CONTENTS

Unit 1 FAMILY .....
Key Vocabulary .....
Word Study .....
Listening 1
Suggestions for Writing 1
Reading 1
Grammar. *The Present Simple and Present Progressive. The Past Simple and Past Progressive. Personal, Possessive and Reflexive Pronouns* 1

Unit 2 FRIENDS AND FRIENDSHIP 3
Key Vocabulary 3
Word Study 3
Listening 4
Suggestions for Writing 4
Reading 4
Grammar. *The Past Simple and Present Perfect. Degrees of Comparison of Adjectives* 4

Unit 3 TRAVELLING 5
Key Vocabulary 5
Word Study 6
Listening 6
Suggestions for Writing 7
Reading 7
Grammar. *The Past Perfect. Talking about the Future. The Use of Articles with Geographical Names. Prepositions with Means of Transport* 7

Unit 4 PROBLEMS OF A BIG CITY 8
Key Vocabulary 9
Word Study 9
Listening 9
Suggestions for Writing 9
Reading 9
Grammar. *The Present Perfect and Present Perfect Progressive. Adjective or Adverb. SUCH or SO. Revision of Tenses* 10

Unit 5 ENGLISH IN MY LIFE 1
Key Vocabulary 1
Word Study 1
Listening 1
Suggestions for Writing 1
Reading 1
Grammar. *Questions and Negatives. Pronoun IT* 1

Unit 6 THE ENVIRONMENTAL CRISIS – NUMBER ONE INTERNATIONAL PROBLEM 131
Key Vocabulary 131
Word Study 132
Listening 134
Suggestions for Writing 135
Reading 136
Grammar. *The Passive Voice. The Use of Articles with Uncountable Nouns. The Use of SOME and ANY with Uncountable Nouns* 138

Unit 7 MASS MEDIA & TV 152
Key Vocabulary 153
Word Study 155
Listening 159
Suggestions for Writing 160
Reading 161
Grammar. *The Sequence of Tenses. Indirect Speech* 162

Unit 8 SCHOOL AND SCHOOL LIFE 170
Key Vocabulary 172
Word Study 174
Listening 179
Suggestions for Writing 180
Reading 181
Grammar. *Conditional Sentences. Making a Wish. The Use of Articles with the Nouns SCHOOL/COLLEGE, HOSPITAL, BED, HOME, WORK etc.* 182

Unit 9 PLANS FOR THE FUTURE CAREER. JOBS 192
Key Vocabulary 194
Word Study 196
Listening 208
Suggestions for Writing 209
Reading 210
Grammar. *Modal Verbs CAN, MAY, MUST and their Equivalents. The Use of Modals to Express Possibility, Certainty, Doubt, Surprise* 211

Unit 10 LEISURE TIME AND HOBBY 225
Key Vocabulary 226
Word Study 227
Listening 234
Suggestions for Writing 235
Reading 236
Grammar. *The Gerund* 238

Unit 11 BEING FIT AND HEALTHY 248
Key Vocabulary 249
Word Study 250
Listening 256

Suggestions for Writing 257
Reading 258
Grammar. *The Infinitive. Complex Object. Pronouns MUCH/MANY, LITTLE/FEW. The Use of Articles with the Names of MONTHS, DAYS, SEASONS, MEALS* 260

Unit 12 BOOKS. READING 283
Key Vocabulary 284
Word Study 286
Listening 291
Suggestions for Writing 292
Reading 293
Grammar. *The Participle* 294

Unit 13 MUSIC 305
Key Vocabulary 308
Word Study 309
Listening 312
Suggestions for Writing 313
Reading 314
Grammar. *The Noun. The Category of Number. The Possessive Case* 316

APPENDIX 1 *Правильные глаголы: правила правописания* 327
APPENDIX 2 *Неправильные глаголы* 328
APPENDIX 3 *Распространенные выражения с глаголом TO BE* 330
APPENDIX 4 *Слова и выражения, полезные в процессе общения* 331
APPENDIX 5 *Имя числительное. Количественные и порядковые числительные. Дробные числительные* 333
APPENDIX 6 *Предлоги и наречия. Значение и употребление* 334
APPENDIX 7 *Сложное предложение. Союзы и союзные слова* 337
APPENDIX 8 *Классификация наречий* 338
APPENDIX 9 *Место наречий в предложении* 339
APPENDIX 10 *Функции* 340
APPENDIX 11 *Особые случаи образования множественного числа существительных* 341

KEYS 343

АЛФАВИТНЫЙ РУССКО-АНГЛИЙСКИЙ ПЕРЕЧЕНЬ СЛОВ И ВЫРАЖЕНИЙ 390

LITERATURE 407

Unit 1

FAMILY

Every family's different

Discuss the following questions:
What types of families do you know?
What is the average family in your place?

Look at these pictures. Work in pairs and explain what these terms mean and what the difference between these families is.

1. An extended family

2. A nuclear family

3. A family having many children

4. A single-parent family

Ex. 1. Read the sentences below. Decide which sentence goes with each photo. More than one answer is possible.

1.	a, ...
2.	
3.	
4.	

a) We all live together and have close relations.
b) The only child is the centre of attention.
c) We are many. We share our parent's attention.
d) In a big family you have much love and support.
e) We enjoy doing many things together.
f) We love to celebrate holidays together. We have a lot of great parties.
g) There are only two of us. We do everything together.
h) I have my own room. I have a lot of privacy.
i) When I have a problem I can always find a person to discuss it frankly.
j) Sometimes I feel lonely. I wish I had a brother/sister.
k) Sometimes I feel a lack of one parent badly.
l) The advantage of having a big family is that you always have a baby-sitter in the house.
m) I'm a twin. It's an advantage. We are very close.
n) The problem of being the oldest child in the family is that you should take care of the younger ones.
o) I have young parents. It's an advantage.
p) Mother/father is my best friend.

What do you think the advantages and disadvantages of each type of family are? Use the following: **I think ..., It can be ..., I don't think ... .**

KEY VOCABULARY

Name

1.	name (first name)	имя
	middle name (patronimic)	отчество
	surname (family/last name)	фамилия
	namesake	тезка
	nickname	прозвище
	pet name	ласкательное имя
2.	call	назвать
	call by first name	называть (звать) по имени
	call smb after smb	назвать в честь кого-л.
3.	birthday	день рождения

Age

4.	teenager	подросток
5.	under sixteen	менее 16
6.	over twenty	двадцать с лишним
7.	be in one's mid-thirties/fourties	примерно 35 (45) лет
8.	turn sixty	перевалило за 60 лет
9.	be of age / under age	(не) достичь совершеннолетия
10.	three years older/younger	на 3 года старше/младше
11.	double one's age	в два раза старше

Relations

12. relative	родственник
relations on my mother's/father's side	родственники со стороны матери/отца
13. parents (mother, father)	родители
14. grandparents (grandmother/father)	бабушка, дедушка
15. grandchildren (grandson/daughter)	внуки, внук, внучка
16. aunt	тетя
17. uncle	дядя
18. nephew ['nevju:]	племянник
19. niece [ni:s]	племянница
20. son, daughter	сын, дочь
21. brother, sister	брат, сестра
22. twins	близнецы
23. stepbrother (sister)	сводный брат (сестра)
24. stepfather (mother)	отчим (мачеха)
25. elder brother (sister)	старший брат (сестра)
26. younger brother (sister)	младший брат (сестра)
27. siblings	*(собират.)* братья и сестры
28. close relations	близкие отношения
29. generation	поколение
30. household chores [tʃɔ:z]	домашние хлопоты
31. help around the house	помогать в работе по дому
32. take turns to do things	делать что-либо по очереди

Verbs

33. get along well	ладить с кем-либо
34. fight, quarrel ['kwɔrəl]	спорить, ссориться, драться; ссориться
35. bicker	спорить, пререкаться
36. tease [ti:z]	дразнить, приставать
37. argue (with smb about smth) ['a:gju:]	спорить
38. lie (tell a lie)	лгать
39. compete (with smb for smth) [kəm'pi:t]	конкурировать, состязаться
40. treat (smb)	обращаться с кем-либо
41. share (secrets, a room)	делить (поделиться секретами, жить в одной комнате)
42. be divorced	быть в разводе
43. punish	наказывать
44. feel hurt	обижаться
45. resemble smb	быть похожим (на кого-либо)

WORD STUDY

Ex. 2. Choose and fill in the appropriate words from Key Vocabulary.

1. My friend's name is also Mike. He is my .....
2. I get along well with my brother. We never .....
3. My ..... (brothers and sisters) are my best friends.

4. My mother has three sisters, so I have three .....
5. She is thirteen, she is a .....
6. My brother is twenty one, he is ..... already.
7. I have many uncles and aunts, so I have a lot of .....
8. My mother's sister has a boy and a girl, so my mother has .....
9. We are ....., we are identical, we are as like as two peas.
10. My mother is going to marry again. So I'll have a .....
11. I am 15 and my sister is 12. She is ..... younger.
12. Marry has funny freckles (веснушки) on her nose, but nobody ..... her. We all like her.
13. There are only three rooms in our apartment, so I have to ..... a room with my brother.
14. Sometimes I ..... with my brother about computer time.
15. My father's father is my ..... He got married nearly fifty years ago. His ..... is my ....., of course.
16. My sister Charlotte is married, too. Peter is her .....
17. My sister Charlotte and Peter have a little baby girl, Elizabeth. She is my ..... and my grandparents's .....
18. Grandparents, parents, children, aunts, uncles: people don't live together with a large number of relatives in ..... any more. Small famillies, so-called ....., are typical of most European societies.
19. If a marriage ends with a ....., children are often left with a father or a mother only. These households are called ..... families.

Ex. 3. Translate the sentences into English paying attention to the underlined words.

1. Наша семья очень дружная. Мы никогда не ссоримся.
2. Моя мама очень сердится, когда я с ней пререкаюсь.
3. «Не дразни свою сестру, Роджер!»
4. Вы с братом не должны ссориться, надо помогать друг другу.
5. Мы с сестрой (я и сестра) очень близки, мы делимся всеми секретами.
6. Меня назвали в честь дедушки, говорят, я на него похож.
7. Моей тете примерно 35, она на десять лет моложе мамы.
8. У мамы много домашних забот, никто не хочет их с ней разделить.
9. Мне не разрешают долго болтать по телефону.

Would you prefer to be the only child or one of two or three children?

Ex. 4. Match the phrases in column A with those in column B. More than one answer is possible.

Model: *I am the youngest in my family. It's a disadvantage. Everyone tells me what to do.*

A		B
1. I am the youngest in my family.	☐☐	a) It's an advantage.
2. A disadvantage of being the only child is that ...	☐☐	b) It's a disadvantage.

3. I have my own room.
4. I get along well with my brothers and sisters.
5. The advantage of having brothers and sisters is that ...
6. I always fight with my brothers and sisters ...
7. Parents are tired of our conflicts.

☐☐ c) you are the centre of attention
☐☐ d) you are not the centre of attention
☐☐ e) we spend a lot of time together
☐☐ f) I always share personal secrets with them
☐☐ g) they are my best friends
☐☐ h) everyone tells me what to do
☐☐ i) we fight for dominance, parents' attention and support
☐☐ j) they don't understand why we do it
☐☐ k) parents try to be fair
☐☐ l) I can do whatever I want
☐☐ m) I can always get the help I need

Ex. 5. Why is family important in your life? Sum up the things that apply to you and prepare a short talk about the relations with your relatives.

FAMILY RULES

Discuss the following questions:
Are there any rules in your family?
What are they? Are they important for you?

Ex. 6. Think what you are (not) allowed to do and what you have to do. Choose and tick the ideas that are true for you. Write sentences using the phrases from the box.

Model: *In our family we all have household chores. I have to wash the dishes.*

be (not) allowed to have to do

do household chores
come home late
prepare meals
watch TV
talk on the phone
use the bath
take out the garbage
wash the car
water the flowers
walk the dog

Talk to the class about the rules in your family.

Ex. 7. Masha found a family photo in the album. It was taken some years ago when the family was on holidays. Describe the photo and write who you can see on it. The words in the box can help you.

in the centre • on one's left/right
grandmother • grandfather • mother • father
... years old • be in one's mid-thirties/fourties • turn 60
elder/younger • three years older/younger • resemble

Find a photo of your family and describe it to the class.

Family climate

Ex. 8. Look through the text again and make sentences according to the model.

Model: I argue with my *Mom about my hairstyle and clothes because I know better what is in fashion at present.*

GENERATION GAP

First, let us dispel a myth (развеять миф). The idea that growing up is one long fight between teenagers and their parents is not accurate (точный). Majority of teenagers say that they like their parents and get along well with them. However, it is true that arguing increases in the teen years (подростковый возраст).

.....
.....
.....
.....
.....

WHAT DO PARENTS AND TEENAGERS FIGHT ABOUT?

WHY PARENTS AND TEENAGERS ARGUE

The argument arises out of clash[1] of roles. Teenagers want to gain greater independence, more freedom. Young people and their parents have different views on when the children should be allowed to do things alone: go shopping, choose what to wear and eat, what time to come home, with whom to go out, etc.

Researchers have found that most disputes between parents and teenagers are not very heated and are typically about issues, such as:

- ☐ fighting with brothers and sisters,
- ☐ cleaning up bedroom,
- ☐ possessions,
- ☐ their own space,
- ☐ time,
- ☐ helping out around the house,
- ☐ doing homework,
- ☐ bedtime,
- ☐ time to come home,
- ☐ household chores[2]
- ☐ friends and responsibilities.

Issues that tend to generate more heat, but occur less frequently, include:

- ☐ talking back to parents,
- ☐ lying,
- ☐ getting poor results at school,
- ☐ getting in trouble at school.

- How true are these issues for you? Mark the ones that apply to you.
- Say what you argue with your parents about.
- Make your own list, choose three of them and try to explain the reasons to your partner.

Notes:

1. clash – столкновение, не совмещение
2. chore [ʧɔ:] – повседневная обязанность
   household chores – домашние хлопоты

Ex. 9. Read the text and match each phrasal verb to a definition below. Find Russian equivalents.

You know, my dad can be horrible sometimes – he has a tendency to (1) lash out at me when he's angry. I don't mean he hits me or anything, but he says cruel things and he likes to (2) put me down especially in front of his friends, saying I'm useless because I don't know how to cook and clean, that sort of thing. A lot of the time, I can (3) put up with his behaviour, but sometimes, I'm feeling, like, sensitive, and it really (4) gets me down. So that's when I get on the phone, because I know I can (5) turn to Katie for comfort, she's always kind and understanding, like, I know she won't (6) let me down, she always has time for me.

a) ☐ to bear or tolerate something
b) ☐ to go to someone for help
c) ☐ fail to help
d) ☐ suddenly speak angrily to someone
e) ☐ to express a low opinion of someone and thus make him feel hurt
f) ☐ to cause someone to be disappointed

PAIR WORK

Ex. 10. Answer the questions. Choose at least five questions to discuss with your partner.

What's your family like?

- ☐ What type of family do you come from?
- ☐ What's something unusual or special about your family?
- ☐ What are some rules that people have to follow in your family?
- ☐ How does your family celebrate birthdays?
- ☐ Is there a holiday your family always celebrate together?
- ☐ Who do you talk to in your family when you have a problem?
- ☐ What's the best thing about spending time with your family?
- ☐ What's the worst thing?
- ☐ If you have any brothers or sisters, what things do you enjoy doing together?
- ☐ Do you have a close relationship with the other members of your family?
- ☐ What's an advantage of being close to one's family?
- ☐ Who takes care of the children in your family?

Track 1 **Ex. 11.** Read an abstract of a lecture. Tick (✓) the statements that are mentioned in the text.

SIBLING CONFLICT

"Why can't our kids just get along? Why must they always fight?" Parents get tired of the bickering, teasing, competing. They can't understand why their children can't leave each other alone, and just be friends. "Who needs it?" parents ask.

The answer is "the children do". Fighting is not a sign of children not getting along. It is how they get along – using conflict to test their power, establish differences, and ventilate emotion. Children compete for dominance, parental attention, parental support, and household resources. Who gets what? Who does what? Who goes first? Who gets most? Who's right? Who's the best?

When we are children, our brothers and sisters – are our first friends and first enemies. The effect of sibling relationships in childhood can last a lifetime. Many experts say that the relationship among brothers and sisters explains a great deal about family life, especially today when brothers and sisters often spend more time with one another than with their parents.

Studies have shown that sibling relationships between sister-sister pairs and brother-brother pairs are different. Sister pairs are the closest. Brothers are the most competitive. Sisters are usually more supportive of each other. They are more talkative, frank, and better at expressing themselves and sharing their feelings. On the other hand, brothers are usually more competitive with each other. The major exception to this is identical twins for whom similarity creates an unusual intimacy. The more alike they are, the closer they feel. The closer they feel, the more alike they want to become. They can feel incomplete in absence from each other, they can have unspoken means of knowing what is going on in each other, and they may even construct a secret language between them that no one else understands.

Experts agree that the relationship among siblings is influenced by many factors. For example, studies have shown, that both brothers and sisters become more competitive and aggressive when their parents treat them even a little bit differently from one another. But parental treatment is not the only factor. Genetics, gender, life events, people, and experiences outside the family all shape the lives of siblings.

1. ☐ Parents get tired of siblings argument.
2. ☐ Parents quite understand their children.
3. ☐ Parents want their children to leave them alone (оставить в покое).
4. ☐ Children fight for dominance and parent's attention.
5. ☐ Fighting means that children cannot get along.
6. ☐ Siblings are our oldest friends in life.
7. ☐ Some siblings have good relationships, but other siblings have bad relationships.
8. ☐ Sibling relationships are among the most important relationships in life.
9. ☐ Sisters get along better with their sisters than with their brothers.
10. ☐ Females and males generally have different sibling relationships.
11. ☐ Siblings spend a lot of time together because they have to.
12. ☐ There are many causes of good and bad sibling relationships.
13. ☐ Research has shown that siblings hate to fight.
14. ☐ When parents treat each child a little differently, the children get along better.

Negative Prefixes: used with verbs nouns, adjectives

IN-	MIS- UN-	DIS-
Changes to **IL**- before "l", to **IM**- before "b, m, p", to **IR**- before "r" inaccuracy, illiterate, impolite, irregular	mistrust *(n)*, misunderstand *(v)* unable, unrealistic, unhappy *(adj)*	displease *(v)* disbelief *(n)* disloyal *(adj)*

Ex. 12. Add the correct prefix to the words in bold type and rewrite the sentences correctly.

1. I'm sorry but I don't **agree** with your idea. *I'm sorry but I disagree with your idea.*
2. Keep still! Do be **patient!** .....
3. Our new neighbour isn't very **friendly**. .....
4. In Sweden it isn't **legal** for parents to slap their children. .....
   .....
5. I don't **like** cleaning and tidying up my room. .....
6. In Japan it isn't **polite** to wear your shoes in the house. .....
   .....

Ex. 13. Homophones. Choose the correct word(s) in each sentence.

1. I'm sure that's the man *who's/whose* dog bit my sister last *weak/week*.
2. I hope the *weather/whether* will be good this weekend because *were/we're* going away.
3. The players walked *passed/past* and *there/their* fans cheered loudly.
4. You should *write/right* your name *here/hear* at the top.
5. I'm still hungry because I only had a small *piece/peace* of *meet/meat*.
6. Men aren't *aloud/allowed* to have long *hair/hare* in the army.

LISTENING

Track 2 **I.** Listen to Alan telling how his mother and father treated the children when they did something wrong. What are the two things that are different about his mother and father? Complete the chart.

Mother	Father
1.	
2.	

II. Listen again and tick (✓) the statements that are true.

1. When we shouted and cried:	
Mother	Father
a) sent us to bed	c) went for a long walk
b) sent us to our room to sit by ourselves	d) didn't pay attention
2. When we did something wrong:	
Mother	Father
a) got very angry	c) didn't say a word
b) talked to us about it firmly	d) shouted at us

SUGGESTIONS FOR WRITING

Dear Diary,
I love my family – all of them, my parents and my four brothers and sisters. However, sometimes they drive me crazy. There are good and bad things about coming from a large family. One of the advantages of coming from a large family is that I always have someone to talk to. Unfortunately, one of the disadvantages is that I never have my privacy. And of course the biggest problem with not having any privacy is that I never have any space I can call my own.

Read the diary entry. Imagine you also share your thoughts with your diary. Write about your family.

TIME FOR FUN

A J☺KE

Boy or Girl?

In western countries a lot of boys and girls have the same kind of hairdos and many of them wear similar clothes. So it is often difficult to tell whether they are boys or girls. One day an old gentleman went for a walk in a park in New York, and when he was tired he sat down on a bench. A teenager was standing near a pond feeding the ducks.

"My goodness!" the old man said to the person sitting next to him. "Do you see that person over there, with the tight trousers and long hair? Is it a boy or a girl?"

"A girl", was the prompt reply. "She's my daughter."

"Oh!" the old man answered quickly. "I'm sorry I didn't know that you were her mother."

"I'm not", said the other person, "I'm her father."

READING

ONE WHO UNDERSTANDS

When Matt Kelley was growing up in the United States, he often thought to himself, "Who am I?"

Matt thought that his problem was special. When he saw his schoolmates, he didn't see anyone who looked like him. There were white kids and black kids, Asian kids and Hispanic kids, but none like him.

Matt Kelley was a multiracial teen: his dad was white and his mum was a Korean. He felt that he didn't quite fit in with white kids because of his Asian side, and that he didn't quite fit in with Asians because he was half white. This made him feel confused (находящийся в замешательстве) and frustrated (расстроенный), and he often wondered if he was the only teenager in the world with this problem.

In Matt's first year at university, he met other multiracial young people, and he began to talk with them about their problems. He soon realized that there were lots of multiracial people in the U.S. and that they didn't really have a place to discuss their experiences (случай). So in 1998, when Matt was only 19, he founded MAVIN. MAVIN, which means "one who understands" in Hebrew, is a magazine for young multiracial people who want to read about other people of mixed race and their experiences. It publishes articles about the problems that affect multiracial teens. The readers also write their own stories for publication in the magazine.

In a recent survey, when a group of American teens were asked if they had ever dated someone of a different race or ethnic background, 60% said yes. This, and the popularity of multiracial celebrities like Tiger Woods, Halle Berry, Lenny Kravitz and Mariah Carey, has made people reconsider the old concepts of race. "Multiracial means there are no boundaries to race. We can be comfortable being whatever we want to be," explains Matt Kelley.

Ex. 14. Finish these sentences using information from the text.

1. Matt's problem was that .....
2. Matt discovered that there were a lot of multiracial people when .....
3. Matt's magazine MAVIN is for .....
4. The magazine articles are about .....
5. The MAVIN Foundation is an organization which .....

Ex. 15. Find the information in the text. You don't have to write complete sentences.

1. What kind of kids did he go to school with? .....
2. Why is Matt described as multiracial? .....
3. What are MAVIN readers encouraged to do? .....

Ex. 16. Ask questions and discuss.

A SURVEY FOR YOUNG PEOPLE

Your school magazine has published some questions to find out about Russian young people's attitudes to racial differences. A school magazine in a British school is planning to do a similar project about British young people. They have asked you to give them the list of questions you have prepared – in English, of course! Write down five questions from your list.

.....

.....

.....

.....

.....

GRAMMAR

THE PRESENT SIMPLE and PRESENT PROGRESSIVE

	Present Simple	Present Progressive
Как?	Обычное, регуля́рное, повторяющееся действие, факт. **Глагол**	Длительное действие, процесс, протекающий в определенный момент или период времени. **be + -ing**
Когда?	1) *usually, generally, always, never, often, seldom, every day, sometimes* 2) будущее действие, связанное с графиком, расписанием	1) *now, at present, at the moment* *Listen; Look; I see...; I hear...* always как усиление негатива плохих привычек 2) будущее запланированное действие
Примеры	❒ The Earth **moves** round the Sun. ❒ She **lives** in London. ❒ I **work** in my garden *every day*. ❒ The next train **leaves** *in an hour*.	❒ *Look*, it **is moving**. ❒ She **is living** in that flat *now*. ❒ He **is working** in the garden *at present*. ❒ He **is leaving** for Moscow *tomorrow*.
Вопрос	**Do** you / **Does** he | **work** on Sundays? They **don't** / He **doesn't** | **speak** French.	**Are** you / **Is** he | **working** now? They **aren't** / He **isn't** | **speaking** now.

Present Progressive используется также: 1) для обозначения заранее намеченного, запланированного действия, договоренности:

- I'**m leaving** tonight.
- We **are meeting** Jack at 5 at the entrance.

2) для описания действия, которое мы хотим изобразить как непрерывный процесс (с наречиями *always*, *constantly*).

- You are **always** laughing. Вечно ты смеешься!
- My Dad is **constantly** grumbling. Мой отец постоянно ворчит.

Ex. 17. Make up the sentences choosing the right tense form.

1.	Now Sometimes	Sylvia	is doing her homework. does her homework in the garden.				
2.	We	never	are running run	now. here.			
3.	Do you Are you	speaking speak	English	often? now?			
4.	He	doesn't isn't	sitting sit	there	every day. now.		
5.	They	cycle are cycling	to school	this week. every morning.			

Ex. 18. You are going to write a letter to a penfriend. Tell him/her about yourself. Don't forget about the layout of the letter. Start like this:

Dear Penfriend,
My name is ... and I live in ...

1.						
2.	At the moment					
3.			often	go		
4.	Sometimes	I	seldom	(am) live		
5.	Every week	my family	usually	(is) learn (...-ing)		just now.
6.		we	never	(are) eat		
7.	On Saturdays			drink		
8.				etc.		
9.	During a week					
10.						

Ex. 19. Put the verbs in brackets into the right form – Simple or Progressive.

1. (not listen) "Kevin! You ..... to me. Wake up!
2. (you – think) What ..... about?" – "My summer holidays.
3. (go, we – go) We usually ..... to Spain but this year ..... to Britain."
4. (have) "We had a phone call from some friends. They ..... a wonderful time there at the moment.
5. (have) They ..... two young children."
6. (they – stay) – "Where .....?" – "In Cornwall. It's warm down there, even at Easter.
7. (have) Every morning they ..... breakfast on the balcony.
8. (take) In the evening they ..... a walk along the beach.
9. (drive) On Thursday they ..... to Land's End."
10. (they – come) "When ..... back?" – "Next weekend."
11. (you – know) "..... Sue Hennell?"
12. (not think) "I ..... so.
13. (she – live) Where .....?"
14. (stay) – "I'm not sure. I think she ..... with her aunt and uncle for a few weeks."
15. (you – mean, always arrive) "..... the tall girl with red hair who ..... late for school?"
16. (believe, be) "Yes, I ..... she ..... often late.
17. (not see) That's why I ..... her often."
18. (be, you – like) "So why ..... you so interested in her? ..... her?"
19. (owe, need) – "Good lord, no! But she ..... me $5 and I ..... the money to buy a birthday present for Adrian."

TEST YOURSELF

A. Underline the mistakes in the sentences. Correct them and write the correct variants.

Model: *I learn English at the moment.*
I am learning English at the moment.

1. She are rarely going swimming.
.....
2. Lives John in Glasgo?
.....
3. My friend Peter is come to my house every week.
.....
4. He do not know the answer.
.....
5. Where do you going now?
.....

6. I like not ice-cream.

.....

7. On Mondays I am always arrived at school.

.....

8. Are liking you potatoes with your meat?

.....

B. Choose the correct verb form.

1. John and Alison ... German at school.
   (a) learn (b) are learnt (c) is learning (d) learns
2. John and Alison ... English, so they can't come out to play.
   (a) learn (b) are learnt (c) are learning (d) learns
3. We sometimes ... to pop concerts.
   (a) are going (b) go (c) are gone (d) were going
4. What ... for! Let's start!
   (a) are we waiting (b) we wait (c) do we wait (d) we do wait
5. "Are you busy tomorrow?" – "Yes. I ... tennis with Roger."
   (a) play (b) am playing (c) will play (d) shall play
6. "She ...always ... that loud disco music! I can't stand it!"
   (a) is ... playing (b) playing (c) play (d) does ... play
7. "What are your plans for Friday?" – "We ... have a picnic."
   (a) want (b) go to (c) will to (d) are going to
8. "If we're lucky, the weather on Friday ... fine."
   (a) shall be (b) is being (c) will be (d) is
9. "I'll pick you up at the airport. I'll ... near the exit."
   (a) be stood (b) be standing (c) standing (d) stood

1.	a
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

THE PAST SIMPLE and PAST PROGRESSIVE

The Past Simple Tense

Past Simple

Правильные глаголы + **-ed**

Неправильные глаголы
см. Appendix 2

The Past Progressive Tense

Утвердительная форма	Отрицательная форма	Вопросительная форма
I/he **was reading** We **were reading**	I/he **was not reading** We **were not reading**	**Was** I/he **reading**? **Were** we **reading**?

I **wasn't reading**
We **weren't reading**

Характеристика действия

	Past Simple	Past Progressive
Как?	Повторяющееся действие, факт в прошлом. **worked**	Действие протекало в определенный момент или период в прошлом. **was working** **were working**
Когда?	*yesterday* *last week* *in 1990* *5 years ago*	*at 5 o'clock yesterday;* *from 3 to 6 yesterday;* *for 3 hours yesterday;* *the whole evening;* *on Monday last week;* *all day long/during the war;* *when I came in*
Примеры	❒ I **watched** TV *last night*. ❒ I **read** this book *when I was 12 (5 years ago / in 1995).*	❒ I **was watching** TV *at 5 o'clock (from 3 to 6 / the whole evening)* yesterday. ❒ He **was reading** a book *when I came in.*
Вопрос **Отрицание**	❒ **Did** you **watch** TV *last night*? ❒ I **didn't read** last night, I watched TV.	❒ **Were** you **watching** TV the whole evening yesterday? ❒ **Don't be** sorry. I **wasn't sleeping** when you called.

Ex. 20. Match the two halves of the sentences together.

1. She was talking to me when
2. Before the robber entered the bank
3. When we went on holiday
4. John talked to Sheila when
5. First they bought the tickets, then
6. While we were playing tennis
7. The boys grilled the meat while
8. When I last saw the bank robber
9. They were on the platform when
10. The boys were grilling the meat when

a) they met at the pub.
b) the girls were watching TV.
c) he was wearing a mask.
d) it began to rain.
e) the train arrived.
f) Jill came in.
g) the phone rang.
h) they got on the train.
i) we always locked all the doors.
j) he put a mask on.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
g									

Часто в жизни в течение одного действия вклинивается другое. Чтобы описать подобную ситуацию, предложение строится по модели:

Past Simple → Past Progressive

- When they **were playing** football it **started** to rain.
- His mobile phone **rang** while they **were writing** a dictation.

Ex. 21. Use the verbs in the box to complete the following sentences. Each verb should be used twice: once in the Past Simple and once in the Past Progressive.

say • talk • wait • do • have • see

1. "We ..... twenty-five minutes for a Number 68 bus yesterday.
2. While we ....., three Number 196 buses came by."
3. "What ..... you ..... to the conductor when the bus arrived?"
4. "Nothing. Sue ..... to me non-stop.
5. I couldn't hear what anybody else ..... ."
6. "I ..... Sue in town yesterday. She wasn't at school.
7. Have you any idea what she ..... there?"
8. "She wants to leave school this summer. She ..... someone about a job in a bank.
9. She ..... to the bank manager for over an hour."
10. "What ..... she ..... after her interview?"
11. "She ..... a cup of coffee at a cafe."
12. "That's right. When I saw her she ..... a cup of coffee."

Ex. 22. Put the verbs in brackets into the right form.

Model: (talk – ring) While we ..... to John the phone ..... .
While we were talking to John the phone rang.

1. (see – wait) I ..... an accident while I ..... for my train.
2. (get – fall) A young man ..... off the train when suddenly he ..... onto the platform.
3. (run – lie) Several people ..... over to help him because he ..... still ..... there when the train left.
4. (be – examine) A woman who said she ..... a doctor ..... him when my train arrived.
5. (leave – sit) I looked out of the window and just as my train ..... the young man ..... up.
6. (bake – go) I ..... a cake when the light ..... out.
7. (look – come) While I ..... for some candles the light ..... on again.
8. (have to – wait) I ..... finish the cake quickly because my friends ..... for it.
9. (be – give) It ..... a birthday cake, and one of my friends ..... a birthday party at his house.
10. (put – ring) I ..... the cake into a bag when the doorbell ..... .
11. (go – stand) I ..... to the door and opened it. Two of my friends ..... at the front door.

TEST YOURSELF

Past Simple or Past Progressive? Open the brackets, use the right form of the verb.

A

1. I ... a meal when the light... out. I had to stop.
   (a) made ... was going (b) made ... went (c) was making ... went
2. He ... at his watch. The seconds hand ....
   (a) has looked did not move (b) looked ... was not moving (c) looked ... has not moved
3. When we got to London, it ... and cars ... very carefully.
   (a) was snowing ... were driving (b) has snowed ... drove (c) snowed ... were driving
4. When I ... at the party, June ... so we only had time for a short talk.
   (a) arrived ... was leaving (b) arrived ... left (c) was arriving ... left
5. I ... to phone you but I ... .
   (a) went ... forgot (b) was going ... was forgetting (c) was going ... forgot

1.	
2.	
3.	
4.	
5.	

B

1. (be – arrive) It ..... a stormy night when Jenny ..... at Norwich Station.
2. (rain – blow) It ..... hard and a strong wind ..... .
3. (remember – not have) As she got off the train she ..... that she ..... an umbrella.
4. (go – phone) So she ..... into the station and ..... her friend Paul.
5. (get – ring) Paul ..... into the bath when the phone ..... .
6. (hear – get) As soon as he ..... the phone, Paul ..... out of the bath.
7. (take – wrap) He ..... a towel and ..... it round his waist.
8. (want – ring) Just as Paul ..... to pick up the phone, the doorbell ..... .
9. (drop – walk) He ..... the phone on a chair and ..... to the door of his flat.
10. (go – hear) He ..... just ..... into the hall when he ..... the sound of water on the bathroom floor.
11. (run – turn) He ..... into the bathroom and ..... the water off.
12. (open – stand) Then he ..... the front door. His friend Stan ..... in the rain.
13. (tell – come) "Hi, Paul," said Stan. "Is Jenny here yet? She ..... me she ..... to visit you."
14. (be – ring) "Perhaps that ..... her on the phone," said Paul. "I wanted to answer the phone when you ..... the doorbell. Come in."
15. (walk – pick) He ..... back into the living-room, but when he ..... up the phone, there was no one there.
16. (be) Jenny ..... already on her way to the flat in a taxi.

DURING and WHILE

during + существительное	while + подлежащее и сказуемое
❑ We swam a lot **during our holidays**. ❑ I fell asleep **during the film**.	❑ We swam a lot **while we were** on holiday. ❑ I fell asleep **while I was watching** the film.

Ex. 23. Fill in *during* or *while*.

1. ..... my holidays I learnt to windsurf.
2. ..... Jean was having breakfast, the telephone rang.
3. I met Mr Jones ..... he was staying with our neighbours.
4. In Britain, they usually play football ..... the winter.
5. ..... we were playing basketball, the other pupils were doing a class test.
6. I read an interesting book ..... the flight to London.
7. ..... the first week of his stay in Britain he visited a lot of interesting places.
8. ..... my brother was asleep, I went into his room and borrowed his walkman.
9. ..... we were driving through the forest, we saw several bears.
10. ..... his walk in the park he got very wet.
11. I went to Bristol ..... I was staying in England last summer.
12. She phoned her boyfriend ..... her lunch break.
13. ..... we were performing "Hamlet", there was a fire in the school hall.
14. ..... our flight to New York the weather got worse.
15. The fans screamed all the time ..... the Rolling Stones' concert.
16. We stopped five times ..... our drive to Scotland.
17. ..... he was taking his exams, he lost about two kilos.

Ex. 24. Translate the sentences from Russian into English.

1. Наши дети часто ссорятся. Сейчас они спорят (argue), кто будет мыть посуду завтра. А вчера они весь вечер мило (nicely) играли.
2. Дети часто помогают мне в работе по дому (about the house). Сегодня мне помогает Коля. Вчера дети ездили на экскурсию (take a bus tour), а я весь день убирала (clean) в их комнате.
3. Во время каникул дети часто работают в саду. Когда я пришла домой, они поливали (water) цветы.
4. На следующей неделе мы едем в Лондон, но старшая дочь остается дома. Она готовится (read for) к экзаменам.

PERSONAL, POSSESSIVE and REFLEXIVE PRONOUNS
Личные, притяжательные и возвратные местоимения

	Личные местоимения		Притяжательные местоимения		Возвратные местоимения
	Именительный падеж	**Объектный падеж**	**Первая форма**	**Абсолютная форма**	
	Употребляется в роли подлежащего	Является дополнением	Употребляется перед существительными	Употребляется самостоятельно без существительных	Используются в соответствии с личными местоимениями
Единственное число	**I** – я **you** – ты, вы **he** – он **she** – она **it** – он, она, оно	**me** – мне, меня **you** – тебе, тебя, вас, вам **him** – его, ему **her** – ее, ей **it** – его, ему, ее; ей	**my** – мой **your** – твой, ваш **his** – его **her** – ее **its** – его, ее	**mine** **yours** **his** **hers**	**myself** **yourself** **himself** **herself**
	It обозначает любой предмет. *(В английском языке неодушевленные предметы не имеют рода. Это также относится к младенцам и животным.)*				**itself**
Множественное число	**we** – мы **they** – они	**us** – нас, нам **them** – их, им	**our** – наш **their** – их	**ours** **theirs**	**ourselves** **themselves**
	Местоимения **they/them** обозначают одушевленные и неодушевленные предметы.				

- You know **me**! **I**'ve baked **my** cake **myself**. **Mine** tasted the best!
  Ты знаешь **меня**! Я испекла мой торт **сама**. **Мой** самый лучший!
- I don't believe **you**! Did you do **your** homework **yourself**? **Yours** got the best mark!
  Я не верю **тебе**! Ты сделал домашнюю работу **сам**? **Твоя** (работа) заслужила лучшую оценку!
- I don't like **her**! **She** loves only her car and **herself**. **Hers** must be a lonely life!
  Мне **она** не нравится! Она любит только **свою** машину и **себя**. **Ее** жизнь должно быть очень одинока!

Ex. 25. Fill in the right personal pronouns.

A

1. "I've lost my keys, Dad. Can ..... help ..... to find ..... ?"
2. "Weren't ..... on the table in the hall this morning?"
3. "No, those were Mum's keys. I gave ..... to Mum. My keys were in my jacket pocket, but I can't find my jacket. Have ..... seen ..... ?"

4. "Your old jeans jacket? ..... think Mum gave ..... away this morning."
5. "Gave my jacket away? ..... was my favourite jeans jacket. ..... wore ..... almost everyday – and ..... wasn't old. Only a year or two, anyway."
6. "There were some people at the door this morning. ..... were collecting old clothes for the Red Cross. I think Mum gave ..... your jacket – and a few of my old clothes, too."

B

THE VISITOR

John, an old friend of (1)..... wanted to visit (2)..... . After (3)....., plane had landed in Frankfurt, (4)..... telephoned (5)..... from the airport to tell (6)..... that (7)..... had arrived. I had no time to fetch (8)..... . So I told him (9)..... new address and said that I had left the key under the doormat for (10)..... . Two hours later John called me from the flat. (11)..... said that he had made (12)..... some chicken and that he had helped (13)..... to some orange juice. He told me that he had not been able to find the key under the doormat and that he had climbed in through the livingroom window near the apple-tree.
I started to laugh, "Oh John, there isn't an apple-tree in front of my flat, but there is one in front of my neighbour's (neighbours')."

Ex. 26. Rewrite the text using pronouns instead of the words in bold type (my sister – she).

Yesterday **my friend Mary and I** went shopping by bus. The bus was late. When the bus arrived, we got on. The bus-driver asked **my friend and me** where we wanted to go. I said: "Tooting Station, please," and Mary said: "Tooting, too." The bus-driver smiled and said: "Two to Tooting!" The people in the bus heard the driver. **The people in the bus** laughed at his little joke. We thought **the people** were very silly. We didn't look at the people. We gave the bus-driver the money. He took the money and gave **Mary and me** our tickets and our change. He gave me 5p change and gave **Mary** 45p. My ticket said: 45p. Mary looked at **my ticket**, too. Then **Mary looked at me and I looked at Mary**. "Excuse me," I said to the driver. "You've given my friend the wrong change. She gave you a pound coin and the fare's only 45p to Tooting Station. You only gave Mary 45p change instead of 55p." The bus driver gave **my friend** another 10p. He was not smiling now. All the other people in the bus were looking at **the driver**. "He's given one of those young people the wrong change!" said an old man. **Mary and I** smiled at the man. "I'm going to Tooting, too!" **the man** said. This time everybody laughed – except the bus driver, of course!

Ex. 27. Fill in the correct pronouns: *personal*, *possessive*, *reflective*.

1. "Whose bike is that? Is it .....?" – "No, it isn't ..... . I didn't bring ..... to school today. Ask Peter – I think it's ..... ."
2. (After the party) "Where did you put your coats?" – "We put ..... on the bed. I think Barbara and Ken put ..... on the bed, too."
3. "Have you seen my English books, Sheila?" – "No, Helen. These are my books. Where did you leave ..... ?" – "I left them here, on the table: right next to ..... ." – "Oh dear! Tania thought those books were ..... . She put them in her bag and went home, I think." – "Just a minute, Sheila. There's a bag over there. I think it's ..... . She must still be here. I'll find her and ask her about the books."

Ex. 28. Fill in the correct pronoun.

1. "I always do my homework ..... . Nobody helps ..... ." – "What about your sister? Does ..... do her homework ..... ?" – "Well, she's younger than me. Sometimes my father helps ..... ."
2. Some of the girls in my class make their clothes ..... . I've tried making my own clothes, but when I put them on and look at ..... in a mirror, I hope that other people won't laugh at ..... when they see ..... !
3. "I'm thirsty. Can I get ..... a glass of orange juice?" – "Of course!" I said. "Help ...." . So he poured ..... a glass of orange juice. "Shall I pour a glass for ..... ?" he asked me. "No, thanks," I said. "I can pour ..... a glass when I'm thirsty."
4. We have a big garden, so we grow a lot of our own food ..... . Our neighbours have tried growing their food ..... but they only have a small garden.
5. My cat is very clever. When it's hungry, it goes into the kitchen and gets ..... something to eat. The box of cat food is on the floor. The cat knocks ..... over. Some bits of food fall out of it, and the cat eats ..... .

Единственное число	Множественно число
этот **this** тот **that**	эти **these** те **those**

this *(здесь и сейчас)*

- Come and look at **this** picture.

that *(там и тогда)*

- Get me **that** box from the table.

Ex. 29. Complete the sentences either with pronouns THIS/THESE, THAT/THOSE.

1. ..... isn't a very good party.
2. Do you like ..... chairs?
3. Thanks, ... was a great meal.
4. Do you remember ..... people we met in New York?
5. ..... is my friend Paula.
6. Why am I living in ..... country?
7. Did you here ..... noise in the night?
8. I can't believe you. Who said ..... ?
9. Who are ..... people?

TEST YOURSELF

Fill in the blanks with the appropriate pronouns.

I

1. Did Janet really fix the car ..... ?
2. Thank you for inviting us. We've enjoyed ..... .

3. The children would like to pick out their father's gift .....
4. Do you really like the cake? I baked it .....
5. Tell Bob to make ..... at home. I'll be off the phone in a minute.
6. What do you sometimes have to remind ..... to do?
7. Brad says he doesn't enjoy playing golf by .....
8. The house ..... is nice, but the location isn't good.

II. The twins Kenneth and Victor are arguing as usual. Their mother comes to see what is going on.

1. Mum: Victor? Kenneth? What's all that shouting about? What are ..... doing?
2. Victor: Ken's playing with my game-boy! Give it to ..... back!
3. Kenneth: It's not your game-boy, Vic! It's .....!
   Mum: So whose game-boy is this one under the table?
4. Kenneth: Oh! Sorry, Vic. This one belongs to ..... . I must have dropped it ... .
   Mum: Anyway, didn't you two want to go surfing on the Internet this afternoon with Chris and Bonzo?
5. Kenneth: No, they're no friends of .....!
   Mum: Well, I saw their mother at the supermarket this morning. She said you two had invited them to come round here after school to try out your new computer.
   Victor: Are you sure it was Chris and Bonzo's mother? Mrs Brown from Number 193?
6. Mum: Of course I'm sure. I spoke to her .....
7. Kenneth: We didn't invite them, Mum. They must have invited .....!
8. Mum: What's wrong? Don't you like them? I thought all the boys and girls in your class liked .....
9. Victor: Most of us do, Mum, and Bonzo ..... is OK. But nobody likes Chris Brown much.

Unit 2

FRIENDS and FRIENDSHIP

Discuss the following questions:
Do you think friendship plays an important part in people's life? Why? Why not?
How do you choose your friends?

Track 3 **Ex. 1.** Read the text and find Russian equivalents or explain the following phrases:

in the company of smb; develop into mutual trust; share attitudes and values; gain confidence; more secure; exclusive relationship with smb.

HOW WE CHOOSE OUR FRIENDS

A survey[1] conducted by a telephone helpline in the USA found that young people today rely[2] less and less on their families and more and more on their friends. Why so?

A friend is a person you know and like well. How do we choose our friends?

The words *friend* and *free* come from the same root word[3] suggesting that the main thing in a friendship is the freedom to be ourselves in the company of another person.

Most friendships begin with shared[4] interests or activity which gradually develop into mutual[5] trust, openness, affection and loyalty. We like people who share our attitudes and values. When someone agrees with us or makes the same choice we have made, we gain confidence in our own views.

There is also a tendency to enjoy the company of people of the same economic status and level of education.

Most young people say that they have a main group of about fifteen close friends, not just one or two best friends as was the case long ago.

Having a close group of people to depend on seems more secure than exclusive[6] relationship with one person. Friends share problems, gossip, jokes, concerns[7] and hobbies. This is all young people need and long[8] for.

Notes:

1. survey [ˈsəːveɪ] – *(зд.)* обследование, опрос общественного мнения
2. rely (on) [rɪˈlaɪ] – полагаться на
3. root word – *(зд.)* корень слова
4. share [ʃɛə] – делить, разделять, *(зд.)* иметь общие интересы
5. mutual [ˈmjuːtjuəl] – взаимный, обоюдный
6. exclusive [ɪksˈkluːsɪv] – исключительный, единственный
7. concern [kənˈsəːn] – забота, огорчение
8. long for – стремиться, страстно желать чего-либо

Ex. 2. Answer the following questions. In pairs discuss the answers.

1. Have you got a close friend/friends?
2. How did your friendship begin?
3. Where did you meet your friend?
4. How long have you been friends?
5. Can you rely on your friends?
6. Does your friend have the same lifestyle as you?
7. What are your interests? Which of them do you share with your friend?
8. Does your friend always make the same choice as you?
9. Do you have one or two best friends or a group of friends?
10. How important are your friends to you?
11. Whose opinion is more important to you: your parents' or your friends'? Why?

KEY VOCABULARY

Nouns

1. good friend	хороший друг
close/best friend	близкий друг
2. friendship	дружба
3. trust [trʌst]	доверие
4. openness	открытость
5. affection	привязанность, любовь
6. attitude ['ætɪtju:d]	позиция, отношение к чему-либо
7. value ['vælju:]	ценность
8. confidence	уверенность
gain confidence	приобретать уверенность
9. a date	свидание
10. a movie date	пойти с кем-либо в кино
to date smb/go out with smb	встречаться с кем-либо
make a date	назначить свидание
11. a boy/girlfriend	друг/подруга

Verbs

1. rely (on)	положиться (на кого-либо)
2. share	делить, разделять
3. choose	выбирать
make a choice	сделать выбор
4. make friends with smb	подружиться с кем-либо
5. meet smb	познакомиться
6. fall out with a friend	поссориться с другом
7. make friends again	помириться
8. smth goes wrong	что-то не ладится
9. get along well	хорошо ладить друг с другом
10. have much in common	иметь много общего
11. fall in love	влюбиться

Appearance

1. good-looking	интересный
2. attractive	привлекательный
3. pretty	симпатичный
4. charming	очаровательный
5. plain/common	заурядный
6. ugly [ˈʌglɪ]	уродливый
7. slim	стройный
8. plump	пухленький
9. strong	сильный
10. tall	высокий
11. short	маленького роста
12. dark/fair/red hair	темные/светлые/рыжие волосы
13. dark/blue/brown eyes	темные/голубые/карие глаза

Character Traits

1. friendly	дружелюбный
2. loyal/disloyal	надежный/ненадежный
3. true	верный
4. honest	честный
5. false [fɔls]	лживый
6. sly	хитрый
7. reliable [rɪˈlaɪbl]	надежный (можно положиться)
8. sociable	общительный
9. gentle	мягкий
10. tender	чуткий, нежный
11. kind	добрый
12. intelligent/bright	умный
13. stupid	глупый
14. good-natured	добродушный
15. polite	вежливый
16. tactful/tactless	тактичный, нетактичный
17. modest	скромный
18. shy	застенчивый
19. patient [peɪʃnt]	терпеливый
20. generous [ˈʤenərəs]	щедрый
21. brave [breɪv]	смелый
22. self-centered	эгоцентричный
23. selfish	эгоистичный
24. cruel [kruəl]	жестокий
25. strict [strɪkt]	строгий
26. hardworking	трудолюбивый

Proverbs and Sayings

1. Extremes meet.	Крайности сходятся.
2. As busy as a bee.	Трудолюбивый, как пчела.
3. Still waters run deep.	В тихом омуте черти водятся.

RELATIONSHIPS

You have a **crush on someone**.

You **make the first move** and begin to **flirt** with him/her.

But he/she doesn't **fancy** you.

You **go on a date** with him/her.

You **get on well** with him/her and you're **on the same wavelength**.

Maybe you **fall in love**. Is it **mutual**?

You start **going out** regulary. He's your **boyfriend**. She's your **girlfriend**.

You have your first **row**.

You **break up**. The relationship is **over**. You might be **heartbroken**.

You trust each other and **patch things up**.

Are you **in love**?

WORD STUDY

Ex. 3. Fill in the chart. What character traits should these persons have? Use *should be / shouldn't be.*

	should be	shouldn't be
1. **a teacher** *patient, impatient, friendly, unfriendly, fair, unfair, intelligent, silly, strict*	.....	.....
2. **a boyfriend / girlfriend** *loyal, true, self-centered, selfish, egoistic, in love with me, pretty*	.....	.....
3. **a parent** *mean, generous, fair, unfair, broke, rich, strict, easy-going, handy*	.....	.....
4. **a policeman(woman)** *brave, courageous, afraid, fair, cruel, ruthless, reliable, careful*	.....	.....
5. **a scientist** *brilliant, practical, reasonable, stupid, foolish, aimless*	.....	.....
6. **a shop assistant** *honest, dishonest, polite, courteous, rude, impolite*	.....	.....

Choose any other people and describe.

Ex. 4. What would you say of a person? Answer the following questions using the words in the right column. Fill in the answers.

1. Who never boasts? (хвастать) 2. Who is always ready to share what he has with others? 3. Who makes friends easily? 4. Who understands things easily? 5. Who is uncomfortable in the presence of others? 6. Who is not afraid to face danger? 7. Who works a lot? 8. Who can be always trusted? 9. Who is pleasant and friendly? 10. Who never tells lies, never cheats? 11. Who thinks only about himself? 12. Who is ready to give pain to others?

a) honest
b) selfish
c) kind
d) shy
e) brave
f) generous
g) sociable
h) modest
i) bright
j) reliable
k) cruel
l) hardworking

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
h											

Ex. 5. Read the horoscope. What star sign are you (your friend)?

a) find out to what extent the descriptions are true.

Model: *That's right he/she is really absent-minded*
That's not true, he/she is not .....

b) Use the information in the horoscope to describe your friends.

ARIES* 21 March – 20 April

Arians are ... *fearless, impatient, impulsive, inconsiderate, not philosophical, not rational, not very thorough, perfect leaders, pioneers, punctual, quick-witted,* ready to accept a challenge, thoughtless.

They... *can be bullies*[1], don't brood[2] over their mistakes and failures, *don't foresee*[3] *problems, don't like being told what to do,* overtook details, *think quickly, walk fast,* want quick results, need to assert themselves and initiate events

* ['ɛəɪɪz] – Овен

1. задира, хулиган
2. размышлять, огорчаться
3. предвидеть

TAURUS* 21 April – 21 May

good at gardening, *methodical, musical, patient, practical, self-centered, slow to anger, stable, reliable, stubborn.*

They ... hate changes, *have great warmth, have strong feelings, love good food, need security* and possesions, only work hard when they enjoy what they are doing, *resent being contradicted,* need to make things clear, be comfortable and to construct.

* [tɔ:rəs] – Телец

1. противоречить

GEMINI* 22 May – 21 June

adaptable, always on the go, apparently *two-faced, communicative, good at languages, inconsistent*[1], *light-hearted, witty.*

They ... can't stand waiting, *don't like monotony,* don't take things too seriously, *have sudden mood swings,* like to find things out, *love variety* and change, *need to communicate,* make connections and satisfy their curiosity[2].

* ['ʤemɪnaɪ] – Близнецы

1. противоречивый
2. любопытство

CANCER* 22 June – 23 July

good cooks, *home loving, imaginative, travellers, sensitive, sentimental, untidy.*

They ... find out the best in people, *get upset easily, hate to throw things away, like to stay in one place, take things to heart,* need to feel safe.

* ['kænsə] – Рак

LEO* 24 July – 23 August

creative, faithful, generous, good organizers, playful, poor judges of character, self-confident[1], sometimes conceited, stylish.

They ... like the sound of their own voices, *like to be the centre of attraction,* like to enjoy themselves, *love power,* make other people happy, *need to shine as individuals and as leaders.*

* ['l:əu] – Лев

1. самоуверенный

VIRGO* 24 August – 23 September

Virgos are ... *calm, conscientious*[1], *critical, discriminating, fussy*[2], *good at remembering details, good learners, modest, perfectionists, practical.*

They... can be hypocritical, don't suffer fools gladly, *find it hard to relax, hate untidiness,* need to be of service, tend to suppress their emotions.

* ['və:gəu] – Дева

1. совестливый
2. суетливый

LIBRA* 24 September – 23 October

Librans are ... *ambitious, charming, considerate*[1], *diplomatic, good at persuading people,* great entertainers, idealists, indecisive, over-sensitive, *romantic, sociable, unselfish.*

They ... *find friends everywhere,* like to be liked, like nice smells, *smile a lot,* need to find harmony, balance and justice.

* ['li:brə] – Весы

1. внимательный к другим

SCORPIO*

24 October – 22 November

Scorpios are ... *attractive, courageous, good parents, jealous, loyal, secretive, strong,* silent types, *stubborn.*

They ... *are difficult to live with, can be vindictive and cruel, don't trust people,* enjoy solving problems, have a magnetic quality, have good self-control, need to change, investigate and reform.

* ['skɔ:pɪə] – Скорпион

SAGITTARIUS* 23 November – 21 December

Sagittarians are ... *boastful, deep thinkers, extravagant, good-humoured, kind to others, open-minded, optimistic, outdoor types,* outspoken, restless, travellers.

They ... have a sense of adventure, *have lots of interests, like exploring,* look on the bright side, *love sport,* need challenges.

* [sædʒɪ'tɜərɪəs] – Стрелец

CAPRICORN* 22 December – 20 January

Capricorns are ... *ambitious, hard-working, demanding, faithful, good organizers, patient, pessimistic, resourseful*[1], *serious, severe, shy, suspicious of new ideas and inventions.*

They ... can put up frustrations[2], don't expect success to come quickly, *enjoy solitude, like a fixed routine, like to plan, like to have money, may worry unnecessarily, need to organize, systematise, and structure things.*

*['kæprɪkɔ:n] – Козерог

1. находчивый, изобретательный

2. огорчение, расстройство планов

AQUARIUS* 21 January – 19 February

Aquarians are ... *broadminded, energetic, fanatical, friendly, full of unusual ideas, impractical, inventive, rude, tactless, thinkers, touchy*[1], *unpredictable*[2].

They ... find it hard to get close to people, need freedom and independence, resent criticism, think they are wonderful, need to reform, create and understand.

* [ə'kwɛərɪəs] – Водолей

1. обидчивый

2. непредсказуемый

PISCES* 20 February – 20 March

Pisces are ... *absent-minded, artistic, careless, emotional, imaginative, loveable, not competitive*[1], *sensitive, sympathetic, temperamental*[2], *unselfish.*

They ... can't bear to see suffering, *cry easily, don't like hurting people, get confused easily, lack ambition,* put other people first.

* ['paɪsi:z] – Рыбы

1. конкурирующий

2. темпераментный

Ex. 6. Translate the sentences from Russian into English.

1. У меня есть два близких друга. 2. Мы уже дружим (be friends) пять лет. 3. Наша дружба началась с первого класса. 4. Мы познакомились три года назад на дискотеке. 5. У нас много общего: мы учимся в одной школе, играем в одной футбольной команде. 6. У нас много общих интересов (share things). 7. Мой друг не похож на меня (be different from), но мы все равно большие друзья. 8. У нас одинаковое отношение к жизни (share attitudes and values). 9. Мой друг умеет делать то, чего я не умею, и мне это нравится. 10. Мнение моего друга очень важно для меня. Я обсуждаю с ним все мои проблемы. 11. Мы подружились в молодежном лагере. 12. Иногда мы ссоримся, но быстро миримся, потому что нам хорошо вместе. (enjoy being together) 13. Хотя мы разные (have different character traits), мы умеем хорошо ладить друг с другом. 14. Я всегда могу положиться на моего друга, он честный и надежный. 15. Мой друг очень привлекательный, сильный и смелый. Мне он очень нравится. Я горжусь (be proud of) им. 16. Мой друг скромный и застенчивый, и он очень мягкий и добрый человек. Я ему доверяю. Он всегда готов (be ready) помочь.

Negative adjectives are formed with prefixes:

un	–	**un**imaginable
in	–	**in**human
il	–	**il**legal
im	–	**im**moral
dis	–	**dis**agreable
ir	–	**ir**regular

Ex. 7.

A. Form negative adjectives with these prefixes:

un • in • il • im • dis • ir

friendly .....
loyal .....
honest .....
reliable .....
kind .....
polite .....
responsible .....
comfortable .....
correct .....
pleasant .....
quiet .....
capable .....
interested .....
tidy .....
happy .....
rational .....
usual .....

B. Make sentences with the adjectives you formed.

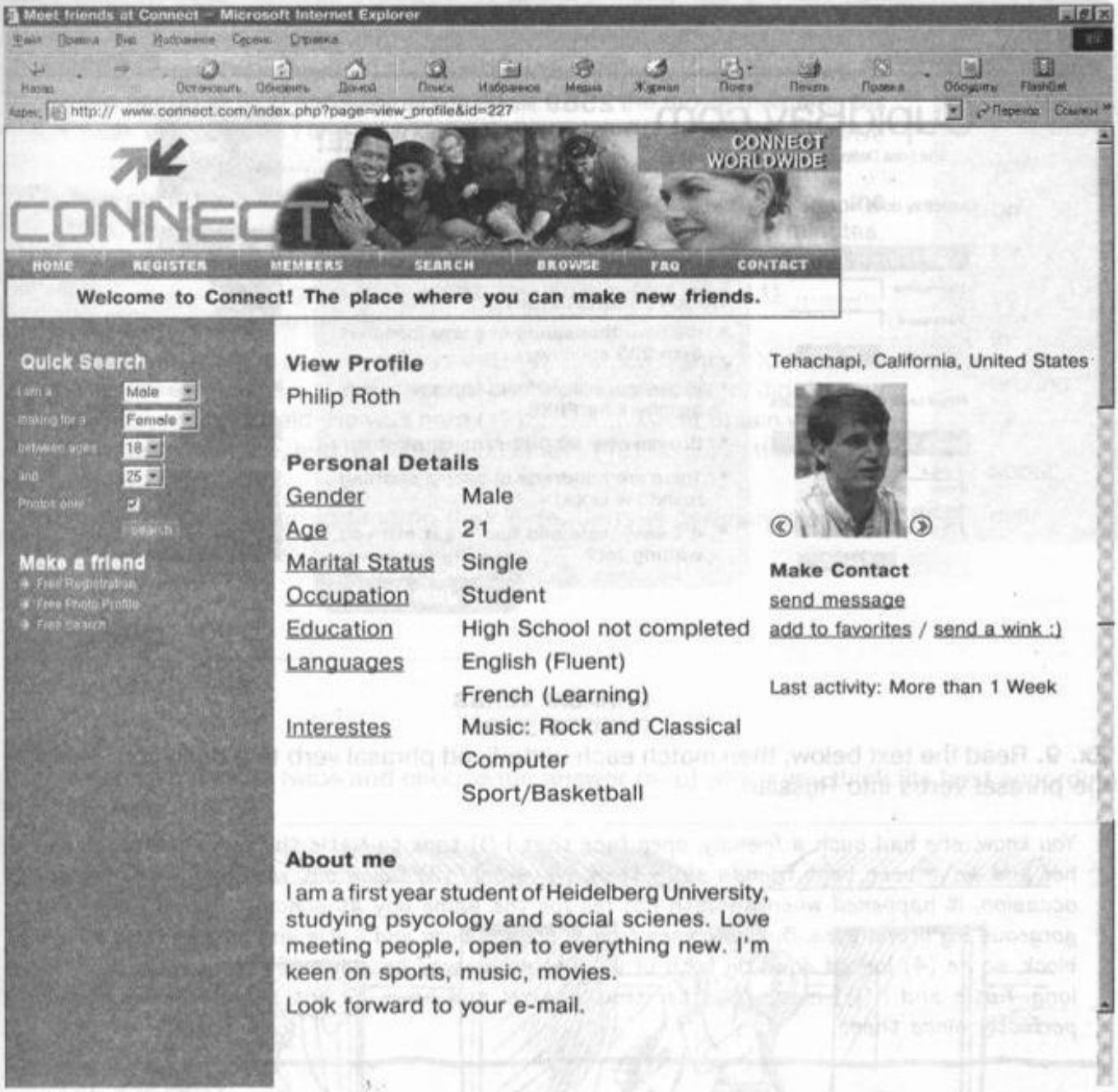
The receptionist was rather unfriendly and impolite. Talking to her was quite unpleasant.

.....

.....

.....

Ex. 8. Look at the websites. Tell about this way to make friends.



Where and how can people make friends?
What kind of people do you prefer to deal with?

Prepare a short talk (about 2 min) about friends and friendship.

PHRASAL VERBS

Ex. 9. Read the text below, then match each underlined phrasal verb to a definition. Translat the phrasal verbs into Russian.

You know, she had such a friendly, open face that I (1) took to Katie the very first time I met her and we've been best friends since then. We've only (2) fallen out with each other on one occasion, it happened when we both (3) fell for the same boy at school ... he had the most gorgeous big brown eyes. But he comes from a posh suburb and Katie and I both live in a tower block, so he (4) looked down on both of us, and so anyway he didn't (5) come between us for long. Katie and I (6) made up after that quarrel and have (7) got along with each other perfectly since then.

- ☐ a) cause trouble between two or more people
- ☐ b) like someone or something from the beginning
- ☐ c) have a good relationship
- ☐ d) quarrel
- ☐ e) fallen in love with or be very attracted to someone
- ☐ f) become friends again after a fight of disagreement
- ☐ g) hold a poor opinion of someone

Ex. 10. Fill in the prepositions from the box.

A MOVIE DATE

On Saturday night, Diane went (1)..... on a date (2)..... Jerry Owens. He picked her up at 6:30 and they drove (3)..... the movie theater in his father's car. Jerry couldn't find a parking space right away, so they had to drive (4)..... and look (5)..... one.

When they got to the theater, there was a line (6)..... front (7)..... the box office. Diane and Jerry stood (8)..... line for almost fifteen minutes, and when they got (9) ..... the front of the line, the early show was almost sold (10)..... . All the good seats were taken, so they had to sit (11)..... the back (12)..... the theater.

When the movie was (13)....., they went (14)..... Clancy's to get some food. They talked (15)..... the school and their families. Jerry didn't grow (16)..... in Springfield. He was born (17)..... Great Britain while his father was working there, and his family didn't move (18)..... the US until Jerry was ten years old.

Jerry and Diane had a great time on their date. Jerry is certainly planning (19)..... ask Diane (20)..... again.

out
to
with
on
for
up
in
around
of
about
over

LISTENING

LOVE STORY?

Track 4 **I.** Listen to the story twice and choose the answer (a–c) which you think fits best according to the text.

1) Where did the young man live?
   a) in Edinburgh
   b) in London
   c) in Oxford

2) What did he do?
   a) he worked for a bank
   b) he studied at University
   c) he was travelling in England

3) What time of the year was it?
   a) summer
   b) autumn
   c) winter

4) Where did he meet the girl of his dreams?
   a) at the station
   b) sitting in a carriage
   c) in London

5) How long has he known the girl?
   a) for a month
   b) since school
   c) for several hours

6) Who was going to meet him at the station in London?
   a) his former girlfriend
   b) his parents
   c) his friend

1.	2.	3.	4.	5.	6.

II. Listen to the story again and tick (✓) the statements that are true.

- ☐ a) The girl was expecting her boyfriend to join her on the train.
- ☐ b) The girl was sitting next to her boyfriend.
- ☐ c) The young man wanted to sit opposite the girl.
- ☐ d) The girl's boyfriend never came.
- ☐ e) The girl's boyfriend appeared when the train began to move.
- ☐ f) The girl was angry with her boyfriend.
- ☐ g) The girl didn't see the boyfriend.
- ☐ h) The girl liked the young man she met on the train.
- ☐ i) They weren't going to meet again.
- ☐ j) The young man's former girlfriend Hilary saw them kissing.

SUGGESTIONS FOR WRITING

a) "Extremes meet". Write a short composition (200–250 words) using the following ideas.

- ☐ Is it true for you?
- ☐ Do you and your friend have much in common?
- ☐ Do you share interests, attitudes, values?
- ☐ Do you have similar character traits?
- ☐ Are you different from each other?
- ☐ What is the difference?
- ☐ Why do you think you became and remain friends?

These verbs can help you:

try to understand • respect • can tolerate • not pay attention

b) Look through the horoscopes again. Write a description of the ideal person you would like to have as a friend.

Write out things which you think can cause friendship to break up. **Have you had any experience of freindship coming to an end?** Write about it.

You can use these phrases:

cannot stand • don't like • hate • object to
despise smb for doing smth • resent him/her doing smth

READING

Ex. 11. Read the passages and then answer the multiple-choice questions below. Highlight these words in the text.

"FIFTEEN"

... is the story of one summer in the life of fifteen-year-old Jane Purdy. She is quite an ordinary sort of girl, with quite ordinary hopes and fears. What is different about her is that she is an American; which also means that quite a lot of things happen to her a little bit sooner than they happen in other countries. If she had been a British girl, for instance, she wouldn't have had such long holidays, or spent so much of them earning money by baby-sitting. And Stan would not have been delivering dogs' meat to help pay his way through college. In fact he would not have been allowed to drive a van[1] at all, because he wouldn't have been old enough to have a licence[2], and Jane and Stan would probably not even have met each other until a year later.

But whether Jane is British or American, fifteen or sixteen, what she feels through this summer and how she copes[3] with the first pangs of growing up are very delicately and truly set down in this book.

(Foreword to the British edition of "Fifteen")

Mrs Purdy looked curiously at her daughter. "What's come over you tonight?"

"Oh, nothing," said Jane, realizing that she had better be careful what she said, or her mother would start asking a lot of tiresome questions like who was in the boy's family and what did his father do and a lot of things she couldn't answer until she got to know him. If only she knew the boy's name she could look him up in the telephone book and just happen[4] to walk by his house, and he might just happen to be outside washing the car or mowing the lawn or something. She would glance at him with a puzzled expression as if she had seen him someplace but couldn't quite remember where. And he would look up from whatever he was doing and say, "Why, hello. Aren't you the girl who was baby-sitting at the Nortons'?" And she would say ... But she did not know his name and even if she did, he might not even live in Woodmont. He might live in some other town.

Or she could find out where the "Doggie Diner" was located and just happen to walk past about the time he might be through work. Jane considered this idea and discarded[5] it. A business that cut up horse meat would not be in a part of town where she could go for a walk.

Or she could happen to walk by the Nortons' house about three o'clock on Friday afternoon when he might be delivering Cuthbert's food again. Jane thought this over and decided the plan had both advantages and disadvantages. She could easily go for a walk in the Nortons' neighbourhood[6] she could not walk up and down in front of the Nortons' as if she were picketing their house. The neighbours would begin to wonder what she was doing. Nevertheless, a stroll[7] up their street next Friday afternoon could do no harm[8]. He might happen to drive by and see her and think, "Why, there's that girl I spoke to at the Nortons?" He would stop the truck and say, "Hi, there. Going to Sandra's house? If you are I'll give you a lift." And she would say ...

And then Jane had an even better idea. If she were baby-sitting with Sandra she would be sure to see him. She turned this over in her mind. Could she stand another afternoon of Sandra to see that boy again, yes. It would not be easy but she could do it. The boy would arrive with Cuthbert's food and say, "Hi! I didn't expect to see you here again," and of course he would look as if he were glad she was there again. And she would laugh and say ...

(from "Fifteen" by Beverly Cleary)

Notes:

1. van – грузовой фургон
2. licence [ˈlaɪsəns] – права на вождение автомобиля
3. cope – справляться
4. happen – *(зд.)* случайно
5. discard [dɪsˈkɑːd] – отбросить
6. neighbourhood [ˈneɪbəhud] – микрорайон города
7. stroll – прогулка
8. do no harm – не повредить

1) Why didn't Jane want to tell her mother about the boy?
   a) she never told mother about her problems;
   b) her mother would ask a lot of questions;
   c) her mother didn't allow her to go out with a boy.

2) What was Jane's problem?
   a) she didn't know the boy's name;
   b) the boy didn't like her;
   c) she didn't want to be the first to introduce herself.

3) Why did Jane discard the idea of waiting for the boy at the place he worked at?
   a) it would be too obvious (очевидно);
   b) she didn't know where it was;
   c) she couldn't go for a walk in that part of town.

4) What way out did Jane find?
   a) to walk by the Nortons' house;
   b) to baby-sit with Sandra;
   c) to look for him in a school bus.

GRAMMAR

THE PAST SIMPLE and PRESENT PERFECT

to have + III форма глагола

Правильные глаголы + **-ed**

Неправильные глаголы
см. Appendix 2

Утвердительная форма	Отрицательная форма	Вопросительная форма
I **have worked**	I **have not worked**	**Have** I **worked?**
He **has worked**	He **has not worked**	**Has** he **worked?**
You **have worked**	You **have not worked**	**Have** you **worked?**
They **have worked**	They **have not worked**	**Have** they **worked?**
I'**ve worked**	I **haven't worked**	
	He **hasn't worked**	

Характеристика действия

	Past Simple	Present Perfect
Как?	Повторяющееся действие, факт в прошлом. **did**	Действие завершено к определенному моменту в настоящем, имеется результат. **have / has done**
Когда?	*yesterday* *last week* *in 1990* *5 years ago*	*already/yet, ever/never;* *just/...since;* *lately, recently;* *this week/today* (это период времени еще не закончен), *by now* (наличие результата)
Примеры	❑ I **met** him *yesterday* in the park. ❑ He **graduated** from University *3 years ago*.	❑ I'**ve** *never* **met** him before. ❑ She **has** *already* **seen** this film. ❑ They **have arrived** *by now*.
Вопрос Отрицание	❑ **Did** you **pass** your exam *last week*? ❑ I **didn't read** the plays by O. Wilde.	❑ **Have you passed** your exams *yet*? ❑ I **haven't read** this book. I know nothing about this author.

Ex. 12. Make ten sensible sentences. Use the verbs from the box. Look out for any key words which influence the choice of tense (*yesterday*, *not ... yet*, etc.). Make at least two questions and two negative sentences for each tense. Complete the sentences with the right tense form.

play • visit • listen to • eat • drink • watch

Model: *Have you ever eaten fish and chips?*
I watched a horror film on TV last night.

			the radio yesterday evening
Have you			"hide-and-seek" as a child/children
Did you			a horror film on TV last night
I	ever		football
We	never	...	London last year
I have	often		fish and chips
We have	...		Paris
I/We didn't			pop concerts on the radio
			marmalade when I/we/you were in England

Ex. 13. Here are some pairs of similar sentences. Each sentence contains one good reason for the choice of tense.

1.	(go)	Where's John? – He ..... to school.
		Where's Jenny? – She ..... to school five minutes ago.
2.	(live)	I ..... here all my life.
		Goethe ..... there for many years.
3.	(do)	..... you ..... your English homework last night?
		..... you ..... your English homework?
4.	(drive)	We ..... not ..... to Brighton at the weekend.
		We ..... not ..... to Brighton since last year.
5.	(learn)	My sister ..... to drive a car last year.
		I ..... not ..... to drive a car yet.
6.	(write)	Shakespeare ..... a lot of plays.
		The young author ..... three plays already.
7.	(buy)	"Look! Our neighbours ..... a new car!"
		"Oh! Our neighbours ..... two new bicycles on Monday. They haven't got a car."
8.	(fly)	"..... Julie ever ..... to America?" – "Not yet."
		"When ..... she ..... to Australia?" – "In 1994."
9.	(see)	"..... you ..... Patrick this morning?" (at 11.55)
		"..... you ..... Patrick this morning?" (at 14.05)

Ex. 14. Fill in the appropriate time word from the box. Some of the words can be used more than once.

since last Saturday • yet • for days • yesterday
last week • never • for 30 years • last night

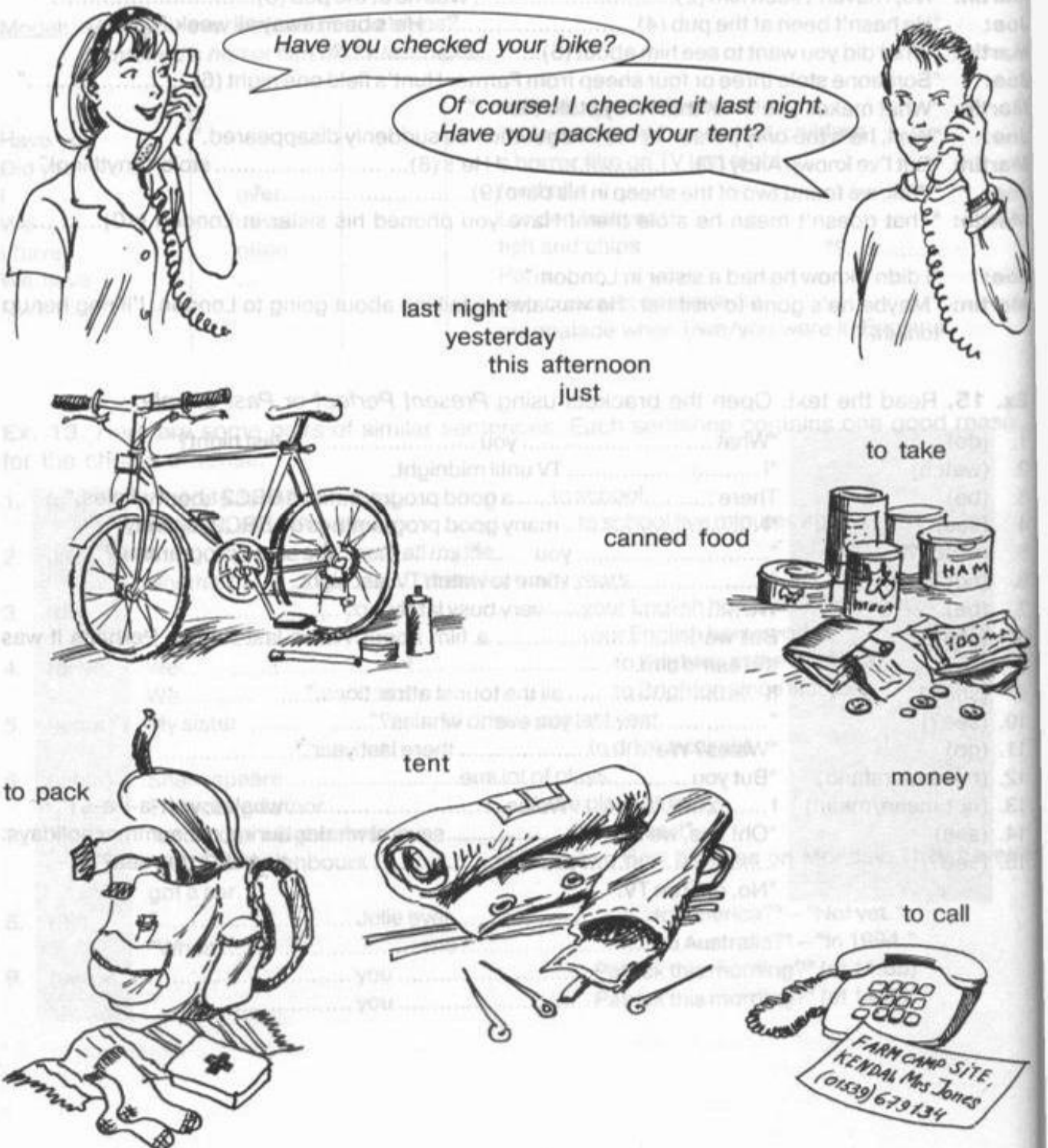
Joe: "Did you see Andy Wilson at the pub (1).....?"
Martin: "No, I haven't seen him (2)..... Was he at the pub (3).....?"
Joe: "He hasn't been at the pub (4)..... . He's been away all week."
Martin: "What did you want to see him about (5).....?"
Joe: "Someone stole three or four sheep from Farmer Hunt's field one night (6)....."
Martin: "What makes you think that Andy stole them?"
Joe: "Well, he's the only person in the village who has suddenly disappeared."
Martin: "But I've known Andy (7).....! He's (8)..... stolen anything!"
Joe: "Well, we found two of the sheep in his barn (9)....."
Martin: "That doesn't mean he stole them! Have you phoned his sister in London (10)..... .....?"
Joe: "I didn't know he had a sister in London."
Martin: "Maybe he's gone to visit her. He was always talking about going to London. I'll ring her up tonight."

Ex. 15. Read the text. Open the brackets using *Present Perfect* or *Past Simple*.

1. (do) "What ..... you ..... last night?"
2. (watch) "I ..... TV until midnight.
3. (be) There ..... a good programme on BBC2 about whales."
4. (see) "I ..... many good programmes on BBC2 recently."
5. (watch?) "..... you ..... the same programme?"
6. (not have) "I ..... time to watch TV last night.
7. (be) We ..... very busy lately.
8. (see) But we ..... a film about Wales last Friday. Perhaps it was the same film.
9. (show) It ..... all the tourist attractions."
10. (see?) "..... you ever... whales?"
11. (go) "Wales? We ..... there last year."
12. (misunderstand) "But you ..... me.
13. (not mean/mean) I ..... Wales. I ..... whales: w-h-a-l-e-s!"
14. (see) "Oh! Yes, we ..... several whales during our summer holidays.
15. (see?) ..... you ever ..... a whale in the sea?"
"No, only on TV."

Ex. 16. Jenny and Paul want to go camping for the weekend. Jenny is nearly ready now, bu she phones Paul to ask if he has done everything. Look at the pictures and make a dialogue Work in pairs and perform it.

Model: – *Have you checked your bike?*
– *Of course! I checked it last night. Have you packed your tent?*



REVISION

Fill in the Present or Past Simple, or Present Perfect.

Model: *How long **does** it usually **take** you to drive to work? (take)*
*Bruce **hasn't been** to Europe since 1984. (not be)*
*Sarah **visited** her uncle when she was in New York. (visit)*

1. ..... Patty ..... plans for the weekend yet? (make)
2. I ..... late to work yesterday because my alarm ..... (be/not ring)
3. Why ..... Scott ..... his job last week? (quit)
4. The Randalls ..... in London anymore. (not live)
5. How many games ..... the soccer team ..... so far? (win)
6. Mr. Tucker always ..... the paper every morning at breakfast. (read)
7. I ..... to call you last Sunday, but I completely ..... about it. (mean/forget)
8. We ..... Jim and Sue since they ..... married. (not see/get)
9. The post office ..... mail on holidays. (not deliver)
10. ..... you ..... to speak German when you ..... in Bonn? (learn/live)
11. How often ..... Janet ..... her family? (see)
12. It ..... for several weeks now. (not rain)
13. ..... you and Nancy still ..... a lot of tennis? (play)
14. Mr Kelly ..... a month ago, and the company ..... him yet. (retire/ not replace)

TEST YOURSELF

Read the text and complete the sentences.

1. (do) "..... you ..... your homework yet?"
2. (do) "Yes, Mum. I ..... it when I got home from school."
3. (tell) "That's what you ..... me yesterday!"
4. (believe) "It was true! You just ..... n't ..... me!"
5. (finish) "Are you sure you ..... everything before you put the TV on?"
6. (come) "Yes, Mum. ..... Dad ..... home from work?"
7. (arrive) "Yes. He (.....) just ..... . Why?"
8. (say) "Well, a few days ago he ..... he would test my French vocabulary with me.
9. (have) "We ..... n't ..... a French vocabulary test for about a month, but we've got one tomorrow."
10. (have) "..... n't your class ..... vocabulary test on Monday?"
"Yes, Mum. But that was for German. French is tomorrow."

DEGREES OF COMPARISON OF ADJECTIVES
Степени сравнения прилагательных

	Положительная степень	Сравнительная степень	Превосходная степень
Односложные, двусложные*	hot easy polite	hott**er** easi**er** poli**ter**	hott**est** easi**est** poli**test**
Многосложные	important beautiful	**more** important **more** beautiful	**most** important **most** beautiful
«Неправильные» случаи, которые следует запомнить	good bad much little far	better worse more less farther further	best worst most least farthest furthest

* Двусложные прилагательные с ударением на втором слоге и некоторые другие прилагательные: *common, pleasant, quiet.*

Существуют смешанные случаи

old
- elder, eldest — употребляется для обозначения возрастных отношений в семье
  - ❑ my **elder** brother (sister)
- older, oldest

far
- farther, farthest — используются, когда речь идет о расстоянии: *дальше, самый дальний*
  - ❑ You must go a little **farther**. *Вы должны пройти немного дальше.*
- further, furthest — выражают значения *дальнейший, последующий, добавочный*
  - ❑ **further** information/discussion/details *дополнительная информация/дальнейшее обсуждение/дополнительные детали*

Больше/меньше

меньше	***less*** – сравнительная степень от *little* (мало)	❑ I have **less** time than you.
	smaller – сравнительная степень от *small* (маленький)	❑ My flat is **smaller** than yours.
больше	***more*** – сравнительная степень от *much/many* (много)	❑ I have **more** time than you.
	bigger/larger – сравнительная степень от *big/large* (большой)	❑ My flat is **larger** than yours.

Ex. 17. Compare these two descriptions. Write sentences about Liz and Ben.

Liz

1. I'm 16.
2. I'm not very good at Maths.
3. I'm 1 meter 58 tall.
4. I start school at 8 o'clock.
5. I don't work hard at school.
6. I don't have much patience.
7. I'm not very friendly.
8. I'm not a very good dancer.
9. I'm very intelligent.
10. I speak English very well.

Ben

1. I'm 18.
2. I'm very good at Maths.
3. I'm 1 meter 70 tall.
4. I start school at 9 o'clock.
5. I work hard at school.
6. I have a lot of patience.
7. I'm very friendly.
8. I'm a good dancer.
9. I'm not very intelligent.
10. I don't speak English very well.

Ben

1. *Liz is younger than Ben.*
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....

Liz

Ex. 18. Write sentences according to the model:

Model: Jack is strong (Jim, Andrew).
Jim is stronger than Jack.
Andrew is the strongest boy in our class.

1. Mrs Young, our teacher, is kind. (Mrs Smart, Mrs Goodwill) .....
2. My father is generous. (My grandfather, my mother) .....
3. My friend Peggy is practical. (Mary, Peggy's mother) .....
4. Keat is hardworking. (Sam, Philip) .....
5. My computer is good. (Willy's, my father's) .....

Ex. 19. Choose the right form of adjectives in these sentences and underline the right answer.

1. Is your school much *further/farther*?
2. Who is the *eldest/oldest* in our class?
3. He is my *older/elder* brother.
4. His English is *best/better* than mine.
5. We have no *farther/further* information.
6. Jane is *elder/older* than I am.
7. Our classroom is *littler/smaller* than yours.
8. He is going to get *farther/further* education.
9. My dog is *more/bigger* than yours.

Для сравнения качеств предмета используются следующие формулы:

1. **than** чем	❑ Moscow is **larger than** St. Petersburg. ❑ This book is **less interesting than** that one.
2. **as ... as** так(ой) же ... как	❑ He is **as** young **as** my brother. ❑ He works **as** hard **as** you.
3. **not so (as) ... as** не так(ой) ... как	❑ She is **not so** beautiful **as** her mother. ❑ This train goes **not so** quickly **as** that one.
4. **the more ... the better** чем ... тем	❑ **The more** you work **the better** you know the language. ❑ How much money do you need? – **The more the better.**

much, far намного, гораздо, значительно **a bit, a little** немного	Используются для усиления сравнительной степени прилагательных и наречий. ❑ The husband was **much older** than the wife. ❑ Coud you speak **a bit louder?**

Ex. 20. Complete the sentences with *a bit*, *a little*, or *much + (better/older)*.

Model: Jack's mother is 44. His father is 68. *Jack father is much older than Jack's mother.*

1. My computer costs 950$. Yours costs 960$. (expensive)
.....
2. Mary is a fantastic tennis player. I'm not very good at tennis. (good)
.....
3. Today it is 11 degrees Celsius. Yesterday it was 10 degrees. (cool)
.....
4. I was afraid to jump into the water, but Den did it. Den is very brave. (brave)
.....
5. Mrs Brown always gives us good marks. Mr Smart asks a lot of questions. He is very strict. (strict)
.....
6. It took me 25 minutes to get there, it took my friend 20 minutes. His car is fast. (fast)
.....

Ex. 21. Compare things. Say whether they are different or the same.

Model: My mother is beautiful. My sister is beautiful too.
My sister is as beautiful as our mother.
This perfume is very nice. But I don't like that one.
That perfume is not so nice as this one.

1. Our president is 60. My father is 60 too. .....
2. The test we had today was easy. The test we had yesterday was rather difficult.
.....
3. My friend is a ballet dancer and I'm a cook, of course, I am not slim.
.....
4. Our teacher is always very polite. I try to be like her.
.....
5. The mother was quiet. So was the child.
.....
6. My elder brother is selfish. My younger brother is not egoistic.
.....

Ex. 22

Исчисляемые существительные	Неисчисляемые существительные
many few	much little

A. Fill in *more (... than)*, *less (... than)*, or *fewer (... than)*.

Model: Bill has two suitcases, and Jim has one.
Bill has more luggage than Jim does.
Jim has less.

1. It usually takes us an hour to drive to Boston. Yesterday it took an hour and a half. There was ..... traffic ..... usual. There's usually ..... traffic.
2. I had a lot of phone calls yesterday. Today I've only had one. I had ..... calls yesterday ..... today. I've had ..... calls today.
3. Henry spent half an hour on the homework. Alice spent an hour. He spent ..... time on it ..... she did. She spent ..... time.
4. The company used to have five branch offices. Now they have twenty. Now they have ..... offices ..... they used to. They used to have .....

B. Fill in *as much ... as* or *as many ... as*.

Model: *I'll get as much work done as I can.*

1. Al doesn't make ..... money ..... he did at his former job.
2. Do you still go to ..... meetings ..... you used to?
3. We don't have ..... computer workstations ..... we need.
4. The doctor told Judy to get ..... exercise ..... possible.
5. Not ..... people came to the party ..... we expected.
6. Bill has had ..... opportunities ..... his friend, but he hasn't done as well.

REVISION

COMPARATIVES and SUPERLATIVES

It's **hotter** today **than** it was yesterday.
What's **the quickest** way to get to Bob's house?
The Savoy is **the best** hotel in the city.
Do you think Vienna is **as beautiful as** Paris?
Computers are getting **more sophisticated** every year.

Ex. 23. Complete the sentences with *comparatives* or *superlatives*.

Model: *Jim is one of the nicest people I've ever met. (nice)*
Sit here. The sofa is more comfortable than that chair. (comfortable)

1. February is often ..... month of the year. (cold)
2. Won't we get there a lot ..... if we go by taxi? (fast)
3. A gold ring is ..... a silver one. (valuable)
4. Which city is ..... from here, Boston or Toronto? (far)
5. Jack has lost weight. He doesn't look ..... he used to. (heavy)
6. That was ..... football game I've ever seen! (exciting)
7. I took the position because it was ..... my old job. (challenging)
8. Today is miserable! I hope the weather is ..... tomorrow. (good)
9. At one time, the Butlers were ..... family in the city. (wealthy)
10. John doesn't play tennis nearly ..... his brother. (well)
11. Of the author's three books, his second one was ..... . (good)
12. Speaking Japanese isn't ..... writing it. (difficult)

Ex. 24. Translate the sentences.

1. Апельсины дороже, чем яблоки. 2. Я просыпаюсь раньше, чем мама, и варю (make) кофе. 3. Это моя старшая сестра, но она не такая высокая, как я. 4. Что самое важное (thing) в твоей жизни? Гораздо важнее, чем футбол? 5. Теннис в Бразилии не так популярен, как футбол. 6. Это самый дальний дом от угла (from the corner). Вы должны пройти немного дальше. 7. Днепр значительно длиннее Темзы. 8. Не могли бы вы говорить немного медленнее? 9. Чем теплее погода, тем лучше я себя чувствую. 10. Она самая симпатичная девочка в нашем классе и самая умная. 11. Чем больше я его узнаю (get to know), тем больше он мне нравится. 12. Наша учительница – самый терпеливый человек в нашей школе.

Ex. 25. Selena writes a letter to her British pen-friend about her school friend Lizzy. Sometimes she makes mistakes. Underline them in the text and then correct them. There are 9 mistakes in her text.

Lizzy is my better friend. We are very close. To tell the truth, I don't know why Lizzy is so fond of me. Lizzy is beautifuler than me. She is so beautiful as a Hollywood star and I'm plain. Though she is not very slim (I'm slimmest), all the boys at the disco want to dance with Lizzy. I don't envy her, but I'd like to be as prettier as Lizzy. Lizzy is most talented than me and she is very good at tennis. The more I think, the little I understand. But Lizzy says that I'm silly. I'm most loyal friend she has ever had. We share so many things that she can't think of anyone good.

1. *best*
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....

Ex. 26. GREAT, BIG, LARGE or TALL? Complete the sentences with the right word.

1. Peter the ..... ruled Russia from May 1682 until his death in February 1725.
2. My father inherited (унаследовать) a ..... house.
3. How ..... are you? – I'm only 5 feet.
4. This pullover is too ..... for you. Try on a size smaller.
5. This fish lives in ..... rivers or lakes.
6. How was your holiday? – Oh, just ..... !
7. Her husband was a ..... man.
8. It is often simple ideas that lead to ..... discoveries (открытие).
9. The yacht has a very ..... mast.

Unit 3

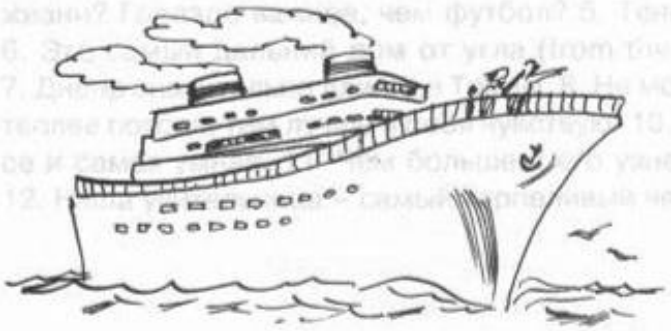
TRAVELLING

Why do people travel?

- ✓ to see other countries and continents
- ✓ to see modern cities and the ruins of ancient towns
- ✓ to enjoy picturesque places
- ✓ to have a complete change

What do they do when they travel?

- ✓ discover new things
- ✓ learn a lot
- ✓ meet different people
- ✓ try different food
- ✓ listen to different music
- ✓ take pictures
- ✓ go sightseeing
- ✓ bathe and lie in the sun



How do people travel?

- ✓ by air / on the plane
- ✓ by rail / on the train
- ✓ by sea / on a ship
- ✓ by road / in a car; on a bus

What about you?
Why do you like travelling?
How do you usually travel?

Track 5 **Ex. 1.** Read the dialogue and answer the questions below. Choose the answer (a–c) which you think fits best according to the text.

THE BAXTERS ARE PLANNING THEIR HOLIDAY TRIO

Betty: Scotland! Dad, you know it always rains in Scotland! I didn't get brown in Wales last year and I don't think I will get brown this year in Scotland. I want to go somewhere sunny!

Mrs Baxter: Okay, it's late. We will talk about it tomorrow.

(The next evening)

Mr Baxter: I'm sure we will have a good holiday in Scotland.

Mrs Baxter: I hope you won't play golf every day, Bill.

Betty: Mum, you won't go for long walks every day like last year? It was so boring!

Mrs Baxter: The beautiful countryside and the fresh air will be good for you, Betty. You're so pale!

Betty: That's why I want to go somewhere sunny. I can lie on the beach all day, and then I will get nice and brown and I won't be pale any more.

Mr Baxter: Where shall we stay? There are some nice hotels in these brochures.

Mrs Baxter: I'm afraid a hotel will be much too expensive. We could rent a caravan* again.

Mr Baxter: I am not spending two weeks in an uncomfortable caravan. You can't move! All I did last year was sit in the caravan and listen to the radio. It was horrible.

*caravan ['kærəvæn] – передвижной дом на колесах

1) What doesn't Betty like about Scotland?
   a) location; b) weather; c) nature
2) What is Mr Baxter's favorite holiday occupation?
   a) fishing; b) swimming; c) playing golf
3) What does Mrs Baxter enjoy doing when she is on holiday?
   a) going for long walks; b) lying in the sun; c) cooking
4) What does Betty want to do during the holiday?
   a) play tennis; b) lie on the beach; c) do sights
5) Why is Betty dreaming of going somewhere sunny?
   a) she wants to swim a lot; b) she doesn't like rainy weather; c) she wants to get nice and brown
6) Where is Mrs Baxter planning to stay?
   a) at a nice hotel; b) rent a caravan; c) camping

LET'S TALK

Talk about your last holiday trip. Make a chart for your group. Write down the answers. Tell what each of you was doing during the holiday.

Question	Lisa	...	...	...	...
Did you go away on holiday? stay in town? go on day trips?	 + – –				
Where did you go?	the Crimea				
How did you go?	by train				
What was the weather like?	fine				
What did you do there?	swam, played on the beach				

KEY VOCABULARY

1.	summer vacations/holidays	летние каникулы
2.	travelling	путешествие (особенно за границей)
3.	trip	путешествие, поездка (короткая)
4.	voyage [vɔɪdʒ]	путешествие по морю
5.	hiking trip	поход, экскурсия
6.	make a trip	совершить путешествие
7.	go on a trip	отправиться в путешествие
8.	go on a (two-day) tour/trip	отправиться в двухдневный поход
9.	travel agency	бюро путешествий
10.	package tour/holiday	путешествие по туристической путевке
	buy a package tour	купить туристическую путевку
11.	booking office	билетная касса
	book tickets	купить билеты (заранее)
12.	a ticket for a train/plane	билет на поезд, самолет
13.	arrival	прибытие
14.	departure [dɪ'pɑ:tʃə]	отправление
15.	board a train/ship/plane	сесть на поезд, пароход, самолет
16.	luggage (baggage)	багаж
17.	see smb off	провожать кого-либо
18.	timetable	расписание
19.	compartment	купе
20.	cabin	каюта
21.	change trains	сделать пересадку
22.	take off	взлетать (взлет)

23. flight	полет
24. land	совершить посадку
25. call at a port	зайти в порт
26. rough [rʌf]/ calm [kɑ:m] sea	бурное/спокойное море
27. be sea sick	страдать от морской болезни
28. yacht [jɔt]	яхта
29. canoe [kɔ´nu:]	каноэ
30. kayak [´kaıæk]	байдарка
31. have a camping holiday	жить в палатках во время отдыха, остановиться в кемпинге
32. tent	палатка
33. put up/ take down a tent	поставить/убрать палатку
34. camping equipment [ə´kwıpmənt]	туристическое снаряжение
35. to stay at a hotel/hostel	остановиться в отеле, на турбазе
36. rent a holiday flat/a caravan	снять квартиру, передвижной домик на колесах (для отдыха)
37. go away on holiday	уехать в отпуск
38. stay in town	остаться в городе
39. destination	место назначения
40. reach one's destination	достигнуть места назначения
41. a bus tour	автобусная экскурсия
42. rout	маршрут
43. pack one's things	упаковывать вещи
44. go to the country	поехать за город
45. explore the countryside	осматривать окрестности
46. fresh air	свежий воздух
47. weather	погода
48. landscape	пейзаж
49. go for a walk	идти на прогулку
50. lie on a beach/in the sun get brown	загорать загореть
51. drive a car	водить машину, ехать на машине
52. ride a motorbyke/a byke/a horse	ехать на мотоцикле/велосипеде/лошади
53. go hiking/fishing	идти в поход/на рыбалку
54. go boating/canoeing/kayaking	кататься на лодке, каноэ, байдарке
55. enjoy	получать удовольствие
56. (have) misadventure	(иметь) несчастный случай (несчастье)
57. a complete change	полная смена обстановки
58. local people	местное население
59. country-house	загородный дом, дача

Proverbs and Sayings

1. Every country has its customs.	У каждой страны свои обычаи. Что город, то норов.
2. So many countries, so many customs.	Сколько стран, столько и обычаев.
3. When in Rome do as Romans do.	В чужой монастырь со своим уставом не ходят.
4. East or West, home is best.	Везде хорошо, а дома лучше.

WORD STUDY

Ex. 2. Match the words and phrases in column A with those in column B.

1.	sea voyage	a)	купить турпутевку
2.	travel agency	b)	расписание
3.	buy a package tour	c)	туристическое агентство
4.	booking office	d)	провожать кого-либо
5.	departure	e)	сесть на самолет
6.	timetable	f)	билетная касса
7.	be sea sick	g)	(иметь) несчастный случай
8.	have misadventure	h)	морское путешествие, круиз
9.	board a plane	i)	страдать морской болезнью
10.	see smb off	j)	отправление

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
h									

Ex. 3. Fill in the right word from the word column.

1. During (1)..... we never (2)..... we usually go on a trip. 2. When I was a child our family usually lived in a (3)..... in summer. Now I find it boring. 3. As we decided to have (4)..... we bought a nice tent and a boat. 4. In summer you should always (5)..... in advance as many people make trips during their vacations. 5. Last year we went camping and we had too much (6)..... . We won't take more than we need this time. I am not very good at (7)..... . 6. I've always dreamt to see some European capitals so I bought a (8)..... . It is the cheapest way to travel. 7. This year we are spending our vacation at the seaside. I'm dreaming of getting brown, so I'm going (9)..... . 8. I enjoy quiet life in the country. For me it is not boring. You can (10)..... or (11)..... . 9. Having a camping holiday is much cheaper than (12)..... . We never do that. 10. Last year in August the weather was nasty, but we still could enjoy (13)..... and (14)..... .
11. I wanted to (15)..... but the parents didn't allow me to do that. They are afraid that we can have misadventure.

a) go boating
b) to lie on the beach
c) a camping holiday
d) staying at a hotel
e) explore the countryside
f) fresh air
g) bus tour
h) book tickets
i) stay in town
j) summer vacations
k) go fishing
l) long walks
m) luggage
n) country house
o) packing things

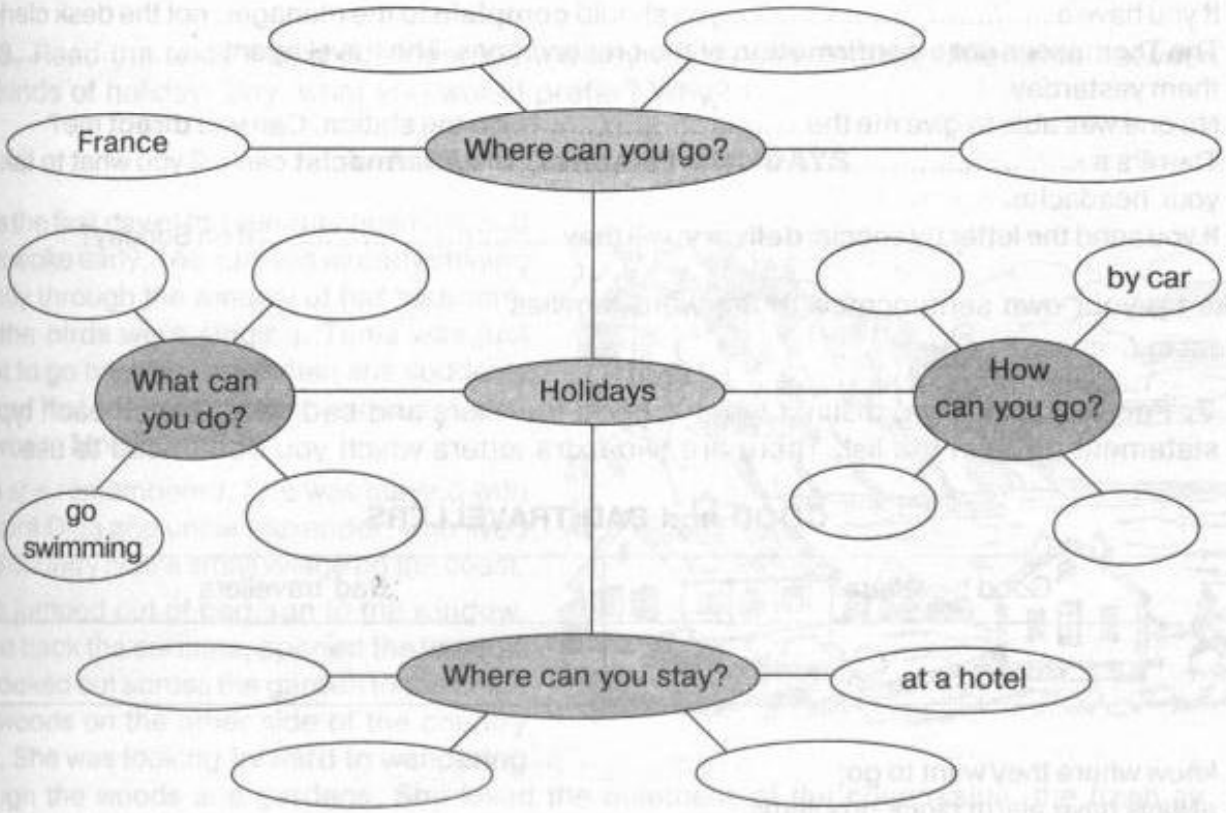
Ex. 4. Translate the sentences from Russian into English using the words from the Key Vocabulary.

1. Летом люди много путешествуют, чтобы увидеть разные города и страны. Я люблю путешествовать.
2. Можно купить туристическую путевку и поехать за границу.

3. Наша семья любит природу, мы часто отправляемся в двух-трехдневные походы.
4. Это очень хороший отдых, не нужно заказывать билеты на самолет или поезд, а просто купить билет на электричку.
5. Я всегда мечтала о морском путешествии, чтобы увидеть экзотические острова и страны, но я страдаю от морской болезни.
6. Во время отдыха мы живем в палатках на берегу реки или озера.
7. Мне кажется, это более романтично, чем жить в отеле. И это, конечно, дешевле.
8. Мы с друзьями часто ходим в походы. Мы любим осматривать окрестности, ловить рыбу.
9. Отдых – это полная перемена обстановки. Я обожаю купаться и загорать, кататься на лодке.
10. Летом наша семья всегда живет на даче. Мы ходим в лес, собираем грибы и ягоды, катаемся на велосипедах. Я люблю лето, особенно если погода хорошая.

Ex. 5. A Holiday Network. Complete the network using the words from the box. Prepare a short talk about your ideal holidays. Tell the class.

by plane • youth camp • go hiking • at a hostel • to the country
go fishing • by train • rent a holiday flat • to my Grandma's
lying in the sun • go boating • by boat • at a camping • nature study
at a cottage • go surfing • go canoeing • explore the countryside



WORD FAMILIES

Read the following text. What kind of words are the underlined words?

Barbara is a travel agent. She works for an agency in Manhattan.
I called to reserve a table at Maria's. Our reservation is for 8:00.
Mr. Hill manages a department store. He's been the manager since 1987.

Word families are ...

Ex. 6. Complete the sentences according to the model.

Model: *When I **travel**, I always carry **traveller's** checks.*

1. Sam **applied** for a visa. It only took him a few minutes to fill out the .....
2. My office is **located** right on Main Street; it's a really great .....
3. Mike has just found out he's getting a ..... . They're **promoting** (продвигать по службе) him to department manager.
4. The letter was **signed**, but we couldn't read the .....
5. Celetex has some great **advertisements**. Who's in charge of their ..... department?
6. The appointment book you gave me is very **useful**. I ..... it all the time.
7. The waiter who ..... us was very nice. The **service** at Mario's is always good.
8. If you have a ..... , you should **complain** to the manager, not the desk clerk.
9. The Thompsons got a **confirmation** of their reservations. The travel agent ..... them yesterday.
10. No one was able to give me the ..... to the station. Can you **direct** me?
11. There's a ..... around the corner. The **pharmacist** can tell you what to take for your headache.
12. If you send the letter by special **delivery**, will they ..... it on Sunday?

Make up your own sentences with the word families.

Ex. 7. People fall into two distinct types – good travellers and bad ones. Match each type to the statement given in the list. There are two extra letters which you don't need to use.

GOOD and BAD TRAVELLERS

Good travellers	Bad travellers
a, ...	

a) know where they want to go;
b) always have alarm clock problems;
c) prepare efficiently;
d) rush round in panic;
e) come to the station without a vital briefcase;

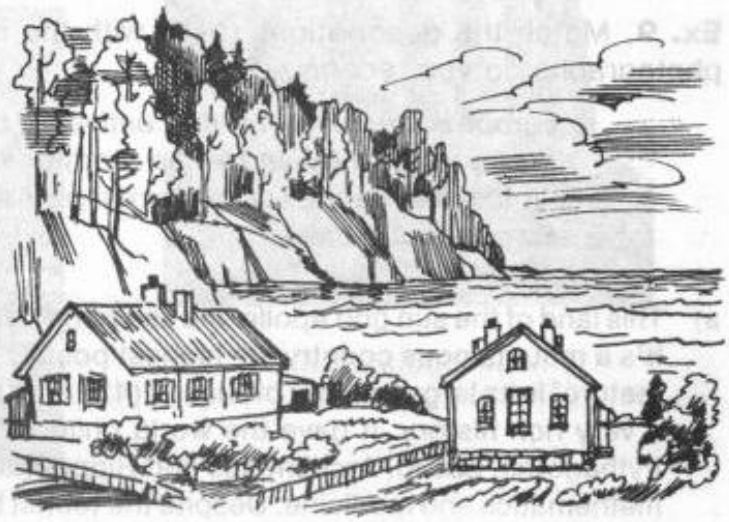
f) reach their destination without delay or complication;
g) have lots of misadventure;
h) know alternative routs;
i) if the train is cancelled, can't find alternative train;
j) always return home to collect what they have left;
k) miss their train;
l) can obtain the right information quickly;
m) check the camping equipment carefully;
n) book tickets beforehand;
o) have too much luggage, more than they need;

Think about what type of travellers you are. Why? Share your ideas with your partner.

Tastes Differ

Ex. 8. Read the texts A and B. Underline the key words showing the difference between the two kinds of holiday. Say, what you would prefer? Why?

A. TANIA'S SUMMER HOLIDAYS



It was the first day of the summer holidays, and Tania woke early. The sun was already shining brightly through the window of her bedroom, and the birds were singing. Tania was just about to go back to sleep when she suddenly realized that she was not lying in her own bed at home in Moscow.

Then she remembered. She was staying with her aunt Olga and uncle Alexander, who lived in the country near a small village on the coast.

Tania jumped out of bed, ran to the window, pulled back the curtains, opened the window and looked out across the garden to the fields and woods on the other side of the country road. She was looking forward to wandering through the woods and gardens. She loved the quietness of the countryside, the fresh air, the picturesque lake where she would fish with uncle Alexander.

She could not see the sea from her bedroom, but she was able to hear it. It was a beautiful sound. It was still very early, but she could hear someone downstairs in the kitchen. Someone was listening to the six o'clock news on the radio.

Quietly Tania opened her bedroom door and walked down the stairs to the kitchen. The door was open. Uncle Alexander was having breakfast. He looked up when he heard her at the door and smiled.

A good way to have a fun vacations is to go camping.

B. DOLPHIN CAMPING

Dolphin Camping is beautifully situated by Lake Warm, 7 km west of Karlstad centre. It is open all year round. The campsite is very friendly with lots of activities. If you like to keep busy, swim in the lake from sand and rock beaches, play minigolf, beach volleyball, golf or boule, or cycle on the mountain bike course. For joggers there are exercise tracks. The exercise centre at the recreation area has a training room, sauna, gymnasium and cafeteria. There are several barbecue places on the site. The restaurant is open during the summer season. There is also a pizzeria and a dance floor with live music. There is a boat harbour (причал) and a marina (пристань для яхт), where you can hire a boat or a yacht. You can also go canoeing or kayaking. Nature study is easy. You can follow the Nature trail which winds along the lake shore.

To see more of the town, join in a town walk. So camping can be fun with lots of activities.

Ex. 9. Match the descriptions (a–d) with the pictures (1–4). Which of the places in the photographs do you recognize?

Europe is the smallest of the continents, but it is many worlds in one. From sunny Spain to the icy world of Iceland lie the sandy coasts of the Mediterranean, the high peaks of the Alps, the volcanoes of Italy, great plains of Hungary and immense forests of Germany. Europe is all of these.

a) This land of the sun god Apollo and sea god Poseidon stands at the tip of the Balkan Peninsula. It's a mountainous country. Its highest point is Mount Olympus (2907m). Its another notable feature[1] is its large number of islands (427 in all). It is the cradle[2] of European civilization, it has a very rich history. It gave the world philosophers Plato, Socrates, Aristotle. Its scientists Pythagoras, Euclid, Archimedes and Hippocrates invented the physical sciences, geometry, mathematics and medicine. Despite the tourist boom the country of the gods retained (сохранить) the wild splendour[3] of its landscapes, vineyards and wonderful beaches.

b) The territory of this country covers the North of the island. Although it has the features similar to those of England's countryside (fields, hedges, parks), it has identity[4] of its own. This identity goes deeper than the kilt[5] and the bagpipe[6]. Ghosts[7] haunt its wonderful castles, the lakes hide mysterious monsters.

1. .....

2. .....

3. .....

4. .....

c) It is the smallest state in the world – a church state, headed by the Pope. It has its own flag, its own money and it issues its own stamps. All that is left of the army are Swiss Guards wearing uniforms which might have been designed by Michelangelo himself. The state is bounded by the colonnade around St. Peter's Square in the world's most famous ancient city.

d) This city which once used to be a powerful sea state was built on 177 islands linked by a network of 150 canals. The visitors can explore this unusual city only on foot or by water bus. Gondolas are the symbol of this city.

Notes:

1. feature – черта, особенность
2. cradle – колыбель
3. splendour – великолепие
4. identity – 1. тождественность; 2. индивидуальность
5. kilt – килт *(юбка шотландского горца или стрелка)*
6. bagpipe – волынка *(музыкальный инструмент)*
7. ghost [gəust] – привидение

Ex. 10. Think about your personal experience of a journey which has really impressed you. Tell the class about it. For your description you may use the words in the box.

fabulous beaches • many cafes • huge skyscrapers • modern trading center
fascinating old buildings • charming landscapes • beautiful lake shore
world famous parks • resort town • in the mountains
lots to see and to do • picturesque scenery

Find a photo of the most popular Russian holiday place. Write a short article (50–100 words) about it for a leaflet. Don't forget about the transport, places to see, different activities, places to stay in, etc.

.....
.....
.....
.....
.....
.....
.....

Going to a Camp

Ex. 11. Read the text and do the tasks below.

For a lot of families who live in America and Great Britain summer vacations can be a problem. Many mothers work full-time, and there is no one at home to look after the kids while they are off school. So holiday camps are the ideal solution for many families.

About five million American youngsters between 6 and 21 set off for camp every summer. Going to camp is a part of life for millions of them. They can choose among 10,000 camps throughout the USA.

Going to camp is becoming popular in Britain, too.

Most of the camps offer traditional activities such as hiking, riding as well as singing round the camp fire. But there are other kinds of camps, where some kids can get help to improve their grades at

school. Hi-tech camps teach computer skills. Athletic camps are also very popular. Youngsters can improve their skills in tennis, golf, or other sports with a training program of about 30 hours a week. They are looked after by counsellors who are often university students and other young people doing summer jobs. A number of these counsellors come from abroad. For non-native speakers among the counsellors it is a great chance to improve their language skills.

What do parents and their children expect to get out of summer camps? There are a few weeks of healthy outdoor living. Many choose camps especially for the social skills which are taught – making friends, living and working together, and becoming independent.

The young people are often a little nervous and many are homesick at first but usually they settle in very quickly. In the end they often find that some of their best friends are from the camp, not from school. And when they have grown up, they like to send their own kids ...

Adapted from: Read On, 8/1995 and 5/99, Eilers & Schunemann, Bremen

1. Read the text and find information about:

a) reasons why young people go to summer camps.
b) different kinds of camps (3 items).
c) the people who look after the youngsters. (2 items)

2. Asking questions – use different question forms.

Tom had the chance to experience a camp in the USA. His friends ask him some questions about...

a) the address of the camp
b) the price of a two weeks' stay
c) his reasons for going there
d) his most exciting adventure at the camp

Ex. 12. Fill in the right prepositions and conjunctions from the box.

since • since/as • although • whereas/while • as • even if • while • when

1. Jon and Rob have known each other ..... primary school. ..... they are best friends, they have decided to go on holiday together this summer. Rob will need to work first to earn some more money ..... Jon already has money saved up.
2. ..... they know each other well, it was hard to agree where to go. Rob wanted to go to France ..... Jon would have preferred to go to Italy ..... he had been there already and has visited most Italian cities.

3. ..... they are such good friends, they wanted to make sure both of them got what they wanted. They asked their parents for advice and decided to do ..... they suggested. They are going to spend one week in France and one week in Italy, ... it costs more money.
4. ..... they decided on their plans, both of them are really looking forward to the trip. ..... they are away, they want to visit Paris and Venice, ... neither of them has been there before. They will have lots to tell people ..... they come back.

DISCUSSION CLUB

GET YOURSELF LOST[1]

Travellers to new cities are often told to start their trip with a bus tour.

Nonsense! What you see from the inside of a moving bus is unreal and completely removed from the authentic[2] sights, sounds, and smells outside.

Be adventurous[3]! The best way to experience any place is on foot and with absolutely no travel plan. Simply go wherever your feet and your interests lead you. You eventually will get to the same sights that are on the bus tour – the museums, the monuments, city hall – but you will have seen much more. You will have felt the contemporary life of the city.

"But what if I get lost?" people might ask. No one ever gets hopelessly lost in a major city. Eventually, you can find your way back to a well-known location. If it frightens you to be "lost", just find a taxi and go back to where you started. However, the nicest things can happen if you get lost. You stop at a sidewalk[4] cafe to sit and relax. You ask instructions of the local people at the next table. And even if they don't speak your language, your trip becomes more memorable because of the experience. Here are a few more ways to get the most out of your travel.

- ✓ ***Know before you go.*** *Spend a few hours before your trip learning about the history and culture of your destination[5]. This will help you understand what you're seeing.*
- ✓ ***Move around like a local.*** *Use the subways and buses of the city you're visiting. You'll not only save money, but you'll also learn how people really live.*
- ✓ ***Check the bulletin boards.*** *Sometimes you can find advertisements for free[6] concerts and other fun activities on bulletin boards around universities.*

So the next time you see a poster advertising an introductory bus tour, save your money. Instead, wander[7] on your own. I promise you a time you'll remember with great pleasure.

(from "Passages")

Notes:

1. get lost – заблудиться
2. authentic [ɔ:'θentɪk] – подлинный, достоверный
3. adventurous [əd'ventʃəres] – безрассудный, смелый
4. sidewalk – тротуар
5. destination [destɪ'neɪʃən] – место назначения
6. free – бесплатный
7. wander ['wɔndə] – бродить

Ex 13. Fill in the chart. Cite (цитировать) the text.

The disadvantage of taking a bus tour	The advantages of exploring a city on foot

What can a person do if he gets lost?

1. .....
2. .....
3. .....
4. .....
5. .....

GROUP WORK

Discuss these questions in small groups.

1. Do you agree with the author's view? Why or why not?
2. In your opinion, what are some advantages of taking a bus tour?
3. What are some disadvantages of wandering around a city on your own?
4. Can you learn about a city without taking a tour? Why or why not?

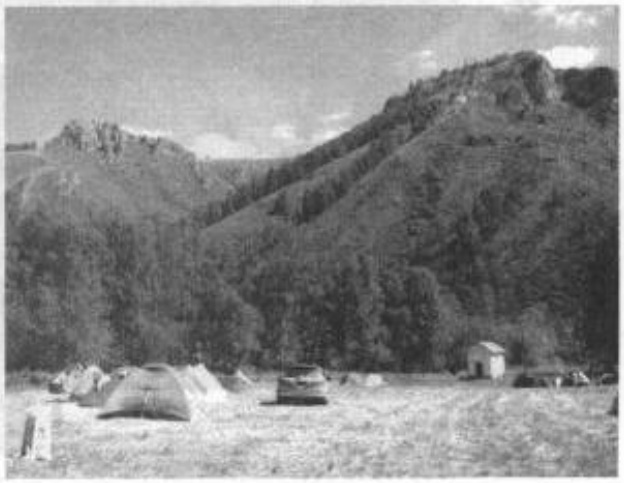
Give some advice to people who are going to visit your city.

LISTENING

Track 6 **Listen to Peggy and Bruce speaking about summer vacations they once had when they were at school.**

I. Match the statements given in the list to each speaker (Peggy (P) and Bruce (B)). There is one extra letter which you don't need to use.

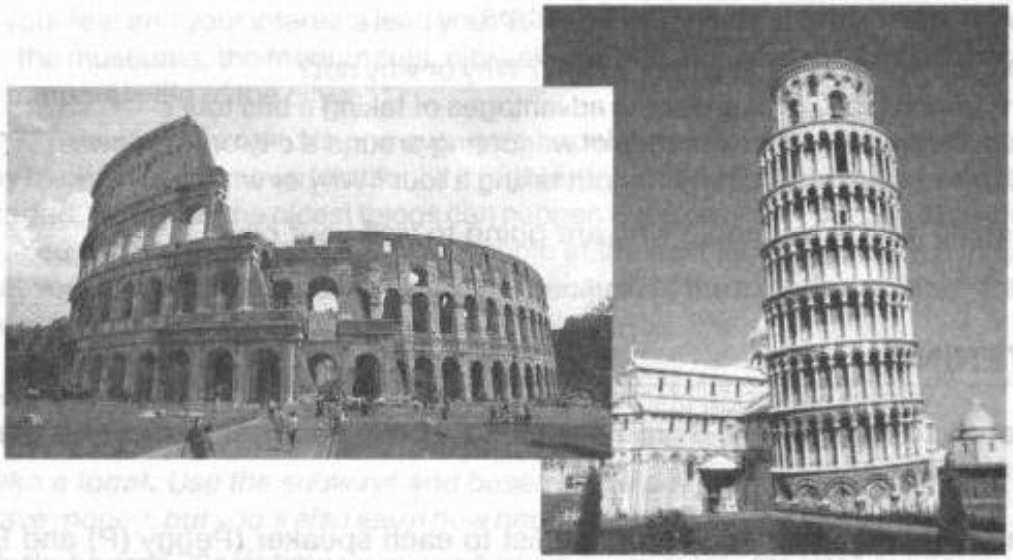
- [B] a) The school organized a trip to Italy.
- [ ] b) The trip took 30 hours on the train.
- [ ] c) We often went camping.
- [ ] d) I didn't enjoy Italian food.
- [ ] e) It rained all the time.
- [ ] f) We had to move up the hill.
- [ ] g) I fell ill.
- [ ] h) They played a song I didn't like all the time.
- [ ] i) We were all wet.



II. Decide whether the statements 1–10 are true (T) or false (F).

T	F

1. One year we drove to Wales.
2. One night there was a terrific storm.
3. It was very cold in Italy that year.
4. I was 13 when we made a trip to Italy.
5. The field we camped on began to flood.
6. I enjoyed my trip to Italy very much.
7. The teachers didn't allow us to try Italian wine.
8. The weather in Wales was fine that year.
9. One man in the hotel kept complaining about our behaviour.
10. We decided to wait until it stopped raining.



SUGGESTIONS FOR WRITING

HOLIDAY POSTCARDS

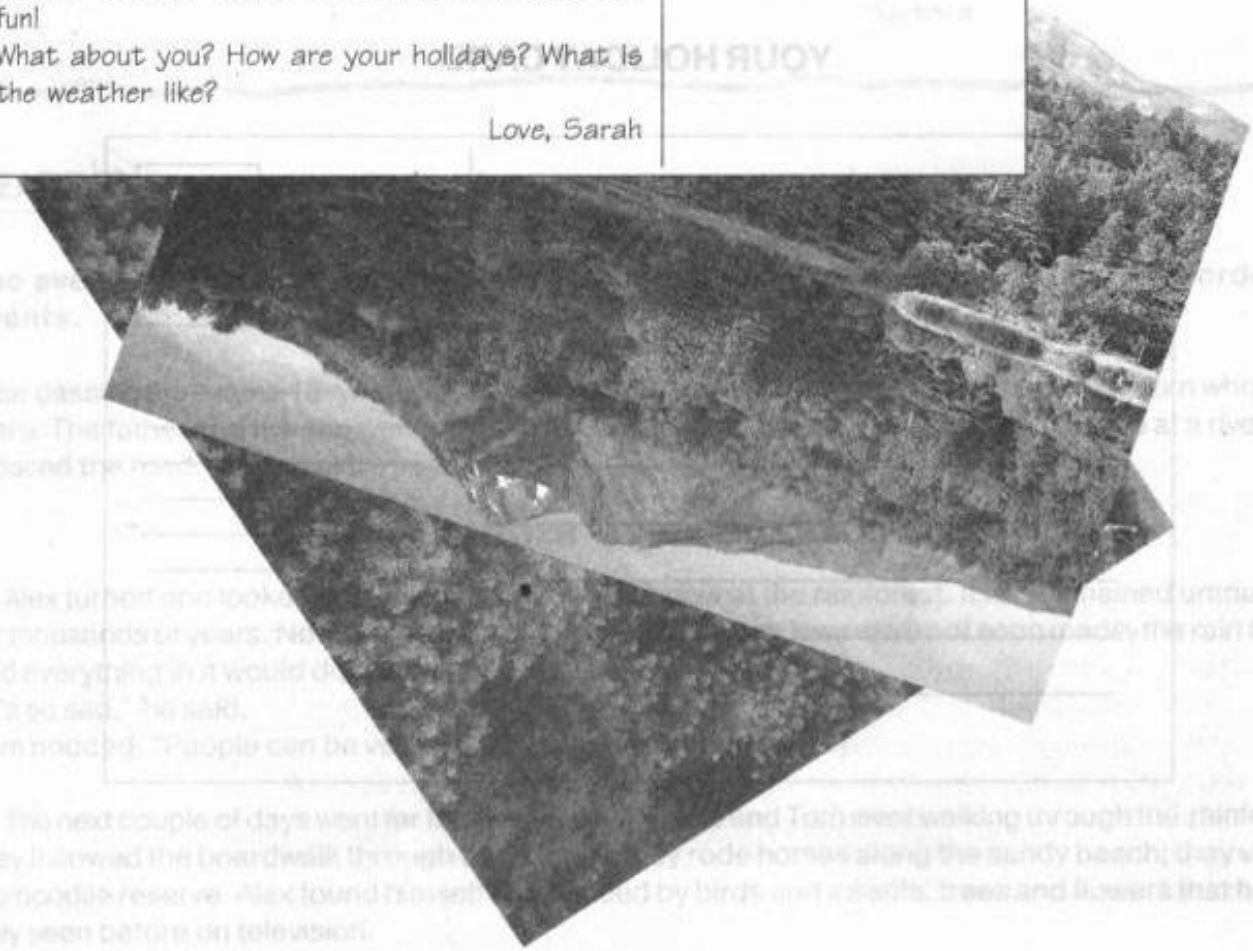
Ex. 14. A. Read Sarah's holiday card written to her friend Svetlana about her holiday.

July, 15

Dear Svetlana,
Greetings from Maine where the water is too cold for us to go swimming, but the scenery is beautiful. We're having a great time, and we've enjoyed every place that we've visited.
This week we're in Bar Harbor, which is a lovely island town. The place is absolutely full of tourists!
Tonight we're going for a ride on a boat that will take us to one of the nearby islands. James, who has been here before, has already taken me hiking and to the Bar Harbor Music Festival. It's been fun!
What about you? How are your holidays? What is the weather like?

Love, Sarah

Svetlana Sokolova
66 Bolshoi avenue
Novosibirsk, 80202
Russia



Write an answer to Sarah. She lives in Colorado, 30456, 662 Hadley Way, Denver.

B. Complete this card from Tara to her friend Trundle.

Dear Trundle,
Hello from Rimini. We are in a wonderful
Do you know where it is? It is by the
and near the , too. The first two days were , but now it's . We go
every morning. The is fantastic. In the afternoons we sometimes ride in the
or go and look at the .
Lots of love.

Tara

She sells sea shells on the seashore

Trundle Snow
30 New Read
CH2 2LB
Chester
England

YOUR HOLIDAY CARD

B. Barbara is your penfriend from New York. Read her letter and write the answer about your trip to some city or country. Try to make use of the underlined words.

WE'RE HAVING A GREAT TIME!

Dear Olga,
How are you? Charles and I are having a great time here in London. We've been here for a week now, and we've already seen a lot of the city... but there 's much more to see.
On our first day we took a bus tour around London and saw a lot of the famous sights – Buckingham Palace, the Tower of London, Trafalgar Square. I especially liked seeing Big Ben, the famous clock at the top of the Houses of Parliament. There are many beautiful buildings in London. Charles has already taken a lot of pictures!
We've visited the British Museum, where we saw things from ancient Greece and Rome. We've also taken a guided tour of St. Paul's Cathedral, the huge church where Prince Charles and Princess Diana got married.
We've both enjoyed every minute of our stay here so far. London is a beautiful city. We haven't been to Hyde Park yet or to Westminster Abbey, but we'll be here for another week, so we still have lots of time.
How do you spend your holidays? Where do you usually go and what do you usually do?

Lots of love,
Barbara

READING

The events in the story aren't in chronological order. Decide on the correct order of events.

After passing his exams 18-year-old Alex decided to travel to Australia to visit his father Tom who lived there. The father and the son went on a trip to Queensland. On their way they had to stop at a river that crossed the road. A sign said:

DANGER – CROCODILES!

A. Alex turned and looked back through the rear window at the rainforest. It had remained untouched for thousands of years. Now, all that had changed, and if strict laws were not soon made, the rain forest and everything in it would disappear for ever.
"It's so sad," he said.
Tom nodded. "People can be very, very stupid," he agreed angrily.

B. The next couple of days went far too quickly for Alex. He and Tom went walking through the rainforest; they followed the boardwalk through the swamp; they rode horses along the sandy beach; they visited a crocodile reserve. Alex found himself surrounded by birds and insects, trees and flowers that he had only seen before on television.

C. Alex grinned. He knew all about the Great Barrier Reef, of course. He'd learnt about it in geography lessons and had always wanted to see the multicoloured coral for himself. Now he was going to do just that.
"Is it as wonderful as it looks on film?" he asked.
"Better," Tom answered. "A million times better."

D. But, Tom was not eaten by a crocodile. Even more fortunately, at its deepest, the water only came up to Tom's knees, and the jeep crossed the river with no problems. Two hours later, they arrived at a hostel, deep within the rainforest at the foot of Mount Sorrow.

E. After a final walk – to the top of Mount Sorrow – Tom and Alex packed up the jeep and left. By midday, they were back at the river which had been so full and fast before. Now, it was just a shallow stream and Tom drove across easily.

F. "It's fantastic!" Alex said, again and again, as he saw more and more wonderful sights. "Really fantastic!"
"I'm glad you like it," said Tom. "I love it here. The trouble is, it's all changing. People from the cities are buying up the land and building holiday homes. Slowly but surely, the forest is being destroyed."

G. Alex looked at Tom. The trip had been wonderful so far. And yet it was not how Alex had imagined it would be. He felt somehow that he had lost a father, but found a friend.

H. As they left the rainforest behind and the road improved, Tom began to cheer up.
"I thought we'd take her out onto the reef," he said.
"The Great Barrier Reef," Alex said excitedly.
"That's the one," Tom smiled.

1.	2.	3.	4.	5.	6.	7.	8.

Ex. 15. After you have read the text, read the following extract from the diary that Alex kept during his Australian trip. 13 of the facts are wrong. Underline the incorrect words and write down the correct facts at the end of the line. The first one is done for you.

"The water came above Tom's knees so we could walk across the river easily. ***up to***
It took us all afternoon to reach the hostel at the top of Mount Sorrow. The .....
next seven days were fantastic. We rode horses through the rain forest; we .....
walked along the beach, and we visited a crocodile reserve. Everywhere I .....
went I saw amazing insects, birds, flowers and trees I had only read about .....
before. On the final day we walked down Mount Sorrow and arrived back at .....
the river by the evening. It was strange how the river, so shallow on our first .....
day, was now very full and we only just managed to drive across. Tom has .....
promised to take me to the Great Barrier Reef. I'm really looking forward to .....
seeing it! .....

Ex. 16. A reporter is asking Tom questions about the rainforest. Write down Tom's answers. The answers are not necessarily in the text.

1. Why do a lot of city people buy up land in the rainforest?
   .....
2. How can they be stopped from doing this?
   .....
3. What will happen if they continue?
   .....
4. What's your opinion of people who do this?
   .....

Ex. 17. Ask questions (for grammar rules see p. 70).

Alex is phoning his mother back in the UK. She's eager to know how the trip is going. Write down two questions she asks Alex about his trip and two questions about his relationship with his father, Tom. Use at least three different question forms.

.....
.....
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.....

Ex. 18. Find the opposite of these words and phrases in the text.

1. rapidly .....
2. awful .....
3. hate .....
4. cheerfully .....
5. got worse .....
6. be depressed .....

Ex. 19. Complete the following text with the correct form of the following words.

1. imagine	4. vary	7. play	10. sure
2. explore	5. memory	8. bright	11. tour
3. long	6. friend	9. sand	

WELCOME TO AUSTRALIA'S GREAT BARRIER REEF!

The Great Barrier Reef has captured man's (1)..... ever since it was discovered in the 17th and 18th century by European (2)..... It is situated off the north-east coast of Australia and is over 2,000 kilometres in (3)..... It is composed of hundreds

of different types of coral and is home to an incredible (4)..... of sea plants and animals. Sailing and scuba-diving in the GBR is a (5)..... experience! Sail from Cairns over to one of the reef islands and watch (6)..... whales and (7)..... dolphins swimming alongside the boat! Plunge into the clear water and swim along with (8)..... coloured fish! Walk along the long white (9)..... beaches looking for shells and coral. The Great Barrier Reef has taken thousands of years to evolve but is a very fragile environment.This is why it is protected by the Australian Government who (10)..... that it is used in the least harmful but the most enjoyable way by the large numbers of (11)..... who visit the area every year.

GRAMMAR

THE PAST PERFECT

Утвердительная форма	Отрицательная форма	Вопросительная форма
I/he/they **had worked**	I/he/they **had not worked**	**Had** I/he/they **worked**?
I'd worked	**I hadn't worked**	

The Past Perfect показывает, что *действие завершилось к моменту в прошлом.* Этот момент может быть обозначен обстоятельством времени или другим прошедшим действием.

- ❑ We **had finished** the work *by 5 o'clock yesterday.*
- ❑ *When I came,* the guests **had** already **left**.

Характеристика действия

	Past Perfect	Past Simple
Как?	Действие закончилось к определенному моменту в прошлом. **had done**	Повторяющееся действие, факт в прошлом. **did**
Когда?	*by the end of the last week* *by last Monday* *when we came/called/...* *before she left*	*yesterday* *last week* *in 1990* *5 years ago*
Примеры	❑ He **had been** very ill *before he went* to University. ❑ I looked at the present after he **had left**. ❑ The theatre **had been built** *by the end ... .*	❑ We **went** to the seaside *last summer.* ❑ I **left** school *many years ago.* ❑ **Did** you **see** him *last week?*

Ex. 20. Use "after" to join the two halves of the sentences like this:

Model: *Shirley did her homework. Then she took her dog for a walk.*
***After** Shirley **had done** her homework, she took her dog for a walk.*

1. Patricia passed her driving test. She bought a car.
2. She drove home, locked the car and went into the house.
3. First Patricia made a cup of coffee. Then she phoned her friend Anna.
4. She put down the phone. But first she said goodbye to Anna.
5. Two young men were trying to steal her car radio. They broke a window to get into the car.
6. Her neighbour came out of his house. He heard the noise.
7. The man shouted something. The boys looked up and saw him.
8. They ran away. A police car arrived outside Patricia's house.

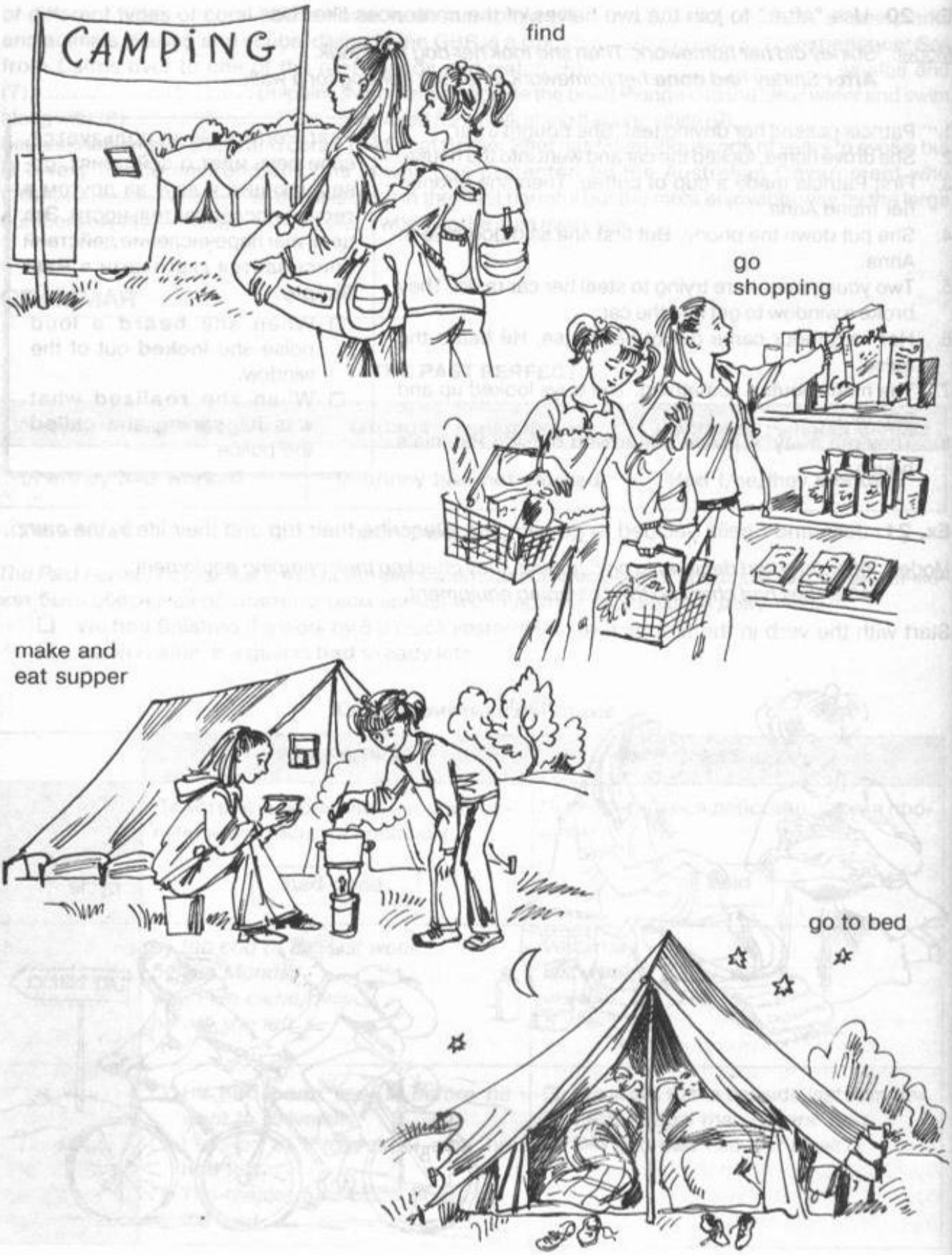
Past Perfect не используется, если речь идет о действиях, совершающихся друг за другом в тесной последовательности. Эта цепь или перечисление действий описывается глаголами в **Past Simple**.

- When she **heard** a loud noise she **looked** out of the window.
- When she **realized** what was happening she **called** the police.

Ex. 21. Jean and Sheila decided to go camping. Describe their trip and their life in the camp.

Model: *After they had decided to go camping, they checked their camping equipment.*
After they had checked their camping equipment, ...

Start with the verb in the first picture.


CAMPING
find
go
shopping
make and
eat supper
go to bed

Ex. **22.** Your friend went on a trip round the USA last July. Here is her/his diary.

MON	1	Flight London – New York: booked into hotel in Manhattan
TUES	2	Sightseeing trip round Manhattan: ⇨ Statue of Liberty
WED	3	NYC ...
THURS	4	Celebrated Independence Day in New York City!
FRI	5	⇨ by car to Washington
SAT	6	Sights of Washington ⇨ Disneyworld (Orlando, Florida)
SUN	7	Spent 2 days in Florida ⇨ Flew to Arizona
MON	8	
TUES	9	Visited Grand Canyon & Yosemite National Park
WED	10	Drove over the Rockies to San Francisco
THUR	11	
FRI	12	Stayed with friends there
SAT	13	Saw Golden Gate Bridge and other sights ⇨ Seattle (plane)
SUN	14	Two days in Seattle with friends of Alan's ⇨ London via Chicago
MON	15	
TUES	16	
WED	17	
THURS	18	Recovered from the jet lag (at last!) – felt much better!

After the trip your friend told you about what they had done. What did she/he say?
Start like this: *After we had flown from London to New York, we booked into a hotel.* (In some sentences you can use "when" instead of "after", but not in all of them.)

TALKING ABOUT THE FUTURE
Способы выражения действия в будущем

Имеется несколько способов выражения действия в будущем:

I. The Future Simple (will do)

Утвердительная форма	Отрицательная форма	Вопросительная форма
I/he/we **will work**	I/he/we **will not work**	**Will** I/he/we **work**?

Мы используем the Future Simple (**will do**):

a) принимая решение о действии в будущем:
- ❑ Did you speak to Ann? – Oh, no, I forgot. I'**ll do** it now (tomorrow).
- ❑ I **will read** ten chapters tomorrow.
- ❑ I'm too tired, I think, I'**ll get** a taxi.

b) предлагая свою помощь или обещая что-либо:
- ❑ (Somebody is knocking at the door). Mike: I'**ll open** the door.
- ❑ It's hot here. – I'**ll open** the window.

II. The Present Progressive (I am doing)

Мы используем the Present Progressive (**I am doing**), когда говорим о запланированном действии (договоренности):
- ❑ We **are spending** next winter in Australia.
- ❑ What time **is** he **arriving** tomorrow?

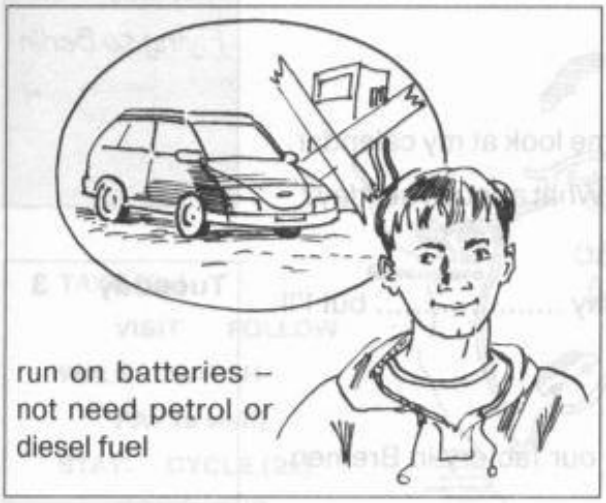
III. be going to... (собираться, намереваться)
- ❑ I'**m going to** read this book (= I want to..., I intend to ...)
- ❑ There is a new film on TV tonight. **Are** you **going** to watch it?

Ex. 23. Open the brackets and fill in the blanks with a correct form of the verb given.

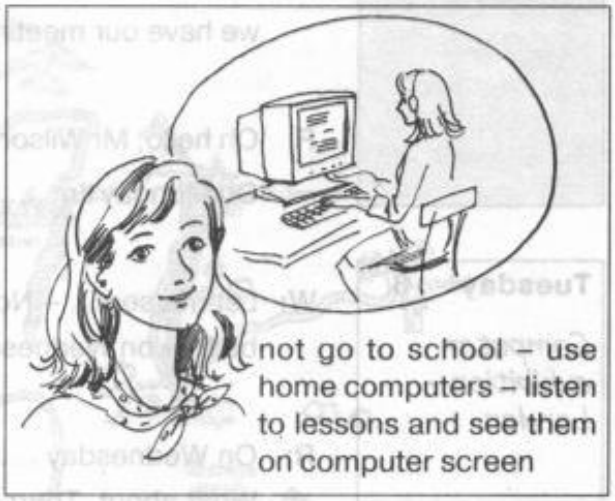
Betty: I've got a good idea. Let's have a camping holiday in Spain.
Mrs Baxter: A tent (be) (1)..... cheap. What do you think, Bill?
Mr Baxter: Perhaps I (find) (2)..... a good golf course near the camping ground.
Betty: And I (be) (3)..... nice and brown at the end of the two weeks!
Mrs Baxter: I'm afraid there (be) (4)..... only one problem. I need a holiday and I (not cook) (5)..... and wash dishes!
Betty: Mum, you (not have to) (6)..... cook and wash dishes. I'm sure there (be) (7)..... a McDonald's in Spain. We can eat there every day!
Mr Baxter: Okay, tomorrow we (go) (8)..... to the travel agency and get a guide to camping grounds in Spain. I hope we (find) (9)..... one that isn't near a McDonald's but near a Spanish restaurant where we (be able to eat) (10)..... typical Spanish food!

Ex. 24. Everything will be better in the future. In small groups think about the future technological progress. Write what you think about it (10 sentences). Choose 5 main ideas about the future and read them out to the class.

Model: *Cars will run on batteries. We won't need petrol or diesel fuel.*

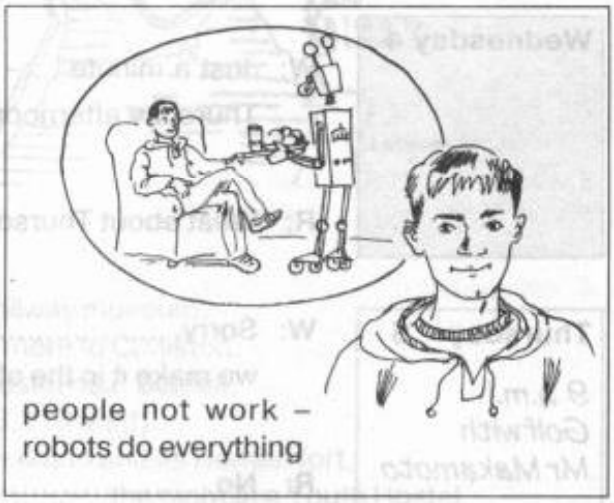


run on batteries – not need petrol or diesel fuel



not go to school – use home computers – listen to lessons and see them on computer screen

people use translation telephones – not learn foreign languages



people not work – robots do everything

have electric walkways – not walk to school/ not take a bus – no pollution

secretaries not write letters and faxes by hand – speak into typing machines

Ex. 25. Look at Mrs Right's and Mr Wilson's appointment books. They are planning a meeting but they both have very little time. Complete the dialogue.

Mr Wilson

Monday 2

Tuesday 3
Computer exhibition – London

Wednesday 4

Thursday 5
9 a.m.! Golf with Mr Makamoto

Friday 6
Drive to Manchester (a.m.) Meet Dr Miller in Leeds (p.m.)

W: Hello. Is that you, Mrs Right? Wilson here. When can we have our meeting?

R: Oh hello, Mr Wilson. JUST let me look at my calendar. On Monday I'm ..... . What about Tuesday?

W: Let me see ... – No, on Tuesday ..... but I'll be free on Wednesday.

R: On Wednesday ..... our factory in Bremen. What about Thursday?

W: Just a minute ... – I'm not ..... anything on Thursday afternoon.

R: What about Thursday morning?

W: Sorry. ..... with a Japanese customer. Can't we make it in the afternoon?

R: No. ..... a new project with my staff on Thursday afternoon. What about Friday?

W: Friday? Well ..... in the morning and ..... in the afternoon. What ..... on Monday next week?

R: Having a meeting with you – I hope!

Mrs Right

Monday 2
Flying to Berlin

Tuesday 3

Wednesday 4
in Bremen

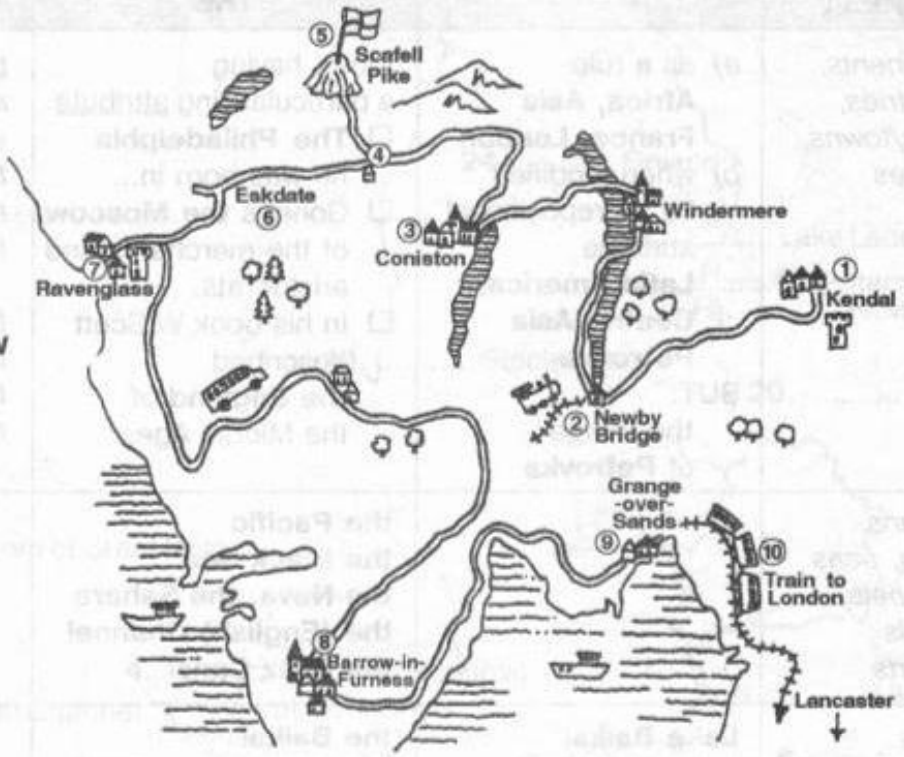
Thursday 5
14:00 Project Discussion

Friday 6

Ex. 26. You have planned a cycling trip around North England. You tell your friend about your plans. Look at the map and complete the sentences below. Use the verbs on the left.

Model: *On the first day I'm going to take the train from London to Lancaster. Then ... to Lancaster Youth Hostel.*

TAKE (2x)
VISIT FOLLOW
WALK CATCH
PAY (a visit)
STAY CYCLE (2x)
NOT SPEND
CLIMB



1. On the second day ..... to Kendal.
2. On the third day ..... the working railway museum.
3. On the fourth day ..... from Windermere to Coniston.
4. On the fifth day ..... at the Youth Hostel near Scafell.
5. On the sixth day ..... Scafell Pike (3,210 feet!).
6. On the seventh day ..... a visit to Eskdate and its Roman fort.
7. My friend Alan lives in Ravenglass, so ..... the night at a Youth Hostel.
8. On the eighth day Alan and I ..... the bus to Barrow-in-Furness and stay with some friends there.
9. On the ninth day we ..... the road along the coast to Grange-over-Sands.
10. On the tenth day I ..... the train back to London.

THE USE OF ARTICLES WITH GEOGRAPHICAL NAMES
Артикль с географическими названиями

GEOGRAPHICAL NAMES	NO ARTICLE	THE DEFINITE ARTICLE THE	NOTES
1. *Continents, countries, cities/towns, villages*	*a)* as a rule **Africa, Asia France, London** *b)* when modified by a prepositional attribute **Latin America, Central Asia Petrovka** BUT: **the** village of **Petrovka**	When having a particularizing attribute. ❑ **The Philadelphia** he was born in... ❑ Gone is **the Moscow** of the merchants and aristocrats. ❑ In his book W.Scott described **the England** of the Middle Ages.	*the word groups are always used with **the**:* *the United States* *the Soviet Union* *the United Kingdom of Great Britain* *the Netherlands* *the Hague* *the Crimea* *the Caucasus*
2. *Oceans, rivers, seas channels/ canals deserts*		**the Pacific** **the Black Sea** **the Neva, the Sahara** **the (English) Channel** **the Suez Canal**	
3. *Lakes*	**Lake Baikal** **Lake Ontario**	**the Baikal** **the Ontario**	
4. *Mountains*	• peaks: **Elbrus** **Everest**	• mountain chains: **the Urals** **the Alps**	
5. *Islands*	• a single island: **Madagascar** **Corfu** **Sicily**	• island groups: **the Bermudas** **the British Isles** **the Bahamas**	
6. *Regions*	**North America** **Latin America** **Central Asia**	**the Middle East** **the Far East** **the north of England** **the south of France**	BUT: **western Canada** **southern Spain**
7. *Four cardinal points of the compass*		**the South,** **the North,** **the West,** **the East**	BUT: from **East** to **West** from **North** to **South**

Ex. 27. Fill in an article (a, an, the) where necessary.

PREPOSITIONS WITH MEANS OF TRANSPORT
Предлоги с видами транспорта

Types of vehicles or transport we use to travel	Physical position of the person (what transport he is in/on)
by car/by bus/by bicycle – by road **by boat/by ship – by sea** **by train – by rail** **by plane – by air**	**in the car/in a van/in a taxi/in a lorry** **on the bus/on my bicycle/on a big ship/ on a liner/on a ferry** **on the train/on the 6.45 train** **on the plane/on a jet**
NB! On foot	(in) for cars and taxis
	(on) for bicycles and public transport

Get in(to)/get out of a car/taxi – сесть в/выйти из машины/такси.
Get on/get off a bicycle/bus/train/plane – сесть на/сойти с велосипеда/поезда/автобуса/самолета.

- He got **into** the car and drove off.
- He jumped **onto** the old bus, which was empty.
- Mr Ward got **into** his lorry.
- She was carried **out of** the ambulance.
- The car was traveling **at** 50 km an hour when the accident happened.

Ex. 28. Complete the sentences with the prepositions from the box.

by • in • on • at

1. Do you like traveling ..... train?
2. Jane usually goes to work ..... bike or ..... foot.
3. The plane is flying ..... 600 miles an hour.
4. How long does it take from New York to Los Angeles ..... plane?
5. Get ..... the train! Quick! It's ready to leave.
6. We travelled from Paris to Moscow ..... train.
7. I didn't use my car very often. I prefer to go ..... my bike.
8. I saw Jane this morning. She was ..... a bus which passed me.
9. I didn't feel like walking, so I came home ..... a taxi.
10. At last the bus arrived and I got ..... the bus.
11. I have to get ..... the train at the next stop.
12. Let me help you to get your things ..... the car.

TEST YOURSELF

I. Complete the text with the right form of the verbs.

THE COMPUTER EXHIBITION

Last week some friends and I wanted to go to the National Computer Exhibition in Birmingham. My boyfriend Geoff (read) ..... about it in a magazine and because we all had a Young Person's Railcard, we decided to take the train.

We (arrive) ..... at the station early, (buy) ..... our tickets, (go) ..... to platform 1, (get) ..... on the train that was standing there, and (wait) ..... for it to start. After we (wait) ..... for about a quarter of an hour, Peter (get) ..... out again and (ask) ..... a porter if it was the right train to Birmingham Exhibition Centre.

The porter laughed and told us that the train to Birmingham (leave) ..... ten minutes ago. Geoff told the porter that the man at the ticket office (say) ..... "Platform 1", and the porter (say) ..... the man had (mean) ..... "the front end of Platform 1". We had got into the last coach.

So we (go) ..... and had a cup of coffee and (wait) ..... for the next train to Birmingham Exhibition Centre.

II. Open the brackets. Use the appropriate form of the verbs.

1. (see) "Bye, Paul! I ..... you at the disco tomorrow!"
2. (be) "I ..... n't ..... at the disco, Jenny.
3. (go) I ..... to the cinema tomorrow.
4. (come) ..... you ..... with me?"
5. (have) "I ..... to ask my mother.
6. (cost) How much ..... my ticket ..... ?"
7. (buy) "Nothing. I ..... your ticket. You paid last time."
8. (ask) "Fine! I ..... Mum as soon as I get home.
9. (be) When ..... you ..... at home this evening?"
10. (go) "I ..... swimming this evening, but I should be back at about 9. You can ring me then."

III. Adjective or adverb? Complete the sentences.

- The party is (great) ..... isn't it? These salads taste (delicious) ..... I (simple) ..... can't stop eating.
- And I'm growing more and more (tired) ..... What about a dance? That might do us (good) .....
- How charming of you! But you also look quite (full) .....
- You dance (fantastic) ..... And the music sounds (great) ..... too.
- Thank you. Why are you looking (nervous) ..... at the door all the time?
- Oh, it's only ... my girl-friend will get (mad) ..... when she sees us dancing. She's very (jealous) .....

После глагола *be* и глаголов *look, feel, seem, smell, sound, taste* употребляются не наречия (как в русском языке), а прилагательные.

- It *was* **great** to see the place.
- It looked **fantastic**.

Unit 4

PROBLEMS OF A BIG CITY

Discuss the following questions:
What do you think the main problems of big cities are?
What problems does your city have?

Track (7) **Ex. 1.** You'll listen two articles expressing different points of view on the problem of big cities. Read the texts quickly and tell your partner what they are about.

MEGACITIES: TWO VIEWS

Megacity is a city with a population of five million and more

1. The world's population is not only growing, it is also becoming more urbanized. An increasing number of people are moving to cities in the hope of having a better life. The cities promise steady work and higher salaries. With more money, people think they can provide for their families more easily.

As the population becomes more urbanized, megacities are created. Yes, there are more jobs in urban areas, but is the quality of life better in these megacities? A quick survey[1] of several major cities reveals[2] some of their problems: pollution from auto emissions is poisoning the air; landfills[3] are overflowing with garbage. With declining[4] resources and growing competition, sometimes there is not enough food. These are all very serious problems.

We cannot get rid[5] of megacities – they are here to stay. What we should concentrate on, however, is building "villages" inside the cities. These "urban villages" could be self-sufficient[6] and grow their own food. The members of these villages would recycle[7] and do very little damage to the environment. The villages would serve the needs of the local people, not big business. We need to limit large-scale development, not encourage it.

2. It's true that megacities have problems, but these have been exaggerated[8]. The truth of the matter is that people move to cities to escape[9] their hard life in the country. Urban areas, even with their problems, offer people a better life than in rural areas. The old ways of life in rural areas have broken down, and it is now very difficult to make a living as a farmer.

People live longer in the cities. Medical care is better there. And of course, employment opportunities can be found everywhere in the city. We should continue to develop city services so that people can enjoy their lives in the world's urban centers.

Rather than limiting development, we should encourage it. Public transportation systems need to be developed so that people can travel to and from work and school easily. The more we clean up and develop our megacities, the more life will improve for the residents of those cities.

(from "Passages")

Notes:

1. survey [ˈsɜːveɪ] – обследование
2. reveal [rɪˈviːl] – показывать, обнаруживать
3. landfill – свалка
4. decline – приходить в упадок, ухудшаться
5. get rid of – избавиться
6. self-sufficient [self-səˈfɪʃənt] – самодостаточный
7. recycle – использовать, вторично перерабатывать
8. exaggerate [ɪgˈzædʒəreɪt] – преувеличивать
9. escape [ɪsˈkeɪp] – избежать

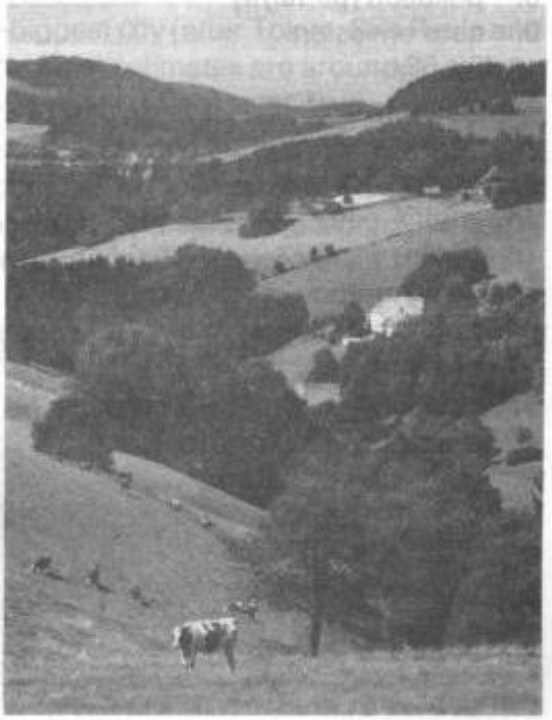
Ex. 2. Read the articles once again. In each article (1, 2) find two-three sentences showing what the author thinks of the problem of big cities.

1. a) .....
   b) .....
   c) .....
2. a) .....
   b) .....
   c) .....

Ex. 3. Look through the articles. Match the problems with the corresponding area:

Urban	Rural
b, ...	

a) little damage to the environment;
b) large-scale development;
c) much garbage;
d) steady work;
e) difficult to make a living;
f) pollution from auto emissions;
g) higher salaries;
h) fresh air;
i) developed service;
j) grow their own food;
k) people live longer;



l) more jobs;
m) transportation system;
n) beautiful nature;
o) better medical care;
p) hard life;
q) the way of life is broken down.

Comment on some of your choices. Use **I think ..., I don't think ..., It seems to me..., In my opinion...**

KEY VOCABULARY

1.	population	население
2.	resident	житель
3.	urban [ˈəːbən]	городской
	to urbanize	превращать в город
4.	rural [ˈruərəl]	сельский, деревенский
5.	large-scale development	крупномасштабное развитие
6.	quality of life [ˈkwɔlɪtɪ]	качество жизни
7.	air quality	качество воздуха
8.	pollution [pɔˈluːʃn]	загрязнение окружающей среды
9.	auto emission	выхлопные газы
10.	rubbish	мусор, хлам
11.	waste [weɪst]	отбросы, мусор
12.	garbage	пищевые отбросы
13.	recycle [rɪˈsaɪkl]	перерабатывать, вновь использовать
14.	landfill (site)	свалка
15.	traffic	движение транспорта
	heavy traffic	большое количество транспорта на дорогах
16.	traffic jam [ʤæm]	пробка на дороге
17.	cost of living	стоимость жизни
18.	city service	городское обслуживание
19.	recreation [ˌrekrɪˈeɪʃən]	развлечение, отдых
20.	employment opportunities	возможность получения работы
21.	unemployment rate [ʌnɪmˈplɔɪmənt]	уровень безработицы
22.	steady work	постоянная работа
23.	medical care	медицинское обслуживание
24.	poverty [ˈpɔvətɪ]	нищета
25.	slums [slʌms]	трущобы
26.	greenery	зеленые насаждения

27. increase — увеличить
28. limit — ограничить
29. improve — улучшать, усовершенствовать

WORD STUDY

Ex. 4. Tick (✓) the statements that you believe to be true. Explain your point (точка зрения). Use the following expressions: **I think ...; I find it ...; Personally, I feel ...; It can be ... .**

- ☐ 1. Megacities have problems.
- ☐ 2. Life in rural areas is hard.
- ☐ 3. We should recreate village life in the cities.
- ☐ 4. There are more chances to work in the cities.
- ☐ 5. Continued development will hurt the quality of life.
- ☐ 6. Continued development can improve the quality of life.
- ☐ 7. People should move back to the country.
- ☐ 8. In big cities people have steady work and higher salaries.
- ☐ 9. The quality of life in rural areas is better.
- ☐ 10. The level of population in big cities is rather high.
- ☐ 11. We need to limit large-scale development.
- ☐ 12. The old way of life in rural areas have broken down.
- ☐ 13. People live longer in the cities.
- ☐ 14. We should encourage the development of big cities.

MEXICO[1] CITY – AN ECOLOGICAL TRAGEDY

Ex. 5. Read the text and compare your ideas.

According to United Nations Mexico City is the world's fourth-biggest city (after Tokyo, Sao Paulo and New York). But no one really knows how many people live here: most estimates are around 20 million.

Spread across some 2000 sq km of the Valle de Mexico, 2200 m high at the heart of the country, Mexico City is a great cosmopolitan megalopolis. All the extremes of Mexico the country are here: one moment the city is glamour[2], color and music, the next it's poverty and foul[3] smells. This is a city of Aztec pyramids, colonial palaces, world-famous cultural treasures, and sprawling slums[4], of heavy traffic and quiet, peaceful plazas; of fine boulevards[5] and slum streets; of huge wealth and miserable poverty; of green parks and brown air.

Mexico City is an ecological tragedy. What was once a beautiful highland valley with abundant[6] water and forests now has some of the least breathable air on the planet and only scattered pockets of greenery. It faces the real prospect of serious water shortages[7] in the not too distant future. It is one of the world's most crowded areas, as well as one of the most polluted.

The city's severe traffic and industrial pollution is intensified by the mountains that ring the Valle

de Mexico and prevent air from dispersing, and by the altitude[8] lack of oxygen (air at high altitudes contains less oxygen (кислород) than air at sea level).

But the major problem is ozone.

The city's average ozone level is almost twice the maximum permitted in the USA and Japan. The major ozone producer is low-lead gasoline[9], introduced in 1986. But despite its environmental and economic problems, Mexico City is a magnet to Mexicans and visitors.

Notes:

1. Mexico ['meksɪkou sɪtɪ] – г. Мехико
2. glamour ['glæmə] – чары, волшебство, обаяние
3. foul [faul] – отвратительный, зловонный
4. sprawling slums [sprɔ:lɪŋ slʌms] – увеличивающееся количество трущоб
5. boulevard ['bu:lvɑ:] – бульвар
6. abundant [ə'bʌndənt] – обильный, богатый
7. shortage – нехватки
8. altitude ['æltɪtju:d] – высота над уровнем моря
9. low-lead gasoline – бензин с низким содержанием свинца

Mexico contrasts

Fill in the chart.

(+)	(–)
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Ex. 6. What causes the ecological tragedy of Mexico city?

1. .....
2. .....
3. .....
4. .....
5. .....

Newspaper Reports

Ex. 7. Read the texts quickly and tell the class what problems big cities have.

1. TRAFFIC PROBLEMS TAKE BIG BITE[1] OF COMMUTERS' TIME

WASHINGTON – The nation's traffic problems are getting worse faster than they can be fixed[2]. A solution to ever-growing traffic jams isn't likely to come soon.

CITIES IN A JAM

The wait in the largest urban areas:

City	Hours
Los Angeles	93
San Francisco	73
Washington	67
Dallas	61
Atlanta	60
Houston	58
Riverside, Calif	57
Chicago	56
Boston	54
Detroit	53

The average urban commuter[3] was stuck in traffic 46 hours a year in 2002, compared to 16 hours spent in traffic in 1982. In 54 cities, traffic jams increased 30% faster than roads could be built.

Notes:

1. bite – *(фиг.)* откусить большой кусок
2. fix – *(зд.)* урегулировать
3. traffic jam [ʤæm] – пробка на дороге
4. commuter – *(зд.)* все, кто передвигаются по дорогам от дома до работы (как водитель, так и пассажир)

2. AMERICANS AND THEIR AUTOMOBILES

The daily chaos on American roads costs the US economy many millions of dollars a year. Like television, the automobile is firmly rooted[1] in modern American life. Over 80% of American workers commute daily to their jobs in private cars, and a large number of American families own two or more cars. The landscape of the United States has been noticeably affected by the automobile. Stores, restaurants and whole towns are usually planned to accommodate[2] large numbers of cars. Even in a densely[3] populated urban area, a grocery store can look absurdly small in comparison with the huge parking lot designed for its customers. Recently many Americans have felt extremely critical of the traditional attitude towards the automobile as a symbol of freedom and democracy. Some families have tried living without their cars – at least temporarily. Quite surprisingly, for many people the change was easy – and unexpectedly enjoyable. Some Americans clearly feel that the time will come – possibly in the not very distant future – when the automobile becomes socially and economically obsolete[4]. Others are not so sure ...

Notes:

1. root – укорениться
2. accomodate – вместиться
3. densely – плотно
4. obsolete – устаревший

3. THE THROW-AWAY SOCIETY

Many countries bury and forget millions of tons of rubbish[1] every year.

How do we get rid of this rubbish? We find or dig huge holes in the ground and fill them with this stuff. These are known as "landfill sites"[2].

These 20 million tons of rubbish pose major environmental problem polluting big cities. It is a slow and unseen menace[3]. Methane gas given off by decaying organic matter can build up and explode[4]. Toxic materials poison[5] the water and air and pose a longterm threat to our food chain.

But a lot of what we throw away is still useful. The glass, plastic, metal, oil, textile, paper, cardboard, battery content we send to landfill is potentially very valuable because it is a concentrated source of many raw materials. Rubbish can be also burnt to generate electricity and heat our homes. But we don't have to throw away all our waste paper, glass, metal, plastic. We can recycle a lot of it. In fact waste can be very useful stuff.

Notes:

1. rubbish ['rʌbɪʃ] – мусор, хлам
2. landfill site ['lændfɪl] – свалка
3. menace (threat) ['menæs] [θret] – угроза, опасность
4. explode [ɪk'sp'loud] – взрываться
5. poison – отравлять

Ex. 8. Tick the box corresponding to the article (1, 2, 3) where the information was mentioned.

	1	2	3
1. Glass, paper, metal, textile should be recycled.	☐	☐	☐
2. Traffic problems are getting worse.	☐	☐	☐
3. The automobile is firmly rooted in modern American life.	☐	☐	☐
4. Tons of rubbish pollute the area.	☐	☐	☐
5. Urban commuters spend hours in traffic jams.	☐	☐	☐
6. Big cities are swamped (затоплять) by rubbish.	☐	☐	☐
7. Stores have huge parking lots for their customers.	☐	☐	☐

Ex. 9. Give English equivalents of the following words and phrases using the information from the articles.

население • сельская местность • разрушать
загрязнять воздух/окружающую среду
напряженное движение • транспортные пробки,
мусор • пищевые отходы • трущобы • свалки • городское обслуживание
уровень медицинского обслуживания • сельская местность

.....

.....

.....

.....

Translate the sentences using the words and phrases from the box.

1) Растет население городов. Уклад жизни в сельской местности разрушается.
2) Люди переезжают в города в поисках лучшей жизни. Они считают, что в городе легче найти работу, легче жить.
3) В больших городах очень напряженное движение транспорта, образуются транспортные пробки.
4) Большие города скоро «утонут» (be swamped) в мусоре и отбросах, которые загрязняют окружающую среду.
5) В больших городах велик контраст между богатством и бедностью – дворцы и трущобы, шум транспорта и тихие парки, служащие банков и офисов и безработные.
6) Но в больших городах лучше городское обслуживание: магазины, кафе, рестораны, химчистки (cleaners) и городской транспорт.
7) В больших городах выше уровень медицинского обслуживания и уровень культуры. В них много музеев и театров, кинотеатров и клубов.
8) Сельская местность имеет свои преимущества: чистый воздух, тишина, прекрасные пейзажи, окружающая среда значительно чище.

Ex. 10. Read the following text and look carefully at each line. Some of the lines are correct, but some aren't. If the line is correct, put a tick. If not, underline the incorrect word and correct the mistake.

HOW HIGH IS HIGH?

1. The highest building in the world used to be the Empire State Building .....
2. at 381 meters. Built in 1931 in New York, it was the most tallest for .....
3. 41 years until in 1973 when the World Trade Center (417 meters) was .....
4. finished. A year later, in 1974, the Sears Tower in Chicago was being built .....
5. which went up to a height of 442 meters. It remained the world's highest .....
6. skyscraper for 24 years. Up to that date, skyscrapers were specifically .....
7. American but then the rest of the world started to wanting them, too. .....
8. The next one skyscrapers to be built were the Petronas Towers in Malaysia .....
9. in 1998. Two oriental-style twin towers do reach up to 452 meters! .....
10. After that, one skyscraper followed to another in quick succession: the .....
11. Jin Mao Tower in Shanghai in 1999, followed by the Finance Center in .....
12. Hong Kong in 2003 and the Taipei 101 in Taiwan in 2004 – today's .....
13. world record-breaker at 508 metres – that's over half of a kilometre! .....
14. And there two more are planned for 2008 and 2009: Freedom Tower .....
15. in New York and the giant of them all, Burj Dubai in the Middle East, an .....
16. incredible 600 meters high! .....

Ex. 11. Complete the sentences with the verb formed from indicated adjectives.

wide • high • long • large • hard • strong

1. In the nineteenth century, the canal was ..... to allow large boats to travel along it.
2. The scary music in the film last night ..... the atmosphere of suspense.
3. Runways in some airports will have to be ..... so that the new Airbus can land.

4. That's a very funny photo of you! You should get it ..... into a poster!
5. The cement ..... quickly so you'll have to work fast!
6. The goal-posts aren't solid enough – you'll need to ..... them.

LISTENING

Track 8 **You'll hear a passage from the article in "The Guardian". Fill in the missing information by writting a word or phrase in the notes below.**

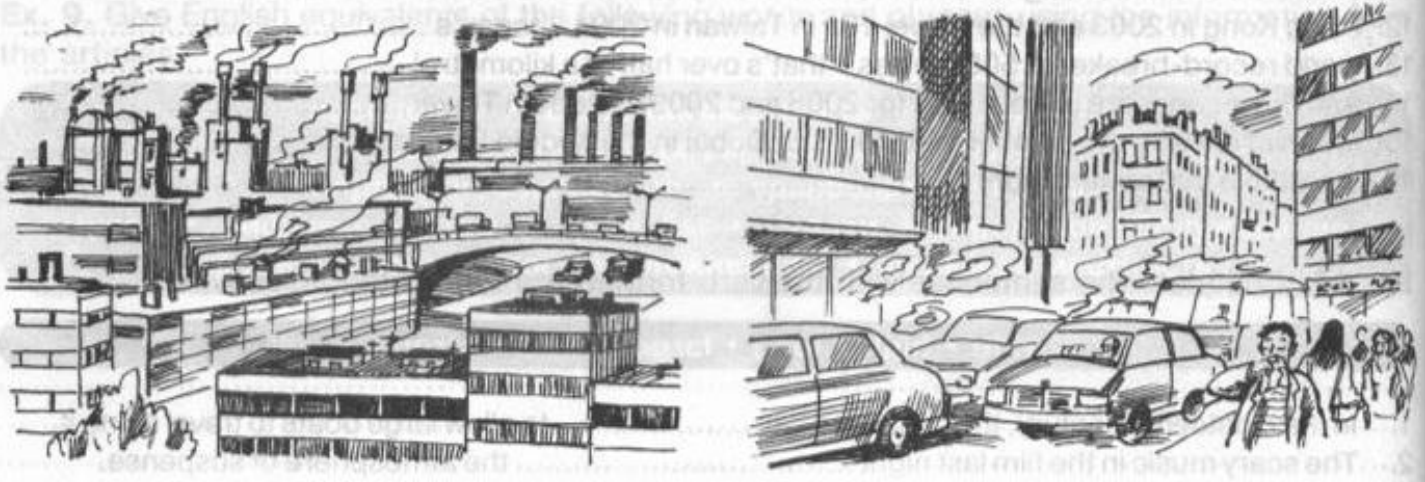
The GUARDIAN

Two weeks after 52 people were killed in London, an identical pattern: attacks on tube and bus in the east, the west, the south and the north. But the devices failed.
On the run last night: four would-be suicide bombers.

The bombs had been carried on to ..... in the centre of London. They didn't ..... because their detonators ..... . The attempt bombing was ..... to the July, 7 attack. Explosions were also planned on three tube stations and a bus in the east, west, south and north of the city. The bombs were carried to the stations in ..... too. The bombs were ..... , one from each of the four stations. Three bombs were ..... , but one was ..... . The police plans to ..... the bombs, they hope it will help them to ..... . Londoners understand that the attacks were carried out to ..... . But they say: " ..... ".

SUGGESTIONS FOR WRITING

QUALITY-OF-LIFE ISSUES



Classify these quality-of-life issues under the headings in this chart. Are there any that can fit under more than one category? Can you add four more issues to the chart?

air quality	intercity travel	radio stations	pollution
commuting time	museums	sanitation services	.....
food prices	neighbourhood safety	schools	.....
good restaurants	night life	sunny days	.....
hospitals	parks	taxes	.....
humidity	public libraries	unemployment rate	.....

art and culture	city services	climate/environment	cost of living

safety and crime	jobs	recreation	transportation

Choose **the most important issues for the place you live in** and write about these problems.

Model: *I think air quality is most important. There is a tremendous amount of polluting gases in the air.*

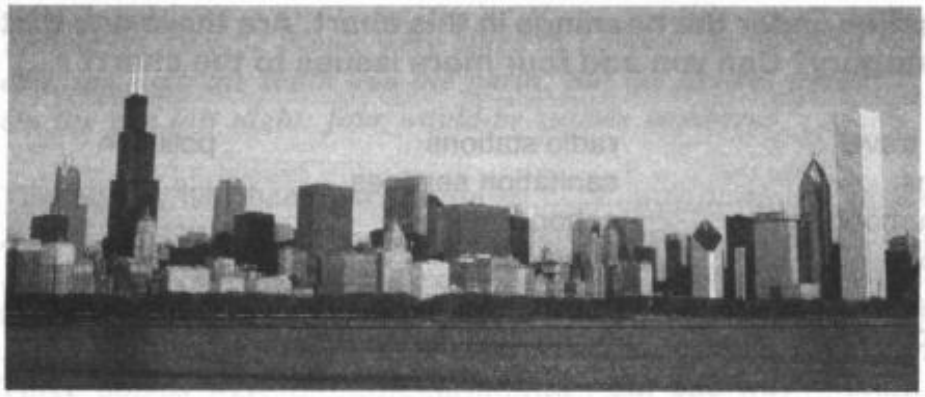
READING

Read the text and find out the answers to the questions below.

New York City is a colorful city filled with contradictions. It is happy and sad; rich and poor; sophisticated[1] and innocent[2]; historic and modern. New York City is an enormous[3] city. It spans[4] a land area of 305 square miles (790 km²). New York City has a population of approximately 8.2 million people.

It lies at the mouth of the Hudson River in the most southern part of the state. The city's harbor is one of the largest and the best in the world. It is the port that gave rise to New York's world prominence[5].

History has never known a city which has grown to its proportions in so short a time. From its first settlements by the Dutch and British, and later by millions of immigrants from all parts of the world New York City rapidly became the financial, commercial and cultural capital of the continent. Immigrants from over 180 countries live here, making it one of the most cosmopolitan cities in the world.



As the gate to the New World, New York City was called the "melting pot" of the nation. More than 27 million immigrants arrived to the city. Each group of immigrants brought with them a special way of life from their homeland. In their eagerness to build a new life, they sometimes toiled[6] for endless hours. Their efforts contributed to the rapid growth of the city and their diverse backgrounds[7] enriched the city's culture.

It has developed a unique lifestyle known throughout the world. The New York City lifestyle is frequently criticized, but more often it is imitated, and never it is as "at home".

Notes:

1. sophisticated [sə'fɪstɪkeɪtɪd] – искушенный
2. innocent ['ɪnəsənt] – наивный
3. enormous – огромный
4. span – охватывать
5. prominence – выдающееся положение
6. toil – трудиться
7. diverse backgrounds [daɪ'və:s] – различного происхождения

1. Why is New York called a megapolis city?
2. Where is New York situated?
3. Why do we call New York a cosmopolitan city?
4. What helped New York grow to its proportions in so short a time?
5. What are the contradictions of New York?
6. Why did the immigrants who arrived to the New World work so much?

Ex. 12. Read the text and complete the sentences below.

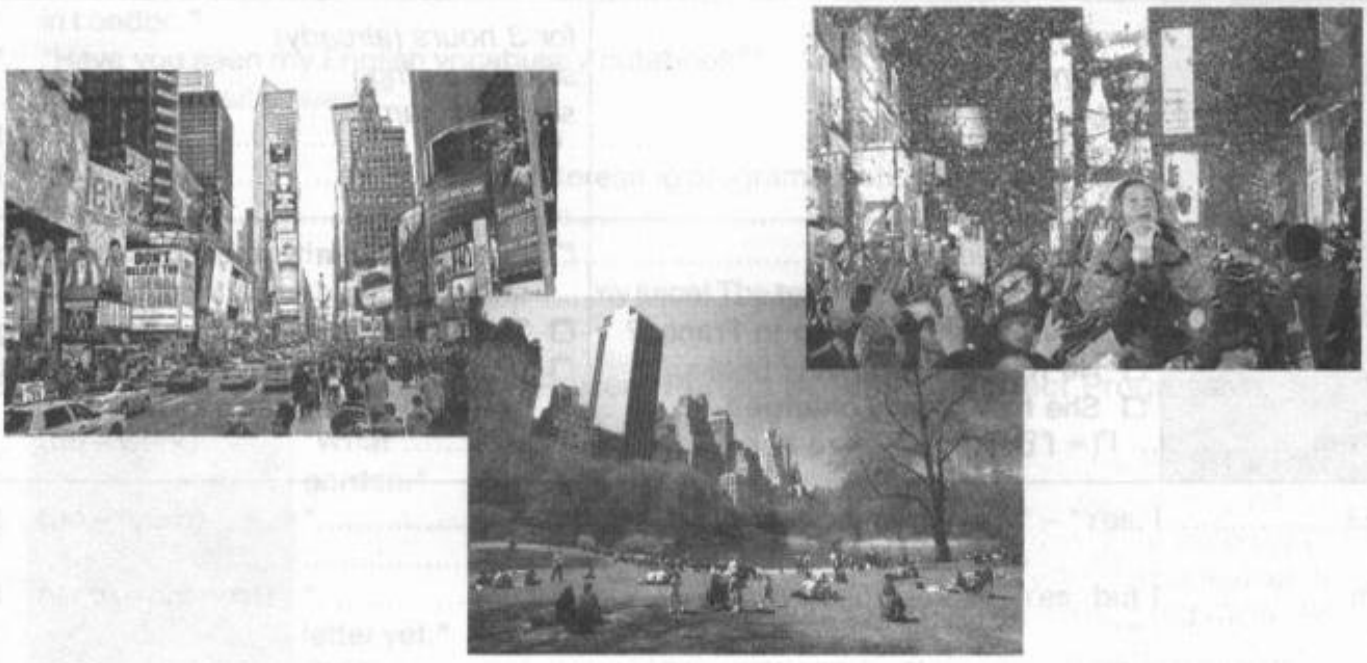
New York City is a composite of many different sections which largely have retained the names of their original independent communities. Some sections derived their names from their geographical location. Examples of some of these include Harlem, Greenwich Village, Chinatown, the Lower East Side, and Little Italy on Mulberry Street. Settled by almost 4 million Italian immigrants between 1890 and 1924 the area is still distinctly Italian and it holds a week long celebration in September during the Feast of San Gennaro. In Chinatown, you will find pagoda-like telephone booths in an Oriental atmosphere containing the greatest concentration of Chinese restaurants in America.

Today, instead of the "melting pot", New York City is refered to as the "salad bowl", because time has taught that while cultures and ethnic groups have mixed, each still has maintained a separate identity. It is these differences in culture which create an ever changing aura, giving one the impression of being in several or more different cities at one time.

1. Some sections of New York derived their names from....
   a) their old Indian name.
   b) the geographical location.
   c) the nation of the majority of the inhabitants.

2. Little Italy is distinctly Italian because
   a) it was settled by 4 million Italian immigrants between 1890 and 1924.
   b) there are lots of Italian restaurants there.
   c) only Italians are allowed to live there.

3. Nowadays New York city is called the "salad bowl" because
   a) ethnic groups haven't melted.
   b) different ethnic groups have differences in culture.
   c) different ethnic groups have mixed but still maintained a separate identity.



GRAMMAR

THE PRESENT PERFECT and PRESENT PERFECT PROGRESSIVE

The Present Perfect Progressive

have been + **-ing** (Participle I)

Утвердительная форма	Отрицательная форма	Вопросительная форма
I **have been reading** He **has been reading** They **have been reading**	I **have not been reading** He **has not been reading** They **have not been reading**	**Have** I **been reading**? **Has** he **been reading**? **Have** they **been reading**?

I**'ve been reading**
She**'s been reading**

She **hasn't been reading**
We **haven't been reading**

Характеристика действия

	Present Perfect	Present Perfect Progressive
Как?	Действие завершено к определенному моменту в настоящем. Имеется результат действия. **have / has** | **done**	Действие началось некоторое время назад и все еще продолжается или только закончилось. **have / has** | **been doing**
Когда?	*already/yet* *ever/never* *just/...since* *lately, recently* *this week/today*	*for 3 hours (already)* *since morning* *since he came*
Примеры	❒ He **has** *just* **come**. ❒ She **hasn't called** *yet*. ❒ **Have** you *ever* **been** to France? ❒ He **has written** many books. ❒ She **has** greatly **changed**. (= I don't recognize her.)	❒ She **has been teaching** History *since* she graduated from the University. ❒ The road is wet. It **has been raining**. ❒ I **have been waiting** for you for half an hour. (Я жду вас уже полчаса.)

Present Progressive		Present Perfect Progressive
John **is working** on a report.	⇨	He**'s been working** on it for hours.
I**'m waiting** for Ed.		I**'ve been waiting** for him since 9 o'clock.
Are you **studying** French?		How long **have** you **been studying** it?

since – с какого-либо момента
for – в течение какого-либо периода
ago – какое-то время назад

- ❑ I**'ve known** her since 1988/last week.
- ❑ I**'ve known** her for three weeks/a few days.
- ❑ She **lived** here three years ago.

Ex. 13. Use the verbs in the box in the Present Perfect Progressive (each verb can be used only once).

live • stand • do • eat • learn • lie • wait • play • listen • drink • watch • work

1. "How long *have* you *been learning* English?" – "For two years."
2. My cousin ..... here since 1986.
3. We ..... n't ..... here long – only about ten minutes.
4. "Since when ..... your brother ..... at the supermarket?" – "Since last month."
5. ..... Julie ..... tennis all afternoon?" – "Yes – since lunchtime."
6. Radio announcer: "You ..... to a live pop concert from the Royal Albert Hall in London."
7. "Have you seen my English vocabulary notebook?" – "Yes. It ..... on the table in the hall all week."
8. "What ..... you ..... all evening?"
9. "We ..... an interesting programme about Britain on TV."
10. "How long ..... we ..... for the bus?" – "About an hour."
11. The children aren't hungry. They ..... crisp all evening.
12. "Someone ..... my juice! The carton is nearly empty!"

Ex. 14. Decide on the verb form – Present Perfect or Present Perfect Progressive.

1. (do – work) "What ..... you ..... all afternoon?" – "I ..... in the garden."
2. (do – finish) "..... you ..... your homework yet?" – "Yes, I ..... just ....."
3. (write – not post) "..... you ..... to your uncle?" – "Yes, but I ..... the letter yet."
4. (use – not see) "Who ..... my pen? I can't find it." – "I ..... it anywhere."
5. (be – look) "Where ..... you ..... ? I ..... for you all morning!"

6. (go – do) "All the lights ..... just ..... out. What ..... you .....?"
7. (not do – sit) "I ..... anything, John and I ..... in the kitchen all evening."
8. (eat – eat) "You've got chocolate around your mouth. ..... you ..... my chocolates again?" – "Me? No – I ..... anything since lunch."
9. (stand – watch) "Look at these cigarette ends on the ground under the window! Someone ..... here for a long time in the dark and ..... us through the window!"
10. (stand – think) "I ..... often ..... here waiting for a bus." – "..... you ever ..... of taking a taxi?"

Ex. 15. Complete the following sentences with *for*, *since*, *from*, *ago*.

1. ..... years Christine Meadows wanted to work on a railway.
2. Her wish came true six months ..... .
3. Christine has now been working at Gobowen station ..... last September.
4. Railways are in the family. Christine's uncle worked as an engine-driver ..... 1965 until he retired in 1995.
5. ..... his retirement, Joe Meadows has been working as part-time station-master on a private tourist railway in North Wales.
6. ..... six hours a day during the summer season he sells tickets at the station.
7. Joe works ..... 10 a.m. to 5 p.m. with an hour for lunch.
8. The railway, which was built over 150 years ..... , once transported stone from the mountains to the sea.
9. But ..... the 1950s it has been a big tourist attraction, and now it only transports passengers.
10. No stone has been transported on it ..... that time.

Ex. 16. Vincent is looking for a job. He has written his "CV" (curriculum vitae – автобиография), but the words *for*, *since*, *ago* are missing. Find the right place for each of them.

I was born in London 16 years (1)..... but I have lived in Birmingham. (2)..... my parents moved there in 1986. My father worked as a clerk (3)..... 15 years but he had to give up his office job five years (4)..... and has been a postman (5)..... 2001. My mother has worked in a kindergarten (6)..... I started grammar school five years (7)..... . I have one brother aged 18 and a younger sister aged 12. I am looking for a job now. (8)..... May I have written to several firms. I wrote to your firm some weeks (9)..... but have not received any answer yet, so I am writing again. Please let me know if you have any holiday jobs left.

Ex. 17. Give the reasons why. You will need the Present Perfect Progressive form in all your sentences.

Model: "I'm sorry my hands are dirty but..." (repair/car)
"I'm sorry my hands are dirty I've been repairing my car."

1. "You look hot!" – "Yes, that's because ..... ." (play/football)
2. "She doesn't speak much English even though ..... ." (live in London/three years already)
3. "How long ..... ?" (you/wait/here) – "About an hour."

4. "Let's stop. We ..... ." (practice/English grammar/3 o'clock)
5. "What ..... ?" (she/do/all afternoon) – "Playing tennis."
6. "I'm sorry, but I can't go to the cinema tonight." – "Oh! I'm so disappointed! .... !" (look forward to it/all week)

Ex. 18. Put the most likely form of the verb in brackets (Present Perfect or Present Perfect Progressive) into the following sentences.

1. (learn) "..... you ..... ten new words today?"
2. (learn) "How long ..... you ..... English?" – "Four years."
3. (see) "I ..... n't ..... John since last week."
4. (see) "John ..... Stephanie a lot recently. They're very good friends."
5. (have) "They ..... lunch for over an hour already."
6. (have) "They ..... never ..... real English food."
7. (work) "She hasn't had much free time recently because she ..... on her school geography project."
8. (work) "What a wonderful exam result! You ..... very hard!"
9. (do) "What ..... you ..... all afternoon?" –
   (listen) "I ..... to my CDs."
10. (do) "The cassette recorder I lent you doesn't work! What ..... to it?"
11. (watch) "You look tired. ..... you ..... too much TV again?"
12. (watch) "They ..... the birds in the garden all morning."

Ex. 19. Put yourself in the following situations. How would you react? Write the question.

Situation	**Reaction**
Model: You see a friend who has shaved his head. He is completely bald! You say: *"What have you done to your hair?"*	*do?*
1. You can't find your school-bag. You think your mother might know where it is.	*see?*
2. You bought yourself a bar of chocolate yesterday. Today there is only half a bar left. You ask your brothers, sisters or friends.	*eat?*
3. Even worse! All the chocolate is gone – only the wrapper is left!	*who/eat?*
4. You haven't seen Douglas Smith for some time. Perhaps he doesn't live in your town any more. You ask a schoolfriend.	*see/recently?*

5. You are late for a date with your boyfriend/girlfriend. You run all the way to the disco, but he/she is already there.
   ..... *wait/long?*

6. There was an article in the newspaper about the oldest man (97) in your town, but you didn't read it. You ask a friend about him.
   ..... *how long/live here?*

7. You are having a party, but your best friend arrives an hour late!
   ..... *where on earth/be?*

8. Someone says "I'm very sorry" to you, but you don't know why.
   ..... *what/do?*

9. Someone arrives at school with very dirty hands.
   ..... *what on earth/do?*

10. You look very tired after this exercise. A friend asks you:
    ..... *how long/practise/English?*

TEST YOURSELF

I. Choose the right verb form.

1. (is ... working/ has ... been working)
   How long ..... Kevin ..... for Superior Products?
2. (I'm listening / I've been listening)
   Please be quiet! ..... to the news.
3. (aren't playing / haven't been playing)
   Bob and Linda ..... much tennis anymore.
4. (isn't feeling / hasn't been feeling)
   Paul's father ..... well for the past few months.
5. (are ... doing / have ... been doing)
   What ..... you ..... since the last time I saw you?
6. (is ... sitting / has ... been sitting)
   Excuse me, ... someone ..... here?
7. (I'm trying / I've been trying)
   ..... to reach Mr. Taylor since noon, but no one answers.
8. (aren't ... getting / haven't ... been getting)
   Why ..... the employees ..... a raise this year?
9. (We're meaning to / We've been meaning to)
   ..... stop by for a visit, but we've been too busy.
10. (are ... living / have ... been living)
    How long ..... the Morgans ..... in New York?

II

1. We... to Berlin last year.
   (a) have moved (b) were moving (c) have been moved (d) moved
2. We ... in our present house for almost a year now.
   (a) lived (b) were living (c) have been living (d) had lived
3. My brother and I learn English at school. I ... English for five years already.
   (a) have learned (b) have been learning (c) was learning (d) learned
4. My brother is younger than me. He only ... learning English three months ago.
   (a) was started (b) was starting (c) has started (d) started
5. My cousin Frank lives in Dresden. When he started Class 10 they had Russian, but English ... as the first foreign language there since 1991.
   (a) has taught (b) is being taught (c) has been taught (d) is taught

1.	
2.	
3.	
4.	
5.	

ADJECTIVE OR ADVERB
Прилагательное или наречие

The Adverb
Наречие

The formation of Adverbs
Образование наречий

Наречия бывают производные и непроизводные.
Производные наречия образуются от прилагательных, существительных и некоторых числительных при помощи суффикса **-ly**.
(см. Appendices 8, 9)

Правила правописания	Часть речи	Наречие
-le ⇨ -ly -y ⇨ -ily -ic ⇨ -ically -ue ⇨ -uly -ll ⇨ -lly	Прилагательное *gentle* *easy* *automatic* *true* *full*	*gently* *easily* *automatically* *truly* *fully*
Существительное + **-ly**	Существительное *day* *part*	*dayly* *partly*

Непроизводные наречия

Простые	Сложные	Составные
long *enough* *then*	*anyhow* *sometimes* *nowhere*	*at once* *at last* *so far*

Некоторые наречия совпадают по форме с прилагательными: *fast, long, low, high, hard, near, wide, far, early, etc.*

- ❑ It was a **fast** train. / The train went **fast**. (... *быстрый* поезд/ ... поезд шел *быстро*)
- ❑ He returned from a **long** journey. / Will you stay here **long**? (... *длительное* путешествие / ... находиться *долго*?)
- ❑ The price is very **low**. / The plane flew very **low**. (Цена *низкая* / самолет летел *низко*)

Некоторые наречия имеют две формы: с *-ly* и без *-ly*.

При этом происходит изменение значения.

Прилагательное	Наречие без "-ly"	Наречие с "-ly"
He is a **hard** worker. Он *усердный* работник.	He works **hard**. Он работает *усердно*.	I could **hardly** understand him. Я *едва* мог понять его.
He returned in **late** autumn. Он возвратился *поздней* осенью.	I went to bed **late** yesterday. Я лег *поздно* вчера.	I haven't seen him **lately**. Я не видел его в *последнее* время.
He is studying the history of the **Near** East. Он изучает историю *Ближнего* Востока.	He lives quite **near**. Он живет совсем *близко*.	It is **nearly** 5 o'clock. *Почти* 5 часов.
The house is very **high**. Дом очень *высокий*.	The plane flew very **high**. Самолет летел очень *высоко*.	It is a **highly** developed state. Это *высокоразвитое* государство.

ADJECTIVE OR ADVERB?

- **Относится к существительному**
  - ❑ a *fast* **train**
- **Относится к глаголу**
  - ❑ the train **went** *fast*

- **Используется после некоторых глаголов:**
  be, feel, smell, taste, sound, look (выглядеть), seem (казаться)
  - ❑ The flowers **smell** *wonderful*.
  - ❑ He **looked** *tired*.

Ex. 20. Put the right form of the word in brackets into the following sentences.

a) (good/well) "Do you know a (1)..... fast-food snack-bar? A place where they cook really (2)..... ?" – "Have you tried McDouglas's? It's (3)..... than McSweeny's. I think it's the ..... hamburger place in town."

b) (bad) "Well, it can't be (1)..... than McDougall's. My sister Sue says they make the (2)..... salads in London." – "How is your sister Sue?" – "She's not doing (3)..... . She's got a new job.

c) (interesting) She says it's much ..... than her old one." –

d) (happy) "I thought she was (1)..... at her old job." – "Well, she's (2)..... at this new job. She says the people who work there are the (3)..... people she's ever worked with. By the way, how are you getting on at school?" – "My teachers aren't very (4)..... about my progress this year."

e) (difficult) "You're learning Italian now, aren't you? Do you find it (1)..... than French?" – "No, it's (2)..... than French. I think French is the (3)..... language I have ever tried to learn!"

f) (much/many) "I don't have (1)..... time for sports now. I had (2)..... time last year. I don't have as (3)..... money for my hobbies either." – "Your problem is that you have too (4)..... hobbies! You should arrange your free time (5)..... carefully."

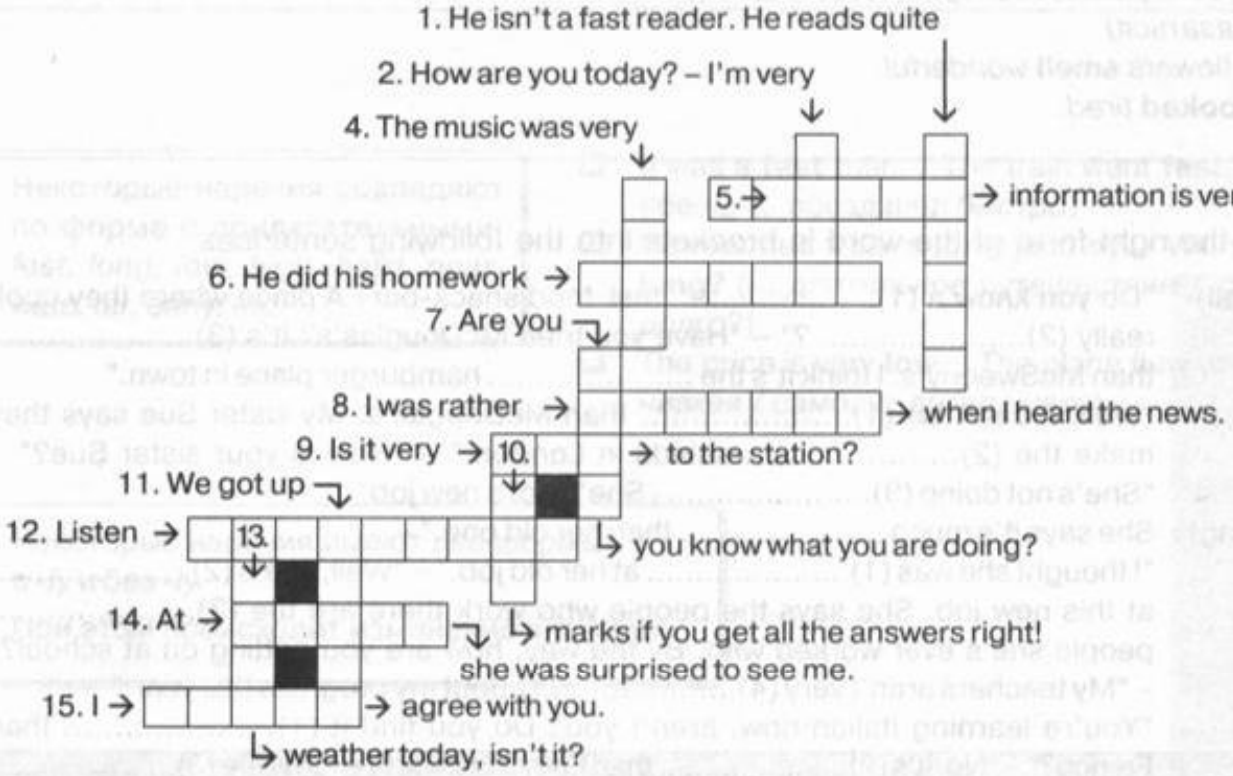
g) (little) "Most parents have (1)..... time for talking to their children than for watching TV." – "I don't know about that. My mother is so busy that she only has a (2)..... time for TV. She watches TV (3)..... than my father. I think she watches the (4)..... TV of all of us!"

h) (good/bad) "Do you feel (1)..... today?" – "I feel (2)..... than I felt yesterday." – "Don't you think it would be (3)..... to stay in bed?" – "No. I can work (4)..... if I lie on the sofa." – "Work?" – "Yes, I've got exams at school in three weeks! I must do (5)..... this year because I did so (6)..... last year. They were my (7)..... exams ever!" – "You'd (8)..... ask the doctor to excuse you. You won't do (9)..... in your exams if you don't look after yourself. Your results will be (10)..... , than last year's!"

i) (extreme) "I don't like our headmaster. He has (1)..... views on education." – "He's (2)..... strict, I know. But I don't think he's (3)..... than most headmasters." – "Well, he's the (4)..... headmaster I've ever met!"

Ex. 21. Here is an unusual crossword puzzle. Follow the arrows to finish the sentences. Use adjectives or adverbs as required. Here are some but not all the words you need. You will have to guess the others from the context.

useful • awful • first • unhappy • full • loud • well



Ex. 22. Put the right forms of the words in brackets into the following sentences in their correct position. If there are two or more possibilities, give as many as you can find.

1.	(careful)	In 1960 the deep-sea submarine Trieste was lowered to the depth of 10,912 metres.
2.	(brave)	On board the Trieste were two scientists.
3.	(complicated/only)	Unlike the vehicles used today, the Trieste contained two passengers.
4.	(slow/very)	They went down.
5.	(safe)	They reached the bottom.
6.	(soon)	They knew that men would be able to explore the depths of the oceans.
7.	(dramatic)	After the Trieste dive, the number of deep-sea submarines increased.
8.	(old)	The American three-person submarine Alvin, launched in 1964, is still operating.
9.	(remote/quick)	The first ROVs, vehicles operated from the surface, followed.
10.	(expensive)	These were equipped with cameras and collecting equipment.
11.	(scientific)	Some were build for the army, but others were designed for research.
12.	(marine)	At last biologists could collect samples.
13.	(complete)	A new era of scientific research began.
14.	(imperfect)	Until then, geologists only had a basic knowledge of the sea-bed.

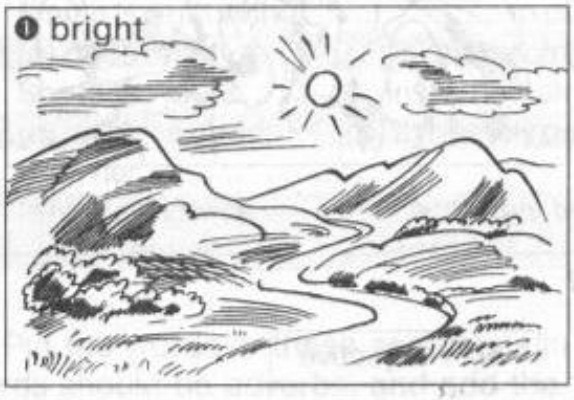
15. (endless) They know now that the sea-floor is not a flat plain stretching from continent to continent.
16. (close) Rocks from the sea-bed, when examined, were found to contain valuable minerals.
17. (deep/astonishing) The new deep-sea submarines can really dive!

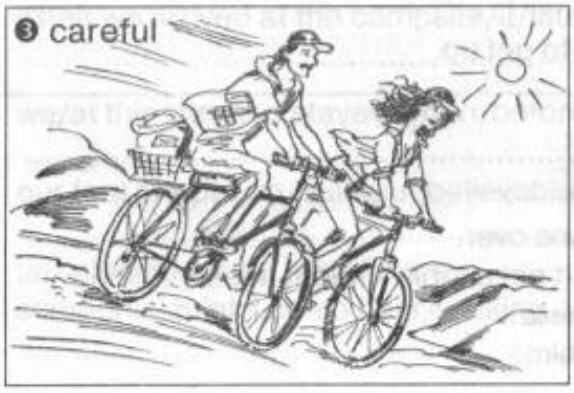
Ex. 23. Put the parts of these sentences in the right order.

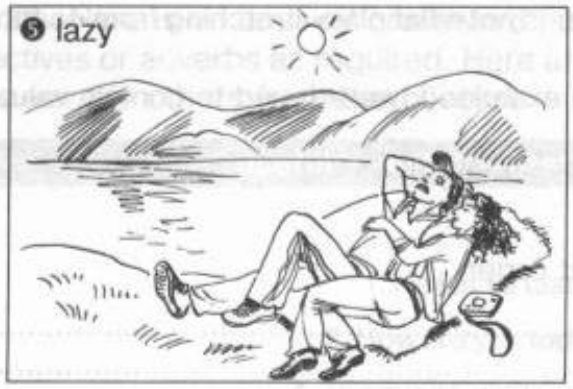
1. at ten o'clock /we/ to bed/go/often .....
2. they/in London/have lived/always .....
3. to Spain/next year/we/are flying/in the autumn .....
4. his car/was driving/fast/not/very/he/luckily .....
5. never/she/in December/has been/to London .....
6. I/TV/watch/at the weekends/rarely .....
7. she/looked at it/once/closely/only .....
8. nearly/yesterday/he drove/into a wall/his new motor scooter .....
9. we/eat/in summer/salad/for lunch/regularly .....
10. do you/come/often/on Fridays/to the youth club? .....
11. across the room/in the dark/walked/carefully/she .....
12. in the afternoon/to a football match/tomorrow/we're going .....

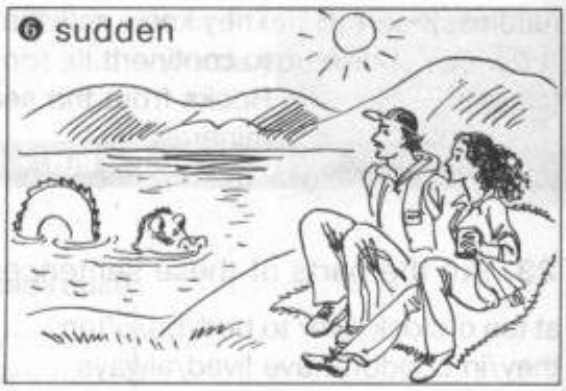
Ex. 24. Look at the pictures and make up a story. Use the adjective and adverb forms of the words above the pictures. Use both forms if you can make sensible sentences with them! Start like this:

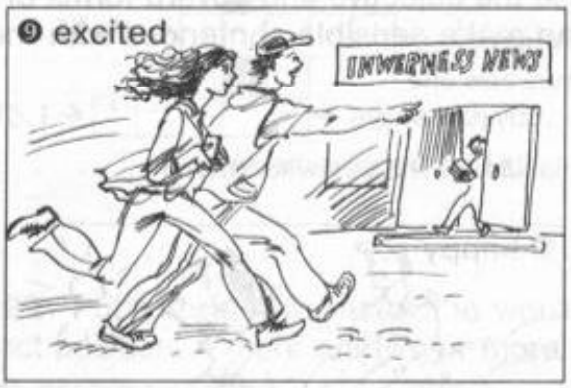
A day in the country.
The weather was very ... when we arrived in the Scottish Highlands. The sun was shining ...











SUCH or SO?

such + (adjective)+ noun	**so** + adjective

- I didn't know Ed was **such** *a good skier*.
- This chair is **so** *comfortable* that I don't want to get up.

Ex. 25. *Such* or *so*?

1. The movie was ..... boring that we left before it was over.
2. Mario's is ..... a popular restaurant that you can't get a table without a reservation.
3. They serve ..... good food that everyone goes there.
4. David talks ..... fast that it's hard to understand him.

5. Mr Thompson got ..... an urgent phone call that he had to leave the meeting.
6. Last night it was ..... windy that I couldn't sleep.
7. We had ..... bad weather last weekend that they closed the airport.
8. How long will it take Janet to type ..... a long memo?
9. These exercises are ..... easy that I can do them in five minutes.
10. The park is ..... big that it takes over an hour to drive around it.
11. They sell ..... expensive clothes at Ann's Boutique that I can't shop there.
12. I was ..... busy yesterday that I didn't have time for lunch.

TEST YOURSELF

I. Circle the right word (a, b, c).

1. My friend Emma is a ..... swimmer.
   (a) well (b) good (c) goodly
2. She swims ..... .
   (a) well. (b) good (c)goodly
3. Most people think that she is very ..... .
   (a) attractive (b) attract (c) attractively
4. Emma is an ..... learner, too.
   (a) extreme quickly (b) extremely quickly (c) extremely quick
5. She has learnt Spanish ..... .
   (a) extremely quick (b) extreme quickly (c) extremely quickly
6. I think she speaks Spanish ..... than me!
   (a) as good (b) better (c) more good
7. No one works as ..... at school ..... Emma.
   (a) hard ... than (b) hard ... like (c) hard ... as
8. Emma is a girl who ..... to parties.
   (a) goes often (b) is often going (c) often goes
9. She looks ..... in her new clothes.
   (a) extreme good (b) extremely good (c) extremely well
10. I saw her ..... .
    (a) in town twice yesterday (b) yesterday twice in town (c) yesterday in town twice

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

II. Put the words in these sentences in the right order. You will have to decide which of the words should be adverbs, and add the "-ly" ending, if necessary.

1. when we arrived at the campsite/it/late/was/terrible .....
   .....
2. we/at this site/had stayed/often/before/but/so that was no problem .....
   .....
3. our tent/we put up/quick/unbelievable/and/in our sleeping bags/were/afterwards/soon .....
   .....
4. up/later/about an hour/I/was .....
5. someone/quiet/I could hear/walking around the campsite .....
   .....

6. loud/my friend Tom was snoring/beside me .....
7. he/a sleeper/heavy/was .....
8. last/perhaps the warden was/making/check/quick/before going to his own bed/happy .....
9. I/quiet/heard/very/voices/then .....
10. soft/were talking/a man and a woman/to each other .....

REVISION OF TENSES

Fill in the gaps with the corresponding forms of the verb **clean**.

Active	Simple Form	Progressive Form
Present Tense	I ..... my room every week. Julie ..... her room once a month.	I ..... my room now. You ..... your room right now. Steve ..... his room at the moment.
Past Tense	Mrs Parker ..... the whole house yesterday.	I ..... my room yesterday at 6 p.m. Steve and Sarah .... their rooms yesterday between 1 p.m. and 2 p.m.
Present Perfect	I ..... just ..... my room. Ben ..... already ..... his room.	I ..... my room since 3 p.m. Julie ..... her room for half an hour now.
Past Perfect	After he .... his room Ben went swimming.	After she ..... her room for an hour, Julie went to bed.

Passive	Simple Form	Progressive Form
Present Tense	The kitchen .... daily. The bedrooms ....every week.	The kitchen ....right now. The bedrooms ....at the moment.
Past Tense	Julie's room ....last week. Ben and Steve's rooms .... yesterday.	The living-room .... at 4 p.m. yesterday. Ben and Steve's rooms .... yesterday between 1 p.m. and 2 p.m.
Present Perfect	Sarah's room ..... just ..... The hall and the living-room ..... already	No Progressive Form!!!
Past Perfect	After the rooms .... , the Parkers went out.	No Progressive Form!!!

TENSE-MIX IN THE ACTIVE AND PASSIVE

Complete the sentences with the right form of the verb in brackets.

It (1)..... (be) Mr Parker's 44th birthday today. Two hours ago he (2)..... (wake up) by his wife Kelly, who (3)..... (wish) him many happy returns of the day. After he (4)..... (take) a shower, he (5)..... (go) downstairs. Ben, Sarah, Steve and Julie (6)..... (wait) for him in the dining-room. When he (7)..... (come in) they (8)..... (sing) Happy Birthday.

"Look, I (9)..... (draw) you a picture, Dad. That's you at the ages of 10, 20, 30 and 40," Julie said. "What a nice idea, Julie." Mr Parker was thrilled.

Sarah and Steve (10)..... (buy) a book for their father. Mr Parker was delighted when he (11)..... (unwrap) it. "Thanks a lot. I (12)..... (want) this book for ages..."

"Dad, I (13)..... (not, buy) you anything," Ben said. "These (14)..... (be) just some vouchers (расписка)..." "Well, let me see... Oh, that's great! I (15)..... (not/have to) mow the lawn any more this year. And this one (16)..... (say) that the newspaper will be fetched by you every morning. Thank you very much!"

It's early in the afternoon now.

Mr Parker: "(17)..... (not, be) that strange? None of my friends or relatives (18)..... (phone) me so far. Kelly, (19)..... (you, think) that they (20)..... (forget) my birthday?"

Mrs Parker: (21)..... (worry, not), Fred.

Steve: Mum, Dad ... We (22)..... (leave) now...

Mr Parker: Where 23)..... (you, go)?

Steve: Daddy, I always (24)..... (play) tennis on Saturdays at 3 p.m. And Ben, Julie and Sarah (25)..... (have got) some very important things to do. I've got to go now... Bye...

Mr Parker: That's a pity! All the children (26)..... (go). I thought we could have a nice little birthday party...

Mrs Parker: Fred, you (27)..... (not, want) a birthday party!

A few hours later...

Mrs Parker: Fred, you (28)..... (not, have) a present from me yet. But it (29)..... (not, be) here. You have to come with me...

Mr and Mrs Parker (30)..... (drive) to a little hut in a forest nearby... "Come in, here's my present to you," Mrs Parker says." "Here, in this dark hut?" Mr Parker asks. Suddenly the lights (31)..... (turn on). Mr Parker (32)..... (can, believe, not) his eyes: all his friends and relatives (33)..... (stand) there.

Mr Parker: A surprise party! I (34)..... (not, believe) it! Now I (35)..... (know) why nobody 36..... (call) me... The room (37)..... (look) great. When (38)..... (decorate) it so beautifully?

Sarah: This afternoon, of course.

Mrs Parker: Sit down, Fred. Look, dinner (39)..... (serve) now. The meal (40)..... (prepare) by a party service.

Julie: (41)..... (you, like) our surprise party, Daddy?

Mr Parker: It's the most wonderful birthday I (42)..... (ever, have). Thank you all so much!

Track 9

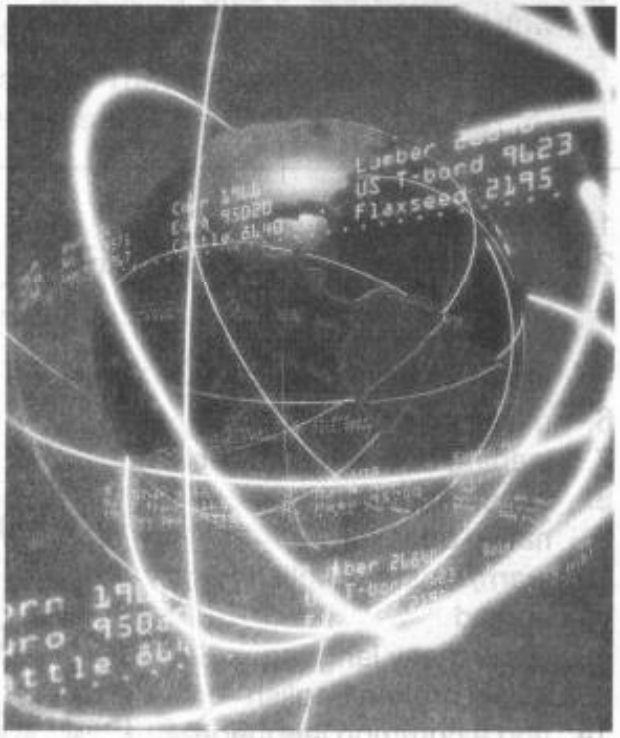
Unit 5

ENGLISH IN MY LIFE

Discuss the following questions:
What role do languages play in your life?
Why is it important to learn foreign languages?

Track 9 **Ex. 1.** Read the text and find English equivalents to the Russian phrases after the text.

ENGLISH WORLDWIDE



English today is spoken on every continent. It is the most important or the official language in over 60 countries. It is the main language of business people and the one most often used in international tourism. About 85% of all messages sent on the Internet are in English.

After the fall of the British Empire English remained important in the 20th century because it was the language of the world's leading economic power, the United States. Today the US, with about 230 million people who speak English as their first language, contains nearly four times as many[1] English speakers as Britain (60 million), the next largest country with a large number of native speakers of the language. And Britain itself has almost twice as many native speakers as Australia and Canada together, which both have about 16 million each. Worldwide, about 400 million people speak English as their first language.

It is therefore not surprising that so many people want to learn English. In Europe alone, about 80% of young people who learn a foreign language choose English. They learn it because they may need it later in their jobs, or when travelling, or because they want to read books or magazines, listen to pop songs or watch films in English. And Europe is a typical example of an international trend. English is especially popular in countries like China and Indonesia, with their huge populations. So a language which 500 years ago was only used by a few million people in Britain is now spoken or learned by about a quarter to a third of the world's population. Quite a success story!

Note:

1. four times as many – в четыре раза больше

1. говорить по-английски .....
2. основной язык делового мира .....
3. международный туризм .....
4. ведущие экономические державы .....
5. родной язык .....
6. второй язык .....
7. в 4 раза больше .....
8. люди, для которых данный язык является родным .....
9. неудивительно .....
10. изучать английский язык .....
11. выбирать английский язык как второй язык .....
12. нужен для работы .....

Ex. 2. Read the text again and find out:

a) why English is so important in the modern world;
b) why so many young people want to learn English;
c) why English is popular in countries like China and Indonesia.

KEY VOCABULARY

1.	official language	официальный язык
2.	first language/native tongue [tʌŋ]	родной язык
3.	second language	второй язык
4.	business language	деловой язык
5.	international tourism	международный туризм
6.	message	сообщение
7.	leading economic power	ведущая экономическая держава
8.	speak English	говорить по-английски
9.	native speaker	носитель языка
10.	learn/master English	изучить английский язык
11.	spread	распространяться
12.	know many languages	владеть многими языками
13.	talk in broken English	говорить на ломаном английском языке
14.	find a common language	найти общий язык

WORD STUDY

SAY WHAT YOU THINK

Ex. 3. Answer the questions.

1. Why do so many people in Russia try to master English?
2. Why is English the main language of business people?
3. Why do Russian pop groups often sing in English?

Ex. 4. Read the text. Use the word given in CAPITALS at the end of each line to form a word which fits the space in the same line.

1. Sometimes people ask me, why I should learn a ..... language. — FOREIGNER
2. I'm not ..... in going abroad anyway. — INTERESTING
3. I can't get the food I like, everything is ..... expensive, and people abroad usually don't like ..... anyway. — EXTREME, TOUR
4. But even if you don't go abroad, languages are important. They were often ..... for me when I had to talk to foreigners at work. — USE
5. And today watching foreign TV programmes isn't ..... with a satellite dish. — HARDLY
6. Millions of people do it every year. Today videos and ..... programmes help you to learn the pronunciation more ....., which is ..... if you want to speak the language ..... . — COMPUTE, EASY, IMPORTANCE, PROPER

Ex. 5. Here you see a website of "London Language Learning School". You are interested. Study it carefully and tell your partner what you've found out. Try to persuade your partner to take an interest in this school too. Use the following phrases: **Do you think...; I think that...; I quite like...; I don't mind...**

http://www.london-language-learning.co.uk

File Edit View Go Bookmarks Options Directory Window Help

Back Forward Home

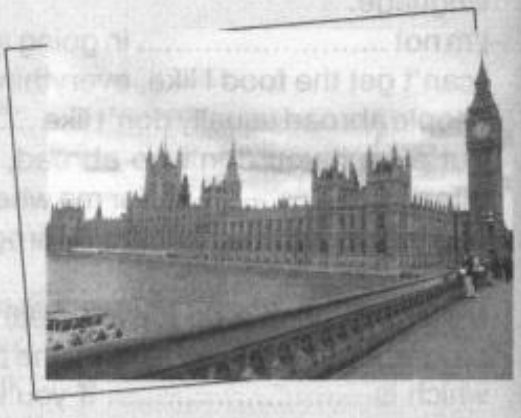
LONDON LANGUAGE LEARNING

Location: http://www.london-language-learning.co.uk

WINDSOR HOUSE
42–50 Victoria Street
London SW1H OTL
UK

courses | prices | enrolment | order brochure | home

London



Study in London, one of the world's greatest cities! Britain's capital with its 8 million people has a lot to offer. Visit Buckingham Palace, enjoy a pub and theatre evening in the West End, visit the Tower of London, and ride the famous double-decker buses! Our school is right in the heart of London, near the British Museum.

Learning more – in much less time

Our language course offers a fast and effective way to learn English. You will have very intensive training (with optional homework and grammar exercises) in a good working atmosphere in our modern classrooms, while you can practise what you've just learned when taking part in the many activities we offer you in London.

Course facts

- Class size: average 6, maximum 8
- Number of lessons: 6 lessons per day, 5 days a week
- Course length: minimum 2 weeks
- Price: £250 per week

The school

- Indoor sports facilities
- Multimedia Computer Centre with free Internet access
- Large screen video, library, cafeteria

Accommodation

The Low Budget Hotel: a student hotel with fantastic rates for our students. Twin rooms with continental breakfast.

London activities calendar (example)

Monday	Visit to the British Museum	Walking tour of Covent Garden Market
Tuesday	Changing of the Guard at Buckingham Palace	Theatre Night: Shakespeare's Hamlet
Wednesday	Tour of the Houses of Parliament	Free visit to the Tate Modern art gallery
Thursday	River Thames boat trip	Theatre Night: Cats
Friday	Central London bus tour	London pub night with karaoke
Saturday	Weekend trips: Brighton, Leeds Castle	Excursion to Stonehenge

GUIDED SUMMARY

The school is situated .....
London is .....
The language school offers .....
You can have very intensive .....
You can practise .....
There only ..... in class.
They ..... every day ..... a week!
It's not very expensive, only .....
Students live in ..... . Lots of outdoor activity!
The school has .....
Students can also see sights of .....

What's the best way to learn?

LEARNING STRATEGIES

PAIR WORK

Do you agree with these statements about studying foreign languages? Tick (✓) the ones you think right.

Discuss them with your partner, give your point (use the prompts in brackets).

- ☐ A good way to learn a foreign language is by studying grammar and vocabulary so that you have some knowledge before you practise speaking.
- ☐ A good way to learn a new language is by making friends with a native speaker and practising with that person. (know the rules)
- ☐ The only way to master a foreign language is to live in a country where it is spoken so that you have to speak it all the time. (agree/long time)
- ☐ The best way to learn a foreign language is by taking a course because a teacher can help you. (need practice)
- ☐ A good way to learn a foreign language is simply to choose books that interest you and then read them. (understand)

Model: **A:** *I don't think studying grammar is very useful. I've studied grammar for six years and can't speak at all.*
B: *I don't agree. I think grammar is very important.*

YOU CAN USE THESE CONVERSATIONAL FORMULAS:

Opinion

I believe/think/feel/guess ...
In my opinion ...
To my mind ...
As to/for me ...
It's my opinion that ...

Disagreement (No, ...)

I don't think so.
I don't quite agree with you.
I don't believe that.
I don't think you are right (here)

Agreement (Yes, ...)

I think so too.
I quite agree with you.
I think you are right (there)
That's very true.
That's my opinion too.

Ex. 6. Fill in the correct time word from the box (see Appendix 6).

in (x2) • for • since (x2) • ago • at (x3) • during (x2) • by • on (x3) • until • now

1. Mr Palmer is busy now, but he'll be free ..... about 20 minutes.
2. Would you ask John to wait, please ..... I get to the office?
3. That product was taken off the market several years ..... .
4. When Bill was in school, he worked ..... the day and took classes ..... night.
5. Have the Taylors lived in the neighborhood ..... a long time?
6. The conference will begin ..... Friday ..... 8:30 a.m.
7. Have you been to the Roma Restaurant ..... it was remodeled?
8. Jane said nearly everyone had left ..... the time she got to the party.
9. Mr Baker hasn't been well ..... his operation.
10. Jim was annoyed because people were whispering ..... the movie.
11. Kate's exam was easy. She finished it ..... less than an hour.
12. Your report isn't due ..... Tuesday, but you'd better get started on it ..... .
13. Did Martin tell you he'd be arriving ..... Wednesday morning?
14. The travel agent said we should be at the airport ..... 3:30 the latest.

Ex. 7. Fill in the correct phrasal verb from the box and supply the necessary pronoun.

Model: I don't remember Jeff's number. I'll have to *look it up*.

1. The blue jacket is nice. May I ..... ?
2. Mr Spencer phoned while you were out. He'd like you to ..... .
3. I've finished typing the letters. Would you like to ..... ?
4. Bob called his wife from the airport and she went to ..... .
5. The picnic is scheduled for tomorrow, but we'll have to ..... if it rains.
6. The doctor was concerned about my smoking. He advised me to ..... .
7. That radio is so loud! Would you please ..... a little?
8. Mary washed the dishes; Bobby dried them and ..... .
9. Here's your registration form. Please ..... and sign it.
10. I don't believe half of Sheila's stories. I think she ..... .
11. Those shoes are so worn out. Why don't you just ..... ?
12. They've made Phil a job offer, but he wants to ..... for a few days.

think over
call back
fill out
make up
give up
call off
turn down
put away
look over
pick up
throw away
try on

Ex. 8. Complete the text with the correct form of the words below.

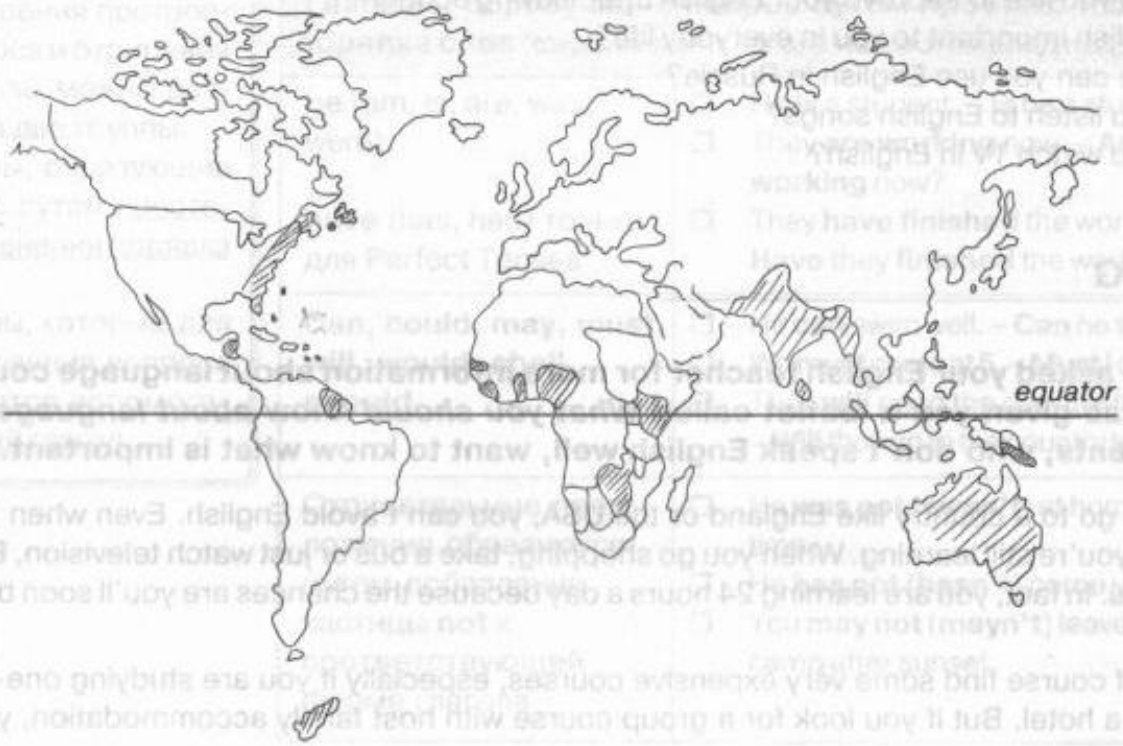
Panbanisha looks like an ordinary chimpanzee but, in fact, she is a chimp with a (1)..... . She's unique because (2)..... have trained her to speak English! She doesn't actually speak – she types words onto the computer and the computer voice (3)..... speaks them. Her computer has a (4)..... designed keyboard and each key is (5)..... with a symbol which represents words such as 'apple', 'hot', 'tired'. Panbanisha has learnt 5,000 English words so when she's (6)..... she can say to her (7)..... 'Please get me a sandwich' and if she's (8)..... she says, 'Lemonade, please'. At first her trainers were (9)..... that she would confuse words and would not be able to say anything. But she has an excellent memory and can express (10)..... very well. On hot day last summer, for example, after Panbanisha (11)..... the coins she had been given as a reward for learning new words, she said in sign language, 'I'm (12)..... ! Please buy me a pool. The money's in my purse.'

1. different	4. special	7. keep	10. oneself
2. science	5. mark	8. thirst	11. save
3. automatic	6. hunger	9. worry	12. boil

LISTENING

Track 10 **You'll listen to a passage from an article on the history of the English language. Listen to the text again and fill in the blanks with the words you hear.**

1. English began as a ..... in North Germany. 2. Its speakers moved to Britain in ..... . 3. In the 11th century the upper classes spoke ..... . 4. English spread outside Europe in ..... . 5. In the 19th century English became important because it was the ..... . 6. In Nigeria ..... people speak English, in India ....., in the Philippines ..... .



SUGGESTIONS FOR WRITING

A. This is a passage from Masha's letter to her friend who spends her hollidays in the country. Masha has just returned from Britain where she took a summer course at London Language School. Read the letter and write an answer.

When I studied in Britain I stayed with a British family. It was great. I spoke only English and I've learnt a lot about an English home.
I also studied more hours in the UK than at home. In Moscow I did about six hours a week only, whereas in Britain I had English every day.
The teaching methods were almost the same but you learn more quickly in Britain because you have to speak English to other people in the class.
It is not the same as learning English at home, because the students come from all over the world and you have to speak English to them. I liked that but sometimes I wished there was someone else from my country.
One of the best things about studying in Britain was that I learnt English outside the classroom. I practised my English all the time.
What do you think about the importance of studying languages? What are the best ways of learning for you?

B. Write a short essay: **How English can help you in your future career**. You may think of the following questions:

- What do you want to be?
- Will English be important for your future career?
- Would you like to work for a Russian or a foreign company?
- Would you like to take up linguistics?
- Would you like to improve your English after leaving school?
- Is English important to you in everyday life?
- Where can you use English in Russia?
- Do you listen to English songs?
- Do you watch TV in English?

READING

You have asked your English teacher for more information about language courses, and he/she has given you a leaflet called *What you should know about language courses*. Your parents, who don't speak English well, want to know what is important.

When you go to a country like England or the USA, you can't avoid English. Even when you are not studying, you're still learning. When you go shopping, take a bus or just watch television, English is all around you. In fact, you are learning 24 hours a day because the chances are you'll soon be dreaming in English!

You can of course find some very expensive courses, especially if you are studying one-to-one and staying in a hotel. But if you look for a group course with host family accommodation, you can find

some very low-cost programmes. It also depends on the time of year. Prices tend to be higher during the summer holidays.

One of the advantages of a language holiday is that the other students come from all over the world. This means that you can study in a class that is not full of students who speak your language. Many schools have rules to make sure that no more than 15% of the students in the same class speak the same native language.

In general, you are responsible for your own travel arrangements, although schools are usually happy to tell you the best way to travel. You should certainly ask them for details of airports, trains and so on. Schools sometimes arrange for somebody to pick you up at the airport for an extra charge.

Many schools offer a wide range of cultural activities such as a visit to a museum or the theatre. Also, a lot of schools have a number of sporting activities such as golf or horse riding. These activities are often included in your programme, although you may have to pay for additional activities, which you can choose when you arrive.

Ex. 9. In the text pick out five advantages of a language school in England or the USA.

1. .....
2. .....
3. .....
4. .....
5. .....

GRAMMAR

QUESTIONS and NEGATIVES
Вопросительные и отрицательные предложения

С точки зрения построения вопроса и отрицания все глаголы можно разделить на две группы:

I. Глаголы, образующие вопрос путем простого изменения порядка слов.

II. Глаголы, которым для образования вопроса требуется вспомогательный глагол.

Глаголы, образующие вопрос путем простого изменения порядка слов (выдвижения глагола на место перед подлежащим)	
be (am, is, are, was, were) **have** (has, had) только для Perfect Tenses*	❒ He **is** a student. – **Is** he a student? ❒ They **are working** now. – **Are** they **working** now? ❒ They **have finished** the work. – **Have** they **finished** the work?
Can, could, may, must, will, would, shall, should	❒ He **can** swim well. – **Can** he swim well? ❒ We **must** come at 5. – **Must** I come at 5? ❒ They **will** go to the country tomorrow. – **Will** they go to the country tomorrow?
Отрицательные предложения образуются путем добавления частицы **not** к соответствующей форме глагола	❒ He **was not** (**wasn't**) at home at that time. ❒ He **has not** (**hasn't**) come yet. ❒ You **may not** (**mayn't**) leave the camp after sunset.

* Глагол **have** в значении *иметь, вынужден, придется*, а также в составе устойчивых выражений типа **have dinner, have a rest,** etc. образует вопрос с помощью вспомогательных глаголов **do, does, did.**

- ❒ **Does** she **have** a car?
- ❒ **Do** you **have** to go to the library to find the book?
- ❒ **Do** you **have** any money?
- ❒ **Do** you **have** to get up early every day?
- ❒ What time **do** you **have lunch?**
- ❒ **Did** you **have a walk** this morning?

Ex. 10. Ask questions according to the model.

Model 1: – English isn't very difficult. (German)
– *Is German difficult?*

1. These boys are students. (those girls) 2. I can speak English well. (your brother) 3. We must do three exercises for tomorrow. (read/text) 4. I'll be busy on Friday. (on Wednesday) 5. Our students are working hard at their English. (you)

Model 2: – We have five computers in the office. (you)
– *Do you have a computer at home?*

1. We have many English books in our school library. (at home) 2. London has many good museums. (St. Petersburg) 3. My sister has a lot of problems with her English. (you) 4. We have a lot of different subjects at school. (your sister) 5. We have holidays in winter and in summer. (students in the UK)

Model 3: – I have to pass three exams in winter (you)
– *Do you have to pass exams?*

1. It's my last year at school. I have to study hard. (your friend) 2. I have to take up some additional courses to get ready for my exams. (other students) 3. I have to read aloud to improve my pronunciation. (you) 4. I had to be coached in English. (all the students) 5. I had to read up for my exams last summer. (Mike)

Model 4: – They have decorated the hall. (you)
– *Have you decorated the hall?*

1. He has bought a new textbook. (they) 2. He has passed his exams well. (you) 3. He has been offered a good job. (his schoolmates) 4. She has learnt all the words. (Nick & Jim)

QUESTION WORD ORDER
Порядок слов в вопросительном предложении

Вопросительное слово*	Вспомогательный глагол	Подлежащее	Сказуемое в начальной форме	Второстепенные члены предложения
Who*	–	–	**brought**	the letter?
What (что)	**do**	you	**have**	for breakfast?
When	**did**	they	**arrive**	to Moscow?
Where	**does**	your father	**work?**	
Why / How	**do**	you	**make**	it?

* **Вопрос к подлежащему** является исключением и совпадает по структуре с вопросом в русском языке (без вспомогательного глагола).

Ответы на вопросы к подлежащему обычно даются в краткой форме.

- Who **works** here? – Кто работает здесь?
- What's **happened**? – Что случилось?
- Which **is** the best restaurant in the town?

- Who **is** standing at the window? – My sister **is**.
- Who **can** do it? – I **can**.

* **Вопросительные местоимения**

WHO translated this article?
КТО перевел эту статью?
WHOSE book is this?
ЧЬЯ это книга?
WHOM did you give the book to read?
КОМУ вы дали книгу?
WHAT has happened?
ЧТО случилось?
WHAT is the news?
КАКИЕ (каковы) новости?
WHICH of the books did you like best?
КОТОРАЯ (какая) книга вам понравилась?

После вопросительных слов **what** (какой), **how many/much, whose, which of the** ставится соответствующее существительное.

- **How many brothers** do you have?
- **Whose answer** did you like best?
- **What books** do you usually read?
- **How much money** do you need?

Вопросы, начинающиеся с вопросительного слова (**where? how?** etc.) и требующие развернутого ответа, называются **специальными вопросами** (special questions).

- **What** story are you reading? – I am reading a short story by Maugham.

Ex. 11.

The website of London Language School offers e-mail addresses of people who have been to this school. You want to write an e-mail to a boy from Denmark to ask him some questions about the course he has been to. Write six questions using general question form.

Hints: *free time; discos; many foreign students; can speak; teachers/nice; have to pass exams.*

1. *Did you have much free time?*
2. .....
3. .....
4. .....
5. .....
6. .....

Глаголы, которым для образования вопроса требуется вспомогательный глагол. Эти глаголы имеют форму:				
				Отрицательная форма
I, you, we, they	**work**	⇨	**do**	**don't**
she, he, it	**works**	⇨	**does**	**doesn't** + **глагол** (в начальной форме)
все лица	**worked**	⇨	**did**	**didn't**

Ex. 12. Make up questions to get additional information about the school so that the underlined words in the website advertisement might be the answers (see p. 118). Use different question forms.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....
11. .....
12. .....
13. .....
14. .....
15. .....
16. .....

Ex. 13. Give a full negative answer.

1. Do you have to go home now? – *No, I don't have to go home now.*
2. Does Sue have to study on Saturdays? – ..... They have classes 5 days a week.
3. Excuse me, do you speak English? – Sorry, ... but I'll try to explain it in German.
4. Is your bike red? – ..... It's blue.
5. Are you a student? – ..... It's my last year at school.
6. Do you have a pet? – ..... But I like animals.
7. Do you have brothers and sisters? – ..... but I have three cousins.
8. Can you speak Spanish? – ..... But I can speak French.
9. Can you ride? – ....., I've never tried.

Ex. 14. Translate the questions from Russian into English.

1. Ты говоришь по-английски? – Нет, я изучаю испанский. 2. Какой язык является основным (main) в Канаде? 3. Почему английский язык стал международным языком? 4. В каких странах люди говорят по-английски? 5. Почему все молодые люди в Европе изучают английский язык? 6. Ты бы хотел поехать в Англию для изучения языка? 7. Ты видел рекламу Лондонской школы в Интернете? 8. Ты когда-нибудь ездил на двухэтажном (double-decker) автобусе? 9. Как долго ты собираешься учиться в Лондоне? 10. У нас будут домашние задания или мы все будем делать в классе? 11. Почему этот курс так эффективен? 12. В школе есть библиотека и компьютерный класс? 13. Мы увидим здание Парламента и королевский дворец? 14. Ты знаешь что-нибудь о других школах изучения иностранных языков в Европе? 15. Сколько учеников в вашем классе?

TAG QUESTIONS
Разделительные вопросы

Разделительный вопрос представляет собой:

повествовательное предложение + краткий общий вопрос.

Задавая разделительный вопрос, говорящий ожидает подтверждения своим словам (*не правда ли? не так ли? да?*).

Краткий общий вопрос строится по законам образования общего вопроса, выбор вспомогательного глагола зависит от глагола-сказуемого повествовательного предложения (см. с.123).

От формы глагола-сказуемого также зависит, будет ли краткий общий вопрос положительным или отрицательным: если глагол в повествовательном предложении имеет положительную форму, краткий общий вопрос будет отрицательным и наоборот:

(+) (–)	(–) (+)
❑ You **have got** a brother, **haven't** you?	❑ You **haven't got** a sister, **have** you?
❑ Peter **works** hard, **doesn't** he?	❑ You **won't go** to Moscow, **will** you?

Ex. 15. Complete the questions and give short answers.

Model: *You won't forget to call me, **will you**? – No, **I won't**.*

1. Bob would like to go to lunch with us, too, ...?
   Yes, ...
2. We've eaten at that restaurant before, ...?
   Yes, ...
3. I shouldn't be the one to make the decision, ...?
   No, ...
4. Barbara takes a vacation every July, ...?
   Yes, ...
5. Mr. Wilson has told everyone about the meeting, ...?
   Yes, ...
6. I'm not keeping you from anything, ...?
   No, ...
7. Nancy is going to explain the new filing system (делопроизводство), ...?
   Yes, ...
8. You don't think it's going to rain, ...?
   No, ...
9. The Bakers went to Europe last year, ...?
   Yes, ...
10. The play doesn't start until 8, ...?
    No, ...

PRONOUN *IT*
Местоимение *IT*

1. Личное местоимение (он, она, оно), заменяет **неодушевленное** существительное (а также существительное *baby* и названия животных).	❑ There is **a new film** on, but I haven't seen it yet. ❑ I bought **a pet mouse** 5 days ago, but I haven't seen **it** yet.
2. Указательное (это).	❑ **It** is our new theatre.
3. Безличное (не переводится), используется как формальное подлежащее.	❑ **It** is difficult/necessary/important interesting to know...
4. Входит в состав усилительного оборота **it is ... that** (не переводится).	❑ **It** was him **that** I met in the park yesterday.

Сравните **it** и **there**

- ❑ **It rains** a lot in autumn (**rain** – глагол)
- ❑ **There** is a lot of **rain** in autumn (**rain** – существительное)
- ❑ **There are clouds** in the sky (**clouds** – существительное)

Ex. 16. a) *It, he/she* or *him/her*?

1. It's a new film. I've never seen ..... 2. Who is that girl in red dress? I've never seen ..... before. 3. "Should we walk to the theatre? I don't know how far ..... is." 4. Where is my dictionary? – ..... is on the shelf over there. 5. Where is the Tate Modern art gallery? – ..... is in London, of course. 6. ..... is our new teacher. ..... will teach us English and German. 7. Meet Ann. ..... is my girlfriend. 8. Whose dog is that? ..... was sitting by our door. 9. Our neighbours have a baby. ..... is always crying.

b) Put in *it* or *there*.

1. ..... snows a lot in Russia in winter. 2. Take your umbrella. ..... going to rain and ..... is windy too. 3. ..... was a strong wind yesterday. 4. ..... is dark in the room. Can you turn on the light? 5. ..... is a big cloud in the sky. ..... is going to rain. 6. ..... is a bus coming. ..... is full. 7. ..... is a cat at the door. Is ..... Mrs Brown's?

c) Say how you feel about these things. Use the words from the box.

expensive • easy • foolish • impossible • nice • dangerous • diffficult

1. ..... to understand her, she speaks so fast. 2. ..... to meet you. I've heard a lot about you. 3. ..... to find our house. It's just opposite our school. 4. A lot of cities are not safe. ..... to go out alone at night. 5. ..... to buy text-books in London. They cost much more than in Moscow. 6. ..... to sleep at night in this hostel. There is always a lot of noise. 7. ..... to take your coat when you go to Africa.

Its and it's

Its – притяжательное местоимение от **it** (неодушевленный предмет)
it's = it is – сокращенная форма

- Hawaii is famous for **its** beaches.
- I like Hawaii. **It's** a beautiful place.

Ex. 17. Fill in *its* or *it's*.

1. I like my job. ..... interesting. 2. We are staying at a very nice hotel. ..... rooms are very comfortable. 3. Whose money is that? – ..... mine. 4. The company has offices in many places, but ..... head office is in Tokyo. 5. Do you know the Browns? ..... their house.

It is ... that

Усилительная конструкция
используется для особого выделения отдельных членов предложения,
заключенных в эту своеобразную рамку (**It is ... that**)
В русском языке такие предложения обычно начинаются со слов:
именно, *это*, *лишь*, *только* или выделяемые слова выносятся
в начало предложения.

I met him in the park yesterday.

- ❑ **It was** *him* **that** I met in the park. *Именно его* я встретила в парке.
- ❑ **It was** *yesterday* **that** I met him. *Это вчера* я его встретила.
- ❑ **It was** *in the park* **that** I met him. *В парке* я его встретила.

Ex. 18. Change the focus of these sentences using "*it is – that*". Translate your sentences.

1. We have our English classes on Monday.
2. Ted broke the news to me.
3. The language holiday helped me to master English rather quickly.
4. They took the English course in London Language School.
5. The best way to learn English is living in Great Britain.
6. I like the London Activities Calendar best of all.

.....

.....

.....

.....

.....

.....

Unit 6

THE ENVIRONMENTAL CRISIS – NUMBER ONE INTERNATIONAL PROBLEM

We are in an environmental crisis because human beings have broken out the circle of life and are destroying the environment.

What does the word "Environment" mean?

Track 11 **Ex. 1.** Read the text and say what you have learnt about the environmental crisis.

A. What does the environmental crisis mean? To understand this we must begin at the source of life itself: the earth's thin skin of air, water and soil, bathed by the radiant solar fire.

Life appeared on the Earth several billion years ago. Living things formed a global network, where everything is directly or indirectly dependent on everything. This is the ecosphere (biosphere), the home that life has built for itself on the planet.

B. In nature all processes are in constant balanced interaction. The environmental crisis means that this perfect and delicate balance has begun to break down.

C. The environmental catastrophe continues to accelerate. The ozone layer is thinning. Acid rain is destroying huge areas of forest and tens of thousands of lakes. We pollute our rivers, lakes and oceans, and the sky, forgetting that we need water and air to live and breathe. We destroy rainforests, picturesque landscapes and kill the world's most beautiful animals. And, worst of all, the earth is steadily warming with potentially dangerous effects.

That is why the environmentalists of the world call for fundamental changes **NOW!**

KEY VOCABULARY

Nouns

1.	environment [ən´vaɪrəmənt]	окружающая среда
2.	source [sɔ:s]	источник
3.	soil [sɔɪl]	почва
4.	network [´netwə:k]	сеть
5.	acid [´æsɪd]	кислота
6.	rainforest [´reɪnfɔrest]	тропический лес
7.	interaction [ɪntər´ækʃən]	взаимодействие

8. danger [ˈdeɪndʒə] опасность
9. rubbish [ˈrʌbɪʃ] мусор
10. waste [weɪst] отходы

Verbs

1. cause [kɔːz] вызывать
2. destroy [dɪsˈtrɔɪ] разрушать, уничтожать
3. ruin [ruɪn]
4. damage [ˈdæmɪdʒ]
5. depend on [dɪˈpend] зависеть от
6. accelerate [ækˈseləreɪt] ускорять
7. pollute [pəˈluːt] загрязнять
8. warm [wɔːm] нагревать
9. release [rəˈliːz] освобождать (*зд.* выпускать)
10. provide [prəˈvaɪd] снабжать, обеспечивать
11. restore [rɪˈstɔː] восстанавливать
12. survive [səˈvaɪv] выживать

WORD STUDY

Ex. 2. How do we say the following in Russian?

Everything is dependent on everything; the earth's thin skin; perfect and delicate balance; bathed by radiant solar fire; constant balanced interaction; huge areas; dangerous effects; fundamental changes; circle of life.

Ex. 3. Ask and answer. Work in pairs.

1. How long ago did life appear on the planet?
2. What is our environment?
3. What does balanced interaction of all the processes mean?
4. What is environmental crisis?
5. Can you give some examples of environmental catastrophe?
6. What should be done to save our blue planet?

Ex. 4. Decide where these sentences go into the text (**A**, **B**, **C**) p.131.

1. Man is a newcomer: homo sapiens appeared probably about four million years ago.
2. There is no waste in nature: everything is recycled endlessly.
3. Industrial processes produce smog, toxic chemicals and man creates mountains of rubbish.

A	B	C

Ex. 5. Use the words from the text to complete the sentences.

1. To live human beings require .....
2. In nature all the processes are in .....
3. The balanced interaction of all the processes on our planet denotes that .....
4. People who call for preservation of nature are called .....
5. Because of the Greenhouse Effect the earth is .....
6. The Green Movement calls .....

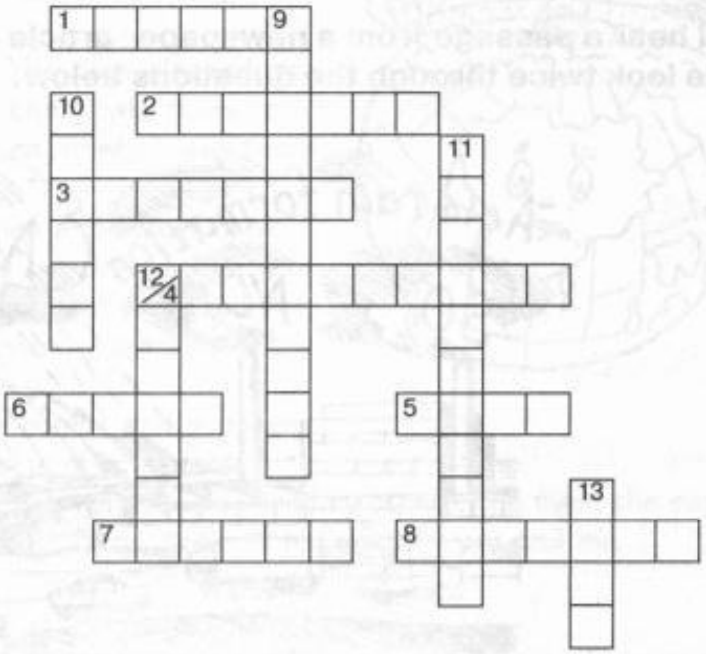
Ex. 6. Do the crossword puzzle. Translate the words across and down.

Across:

1. источник
2. выживать
3. сеть
4. тропический лес
5. кислота
6. отходы
7. зависеть
8. загрязнять

Down:

9. окружающая среда
10. опасность
11. взаимодействие
12. восстанавливать
13. разрушать



Ex. 7. Translate the sentences.

1. Земля – единственная планета Солнечной системы (the Solar System), где существует жизнь. 2. Без воды, воздуха и почвы жизнь на Земле не может существовать (exist). 3. В природе все процессы находятся в сбалансированном взаимодействии. 4. Современное производство нарушает хрупкое равновесие природы. 5. Загрязнение окружающей среды ведет к (result in) уничтожению самих источников жизни: воды, воздуха, почвы, растений и животных. Это экологическая катастрофа. 6. Человек сжигает (burn) много угля и нефти. 7. Загрязненные газы от наших заводов и теплоэлектростанций вызывают (create) тепличный эффект и кислотные дожди. 8. Из-за кислотных дождей погибают (destroy) леса и произведения искусства, гибнет (die) рыба в озерах и морях. 9. Озоновый слой становится тоньше. 10. Все это может разрушить жизнь на планете Земля. 11. Экологи, движение "Green Peace" призывают (call) людей всей Земли спасти нашу голубую планету, остановиться пока не (until) поздно.

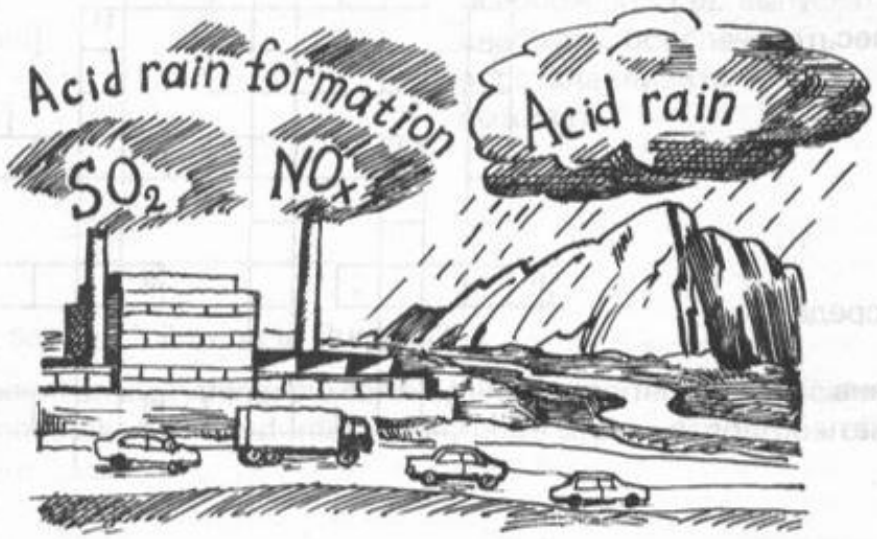
Ex. 8. Choose the right word from the two words given in italics.

In many *regions/rooms* (1) of the tropical rainforest, *pollution/conservation* (2) is urgently needed. People there are destroying far too many trees. Sometimes they do this for *fuel/fun* (3) to heat and cook with. Sometimes the wood is sold, and expensive furniture in the industrialized countries is *made/*

broken (4) of it. But often, thousands of acres of precious forest are simply burned to give poor farmers land to *plant/cook* (5) and *eat/grow* (6) their crop. This land is only *fertile/frozen* (7) for a few years however, and gives the farmers only two or three *meals/harvests* (8). The consequences for the earth's *climate/diameter* (9) are extremely dangerous. *Heavenly/Global* (10) warming can cause the glaciers to *freeze/melt* (11), with serious flooding in some parts of the world, and dry land and *desserts/deserts* (12) in other places. Destroying the earth's rainforests upsets the earth's *ecological/economical* (13) balance.

LISTENING

Track (12) **You'll hear a passage from a newspaper article on acid rains. Before listening to the article look twice through the questions below.**



I. Mark (✓) the statements that are mentioned in the article. There are two extra letters which you don't need to use.

- ☐ a) a lot of pollutant gases enter the atmosphere;
- ☐ b) these dangerous gases are thrown into atmosphere by factories and power plants;
- ☐ c) the gases from aerosols destroy the air;
- ☐ d) these pollutant gases mix with water in the air;
- ☐ e) the dangerous mixture falls on the Earth as acid rain;
- ☐ f) chemical fertilizers (удобрения) add to this effect;
- ☐ g) acid rains damage forests, lakes, works of art;
- ☐ h) acid rain threatens the health of people.

II. Tick (✓) the statement that are <u>not</u> true.

- ☐ a) exhaust fumes from cars add to the pollutant gases;
- ☐ b) the results of pollution are felt only in the places where they are caused;
- ☐ c) acid rains kill fish in the rivers and lakes;
- ☐ d) household chemicals also get into the atmosphere;
- ☐ e) the soil in Scandinavia is ruined by acid rains.

SUGGESTIONS FOR WRITING

Read the letter, find the things that make our Mother-Earth suffer. Underline these phrases. Write an article (150–200 words) to a youth magazine "What we can do to save our blue planet".

My dear children,

I am dying, and I want to take one last opportunity to tell you how much I love you and how much your actions have hurt me.

I gave life to your parents and their parents before them. I provided you with food, with fresh water and with clean air to breathe.

The rivers and seas are my life blood. You have clogged[1] my arteries with your sewage[2] and with chemicals from your factories. This has killed so much of the sea life which was there for your benefit[3].

You have been greedy[4]. You have over-fished and over-hunted.

I can no longer breathe because you have cut down so many of my life-giving trees. Without their vital oxygen[5] we will all die, but you put profit[6] before our very lives, and my tears have now turned to acid rain.

My face is marked and scarred[7] by your bombs and guns and my body is the burial ground for the victims of your wars.

I have said good bye to many old friends who will soon be joined by others: the tiger, the elephant, the rhinoceros and the panda. Unless you act now, they will be joined by you and me.

Please help me!

Mother Earth

Heather Hughes, age 9, Lochfield Primary School, Paisley.

Notes:

1. clog – засорить
2. sewage [ˈsu:ɪʤ] – сточные воды
3. benefit – польза
4. greedy – жадный
5. oxygen [ˈɔksɪʤən] – кислород
6. profit – выгода
7. scarred – покрыто шрамами

Ex. 9. We can see the destructive effects of human activity everywhere. Write a short composition (200 words) about the situation with the nature around you.

Are there lakes or rivers where you live? Is there a lot of fish in them? Can you bathe there or drink the water? What can you say about the forests in your region? Are there beautiful natural landscapes around? Do you enjoy walking there? Or they are full of thrown away cans, paper and other rubbish? Can you say that the air where you live is clean and nice to breath?

GUIDED SUMMARY

1. We are in environmental crisis now because .....
2. Environmental crisis means .....
3. In nature everything is .....
4. All the processes are .....
5. The activity of men, the industry and modern agriculture have .....
6. Many dangerous phenomena appeared on the planet: .....
7. Without air, water, soil .....
8. To stop the environmental crisis we should make .....
9. People who call for the preservation of nature are called .....
10. To stop acid rains we must .....
11. We should stop killing ..... and cutting .....
12. We should change .....

READING

EARTH DAY

Imagine a day when 500 million people from 184 countries around the world come together to celebrate and protest with a single purpose in mind. This is just what happened on April 22nd, 2000. The day was Earth Day, and the purpose that the people had in mind was to work for a healthier and safer world for everyone. It was the biggest celebration of its kind in human history.

But April 22nd, 2000 was not the first Earth Day. In fact, it was the 30th anniversary of the first Earth Day celebration. In 1962, Gaylord Nelson, a US Senator, looked at the world around him and saw lakes and rivers polluted by rubbish and chemicals, forests that were slowly being destroyed every day, and towns and cities full of smog and car exhaust. Senator Nelson felt that the Government was not doing nearly enough to protect the environment. So he spent the next eight years travelling round the USA and talking to all sorts of people about pollution and other dangers that were harming the planet.

Finally, on April 22nd, 1970, Senator Nelson and a group of university students organized the first Earth Day. The event was much more successful than the organizers had ever expected: over 20 million people – young and old, rich and poor, city people and country people – took part.

Today, Earth Day is celebrated all over the world, and some countries even celebrate Earth Week the week before April 22nd, and Earth Month throughout the whole month of April. Over 5,000 different environmental organizations are connected by the Internet, and they help people in their communities to plan demonstrations, campaigns, talks and other activities. But the idea is the same as it was in 1970, millions of people from all over the planet rich and poor, old and young, who want to build healthier and safer world take part.

The problems that Gaylord Nelson saw everywhere in the 1960s still exist, and now we know about things like global warming and acid rain that most people could not even imagine 40 years ago. We

need Earth Day today more than ever. So what can we do? Many young people participate through the schools on Earth Day. They organize clean-up campaigns or pick up rubbish in their communities. Others write letters to their Council asking for more environmental protection laws. Still others organize marches to promote recycling and other energy saving activities. But perhaps the best way to celebrate Earth Day is to follow the organizers' advice: "Do something nice for the Earth, have fun, meet new people, and make a difference".

Ex. 10. Match the two halves of the sentences.

1. A politician and some students	A. are still there.
2. The problems Senator Nelson saw almost 50 years ago	B. a big international meeting.
3. Today there is more pollution	C. organized the first Earth Day.
4. Earth Day is	D. than in 1962.
5. The first Earth Day brought together	E. millions of people.

1.	2.	3.	4.	5.

Ex. 11. Find the information in the text. You don't have to write complete sentences.

1. What is the purpose of Earth Day? (1 item)
   .....
2. What different kinds of pollution did Senator Nelson see? (3 items)
   .....
3. What do environmental organizations do to help people? (4 items)
   .....
4. How can school-children fight against pollution? (3 items)
   .....

Ex. 12. Ask questions (grammar guide – pp. 123–125).

A friend calls you on your mobile phone. He's in the street, taking part in a local Earth Day march in your town and he asks you to join him. You want to get some more information. Ask him four questions, using different question forms.

.....
.....
.....
.....
.....

GRAMMAR

THE PASSIVE VOICE
Страдательный залог

be + III форма

Правильные глаголы + **-ed**

Неправильные глаголы **III форма** (*см.* Appendix 2)

	Действительный залог (Active) Само подлежащее совершает действие	**Страдательный залог (Passive)** Действие совершается над подлежащим
Simple	I **ask** He **asks** They **ask** He **asked** We **asked** They **will ask** *Они спрашивают/спрашивали/будут спрашивать*	I **am asked** He **is asked** They **are asked** He **was asked** They **were asked** They **will be asked** *Их спрашивают/спрашивали/будут спрашивать*
Progressive	I **am asking** He **is asking** They **are asking** He **was asking** They **were asking** They **will be asking** *Они сейчас спрашивают/тогда спрашивали/будут спрашивать завтра*	I **am being asked** He **is being asked** They **are being asked** He **was being asked** They **were being asked** – □□□□□□□□□□ **Pr. Simple** *Их сейчас спрашивают/тогда спрашивали/будут спрашивать завтра*
Perfect	He **has asked** They **have asked** He/They **had asked** He/They **will had asked** *Они уже спросили/они спросят*	He **has been asked** They **have been asked** He/They **had been asked** He/They **will had been asked** *Их уже спросили/их спросят*

Правила изменения глагола по временам для действительного и страдательного залогов одинаковы, изменяется только направленность действия – **действие совершается над подлежащим**.

Passive Voice – это не просто изменение действительного залога, как это может показаться из таблицы. Он используется, когда мы не можем/не хотим сказать, кто совершил действие, обращаем особое внимание на событие, избегаем использования формального подлежащего.

- Rome **wasn't built** in one day. – *Рим не в один день строился.*
- The window **was broken** last night. – *Окно разбили прошлой ночью.*
- Shoes **are repaired** here. (One repairs shoes here) – *Здесь ремонтируют обувь.*

Чтобы показать кем/чем совершается действие, используются предлоги:

By	With
Перед одушевленным предметом, а также после глаголов типа: *damage*, *break*, *ruin*, *make*, *discover*, *write* etc. ❑ This building was designed **by Rossi**. ❑ He was brought up **by his aunt**. ❑ The window was broken **by this stone**. ❑ The theatre was destroyed **by fire**.	Указывается, какой предмет, орудие, инструмент использован для совершения действия. ❑ It was drawn **with a stick**. ❑ The bag was cut **with a razor**. ❑ The stone is very soft. It can be cut **with a knife**.

Ex. 13. Underline all the passives.

ACID RAIN

Acid rain is caused by burning coal or oil. When either fuel is burned, it releases poisonous (ядовитый) gases which are carried up into the atmosphere and sometimes transported long distances.

Over 3,000 research projects have been carried out to look into acid rain, and a decision to solve the problem has been taken in most of the western European countries. Measures have been taken in Scandinavia and in Central Europe to stop the pollution before it has destroyed the environment, and a diplomatic campaign has been launched to convince other countries that the problem has to be considered as a major ecological threat.

"Five years ago this issue was not being treated seriously," says one leading environmental group, "but now that damage has been reported in large areas of forest and lakeland, our politicians are being forced to take action. This problem must be solved quickly: if governments do nothing, they will be faced in two or three years' time with the accusation that they have allowed our forests to die."

Notes:

1. launch [lɔntʃ] – *(зд.)* начать
2. convince – убеждать, считать
3. consider – рассматривать
4. accusation [ækju'zeɪʃən] – обвинение

Ex. 14. Write passive sentences.

1. English (speak) in America. .....
2. Moscow (found) around 1147. .....
3. The new hospital (open) next year. .....
4. This work just (finish). .....
5. She (examine) now. .....
6. (You invite) to John's birthday? .....
7. These TV sets (make) in Japan. .....
8. He felt that he (watch) (следить). .....
9. When he opened the room he saw that the documents (take). .....
10. Sorry about the noise – the road (mend). .....
11. This church (restore) last year. .....
12. Passengers (ask) not to speak to the driver. .....
13. The letters (send off) tomorrow. .....

Дополнение в предложении с активным залогом соответствует подлежащему в предложении со страдательным залогом.

Active: They built **his house** in 1486. The Irish speak **English**.

Passive: **This house** was built in 1486. **English** is spoken in Ireland.

Ex. 15. Make the sentences passive. Use "by" only if it is necessary to say who does/did the action.

1. Tolstoy wrote "War and Peace". .....
2. People in Chile speak Spanish. .....
3. My mother made this dress. .....
4. Somebody will tell you what to do. .....
5. "Spartak" beat "Dynamo" 3:0 yesterday. .....
6. Electricity drives this car. .....
7. We don't sell meat here. It's the greengrocer's. .....
8. They are painting the room now, we can't work there. .....
9. They are still discussing the problem. .....
10. Has anybody asked Peter? .....
11. Somebody gave me your address in Russia. .....
12. They have stopped him for driving too fast. .....
13. One day doctors will find a cure for AIDs. .....
14. Somebody has painted horrible pictures on the walls. .....
15. They are going to built a motorway through the village. .....
16. Someone is going to teach Italian at our school. .....

Ex. 16. Complete the sentences with a corresponding verb from the box.

was used • was made • were invented • are used has been revolutionized • were created

1. In 1869 the first plastic ..... from plant cellulose.
2. In the 20th century new types of plastic ..... from chemicals found in coal.
3. Nylon ..... to make stockings.
4. Polyesters ..... in the 1940s.
5. Plastics that ..... nowadays include nailpolish and plastic bags.
6. Life at home and at work ..... by plastics.

Ex. 17. Decide on the correct verb form. Choose from the verbs in italics and underline the correct form.

SAVE THE WORLD!

Twenty-five years ago the United Nations explained to the world that our earth was in danger. From more than a thousand different types of plants, trees and flowers, only about five hundred still existed. The others *destroyed/are destroyed/had been destroyed* by modern man and his technology. The UN hoped that some extreme measures *is taken/took/would* be *taken* in order to protect nature.
But the earth, the air, the water and everything that grows and lives *is changed/are being changed/ had changed* constantly. We cannot continue like this or we will destroy ourselves. We need action before it's too late. Most people know that something should *do/is done/be done* now. Today at school and at home young people *were encouraged/are encouraged/encouraged* to look after the world. In some countries kids spend their spare time with projects on nature. Some plant trees and others clean riverbanks and forests.
Markets, school festivals or byke ralleys *was organized/are organized/have been organized* to raise money for the protection of nature. A lot of things can *do/was done/be done*. **So let's start today!**

Ex. 18. Use the verbs in brackets in the Past Simple, Present Perfect or Future Simple Passive.

1. In 1957 the world's first satellite, Russia's "Sputnik 1", *was launched* (launch). Since then all sorts of TV and military satellites ..... (construct).
2. Perhaps a manned spaceship ..... (send) to Mars in the next few years.
3. Astronauts ..... (send) to all the planets.
4. In 1927 the Atlantic ..... (cross) by Lindbergh alone in his plane the "Spirit of St.Louis".
5. A cure for AIDS ..... (not find) yet, but many illnesses .... (make curable) in the last 100 years. It's certain that a cure for AIDS .... (discover) one day.
6. PCs ..... (develop) in the last century. Since then they .... (improve) steadily.
7. The first atomic bomb ..... (drop) on Hiroshima in August 1945. Thousands of people who ..... (not kill) immediately in the explosion died instead from the fallout weeks later. Let's hope that in the future radioactivity ..... (not use) against people any more.
8. Computer systems ..... (change) completely by the microchip since it ..... (put) on the market in 1969.

Ex. 19. Use the verbs in brackets in the Past Simple Active or Passive.

1. The assembly line ..... (invent) by Henry Ford, whose factories .... (produce) 15 million "Model T" cars.
2. The car that Carl Benz ..... (design) in 1885 ..... (have) a petrol engine. His car ..... (not show) to the public however, until a year later.
3. The telephone ..... (not design) by Edison but by Bell, Edison ..... (invent) such famous thing as the first light bulb. In fact, several important inventions ..... (develop) by Edison.

Ex. 20. Choose the best way to complete each sentence: Active or Passive.

1. He lives in a small house (built 40 years ago). .....
2. English is worth learning (speak/in a lot of countries). .....
3. She bought a new washing machine, but it did not work properly. So (return back to the shop). .....
4. This new film is very good (show/now at our cinema). .....
5. The students have finished their winter term (just/pass the last examination). .....
6. The director has sighed the letters (send off tomorrow/secretary). .....
7. There is much grass in the garden (should/cut every week). .....
8. A lot of coal was burned in the houses (should/houses/convert to central heating). .....
9. In big cities the houses are dirty by air pollution (they/should/clean). .....

Ex. 21. Open the brackets, using the correct verb form in the Active or Passive Voice.

1) The Earth ..... (surround – окружать) by the atmosphere. 2) The present climate zones ..... (form) under definite temperature conditions. 3) The heat from the Earth ..... (keep) by the pollutant gases that accumulate in the atmosphere. So, the Earth gets hotter. 4) When the Earth's temperature ..... (rise), the weather ..... (change) everywhere. 5) If The North and the South Poles ..... (melt), the sea level ..... (rise). 6) The information about the products we eat can ..... (demand – требовать) by the Green Consumer (потребитель). 7) People want to know how their food ..... (make), where and by whom. 8) In our modern society, where anything can ..... (advertise – рекламировать) and ..... (sell), not all the products are healthy. 9) We .... (tell) by the experts that the water from many rivers should ..... (not use) for drinking. 10) But it is not just industry which is ..... (blame – обвинять) for the pollution of our rivers and lakes. 11) Farmers also ..... (add) to the problem by using too many chemicals on their fields.

Ex. 22. Translate the sentences from Russian into English.

1. Эта старая церковь была построена в XIV веке, но она больше (any longer) не используется как церковь. Ее недавно купил городской совет (the City Counsil), и в следующем году она будет превращена (turn into) в молодежный центр.
2. Эти коттеджи были построены до войны. Их только что отремонтировали. Сейчас в них живут пожилые люди.
3. Мы сейчас смотрим на кольцевую дорогу. Она была закончена в прошлом году, но планы построить эту дорогу были разработаны (make) более 10 лет назад. Она соединяется (join) с центром города туннелями.

4. На следующей неделе победителей конкурса (the winners of the competition) повезут в Лондон. Их будут встречать (welcome) знаменитые звезды кино.
5. Французский и немецкий языки преподают в наших школах, но немецкий изучают большее количество школьников. Он чаще используется в работе иностранных фирм.
6. Воду и соки можно купить в киоске. Сигареты там не продаются.
7. Много прекрасных песен написано Элтоном Джоном. Их поют во всем мире.
8. Скоро Рождество. В школе сейчас готовится (arrange) рождественский концерт.
9. В Канаде говорят по-английски и по-французски.
10. Эту газету читают более пяти миллионов людей каждый день. Она печатается (publish) не только в России, но и за рубежом (abroad).

Обратите внимание на перевод глаголов с предлогом в страдательном залоге.

Русский язык	Английский язык
Об этой книге много говорят. **За** доктором послали.	This book is much spoken **about**. The doctor has been sent **for**.

Наиболее распространенные глаголы с предлогами:

hear of – слышать о
laugh at – смеяться над
make fun of – насмехаться над

look after – ухаживать за
look at – смотреть на
rely on – полагаться на

send for – посылать за
speak of/about – говорить о
talk about – говорить о
think of – думать о
pay attention to – обращать внимание на
take care of – заботиться о

- He has never been heard **of** since. — ***О** нем никогда больше не слышали с тех пор.*
- He is often laughed **at**. — ***Над** ним часто смеются.*
- He can't be relied **on**. — ***На** него нельзя положиться.*

В русском языке не все глаголы сохраняют предлог:

to listen to – слушать что-либо
to look for – искать что-либо
to operate on – оперировать кого-либо
to provide for – обеспечить кого-либо чем-либо
to explain to – объяснять кому-либо

- He was operated **on** last night. – *Его оперировали прошлой ночью.*

В английском языке при изменении залога не происходит изменение падежа слова, стоящего перед глаголом.

- ❑ **I** haven't been informed about it.
  Мне *об этом не сообщили.*
- ❑ **We** were asked to wait.
  Нас *попросили подождать.*

	Действительный залог	Страдательный залог
Русский	**Я** говорил **Он** писал	**Мне** говорили **Ему** писали
Английский	**I** spoke **He** wrote	**I** was spoken to **He** was written to

Ex. 23. Fill in the right preposition from the box.

of • to • for • on • after • at

1. Now he is a respectable man, but when he was a boy he was always laughted ..... .
2. We have a small zoo at school. All the animals are looked ..... by the schoolchildren.
3. He can't keep his word, he can't be relied ..... .
4. There was an accident in the gymhall, so the doctor was sent ..... . It was much spoken ..... afterwards.
5. Listen attentively, please. These rules should be paid great attention ..... .
6. The roses in the garden were taken great care ..... .
7. After Peter'd played a girl's role in the school play he was often made fun ..... .
8. People watched an unusual phenomenon in Siberia. It had never been heard ..... before.
9. She had a stage dress on, she was looked ..... with great interest.

Ex. 24. Translate the underlined words in the sentences.

1. Лекцию слушали с большим вниманием. .....
2. Пропала собака. Ее сейчас ищут повсюду. .....
3. Ночью его увезли в больницу и будут срочно оперировать. .....
4. Им были объяснены все правила, перед тем как они писали тест. .....
5. Не волнуйтесь, о нем позаботятся. .....
6. Об этом фильме много говорят. .....
7. Мне показали, как это было сделано. .....
8. Детям купили мороженое. .....
9. Ему предложили интересную работу. .....
10. Меня много раз спрашивали об этом. .....
11. Его не приглашают на вечеринки. .....
12. Ей не разрешили пойти в кино. .....

Ex. 25. Translate the pairs of sentences.

1. Мы пригласили английских школьников в Москву, затем нас пригласили в Англию.
2. Она послала им сообщение (message), на следующий день ей прислали ответ.
3. Он смотрел на туземцев (the natives) с удивлением, на него тоже смотрели с любопытством.
4. Мы встречаем наших гостей в аэропорту, нас тоже встречают, когда мы приезжаем.
5. Мы никого не видели на улице, а нас видели.
6. Мы катались на машине (have drive), сначала я вез моего друга, а затем меня везли (drive).
7. Когда у нас были гости, мы показывали им наш город. Когда мы поедем к ним, нам тоже покажут их город.
8. Он запер (lock) дверь. Его заперли в лаборатории, когда он работал там ночью.
9. Мы часто задаем вопросы. Когда мы были в Англии, нам задавали много вопросов.

THE USE OF ARTICLES WITH UNCOUNTABLE NOUNS
Употребление артикля с неисчисляемыми именами существительными

Следующие примеры помогут понять, какие существительные называются *исчисляемыми*, а какие *неисчисляемыми*.

Запомните, нижеприведенные существительные в английском языке *неисчисляемые*, они не употребляются во множественном числе и с артиклем **a/an**.

Исчисляемые

Предметы можно посчитать.

a boy – many boy**s**
a book – a lot of book**s**
a dog – five dog**s**
a car – hundreds of car**s**
a house – many house**s**

Неисчисляемые

Абстрактные существительные или вещества, для счета которых вводятся специальные единицы. Они не употребляются во множественном числе.

bread – a loaf of bread
butter – a pound of butter
excitement – much excitement
money – a lot of money
beauty – great beauty

advice	news	trouble
furniture	information	weather
money	progress	work

- ❑ No **news** is good news.
- ❑ What nasty **weather**!
- ❑ You've made fantastic **progress**!
- ❑ **Money** is a good servant but a bad master.
- ❑ He is full of interesting **information**.

Неисчисляемые существительные могут употребляться без артикля (–), с определенным артиклем (the), с местоимениями some/any.

Без артикля (–)	С определенным артиклем (the)	С местоимениями some/any
• Речь идет о веществе или абстрактном понятии как таковом. ❑ **Water** is necessary for life. ❑ Which do you prefer: **tea** or **coffee**? ❑ We need **air** to breath. ❑ We must save **nature**.	• Определенное количество данного вещества. ❑ Pass me **the salt**, please. ❑ We'll ship **the oil** next week. • Повторное упоминание в тексте ранее названного существительного. ❑ There was **some difference** between them. **The difference** wasn't very strong, but ... • Существительное имеет индивидуализирующее определение. ❑ **The water** *in this well* is very cold. BUT: **Water** *in a well* is always cold (вообще).	• Некоторое количество вещества (некоторая степень). ❑ I bought **some butter**. ❑ Is there **any butter** in the fridge? ❑ The news caused some **excitement**. ❑ Is there **any hope**? • Имеется смысловое различие между предложениями: ❑ Buy **some bread**. Купи *хлеба*. ❑ Buy **bread**. Купи *хлеб* (а не что-либо иное).

Ex. 26. Can you divide these nouns into two columns?

COUNTABLE	UNCOUNTABLE
a box,	luggage,

Book, dust, flour, flower, cup, happiness, mountain, love, knowledge, milk, piano, rain, river, meat, oil, show, song, wool, wall, nature, music, trip, information, work, job, sand, table, trouble, problem, anger, travel, word, furniture, health, atmosphere, lamp, oxygen, light, food, soup, pen, noise, chair, car.

В английском языке есть ряд существительных, которые в различных контекстах могут быть исчисляемыми и неисчисляемыми. Например, материал и предмет из этого материала.

- This helicopter is made of paper.
  Did you buy a paper this morning?
- ...as cold as stone.
  Put a heavy stone here, please.
- It is made of iron.
  She bought a new iron.
- She has beautiful hair.
  There is a hair on your jacket.
- I don't like fish.
  I bought a new fish for my fish tank.

Ex. 27. Cross out the incorrect noun.

1. To press clothes you need *iron/an iron*.
2. *Language/A language* is unique to humans.
3. In her youth she was *beauty/a beauty*.
4. We are looking for people with *experience/an experience*.
5. He kept his money in *a tin/tin* under the bed.
6. She's been looking for *work/a work* for 3 months.
7. You should study *law/a law* at university.
8. Then everybody called for him to make *speech/a speech*.
9. *Play/A play* is more natural for children than adults.
10. There is *an egg/egg* on your cheek.
11. I don't eat a *chicken/chicken*, I'd rather have *fish/a fish*.
12. *A paper/Paper* is made of wood.
13. "Waiter, *a coffee/coffee* and two cakes, please."
14. My mother never drinks *a wine/wine*.
15. We had *cake/a cake* for supper.

Ex. 28. Complete the sentences. Use the right article (–), *a/an*, *the* or *plural forms*.

1. Could you pass me *the glass*? (glass)
2. This table is made of ..... . (glass)
3. I need a piece of ..... . (wood)
4. The house was near ..... . (wood)
5. She looked at him with ..... . (pity)
6. It's ..... Ann isn't here. (pity)
7. ..... goes quickly. (time)
8. She phoned six ..... yesterday. (time)
9. Three ..... , please. (beer)
10. ..... makes you fat. (beer)
11. She hasn't got much ..... . (experience)
12. It was ..... I won't forget. (experience)
13. There is ..... in the garden. (chicken)
14. Do you want ..... or beef? (chicken)

Ex. 29. Fill in the right article where necessary.

1. *The* pollution of Germany's rivers is killing *the* fish.
2. More and more people are beginning to realize the importance of ..... sport.
3. ..... hunger and ..... poverty (бедность) in some regions of the world are hard to imagine.
4. ..... chemistry one learns at school is not enough to understand ..... pollution of the atmosphere properly.
5. I hate ..... noise and ..... smoke, so I rarely go to cafes.
6. If you want ..... peace, you must not prepare for ..... war.
7. ..... death of Martin Luther King was a tragedy for the world.
8. Buddhists see both ..... birth and ..... death as parts of ..... life.
9. David usually eats toast and marmalade for ..... breakfast.
10. Sometimes ..... people work too hard.
11. The department of Environment controls ..... air and water pollution.
12. ..... smoke was pouring from factory chimneys (трубы).
13. ..... tea is grown on south-facing hills.
14. ..... food was enjoyed by everyone.

Ex. 30. Fill in the right article.

(1)..... money can buy many things, but there are a lot of things it can't guarantee. (2)..... money alone can't guarantee (3)..... health, nor can it guarantee (4)..... future of (5)..... giant panda, (6)..... fish in the sea or (7)..... quality of drinking water. Many things must change, to ensure that (8)..... life remains worth living. We should stop believing that what we can take from (9)..... planet is limitless. We must act decisively, and act now. We mustn't put (10)..... rubbish into our rivers, our factories mustn't release (11)..... smoke into (12)..... atmosphere. We must burn less (13)..... coal and oil for heating our homes. (14)..... knowledge of (15)..... signs of (16)..... catastrophe is very important.
There is no end to (17)..... things we can do. And of course, they should be done at once.

Ex. 31. Translate the words in brackets. Use the right article.

1. *After lunch* (после ланча) the President gave a press conference.
2. ..... (промышленность) is polluting ..... (окружающая среда).
3. ..... (загрязнение окружающей среды) is worse in Sweden than in England.
4. I like ..... (попмузыка), but ..... (шум) that Rod Cool produces hurts my ears.
5. ..... (хлеб) used to be cheap in Germany.
6. For years Ireland struggled for ..... (независимость).
7. ..... (религия) has always had a lot of influence on ..... (общество).
8. Many parents protests against ..... (насилие) which is shown on TV every evening.
9. ..... (бензин) is becoming more expensive every year.
10. Drugs are a danger to ..... (общество).

THE USE OF *SOME* and *ANY* WITH UNCOUNTABLE NOUNS
Употребление SOME и ANY с неисчисляемыми существительными

Some	Any
1. В утвердительных предложениях: ❑ I'd like **some** juice.	1. В отрицательных предложениях: ❑ I don't want **any** juice.
2. В просьбах: ❑ May I have **some** tea?	2. В вопросительных предложениях: ❑ Is there **any** milk in the fridge?
3. Предложение чего-либо в форме вопроса: ❑ Would you like **some** coffee?	3. После if (если): ❑ Buy some meat, **if** you see **any**.

Ex. 32. Underline the right word.

1. Have you got *(some/any)* time free on Wednesday afternoon?
2. Can you ride a byke without *(some/any)* help?
3. I'd like *(some/any)* information, please?
4. Can I have *(some/any)* potato, please?
5. I need *(some/any)* new clothing.
6. Can I get you *(some/any)* coffee? I've just made *(some/any)*.
7. I haven't done *(some/any)* revision for the exam – I know I'll fail.
8. If there is *(some/any)* soup left, could you put it in the fridge, please?
9. I can't find *(some/any)* butter, but we've got *(some/any)* margarine.
10. Shall we listen to *(some/any)* music?

Ex. 33. Put *some*, *any*, or no article (–).

1. This car doesn't use ..... petrol, it's battery-powered.
2. In Belgium they make stew (жаркое) with ..... beef and ..... beer.
3. Could you lend me ..... money?
4. Is ..... money something you worry about?
5. Do you like ..... mushrooms?
6. Are there ..... mushrooms left?
7. We need ..... more milk.
8. Cheese is made from ..... milk.

Ex. 34. Put in *some*, *any*, *a*, *the*, *a lot of* or (–).

1. The tree was struck by ..... lightning.
2. Is there ..... toast, please?
3. There is ..... slice of toast left.
4. What's ..... weather like today?
5. I'm tired. I've just done ..... shopping.
6. I've done ..... housework.
7. Can you give me ..... description of the gallery?
8. Would you like ..... spaghetti?
9. There was ..... traffic this morning.

10. John has gone to bed with ..... flu (грипп).
11. Have you made ..... progress with Chinese?
12. I've got ..... permission to park here.
13. Our teacher has given us ..... homework.
14. There is ..... rubbish in our garden.

TEST YOURSELF

Variant I

I. Change from Active to Passive.

1. Thousands of tourists visit Madam Tussaud's museum every day.
2. Look, they have cleaned the walls of Westmenster Abbey!
3. During the War, they hid many pictures and statues in the tunnels of the Underground.
4. You can't hear Big Ben this summer. They are repairing the mechanism of the clock.

II. Find the correct tenses.

1. Most people think that the clock tower (call) ..... Big Ben, but in fact it is the name of the bell.
2. More than fifty churches (build) ..... after the Great Fire of London in 1666.
3. Along the Thames many of the old buildings (replace)..... by new ones.
4. The Globe Theatre (open) ..... some time next year.
5. Tourists from all over the world can (find) ..... in London.

III. Complete the sentences with the right preposition.

1. This bed hasn't been slept ..... .
2. They were being laughed ..... .
3. The dog wasn't looked ..... properly.
4. This information can be relied ..... .

IV. Translate the underlined parts of the sentences.

1. Мне дали возможность закончить работу. .....
2. Ему всегда помогают его сыновья. .....
3. Его спасли горноспасатели (resque). .....
4. "Нам показали уже дорогу на станцию, спасибо." .....
5. Нас пригласят на открытие театра в следующем году. .....

V. Put in *a*, *the*, *some*, *any* or (–).

1. I'm always glad to get ..... news from my Australian friends.
2. It was such a disappointment to hear what ..... terrible weather was forcasted for the week.
3. ..... time is ..... money.
4. ..... economy will improve if ..... oil is found here.
5. I went to the supermarket because I didn't have ..... milk.

6. Could you give me ..... information, please?
7. Every morning my father gets to ..... work by tube.
8. You have to take ..... medicine twice a day.
9. ..... life is short. ..... life of Charlie Chaplin was very interesting.

Variant II

I. Change from Active to Passive.

1. They will open the new motorway next Saturday.
2. They stopped the match because of the rain.
3. They have cut down the old trees in our street.
4. Walt Disney Studio makes good films.

II. Find the correct tenses.

1. In the old days Tower of London (use) ..... as a prison.
2. Oh, look! Two of my nicest cups (break) .....!
3. What a terrible film! I'm sure it (forget) ..... in a few years' time.
4. English is the Number One language. It (speak) ..... all over the world.
5. We checked that all doors (close) ..... before we went to bed.

III. Complete the sentences with the right prepositions.

1. The doctor was sent ..... .
2. He'll be taken good care ..... .
3. This film is much spoken ..... .
4. The new picture in the gallery was looked ..... with admiration.

IV. Translate the underlined parts of the sentences.

1. Ему всегда дают хорошие роли. .....
2. Я уверен, нам предложат интересный маршрут. (offer) .....
3. Ей прислали замечательный букет цветов. .....
4. Им об этом уже сообщили (inform). .....
5. Ее сейчас осматривают в кабинете врача. (examine) .....

V. Put in *a*, *the*, *some*, *any* or (–).

1. The old bridge was made of ..... iron.
2. Could you bring me ..... glass, please?
3. My shirt is dry now. Have you got ..... iron?
4. We'd like to stay longer, but we don't have ..... time.
5. I think you owe me ..... money, don't you remember?
6. How silly of me! Now ..... coffee you've made is all over the table.
7. Shall we have ..... fish. The restaurant is famous for it.
8. I didn't like ..... fish, we had there last Saturday.
9. It's hot here. Could I have ..... water, please?

Unit 7

MASS MEDIA & TV

Discuss the following questions:
What mass media do you know?
What are your favourite? Do you like to watch TV? Why? (Why not?)

Track 13 **Ex. 1.** Read the text and answer the questions after it.

The term mass media in English refers basically to TV, radio and newspapers – means of communication which reach very large numbers of people.

Can you think of a day when you haven't seen a newspaper, when you haven't listened to the radio or watched television? The media are as much a part of our daily lives as the landscape.

The Press

It has been claimed[1] that no country buys as many daily newspapers per person as Britain. On an average[2] day two out of three adults regularly read a national morning newspaper.

There are about 200 daily and Sunday newspapers, 1.300 weekly newspapers and about 7,500 periodicals in Britain.

The national newspapers can be divided into two groups according to their layout[3] and the way they treat the news: the quality papers and the popular or tabloid papers.

While the quality papers usually try to inform their readers as widely as possible about national and international news, the popular press aims to attract general readers with sensational news mixed with decorative photographs.

Tabloid usually has a smaller format than a quality newspaper, it has large headlines and shorter stories and, in Britain, it prefers stories about film stars, crimes, the royal[4] family.

There are national and regional papers. The national papers circulate throughout the British Isles, the regional papers provide general and local news of interest to the readers in the area where they are produced.

There are about 8.000 periodicals published in Britain: from fiction[5] magazines to learned publications. A journal is a name given to an academic magazine.

Periodicals are generally classified as general, specialized, trade, technical and professional and include magazines for a wide range of interest: women's magazines, dealing[6] with sport, gardening, cooking, computer, hobbies, pop music, motoring. The "Economist" is the leading journal of opinion. It comments on events of international, political and economic life.

There are also comics. A comic is a magazine for children or teenagers, with lots of picture stories or cartoons[7].

There is no censorship of the press and there are no specific press laws in Britain. The press has generally the freedom to comment on any matter of public interest.

But, a newspaper may not publish comments on individual people or organizations which are untrue or can do them harm.

Notes:

1. claim – утверждать
2. average – средний
3. layout ['leɪaut] – макет (газеты)
4. royal ['rɔɪəl] – королевский
5. fiction [fɪkʃn] – художественный
6. deal with – иметь дело с, касаться чего-либо
7. cartoon [ˌkɑː'tuːn] – карикатура

BRITISH NATIONAL NEWSPAPERS

National dailies

"Populars"

Daily Express(1900)
Daily Mail (1896)
Daily Mirror (1903)
Daily Star (1978)
Morning Star (1966)
The Sun (1964)
Today (1986)

"Qualities"

Financial Times (1888)
The Daily Telegraph (1855)
The Guardian (1821)
The Independent (1986)
The Times (1785)

National Sundays

"Populars"

News of the World (1843)
Sunday Express (1918)
Sunday Mirror (1963)
The Mail on Sunday (1982)
The People(1881)

"Qualities"

Sunday Telegraph (1961)
The Independent on Sunday (1990)
The Observer (1791)
The Sunday Times (1822)

1. What is mass media? 2. What is a quality newspaper? 3. What is tabloid (popular newspaper)? 4. How can you recognize a tabloid? 5. What do quality papers write about? 6. What stories do the popular papers publish? 7. What papers provide local news for the readers of the area? 8. Who reads journals? 9. What is a comic? Who reads them? 10. What is the oldest English newspaper?

KEY VOCABULARY

Nouns

1.	mass media	средства массовой информации
2.	daily newspaper	ежедневная газета
3.	weekly newspaper	еженедельная (воскресная) газета
4.	periodicals	периодические издания (журналы)

5. quality newspaper ['kwɔlɪtɪ] серьезные издания
6. popular/tabloid press «желтая пресса», популярные газеты
7. national/international news национальные/внутренние/международные известия/новости
8. headline заголовок (статьи)
9. regional papers ['rɪʤənəl] местные (региональные) издания
10. journal ['ʤə:nl] серьезный/научный журнал
11. publication издание
12. comics комиксы
13. cartoon [ˌkɑ:'tu:n] карикатура
14. censorship ['sensəʃɪp] цензура
15. soap opera сериалы
16. channel канал
17. TV serials ['sɪərɪəl] телевизионные сериалы
18. viewing time время просмотра ТВ передач
19. entertainment [ɛntə'teɪnment] развлекательные программы
20. broadcasting радиовещание
broadcast радио/телепередача
to broadcast передавать по радио/ТВ
21. documentary [dɔkju'mɛntərɪ] документальный фильм
22. current affairs [kʌrnt] текущие события
23. quizz [kwɪz] викторины
24. wearher forcast прогноз погоды
25. commercial [kə'mə:ʃəl] коммерческий, *(зд.)* реклама
26. editorial передовая/редакционная статья
27. feature article [fi:ʧə] большая газетная статья
28. small ads небольшие газетные объявления

Verbs

1. publish публиковать
2. deal with иметь дело, касаться
3. comment on комментировать
4. watch смотреть (*зд.* ТВ)
5. listen to слушать
6. raise the problem поднимать вопрос/касаться проблемы
7. look through просматривать
8. keep up with следить за
9. be concerned with беспокоиться, *(зд.)* быть связанным (вовлеченным)

Adjectives

1. local местный
2. regional региональный
3. trade торговый
4. technical технический
5. public общественный
6. professional профессиональный

WORD STUDY

Ex. 2. Where do they get the information they need?

	What they are interested in		The medium they read
1.	Mr Sawyer is interested in everything that happens in the world. As a matter of principle he neither listens to the radio nor watches TV.	a.	newspaper review
2.	Nadine has become unemployed. Now she is looking for a new job.	b.	book review
3.	Mrs Smart is a bookworm. But before she spends money on a book she wants to know what it is like.	c.	advertisement
4.	Mrs Spendthrift has always got some money to spend on things she does not really need.	d.	report
5.	The tourist office is crowded with American and Japanese tourists who want to get some information on the local sights.	e.	brochure
6.	Mr Clear is a down-to-earth man. He wants to read facts and does not care for personal views.	f.	jobs column

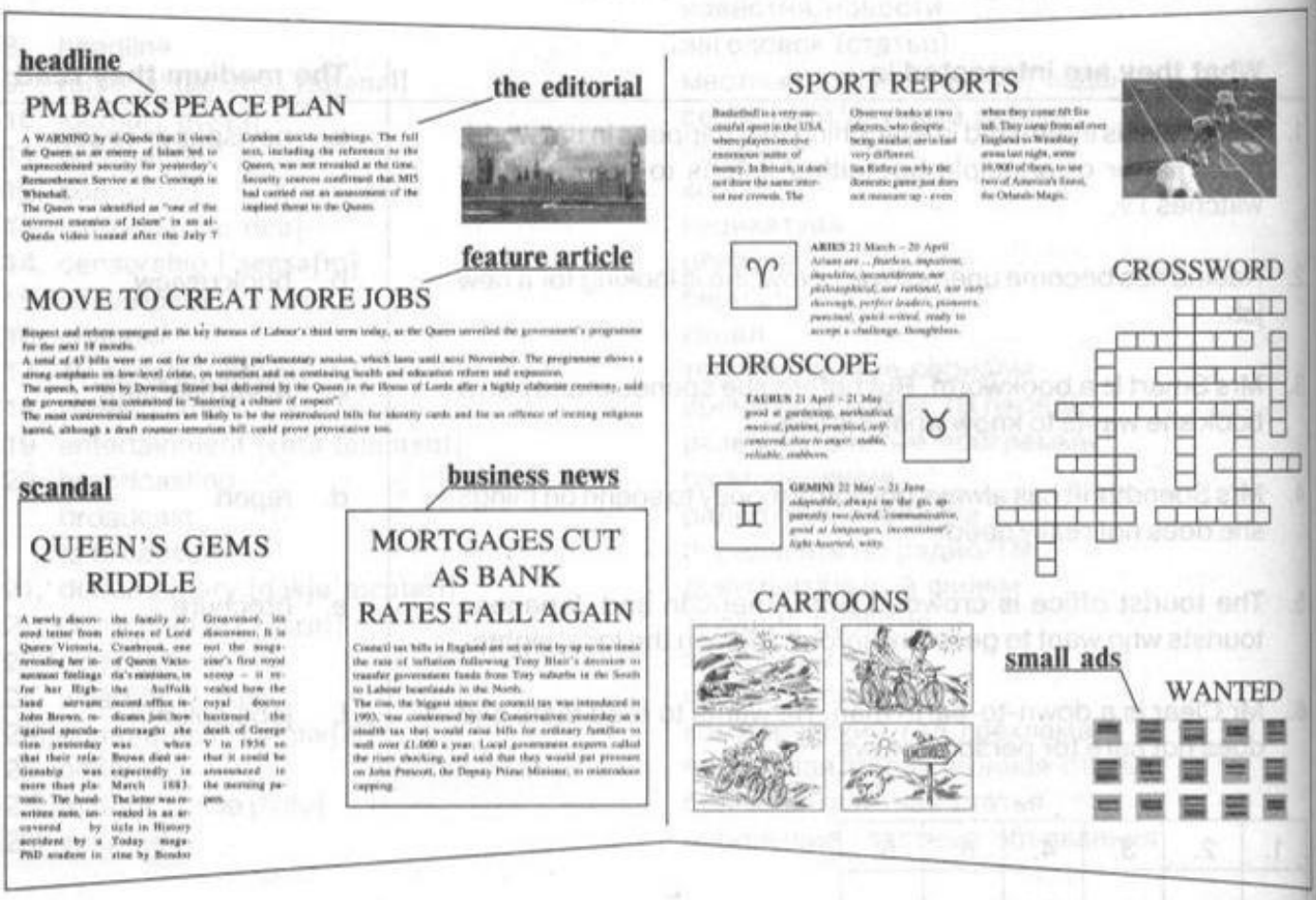
1.	2.	3.	4.	5.	6.

Ex. 3. Complete the sentences with the information about the Russian Press (see Vocabulary and the text).

1. There are some well known quality newspapers in Russia, such as .....
2. Quality newspapers publish .....
3. Nowadays there appeared quite a number of popular papers which publish .....
4. You can recognize a tabloid at once due to its .....
5. Our regional newspaper ..... provides .....
6. There are ..... periodicals such as ..... , we usually buy .....
7. My mother usually reads ..... because she .....
8. I never read comics because .....

WHAT CAN ONE READ IN A NEWSPAPER?

PARTS OF A NEWSPAPER



Ex. 4. Look at this layout of a newspaper. Say what article you'd like to read. Why?

Hints:

- ✓ look through the headlines
- ✓ gives information on...
- ✓ interprets and comments on...
- ✓ keep up with international affairs
- ✓ interested in....
- ✓ I am concerned with...
- ✓ want to know more about...
- ✓ stories about crimes and royal family
- ✓ love to do crossword puzzles
- ✓ want to know more about...
- ✓ look for...

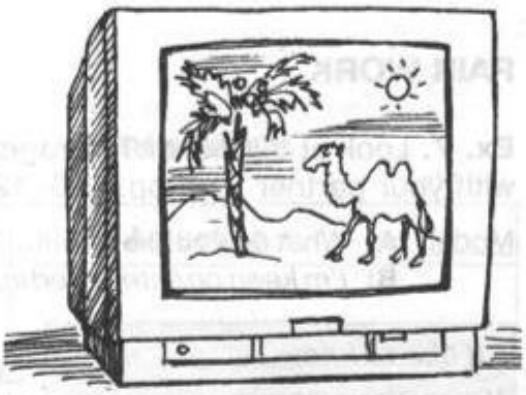
TELEVISION

Ex. 5. Read the text. Match the headings below to the paragraphs (there is one extra paragraph).

LIFE WITH THE BOX

A. Television belongs to the twentieth century. John Baird from Scotland was one of the first men to send pictures of moving things by electric waves. His friends who lived a few miles away were able to receive these pictures at the same time.
In 1928 he showed that colour TV was possible. Although he had discovered all this, there were other people who also wanted to make television systems and later in 1936 a system from America was first used in Britain.

B. Today in Britain and the USA television is very popular. Ninety-nine per cent of all households own at least one TV set and over half of these also own videorecorders. Television has an enormous effect on Americans. Politicians know all about this. They try to make their big public speeches at times when they can get the largest audiences on the evening news programmes. Advertisers, too, understand the power of television. They are willing to spend billions of dollars a year on television.



C. In Britain the average adult watches twenty-six hours of television a week and children watch about twenty hours. Some Americans watch twice as much! People say too much television is bad for children because they just watch the pictures and don't think – but they can also learn a lot from TV.

D. At present there are four television channels in operation: BBC 1, BBC 2, ITV and Channel 4. BBC1 concentrates more on programmes of general interest, such as light entertainment, comedy, sport or children's programmes. BBC 2 provides serious programmes: drama, documentaries, classical music, including occasionally full-length operas. If we watch the news programmes, we can see what is happening all over the world.

E. The news about American television is not all bad. For one thing, Americans themselves are turning off the more violent shows and watching more comedy and news programmes. For another, the news programmes themselves are becoming more interesting. The most popular is "60 Minutes". If you haven't watched it on Sunday, you won't know what your friends are talking about on Monday, Tuesday, and Wednesday.

☐ 1. The most popular leisure activity.
☐ 2. The invention of television.
☐ 3. British television channels.
☐ 4. Television and children.

Ex. 6. Make questions and ask your partner.

1. how/TV/operate
2. when/colour TV/start
3. when/first/use/in Britain
4. how many/a week/adult/watch
5. how many/a week/children/watch
6. what/BBC 1/show
7. what/BBC 2/provide
8. good or bad/for children
9. why/good
10. why/bad

PAIR WORK

Ex. 7. Look at this list of TV programmes. Tick (✓) the ones you usually watch. Discuss them with your partner (see pp. 123–125).

Model: **A:** What do you like about...?
B: *I'm keen on/interested in/love/enjoy...+ing...*

I'd like to know...
I'm curious about...
I've never seen...before
I'm looking for...
I want to know more about...

- ❑ news broadcast
- ❑ current affairs
- ❑ documentaries
- ❑ soap operas
- ❑ quizzes
- ❑ music programmes
- ❑ drama
- ❑ sport
- ❑ weather forecast
- ❑ game shows
- ❑ variety shows
- ❑ commercials
- ❑ talk shows

Ex. 8. Read the text about broadcasting in Britain. Tell about radio broadcasting in Russia. Fill in the names of the channels in the chart below. Watch your verbs (ед./мн. число).

BROADCASTING

BBC was ectablished in 1926. BBC has four national radio channels, each designed to cater for people of different interests. Radio 1 offers rock and pop music. Radio 2, apart from providing music and light entertainment, is the main channel for the coverage of sport. Radio 3 broadcasts classical music and operas, classical dramas, poetry as well as documentaries and special talks. Radio 4 provides news programmes and current affairs service covering all main fields, as well as plays, features and panel games.

The BBC also has 32 local radio stations which concentrate on local news and local affairs. There are 47 independent local radio stations throughout Britain.

The BBC External Services regularly transmit programmes in English and 36 other languages by radio world-wide in order to give news, present British culture and developments in science and technology as well as to provide lessons in the English language. The BBC World Service broadcasts by radio through the whole day in English.

Russian Radio Channels:

..... offer(s) rock and pop music.
..... is (are) the main channel for the coverage of sport.
..... broadcast(s) classical music, operas, drama, poetry.
..... provide(s) news programmes and current affairs.
..... concentrate(s) on local news and affairs.
..... transmit(s) programmes in English/German/French
..... provide(s) lessons in .....

Add some more

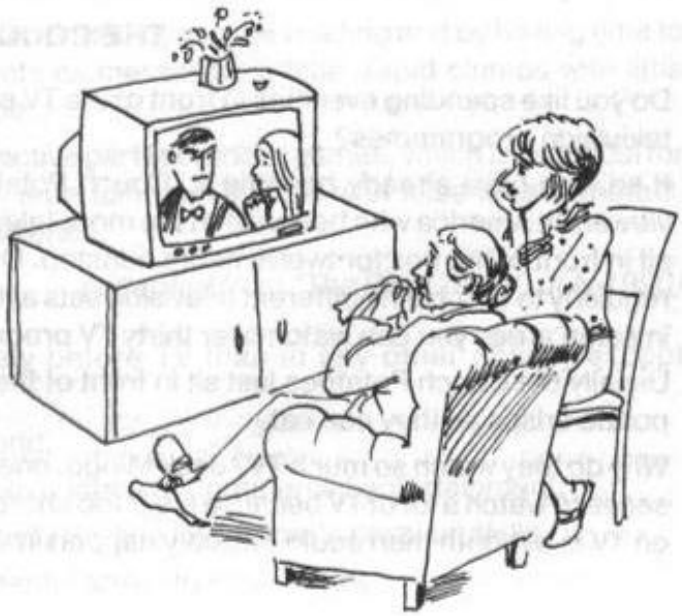
.....
.....
.....
.....

Ex. 9. Complete the table with the corresponding word form where possible.

Noun	Verb	Adjective
1. *decision*	*decide*	.....
2.	*read*	.....
3.	.....	*popular*
4.	*invite*	.....
5.	*accept*	.....
6. *advert*	.....	.....
7.	.....	*silly*
8.	.....	*ill*

LISTENING

The news may be full of man-made wars and natural disasters, but many Americans are more interested in other matters. How is their favorite cop planning to catch his next criminal? How will beautiful Sally-Ann get out of the trouble she has gotten herself into? To their audiences, the characters in the weekly TV serial shows (known as soap operas) have become more important than real people.



Track 14 **Now you'll listen to a radio broadeast about soap operas.**

I. Listen to the radio broadcast twice and mark (✓) the statements that are mentioned in the article. There are two extra letters which you don't need to use.

- ☐ a) There is a good programme on TV in the early evening.
- ☐ b) The British public like soap operas.
- ☐ c) Soap operas show real life situations.
- ☐ d) "Coronation Street" is the first British soap opera.
- ☐ e) The action takes place in Mexico.
- ☐ f) Now soap operas are shown throughout the world.
- ☐ g) Soap opera "East Enders" is about the poorer suburbs of London.

II. Listen again and choose the answers which are true according to the text.

1. Why has a war broken out between the four TV stations?
   a) which one should be closed down
   b) who can make the best soap opera
   c) which one will be subsidized by the Government

2. What is the main aim of a soap opera?
   a) to raise some political or social problems
   b) to entertain people
   c) to show minority problems

3. What is the soap opera "Coronation Street" about?
   a) about the royal family
   b) about East Enders
   c) about ordinary northern English people

1.	
2.	
3.	

SUGGESTIONS FOR WRITING

Can you draw a line between a hobby and a bad habit? Read the article and write what you think about it.

THE COUCH POTATOES

Do you like spending evenings in front of the TV eating and drinking while you watch hour after hour of television programmes?

If so, you have already become a "Couch Potato"! The Couch Potatoes are a special group of TV viewers in America who believe that the more television you watch the better. These people sometimes sit in front of the box for twelve hours nonstop. One group of Couch Potatoes in San Francisco meets regularly to watch nine different television sets at the same time. This is no problem in America because in some areas you can watch over thirty TV programmes.

Usually the Couch Potatoes just sit in front of the TV with enough Coke to drink and as many bags of potato crisps as they can eat.

Why do they watch so much TV? Jack Mingo, one of the leaders of the Couch Potatoes says, "It makes sense to watch a lot of TV because life is too short to do everything you want to do. More things happen on TV in a month than could possibly happen in your whole life!"

These ideas may help you:

I think/believe/feel ...
To my mind ...
As for me ...

- ✓ It's a waste of time.
- ✓ They learn a lot.
- ✓ It's boring.
- ✓ Watching TV is interesting and amazing.
- ✓ No activity is bad for health.
- ✓ They only watch pictures and don't think.
- ✓ They eat too much junk food.

READING

Ex. 10. Read the article and fill in the missing sentences below. There is one sentence which you don't need to use.

CHANGING MINDS, LIVES AND SKILLS

Studies have shown that television and its meteoric rise since the 1950s has had more effect than any other technological development in this century on changing the way many of us live. Used rightly, television can be a wonderful medium to inform, expand and broaden one's life. (1) It can open up important knowledge about news, events, of different people, of history, the arts and sciences.

Tragically, the typical channels mainly ignore such development. Their programmes are light and amusing. (2) They no longer realize, or care, that they may be neglecting to develop important personal abilities. It's so easy to let ready-made entertainment take over, to just sit back and let someone entertain us.

One study in the US found that more than half of all elementary school children watched TV while eating their evening meal. An even larger percentage watched while doing homework. (3)

(4) Logic and putting ideas together are processes supported by regular reading and by having time to think about events. TV, by contrast, usually presents its messages in little, rapid clumps with little information as to how and why the events took shape.

Heavy television viewing kills the initiative to take an active part in outdoor games, which is essential for a child's development. And, at its worst, television entertainment is filled with false ideals, morals, ethics, relationships, role-models and, of course, violence.

(adapted from "The Plain Truth", July 1990)

- ☐ a) Many adults spend more hours passively before TV than in any other activity except sleep.
- ☐ b) It can enlarge our understanding of the world.
- ☐ c) Many people have become hooked on certain forms of commercial entertainment.
- ☐ d) Educators are also concerned with the steady decline in children's physical skills.
- ☐ e) Many authorities have noted a drop in students' ability to think clearly.

Ex. 11. Underline key information which makes reference (ссылка) to advantages and disadvantages of TV viewing. Fill in the chart below.

ADVANTAGES	DISADVANTAGES
1. *a medium to inform*	1. *people spend many hours before TV*
2.	2. .....
3.	3. .....
4.	4. .....

Ex. 12. Find in the text words or phrases which have a similar meaning to the following:

1. extremely quick development *meteoric rise*
2. decrease in students' ability .....
3. influence the technological development .....
4. ignore to develop personal abilities .....
5. wrong ideals .....
6. widen our understanding of the world .....

GRAMMAR

THE SEQUENCE OF TENSES
Согласование времен

В английском языке, в отличие от русского, при переводе прямой речи в косвенную действует *правило согласования времен*, которое заключается в следующем:

Если сказуемое главного предложения выражено глаголом в прошедшем времени, то сказуемое придаточного предложения (преимущественно дополнительного) не может употребляться в форме настоящего или будущего времени – оно должно быть выражено одним из прошедших времен.

Согласно простому практическому правилу в этом случае все времена в придаточном предложении сдвигаются на одну ступеньку вниз:

Present Simple **(do/does)**	Past Simple **(did)**
Present Progressive **(am/is/are doing)**	Past Progressive **(was/were doing)**
Past Simple **(did)**	Past Perfect **(had done)**
Present Perfect **(have/has done)**	Past Perfect **(had done)**
will	**would**
can; may; must; should	**could; might; must (had to); should**

Изменяются также местоимения и обстоятельства:

here	⇨	*there*
this	⇨	*that*
these	⇨	*those*
now	⇨	*then*
today	⇨	*that day*
yesterday	⇨	*the day before*
a year ago	⇨	*a year before*
last night	⇨	*the previous night*
tonight	⇨	*that night*

❒ "I live *here*." – He said that **he** lived *there*.

INDIRECT SPEECH. INDIRECT STATEMENT
Косвенная речь. Косвенное утверждение

Прямая речь	Косвенная речь	
"They **live** in Kiev." "They **are working** now."	He **knew / said / thought**	they **lived** in Kiev. they **were working** then. Past Simple/Past Progressive
"They **lived** in Kiev before." "They **have done** it." "They **were working** when we came."		they **had lived** in Kiev. they **had done** it. they **had been working**... Past Perfect/Past Perfect Progressive
"They **will come** soon." "They **will be waiting** for us."		they **would come** soon. they **would be waiting** for us. would + глагол

!NB ***to say*** *smth (to smb)*
to tell *smb smth*

Here are some other verbs that can be used to report what other people say: *admit, declare, reply, suggest, explain, insist, promise, order, remind, assure, recommend*

Если сказуемое главного предложения выражено глаголом в настоящем времени, правило согласования времен НЕ применяется.

He **says** (that)	he **works** at the University. he **worked** at the University 5 years ago. he **will work** at the plant when he graduates. he **has** already **finished** the work.

Ex. 13. Report these statements using the appropriate verb form.

1

I live in London, but I am working in Berlin now. I have been in Berlin for two months and can give you my address if you will lend me a pen. I haven't brought one with me.

I lived in New York for six years. While I was living there I met a lot of nice people.

2

3

After I had lived in New York for six years I moved back to London and my family and I have been living there ever since.

Ex. 14. Report what these people are saying.

1. "I go to school in London now, but I went to school in Scotland for two years." The girl said (that) .....
2. "Your pronunciation is good and you can understand a lot of English." My teacher says (that) .....
3. "He phoned my hotel after I had left." The young woman explained (that) .....
4. "I have no idea what you are talking about. I have never seen you before!" He says (that) .....
5. "We are staying at the hotel for a week and so far we've been enjoying our stay." The guests told him (that) .....
6. "I want to become an airline pilot so I have to do well at school." He tells me (that) .....
7. "We saw him yesterday. He was standing in the school playground." The girls said (that) .....
8. "My grandmother has never seen the sea." Our young African visitor told us (that) .....
9. "Helena knows the answer but she won't tell me!" He said (that) .....
10. "Jim and Vera speak French very well because they've been living in France since 1990." My French friend Jean says (that) .....
11. "I was having a bath when the phone rang." She told us (that) .....

Модальные и вспомогательные глаголы в косвенной речи:

can	⇨	*could*
may	⇨	*might*
must	⇨	*had to/must*
should	⇨	*should (order)*
needn't	⇨	*didn't have to*
will	⇨	*would*
couldn't	⇨	*hadn't been able to*

Ex. 15. Change the following sentences into Indirect Speech.

1. "We should take a bus. It'll be quicker." My friend said ..... because .....
.....
2. "You can sit in the front of the car. You needn't sit in the back." The driver told the girl .....
.....
3. "My friends couldn't help me because they didn't have time." John said .....
.....
4. "You must go or you'll miss your train." My mother told me .....
.....
5. "I'd like to talk to your brother, if I may." The girl said .....
.....
6. "I should ask my mother if I can come with you." My friend said she .....
.....
7. "My sister can't come to your party because she is going to Moscow." John told me .....
.....
8. "It's going to rain. You should take your raincoat." The guide said .....
.....
9. "It might be too cold for a barbecue in the garden. We can have it on the balcony." Dad told us
..... and suggested (that) .....

INDIRECT COMMAND and REQUEST
Косвенный приказ или просьба

В косвенной речи приказ или просьба выражаются инфинитивом.

Прямая речь	Косвенная речь
The mother said to the lazy son, **"Wake up!"**	The mother *ordered* the lazy son **to wake up**.
The teacher said to the pupils, **"Don't play with fire!"**	The teacher *told* the pupils **not to play with fire**.
I said to Nick, **"Shut the door, please."**	I *asked* Nick **to shut** the door.

- "Stop!" – The policemen *ordered* us **to stop**.
- "Don't move!" – The man *told* us not **to move**.
- "Never lie to me!" – She *warned* me never **to lie** to her.
- "Please, wait for me." – She *asked* us **to wait** for her.

Ex. 16. Report the requests and commands.

1. Teacher: "Stay in a group! Don't wander about." .....
2. At the check-in counter the stewardess: "Please put your baggage on the scales." (весы) .....
3. Passport officer: "Show me your passport." .....
4. Assistant of duty-free shop: "Show me your boarding pass, please." (посадочный талон) .....
5. Stewardess: "Passengers in seats 1–40 please board now." .....
6. Steward: "All passengers fasten your seat-belts, please." .....
7. Captain: "Please listen carefully to the safety instructions." .....
8. Stewardess: "No smoking in the toilets!" .....

INDIRECT QUESTION
Косвенный вопрос

I. Indirect General Question
I. Косвенный общий вопрос (предполагающий ответ: да/нет)

Прямая речь	Косвенная речь
"**Is** he a student?" "Does he live here?" "**Are** they **working** now?" "**Did** you **go** there yesterday?" "**Will** she **call** tomorrow?" "**Have** you **seen** the film?"	He **asked** / **wanted to know** / **wondered** **if** he **was** a student he **lived** there they **were working** then. I **had gone** there the day before. she **would call** the next day. I **had seen** the film.

Какие шаги необходимо выполнить:

1. поставить связующее "ли" – **if/whether** (для общего вопроса)
2. превратить вопросительное предложение в повествовательное (подлежащее + сказуемое):
   - **Is** he a student? ⇨ he **is** a student.
   - **Does** he live here? ⇨ he **lives** here.
3. применить правило согласования времен:
   - He **is** ... ⇨ He **was** ...
   - He **lives** ... ⇨ He **lived** ...

Ex. 17. Change the questons into Indirect Speech.

She wondered/wanted to know if/whether/what

1. "Are you English?" (her) *He asked her if she was English.* .....
2. "Were you there?" (them) .....

3. "Have you phoned Phil?" (us) .....
4. "Did you see Penny yesterday?" (him) .....
5. "Is the sun shining?" .....
6. "Is there anybody there?" .....
7. "Have you ever eaten shrimps?" (креветки) .....
8. "Is your sister going to the club tonight?" .....
9. "Did you have a nice trip?" .....
10. "Have you seen John (or not)?" .....
11. "Do you know if there is a bus to London soon?" .....

II. Indirect Special Question
II. Косвенный специальный вопрос (*where? when? ...)*

Прямая речь	Косвенная речь		
"Where **do** you live?" "When **did** he come?" "What **are** you doing?" "How **have** you done it?"	**He**	**asked** **wanted to know** **wondered**	where I **lived**. when I **had come**. what I **was doing** how I **had done** it.

Ex. 18. Report the questions.

1. "What time is it?" (me) *The man asked me what time it was.* .....
2. "When does the film start?" .....
3. "How much money have we got?" (me) .....
4. "Where were you born?" (Peter) (me) .....
5. "Where will you go after you leave school?" (me) .....
6. "What would you like to drink?" (them) .....
7. "How long have you been living here?" (my grandmother) .....
8. "What is your name and where do you live?" (me) .....
9. "Who is coming to the party?" (students) .....
10. "Where did you buy the book?" (brother) .....
11. "When did you leave school?" (the girl) .....

(см. Appendix 4)

REVISION

Ex. 19. You came to London with a group of students. Your friend, who is German, lost her bag. You had to speak to the police officer. You acted as an interpreter. Read the dialogue and complete the police report.

Policeman: Can I help you?
You: Yes. My friend here can't speak much English. She says she has lost her rucksack.
Policeman: What's your friend's name?
You: We're from Germany.
Policeman: I see. Where exactly did she lose the rucksack?

You: At Victoria Station. She says she wanted to change some money at the station and that she took it off before she went into the bank.
Policeman: You mean she just left the rucksack there?
You: No. A friend was looking after it, but she was talking to some other people and doesn't remember if anyone took the rucksack by mistake.
Policeman: What was in the rucksack?
You: Mainly clothes and a wallet with money, traveller's cheques, passport and so on.
Policeman: What colour is it?
You: Red and grey.
Policeman: OK, we'll do our best to find it. Where are you and your friend staying?
You: Probably at the same youth hostel. I'm not sure. We'll ring you as soon as we have an address.

Complete the report the police officer wrote.

REPORT OF LOST ITEM

NAME AND ADDRESS: _____
ITEM LOST: *red and grey rucksack.*
CONTENTS: *clothes and wallet with money, traveller's cheques, passport etc.*

The owner said she _____ her rucksack at Victoria Station. She said she _____ it off outside the bank at the station before she _____ into the bank. The owner said that a friend _____ after the rucksack but that he _____ to some other people and _____ if anyone _____ the rucksack by mistake. The two young people from Germany said they _____ not sure where they _____ but that they _____ later.

TEST YOURSELF

John had a row with his girlfriend, Julie. His friend Mark tried to help them get back together, and talked to Julie for John. Complete the conversation he had later with John.

Mark: Julie, John's asked me to talk to you.
Julie: I don't want to speak to him.
Mark: Look, Julie, John's really upset.
Julie: I'm upset, too.
Mark: Will you just let me tell you his side of the story?
Julie: I'm not interested. He promised to meet me at the restaurant, but he didn't turn up. I don't want to see him again.
Mark: But, Julie, his car had broken down.
Julie: So? There is a telephone in the restaurant.

Mark: But that's the point. He tried to phone, but he couldn't get through.
Julie: I don't believe he tried.
Mark: Yes, he did. He came to my flat. Do you believe me?
Julie: OK. I'll talk to him. Listen, I'm going to be late for work, I'll meet him at six o'clock in the square.
Mark: Thanks, Julie. He'll be really happy. And I promise he'll be there.

John: What did she say?
Mark: She said she (1) *didn't want to talk to you*.
John: Well, what did she say when you told her I was really upset?
Mark: She said she (2).....too, so I asked her to let me tell her your side of the story. She said she (3)..... ..... because you (4)..... .....at the restaurant, but you (5)..... .....She said she (6).....again.
John: Did you explain about the car?
Mark: Yes, and she was very sarcastic. She said there (7)..... ..... at the restaurant. So I told her you couldn't get through, but she said she (8).....Then I told her you'd been to my flat and asked if she believed me. She said OK and she said (9)..... Then she said she (10)..... ....., so we had to finish. You have to meet her in the square at six o'clock.
John: Thanks, Mark. I really owe you one.
Mark: That's all right. Just don't be late this evening.

Unit 8

SCHOOL AND SCHOOL LIFE

Discuss the following questions:
What associations do you have with this word "school"?
What is your usual school day?
What subjects do you like? Why?

Track 15 **Ex. 1.** Read the text.

There are probably many differences between going to school in Britain and in our country. Read the text to find out some information about schools in Britain. Complete the chart.

Age	Type of school

The Garners, who live in Newcastle, have got three children. Jimmy Garner, the youngest, is ten; he is at a *junior school*. When he was five, he started at an *infant school*, which is a school for children from five to seven years of age. A junior school is for children from seven to eleven years of age. Infant and junior schools are called *primary schools*.

Jimmy is not very interested in reading, writing and arithmetic. He prefers riding his new bike and playing with his hamsters.

Jimmy's brother Peter, who is 14, is at a comprehensive school. When Peter is 16, he will leave school. Peter is interested in cars and engines and wants to be a car mechanic. About 80% of the pupils in England go to a comprehensive school.

Peter is the captain of the school's soccer[1] team. In English schools, sport plays an important part. Every school has its own team for soccer, rugby, football, netball[2] etc. Jimmy, however, is not very interested in playing games himself. He prefers watching them on TV. In fact, he is a bit lazy.

Ann Garner, who is 16, likes German and French best. Ann is going to study two more years to take A-level[3] exams at 18. If she gets good grades, she will go to university to study these two languages. She wants to be a language teacher. She plays in the hockey team of her school.

Notes:

1. soccer ['sɔkə] – football with a spherical ball
2. netball – a game similar to basketball
3. A-level (Alvanced level) – higher level academic exams. They are taken mostly by people around the age of 18 who wish to go to higher education.

Ex. 2. Read the text again and answer the questions.

1. Where do the Garners live?
2. At what age did Jimmy start school?
3. How many years must Jimmy go to a primary school?
4. Which are the three main subjects taught at primary school?
5. What type of school is Peter at?
6. What does Peter want to be when he leaves school?
7. What does Ann hope to do when she is 18?

Ex. 3. Read the text and answer the questions.

AT SIXTEEN AND AFTER

In Britain sixteen is a crucial[1] age. This is when young people have to decide whether to stay at school, to go on to a college, to look for a job or to start some Youth Training Programme.

Most pupils take their *GCSE*[2] *exams* when they are sixteen. Those who get good grades can stay for further two years and sit for their *A-level exams*. Good A-level results make it possible for the pupils to go on to *further education*[3] *in a university or polytechnic*[4].

If one got good grades in GCSE but doesn't want to do A-levels, he can study for *a vocational diploma at colleges of further education*, which offer a number of vocationally oriented courses for 16-18-year-olds and prepare young people for work in various occupations such as business, engineering, administration, catering[5], tourism.

About a third of 16-year-olds go straight out and look for a job. But most of them do not find employment immediately because the general level of unemployment is rather high.

Some take part in training schemes which involve on-the-job training combined with part-time college courses. Others do vocational training for particular jobs or career.

Notes:

1. crucial ['kru:ʃl] – решающий, важный
2. GCSE (General Certificate of Secondary Education) – the exams taken by most 15-16-year-olds in Britain. Marks are given for all the subjects separately, however, there is a uniform system of marks, all being graded from A to G. Grades A, B and C are good grades.
3. further education – продолжение образования
4. polytechnic – высшие учебные заведения, соответствующие техническим вузам в России
5. catering – обслуживание

1. When can young people leave school in Britain? 2. Why is 16 a crucial age? 3. What alternatives do young people have after taking GCSE at 16? 4. What is GCSE? 5. What is A-levels? 6. How long does it take to prepare for A-level exams? 7. Can one enter a University after passing GCSE's? 8. What do people study at colleges of further education? 9. Do young people have an opportunity to study if they go straight out working after school?

KEY VOCABULARY

Nouns

1.	subject	предмет (школьный)
	do a subject	изучать предмет
2.	examination (*abbr.* exam)	экзамен
	written/oral/final (end-of-school),	письменный, устный, заключительный,
	entrance exam	вступительный экзамен
	take examination (in)/sit for an exam/	сдавать экзамен (по)
	read up for an exam	готовиться к экзамену
	pass an exam	сдать экзамен
3.	fail (in Physics)	провалиться на экзамене (по физике)
	/do badly in an exam	
4.	grade/mark	отметка, оценка
	get grades/marks in	получать отметки по
5.	matriculation certificate [mə,trɪkju'leɪʃn sə'tɪfɪkət] (with honours) ['ɔnə(r)z]	аттестат зрелости (с отличием)
6.	curriculum [kə'rɪkjuləm]	учебный план
	extracurriculum activity	внеклассная работа
7.	schedule ['ʃedju:l], US: ['skedju:l]	расписание
	follow a schedule	работать по расписанию
8.	competition	конкурс, соревнование
9.	tuition [tju:'ɪʃn]	обучение
	tuition fee	плата за обучение
	tuition/education is free	образование бесплатное
10.	access ['ækses] to the Internet	выход в Интернет
11.	team	команда
12.	job [ʤɔb]	работа
	job market	рынок труда
	look for a job	искать работу
	find a job	найти работу
13.	employment [ɪm'plɔɪmənt]/occupation/career	занятость, должность
	gain employment [emp'lɔɪmənt]	получить работу
14.	choice/alternative [ɔ:l'tə:nətɪv]	вариант, выбор
15.	training	обучение
	vocational [vəu'keɪʃənl] training	профессиональное обучение
	on-the-job training	обучение во время работы
	training scheme [ski:m]	программа обучения
	get training (in)	получать профессиональное обучение
16.	handicraft ['hændɪkrəft]	ремесло, ручная работа

Verbs

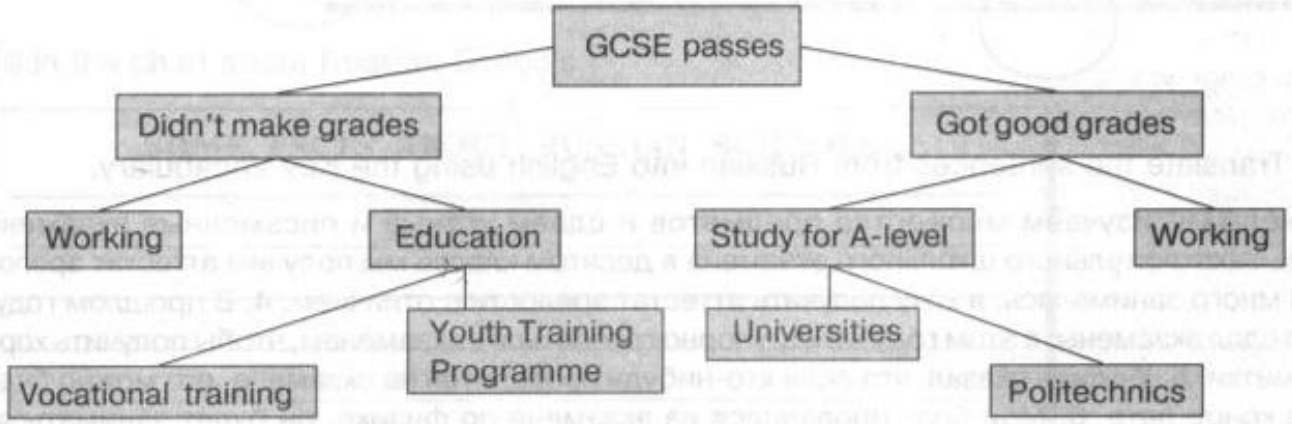
1.	leave/finish school	закончить школу
	school-leaver	выпускник
2.	decide/make up one's mind	решать
	decide on smth	остановиться на чем-либо
3.	demand	требовать
4.	stay at school	продолжать обучение в школе

5. go on to a college — пойти/поступить в колледж
6. start a programme/course — начать заниматься
7. do/take a course/subject — заниматься каким-либо предметом
8. be good at — быть сильным в каком-либо предмете, хорошо разбираться, проявлять способности к ...
9. be at the top/bottom of the class — быть первым/последним в классе
10. study (for a diploma) — готовиться к, изучать ... (с получением диплома)
11. cram — зубрить
12. coach up smb in — натаскивать ... к экзамену *(e.g. Alexander Ivanovich coaches me up in Physics.)*
    take a coach in ... — заниматься с репетитором по ...
13. enter a University/Polytechnics — поступить в университет/ технический вуз
14. wear a uniform — носить форму
15. attend (school) — посещать

Adjectives

1. vocational — профессиональный
   vocational training — профессиональная подготовка
   do vocaitional traning — проходить профессиональную подготовку
2. skilled — квалифицированный
   unskilled — неквалифицированный
3. part-time course — вечернее образование, совмещение работы и учебы
4. compulsory [kəm´pʌlsərɪ] — обязательный
5. optional [´ɔpʃənl] — факультативный
6. additional classes — дополнительные занятия

Ex. 4. There are several alternatives available to young people after GCSE's. Much depends on the grades. Look at the flow chart and say what choices young people have in Britain.



Ex. 5. Design a flow chart showing the options available (иметься в наличии) to school leavers in Russia. Think about the following points:

- at what age you leave school;
- what examinations you take;

- what opportunity you have if you pass the exams;
- what you can do if you fail the exams;
- what training opportunities you have.

WORD STUDY

Ex. 6. Fill in the words from the right column.

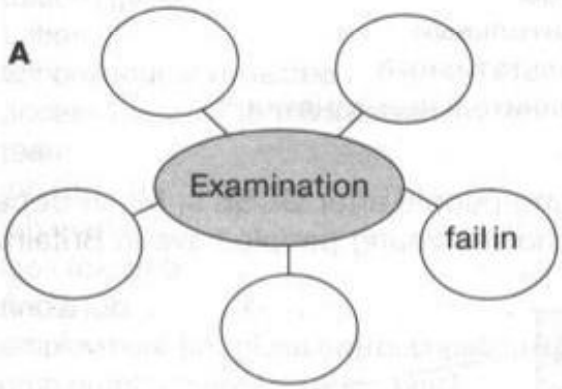
Pupils (1) at the end of each school year. Of course, they have to pass (2) before they can receive a (3) at the end of 10th (11th) school year. In Russia pupils have (4) and (5) exams. They also have periodic or (6) which together with the record of pupils daily work help the teacher to (7) them at the end of the term. Many pupils dislike exams, they are afraid to (8) and have to (9) a lot.

1.	2.	3.	4.	5.	6.	7.	8.	9.
						c		

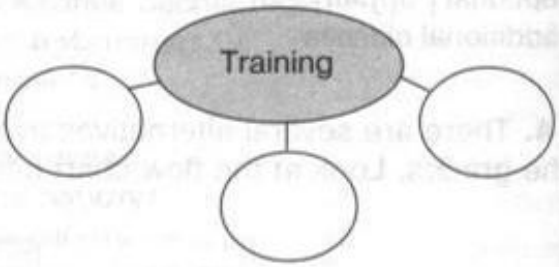
a) matriculation certificate
b) written
c) grade
d) take exams
e) weekly tests
f) oral
g) final exams
h) fail
i) cram

Ex. 7. Complete these networks with words and expressions from the Vocabulary.

A



B



Ex. 8. Translate the sentences from Russian into English using the Key Vocabulary.

1. В школе мы изучаем множество предметов и сдаем устные и письменные экзамены. 2. После заключительного школьного экзамена в десятом классе мы получим аттестат зрелости. 3. Я много занималась, я хочу получить аттестат зрелости с отличием. 4. В прошлом году я хорошо сдал экзамены, в этом году я буду упорно готовиться к экзаменам, чтобы получить хорошие отметки. 5. Учитель сказал, что если кто-нибудь провалится на экзамене, его можно будет сдать в конце лета. 6. Мой брат провалился на экзамене по физике, он будет заниматься с репетитором. 7. Я не понимаю физику, придется все зубрить. 8. Мой друг поможет мне подготовиться к экзамену по биологии, он хорошо разбирается в биологии. 9. После девятого класса у нас есть выбор: продолжать обучение в школе или пойти в колледж. 10. Я не буду поступать в институт; я хочу получить специальность (профессиональное обучение). 11. Ученики нашей школы не носят форму. 12. Учебный год в России начинается в сентябре и заканчивается в конце июня. 13. В нашем компьютерном классе нет выхода в Интернет.

Ex. 9. Look at these factfiles. What do they have in common? Is there any difference?

FACTS ABOUT US SCHOOLS

- ✓ Schooling is compulsory from ages 6 to 16.
- ✓ The typical school day starts at 8.00 a.m. and finishes at 3.00 p.m.
- ✓ The school year generally begins in September and ends in June.
- ✓ Students attend school approximately 178 days a year.
- ✓ Students who fail a grade are often asked to repeat it or attend summer school.
- ✓ 29% of students do two or more hours of homework daily.
- ✓ 84% of students watch TV two or more hours daily.
- ✓ 50% of all public schools have access to the Internet.
- ✓ Annual university tuition and fees cost an average of $2.860 for students in public universities (about 80% of all students) and $12.430 for students in private universities.

SOME FACTS ABOUT UK SCHOOLS

- ✓ The school year starts in September and ends in the 3rd week of July.
- ✓ The school day starts at 8.30 and finishes at 4 o'clock.
- ✓ No lessons on Saturdays.
- ✓ Children have lunch at school.
- ✓ Schoolchildren usually wear uniform.
- ✓ School holidays are longer at Christmas and Easter but much shorter in summer than in other European countries.
- ✓ Children cannot leave school before they are 16.
- ✓ In English school sport plays an important part.
- ✓ There are state and private schools in Britain.
- ✓ Education in state schools is free.

Fill in the chart about Russian Schools.

SOME FACTS ABOUT RUSSIAN SCHOOLS

PAIR WORK

How can we make education better?

Which of these suggestions would improve education in our country? Discuss each one and then agree on two recommendations.

- ❑ The school day should last longer so that students can take additional classes.
- ❑ Students ought* to spend a minimum of three hours a day on homework.
- ❑ All students ought to have access to the Internet and ought to be allowed to watch educational TV in the classroom.
- ❑ Students shouldn't be given failing grades.
- ❑ Schooling should be free until the age of 21.
- ❑ The library ought to be replaced by a multimedia center with computers.

YOUR RECOMMENDATIONS

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....

Model: A: *I think all students ought to have access to the Internet.*
B: *Why do you think so?*
A: *Well, it's a useful tool. And almost everyone likes to use computers...*

* ought to = should

Ex. 10. These are recommendations students have agreed upon. Complete the statements. Use SHOULD or SHOULD BE DONE.

- Computers *should be bought* for all students.
- Schools (install) ..... computers, videos, CD-ROMs in their labs.
- Science (teach) ..... by famous researchers via television.

- Students (take) ..... classes in all subjects areas.
- Students' grades (base) ..... on class participation.
- Schools (limit) ..... class size to 10 students.

- Class credit (give) ..... for foreign travel.
- Physical education classes (make) ..... optional (обязательный).

Ex. 11. Tick (✓) the statements you agree with. Say why. Add some more (see ex.10). What applies to your school?

- ☐ Children should be taught foreign languages from an early age.
- ☐ Schoolchildren should be required to wear uniform.
- ☐ In high school some courses should be taught over the Internet.
- ☐ Schools should invite more teachers from other countries.
- ☐ Schools should offer some additional classes on the weekends.
- ☐ .....
- ☐ .....

School as preparation for life or particular job

Ex. 12. Academic subjects aren't the only things you learn at school. School is also preparation for life. Here are some other things you learn at school. Read the list. What applies to you? Add some more. Now tell what you have learnt at school.

- ☐ how to get along with others
- ☐ how to think for yourself
- ☐ how to follow a schedule
- ☐ how to organise your time
- ☐ how to speak with confidence
- ☐ how to finish something you've started
- ☐ how to become independent
- ☐ .....
- ☐ .....

Ex. 13. Adverbs are often used to make what you want to say livelier – or more exact. Improve these sentences with the adverbs given, be careful to put them in the most suitable place. Sometimes more than one position is possible (see Appendix 6).

1. A lot of American students choose to do a four-year college or university program. *(after high school)*
2. A university is different from a college in that it is much bigger. *(usually)*
3. But the word 'college' is used to describe both. *(generally)*
4. You have to be in the top half of your high school class to have a chance of getting into a college or University. *(nowadays)*
5. The 'Ivy League' colleges (including the universities of Harvard and Yale) are famous. *(extremely)*

6. It is difficult to get a place at one of these. *(not surprisingly)*
7. Most of them are co-educational*. *(now)*
8. The guidance counsellor (a member of the high school staff) is trained to advise students about their college career. *(specially)*
9. As there are so many different kinds of college, each student must consider the alternatives. *(carefully)*
10. For a serious-minded person, a college specializing in academics would be the right choice. *(certainly)*
11. But for someone athletic, a college emphasizing sports offers more. *(probably)*
12. Most students work to help finance their studies. *(during the summer vacation)*
13. Some have regular part-time jobs. *(even)*
14. Getting into college isn't difficult. *(terribly)*

* co-educational – for male and female students

Ex. 14. Use the word given in capitals at the end of each line to form a word which fits the space in the same line.

1. Tim always does the things he promises to do. He is very ..... RELY
2. Parachuting, bungee-jumping, free-climbing and dentists: Dave isn't scared of these things. He's very ..... BRAVERY
3. John is not the one for dreaming and building up illusions. He is ..... and sees things as they really are. RATIONALITY
4. Class tests and exams? Jolene is never afraid. She knows that she is a good student and believes that she can get what she wants. She is always ..... SELF-CONFIDENCE
5. They never miss a party or a meeting, because they just love mixing with other people. Yes, Tina and Deborah are very ..... SOCIAL
6. Living on a desert island like Robinson Crusoe would be easy for Colin. He loves to construct and to repair things. He is quite ..... PRACTICE
7. His friends describe Jasper as being very ..... , GENEROSITY because he shares his stuff with others down to his last penny.
8. "I want to become a famous architect and I will work hard at school and at college to make my plans come true!" Sally tells her friend Carla. Sally is a ..... young lady. DETERMINATION
9. Samantha is very ..... . She hates cheating or telling lies. HONESTY

Ex. 15. Choose the best alternative from the phrasal verbs given in brackets.

1. You should always ..... animals ..... from the kitchen. (give away/keep away/run away)
2. I ..... the knife ..... from him. I don't know how. (took away/gave away/sent away)
3. Australia, after it had ..... from Antarctica, continued to drift northwards. (passed away/ran away/broken away)
4. I'm sorry, Mr Smith is out. He will ..... you ..... later. (give back/go back/call back)

5. The tape-recorder is out of order. We're going to ..... it ..... to the shop. (take back/get back/go back)
6. Economic growth ..... dramatically. (cut down/ran down/slowed down)
7. Can you ..... these old trees ..... ? (keep down/cut down/play down)
8. Why did they ..... all these houses ..... ? (put down/break down/knock down)
9. I don't like going out much. I prefer to ..... with a good book. (give in/stay in/come in)
10. I ..... him ..... at the station yesterday. (saw off/take off/drop off)
11. Don't ..... it ..... till tomorrow. Do it today. (give off/put off/hold off)
12. What is ..... ? Why is everyone outside? (getting on/catching on/going on)

LISTENING

Track 17

I. You'll hear an interview with Luis, talking about his school years. He has both good and bad memories. Listen to the story twice and complete the chart.

Luis regrets	Luis is glad he did it

II. Listen to the interview again and tick (✓) the sentences that are true:

a) ☐ He didn't take an advanced English class.
☐ He was often ill when he studied at school.
☐ He wanted to spend more time with his friends.
☐ He had to work in the evenings.
☐ He didn't want to study hard.
☐ The future seemed very far away.

b) ☐ He is glad he was a member of the gymnastic team.
☐ He wanted to be fit.
☐ He practiced every day after school.
☐ His teammates became his good friends.
☐ He was paid for it.
☐ He learned discipline and teamwork.

SUGGESTION FOR WRITING

Read the article. Do you realy think that technology will change the way we learn?

WILL TECHNOLOGY REPLACE SCHOOLS?

Some people believe that soon schools will no longer be necessary. These people say that because of the Internet and other new technology, there is no longer any need for school buildings, formal classes, or teachers. Perhaps this will be true one day, but it is hard for me to imagine a world without schools.

In fact, we need to look at how we can use new technology to make schools better – not to eliminate them.

We should invent a new kind of school that is linked to libraries, museums, science centers, laboratories, and even corporations. Independent experts could give talks on video or over the Internet. TV networks and local stations could develop programming about things students are actually studying in school. Laboratories could demonstrate new technology in the Internet.

Is this just a dream? No. Already there are several towns where this is beginning to happen. Blacksburg, Virginia, is one of them. Here the entire city is linked to the Internet, and learning can take place at home, at school, and in the office. The schools provide computer labs for people without their own computers at home. Everyone can visit distant libraries and museums as easily as nearby ones.

How will this new kind of school change learning? It is too early to be sure, but it is very exciting to think about. Technology will change the way we learn; schools will change as well; and we will all learn something in the process.

(abridged from "Passages")

Check (x) **the statements you agree with and write what you think about such changes.**

- ☐ Schools are not necessary.
- ☐ New technology will replace schools.
- ☐ The use of new technology is positive.
- ☐ Corporations should help schools.
- ☐ Learning should take place only in schools.
- ☐ Education is important for people of all ages.
- ☐ The fact that schools will change is positive.

.....

.....

.....

.....

.....

.....

.....

READING

Read the text. Match the headings below to the paragraphs.

A What is life like inside a boot camp?
B What is a boot camp?
C What happens during the day?
D Who are the boot camps for?
E What is the food like?

1.	2.	3.	4.	5.

BOOT CAMPS

AMERICA'S SOLUTION TO TEENAGE CRIME?

This article is written using American and English spelling

Frightened parents and teachers in the US are looking for new ways to stop their kids from getting into crime, and some of them think that 'boot camps' may be the answer.

Teenage Crime Facts

- During the last ten years over 30 people, including kids and teachers, have been killed by students on school campuses throughout the US. Over 50 students have been injured.
- At Columbine High, Colorado, in 1999, 13 children were shot dead and 23 were injured by two students, who were part of a violent gang.
- Many states in America give death sentences for murders, but not if they are under 18. Under-18s are usually sent to youth detention centers[1].

1. Boot camps are modeled on military-training camps and jails. Sheriff Joe Arpaio of Maricopa County believes that if all kids experience jail[2] once, they won't ever want to go back. He hopes to teach them that crime doesn't pay.

2. You don't have to be a young offender to go to Maricopa County boot camp. If parents and teachers are worried about their children's delinquent[3] behavior, they can send them there.

3. When the kids arrive they have to change their clothes. Jeans and T-shirts are out – they aren't permitted. Instead, they have to wear their identity cards and jail uniforms. The guards who run the jail tell them that they must obey the rules or face the consequences[4]. They start by making kids keep in line and look straight ahead, no talking. The tents where they sleep are uncomfortable, with no TVs. Guards inspect the tents regularly. The kids must make their beds carefully, there is no privacy in the tents. One girl who stayed at a boot camp said she could hear other kids crying in their beds during the night. Another girl said she felt alone and scared with nobody to care about her.

4. There are three meals a day, starting with breakfast at 5.50 a.m. As the camp only spends 35 cents on a meal, it isn't very appetizing. "Our dog gets fed better," one girl said. The kids don't have any choice – so most of them eat it.

5. The day's activities start after breakfast. First, ex-offenders[5] lecture the kids about how they started getting into crime and describe their experiences in jail. Then work starts, and it is a large part of the

program. Cleaning the kitchens and doing the dishes are typical duties. The guards and their dogs watch the kids carefully in order to make sure each person is doing the same amount. The guards are tough, so laughing or joking with friends isn't permitted. After dinner there are more lectures and more work.

Notes:

1. youth detention center – исправительная «колония»
2. jail = prison – тюрьма
3. delinquent [di'liŋkwənt] – правонарушение, преступление
4. face the consequences – нести ответственность за последствия
5. ex-offender – бывший правонарушитель

GRAMMAR

CONDITIONAL SENTENCES
Типы условных предложений

Тип	Придаточное предложение	Главное предложение	Перевод на русский язык
I. Реальное условие. Относится к будущему времени.	If he **wins** the prize, **Present Simple/Progressive**	he will be happy. **will + Verb**	~~бы~~
II. Маловероятное условие. Относится к настоящему или будущему времени.	If he **won** the prize, **Past Simple/Progressive**	he would be happy. **would + Verb**	бы
III. Нереальное условие. Относится к прошедшему времени. Выражает сожаление.	If he **had left** earlier, **Past Perfect**	we would have arrived on time. **would have + + III форма**	бы

СОЮЗЫ: **if** – если; **in case** – в случае; **provided** – при условии, если; **unless** – если не.

- You won't pass the exam, **unless** you work hard.

В условных предложениях второго типа глагол **to be** всегда имеет форму **were** в британском варианте; в современном американском возможен **was**.

- If I **were** a millionaire, I would buy you a palace.

ЗАПОМНИТЕ ВЫРАЖЕНИЕ:

- **If I were you/in your position/in your shoes** ...
  На вашем бы месте ...

Ex. 16. Say what these people are thinking about.

1. pass driving test / buy car

2. save enough money / buy dog

3. work hard at school / go to University

4. go to the party / meet John

5. get a well-paid job soon / go to Spain for holidays

6. parents allow it / invite friends to a party

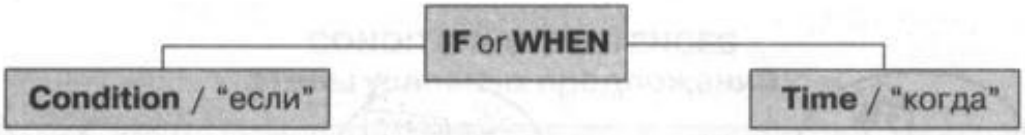
1. *If I pass my driving test, I'll buy a car.*
2. .....
3. .....
4. .....
5. .....
6. .....

Ex. 17. Complete the sentences.

Model: Work hard at school – go to college.
If I work hard at school, I will go to college.

1. Learn a lot at grade school – go to high school.
   .....
2. Go to high school – learn a lot more.
   .....
3. Work hard – pass my exams.
   .....

4. Get good marks in my exams – get a place at college.
.....
5. Go to college – study hard.
.....
6. Study very hard – do well at college.
.....
7. Pass my college exams – get a good job.
.....
8. Get a good job – earn a lot of money.
.....
9. Save some of my money – be able to enjoy life.
.....



- I'll phone you **if** I return.
- I'll phone you **when** I return.

Ex. 18. Fill in *if* or *when*.

1. I'm going to watch TV ... I've finished my homework. 2. My mother lets me watch TV ... I finish my homework before tea-time. 3. Please give me the book soon – only ... you have read it, of course. 4. ... we have plenty of snow we sometimes go skiing. 5. ... we have some snow tomorrow, we'll go skiing. 6. I don't know ... I'll see him next. On Thursday perhaps. 7. Please come to my party ... you can. 8. ... you don't stop shouting, I'll tell mother! 9. We can go to the disco tomorrow ... you like. 10. Do you remember ... the concert starts?

Ex. 19. Make sentences using the suggestions.

Model: More money – buy a bicycle.
If I had more money, I would buy a bicycle.

1. Bicycle – not have to walk to the station.
.....
2. Not have to walk to the station – leave home later.
.....
3. Leave home later in the mornings – have more time for breakfast.
.....
4. More time for breakfast – think about a new invention.
.....
5. Think hard – get good ideas.
.....
6. Get good ideas – invent useful things.
.....
7. Invent useful things – soon get rich.
.....

8. Get rich – buy a car.
.....

9. Buy a car – not need a bicycle!
.....

Ex. 20. Imagine the situation. What could/might happen if ...

Model: Be quick – catch the bus!
If we were quick, we might catch the bus!

1. Work hard! – Pass exams!
.....

2. Talk to Jenny. – Invite me to tie party!
.....

4. Borrow 20$ – buy those CDs.
.....

5. Phone his friends in Germany. – Get help with German homework.
.....

6. Help your sister. – She would help you!
.....

Ex. 21. Thomas Edison died, when he was 83, in 1931. Before his death he looked back at his life. What could have been different if..?

Model: Live in Europe – not have the same opportunities as in the USA.
If I had lived in Europe I wouldn't have had the same opportunities as in the USA.

1. Go to high school – work hard.
.....

2. Work hard – pass my exams.
.....

3. Go to college – not have time to invent things.
.....

4. Become a teacher – never become an inventor.
.....

5. Not become an inventor – not invent all those useful things.
.....

6. Become a teacher – not have to work so hard.
.....

7. Not have to work so hard – perhaps be happier.
.....

8. Move to Europe – be more successful.
.....

9. Die when I was young – never invent the electric light bulb.
.....

Ex. 22. Match the beginning of the sentences with the right ending.

IF

1. you hit me	a) I'll help her with hers.
2. I knew her address	b) we wouldn't have lost the match.
3. he had waited	c) you would like her.
4. she helps me with my homework	d) we'll soon be home.
5. you knew her better	e) we would have had a nicer holiday.
6. they had asked me to help	f) we would have taken him with us.
7. we walk this way	g) the girls would bring theirs.
8. the sun had shone more often	h) I'll tell Mum!
9. the boys brought their CDs	i) I would write to her.
10. we had played harder	j) I would have done my best.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
h									

Существуют предложения смешанного типа; одна часть относится ко II, а другая – к III типу условия.

❑ If I **had taken** the medicine yesterday, I **would be** well now.

REVISION

Ex. 23. Fill in the appropriate form of the verb in the left column.

1.	(tell)	He ..... you the story if you asked him.
2.	(have)	If I ..... enough money I would buy that computer game.
3.	(see)	If I ..... him I'll give him the message.
4.	(steal)	If he ..... the car he wouldn't have left it here. He'd have sold it!
5.	(call)	Unless you stop I ..... the police.
6.	(buy)	He ..... the house if he had had enough money.
7.	(not tell)	If he ..... his friends he would have never been caught.
8.	(not leave)	If her parents had understood her she ..... home.
9.	(not go)	We ..... unless we have to.
10.	(ask)	If you ..... me no questions I'll tell you no lies.
11.	(want)	Tell them I've gone to London if they ..... to know where I am.
12.	(say)	Don't shoot unless I ..... "shoot"!
13.	(not stop)	He'll never finish his homework if he ..... watching TV!
14.	(be)	If I ..... rich I'd buy a fast car.

Ex. 24. Two language students are talking about their plans for the future. Correct the underlined sentences that are wrong.

Pietro: I'm thinking of moving to Oxford next month.
Suzi: Really? Why do you want to do that?
P: Because I think if (1) I will stay here, I might get bored.

S: But you might not like Oxford. What (2) will you do then?
P: Oh, I know I'll like it because I've been there before.
S: Have you? You seem to have been everywhere. I've hardly been anywhere since I arrived.
P: Where (3) would you like to go?
S: Oh, lots of places – (4) I like to go to Scotland, and I'd love to see Oxford and Cambridge, of course.
P: Well, if (5) I will decide to move to Oxford, come and visit.
S: Thanks, when (6) do you know for sure if you're moving?
P: Well, if I (7) didn't pay for the course by next week, (8) I'll have to wait until next month. (9) I'd let you know what happens if you like.

Ex. 25. Match the two halves of the sentences.

1. If he was happy, ...	A. we would stop too.
2. If you hadn't lost your job ...	B. she wouldn't have got into that fight.
3. If she didn't lose her temper so quickly, ...	C. I won't go out for a walk.
4. If she doesn't do her work, ...	D. I'll have been here for a year.
5. Can I borrow your pen, ...	E. I would be happy.
6. If the machine stopped, ...	F. I'll send her home.
7. You wouldn't be so hungry ...	G. if you'd eaten a proper breakfast.
8. Whistle ...	H. we wouldn't be living here.
9. If I study here for another month, ...	I. if you see the police coming.
10. If it's raining, ...	J. if you've finished using it?

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
E									

Ex. 26. Complete the sentences with the right form of the verbs in brackets. Add conjunctions: *if*, *unless*, or *when*.

1. "When will you see Pat?" – "I (give) ..... her your message ..... I see her".
2. "Will you lend (одолжить) me 20$ ..... I (promise) ..... to pay you back on Thursday?" – "I (not lend) ..... you any more money ..... you pay me back what you already owe me! ..... I (be) ..... you, I'd find a weekend job and earn some money instead of borrowing it!"
3. "..... you (come) ..... to my party ..... I invited you?" – "Of course. I'd love to come. I love parties! ..... you hadn't invited me (feel) ..... angry with you!"
4. I think she's OK. I saw her yesterday. She would have gone to the doctor's ..... she (be) ill.
5. "We could be in New York tomorrow ..... we (go) ..... by plane." – "..... I had known you wanted to fly to New York, I (bring) my passport with me and gone with you!"
6. You must show your English test to your father ..... he (be) home.

MAKING A WISH
Выражение пожелания и сожаления

Для этой цели используется конструкция с глаголом **wish**.

I **wish / wished**	– I **were/was** beautiful. *Как бы мне хотелось быть* красивой! – we **knew** Sue's address. *Как жаль, что* мы не знаем адреса Сью. – it **wasn't raining**. Жаль, что идет дождь. – you **didn't work** so much. Я бы не хотела, чтобы вы так много работали.	**Present**
	– I **had brought** my camera. Жаль, что я не взял с собой фотоаппарат. – the hotel **had been** better. Жаль только, что гостиница была такой плохой.	**Past**
	– they **could come** to see us tomorrow. Как жаль, что они не смогут зайти к нам завтра.	**Future**
	– someone **would answer** that telephone! Да снимите же кто-нибудь трубку! – the music **would stop**! Когда же прекратится эта музыка! – you **would give** her my message. Не могли бы вы передать ей мое сообщение?	complaint, annoyance, request (жалобы, раздражение, просьбы)

Ex. 27. Translate the sentences from Russian into English.

1. Я бы хотела, чтобы ты не курил. 2. Как жаль, что я не говорю по-французски. 3. Я бы хотел иметь машину. 4. Как бы я хотела, чтобы мы не учились по субботам. 5. Как жаль, что я ссорился (quarrel with) с сестрой, когда мы были детьми. 6. Теперь она жалеет, что поступила в университет. 7. Как бы я хотела, чтобы мои родители отправили меня в английскую школу, когда мне было 7 лет. 8. Когда же этот дождь прекратится! 9. Как жаль, что телевизор не работает! 10. Как бы я хотела побывать в Париже! 11. Я теперь жалею, что купила это платье. Оно мне не идет (not suit me). 12. Теперь ты хотел бы быть переводчиком, а не инженером? – Да, жаль, что я не изучал иностранный язык. 13. Как жаль, что в мои школьные годы не было компьютера.

Ex. 28. Rewrite the sentences following the model:

IF JANET HAD HER WISH ...

- ❑ I wish I **lived** in Tahiti.
- ❑ Barbara wishes her job **were** more interesting.
- ❑ Tom wishes he **didn't live** so far from work.
- ❑ Do you wish you **could** have tomorrow off?
- ❑ Don't you wish it **didn't rain** so much?

Model: Janet lives in the city.
She wishes she didn't live in the city.

1. Janet's apartment is small. .....
2. It doesn't have a dining room. .....

3. There aren't any windows in the kitchen. .....
4. She has to pay a lot of rent. *(плата за кв.)* .....
5. A noisy student lives in the next apartment. .....
6. She can hear his music through the wall. .....
7. Janet can't afford a better apartment. .....
8. Life is so complicated! .....

Ex. 29. Rewrite these sentences using I WISH + PAST PERFECT.

Model: I decided to work in London.
I wish I hadn't decided to work in London.

1. We didn't go to Alan's party.
.....
2. We went to live with my parents in Surrey.
.....
3. I decided to stop working as a bus driver.
.....
4. We put our money into a grocery shop.
.....
5. We borrowed $13,000 to start the business.
.....
6. We didn't realise that a supermarket was opening nearby.
.....
7. The grocery shop closed down.
.....
8. We lost all our money.
.....
9. It was a mistake to leave Manchester.
.....

Ex. 30. Mr and Mrs Reynolds are worried about their children. Write what they want them to do, using I WISH + WOULD.

Model: John never comes home before twelve o'clock.
I wish John would come home before twelve o'clock.

1. Sheila isn't very polite to her grandparents.
.....
2. Peter doesn't wash very often.
.....
3. Susan isn't working very hard for her exams.
.....
4. John doesn't help with the housework.
.....
5. I'd like Peter to give up smoking.
.....

THE USE OF ARTICLES WITH THE NOUNS SCHOOL/COLLEGE, HOSPITAL, BED, HOME, WORK etc.
Использование артикля с существительными SCHOOL/COLLEGE, HOSPITAL, BED, HOME, WORK и др.

	Без артикля – когда существительное обозначает не конкретный предмет, а его предназначение.	**Обычные правила** употребления артикля, когда существительное обозначает предмет.
School/ college/ University	• **to be at school**, **to go to school** (учиться в школе); • **to leave school** (заканчивать школу)	• **to go to the school** (прийти в здание определенной школы). ❑ There is **a school** not far from our house.
Hospital	• **to go to hospital** (лечь в больницу); • **to be in hospital** (лечиться в больнице)	❑ When our friend was ill we went to **the hospital** to visit him. (ходили в определенную больницу как посетители)
Bed	• **to go to bed** (лечь спать); • **to be/ stay in bed** (спать, лежать в постели)	❑ There is **a bed**, two armchairs and a table in the room.
Home	• **to go home** (идти домой); • **to come home** (приходить домой); • **to be at home** (быть дома)	❑ The Arctic Ocean is **a home** of the polar bear.
Work	• **to go to work** (идти на работу); • **to be at work** (работать)	❑ They like **the work** they are doing now. It's **a** real **work** of art.

Ex. 31. Fill the gap with a suitable article *a/the*/(–).

1. Mother usually puts us to ..... bed at 10 o'clock.
2. I'm going to ..... hospital to see my brother.
3. I went to ..... evening school as I had to earn my living.
4. Mr Call will be at ..... home at eight.
5. I want a room with ..... double bed.
6. He is still in ..... hospital.
7. He is only 14, he doesn't go to ..... College yet.
8. Excuse me, where is ..... University, please?
9. ..... hospital where she worked was in High Street.
10. She was sitting on ..... bed reading.
11. He looks forward to seeing ..... old home again.
12. In Germany some students leave ..... school at 20, they have to study 13 years before going to ..... University.
13. He was born in England, but now he looks on Paris as his ..... home.
14. ..... school was not a good one.
15. Why aren't the children at ..... school?
16. I left my books at ..... home.

TEST YOURSELF

I. Write these sentences, putting the verbs in brackets into the correct form.

1. If you had stayed at home, there (not be) ..... any trouble.
2. If you weren't so absent-minded, you (forget) ..... your bag on the train yesterday.
3. I (look after) ..... the children if you carry the boxes to the carriage.
4. Phone the police if you (see) ..... anything strange.
5. I wouldn't have been so upset if July (write) ..... to me earlier.
6. The children always (get) ..... frightened if they watch horror films.
7. If you (call) ..... me yesterday, I would bring you the book today.
8. It's a pity John didn't come to the football match. If he (go) ..... , he(like) ..... it.

II. Translate the words in italics.

1. Даже если бы вы *позвонили* вчера, я не смог бы прийти.
2. Если бы у него *было* чувство юмора, он *понял* бы тогда эту шутку.
3. Если бы у меня было больше времени, я бы *начал* играть в теннис.
4. Я бы *помог* тебе сейчас, если бы у меня не было столько дел.
5. Если я *увижу* ее завтра, я расскажу ей об этом.

1. .....
2. .....
3. .....
4. .....
5. .....

III. Complete the second sentence. Select the correct verb.

1. I am sorry I *did not explain* everything to you then.
   I wish I ..... everything to you.
   a) explained b) had explained c) explain

2. I'm talking to you and you're watching TV.
   I wish you ..... TV while I'm talking to you.
   a) didn't watch b) wouldn't watch c) hadn't watched

3. I feel guilty I was so rude yesterday.
   I wish ..... so rude yesterday.
   a) hadn't been b) wasn't not c) wouldn't be

4. It's a pity I am not good at sports.
   I wish I ..... good at sports.
   a) would be b) were c) had been

1.	
2.	
3.	
4.	

Unit 9

PLANS FOR THE FUTURE CAREER. JOBS

Discuss the following questions:
Have you already made up your mind what you want to be?
Do you know what skills you need for the job?

Track 18 **Ex. 1.** Read the text and answer the questions below.

CHOOSING AN OCCUPATION

One of the most difficult problems a young person faces is deciding what to do about a career. There are individuals, of course, who from the time they are six years old "know" that they want to be doctors or pilots or fire fighters, but the majority of young people can't make a decision about an occupation or career when they leave school. Choosing an occupation is a difficult problem. There are a lot of things you have to think about as you try to decide what you would like to do. You may find that you will have to take special courses to qualify[1] for a particular kind of work, or may find out that you will need to get some work experience[2].

Fortunately, there are a lot of people you can turn to for advice and help in making your decision. At most schools, there are teachers who can councel[3] you and give detailed information about job qualifications[4]. And you can talk over your ideas with family members and friends who are always ready to listen and to offer suggestions.

Notes:
1. qualify for ['kwɔlɪfaɪ] – *(зд.)* получать специальность, квалификацию
2. experience [ɪks'pɪərɪəns] – опыт
3. councel [kaunsl] – советовать
4. job qualifications – сумма качеств, необходимых для приема на работу

1. What is the most difficult problem for a young person when he leaves school? 2. What things do you have to think about when choosing an occupation? 3. What should one do to qualify for a particular job? 4. Whom can you turn for advice when making your decision? 5. Do you know what you want to be? 6. Have you got any career plans?

Ex. 2. Read the text and fill in the chart below. Find out what career plans the young people have. What character traits and skills do they have to realize their career plans?

THE GATE-WAY TO GROWN-UP LIFE

(abridged from "The Copper Beech" by Maeve Binchy)

By the school house stands a copper beech. The names and dreams of the pupils who have grown up under its branches are writen on its bark[1]. This tree is the gate-way to their grown-up life. Seven children once carved[2] their names on the trunk of that tree...

No one had asked **Maura** what she wanted to do when she left school. She wouldn't be going to the convent[3] in the town like Leo Murphy and Nessa Rayan.

There were no plans for her to go into technical school. She wasn't smart enough to be taken on as a trainee in one of the shops, or the hairdressing salon. Maura was going to work as a maid. She would like a job in a lovely big house.

Eileen was going to University if she got a lot of honors in her Leaving Certificate. She would be an architect. The nuns[4] said she had all the brains[5] in the world.

And **Sheila** wanted to do nursing so she was already sending out applications to the better training hospitals in Dublin[6].

It was understood that her brother **Declan** would do medicine. He would be coming back to help his father in practice and take over. But he decided against it. Declan would like to join an auctioneering firm[7]. It was the kind of thing that appealed to Declan – looking at places, showing them to customers[8]. He was good at talking to people, telling them good points of a place.

Niall Hayes was going to Dublin setting up his plans to study law. Niall seemed to be enjoying University and studying hard. **Foxy Dunne** was in England on the building site.

There was no question of University for **Nessa Rayan**, no plan for a career, nothing, except the usual refuge[9] of those who could not think what to do – the secretarial course in the town. Nessa began her course in shorthand and typing. When she finished her course at the college she would work full-time for her mother and father at the hotel. From time to time Nessa served behind the bar to know what the customers wanted.

Since his childhood **Eddie** was good at pressing flowers[10]. Nessa had always thought they were so nice that he could do it for a living. He was dreaming of setting up a craft center with small shops to sell everyone's work there.

Notes:

1. bark/trunk – ствол
2. carve – вырезать
3. convent – монастырь (женский); go to convent – *(зд.)* идти в школу при монастыре
4. nun – монахиня
5. had all the brains – was very clever
6. Dublin – Дублин
7. auctioneering firm – фирма, продающая недвижимость с аукциона
8. customer – посетитель, покупатель
9. refuge – прибежище, убежище
10. press flowers – засушивать цветы

Name	Career plan	Character traits	Skills
Maura			
Sheila			
Declan			
Eileen			

Name	Career plan	Character traits	Skills
Niall Hayes			
Foxy Dunne			
Nessa Rayan			
Eddie			

Say what career plans the young people have. What character traits and skills do they have to realize their career plans?

KEY VOCABULARY

Nouns

1. employment, occupation — занятость, должность
2. career — карьера
   a plan for a career — знать, чем хочешь заниматься в будущем
   shorthand — стенография
   typing — машинопись
   building site — строительная площадка, стройка
4. choice/alternative — вариант, выбор
5. job — работа
6. job market — рынок труда
   look for a job — искать работу
   find a job — найти работу
7. training — обучение
   vocational training — профессиональное обучение
   on-the-job training — обучение во время работы
   get training in — обучиться чему-либо
   do vocational training — получить профессиональное обучение
8. advertisement (ad – сокращение) — объявление, реклама
   advertise — рекламировать
9. experience — опыт
10. requirement — требование
    require — требовать
11. job interview — собеседование при поступлении на работу
12. promotion — продвижение по службе
13. calling for — призвание, талант

Verbs

1. leave/finish school — закончить школу
2. decide/make up one's mind — решить
3. enter a University/Polytechnic — поступать/идти в университет
4. go to a college — пойти/поступить в колледж
5. take a course in — изучать что-либо
6. employ — предоставлять работу, нанимать на работу
7. work as — работать в качестве
   work full-time — работать постоянно, полный рабочий день

	work part-time	работать неполный рабочий день или не всю неделю
8.	train for a job	обучаться какой-либо профессии
	trainee	ученик, подмастерье
	be taken as a trainee	быть взятым в ученики для получения профессии
9.	qualify for smth/to do smth	получить образование для какой-либо работы, иметь качества, необходимые для работы, получить квалификацию (для работы)
	be qualified (for)	иметь квалификацию для выполнения работы
10.	apply for	подавать документы для получения работы/поступления в вуз
11.	application	документ специального образца для поступления на работу/учебу, "заявление"
12.	be familiar with	быть знакомым с чем-либо, знать о чем-либо
13.	join a firm/company	поступить на работу в фирму/компанию
14.	study medicine/law	изучать медицину/юриспруденцию
15.	do smth for a living	зарабатывать на жизнь
16.	have a calling for	иметь призвание, меня привлекает работа

Job Titles

Profession

(occupation, especially one requiring advanced education and special training)

accountant	бухгалтер
computer programmer	программист
dentist	зубной врач
doctor	врач
engineer	инженер
interpreter/translator	переводчик
lawyer	юрист
librarian	библиотекарь
nurse	медсестра
pharmacist	фармацевт
pianist	пианист
pilot	летчик
secretary	секретарь
teacher	учитель
translator	переводчик *(письм.)*

Trade

(occupaition, way of making a living, especially handicraft)

baker	пекарь
barber/hair stylist	мужской парикмахер
bookkeeper	бухгалтер, счетовод
builder	строитель
butcher	мясник
carpenter	плотник

cashier	кассир
cook	повар
electrician	электрик
farmer	фермер
gardener	садовник
greengrocer	зеленщик
housepainter	маляр
mason	каменщик
mechanic	механик
plumber	водопроводчик
printer	печатник, наборщик
salesperson	продавец
security guard	охранник
tailor	портной
typist	машинистка
waiter	официант
hairdresser	парикмахер

WORD STUDY

Ex. 3. To choose a profession one should know about the duties and responsibilities different professionals have. Match the description with the corresponding profession.

A

secretary	teacher	waiter	journalist
?	?	?	?
1. I write a lot. Sometimes I take photos, too. I work for a newspaper.	**2.** I have lots of books at home. I sit in front of many people. I work at a school.	**3.** I do many things: I write, I copy, I use the phone, I work with the computer. I work in an office.	**4.** I have to carry many things. My job has to do with food and drinks. I work in a restaurant.
I'm a	I'm a	I'm a	I'm a .....

B. Match the professions (1–7) to the activities (a–h).

1.	a painter	a.	cuts hair
2.	an actor/actress	b.	controls traffic
3.	a vet	c.	flies planes
4.	a pilot	d.	brings letters and parcels
5.	a policewoman	e.	paints rooms and houses
6.	a barber	f.	helps animals and pets
7.	a postman	g.	acts in films

1.	*e*
2.	
3.	
4.	
5.	
6.	
7.	

Ex. 4. Why did the young people decide on these profession? Match the two parts of the sentence. There is one extra.

1. I'd like to be a shop assistant in a boutique	**2.** I'd like to be a stewardess.
3. I want to be a car mechanic.	**a)** because it must be very exciting to make films
b) because it's important to save people from fire.	**c)** because I like clothes.
d) because I like working with people.	**e)** because I can see the world.
4. I think an actor's job is interesting	**5.** I'd like to be a nurse
6. I want to be a fireman.	**f)** because I'm very much interested in cars.

1.	*c*
2.	
3.	
4.	
5.	
6.	

Ex. 5. You can start earning your pocket money at school. What can you do? Choose from the box.

a. go shopping for an old lady	**d.** babysit
b. help the neighbour in the garden	**e.** walk the neighbour's dog
c. wash the neighbour's car	**f.** repair bikes

1.	
2.	
3.	
4.	
5.	
6.	

1.

2.

3.

4.

5.

6.

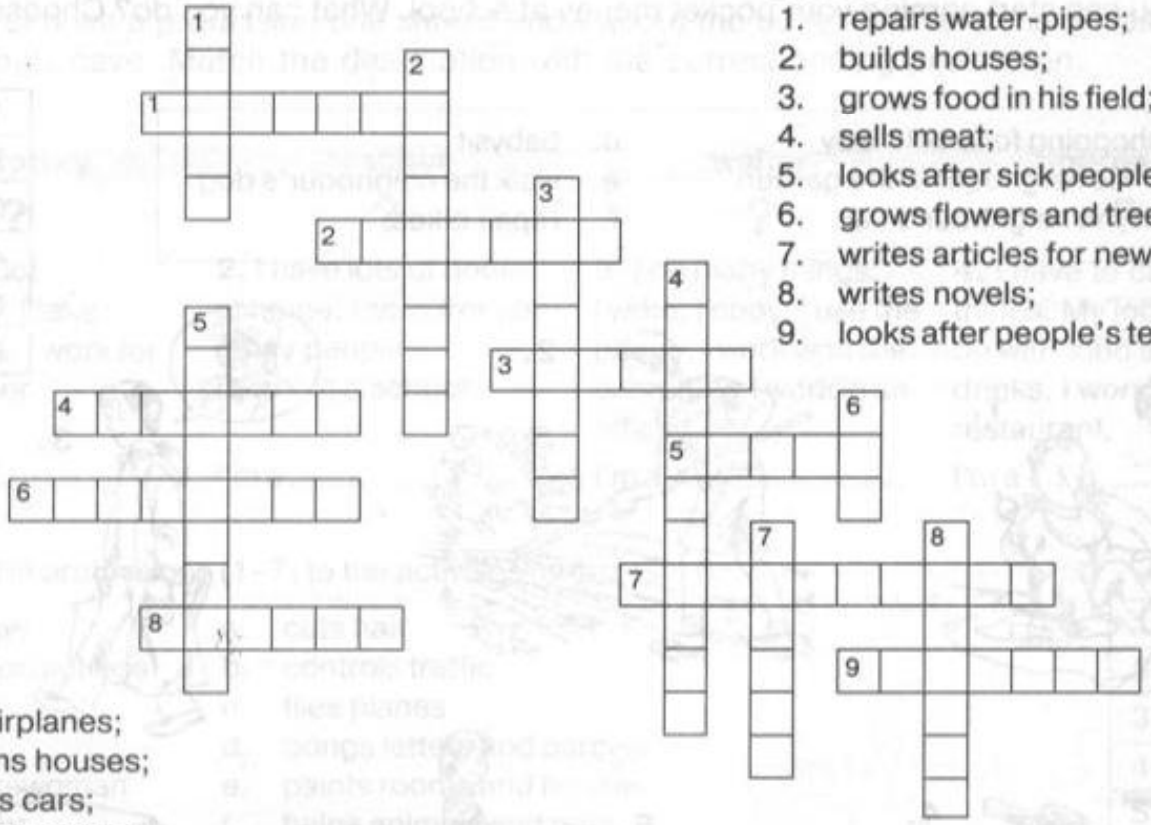
Ex. 6. Seven people were asked "What do you like about your work?" Here are parts of their answers. Match the parts.

1. Tony Robinson, writer. "I like organizing my own word, I like ....."
2. John Peak, gardener. "What I like about my job is ....."
3. Basil Mulford, vet. "What I like best ....."
4. Tom White, factory worker. "I like working ....."
5. Vera Hubert, teacher. "It is ..... that I like."
6. Robert Garrison, manager. "It is ..... that I like most about my job."
7. Andrew Small, night watchman. "It is ..... that I like best."

a) is working with animals
b) being alone
c) working on my own
d) taking responsibility
e) working outdoors
f) together with other people
g) relationships with children

1.	2.	3.	4.	5.	6.	7.
			f			

Ex. 7. Do the crossword puzzle: "Find the word for a person who..."



Across:
1. repairs water-pipes;
2. builds houses;
3. grows food in his field;
4. sells meat;
5. looks after sick people;
6. grows flowers and trees;
7. writes articles for newspapers;
8. writes novels;
9. looks after people's teeth.

Down:
1. flies airplanes;
2. designs houses;
3. repairs cars;
4. sells vegetables;
5. works in an office and deals with filing, correspondence, etc.;
6. treats' domestic animals;
7. drives automobiles;
8. plays the piano.

Ex. 8. Translate the sentences from Russian into English:

1. Я еще не решила, чем хочу заниматься в будущем. У меня нет определенного (definite) призвания и таланта.
2. Боюсь, я не смогу поступить в университет, придется мне пойти работать.
3. Мои родители уже на пенсии, придется мне самой зарабатывать себе на жизнь.
4. Его отец работал на стройке, он также решил получить профессию строителя. Его взяли в ученики, он получит обучение во время работы.
5. Он хотел пойти работать в банк своего отца, но прежде надо получить квалификацию для этой работы.
6. Я прочел рекламу в газете о работе в торговой фирме (trading company). Они берут учеников. Я хочу подать документы для получения этой работы.
7. Меня привлекает работа медсестры. Я хочу поступить в медицинский колледж.
8. У нас в школе были курсы машинописи и стенографии, нас учили также делопроизводству (filing). Я думаю, я смогу быть секретарем в небольшой фирме.
9. Как только я увижу объявление в газете о том, что требуется секретарь, я пошлю свои документы.

Track 18 **Ex. 9.** Read the text and answer the questions.

JOB QUALIFICATIONS[1]

In our society work is almost a must for a person. So – unless you are very rich – you have to work if you want to be accepted by your friends, acquaintances and neighbours. That is the reason why some unemployed persons make believe that they still have a job, they cannot admit even to their family that they are out of work.

An unemployed person often feels unwanted and useless.

If I could choose my job freely this job would have to meet some of the following qualifications:

1) The most important condition would be that I liked my work, that it gave satisfaction; and not only for the moment but in the long run.

2) This job should pay well enough. I don't really want to become a millionaire but I would not reject a certain luxury.

3) In this job I would like to work with other people and not just things. That does not mean that a job in research or production was excluded from my list – but I would not want to be isolated from other people.

To put it in a nutshell[2], **a job that satisfies, that pays fairly well, and one that lets me work together with people.**

Notes:

1. qualifications – *(зд.)* требования, предъявляемые к человеку работодателем; пригодность
2. in a nutshell – кратко, короче говоря

1. Why does a person have to work? .....
2. What problems does an unemployed person have? .....
3. What are the most important job qualifications for this person? .....
4. What is the most important job qualification for you? .....

KEY VOCABULARY

Nouns

1. character traits	черты характера
2. ability	способность
3. talent for	талант, склонность к
4. calling for	призвание
5. attitude	отношение

Verbs

1. choose a job	выбирать работу
2. give satisfaction	приносить удовлетворение
3. earn	зарабатывать
4. deal with	иметь дело с
5. be out work/unemployed	быть безработным
be interested in	интересоваться
be inclined to	иметь склонность к
be good at	хорошо разбираться в чем-либо, уметь делать что-либо хорошо
have a talent for	иметь талант, склонность к
have an appeal to/calling for	иметь призвание

Adjectives

1. well paid	хорошо оплачиваемая
2. fulfilling	приносящая удовлетворение

Useful Words and Expressions:

1. have the right personality to be...	черты характера и способности соответствуют (данной работе)
2. can do well as...	может успешно работать в качестве...
3. can work in the field of...	может работать в области...
4. can work as ...	может работать (учителем)
5. can make a good (doctor) ...	может стать хорошим (врачом)

Ex. 10. Match the skills (A) with the character traits (B) which a person should have to be good in the field. More than one answer is possible.

Make certain that you know the meaning of the words, write the translation down.

A. SKILLS	**B.** CHARACTER TRAITS
decorating	creative .....
designing	organized .....
filing	punctual .....
nursing	dependable .....
cleaning	responsible .....
typing	thoughtful .....
helping people	neat .....
building things	clever .....

making crafts .....
organizing .....
speaking .....
talking to people .....
putting in order .....

talented .....
hardworking .....
intelligent .....
tactful .....
patient .....
skilful .....
efficient .....
ambitious .....
artistic .....
logical .....

Ex. 11. Sometimes you yourself don't know what occupation you're interested in or whether you will be able to cope with the profession you like.

In psychological classification they distinguish five profession types. Look at the chart and say what profession you can be good at.

Profession type / **Personal qualities**	**Deals with**	**Professions**
"man-technology" technical thinking, good memory, clever, skilful, logical, organized, hard-working	machines, devices, meters, instruments, machine-tools, etc.	turner, driver, builder, engineer, pilot, cosmonaut, designer, mechanic, fitter
"man-nature" good eye memory, neat, patient, observant, rational	plants, animals, their natural environment	gardener, farmer, veterinary, chemist, geologist, forester, agronomist
"man-man" communicative, sympathetic, well-wishing, tactful, dependable, friendly	people	teacher, doctor, nurse, manager, salesman, waiter, secretary, trainer, policeman, investigator, inspector
"man-image" artistic, creative, talented, observant, good eye memory, imaginative	works of art, their elements	painter, sculptor, musician, architect, clothes designer, composer, writer, jeweller, hair stylist, artist, actor
"man-sign system" good at Maths, intelligent, logical, careful, organized, punctual	figures, words, formulas, diagrams, symbols, music, drawings	interpreter, translator, printer, accountant, programmer, economist, cashier, stenographer, typist, corrector, telephonist-operator

Ex. 12. Analize your interests and abilities. Write what you think about your future occupation. Here are the basic questions to think about.

1. What are my special interests?
2. How do I see myself (character traits)?
3. What skills and abilities do I have?
4. What special talents do I have?
5. What is my previous experience?
6. What are my educational plans for the future?
7. Am I the kind of person who works well in a large group or do I work better with only one or two people?
8. Do I mind getting up early, working long hours, taking responsibility?
9. How are comfortable working conditions, good salary, promotion important to me?

(☐ not very; ☐ not at all; ☐ extremely; ☐ very; ☐ quite)

Ex. 13. Read the text. Find the suitable forms of the words below and write them down.

A PASSAGE TO INDIA

When I (1)..... university last year, I couldn't decide what sort of job I wanted to do so I decided to go abroad for a year. One of my friends had just come back from India, where he (2)..... in a village school just outside Delhi. I was (3)..... by his (4)..... of India. He told me about the children who lived in such (5)..... but were so happy to go to school. His stories (6)..... me so much that I was (7)..... persuaded to go there myself. My friend (8)..... to the school and told them I was the (9)..... teacher and I sent them a letter with my photograph. I got a summer job and saved up enough money for the plane fare. I flew to India at the (10)..... of September. As I stepped out of the plane at Delhi Airport into the dust and the (11)....., I remember (12)..... very excited. This was the start of an (13)..... adventure.

1. leave	4. describe	7. easy	10. begin	13. excite
2. teach	5. poor	8. write	11. hot	
3. fascinate	6. interest	9. replace	12. feel	

Ex. 14. Write down the words listed below in the correct form.

Hi! My name's Dan. I'm eighteen and I'm a pizza (1) *delivery* boy. It's a great job but it's very (2)..... . I deliver pizzas and then ride back to the pizza shop to collect more about ten times in one evening! I'm used to all sorts of weather but I have to be (3)..... when it rains because the roads are (4)..... and (5)..... . Most customers are very (6)..... but some are (7)..... because they take ages to find their purse. What I hate are dogs who bark at me (8)..... when I ring at the door. The part of the job I like (9)..... is (10)..... the names of all the roads. I (11)..... some very funny ones like Happy Street or Fish Bowl Lane up to now! When I finish work at about 11 pm, I'm (12)..... ! Guess what I have for dinner? Yes, a pizza!

1. deliver	4. slip	7. annoy	10. learn
2. tired	5. danger	8. angry	11. discover
3. care	6. friend	9. good	12. starve

GROUP WORK

Say what you want to be and explain why. What skills and character traits do you think you have to realize your career plan?

Model: – *I believe I have a calling to be a vet.*
– *Why do you think so?*
– *I love animals, I am patient, I'm good at biology and I have a pet. I also can take care of the sick.*

Useful words and expressions:

enjoy Maths lessons • love making experiments
can read drawings and diagrams • can repair things
understand physics • can work with a computer
good at working with my hands • have a pet • love nature
enjoy hiking • can take care of the sick • know a lot about physiology
love playing with children • can make a good speech • read a lot
attend museums • take part in performances • make my clothes myself
love music • interested in politics/history • good at languages

Ex. 15. Read the ads.

What qualifications should one have to get these jobs?

ASTROS shipping agency is looking for

WAREHOUSE MANAGER
EXPORT OPERATIONS MANAGER

Requirements:
English and German lang
Organizational skills
Relevant experience

Interested candidates should please fax their resume to (812) 252 7304

1. *To be warehouse manager one should have organizational skills and relevant (соответствующий) experience, one should also speak English and German.*
2. .....
3. .....
4. .....

SWEDISH
Branch Ltd.

we are leading supplier of high quality office furniture and industry equipment.

Due to expansion we are looking for

SALES REPRESENTATIVES
with Sales Manager potential

Requirements:

- 25-30 years old
- enthusiastic and social personality
- good self-confidence
- service minded
- fluent English

Please send your CV with hand-written application to: Box #S668, West Post, Nevsky 86, fax 275-0806

Due to planned expansion

Pizza Hut®

is seeking Young and Energetic RESTAURANT MANAGERS

We require:

- ✓ Excellent English and Native Russian
- ✓ Higher Education Degree
- ✓ Permanent Residency in St Petersburg
- ✓ No Prior Restaurant Experience Necessary

We offer:

- 3 months of all expenses paid training abroad
- Convenient work schedule
- Growth potential in a prestigious company

For an interview please come to: Pizza Hut, 71/16 Moika Nab., St Petersburg Tuesday 21 and Thursday 23, 5 pm – 7 pm or call Svetlana at 312-8135 11 am – 5 pm, Mon – Fri

The St Petersburg Times

needs a

SECRETARY

Requirements:

- Native Russian speaker
- Initiative
- Computer skills
- Able to work under pressure in a busy office

Send resumes to:
Yana Popova
e-mail: Yana@spbtimes.ru

No phone inquiries please.

Ex. 16. Read the "Letter of Application" and find the equivalents for the following:

1. по Вашему объявлению .....
2. подать заявление на вакантную должность .....
3. практические навыки в этой области .....
4. соответствовать этому требованию .....

5. мой опыт дает мне возможность работать на этой должности .....
6. работать волонтером (добровольным помощником) .....
7. руководить библиотекой .....
8. считать себя .....
9. я люблю выполнять новые задачи .....
10. проходить интервью .....

A Letter of Application[1]

Traineeship with Elm Street Nursery School

Dear Sir or Madam,

With reference to your advertisement in The Times I would like to appply for the vacant position[2] of nursery school trainee.

In June I will complete my A-level and the further course of studies I have chosen requires months of practical training in this field. A position in your school would give me opportunity to meet this requirement[3].

I feel that my experience working with children qualifies me well for this post. For two years I have been working as a volunteer at our day care centre, after school and during school holidays. Here I was in charge of[4] team sports. I also organized and run the centre's lending library for books and cassettes.

I consider myself to be hard-working and reliable. I enjoy new challenges[5] and working on my own[6] as well as with a team. I have always been able to get along well[7] with young children.

Of course I would not expect any pay for this trainee position.

I hope that you will be interested in my application. I would be glad to attend an interview at your convenience.

I look forward to hearing from you...

Notes:

1. a letter of application – письмо о приеме на работу (с данными о себе)
2. position – должность
3. to meet the requirement(s) [rɪ'kwaɪəmənt] – соответствовать требованию(-ям)
4. be in charge of – отвечать за
5. challenge ['ʧælɪnʤ] – *(зд.)* трудности, новые задачи
6. on my own – самостоятельно
7. get along well – ладить

Ex. 17. Joan, Alan and Hamish (A–C) have to start working. Help them to choose the job using the advertisements (1–4) and the information they give about themselves. Decide what job each of the school-leavers can apply for.

I. Here are some advertisements:

1.

Filing clerk / person Friday

A well-known firm of accountants requires a filing clerk/person Friday to help in a large office. If you're intelligent, qualifications are not important.

Send details to Helen Pym, 75 Parsons Green Lane.
London SW6 4JA

2.

SECRETARY

- ⇨ Can you use a word processor?
- ⇨ Are you polite?
- ⇨ Have you got a good telephone manner?

A small friendly office needs an efficient secretary. Experience is not important if you can use a word processor.

- Good pay and good working conditions.
- Good promotion prospects.

Ring 07827245564 or write to: Nigel Moon, 15, North Road, Warwick, Lancs ZD10PK

3.

Lawn-mower +

Lawn-mower wanted to work for Weald & Downland Open Air Museum. Some skills in wood work are desirable.

Write to Michael Ricks, West Dean, Chichester, Sussex P013ZD

POSITIONS VACANT

II. Here are three young school-leavers speaking about themselves.

A. Joan Berwick

I'm still at school but I finish next month. So I'm looking for a job. I've got my own PC and I can use a word processor. I can use a switchboard because my sister is a receptionist and she showed me what to do, but I haven't got any experience. I'm going to take a secretarial course, I want an office job but I don't want to work for a large firm.

B. Alan McGee

I left school two months ago. I haven't got any work experience. I haven't done any examinations and I haven't got any qualifications. I don't like sitting at a desk and doing paper work. I spent my childhood at my grandfather's farm and I like to be in the open air. I used to help my grandfather with his work. So I know something of gardening and I can operate simple farm machinery.

C. Hamish Griffiths

I'm going to leave school in two months' time. I'd like to find some job right off. My teacher says I'm a good student and accurate in my work. I can type but I don't know anything about word processors, I like my schoolmates and often help them with their work. I like to be with people and learn from them.

III. Now decide which job each of them can apply for and get. Explain why.

1.	2.	3.

Ex. 18. Read the advertisements below and choose a job. Explain your choice. Use the words in the boxes.

Model: **I have skills** in carpentry.
I can make simple things of wood.

A.

PETER BROOK & CO
NEEDS APPRENTICE[1] TO A CARPENTER.
YOUR WORK IN RETURN FOR BEING TAUGHT.

We offer:
- 1 year apprenticeship
- convenient work schedule
- growth potential in the company

No special requirements only being enthusiastic about the job.

Write to Peter Young Box#S668

school workshop
skills in carpentry
cut boards and planks[2]
make simple things of wood
use a saw[3]
read technical drawings[4]

Notes:
1. подмастерье, ученик
2. резать доски и рейки
3. пила
4. чертежи

B.

WEST ROAD BAKERY

Helpers Wanted
for delivery services[1]
Requirements:
1. ride a bicycle well
2. social[2] personality

Apply to Miss Rosy White
32 West Road

like meeting people
know a lot about baking[3]
know the area[4] well

Notes:
1. доставка
2. общительный
3. выпечка
4. район

C.

Emma Hart's
Department Store
is looking for a shop assistant.
Requirements:

- *service minded*[1]
- *good speaking manners*

For an interview, please, come to:
3A The Avenue Mon – Fri, 11 am – 5 pm

fluent English and French
course of accounting
interested in
fashion styles
like beautiful clothes
polite, ready to help

Note:
1. услужливый

Ex. 19. Complete this letter of application, use the words from the box.

Joan Berwick
13 Queen Cresent
Bath, SU510Z
10 September, 2015

Mr Nigel Moon
15 North Road
Warwick, Lane.
ZD 10 PK

Dear Mr Moon,

I ... in the "Evening Star", I would like ... the job of a secretary. I enclose ... from my teacher. I ..... to hearing from you.

Yours...

Joan Berwick

- look forward to
- apply for
- the reference letter
- sincerely
- saw your advertisement

Ex. 20. Write a letter of application as if you were Joan, Alan or Hamish. Explain why you want to get the job, what skills you have, where you saw the advertisement.

LISTENING

Track 20 **You'll hear a broadcast telling how four young men decided on their career.**

I. Listen to the broadcast twice and fill in the chart.

John Andrews

Edward

Timothy Lloyed

Ted Hughes

	Wanted to become:
John Andrews	
Edward	
Timothy Lloyed	
Ted Hughes	

II. Listen to the recording again and say why the young men made such a choice.

	Why did the young men choose the profession?
John Andrews	
Edward	
Timothy Lloyed	
Ted Hughes	

SUGGESTIONS FOR WRITING

Before you decide on your career you should ask yourself quite a lot of questions. Answer the following questions about yourself.

What are you good at? What do you enjoy doing? Perhaps you enjoy working with your hands. You may prefer using your head – your brains!
Are you interested in machines? Or do you like working with people?
Do you mind where you work? In a large or a small office, at a factory, on a construction site?
There are jobs indoors and jobs in the open air. There are jobs where you have to stand up and jobs where you have to sit down.
You can be a teacher, a doctor, a lawyer; or you can be a builder, a turner, a driver, a shorthand typist.
Which job will you choose?
How does one choose a job out of the hundreds that there are in the world?
Which job would you like, or you haven't decided yet?

You are a school-leaver and you are thinking about your future. Write a letter to your friend about your career plans, your skills and character traits.

.....
.....
.....
.....
.....
.....

READING

Read the text and answer the multiple-choice questions. Highlight these words in the text.

LIVING BY THE SWORD

When Cristina Sanchez told her parents that she wanted to become a bullfighter instead of a hairdresser, they weren't too pleased. But when she was eighteen her parents realised that she was serious and sent her to a bullfighting school in Madrid, where she trained with professionals.
Since last July, Sanchez has been the most successful novice in Spain and is very popular with the crowds. After brilliant performances in Latin America and Spain earlier this year, Sanchez has decided that she is ready to take the test to become a matador de toros. Out of the ring, Sanchez does not look like a matador. She is casually elegant, very feminine and wears her long blond hair loose. She seems to move much more like a dancer than an athlete, but in the ring she is all power.

When she was fourteen, Sanchez's father warned her that the world of bullfighting was hard enough for a man and even harder for a woman. It seems he is right. "It really is a tough world for a woman," says Sanchez. "You start with the door shut in your face. A man has to prove himself only once, whereas I have had to do it ten times just to get my foot in the door."

In perhaps the world's most masculine profession, it would seem strange if Sanchez had not met problems. But even though Spanish women won the legal right to fight bulls on equal terms with men in 1974, there are still matadors like Jesulin de Ubrique who refuses to fight in the same ring as her. Sanchez lives with her family in Parla, south of Madrid. Her family is everything to her and is the main support in her life. "My sisters don't like bullfighting, they don't even watch it on TV, and my mother would be the happiest person in the world if I gave it up. But we get on well. Mum's like my best friend." When Sanchez is not fighting she has a tough fitness routine – running, working out in the gym and practising with her father in the afternoon. By nine she is home for supper, and by eleven she is in bed. She doesn't drink, smoke or socialise. "You have to give up a lot," says Sanchez. "It's difficult to meet people, but it doesn't worry me – love does not arrive because you look for it."

Sanchez spends most of the year travelling: in summer to Spanish and French bullfights and in winter to Latin America. Her mother dislikes watching Sanchez fight, but goes to the ring when she can. If not, she waits at home next to the telephone. Her husband has had to ring three times to say that their daughter had been injured, twice lightly in the leg and once seriously in the stomach. After she has been wounded, the only thing Sanchez thinks about is how quickly she can get back to the ring. "It damages your confidence," she says, "but it also makes you mature. It's just unprofessional to be injured. You cannot let it happen." Sanchez is managed by Simon Casas, who says, "At the moment there is no limit to where she can go. She has a champion's mentality, as well as courage and technique."

1. When Sanchez told her parents that she wanted to be a bullfighter they
   A felt a little pleased.
   B thought she was too young.
   C thought she had a good sense of humour.
   D were initially opposed to the idea.

2. Sanchez thinks that
   A living in today's world is difficult for a woman.
   B bullfighting is a difficult career for women.

C it is almost impossible to succeed as a female bullfighter.
D women have to demonstrate their skills as much as male bullfighters do.

3. Sanchez's mother
A is everything to the family.
B prefers to watch her daughter on TV.
C supports her more than the rest of her family.
D would prefer Cristina to leave the ring.

4. What does "it" underline in the text mean?
A the fitness routine;
B not socialising;
C giving up;
D smoking.

5. Sanchez doesn't socialise often because
A she doesn't like cigarettes and alcohol.
B her work takes up most of her time.
C she is worried about meeting people.
D it's too difficult to look for friends.

6. What does Sanchez think about after being injured?
A her next chance to fight bulls;
B her abilities;
C her development;
D her skills.

GRAMMAR

MODAL VERBS CAN, MAY, MUST AND THEIR EQUIVALENTS
Модальные глаголы и их эквиваленты

Can
be able to

Present	Past	Future
Can	**Could**	–
am / is / are | able to	was / were | able to	will be able to ...

1.	Возможность: *могу, умею, возможно*	❑ I **can** run very fast. ❑ He **can** speak French. **Can** he do sums? ❑ You **can** get there by bus.
2.	Разрешение: *можно*	❑ You **can** come at any time. ❑ **Can** I have a cup of coffee?
3.	Запрещение: *нельзя*	❑ You **can't** cross the street here.

Ex. 21. Rewrite the sentences changing the tense form of the modal verb (if necessary) adding the words in brackets.

1. I am sorry, I *cannot* come to your birthday party (yesterday). 2. I speak very little French now, I *can* understand it (when I finish school next year). 3. He has always been good at Maths, but even he *cannot* solve this problem (at the last lesson). 4. *Can* I see the doctor (now)? 5. There was a sign. I *cannot* take pictures in the museum (when we were there). 6. Nobody *can* help me (then). 7. *Can* you do this work (tomorrow)? 8. We *can* go to the mountains (next year).

Ex. 22. Translate the words in brackets using modal verbs.

1. He (не мог) decide what career to choose. 2. Jane (сможет) to pass the exams well, if she studies hard. 3. She (может) apply for the job, but she has no experience. 4. Robert knew a lot about the job, he (мог) get on-the-job training but his father wanted him to take a course of studies. 5. (Смогу ли я) attend evening classes if I take the job? 6. But she (не смогла) do the job properly and had to quit (уволиться). 7. He (мог) play chess well but he (не смог) to win the game. 8. He knew what he wanted to be since he was six and he (смог) to persuade (убедить) his father to help him. 9. John (не мог) pass the exams when he finished school but he (смог) to retake it a year later. 10. He (мог) do the work by himself but together they (смогли) to finish it very quickly.

Ex. 23. Translate the sentences from Russian into English.

1. Я не смогу сдать этот тест. Он очень трудный. 2. Он не смог сдать экзамен, он провалился. (fail) 3. В 16 лет молодые люди не могут поступать в университет, они должны сдать еще экзамены A-level. 4. После экзаменов мы сможем продолжить обучение в колледже. 5. Сейчас трудно найти работу, боюсь, ты не сможешь найти работу, когда получишь диплом. 6. Можно мне поговорить с мистером Джонсоном? Я хочу сказать ему, что не смогу встретиться с ним завтра. 7. В 16 лет он не мог решить, кем он хочет быть. 8. Я надеюсь, что я смогу принять решение, когда поговорю с консультантом по выбору профессии. (career adviser) 9. Я не смогу дать тебе книгу на неделю. 10. Вы не сможете принять участие в этом проекте (scheme), если не сдадите экзамены.

Ex. 24. Translate the dialogue into English.

Mike Johnes wants to emigrate to Australia. He talks to a clerk at the Australian Consulate.

Clerk: Итак, Майк, почему Вы хотите поехать в Австралию?

Mike: После окончания школы я получил профессиональное образование, но так и не смог найти работу. Смогу я найти работу в Австралии?

C: Чем вы занимаетесь?
M: Я электрик.
C: О, тогда вы сможете найти у нас работу.
M: А как насчет жилья (accommodation)? Смогу ли я купить или снять (rent) квартиру?
C: Это проблема, но для эмигрантов есть общежития (hostels).
M: А как насчет образования? Смогу я поступить в колледж в Австралии?
C: Конечно! У нас много хороших колледжей.

Значения глагола **could** и его эквивалента не всегда полностью совпадают.
В некоторых случаях **could** и его эквивалент **was/were able to** используются в разных контекстах:

could – постоянная способность делать что-либо в прошлом – *мог*
was/were able to – имеет значение *смог*, *удалось* – исключительная ситуация.

- I **could** read when I was 5.
- When he was 17 he **could** play chess well. Once he even **was able to** beat the champion.

Ex. 25. Fill in *could* or *was/were able to*.

1. He spoke very little French when he was at school, but he ..... understand the language. 2. He was good at Maths, he ..... solve the most difficult problems. 3. He was very strong, he ..... ski all day and dance all night. 4. The swimmer was very tired, but he ..... reach the shore. 5. We wanted to go to the opera, but we ..... get the tickets. 6. After the accident, she ..... somehow walk home. 7. All three children ..... swim as well as they ..... walk. 8. He ..... repair the byke but it took him a long time.

Ex. 26. Complete the sentences using the correct form of *can*, *could* or *be able to*.

1. I ..... see you tomorrow.
2. It was too expensive – I ..... buy it.
3. ..... I have a word with you, please?
4. I generally leave work at six, but I ..... leave earlier on Fridays.
5. ..... you help me carry this downstairs?
6. ..... (she) ..... come to the office tomorrow?
7. I tried to see her, but I .....
8. It was so heavy that I ..... lift it.
9. I ..... come tomorrow, I'm afraid, I'm too busy.
10. (you) ..... contact your parents yesterday?
11. After I had tried for a few hours, I ..... open the door and get out.
12. I ..... see you next Monday at ten.
13. They didn't come to the restaurant – they ..... (not) afford it.
14. When they came back from Paris they ..... speak perfect French.

May
be allowed to

Present	Past	Future
May	**Might**	–
am / is / are | allowed to	was / were | allowed to	will be allowed to ...

Разрешение*: *можно, разрешается*	❑ **May I** come in?	Yes, you **can (may)**. No, you **can't (may not)**.
Строгое запрещение: *не смей*	❑ You **may not** leave the room until I say so.	
Возможность: *(воз)можно*	❑ You **may** often see such faces in the South of Russia.	

* В современном разговорном языке в этих случаях чаще используется глагол **can** (**may** – более официальная форма).

Спросить разрешения сделать что-либо можно следующим образом:

❑ **Can/Could/May/Might** I borrow your pen?
(ранжировано по степени официальности)

Краткий отрицательный ответ на такой вопрос может быть выражен следующим образом:

No, don't – просьба не делать этого
No, you may not. – запрещение
No, you must not. | – запрещение исходит не от вас, это запрещено
No, you can not. | – правилами, законами и т.п.

Ex. 27. Rewrite the sentences putting them into the future.

1. He may play computer games after he finishes his homework. 2. They may use dictionaries during the test. 3. He may go there if he wants. 4. She may go to Canada, if she has a visa. 5. You may help if you want to.

Ex. 28. Rewrite the sentences using *can*, *could* or *may*. Ask the permission in different styles.

1. I'd like to talk to you for a minute, Bill. (friendly) *Can I talk to you for a minute, Bill?* 2. Mrs. White, I would like to leave an hour earlier today. (formal) 3. I would like to use your computer. (more polite) 4. I would

like to speak to Barbara, please. (polite) 5. I don't want you to use the phone in the office. (formal) 6. I would like to have some tea. (friendly) 7. Take my byke if you want to. (freindly) 8. I would like to give you the answer tomorrow. (polite/official)

Ex. 29. Read the sentences and complete them with the verbs in brackets.

In Britain you are not allowed to leave school or to get married until you are 16. You cannot drive a car until you are 17, you cannot drive a taxi until you are 21. You are allowed to vote at 18.

1. When you are 16 you (можете) ... and you (также можете) ... but you (не разрешается) ... until you are 18.
2. You (можете) ... at the age of 17. You (не можете) ... until you are 21.
3. You (можете) ... at the age of 17 and you (можете) ... at the age of 18.
4. It seems silly that you (разрешается) ... when you are only 16, but you (запрещается) ... until you are 17.
5. I think you should (разрешать) ... a year earlier, when you are 17.
6. If you (можете) ... at the age of 17 I don't see why you shouldn't (разрешать) ... .

must
have to
be to

Present	Past	Future
Must have/has to... am/is/are to...	– had to... was/were to...	– will have to...

1. Долг, обязательство: *должен*
   - ❑ We **must study** hard.
   - ❑ I **must buy** some bread.
2. Приказ, настоятельный совет: *должен*
   - ❑ You **must go** there at once.
   - ❑ You **must see** the doctor immediately.
3. Запрещение: *нельзя, запрещено*
   - ❑ You **mustn't** smoke here.

ОТТЕНКИ ЗНАЧЕНИЯ ЭКВИВАЛЕНТОВ ГЛАГОЛА MUST – HAVE TO, BE TO

have to – *вынужден, придется* (в связи с обстоятельствами):

- Ann's eyes are not very good. She **has to** wear glasses for reading.
- Jane was feeling ill last night so she **had to** leave the party early.

be to – долженствование, связанное с планом, договоренностью: *должен*

- He **is to** meet us at the station at five.
- This is Dora. She **is to** share your room.

1. Для образования вопросительной и отрицательной формы эквивалента **have to** используются вспомогательные глаголы **do/does/did**.

- Why **did** you **have to** go to hospital?
- **Do** you **have to** get up early at weekends?
- Tom **doesn't have** to work on Sundays.

2. **Mustn't** и **don't have to** имеют разные значения:

«не должен», «нельзя» (запрещение)

- You **mustn't** tell anyone what I said.

«не нужно» (отсутствие необходимости)

- She stayed in bed this morning because she **didn't have to** go to work.

3. Отрицательная форма глагола **must (mustn't)** означает запрещение. Отрицательная форма глагола **need (needn't)** выражает отсутствие необходимости *(не надо, не нужно)*:

- May I do it? – Можно мне это сделать?
  No, you **mustn't**. – Нет, *нельзя*.
  Must I do it? – Я должен сделать это?
  No, you **needn't** do it now. You may do it tomorrow if you like. – Нет, *не нужно*. Можете сделать это завтра, если хотите.

Ex. 30. Translate the sentences from English into Russian. Explain the use of *must* and its equivalents.

1. I must write to Ann. I haven't written to her for ages. 2. I am to meet Mother at the Metro Station at 5, I'm sorry, but I have to hurry. 3. I have to get up at 6 every working day. My day begins at eight. 4. You mustn't talk during the test. I'll have to ask you to leave. 5. He had to leave his native town and look for a job. 6. You are very bright. You simply must go on with your studies.

Ex. 31. Choose the right verb.

A. must – have to

1. You ... follow my advice, there is no choice. 2. We ... walk all the way to the station, there were no buses. 3. It was very hot and we ... start early. 4. They ... show you how to organize the work. 5. I feel I... do something to help the man. 6. The manager was busy and we ... wait. 7. The secretary has a lot of duties: she ... type the documents and answer the letters. 8. He ... sit up late when he was reading for the exams.

B. to have to – to be to

1. The concert ... begin at 5, I am afraid I am late. So I... take a taxi. 2. They are having a test on Monday and she ... work hard at the weekend. 3. He ... arrive on Sunday, so I ... stay in town to meet him. 4. The guide explained our schedule for the day. We ... leave for the tour at 9, so we ... get up early.

Ex. 32. Translate the words in brackets.

1. It is getting dark so we (должны) leave now. 2. We agreed to go to the library. We (должны) meet at the metro station at 5. 3. Mother is away so we (приходится) to cook our meals. 4. He (должен) be there at 3 o'clock sharp, so he (придется) walk very quickly. 5. David is ill. He (должен) take this medicine. 6. I (пришлось) to wait for him for an hour. 7. You (не должен) say anything if you don't want to. 8. We don't have classes today. I (не нужно) get up early. 9. You (должны) find the mistake and correct it. 10. I (вынужден был) read the rule twice before I understood it.

Ex. 33. Translate the sentences.

1. Мы должны спешить, уже без пяти девять. 2. Мне придется бежать, чтобы успеть (catch) на поезд. 3. Тебе незачем торопиться, лекция начинается через полчаса. 4. Мне пришлось долго идти пешком (walk). 5. Мне надо переписать сочинение. 6. Я должен идти туда сейчас? 7. Я должен написать письмо своему другу. Я волнуюсь за него. 8. Когда они приезжают? – Они должны приехать в понедельник. 9. Вы должны вставать рано каждый день?

Ex. 34. Put the correct form of *must* or *have to* in these sentences. Use the negative or question if necessary and put *have to* in the correct tense. In some sentences, two answers are possible.

1. I ... leave the party early last night – I wasn't well. 2. I'm sorry, you ... smoke here. Smoking is not allowed here. 3. The children are happy because they ... do any homework today. 4. You ... get up early tomorrow if you want to catch the bus. 5. ... (you) have a visa to come here? 6. It was a very bad accident. You ... be more careful in future. 7. I've told the children that they ... come home before ten on Saturday nights. 8. ... (you) do military service in your country when you were young? 9. It was a lovely holiday. We ... do anything. 10. They were very rude. They ... apologize the next day. 11. The teacher told us that we ... work harder. 12. You ... get a passport before you go abroad next month. 13. We ... come back by boat because the airport was closed because of fog.

Should

Имеет лишь одну форму. Выражает совет, рекомендацию, порицание: **должен, следует, следовало бы, не нужно было**.

- You **should** see a doctor.
- **Should** we take umbrellas with us?
- You **shouldn't** wear a uniform for the party, you **should** wear a nice suite.

Совет, рекомендация. Относится к настоящему или будущему времени: *следует, нужно*	**Порицание, сожаление, упрек.** Относится к прошедшему времени: *следовало, нужно было*
❑ You **should stop** smoking. ❑ Tom **shouldn't drive** so fast. ❑ Do you think, I **should apply** for the job?	❑ The party last night was great. You **should have come**. Why didn't you? ❑ It was his birthday yesterday. I **should have sent** him a birthday card (but I didn't).

Ex. 35. Give recommendation, ask for advice. Write the second sentence, using *should* and the words given.

A. 1. It's past the children's bedtime. (they/be/in bed) *They should be in bed.* 2. Can't they see the "No Smoking" sign? (they/not smoke/in here) 3. These windows are dirty. (you/clean them/more often) 4. Peter drives too fast. (he/drive/more carefully) 5. He owes (должен) you a lot of money. (you/not lend him/any more) 6. There won't be much food at the picnic. (we/take something/to eat?) 7. I'm not sure what to wear at the party. (I/wear/a suit?) 8. He says he can get us what we want. (we/pay him/now?) 9. The hotel is too expensive. (we/not stay/there) 10. It's her birthday next week. (maybe we/send her/a present?)

B. Write sentences according to the model.

Model 1: I didn't drive along the coast.
I should have driven along the coast.

1. I didn't buy a map.
2. I didn't watch the signs.
3. I didn't bring enough money.
4. I didn't have traveller's checks with me.
5. I didn't plan my trip carefully.

Model 2: I took a trip. (stay home)
I should have stayed home

1. I went by car. (plane)
2. I left on Wednesday. (Tuesday)
3. I took the scenic route. (main highway)
4. I got lost. (buy a map)
5. I arrived on Monday. (Saturday)

must or **should**

• осознание долга / необходимости • приказ: *должен* • запрет **(mustn't)**: *нельзя, запрещено* ❑ Ann is ill. I **must** visit her today. ❑ Soldiers **must** obey orders. ❑ Passengers **must not** speak to the driver.	• совет, рекомендация **(should)**: *следует* • порицание **(should (not) have ...)**: *не следовало, не нужно было* ❑ You really **should** stop smoking. ❑ We got lost. You **should have** taken a map! *(следовало, нужно было)*

Ex. 36. Complete the sentences saying what is good or right thing to do in this case, using *should* or *should not*.

1. .....drive carefully on a busy road. 2. .....eat between meals if you want to lose weight. 3. .....go to the dentist regularly. 4. .....lie in bed late every day. 5. .....clean your teeeth twice a day. 6. .....eat a lot of sugar. 7. .....be more careful. 8. .....spend a lot of money.

Ex. 37. Which do you think is better – *must* or *should*?

1. You look tired. I think you ..... have a holiday. 2. Tell your brother he ..... come home at once! 3. People ..... realize that the world is in serious trouble! 4. It's a fantastic film. I.....see it this week. 5. Visitors are reminded that they .....leave their bags in the boxes dowstairs. 6. I'm sorry, but you.....leave. We don't want you here. 7. I'm gaining weight. I.....go on a diet. 8. You.....have you hair cut at least once a month. 9. You.....wear a uniform to school. It's a rule.

Ex. 38. Fill in *should* or *should (not) have* and use the verb in brackets in the corresponding form.

1. It's Christmas in a week. We.....(send) Granny a postcard. 2. She took offence. You .....(say) that. 3. I think teachers .....(be paid) more. 4. Why didn't you phone? You.....(phone) to say you'd be late. 5. It's raining. You.....(take) an umbrella. 6. It's too far to walk. We.....(take) a taxi. 7. Now you've broken it. You.....(read) the instructions carefully. 8. I didn't know you were coming. You.....(call) me the day before. 9. You have to get up early. You.....(set) your alarm clock. 10. You are late. You.....(be) here an hour ago.

Ex. 39. Translate the sentences.

1. Завтра будет холодно. Следует надеть пальто. 2. Если ты себя плохо чувствуешь, тебе следует показаться врачу. 3. Ты провалился (fail) на экзамене. Тебе надо было больше заниматься. 4. Ты не должен пропускать уроки (miss). 5. В сочинении много ошибок. Тебе надо было прочесть сочинение еще раз. 6. Почему ты задаешь так много вопросов? Тебе следует знать это. 7. Вечеринка была замечательной. Тебе надо было тоже пойти. 8. Это очень полезная книга. Тебе надо было купить ее. 9. Не нужно было никому рассказывать об этом. Теперь все это обсуждают. 10. Ты не должен шуметь, когда я работаю. 11. Я поговорю с Виктором. Он не должен так себя вести (behave). 12. Вам следовало пойти туда раньше и поговорить с ними.

Ex. 40. Use *should* or *have to/had to*.

1. I.....send a telegram, it was too late to send a letter. 2. You.....find a lawyer to give you good advice. 3. There were no buses yesterday. We ..... walk home. 4. When you are driving, you .....wear a seat belt. 5. My eyesight isn't very good. I.....wear glasses. 6. It's a good book, you.....read it. 7. You look ill. You.....go to bed and call the doctor. 8. He doesn't understand much English, so I.....speak to him very slowly.

REVISION

Ex. 41. Put *should*, *must* or *have to* in the sentences below, using negatives or questions if necessary.

1. The road is wet. You ..... drive so fast. 2. We ..... go home at twelve because my mother didn't feel well. 3. I'am a doctor. Any minute I ..... be ready to go to a patient. 4. There are no trains today, so we ..... to go by car. 5. I think you ..... tell your parents you're going to be late. They'll be worried. 6. You ..... never do that again! 7. A manager ..... be patient but rather strict. 8. You ..... see that film if you get the chance. 9. According to our information, the President..... to veto the bill. 10. Do you think we ..... ask before we borrow the car? 11. You ..... come if you don't want to. 12. You ..... be smoking at your age. 13. He asked me anxiously what he ..... do next. 14. Do you think I ..... tell the teacher what happened? 15. My boss told me that I ..... be late.

Ex. 42. Put in suitable positive or negative forms of *have to*, *be allowed to*, *be able to*.

THINGS WERE DIFFERENT THEN!

When Lucy's great-grandmother comes to stay, she notices how things have changed since she was a girl. "You don't realize how lucky you are, Lucy! When I was a girl, we all (1)..... wear thick black stockings for school, even in the heat of summer. We (2)..... wear shorts at all – in fact, we (3)..... even ..... be seen in trousers!

Nowadays, all you young people learn to drive. In my day, not many people (4)..... afford a car. Luckily, my parents had one, but I (5)..... often ..... drive it. My father thought women (6)..... drive at all! You (7)..... take a driving test at all. You just bought your car, and you (8)..... drive off in it without a single lesson.

When I was young, far fewer women (9)..... go to university. Most of the places were reserved for men. I went into teaching, as you know, but when I got married, I automatically (10)..... give up my job. I don't think many women would get married today if they (11)..... do that, do you?"

THE USE OF MODALS TO EXPRESS POSSIBILITY, CERTAINTY, DOUBT, SURPRISE
Модальные глаголы для выражения предположения, уверенности, сомнения, удивления

Предположение
«может быть», «возможно»

He **may/might** *может быть возможно*	**write** (вообще)
	be writing (сейчас)
	have written (уже)

- He **might work** here. Он, возможно, здесь работает.
- He **might be waiting** for you there. Может быть, он вас ждет там.
- They **may have closed** the shop already. Они, возможно, уже закрыли магазин.

Может быть/возможно, он не...
He may NOT...

- He **may not know** her address.
  Он, возможно, и не знает ее адреса.
  Он может и не знать ее адреса.
- He **may not have come** yet.
  Он мог еще и не приехать.
  Он, может быть, еще и не приехал.

"Might" выражает большую долю сомнений, чем "may".

Ex. 43. What are you doing tomorrow? Write true sentences and what you may do (you are not sure).

	True sentences **I'm (not) + -ing** **I'm (not) going to...** **I'm (not) going to** watch TV.	**Possibility** **I may / might** **I may watch TV.**
1. (watch TV)	*I am going to watch TV.*	*I may watch TV.*
2. (play football)		
3. (go for a swim)		
4. (meet my friend)		
5. (buy a new dress)		
6. (help my dad)		
7. (write letters)		
8. (repair my byke)		

Ex. 44. Somebody is asking you about your plans. You have some ideas but you are not sure. What would you say?

1. What are you going to do after you finish school? 2. Do you plan to go to college? 3. Are you going to join your father's company? 4. Will you go to Technical school or University? 5. Are you going to study law as your father or medicine as your mother? 6. Are you planning to train for a job?

Model: I am not sure yet. *I might look for a job.*

I don't know yet .....
I haven't decided yet .....

Ex. 45. Express the same idea replacing the words *possibly*, *perhaps* (возможно), *may/might*.

1. Perhaps Mrs Smart is right. Mrs Smart *may be right*. 2. Perhaps he is at school. 3. Possibly the game will be on Monday. 4. Perhaps Misha is ill. 5. Possibly they are on the playground.

He **must** *должно быть, вероятно (почти уверен)*	**know** (вообще)
	be working (сейчас)
	have left (уже)

- He **must know** her address. Он, вероятно, знает ее адрес.
- He **must be working** now. Он, должно быть, сейчас работает.
- He **must have** already **left**. Он, должно быть, уже уехал.

Для выражения предположения, относящегося к будущему и в отрицательных предложениях **must** не употребляется. В этом случае используются наречия **probably**, **evidently**.

- The weather will **probably** (is likely to) change tomorrow. Завтра погода, вероятно, изменится.
- He **probably** didn't see her. Он, должно быть, не видел ее.

Ex. 46. Rewrite the parts in bold type saying that you are almost certain.

1. Peter doesn't look at you. **Obviously he is angry with you.** *He must be angry with you.*
2. He is very pale. **I'm sure he is not feeling well.** ..... 3. You look happy. **You seem to be enjoying your holiday.** .....
4. Your son has won a scholarship. **Of course, you are very proud of him.** .... 5. There is nobody in the classroom. **Probably they are in the lab.** .....

Ex. 47. Translate the words in brackets.

1. He (возможно) ..... be late at home. 2. He (должно быть) ..... have fallen ill. 3. He (может быть) ..... have caught cold while playing hockey. 4. Where is Mary? She (возможно) ..... be still sleeping. 5. She (должно быть) ..... be tired. 6. She (вероятно) ..... have been working all day yesterday. 7. Where is Mother? – She (очевидно) ..... be in the garden. 8. She (возможно) ..... be watering the flowers. 9. I can't find my text-book. You (должно быть) ..... have left it at school. 10. It (возможно) .... be in your bag. 11. You (вероятно) ..... have given it to Mike. 12. You (возможно) ..... have forgotten to borrow it from the library.

REVISION

Ex. 48. Fill in the sentences with the correct word.

Model: *Take an umbrella. It might rain today.*

1. (should/must) You ..... be tired after such a long drive.
2. (may not/shouldn't) It's 4:45. We ..... make it to the bank before it closes.

3.	(could/should)	John isn't here yet. I guess he ..... be tied up in traffic.
4.	(may not/must not)	You'd better take some cash. The restaurant ..... take credit cards.
5.	(must/could)	Laura talks about her job a lot. She ..... enjoy her work.
6.	(could/may)	Where ..... Bob be? He's already an hour late!
7.	(shouldn't/may not)	Here's $10. The supplies ..... cost more than that.
8.	(should/might)	The Wilsons ..... go to England next summer, but they aren't sure.
9.	(must not/might not)	If we don't hurry, we ..... get to the airport in time.
10.	(couldn't/must not)	I called Ted, but there was no answer. He ..... be home.

Ex. 49

1. Он должен быть там завтра. 2. Он может быть там завтра. 3. Он, возможно, будет там завтра. 4. Он, возможно, был там вчера. 5. Он, по всей вероятности, был там вчера. 6. Он должен был быть там вчера. 7. Вы, наверное, ошиблись тогда. 8. Вы, возможно, ошибаетесь. 9. Вы должны исправить свою ошибку. 10. Можно я исправлю ошибку в тесте? – Нет, нельзя. 11. Ошибки в тесте исправлять нельзя. 12. Вам следует знать это. 13. Вы должны были переписать тест? 14. Нет, мне не пришлось переписывать тест, я получил "хорошо".

TEST YOURSELF

I. Complete the conversation with the suitable verb.

Jack: Good morning. *May (Must/May)* I speak to Mr. Harris, please?

Secretary: I'm sorry. He ..... *(can't/mustn't)* come to the phone right now. ..... *(May/Should)* I take a message?

Jack: I ..... *(must/may)* get hold of him today. It's very important.

Secretary: ..... *(Can/Must)* you hold on? I think I hear him coming.

Jack: Sure. Thank you.

Ed: Hi, Jack! What's up?

Jack: Listen. There's a big problem with the Larsen account (счет). I just ..... *(shouldn't/can't)* figure it out! What do you think I ..... *(should/may)* do?

Ed: The Larsen account? Well, one thing you ..... *(can't/shouldn't)* do is worry. I was about to call you. The reason you ..... *(mustn't/can't)* figure it out is that the figures they gave us aren't accurate.

Jack: What?! No wonder I ..... *(can't/mustn't)* get it to work out. Thanks for telling me!

II. Choose the correct verb underlined in each sentence.

1. Sorry I'm late. I had to/may go to the library.
2. My brother could walk/might walk before he started talking.
3. George hadn't to wait/didn't have to wait long for the bus.
4. Sam dropped the three glasses, but he might catch/was able to catch one.
5. The weather forcast says it may rain/is to rain tomorrow.

III. Put a suitable modal verb in each space.

1. You're only wearing a T-shirt and shorts. You ..... feel cold!
2. This ..... be your bag. It hasn't got your name on it.
3. Perhaps you left your book on the bus, or it ..... be at home.
4. He wasn't at school yesterday and I didn't see him in the gym. No doubt he ..... caught cold.
5. Possibly Mary didn't hear what you said or she ..... misunderstood you.
6. They ..... left the country only yesterday. I saw them in the shop.

Unit 10

LEISURE TIME AND HOBBY

Discuss the following questions:
What do you like doing in your leisure time?
Is it important to have a hobby? Why? Why not?

Track 21 **Ex. 1.** Read the text and find five reasons why it is good to have a hobby. Can you add some more?

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....

HEALTHY HOBBIES

By the way a person uses his leisure[1] his character can be told. In their leisure time people do what they really want to do, and their real selves are reflected in their actions.

Some people are passive, they spend their free time at a place where no effort is required by them, a cinema, theatre, a dancing hall.

A different type of person is full of ideas, he plans some interesting schemes for his leisure time. This is a creative type of character. For him his leisure time is full of activity.

Hobby is a wonderful occupation for leisure time. But it is not only an occupation. Hobbies teach us all sorts of things and they do it in a pleasurable way.

For example, stamp collecting is more than just having lots of stamps. It's our entry into the whole world of culture and history.

Such hobbies as carpentry[2] or model engineering teach us practical skills and the basics of science.

There are clubs for construction enthusiasts, so you won't be alone and learn quite useful things.

Gardening, music are the hobbies which teach us to enjoy the beautiful. Another hobby is cultivation of pen-friends. You'll get a lot of

interesting letters sent to you by all sorts of interesting people from remote and exotic places. You'll learn a lot of things about the culture and traditions of different countries and at least some words from a foreign language.

Some hobbies keep us fit: boating, hiking, camping. With sport the competitive[3] spirit is given its outlet[4]. You'll gain discipline, respect for the judge, the referee, the rule-book.

The life of a person can really be full and rich thanks to his hobbies. It's also a wonderful chance to make friends!

Notes:

1. leisure ['leʒə] – досуг, свободное время
2. carpentry ['kɑ:pɪntrɪ] – плотничное дело
3. competitive [kəm'petətɪv] – соперничающий, конкурирующий
4. outlet ['autlət] – выход

Ex. 2. What other hobbies are there? Make a list.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....

KEY VOCABULARY

Nouns

1.	hobby	хобби
2.	passtime	времяпрепровождение
3.	leisure-time ['leʒə]	свободное время, досуг
	spare-time	свободное время
4.	favourite occupation	любимое занятие
5.	activity	деятельность
6.	fun	развлечение
7.	passion	увлечение
8.	art	искусство
9.	dancing	танцы
10.	painting	живопись
11.	drawing	рисование
12.	music	музыка
13.	sport	спорт
14.	cinema	кино
	be a cinema goer	часто ходить в кино/увлекаться кино
15.	theatre	театр
16.	travelling	путешествия
17.	(go) camping	жить в палатках

18. (go) hiking	ходить в поход
19. animals	животные
20. (go) rowing	гребля
21. cooking	кулинария
22. foreign languages	иностранные языки
23. (go) fishing	рыбная ловля

Verbs

1. be interested in	интересоваться чем-либо
2. like doing smth	нравится заниматься чем-либо
3. enjoy doing smth	получать удовольствие от чего-либо
4. be keen on smth	увлекаться чем-либо
5. be engaged in	заниматься чем-либо
6. be fond of	увлекаться; любить что-либо делать
7. join a club/group/society	вступить в клуб/группу/общество
8. go in for sport/tennis/swimming	заниматься спортом/теннисом/плаванием
9. attend	посещать
10. play games/football/basketball	играть в спортивные игры/футбол/баскетбол
11. learn	изучать
12. find out	узнавать
13. get to know	узнавать, познакомиться
14. make friends	находить друзей, подружиться
15. meet people	встречаться с людьми
16. keep fit	поддерживать хорошую форму, укреплять здоровье
17. collect	собирать
18. take part in	принимать участие
19. watch TV	смотреть телевизор

WORD STUDY

Ex. 3. Match each hobby (A–K) with the benefits people get from it (1–11). More than one answer is possible.

A. Stamp-collecting	1. More general knowledge
B. Writing to pen-friends	2. An introduction to foreign language
C. Gardening	3. Pride in the way things look
D. Sport	4. Keeping fit
E. Electronics	5. A chance to complete
F. Art	6. Meeting people
G. Music	7. Gaining or saving money
H. Model-making	8. Discipline
I. Tourism	9. Knowledge of science
J. Sewing	10. Habit of being precise and careful
K. Painting	11. Enjoying the beautiful

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	

Ex. 4. Organize the following words by putting them into the correct column.

amateur theatre • antiques • board games • books • camping
cards • climbing • coins • computer games • draughts/checkers (AmE)
gardening • hang-gliding • hiking • musical instruments
needlework • painting • photography • postcards • pottery
puppets • stamps • wind-surfing • writing poetry

things people collect	creative hobbies	outdoor activities	things you can play

Ex. 5. Match the words and phrases in column A with those in column B. Tick (✓) the phrases which apply to you.

	A	B
☐ 1.	I study a lot. I have no	a) to keep fit
☐ 2.	Playing computer games is	b) a drama society
☐ 3.	I joined the club	c) fun
☐ 4.	Dancing is	d) hiking and camping
☐ 5.	I go in for sport	e) leisure time
☐ 6.	I am crazy about	f) amusing
☐ 7.	I love theatre. I attend	g) to meet interesting people
☐ 8.	I am keen on	h) knitting
☐ 9.	I enjoy	i) pop-music
☐ 10.	I love	j) poetry and art

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Ex. 6. Tell about your hobby/your friend's/your parent's. Say what you've gained from it. The words in the box can help you.

be interested in • like doing smth • take part in • learn
get to know • collect • have fun • make friends • keep fit

Ex. 7. Translate the sentences into English.

1. Я интересуюсь искусством. Я часто хожу на художественные (painting) выставки. Я много узнал о русских художниках. 2. Я люблю рисовать. По воскресеньям я рисую пейзажи (landscapes) в парке или за городом. 3. Я увлекаюсь музыкой. Недавно я поступил (join) в оркестр (band). Мы играем джаз. 4. Я занимаюсь спортом. Я играю в баскетбол. Я люблю спортивные игры. Я стараюсь поддерживать хорошую спортивную форму. 5. Театр – мое увлечение. Я часто хожу в театр. Я посмотрела много замечательных спектаклей (performance). Я мечтаю стать актрисой. 6. Я увлекаюсь коллекционированием. Я собираю открытки. У меня уже более тысячи открыток. Я много узнала о различных странах и городах мира. Это очень интересное хобби. 7. Я люблю ходить в походы и жить в палатке в лесу или у озера. Это прекрасный способ (way) встретить настоящих друзей. 8. Я люблю животных. У меня есть собака. Я гуляю с ней и ухаживаю за ней. 9. Хобби – это интересное занятие в свободное время. Хобби помогает мне многое узнать и делает жизнь интересной. У тебя есть хобби? 10. У меня есть друг по переписке. Я переписываюсь с ним уже три года. Я много узнал о Франции – его родине. Я изучаю французский язык. Скоро я поеду в Лион, а потом мой друг приедет ко мне в Петербург. 11. Я люблю путешествовать. Каждое лето мы идем в поход в горы. 12. Я увлекаюсь греблей. Мы часто ходим в лодочные походы. 13. Мое любимое занятие – кулинария. Я люблю готовить. Я часто помогаю маме готовить обед и печь пироги. Я люблю, когда мои друзья приходят к нам на обед (for dinner). 14. Я обожаю мой компьютер. У меня много друзей, и мы переписываемся в интернете. Компьютер также помогает мне учиться.

WORD FAMILIES

Ex. 8

Model: Who **chose** this restaurant?
It was a really good **choice**.

1. I **apologized** to the receptionist, but she didn't accept my ..... .
2. Paula hasn't **decided** whether to take the job or not. She has to make a ..... by Monday.
3. Tim is **graduating** from college this month. Are you going to his ..... ?
4. If you have a bad ..... , call the operator and have her **connect** you again.
5. How do you **pronounce** this word? What's the correct ..... ?
6. Thanks for **recommending** that hotel. I took your ..... and I loved it.
7. John and his brother don't **argue** often, but last week they had a big ..... .
8. My name is Thompson, but I'm not ..... to Ed. I don't have any **relatives** at all in Springfield.
9. We've **decorated** the whole house for the party, there are ..... in every room.
10. If you have anything to **declare** at Customs, you'll have to fill out a ..... form.
11. A lot of goods are ..... in this country. Over half of our **products** are shipped overseas.
12. Lisa's grades have **improved**; in fact, there's been a big ..... .

Are you a cinema goer?

TALKING ABOUT A FILM

Ex. 9. Read the letter. How many paragraphs does the letter consist of? What is the topical sentence in each paragraph? Write it out.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....

Ex. 10. Read the letter again. Underline the words used to say what the film was like.

Hi Frank,

Do you remember that film you recommended to me last year? Well, I went to see it, and I really enjoyed it. Now there has been a sequel[1]. I don't usually expect too much of the third part of a successful film, but "E.T."[2], part three was well worth watching. It was full of imaginative ideas, like this old granny as a space invader, and it was very amusing, too.

Well, of course the plot is based on the first two parts, but I think the director tried very hard to give it a character of its own. You know that I'm especially keen on special effects and stunts[3] and there was quite a lot of that in the film.

The two main characters in "E.T." are the old granny and a gangster from Brooklyn. It is great to watch how the relationship between these two changes in the course of the film.

There is a lot of suspense[4] too. Most of the action takes place in this old warehouse in Brooklyn, where granny is kept prisoner. The turning point comes when she shows the gangsters that she is a little more clever than they are and escapes.

After that luck changes and granny makes friends with the gangsters – mainly through her marvellous Italian cooking. Well, you may say the plot is rather far-fetched and not very realistic, but I liked it.

Yours, Tom

.....

.....

.....

Notes:

1. sequel [ˈsi:kwəl] – продолжение
2. "E.T." – science fiction fantasy "The Extraterrestrial" (1982) directed by Spielberg.
3. stunt [stʌnt] – трюк, фокус, шутка
4. suspense [səˈspens] – напряжение

Ex. 11. Write a film/play review as Tom did it (see ex. 10). Useful words and expressions:

recommend to see • enjoy • be worth seeing/watching • expect much/little of be keen on • be a fan of • be based on • to star in a film • be popular with a sequel • successful film • special effects and stunts main character • leading role • suspence

FOR THE FANS OF AMERICAN CINEMA

Read the text and highlight the answers to these questions.

1. What are the most famous films directed by Spielberg?
2. When was Spielberg's well-known thriller "Jaws" produced?
3. Why are his films so popular?
4. What film brought Spielberg worldwide recognition?
5. How is his remarkable black-and-white epic film called?

ONE OF THE BEST FILM DIRECTORS

STEVEN SPIELBERG

What do the films "Jaws", "Schindler's List" and "Jurassic Park" have in common? If you are a fan of American cinema, you will probably know that they were all directed by Steven Spielberg. Over the last thirty years, Spielberg has directed or produced some of the most successful films of all times.

Steven Spielberg was born in Cincinnati, Ohio, in 1947 and was interested in cinema from a very early age. In 1970, Spielberg's talent came to the attention of Universal Pictures and he was signed to a seven-year contract to direct films for television.

"Sugarland Express" was the first of Spielberg's films to be shown on the big screen. One year later, in 1975, the thriller "Jaws" gave him his first big success. Spielberg's films were popular with audiences and critics because of their special effects, imaginative scripts and dramatic music.

Soon, every film Spielberg worked on became a tremendous success, both financially and artistically. By the late 1970s, Spielberg was not only directing, but also producing and scriptwriting. He established his own independent production unit, Amblin Entertainment, in 1982, and began to produce a number of famous films, including "Gremlins", "Back to the Future" and "Arachnophobia", as well as animated features such as "An American Tail" and "Who Framed Roger Rabbit".

The film which brought Spielberg wide recognition was the science fiction fantasy "ET: the Extraterrestrial", which was released in 1982. At the time, "E.T." made more money than any film had ever made, but the record was broken eleven years later when Spielberg's "Jurassic Park", featuring amazing and terrifying computer-created dinosaurs, was released.

Spielberg has also made more serious films, such as "Schindler's List". This black-and-white epic film showed that Spielberg is a director of great power and sensitivity. Spielberg won a second Academy Award for best director for the film "Saving Private Ryan" in 1999.

In 1994, Spielberg formed a new studio, Dreamwork SKG, with two other powerful Hollywood executives, Jerry Katzenberg and David Geffen. It looks as though Spielberg's influence on popular American culture will continue to grow and grow.

(from "Click-on-3")

Ex. 12. There are different types of films (AmE: movie). Match the type of film on the left with the correct definition given on the right.

a)	documentary	1)	a film designed to shock and frighten people
b)	western	2)	an old film, usually in black and white, with pictures but no sound
c)	horror film	3)	a film made by photographing a series of drawings

d) action film
e) thriller
f) animated cartoon

4) a movie that is funny, usually with a happy ending
5) film giving facts about politics, history, nature, technology, etc.
6) film about the future, often with spaceships, space travel and life on other planets

1.	2.	3.	4.	5.	6.

Ex. 13. Choose a corresponding verb from the box, combine it with the nouns in colomns A and the sentence endings in column B. More than one variant is possible.

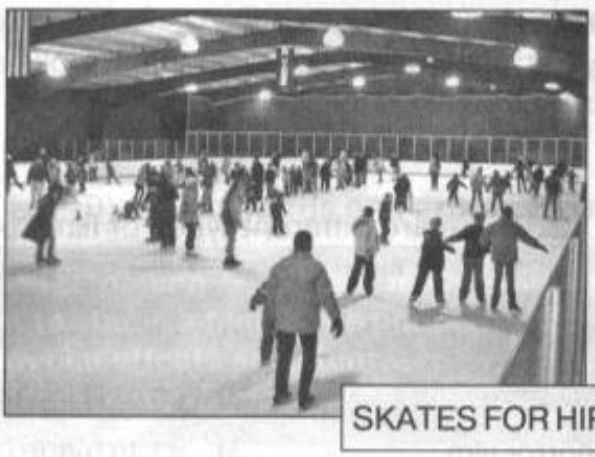
visit • attend • join • go to

YOU CAN:

A		B		
1.	your Aunt Martha	a)	☒	about pollution.
2. ....*attend*.....	a conference	b)	☐	to see Impressionist paintings
3.	a museum	c)	☐	and hang around with your friends.
4.	an organization	d)	☐	and experience live music performed on stage.
5.	a club	e)	☐	in hospital.
6.	a fancy dress ball	f)	☐	and get some delicious food.
7.	a disco	g)	☐	and wear an imaginative costume.
8.	a barbecue	h)	☐	which is working to protect wildlife.
9.	an opera	i)	☐	and enjoy the beautiful voice of the soprano.
10.	a zoo	j)	☐	to see exotic animals.
11.	a fairground	k)	☐	and have a ride on the roller coaster.

Ex. 14. Look at these pictures and say what people can do at weekends. The questions below can help you.

At weekends many people go to the ice rink or to the swimming pool, or ...



Notes:
1. feed – кормить
2. hire – брать на прокат

1. Is there a skating rink in your city/town?
2. Do you ever go there?
3. Have you got the skates or do you hire them?
4. Can you skate?
5. Do you skate well?
6. Can you swim? Do you swim well?
7. Do you often go to the swimming-pool?
8. Is there a Zoo in your city/town?
9. Do you sometimes go there?
10. When were you at the Zoo last?
11. Why do you go to the Zoo?

Ex. 15. Would you like to know what people can do in their spare time? Complete the sentences with the words from the word column. Tell about your leasure activities.

a) I'm Kevin, and I'm nearly six. I think hobbies are boring. I like to go to the (1) ..... instead. There I can play (2) ..... with my friends, go down the (3) ..... or sit on a (4) ..... . Oh, and I love 5 ..... like "Euro-Disney".

b) Hi, I'm Candy Davenport. During the week (1) ..... at home in front of the TV is enough for me, but on the weekends I go (2) ..... with my friends. My boyfriend Gary doesn't like (3) ..... . The music is too loud there, he says. He likes (4) ..... where he can play (5) ..... or (6) ..... with his mates Carl and Jake. When he goes out with them, I have a (7) ..... with Trisha, my best friend.

c) I'm Thornton Belgrave. Being nearly seventy, (1) .... are not really attractive for me. I enjoy a quiet day at home. I often sit in my room and go through my (2) .... or build historic (3) ..... . My wife Angela is interested in doing difficult (4) ..... or playing (5) ..... like "Monopoly". I prefer a good game of (6) ..... instead. I think it keeps my brain cells working.

d) Hi, I'm .....
.....
.....
.....

theme parks
slide
playground
swing
hide-and-seek

clubbing
billiards
discos
night out
relaxing
darts
pubs

board games
model planes
chess
jigsaw puzzles
sporting facilities
stamp collection

DISCUSSION CLUB

Ex. 16. "Going to a disco is not always harmless", says the author of the article. Do you agree with him? Read the article and give your opinion.

Here are some ways to express your opinion on a particular topic:

I think/believe/guess ['ges] ... **In my opinion ...** **To my mind ...**

Agreement	Disagreement
I think so too/you're right	*I don't agree (with you)*
I agree	*I don't think so*
That's very true	*I don't think you're right*

THE DISCO – ARE YOUNG PEOPLE AWARE OF ITS DANGERS?

For many decades now, discos have been a popular meeting-place for young people. It seems that it is a harmless place where teenagers meet friends, dance, have fun and best of all, where no parents can control them. But is this place really as safe as many people think? If we consider what happens in discos and after the disco every year, we will see that discos are anything but safe. Unfortunately, young people do not only go to discos in order to have fun and to meet friends. More than ever before teenagers who go there consume alcohol and drugs and what is even worse, they normally drive home afterwards under the influence of these substances. By doing this, they not only endanger their own lives, but also the lives of other innocent people. It is a fact that young people have more accidents after the disco than they normally do. As a result of the incredibly loud music, alcohol and drug consumption, they are not able to drive as safely as they would under other circumstances. Considering all these facts, it seems that young people are not aware of the dangers that go along with going to the disco regularly.

LISTENING

Track 22

I. You'll listen to a conversation. Six friends are talking about their hobbies. Listen to the conversation twice and note down which hobby each friend has.

Jack

	Hobbies
Jack	.....
Jim	.....
Ann	.....
Sandy	.....
Keat	.....
Paul	.....

Jim

II. For questions (1–4) choose the answer (a–c) which you think fits best according to the text.

1. What does Ann do in her spare time?
   - ☐ a) She goes to the Zoo.
   - ☐ b) She works on a farm.
   - ☐ c) She is fond of camera-hunting.

2. Why does Sandy take so many pictures?
   - ☐ a) She sends them to photo magazines.
   - ☐ b) She works for a photographer.
   - ☐ c) She is interested in photography.

Ann

Sandy

3. Why is Keat fond of cycling?
   - ☐ a) He has got a new byke.
   - ☐ b) He enjoys the sun and fresh air.
   - ☐ c) He wants to be a champion.

Keat

4. Why doesn't Paul want his classmates to know about his hobby?
   - ☐ a) They might laugh at him.
   - ☐ b) It's not a hobby but a bad habit.
   - ☐ c) He is afraid that his collection might be stolen.

Paul

1.	2.	3.	4.

SUGGESTIONS FOR WRITING

A. Read the story "My Hobby". Write about **your hobby** as Keat did.

MY HOBBY

My name is Keat Bright and I'm 15 years old. I've got a lot of hobbies but my favourite hobby is collecting records. On my twelfth birthday my uncle gave me a long-playing record. At first I was a little bit disappointed because I wasn't very much interested in listening to pop music. The title of this record was "The John Lennon Collection". I wanted to make my uncle happy. Therefore I played the record at once. And what a surprise, I liked most of these songs. This was the beginning of my hobby. At the moment I have 72 long-playing records and 55 singles. I know that it is an expensive hobby but I like it. I spend nearly all my pocket-money for my hobby. Some of my friends think that I'm crazy and they cannot understand my passion. Last spring I wanted to buy several records. But all my money was gone. So I decided to look for a holiday-job in the summer holidays. A few weeks later I read in the newspaper: "Newspaper carrier wanted". I applied for this job and I really got it. Now I distribute a local newspaper every Thursday and I get $30 for it. That means one long-playing record and two singles! I only collect pop music, of course. I don't like classical music or folk music. And I'm afraid this will never change.

B. Read Susie's letter and write a reply.

Dear Irina,
During my spare time after school, after I finish my homework, I go out with my friends. We have Saturdays and Sundays off school. During the day we can go shopping in malls[1]. Most of the movie theatres are inside the malls.
My friends and I go to the movies, cafes, get together and gossip[2]. At night we go to parties or to dance places. We also like to swim. Lots of us are in school sports. During the summer I go camping and play summer sports.
As for money, I don't have a job, but I do baby-sitting sometimes to earn some pocket money. Sometimes my parents give me some money (if I haven't caused them any problems). I use my money for the same things you do.
These are just a few things we do here in the USA in spare time. If you'd like to know more write me back. I'd be more than happy to hear from you and also learn more about Russia.
Yours, Susie.

Notes:
1. mall [mɔ:l] – a shopping area closed to cars
2. gossip – сплетничать

READING

HOBBIES

Today people have more time for leasure activities than they did in the past, mainly due to[1] shorter working hours. People also have higher incomes[2] and more paid holidays[3], so they are now able to follow a wider range of[4] interests and activities in their spare time. Hobbies differ like tastes. If you have chosen a hobby according to your character and taste you are lucky because your life becomes more interesting.

Hobbies are divided into four large classes: doing things, making things, collecting things and learning things.

The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to travelling and from chess to volleyball.

As a result, the leasure industry has become very commercialized and caters[5] to a wide range of tastes. Mass entertainment, including spectator sports[6], television, music, computer games and the cinema, the travel industry and "do-it-yourself" industry are now very big businesses.

People also do much sport. They do it for many reasons. Most people are amateurs[7] and do sport just for fun, for the exercise and to keep fit. There is some difference between sport in Britain and in other countries. For example, skiing is not very popular in Britain as there are not many mountains. They don't play much basketball and volleyball either, but many people play rugby. The British play many sports that are unknown in most other countries, for example: cricket, squash and netball.

Cricket is a typically British sport which foreigners have difficulty in understanding. There are two teams of eleven players. Matches last from one to five days. Many people think it is a slow and boring game, but it can be very exciting and rather dangerous. The ball often travels at a speed of 160 kph!

Squash[8] is another British invention. It is a form of tennis. There are two players and they use rackets similar to tennis rackets and a small, black rubber ball. They play indoors. It is a very fast and tiring sport!

Netball is similar to basketball. There are seven players (usually girls or women) in each team and the object of the game is the same as in basketball: to throw the ball through a net at the top of a three-metre post.

Among young people extreme sports become more widespread. Parachuting[9] and mountaineering[10] have been popular with people looking for thrills[11] and adventure. It is a chance to express their individuality, it is also an alternative to traditional sports.

Extreem or action sports include inline skating, skateboarding, hanggliding[12], surfing and many others. Unlike many other types of sport, there are often no official rules. But the main thing is not to take unnecessary risks!

Notes:

1. due to – благодаря
2. income – доход
3. paid holiday – оплаченный отпуск
4. a wide range – широкий круг
5. to cater – обслуживать
6. spectator sports – зрелищные виды спорта
7. amateur ['æmətə] – любитель
8. squash [skwɔʃ] – вид тенниса
9. parachuting ['pærəʃu:ting] – прыжки с парашютом
10. mountaineering – альпинизм
11. thrills – острые ощущения
12. hanggliding – дельтапланеризм

Ex. 17. Read the article. Underline any information which makes reference to:

a) the reasons of widening of interests and leasure time activities,
b) leasure industry
c) why people do more sport today
d) the most popular hobby groups

Ex. 18. Ask your partner these questions (for questions see pp. 125–126). Find the answers in the text.

1. What/extreem sports/you/know?
2. Why/young people/do/extreme sports?
3. What/difference/extreme sport/traditional sport/between?
4. What/typically English/kinds of sport?
5. What/the difference/between squash and tennis?

GRAMMAR

THE GERUND
Герундий

В русском языке такая часть речи отсутствует. В английском языке герундий образуется от глагола добавлением окончания **-ing**.

Наиболее распространенные формы герундия:

Active	Passive
reading	being read

Правила правописания при образовании герундия: see Appendix 2.

В английском языке герундий используется как существительное. В предложении он может быть **подлежащим**.

- **Dancing** is fun. *Танцевать весело.*
- **Smoking** is dangerous for your health. *Курение опасно для здоровья.*

Ex. 19. Make 10 sentences with the words from the table. Say what you like or dislike doing.

Model: *Reading in bed is one of my bad habits.*

Swimming	in bed	is one of my	hobbies
Walking	in the sea	is not among my	bad habits
Reading	letters to friends	is my favourite	interests
Eating	in the garden		weekend activity
Listening	to good music		occupation
Writing			way of spending one's time
Working			
Studying			
Football playing			
Camping			

Ex. 20. Complete the following sentences by using a gerund. Choose the appropriate verb.

go • organize • try • save • ask • stay

1. *Travelling to the USA has always been one of Jack's greatest dreams.*
2. ..... there by ship would of course take too much time, but plane would be perfect.
3. ..... his money for the trip is something Jack doesn't like at all.
4. ..... in hotels for some weeks is rather expensive.
5. ..... to come into contact with some American students would make the stay much cheaper.
6. ..... some organizations for help might be a good idea.
7. But what about trying to organize a school exchange? ..... an exchange would be a lot of work, but great fun to do.

В предложении герундий также может быть **дополнением**. Запомните основные глаголы, после которых следует герундий:

- **Verbs of saying and thinking**

admit – признавать
deny – отрицать
mind – возражать
suggest – предлагать
consider – обдумывать

- We consider buying a house. *Мы обдумываем покупку дома.*
- Tom **suggested going** to the cinema. *Том предложил пойти в кино.*

- **Verbs of liking and disliking**

adore – обожать
fansy – иметь желание
like – нравиться
dislike – не нравиться
love – любить
enjoy – получать удовольствие
dread – бояться
resent – возмущаться
hate – ненавидеть

- I **dread going** to the dentist. *Я боюсь идти к зубному врачу.*
- I **don't like writing** letters. *Я не люблю писать письма.*

- **other common verbs**

avoid – избегать
miss – пропустить, не заметить
postpone – откладывать
practise – практиковаться
risk – рисковать
begin/start – начинать
finish – заканчивать
stop – прекращать

- He **avoided making** the same mistake again. *Он избегал повторения той же ошибки.*
- Could you **stop making** so much noise? *Прекрати, пожалуйста, шуметь.*

Глаголы с предлогом

think of/about – думать о
talk of/about – говорить о
dream of/about – мечтать о
worry about – волноваться о
thank for – благодарить за
congratulate on – поздравлять с
apologize for – извиняться за
succeed in – добиться успеха в
agree on – договориться (о)
forgive for – простить за

- Thanks **for your coming**. *Спасибо, что Вы пришли.*
- I **apologize for being** late. *Извините за опоздание.*

accuse of – обвинять в
blame smb for – обвинять кого-л. в чем-л.
object to – возражать против
prevent from – мешать, препятствовать
suspect of – подозревать в
complain about – жаловаться на
insist on – настаивать на

- I wonder what **prevented him from coming** to the party. *Интересно, что помешало ему прийти на вечеринку.*
- He **objected to being** treated like a child. *Он не любил (возражал), когда с ним обращались как с ребёнком.*

Герундий употребляется после фразовых глаголов и устойчивых сочетаний:

- He **gave up smoking**. *Он бросил курить.*
- She **kept on interrupting** me while I was speaking. *Она все время прерывала меня, пока я говорил.*

give up – прекратить
go on / carry on – продолжать
put off – отложить
keep on – постоянно делать что-либо

feel like – хочется
couldn't stand – не выносить
look forward to – ждать с нетерпением
have difficulty in – испытывать трудности

- I **feel like having** a holiday. *Как хочется поехать отдохнуть.*
- I'm **looking forward to seeing** you. С нетерпением жду встречи.

Ex. 21. Translate the verb and rewrite these notes in complete sentences.

1. (обвинять) They ..... me/take the money. *They accused me of taking the money.*
2. (договориться) We ...../leave early.
3. (извиниться) I ..... be/late.
4. (начинать) We ...../read the story.
5. (жаловаться) They ...../be hungry.
6. (мечтать) I ...../fly to the Moon.
7. (получать удовольствие) He ...../swim in the lake.
8. (заканчивать) They ...../work at ten.
9. (не/отрицать) My dad ...../have fun while reading detective stories.
10. (избегать) Children ...../tidy up their room.
11. (обдумывать) I ...../study in the USA.
12. (практиковаться) They ...../skateboard in the square.
13. (припоминать) I ...../see you at the party.
14. (настаивать) Mother ...../go to the opera, which we didn't care about.
15. (продолжать делать что-либо) She ...../smile, although the teacher didn't like it.

Ex. 22. Fill in the Gerund. Bill tells Fred about Frank's passion: science fiction stories.

1. Frank loves (watch) ..... science fiction stories. 2. You can't risk (phone) ..... him whenever a "Star Trek" movie is on. 3. Once I suggested (go) ..... to a decisive game of our favourite basketball team. Oh, boy, he didn't agree (go) ..., he couldn't deny (intend) ..... to watch "Star Trek". 4. But (watch) ..... the match was a real temptation. 5. At last he agreed because I promised to tape the film for him. 6. You have to know that at that time his father considered (buy) ..... a VCR (video cassette recorder) to be a luxury. 7. Fortunately, Frank's grandpa doesn't want to miss (watch) ..... his favorite series either. So two years ago he bought a VCR.

Ex. 23. Complete the following to make sentences. Here are some ideas to help you.

being late for something • going to the dentist • going to the doctor
learning English • listening to rock music • playing football
lying in bed in the morning • reading • watching tennis on TV

1. I dread ..... 2. I enjoy ..... 3. I like ..... 4. I dislike .....
5. I really enjoy ..... 6. I resent ..... 7. I hate ..... 8. I adore .....

Ex. 24. Translate the sentences from Russian into English.

1. Я не против (не возражаю) того, чтобы рассказать ему об этом. 2. Он отрицал, что принимает в этом участие. 3. Я только что закончил читать эту книгу. 4. Я предлагаю подарить ей щенка на день рождения. 5. Я ненавижу мыть посуду. 6. Я обожаю кататься на велосипеде. 7. Когда ты собираешься начать работу? 8. Я люблю встречаться с интересными людьми. 9. Анна ненавидит летать на самолете. 10. Том не возражает вставать рано утром. 11. Мы все любим петь. 12. Вы должны избегать давать указания.

Ex. 25. Complete these dialogues using the phrases in the box.

feel like having • can't stand being told • give up playing carry on driving • detest going

1. A: Oh, dear, only another 3 days' holiday.
   B: Yes, I ..... back to school.
2. A: Jack hates being in the army.
   B: Yes, he ..... what to do all the time.
3. A: My grandfather is nearly 80 and he still enjoys a game of tennis.
   B: I don't think he'll ever .....
4. A: Let's stop for something to eat.
   B: I don't know. I think we should ..... and get home as quickly as possible.
5. A: Are you taking a holiday this summer?
   B: I hope so. I certainly ..... a couple af weeks off.

Ex. 26. Translate the sentences from Russian into English.

1. Учитель заподозрил его в том, что он списывает сочинение (composition). 2. Папа настаивал на том, чтобы научить меня работать на компьютере. 3. Он извинился, что не пришел вовремя. 4. Ничто не мешало ему пойти на экскурсию, но он не пошел, он не любил посещать музеи. 5. Директор начал с того, что представил (introduce) нового учителя. 6. Вилли начал тихо (softly) напевать. 7. Он любил задавать множество вопросов. 8. Ты хочешь продолжать изучать английский язык? 9. Я люблю смотреть телевизор по вечерам. 10. Мой дедушка прекратил работать, когда ему было 65. 11. В баскетболе игроки используют преимущество высокого роста (be tall). 12. Мама не одобряет позднего возвращения домой (stay out late at night). 13. Мы поздравили Анну со сдачей экзамена (pass the exam). 14. Пожалуйста, прости меня, что я так долго не писала. 15. Я не интересуюсь садоводством. 16. Бесполезно просить его об этом. 17. Она боялась провалиться на экзамене. 18. Стоит посмотреть этот фильм? 19. У вас будет возможность встретиться с интересными людьми. 20. Бесполезно волноваться. Ты ничего не можешь сейчас сделать. 21. Она боялась разговаривать с директором. 22. Наблюдение за животными учит нас многому.

Герундий имеет специальные формы для действительного (Active) и страдательного (Passive) залога. **Active** (reading) – само подлежащее совершает действие, **Passive** – действие совершается над подлежащим (being read).

- The boy liked neither **reading** nor **being read** to. *Мальчик не любил читать сам, также он не любил, когда ему читали.*

Ex. 27. Open the brackets using the correct form of the Gerund (Active or Passive).

1. I love (to talk) ..... to my Grandmother of her youth. 2. Most girls mind (to laugh) ..... at. 3. He remembered (to cross) ..... the road but didn't remember (to knock down) ..... 4. My parents hoped that I'll succeed in (to find) ..... my place in life. 5. He enjoyed (to need) ..... by everybody. 6. The girl never gets tired of (to ask) ..... her mother questions, but her mother often gets tired of (to ask) ..... so many questions. 7. He complained about (to give) ..... the most difficult questions at the test. 8. Why do you avoid (to look) ..... at me? 9. He got into the house without (to see) ..... by anyone. 10. Maurice was sitting at the table writing something, I wouldn't risk (to interrupt) ..... him. 11. I hate (to call) ..... when I'm doing my lessons. 12. The teacher doesn't like (to interrupt) ..... when he explains something. 13. They enjoy (to praise) ..... by the teacher.

Герундий также употребляется после:

a) **выражений с глаголом to be**
be afraid of – бояться
be proud of – гордиться
be tired of – устать
be fond of – любить
be famous for – быть известным
be interested in – интересоваться
be surprised at – удивляться
be good at – делать что-либо хорошо
be bad at – делать что-либо плохо
be worth – стоит
be slow at – медленно делать что-либо
be sorry for – сожалеть
be keen on – очень увлекаться, любить
be no use – бесполезно

- He **is slow in doing** sums. *Он медленно решает примеры.*
- He **is keen on playing** jazz. *Он любит играть джаз.*
- **Is** this film **worth seeing**? *Этот фильм стоит посмотреть?*

- Mother always talks about **the importance of studying**. *Мама всегда говорит как важно учиться.*
- He had no **experience in putting** up a tent. *Он не умел (не было опыта) ставить палатку.*

b) **существительных с предлогом**
advantage of – преимущество
chance of – шанс
opportunity of – возможность
danger of – опасность
hope of – надежда
risk of – риск, опасность
reason for – причина
importance of – важность
experience in – опыт
idea of – идея
wish of – желание

Ex. 28. Read the text and underline the Gerund. Explain its use in these sentences. Do you go skateboarding?

FUN ON 4 WHEELS ONLY?

Skateboarding is popular with young people all over the world. Skateboarding is not like skiing as it can be done in most places and at most times of the year. But if you do not like skateboarding, what about windsurfing or snowboarding? You need the right equipment, of course, and the right conditions – water and wind or snow – but there is less risk of hurting yourself and less danger of injuring other people, too.

Many young people have the chance of learning to windsurf when they go on their summer holidays. But you should not go windsurfing if you are not fond of swimming! Most beginners spend more time climbing out of the water than standing on their boards, but after mastering the basic techniques you will usually become quite good at staying on your board and may enjoy windsurfing on the sea almost as much as skateboarding in the city.

Ex. 29. Fill in the right prepositions. Use the -ing forms of the verbs in brackets.

1. Peter was not interested ..... (work) hard at school. 2. Athough he wasn't bad ..... (speak) Engish and French, he was really good ..... (play) football, and he wasn't at all fond ..... (do) his homework. 3. After 5 minutes he always got tired ..... (sit) still, so he gave up and went to play football unstead. 4. He wasn't afraid ..... (get) into trouble at school, because he was keen ..... (become) a professional footballer. Everyone knows that footballers don't have to be good at school. 5. All day long, Peter dreamt ..... (become) famous ..... (score) goals.

Ex. 30. Translate the words in brackets.

1. I (испытываю трудности) communicating with people. 2. We (не было надежды) arriving in time. We were in a traffic jam (пробка). 3. I hate (идея) leaving school without getting a certificate. 4. She has (план) spending three years studying in the USA. 5. I have (нет желания) meeting this man again. 6. I had (нет шансов) entering the University. 7. She wanted to work in a youth camp in summer but she had no (опыт) working with children. 8. You'll have (возможность) meeting interesting people. 9. Doctors keep talking about (опасность) smoking. 10. I have no (желание) staying here any longer. 11. We had no (шанс) talking, there were a lot of people at the party. 12. (Идея) taking a summer job belonged to my friend John. It was a good idea.

Ex. 31. Complete the sentences with -ing forms of the verbs in the box. Fill in prepositions where necessary. Tell how you spend holidays with your parents.

lie • persuade • stay • swim • let • go • skateboard • swim

It was June, and John was already looking forward ..... on holiday. His parents wanted to spend three weeks at the seaside again, but John was not keen ..... on the beach in the sun. He preferred ..... to ..... in the sea. He was not very good ..... . There was no chance ..... at home while his parents were on holiday, so John asked his father if he could take his skateboard with him.

At first his father was against ..... John to take such a big thing in the car with them, but finally John succeeded .... his mother to talk to his father. At last John's dad agreed to allow John take his skateboard.
When they put their luggage into the car, there was only just room for John's skateboard. "It's good you haven't got a surfboard, John," his dad said.

Герундий следует после предлогов:

after, on, before, by, for, in spite of, without, instead of

- They ran five miles **without** stopping. ... *без остановки*
- **Before** going to bed I usually read for an hour. *Перед тем как лечь ...*
- This knife is **for** opening letters. ... *для разрезания писем.*
- You can find his address **by** looking in the directory. *Заглянув в ...*

Ex. 32. Rewrite the sentences according to the model.

Model: Before Mr Clark got off the train, he looked for his ticket. (Before...)
Before getting off the train, Mr Clark looked for his ticket.

1. Although Mr Clark got up late, he caught the train. (In spite of...) 2. He fell asleep on the train and almost missed his stop. (After...) 3. But before the train arrived at the station, it suddenly stopped, and Mr Clark woke again. (But before...) 4. He looked through his pockets, then he finally found his ticket. (After...) 5. He didn't think. He quickly got off the train. (Without...) 6. When he reached the office, he noticed that he had left his breifcase on the train. (On ...) 7. He couldn't start working. He had to go and try to find his briefcase instead. (Instead of...)

Ex. 33. Supply the appropriate prepositions.

1. A telephone is ..... talking to people who are a long way away. 2. How do you find out what a word means? – ..... looking it up a dictionary. 3. I can't live ..... swimming and dancing. 4. Why don't you come out with us ..... staying at home? 5. He passed his exams ..... working very hard. 6. ..... hearing the fire alarm, go straight to the nearest exit. 7. ..... going out, she wrote a note for her mother. 8. ..... leaving school he plans to start working.

Ex. 34. Translate the sentences.

1. Он читает без остановки целый день. 2. Это надо обсудить до того, как принимать решение (make a decision). 3. Вы можете стать стройной (slim), делая гимнастику. 4. Дик вошел в класс не поздоровавшись (say "Hello"). 5. Он пошел на вечеринку вместо того, чтобы делать уроки. 6. Он пошел в школу несмотря на то, что плохо себя чувствовал. 7. Придя домой, он сразу включил телевизор. 8. Этот телефон только для звонков внутри школы.

Герундий в сочетании с глаголом GO используется для названия спортивных занятий и развлечений.

go climbing	go skiing	go dancing
go sailing	go riding	go shopping
go swimmimg	go fishing	
go skating	go boating	

Make sentences with these phrases.

.....

.....

После некоторых глаголов может следовать как герундий, так и инфинитив. Однако эти сочетания имеют разные значения.

Verb	Gerund	Infinitive
stop	❑ He stopped **smoking**. Он прекратил курить.	❑ He stopped **to smoke**. Он остановился, **чтобы** закурить.
like	❑ I like **cooking**. Мне нравится готовить. (процесс)	❑ I like **to cook** my meals myself. Я люблю сама готовить себе еду. (считаю это правильным)
hate	❑ I hate **going** to the opera. Я терпеть не могу ходить в оперу.	❑ I hate **to trouble** you. **Мне жаль**, что я вас побеспокоил. (сожаление)
remember *(о прошедшем действии)*	❑ I remember **posting** the letter. Я помню, что **отправил** письмо.	❑ Remember **to post** the letter. Не забудь **отправить** письмо. (напоминание)
forget	❑ I forgot **calling** you the day before. Я забыла, что я **звонила** тебе вчера.	❑ Don't forget **to call** me tomorrow. Не забудь **позвонить** мне завтра.
try	❑ Did you try **solving** the problem as our teacher had suggested? Ты **пробовал** решить задачу как предлагал наш учитель? (делать попытку)	❑ Try **to solve** this problem yourself. **Попытайся** сам решить эту задачу. (приложи усилия)

Ex. 35. Translate the sentences into Russian.

1. I'm sorry, I forget to do the dishes. 2. John can't remember feeding the dog. 3. Please remember to buy some milk on your way home. 4. Stop talking. 5. Let's stop to talk to George. 6. Ellen forgot posting the letter. 7. I won't forget to tell John that she has already posted the letter. 8. Bill, you are really getting on my nerves. Stop asking so many questions. 9. Good God, John. Have you again forgotten feeding the cats? If you go on like this, they'll never stop putting on weight. 10. I do remeber having seen you before, but I'm so sorry. I've forgotten your name.

Ex. 36. Use Gerunds or Infinitives in place of the verbs in brackets.

1. We saw this film last month. Do you remember (see) ..... it? 2. He always forgets things. He never remembers (lock) ..... the door. 3. Do you remember (post) ..... the letter? – Yes, I remember quite clearly; I did post it. 4. Remember (air) ..... the room! – Don't worry, I'll

do it. 5. Do stop (talk) ....., I'm trying to finish the letter. 6. I didn't know how to get to your house, so I stopped (ask) ..... the way. 7. Ann loves (cook) ..... but she hates (wash) ..... up. 8. I'm always worried about missing a train. So I like (get) ..... to the station in plenty of time. 9. I can't open the door. I have been trying (open) ..... it for half an hour. 10. Try (knock – постучать) ..... at the back door, maybe, there is somebody in.

REVISION

Ex. 37. Put the verbs in brackets into the gerund or the infinitive.

1. I want ..... (finish) work early tonight. 2. I hate ..... (wait) for buses in the rain. 3. I'm going to the cafe ..... (meet) Alex. 4. Sam is really good at..... (climb). 5. I really need ..... (have) a holiday soon. 6. ..... (park) a car in the centre of town is always really difficult. 7. We miss ..... (live) by the sea. 8. Thank you for ..... (be) so helpful. 9. Don't forget..... (lock) the door. 10. I enjoy ..... (listen) to the radio while I'm doing the cooking. 11. Let's go now. I'm worried about..... (miss) the train. 12. It was getting dark when we finished ..... (play) football. 13. They've worked very hard ..... (get) this party ready. 14. He refused ..... (help) me.

Ex. 38. Decide on the correct form A or B.

1. We all helped
   - ☐ A. move the car.
   - ☐ B. Moving the car.
2. I hoped
   - ☐ A. to be able to come soon.
   - ☐ B. for coming soon.
3. They insist
   - ☐ A. to see the manager.
   - ☐ B. on seeing the manager.
4. We invited them
   - ☐ A. to come to the party.
   - ☐ B. for coming to the party.
5. They agreed
   - ☐ A. leave.
   - ☐ B. on leaving early.
6. The children like
   - ☐ A. to play with Mark.
   - ☐ B. playing with Mark.
7. We finally managed
   - ☐ A. to open the door.
   - ☐ B. opening the door.
8. He offered
   - ☐ A. to pay for the coffee.
   - ☐ B. paying for the coffee.
9. We planned
   - ☐ A. to arrive at nine o'clock.
   - ☐ B. on arriving at 9 o'clock.
10. They promised
    - ☐ A. to visit the old aunt.
    - ☐ B. visiting the old aunt.
11. They refused
    - ☐ A. to leave.
    - ☐ B. leaving.
12. She suggested
    - ☐ A. to go to a different school.
    - ☐ B. going to a different school.
13. I thought
    - ☐ A. to go abroad.
    - ☐ B. of going abroad.
14. Do you want
    - ☐ A. to go home?
    - ☐ B. going home?

Ex. 39. Translate the sentences.

1. Она боится потерять свою сумочку. 2. Изучение языков – трудная работа. 3. Я всегда голоден после бега. 4. Наблюдать за животными очень интересно. 5. Перестаньте плакать и продолжайте читать. 6. Она не отрицала, что у нее нет времени заниматься. 7. Я настаиваю

на том, чтобы повидать моего друга. 8. Мама против того, чтобы я играл в футбол. 9. Я думаю о том, чтобы поехать в Англию. 10. Плохая погода помешала им поехать на пикник. 11. Мама обвиняет меня в том, что я ей не помогаю. 12. Мама возражает против того, что дети часто ходят в кино. 13. Я хочу поблагодарить вас за помощь. 14. Терпеть не могу ждать автобус. 15. Наши шансы получить "пять" были очень малы. 16. У нее была привычка ложиться поздно спать. 17. Наконец нам удалось найти дорогу. 18. Он извинился, что был груб (rude). 19. Я устал делать то, что мне не нравится.

TEST YOURSELF

I. Choose the correct form of the Gerund.

1. He was accused of ... the window.
   a) being broken b) breaking
2. Peter suggested ... him to the airport.
   a) driving b) being driven
3. You risk ... by a car if you cross the street like that.
   a) knocking b) being knocked
4. He was very shy. He avoided ... at the girl.
   a) being looked b) looking.

1.	
2.	
3.	
4.	

II. Correct the mistakes which have been underlined for you. Suggest the right word(s).

1. I hate <u>to disturb</u> while I'm working. 1. .....
2. You should give up <u>being asked</u> silly questions. 2. .....
3. Please, exuse my <u>be</u> rude to you. 3. .....
4. He stopped <u>buying</u> some bread, I waited for him in the street. 4. .....

III. Fill in the blanks with the prepositions from the box. There are some extra prepositions you don't need to use.

a) **in** b) **at** c) **for** d) **from** e) **about** f) **on** g) **of** h) **which**

1. Don't miss the opportunity ..... going to the concert.
2. My sister has no interest ..... playing football.
3. Mother insisted ..... my taking the medicine.
4. Do you have any reason ..... saying such a thing.
5. Nobody could prevent him ..... doing it. We were not around.

1.	
2.	
3.	
4.	
5.	

IV. Translate the underlined words.

1. Я <u>рискну подойти</u> к ней и все рассказать. .....
2. Мы <u>думаем о покупке</u> нового компьютера. .....
3. Спроси папу. Он <u>скажет тебе, что делать</u>. .....
4. Я всегда <u>мечтал быть</u> богатым. .....
5. Мы <u>хотели поиграть</u> в шахматы. .....

Unit 11

BEING FIT AND HEALTHY

Discuss the following questions:
What helps you keep fit and healthy?
What is "health food"?

Do you find that most magazine articles about health and fitness suggest "solutions" that are much too expensive or difficult for you?

Well, don't worry – there are a number of easy ways to keep fit and stay healthy.

Common-Sense Fitness

WHAT CAN WE DO TO LEAD A LONGER AND HEALTHIER LIFE?

Ex. 1. Read the suggestions below (A, B, C) and match them with the slogans (1, 2, 3).

A. It's very important, especially if you're overweight. If you can cut down on fats and have more fruit and vegetable, you will lose weight naturally. As a result you'll be fitter, feel better and live longer.

B. You don't need to attend a gym to do this. Instead, walk quickly for 30 minutes three or four times a week. If you do this, you'll find you have much more energy. It would be a good idea to join a health club and exercise regularly.

C. It's a leading cause of cancer, heart disease and a lot of health problems. It's also bad for other people who have to breath smoke. The result of giving up this bad habit would be a healthier lifestyle for you and everyone around you.

1.	2.	3.

Ex. 2. What result does the writer expect if you follow each of the suggestions? Copy the key phrases out.

A. .....

.....

B. .....

.....

C. *a healthy lifestyle* .....

.....

Ex. 3. Read the final paragraph to the suggestions above. What is your idea of a healthy lifestyle?

SO, WHAT CAN WE DO TO LEAD A LONGER AND HEALTHIER LIFE?

The answer is simple. Stop smoking, get some exercise and improve your diet. These three easy steps are the keys to good health.

KEY VOCABULARY

Nouns:

1.	health [helθ]	здоровье
	healthy	здоровый; полезный для здоровья
	health food	здоровое питание/пища
2.	fit *(adj)*	сильный, здоровый, в хорошей спортивной форме
	keep fit	поддерживать хорошую форму; быть бодрым и здоровым
3.	weight [weɪt]	вес
	be overweight	иметь излишний вес
	lose weight	худеть
	weight-watcher	тот, кто следит за своим весом
4.	diet [daɪət]	диета; пища, которую мы едим
	keep to a diet	придерживаться диеты
5.	fat	жир
	low-fat	низкое содержание жиров
6.	food	пища; еда
	fast-food	еда быстрого приготовления
	junk food [ʤʌnk]	нездоровая пища, изобилующая добавками и наполнителями
	processed food	готовая к употреблению пища
7.	meal [mi:l]	еда; принятие пищи
8.	habit	привычка
9.	lifestyle	образ жизни
10.	exercise	упражнения; тренировка; зарядка
	get some exercise	заниматься спортом

Verbs:

1.	ban	запрещать
2.	give up	прекращать; «бросать» (о вредной привычке)
3.	lead a healthy life	вести здоровый образ жизни
4.	improve	улучшать
5.	persuade [pə´sweɪd]	убеждать; уговорить
6.	be responsible for	отвечать за
7.	jog [ʤɔg]	бегать трусцой
8.	cause [kɔ:z]	вызывать; являться причиной

WORD STUDY

Ex. 4. Complete the sentences with a suitable expression from the Vocabulary.

1. All modern supermarkets sell ..... which is produced without chemical fertilizers (удобрение), pesticides and hormones.
2. If you want to ..... you should get more exercise.
3. Smoking is a dangerous ..... . You should ..... it ..... .
4. Much sugar and fat can ..... heart trouble.
5. Changing eating habits will ..... your health.
6. All these advertisements can't ..... me. I'll never smoke again.

Ex. 5. To know what this article says you have to fill in the right words from the word column.

WHY ARE SO MANY YOUNG PEOPLE ATTRACTED BY FAST FOOD?

If young people are (1) ..... they tend to go to (2) .... restaurants. That is why profits of (3) ..... and other restaurants of this kind keep rising.

Among the young it has become (4) ..... to go there for several reasons. First, you can (5) ..... between a lot of (6) ..... and the ordinary ones such as hamburgers or French fries are quite (7) ..... Moreover, (8) ..... have changed. It has become important to get something (9) ..... without having to wait. These restaurants are also a meeting place for young people. Another (10) .... of fast food is that people get the same quality throughout the world.

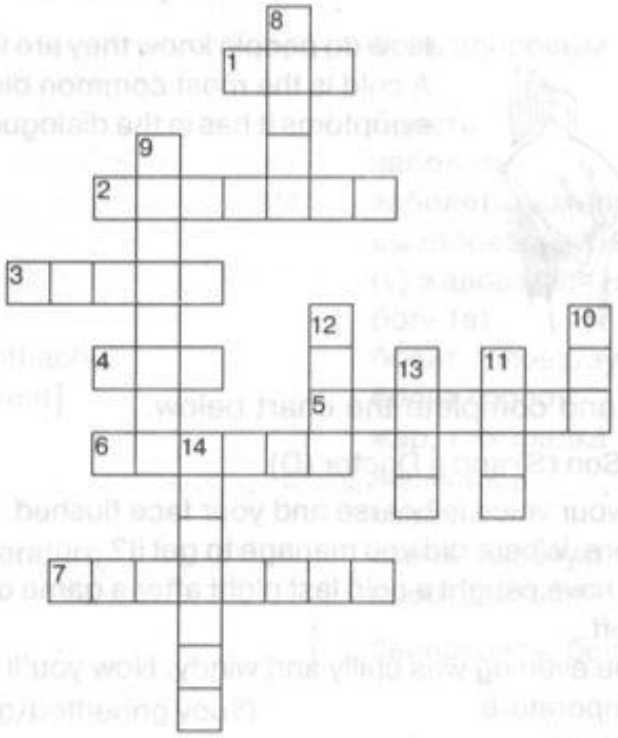
However, there are certainly (11) .... ways to still one's hunger – young people should not only eat hamburgers.

a) eating habits
b) hungry
c) advantage
d) fast food
e) choose
f) healthier
g) cheap
h) Mc Donald's
i) quickly
j) a trend
k) meals

Ex. 6. Do the crossword puzzle. Translate the words across and down.

Across:

1. запрещать
2. здоровый
3. вызывать
4. жир
5. курение
6. вес
7. зарядка



Down:

8. привычка
9. убеждать
10. бегать трусцой
11. диета
12. быстрый
13. пища
14. улучшать

Ex. 7. Read the text and match the phrases in column A with those in column B.

KEEP FIT – DON'T SMOKE!

Smoking is a dangerous habit, and cancer can be the result. Only a minority of young people smoke these days – for most teenagers it's not a popular or acceptable habit.

But why do some young people start smoking? It often happens in families where children see their parents smoking, or in cases where a boyfriend or girlfriend smokes. Cigarette firms prefer to use adverts only with young, healthy people in them, although the firms in fact sell a very unhealthy product. And unfortunately a lot of young people are persuaded by the "cool" image in the adverts – probably a friend of yours is among them.

SO REMEMBER: IF YOU WANT TO KEEP FIT AND HEALTHY – DON'T SMOKE!

A

1. Smoking is a habit
2. It's only a minority of young people
3. For most teenagers smoking isn't something
4. Those young people ... often start themselves because they see their mother or father doing it.
5. A girl ... will probably start smoking just like him.
6. The adverts ... show only healthy young people.
7. The product ... is very unhealthy.
8. A lot of us have got friends
9. Anybody ... shouldn't smoke!

B

a. whose parents smoke
b. cigarette firms prefer to use
c. who smoke these days.
d. cigarette firms sell
e. whom cigarette firms have persuaded to smoke with their "cool" advertising .
f. which can cause cancer.
g. that is popular or acceptable.
h. whose boyfriend smokes
i. who wants to keep fit

1.	2.	3.	4.	5.	6.	7.	8.	9.
f								

Symptoms of Illness

How do people know they are ill? – They have symptoms. A cold is the most common disease. You'll find out what symptoms it has in the dialogue below.

Track 23 **Ex. 8.** Read the dialogue and complete the chart below.

Between a Mother (M), her Son (S) and a Doctor (D).

M: Your nose is clogged up[1], your voice is hoarse and your face flushed. You must have a cold. I'm sure. I hope it's nothing more. Where did you manage to get it?

S: I don't know myself. I must have caught a cold last night after a game of football when I felt so hot that I even took my jacket off.

M: How thoughtless of you, the evening was chilly and windy. Now you'll have to stay in. Here's the thermometer, take your temperature.

S: Oh, I'll be all right in a few hours.

M: Now, you do what you are told. Put the thermometer under your arm... Oh, it's thirty eight point three. You'll have to stay away from classes today. I'll call the doctor. *(She phones to the local out-patient hospital and is told that the doctor will call while making his daily round of the district.)*

D: What do you complain of, my boy?

S: I have a bad (splitting) headache and a sore throat. I feel sort of feverish.[2]

D: Let me feel your pulse. Open your mouth, please. I see your tongue is coated[3] and your throat inflamed[4]. Now, strip to the waist[5], please. *(The doctor sounds the boy's lungs.)* Take a deep breath... *(To the mother.)* Your son is to keep his bed for three days. Here is the prescription. The medicine is to be taken three times a day before meals, two tablespoonfuls each time. It will help to keep the fever down[6]. *(To the son.)* Blow your nose gently, young man, or else you'll have an earache... Nothing serious, but don't get up before Wednesday, as there might be complications.

Notes:

1. Your nose is clogged up – У тебя заложило нос
2. I feel sort of feverish – Меня будто лихорадит.
3. coated – *(зд.)* покрыт налетом.
4. inflamed – воспаленный
5. to strip to the waist – раздеться до пояса.
6. to keep the fever down – понизить жар, температуру.

What does the boy complain of?	*What is the doctor's advice?*
.....	.....
.....	.....
.....	.....
.....	.....

KEY VOCABULARY

1. be in good health feel well/be fine	быть здоровым
2. be sick/ill	болеть
3. fall ill	заболеть
go down with (flu)	заболеть чем-либо (гриппом)
4. get better/recover	выздоравливать
5. complain (of)	(v) жаловаться на что-либо; (n) жалоба
6. pain/ache (in) [eɪk]	боль (в)
7. have a headache/toothache	болит голова/зуб
8. have a sore throat [θrout]	болит горло
9. fever	жар, лихорадка
10. runny nose	насморк
11. cough [kɔf]	кашель
12. be running high temperature	иметь высокую температуру
13. have a cold	простудиться
14. trouble [trʌbl] bother ['bɔθə] (*e.g.* What is troubling/bothering you?)	беспокоить, беспокойство, хлопоты
15. go to the doctor	пойти к врачу
16. call the doctor	вызвать врача
17. take one's temperature	измерить температуру
18. sound one's lungs	«прослушать» легкие
19. examine the patient	осмотреть пациента
20. feel one's pulse	измерить пульс
21. take medicine (for)	принимать лекарство (от)
22. write out a prescription	выписать рецепт
23. make out a medical certificate	выписать справку
24. stay away from classes	не ходить в школу
25. stay in bed	соблюдать постельный режим
26. give a short/injection	сделать укол
27. ruin one's health	разрушать здоровье

Proverbs and Sayings

1. An apple a day keeps the doctor away.	Яблоко в день – и врач не нужен.
2. A sound mind in a sound body.	В здоровом теле здоровый дух.
3. Health is better than wealth.	Здоровье – лучшее богатство.
4. Fit as a fiddle.	Здоров как бык.

Asking about Health

When an Englishman asks you about your health, he is probably only doing so out of politeness unless he knows you have been ill, he is certainly not expecting a detailed medical report, and will be most surprised if you give him one.

– How is your brother these days?
What's wrong with him?
What's the matter?

– He's gone down with a cold (flu).
He is not feeling well.
– Tell him I hope he soon feels better.
Let me know if there is anything I can do.
– Thank you very much.

Ex. 9. Expand and act out the situation introduced by the opening sentences. Use words and phrases from the Key Vocabulary.

A: How's your brother these days?
B: .....
A: I'm sorry to hear that. What's the matter?
B: .....
A: I hope he soon gets over it.
B: .....

* * *

A: I haven't seen Bob lately. How is he?
B: .....
A: Oh, dear! What's up with him?
B: .....
A: Let me know if there's anything I can do.
B: .....

Ex. 10. Translate the dialogue between a patient (P) and a doctor (D).

D: Садитесь, пожалуйста. На что жалуетесь?
P: Я плохо себя чувствую. У меня насморк и небольшой кашель.
D: Вы давно (как долго) простужены?
P: Думаю, я простудился 3 дня назад. Было холодно и ветрено, а я был без куртки.
D: Вы измеряли температуру?
P: Да, вчера у меня было 37,2, но сегодня, я чувствую, температура поднялась (у меня высокая температура).
D: Разрешите, я посмотрю ваше горло. Откройте рот. У вас болит голова?
P: Да, я думаю, это потому, что у меня заложен нос.
D: Это грипп. Я выпишу вам лекарство, принимайте его три раза в день. Вы должны оставаться дома (не ходить в школу) в течение трех дней.
P: Но я не могу пропускать занятия в школе. Конец четверти, и у нас контрольные.
D: Но вы не можете ходить в школу. У вас грипп, а грипп заразная (catching) болезнь. Я выпишу вам справку. Я навещу вас (call on smb) опять через три дня.
P: Спасибо, доктор.

Ex. 11. Act as an interpreter. Translate the sentences in the dialogue from Russian into English.

Susan: Good morning, doctor.
Doctor: Здравствуйте, Сьюзен. Что вас беспокоит?
Susan: I feel bad. I have a headache, and I'm afraid I'm running a temperature.
Doctor: Позвольте мне прослушать ваши легкие. У вас сильная простуда, Сьюзен. Вы должны соблюдать постельный режим, пока температура не станет нормальной и вы не прекратите кашлять.

Susan: How I hate being ill and staying in bed!
Doctor: Но если вы не будете это делать, вы можете заболеть гриппом или воспалением легких (pneumonia). Я выпишу вам лекарство.
Susan: Thank you, doctor. Goodbye.

Remember how to ask a question in English

Вопросительное слово	Вспомогательный глагол	Подлежащее	Сказуемое (в нач. форме)	Второстепенные члены предложения
When	did	you	start	jogging?

Jogging Keeps You Fit

Ex. 12. You'll read an interview with Lucy Smart who started jogging, and it has completely changed her life. Make up questions to which the following sentences might be the answers (grammar guide p.p.123–125).

C: *When did you start jogging?*
P: I started 5 years ago.
C: .....
P: Originally I started to go running because I was worried about my health. I used to have attacks of astma quite often.
C: .....
P: At first it was agony. But after a while I discovered that I like the feeling you get when you've finished a 4–5 mile run.
C: .....
P: So it was a very enjoyable thing and I love doing it.
C: .....
P: It's a hobby, and apart from everything else it helps you to see different sights and to get to know your environment much better.
C: .....
P: So yes. I'm a jogger.

WORD FAMILIES

accident:	Mr Bell had a car **accident** on the way to the airport.
accidental:	Their meeting in the street was **accidental**.
accidentally:	Ted **accidentally** knocked over the glass of water.

Ex.13. Fill in the correct form of the word in boldface.

Model: The sign said "**Danger**! Do Not Enter," but we couldn't find out why the area was *dangerous*.

1. Jane's company has a big **advertising** budget. They ..... their products in many newspapers and magazines.

2. Mark **competes** in a lot of races. He's in at least five ..... a year.
3. The factory is trying to increase **production**. They want to ..... 20% more than last year.
4. Marilyn's boss wasn't **satisfied** with the dinner. He said it was .....
5. John **inherited** $20,000 from his aunt. He used his ..... to buy a fast-food restaurant.
6. Larry is interested in **science** and math. He wants to be a ..... when he grows up.
7. We often go to the movies for **entertainment**. Comedies are especially .....
8. Mr Parker is very **decisive**. He's used to making important ..... quickly.
9. Bill **suggested** that we try the Roma Restaurant. It was a good ..... ; the food was excellent.
10. Our office is in the **center** of the town. It was chosen for its ..... location.

PHRASAL VERBS

Ex. 14. Complete the sentences using the right form of the words from the box. There are 4 extra words in the list.

to look up • to look at • to seek • to see through • to search for
to look for • good-looking • to look after • to search • to look through
to look forward to • to see • to look around • to look

1. Living as a single Joanne often has difficulties (in) finding a babysitter ..... her two young children.
2. The policemen were ..... the house where the runaways were supposed to be hiding. Finally they found the building and ..... it from top to bottom without detecting any suspects.
3. ..... that girl! She ..... scared.
4. Millions of adults and children were ..... finally holding the fifth volume of Harry Potter in their hands.
5. You can hardly ..... the windscreen of that car because it is so dirty.
6. We were ..... last week's papers, but we could not find any articles on Al Qaeda's latest attacks.
7. "What's the meaning of that word?" – "I don't really know it either. I'll have to ..... it ..... in the dictionary."
8. Doctors and pharmacologists were desperately ..... the virus causing SARS.

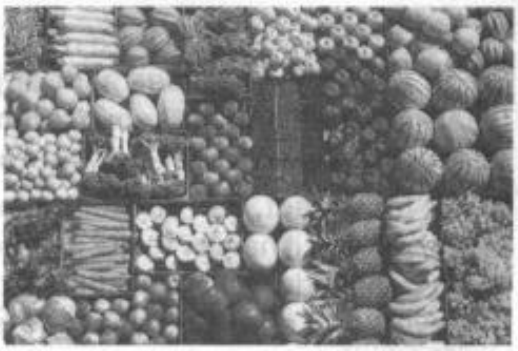
LISTENING

Track 24 **You'll hear a passage from a magazine article on food and fitness. Before listening to the text twice look through the questions below.**

I. Mark (✓) the statements that are mentioned in the article. There are two extra statements which you don't need to use.

☐ 1. Health diet has become a national passion.
☐ 2. People started thinking about healthy eating in the late 1990s.

- ☐ 3. America has enormous fast-food industry.
- ☐ 4. Americans are the fattest people in the world.
- ☐ 5. Chicken and fish have increased in popularity.
- ☐ 6. People try to eat less sugar.
- ☐ 7. Restaurants also offer meals for weight-watchers.
- ☐ 8. Salad bars are very popular.



II. Listen to the recording again and fill in the missing words in these extracts.

a) There are several (1) ..... chains in the USA, such as McDonald's, but fast-food makes people (2) ..... . More and more people worry about that fact and try to eat (3) ..... .

b) Our family started to (4) ..... butter with (5) ..... , we also drink (6) ..... milk. They are not so fattening.

c) Young people are often overweight because they consume much (7) ..... . Today they also attempt to change their (8) ..... . They eat more (9) ..... and fruit. Nowadays even fast-food restaurants have (10) .... on their menu.

SUGGESTIONS FOR WRITING

Read the passage from an article about the measures taken in the USA against smoking. What is the situation with smoking in your country? Write a review (150–200 words) for your school magazine.

A

THANKS FOR NOT SMOKING

We've all heard the question "Smoking or non-smoking?" when making plane reservations. And when we travel by train, we have to choose whether we want to sit in a smoking or non-smoking car. In many countries these choices may not be available much longer. In the United States smoking is now prohibited in most public buildings and on airlines. And the smoking car on trains is already becoming a thing of the past.

Restaurants in the USA are designating separate sections for smokers, hotels are assigning special rooms, and many companies now provide separate areas for employees who smoke. And, of course, we are all bombarded daily with anti-smoking messages in the newspapers, on the radio, and on television.

B

Being overweight causes a lot of problems. The extract below tells you about one of them. **Comment upon the problem. Do overweight people in Russia face the same problems?**

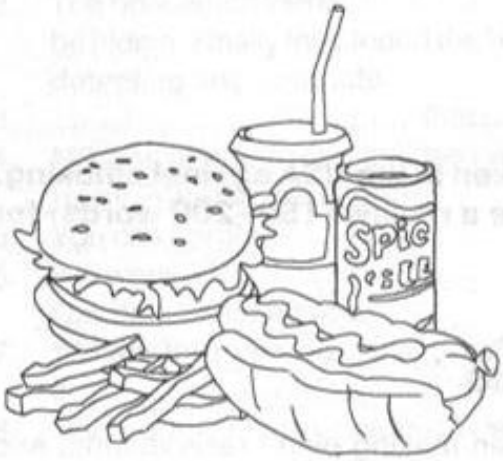
Being fat, in fact, can cause real problems for an American. He or she will find it harder to get a good job, or even to make friends. If you want to do well, you must be thin. It doesn't seem fair, does it? Advertisers and fast-food sellers scream at people to eat, eat, eat. But inside, there is another voice saying "stop, stop, stop."

READING

FOOD SAFETY

There are two sides of the food issue. In poor countries it's a question of life and death. In rich countries it's a question of health and *diet.*

• *Food* has become a source of anxiety to many people. Behind it lies a revolution in the way our food is now produced. The problem is that a vast range of chemicals used on the modern farm have crept into our food. Our *diet* – the food we eat – is not always *healthy.*



• 30% of Americans and 25% of Europeans are fat because they eat too much *junk food:* humburgers, popcorn, pizza, chocolate. Why is junk food bad for us? The answer is simple. It contains too much sugar and fat. This is the reason why so many people die of heart diseases.

• Finally, there are *"additives"* – a group of chemicals which food factories use. They make food look better, taste better, last longer. The best recommendation is to stop eating *processed foods.* Instead there is *a diet* of fruit, vegetables, brown bread, fish and other *"health" foods.*

• But even health food isn't always healthy. People don't just pollute the atmosphere. They pollute themselves too. Modern farmers and food factories use over three thousand chemicals. Some are *"fertilizers"* – these help crop to grow. Others are *"pesticides"* which kill insects. The third group are *"hormones"* – these make animals, like pigs, grow more quickly.

• Concern about health risks caused great demand for *organic food,* grown without chemicals. Chemicals are replaced by crop rotation. Organic agriculture is also kinder to the environment, the soil and farm workers.

• You may turn your worry about food to action. As a shopper you have a great deal of influence. How you choose to spend your money shape *the supply chain* policy. Citizens can choose and *campaign* for food that is safe to eat, healthy for themselves and the environment.

Notes:

1. pizza ['pi:tsə]
2. chocolate ['ʧɔklət]
3. pesticide ['pestɪsaɪd]
4. hormone ['hɔ:moun]
5. creep (crept) – красться

Ex. 15. True or false? Give reasons for your answers based on the text (✓).

	true	false
1. All our food is healthy.	☐	☐
2. Junk food is very good for men.	☐	☐
3. Chemicals used on a modern farm pollute our food.	☐	☐
4. Fruits and nuts, vegetables and wheat are health food.	☐	☐
5. Food additives can add colour, flavour, artificial sweetness.	☐	☐
6. Hormones help plants grow.	☐	☐
7. Fertilizers are used to kill insects and weeds.	☐	☐
8. Chemicals make agriculture safer and healthier.	☐	☐
9. All food grown on a farm can be called organic.	☐	☐

Ex. 16. Find in the text the equivalents to the following words and phrases.

Источник беспокойства .....
огромное количество химических веществ .....
то, что мы обычно едим .....
очень полные люди .....
нездоровая пища с большим количеством химических добавок .....
.....
готовая к употреблению пища .....
ядохимикаты .....
пищевые продукты, выращенные без применения химических веществ .....
.....
формировать политику поставок пищевых продуктов (в магазин) .....
.....

Ex. 17. Use the above words (ex. 16) to describe the food most people eat. Say what diet is good for man.

Ex. 18. Read and translate the text. Ask five questions to the text. Discuss them in class (grammar guide p.p.123–125).

AMERICAN FOOD

Foreign visitors to the States are often surprised to see so many Americans who are fat. It would be a prejudice[1] to say that these fat people always lack self-control — they are fat because American food supplies too many calories. Especially meat is fatty, and moreover, it is laden with hormones and antibiotics.

The consequence[2] is that Americans are irresistibly attracted by new diets in order to lose weight. Half the women in America believe themselves to be overweight. In this country of great abundance[3] it is a must to be thin. On the bestseller book lists of the USA you find cookbooks and diet books. Fortunately, regional as well as Chinese and Mexican restaurants serve low-calorie meals and stand in contrast to food establishments[4] such as Pizza Hut, Burger King and other similar places.

Notes:

1. prejudice ['predʒudis] – предубеждение
2. consequence ['kɔnsikwəns] – следствие
3. abundance – изобилие
4. establishments – заведения

1. *What surprises foreign visitors to the USA?*
2. .....
3. .....
4. .....
5. .....

GRAMMAR

THE INFINITIVE
Инфинитив

Инфинитив – это неопределенная форма глагола, от которой образуются личные формы глагола (**to ask**: he ask**s**, ask**ed**, **will** ask).

Основные формы инфинитива в английском языке:

	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	–
Perfect	to have written	to have been written

Когда в предложении за глаголом (или глагол-связка + прилагательное) следует другой глагол, послéдний используется в форме инфинитива.

- I *want* **to see** the manager.
- He *pretended* **to be sleeping**.
- She *likes* **to be praised**.
- I *was happy* **to help** the girl.

Отрицательная форма инфинитива образуется при помощи частицы **not**

- We decided **not to go** out because of the weather.

Только две формы инфинитива **to ask/to be asked** имеют соответствующие формы в русском языке. **Continuous** and **Perfect Infinitive** в русском языке отсутствуют, поэтому они могут быть переведены лишь в контексте.

Continuous Infinitive показывает действие в процессе его совершения, **Perfect Infinitive** имеет значение предшествования/завершенности действия.

- ❑ It's nice **to be sitting** here.
- ❑ He's glad **to have left** college.

Ex. 19. Rewrite these sentences using "not" in front of a "to"-infinitive.

1. She told me I shouldn't pay so much for a ticket./She advised me *not to pay* so much for a ticket.
2. He waved but I pretended that I didn't see him./I pretended ..... him when he waved.
3. They promised they wouldn't miss the meeting./They promised ..... the meeting.
4. I told the kids they shouldn't make so much noise./I told the kids ..... so much noise.
5. I was going to write, but John persuaded me I shouldn't./John persuaded me ..... .
6. Jenny reminded Peter that he shouldn't be late./Jenny reminded Peter ..... late.

Ex. 20. Use the correct form of the Infinitive in brackets (Simple, Continious, Perfect).

1. I hope (see) ..... you soon. 2. He expected (help) ..... by his friends. 3. The woman pretended (read) ..... and (not hear) ..... the bell. 4. I am glad (do) ..... all the homework before going to the party. 5. Is there anything else (tell) ..... him? 6. The students are waiting (give) ..... the books for their work. 7. He liked (appear) ..... in public, he was so anxious (talk) ..... about. 8. He took off his boots (not make) ..... noise. 9. The suitcase is too heavy for one person (carry) ..... . 10. He took to writing (not earn) ..... a living but a name. 11. It's so nice of you (book) ..... the tickets well in advance (заранее). 12. The only sound (hear) ..... was the tickling of the grand father's clock downstairs. 13. She pretended she didn't want to dance and was quite happy (sit) ..... there and (watch) ..... the fun. 14. She would never miss the chance (show) ..... off her new dress. 15. I am glad (introduce) ..... to you. 16. Her poem is easy (memorize) ..... . 17. He must (read) ..... something funny, he is smiling all the time. 18. Your watch will (repair) ..... by Tuesday. 19. You should (tell) ..... me you were ill. I would have visited you. 20. Try (not be) ..... back late. 21. I'd like (go) ..... home early today. 22. He doesn't like (interrupt – прерывать) ..... while he is working.

Ex. 21. Translate into English, using the appropriate form of the Infinitive.

1. Я рад, что дал вам эту книгу. 2. Я рад, что мне дали эту книгу. 3. Мы хотим проинформировать вас об этом. 4. Мы хотим, чтобы нас проинформировали об этом. 5. Он был очень рад, что ему предложили (offer) хорошую работу. 6. Он был очень рад, что нашел хорошую работу. 7. Они очень довольны, что их пригласили на конференцию. 8. Они очень довольны, что пригласили вас на конференцию. 9. Я не думал (mean) прерывать ее. 10. Я не предполагал, что меня прервут. 11. Мне неловко, что я причинил вам столько беспокойства. 12. Он будет счастлив повидаться с вами.

В английском языке **формальным признаком инфинитива является частица "to"**, стоящая перед глаголом. И все же имеются случаи, когда частица "to" отсутствует (bare infinitive):

1. После вспомогательных глаголов
don't/doesn't
shall/should
will/would
- ❑ I **don't** *know* her.
- ❑ We **shall** *go* there at once.

2. После модальных глаголов
can, may, must, should, need
- ❑ He **can't** *do* it.
- ❑ She **must** *consult* the doctor.

3. После глаголов **let** (позволять), **let's** (давай(те)), **make*** (заставлять), **dare** (осмелиться)
- ❑ They **let** him *go*.
- ❑ **Let's** *go* home.
- ❑ They **made** me *wait* outside.
- ❑ How **dare** you *think* so?

* BUT: **force to**... (заставлять)
- ❑ The robbers **forced** me *to lie* on the floor.

Ex. 22. Complete the sentences with the right forms of the verbs *let* and *make*.

1. My mother always ..... me finish my homework before she ..... me watch TV.
2. It started to rain and we were still five kilometers from the youth hostel. So our teacher ..... us walk faster.
3. We live in the middle of a big town, so my parents have never ..... me go to school by bike. They ..... me walk or go by bus.
4. I was ill when we had our last English test. I hope our teacher will ..... me take it separately. I think I'll get a good mark for it.
5. I don't like spinach much, but my mother always ..... me eat it all up. She says it's good for me.
6. Big sister: "..... me borrow your new CD. I want to listen to it!" – Little sister: "I haven't listened to it myself yet! You can't ..... me lend it to you!"
7. "Last week our English teacher ..... us learn twenty-five new English words! I hope she doesn't ..... us learn fifty this week!"
8. "Your coat is very wet, Eric! Have you been standing out in the rain?" – "Yes, Mum. Our teachers didn't ..... us stay in the classrooms during the break. They ..... us go out into the playground."

Ex. 23. Describe your daily routine. What must you do? What are you allowed to do?

1. When I get up, my mother makes me *clean my teeth*.
2. Then she lets me .....

3. Then I go to school. If it's raining, I must .....
but I needn't .....
4. Our English teacher lets us .....
but he/she makes us .....
5. During the morning break, we can .....
But we mustn't .....
6. When I/we get home from school my mum makes .....
but then she lets .....
7. Before going to bed I may .....

Verb + "to"-infinitive

agree, *refuse*, *promise*, *threaten* (угрожать), *offer*, *plan*, *try*, *attempt* (пытаться), *decide*, *hope*, *pretend* (притворяться), *manage* (удаваться), *fail* (не удаваться), *afford* (позволять себе), *forget*, *remember*, *expect*, *intend* (намереваться), *would like*, etc.

- ❑ We *expected* **to see** him soon.
- ❑ He *forgot* **to switch off** the light.
- ❑ We *decided* **to go** for a walk.

Verb + object + "to"-infinitive

advise, *ask*, *invite*, *order*, *remind* (напоминать), *tell*, *teach*, *expect*, *force*, *allow*, *permit* (разрешать), *recommend*, *persuade* (убеждать), *would like*, etc.

- ❑ We *expected him* **to be** late.
- ❑ Mother *asked me* **to help**.
- ❑ Who *taught you* (how) **to repair** a car?

Ex. 24. Rewrite these sentences using a "to"-infinitive.

1. He said that he would help if he possibly could./He promised *to help* if he possibly could.
2. I'll go up to London tomorrow if I can./I intend ..... up to London tomorrow.
3. It wasn't easy but we drove home in two hours./We managed ..... home in two hours.
4. They said that they would sell us the house./They agreed ..... us the house.
5. He looked as if he was sleeping./He seemed ..... sleeping.
6. I expect I will hear from Mary before very long./I expect ..... from Mary before very long.
7. He has a habit of being late for meetings./He tends ..... late for meetings.
8. We were not able to finish all the work in time./We failed ..... all the work in time.

Ex. 25. Complete these sentences using the past tense of these verbs.

advise • allow • ask • encourage • expect • invite • remind • warn

1. If I were you, George, I would ring the police./He *advised* George to ring the police.
2. Mary, could you please type a letter for me?/I ..... Mary to type a letter for me.

3. I am sure Bill will arrive before dark./She ..... Bill to arrive before dark.
4. I hope you will visit us in England, Maria./We ..... Maria to visit us in England.
5. Okay, children, you can go home early./She ..... the children to go home early.
6. You should take the exam. I'm sure you'd do well./Our teacher ..... us to take the exam.
7. ELECTRIC FENCE. DO NOT TOUCH./The notice ..... people not to touch the fence.
8. Don't forget to take some warm clothes with you./My mother ..... me to take some warm clothes.

Adjective + "to"-infinitive

afraid, frightened, sad, unhappy, anxious, ashamed, proud, pleased, happy, glad, surprised, etc.

- I was *happy/unhappy* **to see** them again.
- He *was anxious* **to leave** before it got dark.
- He *was surprised* **to meet** us there.

Ex. 26. Join two sentences to form one.

A. Model: I didn't go home. I was afraid.
I was afraid to go home.

2. I met George again. I was happy.
.....
3. Mary heard the news. She was unhappy.
.....
4. We saw them. We were surprised.
.....
5. Peter missed the match. He was disappointed.
.....
6. She didn't tell the children. She was ashamed.
.....

B. Model: We're late. Our teacher doesn't like it. (like)
Our teacher doesn't like us to be late.

1. "Stand back!" the policemen said to us. (order)
.....
2. "Don't be late again!" the boss said. (warn)
.....
3. "Listen carefully," the teacher said to the class. (tell)
.....
4. "Work harder. That's what I expect," said the boss. (expect)
.....
5. "Don't tell lies. You know I hate that," mother said. (hate)
.....

6. "Learn five new words a day" the teacher told us. (would like)

.....

7. "Don't come too close to the fire!" the fireman shouted to the people. (warn)

.....

Ex. 27. Translate the sentences.

1) Он согласился написать статью в школьную газету. 2) Мальчик предложил ей помочь убрать квартиру и полить (water) цветы. 3) Попытайся быть более внимательным на уроках. 4) Я надеялся получить новые коньки на (for) день рождения. 5) Ученик притворился, что пишет упражнение, а сам пытался читать детектив. 6) Он отказался принять участие в соревнованиях (competition). 7) Мама забыла отправить письмо. 8) Я бы хотел поехать во Францию. Я собираюсь копить (save) деньги на эту поездку (trip). 9) Петя (не удалось) не смог сдать экзамен (провалился). 10) Учитель посоветовал нам прочесть эту книгу. 11) Полицейский приказал юношам остановиться и показать документы (papers). 12) Нам не разрешают выходить из дома после 9 часов вечера. 13) Она спросила, как добраться до станции.

Ex. 28. Make 10 sentences with the words in the box.

	prefers		
	doesn't want		
My teacher	hates	his/her pupils	
The soldier	likes	passengers	to...
The boss	requested	me	not to...
The postman	told	us	
The ticket inspector	ordered	them	
	didn't ask		
	warned		
	advised		

THE FUNCTIONS OF THE INFINITIVE
Функции инфинитива в предложении

1 Подлежащее

- **To walk** in the garden was very pleasant.
- **To read** a lot is to know much.
- **To tell** her the truth now would be a mistake.

2 Обстоятельство цели

- He went out **to buy** some bread.
- She called me **to invite** me to the party.

В этой функции инфинитив может вводиться союзами **in order**, **so as** (формальный стиль).

- They invite me **in oder to break** the news.
- I'll write down your telephone number **so as not to forget** it.

Обстоятельство цели может стоять в начале или конце смысловой группы. В начальной позиции его надо *отличать от инфинитива в функции подлежащего.*

СРАВНИТЕ:

Подлежащее	Обстоятельство цели
Инфинитив + Сказуемое	Инфинитив + Подлежащее + Сказуемое
❑ **To read** a lot **is to know** much. Много *читать* – много знать.	❑ **To read** the book **I went** to the library. *Чтобы прочесть* эту книгу, я отправился в библиотеку.

Ex. 29. Write sentences to say why people go to some of the following places.

1. a library — *You go to a library to borrow books.*
2. a cinema — .....
3. a swimming pool — .....
4. a station — .....
5. a travel agent's — .....
6. a restaurant — .....
7. a supermarket — .....

Ex. 30. Use the words in brackets to answer these questions.

1. Why did you call me? (tell wonderful news)
   I called you to tell wonderful news.
2. Why do you take that big bag with you? (buy vegetables and fruit)
   .....
3. Why are you walking so fast? (not miss the train)
   .....
4. Why do you keep to a diet? (lose weight)
   .....
5. Why do you ask so many questions? (understand the rule better)
   .....
6. Why do you go to Rome? (see this fantastic city)
   .....
7. Why do you take off the boots? (not make noise)
   .....
8. Why are you learning English? (read books in the original)
   .....

Ex. 31. Translate the sentences from Russian into English.

1. Я встал в 6 часов, чтобы не опоздать на утренний поезд.
2. Я написал ему письмо, чтобы напомнить о его обещании.
3. Вы приехали для участия в конференции?
4. Он вызвал такси, чтобы поехать на станцию.
5. У меня было недостаточно времени, чтобы повидать друзей.
6. Они поехали в горы, чтобы покататься на лыжах.
7. Надень пальто, чтобы не простудиться.

8. Я позвоню тебе, чтобы разбудить тебя.
9. Я пойду в банк, чтобы разменять (change) деньги.
10. Я коплю (save) деньги, чтобы поехать в Канаду.

③ Определение

- She is the woman *(whom)* **you should ask**. = She is **the woman to ask**.
- He is the best man *(whom)* **you could take** with you. = He is the best man to take with you.

В этой функции инфинитив значительно шире используется в английском языке, чем в русском.

Инфинитив, стоящий после некоторых существительных, сообщает их назначение и уточняет значение: *(in)ability, desire, need, time, attempt, opportunity, thing, chance, (un)williness, failure* (неудача, невозможность).

- You have a good **chance to win**.
- His **failure to answer** the questions made the police suspicious.
- Give me some **water to drink**.

Ex. 32. Use the following words to complete the sentences below.

box • key • matches • meeting • money • party • pen • room

1. We held a *party* to celebrate Vera's birthday.
2. Do you have enough ..... to pay for all the tickets?
3. I have a master ..... to open all the doors.
4. There's a big ..... to pack the clothes in.
5. Have you got a ..... to sign these papers with?
6. Is there a ..... to hang our coats in?
7. There will be a ..... tomorrow to elect a new chairman.
8. Do you have any ..... to light the fire?

Эта конструкция также употребляется после порядковых числительных: the **first** woman **to climb** Mount Everest, the **last** man **to leave** the Titanic, **the only** boy in the class **not to know** the answer.

Ex. 33. Rewrite the sentences.

1. What's the best thing which we could do in this situation?
   What's the best thing to do in this situation?
2. "I know which way we should go."
   .....

3. "I can show you the best vegetables which you can grow in your garden."

.....

4. There were no houses in which people could live.

.....

5. "I've got nobody I can talk to," said the old man.

.....

6. John was the only one who lost his way.

.....

7. Our teacher told us what we should learn for the class test.

.....

8. "How can I ring up to Germany from Britain?" he asked me. He asked me...

.....

9. Notice: Will the last person who leaves the office, please, turn the lights off.

.....

Ex. 34. Answer the questions. Who was the first/the last to do it?

Michael Schumacher • Mikhail Gorbachev • Alexander Popov • Neil Armstrong Robert Pirie • Yuri Gagarin

1. Who was the first person who invented radio?

.....

2. Who was the first man who flew into space?

.....

3. Who was the last person who ruled the Soviet Union?

.....

4. Who is the only racing driver who has been World Champion five times?

.....

5. Who was the first man who reached the North Pole?

.....

6. Who was the first person who walked on the moon?

.....

Некоторые застывшие словосочетания с инфинитивом часто используются в предложении в виде вводной фразы:
to cut a long story short – *короче говоря*
to put it mildly – *мягко выражаясь*
to say the least of – *по меньшей мере*
to say nothing of – *не говоря уже о*
to tell the truth – *сказать по правде*
to begin with – *начнем с того, что; для начала*

- He was very rude, **to say the least** of it.
  Он был, по меньшей мере, груб.
- **To put it mildly**, she was not very clever.
  Мягко выражаясь, она была не очень умна.

Запомните следующие устойчивые словосочетания, часто используемые в речи

The book **leaves much to be desired**. – *Книга оставляет желать лучшего.*
He is **difficult to deal with**. – *С ним трудно иметь дело.*
He is **hard to please**. – *Ему трудно угодить.*
She is **pleasant to look** at. – *На нее приятно смотреть.*
I have **something to tell** you. – *Мне надо вам кое-что сказать.*
There is **nothing to be gained** by it. – *Этим ничего не достигнешь.*
There is **nothing to be done**. – *Ничего не поделаешь.*
There is **much to be done**. – *Надо многое сделать.*
The **house is to let**. – *Дом сдается внаем.*
Who **is to blame**? – *Кто виноват?*
Be **sure to come**. – *Непременно приходите.*
There is **nothing** left **to do** but wait. – *Единственное, что остается, – это ждать.*

Ex. 35. Translate the sentences using the set expressions above.

1. Мягко выражаясь, она была невежлива. 2. На эти рисунки приятно смотреть. 3. Для начала она убрала в комнате. 4. С нашими соседями (neighbours) трудно иметь дело. 5. Нашему учителю трудно угодить. 6. Короче говоря, они уехали. 7. По правде говоря, я очень занят. 8. Его прилежание (diligence) оставляет желать лучшего. 9. Мягко выражаясь, вы меня огорчили. 10. Сказать по правде, я люблю детективы. 11. Короче говоря, он не сдал экзамен (fail). 12. Твое сочинение оставляет желать лучшего. 13. Мы все рады, не говоря уже о маме.

COMPLEX OBJECT
Сложное дополнение

Verb + Noun/Pronoun + "to"-infinitive

Эта конструкция используется после некоторых групп глаголов. По своей функции она соответствует дополнительному придаточному предложению. Местоимение в обороте употребляется в объектном падеже **(me, him, her, it, you, us, them)**, поэтому его называют «объектный падеж с инфинитивом».

- People know **that he is an honest man**. = People know **him to be an honest man.**
- I expect **that he will come** soon. = I expect **him to come** soon.

Оборот «объектный падеж с инфинитивом» используется после глаголов:

1. обозначающих умственную деятельность: **know**, **think**, **consider**, **believe**, **find** (считать, полагать), **expect**, **suppose** (предполагать), **imagine**, **prove**, **discover**, **make** (заставлять).

- He looks tired. I *imagine* **him to work** hard.
- They *believed* **her to be** guilty (виноватый).

(2) Выражающих желание и эмоции: **want**, **wish**, **intend** (намереваться), **like**, **dislike**, **hate** (ненавидеть, не хотеть).

- I don't *want* **anyone to know** about it.
- I'd *like* **Jim to help** us.
- She *hates* **mother to listen** while she's telephoning.

Ex. 36. Practise the following according to the model.

Model: A. Do you want to make a speech?
B. No, I want *you to make a speech*.

Do you want to ...

1. speak first? 2. introduce the speakers? 3. attend the conference? 4. give a talk? 5. make the arrangements? 6. fix a date? 7. organize the reception? 8. buy souvenirs? 9. take photographs?

Ex. 37. Fill in the blanks with suitable forms of the verbs from the box.

make • want • know • expect • suspect • think • consider • believe

1. Why don't you *want* her to wear jeans?
2. No one had ..... her to return so early.
3. You can't ..... him come if he doesn't want to.
4. I've never ..... her to be so smart (clever).
5. We didn't ..... him to be so cunning (хитрый).
6. The audience ..... the speaker to say right things.
7. Everybody ..... it to be impossible.
8. The public ..... the book to be a success.

Ex. 38. Translate the sentences from Russian into English.

1. Они хотели, чтобы Том остался дома. Они не хотели, чтобы он пошел на каток. Было очень холодно.
2. Я хотел, чтобы они подождали меня здесь. Где вы хотите, чтобы я подождал вас?
3. Я хочу, чтобы вы пошли сегодня в театр. Я не хочу, чтобы вы сидели (stay) дома.
4. Наш учитель хочет, чтобы мы написали сочинение к понедельнику (by). А я хочу, чтобы мама помогла мне.
5. Я хочу, чтобы ты объяснил мне это правило (rule).
6. Папа не любит, чтобы мы приходили домой поздно.
7. Он не любит, когда мы задаем ему много вопросов.
8. Я знаю, что он опытный врач.
9. Они не ожидали, что их пригласят туда.
10. Я считаю, что это правильное решение.

Ex. 39. Rewrite the sentences so that they begin with the words: *Father wants/Father doesn't want...*

1. You must help him in the garden. .....
2. She mustn't turn the radio up so loud. .....

3. They must come home earlier.
.....
4. He must be home at 10 o'clock.
.....
5. We mustn't play in the neighbours' garden.
.....
6. They shouldn't use the phone so often.
.....
7. He mustn't put his bike in front of the garage.
.....
8. Carol must clean the kitchen. .....
9. They should visit Grandpa. .....
10. They mustn't drink so much coke. .....

После глаголов чувственного восприятия: **see**, **hear**, **watch**, **observe**, **feel**, **smell** etc. инфинитив употребляется без частицы "to".

Someone **did** something, and I saw it.

↓

I saw someone **do** something.

- I *saw* the accident **happen**.
- I *heard* someone **open** the door.

Если мы хотим описать действие в процессе его совершения, вместо инфинитива используется причастие (Participle I).

Someone **was doing** something, and I saw it.

↓

I saw someone **doing** something.

- We *saw* Ann **waiting** for a bus.
- We *heard* Bill **playing** the guitar.

СРАВНИТЕ:

Глагол + Инфинитив	**Глагол + Причастие настоящего времени**
I *saw* him **enter** the shop. (I saw the whole action – he opened the door, went in and disappeared.)	I *saw* him **entering** the shop. (This action was in progress when I saw him.)

Ex. 40. Answer these questions as shown below.

1. Where did you see Ann? *I saw her go out.*
2. Does Ann ever laugh? I've never seen .....
3. Did Jack come home late? Yes, I heard .....
4. Did the telephone ring? I'm not sure. I didn't hear .....
5. Does Ann play tennis well? Yes, I saw .....
6. Can Tom dance? Yes, I saw .....
7. Does he ever read? No, I've never .....
8. Is dinner ready? Yes, I smell .....

Ex. 41. Complete the sentences. Use an Infinitive after the verb and the object.

1. Karen can't sleep long. Mother wants *her to get up* (she, get up) before 7 o'clock.
2. Jane is my best friend. She taught ..... (I, use) the Internet.
3. Helen must be punctual. We expect ..... (she, be) on time.
4. I forgot about the money. Tina reminded ..... (I, give) her the £100 back.
5. The girls were too loud. The teacher asked ..... (they, be) quiet.
6. Peter was careless. His parents would like ..... (he, be) more careful in future.
7. The boys hesitated. Their teacher encouraged ..... (they, have) a try.

Ex. 42. You and your friend *saw*, *heard*, *smelt* something. Tell your brother/sister what you *saw*, *heard*, etc.

1. Look! There is Jim. He is driving a car. *We saw Jim driving a car.*
2. Listen! That's Ann. She is playing the piano. .....
3. Look! There is Tom. He is smoking. .....
4. I can smell something. The fish is burning. .....
5. Look! This is Kate. She is wearing a new dress. .....

! Если глаголы **to see** и **to hear** употреблены в предложении не в своем прямом значении, а в значении «понимать» (to see) и «узнавать» (to hear), используется придаточное предложение, а не инфинитивный оборот.

- I saw **that she didn't realize** the danger.
  Я видел (понимал), что она не осознает опасности.
- I heard **that he had left** for the south.
  Я слышал (мне сказали), что он уехал на юг.

Ex. 43. Fill in the Infinitive or Participle I of the verbs in the box.

get • speak • drive • play • complain • hit • burn • open • take • sit • switch

1. I saw one member of the band *get* into a huge car, *speak* to his girlfriend and then ..... away.

2. Betty listened to him ..... his guitar for hours and hours.
3. When we arrived at the party we heard some of the neighbours ..... about all the noise.
4. I suddenly felt something ..... me on the head, and I fell to the ground.
5. Paul stopped his motorbike because he thought he smelt something .....
6. The police watched the young man ..... the door of the bar, ... out a cigarette and ..... down next to the woman.
7. I noticed a girl ..... on her walkman immediately after the lesson.

Ex. 44. Combine each of these pairs of sentences into one sentence using the Infinitive or Participle I of the verb from the second sentence.

1. Amy watched Bob and Tom. They were playing football.
   Amy watched Bob and Tom *playing* football.
2. Sarah heard her brother. He was shouting for help.
   Sarah heard her brother ..... for help.
3. I saw Liz. She crossed the road and disappeared into her house.
   I saw Liz ..... the road and ..... into her house.
4. As I walked past the school I heard the band. They were practising a song.
   As I walked past the school I heard the band ..... a song.
5. James could smell the pizza. It was baking in the oven.
   James could smell the pizza ..... in the oven.
6. David saw a police car. It stopped outside his house.
   David saw a police car ..... outside his house.

Ex. 45. The sentences describe the situation in a mountain town during an earthquake. Combine the sentences using the Infinitive or Participle I of the verb from the first sentence.

1. People were screaming. I heard them.
   I heard people *screaming*.
2. A house collapsed. I saw it.
   I saw a house .....
3. The earth shook. I felt it.
   I felt .....
4. People were shouting for help. I heard them.
   I heard ..... for help.
5. Something was burning. I could smell it.
   I could smell something .....
6. Fire engines raced round the corner, drove down the street and disappeared again. I saw them.
   I saw fire engines ..... round the corner, ... down the street and ..... again.
7. People were digging in the ruins. I saw them.
   I saw people ..... in the ruins.

8. A little boy was looking for his parents. I noticed him.
   I noticed a little boy .....
9. An ambulance arrived. I saw it.
   I saw an ambulance .....
10. The soldiers were giving people food. I watched them.
    I watched the soldiers ..... people food.
11. A man stole food from a lorry. I saw him.
    I saw a man ..... food from a lorry.

Ex. 46. Complete the sentences with the words from the box.

Object:	two cars	someone			
the car tyre		the Queen		the accident	
	a bomb	three masked men		someone	
Action:	arrive		run		explode
put		scream		happen	
	crash		shout		jump

1. We stood outside Buckingham Palace and saw *the Queen arrive*.
2. I didn't actually see the ..... . I was looking in the other direction. I only heard ..... on the wet road. When I looked round, the car had stopped and the cyclist was already getting up from the ground.
3. The tourist in the crowded market felt ..... quickly ..... his hand into the back pocket of her jeans. He was probably trying to steal her money.
4. I heard ..... . I looked round and saw my friend Fred.
5. We were watching a motor race on TV. We saw ..... .
6. My friend actually saw the bank robbery. He saw ..... out of a car and ..... into the bank.
7. I was waiting for my bus when I suddenly heard ..... in the car.

Ex. 47. Translate the sentences from Russian into English using the models.

see/hear smb **do** smth
saw/heard that smb had done smth

- I saw Brown enter the room.
- I heard **that he had left Moscow**.

I. 1. Мы слышали, как они спорили. 2. Она видела, как мальчик поднимался по лестнице. 3. Никто не заметил, как я открыл дверь и вышел. 4. Я видел, как какой-то человек показывал ей дорогу на станцию. 5. Я никогда не слышала, чтобы он говорил неправду. 6. После захода солнца мы почувствовали, как температура воздуха начала быстро падать. 7. Когда я садился в поезд, я вдруг почувствовал, как кто-то коснулся моего плеча. 8. Мы наблюдали, как ремонтировали дорогу. 9. Я слышал, как кто-то окликнул меня. 10. Он заметил, как она побледнела (turn pale).

II. 1. Я видел, что ему не хочется идти домой. 2. Она слышала, что профессор болен уже неделю. 3. Она слышала, как кто-то упомянул мое имя в разговоре. 4. Мы чувствовали, что он нам не верит. 5. Вы слышали, что он бросил занятия музыкой? 6. Я видел, что все смотрят наверх. 7. Мы чувствовали, что он не заметил нас. 8. Она видела, что он ее не понимает.

TEST YOURSELF

I. Complete the dialogue with the right verb forms or infinitives from the box. There are more verbs than you need.

talk/to talk	see/ to see	let
	sit/to sit	to come/come
	must	need/needn't	understands/to understand
		treat/to treat

Mr Gifford is a rather nervous old gentleman. One morning he feels ill and phones a friend, who recommends him a good doctor. But will Dr Everard see him immediately? He hurries to the doctor's and talks to the receptionist.

- Good morning. I'd like ..... to Dr Everard, please. I must see her at once!"
- ..... me see ...
- I think I heard her ..... in a few minutes ago.
- Do you have an appointment, Mr ..?
- Gifford, Clive Gifford. It's very important. I'm a new patient, but I'm sure Dr Everard will see me. I feel very ill ...
- Mr Gifford, there are five doctors in the surgery this morning. Why do you want ..... one particular doctor?
- A friend of mine recommended her to me. He said she was the only doctor ..... all about old people's problems! I ..... to see her!
- I must ask you ..... down for a minute. If you're so ill, you mustn't get so excited.
- You can't make me ..... down!
- You ..... shout, Mr Gifford. If you want Dr Everard ..... you, please sit down and wait a moment. I'm sure she'll see you in a minute.

II. Rewrite the sentences using the Infinitive.

Can you tell me how I can get to the station?
Can you tell me ..... to the station?
Peter doesn't know what he could do in such a situation.
Peter doesn't know ..... in such a situation.
Emily wasn't sure where she could put the umbrella.
Emily wasn't sure ..... the umbrella.
The first person who arrived was John and the last one who left was his brother.
The first person ..... was John and the last one ..... was his brother.
The most popular group that sang at the concert was XXL.
The most popular group ..... at the concert was XXL.

III. Correct the mistakes. Cross out the "to" where necessary.

1. It was too cold to go swimming.
2. My boss wants me to work overtime.
3. I can't to finish this work before Monday.
4. This product must to be kept cool.

5. The reporters waited for the star to appear.
6. My parents made me to write the page again.
7. I'd rather to have an orange juice.
8. You needn't to take the dog for a walk today.

PRONOUNS MUCH/MANY; LITTLE/FEW
Местоимения MUCH/MANY; LITTLE/FEW

МНОГО ⇨ **many/much; a lot of/lots of*; plenty of**

Тип предложения / Тип существительного	Исчисляемые	Неисчисляемые
Утвердительное	**a lot of/lots of, plenty of**	
	❑ I've got **lots of friends** in Moscow. ❑ He has got **plenty of ideas**.	❑ We've bought **a lot of lemonade** for the party. ❑ There is no need to hurry. We've got **plenty of time**.
Вопросительное **Отрицательное**	**many**	**much**
	❑ Have you got **many CDs**? ❑ There **aren't many apples** on the tree this year.	❑ There isn't **much milk** in the bottle. ❑ Do we have **much sugar** left?

* **lots of** – используется в неофициальном стиле
plenty of = **more than needed/desired**

НЕМНОГО ⇨ **a little**
НЕСКОЛЬКО ⇨ **a few**

❑ Would you like **a little cake**?
❑ I have to see **a few people** this afternoon.

МАЛО ⇨ **few/little**

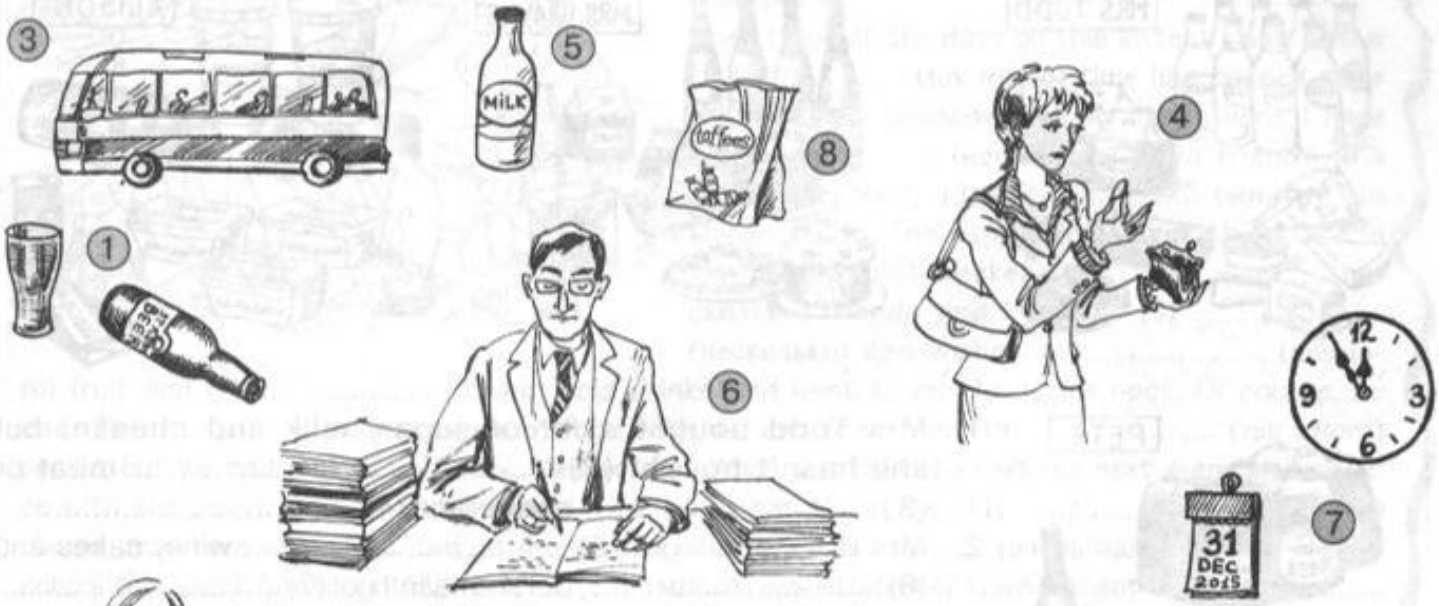
Исчисляемые	Неисчисляемые
few	**little**
❑ There are **few** French **books** in our library. ❑ **Few visitors** came that day.	❑ He has made **little progress**. ❑ I had **very little money** left.

В утвердительных предложениях **much/many** используется также после **so**, **too**, **as much/many as**

❑ I can't drink this tea. There's **too much sugar** in it.
❑ There were **so many people** in the hall that I couldn't see her.
❑ She spends **as much time** on the beach **as** she wants.

Ex. 48. Complete the sentences with the words from the box.

many (x2) • much (x2) • a little • a few • a lot of (x2)



1. There is only ..... beer in the glass.
2. Julia has got ..... flowers in her basket.
3. There aren't ..... passengers on the bus.
4. Mrs Drew hasn't got ..... money left.
5. There isn't ..... milk left in the bottle.
6. This teacher has got ..... work to do.
7. There aren't ..... minutes to go before the new year.
8. There are only ..... toffees left.

Ex. 49. Would you like to make an omelette for lunch? Fill in *a little/a few* and the recipe is ready to use.

AN EASY OMELETTE

Ingredients

(1) ..... eggs (three for an ordinary omelette, four if you are (2) ..... hungrier), (3) ..... spoonfuls of fresh milk, (4) ..... butter, (5) ..... salt and pepper (if you like).

What to do

Heat the butter for (6) ..... minutes. Break the eggs into a bowl and beat them (7) ..... times with a whisk (веничек). Add the milk and beat the mixture (8) ..... more. Add (9) ..... pinches (щепотка) of salt and (10) ..... white pepper. Stir again. Pour the mixture into the heated pan (not too hot!) and let it cook for one or two minutes. Turn the omelette over, and cook on the other side for (11) ..... seconds. (If you like, you can put (12) ..... cheese or (13) ..... small bits of ham into the omelette before you turn it over.) Take the omelette carefully out of the pan and leave to cool for (14) ..... minutes before you eat it.

Ex. 50. The Todds and the Braynes went shopping. Look at the pictures and say how *much/many*, *a lot of* differents things they bought and what they didn't buy enough.

1. Mrs Todd bought *a lot of* sugar, milk and cheese, but she hasn't bought (2) ..... meat or (3) ..... sweets and (4) ..... .
2. Mrs Brayne has got (5) ..... wine, cakes and (6) ..... , but she hasn't got (7) ..... milk, sugar or (8) ..... .
3. Alison has got (9) ..... yoghurt and (10) ..... , but she hasn't got (11) ..... or (12) ..... .
4. Peter has bought (13) ..... beer and (14) ..... , but not (15) ..... wine or mineral water.

Ex. 51. Joe, Ben and Pat want to give a party. They are discussing what they should buy for the party. Complete the sentences with the words from the box.

a lot of (4x) • any • how many (2x) • how much • many much (2x) • not much • some (4x)

Ann We've got quite (1) ..... lemonade.
Pat Yes, but (2) ..... coke have we got?
Ann (3) ..... We've only got two bottles.
Joe OK, I'll get (4) ..... coke on my way home from school. (5) ..... bottles do we need?
Pat Twelve.
Ben Twelve? Good heavens, (6) ..... people are coming to the party? That's too (7) ..... We've got (8) ..... lemonade already. We don't need so (9) ..... coke. Six bottles will be enough.
Joe Ben's right. We haven't got (10) ..... money either, and we still need (11) ..... food, don't we?
Ann Yes, of course, we've got (12) ..... nuts left from Christmas, but it would be nice to have (13) ..... cheese and ham as well.
Pat I'll ask my mum. I don't think we've got (14) ..... ham at home, but we've got (15) ..... cheese, so I'm sure she'll give us (16) ..... .

Ex. 52. Read the letter. Translate the words in brackets.

Glasgow, 3rd April

Dear Boris,

When I look at the date on this letter, I can't believe (1) ..... (так много) time has passed since we moved to Glasgow. I really like it here. I have (2) ..... (несколько) good friends and there are really (3) ..... (много) fun things to do. The best thing about this place is the beach. Last weekend (4) ..... (несколько) friends and I packed (5) ..... (несколько) sandwiches, (6) ..... (немного) fruit and (7) ..... (много) cold drinks and went to our favourite spot. Of course, we had (8) ..... (слишком мало) food with us, and there were (9) ..... (так много) people, but we had (10) ..... (много) fun! When you come to visit me next summer, we'll go on with the beach picnics. But I should warn you, that there are (11) ..... (очень мало) places near here where you can go diving, and also (12) ..... (очень мало) surfing. How is school this year? Are there (13) ..... (много) new students? Have you got (14) ..... (много) homework? It's hard to believe, that I've had (15) ..... (так много) fun this summer!

Ex. 53. Complete these sentences using *very few*, *a few*, *very little* or *a little*.

1. There are lots of boys in our class, but *very few* girls.
2. He's an expert on languages, but he knows ..... about mathematics.
3. There are lots of cinemas in town and ..... good theatres.
4. I took plenty of sugar and ..... milk.
5. When I'm busy, I always do ..... work before breakfast.
6. I come home so tired that I can do ..... work in the evening.
7. Jack is very helpful. He's sure to have ..... good ideas.
8. Jack is usually very helpful but he had ..... advice for us this time.
9. ..... unskilled jobs are well paid.
10. I was tired and hungry, but fortunately I had ..... money left.

Ex. 54. Complete these sentences using the determiners given in brackets.

1. She speaks *a lot* of English but she doesn't speak *much* French. (a lot of/much)
2. He didn't sell very ..... books. That's why he never made ..... money. (many/much)
3. There weren't ..... trains to Birmingham, but there were ..... buses. (plenty of/many)
4. Very ..... people could manage to live on so ..... money. (few/little)
5. There's ..... work to do, so we haven't ..... time to spare. (a lot of/much)
6. If you can spare me ..... time, I'd like to make ..... suggestions. (a few/a little)
7. He spends so ..... time playing football that he has ..... time for anything else. (little/much)
8. There are ..... cars in the city center at rush hour, but very ..... late at night. (few/lots of)

Ex. 55. Complete these sentences using *little* or *few*.

1. He is very successful even though he has very *little* education.
2. ..... people really understood what the lecture was about.
3. Diana tried hard but she was very ..... help.
4. He made so ..... mistakes that he came top in the exam.
5. I can't do much I'm afraid. I have so ..... time.

Ex. 56. Complete these using *a little* or *a few*.

1. Would you like a *little* cake?
2. Would you like ..... apples?
3. I have to see ..... people this afternoon.
4. Could you give me ..... help?
5. I don't know the answer, but I've got ..... ideas.

THE USE OF ARTICLES WITH THE NAMES OF MONTHS, DAYS, SEASONS, MEALS
Использование артикля с названиями месяцев, дней недели, времен года и некоторыми другими существительными

	Обычно **без артикля**	**THE** – при наличии индивидуализирующего определения	**A/AN** – при наличии описательного определения	Устойчивые словосочетания
Месяцы, дни недели: May, Monday	❑ I saw him in **May/on Monday**.	❑ We'll always remember **the May** of 1945.	❑ **A cold May** is a usual thing here.	
Времена года: summer, winter	❑ I like **summer**.	❑ We met in **the winter** of 1995.	❑ It was a **beautiful spring**.	• **early/late** spring (autumn, winter, summer)
Время дня: day, night, morning, evening	❑ It was **morning**.	❑ I'll never forget **the day** *we met*.	❑ It was **a hard day**.	• **early/late** morning (afternoon); • at night; • from morning; till night; • by day; in the morning (evening, afternoon)
Еда: lunch, dinner	❑ I had **lunch** at school.	❑ **The lunch** *we had yesterday* was very good.	❑ We had a **good dinner** yesterday.	• to have breakfast (lunch, dinner, tea, coffee)

Ex. 57. Insert the articles (a, the, (–)) where necessary.

1. It was (1) ..... spring. (2) ..... day was fine and warm, but at (3) ..... night the air grew cool. (4) ..... winter was a very bad time for me, I had no money left.
2. It was (5) ..... lovely evening. (6) ..... spring was cold that year. It was (7) ..... spring of 1978. We'll never forget (8) ..... May of that year.
3. (9) ..... night outside seemed very quiet. It was (10) ..... wonderful night for (11) ..... autumn. It was twelve o'clock in (12) ..... evening, but we hadn't gone to bed yet.
4. We received an invitation to (13) ..... dinner. When we came they were having (14) ..... dinner. (15) ..... dinner was wonderful. They had (16) ..... supper in silence.

TEST YOURSELF

Cross out the sentences that are wrong.

I

1.1 There isn't many time to do this test.
1.2 We haven't got a lot of time left.
1.3 The prisoner didn't have much time with his girlfriend.

2.1 How many times have I told you not to kiss that turtle?
2.2 She's been to that restaurant a lot of times.
2.3 We've tried to call him very much times.

3.1 There aren't many money in my wallet.
3.2 We haven't got much eggs.
3.3 We've got a lot of butter, but not many nuts.

4.1 There is a lot of water on the bathroom floor.
4.2 There is many water on the bathroom floor.
4.3 There is much water on the bathroom floor.

5.1 I think there are a few flowers left in the garden.
5.2 We've finally had a little warm weather the past few days.
5.3 Can you put a few more water in that vase.

Could you bring me some oranges, please?

6.1 I'd love to, but I'm afraid there are really very few in this bowl.
6.2 I'd love to, but I'm afraid there are really a very few in this bowl.
6.3 I'd love to, but I'm afraid there is really little in this bowl.
6.4 I'd love to, but I'm afraid there is really the least in this bowl.

7.1 Don't worry! There are quite a few oranges in the cellar.
7.2 Don't worry! There are quite a little oranges in the cellar.
7.3 Don't worry! There are quite a lot of oranges in the cellar.
7.4 Don't worry! There are very few oranges in the cellar.

8.1 There are fewer people for volleyball and too many for rummy.
8.2 There are less people for volleyball and too much for rummy.

9.1 She has the most time but the least money.
9.2 She has the more time but the fewer money.

II

1.1 The lunch is usually the only time I eat the soup.
1.2 The lunch is usually the only time I eat soup.
1.3 Lunch is usually the only time I eat soup.

2.1 We had the good dinner that evening.
2.2 We had a good dinner that evening.
2.3 We had good dinner that evening.

3.1 The tea is better than coffee for breakfast.
3.2 The tea is better than the coffee for breakfast.
3.3 Tea is better than coffee for the breakfast.
3.4 The tea is better than coffee for the breakfast.

4.1 It was warm day in an autumn.
4.2 It was a warm day in autumn.
4.3 It was the warm day in the autumn.

5.1 The night was clear and cold.
5.2 Night was clear and cold.
5.3 A night was clear and cold.

Unit 12

BOOKS. READING

Discuss the following questions:
How do you select books for your home library?
What kind of books do young people prefer reading nowadays?

The many faces of literature

Literature can be divided into three main categories: **drama**, **poetry** and **narrative prose**. These can in turn be subdivided into various genres, including:

- Drama: **tragedy**, **comedy**;
- Poetry: **sonnet**, **epic poetry**, **ballad**;
- Narrative prose: **short story**, **novel**, **biography**, **autobiography**.

Many great works of literature share[1] the same universal **themes**: love, death, ambition, revenge, faith[2], fate, hatred and deceit[3], to name but a few.

Notes:

1. share – делить, разделять
2. faith – верность, доверие
3. deceit [dɪ'si:t] – обман

Ex. 1. Read the short descriptions (A–K) of literary works of different genres. Match the description to the type of literary work (1–10). Give examples of each type of work.

C. A novel which is set in the past and often depicts not only fictional but also historical people and events.

D. In this type of novel, an unknown person commits a crime and the question of the criminal's identity is solved by a detective after a process of investigation and deduction.

A. A novel having an exciting plot, usually involving crime or espionage.

H. A prose narrative less complex than the novel requiring from half-hour to two hours to read.

B. A 14-line love poem

J. Serious plays often with sad ending and complex plots. They show men torn between the forces of good and evel.

E. A type of novel popular in the late 18th and early 19th centuries. Key elements include suspense, mystery, the fantastic and the supernatural.

K. A story about imaginary beings with supernatural powers.

I. A novel set in the future which assumes imaginary technological or scientific advances.

F. A novel in which the story is told through letters written by the characters.

Type of work		Examples
1. detective, novel, "whodunit"	☐	.....
2. epistolary novel	[f]	.....
3. horror novel	☐	.....
4. historical novel	☐	.....
5. science fiction novel	☐	.....
6. thriller	☐	.....
7. short story	☐	.....
8. drama	☐	.....
9. sonnet	☐	.....
10. fairy tale	☐	.....

KEY VOCABULARY

1. writer author [ˈɔːθə] novelist	писатель автор романист
2. dramatist/playwright	драматург
3. genre [ˈʒɑːnrə]	жанр
4. novel	роман
5. biography [baɪˈɔgrəfɪ]	биография
6. poetry [ˈpouɪtrɪ]	поэзия
7. drama	драма
8. tragedy [ˈtrædʒədɪ]	трагедия

9. comedy [ˈkɔmədɪ] комедия
10. narrative проза (рассказ, повесть)
narrate [nəˈreɪt] повествовать, рассказывать
11. fiction [ˈfɪkʃn] вымысел; художественная литература
12. science-fiction научная фантастика
13. thriller боевик, триллер
14. horror история ужасов (проза, связанная со страшными преступлениями и жестокостью)
15. epistolary novel эпистолярная проза (роман в письмах)
16. fairy tale сказка
17. legend/myth [ˈledʒənd] [mɪθ] легенда, миф
18. theme [θi:m] тема
19. plot сюжет
complex/imaginative plot [ɪˈmædʒɪnətɪv] сложный/вымышленный сюжет
20. event событие
fictional events вымышленные события
historical events исторические события
the sequence of events [ˈsi:kwəns] ход/последовательность событий
21. crime [kraɪm] преступление
commit a crime совершить преступление
criminal преступный (криминальный); преступник
22. investigation [ɪnˌvestɪˈgeɪʃn] расследование
23. key elements ключевые/главные элементы
24. suspense [səsˈpens] неизвестность
25. tension напряжение
26. twist поворот (событий)
27. mystery [ˈmɪstərɪ] детективный роман (полный тайн)
28. the fantastic [fənˈtæstɪk] фантастическое (сущ.)
29. the supernatural [ˌsju:pəˈnætʃrəl] сверхъестественное (сущ.)
30. character [ˈkærəktə] персонаж
characteristic feature [ˌkærəktəˈrɪstɪk ˈfi:tʃə] характерная черта
main character/hero главный герой
31. complex сложный
32. simple простой
33. point of view точка зрения
34. rhyme [raɪm] рифма
35. blank verse белый стих
36. play on words игра слов
37. humor [ˈhju:mə] юмор
38. popular [ˈpɔpjulə] популярный
39. feelings чувства
40. emotions эмоции
41. volume [ˈvɔlju:m] том

Verbs

1. involve включать
2. depict/show/describe изображать, описывать
3. share делить, разделять

4. concentrate on — концентрироваться на
5. present — представлять
6. create — создавать
7. assume — предполагать
8. tell the story — рассказать историю

Some useful expressions

1. the author of the book is
2. the action is set in (place/time)
3. first-person narration / third-person narration | рассказ от первого/третьего лица
4. the author | tells the story (of) / depicts characters / creates the atmosphere (of) / holds the attention of the reader / has keen sense of humour
5. the book makes a deep impression (on)
6. smth makes the novel interesting
7. the book is made into a film

WORD STUDY

Ex. 2. Give a word for a definition.

1. A story in prose long enough to fill one or two volumes .....
2. A play with a sad ending .....
3. The art of a poet .....
4. To tell a story (synonym) .....
5. A film or fiction which is intended to arouse (возбудить) fear or strong dislike .....
6. A person in a novel .....
7. A plan or outline of events of a story/novel .....
8. The murder remained an unsolved .....
9. Style, literary form of drama or novel .....
10. A branch of literature in which the events and characters are invented or imagined .....

Ex. 3. Can you match the words from the two boxes?

Verbs
1. involve
2. create
3. depict
4. share
5. commit
6. narrate
7. play
8. hold

Nouns
a) suspense
b) a crime
c) a story
d) characters
e) feelings
f) historical events
g) the attention
h) on words

1.	f
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Ex. 4. Complete the sentences. Fill in the words from the box.

1. Books which give you factual information on a subject are called *non fiction*.
2. *Cinderella* is a well-known ..... .
3. *The Garden Party* is an excellent ..... by Katherine Mansfield.
4. *War and Peace* is a famous ..... by Leo Tolstoy.
5. *Die Glocke** is a well-known German ..... by Schiller.
6. Have you ever read a good ..... of Napoleon?
7. Aesop wrote many ..... .
8. *Star Wars* is a famous example of ..... .

poem
fairy tale/story
short story
fables
biography
non fiction
science fiction
novel

* Die Glocke *(нем.)* – The Bells

Ex. 5. Translate the sentences from Russian into English.

1. Когда я была маленькой, я любила читать сказки. 2. Писатель рассказывает нам историю простого человека. 3. Он изображает своих персонажей очень правдиво (truthfully). 4. Сюжет романа очень интересный. 5. Исторические события переплетаются (interlace) с вымышленными событиями. 6. Я люблю детективы, мне нравится следить (follow) за расследованием преступления. 7. Действие происходит в Сибири. 8. Автор рассказывает историю от первого лица. 9. Роман имеет большое количество персонажей и сложный сюжет. 10. Роман построен на вымышленном сюжете, ход событий очень необычен.

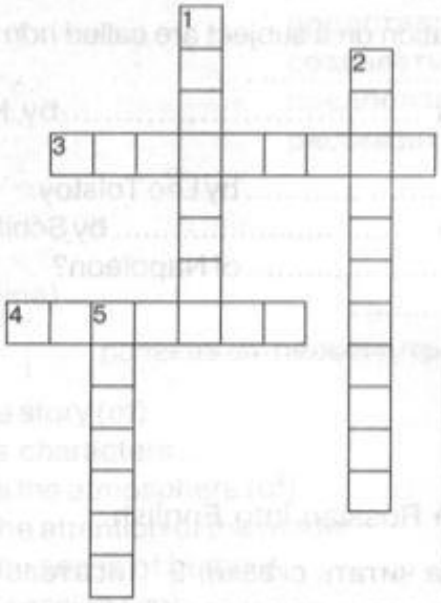
Ex. 6. Do you know the English writer Jane Austen*? You'll find some information about her books in the sentences below. Add *-ed/-ing/-edly/-ingly* to the root (корень) EXCITE.

1. The girls were very *excited* about the ball.
2. Strangely enough, Jane Austen all but ignores the ..... events of the Napoleonic wars in her novels.
3. One cannot claim that Jane Austen writes ..... but she keeps the reader's attention in spite of this.
4. The idea of a ball at Netherfield seems very ..... to the Bennet girls.
5. Everyone talks ..... about it for weeks beforehand.
6. On the whole, life does not seem very ..... in the little town of Meryton.
7. Lydia, the youngest sister, looks very ..... when the soldiers are mentioned.
8. She looks ..... at her mother and they begin to discuss what to wear.
9. Mary, the studious sister, does not appear so ..... about the ball, but she thinks that "intervals of amusement" have their place in life.
10. Bingley is ..... when Jane begins to look healthier.

Note:

Jane Austen (1775–1817), b. Steventon, Hampshire. Jane Austen was the first English woman to become a famous author. She was one of eight children and began writing as a child to entertain her family. Her books were about the daily lives of middle-class people in Bath, Bristol, London, the English countryside. Her first novel, "Sense and Sensibility", was published in 1811. "Pride and Prejudice", her most famous novel, followed in 1813.

Ex. 7. Do the crossword-puzzle.



1) She is known all over the world as the Queen of Crime. In her first novel she introduced a private detective Hercule Poirot who amazes everyone by his powerful intellect and his brilliant solutions to the most complicated crime. Then she invented Miss Marple, an old lady with her own method of investigation.

2) Many people consider him to be the greatest dramatist of all times. He is also a wonderful poet. His most famous poems are his 154 sonnets. They are about love, beauty, the wisdom (мудрость) of life.

3) He is one of America's greatest short story writers. In 1954 he won the Nobel Prize for literature. During the World War I he travelled to Europe as a reporter and fought with the Italians. Three of his novels including "Farewell to Arms" were about the war. He lived in Paris, America, Cuba and Africa.

4) His family moved to London in 1821. He was the eldest of eight children and so he had to go and work in a factory when his father was sent to prison for debt. While working as a newspaper reporter, he wrote "The Pickwick Papers". This book made him popular. Many famous novels followed.

5) He is the greatest Russian dramatist and short story writer. He studied medicine, but he practised it very little. Writing was his life and his passion. Several generations of writers in Russia and abroad studied and imitated his literary style.

Ex. 8. Read an interview with J.K. Rowling by Lindsey Fraser and answer the multiple-choice question below.

J.K. ROWLING

by Lindsey Fraser

Muggles, *Dementors*, *Quidditch*, *Knuts*, *the Whomping Willow* – if these words sound alien (иностранный) to you, then you have to be introduced to the world of Harry Potter and his friends. And his enemies.

J.K. Rowling is the author of the phenomenally popular series of books about the child wizard Harry Potter. The success in 1997 of her first-ever published book, "Harry Potter and the Philosopher's

Stone", catapulted her to world fame, five books are made into a film by Warner Brothers.

When did the idea of Harry Potter first enter your head?

My boyfriend was moving to Manchester and wanted me to move too. It was during the train journey back from Manchester to London, after a weekend looking for a flat, that Harry Potter made his appearance. I have never felt such a huge rush of excitement. I knew immediately that this was going to be such fun to write. I didn't know then that it was going to be a book for children – I just knew that I had this boy, Harry. During that journey I also discovered Ron, Nearly Headless Nick, Hagrid and Peeves. But I didn't have a pen that worked! So rather than trying to write it, I had to think it. And I think that was a very good thing. I was besieged by a mass of detail.

Hogwarts School of Witchcraft and Wizardry was the first thing I concentrated on. I was thinking of a place of immense danger, with children who had skills with which they could overwhelm their teachers. Pretty soon I settled on Scotland in my mind. People keep saying they know what I based Hogwards on – but they're all wrong. I have never seen a castle anywhere that looks the way I imagined Hogwarts.

So I got back to the flat that night and began to write it all down in a tiny cheap notebook. I wrote lists of all the subjects to be studied – I knew there had to be seven. The characters came first, and then I had to find names to fit them. I was looking through the Dictionary of Phrase and Fable – a great source for names and they came. Exactly what I wanted.

Can you describe the process of creating the stories?

It was a question of discovering why Harry was where he was, why his parents were dead. I was inventing it, but it felt like research. By the end of that train journey I knew it was going to be seven book series. I know that's extraordinarily arrogant for somebody who had never been published, but that's how it came to me. It took me five years to plan the series out, to plot through each of the seven novels. I know what and who's coming when, and it can feel like greeting old friends.

I almost always have complete histories for my characters. If I put all those details in, each book would be the size of the Encyclopaedia Britannica, but I do have to be careful that I don't just assume that the reader knows as much as I do. Sirius Black is a good example. I have a whole childhood worked out for him. The readers don't need to know that but I do. I need to know much more than them because I'm the one moving the characters across the page.

I invented the game Quidditch after a huge row with the boyfriend I lived with in Manchester. I stormed out of the house, went to the pub – and invented Quidditch.

1. When did the idea of Harry Potter first enter Rowling's head?
   a) at the library when she was leafing through some books
   b) when she was on the train going to London
   c) in her dream
2. When were Harry's friends discovered?
   a) in the second book
   b) when Rowling was looking through the Dictionary of Phrase and Fable
   c) during the same trip to London

3. What kind of School was Hogwarts School?
   a) a grammar school
   b) a school of Witchcraft and Wizardry
   c) an art school

4. Where was Hogwarts School situated?
   a) in Scotland
   b) in England
   c) in Ireland

5. How does Rowling create her stories?
   a) they are pure invention
   b) they are based on old fairy-tales
   c) she had done a thorough research of Witchcraft

6. What is Quidditch?
   a) an area in Scotland
   b) a game
   c) the subject Harry had to study at school

1.	
2.	
3.	
4.	
5.	
6.	

Ex. 9. Give a free translation of the passage from an article about Joan Rowling – the author of the famous book series "Harry Potter".

ПОГИБНУТ[1] ДВА ПЕРСОНАЖА

Гарри Поттер может повторить судьбу[2] Шерлока Холмса

Джоан Роулинг, литературная мама Гарри Поттера, сделала своим поклонникам (fan) подарок, она раскрыла (disclose) название седьмой последней части романа о приключениях (adventures) юного волшебника (child wizard). Книга будет называться "Harry Potter and the Deathly Hallows", что на русский язык можно перевести как «Гарри Поттер и роковой День всех святых». Книга появится (appear) в магазинах в первой половине 2007 года. Однако (however) Роулинг не раскрыла (reveal) деталей (details) сюжета, за исключением (but for) одной детали: в последней книге погибнут (perish) два персонажа. Это грустный сюрприз. Читатели уверены (be sure), что одним из погибших будет Гарри Поттер. Впрочем (but), поклонникам книги еще рано расстраиваться (get upset). Артур Конан Дойл тоже собирался «убить» своего героя Шерлока Холмса, но всегда «воскрешал» (revive) его, так как читатели и издатели (publishers) ждали его новых книг. Романы о Гарри Поттере экранизируются (screen). В 2007 году мы сможем увидеть пятую серию (part) фильма.

Notes:

1. погибнуть – perish
2. судьба – fate

Ex. 10. Fill in the correct phrasal verb from the box and supply the necessary pronoun.

Model: *I don't remember Jeff's number. I'll have to* ***look it up***.

1. The blue jacket is nice. May I ..... ?
2. Mr Spencer phoned while you were out. He'd like you to ..... .
3. I've finished typing the letters. Would you like to ..... ?
4. Bob called his wife from the airport and she went to ..... .
5. The picnic is scheduled for tomorrow, but we'll have to ..... if it rains.
6. The doctor was concerned about my smoking. He advised me to ....
7. That radio is so loud! Would you please ..... a little?
8. Mary washed the dishes; Bobby dried them and ..... .
9. Here's your registration form. Please ..... and sing it.
10. I don't believe half of Sheila's stories. I think she ..... .
11. Those shoes are so worn out. Why don't you just ..... ?
12. They've made Phil a job offer, but he wants to ..... for a few days.

think over
call back
fill out
look up
make up
give up
call off
turn down
put away
look over
pick up
throw away
try on

LISTENING

Track 25 **Now you'll listen to a psychologist who discusses the reasons for people reading comics. Before listening to the talk twice, please, read the questions I and II to be prepared for the given task.**

I. Mark (✓) the reasons for reading comics mentioned in the talk. There are four extra letters which you don't need to use.

- ☐ a) comics have a lot of funny pictures
- ☐ b) comics are humorous
- ☐ c) to read a comic doesn't take a lot of time
- ☐ d) comic is a pocket-book
- ☐ e) it is relaxing reading
- ☐ f) people got used to reading comics
- ☐ g) reading comics is a lot less tiring
- ☐ h) comic figures is the cult status
- ☐ i) it's advertising that makes them popular

II. Decide whether the statements are true or false. Mark (✓) the statements that are <u>true</u>.

- ☐ a) comic heroes have only recently appeared on the market
- ☐ b) millions of people young and old buy comic books
- ☐ c) many people prefer a comic to a novel
- ☐ d) though it is short comic is difficult to read
- ☐ e) comic heroes are not very popular
- ☐ f) comic figures are timeless
- ☐ g) reading comics takes a lot of thinking.

SUGGESTIONS FOR WRITING

A book Review

the author
tells the story
depicts the characters
has keen sense of humour
is popular with the public
the author of the book is
the action is set in
is interesting to read
is made into a film

Read the article and write a review of the book you like best. The expressions above and the charts below can help you to write a full and interesting review of the novel/ story.

FRANKENSTEIN

Mary Shelley (1797–1851) wrote her first and at the same time most successful novel at the age of 20. This novel describes the work of the student Frankenstein, who at the University of Ingolstadt, put together various parts of corpses[1] to create a new person. He gave life to the corpse by means of electricity. Frankenstein wanted to prove that he was able to create new life just as God had done when making Adam. Frankenstein's new creature turned out[2] to be a cruel monster who killed his creator's relatives and even his newly wedded wife.

Mary Shelley's novel has been the base for repeated film productions which allure[3] movie-goers by suspense and horror.

Notes:

1. corps – труп
2. turn out – оказаться
3. allure [ə'ljuə] – привлекать

the	action (chain of) event(s) story	happen(s) occur(s) take(s) place	during (the day)	
			in	the evening/afternoon/winter/June
			at	night/the weekend

at the beginning of the	novel story essay text	the author writer essayist	says states writes explains depicts

the	opening middle closing final	part section	is devoted to	...	about... on ...

the man character(s)	is are	young/middle age		
		in	early late	20s 40s
(name)	is	attractive good-looking plain		

READING

Ex. 11. Read the text and answer the multiple-choice questions below.

THE MAN OF THE THEATRE

The First Folio, the first collected edition of Shakespeare's plays, was published in 1623 and lists him as an important actor in his own plays. It is thought he preferred supporting roles rather than leading ones, such as the ghost of the king in *Hamlet*.

In 1594, Shakespeare joined some people to form a new theatre company, "The Lord Chamberlain's Men". In 1599 the company built the Globe Theatre, the theatre most widely associated with his plays. Shakespeare was the company's regular dramatist for over twenty years and produced an average[1] of two plays a year. The company had a wide repertoire[2] but there was often not very much time to rehearse[3] a new play. Actors were only given the script for their own parts, which meant that they would only see who else was on the stage during the rehearsal! As women were forbidden to act in public, female roles were performed by boys.

In Shakespeare's time theatres were places of popular entertainment, which meant that audiences were made up of people from very different social classes. Audiences loved macabre[4] scenes and spectacular effects, which is the reason why Shakespeare's plays not only deal with elevated[5] themes but also contain more light-hearted and humorous elements such as farce, singing, dancing and fights.

Notes:

1. average ['ævrɪʤ] – в среднем
2. repertoire ['repətwɑ:] – репертуар
3. rehearse [rɪ'hɜ:s] – репетировать
4. macabre [mə'kɑ:brə] – мрачный, ужасный
5. elevated – возвышенный

1) When was the first collection of Shakespeare's plays published
a) in the 19th century b) after his death c) in1623

2) What roles did the great Shakespeare prefer?
a) the leading roles b) the supporting roles c) he didn't play at all

3) When was the famous Globe Theatre built?
a) in 1599 b) in 1623 c) in the 17th century

4) Why were all the roles performed by men?
a) there were no women b) boys played better than women c) women were forbidden to act in public

5) Who went to the theatre in Shakespeare's time?
a) only the rich b) different social classes c) very few people

6) What scenes did the audience love most of all?
a) macabre b) only dramatic c) singing and dancing

1.	
2.	
3.	
4.	
5.	
6.	

Ex. 12. Explain what the following words mean:

1) a leading role
2) supporting roles
3) repertoire
4) to rehearse a play
5) popular entertainment

GRAMMAR

THE PARTICIPLE
Причастие

Forms and Functions
Формы и функции

	Active	Passive
Indefinite Participle (Participle I)	asking	being asked
Past Participle (Participle II)	—	asked
Perfect Participle	having asked	having been asked

Понятие «время» у причастия относительно, оно соотносится со временем глагола-сказуемого предложения (см. схему)

Reading

- *читающий* — ❑ **Look** at this boy **reading** a book. He is only five.
  Посмотри ⇨ *читающего*
- *читавший* — ❑ We **looked** at the **reading** boy. He was very tall.
  Посмотрели ⇨ *читавшего*

Used

- *применяющийся* — ❑ These **are** the methods **used** in such experiments.
- *примененный* — ❑ This **is** the method **used** in the first experiment.
- *применявшийся* — ❑ There **were** several methods **used** before this invention.

Причастие имеет разные формы для обозначения действительного (Active) и страдательного (Passive) залогов.

- ❑ a **running** boy (Active)
- ❑ a letter **written** by my friend (Passive)

- ❑ The old woman **writing** a letter by the window is almost blind (слепая).
- ❑ The letter **written** by her will be very difficult to read.
- ❑ **Being written** in pencil the letter was illegible (неразборчивый).

Ex. 13. Fill in the gaps with the Present or Past Participle (Active or Passive) of the verbs in brackets.

1. The school needs a Spanish-..... (speak) teacher.
2. Look at your ..... (tear) jumper! Your mum will be angry with you!
3. Can you hear the sound of ..... (break) glass?
4. A crowd of people were watching the firemen trying to save the ..... (burn) building.
5. Dave picked up the ..... (break) bottle.
6. The answer ..... (receive) from her surprised us greatly.
7. She showed the travellers into the room ..... (reserve) for them.
8. The facts ..... (mention) in this article had been published in some other journal before.

Ex. 14. Translate the English proverbs into Russian or explain their meaning.

1. Stolen waters taste sweeter.
2. A rolling stone gathers no moss.
3. A penny saved is a penny earned.
4. A drowning man will clutch at a straw.
5. Don't cry over spilt milk.

Ex. 15. Fill in the blanks with the appropriate forms from the right column.

1. The houses ..... many years ago are not as convenient as the modern ones. 2. What is the number of the apartment houses .... in the past few years? 3. The number of apartment houses ..... for the population of Moscow is rapidly growing. 4. The workers ..... this house use new construction methods. 5. At the conference they discussed new methods ..... in building. 6. The new methods ..... in the building of houses proved more effective. 7. Here are some samples of the products of this plant ..... to different parts of the country. 8. These are the samples of products ..... last month.

building
being built
built
used
using
sent
sending
being sent

В предложении причастие в функции определения (какой?) может быть заменено придаточным предложением.

1. The girl **wearing** a hat is my friend Kelly. (The girl **that/who is wearing** ...)
2. Zoe got an invitation from the boy **standing** over there (... the boy **that/who was standing** ...).
3. Photos **taken** at the meeting were published (Photo **that were taken**)

	The boy The boy	**playing** the piano **who plays/is playing** the piano	is also a singer. is also a singer.
I know I know	the girl the girl	**sitting** in the deck chair. **who sits/is sitting** in the deck chair.	

	Cars Cars	**produced** in January **that were produced** in January	are called back for repairs. are called back for repairs.
Have you seen Have you seen	the film the film	**shot** in the Philippines? **that was shot** in the Philippines?	

Ex. 16. Rewrite the sentences using Present Participle (Participle I).

1. Joan is watching a boy who is skateboarding in the half pipe.
   Joan is watching a boy *skateboarding* in the half pipe.
2. Anyone who is planning to watch this movie must be crazy.
   Anyone ..... to watch this movie must be crazy.
3. The couple that is standing over there seem to be having an argument.
   The couple ..... over there seem to be having an argument.
4. The path which leads to the park is blocked by a fallen tree.
   The path ..... to the park is blocked by a fallen tree.
5. The boy who is swimming over there is my cousin.
   The boy ..... over there is my cousin.
6. The people who are sitting at the next table must be tourists.
   The people ..... at the next table must be tourists.

Ex. 17. Translate the words in brackets.

1. The house was burning. The firemen rushed to the ..... (горящий) house.
2. The girl was crying. We talked to the ..... (плачущая) girl.
3. The dogs are sleeping. Let the ..... (спящие) dogs alone.
4. The bike was stolen. He disappeared with the ..... (украденный) bike.
5. The car was damaged. We repaired the ..... (пострадавшую) car.
6. He brought good news. A person ..... (приносящий) good news is always welcome.
7. The leaves were lying on the ground. The leaves ..... (лежащие) on the ground reminded us of autumn.
8. In childhood he read a lot of books. The books ..... (прочитанные) at school seem like old friends.

Ex. 18. *Present participle* (with an active sense) or *past participle* (with a passive sense)? Fill in the correct form of the participle.

1. (cultivate) ..... fields can be found everywhere in the country.
2. He wore (iron) ..... trousers for a change.
3. She is so slow that we call her (sleep) ..... beauty.
4. That is not true, that's a (make up) ..... story.
5. The (exercise) ..... boy over there is our champion.
6. After a (bore) ..... lesson, I regard myself as a (bore) .... student.

Причастие в функции обстоятельства

В предложении причастие в функции обстоятельства (что делая? когда?) может быть заменено придаточным предложением времени или образа действия.

Причастие/Придаточное предложение		Главное предложение
Hearing	his voice	I stopped.
When I heard	his voice	I stopped.
Having run	5 kilometres	Tom was exhausted.
After Tom had run	5 kilometres	he was exhausted.

Главное предложение	while + Participle/ Придаточное предложение времени
Hendrik saw a horse	**while riding** a motorbike.
Hendrik saw a horse	**while he was riding** a motorbike.

Participle/придаточное предложение	Главное предложение
Being only 14 years old	he is not allowed to smoke.
Since he is only 14 years old	he is not allowed to smoke.
Looking for a new home	the Myers read the adverts.
As they were looking for a new home	the Myers read the adverts

Ex. 19. Join the groups of sentences, using participles and making necessary changes in the word order.

Model: 1. *He got off the bus. He helped his grandmother.*
***Getting off** the bus, he helped his grandmother.*
2. *He was very tired. He went to bed early.*
***Being very tired**, he went to bed early.*

1. She discovered she had a talent for music. She gave up her job to study music.
.....
2. He realized that he had missed the last train. He began to walk.
.....
3. Mother entered the room suddenly. She found the boys smoking.
.....
4. I turned on the light. I was shocked at what I saw.
.....
5. She didn't want to sit down. She knew that the grass was wet.
.....
6. The job disappointed him. He quitted (уволиться).
.....
7. He had no money. He refused to buy the car.
.....
8. She asked me to help her. She realized that she couldn't do it alone.
.....

Ex. 20. Use participles instead of sub-clauses (придаточное предложение).

1. Computer programmers, who design the best programmes, have the highest income.
Computer programmers designing the best programmes ...
2. The detective wrote his report while he was having a cup of coffee.
.....
.....
3. When she heard a wasp in the room, she looked up.
.....
.....
4. The Aborigines who are the natives of Australia still have lots of skills that help them survive in the outback.
.....
.....

5. Since the couple had had an accident, they had to interrupt their trip.
.....
.....
6. Ralph who had not been picked for the team left the football club.
.....
.....

Ex. 21. Translate the sentences from Russian into English.

1. Я внимательно прочел статью, написанную моим другом. 2. Люди, пишущие научные опусы (opus), часто очень рассеяны (absent-minded). 3. Читая книгу, я нашла много новых слов, которых я не знала. 4. Войдя в комнату, мы увидели незнакомых нам людей. 5. Человек, сидевший у окна, улыбнулся нам и представился (introduce oneself). 6. Девушка, говорившая по телефону, повесила трубку (hang up). 7. Молодой человек, рассказывающий анекдот (joke), говорил очень громко. 8. Она не могла забыть историю, рассказанную ей старухой. 9. Он ушел, сказав, что скоро вернется. 10. Увидев отца, дети побежали ему навстречу (to meet him). 11. Мы послали письмо по указанному (to give) адресу. 12. Путешествуя по стране, мы познакомились (meet) с интересными людьми.

Ex. 22. Complete these English proverbs with either present or past participles of the verbs from the box.

1. A ..... dog never bites.
2. A penny ..... is a penny ..... .
3. A ..... stone gathers no moss.
4. Let ..... dogs lie.
5. Once ..... , twice shy.
6. First come, first ..... .
7. First impression are the most ..... .
8. There's many a good tune ..... on an old fiddle.
9. A trouble ..... is a trouble ..... .
10. ..... we stand, ... we fall.
11. If you want a thing ..... well, do it yourself.
12. Well ..... is half ..... .

bark
save earn
roll
sleep
bite
serve
last
play
share halve
unite divide
do
begin do

Perfect Participle показывает, что действие, выраженное причастием, предшествует действию, выраженному глаголом-сказуемым.

- **Having explained** everything, I want to tell you how sorry I am. *После того, как я объяснил...*
- **Having finished** the letter, he went to the post office. *Закончив письмо, он пошел ...*

FINNEGAN'S REST

Ex. 23. First read the text. Then rewrite it, using participle constructions where possible.

Model: 1. Inspector Finnegan had had a tough day at the police station. He felt exhausted.
Having had a tough day at the police station, Inspector Finnegan felt exhausted.

2. He had his supper and after that sat down on the sofa and switched on the TV.
3. On the screen he could see two men. They were getting into a car.

4. With heavy eyes he watched them as they drove slowly away.
5. The man who was driving the car looked very much like Franco Costellini.
6. Finnegan leaned back on the sofa and closed his eyes.
7. His beer stood on the table next to him. It was untouched.
8. He heard some soft voices. They were talking about something he couldn't quite make out.
9. There was this third man. He was standing in front of the bank. He was waiting for someone or something.

10. As Finnegan had never seen him before he tried to concentrate on the other two. – But where were they now?
11. Suddenly he found himself in some dark room. He was lying on a bed.
12. He lay there and was covered with some sort of blanket.
13. He didn't know where he was. So he felt frightened.
14. Then he heard that someone was opening a door somewhere.
15. When he tried to get up he noticed that someone was standing in front of him. – Costellini!?!
16. He jumped up in panic and screamed for help.
"Sorry, darling, I didn't mean to wake you up," said his wife.

THE FUNCTIONS OF THE PARTICIPLE IN A SENTENCE
Функции причастия в предложении

Причастие имеет две синтаксические функции

Определение
(какой?)

- ❑ The young people **building** our house with me are my brothers. (*строящие* нам дом ...)
- ❑ They are reconstructing the house **built** in the 18th century. (*построенное* в XVIII в.)

Present Participle
- ❑ The ship *was sinking*.
- ❑ Everybody talked about the **sinking** ship.

Past Participle
- ❑ These eggs are *hard-boiled*.
– Good, I like **hard-boiled** eggs.

Обстоятельство
(что делая? как? когда? при каком условии?)

- ❑ He made his living **building** summer houses for people. (*строя* летние домики ...)
- ❑ If **built** of the local stone the road will serve for years. (*если построить* дорогу...)
- ❑ **Having built** the house, he began building a garage. (*построив* дом, он принялся ....)

HAVE SOMETHING DONE

Have + Дополнение + Past Participle

Эта конструкция используется для того, чтобы сказать, что не мы сами, а кто-либо выполняет что-либо по нашему заказу или просьбе *(нанять, пригласить кого-либо сделать что-либо)*. Глагол **have** в этой конструкции может изменяться по временам по обычным правилам.

- I **have** my coat **cleaned** every month. – *Я отдаю пальто в химчистку раз в месяц.*
- We **had** the roof **repaired** yesterday. – *Вчера нам починили крышу.*
- They **are having** the house **painted** at the moment. – *Сейчас им красят дом.*
- How often **do** you **have** your car **serviced**? – *Как часто вы отдаете машину в сервис?*
- She **has** just **had** her car **cleaned**. – *Ей только что помыли машину.*

Ex. 24. Answer the questions according to the model. Translate your answers.

Model: Did you make your dress yourself?
No, I had it made.

2. Did you make your shelf yourself?
3. Did you paint the room yourself?
4. Do they plant the trees themselves?
5. Did Peter repair the bike himself?
6. Do you wash the shirts yourself?

Ex. 25. Complete the sentences using *have smth done*.

1. Ann is at the cleaner's. She ..... (clean the coat)
2. Sue is at the hairdresser's at the moment. She ..... (do the hair)
3. Can I see the car of yours? No, I ..... (repair)
4. What are those people doing in your garden? We ..... (plant the bushes)

Ex. 26. Translate the sentences.

1. Нам починили телевизор вчера.
2. В эту комнату нельзя заходить. Нам красят пол.
3. Где вам сшили это пальто?
4. Нам уже построили гараж.
5. Здесь можно отдать в химчистку плащ? (clean)
6. Мне нужно починить туфли. (mend)

TEST YOURSELF

Open the brackets. Complete the text with the right form of the Participle.

THE PILGRIM FATHERS

In 1608 a small group of people, ... (wish) to escape from persecution by the Church of England, left England and went to Holland. These people, who did not accept the teaching of the Church of England, considered that only they believed in the true Christ. The group ..... (dream) to start a new life in Holland was able to practise their religion freely there for a number of years.

They were not happy there and they asked themselves if there might be a better life for them somewhere else. After ..... (listen) to stories told by other people about the new country on the other side of the Atlantic Ocean, some members of the community suggested making a new start in America. So the Pilgrims decided to sail to the New World.

They sailed from Southampton on ships ..... (build) of wood and ..... (call) the "Speedwell" and the "Mayflower". ..... (Expect) to land in Virginia, the Pilgrims were very much surprised when they ..... (discover) that the ship was leaking, ordered that both ships should sail back to Plymouth.

On September 16th, 1620, a hundred and two Pilgrims finally sailed from Plymouth on the "Mayflower" on their 65-day journey to America. The Pilgrims, ... (expect) to land in Virginia, were very surprised when they landed 200 miles further north on the famous Plymouth Rock near Cape Cod (later called Massachusetts). The first winter in America was terrible. The Pilgrims set up camp near the coast, but more than half the people ..... (live) in the settlement died of hunger and illness during the first winter. But later on the Pilgrims, ... (help) by the Indians, managed to stay alive. Americans ..... (celebrate) Thanksgiving day in November each year remember the Pilgrims' first successful harvest and the feast they shared with the Indians who had helped them.

Глаголы DO and MAKE с существительными

MAKE используется с существительными, относящимися к:

1. Речи — **make** a speech, an excuse, a remark, a promise, an enquiry, a proposal, a suggestion, an offer, a comment
2. Звукам — **make** (a) noise, a sound, a phone call
3. Планам — **make** a plan, an arrangement, a choice, a decision, an agreement, an appointment
4. Путешествиям — **make** a journey, a trip, a tour, a visit
5. Деньгам — **make** money, profit, one's living, a fortune
6. Действиям — **make** an effort, an attempt, progress, a mistake, fuss, fun, sense, sure, a dress, a cake, a fire, one's bed, some/no difference

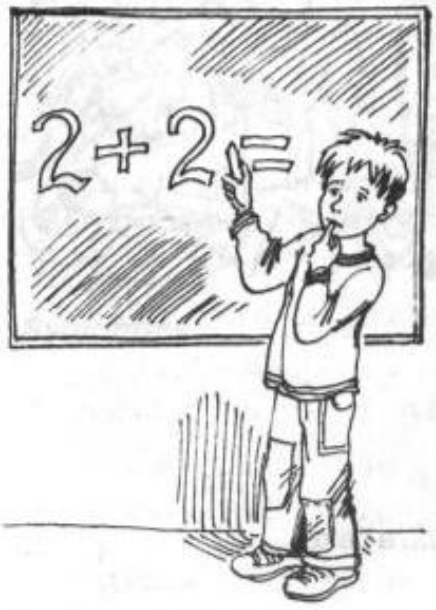
DO используется с существительными, обозначающими:

1.	Работу	**do** work, the job, business, lessons, home work, sums, exercise, some reading, something, nothing
2.	Домашние хлопоты	**do** cooking, washing, cleaning, shopping, ironing, house work, one's hair
3.	Выполнение обязанностей	**do** one's duty, one's best, good, harm, a favour

Ex. 27. Complete the sentences under the pictures.

1. She's ..... shopping.

2. He's ..... a speech.



3. The boy's ..... sums.

4. Mary's ..... ironing.

5. They're ..... a model airplane.

6. Mother's ..... the bed

Ex. 28. Fill in the blanks with the appropriate form of *do* or *make*.

1. The Bennetts ..... a lot of sightseeing when they were on vacation.
2. I have to ..... a few phone calls before we go to lunch.
3. Ed's company ..... a lot of business with Mexico last year.
4. I ..... already ..... hotel reservations for next year's vacation.
5. Who ..... the cooking last night, Ed or Susan?
6. ..... a right turn and then go straight ahead for two blocks.
7. Janet always ..... sure to pay her bills on time.
8. Will I get a raise if I ..... a good job?
9. The kids ..... their homework as soon as they got home from school.
10. Who ..... this pie? It's delicious.
11. David ..... better in school if he studies harder.
12. We have to ..... some shopping before our trip.
13. He always tries to ..... his best.
14. What kind of products do they ..... at that factory?
15. Will you, please, ... a copy of this letter.
16. Dad ..... wonderful omelettes.
17. He likes ..... nothing.
18. I want time to ..... some reading.
19. Once my father and I ..... a boat.
20. She's always ..... crazy plans.
21. He ..... something really funny.
22. It's time to ..... some work.
23. We ..... a lot of walking and swimming.
24. What are you ..... ? I'm ..... a cake.

Unit 13

MUSIC

Discuss the following questions:
Are you fond of music? Why?
What kind of music do you prefer? Why?

Ex. 1. Put these music words under the category they belong to.

The contemporary music is very diversified[1]. There is a wide range of pop(ular) music and classical music. The audience[2] of pop and classical music is enormous[3].

Popular music	Classical Music
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Symphony

Jazz

Disco

Hard rock

Opera

Folk

Country

Ballet[4]

Rap

Chamber music

Rock

Notes:

1. diversified [daɪ'vɜ:sɪfaɪd] – разнообразный
2. audience ['ɔ:dɪəns] – аудитория (публика)
3. enormous [ɪ'nɔ:məs] – огромный, громадный
4. ballet ['bæleɪ] – балет

Ex. 2. Read the passage and highlight the words dealing with music. Answer the questions below.

POP MUSIC – THE MAKING OF A STAR

Your musical talent may be discovered early. At six, for example, you may play the recorder, at twelve the piano; you may sing in the school choir[1] and later become the singer or the keyboard[2] player in a band. The other musicians in the band may play the (solo/lead, rhythm or bass) guitar, the saxophone, the drums or other instruments. Your musical style may be influenced by rock'n'roll, hard rock, jazz, disco, country, folk music etc.

Expensive equipment[3] (amplifiers[4], loudspeakers[5], microphones etc.) is required to produce a good sound[6]. You practise a lot, record your songs and send tapes to a record company in the hope of making a contract. You will need a producer, a sound engineer, someone to arrange the song etc. unless you compose the songs, write the lyrics, arrange the music and produce the disc yourself.

If your debut is a success, you may climb the charts[7]. You may have concerts around the country. Once you have made a name for yourself as a musician, you may tour Europe or the world.

Notes:

1. choir ['kwaɪə] – хор
2. keyboard ['ki:bɔ:d] – клавишный музыкальный инструмент
3. equipment [ɪk'wɪpmənt] – оборудование
4. amplifier ['æmplɪfaɪə] – усилитель
5. loudspeaker [ˌlaud'spi:kə] – громкоговоритель
6. sound [saund] – звук
7. chart – *(зд.)* список лучших исполнителей (хит парад)

1) How can we notice that a person has musical talent?
2) How can a person apply his musical talent?
3) What musical instruments can a band consist of?
4) What musical styles are there?
5) What technical equipment is used on the modern stage?
6) How does a musical talent advertise himself?

KEY VOCABULARY

1. pop(ular) [ˈpɔpjuːlə] music	популярная музыка
2. classical [ˈklæsɪkl] music	классическая музыка
3. audience [ˈɔːdɪəns]	публика, аудитория
4. symphony [ˈsɪmfənɪ]	симфония
5. chamber [ˈʧeɪmbə] music	камерная музыка
6. opera [ˈɒpərə]	опера
7. ballet [ˈbæleɪ]	балет
8. contemporary [kənˈtempərərɪ]	современный
9. orchestra [ˈɔːkɪstrə]	оркестр
10. choir [kwaɪə]	хор
11. musician [mjuːˈzɪʃn]	музыкант
12. conductor [kənˈdʌktə]	дирижер
13. (jazz) band	(джаз) ансамбль
14. keyboard	клавиатура, клавишный музыкальный инструмент
15. guitar [gɪˈtɑː]	гитара
16. saxophone	саксофон
17. drum	барабан
18. folk music	народная музыка
19. jazz [ʤæz]	джаз
20. musical	мюзикл
21. song	песня
22. entertainment [entəˈteɪnmənt]	развлечение
23. lyrics	*(зд.)* слова песни
24. cast	состав исполнителей
25. script	сценарий
26. concert hall	концертный зал
27. curtain [kɜːtn]	занавес
28. director	режиссер
29. producer	постановщик, продюсер

Verbs

1. play (a musical instrument)	играть на музыкальном инструменте
2. compose music	сочинять музыку
3. perform	исполнять
4. sing	петь
5. be a success	иметь успех
6. be popular with the public	быть популярным (у публики)
7. applaude [əˈplɔːd]	аплодировать
applause [əˈplɔːz]	аплодисменты
burst into applause	разразиться аплодисментами
8. be a failure	провалиться, не иметь успеха
9. face the music – face one's critics	встречать критику

WORD STUDY

Ex. 3. Mr Murphy, the school's headmaster, has written a short introduction to his lecture about jazz. Complete the introduction filling in the missing words from the word column.

JAZZ

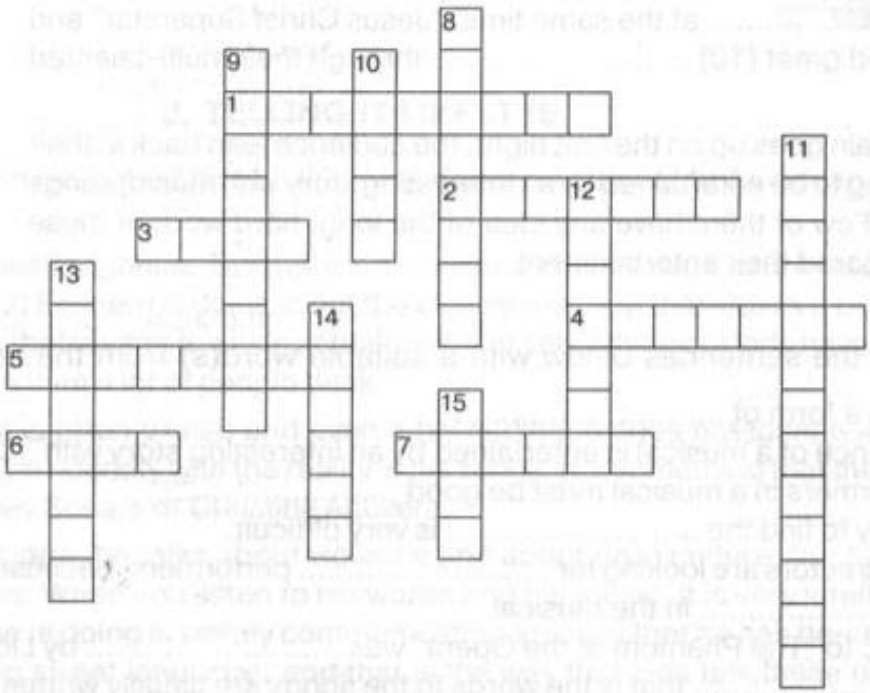
Jazz was created by black (1) ....., in the late 19th century. Jazz, which is a typical American form of music, (2) ..... from African songs. After its development, jazz has had an (3) ..... on musical development throughout the Western world. Jazz was very (4) ..... especially during the 1920s. This time period became known as the (5) ..... . One of the first groups who (6) ..... were the "black marching bands" of New Orleans. (7) ..... which were traditionally used were a cornet or a trumpet, with a clarinet and trombone. To add (8) ..... to the jazz, drums or a bass were used. Usually, (9) ..... also added a piano, (10) ..... or banjo. Chicago and New York are regarded as the two most important centers of jazz.

a) the bands
b) originates
c) popular
d) the instruments
e) influence
f) played jazz
g) the rhythm
h) musicians
i) Jazz Age
j) guitar

Ex. 4. Do the crossword puzzle. Translate the words across and down.

Across

1. оркестр
2. концерт
3. барабан
4. исполнять
5. симфония
6. песня
7. балет



Down

8. музыкант
9. дирижер
10. хор
11. развлечение
12. сочинять музыку
13. клавишный музыкальный инструмент
14. слова песни
15. состав исполнителей

Ex. 5

A. Read the text. Use the words given in capitals at the end of each line to form a word which fits the space in the same line.

THE MUSICAL

There is no other form of (1) ..... , into which so many theatrical activities are integrated as in the musical. To begin with the music must be (2) ..... , the words of the dialogues and the lyrics, that is the words to the (3) ..... must be written and finally the dance must be choreographed. — ENTERTAIN / COMPOSER / SING

It can easily be seen that of all (4) ..... productions the musical is the most expensive. When Sir Andrew Lloyd Webber (5) ..... "The Phantom of the Opera" in London in 1986 it cost about 2 million. — THEATRE / PRODUCTION

Most of the musicals are based on (6) ..... works. "West Side Story" by Leonard Bernstein is a modern (7) ..... of William Shakespeare's "Romeo and Juliet", "My Fair Lady" comes from George Bernard Shaw's "Pygmalion". — LITERATURE / ADAPT

The most difficult task is finding the stars. As in no other stage production the (8) ..... in a musical must not only be able to declaim their lines, they must also be good singers and sometimes actors, singers and (9) ..... at the same time. "Jesus Christ Superstar" and "Hair" achieved great (10) ..... through their multi-talented performers. — PERFORM / DANCE / POPULAR

When the curtain goes up on the first night, the audience lean back in their seats expecting to be entertained by an interesting story with music, songs and dancing. Few of them have any idea of the long, hard work of those who have prepared their entertainment.

B. Complete the sentences below with a suitable word(s) from the text "The Musical".

1. Musical is a form of ..... .
2. The audience of a musical is entertained by an interesting story with ..... .
3. The performers in a musical must be good ..... .
4. That's why to find the ..... is very difficult.
5. Theatre directors are looking for ..... performers, because many theatrical activities are ..... in the musical.
6. The music to "The Phantom of the Opera" was ..... by Lloyd Webber.
7. The ..... that is the words to the songs are usually written by well-known authors.

Music is the Universal Language of Talking

IN THE CONTEXT OF HIS BACKGROUND[1]

Ex. 6. Read the articles (1, 2) and match each of them to the type of writing:

☐ A. an assessment report ☐ B. a magazine article ☐ C. a personal history

1. INTERVIEW WITH MARSHALL MATHERS ALIAS EMINEM

I was born in Kansas City when my mother was seventeen. My father left when I was 5–6 months old. We moved to Detroit. My mother was unemployed. We were on welfare[2]. Then I dropped out of school in the 9th grade and had several badly paid jobs. I grew up mostly in Afro-American neighbourhood[3]. We were only three white households[4] on the block. Kids didn't like me because I was white. My friends were mostly black. When I was a teenager, I started to rap. People said: "You're not bad for a white boy" and I took it was a compliment.

The majority of my shows were for all-black crowds. I had to work hard before people stopped noticing my colour. There was a moment when I thought: "Damn, if I'd just been born black, I wouldn't have to go through all this trouble." But now I know how a black person feels when he tries to get a job in the white society.

2. TELLING IT LIKE IT IS

President George W. Bush described him as the most dangerous threat to American children since polio[5].

Elton John thinks he is a musical genius. But there is a message in his music that is missed by his critics and loved by his fans. What Eminem is doing is not the cleaned-up pop that shows a perfect America, it shows real life now, and that is what the kids actually want to see. I think our kids have much more of an idea of what is going on than a lot of people think.

What Eminem raps about is often brutal, and even if his audience does not identify with[6] what has happened in his life, they can identify with the reality in his songs. It is something that they do not really get from listening to Britney Spears or Christina Aguilera.

He uses a lot of bad language, he talks about violence and about drug culture, but he is not saying that is the way it should be. When you listen to his words and his music, it is very intelligent, there is an irony behind it. What he is doing is simply communicating in a way that he has been brought up to communicate. He is using street language, and that is the way that kids talk these days, whatever your views on the matter are. People often overlook the context of Eminem's background.

Notes:

1. background ['bækgraund] – происхождение
2. welfare ['welfeə] – пособие
3. neighbourhood ['neɪbəhud] – район
4. household – *(зд.)* семья

5. polio – полиомиелит
6. identify with [aɪ'dentɪfaɪ] – отождествлять, ощущать, замечать

Ex. 7. In the articles (1, 2) find the answers to the following questions:

1) Why does Eminem's rap show real life?
2) What Eminem raps about is often brutal. Why?
3) How did Eminem come to rap?
4) Why did Eminem use street language?
5) Why does his audience always feel the reality in his songs?
6) Why do you think President Bush described him as the most dangerous threat to American children?

Ex. 8. Complete the text with prepositions in the box.

in (x2) • by (x2) • with • to (x2) • for (x2) • of

BOY BANDS AND GIRL GROUPS

"RU [are you] 18–23 with the ability to sing/dance?
RU streetwise, outgoing, ambitious and dedicated?"

This ad appeared (1) ..... *The Stage*, a London magazine, (2) ..... 1993 – five girls were wanted (3) ..... a record deal. It was the beginning of one (4) ..... the most successful girl groups in chart history – the Spice Girls. In July 1996 they released their debut single "Wannabe". It was the best-selling single ever (5) ..... a female group and went (6) ..... number one in the charts in the UK, the US, and another 30 countries. They were the first female group to have nine number one singles.

Since the end of the twentieth century, boy bands and girl groups have become increasingly popular. They are usually put together (7) ..... a producer who chooses the members according (8) ..... their looks, dancing and (sometimes!) singing ability. The producer works (9) ..... the band and often writes, arranges and produces their music and video clips. A member of the band might sometimes compose the music and write the lyrics. The band's image is also very important (10) ..... its commercial success. There are usually five members, each of whom is given a personality stereotype.

LISTENING

Stacey and Catherine are friends who attend Selly Park Technical College in Birmingham. They work together as writers for "Blots of Ink", the school magazine. They have just seen "Joseph and the Amazing Technicolour Dreamcoat" produced by their school's drama group. Now they are talking about their impressions.

Track 26 **Before listening to the dialogue twice, read questions I and II to be prepared for the given task.**

I. Draw lines between the photos and quotes* to show who says what.

Catherine

1. I went to see the dress-rehearsal.
2. The actors were excellent.
3. I don't like classical plays and operas.
4. We should write a very positive review.
5. This musical is much better than boring TV re-runs.

* quote [kwəut] – цитата

Stacey

II. Listen to the dialogue again. After listening to the talk you will notice 4 mistakes in the passage from a newspaper article that has been written about the musical. Underline the mistakes and write the correct information.

"Joseph and the Amazing Technicolour Dreamcoat" was a great success! The musical which had been expected to be fantastic failed. It may have happened because two members of the cast were ill and the director had to change the whole script. Though our correspondent Catherine was sitting rather far from the stage she noticed that the actors couldn't perform at all. It's a pity because the pupils had to pay 100 roubles for admission. When the curtain came down the audience went wild and the applause lasted for ages.

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SUGGESTIONS FOR WRITING

Here you'll read a passage from an interview with Joan Rowling – the author of the popular series of books about Harry Potter. She tells the reader what kinds of music she likes. Will you answer the same question? Write an essay (150–200 words) about your favorite music/band/orchestra/folk group.

WHAT KIND OF MUSIC DO YOU LIKE?

I like all sorts of music. And I still listen to the music I liked when I was 17. Neither of my parents was interested in classical music – they loved The Beatles and other 60s stuff, and I like those too. I played the acoustic guitar and would fantasise about playing an electric guitar solo. I still like The Beatles. My favourite group in all the world is The Smiths. And when I was going through a punky (*зд.* унылый) phase, it was The Clash.

READING

A LEGEND WHICH WILL NEVER DIE

FOR THE BEATLES' OLD AND NEW FANS

Ex. 9. Find out these facts in the text below.

The Beatles is	
It all began in	
The band consisted of	
They started their career in	
They returned in Liverpool in	
The Beatles broke up in	
John Lennon was killed	

TOP OF THE POPS – THE BEATLES

"If I fell in love with you
Would you promise to be true
And help me understand
'Cause I've been in love before
And I found that love was more
Than just holding hands ..."

This is the first stanza of one of the early Beatles' songs. It is typical for their beginning as a pop group. It is love, love, love. But it does not in any way explain their success.

For one thing is clear, the Beatles started a revolution of popular music, and, indeed, they are the greatest songwriters of our age.

The frustrated generation of the 1950s discovered pop-music, with pop-music young people rocked into the sixties, seventies and eighties of the 20th century and most probably they will do so far into the coming ones.

The Beatles had their first public performance in Liverpool in 1959. At the time the band consisted of John Lennon, Paul McCartney, Stuart Sutcliffe, George Harrison and the drummer Peter Best. All five of them came from Liverpool. The music they played was rather loud, too loud and simple, all based on the "boy-meets-girl-topic".

This was no wonder because these songs reflected their Liverpool way of life, which was, too, simple, loud and poor.

But the sound of the Beatles, a mixture of classical rock and commercial rhythm and blues won friends.

As it was hard to get jobs as musicians in Liverpool they started their career in Hamburg. There they played in different clubs. They returned in Liverpool in 1962. Then the story of the Beatles' success began. By the spring of 1963 they were the most successful band in the British charts and became a national obsession. In 1964 they released their first film "A Hard Day's Night" which was immediately a success, even in the U.S.A.

Slowly but gradually Lennon and McCartney songs became more complicated and philosophical. These new imaginative lyrics and the memorable melodies were soon at the centre of their Liverpool sound. They expressed the feelings of whole generation in the 1960s and 1970s. Man is lost in a world which he can no longer understand. The sense of life has replaced the old theme of love. Suddenly the Beatles' music is accompanied by lyrical words.

Serious critics started to take the Beatles not only as musicians but as real poets, too.

The Beatles broke up in 1971. John Lennon went on writing songs and performing in the U.S.A. together with his second wife Yoko Ono. Lennon, who wrote the unforgettable song "Give peace a chance", which became a sort of national anthem (hymn) for the peace-loving part of the world, was killed by a madman in the streets of New York in 1980.

Paul McCartney who founded a new group with his wife Linda, "The Wings", still is successful today. There is no doubt that some of his and John Lennon's melodies will be remembered and become standards of tomorrow's classical music. Undoubtedly one of these melodies and lyrics is:

"Yesterday, all my troubles seemed so far away
Now it looks as though they're here to stay
Oh, I believe in yesterday ..."

Ex. 10. Cite (цитировать) the text to explain the Beatles' success.

1. *They started a revolution of popular music.*
2. .....
3. .....
4. .....
5. .....
6. .....

Ex 11. Could you find similar information about a modern pop-group. Compile (составить) a chart and tell about the group.

THE NOUN. THE CATEGORY OF NUMBER
Множественное число имен существительных

1. Множественное число образуется путем добавления окончания **-s** к форме единственного числа.
Оно произносится: [z] после звонких согласных и гласных; [s] после глухих согласных; [iz] после [s], [z].

tables, *ties*, *plans* → [z]

books, *dots* → [s]

А также:
baths, *paths*
cloths (куски ткани), *months* [θs]

- *buses*, *glasses*, *boxes*, *brushes*, *benches*, *matches* – [ɪz]
- *cargoes*, *potatoes* – [z]

2. Если существительное оканчивается на **-s**, **-ss**, **-x**, **-z**, **-sh**, **-ch**, **-tch**, **-o** множественное число образуется добавлением **-es** [iz].

3. Существует несколько имен существительных, которые образуют множественное число путем изменения корневой гласной.

man – men, *woman – women*,
foot – feet, *tooth – teeth*,
goose – geese, *mouse – mice*

deer, *sheep*, *swine*, *fish*,
trout, *dozen*, *score*, *aircraft*, *salmon*

4. У некоторых имен существительных форма множественного числа совпадает с формой единственного числа.

Правила правописания существительных во множественном числе

Правила	Примеры	Примечания
1. Если существительное оканчивается на **-y** с предшествующей согласной, **-y** меняется на **-i** + **-es**	*fly – flies* *army – armies* *lady – ladies*	В именах собственных изменений не происходит *Mary – Marys*
2. Если существительное оканчивается на **-y** с предшествующей гласной, гласная не изменяется	*day – days* *boy – boys* *play – plays* *toy – toys* *key – keys*	
3. **-f**; **-fe** в конце существительных меняются на **-ve** (в написании и произношении)	*wife – wives* *leaf – leaves* *life – lives* *knife – knives* *thief – thieves* *half – halves*	[waɪf] – [waɪvz] [li:f] – [li:vz] [laɪf] – [laɪvz] **Исключения:** *roof – roofs*, *scarf – scarfs/scarves*

Ex. 12. Arrange these plural nouns in the lists below.

babies, books, boys, bushes, cars, chairs, cities, dishes, echoes, foxes, gases, heroes, plays, ladies, matches, monkeys, potatoes, radios, taxes, shops, watches, ways, whishes, stories, keys, glasses, cows, houses, lorries, lions, photos, beds, cargoes

согласная + **s**	согласная + **es**	согласная + **y** + **s**	гласная + **y** + **s**	существительное на + **o** + **(e)s**
1	2	3	4	5

Ex. 13. Rewrite these sentences in the plural. (Don't forget about the plural form of the verb)

1. A train is much quicker than a bus.
   Trains are much quicker than buses.
2. A lion is a dangerous animal.
   .....
3. A lawyer generally earns more than a teacher.
   .....
4. A computer is an expensive piece of equipment.
   .....
5. A student has to work hard.
   .....
6. A policeman only does what he is told.
   .....
7. A cat is supposed to have nine lives.
   .....
8. A bus is the best way of getting into town.
   .....
9. A woman tends to live longer than a man.
   .....
10. A good book helps to pass the time.
    .....

Ex. 14. Complete these sentences with a singular or plural count noun.

1. The .....*bus*..... stops right outside our house. (bus/buses)
2. The ..... were waiting for me. (child/ children)

3. The ..... are in the cupboard. (dish/dishes)
4. The ..... have gone bad. (tomato / tomatoes)
5. The ..... is full. (box/boxes)
6. Do you know the ..... that lives next door? (man/ men)
7. The ..... who were here have gone home. (person/people)
8. The dentist pulled out the ..... that was hurting. (tooth / teeth)
9. Have you washed the ..... that were in the kitchen? (dish/dishes)
10. Do you know the ..... that delivers the newspapers? (boy / boys)

Ex. 15. Some of these sentences are right and some are wrong. Correct the sentences that are wrong.

1. She is a nice girl.
2. Many womans work nowadays.
3. Put the boxs on the shelfs.
4. The boy had two tooth pulled out.
5. The child were crying over the broken toys.
6. I saw a mice in the kitchen.
7. There were yellow leafs on the ground.
8. I saw many deer in the North and my father caught a lot of fish.
9. Our team has already played two matchs.
10. There are twelve boies in our class.

Имена существительные, используемые только в единственном (Singular) или только во множественном числе (Plural)

Существительные, обозначающие предметы, которые состоят из двух и более частей
trousers – брюки
spectacles/glasses – очки
scissors – ножницы
scales – весы
tongs – щипцы

- Your **trousers are** too long.
- Where **are** my **glasses**?
- These **scissors are** not very sharp.

Следующие существительные всегда используются во множественном числе. В русском языке они имеют форму единственного числа.
wages – зарплата
contents – содержание
clothes – одежда
arms – оружие
stairs – лестница
riches – богатство
goods – товары
oats – овес

- His **wages are** rather high.
- The **stairs are** steep.
- His **clothes were** wet.
- **Potatoes are** very cheap in autumn.

В английском языке следующие существительные имеют форму единственного и множественного числа (в русском языке только множественного)
gate – ворота
sledge – сани
watch/clock – часы

- All the **gates** were closed and only one **gate** was open.
- He has two **watches**, one **watch** is slow.

DON'T FORGET!
Неисчисляемые существительные (**water**, **oil**, **hair**, **truth**, **beauty**, etc.) не имеют формы множественного числа.

Существительное **vacation** – каникулы используется только в единственном числе:

- Our summer **vacation** lasts two months.

Существительное **holiday** в этом значении имеет форму множественного числа:

- We have Christmas **holidays** in December.

В значении «праздничный день» оно имеет форму единственного числа.

- Friday is **a holiday** in Muslim countries.

Ex. 16. Group the nouns from the box into the three columns.

trousers	homework	actress		
path	information	sunshine		coffee
sunglasses	child	money		
oil	mouse	biology		physics
jeans	house	woman		
wildlife	salt	stuntman		sports
electricity	mathematics	tomato		
clothes	pyjamas	boy		scissors
rain	train	butter		

No plural form	No singular form	Both forms
1	2	3
homework	*trousers*	*actress/actresses*

Некоторые существительные, оканчивающиеся на **(-ic)s**, имеют форму единственного числа

athletics	*gymnastics*
math(ematic)s	*physics*
electronics	*economics*
politics	*series*

- **Physics** is my favourite subject.
- The Russian **team** was playing.
- The hockey **team** are coming tonight.
- No one had seen him since the **police** were searching for him.

Собирательные имена существительные (Collective nouns) могут употребляться с глаголом в единственном или множественном числе, в зависимости от того, обозначает ли данное существительное это множество как единое целое или отдельных его членов.

audience	*committee*	*band*
company	*firm*	*police*
family	*government*	*crew*
staff	*team*	

Ex. 17. Cross out the verb that is WRONG.

1. My hair is / are blond.
2. Gymnastics is / are my favourite subject.
3. My favourite TV series is / are "The X-Files".
4. My favourite clothes is / are expensive designer clothes.
5. Physics is / are a subject I don't like very much.
6. Economics is / are not interesting for me.
7. My father's wages is / are extremely high.
8. The staff at our school is / are very strict when we forget our homework.

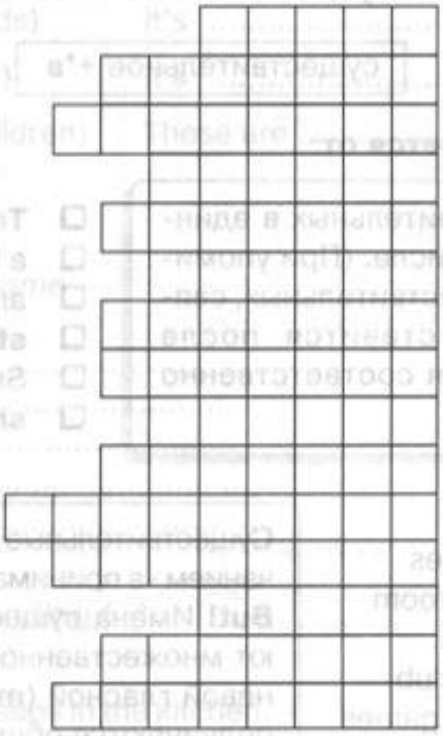
Ex. 18. Complete the sentences with the corresponding form of the verbs *to be*, *to have*.

Good evening, here (1) ..... the news. This morning a burglar broke into a house on the outskirts of London. The police (2) ..... looking for a young man in a black anorak. Some people (3) ..... seen that the burglar (4) ..... tall, his hair (5) ..... blond and his clothes (6) ..... quite new. His trousers (7) ..... green and his glasses (8) ..... dark. The police (9) ..... already caught some young men, but unfortunately not the right ones. There (10) ..... still a lot of information needed, so please call the police if you (11) ..... seen something.

REVISION

Ex. 19. Do the crossword puzzle. Fill in the correct plural form.

a) wife
b) stereo
c) potato
d) knife
e) beach
f) bush
g) casino
h) negro
i) calf
j) thief
k) buffalo
l) search
m) life
n) studio
o) tomato



Ex. 20. Write the singular form of the given plural nouns.

1. friends ..... *a friend* .....
2. children .....
3. six pounds of potatoes .....
4. kisses .....
5. sheep .....
6. two pints of beer .....
7. tomatoes .....
8. families .....
9. questions .....
10. thieves .....
11. policewomen .....
12. knives .....
13. feet .....
14. ladies .....

THE POSSESSIVE CASE
Притяжательный падеж имен существительных

В современном английском языке существительное имеет два падежа: **общий** (the common case) и **притяжательный**

существительное +**'s**

Притяжательный падеж **образуется от**:

Одушевленных имен существительных в единственном и множественном числе. (При упоминании двух и более имен существительных, связанных союзом **and** ('s) ставится после последнего имени.) Читается соответственно [s], [z], [iz]

- **Tom's** ball
- a **boy's** bicycle
- an **actress's** career
- **student's** work
- Sue and Tom**'s** car
- **sheep's** wool

- **girls'** dresses
- **teachers'** room
- **men's** hats
- **women's** club
- **children's** games

Существительные во множественном числе с окончанием -s принимают лишь апостроф (') без -s. **But!** Имена существительные, которые образуют множественное число путем изменения корневой гласной (**man – men**, **tooth – teeth**, etc.) подчиняются общему правилу.

Притяжательный падеж образуется также от существительных, обозначающих *период времени* и *расстояние* (**hour**, **day**, **month**, **mile**, etc.)

- a **day's** work
- three **day's** journey
- a **mile's** distance

- **Moscow's** theatres
- **America's** greatest city
- the **summer's** heat
- the **"Queen Mary's"** passengers.

Названия *стран*, *городов*, *кораблей*, *месяцев*, *времен года* также могут иметь притяжательный падеж.

Существительные: **nature**, **world**, **country**, **city**, **earth**, **sun**, **moon**, **war**, etc. также могут использоваться в притяжательном падеже.

- **world's** best museum
- the **ship's** crew
- the **river's** banks
- the **city's** center
- the **country's** geographical position

- We are at **David's**.
- at the **chemist's/baker's**
- to the **doctor's**

Притяжательный падеж употребляется, когда мы говорим о чьем-либо *доме*, *магазине*, *офисе*.

Ex. 21. Answer the questions.

1. Whose cat is it? (Johnny) — It's *Johnny's* cat.
2. Whose dog is it? (my parents) — It's ..... dog.
3. Whose hamster is it? (our friends) — It's ..... hamster.
4. Whose cage is it? (the hamster) — It's ..... cage.
5. Whose pets are these? (the children) — These are ..... pets.

Ex. 22. Rewrite these phrases.

Model: a game for Peter – *Peter's game*

1. a skirt for a girl: a.....
2. a school for girls: a.....
3. a name for a boy: a.....
4. a house for Tom:.....
5. toys for children:.....

Ex. 23. Fill in *('s), (')*, *(s)* or no ending *(–)*.

A

1. Mrs Fletcher..... dog always sleeps in the kitchen.
2. Let's ask Nina..... friends..... to join the party.
3. The teachers..... computer room is on the right.
4. The neighbour..... new car was a bargain (выгодная покупка).
5. The children..... schoolbags..... are upstairs in their room.
6. Someone stole one of the reporter..... cameras..... .
7. The tourists..... suitcases..... are too heavy.
8. The policeman..... phone is ringing.
9. The Mitchells..... want to buy a new car, too.
10. All these passengers..... are taking the same ferry.

B

The Miller.....(1) house is not very big, so they cannot have big pet.....(2), but they have got a white rabbit and a black cat. The rabbit.....(3) name is Blacky. Blacky.....(4) favourite meal is carrot.....(5). The Miller.....(6) son.....(7) name is Tom. Tom.....(8) favourite meal is sausage.....(9) and chip.....(10). Sally and Tina are Tom.....(11) sister.....(12). Tom.....(13) sister.....(14) favourite meal is salad and his parent.....(15) favourite meal is roast beef and potatoe.....(16).

Ex. 24. Complete the sentences by adding *('s), (')* to the noun(s) in brackets.

1. They are having a *children's* party on Saturday. (children)
2. This is my ..... house. (parents)
3. Do you know John? He's ..... father. (David and Neil)
4. I borrowed .....bike. (James)
5. I'll be staying in my ..... flat. (friends)
6. That looks like ..... car. (John and Jean)

7. This is ..... coat, isn't it? (Sylvia)
8. We're going away for ..... holiday. (a week)
9. You need .....rest. (a couple of days)
10. We usually have a ..... holiday in summer. (two weeks)

В остальных случаях используют **сочетание существительного с предлогом of**. Часто такая конструкция может быть преобразована в сочетание двух существительных (без предлога of), однако жесткого правила на этот счет не существует. Здесь следует полагаться на языковой опыт.

- ❑ the **centre of London**
- ❑ the **name of the street**
- ❑ the **number of the ticket**
- ❑ the **colour of the sea**
- ❑ the **end of the day**
- ❑ the **border of the country**
- ❑ the **start of the games**
- ❑ the **prices of the flats**

But! the cover of the book ⇨ *the book cover*
the leg of the table ⇨ *the table leg*

Ex. 25. Join two nouns with *('s)* or a compound noun. Sometimes you have to use *... of ...* .

1. the keyboard/the piano
2. the knob/the front door
3. the gate/the factory
4. the phone/the office
5. the critic/the film
6. the top/the page
7. a month/holiday
8. the newspaper/today
9. the name/the street
10. the roof/the building

REVISION

Ex. 26. The apostrophe key of the typewriter is out of order. Please, fill in the apostrophe *(')* where it is necessary. Don't forget that *('s)* is also used in contracted forms: he is – *he's*, she is doing – *she's* doing, he has done – *he's* done.

Alan: Did you see the invitation to Lindas birthday?
Barbara: Yes, I did. Was it her or her husbands idea to invite us?
Alan: I dont know. We are not really friends. We are just Roberts colleagues.
Barbara: I know, but Lindas mother keeps telling everbody that shes going to have a really big party. Maybe thats the reason why she invited her husbands colleagues and their partners, too.
Alan: OK. Lets go there and see how everything is going.
Barbara: We need a present then. What about a womans weekend at a wellness farm?

Alan: Thats too expensive for a colleagues wife. What about a breakfast for two at Tiffanys?
Barbara: You mean the new Tiffanys in High Street?
Alan: Yes. They offer things like that. My secretarys family went there last Sunday and they were very pleased about the food, the prices and the waiters kindness.
Barbara: Good idea.

TEST YOURSELF

I. Combine the nouns.

1. the door / garage .....
2. the owner / restaurant .....
3. the birthday / my father .....
4. the car / parents / Sally .....
5. the birthday / friend / Ann .....
6. the colour / the car .....
7. this year / fashion .....
8. Saturday / football match .....

II. Translate the phrases.

1. друг моей матери .....
2. совет отца .....
3. деловой партнер нашего шефа .....
4. кабинет нашего директора .....
5. любимое место нашего кота .....
6. рабочее время продавца .....

III. Translate the sentences using Possessive Case or "of"-Phrase.

1. Какой адрес у твоего друга?
   .....
2. Голос секретаря был приятным.
   .....
3. Мне не очень нравятся друзья Лизы.
   .....
4. Американская школа очень отличается от нашей.
   .....
5. Имя жены нашего менеджера – Анабель.
   .....
6. Лучшее время дня – утро.
   .....
7. Конец рассказа очень печальный.
   .....
8. Лидия – подруга моей матери.
   .....

9. Собаки не едят еду для кошек.

.....

10. Ножка стула сломана.

.....

11. Соседи моего брата очень молоды.

.....

12. Мы нашли чей-то (somebody) мяч на нашем балконе.

.....

13. Дверь дома не закрывается.

.....

14. Хозяин (owner) кафе – мой друг.

.....

15. Собака Тома и Мэри очень большая.

.....

ПРАВИЛЬНЫЕ ГЛАГОЛЫ: ПРАВИЛА ПРАВОПИСАНИЯ

Базовая форма	3-е лицо ед. число Present Simple	Формы с -ing	Формы с -ed	Исключения
	+ **-s**	+ **-ing**	+ **-ed**	
join	*joins*	*joining*	*joined*	
Оканчивается на **-sh** *finish* **-ch** *reach* **-ss** *pass* **-x** *mix* **-z** *buzz* **-o** *echo*	+ **-es** *finishes* *reaches* *passes* *mixes* *buzzes* *echoes*	*finishing* *reaching* *passing* *mixing* *buzzing* *echoing*	*finished* *reached* *passed* *mixed* *buzzed* *echoed*	
Оканчивается на **-e** *dance*	*dances*	**-e** опускается перед **-ing** или **-ed** *dancing*	*danced*	*age, agree, disagree, dye, free, knee, singe, referee, tiptoe*
Оканчивается на **-ie** *tie*	*ties*	**-ie** ⇨ **-y** перед -ing *tying*	*tied*	
Оканчивается на согласную + **-y** *cry*	**-y** ⇨ **-ies** *cries*	*crying*	**-y** ⇨ **-ied** *cried*	
Односложный глагол, оканчивающийся на одну гласную + согласная *dip*	*dips*	удвоение последней согласной перед **-ing** или **-ed** *dipping*	*dipped*	кроме -w, -x, -y: *rowing, boxing, playing.*
Двусложный глагол, оканчивающийся на одну гласную + **-l** *travel*	*travels*	*travelling*	*travelled*	В AmE допускается: *traveling, traveled.*
Следующие глаголы: *equip, handicap, hiccup, kidnap, program, refer, worship* *equip*	*equips*	*equipping*	*equipped*	

НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ

Infinitive	Past Simple	Past Participle	Translation
awake	awoke awaked	awoke awaked	будить; просыпаться
be	was were	been	быть
bear	bore	born	рождать
bear	bore	borne	носить, выносить
beat	beat	beaten	бить
become	became	become	становиться
begin	began	begun	начинать(ся)
bite	bit	bitten	кусать
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
burn	burnt	burnt	гореть, жечь
buy	bought	bought	покупать
catch	caught	caught	ловить, схватывать
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	стоить
cut	cut	cut	резать
do	did	done	делать
draw	drew	drawn	тащить; рисовать
drink	drank	drunk	пить
drive	drove	driven	гнать; везти; ехать
eat	ate	eaten	есть (принимать пищу)
fall	fell	fallen	падать
feel	felt	felt	чувствовать
fight	fought	fought	бороться, сражаться
find	found	found	находить
fly	flew	flown	летать
forbid	forbade	forbidden	запрещать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	прощать
freeze	froze	frozen	замерзать, замораживать
get	got	got	получать; становиться
give	gave	given	давать
go	went	gone	идти, ехать
grow	grew	grown	расти, выращивать
hang	hung/hanged	hung/hanged	висеть, вешать
have	had	had	иметь
hear	heard	heard	слышать
hide	hid	hid hidden	прятать

Infinitive	Past Simple	Past Participle	Translation
hit	hit	hit	ударять; поражать
hold	held	held	держать
hurt	hurt	hurt	повредить, ушибить; обидеть
keep	kept	kept	держать, хранить
know	knew	known	знать
lay	laid	laid	класть
lead	led	led	вести
learn	learnt learned	learnt learned	учить(ся)
leave	left	left	оставлять, уезжать
lie	lay	lain	лежать
light	lit lighted	lit lighted	зажигать, освещать
lose	lost	lost	терять
make	made	made	делать; заставлять
meet	met	met	встречать
pay	paid	paid	платить
put	put	put	класть
read	read	read	читать
ride	rode	ridden	ездить верхом
ring	rang	rung	звонить; звенеть
rise	rose	risen	подниматься
run	ran	run	бежать
saw	sawed	sawn	пилить
say	said	said	говорить, сказать
see	saw	seen	видеть
sell	sold	sold	продавать
send	sent	sent	посылать
shine	shone	shone	сиять, светить
show	showed	shown	показывать
shut	shut	shut	закрывать
sit	sat	sat	сидеть
sleep	slept	slept	спать
speak	spoke	spoken	говорить
speed	sped	sped	спешить; ускорять
stand	stood	stood	стоять
sweep	swept	swept	мести
swim	swam	swum	плавать
take	took	taken	брать
teach	taught	taught	обучать, учить
tell	told	told	рассказывать
think	thought	thought	думать
throw	threw	thrown	бросать
understand	understood	understood	понимать
wake	woke waked	woken waked	будить; просыпаться
wear	wore	worn	носить
win	won	won	выигрывать
write	wrote	written	писать

Неправильные глаголы – трудные случаи

	Infinitive	Past Simple	Past Participle	Translation
1	to fall	fell	fallen	падать
	to feel	felt	felt	чувствовать
	to fill	filled	filled	наполнять
2	to flow	flowed	flowed	течь, литься
	to fly	flew	flown	летать
3	to lay	laid	laid	класть, положить
	to lie	lay	lain	лежать
	to lie	lied	lied	лгать
4	to leave	left	left	уезжать
	to live	lived	lived	жить
5	to raise	raised	raised	поднимать
	to rise	rose	risen	подниматься
6	to strike	struck	struck	бить, ударять
	to stroke	stroked	stroked	гладить

Appendix 3

РАСПРОСТРАНЕННЫЕ ВЫРАЖЕНИЯ С ГЛАГОЛОМ TO BE

to be glad (pleased)	– быть радостным (довольным)
to be happy (delighted)	– быть счастливым
to be hungry	– быть голодным (хотеть есть)
to be thirsty	– хотеть пить
to be ill (healthy)	– быть больным (здоровым)
to be ready for smth	– быть готовым к чему-л.
to be late for smth	– опаздывать куда-л.
to be 5 minutes late	– опаздывать на 5 минут
to be sorry	– сожалеть
to be (un)comfortable	– чувствовать себя (не)удобно
to be out of place	– чувствовать себя неуютно (не к месту)
to be proud of smth/smb	– гордиться чем-л./кем-л.
to be sure of smth	– быть уверенным в чем-л.
to be certain of smth	– быть уверенным в чем-л.
to be mistaken	– ошибиться
to be surprised at smb	– удивиться кому-л.
to be angry with smth	– быть сердитым на кого-л.
to be busy with smth	– быть занятым чем-л.
to be to blame	– быть виноватым
Who's to blame?	Кто виноват?
to be for (against) smth	– быть за (против) чего-л.
to be present	– присутствовать
to be absent	– отсутствовать

to be right	– быть правым
to be wrong	– ошибаться, быть неправым
to be afraid	– бояться
to be tired	– быть уставшим
to be situated	– быть расположенным

Appendix 4

СЛОВА И ВЫРАЖЕНИЯ, ПОЛЕЗНЫЕ В ПРОЦЕССЕ ОБЩЕНИЯ

For statements:

to add	– добавлять
to admit smth	– признавать что-л.
to agree	– соглашаться
to anounce (smth to smb)	– объявлять (кому-л. о чем-л.)
to answer in the affirmative	– дать утвердительный ответ
to answer in the negative	– дать отрицательный ответ
to approve of smth	– одобрять что-л.
to argue	– спорить
to assure	– уверять, заверять
to claim	– заявлять
to come to a decision	– решать
to come to a conclusion	– решать, прийти к выводу
to complain	– жаловаться
to convince smb	– убеждать
to decide	– решать
to declare	– заявлять
to deny smth	– отрицать что-л.
to determine	– решать, принимать решение
to exclaim	– воскликнуть
to explain smth to smb	– объяснять что-л. кому-л.
to inform	– информировать, сообщать
to insist	– настаивать
to make up one's mind	– решать(ся), принимать решение
to mention	– упоминать
to notice	– замечать, отмечать
to object (to smth)	– возражать (чему-л.)
to observe	– замечать
to persuade smb	– убеждать кого-л.
to promise	– обещать
to refuse	– отказываться
to remark	– замечать
to remind	– напоминать
to reply	– отвечать
to respond	– отвечать
to warn	– предупреждать

For Questions:

to ask smb's permission	– просить разрешения
to be interested to know	– интересоваться
to inquire	– осведомляться
to want to know	– хотеть знать, интересоваться

For Orders and Commands:

to advise	– советовать
to allow	– разрешать, позволять
to beg	– просить серьезно, настойчиво
to command	– приказывать
to forbid	– запрещать
to implore	– умолять
to invite	– приглашать
to offer (help, a book)*	– предлагать (что-то)*
to order	– приказывать
to permit	– разрешать, позволять
to request	– просить подчеркнуто вежливо
to suggest*	– предлагать (вносить предложение)*
to tell to do smth	– приказывать сделать что-л.

* Mind the difference between the use of the verbs ***to offer*** and ***to suggest***:

Он **предложил** им два билета в театр.	– He **offered** them *two tickets* to the theatre.
Он **предложил** им помочь.	– He **offered** to help them.
Он **предложил** *поехать* за город.	– He **suggested** *going* to the country.
Он **предложил** *им поехать* за город.	– He **suggested** *that they should go* to the country.

ИМЯ ЧИСЛИТЕЛЬНОЕ
The Numeral

КОЛИЧЕСТВЕННЫЕ И ПОРЯДКОВЫЕ ЧИСЛИТЕЛЬНЫЕ
Cardinals and Ordinals

Количественные	Порядковые	Количественные	Порядковые
1 one	1st first	16 sixteen	16th sixteenth
2 two	2nd second	17 seventeen	17th seventeenth
3 three	3rd third	18 eighteen	18th eighteenth
4 four	4th fourth	19 nineteen	19th nineteenth
5 five	5th fifth	20 twenty	20th twentieth
6 six	6th sixth	21 twenty-one*	21th twenty-first
7 seven	7th seventh	22 twenty-two	22nd twenty-second
8 eight	8th eighth	30 thirty	30th thirtieth
9 nine	9th ninth	40 forty	40th fortieth
10 ten	10th tenth	50 fifty	50th fiftieth
11 eleven	11th eleventh	60 sixty	60th sixtieth
12 twelve	12th twelfth	70 seventy	70th seventieth
13 thirteen	13th thirteenth	80 eighty	80th eightieth
14 fourteen	14th fourteenth	90 ninety	90th ninetieth
15 fifteen	15th fifteenth	100 a hundred	100th hundredth
			1,000,000th millionth
			1,000,000,000th milliardth/ billionth

Note:

* Между десятками и следующими за ними единицами ставится дефис (-).

ДРОБНЫЕ ЧИСЛИТЕЛЬНЫЕ
Fractional Number

Простые дроби Common Fraction			
	$\frac{1}{2}$ *a (one) half*[1]	$\frac{1}{5}$ *a (one) fifth*
	$\frac{1}{3}$ *a (one) third*	$\frac{1}{6}$ *one sixth*
	$\frac{2}{3}$ *two thirds*	$\frac{5}{6}$ *five sixths*
	$\frac{1}{4}$ *a (one) quarter;* *a (one) fourth* (редко)	$1\frac{1}{2}$ *one and a half*
		$2\frac{1}{3}$ *two and a (one) third*

Десятичные дроби Decimal Fraction	
	0.1[2] *nought point one* или просто *point one*
	0.25 *nought point two five* (при чтении десятичных дробей каждая цифра читается отдельно)
	0.01 *nought point oh five* (0 читается **nought** [nɔ:t] до точки и **oh** [ou] после точки (в UK) и **zero** ['ziərou] (в US)
	27.27 *twenty seven point two seven*

Notes:

[1] В простых дробях числитель выражается количественным числительным, а знаменатель – порядковым (кроме 1/2 и 1/4).

[2] В отличие от русского языка целое число отделяется от дроби точкой (читается *point*).

Appendix 6

ПРЕДЛОГИ И НАРЕЧИЯ. ЗНАЧЕНИЕ И УПОТРЕБЛЕНИЕ

about	1. *о, об, относительно*	❑ We'll speak **about** it tomorrow.
	2. *вокруг, кругом, по*	❑ He looked **about** him.
	3. *примерно, приблизительно*	❑ He walked **about** the garden.
		❑ It's **about** five o'clock now.
above	1. *над, выше*	❑ The plane flew **above** the clouds.
		❑ The temperature is **above** zero.
	2. *свыше, больше*	❑ There were **above** 200 people there.
across	1. *через*	❑ The boy went **across** the street.
	2. *поперек*	❑ They built a bridge **across** the river.
after	1. *после*	❑ He returned home **after** twelve.
		❑ Please, come **after**.
	2. *вслед, за*	❑ He ran **after** her.
	3. союз: *после того, как*	❑ They went home **after** the work had been completed.
along	1. *вдоль*	❑ They went **along** the stream.
	2. *по*	❑ They drove **along** the road.
	3. *дальше, вперед*	❑ They moved **along**.
	4. *вместе с*	❑ I've brought my sister **along**.
among	*между, среди* (относится к большому количеству предметов)	❑ He was lost **among** the crowd of people.

at	1. *у, возле, около*	❑ He stopped **at** the door.
	2. *в*	❑ I met him **at** the theatre yesterday.
	3. *на, в*	❑ He studies **at** the Institute. He works **at** the factory.
		❑ He'll see him **at** the lecture.
	4. *в* (о времени)	❑ I get up **at** 7 o'clock.
before	1. *до, перед* (о времени)	❑ We'll have a walk **before** dinner.
	2. союз: *прежде чем*	❑ **Before** being admitted to the University he was carefully tested.
behind	*позади, за*	❑ He sat **behind** me.
below	*под, ниже*	❑ Her photograph is **below** that picture.
beside	*рядом с, около, близ*	❑ He was sitting **beside** me.
between	*между* (относится к двум предметам или группам)	❑ She divided the cake **between** the two of them.
by	1. *к* (обозначение срока)	❑ We'll have finished the work **by** Monday.
	2. *у, возле, около*	❑ He was sitting **by** the window.
	3. *мимо*	❑ He walked **by** me without saying a word.
down	1. *вниз по, с* (направление)	❑ He ran **down** the stairs/hill.
	2. *по, вдоль по*	❑ They went **down** the corridor.
during	*в течение*	❑ **During** my stay in London I visited many museums.
	во время	❑ **During** the war she worked at a plant in Siberia.
for	1. *для*	❑ It's a great pleasure **for** me.
	2. *за*	❑ He payed **for** the dinner.
	3. *в течение*	❑ I'll stay here **for** two days.
	4. *на* (указание срока или момента)	❑ He booked a room **for** three nights.
		❑ We made an appointment **for** 5 o'clock.
from	*от, из, с* (откуда, от кого)	❑ This is a letter **from** Mary.
		❑ He has returned **from** Kiev.
		❑ He took a book **from** the shelf.
in	1. *в* (место, время)	❑ We live **in** Moscow.
		❑ There were several pencils **in** the box.
		❑ They arrived **in** 1938/**in** May/**in** spring.
	2. *через*	❑ He'll return **in** a week/**in** three days.
inside	*внутри*	❑ The children are **inside** the house.
into	*в* (направление, внутрь)	❑ He put the letter **into** his pocket.

of	1. *из*	❑ Some **of** my friends came to see me off. ❑ The watch is made **of** gold.
	2. *о, об, относительно*	❑ She was thinking **of** him instantly.
off	1. *с* (поверхности)	❑ He took all the things **off** the table.
	2. *от* (отделение части, удаление)	❑ He cut a bit **off** the rope. ❑ The dog ran **off** (away).
on	1. *на* (поверхности)	❑ Put the magazine **on** the table.
	2. *в* (дни и даты)	❑ They arrived **on** the 1st of May/**on** Sunday.
	3. *по, после* (в сочетании с герундием)	❑ **On** receiving your letter I telephoned to your brother.
	4. *о, об, по* (на тему о)	❑ He delivered a lecture **on** Greek drama.
out of	*из* (направление действия)	❑ He ran **out of** the room.
outside	*вне, за пределы (-лами)* (куда/где)	❑ He went **outside** the house to meet us.
over	1. *над*	❑ A lamp was hanging **over** the table.
	2. *свыше, сверх*	❑ There were **over** a hundred cars waiting near the bridge.
	3. *за, на протяжении*	❑ You've done a lot **over** the past two years.
	4. *через*	❑ He climbed **over** the wall.
(a)round	*вокруг, кругом*	❑ The Earth moves **round** the Sun. ❑ There were a lot of flowers **around** the house.
since	1. *с* (какого-то момента)	❑ We've lived here **since** the war.
	союз:	
	a) *с тех пор, как*	❑ I haven't seen him **since** he left Moscow.
	b) *поскольку, так как*	❑ **Since** the car is out of order we'll go by train.
through	1. *через, сквозь*	❑ We were walking **through** the forest.
	2. *из-за, вследствие*	❑ The accident happened **through** your carelessness.
till, until	*до, вплоть до*	❑ We'll stay here **till** *(until)* Monday.
	союз: *до тех пор пока ... не*	❑ I'll work **until** I finish my work.
to	*к, в, на* (куда)	❑ They went **to** the director/**to** school/**to** the party.
towards	1. *к, по направлению к*	❑ The ship sailed **towards** the sea.
	2. *к, по отношению к*	❑ He is friendly **towards** me.
under	1. *под*	❑ He was lying **under** the tree.
	2. *меньше*	❑ He is **under** forty.
up	*вверх по, вверх, наверх*	❑ The steamer sailed **up** the river. ❑ I looked **up** and saw him.

СЛОЖНОЕ ПРЕДЛОЖЕНИЕ. СОЮЗЫ И СОЮЗНЫЕ СЛОВА

Clauses	Conjunctions Connectives	Translation	Examples
Object	that	что	❑ She felt **that** someone else was there.
	if/whether	ли	❑ Time will show **whether** I'm right or not.
	when	когда	❑ He asked **when** we would be back.
	what	что	❑ I'll do **what** I say.
	where	где	❑ He asked **where** we had met.
	how	как	❑ He stood thinking **how** nice she looked.
	why	почему	❑ He wondered **why** he should do it.
Relative	who	который	❑ The man **who** normally works here is ill.
	that	который	❑ Have you seen the dress **that** I've just bought?
	which	который	❑ Have you read the book **which** I gave you?
	whom	которого	❑ I know the man **whom** you mean.
	whose	чей	❑ Our sister **whose** photo I showed you is coming tomorrow.
Time	when	когда	❑ **When** he had finished, he turned out the light.
	after	после того как	❑ Laura went for a ride **after** Jan had left for work.
	before	до того как	❑ Read the document carefully **before** you sign it.
	while	в то время как	❑ She had to escape, **while** they slept.
	till/until	пока, до тех пор как	❑ We waited **until** Bruno's brother came and told us the news.
	as	когда; в то время как; по мере того как	❑ The telephone rang **as** he was unlocking the door.
	since	с, с тех пор как	❑ What have you been doing **since** I last saw you?
	as soon as	как только	❑ **As soon as** he gets the money he'll pay back.
	as long as	до тех пор пока	❑ I'll never forget them **as long as** I live.
Reason	because	потому что	❑ **Because** she was my mother, I expected her to understand me.
	as	так как	❑ **As** I haven't read the book, I can't tell you anything about it.
	since	так как, поскольку	❑ You're sure to know him, **since** you seem to know everyone.
	for	так как, ибо (formal)	❑ He walked quickly, **for** he was in a great hurry.

Manner	(just) as as if/as though	как как будто	❑ The clock in the room ticked loudly, **just as** I had remembered. ❑ She looked at me **as if** the meaning escaped her.
Purpose	so as (not) to so so that ... (not) in order that in order (not) to	чтобы (не), для того чтобы (не)	❑ She stepped forward **as though** hypnotized. ❑ We started eating in our hotel room **so as** to be alone. ❑ Take notes **so** you'll remember all. ❑ He arranged for the taxi to come at six **so that** she wouldn't have to wait long at the station. ❑ He talked to the bird softly **in order not to** frighten it.
Contrast	although (even) though in spite of the fact that	хотя хотя несмотря на то, что	❑ He speaks fluent English **(al)though** he has never been to England. ❑ He went out **in spite of the fact** that he had a bad cold.
Conditional	if unless provided/ providing (that) in case	если если не при условии, что в случае	❑ He'll get the letter tomorrow **if** you send it off now. ❑ I'll go there tomorrow **unless** I'm too busy. ❑ Mother will believe me **provided** I tell her what she wants to hear. ❑ **In case** you see him, give him the message.

Appendix 8

КЛАССИФИКАЦИЯ НАРЕЧИЙ

Наречия	Примеры
1. образа действия (adverbs of manner) **как / how?**	**well** (хорошо), **badly** (плохо), **quickly** (быстро), **slowly** (медленно), **easily** (легко), **quietly** (спокойно), etc.
2. времени (adverbs of time) **когда / when?**	**when** (когда), **now** (сейчас), **then** (тогда, потом, затем), **before** (раньше, прежде), **after** (после, потом), **afterwards** (впоследствии), **once** (однажды), **just** (только что, как раз), **still** (все еще, по-прежнему), **alredy/yet** (уже), **yet** (еще, пока еще), **since** (с тех пор как), **early** (рано), **lately/recently** (в последнее время), **suddenly** (вдруг), **soon** (вскоре), **long** (долго, давно), **ago** (тому назад), **today**, **tomorrow**, **yesterday**, etc. **always** (всегда), **generally**, **usually**, **normally** (обычно), **frequently**, **often** (часто), **seldom**, **rarely** (редко), **sometimes** (иногда).

Наречия	Примеры
3. места (adverbs of place and direction) **где / where?**	**here** (здесь, сюда), **there** (там, туда), **where** (куда, где), **somewhere**, **anywhere** (где-нибудь), **nowhere** (нигде, никуда), **elsewhere** (где-нибудь, в другом месте), **far away/ far off** (далеко), **near** (близко), **inside** (внутри), **outside** (снаружи, наружу), **above** (выше, наверху), **below** (ниже, внизу);
4. меры и степени (adverbs of degree, measure and quantity) **сколько / how much?**	**much** (много), **little** (мало), **very** (очень), **too** (слишком), **so** (так), **rather** (довольно), **enough** (достаточно), **quite** (совсем), **not at all** (совсем не), **hardly/scarcely** (едва), **nearly/almost** (почти), **somewhat** (несколько, до некоторой степени), **much/far/by far** (намного, гораздо, значительно), etc.

Appendix 9

МЕСТО НАРЕЧИЙ В ПРЕДЛОЖЕНИИ

Наречия	Примеры
1. образа действия (**kindly**, **badly**, **well**, etc.)	*С непереходными глаголами* He smiled **kindly**. She did not work **badly**. They speak English **well**. We worked **hard**. *С переходными глаголами* He answered the question **slowly**. He **slowly** answered the question.
2. места (**here**, **there**, etc.)	I'll meet him **here**.
3. времени (**tomorrow**, **today**, **yesterday**, etc.)	**Yesterday** I went to the theatre. I met my old friend **yesterday**. It's a fine day **today**. **Today** I have a birthday party. I have seen him **this morning**. **This year** we have learned a lot of new things. **Tomorrow** I shall go there.
4. места и времени (2 наречия)	I'll go **there** (1) **tomorrow** (2).
5. обобщенного времени (**ever**, **never**, **just**,	He **never** comes early. She **seldom** goes there.

Наречия	Примеры
often, always, seldom, soon, once, generally, sometimes, etc.)	They **usually** say this. I have not **yet** read the book. I haven't read the book **yet**. Have you read the book **yet**? He **sometimes** comes here. **Sometimes** he comes here. He comes here **sometimes**.
	После глагола "to be" He is **never** here at that time of the day. You are **always** late for dinner.
	Со сложным глагольным сказуемым I'll **never** do this. He's **just** come. We've **already** finished our work.
6. степени и меры (**very, enough, half, too, nearly, almost**, etc.)	We were **very** glad to see him. The student passed the exam **quite** well. He answered almost **immediately**. It's warm **enough**. He speaks English well **enough**. **BUT:** We have **enough** (прилагательное) time (= *time* ***enough***). I'll write a letter **too**. I can't drink this milk, it's **too** hot.

Appendix 10

ФУНКЦИИ

1. **Talking about meaning**
   What does ... mean?
   I'm not sure but I think...
   Do you know ... means?
   In the dictionary it says ...

2. **Expressing preferences**
   I'd prefer...
   What about you?
   I think I'd rather ...

3. **Making suggestions**
   Why don't we go ... ?
   What about ...?

4. **Persuading others to agree**
   I think we should ...
   But don't you think ...
   How about ...

5. **Discussing topics**
   I think ...
   I don't think so. I'm sure ...

6. **Talking about the future**
   ... will probably be/have ...
   ... bound to be/have ...
   ... definitely won't be/have...

7. Expressing two points of view

On the one hand ..., on the other hand ...
Although I'd ..., I certainly wouldn't ...
While I might ..., I don't think I'd ...

8. Speculating

It's difficult to say exactly but I suppose it could be ...
I have no idea but it might be ...
It can't be ... because ...
It must be ... because ...

9. Presenting information

On the other hand, ...
To sum up, ...
In my opinion, this is a result of ...
Overall, it would seem that ...

10. Giving opinions

I think (that) ...
In my opinion, ...
If you ask me, ...

11. Agreeing

I agree with you.
Yes, that's what I think too.
You're right.

12. Giving extra information

I think ... need(s) ...
Perhaps ... should ...
What I mean is ...
The kind of thing I'm thinking about is ...

13. Expressing uncertainty

I'm not really sure but I think ... would be ... because ...
I can't say for certain but ... is going to be ...
It's difficult to say exactly but perhaps ... would be ...

Appendix 11

ОСОБЫЕ СЛУЧАИ ОБРАЗОВАНИЯ МНОЖЕСТВЕННОГО ЧИСЛА СУЩЕСТВИТЕЛЬНЫХ

Singular		Plural					
bush	–	bushes					
wish	–	wishes					
baby	–	babies	**but:**	boy	–	boys
city	–	cities					
potato	–	potatoes	**but:**	piano	–	pianos
buffalo	–	buffaloes		photo	–	photos
wife	–	wives	**but:**	roof	–	roofs
knife	–	knives		handkerchief	–	handkerchiefs
man	–	men	**but:**	German	–	Germans
gentleman	–	gentlemen		Roman	–	Romans
chairman	–	chairmen				
woman	–	women				
chairwoman	–	chairwomen				

Singular		Plural
foot	–	feet
tooth	–	teeth
goose	–	geese
child	–	children
ox	–	oxen
mouse	–	mice
louse	–	lice
sheep	–	sheep
deer	–	deer
fish	–	fish
trout	–	trout
salmon	–	salmon
Japanese	–	Japanese
Chinese	–	Chinese
Swiss	–	Swiss
the people	–	the peoples people