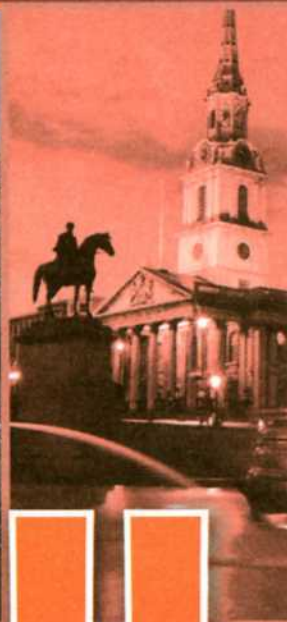
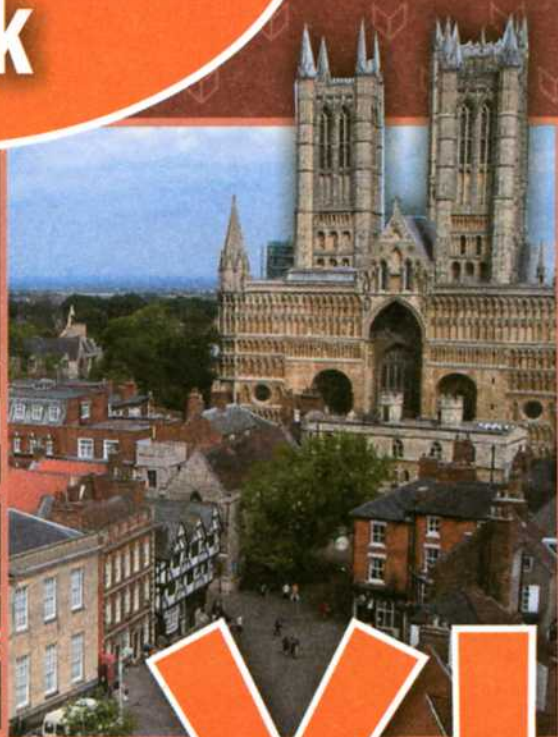




O. V. Afanasyeva
I. V. Mikheeva

ENGLISH

Student's
Book



VIII


PROSVESHCHENIYE
PUBLISHERS





О. В. Афанасьева
И. В. Михеева

ENGLISH

АНГЛИЙСКИЙ ЯЗЫК

VIII класс

Учебник
для общеобразовательных организаций и школ
с углублённым изучением английского языка

*Рекомендовано Министерством образования и науки
Российской Федерации*







5-е издание

Москва «Просвещение» 2018

УДК 373.167.1:811.111
ББК 81.2Англ-922
А94

Учебник имеет **положительные** заключения по результатам **научной** (заключение РАН № 10106-5215/205 от 12.10.2011 г.), **педагогической** (заключения РАО № 188 от 29.01.2014 г., № 045 от 05.02.2015 г.) и **общественной** (заключения РКС № 197 от 07.02.2014 г., № 704 от 01.04.2015 г.) экспертиз.

Условные обозначения:

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-  — выполнение задания предполагает использование англо-русского или англо-английского словаря
-  — упражнение рекомендуется сделать устно и/или письменно
-  — задание для самопроверки (self-assessment)
-  — задание для подготовки к ГИА (State final assessment)
-  — дополнительная информация из Интернета

Афанасьева О. В.

А94 Английский язык. VIII класс: учеб. для общеобразоват. организаций и шк. с углубл. изучением англ. яз. / О. В. Афанасьева, И. В. Михеева. — 5-е изд. — М.: Просвещение, 2018. — 314 с.: ил. — ISBN 978-5-09-054955-4.

Учебник является основным компонентом учебно-методического комплекта «Английский язык» и предназначен для учащихся VIII класса общеобразовательных организаций и школ с углублённым изучением английского языка. Основная задача курса — совершенствование приобретённых ранее знаний и умений и подготовка учащихся к Государственной итоговой аттестации по английскому языку.

Материалы учебника способствуют достижению личностных, метапредметных и предметных результатов обучения. Учебник получил положительные заключения по итогам научной, педагогической и общественной экспертиз на соответствие Федеральному государственному образовательному стандарту основного общего образования.

УДК 373.167.1:811.111
ББК 81.2Англ-922

ISBN 978-5-09-054955-4

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UNIT 1

Choosing a Career: The World of Jobs

REVISION

1 See if you have much in common. Do you know each other well?
Ask questions and find in your group someone who ...

1. prefers reading a book to going to a party or a disco.
2. enjoys playing a musical instrument.
3. likes classical music.
4. loves pets and keeps them or would like to keep them.
5. regularly goes to the theatre and loves it.
6. is good at team games.
7. hates sciences.
8. loves visiting museums.
9. never misses a party or a disco.
10. knows the names of lots of actors, actresses and film directors and understands about good and bad films.

2  Listen to the recording (No. 1) and answer the questions.

3 Describe the activity you would like to do as your future career.

4 Match the word lists describing people's interests with the pictures.

- a) photography, word games and puzzles, playing music, electronics, motorcycles, roller skating and skateboarding, camping, video games, computers



0—5 years old

2.



b) scooters and bicycles, train sets, keeping pets, party games, collecting stamps and coins, comics, adventure stories, hide-and-seek, skipping ropes, hopscotch on the pavement

6—10 years old

3.



c) gambling, politics, fashions, dressmaking, gardening, carpentry, cars, fishing, bingo, jogging, fitness classes, TV

11—15 years old

4.



d) flying kites, chemistry sets, knitting and sewing, board games, card games, dancing lessons, football in the school yard

16—20 years old

e) rattles, nursery rhymes, buckets and spades in the sandpit, bricks, crayons and plasticine, swings and roundabouts, soft toys, tricycles, fairy tales

24—25 years old

5.



SA



Try and form compound words to name some occupations.



EXAMPLE: *police + man = policeman*

police
green
maker
customs
woman
school

assistant
officer
master
congress
grocer
mistress

man
boy
law
head
shop
dress
cow

6 SA   Use **-er/-or** to complete the nouns. Check your spelling.

- | | | | |
|---------------|---------------|--------------|--------------|
| 1. announc... | 5. decorat... | 9. explor... | 13. sail... |
| 2. bank... | 6. design... | 10. groc... | 14. senat... |
| 3. butch... | 7. direct... | 11. lawy... | 15. ush... |
| 4. conduct... | 8. doct... | 12. offic... | |

7 SA Say what occupations are described here:

- 1) a job of keeping the money records of a business.
- 2) a job of selling goods.
- 3) a job of cutting men's hair.
- 4) a job of stopping fire.
- 5) a job of writing novels.
- 6) a job of helping to control a boat or a ship.
- 7) a job of reading the news on the radio and television.
- 8) a job of making bread or cakes to sell.
- 9) a job of mending or pulling out bad teeth.
- 10) a job of making and selling medicines.

8 SA Remember ten compound words which are names of jobs and have **-man** as the final element.

EXAMPLE: *congressman*

Focus

A barber — a person (usually a man) who cuts men's hair, sometimes shaves them, and who usually works at the barber's (*BrE*) / in a barbershop (*AmE*).

A hairdresser — a person who cuts, washes and styles people's (especially women's) hair.

A tailor — a person who makes people's (especially men's) outer clothes (coats, suits, overcoats, jackets).

A dressmaker — a person (usually a woman) who makes clothes (especially women's) to order.

A shop assistant — a person who works in a shop selling things to customers and helping them to find what they want.

A salesman/saleswoman —
 1) a shop assistant;
 2) a person selling things (especially his company's products) directly to shops (*агент по оптовым продажам*).

9

SFA

SA

D

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
 - hairdresser
 - barber
- Rubbish is collected by
 - rubbish collectors
 - refuse collectors
 - dustmen
- A ... is a person who makes outer (usually men's) clothes.
 - tailor
 - dressmaker
 - coatsman
- To deal with people who come to stay in a hotel or come to visit a doctor or a businessman is the job of a
 - receptionist
 - receiver
 - reception manager
- A ... is a woman who sells things directly to shops.
 - shop assistant
 - salesman
 - saleswoman
- A person who prepares food is a
 - cook
 - cooker
 - cook specialist
- A chemist is a person who
 - teaches chemistry
 - loves chemistry
 - makes and sells medicines

10

SA

D

A. Say whom you would contact if:

- | | |
|---|---------------------------------|
| 1) your house were on fire | a) a photographer |
| 2) your car were broken down | b) a dentist (a dental surgeon) |
| 3) you wanted to go to a nice place for a holiday | c) a hairdresser |
| 4) your hair were getting too long | d) a car mechanic |
| 5) you had a problem with one of your teeth | e) a travel agent |
| 6) you wanted a portrait photograph of yourself | f) a fire brigade (firemen) |
| 7) you wanted to redecorate your flat | g) an optician |
| 8) your grand piano were not sounding right | h) a piano tuner |
| 9) you needed new glasses | i) an interior decorator |

SA

B. Find Russian equivalents for the words in the right-hand column.

II A. Read the examples to remember how to form the *subjunctive mood*.

I	If only it <u>were</u> winter now! If only we <u>could</u> visit Great Britain! If only they <u>had</u> a pet!
II	If it <u>were</u> summer, there <u>would</u> be a lot of flowers in the country. If I <u>could</u> find John's address, I <u>should/would</u> fax it to you. If he <u>began</u> taking photos, he <u>would</u> make a wonderful photographer. If I <u>were</u> asked about it, I <u>shouldn't/wouldn't</u> answer.
III	I wish it <u>were</u> warm today. I wish we <u>could</u> go there at once. We wish we <u>had</u> a cottage in the country. I wish she <u>knew</u> the truth.

B. Make up phrases in the *subjunctive mood*. Use the tables.

I					
If only	I, we, he, she, it, they my parents our planet people all over the world ...	were had thought more could buy!		
II					
If	I, we, he, she, it, they everybody our teacher(s) our team my school the weather ...	were had could knew found won spoke ...	I, we, he, she, it, they people the world all the pupils our class my friends ...	should would
III					
I, we, they everyone ...	wish(es)	he, she the story (the) life our school the weather my mother ...	were had could knew played began	

12

Say what you would do (sell, visit, etc.) if you did these jobs.

**EXAMPLE:** an explorer (visit and explore lands)

If I were an explorer, I would visit and explore a lot of unknown lands.

1. a plumber (put in and mend water pipes)
2. a barber (cut hair)
3. a receptionist (welcome visitors)
4. a chemist (make and sell medicines)
5. an interior decorator (decorate houses, flats and offices)
6. a piano tuner (tune pianos)
7. an estate agent (buy and sell houses, flats and offices)
8. a travel agent (plan holidays and journeys)
9. an optician (make glasses and contact lenses)
10. a hairdresser (cut and arrange hair)

13

SA



A. Open the brackets to make the sentences meaningful. Use the subjunctive mood.

1. If I (*to have*) enough time, I (*to work*) on the computer.
2. If I (*not to have*) many friends, I (*to be*) very lonely.
3. If Mary (*not to know*) the twins very well, she (*not to be*) able to say who's Jack and who's John.
4. I wish it (*to be*) summer now and we (*can*) go to the Crimea.
5. If James (*to send*) me a letter, I (*to answer*) him by all means.
6. If only we (*to stay*) at home.
7. I wish you (*to have*) porridge or bacon and eggs for breakfast.
8. If only he (*to want*) to learn English.
9. If it (*not to rain*) so heavily in autumn here, we (*can*) begin building the house in October.
10. I wish Bob (*can*) win the competition.

B. Complete the text. Use the verbs in brackets in the right forms. Think of an end to this story.

A Secret Seven Meeting

It was summer. The Secret Seven Society (1. have) its usual weekly meeting. Peter and Janet (2. be) in the room, waiting. Janet (3. squeeze) lemons into a big jug, making lemonade for the meeting. On a plate (4. lie) seven ginger biscuits and one big dog biscuit. That was for Scamper, their golden spaniel. He (5. sit) with his eyes on the plate thinking, "If only I (6. can) eat my biscuit now!"

14

SA



Express the same in English.

1. Если бы Анна стала парикмахером, я была бы рада.
2. Жаль, что сейчас осень. Мне бы хотелось, чтобы сейчас было лето или зима и

у нас были бы каникулы. 3. Если бы сегодня не было так холодно, Джон мог бы погулять в парке подольше. 4. Если бы Маша знала французский лучше, она приняла бы участие в олимпиаде по французскому языку. 5. «Вилли, — сказала Алиса, — на твоём месте я бы встала, убрала постель и накрыла стол к завтраку». 6. Если бы у доктора Джонсона была хорошая репутация, он бы мог иметь гораздо больше пациентов. 7. Как жаль, что Эмма больна. Она могла бы помочь нам. 8. Если бы маленький паж (page) был волшебником! 9. «Если бы я захотела, я бы превратила тебя в лягушку или паука», — сказала злая волшебница. 10. Жаль, что он не сможет приехать.

15 Say what you would do in these situations.

1. If you were the president of this country.
2. If you were your own parent.
3. If you had a magic wand.¹
4. If you knew the language of birds and animals.
5. If you found a treasure of gold.
6. If you could live your life over.

SA Assess your results.

Task number	5	6	7	8	9	10 A	10 B	13 A	14	Total
Maximum result	13	15	10	10	9	9	9	16	10	101
Your result										

READING FOR COUNTRY STUDIES

16 A. Listen to the text "Unusual Jobs: A Bodyguard" (No. 2) and say which of the following things are not mentioned in it.

- a) The place where secret agents are trained.
- b) How much money is spent on their training.
- c) Some difficulties of the profession.
- d) The four American presidents who were killed.
- e) Who killed them.
- f) How secret agents are selected.
- g) Some of the things that they do as part of their work.
- h) How much money secret agents get.
- i) Some of the people usually protected by bodyguards.

¹ a magic wand [wɒnd] — волшебная палочка



B. Now read the text and choose the right answers to the questions after it.

Unusual Jobs: A Bodyguard

1 The profession has been recently romanticized through American films. For a long time it has been primarily associated with American lifestyle, and it's not surprising.

2 Altogether, four American presidents have been assassinated and attempts have been made on the lives of others. The first president to have been killed was Abraham Lincoln. He was shot while attending the theatre in Washington. James Garfield was shot a few months after his inauguration and died at the age of forty-nine. William McKinley was killed in Buffalo, New York in 1901. John Kennedy was assassinated in Dallas, Texas in 1963.

3 After the third assassination in 1901, the protection of presidents was put in the hands of the United States Secret Service and nowadays wherever a president goes he is surrounded by Secret Service guards who all have a tendency to look very similar — the unsmiling men with short haircuts and sunglasses are easy to recognize in the crowd. There are women too, but many more men. If the president wants to go fishing or horse-riding, the Secret Service agents will have to learn enough about the activity to accompany him.

4 Their training as agents takes place at a training centre in a little town called Beltsville, Maryland. All the prospective agents are carefully selected. The actual training includes learning to shoot pistols, rifles and how to drive at high speeds and in minimum space. Agents always examine the area of a proposed presidential visit. In fact, they can veto a visit if they consider it unsafe. Then they decide what equipment and manpower will be needed. The team also produces details of escape routes and plans for emergency evacuation. In June 1992, for example, when a problem arose on President Bush's trip to Panama City, he and Mrs Bush escaped in an armoured limousine which had been parked in a side street.



5 Nowadays, there is a large number of people protected by the Secret Service. The president and vice-president and their families, former presidents, their wives and children up to the age of 16, visiting heads of state and spouses, other important foreign visitors and US representatives on special missions abroad. The Secret Service budget is about \$500 million.

6 The Secret Service does of course keep very quiet about its operations, but it is of great interest to the general public. That is why there are

so many books and films about secret agents. Film companies often employ real agents as advisers so that the film should be true-to-life.

(from "Speak Out" Adapted)

1. Who surrounds US presidents wherever they go?
 - a) The US Secret Service.
 - b) Unsmiling men with short haircuts.
 - c) The Secret Service Guards.
 - d) The US representatives.
2. Where are secret agents trained?
 - a) In Panama City.
 - b) In a little American town.
 - c) In the US capital.
 - d) In New York.

17   Read the text "Unusual Jobs: A Bodyguard" again and ask questions to which these can be answers.

1. It was Abraham Lincoln, the 16th American president.
2. It happened soon after he was inaugurated.
3. They have their hair cut short, wear sunglasses and seldom smile.
4. Yes, there are, but the number of men is bigger.
5. Among other things they learn to shoot and drive.
6. If they think that the place is not safe.
7. Because it gave them a chance to be quickly evacuated.
8. In Panama City.
9. Yes, when the people they protect go abroad on special missions.
10. Because the operations of the Secret Service are of great interest.

18 The text about bodyguards consists of six paragraphs. The first and the last are the introduction and the conclusion. Give titles to paragraphs 2, 3, 4 and 5.

19 Imagine that you are a famous person and you have a bodyguard. Speak about advantages and disadvantages of this. Is it nice to be protected? Don't forget to make a plan of your story.

READING FOR INFORMATION

20 The name of the magazine article you are going to read is "Little House on the Table". Have you heard about doll's houses before? How would you describe one? Could you make one yourself? Would you like to? Why (not)?

A. Read the article and complete it with these phrases:

- a club for miniature enthusiasts
- and seashells
- has two twin beds
- can be used in our miniature houses
- to move the objects

Little House on the Table

(By Nancy N. Glick)

Picture this: a miniature kitchen with tiny appliances made of cardboard, complete with magnets on the refrigerator. A trashcan, made from a creamer container, filled with discarded paper by members of an imaginary tiny family. Pictures hang on the walls and dishes sit on the table top.

The Koons' family project, a growing collection of miniature doll's houses, is a hobby Kathy Koons has had for more than seven years and her daughters took up two years ago. Together mother and daughters have created more than 15 houses.

"We never throw anything away," Kathy Koons says. "Almost everything 1. _____."

Jennifer, 13, and Allison, 11, have designed two award-winning scenes. The tiny lived-in-looking kitchen¹ and a twin bedroom they call "Don't Step Over the Line". The room 2. _____, lamps made from beads, posters on the walls made from pictures cut from magazines and framed with straws, window shades and books neatly placed in a bookshelf with covers made from magazine cutouts. Jennifer created one side of the room, Allison created the other.

The houses start as a cardboard box. The girls say that choosing the theme, planning and deciding what items will go into the scene take the most time. They first make a sketch and often make paper model of their plans.

Then the work begins. They use a special type of adhesive plaster to glue the items. It allows them 3. _____ if they change ideas or redecorate with another theme. One house can take three to four months to complete.

Mother and daughters work together, creating on the kitchen table, or sometimes on the floor in the family room. Lots of space is needed.

As a child, Kathy was captivated by miniatures and frequently visited miniature exhibitions at the Smithsonian Institution in Washington, D.C. She never lost her interest. She and her daughters joined the

¹ the tiny lived-in-looking kitchen — крошечная обжитая кухонька

Miniature World, 4. _____, which offers advice for making houses and holds boxroom contests.

One club project was an outdoor tent. Some materials were provided in a kit, including the tent itself, but then it was up to the originality of the creator. The Koonses used paper towels to wrap stones surrounding a campfire with a chicken cooking on it. Inside the tent you could see camp beds, pillows, sleeping bags, paper plates and flashlights.

They make miniature food out of clay and bake it for effect, use Styrofoam for bath bubbles, 5. _____ for lavatory basins.

In the Koons' living room there is a special house they decorate for seasons. They have displayed Easter, Christmas, summer activities and the Fourth of July scenes.

Jennifer attends Jackson Heights Middle School, Allison goes to Partin Elementary School. Kathy teaches German and Geometry at Winter Springs High School. Dad Keith is a music professor at the University of Central Florida.


(from "Family Magazine")

B. Read the article again and answer these questions.

1. Whose hobby is making miniature ['mɪnətʃə] houses?
2. What country do they live in? What part of the country?
3. Are there any other miniature enthusiasts in the place where they live?
4. Who was the first person in the family to get interested in this hobby?
5. What does Kathy Koons do as a job?

22  Read the article again for more details and say which of the two variants is right.

1. The article is written by a man/a woman.
2. The journalist has interviewed the Koonses/never met them but saw their works.
3. Mother and daughters work together/separately.
4. It takes longer to plan/to make a miniature house.
5. The objects in the houses can't/can be moved.
6. The *Miniature World* club sells materials to its members/offers advice and organizes competitions.
7. The Koonses buy the materials for their boxrooms in the shop/use all the materials they can find.
8. Both Kathy and Keith Koons teach/make miniature houses.

23  **A. Discuss which of the qualities enlisted below are the three most important ones for someone whose hobby is miniature house making? (Explain your choice.)**

- patience
- love of handwork
- ability to coordinate colours
- knowing the basics of design
- ability to work together as a team
- good imagination
- creativity
- sense of humour
- ability to see the beautiful
- ability to see the world through a child's eyes

B. Say what information offered in the text was new for you. How could you estimate it? (Interesting, unexpected, significant, challenging, making you think it over, etc.)

NEW LANGUAGE

GRAMMAR SECTION

The Subjunctive Mood: Past Subjunctive

1. If I had been more careful, when I was driving yesterday!

2. If he hadn't been late for his English lesson on Tuesday!

3. If the car hadn't broken down in the middle of the way!

4. If I had known the truth then!

5. If the children had seen the play in the Maly Theatre!

1. Если бы я был внимательнее вчера, когда вёл машину!

2. Если бы он не опоздал на урок английского языка во вторник!

3. Если бы машина не сломалась посреди дороги!

4. Если бы тогда я знал правду!

5. Если бы дети видели пьесу в Малом театре!

24 **Make the sentences more emphatic using the word *only*.**

EXAMPLE: If I had done it the right way then!
If only I had done it the right way then!

1. If the students hadn't missed the 8:45 train! 2. If the Johnsons had arrived on time at the weekend! 3. If Lucy hadn't posted the letter last

Friday. 4. If John had been at home when I phoned him! 5. If it hadn't been that cold in Novosibirsk last winter! 6. If the children hadn't quarrelled yesterday. 7. If my son hadn't lost the keys two days ago! 8. If Betsy had cooked dinner yesterday. 9. If the political situation in the country hadn't been so dangerous last August. 10. If they hadn't stolen my new bicycle!

25  **Say what old Mrs Simpson regrets. You can use the ideas below.**

EXAMPLE: If (only) I had been a good pupil when I was at school!
If (only) I hadn't left school when I was 16!

She didn't do it

take a typing course
marry Captain Morris
have children later
travel more
save up money
buy a better house
learn to play the piano ...

She did it

quarrel with her friend Allison
marry John Simpson
leave London
sell the green Ford
stop doing French
smoke when she was young
be impolite to her mum ...

Present and Past Subjunctive in Comparison (I)

Spring is much more cheerful than rainy autumn. If only it were spring now!	First I saw St Petersburg in late autumn when it looked a little gloomy and unfriendly. If it had been spring then.
Our national team is playing its most important match in England. I would so much like to watch it. If I were in London tomorrow!	I've missed the most important football match of the year! If only I had been in London yesterday!
My family would like to go travelling. I'd like to take them to some wonderful place for a holiday. If only I had a lot of money!	Last Sunday I saw my dream jacket in a shop. Today it's already gone. If I had had enough money then!
My sister wants to be an architect and design modern buildings. I hope her dream will come true. If only she became an architect!	My sister has always wanted to be an architect but she didn't complete the university course. Now she is a secretary and she is not very happy about it. If only she had become an architect!

26



Say the same things about the events of the past.



EXAMPLE: If I had more friends! — If I had had more friends (when I was younger).

1. If I knew Ann's telephone number!
2. If only the teacher didn't give us so much homework!
3. If Natasha were not so tired!
4. If the weather were better on Sunday!
5. If only we read more books!
6. If the shops were open!
7. If my parents were at home!
8. If only the school had a basketball team!
9. If the actors played better!
10. If we had ice cream for dessert!

More Facts about the Subjunctive Mood

1. If I had been at home at 7 o'clock, I would have phoned you.
Если бы я был дома в 7 часов, я бы (тогда) позвонил тебе.
2. If you hadn't been busy after school, we would have gone home together. Если бы ты не был занят после уроков, мы бы пошли домой вместе.
3. If my friend had told me the truth *then*, I would have forgotten the whole story. Если бы тогда мой приятель сказал правду, я бы забыл всю эту историю.
4. If it hadn't rained yesterday, we would have enjoyed the trip more. Если бы вчера не было дождя, мы бы получили больше удовольствия от поездки.
5. If the game had started earlier, it would have been over by 5.
Если бы игра началась раньше, она бы закончилась к пяти.

27


Say what things you would have done if you had been in Britain last summer.



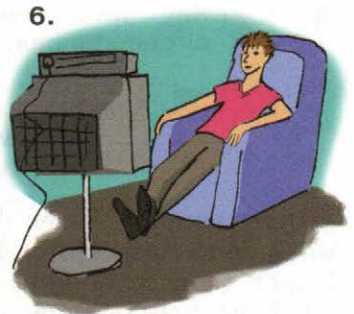
EXAMPLE: If we had been in Britain last summer, we would have seen Buckingham Palace.

- to visit the British Museum
- to have a trip to Scotland
- to make a tour around the British Isles
- to go to Trafalgar Square
- to travel to Wales
- to go shopping in Oxford Street
- to see a play in the National Theatre
- to have a meal in an English pub

- to play darts with our friends
- to watch British television
-

28  Look at the pictures and say what Paul *would* or *wouldn't have done* if last summer had been warmer.

EXAMPLE: If the summer **had been** warmer, I **would have played** more football (I **wouldn't have stayed** indoors so often).



Present and Past Subjunctive in Comparison (II)

Present/Future	Past
1. If I were in London <i>now</i> (but I am not), I would visit the National Gallery.	1. If I had been in London then (but I was in Moscow), I would have visited the National Gallery.
2. If John knew the end of the story (but he doesn't know it), he would tell us about it.	2. If John had known the end of the story (but he didn't know it), he would have told us about it.
3. If he tried (but he doesn't try), I'm sure, he would win .	3. If he had tried (but he didn't, he refused to take part in the race), he would have won .
4. If my uncle had a lot of money now (but he doesn't have much), he would buy a computer.	4. If my uncle had had a lot of money last spring (but he didn't have enough money), he would have bought a computer in May.

29



Say what would have happened in the past under the circumstances.



EXAMPLE: Two years ago I was not such a good tennis player. No wonder I lost the competition. If I had been a better tennis player, I wouldn't have lost the competition.

1. Last summer Peter didn't know English well enough, so he couldn't work as an interpreter for the delegation.
2. The book turned out to be longer than I thought. No wonder I didn't finish it on time.
3. I so much wanted to take part in the competition. Unfortunately, I hadn't bought a new pair of skis and my old skis were broken.
4. I made a lot of wonderful pictures on my tour of the North. I could do it because my parents had given me a first-class camera for my birthday.
5. I felt rather bored yesterday: I was alone and there was nothing to do. I didn't even listen to the radio because there were no good programmes.
6. Last year I had a problem with mathematics and didn't know what to do. My maths teacher helped me a lot by giving me some good advice.
7. Last winter I hardly saw Mary at all. At that time she was already a university student and had very little free time.
8. We all missed Sam at my birthday party yesterday. Unfortunately, he was ill and could not come.
9. A month ago my geography teacher asked me if I would like to make

a report about Australia. I had to say no because I didn't know much about the country then.

30 Decide which caption belongs to which cartoon.

1.



2.



3.



a) — I'm afraid I can't come to your party on Friday.
— How awful! I wish you had told me earlier.

b) — It's a lovely day, isn't it?
— Couldn't be better.

c) — Hello, may I join you?
— If you had arrived earlier yesterday, you would have watched a lovely sunset.

31 Express the same in English.

1. Рост моей двоюродной сестры 1 м 75 см. Если бы она была ниже ростом, она бы стала балериной. 2. Если бы мой дядюшка Эндрю был ниже ростом в юности, он бы стал лётчиком. 3. Если бы в детстве Люси жила на побережье, она бы научилась плавать. 4. Если бы ты остановился, ты бы не попал в дорожное происшествие. 5. Если бы сейчас была весна, листья (на деревьях) были бы зелёными. 6. Если бы была весна, когда мы приехали в Лондон, листья на деревьях были бы зелёными. 7. Если бы отец зарабатывал больше денег, он бы купил мне компьютер. 8. Если бы моя тётя купила билеты в театр, мы бы посмотрели мюзикл «Кошки». 9. Если бы ты выучила правило, ты бы не сделала такую грубую (плохую) ошибку. 10. Вчера ты не просил меня опустить письма. Если бы ты попросил меня сходить на почту вчера, я бы сделал это.

SOCIAL ENGLISH

32



Learn the proper way of offering a suggestion (No. 3, A) and reacting to it (No. 3, B). Then listen to the sample dialogues and repeat them (No. 3, C).

Offering a suggestion	Reaction
<ul style="list-style-type: none"> — If I were you, I'd (do it). — Why don't you (do it)? — Have you (ever) thought of (doing it)? — Try (to do it). — Perhaps you could (do it). — Why not (do it)? — It might be a good idea (to do it). — Would you care (to do it)? — What do you say to (doing it)? — I suggest that you (do it). — I strongly advise you (to do it). — You really must (do it). — Be sure (to do it). — You'd better (do it). 	<p><u>Positive Reaction</u></p> <ul style="list-style-type: none"> — Yes, I don't mind. — Most willingly. — That's a good idea. — I'd love to. — I'll think about it. — That's all right with me. — That suits me very well. <p><u>Negative Reaction</u></p> <ul style="list-style-type: none"> — I'm afraid I can't. — It's a good idea, but ... — Sorry. It's not in my line.

33

A. Use social English and offer these suggestions to your friends:

- 1) to do the sights of Moscow;
- 2) to revise the new grammar before the test;
- 3) to go to the cinema and watch the new film;
- 4) to spend a quiet evening at home;
- 5) to become a fashion designer;
- 6) to take up sport;
- 7) to grow exotic flowers in the garden;
- 8) to try his/her hand at painting;
- 9) to learn to drive a car;
- 10) to join the English Speaking Club;
- 11) to go to the theatre;
- 12) to go travelling together.

B. Pretend that you are a career adviser. Tell your partner what you suggest that he/she should do in the future.

34 A. Put the phrases in the right order to make the talk logical.

- a) — Have you ever thought of some kind of relaxation? Perhaps we could take a walk tomorrow.
 b) — Hello, Alice dear. I hear you've been working on your project 24 hours a day.
 c) — That's not quite so. But, yes, I'm really busy.
 d) — I'd love to, but unfortunately, I can't. The project must be finished by next Friday.

B. Use social English and make up dialogues beginning with:

- I'm feeling rather low tonight.
- Have you ever thought of becoming a journalist?
- How about having a party on Saturday?
- I know that you are very interested in music.
- You seem to like computers.

PHRASAL VERB

to hand

1 **to hand down** — *передать (опыт, знания, что-то по наследству)*
 The skill of making violins **was handed down** from father to son.
 This bracelet **has been handed down** in our family for two hundred years.

2 **to hand in** — *сдать (работу, документ для чтения или проверки)*
 "It's time to **hand in** your works," said the teacher.
 When can you **hand in** your article to the editor?

3 **to hand out** — *раздать*
 The teacher **handed out** coloured pencils to the class.
 Peter, would you like to **hand out** the paper plates to all the picnickers?

4 **to hand over** — *передать*
 "**Hand over** that knife!" shouted the policeman.
 A lot of people **hand over** sums of money to hospitals and health centres.

35  **W** Complete the sentences using the missing words *down, in, out, over*.

1. At exactly 11.30 I shall ask you to hand ... your test. 2. Could you hand ... that book, Steve? I can't reach it. 3. The fortress was handed ... to the enemy. 4. This is a very rare book, it has been handed ... in my family for many years. 5. Now, I shall hand ... the tickets to everyone present. 6. If you're ready with your questionnaires, hand them 7. Be sure to hand ... your key at the desk when you leave the hotel. 8. If you don't hand the money ..., I'll shoot.

36  **W** Express the same in English.

1. Эта легенда передаётся в нашей семье из поколения в поколение (generation). 2. Не играй с моими часами, передай их мне. 3. Давайте раздадим карты всем участникам экспедиции. 4. Откуда у тебя это кольцо? — В нашей семье оно передаётся от матери к дочери. 5. Вора передали полиции. 6. Пожалуйста, сдайте работы в конце экзамена. 7. Завтра королева будет раздавать подарки в детской больнице. 8. Не сдавайте сочинения, я соберу (collect) их завтра. 9. В конце концов ей пришлось передать ферму новым владельцам.

NEW WORDS TO LEARN


37 **A. Read and guess what the words in bold type mean.**

The word **kid** used to mean “a young goat”, now it also means “a young child”.

Where can I **park** the car? — Not here. You can't **park** the car where it says “No Parking”.

Margaret was so **soft-hearted** that she fed all the stray¹ dogs and cats in her street.

 **B. Look the words up to make sure that you have guessed right.**

38  **Read the words, look them up and then study the word combinations and sentences to know how to use them.**

top (*n*): **1** the top of sth, on the top of the hill, on the top of the mountain, on the top of the column. You can see the figure of Admiral Nelson on the top of the column.

2 at the top of sth, at the top of the page, at the top of the list, at the top of your voice, at the top of the class. The new rule is at the top of page 17.

¹ stray — бездомный (о животных)

to be (come) top of the class. Nick is such a good student, he always comes top of the class at the end of the school year.

to mind [maɪnd] (*v*): **1 to mind** (doing sth). Do you mind helping me? I don't mind telling you a bedtime story. It wasn't very clever if you don't mind me (my) saying so.

2 never mind. I know you've lost the game, but never mind, you can't win them all. — Sorry, I've broken your pen. — Never mind, I've got another one.

3 Mind your own business. I don't need your advice. Will you please mind your own business?

to fix (*v*): **1 to fix sth to/on sth:** to fix a lamp to the wall, to fix a badge on the T-shirt. I don't think you can fix the shelf to the wall.

2 to fix sth: to fix a day, to fix a price, to fix a meeting. As far as I know they haven't fixed the date for the meeting yet.

3 to fix sth broken: to fix a broken sandal, to fix a car, to fix a watch. There is a broken window at the back of the house. Can you fix it for me?

4 to fix sb up (*informal*): Do what I tell you, or I'll fix you up.

dumb [dʌm] (*adj*): **1 a dumb man, to be dumb from birth.** There is a special school for deaf¹ and dumb children here.

2 a dumb thing to say, a dumb thing to do, a dumb person. He is not a very clever boy, I would call him rather dumb.

smart (*adj*): **1 esp. BrE to be (look) smart:** smart clothes, smart shoes, a smart new car. I'm going to wear my smart new dress for the party.

2 esp. AmE a smart person, a smart answer. I don't know who called him clever, but he isn't as smart as they say. The criminal was smart and the police couldn't catch him for a long time.

3 to be (get) smart with someone, a smart aleck.² Don't get smart with me, young man! He liked arguing with his teachers and they all thought him to be a smart aleck.

advanced (*adj*): **1 advanced studies, an advanced course of English, advanced students, an advanced child.** The task is too easy for such advanced students as you.

2 advanced in years. Mrs Reed is advanced in years but not really very old.

terrific (*adj*): a terrific person, a terrific time, a terrific thing. The comedy we saw yesterday was terrific. What a terrific view you can

¹ deaf — глухой (-ая, -ие)

² smart aleck — разг. наглец, нахал

see from the top of the hill! — Do you like Alice? — Of course I do. She is terrific.

to show off (*v*): Don't show off! Why do you always want people to think you are important? Jane is always showing off. **to show sth off**: Sue wanted to show off her new dress.

a show-off (*informal*): Is Nick really a show-off?

to care [*keə*] (*v*): **1 to care a lot, not to care at all, to care about sth**: to care about birds, to care about the environment, to care about one's marks. She doesn't care about money. She cares a lot what she looks like. I don't care what we do or where we go. — Do you mind my using your dictionary? — I couldn't care less. She cares (about) what people think.

2 to care for sb/sth: Does she still care for him? — No, she doesn't. I'm not sure, she has ever been in love with him. Do you care for modern music?

3 to care to do sth: Would you care to join us? Would you care to go for a walk?

care (*n*): medicine care, care and attention, with love and care

to take care of sb/sth: to take care of one's pets. Will you take care of our guests?

jealous [*'dʒeləs*] (*adj*): a jealous husband, a jealous look, a jealous girl

to feel jealous of sb/sth: They are jealous of your success. Joan has always been jealous of Charles. When Ann kissed the baby, the older child felt jealous.

to cheat [*tʃi:t*] (*v*): to cheat in a game, to cheat at cards, to be caught cheating. We don't like playing games with Jack because he cheats. Sam was caught cheating at the exam and disqualified.

cheat (*n, slang*): Let me tell you this, mister: you're a cheat!

cheat sheet (*n*): Anna is an excellent student and doesn't need any cheat sheets at the exam.

flavour [*'fleivə*] (*n*): a strong flavour, a nice flavour, an apple flavour, a flavour of onions. The soup has a strong flavour of chicken. Which flavour would you like?

flavoured (*adj*): strawberry-flavoured, cheese-flavoured, onion-flavoured. Strawberry-flavoured ice cream is my favourite. Have you ever tasted cheese-flavoured crisps?

rotten [*'rɒtn*] (*adj*): **1** rotten fruit, rotten vegetables, rotten eggs, rotten wood. If you use rotten wood for your house, the house won't come out strong. Throw these apples out: they are rotten.

2 (*informal*) a rotten book, a rotten actor. I hate this programme on television, I think it's rotten.

silly ['sɪli] (*adj*): a silly boy, a silly answer, a silly question. This may sound a silly question, but how do you learn your English? Don't be silly, there's nothing to worry about. "You, silly little bear," said Christopher Robin to Winnie-the-Pooh.

harm [hɑ:m] (*n*): a lot of harm, no harm. What harm is there in staying up a little later? He means no harm.

to do harm/to do more harm than good: It wouldn't do her any harm to work a bit harder. I don't think you should punish them for this — it would probably do more harm than good.

to creep (crept, crept) (*v*): to creep upstairs, to creep silently. The dog crept under the car to hide. Look! The cat is creeping towards the bird!

creeps — to give sb the creeps: I hated that horror film — it really gave me the creeps.

39 Give it a name:

1. the taste of food; 2. clever, with a quick mind; 3. pleasing you very much, wonderful; 4. damage; 5. the highest part; 6. not fresh enough to use; 7. foolish; 8. angry and sad because you want what another person has; 9. better than others in what you know or can do; 10. to behave in a way that attracts attention to you; 11. someone who is not honest; 12. to move slowly or secretly; 13. to mend something; 14. to look after something; 15. to have a feeling against something

40 Complete the sentences using the words from Ex. 37, 38.

1. Everyone knows that smoking can do a lot of ... to your health. 2. In the autumn forest there was a smell of ... leaves. 3. The drink was sweet and had the ... of oranges. 4. I don't believe you. I think you are 5. Sam came ... of his class in the maths test. 6. Lisa proudly ... her new dress to her friends. 7. I don't really ... where to go on holiday. 8. My favourite rock group gave a ... performance yesterday, it was the best I had ever seen. 9. In the film the main character killed his brother because he was ... of him and his success. 10. I don't ... you staying with me at all. I like your company.

41 Name a few things that can be:

A		B	
terrific	smart	fix	mind
rotten	advanced	care for	show off
silly	jealous	take care of	
dumb			

42

Speak about the two brothers — Abel ['eɪbəl] and Cain [keɪn]. Use these words and word combinations.

Abel

advanced

smart

terrific

to come top of the class

not to show off

to care for

to do good

Cain

dumb

rotten

to cheat

to do more harm than good

to fix sb up

not to mind one's own business

jealous

Focus

stupid/dumb (AmE)

silly

foolish

not sensible
showing bad judgement
lack of good sense
(глупый, тупой, бесполовый, дурацкий)

childish
not worth taking seriously
(глупенький, несмыслённый, неразумный, неумный)

not thinking about the possible results, probably leading to serious problems in the future
(глупый, безрассудный, взбалмошный)

1. It is a **stupid** plan and it will never work.

2. You **stupid** idiot — why have you said that?

3. It is **stupid/dumb** to giggle all the time and to take nothing seriously.

1. You're behaving like a **silly** little girl.

2. Children do some **silly** things sometimes.

3. Kate did something **silly** and childish — she got up and ran out of the room.

1. Driving at such a speed is really **foolish**.

2. It was **foolish** of me to accept a lift from a stranger.

3. We were **foolish** to buy such an expensive house.

43



Express the same in English.

1. В те дни я был всего лишь взбалмошным и наивным (naive) юношей. 2. Вы не возражаете, если я закрою дверь? В коридоре слишком шумно. 3. Ребятишки пробрались наверх, стараясь не разбудить своих родителей. 4. Тебе не повредит, если ты будешь больше времени проводить на воздухе. 5. Учитель посмотрел на Ника, и тот спрятал шпаргалку под парту. 6. Когда бы он ни делал покупки, он вечно

покупает подгнившие фрукты и овощи. 7. Когда мы были в походе, мы приготовили одно блюдо с очень необычным вкусом. 8. У неё никогда не бывает хороших оценок по математике, но её это совсем не волнует. 9. Алиса вечно рисуется! Ну не глупо ли с её стороны? 10. Я думаю, у нас было потрясающее путешествие по Австралии. 11. В твоём возрасте глупо вести себя подобным образом. 12. Ты взял машину отца без разрешения. Это было опасно и очень глупо.

Focus

to do sth

1. My mother **cuts** my hair once a month.
2. Aunt Polly always **makes** her blouses, dresses and trousers.
3. The Browns **have painted** their cottage themselves.

to have sth done

1. Lucy **has** her hair **cut** at the hairdresser's.
2. Betty always **has** her clothes **made** for her.
3. The Greens **have had** their cottage **painted**. It is yellow now.

44

Mary and Clare are sisters. Mary is very handy and can do a lot of things herself while Clare asks other people to help her. Read the sentences about Mary and speak about Clare.

EXAMPLE: Mary always makes her own clothes, but ...
Mary always makes her own clothes, but Clare has hers made.



Mary



Clare

1. Mary paints the walls in her rooms herself, but ...
2. Mary usually cuts the grass in her little garden, but ...
3. Mary washes her sheets and pillowcases herself, but ...
4. Mary often manicures her hands, but ...
5. Mary plants flowers in her front garden, but ...
6. Mary mends the roof of her garage regularly, but ...

7. Mary sometimes repairs her car, but ...
8. Mary washes her car every Saturday, but ...
9. Mary cleans her house properly every month, but ...
10. Mary cooks her Sunday meals, but ...
11. Mary redecorates her house now and then, but ...

45

Work in two groups. Let each group have an interviewer whose task is to find out how many students in his/her group do things themselves and how many have things done for them. You may use some of the ideas below.



EXAMPLE: Do you feed your pets or do you have your pets fed (for you)?

to mend holes in the clothes
to water plants in your flat
to shorten long clothes
to paint doors and windows
to fix shelves in your flat
to repair things in the house

to do the flat (room)
to sharpen knives
to cook meals
to do shopping
to make your clothes
to iron clothes

LISTENING COMPREHENSION

46

A. Before listening make sure that you know these words and word combinations.

to be in charge — быть главным, отвечать за всё
to be in a bossy mood — быть в настроении покомандовать
elevenses [i'lev(ə)nɪz] — лёгкий завтрак в 11 часов утра
lettuce ['letɪs] — салат (*растение*)
beer [bɪə] — пиво
to scream with delight — визжать от восторга
to look guilty ['ɡɪltɪ] — выглядеть виноватым



B. Listen to the text "But You Promised You Wouldn't Tell" (No. 4) and say what the children had for lunch that Sunday.

1. The children had salad.
2. The children had lettuce.
3. The children had fish and chips.
4. The children had chocolate biscuits and lemonade.



C. Listen to the text again and say why:

- 1) Dad was often in charge on Saturdays;
- 2) the children disliked the idea of having salad for lunch;

- 3) Mum wanted them to eat salad for lunch;
- 4) Mum didn't allow them to have biscuits for elevenses;
- 5) Dad laughed when Kitty exclaimed she would turn into a rabbit if she ate any more lettuce;
- 6) the morning passed quickly for the children;
- 7) Kitty and Daniel ate biscuits for elevenses after all;
- 8) Dad agreed to eat out and have fish and chips;
- 9) Kitty told Mum what had happened;
- 10) Mum was not cross with her husband;
- 11) Mum was making fish and chips for supper.

D. Say what:

- a) you think Mum's job could be;
- b) your opinion of all the members of the family is (father, mother, the children);
- c) you would do if you were:
 - the father of the family;
 - the mother of the family;
 - the children (during the elevenses, at lunchtime, in the evening).

E. Try to remember which of the new words were used in the story "But You Promised You Wouldn't Tell".

READING FOR DISCUSSION

- 47**  **A. Read the text and say who put sand into every bin in the van.**

Malcolm's Story

(After Paul Jennings)

Well I came top of the class again. One hundred out of one hundred for Maths. And one hundred out of one hundred for English. There isn't one kid in the class who can come near me. Next to me they are all dumb.

Even when I was a baby, I was smart. Since then I have always been very advanced for my age. Every year I win a lot of prizes: top of the class, top of the school, stuff like that. I won a prize for spelling when I was only three years old. I am a terrific speller. If you can say it, I can spell it. I can spell every word there is.

Some kids don't like me; I know that for a fact. They say I'm a show-off. I don't care. They are just jealous because they are not as clever as me.



Last week something had happened. Another kid got one hundred out of one hundred for Maths too. That never happened before — no one had ever done as well as me. A kid called Jerome Dadian beat me. He must have cheated.¹ I was sure he cheated. It had something to do with that ice cream. I decided to find out what was going on.

It all started with the ice cream man, Mr Peppi. The old fool had a van which he parked outside the school. He sold ice cream, all different types. He had every flavour there is, and some that I had never heard of before.

He didn't like me very much. He told me off once. "Go to the back of the queue,²" he said. "You pushed in."

"Mind your own business, Pop,³" I told him. "Just hand over the ice cream."

"No," he said. "I won't serve you unless you go to the back."

I went round to the back of the van, but I didn't get in the queue. I took out a nail and made a long scratch on his rotten old van. He had just had it painted. Peppi came and had a look. Tears came into his eyes. "You are a bad boy," he said. "One day you will get into trouble. You think you are smart. One day you will be too smart.⁴"

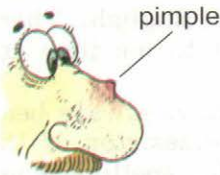


scratch

I just laughed and walked off. I knew he wouldn't do anything. He was too soft-hearted. He was always giving free ice creams to kids that had no money. The silly fool.

There were a lot of stories going round about that ice cream. People said that it was good for you. Some kids said that it made you better when you were sick. One of the teachers called it "Happy Ice Cream". I didn't believe it; it never made me happy.

All the same, there was something strange about it. Take Pimples Peterson for example. That wasn't his real name — I just called him that because he had a lot of pimples. One day Peppi heard me calling Pimples that name and gave Peterson a purple coloured ice cream. "Here, eat this," he said. "I am giving it to you for nothing. It will help you get rid of your pimples."



pimple

¹ He must have cheated. — Он, должно быть, списывал (жульничал).

² a queue [kju:] — очередь

³ Pop — папаша (AmE)

⁴ too smart — слишком умный

I laughed and laughed. Ice cream doesn't get rid of pimples, it gives you pimples. Anyway, the next day when Peterson came to school, he had no pimples. Not one. I couldn't believe it. The ice cream had cured his pimples.

I made up my mind to put a stop to this ice cream business. Jerome Dadian had been eating ice cream the day he got one hundred for Maths. It must have been the ice cream making him smart. I wasn't going to have anyone doing as well as me. I was the smartest kid in the school, and that's the way I wanted it to stay. I wanted to get a look inside that ice cream van to find out what was going on.



torch



crowbar



tub

I knew where Peppi kept his van at night. So at about eleven o'clock I crept out of the house. There was no one around when I reached the van. I opened the door with a crowbar and shone my torch around inside. I had never seen so many tubs of ice cream before. There was every kind of ice cream you could think of: tasting of apple and banana, cherry and mango, blackberry and watermelon, and about fifty other flavours. Right at the end of the van were four bins with locks on them. I went over and had a look. These were his special flavours. Each of them had writing on the top. This is what they said:



cherry



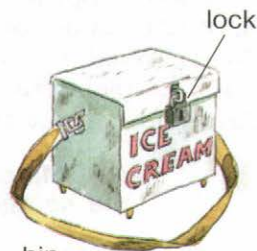
mango



watermelon



blackberry



bin

Happy Ice Cream for cheering people up.

Nose Ice Cream for long noses.

Pimple Ice Cream for removing pimples.

Smart Ice Cream for smart alecks.

Now I knew his secret. I decided to fix Peppi up once and for all and put sand into every bin in the van. But first I ate some Smart Ice Cream. It couldn't do any harm. Not that I needed it — I was already about as smart as you could get. Anyway, I gave it a try.

I left the van and went home to bed, but I couldn't sleep. To tell the truth, I didn't feel too good. So I decided to write this.

It iz the nekst day now. Somefing iz hapening to me. I don't feal quite az smart. I have bean trying to do a reel hard sum. It iz wun and wun. Wot duz wun and wun make? Iz it free or iz it for?

B. Read the first paragraph of the text again and choose the right translation for this sentence:

There isn't one kid in the class who can come near me.

- Никто из ребят в классе не может приблизиться ко мне.
- Никто из моих одноклассников не осмеливается подойти ко мне.
- Никто из ребят в классе не может сравниться со мной.
- В классе нет никого, кто подходит мне.

48

Imagine that you are Malcolm and answer these questions on his part.

1. What are your grades in English and Maths? What do you think of yourself as a pupil? 2. What do you think of your classmates? What do you think is their opinion of you? 3. What made you think of Jerome Dadian last week? You were much surprised, weren't you? What made you think he had cheated? 4. What can you say about Mr Peppi and his van? Why do you think he didn't like you very much? 5. Why didn't you get in the queue? What did you do at the back of the van? What was Mr Peppi's reaction to what you had done? 6. What was strange about the ice cream Mr Peppi sold? Who called it "Happy Ice Cream"? 7. What happened to Peterson after he had eaten Mr Peppi's ice cream? 8. What made you get into Mr Peppi's van? Was it difficult or easy to do it? What did you see inside? What did you do in the van? 9. How did you feel after you had eaten some Smart Ice Cream? 10. Can you find and correct the mistakes you made in the last part of your story?

49

A. Match the phrases in English and Russian, find and read out the sentences with them in the text.

- | | |
|-------------------------|----------------------------|
| 1. to know for a fact | a) избавиться от чего-то |
| 2. to tell sb off | b) сказать правду |
| 3. to get into trouble | c) и всякое такое |
| 4. to walk off | d) отчитать кого-либо |
| 5. to get rid of sth | e) раз и навсегда |
| 6. once and for all | f) попробовать что-то |
| 7. to give sth a try | g) знать наверняка (точно) |
| 8. to tell sb the truth | h) попасть в беду |
| 9. stuff like that | i) уйти, отойти |

B. Express the same ideas using the phrases above.


1. You should memorize these facts and remember them *forever*. 2. He *never tells lies*. 3. If I were you, I wouldn't *throw your old teddy bear away*. 4. Len loved telling the children his stories of robots, talking machines and *things of this kind*. 5. You'll *have a lot of problems* if you park your car here. 6. Don't tell me I'm wrong: I know this *for sure*. 7. Tom nodded to us and *went away* without saying a word. 8. Mrs Brooks *spoke strictly to her niece about the girl's manners*. 9. Today I want you to write a short poem, children. *Let's see if you can manage it*.

50 Look through the text again and say what Malcolm thinks about:

1) his ability to spell; 2) Jerome Dadian; 3) Mr Peppi; 4) Mr Peppi's ice cream; 5) Mr Peppi's order not to push in; 6) the stories going round about the ice cream; 7) Mr Peppi's secret.

51 Say who or what in the text is described as:

1) dumb, 2) terrific, 3) advanced, 4) jealous, 5) rotten, 6) smart, 7) soft-hearted, 8) silly, 9) free, 10) long.

52  Listen to the text "Malcolm's Story" (No. 5) and try to read it artistically in the speaker's manner.

SPAKING

DISCUSSING THE TEXT

53 Explain why:

1. Malcolm thought that all the kids in his class were dumb. 2. Malcolm was sure that he had always been smart. 3. Malcolm's classmates said he was a show-off. 4. Malcolm didn't care what his classmates thought of him. 5. Malcolm said he knew for a fact that Jerome Dadian had cheated. 6. Mr Peppi told Malcolm off once. 7. Malcolm made a long scratch on Mr Peppi's van. 8. Tears came into Mr Peppi's eyes. 9. Malcolm knew it for a fact that Mr Peppi wouldn't punish him. 10. Malcolm wanted to put a stop to all that ice cream business. 11. Malcolm decided to eat some Smart Ice Cream. 12. Malcolm's spelling had become almost unreadable.

54

A. Say which of these statements are true about Malcolm.

1. Malcolm was jealous of other people's success.
2. He had little respect for other people.
3. He was a good friend.
4. He was a liar and a cheat.
5. He was a good student.
6. He was a show-off.
7. He understood other people's problems.
8. He was a smart aleck.
9. He was a clever boy.
10. He was soft-hearted.

B. A lot of people could call Malcolm "a swot". A dictionary says that "a swot is a student who works extremely hard and takes little interest in other things apart from his or her studies". What do you think is the closest Russian word for it? Do you think it is a compliment to be called a swot? Give your arguments for or against this. Can you say that swots are usually successful in their lives?

55

A. Characterize Malcolm. Say what you think of him and if you would like to have him for a friend. Explain why or why not.

B. The events the story describes can't be true-to-life. Do you like stories that have some mystery in them? Can you remember one of them and tell the class what happened in it?

56

Use the reported speech and tell Malcolm's story on the part of a) Mr Peppi; b) one of Malcolm's classmates (Peterson, Jerome Dadian).

57

Think of a different end to Malcolm's story. Tell your story to your classmates. Decide whose story was the most unusual and original.

DISCUSSING THE TOPIC



TOPICAL VOCABULARY

I.

People look for jobs at different places. One can:

- be employed by the government or a company
- work/be freelance

We often speak of:

- full-time jobs
- part-time jobs
- regular jobs
- odd jobs

People may lose their jobs, become *unemployed* and have to look for new jobs.

II.

Jobs can offer the following prospects:

- promotion
- financial reward
- perks and bonuses
- good job opportunities (in the place where you live)

III.

Your choice of a job can be influenced by:

- | | |
|--|--|
| <ul style="list-style-type: none"> • the qualifications needed • your skills and experience • the things you are good at • qualities of the job • your interest • your talent • your ambition | <ul style="list-style-type: none"> • your personal qualities • your bent for a job • the necessity • your wish to study further • pressure from your parents (relatives) • your friend's example |
|--|--|

IV.

Jobs can be attractive or not attractive. These are the qualities that make them such.

attractive jobs

- creative
- challenging
- exciting
- fulfilling
- interesting
- pleasant
- popular
- prestigious
- satisfying
- skilful (*AmE* skillful)
- rewarding

unattractive jobs

- backbreaking
- boring
- dangerous
- exhausting
- messy
- monotonous
- not respected
- tiring

V.

Different jobs can require:

- | | |
|--|--|
| <ul style="list-style-type: none"> • accuracy • courage • a good imagination • a lot of (little) experience • meeting people • physical strength | <ul style="list-style-type: none"> • special training • travelling a lot • working from home • working late (long) hours • working night shifts |
|--|--|

VI.

Choosing a career is not always easy. A lot of people:

- are encouraged by their teachers (parents, friends)
- are influenced by certain people or certain events
- change their minds many times
- follow someone's advice
- follow in someone's footsteps
- take a long time to make up their minds

VII.

Some important jobs of our century are:

- | | |
|---|--|
| • accountant [ə'kaʊntənt] | • nurse |
| • air host [həʊst], air hostess [həʊstɪs] | • photographer [fə'tɒgrəfə] |
| • architect ['ɑ:kɪtekt] | • physicist ['fɪzɪsɪst] |
| • (auto) mechanic [mɪ'kænɪk] | • police officer |
| • carpenter ['kɑ:pəntə] | • programmer ['prəʊ,græmə] |
| • chef [ʃef] | • editor ['editə] |
| • chemist ['kemɪst] | • electrician [ɪ,lek'trɪʃn] |
| • computer operator | • engineer [,endʒɪ'nɪə] |
| • dentist | • estate [ɪ'steɪt] agent |
| • designer [dɪ'zɑɪnə] | • fashion designer |
| • doctor | • fireman |
| children's doctor | • hairdresser ['heə,dresə] |
| surgeon ['sɜ:dʒən] | • receptionist [rɪ'sepʃənɪst] |
| physician [fɪ'zɪʃn] | • secretary |
| • interpreter/translator | • social worker |
| • interior [ɪn'tɪəriə] decorator | • sports instructor |
| • journalist ['dʒɜ:nəlist] | • teacher |
| • lawyer ['lɔ:jə] | primary school teacher |
| • librarian | secondary school teacher |
| • machine [mə'ʃɪ:n] operator | • travel agent |
| • model (fashion model) | • vet (veterinarian [,vetərə'neəriən]) |
| • musician [mju:'zɪʃn] | • pharmacist [fɑ:məsɪst] |

58

Read the words from section VII of your Topical Vocabulary with the help of the transcriptions, supply them with Russian equivalents and explain what people do in these jobs.

Focus

A **job** is the work that a person does regularly in order to earn money.

A **profession** is a job that requires special training, often a university education and brings a rather high social status.

An **occupation** is a job or profession.

A **career** is the series of jobs that a person does in his or her life, usually in one and the same field.

59 Complete the sentences with the words: *job, profession, occupation or career*.

1. His ... as a pilot came to an end after a bad road accident.
2. — How long has Victor been unemployed? — He's been looking for a ... for three months.
3. Please write your ... on this form and hand it in.
4. My mother is a teacher. I like this ... and I may follow her in her footsteps.

60 Which of the jobs in section VII (Topical Vocabulary):

- 1) are dangerous;
- 2) require a university degree;
- 3) are primarily done by men (done only by men);
- 4) are primarily done by women;
- 5) are most prestigious;
- 6) are least prestigious;
- 7) are well paid;
- 8) are hardly paid (in the place where you live).

61 Look at the pictures and say what jobs you associate with these objects, then explain what people in these professions usually do.

EXAMPLE: These are an axe, a saw and a plane. They are usually associated with the job of a carpenter. A carpenter is a person who is skilled at making and repairing wooden objects.



1



2





62

Give names to the descriptions of these jobs:

1. a person whose job is to help people with the law or talk for them in court;
2. a person whose business is to buy, sell or look after houses/land for people;
3. a person who does work to improve bad social conditions and help people in need;
4. a person who welcomes or deals with people arriving at a hotel, at a place of business, visiting a doctor;
5. a person trained to look after sick animals;
6. a person whose job is to work with electricity;
7. a person who prepares or organizes a newspaper, periodical or book;
8. a person who studies chemistry, a scientist who specializes in chemistry;
9. a person who makes and sells medicines;
10. a person who owns a travel agency or works there and whose business is to arrange travels.

63



Choose the correct adjectives from section IV of your Topical Vocabulary to complete the sentences and characterize the occupations mentioned.

1. Linda says that teaching is a very ... and ... profession. 2. Last year John gave up a really ... business career and came to some remote area to become a farmer. 3. — You are not going to tell me that the life of an engineer is not as ... as the life of an architect. — Well, I spend a lot of time travelling. Sometimes five or six hours a day in my car. It's very 4. People who work as firemen should be brave as their job is very 5. I have always thought that any job in the theatre is very 6. People who work as accountants love numbers, but I think that working with numbers is very 7. Careers of fashion models are very ... nowadays. 8. Can you agree that the jobs of photographers, writers and journalists are ... ? 9. Jobs of plumbers and carpenters can be characterized as

64

Match the pictures with their captions.



1.



2.

a) What do you do for your living?

b) I think a woman's place is in the home.

c) But isn't there anything else you are good at?

d) Dad, this is Tom. He works with computers.



3.



4.

65

Say what qualities these jobs require (see section V of your Topical Vocabulary for help):

an accountant	an estate agent	a lawyer
a journalist	an architect	a dentist
a nurse	a carpenter	a plumber
a shop assistant	a police officer	a judge

66

Return to Ex. 21 and say:

- 1) what doll's house making can teach someone who takes it up as a hobby;
- 2) in what way making doll's houses can help Jennifer and Allison in choosing their future careers;
- 3) if doll's house making would be a suitable hobby for you. Why (not)?
- 4) what hobbies can easily lead you to a professional career. How? Why (not)?

67

Say what jobs you would recommend these school leavers to take up if you were a school career adviser. Explain your choice.

1. Name: *Sam* Surname: *Crawford*
 Qualification(s) and/or experience: *I have a driving license, have been driving for 1,5 years.*
 Preferences: *I like working with machines.*
 Other information: *The idea of going to university gives me the creeps. I'm not very good at dealing with people.*

2. Name: *Lisa* Surname: *Morrison*
 Qualification(s) and/or experience: *I sometimes babysit for my neighbours.*
 Preferences: *I'd like to go into service or work with children.*
 Other information: *I'd like to start working as soon as possible as my family needs my financial support. My friends say I'm quite sociable. My teachers say I'm not very advanced academically.*

3. Name: *Melissa* Surname: *Colins*
 Qualification(s) and/or experience: *none*

Preferences: *I'd like to go to university, but I'm not quite sure what course to take. I'm good at writing, languages and history. I don't mind biology.*

Other information: *My parents press me to go into medicine, but it's not my first choice. I like reading and working with books, I think that I'm a bookworm.*

4. Name: *Kevin* Surname: *Wilson*

Qualification(s) and/or experience: *I've been helping with washing up in a hotel, restaurant on Saturdays for over 3 years. I'm quite a good driver.*

Preferences: *I'd like to be my own boss and do something in the way of arts. I'm not sure that I want to go to university.*

Other information: *I've won prizes at photo competitions. I love taking pictures and giving them to my friends as presents.*

5. Name: *Pauline* Surname: *Bird*

Qualification(s) and/or experience: *I'm helping our science teacher in the lab, but I have no qualifications.*

Preferences: *I'd like to work with animals. I love them! I don't mind going to university.*

Other information: *My dream is to live in the country, far from the crowds.*

68 **SFA** Say what job (jobs) you would like to try in the future. Explain:

- if you'll need a qualification;
- where you can get the necessary qualification;
- how long it will take you to get the job you want;
- how you can characterize the job you have chosen;
- why you have chosen it.

69 Choose any famous person or someone you know well and speak of his or her professional career.

EXAMPLE:

Mikhail Vasilyevich Lomonosov was born in 1711 near Archangelsk in the north of Russia. When a boy he didn't go to school as there were

no schools where he lived. Instead he studied Russian grammar and arithmetic on his own while helping fishermen at sea. In 1730 young Mikhail went to Moscow to get a regular education. In 1731 he became an academy student. He made wonderful progress and in 1731 won a scholarship to University of Marburg, Germany. There he worked in the field of sciences and also wrote lyric poetry. In 1745 he returned to Saint Petersburg and was appointed professor of chemistry at the Academy of Sciences. Working there he organized a laboratory and made a lot of discoveries in chemistry and physics. He is also known as a reformer of the Russian language and a contributor to Russian literature. In 1757 he became a councillor of Moscow University which he had helped to found.

MISCELLANEOUS

70



- A. Read the title of the poem. What do you think it may be about?**
- B. Listen to the poem (No. 6) and read it. What is the message of the poem? Was your guess about the title right?**

The Road Not Taken

(By Robert Frost¹)


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.
 So, I kept the first for another day!
 Yet knowing how way leads on to way,
 I doubted if I should ever come back.

¹ Robert Frost (1874—1963) is one of America's most widely read poets and a four-time winner of the Pulitzer Prize.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverted in a wood, and I —
I took the one less travelled by,
And that has made all the difference.

- 71**  **A. Read the lyrics of the song and decide what it calls for:**
- solving ecological problems;**
 - changes in the society and minds of people;**
 - questions that can never be answered.**

Blowing in the Wind

(Lyrics: Bob Dylan)

How many roads must a man walk down
Before you call him a man?
Yes, and how many seas must a white dove sail
Before she sleeps in the sand?
Yes, and how many times must the cannon balls fly
Before they are forever banned?

The answer, my friend, is blowing in the wind.
The answer is blowing in the wind.

Yes, and how many years can a mountain exist
Before it is washed to the sea?
Yes, and how many years can some people exist
Before they're allowed to be free?
Yes, and how many times can a man turn his head
Pretending he just doesn't see?

The answer, my friend, is blowing in the wind.
The answer is blowing in the wind.

How many times must a man look up
Before he can see the sky?

The answer, my friend, is blowing in the wind.
The answer is blowing in the wind.

B. Find some information about the history of the song and share it with your classmates.

72

Comment on these:

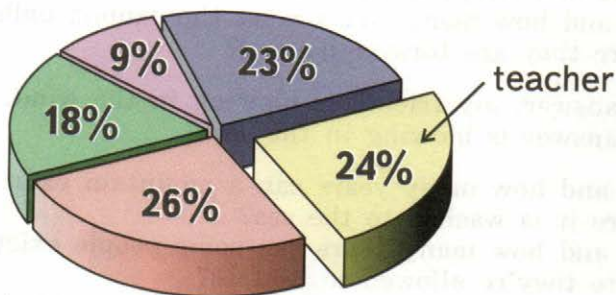
- Give us the tools, and we will finish the job.
- Our satisfactions in life will be in proportion with our contribution.
- When it is dark enough, you can see the stars.

PROJECT WORK 1

Hold an opinion poll¹ about the careers your peers² are going to choose. Ask 30 schoolchildren at random³ and draw a diagram that shows how desirable certain jobs are. Compare your information with the information about the most popular jobs in Russia and in the world. Ask your parents or your friends to help you with your presentation if necessary. In class decide whose presentation was the best and why. You may use the following internet sites:

- http://www.bbc.co.uk/radio1/advice/factfile_az/career_choosing_a_career
- <http://www.howtochooseacareer.com>
- <http://www.careerkey.org>
- <http://www.choosingacareer.net>

This diagram is an example of how you may present your results.



SUMMING UP

You have just finished working on Unit 1. Think of it and say:

- which things you practised doing in English (consider speaking, reading, writing and listening comprehension);
- where you can see your progress in English;
- what problems with English you still have and how you are going to work on them;
- which things you enjoyed doing mostly and least of all.

¹ an opinion poll [pəʊl] — опрос мнений

² peer [piə] — ровесник

³ at random — наугад

UNIT 2

Education: The World of Learning

REVISION

SFA

SA

We hope that you remember something of primary education in Britain (England and Wales). Choose the right items and check yourself. (Your English Student's Book IV, Lessons 14, 15 can help you.)

- In Great Britain school begins at the age of ...
a) 4-5 b) 5-6 c) 6-7
- The school year in England and Wales begins on ...
a) the 1st of September
b) the 1st Monday of September
c) the 1st Tuesday of September
- Classes in English and Welsh schools usually begin at ...
a) 8 o'clock b) 8:30 c) 9 o'clock
- The first schools to which children go are called ...
a) infant schools b) junior schools c) secondary schools
- Children spend ... years in primary schools.
a) four b) five c) six
- Most of English schools have ...
a) numbers b) names c) numbers and names
- The subject that English children do not do in primary schools is ...
a) Religion b) Maths c) foreign languages
- Classes are usually over at ... o'clock.
a) two b) three c) four
- Teaching in infant classes is ... in junior classes.
a) less formal than b) more formal than c) as formal as



Listen to the recording (No. 7) and answer the questions.

3 Choose the five most important and the five least important features of a good school. Explain your choice.

- a comfortable and spacious school building
- good school grounds fitted with everything necessary
- highly qualified and creative teachers
- eager and willing pupils
- friendly atmosphere
- a good library with video and audio materials
- a lot of up-to-date equipment
- good sports facilities
- a good canteen with plenty of nice food
- youth clubs
- a good medical centre
- psychological help
- career counselling
- drama, music and art societies
- a big garden with flowerbeds and greenhouses
- up-to-date information technology and computer laboratories
- a swimming pool
- relations with other schools, including schools abroad
- time-tested traditions
- good school furniture
- effective rules and regulations
- schools bus service
- a clever and efficient headmaster or headmistress
- understanding and caring teachers

4 **A. Teaching at school, like any other job, has its advantages and disadvantages.¹ Work in small groups and make a list of advantages and a list of disadvantages as you see them. Compare your lists.**

B. Discuss the advantages and disadvantages of a teaching profession in pairs. Speak for and against it.

5 Interview your teachers and find out as much as you can about teaching as a job in modern Russia. You may use some of these ideas:



- a possibility to work in a state or in a private school
- an opportunity to get a promotion
- teaching full-time or part-time

¹ advantages and disadvantages — преимущества и недостатки

- financial and moral reward
- perks and bonuses
- how much time and work it takes to get the needed qualification
- if one can teach without a lot of experience
- the necessity to study further
- if one should be able to use modern technologies and modern equipment (computers, TVs, interactive whiteboards, etc.)
- if it is necessary to have a bent for teaching and love for children
- if teaching is creative, challenging, fulfilling, pleasant, rewarding, prestigious, etc.
- if teaching is exhausting, tiring, not respected, boring, monotonous, dangerous, etc.
- if teachers are well paid or underpaid
-

B. Say what your teachers think about their problems.

C. Say if you would like to be a teacher, explain why or why not.

  **A. Use this skeleton story and turn it into a real one by adding more details. Use the words and word combinations from the box.**

The Optimist

The optimist sees the doughnut, the pessimist — the hole.

There is a story of identical twins. One was a hope-filled optimist. The other twin was a hopeless pessimist. At school the optimist did much better than his twin brother, who was always sad and jealous.

The worried parents of the boys brought them to the psychologist. He thought of a plan to balance the twins' personalities. He advised the parents to give the pessimist the best, the optimist the worst presents for their next birthday. The parents followed these instructions.

When in the morning they looked into the pessimist's room, they heard him saying, "I don't like the colour of this computer ... I hate this game ... I know someone who's got a bigger toy car than this ..."

The little optimist, anyhow, was happily looking through his pile of old torn magazines, laughing and saying, "That's exactly what I have always wanted to read!"

rotten silly to mean no harm to cheat to care for
terrific smart to mind to fix sb up dumb

B. A lot of people believe that being an optimist can help you in your life. Give some good arguments for or against it.

7

SA



Think of the best way to say the same in Russian.

1. The King *handed over* his authority to parliament. 2. The teacher *handed out* the books and the pupils started reading. 3. The custom was *handed down* and the heirs¹ of the estate still keep it. 4. *Hand in* your questionnaires, please. 5. The captain was unwilling to *hand over* the command of his ship to a younger man. 6. "*Hand in* your essays now, children," said the teacher. 7. He is very good at *handing out* advice. 8. Outside the embassy students were *handing out* leaflets to everyone who walked past. 9. Luckily someone *handed in* her bag to the lost property office (Lost-and-Found).

8

SA



Express the same in English.

1. Какое потрясающее платье! Ты выглядишь сегодня очень нарядной. 2. На твоём месте я бы не завидовала успеху твоего товарища. Если ты захочешь, ты тоже сможешь стать лучшим в классе. 3. У неё по телу ползли мурашки, когда она думала о событиях того дня. 4. Если ты не приделаешь ручку к двери, мы не сможем её открыть. 5. Мне не нравится этот новый напиток с апельсиновым вкусом. 6. Он говорит, что не имеет в виду ничего плохого, но при этом часто дерзит взрослым, особенно своим родителям. 7. Не люблю людей, которые кичатся своими знаниями. 8. В современных школах должны использоваться передовые технологии (technologies). 9. Ты не возражаешь, если я возьму ещё кусочек этого потрясающего торта? 10. Если будешь жульничать (списывать) на экзамене, это принесёт тебе только вред.

9

SA



Samantha is a businesswoman. She is so busy with her work that she has to depend on other people to do some things for her. Look at the pictures and say what things are usually done for her.

EXAMPLE: Samantha has her house done for her.



¹ a heir [eə(r)] — наследник



1. to cook her meals



2. to do the shopping



3. to make clothes



4. to feed the dogs



5. to type her letters



6. to look after her children



7. to take care of the plants in her garden



8. to iron her clothes



9. to wash her car



10. to clean the windows


10 SA  W Complete the sentences. Use the *subjunctive mood*.

1. If you hadn't cheated at the exam, 2. ... I would have fixed the shelf yesterday. 3. ... we wouldn't have seen that terrific show. 4. If the kids had meant no harm, 5. If the weather hadn't been rotten that day, 6. ... he would have been at the top of the class last year. 7. If you had been the first to reach the top of the mountain, 8. If Lucy had looked smarter at the party, 9. If David had been offered promotion last year, 10. If only ... last winter! 11. I wish my teacher ... at yesterday's English lesson! 12. If only ... when I was younger!

11 SA  W Ask questions to which these sentences could be answers.

EXAMPLE: I would have gone to the park.
Where would you have gone if it hadn't rained yesterday?

1. They would have spent their weekend in Brighton.
2. Mark would have become a computer programmer.
3. The construction of the bridge would have been finished last year.
4. Alice would have broken the school record in high jump.
5. They would have made a terrific science fiction film.
6. John would have told his grandson another bedtime story.
7. She would have made a lovely meal for her friends.
8. Ben would have chosen a more prestigious job.
9. Sam would have stayed in a better hotel.
10. Jane would have followed in her father's footsteps.

12 SA  W Use the right forms of the verbs to make the sentences complete.

EXAMPLE: a) If I (*teach*) this class, I (*not give*) tests. — If I taught this class, I wouldn't give tests.
b) If I (*have*) enough money last year, I (*buy*) a car. — If I had had enough money last year, I would have bought a car.

1. If Jane (*buy*) enough apples at the market, she (*bake*) an apple pie for lunch last Sunday. 2. If Sally (*be*) at home then, she (*answer*) the phone call. 3. If Pedro (*know*) English, he (*speak*) it now. 4. If they (*not arrive*) so late last week, they (*not go*) to the hotel by taxi. 5. If I (*be*) you, I (*not lie*) to your best friend now. 6. If Bob (*learn*) the poem by heart, he (*not get*) a bad mark yesterday. 7. If David (*not cheat*) at his test, he (*not to be punished*) then. 8. If English (*be*) my native language, I (*not need*) an interpreter talking to you now.

- 13  Old Mr Crawford is sorry about a lot of things he has done wrong. Think of 10 sentences on his part.

EXAMPLE: If only (*I wish*) I had joined the army! —
If I had joined the army, I would have become a general.



1. If only I had got a better education!



2. I wish I had learned to sing.



3. If only I hadn't lost so much money at casinos!



4. If only I hadn't put on so much weight!



5. If only I had left for the USA!



6. I wish I had friends in Scotland.




7. If only I had gone in for sport, when I was younger!

8. I wish I had been a better pupil at school.


SA Assess your results.

Task number	1	7	8	9	10	11	12	Total
Maximum result	9	9	10	10	12	10	16	76
Your result								

READING FOR COUNTRY STUDIES

14  **SFA** **A. Listen to the text "Secondary Education in Britain" (No. 8) and choose the right items.**

- ... children go to nursery schools in Britain.
 - A lot of
 - Very few
 - About 60 per cent
 - Only the best
- Compulsory secondary education begins in the ... form.
 - first
 - third
 - fifth
 - seventh
- At the end of the year in secondary schools all pupils move to the new class
 - automatically
 - if they pass an exam
 - after a brief interview
 - if the Form Teacher is not against it
- Nowadays most British children go to
 - public schools
 - grammar schools
 - independent schools
 - comprehensive schools
- The sixth form lasts ... years.
 - six
 - four
 - three
 - two
- All children in Britain are given ... opportunities at the start.
 - equal
 - unequal
 - good
 - unique

SFA  **B. Read the text "Secondary Education in Britain" and match its paragraphs with the titles below. There is one extra title.**

- | | |
|------------------------|---------------------------------------|
| 1. The Sixth Form | 6. The Old System of Education |
| 2. Independent Schools | 7. The Two Stages of School Education |
| 3. Secondary Schools | 8. Comprehensive Schools |
| 4. Nursery Schools | 9. The GCSE Exam |
| 5. Grammar Schools | |

Secondary Education in Britain

A Children in Britain do not have to go to school until they reach the age of five and only very few go to nursery schools before that. In nursery schools the children learn such things as numbers, letters, colours, and may begin to read and write.

B Primary education takes place in infant schools (pupils aged from 4/5 to 7 years) and junior schools (from 8 to 11 years). A child going to school for the first time is called a year one pupil. Then he becomes a year two pupil and so on. Secondary schools are usually much larger than primary schools and they take pupils from the age of 11/12 up to 18.

C In Britain compulsory secondary education lasts five years from year seven to year eleven and is over at the age of sixteen. After young people take their exams, they may either leave school and begin working or continue their education in technical colleges and sixth form colleges. Some areas do not have sixth form colleges, and pupils study for further two years in the sixth form of their secondary school.

D Nowadays most British children (over 80 per cent) go to comprehensive schools which take pupils of all abilities without any exams. Comprehensive schools offer a wide choice of subjects from art and craft to the sciences and computer studies. Pupils at comprehensive schools are quite often put into "sets" for such subjects as mathematics or languages. Sets are small groups of children formed according to ability in each subject. For example, the child may be in the highest set for Maths but in the lowest set for French. All pupils move to the next class automatically at the end of the year.

E Before comprehensive schools were introduced in 1965 by the British government, all children took an exam at the age of 11 called "eleven-plus". Those who got the best results at this exam (about 20 per cent) were chosen to go to the best state schools called "grammar schools", which gave secondary education of a rather high standard. Those who failed the 11+ (about 80 per cent) went to secondary modern schools. Secondary modern schools gave secondary education only in name and did not prepare schoolchildren for universities, as pupils were mainly prepared for practical jobs. A lot of people in Britain thought that this system of selection at the age of 11 was unfair on many children. So comprehensive schools were introduced. But in a small number of counties they still keep the old system of grammar schools.

F At the age of 14 or 15 in the ninth or tenth year of secondary school, pupils begin to choose their exam subjects and prepare for their exams. At the end of the eleventh year pupils take their first public exam for the General Certificate of Secondary Education (GCSE).

G Pupils who stay on into the sixth form or go to the sixth form college prepare for their “A” Level Exams. “A” stands for “Advanced”. Good “A” Level results in two-five subjects are necessary to get a place at one of the British universities.

H Since 1944 free secondary education has been available to all children in Britain. Nevertheless some parents choose to pay for private education. Private or independent schools are called by different names: preparatory (prep) schools are for pupils aged up to 13, and public schools are for 13- to 19-year-olds. These schools are expensive (6 000—9 000 pounds a year) and they are attended by no more than 5 per cent of the schoolchildren. In a lot of public schools children live as well as study, they are called boarding schools. Among public schools there are boys’ schools, girls’ schools and co-educational (mixed) schools. The most famous British public schools include Harrow, Winchester and Eton which date back to the 15th century.

A lot of public schools are known for their high academic standards and are considered prestigious. At the same time not all people in Britain think that their country needs public schools. They believe that all children in the country should be given equal opportunities at the start.

15

Find the answers to these questions in the text.

1. When do British children start schooling? 2. Do all children in Britain go to nursery schools? How would you translate the term into Russian or explain it? 3. In what types of schools is primary education given in Britain? 4. At what age do children usually finish infant and junior schools? 5. What can you say about the size of secondary schools? 6. How long can pupils stay in secondary schools? 7. How old are British pupils when they go to the first form? 8. How old are they when they finish the fifth form? 9. Is schooling in the sixth form compulsory in Britain? 10. How long does compulsory secondary education last? 11. What is the main type of secondary schools in Britain nowadays? 12. What subjects are taught there? 13. What is the idea of putting pupils into sets? 14. Why were comprehensive schools introduced in Britain? 15. Why do you think some parents choose to pay for their children’s education though public schools are very expensive? 16. What are boarding schools?

16

Complete these sentences, use the text (p. 53–54) if necessary.

- In nursery schools the children learn such things as
- ... takes place in infant schools and junior schools.
- ... secondary education lasts five years... .
- Some areas do not have sixth form colleges

5. Nowadays most British children go to ... which take pupils of all abilities
6. Sets are smaller groups of children formed according to
7. Before comprehensive schools were introduced, all children
8. A lot of people in Britain thought that the system of selection at the age of 11
9. At the end of the eleventh year pupils take their first public exam
10. Good "A" Level results are necessary to

17 Use the outline of Ex. 16 and speak about the system of secondary education in Britain.

READING FOR INFORMATION

18 Read the information about Hampton School once and say if Hampton is a prestigious school.

Hampton School: Answers to Some Common Questions

What is the structure of the working day?

Morning registration at 8:50 a.m. There are 5 lessons each morning, with a 20-minute break after the first 3. Lunch break is from 12:35 — 2 p.m. to allow for extra-curricular activities. Last lesson finishes at 4 p.m.

When does school open and close?

At 6 a.m. and 10 p.m. usually! However, we like boys to arrive from 8 a.m. and after school they can work in the library till 5 p.m.

Is there Saturday school?

No lessons. On a typical Saturday there could be as many as 300 boys and 30 staff involved in sport, music, drama, all voluntary.

How do boys get to school?

Some walk and many cycle. Many use the 111, 70 or 285 buses, all of which stop outside. There are coaches and about 300 pupils use these. Our catchment area is large and we understand the importance of good transport facilities.

How are the boys organized?

They are in forms of about 25, usually less, some a little more. In the Sixth Form the forms can be in single figures. Each Form has a Form Tutor.



What about the curriculum, GCSEs and A levels?

A very broad curriculum is characteristic of the first three years. At GCSE boys study seven core subjects and three options from thirteen, and at A Level from five to six subjects from a range of thirty.

What about Information Technology and computers?

There are computers throughout the school. We have two Information Technology labs with up-to-date equipment all with Internet access. There is a computer in the Modern Languages room. The use of it as a learning and teaching tool is spreading across our curriculum.

How do you teach science?

All three sciences are taught as the separate subjects of Biology, Chemistry and Physics by a graduate teacher.

What languages do you teach?

The modern languages are French, German, Spanish and Russian. And one of the first three can be chosen as the first language studied with the opportunity to start a second language in the Third Form. All boys take Latin in the First Year, as it is a good intellectual discipline, supporting English and modern languages by teaching precision and grammar.

Is there setting?

There is no setting in the First Form. There is some setting of Modern Languages from the Second Form and of Mathematics from the Third Form: in these two subjects the top sets take GCSE exams a year early.

Are boys praised for their good work and behaviour?

There is an annual Prize Giving. Heads of Year and Form Tutors contact parents if they are concerned about a boy's progress and they also write and tell them if they are particularly pleased with a boy's work or progress.

What parents' evenings and reports are there?

There are two major written reports¹ a year. There is at least one full parents' evening for each year group.

What about careers and university advice?

There is a system of aptitude diagnosis and career counselling. Regularly about 80% of leavers get their first choice university and course.

Do you have to play a particular sport?

All boys can choose the sport they wish to play. In the First Year, they can pick football or rugby. In the Third Year, they can also row, which they do all year round. The summer games are cricket, tennis and athletics. There are many other activities available, such as squash, cross-country, basketball, table tennis, badminton, swimming, etc.

¹ (end-of-term) reports: both in Britain and the USA teachers write a statement about a child's work at school, sent to his parents

Do boys ever meet girls?

We are not a co-ed¹ school but we have close links with Girls High School. A Level Theatre Studies and Russian are taught together. A lot of Drama and Music is done co-operatively.

What is discipline like?

Based on common sense and reasonably relaxed and friendly, because the atmosphere in the school is built on tolerance and mutual respect. Poor behaviour, especially any form of bullying is treated very firmly. Relations between boys and staff are excellent.

And the food?

It's excellent too! We now serve breakfast as well as lunch.

How easy is it to get in?

It is difficult to say. It depends on whether Hampton is right for the boy as much as whether the boy is right for Hampton. Each year there are large numbers of applicants who sit the entrance examination.

19 **SFA** Read the text (Ex. 18) again and choose the right items to complete the sentences.

1. Hampton School pupils can stay in the school till

- a) 2 p.m. b) 4 p.m. c) 5 p.m.

2. Hampton School is open ... days a week.

- a) 5 b) 6 c) 7

3. Hampton is a ... school.

- a) day b) boarding c) preparatory

4. Hampton is a ... school.

- a) girls' b) boys' c) co-educational

5. In the Sixth Form there are ... in the other forms.

- a) more pupils than
b) fewer pupils than
c) the same number of pupils as

6. Pupils in Hampton

- a) don't choose any subjects
b) choose all their subjects
c) choose some of their subjects

7. Hampton School pupils use computers

- a) only at Information Technology lessons
b) only at lessons of modern languages
c) at different lessons

¹ co-ed = coeducational — с совместным обучением

8. In Hampton School Biology, Chemistry and Physics are
 a) separate subjects b) one subject c) not taught
9. The modern language that is not taught in Hampton is
 a) Spanish b) Russian c) Italian
10. Hampton School pupils and Girls High School pupils are taught Theatre Studies and ... together.
 a) Russian b) swimming c) science
11. Hampton School pupils can have ... meal(s) during their school day.
 a) 1 b) 2 c) 3
12. To get in Hampton children
 a) have to sit an exam
 b) don't have to sit an exam
 c) have to take an interview

20



Find in the text (Ex. 18) English equivalents for these:

1. внеклассная работа
2. работники школы
3. округ, район, откуда школа набирает учащихся
4. однозначные цифры
5. классный руководитель
6. учебный план, включающий самые разные предметы
7. основные предметы
8. три предмета по выбору
9. информатика
10. лаборатория
11. доступ в Интернет
12. средство обучения и преподавания
13. учитель с высшим образованием
14. разделение класса на группы по способностям
15. ежегодная выдача наград
16. письменная характеристика, свидетельство об успехах ученика в школе
17. родительское собрание, вечер встречи с родителями
18. система проверки способностей и профессионального ориентирования
19. университет или университетский курс, который они предпочитают всем другим
20. тесные связи
21. основанная на здравом смысле и достаточно свободная
22. терпимость и взаимное уважение


23. травля, запугивание в любой форме строго наказываются
 24. большое количество кандидатов (детей, желающих учиться в этой школе)

21 What other three questions would you like to ask about Hampton School?

NEW LANGUAGE

GRAMMAR SECTION

I. More Facts about the Subjunctive Mood

If I were you,  I **wouldn't do it (now)**.
 I **wouldn't have done it (then)**.

1. It's rather cold today and you're planning to go fishing. If I were you, I **wouldn't do it**. You're sure to catch a cold.

It was cold yesterday and you went fishing. No wonder you caught a cold. If I were you, I **wouldn't have done it**.

2. Jane is only a little girl. So she quarrelled with her friend over a toy. If she **were** older, she **wouldn't have done it**.


Yesterday I asked Nick to help with some repairs. If he **were** a better friend, he **would have agreed**.

22  Choose the right verb forms to complete the sentences.

- If Ian (*went/had gone*) to university when he was younger, he (*would be/would have been*) a lawyer now.
- If Melissa (*didn't have/hadn't had*) an interview last Monday, she (*wouldn't have/wouldn't have had*) a regular job now.
- If Nick (*didn't follow/hadn't followed*) his friend's example, he (*wouldn't be/wouldn't have been*) a very good surgeon.
- If the Hogs (*didn't travel/hadn't travelled*) in Africa about five years ago, their children (*wouldn't know/wouldn't have known*) so much about African fauna.
- If I (*weren't/hadn't been*) encouraged by my parents to do English when I was at school, I (*wouldn't be/wouldn't have been*) a successful translator.
- James' ambition has always been to become a singer. If he (*didn't try/hadn't tried*) to learn to sing when he was younger, he (*would do/would have done*) it now.

23  Express the same in English.

1. Если бы Джонни не смотрел вчера ночью футбольный матч, он бы не был теперь таким уставшим и сонным. 2. Если бы я не навестила бабушку в выходные, я бы сейчас не знала о её решении. 3. Если бы Роуз закончила свой доклад в прошлую пятницу, она начала бы новый проект в следующий понедельник. 4. Если бы Пол любил плавать, он бы ходил с нами в бассейн прошлым летом. 5. Мэри не чувствовала бы себя сейчас такой несчастной, если бы её дети позвонили ей вчера, чтобы поздравить её с днём рождения. 6. Если бы маленький Вильям не купался в холодной воде, он не был бы сейчас болен. 7. Я бы играл с вами в теннис, если бы взял уроки тенниса прошлой осенью. 8. Нам бы не пришлось поливать сад, если бы вчера пошёл дождь. 9. Я бы пошла в гости (на вечеринку) завтра, если бы купила то симпатичное платье, которое мы видели вчера в магазине. 10. Если бы ты раньше сказал мне правду, я бы не чувствовал себя так глупо сейчас.

24  Make up sentences as in the example.

EXAMPLE: If he hadn't spent all his money yesterday, he would be able to buy a ticket for the new film now.

<i>then</i>	<i>now</i>
— he spent all his money	— he can't buy a ticket for the new film
— we missed our train	— we are late for the conference
— she failed her exam in Maths	— she has to take the exam again
— they didn't tell us the truth	— we don't know what to do
— the plane didn't arrive on time	— we have problems with our luggage
— I didn't have any time for the picture gallery	— we don't know anything about this modern artist
— The party wasn't a success	— they arrange another party
— We didn't go to Brighton	— we don't look suntanned at all

25 Say ten things about yourself as in the example.

EXAMPLE: When we are very young, we have little experience. If I had known then what I know now, ...

- I would be much happier now.
- I shouldn't have played so much on the computer.


"But for" structures

If John **hadn't helped** us, we **wouldn't have got** the job.
But for John's help, we **wouldn't have got** the job.

If Pauline **weren't ill**, she **would go** to the conference.
But for Pauline's illness, she **would go** to the conference.

26 Express the same in Russian.

1. But for her remark (замечание), they wouldn't have complained about the noise. 2. But for Tom's new job, he would go on with his education. 3. But for my parents, I would not have visited Paris. 4. But for the rain, they would have gone out. 5. But for grandpa's hearing aid, he would have no channel to the news. 6. But for Caroline's new friend, I wouldn't feel that worried about her. 7. But for the conference, Philip would never have come back to his native city.

27  Make the sentences complete.

1. But for the rain, 2. But for the late hour, 3. ... we would have met our friends at the station. 4. ... the result of the work would be much better. 5. But for the text that we have to write tomorrow, 6. ... John would have taken the job. 7. But for her old-fashioned clothes, 8. But for your friend's advice, 9. ... the teacher wouldn't have given Jane a bad mark. 10. ... his story would be a lot longer.

28  Express the same in English.

1. Если бы не ваши бутерброды, мы бы ужасно проголодались во время экскурсии в ботанический сад. 2. Ты бы чувствовал себя лучше, если бы не высокая температура. 3. Если бы не мамин телефонный звонок, я бы сейчас очень волновался. 4. Если бы не глупая шутка Джона, Лиза не плакала бы вчера после уроков. 5. Если бы не грязные ботинки, Тед выглядел бы очень нарядным на вчерашней вечеринке. 6. Если бы не твоя помощь, я бы никогда не приладил эту дурацкую полку. 7. Если бы не твоя шпаргалка, учительница не сердилась бы на нас сейчас. 8. Я бы поверил ему тогда, если бы не его хитрая (deceitful) улыбка.

29 Match the captions with the pictures.

a) I wish they hadn't built this new playground for us.

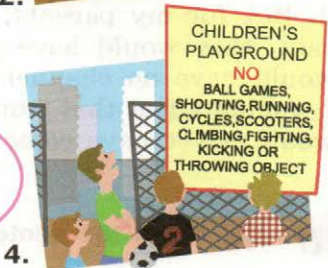
b) You realize, of course, that if you hadn't failed your English, you could think of a career of a T-shirt slogan writer.



c) Look how nice and clean and restful it's here now. But for the new prices, we would have a crowd and a lot of work.



d) If last time I was here, they hadn't taught me to read and write, I wouldn't be here for forgery.



II. Adverbs. Degrees of Comparison.

Adverbs as Modifiers

An adverb modifies¹ a verb, an adjective or another adverb adding meaning to them.

An adverb usually tells when, where, how, to what extent.²

when: soon, now, then, early, late, today, tomorrow, yesterday, 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, quite, almost, etc.

¹ to modify ['mɒdɪfaɪ] — определять, уточнять

² to what extent — до (в) какой степени

Peter acted **bravely**. (*how?*)
 John will arrive **soon**. (*when?*)
 Polly laughs **everywhere**. (*where?*)
 The sky turned **unusually** dark. (*to what extent?*)
 The audience was **very** quiet. (*to what extent?*)
 He came **rather** late. (*to what extent?*)
 Ron waited **extremely** patiently. (*to what extent?*)

30 Find the adverbs in these sentences and say what they express and what word or words they modify.

 **EXAMPLE:** I went out early. The adverb is “early”, it says “when” and modifies the verb.

1. We quickly raised the flag. 2. That team always wins the basketball games. 3. Tom, sit here! 4. The dog growled angrily. 5. Molly saw that movie yesterday. 6. I sometimes forget my own telephone number. 7. We prefer to have tea inside. 8. Cats can walk silently. 9. Nervously, she tried to explain what had happened. 10. Anna interprets well. She knows Spanish better than the other girls. 11. We couldn't walk too far that evening — a thunderstorm began. 12. The castle stood far from the road.

31  Read the text and find in it adverbs answering the questions: *when? where? how? to what extent?*

Some great discoveries are made accidentally. In Egypt, in 1799, a French army officer was walking slowly. He looked down, saw a highly unusual stone and examined it quite carefully. The large, rather flat stone was partially buried in the mud. It was quickly pulled from the mud and very thoroughly cleaned. Inscriptions in three languages had been painstakingly carved on the stone. The very first inscription was in ancient Egyptian. The second inscription was in somewhat later Egyptian language. The third was in a more familiar language, Greek. The message was identically stated in the three languages. Ancient Egyptian writing had previously puzzled scholars. The easily readable Greek finally gave them the needed key. Eventually, the ancient Egyptian writing was translated. Now scholars can read the language fairly easily. Today, the historically important Rosetta Stone is permanently displayed in London's British Museum.

Formation of Adverbs

I. easy happy noisy heavy	-ly	easily happily noisily heavily	clumsy busy lucky	-ly	clumsily busily luckily
II. dry sly ¹ wry ²	-ly	dryly/drily slyly/slily wryly			
III. simple gentle whole due true	-ly	simply gently wholly duly truly			
IV. cheerful beautiful typical loyal	-ly	cheerfully beautifully typically loyally			

32



As you see most adverbs are formed from adjectives with the help of the suffix **-ly**. Form adverbs from the adjectives in the box. Make up three sentences to show how they are used.



EXAMPLE: bright — brightly

careful, careless, clever, wild, bad, slow, brave, unusual, clear, quick, beautiful, brilliant, loud, patient, correct, foolish, soft, quiet

33



Express the same using adverbs. Write the sentences down, mind the spelling.



EXAMPLE: His speech was cheerful. — He spoke cheerfully.

1. The footballers stopped their match as there was a *heavy* rain. 2. John is *wonderful* at multiplying big numbers. 3. Jane gave us a *dry* answer.

¹ sly — хитрый

² wry — кривой, перекошенный

4. Rose is a *clumsy* cook. 5. It is true that David is *happy* about his new job. 6. Mrs Abbot gave us a *sly* smile and nodded. 7. They gave us *simple* and *clear* answers. 8. I'm sure uncle Joe did not believe us. Did you notice his *wry* smile? 9. Why are you so *noisy* moving along the corridor? 10. We express our *whole* agreement with you.

Adverbs: Degrees of Comparison

	Absolute (positive)	Comparative	Superlative ¹
I.			
1. Односложные и двусложные наречия, совпадающие по форме с прилагательными.	— long near early	-er longer nearer earlier	-est longest nearest earliest
2. Некоторые односложные наречия.	soon	sooner	soonest
<p>You have to work harder (longer, faster). "Least said, soonest mended." (<i>proverb</i>)</p>			
II.			
Многосложные наречия, оканчивающиеся на <i>-ly</i> .	— patiently frequently dangerously	more ... more patiently more frequently more dangerously	most ... most patiently most frequently most dangerously
<p>Jane drives more carefully than you do, but John drives most carefully.</p>			

¹ Comparative and superlative forms are used more commonly for adjectives than adverbs. Superlative forms are very rarely used as adverbs, while comparative forms are occasionally used.

	Absolute (positive)	Comparative	Superlative
III.			
1. Двусложные наречия на <i>-ly</i> , образованные от односложных прилагательных.	— brightly clearly nicely	-er/more ... brighter/more brightly clearer/more clearly nicer/more nicely	-est/most ... brightest/most brightly clearest/most clearly nicest/most nicely
2. Некоторые трёхсложные наречия на <i>-ly</i> .	cleverly easily heavily	cleverer/more cleverly easier/more easily heavier/more heavily	cleverest/most cleverly easiest/most easily heaviest/most heavily
Who ran slower (more slowly) , the tortoise or the hare? Our choir sang loudest (most loudly) of all.			
3. Некоторые двусложные наречия.	often	oftener/more often	oftenest/most often
I come to this park oftener (more often) than you do.			

34 Choose the right adverb forms to complete the sentences below.

1. Jane smiles (*more brightly, most brightly*) than the sun. 2. Alice explained everything (*completely, more completely*) than Sarah. 3. Who arrived (*most late, latest*) at the party? 4. Jill climbed (*higher, highest*) of all the climbers. 5. Andy spoke (*louder, more louder*) than usual. 6. Melissa danced (*more gracefully, most gracefully*) of all. 7. Of all three, this boy runs (*faster, fastest*). 8. Today it rained (*heavier, more heavy*) than yesterday. 9. Harriet swam (*slower, slowest*) of all. 10. The President spoke (*calmly, more calmly*) to Congress than to his helpers.

35 Say which of these sentences are right and correct the wrong ones.

1. I hope that next time you'll speak to your uncle more politely. 2. Peter usually comes to his classes most late of his classmates. 3. Who can solve this problem most quickly? 4. This time he listened to his little sister patienter than usual. 5. Could you speak a little slower, please?

6. When I was a very young child, I thought that to sing best meant to sing loudest. 7. I think that now I see the whole problem much more clearly. 8. Who lives more near to the school — you or your friend? 9. Alice goes to the theatre frequentest of us all. 10. Will you raise your hands a bit higher, please? I can't see them. 11. In December it snows oftener than in November. 12. He knows three languages but he speaks English easiest. 13. Last night I slept peacefullier than before. 14. Could you come to school more early and water the plants tomorrow? 15. This new computer works most fast and can solve problems in no time.



36  **Express the same in English.**

1. Ты не мог бы вести машину медленнее? 2. Если мы не пойдём быстрее, мы ни за что (never) не придём вовремя. 3. Поезд прибыл раньше, чем обычно. 4. В течение нескольких часов шёл сильный дождь. 5. Моя старшая сестра Джейн помогает маме чаще всех других членов семьи. 6. Джон приехал позже всех. Жаль, что он не приехал раньше. 7. В нашей команде было пятеро мальчиков. Из этих пяти спортсменов Том прыгнул выше всех. 8. Из трёх врачей миссис Финч разговаривает с медсёстрами терпеливее всех. 9. Собака наших соседей лает громче, чем наша. 10. Мой брат звонит бабушке чаще, чем я. 11. Анна говорит по-французски более бегло, чем все остальные ученики. 12. Сегодня утром нет тумана, и мы можем более ясно видеть дорогу. 13. Два маленьких мальчика боролись более храбро, чем ты. 14. Он живёт ближе всех к школе Хэмптон.

VOCABULARY SECTION

SOCIAL ENGLISH

CLASSROOM ENGLISH

37   **At an English lesson pupils are expected to speak English to their teachers. Learn to do it correctly in different situations (No. 9).**

I. You have a problem:

I'm afraid I can't speak any louder.

I seem to be losing my voice.

I have a sore throat.

I have a headache.

I'm feeling a bit under the weather.

I'm sorry I'm late.

I've overslept.

I'm afraid I've left my book at home.

Could I leave ten minutes earlier?

I'm sorry I couldn't attend the class yesterday: I had an appointment with the doctor.

Sorry, I can't see well from where I am.

II. You are confused or have a request:

I'm sorry I didn't write that down. Could you say it again?

Could you explain again, please?

Which paragraph are we on?

Where are we? What page are we on?

What do we have to do next?

Could you write this word up on the board, please?

Could I have a copy, please?

Sorry, I didn't quite hear what you said.

Sorry, I can't find the place.

Sorry, I can't hear. Could you turn it up?

III. You ask for instruction:

Shall I read silently (to myself) or aloud?

Shall we write (copy) that down?

Shall I go to the blackboard?

Shall I rub (wipe) the sentence off?

Shall I leave the sentence on the board?

Shall we do the exercise in our workbooks?

Are we supposed to finish this off at home?

Is it my turn? (Am I next?)

IV. You offer help or ask for permission:

Shall I turn the lights on (off)?

We've run out of chalk. May I fetch some?

Shall I draw the curtains? Shall I pull down (up) the blinds?

Shall I put up the screen?

May I help with the CD player?

May I go outside?

May I change my seat? The sun is in my eyes.

V. You have a language problem:

How do you say this in English?

How do you spell the word ... ?

Is there another (a better) way of saying this?

Is the word order right?

I think I can see a mistake on the board.
 There's a letter missing in the word ...
 There's one extra letter in the word ...
 Are there two *l*'s in the word ... ?
 Could you use the future here?
 Does it sound good English to say ... ?

VI. You inform your teacher:

I think I'm ready.
 I think I've finished.
 I think it's my turn.
 I haven't had a turn, I'm afraid.

38 Think of what you say when:

- 1) you apologize for missing a class;
- 2) you need a copy of something;
- 3) you are not sure how to spell the word;
- 4) you are late for your class;
- 5) your teacher is speaking too quietly;
- 6) you're not sure what line to read;
- 7) you apologize for leaving the book at home;
- 8) there's no chalk at the board;
- 9) you have a problem speaking louder;
- 10) you're going to watch a film and you want to help the teacher;
- 11) you want to find out if the teacher wants the sentence on the black-board or not.

39  Express the same in English.

1. Должны ли мы закончить это дома? 2. На каком мы сейчас вопросе? 3. К сожалению, я не мог прийти на урок вчера, я был записан к врачу. 4. В слове "travelling" не хватает одной буквы. 5. Можно мне тоже копию? 6. Кажется, сейчас моя очередь. 7. Простите, я не слышал, что вы сказали. 8. Я проспал. 9. Не могли бы вы объяснить это снова? 10. Нам это списывать? 11. Извините за опоздание. 12. Простите, я не могу найти нужное место. 13. В слове "break" лишняя буква. 14. Как это лучше сказать по-английски? 15. Я плохо вижу отсюда. 16. Можно я перейду на другое место? Мне солнце светит в глаза. 17. Мне читать вслух? 18. Я плохо себя чувствую. 19. Не могли бы вы написать это слово на доске? 20. Сейчас моя очередь? 21. Правильно ли так сказать по-английски? 22. Можно выйти?


PHRASAL VERB

to break

- 1) **to break away** — *убежать, освободиться*
The criminal **broke away** on the way to the police station.
It's time to **break away** from your old habits.
- 2) **to break down** — а) *ломать(ся), рушить(ся)*
The police **broke** the door **down**.
My bike **has broken down**, may I use yours?
б) *потерять контроль над собой, раскиснуть*
When Lucy failed the exam, she **broke down** and cried.
- 3) а) **to break into** — *врываться, вламываться*
Last night my neighbour's house **was broken into**.
б) **to break into** (a run, a smile, laughter, applause, song, tears) — *неожиданно начать делать что-то*
The child looked at the picture and **broke into** laughter.
At the sight of the broken toy the little girl **broke into** tears.
- 4) **to break out** — *разразиться, начаться*
What's the matter? — A fire **broke out** in the hotel.
I don't know what will happen if panic **breaks out** at the stadium.

40 Complete the sentences. Use the right words: *away, down, into or out.*

- I hope that the barriers between the old and the young will break
- Fighting broke ... between two groups of football fans.
- The young people on the train suddenly broke ... song.
- I broke ... from him and rushed to the door.
- How awful! My new washing machine has broken
- The arms holding him were not strong and he easily broke
- A lot of local wars break ... in modern world.
- After the tragedy Paul's health broke
- My horse broke ... a gallop.
- The epidemic broke ... suddenly and turned out to be unusually long.

41  Change the sentences and use the phrasal verb *to break* +

- Who gave you the right to get into my house without permission?
- Do you remember when the First World War started?
- This television doesn't work, but we can watch the film next door.
- I don't think it will be easy for John to give up the habit of smoking.
- Tom always started laughing when he came to this place in the book.
- People won't soon forget the night when the terrible storm began.
- I'm not surprised that poor Mary lost control and cried.
- The bad news is that our talks failed.

42 Choose one of the phrases and make up a short story using it.

- 1) The car broke down in the middle of the road.
- 2) The fire broke out at midnight.
- 3) She broke into a hysterical laughter.
- 4) And then he began thinking of how to break away.

NEW WORDS TO LEARN

43 A. Read and guess what the words in bold type mean.

Witchcraft ['wɪtʃkrɑ:ft] is the skill of using magic powers, to make especially bad things happen. In the Middle Ages people believed that witches wore long black clothes, tall black pointed hats, could fly through the air on broomsticks and knew all the secrets of witchcraft.

— Can you name some Greek **philosophers** [fɪ'lɒsəfəz]? — Yes, Aristotle ['æristɒtl] is one of them. He lived in the 4th century BC (384—322 BC) and has had a great influence on Western thought.


John is a **caretaker**, his job is to look after the building of our school. Sometimes he deals with small repairs to it.

Cleopatra [,kli:ə'pætrə] is a **legendary** Queen of Egypt famous for her beauty. The **legendary** Elvis Presley born in 1935 in America, was the most successful and influential person in pop music from 1956—1963. He died in 1977.

Bill can't **concentrate** on his work when he is hungry. The crowds **concentrated** round the palace.

Everything that is round a place, a person, etc. can be called **surroundings**. Animals in a zoo are not living in their natural **surroundings**. Emma wrote to her aunt that she was living in pleasant **surroundings**.

 B. Look the words up to make sure that you have guessed right.

44  Read the words, look them up and then study the word combinations and sentences to know how to use them.

a **dormitory** ['dɔ:mətɪrɪ] (*n*): a dormitory is a sleeping room (usually a big bedroom) with several or a lot of beds in a school or some institution. Boys who live at school sleep in dormitories.

a **wizard** ['wɪzəd] (*n*): a wizard is a magician, a man who has magic powers. He is usually shown in fairy stories as an old man with a pointed hat and a long cloak who uses a magic wand to do spells.

wizardry ['wɪzədri] (*n*): a wizardry is the performing of magic, the process and the result of doing spells. Witches, wizards and fairies are taught at specialist schools of wizardry.

- to enrol (enrolled, enrolling)** [ɪnˈrəʊl] (*v*): to enrol at a college, to be enrolled at a university, to enrol on a course [kɔ:s]. He wants to go to college to enrol on an art course. My friend enrolled at the University of London. Why have you enrolled on this English course?
- a queue** [kju:] (*n*): a long queue, a queue of people, a queue for sandwiches, to join the queue, to be in the queue for coffee, to jump the queue, a queue jumper. Mary hated the idea of standing in long queues. The AmE word for “queue” is “line”.
- to queue (up) (queued, queueing/queuing)** (*v*): to queue for the bus, to queue to buy tickets. People queued at the entrance to the cinema. When he came to a new place, people always queued up for his autograph. English people often say that queueing is their national hobby.
- to vanish** [ˈvæniʃ] (*v*): to vanish from sight, to vanish into thin air, vanishing species. When she heard his words, the smile vanished from her face. In a second the car vanished from sight. The police couldn't find him: it seemed that he had vanished into thin air.
- to tickle** [ˈtɪkl] (*v*): to tickle someone, to tickle a baby, to tickle the baby's feet. Babies like to be tickled. This blanket tickles.
- solid** [ˈsɒlɪd] (*adj*): 1 a solid wall, a solid box, solid ice, solid wood. Our boat struck hard against something solid.
2 solid gold. I believe the ring is made of solid gold.
3 solid advice. This is solid advice, if I were you, I'd take it.
- to force** [fɔ:s] (*v*): to force on (upon) someone, to force someone to do something, to force a door, to force your way. Don't force this medicine on me, I don't want it. They had to force their way through a big crowd. No one can force me to do a dishonest thing like this. The police forced the door and rushed into the house.
- force** (*n*): by force, from force of habit. I said that I had done it only from force of habit. The patient was made to stay in bed by force.
- to squeak** [skwi:k] (*v*): I heard mice squeaking in the hole. The door of the room squeaked. The old bed squeaks whenever I move.
- a squeak** (*n*): Can one hear the squeaks of bats?
- squeaky** (*adj*): Her voice was squeaky and unpleasant. What can we do with this squeaky door?
- a mess** (*n*): to be (in) a mess. What a mess! Look at your bedroom! Isn't it a mess? Your hair is in a mess, comb it. After the party there was a terrible mess on the floor.
- messy** (*adj*): What a horrible messy place! I'm not staying here.
- to mess** (*v*): 1 to mess up a room. Why do you always mess up our kitchen when you cook?
2 to mess about (around). Some boys and girls mess about in class when they should be working. He spent all day just messing about.
- complicated** [ˈkɒmplɪkeɪtɪd] (*adj*): a complicated situation, a complicated machine, a complicated problem. This is a very complicated problem,

- we won't be able to solve it now. The situation is too complicated, let's discuss it later. It's rather complicated to explain, but I'll try.
- rare** [reə] (*adj*): a rare flower, a rare beauty, a rare hobby. I have some rare plants in my garden. My grandfather's hobby is to collect rare books.
- rarely** (*adv*): I've rarely seen her so unhappy. Alice rarely, if ever, goes out.
- to relieve** [rɪ'li:v] (*v*): to relieve pain, to relieve trouble, to be relieved. This is the drug that relieves headaches. I'm relieved to hear that Jane is feeling better now.
- relief** (*n*): with relief, a sigh of relief, a sense of relief, to one's relief. To my relief I didn't have to wait long.
- to drone** [drəʊn] (*v*): 1 An aeroplane droned overhead. A bumblebee droned in the air.
2 to drone on. To 'drone on' means to talk boringly for a long time in a low monotonous way. He droned on about his trip though no one was listening.
- droning** (*adj*): What's that droning noise?
- to warn** [wɔ:n] (*v*): 1 to warn to do sth, to warn sb about/of sth. I don't know why she fell. She had been warned about the stairs. I do ask you to warn her not to go there alone. The message warned of possible danger.
2 to warn against sth/sb, to warn against doing sth. He warned me against going there at night. We were warned against these people.
- a warning** (*n*): A warning of the danger of smoking is on every pack of cigarettes. Let it be a warning to you.

45

Match the words with their definitions:

- | | |
|-------------------|---|
| 1) to concentrate | a) hard, strong, reliable |
| 2) a queue | b) to disappear |
| 3) solid | c) a big bedroom for a lot of people |
| 4) messy | d) not often seen |
| 5) to vanish | e) to take away pain or worry |
| 6) to tickle | f) to think hard about or look hard at something |
| 7) a dormitory | g) someone who studies philosophy |
| 8) to relieve | h) a line of people who are waiting to do something |
| 9) rare | i) dirty, untidy |
| 10) a philosopher | j) to touch someone lightly so that he feels funny and laughs |
| 11) to force | k) to make someone do something when he doesn't want to |
| 12) a caretaker | l) a man who has magic powers |
| 13) a wizard | m) someone whose job is to look after a building |

46

Put in the prepositions *for, in, on, at, by, about, of* where necessary.

1. Excuse me, what are you queuing ...? 2. As we have very little time, let's concentrate ... our business. 3. How are you feeling ... your new surroundings? 4. 2012 was the year when Charles enrolled ... London University. 5. Sorry, but I can't make Sue join in the game ... force. 6. Would you like to enrol ... a French course? 7. It's very impolite to jump ... queues. 8. His room is usually ... a terrible mess. 9. ... Mary's relief the film was quite good. 10. Don't say I didn't warn you ... possible problems.

Focus

to disappear

1. to go out of sight

The sun **disappeared** behind a cloud.

2. to exist no longer

These birds are fast **disappearing**.

to vanish

1. to go out of sight suddenly or in unexpected way

The magician on the stage made the rabbit **vanish**.

2. to exist no longer

Many species of animals have now **vanished** from the face of the earth.

47

Complete these sentences. Use your new vocabulary.

1. This doctor is a real ... : he can work miracles! 2. She waved to me and ... out of sight in the crowd. 3. Sam and Peter, stop ...ing about or you'll leave the classroom immediately! 4. Cats like to be ... under their chins. 5. Do you know that this watch is very expensive? It's made of ... gold. 6. Look at this ... ! When will you tidy your room, Kate? 7. I very ... go to the cinema, I prefer to watch video films at home. 8. Ulanova is a ... figure in the world of ballet dancing. 9. I did this without thinking, in fact I did it from ... of habit. 10. Which of these courses would you like to ... on? 11. I hate ...ing, when I see a line of people I go away. 12. If the task is too ... for you, let me know and I'll help. 13. The house is situated in very pleasant 14. The pupils of the boarding school decorated their classrooms and ... for the New Year. 15. The mother was ... to find out that her children were out of danger.

48

Match the questions with their answers.


1. Why did you leave the party so early?
2. Why are you so late?

- a) It tickles.
b) Tickets for a bus tour of London.

3. Excuse me, what are you queuing for?
4. Can you remind me of the name of that famous boy wizard?
5. Why can't we solve the problem now?
6. Would you like to enrol on a French course?
7. Why don't you like this blanket?
8. Did you remember the number of the car?
9. Why have you bought these plants?
10. Why don't you sleep on this sofa?
11. What do you think of Dr Turner's words?

- c) He gave you solid advice. If I were you, I'd take it.
- d) I got bored. John droned on about his work and nobody could stop him.
- e) We had to force our way through a big crowd.
- f) It is too complicated.
- g) I have always wanted to have such rare species.
- h) It vanished from sight in no time.
- i) Oh yes. I've always wanted to learn this language.
- j) It squeaks.
- k) Harry Potter.

49 Name 3–5 things that can be: a) messy, b) complicated, c) rare, d) solid, e) squeaky.

50  Change the parts of the sentences in italics. Use your new vocabulary.

1. This watch is *made of gold*, there is no other metal in it. 2. In old times women suspected of *having magic powers* and making bad things to people were often burned. 3. The wizard turned up and a second later *disappeared out* of sight. 4. John, I think you should *tell* him what may happen. 5. He gave us very *reliable* advice. 6. It's rather *difficult* to explain, but I'll try. 7. *Not at all often* you can watch such a beautiful sunset. 8. John decided to *join* the art course *by being officially registered*. 9. I hate *standing in lines*, and who doesn't? 10. The situation was not as bad as he had been warned about, and *David was no longer worried (because of this)*.

51  Express the same in English.

1. Я предупредил её, чтобы она не выходила одна. 2. Волшебник взмахнул рукой, и кролик неожиданно исчез. 3. Тебе нравится, когда тебя щекочут? 4. Он бубнил что-то о своей «интересной» работе, и это раздражало (irritated) всех. 5. Двух-трёхмесячные младенцы не могут есть твёрдую пищу. 6. Этот цветок редко встречается в Великобритании. 7. Пусть это служит тебе предостережением. 8. Где живут кол-

дуны и ведьмы? 9. Давайте сосредоточимся на новом тексте. 10. В нашей школе недавно появился новый сторож. 11. Он один из тех, кто вечно старается пролезть без очереди. 12. Он хотел поступить в университет и записался на подготовительный (preparatory) курс английского языка. 13. Думаю, мне очень скоро понадобится толковый совет. 14. Полицейские выломали дверь и ворвались в дом. 15. Надеюсь, теперь вы испытываете облегчение. 16. Мэгги выросла в уютной обстановке старого загородного дома. 17. Я не люблю этот новый свитер, он колется. 18. Тема (subject) слишком сложная, чтобы обсуждать её с малышами. 19. Через секунду машина скрылась из виду. 20. «Я здесь», — сказал кто-то писклявым голоском.

Focus

to learn

- We learn something so that we get some practical skills and know to do it.
 - I'm **learning** to be a painter.
 - How long **have you been learning** German?
 - You **should** really **learn** to drive.
- We learn facts, words, numbers, lines (often by heart).
 - The play is next week and she **hasn't** even **learnt** her lines yet!
 - Little Joan **has learned** the poem well.

to study

- We study something so that we get the theory of the subject (especially by reading books about it and attending classes at school or college).
- Nick **studies** to be a surgeon.
 - At 18 she moved to Boston **to study** music there.
 - In Britain less than 10% of girls choose **to study** science at school.

But:

- учиться в школе* — to go to school, to be at school
учиться в университете — to be at university, to be a student
We **were** both **at school** together.
Lizzy would like **to go to university**.
- узнать что-то* — to learn something (= to find out)
We **learn** sth when we find out sth or get to know it.
We **learnt** the details much later.
He **learnt** of her arrival from the newspapers.
He **found out** how it all happened from the police.

52

A. Choose the right verbs to complete the sentences.

1. Anita is (*learning/studying*) to swim. 2. Miles is (*learning/studying*) medicine at college because he wants to be a doctor. 3. We must (*learn/study*) the map before we start our journey. 4. You must (*learn/study*) this poem. 5. I'm trying (*to learn/to study*) French. 6. She is (*learning/studying*) to be a doctor by watching the work of her more experienced colleagues. 7. I (*learnt/studied*) to ride a bicycle when I was four. 8. We soon (*learnt/studied*) to do as we were told in Mr Spinks' class!

SFA

B. Complete the text. Use the verbs in brackets in the right forms. Think of an end to this story.

Mrs Peterkin was very sad. She (1. *make*) a mistake. She (2. *pour*) out a delicious cup of coffee and, just as she (3. *help*) herself to cream, she found she (4. *put*) in salt instead of sugar! It (5. *taste*) bad. What should she do? Of course she couldn't drink the coffee; so she called in the family, for she (6. *sit*) at a late breakfast all alone. The family came in; they all tasted, and looked, and wondered what they (7. *do*) in her place.

LISTENING COMPREHENSION

53

A. Before listening make sure that you know these words.

to retire [п'тайэ] — уйти на пенсию
 a trash can (AmE) — мусорный бак
 to do sb a favour — сделать кому-то одолжение
 not to be made of money — не быть богачом
 to exclaim — воскликнуть



SFA

B. Listen to the text "Let There Be Peace" (No. 10) and say which answers to these questions are right.

- What was there near the old gentleman's new house?
 - A junior school.
 - A public library.
 - A secondary school.
 - A private library.
- What did he enjoy doing in his free time?
 - Talking to children.
 - Writing fairy tales.
 - Watching TV.
 - Reading books.
- What changed in the gentleman's life when a new school year began?
 - He began to be troubled by some noise made by young boys.
 - He began to be troubled by his health.

- c) He began to be troubled by some noise made by the school bus.
d) He began to be troubled by sad thoughts.
4. What did the old gentleman suggest that the boys should do?
a) He suggested that they should stop beating on the trash cans.
b) He suggested that they should take the trash cans away.
c) He suggested that they should pay money for using the trash cans.
d) He suggested that they should continue beating on the trash cans.
5. How did the sum of money the old man had promised to pay the boys change?
a) It went up.
b) It went down.
c) It remained the same.
d) It became bigger than the original one.
6. What did the boys do when they were promised 25 cents?
a) They did the job for this money.
b) They refused to do the job for this money.
c) They agreed to go on with the job.
d) They felt relieved.

C. Try to remember which of the new words were used in the story "Let There Be Peace".

READING FOR DISCUSSION

54



Read the text "Hogwarts" [ˈhɒgwɔːts] and say who was the only pupil that was a success at the first Transfiguration lesson.

Hogwarts

(After Joanne K. Rowling)

Harry Potter is the main character in the series of books by Joanne K. Rowling. We first meet him in the book "*Harry Potter and the Philosopher's Stone*". At the beginning Harry thinks he is an ordinary boy until he finds out that he is a wizard. Being a wizard, he is enrolled at Hogwarts School of Witchcraft and Wizardry. The text below describes Harry's arrival at the school. He and his new friend Ron meet their new teachers and get to know their new surroundings. He also realizes that he is quite a legendary figure among the pupils and the staff who heard about him before.

"There, look."

"Where?"

"Next to the tall kid with the red hair."

"Wearing the glasses?"

"Did you see his face?"



“Did you see his scar?”

Whispers followed Harry from the moment he left his dormitory next day. People queuing outside classrooms stood on tiptoe to get a look at him. Harry wished they wouldn't because he was trying to concentrate on finding his way to classes.

There were a hundred and forty-two staircases at Hogwarts: wide ones; narrow ones; some that led somewhere different on a Friday; some with a vanishing step halfway up that you had to remember to jump. Then there were doors that wouldn't open unless you asked politely, or tickled them in exactly the right place, and doors that weren't really doors at all, but solid walls just pretending. It was also very hard to remember where anything was, because it all seemed to move around a lot. The people in the portraits kept going to visit each other, and Harry was sure the coats of armour could walk.

The caretaker of the school was called Argus Filch. Harry and Ron managed to get on the wrong side of him on their very first morning. Filch found them trying to force their way through a door which unfortunately turned out to be the entrance to a corridor where pupils were not allowed. He wouldn't believe they were lost, was sure they were trying to break into it on purpose and was threatening to lock them in the dungeons¹ when they were rescued by Professor Quirrell, who was passing.

And then, once you had managed to find them, there were the lessons themselves. There was a lot more to magic, as Harry quickly found out, than waving your wand and saying a few funny words.



coats of armour



wand

¹ dungeon ['dʌŋdʒən] — подземелье, темница

They had to study the night skies through their telescopes every Wednesday at midnight and learn the names of different stars and the movements of the planets. Three times a week they went out to the greenhouses behind the castle to study Herbology, with an elderly little witch called Professor Sprout, where they learnt how to take care of all the strange plants and fungi [ˈfʌŋgi:] and found out what they were used for.



fungus



fungi

Easily the most boring lesson was History of Magic, which was the only class taught by a ghost. Professor Binns had been very old indeed when he had fallen asleep in front of the staff-room fire and got up next morning to teach, leaving his body behind him. Binns droned on and on while they scribbled down names and dates.

Professor Flitwick, the Charms teacher, was a tiny little wizard who had to stand on a pile of books to see over his desk. At the start of their first lesson he took the register, and when he reached Harry's name, he gave an excited squeak and fell off his pile of books.

Professor McGonagall was again different. Harry had been quite right to think she wasn't a teacher to cross. Strict and clever, she gave them a talking-to the moment they had sat down in her first class.

"Transfiguration is some of the most complex and dangerous magic you will learn at Hogwarts," she said. "Anyone messing around in my class will leave and not come back. You have been warned."

Then she changed her desk into a pig and back again. They were all very impressed and couldn't wait to get started, but soon realized they were not going to be changing the furniture into animals for a long time. After making a lot of complicated notes, they were all given a match and started trying to turn it into a needle. By the end of the lesson, only Hermione Granger had made any difference to her match; Professor McGonagall showed the class how it had gone all silver and pointy and gave Hermione a rare smile.

Harry was very relieved to find out that he wasn't miles behind everyone else. Lots of people had come from ordinary families and, like him, hadn't had any idea that they were witches and wizards. There was so



needle

much to learn that even people like Ron, whose mother was a witch, didn't have much of a head start.

55 SFA A. See how well you remember the text. Choose the right items.

- ... had a scar on his face.
 - Harry
 - Ron
- Harry's problem was
 - doing his homework
 - finding his way to classes
- Argus Filch, the caretaker ... Harry.
 - liked
 - disliked
- History of Magic was the ... boring lesson.
 - most
 - least
- Professor McGonagall changed her desk into a
 - sheep
 - pig
- Harry ... miles behind anyone else in his class.
 - was
 - wasn't

SFA B. Say 'true' or 'false'.

- A lot of pupils at Hogwarts wanted to take a look at legendary Harry Potter.
- There were a hundred and forty-two doors at Hogwarts.
- Things in the school moved around a lot, even the people in the portraits went visiting each other.
- The caretaker wanted to punish Harry and Ron by locking them in the classroom.
- At one of their lessons the pupils at Hogwarts studied the stars and planets.
- They studied Herbology in the greenhouses.
- Professor Binns who taught History of Magic was a young wizard.
- Professor McGonagall thought that Transfiguration was an easy subject to learn.
- At the first lesson the pupils were asked to turn a match into a needle.
- Some of the Hogwarts pupils came from ordinary families and some came from families of witches and wizards.

56

A. Match these phrases with their Russian equivalents:

- | | |
|--|-------------------------------|
| 1) on tiptoe | a) делать записи |
| 2) to scribble down | b) узнать, познакомиться |
| 3) to give someone a good talking-to | c) не понравиться кому-то |
| 4) to make notes | d) иметь преимущество |
| 5) to go silver and pointy | e) на цыпочках |
| 6) to have a head start | f) нацарапать |
| 7) to get to know | g) сделать серьёзный выговор |
| 8) to keep doing something | h) стать серебристым и острым |
| 9) to get on the wrong side of someone | i) продолжать делать что-то |
| 10) to cross | j) сердить |

B. Express the same in Russian.

1. The old man scribbled down his name with a shaking hand. 2. Every pupil in the school knew that they were in trouble if they got on the wrong side of Miss Trunchbull. 3. On tiptoe Polly left her bedroom and went down the stairs. 4. The teacher told her pupils to keep reading their books and went outside. 5. If I were you, I wouldn't punish the child but give him a good talking-to. 6. From the very beginning of the race Sam had a head start. 7. I'll get to know more about Rome after I visit it. 8. Try to get on the right side of your new partner, will you? 9. Ben was in the habit of making careful notes of every lecture. 10. The boy suddenly went red in the face with anger. 11. Butter goes soft if you leave it on the table. 12. A loud noise in the classroom usually crosses teachers.

57

Say when these things can happen.

EXAMPLE: Ice goes liquid when you bring it indoors.

- 1) to go grey (about hair)
- 2) to go sour (about milk)
- 3) to go mad/crazy (= to get angry)
- 4) to go free (about countries)
- 5) to go white (in the face)
- 6) to go red (in the face)
- 7) to go right/wrong (about things)

Focus

1. Then there were doors that **wouldn't open** unless you asked politely...
2. May I use your pen? Mine **won't write**.
3. Sally pushed the door hard, but it **wouldn't open**.

1. Кроме того, там были двери, которые никак не открывались, пока их не попросишь вежливо...
2. Можно я воспользуюсь твоей ручкой? Моя не пишет.
3. Салли сильно толкала дверь, но та никак не открывалась.

58  Express the same in English.

A. 1. Помогите мне, пожалуйста. Окно никак не открывается. 2. — Попробуй отпереть (unlock) дверь. — Я стараюсь, но ключ не поворачивается. 3. Трудно вести машину, если твои руки отказываются держать руль (wheel). 4. Эта книга есть в каждом книжном магазине, но она никак не продаётся. 5. Я жду уже десять минут, а чайник никак не закипает.

B. 1. Коробка, которую ребята нашли в лесу, никак не открывалась. 2. Машина не заводилась (start), и я понял, что опоздаю. 3. Я хотел принять ванну, открыл краны, но вода не текла (run). 4. Хотя в комнате кто-то был, ручка двери (handle) не поворачивалась, а дверь не открывалась. 5. Он пытался идти вперёд, но ноги его не двигались.

59  Listen to the text "Hogwarts" (No. 11) and learn to read it artistically in the speaker's manner.60  Match the names of these animals with the sounds they produce:

- | | |
|-------------|----------|
| 1) cats | a) roar |
| 2) cows | b) crow |
| 3) sheep | c) grunt |
| 4) pigs | d) mew |
| 5) cocks | e) coo |
| 6) hens | f) bleat |
| 7) chickens | g) moo |
| 8) crows | h) cheep |
| 9) doves | i) cluck |
| 10) tigers | j) caw |

Focus

In every language there are words that imitate the sounds produced by living beings and things. It's useful to remember some of them.



Mice and bats *squeak*.

Horses *neigh* [nei].

Snakes *hiss*.

Frogs *croak* [krɔ:k].

Ducks *quack* [kwæk].

Dogs *bark* and *growl* [graʊl].

Little birds *chirp* and *twitter*.

Wolves *howl* [haʊl].

Geese *cackle*.

Bees and bumblebees *buzz* and *drone*.



61

Describe a hot summer day in the country. Use as many sound imitation words as you can.

SPEAKING

DISCUSSING THE TEXT

62

Remember the text "Hogwarts" and explain why:

- 1) Harry Potter was enrolled at Hogwarts;
- 2) Harry's popularity among the pupils and the staff didn't please him;
- 3) it was hard for a newcomer to find his or her way at Hogwarts;
- 4) Argus Filch, the caretaker, disliked Harry and Ron on their very first morning at school;
- 5) magic was more than just "waving your wand and saying a few funny words";
- 6) some of the classes were held at midnight;
- 7) the pupils at Hogwarts needed to study Herbology;

- 8) Professor Binns was an unusual teacher;
- 9) Professor Flitwick fell off his pile of books the day he met Harry;
- 10) everyone understood that Professor McGonagall wasn't a teacher to cross;
- 11) Professor McGonagall changed her desk into a pig at the beginning of her first lesson;
- 12) the pupils were not asked to change the furniture into animals;
- 13) Professor McGonagall gave Hermione Granger one of her rare smiles;
- 14) even pupils coming from families of witches and wizards didn't have much of a head start.

63 Describe in as much detail as you can:

- 1) Harry Potter
- 2) the interior of Hogwarts
- 3) what the pupils at Hogwarts were supposed to do in some of their classes
- 4) some of their teachers (professors Sprout, Binns, Flitwick and McGonagall)

64 Speak about your first impressions of Hogwarts on the parts of Harry, Ron or Hermione.

65 Act out a talk between Harry and Ron (Hermione) about their first impressions of the school.

66 Compare Hogwarts School of Witchcraft and Wizardry with an ordinary school. Say what makes them different and alike.

DISCUSSING THE TOPIC

TOPICAL VOCABULARY

If you want to describe a system of education, you may need these words:

- primary education
- secondary education
- higher education
- compulsory education
- school age
- to go to school
- to be at school
- to attend school
- to finish/leave school
- a school-leaver

When you are at school in Britain, you may be:

- in the 1st (2nd, 3rd, 4th) form
- a first former, a second former, a third former, etc.
- in the sixth form

When you are at school in the USA, you may be:

- in the 1st (2nd, 3rd, 4th) grade
- a first grader, a second grader, a third grader, etc.

Education can be given in various types of schools:

- state schools
- independent schools
- private schools
- boarding schools
- day schools
- co-educational (mixed) schools
- comprehensive schools
- nursery schools (kindergartens)
- primary (infant/junior) schools
- secondary (high) schools
- special schools
- schools specializing in English (Maths, Biology, etc.)
- preparatory schools
- public schools

If you speak about school exams, you may need these words and word combinations:

- to take an exam in ...
- to pass an exam in ...
- to sit (for) an exam in ...
- to fail an exam in ...
- GCSE (General Certificate of Secondary Education)
- GCSE exams
- A level (advanced level) exam
- to take A levels
- school-leaving certificate
- school-leaving certificate exam

School may be organized differently, but the usual organization includes:

- three or four terms
- school holidays (vacation *AmE*)
- regular classes on weekdays
- breaks (including a longer lunch break)

A school building usually has:

- an assembly [*ə'sembli*] hall
- a cloakroom
- classrooms
- a recreation area
- offices
- a medical room
- a staff room
- a library
- laboratories (labs)
- a gym
- a canteen
- a history room
- a geography room
- a music room
- an English (French) room
- science laboratories
- a biology room (laboratory)
- a chemistry laboratory
- a physics laboratory
- a language laboratory
- the Headmaster's (Headmistress's) office

In every school in Russia and abroad pupils:

- do various subjects
- write tests (essays and examination papers)
- sometimes cheat and are punished
- prepare/get ready for exams

- go on outings
- are engaged in after-class activities
- have their works marked and graded
- are assessed by their teachers


Focus
high school

High school in Britain is a secondary school for children, often for girls, aged between 11 and 16, used especially in names.

Manchester High School
Bath High School

High school in the USA is a general term denoting a common school for children aged 12—17/18. In practice, **high school** in the USA usually means **senior high school** (for ages 14—18).

public school

Public school is a private fee-paying British and especially English secondary school where children (aged 13—18) usually live as well as study. Public schools are known for their high academic standards and are prestigious. They are expensive and attended usually by people of high social status or with a lot of money.

Public school in the USA is a free local school, controlled by the state, for children who study there but live at home, thus it means a school supported by public funds, and corresponds to British English **state school**.

67

Give it a name:

- 1) a highly prestigious private fee-paying boarding school for pupils aged 13—18 in Britain;
- 2) to go on short pleasure trips for a group of people;
- 3) a pupil of the first form in Britain (in the USA);
- 4) any room in a school where teaching is done;
- 5) a secondary school in Russia where English is taught at an advanced level;
- 6) a usual term to describe a state secondary school in the USA;
- 7) to check up students' knowledge and give them marks;
- 8) an exam taken at the age of 16 in British comprehensive schools;
- 9) schools for children who have a disability of mind or body, where they are given special help;
- 10) a place in a school where meals are provided;
- 11) education or training at universities, colleges and polytechnics;
- 12) exams taken at the age of 18 in British schools;
- 13) a school at which pupils live as well as study;
- 14) a period of time when schoolchildren can play or talk.

68

Answer these questions about your school.

1. Is yours a big school? How many pupils has it got? 2. Is it a state or an independent school? 3. Do your parents have to pay fees? 4. Does your school specialize in a certain subject or subjects? 5. Does your school select prospective pupils or does it take any children? 6. How is your school day organized? 7. What after-school activities do you have? 8. How big is your school building? Does it look attractive? 9. What is there in your school building? 10. Where is the school situated? How do the school grounds look? 11. What improvements¹ would you like to make in your school?

69

Look at the questions that were asked about Hampton School (Ex. 18). How would you answer the same questions about your own school?

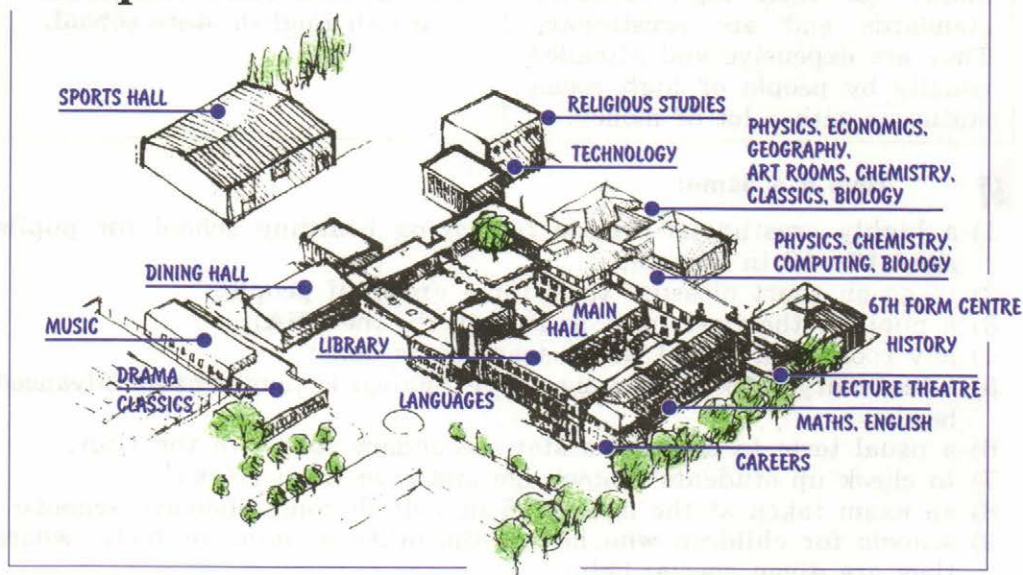
70

Speak about Hampton School. Pretend that you're one of the pupils or one of the staff.

71

Look at the picture and:

Hampton School



1. pretend that you're a Hampton School pupil taking newcomers about the school;

¹ improvement [im'pru:vment] — улучшение, усовершенствование

2. arrange a talk between a new pupil and an old pupil about Hampton School grounds.

72 Arrange a real or an imaginary tour of your own school. Take turns in playing the role of the guide.

73 **SFA** Speak about your schooling. Mention:

- 1) when you started school
- 2) what school it was
- 3) if you ever changed schools and why
- 4) what exams you have taken or are going to take
- 5) your plans for the future

UK		age	US	
class	school		school	class
	NURSERY SCHOOL or KINDERGARTEN (optional)	3		NURSERY SCHOOL (optional)
		4		
reception class		5		KINDERGARTEN
year 1	INFANT	6		first grade
year 2	SCHOOL	7		second grade
year 3	JUNIOR PRIMARY	8	ELEMENTARY	third grade
year 4	SCHOOL SCHOOL	9	SCHOOL	fourth grade
year 5		10		fifth grade
year 6		11		sixth grade
year 7		12	JUNIOR	seventh grade
year 8		13	HIGH SCHOOL	eighth grade
year 9	SECONDARY	14		ninth grade (freshman)
year 10	SCHOOL	15		tenth grade (sophomore)
year 11		16	HIGH SCHOOL	eleventh grade (junior)
year 12		17		twelfth grade (senior)
year 13	SIXTH FORM COLLEGE	18		freshman
first year (fresher)		19	COLLEGE	sophomore
second year	UNIVERSITY or POLYTECHNIC	20		junior
third/final year		21		senior

74

Look at the table on page 89.

A. Compare the systems of education in the USA and Britain.

B. Draw a table describing the system of education in Russia. Speak about this system. Mention:

- | | |
|-------------------------|-----------------------|
| 1) pre-school education | 5) subjects taught |
| 2) primary education | 6) examinations taken |
| 3) secondary education | 7) private schools |
| 4) compulsory schooling | |

75

Describe an ideal school as you see it. Don't forget to make a plan of your story.

76

Describe a school of one hundred years from now. Some people think that instead of human beings there will be only teaching machines. Give your arguments for or against it.

MISCELLANEOUS

77

A. Read the title of the poem. What do you think it may be about?



B. Listen to the poem (No. 12) and read it. Was your guess about the title right? Try to do your own translation of this famous poem.

A Red, Red Rose

(By Robert Burns)

O, my love is like a red, red rose,
That's newly sprung in June.
O, my love is like the melody,
That's sweetly played in tune.

As fair art thou, my bonny lass,
So deep in love am I,
And I will love thee still, my dear,
Till all the seas go dry.

Till all the seas go dry, my dear,
And the rocks melt with the sun!
And I will love thee still, my dear,
While the sands of life shall run.

And fare thee well, my only love,
 And fare thee well a while!
 And I will come again, my love,
 Though it were ten thousand mile!

78

Did you know that ...

... Robert Burns, the national poet of Scotland, was born in 1759 and lived to be 37. He greatly enriched English literature with his unforgettable works.

Burns was born in the southwest lowland into a poor farmer's family. Young Robert got his education at the local school (where he was an excellent English scholar) and supplemented it by continuous reading. Evenings would find him reading by candlelight or writing poems with his plough-hardened hands. He wrote about what he knew intimately: the flowering fields and birds singing in the trees, the life of Scottish peasants and the cares and ecstasies of his own heart. Perhaps his best poems are songs of love and nature and his moving often humorous narratives of the joys and mishaps of humble life.

At the age of twenty-seven Robert Burns published a volume of his poetry. To his surprise it was a success, and he went to Edinburgh to arrange for a second edition. In Edinburgh Burns became a celebrated figure among his admiring readers. But Burns knew that his social success in Edinburgh wouldn't last long and returned to the world that he knew so well. He took the post of government inspector for the region around Dumfries and combined his new duties with farming and writing poetry.

At Dumfries, married to the sweetheart of his youth Jean Armour, he spent the last years of his life. He died at the early age of thirty-seven. His best known songs date from these final years.

... "Auld Lang Syne" is one of Burns's most widely known works. It is sung by British people when they celebrate the beginning of the new year at 12 o'clock on December 31st and on other important occasions.

79

A. Read the lyrics of this famous song and compare it with S. Marshak's translation. Say what you think about the translation, what in your view makes it successful or unsuccessful.

Auld Lang Syne

(Lyrics: Robert Burns)

- I. Should auld acquaintance be forgot,
 And never brought to mind?
 Should auld acquaintance be forgot,
 And days o' lang syne?

Chorus:

*For auld lang syne, my dear,
For auld lang syne,
We'll take a cup o' kindness yet,
For auld lang syne.*

- II. And surely ye'll be your pint-stowp,
And surely I'll be mine;
And we'll take a cup o' kindness yet
For auld lang syne!
- III. And there's a hand, my trusty fiere,
And gie's a hand o' thine,
And we'll take a right guid-willie waught
For auld lang syne.

Забывать ли старую любовь...

Забывать ли старую любовь
И не грустить о ней?
Забывать ли старую любовь
И дружбу прежних дней?

За дружбу старую —
До дна!
За счастье прежних дней!
С тобой мы выпьем, старина,
За счастье прежних дней.

Побольше кружки приготовь
И доверху налей.
Мы пьем за старую любовь,
За дружбу прежних дней.

За дружбу старую —
До дна!
За счастье юных дней!
По кружке старого вина
За счастье юных дней.

И вот с тобой сошлись мы вновь.
Твоя рука — в моей.
Я пью за старую любовь,
За дружбу прежних дней!

За дружбу старую —
До дна!
За счастье прежних дней!
С тобой мы выпьем, старина,
За счастье прежних дней.

B. Find some information about the history of the song and translation and share it with your classmates.

80

Read these well-known lines and say with which of them you agree and why.

1. Some of the best lessons are learned from mistakes and failures.
2. The love of money is the root of all evil, but the possession of it is an opportunity for much good.
3. Happiness consists not in having many things, but in needing few.

4. A person needs to be loved the most when he deserves to be loved the least.
5. Nothing is final.

PROJECT WORK 2

Prepare some material about your school for the Open House Day. Use photographs and pictures. Work individually or in small groups. Ask your parents or friends to help you if necessary. Try to make your presentation as attractive as possible. In class decide whose presentation was the best and why.

You may use the following internet sites:

-  http://www.bbc.co.uk/learning/subjects/childrens_learning.shtml
- <http://www.bbc.co.uk/schools/>

SUMMING UP

You have just finished working on Unit 2. Think of it and say:

- which things you practised doing in English (consider speaking, reading, writing and listening comprehension);
- where you can see your progress in English;
- what problems with English you still have and how you are going to work on them;
- which things you enjoyed doing mostly and least of all.

UNIT 3

Shopping: The World of Money

REVISION

1



Listen to the recording (No. 13) and answer the questions.

2



Read aloud the lists of things that you can buy *at certain shops* and say what shops they are.

Sweet Shop

- a
- chocolate(s)
 - toffees
 - fruit drops
 - lollipops
 - caramels
 - mint
 - marshmallows

- c
- ham
 - sausages
 - pork
 - beef
 - mutton
 - minced beef (pork)
 - chicken

Clothes

- b
- biscuits (cookies)
 - sweet pies
 - shortbread(s)
 - cream rolls
 - cheesecakes
 - doughnuts

- d
- white (wheat) bread
 - brown (rye) bread
 - French loaves
 - crispbread
 - rolls
 - buns
 - pastries



Greengrocer's

BUTCHER'S



e oil
flour
vinegar
mustard
spaghetti
sugar
bouillon ['bu:ʃɒn]
cubes

f tinned fish
caviar(e)
salmon
crab sticks
fish cakes
fish fingers
shrimps

g butter
cream
sour cream
cheese
cottage cheese
yog(h)urt
eggs

h daffodils
lilies
chrysanthemums
carnations
tulips
irises

i vegetables:
carrots
peas
beets
turnips

fruit:
grapes
pears
plums
tangerines

j paper clips
glue
paints
brushes
files
envelopes
notepads

k trousers
shirts
skirts
dresses
T-shirts
sweatshirts
coats



3

Make up sentences about how this food is sold.

1. a bottle of



2. a packet of



3. a carton of



4. a jar of



5. a can of



6. a tin/can of



7. a bag of



4

Speak about your preferences and say what:


1. sweet food you'd buy for your birthday party
2. hot meal you'd order in a café or a restaurant
3. school lunch you'd call ideal
4. food you wouldn't eat even if you were hungry
5. clothes you'd like to wear for a teenager party
6. clothes you prefer to wear at school
7. clothes you'd hate to wear
8. presents you like to get and give
9. flowers you'd buy for your mother
10. stationery you like to buy and use

UNIT 3

5

Look at the pictures and compare the English, American and Russian money. Try and compare the value of a pound, dollar and rouble.



6  **Make up a story about a young wizard boy. Begin it with the phrase "Once upon a time there lived a wizard ...". In your story use the following word combinations:**

- was a philosopher with great love of learning
- possessed rare abilities of making magic
- was famous in his surroundings
- had no real education
- set off to a legendary school of wizardry
- had to have an interview
- was asked a lot of complicated questions
- concentrated on the task
- made a mess of his answer
- was offered to solve a magic problem
- got into the dormitory with no windows and the locked door
- was warned that that was his last chance
- forced (didn't force) the door
- was informed that he had been enrolled
- felt relieved

7   **A. Express the same in English:**

- 1) записаться на курсы английского языка; 2) взломать замок; 3) грязный пол в спальне; 4) легендарные герои; 5) редкий цветок; 6) неожиданно исчезнуть из виду; 7) сосредоточиться на новых словах; 8) стоять в очереди за мороженым; 9) надёжный совет; 10) волшебство и колдовство; 11) облегчить боль; 12) бубнить о своих проблемах; 13) предостеречь от рискованной (risky) поездки; 14) новый зритель; 15) пощекотать (почесать) котёнка за ушком; 16) скрипучая дверь

B. Make up ten sentences of your own with the word combinations above.

8   **Choose the right words to complete the sentences.**

1. He didn't pay much attention to his (*surroundings/neighbourhood*).
2. The Greens have just moved into our (*surroundings/neighbourhood*).
3. How many (*bedrooms/dormitories*) are there in your new house?
4. The boys had to keep their (*bedrooms/dormitories*) in perfect order. They cleaned them every evening before the Headmaster came to inspect.
5. We saw the car suddenly (*disappear/vanish*) round the turn. 6. We watched our friend slowly (*disappear/vanish*) in the distance. 7. The Good Fairy promised to teach the boy some of her (*witchcraft/wizardry*).
8. Black magic is (*witchcraft/wizardry*) that is meant to harm people.

9. His huge appetite is (*famous/legendary*) in our family. 10. The city is (*famous/legendary*) for electronic industries. 11. Look at your (*messy/filthy*) hands! What have you been doing? 12. Look at this (*messy/filthy*) room! What have they been doing here? 13. The lock won't open: someone has been trying to (*force/break*) it. 14. The branch (*forced/broke*) under his weight and he fell down.

9

SA



A. Express the same in Russian.

1. The prisoner *broke away* from the two policemen who were holding him. 2. The old cars *were broken down* for their metal and parts. 3. A fire *broke out* suddenly at dawn. 4. I tried to *break down* her opposition to our plans. 5. Two youngsters *broke into* Mr Robinson's house and committed (совершили) a burglary. 6. Cholera *broke out* during their journey around Africa. 7. Our TV *broke down* right in the middle of my favourite film. 8. Do you know when World War I *broke out* in Europe? 9. When you *break away* from a group, you stop being part of it.

SA



B. Express the same in English.

1. Пора кончать с этой вредной привычкой. 2. При взлёте самолёт сломался, и полёт был отложен на день. 3. После смерти матери Полли перестала владеть собой и серьёзно заболела. 4. Я знаю, что твоя машина сломана, а тебе нужно ехать на вокзал. Ты можешь воспользоваться моей. 5. Глядя на забавную обезьянку, дети рассмеялись. 6. Почему ты расплакалась, Бетти? Ты испугалась? 7. «Почему вы вломились в мой дом?» — спросил старик у полицейских.

10



Develop the ideas as in the example.



EXAMPLE: a) I'm not a wizard. If I were a wizard, I would make all people happy.

b) I didn't go to the cinema yesterday. If I had gone to the cinema, I would have enjoyed the film. (I would know what the new film is about.)

1. Harry can't sing at all. 2. Our team lost the match the other day. 3. The dictation we wrote at the Russian lesson was very complicated. 4. Stephen didn't warn us that the competition would be hard. 5. I left my textbook at home. 6. Lucy didn't enrol on the Spanish course. 7. I fell asleep in the middle of the melodrama. 8. It rained heavily all day through on Sunday. 9. The new dish was delicious. 10. The children didn't follow their teacher's advice.

11 SA Match the two halves of the sentences.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. But for Alice's advice to catch the 6 o'clock train, 2. But for the weather forecast, 3. But for your careless spelling, 4. But for Nick's absence from his English classes, 5. But for the doctor, 6. But for her age, 7. But for the depth of the lake, 8. But for the locked door, 9. But for her stupid talk, | <ol style="list-style-type: none"> a) I wouldn't have taken this medicine. b) he would know how to use the Subjunctive Mood. c) Dora would hear well. d) I wouldn't have arrived here at 7:30. e) John would have dived from the shore. f) one would call her a nice girl. g) you wouldn't have to rewrite your test. h) I would have got into the room to answer the phone. i) we wouldn't have taken the umbrellas with us. |
|--|--|

12 SA Choose the correct forms of the adverbs to complete the sentences.

1. Please wake me (*earlier, more early*) tomorrow. 2. Louise pushed the pram (*hardest, harder*) than Dan. 3. The little kitten came (*more near, nearer*) to us. 4. The new toaster works (*faster, more fast*) than the old one. 5. Of the two girls, Anna jumped (*higher, highest*). 6. The black fish ate (*most greedily, more greedily*) of all. 7. Sasha drives (*more carelessly, most carelessly*) than his elder brother. 8. Please move (*the most carefully, more carefully*). 9. Of all the children, David paints (*more neatly, most neatly*). 10. Of the two girls, Jane worked (*more quickly, quickest*).

13 SA Express the same using adverbs instead of adjectives.

EXAMPLE: Fred was a faster learner than his friend Nick. — Fred learned faster than his friend Nick.

1. The snow today is heavier than yesterday.
2. Peter is the most careful driver of all I have ever met.
3. You have done such hard work that now you can take a break.
4. Helen did the best translation of the poem in her class.
5. Our new friend gave us a warm smile before leaving the room.
6. Anna took a comfortable position in the armchair and switched on the television.
7. This time Mr Hudson gave the children a more attentive look.
8. Little Andrea was the slowest walker among us and usually legged behind.
9. What does this sad smile mean?

14

SA



Complete the sentences by using suitable adverbs from the box.

surely slowly comfortably easily loudly
fastest widely well quietly slowest

- Huge African elephants trumpet very
- The cheetah runs ... of all other animals.
- When the surface of the earth began to change and they could no longer find food, dinosaurs began ... to disappear.
- The turtle moves ... of the reptiles and lives chiefly on small fish and insects.
- The codfish is one of the world's greatest travellers. They say it can ... cross the Atlantic Ocean.
- When hunting, tigers often lie ... in wait at waterholes and attack other animals when they come down to drink.
- Baby kangaroos rest in a pouch of the mother kangaroo's stomach until they are able to get about ... and learn to walk themselves.
- The robin hears so ... that it can hear a worm moving under the ground.
- The cuckoo is one of the most ... known European birds.
- We don't know how birds find their way home but we know that they will ... return again with the warmth and sunshine of spring.

SA Assess your results.

Task number	2	7	8	9 A	9 B	11	12	13	14	Total
Maximum result	11	16	14	9	7	9	10	9	10	95
Your result										

READING FOR COUNTRY STUDIES

15



SFA

A. Listen to the interview about the British shops (No. 14). Choose the right items to complete these sentences.

- The High Street is an area where ... are situated.
 - theatres
 - department stores
 - shops
 - supermarkets

2. Small corner shops in Britain

- are closing
- sell better goods than supermarkets
- sell only bread and cakes
- may sell things that you can't get in supermarkets



B. Read the text "Shopping in Britain" and match its parts with the following questions.

- What are the most famous shops in London?
- What does "to withdraw from the High Street" mean?
- What are the largest supermarkets in London?
- What other department stores exist in London and other parts of the country?
- Where do English people usually buy food nowadays?
- What has happened to C&A which used to be one of the main department stores in London?
- And what has happened to traditional English shops: baker's, butcher's, greengrocer's ...?

Shopping in Britain

A _____?

— Perhaps the two most famous shops in London are *Selfridges* and *Harrods*. These are both very large department stores. Of course there are many other department stores which exist in most British towns.

B _____?

— The *John Lewis Stores* is one of them, *Marks and Spencer* is another. In London a lot of the best department stores are in Oxford Street which is famous for its shopping.

C _____?

— Because of competition from the Far East and the cheapness of these products, the profitability of many large department stores is in danger and C&A is one of them. By the way we used to call it "Coats and 'A's".¹ Now that's a joke. Talking seriously the company is reassessing its priorities, is rethinking its future plans. A decision has been made recently to withdraw from the High Street. As you know the High Street is an area where the shops are and where goods are sold.

D _____?

— To withdraw in this case means to retreat or to leave the commercial area and therefore to close the shopping outlet. So, it is possible to say that C&A is closing down.

¹ C&A = "Coats and 'A's" ('A's = hats)

E _____ ?

— Currently many people use large or small supermarkets whether they have a car or not. Some people use public transport — buses — to take them to and from the supermarkets. It does mean however that the shopper usually has a lot of heavy shopping to take home with him on the bus. A car is much more useful.

F _____ ?

— Nothing. A lot of shopping is still done at the small corner shops — small shops on the corner of the street. The small corner shops can often sell more specialized goods which supermarkets does not stock. For example, one prefers freshly baked bread and cakes from the baker's or one prefers the professionally butched meat from the butcher's. He may also make his own sausages. Some people would go to the florist's for bunches of flowers rather than buy pre-selected flowers in the supermarket.

G _____ ?

— *Tesco* is the largest followed by *Sainsbury's*, then it is *ASDA* which means "*Associated Dairies*" and the fourth one is *John Lewis*. So there are the four major supermarkets.

16 Complete these sentences. Use the interview (Ex. 15).

1. The two most famous London department stores are
2. The best department stores in London are in
3. A decision has been made recently by the *C&A* Company to
4. We can say that ... are closing down.
5. Many people use ... whether they have a car or not.
6. The small corner shops can often sell ... which a supermarket does not stock.
7. ... is the largest supermarket followed by *Sainsbury's*.

17 Explain how you understand these words and word combinations from Ex. 15:

- 1) competition from the Far East;
- 2) the company is rethinking its future plans;
- 3) priorities;
- 4) the High Street;
- 5) to withdraw from the High Street;
- 6) a corner shop;
- 7) professionally butched meat;
- 8) pre-selected flowers;
- 9) major supermarkets.

18

Look at the pictures and say where these people have been doing their shoppings and what you know about some of these shops.



19

Match the types of shops with their descriptions.

- shopping centre
- department store
- shopping outlet
- supermarket
- corner shop

a) a large shop which sells all kinds of food and household goods. You walk round the shop and take items off the shelf yourself and pay for them all together before you leave

b) a small shop, usually on the corner of a street, that sells mainly food and household goods

c) a shop which sells the goods made by a particular manufacturer

d) a large shop which is divided into a lot of different sections and which sells many different kinds of goods

e) an area in a town where a lot of shops have been built close together

20

Advise your friend who knows nothing about English shops where to go to buy food, clothes, presents and souvenirs in London.

READING FOR INFORMATION

21

A. Read the text about money once and say what things make money valuable.

What Makes Money Valuable?

We use money every day to pay for things we buy. We pay with either coins or paper money. This sort of money is known as cash. There is also another kind of money. It includes debit and credit cards and electronic (online) wallets.

The idea of having such a thing as money is one of the most fascinating ever developed by man. But many people don't know where this idea came from, or why money is valuable.

Thousands of years ago, money was not used. Instead, man had the "barter" system. This meant that if a man wanted something he didn't have, he had to find someone who had it. Then he had to offer him something in exchange. And if that man didn't like what he was offered in exchange, the first man couldn't get what he needed.

In time, certain things came to be used as money because practically everyone would take these things in exchange. In the past, people used shells, beads, cocoa beans, salt, grain, tobacco, skins, and even cattle. But coins are much easier to use than, say, cattle. They are easy to store and to carry about.

Coins were first used in China. They were also used by ancient Greeks as early as 600 BC.¹ They were first made of either gold or silver. They were stamped with the mark of the government or the ruler of the country for which they were made. The stamp also showed how much each coin was worth.

Later, people began to use coins made of cheaper metals. The metal itself had no value, but the coins were still worth the amount stamped on them. People also started to use paper money. It no longer mattered that the money itself had no real value. It was backed by the government and banks. This is the kind of money we use today. Today, of course, we have bills and coins issued by the government, and everybody uses this money.

What makes money valuable? What use does it have for us? There are four main things that money does for you.

First, it makes possible exchange and trade. Imagine you want a bicycle. You're willing to work for it by mowing lawns. But the person for whom you mow the lawn has no bicycles. He pays you with money and you take this to the bicycle shop and buy your bicycle. Money made it possible to exchange your work for something you wanted.

Second, money is a "yardstick of value". This means money may be used to measure and compare the values of various things. You're willing to mow the lawn for an hour for 50 cents. A bicycle costs \$25. You now have an idea of the value of a bicycle in terms of your work.

Third, money is a "storehouse of value". You can't store up your tomatoes for a long time, because they can spoil. But if you sell them you can store up the money for future use.

Fourth, money serves as a "standard for future payments". You pay 5 dollars down on the bicycle and promise to pay the rest later. You will not pay in eggs or tomatoes or baseballs. You and the bicycle store owner have agreed on exactly what you pay later. You use money as a form in which later payments can be made.

SFA B. Read the text again and complete the sentences after it choosing the most appropriate² variants.


1. The first coins appeared

- a) in Asia
- b) in North America
- c) in Europe
- d) in South America

¹ as early as 600 BC — ещё в 600 г. до н. э.

² appropriate [э'рəпрəриэт] — соответствующий, подходящий

2. ... without money.
 - a) It is impossible to trade
 - b) It is hardly possible to trade
 - c) It is useless to trade
 - d) It is typical to trade
3. Nowadays money exists
 - a) only in the form of coins or paper money
 - b) mainly in the form of coins and cheques
 - c) in various forms
 - d) mainly in the form of paper money, coins and debit and credit cards

22  Read the text "What Makes Money Valuable?" again and say which of these statements are 'true' and which are 'false'.

1. Cash is coins and paper money. 2. The barter system means exchanging one thing for another. 3. Coins are very handy and easier to use than tobacco, skins or cattle. 4. Coins were first used by ancient Greeks. 5. The Greek coins were stamped with a special mark that said how much they were worth. 6. Paper money itself has no real value. 7. Nowadays bills and coins are issued and backed by the government. 8. Money makes exchange and trade possible. 9. Money is seldom used to measure and compare values of things. 10. Money is a "storehouse of value" means that you can save money instead of saving things. 11. Money serves as a "standard for future payments" means that you can promise to pay for a thing in future, but don't pay anything now.

23 Find in the text English equivalents for the following:

- 1) наличные деньги; 2) ценный; 3) зерно; 4) скот; 5) хранить, копить;
- 6) (про)штампованный; 7) сколько стоила каждая монета; 8) монеты, тем не менее, стоили столько, сколько было указано на них; 9) деньги обеспечивались (гарантировались) правительством и банками;
- 10) выпущенные в обращение правительством; 11) подстригая лужайки; 12) «мера (мерило)» стоимости; 13) разнообразные предметы;
- 14) если измерить (его стоимость) твоей работой; 15) «хранилище» стоимости; 16) последующие выплаты

24 A. Answer the questions. Use the text "What Makes Money Valuable?".

1. Do you know the difference between cash and credit cards? What is it? 2. How long have people been using money? 3. Why did money appear? 4. What things were used as money equivalents? Why do you

think they were chosen as such? 5. Why did people stop making coins of silver and gold? 6. Why do you think paper money appeared? 7. What makes paper money valuable? 8. The author of the text gives four reasons why money is valuable. Can you illustrate them with your own example(s)?

B. Say what information offered in the text was new for you. How could you estimate it?

NEW LANGUAGE


GRAMMAR SECTION

I. Adverbs. Degrees of Comparison Irregular Forms

Some adverbs change their form completely to make comparisons.

well — better — best
badly — worse — worst

little — less — least
much — more — most

far  farther — farthest
further — furthest

He behaves even **worse** than his brother.

Of the six runners, Tom ran **farthest**. He also ran **best** of the six.

I see Uncle Jack **least** of all my relatives.

25



Choose the correct forms of the words in brackets to complete the sentences.

- Today the team played (*worse/worst*) than it did yesterday. What a pity!
- Of the three authors he writes (*more/most*) clearly.
- Jane solved the problem (*better/best*) of all her classmates.
- Of the three books I like "Uncle Tom's Cabin" (*less/least*).
- The new exhibition is (*farther/farthest*) from the underground station than the old one.

Focus

1. **hard** — упорно, сердито
It's raining **hard**.
You should work **hard** at your English.

1. **hardly** — едва, с трудом
I'm afraid I have **hardly** any money.
I was so tired that I could **hardly** move.

<p>2. late — поздно</p> <p>Better do things late than never. John came too late.</p>	<p>2. lately — недавно, за последнее время</p> <p>What have you been doing lately? Have you seen him lately?</p>
<p>3. high — высоко, ввысь (в прямом смысле)</p> <p>How high can you jump? I can throw a ball high into the sky.</p>	<p>3. highly — высоко, с высокой оценкой (в переносном смысле)</p> <p>She speaks highly of her teachers. We think very highly of him.</p>
<p>4. near — рядом</p> <p>We live near London. He was standing near the door.</p>	<p>4. nearly — почти</p> <p>It is nearly five o'clock. I nearly missed the train.</p>
<p>5. most — а) очень; б) больше всего</p> <p>а) I'd most certainly like an ice cream. б) Which do you value most: wealth¹ or health?</p>	<p>5. mostly — главным образом, преимущественно</p> <p>This animal hunts mostly at night. The weather was mostly dull that week.</p>
<p>6. right — правильно</p> <p>I hope I've written it right. If I remember it right, Doris lives in Paris.</p>	<p>6. rightly — а) справедливо; б) верно, правильно (с причастием)</p> <p>а) This little boy was rightly punished. б) The winner was rightly chosen.</p>
<p>7. wrong — неверно, неправильно (с глаголами)</p> <p>You've got it all wrong! I guessed wrong, alas!</p>	<p>7. wrongly — а) несправедливо; б) неверно, неправильно (с причастиями)</p> <p>а) He was wrongly punished for something he has not done. б) The boy was wrongly dressed for the party.</p>
<p>8. wide — широко (характеристика физического действия)</p> <p>Please open the window wide. He left his office door wide open.</p>	<p>8. widely — широко (в переносном смысле)</p> <p>Her books sell widely. He is widely known.</p>

¹ wealth [welθ] — богатство

26 Choose the right words to complete the sentences.

1. Jack is (*hard/hardly*) a man to be afraid of. 2. We think very (*high/highly*) of his new book. 3. I have (*late/late*) received two letters from my friend. 4. Try to say this difficult word (*right/rightly*). 5. Think (*hard/hardly*) before you give your answer. 6. I'm coming! I've (*near/nearly*) finished washing up. 7. Can you see that plane flying (*high/highly*) above us? 8. Which do you like (*most/mostly*): comedies or tragedies? 9. I got the phone call only (*late/late*) at night. 10. I have a lot of friends, (*most/mostly*) girls. 11. Tom was (*wrong/wrongly*) believed to be a thief. 12. In the theatre I prefer to sit (*near/nearly*) the stage. 13. I think that Natasha is (*right/rightly*) praised for her fluent and correct English. 14. Listen! He is singing the tune quite (*wrong/wrongly*). 15. I looked right into her (*wide/widely*) open eyes. 16. This is not a problem that should be (*wide/widely*) discussed.

27 Express the same in English.

1. Откройте ворота настежь! 2. Мы едва знакомы. 3. Какие фильмы ты видел за последнее время? 4. Я понял свою ошибку слишком поздно. 5. Широко известно, что частные школы очень престижные. 6. Джон запустил (to fly) змея высоко в небо. 7. Я едва ли могу назвать тебя настоящим другом. 8. Идёт сильный снег. 9. Как он справедливо сказал, мир находится в опасности. 10. Бетти живёт рядом с торговым центром. 11. Рейс 812 прибыл слишком поздно. 12. Он высоко поднял шляпу, приветствуя нас. 13. Последний роман этого писателя широко известен. 14. На этот раз сделай это правильно, не делай этого неверно снова. 15. Боба несправедливо наказали. 16. Эта работа высоко оплачивается.

Focus

badly

John behaves **badly** (плохо).

His brother behaves even **worse**.

John **badly** (очень) needs that job.

His brother needs it more **badly**.

28 Express the same in Russian.

1. Everybody knows that Nina plays the piano badly. 2. The TV-set badly needs repairing. 3. We need the money badly. 4. I'm badly in need of advice. 5. I don't think badly of him for what he did. 6. John can speak Spanish but rather badly.

II. Modal Verbs: Can/Could

can/could/will be able to
ability (возможность, способность)

1. I **can** read Italian but I **can't** speak it.
2. John **could** draw well when he was four.
3. One day people **will be able to** go to the moon on holiday.

can/could

possibility, probability
(возможность, вероятность)

1. There are two possibilities: we **can** go to the lawyer, or we **can** forget about it.
2. Scotland **could** be very warm in September.
3. — I'm having trouble in math class.
— You **can** talk to your teacher.

Can

can/could

asking for and giving
permission (просьба
о разрешении, разрешение)

1. **Can** you come and see me tomorrow?
2. **Could** I borrow your pen?
3. **Could** you pass the salt, please?

can/could

making orders, requests
and offers (распоряжение,
просьба, предложение)

1. **Can** I carry your bag?
2. **Could** we help you?
3. I **could** go shopping if you're tired.
4. Waiter, **can** I have the bill, please?

29

Divide the sentences into four groups: a) **can/could** = ability; b) **can/could** = possibility; c) **can/could** = permission; d) **can/could** = offer, request or order.

1. Could I use your phone, please?
2. We can either go to the cinema or stay at home and watch a video film.
3. *In a bookshop*: — Can I have a look at some other books by this author?
4. I know I'm late, but I just couldn't come earlier.
5. I don't think anyone in my class can solve such a difficult problem.
6. *At the lesson*: — Can you sit quietly, Jane, and stop fidgeting?
7. It can be snowing in Norway now.
8. Can John borrow your bike, father?
9. Could you tell me the way to the station?

10. Could I give you another cup of coffee? 11. The train could be late, don't worry. 12. I can't remember where I met the woman, but I know that I met her before.

Can/Could

When you're asking or giving permission or making an offer or a request **could** sounds more polite and more formal than **can**.

(*you're talking to a close friend*) **Can** I use your textbook? **Can** you help me with this exercise?

(*you're talking to your teacher*) **Could** I use your textbook, Sir? **Could** you help me with this exercise, Miss?

30 SFA Choose a better question to ask in each situation.

- You and I are good friends. We are in my flat. You want to use my phone.
 - Can I use your phone?
 - Could I use your phone?
- You want to leave your history class earlier.
 - Can I leave five minutes earlier today?
 - Could I leave five minutes earlier today?
- You're in the shop with your father buying a new computer. You are talking to the shop assistant.
 - Can we have a look at this model?
 - Could we have a look at this model?
- You're at the airport standing next to a stranger. You want him to keep an eye on your luggage while you're buying a drink of water.
 - Can you keep an eye on my luggage?
 - Could you keep an eye on my luggage?
- You're talking to your sister. You want to work at her desk while she is out.
 - Can I use your desk?
 - Could I use your desk?
- You and your friend are at the school canteen. You need the salt.
 - Can you pass the salt?
 - Could you pass the salt?

Could/Be able to/Manage to

We do not use **could** to say that we did something on one occasion. We use **was/were able to, managed to**.

How many eggs **were** you **able to** get?

After five hours' trip we **managed to** come to the camp.

But we can use **couldn't** to say that we didn't manage to do something on one occasion.

I **managed to** find the street, but I **couldn't** find her house.

31

Some of these sentences have mistakes. Find the sentences and correct the mistakes.

- I thought very hard but couldn't remember his name.
- Was he able to talk to his boss?
- I couldn't do the sum myself and asked father to help me.
- They could play their parts so well that the audience roared with laughter.
- How did you manage to come so early? We didn't expect you before seven.
- I could answer all the teacher's questions and got a five.
- The children couldn't go to the beach as it was raining.
- Sally managed to win the 100-meter race.
- At last we could see the film.
- Couldn't you explain the problem more clearly?

III. Modal Verbs:

May/Might

may/might

possibility, probability
(*возможность, вероятность*)

- She **might** be there tomorrow.
- Where's Emma?
— She **may** be shopping.
- Peter **might** phone tonight, but it's very unlikely.

May/Might

may/might/be allowed to
asking for, giving or refusing permission (*просьба о разрешении, разрешение или отказ*)

- **May** I¹ put on the telly?
— Yes, you **may**.
- I wonder if I **might** have a little more cake?
— No, you **may not**.
- They won't **be allowed to** join us tomorrow.

32

Divide the sentences into two groups: *may/might* = probability (possibility); *may/might* = permission.

- Mum, there's a movie I really want to see tonight, **may** I go?
- He **may** be clever but he hasn't got much experience.
- James explained to his friends that he **might** be late.
- We **may** go to the south next

¹ *May I* and *could I* are used to ask for permission. They are equally polite.

summer. 5. — May I come at 5? — Yes, but Jane may not be at home. You'll have only me for company. 6. I may fly to Glasgow next week. 7. — Is he ill? — He may be. 8. — What's his name? — It might be John. 9. You may not watch TV for as long as you like. 10. You may not be allowed to smoke in here.

May/Might

Expressing probability **might** is not the past tense of **may**. It is used to talk about a smaller chance than **may**. Compare:

1. Mary **may** go to London tomorrow. (*perhaps a 50% chance that she will go to London*)
2. We **may** go to London next summer. We have been invited by our friends.
3. John **might** go with her. (*perhaps a 30% chance that he will join Mary*)
4. We **might** go to the mountains in July, but Father is not sure he will be free.

33 Choose *may* or *might* to complete the sentences.

1. Melissa (*may/might*) wash the dinner dishes. (*You're 50% sure she will do it.*)
2. David (*may/might*) take the books to the library. (*You're 30% sure that he will.*)
3. Betty (*may/might*) not answer your question. It's too personal. (*You're quite sure she won't answer it.*)
4. You (*may/might*) buy the remote control in this store. (*You're 50% sure that it is possible.*)
5. There (*may/might*) be a computer lab in this language school. (*You're 30% sure.*)
6. Rachel (*may/might*) come back home earlier tonight. (*You're very sure she will.*)

Focus

maybe

1. **Maybe** I'll travel round the world in a few years.
2. — Do you think it will rain?
— **Maybe**.
3. It's warm and sunny now, but **maybe** the weather will change.
4. **Maybe** John'll come a little later.
5. **Maybe** it's a good story, but it's too long.

may be

1. I **may be** wrong, but I don't think that I am.
2. It **may be** dry and sunny next month.
3. We **may be** half an hour late if there are traffic jams.
4. Jack **may be** your best friend, but I don't like him.
5. It **may be** a good story, though it's not your best one.

34 ✎ **W** Some of these sentences have mistakes. Find the sentences and correct the mistakes.

1. This may be the happiest day of my life. 2. Maybe it would be better to have your party on Saturday than on Friday. 3. Maybe I'll call you when I get back home. 4. I may be young, but I'm not stupid. 5. They maybe policemen or officers — look at their uniforms. 6. Such weather maybe too hot for late April. 7. Maybe Jane will come to stay with us in August. 8. Ours maybe the biggest house in the street. 9. May be I'll be a lawyer or an economist. I haven't decided yet. 10. This book may be a novel or a crime story, I haven't seen it yet.

35 ✎ **W** Express the same in a different way. Use *can, could, may, might*.

1. Robert knows Spanish well enough to talk without an interpreter. 2. Mother, will you let me come back home at eleven tonight? 3. I am 50 per cent sure that father will repair my broken bicycle. 4. I haven't decided yet if I will come round this evening, I probably won't. 5. They say I am good at doing sums. 6. Bob promised to phone this evening. I'm 50 per cent sure he will. 7. Johnny, dear, I want you to do something for me. 8. Is it very inconvenient for you to go shopping this evening? 9. You are tired after your journey. I think I'll do the flat myself. 10. There are some clouds in the sky. I have a feeling that it will rain soon.

36 ✎ **W** Choose the right words to complete the sentences.

1. Kevin always boasts that he (*can/may*) swim best of all his friends. 2. Kate, (*could/might*) you go out to the blackboard? 3. Polly, dear, (*can/may*) I look at your new doll? 4. Officer, (*could/may*) you help me? I'm looking for Castle Street. 5. How many English words (*can/may*) you remember in one go? 6. Excuse me, Mr Evans, (*can/could*) you pass me the newspaper from your desk? 7. At last they (*could/were able to*) see the Houses of Parliament and Big Ben. 8. You (*maybe/may be*) right, but you'll have to prove it. 9. (*May/Can*) you explain something to me, father? 10. (*Can/May*) we have cucumber salad and roast beef, waiter?

37 ✎ **D** Express the same in English.

1. Я думаю, что вы сможете увидеть на этом острове множество редких птиц. 2. — Где ключи? — Возможно, они всё ещё в машине. 3. На рынке вы можете купить очень дешёвую одежду. 4. Зимой в Сибири может быть очень холодно. 5. Джон не умеет хорошо плавать. 6. (*Обращаясь к портю*) — Не могли бы вы открыть дверь? 7. — Интересно, какая завтра будет погода? — Возможно, весь день будет

идти дождь. 8. (Обращаясь к малознакомому человеку) — Извините, можно мне взять у вас кетчуп? 9. Мама, можно я надену завтра на дискотеку твою шёлковую блузку? 10. Вы не можете курить после того, как самолёт взлетит.

SOCIAL ENGLISH

VOCABULARY SECTION

THE LANGUAGE OF SHOPPING

38



Like any other sphere of life, shopping requires its own language which is useful to remember. These are some of the things that customers and shop assistants say to each other. Learn to do it correctly (No. 15).

Shop assistant

What can I do for you?
 May I help you?
 How can I help you?
 Are you being served?
 What size do you want?
 What size do you take?
 What colour blouse would you like?
 What colour trousers would you like?
 Would you like to try it/them on?
 How does it fit?
 How do they fit?
 How does it feel?
 How do they feel?
 How does the jacket fit?
 How do the trousers fit?
 Would you like to follow me to the cash desk?
 How would you like to pay?
 Here's your receipt and your change.
 Thank you for shopping with us.

Customer

I'm looking for (a pair of jeans).
 Thank you. I'm just looking about.
 Have you got (white winter jackets)?
 No, can you help me?
 I wear size (10) in clothes.
 I take size (7) in shoes.
 And what colours does it come in?
 And what colours do they come in?
 Yes, thank you. Where's the fitting room?
 It fits like a glove.
 They fit perfectly.
 It's a bit loose (on me).
 Can I have this a size smaller?
 It's a little tight (on me).
 Can I have this a size bigger?
 Oh, it's (they are) becoming.
 How much does it cost?
 I'd like to pay (in) cash.
 I'd like to pay by card. Do you accept Master Card?
 Thank you. Goodbye.
 Thank you. Goodbye.

39

Complete these dialogues and act them out.

1.

Shop assistant: Are you being served?*Customer:**Shop assistant:* I can do the size, but not the colour. These come in navy blue and dark green.*Customer:**Shop assistant:* Certainly I'll get you a navy blue blouse size 12.*Customer:**Shop assistant:* Here you are. The fitting room is at the back if you want to try the blouse on.*Customer:**Shop assistant:* How does it fit?*Customer:**Shop assistant:* Very good. Would you like to follow me to the cash desk? How would you like to pay?*Customer:**Shop assistant:* Yes, we do. We take a Visa, a Master and an Express.*Customer:**Shop assistant:* Here is your receipt. Thank you for shopping with us.*Customer:*

2.

Customer: Hello. Could you help me?*Shop assistant:**Customer:* I'm looking for a pair of black low-heel shoes for everyday wear.*Shop assistant:**Customer:* 7 1/2.*Shop assistant:**Customer:* I like this pair. They are just what I want. May I try them on?*Shop assistant:**Customer:* They are a bit tight on me, I am afraid. Can I have a pair half a size larger?*Shop assistant:**Customer:* Grey? May I look at them?*Shop assistant:**Customer:* They feel wonderful. How much are they?*Shop assistant:**Customer:* I'll pay (in) cash.*Shop assistant:**Customer:* Thank you for your help. Goodbye.

40

Work in pairs. Pretend that you are a customer and a shop assistant. Talk about buying: a) clothes, b) shoes, c) food, d) gifts.

41

Match the pictures with their captions.

1.



2.



3.



5.



4.



b) We thought we could try to cut down on our phone bills.

a) May I come in?

c) Can I help you, sir?

e) May I have a lift home, please?

d) Could you hold this for me, please?

PHRASAL VERB

to come

- 1) **to come across** — *наталкиваться, наткнуться*
I **came across** a letter from Bruce the other day.
Everyone **has come across** the sort of problem which seems impossible to solve.
- 2) **to come down with** — *подхватить болезнь, слечь*
He **came down with** pneumonia.
— Why was Bob absent from the lesson?
— Oh, he **came down with** the flu.
- 3) **to come off** — *сойти, упасть, оторваться*
Come off the grass!
She **came off** her bicycle.
A button **came off** my coat.
- 4) **to come over** — *найти (на человека), произойти*
What **came over** you? Why are you so angry?
I don't know what **came over** me but I told her everything.
- 5) **to come round** — *заглянуть ненадолго*
Is Nell **coming round**?
I could **come round** if you like.

42  Complete the sentences, be sure that they make sense.

1. Jane won't be able to come. She is coming ... with a fever. 2. Alice, Rachel won't come ... this evening. She's got a telegramme and has to leave for London. 3. What's come ... him? He's quite polite today. 4. A button came ... as I was climbing the wall. 5. She came ... some important files in course of her search. 6. I think I'm coming ... with a cold. 7. The hook came ... the wall when I was hanging up my coat. 8. A feeling of strange sadness came ... me all of a sudden. 9. Will you come ... tonight?

43  Express the same in English.

1. Я никогда не встречал такого выражения в английском языке.
2. Ты только посмотри на эти старые фотографии. Я наткнулась на них, когда наводила порядок (to clear out) в нашем старом буфете.

3. Почему бы тебе не зайти поужинать к нам в субботу? 4. Малыш упал с лошадки-качалки (rocking horse). 5. Что это нашло на моего старшего брата? Он позволил мне поработать на своём компьютере. 6. Джейн так плохо чувствует себя сегодня. Думаю, она подхватила простуду. 7. Загадочная перемена произошла с их новым учителем. 8. Не понимаю, что это вдруг нашло на старую даму. 9. Посмотри, у тебя на блузке отрывается пуговица.

NEW WORDS TO LEARN

44 A. Read and guess what the words in bold type mean.

Father said *no* so **firmly** that we understood that he would never change his mind.

From the roof **downwards** the house was painted the brightest blue I had ever seen.

Everyone thought that Don was an **eccentric** man because of the clothes he wore and his unusual manner of speaking.

B. Look the words up to make sure that you have guessed right.

45 Read the words, look them up and then study the word combinations and sentences to know how to use them.

worth [wɜ:θ] (*adj*): a house worth 50 000 pounds, to be worth several pennies, to be worth doing sth, for all someone is worth. The picture is worth much more than I paid for it. The statue is worth at least 1 000 000 dollars. The book is worth reading. The film is worth seeing. It is not worth getting angry with her. Is it worth visiting Moscow? I ran for all I was worth but came second in the race.

outfit ['aʊtfɪt] (*n*): a sports outfit, a child's cowboy outfit, a camping outfit, bridal outfit. She looked great in her white bridal outfit.

fancy dress (*n*): a new fancy dress, to buy a fancy dress. These are different types of fancy dresses.

fancy-dress (*adj*): a fancy-dress party, a fancy-dress ball. When are we going to have our annual fancy-dress party?

immense [ɪ'mens] (*adj*): an immense size, an immense place, an immense improvement. Pumpkins can grow to an immense size. Your decision is of immense importance.

reluctant [rɪ'lʌktənt] (*adj*): a reluctant promise, a reluctant helper. John was very reluctant to help but he had to agree.

- reluctance** (*n*): with a certain reluctance, with great reluctance. John agreed to meet Aunt July, but with great reluctance.
- to attach** [ə'tætʃ] (*v*): **to attach sth to sth**; to attach labels to the luggage, to attach a document to the letter. She attached a cheque to the order form.¹
- attached**: **1 to be attached to sth**; a house with a garage attached. In old schools children sat at desks with wooden benches attached to them. Be careful with the handle — it's not very well attached.
2 to be deeply attached to sb; to be attached to old customs, to be attached to one's car. I became quite attached to the little girl. The English are very attached to their national traditions.
- to detach** [dɪ'tætʃ] (*v*): **to detach sth from sth**; I can't detach the handle from the frying pan. Can you help me?
- detachable** [dɪ'tætʃəbl] (*adj*): a detachable collar, detachable cuffs
- detached** (*adj*): a detached attitude, a detached house, a detached view of an event. David looked detached and not interested in what was going on.
- to tie** (*v*): **to tie sth to sth**; **to tie sth round sth**; to tie a knot [nɒt], to tie a bow [bəʊ], to tie shoelaces, to tie a tie, to tie a hair-ribbon, to be tied with string/rope. The mysterious parcel was tied with thin string. We are going to tie this letter to a brick and throw it out of the window.
- a tie** (*n*): a dark tie, a bow tie. Ties are worn mainly by men. Nick was wearing a dark jacket and a dark blue tie.
- starch** (*n*): to contain starch. Starch is found in bread, potatoes, pasta and rice.
- to starch** (*v*): to starch linen, to starch tablecloths
- starched** (*adj*): starched collars, starched cotton. The nurses in the hospital wore starched white caps.
- stiff** (*adj*): **1** a stiff collar, a pair of stiff boots, stiff brown paper. Shoes are often stiff when they are new.
2 a stiff back, a stiff leg. I can't play the piano as I used to — my fingers have gone stiff. He felt very stiff the day after his first weight-training class.
3 a stiff smile, stiff manners. There was a stiff smile on Jane's face.
- to chew** [tʃu:] (*v*): to chew one's food; to chew on sth. Chew your food well before you swallow it. Don't try to bite more than you can chew. John started to chew a piece of meat. He was still chewing on his cake.
- chewing gum**: Chewing gum is a kind of sweet which you can chew for a long time but which you do not swallow.

¹ an order form — бланк заказа

ridiculous [rɪ'dɪkjʊləs] (*adj*): a ridiculous idea, a ridiculous answer, to look ridiculous. Don't be ridiculous! They sold their house at a ridiculous price.

to flap (flapped, flapping) (*v*): to flap in the wind, to flap in the breeze, to flap the blanket. The bird flapped its wings. The sails were flapping against the mast. The curtains were flapping at the open window.

funeral ['fju:nərəl] (*n*): to hold a funeral. The old lady's funeral was held at the local church. A funeral procession, a funeral march, a funeral rite.

dignity ['dɪgnɪti] (*n*): beneath one's dignity, to keep one's dignity, to lose one's dignity, to stand on one's dignity. A man's dignity depends not upon his wealth or rank but upon his character. The dignity of the occasion was spoilt. Mrs Robinson is an old lady of great dignity.

dignified (*adj*): a dignified old lady, a dignified manner. The Headmaster of the school was a white-haired dignified gentleman.

46

Match the questions with their answers.

- | | |
|---|--|
| 1) What books in your opinion are worth reading? | a) They bought their new house at a ridiculous price. |
| 2) Who is that white-haired dignified gentleman? | b) He said <i>no</i> so firmly. |
| 3) Why did you say the Browns were lucky? | c) On December, 12. |
| 4) Why are you sure dad won't change his opinion? | d) To Alice's wedding. |
| 5) Where is he going wearing a tie and his best suit? | e) I don't know. Maybe he is not interested in our discussion. |
| 6) Why do you say you can't play the piano as you used to? | f) Certainly. It is a detached house with a red roof. |
| 7) When was the old woman's funeral held? | g) Informative ones. |
| 8) Why does David look so detached? | h) On the desk. It is tied with a blue ribbon. |
| 9) What were old school desks like? | i) Mr Robinson, the Headmaster of John's school. |
| 10) Can you describe his house? | j) No problem. |
| 11) Where is your parcel? | k) In fact they were desks with wooden benches attached to them. |
| 12) Can you help me? I can't detach the handle from the frying pan. | l) My fingers have gone stiff. |

- 47 Name 3—5 things that can be: 1) immense, 2) reluctant, 3) detached, 4) detachable, 5) starched, 6) stiff, 7) ridiculous, 8) dignified.

Focus

worth


1. The new grammar rules are **worth** practising.
2. The new words are **worth** looking up.
3. This book is **not worth** reading.
4. Is the new game **worth** trying to play?

1. It is **worth** practising the new grammar rules.
2. It is **worth** looking the new words up.
3. It is **not worth** reading this book.
4. Is it **worth** trying to play the new game?

5. It is **worth** going there at once.
6. It is **not worth** doing these sums now, *etc.*


- 48 Give names to the following:

1. goodness and nobleness of character, it usually makes people feel respect and admiration
2. unusual or amusing clothes worn for a special occasion
3. a set of clothes worn together
4. unwillingness to act
5. a product made for stiffening cloth
6. something worn round the neck inside a shirt collar
7. a ceremony of burying or burning a dead body
8. a kind of a sweet which you chew but shouldn't swallow

- 49  Express the same in English. Use the two possible models where you can.

1. Фильм стоит посмотреть.
2. Стоит попробовать приготовить этот салат.
3. Об этом не стоит волноваться.
4. Статью стоит перевести.
5. Не стоит жить без дружбы.
6. Тебе стоит подстричь волосы.
7. Очень холодно. Думаю, не стоит идти гулять.
8. Стоит научиться плавать.
9. Стоит купить этот карнавальный костюм.
10. Стоит побывать в этом магазине.

Focus			
English	Russian	English	Russian
singular funeral clock watch money	plural похороны часы наручные часы деньги	plural pajamas (pyjamas) clothes traffic lights stairs	singular пижама одежда светофор лестница

50  **A. Choose the right forms of the verbs and pronouns to complete the sentences.**

1. — (*Is, Are*) the money in the bag? — No, I've put (*it, them*) in the drawer.
2. The stairs (*was, were*) high, and I got tired climbing (*it, them*).
3. Your new clothes (*is, are*) on the bed. Why don't you put (*it, them*) on?
4. Are you looking for your watch? (*It, They*) (*is, are*) on your wrist!
5. The traffic lights (*is, are*) a set of coloured lights used for controlling and directing traffic. (*It, They*) (*is, are*) widely used in modern cities.
6. (*This, These*) (*is, are*) Lucy's favourite pyjamas.
7. In England a funeral (*is, are*) often held in church yards. (*It, They*) (*is, are*) attended by relatives and close friends.
8. Of all the clocks in the house (*this, these*) (*is, are*) the oldest. (*It, They*) (*is, are*) worth a lot of money.

 **B. Express the same in English.**

1. На все деньги мира нельзя купить счастья. Во многих случаях они (деньги) бесполезны.
2. Твоя одежда в ванной. Думаю, что она уже сухая. Можешь взять её.
3. Похороны мистера Брауна были в понедельник. Они были первыми в тот день и начались в 10 утра.
4. Светофор находится прямо напротив здания школы.
5. У меня есть две пижамы: одна голубая, а вторая розовая. Я больше люблю розовую.
6. В школе Хогвартс было много лестниц. Самая таинственная из них была лестницей в подzemелье.
7. Эти большие часы немного отстают, а мои наручные часы спешат на две минуты.

funny

1. causing laughter
I find many stories by Chekhov quite **funny**.
2. strange, unexpected
He had all sorts of **funny** ideas.


hilarious

causing wild laughter

What a **hilarious** comedy! It's the best I've seen.**ridiculous**

looking or appearing foolish

The price of the strawberries was **ridiculous** so we bought a lot.

51  **Choose the right words *funny*, *hilarious* or *ridiculous* to complete the sentences.**

1. What? You think you'll win a million in the lottery? Don't be
2. The film was absolutely The audience shrieked with laughter.¹
3. When we were younger, our grandfather told us ... stories that he made up himself. We liked to listen to them.
4. What a ... little animal! What is it?
5. Take off this stupid hat, you look ... in it.
6. Yesterday I heard a ... joke. It was great. I nearly laughed myself silly. You must hear it.

52  **Complete the sentences. Use your new vocabulary.**

1. I've been invited to a party on Saturday but, to be honest, I'm rather r... to go.
2. In the old days skates were t... to shoes with pieces of string.
3. Do you think the book is w... buying? Have you read anything by this author?
4. The wind was strong and the dog's long ears were f... in the air.
5. Recently I've become quite a... to the Smiths. They are such a nice family!
6. My grandmother says when she was young, they s... linen after washing it.
7. The only f... that I have ever seen was my great-grandfather's. He died a couple of years ago.
8. If you d... the long handle from the pan, you can use the pan in the oven.
9. What is a traditional o... of an English nurse?
10. I don't like the look of that i... cloud. It looks like rain.
11. It's not polite to ch... and talk at the same time.
12. When we met Bryan that day, his face was s... and unsmiling.
13. You and your r... ideas! Why should you always think of something stupid!
14. Sally gave us a d... look and left the room without saying a word.

¹ to shriek with laughter — визжать от хохота

53  Express the same in English.

1. Думаю, стоит купить этот комплект спортивной одежды. 2. Маленький мальчик выглядел довольно нелепо в своей новенькой, с иголки форме. 3. Каждый народ (people) имеет свою традицию в проведении похорон. 4. К нашему удивлению, на этот раз Том дал нам ответ, полный достоинства. 5. «Юнион Джек» развевался на ветру над крышей дворца. Было ясно, что королева находится в своей резиденции. 6. Он ещё жевал бутерброд, когда прозвенел звонок. 7. Какое поведение ты назвал бы эксцентричным? 8. Терпеть не могу надевать сильно накрахмаленные рубашки. 9. Дети решили устроить костюмированный бал накануне Нового года. 10. Колёса у велосипедов делают съёмными. 11. Между этими двумя близнецами огромная разница. 12. В центре комнаты стоял большой деревянный стол с приделанными к нему лавками. 13. Каждый молодой человек должен уметь как следует завязывать себе галстук (make a proper knot on sth). 14. Не стоит есть гамбургеры. Они приносят больше вреда, чем пользы.

 LISTENING COMPREHENSION

54 A. Before listening make sure that you know these words:

a verger ['vɜ:ʒə] — служащий церкви, помощник vicar
 a vicar ['vɪkə] — vicar, священник
 to irritate ['ɪrɪteɪt] — раздражать


BFA B. Listen to the text "The Verger", part 1 (No. 16A). Choose the right answers to these questions.

- What was the position of Edward Foreman at St Peter's Church?
 - He was a new verger.
 - He was an old verger.
 - He was a new vicar.
 - He was an old vicar.
- What was Edward Foreman's problem?
 - Edward Foreman felt badly irritated.
 - Edward Foreman was badly dressed.
 - Edward Foreman was badly prepared for his work.
 - Edward Foreman was badly educated.

3. What did Edward Foreman have to do?
- He had to learn some new tricks.
 - He had to stop doing his work.
 - He had to show his true emotions.
 - He had to learn reading and writing.

C. Try to remember which of the new words were used in the story "The Verger", part 1.

55

A. Before listening make sure that you know these words and word combinations:

the week's takings — выручка за неделю

to invest — вкладывать (*деньги*)

to sign [saɪn] — подписывать



SFA

B. Listen to the text "The Verger", part 2 (No. 16B). Say 'true', 'false' or 'not stated'.

- Edward Foreman had saved 30 thousand pounds while working at St Peter's Church.
- Edward walked along some street thinking about his future.
- Edward was a heavy smoker.
- Edward had left his cigarettes at home.
- Walking along the street he had an idea of opening there a little shop to sell sweets and tobacco.
- Edward's business became very successful.
- The bank manager was a very friendly man.
- The bank manager wanted to borrow 30 thousand pounds from Edward.
- Edward was a rich man but he could neither read nor write.
- If Edward had been able to read and write in his childhood, he would still be a verger at St Peter's Church.

C. Try to remember which of the new words were used in the story "The Verger", part 2.

READING FOR DISCUSSION

56



A. Read the text "Getting Dressed for the Big School" and say why the boy telling us the story hated his new uniform and what pieces the uniform consisted of.

B. Put the items in the right order.

- a) Struggling with the shirt and the trousers.
- b) The relatives' reaction.
- c) Choosing the school to go to.
- d) Puffing on the waistcoat and the jacket.
- e) The mother's wise words.
- f) Buying clothes for the school.

Getting Dressed for the Big School

(After Roald Dahl)

When I was twelve, my mother said to me, "I've enrolled you at Marlborough ['mɑ:lbərə] and Repton. Which would you like to go to?"

Both were famous Public Schools, but that was all I knew about them. "Repton," I said. "I'll go to Repton." It was an easier word to say than Marlborough.

"Very well," my mother said. "You'll go to Repton."

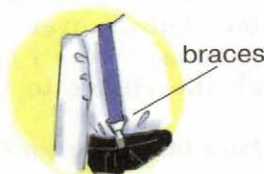
We were living in Kent then. Repton was up in the Midlands, near Derby ['dɑ:bi], and some 140 miles away to the north.

On the day of my departure, I had to get dressed for the part. I had been to London with my mother the week before to buy the school clothes, and I remember, how shocked I was when I saw the outfit I was expected to wear.

"I can't possibly go about in those!" I cried. "Nobody wears things like that!"

"Are you sure you haven't made a mistake?" my mother said to the shop assistant.

"If he's going to Repton, madam, he must wear these clothes," the assistant said firmly.



And now this amazing fancy dress was all laid out on my bed waiting to be put on. "Put it on," my mother said. "Hurry up or you'll miss the train."

"I'll look like a complete idiot," I said. My mother went out of the room and left me to it. With immense reluctance I began to dress.

First there was a white shirt with a detachable white collar. To attach the collar to the shirt you needed a back stud and a front stud. It took me ages to get the studs through the slits of the collar starched stiff. I tried for all I was worth but they just wouldn't go. Finally I put both the front slits of the collar into my mouth and chewed them until they were soft and at last I was able to get the studs through the collar slits.

Around the collar I tied a black tie, using an ordinary tie knot.

Then came the trousers and the braces. The trousers were black with thin grey lines running down them. I buttoned the braces on to the trousers, six buttons in all, then I put on the trousers and fixed the braces to the correct length.

I put on a brand-new pair of black shoes and laced them up.

Now for the waistcoat. This was also black and it had twelve buttons down the front and two little waistcoat pockets on either side, one above the other. I put it on and did up the buttons, starting at the top and working down. I was glad I didn't have to chew each of those button-holes to get the buttons through them.

All this was bad enough for a boy who had never before worn anything better than a pair of shorts and a blazer. But the jacket put the lid on it. It wasn't actually a jacket, it was a sort of tailcoat, and it was without a doubt the most ridiculous garment I had ever seen. Like the waistcoat, it was jet-black and made of a heavy material. In the front the two sides of it met only at one point. Here there was a single button and this had to be done up. From the button downwards, the lines of the coat separated and came together again at the backs of the knees, forming a pair of "tails". When you walked, these tails flapped against your legs. I put the thing on and did up the front button. Feeling like an undertaker's apprentice in a funeral parlour,¹ I crept downstairs.

My sisters shrieked with laughter when I appeared. "He can't go out in those!" they cried. "He'll be arrested by the police!"

"Put your hat on," my mother said, handing me a stiff wide-brimmed straw hat with a blue and black band around it. I put it on and did my best to look dignified. The sisters fell all over the room laughing.

My mother got me out of the house before I lost my nerve completely and together we walked through the village to the station.

¹ an undertaker's apprentice [ə'prentis] in a funeral parlour ['pa:lɔ] — младший служащий похоронного бюро

“Nobody’s taking the slightest notice of you,” my mother said as we walked through High Street.

And curiously enough nobody was.

“I have learnt one thing about England,” my mother went on. “It’s a country where men love to wear uniforms and eccentric clothes. Two hundred years ago their clothes were even more eccentric than they are today. Think how lucky you are. You don’t have to wear a wig¹ on your head and ruffles² on your sleeves!”

“I still feel an ass,³” I said.

57

A. Match the phrases in English with their Russian equivalents. Find the sentences with these phrases in the text and read them out.

- | | |
|-----------------------------|---|
| 1. to get dressed | a) (не) обращать внимание |
| 2. to take someone ages | b) чёрный как смоль |
| 3. to shriek with laughter | c) стать последней каплей, добить (разг.) |
| 4. to put the lid on sth | d) визжать от смеха |
| 5. jet-black | e) требовать много времени |
| 6. brand-new | f) одеться |
| 7. to lose one’s nerve | g) оробеть, струсить |
| 8. to take (no) notice (of) | h) совершенно новый, с иголочки |



B. Express the same idea using the phrases above.

- Yesterday it took me *an extremely long time* to do my homework in Russian literature.
- Her thick hair was *coal black* and her eyes were big and brown.
- The bad mark in history was *the last drop*.
- I wanted to tell her what I thought of her but *lost my courage*.
- She looked quite a picture in her smart evening dress and *absolutely new shoes*.
- All through the comedy the audience *laughed hysterically and loudly*.
- The man walked along the street *pretending that he didn’t notice me*.
- Come on! *Put on* your clothes. Breakfast is ready.

Focus

to lace (up) — to unlace
to button (up) — to unbutton

to zip (up) — to unzip
to buckle — to unbuckle

¹ wig — парик

² ruffles — рюши

³ to feel an ass [æʃ] = to feel stupid and embarrassed

58

Look at the pictures and say what in your opinion the underlined words mean.



1.



2.



3.



4.



5.



6.



7.



8.

Alec has laced up his trainers.
 Alec has buttoned up his jacket.
 Alec has buckled up his belt.
 Alec has zipped up his anorak.

Alec has unlaced his trainers.
 Alec has unbuttoned his jacket.
 Alec has unbuckled his belt.
 Alec has unzipped his anorak.

Focus

what

What is used when there is rather a large choice and it is not clear exactly how many possibilities there are.

What colour are her eyes?
What films do you like?
What soap do you use?

which

Which is usually used when there is a limited choice (of two-five possibilities).

"I've enrolled you at Marlborough and Repton. **Which** would you like to go to?"
Which cold colour is your favourite — green, blue or grey?
Which genre do you like more — horror films or westerns?
Which of you has won the game?
Which of you is the best runner?

59  Choose the right items.

1. (*Which/What*) would you like — steak or fish?
2. (*Which/What*) countries would you like to visit?
3. (*Which/What*) parent is more important in the first year of life?
4. (*Which/What*) is the brand of John's car?
5. (*Which/What*) books can I read on the subject?
6. (*Which/What*) qualifications do you have?
7. (*Which/What*) kind of teacher do you like best?
8. (*Which/What*) would you prefer — lemonade or coke?
9. (*Which/What*) way shall we go — up the hill or along the river bank?
10. Tell me. (*Which/What*) size do you want?

60 Say what pieces of clothing the boy from the text (Ex. 56) described in the following way.


collar
tie
trousers
braces
shoes
waistcoat
jacket
hat

1. black with thin grey lines running down
2. black, brand-new, had laces
3. black, with 12 buttons down the front and the pockets on both sides
4. detachable, starched stiff with slits
5. black, tied with an ordinary knot
6. looking like a tailcoat made of a heavy material, with one button
7. buttoned to the trousers, could be fixed to the correct length
8. wide-brimmed, made of straw, with a blue and black band

61 See how well you remember the text and answer these questions.

1. Why did the boy choose Repton School but not Marlborough School?
2. Where did the boy's family live? How far was it from his new school? How could he get there?
3. Who took the boy to the shop to buy his uniform? Where did they go to buy it?
4. Why did the boy have to chew the slits of the collar?
5. Did he have to chew the buttonholes of his waistcoat too?
6. What kind of clothes was he used to?
7. Who shrieked with laughter when the boy appeared in his new outfit? And why did they fall over the room laughing?
8. How did the boy's mother comment on the tastes of Englishmen?
9. Why could the boy consider himself lucky in her opinion?

62 Find Kent and Derby on a map of England. Think why it says in the text that Repton was "up in the Midlands". What would the text say if the boy had to travel from Derby to Kent?

63  Listen to the text "Getting Dressed for the Big School" (No. 17) and try to read it artistically in the speaker's manner.

SPEAKING

64

Tell the story of "Getting Dressed for the Big School" pretending that you're a) the boy's mother, b) one of his sisters or his friend.

65

A. Describe the boy's uniform in as much detail as you can. Think of why he compared the uniform with a fancy dress and why he "felt an ass" wearing it.

B. Would you feel the same if you had to wear some eccentric and uncomfortable clothes to your school?

C. Describe an ideal school uniform as you see it. Speak about what pieces it should consist of and what they should be like. Choose the right colours for your uniform. (Draw a picture if you can and use it.)

66

Look at the pictures of students of British public schools and colleges. Describe their uniform. Comment on it.



67

Work in pairs and discuss the *pros* and *cons* of wearing a school uniform. Here are some of the arguments that you may use.

Pros

- a uniform disciplines
- you feel that you belong to a certain group
- it's easy to say to which school a child goes to
- schoolchildren don't envy each other
- schoolchildren can concentrate on work rather than on their classmates' clothes

Cons

- when everyone wears the same clothes you can't express your individuality
- you have to wear the same things every day and it's boring
- you have to wear a uniform even if it isn't becoming (if you don't look good in it)
- your peer¹ who doesn't have to wear a uniform may laugh at you



TOPICAL VOCABULARY

DISCUSSING THE TOPIC

I.

Life in the modern world is unthinkable without banks and their services. Sooner or later we all come to a bank either at home or abroad and there we all speak the language of banking.

A lot of people go to the bank to borrow money. Then the bank:

- lends you money
- loans money
- asks for guarantees
- checks your credit
- charges some money for its services

And you:

- pay the money back on time and try not to get yourself into debt

Very often you put your money in the bank to save it. If you do that you:

- open a bank account (current or savings)
- fill in/out a form and sign it (up)
- pay in a certain sum of money
- become an account holder
- get a bank card
- take some money out of the bank or withdraw it from the bank

¹ a peer [пiэ] — ровесник

- use the bank's cash point
- get 3 per cent interest¹

Some of the other things that a bank can do for you are:

- change your money/give you change for your money
- exchange your money (at a certain rate of exchange)
- cash your cards

II.

Probably the best way to spend your money is to go shopping. Among thousands of things that you can buy in a modern shopping centre are:

- | | |
|------------------------------------|-----------------------|
| • ready-made clothes | • stationery |
| • fashion clothes | • books |
| • footwear | • electronics |
| • children's wear | • musical instruments |
| • jewellery/jewelry (<i>AmE</i>) | • sportswear |
| • home furnishings | • tableware |
| • fabrics | • gifts and souvenirs |
| • food and drinks | • toys |
| • cosmetics and perfume | |

III.

Coming to the shop you become a customer. Customers usually:

- look about
- ask the assistant for help
- find out the price and if there's any discount (reduction)
- try a thing on
- choose the right size, model, and colour
- make a purchase [*'pɜ:tʃəs*] or purchase things
- buy a thing on credit
- pay by card
- pay (in) cash
- get the change

IV.

As for the shop assistants they:

- welcome you
- ask you if they can help
- help you to choose the right thing
- show you where the fitting rooms are
- lead you to the cash desk
- accept your payment

¹ per cent interest — процент прибыли

- give you your change and a receipt
- wrap (up) your purchase or put it into a plastic bag
- explain to you anything that you need to know

V.

Shops are ideal places to spend your money. Modern shopping centres do their best to prove to you that shopping may be fun. That's why they tend to combine shopping and leisure.¹ A modern shopping centre often looks like a city under one roof where you can find:

- department/variety stores
- shops and their outlets
- theme parks with rides, amusements and games
- cinemas
- restaurants, food courts, cafeterias [ˌkæfə'tɪəriəz] and cafés ['kæfeɪz]
- information desks
- banks
- opticians
- photo services
- hair and beauty salons ['sælənz]
- post offices
- travel agencies
- car parks
- car washes
- petrol stations

VI.

To make shopping convenient for all and everyone shopping centres may offer you free of charge:

- late night shopping
- recreation areas
- special facilities for the elderly and disabled (wheelchairs, etc.)
- shopping trolleys and baskets

68

Give English equivalents to these word combinations:

A.

1. заполнить бланк, форму; 2. сберегательный счёт; 3. хранить деньги в банке; 4. давать денежный заём, ссуду; 5. стать обладателем банковского счёта; 6. внести (на счёт) определённую сумму; 7. снять деньги со счёта; 8. получать пять процентов прибыли; 9. курс обмена; 10. пользоваться банкоматами

¹ leisure ['leɪzə] — *зд.* развлечения

B.

1. универсальный магазин
2. место, стилизованное под определённую эпоху или тему
3. ресторанный зона
4. аттракционы и развлечения
5. помещение для отдыха
6. корзины и тележки для покупок
7. специальное оборудование для пожилых и инвалидов
8. модная одежда
9. обувь
10. ювелирные изделия
11. ткани
12. предметы домашней обстановки
13. предметы сервировки стола
14. канцелярские товары
15. звуковая аппаратура
16. сделать покупку
17. заплатить наличными

69

Match these words with their definitions:

I.

- a) money
- b) cash
- c) change

- 1) money returned when you have given more than the cost or money in low-value coins or notes
- 2) money in coins or notes
- 3) a means of payment

II.


- a) credit
- b) lending
- c) loaning

- 1) a system of buying goods and paying for them later
- 2) a system of giving out money for a long time, usually paid back in weekly or monthly payments
- 3) giving out money that must be repaid

70

Answer the questions. If you don't know some of the answers, ask your teachers, parents or other grown-ups.

1. When does a bank ask for guarantees and check the customer's credit?
2. What does the customer guarantee when he/she borrows money?
3. Why do people open bank accounts? 4. What is interest? 5. How do people use bank cards and credit cards? 6. What's a cash point like? 7. Why are banks useful? What can they do for you? 8. What would happen if there were no banks?

- 71**  Remember if you had any pocket money last week and how you spent it. Say if you could have spent¹ it wiser.

income	outgoings
1.	1.
2.	2.

- 72** **A. Comment on this saying. Support what you say with examples.**

Money doesn't buy happiness but it helps.

- B. Say what money means to people: is it a curse² or a blessing³?**

- 73** Answer the questions.

1. What makes shopping centres convenient and attractive for customers?
 2. Have you ever been to a big shopping centre? Did you enjoy shopping there? Why (not)?
 3. If you went to a big shopping centre, where would you spend most of your time? Would you spend more time on shopping or entertainment?
 4. Which of these do you enjoy buying: clothes, food, stationery, books or household goods? Can you explain why?
 5. What's the difference between buying things on credit and paying for them immediately?
 6. Why do a lot of people prefer to pay by card? What are their advantages?
 7. What questions do you usually ask a shop assistant? Are shop assistants in your local shops helpful? What makes an ideal shop assistant? And what makes an ideal customer?

- 74** **A. Explain what a big modern shopping centre is like to someone who has never been there.**

B. Do the same in the form of a dialogue. Work in pairs.

C. Remember a very successful and a very unsuccessful visit to the shops that you once made and speak about it. Don't forget to make a plan of your story.

D. Imagine that you want to open a shop. What would your shop be like? How would you make it attractive for the customers?

¹ could have spent — могли бы потратить

² a curse [kɜ:s] — проклятие

³ a blessing ['blesɪŋ] — благо

75

A. Tell your friend if you like shopping for clothes and footwear. Explain why (not). Ask him/her if they like shopping.

SFA

B. Describe one of your visits to a clothes shop or a clothes department. Say:

- when you went there;
- why you did it;
- how long you spent choosing things;
- what you bought and how much you paid.

76

Look at these clothes and describe them like you would do at a fashion show. Use the word combinations below. Begin with:

Ladies and gentlemen, let me present a new outfit designed by As you can see it's



1.

2.

3.

4.

5.

- 1) — in two colours
 — unusual and daring combination
 — jacket of a classical cut
 — zipping skirt that is always in fashion
 — plain black top
 — black leather belt and high boots to complete the outfit

- 2) — long-sleeved top with a zip fitting at the waist
 - white shorts
 - classical combinations of colours
 - fashion for the young
 - matching high-heel shoes to complete the outfit
 - elegance and simplicity
- 3) — the skirt reaches the ankles
 - close-fitting leather jacket
 - high-heel sandal shoes
 - matching hand bag and belt
 - classical combination of modern style and tradition
- 4) — smart evening dress
 - made of shiny silk
 - trimmed with beads
 - long sleeves and a short skirt
 - low cut
 - the outfit is complete with elegant high-heel sandals
- 5) — smart evening trousers suit
 - thin black silk
 - flap pockets
 - scarf of the same material round the waist
 - sleeves slightly puffed at the shoulders and narrow at the wrist

77

Arrange a fashion show in your class.

78

A. Speak about the profession of a clothes designer. Find information about a world famous designer and say what makes his or her clothes special, what details he or she uses. (Consider speaking about Slava Zaitsev or Valentin Yudashkin.)

B. Say if you could (would like to) work in a bank or in a shopping centre. Would these occupations attract you? Why (not)?

MISCELLANEOUS

79

Read the lines and say with which of them you agree and why. Give good arguments.

1. Business, you know, may bring money, but friendship hardly ever does. (*Jane Austin*)
2. The love of money is the root of all evil. (*the Bible*)

3. Money is like a sixth sense without which you cannot make a complete use of the other five. (*W. S. Maugham*)
4. — The rich are different from us.
— Yes, they have money. (*F. Scott Fitzgerald*)
5. Remember that time is money. (*Benjamin Franklin*)

80

A. Read the title of the song. What do you think the song may be about?

B. Read the lyrics of the song. Was your guess about the title right? Say what kind of things “money just can’t buy”?

Can't Buy Me Love

(*the Beatles*)

(*Lyrics: Paul McCartney*)

Can't buy me love, love,
Can't buy me love!
I'll buy you a diamond ring, my friend,
If it makes you feel all right,
I'll get you anything, my friend,
If it makes you feel all right,
'Cos I don't care too much for money,
For money can't buy me love.

I'll give you all I've got to give,
If you say you love me too,
I may not have a lot to give,
But what I've got I'll give to you.
I don't care too much for money,
Money can't buy me love.

Can't buy me love, everybody tells me so,
Can't buy me love, no, no, no, no.
Say you don't need no diamond rings
And I'll be satisfied,
Tell me that you want the kind of things
That money just can't buy.
I don't care too much for money
Money can't buy me love.

Can't buy me love, everybody tells me so,
Can't buy me love, no, no, no, no.

Say you don't need no diamond rings
 And I'll be satisfied,
 Tell me that you want the kind of things
 That money just can't buy.
 I don't care too much for money.
 Money can't buy me love.

Can't buy me love, love,
 Can't buy me love!

C. Find some information about the history of the song and share it with your classmates.

81



Listen to the poem "Leisure" (No. 18) and read it. Try to do your own translation of this poem.

Leisure

(By W. H. Davies)

What is this life if, full of care,
 We have no time to stand and stare?
 No time to stand beneath the boughs
 And stare as long as sheep or cows.
 No time to see when woods we pass,
 Where squirrels hide their nuts in grass.
 No time to see, in broad daylight,
 Streams full of stars, like skies at night.
 No time to turn at Beauty's glance,
 And watch her feet, how they can dance.
 No time to wait till her mouth can
 Enrich that smile her eyes began.
 A poor life this is if, full of care,
 We have no time to stand and stare.

PROJECT WORK 3

Advertisements are very much a feature of modern life. To make an effective advertisement takes some imagination, time, effort and creativity. Work individually or in small groups and design an advertisement for:

- a new shopping centre
- a new bank
- a new fashion house

Ask your parents or friends to help you if necessary. In class decide whose advertisements were the best and why.

The following internet sites may help you with samples of interesting advertisements.



- <http://en.wikipedia.org/wiki/Shopping>
- <http://www.iexplore.com/dmap/Russia/Shopping>
- http://www.virtualtourist.com/travel/North_America (вкладка “New York City” Shopping)
- <http://www.virtualtourist.com/travel/Europe> (вкладка “Shopping”, “London Shopping”)

SUMMING UP

You have just finished working on Unit 3. Think of it and say:

- which things you practised doing in English (consider speaking, reading, writing and listening comprehension);
- where you can see your progress in English;
- what problems with English you still have and how you are going to work on them;
- which things you enjoyed doing mostly and least of all.

UNIT 4

Fascination and Challenge: The World of Science and Technology¹

REVISION

1  Listen to the recording (No. 19) and answer the questions.

2  Say whose invention or discovery they are:

- | | |
|---------------------------------------|---|
| 1. Galileo [ˌgæliˈleɪəʊ] Galilei | a) paper |
| 2. Michael Faraday [ˈfærədəɪ] | b) thermometer and microscope |
| 3. Johann Gregor Mendel [ˈmendl] | c) X-ray |
| 4. Isaac Newton [ˈnjuːtən] | d) theory of relativity |
| 5. Albert Einstein [ˈaɪnstam] | e) law of universal gravity |
| 6. Wilhelm Konrad Roentgen [ˈrɒntgən] | f) diesel [ˈdiːzl] engine |
| 7. Alexander Bell [bel] | g) vaccines [ˈvæksɪnz] against cholera [ˈkɒləərə] |
| 8. Alexander Popov | h) telephone |
| 9. Louis Pasteur [pæsˈtʃɜː] | i) table of chemical elements |
| 10. John Logie Baird [beəd] | j) conditional reflexes |
| 11. Rudolf Engine [ˈendʒɪn] | k) laws of heredity [hɪˈredəti] |
| 12. Marie Curie [ˈkjʊəri] | l) radium [ˈreɪdɪəm] |
| 13. Dmitry Mendeleev | m) electromagnetic induction [ɪnˈdʌkʃn] |
| 14. Ts'ai Lun [tsai ˈlʊn] | n) radio |
| 15. Ivan Pavlov | o) television |

3  Say if it's 'true' or 'false'.

1. Russia was the first country in the world to send a satellite [ˈsætələɪt] into space.
2. The television was invented in the 19th century.
3. Diamonds and coal are made of the same chemical [ˈkɛmɪkl] element.
4. Worms [wɜːmz] have tiny legs that can be seen only under the microscope.
5. Nuclear energy and atomic energy are the same thing.

¹ technology [tekˈnɒlədʒɪ] — техника

6. Neptune [ˈneɪptjʊːn] is the closest planet to the Sun.
7. American astronauts landed on the Moon in 1982.
8. The Earth is a huge natural magnet. Invisible lines of magnetic force spread out around the planet joining the North and the South magnetic poles.
9. Leopards often hunt from trees, lying in wait on a branch.
10. Leonardo da Vinci thought of such modern things as the helicopter, the flying machine and the machine gun and made drawings of them.
11. The laser is a device that strengthens sound.
12. The human nervous system includes brain, nerves and stomach.

4

SFA

SA

ID

Match the texts with their titles. There is one extra title.

- | | |
|--------------------------|--|
| 1. <i>SPACE CITIES</i> | 5. <i>LARGER THAN PASSENGER LINERS ...</i> |
| 2. <i>HIGH LIVING</i> | 6. <i>GRAVITY IN SPACE</i> |
| 3. <i>GIANT SHIPS</i> | 7. <i>GIANT PLANES</i> |
| 4. <i>COLD MOUNTAINS</i> | |

A. People used to think that the closer you went to the Sun, the hotter it would be.¹ But as hot air rises it expands and cools, so the higher you go the colder it is. Air cools by 3 °C for every 305 m it rises. This is why the tops of mountains are cold.

B. The first successful submarine was built in the 1620s by a Dutch inventor, Cornelius van Drebbel. It had a wooden frame covered in greased leather and was rowed along with 12 oars [ɔːz]. The biggest submarines today are Russian nuclear submarines. Larger than passenger liners, they can stay under for two years without refueling.

C. There is less oxygen the higher up you go. Mountain people and animals can live at great heights because they have bigger hearts and lungs, which carry more blood, and therefore more oxygen. Quechua Indians live 3 650 m up in the Andes [ˈændɪz], where they grow potatoes and corn, and herd sheep.

D. The human race is about to enter a new age of travelling and living in space. Shuttles will one day make journeys into space as common as ordinary airplane flights today. Space cities holding thousands of people will circle the Earth, metals will be mined, and one day special trees might be developed so that they can grow on comets and distant planets.

¹ the closer ..., the hotter — чем ближе ..., тем жарче

E. Modern oil tankers are the largest ships ever built. The *Seawise Giant* is one of the biggest tankers of all. Fully loaded it weighs 574 000 tons and is as long as 15 tennis courts laid end to end. A ship big like this takes over 6 km to stop at sea.

F. Plans have been suggested for building giant colonies in space, housing thousands of people. The land areas would be on the inside surfaces of giant cylinders or wheels which would spin round to provide gravity similar to the Earth's. Inside people could walk around as freely as on Earth and grow their own food.

5 **SA** Insert *what* or *which* to complete the sentences and answer the questions.

1. ... of the two is used to make distant things seem closer: the telescope or the microscope?
2. ... country did Nicolas Copernicus come from?
3. ... of the two countries uses the Space Shuttle: Russia or the USA?
4. ... is the usual body temperature of most mammals?
5. ... is the Sun's diameter: a) 1 392 000 km; b) 13 920 km; c) 139 200 km?
6. ... are the only mammals that can fly?
7. ... is bigger: the Hermitage in Russia or the National Gallery in London?
8. ... is the memory capacity of the most powerful computer today?
9. ... is a tornado?
10. ... of the three is true: a) our galaxy, the Milky Way, contains about 300 000 million stars? b) it contains about 700 000 million stars? c) it contains about 100 000 million stars?

6 **SA** Remember your active and topical vocabularies (Unit 3) and complete the sentences.

1. A ... is the part of your clothes that goes round your neck.
2. A ... is a flat thin strip of cloth, put round the straw hat.
3. A ... is a part of a dress, shirt or coat, that covers your arm.
4. A ... is a piece of clothing like a jacket with no sleeves.
5. ... are straps that a man wears over his shoulders to keep his trousers up.
6. A ... is a thing used instead of a button and a buttonhole.
7. A ... is a long narrow cut.
8. A ... is a formal jacket which has two long pieces hanging down the back.
9. A ... is a long narrow piece of cloth that a man wears round the neck of his shirt.
10. A ... is a long fastener made of two sets of metal or plastic teeth and a sliding piece that joins the teeth together.

7 SA A. Choose the right words to complete the sentences.

1. We were at the zoo yesterday and saw a very (*funny, hilarious*) monkey. 2. Are you going to our (*dress, fancy-dress*) party on Saturday? 3. The idea of going there seems (*hilarious, ridiculous*) to me. 4. They (*attached, detached*) the flag to the long stick and marched on. 5. We parted and I (*waved, flapped*) to my friends standing on the platform. 6. The *Titanic* [tai'tænik] sank because it had crushed into an (*immense, big*) iceberg. 7. He felt bad that day and went to school with (*reluctance, dignity*). 8. The little boy (*unlaced, laced up*) his shoes himself before going to bed.

SA B. Complete the text. Use the verbs in brackets in the right forms. Think of an end to this story.

Soffrona and Sophia lived in a very lovely house, (1. surround) with woods. The girls (2. allow) to play in those woods, and they (3. learn) to run and skip upon the hills like young fawns.

One morning in the month of May, Soffrona and Sophia had leave (4. give) to them to play in the woods, after they (5. finish) their lessons, and they (6. take) a basket with them, (7. bring) home any treasures which they (8. may) (9. find).

8 Complete the shopping dialogue and act it out with a partner.

Shop assistant: Can I help you?

Customer: Yes. (1) ... for a blouse like this, but in green.

Shop assistant: I see. What (2) ...?

Customer: I usually wear size 14.

Shop assistant: Right. I'll go and see (3)

Customer: Thank you.

Shop assistant: Here we are. What about this one?

Customer: Great! I like it. (4) ... ?

Shop assistant: Of course you can.

Customer: Where is (5) ... ?

Shop assistant: It's down there on the left. What do you think?

Customer: I rather like it. I think I'll take it. Where (6) ... ?

Shop assistant: Over there at the cash desk.

Customer: And can I pay (7) ... ?

Shop assistant: Yes, of course. We take Visa and Express cards.

9 See how quickly you can answer these questions.

1. What's the money in Britain called? 2. Which is worth more — a dime or a nickel? 3. If you want to spend your money, do you pay it in


or withdraw it? 4. If your bank loans money to you, do you lend it or borrow it? 5. What do you give to the shop assistant if you pay cash? 6. How else can you pay? 7. If the price of a pair of shoes is 20 pounds, how much does the shop charge you for them? 8. What else do you do with a form after you've filled it in? 9. Who helps customers in the bank? 10. If you want to know how much your friend paid for a book, what question will you ask him or her?

10  Find a **general word** to describe each group of things.

EXAMPLE: 1. ____: tomatoes, potatoes, cucumbers.

1. *Vegetables:* tomatoes, potatoes, cucumbers.

2. ____: a skirt, an outfit, trousers.
3. ____: banknotes, coins, cash.
4. ____: shoes, boots, sandals.
5. ____: pears, apples, oranges.
6. ____: a gold ring, a silver chain, a brooch.
7. ____: pencils, envelopes, pads.
8. ____: a sofa, a desk, a wardrobe.
9. ____: a piano, a violin, a guitar.
10. ____: forks, knives, spoons, plates, glasses.

11  Complete the sentences using the most appropriate forms: **can, can't, could, may, may not.**

EXAMPLE: — We are going to read one of Shakespeare's plays at school. I think it is "Mark Is Dead" or "Macbeth", but I'm not sure.

— It could (can) be "Macbeth", but it can't be "Mark Is Dead".

1. Mum, there's a good film on TV at 7. ... I watch it? 2. I don't know if "spring" is a noun, a verb or an adjective. It ... be a noun or a verb, but it ... be an adjective. 3. (*At the food court, to a stranger*): — Excuse me, there isn't any salt on my table. ... I take yours? 4. ... I have another cup of tea, Granny? 5. Bob, I don't want my chocolate. You ...

have mine if you want. 6. Excuse me, ... I have the menu, please? 7. Before we begin the tour, I'd like to tell you that you ... take pictures outside, but you ... not use your cameras inside the palace. 8. For the last time, Dolly. No, you ... go to that fancy-dress party, so don't ask me again. 9. I wish I had learnt Spanish at school. Then I ... speak to my Spanish pen friend. 10. The English test was really hard. I ... not answer most of the questions.

SA Assess your results.

Task number	4	5	6	7 A	7 B	10	Total
Maximum result	6	10	10	8	9	10	53
Your result							

READING FOR COUNTRY STUDIES

12



A. Listen to the text "The Man and His Work" (No. 20) and choose the right items.

- In 1870 one of the experts at the US Patent Office left his job because he felt that
 - everything had been invented
 - there were too many inventions to register
- Alexander Graham Bell was born in
 - Scotland
 - England
- After graduating from the University of London Alexander Bell was a
 - scientific worker
 - teacher
- Bell's assistant knew a lot ... about electricity than Bell did.
 - less
 - more
- The telephone was invented in the ... century.
 - 19th
 - 20th
- Bell recited ... monologue when he was demonstrating the telephone to his guests.
 - Hamlet's
 - King Lear's



B. Read the text and make up questions to which the phrases below are answers.

1. The 20th century.
2. They made experiments with the human voice.
3. He taught the deaf.
4. It was a cylinder with a membrane and a stylus attached to it.
5. Because Thomas A. Watson knew about electricity more than Bell did.
6. At a big exhibition in Philadelphia.
7. Because he thought that his invention wasn't ready.
8. He asked Bell to demonstrate his machine.
9. It was the first line from Hamlet's monologue.
10. For both the multiple telegraph and the telephone.

The Man and His Work

The story is told that in 1870 one of the experts at the US Patent Office left his job because he felt that everything had been invented and there was no future in it.

It happened at the time when the telephone, the radio and television had not yet been invented. And when Edison gave the world the electric light, his invention paved the way to the immense use of electricity in the 20th century. The 20th century also gave us the automobile, the airplane, the helicopter, the cinema, the computer and the nuclear reactor. Two world wars helped to develop the chemical industry to the level that allowed to produce synthetics and other scientific marvels.

Some people believe that inventions occur as the need arises. From this point of view, someone else might have invented the telephone. As it happened, it was Alexander Graham Bell.

Born in Scotland, Bell spent his youth in England. His grandfather and father were elocution teachers. While the family lived in England, the parents moved in scientific circles, where experiments were being carried out on the human voice. Alexander and his brother became interested in the subject. They made a puppet with throat organs based on those of the human being and experimented with reproducing the human voice. Alexander became interested, too, in experimenting with a multiple telegraph that could send more than one message at a time. It was through his interest in this field that he invented the telephone years later.

After graduating from the University of London, Alexander was a teacher of the deaf. The family moved to America where Alexander's father had been asked to read lectures. They emigrated to Canada and settled in Ontario. Within a few months, Alexander accepted a teaching position with the Boston School for the Deaf and left for Massachusetts.



In the course of his efforts to perfect a multiple telegraph, Bell had invented a little machine, that he had used in teaching the deaf. It was a cylinder with a membrane stretched across one end and a stylus (a thin stick) attached to the membrane. When someone spoke into a cylinder, the membrane vibrated and the stylus traced a zigzag line on smoked glass. This little machine that he called the phonograph, gave him a key to the invention of the telephone.

Bell took on an assistant, Thomas A. Watson, who knew about electricity a lot more than Bell did. The two men were working on the multiple telegraph, when Bell's idea for the telephone came to him.

In 1876, when Bell showed his first model of the telephone, it was still a rather simple instrument. This was the year of the Centennial, that celebrated the first hundred years of progress in the United States. To celebrate the event they organized a big exhibition in Philadelphia. Bell, who thought that his invention wasn't quite ready, rather reluctantly agreed to exhibit it. The telephone receiver was connected with the transmitter across the room.

One of the distinguished guests, the Emperor of Brazil, asked Bell to demonstrate his machine. Leaving the Emperor at the receiver the inventor went to the transmitter on the other side of the room and started reciting Hamlet's monologue "To be or not to be" into it. The shocked and amazed Emperor soon rushed to Bell with the tails of his formal coat flapping. "It talks," he cried. The other judges gathered about and took turns listening. Bell's invention was immediately called the greatest of the time. Alexander Graham Bell received the Centennial prize awards for both the multiple telegraph and the telephone. In his memoirs Bell wrote: "I went to bed, the night before, an unknown man, and awoke to find myself famous."

13

In the text "The Man and His Work" there are a lot of international words the meanings of which are easy to guess. Read through the text again and complete the list of such words. Make sure that you read them correctly. Give Russian equivalents for them.

- | | | |
|---------------|----------------|-----------------|
| 1) expert | 12) industry | 23) |
| 2) patent | 13) | 24) machine |
| 3) | 14) experiment | 25) assistant |
| 4) | 15) | 26) |
| 5) television | 16) | 27) instrument |
| 6) | 17) university | 28) transmitter |
| 7) automobile | 18) | 29) |
| 8) | 19) position | 30) |
| 9) | 20) cylinder | 31) prize |
| 10) reactor | 21) | 32) |
| 11) | 22) | |

14 Complete these sentences. Use the information from the text "The Man and His Work".

- Edison's invention paved the way to
- Some people believe that inventions occur
- Alexander Bell and his brother became interested in
- After graduating from the University of London Alexander
- This little machine that he called the phonograph, gave him a key
- The telephone receiver was connected
- Bell's invention was immediately called
- "I went to bed, the night before, an unknown man,"

15 Divide the text "The Man and His Work" into five logical parts and give them names.

16 Tell the story of Alexander Graham Bell.

READING FOR INFORMATION

17 A. Read the title of the text. What do you think it may be about?
B. Read the article from "USA Today" once and answer these questions. Was your guess about the title right?

- What kind of war is described at the beginning of the text?
- What are the advantages of the new virtual technology?
- Do we have answers to all questions connected with virtual reality?
- What in virtual technologies may turn out to be dangerous: a) for their users generally, b) in science, c) in training?
- What may happen to human ethics and morality as a result of using virtual technologies?

Virtual Reality: Danger Ahead?

Virtual reality is an environment in which computers create the effect of a world which seems almost completely real to the people in it.

War has begun. You are seated in an M-1 tank simulator. A head display is fixed over your eyes. As you sit, the display flashes computer-generated images of the battle field into each eye. You look around.



The helmet with the help of sensors picks up your eye and head movements and sends them to the computer, which changes the scene. An enemy tank fires from the south. You use the controls and your tank “moves”. When the fighting is over, you know how many soldiers are “killed” and how many tanks are “destroyed”. If your result isn’t impressive, don’t worry. You will work at warfare until you get right.

Welcome to virtual reality, the technology that allows users to interact with computer-simulated images and some day may offer getting into make-believe worlds. In today’s virtual worlds people can do a lot of things and their advantages — both real and potential — are clear. Doctors practise operations on different parts of human body, students learn Geography and History by “walking” into the places they are interested in, tourists take far-away trips to other countries, etc.


Less clear, though, are possible side effects on individuals, groups of people and/or society itself. Will virtual reality (VR) be the new television? How will virtual trips (journeys) effect our minds, judgment and relationships? Will virtual reality make us better people? Will it make us worse?

Critics of VR say that this sort of technology without careful regulation will be nothing more than a high-tech instrument for spreading violence, pornography and advertising. Already, they say, a lot of VR programmes are exercises in killing rather than in thinking. Many scientists see some truth in this. Some of them say, “A strong concern of ours with virtual technologies is the use of violence, especially because the realism of simulators is getting better and better.” Some psychologists warn that for the young and mentally ill virtual trips could be very dangerous because after such trips they mix up the real world with the virtual one. As virtual models that scientists design become more and more realistic, people may start believing these models to be true and forgetting to go to the real world to see if it is really so. In science, this tendency can lead to wrong conclusions. In training it could result in unpreparedness for risky situations. The pilot trained on a plane model that is realistic, but not true, for example, would be ready for a virtual flight, but not a real one.

Perhaps the biggest question of all is what virtual reality will mean for human ethics and morality. There is a danger that traditional morality will break down in virtual worlds. There is no chance of hurting another person in the world of VR and so the feeling of immorality will be taken away. Nothing in a virtual world ever will be believed immoral, anything will go: no harm, no damage.

So, what is the final word on virtual reality? It can be a curse or a blessing. In the end this new technology will be what we make it.

C. Say what information offered in the text was new for you. How could you estimate it?

18  **Read the article again for more details and match the English words and word combinations with their Russian equivalents:**

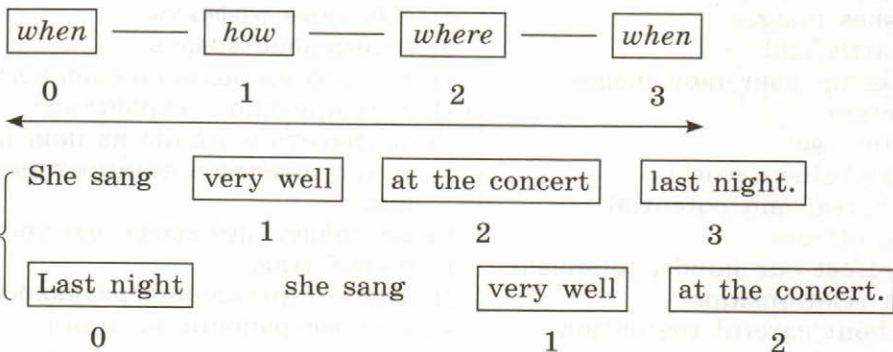
- | | |
|---|---|
| 1) simulator | a) боевые действия |
| 2) a head display | b) вымышленные миры |
| 3) flashes images | c) побочные эффекты |
| 4) a battlefield | d) взаимодействовать |
| 5) picks up your movements | e) технология высокой сложности |
| 6) warfare | f) имитирующее устройство |
| 7) to interact | g) оказывать влияние на наш разум, суждения и взаимоотношения |
| 8) make-believe worlds | h) всё сойдёт: нет вреда, нет урона |
| 9) both real and potential | i) поле битвы |
| 10) side effects | j) шлем виртуальной реальности |
| 11) to effect our minds, judgment and relationships | k) распространение насилия |
| 12) without careful regulation | l) улавливает ваши движения |
| 13) high-tech | m) без тщательно выработанных правил |
| 14) spreading violence | n) высвечивает образы |
| 15) anything will go: no harm, no damage | o) как реальные, так и возможные (потенциальные) |

19 **Find in the text and read out the lines that prove the following:**

1. Specialists still argue if virtual technologies do more good than harm.
2. Virtual technologies may give results not wanted by society.
3. Virtual technologies can be very useful.
4. Virtual reality is a technology that gives users an opportunity to act together with the computer.
5. There's a danger that users of virtual technologies may lose the feeling of what is right and what is wrong.
6. It's computers that make virtual reality possible.

I. The Place of Adverbial Modifiers¹ in Sentences

He is working (*how?*) well.
 They live (*where?*) in the village.
 We quarrelled (*when?*) yesterday.



He works best at home at night.
 She was crying quietly in her room then.
 The girl practises the violin here every evening.

After verbs of movement (*go, come, etc.*) the order of adverbs can be different (adverb of place can come first).

He went upstairs quietly.

20



Complete the sentences using the words and word combinations in brackets in the right order.

- Jane spoke (*at the meeting, last Wednesday, firmly*).
- The player caught the football (*at the stadium, quickly*).
- The fans cheered their favourite team (*yesterday, wildly, at the gym*).
- The director spoke (*at the rehearsal, on Monday, excitedly*).
- Bob threw the ball (*in the hall, then, high*).
- Belinda was moving the chairs (*noisily, last night, in her room*).
- The children ran (*quickly, downstairs*).
- The little kitten crept (*silently, upstairs*).

¹ adverbial modifier — обстоятельство

Adverbial Modifiers of Time and Frequency

always
usually
often

frequently
generally
sometimes

occasionally
seldom
rarely

hardly ever
never
(not) ever

just
already
finally

With adverbs of frequency the word order is as this:

1. The boys often play football in the schoolyard.

Subject¹

Adverb

Predicate²

2. They are sometimes late for their lessons.

Subject

Be

Adverb

Predicative³

3. If there is more than one auxiliary verb,⁴ adverbs usually go after the first auxiliary.

The roof *has never been repaired*.

I *will definitely be seeing* him tonight.


I *have never been* so happy in my whole life.

Subject

Auxiliary V

Adverb

Auxiliary V/Predicative

21  Put a suitable adverb in the right place.

never sometimes often usually rarely seldom
just already ever frequently hardly ever
occasionally finally

1. People think about the future of the planet. 2. We like our granny's stories. 3. Films made by this director are popular with the public. 4. This room is clean and tidy. 5. The two brothers agree. 6. They sing songs at their English lessons. 7. We quarrelled when we were young. 8. Little children have five or six meals a day. 9. Jane has finished her project. 10. We come to this place which is so picturesque. 11. Her pupils send her letters. 12. People win at the lottery. 13. Little Tom learnt to count from one to ten. 14. My parents visit big shopping centres.

¹ subject — подлежащее

² predicate ['predikət] — сказуемое

³ predicative [prɪ'dɪkətɪv] — именная часть составного именного сказуемого

⁴ auxiliary [ɔ:g'zɪləri] verb — вспомогательный глагол

22

Say in which of the following sentences adverbs expressing time or frequency are placed:

- before the main verb,
- after the verb *to be*,
- between an auxiliary verb and a main verb.

- Ann *always* comes on time.
- Ann does not *often* comes on time.
- Does Ann *ever* come on time?
- Ann is *always* on time.
- Is Ann *sometimes* on time?
- Ann is not *often* on time.
- Has Ann *already* come?

23



Express the same in English.

- Эмма никогда не видела снега.
- Джемма тихо открыла дверь — все студенты радостно обсуждали последние новости.
- Её почти никогда не бывает дома, в библиотеку она тоже редко заходит.
- Дик никогда не опаздывает, он всегда приходит в офис вовремя.
- Собаки и лошади исключительно умные животные.
- Его не часто здесь видят.
- Вы когда-нибудь думаете о своей будущей работе?
- Время от времени я посещаю цирк.
- Вчера Джон пришёл довольно поздно и был удивительно спокоен.
- Я абсолютно свободен сейчас, хотя я редко бываю свободным.

II. Modal Verbs: Must/Have to

must/had to/will have to
obligation, necessity (долженствование, необходимость)

- I **must** clean my room.
- I **had to** clean my room yesterday.
- I **will have to** clean my room tomorrow.

mustn't

prohibition (запрещение, категорическое «нельзя»)

- You **mustn't** watch TV for so long.
- You **mustn't** stop here.

Must

must

probability (вероятность, большая степень уверенности)

- The phone is ringing. It **must** be Sally.
- You haven't eaten since morning. You **must** be hungry.

Say in which of these sentences *must* means: a) obligation, b) probability, c) prohibition.

- It must be a terrific film if Kate has seen it four times.
- Sorry, I must leave a little earlier today.
- You mustn't tell anyone about this — it's a secret.
- Must I take this medicine: it has a bitter taste!
- They must be having a wonderful time at the seaside.
- Kids mustn't get smart aleck with grown-ups.
- London must be bigger than Paris.

Must/Have to

Must and **have to** both express *necessity*, but they are not exactly the same:

must	+	have to
1) You must phone home at once. (<i>Вы должны, это важно и срочно.</i>) 2) I must stop smoking. (<i>Я хочу это сделать. Это моё собственное решение.</i>) 3) This is a terrible party. We really must go home. (<i>Это наше собственное мнение, наше решение.</i>)		1) I have to go home at once. (<i>Мне придётся, обстоятельства, предварительная договорённость и т. д. вынуждают.</i>) 2) I have to stop smoking. (<i>Мне надо это сделать, это указание (приказ) врача.</i>) 3) This is a lovely party, but it's getting late and we have to go home. (<i>Мы вынуждены это сделать по не зависящей от нас причине.</i>)
1) You mustn't phone home now. (<i>Категорически нельзя. Я вам запрещаю.</i>) 2) Your little brother is asleep. You mustn't shout so loudly. (<i>Категорический запрет.</i>)		1) You don't have to phone home at once. (<i>В этом нет необходимости.</i>) 2) You don't have to shout so loudly. I can hear you well. (<i>В крике нет необходимости.</i>)
1) Must you wear old dirty jeans all the time? (<i>Это так важно лично для вас?</i>) 2) Must you always interrupt me when I'm speaking? (<i>Тебе так важно это делать?</i>)	?	1) Do you have to wear a tie at work? (<i>Вам приходится его носить? Это правило?</i>) 2) Do you have to interrupt your speech to explain new words? (<i>В этом есть необходимость?</i>)

Must is not usually used to talk about past obligation, **had to** is. (**Must** is used mainly for giving orders, and you cannot give orders in the past.)


I **had to** go to London yesterday.

25  Choose *have/has to* or *must* to complete these sentences.

1. You ... go on a picnic with us — it will be great fun!
2. The Smiths ... pay for their new car every month: they've bought it on credit.
3. University students ... take exams twice during the year.
4. You ... be more thoughtful of other people.
5. I ... visit my aunt in the hospital, I know she'll be glad to see me.
6. Jane lives far from her school and ... get up very early not to be late for the first class.
7. I haven't written to my pen friend in the USA for two months. I ... do it this week.
8. Sally ... go to the shops in town as she lives on a farm with no shops in the neighbourhood.

26 **A. Stephen is a pupil. He is on holiday now. Continue the list of things that he *doesn't have to* do.**


- 1) He doesn't have to get up early.
- 2)
- 3)

 **B. Interview your classmates. Find out what chores they *have to* do about the house. Make a general conclusion about how much time children of your age *have to* spend on housework daily on an average.**

C. Compare people of these professions. Say what they *have/ don't have to* do as part of their jobs.

a receptionist in a hotel
a police officer
a social worker

a nurse
an air host
a travel agent

27  Use *must not* or *do/does not have to* to complete these sentences.

1. I have already finished all my work, so I ... study tonight.
2. I ... forget to take my notebook with me.
3. Bats can navigate in the darkness. They ... see in order to avoid obstacles.¹
4. David! You ... play with sharp knives.
5. We ... go to the cinema if you don't want to, but the film is good.
6. If you want to be a good manager, you ... be rude with a customer.
7. If you are afraid of dogs, you ... show any signs of fear.
8. You ... tell anyone my secret.
9. A person ... become rich and famous in order to live a successful life.

¹ to avoid obstacles [ˈɒbstəklz] — *зд.* избежать столкновений, облетать препятствия

28 Complete the sentences with your own words.

- | | |
|-------------------------------|-----------------------------|
| 1. Children don't have to ... | 4. Waiters mustn't ... |
| 2. Children mustn't ... | 5. Nurses don't have to ... |
| 3. Waiters don't have to ... | 6. Nurses mustn't ... |

Have to ≈ Have got to

We do not use **got** forms to talk about habits or something we do repeatedly.

- 1) I **don't have to** do the dishes in the morning. My mother always does them.
 2) Oh, my! I've **got to** wash a lot of dirty dishes tonight.

29 Choose *have/has* or *have/has got to* to complete the sentences. Say where both are possible.

1. Oh, it's getting really late I ... to go now. 2. My father ... to travel a lot on business: he is a sales manager for a big company. 3. Melissa ... to look after her little brothers as her mother works in the evenings. 4. If you miss the last bus, you ... to walk home. 5. They ... to clean their shop every evening after closing it. 6. Sam ... to decide for himself who his real friends are. 7. They ... to practise more if they want to be good tennis players.

II. Modal Verbs: Should/Ought to

Should

obligation, moral, duty, advice

(*обязанность, мягкое наставление, совет*)

You **should (ought to)** see "Titanic" — it's a great film.
 Drivers **should (ought to)** obey the speed limit.

Ought to

30 Work in pairs and give advice to your partner.

EXAMPLE: — I don't feel well. I think I am coming down with a cold.
 — I think you **should (ought to)** lie down and take your temperature.

1. I can't see the blackboard when I sit in the back row.
 2. My granny is in hospital.

3. There is no food in the house.
4. My friend is arriving in Moscow but I forget what time his plane gets in.
5. Our apartment is in a mess, and my mother is coming from her holiday tomorrow.
6. My little brother has toothache.
7. Alice wants to improve her English.
8. Oh, I'm terribly cold.
-

31

SFA



Choose the verbs that fit the situation best. In some cases two are possible.

1. A person ... eat in order to live.
 - a) must
 - b) should
 - c) has to
2. A person ... eat a balanced diet.
 - a) must
 - b) should
 - c) has to
3. I don't have enough money to take the bus so I ... walk home.
 - a) must
 - b) should
 - c) have to
4. You ... walk to and from school instead of taking the bus if you want to get more exercise.
 - a) must
 - b) should
 - c) have to
5. This pie is very good! You ... try a piece.¹
 - a) must
 - b) should
 - c) have to
6. If you want to become a teacher of English, you ... work hard at the language you're learning.
 - a) must
 - b) should
 - c) have to
7. Rice ... have water in order to grow.
 - a) must
 - b) should
 - c) has to
8. Your back hurts and the box is heavy. You ... carry it.
 - a) mustn't
 - b) shouldn't
 - c) don't have to

¹ Sometimes in speaking, **must** has the meaning of a very enthusiastic **should**: *You must see this film. It's excellent.*

32

Match the pictures with their captions.



1.

a) There must be an easier way to kill them, Fred.



2.

b) I think you should have another drink, Sally.

c) Well, cheerio, Bob. Must fly!



3.

d) I think you ought to miss your football match one Saturday at least.



4.

33

Express the same in English.

1. В нашей школе мы можем носить джинсы, если нам хочется. Мы не обязаны носить форму. 2. Ты не должен выходить без пальто. На улице страшный холод. 3. Если туфли жмут (hurt you), не следует их носить. 4. Кто-то украл мой паспорт. Мне нужно пойти в полицейский участок. 5. Твои родители не знают, где ты. Уверена, они будут волноваться о тебе. Ты должен им позвонить. 6. Ты не думаешь, что латынь следует изучать в школе? 7. Наш поезд сломался вчера, и нам пришлось заканчивать наше путешествие на автобусе. 8. Моя мама купила посудомоечную машину (a dishwasher), так что мне больше не придётся мыть посуду. 9. Мои родители очень строгие. Я должен рано приходить домой. 10. Не смей дотрагиваться до этих пирожных. Они не для тебя.

III. Substantivized Adjectives

deaf

Deaf people are not able to hear. Speak up, I'm rather deaf.

the deaf

Have you heard about a sign language for the deaf?

blind

He can't see: he is blind from birth.

the blind

In each big city there are usually special schools for the blind.

dumb Deaf people are very often also dumb .	the dumb How do the dumb communicate?
old How old is this city?	the old The old need our loving care.
young It's wonderful to be young !	the young The young often find it difficult to understand the old.
rich Can you give me an example of a rich country?	the rich The rich have their own problems.
poor They are as poor as church mice.	the poor This government has helped the rich but done nothing for the poor .

34

Use the adjectives from the table (pages 163–164) with or without the definite article.

- ... can learn to read with the help of their fingers.
- I would like all the people in my country to be ... and happy.
- ... and ... are the two categories of people who may have problems with finding a job.
- What do we call people who can't hear: do we call them ... or ...?
- This is the part of the city where ... live, it looks very attractive.
- The historic part of our town is ... and beautiful.

SOCIAL ENGLISH

VOCABULARY SECTION

NOTICES AND WARNINGS

35



Learn to understand these English notices (No. 21).

- Some notices give you information:

OUT OF ORDER

It means 'some machine, phone, etc. is not working'.

NO VACANCIES

It means 'the hotel is full'.

SOLD OUT

It means 'there are no tickets left for a film or a concert'.

2. Some notices tell you to do or not to do certain things:

No Smoking

Please Do Not Feed
the Animals

Please Keep off
the Grass

No Parking

Please Do Not
Remove the
Furniture

Keep Right

No Exit

Do Not Leave Bags
Unattended

No Talking

Please Queue Other
Side

Do Not Lean out
of the Window

No Trespassing

Please Stack Your
Plates Neatly on
This Table

Keep Your Dog
on the Lead

Please Do Not
Disturb

3. Some notices are warnings — they tell you to be careful because something bad may happen:

MIND YOUR HEAD

It means *'be careful, you may hit your head'*.

MIND YOUR STEP

It means *'be careful, you may hit the step and fall'*.

FRAGILE

It means *'be careful, this breaks easily'*.

BEWARE OF PICKPOCKETS

It means *'be careful, there are people here who will steal things from your bag or pocket'*.

BEWARE OF THE DOG

It means *'be careful, there is a dog in the house'*.

36

Try and complete these notices and warnings.

a) Please do not ...

e) Beware ...

b) Mind your ...

f) No ...

c) Sold ...

g) Out ...

d) Keep ...

h) Keep off ...

37

Say where you can see these notices or warnings.



PHRASAL VERB

to see

1) to see sb around — (часто) *встречаться с кем-то*
I've seen him around quite a lot recently.
Goodbye, I'll see you around!

2) to see through sth or sb — *видеть что-то/кого-то насквозь*
You don't fool me. I can see through your tricks!

3) to see to sth or sb — *позаботиться о чём-то/о ком-то*
Don't worry, the house will be cleaned out, I'll see to it.
See to it that you are not late for your English class again.
Could you see to my pets while I'm away?

4) to see sb off — *проводить кого-то*
My mother always saw me off to school when I was very young.
Will you come to the airport to see me off?


38



Say the same in a different way.

1. Don't worry, I'll *take care of* your garden in summer. 2. We all came to the airport *to say goodbye* to our friend who was flying to the USA. 3. I'm sure that I'll *be meeting* you quite often now that the school year has begun. 4. I'm very surprised that he didn't *understand* at once that his little sister was lying to him. 5. When are you leaving? I'll come *to say goodbye* to you. 6. Last week I *met* Jeremy quite often. Where is he now, I wonder? 7. The criminal in the film was so clever, that he

could *easily understand* the detectives' actions. 8. *Make sure* that the lights are switched off before you leave.

39  Complete the sentences using the missing words.

1. After all those years she had learned to see ... his lies. 2. Don't you worry about that. I'll see ... that. 3. John said he would see ... our luggage. 4. She saw him ... at the station. 5. The schoolchildren saw ... their teacher's scheme. 6. Do you see Bob ... at all? 7. She knew him well enough to see ... his laughter. 8. He saw his friend ... at the bus station. 9. Have you seen Lizzy ... lately? 10. Will you see ... the children?

40  Express the same in English.

1. Мы поехали на вокзал проводить тётушку. 2. Не могли бы вы позаботиться о том, чтобы наших гостей напоили чаем? 3. Никогда прежде я не встречал человека, который насквозь видит все детские уловки (tricks). 4. Кто из вас видел (встречал) его в последнее время? 5. Кто-нибудь должен позаботиться об удобстве отдыхающих. 6. Можно я приду на вокзал, чтобы проводить тебя? 7. Нам нужен кто-то, кого трудно обмануть (to be deceived), кто видит противника насквозь. 8. Ну, пока, увидимся!

NEW WORDS TO LEARN

41 A. Read and guess what the words in bold type mean.

The rights of the **individual** [ˌɪndɪˈvɪdʒuəl] are perhaps the most important rights in a free society.

Don't you know what a **robot** [ˈrəʊbɒt] is?

Kleptomania [ˌkleptəʊˈmeɪniə] is a **mania** [ˈmeɪniə] of stealing things.

Jane Roberts was a lady of great talent and **intellect**.

The two writers worked well in **combination**.

Their talents **combined** created a lot of unforgettable characters.

The **hybrid** [ˈhaɪbrɪd] of a donkey and a horse is called a mule.

Have these instruments been **sterilized** [ˈsterəlaɪzd], nurse? And where do you keep the **sterilized** instruments?

Some birds can **imitate** [ˈɪmɪteɪt] human voices.

Robert is a **potential** [pəˈtenʃl] winner at our school competitions.

Little Jimmy became very **emotional** [ɪˈməʊʃənl] when we had to leave and started to cry.



B. Look the words up to make sure that you have guessed right.

42



Read the words, look them up and then study the word combinations and sentences to know how to use them.

express [ik'spres] (*v*): to express one's opinion, to express one's feelings.

I'm writing a letter to express my thanks for a lovely holiday.

nerve [nɜ:v] (*n*): **1 to suffer from nerves, to get on one's nerves.** His nerves are very bad. Loud music gets on my nerves.

2 to have the nerve to do sth, to lose the nerve to do sth. John is the dirtiest man I know and he has the nerve to tell me that my shoes need cleaning. I wanted to tell Robert exactly what I thought but I lost my nerve.

nervous ['nɜ:vəs] (*adj*): a nervous smile, a nervous speech, a nervous man.

Don't be nervous — the doctor won't hurt you. I'm a bit nervous about my exam.

bother ['bɒðə] (*v*): **to bother sb (with, about) sth.** I'm busy, don't bother me just now. I won't bother you with my problems any longer. I'm sorry to bother you, but can you tell me the time? Don't bother yourself about all these details.

indifferent [in'difrənt] (*adj*): an indifferent person, an indifferent lawyer, an indifferent teacher, an indifferent look. His manner was cold and indifferent.

indifferently (*adv*): Did he talk to you indifferently or was he interested in your plan?

beside [br'saɪd] (*prep*): Come and sit beside me. Brighton is a town beside the sea. The lady sitting beside the driver was very nervous.

require [rɪ'kwaɪə] (*v*): to require sth, **to be required to do sth, to be required of sth/sb.** This job requires a clear head. Is there anything further you require, sir? This plan will require careful thought. Silence is required in library reading rooms. What is required of you? All passengers are required to show their tickets.

equipment [rɪ'kwɪpmənt] (*n*): writing equipment, technical equipment, studio equipment, laboratory equipment. Pens, pencils and paper are writing equipment. The engineer tested all his video equipment.

supply [sə'plai] (*v*): **to supply sb with sth, to supply sth to sb/sth.** Will you supply us with all the equipment required? Butchers supply us with meat. The government supplies free books to schools.

supply (*n*): a large supply of food, a good supply of vegetables. Mother always has a good supply of food in the house.

irritable ['ɪrɪtəbl] (*adj*): an irritable man, to get (become) irritable. Jack becomes quite irritable when he has toothache.

irritably ['ɪrɪtəblɪ] (*adv*): Philip easily becomes angry and speaks with people irritably.

case [keɪs] (*n*): a case of robbery, a case of murder, to work on the case, a classic case of good education. There are five cases of food poisoning in the hospital. **1 in case.** I shall take my umbrella in case it rains.

2 in any case. Come to see me tomorrow in any case.

3 just in case. Victor, come and take all the papers just in case.

4 in that case. — Shall we go for a walk if it rains? — Yes, but in that case we'll take our umbrellas and raincoats with us.

worn [wɔ:n] *(adj)*: a worn out hat, a worn out coat. I threw the shoes away because they were worn out.

record ['rekɔ:d] *(n)*: **1** A doctor keeps a record of his patients' illnesses.

2 to set a record, to break the record, to hold the record for discus throwing. Who holds the record for long distance swimming?

record [rɪ'kɔ:d] *(v)*: **1** to record facts, to record the score. What became of this famous sportsman is not recorded. Will you record the score in my notebook?

2 to record music, to record a concert. Their conversation was secretly recorded.

predict [prɪ'dɪkt] *(v)*: to predict future, to predict the result, to predict one's answer. He looked at the sky and predicted rain. The fortune-teller predicted that I would marry a scientist.

insist [ɪn'sɪst] *(v)*: **to insist on sth.** David insisted that he had seen a ghost. I said I would walk to the station, but he insisted on driving me there.

desire [dɪ'zaɪə] *(n)*: a desire to write a poem, one's greatest desire, a desire for success. Michael expressed a desire to see the papers. I know about his desire to attend our meeting.

desire *(v)*: to desire happiness, to desire to see sb. We all desire happiness and success.

variety [və'raɪəti] *(n)*: a large variety of goods, a great variety of colours. There's a large variety of dishes on the menu. My job is boring — there is no variety.

various ['veəriəs] *(adj)*: various parts of the country, various species, various breeds of dogs. For various reasons I prefer to see him.

advantage [əd'vɑ:ntɪdʒ] *(n)*: **an advantage over sb, to have the advantage of doing sth, to do sth to advantage, to take advantage of sth.** What are the advantages of this method? Polly has an advantage over Alice, she can speak Spanish. James had an advantage over all the candidates — he had some experience in the job. You should take advantage of the fine weather to paint the fence. Frank has the advantage of being able to drive.

43

Complete the sentences using the new words.

- The children got a v...y of toys on their birthdays.
- I have a sudden d... for a bar of chocolate.
- What are the a...s of air travel?
- The teacher i...s on good behaviour.
- The old man p...d a change in the weather.
- John is happy. He has r...d the whole concert of his favourite

group. 7. I've had the jacket for seven years, it is absolutely worn out. 8. I'll take an umbrella in case it rains. 9. Jack had a headache and was in an irritable mood. 10. The town is surrounded with water from a river in the hills. 11. Without the right equipment the mechanic could not repair the car. 12. The lamp is broken the bed. 13. Is there anything you require? 14. He spoke to us in a friendly way. 15. Jane told him to stop bothering her.

44



Express the same, use your new vocabulary.

1. I threw my old shoes away because they were *totally finished as I had used them a lot*. 2. I could tell from the *look on* Don's face that he was very pleased. 3. Some people can *say that it will* rain by just looking at the clouds. 4. I wanted to go to the station by bus but my father *said very strongly* that he would drive me there. 5. He ran the race in *the fastest* time. 6. I'd love to go travelling, I badly need *change*. 7. What *special things* do we require to make a video film? 8. There's no reason for you to be *afraid and worried*: I'm sure you'll pass this exam. 9. I had an idea of going on a boat trip on the river, but my friends were *not interested*. 10. By that time I was so tired that my only *strong wish* was to go to bed. 11. Every autumn this little garden *gives* us wonderful tasty apples. 12. I hope you're not going to *trouble* dad with your homework now that he is ill in bed. 13. At that moment the police had several murder *problems* on their hands. 14. Anna's cousin was a kind man who *easily became angry*. 15. Quick thinking is *useful* for a driver. 16. *If* it rains, we won't go out.

45

Match the questions with their answers.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. How can people express themselves? 2. Do you really want me to complete the work today? 3. Why is Jack so nervous and irritable this morning? 4. Why do you never wear your brown jacket these days? 5. Why do you say there is no variety in your life? 6. Didn't you say you loved this actor? 7. Will you believe me if I say that I can predict the future? 8. Where is the required equipment? 9. What's bothering you? | <ol style="list-style-type: none"> a) I don't like it any more. It's too worn out. b) No, it is somebody imitating her. c) He always feels this way before the examinations. d) Oh, no. In fact I'm quite indifferent to him. e) Nothing much. I'm just thinking about all the things I have to do. f) There are many ways. Personally I paint pictures. g) I would say it has a lot of advantages. h) Because it's true. Each day is like another. i) I have nothing to do. j) No way. I'm sure you're kidding. |
|---|--|

10. How do you like living in the country?
 11. Is this Madonna singing?
- k) Yes, I insist on it. It's very important.
 l) Some of it is in laboratory 10.

46 Name 3 things (persons) that can be: a) potential; b) emotional; c) nervous; d) indifferent; e) irritable; f) various.

47 See if you can find a name for the following:

1) a machine which works like a man and sometimes looks a little like a man; 2) madness the sufferer of which has a kind of fixed idea and may be dangerous; 3) the ability to think or reason; 4) a single person; 5) usually a plant or an animal produced from two different species; 6) to make sth so clean that bacteria cannot grow on it; 7) a very strong want or wish; 8) a look on your face which shows your feelings; 9) the clothes, machines, tools etc. necessary for a particular kind of work or activity; 10) the quality of being of many different kinds; 11) a written report of facts, events; 12) easily annoyed

48 Choose the right prepositions to complete the sentences.

1. Why was he chosen? What's his advantage ... the rest of the candidates? 2. With this variety ... dishes on the menu you will surely find something to your taste. 3. Nigel's desire ... the stage was so great that nothing could stop him. 4. So, this is your decision. Do you insist ... it? 5. My friend keeps a careful record ... all the books he has read. 6. Though it wasn't raining then, I took an umbrella just ... case. 7. I'm looking for someone who will be able to supply me ... the information I require. 8. The head manager explained what was required ... me. 9. You are making a mistake: Michael is not indifferent ... you at all. 10. Little children often bother their parents ... hundreds of questions. 11. She was a little nervous ... seeing her old friend again. 12. The loud sound of the television always gets ... my nerves. 13. ... the expression on his face I saw that he didn't understand what was happening.

Focus

different

(различный, неодинаковый)

various

(различный, разнообразный)

1. They have **different** plans.

2. Bill and Ann can't agree. Their opinions are **different**.

3. The two brothers have made **different** decisions of the problem. I'm not sure who is right.

1. They can offer **various** plans to us.

2. There exist **various** opinions as to what we should begin with.

3. I've heard of **various** approaches to the problem, **various** decisions of it.

49 Complete these sentences using *different* or *various*.

1. These gloves are not a pair. They are 2. His reasons for leaving were many and 3. We often have ... opinions but we never quarrel. 4. My ideas of success are absolutely ... from his. 5. You can find ... books in this shop. 6. The new and old computers are very The new ones are much faster. 7. Shoes of ... sizes were on sale.

50 Give English equivalents to these word combinations:

- | | |
|--------------------------------|---------------------------------|
| 1) тяжёлый медицинский случай; | 6) в этом случае; |
| 2) в случае непогоды; | 7) в случае, если пойдёт дождь; |
| 3) в моём случае; | 8) в любом случае; |
| 4) на всякий случай; | 9) классический случай; |
| 5) в случае пожара; | 10) несколько случаев. |

51 Express the same in English.

1. Я купила разные фрукты: яблоки, груши, абрикосы и персики. 2. Мы очень разные — я люблю быть дома и вести тихий образ жизни (to lead a quiet life), а Мэри часто ходит в театр, кино, на вечеринки. 3. У него хорошая библиотека дома — ты сможешь найти на полках самые разные книги. 4. Говорят, о вкусах не спорят. Это правда. У нас с тобой различные вкусы. Мой выбор всегда отличается от твоего. Я бы никогда не купила такие брюки. 5. Дэвид коллекционирует марки. В его коллекции есть разные марки, включая и редкие. 6. Существуют различные способы объяснения этого. Я знаю по крайней мере четыре.

Focus beside	besides
1. I do love to be <i>beside</i> the seal	1. <i>Besides</i> us there were only two more people in the swimming pool.
2. I prefer sitting <i>beside</i> the driver.	2. <i>Besides</i> the long summer holidays British children have some more holidays.
3. Their house is <i>beside</i> a lovely green park.	3. I'm not going with you. I don't like to watch melodramas, <i>besides</i> I'm tired.

52 Complete the sentences using *beside* or *besides*.

1. Come and sit ... me. 2. I don't like that new dictionary, ... it's too expensive. 3. I have three other brothers, ... John. 4. There are many

rivers in England, ... the Thames. 5. You can easily find my house. It's a tall white building ... the bank. 6. Is anyone coming ... Polly? 7. She sat ... his little sister trying to comfort her. 8. — Where would you like to sit? — If you don't mind, I prefer sitting ... Mark.

LISTENING COMPREHENSION

53 A. Before listening make sure that you know these words:

with a naked eye — НЕВООРУЖЁННЫМ ГЛАЗОМ

an extraterrestrial [ˌɛkstrətə'restriəl] — ВНЕЗЕМНОЕ СУЩЕСТВО

in flesh and blood — ВО ПЛОТИ



SFA B. Listen to the text "Is There Life in Space?" (No. 22) and say 'true', 'false' or 'not stated'.

1. Some stars in the sky can be seen with a naked eye, to see others you require special equipment. 2. Now scientists know everything about stars. 3. Television has helped to solve a lot of problems in space. 4. Now people can travel to stars. 5. It will take a person not more than twenty-five years to reach the farthest star. 6. Scientists try to find information about stars sending out radio signals to them. 7. The radio signals go through space as fast as spaceships do. 8. If you send a radio signal to space, you can get an answer not earlier than in fifty years. 9. Some scientists believe that there are living things on some stars and they may have intellect. 10. Some people say they have met extraterrestrials. 11. Large telescopes have been sent into space. 12. The telescopes supply us with scientific information.

C. Try to remember which of the new words were used in the story "Is There Life in Space?"

READING FOR DISCUSSION

54 A. Read the text "The Surgeon" and say what makes the end of the story unexpected.

B. Put the statements in the right order.

- The patient refused to have a plastic cyber-heart.
- The surgeon began to prepare for the operation.
- The assistant told the surgeon that his patient was nervous.
- The medical engineer asked about the patient's decision.
- The surgeon agreed that he would be the patient's surgeon in charge.
- The assistant didn't care about the patient's choice.

The Surgeon

(After Isaac Asimov)

The surgeon looked up without expression. "Is he ready?"

"He is nervous," said his assistant.

"They always are ... Well, it's a serious operation."

"I'll see him in this room," said the surgeon. "Has he made up his mind?"

"Yes. He wants metal; they always do."

The surgeon's face didn't change expression. He stared at his hands.

"Sometimes one can talk them out of it."

"Why bother?" said the assistant, indifferently. "If he wants metal, let it be metal."

"You don't care?"

"Why should I? Either way it's a medical engineering problem and I'm a medical engineer. Why should I go beyond that?"

"I care. I have to try." The surgeon pushed a small button and the door opened. The patient moved into the room in his motorchair, the nurse stepping along beside him.

"You may go, nurse," said the surgeon, "but wait outside. I will call you." He nodded to the assistant, who left with the nurse, and the door closed behind them. The man in the chair watched them go. He looked worried and uncomfortable. He said, "Will we be starting today?" The surgeon nodded. "This afternoon."

"I understand it will take weeks."

"Not the operation itself. But there are a number of small points to take care of."

"Is it dangerous?" Then, as though trying to sound friendlier, but against his will, he added, "...doctor?"

The surgeon paid no attention to this. He said calmly, "We take our time to make it less dangerous, and we already have all the required equipment. But I must ask you to make a decision. It is possible to supply you with either of two types of cyber-hearts¹: metal or ..."

"Plastic!" said the patient irritably. "Cheap plastic. I don't want that. I've made my choice. I want the metal because it is better."

"It depends on the patient. In my opinion, in your individual case, it is not. And we prefer not to call them plastic. It is a fibrous² cyber-heart. It's made of a polymeric material designed to imitate as closely as possible the human heart you now have in your chest."

¹ *cyber-* ['saɪbə] comes from the word *cybernetics* [ˌsaɪbə'netɪks], the scientific study of the way in which information is controlled in the machines and the brain. A *cyborg* ['saɪbɔːg] is a man-like creature that is partly human and partly machine.

² *fibrous* ['faɪbrəs] (from *fibre*) — the stuff parts of human body consist of

"Exactly, and the human heart I now have in my chest is worn out, although I am not yet sixty years old. I don't want another one like it, thank you. I want something better."

"We all want something better for you. The fibrous cyber-heart will be better. It has a potential life of centuries."

"But it does wear out. No, I want it to be metallic, doctor. What's the matter with you? Are you afraid I'm making myself into a robot ... into a Metallo, as they call them since Metallos became citizens?"

"There is nothing wrong with a Metallo. As you say, they are citizens. But you're not a Metallo. You're a human. Why not stay a human?"

"Because I want the best and that's a metallic heart. And will you be the surgeon in charge? They tell me you're the best."

The surgeon nodded. "Very well. I will do what I can to make the operation an easy one."

The door opened and the chair moved the patient out to the waiting nurse.

The medical engineer came in. "Well," he said, "I can't say what happened just by looking at you. What was his decision?"

The surgeon bent over his desk, putting together some records. "What you predicted. He insists on the metallic heart. It has become a real mania with people ever since Metallos became citizens. Men have this strange desire to make Metallos out of themselves because they think that Metallos are physically strong and powerful."

"It isn't one-sided, doc. You don't work with Metallos but I do; so I know. The last two who came in for repairs have asked for fibrous elements ... I suppose that some day we shall have Metallos that are a kind of flesh and blood, and humans half made of metal. We have two varieties of intellect on Earth now and in the near future we won't be able to tell the difference between them. We'd have the best of both worlds; the advantages of man combined with those of robot."

"You'd get a hybrid," said the surgeon almost angrily. "You'd get something that is not both but neither. I believe in being what one is. I wouldn't change a bit of my own structure for any reason. I am myself; well-pleased to be myself; and would not be anything else."

He had finished now and had to prepare for the operation. He placed his strong hands into the heating oven¹ and kept them there until they became red-hot and completely sterilized. Though his speech had been emotional, his voice had never risen, and on its metal face there was, as always, no sign of expression.

¹ oven [ʻʌvn] — печь

55

SFA



See how well you remember the text and choose the right items.

- The patient had a ... problem.
a) brain b) heart c) eye d) ear
- Before the operation the surgeon wanted to talk to the ...
a) nurse b) doctor c) medical engineer d) patient
- The surgeon wanted to supply the patient with a ... heart.
a) metallic c) electronic
b) fibrous polymeric d) human
- The patient wanted to get a (an) ... heart.
a) metallic c) fibrous polymeric
b) electronic d) human
- The surgeon ... the results of his talk with the patient.
a) was pleased with c) didn't care about
b) was not pleased with d) was impressed by
- The medical engineer thought that in the near future there would be only ... on Earth.
a) humans c) humans and robots
b) robots d) hybrids of men and robots
- The surgeon himself was ...
a) a human c) a Metallo
b) half a man and half a robot d) a cyborg

56

A. Match the word combinations in the two columns:

- | | |
|-------------------------------------|--|
| 1. to talk sb out of sth (into sth) | a) против воли (желания) |
| 2. against one's will | b) не спешить |
| 3. to pay (no) attention to sth | c) различить |
| 4. to take one's time | d) отвечать за что-то |
| 5. (to be) in charge | e) отговорить кого-либо от чего-то (уговорить на что-то) |
| 6. (in) flesh and blood | f) в ближайшем будущем |
| 7. in the near future | g) во плоти |
| 8. to tell the difference | h) (не) обратить внимание(я) на что-то |

B. Express the same in Russian.

- I'm not going anywhere in the near future. I've got some work to do here.
- The road won't be repaired soon. The workers are taking their

time. 3. The twins are so much alike that even their parents can't tell the difference. 4. Ron boasts that he has never done anything against his will in his whole life. 5. The lecturer went on speaking paying no attention to the noise. 6. May I ask you who is in charge of the expedition? 7. He is not willing to go to the theatre but I'll try and talk him into it. 8. Those soldiers are made of flesh and blood; be careful with their lives. 9. She talked her friend out of going on holiday to France.



C. Express the same idea using the phrases above.

1. *Soon* people will know how to build houses at the bottom of the ocean.
2. I've heard much about this man but I have never seen him *alive*.
3. You can hand in your paper later. *Don't hurry*.
4. I would like to *talk to him and make him* give his apologies to his aunt.
5. Who is the person *in control* of the job?
6. Now, children, will you *listen carefully* to what I'm saying?
7. Can you *see any difference* between the two projects?
8. They made me join the other children though *I didn't want to*.
9. He wants to see this awful film. Let's talk to him and *make him change his mind*.

Focus

In positive sentences **do** may be used to strengthen or support another verb.

1. — Your new heart has a potential life of centuries. — But it **does** wear out.
2. **Do** be careful!
3. You **do** look well today.
4. — Why didn't you tell me? — I **did** tell you.

57

Make these sentences more emphatic. Use the verb **do** in the right forms.

1. Come to my party. No party can be fun without you.
2. Turn down the telly; I have a terrible headache.
3. I want to tell you that I know the answer.
4. — You never keep your promise. — I keep my promise. It just isn't true.
5. Will you come in, Robert? Sit down.
6. Jane thinks I don't love her, but I love her.
7. Dolly, you look nice today.
8. — Why didn't you drive carefully? — I drove carefully.
9. — Jill hates skiing. — I don't think you are right. She loves skiing.
10. — Why didn't you buy either apples or pears? — But I bought some apples.

Focus

When we mean **any person** or **everyone** we often say **we**, **you** or **one**.

1. **We** seldom meet people like him.
2. **You** seldom meet people like him.
3. **One** seldom meets people like him.

(Редко встретишь человека, похожего на него.)

58

Use **one** in the meaning of **everyone** in these sentences.

EXAMPLE: We should do our duty. — *One* should do *one's* duty.

1. If it's necessary, you can always use a dictionary.
2. You can't always get what you want.
3. We should wash ourselves regularly.
4. You shouldn't expect all people to like you.
5. We live only once.
6. We have to learn to do a lot of things ourselves.
7. You never forgive a friend who lets you down.

59

Read these sayings and think of some context where you can use them.



1. One cannot be in two places at once.



2. One cannot put back the clock.



3. One is never too old to learn.



4. One must draw the line somewhere.

5. One cannot serve two masters.

Focus

either/neither

A. Either means one or the other of two or any of two; **neither** means not one and not the other.

1. We can get there **either** by train or by air.
2. Take **either** of the books: they are both good.
3. — Will you have tea or coffee? — **Neither**, thanks.
4. “You’d get a hybrid,” said the surgeon. “You’d get something that is not both but **neither**.”

B. Either and **neither, either ... or ...** and **neither ... nor ...** are usually the plural, but can be used in the singular in formal English.

Neither of my parents are doctors.

Either John **or** Mary come to see me at weekends.

Neither of them is my partner. (formal)

C. We use either and **neither** to speak about two things.

We use **any** and **none** to speak about more than two things.

1. I have two good friends; **neither** is the same age as me.
2. I have a lot of friends; **none** is the same age as me.
3. Please give me **either** of these two postcards.
4. Please give me **any** of these five postcards.

60

Choose **either, any, neither, none** to complete the sentences.

1. I have two full-time Disney cartoons and I like ... of them, I think they are silly.
2. I’ll talk ... to Victor or to Sam. One of them may be able to help us.
3. The Greens’ dog has puppies and they say I can have ... of the five!
4. He promised to lend me three new video films but gave me
5. ... of our teachers works on Sundays.
6. Could I have ... fish or chicken, please?
7. I’m afraid I don’t like ... of the stories in this collection.
8. ... Ireland nor Great Britain is a big country.

61  **Express the same in English.**

1. — Что мы будем делать сегодня? — Мы можем пойти либо в кино, либо в театр. Чего бы тебе хотелось? — Ни того, ни другого. Я устал и хочу остаться дома. 2. Ни один из домов на нашей улице не выглядит современно. 3. Дай мне, пожалуйста, ручку или карандаш. Годится либо то, либо другое. 4. Ты будешь фрукты или мороженое? — Ни то, ни другое, спасибо. 5. Я собираюсь пригласить в театр либо Ника, либо Кейт. Это зависит от того, кто из них будет свободен во вторник. 6. Ни мои друзья, ни я никогда не слышали об этом писателе.

62  **Listen to the text "The Surgeon" (No. 23) and try to read it artistically in the speaker's manner.**

PEAKING

DISCUSSING THE TEXT

63 **Answer the questions.**

1. Why was the patient nervous before the operation? 2. What did the surgeon want to try and do? 3. Why was a fibrous cyber-heart better for the patient? 4. Did the patient agree with his doctor? 5. What was the patient's argument? 6. Who were Metallos? 7. What made Metallos attractive for humans? 8. Was the idea of becoming human also attractive for Metallos? What could make this idea attractive for them? 9. How did the medical engineer see the future of his planet? 10. Why did the engineer's words make the surgeon angry? 11. Whose point of view — the surgeon's or the engineer's — would you support? Why? 12. At what point in the story did you begin to understand that the surgeon was not human? 13. What details in the story could make us understand that the surgeon was a Metallo? 14. Science fiction stories tell us about impossible things but they also help us to understand ourselves better. What does this story teach us? 15. Do you think that hybrids of humans and robots can appear in future? Can modern engineers and doctors make polymeric organs for the human body? Can you look at that as the first step in this direction?

64 **Comment on this.**

Surgeons think that within 50 years one person in ten will have at least one artificial part (implant) inside them.

- 65** Imagine that you are the medical engineer from the story "The Surgeon" and speak about the events described in it.
- 66** Make up and act out two talks: a) between the surgeon and the patient; b) between the surgeon and the medical engineer.
- 67** The main character of the story "The Surgeon" is a robot.¹ Say what robots are and name some fields of life where they can be used.
- 68** Some people nowadays think that robots can do more harm than good. Work in two groups and discuss if robots are a curse or a blessing. Here are some ideas that you may use. Support your arguments with examples.

Robots

Pros

1. can help people in dangerous situations
2. perform tasks where great strength or accuracy is required
3. can help weak and helpless people (the blind, the old, invalids, etc.)
4.

Cons

1. can make people lazy
2. can break down and become dangerous
3. can take over and rule the people on the planet
4.

DISCUSSING THE TOPIC

TOPICAL VOCABULARY

I.

Science can be defined as the development and systematization of people's knowledge about *the physical universe*. The word *science* also means a *branch* of such knowledge. Some of the branches are:

- mathematics
 - geology
 - engineering
 - physics
 - chemistry
- biology
 - microbiology
 - botany
 - zoology
 - astronomy

¹ The word *robot* was first used in a story and play produced in 1921 by Karel Chapek. Soon the word became international and got into other languages of the world.

II.

Speaking about science requires its own vocabulary.

- science and technology
- marvels of modern science
- to analyse and systematize facts
- analysis and systematization of facts
- to discover fundamental laws of nature
- to discover/a discovery
- to explore/(an) exploration
- to invent/an invention
- to observe/an observation
- to test/a test

to make	observations discoveries inventions experiments tests	scientific	methods laws studies theories research(es) achievements breakthroughs
to do	research		
modern high information new	technology		

III.

Here are some of the urgent problems scientific minds are working at, to mention only a few.

- finding and using alternative sources of energy
- learning how to save and conserve energy
- creating highly effective systems of communication
- collecting, storing, using and sending out information
- recycling and reusing materials
- studying particles smaller than atoms
- creating new materials (with new characteristics)
- climatic change
- serious diseases like cancer, AIDS, heart and vessel problems, drug addiction
- exploring the underwater world
- studying the first humans and ancient civilizations
- development of life on the planet
- UFOs¹ and the possibility of alien visits

¹ UFO — an unidentified flying object — НЛО (неопознанный летающий объект)

IV.

Space exploration has been one of the most essential problems of our time. It began on the 4th of October 1957 when the first Soviet *satellite* [ˈsætələɪt] (Sputnik 1) *orbited* the Earth.

These things are done by scientists and engineers *to maintain* [meɪnˈteɪn] space flights.

- design and build spacecraft:
 - a) spaceships manned or not manned
 - b) satellites
 - c) rockets
 - d) space shuttles
 - e) probes¹
- equip them with an engine powerful enough to take a spaceship beyond the Earth's atmosphere
- develop the necessary instruments and devices for the vehicle
- use the right kind of fuel
- design and make spacesuits
- launch the space vehicle into outer space
- control the flight
- help the astronauts (cosmonauts) to survive in critical situations and land safely

The astronauts' *mission* usually includes:

- travelling in/into space
- exploring outer space and other planets
- observing objects in outer space
- making experiments in a weightless environment
- living and working in orbital space stations
- producing new materials in zero gravity

In the near future the mankind [mænˈkaɪnd] may carry out some of the following space projects:

- building space stations suitable for scientific research
- colonize other planets, including the Moon
- make interplanetary flights to Mars [mɑːz]
- develop technologies for Earth observation
- send probes to Venus [ˈvɪnəs] and Mercury [ˈmɜːkjʊəri]

¹ a probe [prəʊb] — зонд

69

Find a name to each of these sciences:

- 1) the study of things that occur naturally, such as heat, light, sound, electricity, magnetism, etc.
- 2) the science of living things
- 3) the science dealing with measurements, numbers and quantities
- 4) the scientific study of the Earth through its rocks, soil, etc.
- 5) the scientific planning of a machine, road, bridge, etc.
- 6) the scientific study of the planets, stars, the Sun, etc. of outer space
- 7) the science that deals with the nature of substances and the ways in which they act on, or combine with each other
- 8) the scientific study of plants
- 9) the scientific study of animals
- 10) the branch of biology that deals with the study of microorganisms

Focus

to invent

to create something new

1. Trains were **invented** long before cars.
2. Nobody knows who **invented** the wheel.

to discover

to find, see or learn of something no one knew before

1. Galileo **discovered** the planet Jupiter [*'dʒu:pɪtə*].
2. Columbus **discovered** America.

70

Complete the sentences using either *discover/discovery* or *invent/invention* in the right forms.


1. Who ... computer?
2. When did they ... oil in the North Sea?
3. The mobile telephone is a wonderful
4. Writing was probably the most revolutionary of all human
5. Penicillin was ... by Alexander Fleming.
6. The ... of the atom meant the beginning of a new era in physics.
7. People have not only ... nuclear weapons but also have tried them on other people.
8. The 15th—17th centuries were the time of great geographic
9. Australia was ... for Europeans by James Cook.
10. In what country was money first ...?

71

Insert the words *discover (discovery, discoveries, discovered)*, *explore (exploring, explored)*, *invent (invention, invented)*, *observe (observation(s), observed)*, *test (testing)* to complete the sentences.

1. Let's go to ... the caves.
2. Jane ... his actions with interest.
3. The teacher is ... the students on their French.
4. When was the telegraph ...?
5. Scientists have ... a new virus.
6. The country became very rich

following the ... of oil. 7. I think he made these proposals mainly to ... the public opinion. 8. The oceans have not yet been fully 9. William is in hospital under 10. She made some interesting scientific 11. The ... of the telephone was the beginning of the new era of communication. 12. The ... of adrenalin came about through a mistake. 13. Printing depended on the much earlier Chinese ... of paper making. 14. We soon ... the truth. 15. One ... something that did not exist before. 16. She has ... the stars all her life.

Focus 	
<i>техника</i>	<i>технология</i>
science and technology agricultural technology a high level of technology	We already have the technology to do this. The plant uses the very latest technology .

72

Answer the questions.

1. What discoveries in the history of mankind do you regard as breakthroughs?
2. What inventions in the history of mankind do you regard as most important?
3. Which of the centuries in your opinion saw the greatest inventions and discoveries?
4. What things can you describe as marvels of modern science? And why are they such?
5. Can you remember any outstanding names of well-known scientists, explorers, inventors and discoverers in Russia, Western Europe and the USA?
6. How do you understand the terms "high technology" and "new technology"? Do they describe absolutely the same things?
7. What makes the work of a scientist dull on the one hand and exciting on the other?
8. What in your opinion does a scientist do? Give an example.
9. Would you like to become a scientist? If you would, what field of research would you choose?

73



Look at the list of urgent problems (Topical Vocabulary III, p. 182), choose one of them and describe it. Say:

- how urgent the problem is;
- when it appeared;

- what can be done to solve the problem;
- how solving the problem may affect the future.

Focus

craft (plural **craft**) = a boat or a ship

an aircraft — a lot of **aircraft**

a spacecraft — a lot of **spacecraft**

a sailing craft — a lot of **sailing craft**

Vehicles that fly in space are called **spacecraft**.

The harbour was full of all kinds of **craft**.

74

Match the English words and word combinations with their Russian equivalents:

1. satellite
2. shuttle
3. fuel
4. spacesuit
5. aircraft
6. vehicle
7. space
8. weightless environment
9. device
10. probe
11. manned spaceship
12. essential problems
13. interplanetary flight
14. zero gravity

- a) топливо
- b) транспортное средство
- c) условия невесомости
- d) зонд
- e) основные (существенные) проблемы
- f) спутник
- g) космический корабль с человеком на борту
- h) отсутствие гравитации
- i) самолёт, летательный аппарат
- j) скафандр
- k) космос
- l) межпланетный полёт (перелёт)
- m) корабль многоразового использования
- n) средство, приспособление

75

Remember your Topical Vocabulary IV and name as many activities as you can to describe what people do on the Earth and in outer space to maintain a space flight.

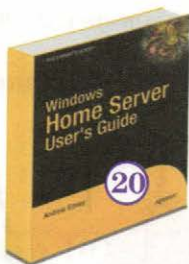
76

All the words below are computer terms. Match them with the numbers in the pictures on p. 187–188.

- a) flash drive — *флешка*
- b) keyboard — *клавиатура*
- c) mouse pad — *коврик для мышки*
- d) CPU (central processing unit) — *ЦПУ (процессор)*

- e) display monitor/monitor/screen — *монитор/экран*
 f) slot — *слот (разъём)*
 g) surge protector — *устройство защиты от перепадов напряжения*
 h) scanner — *сканирующее устройство/сканер*
 i) external CD/DVD-ROM drive — *внешний CD/DVD-ROM проигрыватель (дисковод)*
 j) program/application/software — *программа/прикладная программа (приложение), программное обеспечение*
 k) CD/DVD-ROM disc — *CD/DVD-ROM диск*
 l) cable — *кабель/шнур*
 m) tablet PC — *планшетный компьютер*
 n) user's manual — *руководство пользователя*
 o) mother board — *материнская плата*
 p) printer — *принтер*
 q) power switch — *выключатель*
 r) mouse — *мышь/мышка*
 s) port — *порт*
 t) wi-fi router — *wi-fi роутер (устройство для беспроводного соединения с Интернетом)*
 u) laptop — *портативный компьютер (лэптоп)*
 v) external speakers — *звуковые колонки*
 w) hard disk drive — *накопитель на жёстком диске*





77



You surely know a lot about computers. See if you can understand the words and word combinations in bold type and give their Russian equivalents.

A computer is an electronic device that stores information and allows changes in it through the use of (1) **instructions**. A modern computer is capable of doing various tasks, like (2) **word processing** and (3) **accounting**. Personal computers (PCs) are widely used but working on them requires some techniques.

After turning on the computer a (4) **PC user** should (5) **log into** the (6) **network** by entering their (7) **user name** and (8) **password**. Allow some time for the (9) **operation system** to (10) **load**. Soon you'll see a (11) **menu** (or **icons**) on the monitor screen. With the help of the mouse or the keyboard choose the needed icon and start the program. The program allows the user to type texts, draw objects and (12) **diagrams**. While

drawing one can (13) **shape**, (14) **move**, (15) **transform**, (16) **copy** and (17) **fill** objects. When creating texts we (18) **format**, (19) **edit** and copy them. Both drawings and texts can be (20) **saved** or (21) **deleted**. If you have a printer, you can (22) **print** the information displayed on the screen. Don't forget to save your (23) **file** onto your (24) **hard disk** and (25) **back it up** onto the flash drive.

CD-ROMs can be used to produce images on the computer screen. The user can move around the program by (26) **clicking** on different parts of the screen with a mouse. Clicking on the text will provide a new screen with more information, either in the form of texts and diagrams, or as an animated cartoon.

Computers give us (27) **access** ['ækses] to the Internet — an international computer network connecting other networks and computers from companies, universities or individuals etc. You can spend a lot of your free time (28) **surfing the Internet** and get all sorts of information from it. You can enter the (29) **chat room** with other Internet users and debate urgent problems (30) **online**. Using an (31) **e-mail** address you can correspond with your friends or open your own (32) **webpage** (**website**) and place there information about yourself.

78

A. Explain to someone in your family who doesn't know it how to work on a computer.

B. Today computers help people to do many things:

- bankers use them to keep track of money;
- telephone operators use them to put calls through;
- without computers, weather forecasters would make more mistakes.

The list of uses is long. Can you continue it?

C. Say what advantages a computer gives to a user.

79

People depend on computers so much that they sometimes think the machines are giant brains. But there is another point of view. Some people say: "Compared to people, computers aren't at all smart. Computers are machines that will do only what they are told to do." Which point of view do you share and why?

80

Interview your classmates and find out who in your class:

1. has a computer (laptop, tablet PC) of his/her own
2. uses a computer only for playing games
3. uses a computer only for work
4. uses a computer both for work and playing games
5. spends 3 or more hours daily in front of the computer
6. can make computer programs

7. can work on the computer unassisted
8. will have to use the computer in their future job as they think
9. hates working on the computer
10. thinks that computers do harm to their users' health

81

Here are some of today's most controversial problems. Work in pairs or groups and discuss if they are a curse or a blessing. Give some good arguments for or against them:

- 1) nuclear power, 2) new information technology, 3) computerization
- 4) cloning¹, 5) genetic engineering²

MISCELLANEOUS

82

A. Read the lyrics of the song and say why the world is compared with submarine, what they have in common.

Yellow Submarine

(The Beatles)

(Lyrics: Paul 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 the sea of green.

And we lived beneath the waves in our yellow submarine.

We all live in a yellow submarine, } 2 times
Yellow submarine, yellow submarine.

And our friends are all on board,

Many more of them live next door,

And the band begins to play.

We all live in a yellow submarine, } 2 times
Yellow submarine, yellow submarine.

And we live a life of ease,

Everyone of us has all we need.

Sky of blue and sea of green in our yellow submarine.

We all live in a yellow submarine, } 3 times
Yellow submarine, yellow submarine.

B. Find some information about the history of the song and share it with your classmates.

¹ cloning ['klɔʊnɪŋ] — клонирование

² genetic engineering — генная инженерия



Listen to the poem (No. 24) and read it.

The Cloud-Mobile
(By May Swenson)

Above my face is a map.
Continents form and fade.
Blue countries, made
on a white sea, are erased,
and white countries traced
on a blue sea.

It is a map that moves
faster than real,
but so slow.
Only my watching proves
that island has being,
or that bay.

It is a model of time.
Mountains are wearing away,
coasts cracking,
the ocean spills over,
then new hills
heap into view
with river-cuts of blue
between them.

It is a map of change.
This is the way things are
with a stone or a star.
This is the way things go,
hard or soft,
fast or slow.

PROJECT WORK 4

Work individually or in small groups and compile a quiz on science and technology. Ask your parents or friends to help you with the material for it.

You may also use reference literature and the following internet sites:

- <http://www.buzzle.com/chapters/science-and-technology.asp>
- <http://www.resources.hwcdsb.ca>
- <http://www.sciencekids.co.nz/>
- <http://www.brainpop.com/>

In class hold your quiz. Decide whose quiz was the best and why.

SUMMING UP

You have just finished working on Unit 4. Think of it and say:

- which things you practised doing in English (consider speaking, reading, writing and listening comprehension);
- where you can see your progress in English;
- what problems with English you still have and how you are going to work on them;
- which things you enjoyed doing mostly and least of all.

UNIT 5

Going to Places: The World of Travelling

REVISION

1  Listen to the recording (No. 25) and answer the questions.

2 On what kind of trip do people usually take this baggage?



*rucksack
(backpack)*



suitcase



trunk



*briefcase
(attaché case)*



vanity case



utility case



tote bag



garment bag



duffel bag



shoulder bag



luggage carrier

3

Interview your classmates and find out how many of them:

- never travelled to other towns or cities;
- never travelled abroad;
- travelled alone;
- stayed at hotels;
- never travelled by air;
- never travelled by sea;
- prefer travelling on foot;
- hate travelling by train;
- can drive a car;
- take a lot of luggage on a journey;
- travel light (with little luggage);
- like talking to his or her fellow passengers;
- like seeing people off;
- believe that “there is no place like home”.

4

SFA

SA

W

Choose the right items.

1. You usually get your travel ticket at the
a) box office b) booking office c) ticket office
2. Lost things can be found in the
a) inquiry office b) waiting room c) lost-and-found
3. If you go abroad, you have to go through the
a) customs b) customers c) custard
4. At the railway station you can leave your luggage at the
a) luggage van b) luggage trolley c) left luggage office
5. Letters and parcels can go in the
a) guards van b) mail van c) letter van
6. The word that has nothing to do with trains is
a) “dining car” b) “sleeping car” c) “cable car”
7. You make a voyage if you travel by
a) sea b) air c) land
8. If two cars crash into each other on the road, we call it
a) an incident b) a precedent c) an accident
9. ... is a word used mostly in British English.
a) “Baggage” b) “Railroad” c) “Carriage”
10. A person in a hotel, station or airport who carries your luggage is a
a) guard b) porter c) steward

5

SA



Insert the prepositions where necessary.

1. I didn't stay ... a hotel, I stayed ... my aunt when I was ... London.
2. Can you tell me how to get ... the airport ... your house?
3. Which method ... travelling do you prefer, ... car or ... plane?
4. There is nothing like travelling ... sea.
5. The train arrived ... the station and the passengers got
6. When the old lady got ... the car, it drove away at once.
7. Jane doesn't like to change trains when ... a journey, she prefers through trains.
8. Was there a swimming pool ... board ... the ship?
9. What bus do I take ... King's Cross Station?
10. How much is a first-class ticket ... London, please?

6

SFA

Read the texts and decide which of them describes: a sea port, a railway station and an airport.

- a) The customs clearance area is close at hand, and you must decide on the 'red' or 'green' channel. 'Red' means you have something to declare, and your baggage will be inspected. 'Green' means nothing to declare, and the customs officers make only random checks. You will probably be able to manage your luggage yourself, with the help of a trolley.
- b) ... We had to wait in the waiting room. Next door to the waiting room was the refreshment room; and there were other notices: inquiry office, left luggage and parcels office. I chose to carry my luggage and Peter pushed his on a trolley. The ticket collector stood at the gate checking the travellers' tickets.
- c) From the top deck I could see the huge cranes lifting the cargo. I saw members of the crew walking getting ready for the voyage. I could see the passengers, leaning over the rails and waving goodbye to their friends standing below among the crowd.

7


SA




Express the same: a) in Russian, b) in English.

- A. 1. Our friends like to see off all their relatives who go travelling.
2. We soon saw through him and his little plan.
3. I'll go and see to the dinner.
4. I don't see him round a lot these days.

- B. 1. Кто провожал господина Свифта в аэропорту, когда тот улетал в Америку?
2. Обещаю, я позабочусь о том, чтобы детей накормили обедом.
3. Ему никогда не удавалось обмануть (deceive) свою старшую сестру — она видела его насквозь.
4. Когда мы увидимся снова?

- 8 **SA**  Use your active vocabulary instead of the underlined words and expressions in the text and think what the end of the story could be.


Once upon a time there lived a famous entomologist. He was a devoted scientist but he often felt worried and afraid (1) that his wife didn't understand him and was not at all interested in (2) different (3) species of insects that he had in his collection. The way his face looked (4) was not very often attractive. Sometimes he spoke showing that he was annoyed with (5) her lack of interest and wish (6) to see his collection. She didn't like to listen to his stories about the necessary facilities (7) for his experiments and other things he needed (8). He had many friends who often sent him enormous amounts (9) of insect food. And that certainly put him in a better position (10) than other colleagues of his who rather liked him but didn't like to trouble (11) him as he could use some not very pleasant phrases (12).

- 9 **W**  Complete these sentences with *either ... or ...*, *neither ... nor ...* or *both ... and ...*.

EXAMPLE: ... is a mammal/are mammals.


- a) **Either** a fox **or** a crocodile is a mammal. (*Либо лисица, либо крокодил — млекопитающее.*)
 b) **Neither** a bee **nor** a fly are mammals. (*Ни пчела, ни муха не являются млекопитающими.*)
 c) **Both** dogs **and** cats are mammals. (*И собаки, и кошки — млекопитающие.*)

- 1) ... can fly.
- 2) ... was/were invented in the 20th century.
- 3) ... can be used as fuel for space rockets.
- 4) ... can be called (an) aircraft.
- 5) ... was/were discovered by the English.
- 6) ... is/are in the Southern Hemisphere.
- 7) ... is/are done by computers.
- 8) ... is/are heavenly body/bodies.
- 9) ... can imitate human voices.


- 10 **SA**  Divide the sentences into 3 groups: a) those expressing obligation, b) those expressing objective necessity, c) those that express friendly advice.

1. You should try various methods before you draw conclusions. 2. You must keep a careful record of the experiment; a lot depends on how careful you'll be. 3. You should learn these English expressions: they may turn out to be very useful when you go to the country. 4. Someone has

to supply us with the laboratory equipment we require. 5. In case you feel nervous before the examination, you should remember that you are our top student and can't fail. 6. The poor girl had to wear old shoes and worn out clothes. 7. I'm afraid I must insist on your copying this text again. 8. If you want to win, you should have some advantages over your rivals. 9. Why do I have to predict the future? I have never been good at it.

11  **Say which of the two you'll use in these situations: *mustn't* or *don't/doesn't have to*.**

1. You're telling a young child that it's very rude to talk back to grown-ups. 2. You're telling your younger brother that you have plenty of food in the house and there's no need to go to the shop. 3. You're telling your friend what present you've bought for your sister and asking him not to let out your secret. 4. You're telling a neighbour's little boy that he is crossing the road in the wrong place. 5. You're telling some young children that it's wrong for visitors to feed the animals in the Zoo. 6. You're telling your mother that you've washed the plates and she can relax and have some rest. 7. You're telling your classmates that the first lesson tomorrow morning has been cancelled,¹ and they needn't come to school early. 8. You're telling your English teacher that you've already fitted the DVD in the player and the pupils can begin watching the video film.

12  **Use each of the adjectives below in two sentences: a) as a substantivized adjective, b) as a not substantivized adjective.**

EXAMPLE: a) The **hungry** should be fed, and the **sad** cheered up.
b) Oliver Twist was **hungry** and **sad** and needed an understanding friend.

1) dumb, 2) dead, 3) strong, 4) elderly, 5) rich, 6) disabled, 7) unemployed, 8) young

13   **Express the same in English. Think of the place of adverbs in the sentences.**


1. Утром мой отец всегда покупает газету в киоске (newspaper stand).
2. Джон редко ездит в отпуск осенью. 3. Время от времени я опаздываю на уроки, но вовсе не горжусь этим. 4. Этот фильм только что показан юным зрителям. 5. Он вряд ли когда-нибудь бывал в Англии зимой. 6. Часто ли вы встречали в театре столь талантливых людей?
7. Господин Робертс обычно не спускается к чаю. 8. Какими фруктами часто снабжают столицу летом?

¹ to cancel ['kænsəl] — отменять

SA Assess your results.

Task number	4	5	7 A	7 B	8	10	11	13	Total
Maximum result	10	17	4	4	12	9	8	8	72
Your result									

READING FOR COUNTRY STUDIES

14  A. Listen to the text "Canada" (No. 26) and say which of the two items is right.

1. The name "Canada" comes from an *Indian/French* word.
2. The largest country in the world is *Canada/Russia*.
3. Most of the Canadians live in the *north/south*.
4. Canada has *3 territories and 10 provinces/3 provinces and 10 territories*.
5. *Forests/prairies* cover about half of Canada.
6. The Queen is represented in Canada by the *lord governor/governor-general*.
7. There are *3/4* political parties represented in the House of Commons.
8. Every child in Canada can be educated in *English/English and French*.

SFA B. Read the text "Canada" and match its paragraphs with their names.

- | | |
|------------------------------|---------------------|
| 1. PROVINCES AND TERRITORIES | 5. CLIMATE |
| 2. POPULATION | 6. EDUCATION |
| 3. GENERAL FACTS | 7. POLITICAL SYSTEM |
| 4. NATURAL RESOURCES | |

Canada

A

The name Canada is believed to come from¹ the Indian word *Kanata*, meaning "village" or "community". This fact alone shows that the native population of the country consisted mostly of Indian tribes. Now Canada is the world's second largest country after Russia and the largest country in the Western Hemisphere. The country is so wide that six distinct time zones lie within its borders. Some part of the country is beyond the Arctic Circle. The capital of the country is Ottawa [ʻtəwə]. Its currency is the Canadian dollar, which is divided into 100 cents. The country's most important symbol is the maple leaf. One can see it on the Canadian flag.

¹ is believed to come from — как полагают, произошло от

B

The populated southern areas of Canada have a moderate climate when in the north the climate is characterized by very long, cold winters with average temperatures far below freezing and cool summer months. The most humid areas are in the west, where winds from the Pacific Ocean bring a lot of rain.



C

Canada has a population of over 30 million, about 80% of which live in the south. About three quarters of Canada's population live in towns and cities. Canada's largest metropolitan areas are Toronto [tə'rontəʊ], Montreal [,mɒntri'ɔ:l], Vancouver [væn'ku:və] and Ottawa. The French were the first to settle in the country in large numbers during the 17th and early 18th centuries. People of British origin came to stay there mainly after 1763, the year when the British conquered the French Colony of

New France. As a result Canada has a dual cultural heritage and both French and English are official languages. Other groups of population are Germans, Italians, Ukrainians, Scandinavians, Poles, the Dutch and Eskimo (Inuits).

D _____

Canada has 10 provinces and 3 territories, each with its own capital city. French Canadians are mostly concentrated in the provinces of Quebec [kwɪ'bek] (capital — Quebec City) and New Brunswick ['brʌnzwɪk] (capital — Fredericton). They have kept not only their language, but also their own culture. Both Ottawa, the country's capital, and the largest city of Canada Toronto are situated in the province of Ontario [ɒn'teəriəʊ].

E _____

The country is rich in natural resources: gas, oil, coal, gold, copper, iron ore, nickel, uranium, zinc, along with wood and water. It is one of the world's leaders in mineral exports. Its soils, which are especially rich in the three prairie provinces of Alberta [æl'bɜ:tə], Manitoba [ˌmæni'təʊbə] and Saskatchewan [sæ'skætʃwən] are intensively utilized and make Canada one of the world's largest exporters of agricultural products. Forests cover about half of Canada. They are the basis for such important industries as lumbering and paper production. Forests also give home to deer and caribou, squirrels, minks, skunks, mooses, beavers, black bears and other animals.

F _____

Canada is a constitutional monarchy. Elizabeth II, Queen of England, is also Canada's Queen and sovereign of a number of realms. The Queen is the head of state, and is represented in Canada by the governor-general.

Legislative power is vested in Parliament, which includes the Queen, the Senate of 104 appointed members and the House of Commons with about 300 elected members. National elections are held at least once every 5 years. The leader of the political party with the largest number of seats in the House of Commons usually becomes prime minister and forms the government.

There are three main political parties represented in the House of Commons: they are the Liberal Party, the Progressive Conservative Party and the New Democratic Party.

G _____

Each of the provinces and territories administers its own educational system. Schools are operated by local education authorities and generally

give 6 to 8 years of elementary and 3 to 5 years of secondary schooling. Any child can be educated in either of the two official languages. Canada has community colleges that offer technical and vocational training and a number of universities and four-year colleges. Among the largest universities are the University of Toronto (Toronto), University of British Columbia (Vancouver), University of Alberta (Edmonton), in which the language of instruction is English. Prominent French language universities are the Université de Montréal, Loyal Université, and the Université du Québec.

15 Remember the text "Canada" and:

1. say what information about the country you found new;
2. say what other facts on Canada (apart from those mentioned in the text) you know;
3. say what kind of information is missing in the text;
4. make a list of ten questions answers to which you can't find in the text, see if your friends can answer them. If they can't do it, find the required information in reference books yourself and then share it with your friends.

16 Complete these sentences from the text "Canada".

1. Now Canada is the second largest country after
2. The country's most important symbol is
3. The French were the first to settle in the country in large numbers during
4. Both ... and ... are official languages.
5. Canada has ... provinces and ... territories, each with its own
6. Forests cover about
7. Legislative power is vested in Parliament, which includes ... , ... of 104 appointed members and ... with about 300 elected members.
8. ... can be educated in either of the two official languages.

17 See if you understand these words and word combinations right and choose the correct definitions.

1. A time zone is
 - a) any of the 24 parts, each about 15° wide, into which the Earth is divided for the purpose of keeping time. The difference between each of the neighbour parts is one hour
 - b) a division of the Earth's surface according to temperature, marked by imaginary lines running round it
2. A moderate climate is

- a) a mild climate with no great difference between minimum and maximum temperatures
 - b) a harsh climate with very low temperatures in winter and very high temperatures in summer
3. Metropolitan areas are
- a) countryside territories
 - b) territories of big cities or capitals
4. Cultural heritage is
- a) good general knowledge of a certain culture
 - b) cultural traditions passed from generation to generation
5. Dual is
- a) a fight with guns or swords between two people
 - b) consisting of two separate parts
6. An Eskimo (Inuit) is
- a) a member of a race of people living in the far north of North America
 - b) anyone living in the icy far north of North America
7. An exporter is
- a) a person, company or country that sells goods abroad
 - b) a person, company or country that buys goods from abroad
8. Lumbering (in American English) is
- a) cutting trees or wood
 - b) building houses of wood (wood houses)
9. A prime minister is
- a) the leader of the government
 - b) the leader and the ruler of the country
10. Vocational training is training preparing one for
- a) the career of a vocalist
 - b) specific jobs

18 Answer the questions about Canada. Use the maps on p. 198, 202.

- 1. Where is Canada situated and what countries does it border on?
- 2. What oceans is the country washed by? What are Canada's biggest rivers and lakes? Where do the rivers rise and where do they flow?
- 3. How can you characterize the relief of the country? Has it got any mountain ranges? How high are they?
- 4. Where do most of the Canadian population live and why?
- 5. What is the administrative division of the country?

6. What are the biggest cities of Canada and where are they situated?
7. What natural resources is the country rich in?
8. What places in Canada would you like to visit and why?



- 19 A lot of people think that Canada is in many ways like Russia. Say what makes our countries alike and different.
- 20 Imagine that you work for a travel agency. How would you advertise a trip to Canada?
- 21 Use the outline of Ex. 14 and speak about Canada.

READING FOR INFORMATION

- 22 A. Read the text once and say when the travellers for whom these instructions were written lived. Explain your choice of the time period.

B. Say what information offered in the text was new to you. How could you estimate it?

Etiquette ['etiket] helps the wheels of life to turn smoothly and happily. It is especially important for travellers to know how to behave both in their own country and in foreign places.

A little knowledge enables one to give due consideration to others, to appear and to be at ease in all circumstances ['sɜ:kəmstənsɪz], to say and to do the right thing at the right time.

Remember that the spirit of true courtesy ['kɜ:tɪsɪ] does not find expression only on social occasions but in everyday affairs such as travelling in public vehicles and walking in the streets whether at home or overseas.

First Rules for Travellers

Money: Take one fourth more than your estimated expenses, and a good supply of small change.

Geography: Acquaint yourself with the geography of the route [ru:t] and region of travel.

Luggage: Arrange, if possible, to have only one piece of luggage to look after.

Dress: Better be too hot for two or three hours at noon than be cold for the rest of the twenty-four.

Time: Be at the place of starting fifteen minutes before time, thus allowing for unexpected detention by the way.

Breakfast: Do not begin a day's travel before breakfast, even if it has to be eaten at daybreak. Dinner or supper can be more easily ignored than a good breakfast.

Manners: Respect yourself by demonstrating the manners of a gentleman or lady, and then you will receive the respect of others.

Language: A good knowledge of the language of the country you are to visit is an immense help and will make the journey more agreeable.

Climate: No special considerations may be necessary when travelling to moderate climates or on short journeys, but for longer journeys and to tropical climates it is important to have tropical clothes as part of your hand luggage. The traveller's comfort depends on his dress being suitable to the climate he is in.

Packing: Always allow ample time for packing. See to it that every piece of luggage is properly labelled and that all labels previously used are removed. The principal point to remember in packing is to leave the things you are most likely to require, during the journey or on arrival, until last. If you carry a handbag, small portmanteau [pɔ:t'mæntəʊ] or holdall, they should be put in these.

Trains: This new mode of transport should not be feared. It is safer to ride on the railroad than to walk through the streets.

It is unwritten law that the passengers occupying the window seats facing the engine have "charge" of the windows. There is no reason why you would not ask one of the window seat passengers if he would object to a window being opened.

Make-up: It is not a correct thing to do to make up while travelling. Many girls prefer not to show too openly how much the rosy of their cheeks owes to art instead of nature. It's not right for young men to use a comb or nail file in public places.

Lost: If you are lost, use your watch. Point the hour to the sun and the south is exactly half way between the hour and the figure 12 on the watch. For instance, suppose it is 4 o'clock, point the hand indicating 4 to the sun and 2 on the watch will be exactly south.

Journal: Many experienced voyagers keep a journal while they are travelling. A well-kept journal acts as a remembrancer for years to come. Be sure to pack inks, nibs, blotters and note pads.

23

Read the text (Ex. 22) again and choose one of the titles for the instructions above. Explain your choice.

- PROS AND CONS OF TRAVELLING
- TRAVELLER'S GUIDEBOOK
- PRACTICAL ADVICE FOR THE TRAVELLER

24

SFA



In each paragraph of the text (Ex. 22) one sentence is missing. Find the right paragraphs for the sentences below.

- Several maps of the place where you are going can be handy.
- It is better to wait for extra 15 minutes than to miss your train or coach. Besides, everyone knows: "First come, first served."
- An umbrella is essential for any climate.
- Pack a good writing case.
- Try and learn at least some minimum vocabulary to be able to show your politeness.
- Remember: travelling light is faster and much easier.
- Don't limit yourself to a cup of tea and a sandwich. Eat something filling.
- Consider the comfort of your clothes before elegance and don't pay too much attention to change in fashion.
- Every watch is a compass.
- There are usually separate carriages reserved for ladies who need to travel alone.
- You may be expected to tip porters at railway stations and hotels.
- Good manners are a letter of recommendation.
- When packing remember the saying: "A little method is worth a great deal of memory."

14. A vanity case anyhow is one of the most important things on a journey.

25 In the text (Ex. 22) find equivalents for these:

1) свободно чувствовать себя при любых обстоятельствах; 2) дух истинной галантности (вежливости); 3) предполагаемые расходы; 4) маршрут и место путешествия; 5) непредвиденные задержки; 6) на рассвете; 7) заслужить уважение других; 8) сделать путешествие более приятным; 9) особое внимание; 10) достаточное время; 11) не следует бояться; 12) по ходу поезда; 13) иметь окна «в своём распоряжении»; 14) возражать против того, чтобы окно было открыто; 15) насколько румянец щёк является естественным, а не созданным с помощью косметики; 16) пилочка для ногтей; 17) направьте часовую стрелку, указывающую на цифру 4, на солнце; 18) вести дневник; 19) напоминание.

NEW LANGUAGE

GRAMMAR SECTION

I. Modal Verbs: to Be (to)¹ and Need

plans and arrangements

(запланированные действия)

Especially when they are official, formal style.

- a) The president **is to** visit Nigeria next month.
- b) They **are to** get a 10 per cent wage rise in June.
- c) The Queen **was to** visit Japan last year.

orders

(приказания)

Often used by parents to their children.

- a) You're **to** do your homework before you watch TV.
- b) Liz, you **are not to** be back late.
- c) Jane **is to** eat all her supper before she goes out.

To be (to)

instructions and notices (инструкции и объявления)

(with passive infinitive²)

- a) This form **is to be** filled in ink.
- b) **To be** taken 3 times after meals (on a medicine bottle).
- c) These tablets **are to be** kept out of reach of children.

¹ Глагол **to be (to)** может иметь формы настоящего или прошедшего времени. Для выражения необходимости совершить что-то оговорённое в будущем употребляется глагол **to have to**: We'll **have to** arrive earlier than six.

² passive infinitive = **to be + past participle** of the main verb (**to be taken, to be filled in, to be returned**)

26

Divide the sentences into 3 groups: a) *to be* = a planned or arranged action; b) *to be* = an order; c) *to be* = a notice or an instruction.

1. Now listen, children! I'll leave you for a second and you are to be quiet until I come back. 2. These tablets are to be taken with a lot of water. 3. The conference is to begin at ten exactly. 4. You are to report to the head as soon as you come to work. 5. The delegation was to arrive on Saturday, but the time of the arrival was changed. 6. The gate is to be locked after 8 p.m. 7. You are to do the washing-up before you leave for the cinema. 8. Dogs are to be kept on a lead.¹ 9. The visit was to last for five days. 10. To be handled with care.

27



Express the same in English. Use the verb *to be*.

1. Вам следует поторопиться: зал должен быть готов к началу заседания. 2. Всем вам надлежит остаться после уроков и закончить работу. 3. Инструменты следует оставлять здесь. 4. Принимать с водой или фруктовым соком. 5. Документы должны быть зачитаны в парламенте. 6. Премьер-министр должен посетить нашу страну в августе. 7. Спутник должен быть запущен в начале лета. 8. Не нагревать (to heat) выше 50 градусов. 9. Ты должен попросить родителей зайти в школу. 10. Эта проблема должна быть решена правительством в ближайшем будущем.

ordinary verb

-s	Everybody needs to rest sometimes. She says she needs me.
do/does	Do we need to reserve seats on the train? She says she doesn't need me any more.
to	We don't need to talk to them again. John, you don't have much time. You need to hurry up.

Need

modal verb

(quite rare these days except for **needn't** which is common)
He **needn't** explain anything — we understand the situation.
We **needn't** reserve seats — there'll be plenty of room on the train.
— Must I pay cash?
— No, you **needn't**. We take cards.

¹ a lead — поводок

28

Read the sentences and say in which of them *need* is a modal verb and in which it isn't.

- How much bread do you need for your sandwiches?
- You needn't shout: I can hear you.
- Everyone in this world needs love and care.
- We needn't help Alex: he will manage the job perfectly well.
- I don't think I need to tell you that Alice's holiday was a huge success.
- I give advice only when it's needed.
- I didn't need any extra time and completed the test very quickly.
- Must I call back? — No, you needn't. I'll call you myself.
- The kids needn't go to bed early: they have no classes tomorrow.

29



Express the same in English. Use the verb *need*.

- Нам не нужно покупать сегодня продукты, мы идём обедать в ресторан.
- Кому-нибудь нужен чудесный серый котёнок?
- Не надо спешить, до поезда ещё три часа.
- Я понимал, что Сэм нуждается в моей помощи.
- Нам не нужна ещё одна актриса на эту роль.
- Не нужно говорить об этом снова, я всё помню.
- Вам нужны новые копии этого текста?
- Если нам не надо сегодня готовить уроки, давайте сходим в кино.

30



Complete the sentences with *needn't* or *shouldn't*.

EXAMPLE: You **needn't** explain anything: I understand.

(Не надо ничего объяснять, я всё понимаю.)

You **shouldn't** explain anything: you'll be wrongly understood.

(Не надо (не советую) ничего объяснять, тебя неправильно поймут.)

- You ... take a taxi, we have plenty of time.
- Children ... spend so much time in front of the television.
- Tell your mother that she ... worry: it's bad for her heart.
- You ... worry, dear, I'm sure that everything's going to be just fine.
- Your friend ... stay here for the night, I'll take him home in my car.
- Little children ... be allowed to walk the streets not accompanied by grown-ups.
- Young people ... forget that they'll be old one day.
- You ... mention this again: I'll never forget it.
- Mr Anderson ... book a room in the hotel: they can stay with us.

II. Modal Verbs with Perfect Infinitive¹

1. Modal verbs usually refer to the *present* or the *future*. However, modal verbs can be used with perfect infinitives to talk about the *past*.

modal + have + past participle (main verb)

could have done

shouldn't have done

should have done

needn't have done

2. We often use **perfect infinitives** to talk about “imaginary” past actions and events: things that didn't happen.

A

could have + past participle (main verb) = something that was possible but didn't happen

You **could have told** me about it.

Ты мог бы сказать мне об этом (а ты не сказал).

That was a bad place to go skiing — you **could have broken** your leg.

... ты мог бы сломать ногу (но, к счастью, не сломал).

John **could have read** the note.

Джон мог бы прочитать записку (но не прочитал).

B

should/shouldn't have + past participle (main verb) = about something that didn't happen

I **should have phoned** Ed, but I forgot.

Мне следовало позвонить Эду ... (но я не позвонил).

You **shouldn't have worn** your mother's shoes.

Тебе не следовало надевать мамины туфли (а ты надела).

You **shouldn't have said** things like that to Granny.

Тебе не следовало говорить подобное бабушке (а ты сказал).

C

needn't have + past participle (main verb) = about something which was done but that was not necessary

I **needn't have cooked** so much food. Nobody was hungry.

Мне не стоило готовить так много ... (а я приготовила).


We **needn't have watered** the flowers. Just after we finished it started raining.

Нам не было нужды поливать цветы ... (а мы их полили).

¹ perfect infinitive = (to) have + past participle of the main verb (to have finished, to have done, to have told)

31 Divide the sentences into two groups: those in which the described action a) took place; b) didn't take place.

1. You **should have told** your father the truth when he asked you.
2. The minister **shouldn't have mentioned** this fact at the press conference.
3. We **should have come** a little earlier, then we **wouldn't have missed** the beginning of the film.
4. The house **should have been painted** years ago.
5. The tourists **shouldn't have taken** a boat trip that day: it was too cold.
6. Justin **shouldn't have asked** for his friends' advice, he **should have decided** himself.

32  **Michael was in London last Sunday. He had a chance to visit the National Gallery, Trafalgar Square, the Houses of Parliament and Westminster Abbey. Say what other sights Michael could have seen (visited) in the capital of Great Britain.**


EXAMPLE: Michael could have visited the Victoria and Albert Museum.






33  Express the same in English using modal verbs.

1. Мне не стоило звонить Энди. Моя сестра позвонила ему до меня.
2. Ты мог бы сказать мне, что мы не идём в школу в понедельник.
3. Алисе не надо было пить холодное молоко. 4. Ким стоило напечатать письмо. Её почерк никуда не годится. 5. Михаила не нужно об этом спрашивать. Он знает ответ на этот вопрос. 6. Ты мог бы принять участие в соревновании. Почему ты не пришёл? 7. Кэролин, тебе следовало вымыть посуду. 8. Нам не нужно искать бабушкины очки. Она их уже нашла. 9. Джеку не стоило ходить в магазин. Дома полно еды. 10. Им следовало покрасить стены в жёлтый цвет. Госпоже Адамс нравится этот цвет.

- 34  Polly is a lazybones. She is on holiday now and spends all the days lying in bed and watching TV. Her elder sister comes home after work. The flat is in a mess. Think of 10 sentences she may use speaking to Polly.

EXAMPLE: You should have made your bed.




- 35  Your school holidays are over and you may regret some things that you *should/shouldn't have done, could have done or needn't have done*. What are they?


EXAMPLE: a) I **shouldn't have slept** so much.
 b) I **could have visited** some museums.
 c) I **needn't have repaired** my bike: my parents are going to buy me a new one.

III. More Facts about Adverbs: Adverbs and Adjectives

English	Russian
Adjectives are used to say how something <i>is, seems, becomes, gets, grows, looks, feels, tastes, smells, sounds, appears, turns</i> .	Adverbs are often used in similar cases.
William feels sad . Jane looks great . It's growing cold . The music sounds loud . Roses smell sweet .	Уильяму грустно . Джейн выглядит отлично . Становится холодно . Музыка звучит громко . Розы пахнут сладко .

36  **Express the same in English. Use the verbs from the table on p. 211.**

1. Ларри прекрасно выглядит для своего возраста. 2. Мальчик кажется слишком усталым, чтобы идти дальше. 3. Анна говорит, что прекрасно чувствует себя после отдыха у моря. 4. Пирог хорош на вкус, спасибо. 5. Становится жарко, давай откроем окно. 6. Его рассказ звучит интересно. 7. Чайник всё ещё горячий на ощупь. 8. Хорош ли суп на вкус? 9. Вы выглядите очень нарядно. Куда вы идёте? 10. Твой братишка кажется вполне счастливым. 11. Песня звучит слишком тихо, я не понимаю слов. 12. Что это за блюдо? Оно так вкусно пахнет!

37  **Make up sentences of your own. Use the verbs and adjectives below.**

Verbs: look, seem, feel, taste, sound, smell, appear, turn
Adjectives: good, wonderful, nice, lovely, pleasant, unpleasant, awful, horrible

EXAMPLE: Liz looked wonderful at the party.

Focus

adjective

adverb

- | | |
|--|---|
| <ol style="list-style-type: none"> That day John looked <i>sad</i> and unhappy. Tom grows <i>very nervous</i> when I mention his marks. The answer appeared <i>unexpected</i>. Sally turned <i>pale</i> and left the room. My mother's perfume smells <i>very nice</i>. | <ol style="list-style-type: none"> John looked at us <i>sadly</i> but said nothing. The flowers grow <i>wonderfully</i> in such weather. John appeared <i>unexpectedly</i> at the end of the party. Sarah turned the leaves of her book <i>quickly</i>. A dog's nose can smell <i>very well</i>. |
|--|---|

38  **Express the same in English.**

1. Сирень (lilac) пахнет сладко. 2. Джон всегда говорит тихо. 3. Мой дядя посмотрел на меня сердито. 4. Музыка звучит громко. 5. Нелли чувствует себя хорошо, а её сестра всё ещё выглядит плохо. 6. Дети плохо говорят по-испански. 7. Когда Анна услышала эту новость, ей стало грустно. 8. Джеку было тепло. Он не чувствовал, что на улице подмораживало. 9. Госпожа Бигс холодно поприветствовала нас и вышла из комнаты. 10. Пицца горька на вкус. 11. Становится темно. 12. Прощаясь с нами, он грустно улыбался.

Focus	
well (an adverb meaning “in a good manner”)	well (an adjective meaning “healthy, not sick”)
Ron writes well . Well modifies the verb and describes how Ron writes.	Mary was sick, but now the girl is well . Well doesn't modify the verb, it modifies the noun 'girl' and describes her state. (The girl is not ill.)
<p><u>Note:</u> After the linking verb feel, either good or well may be used: I feel good and I feel well have essentially the same meaning. However, well usually refers specifically to health, whereas good to one's physical and/or emotional condition.</p> <p>I feel well. = I'm healthy, not ill. I feel good. = Everything is OK.</p>	

IV. More Facts about Substantivized Adjectives.

Nation and Nationality Words

Substantivized Adjectives and Nouns

Adjective	People. Representatives of a Nation		Nation
	Singular	Plural	
<p>1 Adjectives ending in -an add -s for the plural. It is also true for Czech, Greek, Thai.</p>			
American	an American	Americans	the Americans
Belgian	a Belgian	Belgians	the Belgians
Bulgarian	a Bulgarian	Bulgarians	the Bulgarians
Canadian	a Canadian	Canadians	the Canadians
German	a German	Germans	the Germans
Italian	an Italian	Italians	the Italians
Mexican	a Mexican	Mexicans	the Mexicans
Norwegian	a Norwegian	Norwegians	the Norwegians
Czech	a Czech	Czechs	the Czechs
Greek	a Greek	Greeks	the Greeks
Thai	a Thai	Thais	the Thais

Adjective	People. Representatives of a Nation		Nation
	Singular	Plural	
II <i>Adjectives ending in -ese, -ss do not add -s for the plural.</i>			
Chinese	a Chinese	Chinese people	the Chinese
Japanese	a Japanese	Japanese people	the Japanese
Portuguese	a Portuguese	Portuguese people	the Portuguese
Swiss	a Swiss	Swiss people	the Swiss

III *Some adjectives ending in -sh or -ch are used neither to name representatives of a nation nor a nation as a whole. We use special nouns for both.*

British	a Briton a Britisher	Britons Britishers	the British
Dutch	a Dutchman a Dutchwoman	Dutchmen Dutchwomen Dutch people	the Dutch
English	an Englishman an Englishwoman	Englishmen Englishwomen English people	the English
Finnish	a Finn	Finns	the Finnish
French	a Frenchman a Frenchwoman	Frenchmen Frenchwomen French people	the French
Irish	an Irishman an Irishwoman	Irishmen Irishwomen Irish people	the Irish
Scottish	a Scot	Scots	the Scottish
Spanish	a Spaniard	Spaniards	the Spanish
Welsh	a Welshman a Welshwoman	Welshmen Welshwomen Welsh people	the Welsh

1. Notice that all nationality words have capital letters.
2. In phrases like «Я русский», «Он американец» we more often use adjectives than nouns: “I am Russian”, “He is American” (“I am a Russian”, “He is an American” are possible but not often used.)

39 Look at the table of Nation and Nationality Words (pages 213–214) and say what adjectives are not used to give names to languages. Why?

40 Say people of what nationalities live in these countries and what languages they speak.

EXAMPLE: The Danes live in Denmark. They speak Danish.

- 1) China, 2) Italy, 3) Britain, 4) Norway, 5) Russia, 6) Sweden, 7) Japan, 8) the Czech Republic, 9) Ireland, 10) the USA, 11) Portugal, 12) Turkey, 13) Canada, 14) Greece, 15) France, 16) England, 17) Wales, 18) Mexico, 19) Holland, 20) Scotland

41 Remember what food we associate with different countries and match the words in these columns.

- | | |
|---------------|--------------|
| 1. English | a) cheese |
| 2. Italian | b) coffee |
| 3. Swiss | c) tea |
| 4. Czech | d) caviar |
| 5. Greek | e) sausages |
| 6. Portuguese | f) pizza |
| 7. Turkish | g) olives |
| 8. Norwegian | h) rice |
| 9. Dutch | i) chocolate |
| 10. Russian | j) sardines |
| 11. Chinese | k) beer |
| 12. German | l) salmon |

42 **A.** Some people believe in national stereotypes and associate certain qualities with certain nations. See if your associations will be the same as your classmates'.

B. Decide if the idea of national stereotypes works and give your arguments for or against it.

EXAMPLE: The Italians are very good singers.

- ... go sightseeing all over the world, and take pictures.
- ... eat a lot of spicy food.
- ... are very reserved and never talk to strangers.
- ... drink a lot of beer.
- ... either watch or play football whenever they have time.
- ... love to welcome guests and give them lots of food.

- 7) ... can't imagine their life without driving a car.
- 8) ... are very polite with older people and have a lot of respect for them.
- 9) ... are greedy and don't like spending money.
- 10) ... are lazy and hate working.

43  **Express the same in English.**

1. В прошлом году к нам в школу приезжали две англичанки.
2. Я бы хотел больше узнать о королевской семье Бельгии.
3. Мексиканцы говорят по-испански.
4. Китайцы принадлежат к очень древней цивилизации, и каждый китаец гордится этим.
5. Финны — прекрасные лыжники, и норвежцы тоже.
6. Она ирландка, но живёт в Англии.
7. В их футбольной команде играют два итальянца и немец.
8. Испанцы славятся своими песнями и танцами.
9. Эти два юноши — канадцы. Они приехали к нам из Оттавы.
10. Имя этого художника знакомо каждому французу.

V. The Possessive Case with Inanimate Objects

- | | | |
|--------------------------------|---|--|
| 1. <i>Geographical names:</i> | New York's skyscrapers
America's policy
Hong Kong's future | |
| 2. <i>Time references:</i> | a day's work
a month's salary
today's newspaper
yesterday's speech | an hour's delay
two days' journey
three years' absence |
| 3. <i>Distance references:</i> | a mile's walk
two kilometres' distance | |

44 

Paraphrase these word combinations using possessive case where possible:

- 1) the nest of an ant; 2) a ham sandwich; 3) the dream of a child;
- 4) the shade of a tree; 5) the price of success; 6) the streets of London;
- 7) the trip lasting a day; 8) the salary one gets monthly; 9) a wait lasting two years; 10) the speech given yesterday

SOCIAL ENGLISH

ASKING FOR DIRECTIONS. GIVING DIRECTIONS

45



Learn how to ask for directions travelling about town (No. 27, A) and how to give directions (No. 27, B). Then listen to the dialogues and repeat them (No. 27, C).

A. Asking for Directions

Excuse me ...
 Could you help me, please?
 How do I get to Central Station?
 Could you tell me the way to Central Station?
 What's the best way to Central Station?
 How far is Central Station from here?
 Is it a long way from here to Central Station?
 How long will it take me to get to Central Station?
 Is there a bus or had I better walk?
 Where (At what stop) do I get off?
 What bus will take me to Central Station?
 Where's the nearest underground (Metro) station?
 Do I change trains? Where do I change?
 What line do I take to get to Central Station?
 Is this the right platform for London Bridge?

B. Giving Directions

It's at the far end of this street.
 It's just round the corner.
 It's opposite the bank.
 It's not far from here.
 It's next door to the Bank of England.
 Go straight on.
 Keep straight ahead.
 Walk as far as the bridge.
 Go diagonally across the park.
 Turn left at the traffic lights.
 Walk (for) half a mile and turn right at the roundabout.¹
 You'll see the post office on your right.
 Go over the zebra crossing.
 Take the second turning to the right.
 You'll see the station on your left.
 You can't miss it.
 Take a bus (the underground, the Metro).
 Alight at Central Station.
 Get a single (return) to London Bridge.

¹ a roundabout — a place where several roads meet. It has a circular area in the middle round which the traffic must go.

46

A. Put the phrases in the right order to make the talk logical.

- Thank you, sir.
- Could you tell me the way to the railway station?
- Yes. The station is on your right next to the big roundabout.
- What do you want to know?
- Oh! You've taken the wrong turning. You need to go back the way you've come as far as the main road, turn left and go straight ahead for two miles.
- Excuse me, sir, could you help me?
- For two miles?

B. Work in pairs. Pretend that one of you has lost his/her way. Ask for directions, give directions.

47

Match the pictures with their captions.



1.



2.

a) Drive carefully.

b) Excuse me, is this seat free?

c) Well, have I passed my driving test?

d) Excuse me, which bus do I catch for Marble Arch?



3.



4.



A. Read the dialogue and a) find at least three things that help passengers in the London Underground; b) do the tasks that follow it; c) listen to the dialogue and then act it out (No. 28).

Dialogue

Margaret: Bryan, could you help me, please? I'm going to Oxford Street. I'd be very grateful if you could explain how to get there.

Bryan: If I were you, I would take the underground. The nearest underground station here is Tooting Broadway. It's just round the corner.

M: You see, it's my first journey in the London Underground. I hear that it's rather confusing. Do you think I'll manage?

B: I'm sure you will. Just take your time and look at the signs. Use this underground map. It may turn out to be helpful.

M: Oh, thank you. Where is Tooting Broadway?

B: Here, almost at the bottom of the map, nearly at the end of the Northern Line. Can you see it?

M: Yes, I can. So, if I take a train at Tooting Broadway, where do I travel?

B: Your destination is Tottenham Court Road. It's here where the black and the red lines cross. But you must make sure that the train will pass through Tottenham Court Road, as some of the trains, those which go to Edgware ['edʒweə], don't.

M: How can I make sure?

B: There's a television screen at each station which says where the train is going. You need a train going to High Barnet or Mill Hill East.

M: That really sounds easy. I won't have to change trains or platforms. Thank you very much for the directions and for the map. Oh, there's a text on the other side. (*Margaret reads.*)

The Underground

There are 270 Underground stations in London and its suburbs. In the centre of London you are never likely to be more than a few minutes from one of them. Stations are indicated by an illuminated London Transport symbol.

Look at your Underground map to decide your journey. You must buy your ticket before travelling, either from a ticket machine or a ticket office. You can buy Oyster card which may well save your time and keep you away from trouble. Trains run frequently from about 05.00 until 01.00 a.m.

Make sure you wait on the correct platform for your destination, and choose your train by the indicator on the platform or the front of the train. It is important to know the final destination of the train you want, because from some platforms trains leave for several different destinations. Please ask one of the station staff if you are lost.

Your ticket takes you right through to your destination. Just follow the signs for the lines you want, and at all stations there are maps to help you. Keep your

ticket to give up at the end of your journey. Most trains stop at all stations, but certain stations are closed at weekends.



M: Very helpful, indeed. I say, Bryan, it mentions Oyster cards. What are they?

B: Oyster cards are plastic smart cards you can use on any kind of public transport instead of paper tickets. Put pay-as-you-go credit on it which you use when you travel. You can get to every place of interest in London without worrying about the different tickets or unfamiliar money.

M: I'm afraid that won't be of much use in my case: I'm leaving London the day after tomorrow.

B: Then I would advise buying a Travelcard.

M: What's a Travelcard?

B: A Travelcard permits the purchaser to travel by bus, underground or main line train for any numbers of journeys from 9.30 a.m. until 4.30 on the following day of purchase. It is an excellent way to travel in the London area for an average tourist, as it is convenient and helps you to save your money.

M: Where can I buy a Travelcard?

B: It is on sale at all railway and underground stations and in certain small shops, usually news agencies. They have a special sign on the door. Also you can buy it online.

B. Fill in the missing information.

1. To get from Tooting Broadway to Tottenham Court Road (by underground) you use the ... Line. 2. To tell the passengers where the train is going they use ... at each station. 3. In London there are over ... Underground stations. 4. There is a special illuminated ... for London transport. 5. One can buy a ticket either from a ... or the 6. Oyster card and ... save your time, trouble and money. 7. From some platforms trains leave for different 8. In the London Underground one keeps the ticket till the end of the journey and ... leaving the Underground. 9. Oyster cards and Travelcards are not only for the Underground, they are also for ... and even 10. You can buy your Travelcard ... and in some small shops and online.

49



A. Study the map of the London Underground (see the official internet site www.tfl.gov.uk) and say:

1) how many lines they have; 2) on what bank of the River Thames most of them are situated; 3) if there is a circular line; 4) what station names are associated with the places in London that you have heard of; 5) if you can say that London's Underground is very old just by looking at the map; 6) what additional information the map gives in the picture.

B. Compare the London Underground with the metro in a Russian city. If you have never been to one, ask your parents or friends about it.

Work in pairs. Ask for and give directions. Use the vocabulary of Social English (p. 217) and the map.



PHRASAL VERB

to drop

1) **to drop in (on sb/at some place)** — *навестить, зайти, заглянуть (к кому-то/куда-то)*

Let's **drop in** on Jim and Mary while we're in the neighbourhood.
Look who's just **dropped in!**

After the game's over, I may **drop in** at a small café for a cup of coffee.

2) **to drop off** — а) *выходить, высаживать (из машины)*

Thanks for the ride, I'll **drop off** here.

Drop me off at the corner, and I'll walk from there.

б) *оставить, «забросить» (вещи) куда-то*

I just want **to drop** the letter **off**.

I'll **drop** my coat **off** at the cleaner's on my way to the office.

3) **to drop on sb** — а) *набрасываться, нападать на кого-либо*

Why **drop on** me? It's not my fault.

б) *наткнуться, натолкнуться на кого-либо, случайно встретить*

We **dropped on** the perfect house after searching for weeks.

I **dropped on** this old photograph in the back of the drawer.

4) **to drop out** — *выбывать, выходить из чего-то, бросать (школу)*

James **dropped out** of the game at the very beginning.

Who has **dropped out** of the contest?

51 Express the same in Russian.

1. He dropped out of school.
2. Why don't you drop in sometime and have a look at my holiday snaps of St Petersburg?
3. Shall I drop you off at your house?
4. Jane dropped in on me after supper.
5. There are only seven people left in the group — five dropped out last month.
6. Why drop on your younger brother for what he evidently hasn't done?
7. I just dropped in to wish you a Merry Christmas.
8. I dropped on an old friend in town today.

52



Insert the missing parts of the phrasal verb **to drop** to complete the sentences.

1. Please drop ... and see us any time you are in Bradford.
2. After the first year, very few students dropped ...: most go on to complete their studies.
3. — Why don't you come round to our place for a cup of tea one night? — I tell you what, I'll drop you on the way home tomorrow.
4. I can drop Daisy ... on my way home.
5. The boys had dropped ... of school and gone to work.
6. Kim dropped ... my uncle in the trade centre yesterday.
7. Drop ... and see us when you're next in London.
8. He dropped ... of college after only two weeks.
9. I'll drop my luggage ... at the hotel and we can go to your office then.
10. Never drop ... me like that.

NEW WORDS TO LEARN

53

A. Read and guess what the words in bold type mean.

Believe me, I've told you the **absolute** [ˈæbsəlu:t] truth.

1) How much is that **altogether**, how much is that all in all?

2) Some of what you say is true, but I don't **altogether** agree, and John doesn't completely agree either.

A **cavalcade** [ˌkævlˈkeɪd] is a procession of riders or vehicles.

The film was very good but it was not a **commercial** success and so brought in not too much money.

There's a **countless** number of stars in our Galaxy alone.

Have you ever heard of Norwegian **fjords** [fjɔ:dz], narrow channels with rocky shores? They are very picturesque.

Linda is my **half-sister**, we have the same mother but different fathers.

Their marriage is very happy, **idyllic** [ɪˈdɪlɪk], I may say.

A **steward** [ˈstju:əd] is a person who serves passengers on a ship, plane or train.

This time I **totally** [ˈtəʊtli] agree with you.

Be sure that in the Greens' house you'll get a very warm **welcome**: they are the nicest people I've met.



B. Look the words up to make sure that you have guessed right.



Read the words, look them up and then study the word combinations and sentences to know how to use them.

- thrill** (*v*): to thrill someone, to be thrilled by sth. The news of Paul's prize thrilled his mother. If you are thrilled, you feel excitement.
- thrill** (*n*): a big thrill, a great thrill, the thrill of going abroad. It was a great thrill to win the first prize.
- thrilling** (*adj*): What a thrilling game!
- nightmare** ['naɪtməə] (*n*): — John, wake up! You were crying in your sleep! — Sorry, I had a nightmare. Our journey was a real nightmare.
- clatter** (*v*): to clatter the dishes, to clatter on the roof (about hailstones). Plates, pots and pans can clatter. We heard hooves clatter on the bridge.
- clatter** (*n*): a clatter of dishes
- confuse** (*v*): 1 to confuse sb. His questions confused me. He confused me by his questions. His late arrival confused the party.
2 I always confuse Robert and his twin brother. Don't confuse the word "weather" with "whether".
- confusing** (*adj*): a confusing answer
- rough** [rʌf] (*adj*): 1 a rough road, a rough sea, rough weather. When wood is first cut, it feels rough. Strong winds cause rough seas.
2 a rough voice, a rough boy. The child's voice was rough with crying.
3 a rough idea, a rough paper. The artists did a rough drawing before doing the painting.
- sink** (*v*): to sink — sank — sunk. The boat had a hole, so it sank. He dropped a stone into the river and it sank to the bottom.
- groan** (*v*): to groan with pain. He groaned as he lifted the heavy box. The old man lay groaning beside the road after the accident.
- groan** (*n*): a groan of despair, a groan of disappointment, to give a groan of pain
- tremble** (*v*): to tremble with fear (cold, weakness), a voice trembling with emotion. The old man was trembling with rage. The whole house trembled as the train went by.
- annual** ['ænjʊəl] (*adj*): an annual meeting, an annual report, an annual event, an annual salary. The annual rainfall in this area is light. Easter is an annual event.
- reunion** (*n*): an annual reunion, a family reunion. We hold an annual reunion of former students of our college.
- embrace** [ɪm'breɪs] (*v*): to embrace sb. Florence embraced her little brother warmly. The two sisters met and embraced tenderly.
- tear** [tɪə] (*n*): tears of joy, tears of gratitude, tears of laughter, to burst into tears. Jane burst into tears when she heard the bad news.

flow (*v*): to flow to/into the sea. The river flowed along rapidly. As they sat around the fire, the conversation began to flow freely.

flow (*n*): a flow of blood, a flow of traffic, a flow of words. The flow of the water from the pipe is slow.

wrinkled [ˈrɪŋkld] (*adj*): a wrinkled face, wrinkled hands, wrinkled stockings. The back of her skirt was wrinkled from sitting on it.

destination [ˌdestɪˈneɪʃn] (*n*): the destination of the journey, to arrive at one's destination. The destination of our trip is San Francisco. What's your destination?

vessel (*n*) (*formal*): a grain-carrying vessel, a fishing vessel. That day we could see a lot of vessels in the port.

bare [beə] (*adj*): a bare tree, a bare wall, bare feet. He walked across the bare floor. They were all bare from the waist up. The tree branches were bare — there were no leaves on them. Without the sofa and two armchairs the room looked bare.

bareheaded women; barefooted children

couple [ˈkʌpl] (*n*): a couple of friends, a couple of dollars, a couple of days, a married couple. Jane and Tom are a couple that love to go dancing. The young couple decided to start their tour immediately.

55



Give it a name. Use your new vocabulary.

1. Nouns:

a frightening dream;
a meeting of people who haven't met for some time;
a drop of liquid coming from your eyes when you cry;
the place to which you are going;
a ship;
two things

2. Verbs:

to excite;
to make a loud noise like hard objects striking against each other;
to go underwater;
to make a deep sound in your throat from pain or unhappiness;
to shake with cold or fear;
to put your arms around someone to show love;
to move along in the way that water does

3. Adjectives:

mixed up, not clear;
not smooth, not even;
happening every year;
full of small lines on your skin;
naked, uncovered

56 Give English equivalents for these:

стучать по крыше; путаный (неясный) ответ; беспокойное море; опуститься на дно; стон отчаяния; дрожать от ярости; нежно обнять; рыболовное судно; поток слов; конечная цель нашей поездки; морщинистые щёки; ежегодный праздник; разразиться слезами; голые ветки деревьев; захватывающая игра; воссоединение семьи; настоящий кошмар; супружеская пара

57 Complete the sentences using your new vocabulary.

- The a... meeting of the Association is always held in spring.
- They gave a th... performance.
- I heard the c... of dishes being washed.
- Before she could e... him, Sam stepped away.
- There were t... on her w... face.
- Jim and Polly made a curious c... .
- I reached my d... about half past two.
- The torpedo hit one of the boats, which blew up and s... at once.
- Can you give me a r... description of the project?
- In his n... they burnt his house.
- I've been dreaming about our family r... for 10 years.
- You must be c...ing me with someone else, my name is not Fred.
- wThe b... walls of the room were painted light green.
- The patient on the bed next to mine was g...ing.
- Most of the rivers in this country f... eastward.

Focus

couple

1. Two (*often different*) things.

a couple of books
a couple of dancers
a couple of friends
a married couple

2. Approximately two things or quantities (we are not sure of the exact number).

He met her a *couple* of years ago.

I'd like a cup of tea and a *couple* of cakes, please.

pair

- Two things of *the same kind* that always go together.

a pair of shoes
a pair of gloves
a pair of socks
a pair of tights
a pair of trousers
a pair of pyjamas
a pair of mittens
a pair of slippers
a pair of boots
a pair of eyes

58  Complete the sentences with *pair* or *couple*.

1. I'd like to get a new ... of shoes to go with my smart dress.
2. In summer I like to wear a ... of shorts and a T-shirt.
3. A ... of fried eggs make a very good breakfast.
4. I easily recognized that ... of lovely eyes.
5. I have a ... of very good friends with whom I can share everything.
6. Have you got a ... of seats for today's evening performance?
7. This ... of hands can cope with any work.
8. Look, Mary is wearing a new ... of earrings.
9. Look! How beautifully that ... is dancing.
10. We invited ten ...s to the party.

59  Express the same in English, use your new words.

1. Сходи в магазин и купи пару килограммов яблок.
2. Первый день их путешествия был настоящим кошмаром, но потом всё изменилось к лучшему.
3. Море было таким беспокойным (штормило), что почти все заболели морской болезнью (seasick).
4. Дерево было голым, на нём не было листьев.
5. На морщинистом лице старушки были слёзы, не так ли?
6. Какая волнующая новость!
7. Без ковра моя спальня выглядит совсем пустой (голой).
8. Фиона — моя единокровная (единоутробная) сестра.
9. Почему ты дрожишь, Диана? По-моему, здесь не холодно.
10. В (into) какое море впадает река Северн?
11. Её слова ввели меня в заблуждение.
12. Я слышала звяканье посуды (pots and pans) на кухне.
13. Корабль затонул на глубине (in deep water).
14. Бабушка обняла свою внучку с нежностью.
15. Я всегда читаю этот ежегодный журнал.

LISTENING COMPREHENSION

60

A. Before listening make sure that you know these words:

to collide [kə'laɪd] with sth — столкнуться с чем-то

to clutch [klʌtʃ] — ухватиться, схватить

a steering ['stiəriŋ] wheel — руль

a speedometer needle — стрелка спидометра

brakes [breɪks] — тормоза

to crash [kræʃ] — врезаться

a car bonnet ['bɒnɪt] — капот

a windscreen ['wɪndskri:n] — ветровое стекло

acquaintance [ə'kwentəns] — знакомство



B. Listen to the text “A Drive in the Motor Car” after Roald Dahl (No. 29) and say which of the statements corresponds to the text.

1. The narrator’s half-sister was an efficient driver.
2. The narrator’s half-sister didn’t have to take a driving test.
3. The narrator’s half-sister passed a driving test successfully.
4. The narrator’s half-sister attended a school of driving regularly.



C. Listen to the text again and say which of these statements are ‘true’ and which are ‘false’.

1. The boy’s mother came to St Peter’s School at the beginning of Easter holidays.
2. The weather was cold, rough and frosty.
3. The new motor car was long and black.
4. The boy’s half-sister was 21 years old.
5. People didn’t have to take a driving test in 1925.
6. The boy’s half-sister was an experienced driver.
7. Everyone in the car wanted the car to run faster.
8. Their destination was the City of London.
9. They crashed into the hedge because the road was rough.
10. The boy’s first acquaintance with a motor car was extremely pleasant.

D. Try to remember which of the new words were used in the story “A Drive in the Motor Car”.

READING FOR DISCUSSION

61



A. Read the text “Going to Norway”, say how the family travelled on the fourth day of their journey and put the following items in the right order.

- a) Crossing the sea.
- b) Getting ready for the great holiday.
- c) The final destination.
- d) The family reunion.
- e) The most picturesque part of the journey.

Going to Norway

(After Roald Dahl)

The summer holidays! Those magic words! The very mention of them used to thrill me.

All my summer holidays, from when I was four years old to when I was seventeen (1920 to 1932), were totally idyllic. This, I am certain, was because we always went to the same idyllic place and that place was Norway. Except for my half-sister and half-brother, the rest of us were all pure Norwegian by blood. We all spoke Norwegian and all our relations lived over there. So in a way, going to Norway every summer was like going home.

We were always an enormous party. There were my three sisters and my half-sister (that's four), and my half-brother and me (that's six), and my mother (that's seven), and Nanny (that's eight), and in addition to these, there were never less than two of my half-sister's friends (that's ten altogether).

Looking back on it now, I don't know how my mother did it. There were all those train bookings and boat bookings and hotel bookings to be made in advance by letter. She had to make sure that we had enough shorts and shirts and sweaters and gymshoes and bathing costumes (you couldn't even buy a shoelace on the island we were going to), and the packing must have been a nightmare. Six huge trunks were carefully packed, as well as countless suitcases, and when the great departure day arrived, the ten of us, together with our mountains of luggage, would set out on the first and easiest step of the journey, the train to London.

When we arrived in London, we got into three taxis and went clattering across the great city to King's Cross, where we got on to the train for Newcastle, two hundred miles to the north. The trip to Newcastle took about five hours, and when we arrived there, we needed three more taxis to take us from the station to the docks, where our boat would be waiting. The next stop after that would be Oslo ['ɒzləʊ], the capital of Norway.

When I was young, the capital of Norway was not called Oslo. It was called Christiania [kristi:'ænjə]. But somewhere along the line, the Norwegians decided to do away with that pretty name and call it Oslo instead. As children, we always knew it as Christiania, but if I call it that here, we shall only get confused, so I had better call it Oslo all the way through.

The sea journey from Newcastle to Oslo took two days and a night, and if it was rough, as it often was, all of us got seasick except our fearless mother. We used to lie in deckchairs on the promenade deck, within easy reach of the rails, our faces green refusing the hot soup and

rails deckchair



promenade deck



lifeboat



quayside



harbour



funnel

ship's biscuits¹ the kindly steward kept offering us. And as for poor Nanny, she began to feel sick the moment she set foot on deck. "I hate these things!" she used to say. "I'm sure we'll never get there! Which lifeboat do we go to when it starts to sink?" Then she would retire² to her cabin, where she stayed groaning and trembling until the ship was firmly tied up at the quayside in Oslo harbour the next day.

We always stopped off for one night in Oslo so that we could have a grand annual reunion with our Grandmother and Grandfather, our mother's parents.

When we got off the boat, we all went in a cavalcade of taxis straight to the Grand Hotel to drop off our luggage. Then, keeping the same taxis, we drove on to the grandparents' house, where an emotional welcome awaited us. All of us were embraced and kissed many times and tears flowed down wrinkled old cheeks and suddenly that quiet gloomy house came alive with many children's voices.

The next morning, everyone got up early and eager to continue the journey. There was another full day's travelling to be done before we reached our final destination, most of it by boat. We loved this part of

¹ ship's biscuits — галеты

² to retire — зд. удалиться

our journey. The nice little vessel with its single tall funnel would move out into the calm waters of the fjord. Unless you have sailed down the Oslofjord like this yourself on a lovely summer's day, you cannot imagine what it is like. It is impossible to describe the feeling of absolute peace and beauty that surrounds you. The boat winds its way between countless tiny islands, some with small brightly painted wooden houses on them, but many with not a house or a tree on the bare rocks.

Late in the afternoon, we would come finally to the end of the journey, the island of Fjôme [ˈfjɔ:mɪ]. This was where our mother always took us. Heaven knows how she found it, but to us it was the greatest place on earth. About two hundred yards from the coast along a narrow dusty road, stood a simple wooden hotel painted white. It was run by an elderly couple whose faces I still remember clearly and every year they welcomed us like old friends.

SFA B. Read the text again and complete the sentences choosing the most appropriate variants.

- Norway
 - was the narrator's home
 - was the narrator's motherland
 - was the place where the narrator's family used to spend their holidays
 - was the place where the narrator's half-sisters and half-brothers lived
- The sea journey from Newcastle to Oslo was a nightmare because
 - all the children got seasick
 - all the members of the party got seasick
 - all the members of the party except the children's mother and Nanny got seasick
 - all the members of the party except the children's mother got seasick

62

A. Match the phrases in English with their Russian equivalents. Find the sentences with these phrases in the text and read them out.

- | | |
|----------------------|--------------------------------|
| 1. to be certain | a) убедиться |
| 2. in a way | b) поблизости, под рукой |
| 3. in addition (to) | c) ожить |
| 4. to make sure | d) в каком-то смысле |
| 5. I had better | e) им управляли, его содержали |
| 6. within easy reach | f) быть уверенным, убеждённым |
| 7. to come alive | g) вдобавок, помимо |
| 8. it was run by ... | h) уж лучше я |

 **B. Express the same in Russian.**

1. You **had better** say that you're sorry. I think that the mistake was yours. 2. If I were you, I would first **make sure** that the door is safely locked. 3. I like to keep a couple of dictionaries on my desk **within easy reach**. 4. I like Sally **in a way** but I can't say that we're good friends. 5. Schools in England **are run** by local education authorities. 6. **Are** you quite **certain** that the film is worth seeing? I wouldn't like to waste my time. 7. Every morning the school **comes alive** with children's voices. 8. **In addition** to Maths and Russian we'll have to take an exam in History.

 **C. Express the same in English.**

1. В каком-то смысле день удался. 2. Уж лучше я подожду вас здесь: на улице дождь. 3. Лежа на диване с книжкой, я всегда держу кулёчек конфет под рукой. 4. Давай сначала убедимся, что можем купить билеты на этот поезд. 5. Кто содержит этот теннисный клуб? 6. Утром лес ожил от птичьих голосов. 7. Вы уверены, что мне стоит идти с вами? 8. Вдобавок к двум собакам у них есть три кошки.

Focus

besides

(in addition to, as well as, plus +)


All of us have passed the exam **besides** John. (И Джон, и все мы сдали экзамен.)

кроме

except

(leaving out, minus -)

All of us have passed the exam **except** John. (За исключением Джона, все мы сдали экзамен.)

63  **Choose the right word *besides* or *except* to complete the sentences.**

1. "Everyone was invited ... me," the girl said with a sigh. 2. ... my brothers, my cousins turned out to be winners too. 3. There are many rivers in Russia ... the Volga. 4. He works every day, ... Saturday. Saturday is his day off. 5. Is anyone coming ... Peter? 6. All the puppies are here ... Spotty. Where is he? 7. Your story was good ... that it was too long.

Focus

to wait for sth/sb

1. What are you waiting for?
2. Someone is waiting for you downstairs.
3. They are waiting for the beginning of the performance.

to await sth/sb (formal)

1. Who knows what awaits us?
2. I'm awaiting a letter from my partner.
3. A warm welcome is awaiting you at home.

64

Complete the sentences using *wait for/await* and their forms.

1. How long have you been ... his arrival?
2. Don't ... for Jane. She is not coming.
3. We have been ... for the bus for half an hour.
4. I wonder what surprises ... us today.
5. A big welcome ... Ben when he comes home.
6. While ... for me, he bought an ice cream.
7. I am ... an answer to my application for the job.

Focus

... had better

You'd better — ты бы уж лучше (совет, учёт существующих обстоятельств)

1. It's seven o'clock, we'd better put the meat in the oven.
2. He'd better hurry up, if he wants to get home before dark.
3. They'd better not wake mother when they come back.

... would rather

I'd rather — уж лучше бы (наличие выбора)

1. I'd rather go home now (not later).
2. I know that you'd rather go to a party than stay at home and do your homework.
3. My sister would rather go to Edinburgh than to Glasgow.

65

Complete the sentences with *had better* or *would rather*.

1. I think you ... look the word up again: you don't remember what it means.
2. Where ... you ... go — to Paris or to Madrid?
3. ... not he ... stay with us until he gets well? We can look after him.
4. My sister ... eat fruit and sweets than meat and chicken; I know her taste.
5. You ... wear your warm jacket it's quite cold today.
6. We ... finish the work today as tomorrow is going to be a busy day.
7. I ... have five lessons of English than one lesson of Chemistry.
8. I know I ... go to the shop now, but I ... do it tomorrow.

Focus

quiet ['kwaɪət]
(adjective)

quite [kwaɪt]
(adverb)

тихий, спокойный

Be **quiet** — the baby is asleep.
Let's have a **quiet** evening at home.

Have you ever seen such **quiet** children?

Can I have a **quiet** word with you?

1. *абсолютно, совершенно*
That's **quite** another story.
You're **quite** right.
I **quite** agree.

2. *довольно*
It's **quite** warm today.
John is **quite** a good player.
It was **quite** good, but not perfect.

In American English **quite** can be used to mean **very** in sentences where in British English it means **fairly** (*довольно*).

That dress is **quite** nice. = *AmE*: That dress is **very** nice.
BrE: That dress is **fairly** nice.

66



A. Continue these rows.

1. a quiet life, a quiet evening, ... 2. quite ready, quite different, ...



B. Think of your own sentences or situations with the words *quiet* and *quite*.

Focus

by (*preposition*) = using something

by {
boat
letter
post (mail)
e-mail
fax
phone
hand
ticket

In all these and some other cases the preposition *by* expresses the idea of how, through what means the action takes place.

- I didn't get this strange letter **by post**, it was given to me **by hand**.
- My friend and I usually communicate **by e-mail**.
- You can reach the little island only **by boat**.
- When telephones were not very common or didn't exist, people sent each other information **by letter**.
- The goods will be delivered to you **by air**, you'll get them very soon.
- Entrance **by ticket**.

67



Listen to the text “Going to Norway” (No. 30) and try to read it artistically in the speaker’s manner.

SPAKING

DISCUSSING THE TEXT

68

Remember the text “Going to Norway” again and answer the following *why*-questions.

1. Why did the narrator remember the summer holidays of his young years so well? 2. Why was going to Norway almost like going home? 3. Why did it take the family four days to get from their English home to Norway? 4. Why was it a problem for his mother to get everything arranged for the trip? 5. Why did the family have “mountains of luggage”? 6. Why did they have to go to Newcastle, and specifically to the Newcastle docks? 7. Why does the narrator write about Oslo if the name of the capital was Christiania? 8. Why was crossing the North Sea not always pleasant, especially for Nanny? 9. Why did the family stop off for a night in Oslo? 10. Why did the family love the last stage of their journey? 11. Why, in your view, was the island of Fjölme “the greatest place on earth” for the narrator?

69

Look at the map and follow the family’s route from their home to the Oslofjord. Remember what the narrator said about each stage of the journey.




TOPICAL VOCABULARY
I.

Most people enjoy travelling. Some travel for pleasure, and some — on business; some travel light, and some take a lot of luggage on their travels, journeys, voyages or trips. They may choose various means of travelling (transport) and go:

- by air
- by land
- by sea
- by (air)plane
- by train
- by boat
- by car
- by coach (bus)
- on horseback
- on a bike
- on foot

II.

Every journey has to be arranged beforehand. There's a number of things one must take care of if they want to make their journey comfortable:

a) choose the most convenient way of getting at your destination:

- a sea (ocean) liner
- a through train
- a direct flight
- a fast coach (train)
- a local or a long-distance train
- a sleeper (sleeping car)
- a smoker or non-smoker
- a train with a dining car or a buffet ['bʊfeɪ] car

b) book/reserve/buy a ticket:

- a train ticket
- a coach ticket
- a first-class, second-class, economy (tourist)-class ticket
- business-class ticket
- a single ticket
- a return ticket
- a ticket to a place (*e.g.* to London)

c) find out the time of departure and the time of arrival, pack your luggage neatly and come to the railway station, coach station or airport well in advance;

d) allow yourself enough time for:

- finding the right platform, carriage and compartment, cabin or the right gate at the airport
- checking in for the flight or voyage
- taking your heavy or bulky luggage to the luggage van
- going through the customs formalities and passport control
- filling in a declaration
- weighing your luggage and paying excess luggage charges if necessary
- doing some last-minute shopping at the station, airport or duty-free
- boarding the train, ship or plane on time

III.

These things can make your journey easier or more rewarding:

- a season ticket or a travel card cost you less than a regular ticket
- a nice book or an interesting magazine help you to while away the time on the journey
- a hearty talk with your fellow passengers may be very pleasant
- you can look through the window and admire the picturesque views

IV.

These things can spoil the impression of your journey:

- travel sickness (but you can take a medicine for it)
- heavy luggage (but you can hire a porter or use a trolley)
- talkative fellow passengers (but you can always pretend that you're reading or that you are deaf)
- missing your transport (this won't happen if you're well-organized)
- bad food (but you can always pack a couple of sandwiches just in case)
- delays and cancellations [ˌkænsəˈleɪʃnz] of trains, flights, etc. (but it may be nice to have some time to yourself)
- bad weather (but suitable clothes can help you)

V.

When you come to another city, you are likely to stay in/at:¹

- a hotel
- a motel
- a hostel
- a boarding house
- a guest house
- bed and breakfast (B&B)

¹ you are likely to stay in — вы, вероятно, остановитесь в...

When you stay in a hotel, you:

- check in (register) at a hotel
- ask for a room, suite [swit] for a night, two nights, etc.

The room you ask for can be:

- single or double
- with a shower or a bath
- with a view of the sea (overlooking the sea)
- with a twin bed, a double bed

The manager of the hotel can show you the room and the facilities available.

The price of your room can include service (e.g. laundry service), breakfast and some facilities.

Don't forget to check out at the end of your stay.

70

Give English equivalents for the following:

1. пешком
2. билет в один конец
3. спальный вагон
4. время прибытия
5. место назначения
6. пройти таможенный контроль
7. сделать последние покупки
8. оплатить перевес багажа
9. попутчики
10. задержка или отмена поезда
11. маленькая частная гостиница, предоставляющая ночлег и завтрак
12. зарегистрироваться в гостинице
13. номер из нескольких комнат
14. комната с видом на море
15. предоставляемые услуги
16. рейс в Осло
17. поезд дальнего следования
18. загодя, заранее
19. сесть на поезд вовремя
20. его укачивает в машине

Focus

travel — moving from one place to another, from one country to another, touring

During our **travels** in Europe, we enjoyed England most of all.

journey — a long trip (usually over land)

Is it a long **journey** from Glasgow to London?

voyage — a sea journey

A **voyage** from London to New York takes a lot of time.

trip — a short journey for pleasure or for a particular purpose

She often goes on business **trips** abroad.

71



Complete the sentences using the words *travel*, *a journey*, *a voyage* or *a trip*.

- We had a ... to the coast last Saturday.
- ... agencies are very useful: they plan your holidays for you.
- My first ... from London to New York across the Atlantic was unforgettable.
- Is it a long ... from Glasgow to London by coach?
- By train, it is a two-hour ... from here to Sergiyev Posad.
- The ... from Europe to America used to take many weeks.
- Jules Verne wrote a novel about ... around the world in 80 days.
- Anna went on a short ... to Pavlovsk with her class and enjoyed it.
- A couple of years ago we took a ... by boat from Odessa to India.
- During our ... in Europe, we enjoyed Austria most of all.
- Our ... from Vladivostok to Moscow took a long time.
- I forgot to buy milk, so I had to make another ... to the shops.
- Did you go to Rome during your ...s?
- The ... from England to Australia used to take several months.
- We'll have time for a ... to Suzdal on our way back to Moscow.

72

Read these phrases. Where would you expect to hear them?

- Single to Manchester, please.
- What time does the coach leave?
- Where's the booking office?
- I'd like a room with a view of the mountains.
- Do I have to pay excess luggage?
- Is there a buffet car?
- Do I have to reserve a seat?
- Can I get a sleeper to Edinburgh?
- Where's the lost property office?
- Excuse me, how can I get to Deck 3?

73

Complete these dialogues and act them out.

1. A: _____
 B: Single or return?
 A: _____
 B: A Day Return to Manchester will cost you £40.
 A: _____
 B: There's a train at 3 p.m. and another one at 6.45 p.m.
 A: _____
 B: The 3 o'clock train is due in Manchester at 5.30 p.m. and the 6.45 train arrives at 8 p.m. exactly.
 A: _____
 B: No, it's a through train.
 A: _____
 B: Yes, we accept Visa Cards.
 A: _____
 B: You're welcome.
2. A: _____
 B: Certainly. We usually have some vacant rooms on weekdays. But we're quite busy at weekends.
 A: _____
 B: Tuesday to Friday? Very well. A double room for three nights will cost you 150 pounds.
 A: _____
 B: Sorry, I thought you wanted a double room. Singles are a little more expensive, 210 pounds for three nights.
 A: _____
 B: Yes, it does. The service is included, but breakfast is not.
 A: _____
 B: All our rooms are fitted with showers and some of them have baths. Would you like a bath in your room?
 A: _____
 B: You can use hotel facilities free. We have a small swimming pool, snooker, workout gym and a colour TV in every room.
 A: _____
 B: I can give you a room overlooking the park or one overlooking the lake.
 A: _____
 B: No, you can pay when you check out. Just now sign the register, please. Here's your key. The room is on the 2nd floor.
 A: _____

Focus

sick

sick = 1) not well physically

John is **sick** with the flu.

2) upset in the stomach

We felt **sick** as soon as the ship began to move.

When one travels, one is likely to **get seasick** (while travelling by sea), **airsick** (while travelling by air) or **travelsick** (in all other cases).

Young children **are** often **travelsick** in a car or in a bus.

I seldom fly because I usually **get airsick** when the plane takes off or lands.

Tom says he is a good sailor and never **gets seasick**.

74

Think of the best way to express it in Russian.

1. Were you seasick on the voyage? 2. Alice never travels by car, she easily gets travelsick. 3. My parents always travel by plane, they are never airsick. 4. My Granny doesn't like travelling by bus. She often gets travelsick on a bus.

75

Act out these situations.



1. Your train is due out in ten minutes and you are still queuing up at the booking office. Explain your situation to the people who want to buy tickets for later trains and then tell the clerk what ticket you want.
2. You are sitting in the waiting room, trying to get some sleep and your neighbour is singing. You think of possible ways of making him stop.
3. They can't find your luggage at the left luggage office and bring bags of every possible description. Describe pieces of your luggage.
4. The clerk at the inquiry office doesn't hear what you're saying. You don't understand her either.
5. The air in the compartment is stuffy. Try and persuade your fellow passengers to open the window.
6. You've missed the train to Irkutsk. You have to take the plane although you've never flown before. Describe your trip.

76 Answer the questions.

1. How do you prefer to travel — by air, by sea or by land — and why?
 2. What are the most expensive (the cheapest) train tickets and plane tickets?
 3. What facilities and conveniences can you find in a long-distance train?
 4. What formalities do people go through in an airport if they go abroad?
 5. What is a modern sea liner like?
 6. Which things can make your journey more pleasant?
 7. What can spoil the impression of your journey?
 8. What was the longest journey you've ever made?
 9. What was the most pleasant journey you've had? How can you describe it?
 10. What do you think the transport of the future will be like?

77 Make up and act out dialogues on one of these topics.

- a) booking a flight; c) checking in at a hotel;
 b) booking a train journey; d) checking out of a hotel.

78  Look at the map of the London Underground (see the official internet site www.tfl.gov.uk). You're at Edgware Road. Explain to a passenger how to get at his or her destination.79  Look carefully at these tickets. Say what information they give you. Make up a story centred round one of them.

1.



2.

3.

0651.00

THE EDINBURGH TOUR
 EDINBURGH
 THE CAPITAL OF SCOTLAND

EDINBURGH CASTLE
 Strathgordon Park, Edinburgh, Scotland
 James VI of Scotland was born here in 1566. His wife Mary Queen of Scots was executed in the English tower in 1567, thereby uniting the two kingdoms.

THE ROYAL MILE connecting the Castle with THE PALACE OF HOLYROOD HOUSE
 Once the home of Mary Queen of Scots, it is now the official residence in Edinburgh of Queen Elizabeth II.

ENCLOSURE
 The Guide Friday Tourist Centre,
 132/134 Canongate, Royal Mile, Edinburgh EH8 8PP
 Tel: 0131 661214
 SEE REVERSE FOR ADDITIONAL INFORMATION

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80



These are some types of accommodation. Work in pairs. Tell your friend about their advantages and disadvantages. Ask him/her which of them they would choose and why.

a hotel, a hostel, a motel, a guest house, a boarding house, a camping site

81

Say when people ask for these rooms in a hotel.

single rooms
double rooms
rooms overlooking the sea (park)
rooms looking out on the town (mountains)
suites

82

Which of these conveniences do you think are most important in a hotel? Name them in the order of their importance.

cold and hot running water
laundry service
telephone
lift
central heating
air-conditioning
refrigerator
newspaper stands

83

Say which of these facilities are generally available in a big hotel and mention what they are for.

swimming pool
tennis court
TV lounge [laʊndʒ]
restaurant
bar
garage
parking space
gym
conference hall

84



Here are some hotel regulations. Which other hotel regulations can you think of?

THE SEA VIEW HOTEL

Room 134
For one person

Terms: Bed and Breakfast: 20 pounds
Full Board: 30 pounds

May we draw the attention of our guests to the following arrangements:

- | | | |
|--------------------|-------------|-----------|
| 1 BREAKFAST | 7:30 a.m. — | 9:30 a.m. |
| LUNCH | 12 a.m. — | 2 p.m. |
| DINNER | 7 p.m. — | 8:30 p.m. |

Morning tea is served at a charge of 3 pounds.

- 2** Rooms must be vacated by 1 p.m. on the day of departure. Otherwise the management regrets that an extra day must be charged.
- 3** Laundry may be handed to the chambermaid who can give details of the charges for this service.
- 4** Newspapers can be ordered at the reception desk.
- 5** Guests are requested to be as quiet as possible after 11 p.m. so as not to disturb other people's rest.
- 6** Any complaints should be made to Reception or direct to the Manager.

The management wishes you a very pleasant stay.

85

Comment on the lines.

1. The world is a great book, of which they who never stir from home read only a page.
2. He travels fastest who travels alone. (*Proverb*)

MISCELLANEOUS

86

Match the traffic signs and their descriptions.



1.



2.



3.



4.



5.



6.



8.



9.



7.



10.

- a) the London Underground
- b) London area Train Services
- c) motorcycles prohibited
- d) no overtaking
- e) one way traffic
- f) vehicles may be parked partially on the verge of footway
- g) direction to services at which fuel, parking, refreshments, telephones and toilets are available
- h) instructions to pedestrians for crossing the road with the help of the push-button control
- i) light signal for pedestrians 'Wait'
- j) light signal for pedestrians 'Walk with care'

87



- A. Read the title of the poem. What do you think it may be about?
 B. Listen to the poem (No. 31) and read it. Was your guess about the title right?

Stopping by Woods on a Snowy Evening

(By Robert Frost)

Whose woods these are I think I know.
 His house is in the village though;
 He will not see me stopping here
 To watch his woods fill up with snow.
 My little horse must think it queer
 To stop without a farmhouse near
 Between the woods and frozen lake
 The darkest evening of the year.
 He gives his harness bells a shake
 To ask if there is some mistake.
 The only other sound's the sweep
 Of easy wind and downy flake.
 The woods are lovely, dark and deep.
 But I have promises to keep,
 And miles to go before I sleep,
 And miles to go before I sleep.

88

- Read the lyrics of the song and say what method of escaping "from the stress and strain" is described in it. Do you think it is effective? What method(s) do you use in such cases?

Pasadena¹

(Maywood) (Lyrics: Alice May)

Refrain

Come with me to Pasadena,
 Today at ten we will arrive.
 I have been in Pasadena
 For a great deal of my life.

Come with me to Pasadena
 If you want to have some fun.
 Watch the dancing seniorinas
 In the heat of the sun.

} 2 times

When I woke up today
 I heard someone say,
 'Girl, it's raining
 And they're expecting snow.'

¹ Pasadena [ˌpæsə'di:niə] — a suburban city in southern California, located just north of Los Angeles. The city was founded in 1894, it is famous for its annual parade held on January, 1.

And it's morning I knew
 What I had to do:
 Take the next plane
 And finally go.

Refrain

We are going to Greece.
 Take a trip to Paris
 To escape from the
 Stress and strain.

Saving money each day
 There must be a way
 To get out
 In this gather again.

Refrain (3 times)

PROJECT WORK 5

Work individually or in small groups and make a presentation on one of these subjects:

- Ottawa – the capital of Canada;
- Canada: nature and wildlife;
- Canadians who made history.¹

Ask your parents or friends to help you with the presentation if necessary.

You may also find these internet sites helpful:



- <http://www.travelforkids.com/>
- http://www.adventure-travel-tales-and-tips.com/means_of_transport.html

In class decide whose presentation was the best and why.

SUMMING UP

You have just finished working on Unit 5. Think of it and say:

- which things you practised doing in English (consider speaking, reading, writing and listening comprehension);
- where you can see your progress in English;
- what problems with English you still have and how you are going to work on them;
- which things you enjoyed doing mostly and least of all.

¹ Someone who makes history does something that is considered to be important in the development of the world or the society.

UNIT 6

Newspapers and Television: The World of Mass Media¹

REVISION

1  Listen to the recording (No. 32) and answer the questions.

2  Describe the magazine(s) you know best. You can find these useful:

- serious/entertaining/thick/thin magazine;
- a national/local edition;
- interesting/amusing/funny materials;
- boring/badly-written/slow-moving stories;
- exciting/fascinating/witty articles;
- depressing/optimistic/true-to-life information;
- a colourful magazine with/without photos, posters and pictures.

A magazine writing about:

- sports and famous sportsmen;
- science and technology;
- music and popstars;
- medicine, etc.

3 Interview your classmates to find out how many people in your class:

- 1) never or seldom watch television
- 2) watch TV from 2 to 4 hours a day
- 3) watch TV more than 4 hours a day
- 4) watch only their favourite programmes
- 5) watch anything that is on

¹ mass media [ˈmæs ˈmi:diə] — средства массовой информации

- 6) prefer watching:
 - a) films
 - b) TV games
 - c) musical programmes
 - d) cartoons
 - e) documentaries
 - f) educational programmes
 - g) sports programmes, etc.
- 7) like to watch TV alone
- 8) prefer watching TV with their family and friends
- 9) watch TV:
 - a) to relax
 - b) to have a good laugh
 - c) to learn something new
 - d) to while away the time
 - e) for other reasons
- 10) think that TV is a blessing
- 11) think that TV is a curse

4 SFA SA Match the beginnings of these newspaper articles with their headlines.¹

2. **How to Win New Customers?**

The register has to be filled out by the person who is going to be the customer. It is important to fill it out correctly. The register has to be filled out by the person who is going to be the customer. It is important to fill it out correctly.

3. **Ticket to Canada**

The register has to be filled out by the person who is going to be the customer. It is important to fill it out correctly. The register has to be filled out by the person who is going to be the customer. It is important to fill it out correctly.

5. **A Threat to Russia**

The register has to be filled out by the person who is going to be the customer. It is important to fill it out correctly. The register has to be filled out by the person who is going to be the customer. It is important to fill it out correctly.

1. **The Golden Autumn**

The register has to be filled out by the person who is going to be the customer. It is important to fill it out correctly. The register has to be filled out by the person who is going to be the customer. It is important to fill it out correctly.

4. **One Doesn't Have to Be a Millionaire to Share with Others**

The register has to be filled out by the person who is going to be the customer. It is important to fill it out correctly. The register has to be filled out by the person who is going to be the customer. It is important to fill it out correctly.

A “It’s hardly possible to make a profit out of the high arts, just as it’s impossible to make a profit out of a hospital or a university. But one can try to insure they don’t lose money. I help the arts because they serve to make us more humane, more civilized and wealthier. I don’t like loud statements, I like doing something specific to show what one can do for others.”



¹ a headline — заголовок

B With a great number of telephone users, Russia's leading telecom operators now face the problem of market situation. The problem is further worsened by the fact that the potential for price reductions is very limited, and the service has become affordable to broad masses in the country.



C A collection called "White Irises" brought victory to Helena Venedictova of Omsk at the Russian final of the Smirnoff International Fashion Awards 2014. Now she will represent Russia at the international finals to be held in Toronto this November. "I'll try hard to win in Toronto," Venedictova said.

D Certainly, medical officials should take some action against even the possible outbreak of anthrax in Russia. We need additional border controls and any other strict measures that would be effective. We need to be prepared for any letters with anthrax that might come from abroad. Still, I don't think it's time to panic. I hope there are specialists in Russia who are ready to handle any situation that might occur here.

E The second Moscow International Festival of poetry, which took place in a number of the city's museums and art-café clubs lasted from October, 16 through October, 20—and unexpectedly turned out to be, if anything, too successful.

5   Use the vocabulary of Unit 5 instead of the words in bold type.

1. When earthquake strikes, the ground **shakes** and moves under your feet, it must be very scary. 2. Unfortunately John sent me the wrong magazines because he **mixed them up** with other ones. 3. Paul walks with his head **uncovered** even in cold weather. 4. The whole journey was like a **bad dream** for the whole family. 5. We set off on a journey not knowing **where we were going**. 6. Some of the passengers got **dizzy with upset stomachs** when it stormed. 7. The meeting of our school-leavers **happening once every year** is always a great success. 8. Lava **slowly ran** down the sides of the volcano. 9. What really **fills me with excitement, fear and pleasure** is riding a roller coaster. 10. The old woman **put her arms around my neck**, kissed me and welcomed me to her house.

6   Express the same in English.

A. 1) путешествовать по суше; 2) билет туда и обратно; 3) вагон-ресторан; 4) вагон для некурящих; 5) время отправления; 6) приехать

на вокзал заранее; 7) зарегистрироваться (пройти регистрацию) на рейс; 8) заполнить декларацию; 9) взвесить багаж; 10) заплатить за перевес багажа; 11) багажный вагон; 12) магазин товаров, не облагаемых пошлиной; 13) попутчики; 14) скоротать время в пути (во время путешествия); 15) путешествовать налегке; 16) отменить поезд; 17) задержка рейса; 18) опоздать на корабль; 19) морское путешествие; 20) прямой поезд; 21) бюро находок.

V. 1) остановиться в гостинице; 2) забронировать двухместный номер на неделю; 3) зарегистрироваться в гостинице; 4) одноместный номер с ванной; 5) двуспальная кровать; 6) администратор (в гостинице); 7) предоставляемые услуги; 8) бассейн; 9) цветной телевизор; 10) расписаться в журнале; 11) выписаться из гостиницы.

7 SA  Insert the articles *a* or *the* where necessary.

1. ... Japanese have a long and interesting history. 2. Olaf is ... Finn, I don't speak ... Finnish and can't talk to him. 3. Ron and Anna are ... Norwegians. Have you been to ... Norway? 4. ... Greeks can be proud of their ancient culture. 5. There was ... Englishman, ... Swiss and two Turks on the ship. 6. ... Canadians mostly live in big cities. 7. My new friend is ... Spaniard. From him I've learned a lot about ... Spanish and their culture. 8. Hans is ... German, but he can speak ... French and ... Portuguese. 9. ... Mexican food is usually hot and spicy. 10. — Is Paul ... Welshman or ... Irishman? — Neither. He is ... Scot.

8 SA Use the right prepositions to complete the sentences.

1. I was quite thrilled ... the idea of going to South America. 2. Why drop ... me? It's not my fault and you know it. 3. The children gave a groan ... disappointment when their team lost the game. 4. The poor dog was trembling ... cold outside the house, naturally, I let it in and gave it some food. 5. She cried again, but this time they were tears ... joy. 6. When we arrived ... our destination, the sun had gone in and a cold wind was blowing. 7. Every time we mention the broken toy the little girl bursts ... tears. 8. The battleship sank ... the bottom of the sea and stayed there for many years. 9. The Angara flows ... of Lake Baikal. 10. The heavy drops of rain began clattering ... the roof of our cottage.

9 Answer these questions using *would rather*.

- Where are you now? Where would you rather be?
- What are you doing right now? What would you rather be doing?
- What would you rather do than help about the house?
- What would you rather do than study biology?

- Where would you rather go than visit a museum?
- What game would you rather play this afternoon?
- Where would you rather eat — at the cafeteria or at the school canteen?
- Where would you rather live — in town or in the country?
- How would you rather spend this evening — go to the cinema or to a concert?
- What method of travelling would you rather choose — travelling by car or by boat?

10 SA Choose *had better* or *would rather* to complete the sentences.

- There is no milk and bread left. You ... go shopping.
- He needs to improve his English. He ... read more in the original.
- I ... buy a fur coat. It will be winter soon.
- My roommate snores. I think she ... consult the doctor.
- Roy, your room is in a mess, and Granny is coming to visit tomorrow. You ... do it as soon as possible.
- I ... take this tote bag with me. It is much lighter than the rest and I like it.
- How much do you weigh? — I ... not tell you.
- John says he ... be lying on a beach than sitting in the stuffy reading hall looking through the article.

11 Complete these sentences in two ways: a) the situation can be changed or improved; b) the situation can't be changed or improved.

EXAMPLE: Your shirt is wrinkled again. (*to iron it*)

- Here's an iron. You should iron it.
- You should have ironed it. Why didn't you do it yesterday evening?

- Ann is lost. (*to give directions*)
- Your tooth is aching. (*to consult a dentist*)
- We've run out of vegetables. (*to buy some tomatoes, carrots and cucumbers*)
- Old Miss Johnson has written a letter. (*to post it*)
- You're late again. (*to get up earlier*)
- Polly's trousers are dirty. (*to wash them*)

SA Assess your results.

Task number	4	5	6A	6B	7	8	10	Total
Maximum result	5	10	21	11	18	10	8	83
Your result								

READING FOR COUNTRY STUDIES

12



SFA

A. Listen to the text “The Press in Britain and Elsewhere” (No. 33) and choose the right items.

- People buy newspapers
 - for various reasons
 - because they are light and it is easy to read them
- ... are called “the press”.
 - Printed forms of the media
 - Newspapers, magazines and television
- ... newspapers tend to be either serious or popular.
 - Everywhere in the world
 - In the United Kingdom
- Depending on the area over which newspapers are sold they can be further divided into
 - daily or weekly
 - local, national and international
- A symbol of the British Press is
 - Fleet Street
 - Oxford Street
- Popular papers are also called
 - quality papers
 - tabloids



B. Read the text “The Press in Britain and Elsewhere” and say what is missing in these pairs.

- Mass Media: — the press
_____?
- Newspapers: _____?
— weekly
- Newspapers: — morning
_____?
- Newspapers: — local
_____?
- Newspapers: — Sunday
_____?

6) Newspapers: — quality (serious)

_____?

7) Newspapers: — general interest

_____?

The Press in Britain and Elsewhere

It's common knowledge that newspapers report the news. Published on a regular basis, usually daily or weekly, they also interpret events behind the news. In addition, newspapers give useful information, such as stock market prices, weather reports and television programmes.

They are also a popular source of reading for entertainment. People often buy newspapers for their feature articles on subjects of wide interest, such as travel and fashion, for their comics and crosswords, and for their regular columns on topics, such as gardening, eating out, show business gossip and astrology. Together with other means of communication, such as radio, television and magazines, newspapers form the media. Printed forms of the media, including newspapers and magazines, are also called "the press".

Newspapers treat the news in two different ways. They can take a serious line, reporting and explaining the news with the aim of informing the readers as fully as possible. Alternatively they may take a more popular approach which requires more entertainment in the choice and presentation of stories, more photographs and larger eye-catching headlines. Many newspapers combine the serious and the popular approach, but in the United Kingdom newspapers tend to be either one thing or the other.

Both serious and popular newspapers can be further divided into daily or weekly (depending on how often they are published), morning or evening (depending on when they are published) and local, national or, in a very few cases, international (depending on the area over which they are sold).

Newspapers of general interest are supplemented by specialist newspapers, which publish news and stories for people with particular interests. Religious, financial and sporting newspapers are examples.

The British are believed to be the greatest newspaper readers in the world. They read newspapers at breakfast, on the bus or on the train when they go to work and on the way back home. A symbol of the British Press is Fleet Street—a street in London that used to be home of most British national newspapers. Fleet Street is conveniently situated on the north bank of the river Thames close to a number of large railway stations, which makes it easy to deliver the papers to the trains

taking them round the country. Fleet Street is also not far from such important British institutions as the Bank of England, the Stock Exchange, the Houses of Parliament and the Law Courts, which allows the Fleet Street journalists to keep an eye on things.

THE TIMES

The Daily Telegraph

FT FINANCIAL
TIMES



The **INDEPENDENT**

the **guardian**

DAILY  **EXPRESS**

THE Sun

British daily papers are published from Monday to Saturday. The serious or quality papers such as *The Times*, *The Guardian*, *The Financial Times*, *The Independent* and *The Daily Telegraph* are for those who want to know about important happenings everywhere, both domestic news and foreign news. Compared with Russian papers, British quality papers are very thick. They usually consist of separate sections such as *Politics*, *Finances*, *Business*, etc. It's not uncommon for a newspaper reader to use only one or two sections and throw the others away.

Popular papers or tabloids, such as *The Daily Mail*, *The Sun* or *The Daily Express* make a much easier reading and have a more general readership. Many popular papers run strip cartoons and humorous drawings, a lot of them have a woman's page, and readers' letters.

Nearly all papers pay special attention to sports news. The evening papers, such as *The London Evening Standard* are often bought because people want to know the winner of a race or the result of football pools.

The Sunday papers are not Sunday editions of the daily papers but separate weekly editions coming out on Sundays. In addition to the news they usually provide interesting articles on arts, newly published books and gardening. Some of them, such as *The Sunday Times*, have a very high reputation, and the best critics and journalists write for them.

13

Decide what these words and word combinations from the text mean and match them.

- | | |
|---------------------|---|
| 1) common knowledge | a) everyone knows it
b) some people know it |
| 2) feature article | a) an especially long article in a newspaper or in a magazine
b) an article about a feature film |
| 3) comics | a) people who are funny
b) set of drawings telling a short story |
| 4) headline | a) a name of a story in a newspaper printed in large letters
b) the first line in a newspaper story |
| 5) stock exchange | a) a place where money is exchanged
b) a place where stocks, bonds and shares ¹ are bought and sold |
| 6) law court | a) a place where people come to hear a law case
b) home of a king or a queen |
| 7) readership | a) newspapers and magazines read by the public
b) people who read a newspaper or a magazine |
| 8) football pool | a) a game of football played by local teams
b) a kind of game in which people try to guess the results of football matches, risking small sums of money and getting much bigger sums if they guess correctly |

14

Answer the questions on the press.

1. What else do newspapers do besides reporting the news and interpreting it? 2. What kind of information can one find in a paper? 3. In what two different ways do papers treat information? 4. What do British papers tend not to do compared with other newspapers? 5. How can you tell a popular paper from a serious one by looking at it? 6. What categories of newspapers can you name? How do you categorize them? 7. What's the symbol of the British Press and why? 8. Names of what British quality papers and tabloids can you remember? 9. What are Sunday papers? 10. In what way do British quality papers differ from most of Russian papers?

15

Speak about: a) newspapers generally; b) British newspapers; c) Russian newspapers.

¹ stocks, bonds and shares — разные виды ценных бумаг

READING FOR INFORMATION

16



A. Read the interview with Prince William from "Hello!" magazine, October, 2001 once and name some of the things that he liked and disliked.

B. Say what information offered in the text was new to you. How could you estimate it?

Interview with Prince William

As he started university, Prince William gave his most revealing interview.

Nineteen-year-old Prince William studied at St Andrews in Scotland.

William said he wanted to be "an ordinary student" and hoped that the media wouldn't invade his privacy. Here is part of his interview with Sam Greenhill.

Did you enjoy your year out before university?

I loved my gap year. I wish I could have another one.

What was the highlight of that year?

I loved working on a farm in England. It was the best part of my year. I enjoyed the fact I was put in as a hand and was paid and was just another guy on the farm. I got my hands dirty, did all the chores and had to get up at 4 a.m. I got to see a completely different lifestyle.

What did you think of your three months in Africa?

I loved Africa and learned a lot from it. I met some really decent people.

Why did you choose St Andrews?

I didn't want to go to an English university because I've lived there and wanted to get away to try something else. And I do love Scotland. There's plenty of space, I love the hills and mountains and I thought St Andrews had a real community feel to it.

Is history of art something you want to pursue after degree?

I'm much more interested in doing something with the environment, I'm not sure what yet.

St Andrews is very different from Eton. How easy will it be to make friends?

I do not choose my friends on the basis of where they are from or what they are. It's about their character and who they are and whether



we get on. I just hope I can meet people I get on with. I don't care about their backgrounds.

Are you excited about moving away from home and being able to take more control of your life?

Having more independence is quite a big thing, although I've always got policemen around, so I'm never completely independent. However, I'm looking forward to being able to manage my own time in a relaxed atmosphere.

Will you return home often?

No. Although I will miss it, it's going to be difficult to get back home. Even if I had the time — and I probably won't — it's seven and a half hours by car and three and a half by plane. I'll be a long way from friends at home. I know a couple of guys at St Andrews who are older and a couple in my year, but most of my friends are at other universities. So I would like to spend weekends with my new friends. Weekends at St Andrews I've been told are rather quiet. I'm not a party animal, despite what people might think, but I like to go out sometimes like anyone else.

As a football fan, will you begin supporting one of the Scottish teams, Dundee or Dundee United?

I will support a team after a while but for the time being I'm just concentrating on *Aston Villa*.

Why have you decided not to join any of the clubs at St Andrews?

I'm going to take my time until I'm settled.

Are you worried about media intrusion into your student life?

The way the media treated me in my gap year was great and if that could continue, everyone would be happy, especially me. If it does get too curious and intrusive, I will feel really uncomfortable.

17

Read the interview with Prince William again and say which of the following topics he didn't mention in it.

- 1) football
- 2) his family
- 3) his gap year
- 4) his plans for the future career
- 5) his hobbies
- 6) his friends
- 7) mass media
- 8) how he is going to spend his free time at university
- 9) what kind of people he dislikes
- 10) his choice of university

18

Find in the text the English equivalents for the following:

1) средства массовой информации не будут вторгаться в его личную жизнь; 2) год, который студенты университетов проводят вне его стен, путешествуя, знакомясь с будущей профессией, расширяя свой кругозор; 3) самое значительное, что произошло в течение года; 4) выполняя все поручения; 5) чувство товарищества, общности; 6) после получения диплома; 7) мне безразличны их происхождение и то, чем они занимались прежде; 8) я с нетерпением жду, когда смогу сам планировать своё время в более спокойной обстановке; 9) я не большой любитель вечеринок; 10) вмешательство средств массовой информации в студенческую жизнь; 11) то, как средства массовой информации обращались со мной; 12) слишком любопытные и навязчивые.

19

Say what kind of person Prince William was like and how his interview impressed you.

NEW LANGUAGE

GRAMMAR SECTION

I. *Ing*-forms in English**V + -ing**

start playing
begin writing
finish reading
stop smoking
keep coming
enjoy dancing
mind opening *etc.*

go + -ing

go boating
go camping
go dancing
go fishing
go shopping *etc.*

have + N + Ving

have fun playing
have difficulty reading
have trouble finding
have a good (hard)
time working *etc.*

Ving

Prepositional combinations

+ Ving

about/of	for	from	in	of	to
complain dream talk think	apologize blame forgive thank	keep sb prevent sb stop sb	believe be interested participate succeed	be capable be guilty be tired take care	look forward object be used

A. Give Russian equivalents for these word combinations and make up sentences with some of them.

- 1) complain of (*жаловаться на*):
- 2) dream of/about (*мечтать о*):
- 3) blame someone for (*винить, упрекать в*):
- 4) keep/prevent someone from (*удержать от*):
- 5) succeed in (*преуспеть в, удаваться*):
- 6) be capable of (*быть способным*):
- 7) look forward to (*с нетерпением ждать*):
- 8) object to (*возражать*):
- 9) be used to (*привыкнуть/иметь привычку*):

the music playing so loudly
 the flight being delayed
 the money not being paid on time
 going away on a holiday
 taking a day off
 finding a good job
 coming too late
 missing the train
 writing a test badly
 telling the truth
 getting into trouble
 quarrelling
 putting on the play
 writing a good story
 repairing the bike
 working hard
 making the right choice
 talking to people politely
 going back home
 visiting the British Museum
 giving the party
 spending the money
 moving to another city
 watching TV so late at night
 getting up early
 reading in English
 eating Chinese food

B. Express the same in English using these word combinations.

1. Я возражаю против того, чтобы переезжать в другой город.
2. Мечтаю о том, чтобы выучить несколько языков.
3. Я жалуюсь на то, что рейс задерживается.
4. Я не виню его за испорченную вечеринку.
5. Мне удалось написать неплохой рассказ.
6. Удалось ли вам удержать их от ссоры?
7. Уважаю людей, которые способны говорить правду.
8. Я привык читать английские книги в оригинале.
9. Я с нетерпением жду, когда мы увидим новый фильм.
10. Кого вы вините за опоздание на поезд?
11. В этом ресторане никто не жалуется на плохую кухню (на плохое приготовление еды).
12. Я никак не дождусь, когда получу от него письмо.
13. Никто не смог удержать его от совершения этой ужасной ошибки.
14. Вам удалось организовать потрясающий вечер.

21

Insert the right prepositions to complete the sentences.

1. I'm more interested ... sport than ... arts, but my best friend is very devoted to music. 2. Please don't blame Sam ... what's happened: he couldn't stop the child ... going out and losing his way. 3. Do you object ... my staying here a little longer? 4. Many customers complained ... getting bad services in the Star Hotel. 5. Who could predict that Mike would be capable ... acting on the stage? 6. I really look forward ... going away for my summer holidays: I'm a little tired ... studying. 7. Did they succeed ... finding a nice present for Irene? 8. Take care ... the pennies, and the pounds will take care ... themselves (*proverb*). 9. Show me someone who believes ... meeting witches and wizards! 10. Let's not talk ... failing the exam: we need to be positive about it. 11. Who can keep you ... making a mistake? Only very good friends.

22

Choose the items that are true about you or give your own version.

- I can have real fun
 - reading a thick novel
 - gardening
 - partying with my friends
 - playing computer games
- I usually have trouble
 - doing homework in English
 - understanding English texts
 - coping with English grammar
 - memorizing English words
- Every summer I look forward to
 - going away on holiday
 - going back to school
 - gathering the harvest in our garden
 - autumn coming soon
- I'll never give up
 - playing football
 - learning languages
 - acting
 - studying sciences
- My favourite pastime is to go
 - fishing
 - (figure) skating
 - dancing
 - shopping
- I never mind
 - having a good strong cup of tea
 - having a drink of coke
 - drinking coffee in the morning
 - drinking a glass of milk in the evening

7. There's nothing I enjoy more than ...
- | | |
|----------------------------|---|
| a) dancing at a disco | c) watching a good comedy on the video |
| b) playing a game of chess | d) spending a day in the open air with my friends |
8. I get easily bored when I keep ... for some time.
- | | |
|----------------------------|------------------------------------|
| a) working about the house | c) listening to music I don't like |
| b) shopping | d) walking about museums |


Focus

- Do you *mind opening* the window?
 Do you *mind my/me opening* the window?
 Do you *mind his/him opening* the window?
 Do you *mind her opening* the window?
 Do you *mind our/us opening* the window?
 Do you *mind their/them opening* the window?
 Do you *mind John's/John opening* the window?


23 Say the same in a different way.

EXAMPLE: Polly and Alice are late. They blame Patrick for this.
 Polly and Alice blame Patrick for their/them being late.

- Jane came to the party too early. She blames Simon for this.
- We bought a faulty bike. We blame the shop assistant for this.
- Robert sent the telegram to the wrong address. He blames his granny for this.
- Dan had to mend his trainers. He blames Colin for this.
- Boris mixed up the words "principle" and "principal". He blames us for this.
- I lost the keys. I blame my younger sister for this.
- Alice got a bad mark for the dictation. She blames her teacher for this.


24 Express the same in English.

- Я с нетерпением жду новой встречи с вами.
- Ты не возражаешь, если я выключу телевизор? Пора ложиться спать.
- Ты хорошо провёл время, танцуя на дискотеке?
- Никогда не жалуйся, что у тебя мало времени. Если захочешь, время всегда можно найти.
- Попытайся не допустить, чтобы Макс пошёл в поход, он нездоров.
- Спасибо, что вы пришли.
- Думаю, что тебе стоит извиниться за грубость.
- Она всегда интересовалась изучением языков.
- Кто-нибудь будет возражать, если я приду немного позже?
- Полиция не позволила вору забраться в дом через окно (остановила его).
- Он не привык мыть посуду после еды.
- Я виноват во многом, но не виноват во лжи.

II. The Infinitive

V + Vto

It's beginning to rain.
I expect to be free at 5.
Can we afford to buy it?
Never forget to answer letters you receive.

N + Vto

I told her about my decision to leave.
Have you got a key to open the door?
I need some more sugar to buy.
We have no wish to change.

Adj + Vto

His accent is not easy to understand.
She is very nice to talk to.
I am glad to see you.
Their words are difficult to interpret.

Vto
(Infinitive)

V + wh + Vto

I wonder who to invite.
Show me what to do.
Tell me where to go.
He doesn't know what to answer.

Why (not) + V

Why go there so late?
Why pay more at other shops?
Why not ask Susan to help you?
Why not explain it in plain English?

25



Complete these sentences with suitable verbs.

- We can't afford ... this expensive car, we have no money.
- He promised ... on time for this occasion.
- Bob managed ... the heavy box into the house by himself.
- We offered the old man ... the flowers in the garden.
- It hadn't rained for several days.
- John decided not ... a taxi, but go to the airport by bus.
- My elder sister wants ... to drive a car.
- Alice refused ... the rule to John again. She said she had already done it twice.
- In the middle of the winter Mr James happened ... in Australia.
- I was walking straight in his direction but he pretended not ... me.
- Stephen made a pause and then unexpectedly started ... Italian.

26



Report what someone said by using one of the verbs in the box to introduce an infinitive phrase.

EXAMPLE: The teacher said to Henry, "You may come later."
The teacher allowed Henry to come later.

advise expect encourage warn order ask force
remind require tell

- Fred said to me, "Would you please close the door?"
- Justin said to his younger sister, "Don't forget to take your books back to the library."
- Paul said to Bob, "You should take French lessons. You are so good at languages."
- We were playing war and Max who pretended to be a general said to us, "Surround the enemy."
- Little Lizzy didn't want to go to the dentist, but her mother said to her, "You must go, Lizzy. You have a bad tooth."
- The head teacher said to me, "Come to the meeting earlier."
- The law says, "Every driver must have a valid driver's licence."
- Pauline's friend said to her, "Don't forget to translate the article."
- Mrs Fowels said to her children, "Don't play with matches!"
- The experienced teacher said to her younger colleague, "Explain the things the pupils don't understand again, but try to do it differently."

27



Complete the sentences with the correct forms of the verbs in brackets *Vto/Ving*.

- I have no idea what (*do*) after classes.
- Ken wrote to me he was looking forward to (*see*) us at Christmas.
- Don't forget (*do*) your homework tonight.
- Did you have a good time (*play*) table tennis?
- Charles says he promises (*give*) up (*smoke*).
- I have always tried (*be*) a good sister.
- While travelling why not (*drive*) by car?
- Hello! Did you have any difficulty (*find*) us?
- How many times a week do you have (*go*) (*shop*)?
- I'm finishing (*read*) the article.
- Cheer up and keep (*smile*).

to offer/to suggest

1. to offer sth (objects or activities)

He **offered** me a cup of coffee.
They **offered** their help.
We were **offered** interesting books to read.

2. to offer to do sth

(предложить сделать что-то, т.е. сделать это самому, предложить свои услуги или помощь)

Mike **offered** to take care of my garden while I was away.
Linda **offered** to make a chocolate cake.
I **offered** to open the door for the guests as all the rest were busy in the kitchen.

1. to suggest sth (ideas or plans) = представить на рассмотрение

They **suggested** a trip to Pskov.
They **suggested** a game of chess.
Bob **suggested** the idea of visiting the National Gallery.

2. to suggest $\left\{ \begin{array}{l} \text{Ving} \\ \text{that sb} \\ \text{should do sth} \end{array} \right.$

(предложить кому-то что-то сделать и, возможно, принять участие в этой деятельности)

Mike **suggested** our going to the cinema.
Mike **suggested** visiting a museum.
I **suggest** that you should join our group for English classes.
Dan **suggested** that we should meet more often.

28

Say which of the two verbs *offer* or *suggest* you would use if you want to describe these situations.

1. Ты предлагаешь друзьям пойти в кино.
2. Ты предлагаешь другу билет в театр.
3. Тебе предложили лететь к морю самолётом.
4. Тебе предложили покататься на лыжах.
5. Тебе предлагают стакан сока.
6. Ты предлагаешь сходить в магазин за хлебом (в магазин пойдёшь ты сам).
7. Ты предлагаешь сходить в магазин и выбрать подарок однокласснику (в магазин вы пойдёте все вместе).
8. Ты предлагаешь самостоятельно накрыть на стол.
9. Ты предлагаешь, чтобы семья пообедала в саду, потому что в доме жарко.
10. Ты предложил другу свою помощь.
11. Ты предложил отцу свой велосипед, чтобы тот съездил на рыбалку.
12. Тебе предложили осмотреть достопримечательности города.

29  Complete the sentences with *offer* or *suggest*.

- Someone ... going to the cinema and we all liked the idea.
- Sally lost her purse and I ... her some money to get home.
- I've often ... people my help in solving their problems.
- May I ... you some tea and biscuits while you're waiting?
- Mum ... that we all should go to the park after dinner.
- He ... that we should have lunch at the hotel.
- We ... to help clean the house.
- Mary ... reading poetry aloud.
- As Jane was ill, Jill ... to go shopping and do the flat.
- My uncle ... that I should get a job in a bank.

Focus

- I **offer** to read poetry to the children. (Я предлагаю свои услуги.)
 I **suggest** reading poetry to the children. (Я предлагаю, чтобы кто-то это сделал.)
 I **suggest** her reading poetry to the children. (Я предлагаю, чтобы она это сделала.)
 I **suggest** David's/David reading poetry to the children. (Я предлагаю, чтобы Дэвид это сделал.)

30  Express the same in English.

- Мама предлагает сходить в театр.
- Мама предлагает, чтобы мы сходили в театр.
- Я предлагаю завтра купить билеты на этот спектакль (это сделаю я сама).
- В конце интервью мне предложили работу.
- Сэлли предложила нам сходить поплавать.
- Дэн предложил другой план.
- Вилли предложил сделать это именно так. (а) Вилли сам будет это делать. (б) Вилли выдвинул идею (но не свои услуги).
- Полли предложила госпоже Стэйн 20 долларов за картину.
- Он даже не предложил мне чашки чая.
- Я предлагаю, чтобы мы оставились и выпили по чашечке кофе.

Focus

used to do sth = did it in the past

- When I was young, I **used to believe** in Santa Claus.
- When we were at the seaside, we **used to spend** a lot of time on the beach.
- Some time ago I **used to play** tennis, but now I'm a bit old for this game.

to be/get used to doing sth = to have a habit, to be in the habit of doing sth

- I'm **not used to eating** spicy food.
- When did you **get used to swimming** in cold water?
- When we lived abroad, we **got used to staying** in hotels.

31  Complete these sentences.


- A. 1. When my grandparents were young people, they used to
 2. In prehistoric times people used to
 3. In the 18th century they used to
 4. Before airplanes were invented, people used to
 5. When there were no telephones, people used to
- B. 1. When I was two or three years old, I got used to
 2. Later, when I was five, I was already used to
 3. When I went to school, I quickly got used to
 4. A couple of years ago I still wasn't used to
 5. And now I think I am used to

32 Express the same in English.

1. Простите, я не привык разговаривать с незнакомцами. 2. Он привык читать серьёзные книги, когда был ещё ребёнком. 3. В молодости он, бывало, ездил на велосипеде на работу, и ему это очень нравилось. 4. Когда-то мы ходили по субботам в кафе и ели вкусные пирожные. 5. Когда-то я не любил летать самолётом. 6. Боюсь, я не привык к морским путешествиям. 7. В Индии мы привыкли ездить на слонах. 8. Хорошо приобрести привычку смотреть фильмы на английском языке.

III. Verbs That Can Be Followed by Vto and Ving Forms

Some verbs can be followed both by Vto and Ving forms with a difference of meaning.

Focus 	
Ving	remember/forget
Ving	Vto
<p>We remember (or forget) <i>doing</i> things <i>in the past</i> — things we did.</p> <p>1. I still remember visiting the Tower of London though it was years ago. 2. We'll never forget meeting the Queen.</p>	<p>We remember (or forget) <i>to do</i> things which we <i>have to do</i>.</p> <p>1. Did you remember to buy my medicine? 2. You mustn't forget to go and meet Bryan at the station tomorrow.</p>

33 Choose the right forms of the verbs to complete the sentences.

1. I remember (*watching/to watch*) the first man landing on the Moon.
2. Remember (*telephoning/to telephone*) me tonight.
3. Remember (*switching/to switch*) off the television when you leave.
4. Do you remember (*travelling/to travel*) in Europe last year?
5. She had forgotten (*ringing/to ring*) him up. So he rang her up the next day.
6. I will never forget (*dancing/to dance*) at my first ball.
7. Did you remember (*posting/to post*) the letter?
8. She says she will always remember (*meeting/to meet*) Peter.
9. Don't forget (*locking/to lock*) the door.
10. My great-grandfather can remember (*seeing/to see*) the first planes flying.

stop	
Ving	Vto
<p>If you stop <i>doing something</i>, you don't do it anymore (<i>перестать делать что-то</i>).</p>	<p>If you stop <i>to do something</i>, you pause (in the middle of something else) in order to do it (<i>остановиться, чтобы сделать что-то</i>).</p>
<ol style="list-style-type: none"> 1. I really must stop smoking. 2. Can't you stop making that awful noise? 3. It has stopped raining. 	<ol style="list-style-type: none"> 1. I stopped to have a chat with Sally. 2. The old man stopped to have a little rest. 3. Can you stop at the butcher shop to buy some meat for dinner?

34 Choose the right forms of the verbs to complete the sentences.

1. Stop (*eating/to eat*), you've had enough.
2. Our friend stopped (*saying/to say*) hi.
3. The train stopped at the station (*taking/to take*) in the passengers.
4. Can you please stop (*talking/to talk*)?
5. The members of the expedition stopped at the lake (*looking/to look*) at the map.
6. The little girl can't stop (*crying/to cry*).
7. He stopped the car (*getting/to get*) out.
8. Bob stopped (*picking up/to pick up*) the keys.

Focus

regret

Ving

Vto

You regret *doing something* in the past, you are sorry that you did it.

You regret *to say something*, you are sorry you have to say it.

1. I **regret missing** the film. Everybody says it's worth seeing.
2. We **regretted telling** the kids a lie.
3. Do they **regret not saying** goodbye to Sam when he was leaving?

1. We **regret to say** that our team has lost this important game.
2. I **regret to tell** you that you didn't pass the exam.
3. We **regret to announce** that our supermarket is closing down.

35



Choose the right forms of the verbs to complete the sentences.

1. We regretted (*telling/to tell*) Mary that we didn't want her to go with us. It made her very unhappy. 2. I regret (*telling/to tell*) you that we're closing earlier today. Please leave the shop. 3. The teacher regretted (*informing/to inform*) us that our school trip would be cancelled. 4. Do you regret (*being/to be*) rude to me? 5. Do you regret (*taking/to take*) a course of Japanese? 6. I regret (*asking/to ask*) you to leave now: I've had a bad day and am very tired. 7. I regret (*staying/to stay*) out late yesterday: Mum was very worried. 8. He regretted (*asking/to ask*) us to stop the music. He said he had a headache.

Focus

allow

Ving

Vto

to allow *doing something*

to allow somebody *to do something*

1. Sorry, we don't **allow walking** on the grass.
2. Is **skiing allowed** here?
3. They **allow using** library computers from 9 a.m. to 8 p.m.

1. Will you **allow me to use** your telephone?
2. We **don't allow** our children **to watch** TV at night.
3. Please **allow us to join** you for the game.


36  Choose the right forms of the verbs to complete the sentences.

1. They do not allow pupils (*visiting/to visit*) nightclubs. 2. Sorry, we do not allow (*bringing/to bring*) dogs to the stadium. 3. Do they allow (*taking/to take*) pictures in the museum? 4. Will you allow us (*going/to go*) to the cinema tonight? 5. Who allowed the kids (*watching/to watch*) such a shocking film? 6. Did you allow Sarah (*using/to use*) your skates or did she take them without asking? 7. They do not allow (*removing/to remove*) things in the supermarkets. 8. Would you allow (*smoking/to smoke*) in the bedroom? — I wouldn't.

VOCABULARY SECTION

SOCIAL ENGLISH

GIVING A CALL. RECEIVING A CALL

37  Using the telephone has become part of our daily routine. Learn to do it correctly (No. 34, A, B). Then listen to the dialogues and repeat them (No. 34, C).

A. Giving a call

Hello.
 Mary here.
 Mary speaking.
 My name is Mary.
 May I have a word with Linda?
 Is Linda there, please?
 Would you tell her I rang?
 May I leave a message?
 Could you take a message?
 I'll call (ring) back.
 Would you ask her (Linda) to call back?
 Sorry, I have the wrong number.
 Sorry, wrong number.
 It's a bad line, I'll hang up and phone again.
 It's a crossed line, I'll ring again.
 I called earlier but the line was engaged (busy).

B. Receiving a call

Hello?
 Who's that speaking?
 Who's calling, please?
 Is that Mary?
 I'll just see if she's in.
 Linda is not here.
 Linda is out at the moment.
 Linda'll be available after lunch.
 Linda can't take the phone now.
 Linda, that's for you.
 Linda, you're wanted on the phone.
 Hold the line, please.
 Hold on, please.
 Hang on a moment.
 Can I take the message?
 Would you like to leave a message?
 Hi, Mary, it's me, Linda.
 Linda here.

38

Combine the phrases from section A with the phrases from section B (Ex. 37) to make microdialogues of 2–4 replies.



EXAMPLE: A: Hello?

B: Hello. May I have a word with Jane?

A: Hold on. I'll just see if she is in.

39

Complete these talks with suitable phrases from Ex. 37.

1.

Alice: Hello?

Dan: ...

Alice: Oh, hi, Dan. How are you?

Dan: ...

Alice: Sally is out at the moment. Can you call back after five?

Dan: Sorry, ...

Alice: Would you like me to take a message?

Dan: Yes, please. ...

Alice: OK, I'll ask Sally to call you.

Dan: ...

Alice: Goodbye.

2.

Alice: ...

Pauline: Pauline here. Is Robin there, please?

Alice: ...

Robin: Hello, ...

Pauline: Oh, is that you, Robin? I didn't recognize you. It's a very bad line, I'll phone again.

(Robin hangs up.) *The telephone rings again.*

Robin: Hello. ...

Pauline: Yes, I can hear you much better now. I'm calling to tell you that the first class tomorrow has been cancelled. We're beginning at 9:15.

Robin: ...

Pauline: You're welcome. See you tomorrow.

Robin: ...

40

Make up a telephone talk and act it out with a partner (with your backs to each other).

41

Match the pictures with the captions and say what these objects and their functions are:

phone card
mobile phone (cellphone)

telephone
phone box



42  Say in what order you do these actions when using a pay phone:

- a) dial the number b) listen for the dial tone c) hang up d) pick up the receiver e) deposit coins or insert the phone card f) leave a message g) have money ready

PHRASAL VERB

to hold

1) to hold (oneself) in — *сдерживать(ся)*

Jim was angry but **held himself in**.

Jim managed to **hold in** his feelings.

- 2) **to hold off** — а) *оставаться, находиться на расстоянии*
 The ship will **hold off** from the shore.
 б) *придерживать, задерживать, сдерживать*
 They managed to **hold off** Napoleon's army.
Hold off your dog, please.

- 3) **to hold on** — а) *прикреплять(ся)*
 The handle was **held on** with glue.
 б) *держаться за что-то*
 She **held on** the rope.
 в) *держаться, продолжать делать что-то (часто несмотря на сложности)*
 The ship **held on** in the stormy ocean.
 д) *ждать (особенно при разговоре по телефону)*
Hold on, I'll call her.

- 4) **to hold out** — *протянуть, выставить*
Hold out your hand to greet the uncle.
 The robber **held out** a gun and everybody raised their hands.

43 Express the same in Russian.

- Hold on a minute till I'm ready.
- The fortress held on for six weeks.
- Hold on down the road until you come to the railway station.
- John held his dog off.
- Hold on! (*on the telephone*)
- Rain held on steadily all afternoon.
- He greeted me and held out his hand.
- Alec was able to hold in his anger and avoid a fight.
- We must hold off the enemy's attack until after dark.
- The little girl held on to her mother's hand.
- You go ahead! I'll hold on here till the others come.

44 Insert the right words where necessary: *on, out, off, in*.

- I'm afraid the line is busy, would you like to hold ... ?
- The town was surrounded, but the citizens held ... until help came at last.
- It was impossible for the children to hold ... their laughter any longer.
- If there is a branch near you, hold ... to it until we can get the rope.
- The car door was held ... with string!
- We could hardly hold ourselves
- We somehow managed to hold ... the enemy's attack.
- We are only asking you to hold ... a little longer.
- Did the rain hold ... steadily all day long?
- Mary tends to hold ... from people who try to be friendly too suddenly.

NEW WORDS TO LEARN

45

A. Look at the pairs of words. In each pair there is a word you know. Try and guess what the other word in the pair means.

limit—limited

head—to head (for)

injured—injuries

capable—incapable

distance—distant

vacant—vacancy

compliment—uncomplimentary



B. Look the words up to make sure you have guessed right.

C. Read the sentences below. Translate them into Russian.

The choice was very **limited**: we could go either to Oxford or to Cambridge.

The boys **headed** for home.

Bob fell off the ladder and had serious **injuries**.

Max can't concentrate on what he is doing. He is **incapable** of learning anything.

She is studying the **distant** stars.

We have a **vacancy** for a typist but no vacancies for secretaries.

My teacher was rather **uncomplimentary** about my test though he didn't criticize it severely.

46



Read the words, look them up and then study the word combinations and sentences to know how to use them.

fierce [fiəs] (*adj*): a fierce dog, a fierce wind, a fierce storm, fierce heat.
After a fierce battle the enemy was forced back.

memory (memories) (*n*): happy memories, sad memories. My memories of a London childhood are happy ones. Now I have happy memories of that holiday.

ability (*n*): the ability to work (to run, to sit), computer's abilities, children of different abilities, the acting (drawing) abilities of a person. I have great respect for his ability as a journalist. Small babies don't have the ability to walk. Jane's drawing ability will be useful on this project.

to do something to the best of one's ability(ies). You are just there to do your job to the best of your abilities.

idle ['aɪdl] (*adj*): idle people, an idle life, idle talk, idle hopes, idle dreams. If you are idle, you are not doing anything, especially when you could be doing something. A healthy child cannot be idle, he has to be doing something all day long.

illiterate (*adj*): an illiterate person, computer illiterate. The word “illiterate” generally describes someone who can’t read or write or is badly educated. An illiterate note is a note which is badly written.

point (*n*): 1 the point of a pin (needle), a sword point. Betty stuck the point of the needle through the cloth.

2 In punctuation, a point is another name for a full stop.

3 at this point, at that point. At that point their teacher entered the classroom.

4 What is the point of this meeting? Do you see my point? I don’t see any point in it.

to point (*v*): to point to a high tower, to point to the poster, to point out mistakes in sb’s report. Jemma pointed out that Robert was wrong.

to waste (*v*): to waste money, to waste time, to waste one’s life, to waste one’s chances. There was no need to waste any energy thinking about it. Your jokes are wasted on him. Fine clothes are wasted on her — she is a tomboy.¹ You need only one piece of paper — don’t waste any more.

wasteful (*adj*): a wasteful woman, wasteful habits. It’s wasteful to throw these things away, we might be able to use them one day.

passionate (*adj*): passionate words, a passionate speech, a passionate nature. Angela burst into passionate sobbing. James’ passionate speech made a great impression on the audience.

marvellous/marvelous (*AmE*) (*adj*): a marvellous view, marvellous weather, a marvellous idea. I think Miss Birdbrain is a marvellous name for her.

obvious (*adj*): an obvious reason, obvious lies, an obvious answer. For obvious reasons, I preferred my house to his.

obviously (*adv*): She was obviously thirsty and she drank a lot of water.

glorious (*adj*): a glorious history, a glorious holiday, the most glorious flowers ever seen. Something that is glorious is very beautiful and impressive. What a glorious colour!

flame (*n*): The flames from the fireplace give off a pleasant warmth. A small flame burned in the lamp. The dry sticks burst into flames. The whole city was in flames.

to absorb (*v*): to absorb the rain, to absorb water. The towel absorbed water from the sink. The walls of the house absorb heat during the day.

to be absorbed in sth. I was absorbed in a book and didn’t hear your call.

to float (*v*): to float on water, to float in the sky. Empty things float. Something that floats lies on or just below the surface of the liquid.

to enclose (*v*): 1 to enclose with a fence. A high wall encloses the prison. The fence that enclosed the house was painted white.

¹ a tomboy — сорванец

2 to enclose sth with a letter, to enclose a cheque, to enclose a photo.
Write to them enclosing a stamped addressed envelope.

gift (n): 1 Christmas gifts, an unexpected gift. My grandmother made me a silver chain as a gift.

2 Jane has a gift for music. Betty has a gift for learning languages. Nora has a gift for singing.

gifted (adj): a very gifted musician. Jane was a gifted actress. Roy is very gifted at French.

47

Match the words with their definitions.

Nouns

- | | |
|-------------|---|
| 1. memories | a) something given freely to another, a present |
| 2. ability | b) a job or a place that has not been filled |
| 3. flame | c) the skill and the power to do something |
| 4. gift | d) a hot bright light produced by burning |
| 5. injury | e) harm or damage, a wound |
| 6. vacancy | f) past events that you remember |

Verbs

- | | |
|---------------|---|
| 1. to point | a) to aim in a particular direction |
| 2. to waste | b) to put something inside a letter or its envelope |
| 3. to depend | c) to go to a place |
| 4. to enclose | d) to use more than is necessary |
| 5. to head | e) to rely on something or somebody |
| 6. to absorb | f) to take in (often water) |

Adjectives

- | | |
|--------------------|-----------------------------|
| 1. idle | a) talented |
| 2. illiterate | b) expressing criticism |
| 3. limited | c) not working |
| 4. incapable | d) not very great in amount |
| 5. gifted | e) faraway |
| 6. uncomplimentary | f) not able |
| 7. distant | g) unable to read or write |

Adverbs

- | | |
|-----------------|-----------------------------------|
| 1. fiercely | a) very emotionally |
| 2. passionately | b) in a wonderful or pleasant way |
| 3. obviously | c) angrily, violently |
| 4. marvellously | d) evidently |

48

Complete the sentences. Use your new vocabulary.

1. "I'll make your tea," she said h...ing for the kitchen.
2. He is one of those people who always do their work to the best of their a... .
3. James kept silent and it became o... that he didn't know the answer.
4. Mary spoke so p... that tears appeared in the listeners' eyes.
5. What are your earliest m... of yourself as a child?
6. In your next letter, will you e... a photo of yourself? I'd like to see how you look now, after so many years.
7. The weather that week was g...: sunny and pleasantly warm.
8. Jeremy is a g... young artist whose pictures I'd like you to see.
9. It was a foggy day and we couldn't see the tops of the d... hills: they were hidden in the fog.
10. The little vessels f...ing on the water of the sea looked like beautiful toys.
11. A proverb says that devil finds work for i... hands.
12. I don't see any p... in what the man is saying. Do you?
13. The piece of paper quickly vanished in the hot red f... .
14. The child was so a... in the book that he didn't notice us enter the room.
15. Going to the seaside? What a m... idea!

49

Use the right prepositions and adverbs to complete the sentences.

1. Don't waste your time ... trying to please Sue: she is the hardest person to please I've ever met.
2. "That's the post office over there," said the man pointing ... the tall building at the end of the road.
3. I have some pleasant memories ... my fifteenth birthday.
4. Let me point ... to you that you are not always right either.
5. The house burst ... flames so quickly that when the firemen came, they found it in ashes.
6. My younger sister has a gift ... singing and is taking lessons.
7. I've drawn a little picture of you sitting in your favourite armchair which I'm enclosing ... the letter.
8. When Steve is absorbed ... listening to music, he doesn't allow us to disturb him.

50



Give replies to these questions and statements using the words in brackets.

1. Why can't he explain in plain English what he means and write his request down? (*illiterate*)
2. What does he think of your offer? (*marvellous*)
3. Why can't she afford to go away on holiday? (*waste*)
4. Alice was to have an interview on Friday. Do you know the result? (*vacancy*)
5. Where does he plan to finish his travel? (*distant*)
6. Why was your sister smiling reading Andrew's letter? (*enclosed*)
7. What is your opinion of George's speech? (*obvious, glorious*)
8. Why was Marshal Zhukov so much spoken about during the war? (*gifted*)

Focus

Prefixes with the meaning "not"

The prefixes **un-**, **in-**, **il-**, **im-** and **ir-** are often used to give adjectives a negative meaning:

un- is used with a lot of different words: **unfriendly**, **unable**, **untidy**, **unpleasant**. etc.

im- is used before some words beginning with **m** or **p**: **impolite**, **impatient**.

il- is used before some words beginning with **l**: **illegible**, **illegal**.

ir- is used only before some words beginning with **r**: **irresponsible**, **irresistible**, **irrational**.

in- is used before a limited number of words: **invisible**, **inaccurate**, **inactive**. etc.

51 With the help of the prefixes **un-**, **in-**, **ir-**, **im-**, **il-** make adjectives of the opposite meanings. There are 13 **un-**words, only 4 **in-**words, 1 **il-**word, 1 **im-**word, and 1 **ir-**word.

prestigious	creative	wrapped	dependent	capable
complimentary	exciting	popular	rewarding	injured
interesting	fulfilling	accurate	literate	regular
flavoured	expensive	required	limited	moral

Focus

to allow sb to do sth — разрешать

to let sb do sth — разрешать

Active Voice

Active Voice

1. She doesn't **allow** her children to play in the street.
2. Will Mrs Sanders **allow** you to join us?
3. My parents **allow** me to come home late.

1. She doesn't **let** her children play in the street.
2. Will your mum **let** you come?
3. My dad **lets** me eat a lot of candy.

Passive Voice

Passive Voice

to be allowed to do sth

—

4. Walking on the grass is **not allowed**.
5. They **are not allowed** to go out. They are punished.

—

—

52

Express the same idea using the verb *to let* where it is possible.

1. My parents don't allow me to smoke. 2. Are you sure your mum will allow you to go with us? 3. She wanted to go to the theatre, but her granny did not allow her. 4. He never allows me to drive his car. 5. They are not allowed to go out on Sundays. 6. Allow me to explain. 7. We would like to come, but he is not allowed to. 8. We are only allowed a three-minute break.

Focus

to lie — *лежать, ложиться*

to lie — lay — lain — lying

She switched off the light and **lay** on the sofa.

to lie — *лгать, солгать*

to lie — lied — lied — lying

He **lied** to me yesterday.

to lay — *класть, положить*

to lay — laid — laid — laying

I **laid** the papers on the table.

to lay the table — *накрывать на стол*

to lay eggs — *откладывать яйца*

53

Choose the right words to complete the sentences.

1. Judy was (*lying/laying*) on the bed. 2. Betsy (*lay/lied/laid*) ill for a week. 3. She (*lay/lied/laid*) the baby gently on the bed. 4. The camera doesn't (*lie/lay*). 5. I am not (*laying/lying*) a place at table for him. 6. Will you (*lay/lie*) the carpet on the floor? 7. Several dictionaries (*lay/lied/laid*) on the shelf. 8. Rudolph was sure that Thomas was (*lying/laying*) but he could not prove it. 9. "You (*lay/lied/laid*) to me, Doctor." 10. The table was all (*lay/lied/laid*) for lunch. 11. Don't (*lie/lay*) in bed all day. 12. She (*lay/lied/laid*) the papers on the table.

54

Complete the text choosing the correct words (a, b, c or d) for each gap (1–6). Think of an end to the story.

- | | | | |
|----------------------|-------------------|-------------------|--------------------|
| 1. a) <i>about</i> | b) <i>of</i> | c) <i>for</i> | d) <i>to</i> |
| 2. a) <i>too</i> | b) <i>also</i> | c) <i>either</i> | d) <i>as well</i> |
| 3. a) <i>said</i> | b) <i>told</i> | c) <i>talked</i> | d) <i>spoke</i> |
| 4. a) <i>collect</i> | b) <i>lay</i> | c) <i>put</i> | d) <i>pack</i> |
| 5. a) <i>walked</i> | b) <i>roamed</i> | c) <i>marched</i> | d) <i>came</i> |
| 6. a) <i>longer</i> | b) <i>further</i> | c) <i>longest</i> | d) <i>farthest</i> |

Lizzie's father was dead. The mother and daughter had no one in the world who could take care 1. ... them. They had nowhere to live 2. So, Lizzie's mother 3. ..., "Let's 4. ... our things and travel." Lizzie was glad to hear that. Soon they started off. As the mother's savings lasted her, they journeyed in the cars, or by boat, or in a cart. When the money was gone, they 5. At last they came to a tiny little cottage that stood at the 6. ... end of the village. "This is the very village and the very house where I should like to live," exclaimed the mother.

LISTENING COMPREHENSION

55

A. Before listening make sure that you know these words and word combinations:

Bedouins [ˈbeduɪnz] — бедуины

wilful [ˈwɪlfəl] — своенравная

common sense — здравый смысл

sheik [ʃeɪk] — шейх

grazing grounds — пастбища



B. Listen to the text "Wilful Nadia" (No. 35) and say which answers to these questions are right.

- What was Nadia like?
 - She was illiterate and incapable of doing anything.
 - She was illiterate and incapable of using her common sense.
 - She was illiterate and incapable of doing sums but full of common sense.
 - She was illiterate and foolish.

2. How many children did Sheik Tarik have?
- Five.
 - Six.
 - Seven.
 - Eight.
3. Why didn't Sheik Tarik allow his people to mention Hamed's name?
- He couldn't bear his grief.
 - He had forgotten his son.
 - He was angry with Hamed.
 - He wanted his people to forget Hamed.
4. When did Nadia begin mentioning her brother's name?
- When she saw the dangerous flames in her father's eyes.
 - When the memories of her brother filled her heart.
 - When she was teaching her brothers a new game.
 - When she began to explain how to play the game Hamed had taught *her*.
5. Why did Sheik Tarik order to call his daughter wise?
- Because her words made her father cry.
 - Because she helped her father to feel better.
 - Because she taught her father how to forget Hamed.
 - Because she knew the secret of happiness.

C. Try to remember which of the new words were used in the story "Wilful Nadia".

READING FOR DISCUSSION

56



In the text you're going to read there will be a number of geographical names. Make sure that you read them correctly. Listen to the correct pronunciation (No. 36). Find these places on the map.

Egypt [ˈiːdʒɪpt]
 the Bay of Biscay [ˈbɪskəɪ]
 Gibraltar [dʒɪˈbrɔːltə]
 the Mediterranean [ˌmedɪtəˈreɪnjən]
 Malta [ˈmɔːltə]
 Naples [ˈneɪplz]

Port Said [ˌpɔːt ˈsaɪd]
 the Suez Canal [ˈsuːz kəˈnæl]
 the Red Sea [ˈred ˈsiː]
 Nairobi [naɪˈrəʊbi]
 Kenya [ˈkenjə]
 Libya [ˈlɪbiə]



57

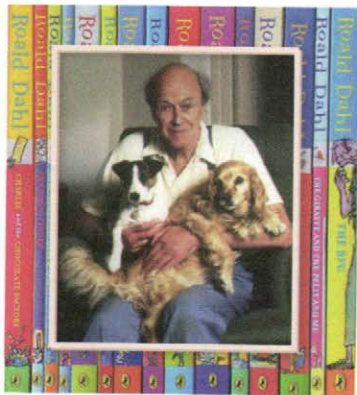


A. Read the story and say what moment changed the narrator's whole life.

How I Became a Writer

(After Roald Dahl)

A fiction writer is a person who invents stories. But how does one start on a job like this and become a full-time professional writer? Nowadays just about every single successful writer has started out in some other job — a schoolteacher, perhaps, or a doctor, or a journalist, or a lawyer. Let me tell you how I myself got in through the back door and found myself in the world of fiction.



At the age of eight, in 1924, I was sent away to boarding school in a town called Weston-Super-Mare, on the southwest coast of England. Those were days of horror, of fierce discipline, of no talking in the dormitories, no running in the corridors, no this or that or the other, just rules, rules and more rules that had to be obeyed. My memories of school are mostly nightmarish.

My end-of-term reports¹ contained only uncomplimentary words about my abilities in the subject called English Composition. Only some of the examples are “incapable of putting his words on paper”, “vocabulary

limited”, “idle and illiterate”, “no interesting ideas”.

Little wonder that it never entered my head to become a writer in those days. When I left school at the age of eighteen, in 1934, I turned down my mother’s offer (my father died when I was three) to go to university. Unless one was going to become a doctor, a lawyer, a scientist, an engineer or some other kind of professional person, I saw little point in wasting three or four years at Oxford or Cambridge, and I still hold this view. Instead, I had a passionate wish to go abroad, to travel, to see distant lands. So I got a job at the Shell Oil Company, where they promised me that after two or three years’ training in England, I would be sent off to a foreign country.

“Which one?” I asked.

“Who knows?” the man answered. “It depends where there is a vacancy. It could be Egypt or China or India or almost anywhere in the world.”

That sounded like fun. It was fun. When my turn came to be sent abroad three years later, I was told it would be East Africa. That journey took two and a half weeks. We went through the Bay of Biscay and called in at Gibraltar. We headed down the Mediterranean by way of Malta, Naples and Port Said. We went through the Suez Canal and down the Red Sea. It was all tremendously exciting. For the first time, I saw great sandy deserts, and Arab soldiers on camels, and palm trees with dates growing on them, and flying fish and thousands of other marvellous things.

By the summer of 1939, it became obvious that there was going to be a war with Hitler’s Germany. On the next day after Britain entered the war I got into my car and drove north to Nairobi, in Kenya, to join the RAF.² For six months they trained us in small airplanes called Tiger

¹ end-of-term reports: both in Britain and the USA teachers write a statement about a child’s work at school sent to his/her parents

² RAF [ˌɑːr eɪ ‘eɪ]—Royal Air Force, the British airforce

Moths, and those days were also glorious. There were twenty of us training to be pilots out there in Nairobi. Seventeen of those twenty were killed during the war.

I myself was shot down. My plane crashed in the Libyan desert and burst into flames, but I managed to get out and was finally rescued by our soldiers. In 1942 my injuries began to give me too much trouble and I had to stop flying. They gave me a month's leave and then sent me to Washington, D.C. as assistant air attaché — at this point the United States was already in the war as well.

I was twenty-six years old when I arrived in Washington, and I still had no thoughts of becoming a writer. During the morning of my third day, I was sitting in my new office at the British Embassy when there was a knock on my door. "Come in."

A very small man with thick spectacles entered the room. "Forgive me for bothering you," he said. "My name is Forester. C. S. Forester."¹

I nearly fell out of my chair. "Are you joking?" I said. "No," he said, smiling. "That's me."

And it was. It was the great writer himself.

"Look," he said. "A magazine called the *Saturday Evening Post* will publish any story I write. I have a contract with them. And I have come to you because I think you might have a good story to tell. I mean about flying. Come and have lunch with me," he said. "And while we're eating, you can tell me all about it. Tell me your most exciting adventure. I'll write it up for the *Saturday Evening Post*. The Americans should know more about this war and help us."

I was thrilled. I had never met a famous writer before. In the small French restaurant we took roast duck with vegetables and potatoes. The dish required so much attention that I found it difficult to talk. And apart from that, I have never been good at telling stories aloud.

"Look," I said. "If you like, I'll try to write down on paper what happened and send it to you. Then you can rewrite it properly yourself in your own good time. Wouldn't that be easier? I could do it tonight."

That, though I didn't know it at the time, was the moment that changed my life. That night I sat down and wrote my story. For the first time in my life, I became totally absorbed in what I was doing. I floated back in time and once again I was in the hot desert of Libya. Everything came back to me. Writing it down on paper was not difficult. The story seemed to be telling itself. When it was finished, I gave it a title. I called it "A Piece of Cake."² The next day I sent it off to Mr Forester. Then I forgot all about it.

¹ C. S. Forester (1899—1966)—a British writer, best known for his stories about the Royal Navy in the days of sailing ships, especially those about the character Captain Horatio Hornblower

² "a piece of cake" (*informal*) means "very easy to do"

Exactly two weeks later, I received a reply from the great man. It said:

Dear RD,

You were meant to give me notes, not a finished story. Your piece is marvellous. It is the work of a gifted writer. I didn't touch a word of it. You will be happy to hear that the *Post* accepted it immediately and have paid one thousand dollars. I enclose the check. It's all yours. The *Post* is asking if you will write more stories for them. I do hope you will. Did you know you were a writer? With my best wishes and congratulations,

C. S. Forester

B. Put the statements in the right order.

- The narrator did not agree to go to university.
- The narrator was trained to become a pilot.
- The narrator got a letter from the famous writer.
- The narrator got a job at the Shell Oil Company.
- The narrator was sent to Washington.
- The narrator became a pupil of a boarding school.
- The narrator had lunch with C. S. Forester.

58

A. Match the phrases in English with their Russian equivalents. Find the sentences with these phrases in the text and read them out:

- to turn down one's offer
- to hold the view (that ...)
- it's little wonder
- to head (for a place)
- to give sb a month's leave
- apart from that
- in your own good time

- дать кому-либо месячный отпуск
- в удобное для вас время
- направиться куда-то
- отклонить предложение
- неудивительно
- кроме того
- придерживаться взгляда

B. Complete the sentences using the phrases above.

- Many think that only few people are capable of learning foreign languages. I, personally, ... that everyone can do it given enough time.
- Linda has never left home in her whole life, ... she is nervous now that she is going abroad.
- Don't finish your essays now, take them home and complete them
- My elder brother was offered a job at a big hotel. He likes the idea of being a hotel manager, and I don't think that he will
- We saw a nice place for our picnic under the shady trees and immediately ... it.
- After his first year in the army Jake was given ... to visit his family.
- I'm going to skip tennis today: I'm tired and ... I don't feel very well.

- 59** Replace the underlined parts with the word combinations from Ex. 58 A. Think of how this story could end.

Personally, I believe (1) that the best way to spend a holiday is to go travelling. That's why when I was allowed to take a week's holiday (2) at work, I saw my chance and went to (3) the *Three Palms Travel Agency*. At that moment they were selling tours at a big reduction and it was not surprising (4) that the agency was full of would-be holidaymakers. When my turn came, I spoke to a young efficient travel agent. He suggested a few countries in Asia and Africa but I had to say no to his offers (5) as I wanted to see more of good old Europe. Besides (6) it was the wrong season for hot countries. Unfortunately, all the tours of Europe turned out to be too expensive and I lost all hope to have a holiday abroad. I was on the point of leaving the agency when my agent held out to me a brightly coloured booklet and said I could take it home and look through it when I had spare time (7) ...

- 60** See how well you remember the text "How I Became a Writer" and answer these questions.

1. What kind of school was the narrator sent to: day or boarding?
2. What are some of the things that were forbidden in his school?
3. What did his teachers think about his ability to write?
4. Why didn't the narrator want to go either to Oxford or to Cambridge?
5. Where did he want to go?
6. To what place did he go after three years of training?
7. What were some of the "marvellous things" he saw during his journey?
8. What did Roald become when the war began?
9. How long did he fly? Why did he have to stop flying?
10. What made him go to the USA?
11. Who came to see him one morning? What did that person want?
12. Why didn't Roald tell the writer about his adventures in the restaurant?
13. What did Roald call his first story?
14. What newspaper published his story?
15. What complimentary things did the great man write to Roald about his talent?

- 61** Remember the text "How I Became a Writer" and match the nouns with their attributes.

- | | | | |
|-----------------|--------------|--------------|---------------|
| 1) professional | 6) distant | a) wish | f) writer |
| 2) fierce | 7) sandy | b) deserts | g) lands |
| 3) nightmarish | 8) thick | c) adventure | h) spectacles |
| 4) limited | 9) exciting | d) memories | i) discipline |
| 5) passionate | 10) finished | e) story | j) vocabulary |

62

Remember the text “How I Became a Writer” and fill in the missing verbs.

1. A fiction writer is a person who ... stories. 2. Those were days (...)
just rules, rules and more rules that had to be 3. Little wonder that
it never ... my head to become a writer in those days. 4. “Who knows?”
the man answered. “It ... where there is a vacancy.” 5. For six months
they ... us in small airplanes. 6. I myself was ... down. 7. My plane ...
in the Libyan desert and ... into flames. 8. “Tell me your most exciting
adventure and I’ll ... it up for the *Saturday Evening Post*.” 9. The
dish ... so much attention that I ... it difficult to talk. 10. I ... back in
time and once again I was in the hot desert of Libya. 11. The story ...
to be telling itself. 12. Exactly two weeks later, I ... a reply from the
great man. 13. “I ... the check. It’s all yours.”

Focus

Noun

an Arab — араб

(a member of the people who originally lived in Arabia¹ and speaks Arabic)

Adjectives

I. **Arab** [ˈærəb] (арабский)

Arab history

Arab countries

Arab population

the **Arab** world

Arab societies

Arab nations

Arab tribes

the United **Arab** Emirates [ˈemərəts]

Arab oil

Arab-Israeli [ɪzˈreɪli] War

II. **Arabic** [ˈærəbɪk] (арабский — characteristic of the language)

the **Arabic** language

the **Arabic** alphabet

the **Arabic** literature

Arabic numerals

III. **Arabian** [əˈreɪbiən] (арабийский, арабский — characteristic of Arabia)

the **Arabian** Peninsula

the **Arabian** Desert


a/the **Arabian** horse, camel

Arabian Nights = “The Thousand and One Nights”

¹ Arabia [əˈreɪbjə], the peninsula which contains Saudia [ˈsɑ:di] Arabia, Yemen and several other countries — Аравийский полуостров

63 Complete the sentences with *Arab*, *Arabic* or *Arabian*.

- In the library I found some ... books and manuscripts.
- What ... countries do you know?
- For the first time I saw ... soldiers on camels.
- The boys wrote their names in ... as they had been taught.
- Which do you find more difficult: Roman numerals or ... numerals?
- Have you read "... Nights"?
- The ... camel is a one-humped riding camel.
- An ... is a member of the ... race.
- The ... Sea is situated between Arabia and Western India.
- ... horses are swift, intelligent and graceful.
- Some day I'd like to go to the United ... Emirates.

64  Listen to the text "How I Became a Writer" (No. 37) and try to read it artistically in the speaker's manner.

65 **SPEAKING**

DISCUSSING THE TEXT

65 Explain why:

- Roald Dahl speaks about getting into the world of fiction "through the back door";
- his memories of school were "mostly nightmarish";
- he never thought about writing when he was at school;
- he didn't go to university;
- he chose the Shell Oil Company as his first employer;
- Roald found his long journey to Africa "tremendously exciting";
- he joined the RAF;
- he had to stop flying;
- C. S. Forester wanted Dahl to tell him about his war experience;
- Roald agreed;
- he didn't tell his story;
- he found it easy to write the story down;
- the *Post* asked Dahl to write more stories for them.

66 Speak about:

- Roald Dahl's way to a writing career (on his part or in the 3rd person).
- Roald Dahl meeting C. S. Forester (on the part of one of them).

67

Act out:

1. a talk between the editor of the *Washington Post* and C. S. Forester who is trying to talk the editor into employing Dahl;
2. a talk between Dahl and C. S. Forester that they could have when they met again.

68

Roald Dahl writes about a certain moment that changed his life. Can you remember a moment that changed your life or something in it? What was changed and how?

69

A. The text you've read is autobiographical. What other autobiographies have you read? What impression did they make on you? If you had to write an autobiography, what would you mention and what would you leave out?

B. Get ready to speak about some well-known writer. Don't forget to make a plan of your story.

70

When and under what circumstances¹ did Britain, Russia and the USA enter the Second World War? What facts connected with their participation in the war do you remember? When and how did the war end?

DISCUSSING THE TOPIC

TOPICAL VOCABULARY

I.

The mass media is a collective name for newspapers and magazines, radio, television and the Internet. Newspapers and magazines are the oldest of the mass media. These are various kinds of editions:

- daily
- weekly
- monthly
- morning
- evening
- national
- local
- serious (quality)
- popular (broadsheet, tabloid ['tæblɔɪd])

¹ circumstances ['sɜ:kəmstənsɪz] — обстоятельства

II.

In an *issue* of a paper or a magazine one can find various information presented in:

- articles
- leading articles/editorials
- features
- reports
- comments
- reviews
- photographs
- cartoons
- strip cartoons
- crosswords and puzzles
- (classified) advertisements
- obituaries [ə'bitʃuəri:z]

III.

Usually papers are divided into sections. With the help of this division we can find the information we need easier. Another helpful device for finding information is *headlines*. Some of the popular sections are:

- politics ['pɒlətiks]
- economics
- business and finance
- science and technology
- patterns
- culture
- home news
- cooking
- foreign (international) news
- current affairs
- reviews
- programmes
- sports news
- readers' letters
- entertainment
- fashion and dress
- children's pages
- DIY (do it yourself)
- gardening
- weather forecasts
- radio and TV programmes

Newspapers and magazines are published in a great number of copies. A good edition is:

- accurate
- impartial
- comprehensive

A good edition:

- should help us to keep an eye on the news
- should give a wide coverage of current events
- should be current
- should be informative
- should provide information on various subjects
- should cater for all opinions/satisfy any taste
- should inform, instruct and entertain the reader

IV.

People who make newspapers are:

- freelance ['fri:lɑ:ns] (journalists)
- editors
- correspondents
- reporters
- critics
- photographers

V.

Newspapers' readers:

- buy them from newsagent's, newspaper stands and street sellers
- subscribe to their favourite editions
- read them online

VI.

Probably the most popular of the mass media nowadays is television. Modern television:

- broadcasts its programmes all over the country
- has various channels to satisfy any taste
- shows programmes live and in recording
- allows us to watch cable and satellite television with a wider choice of programmes, the news and films in foreign languages
- keeps us informed about the recent events at home and abroad
- educates and entertains us

VII.

People tend to spend more and more time in front of the box glued to the screen watching their favourite programmes or just switching over from channel to channel (surfing the channels) leisurely with the help of remote control. The choice of programmes modern television provides is really wide:

- the news (e.g. the nine o'clock news)
- the regional news
- music request programmes
- feature films
- cartoons
- talk (chat) shows
- documentary films
- educational programmes
- soap operas, serials
- interviews
- quizzes (games)

VIII.

TV viewers see on the screen the familiar faces of:

- TV journalists
- newscasters
- newsreaders
- commentators
- show and quiz hosts and hostesses
- art critics

IX.

Recently the public has grown quite concerned about:

- people's addiction to television
- too much influence of TV on young viewers
- too much violence and crime on TV
- too passive a role of TV viewers in getting information
- too many commercials

71

Give it a name:

- 1) a collective name for newspapers and magazines, television and the Internet;
- 2) a title printed in large type at the top of a newspaper or a magazine story;
- 3) a specific printing of a periodical or a book;
- 4) a particular copy of a magazine or a newspaper;
- 5) an article about the good and the bad points of an artistic work;
- 6) a longer article about special subjects;
- 7) a piece of writing about character and achievements of someone who has just died;
- 8) an article in a newspaper which comments on an item of news and which explains the opinion of the editor or publisher;
- 9) a newspaper that is published every day of the week except Sunday;
- 10) a small-sized newspaper in which the news stories and articles are short, usually with a lot of photographs;
- 11) a newspaper that is printed on one large sheet of paper;
- 12) a specific wavelength which is used to receive the television or radio programmes that are broadcast by a particular company;
- 13) a system of controlling a television from a distance;
- 14) a popular television drama serial about the daily lives and problems of the same group of people;
- 15) a person who reads the news on a television or radio broadcast.

72

Give English equivalents to these:

A. 1) различные издания; 2) текущие события; 3) зарубежные новости; 4) события в стране; 5) реклама (в газете); 6) объявления; 7) комиксы; 8) карикатуры; 9) комментарии (к событиям); 10) политика и экономика; 11) рецензия; 12) письма читателей; 13) рецепты приготовления пищи; 14) точное, информативное, беспристрастное издание; 15) широко освещать текущие события; 16) удовлетворять вкусам (мнениям) всех (быть на любой вкус); 17) внештатный журналист; 18) подписываться на любимые издания; 19) предлагать информацию на различные темы; 20) следить за событиями; 21) обстоятельная статья (очерк) на определённую тему.

B. 1) средства массовой информации; 2) транслировать передачи по телевидению; 3) показывать передачи в прямом эфире; 4) показывать передачи в записи; 5) кабельное и спутниковое телевидение; 6) переключать телевизор с канала на канал; 7) широкий выбор передач (программ); 8) музыкальная передача по заявкам зрителей; 9) художественный фильм; 10) викторина, игра; 11) телезритель; 12) телекомментатор; 13) ведущий новостей; 14) быть озабоченным чем-то; 15) пристраститься к телевизору; 16) насилие и преступления; 17) реклама на телевидении.

73

Answer the questions using the Topical Vocabulary.

A. 1. Where do you usually get your newspapers? 2. Do you subscribe to any papers? 3. What periodicals are they? 4. What in your opinion are the functions of a newspaper? 5. Why do you read newspapers? 6. Which of them are you specially interested in? 7. In what order do you read various sections of a newspaper? 8. What are the characteristics of a headline? 9. Why do some articles begin on the front page and continue on the next? 10. Do you like doing crossword puzzles? Why? 11. What are the characteristics of a good advertisement? What types of advertisements commonly appear in newspapers? Should advertisements be included in magazines? 12. Why do people write letters to the editor?

B. 1. Why do people say that radio and television belong to mass media? 2. What is the name of the Russian broadcasting corporation? What about the British one? 3. How many TV channels are there in Russia? 4. On what channels do you usually watch TV programmes? 5. Which of the programmes do you think are programmes of general interest and which of them cater for minority interests? 6. What is a typical Saturday evening (Sunday morning) TV programme like? 7. What programme on TV would you try not to miss? Why? 8. What programme would you

never watch? Why? 9. What are the main advantages of having television? 10. Are there any disadvantages? Can you name some? 11. Why do some families have two or more TV sets in the house? 12. Can you give examples of good (bad) commercials? What makes them good or bad?

74

Explain the difference between:

- I. 1) a national newspaper — a local newspaper
 2) a morning newspaper — an evening newspaper
 3) a serious newspaper — a popular newspaper
 4) a newspaper — a magazine
 5) an announcement — an advertisement
 6) a report — a comment
 7) a serial — a strip cartoon
- II. 1) an advertisement — a commercial
 2) a TV journalist — an art critic
 3) a TV commentator — a newscaster
 4) a quiz show — a talk show
 5) a music programme — a music request programme
 6) a serial — a soap opera
 7) a TV fan — a person addicted to television

75

Say what the opposite of these are:

- 1) to turn the television on
- 2) to turn the volume down
- 3) to satisfy tastes of very few people
- 4) to mention current events giving few facts
- 5) an international news
- 6) to dislike television

76

Explain these headlines in your own way. Think of what the articles may be about.

1. *HOW TO KEEP UP WITH TECHNOLOGY*
2. *WEBLIFE*
3. *BLACKPOOL DELEGATES CONSIDER THE FUTURE*
4. *RAF MAN JOINS NATIONAL COUNCIL*
5. *MILITARY VEHICLES TO BE PERMANENTLY ON SHOW*
6. *PENSION REFORM PLANNED*
7. *TIME FOR RADICAL RETHINKING ON NATO*
8. *THE TOP TEN*

77

A. Buy and compare two papers (English and/or Russian) to see how much space they give to the following information:

- international news
- home news
- feature articles
- culture and education
- business
- sport
- radio and TV programmes
- crossword
- weather forecast
- other information

B. Say in what other way(s) these two papers are similar and different. Which of the two would you choose for reading and why?

78

A. Here is a part of a TV programme. Can you guess what some of the programmes are about? Say what programmes they are and what helped you to guess.

BBC2		ITV1	
6.00	Open University: Talking about Care	6.00	GMTV
7.00	Charlie Brown and Snoopy Show	9.25	Watch to Win
8.10	Bob the Builder	9.30	Trisha
8.30	Little Bear	10.30	This Morning
9.00	Ready, Steady, Cook <i>with Ainsley Harriott</i>	12.20	ITV Lunchtime News. Weather
9.40	Playdays	1.05	Regional News
10.00	Teletubbies	1.35	The Biggest Game in Town
10.50	Ethelbert the Tiger	2.05	Crossroads
11.00	Conference Live. <i>Ian Duncan-Smith's first leadership speech.</i>	2.35	ITV News
1.00	Science Zone	2.40	Regional News
1.30	Working Lunch	2.45	Animal Stories
2.00	Film: "Bundle of Joy". <i>A salesgirl's life changes when she finds a baby. Musical starring Debbie Reynolds.</i>	3.35	The Adventure of Captain Pugwash
3.50	BBC News. Regional News. Weather	4.00	The Quick Trick Show. <i>Advice on how to perform tricks at home.</i>
4.00	The Weakest Link	4.15	The People Versus <i>with Kaye Addams</i>
4.45	Star Trek: The Next Generation	4.50	Crossroads
6.00	The Money Programme	5.20	Regional News
		6.00	ITV Evening News. Weather
		7.00	Emmerdale. <i>Marlon is left in no doubt on his position.</i>

SFA B. Tell your partner about your favourite programme and explain why you like it. Ask him/her what programme they like and why.

79

Match the pictures with their captions.



a) Oh, the programme wasn't that bad, dear.

b) But what makes you think you've been watching too much television, Mrs Reed?

c) But, darling, I hope you'll have time to watch your favourite game show on TV.

80

You want to watch a certain TV programme, but your friend prefers another one. Act out a talk, give good arguments why you want to watch it.

81

A. Think of and write down in the order of importance a list of features that make a successful journalist. Compare your lists and explain your choice of priorities.

EXAMPLE: A journalist must be careful when a story about a person or group of people might be harmful to their reputation.

B. Say what modern newspaper and TV journalists you know and what they write or make programmes about. Are they good journalists? What makes them good or bad? What makes journalism an attractive but difficult profession? Give some reasons for the point of view you support.

MISCELLANEOUS

82 Did you know that ...

... the first collection and distribution of news that we know was made by members of the Roman senate in the 1st century BC. The first Roman papers were written out in more than 2000 copies and sent everywhere in the Roman Empire and hung up in public places. People who could read called out the news to people who could not. For centuries news travelled very slowly and reached few people. The invention of the printing press in the 15th century quickly led to the publication of newspapers and magazines. Newspapers were first published on a regular basis in German cities and in Antwerp, Belgium, in the early 17th century.



... the word “magazine” comes from the Arabic *makhazin*, which means a storehouse, or place to keep things. In one sense, that is exactly what a magazine is. It is a storehouse of stories and articles. Many magazines are highly illustrated with colour photographs and drawings, but some called *journals* are more scientific and generally have fewer illustrations.

... magazines can be divided into two main types: general interest magazines which contain articles on a variety of subjects and are more or less of interest to everyone and special interest magazines. Some of the best-known general interest magazines are *Reader's Digest* and *Time*. Specialist magazines usually deal 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 produced specially for children. Many of these are comics containing comic strips in which stories are told in pictures. In the US, comics were originally meant for the large immigrant population who understood little English. But children also liked them, and “superheroes” such as Superman and Batman became folk heroes.



83



A. Listen to the poem “If—” (No. 38) and read it.

If—

(By Rudyard Kipling)

If you can keep your head when all about you
 Are losing theirs and blaming it on you,
 If you can trust yourself when all men doubt you,
 But make allowance for their doubting too;
 If you can wait and not be tired by waiting,
 Or being lied about, don't deal in lies,
 Or being hated, don't give way to hating,
 And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your master,
 If you can think—and not make thoughts your aim,
 If you can meet with Triumph and Disaster
 And treat those two impostors just the same;
 If you can bear to hear the truth you've spoken
 Twisted by knaves to make a trap for fools,
 Or watch the things you gave your life to, broken,
 And stop and build 'em up with worn out tools;

If you can make one heap of all your winnings
 And risk it on one turn of pitch-and-toss,
 And lose, and start again at your beginnings
 And never breathe a word about your loss;
 If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,
 And so hold on when there is nothing in you
 Except the Will which says to them "Hold on!"

If you can talk with crowds and keep your virtue,
 Or walk with Kings — nor lose the common touch,
 If neither foes nor loving friends can hurt you,
 If all men count with you, but none too much;
 If you can fill the unforgiving minute
 With sixty seconds' worth of distance run,
 Yours is the Earth and everything that's in it,
 And — which is more — you'll be a Man, my son!

B. Read the translation of the poem "If—" done by S. Marshak. In your opinion, did he manage to get the message across? How successful do you think is the translation?

Если...

О, если ты покоен, не растерян,
 Когда теряют головы вокруг,
 И если ты себе остался верен,
 Когда в тебя не верит лучший друг,
 И если ждать умеешь без волнения,
 Не станешь ложью отвечать на ложь,
 Не будешь злобен, став для всех мишенью,
 Но и святым себя не назовёшь,

И если ты своей владеешь страстью,
 А не тобою властвует она,
 И будешь твёрд в удаче и в несчастье,
 Которым, в сущности, цена одна,
 И если ты готов к тому, что слово
 Твоё в ловушку превращает плут,
 И, потерпев крушение, можешь снова —
 Без прежних сил — возобновить свой труд,

И если ты способен всё, что стало
 Тебе привычным, выложить на стол,

Всё проиграть и вновь начать сначала,
 Не пожалев того, что приобрёл,
 И если можешь сердце, нервы, жилы
 Так завести, чтобы вперёд нестись,
 Когда с годами изменяют силы
 И только воля говорит: «Держись!» —

И если можешь быть в толпе собою,
 При короле с народом связь хранить
 И, уважая мнение любое,
 Главы перед молвою не клонить,
 И если будешь мерить расстоянье
 Секундами, пускайся в дальний бег, —
 Земля — твоё, мой мальчик, достоянье!
 И более того, ты — человек!

84

A. Read the lyrics of the song and say to what kind of things the singer opposes “these three words”. What do they have in common?

I Just Called to Say I Love You

(Lyrics: 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 harvest moon to light one tender August night,
 No autumn breeze, no falling leaves,
 Not even time for birds to fly to southern skies,
 No Libra 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.

Refrain (2 times)

B. Find some information about the history of the song and share it with your classmates.

PROJECT WORK 6

Organize and play the game “Who Wants to Be a Millionaire?” in your class. Prepare questions with four possible answers to each. Think about some prizes. Ask your parents or friends to help you with ideas if necessary.

You may also find reference literature and the following internet sites helpful:



- http://en.wikipedia.org/wiki/Who_Wants_to_Be_a_Millionaire%3F
- <http://www.quiz-zone.co.uk/runningaquiz/questions.html>

In class decide whose questions were the best, who played the game most successfully.

SUMMING UP

You have just finished working on Unit 6. Think of it and say:

- which things you practised doing in English (consider speaking, reading, writing and listening comprehension);
- where you can see your progress in English;
- what problems with English you still have and how you are going to work on them;
- which things you enjoyed doing mostly and least of all.



adj — *adjective* — прилагательное
adv — *adverb* — наречие
AmE — *American English* — американский вариант английского языка
BrE — *British English* — британский вариант английского языка
conj — *conjunction* — союз

n — *noun* — существительное
pl — *plural* — множественное число
prep — *preposition* — предлог
pron — *pronoun* — местоимение
sb — *somebody*
sth — *something*
v — *verb* — глагол

Aa

ability [ə'biləti] способность
to do sth to the best of one's ability делать что-то в меру своих способностей
absolute ['æbsəlu:t] абсолютный
absorb [əb'sɔ:b] впитывать, поглощать
to be absorbed in sth быть поглощённым чем-то
addition [ə'dɪʃ(ə)n] добавление, пополнение
in addition вдобавок
advanced [əd'vɑ:nst] для продвинутого уровня
advantage [əd'vɑ:ntɪdʒ] преимущество
to sb's advantage с пользой (для кого-либо)
to have an advantage over sb иметь преимущество перед кем-либо
to take advantage of sth воспользоваться чем-то
age [eɪdʒ] столетие
It takes ages to do sth. Требуется вечность, чтобы сделать это.
altogether [ˌɔ:lto'geðə] в общей сложности, совершенно
annual ['ænjuəl] ежегодный
apart [ə'pɑ:t] раздельно, врозь
apart from that кроме того
Arab [ˈærəb] араб; арабский

Arabian [ə'reɪbiən] аравийский, арабский
Arabic [ˈærəbɪk] арабский
attach [ə'tætʃ] прикреплять
attachable [ə'tætʃəbl] съёмный
attention [ə'tenʃ(ə)n] внимание
to pay (no) attention to sth (не) обращать внимание(я) на что-то
await sb [ə'weɪt] ожидать кого-либо

Bb

barber ['bɑ:bə] (*мужской*) парикмахер
bare [beə] голый, обнажённый, оголённый
barefooted [ˌbeə'fʊtɪd] босой
bareheaded [ˌbeə'hedɪd] с непокрытой головой
beside [bɪ'saɪd] около, рядом
besides [bɪ'saɪdz] кроме того
bother sb with sth [ˈbɒðə] беспокоить кого-то чем-то, досаждать
brand-new [ˌbrænd'nju:] совершенно новый, с иголки
break [breɪk] ломать, разбивать
to break away убежать, освободиться
to break down а) ломать(ся), рушиться(ся); б) потерять контроль над собой, раскиснуть
to break into а) врваться, вламываться; б) пуститься, неожиданно начать делать что-то

to break out разразиться, начаться
 buckle [ˈbʌkl] застегивать на пряжку
 button up [ˈbʌtn ˈʌp] застегивать на пуговицы

Cc

case [keɪs] случай
 in case в случае
 in any case в любом случае
 just in case на всякий случай
 care [keə] *n* забота; *v* заботиться
 to take care of *sb* заботиться о ком-либо
 to care about *sb/sth* волноваться о ком-либо/чём-либо
 to care for *sb* быть неравнодушным к кому-либо
 I don't care. Мне всё равно.
 caretaker [ˈkeə,teɪkə] смотритель, комендант (*здания*)
 cavalcade [ˌkævəlˈkeɪd] кавалькада, вереница
 certain [ˈsɜːtn] уверенный
 to be certain of/about *sth* быть уверенным в чём-то
 charge [tʃɑːdʒ] забота, попечение
 to be in charge отвечать, иметь на попечении
 cheat [tʃiːt] *n* жулик, обманщик; *v* жульничать, списывать
 cheat sheet [ˈtʃiːtʃiːt] шпаргалка
 chew [tʃuː] жевать
 chewing gum [ˈtʃuːɪŋ ɡʌm] жвачка, жевательная резинка
 clatter [ˈklætə] *n* звяканье; *v* звякать
 combination [ˌkɒmbɪˈneɪʃn] сочетание, комбинация
 combined [kəmˈbaɪnd] совместный, объединённый
 come [kʌm] приходить
 to come across наталкиваться, наткнуться
 to come alive ожить

to come down with слечь (*от болезни*)

to come off сойти, упасть, оторваться

to come over найти; произойти

to come round заглянуть (*ненадолго*)

commercial [kəˈmɜːʃ(ə)l] коммерческий, финансовый

complicated [ˈkɒmplɪkeɪtɪd] сложный

concentrate (on) [ˈkɒnsəntreɪt] сосредоточиться (*на*)

confuse [kənˈfjuːz] путать, запутывать

confusing [kənˈfjuːzɪŋ] запутанный

countless [ˈkauntləs] бесчисленный, несчётный

couple [ˈkʌpl] пара

a married couple супружеская пара

creep [kriːp] красться

creep(s) мурашки

It gives me the creeps. От этого у меня мурашки (*мороз*) по коже.

Dd

desire [dɪˈzaɪə] *n* желание; *v* желать
 destination [ˌdestɪˈneɪʃ(ə)n] место назначения

detach [dɪˈtætʃ] отделять

detachable [dɪˈtætʃəbl] съёмный, отделяемый

detached [dɪˈtætʃtɪ] беспристрастный, равнодушный

a detached house отдельный дом

a detached view of *sth* беспристрастная точка зрения на что-то

dignified [ˈdɪgnɪfaɪd] полный достоинства, величавый

dignity [ˈdɪgnɪti] достоинство

to keep one's dignity сохранять достоинство

to lose one's dignity потерять
достоинство

disappear [ˌdɪsə'piə] исчезать

distant ['dɪstənt] отдалённый

dormitory ['dɔːmɪtri] спальня (в ин-
тернате)

downwards ['daʊnwədz] вниз

dressmaker ['dres,meɪkə] портниха

drone [druːn] жужжать, гудеть

to drone on бубнить

droning гудящий, жужжащий

drop [drɒp] ронять

to drop at (a place) зайти куда-то

to drop in забежать ненадолго,
заглянуть, навестить

to drop off а) выходить, высадить
(из машины); б) забросить вещи
куда-либо

to drop on sb а) нападать, на-
брасываться на кого-то; б) случай-
но встретить кого-то, наткнуться

to drop out выбывать, выходить
из чего-то, бросать

dumb [dʌm] а) немой; б) *AmE, разг.*
глупый

Ee

embrace [ɪm'breɪs] обнимать

emotional [ɪ'məʊʃn(ə)l] эмоциональ-
ный, волнующий

enclose [ɪn'kləʊz] а) окружить, обнес-
ти (изгородью); б) прикладывать,
приложить (обычно к письму)

enrol (enrolled) [ɪn'rɔːl] зачислять-
(ся), записывать(ся)

to enrol at a college быть зачис-
ленным в колледж

to enrol on a course записаться
на курс

equipment [ɪ'kwɪpmənt] снаряжение,
экипировка, оборудование

except [ɪk'sept] кроме, помимо, за
исключением

exception [ɪk'sepʃ(ə)n] исключение

express [ɪk'spres] выражать

expression [ɪk'spresj(ə)n] выражение

expressive [ɪk'spresɪv] выразительный

Ff

fancy dress [ˌfænsɪ 'dres] маскарадный
костюм

fear [fiə] страх

firmly ['fɜːmlɪ] твёрдо

fix [fɪks] укреплять, закреплять

to fix sb up «задать» кому-либо
(разг.)

fjord [fjɔːd] фиорд

flame [fleɪm] пламя

to be in flames быть охваченным
пламенем

to burst into flames вспыхнуть

flap [flæp] а) хлопать, шлёпать;

б) развеяться

to flap in the wind развеяться
на ветру

flavour ['fleɪvə] вкус, привкус

flavoured с привкусом

flesh [fleʃ] тело, плоть

(in) flesh and blood во плоти

float [fləʊt] плавать

flow [fləʊ] течение, поток; течь

to flow into sth впадать в (о реке)

to flow to sth течь в направлении
чего-либо

foolish ['fuːlɪʃ] глупый

force [fɔːs] *n* сила, мощь; *v* принуж-
дать, заставлять

by force силой

from force of habit в силу при-
вычки

to force one's way прорваться,
проложить себе дорогу

to force sth on/upon sb навя-
зывать что-то кому-то

to force sb to do sth заставить
кого-то что-то делать

funeral ['fju:nərəl] похороны
future ['fju:tʃə] будущее
 in the near future в ближайшем будущем

Gg

get [get] становиться
 to get dressed одеваться, одеться
 to get rid of *sth/sb* избавиться
gift [gift] подарок, дар
gifted ['giftɪd] одарённый, талантливый
glorious ['glɔ:piəs] великолепный, изумительный
go [gəʊ] становиться
 to go pointy заостриться
 to go silver стать серебряным
groan [grəʊn] *n* стон; *v* стонать
 to give a groan испустить стон
 to groan with pain стонать от боли

Hh

hairdresser ['heə,dresə] парикмахер
half-sister ['hɑ:f,sɪstə] сводная сестра
hand [hænd] передать
 to hand down передать по наследству
 to hand in сдать
 to hand out раздать
 to hand over передать
harm [hɑ:m] вред
 to do harm причинять вред
 to do more harm than good принести больше вреда, чем пользы
head [hed] (for) направляться куда-либо
head start [,hed 'stɑ:t] преимущество
hilarious [hɪ'leəriəs] очень смешной
hold [həʊld] держать, содержать
 to hold (oneself) in сдерживать(ся)
 to hold off а) оставаться, находить-

ся на расстоянии; б) придерживаться, задерживать, сдерживать
 to hold on а) прикреплять(ся); б) держаться за; в) держаться, продолжать делать что-либо;
 г) ждать (*при разговоре по телефону*)

to hold out протянуть, выставить
hybrid ['haɪbrɪd] гибрид

Ii

idle ['aɪdl] праздный, ленивый
idyllic [ɪ'dɪlɪk] идиллический
illiterate [ɪ'lɪtərət] неграмотный
imitate ['ɪmɪteɪt] имитировать
immense [ɪ'mens] огромный, громадный
indifferent [ɪn'dɪfərənt] равнодушный
indifferently [ɪn'dɪfərəntli] равнодушно
individual [ˌɪndɪ'vɪdʒuəl] личность, индивидуум
insist (on sth) [ɪn'sɪst] настаивать (на чём-то)
intellect ['ɪntələkt] ум, разум, интеллект
irritable ['ɪrɪtəbl] раздражительный
irritably ['ɪrɪtəbli] раздражённо

Jj

jealous ['dʒeləs] ревнивый, завистливый
jealousy ['dʒeləsi] ревность
jet-black [dʒet'blæk] чёрный как смоль

Kk

keep [ki:p] держать, содержать
 to keep doing *sth* продолжать делать что-то
kid [kɪd] *разг.* ребёнок

know [nəʊ] знать
 to get to know узнать
 to know for a fact знать наверняка

Ll

lace up ['leɪs 'ʌp] зашнуровать
 leave [li:v] отпуск
 to give **sb** a month's leave дать кому-то месячный отпуск
 legendary ['ledʒəndəri] легендарный
 lid [lɪd] крышка
 to put the lid on **sth** «добить», стать последней каплей
 limited ['lɪmɪtɪd] ограниченный

Mm

manage to do **sth** ['mænjɪdʒ] справляться, ухитриться сделать что-то
 mania ['meɪniə] мания
 marvel(1)ous ['mɑ:vələs] восхитительный, изумительный
 the (mass) media [ˌmæs 'mi:diə] средства массовой информации
 memory ['meməri] а) память; б) воспоминание
 mess [mes] *n* беспорядок; *v* запачкать
 to be in a mess быть в беспорядке
 to mess about **sth** играть (шалить)
 to mess up **sth** пачкать, портить
 messy ['mesi] неубранный, неряшливый, грязный
 mind (**sth/doing sth**) [maɪnd] а) возражать; б) присматривать
 Mind your own business. Не вмешивайтесь в чужие дела.
 Never mind. Ничего. Не беда.

Nn

nerve [nɜ:v] а) нерв; б) смелость
 to get on one's nerves действовать кому-то на нервы

to lose one's nerve робеть, трусить
 nervous ['nɜ:vəs] нервный
 nightmare ['naɪtmɛə] кошмар
 notes [nəʊts] записи
 to make notes делать записи, записывать
 notice ['nəʊtɪs] а) предупреждение; б) объявление
 to take (no) notice of **sth** (не) обращать внимание(я)

Oo

obvious ['ɒvɪʊəs] очевидный
 obviously ['ɒvɪʊəslɪ] очевидно
 offer ['ɒfə] *n* предложение; *v* предлагать
 to turn down one's offer отклонить предложение
 once [wʌns] однажды
 once and for all раз и навсегда

Pp

park [pɑ:k] припарковать машину
 passionate ['pæʃənət] страстный
 philosopher [fɪ'lɒsəfə] философ
 point [pɔɪnt] *n* острие; *v* указывать, показывать
 to point out подчеркнуть, указать
 to point to указать на
 potential [pə'tenʃəl] потенциальный
 predict [prɪ'dɪkt] предсказывать

Qq

queue [kju:] *n* очередь; *v* стоять в очереди
 to jump the queue пройти, пролезть без очереди
 to queue for **sth** стоять в очереди за чем-то
 queue jumper человек, проходящий без очереди

Rr

- rare** [reə] редкий
rarely ['reəli] редко
reach [ri:tʃ] доступность, досягаемость
within easy reach под рукой, на близком расстоянии, в пределах досягаемости
record ['rekɔ:d] рекорд
to break the record побить рекорд
to hold the record удержать рекорд
to set the record установить рекорд
record [r'kɔ:d] записывать, регистрировать
relief [r'li:f] облегчение
relieve [r'li:v] облегчать
to be relieved чувствовать облегчение
reluctance [r'ɪlʌktəns] нежелание
with reluctance с неохотой
reluctant [r'ɪlʌktənt] неохотный
require [r'kwaɪə] требовать(ся)
to be required of sb требоваться от кого-либо
reunion [,ri:'ju:niən] воссоединение, встреча
ridiculous [r'ɪdɪkjʊləs] смешной, нелепый
robot ['rəʊbɒt] робот
rotten ['rɒtən] а) гнилой; б) *разг.* отвратительный
rough [rʌf] грубый
a rough drawing эскиз, набросок
a rough road неровная (*ухабистая*) дорога
a rough sea бурное, беспокойное море
a rough voice грубый голос
run sth [rʌn] вести дело, управлять, возглавлять
to be run by управляться, быть возглавляемым

Ss

- scribble** ['skɪbl] небрежно, быстро писать
to scribble down «нацарапать»
see [si:] видеть
to see around часто встречаться
to see sb off проводить кого-либо
to see through видеть насквозь
to see to sb/sth позаботиться о
show [ʃəʊ] off выставлять напоказ, рисоваться
shriek [ʃri:k] визжать
to shriek with laughter заходиться от смеха
side [saɪd] сторона
to get on the (wrong) right side of sb (не) понравиться кому-то
silly ['sɪli] глупый
sink [sɪŋk] тонуть, погружаться
to sink to the bottom опуститься на дно
smart [smɑ:t] умный, сообразительный
smart aleck наглец, нахал
to be smart with sb дерзить кому-либо
soft-hearted [sɒft'hɑ:tɪd] мягкий, отзывчивый, добрый
solid ['sɒlɪd] а) твёрдый, плотный; б) однородный, сплошной
solid advice надёжный совет
squeak [skwi:k] *n* писк, скрип; *v* пищать, скрипеть
squeaky ['skwi:kɪ] писклявый, скрипучий
starch [stɑ:tʃ] *n* крахмал; *v* крахмалить
starched [stɑ:tʃt] накрахмаленный
sterilized ['sterəlaɪzd] простерилизованный
steward ['stju:əd] управляющий, эконо- ном, стюард

stiff [stɪf] онемевший, оцепеневший, жёсткий
 a **stiff back** онемевшая спина
 a **stiff collar** жёсткий воротничок
 a **stiff leg** затёкшая нога
stuff [stʌf] материал, вещество, сырьё
stuff like that и всё такое
stupid ['stju:pɪd] глупый
suggest [sə'ʒest] (**doing**) *sth* предлагать сделать что-либо
supply [sə'plaɪ] *n* запас; *v* снабжать
to supply sb with sth снабжать кого-то чем-то
sure [ʃʊə] уверенный
to make sure удостовериться, убедиться
surroundings [sə'raʊndɪŋz] местность, окружение

Tt

tailor ['teɪlə] портной
talk [tɔ:k] говорить
to talk sb out of sth отговорить кого-то от чего-то
talking-to ['tɔ:kɪŋtu:] выговор
to give sb a good talking-to отчитать кого-то
tear [tɪə] слеза
to burst into tears расплакаться
technology [tek'nɒləʒɪ] а) техника; б) технология
tell [tel] сказать, рассказать
to tell sb off отчитать кого-либо
to tell sb the truth сказать кому-то правду
to tell the difference различать
terrific [tə'pɪfɪk] потрясающий
thrill [θrɪl] *n* восторг, восхищение; *v* вызывать трепет, волновать
to be thrilled испытывать трепет
tickle ['tɪkl] щекотать

tie [taɪ] *n* галстук; *v* привязывать, завязывать
time [taɪm] время
in your own good time в удобное время
to take one's time не спешить
tiptoe ['tɪptəʊ] цыпочки
on tiptoe на цыпочках
top [tɒp] вершина
at the top of sth на вершине
totally ['təʊtəli] целиком, полностью
tremble ['treɪbl] (**with sth**) дрожать (от)
trouble ['trʌbl] беда, несчастье
to get into trouble попасть в беду (*в переделку*)
try [traɪ] *n* попытка; *v* пытаться
to give sth a try испытать, опробовать

Uu

unbuckle [ʌn'bʌkl] расстёгивать пряжку
unbutton [ʌn'bʌtən] расстёгивать пуговицы
uncomplimentary [ʌn,kəmplɪ'mentəri] нелестный
unlace [ʌn'leɪs] развязывать шнурки, расшнуровывать
unzip [ʌn'zɪp] расстёгивать молнию

Vv

vacancy ['veɪkənsɪ] вакансия
vanish ['vænɪʃ] исчезать
to vanish from sight исчезнуть из виду
to vanish into air раствориться в воздухе
vanishing species исчезающие виды

variety [və'raɪəti] разнообразие
various ['veəriəs] разнообразный
for various reasons по разным причинам
vessel ['vesəl] судно
view [vju:] а) вид; б) точка зрения
to hold the view that придерживаться точки зрения, что

Ww

walk [wɔ:k] идти пешком
to walk off уходить
warn [wɔ:n] *sb* (about/against *sth*) предупредить кого-то (о чём-то)
warning ['wɔ:nɪŋ] предупреждение
waste [weɪst] *n* трата; *v* тратить зря
wasteful ['weɪstfəl] расточительный

way [weɪ] а) путь, дорога; б) способ
in a way до известной степени, в некотором смысле
witchcraft ['wɪtʃkrɑ:ft] чёрная магия, колдовство
wizard ['wɪzəd] волшебник, кудесник
wizardry ['wɪzədri] волшебство, чары
wonder ['wʌndə] чудо
it's no wonder неудивительно
worn out [wɔ:n 'aʊt] поношенный
worth [wɜ:θ] стоящий
to be worth doing sth стоит сделать что-то
wrinkled ['rɪŋklɪd] морщинистый

Zz

zip up ['zɪp 'ʌp] застегнуть на молнию



CONTENTS

UNIT 1. CHOOSING A CAREER: THE WORLD OF JOBS

Revision: The Subjunctive Mood: General Rules. Present Subjunctive	3
Reading for Country Studies: “ <i>Unusual Jobs: A Bodyguard</i> ”	9
Reading for Information: “ <i>Little House on the Table</i> ” (By N.N. Glick)	11
New Language:	
Grammar Section: The Subjunctive Mood: Past Subjunctive	14
Present and Past Subjunctive in Comparison (I) ...	15
More Facts about the Subjunctive Mood	16
Present and Past Subjunctive in Comparison (II) ...	18
Vocabulary Section:	
Social English. <i>Offering a Suggestion and Reacting to it</i>	20
Phrasal Verb. <i>To hand</i>	21
New Words to Learn	22
Listening Comprehension: “ <i>But You Promised You Wouldn’t Tell</i> ”	28
Reading for Discussion: “ <i>Malcolm’s Story</i> ” (After P. Jennings)	29
Speaking: Discussing the Text	33
Discussing the Topic	34
Miscellaneous	42
Project Work 1	44
Summing Up	—

UNIT 2. EDUCATION: THE WORLD OF LEARNING

Revision: UNIT 1	45
Reading for Country Studies: “ <i>Secondary Education in Britain</i> ”	52
Reading for Information: “ <i>Hampton School</i> ”	55
New Language:	
Grammar Section:	
I. More Facts about the Subjunctive Mood (Present Subjunctive and Past Subjunctive)	59

“But for” structures	61
II. Adverbs: Degrees of Comparison. Adverbs as Modifiers	62
Formation of Adverbs	64
Adverbs: Degrees of Comparison	65
Vocabulary Section:	
Social English. Classroom English	67
Phrasal Verb. To break	70
New Words to Learn	71
Listening Comprehension: “Let There Be Peace”	77
Reading for Discussion: “Hogwarts” (After J.K. Rowling)	78
Speaking: Discussing the Text	84
Discussing the Topic	85
Miscellaneous	90
Project Work 2	93
Summing Up	—

UNIT 3. SHOPPING: THE WORLD OF MONEY

Revision: UNIT 2	94
Reading for Country Studies: “Shopping in Britain”	102
Reading for Information: “What Makes Money Valuable?”	106
New Language:	
Grammar Section:	
I. Adverbs. Degrees of Comparison. Irregular Forms	109
II. Modal Verbs: <i>Can/Could</i>	112
Can/Could	113
Could/Be able to/Manage to	114
III. Modal Verbs: <i>May/Might</i>	—
May/Might	115
Vocabulary Section:	
Social English. The Language of Shopping	117
Phrasal Verb. To come	120
New Words to Learn	121
Listening Comprehension: “The Verger” (parts 1, 2)	127
Reading for Discussion: “Getting Dressed for the Big School” (After R. Dahl)	128
Speaking: Discussing the Text	134
Discussing the Topic	135
Miscellaneous	141
Project Work 3	143
Summing Up	144

UNIT 4. FASCINATION AND CHALLENGE: THE WORLD OF SCIENCE AND TECHNOLOGY

Revision: UNIT 3	145
Reading for Country Studies: <i>"The Man and His Work"</i>	150
Reading for Information: <i>"Virtual Reality: Danger Ahead?"</i>	153
New Language:	
Grammar Section:	
I. The Place of Adverbial Modifiers in Sentences ...	156
Adverbial Modifiers of Time and Frequency	157
II. Modal Verbs: <i>Must/Have to/Should/Ought to</i>	158
Must/Have to	159
Have to \approx have got to	161
Should/Ought to	—
III. Substantivized Adjectives	163
Vocabulary Section:	
Social English. <i>Notices and Warnings</i>	164
Phrasal Verb. <i>To see</i>	166
New Words to Learn	167
Listening Comprehension: <i>"Is There Life in Space?"</i>	173
Reading for Discussion: <i>"The Surgeon" (After I. Asimov)</i>	—
Speaking: Discussing the Text	180
Discussing the Topic	181
Miscellaneous	190
Project Work 4	191
Summing Up	—

UNIT 5. GOING TO PLACES: THE WORLD OF TRAVELLING

Revision: UNIT 4	192
Reading for Country Studies: <i>"Canada"</i>	197
Reading for Information: <i>"First Rules for Travellers"</i>	202
New Language:	
Grammar Section:	
I. Modal Verbs: <i>to Be (to) and Need</i>	205
II. Modal Verbs with Perfect Infinitive	208
III. More Facts about Adverbs: Adverbs and Adjectives	211
IV. More Facts about Substantivized Adjectives. Nation and Nationality Words	213
V. The Possessive Case with Inanimate Objects	216
Vocabulary Section:	
Social English. <i>Asking for Directions. Giving Directions</i>	217

Phrasal Verb. <i>To drop</i>	223
New Words to Learn	224
Listening Comprehension: "A Drive in the Motor Car" ...	228
Reading for Discussion: "Going to Norway" (After <i>R. Dahl</i>)	229
Speaking: Discussing the Text	236
Discussing the Topic	237
Miscellaneous	246
Project Work 5	248
Summing Up	—
UNIT 6. NEWSPAPERS AND TELEVISION: THE WORLD OF MASS MEDIA	
Revision: UNIT 5	249
Reading for Country Studies: "The Press in Britain and <i>Elsewhere</i> "	254
Reading for Information: "Interview with Prince William" ..	258
New Language:	
Grammar Section:	
I. <i>Ing-forms</i> in English	260
II. The Infinitive	264
III. Verbs That Can Be Followed Both by <i>Vto</i> and <i>Ving</i> Forms	268
Vocabulary Section:	
Social English. <i>Giving a Call. Receiving a Call</i> ...	271
Phrasal Verb. <i>To hold</i>	273
New Words to Learn	275
Listening Comprehension: "Wilful Nadia"	281
Reading for Discussion: "How I Became a Writer" (After <i>R. Dahl</i>)	282
Speaking: Discussing the Text	289
Discussing the Topic	290
Miscellaneous	298
Project Work 6	302
Summing Up	—
English-Russian Vocabulary	303



4x0302a7-9955-11bf-9228-001b696502d2

Учебное издание

Афанасьева Ольга Васильевна
Михеева Ирина Владимировна

АНГЛИЙСКИЙ ЯЗЫК

VIII класс

**Учебник для общеобразовательных организаций
и школ с углублённым изучением
английского языка**

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Налоговая льгота — Общероссийский классификатор продукции ОК 005-93—953000.
Изд. лиц. Серия ИД №05824 от 12.09.01. Подписано в печать 01.08.17. Формат 70×90^{1/16}.
Бумага офсетная. Гарнитура SchoolBook. Печать офсетная. Уч.-изд.л. 19,79 + 0,38 форз.
Тираж 2000 экз. Заказ № 50087.

Акционерное общество «Издательство «Просвещение». 127521, Москва, 3-й проезд
Марьиной рощи, 41.

Отпечатано по заказу АО «ПолиграфТрейд» в филиале «Смоленский полиграфический
комбинат» ОАО «Издательство «Высшая школа». 214020, г. Смоленск, ул. Смольяни-
нова, 1. Тел.: +7 (4812) 31-11-96. Факс: +7 (4812) 31-31-70.
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