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БАЗОВЫЙ УРОВЕНЬ

АНГЛИЙСКИЙ ЯЗЫК

11

класс



RAINBOW ENGLISH



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Учебник, созданный известными специалистами в области преподавания английского языка, предназначен для учащихся 11 классов, изучающих язык на базовом уровне, и является основным компонентом учебно-методического комплекса, который продолжает линию УМК для 2—4 и 5—9 классов.

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Book Guide

UNIT 1. STEPS TO YOUR CAREER (pages 6—50)	
Talking Points	<ol style="list-style-type: none"> 1. Going to university 2. Jobs and occupations 3. Gap year 4. Choosing a career 5. Learning foreign languages 6. Schooling in Russia and abroad
Grammar Points	<ol style="list-style-type: none"> 1. Passive structure "to have something done" 2. English words "neither", "either" and structures with them 3. English conjunctions "whether" and "if" and how to use them 4. English pronouns "nobody", "no one", "none"
Vocabulary Points	<ol style="list-style-type: none"> 1. English nouns "job", "profession", "occupation", "career" 2. Differentiating between the words "either" and "any", "neither" and "none", "nobody", "no one" 3. Phrasal verbs: "to call for", "to call in", "to call out", "to call up"
Word Building	<ol style="list-style-type: none"> 1. The use of suffixes to make words denoting profession
Other Linguistic Points	<ol style="list-style-type: none"> 1. Metaphors and how to use them 2. Text connectors
Consolidation Class (pages 42—45)	
Workbook 11: Unit 1	
Test Yourself Student's Book (pages 45—50)	
Project Work One Student's Book (page 50)	
UNIT 2. STEPS TO UNDERSTANDING CULTURE (pages 51—96)	
Talking Points	<ol style="list-style-type: none"> 1. Literature and music 2. Museums and picture galleries 3. Theatre and cinema 4. Values and beliefs 5. Customs and traditions 6. Patterns of behaviour
Grammar Points	<ol style="list-style-type: none"> 1. Plural forms of nouns (Greek and Latin origin borrowings) 2. Plural forms of some compound nouns 3. Possessive case of nouns denoting inanimate objects 4. Possessive case of nouns denoting a group of people 5. Different meanings of the same noun to denote countable and uncountable objects 6. Articles used with people's names
Vocabulary Points	<ol style="list-style-type: none"> 1. Phrasal verbs: "to speak for", "to speak out", "to speak up", "to speak to" 2. Some English collective nouns and their combinability

Other Linguistic Points	<ol style="list-style-type: none"> 1. Some English idioms with colour words in their structure 2. Some typical English notices and warnings
Consolidation Class (pages 89—92)	
Workbook 11: Unit 2	
Test Yourself Student's Book (pages 92—96)	
Project Work Two Student's Book (page 96)	
UNIT 3. STEPS TO EFFECTIVE COMMUNICATION (pages 97—141)	
Talking Points	<ol style="list-style-type: none"> 1. Pros and cons of technological progress 2. New technological revolution and mass media 3. Great inventions and discoveries 4. The age of communication 5. Changes in people's lives due to scientific and technological development
Grammar Points	<ol style="list-style-type: none"> 1. English adverbs and their functions 2. Formation of adverbs 3. Degrees of comparison of adverbs, regular and irregular forms 4. Two equivalent forms of certain adverbs 5. Adverbs with suffix "-ly". Differentiation of meanings
Vocabulary Points	<ol style="list-style-type: none"> 1. Confusable words "thing" and "stuff". 2. Confusable words "to rent", "to hire", "to employ" 3. Confusable words "scientist" and "scholar" 4. Confusable words "to sink" and "to drown" 5. Adverb "badly" used in two meanings 6. Phrasal verbs "to pick on", "to pick out", "to pick up" 7. Some information on English numbers
Other Linguistic Points	<ol style="list-style-type: none"> 1. Some facts about synonymy, why we need and use synonyms 2. How to break in the conversation politely
Consolidation Class (pages 133—136)	
Workbook 11: Unit 3	
Test Yourself Student's Book (pages 137—141)	
Project Work Three Student's Book (page 141)	
UNIT 4. STEPS TO THE FUTURE (pages 142—184)	
Talking Points	<ol style="list-style-type: none"> 1. The future of the planet and people 2. Globalization 3. National identity 4. People against machines 5. Language of the future
Grammar Points	<ol style="list-style-type: none"> 1. Infinitive forms opposed to <i>-ing</i> forms 2. The structures with the verb "to suggest" 3. Complex object. Revision 4. Subjunctive mood I. Reference to the present and future 5. Subjunctive mood II. Reference to the past

	6. The mixed type of sentences with Subjunctive I and Subjunctive II 7. Forms of real and unreal condition
Vocabulary Points	1. Some phrases with infinitives and <i>-ing</i> forms 2. Confusable words "pay/payment", "wage(s)", "salary", "fee", "fares" 3. Confusable words "to get", "to gain", "to win" 4. Confusable words "to offer", "to suggest"
Other Linguistic Points	1. Interpreter's false friends 2. English phrases used to speak about the future
Consolidation Class (pages 176—180)	
Workbook 11: Unit 4	
Test Yourself Student's Book (pages 180—184)	
Project Work Four Student's Book (page 184)	

Unit 1

Steps to Your Career

Going to University

Jobs and Occupations

Gap Year

Choosing a Career

Learning Foreign Languages

Schooling in Russia and
Abroad

Step 1

DO IT TOGETHER

- 1 A. Listen to the song, (1), read the words and sing the song along.

Thank You for the Music

Benny Andersson, Björn Ulvaeus

I'm nothing special, in fact I'm a bit of a bore
If I tell a joke, you've probably heard it before
But I have a talent, a wonderful thing
'Cause¹ everyone listens when I start to sing
I'm so grateful and proud
All I want is to sing it aloud

Chorus:

So I say

Thank you for the music, the songs I'm singing
Thanks for all the joy they're bringing
Who can live without it, I ask in all honesty
What would life be?

Without a song or a dance what are we?

So I say thank you for the music

For giving it to me

Mother says I was a dancer before I could walk
She says I began to sing long before I could talk
And I've often wondered, how did it all start?
Who found out that nothing can capture a heart



¹ 'cause = because

Like a melody can?
Well, whoever it was, I'm a fan

Chorus

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

Chorus

B. Say in a few words what the song is about. What is the singer grateful for? What can you be grateful for? What are your talents?

2 Answer the questions.

- 1) Have you thought about your future yet? When is the right time to begin thinking about your future career?
- 2) What kind of activity is most attractive to you? What jobs do you consider suitable¹ for yourself? Why?
- 3) Are you preparing for your future career now? How? Why not?
- 4) Do your family help you with choosing a career? How do they see your future? Do you agree with them?
- 5) What advantages do having a good job and making a good career give you?
- 6) What jobs will you never ever agree to do? Why not?

3 Which of the following can influence your choice of a future career? Put them in the order of importance. Compare your lists.

The job I'd like to do should be:

- interesting
- popular
- rewarding
- giving you some freedom of action
- prestigious
- challenging
- respectful
- other
- creative
- giving a chance to travel
- well-paid
- giving a chance to develop your skills
- easy to do
- exciting
- unusual

4 Here is a list of some popular jobs,  (2). Choose among them five that you prefer. Put them in the order of preference. Compare your lists and explain your choice.



- accountant
- actor
- architect
- chef
- chemist
- computer operator
- computer programmer
- dentist
- designer
- doctor
- economist
- engineer
- estate agent
- fashion designer
- firefighter
- hairdresser
- journalist



- librarian
- lawyer
- manager
- mechanic
- nurse
- photographer
- physicist
- police officer
- pharmacist
- scientist
- secretary
- social worker
- sports instructor
- steward(ess)
- teacher
- travel agent
- vet



¹ **suitable** ['su:təbl] — подходящий

5 A. Work in pairs. Decide which jobs:

- are dangerous
- are mostly done by men/women
- are prestigious
- are well paid/not well paid
- need a university education
- require working outdoors
- require working with people
- require working with your hands

B. Make up a dialogue. Tell each other about the jobs of your choice. Say what were your reasons for choosing or not choosing a job.

Example:

A: What kind of job would you like to do when you leave school?

B: I haven't decided yet but I'm thinking of being a musician.

A: A musician? That's great! But don't you think this job requires a lot of work if you want to achieve good results?

B: It's true. On the other hand, this job is very creative, it gives you some independence and chance to travel and see the world. Music is my life so I think it may be a good job for me. And you?...

Grammar Structures

To Have Something Done

Предложение *Я бы хотел(а) покрасить дом* можно понять двояко.

1) Я собираюсь покрасить дом сам(а).

2) Я собираюсь пригласить мастеров, чтобы они мне покрасили дом.

Во втором предложении сообщается о том, что кто-то другой (а не сам говорящий) выполнит эту работу. Для того чтобы передать смысл второго предложения, используется оборот *to have something done*.

Сравните:

I want **to have my house painted**.

Betty always **has her clothes made** for her. (Бетти всегда шьёт одежду на заказ.)

Jim **had his hair cut** at the hair stylist's. (Джим сделал стрижку в парикмахерской.)

6 Read the sentences about the members of the Harrison family and say what things they do not do themselves.

- 1) Mrs Harrison cuts Andrew's hair once a month.
- 2) Aunt Beatrice has her trousers and jackets made for her.
- 3) The Harrisons have the grass in their garden cut for them.
- 4) Mrs Harrison does the cooking for the family.
- 5) Alice does her room on Saturdays.
- 6) Little Susie has her room done for her.
- 7) Mr Harrison has his car washed for him.
- 8) Bob washes his car himself.
- 9) Bob goes to the hair stylist's once in two weeks and has his hair cut.
- 10) The Harrisons always have their house decorated and painted for them.

7 Work in pairs. Ask which of the things you and the members of your family do yourselves and which of them you have done for you. You may use some of the ideas below.

Example: — Do you do the shopping for the family or do you have it done?

— We do the shopping ourselves, we never have it done for us.

- to cut the grass around your summer house
- to cook the meals
- to paint the doors and windows
- to clean the floors and windows
- to wash the car (bicycles)
- to dry-clean your clothes
- to repair¹ your shoes and clothes
- to repair the furniture
- to make your clothes
- to do the flat or the house
- other

¹ **to repair** [rɪ'peə] — чинить

DO IT ON YOUR OWN

8 Alice and Scarlet are friends. Alice is a hardworking girl. She does practically everything herself. Scarlet is her opposite and prefers to have things done for her. Read the sentences about Alice and write about Scarlet.

Example: Alice cooks her own meals. Scarlet has her meals cooked.

- 1) Alice does her flat herself.
- 2) Alice makes her own clothes.
- 3) Alice plants flowers in her garden.
- 4) Alice paints her house herself.
- 5) Alice repairs her car herself.
- 6) Alice cleans the windows herself.
- 7) Alice washes her linen¹ herself.
- 8) Alice always does her hair herself.

9 Use the structure *to have something done* and answer these questions in writing.

- 1) Why did he take his car to the garage?
To have it serviced.
- 2) Why did James take his trousers to the dry-cleaner's?
To...
- 3) Why did Meg take her watch to the jeweller's?
To...
- 4) Why did Jill take her long skirt to the dressmaker?
To...
- 5) Why did Tom take his old shoes to the shoemaker?
To...

10 Match the jobs and their definitions.

- | | |
|--------------------|-------------------------------------------------------------------------------------------------------|
| 1) an accountant | a) a scientist who studies chemistry |
| 2) a chef | b) someone whose profession is to give legal ² advice or services |
| 3) a chemist | c) someone whose job is to cut or do someone's hair |
| 4) a designer | d) someone whose job is to prepare financial records for a company or a person |
| 5) an estate agent | e) someone whose job is to decide how to make things or what their shape or appearance should be like |
| 6) a hairdresser | f) someone whose job is to help people to buy and sell property |
| 7) a lawyer | g) a doctor for animals |
| 8) a physicist | h) someone whose job is to help people to plan their holidays |
| 9) a travel agent | i) someone who cooks food in a restaurant as their job |
| 10) a vet | j) someone who studies physics as their job |

Step 2

DO IT TOGETHER



1 You will hear five people talking about what they are going to do when they leave school. Listen, (3), and match the speakers (1—5) with their statements (a—f). There is one statement you don't have to use.

- a) I will go on with my education studying the subjects in which I am doing well.
- b) I will work and earn some money which will be easy as I've already got some experience.

¹ **linen** ['lɪnɪn] — постельное бельё

² **legal** = юридический

- c) I would like to find a job where I can travel a lot.
- d) I will do what my family advise me to do.
- e) I'm not absolutely certain about what to do.
- f) I would like to have some caring job and work during the hours when most people work.

2 Look at the pictures and say what Mrs Oliver is asking other people to do for her.

Example: I would like to have my skirts washed.



Word Building

Nouns Naming Jobs

В английском языке наименования различных профессий часто образуются при помощи словообразовательных суффиксов *-er*, *-or*, *-ist* (последние два встречаются несколько реже) и *-ess* (выходит из употребления).

- er**: teacher, worker, writer, painter, cleaner;
- or**: tailor (портной), sailor (матрос, моряк), doctor, professor, actor;
- ist**: pianist, guitarist, artist (художник), geologist, journalist;
- ess**: actress, air hostess, ste wardess, waitress.

3 **A.** From the words (1—15) make up new words denoting various jobs and occupations using the suffixes *-er*, *-or*, *-ist*. If necessary, use your vocabulary.

- | | | | |
|----------|------------|-------------|-------------|
| 1) run | 5) teach | 9) direct | 13) explore |
| 2) sail | 6) paint | 10) guitar | 14) type |
| 3) act | 7) dance | 11) journal | 15) design |
| 4) drive | 8) conduct | 12) invent | |

B. Use the names of the jobs from part A to complete the sentences.

- 1) Kevin Costner, George Clooney and Tom Cruise are my mum's favourite
- 2) We have a wonderful maths ... at school. That's why I like the subject.
- 3) My brother plays different musical instruments, but he is not a ... or a drummer.
- 4) I don't like to be in John's car when he drives. He is such a careless
- 5) Maya Plisetskaya used to be a brilliant ballet
- 6) Richard is a talented film ..., though his last film was not a success.
- 7) Someone who works on a boat or a ship is a
- 8) If you want to become a ..., you need to go to university and have some works published in periodicals.
- 9) I think we need a new Miss Clark is leaving the stage soon.
- 10) Leonardo da Vinci was not only

a famous ..., he was also an inventor and a scientist. 11) The general sent a ... from Marathon to Athens to carry the news. 12) Our music teacher is also the ... of the school orchestra. 13) Alexander Graham Bell was the ... of the telephone. 14) Christopher Columbus was a famous traveller and 15) Coco Chanel is a famous fashion



4 Read the texts (A—F) and match them with the names of the jobs (1—7). There is one name you don't have to use.



1) actor



2) singer



3) meteorologist



4) astronomer



5) vet



6) astronaut/cosmonaut



7) shop assistant

A. Every year people of this profession save thousands of lives in Florida, Mexico, East Asia and other places. They warn people to evacuate from their homes in good time to get out of the way of a hurricane or a storm.

B. If one's pet has a problem or some animals on farms, at zoos or circuses suffer from different ailments, their owners send for these specialists or take the sick to their surgeries.

C. Portraying Frodo in the *Lord of the Rings* Elijah Wood had a big problem — his costume. He had to get up at five o'clock every morning to put on Frodo's feet and ears.

D. When you go to fish and chips, they will ask you this question: open or wrapped? This is because British people eat their take-away chips in paper. If you want to eat your chips in the street, ask for them to be "open". If you want to take them home, ask for them to be "wrapped".

E. Rihanna [ri'hæənə] used to sell clothing with her dad at a street stall. She became famous in 2005. Her first single, «Pon de Replay», became a worldwide hit. She has/made a number of popular albums by now.

F. In March 2004 a new planet was discovered 10 billion kilometers from the Earth and was named Sedna. The news was especially exiting because the planet was found beyond what was understood to be the edge of the planetary solar system.

5 Below is a list of personal qualities. What jobs suit people who have these qualities? Explain your choice.

Example: I think a mechanic should have an ability to work with his hands and physical strength. He also needs some interest in sciences.

Personal qualities:

- | | |
|-------------|-------------------------------|
| imagination | interest in the natural world |
| patience | a good memory |
| tolerance | a good ear for music |
| kindness | good social skills |
| creativity | an ability to study hard |

courage	an ability to work with one's hands
quick reactions	an ability to work with one's brain
physical strength	an ability to express yourself clearly
interest in sciences	an ability to be a leader
interest in arts	

6 Hopefully you have already chosen your future career. Speak about how you did it. Mention:

- what you wanted to do as a child
- if and when you changed your mind if you did
- what or who helped you to make your choice
- what you expect of your future job
- what you see as advantages and disadvantages of your chosen career

Confusable Words

JOB — **PROFESSION** — **OCCUPATION** — **CAREER**

Английские слова *job*, *profession*, *occupation*, *career* близки по своему значению. Тем не менее их следует различать для того, чтобы не ошибиться в употреблении.

Job: любая работа, выполняемая регулярно, часто за деньги. It's my **job** to feed and walk the dog.

Profession: также работа, выполняемая регулярно за плату, но при этом она обычно требует университетского образования и считается достаточно статусной (профессии врача, юриста, учителя и т. п.): Medicine is a **profession** that requires years of study.

Occupation: любая профессия или занятие. Фактически это слово употребляется как вместо слова *job*, так и вместо слова *profession*. Однако оно более характерно для формальной письменной речи и часто используется в анкетах: **Occupation:** Teacher of Biology.

Career: все профессии и виды деятельности, которые человек выполняет последовательно в течение своей жизни в одной и той же области: My cousin has a successful **career** as a doctor.

7 Complete the sentences with the words *job*, *profession*, *occupation*, *career*. In some sentences two options are possible.

- 1) His ... as a pilot came to an end after a bad accident.
- 2) I know that Jane is unemployed now and is looking for a
- 3) Please write your ... on this form together with your address.
- 4) My mother is a lawyer. I think it is an interesting
- 5) Half of the people who were interviewed had low-paid ...s.
- 6) He started planning his ... early, long before he left school.
- 7) People of teaching ... are mainly women.
- 8) What's her ...? — She works as a secretary.
- 9) I was asked to state my name, address and
- 10) John made a brilliant ... as a journalist.
- 11) My father advised me to go into medical
- 12) No one wanted the ... of painting ceilings.

DO IT ON YOUR OWN

8 Complete the names of the occupations. Use *-or*, *-er*, *-ist*. Write your own sentences with the nouns. Consult a dictionary if necessary.

- | | |
|-----------------------|-----------------------|
| 1) a govern _____ | 5) a novel _____ |
| 2) a conquer _____ | 6) a tour _____ |
| 3) an adventure _____ | 7) an archeolog _____ |
| 4) a cartoon _____ | 8) an operate _____ |

Complete the text with the derivatives of the words on the right.



I am keen on music and whenever I have some free time I go to concert halls. The (1) ... one is the Tchaikovsky Concert Hall in Moscow. I take a special (2) ... to the music of (3) ... (4) ... and try not to miss solo concerts of our (5) ... (6) ...s or symphony orchestra (7) ...s.

prefer
like, Russia
compose
fame
music
perform

Choose the appropriate words or word combinations to complete the sentences.

1) Eric's ability to come in contact with different people is amazing. I'm sure he can make a very good

- a) banker b) artist c) social worker

2) A scientist requires an ability to ... in the first place.

- a) express himself clearly
b) analyze facts
c) get other people interested in what he does

3) Sophia's great interest in the natural world helped her to become an excellent

- a) doctor b) ecologist c) mathematician

4) What is really important for a pilot is

- a) quick reaction b) physical strength c) imagination

5) The profession of a vet is suitable only for those who have

- a) creativity b) tolerance c) patience

6) The ability to work with one's hands is not the most required quality for a

- a) fashion designer b) landscape designer c) software designer

7) Doris is a hopeless artist: she has

- a) bad social skills b) a poor memory c) a poor imagination

8) Philip makes a very good student: he has the ability to study

- a) hard b) hardly c) hardly ever

Step 3

DO IT TOGETHER



- 1** Listen to the interview with Jennifer Morrison, (4), and complete the statements (1—5).

1) Jennifer thinks that in education you should rely on

- a) your teachers b) your parents
c) yourself d) other people

2) Jennifer was a ... student at school.

- a) successful b) poor
c) brilliant d) satisfactory



3) Jennifer thinks that

- a) reading books can get one all the necessary information
b) only reading books can give people reliable information
c) reading books helps people to become knowledgeable
d) reading books is the most important way to get knowledge

4) Jennifer thinks that school leavers should

- a) understand disadvantages of their future occupations
b) look for the jobs that can bring them enough money
c) have some experience in their future professions
d) find out as much as they can about their future professions

5) Jennifer believes that

- a) school leavers' choice of their future occupations shouldn't depend only on how prestigious they are
b) school leavers shouldn't look for well-paid and prestigious jobs
c) school leavers shouldn't discuss their future career with other people
d) school leavers shouldn't make the final choice of their future occupations themselves.

- 2** Work in pairs. Read the dialogues and act one of them out. Then make up a similar dialogue about your plans for the future career.

A.

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

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

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

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

B.

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

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

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

S a m: Maybe I'll stay and try to find a job in our department store where I'm working part-time now. I'd love to sell modern electronic devices like laptops, digital cameras or iPods.
J e n n i f e r: I know you're a computer genius.
You can make a very good career in trading.
I'm sure.



3

Read the text and put the following questions in the appropriate places.

- a) "Am I a good leader?"
- b) "What am I good at?"
- c) "Will I be able to cope with a long period of study?"
- d) "What do I want from my career?"
- e) "Do I have social skills?"
- f) "Do I have enough physical strength?"

Choosing a Career

Choosing a career is not always easy and requires some serious thinking. The final decision should be yours although there are some factors, which can influence it. You can be encouraged or discouraged by your parents, teachers or friends. The situation in the society may also have a certain influence on your choice.

There are some important questions that you need to ask yourself if you don't want to make a mistake. The first is (1). This is not an easy question to answer at the age of 15 or 16 when you don't have enough experience.

A good starting point is looking at what others do and getting a clear idea if it suits you. Then, naturally, you have to ask yourself (2). If you do well in maths and sciences, it may be worth thinking about engineering, air traffic control, industrial laboratory work or something in computing. If you are good at arts, think of jobs in graphic in industrial design, publishing, advertising or video. And if you like learning and using languages, you might consider being a translator, though it is always better to combine languages with marketing, business or some other profession.

One more question to answer is (3). Do you get on well with people? If you do, you may think about nursing, social work or other caring jobs. You may consider jobs that require meeting people — a teacher, a shop assistant or a personnel manager. To do these jobs successfully you need such qualities as being cheerful, calm, patient and tolerant.

Ask yourself (4): If you are, it is worth thinking of a job where you'll manage and organize other people. If you are considering a job connected with shift work, travelling long distances or unsocial hours, for example working at night, ask yourself (5):

Some professions require a university education. Ask yourself (6). If you want to become, for example, a doctor, a lawyer or a teacher, prepare for hard work as a student. Also, remember that your success in these professions often depends on experience that you get on the job.

So to sum up, you need to think about what you are like, as well as what the job is like and what it may give you.

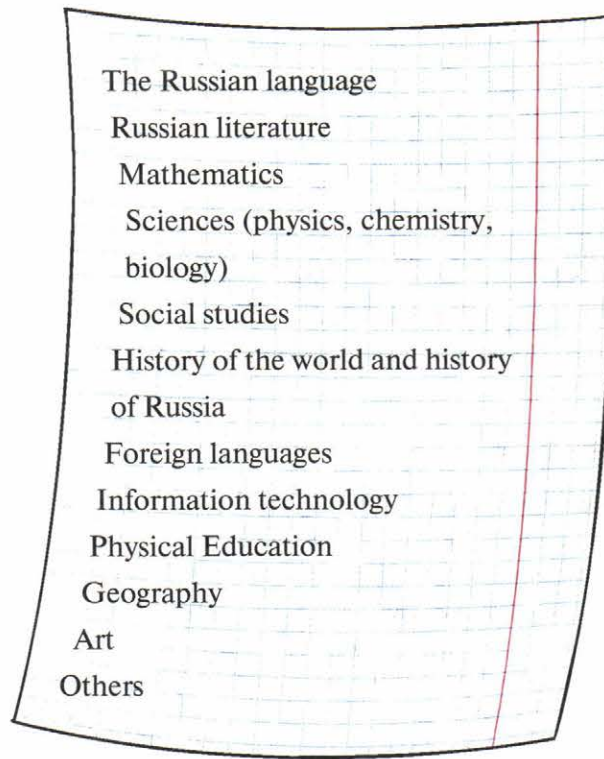
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Answer the questions (a—f) before the text "Choosing a Career" (Ex. 3).

5

Read the list of school subjects. Work in groups and decide how your school subjects prepare you for your future career. Sum up and compare the results of your discussion.

Example: Doing Russian literature helps us to express ourselves clearly and to understand people, their psychology and motivations better.



You may consider these ideas:

- to develop imagination
- to give practical skills
- to teach logical thinking
- to widen one's scope
- to work with information
- to work out and defend one's views on different subjects
- to be grammatically correct
- to be able to communicate with people from other countries
- to give knowledge of the physical world and how things work in it



English Pronouns

1. Познакомьтесь с английскими словами *neither* ['naɪðə] (ни тот ни другой; ни один из двух) и *either* ['aɪðə] (и тот и другой, любой из двух). Оба эти слова используются, если разговор идёт о двух людях, предметах, событиях:

Neither of the two boys wanted to do the household chores.

Would you like tea or coffee? — **Neither**.

Jack! Jill! Which of you can help me? — **Either** can.

I have two brothers and **either** of them can speak English.

2. Слова *neither* и *either* часто используются в конструкциях *either... or...* (или... или.../ либо... либо...) и *neither... nor...* (ни... ни...). Сравните:

Our students can choose **either** French **or** German.

You can **either** come by bus **or** take a taxi.

Neither Simon **nor** Sally can swim.

John **neither** wrote **nor** phoned.

Обратите внимание, что глагол в последних двух предложениях, в отличие от аналогичных русских, не имеет отрицания.

3. Когда *either* и *neither* используются в предложении в качестве подлежащего, они обычно согласуются с глаголом в единственном числе:

Neither of the books was published in this country.
Is either of them at home?

6 Complete the sentences with *either... or...*, *neither... nor...*.

- 1) My friend wants to be ... a mechanic ... an engineer. He is very interested in cars and other mechanisms.
- 2) Helen is ... 15 ... 16: she is much older than that.
- 3) Today, it is ... hot ... cold: the weather is just perfect.
- 4) ... I ... Nick will come and help you with painting the house. Don't worry.
- 5) That day we took ... umbrellas ... raincoats with us and got very wet in the rain.
- 6) The book I'm reading now is ... a crime story ... a love story. It's something between the two.
- 7) When I want to go skiing, I usually invite ... Mark ... Denis to come with me.
- 8) You can rely on John, he ... lies ... goes back on his word.
- 9) The children are playing ... football ... rugby; I cannot see from here.
- 10) I could have ... a sandwich ... a cake. I'm rather hungry.

7 Speak about your choices.

Example: to watch: comedy — action film
I'd like to watch either a comedy or an action film.
I want to watch neither a comedy nor an action film.
I don't mind watching a comedy.

for breakfast: porridge — hard-boiled eggs

as an entertainment: night club — hanging out with friends

for a holiday: tropical island — popular resort

as a means of transport: bus — train

to read: historical novel — love story

to drink: fizzy drink — juice

to wear: jeans — trousers

to study: maths — geography

for sweets: chocolate ice cream — strawberry ice cream

for a pet: hamster — goldfish

DO IT ON YOUR OWN

8 Choose the preferable forms of the verbs to complete the sentences.

- 1) Neither Jack nor Rob (play/plays) tennis.
- 2) Neither of the jobs (is/are) suitable.
- 3) Neither of the books (has/have) been bought.
- 4) Either Alice or Betty (is/are) responsible for this job.
- 5) Either of them (has/have) a good reason to disagree with you.
- 6) Either Jennifer or Caroline (has/have) made the dress.
- 7) Both the nurses have a lot of experience with children. Either (is/are) reliable.

9 Express the same in English.

- 1) У меня две сестры. Ни одна из них не живёт в нашем городе.
- 2) Какую ручку дать тебе — жёлтую или красную? — Любую.
- 3) Ты хочешь яблоко или апельсин? — Ни то, ни другое.
- 4) Ни Анна, ни Вера не хотят работать в больнице.
- 5) Либо ты, либо Том должны сделать эту работу.
- 6) Когда я была больна, я не могла ни есть, ни пить.

Read the text "A Polite Traffic Policeman" and complete it using the most suitable words from the list below. You may need a dictionary.

A Polite Traffic Policeman

A traffic policeman is a police officer who (1) traffic by standing in the road and giving signals to the drivers with the help of his (2). He is also a police officer who stops drivers who (3) the law and (4) them a ticket which is a written notice of an offence against the driving laws.

If you park your car in the (5) place, traffic (6) will soon find it. You will be lucky if he (7) you go without a ticket. However, this doesn't always happen. Traffic police are sometimes very polite. (8) a holiday in Sweden, I found this note on my car: "Sir, (9) to our city. This is no parking area. You will (10) your stay here if you pay attention to our street signs." After getting such a note you cannot fail to obey.



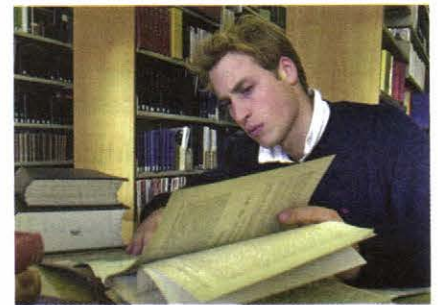
- | | | | |
|--------------|------------------|--------------|----------------|
| 1) a) makes | b) opens | c) directs | d) moves |
| 2) a) arms | b) hands | c) fingers | d) palms |
| 3) a) follow | b) obey | c) break | d) listen to |
| 4) a) shows | b) writes | c) takes | d) reads |
| 5) a) wrong | b) bad | c) poor | d) allowed |
| 6) a) police | b) policewomen | c) policeman | d) policemen |
| 7) a) allows | b) doesn't allow | c) lets | d) doesn't let |
| 8) a) While | b) During | c) When | d) In |
| 9) a) come | b) greet | c) welcome | d) meet |
| 10) a) enjoy | b) remember | c) hate | d) forget |

Step 4

DO IT TOGETHER

- 1 Listen to the interview with Prince William, which he gave when he started at St Andrews University in Scotland, (5). Then decide which facts (1—7) are true, false or not stated.

- 1) Prince William went to university immediately after leaving Eton¹.
- 2) His gap year² was wonderful.
- 3) Prince William spent some time during his gap year far from Europe.
- 4) Prince William chose St Andrews University because it's the best university in the United Kingdom.
- 5) Scotland is the most picturesque place in Great Britain.
- 6) Prince William didn't want to stand out among other students of St Andrews.
- 7) Prince William didn't want mass media to be much interested in his private life.



¹ **Eton** — one of the most prestigious public schools in Britain that mostly takes boys of the upper class families

² **a gap year** — the year in which young school leavers or students in Britain do some jobs or travel with the idea to get some experience

2 Listen,  (6) and read.

- A. advanced** [əd'vɑ:nst] — продвинутый, более высокого уровня, передовой
apply [ə'plai] — 1) подавать заявление; 2) обращаться
application — заявление, заявка
applicant — кандидат, претендент
compulsory [kəm'pʌlsəri] — обязательный
last [lɑ:st] — длиться, продолжаться
research [ri'sɜ:tʃ] — 1) *n* исследование; 2) *v* исследовать
set [set] — набор, комплект, ряд
tuition [tju'ɪʃn] — 1) обучение; 2) плата за обучение
turn [tɜ:n] — очередь
nursery school/kindergarten — детский сад
(the) so-called — так называемый

- B. advanced:** advanced technology, advanced ideas, advanced nations, advanced level, advanced in years. The girl is very advanced for her age. There are two levels of exams in British secondary schools — ordinary and advanced.
apply: 1) to apply for a job, to apply for a visa. They advertised three jobs, and over 50 people applied. 2) to apply to somebody. My words do not apply to those who have just arrived.
application: to make an application, an application form. An application form is a printed list of questions that you answer to try to get a job or a place at university.
applicant: a job applicant, a university applicant. Among the applicants only four people were successful.
compulsory: a compulsory subject, compulsory education. School uniform is no longer compulsory in many British schools.
last: to last (for) some time. The game lasts an hour and a half. The festival lasted for two weeks. The weather is wonderful! I hope it will last.
research n: linguistic research, to carry out research. There is clearly a need for further research on this topic. Scientists are carrying out research into the effects of these drugs.
research v: to research a problem. The subject has not been researched before.
set: a set of keys, a set of tools, a set of rules. Do three sets of the exercises I gave you last week.
tuition: 1) to get tuition, to work for one's tuition, to pay one's tuition. She worked for her tuition before going to university. He has been getting tuition in modern languages.
turn: somebody's turn to do something. It's your turn to wash the plates: I did it in the morning. Whose turn is it to water the plants?
nursery school/kindergarten: What does Mary do? — She is a nursery school teacher. The word "kindergarten" is of German origin.
(the) so-called: Are these people your so-called friends? The time of the so-called entrance exams to universities has passed.

3 Complete the sentences with the new words in their appropriate forms.

- 1) A lot of students find it rather difficult to pay their ...
- 2) Our visit to Great Britain ... about two weeks and was really remarkable.
- 3) They have a complete ... of these beautiful tea cups.
- 4) Recent ... on bilingual children has produced some interesting results.
- 5) These important principles should ... to all people without any exceptions.
- 6) This European country has a highly ... economy.
- 7) Russia has a system of ... secondary education.
- 8) When my ... to sing finally came, I was shaking with nerves.
- 9) Please fill in this ... form before you have your job interview.
- 10) In ... school children of two to five years of age learn such things as numbers, letters and colours and may begin to read.

English Conjunctions

В английском языке существует союз *whether* ['weðə], близкий по значению и употреблению к союзу *if*. Сравните:

I don't know **whether/if** Jenny likes chocolate ice cream.

They asked us **whether/if** we were thinking of a medical career.

Таким образом, оба союза, *if* и *whether*, связывают главное предложение с придаточным (вводят косвенные вопросы).

Однако есть ряд случаев, когда рекомендуется использовать *whether*, но не *if*:

1) перед инфинитивом: She can't decide **whether to go** to Scotland in summer;

2) после предлогов: We are thinking about **whether** the plan is good;

3) в словосочетании *whether or not* или *whether... or not*: The question was **whether or not** we were able to catch the early train. **Whether** you like it **or not**, you'll have to obey their rules.

4 Decide in which of the following sentences you can use *if* instead of *whether*.

1) May I ask you whether you like classical music? 2) They were not certain of whether the task would be too hard for them. 3) Do you know whether this story has a happy ending? 4) The girl is still thinking whether to marry him. 5) Whether the day is warm or not, we are planning to spend it outdoors. 6) Ask your friend whether he will be able to join us for supper. 7) I still don't know whether or not he is planning to come. 8) We are in two minds about whether or not we should take his invitation. 9) Mark asks whether we are ready to begin the discussion. 10) The problem is whether or not we have visitors from abroad.



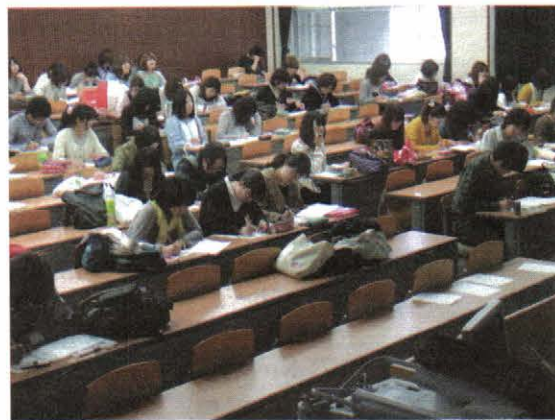
5 Read the text and complete the sentences after it.

State Education in the UK

In the UK schooling is voluntary under the age of 5. It means that parents may decide whether to take their children to nursery schools (kindergartens) or not. From 5 to 16 school education becomes compulsory and free for state school pupils.

During this time schoolchildren complete their primary (5–11) and secondary (11–16) education. Sixteen-year-olds may start work, remain at school or go to Further Education Colleges where they are taught some skills together with school subjects.

All school leavers take exams for the General Certificate of Secondary Education (GCSE)¹.



¹ **the General Certificate [sə'ʌfɪkət] of Secondary Education** — аттестат общего среднего образования

Those who are aiming at entering universities usually stay at school for another two years doing 3—4 subjects, after which they sit another set of exams called A Level (Advanced Level examinations). By this time, they already know what universities they want to apply to and what their preferences are. In their turn universities get information about the applicants (including their examination results) and choose their will-be students.

Most of British university courses last three years and students typically do one or two major subjects. It is common practice for students to attend universities situated a long distance from their family homes and live on campus¹. To pay their tuition and living costs students usually borrow money from banks but there is also a system of scholarships, that is money given to the brightest school leavers to be spent on their university education. A lot of students do some jobs to earn extra money.

At the end of their university course students get the so-called Bachelor's Degree². If they want to continue their education, they can study further and take their Master's Degree³. Then there is research-based postgraduate study⁴ leading them to the degree of Doctor of Philosophy.

1) In the UK children ... go to school before they turn 5 years old.

- a) must b) must not c) may d) may not

2) Everyone in the UK is supposed to spend ... years at school.

- a) 5 b) 11 c) 16 d) 18

3) Among the GCSE exams there are two ...

- a) optional subjects
b) exams of student's choice
c) compulsory subjects
d) voluntarily taken exams

4) Every school leaver in the UK ...

- a) can enter any university they like
b) can enter a certain number of universities
c) can enter among all the universities of the country
d) can enter any university which is prepared to have them except Cambridge and Oxford



5) Good pupils in the UK ...

- a) have a chance to get a university education without borrowing money
b) find it easy to get a university education
c) don't pay their tuition
d) don't pay their living costs in British universities

6) In the UK there is a tendency for students ...

- a) to choose universities close to their home places
b) to go to universities located in their home towns
c) not to go to universities situated close to where they live
d) not to go to universities which are far from their homes

7) In the UK to become Doctor of Philosophy one has ...

- a) to study philosophy
b) to have a Bachelor's Degree
c) to have a Master's Degree
d) to get a Bachelor's and Master's degrees successively

¹ **campus** ['kæmpəs] — территория университета, колледжа

² **Bachelor's Degree** ['bætʃələz dɪɡri:] — степень бакалавра

³ **Master's Degree** ['mɑ:stəz dɪɡri:] — степень магистра

⁴ **postgraduate study** [pəʊst'grædjuit ,stʌdi] — аспирантура

6 Compare the system of education in the United Kingdom and in Russia along the following lines:

- school age
- stages of school education
- subjects pupils do at school
- examinations taken at school
- preparing for university education
- entering university
- paying tuition and living costs at university
- stages of higher education

7 **Work in pairs.** Make up a dialogue between a pupil from Russia and a pupil from the UK talking about the two systems of education. Begin like this:

A: As far as I understand, our systems of education have much in common.

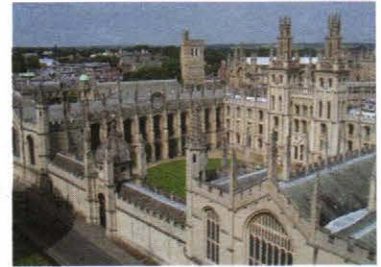
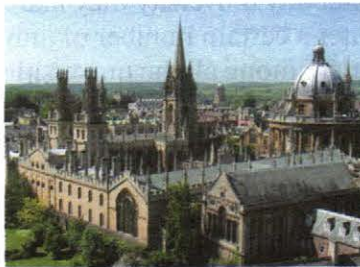
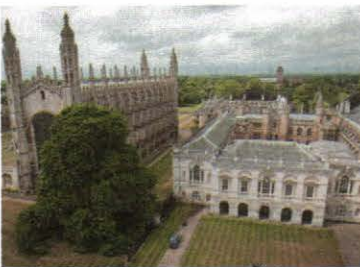
B: It's true. Take the number of years we spend at school.

DO IT ON YOUR OWN

8 Write questions to find out the following about the system of education in the United Kingdom:

- 1) if all the schools in the UK are state schools;
- 2) what the most prestigious universities in the UK are;
- 3) which of the universities in the UK are the most ancient educational institutions;
- 4) what universities in Britain are called "red-brick" universities;
- 5) how much students usually pay annually for their university tuition;
- 6) what is understood by major subjects;
- 7) who Oxbridge students are;
- 8) if excellent GCSE grades are enough for a candidate to become a Cambridge student.

9 These are answers to the questions (1—8) from exercise 8. Match them.



- a) They are students of Oxford and Cambridge universities, the two oldest and most highly regarded universities in Britain.
- b) Those which were founded in the Middle Ages. Oxford, Cambridge, Glasgow, Edinburgh and St Andrews are among them.
- c) Chief or special subjects at the university.
- d) Cambridge and Oxford are the most highly regarded universities.
- e) Not really. There are also fee-paying schools in the country which are not financed by the state.
- f) Any of the British universities started in the late 19th century in the cities outside London.
- g) It depends, but at some universities fees can rise to a maximum of £ 9,000 a year.
- h) Not really. To become a student of Cambridge a candidate must pass a special examination to be accepted by the university.

10 Find the odd words out in these rows:

- 1) achieved, advanced, active, devoted, developed
- 2) applicant, student, assistant, important, receptionist

- 3) compulsory, graduated, optional, appropriate, necessary
- 4) last, liberate, learn, fast, laugh
- 5) supply, study, research, examine, learn
- 6) set, subject, group, collection, team

Step 5

DO IT TOGETHER



1 Listen to the text about Eton College, (7), and complete the following sentences.

1) Pupils in Eton are

- a) under 13 years
- b) teenagers
- c) over 18 years

2) King Henry VI founded the college as an institution for

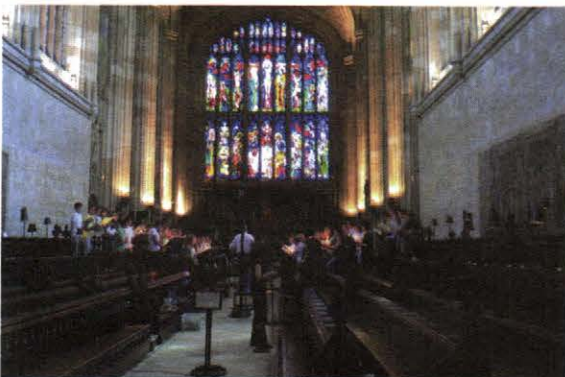
- a) children from wealthy families
- b) children whose parents could not pay for their education
- c) children from aristocratic families

3) Pupils of Eton College live

- a) on the territory of college
- b) outside the territory of college
- c) inside and outside the territory of college

4) The Houses in Eton have

- a) similar structures
- b) different structures
- c) various structures



5) Pupils at Eton have an opportunity ...

- a) to spend a lot of time outdoors
- b) to develop their interests in different areas
- c) to meet famous statesmen more often than outstanding writers

2 Now that you've heard some information about an old British public school, say what you think about:

- compulsory education
- single-sex schools
- fee-paying schools
- school uniforms
- boarding schools
- school sports
- cultivating school traditions
- school clubs and societies uniting pupils with the same interests

3 Read the list of reasons why it is important to get further (after school) education. Decide which of the reasons are meaningful for you, explain why.

Why to continue your education?

- People with a good education tend to be paid more money than those who don't have it.
- You don't want to feel like a loser: if others can do it, you can do it too.
- Getting a good education may become your major personal achievement, something you'll be proud of.
- You want your parents to be proud of you.
- You know that the majority of criminals are badly educated. You don't want to belong to the same social group.
- With a good education you will have a better choice of jobs in the future.
- Your future children won't be able to say "Well, you didn't go to college (university etc). Why should I do it?"
- You can make new friends among your perspective fellow students.
- Being a student is fun.
- Any form of education develops your mind and you want to be a knowledgeable and cultured person.
- other

4 Read the texts (A—F) about the oldest universities in the UK and match them with the statements (1—7). There is one statement you don't have to use.

- 1) The text says that this university educates students in subjects referring¹ both to the past and the present.
- 2) The text says that this university educates scientists and authors better than any other in the country.
- 3) The text says that this university appeared in the middle of the 15th century.
- 4) The text says that the library of this university has no rivals² in a certain part of the UK.
- 5) The text says that at this university only 2 students out of three are British citizens.
- 6) The text says that this university's graduate made his *alma mater* a generous gift.
- 7) The text says that this university was reorganized.

A. The University of Cambridge is proud of its museum. The museum was founded by Richard, seventh Viscount Fitzwilliam of Merrion in 1816 and is called after him. The founder presented his famous art collection and library to the University (where he had taken his degree nearly fifty years earlier). He also gave the University £ 100,000

¹ to refer [rɪ'fɜː] — иметь отношение

² a rival ['rɪvəl] — соперник

to provide a building for his collection. Many of the best paintings we can see in the Fitzwilliam Museum used to belong to this outstanding man.

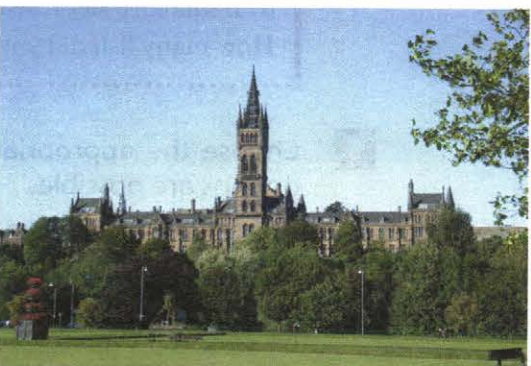
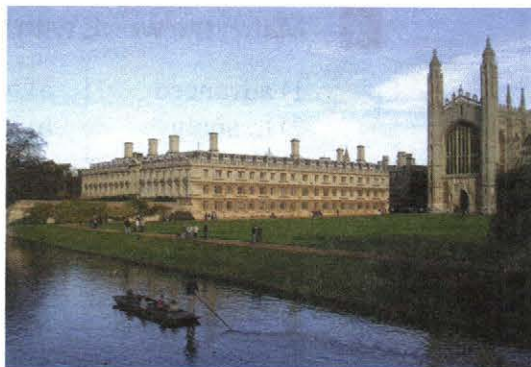
B. Oxford is the oldest university in the English-speaking world. There is no clear date of its foundation, but we know for a fact that teaching existed at Oxford in some form in 1096 and developed fast from 1167 when Henry II banned¹ English students from attending the University of Paris. In 1878 Oxford opened its doors for women. Nowadays the university's student population is over 20,000. It consists of students from more than a hundred and forty countries and territories. Over a third comes from outside the UK.

C. The University of Aberdeen is one of the ancient universities. It was founded in Old Aberdeen, Scotland. It is the fifth oldest university in what is now the United Kingdom. It started as King's College in February 1495, but in April 1593 the second university, Marischal College, was founded in the city. It was highly unusual at the time to have two universities in one place. In 1860 the two colleges were finally united into the University of Aberdeen.

D. St Andrews is Scotland's first University and third oldest in the English-speaking world. It was founded in 1413. Over six centuries it has established reputation as one of centres for teaching and research. The academic schools and departments of the University include: Art, History, Biology, Chemistry, Classical Studies, Ancient History, Greek, Latin, Economic & Finance, Computer Studies, English, Geography and Geostudies, Modern Languages and many others.

E. The University of Edinburgh was founded in 1583. It has the largest library in Scotland that includes more than a million books, about 600,000 electronic books and 20,000 e-journals. It has 20 laboratories. Many of its graduates are well known all over the world. Some of them are Charles Darwin, a scientist, Sir Arthur Conan Doyle, a writer, Joseph Black, a chemist.

F. The University of Glasgow is located in the west end of the city. This university was founded in 1451 and is the fourth oldest university in the United Kingdom. It is also one of the country's most prestigious. Its library is one of the oldest in Europe and has about 2 million volumes. The University has about 16 thousand students, 2000 of which are from abroad.



¹ to ban — запретить

5 Match the words with their definitions.

- | | |
|---------------|----------------------------------------------------------------------------------|
| 1) advanced | a) to continue existing for a particular time |
| 2) to apply | b) the work that a teacher does when they teach a particular subject |
| 3) compulsory | c) obligatory, not optional |
| 4) to last | d) the time when one can or must do something |
| 5) research | e) to make an official request for a job or a place in a college or a university |
| 6) set | f) based on most recent methods or ideas |
| 7) tuition | g) the detailed study of something with the aim of discovering new facts |
| 8) turn | h) group of things |

English Pronouns

Обратите внимание на различия в использовании в английском языке неопределённых местоимений *nobody, no one, none* (никто, ни один).

1. *No one* может использоваться во всех случаях, когда возможно употребление местоимения *nobody*, однако *no one* употребляется значительно чаще.

Where is Alice? — **No one** (nobody) knows where she is.

No one (nobody) has ever climbed this mountain.

2. *None* (но не *no one*!) используется с предлогом *of*:

None of the girls (**none** of us) will go there.

a) При этом глагол может иметь форму как множественного (чаще), так и единственного числа (реже).

None of his friends live(s) nearby.

b) После местоимения *none* часто используется словосочетание *at all*.

Have you got any money? — No, **none at all**. Sorry.

c) *None* обычно завершает реплику и стоит в конце предложения.

Is there any bread at home? — No, there is **none**.

I have two brothers but Ann has **none**.

d) В диалоге местоимение *none* часто выступает в роли отдельного предложения.

How many fish did you catch? — **None**.

6 Choose the appropriate options to complete the sentences. In some cases both options are possible.

- 1) (Nobody/None) will buy this set of tools. 2) (None/No one) of his friends is going to apply for a visa to the UK. 3) (No one/Nobody) is able to pay this money immediately. 4) How many sentences have you written? — (No one/None). 5) He wanted to teach his cousin how to manage her money, but she had (none/no one) at all. 6) I have three sisters but Jill has (none/no one). 7) (No one/Nobody) is going to take part in this research. 8) (No one/None) of the applicants was able to cope with the test. 9) How many pies have you eaten? — (No one/None). 10) (None/Nobody) of my friends has paid their tuition at the university.

7 Use the appropriate verb forms to complete the sentences. In some cases two verb forms are possible.

- 1) None of his friends ... (be) interested in his research. 2) I asked for some more cake but there ... (be) none left. 3) No one ... (believe) that Oliver will succeed in this research but I do. 4) None of my family ever ... (support) me. It has always been like that. 5) Nobody ... (think) that such a sum of money can last a long time. 6) None of her

children ... (go) to a nursery school: they stay at home with their mother. 7) No one ... (know) yet which of the applicants will get the job. 8) None of the chairs ... (match) this set, there is no reason for me to buy them. 9) Nobody ... (like) to be laughed at, it is very natural. 10) None of his so-called friends ... (help) him when he finds himself in a difficult situation.

DO IT ON YOUR OWN

8 Complete the sentences with the appropriate words.

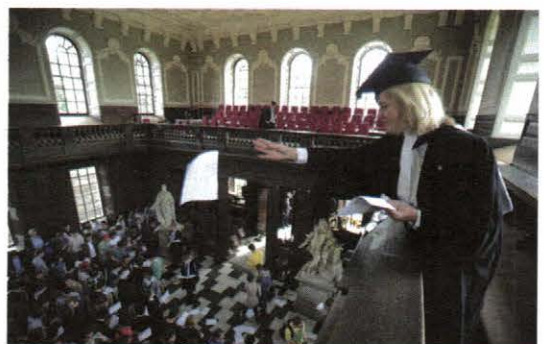
1) We are trying to decide (if/whether) to go to the sea in summer or not. 2) Secondary education in Russia is (compulsory/optional). 3) (No one/None) of my schoolmates has applied to a university abroad. 4) In this college students have to pay for their (learning/tuition). 5) The supply of food you have may (continue/last) for about a month. 6) Who can give me advice (if/whether) to do another foreign language? 7) Sally (mustn't/ needn't) worry about going to the shops: it is my turn to do the shopping. 8) I wondered if there were any pupils in the classroom and found out that there were (nobody/none). 9) (Advanced/Advance) technologies are finding their way to schools. 10) I have three mobiles, but (no one/none) is expensive.

9 Use the appropriate pronouns from the box to complete the sentences. In some cases two words can be used.

no one, none, nobody

1) I knocked at the door but ... answered. 2) Have you any money? — No, ... at all. 3) She has ... of her mother's beauty. 4) ... of my friends ever comes to see me nowadays. 5) ... of the telephones is working. 6) ... of the promises have been kept. 7) ... knows the answer to this question. 8) Even an old car is better than ... at all. 9) ... of us is ready yet. 10) ... is away from the lesson.

10 Complete the text with the derivatives of the words on the right.



In the early Middle Ages three students from Oxford University were (1) ... punished only because they lived in the same house as a (2) After that a group of students and masters left the university because they believed the place was becoming too (3) Some of them came to Cambridge and stayed there. Gradually, more and more students joined them, and thus the reputation of Cambridge as a university town was established. Peterhouse was the first college to come into (4) Cambridge had become a town of (5) ... long before the (6) ... of the university. The age-old roadways met at Cambridge. Here the (7) ... built a fort. Around the fort a (8) ... grew up and turned into a busy market town.

justly
murder
danger
exist
important
found
Rome
settle

Step 6

DO IT TOGETHER

1 Listen to four texts (1—4) about Russian universities, (8), and match them with the statements below (a—e). There is one statement you don't have to use.

- The text says who founded the university.
- The text doesn't say if this university trains students from outside Russia.
- The text says that this university has a pediatric faculty (department).
- The text says that this university teaches a number of sciences.
- The text says that this university cooperates with institutions abroad.



1) Volgograd State Medical University



2) Peoples' Friendship University of Russia



3) Lobachevsky State University of Nizhny Novgorod



4) Moscow State University

2 Answer the questions:

- 1) Nowadays people usually say that the language you are learning — English — is a truly global language. What do people mean by it?
- 2) How long have you been learning English? Do you learn it only at school?
- 3) Where else is it possible to learn a foreign language?
- 4) Have you ever tried to learn English on your own (reading books, watching educational programmes on TV, videos and films in English, listening to radio programmes, taking an English course outside school etc)?
- 5) Which of these ways of learning a language do you find most effective? Why?
- 6) How much time do you think a person should learn a foreign language to be able to say: a) “I can speak English”, b) “My English is fluent”?
- 7) Do you think it is possible to know a foreign language as well as native speakers do?
- 8) Why are you learning English? Do you find it interesting? Hard? Useful? In what way can it be useful?
- 9) Why do people learn foreign languages as you see it?
- 10) Do you think learning a language has become less popular or more popular recently? Try to prove your opinion.

3 Say true, false or don't know. Correct the false statements.

- 1) English spoken in the USA and Australia doesn't differ from English spoken in Great Britain.
- 2) There are many borrowed words in English.
- 3) Nowadays people cut down long English words to get new ones.
- 4) There are three English-speaking countries in the world.
- 5) Some words came to English from Russian.
- 6) A lot of words are coming from English into Russian.
- 7) All dictionaries are always made in two languages.
- 8) You can learn English only if you live in an English-speaking country.
- 9) English is the most popular foreign language in Russia.
- 10) There are thirty-two letters in the English alphabet.

4 Listen,  (9), and read.

A. avoid [ə'vɔɪd] — избегать

contain [kən'teɪn] — содержать

disappoint [ˌdɪsə'pɔɪnt] — разочаровывать

identify [aɪ'dentɪfaɪ] — опознавать, выявлять

practise ['præktɪs] — практиковать(ся)

practice ['præktɪs] — практика

result [rɪ'zʌlt] — 1) *n* результат; 2) *v* вести к чему-либо

separate ['sepəreɪt] — разделять

struggle ['strʌɡl] — 1) *n* бороться, биться; 2) *v* борьба

deal with something — иметь дело с чем-либо, иметь отношение к кому-то/чему-то

follow somebody's footsteps — идти по чьим-либо стопам

get acquainted — знакомиться

make progress — делать успехи

B. avoid: to avoid something/doing something. He avoided speaking to me, and I understood that he was angry. We went early to avoid crowds.

contain: to contain information, to contain vitamins. The box contained children's books and toys. The text contains some important ideas.

disappoint: to disappoint somebody, to disappoint somebody's hopes/expectations. I'm sorry to disappoint you, but I'm afraid I can't join you tomorrow.

identify: to identify somebody/something as somebody/something else. His red jacket identifies him as a steward. Some important problems have already been identified.

practise: to practise something/doing something. I've been practising hard for the concert. Practise speaking English as often as you can.

practice: to come with practice, to put into practice. Don't worry, fluency of speech will come with practice. Isn't it time to put your knowledge into practice?

result: the final result, as a result. The road was closed; as a result, we had to take a different way. We expect the final result to be excellent.

result v: to result in something. A sudden change in temperature resulted in rain.

separate v: to separate something from something, to be separated by something. A river separates the north of the city from the south. Their garden was separated from ours by a low brick wall.

struggle v: to struggle with/against something, to struggle for something, to struggle to do something. They struggled for freedom. In those days women had to struggle against discrimination. I'm struggling to understand what you want.

struggle n: struggle with/against/for something. Her struggle with the disease lasted several years.

deal with something: I spent the morning dealing with my e-mails.

follow somebody's footsteps: Mike decided to follow his father's footsteps and become a journalist.

get acquainted: When did you first get acquainted with American English?

make progress: Lately you've made a lot of progress in English.

- 5 Complete the sentences with the words from the box in their appropriate forms.

contain, result, progress, struggle, separate, acquainted, deal, avoid, disappoint, identify, footsteps, practice

1) One part of the city ... from the other by a high wall. 2) I found this new problem very difficult ... with. 3) The heavy spring rains ... in floods last year. 4) You ... your parents if you don't keep your promise to them. 5) These sweets ... a lot of sugar. 6) Are you making any ... with your presentation? 7) In that war the soldiers ... bravely with the enemy. 8) In future try ... this mistake in pronunciation. 9) It's time for my two best friends to get ... with each other. 10) Can you ... this strange object? 11) ... will help you to learn to speak Spanish. 12) I'm going to follow my cousin's ... and become a lawyer.



- 6 A. Read the title of the text and say what in your view it will be about.

B. Read the text and say which facts in the sentences after it (1—7) are true, false or not stated.

Choosing English to Learn

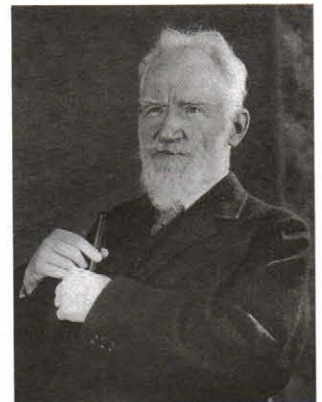
In one of his stories Oscar Wilde said that the English “have really everything in common with America nowadays, except, of course, language.” Bernard Shaw, in his



Oscar Wilde

turn, said that America and England are two great nations separated by the same language. Of course, both these statements were meant as jokes, but a certain difference of the varieties used in the USA and Great Britain is shown in them quite seriously.

So the problem is which English to learn — British English or American English? Stated in more direct terms the problem contains the question: “Which of the two is preferable in the world today?” If this question can be



George Bernard Shaw

answered, then the choice would appear to be simple. Unfortunately, there is not an easy answer to this question... nor should there be.

In fact, there are no great differences between the American variety of English and that of the British. Both varieties share common roots and lots of words are the same. The grammar systems are very much alike, but American English has certain phonetic features, which can be easily identified. Sometimes people struggle to understand a specific American accent and are disappointed when they fail. Therefore, the real argument may be which accent should be practised in the classroom. And here many teachers would have to go with the British because one thing is certain today — British English in its received pronunciation (RP)¹ form also called the Queen's English, BBC English and Oxford English is considered by many to be God-like or more appropriately stated Queen-like.

Quite possibly the choice of the varieties is simply the problem of "culture identity" and how this translates into "cultural expression". Americans, in their everyday dealings with people are not conservative at all being an informal people. Therefore, they rely on informal expression to show their "friendliness". The British, actually just as friendly, would be likely to avoid using too many informal words and word combinations to express their politeness. This results in being not so "forward"² which American English has often been criticized for.

So, perhaps the real argument, when all is said and done, is not which English is preferable in the classroom, but what progress in English is made by students. The choice is theirs. Fortunately for us all, this is a race with no winners or losers.

- 1) In their works Oscar Wilde and Bernard Shaw stressed one and the same thing concerning the English language.
- 2) Oscar Wilde and Bernard Shaw are world-famous playwrights.
- 3) It is not difficult to answer the question, which is more preferable — to learn British English or American English.
- 4) The main difference between British English and American English is not the difference in their vocabulary and grammar.
- 5) It is easier to learn British English than American English.
- 6) Americans are likely to use a lot of formal words when they deal with others.
- 7) It is more important in the classroom how well the students can master English than which variety to learn.

Confusable Words



1. Английское неопределённое местоимение *either*, являясь аналогом русского любой, всегда означает любой из двух упомянутых или присутствующих.

Kate or Alice — **either** is able to do it.

Если речь идёт о предметах или людях, количество которых больше чем два, то используется местоимение *any*.

Give me an apple, please. **Any** will do (на тарелке 5 яблок).

Any child would know that.

2. Английское неопределённое местоимение *neither* (аналог русского никто/ничто) всегда означает никто/ничто из двух упомянутых или двух присутствующих.

a) John and Jill are both here, but **neither** can help us. **Neither** of you two knows the answer.

¹ **received pronunciation (RP** [ɑ:ˈpi:]) — нормативное произношение в Соединённом Королевстве

² **forward** [ˈfɔ:wəd] — зд.: фамильярный

b) Will you have tea or coffee? — **Neither**.

These two books are published abroad, but **neither** is published in the USA.

Глагол в этих случаях обычно используется в 3-м лице единственного числа. Если нужно сказать никто вообще или никто из присутствующих, а их больше чем два, используют местоимения *no one, nobody, none of*.

No one will be able to help us.

There are four of us here, but **nobody** can do anything.

None of us understands what can be done.

7 Complete the sentences with the appropriate words.

- 1) There are two good films on today. Which would you like to watch? — (Either./Any.)
- 2) I have a lot of friends but (neither/none) of them is as close to me as Jill.
- 3) We have two bedrooms but (neither/no one) is comfortable enough.
- 4) There are all kinds of books in this bookcase. Choose (either/any) you like.
- 5) Of all the big cinemas in our town (neither/none) is near my house.
- 6) Tea or coffee? — (Either/Any) will do.
- 7) We need some ideas of how to celebrate the coming holidays. (Either/Any) ideas are welcome.
- 8) Meet Justine and Fiona. (Neither/ None) of them speaks Russian.
- 9) I like (either/any) vegetables but my favourite are cauliflower and tomatoes.
- 10) Both puppies were so wonderful that I was prepared to take (either/any).

DO IT TOGETHER

8 Use the words from the box to complete the sentences.

any, either, neither, none, no one

- 1) ... pupil of this class is able to answer ... of these two questions.
- 2) Is your name Mary or Kate? — I'm Emma.
- 3) How many brothers have you got? — I have only sisters.
- 4) Which of these two photos will you choose? — I don't like them.
- 5) She thinks that ... of her friends can understand her. And she often repeats that all her friends are unable to see her point of view.
- 6) I'm sorry but ... speaks Russian here.
- 7) I have got two cats and ... of them has ever left the flat.
- 8) I decided to find out how much sugar I had and I understand I had
- 9) I've got lots of sweets, take ... you like.
- 10) I've got two good films, we can watch ... of them.

9 Choose the appropriate words to complete the sentences.

- 1) Practise (to do/doing) this physical exercise as often as you can.
- 2) I'm looking for a book that deals (to/with) World War One.
- 3) He won the race (as/in) a result of hard work and a lot of training.
- 4) The little kitchen was separated from the room (by/with) a curtain.
- 5) People often have to struggle (against/for) better living conditions.
- 6) She had to (practice/practise) the violin every day.
- 7) Try hard and you will definitely (do/make) good progress.
- 8) The police identified the man (as/for) the criminal they were looking for.
- 9) Everyone in the school avoided (mentioning/to mention) the terrible name.
- 10) I hope she will follow her (mother/mother's) footsteps and become a doctor.

10 Go back to the text "Choosing an English to Learn" (Ex. 6) and write English for the following:

- 1) различие в вариантах;
- 2) предпочтительный;
- 3) общие корни;
- 4) люди с трудом понимают;
- 5) были бы на стороне британского варианта;
- 6) богоподобный;
- 7) как это влияет на культуру выражения;
- 8) в своём повседневном общении с людьми;
- 9) простой, непосредственный народ;
- 10) в конечном итоге.

Step 7

DO IT TOGETHER

1 Listen to the interview, (10), and choose the appropriate options to complete these sentences.

1) Masha went to study in the USA because

- a) she loved travelling
- b) her English was not good enough
- c) she had more than one reason to do so

2) Masha could afford to live and study in America because

- a) she had earned some money
- b) her American friends had helped her with money
- c) she had been sponsored



3) In the USA Masha understood that

- a) Americans had always liked to travel
- b) Americans hadn't changed their habit of travelling
- c) Americans had to travel a lot in the past

4) ... was not a real difficulty for Masha.

- a) The necessity to hear American English
- b) The necessity to speak only English
- c) The necessity to speak American English

5) Masha ... typical American food.

- a) didn't like
- b) liked
- c) hated

6) Masha thinks visitors to the US

- a) should travel a lot about the country
- b) should only visit three famous places in the US
- c) should get direct benefits from their journey

7) Masha says that visiting the US

- a) taught her to be tolerant to others
- b) helped her to understand that nothing in life is ever perfect
- c) helped her to widen her scope and achieve progress in the language she was learning

2 You know the words in column A. Read the sentences (1—15) and say what the meanings of the words in column B are.

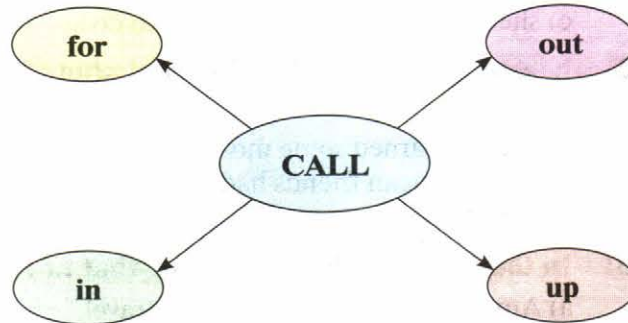
A.	B.
disappoint	disappointed
	disappointing
separate	separation
deal	dealer
identify	identification
	identity
progress	progressive

1) My parents will be disappointed with me if I fail the exam. 2) I'm really disappointed in you, Ruth. 3) Obviously, I feel disappointed at not getting the job. 4) Jim, your results

are really disappointing. 5) Scotland has always wanted some form of separation from the rest of Great Britain. 6) Have you ever heard anything about separation of church and state? 7) There are some famous art dealers among his acquaintances. 8) John is a car dealer. 9) You are to show some identification, some document to prove who you are. 10) Let me see your identification. 11) His only means of identification was his passport. 12) The body had been heavily burnt, so identification was difficult. 13) The identity of the dead woman has not yet been established.

Phrasal Verbs

Познакомьтесь с фразовыми глаголами с ядерным элементом **call**.



1) **to call for something** — to say publicly that something must happen

2) **to call in (on sb/at some place)** — to visit someone or visit a place



A lot of people call for a ban on production of GM foods.



I'd like to call in on my granny today. Could you call in at the baker's on your way home?

3) **to call out** — to shout or say something in a loud voice

4) **to call up** — to make you remember something



She called out the names of the winners.



The old photo called up the memory of his late wife.

3 Complete the sentences with *for, in, on, at, out* or *up*.

1) Jane usually calls ... at the supermarket on Friday afternoons. 2) Seeing his daughter in that white dress called ... memories of his wife. 3) Several members of Parliament called ... a reform in education. 4) If you need help, raise your hand. Don't call 5) James usually calls in ... the post office on his way home from work. 6) Teachers don't expect pupils to call answers 7) People of good will call ... an end of the military conflict between the two countries. 8) I'll be very grateful if you call in ... us one of these days.

4 Complete the tag-questions and let your group mates answer them.

- 1) You know everything about English grammar, ...?
- 2) You can tell an American from¹ an Englishman when you talk to them, ...?
- 3) English is taught in all schools of Russia, ...?
- 4) You will start learning Chinese this year, ...?
- 5) Students don't like to write tests in English or other foreign languages, ...?
- 6) Your grandparents have never learnt English or other foreign languages, ...?
- 7) Nowadays all educated people should know English, ...?
- 8) Students at your school speak English during the intervals as well as at the English lessons, ...?

5 In some of these countries English is a native language (say in which) and in others it is another official language.

- | | |
|---------------------------------|--------------------------------------------------|
| 1. Great Britain | 12. Papua New Guinea [ˌpæpuə nju: 'ɡmi] |
| 2. The USA | 13. South Africa [ˌsauθ 'æfrɪkə] |
| 3. Canada | 14. Nigeria [naɪ'dʒɪəriə] |
| 4. Australia [ə'streɪliə] | 15. Ghana ['ɡɑ:nə] |
| 5. New Zealand [ˌnju: 'zi:lənd] | 16. Sierra Leone [siˌerə lɪ'əʊn] |
| 6. India | 17. Gambia ['ɡæmbiə] |
| 7. Pakistan [ˌpɑ:kɪ'stɑ:n] | 18. Tanzania [ˌtænzə'ni:ə] |
| 8. Bangladesh [ˌbæŋɡlə'deʃ] | 19. Guyana [ɡaɪ'ænə] |
| 9. Sri Lanka [srɪ 'læŋkə] | 20. (the) Bahamas [bə'hɑ:məz] |
| 10. Malaysia [mə'leɪziə] | 21. Barbados [bɑ:'beɪdəs] |
| 11. Brunei ['bru:naɪ] | 22. Trinidad and Tobago [ˌtrɪnɪdæd ən tə'beɪɡəʊ] |

6 **A.** Read the text and say which of the three things make Frank unhappy: a) the fact that his parents are making him go to university; b) the fact that he is expected to make a standard career; c) the fact that he'll have to pay his debts.

My Own Way

Part I

School... exams... university... job... pension... Have you ever felt you are on a conveyor belt? Are you fulfilling your parent's plans or have you got other ideas? Get acquainted with one young man's story of how he decided to follow his own dream.

"I sometimes feel I'm a product that is continually being processed² in a factory. In our society you're born, you go to nursery school, and then on to primary school. You study for five years for your GCSEs in a secondary school. Then, if you get the right GCSE grades, you can go on to college to study for your A-levels. The right grades will allow you to go to university to study for a degree. Before you go to university, you might go on a gap year to get a little life experience but you don't take more than a year. This is not allowed.

So you finish your university course owing lots of money to banks for various debts you've built up during your time at university. You're already on the conveyor belt and it is very hard to get yourself off. You find a job, a girlfriend, whom you may eventually marry; you buy a house together and start paying off your mortgage³.



¹ **to tell somebody from somebody else** — отличить кого-то от кого-либо другого

² **to process** ['prəʊses] — подвергать обработке

³ **mortgage** ['mɔ:ɡɪdʒ] — ссуда на покупку дома, ипотека

You decide to have children and put them on the same conveyor belt. You earn more money and retire, grow old, die. Well done. You did it. You did exactly what this society asked of you. To be honest such a prospect doesn't attract me."

B. Read the text "My Own Way" again and answer the questions.

- 1) What does Frank mean when he says that he feels he is on a conveyor belt?
- 2) What are the usual stages that a lot of British people go through, as Frank sees it?
- 3) What is a gap year? Why do young people take it?
- 4) What kind of debts can a university graduate have?
- 5) Why do you think Frank mentions mortgage as an important debt to the bank?
- 6) Are you fulfilling your parents' plans or have you got different ideas for your future?

7 Which of these things would you like for yourself? Use *both, all, either, neither, none* where possible.

- 1) a Ford, a Mercedes
- 2) a course of English, French, Spanish, German
- 3) a good bike, a digital camera, a motorboat
- 4) a mobile, a computer, a notebook, an iPod
- 5) a pair of new jeans, a new top, a fashionable belt
- 6) a winter hat, mittens, warm socks, a pair of boots
- 7) a penthouse, a summer cottage, a lot of money
- 8) a good education, a good job
- 9) good friends, a boy/girlfriend, a loving family
- 10) a lot of homework, house chores
- 11) entertainment, a lot of free time, an interesting hobby
- 12) a twin brother or sister, lots of uncles and aunts

DO IT ON YOUR OWN

8 Choose the appropriate words or forms to complete the sentences.

1) My sister decided to (go/come) to a British university. 2) He managed to protect his own cultural (identity/identification). 3) We were all (disappointing/disappointed) at their decision. 4) Can I (practise/practice) my French on you? 5) (Both/All) Alice and Kate were asked. (Neither/No one) could give the appropriate answer. 6) Both the brothers are very knowledgeable. I'm sure (either/any) will be able to help you. 7) We didn't tell anyone about our (acquaintance/acquainted) with our new neighbour. 8) She was deeply disappointed (at/in) losing the race. 9) Jane's teacher of music was disappointed (at/in) her. 10) The box (contains/includes) old letters.



9 Complete the text with the appropriate forms of the words on the right to get a grammatically correct text.

Going to a University in the UK

If you want (1) ... a student at one of the UK (2), ... you should understand that it's not all that easy. In the (3) ... place it's a big shock to learn that someone who has (4) ... studies at a Russian school, in most cases cannot (5) ... directly to a UK university. Why? Firstly, age (Brits tend to finish school at 18), secondly, the qualifications (6) ... on finishing a Russian school are considered of a (7) ... level than the British equivalents so they (8) ... not good enough for British universities. So what to do? There is always a way out, try to find it.



Graduation ceremony

- become
- university
- one
- complete
- go
- receive
- low
- be

10 Complete the sentences with the verbs from the box in their right forms.

sign, beat, cut, set, call, look

- 1) Sue ... off several slices of bread and made sandwiches for her friends. 2) My grandad doesn't read newspapers, usually he just ... through them. 3) He noticed Carrie only after she ... his name out. 4) He decided to ... out early before it got really hot. 5) The weather was terrible: the rain was ... down on our heads and a cold wind was blowing. 6) Steve would like to learn Italian, so he ... up for a course in the City Language Centre. 7) They don't ... for a dramatic reform, they just want some changes. 8) Are you ... for anything? What have you lost? 9) That day he ... in on me late in the evening, his face was sad and worried. 10) It was time for us to leave the hotel and we went down to the reception to ... out.

Step 8

DO IT TOGETHER

- 1** A. Listen to the poem, (11), and then read it.

The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,

Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!

Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I —
I took the one less travelled by,
And that has made all the difference.

расходились в разные стороны

сворачивала в подлесок

зд.: правильная

больше оснований для того, чтобы её вы-
брать

её нужно было протоптать

затоптал

вздых

через много лет



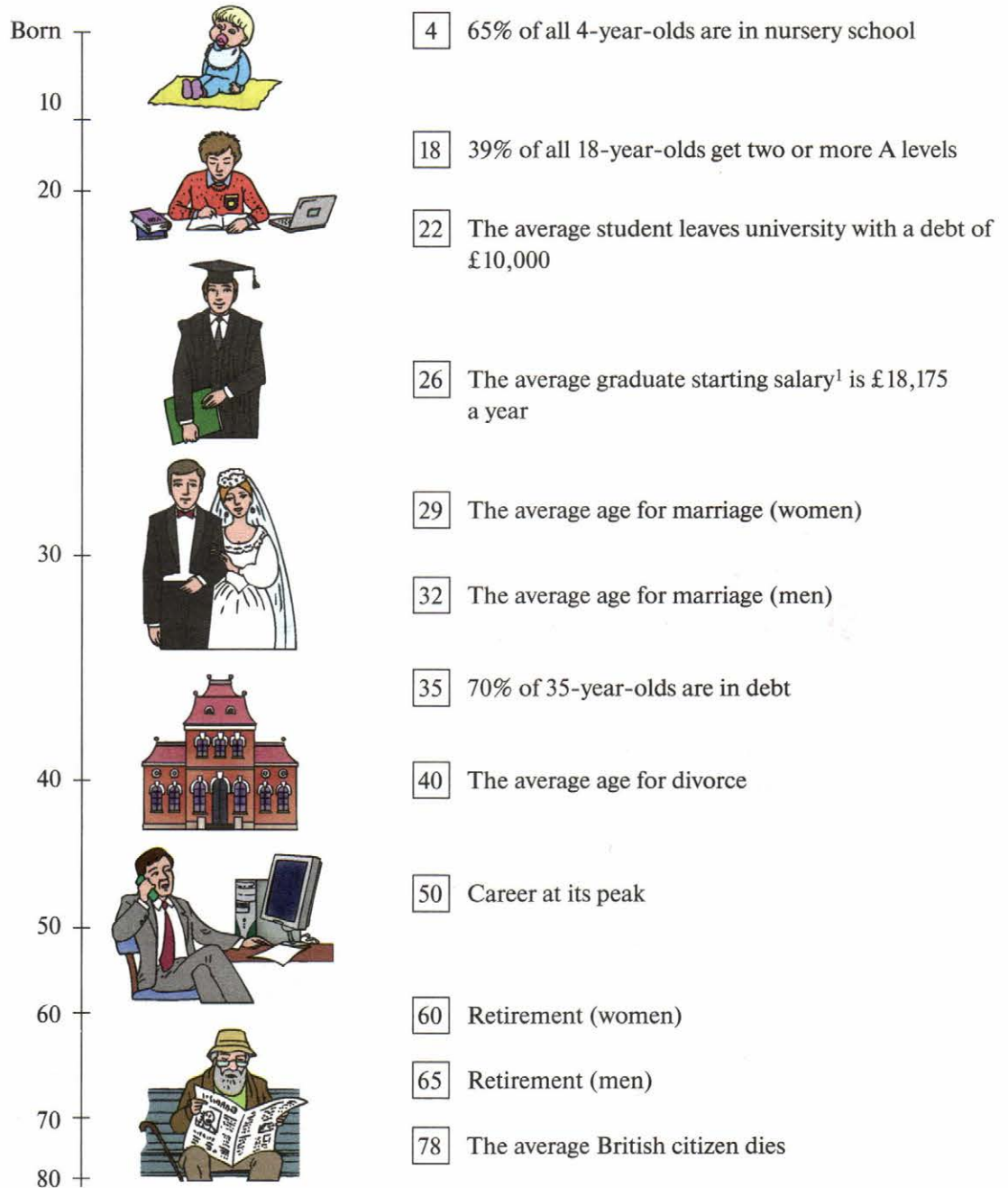
- B. Answer the questions.

- 1) What kind of picture does the poet draw in his poem?
- 2) What is the difference between the two roads he sees in front of him?
- 3) What made the poet choose one road but not the other?
- 4) What is the message of the poem?

2

Comment on this diagram. What it illustrates may be true about Britain. Is the situation in Russia the same?

On the Conveyor Belt of Life



Metaphors²

Описывая жизнь как ленту конвейера (the conveyer belt of life), герой истории использовал метафору.

Когда слово или словосочетание используется метафорически, они употребляются в новом значении, которое появляется и развивается на основе сходства. В предложении *She flew past me on her bicycle.* — глагол

¹ a salary ['sæləri] — зарплата

² a metaphor ['metəfə] — метафора

flew используется метафорически. Девушка не летела по воздуху на велосипеде, но скорость, с которой она ехала, была столь велика, что её движение можно было сравнить с полетом птицы или самолета. Именно таким образом часто появляются новые значения в многозначных словах. Если у слова несколько значений, некоторые из них могут быть основаны на метафоре. Например:

Betsy danced into the room.

We arrived at a conclusion at last.

He looked at me coldly.

3 Read the sentences and say in which of them the underlined words are used metaphorically.

1) a) All his family are buried in the same cemetery. b) They buried themselves in their work. 2) a) The wall is too high to get over it. b) Summer temperatures are very high here. 3) a) You've hurt her feelings. b) Fred's legs hurt after skiing all day. 4) a) Granny shook her head sadly. b) He was sitting at the head of the table. 5) a) There was a storm of protest when he informed them of his decision. b) A violent storm broke as soon as we reached the mountain. 6) a) Mrs Bennet put her hands over her ears to shut out the noise. b) Can you give me a hand with these boxes? 7) a) One of the kids fell into the river. b) Our profits fell last year. 8) a) The temperature dropped sharply. b) Lucas dropped the ball onto the floor. 9) a) The first green leavers were showing. b) He spent his green years in Scotland. 10) a) Let's return to the previous point of our discussion. b) They returned to Moscow last Saturday.

4 Read the second part of Frank's story and complete it with the phrases which come after it (a—h). There is one phrase you don't have to use.

My Own Way

Part II

I went to school and college until I was eighteen. I passed my A levels, then went surfing around the world in my gap year. I really don't like the word *gap* (1) Nowadays we are encouraged to take a gap year, we are told that future employers love it because it means you have done something original to talk about in your job interviews. But when the gap year is over, (2) ... — start earning money and making plans for the future. We need to think of our security. Personally I don't believe security can come from (3) All these things create an illusion that you are secure. Security, in my opinion, comes from within oneself.

I'm now on my fourth gap year and I am happy, truly happy. Every summer I work as a beach lifeguard in Cornwall (4) I don't earn a fortune but my life is rich. I wake up every morning and I see the ocean. I can surf every day if there are waves. I don't want any other life.

I believe that lots of people know (5) ... but they choose to ignore it because they want to meet the expectations of the society. I don't want to see the world in the movies and read about it in books. I want to see it myself, (6) I refuse to follow other people's footsteps.

People often ask me what I want to do with my life and when I'm going to get a proper job. They forget that I may be the person who rescued their child on a beach one summer. Isn't that proper enough? I want to do exactly (7) Sure I'd like a little house and may be bring a baby into the world, but I want to go my own way.



- a) where thousands of people go for their summer holidays
- b) a big house and a fast car or a university degree
- c) like many other young people
- d) because for me that year was full of important activity
- e) what I'm doing right now
- f) you must get down to serious work
- g) smell it, hear it and feel it
- h) what makes them happy

5 Answer the questions.

- 1) When Frank says that he "went surfing around the world" does he mean that he surfed in different parts of the world or that he surfed all the way around the globe?
- 2) Why does Frank say that he doesn't like the word *gap*?
- 3) How does Frank explain it that young people are encouraged to take a gap year? Do you think taking a gap year is a good idea?
- 4) How is security usually understood? How does Frank understand it? How do you understand it?
- 5) Why did Frank choose Cornwall for himself? What ocean does he see every morning?
- 6) What does Frank mean when he says that his life is rich? Could this lifestyle satisfy you? Why? Why not?
- 7) Do you agree that life should be an adventure? Is it true for everyone? Is it true for you?
- 8) Why do you think Frank feels rebellious about following other people's footsteps? What do you feel about it?
- 9) What makes Frank happy and satisfied? Can the way of life Frank chose for himself make you happy? What's your idea of a happy life?
- 10) Is Frank making any plans for the future? What are they? What are yours?

6 **A.** Make a list of questions you would like to ask Frank.

B. Work in pairs and act out a talk with Frank in which he'll have to answer your questions and probably ask you something as well.

Social English



Text Connectors

Целый ряд слов и словосочетаний позволяют говорящему или пишущему правильно выстроить логику текста. Без таких слов-связок грамотная речь невозможна. Вот наиболее распространённые из них:

so — таким образом	actually/in fact — на самом деле
as — поскольку	eventually — в конце концов, со временем
because — потому что	as a result — в результате
that's why — вот почему	besides — кроме того
however/anyhow — как бы то ни было	in the end — в конце концов, наконец
nevertheless — тем не менее	on the one hand... on the other hand — с одной стороны... с другой стороны
although/though — хотя	
on the contrary — напротив	

7 **A.** Complete this dialogue with the text connectors. Act the dialogue out.

Career adviser: Well, Paul, last time we met you said you were in two minds about your future career. (1) ... you said you would think about it again and ask for your parent's advice.

Paul: Yes, I did. It seems that my parents see me as an engineer or computer programmer. (2) ... they want me to follow my father's footsteps. (3) ... I don't like this idea at all. I don't want to work with any kind of machinery, (4) ... I'd like to work with people.

Career adviser: Doing what?

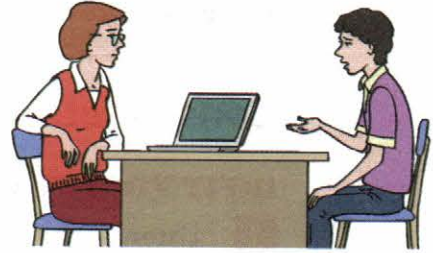
Paul: I think I'd like to work in a bank (5) ... it means meeting people and besides banks pay you well.

Career adviser: That's true, but (6) ... you'll need a university education if you want to make a career in banking.

Paul: I've been thinking about it (7) I'm rather good at mathematics (8)... . I can take a university course of economics.

Career adviser: It's not a bad idea, Paul, (9) ... it means a lot of hard work during your last year at school.

Paul: I understand. Well, I think I'm ready for it.



B. Do you think having a career adviser at school is a good idea? Why or why not?

DO IT ON YOUR OWN



8 Complete the text with the derivatives of the words on the right.

Developing One's Career

Some career experts say that nowadays people can change their careers more than seven times in their (1) ... lives. When we realize this (2) ..., we understand how (3) ... it is to make the right career (4)

Career (5) ... means growing through life and work. People live, work, learn, experience a lot of things and change. They make (6) ... through their own life and work in our (7) ... changing world and get adjusted to new phenomena. Career building is about creating the life you want to live and the work you want to do.

work, real
importance
decide
develop
discover
rapid

9 Find in the text "My Own Way" (Ex. 4) the words and phrases which mean the following:

1) the year in which young school leavers or students in Britain and other countries do some jobs or travel with the idea to get some experience; 2) people who are planning to give us a job in the future; 3) something interesting and unusual (to talk about); 4) to begin doing (serious work); 5) to give someone the wrong idea; 6) really (happy); 7) a swimmer employed on a beach to help those in danger; 8) to earn a lot of money; 9) to refuse to pay attention to something; 10) they want to do what the society expects of them; 11) films; 12) to follow other people's example; 13) (a) suitable job.

10 Use suitable connectors in the phrases below.

1) ... he's got a good job now, he is still not happy. 2) It's a really useful book ... it explains everything very clearly. 3) Today is one of the happiest days in my life and I'm so glad to see you all, ..., I haven't come here to talk about myself. 4) He lived in Paris for three years, ... he speaks French very well. 5) Jane has never said that she wants to be a nurse, ... she tells everyone that she hates this occupation. 6) It took Simon a long time to make up his mind but ... he agreed that going to university would be the best. 7) Did you spend much money? — Yes, quite a lot. ... I think I spent it all. 8) I know you have just arrived, ... I'd like to discuss a couple of things with you first and then you'll have some free time and relax. 9) There are some problems with your plan. ... it takes too much time, ... it is very expensive. ... we have very few specialists in this field. 10) He spent two years in London, ... his English is very fluent now.

Step 9

Consolidation Class

DO IT TOGETHER



- 1** Listen to the descriptions of various jobs (1—5), (12), and match them with their names (a—f). There is one name of a job you don't have to use.



a) archaeologist



b) physicist



c) physician



d) architect



e) secretary



f) fashion model

- 2** Imagine that you are a school career adviser. Say what jobs you would recommend these school leavers to take up.

1) *Name:* Victoria *Surname:* Holmes

Qualification and/or experience: I have been a babysitter for a year. Sometimes I do household chores for my neighbours.

Preferences: I like children, playing with them, reading to them.

Other information: I'm good at singing and very much interested in music. But my family needs my financial support. I would like to start working as soon as possible.

2) *Name:* Nancy *Surname:* Dixon

Qualification and/or experience: I've been helping with washing up in a hotel restaurant.

Preferences: I'm not sure that I want to go to university. I like travelling and always take pictures of the places I have visited.

Other information: I have won prizes at photo competitions. My friends say I get on well with people.

3) *Name:* William *Surname:* Thompson

Qualification and/or experience: I'm working in a chemistry laboratory having a part-time job, but I have no qualifications.

Preferences: I like chemistry, biology and read a lot about animals. Have two pets at home and take care of them.

Other information: I'd like to go to University, but I'm not sure what course I would like to take. I'm thinking about going into medicine, but it's not my first choice.

4) *Name:* Rose *Surname:* Farrel

Qualification and/or experience: None.

Preferences: I'm good at literature, history, languages, in other words, at the arts. I like to imagine things and write my own stories.

Other information: I can type and work on the computer. I like reading and working with books. I think I'm a bookworm¹.

5) *Name:* Sam *Surname:* Davidson

Qualification and/or experience: I have been driving for a year.

Preferences: I like working with machines, repair them.

Other information: I would like to be financially independent of my family and I am ready to do various jobs even during unsocial hours.

3 Say what job (jobs) you would like to try in the future. Mention these:

- if it needs a university degree, qualification and/or special training
- where you can and would like to get the necessary qualification or degree for it
- how long it may take you to get this job
- how you can characterize the job you have chosen
- why you have chosen it



4 **Work in pairs.** You and your partner are thinking of taking a job after leaving school. Discuss possible jobs each of you would like to get. Consider these points:

- if you would like to be employed by the government or prefer to work for a private company
- if you would like to get a full-time job, a part-time job or an odd job
- if you are planning to study further in the future and want your job to be connected with the career you have chosen for yourself
- if your ambition is to get a lot of money or you would rather get a job that can develop your talents and abilities

5 Work in groups and find out how many of you:

- are thinking about taking a job immediately after school
- want to study further and have a part-time job
- want to go to university
- feel pressure from the family in choosing your career
- are going to get some special training before taking a job
- are interested in computers and modern technologies and would like to work in the field of science
- are good at arts and languages and want to have a career in this field
- would like to be your own boss and have your own business in the future

6 Which item will you choose to complete the sentences? (In some cases both are possible.)

A. whether — if

- 1) I don't know ... they have got acquainted with the test results. 2) She can't decide ... to go to university or to start work after school. 3) They are thinking about ... to buy this set of spoons or not. 4) Tell me ... you have made any progress in learning English. 5) We are not sure ... we are going to stay here or return home.

B. either — neither

- 1) Students could choose ... French or Italian. 2) Jerry wasn't at home, ... were his parents. 3) I can't play tennis, and ... can you. 4) ... of us knew what to do under the circumstances. 5) ... his son nor his daughter were at the funeral. 6) ... he forgot about the meeting or he deliberately stayed away.

¹ **a bookworm** — книжный червь (*перен.*)

C. no one — none

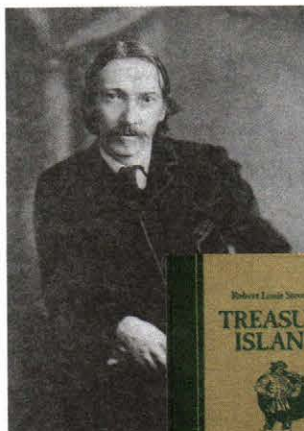
1) ... of my friends will be able to help me. 2) The driver was wounded but ... of the three passengers was hurt. 3) I'm sure ... will arrive on time in such weather. 4) Have you got any money? — No, ... at all. 5) ... knows why Brian has left without saying goodbye. 6) ... will dare laugh at you, darling.

D. either — any

1) Alice and Kate are cousins. ... of them is going to apply for a place at a university. 2) You can use this printer with ... of our four computers. 3) They are all free — you can take ... you like. 4) You can get there by plane or by train, but ... way it's expensive nowadays. 5) She has lived in Leeds and in Manchester, but doesn't like ... city very much.



7 Complete the text with the derivatives of the words on the right.

R. L. Stevenson

Robert Lewis Stevenson was a novelist, poet and essayist who (1) ... very successful at a certain stage of (2) ... career. The son of a well-to-do engineer, Stevenson (3) ... to follow his father's footsteps. Nevertheless young Stevenson (4) ... that engineering was not for (5) He entered Edinburgh University and soon (6) ... writing. In 1875 he qualified as a lawyer. At that time he already (7) ... a popular writer thanks to his essays (8) ... in a number of newspapers and magazines.

Soon his poor health became (9) ... which made him (10) ... a lot of time away from home in the countries with a more suitable climate. He spent a lot of time in France where he made up his famous "Treasure Island".

become

he

expect

feel

he

begin

become

publish

bad

spend

DO IT ON YOUR OWN

8 These sentences have mistakes. Correct them.

1) We didn't manage to watch the new film yesterday, it was very disappointing. 2) What do you know about the so-named self-assessment? 3) Our English group has done a lot of progress this term. 4) Fred failed one of his exams, as a result he had to re-sit it. 5) I'm sorry, but your application form looks incorrect. 6) The career of a doctor requires a university education. 7) Nobody of his two cousins is doing modern languages. 8) Be very careful when you deal with these chemicals: they may be poisonous. 9) We couldn't see the house separating from us by a high wall. 10) He can't read, he is still fighting with the ABC. 11) I have always wanted to get acquaintance with the new trends in music. 12) Neither me or my friends are paying for our tuition.



9 Choose the right words to complete these sentences.

- An ... is a person who drives a railway engine.
 - engine officer
 - engineman
 - engine driver
- Someone who makes walls with bricks is a
 - wallmaker
 - bricklayer
 - brickmaker
- A ... is a person who cuts men's hair.
 - hairman
 - hairstylist
 - barber

- 4) Rubbish is collected by
 a) dust collectors b) bin collectors c) dustmen
- 5) A ... is a person who makes outer (usually men's) clothes.
 a) tailor b) dressmaker c) coatsman
- 6) To deal with people who come to stay in a hotel or come to visit a doctor or a business-
 man is a job of a
 a) receptionist b) receiver c) reception manager
- 7) A person who prepares food is a
 a) cook b) cooker c) cook specialist
- 8) A chemist is a person who
 a) teaches chemistry b) loves chemistry and medicine c) makes and sells medicines

10 Use *-ist/-er/-or* to make names of some professions. Translate the names into Russian.

- 1) lawy... 2) scient... 3) ush... 4) design... 5) decorat... 6) conduct... 7) butch...
 8) groc... 9) announc... 10) sail... 11) dent... 12) physic... 13) essay... 14) senat...

Step 10

Test Yourself

I. Listening



1 You will hear five texts (a—e) advertising TV programmes, (13).

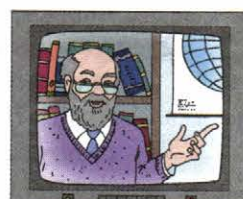
Say which of the specialists (1—6) is likely to take part in which programme. There is one person on the list who is not going to take part in any.



1) Jennifer Hilton,
a meteorologist



2) Lucy Harrison,
a zoologist



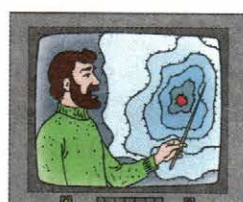
3) John Parker,
an astronomer



4) Alan Macmillan,
a seismographer



5) Fred Porter,
a forecaster



6) Brian Woodriff,
an oceanographer

Maximum result	6
Your result	?

II. Reading



2 Read the text and complete the sentences after it.

Are Girls Cleverer Than Boys?



It's a fact that girls usually do better than boys even in such subjects as mathematics or science, and people used to think that those were more suitable for boys than for girls. There are some reasons for this. Boys and girls behave very differently in and out of school.

Here are only some examples of such difference. Boys make more trouble, while girls are usually well-behaved. In class boys often put up their hands to answer questions but give wrong answers. At the same time girls do not always put up their hands even if they know the answer because they are not one hundred percent sure. Girls spend more time than boys doing their homework as they care more about their progress at school and their grades. In the modern world girls are becoming a lot more ambitious.

Girls are more realistic, more down-to-earth. For example, boys spend a lot of time playing computer games and watching action films on television because they live in a world of their own fantasy. When girls use computers, they usually do it for some practical reason.

Ask a fourteen or fifteen-year-old boy about his future career and he is very likely to tell you that he would like to get a lot of money or be a DJ or a basketball player. At the same time most of girls being more realistic, think of becoming teachers, doctors or managers. They choose careers where there's less unemployment as they want to have a secure future. The good news is, however, that later on boys become more interested in studies and even outdo girls as their examination results often show.



1) Boys ...

- a) are more hardworking at school than girls
- b) usually show better results than girls in mathematics and science
- c) think that mathematics and science are more suitable subjects for them than for girls
- d) are usually worse pupils than girls

2) At school ...

- a) girls don't like making mistakes
- b) girls don't care too much if they can make mistakes
- c) boys care more about mistakes than girls
- d) boys don't like to give wrong answers

3) As pupils ...

- a) girls are troublemakers
- b) boys are not such big troublemakers as girls
- c) boys do not give so many problems to teachers as girls
- d) girls do not give so many problems to teachers as boys

4) It takes ...

- a) boys longer than girls to do their homework
- b) girls a lot of time to decide whether to put up their hands or not
- c) girls longer than boys to complete their home tasks
- d) boys and girls fairly long to complete their home tasks

5) It is evident that girls ...

- a) don't have great ambitions in the modern world
- b) were not so ambitious some time ago as they are now
- c) have become more ambitious than boys nowadays
- d) are always sure that they will succeed in life

6) Boys ...

- a) are as pragmatic about their future careers as girls
- b) are less pragmatic about their careers than girls

- c) are more pragmatic about their future careers than girls
- d) don't think about their future careers at school

7) School examination results show that ...

- a) girls are more successful in all the subjects than boys
- b) boys hardly improve their knowledge in school subjects by the time exams begin
- c) boys can get better marks than girls
- d) girls do not get high marks in the majority of school subjects

Maximum result	7
Your result	?

III. Use of English



3 Use the appropriate forms of the words on the right to complete the text.

The Games We Used to Play

These days things are clearly not like they were when I was young. We (1) ... computer games, cable television or the Internet to keep us entertained — we had to amuse (2) Even at school we (3) ... to be outside. We (4) ... to stay indoors.

My (5) ... primary school was surrounded by a wall. Many of the games we played were based along the wall. "What Time Is It, Mr Wolf?" was the (6) ... favourite. One person was "it". He or she had to answer the question "What time

is it, Mr Wolf?" They could answer any time they liked, but when they reply was "Twelve o'clock. Dinner time," we all had to run for the wall. If anyone (7) ..., they became Mr Wolf, and the game continued. Different schools had (8) ... own favourites. Sadly, it seems that some of these games (9) ...



- not have
- we
- expect
- not allow
- one
- great
- catch
- they
- disappear

Maximum result	9
Your result	?



4 Complete the text with the derivatives of the words on the right.

Among the summer language courses the most expensive ones are in the English-speaking countries. The nearest of them are in England, the cheapest and sunniest are in Malta and the most (1) ... are in the USA. When you make your (2) ..., you have to think of how much money you are prepared to spend, how far you want to learn.

The English world is full of huge (3) ... of accent. So if you imagine you will want to work in or with the USA, solid (4) ... of British RP (received (5) ...) may cause you (6) ... problems, as you will struggle to understand what Americans are saying.

- adventure
- choose
- vary
- know
- pronounce
- expect

Maximum result	6
Your result	?



5 Choose the appropriate words to complete the text.

My idea of the future (1) ... may seem rather strange to you, but I think it's one of the most important in the world and history proves its importance.

Early men who lived where sharp rocks hurt their feet, soon began to think of some way of protecting them. So they produced a kind of sandals using flat pieces of wood. In colder parts of the world, man soon felt a need to give his feet even more protection, so he added more material to the top of the sandals, and (2) ... the shoe was born.

Sandals were worn by the ancient Egyptians as long as 5,000 years ago! At first, in fact, the sandals were worn only by the rich Egyptians. They would walk along followed by a servant who carried a (3) ... of sandals just in case the master would need or want to put them on. Later, of course, all the people began wearing them. Sometimes they made the sandals with upturned toes, to give the foot more protection. Egyptians were the first (4) ... in the world.

The Greek developed the boot by gradually changing the straps which held the sandals to the feet for solid leather. Even today many primitive forms of shoes still survive. We still wear sandals very much (5) ... those worn by the ancient Romans and Greeks. We have moccasins which are like those worn by the American Indians. And people in Holland still wear wooden shoes!

Modern shoes as we know them began to appear in the Middle Ages about the time the Crusades¹ started. Because the Crusaders went on long (6) ... they needed good protection for their feet, and so people began to make shoes that would (7) ... for a long time.

With time shoes became an object of fashion and all kinds of ridiculous styles appeared.

- | | | | |
|----------------------|-------------------|-----------------|-----------------------|
| 1) a) profession | b) job | c) career | d) pastime |
| 2) a) though | b) although | c) nevertheless | d) thus |
| 3) a) pair | b) couple | c) group | d) set |
| 4) a) shoe producers | b) shoe designers | c) shoemakers | d) shoe manufacturers |
| 5) a) likely | b) like | c) alike | d) liking |
| 6) a) tours | b) walks | c) rides | d) journeys |
| 7) a) last | b) stretch | c) continue | d) survive |

Maximum result	7
Your result	?

IV. Writing



6 Comment on one of the following statements.

- Education is a continual, lifelong process.
- There is no absolute answer to every question.
- Modern school programmes should include a healthy dose of problem solving.
- A person can succeed in life if they are able to work on the problems for which there is no definite answer.
- Nowadays you can achieve good result in your career if you work in a team.
- Everyone should have a gap year before they begin their career.

Write 200—250 words. Use the following plan:

- make an introduction to state the problem;
- express your personal opinion and give 2—3 reasons for it;

¹ the Crusades [kru:'seɪdz] — крестовые походы

- express an opposing opinion and give 1—2 reasons for it;
- explain why you do not agree with the opposing opinion;
- make a conclusion restating your position.

Maximum result	8
Your result	?

- 7** You have received a letter from your English-speaking pen friend. In this letter he writes:

"My last school year is coming to an end. We are going to sit Science next week. I haven't decided yet what I'm going to do after school. And what about you? Have you made up your mind yet? Are you going to continue your education or are you going to start working? Where and when? Hope to hear from you soon. By the way I began to learn French three months ago.
Best wishes,
John."

Write a letter to John. In your letter:

- answer his questions;
- ask three questions about his learning French.

Maximum result	7
Your result	?

Count your total result. Are you satisfied with the mark your teacher gave you for your written papers? Can you improve your results?

Maximum total result	50
Your total result	?

Look through the steps of Unit 1 and say:

- if the material of the unit was interesting, useful, widening your scope;
- if you found any new ideas in the texts and exercises of the unit;
- if any of the problems raised in the unit were new or thought-provoking;
- if the unit has helped you to revise grammar and vocabulary;
- what new information about the English language you have learnt;
- what things were easy/difficult;
- what tasks you specifically remember and why.

Project Work One

Prepare a computer presentation on the topic “Steps to Your Career”. You may consider these ideas:

- the job I would like to try in the future needs/doesn’t need a qualification;
- where it is possible to get the necessary qualification;
- how long it usually takes one to get such a job;
- how you can characterize the job you have chosen;
- why you have chosen it;
- if you would like to work abroad or in your home country, both of them;
- if you think about mastering English, how and where.

Be ready to give your presentation in class. It shouldn’t take longer than five minutes. Try to make your presentation interesting, illustrate it with photos, pictures etc.

Unit 2

Steps to Understanding Culture

Literature and Music

Values and beliefs

Customs and Traditions

Museums and Picture Galleries

Theatre and Cinema

Patterns of Behaviour

51

Step 1

Step 1

DO IT TOGETHER

1 A. Listen to the poem, (14), and then read it.

Mona Lisa

by Brenda M. Weber

Behind kaleidoscopic eyes
There's no mystery there that lies.
She's the one to see it all
From her position on the wall.
We look for something in her smile.
We stand to study her awhile.
Her face of beauty that we seek.
What would she say if she could speak?
Is her beauty, oh, so rare?
Was Mona just a maiden fair?
Is she a mirror image of me?
Is that what I'm supposed to see?
Mona's portrait on the wall —
A combination of us all.
There's a touch of someone there
In the beauty of her hair.
That hint of prism in her eyes
Makes her appear to be so wise.
The playful curvature of her lip
On her cheeks can dance a quip.
She's beauty this Mona Lisa
But so is the Leaning Tower of Pisa.
What is the mystery there that lies
Behind kaleidoscopic eyes...?



некоторое время
ищем

девушка, дева

намёк

изгиб
шутка, острота

B. Answer the questions.

- 1) In the situation described in the poem where is the poet and what can she see around her?
- 2) Whose are the “kaleidoscopic eyes”?
- 3) How do you understand the line “Mona’s portrait on the wall — a combination of us all”?
- 4) Why does the poet first say that the Mona Lisa sees the mystery behind human eyes but finishes the poem by asking “What is the mystery there...?”
- 5) Why do people create art?

2 A. Work in pairs or in small groups and decide which of the following are not part of culture.

- | | |
|-------------------------------------------|------------------------------------------------------|
| 1) music, literature and other arts | 7) our values |
| 2) countries and continents | 8) the language we speak |
| 3) the way we see the world and ourselves | 9) our customs, traditions and habits |
| 4) people’s ideas and beliefs | 10) rules and laws by which people live in community |
| 5) human mind and body | 11) the environment in which we live |
| 6) our way of behaviour | 12) the clothes we wear |

B. It’s not easy to define culture. A man called Philip Bock once said: “Culture is what makes you a stranger when you are away from home.” How can you comment on it?

3 Work in small groups or pairs and decide how “men from Mars” could characterize our culture. Mention:

- diversity¹ in cultures
- morals
- beliefs
- arts
- the best and the worst things they may find on our planet

Share your ideas with the others.

4 Listen,  (15), and read.

- A. constant** [ˈkɒnstənt] — постоянный
diverse [daɪˈvɜːs] — разнообразный, отличный
estimate [ˈestɪmeɪt] — оценивать
refer [rɪˈfɜː] — 1) иметь отношение; 2) сослаться, отсылать
reflect [rɪˈflekt] — 1) отражать(ся); 2) размышлять
reveal [rɪˈvɪl] — обнаружить; проявить, раскрыть
shape [ʃeɪp] *n* — форма
shape *v* — формировать
value [ˈvæljuː] *n* — ценность
value *v* — ценить
no matter — не важно, всё равно
in spite of something — несмотря на

B. constant: more or less constant, to keep (hold) constant, almost constant, a constant companion, a constant threat. The temperature must be kept constant. In the world of fashion it sometimes seems that the only constant thing is never-ending change.

diverse: remarkably diverse, a diverse population. Diverse people or things are very different from each other. Jones has a much more diverse and younger audience.

¹ **diversity** [daɪˈvɜːsɪti] — разнообразие

estimate: to estimate officially, to estimate the results, to estimate the preferences, to estimate one's popularity. I estimate that the total cost will be 12,500 dollars.

refer (referred, referring): 1) to refer to something, to refer to a certain culture. The term "metaphor" refers to literature. The term "protagonist" also refers to literature and means one of the main characters in a play or a novel. 2) I would like to refer you all to some reliable dictionary.

reflect: 1) to reflect somebody's attitude, to reflect something in the article. His face was reflected in the mirror. 2) to reflect on something. Tom's parents reflected on the child's future.

reveal: to reveal a secret, to reveal some fault, to reveal oneself. The curtains opened to reveal a darkened stage. The investigation has revealed some serious faults in the system. He would not reveal where he had hidden his papers.

shape n: in the shape of a star (cube, heart), triangular in shape, in all shapes and sizes. These events have changed the whole shape of the British society. It's difficult to build the wall straight if the bricks are all different shapes.

shape v: to shape a person's character, to shape one's philosophy. Culture helps to shape our personalities.

value n: to be of (some) value to somebody, to be of no value, to have common values, values and beliefs. The weekend course will be of great value to everybody interested in the Chinese culture.

value v: to value somebody/something, to value the property (one's health, life, independence). What do you value your car at? I value it at 20,000 dollars.

no matter: no matter when you come back ..., no matter what you do ..., no matter who answers, no matter where he goes No matter why he has given up this idea, he has the right to change his mind.

in spite (of): in spite of the weather, in spite of his results. In spite of all the hardships they are happy.

5 A. Match the words and their definitions and make up sentences with them.

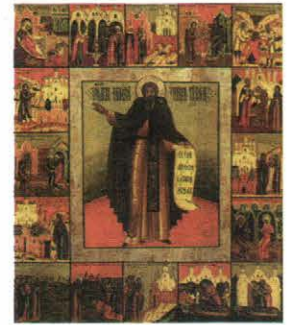
- | | |
|-------------|------------------------------------------------------------------------|
| 1) shape | a) to form an opinion of the value, quality, size or cost of something |
| 2) constant | b) to influence the way a person or a situation develops |
| 3) diverse | c) to describe something or to be about something |
| 4) estimate | d) to think about something carefully and seriously |
| 5) refer | e) to let something become known |
| 6) reflect | f) continuous or regular over a long period of time |
| 7) reveal | g) to consider someone or something to be important |
| 8) value | h) very different from each other |

B. Complete these sentences.

- 1) No matter how long it takes to get everything ready, we...
- 2) No matter where they are planning to spend the weekend, they...
- 3) No matter who comes for dinner, I...
- 4) No matter what she considers to be important, she...
- 5) No matter how many films he has seen, he...
- 6) In spite of my tiredness, I...
- 7) In spite of the difference in our age, we...
- 8) In spite of the fact that he was short of time, he...
- 9) In spite of the late hour, she...
- 10) In spite of the cold weather, everyone...

- 6 Read the text and complete it with the phrases that follow (a—h). There is one phrase you don't have to use.

What Is Culture?



The word “culture” has many different meanings. For some people it is a term that can be referred to music, visual arts¹ and literature. For others culture includes knowledge, beliefs, values, morals, laws, customs and traditions and different patterns² of human behaviour. They are learnt by members of social groups and (1) Thus culture helps civilizations to survive.

Culture reveals itself through its products like our written languages, buildings, works of art and other man-made objects. Archaeologists find broken pots, (2) These artifacts³ reflect the culture of the civilizations which used them. But culture is more than that. Through culture we understand what is acceptable and what is not, (3) It helps to estimate our actions, to socialize; it shapes our personalities, teaches us rules of behaviour.

Culture is a collective phenomenon and cannot exist in a single individual, (4) Being an important part of every society, it creates a feeling of belonging and togetherness.

Every society has a different culture, which gives it identity and makes it unique.

When people speak of Italian, Russian or Japanese culture, they are referring to the shared language, traditions and beliefs that set each of these peoples apart⁴ from others. In most cases, (5) ... do so because they acquired it as they were raised by parents and other family members who have it.

In spite of the vast diversity, there are certain elements of culture that are universal, (6) ..., no matter where they live. For example, all people use a language consisting of a limited set of (7) ..., all people use age and gender to classify people (baby, teenager, senior citizen, man, woman etc), all people make jokes and play games, all create art.

Culture is constantly changing, and each generation brings something new to its development. Moreover, different cultures have a tendency to exchange certain cultural elements.

- a) those who share your culture
- b) which makes them similar to each other
- c) what is good and what is bad
- d) it is shared by people
- e) sounds and grammatical rules
- f) passed down through generations
- g) they are shared by all cultures around the world
- h) tools, jewelry and other things

¹ **visual arts** [ˌvɪʒuəl ˈɑːts] — изобразительное искусство

² **pattern** [ˈpætn] — модель, образец

³ **artefact (artifact)** [ˈɑːtɪfækt] — артефакт, т. е. предмет, объект, созданный много лет назад и имеющий историческое значение

⁴ **to set somebody apart** — разделять

New Facts about Nouns

Помимо известных вам случаев образования множественного числа имён существительных, в современном английском языке существует ещё ряд случаев, на которые следует обратить внимание.

1. Существительные, заимствованные из греческого языка и латыни, например *a phenomenon* (явление), *a curriculum* (учебный план, программа), во множественном числе принимают окончание *-a*:

phenomena — явления, события; **curricula** — учебные планы, программы.

2. Сложные имена существительные, обозначающие родственников со стороны мужа/жены (*in-law*), во множественном числе прибавляют окончание *-s* к первому имени:

fathers-in-law

sisters-in-law

daughters-in-law

brothers-in-law

mothers-in-law

sons-in-law

3. Следует запомнить формы множественного числа следующих имён:

passers-by — прохожие;

lilies of the valley — ландыши;

forget-me-nots — незабудки;

merry-go-rounds — карусели.

7 Complete the sentences using the appropriate plural forms of the nouns in brackets.

- 1) New (merry-go-round) are being built here.
- 2) My elder (sister-in-law) are fairly well-known dancers.
- 3) It is rather difficult to explain these natural (phenomenon).
- 4) We are going to have new (curriculum) at the beginning of the school year.
- 5) There were a lot of (forget-me-not) and (lily of the valley) in our garden last spring.
- 6) All the (passer-by) in that small village were dressed in black.
- 7) His (brother-in-law) are flying to India tomorrow.
- 8) What interesting (phenomenon) they are!
- 9) Which of the flowers (forget-me-not) or (lily of the valley) are the first to appear in spring?
- 10) Where are your (son-in-law) now?

DO IT ON YOUR OWN

8 Match the words in the two columns and complete the sentences with the word combinations.

1) shaped

2) diverse

3) reveal

4) refer

5) reflect

6) constant

7) value

8) estimated

a) her good taste

b) to this information

c) of land

d) the plasticine

e) the time of the trip

f) my secret

g) backgrounds

h) talking

- 1) We ... carefully, we knew it wouldn't take longer than two hours and a half.
- 2) Your ... will make the teacher angry.
- 3) The boy ... into the figure of a dog.
- 4) The pupils in the class come from ...
- 5) Mary's clothes always ...
- 6) I was careful not to ... again as I didn't want to hurt anyone's feelings.
- 7) Don't ... to anybody: let it be between you and me.
- 8) The ... in this area has gone up in recent years.

9 Read the text "What Is Culture?" (Ex. 6) again and write out of it the English equivalents for the following:

- 1) для одних людей... для других...;
- 2) модели человеческого поведения;
- 3) помогает цивилизациям не исчезнуть;
- 4) культура проявляется;
- 5) предметы, созданные руками человека;
- 6) что принято, а что нет;
- 7) формирует наши личности;
- 8) чувство принадлежности и общности;
- 9) в большинстве случаев;
- 10) они воспитывались родителями;
- 11) пользуются категориями возраста и гендера;
- 12) обмениваться определёнными элементами своих культур.



10 Use the appropriate forms of the nouns to complete the sentences.

- 1) There were four ... and six ... in the delegation.
- 2) When I was a child, I wanted to have white ... as pets.
- 3) All my ... are very nice people.
- 4) Those were extraordinary ...
- 5) Our school ... in all subjects have become much better.
- 6) Where are the ...?
- 7) These are extraordinary ... of exotic plants.
- 8) My granny has five ...
- 9) I would like to grow ... in my garden. Do you think it is possible?
- 10) My ... are my best friends.
- 11) All the ... in the pond should be fed.
- 12) I'm fond of ... and vegetables.

man, woman
mouse
sister-in-law
phenomenon
curriculum
sheep
species
goose
lily of the valley
brother-in-law
fish
fruit

Step 2

DO IT TOGETHER

1 Listen to five texts about English and American traditions, (16), and match their names (1—5) with the statements (a—f). There is one statement you don't have to use.

- 1) The Boat Race
- 2) Highland Games
- 3) Clans and Tartans
- 4) Thanksgiving
- 5) Columbus Day

- a) This tradition is reflected in what people put on.
- b) This tradition celebrates human goodness of heart.
- c) This tradition is not accepted by a particular group of people.
- d) This tradition is common for both Britain and the US.
- e) This tradition is connected with sports typical only of one part of Britain.
- f) This tradition doesn't deal with a professional sport.



Boat Racing on the Thames



Columbus Day Parade



Highland Games



Tartans



Thanksgiving Celebration

2 A. Read the text and say which facts after it are true, false or not stated in it.

The US is a young country. Its written history is only a few hundred years old. The country is, in fact, sometimes called the “New World”. The population of the United States is a mixture of many different nationalities with their diverse values, beliefs, customs and traditions. Thus, the Germans brought Christmas trees to America, the Irish brought St Patrick’s Day celebrations. The Scots brought Halloween.

Americans as you see still celebrate the festivals of the Old World and are interested in old traditions, but they are good at making new traditions, too. Only Americans celebrate Thanksgiving, Memorial Day and the Fourth of July. High school homecomings happen only in the US, too. What do Americans do at these special times? Why do they do it? The text will help you to find some of the answers.

Presidents’ Day is celebrated in February, it is a public holiday. On this day pupils read about George Washington, Abraham Lincoln and other American presidents. George Washington, who was born on February 22nd, was the first President of the USA. He was also a brave soldier and a very honest man. He led the fight against the British during the American Revolutionary War (1775—1783). A picture of Washington is on every one-dollar bill. He is often called “the father of his country”.

March 17th is St Patrick’s Day. St Patrick was an Irish saint and St Patrick’s Day is very popular in cities where there are many Irish Americans. Green is the Irish colour. That’s why people often wear something green on this day. If you aren’t wearing green, be careful — someone may pinch¹ you.

The last Monday of May is Memorial Day. It is a special day to remember those who died in wars. Many people remember their dead friends and relatives on this day too.

One Sunday in May is Mother’s Day, and one Sunday in June is Father’s Day. Children usually spend these days with their parents. They give them cards, flowers or gifts. Many businesses give presents to parents on these days.

Independence Day is a national holiday. On the fourth of July in 1776, the United States officially became independent from England. It was the beginning of a new nation. On this day families and friends celebrate this event, and every town and city has parades, games and sports competitions with prizes. There are picnics and barbecues [ˈbɑːbɪkjuː] and fireworks in the evening.

The idea of success is important to Americans. They believe that if they work hard they can have what they want and be what they want. This is part of what they call “the American Dream”. Perhaps this is why they do not take many vacations. There are only five national holidays that are celebrated in every state — New Year’s Day, Independence Day, Labour Day, Thanksgiving Day and Christmas. There are other important public holidays, but they are not celebrated everywhere. Seven American states, for example, do not celebrate Columbus Day. And some special days are not public holidays at all.

- 1) American culture has a variety of sources
- 2) There are no traditions that we can call specifically American
- 3) Presidents’ Day has to do only with the first American President
- 4) The US capital has the name of the first American President

¹ to pinch [pɪntʃ] — щипать

- 5) St Patrick's Day is celebrated in Ireland
- 6) Independence Day is a birthday of the American nation
- 7) Nobody works on national holidays
- 8) Americans are believed to consider work an important part of their lives

B. Make an outline of the text above.

3 **A.** Answer these questions.

- 1) Which of British or American traditions do you believe to be more interesting than others? Can you describe it in a few words?
- 2) What traditions of your country do you like? In what way do you keep them?
- 3) Why do all people of the world keep their own traditions? Do you think this situation will ever change?
- 4) Can you think of any tradition common for a number of nationalities? What kind of international traditions would you like to introduce?

B. Make up and act out a dialogue between two representatives of different cultures telling each other about their traditions.

4 Below you'll find some statements taken from a book about Russia. The book was written about 20 years ago by a British author. Read the statements, say how true they are and comment on them.

- All Russian children learn a lot of Pushkin by heart. (How many of them remember what they have learned?)
- One of the worst things you can do is to call a Russian "nekulturny" (uncultured). (How many people will pay attention to it nowadays?)
- Russian films are long and often boring. (How can all films be so?)
- Easter is not a national holiday, but to the Russians it is the most important festival in the church calendar, because it marks the rising of Jesus from the dead. (But a lot of people living in Russia are not Christians.)
- The Russians celebrate their Name-day as well as their birthday. (Sure? All of them?)
- The biggest national celebrations are held on New Year's Eve. Everyone has a party and gathers round the television to see the Kremlin clock striking midnight. (Doesn't it rather depend?)
- Russian culture deals with big things — from Tchaikovsky's symphonies to Tolstoy's novel *War and Peace*. (And how about short stories or beautiful songs?)
- Most Russian children know the classic English children's books: *Winnie the Pooh*, *Peter Rabbit*, *Alice in Wonderland* and *Treasure Island*. (Do they know them as books or films?)
- Every generation explores the world of Russian fairy tales. (How many children read them themselves?)



5 You know the words in column A. What do the words in column B mean? Read the sentences (1—12) to find out.

A	B
constant	constantly
reflect	reflection

refer	reference
reveal	revelation
diverse	diversity
estimate	estimation
value	valuable

1) "Jane, you are constantly talking at my lessons!" 2) Her reflection in the mirror looked strikingly unfamiliar. 3) Young people's behaviour is often a direct reflection of adults. 4) They could find no further reference to Mr LaMotte in the diary. 5) He politely made no reference to my untidy appearance. 6) Recent revelations about his private life did a lot of harm to his reputation. 7) His piano-playing was a revelation. 8) We value the rich ethnic and cultural diversity in this group. 9) The cultural diversity of the USA is evident. 10) In our estimation there won't be any further problems. 11) He has gone down considerably in my estimation. 12) These documents are extremely valuable to historians.



6 Complete the text with the derivatives of the words on the right.

Is Culture Limited to Humans?

There is a (1) ... of opinion whether or not we are the only animal that creates and uses culture. The answer to this question depends on how culture is defined. If the term is used (2) ... and understood as a complex of (3) ... behaviour patterns, then it is clear that we are not alone in creating and using culture. Many other animal species teach their young what they themselves learned to survive. This is (4) ... true of the chimpanzees and other relatively (5) ... apes and monkeys. Wild chimpanzee mothers typically teach their children about food, plants and social rules within their community. As teenagers they acquire (6) ... skills from adults. This (7) ... is not put into their brains at birth. They learn these behaviour patterns just as humans do.

differ
broad
learn
especial
intelligence
hunt
know



English

Nouns

New Facts about Nouns

1. В течение последних лет в языке отмечается усиление тенденции использовать имена существительные, обозначающие неодушевлённые предметы, в притяжательном падеже. Чаще всего это относится к именам, обозначающим:

— время и расстояние — a day's wait, a moment's silence, a kilometre's distance;

— страны, города, континенты — Africa's culture, Britain's traditions, London's history;

- времена года, месяцы, дни недели — summer's plans, July's heat, Monday's meetings, yesterday's news;
- средства передвижения — the plane's crew, the boat's sails;
- планеты, звёзды, водные пространства — the sun's rays, the Earth's problems, the river's bank.

При этом следует учесть, что в большинстве случаев притяжательный падеж с неодушевлёнными существительными не используется. Правильно сказать:

the face of a/the clock

the end of a/the story

the door of a/the room

2. Если два человека имеют общую собственность и в предложении их имена соединены союзом *and* (*Mary and John*), то апостроф притяжательного падежа добавляется только к последнему имени:

Mary and John's cottage (коттедж принадлежит им вместе).

Tom and Mary's bike (один велосипед у двух людей).

Однако, если речь идёт об обладании однотипными, но разными объектами, к каждому имени добавляется апостроф:

Tom's and Mary's bikes — велосипеды Тома и Мэри (у каждого свой).

3. Следует обратить внимание на образование притяжательного падежа у некоторых сложных слов:

my sister-in-law — my sister-in-law's car

the passer-by — the passer-by's smile

7 Paraphrase the word combinations, use the nouns in the possessive case where possible.

- 1) the shoes of the princess; 2) the surface of the Moon; 3) the car that belongs to Paul and Fred; 4) the square of the city; 5) the leg of the table; 6) the hesitation that lasts a moment; 7) a distance that is two kilometers long; 8) under the rays of the sun; 9) a teacher who gives lessons to Roger and Rose; 10) the computers one of which belongs to Ann, the other — to Betty; 11) the roof of a cottage.

DO IT ON YOUR OWN

8 Write the singular of the following nouns:

- 1) phenomena; 2) species; 3) geese; 4) teeth; 5) stories; 6) deer; 7) curricula; 8) data; 9) media; 10) wives; 11) leaves; 12) mice; 13) roofs; 14) beliefs; 15) feet.

9 Some of the following sentences have mistakes. Correct them.

- 1) The baby's bedroom looked very pretty with all the new decorations and toys in it.
- 2) Where is the nearest children's' hospital situated?
- 3) Mary has two sister-in-law's, both the same age as Mary.
- 4) Father is looking for Friday's newspaper — there's some interesting article in it.
- 5) His father's-in-law house is an old historical building.
- 6) One of the chair's legs is shorter than the others.
- 7) My brother made this lamp out of a bicycle's wheel.
- 8) Eton is a very old boy school.
- 9) The morning sun's rays lit the clouds above our heads.
- 10) The ocean's shore at this place is high and rocky.
- 11) Tower Bridge is the most recognizable of all London's bridges.
- 12) The book's pages were thin and yellow.

**10**

Complete these texts about US holidays using the appropriate forms of the words on the right.



June 14th is Flag Day. In 1777 “stars and stripes” (1) ... the official flag of the USA. It first (2) ... in 1877 on the flag’s (3) ... birthday. Nowadays on this day many people have flags on their (4) ... but it is not the (5) ... holiday of the country. The (6) ... Monday of September is Columbus Day. People remember the man who (7) ... (8) ... country. Many (9) ... sing the song about Christopher Columbus and (10) ... journey to America.

become
celebrate
hundred, house
important
two
discover, they, child
he

Step 3

DO IT TOGETHER

1 Listen to the dialogue, (17), and choose the appropriate options to complete the statements below.

1) You have heard a fragment of

- a) a TV programme
- b) a radio programme
- c) a talk between friends

2) American festivals come

- a) regularly
- b) not regularly
- c) from time to time

3) American festivals are ... by their nature.

- a) similar
- b) alike
- c) diverse

4) At fairs¹ people have a chance

- a) to taste nice food
- b) to buy clothes and toys
- c) to demonstrate their achievements



5) Some festivals in the USA reflect the fact that

- a) the US has a lot of traditions
- b) the country’s population is diverse
- c) the US is a big country

6) Mardi Gras² can offer its visitors

- a) entertainment
- b) prizes
- c) meeting famous people

7) New Orleans, Louisiana, is the place

- a) where a lot of jazz musicians live
- b) where jazz originated (was born)
- c) where the best American jazz musicians come annually

¹ **fair** [feə] — ярмарка

² **Mardi Gras** [ˌmɑːdi ˈgrɑː] — в ряде стран название периода праздничных карнавалов перед началом Великого поста

- 2 Put the words from the two boxes together to get synonymic pairs.

goal	acquire
advantage	estimate
different	constantly
shape	admit
think	comfortable
precious	average
affect	personality

reflect	form
always	valuable
common	convenient
value	influence
receive	aim
accept	individual
benefit	diverse

- 3 Read the text and give names to each of its parts.

Human Values

Let's look at human values as a scientist looks at the phenomenon he chose for studying. What do we mean by human values? First of all, this is something we appreciate and want to have or some aims we want to achieve.

Second, human values are an individual matter, because each person defines what is good and important and what is not. Though there are certain universal human values such as, for example, honesty, kindness, goodness, high moral principles, freedom, they don't always mean one and the same thing to us. We often estimate differently the same things and actions.

What is good in one situation could be rather bad in some others. We all agree that people must not lie, lies are an evil thing, but we also know that the truth can sometimes kill a person. Thus, people often have to decide what to do or to say and this choice is not always easy and sometimes goes against their beliefs and principles.

Third, when we speak about human values, we usually do not include into this concept satisfaction of our physical needs. They are also important for us, often simply to be able to survive. But it would be fair to say that the concept of human values describes that part of our aims which are not immediately necessary for survival. We call these aspects of life spiritual¹, as opposed to the other aspects, which are referred to as physical or biological. Philosophy and religion traditionally work on the spiritual aspects of our life.



- 4 Read the text again and answer the questions.

- 1) How are human values described in the text? Do you agree with this definition? Would you like to add anything to it?
- 2) Is it true, in your opinion, that human values are an individual thing? Do you think that goodness, kindness can be understood differently by different people? Do universal human values really exist in your view?
- 3) Do you think that human values mentioned in the text are inborn features? Can they be developed in this case? Or do you support the idea that human values are worked out in a certain society and should be learned or acquired by its members?
- 4) In what way do you understand freedom? What factors can influence a person's freedom? Can and should personal freedom be limited? Can it be unlimited?
- 5) Which, in your opinion, are more important things for a person — spiritual or physical aspects of life? Can they be equally important?
- 6) Would you agree that our values and beliefs are able to solve the problems that exist in our society? Can they help immediately?
- 7) Do you think that only philosophy and religion should work on the spiritual aspects of life and help people to understand values?

¹ **spiritual** ['spɪrɪtʃuəl] — духовный

8) Can you say that values are not a constant phenomenon in our life? Do you think they can change? Can you give any examples how certain values have changed or are changing?

5 Work in pairs or in small groups. Decide which of the following human values are more important for the society and for individuals. Give your reasons.

honesty	high moral principles	a good family
kindness	peace	being useful to others
love	mercy (милосердие)	certain beliefs
friendship	freedom	equality
goodness	altruism	other



6 Complete the text with the derivatives of the words on the right.

The Russian people's attitude to life is largely governed by the climate. The Russian winter is known to (1) ... as "General Winter" because of the (2) ... part that low temperatures played in various attempt of (3) ... Europe to occupy Russia.



The Russian climate can be summed up (4) ... as: spring — wet: roads (5) ... from mud; summer — (6) ... hot: roads turned into dust tracks; autumn — wet: roads (7) ... from mud; winter (8) ... cold: roads (9) ... from snow.

(written by a British journalist)

history

decide

west

brief, passable

bearable

passable, awful

passable

English Nouns

Countable and Uncountable Nouns

1. Как вам уже известно, неисчисляемые имена существительные обычно не используются с неопределённым артиклем, но часто то или иное имя может быть неисчисляемым в одном своём значении и исчисляемым в другом. В этом случае они могут использоваться с неопределённым артиклем.

Uncountables

hair — волосы
cold — холод
country — загородная местность
land — суша
work — работа
study — учёба, изучение
grammar — грамматика
speech — речь (*способность говорить*)
wood — дерево
youth — юность
medicine — медицина

Countables

a hair — волосок
a cold — простуда
a country — страна
a land — страна
a work — произведение
a study — кабинет
a grammar — учебник по грамматике
a speech — речь (*обращение к слушателям*)
a wood — лес
a youth — юноша, юнец
a medicine — лекарство

2. Иногда неисчисляемые имена существительные, обозначающие различные материалы, переходят в разряд исчисляемых, если они развивают значение «произведённый из этого материала». Сравните:

Uncountables

iron — железо
glass — стекло
paper — бумага
nickel — никель
brick — кирпич (*материал*)
stone — камень (*материал*)

Countables

an iron — утюг
a glass — стакан
glasses — очки
a paper — газета
a nickel — монетка в пять центов
a brick — один кирпич
a stone — 1) один камень, 2) фруктовая косточка, косточка

3. Многие неисчисляемые имена существительные переходят в разряд исчисляемых, если они обозначают вид или порцию.

Uncountables

soup — суп (*еда*)
 wine — вино (*напиток*)
 perfume — духи
 cheese — сыр (*еда*)
 salad — салат
 water — вода (*жидкость*)
 metal — металл (*материал*)
 money — деньги
 ice cream — мороженое
 tea — чай

Countables

a soup — вид, порция супа
 a wine — сорт, марка вина
 a perfume — вид духов
 a cheese — сорт сыра
 a salad — вид или порция салата
 a water — сорт, вид воды
 a metal — разновидность металла
 a money — валюта
 an ice cream — порция мороженого
 a tea — порция чая

4. Обозначая разновидность или тип чего-либо, некоторые имена существительные, имея перед собой описательные определения, переходят в разряд исчисляемых и используются с неопределённым артиклем.

Uncountables

education
 business
 experience
 influence
 behaviour

Countables

a good education
 a successful business
 a bitter experience
 a great influence
 an unusual behaviour

7 Use the indefinite or zero article to complete the sentences.

- 1) a) This statue by Rodin is ... real work of art. b) Jim has been doing ... hard physical work since he was in his teens.
- 2) a) In cold countries they used ... stone for house building. b) The peach has ... stone inside.
- 3) a) I won't be long, I'll just go and buy ... paper to read on the train. b) ... paper is made of ... wood.
- 4) a) Can we have ... coffee and two teas, please? b) My doctor doesn't recommend me to drink ... coffee.
- 5) a) I've just bought ... new grammar, would you like to have a look at it? b) ... English grammar doesn't seem to be very difficult to me.
- 6) a) "I can see ... land!" shouted one of the sailors. b) England is ... land of traditions.
- 7) a) Peter has caught ... cold and is staying in bed. b) I hate ... cold, I'd like to live in ... hot country.
- 8) a) Cheddar is ... firm yellow cheese. b) ... cheese should be kept in the fridge.
- 9) a) ... salad is very good as a starter. b) I think I'll have ... salad to begin with.
- 10) a) My mother often speaks to me about the importance of ... education.
 b) Most parents want to give their children ... good education.

DO IT ON YOUR OWN

8 Use *the*, *a/an* or *zero article* to complete the sentences.

- 1) He says that ... beauty is his religion. Sally was not ... beauty but she had ... charm of ... youth.
- 2) ... speech is a wonderful gift of nature. Everyone expected Mr Ford to make ... speech at dinner.
- 3) Camping out was ... great experience for ... children. To work well one needs ... experience.
- 4) Things made of ... glass are easily broken. ... champagne is ... sparkling wine that one usually drinks from ... special champagne glass.
- 5) At ... age of fifteen he suddenly decided to devote his life to ... medicine. ... headache was so bad that she had to take ... medicine for it.
- 6) ... copper is ... soft reddish metal

that is easily shaped, and allows heat and electricity to pass through it easily. John had only ... copper in his pocket. 7) ... wall was made of concrete, decorated with stone. ... cruel hunter threw ... stone at the animal. 8) All the houses were made of ... brick and mortar. Bring me ... brick, please. 9) Young girls shouldn't wear a lot of ... perfume. "Poison" is ... perfume that is used by many women all over the world. 10) They can employ you only if you have ... experience in ... field. His was ... bitter experience.

9 Choose 4—5 synonymic pairs from exercise 2 and write your own sentences with each of the synonyms.



10 Use the words on the right in their appropriate forms to complete the text.

Love, peace, truth are important values that help an individual (1) ... a character. They all make a human being noble, caring and kind. It is the power of love that (2) ... one person (3) ... happiness for another and (4) ... pleasure in (5) ... well-being. We smile when we are happy. Happiness (6) ... when there is peace inside (7) ..., when our will is sufficiently strong, when we stop (8) ... by the desire to own (9) ... and (10) ... things. When there is peace in the individual, there will be peace in the family and in the community. We also should remember that learning to speak the truth is the (11) ... step in the formation of a strong character.

shape
make, wish
get, they
achieve
we
drive, many, many
one

Step 4

DO IT TOGETHER

1 A. Listen to the song,  (18), and sing it along.

Yellow submarine

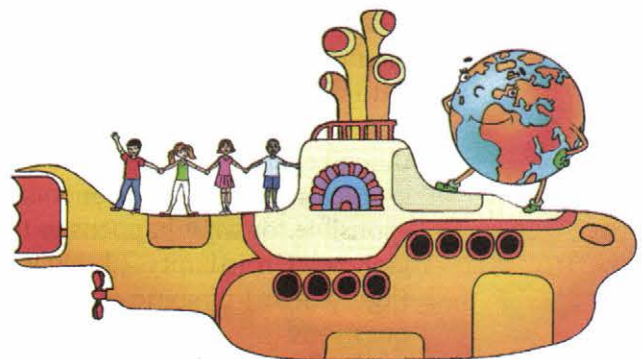
Lennon/McCartney

In the town where I was born
Lived a man who sailed to sea
And he told us of his life
In the land of submarines
So we sailed up to the sun
Till we found a sea of green
And we lived beneath¹ the waves
In our yellow submarine

We all live in a yellow submarine
Yellow submarine, yellow submarine
We all live in a yellow submarine
Yellow submarine, yellow submarine

And our friends are all aboard
Many more of them live next door
And the band begins to play

We all live in a yellow submarine
Yellow submarine, yellow submarine
We all live in a yellow submarine
Yellow submarine, yellow submarine



¹ **beneath** [br'ni:θ] = below

(Full speed ahead Mr Boatswain, full speed ahead
 Full speed ahead it is, Sergeant.
 Cut the cable, drop the cable
 Aye, Sir, aye
 Captain, captain)

As we live a life of ease
 Every one of us has all we need
 Sky of blue and sea of green
 In our yellow submarine

We all live in a yellow submarine
 Yellow submarine, yellow submarine
 We all live in a yellow submarine
 Yellow submarine, yellow submarine
 We all live in a yellow submarine
 Yellow submarine, yellow submarine

B. Answer the questions.

- 1) Is the life on board the yellow submarine good? If it is, what makes it good?
- 2) What, in your opinion, is the song about? What does the yellow submarine symbolize?
- 3) Can our planet be compared with the yellow submarine? Why or why not?



2 Read the text and complete it with the appropriate phrases (a—g). There is one phrase you don't have to use.

- a) make their choices and decisions
- b) will argue with them and say
- c) treat diverse beliefs with respect
- d) and the world can't be explained scientifically
- e) and are connected with our values
- f) all over the world
- g) might call themselves fatalists

All people believe in one thing or another. Our beliefs very much depend on our character, background and experience and (1) Some people believe in the supernatural, others (2) ... that they believe only in those things that can be proved and that rely on the power of human reasoning. Quite a number of people (3) They believe that all events in our lives are predetermined by fate¹ and therefore cannot be changed.

Meanwhile their opponents are sure to say that people themselves (4) ... and are responsible for what happens to them. A huge number of people (5) ... profess² some religion — Christianity [ˌkrɪstɪˈænɪti], Islam [ˈɪslɑ:m], Buddhism [ˈbʊdɪzəm], Judaism [ˈdʒuːdeɪzəm] or some other — and find in their religions answers to the most difficult questions.

Our beliefs are as varied as we are, that's why civilized modern people (6) ... and reject only those which are immoral or lead to illegal actions.

3 Many people all over the world are religious. Look at the symbols of the four main religions, the names of their sacred texts³ and the pictures of their sacred buildings. Say which religion they represent.

¹ **are predetermined by fate** — predeterminedены судьбой

² **to profess** [prəˈfes] — исповедовать

³ **sacred texts** — священные тексты, включающие в себя Библию (*собрание священных текстов христиан*), Трипитаку (*свод буддистских священных текстов*), Коран (*священная книга мусульман*), Тора (*заповеди и совокупность законов иудеев*).

Sacred Texts



1) the Bible



2) Tripitaka [tri'pitəkə]



3) the Koran [kə:'rɑ:n]



4) the Torah ['tɔ:rə]

Sacred Symbols



1) the cross



2) the wheel of life



3) the crescent and star



4) the star of David

Sacred Buildings



1) a church



2) a pagoda [pə'gəʊdə]



3) a synagogue



4) a mosque

4 Read through the list and say which of these things you believe/don't believe in and why.

- the world progress
- the postulate "Beauty will save the world"
- reincarnation [ri:'ɪnkɑ:'neɪʃn] (the belief that after you die you can be born again as a different person, animal or thing)
- life after death
- the idea that all events are predetermined
- the idea that love conquers everything
- love at first sight
- ill luck brought by black cats
- the postulate that money and power cannot make you happy
- the postulate that every new generation is wiser than the previous one
- ghosts and wishes
- UFO's (unidentified flying objects)
- magic
- horoscopes
- yourself

5 A. Do you believe in superstitions¹? Read some British superstitions and say if they are the same in Russia.

- It is lucky to meet a black cat. Black cats are depicted on many good luck greeting cards and birthday cards in England.
- It is lucky to touch wood.
- A horseshoe over the door brings good luck but it should be turned upside down.
- On the first day of the month it is lucky to say “white rabbits, white rabbits, white rabbits”, before saying your first word of the day.
- Catch falling leaves in autumn and you’ll have good luck. Every leaf means a lucky month next year.
- If a bee enters your home, it’s a sign that you will soon have a visitor.
- If you blow out all the candles on your birthday cake with the first puff, you will get your wish.
- If your right ear itches², someone is speaking well of you. If your left ear itches, someone is speaking ill of you.
- It is unlucky to walk under a ladder³.
- It is seven years bad luck to break a mirror.
- It is unlucky to spill salt. If you do, you must throw it over your shoulder to counter-act the bad luck.
- It is unlucky to open an umbrella indoors.
- The number thirteen is unlucky.
- Friday the thirteenth is a very unlucky day.

B. Can you remember any superstitions people believe in in the place where you live? What are they? Do you know any cases when superstitions came true? Say:

- what it was
- when it happened
- to whom it happened
- where it happened



6 Read the text and complete it with the appropriate words.

Nathaniel Hawthorne

Some of the greatest success stories of history resulted from a word of (1) Once Nathaniel Hawthorne came home a (2) ... man and told his wife that he was a failure and had been fired from his job in a customhouse. His wife Sophia surprised him with her reaction.

“Now,” she said happily, “you can write your book!”

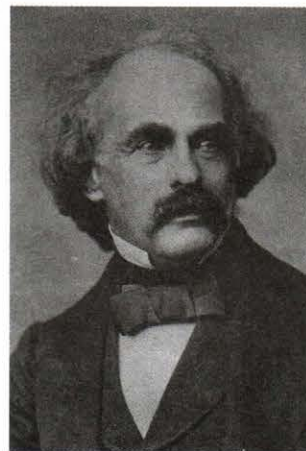
“Yes,” replied the man, “and what shall we live (3) ... while I am writing it?”

To his amazement, she opened a drawer and took out a big sum of money.

“Where on earth did you get that?” he asked.

“I have always known that you were a man of great talent”, she told him. “I knew that (4) ... you would write a masterpiece⁴. So every week I (5) ... a little out of the money you gave me for housekeeping. So here is enough to (6) ... us for one whole year.”

From her trust and confidence came one of the greatest novels of American literature, *The Scarlet⁵ Letter*.



¹ **a superstition** [ˌsu:pəˈstɪʃn] — суеверие

² **to itch** [ɪtʃ] — чесаться

³ **a ladder** [ˈlædə] — приставная лестница

⁴ **a masterpiece** [ˈmɑːstəpiːs] — шедевр

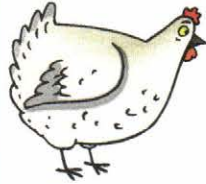
⁵ **scarlet** [ˈskɑːlɪt] — алый

- | | | | |
|---------------------|----------------|------------------|------------------|
| 1) a) entertainment | b) improvement | c) encouragement | d) advertisement |
| 2) a) brokenhearted | b) broken-down | c) broken | d) broken home |
| 3) a) for | b) with | c) on | d) at |
| 4) a) someday | b) sometimes | c) somehow | d) somewhere |
| 5) a) rescued | b) defended | c) protected | d) saved |
| 6) a) keep | b) last | c) continue | d) precede |

English Nouns

Countables and Uncountables

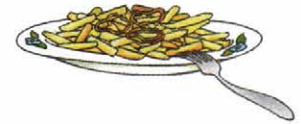
Некоторые исчисляемые имена существительные могут переходить в разряд неисчисляемых. В этом случае они используются с нулевым артиклем:



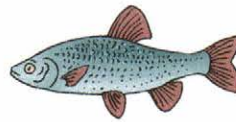
a chicken — chicken



a potato — potato



an apple — apple



a fish — fish



Would you like chicken or beef for dinner?
 There was too little apple in the pie.
 There is some mashed¹ potato in the bowl.
 I don't feel like eating fish.

Имя существительное *fish*, будучи исчисляемым, имеет две формы множественного числа:

one fish — ten fish (форма множественного числа совпадает с единственным);
 different fishes (различные виды/породы рыб).
 Trout² and salmon³ are fishes.

7 Complete the sentences using *the*, *a/an* or *zero article*.

- I like ... fried chicken.
- When I lived on the farm I had ... small yellow chicken and fed it myself.
- ... chicken or ... fish for supper? — I think I'll have ... fish.
- There was ... tiny chicken near the hen.
- Can I have a piece of ... fish, please?
- I have various ... fishes in my fish bowl.
- Give me ... apple, please.
- Cut ... apple, please.
- The apple pie was tasty. There was a lot of ... apple in it.
- What's this? — This is ... apple for the pie.

¹ **to mash** [mæʃ] — разминать

² **a trout** [traut] — форель

³ **a salmon** ['sætmən] — лосось

DO IT ON YOUR OWN

8 Use the appropriate forms of the nouns to complete the sentences.

1) (Potato/Potatoes) were brought to Europe from America. 2) I prefer (chicken/chickens) to meat and (fish/fishes). 3) I am not sure that there are different (fish/fishes) in this pond. 4) My granny likes fried (potato/potatoes). 5) We often eat (apple/apples) before dinner. 6) I need a (potato/potatoes) and two eggs for the salad. 7) Do (fish/fishes) ever fly? 8) We have no (fish/fishes) in the fridge. 9) You haven't got enough (apple/apples) in this pie. 10) Are we having mashed (potato/potatoes) for supper?



9 Complete the sentences with the derivatives of the words on the right.

- 1) On ... I agreed that we can read about values and beliefs in ... legends and myths.
- 2) The ... that Andrew believes in superstitions surprised Alice.
- 3) In my ... we'll be able to complete all the work on time in spite of this delay.
- 4) The ... of British superstitions was really surprising.
- 5) There was something dark and ... in front of the cottage.
- 6) His ... to the universal values was rather unexpected.
- 7) It will never do! Charles is ... late for classes.
- 8) Your ... advice was just to the point. We decided to follow it.

reflect
differ
reveal
estimate
diverse
shape
refer
constant
value

10 Complete the verse with the words which you consider most suitable.

How Brave Are You?

Would you marry in black instead of white?

- Cut your nails on a Friday
- a) flight?
 - b) night?
 - c) might?

Give a witch a lock of your hair?

- Break a mirror and not even
- a) care?
 - b) stare?
 - c) dare?

Jump up out of the wrong side of bed?

- Never sing, but
- a) laugh instead?
 - b) cry?
 - c) whistle?

Walk under ladders but care not a lot

- Point at rainbows while shouting, "So
- a) hot?"
 - b) rot?"
 - c) what?"

Is your favourite number 666?

- Do you enjoy taking
- a) all these risks?
 - b) either?
 - c) both?

Do you lap up dragon's blood and still feel glad?

No, you're not brave

- You're
- a) partly MAD!
 - b) increasingly!
 - c) completely!

Step 5

DO IT TOGETHER



1 Listen to the interview, (19), and decide which are the appropriate items to complete these statements.

1) Benjamin Osborn is ...

- a) a famous English writer
- b) a historian of literature
- c) a person who writes about good and bad qualities of various pieces of literature

2) ... didn't live a long life.

- a) Arthur Conan Doyle
- b) Arthur Conan Doyle's parents
- c) Arthur Conan Doyle's father

3) Conan Doyle began his literature career ...

- a) when he was working as a doctor
- b) being a medical student
- c) when he was travelling on board a ship to the Arctic

4) Conan Doyle published his first detective story in ...

- a) 1787
- b) 1887
- c) 1878

5) Beginning with the year 1891 Conan Doyle ...

- a) didn't have any medical practice and didn't write detective stories either
- b) spent all his time on writing works of literature
- c) travelled a lot and wrote stories and other works of literature

6) Conan Doyle wrote ...

- a) only stories
- b) different stories and novels
- c) only detective stories and novels

7) "Holmes's Last Case" was ... written by Conan Doyle.

- a) the last story about Sherlock Holmes
- b) the last but one story about Sherlock Holmes
- c) was not the last story about Sherlock Holmes



2 Answer these questions to find out what reading habits you and your classmates have got.

- 1) How much time do you spend on reading?
- 2) What kind of reading do you prefer: do you like reading books, newspapers, magazines? What kind of books, newspapers and magazines?
- 3) When and where do you usually read?
- 4) Do you read books only for your Russian Literature classes or do you do any extra reading?
- 5) Have you got any favourite books, favourite authors ['ɔ:θəz] or favourite characters?
- 6) How old were you when you began reading? Do you remember what book was the first that you read? What book did you especially like when you were a young child? Did your parents or grandparents read to you when you were very young? Have you heard of

- the tradition of reading aloud in the family circle? What do you think of it? Have you ever read books to your younger brother or sister? Do you like doing it? Why?
- 7) Do you collect books? How many books have you got at home? Are they mostly your books or your parents' books? Where do you keep them?
 - 8) How do grown-up books differ from children's books? Do you read grown-up books? Do your parents or teachers help you to choose books that you read?
 - 9) Do you use any libraries? What libraries? What are they like? Do you find them helpful? In what way?
 - 10) What does reading do for you? Is it an important part of your life? In what way can reading be useful to people?
 - 11) In the modern world young people often prefer to get information not from factual books but from other sources. Where do you usually look for the information you need?
 - 12) They say people tend to read less and less. Would you agree with it? Do you think books will disappear in the future?



- 3** Complete the text with the derivatives of the words on the right.

King Arthur and knights of the Round Table are the famous characters of the well-known English tales. They (1) ... popular in Europe for more than a thousand years. The first tale tells how king Arthur (2) ... King of England. It happened many (3) ... ago. The country (4) ... without a king for a long time and when things were at their (5) ..., Merlin, the magician, (6) ... to the place where the Archbishop of Canterbury lived. In the Churchyard a large stone (7) There were such words on it: "The man who can pull the sword out of the stone (8) ... King of England." None of the knights could do it. Arthur was a young boy then, but nevertheless he easily pulled the sword out of the stone and (9) ... King.



be
choose
century, be
bad
ride
find
be
become

- 4** Put the parts of this text in the logical order to get a tale about King Arthur.

How the Round Table Began

a) The knights sat at the Round Table and in every seat was the name of the knight, written in letters of gold, but two seats were empty. After that young Gawain [*ˈgɑ:wem*] came to the king and asked him to make him a knight on the day that he should wed Guinevere [*ˈgwɪnɪvɪə*]. "That I will do gladly," replied the King, "for you are my sister's son."

b) Merlin and a company of knights rode to the court of King Leodegrance [*ˈli:əʊdɪgræns*] to tell him that King Arthur decided to wed his daughter. King Leodegrance was happy to hear this news as he had a lot of respect for King Arthur. He also gave Arthur the Round Table, where a hundred and fifty knights could sit at a time.

c) "Sir," replied the man, "my name is Aries [*ˈɛəri:z*] the cowherd¹. I have thirteen sons who help me, but this boy will do nothing but shoot or go to watch battles and look at knights."

"What is your name?" said Arthur, turning to the young man.

"Sir, my name is Tor."

"Where is your sword that I may knight you?" said the king.



¹ a cowherd [*ˈkaʊhɜ:d*] — пастьух

“It is here, my lord.” Then Tor jumped off his horse, pulled out his sword and knelt before the King, asking that he might be made a knight and a knight of the Round Table.

“I will make you a Knight,” said Arthur, “but the further will show if you can become a knight of the Round Table.”

d) After King Arthur had fought and conquered many enemies, he decided it was time for him to get married and asked Merlin for advice.

“It’s well,” replied Merlin, “that you should take a wife, but is there a woman that you love better than another?”

“Yes,” said Arthur, “I love Guinevere, daughter of Leodegrance, King of Cameliard [ˈkæmljɑ:d]. This maiden is the fairest that I have ever seen or ever shall see. I want you to go to Cameliard and tell Guinevere’s father that I want to marry his daughter.”

e) As he was speaking, a poor man entered the court bringing with him a young man about eighteen years old. The man went and stood before the King: “I have heard, King Arthur, that at the time of your marriage you would give any man the gift he should ask for. If it is true, please, make my son a knight.”

“It is the great gift to ask,” answered the King.

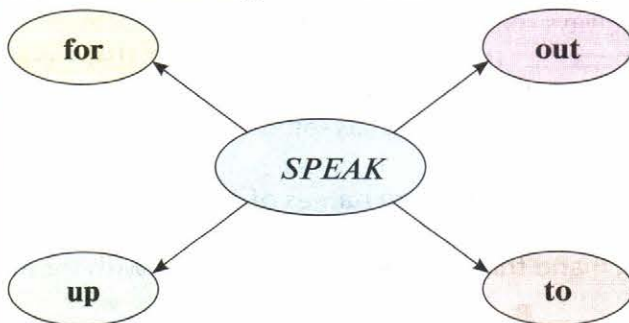
f) Soon King Arthur heard that Merlin and the knights were coming back with Guinevere and the Round Table. He was filled with joy and ordered that Sir Lancelot should ride and meet the future Queen and bring her to him. The preparations for the marriage began. “Now, Merlin,” said the King, “go and look about my kingdom and bring fifty of the bravest and most famous knights that can be found throughout the land.” But no more than eight and twenty knights could Merlin find. With these Arthur had to be content.

5 They say that human morals and beliefs are reflected in literature. Now, that you have read the tale about King Arthur what can you say about the values that existed in the Middle Ages? Read the list of values and say which of them were “a must” then and are still important now and which are not.

- bravery
- ability to defend your king and faith
- obedience to your master
- great interest in fights and battles
- beauty (a sense of beauty)
- chivalry (the qualities such as bravery, honesty, honour, generosity and kindness to the weak and the poor)
- necessity to defend a fair dame
- honesty
- having some property and riches
- being religious
- justice
- equality
- love for and devotion to your family
- a good education
- a high position in the society

Phrasal Verbs

Познакомьтесь с фразовыми глаголами с ядерным элементом **speak**.



1) a) **to speak for somebody** — говорить от лица кого-то
I speak for us all when I say how sorry I am for this mistake.



b) **to speak for itself/themselves** — говорить самому за себя
The results of his hard work speak for themselves.

2) **to speak out** — высказаться



Don't be afraid to speak out if you have a different opinion.

3) **to speak up** — говорить громче

Please, speak up, I can't hear you.

4) **to speak to somebody** — поговорить с кем-то о его поведении



I'm going to speak to him about it, I promise.

6 Complete the sentences with the words *for*, *out*, *up* and *to*.

1) I can't speak ... the others but I personally would like to learn one more foreign language. 2) He was the only person to speak ... against cutting the trees down. 3) You are late again. Come to my office after classes. I'd like to speak ... you. 4) If you want your friends at the back of the classroom to hear you, you'll have to speak 5) Today I would like to speak ... those who have no chance to speak ... themselves. 6) The number of mistakes in your test speaks ... itself: the mark can't be anything but bad. I'm sorry. 7) This politician always speaks ... on the questions of education and medicine. 8) I'm here today to speak ... those who are defending their country at the front. 9) I don't like the way Jack treats younger children. I think it's time for us to speak ... him. 10) Please speak ... as Mr Lenox has some trouble hearing.

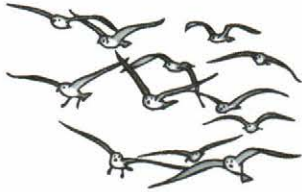
7 **A.** As you know collective nouns are names of a group of people, animals or collections of things. Match the collective nouns from column I with the word combinations from column II and think of your own sentences with them.

A.
1) a crowd
2) a team
3) a crew
4) the government
5) a class

B.
a) of footballers
b) of animals
c) of a country
d) of the plane
e) of people

B. Learn some new collective nouns. Read the word combinations and say what the underlined words mean in Russian.

1) a flock of sheep



a flock of birds



2) a pack of wolves



a pack of dogs



3) a swarm [swɑ:m] of flies

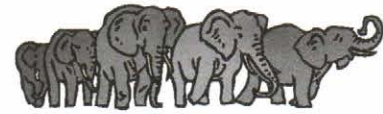


a swarm of bees



4) a pride of lions

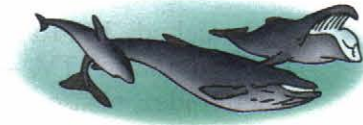
5) a herd of cows



a herd of elephants



6) a school of fish



a school of whales



7) a bunch of keys



a bunch of flowers



8) a bundle of sticks

DO IT TOGETHER

- 8** Use one of the nouns from the box to complete the sentences.

an army, an audience, a bunch, a bundle, a class, a committee, a school, a crew, a crowd, a family, a flock, a government, a herd, a pack, a pride, a swarm, a school, a team

- 1) A number of cows or bulls is a 2) A large number of people is a 3) All the people working on a ship or plane are a 4) A number of sticks is a 5) A number of sheep is a 6) A group of people who play or work together is a 7) A number of flies or other insects is a 8) A group of people chosen to direct some work is a 9) A group of relatives is a 10) People listening to or watching a performance are an 11) A number of flowers is a 12) A big number of soldiers is an 13) A group of elephants is a 14) A group of lions is a 15) A number of dogs or wolves is a 16) A group of statesmen or rulers of a country is a 17) A group of pupils is a 18) A group of whales is a

- 9** Choose the appropriate words to complete the sentences.

- 1) Somebody has to speak (to/for) the poor and unemployed. 2) We'd rather stay at home and watch TV. — Please speak (for/up) yourself, I prefer to go out. 3) If you have a better idea, please, speak (for/out). 4) Will you speak (up/out), please: it's rather noisy in here. 5) The number of people who came to the show spoke (for/to) itself: the show was a great success. 6) If there is anything you don't like about this plan, do speak (to/out). 7) Liz spends too much time in front of the computer. I have spoken (to/for) her two or three times, but nothing changes. 8) Today I'm speaking not only (for/to) myself but (for/to) all my classmates and friends.



- 10** Complete the text with the derivatives of the words on the right.

King Arthur — a Hero of Folk Tales

When Arthur became King of England, he gave a promise to be a good and just (1) ... for all the days of his life. He had to have many battles trying to stop the wrongs and (2) ...s in the country. Arthur's Knights were brave and (3) They often (4) ... attacked the (5) ... enemy and used his (6) ... to their advantage. King Arthur himself often pulled out his strikingly (7) ... sword during the fights to defeat the knights of other (8) ...s.



rule
just
courage, unexpected
suspect, weak
help
king

Step 6

DO IT TOGETHER

- 1** You will hear one of the tales about King Arthur's knights (20). Say which of the facts below (1—9) are true, false or not stated.

- 1) Camelot ['kæmələʊt] is thought of as a wonderful magical place.
- 2) King Arthur's court was in Camelot.
- 3) Sir Lancelot was King Arthur's son.

- 4) Sir Lancelot was brought up in a beautiful underwater palace.
- 5) Sir Lancelot was more skilful than the other knights of the Round Table.
- 6) Sir Lancelot was taken from his mother in his childhood.
- 7) The Holy Grail is the cup that is believed to have been used by Christ before his death.
- 8) The Holy Grail was searched for by King Arthur's knights.
- 9) The Holy Grail was never found by King Arthur's knights.



2 Work in pairs. Discuss your favourite authors, their works and your favourite characters. Find out:

- what works of literature your partner likes to read
- who your partner's favourite writers are
- who your partner's favourite characters are and why he/she likes them

3 A. Read the text "Visual Art" and give titles to its five parts.



Visual Art

Visual art is a vast subject, including all kinds of pictures and sculptures. Artists make art for many reasons.

Hundreds of years ago — when many people couldn't read — paintings were often designed to illustrate stories, especially Bible stories. And a lot of paintings were made to decorate churches.

More recently, artists have begun to paint to express their own feelings or explore ideas, just to create something beautiful.

People have always argued about art — how to make it, what it should look like and why. But there are no right or wrong answers. For example, some people think that paintings should look true to life. But many artists want to create more imaginative works — especially now that we have photographs to record how things look.

It's common knowledge that there's a huge difference in what artists do. What kind of art you enjoy is up to you.

B. Say with what statements from the text you may agree/disagree and why. Consider the following:

- the definition of visual art
- reasons why artists make works of art
- arguments about works of art

4 Answer the questions.

- 1) Are you interested in art? What art in particular?
- 2) Painting and sculpture are visual arts, aren't they? Which of them do you think is more exciting for you?
- 3) What world-famous artists do you know or like?
- 4) Who is your favourite painter? Why?

- 5) Which of the two genres — portrait or landscape painting — attracts you more? Do you know any well-known portraitists/landscapists?
- 6) Many artists produced pictures of scenes at sea. Can you say that Aivazovsky was a famous Russian seascape painter? Do you know any names of his pictures?
- 7) Do you know any British museums?
- 8) Do you ever go to picture galleries and art museums? Which galleries/museums? What important picture galleries and art museums do you know in Russia and abroad?
- 9) Where can we see sculptures? Where are they usually placed and why?
- 10) Do you think photography can be called a visual art? Why? Why not?
- 11) Have you ever tried your hand at any of these three arts — painting, sculpture and photography? How successful were you?

5 Listen,  (21), and read.

A. deny [dɪˈnaɪ] — отрицать

glorious [ˈɡlɔːriəs] — великолепный, изумительный, славный

image [ˈɪmɪdʒ] — образ, представление

masterpiece [ˈmɑːstəpiːs] — шедевр

recognize [ˈrekəɡnaɪz] — узнавать

recognition [ˌrekəɡˈnɪʃn] — 1) признание; 2) узнавание

sincere [sɪnˈsɪə] — искренний

trend [trend] — направление

vague [veɪɡ] — неясный, нечёткий, туманный

scores of — множество

to an (some) extent — до известной степени

B. deny (denied): to deny the fact. He denies that he has ever seen her. Do you deny this to be your writing?

glorious: a glorious day, a glorious victory, glorious works of architecture. This poem praises a glorious military victory.

image: to create images, to have a clear image of something. We produce books, which give positive images of disabled people. Those were images of strange-looking animals.

masterpiece: Leonardo's masterpiece, a masterpiece of medieval architecture. St Paul's Cathedral is a masterpiece of classical architecture.

recognize (BrE recognise): to learn to recognize, to recognize somebody by something, to be recognized. I easily recognized her by her red hair. He recognized the man as one of the police officers.

recognition: without recognition, recognition by/from one's colleagues, a lack of recognition, to struggle for recognition. She has worked actively but without recognition.

trend: a dominant trend, a healthy trend, a fashion trend, a trend to/towards something, a trend in something. Current trends suggest that car traffic will continue to grow. What can you say about the latest trends in popular music?

sincere: a sincere answer, sincere feelings, words. I want to express my sincere apologies for what I said.

scores of: Scores of volunteers offered to help.

to (some) an extent: To a certain extent, I was relieved.

6 Complete the text with the words from the box.

sincere, glorious, trends, masterpiece, deny, recognized, scores of

The Beauty Remains, the Pain Passes

Henri Matisse and Augusto Renoir are widely (1) ... French artists who developed new (2) ... in art and produced (3) ... wonderful paintings. Although Matisse was twen-



Henri Matisse

ty-eight years younger than Renoir, the two artists were dear friends, always (4) ... and open with each other.

During the last decade of his life, Renoir was almost paralyzed by arthritis but continued to paint in spite of his illness. Once Matisse, who visited him daily, watched the elder painter working in his studio and fighting terrible pain with each movement. Matisse said: "Augusto, why do you continue to paint when you are in such agony?" Renoir answered simply: "The beauty remains, the pain passes. You are an artist yourself, my friend, and you can't (5) ... that." And so, almost to his dying day, Renoir put paint to canvas. One of his most (6) ... (7) ..., *The Bathers*, was completed just two years before his passing, fourteen years after he was stricken by his disabling disease.



Augusto Renoir

Idiomatic English

Colour Idioms

Многие идиомы включают в свой состав названия цветов, причём иногда метафора, на основе которой происходит переосмысление, легко угадывается или понять её помогает русский аналог:

- blue with cold
- brown bread
- black humour
- black look
- as white as snow
- as black as coal
- as red as a beetroot
- a red rag to the bull

Однако во многих случаях идиомы с «цветовым компонентом» необходимо заучивать:

- to be green with envy — позеленеть от зависти
- to have green fingers — быть умелым садоводом
- to show a white feather — струсить
- once in a blue moon — очень редко
- out of the blue — неожиданно, как гром среди ясного неба
- to be yellow — быть трусом

7 Use the appropriate "colour" adjectives from the box to complete the sentences.

blue, green, black, brown, red, white, yellow

- 1) One of them wrote to us out of the ... several years later.
- 2) You don't need ... fingers to fill your home with beautiful autumn leaves.
- 3) Could you buy a loaf of ... bread, please?
- 4) ... humour involves jokes about sad and difficult situations.
- 5) He appeared in the doorway, ... as snow, eyes wide in horror.
- 6) He has always been ..., a real coward. 7) This sort of information is like a ... rag to a bull for the tobacco companies.
- 8) I'm afraid he'll show a ... feather on the battlefield.
- 9) Gerald's lips were ... with cold.
- 10) He told a lie and became as ... as a beetroot.
- 11) The night was as ... as coal, they couldn't see anything in front of them.
- 12) At the sight of his cousin's new jeep Chris became ... with envy.

DO IT ON YOUR OWN



8 Complete the text with the derivatives of the words on the right.



Valentin Serov was born in St Petersburg. He was the son of the well-known (1) ... Alexander Serov. In his (2) ... the future (3) ... lived in an (4) ... atmosphere: not only (5) ...s but also (6) ...s such as Mark Antokolsky and Ilya Repin were (7) ...s to the house. Valentin's powers of (8) ... and talent for drawing became (9) ... from an early age and the conditions in which he grew up helped his (10)

compose, child
art, art
music, art
visit
observe, evidence
develop

9 Match the words and expressions on the left (1—9) with their definitions (a—i).

- | | |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1) trend | a) an excellent piece of work, especially art which is the best type or one of the best that a particular person has done |
| 2) sincere | b) a picture or idea of something in your mind |
| 3) recognition | c) a gradual change or development that produces a particular result |
| 4) masterpiece | d) a lot (of) |
| 5) glorious | e) not clear or not easy to see |
| 6) image | f) very beautiful or extremely successful and likely to be remembered |
| 7) scores (of) | g) talking and acting in a way that shows you really mean what you say and do |
| 8) to some extent | h) praise, respect or admiration |
| 9) vague | i) partly, not completely |

10 Look at some reproductions of works of art created by Russian artists and match them with the names of the artists.

Example: Picture 1 called "Rye" belongs to the brush of Ivan Shishkin.



Rye



The Tenth Wave

- Karl Briullov
- Victor Vasnetsov
- Ivan Shishkin
- Alexei Savrasov
- Michail Vrubel
- Ivan Aivazovsky
- Orest Kiprensky
- Isaak Levitan



The Swan Princess



A Lady on Horseback



Alyonushka



Golden Autumn



The Rooks Have Come



Portrait of A. Pushkin

Step 7

DO IT TOGETHER



1 Listen to the dialogue, (22), and say which facts are true, false or not stated in it.



- 1) Olga is a visitor to London.
- 2) Olga knows a lot about Joseph Malord William Turner.
- 3) One can see contemporary¹ pictures in the Tate Britain.
- 4) One can't see Turner's works in the Tate Modern.
- 5) Brian doesn't like Turner's paintings.
- 6) Brian's interest in painting is not limited by British artists.



- 7) There are hundreds of Russian paintings in the Tate collection.
- 8) The Tate Gallery has the name of an art collector.

2 You know the words in column A. Read the sentences (1—10) and say what the words in column B mean.

A.

deny
glorious
recognize
sincere
trend
vague

B.

denial
glory
recognizable
sincerely
trendy
vaguely

- 1) His flat² denial of the incident surprised us. We were sure he had taken part in it.
- 2) We can't put up with the denial of human rights.
- 3) Those who died bravely in battle earned everlasting glory.
- 4) The bright moonlight showed the palace in all its glory.
- 5) The plant is easily recognizable as it has very specific leaves.
- 6) The city is hardly recognizable since I last visited it in 1990.
- 7) I sincerely hope that your father will be well again soon.
- 8) His clothes are always very fashionable, really trendy.
- 9) This is the area

¹ **contemporary** [кəп'tempərəri] — современный

² **flat** — эд.: категорический

where London's trendiest night clubs are situated. 10) His face seems vaguely familiar to me.



3

Read the text and match the names of the picture galleries (a—e) with the statements (1—6) below. One statement you don't have to use.

- 1) The building of this gallery used to have different functions in its history.
- 2) This museum does a lot of educational work.
- 3) The first paintings in this gallery's collection were once given to the country and its people.
- 4) The original part of this gallery's collection was a gift to the capital city.
- 5) This gallery has the largest collection of paintings and sculptures.
- 6) The original name of this gallery was not connected with art.

The Greatest Galleries of the World



a) The National Gallery, London

England, among her European neighbours, was almost the last to open a national gallery. The Vienna Gallery was opened in 1781, Paris — in 1793, Amsterdam — in 1808, Madrid — in 1809, Berlin — in 1823 and only a year later, in 1824 the National Gallery was founded in London. In that year an English private collector, Sir George Beaumont ['bəʊmənt], offered his small but excellent collection of Old Masters¹ to the nation. It was hoped that easy access to great works of art would improve the public taste. Within the first seven months 24 thousand people saw the pictures. Now more than 2 million visit the Gallery annually.



b) The Louvre, Paris

The Louvre is located on the bank of the Seine River. It was originally constructed as a fortress in 1190 and later turned into a royal palace. By now the Louvre has seen a lot of additions and renovations and become one of the largest museum complexes in the world. Today the Louvre houses more than 6,000 European paintings dating from the 13th to the 19th century. The importance of this great museum cannot be underestimated. It has become a symbol of art and a Mecca for artists and art lovers.



c) The Hermitage, St Petersburg

The collection of the State Hermitage includes more than 3 million works of art and artifacts of the world culture. The collection is situated in the centre of Petersburg in several buildings. One of them is the Winter Palace, the former residence of the Russian emperors. The Hermitage runs clubs and societies for children. The Hermitage clubs are a kind of school of art history. The first lessons started in the museum about a hundred years ago. They are given by art historians and archaeologists who tell the children about the culture and art of different ages and countries. The children have an opportunity to feel as researchers discovering secrets of the past. They also have a chance to try their hand at creative work.



d) The Uffizi Gallery, Florence

The beautiful palace where the gallery is situated was constructed in the 16th century as the offices for the Florentine magisters — here the name “Uffizi” (“offices”). As soon as the

¹ **Old Masters** — important painters of former times or their works

construction was ended the palace began to be filled with outstanding masterpieces of the Medici¹ collection and artworks coming from other sources. In 1765 the gallery was officially opened to the public.

Today the Uffizi is one of the most popular attractions in Florence. People come here to see the works by Giotto, Botticelli, Leonardo, Raphael, Titian, Caravaggio to name only a few of the old masters.

e) The State Tretyakov Gallery, Moscow



Pavel Mikhailovich Tretyakov, a rich Moscow merchant², started collecting Russian paintings in the 1850s. At the same time the Tretyakovs moved to their new house in Lavrushinsky — the mansion³ that would become a world famous museum. Tretyakov's collection included works of old masters as well as contemporary art. The collector had a perfect taste and every artwork he bought was a masterpiece.

In 1892 Tretyakov presented his growing collection and the Gallery housing it to the city of Moscow. Now the Gallery has a priceless collection of old Russian icons, paintings, sculptures and graphics of the 18th—20th centuries.



4 Speak about an art gallery. Mention:

- where it is situated
- when it was opened
- what art works it contains
- if it has any works of Old Masters
- how big and/or important it is
- why you have chosen to speak about it

5 A. Work in pairs or in small groups. Decide which of the following arts:

- requires a natural (inborn) talent
- can be easily learnt/is hard to learn
- takes a lot of time to practise
- is considered to be an art for the selected few/an art for everybody
- makes a good hobby
- helps to meet people
- develops you physically and/or intellectually
- requires special equipment
- can be very expensive to practise
- is more/less popular among young/old people

music, dance, singing,
theatre, film-making,
painting and drawing,
sculpture, photography,
pottery, literature

¹ **the Medici family** — an Italian family that owned a bank and that ruled Florence from the 15th to the 18th century and spent much of their money on the arts

² **a merchant** ['mɜ:tʃənt] — купец

³ **a mansion** ['mænsən] — особняк

B. Say which of the arts you would like to practise (are already practising) and why. Give at least three good reasons.

Social English



Notices and Warnings

Когда человек попадает в чужую страну, для него очень важно понимать, что написано на различных объявлениях.

Некоторые из них сообщают определённую информацию:

Out of order

To let

No vacancies

Nothing to declare

Sold out

Staff only

Другие выражают просьбу делать что-то или не делать чего-либо:

No smoking

Please stuck your plates neatly on this table

No parking

Please keep off the grass

No exit

Keep right

No trespassing

Do not leave bags unattended

Please do not disturb

Do not lean out of the window

Please do not feed the animals

Keep your dog on the lead

Please do not remove the furniture

Keep Britain tidy

Please queue the other side

Ряд объявлений носит предупреждающий характер:

Mind your head

Beware of pickpockets

Mind your step

Beware of the dog

Mind the doors

Обратите внимание на то, что на английском языке объявления зачастую звучат менее категорично, чем на русском. Учтите это, если вам придётся писать подобные объявления. Сравните:

Keep off the grass. — По траве не ходить.

Please do not disturb. — Не беспокоить.

6 Find in the Social English section English equivalents for the following notices and warnings:

- 1) Не оставляйте багаж без присмотра;
- 2) только для служебного пользования;
- 3) держитесь правой стороны;
- 4) сдаётся в наём;
- 5) очередь с другой стороны;
- 6) осторожно, низкий потолок;
- 7) держите собаку на поводке;
- 8) остерегайтесь воров-карманников;
- 9) билеты проданы;
- 10) вход воспрещён;
- 11) осторожно, ступенька;
- 12) мебель не передвигать.

English

Nouns

More Facts about Nouns Denoting Names of Persons

1. Как вам известно, с собственными именами существительными артикли обычно не употребляются:

William, Mr Richardson, Lady Bracknell, Doctor Watson.

2. Имена существительные *mother, father, cousin, aunt, uncle, baby, granny etc.* фактически приравниваются к именам собственным, когда они используются членами одной семьи, и употребляются без артикля. В подобных случаях данные существительные часто пишутся с заглавной буквы:

Father has come. Is Uncle back?

3. Неопределённый артикль используется перед именами собственными, если речь идёт об одном члене семьи (a Parker) или о каком-то незнакомом человеке с данной фамилией (a Mr Miller). В этих случаях перед существительными часто используются определения *true, certain*:

She is a true Parker.

A certain Mr Miller wants to see you.

4. Типичны случаи переноса имени автора на созданные им произведения или объекты. В этом случае имя собственное переходит в разряд нарицательных. Оно может употребляться с неопределённым и определённым артиклем, но пишется с заглавной буквы.

Webster — a Webster (словарь, составленный Вебстером)

Ford — a Ford (машина, созданная на заводе Форда)

Picasso — a Picasso (картина, автором которой является П. Пикассо)

The Sheldon I bought yesterday was rather expensive.

7 Use *a/an, the* or *zero article* to complete the sentences.

- 1) ... Constable ['kɒnstəbl] is a famous British landscape painter.
- 2) I'm not sure this is ... true Turner.
- 3) "Why should ... Dad always refer to me as ... Child? I'm quite ... grown-up person already."
- 4) ... William Blake was not only ... poet, he was ... outstanding painter as well.
- 5) Who is there, Jeff? — ... certain Mr Wren has come to speak to you, Sir.
- 6) Nowadays ... Ford is hardly the most fashionable car make.
- 7) You can see ... Renoir and several works of ... other impressionists in this local museum.
- 8) ... Dr Scott, ... father of ... family was ... busy old man.
- 9) His children had no ... mother, because she died when they were ... babies.
- 10) ... Aunt Polly, their father's sister, was ... mother for them.

DO IT TOGETHER

8 Match the words (1—6) and their definitions (a—f). Then write your own sentences with the new words.

- | | |
|-----------------|--------------------------------------------------------------|
| 1) denial | a) very fashionable or very influenced by the latest fashion |
| 2) glory | b) easily to identify |
| 3) trendy | c) truly meaning what you say |
| 4) recognizable | d) the fame and admiration that you gain by doing something |
| 5) vaguely | e) a statement that is not true |
| 6) sincerely | f) in such a way that is not clearly expressed or explained |



9 Complete the text, use the appropriate grammar forms of the words on the right.

Renaissance Architecture

Renaissance architecture (1) ... from the movement which (2) ... people, especially those of Florence in Italy, everywhere looking for writings of ancient Greek and Roman authors. The Gothic



Style of buildings never (3) ... with enthusiasm in Italy. Though certain Gothic structural methods (4) ... by Italian architects, yet in (5) ... hearts the builders of the country (6) ... still loyal to the old classical ideas. So Italy readily (7) ... to reintroduce classical ideas and forms in the art of architecture. The Italians (8) ... in this by the presence of the remains of ancient Roman buildings which could be (9) ... in almost every Italian city.

spring, send

meet

take

they

be

begin

help

find

10 Complete the following notices and warnings.

- 1) ... disturb;
- 2) ... parking;
- 3) ... of the dog;
- 4) ... to declare;
- 5) ... the animals;
- 6) ... only;
- 7) Sold ...;
- 8) Do not lean ...;
- 9) Out of ...;
- 10) Do not leave bags ...;
- 11) Please queue ...;
- 12) Please keep off ...

Step 8

DO IT TOGETHER

- 1** Listen to five texts about Russian composers (1—5),  (23), and match them with the statements (a—f). There is one statement you don't have to use.



- This composer wrote music that helped people to struggle and survive.
- This composer was in the military service before he began teaching music.
- This composer spent the last years of his life in Germany.
- This composer didn't have any brothers or sisters.
- This composer changed his musical style.
- This composer admired the music of a certain foreign composer.

- 2** Answer the questions.

- What role does music play in your life?
- Can you play any musical instrument(s), dance or sing? How important is it for a person to be able to do these things?
- What kind(s) of music do you prefer?
- When, where and how do you listen to music? How often do you do it?
- Do you have any favourite performers — a musician, a singer, a band or a group? Why do you like them?
- What makes music such a popular hobby? Do you think it is mostly a hobby for the young?
- Can people become addicted to music? In what way can such an addiction play a negative role in one's life?
- How can anyone develop their taste in music?

- 3** Read the text and give it a title. Say which of the statements after it are not true.

I n t e r v i e w e r: Today in our studio we meet Tom Hopkins, a pupil of a school in Newcastle. Tom has won the first prize in the essay competition "Music in My Life". Welcome, Tom, and the question to you is about the role music plays in your life.

T o m: Music has always been an important part of my life. In fact, it has helped me to become the kind of person I am today. Music gives me the strength I need to move forward¹, to achieve my goals and to believe that I have the power to change certain things in our world.

I n t.: Can you explain how it happens? Could you give examples?

T o m: Sometimes in my life I feel deep emotions and I don't know how to control them. That's where music comes in. It helps me to express myself through the emotions that I'm feeling. Through music I'm able to observe the world in a different light.

¹ **forward** ['fɔ:wəd] — вперёд

I n t.: Sorry, but I don't quite understand.

T o m: Wherever I start to feel discouraged thinking that the world has turned its back on me, I listen to slow and even depressing music. Of course, there are also instances when all I want to do is laugh and jump around the house, dancing to all my favourite catchy tunes. During those times, I listen to a totally different style of music. It could be pop, techno, electronic, punk or even all of the above. It all depends on my mood.

I n t.: So, it's possible to say that you can't live without music...?

T o m: In a way that's true. I wake up in the morning to the sound of my alarm clock which changes depending on my favourite song. Then I go to school where I listen to music on my iPod. I do constantly sing songs in my head between classes or really any-time throughout the day. Even when I go to bed and lie in the darkness I often listen to the sound of the radio or some music channel on television.

I n t.: And what do your parents say about your love of music?

T o m: Honestly speaking, they often ask me how I can constantly be listening to music. But I don't understand how anyone could not listen to music every second of the day. In my view music offers love to a world full of hatred and brings peace.

I n t.: Music is often referred to as "the International Language". What do you think about it?

T o m: That's a simple thought but there's a lot behind it. Even if you cannot speak the language of a foreign country, you can move, dance and most of all enjoy the music of the country. While we may not understand the words of this or that song, we do understand the beauty of music.

I n t.: Why, in your view, do people write and perform music?

T o m: For a variety of reasons, including human pleasure, religious and ceremonial functions. Music is an entertainment product for sale too. But whatever the purpose — music is a necessary part of our life.

- 1) Tom Hopkins is the winner of the "Music in My Life" competition.
- 2) Music helps Tom practically in all situations.
- 3) Tom explains how music helps him to change the world for the better.
- 4) Tom's prefers pop music to techno.
- 5) Tom's parents listen to music as much as their son does.
- 6) Tom doesn't agree that music can be compared with a global language.
- 7) Tom is sure that diverse reasons make people write and perform music.

- 4 A.** Say if your attitude to music can be compared with Tom's. Is there anything in the interview with which you can disagree? Consider the following:



- music is an important factor in a person's life
- music can help people to get over sad moments in their lives
- music can help to feel happy moments of our lives much stronger
- music can help people to raise their moods, to fight stress and pain
- music can be regarded as a universal language
- music can develop a person's inner world and make them better
- music can teach people various things and make them think over lots of problems
- all music styles can coexist, they are all necessary and useful
- as world cultures grow closer, their particular musical styles merge¹

¹ **to merge** [mɜːʒ] — сливаться, соединяться

B. Speak about music in your life.

- 5** Divide these words into three groups: a) those belonging to the theatre, b) those belonging to the cinema and c) those belonging to both of them.

Theatre

Cinema

Theatre and Cinema

a musical, a screen, a curtain, a thriller, an audience, a performance, a play, an usher, stalls, a soundtrack, a dramatist, a box, a seat, 3D, scenery, to applaud, to book, to stage, to show, to shoot, to star, to direct, to dub



- 6** Describe a film or a play you have seen. Mention:

- the title
- when it was made/staged
- who directed it
- who played/starred in it
- what type of film/play it is
- what it is about
- what impression it made on you

- 7** Choose the appropriate words to complete the sentences.

1) When I go to the theatre, I prefer a (place/seat) in the stalls or in one of the boxes. 2) When the play ended, everybody (raised/rose) to applaud the actors. 3) I love this painting but I'm afraid I can't remember the name of the (artist/actor). 4) From (line/row) V we could see the (stage/scene) very well. 5) When the curtain was (raised/risen), everyone was able to admire the beautiful (decorations/scenery). 6) From the top of the hill the tourists saw a lovely (landscape/view) that (lied/lay) in front of them. 7) I like the works of this painter for their bright (colours/paints). 8) I think all the (viewers/spectators) in the cinema felt disappointed when the film was over. 9) Our latest visit to the picture gallery was (fun/funny), we really enjoyed it. 10) I can't speak (for/to) everybody but, personally, I prefer drama to comedy.

DO IT ON YOUR OWN



- 8** Complete the text with the derivatives of the words on the right.

What Is Pop?

In 1956 a young man from the (1) ... part of the US made a record called "Heartbreak Hotel". His name was Elvis Presley. It was the (2) ... of many hits for Presley and one of the (3) ... modern pop records. "Pop" is popular music: the music of the people. Pop tells you it is OK to feel the way you do and be (4) It is about (5) ... and troubles of our life. Pop can be strange, it can be fun, it can be (6) For the people who work in the pop business, it is (7) ... about making money. For most people, it is about having a good time. Pop is for now. Most pop doesn't mean very much. And yet, now and then, pop says something important in a (8) ... way. There is a (9) ... of songs and sounds which speak to everyone.



south

one, one

differ

happy

danger

usual

beauty, vary

9 Complete the questions using the right verb forms.

1) How many years (pass) since you (begin) learning to play the piano? When you (begin)? How much progress you (make) since then? 2) What she (do) in the garden now? 3) When the conversation (take) place? 4) What you (tell) her then? 5) She (read) a lot about Turner's masterpieces before she (get) to the Tate Britain? 6) You always (visit) the National Gallery when you (come) to London? 7) You (know) when she (come) tomorrow? 8) Where you (meet) her the other day? What you (explain) to her? 9) Who (wait) for you downstairs when you returned? 10) Your parents (inform) about the incident?


10 Do you know these music terms? Complete the sentences with the appropriate words.

- 1) The cello is a ... instrument.
 - a) brass
 - b) string
 - c) keyboard
- 2) "Presto" is a tempo marking meaning
 - a) "very fast"
 - b) "in moderate time"
 - c) "slowly"
- 3) Tenor is
 - a) higher than alto
 - b) higher than baritone
 - c) the highest of the three pitches: alto, tenor and baritone
- 4) "Forte" is a dynamic marking meaning
 - a) "soft"
 - b) "quite"
 - c) "loud"
- 5) An octet is a group of ... musicians.
 - a) six
 - b) seven
 - c) eight
- 6) Do(h) is the ... note on the sol-fa musical scale.
 - a) first
 - b) last
 - c) first and the last
- 7) Percussion instruments produce sounds by being
 - a) blown into
 - b) struck
 - c) pinched
- 8) A ... is usually based on a religious text.
 - a) cantata
 - b) concerto
 - c) sonata
- 9) The group of woodwind instruments doesn't include
 - a) harp
 - b) flute
 - c) clarinet
- 10) When we speak of Baroque music, we mostly mean the ... century.
 - a) 16
 - b) 17
 - c) 18

Step 9

Consolidation Class

DO IT TOGETHER

1 Listen to the text about pop music,  (24), and decide which of the statements (1—8) are true, false or not stated.

- 1) The pop music of the eighties continued the main trends of the popular music of the fifties.
- 2) Musicians began to use electronic instruments performing pop music in the eighties.
- 3) Pop music began to spread outside America.
- 4) Michael Jackson became famous when he was a teenager.
- 5) Michael Jackson invented a new dance.
- 6) Nobody could dance the Moonwalk as Jackson could.
- 7) Michael Jackson died in the 21st century.
- 8) He was a profoundly influential performer of his time.



2 Complete the sentences with the appropriate words.

A. Colour Idioms

1) We were all sure that Sam would show a ... feather and wouldn't join us. 2) They say Mary has ... fingers: hers is the most beautiful garden in the neighbourhood. 3) Samantha gave me a ... look but didn't say a word. Anyway, I knew she was very angry with me. 4) The news of moving house came out of the Nobody had expected that. 5) Isn't Clara jealous? She is ... with envy every time someone is praised. 6) We receive visitors once in a ... moon. Having a party is very unusual for us. 7) Hearing about the incident again and again has the effect of a ... rag to the bull.

B. Notices and Warnings

1) The notice said "No ...", so we knew we couldn't leave the building through that door. 2) The notice said "... only", so we knew the shower room was not for the hotel visitors. 3) The notice said "No ...", so we knew that the hotel was full. 4) The notice said "Please do not ...", so we knew that our coming would not be welcome. 5) The notice said "No ...", so we knew it was someone's private territory. 6) The notice said "Keep Britain ...", so we knew we were not supposed to leave rubbish in the park. 7) The notice said "... of pickpockets", so we knew we had to watch our purses, wallets and mobiles.

3 A. Match the words with their definitions and complete the sentences with the appropriate forms of these words.

- | | |
|-------------|-------------------------------------------------------------------------------|
| 1) diverse | a) very beautiful in a way that makes you feel happy |
| 2) constant | b) very fashionable but often silly |
| 3) glorious | c) talking and acting in a way that shows you really mean what you say and do |
| 4) sincere | d) very different from each other |
| 5) vague | e) not clearly or fully explained |
| 6) trendy | f) continuous or regular over a long period of time |

1) It was a ... morning, the beginning of a perfect day. 2) When William was speaking, he sounded very ... and I believed him. 3) Robbie's interests are really ...: he is good at photography, plays basketball, practices painting and makes pottery. 4) Jemma's ... clothes looked out of place at school. 5) You've explained yourself in such a ... way that I did not understand anything. 6) Little babies require ... care and a lot of love.

B. Match the words with their definitions and complete the sentences with the appropriate forms of these words.

- | | |
|-----------------|----------------------------------------------------------------------------------------------|
| 1) to estimate | a) to know who the person is or what the thing is because you have seen or heard them before |
| 2) to reveal | b) to let something become known |
| 3) to value | c) to say that you did not do something that someone has suspected you of doing |
| 4) to deny | d) to consider someone or something to be important |
| 5) to recognize | e) to say what you think an amount or value of something will be |
| 6) to reflect | f) think about something carefully |

1) No one will ... the fact that the scientists are on the threshold of a new discovery. 2) When I met Paul in the club, I could hardly ... him: so much he had changed. 3) The art dealer ... the painting at 20,000 dollars. 4) Folks art often ... the specific character of nations. 5) All the way home she ... on what had happened to her and her friends. 6) You don't know how much I ... your friendship.

4 Use *a/an, the* or *zero article* to complete these sentences.

- 1) a) There was a little bottle of ... perfume on her dressing table. b) "Chanel 5" is ... expensive perfume. 2) a) Ron picked up a piece of ... paper and gave it to her. b) Could you buy ... paper for me to read on the train? 3) a) ... iron is a strong hard metallic element that is found in rocks. b) ... iron has a handle and a flat metal base. 4) a) Could I have ... coffee and ... ice cream, please? b) For dessert there was ... vanilla ice cream. 5) a) His parents gave him ... very good education. b) I think the government's policy on ... higher education is a disaster. 6) a) There was ... glass full of ... water on the table. b) ... yellow glass was half-empty. 7) a) Would you like ... chicken or meat for dinner? b) There was ... tiny yellow chicken near ... hen. 8) a) Is there ... fish in the fridge? b) There is ... beautiful goldfish in the bowl. 9) a) There was ... apple in the pie. b) There was ... big red apple on the plate. 10) a) ... glass of water and ... salad, please. b) ... salad you've made is very tasty.



5 Complete the text with the derivatives of the words on the right.

A Cultural Outlook of Old Russia



In Rus (medieval Russia) people were very close to nature. They settled on plains near rivers and lakes. These places had a lot of fish, so that, not (1) ..., many Russians were (2) ... fishermen. They lived in (3) ... houses and were pagans¹ before 988 AD. They believed in many gods and were nature (4) ...s, that's why their gods were associated with the sun, the wind, animals and birds. (5) ... literature is rich in fairy tales. (6) ... and (7) ... were considered to be important features of their characters. Although old Russia's world was not perfect, it was very human.

surprising, skill

wood

worship

Russia

good, kind



6 Russia's culture is believed to have certain important features. Some of them are listed below. How can you support them? Give your arguments.

- Russia's culture includes elements of diverse national cultures of peoples' living here.
- The major part of the country's population are religious people.
- The traditional culture (folklore) still plays an important role.
- Russia has contributed a lot to the world culture in the fields of:
 - literature;
 - music, opera and ballet;
 - painting.
- Russian people are open, hospitable and sincere.
- Russian culture is based on universal moral principles (like honesty, love and respect for other people etc).

¹ **pagan** ['peɪɡən] — 1) язычник 2) языческий

- 7** Work in pairs. Decide which of these places you would prefer to visit when you are on holiday. Explain why.
- museums and art galleries
 - churches or cathedrals
 - castles or palaces
 - theatres or concerts of music

DO IT ON YOUR OWN

- 8** Complete the sentences with the appropriate function words where necessary.
- 1) Speaking to us, children, Grandad often referred ... a Mr Smithson, a friend of his.
 2) After she watched the film, Sarah often reflected ... its message. 3) The new coffee table was ... the shape of a triangle and looked unusual. 4) Very few people knew the true value ... the old painting. 5) Everyone enjoyed the boat trip ... spite of the bad weather.
 6) You can't deny ... the fact that learning to play a musical instrument can make a great hobby. 7) Finally, I recognized the stranger ... one of my former neighbours. 8) There's a clear trend ... greater interest in reading. 9) We enjoyed the play but just ... an extent: we found it somewhat boring. 10) Unfortunately, scores ... people don't know the pleasure of practising arts.

- 9** Write these nouns in the plural.

- | | | |
|---------------------|-------------|-------------------|
| 1) a phenomenon | 6) a deer | 11) a sheep |
| 2) a brother-in-law | 7) a hair | 12) a Japanese |
| 3) a fish | 8) a foot | 13) an Englishman |
| 4) a mouse | 9) a child | 14) a datum |
| 5) a goose | 10) a woman | 15) a curriculum |

- 10** Paraphrase these word combinations using structures with the possessive case.


- 1) the rays of the sun
- 2) the crew of the plane
- 3) the deserts of Australia
- 4) the child of my brother-in-law
- 5) the distance of a kilometer
- 6) silence lasting a moment
- 7) the cottage belonging to William and Emma
- 8) two cottages, one of which belongs to William, the other — to Emma
- 9) the car of my son-in-law
- 10) meetings taking place every Wednesday

Step 10

TEST YOURSELF

I. Listening

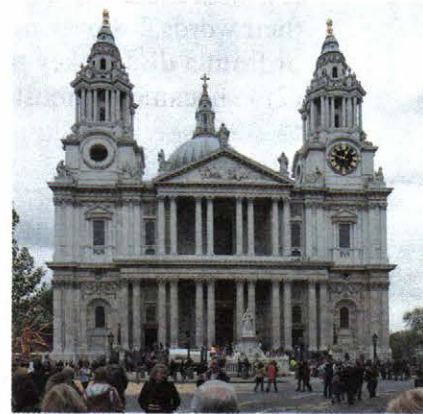


- 1** Listen to the text about Sir Christopher Wren,  (25), and say if these facts are true, false or not stated.
- 1) Sir Christopher Wren was born and died in one and the same century.
 - 2) St Paul's Cathedral is extremely important among the other buildings Wren designed.
 - 3) Sir Christopher Wren designed the first building of St Paul's Cathedral.



- 4) St Paul's Cathedral was rebuilt after the Great Fire of London.
- 5) There are two towers in the structure of St Paul's Cathedral.
- 6) Sir Christopher Wren painted the walls of St Paul's himself.
- 7) The wedding of Queen Elizabeth II was held in St Paul's Cathedral.

Maximum result	7
Your result	?



II. Reading



- 2** Read the text about the British composer Henry Purcell and complete it with the statements (a—g).

Henry Purcell was born in 1659 in London. After his father he became a chorister, (1) The talented boy started (2) He composed the music to the works by the most prominent (3) His compositions contain songs and choruses which never fail to please, (4)

At the age of 21, Henry Purcell was appointed organist of Westminster Abbey. It was the most honourable position an English musician (5) For six years Purcell devoted himself almost completely to the composition of religious music. At the same time he wrote the musical drama *Dido* ['dɪdəʊ] and *Aeneas* [i:'ni:əs], which became two of (6) In it there is not a word of spoken dialogue and the music is full of inspiration. The opera was very popular among private circles.

But Purcell's greatest work is considered to be *Te Deum* [ˌteɪ 'deɪəm], a religious (7) ..., composed with orchestral accompaniment. It was so perfect that in the years to come it was annually performed in St Paul's Cathedral.

Purcell died in 1695 and was buried under the organ in Westminster Abbey.

- a) could occupy at that time
- b) hymn praising God
- c) a singer in the Chapel Royal
- d) even at the present day
- e) composing music at the age of nine
- f) poets of his time
- g) the first real operas in England



Maximum result	7
Your result	?

III. Use of English



3 Complete the text with the derivatives of the words on the right.

Pop Music of the Nineties

By the nineties, music became (1) ... and international big business. Groups were now playing and selling records all over the world and new styles of music were coming. The most (2) ... new music of the nineties was rap. Rap is (3) ... because (4) ...s talk more than they sing. They speak their words fast over music, which can come from live (5) ...s or from a disc jockey taking sounds from (6) ... records. Rap (7) ... became the most popular style in the city streets.

nation
fame
differ, rap
music
vary, easy

Maximum result	7
Your result	?



4 Complete the text with the appropriate grammar forms of the words on the right.

Americans often go out for the evening. Where they (1) ..., and what they (2) ...? The theatres on Broadway have some of the (3) ..., (4) ..., and (5) ... shows in the world. However, you don't have to be in New York to see a Broadway show. Many of the shows go on tours to theatres across the country. In many theatres in the US you can sit at tables, eat dinner and then watch the show. This (6) ... "dinner theatre". It's (7) ..., of course, to go to the movies. Even small towns have at least one movie theatre (8) ... the (9) ... movies. In (10) ... cities there are theatres showing (11) ... movies and foreign movies too.

go
do
big, bright, good
call
cheap
show, late, big
old

Maximum result	11
Your result	?

5 Fill the gaps (1—8) in the text with the appropriate words (a—d).

Listening to Pop

You're standing in the dark. You have been (1) ... for a long time. You can't see (2) It's hot because the place is full of (3) You need fresh air. But it's exciting. And then a loud voice says: "It's time, (4) ..., — they are here!"

Suddenly the lights are on and the place is full of sound. There are four people on the stage — three with guitars and one behind the drums. And the band (5) ... to play. The music gets louder, (6) ... lights (7) ... fast round the stage and across the crowd. Now everyone is dancing. This is the pop concert. One of the best ways to get the real feeling of pop music is going to a (8) ... concert.

- | | | | |
|-----------------|--------------|---------------|------------------|
| 1) a) waiting | b) expecting | c) wakening | d) looking for |
| 2) a) something | b) nothing | c) anything | d) everything |
| 3) a) persons | b) people | c) peoples | d) personalities |
| 4) a) everybody | b) somebody | c) anybody | d) nobody |
| 5) a) goes | b) follows | c) begins | d) arises |
| 6) a) colour | b) colouring | c) colourable | d) coloured |
| 7) a) walk | b) come | c) move | d) fly |
| 8) a) live | b) living | c) lived | d) lively |

Maximum result	8
Your result	?

IV. Writing

6 Comment on one of the following statements.

- Nothing can be more fun than reading.
- You do not need a university education to become a successful writer.
- Rock music is the best kind of music for all people.
- Cinema is more important nowadays than theatre.
- A thing of beauty is a joy for ever.
- There exist universal values that are important for everybody.

Write 200—250 words. Use the following plan:

- make an introduction to state the problem
- express your personal opinion and give 2—3 reasons for your opinion
- express an opposing opinion and give 1—2 reasons for the opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Maximum result	7
Your result	?

7 You have received a letter from your English-speaking friend. In his letter he writes:

I'm so glad you are coming to Britain in the summer. It will be great to show you my favourite places in London and spend some time with you. I listen to rock music fairly often. My favourite kind of music is heavy metal. Heavy metal is very loud rock music but my friends and me are fond of it. Do you listen to music much? What kind of music do you prefer? Who are your favourite musicians?

Write a letter to Robin. In your letter:

- answer his questions
- ask him three questions about the films he has lately seen

Maximum result	7
Your result	?

Count your total result.

Total result	54
Your total result	?

Are you satisfied with the marks your teacher has given to you for your written paper? Could you improve them? Are you satisfied with your total result? Could your total result be better? What does it depend upon?

Look through the steps of Unit Two and say:

- if the material of the unit was interesting, useful, widening your scope

- if you found any new ideas in the texts and exercises of the unit
- if any of the problems raised in the unit were surprising, making you think them over
- if the unit helped you to revise grammar and vocabulary
- what new information about the English language you have learnt
- what things were easy/difficult
- what tasks you specifically remember and why

Project Work Two

Prepare a computer presentation on the topic “Steps to Understanding Culture”. You may consider these ideas.

- To be able to understand culture one should be aware of what culture is, what aspects are included in it.
- Customs and traditions of different nations are important elements of culture.
- Understanding of the term “culture” is not the same for many people.
- Yet there are a lot of values which are universal.
- Visual arts, music, literature, cinema are important parts of culture.

Be ready to give your presentation in class. It shouldn't take longer than five—seven minutes. Try to make your presentation interesting, illustrate it with photos, pictures etc.

Unit 3

Steps to Effective Communication

Pros and Cons of Technological Progress

New Technological Revolution and Mass Media

Great Inventions and Discoveries

The Age of Communication

Changes in People's Lives Due to Scientific and Technological Development

97

Step 1

Step 1

DO IT TOGETHER

- 1** A. Listen to the song, (26), and then sing it along.

I Just Call to Say I Love You

by Stevie Wonder

No New Year's Day to celebrate
No chocolate covered candy hearts to give away
No first of spring
No song to sing
In fact here's just another ordinary day

No April rain
No flowers bloom
No wedding Saturday within the month of June
But what it is, is something true
Made up of these three words that I must say to you

Refrain:

I just called to say I love you
I just called to say how much I care
I just called to say I love you
And I mean it from the bottom of my heart

No summer's high
No warm July
No harvest¹ moon to light one tender August night
No autumn breeze
No falling leaves
Not even time for birds to fly to southern skies

¹ **harvest** ['hɑ:vɪst] — the time of gathering crops



No Libra¹ sun
 No Halloween
 No giving thanks to all the Christmas joy you bring
 But what it is, though old so new
 To fill your heart
 Like no three words could ever do
 I just called to say I love you

B. What is the song about? Why are the three words “though old so new” more important than anything else? Why is it important to communicate what you feel to other people? Do we always manage to do it? Why may it be hard to speak about one’s feelings?

2 Discuss the following.

- Why is the 21st century called the age of information technologies?
- What important discoveries and inventions of the past have prepared the human civilization for this new stage?
- What new discoveries and inventions in your view are awaiting us in the future?
- What is the role of the humanities (the arts) in the age of new technologies?
- What arts and sciences will have the leading positions in the future?
- Do you think scientists and scholars of different countries will cooperate more and more in their work?
- Is there a real danger of new devices and new machinery getting out of control? In what way?
- What are the advantages and the disadvantages of new ITs?

3 Listen,  (27), and read.

- A.** **captivate** [ˈkæptɪveɪt] — захватить, привлечь внимание
comprehensible [ˌkɒmpriˈhensɪbl] — доступный пониманию, понятный
melt [melt] — 1) таять, растапливать; 2) исчезать
miracle [ˈmɪrəkl̩] — чудо
possess [pəˈzɛs] — обладать
stuff [stʌf] — материал, вещество, вещи
suspect [səˈspekt] — подозревать
touch [tʌtʃ] — прикосновение
worth [wɜːθ] — стоящий, заслуживающий
figure out — понимать
stir up — растревожить, расшевелить
work out — решать, делать вывод, вырабатывать

B. captivate: to captivate someone, to be captivated by something. The recent events captivated the whole country. We were captivated by the splendid performance of the dancers.

comprehensible: comprehensible ideas; comprehensible speech, to be comprehensible to somebody. Computer jargon is not always comprehensible. I’m afraid, trigonometry is not quite comprehensible to me.

melt: 1) to melt in spring, to melt under the sunrays. Ecologists say that the polar ice caps are beginning to melt. Melt 200 grams of butter in the pan. 2) to melt (away), to melt in the darkness, to melt in the distance. I got sorry for him and my anger melted away.

miracle: a minor (small) miracle, to work miracles; to perform miracles. The growth of this country has been described as an economic miracle. I’m not promising miracles but

¹ **Libra** [ˈlɪːbrə] — the 7th sign of the Zodiac (September 22 — October 22)

I'll try to help you. With these traffic jams it will be a small miracle if we get there on time.

possess (formal): to possess some quality, to be possessed by an emotion. They do not possess the necessary IT skills. It was useless to talk to her when she was possessed by anger.

stuff: good stuff, somebody's stuff. Don't tell me about it: I already know all that stuff. Don't leave your stuff on my desk, please.

suspect: to suspect somebody of something (doing something). We suspected Alan of having told us a lie. People suspected that Mr Jacobs worked for the police.

touch: the touch of somebody's hand. She felt the touch of his lips on her cheek. The flowers gave the finishing touch to the table.

worth: to be worth ten pounds, to be worth doing something. I am afraid his promises are not worth much. This museum is well worth visiting. They believed that their freedom was worth fighting for.

figure out: I couldn't figure out what the teacher was talking about.

stir up: to stir up anger, to stir up memories. The sight of the school stirred up a lot of pleasant memories.

work out: I still can't work out what to do.

4 Complete the sentences with the new words from the box.

figure, captivated, worth (2), stuff, touched, miracles, possesses, comprehensible, stir, melt, suspect

- 1) Our new football team are ... their weight in gold.
- 2) The children were very quiet ... by the cartoon they were watching.
- 3) Jack felt the ... of her hand on his shoulder.
- 4) Lisa ... all the qualities required of a good manager.
- 5) The contract is not ... the paper it is written on.
- 6) No one should be allowed to ... up the feeling of racial hatred.
- 7) It took me a lot of time to ... out what I had done wrong.
- 8) Put the ice cream in the freezer. I don't want it to
- 9) The text we had to read was very difficult, I found it not
- 10) ... don't often happen in life but the arrival of help when I needed it most was one of them.
- 11) Please put your ... away. I want the place to look clean and tidy.
- 12) I don't ... Alex of being not loyal: I know that he is the most devoted of my friends.

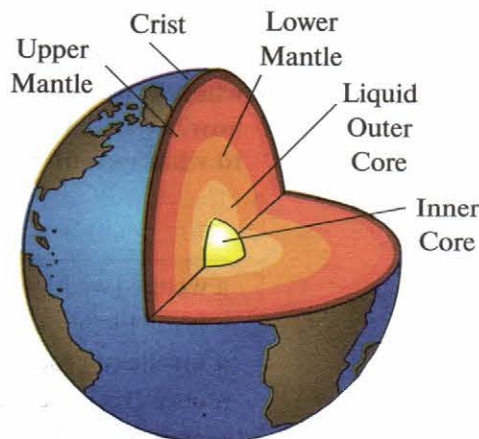


5 Read the text and complete it with the phrases that follow (a—h). One phrase you don't have to use.

How It Began

This text comes from the book "A Short History of Nearly Everything" by Bill Bryson, an author of a number of bestselling books. "A Short History" presents scientific information in a popular form and makes the study of science appear very friendly.

My own starting point was a school science book that I had when I was in the fourth or fifth grade. The book was a standard 1950s schoolbook — old, unloved — (1) ... that just captivated me: a cutaway diagram showed the



Earth's interior as it would look if someone cut into the planet with a large knife and carefully took out a wedge¹.

(2) ... I realized that the Earth consisted of a number of layers², ending in the centre with a sphere of iron and nickel, (3) ..., and I remember thinking with real wonder: "How do they know that?"

I couldn't for the life of me understand how any human mind could work out what spaces thousands of miles below us that no eye had ever seen, could look like and be made of. To me that was just a miracle. That has been my position with science ever since.

Excited, I took the book home that night and opened it before dinner — an action that made my mother feel my forehead³ (4) ... — and, starting with the first page, I read.

And here's the thing. It wasn't exciting at all. It wasn't actually altogether comprehensible. Above all, it didn't answer any of the questions that the illustrations stirred up in my mind: how did we end up with the Sun in the middle of our planet (5) ...? And if it is burning away down there, why isn't the ground under our feet hot to the touch? And why isn't the rest of the interior melting? And when the core⁴ at last burns itself out, will some of the Earth fall down (6) ...? And how do you know this? HOW DID YOU FIGURE IT OUT?

But the author was strangely silent on such details. It was as if he wanted to keep the good stuff, the stuff really worth knowing, secret. (7) ..., I began to suspect that this was a mystifying universal conspiracy⁵ among textbook authors.

- and ask if I was all right
- leaving a giant hole on the surface
- everything became clear
- but on the front cover it had an illustration
- as the years passed
- and how do they know how hot it is
- looking at it
- which was as hot as the surface of the Sun



6 Speak about some scientific knowledge (theory, discovery etc) that once surprised you. Say:

- when and how it happened;
- which of the sciences it was;
- why you felt surprised;
- if you discussed it with anyone;
- if it made you look deeper into the problem.

English Adverbs

More Facts about Adverbs

Как вам уже известно, наречия в предложении уточняют глаголы, прилагательные, иные наречия и отвечают на вопросы *when? where? how? to what extent?*

when?: soon, now, then, early, late, today, tomorrow, always, sometimes etc

where?: here, there, everywhere, inside, far, near, up etc

how?: well, badly, carefully, loudly, easily, fast, hard etc

to what extent?: very, really, too, terribly, rather, fairly, quite etc

¹ a **wedge** [weɪdʒ] — клин

² a **layer** ['leɪə] — слой

³ a **forehead** ['fɒrɪd] — лоб

⁴ a **core** [kɔ:] — сердцевина

⁵ a **conspiracy** [kən'spɪrəsi] — заговор

We are finishing school soon. (When?)
Our guests will be here tomorrow. (Where? When?)
He always drives carefully. (How?)
They arrived fairly late. (To what extent?)

7 Find adverbs in these sentences and say what they express and what word/words they modify¹.

Example: They got up early.
The adverb “early” modifies the verb “got up” and says “when”.

- 1) The young man acted bravely.
- 2) Jane is very funny.
- 3) Charles tends to laugh everywhere.
- 4) They often make such mistakes.
- 5) I sometimes forget her telephone number.
- 6) These days computers are widely used in numerous spheres.
- 7) We couldn't walk too far.
- 8) There were a lot of trendy clothes displayed inside.
- 9) What will science be like tomorrow?
- 10) He knows all the rules well.

DO IT ON YOUR OWN

8 Read the text and find in it adverbs answering the questions: *when? where? how? to what extent? Write them out.*

Some great discoveries are made accidentally. In Egypt, in 1799 a French officer was walking slowly and saw a highly unusual stone which was partially buried in the mud². There were three inscriptions on the stone that was rather flat. The first one was in ancient Egyptian, the second one in the later Egyptian language. The third was in Greek. The message was identically stated in the three languages. The easily readable Greek gave the scholars³ the needed key. The message was understood and the text in ancient Egyptian was translated. Today, the historically important Rosetta Stone is in the British Museum of London and it is permanently displayed there.



9 Change the underlined parts of the sentences. Use the new words (Ex. 3).

- 1) As soon as he smiled at me, I felt that all my dislike of this man had disappeared.
- 2) Do you think all people should be allowed to have firearms?
- 3) I pushed a button but the lift did not move.
- 4) The value of the building in money was over ten millions.
- 5) As it seemed, James and Kathy looked like a happy married couple.
- 6) The system must be understandable even to first time users.
- 7) The fact that nobody was killed in the accident is something that cannot be explained according to the laws of nature.
- 8) I think that she is trying to hide her true feelings, but I'm not sure of it.
- 9) He was arrested for trying to cause trouble in the factory.
- 10) The new idea attracted me: I had never heard anything so logical before.
- 11) I still can't understand why he didn't tell the truth.
- 12) We'll have to get rid of all these old things when we move house.

10 Some of the sentences below have mistakes. Correct them.

- 1) I kept thinking about those people living thousands of miles away from me.
- 2) Ten times ten is hundred.
- 3) Three hundreds children in the school already speak some French.
- 4) Millions of people are already using the new gadget.
- 5) There are two dozens pupils in the class.
- 6) I still have a thousand things to do.
- 7) They get about two million letters asking them for information annually.
- 8) Hundreds people in the town have lost their jobs.

¹ **to modify** ['mɒdɪfaɪ] — уточнять, определять

² **in the mud** — в грязи

³ **a scholar** ['skɒlə] — учёный, занимающийся гуманитарными науками

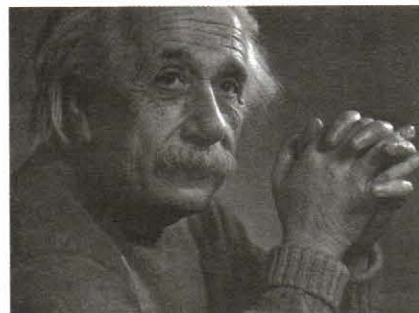
Step 2

DO IT TOGETHER



1 Listen to Albert Einstein's biography, (28), and say which of the facts below are a) true, b) false or c) not stated.

- 1) Albert Einstein ['aɪnstam] was born and died in one and the same season.
- 2) He spent his childhood in Switzerland.
- 3) Einstein graduated from the University in 1901.
- 4) Albert Einstein lived in Berlin before leaving for the USA.
- 5) Einstein's most important scientific work is his theory of relativity.
- 6) Einstein became the Nobel prize winner at the end of his life.
- 7) Einstein's hobby was playing music.



2 You know the words in column A. Read the sentences (1—16) and say what the words in column B mean.

A.

captivate
comprehensible
miracle
possess
suspect
touch
worth

B.

captivating
comprehend
miraculous
1) possession 2) possessive
1) suspicion 2) suspicious
1) touching 2) touchy
worthy ['wɜ:ði]

1) Her gentle smile was radiant and captivating. 2) The little girl lay wide awake after the captivating story told by her granny. 3) The child read the story but didn't comprehend its full meaning. 4) Hers was a miraculous recovery. 5) Their home and possessions were destroyed in the fire. 6) Dangerous drugs were found in her possession. 7) Her boyfriend was jealous and possessive. 8) She had a suspicion that her cousin was not completely honest. 9) Several party members were under suspicion. 10) People are often suspicious of strangers. 11) A suspicious-looking man entered into the office. 12) The story was touching and a bit naive. 13) Are you always so touchy about your work? 14) She is in a very touchy mood today. 15) He is worthy of our respect.



Nouns with broad meanings

Известные вам слова *thing* и *stuff* являются широкозначными существительными и в принципе могут заменять многие существительные в устной и письменной речи:

Jane, poor **thing**, how are you, dear?

What's that **thing**, you've got on your head?

There was some sticky¹ **stuff** on the floor.

The pie is delicious, there is some good **stuff** in it.

Как видно из приведённых выше примеров, *thing* является словом-заместителем для исчисляемых существительных, а *stuff* — для неисчисляемых или исчисляемых во множественном числе. Сравните также:

Have you seen my pen? I can't find the **thing** anywhere.

He is not the **stuff** heroes are made of.

¹ sticky ['stɪki] — липкий, клейкий

Лексическая единица *stuff* во втором значении означает «вещи» и может рассматриваться как синоним существительного *things*:

What shall I do with this **stuff** (these things) from the cupboard?

Have you brought your swimming **stuff** (things)?

I can't carry all this **stuff** (these things) alone.

3 **A.** Use *thing* or *stuff* to complete the sentences. In one sentence both words are appropriate.

1) What's the ... in the mug? Do you call it coffee? 2) I don't know the name of this ... but I think, it's a useful tool. 3) Nobody said a ... when he appeared in the classroom. 4) I would like to buy some basic food — bread, milk and ... like that. 5) I've got some sticky ... on my shoe. 6) I felt sorry for the people who had to eat the awful ...

B. Paraphrase the sentences using the noun *stuff*.

1) How do you think you're going to fit all these things into the car? 2) Where are all the camping things? 3) Did you get the rest of your things? 4) What kind of things do you have to read? 5) She took all the things out of the bag.

4 Work in small groups. Make a list of (10—15) inventions that shook the world and put their names in the order of importance. Be ready to prove their importance to the rest of the class.

Here are some ideas:

- spaceships and space stations
- the telephone
- photography
- cloning
- the airplane
- ...

5 Speak about an invention you can't live without. Give your arguments. Use the words and word combinations from the box.

I can't imagine my life without...

One of the reasons is that...

Another things is...

Besides...

Though other people may disagree with me...

Personally, I...

On the one hand..., on the other hand...

As you see, the advantages of using... are...

I hope I've been able to convince¹ you.

English Adverbs

Formation of Adverbs

Как вам уже известно, наречия в английском языке в большинстве случаев образуются при помощи суффикса *-ly*. Обратите внимание на особенности правописания единиц в этом случае:

а) прилагательное оканчивается на *согласную* + *y*:

easy + ly = easily

noisy + ly = noisily

В наречиях, образованных от односложных прилагательных *dry*, *sly* (хитрый), возможны две формы написания: *dryly/drily* (сухо); *slyly/slily* (хитро);

¹ **to convince** [kən'vɪns] — убедить

b) прилагательное оканчивается на *-e*:

simple + ly = simply

true + ly = truly

whole + ly = wholly

due + ly = due

c) прилагательное оканчивается на *-ful* или *-al*:

cheerful + ly = cheerfully

typical + ly = typically

Degrees of Comparison

1. Степени сравнения наречий, так же как и у прилагательных, образуются при помощи морфем *-er*, *-est* для односложных и двухсложных наречий:

near (близко) — nearer — nearest

long (долго) — longer — longest

early (рано) — earlier — earliest

I get earlier than my brother. He runs fastest of all.

2. Многосложные наречия, оканчивающиеся на *-ly*, образуют степени сравнения при помощи слов *more* и *most*:

usefully — more usefully — most usefully

frequently — more frequently — most frequently

Your sister works more patiently than you. He comes here most frequently.

3. Двусложные наречия на *-ly*, образованные от односложных прилагательных (*nicely*, *brightly*), а также наречие *often* и некоторые трёхсложные наречия на *-ly* (*cleverly*, *easily*, *heavily*) могут образовать степени сравнения двумя способами:

brightly — brighter/more brightly — brightest/most brightly

often — oftener/more often — oftenest/most often

4. Заметим, что наречия в сравнительной степени используются крайне редко. В отличие от превосходной степени прилагательных, перед ними не используется определённый артикль. Сравни:

He is the fastest runner in my class.

He runs fastest among all my friends.

6 Express the same using adverbs.

Example: They expressed their whole agreement with our plan.

They said they wholly agreed with our plan.

1) The young lady's speech was cheerful. 2) The match was stopped because of the heavy rain. 3) They gave us simple and clear answers about their future. 4) Her explanation of the incident was rather clumsy. 5) The old gentleman gave me a sly smile and nodded. 6) His answer was rather dry. 7) Are you happy in your new family? 8) Why are you so noisy moving along the corridor? 9) Did you notice Uncle Tom's wry smile? I'm sure he didn't believe us. 10) I understood that my work would be hard.

7 Say which of these sentences are grammatically right and correct the wrong ones.

1) I would like you to speak more politely with your grandparents. 2) Who lives more near to the school — you or Mary? 3) The little girl listened to her teacher patienter than usual. 4) John often comes to school most late of all the pupils. 5) In my view you should speak slower and more distinctly. 6) Will you raise your hands a bit higher, please? 7) This new Xerox machine works most fast of all we have. 8) Jane knows two languages and she speaks both of them fairly fluent. 9) Alice goes to the cinema frequentest of all the pupils of my class. 10) Could you come to the office more early tomorrow to discuss the latest offer? 11) Who is the champion? Who has done the sums more fast? 12) She runs the fastest of all the first-year students.

DO IT ON YOUR OWN

8 Choose the right adverbs to complete the sentences and write them down.

1) The officers (most calmly, calmly) walked away and escaped in a waiting car. 2) Rebecca smiled at him (more brightly, most brightly) than she wanted to. 3) Dozens of facts were (completely, most completely) destroyed. 4) Mr Newman spoke (louder, more louder) than usual. 5) He never arrives at the party (most late, latest). 6) Of all the sportsmen Greg runs (most fast, fastest). 7) Young Emily danced (more gracefully, most gracefully) of all. 8) Harriet acts (more dangerous, more dangerously) and ruthlessly. 9) Strange enough the bedroom was painted (brighter, more bright) than the living room. 10) Andrew answered without any hesitation and (braver, more bravely) than his companions.

9 Form adverbs from the adjectives in the box. Choose ten of the adverbs and write down sentences with them to illustrate how they are used.

bad, beautiful, brilliant, brave, clear, clever, careless, careful, correct, dry, foolish, loud, patient, quiet, soft, sly, true, wild, wry, whole

10 Complete the text with the appropriate words.

Sometime about a million and a half years ago, some (1) ... genius of the hominid world did an unexpected thing. He (or very possibly she) took one stone and carefully used it to shape another. The result was a simple hand axe, but it was the world's first piece of (2) ... technology.

It was so (3) ... to existing tools that soon (4) ... were following the (5) ... example and making hand axes of their own. They made them (6) There are places in Africa where you literally can't move without stepping on them. It seems (7) ... strange because they are not easy objects to make. In fact, it was as if they made them for the pleasure of it.



- | | | | |
|------------------|----------------|-------------------|---------------------|
| 1) a) forgetting | b) forgetful | c) forgotten | d) forgettable |
| 2) a) advance | b) advancement | c) advancing | d) advanced |
| 3) a) better | b) superior | c) more wonderful | d) more progressive |
| 4) a) other | b) others | c) another | d) the other |
| 5) a) inventor | b) inventors | c) inventor's | d) inventors' |
| 6) a) thousand | b) thousands | c) in thousand | d) in thousands |
| 7) a) somewhat | b) somewhere | c) sometime | d) something |

Step 3

DO IT TOGETHER



1 Listen to six texts about some planets of the solar system, (29), and match the texts (1—6) with the statements (a—g). There is one statement you don't have to use.

- Some time ago this planet was believed to have been inhabited.
- Astronomers think that this planet once lost its satellite¹.
- There's no other planet in the solar system as big as this one.

¹ a satellite ['sætɪlaɪt] — спутник

- d) You can see this planet before you go to bed or when you get up.
- e) A certain scientific instrument helped astronomers to discover this planet.
- f) This planet spins¹ fairly slowly and has an atmosphere like that on planet Earth.
- g) There's a great contrast of temperatures on this planet.



2 Nowadays people understand that computers are a mixed blessing. Here are some arguments against them. Give some arguments for using computers and some other gadgets.

- People tend to socialize with the help of computers and thus lose basic social skills.
- They shut themselves away in their rooms for hours which tells badly on their health.
- They gradually lose interest in some activities which used to be important as they are able to educate people and develop their personalities. For example, reading books, watching good TV programmes and discussing them, travelling, doing something creative.
- People may lose contact with their families: they just have no time left for them.
- Computer games may lead to a dangerous addiction or even psychological problems.
- Individualistic media turn people into loners.

3 **Work in pairs.** Make a dialogue between two people. One of you can't imagine his/her life without a computer. The other believes that computers should be used in a limited way, strictly for work. You may find some arguments from Exercise 2 useful.

4 Read Lauren's story. Say what computer language she uses in it and how the same terms sound in Russian.

She Stole My Identity!

I'd always loved posting photos on Facebook. I spent hours trying out different make-up and hair styles before uploading them on my page. I had no idea I was putting myself at risk — it was all just a bit of fun...

My best mate, Imagen, was on a website for a teen modeling competition one day, when she suddenly gasped² and clapped her hand over her mouth.

She turned her laptop around to me and I saw my photo on the screen! Only the girl wasn't me — the profile said her name was Lydia and she was from Sussex, which is miles away from where I live!

I couldn't work out what was going on. It was definitely me in the photo. It was one of the pictures I'd uploaded onto Facebook a few months ago. She'd stolen³ my photo and pretended⁴ it was her!

My mum got angry with me. She made me show her my Facebook page and she was shocked by the fact that I hadn't set my settings to private. That's how this Lydia girl had managed to steal my photos!

Mum called up their modeling website the next day and managed to get them to take down the profile, but then we realized that Lydia had entered lots of modeling competitions as me. When I typed her name into Facebook, a profile popped up. It wasn't set to private and when I clicked on it I realized that she'd been flirting with random⁵ boys — using my photo. Some of them had comments on how good-looking she was. It made me feel sick...

¹ **to spin** [spɪn] — вращаться

² **to gasp** [gɑːsp] — открывать рот от изумления

³ **stolen** (3-я форма глагола steal — украсть)

⁴ **pretend** [prɪ'tend] — притворяться

⁵ **random** ['rændəm] — случайный

In the end, my mum called the police and the girl ended up getting a warning. My Facebook profile is now set to private and I won't add anyone I don't know well.

5 Listen,  (30), and read.

A. **amazing** [ə'meɪzɪŋ] — изумительный, удивительный

adult ['ædʌlt] — взрослый

convince [kən'vɪns] — убедить

employee [ɪm'plɔɪi:] — служащий

entire [ɪn'taɪə] — целый, полный

hire ['haɪə] — нанимать

faith [feɪθ] — вера

release [rɪ'li:s] — выпускать, освобождать

be/get fired — быть уволенным

falling out — размолвка, ссора

B. **amazing:** an amazing story, an amazing job. It is amazing how stupid people can be. I think you are doing an amazing job with these children.

adult: the adult population, an adult magazine, an adult life. This book is enjoyed by young and adult readers.

convince: to convince somebody of something, to convince somebody to do something, to be convinced. They convinced us of their innocence¹. I convinced my brother to consult a doctor.

employee: Jack is an employee of Fuji Bank. Mr Raymond is a government employee.

entire: in the entire country, his entire life. He has got an entire set of Shakespeare's plays in his office.

hire: to hire a taxi, to hire something by the day (week). Bicycles can be hired from several local shops.

faith: to have an absolute faith in somebody, to lose faith in oneself. His faith in human nature has been badly shaken. After her son's death she lost her faith in God.

release: to release a film (a record), to release from prison. The album was originally released in 1974. Details of the attack have not yet been released to the public.

a falling out: to have a falling out with somebody. Jane and me had a falling out and parted.

to be/get fired: to be fired from a company. Get out! You are fired.

6 Paraphrase these sentences using the new words and expressions.

1) They had a quarrel ten years ago and haven't spoken to each other since then. 2) They couldn't make their directors believe that their plan would work. 3) More than 50 people work for the company. 4) She was a wonderful teacher, knowledgeable, caring and always helpful. 5) He is not a little boy anymore. 6) I've got no trust in her. 7) His whole life was ruined. 8) A new animated cartoon appeared a week ago. 9) Jane turned out a bad secretary and was dismissed. 10) They had a lot of luggage and decided to use a taxi to take them to the airport.

English Adverbs

Adverbs. Degrees of Comparison. Irregular Forms

Некоторые наречия имеют особые формы образования степеней сравнения.

well — better — best

much — more — most

badly — worse — worst

far — farther — farthest (*расстояние*)

little — less — least

far — further — furthest (*расстояние, время*)

¹ **innocence** ['ɪnəsns] — невиновность

Jane speaks French **worse** than her brother.
 Chris plays basketball **best** of all.
 Young people read **less** these days.
 I see Uncle Fred **least** of all my relatives.
 We moved **further** in our experiment.
 He can throw a ball **farthest** of all.
 I don't think it's useful to discuss it **further**.

7 Choose the correct forms to complete the sentences.

- 1) Our team played (worse/worst) today than during the previous match.
- 2) Greg Wilson knows a lot about computers. He knows (more, most) of all our students.
- 3) Of the three authors Jacob writes (more/most) clearly.
- 4) Of the two books I like "Oliver Twist" (less, least) than "David Copperfield".
- 5) Of the three poems my cousin likes "The Daffodils" (more, most).
- 6) Both of my sisters moved even (farther, farthest) away from home.
- 7) I live far from the University, but most of my friends live even (farther, farthest).
- 8) Robert works (better, best) than Paul.
- 9) Jane is a very bad driver. She drives (worse, worst) of all the students.

DO IT ON YOUR OWN

8 Complete the sentences. Use the appropriate forms of the adverbs.

- 1) I expected Alice to answer my letter (soon).
- 2) Richard speaks German (fluently) than his sister.
- 3) Mrs Green arrived at the railway station (early) of all of us.
- 4) Lily's mother bent (low) to kiss her baby.
- 5) I would like you to drive (carefully). I really think that your way of driving is rather dangerous.
- 6) Sally works (hard) of anyone I know.
- 7) Please speak (slowly), I can't understand what you are saying.
- 8) My doctor told me to eat (little) and to exercise (much).
- 9) I don't see any reason to discuss it (far).
- 10) Jane does her job (efficiently). She is a better secretary than Cecily.

9 Use the words from the box where necessary to complete the sentences.

by, for, in, of, out

- 1) Greg failed to convince the teacher ... his innocence.
- 2) After that falling ... they never talked to each other.
- 3) I can say we have lost faith ... what they are doing.
- 4) She was fired ... refusing to follow the dress code.
- 5) She is responsible for hiring and firing ... employees.
- 6) That was a real decision ... an adult person.
- 7) To be honest, I have a lot of faith ... education, I hope it will save the world.
- 8) The new film was released ... the Fox Studio.
- 9) To get to the station on time we had to hire ... a taxi.
- 10) All the employees ... this company come to work between 8.30 and 9.00.



10 Complete the text with the appropriate forms of the words on the right.

Today you can use your telephone to speak to someone on another continent. Without the cables that (1) ... at the bottom of the ocean, (2) ... all the continents, this is impossible. The (3) ... problem that (4) ... in connection with cables was to insulate wire¹ so that electricity does not escape. After many experiments new materials (5) ... that could (6) ... around the cable to insulate it.

Then men began to lay cables under water. In 1857 they did the (7) ... thing: they connected the USA and Ireland with a submarine cable. The cable (8) ... several times while being laid. Finally, on August 13, 1858, the (9) ... message crossed the ocean by means of this cable. Thus a new age in communication was born.

lay
connect
one, solve
discover, wrap
difficult
break
one

Step 4

DO IT TOGETHER



1 Listen to the interview, (31), and say which of these facts are true, false or not stated.

- 1) Mike Gibson has a personal page on a website on which he uploads his personal information.
- 2) Mike Gibson never works in his office.
- 3) With the help of his computer Mike has managed to make good money.
- 4) Mike Gibson uses just two electronic devices.
- 5) Mike doesn't turn on the radio when he drives his car.
- 6) Mike is convinced that television will survive in the near future.
- 7) Mike advises to use computers as much as possible.



2 You know the words in column A. Read the sentences (1—12) and say what the words in column B mean.

A.	B.
amazing	to amaze, amazed, amazement
adult	an adult
employee	to employ
entire	entirely
convince	convincing
faith	faithful

- 1) The members of the band continue to amaze us with their excellent music.
- 2) What amazes me is that they never get tired of their computers.
- 3) We were amazed at his decision to leave the university.
- 4) To my amazement, he actually refused to help me.
- 5) They were shaking their heads in amazement.
- 6) Tickets are 2.50 pounds for adults and 1.50 pounds for children.
- 7) Jean was employed by the company as a computer programmer.
- 8) They employ a nanny², a cleaner and a gardener.
- 9) I think it's entirely impossible to

¹ **to insulate wire** ['ɪnsjʊ,leɪt 'waɪə] — изолировать провод

² **a nanny** — няня

solve this problem. 10) She was very convincing in the main role. 11) Her arguments were convincing and we agreed to support her plan. 12) She had always been my faithful friend.

3 A. Look at the photo and answer the questions.

- 1) Do you know the man? What is his name?
- 2) Where was he born, lived, got education and died?
- 3) What is he famous for?
- 4) Can you give any facts about his career? What well-known inventions connected with his name have become famous?



B. Read the following bits of information about Steve Jobs, put them in a logical order and speak about this legendary person of the computer world.

- a) In 1976 Steve Jobs, Steve Wozniak and Ronald Wayne established Apple. Some years later Steve Wozniak created a new personal computer which carried Apple forward. Its name was Apple II. Steve Jobs worked on the design and sales of the new device.
- b) At the end of his life Steve was taken ill. His illness was diagnosed as a rare form of cancer. He died on October 5, 2011, but remained Chairman of the Board of the company till his dying day.
- c) Steve was adopted by Paul and Clara Jobs who became his parents and taught him to read at an early age.
- d) Steve Jobs was born on 24 February 1955 in San Francisco. His full name was Steven Paul Jobs.
- e) Later Next was included in Apple and Steve returned to work for it. He supervised creation of the iMac, iPod, iPhones and other company's products.
- f) Paul was a mechanical engineer and worked for a corporation which produced lasers. He taught Steve elementary electronics.
- g) Soon there began a race for power in Apple. Steve Jobs lost it and left the company. He decided to found a new corporation which was called Next and produced computer technologies.

4 Read a part of Steve Jobs' speech. Guess to whom he spoke:

- a) TV and newspaper journalists;
- b) colleagues;
- c) university students.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents' garage when I was 20. We worked hard and in 10 years Apple had grown from just the two of us in a garage into a 2 billion¹ dollars company with over 4000 employees. We had released our finest creation — the Macintosh — a year earlier and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me and for the first year or so things went well but then our visions of the future began to diverge² and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating³.

I really didn't know what to do for a few months. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on

¹ **a billion** (1,000,000,000) — миллиард, или миллиард

² **our visions of the future began to diverge** [daɪ'vɜːdʒ] — мы стали по-разному видеть наше будущее

³ **devastating** ['devəsteɪtɪŋ] — убийственный, ужасный



me¹ — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years I started a company named Next, another company named Pixar and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought Next, I returned to Apple and the technology we developed at Next is at heart of Apple's current renaissance. And Laurence and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired² from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years pass. So keep looking until you find it. Don't settle.



5 Read Steve Jobs' speech again and choose the appropriate items to complete the following sentences.

- 1) Steve Jobs understood where his scientific interests lay ...
 - a) in his childhood
 - b) when he was a young man
 - c) when he was fired from Apple
 - d) at the peak of his career
- 2) The world-famous company Apple began ...
 - a) as the company of 4000 employees
 - b) as a 2 billion dollars company
 - c) as the company that released the Macintosh
 - d) as a cooperation of two youths

¹ **dawn on me** — мне становилось ясно

² **none of this would have happened if I hadn't been fired** — ничего подобного не произошло бы, если бы меня не уволили

- 3) Steve Jobs couldn't convince the Board of Directors that
- his idea of Apple's future was more appropriate
 - only he could run the company
 - the only way to save the company in the near future was to release the Macintosh
 - his opponent's vision of Apple's future was disastrous
- 4) The best period of Steve Jobs' life, as he estimates it, is
- his childhood
 - the time he spent with Woz in his father's garage
 - the year when he became thirty
 - the time after he lost his position in Apple
- 5) Steve Jobs seems to be sure that
- each person should experience a remarkable turn of events
 - you can overcome difficulties in your life if you are engaged in something you love to do
 - there is always a period of renaissance in people's careers
 - you can be successful if you don't settle

6 **A.** Say what lessons Steve Jobs learned during his life and what advice he gives his young listeners.

B. Say what you think about the following. Try to support what you say with your own experience.

- A temporary failure can lead to something good.
- An "awful tasting medicine" often turns out to be good for the "patient".
- Great work can be done only if you love what you do.
- One should follow one's heart in choosing a career.

English Adverbs

More Facts about Adverbs

1. Обратите внимание, что в некоторых весьма немногочисленных случаях в устной речи в современном английском языке возможно использовать наречия как с морфемой *-ly*, так и без неё без изменения смысла предложения:

The girl said it **loudly/loud**.

The old man was walking **slowly/slow**.

If I remember it **right/rightly**, Johnson is not to blame.

You have filled in the form **wrong/wrongly**.

В пассивных конструкциях чаще используются наречия с *-ly*, которые употребляются перед смысловым глаголом:

The boy was **rightly** dressed.

He was **wrongly** chosen.

В значениях «справедливо, по делу» и «несправедливо, по ошибке» используются только наречия *rightly* и *wrongly*:

He was **rightly/wrongly** punished.

2. В большинстве случаев подобные пары наречий значительно различаются по смыслу:

hard — упорно, усердно, сильно

It's raining **hard**.

late — поздно

John came home very **late**.

high — высоко, ввысь (в прямом смысле)

Alec can jump very **high**.

near — рядом

I live **near** my school.

hardly — едва, с трудом

I was tired and could **hardly** move.

lately — недавно, за последнее время

Have you seen him **lately**?

highly — высоко, с высокой оценкой (в переносном смысле)

We **highly** estimate his speech.

nearly — почти

I **nearly** missed my bus.

most — очень, больше всего
I like it **most** of all.

wide — широко (*в прямом смысле*)
Please, open the window **wide**.

mostly — главным образом, преимущественно

These animals hunt **mostly** at night.

widely — широко (*в переносном смысле*)

The film is **widely** known.

7 Choose the right words to complete the sentences.

- 1) Tom was (wrong/wrongly) believed to be a thief.
- 2) I think very (high/highly) of his new book.
- 3) The weather was (most/mostly) dull that night.
- 4) She is never (wrong/wrongly) dressed.
- 5) Can you see the plane flying (high/highly) in the sky?
- 6) You should work (hard/hardly) at your project.
- 7) It's (near/nearly) five o'clock.
- 8) This is not the problem that should be (wide/widely) discussed.
- 9) He is (wrong/wrongly) punished. He hasn't touched your papers.
- 10) Which do you value (most/mostly): wealth or health? 11) I am afraid I have (hard/hardly) any money.
- 12) What have you been doing (late/lately)?
- 13) He is (wide/widely) spoken about.
- 14) I think she is (right/rightly) praised for her essay.
- 15) Which do you like (most/mostly): comedies, action films or thrillers?

DO IT ON YOUR OWN

8 Choose the appropriate definitions of these words.

- 1) An employee:
a) a person who employs others b) a person who is employed c) a person suitable to be employed
- 2) Amazed:
a) filled with great surprise b) causing great surprise c) filling someone with great surprise
- 3) Convincing:
a) completely certain about something b) able to convince c) the act of convincing or being convinced
- 4) Entirely:
a) complete b) completeness c) completely
- 5) Faithful:
a) belief or trust b) loyal c) disloyal
- 6) An adult:
a) a person or animal that is fully grown b) fully grown c) full growth
- 7) to amaze:
a) to fill with pleasure b) to fill with doubt c) to fill with surprise

9 Write your own sentences with these word combinations.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• to work hard• to speak highly of smth• mostly in the morning• to be rightly chosen | <ul style="list-style-type: none">• to be wrongly punished• to be widely discussed• hardly possible• to open wide |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|



10 Complete the text with the derivatives of the words on the right.

What is a patent [pə'tent]? It is an (1) ... between the government and the inventor. The government agrees that no one but the inventor will be allowed to manufacture, use or sell his (2) ... for a period of time without the inventor's (3) In return, the inventor files his new (4) ... in the patent office so that everyone may benefit from it.

The main principle of giving patents is based on two questions: "Is this thing (5) ...?" and "Is it new?" (6) ... for the patent must be made by the inventor, who also gives a written (7) ... and (8) ... of the invention. Government patent (9) ...s decide its patentability. Once the patent is given, it becomes the inventor's own property.

agree

invent

permit

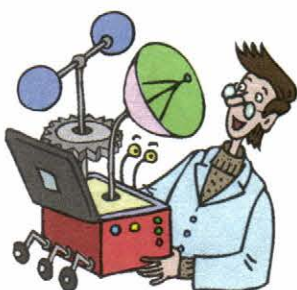
discover

use

apply

describe, draw

examine



Step 5

DO IT TOGETHER



1 Listen to the talk between Martin and Jeff, (32), and complete the sentences (1—6).

1) Jeff became interested in the Nobel [nəʊ'bel] Prizes

- a) after he listened to an interview on the radio
- b) when he heard some things about them on TV
- c) while working on the computer



2) The Nobel Prizes are given for great discoveries and inventions in

- a) different fields of human activities
- b) sciences
- c) arts and sciences

3) The money for the achievements in economics comes from

- a) Alfred Nobel's fund
- b) a Swedish financial institution
- c) the Swedish government

4) Alfred Nobel, the founder of the Nobel Prizes,


- a) was a sociable person
- b) spent all his time on inventions
- c) was against wars

5) Alfred Nobel tried to manufacture nitroglycerin [ˌnaɪtrəʊ'glɪsərɪn]

- a) with his younger brother, Emil
- b) together with his elder relative
- c) alone

6) The Nobel Prize winners are named

- a) by one and the same institution
- b) by different institutions situated in one country
- c) by institutions situated in two countries

2 A. Read the questions about Alfred Nobel and his will¹ and choose the answers which in your view are correct. Check,  (33), to see if your guess was right.

1) When was the first set of the Nobel Prizes awarded²?

- a) In 1896, the year of his death.
- b) In 1901, on the 5th anniversary³ of his death.
- c) In 1916, on the 10th anniversary of his death.

2) Why are the Nobel Prizes awarded on the 10th of December?

- a) It is the date of Nobel's birth.
- b) It is the date of his death.
- c) It is the date when the dynamite was invented.



3) Why do you think the Nobel Prizes are awarded in Sweden and Norway?

- a) Because both the countries have monarchs.
- b) Because there have been many Nobel winners from Norway.
- c) Because Sweden and Norway used to be one country until 1905.

4) What languages did Nobel speak fluently?

- a) Swedish, Norwegian, English, Dutch.
- b) Swedish, English, French, German.
- c) Swedish, English, French, German, Russian.

5) Why, being a pacifist, did Nobel invent the dynamite and was proud of it?

- a) It was a real proof of his talent.
- b) He thought the invention of the dynamite would end all wars.
- c) He thought it could develop sciences further.

6) Why did some people call him the “merchant⁴ of death”?

- a) Because he became a millionaire due to the dynamite.
- b) Because his invention caused a lot of deaths.
- c) Because his younger brother was killed during Nobel's experiments.

7) Why did Nobel leave so much (94%) of his money to the establishment of the now famous Nobel Prizes?

- a) He wanted his name to be remembered.
- b) He didn't want to go down in history with such a horrible name as “the merchant of death”.
- c) He had a falling out with all his relatives.

B. Remember what you have found out about Alfred Nobel and the famous Nobel Prizes and give a short talk about them.

¹ a will [wɪl] — завещание

² to award [ə'wɔ:d] — вручать (награды), награждать

³ an anniversary [ˌæni'vɜ:səri] — годовщина

⁴ a merchant ['mɜ:tʃənt] — купец, зд.: торговец

A. So far there are 21 people from Russia who are the Nobel Prize winners. Read the names of some of them and match them with the fields where they worked.



1) Ivan Pavlov
(1904)



2) Ilya Mechnikov
(1906)



3) Ivan Bunin
(1933)



4) Nikolay
Semonov (1956)



Ilya Frank
(1958)

- a) Physics
- b) Psychology and medicine
- c) Literature
- d) Chemistry
- e) Economics
- f) Making and keeping peace



5) Boris Pasternak
(1958)



6) Lev Landau
(1962)



7) Michail
Sholokhov (1965)



8) Aleksander
Solzhenitsyn (1970)



9) Andrey
Sakharov (1975)



10) Leonid
Kantorovich (1975)



11) Pyotr Kapitsa
(1978)



12) Joseph Brodsky
(1987)



13) Mikhail
Gorbachev (1990)



14) Zhores
Alferov (2000)



15) Vitaly Ginzburg and Alexei
Abrikosov (2003)



16) Konstantin
Novoselov (2010)

B. Speak about:

- their contribution to science and culture;
- the fields where Russian people have done more than in others;
- if, in your view, money prizes are a good motivation for people to try and achieve better results.



4 Listen,  (34), and read.

- A. dive** [daɪv] — нырять
exhibition [ˌɛksɪˈbɪʃn] — выставка
luxurious [lʌgˈzjʊəriəs] — роскошный
remind [rɪˈmaɪnd] — напоминать
restore [rɪˈstɔː] — восстанавливать
search [sɜːtʃ] — искать, обыскивать
sink [sɪŋk] — 1) тонуть; 2) опускаться
suitable [ˈsuːtəbl] — подходящий
pick up [ˌpɪk ˈʌp] — поднимать

B. dive: to dive in/into water; to dive off something, to go diving. Don't dive in without looking. He bravely dived off the high bank of the river. My brother has been going diving for three years now and has achieved very good results.

exhibition: an art exhibition, an exhibition of something, to be on exhibition, to make an exhibition of oneself. There's a very good exhibition of modern paintings in this museum. Costumes from all over the world are on exhibition here. Stop shouting now, don't make an exhibition of yourself.

luxurious: a luxurious hotel, a luxurious home. She dreamed of a weekend in a luxurious seaside hotel.

remind: to remind somebody of/about something, to remind somebody of somebody else, to remind somebody to do something. Can you remind us about your plans for the coming week? She was tall and dark and reminded me of her mother. Remind me to bring my laptop next time.

restore: to restore a building, to restore peace. The mansion was restored and looked as good as new. They did everything in their power to restore peace in the area.

search: to search (for) something. Rescue teams are still searching for survivors. I get most of the answers by searching the Net. I searched my mind but couldn't come up with the answer.

sink (sank, sunk): 1) to sink in the ocean, to sink in the snow. The ship sank off the coast of Newfoundland during the storm. Our feet sank in the snow as we walked. 2) to sink to the ground, to sink to one's knees, to sink so low. All I wanted was to sink into a hot bath. How could he sink so low as to lie to me!

suitable: suitable for something, suitable to do something. At last we managed to find a suitable house. This film is not suitable for young children.

pick up: to pick up a bag, to pick up the phone. I've already asked the children to pick their toys up.

5 Complete the sentences with the new words (Ex. 3) in their appropriate forms.

1) The school will organize two ... of pupils' works. 2) The hall is perfectly ... for weddings, banquets and other celebrations. 3) I ... my pockets and my bag for the passport. 4) The buildings have been carefully ... and they look fantastic now. 5) He ... off a rock into the sea and disappeared. 6) These shoes are not ... for walking in the country. 7) The sun ... slowly behind the hills, it got dark. 8) She ... up the child and ran to the door. 9) She ... me of my promise. 10) We don't need a ... flat, a simple one will be quite ... 11) He was taken to the police station, ... and questioned. 12) There was a ... of new books in the school library.

HIRE

RENT

1. Глаголы *to hire* и *to rent* являются синонимами, причём второй из них чаще используется в американском варианте английского языка. В британском английском эти глаголы различаются между собой следующим образом:

а) если речь идёт о найме на короткий период времени, используется *hire*, на длительное время — *rent*:

Let's **hire** the car for the weekend.

I'll have **to hire** a suit for the wedding.

Но: Is that your own television or do you **rent** it?

We **rent** the house, it's not ours.

б) только глагол *hire* используется применительно к людям, обозначая при этом «нанять кого-либо» для выполнения конкретной кратковременной работы:

They **hired** a lawyer for the process.

I think I'll **hire** a plumber¹.

Если речь идёт о найме на длительные сроки, обычно используют глагол *to employ*:

We are going **to employ** a new history teacher.

SCIENTIST

SCOLAR

2. Существительные *scientist* и *scholar* ['skɒlə] используются для обозначения учёных, но первое слово обычно употребляют, если речь идёт о точных и естественных науках, а второе — о гуманитарных.

Albert Einstein is a great **scientist**. His discoveries in physics are well known all over the world.

Academician Victor Vinogradov is a great Russian **scholar**, whose works in the Russian literature and the Russian language are well known in our country.

SINK

DROWN

3. Глаголы *sink* и *drown* переводятся на русский язык одинаково — «тонуть», однако первый из них обычно используется, если речь идёт о неодушевлённых предметах.

The ship hit a rock and **sunk**.

Глагол *drown* употребляется, если речь идёт о людях, причём сам глагол может использоваться как в активном, так и в пассивном залоге.

The girl couldn't swim and **drowned** (was drown) in the river.

6

Choose the appropriate words to complete the sentences.

1) The conference on the problems of modern linguistics attracted a lot of (scholars/scientists). 2) The ship (sank/drowned) and some passengers and some members of the crew (sank/got drowned). 3) She (hires/rents) a house with three other girls. 4) The man turned out to be a (hired/rented) killer. 5) The rest of the staff have been (hired/rented) on short-term contracts. 6) We decided to (hire/rent) a boat and have a day trip to the island. 7) During the harvest people are usually (hired/rented) by the day². 8) The swimmer went out too far and almost (drowned/sank). 9) A (scholar/scientist) is a person with great knowledge of a subject, especially a non-science subject. 10) Ski equipment can be (hired/rented) locally. 11) They have recently (hired/rented) a four-roomed house and the money they pay is quite affordable. 12) Nicholas Copernicus, a Polish astronomer, was a great (scientist/scholar) of his time.

¹ a plumber ['plʌmə] — водопроводчик, сантехник

² by the day — подённо

The Adverb *Badly*

1. В современном английском языке наречие *badly* является многозначным словом. Оно может иметь известное вам значение «плохо».

Sometimes young children behave badly when they get too excited.

В этом значении наречие *badly* имеет степени сравнения *worse* и *worst*.

Eliza knows French **badly**.

Laura knows it even **worse**.

Emma knows French **worst** of them.

2. Во втором своём значении наречие *badly* усиливает значение глагола и часто переводится как «очень», «очень сильно».

I **badly** need this job.

В этом значении степени сравнения наречия иные.

John needs this job **more badly**.

Alec needs it **most badly**.

7 Express the same in Russian.

- 1) Everybody knows that Betty is not a dancer. She dances badly.
- 2) My computer badly needs repairing.
- 3) How successful you are depends on how badly you want to succeed.
- 4) She feels that she has been badly treated.
- 5) Nobody will think badly of you if you fail.
- 6) That was a badly organized meeting.
- 7) Ann was missing him badly.
- 8) The roof is badly in need of repair.
- 9) The meal was so badly cooked that I couldn't eat it.
- 10) At the end of the year they all felt that they badly needed a holiday.

DO IT ON YOUR OWN

8 Use the adverb *badly* in the appropriate (comparative or superlative) degree.

- 1) She knows the English language (badly) than me.
- 2) My brother badly needs a haircut, my cousin needs it even (badly).
- 3) Rick is not a very good tailor. He makes clothes (badly) of all people in the tailor's shop.
- 4) I know that you need this money (badly) of all of us.
- 5) Can't you understand he needs my help (badly) than you?
- 6) Jane plays the piano (badly) of all the pianists.
- 7) My younger brother plays badminton (badly) than me.
- 8) The novel was translated into English (badly) than into French.
- 9) Why do you think Nick did (badly) of all the students in the history test?

9 Match the words in the two columns and complete the sentences that follow with the word combinations.

A.	B.
eagle	of ancient art
restored	deep
exhibition	suitable
often	all the rooms
luxurious	by the new owners
sank	reminded

highly	the heavy bags
searched	dive
picked up	hotel

- 1) The family stayed in a ... on the beach.
- 2) She ... me that I had to keep my promises.
- 3) We watched the ... from the sky.
- 4) Our feet ... into the soft sand as we walked.
- 5) The old house was
- 6) The class went to an ... shown in the City Hall.
- 7) This kind of holiday is ... for people with heart problems.
- 8) I've ... but the keys are still missing.
- 9) He ... easily and put them on the trolley.

10 Complete the sentences with the appropriate words.
Write the sentences down.

- A.**
- 1) The new book is (wide/widely) discussed on the Internet forums, in the press and on television.
 - 2) We climbed (high/highly) up the hill to look at the sunrise.
 - 3) She (most/mostly) watches comedies and thrillers.
 - 4) Students think (high/highly) of this teacher.
 - 5) I (near/nearly) forgot your birthday.
 - 6) That was the (most/mostly) interesting book I've ever read.
 - 7) The runner was breathing (hard/hardly) after the race.
 - 8) I live (near/nearly) the school and can get there in 5 minutes.
 - 9) As you are sick, you will (hard/hardly) be able to go to the party tonight.
 - 10) The train arrived about five minutes (late/lately).
 - 11) The hippopotamus opened its mouth (wide/widely) and yawned.
 - 12) Have you seen Peter (late/lately)?
- B.**
- 1) These (scientists/scholars) are trying to restore the text of some ancient manuscripts.
 - 2) The boat can (drown/sink) if it has a hole.
 - 3) It is not my own house, I (hire/rent) it.
 - 4) Two people (drowned/sank) in the flood.
 - 5) A lot of people prefer to (hire/rent) bicycles in the park instead of bringing their own.
 - 6) The biologist who spoke in that television programme is a well known (scientist/scholar).

Step 6

DO IT TOGETHER



- 1 Listen to the descriptions of five different inventions, (35), and match the descriptions you will hear (1—5) with the statements about them (a—f). There is one statement you don't have to use.



- a) This invention appeared in the 20th century.
b) This invention had no practical usage.
c) The name of the invention is explained by its description.
d) Several centuries passed before common people began to use this invention widely.
e) We have some information about this invention thanks to an ancient author.
f) Representatives of several countries helped this invention to appear.
- 2 You know the words in column A. Read the sentences (1—10) and say what the words in column B mean.

A	B
exhibition	exhibit (v, n) [ɪg'zɪbɪt]
luxurious	luxury ['lʌkʃəri]
search (v)	search (n)
restore	restoration
suitable	suit (v)

1) His sculptures were exhibited in the best galleries of Europe. 2) She has exhibited her paintings in Paris. 3) Many of the exhibits came here from India. 4) This science exhibit won the first prize. 5) Eating dinner at a restaurant was a luxury for our family. 6) The opera star was used to luxury and stayed only in five-star hotels. 7) We did a computer search for all the hyphenated words. 8) I went down the street in search of a garage where I could buy some petrol. 9) This restoration of a prehistoric village shows what it must have looked like. 10) The army's task was the restoration of public order. 11) Will it suit you if I come around at three? 12) Dark colours suit her best.



- 3 Read and complete the text with the phrases (a—h) that follow it. There is one phrase you don't have to use.

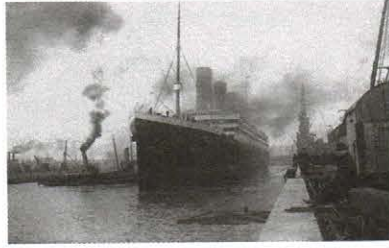
Great Rediscovery

The Titanic [taɪ'tænɪk] was the greatest ship ever built: it was luxurious and unbelievably big. It was also supposed to be unsinkable. The ship was completed in 1912 in Ireland and sailed across the Atlantic, (1) ..., with more than two thousand passengers on board. In the north Atlantic the ship hit an iceberg and sank. Of the 2,206 passengers only 705 people survived.

In the years after the *Titanic* sank, many people wanted to find her. But the ship's exact location was a mystery and the technology to reach her did not exist as (2) ...

More than 70 years passed. Then in 1985 a team led by Dr Robert Ballard used an unmanned diving vessel¹ called *Argo*, (3) ... that sent pictures back to the research ship. The explorers sent *Argo* down to the bottom of the ocean. Day after day (4) ... and finally found the *Titanic*.

¹ a vessel ['vesl] — судно; зб.: аппарат



Two years later another vessel, the *Nautilus* [ˈnɔːtɪl] visited the *Titanic*. It was equipped with the latest technology, including a movable video camera suitable for filming inside the rooms of the *Titanic*.

The *Nautilus* also had two robotic arms, which were operated by a pilot inside the vessel. (5) ... the pilot was able to pick up various types of objects. The *Nautilus* brought back thousands of ordinary objects that were lying on the seabed: toys, eyeglasses, money and jewels. They were sad reminders (6) ...

Once on dry land, the objects were carefully cleaned and restored so that they could be displayed in exhibitions. These objects helped to tell the story of the *Titanic* and her passengers. The *Nautilus's* technology also enabled scientists to answer the question (7) ...: what really happened to the *Titanic*? The new evidence showed that the iceberg had made six small cuts below the waterline, which had allowed the water to get into the ship.

- by examining the *Titanic* scientists were able to explain
- of the many lost lives
- the ship lies at the depth of 3,798 metres
- from England to New York in the USA
- that had remained a mystery since the sinking
- with their help
- which had a video camera
- they searched the seabed

4 Restore the events of April 1912. The words and word combinations below will help you.

- The greatest ship
 - supership
 - a floating palace
 - set sail on 10 April
 - after three days at sea
 - received iceberg warnings
- Danger ahead
 - an iceberg straight ahead
 - too late
 - water began to gush¹ in
 - flooded one compartment after another
 - three were not enough boats for all passengers
 - radio operators kept calling for help
 - other ships either didn't hear the signal or were too far away
- Rescue
 - found themselves in the cold water of the north Atlantic Ocean
 - the *Titanic* sank
 - froze to death
 - the *Carpathia* came to rescue
 - the survivors were taken aboard
 - the ship headed for New York

5 American and French crews worked together to rediscover the *Titanic* in 1985. Work in small groups and decide what kind of science, technology and innovation cooperation between countries can be more effective. Be ready to prove your choice. Below there are some ideas.

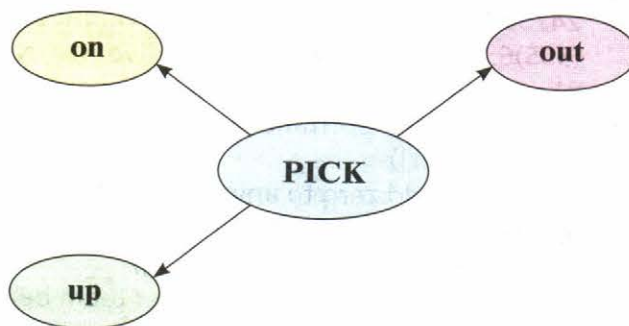
¹ to gush [gʌʃ] — хлынуть

STI Cooperation

- exchange of information on STI policies and programmes
- food security
- food shortage in some countries
- reducing the negative effects of climate change and nature disasters
- new and renewable energy
- energy conservation
- nanotechnology
- space and earth observation
- medicine
- biotechnology
- fighting pollution
- saving water resources
- development of high-tech zones and innovation centres (like Skolkovo)
- ...

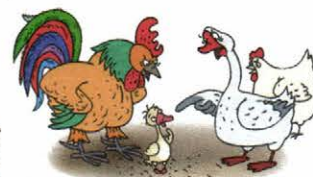
Phrasal Verbs

Познакомьтесь с фразовыми глаголами с ядерным элементом **PICK**.



1) **to pick on somebody** — придирается к кому-то, задирает кого-то

Why do you always pick on me?



2) **to pick out**

a) выбирать

Have you picked out a dress for the party?

b) узнавать что-то (кого-то) среди других предметов (людей)

I easily picked him out in the crowd.



3) **to pick up**

a) поднимать

I saw something bright lying in the sand and picked it up: it was a strange coin.

b) выучить (невольно)

She picked up some new habits while living in Russia.



c) забрать кого-то или что-то

I'm in the airport. Will you come to pick me up?



6 Complete the sentences with *on*, *up* or *out*.

1) I've ordered some books I need on the Internet. I'll pick them ... from the shop on my way home. 2) She picked ... her heavy bag and set off for the bus stop. 3) Please don't pick ... your little brother: he's not doing anything wrong. 4) I picked my dad ... at the station and drove him home. 5) I never studied French. I just picked it ... when I lived in France. 6) I made the children pick ... their toys and put them away. 7) We don't want our children to pick ... bad language. 8) Stop picking ... me! 9) It wasn't easy for Jane to pick ... a suitable present for my sister. 10) Just go to the wardrobe and pick a shirt



Some Facts about Numbers

Обратите внимание на некоторые особенности использования и наименования чисел.

1. По-английски обозначить нулевое число можно по-разному:

а) ноль произносят как букву *o* [əʊ] (на письме — *oh*), когда нужно назвать год, номер рейса, номер кредитной карточки или номер телефона:

1905 — nineteen oh five

2475083 — two four seven five oh eight three

(555)630-9821 — area code five five five, six three oh, nine eight two one

б) в научных или технических контекстах ноль чаще всего обозначается словом *zero* (для британского варианта английского языка возможно также *nought* [nɔ:t])

When you add zero to any number, the number remains the same.

в) в спорте, при подсчёте очков, часто говорят *nil* (американцы, однако, чаще используют *zero* или *nothing*):

Birmingham won three to nil. Our team beat the Eagles, four-nothing.

2. а) При обозначении больших чисел тысячи отделяются запятыми:

1,911.

BrE: one thousand nine hundred and eleven; *AmE*: one thousand nine hundred eleven.

б) Сказать *одна тысяча*, *один миллион* можно двояко: *a/one thousand*, *a/one million*, *a/one hundred*. В разговорной речи чаще используют неопределённый артикль, а в технических текстах — *one*. Однако, если в числе, превышающем тысячу, содержится сотня (*hundred*), следует использовать только слово *one*:

3,109 — three thousand one hundred and nine.

3. а) Дробные числа называют следующим образом:

простые дроби (Fractions):

$\frac{1}{2}$ = a half;

$2\frac{1}{2}$ = two and a half;

$\frac{1}{4}$ = a quarter;

$\frac{3}{4}$ = three quarters;

$\frac{3}{8}$ = three eighths;

десятичные дроби (Decimals [ˈdesɪmls]):

0.5 = *BrE* nought point five; *AmE* zero point five;

2.5 = two point five;

0.25 = *BrE* nought point two five; *AmE* zero point two five;

0.75 = *BrE* nought point seven five; *AmE* zero point seven five;

б) Обратите внимание, что на письме в десятичных дробях используется точка, если все число меньше единицы. Однако, если число больше единицы, то целое число отделяется от своей дробной части запятой: 2,341 (*two point three four one*).

7 Read these numbers. Use British and American English where possible.

- 1) a) 1437; b) 1249548; c) 6075; d) 8135; e) 199; f) 5 876 278;
2) a) 1708 (the year); b) (495) 3919487 (a telephone number); c) 0.25; d) 0.75;
e) SU203 (the number of a flight); f) $\frac{1}{2}$; g) $\frac{3}{4}$; h) $7\frac{1}{2}$.

DO IT ON YOUR OWN

8 Revise the new words and their derivatives and use some of them to complete the sentences. Write down the sentences.

- 1) All the ...s in the art gallery were priceless. 2) There is an ... of paintings by Henri Matisse in Moscow. 3) I don't think such dark clothes are ... for a young girl. 4) My niece works in a museum, she specializes in ... of antique paintings. 5) She had never lived in palaces or ... mansions though she was a princess. 6) An evening to himself was a ... couldn't afford. 7) You can probably get the address by doing an Internet 8) Doctors say that the patient can ... his health. 9) I have begun to forget a lot of things. Can you ... me about the meeting? 10) He swims well and is fond of

9 Read the text "Great Rediscovery" (Ex. 3) again and find in it English equivalents for the following. Write them down.

- 1) быть непотопляемым; 2) точное местоположение; 3) команда под руководством; 4) автоматически управляемый глубоководный аппарат; 5) исследовательское судно; 6) был оснащён; 7) подвижная видеокамера; 8) «руки-роботы», автоматическое устройство для захвата и переноса предметов; 9) очки; 10) новое доказательство, свидетельство.

10 Choose the verbs to complete the following sentences. Use them in their appropriate forms.


call, speak, pick

- 1) I was asked to ... out the names of the winners, it was good I could use a microphone. 2) He ... out the most beautiful rose from the bunch and gave it to me. 3) I like the new project and will ... for it at the meeting. 4) If you don't ... up, the people at the back of the room won't hear you. 5) She thought her trainer ... on her more than on the other girls in the team. 6) The politician are ... us for new reforms. 7) If you have something to say, do ... out. 8) They ... up a funny accent while living in the south. 9) I was busy in the morning and ... in on Fiona only late in the afternoon. 10) I ... up this beautiful shell on the beach last summer and have been keeping it since that time. 11) I don't share your opinion at all, please, ... only for yourself. 12) Don't take the bus, I can ... you up on my way to work.

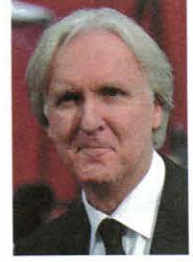
Step 7

DO IT TOGETHER



1 Listen to the dialogue,  (36), and say which of the facts below are true, false or not stated.

- 1) Caroline has seen "Titanic" 3D movie.
2) James Cameron had two Oscars for the film "Titanic".

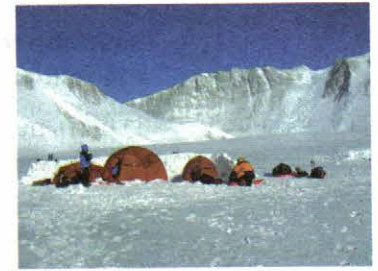
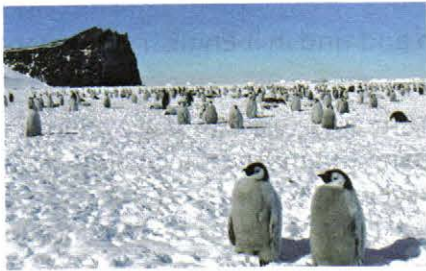


- 3) "Titanic" became a hit with the public when it appeared.
- 4) "Titanic" is the most expensive film of its kind.
- 5) Both Caroline and Mary like the film.
- 6) Millions of pounds spent on "Titanic" have paid back.
- 7) There are a lot of special effects used in "Titanic".



2 Complete the text with the appropriate words.

Discovery Made by Russian Scientist in Antarctica



National (1) ... and scientists have been involved in development of Antarctic's territory for a long time. Recently they (2) ... completed an experiment which they conducted for several decades. Using special-purpose (3) ..., they cut through an ice block four kilometers (4) By doing this, the scientists (5) ... Lake Vostok which is a unique natural water source existing on our planet since the ancient times. This experiment is hoped to (6) ... what happened on the Earth millions years ago, in other words, at the time when no (7) ... existed.

- | | | | |
|--------------------|------------------|---------------|----------------|
| 1) a) scholars | b) researchers | c) learners | d) educators |
| 2) a) successfully | b) progressively | c) luckily | d) fortunately |
| 3) a) gadgets | b) tools | c) fittings | d) equipment |
| 4) a) deep | b) wide | c) high | d) short |
| 5) a) touched | b) found | c) reached | d) achieved |
| 6) a) invent | b) discover | c) search | d) research |
| 7) a) humans | b) peoples | c) humanities | d) natives |

3 **A.** Say what the difference between the verbs *to remember* and *to remind* is. Use the appropriate forms of the words to complete the sentences.

1) Can you rem... where she lives? 2) Can you rem... me to write to my granny? 3) Don't rem... me of that awful day — I made such a fool of myself. 4) You will rem... about watering the flowers while I'm away, won't you? 5) On this day we rem... the dead of the two world wars. 6) The sight of the clock rem... me that I was late. 7) Will you rem... us about tomorrow's appointment. 8) This hotel rem... me of the one we stayed in the previous summer. 9) She always rem... to call me at Christmas. 10) I have forgotten her telephone number. Will you rem... me of it?

B. Write 6 sentences of your own to illustrate how the verbs *to remember* and *to remind* can be used.

4 Read the text and answer the questions it asks.

Imagine a world without telephones or television, without cars or electricity. In this world the women wear long dresses. There is no industry. Everyone works on farms and travels by horse or on foot. Where do you think this world is? Europe in the eighteenth century? In fact, it is Pennsylvania in the USA nowadays. It is the world of the Amish people. The Amish came to America in the 18th century searching for religious and political freedoms and since then their lifestyle has not changed. The Amish population in the USA numbers more than 150,000 and growing, due to large family size (seven children on average).

The Amish are farmers and they base their life on the Bible. There were no tractors or telephones in the Bible and there are no tractors or telephones in the Amish village today. Amish life is very strict and very simple. Their men and boys wear dark jackets and trousers, plain¹ shirts and hats. The women and girls wear long dresses and small bonnets². They have long hair and they don't wear any make-up or jewellery.

Family life is very important for the Amish. They live in large families and every one helps with the work. The day starts when the sun rises and ends when the sun sets. The men and boys work in the fields and the women and girls work in the houses. When something big is needed, such as a new barn³, all the neighbours help to build it. Nobody works on Sundays, because everyone goes to church. They build one-room school-houses instead of large modern rooms because they are sure that children feel better in a home-like atmosphere.

Life for the Amish is not all work. They have a lot of village parties. They don't dance or play musical instruments, but they sing hymns and have a good time. There is no crime in their communities and no pollution either. Nobody is poor and nobody is lonely. Could such a lifestyle be suitable for you? Why or why not?

- 5** Work in small groups and make two lists: a) of what the progress in science and technology gives the humanity and b) what it takes away. Together try to answer the following questions.

What does progress in science and technology do more — good or harm? Is it possible for the mankind to stop using new technologies to make life on our planet more secure? Is it likely to happen in the future?



English Synonyms

В каждой группе синонимов обычно есть более широкое по своему значению слово, которое может заменить остальные. Однако было бы неправильно пользоваться только подобными известными всем словами. Использование синонимов делает речь более яркой, красочной и корректной.

Так, например, в различных ситуациях вместо глагола *to make* можно использовать многие другие лексические единицы, которые зачастую звучат правильнее и точнее.

Make	{	= manufacture, produce, build — things in factories;
		= cook, prepare, knock up (<i>informal</i>) — meals;
		= build, construct, put up, erect — buildings and structures;
		= generate, produce — power, heat or light;
		= cause, create, generate, produce — problems, changes or effects;
		= design, invent, create, formulate — new things.

¹ **plain** [pleɪn] — простой, без рисунка

² **a bonnet** ['bɒnɪt] — чепец

³ **barn** [bɑ:n] — амбар

6 Use the appropriate words from the box above instead of the verb *make*.

1) Most of electricity in this country is made by nuclear reactors. 2) Everyone knows the story of how God made the world. 3) The tunnel under the English Channel was made in 1996. 4) This part of the country makes some of the best milk in Holland. 5) He offered to make me lunch. 6) This new firm makes women's clothing. 7) He likes his job of making websites. 8) A monument to the poet was made after his death. 9) The government is making a new economic strategy. 10) It's one of the most time-saving devices ever made for cooks. 11) Their untimely visit made a lot of problems for the family. 12) This chemical process makes a lot of heat. 13) It was an old building made of red brick.



More Facts about Numbers

Как вы уже знаете, номера телефонов по-английски звучат как поток цифр, прерываемый паузами. На письме обычно тире между цифрами не ставится:

582949 = five eight two nine four nine

В британском варианте английского языка номера телефонов, в которых подряд идут две или три одинаковые цифры, обычно произносятся с использованием слов *double* или *treble*¹:

4655 — four six double five

1555 — one treble five or one five double five

Обратите внимание на то, что в британском и американском вариантах английского языка даты пишутся и произносятся по-разному:

BrE: 3 June/3rd June or June 3/June 3rd (the third of June or June the third);

AmE: June 3/June 3rd (June third).

Если число на письме обозначается только цифрами, например 3/6, то для англичанина первая цифра обозначает число, а вторая — месяц (*BrE* — 3 June), в то время как для американца первая цифра служит обозначением месяца, а вторая — числа (*AmE* — March 6).

7 Say these dates in English.

A. *BrE*: 8/9; 5/6; 3/10; 11/12.

AmE: 5/6; 4/2; 17/1; 8/12.

B. *BrE*: April 5; May 1; August 9; March 8; November 5.

AmE: January 1; June 15; September 10; February 28; December 31.

DO IT ON YOUR OWN

8 Say these phone numbers and write them in words.

a) 342 888; b) 547779; c) 38 442; d) (553) 666 321; e) 72 9987.

9 Use the appropriate prepositions to complete the sentences.

about, for, in, of, off, on, out, up

1) I rang to remind him ... the party. 2) The building on the opposite side of the street strongly reminded me ... my old school. 3) I picked ... a magazine from the floor. 4) Why is Rose always picking ... this little girl? 5) I went along the street ... search of a food shop.

¹ **double** ['dʌbl] — двойной, удвоенный; **treble** ['trebl] — тройной, утроенный

6) We did a computer search ... some derivatives with “or” at the end. 7) Which of his paintings are ... exhibition? 8) The boy dived ... the bank of the river which was rather high. 9) Jane, have you picked ... a pair of shoes to suit your dress? 10) Fiona picked ... some Greek words and uses them to advantage when she comes to Athens.

10 Find synonyms in the two boxes, pair them up and write the pairs down.

search, lift, faith, comprehensible, grown-up, whole, release, amazing, miracle, possess, hire, captivating, figure out

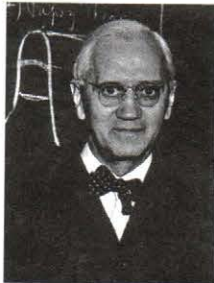
adult, set free, have, belief, gripping, pick up, striking, rent, wonder, understand, look for, entire, understandable

Step 8

DO IT TOGETHER



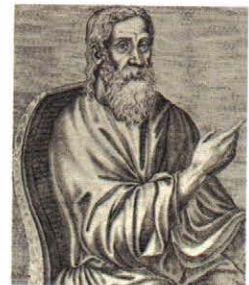
1 Listen to the five texts, (37), devoted to the world-famous scientists (1—5) and match their names with the statements (a—f). There is one statement you don't have to use.



1) Sir Alexander Fleming



2) Pierre de Fermat



3) Euclid



4) Carolus Linnaeus



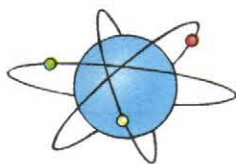
5) James Clerk Maxwell

- This scientist categorized diverse living things.
- This scientist can hardly be called a discoverer or inventor but his works have been used in the scientific world from the ancient times till nowadays.
- This world-famous English scientist worked in the fields of mathematics and physics.
- This scientist got his education in one of the most prestigious British universities.
- This scientist's discovery was widely used in medicine.
- The proof of this scientist's discovery was lost and found again only in the 20th century.

2 Complete the text with the appropriate forms of the words on the right.

How Big Is an Atom?

Let us begin by saying that anything man (1) ... about the atom today might be changed tomorrow. Science constantly (2) ... new things about the atom as atom-smashing machines (3) The word “atom” comes from Greeks (4) ... an atom to be the (5) ... possible particle¹ of any substance². Yet today we (6) ... more than 20 different particles in the core of the atom! Scientists believe the atom (7) ... of electrons, protons, neutrons, positrons, neutrino, mesons and hyperons. How all these particles (8) ... together to make up the atom still (9) ... to us.



know
learn
build
think
small
find
make
hold
not know

3 Answer the questions.

- 1) Why do you think the mass media are becoming extremely important nowadays?
- 2) Where from do people mostly get the latest news? Does it, in your view, depend on the age of an individual?
- 3) If you personally need some information about a certain thing, personality or phenomenon, would you rather use the Internet than other sources of information? Why so?
- 4) There is an opinion that information you get from the Internet is not always reliable and can contain some mistakes. Why do you think a lot of people share this opinion? Would you agree with it?
- 5) Some people state that newspapers and magazines are practically “dying” as fewer and fewer people read them. How can you account for the fact? Does it depend on a particular edition or the “genre” itself?
- 6) Can you say that people have stopped listening to the radio? If not, for whom it is still important?
- 7) Many people believe that television and other mass media can be not only useful but dangerous too. What comments can you offer here?
- 8) Some politicians blame the media for many negative phenomena of our life. Could you say that journalists are responsible for the evils and problems of modern societies?
- 9) In what way, in your view, are the mass media going to develop in the future?

4 A. Read and complete the text with the phrases (a—h) that follow it. There is one phrase you don't have to use.

Mass Media Today

The media, or mass communications, are traditionally considered to be the press, radio and television. Nowadays most people will say that the Internet is also part of them. The mass media are one of the most characteristic features (1) They unite people into one global community. With their help we can learn about the events at home and abroad, discuss important problems and share our points of view.

The first collection and distribution of the news was made by members of the Roman Senate in the 1st century BC. The early Roman papers were written out in more than 2,000 copies and sent everywhere in the Roman empire (2) Magazines developed from newspapers in the 18th century. Two hundred years later the progress in science and technology brought about radio and television, while the new millennium has seen (3)

¹ a particle ['pɑ:tlɪkl] — частица

² substance ['sʌbstəns] — вещество

Now all these types of mass media coexist and collaborate¹ with each other. Thus TV channels and programmes tend to have their sites on the Internet, radio journalists often produce newspaper reviews and newspapers (4) ... and publish criticism of television programmes.

All the mass media try not only to inform but also to entertain (5) Newspapers and magazines publish stories, anecdotes and crossword puzzles on their pages. Radio brings music to our homes and our cars. Television devotes a lot of time to broadcasting concerts, feature films and quizzes. One can find all those on the Internet as well. And these are (6)

On the other hand, the mass media may become a source of certain social danger by spreading unwanted or potentially harmful contents: scenes of violence, cruelty etc. We should understand the growing power of the media in the modern world. (7) ... to learn to use the advantages and minimize the disadvantages of mass media.

- a) a wide use of computers and the Internet
- b) only very few examples of what the mass media do for us
- c) the most popular kinds of mass media
- d) it may be one of the most urgent problems of the near future
- e) of modern civilization
- f) their viewers, listeners, readers and users
- g) and hung in public place
- h) recommend their readers what to watch on TV

B. Give a name to each paragraph and use them as an outline to speak about the mass media.

5 Work in small groups and make a list of measures² that can be taken to minimize the negative effects of mass media. Here are some ideas:

- Use the help of volunteers to find harmful contents on the Net and delete it.
- Introduce some kind of strict censorship³.
- Make new laws about.
- Teach young children.

6 Read the text and comment on it.

Majority of Under-fives Have TV in Bedrooms

In Britain the majority of children under five have a television in their bedrooms, according to the research. Parents are spending thousands of pounds equipping their children's rooms with electronic gadgets. Seven of ten children under 17, including more than half of under-fives, have a television. Games consoles⁴ have become another common bedroom feature, owned by six-to ten-year-olds. A lot of them have digital cameras. One of the researchers says: "We used to think of kids' rooms as messy no-go zones. But it seems they are now one of the "most expensively kitted-out rooms in homes".



¹ **to collaborate** [kə'ləbəreɪt] — сотрудничать
² **measure** ['meɪʒə] — мера (способ, путь)
³ **censorship** ['sensəʃɪp] — цензура
⁴ **game console** — игровой пульт, приставка



Breaking in the Conversation

Очень часто во время беседы возникает необходимость вежливо перебить собеседника, чтобы высказать своё мнение, или возразить ему.

Есть целый ряд способов, которыми пользуются в этих целях говорящие на английском языке. Вот некоторые из них:

- Yes, but...
- Well, I know but...
- If I could just come in here...
- Sorry to interrupt but...
- Look here...
- There's just one point I'd like to make...
- Although...
- And another thing...
- By the way...
- That reminds me...
- And...

7 Work in pairs. Use the phrases from the box above to complete these flashes of conversation. Think of different possibilities.

- 1) — In my school we are not allowed to use mobile phones. Have you ever heard about anything like that?! And...
— ...mobiles often distract pupils from their studies.
- 2) — Nuclear energy is called *clean*. Producing it doesn't cause pollution, it's not so expensive, it...
— ...nuclear pollution causes huge problems.
- 3) — Nearly half of the world population are using computers. I can't imagine modern life without them. For me the computer is a source of information, it also helps me to keep in touch with my friends...
— ...mine also helps me not to feel bored.
- 4) — I can understand why a lot of pupils hate the idea of wearing school uniforms. Wearing them they can't reveal their individuality, they get tired of wearing the same clothes every day...
— ...school uniforms may turn out to be more expensive than plain everyday clothes.
- 5) — I think sciences should become one of the most important school subjects. It's very important to understand how physical world works...
— ...we can't forget about the great value of arts.
- 6) — I believe that computer games take up too much of our time, they get us addicted and sometimes teach us wrong things like violence...
— ...they help us relax, especially if we don't overdo playing them.

DO IT ON YOUR OWN

8 Complete the text with the derivatives of the words on the right.

The word "magazine" comes from the (1) ... *makhazin*, which means a store house or a place to keep things. In one sense, that is (2) ... what *a magazine* is. It is a store house of stories and articles. Many magazines are (3) ... illustrated with (4) ... photographs and (5) ...s, but some of them called *journals*, are more (6) They generally have fewer (7) ...s.

Arab
exact
high, colour
draw
science, illustrate



9 Use the appropriate prepositions to complete the sentences.

about, at, for, in, into, of, on, out, under, up

1) They had a falling ... and parted for ever. 2) Could you, please, pick ... your bag from the floor? 3) At first I was afraid to dive from the high board ... the pool. 4) I was afraid she could forget about our meeting and decided to give her a call to remind ... it. 5) An RAF¹ plane searched ... the missing men. 6) The girl's face reminds me ... somebody I used to know in my youth. 7) In the shop she picked ... a navy blue dress. 8) Why are you constantly criticizing me? Why don't you pick ... somebody else for a change? 9) They were amazed ... his decision to emigrate to South America. 10) Ralph gasped ... amazement. He didn't expect such a reaction. 11) I know the police do not believe him, he is ... suspicion. 12) This courageous officer is worthy ... our respect.

10 Use the appropriate words and phrases from the Social English section on page 132 to complete the dialogue.

Dialogue

A: The air pollution in some big cities has reached a critical level. In my view, it all happens because of the great number of cars and ...

B: 1) ... how can you imagine modern life without cars?

A: I agree that they have become an essential part of modern life but why have so many? Families sometimes own two or even three cars, including big ones which pollute the air worse than smaller ones.

B: 2) ... they say there's the opposite tendency to buy small cars that are cheaper and easier to park in a city.

A: There are still too many of them and altogether they are putting a lot of pollutants and greenhouse gases into the air which has a great influence on the world's climate.

B: 3) ... a lot depends on the type of the car and the fuel it uses. In a number of countries engineers are designing what they call "cleaner" cars.

A: Maybe, but I have no doubt that it will take years and years.

B: 4) ... I've seen such cars at the recent international car exhibition.

Step 9

Consolidation Class

DO IT TOGETHER



1 Listen to the dialogue, (38), and say which of the facts are true, false or not stated.

- 1) John can speak fluent Russian.
- 2) John says that not all British newspapers are alike.
- 3) John gives particulars about the so-called *quality papers* and *tabloids*.
- 4) *Quality papers* contain gossip columns.



¹ RAF — Royal Air Force

- 5) In Britain more people are interested in politics than in Russia.
- 6) There are more drawings in *tabloids* than in *quality papers*.
- 7) John tells Sergei only one name as an example of a typical “quality paper”.



2 Choose the appropriate words to complete the text.

Magazines can be (1) ... into two (2) ... types: general interest magazines, which (3) ... articles on a variety of subjects and are more or less of (4) ... to everyone; and special interest magazines. Some of the best-known general interest magazines are *Reader's Digest* and *Time*. Specialist magazines usually (5) ... with a certain subject, for example, music (*Top of the Pops*, *New Musical Express*), language learning (*English Today*), science and economy (*New Scientist*, *Economist etc*).

Some magazines are (6) ... specially for children. Many of these are comics containing comic strips, in which stories are (7) ... in pictures. In the US, comics were originally ment for the large immigrant population, who (8) ... little English. But young children also liked them and “super heroes” such as Superman and Batman became folk heroes.

- | | | | |
|--------------------|----------------|---------------|-----------------|
| 1) a) diversified | b) divided | c) brought | d) taken |
| 2) a) main | b) minor | c) mainly | d) majestic |
| 3) a) own | b) possess | c) contain | d) take |
| 4) a) entertaining | b) interesting | c) interested | d) interest |
| 5) a) deal | b) concern | c) refer | d) contain |
| 6) a) done | b) produced | c) fabricated | d) manufactured |
| 7) a) told | b) said | c) spoken | d) mentioned |
| 8) a) had | b) found out | c) understood | d) made out |

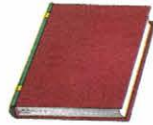
3 Choose the appropriate words to complete the sentences.

- 1) His unexpected return was a real (miracle/wizardry).
- 2) The factory doesn't (prepare/produce) such equipment.
- 3) He couldn't (restore/reconstruct) the old painting.
- 4) The old fisherman got (sunk/drowned) after he was washed away into the ocean.
- 5) This sculpture is (worth/worthy) 500 pounds.
- 6) During the storm several boats (sank/drowned).
- 7) His behaviour is unthinkable! I believe he was (right/rightly) punished.
- 8) I would like to (hire/rent) a taxi to take me to the airport.
- 9) The film (captivated/attracted) a lot of viewers.
- 10) Why should you pick (up/on) Lizzie? She is not to blame.
- 11) They (generated/put up) a new cinema in the central square.
- 12) The film I saw yesterday was very (touching/amazing) and sad. I could hardly hold my tears.
- 13) Will you remind/ remember me about the appointment?

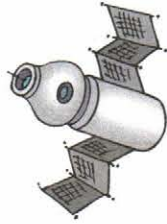
4 Paraphrase the following sentences. Use the vocabulary of Unit 3.

- 1) Mother is cooking dinner for us tonight.
- 2) I absolutely agree with you.
- 3) The amount of energy generated on this power station is not enough for our region.
- 4) In my opinion, the new office built for us is rather ugly.
- 5) As usual, her decision caused a lot of problems.
- 6) Where are you going to hide all this stuff?
- 7) I am not at all sure that Brian is telling the truth.
- 8) The text is hardly comprehensible.
- 9) After the explosion the boat went to the bottom of the river.
- 10) The things they showed at the exhibition were ancient and very valuable.
- 11) I think Paul is really a grown-up person and can take his own decisions.
- 12) We have been looking for the documents since morning and can't find them.
- 13) Don't forget to tell me when I should leave for the meeting.
- 14) Her cabin on the ship was very expensive and extremely comfortable.
- 15) Jane picked me up and drove to the railway station.

5 Speak of one of the greatest inventions or discoveries in history. Mention:



- what it is;
- when it was made;
- at about what time it was made;
- who made it (if it is known);
- what effect it made;
- why it was important for the humanity.



6 **Work in pairs.** Complete the microdialogues in an appropriate way.

Example: — Watching television is becoming a thing of the past.
— Maybe but the number of new channels and programmes is growing. It looks like TV is developing.

- 1) — People use social networking services so much because it helps them to socialize.
— Maybe but...
- 2) — People's happiness doesn't depend on the level of progress in science.
— Maybe but...
- 3) — ...
— Maybe but in some cases plastic surgery can do a lot of good.
- 4) — ...
— Maybe but people from Russia got a lot of Nobel awards in physics and literature.
- 5) — There's not enough international cooperation in science and technology.
— Maybe but...
- 6) — ...
— Maybe but our achievements in space exploration are unquestionable.
- 7) — ...
— Maybe but there's a strong tendency for different countries to help each other in case of natural and man-made disasters.
- 8) — The wide spread of computers has turned some people into technophobes that is people who don't like, trust or want to use technology.
— Maybe but...
- 9) — By using a computer you can get any information you need and even see some distant places with your own eyes.
— Maybe but...
- 10) — ...
— Maybe but excessive use of mobile phones is believed to be harmful for people's health.
- 11) — Teenagers often send text messages to each other because they have too much free time and nothing better to do.
— Maybe but...
- 12) — All the great discoveries in science have already been made.
— Maybe but...

7 Answer these questions and check yourself, (39).

Do you know...

- 1) who discovered the law of gravity?
- 2) who was the first man to fly in space?
- 3) who discovered radium and later died from the effects of experiments with X-rays?
- 4) who first suggested that the Earth and the other planets of the solar system travel in circles around the Sun?
- 5) which country used the nuclear bomb first?
- 6) who developed the theory of relativity which completely changed the way that scientists understand space and time?
- 7) who was the first Nobel Prize winner in Russia?
- 8) where Pifagor lived?
- 9) who invented the periodic table, a list of elements arranged according to their atomic number?
- 10) who discovered the connection between electricity and magnetism?
- 11) whose ideas were used by scientists who were developing the new science of genetics?
- 12) what the Lumière Brothers did?

Congratulations to those who have answered all the questions correctly!

DO IT ON YOUR OWN

8 Some of these sentences have mistakes. Correct them.

- 1) Your name has been wrongly spelt. 2) He was rightly suspecting Gloria of theft. 3) I hard know the man. I would rather say I have seen him only once. 4) Are you sure you have punished the boy right? He hasn't done anything criminal. 5) This point of view is widely known, but I can't accept it. 6) Which of the two plans in your view, is mostly dangerous? 7) He kicked the ball highly into the air, over the heads of the crowd. 8) It is high unlikely that the project will be published on time. 9) Turn rightly at the crossroad. 10) The old man was moving slowly along the street.

9 Use the appropriate degrees of comparison to complete the sentences.

- 1) Greg is a good runner. He runs (fast) of all his friends. 2) This year we have seen each other (often) than we did last year. 3) If you want to be an actress, you should learn to speak (loudly). 4) He never leaves our parties (early). 5) He greeted me (dryly) than usual. I was very much surprised. 6) She lives in the countryside, (quietly) than the other members of her family. 7) Mr Simpson knows two foreign languages but he speaks Spanish (badly) than Italian. 8) Can you convince me that you need an iPod (badly) than your brother?

10 **A.** Write as many derivatives of these words as you can. Use suffixes.

- | | | |
|------------|------------|---------------|
| 1) attract | 4) exhibit | 7) suit |
| 2) suspect | 5) luxury | 8) comprehend |
| 3) possess | 6) restore | 9) faith |

B. Write derivatives of these words.

- | | | |
|----------------|---------------|-----------------|
| 1) attractive | 5) legal | 9) faithful |
| 2) suspicious | 6) perfect | 10) significant |
| 3) suitable | 7) supportive | 11) possible |
| 4) responsible | 8) regular | 12) honest |

Step 10

Test Yourself

I. Listening



- 1 You will hear an interview with Kate Winslow, a British journalist, (40). Choose the appropriate answers to the questions below.

1) Which of the problems lie in the sphere of Kate's interests?

- a) Fuel for nuclear power stations.
- b) Further usage of nuclear power stations.
- c) The latest discoveries in the field of nuclear researches.



2) What does Kate think about the sources of energy the mankind should use in the future?

- a) It is important to find some alternative sources to nuclear energy.
- b) Nuclear stations should be immediately banned.
- c) Only old nuclear power stations should be closed.

3) What in Kate's view is a general attitude towards power stations in Europe?

- a) In all European countries the majority of people are against them.
- b) More and more Europeans realize how dangerous they can be.
- c) The majority of the population do not realize the threat.

4) What does Kate say people fear as far as nuclear power stations are concerned?

- a) They are afraid that the disastrous accidents such as the Fukushima tragedy can occur again.
- b) They live in fear of earthquakes.
- c) They are afraid to have a shortage of energy.

5) What steps does Kate think are necessary to take to prevent nuclear disasters?



- a) The governments should immediately stop the work of all nuclear stations.
- b) The Italian government should have a referendum in the country.
- c) The governments of European countries should reconsider and change their attitude towards nuclear energy.

Maximum result

5

Your result

?

II. Reading



- 2 Read the text and complete the sentences that follow it.

Creating a Video Game

The development of a video game can take anything from six months to four years. First, the publisher and the developer have to agree on a game they want to make. But this has a tendency to be fairly complicated because the publisher and the developer aren't



two people; they are two companies and companies rarely agree quickly. They create a contract that states how much money the developer will get, agree on a time frame for the development of the game and on its basic characteristics.

When the contract is signed, the game designers, programmers, artists, art directors, producers and testers start development work. One game may eventually have as many as 100 people working on it. As the game begins to take shape, the development team becomes even larger to include more artists and programmers. Everything that a player sees in the game must be created by the artists. The graphics that tell player how well they are doing also need to be created. Some games may keep a large team of artists busy for many months. At the same time the programmers must define in a computer code what everything does. For every action caused by a player pressing a button on the controller, a programmer must tell the computer what it means.

When all the features of the game are actually in it, the developers focus on making all those parts work and look better and also on finding things that don't quite work. Here the testers really get to work. They get paid to play the video game all day, it's their job to search for all the things that might go wrong.

After everything has been done, the game is ready for release. At this stage the game is presented to the manufacturer. Every company, like Sony or Microsoft wants to make sure that any game released for their operation systems works well and meets their requirements. If the manufacturer says "no", the developers have to keep working. If the game is successful, it can be on shelves and ready to play within a week.

1) The publisher and the developer ...

- a) never agree with each other
- b) may find it not easy to agree
- c) have to work quickly

2) The publisher and the developer ...

- a) work out an agreement
- b) create the characters of the game
- c) decide how much time playing the game may take

3) Putting the game together ...

- a) is not the final stage
- b) follows its test
- c) makes the game look and work better

- 4) **Testers of the game ...**
- pay the developer to be able to play the game
 - look for possible imperfections
 - work during day time
- 5) **Sony and Microsoft are ...**
- companies which develop video games
 - companies which sell video games
 - companies that produce video games
- 6) **“To be on shelves” means ...**
- to be successful
 - to be ready for selling
 - to be actually used by players

Maximum result	6
Your result	?

III. Use of English



- 3 Complete the text with the derivatives of the words on the right.

Japan's nuclear crisis happened in 2011 after an (1) ... at the Fukushima nuclear power station. The vessel contacting the nuclear core at one of the (2) ...s was damaged. There was a fire at some others and a large amount of (3) ... material got into the air according to the statements of (4) ... officials and the (5) ... of the country. That (6) ... accident was the worst since the (7) ... events at the Chernobyl reactor a quarter of a century ago.



explode
react
radioactivity
Japan
govern, disaster
tragedy

Maximum result	7
Your result	?

- 4 Use the appropriate forms of the words on the right to complete the text.

Ivan Petrovich Pavlov

Ivan Pavlov, the (1) ... son of eleven children, was born in Ryazan in 1849. In his childhood he (2) ... from a high wall onto stone pavement and (3) ... seriously. In 1870 he (4) ... a St Petersburg university student (5) ... the course in natural science. He devoted (6) ... life to the study of physiology and sciences, (7) ... several remarkable discoveries. He formulated brilliant ideas that (8) ... on from generation to generation. He (9) ... the Nobel Prize for Physiology or Medicine in 1904.



old
fall
injure, become
take
he
make
pass, win

Maximum result	8
Your result	?



5 Complete the text with the appropriate words from the rows (1—7) below.

Could Playing Video Games Make You Violent?

The cases when teenagers shoot and (1) ... their friends have stopped being unique. The news that such-and-such was shot to (2) ... or injured by a youngster is no longer uncommon. Explaining the accident to the police young criminals often say they were copying video games.

Can playing a violent video game really change your (3) ...? Can such games (4) ... you to kill? For many unstable teens such games could be what (5) ... them to get violent in real life. But every day video games are played by millions of teenagers. Why aren't they shooting and killing? Why are such games only (6) ... for them, the thing that takes the stress out of the day?

Nevertheless, psychologists and medical researchers are against much aggression on the screen. They remind us of the (7) ...: "The responsibility for violent acts belongs to those who commit¹ them."

- | | | | |
|---------------------|------------------|---------------|-------------|
| 1) a) ruin | b) damage | c) destroy | d) kill |
| 2) a) death | b) dead | c) die | d) dying |
| 3) a) acting | b) presence | c) behaviour | d) manner |
| 4) a) sauce | b) cause | c) course | d) source |
| 5) a) inspires | b) ensures | c) introduces | d) enables |
| 6) a) performance | b) entertainment | c) play | d) show |
| 7) a) consideration | b) decision | c) statement | d) sentence |

Maximum result	7
Your result	?

IV. Writing

6 Comment on one of the following statements.

- A man doesn't become stronger with the development of science and technology.
- People create a variety of substances and systems from which they suffer.
- Computers are a blessing that modern societies possess.
- The development of science and technology leads the mankind to destruction.
- Modern science and all sorts of technology change the world but don't change ourselves.

Write 200—250 words. Use the following plan:

- make an introduction to state the problem
- express your personal opinion and give 2—3 reasons for your opinion
- express an opposing opinion and give 1—2 reasons for the opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Maximum result	8
Your result	?

¹ to commit [kə'mɪt] — совершать

You have received a letter from your English-speaking friend. In his letter he writes:

I've just returned from my journey to France where I took part in the International Conference of Young Inventors. That was great, I learnt a lot of things and met many interesting people. And how are things with you? Did you still want to go to university after school? What is the field of your interests — arts or sciences? When do state exams begin?
Best wishes,
Chris

Write a letter to Chris. In your letter:

- answer his questions;
- ask Chris three questions about his plans for the near future.

Maximum result	7
Your result	?

Count your total result.

Total result	48
Your total result	?

Are you satisfied with the marks your teacher has given to you for your written papers? Can you improve them? Are you satisfied with your total result? Could your total result be better? What does it depend on?

Project Work Three

Prepare a computer presentation on the topic “Living in the Age of Communication”. You may consider these ideas:

- Why the 21st century is called the “age of communication”.
- In what way communication has changed and is changing our lives.
- The advantages of living in the age of communication.
- The disadvantages of living in the age of communication.
- What kind of communication you use (how you use them and why you use them).
- Strong and weak points of the global network.
- If it is possible to stop the new technological revolution.

Be ready to give your presentation in class. It shouldn't take longer than five—seven minutes. Try to make your presentation interesting, illustrate it with photos, pictures, etc.

Unit 4

Steps to the Future

Globalization

National Identity

Future of the Planet
and People

People against Machines

Language of the Future

Step 1

DO IT TOGETHER

- 1** A. Listen to the song,  (41), and then sing it along.

Future World

If you're out there all alone
And you don't know where to go
Come and take a trip with me to Future World
And if you're running through your life
And you don't know what the sense is
Come and look how it could be, in Future World
We all live in happiness our life is full of joy
We say the world "tomorrow" without fear
The feeling of togetherness is always at our side
We love our life and we know we will stay

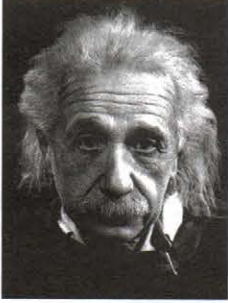
Chorus

'Cause we all live in Future World
A world that's full of love
Our future life will be glorious
Come with me to Future World

- B.** Answer these questions.

- 1) What words in the song describe the future life?
- 2) What are the characteristic features of a happy future as you see it?
- 3) Do you think the humanity will ever be able to live in a happy future world? Why or why not?

- 2 Read the quotations¹ below. Choose some and comment on them. Say what makes you agree or disagree with them.



- 1) I never think of the future. It comes soon enough. (Albert Einstein)
- 2) I like dreams of the future better than the history of the past. (Thomas Jefferson)
- 3) The future has a way of arriving unannounced². (George Will)
- 4) The future is made of the same stuff as the present. (Simone Weil)
- 5) Prediction is very difficult, especially of the future. (Niels Bohr)
- 6) Fear not for the future, weep³ not for the past. (Percy Bysshe Shelly)
- 7) If the earth does grow inhospitable toward human presence, it is primarily because we have lost our sense of courtesy⁴ toward the earth and its inhabitants. (Thomas Berry)
- 8) My will shall shape the future. Whether I fail or succeed shall be no man's doing but my own. (Elaine Maxwell)
- 9) Change is the law of life. And those who look only to the past or present are certain to miss the future. (John F. Kennedy)

- 3 Listen, , and read.

- A. adjustment** [ə'ʃʌstmənt] — приспособление, урегулирование
arrange [ə'reɪndʒ] — 1) устраивать, организовывать; 2) расставлять, приводить в порядок
confess [kən'fes] — признаваться
deliberately [dɪ'lɪbrɪtli] — намеренно
delicate ['delɪkət] — тонкий, утончённый, деликатный
enclose [ɪn'kləʊz] — 1) окружать; 2) прикладывать (*прилагать*)
intention [ɪn'tenʃn] — намерение
relieve [rɪ'li:v] — облегчать, успокаивать
in quotes — в кавычках
set sth up — установить

- B. adjustment:** a slight adjustment, to make an adjustment. A small change to a mechanism is an adjustment. It was a period of adjustment to her new life.
arrange: 1) to arrange a meeting, to arrange a party. Could you arrange for the work to be carried out? 2) to arrange carefully (alphabetically). The books are arranged alphabetically by author.
confess: to confess to something/somebody, to confess to doing something. I must confess to you, I don't visit my grandparents as often as I should. Edward confessed to being a spy.
deliberately: to do something deliberately. He was deliberately trying to upset her. They deliberately told me lies.
delicate: a delicate matter, her delicate features. The young lady was slim and delicate.

¹ a quotation [kwəu'teɪʃn] — цитата

² unannounced [ˌʌnə'naʊnst] — *зд.*: без предупреждения

³ to weep [wi:p] — плакать

⁴ sense of courtesy [ˌsens əv 'kɔ:tɪsi] — *зд.*: чувство уважительного отношения

enclose: 1) to enclose somebody, to be enclosed by something (a wall, a fence). Ann's arms enclosed the child. The pool area is enclosed by a six-foot wall. 2) to enclose a photo, to enclose a cheque. I will enclose a very important document. Please find enclosed an agenda for the meeting.

intention: an intention to do something, an intention of doing something, with the intention of doing something, to have every intention of doing something. I would like to declare my intentions. I have no intention of giving up this idea.

relieve: to relieve one's pain (discomfort), to be (feel) relieved. Take a tablet of this medicine to relieve your headache. I was relieved to get your e-mail. Her jokes helped to relieve the tension.

in quotes: Words that are in quotes are written with quotation marks.

set sth up: to set up one's PC, to set up a volleyball net, to set up equipment. Can someone set the projector up?

4 Use the new words to paraphrase the sentences.

1) Jane admitted that she had stolen the money. 2) Bob put the check into the letter and wrote Eliza's name on the envelope. 3) I'm trying to organize a meeting with all the members of the team. 4) Philip did it on purpose. 5) Write the word punishment in quotation marks. 6) We'll need to put the chairs around the table. 7) I know that he is going to take part in the competition. 8) Use this gel to make the discomfort of sunburn less painful and unpleasant. 9) A statue was put up in his honour. 10) This subject needs to be dealt with carefully. 11) There was a wall around the playground.

5 Read the text and complete the sentences after it.

Aurigae II

Dear Pen Pal,

You say that I failed to answer your question about how I expected to visit Earth. I confess I deliberately ignored the question as my experiment had not gone far enough. I hope that soon I will be able to give you the details. You are right in saying that it would be difficult for a being who lives at a temperature of 500 degrees Fahrenheit to mix freely with the people of Earth. This was never my intention, so please relieve your mind. It would be pleasant to leave my body behind and tour the universe — but I'll discuss that later.

I wouldn't say that we're a superior race. We have certain qualities which obviously your people do not have. We live longer, not because of any discoveries we've made about ourselves, but because our bodies are built of a more lasting element — I don't know your name for it, but the atomic weight is 52.9 =/. Our scientific discoveries are of the kind that would normally be made by a race with our kind of physical structure. The fact that we can work with very high temperatures has been very helpful in the development of the subspace energies which are extremely hot, and require delicate adjustments. In the later stages these adjustments can be made by machinery, but in the development the work must be done by "hand" — I put that word in quotes, because we have no hands in the same way that you have.

I am enclosing a photographic plate, properly cooled and chemicalized for your climate. I wonder if you would set it up and take a picture of yourself. All you have to do is arrange it properly on the basis of the laws of light — that is, light travels in straight lines, so stand in front of it — and when you are ready think "Ready!". The picture will be automatically taken.

Would you do this for me? If you are interested, I will also send you a picture of myself, though I must warn you, my appearance will probably shock you.

Sincerely,

Skander

(extract from "Dear Pen Pal" by A.E. van Vogt)

- 1) **This letter to his pen pal is**
 - a) Skander's first letter
 - b) not Skander's first letter
 - c) Skander's only letter
 - d) is meant to be Skander's last letter
- 2) **Skander's intention is**
 - a) to do a new experiment
 - b) to experiment with high temperatures
 - c) to live among humans
 - d) to inform his pen pal about his progress with the experiment
- 3) **In his letter Skander says that his race**
 - a) is scientifically more advanced than people on Earth
 - b) has made some important scientific discoveries
 - c) has physical characteristics different from those possessed by humans
 - d) is physically more powerful than humans
- 4) **In the context of the story the phrase "the work must be done by hand" means**
 - a) that the work requires skill and attention
 - b) that it is usually done without the use of mechanisms
 - c) that the work must be done in a traditional way
 - d) that the work doesn't require advanced technologies
- 5) **According to the text Skander**
 - a) wants to explain to his pen pal some laws of light
 - b) asks his pen pal what he looks like
 - c) sends his pen pal a photo of himself
 - d) wants to get a photographic image of his pen pal

6 A. Use your imagination and try to figure out:

- what Skander looked like;
- why it was impossible for him to visit Earth in a usual way by spaceship or in a flying saucer;
- how he corresponded with his pen pal;
- what Skander's plans are.

B. What in your view will be the ending of the story?



English Idioms with Infinitives and Gerund

В английском языке есть целый ряд устойчивых словосочетаний, в состав которых входят неличные формы глагола — инфинитив и герундий. Полезно запомнить некоторые из них и использовать их в речи.

I. Idioms with the infinitive

- to be honest — честно говоря
- to begin with — для начала
- to tell you the truth — по правде говоря
- to cut a long story short — короче говоря
- to put it another way — иначе говоря
- to get back to the point — возвращаясь к сути дела (к нашему вопросу)
- so to speak — так сказать

II. Idioms with the gerund

- frankly speaking — честно говоря
- generally speaking — вообще говоря
- roughly ['rʌfli] speaking — грубо говоря
- strictly speaking — строго говоря
- supposing — предположим

7 A. Complete the sentences with the appropriate words.

1) Finally Sofie changed her mind, to ... it another way, she made a new plan. 2) I'm sorry I've taken so much of your time, telling you about my weekend, now to ... back to the point, I'd like to acquaint you with the company's new project. 3) I never found a common language with Jnny, to ... honest I was relieved to say goodbye to her. 4) They got married and were very very happy. To ... a long story short, they lived long and died on the same day. 5) I have so much to tell you: to ... with, I've been offered a new interesting job. 6) Jack wasn't the most important person in the firm, always played second fiddle, ... to speak. 7) Laura is too young for this job, to ... you the truth, I don't think it's her level.

B. Match the expressions with the sentences.

- | | |
|-----------------------|-------------------------------------------------------------|
| 1) frankly speaking | a) When I say this, I'm trying to be accurate. |
| 2) generally speaking | b) It may be a possible situation. |
| 3) strictly speaking | c) I want to give my honest opinion. |
| 4) roughly speaking | d) She spoke without giving any details. |
| 5) supposing | e) The information I'm giving you is general and not exact. |

DO IT ON YOUR OWN

8 Use the prepositions from the box to complete the sentences.

by, for, in, of, to, up

1) I have no intention ... changing my plans. 2) Could you, please, write the word *fam-ily* ... quotes. 3) The mechanic made the necessary adjustment ... the engine. 4) Can you arrange ... the files to be completed by the end of the week? 5) She confessed ... me that she had known his true identity for some time. 6) Greg was arrested and confessed ... the murder. 7) The pool area is enclosed ... a fairly high wall. 8) The members of the band were setting ... their equipment on the stage. 9) The process of adjustment ... life in another country can be very difficult.

9 Choose the appropriate forms of the words to complete the sentences.

1) When I met my old friend I was greatly (amazed/amazing) by the fact how much he had changed. 2) The new theory doesn't sound (convinced/convincing) to me, I don't agree with it at all. 3) The new TV show was so (captivated/captivating) that it kept most of the adult population of the country in front of the screens for weeks. 4) The tourists were (touched/touching) by the glorious view which opened before their eyes. 5) You can find all the information (referred/referring) to this subject on the new Internet site. 6) Nowadays there are not so many people who are not (affected/affecting) by the mass media. 7) What we watched was an (amused/amusing) comedy with a number of popular actors starring in it. 8) The New Year party (arranged/arranging) by senior pupils for younger ones was a great success. 9) Now (relieved/relieving) of his ill feelings, he was

happy again. 10) The author's thoughts and ideas (stated/stating) in his autobiography are of great interest.



10 Complete the text with the appropriate words.

Can you really (1) ... the great works of literature to the size of a paragraph? The exercise is as old as the (2) ... but now the craze is said to be sweeping the Internet. One site, (3) ... "I Love Books", has challenged readers to summarise a classic in under 25 words. (4) ... the results will hardly be able to impress a well-read person, the site's users are trying their hand at it with enthusiasm. From Dickens to Dostoevsky, the most popular novels have been cut short. Here are some examples.

Lord of the Rings, J. R. R. Tolkien:

"Little guys go to a lot of (5) ... to get rid of Stolen jewellery".

Three Sisters, Anton Chekhov:

"Three Russian sisters want to go to Moscow. They don't go".

A la Recherche du Temps Perdu, Marcel Proust:

"Guy wakes up, eats cake, thinks about (6) ..., becomes a writer".

- | | | | |
|-----------------|------------|---------------|-------------|
| 1) a) restore | b) refer | c) reduce | d) release |
| 2) a) mountains | b) hills | c) trees | d) plains |
| 3) a) call | b) called | c) recalled | d) calling |
| 4) a) If | b) Thus | c) Anyhow | d) Though |
| 5) a) trouble | b) problem | c) difficulty | d) headache |
| 6) a) thing | b) matter | c) stuff | d) subject |

Step 2

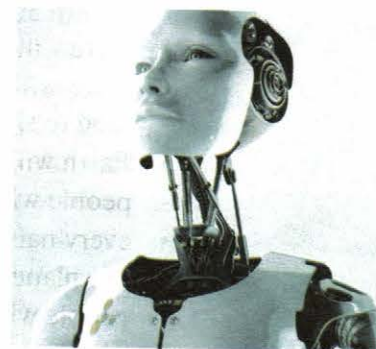
DO IT TOGETHER



1 Listen to the text, (43), and say which of the facts (1—7) are true, false or not stated.



- 1) People cannot agree that the humanity won't be able to do everything they want in the future.
- 2) Humans began to think about making machines capable to act like people thousands of years ago.
- 3) The first mechanical machine imitating human's movements appeared in Greece during the Renaissance.
- 4) The first mechanical robots could move but they couldn't speak.
- 5) The word robot is a Czech borrowing.
- 6) Karel Čapek died in 1921.
- 7) The author of the text is quite certain that robots will become substitutes for human beings.



2 Read the dialogue and complete it with the phrases from the box. Whose opinion do you support and why?

- a) generally speaking; b) to cut a long story short; c) supposing; d) to be honest; e) to begin with; f) to get back to the point; g) so to speak

A: Well, what can you say about this new sci-fi film?

B: (1) ... I'm rather tired of all those cyborgs, androids, war machines and things. I don't think that people will ever allow them to get out of control, to take the upper hand of us (2) ...

A: You are very optimistic, aren't you? (3) ... I'd like to say that the process is already under way. A failure in a computer system can leave a huge city without electric power, for example. (4) ... we already depend on ITs too much.

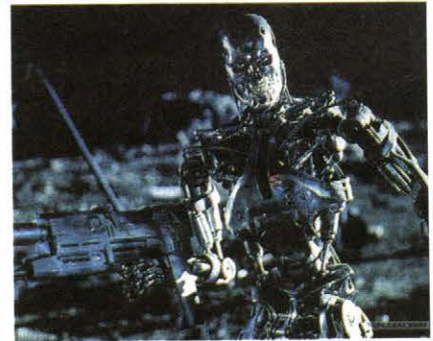
B: (5) ... I can agree with you but I believe in the power of human intellect. If scientists work together, they can very soon solve the problem.

A: (6) ... they are late. What will become of the world, what will become of us?

B: Don't panic, there's still time. (7) ..., the film is not quite in my line, though the special effects are very impressive.

- 3** Read the text below and decide which title is more suitable for it. Then say what you think of the problem raised in the text. Give your arguments.

- a) Machines at Our Service
b) Fruits of Technological Progress
c) Scientists' Warnings



Nowadays the difference between humans and machines is quickly disappearing. After thousands of years of effort scientists tend to think that it is quite possible to create robots which will be like humans not only physically but also intellectually. Thanks to the development of technological progress soon we'll be able to build machines that are not only going to be human equals but may become even more intelligent than the human race. A lot of fiction writers spoke about possible disasters of human civilization in their novels, when robots rise up against their masters — human beings and destroy all humankind.

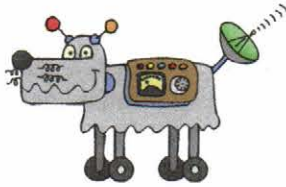
- 4** Work in small groups. Together decide which of the following may be possible in the near future or will hardly ever be possible. Try to give some arguments.

Within 30—50 years from now...

- there will be no countries or nations, there will be one huge human community
- there will be no place on Earth where people will go hungry: there will be enough food to share with everyone
- Earth will be terribly overpopulated, there will be a great shortage of everything
- people will start colonizing other planets
- every nation will be able to develop to the best of advantage
- our planet will see a terrible ecological disaster
- people will be able to live in harmony with nature
- people will go back to traditional values
- the institution of marriage won't exist
- people will learn to communicate without using languages
- nothing or very little will be done by hand
- robots of different kinds will assist people at home and at work
- a lot of people will use flying machines as a means of transport
- all the people will be able to speak at least one global language
- there will be no schools: children will be taught at home by means of computers

5 Complete the text with the derivatives of the words on the right.

Future Robots



What role will robots have in our future? Will they only be (1) ..., or will they be our (2) ... companions? Computer (3) ...s in Japan and USA now believe that robots will be friends and (4) ...s. They say that robots are good for jobs that are dull, (5) ... and (6) Many people believe robots will some day be a part of everyday life. They will be able to feel and show emotions. The Massachusetts Institute of Technology has built a robot called Kismet, which can move its eyes and show (7) ... expressions. One day, people are likely to accept robots into (8) ... life as companions like the family dog, which they can love.

function

person, science

help

dirt, danger

emotion

day

6 You know the words in column A. Read the sentences (1—15) and say what the words in column B mean.

A

adjustment

arrange

confess

deliberately

delicate

intention

relieve

B

adjust

arrangement

confession

deliberate

delicately

intend, intentional, intentionally

relieved, relief

1) It took Vera two years to adjust to life in England. 2) Her eyes gradually adjusted to the darkness. 3) How are the wedding arrangements coming along? 4) They have an arrangement with the central office about the time of delivery. 5) I can't say I was glad to hear her confession of guilt. 6) I'm sure her visit to us was a deliberate attempt to draw attention to her own person. 7) He placed the fruits delicately into a box. 8) She raised the cup delicately to her lips. 9) I intend to tell her everything about the incident. 10) What do you intend to do about it? 11) I'm sorry I hurt you, but that was not intentional. 12) He intentionally promised to go there, but he was never going to visit the place. He simply didn't want to offend you. 13) She looked greatly relieved when she heard the news. 14) I felt relieved that Ben would be here ten minutes later. 15) To my relief, they spoke English.

7 Use the prepositions before the *-ing* forms to complete the sentences.

about, for, from, in, of, to

1) They succeeded ... teaching cybergs to feel affection towards humans. 2) My friend is interested ... oncoming cybernation. He believes ... cyborgs and humans living together in the future. 3) My little sister is fond ... playing computer games and is never tired ... doing it. 4) Future generations should prevent our planet ... being destroyed by aliens from other planets. 5) My parents blame me ... spending a lot of time in front of the computer. 6) My son is looking forward ... buying a new computer, but my aunt objects ... his doing it. She is sure computers are capable ... ruining the process of communication within a family. 7) I'm dreaming ... buying an iPod. 8) Our school authorities are trying

to stop pupils ... using mobiles at school. 9) I am used ... taking pictures with the help of my mobile. 10) Forgive me ... taking your disk without permission. 11) Jim apologized ... choosing the wrong make of a personal computer. 12) Thanks ... coming. I have been waiting for you so long!

DO IT ON YOUR OWN

8 Use prepositions where necessary to complete the sentences.

1) I object ... your moving to another city. I'll miss you. 2) I blame you ... our missing the train. 3) She keeps ... coming here since the day of her husband's death. 4) We are looking forward ... visiting Britain in early summer. 5) Mr Johnson is guilty ... telling our secret to our opponents. 6) I am not used ... being interrupted. 7) You must keep him ... getting into trouble. 8) The doctors say he must stop ... smoking. 9) I don't think I can stop them ... quarrelling. 10) She enjoys ... dancing more than any other entertainment. 11) They went ... boating half an hour ago. 12) When will you finish ... reading the article? I would like to look through the newspaper myself. 13) I don't think Kitty will have trouble ... finding Lucy's cottage. I have given her the address. 14) Unfortunately he is not capable ... speaking politely. 15) Will you participate ... decorating the hall for the party?



9 Complete the sentences using the appropriate forms of the words on the right.

I 1)... that humans and robots can 2)..., though now new mechanisms 3)... and they can function like people in 4)... cases. 2) Computer scientists long 5)... of building machines that can think. So far they 6)... and 7)... scientists nowadays speak about artificial intelligence. There 8)... still much debate in the AI (artificial intelligence) community about whether computers ever 9)... able to think. While the debate 10)..., research into AI 11)... a 12)... understanding of brain function. Robots widely 13)... in highly radioactive environments. The road to the thinking machine is proving 14)... and 15)... than AI pioneers of the 1940s and 1950s believed.

not think, compare
create
many
dream
fail
many
be
be
continue, bring, good
use
long, difficult

10 Choose the appropriate definitions for these words.

1) confession

- a) to say something about yourself that you would not normally tell people
- b) someone who knows that he has done wrong
- c) a statement in which you say that you have done wrong

2) relief

- a) happy and relaxed because something bad has not happened
- b) something bad that has not happened
- c) a relaxed happy feeling that you get because something bad has not happened

3) deliberate

- a) behaving in the way you want
- b) intended, meant to be done
- c) accepting different opinions and ways of behaving

4) arrangements

- a) plans or preparations
- b) to prepare for something
- c) prepared beforehand

- 5) **intend**
 a) to put in or introduce
 b) to have in mind as a plan
 c) to prepare for something carefully
- 6) **delicately**
 a) easily damaged
 b) very carefully
 c) very pleasantly
- 7) **adjust**
 a) changes or regulations
 b) comfortable in a certain situation
 c) to change or regulate so as to correct or improve

Step 3

DO IT TOGETHER



- 1 Listen to the interview, (44), and choose the appropriate endings to complete these sentences.

- 1) **Characterizing herself Pallavi doesn't say that she ...**
 a) has a lot of energy and is very active
 b) puts a lot of effort into her work
 c) is always helpful towards other people
- 2) **At the moment Pallavi ...**
 a) is in her last year at university
 b) is looking for a job at Microsoft
 c) has a job at Microsoft
- 3) **Pallavi's parents ...**
 a) don't mind the lifestyle accepted by young people
 b) don't like the style of the young generation
 c) don't like the changes in the lifestyle that come with time
- 4) **August is the month when ...**
 a) Pallavi met her husband-to-be
 b) Pallavi plans to become a wife
 c) Pallavi and Greg are supposed to become parents
- 5) **Pallavi wants her future children ...**
 a) to visit the country of their forefathers
 b) to grow up in the country of ancient traditions
 c) to spend their lives in New York
- 6) **According to what Pallavi says, she ...**
 a) is rather critical of American business
 b) is not quite happy about American home policy
 c) would like to improve American foreign policy
- 7) **Pallavi's advice to all people is ...**
 a) not to miss their chances to be happy
 b) to actively shape their own lives
 c) to love their lives



- 2** In her interview Pallavi is asked what she would like to change about the US today. Give grounded answers to the following questions.

What would you like to change about...

- your school and schooling generally?
- your town, city or village?
- your country?
- the way people treat their planet?
- the way people treat each other?
- the relations between different countries?
- the world as such?

- 3** Listen,  (45), and read.

- A. attempt** [ə'tempt] — попытка
concern [kən'sɜ:n] — беспокойство, забота, значимость
gain [geɪn] — получать, приобретать
mutual ['mjʊ:tʃuəl] — взаимный
reduction [rɪ'dʌkʃn] — 1) сокращение, снижение; 2) скидка
rush [rʌʃ] — торопить(ся)
scary ['skeəri] — страшный, пугающий
wage(s) [weɪdʒ(ɪz)] — заработная плата
draw attention to sb/sth — привлечь внимание к кому-либо/чему-либо
drop out — выбыть из, бросить
get rid of sb/sth — избавиться от кого-либо/чего-либо

- B. attempt:** an attempt to do something, at the first (second) attempt, to make no attempt, in an attempt to do something. All attempts to control the situation failed. In an attempt to learn how to ski, he spent hours in the forest.
concern: to be full of concern, one's concern. Kitty's friend felt some concern for her safety. Anna expressed her deep concern about conditions at the factory. Stress at work is a matter of great concern to us all. That's no concern of mine.
gain: to gain from something; to gain something gradually. What do you hope to gain by this action? Customers have gained a lot from the competition of the companies. If you marry an Englishman, you do not automatically gain British citizenship.
mutual: mutual cooperation, mutual interests, mutual understanding. My friend and I have a mutual interest in sports.
reduction: 1) a huge reduction, to make reductions; to result in some reduction. The government has found it difficult to make real reductions in government spendings. 2) a 15% reduction. The shop is offering a 10-percent reduction on the price of summer clothes.
rush: to rush past somebody; to rush off down the corridor; to rush somebody (to be rushed) into something. I rushed to pack my suitcase as we were leaving at five. I'm not going to be rushed into this project.
scary: a scary film. The book is both scary and funny. It was scary to be all alone in the big old house.
wage(s): to earn a good wage; a wage increase/wage rise; a living wage, a daily wage, a weekly wage. A weekly wage at the factory is 250 dollars. The wage increase will come into effect in June.
draw attention (to): We want to draw your attention to the fact that no attempts have been made to finish the project.
drop out: Boys are 30 percent more likely than girls to drop out of school.
get rid (of): I bought a new television set so now I want to get rid of my old one.

Match the words in the two columns and complete the sentences with the word combinations.

A.

low
useless
mutual
scary
only
slight

B.

interest
stories
reduction
concern
wages
attempt

1) I don't want you to tell little Johnny ... as his bedtime tales. 2) Mr Ross, a financial expert, predicted a ... in the price of oil. 3) We found that we had a ... in mountaineering. 4) The workers are protesting against 5) It was a ... to make up the quarrel. 6) My ... is to find my pet and take him home.

A.

rushed
has gained
drop
get
draw

B.

rid of extra work
your attention
to the place
a lot of experience
out of college

1) Let me ... to the following problems. 2) I will be glad to ... in the office. 3) He says he ... by working abroad for a year. 4) Too many students ... after only one year. 5) The ambulance crew ... of the accident.

Confusable Words

PAY/PAYMENT

WAGE(S)

SALARY

FEE

Деньги, которые человек получает за выполненную работу, в английском языке могут обозначаться существительными *pay/payment*, *wage(s)*, *salary* и *fee*. При этом зачастую в различных случаях используются разные слова.

- *pay/payment* — наиболее общие слова, обозначают заработанные деньги

She has lost her job but has had **payment** for the work done.

- *wage(s)* — деньги, регулярно выплачиваемые за проработанное время, часто рабочим за ручной труд; подобные выплаты могут производиться еженедельно и наличными.

What are the minimum monthly **wages** in this industry?

- *salary* — ежемесячная должностная заработная плата за профессиональный (не ручной) труд; часто переводится на счёт в банке или выплачивается в виде чека

She earns a high **salary** as a computer programmer.

- *fee* — гонорар, оплата услуг юриста, врача

Money paid to a lawyer is a **fee**.

Обратите внимание на использование слова *fee* в следующих словосочетаниях:

- *tuition fee* — плата за обучение
- *entrance fee* — плата за вход, вступительный взнос
- *registration fee* — регистрационный взнос.

Но плата за проезд в автобусе, такси, поезде и т. д. обозначается существительным *fare(s)*.

The bus driver collected the **fares**.

I'm afraid you'll have to pay the full **fare**.



TO DRAW SB'S ATTENTION TO STH/SB

TO PAY ATTENTION TO STH

Различие между этими двумя словосочетаниями заключается в том, что в первом случае чьё-то внимание привлекают к какому-то предмету, явлению или лицу.

I **draw her attention** to her son's problems.

Во втором случае человек сам обращает внимание на что-то.

I always **pay attention to** my spelling.

- 5 Complete the sentences using the words from the box in their appropriate forms.

pay, draw, fee, payment, salary, wages, fare

- 1) Will you, please, ... attention to the committee's recommendations? 2) Buses charge a standard ... of about 20 pence for a mile. 3) What ... will I be on after two years in the office of the company? 4) Mr Smith is a mechanic. He says it's impossible to bring up a family on such low 5) The office managers were asked to take a cut in 6) The taxi driver picked up a ... outside the opera house. 7) He ... my attention to the scene outside as soon as I entered the study. 8) I think you had to pay a huge ... to your lawyer. 9) We had to pay a small ... to join the club. 10) I'm sure he got the ... for the work done.



Infinitive versus Gerund

Вы знаете, что в отдельных случаях выбор между инфинитивом и герундием (-ing form) связан со значением слова. Вот знакомые вам примеры:

- 1) stop to do something — остановиться, чтобы сделать что-то
stop doing something — перестать делать что-то
2) to remember/forget to do something — (не) забыть сделать что-то
to remember/forget doing something — помнить/забыть, как делал

что-то

Ниже приводятся ещё несколько случаев подобного рода:

- 1) to regret to say (admit etc) — говорить с сожалением

I **regret to say** that our team has lost the game

to regret doing something — сожалеть о сделанном

We **regretted not saying** goodbye to our friend.

- 2) to try to do something — приложить усилия, чтобы сделать что-то, постараться

She **tried very hard not to cry**.

to try doing something — попробовать, осуществить попытку

I **tried reading** but it was too dark and I put the newspaper aside.

- 3) to need to do something — стоять перед необходимостью делать что-то
You **need to work** more.

to need doing — нуждаться в чём-то

The plants in the garden **need watering**.

- 4) help somebody (to) do something — помочь кому-то что-то сделать

I **helped my friend to arrange** everything.

can't (couldn't) help doing something — не быть в состоянии удержаться от того, чтобы не сделать что-то

I **can't help laughing** every time I watch this cartoon.

При этом нужно иметь в виду, что есть случаи, когда выбор между инфинитивом и герундием не связан ни с какими смысловыми различиями.

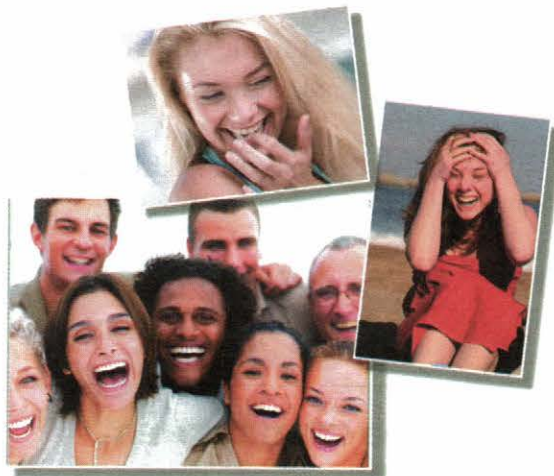
Это касается, в частности, таких глаголов, как *start, begin, intend, continue*.
We intended to get up (getting up) early in the morning.
 She **began to tell (telling)** me her story again.

6 Complete the sentences. Use either the infinitives or the *-ing* forms of the verbs in brackets.

1) I tried (phone) Michael half an hour ago but he wasn't available¹. 2) We regretted (admit) that the new exhibition was worse than the first one. 3) It looks like we need (return) to this rule again. 4) She used to paint but stopped (do) it after leaving school. 5) Do you remember (join) us for the boat trip on the river last summer? 6) Please try (complete) the work as soon as you can: we are terribly short of time. 7) They stopped under a tree (rest) the horses. 8) Alice forgot (tell) her parents about her plans and was very sorry about it. 9) Paul chose a course of engineering and never regretted (do) it. 10) After the ride both cars needed (wash). 11) They never forgot (visit) the countries of northern Europe: it had been a wonderful tour. 12) Please remember (turn) off the lights before you leave the place.

7 Complete the following sentences.

- 1) I can't help laughing when I...
- 2) I can't help crying when...
- 3) I can't help feeling silly when...
- 4) I can't help feeling on top of the world...
- 5) I can't help tasting...
- 6) I can't help joining my friends...
- 7) I can't help feeling nervous ...
- 8) I can't help protesting when ...
- 9) I can't help thinking about...
- 10) I can't help loving...



DO IT ON YOUR OWN

8 Write the same in a different way. Use the new words.

1) Students can get a lot of experience by working during their gap year. 2) She stopped taking part in the race after 20 kilometres. 3) Bill's trying to explain what he meant ended in a failure. 4) It is clear that Steve loves Gwen and his feeling is shared by her. 5) I assure you that there is no reason for your worry. 6) There is nothing very frightening about a visit to the dentist. 7) The young man ran quickly into the burning flat to save the child's life. 8) The prices on the summer collection of clothes became considerably smaller. 9) It's not always easy to get out of bad habits but we should keep trying.

9 Choose the appropriate words to complete the sentences.

- A.** 1) Jane stopped (to talk/talking) to her neighbour. 2) I regret (to say/saying) that you have failed the last exam. 3) Do you remember (to visit/visiting) Norway with Helen and John? 4) Steve was offended but tried not (to show/showing) how deeply hurt he was. 5) Grace tried (to talk/talking) with her sister about dieting but she wouldn't listen. 6) My coat needs (to clean/cleaning). 7) Will you help me (to write/writing) an essay? 8) I couldn't help (to rewrite/rewriting) my essay as there were many mistakes in it.

¹ **available** [ə'veɪləbl] — доступный

9) I've stopped (to eat/eating) sweets and cookies. I'm on a diet. 10) Try (to forget/forgetting) this incident.

B. 1) Have you given John his bus (fare/fee)? 2) The workers protested about low (wages/salary). 3) I would like you to (draw/pay) the kids' attention to the masterpieces in the gallery. 4) In addition we would like to (draw/pay) your attention to the fact that Sarah is often late for her classes. 5) Tuition (fare/fee) at Stanford has now reached 9,000 pounds a year. 6) Doctors' and lawyers' (fees/wages) have become high. 7) Most hotels here accept (payment/fee) in dollars. 8) Mr Parker is a journalist, his annual (salary/wage) is about 80,000 pounds.

10 Complete the sentences with the derivatives of the words on the right.

- 1) I think armchairs will become ... next year.
- 2) I think our ... is not enough to predict probable changes in our future life.
- 3) My younger sister is often ... and
- 4) He began to talk to me about his ... in London.
- 5) Have you seen my new ... food ...?
- 6) The skirt is too long. I think I'll ... it.
- 7) In the world of today political ... is still rare.
- 8) There was little ... over what needed to be done.
- 9) "ABBA" is a ... group of ...s from Sweden.
- 10) He took advantage of my absolute

yellow, wood, fashion
imagine
logical, patient
child
electricity, mix
short
free
agree
legend, sing
careless

Step 4

DO IT TOGETHER

1 Listen to four people, (46), speaking about the problems of the modern world and match the texts (1—4) with the statements (a—e). There is one statement you don't have to use.



- a) This speaker says what may happen to the planet if one of the ecological problems is not solved.
- b) This speaker believes that only mutual efforts can help solve this serious problem.
- c) This speaker offers several ways of solving the problem he/she mentions.
- d) This speaker mentions two types of communities/countries in his/her argumentation.
- e) This speaker expresses concern about several ecological problems.

2 Work in small groups. Decide what problems of the modern world may threaten its future. Put them in the order of urgency. Be ready to give some arguments. Here are some ideas.

Urgent¹ Problems Threatening Our Future:

- air pollution;
- loss² of national identity;
- bad food and drinking water;
- tendency to ignore the lessons of history.

3 You know the words in column A. Read the sentences (1—14) and say what the words in column B mean.

A	B
attempt (<i>n</i>)	attempt (<i>v</i>)
concern (<i>n</i>)	concern (<i>v</i>)
reduction	reduce
rush (<i>v</i>)	rush (<i>n</i>)
scary	scare (<i>n</i>)
	scare (<i>v</i>)

1) He attempted to leave but was stopped. 2) I attempted walking along the rope but couldn't do it. 3) This article concerns a man who was wrongly arrested. 4) This order doesn't concern you. 5) Don't concern yourself with this problem. 6) The government promised to reduce the taxes. 7) The owner of the house we live in won't reduce the rent. 8) I bought this shirt because its price was reduced from 12 pounds to 6. 9) There was a rush for the exits when the film ended. 10) We needn't leave yet, what's all the rush? 11) Take your time. There's no rush. 12) What a scare you gave me, appearing suddenly in the dark. 13) Don't let the noise scare you, it's only the wind. 14) I don't scare easily, you know.

Confusable Words

GET

GAIN

WIN

Глаголы *get*, *gain* и *win* в значении «получить», «приобрести» могут рассматриваться как синонимы. При этом:

- **get** является наиболее общим по значению словом:
to get a letter, to get a shock, to get an impression etc;
- **gain** используется в том случае, если человек получает/приобретает нечто полезное или необходимое для него безотносительно к тому, заслуживает он этого или нет:
to gain knowledge, to gain attention, to gain a favour, to gain experience, to gain a reputation, to gain control, to gain independence;
- **win** употребляется в том случае, если человек получает/приобретает нечто как результат определённых усилий, способности:
to win somebody's approval, to win somebody's support, to win somebody's trust; to win somebody's respect.

4 Speak about your gains and wins. Use the following word combinations.

- to gain (quickly, gradually, finally, successfully)
- to win (easily, unexpectedly, narrowly³, eventually)
- (expect, hope, attempt, fail) to gain
- (hope, manage, be likely, fail) to win

¹ **urgent** ['ɜ:ʤənt] — неотложный

² **loss** [lɒs] — потеря

³ **narrowly** ['nærəʊli] — с трудом, еле-еле

Read the text and complete it with the phrases (a—h). There is one phrase you don't have to use.

Concerns about Globalization

At the beginning of the 21st century people speak more and more about the process of globalization. Globalization can be easily explained in the field of trade. Managers at McDonald's, Nike and Coca-Cola export their products around the globe in an attempt to make a profit¹. This expansion in trade is largely due to reductions in the trade barriers ['bæriəz] between countries. Where most governments once tried (1) ... from the global marketplace, there is now a rush to participate in global trading. Today companies regularly merge² to form multinational corporations. New plants and factories are created and (2)



Supporters of globalization see only (3) They argue that globalization creates jobs as the large global market needs more workers to produce more goods. The process results in economic growth. For example, such countries as Hong Kong and Taiwan have dramatically increased their average incomes per person by trading globally. Some have even suggested that globalization has contributed to the spread of democracy and increased respect for human rights. This seems logical enough — as individuals gain more economic power they want more rights politically as well.

Opponents of globalization, on the other hand, (4) ... trade causes more harm than good. They believe that this process is responsible for creating poor working conditions and poverty in developing countries.

Wealthy corporations (5) ... and often exploit workers. The workers may have long working hours and bad conditions for wages that are very low.

It has also been said that global trade encourages environmental damage. Developing nations often thoughtlessly exploit their environment in an effort to export to the global market.

Lastly there is the worry that globalization (6) Rather than producing a greater choice of products in each nation, global trade tries to get rid of national industries which may lead to the world becoming absolutely similar. Multinational corporations produce the same products the world over. Small local companies cannot compete with the high advertising budgets and low prices of these corporations, so they drop out of the market.

Thus, concerns about the future of globalization are (7) ... and somewhat scary. It seems the world is turning into a giant one-style shopping mall³, where cultures, languages, customs and individual rights are dissolved⁴ by commerce [kə'mɜ:s]. Are we really going to have one global language, one mutual culture, produce the same things, eat identical food in the future? Are nations and individuals losing their identities? Is it what globalization has to be about?

- a) its advantages and speak of them
- b) really very serious
- c) to protect and isolate their country's economy
- d) leads to culture degradation
- e) relocated to countries with cheaper labour costs
- f) open factories in places where labour is cheap
- g) has grown stronger
- h) draw our attention to the fact that

¹ **profit** ['prɒfɪt] — прибыль

² **merge** [mɜ:ʒ] — сливаться (объединяться)

³ **a shopping mall** ['ʃɒpɪŋ mɔ:l] — торговый центр

⁴ **to dissolve** [dɪ'zɒlv] — растворяться

6

Read the text *Concerns about Globalization* again and find in it arguments for and against the process of globalization. Try and add some more arguments of your own and support what you say.

Confusable Words

TO OFFER vs TO SUGGEST

Оба глагола переводятся на русский язык словом *предлагать*, но каждый из них имеет свои структурные и смысловые особенности.

To offer

Глагол *to offer* употребляется в тех случаях, когда:

1) возникает необходимость предложить свои услуги сделать что-то, т. е. сделать что-то самому:

offer + to do something

I offer to take care of your garden while you are away.

Linda **offered to make a chocolate cake** for the party.

2) говорящий выражает готовность предоставить нечто кому-то:

offer + something (object or activity)

He **offered me a cup of coffee**.

They **offered us their help**.

We **were offered interesting jobs**.

To suggest

Глагол *to suggest* употребляется в тех случаях, когда:

1) предлагает кто-то что-то сделать и, возможно, самому поучаствовать в этой деятельности или предлагает какую-либо идею

1) **suggest + (sb's)Ving**

Mike **suggests our going** to Pskov.

Mike **suggested going** to the cinema.

2) **suggest + that sb (should) do sth**

I **suggest that you do it**.

I **suggest that he should go** there.

3) **suggest + noun**

Mike **suggests a trip** to Pskov.

Who **suggested the idea** of going there?

Nina **suggested an alternative plan**.

После глагола *suggest* инфинитив не употребляется

7

Say which of the two verbs *offer* or *suggest* you would use in these situations.

1) You want your friends to go to the cinema and you would like to join them. 2) You give your friend a ticket to the theatre. 3) Somebody invites you to fly to the sea. 4) You were asked to go skiing. 5) Somebody gives you a glass of juice. 6) Everybody in your family is busy. You say you can go to the shops. 7) You want your elder sister, Sophie, to go to the shop. 8) You would like to go to the shop together with somebody. 9) You see that your friend is not able to do the job alone. You want to help him. 10) You want your brother to use your bike when he goes fishing.

DO IT ON YOUR OWN

8

Complete the following sentences with the verbs *to offer* or *to suggest* in their appropriate forms.

- 1) I ... an apology for being late.
- 2) Who ... that we play basketball?
- 3) We ... ten dollars for the book.
- 4) My friend ... to help me wash the car.
- 5) I ... you ask him some questions about his past.
- 6) Peter ... to teach me waterskiing.
- 7) "Can I get you something to eat?" she ...
- 8) I ... to Mike that we go and watch the new film.
- 9) Someone ... a visit to our favourite museum.
- 10) This company ... jobs for skilled workers.
- 11) No other restaurant ... so many tasty dishes.
- 12) The weather was great and I ... playing football outside.

- 9** Read the text *Concerns about Globalization* again and write out of it the English for the following:

1) в сфере (области) торговли; 2) желая получить прибыль; 3) в большой степени возможно благодаря уменьшению количества препятствий; 4) теперь все спешат принять участие в мировой торговле; 5) создаёт рабочие места; 6) значительно увеличили свой средний доход на душу населения; 7) бедность (нищета) в развивающихся странах; 8) там, где труд стоит дешёво; 9) за очень низкую плату; 10) мировая торговля способствует разрушению окружающей среды; 11) состязаться в размере бюджета, выделяемого на рекламу; 12) один гигантский торговый центр, магазины которого продают одинаковые товары; 13) теряют свою идентичность.

- 10** Decide to what parts of speech the underlined words belong. Divide them into two groups: nouns and verbs.

1) My attempt to get them interested in my plan sadly failed. 2) Does he ever attempt to exhibit his paintings? 3) Every morning I rush to catch my bus. 4) If there is anything I hate, it's all this rush. 5) Don't say that what has happened is not your concern. 6) Such matters concern most of our families. 7) Please think again, it's my final offer. 8) In this shop they offer all kinds of cookbooks. 9) You can scare the birds if you come too close to them. 10) There has been quite a scare about a new tsunami.

Step 5

DO IT TOGETHER



- 1** Listen to the interview with Mr Clover, (47), and choose the appropriate answers to the questions.

1) What problems did Mr George Clover discuss with the interviewer?

- a) He spoke about the problems of journalism.
- b) He spoke about the problem of the American culture's expansion all over the world.
- c) He spoke about the cultural problems in America.

2) Where in Mr Clover's view do US products sell well?

- a) In all the continents.
- b) On the territory of North America.
- c) Within the US.

3) Why is the American culture accepted all over the world according to Mr Clover's point of view?

- a) The US has been the first country in producing fashionable goods.
- b) Because it is a rich country.
- c) There are several factors that made it possible.

4) Which of the three statements below is true according to Mr Clover?

- a) Many people overestimate America's success.
- b) Many people underestimate America's success.
- c) Many people have a realistic image of America.

5) Why does the USA continue to be successful today according to Mr Clover?

- a) Its exports are of higher quality than those from other countries.
- b) It is the only country that makes many of the things it exports.
- c) American products are associated with wealth and glamour.

6) What is likely to happen in the future?

- America's cultural exports will have more and more influence in the future.
- America's cultural exports will lessen.
- America's cultural exports will be equal to the same exports from other countries.

2 Below are the responses of some 7th and 8th grade¹ students who attempted to define what American culture is.

A. Comment on their definitions.

- It is difficult to define what American culture is.
- American culture is a diverse group of cultures that have formed one culture in the country.
- American culture is a very flexible thing.
- It includes a lot of freedom.
- It is a culture where sports and information technologies are valued a lot.
- American culture is associated with absence of the national food, it is a process of eating a lot of fast food and fizzy drinks.
- American culture is sitting in front of the computer more than 8 hours a day, spending more time in the office than anywhere else.
- American culture is non-existent. All its ideas have been taken from other countries.

B. Say what you think about American culture.

3 Read the text and answer the questions it contains.

Are We All Becoming Americans?



The reach of American culture has extended far and wide across the world. Disney now runs theme parks on three continents. McDonald's has opened restaurants to sell hamburgers and fries nearly everywhere. American sports, music and movie stars are the most recognized people in the world. Who doesn't know the names of Michael Jackson, Madonna or Julia Roberts? American brands have become part of all aspects of life around the globe. American blue jeans and Nike shoes are worn everywhere.

American cultural domination has grown ever stronger over the past fifty years and today American culture can be found in almost every country. However, many people question the value of this dominance. They tend to ask questions about the value of this American domination. Is the United States opening opportunities to people around the world or is it destroying local cultures and customs? Do American cultural exports offer people more choices or fewer choices? Are we heading toward a global uniformity or can we keep regional and cultural differences? And what caused American culture to be so dominant anyway?



4 Give a 2-minute talk about the future of national cultures. Remember to say:

- if you think that there is a threat to lose national cultures in the future
- what you think about American (or any other) culture domination in the world
- if cultural cooperation is important
- in what way mutual cultural cooperation can help different countries and nations to understand each other better

5 Complete the sentences. Use either the infinitives or the *-ing* forms of the verbs in brackets.

1) Someone suggested (go) to the cinema and we all liked the idea. 2) Sally missed her bus and I offered (give) her a lift home. 3) Mum suggested (walk) in the park after dinner.

¹ a grade (AmE) = a year (BrE)

4) Uncle Ron offered (take) the children to the theatre at the weekend. 5) We usually offer (help) clean the home. 6) Mary has suggested (hold) a sports competition in our class. 7) Who has suggested (arrange) a fancy-dress ball¹ instead of a New Year party. 8) Jill often offers (babysit) for my neighbours. 9) No one has ever suggested (redecorate) the house though it is quite old. 10) They suggested me (get) a job in the bank but I didn't like the idea. 11) There's a lot of work to be done. I think someone should offer (share) it with us. 12) My grandparents suggested (stay) with them in their summer house and I agreed.

Grammar Structures

Complex Object (Revision)

1. Как вы уже знаете, так называемое сложное дополнение весьма часто используется в современном английском языке. Структурно предложения, содержащие эту грамматическую конструкцию, можно представить следующим образом:

Somebody	want(s)	me	to do something
	would like expect(s)	you him	
	let(s)	her	do something
	make(s)	it	
	hear(s)	us	do/doing something
	see(s)	them	
	feel(s)	the girl	
	watch(es)	Frank	
	notice(s)		

We want you to come at once.

He made me go there.

I have never seen her dance.

I can hear Frank playing the piano.

2. Конструкция *Complex Object* не используется, если глаголы *to hear*, *to see*, *to feel* имеют переносное значение:

I feel that Jack is right.

We see that you are not going to get up.

They hear Mr Black is returning to our office.

3. В пассивных конструкциях с глаголом *make* частица *to* употребляется. Глагол *let* в пассиве обычно не используется, вместо него в этих случаях предпочтительнее глагол *to allow*:

We made him come back. — He was made to come back.

She let us watch the film. — We were allowed to watch the film.

6 Use *to* where necessary to complete the sentences.

- 1) I'll let you ... go to the party if you promise to return at 11 p.m.
- 2) Chris would like me ... visit Australia.
- 3) Yesterday I heard Alice ... say that the weather was going to change.
- 4) Have you seen this athlete ... jump?
- 5) Happy Birthday, dear! We all want you ... be

¹ a fancy-dress ball — костюмированный бал

really happy and successful. 6) John didn't expect Margo ... refuse him, but she preferred Robin for her husband. 7) I didn't notice Laura ... leave the room. 8) The children were made ... go to bed at nine. 9) I can't make Steve ... change his decision. 10) In the dark I felt my sister ... take me by the hand. 11) They are not allowed ... leave the territory.

7 Use the infinitive or participle I to complete the sentences.

1) The little girl stood on the shore of the pond and watched the ducks and swans (to float) on the water. 2) I have never heard Peter (to speak) Russian. 3) I noticed Fred (to go) out of the bookshop and (to head) for his car. 4) I saw little Liz (to cross) the street alone and was very much surprised. 5) Have you ever seen fish (to jump)? 6) I saw Alice (to cry) but could do nothing. 7) We watched the boys (to play) football in the yard. 8) I didn't notice her (to leave) the party.

DO IT ON YOUR OWN

8 Write these sentences in the passive voice.

1) I'll make Julia learn the dialogue by heart. 2) I won't let Mary play computer games all day long. 3) I saw Kate dancing on the stage. 4) You can't make me do what I don't want to do. 5) My parents don't let me come back home after ten. 6) I heard Roger speak Italian.

9 Some of these sentences have mistakes. Correct them.

1) Nobody has ever suggested that I learn another foreign language. 2) My brother offered helping me with my homework in maths. 3) Let me suggest a boat trip along the river. 4) Their teacher suggested to decorate the room for the New Year and we happily agreed. 5) I was offered a variety of clothes from which I could choose. 6) Which of you has suggested taking driving lessons? 7) I have always suggested that Kathy should try her hand at art! She's so creative. 8) Polly offers to show us the sights of her home town. What do you think of it? 9) Jack offers that he should help us with our new project.



10 Below is a page from an eighteen-year-old girl's blog. Complete the text with the appropriate forms of the verbs on the right.

Thursday

I'm happy today and the whole world seems much (1) I'm happy because in some months I'm going to be an aunt. I just (2) ... the news from my (3) ... sister! Great, isn't it?

Friday

Yesterday I (4) ... an e-mail when suddenly I (5) ... a noise outside our house. I looked through the window and saw Margo, my sister, and her husband Greg (6) ... out of the car. They (7) ... hands and (8) ... something. Both looked very excited. I rushed downstairs where Margo (9) ... my mum and dad the happy news. All the family were over the moon with joy: Margo and Greg (10) ... of a child for several years.

bright

hear

old

write, hear

get

wave, shout

tell

dream

Step 6

DO IT TOGETHER



1 Listen to the talk between two friends, (48), and say which of the facts below are true, false or not stated in it.

- 1) Vickie is absolutely happy to have become of age.
- 2) The way Vickie's parents treat her has changed.
- 3) Jeremy is completely independent of his parents financially.
- 4) Jeremy loves travelling.
- 5) Jeremy's attitude to his work is gradually changing for the better.
- 6) Jeremy doesn't quite trust his boss.
- 7) Vickie doesn't know for sure what she would like to do professionally.

2 Express the same in one sentence.

Example: Somebody began singing next door. I heard it.
I heard somebody begin singing next door.

- 1) It rained. I didn't expect it.
- 2) The car was running at a great speed. We noticed it.
- 3) Sam did all the work alone. They made him.
- 4) Our football team won. We wanted it.
- 5) Susan was late. We expected it of her.
- 6) The weather changed. That was what we wanted.
- 7) James didn't go to Africa. His doctor didn't let him.
- 8) The couple were dancing on the stage. The audience watched them.
- 9) The dog's cool nose touched Doris's leg. She felt it.
- 10) The sun rose. We watched it.
- 11) I showed the police my identity card. They made me do that.
- 12) Rose played the sonata beautifully. Everyone heard it.
- 13) Jack left the house secretly. We did not notice it.

3 Listen, (49), and read.

- A. bargain** ['bɑ:ɡɪn] — удачная сделка, соглашение
confirm [kən'fɜ:m] — подтверждать
distinguished [dɪ'stɪŋɡwɪʃt] — выдающийся, видный
effort ['efət] — усилие
ensure [ɪn'ʃʊə] — обеспечивать
explode [ɪk'spləʊd] — взрывать(ся)
extravagant [ɪk'strævəɡənt] — расточительный
insist [ɪn'sɪst] — настаивать

B. bargain: to make a bargain. A bargain is something you buy, that costs much less than normal. At only ten cents this ballpoint pen is a bargain. We made a bargain that I would wash the dishes if you could dry them.

confirm: to confirm one's identity, to confirm sb's suspicions (fears). The head teacher confirmed that two pupils had dropped out. Their strange behaviour was enough to confirm my fears.

distinguished: a distinguished pianist, a distinguished career. He had a long and distinguished career in the diplomatic service.

effort: quite an effort, to make an effort, without any effort, it takes a lot of effort. It took a lot of efforts to lift this heavy box. Could you try and make an effort to finish all this?

ensure: to ensure the safety, to ensure development. Careful planning helped to ensure the success of the project.

explode: to fail to explode, to explode a bomb. The rocket exploded high in the sky.
extravagant: an extravagant lifestyle, an extravagant movie star. Would it be too extravagant to buy both the dresses?
insist: to insist on something. She insists that she was right yesterday. We insist on the highest standards of service in our hotel.

4 A. Match the words and their definitions.

- | | |
|---------------|------------------------------------------------------|
| 1) to confirm | a) to make certain, guarantee |
| 2) to ensure | b) to say firmly and strongly that something is true |
| 3) to explode | c) to burst suddenly and with a loud noise |
| 4) to insist | d) to say or show that something is true or correct |

B. Use the new words in the appropriate forms to complete the sentences.

- 1) Don't be so ...; spend your money more carefully.
- 2) Don't touch that parcel; it might
- 3) Make an ... to drink less tea and coffee.
- 4) We ... on this change in the law that will ... fair treatment for people of all races.
- 5) There were no facts to ... his words.
- 6) We have made a ... that he will do the shopping and I'll cook.
- 7) Winston Churchill was a ... British politician.

Confusable Words

В русском и английском языках есть целый ряд слов, внешнее сходство которых весьма велико, например русское «аккуратно» и английское «accurately». Однако значения этих лексических единиц отличны друг от друга. Сравните:

- accurately — точно (а не аккуратно)
- complexion — цвет лица (а не комплекция)
- extravagant — расточительный (а не экстравагантный)
- magazine — журнал (а не магазин)
- intelligent — умный (а не интеллигентный)
- sympathy — сочувствие (а не симпатия)

Подобные слова часто называют «ложными друзьями переводчика». Изучающим английский язык следует учитывать это, чтобы правильно их употреблять подобные слова.



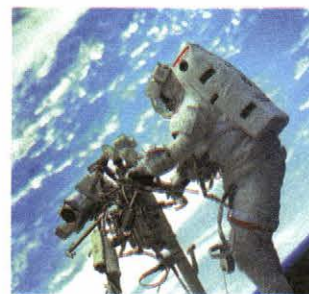
5 Read the text and choose the appropriate options in the sentences after it.

Out of This World

We all dream about the perfect holiday — with the best sights and most exotic location. Some of us insist on extravagant expeditions. How about a holiday in the sky? It may become quite possible and recent facts confirm it.

It is claimed that over the next few years space travel will become fairly common. Previously only governments funded flights into space. In the 1960s the exploration of space was seen as an important sign of a country's technological development and the "space race" began. In 1961, Russia sent the first man into space, and in 1969 the Americans sent the first man to the Moon. People around the world were much impressed and then millions of dollars were spent in efforts to explore Mars and Venus ['vi:nəs], and to build space stations to orbit the Earth.

After the end of the Cold War, the space race slowed down — as did public interest in space travel. In 1986, tragedy struck. The US space shuttle "Challenger" exploded on



take-off, killing seven astronauts. Suddenly the public were not only concerned about the high cost of space travel, but also about the safety of the crew. When the Space Shuttle “Columbia” was destroyed on re-entry into the Earth’s atmosphere in 2003, the future of manned space missions seemed uncertain. Governments concentrated on unmanned missions, for instance to explore the surface of Mars.

But space is still thrilling us. Lots of people would like to have an opportunity to experience weightlessness and view the whole planet from the outside. It certainly puts things in perspective.

In 2001, the first space tourist, Dennis Tito, paid 14 million dollars to travel with Russian cosmonauts to the international space station. Other rich businessmen and distinguished people have followed his example, undergoing months of training to ensure they are medically able to cope with zero gravity.

Private companies have seen a unique business opportunity. The new industry of space tourism is opening up. Dozens of companies are now developing the technology for public travel into orbit. They all have one aim — to offer safe and affordable space travel with only a short amount of training needed. By “affordable” they mean a sum of money less than 14 million dollars Tito paid, something about 100,000. Some people might call it a bargain. It will take time for the technology to be ready. Let’s start saving!



1) At the moment “a holiday in the sky” is

- a) a dream that will hardly come true
- b) a perspective of distant future
- c) an entertainment for masses of people
- d) becoming a reality

2) The nineteen sixties and nineteen seventies saw

- a) manned flights to Mars and Venus
- b) end of the Cold War
- c) some great achievements in space exploration
- d) end of the space race

3) The tragedies connected with space exploration

- a) put an end to space flights
- b) made space flights unpopular
- c) made scientists focus their attention on how to minimize the danger for humans
- d) made the public protest against space flights

4) Space tourists

- a) usually travel with Russian cosmonauts
- b) have to be physically prepared for the flight
- c) find zero gravity hard to cope with
- d) have to be people distinguished in business

5) Space tourism

- a) is gradually coming to a more advanced stage
- b) has no practical aim
- c) is already affordable to a lot of people
- d) will always cost millions of dollars

6 Work in pairs. Speak about the advantages and disadvantages of space tourism. You may mention the following:

- a unique opportunity that it gives;
- impressions that will last you for years and years;
- a chance to test your courage;
- a risky thing to do;
- a very expensive adventure;
- other

Subjunctive Mood

Иногда говорящему приходится сообщать о воображаемых, предполагаемых, желательных ситуациях, которые могут быть как возможны при определённых ситуациях, так и заведомо нереальны. Если эти ситуации относятся к плану настоящего (если бы сейчас была зима...) или к плану будущего (если бы он вернулся завтра к вечеру...), в английском языке глагольные формы для описания подобных ситуаций совпадают с формами глагола в простом прошедшем времени (*past simple*):

If we could fly to the Moon now! — Если бы мы могли полететь на Луну сейчас!

If she came back tomorrow! — Если бы она вернулась завтра!

If we passed our exams in June! — Если бы мы сдали экзамены в июне!

If I found the keys! — Если бы я нашёл ключи!

Для глагола *to be* в сослагательном наклонении часто используется форма *were* для всех лиц, но в разговорной речи для 3-го лица единственного числа возможна форма *was*:

If we were older! — Если бы мы были старше!

If he were (was) a student! — Если бы он был студентом!

If it were (was) summer now! — Если бы сейчас было лето!

If I were/was swimming in the sea! — Если бы я сейчас плавал в море!

Для усиления эмоциональности высказывания в подобных предложениях часто используется слово *only*:

If only it were not so cold outside! — Если бы только на улице не было так холодно!

При описании желательных ситуаций предложение может также начинаться со слов *I wish*:

I wish it were summer now. — Я бы хотел, чтобы сейчас было лето. (Как жаль, что сейчас не лето.)

7 A. Make the sentences more emphatic. Use the word *only*.

1) If it were autumn now. 2) If we were younger. 3) If they were in London. 4) If I were watching my favourite comedy. 5) If we could travel together. 6) If they took me to the expedition. 7) If we went to a picnic tomorrow. 8) If I had a pet. 9) If we moved to a new flat. 10) If I got Vicky's e-mail.

B. Use these word combinations and say what Philip's wishes are while he is preparing for his final exams.

Example: to be July now — I wish it were July now.

1) To be hot and nice outdoors; 2) to be at the seaside; 3) to be lying in the sun; 4) to be swimming in the sea; 5) to be eating an ice cream; 6) to pass entrance exams to the university; 7) to buy a new computer; 8) to travel to the USA.

C. Say what your wishes are. Use the models:

- I wish...
- If only...

DO IT ON YOUR OWN

- 8 Match the words in the two columns and complete the sentences with the word combinations.

make	to explode
part	lady
failed	performance
ensure	an effort
extravagant	the survival
confirmed	on trying
insisted	of the bargain
distinguished	the trade agreement

1) The parliament finally ... with a number of African countries. 2) The doctors ... a new treatment for the sick man. 3) The ... bought only very expensive clothes. 4) Please ... to get to the meeting on time. 5) Her ... was to look after the car. 6) A bomb was thrown but fortunately it 7) We must take steps now to ... of these animals. 8) It was a ... that attracted the attention of all theatre lovers in the city.

- 9 Gwen loves winter and hates hot weather. Imagine what she can wish now in the middle of summer and write six sentences using the word combinations from the box.

to be winter, to be skiing, to be skating, to make a snowman, to throw snowballs, to spend more time outdoors

- 10 A. Write what these English words mean in Russian.

1) Accurately; 2) intelligent; 3) extravagant; 4) complexion; 5) magazine; 6) sympathy.

B. Use a dictionary when necessary and write the English for these Russian words.

1) Аккуратно; 2) комплекция; 3) экстравагантный; 4) магазин; 5) интеллигентный; 6) симпатия.

Step 7

DO IT TOGETHER

- 1 A. Listen to the poem,  (50), and then read it.

It's Up to Me¹

By James J. Metcalfe

I get discouraged now and then
When there are clouds of grey,
Until I think about the things
That happened yesterday.
I do not mean the day before
Or those of months ago,

¹ **It's up to me.** — Это зависит от меня.

But all the yesterdays in which
 I had the chance to grow.
 I think of opportunities
 That I allowed to die,
 And those I took advantage of
 Before they passed me by.
 And I remember that the past
 Presented quite a plight¹
 But somehow I endured² it and
 The future seemed all right.
 And I remind myself that I
 Am capable and free,
 And my success and happiness
 Are really up to me.

B. Answer these questions.

- 1) What is the message of the poem?
- 2) What does the author remember about his past?
- 3) Can we expect our future to be absolutely cloudless?
- 4) What is success and happiness for you?

2 Work in small groups. Speak about one of the following subjects, then share your ideas with the other groups.

What are they going to be like?

- Transport of the future
- Cities of the future
- People and their relations in the future
- Schools of the future
- Ecology of the future
- People's lifestyle in the future

3 Read and complete the text with the phrases (a—h) that follow it. One phrase you don't need to use.

As the Young See It

Youth is a very important period in our lives. This is the time when a person discovers the world. Young people face a lot of problems which, in fact, do not differ much (1) At the same time every generation is unique. It has its own experiences, ideas and a system of values. Every new generation (2) ..., it is better educated and benefits more from the results of the technological progress.

Young people today do not directly accept the standards of their parents who (3) Young people often begin to question the adults' values and say they are not ready to agree with them all. These problems may lead to the so-called generation gap and result in the young and the old misunderstanding each other. The question is if it is possible to apply old standards to the new way of life. Sometimes the answer is "no".

The majority of young people (4) They would like to follow their own lines and make their own mistakes rather than to listen to the warnings of adults and repeat the mistakes of the older generation.

Communication has always been an important part of young people's lives. Today they can choose between traditional and new ways of communication. Traditionally the young meet after classes with their school friends, arrange parties, go to the movies or disco clubs to have fun, (5) But if young people don't like this kind of entertainment, they can find friends without leaving their homes — the Internet gives such an opportunity. Although the international World Wide Web is intended for getting knowledge, only few users employ it in this way. Others use different computer programmes (6) An important thing here is not to overdo it, which happens quite often. Some young

¹ a **plight** [plart] — незавидная участь

² to **endure** [in'djuə] — выдерживать, переносить

people can sit in front of their monitor for 24 hours. The only thing they are interested in (7) By limiting themselves to this kind of communication they may turn their lives into a sort of surrogate.

People can't live without problems. They appear naturally as a result of human activities. But when people try to cope with their problems they become stronger and more experienced.

- a) relax and meet new friends
- b) grows faster and enjoys more freedom
- c) is surfing the net and checking their e-mail boxes
- d) from those that their parents once had to deal with
- e) concerns their relationship with their friends
- f) to chat with their friends from all over the globe
- g) often believe they are right because they are older
- h) do not want to live in the past

4 **A.** Say which of the following problems are not discussed in the text "As the Young See It" (Ex. 3).

- keeping old friends and making new ones
- the generation gap
- bridging the generation gap
- responsibility for your family
- choosing your place in life and your career
- responsibility for the future of your country
- dangers of virtual reality
- free time and entertainment
- ecological problems and the future of the planet

B. Say which of the problems mentioned above will be as important in the future as they are now and why.

5 You know the words in column A. Read the sentences (1—16) and say what the words in column B mean.

A	B
confirm	confirmation
distinguished	distinguish
explode	explosion, explosive
extravagant	extravagance
insist	insistence, insistent

- 1) There is no official confirmation that the documents have been received.
- 2) The hotel will send you written confirmation of your booking.
- 3) He learned to distinguish a great variety of birds, animals and plants; in other words, he learned to see the differences between them.
- 4) It's very difficult to distinguish the real diamond from the artificial one if you are not a specialist.
- 5) The explosion of the bomb broke windows in the building nearby.
- 6) The funny joke caused an explosion of laughter.
- 7) A bomb is an explosive device.
- 8) Dynamite is an explosive stuff.
- 9) When my parents go shopping, they avoid extravagance and only buy what they need.
- 10) My main extravagances are shoes and perfumes.
- 11) His insistence surprised us.
- 12) Despite his insistence to change the environmental laws the members of the committee didn't agree with him.
- 13) He was absolutely insistent on getting his money by tomorrow.
- 14) John was insistent that we shouldn't tell anyone about our plans.

More Facts about the Subjunctive Mood

Сослагательное наклонение часто используется в предложениях, которые соответствуют модели «Если бы..., то я (он, мы, вы) бы...». Первая часть подобных фраз (т. е. придаточное предложение) строится по уже известному вам образцу, а вторая (главное предложение) следующим образом:

Subject + would + Verb

- 1) If it were autumn now, there would be a lot of fruit. — Если бы сейчас была осень, было бы много фруктов.
- 2) If I were you, I would buy a computer. — На твоём месте я бы купила компьютер.
- 3) If you had more money, we would fly to Australia. — Если бы у тебя было больше денег, мы полетели бы в Австралию.

6 A. Say what these people would do if they had a lot of money.

Example: Mrs Chandler | to buy a new extravagant dress
If Mrs Chandler had a lot of money, she would buy a new extravagant dress.

- | | |
|-------------------------------------------------------|-----------------------------------------------------------|
| 1) Mr Winslow to go on journey | 5) Richard Wane to try and improve ecology in the world |
| 2) Ms Collins to build a new hospital | 6) Angela Benson to go to university |
| 3) John Wilks to help poor people | |
| 4) Barbara Bloom to spend it on science development | |

B. Say what you would do if you were a millionaire.

7 Look at Jenny's room. Tell Jenny what you would do if you were in her place. You may begin like this:

If I were you, I would close the wardrobe.



DO IT ON YOUR OWN

8 Use the appropriate prepositions where necessary to complete the sentences.

about, between, from, of, on

- 1) Let it be the bargain ... us.
- 2) He says he didn't hear the explosion ... the bomb.
- 3) He never insists ... his own point ... view.
- 4) She has no claim ... her husband's estate.
- 5) People tell tales ... her extravagances.
- 6) He was absolutely insistent ... going there together with us.
- 7) It is very difficult to distinguish the first stage ... the second.
- 8) A vaccination will ensure ... you against getting the disease.

9 Warn these people who can get into trouble. Use the model: If I were you, I wouldn't...

1) Someone's car has no brakes. 2) Someone is going to swim, but the water in the river is very cold. 3) Someone is going to drink the milk which is not fresh. 4) Someone's going to eat the cake which is two weeks old. 5) Someone's parking his car in a no-parking zone. 6) Someone's going to buy a car from Denis Cook who has got a very bad reputation. 7) Someone's going to buy a washing machine from Ann Vincent, but you know it can't work properly. 8) Someone's going to an African country to spend their holiday there but the political situation there is rather dangerous.

10 Complete the text with the derivatives of the words on the right.

The Car of the Future

In the near future most cars will use the internal combustion engine¹ and burn petrol. But very soon we will have to look for (1) ... sources of energy. At the present rate of petrol (2) ... oil supplies will run out in about fifty years. Then there is another (3) ... aspect of the problem — the (4) ... situation in big cities is getting worse and more (5) ... for people. So what kind of car will we use eventually? At present there is a lot of talk about electric cars, but they, being less (6) ... for our health, have several (7) ...s. For example, they have no really (8) ... batteries and a relatively short life. Some (9) ...s think that hydrogen² will be the main source of energy for internal combustion energy by the end of the century.

differ, produce

importance, ecology

danger

ruin

advantage

suit

special

Step 8

DO IT TOGETHER



1 Listen to five speakers, (51), and match their names (1—5) with the statements (a—f). There is one statement you don't have to use.



1) James Stone

2) Kate Winslow

a) This speaker is concerned about the fauna of a particular area.

b) This speaker is worried about a certain aspect of people's lifestyle.

¹ **an internal combustion** [kəm'brʌstʃən] **engine** — двигатель внутреннего сгорания

² **hydrogen** ['haɪdrədʒən] — водород

3) Anonymous

4) Douglas O'Brien

5) Alice Bell

c) This speaker believes that the character of work will change in the future.

d) This speaker takes an active part in helping to solve an important problem.

e) This speaker expresses concern about possible changes in human character.

f) This speaker is talking about a problem of his home place.



2

Speak about an important problem of today that can influence the future. Mention:

- what the problem is like;
- what caused or causes it;
- in what way it can influence the future;
- how the problem can be solved or why it can't be solved.

Social English



Talking about the Future

Приводимые ниже речевые обороты могут оказаться полезными в разговоре о будущем.

Уверенность:

I'm certainly (not) going to...
 I'm (not) going to ..., that's for sure.
 Nothing is going to stop me doing it.

You won't catch me doing it.
 I'm sure to... (=I'm bound to...)
 I'm absolutely sure...

Меньшая уверенность:

I think I'll...
 I expect I'll...
 I may well...
 I'm hoping to...
 I'm thinking of...

I thought I might...
 I wouldn't be surprised if...
 There's a chance I will...
 I doubt if I'll...
 There is no chance of his coming...

3

A. Try to predict your own future. Use the phrases from the section above.

Example: In 2027 I may well be happily married.
 Within five years you won't catch me living in a big city.

B. And now try to predict the future of some countries and the future of the world.

Example: In the near future Russia is bound to win the world cup in football.
 There's a chance English will become the only language in the world.

4

A. Read the text and say what makes English the global language of the 21st century.

Nowadays many scholars consider English as a truly global language. It means that hundreds million people use the vocabulary of English as a mother tongue that is about one tenth of the world's population, scattered across every continent. Three quarters of the world's mail and its telexes and cables are in English. So are more than half the world's technical and scientific periodicals: it is evidently the language of technology.

80 per cent of the information stored in the world's computers is in English. It is the language of sports and glamour. It is the official voice of the air and of the sea. English has few rivals and no equals. But will it be the same in the future?

The proportion of the world's population that grows up speaking English is in decline. Mandarin Chinese, as it is claimed today, may become the next "must learn" language.

By 2050 it is predicted more people will speak Chinese, Hindi, Urdu¹ or Arabic as a first language than English. So, some language experts say English will probably fall in importance within the next 50 years.

For the young generation of 15- to 24-year-olds, English will be in the fourth place in the language “league”. Chinese will dominate, with 166 million native speakers aged 15 to 24. However, the next most-spoken language would be Hindi/Urdu with 73–74 million young speakers, followed by Arabic (about 72 million). The number of native English speakers aged 15 to 24 is expected to be 65 million.

What will the future state of things in this field be? Let’s live and see.

B. What do you think the future of the English language will be? Consider the following:

- English as a native language
- English as a “must-learn” foreign language
- English as a language of science and technology
- English as a language of sports and glamour
- English as a language of trade
- English as a language of the world communication

5 Look at the pictures and say what these people would do if they saw a ghost.

Example: Eliza: If I saw a ghost, I would close my eyes.



1) Eliza



2) Mr Newby



3) Melanie Scott



4) Sharon



5) Simon



6) The policeman



7) Diana Clark



8) Mrs Maggie Wilson

6 Imagine that you are alone in your country house and it’s raining. Speak about your possible wishes.

- Example:**
- 1) If it were sunny, I would go out.
 - 2) If I had an interesting book, I would read it.

¹ **Urdu** [ˈʊəduː] — the official language of Pakistan which is related to Hindi, but is written using the Arabic writing system

More Facts about Subjunctive Mood

1. Если речь в предложении идёт о каком-либо нереальном событии в прошлом, то в английском придаточном предложении с *if* используется форма глагола, совпадающая с формой грамматического времени *past perfect*:

If he had bought the car then... — Если бы он (тогда) купил машину...

If we had moved to the South... — Если бы мы переехали на юг...

If I had visited Kiev last year... — Если бы я посетил Киев в прошлом году...

2. Высказывание в основном предложении может относиться как к настоящему/будущему, так и к прошлому. Обрати внимание на различие форм глагола: русское предложение «Я бы купил» может иметь два эквивалента в английском языке:

a) I would buy (высказывание относится к настоящему или будущему);

b) I would have bought (высказывание относится к прошлому).

Сравните также:

- If I had bought some cakes, we should have a tasty meal now (высказывание в главном предложении относится к настоящему).
- If we had known about it then, we wouldn't have done it (высказывание в главном предложении относится к прошлому).

3. Главное и придаточное предложения могут меняться местами:

We wouldn't have told him about it if we had been warned.

If we had been warned, we wouldn't have told him about it.

7 Choose the right forms to complete the sentences.

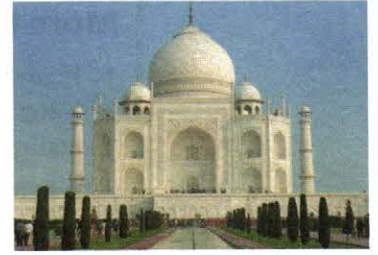
- 1) If I had been in the shop with you, I would (ask/have asked) you to buy me that disk.
- 2) If I were you, I wouldn't (go/have gone) there now.
- 3) If Roy were not interested in sport, he wouldn't (know/have known) so much about it.
- 4) If we hadn't been to London, we wouldn't (see/have seen) Trafalgar Square.
- 5) If Steve had more money, he would (buy/have bought) more gifts yesterday.
- 6) If it were not so cold, I wouldn't (wear/have worn) woolen mittens.
- 7) Lucy wouldn't (keep/have kept) to a diet, if she didn't want to become slim.
- 8) If George knew the difference between these words, he would (explain/have explained) it to you now.
- 9) We would (feel/have felt) better now if we had had a swim in the morning.
- 10) If Masha knew English, she would (be/have been) able to speak to the English students who are coming to our school tomorrow.

DO IT ON YOUR OWN

8 Write which of these sentences refer to the past and which refer to the present or to the future.

- 1) If only I had more friends!
- 2) She would feel happier if you were more attentive to her.
- 3) Fred would have answered the teacher's question if he had known the answer.
- 4) The people wouldn't have protested if their problems had been solved.
- 5) A lot of my classmates would agree with me if I had a chance to talk to them.
- 6) If they had played better, they would have won.
- 7) If they had a bigger garden, they would plant more fruit trees.
- 8) We wouldn't have quarreled with James, if he had told us the truth.
- 9) Your sister would be thankful to you if you allowed her to use your bike.
- 10) If your friends had come earlier, they would have had dinner with us.

9 Match the two parts of these sentences.



- 1) If I went to Italy,
- 2) If I visited Britain,
- 3) If I went to the USA,
- 4) If I travelled to India,
- 5) If I visited Greece,
- 6) If I travelled to France,
- 7) If I went to Japan,
- 8) If I visited Peru,
- 9) If I went to Spain,
- 10) If I travelled to Kenya,

- a) I would definitely visit Normandy in the north of the country.
- b) I would visit the Prado and see the paintings by El Greco.
- c) I would taste real sushi.
- d) I would stay in Lima at least for some days.
- e) I would take a look at Lake Victoria, one of the largest in the world.
- f) I would admire the Taj Mahal in Agra.
- g) I would go and look at Michelangelo's paintings in the Sistine Chapel.
- h) I would like to see Stonehenge.
- i) I would cross the country from Main to Oregon.
- j) I would travel to Crete, the birthplace of Zeus.

10 Complete these sentences to write about your plans for the future.

- | | |
|-------------------------------|-----------------------|
| 1) I'm absolutely sure... | 6) I'm thinking of... |
| 2) You won't catch me... | 7) I doubt if I... |
| 3) I'm bound to... | 8) I think I might... |
| 4) I expect I... | 9) I may well... |
| 5) There's no chance of my... | 10) I'm hoping to... |

Step 9

Consolidation Class

DO IT TOGETHER



1 Listen to the interview with Patricia O'Neil, an expert in the development of languages, (52), and complete the sentences (1—6).

- 1) According to Mrs O'Neil nowadays English is ...**
- a) the most widespread language on the Earth
 - b) preferred to other foreign languages taught to people
 - c) spoken by a smaller number of people than Chinese

- 2) **In Russia ...**
- English is taught in all secondary schools
 - a lot of children think that English is a preferable language to learn
 - more children learn English than other foreign languages at school
- 3) **In her interview Patricia discusses ...**
- advantages and disadvantages of the English language expansion over the globe
 - only benefits of this process
 - mainly harmful effects of English becoming a global language
- 4) **Patricia thinks that ...**
- all politicians should know English
 - English is important for politicians as well as for people of other occupations
 - English is more important for politicians than for anybody else
- 5) **In the interview Patricia stresses that ...**
- she is against the spread of English culture around the world
 - due to the fact that English is a global language it can result in certain cultures domineering over the others
 - all languages but English may disappear
- 6) **Patricia says that borrowing ...**
- is a natural process in the development of languages
 - is a process that enlarges vocabularies of all the languages
 - is a process that is not typical of the English language now

- 2 **A.** There is a probability that in the future all the people of the world will speak one and the same language. Will it be an advantage or a disadvantage? Consider the points "for" and "against" and add some more.

For	Against
1) Speaking one and the same language can lead to a better mutual understanding.	1) One language may lead to one culture.
2) People understanding each other well can hardly have wars.	2) Absence of diversity can lead to degradation.
3) ...	3) ...

- B.** Work in pairs or small groups. Discuss the possibility of speaking one and the same language on the planet, advantages and disadvantages of it.

- 3 Read, answer the questions and develop these ideas.

- The study of climate today seems to be dominated by global warming. What can be the prediction of the future climatic model?
- Today English is represented in every continent. What do you think its future can be? Shall we all speak only English?
- Today people use different methods of transport and it's difficult to say which of them is considered to be preferable. Which, do you think, will be the main way of travelling in the future?
- The world of fashion is very changeable and short-living. What kinds of clothes, in your opinion, can become trendy in the future?
- Science and technology are developing very fast at the moment. In what fields will scientists make new discoveries? In what directions will modern technologies develop?
- There exists a tendency for globalization, due to which the countries of the modern world are becoming more unified in terms of culture and economics. At the same time a

lot of people oppose this tendency and insist on each nation developing its individual features. Who will win?

- 7) It is obvious that humans are gradually changing. We are gaining new skills and habits and losing some features that our ancestors¹ had. What will man of the future be like? What kind of lifestyle will our descendants² have?
- 8) There are some dangers threatening our future: ecological problems, wars, overpopulation etc. Do you think people will be able to solve these problems?

4 **A.** Read five English proverbs and try to figure out what they mean. Which two proverbs mean the same?

- If there were no clouds, we shouldn't enjoy the sun.
- If it were not for hope, the heart would break.
- If "ifs" and "ans" were pots and pans...
- If each swept before his own door, we should have a clean city.
- If wishes were horses, beggars would ride.

B. Think of a situation in which you would be able to use one of the proverbs above and speak about it.

5 Transform the sentences as in the example. Translate all the sentences into Russian.

Example: If I am at the seaside, I'll go swimming every day. (Real possibility.)
If I were at the seaside, I'd go swimming every day. (Unreal possibility.)

- 1) If the weather improves, the pupils will have their PE classes outdoors.
- 2) The city will welcome more visitors if they build more hotels in it.
- 3) If children do a lot of reading, their spelling will be better.
- 4) Everyone will be happier if we try to understand each other.
- 5) They will go travelling if they can afford it.
- 6) If you ask Doris, she will tell you the whole story.
- 7) If Simon practises more, he will become a very good singer.
- 8) If I have a chance to learn another foreign language, I'll take it.
- 9) Sally will phone you if she doesn't come home late.
- 10) Tom won't be happy if you miss his birthday party.
- 11) If the tourists have more time, they will visit the city museum.
- 12) If you don't apply for this job now, you won't get it.

6 Choose the appropriate words and forms to complete these sentences.

- 1) Let me (draw/pay) your attention to the new dictionary that has just been published.
- 2) I regret (to say/saying) that the plants haven't adjusted to the new climate and have died.
- 3) I don't really know how they'll be able to (gain/get) rid of this dangerous explosive material.
- 4) The visitors (informed/confirmed) their wish to stay in the hotel for another week.
- 5) Your mother's concern (about/for) you is very understandable.
- 6) If Jane doesn't change her (eccentric/extravagant) habits, she will have no money in the near future.
- 7) It was an (arranged/arranging) marriage: their parents had decided their future for them.
- 8) What is the (fare/fee) for going from here to the city centre by bus?
- 9) He didn't mind (confessing/to confess) that the terrible mistake was all his fault.
- 10) She broke the scary news so (deliberately/delicately) that it didn't frighten the children.
- 11) This time I won't (insist/consist) on your doing this exercise in writing.
- 12) Somebody (offered/suggested) going to the cinema and we all happily agreed.

¹ **an ancestor** ['ænsəstə] — предок

² **a descendant** [dɪ'sendənt] — потомок

- 13) When I (gained/won) the prize for my achievements in sport, my parents were very proud of me.

7 Complete the sentences. Use the phrases from the box.

- | | |
|------------------------------|--------------------------|
| a) get back to the point | e) to tell you the truth |
| b) so to speak | f) to be honest |
| c) to begin with | g) to put it another way |
| d) to cut a long story short | |

1) We had a very interesting meeting and touched upon several problems. We argued a lot, but ... in the end our opponents agreed to accept all our offers. 2) We have several points on the agenda. ... I think we shall watch the presentations of our first-year students. 3) I wouldn't believe everything Jessica says. ... she is not a reliable person at all. 4) Well, Steve, could you stop talking about insignificant details and ...? 5) I don't think I'll go to this rock music concert. ... I have never been interested in this kind of music. 6) Lenny hangs around with Johnny and Vic, ... he spends a lot of time with them. 7. He is a writer, a man of letters,

DO IT ON YOUR OWN

8 Complete the sentences. Use the prepositions from the box where necessary.

from, of, on, to, up, with

- 1) He will never confess ... me that he has been there.
- 2) To begin ..., you are late and to cut a long story short, you should confess ... and bring your apologies.
- 3) I felt relieved when all the equipment was set
- 4) His confession ... guilt surprised me.
- 5) I don't think I will ever be able to get rid ... her influence.
- 6) She tried to pay attention ... what he was saying.
- 7) It took my grandmother quite a time to adjust ... living in an apartment.
- 8) Please don't concern yourself ... such problems.
- 9) I insist ... your coming back on Monday.
- 10) I can never distinguish one brother ... the other.

9 Write the same about the past.

Example: If I watched the new film, I would share my impressions with you.
If I had watched the new film, I would have shared my impressions with you.

- 1) I would thank my friends if they gave me a new piece of costume jewellery as a present.
- 2) If I had something to say, I would do it.
- 3) If I knew the ending of the story, I would certainly tell you how it finishes.
- 4) The class would discuss this problem if they got interested in it.
- 5) You wouldn't confuse these words if you looked them up in the dictionary.
- 6) Ian would join us for the trip if he wanted to.
- 7) The garden would look better if there were more rains.
- 8) I would agree with you if you gave me stronger arguments.
- 9) If you helped James with the work, he would be really grateful to you.
- 10) If the Smiths painted their summer house, it would look like new.



10 Use the appropriate forms of the words on the right to complete the text and answer the question at the end of the text.

One of the (1) ... world-famous detectives arrived at a small town. He (2) ... a lot, and (3) ... much time in the desert. His hair (4) ... long and he (5) ... to have his hair (6) The town (7) ... only two barbers, each with (8) ... own shop. The detective looked into one shop and (9) ... that it was extremely untidy. The barber (10) ... unshaven, his clothes (11) ... dirty and the hair badly (12) The other shop was neat. The barber well (13) His hair looked attractive. The detective returned to the first shop for his haircut. Why, do you think, he did it?



good
travel, spend
be, decide, cut
have, he
see
be
be, cut
shave

The answer to the question: There were only two barbers in the town. So each barber must have cut the other's hair. The detective chose the barber who had given his colleague the better haircut.

Step 10

TEST YOURSELF

I. Listening



1 Listen to two friends talking about their future, (53), and say which of the facts below are true, false or not mentioned in their talk.

- 1) Dorothy is a school-leaver.
- 2) Dorothy and Alan went to school together.
- 3) Alan has returned from abroad.
- 4) Alan had chosen Southeast Asia because he had known it would be a challenge.
- 5) Alan's parents tried to stop him from going away.
- 6) Dorothy is planning to spend eighteen months out of university.
- 7) Dorothy doesn't want to be a tourist in a foreign country.

Maximum result	7
Your result	?

II. Reading



2 Match the titles (1—7) and the texts (A—F). There is one title you don't have to use.

- 1) The Future Devices to Explore Space
- 2) The Probable Future Changes in Humans' Bodies
- 3) The Future Habitat for Humans
- 4) The Future Ways of Education
- 5) The Future Technological Revolution in the Fastest Growing Industry
- 6) The Future Ways to Secure¹ Your Kid
- 7) The Future Environmental Disasters

¹ to secure — обеспечить безопасность

A. Scientists are learning more than ever about the Moon. The Moon was formed billions of years ago. But no one is sure just how. Space was full of dust and rocks in those days and these came together to form the Earth. Perhaps when the Earth was first formed, a part of it broke and became the Moon. Astronauts have travelled to the Moon. They have brought back information that helps us to understand the Moon better. Nowadays research is carried out and projects of colonizing the Moon are being discussed. Who knows, it can become our future home some day.



B. The next generation of computers, scientists predict, will be able to talk and even think for themselves. Of course, they'll be still a lot simpler than human brains but it will be a great step forward. Such computers will help diagnose illnesses, they may help to find minerals, understand and control the world's money markets, identify criminals and control space travel.

C. The results of the future climatic changes can be really scary. It is quite probable to have streets of big cities buried under hundreds of metres of snow as now we are having the same streets under torrents¹ of water.

The Earth can become dangerously polluted. People will suffer from food and fresh water shortages. In the end sea levels can rise so much that people will hardly be able to find appropriate places to live.

D. Kids' thumbs² are getting bigger and stronger because they spend much time texting and playing computer games. Young people use their thumbs much more often than adults do. They use their thumbs to type on a keyboard and play video games. Using thumbs is so common in Japan that the Japanese call teenagers the "thumb generation". Scientists think that this shows that modern technology can make the physical structure of people different.

E. Microchips can usually be found in computers, but nowadays some children have them in their arms. Is microchipping children a good idea? Why do certain parents agree to microchip their daughters and sons?

Those who do it say, that they want their children to be safe. They always know where the young members of the family are and can help them if they feel there's any danger. But there are many people who are against this idea. They say it's better to teach children about the possible dangers of talking to strangers than to treat them like robots or pets.

F. Ever since the Russian *Sputnik* was launched in 1957, satellites have got steadily larger and heavier. *Sputnik* weighed 84 kg, its modern successors usually weigh several tonnes. Today it is possible to do more with less.

Just as mobile phones and laptop computers get smaller yet more "intelligent" every year, researches are now building small experimental satellites. Some of them have already been launched. Each is the size of a cigarette packet and weights 250 grams.

Maximum result	7
Your result	?

¹ a **torrent** ['tɒrənt] — поток

² a **thumb** [θʌm] — большой палец руки

III. Use of English



3 Use the derivatives of the words on the right to complete the text.

Future Career and English

It's (1) ... how many people need English in their jobs these days. This language becomes (2) ... important when someone is a (3) ... sportsman. (4) ... football teams now have (5) ...s from all over the world. One of the biggest problems for many coming to Britain to play football, is (6) For their (7) ... they are (8) ... on English. So if in the future you want a long, (9) ... and happy career in international sport, learn English.

amaze
extreme
profession, Europe
play
lonely
communicate, depend
success

Maximum result	9
Your result	?



4 Use the appropriate forms of the words on the right to complete the text.

Kids "At Risk" from not Eating Vegetables

Most of the (1) ..., aged 11 to 16 from England and Wales, said they (2) ... (3) ... portions of vegetables and fruit in the (4) ... seven days than was recommended by the Government.

Researchers said those findings (5) ... alarming, because a good diet, rich in fruit and vegetables could reduce the number of cancer deaths by up to a third.

We all know that cancer is a disease that generally (6) ... (7) ... people. But it is important (8) ... foundations of a healthy lifestyle early on. Kids' eating habits can (9) ..., if parents stop rewarding them with sweets. If parents (10) ... their kids carrots instead of sweets as a reward, the children (11) ... to like carrots.



child
eat, few, late
be
affect, old
lay
improve
offer
learn

Maximum result	11
Your result	?



5 Choose the appropriate words in the rows (1—7) to complete the text.

A lot of children's books such as the Harry Potter series are (1) ... of giving a Victorian (2) ... of women as passive and (3) While men are portrayed as heroes, women are often depicted as emotional people playing the same (4) ... as they did in 1940s. Girls though are often shown as adventurous, clever and independent individuals good at sport. The stereotypes to show women in this traditional way are still (5) ..., researchers say. In most British books women are non-working mothers who bake cakes, care for the family and do the housework. But these stereotypes do not (6) ... in reality. In today's society a lot of women successfully (7) ... their family life with a career.



- | | | | |
|--------------------|----------------|----------------|--------------|
| 1) a) accused | b) blamed | c) faulted | d) guilty |
| 2) a) opinion | b) imagination | c) image | d) vision |
| 3) a) unacceptable | b) undoubted | c) unambitious | d) unpopular |

- 4) a) pattern b) role c) duty d) model
 5) a) lively b) live c) lives d) alive
 6) a) reflect b) discover c) explore d) open
 7) a) mix b) unite c) contribute d) combine

Maximum result	7
Your result	?

IV. Writing



6 Comment on one of the following statements.

- Books will be ousted¹ by computers in the future.
- Robots will replace humans in the future in many spheres.
- In the future entertainment will be much different from what we have now.
- Ecological problems will become most urgent for future generations.
- Globalization is an inevitable process in future societies.
- National cultures, national identities and languages will be lost in the future.

Write 200—250 words. Use the following plan:

- make an introduction to state the problem;
- express your personal opinion and give 2—3 reasons for it;
- express an opposing opinion and give 1—2 reasons for it;
- explain why you do not agree with the opposing opinion.

Maximum result	8
Your result	?



7 You have received a letter from your pen friend. In her letter she writes:

I'm getting ready for my Senior Prom². I've got a lovely dress, a new pair of stylish shoes and I'm really looking forward to the great day! Are you going to have a party to celebrate your school leaving? What is it going to be like? Are you looking forward to it? Who are you going to invite?
 All the best,
 Louise

Write a letter to Louise.

In your letter:

- answer her questions;
- ask Louise three questions about her plans and the near future.

Maximum result	7
Your result	?

¹ **to oust** [aʊst] — вытеснить

² **the Senior Prom** — in America a dance party held at the end of the school year for the students who are in their last year of school education

Count your total result.

Total result	56
Your Total result	?

Comment on your result.

Project Work Four

Prepare a computer presentation on the topic “My Future as I See It”. You may consider the following ideas:

- what you will do;
- where you will live;
- your marital status and family;
- how you are going to use English;
- how you are going to spend your free time;
- what will make you happy;
- what your country will be like.

Be ready to give your presentation in class. It shouldn't take longer than five–seven minutes. Try to make your presentation interesting, illustrate it with photos, pictures, etc.

Grammar Reference

NOUNS

§ 1. Использование артиклей с именами существительными, обозначающими людей.

Обычно с именами собственными используется так называемый нулевой артикль (zero article), иными словами, в этих случаях артикль не употребляется: Elizabeth, Albert, Mr Richardson.

Также не используется артикль, если перед подобными именами стоят определения, выраженные прилагательными *old, lucky, poor, little, dear, honest*: *Lucky Jim, Old Jack, Poor Frieda, Dear Sofia*.

Отсутствует артикль, если в предложении встречаются слова *father, mother, nurse, aunt, uncle, cousin etc*, если речь идёт о членах семьи говорящего. Часто перечисленные выше существительные пишутся с заглавной буквы:

Is Father at home?

Неопределённый артикль используется в сочетаниях типа: a true Ferguson, a certain Mr Grey (некий господин Грэй).

Неопределённый артикль используется с именами собственными, если они обозначают не лицо, а объект, созданный данным человеком:

a Ford (машина марки Форд);

a Picasso (картина, созданная художником).

§ 2. Использование артиклей с исчисляемыми и неисчисляемыми существительными.

Как известно, имена существительные подразделяются на исчисляемые и неисчисляемые. С последними неопределённый артикль обычно не употребляется. В некоторых случаях неисчисляемые имена существительные могут переходить в разряд исчисляемых, изменяя своё значение. Сравни:

Неисчисляемые

hair — волосы

medicine — медицина

iron — железо

wine — вино

coffee — кофе

Возможен также обратный процесс.

Исчисляемые

a chicken — цыплёнок, курица

a potato — картофелина

an apple — одно яблоко

a fish — рыбина, рыбка

Исчисляемые

a hair — волосок

a medicine — лекарство

an iron — утюг

a wine — марка вина

a coffee — порция кофе

Неисчисляемые

chicken — курятина

potato — картофель (*приготовленный для пюре*)

apple — яблоки (*начинка для пирога*)

fish — рыба (*продукт*)

§ 3. Особенности использования имён существительных *fish* и *fruit*.

Имя существительное *fish*, являясь исчисляемым, имеет одинаковые формы единственного и множественного числа: one fish — two fish. Однако, если речь идёт о различных породах рыб, то форма множественного числа будет *fishes*:

Trout and salmon are different fishes.

Имя существительное *fruit* также имеет форму *fruits*, если речь идёт о различных видах фруктов. Сравни:

a fruit — different fruits

Но если речь идёт о количестве, то форма множественного числа совпадает с единственным:

a fruit — much fruit

§ 4. Множественное число имён существительных.

В английском языке целый ряд слов, заимствованных из греческого языка и латыни, имеют особые формы образования множественного числа:

phenomenon (явление) — phenomena (явления),
curriculum (учебный план) — curricula (учебные планы),
cactus (кактус) — cacti (кактусы).

Однако за последнее время наблюдается тенденция образовывать множественное число этих существительных обычным для современного английского языка способом — при помощи добавления окончания *-s/-es*: phenomenons, curriculums, cactuses.

Сложные имена существительные образуют множественное число, добавляя окончание *-s* ко второй основе слова:

grown-up (взрослый) — grown-ups (взрослые)
forget-me-not (незабудка) — forget-me-nots (незабудки)

Однако имена существительные *passer-by* (прохожий), *lily of the valley* (ландыш), а также сложные слова с компонентом *-law* (*father-in-law*, *mother-in-law* etc) во множественном числе прибавляют окончание *-s* к первой основе: *passers-by*; *lilies of the valley*; *fathers-in-law*; *mothers-in-law*.

Если в сложном слове содержится основа *man* или *woman* в качестве первого компонента, то во множественном числе употребляются обе основы: *manservant* — *menservants*.

§ 5. Притяжательный падеж имён существительных.

За последние десятилетия в английском языке отмечается тенденция использовать неодушевлённые имена существительные в притяжательном падеже. Уже абсолютно нормативными считаются подобные образования, если имена существительные обозначают:

время: *a day's wait*; *a moment's silence*;
расстояние: *a kilometre's distance*;
страны: *Britain's customs and traditions*;
города: *London's places of interest*;
континенты: *Africa's culture*;
времена года, месяцы, дни недели: *yesterday's meeting*, *July's heat*;
средства передвижения: *the ship's name*; *the plane's crew*;
планеты, звёзды, водные пространства: *the planet's pollution*; *the moon's surface*; *the ocean's bottom*.

При этом следует учесть, что в большинстве случаев притяжательный падеж с неодушевлёнными существительными не используется. Правильно сказать:

the face of a/the clock;
the end of a/the story;
the door of a/the room.

Если два человека имеют общую собственность и в предложении их имена соединены союзом *and* (*Mary and John*), то апостроф притяжательного падежа добавляется только к последнему имени:

Mary and John's cottage (коттедж принадлежит им вместе).

Tom and Mary's bike (один велосипед у двух людей).

Однако, если речь идёт об обладании однотипными, но разными объектами, к каждому имени добавляется апостроф:

Tom's and Mary's bikes — велосипеды Тома и Мэри (у каждого свой).

Следует обратить внимание на образование притяжательного падежа у некоторых сложных слов:

my sister-in-law — *my sister-in-law's car*

§ 6. Некоторые словообразовательные модели имён существительных.

Имена существительные, обозначающие профессию, род деятельности, занятие, в английском языке часто образуются способом суффиксации при помощи суффиксов *-er*, *-or*, *-ist*: *reader*, *sculptor*, *pianist*.

Отметим, что наиболее частотным является суффикс *-er*, который может употребляться с глагольными основами (*driver, teacher, writer*). Суффиксы *-or, -ist* встречаются значительно реже. Их можно найти в ограниченном списке слов:

— *-ist*: *artist, dentist, scientist, novelist, tourist, typist, cartoonist, dramatist, economist*;

— *-or*: *taylor, sailor, governor, conqueror, professor, actor, doctor, inspector, conductor, collector, creator, director, operator, visitor* etc.

PRONOUNS

§ 1. Неопределённые местоимения *either, neither*.

Местоимения *neither* и *either* относятся к высокочастотным словам современного английского языка. Первое из них в британском варианте английского языка произносится [ˈnaɪðə], в американском варианте [ˈniːðər]. Соответственно, *either* также имеет два варианта произношения [ˈaɪðə] (*BrE*) и [ˈiːðər] (*AmE*).

Оба этих слова используются, если речь идёт о двух людях, предметах, событиях:

Neither of us knew what to do. (Нас было двое. Никто из нас не знал, что делать.)

— Would you like green or black tea?

— **Neither**. (Выбор из двух видов чая.)

Когда *neither* используется в функции подлежащего, то с ним обычно сочетается глагол в единственном числе:

Neither of these books was published in this country.

Однако в разговорном английском возможно сочетание и с формой глагола во множественном:

Neither of us are planning to go there.

Те же правила применимы и к лексической единице *either*:

Olive oil and corn oil are both suitable, so you could use **either**.

Does either of you speak Chinese?

Are either of them at home?

Оба рассматриваемых слова часто используются в конструкциях *either ... or ...* (или ... или ...), *neither ... nor ...* (ни ... ни ...). Сравните:

You can **either** come by bus **or** take a taxi.

Neither Simon **nor** Sally can swim.

У местоимения *either* есть значение «любой из двух». Если речь идёт о людях или предметах, количество которых больше чем два, в английском предложении следует употреблять местоимение *any* (любой):

Any of my friends will help me. (Друзей больше чем два.)

Either of my friends will help me. (Друзей двое.)

Аналогичным образом противопоставлены друг другу *neither* и *nobody/no one*.

So many people, and **nobody/no one** can help me.

I know John and Sue will do anything for me, but alas... **neither** can help in this situation.

§ 2. Неопределённые местоимения *nobody, no one, none*.

Данные неопределённые местоимения употребляются в очень схожих контекстах. При этом *no one* и *nobody* практически являются взаимозаменяемыми, однако местоимение *no one* в устной и письменной речи используется значительно чаще:

Make sure **nobody/no one** is in the building before you lock it up.

Однако, если в предложении используется уточняющая фраза с предлогом *of*, то возможно употребление только местоимения *none*:

None of us will go there in June.

Глагол может иметь форму как множественного, так и единственного числа:

None of them have (has) been to England.

Отметим, что форма глагола во множественном числе встречается в устной и письменной речи значительно чаще.

После местоимения *none* часто используется словосочетание *at all*:

— Have you got any ideas?

— No, none **at all**.

В диалогах местоимение *none* может выступать в роли отдельного предложения (1), а может, завершая реплики, стоять в конце предложения (2).

1) — How many articles have you translated?

— None.

2) — Is there anybody in?

— No, there is none.

VERB

§ 1. Наклонение.

Наклонение — это грамматическая категория, показывающая, как говорящий рассматривает определённое действие относительно действительности. *Реальный факт* — изъявительное наклонение (the Indicative Mood), *нереальный, желаемый* — сослагательное (the Subjunctive Mood). *Побуждение* к действию (просьба, приказ) выражают глаголы в повелительном наклонении (the Imperative Mood).

Сослагательное наклонение

Глаголы в сослагательном наклонении указывают на нереальность описываемого действия или на его желательность/нежелательность. В русском языке в подобных случаях употребляется соответствующая форма глагола с частицей «бы». (Если бы сейчас была зима! Я бы поехал в Санкт-Петербург.) В английском языке сослагательное наклонение выражается различными формами. Если речь идёт о нереальном или желаемом действии *в настоящем* или *будущем* и об этом действии сообщается в придаточном предложении, то глагол ставится в форму сослагательного наклонения, которая совпадает с формой простого прошедшего времени:

If I had time. (Если бы у меня было время.)

If he came early. (Если бы он приехал рано.)

If he did it tomorrow. (Если бы он сделал это завтра.)

Для глагола *to be* во всех лицах форма в сослагательном наклонении — *were*.

If it were autumn now! (Если бы сейчас была осень.)

If I were grown-up. (Если бы я была взрослой.)

If he were at home now. (Если бы он был дома сейчас.)

Отметим, однако, что в разговорной речи вместо *were* часто используется форма *was*:

If he **was** in Moscow, he would call us.

В главном предложении употребляется форма *would* + *инфинитив* без частицы *to*:

I **would go** there. (Я бы поехала туда.)

She **would buy** it. (Она бы это купила.)

Следует обратить внимание на перевод конструкции *I wish* + *глагол* в сослагательном наклонении, которая может переводиться двояко:

I wish he were in Moscow.

(1) *Было бы хорошо, если бы он был в Москве;* 2) *Жаль, что его нет в Москве.*)

Если речь идёт о нереальном или желаемом действии в прошлом, то глагол в придаточном предложении ставится в форму сослагательного наклонения, которая совпадает с формой прошедшего совершенного времени:

If I **had had** time **then**... (Если бы у меня **тогда** было время...)

В главном предложении в подобных случаях после формы *would* может стоять инфинитив без частицы *to*, и тогда главное предложение сообщает о том, что могло бы произойти в настоящем или будущем:

If I **had bought** the book last week I **would be able** to read it now.

Но также возможен вариант, когда вся ситуация относится к прошлому и главное предложение содержит информацию о том, что могло бы произойти в прошлом:

If I **had bought** the book last week, I **would have read** it.

В этом случае, как следует из примера, после формы *would* следует перфектный инфинитив.

§ 2. Конструкция *to have something done*.

Для того чтобы описать ситуацию, когда какое-либо лицо выполняет для нас то или иное действие, а не мы сами занимаемся этим, в английском языке используется конструкция *to have something done*:

I must **have my watch repaired**. — Мне нужно починить часы. (Часы будет чинить часовщик.)

We need **to have the curtains cleaned**. — Нам нужно почистить шторы. (Шторы будут чистить в химчистке.)

Следующее предложение показывает различие в том, кто будет выполнять запланированное действие:

Shall we have the kitchen painted or shall we do it ourselves? — Нам покрасят кухню или мы будем её красить сами?

§ 3. Использование глаголов *to remember, to forget, to try* в инфинитивных и герундиальных конструкциях.

Вы знаете, что в отдельных случаях выбор между инфинитивом и *-ing* формой глагола (*-ing form*) связан со значением слова. Вот знакомые вам примеры:

1) stop to do something — остановиться, чтобы сделать что-то

stop doing something — перестать делать что-то

2) to remember/forget to do something — (не) забыть сделать что-то (в настоящем или будущем)

to remember/forget doing something — помнить/забыть, как делал что-то (в прошлом).

Вот ещё несколько случаев подобного рода:

1) to regret to say (admit etc) — говорить с сожалением (в настоящем)

I regret to say that our team has lost the game.

to regret doing something — сожалеть о сделанном (в прошлом)

We regretted not saying goodbye to our friend.

2) to try to do something — приложить усилия, чтобы сделать что-то, постараться

She **tried** very hard **not to cry**.

to try doing something — попробовать, осуществить попытку

I **tried reading** but it was too dark and I put the newspaper aside.

3) to need to do something — стоять перед необходимостью делать что-то

You **need to work** more.

to need doing — нуждаться в чём-то

The plants in the garden **need watering**.

§ 4. Глагол *to help* с инфинитивом и герундием.

help somebody (to) do something — помочь кому-то что-то сделать

I **helped my friend to arrange** everything.

can't (couldn't) help doing something — не удержаться от того, чтобы сделать что-то

I **can't help laughing** every time I watch this cartoon.

При этом нужно иметь в виду, что есть случаи, когда выбор между инфинитивом и герундием не связан ни с какими смысловыми различиями. Это касается, в частности, таких глаголов, как *start, begin, intend, continue*.

We **intended to get up (getting up)** early in the morning.

She **began to tell (telling)** me her story again.

THE ADVERB

§ 1. Особенности правописания наречий, оканчивающихся на *-ly*.

Если наречия образуются от прилагательных, которые в финале слова имеют согласную + букву *y*, последняя меняется на *i*:

easy + ly = easily; noisy + ly = noisily

Для наречий, образованных от односложных прилагательных *dry, sly*, возможны две формы написания:

dryly/drily; slyly/slily, но wryly.

Если наречия образуются от прилагательных, оканчивающихся на букву *e*, последняя опускается:

simple + ly = simply; true + ly = truly

Если наречия образуются от прилагательных, оканчивающихся на *-ful* или *-al*, финальная *l* удваивается:

beautiful — beautifully; wonderful — wonderfully; typical — typically; musical — musically.

§ 2. Степени сравнения наречий (регулярные способы образования).

Односложные и двусложные наречия, так же как и прилагательные, образуют сравнительную и превосходную степень при помощи морфем *-er*, *-est*:

near — nearer — nearest

fast — faster — fastest

Your house is **nearer** to our school than mine.

Sam runs **fastest** of all.

Многосложные наречия образуют степени сравнения при помощи слов *more* и *most*:

usefully — more usefully — most usefully

patiently — more patiently — most patiently

Jane works **more patiently** than you, but Alex works **most patiently** of all of you.

Двусложные наречия на *-ly*, некоторые трёхсложные наречия (*cleverly*, *easily*, *heavily*), а также наречие *often*, могут образовывать степени сравнения двумя способами:

often — oftener — oftenest или often — more often — most often

brightly — brighter — brightest или more brightly — most brightly

Наречия в превосходной степени используются крайне редко. В отличие от прилагательных, перед ними обычно не ставится определённый артикль.

He is the fastest runner in my class. (fastest — прилагательное)

He runs fastest of all of us. (fastest — наречие)

§ 3. Степени сравнения наречий (нерегулярные формы).

Некоторые наречия имеют нерегулярные формы при образовании степеней сравнения. Их следует запомнить:

well — better — best

little — less — least

far — farther — farthest

badly — worse — worst

much-more — most

I speak French better than John, John speaks French **worse** than me.

Frank can throw a ball **farthest** of all.

§ 4. Особые случаи использования наречий.

1) В некоторых случаях в современном английском языке возможно использовать наречия как с морфемой *-ly*, так и без неё без изменения смысла предложения.

She spoke **loud/ly**. He walks **slow/ly**.

Первый из указанных вариантов встречается обычно в устной речи.

2) В пассивных конструкциях чаще используются наречия с *-ly*. В предложении они стоят перед смысловым глаголом.

I don't think she was **rightly** dressed for the official meeting.

He was **wrongly** punished.

3) В значениях «справедливо» и «несправедливо» используются только наречия *rightly* и *wrongly*:

They were **rightly/wrongly** punished.

Пары наречий *hard/hardly*; *late/lately*; *high/highly*; *near/nearly*; *most/mostly*; *wide/widely* значительно различаются по смыслу:

Hard — упорно, усердно, сильно
It's raining **hard**.

Hardly — едва, с трудом
I was tired and could **hardly** move.

Late — поздно John came home very late .	Lately — недавно, за последнее время Have you seen him lately ?
High — высоко, ввысь (<i>в прямом смысле</i>) Alec can jump very high .	Highly — высоко, с высокой оценкой (<i>в переносном смысле</i>) We highly estimate his speech.
Near — рядом I live near my school.	Nearly — почти I nearly missed my bus.
Most — очень, больше всего I like it most of all.	Mostly — главным образом, преимущественно These animals hunt mostly at night.
Wide — широко (<i>в прямом смысле</i>) Please, open the window wide .	Widely — широко (<i>в переносном смысле</i>) The film is widely known.

§ 5. Наречие *badly*.

Многозначное наречие *badly* образует степени сравнения по-разному в каждом из своих значений. В значении «плохо» степени сравнения этого наречия таковы:

badly — worse — worst

I know it **badly**, but Jane knows it even **worse**.

Linda speaks Spanish **worst** of us.

Во втором значении наречие *badly* усиливает значение глагола и переводится «очень, очень сильно».

We **badly** need this information.

Степени сравнения наречий в подобных случаях иные:

badly — more *badly* — most *badly*.

We **badly** need it. He needs it **more badly**. Fiona needs this information **most badly**.

THE CONJUNCTION

Союз *whether*.

В английском языке существует союз *whether*, близкий по значению к хорошо известному вам союзу *if*. Употребления этих союзов также весьма схожи, и они могут взаимозаменяться в речи. Сравни:

They asked me **whether/if** I was married.

Как следует из примера, оба союза могут связывать главное предложение с придаточным, вводя косвенные вопросы.

Однако в некоторых случаях рекомендуется использовать только союз *whether*:

1) перед инфинитивом:

I can't decide **whether** to accept his offer.

2) после предлогов:

I am thinking about **whether** to join them.

3) в словосочетании со словами *or not*:

The question is **whether or not** they will obey us. **Whether** you like it **or not**, I will make you do it.

List of Irregular Verbs

Infinitive	Past Tense	Past Participle	
be [bi:]	was/were [wɒz]/ [wɜ:]	been [bi:n]	быть
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	бить
become [br'kʌm]	became [br'keɪm]	become [br'kʌm]	становиться, являть- ся
begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]	начинать
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дуть
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]	ломать
broadcast ['brɔ:dka:st]	broadcast ['brɔ:dka:st]	broadcast ['brɔ:dka:st]	транслировать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить
build [bɪld]	built [bɪlt]	built [bɪlt]	строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	жечь, гореть
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать
can [kæn]	could [kʊd]		мочь
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	схватить, поймать
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzən]	выбирать
come [kʌm]	came [keɪm]	come [kʌm]	приходить
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать
do [du:]	did [dɪd]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать
dream [dri:m]	dreamed/dreamt [dremt]	dreamed/dreamt [dremt]	мечтать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить
drive [draɪv]	drove [drəʊv]	driven [drɪvn]	водить (<i>машину и т. п.</i>)
eat [i:t]	ate [et]	eaten ['i:tn]	есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]	падать
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	драться, сражаться
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
fly [flaɪ]	flew [flu:]	flown [fləʊn]	летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забывать
get [get]	got [gɒt]	got [gɒt]	получать
give [gɪv]	gave [geɪv]	given ['gɪvn]	давать

Infinitive	Past Tense	Past Participle	
go [geu]	went [went]	gone [gɒn]	идти, направляться
grow [greu]	grew [gru:]	grown [greun]	расти
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вешать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hold [heold]	held [held]	held [held]	держать, содержать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	причинять боль
keep [ki:p]	kept [kept]	kept [kept]	держать, содержать
know [nəʊ]	knew [nju:]	known [nəʊn]	знать
lay [lei]	laid [leid]	laid [leid]	положить, класть
learn [lɜ:n]	learned/learnt [lɜ:nt]	learned/learnt [lɜ:nt]	учить
leave [li:v]	left [left]	left [left]	уезжать, покидать, оставлять
lead [li:d]	led [led]	led [led]	вести
let [let]	let [let]	let [let]	позволять, давать
lie [lai]	lay [lei]	lain [lein]	лежать
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять
make [meik]	made [meɪd]	made [meɪd]	делать, изготавливать
mean [mi:n]	meant [ment]	meant [ment]	значить, иметь в виду
meet [mi:t]	met [met]	met [met]	встречать
put [pʊt]	put [pʊt]	put [pʊt]	класть
read [ri:d]	read [red]	read [red]	читать
ride [raid]	rode [rəʊd]	ridden [ˈrɪdn]	ездить (<i>верхом на лошади, на велосипеде</i>)
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	звонить
rise [raɪz]	rose [rəʊz]	risen [ˈrɪzn]	подниматься
run [rʌn]	ran [ræn]	run [rʌn]	бегать
say [sei]	said [said]	said [said]	сказать
see [si:]	saw [sɔ:]	seen [si:n]	видеть
sell [sel]	sold [sold]	sold [sold]	продавать
send [send]	sent [sent]	sent [sent]	посылать
shake [ʃeɪk]	shook [ʃʊk]	shaken [ʃeɪkn]	трясти(сь), дрожать
ski [ski:]	skied [ski:d]	skied [ski:d]	ходить на лыжах
speak [spi:k]	spoke [spəʊk]	spoken [ˈspəʊkn]	говорить

Infinitive	Past Tense	Past Participle	
spell [spel]	spelt [spelt]	spelt [spelt]	произносить по буквам
spend [spend]	spent [spent]	spent [spent]	тратить (<i>деньги</i>), проводить (<i>время</i>)
spread [spred]	spread [spred]	spread [spred]	расправить; распространяться
stand [stænd]	stood [stʊd]	stood [stʊd]	стоять
strike [straɪk]	struck [strʌk]	struck [strʌk]	ударять, бить (<i>о часах</i>)
swear [sweə]	swore [swɔ:]	sworn [swɔ:n]	1) клясться 2) браниться, сквернословить
swim [swɪm]	swam [swæm]	swum [swʌm]	плавать
take [teɪk]	took [tʊk]	taken ['teɪkən]	брать
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить, обучать
tear [tɪə]	tore [tɔ:]	torn [tɔ:n]	рвать
tell [tel]	told [təʊld]	told [təʊld]	сказать, рассказать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]	понимать
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носить, быть одетым
win [wɪn]	won [wʌn]	won [wʌn]	выигрывать
write [raɪt]	wrote [rəʊt]	written ['rɪtɪn]	писать

English-Russian Vocabulary

Aa

ability	[ə'bilɪti]	способность
accurately	['ækjʊrətli]	точно
acquainted	[ə'kwentɪd]	знакомый
actually	['æktʃʊəli]	фактически
adjust	[ə'dʒʌst]	приспособить, пригнать, поправить
adjustment	[ə'dʒʌstmənt]	регулирование, исправление
adult	['ædʌlt]	взрослый
advanced	[əd'vɑ:nst]	продвинутый, передовой
agenda*¹	[ə'dʒendə]	повестка дня
although	[ɔ:l'dəʊ]	хотя
amaze	[ə'meɪz]	изумлять
amazed	[ə'meɪzd]	изумлённый
amazement	[ə'meɪzmənt]	изумление
amazing	[ə'meɪzɪŋ]	изумительный
ancestor	['ænsəstə]	предок
anniversary*	[,æni'vɜ:sri]	годовщина
anyhow	['enihaʊ]	так или иначе
applicant	['æplɪkənt]	кандидат, претендент
application	['æplɪkeɪʃn]	заявление, заявка
apply	[ə'plai]	обращаться, подавать заявление
archbishop*	[,ɑ:tʃ'brɪʃəp]	архиепископ
arrange	[ə'reɪndʒ]	располагать, приводить в порядок
arrangement	[ə'reɪndʒmənt]	расположение, приведение в порядок, соглашение
artefact*	['ɑ:tɪfækt]	артефакт
as	[əz]	поскольку
artist	['ɑ:tɪst]	художник
attempt	[ə'tempt]	1) попытка; 2) пытаться
attention	[ə'tenʃn]	внимание
avoid	[ə'vɔɪd]	избегать
award*	[ə'wɔ:d]	1) награждать; 2) награда

Bb

bachelor	['bætʃələ]	бакалавр
badly	['bædli]	1) плохо; 2) очень
bargain	['bɑ:gɪn]	сделка, выгодная сделка, выгодная покупка
besides	[br'saɪdz]	кроме (<i>того</i>)
beetroot	['bi:tru:t]	свёкла
beneath	[br'ni:θ]	под
bonnet*	['bɒnɪt]	капор, чепец, чепчик
bunch	[bʌntʃ]	пучок, связка, букет
bundle	['bʌndl]	охапка

Cc

call	[kɔ:l]	звать, называть
call for		призывать
call in		зайти к кому-либо
call out		выкрикивать, громко называть
call up		вызывать в памяти

¹ Слова, отмеченные звёздочкой (*), не входят в активный вокабуляр учащихся.

campus*	['kæmpəs]	кампус, территория университета, колледжа
captivate	['kæptɪveɪt]	захватывать
captivating	['kæptɪveɪtɪŋ]	захватывающий
censorship*	['sensəʃɪp]	цензура
challenging	['tʃælɪndʒɪŋ]	трудный, но интересный, бросающий вызов
chivalry*	['tʃɪvəlri]	рыцарство, рыцарское поведение
churchyard	['tʃɜ:ʃja:d]	церковный двор
claim	[kleɪm]	1) утверждать; 2) заявлять своё право на собственность
coal	[kəʊl]	уголь
collaborate*	[kə'læbəreɪt]	сотрудничать
commit*	[kə'mɪt]	совершать (<i>ошибку, преступление и т. п.</i>)
complexion	[kəm'plekʃn]	цвет лица
comprehend	[,kɒmprɪ'hend]	понимать
comprehensible	[,kɒmprɪ'hensɪbl]	понятный
compulsory	[kəm'pʌlsəri]	обязательный
concern	[kən'sɜ:n]	1) отношение, участие, интерес, беспокойство 2) касаться, беспокоить
confess	[kən'fes]	сознаться, признаться
confession	[kən'feʃn]	признание
confirm	[kən'fɜ:m]	подтверждать
confirmation	[,kɒnfə'meɪʃn]	подтверждение
conqueror	['kɒnkərə]	завоеватель
conspiracy*	[kən'spɪrəsi]	заговор
constant	['kɒnstənt]	постоянный
constantly	['kɒnstəntli]	постоянно
contain	[kən'teɪn]	содержать
contemporary*	[kən'tempərəri]	современный
convince	[kən'vɪns]	убеждать
convincing	[kən'vɪnsɪŋ]	убедительный
core*	[kɔ:]	сердцевина
cowherd*	['kaʊhɜ:d]	пастух
creative	[kri'eɪtɪv]	творческий
creativity	[,kri:'eɪtɪvɪti]	творческий потенциал
crescent	['kresənt]	полумесяц
cross	[krɒs]	крест
curriculum	[kə'rɪkjʊləm]	учебная программа

Dd

deal	[di:l]	иметь дело
dealer	['di:lə]	дилер, торговец
declare*	[dɪ'kleə]	заявлять
deliberate	[dɪ'lɪbrɪt]	преднамеренный, умышленный
deliberately	[dɪ'lɪbrɪtli]	преднамеренно, умышленно
delicate	['delɪkət]	нежный, слабый, утончённый
delicately	['delɪkətli]	осторожно, деликатно
denial	[dɪ'naɪəl]	отрицание
deny	[dɪ'naɪ]	отрицать
descendant	[dɪ'sendənt]	потомок
disappoint	[dɪsə'pɔɪnt]	разочаровать
disappointed	[,dɪsə'pɔɪntɪd]	разочарованный, разочаровавшийся
disappointing	[,dɪsə'pɔɪntɪŋ]	разочаровывающий
dissolve*	[dɪ'zɒlv]	раствориться
distinguish	[dɪ'stɪŋgwɪʃ]	различать, отличать
distinguished	[dɪ'stɪŋgwɪʃt]	выдающийся

dive	[daɪv]	нырять
diverse	[daɪ'vɜ:s]	разнообразный
diversity	[daɪ'vɜ:sɪti]	разнообразие
double	['dʌbl]	двойной

Ee

employ	[ɪm'plɔɪ]	нанимать на работу
employee	[ɪm'plɔɪi:]	служащий
enclose	[ɪn'kləʊz]	прилагать
ensure	[ɪn'sʊə]	обеспечивать
entire	[ɪn'taɪə]	весь, целый
entirely	[ɪn'taɪəli]	полностью
envy	['envi]	1) зависть, ревность; 2) завидовать, ревновать
estimate	['estɪmənt]	оценивать
estimation	[,estɪ'meɪʃn]	оценка
eventually	[ɪ'ventʃʊəli]	постепенно, в конце концов
exhibit	[ɪg'zɪbɪt]	1) выставлять, показывать, 2) выставка
exhibition	[,eksɪ'bjʃn]	выставка
explode	[ɪk'spləʊd]	взрываться
explosion	[ɪk'spləʊʒn]	взрыв
explosive	[ɪk'spləʊsɪv]	взрывчатый
extravagance	[ɪk'strævəgəns]	расточительность
extravagant	[ɪk'strævəgənt]	расточительный

Ff

fair	[feə]	ярмарка
faith	[feɪθ]	вера, религиозная вера
faithful	['feɪθfl]	верный, преданный
fare	[feə]	плата за проезд
fee(s)	[fi:]	оплата, гонорар
flat	[flæt]	плоский
flock	[flɒk]	стадо
fluent*	['flu:ənt]	беглый, свободный
forehead	['fɒrɪd]	лоб
footstep	['fʊtstep]	шаг, поступь
frankly	['fræŋkli]	искренне

Gg

gain	[geɪn]	получать
gasp*	[gɑ:sp]	задышаться
glorious	['glɔ:riəs]	величественный
glory	['glɔ:ri]	величие
governor	['gʌvənə]	губернатор
gush*	[gʌʃ]	хлынуть

Hh

harvest*	['hɑ:vɪst]	1) урожай; 2) время сбора урожая
herd	[hɜ:d]	стадо
hire	['haɪə]	нанимать
honest	['ɒnɪst]	честный
however	[haʊ'evə]	тем не менее, как бы то ни было

Ii

identify	[aɪ'dentɪfaɪ]	определять
identification	[aɪ'dentɪfɪ'keɪʃn]	установление личности, опознание

identity	[aɪ'dentɪti]	идентичность, личность
image	['ɪmɪdʒ]	образ
insist	[ɪn'sɪst]	настаивать
insistence	[ɪn'sɪstəns]	настойчивость
insistent	[ɪn'sɪstənt]	настойчивый
intelligent	[ɪn'telɪdʒənt]	умный
intend	[ɪn'tend]	намереваться
intention	[ɪn'tenʃn]	намерение
intentional	[ɪn'tenʃnəl]	намеренный
intentionally	[ɪn'tenʃnəli]	намеренно
itch*	[ɪtʃ]	чесаться

Kk

kindergarten	['kɪndəɡɑ:tɪn]	детский сад
knight	[naɪt]	рыцарь

Ll

ladder*	['lædə]	лестница
last	[lɑ:st]	длиться
lawyer	['lɔ:jə]	юрист
layer*	['leɪə]	слой
legal	['li:gəl]	законный
linen*	['lɪnɪn]	бельё
luxurious	[lʌg'zjuəriəs]	роскошный
luxury	['lʌkʃəri]	роскошь

Mm

master	['mɑ:stə]	1) мастер, хозяин; 2) освоить, овладеть (знаниями)
masterpiece	['mɑ:stəpi:s]	шедевр
measure*	['meʒə]	измерять
melt	[melt]	таять
merchant*	['mɜ:tʃənt]	купец
merge*	[mɜ:ʒ]	сливаться, объединяться
metaphor	['metəfə]	метафора
miracle	['mɪrəkl]	чудо
miraculous	[mɪ'rækjʊləs]	чудесный
modify*	['mɒdɪfaɪ]	изменять, модифицировать
mosque	[mɒsk]	мечеть
mutual	['nju:ʃuəl]	общий, взаимный

Nn

nanny*	['næni]	няня
nursery	['nɜ:sri]	детская
nursery school		детский сад

Oo

occupation	[ˌɒkjʊ'peɪʃn]	занятие
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Pp

pack	[pæk]	стая
pagoda	[pə'gəʊdə]	пагода
particle*	['pɑ:tɪkl]	частица
pattern*	['pætən]	схема, узор
pen pal	['pen ,pæl]	друг по переписке

phenomenon	[fɪ'nɒmɪnən]	явление
physicist	['fɪzɪsɪst]	физик
pick	[pɪk]	поднимать, подбирать, выбирать
pick on		придирааться
pick out		выбирать
pick up		поднимать, забирать кого-либо (что-либо)
pinch*	[pɪntʃ]	щипок, шепотка
plain*	[pleɪn]	простой, непривлекательный
plumber*	['plʌmə]	слесарь
possess	[pə'zes]	обладать
possession	[pə'zeɪʃn]	обладание
possessive	[pə'zesɪv]	собственнический, склонный к стяжательству
practice	['præktɪs]	практика
practise	['præktɪs]	практиковаться
(the) press	[pres]	пресса
prestigious	[pre'stɪdʒəs]	престижный
pretend*	[prɪ'tend]	притворяться
pride	[praɪd]	стая
progress	['prəʊɡres]	прогресс, успехи
progressive	[prəʊ'ɡresɪv]	прогрессивный
Qq		
quotation*	[kwəʊ'teɪʃn]	цитата, кавычка
quote	[kwəʊt]	цитировать
Rr		
rag	[ræg]	1) тряпка, лоскут; 2) музыкальное произведение в стиле рэг
recognition	[ˌrekəɡ'nɪʃn]	узнавание
recognizable	['rekəɡnaɪzəbl]	узнаваемый
recognize	['rekəɡnaɪz]	узнавать
reduce	[rɪ'dju:s]	уменьшать, снижать
reduction	[rɪ'dʌkʃn]	уменьшение, снижение, скидка
refer	[rɪ'fɜ:]	относить(ся), отсылать
reference	['refrəns]	ссылка
reflect	[rɪ'flekt]	1) отражать; 2) размышлять
reflection	[rɪ'flekʃn]	1) отражение; 2) размышление
release	[rɪ'li:s]	выпускать, освобождать
relieve	[rɪ'li:v]	1) облегчение; 2) облегчать
relieved	[rɪ'li:vɪd]	испытывающий облегчение
remind	[rɪ'maɪnd]	напоминать
repair*	[rɪ'peə]	ремонтировать, чинить
restoration	[restə'reɪʃn]	реставрация
restore	[rɪ'stɔ:]	реставрировать, восстанавливать
result	[rɪ'zʌlt]	1) результат; 2) являться результатом
rewarding	[rɪ'wɔ:dn]	благодарный
rival*	['raɪv]	соперник
roughly	['rʌfli]	грубо
rush	[rʌʃ]	1) спешка; 2) спешить, торопиться
Ss		
sailor	['seɪlə]	морьяк, мореход
salary	['sæləri]	заработная плата
salmon*	['sæmən]	лосось
satellite*	['sætɪlaɪt]	спутник, искусственный спутник

scare	[skeə]	1) испуг; 2) пугать
scary	['skeəri]	страшный, пугающий
scholar	['skɒlə]	учёный
school	[sku:l]	школа
search	[sɜ:tʃ]	1) поиск; 2) искать
secure*	[si'kʊə]	надёжный, находящийся в безопасности
separate	['sepəreit]	разделять
separate	['sepri:t]	разделённый, отдалённый
separation	[,sepə'reiʃn]	разделение
set	[set]	набор, комплект, ряд
shape	[ʃeip]	1) форма; 2) формировать
sincere	[sin'siə]	искренний
sincerely	[sin'siəli]	искренне
sink	[siŋk]	тонуть, опускаться
(the) so called	['səʊkɔ:ld]	так называемый
speak	[spi:k]	говорить
speak for		говорить от имени
speak out		высказываться
speak to		отчитать, пожурить
speak up		говорить громче
spin*	[spin]	вращаться
spiritual*	['spiritʃuəl]	духовный
steal	[sti:l]	воровать, красть
sticky*	['stiki]	липкий
strictly	['striktli]	строго
struggle	['strʌgl]	1) борьба; 2) бороться
stuff	[stʌf]	материал, вещество, вещь
substance*	['sʌbstəns]	субстанция, вещество
suit	[su:t]	подходить, устраивать
suitable	['su:təbl]	подходящий
superstition*	[,su:pə'stiʃn]	предрассудок
suspect	[sə'spekt]	подозревать
suspicion	[sə'spiʃn]	подозрение
suspicious	[sə'spiʃəs]	подозрительный
suspicious looking	[sə'spiʃəs, lʊkiŋ]	подозрительного вида
swarm	[swɔ:m]	рой
sword	[sɔ:d]	меч
synagogue	['sinə,gɒg]	синагога

Tt

tailor	['teilə]	портной
tolerance	['tɒlərəns]	терпимость, толерантность
touch	[tʌtʃ]	1) прикосновение; 2) трогать
touching	['tʌtʃɪŋ]	трогательный
touchy	['tʌtʃi]	обидчивый
treble	['trebl]	тройной
trend	[trend]	тренд, тенденция
trendy	['trendi]	модный
trout*	[traʊt]	форель
tuition	[tju:'ʃn]	обучение
turn	[tɜ:n]	очередь

Uu

unannounced*	[,ʌnə'naʊnst]	незаявленный
urgent*	['ɜ:ʒənt]	срочный, актуальный

Vv

vague	[veɪɡ]	смутный, неопределённый
vaguely	[ˈveɪɡli]	смутно, отдалённо
valuable	[ˈvæljuəbl]	ценный
value	[ˈvælju:]	1) ценность; 2) оценивать
vessel	[ˈvesl]	судно, сосуд

Ww

wage	[weɪdʒ]	оплата за работу
wedge*	[wedʒ]	клин
weep*	[wi:p]	плакать
wheel	[wi:l]	колесо
whether	[ˈweðə]	ли (<i>частица</i>)
widen	[ˈwaɪdən]	расширять
will*	[wɪl]	воля
worth	[wɜ:θ]	стоящий
worthy	[ˈwɜ:ðɪ]	достойный

Вопросы для самооценки

Какие из разделов учебника оказались самыми сложными? Как вы думаете, почему?

При изучении каких грамматических явлений вы допустили ошибки?

Какая лексика требует дальнейшей отработки?

Что могло бы вам помочь лучше справиться с заданиями по говорению? Письму?

Приходилось ли вам при выполнении заданий обращаться за дополнительной помощью к своему учителю? Родителям? В каких случаях?

Использовали ли вы при выполнении заданий дополнительные ресурсы: справочники, Интернет?

Насколько вы довольны своими результатами?

Internet Resources

En.wikipedia.org
Ru.wikipedia.org
Britishmuseum.org
Kreml.ru
Louvre.fr
Metmuseum.org
Museodelprado.es
Muzei-mira.com
Sitekid.ru
Edukids.narod.ru
www.rubicon.com
www.bbc.co.uk/learning/subjects/english.shtml
www.1-language.com
www.english-at-home.com
www.manythings.org

Contents

Book Guide	3
Unit 1. Steps to Your Career	
Step 1.....	6
Step 2.....	9
Step 3.....	14
Step 4.....	18
Step 5.....	23
Step 6.....	28
Step 7.....	33
Step 8.....	37
Step 9. Consolidation Class.....	42
Step 10. Test Yourself	45
Unit 2. Steps to Understanding Culture	
Step 1.....	51
Step 2.....	56
Step 3.....	61
Step 4.....	65
Step 5.....	71
Step 6.....	76
Step 7.....	81
Step 8.....	86
Step 9. Consolidation Class	89
Step 10. Test Yourself	92
Unit 3. Steps to Effective Communication	
Step 1.....	97
Step 2.....	102
Step 3.....	105
Step 4.....	109
Step 5.....	114
Step 6.....	121
Step 7.....	125
Step 8.....	129
Step 9. Consolidation Class	133
Step 10. Test Yourself	137
Unit 4. Steps to the Future	
Step 1.....	142
Step 2.....	147
Step 3.....	151
Step 4.....	156

Step 5	160
Step 6	164
Step 7	168
Step 8	172
Step 9. Consolidation Class.....	176
Step 10. Test Yourself	180
Grammar Reference	185
List of Irregular Verbs	192
English-Russian Vocabulary	195
Вопросы для самооценки.....	202
Internet Resources	203

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