone Age: bow and arrow, spear, use of fire; The New Stone Age: cloth, stone axe, wood hoe, digging stick, first houses and boats, pots; The Bronze Age: irrigation, pyramids; The Iron Age: the water-wheel, arch, aqueduct of stone, plough.

Ex. 12

A. 1) to improve pronunciation; 2) an important invention; 3) to lead to the railway station; 4) to improve pupils' skills; 5) a crop; 6) foreign trade; 7) a dangerous weapon; 8) to improve our life (lives); 9) to produce useful tools and devices; 10) skill in reading and writing (reading and writing skills).

B. 1) Do you have any garden tools? 2) A dishwasher is a very useful invention. 3) Where does this road lead? 4) Where were nuclear weapons first produced — in Europe or the USA? 5) Sue has decided to improve her marks in literature. 6) Diana leads an eventful life. 7) Sergey is an engineer. He has a lot of practical and technical skills. 8) I don't know anything about this crop. I only know that they try to grow it in the North. 9) It's useless to grow flowers on this land (soil). It's very bad. 10) Trade helps to improve relations between countries (international relations).

Section Three

Ex. 1

Tools we use in the garden: 1c; 2a; 3b; 4d; Tools we use in the factory: 1c; 2a; 3b; 4d; Devices we use at home: 1a; 2b; 3d; 4e; 5c; 6f.

Ex. 2

1) for; 2) to; 3) of; 4) of; 5) of; 6) to; 7) from; 8) in; 9) for; 10) for.

Ex. 5

1) the; 2) —; 3) —; 4) —; 5) a; 6) the; 7) a; 8) a; 9) a; 10) a; 11) —; 12) a.

Ex. 7

1) engine (noun); 2) create (verb); 3) knowledge (not a device); 4) engine (no prefix); 5) discover (no *e* at the end); 6) bacon (uncountable); 7) enable doesn't start with *a*.

Ex. 8

1) invented; 2) discovered; 3) discovered; 4) discovered; 5) have invented; 6) discovered; 7) invented; 8) discovered; 9) invented; 10) discovered.

Ex. 10

1) the production of power; 2) Gothic architecture; 3) the New World; 4) the Renaissance; 5) shipbuilding and iron industry; 6) in the early 19th century;

7) thanks to science and technology; 8) transportation, communication and use of energy; 9) better living standards; 10) such great technological achievements do not come without a price; 11) weapons of mass destruction; 12) natural resources; 13) make us question the advantages of high technology.

Ex. 11

1) the Middle Ages; 2) a watermill; 3) a cathedral; 4) a gun; 5) the Renaissance; 6) shipbuilding; 7) the Industrial Revolution; 8) the steam engine; 9) an achievement; 10) transportation and communication; 11) a price; 12) stress; 13) high technology.

Ex. 13

A. 1) for; 2) of; 3) on, on; 4) in, on; 5) to, of; 6) to; 7) for; 8) —.

B. 1) to, for; 2) from; 3) to; 4) for; 5) of; 6) in; 7) of; 8) to; 9) for; 10) of.

Ex. 14

2) a microwave; 3) a frying pan; 4) an alarm clock; 5) a food mixer; 6) a dishwasher; 7) a hairdryer; 8) a coffeemaker; 9) a CD player; 10) a washing machine; 11) a cupboard.

Section Four

Ex. 1

Nothing is missing.

Ex. 3

a) 5; b) 4; c) 2; d) 3; e) 1.

Ex. 5

1) promised; 2) forget; 3) afford; 4) learnt; 5) offered; 6) agreed; 7) manage; 8) refuse; 9) hope.

Ex. 10

1) This device is difficult to improve. 2) A sandcastle is easy to destroy. 3) Chinese is hard to learn. 4) New tools are interesting to invent. 5) This water is

not safe to drink. 6) That football match was exciting to watch. 7) His plan is difficult to follow. 8) My friend's cottage was easy to find. 9) A five-star hotel was hard to find on the coast. 10) His words were impossible to believe.

Ex. 11

1) Yuri Gagarin; 2) German Titov; 3) Valentina Tereshkova; 4) Alexey Leonov; 5) Neil Armstrong; 6) Orville and Wilbur Wright; 7) Alexander Popov; 8) Alexander Graham Bell; 9) Marie Curie; 10) Fyodor Bellingshausen and Mikhail Lazarev; 11) Roald Amundsen; 12) Fernando Magellan.

Ex. 12

1) Эти инструменты легко использовать дома. 2) Джеймс прибыл на вечеринку последним. 3) Джону легко угодить. 4) С Гарри невозможно спорить. 5) Пирог слишком горячий для еды. 6) Спортсмен достаточно вынослив (подготовлен), чтобы участвовать в этом забеге. 7) Фильм было скучно смотреть, и мы ушли из кинотеатра. 8) Вода была холодной для купания. 9) На цветы было приятно смотреть. 10) Господину Смиту было не по возрасту управлять машиной.

Section Five

Ex. 1

1F; 2F; 3T; 4NM; 5F; 6F; 7F; 8NM.

Ex. 2

1) to come; 2) to understand; 3) to talk; 4) to buy; 5) to explain; 6) to bring; 7) to water; 8) to swim; 9) to carry; 10) to wear.

Ex. 3

A. 1) too; 2) enough; 3) enough; 4) too; 5) too; 6) enough; 7) enough; 8) too.

B. 1) warm enough; 2) enough money; 3) enough chairs; 4) cheap enough; 5) tasty enough; 6) interest-

ing enough; 7) enough money; 8) skilful enough; 9) big enough; 10) enough time.

Ex. 4

1) into; 2) through; 3) down; 4) out; 5) into; 6) in; 7) out; 8) through.

Ex. 5

1) because she saw a mouse; 2) because he was happy to hold his grandson; 3) because he had fallen off his bike; 4) because they saw a funny advertisement; 5) because the morning was warm and sunny; 6) because the books were very heavy; 7) because he saw a plate of porridge.

Ex. 7

1c; 2d; 3e; 4f; 5a; 6b; 7h.

Ex. 9

1b; 2g; 3d; 4f; 5h; 6e; 7g; 8c.

Ex. 10

B. 1a; 2b; 3b; 4c; 5c; 6a; 7a.

Ex. 12

1) team; 2) crew, crew; 3) team; 4) crew; 5) crew; 6) team; 7) team; 8) crew; 9) crew; 10) crew.

Ex. 13

A. 1) a flight into space; 2) a flight from Paris to London; 3) safety equipment; 4) both astronauts; 5) to compete in running (racing); 6) generation gap; 7) to delay the flight; 8) to launch a rocket into air; 9) a memorable event; 10) on the whole to satisfy everyone; 11) the whole universe.

B. 1) The first flight around the Earth was made by Yuri Gagarin. 2) There are eleven players in a football (soccer) team. 3) Both (of) my parents are satisfied with my school results. 4) Anna stood holding the vase in both hands. 5) The younger generation is neither worse nor better. They are different. 6) On the whole,

I like your new project. 7) We spent the whole evening competing with each other. 8) May 9 is a memorable date in our history. 9) There are a lot of secrets in our universe.

Section Six

Ex. 1

1c; 2a; 3c; 4a; 5b; 6b.

Ex. 4

1c; 2e; 3d; 4b; 5a.

Ex. 6

1b; 2c; 3a; 4c; 5b; 6a; 7a; 8c; 9c; 10b.

Section Seven

Ex. 6

ten miles from the nearest railway station and two miles from the nearest post office; and lived in a very large house with a housekeeper and three servants; he himself was a very old man with long white hair...

UNIT 4

Section One

Ex. 3

1) to stay; 2) playing; 3) telling; 4) to watch; 5) walking; 6) to do; 7) telling; 8) not coming; 9) taking.

Ex. 4

1) to post; 2) to say; 3) learning; 4) crying; 5) meeting; 6) to look; 7) understanding; 8) to take; 9) talking; 10) playing; 11) watching; 12) to telephone; 13) to take; 14) making; 15) reading.

Ex. 6

1) mad about; 2) is the author of; 3) irritate me; 4) quite; 5) Did you notice; 6) You can't help it; 7) anyway; 8) rebelled against doing; 9) pretty; 10) shook it.

Ex. 8

1) pair; 2) couple; 3) couple; 4) pair; 5) couple; 6) couple; 7) pair; 8) pair; 9) pair; 10) couple.

Ex. 9

B. 1c; 2b; 3c; 4b; 5a; 6a.

Ex. 11

1) being; 2) seeing; 3) reading; 4) to help; 5) to buy; 6) playing; 7) getting up, doing; 8) smiling; 9) to answer; 10) to understand; 11) to answer; 12) flying.

Ex. 12

A. 1) I stopped at the door to say hello to my neighbour. 2) Start washing the dishes and I'll come to help you very soon. 3) Do you remember us buying this book? 4) The children heard a call and stopped talking. 5) Don't forget to call mother. 6) I can't forget visiting my friend last Christmas. 7) I always forget to buy salt and matches. 8) Can you stop at the post office to send a telegram?

B. 1) John and Mary are such a wonderful couple. 2) We have a lot of work, we need another pair of hands. 3) When I go somewhere, I take a couple of books with me. 4) I would like to tell you a couple of words. 5) This pair of slippers will be a good present for grandfather. 6) There are always a few pens and a couple of pencils in my pen and pencil case.

Section Two

Ex. 1

1e; 2f; 3d; 4c; 5a; extra — b.

Ex. 3

1) him; 2) them; 3) us; 4) him; 5) them; 6) her; 7) us; 8) you; 9) him; 10) them.

Ex. 7

1c; 2f; 3h; 4b; 5d; 6g; 7e; 8j; 9i; 10a.

Ex. 8

B. 1) a dirty trick; 2) I didn't have any alternative; 3) for various reasons; 4) secret ingredients; 5) Your essay ends there; 6) in his very sarcastic voice; 7) it's all right with me if; 8) I flunk everything else; 9) respectfully yours.

Ex. 10

1) at; 2) in; 3) at, of; 4) for; 5) to; 6) for; 7) from; 8) of; 9) up; 10) of.

Ex. 11

1) I want you to read this book. 2) I don't want Max to come home late. 3) I would like my friend to help me. 4) I wouldn't like my mother to work so much. 5) We expect them to win this match. 6) They don't expect us to come back so early. 7) He didn't want his parents to know about it. 8) Our teachers expect us to write the test well.

Section Three

Ex. 1

1T; 2F; 3F; 4T; 5NS; 6T; 7NS.

Ex. 5

1) He often watches it flying around the house. 2) ...when he sees Whipper dance... 3) ...he felt Whipper's beak touch his lips... 4) ...heard his bird say 5) ...noticed Whipper say "Goodbye" 6) ...you can see a young man walking a crocodile 7) ...to watch it running on the farm ground 8) ...watches her pet changing the colour of its skin and climbing the tree.

Ex. 6

1) lose; 2) to finish; 3) to come; 4) race, disappear; 5) use; 6) to help; 7) to repeat; 8) get; 9) touch; 10) to bring; 11) recite.

Ex. 7

1) flying; 2) drive; 3) take; 4) singing; 5) growing; 6) win; 7) climbing; 8) singing; 9) burning; 10) blow.

Ex. 9

1g; 2b; 3f; 4e; 5c; 6a.

Ex. 11

1) James heard something fall on the floor. 2) Nobody noticed the boy disappear in the crowd. 3) The children watched the fish swimming happily in the bowl. 4) The policeman saw the car stop at the traffic lights. 5) We saw the television screen suddenly go dark. 6) He felt something hot touch his skin. 7) The singers on the stage heard someone in the hall sing along. 8) The whole class heard the book fall on the floor. 9) Julia felt a cold raindrop fall on her face. 10) The teacher noticed one of the children quietly leave the room.

Ex. 12

1) We saw a rocket fly into the sky. 2) A small girl watched a plane flying in the sky. 3) I noticed Ann fall asleep. 4) I heard mother playing the piano in the next room. 5) Have you ever heard a nightingale singing? 6) John felt his sister take him by his hand. 7) Robert watched a boat disappearing in the distance. Soon he saw it disappear. 8) We noticed Kate leave the house alone.

Section Four

Ex. 1

Full Name — NS; Birthday — NS; Birthplace — NS; CDs — NS; Career — T; Family — F; Hobbies — F.

Ex. 2

1) Peter saw a small bird building a nest. 2) Robin saw his friend Max leaving their office. 3) Alice could hear the students singing. 4) Boris watched his favourite football team winning. 5) Sarah saw her neighbour come to her. She felt Lucy touch her leg gently. 6) Dan saw his friends preparing for the party. He saw Ann decorating the room. He heard a pop star singing.

Ex. 3

2) I want my mom to think more about my problems. 3) I see that my mother often doesn't understand me. 5) Linda watched her brother stop riding on his bike, get off it and move to the cottage. 7) They hear that their parents are leaving for St Petersburg. 8) I saw my little brother enter the classroom. 9) I hear that he has made a very successful career. 10) I would like my teacher to give fewer tasks.

Ex. 5

1) It's likely to rain. 2) Steve is likely to enter a university and then become a doctor. 3) Mary is likely to have the flu. 4) Andrew is not likely to be at home. 5) The new school is likely to be built before the 1st of September. 6) The family are likely to watch a football match. 7) George is likely to become an actor. 8) We are not likely to see Fred this summer. 9) We are not likely to buy the food in this shop. 10) Susan is likely to win the race.

Ex. 6

1) citizens of; 2) tore it up; 3) stupid; 4) worries; 5) preserve; 6) allow her to; 7) existed; 8) dates a very nice boy; 9) has been unemployed; 10) claimed; 11) the weather is likely; 12) deed.

Ex. 7

1) the; 2) —; 3) —; 4) the; the; 5) the; 6) —; 7) the; the; the; 8) —; 9) the; the; 10) —; 11) —.

Ex. 8

B. on TV as newsreaders; British lifestyle; an extreme right-wing group; ethnic minorities; a fair competition; an idea of (their) repatriation; they feel strongly about it; I feel an outsider there; a multi-cultural state.

Ex. 10

A. Twenty years ago there used to be not so many Africans and Asians in local governments or on TV as newsreaders; now it is very common.

B. 1) When James was younger, he used to spend hours fishing in the lake. 2) A couple of years ago I didn't use to do any sport. 3) Did you use to have pets in your childhood? 4) In olden days people used to travel very slowly. 5) Diana didn't use to think about serious problems when she was in her teen years. 6) When Caroline was a child, she didn't use to drink coffee (used to hate even the smell of coffee). 7) When we were younger, we used to spend a lot of time together. 8) Did Jane and Colin use to date when they were younger? 9) Peter used to be a quiet and friendly boy at school. 10) Kathy used to play a lot of tennis when I first met her.

Ex. 12

1) *deed* — noun; 2) *citizen* — noun; 3) *likely* — adverb; 4) *citizen* — 3 syllables; 5) *understand* — *un* is not a negative prefix.

Ex. 13

1) I would like you to join us. 2) Do you hear the phone ringing? 3) I felt my small niece take my hand (take me by the hand/hold my hand). 4) I saw Andrew open his bag and take some papers out of it. 5) We noticed Alice start writing something. 6) My parents don't want me to become a singer. 7) We watched some children swimming in the sea. 8) I have never seen him dancing.

Section Five

Ex. 1

Charlie — b; Tony — f; Martin — a; Jill — e; Sue — d; extra — c.

Ex. 2

1) say; 2) to understand; 3) buy; 4) use; 5) gamble.

Ex. 5

1) —; 2) to; 3) —; 4) —; 5) to; 6) —; 7) —; 8) to; 9) —.

Ex. 6

1) Roger's brothers were made to sit still. 2) I'm never allowed to leave home after ten (by my mother). 3) How was he made to listen to you? 4) I'm allowed to live in a small caravan behind the farmer's house. 5) Andrew will be made to pay the money back. 6) The old lady was made to wait for more than an hour. 7) I'm allowed to look through my granny's old photographs. 8) I'm not allowed to go to the river alone. 9) I wasn't allowed to see what she was doing. 10) Little Ann was made to smile.

Ex. 7

1) along; 2) away; 3) on/along; 4) over; 5) away; 6) on; 7) into; 8) off; 9) over; 10) on.

Ex. 8

B. 1b; 2b; 3a; 4b; 5c; 6c; 7a.

Ex. 11

1) used to live; 2) used to go; 3) is used to eating; 4) am not used to going; 5) used to dance; 6) is used to walking; 7) used to swim; 8) is used to living; 9) is used to writing; 10) used to read.

Ex. 12

1) My mother doesn't let me wear short skirts. 2) I'm not allowed to work on this computer. 3) It's so hot. Let me go to the river to have a swim. 4) I'll make you tell me the truth. 5) We were made to clean the windows. 6) My elder brother doesn't let me ride his bike. 7) The children were allowed to buy some ice cream. 8) Victor was made to learn the poem by heart.

Section Six

Ex. 1

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

Ex. 2

1c; 2a; 3c; 4b; 5c; 6a; 7b; 8a; 9c; 10a.

Ex. 3

1) British; 2) behaviour; 3) important; 4) fashionable; 5) unsafe; 6) difficulties; 7) shopping; 8) shoppers; 9) everybody.

Ex. 6

1c; 2e; 3f; 4d; 5a; b — extra.

Ex. 10

A. 1) Remember not to take a heavy backpack (rucksack). 2) Mind you take your raincoat. 3) Watch out for bees. 4) Whatever you do, remember that you may get lost. 5) Mind you don't sit near anthills. 6) I'm warning you that it can rain. 7) I wouldn't lie in the sun (sunbathe) too long. 8) Make sure you don't leave a burning fire.

Ex. 12

1) remember; 2) You can't do it. 3) Stop talking. 4) Don't do it. 5) I wouldn't do it. 6) Don't you dare do it. 7) Make sure it doesn't happen again.

Section Seven

Ex. 2

1) 64 New Drive
Leeds
WE 4495 LW
UK
September 5, 2007

2) Lambeth Road
London
SE 16 HU
UK
January 11, 2006

Ex. 3

1) Dear Uncle Tony; 2) Dear Grandmother; 3) Dear Dr Mason; 4) Dear Hazel; 5) Hi, Bruce; 6) Your daughter; 7) Sincerely; 8) Always yours; 9) Love; 10) Your friend.

Ex. 6

19 Olson Avenue
London
SW 19 HU
UK
February 5, 2007

Dear Jane,

Guess what! I have some wonderful news! Last night mum had twins, a boy and a girl! All summer I was dreaming of a baby sister. Tom wanted a brother. We never thought we'd both be so lucky. Can you imagine what fun we'll be having with two babies in the house?

I hope you will come to visit us soon!

Love,
Carol

UNIT 5

Section One

Ex. 4

2, 3, 6, 7, 9, 10.

Ex. 7

1) waste it; 2) decision; 3) occurred to me; 4) admiration; 5) rely on him; 6) chores; 7) make up my mind which one to buy; 8) brain; 9) eventually; 10) within; 11) discouraged; 12) changed her mind; 13) made up his mind.

Ex. 8

1b; 2c; 3e; 4d; 5a.

Ex. 9

B. 1c; 2b; 3b; 4a; 5c.

Ex. 12

1) has her flat done; 2) has her own clothes made; 3) has flowers planted; 4) has the windows in her flat painted; 5) has her kitchen devices repaired; 6) has her car washed; 7) has her hair done.

Ex. 13

1) within; 2) (up) on; 3) up; 4) by; 5) on; 6) to; 7) for; 8) out; 9) within; 10) of; 11) in.

Section Two

Ex. 1

1T; 2NS; 3F; 4T; 5T; 6NS; 7F; 8T; 9NS; 10F.

Ex. 3

1) either, or; 2) neither, nor; 3) neither, nor; 4) Either, or; 5) neither, nor; 6) neither, nor; 7) either, or; 8) neither, nor; 9) either, or; 10) either, or.

Ex. 5

1) may be; 2) Maybe; 3) may be; 4) may be; 5) Maybe; 6) maybe; 7) may be; 8) Maybe; 9) maybe; 10) may be.

Ex. 7

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

Ex. 8

1) require; 2) the quality of; 3) takes care of; 4) cope with; 5) although; 6) my experience; 7) doesn't suit me.

Ex. 9

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

Ex. 10

Synonyms: 1) thinking, 2) final, 3) certain, 4) starting point, 5) naturally, 6) combine, 7) consider, 8) require, 9) cheerful, 10) calm, 11) cope with, 12) connected, 13) prepare for, 14) hard; **Antonyms:** 1) to discourage, 2) long, 3) arts, 4) unsocial.

Ex. 12

1) plays; 2) is; 3) has; 4) is; 5) has; 6) has; 7) is.

Ex. 13

1) I have two sisters. Neither of them lives in our city. 2) Which of the pens would you like me to give you — yellow or red? — Either. 3) Would you like an apple or an orange? — Neither. 4) Neither Ann nor Vera wants to work in the/a hospital. 5) Either you or Tim has to do this work/job. 6) When I was ill, I could neither eat nor drink.

Section Three**Ex. 1**

1c; 2c; 3b; 4c; 5a; 6a.

Ex. 3

A. 1) typist; 2) runner; 3) director; 4) guitarist; 5) sailor; 6) driver; 7) actor; 8) teacher; 9) journalist; 10) painter; 11) artist; 12) dancer.

B. 1) actors; 2) teacher; 3) guitarist; 4) driver; 5) dancer; 6) director; 7) sailor; 8) journalist; 9) typist; 10) artist/painter; 11) runner.

Ex. 4

1c; 2e; 3a; 4g; 5b; 6d; f — extra.

Ex. 7

The vase is blue and so is the car. The table is made of wood and so is the chair. The frog can't fly and neither can the snake. The butterfly can fly and so can the swallow. The swallow is black and white and so is the cat. The orange is not salty and neither is the apple. Etc.

Ex. 8

1c; 2a; 3c; 4b; 5a; 6c; 7a; 8b; 9c; 10a; 11a.

Ex. 10

1) so; 2) neither; 3) neither; 4) so; 5) neither; 6) neither; 7) so.

Ex. 11

A. 1) Neither of us wants to leave the house. 2) All my friends are going to the cinema today and so am I. 3) I can't cope with this exercise and neither can my friend. 4) Either I or we all will help you. 5) I hate warm milk and so does my younger brother. (I can't stand warm milk and neither can my younger brother.)

B. 1) Do you think this job will suit me? 2) Some very experienced teachers work in our school. 3) Now I see this problem very clearly. 4) I have only two requirements: be attentive (careful) and don't run across the road. 5) My father can explain any rule to me calmly and patiently. 6) I certainly agree with you. 7) Teachers of foreign languages are mainly women.

Section Four

Ex. 1

1e; 2b; 3f; 4a; 5d; extra — c.

Ex. 2

B. 1) career; 2) job; 3) occupation; 4) profession/occupation; 5) occupation; 6) jobs; 7) career; 8) occupation/job; 9) profession; 10) career.

Ex. 3

1) Either; 2) none; 3) neither; 4) any; 5) none; 6) Either; 7) Any; 8) Neither; 9) any; 10) either.

Ex. 6

1d; 2a; 3e; 4g; 5h; 6c; 7f; 8b.

Ex. 7

1) mortgage — not related to education; 2) course — not a verb; 3) exactly — not a noun; 4) grade — doesn't contain the letter *c*; 5) owe — one syllable; 6) debt — doesn't have *e* at the end; 7) debt — one syllable.

Ex. 8

A. b.

Ex. 11

1) exactly; 2) degree, career; 3) profession, attracts; 4) continue; 5) debt; 6) course; 7) acquaint; 8) retired; 9) owe, mortgage; 10) fulfil; 11) grades.

Ex. 12

1) Any pupil of this class can answer either of these two questions. 2) Is your name Kate or Mary? — Neither. 3) How many brothers and sisters have you got? — None. 4) Which of these two photographs will you choose? — Neither. I like neither of them. 5) She thinks that none of her friends understands her. 6) Unfortunately no one speaks Spanish here. 7) I have two cats and neither of them has ever left the flat.

8) Philip checked if he had coffee and found out that he had none. 9) I have a lot of sweets. Take any. 10) We have two good video films, we can watch either.

Section Five

Ex. 1

3, 5, 7.

Ex. 3

1) would you rather; 2) had better; 3) would rather; 4) would you rather; 5) had better; 6) would rather; 7) would rather; 8) Had not he better; 9) had better; 10) had better; 11) would rather; 12) had better.

Ex. 6

1e; 2c; 3f; 4a; 5g; 6b; 7d.

Ex. 7

1) across; 2) around; 3) down; 4) off; 5) across; 6) around; 7) with; 8) off; 9) across; 10) off.

Ex. 9

1) gap year; 2) employers; 3) original ideas; 4) to get down to; 5) to create an illusion; 6) truly; 7) a beach lifeguard; 8) to earn a fortune; 9) to ignore; 10) they want to meet the expectations of the society; 11) movies; 12) to follow other people's footsteps; 13) proper.

Ex. 12

1) We would rather spend this evening out. 2) Charlie had better make up his mind about which of the two employers to work for. 3) The girls had better wear their best clothes for the party. 4) My dad would rather look through his morning newspaper at breakfast. 5) My friends would rather listen to modern music. 6) You had better solve this problem yourself. 7) A lot of people would rather send e-mails nowadays. 8) The children had better stay at home.

Ex. 13

A. 1) Rex! Come off the flowerbed. 2) I have never come across such a word in the English language. 3) I think Alice won't go to school tomorrow. She is coming down with a cold. 4) Will Uncle Tom come around? 5) A button has come off my jacket. 6) I have come across a sentence that I can't translate.

B. 1) to get down to work; 2) a secure future; 3) a gap between the trees; 4) to be properly dressed; 5) to rescue a city from terrorists; 6) a kind employer; 7) in expectation of one's birthday; 8) to make a fortune; 9) a brave lifeguard; 10) to refuse to do this work.

Section Six

Ex. 1

1b; 2d; 3a; 4e; 5c; 6) —.

Ex. 2

1f; 2h; 3c; 4a; 5g; 6e; 7b; 8d.

Ex. 3

1) professional; 2) famous; 3) leadership; 4) movement; 5) writers; 6) feelings; 7) practical; 8) expectations; 9) really.

Ex. 7

1b; 2b; 3c; 4a; 5b; 6c.

Ex. 9

1) although; 2) as; 3) however; 4) that's why; 5) on the contrary; 6) eventually; 7) In fact; 8) nevertheless.

Ex. 10

1) actually; 2) so/that's why; 3) however; 4) on the contrary; 5) as; 6) although/however; 7) actually/in fact; 8) that's why/in fact; 9) although/anyhow.

Ex. 12

1) as; 2) that's why; 3) although; 4) eventually; 5) actually; 6) In fact, as.

Section Seven

Ex. 1

1) The blouse is nice. 2) It suits Rachel. 3) She likes its colour. 4) She was wearing it at her birthday party.

Ex. 2

The friends wrote a note to thank Carmen for a fantastic weekend they spent at her place. Details: 1) They visited the Lake District and enjoyed the views of the place. 2) They promised to send Carmen photographs of the place.

Ex. 4

1) The address and the date. 2) To know where the invitation came from and when it was written. To be able to send either an acceptance or a refusal of the invitation to that address. 3) The information about: what event it is; why it is held; where and when the event will take place, any kinds of additional information or instructions. 4) Yes, the parts are exactly the same.

Ex. 6

Aunt Sally and Uncle Tom inform Marrion that a) they are coming to see her performance; b) they are coming early to get good seats; c) they wish her good luck.

Ex. 8

Aunt Grace is leaving for France the day before Alice's party.

Ключи к заданиям рабочей тетради

UNIT 1

Ex. 1

True — 1, 3, 7; False — 2, 4, 5; Not stated — 6, 8.

Ex. 2

1e; 2d; 3f; 4a; 5c; b — extra.

Ex. 4

1c; 2b; 3e; 4a; 5d.

Ex. 5

1) Scotland (Crieff); 2) special; 3) actors';
4) 115,2004; 5) New York; 6) Russian; 7) Way Round;
8) UNICEF; 9) television.

Ex. 6

1d; 2b; 3 — extra; 4e; 5a; 6c.

Ex. 8

True — 1, 4, 5, 8; False — 2, 7, 10; Not stated — 3,
6, 9.

Ex. 9

1b; 2c; 3d; 4a; 5d; 6a; 7d.

Ex. 10

1e; 2c; 3f; 4a; 5d; 6g; 7b.

Ex. 16

1. Japanese, 2. scientists, 3. viewers, 4. harmless,
5. cookery, 6. scientists, 7. flying, 8. unusual, 9. Mexican,
10. specific, 11. ideally, 12. suitable.

Ex. 17

1) government; 2) unsaid; 3) unexplored, really, living; 4) entertainment, activities; 5) completely, traveling, guided, historic; 6) remarkable, cosmonaut; 7) producers, impossible; 8) impatience.

Ex. 18

1) her, women, themselves; 2) eighteenth, first; 3) me, them, them; 4) children; 5) worst; 6) better, older; 7) next; 8) most famous; 9) themselves; 10) her, herself.

Ex. 19

1c; 2b; 3d; 4b; 5a; 6a; 7d; 8c; 9d; 10b.

Ex. 20

1b; 2d; 3c; 4a; 5a; 6a; 7d; 8c; 9c; 10b; 11d; 12b.

Ex. 21

1) was watching; 2) heard; 3) had been killed; 4) told; 5) happened; 6) heard/had heard; 7) wrote; 8) sank; 9) appeared; 10) went; 11) would happen; 12) chose; 13) was told; 14) escaped; 15) got; 16) chose; 17) was driving; 18) explored; 19) went; 20) did not crash; 21) had; 22) was walking; 23) saw; 24) was told; 25) was shot; 26) killed; 27) are; 28) will marry; 29) will make; 30) read.

Ex. 22

1) is being discussed; 2) are being opened; 3) was being shot; 4) was being destroyed; 5) was being told; 6) is being held; 7) was being built; 8) is being looked; 9) was being done; 10) is being played; 11) are being planted; 12) was being shown; 13) are being watched; 14) was being made; 15) was being repaired.

Ex. 23

1) had already been broadcast; 2) has been forgotten; 3) has been spoiled; 4) had been interrupted; 5) had been announced; 6) have been served; 7) had been passed; 8) has just been offered; 9) have been spied; 10) have been given; 11) had been shown; 12) have been thrown; 13) Have all the books been closed; 14) had not been broken; 15) had been cooked, (had been) made.

Ex. 24

1) Current news is watched on television every evening. 2) Those sad events have already been forgotten. 3) Kids of different ages will be catered for. 4) I knew (that) everybody had been depressed by the bad news. 5) Their most important match is being played today. 6) When we returned home, something was being discussed by our parents excitedly. 7) — May I help you, sir? — No, thanks. I'm already being served. 8) Fresh fruit and vegetables are eaten every day. 9) We all hoped that the quiz had been written well. 10) I hear that a new full-length cartoon based on Russian fairy tales is being made. 11) By 10 o'clock the music had been turned down and the lights (had been) switched off. 12) At that moment my story was interrupted (by the teacher). 13) The new documentary was being broadcast at 7 o'clock yesterday. 14) The information has already been spread by television. 15) By 2003 two major novels had been written by this author.

Ex. 25

1) is being played; 2) has been put out/is being put out; 3) hasn't been opened; 4) is being organized; 5) has been asked; 6) will be given; 7) is being broadcast/will be broadcast; 8) has been brought/is being brought; 9) be interrupted; 10) are not laughed at; 11) has been grown; 12) are arrested.

Ex. 26

1) by; 2) to/with; 3) on; 4) in; 5) —; 6) by/of; 7) for; 8) to; 9) of; 10) at; 11) on; 12) on; 13) to; 14) for; 15) —; 16) over; 17) down; 18) into; 19) on/up; 20) off/down.

Ex. 27

1) series; 2) kids; 3) are; 4) depressed; 5) fast; 6) been; 7) minor; 8) presenting; 9) rude; 10) quizzes; 11) down; 12) ashamed.

Ex. 28

A. 1) to fail the exam; 2) a serious threat; 3) to light the room; 4) instead of my friend; 5) equal rights; 6) to spoil the evening party; 7) a wonderful novel; 8) to spy

on the secret agent; 9) humiliating for a person; 10) to cater for everyone.

B. 1) At that moment the news presenter was speaking about the current events. 2) I can't imagine what is happening. Enlighten me. 3) We don't like watching/ to watch violence and cruelty on our television screens. 4) I have no idea what these letters stand for. 5) Are you feeling/Do you feel depressed; unhappy? Watch this funny cartoon and you'll feel better. 6) There's a new film on (in the cinema). Watch it. I think you'll like it. 7) I can't forget my first visit to the theatre. It was real magic. 8) When the/my car broke down, my friend offered me his help. 9) Michael is addicted to fast driving. He can be a real threat on the roads. 10) Aren't you ashamed of your words? They were rude and cruel.

Ex. 30

Paris in France.

Test 1

Task 1. True — 1, 5, 6; False — 2, 4, 8; Not stated — 3, 7.

Task 2. 1e; 2b; 3g; 4a; 5f; 6d; 7c.

Task 3. 1) to forget the humiliation; 2) to present the current news; 3) addicted to reading novels; 4) a/the unforgettable programme; 5) cruelty and violence; 6) to offer help; 7) a/the serious failure; 8) to be fast asleep; 9) to be ashamed of one's rude words; 10) to turn down the television; 11) equal chances; 12) to spoil a/the child (kid).

Task 4. 1) of; 2) for; 3) over; 4) down; 5) on; 6) for; 7) on; 8) into; 9) at; 10) to.

Task 5. 1) is being sent; 2) was broadcast; 3) had been made; 4) has been taken; 5) was being decorated; 6) will be discussed; 7) are grown; 8) had been written; (had been) handed in; 9) is prepared/has been prepared; 10) is being read.

Task 6. 1a; 2b; 3a; 4b; 5b; 6a; 7b; 8b; 9b; 10a.

UNIT 2

Ex. 1

1a; 2e; 3f; 4b; 5d; c — extra.

Ex. 2

True — 1, 5, 7, 8, 9, 11, 13; False — 2, 3, 6, 10; Not stated — 4, 12.

Ex. 3

1b; 2c; 3a; 4d; 5d; 6b.

Ex. 4

1. Mrs. O'Connor came to the school to look after the pupils for two and a half hours on Saturday mornings. 2. No, she wasn't, but to the boys she looked beautiful. 3. Exactly one hundred books. 4. It lasted two and a half hours. 5. She could make everything she spoke about come live to the children. 6. First — he became knowledgeable about literature, second — he became an enthusiastic reader of good writing.

Ex. 5

1e; 2d; 3a; 4c; 5f; extra — b.

Ex. 6

1d; 2e; 3b; 4a; 5c.

Ex. 7

1 — extra; 2c; 3d; 4a; 5e; 6b.

Ex. 8

True — 1, 2, 5, 7, 8; False — 3; Not stated — 4, 6.

Ex. 9

1b; 2c; 3b; 4a; 5a; 6c; 7b; 8b.

Ex. 10

1d; 2c; 3a; 4g; 5f; 6h; 7b; 8e.

Ex. 16

1) rewarding job; 2) enjoyable book; 3) say it in a whisper; 4) colour printer; 5) felt at home; 6) Words of Wisdom; 7) tragic event; 8) investigate the crime; 9) monthly magazine; 10) local libraries

Ex. 17

1) —; 2) with; 3) in; 4) for; 5) off; 6) — /for; 7) by; 8) till/until; 9) to; 10) with/at; 11) In; 12) away; 13) for; 14) forward; 15) after; after.

Ex. 18

Wrong words: 1) alone; 2) print; prints; 3) month; 4) for his life; 5) published; 6) writing; 7) lived; 8) published; 9) selling; 10) telling; 11) fascinated; 12) playing.

Ex. 19

1) knighthood; 2) factual; 3) brightness; 4) National; 5) worldly; 6) fatal; 7) loneliness; 8) boyhood; 9) wrinkly; 10) prettiness; 11) brotherhood; 12) lordly.

Ex. 20

A. 1) to earn one's living; 2) to publish a newspaper; 3) to reach the city (town); 4) to show courage; 5) to hold a meeting; 6) a fair decision; 7) a social event; 8) a rewarding profession; 9) a quiet whisper; 10) a strange place.

B. 1) This book is a real treasure house of wisdom. 2) They entered the house through the front door. 3) Why are you speaking in a whisper? Is anyone sleeping? 4) If you want to enjoy yourselves go to the theatre. 5) When I was through with my homework (my lessons) it was already dark. 6) The journalists decided to hold their own investigation of those events. 7) Do you remember who invented the telephone? 8) I suppose that all these words are a lie (lies). 9) I still remember the strange events of that winter. 10) Your duty is to investigate this mystery.

Ex. 21

1) difference; 2) training; 3) freedom; 4) enslaved; 5) unhappy; 6) stupidly; 7) accompanied; 8) depth; 9) fearful; 10) traitors; 11) rightly.

Ex. 22

1) uncomfortable; 2) typical; 3) strength; 4) remove; 5) powerless; 6) normally; 7) incapable; 8) government; 9) disappeared; 10) commander; 11) shopping; 12) speechless; 13) politeness; 14) boyhood; 15) sadness.

Ex. 23

1) Watching an old film Steve fell asleep. 2) Reading the newspaper, father made some comments. 3) Having a seaside holiday, we played a lot of tennis. 4) Writing a letter, Rita made a couple of mistakes. 5) Typing the text in the computer, Bob pressed the wrong key. 6) Choosing a book in the library, she came across some stunning information. 7) Walking along the central street, the friends decided to drop in at a café. 8) Playing the final match our school team scored two goals. 9) Looking through the window, Tina noticed a strange blue bird on the branch. 10) Repairing the road, the workers found a treasure chest.

Ex. 26

1) I don't mind you/your going home right now. 2) I don't mind helping you. 3) We don't mind Don/Don's joining us. 4) The mother didn't mind Mary/Mary's going to the disco. 5) Would/Do you mind going to the cinema on Saturday? 6) I don't mind your friends/friends' playing in our team. 7) Do/Would you mind us/our turning/switching on the television? 8) Do/Would you mind going to the shop tomorrow morning?

Ex. 28

1) first, his; 2) biggest, largest; 3) plumper, antennae, hairs, them, antennae; 4) leaves, itself, themselves, leaves; 5) England's, greatest, Shakespeare's, farmer's, children.

Ex. 29

A. 1c; 2b; 3b; 4c; 5a; 6c; 7b; 8d; 9c; 10b; 11a.

B. 1d; 2d; 3b; 4b; 5a; 6d; 7b; 8b.

Ex. 30

1) was dreaming/dreamt; 2) knew; 3) was planning; 4) had already played; 5) was making; 6) ordered; 7) made; 8) had; 9) called/had called; 10) did not keep; 11) did not sell; 12) phoned; 13) to be worn; 14) is not/will not be; 15) find; 16) had taken/took; 17) found; 18) met; 19) was given; 20) were; 21) gave; 22) organized; 23) is still living; 24) has; 25) have not become;

26) have had; 27) brought/has brought; 28) has kept (has been keeping).

Ex. 32

Christmas, Easter, Victory Day, Halloween.

Ex. 33

1) sea; 2) carrot; 3) aisle; 4) ceiling; 5) rest.

Test 2

Task 1 1e; 2b; 3d; 4a; 5f; c — extra.

Task 2. 1d; 2 — extra; 3b; 4e; 5a; 6c.

Task 3. 1) (a) rewarding profession; 2) (an) unfair decision; 3) (a) courageous stranger; 4) (a) rich treasure house; 5) strange events; 6) (a) fascinating investigation; 7) to reach a/the city; 8) to print a/publish a book; 9) to sell newspapers; 10) to invent book printing; 11) in general; 12) to be off duty.

Task 4. 1) at; 2) —; 3) through; 4) away; 5) —; 6) by; 7) at; 8) in; 9) to; 10) for; 11) through; 12) after.

Task 5. 1) printed; written; 2) Fascinated; 3) sounding; 4) growing; 5) built, built; 6) playing; 7) asked.

Task 6. 1) sensational; 2) daily, weekly; 3) loneliness; 4) madness; 5) childhood; 6) entrance; 7) stranger; 8) waiting.

UNIT 3

Ex. 1

True — 2, 3; False — 6; Not stated — 1, 4, 5.

Ex. 2

1d; 2e; 3c; 4g; 5a; 6b; extra — f.

Ex. 3

1c; 2a; 3a; 4a; 5b; 6b.

Ex. 4

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

Ex. 5

1) 1994; 2) 13,000; 3) 170 million; 4) 21 billion; 5) three; 6) two; 7) one; 8) 31; 9) 50; 10) 24; 11) 39;

12) 1802; 13) 73; 14) 1882; 15) 1974; 16) 1986;
17) 1994; 18) 3; 19) 10.

Ex. 6

1c; 2d; 3e; 4a; 5f; 6b; 7 — extra.

Ex. 8

True — 2, 5, 6; False — 1, 3; Not stated — 4.

Ex. 9

1c; 2c; 3a; 4b; 5c; 6c; 7a.

Ex. 10

1e; 2g; 3a; 4c; 5b; 6f; 7d.

Ex. 16

A. 1) of/about; 2) for; 3) of/about; 4) for; 5) for;
6) from; 7) from; 8) of/about; 9) for; 10) from.

B. 1) of; 2) to; 3) in; 4) to; 5) of; 6) of; 7) in; 8) to;
9) in; 10) to.

Ex. 17

1) toaster; 2) rake; 3) axe; 4) spade; 5) dishwasher;
6) hoe; 7) hammer; 8) saw; 9) vacuum cleaner;
10) shaver; 11) knife; 12) tongs.

Ex. 18

1) inventions; 2) discover; 3) invented; 4) invent;
5) inventor; 6) discoverer; 7) discovered; 8) discovered;
9) invented; 10) invent; 11) invention; 12) discover, invent.

Ex. 19

A. useful tools, electric devices, biological weapons,
this year's crop, poor reading skills, successful engineers,
important inventions, skillful traders, a world-famous inventor,
a wonderful opportunity, a great achievement, the whole universe,
a memorable fight, the younger generation, a ship('s) crew,
pleasant memories, the necessary equipment, constant use.

B. to delay the flight, to launch a satellite into space,
to satisfy one's readers, to argue with sb about sth,
to create a problem, to take the opportunity to do

sth, to give rise to sth, to lead a busy life, to produce tools, to improve the results, to break into laughter, to break into tears, to break into a run, to ruin the crops.

C. production of tools, the inventor of television, on the one hand, achievements in some sciences, an argument about sth, exploration of the/an island, a team of sportsmen, around the world, both of us/we both, in the universe, a piece of equipment.

Ex. 20

A. 1) too; 2) enough; 3) too; 4) enough; 5) too; 6) too; 7) too; 8) enough; 9) enough; 10) enough; 11) too; too; 12) enough.

B. 1) team; 2) team; 3) crew; 4) crew; 5) crew; 6) team; 7) team; 8) team.

Ex. 21

1) defective; 2) performances; 3) curved; 4) inventor; 5) illiterate; 6) invention; 7) worker.

Ex. 22

1) inevitability; 2) like; 3) ambitious; 4) portable; 5) undoubtedly; 6) personal; 7) information; 8) theoretically; 9) blindness; 10) industrial; 11) irregular, length, movement; 12) consultant, amusement; 13) realistic, distinction; 14) adaptable, communicative; 15) colonization.

Ex. 23

1) us, our; 2) more, more; 3) her; 4) themselves; 5) you, your, further; 6) his, our, themselves; 7) late, last; 8) latter, my; 9) children; 10) latest.

Ex. 24

1b; 2b; 3b; 4d; 5a; 6c; 7c; 8a.

Ex. 25

1b; 2a; 3c; 4b; 5c; 6d; 7d; 8b; 9c.

Ex. 26

1) are; 2) is; 3) are; 4) Is; 5) is; 6) are; 7) is; 8) is; 9) is; 10) are.

Ex. 27

1) Кто первым закончит работу? 2) Я думаю, что статью легко перевести. 3) Джона трудно понять. 4) Вот спектакль, который стоит/нужно посмотреть. 5) Джеймс именно тот человек, к кому можно/нужно обратиться за помощью. 6) Это был самый дешевый фотоаппарат, который можно было купить. 7) Кити последней узнала правду. 8) Как звали человека, который открыл Австралию? 9) Я думаю, это самая интересная книга для чтения. 10) Именно в этом отеле стоит остановиться.

Ex. 28

A. 1) I agreed not to watch television. 2) We promised not to come back after 10. 3) They managed to arrive at the station not so late. 4) We can afford not to live in cheap hotels. 5) I hope not to stay here longer than for two days. 6) I offer to help our friends.

B. 1) I have enough money to buy this expensive hairdryer. 2) He is too young to swim alone in the sea. 3) We are old enough to drive a car. 4) The lady is too weak to travel by air. 5) You're old enough to know what you should do. 6) The police don't have enough information to arrest him.

Ex. 29

1) does not expect; 2) are seen; 3) says; 4) changing; 5) will watch/will be watching; 6) will sit/will be sitting; 7) lost; 8) will know; 9) will be watching; 10) will be thinking; 11) will be; 12) rings; 13) won't be able; 14) to hear; 15) speak; 16) interrupt; 17) won't need; 18) will be entirely focused/will entirely focus; 19) turn; 20) will still be; 21) not to be; 22) does; 23) did; 24) hasn't reached; 25) is coming.

Ex. 30

1) has survived, came; 2) has been invented/was invented; 3) enables/will enable, will be produced; 4) are/have been; 5) produces/has produced; 6) interrupts, won't say; 7) have already invested; 8) cause; 9) receives; 10) cutting.

Ex. 33

2) inventor, invent, inventive; 3) civilization, civilize; 4) electricity, electrician, electric(al); 5) scientist, scientific; 6) progress, progressive; 7) innovation, innovator, innovate; 8) speculation, speculator, speculative; 9) improvement, improve; 10) prediction, predictive/predictable.

Test 3

Task 1. 1b; 2b; 3b; 4c; 5a; 6a; 7b; 8c.

Task 2. 1b; 2d; 3f; 4c; 5h; 6a; 7e; extra — g.

Task 3. 1) electric; 2) distances; 3) scientists; 4) tester; 5) repairer; 6) aggressive; 7) resourceful; 8) bankers.

Task 4. 1) discovered; 2) invented; 3) to discover; 4) discovery; 5) invention; 6) inventor.

Task 5. 1) down; 2) in; 3) into; 4) out; 5) in; 6) into; 7) through; 8) out.

Task 6. 1) to read; 2) to see; 3) to fly; 4) to know; 5) to buy; 6) to understand.

Task 7. 1) We came (have come) here to dance. 2) He is difficult to understand. 3) I know about his wish to leave. 4) He promised not to come/be late. 5) We can't afford to buy this car.

UNIT 4

Ex. 1

True — 1, 5; False — 3, 7; Not stated — 2, 4, 6.

Ex. 2

1c; 2f; 3d; 4a; 5e; extra — b.

Ex. 3

1b; 2c; 3c; 4c; 5b; 6a.

Ex. 4

1e; 2c; 3f; 4b; 5a; extra — d.

Ex. 5

1. He is Scottish, but he has Italian roots. He is from Scotland. 2. He moved there when he was (became) 19. 3. He felt very lonely and was missing home. Now he loves London. 4. Yes, it is. 5. He supports Scotland (the Scottish team).

Ex. 6

True — 1, 6; False — 3, 5; Not stated — 2, 4.

Ex. 7

1b; 2d; 3e; 4f; 5a; 6 — extra; 7c.

Ex. 9

1d; 2h; 3b; 4e; 5a; 6g; 7f; extra — c.

Ex. 10

1a; 2c; 3c; 4b; 5a; 6b.

Ex. 16

1) with; 2) at; 3) against; 4) about; 5) for; 6) of; 7) at; 8) to; 9) in; 10) for; 11) for; 12) for; 13) about; 14) with.

Ex. 17

1) безработные; 2) слепые; 3) молодые; 4) бедные; 5) богатые; 6) старые, старики; 7) немые; 8) глухие; 9) мертвые; 10) люди с физическими недостатками, инвалиды; 11) знаменитости; 12) пожилые.

Ex. 18

A. 1) a couple of books; 2) in a couple of days; 3) a pair of gloves; 4) a newly married couple; 5) a couple of cakes; 6) three couples of dancers; 7) a pair of socks; 8) a pair of tights/tights; 9) a pair of trousers/trousers; 10) in a couple of years; 11) a pair of mittens; 12) a pair of shoes.

B. 1) anyway; 2) pretty slowly; 3) to get bored; 4) to shake hands; 5) to irritate teachers; 6) to notice a mistake; 7) a military rebellion; 8) to rebel against something; 9) to shake all over; 10) boredom; 11) irritation; 12) to fall madly in love with sb; 13) at the bottom of the

page; 14) to speak in riddles; 15) extremely foolishly; 16) various clothes; 17) although; 18) a pile of books; 19) on the top of the hill; 20) to speak respectfully; 21) a challenge for smb; 22) to tear a page out of a book; 23) to be allowed to do sth; 24) to tear a dress on a nail; 25) to preserve customs; 26) unlikely.

Ex. 19

1) over; 2) over; 3) along; 4) into; 5) off; along; 6) away; 7) into/on/off; 8) over; 9) out of.

Ex. 20

1) speechless; 2) pleasure, readers; 3) improvement, anxiously; 4) archeologist, mysterious; 5) Northern, Needless; 6) advisor(s), possibility, pressure, obligation; 7) marriage; 8) overactive, criminal; 9) terrifying; 10) critical, unexpected; 11) excited, nervous; 12) ageless, wisdom, kindness; 13) magnificent, Victorian, beautiful, lovely; 14) spidery; 15) valuable, golden.

Ex. 21

1) population; 2) successful; 3) Players; 4) interact; 5) gamers; 6) harmless; 7) dangerous; 8) gamers; 9) properly; 10) Swedish; 11) addiction; 12) clearly.

Ex. 23

1d; 2a; 3c; 4b; 5c; 6a; 7b; 8d.

Ex. 24

1) largest; 2) biggest, nosiest, scariest; 3) warmer, more lingering; 4) prettiest; 5) palest; 6) sweetest; 7) elder; 8) better; 9) the most beautiful; 10) latter; 11) latest; 12) last; 13) further; 14) Most; 15) farthest/furthest.

Ex. 25

1) Its; 2) it; 3) greenest; 4) Its; 5) their; 6) itself; 7) children; 8) first; 9) walls; 10) roof; 11) its; 12) these; 13) them; 14) their; 15) them; 16) projects; 17) us; 18) Our; 19) best; 20) more popular; 21) more.

Ex. 27

1) Я не хочу, чтобы мои ученики скучали на занятиях. 2) Я заставляю его отказаться от этой безумной идеи (мысли). 3) Не разрешай им возвращаться домой так поздно. 4) Мы не ожидаем, что они решат эту проблему сразу же. 5) Они никогда не видели, как я танцую. 6) Я почувствовала, что Алиса дотронулась до моей руки. 7) Мы наблюдали за тем, как Денис играл с друзьями в футбол. 8) Я не думаю, что она заставит нас самих готовить ужин. 9) Я заметила, что Алиса упаковывала/упаковывает чемодан. Очевидно, она собиралась уехать от нас. 10) Мы видели, как вы танцевали на сцене. 11) Я вижу, что вы не так поняли нас. 12) Я слышал, что вы переехали. 13) Я слышу, что мой братишка плачет в соседней комнате.

Ex. 28

1) I heard my parents discussing something in the hall. 2) I noticed Granny leave the house. 3) We heard Sam playing the piano. 4) I felt Mary put a shawl on my shoulders. 5) I watched my friend drawing my daughter's portrait. 6) Nobody saw Colin riding on his bike behind the cottage. 7) Her cousin heard Jannet singing in the bathroom. 8) We heard a strong wind blowing in the street. 9) They see Helen enter the room. 10) I watched Granny making an apple pie.

Ex. 29

1) meant; 2) was losing/had lost; 3) could; 4) worried/was worrying; 5) stay; 6) need; 7) says/said; 8) has changed; 9) has restored; 10) means; 11) lead; 12) was not working/didn't work; 13) had damaged/was damaging; 14) had been losing; 15) couldn't; 16) injected; 17) to start; 18) is he feeling/does he feel; 19) explains/explained; 20) want; 21) to get; 22) used; 23) have; 24) to go.

Ex. 30

A. 1) I would like you to come with us. 2) I expect you to watch the show together with everybody.

3) The children want us to help them make up a quiz.
4) Our parents want us to watch fewer silly/stupid programmes.
5) I don't expect them to return soon.
6) We would like you to finish all the work tomorrow.

B. 1) We saw the car disappear in the distance.
2) I noticed Ann play on the computer. I had never seen her do it before.
3) We heard her playing the violin. She plays professionally.
4) John saw us entering the room.
5) John saw us enter the room.
6) Susan heard him sing/singing.
7) I felt something fluffy touch my hand.
8) We watched them decorating the New Year tree/Christmas tree.
9) They watched the sun setting.

C. 1) She won't make me put on this dress.
2) Let me join you.
3) Don't make him rewrite this exercise.
4) Mum doesn't let us come back home after ten.
5) Let them do it themselves.
6) Make them do it themselves.

Ex. 31

1) Он замолчал в середине предложения, пытаясь понять, кто вошел в зал.
2) Елена действительно должна перестать так много работать.
3) Я никогда не забуду, как провела каникулы в Крыму.
4) Он всегда забывает делать исправления после тестов.
5) Ты не должен забывать принимать эти пилюли до еды.
6) Бен перестал играть в футбол.
7) Бен остановился, чтобы открыть зонтик.
8) Мы все еще помним посещение Букингемского дворца.
9) Прекрати шуметь.
10) Он остановился, чтобы отдать последние указания.

Ex. 33

Memories.

Ex. 34

Horizontally: citizen, author, pile, rebel, deed, bottom, challenge, respect, deaf, dumb. **Vertically:** seat, unemployed, top, date, reason, couple, note, riddle, blind.

Test 4

Task 1. True — 4, 7; False — 1, 2, 5, 6; Not stated — 3, 8.

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

Task 3. 1) to preserve sth for future generations; 2) most likely; 3) to tear a dress on a nail; 4) to look stupid; 5) to date sb; 6) to show respect for sb; 7) on the bottom of the sea; 8) at the bottom of the page; 9) to talk in riddles; 10) a pair of slippers; 11) to ignore one's duties.

Task 4. 1) of; 2) about; 3) —; 4) with; 5) —; 6) over; 7) at; 8) of; 9) of/about; 10) —.

Task 5. 1) to; 2) —; 3) —; 4) to; 5) —; 6) —; 7) —; 8) to; 9) —; 10) to.

Task 6. 1) We saw John entering his flat. 2) We saw John enter his flat. 3) We heard him singing in the next room. 4) Tom felt Ben touch his hand.

Task 7. 1) старые (люди) старики; 2) богачи, богатые (люди); 3) слепые (люди); 4) немые (люди); 5) безработные (люди); 6) бедняки, бедные (люди); 7) молодежь, молодые (люди); 8) глухие (люди).

UNIT 5

Ex. 1

1b; 2f; 3a; 4d; 5c; e — extra.

Ex. 2

True — 1, 7; False — 2, 3, 6; Not stated — 4, 5.

Ex. 3

1d; 2f; 3a; 4b; 5e; extra — c.

Ex. 4

1a; 2b; 3b; 4b; 5c; 6b; 7c.

Ex. 5

1) connected with show business; 2) in May 1986; 3) moved to Norway; 4) represented Norway; 5) the 54th Eurovision Song Contest; 6) was composed and written; 7) all the participating countries.

Ex. 6

a) 3; b) 5; c) 2; d) 4; 1 — extra.

Ex. 8

True — 2, 5; False — 1, 4; Not stated — 3, 6.

Ex. 9

1a; 2b; 3d; 4c; 5d; 6b.

Ex. 10

1e; 2c; 3g; 4a; 5f; 6d; b — extra.

Ex. 16

1d; 2f; 3i; 4j; 5k; 6l; 7b; 8e; 9c; 10g; 11h; 12a.

Ex. 17

A. 1a/b/d; 2f; 3a/d; 4e; 5b; 6c.

B. 1) lawyer — адвокат; 2) senator — сенатор; 3) usher — швейцар, привратник, билетер; 4) designer — конструктор, модельер, дизайнер; 5) decorator — декоратор, художник по интерьеру, маляр, обойщик; 6) conductor — кондуктор, дирижер; 7) butcher — мясник; 8) announcer — диктор; 9) grocer — бакалейщик; 10) sailor — моряк, матрос.

Ex. 18

1c; 2b; 3c; 4c; 5a; 6a; 7a; 8c.

Ex. 19

A. 1) to rely on sb; 2) within an hour; 3) a wise decision; 4) to look at sb in admiration; 5) to occur to sb; 6) to waste time; 7) to make up one's mind to do sth; 8) to give up the idea of travelling; 9) to discourage sb from doing sth; 10) to find out the truth.

B. 1) the main idea; 2) certain animals; 3) patient relatives; 4) to do well in a subject; 5) help is required; 6) to take care of (the) pets; 7) caring parents; 8) to know from one's own experience; 9) good qualities; 10) to cope with something.

C. 1) to fulfil one's duty; 2) to continue taking the medicine; 3) a good grade in a subject; 4) to acquaint sb with sb; 5) to get acquainted with sb; 6) to owe one's

brother 5 roubles; 7) to be in debt; 8) to get a mortgage; 9) to retire at the age of 65; 10) to attract tourists.

D. 1) a secure job; 2) to make a fortune; 3) to refuse to do sth; 4) caring employers; 5) in expectation of our meeting; 6) to get down to business; 7) to follow (in) mother's steps; 8) properly dressed; 9) to fill in the gap in one's education; 10) to rescue sb from sth.

Ex. 20

1) from; 2) to; 3) in, of; 4) in; 5) from; 6) with; 7) —; 8) in; 9) on; 10) at; 11) —; 12) with; 13) In; 14) from; 15) between; 16) from; 17) out; 18) on; 19) —; 20) on.

Ex. 21

1) across; 2) down; 3) off; 4) off; 5) with; 6) round.
1. Нам никогда не встречалось такое словосочетание. 2. Джек заболевает гриппом. 3. Немедленно спустись с лестницы. 4. Жевательная резинка не отлипает. 5. Надень, пожалуйста, свитер. Я не хочу, чтобы ты простудился. 6. Весьма неожиданно она взглянула к нам вчера вечером.

Ex. 22

1) feeling(s), weakness; 2) poetry, excitement; 3) competition, editor's decision; 4) amazement; 5) unlikely, improbable; 6) humorous; 7) Italian, really; 8) delightful, various/varied; 9) peaceful, warmth, sleepy; 10) wooden; 11) embarrassment; 12) soapy; 13) rewrite; 14) vacancies, typist; 15) unlikely.

Ex. 23

1) construction; 2) executive; 3) responsibilities; 4) renamed; 5) government; 6) management; 7) terrorism; 8) prestigious.

Ex. 24

1c; 2b; 3b; 4a; 5d; 6a; 7b; 8c; 9b; 10c.

Ex. 25

1a; 2a; 3c; 4b; 5d; 6b; 7c; 8a; 9b; 10c; 11d.

Ex. 26

A. 1) may be; 2) Maybe; 3) Maybe, maybe; 4) may be, may be; 5) Maybe; 6) may be; 7) may be; 8) Maybe.

B. 1) either; 2) either; 3) neither; 4) Neither; 5) Neither; 6) Either; 7) either; 8) neither. **C.** 1) None; 2) none; 3) no one; 4) none; 5) No one; 6) No one; 7) none; 8) None.

Ex. 27

1) So will they. 2) So has he. 3) Neither is she. 4) Neither can they. 5) Neither are my sisters. 6) So did I. 7) Neither does Alice. 8) Neither must he. 9) Neither will you. 10) Neither has my sister.

Ex. 28

1) Mary has her dresses made. 2) Mary has her flat cleaned properly every month. 3) Mary has her car washed every week. 4) Mary has flowers planted in the garden. 5) Mary has her meals cooked. 6) Mary has her hands manicured. 7) Mary has her shoes repaired. 8) Mary has the floors cleaned.

Ex. 29

1) Neither Olga nor Alice can write. They are little. 2) You can order either apple or orange juice. 3) Would you like meat or chicken? — Neither. I prefer fish. 4) You neither gave a call nor sent a message yesterday. 5) I've got two daughters. Either of them can help you. 6) You can take either a bus or the Metro. 7) Neither Sarah nor Polly can come tonight. 8) None of the girls know where he lives. 9) There are many pencils in the box. Give me any. 10) There are two pencils in the box. Give me either.

Ex. 30

1) written; 2) was; 3) spoke; 4) was writing/wrote; 5) were used; 6) had abolished; 7) wanted; 8) continue; 9) was determined; 10) understand; 11) putting; 12) worked; 13) told; 14) was published; 15) were sold; 16) reacted; 17) were convinced; 18) end/be ended;

19) became; 20) grew; 21) were; 22) brought; 23) had; 24) played; 25) met; 26) took; 27) said; 28) started.

Ex. 31

1) He'd better rely on his opinion. He is quite a sensible young man. 2) I would rather have a cup of coffee than a cup of tea. 3) She had better hire a bodyguard. 4) They'd better not shout at the child. This is not the way to solve problems. 5) My mother would rather stay at home and watch a video than go to the cinema. 6) I'd rather fill in the questionnaire now. 7) He'd better start for the railway station now if he doesn't want to miss the train. 8) You'd better wear glasses if you want to look more grown up and intellectual. 9) She'd better stop working on the computer 15 hours a day. She'll spoil/ruin her health. 10) Sally is a vegetarian. She would rather eat nothing than have a meat dish.

Ex. 32

1) Although; 2) nevertheless; 3) Actually/in fact; 4) In fact/Actually; 5) That's why; 6) As; 7) Eventually; 8) On the contrary; 9) Although; 10) However/Anyhow; 11) So/That's why.

Ex. 33

1) One's tongue. 2) All kinds of animals, houses can't jump. 3) Because it's too far to walk there. 4) The side that hasn't been eaten yet. 5) When you are going to feed the cat.

Test 5

Task 1. 1b; 2e; 3d; 4a; 5c.

Task 2. 1T; 2F; 3NS; 4NS; 5T; 6NS; 7F; 8T.

Task 3. 1) illegal; 2) permission; 3) impossible; 4) economic; 5) eastern; 6) contribution; 7) healthy; 8) workers; 9) educational; 10) attractive.

Task 4. 1) Neither; 2) No one; 3) any; 4) neither; 5) either; 6) Either; 7) None; 8) so.

Task 5. 1) I don't make dresses myself, I have them made. 2) Robin cuts the grass himself, his sister has it cut for her. 3) John never washes up, he always has it done (has dishes washed). 4) She doesn't type her letters. She has them typed. 5) She has articles translated.

Task 6. 1) You had better; 2) had better; 3) would rather; 4) would rather; 5) had better; 6) had better.

Task 7. 1) to; 2) up, on; 3) on; 4) for; 5) from; 6) on; 7) of; 8) of; 9) in; 10) with.