

9

Free time

Listening and vocabulary

1 Match phrases 1–11 with pictures A–K.

- 1 go to a funfair
- 2 go to the seaside
- 3 go to a restaurant
- 4 go to a football match
- 5 go to a volleyball match
- 6 go out with friends
- 7 have a picnic
- 8 go for a walk
- 9 go to a disco
- 10 have a party
- 11 visit relatives



© T055 Listen and check.

P Listen and repeat.

2 Do you like doing the activities mentioned in Exercise 1? Write the activities in the appropriate column.

Love	Like	Quite like	Don't really like	Don't like	Hate
					visiting relatives

Discuss the activities.

Example:

A: Do you like visiting relatives?

B: No, I don't. I hate visiting relatives.

REMEMBER!

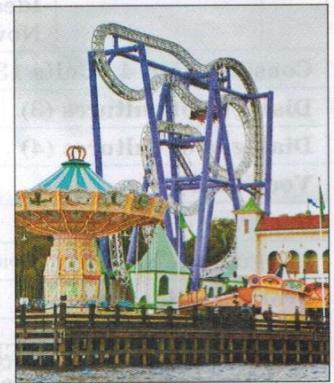
After like/hate you use the -ing form of the verb!

3 © T056 Listen to Richard and Sarah discussing theme parks. Who loves theme parks? Who hates them? What theme park is mentioned in the conversation?

Listen to the conversation again and say who (Richard or Sarah) express the following opinions.

- 1 Theme parks are very expensive.
- 2 The rides in theme parks are very exciting.
- 3 I enjoyed my visit to Alton Towers.
- 4 The food in theme parks is awful.
- 5 Theme parks are safe for children who are not with their parents.
- 6 I prefer going for a walk in the country to going to a theme park.

Listen and check. What is the last thing Sarah says about theme parks? Can you repeat the sentence? Can you explain it?



- 4 Do you like or hate theme parks? In pairs, discuss it using Richard's and Sarah's arguments and adding arguments of your own.

Reading and writing

- 5 Work in pairs. You have received a letter from your English-speaking pen friend, Richard. Do you think the letter is formal or informal? Read the letter and analyse its structure. Find in the letter the following parts:

- | | | |
|--------------|---------------------------------|-------------------------|
| A address | D first paragraph with greeting | G final phrase |
| B date | E main paragraph | H closing (signing off) |
| C salutation | F paragraph with questions | I signature |

London, Great Britain — 1
January 20, 2015 — 2

3 Dear ... ,

4 Thanks for your letter. It's nice to hear from you again. I enjoyed your story about the trip to Suzdal with your class.

5 You've asked me about my free time. Last Sunday I went to Alton Towers with my parents and my younger brother. Alton Towers is a theme park with a lot of rides and other amusements. You can also call it a funfair. I hate theme parks. I prefer going for a walk in the country to going to a theme park. For a start, theme parks are very expensive. Another thing is that the food in theme parks is awful! Last but not least, I don't think theme parks are very safe.

6 Have you ever been to a theme park, or a funfair? Are there many theme parks in your region? What do you think about theme parks?

7 Looking forward to your letter.

8 Bye,
Richard — 9

Read the sentences explaining the rules of writing informal letters and look at the letter again. Complete the sentences with the words from the box. There are some new words, try to guess their meaning and then look them up in the Vocabulary at the end of the Student's book.

- | | | |
|-------|------|-------------|
| short | left | nice/polite |
| date | line | name |
| right | ask | answer |
- 1 Write your address in the top ___ corner.
 - 2 You may write a full address (the house number, street name, town/city/village, postcode and country) or a ___ address (town/city/village and country).
 - 3 Write the ___ below the address.
 - 4 Write the salutation on the ___ of the page: *Dear ... ,*
 - 5 On the next ___, write the greeting:
Thanks for your letter./It's nice to hear from you again.
 - 6 In the main paragraph, ___ your friends questions:
You've asked me about .../You are asking if .../To answer your question, I'd like to ...
 - 7 You may ___ questions, if you like:
I wonder if .../Could you tell me about ...
 - 8 Finish your letter with a ___ phrase like:
Looking forward to your letter./Hope to hear from you soon.
 - 9 Sign off: *Bye, .../Best wishes, .../Yours, ...*
 - 10 Write your ___ (your first name only, without the family name): *Dasha/Nikita.*
 - 11 Remember: there is a comma after the salutation and sign-off.

- 6 Write a letter to Richard answering his questions. Remember the structure of an informal letter and the rules of its writing.

Listening and reading

7 Robert and Nevita are planning a Sunday trip.

© T057 Listen to the conversation without looking at the text and answer the following questions: *Where are the friends going? What are they going to do there?*

In groups, read the conversation.

Rachel: Hello, Nevita.

Nevita: Hi, Rachel. Would you like to come to Alton Towers with us on Sunday?

Rachel: Yes, I'd love to.

Robert: We're going to have a picnic there.

Rachel: Great.

Nevita: Ah, here's Trevor. Good morning, Trevor.

Trevor: Hi, Nevita.

Nevita: Would you like to come to Alton Towers with us on Sunday?

Trevor: Er... No, thanks.

Robert: Why not, Trevor?

Trevor: I've got to visit my gran on Sunday.

Nevita: Oh, dear.

Robert: Yes, it's a pity. We're going to have a picnic there.

Nevita: Yes. I'm going to bring some chicken and salad. What are you going to bring, Robert?

Robert: I'm going to bring some crisps, some cola and some fruit.

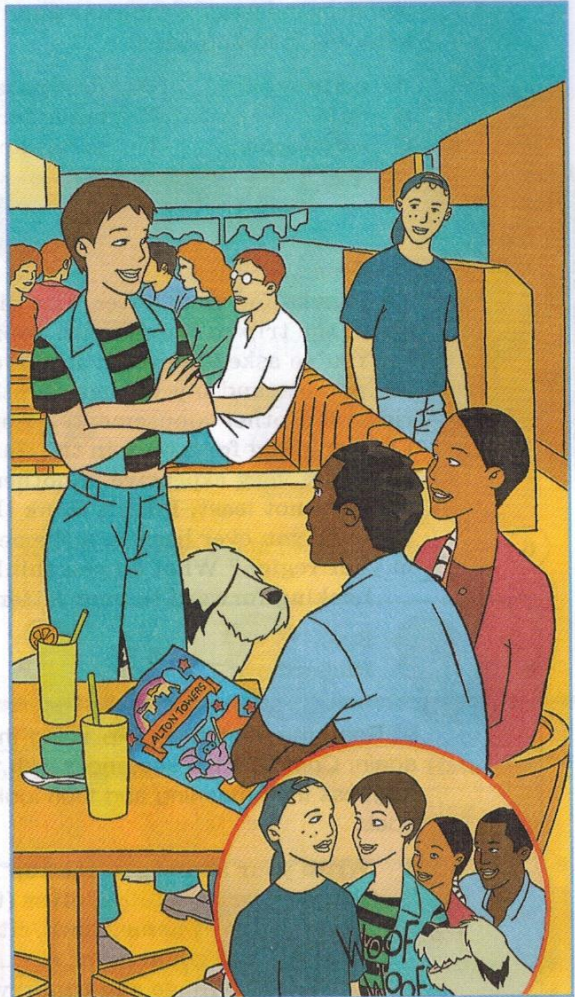
Trevor: Chicken, salad, crisps and cola. Mmm...

Nevita: Come on, Trevor.

Trevor: OK. I can visit my gran on Saturday evening.

All: Ha ha ha.

Scoop: Woof! Woof!



P Look at the text, listen and repeat.

8 Answer the following questions.

- 1 Where are Nevita and Robert going on Sunday?
- 2 Who invites Rachel to join them?
- 3 What are they going to do there?
- 4 Who invites Trevor to join them?
- 5 Why can't Trevor accept their invitation?
- 6 What is Nevita going to bring?
- 7 What is Robert going to bring?
- 8 Why does Trevor decide to go with them?
- 9 When is he going to visit his gran?
- 10 Do you think Scoop would like to go, too?

LANGUAGE FOCUS: Future intentions

9 © T058 Listen and read.

We're going to have a picnic at Alton Towers.



What are you going to bring?



I'm going to bring some chicken and salad.

I'm going to bring some crisps, some cola and some fruit.

P Listen and repeat.

Grammar

10 Write sentences with *to be going to*.

Example:

- 1 Mark/visit/his grandparents/Sunday. —
Mark is going to visit his grandparents on Sunday.
- 2 Rachel/bring/oranges/picnic.
- 3 I/go/swimming pool/next weekend.
- 4 We/play/basketball/this evening.
- 5 They/come/my/birthday party/Saturday.
- 6 You/go/London/next holiday.
- 7 He/take/train/Alton Towers/this afternoon.

THINK ABOUT GRAMMAR: Конструкция *to be going to do sth.*

Конструкция *to be going to do sth.* используется в тех случаях, когда мы хотим сообщить о том, что собираемся сделать, или о том, что планируем осуществить в будущем.

Affirmative

I am ('m) going to see my friends on Christmas Day.
You/We/They are ('re) going to visit Moscow this winter.
He/She is ('s) going to study Chinese next year.

Negative

I am not ('m not) going to see my friends.
You/We/They are not ('re not) going to visit Moscow.
He/She is not ('s not) going to study Chinese next year.

Wh- questions

What am I going to do on New Year's Day?
Where are you/we/they going to go?
When is he/she going to study Chinese?

Yes/No questions

Are they going to visit Moscow? — Yes, they are./No, they aren't.
Is she going to study Chinese? — Yes, she is./No, she isn't.

Grammar and vocabulary

11 What are you going to do at the weekend? Write an activity for Saturday afternoon, Saturday evening, Sunday morning and Sunday afternoon.

Ask about your partner's plans for the weekend.

Example:

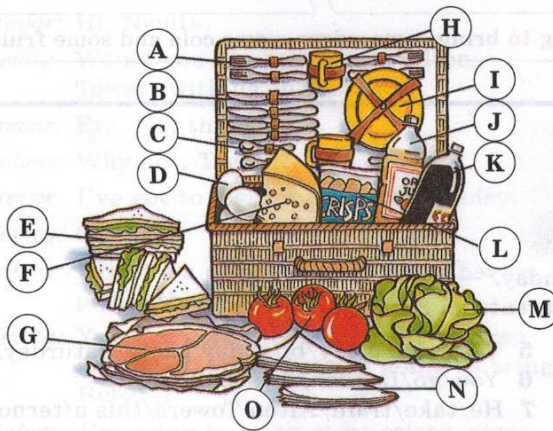
A: What are you going to do on Saturday afternoon?

B: I'm going to go out with my friends.

12 Write as many *Wh-* questions as you can to each sentence.

- 1 Trevor's going to visit his grandmother this weekend.
- 2 Richard and Sarah are going to watch a new film in the cinema on Sunday.
- 3 Dasha and Nikita are going to skate on Saturday.

13 Here is the picnic basket that Nevita and her friends are taking to Alton Towers. Match things from the basket **A-O** with their names **1-15**.



- | | |
|--------------|---------------------|
| 1 lettuce | 9 cups |
| 2 sandwiches | 10 eggs |
| 3 forks | 11 orange juice |
| 4 tomatoes | 12 plates |
| 5 crisps | 13 cheese |
| 6 spoons | 14 knives |
| 7 ham | 15 paper serviettes |
| 8 cola | |

T059 Listen and check.

Which of these would you recommend because it's healthy food? Give your advice to Nevita using the following phrases.

You should eat/drink more ... You should eat/drink less ... You shouldn't eat/drink ...

14 Dasha and Nikita are going to visit London during their spring holidays. In pairs, read Dasha's questions and answer them. What is the Russian for *bank holiday*? What is the English for *государственный праздник*?

- 1 What are bank holidays?
- 2 Why are they called so?
- 3 How many bank holidays are there in the UK?
- 4 Are museums and other public attractions open on bank holidays?

Now read Trevor's letter to Dasha on page 11 (Exercise 26) and check your answers.

Writing and listening

15 Rachel is going to do a survey for The RAP about young people and their free time. Can you help her with questions to be asked? Write 5 questions you think Rachel should ask young people about their free time.

16 **T060** Listen to Rachel's questions. Have you got the same questions on your list? Tick those of your questions which you hear from Rachel.

Listen to Rachel again and add the rest of her questions to your list.

P Listen and repeat.

Reading and speaking

- 17 Before you read, discuss in pairs what you do in your free time. Choose phrases from the box or use your own.

play sports
make a newspaper
do volunteer work

participate in a drama club
play musical instruments

The RAP

Letters from
our readers

- 18 Look at the pictures and read the title of the article. In pairs, guess what Pamela does outside the classroom.

- Read the text. Were your guesses right? Which extracurricular activities would you like to choose?

Extracurricular activities

By Pamela Stone, the USA

Before I started high school my mom kept bugging me about which extracurricular activities I was going to choose. I really didn't know what the big deal was. But now that I'm a senior, I totally understand. I've spent the last three months filling in college applications, and now I get how important extracurricular activities are. Colleges want to see that you're busy not just in the classroom, but outside as well.

For the last three years I've been very active on the Student Council. This is like student government. Our job is to work with the principal's office to make life at our school better. I'm also the captain of the girls' basketball team. We're not very good, but it keeps me fit and it's a lot of fun.

My friend Tom plays on our soccer team. Now, they're really good! They won the championship in our school division three years in a row, and Tom is being recruited by colleges because he's our star forward.

A bunch of my friends are really active in our school drama club. Last year they put on a great production of the musical "Grease". Our school also has an online newspaper, and almost anyone who wants to can contribute to that.

But for me, the best of my extracurricular activities is the volunteer work I do at a senior centre. I go in once or twice a week and help in all sorts of ways, like reading out loud to someone or making decorations for a holiday party. Last year I travelled to our state capital to hear politicians talk about new laws for senior care. Because of this experience I'm now thinking about a career in public policy — and that's what I wrote about in my college application.



- 19 In small groups, answer the questions.

- 1 Why did Pamela's mother keep asking Pamela about her choice of extracurricular activities?
- 2 When and why did she begin to understand her mother's concern?
- 3 What is a Student Council?
- 4 What sport does Pamela play? Does she enjoy it?
- 5 What sport does Tom play? Is he good at it?
- 6 What extracurricular activities can students of Pamela's school take part in?
- 7 What kind of volunteer work does she do?
- 8 Why did Pamela get interested in a career in public policy?

- 20 In pairs, role-play Rachel's Skype interview with Pamela.

- 21 Prepare a talk on how Pamela spends her time.

Vocabulary

extracurricular
principal
soccer team
championship
school division
in a row
experience
career
to recruit
to contribute to

Listening and speaking

LANGUAGE FOCUS: Invitations

22 © T061 Listen and read.

Would you like to come to Alton Towers with us on Sunday?



Yes, I'd love to.

Would you like to come to Alton Towers with us on Sunday?



No, thanks. I've got to visit my gran on Sunday.

P Listen and repeat.

23 Look at the list of activities. Choose 5 things you would like to do and 5 you wouldn't like to do on Saturday.

go to the seaside

have a picnic

go to a restaurant

go to a football match

go to a volleyball match

go out with friends

go to a funfair

go for a walk

go to a disco

have a party

visit relatives

go cycling

Invite your partner to do the activities you like.

Example:

A: Would you like to go to the seaside on Saturday?

B: Yes, I'd love to.

or:

B: No, thanks. I've got to visit my aunt.

24 Look at the Free Time page from the Bristol Daily News. What would you like to do on Saturday? Choose an activity. Find 4 other students to do your activity with you.

Example:

A: Would you like to go to the cinema on Saturday evening?

B: Yes, I'd love to.

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FUNFAIR

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Reading and writing

- 25 Nevita wants to write a letter to Alton Towers asking for information about the theme park. Help her to write the letter. Follow the plan given below.

Write The RAP's address at the top right:

The RAP
Bristol Building
Bath Road
Bristol
Avon BN4 7JY

Write the date:
(month) (day), (year)

Write Alton Towers' address on the left:

Alton Towers
Alton
Staffordshire ST10 4BX

Write the salutation:

Dear Sir/Madam,

Write the main paragraph:

- say when you are going to visit Alton Towers;
- ask about the cost of admission;
- ask about opening and closing times;
- ask how to get there by bus or train.

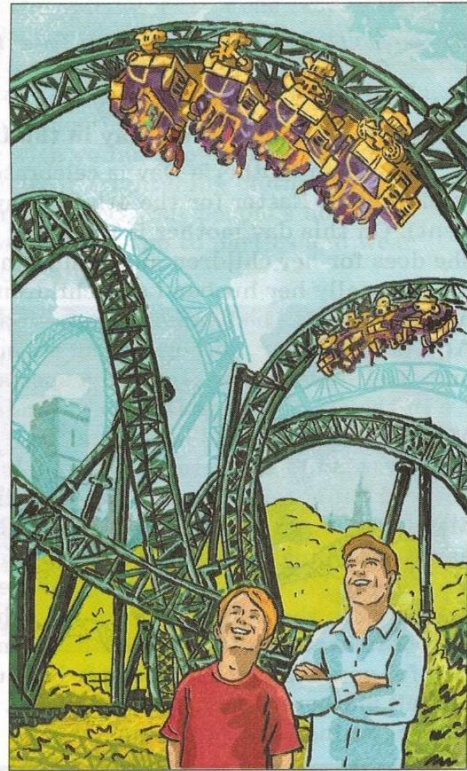
Finish the letter:

I look forward to hearing from you.

Sign off:

Yours faithfully,

Write your name:



- 26 Read Trevor's letter and find answers to Dasha's questions (Exercise 14). How many of them have you answered correctly?

Bristol, the UK
January 23, 2015

Dear Dasha,

Thank you for your letter. I like your idea to come to London in spring very much. I'll come to London to meet Nikita and you.

You are asking me about British holidays. British bank holidays are public holidays. The name "bank holiday" comes from the time when banks were closed and so no trading could take place. Nowadays both terms are in use, they have basically the same meaning.

There are currently 8 permanent public holidays in England, Scotland and Wales, and 10 in Northern Ireland. Public holidays in the UK include New Year's Day, Good Friday, Easter Monday, Early May Bank holiday, Spring Bank holiday, Summer Bank holiday, Christmas Day and Boxing Day. Banks are still closed on those days, but many shops now are open. Shops, museums and other public attractions such as historic houses and sports centres may close on certain public holidays.

Write to me soon and ask Nikita to write to me.

Bye,
Trevor

- 27 In pairs, compare the format of a formal and informal letter and discuss the differences in their structure. Compare your ideas with other students' in your class.

Reading and speaking

Special days in Great Britain,
the USA and Canada

By Tamsin Norris, Newcastle upon Tyne, England

Mother's Day

(March in Britain, May in the US)

In Britain Mother's Day is celebrated three weeks before Easter (or the 4th Sunday of Lent). On this day mother is rewarded for all she does for her children and family in general. Traditionally her husband and children bring her breakfast in bed and buy her a small gift. Adults visit their mothers, bring them flowers and small presents or send them special cards.

In the US Mother's Day (2nd Sunday in May) became an official holiday in 1914. American mothers should be grateful to Anna Jarvis, a devoted daughter. When her mother died on May 5, 1905, Anna wanted to honour her and asked the minister at her church in West Virginia to give a sermon in her mother's memory. On the same day in Philadelphia, where people remembered Mrs Jarvis as a kind and helpful person, another minister honoured her and all mothers with a special service. That was the beginning.



The RAP

Holidays and
festivalsGuy Fawkes Night —
5th November

On 5th November 1605 Guy Fawkes and some men tried to blow up the Houses of Parliament, with the government, King James I, the Queen and their son. This was known as the "Gunpowder Plot".

Guy Fawkes and the other men put twenty barrels of gunpowder under the Houses of Parliament. But someone discovered the barrels, and Guy Fawkes and his men were arrested and executed.

So 5th November is now Guy Fawkes Night. Children make models of Guy Fawkes and collect money for fireworks. People light big bonfires, burn the "Guys" and set off the fireworks.



- 28** Look at the texts (pages 12–13) and name the country or countries where each special day is celebrated.

Guy Fawkes Night
Thanksgiving Day
Independence Day
Halloween
Mother's Day

- 29** Quickly read the texts and match sentences 1–5 with dates A–E.

- 1 The year when Mother's Day became an official holiday in the USA.
- 2 The date on which America became an independent nation.
- 3 The date of All Saints' Day.
- 4 The year of the first Thanksgiving dinner.
- 5 The year in which some men tried to kill the King of England.

A 1605 B 1621 C 1914 D 4th July 1776 E 1st November

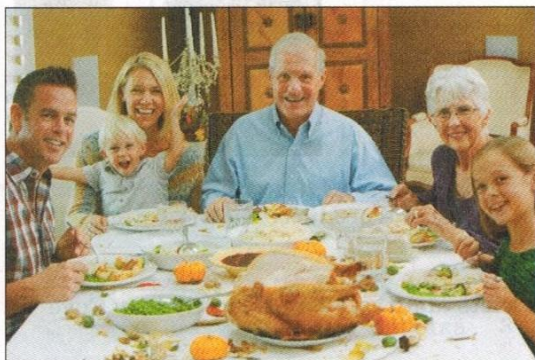
Thanksgiving Day

This is on the fourth Thursday of November in the USA and the second Monday of October in Canada.

Thanksgiving Day is a day of thanksgiving and feasting. The Pilgrims were the first people from Europe to live in the USA.

Thanksgiving Day commemorates the harvest festival celebrated by the Pilgrims in 1621, thanking God for the food provided throughout the year. In modern time families usually have a big meal together, and in recent years it has become a time for watching football games and parades on television.

Thanksgiving is not celebrated in Great Britain.



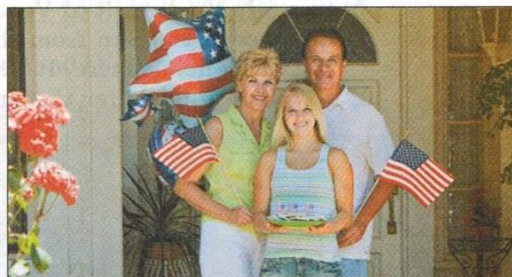
Halloween — 31st October

Halloween is celebrated on 31st October, the evening before All Saint's Day (1st November). Some people believe that on this evening the spirits of the dead return to where they used to live, and witches and demons become active. People have celebrated this day in the USA and Canada, and also in Scotland, but it is becoming popular with young people in England, too. Children wear frightening clothes and special masks and visit people's homes to get sweets. Adults go to parties and wear special costumes.



Independence Day — 4th July

It is the official name in the USA for the "Fourth of July" which commemorates 4th July 1776, when the USA became independent from England. There are fireworks and parades on the Fourth of July, and many families meet and have a barbecue or a picnic together.



30 Are these statements *true* or *false*?

- 1 Guy Fawkes and his friends wanted to kill the King and his family.
- 2 The Gunpowder Plot was a success.
- 3 The first Thanksgiving Day was in 1621.
- 4 People in the USA always go to church on Thanksgiving Day.
- 5 Independence Day in the USA is a religious festival.
- 6 There are parades on Independence Day.
- 7 Halloween has always been popular in the whole of Britain.
- 8 Children and adults wear special clothes on Halloween Night.

31 Discuss in groups.

- 1 Which of the national holidays and festivals described in the texts do you celebrate in Russia?
- 2 Are there any festivals which are celebrated only in Russia?
- 3 Which is your favourite holiday/festival of the year?
- 4 What do you like doing when you have a holiday/festival?

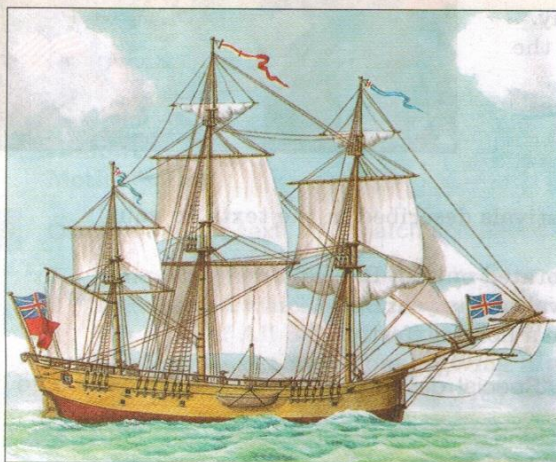
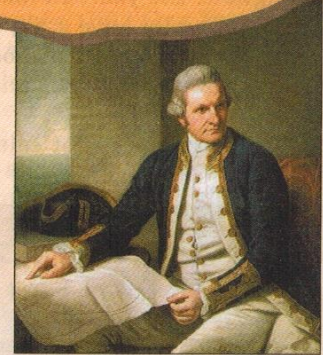
* **32** **Project idea.** Group work. Make a poster "Special days in Russia" about your favourite holidays and festivals.

Reading and speaking

- 1 Do the quiz in groups. Discuss the ways of finding the information you need (your Student's Book, encyclopaedias, the Internet, magazines). Then check your answers with your teacher.
- The sea explorers from the Old World called this land "terra australis". "Terra" is the Latin for "land", but what is the meaning of "australis"?
 - southern
 - star
 - different
 - How does Australia compare with (1) other continents and (2) other countries in terms of territory?
 - the largest
 - the smallest
 - the sixth-largest
 - When is Australia Day celebrated and what does it commemorate?
 - the first map of the Western Australian coastline produced by the Dutch navigator Willem Vlamingh in 1696
 - Cook's landing at Botany Bay in 1770
 - the landing of the British settlers (convicts and their jailers) at Sydney Cove in 1788
 - What country is Australia's major (1) export and (2) import partner in trade?
 - the UK
 - the USA
 - Japan
 - What was the aim of Captain Cook's expedition on the ship "Endeavour" to the southern hemisphere in 1768?
 - to find a new sea-route to Japan
 - to study the transit of Venus which was important for determining the distance of the Sun from the Earth (The transit could only be seen in the Southern hemisphere. It was due in June, 1769.)
 - to find new lands for the British crown

The RAP

Quiz



- 6 Match the name and the description.
- (1) The largest and oldest city got its name from the then British Home Secretary. It was here that the first British settlers started the development of the fifth continent.
- (2) The second largest city in Australia was founded by a white Australian who settled at the site in 1835. He bought a plot from a local tribe, paying for it with woollen blankets, knives, axes and scissors. In 1837 white settlers named the community after the then Prime Minister of Britain.
- (3) The city named after a famous navigator and explorer whose ship had struck rocks. He spent 45 days repairing it at this spot.
- a) Cooktown
b) Sydney
c) Melbourne
- 7 The people who live in London are called Londoners, those who live in Liverpool bear the name of Liverpudlians, the inhabitants of Moscow are referred to as Muscovites. What do they call those who live in Sydney?
- a) Sydneans
b) Sydney-siders
c) Sydneites
- 8 When did the Olympics take place in Australia? In what cities was it?
- a) 2000 A. Sydney
b) 1965 B. Melbourne
c) 1956 C. Canberra

Vocabulary

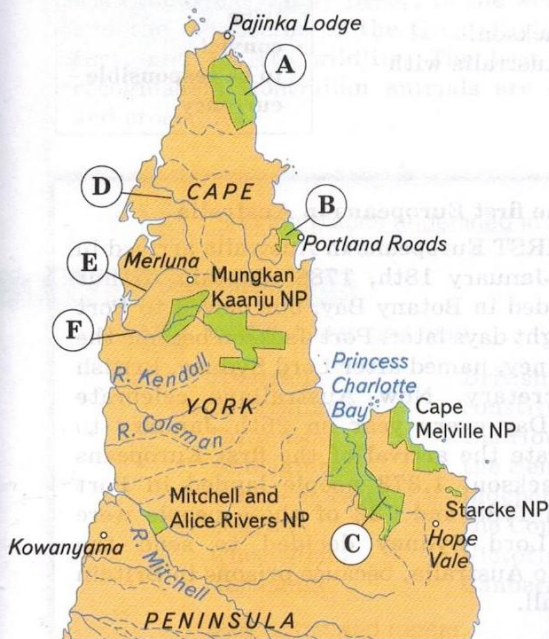
- 2 Look at the underlined words in the Quiz and match them with the translations.

1 полушарие 2 община 3 поселились 4 отмечает 5 племя

- 3 © T062 You are going to listen to a radio talk about the Cape York Peninsula. The speaker will describe the location of National Parks and rivers. Listen to the talk, look at the map and match the number of a National Park or a river (1–6) with the right place (A–F).

National Parks	Rivers
1 Iron Range NP	4 Archer
2 Lakefield NP	5 Wenlock
3 Jardine River NP	6 Watson

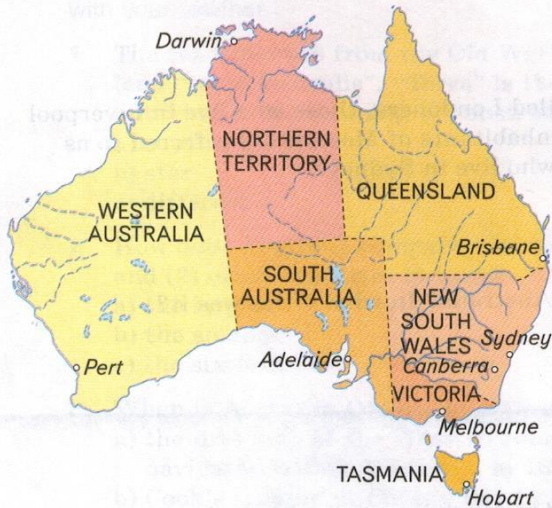
Listen again and check your answers.



Reading

4 Read the text about the Aborigines. Are these sentences true or false?

- 1 The first people to arrive in Australia were the Aborigines.
- 2 There were Aborigines in Australia 50,000 years ago.
- 3 The majority of Australians are Aborigines.
- 4 Most Aborigines live in cities.
- 5 Aborigines are usually rich.



Aborigines

THE FIRST inhabitants of Australia were the Aborigines. They arrived in Australia from the north between 25,000 and 40,000 years ago. There are only about 670,000 Aborigines in Australia today, about 3% of the total population. They have rich cultural traditions. Some Aborigines still live in tribes, but many live in cities where they are often the poorest part of Australian society.



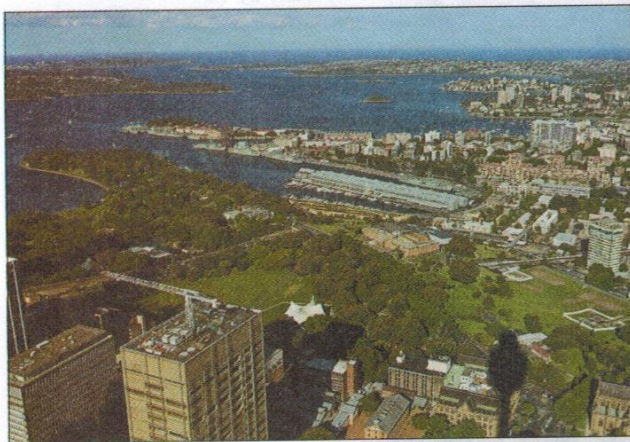
5 Read the text about the first Europeans in Australia and match statements 1–5 with numbers A–E.

- 1 The date of the British arrival in Botany Bay.
- 2 The number of convicts who arrived in Australia.
- 3 The year of the British arrival in Australia.
- 4 The date when the British arrived in Port Jackson.
- 5 The total number of people who arrived in Australia with Captain Phillip.

A 1788 B 26 C 1,373 D 732 E 18

Vocabulary

- majority
- tribe
- convict
- to be responsible
- currency



Port Jackson

The first Europeans in Australia

THE FIRST Europeans in Australia arrived in 1788. On January 18th, 1788, Captain Arthur Phillip landed in Botany Bay, but moved to Port Jackson eight days later. Port Jackson became the city of Sydney, named after Lord Sydney, British Home Secretary. Now Australians celebrate Australia Day every year on 26th January to commemorate the arrival of the first Europeans in Port Jackson. 1,373 people landed in Port Jackson in 1788 and 732 of these people were convicts! Lord Sydney decided to send the prisoners to Australia, because prisons in Britain were too full.

6 Read the text and complete the table.

AUSTRALIA, OR “OZ” as it is called in Australian slang, is the smallest continent in the world. Australia has a population of 17 million people. In fact, Australia only has 2 inhabitants per square kilometre. The Aborigine population is very small, only about 1–3% of the total.

Australia is divided into 6 federal states: Southern Australia, Western Australia, New South Wales, Queensland, Tasmania and Victoria. There are also two other important areas: the Northern Territory and a federal district where the capital, Canberra, is located. Canberra, with its population of 375,000, is not the biggest city in Australia. In fact the biggest cities are Sydney with 4,600,000 inhabitants and then Melbourne with 4,240,000 inhabitants.

Australia’s formal name is the Commonwealth of Australia. The Australian form of government is a constitutional monarchy — “constitutional” because there is a written constitution, and “monarchy” because Australia’s Head of State is Queen Elizabeth II. The head of government is the Australian Prime Minister, who is responsible to the Australian Parliament. The Parliament of Australia consists of the House of Representatives (or “the lower house”) and the Senate (or “the upper house”). However, many Australians want the country to be an independent republic with its own president.

Australia has its own currency, the Australian dollar. Australians speak English, but the way they speak it is very different from the way English people speak it. There are many words which are used only in Australia, and Australian slang is different from British English slang.

Australia is famous for the variety of its countryside with the Great Sandy Desert in the west of the continent and the mountains of the Great Dividing Range in the east, and for its wildlife. The best known and most recognisable Australian animals are koalas, kangaroos and crocodiles.



Name of country	Australia
Population	
Aboriginal population	
Capital city	
Other major cities	
Names of federal states and other areas	
Head of State	
Language	
Currency	
Famous animals	

7 Find the places underlined in the text on a physical map of Australia.

Pronunciation

8 © T063 Listen and read.

- | | | |
|-------------|-------------------------------|--------------------------|
| Australia | British Home Secretary | Botany Bay |
| Australians | constitutional monarchy | Southern Australia |
| Europeans | the House of Representatives | Western Australia |
| Aborigines | the Senate | New South Wales |
| commemorate | independent republic | the Great Sandy Desert |
| convict | the Commonwealth of Australia | the Great Dividing Range |
| Queensland | Victoria | Melbourne |
| Tasmania | Canberra | Sydney |

P Listen and repeat.

Listening and speaking

9 Clive Pambegan is one of Pat's friends. He's an Aboriginal Australian from Cape York, Queensland, Australia. He's visiting Britain for a month. Rachel is interviewing him for a RAP article.

© T064 Listen to the interview without looking at the text and answer the question: *What are the biggest problems in Australia now, in Clive's opinion?*

Read the interview in pairs.

Rachel: What sort of problems are there in Australia, Clive?

Clive: Well, we haven't got much pollution, except in the big cities. And there's no population problem — there are only 17 million inhabitants in Australia. But I worry about the future.

Rachel: What do you worry about?

Clive: Well, the hole in the ozone layer for example. This causes a lot of skin cancer. I think the problem will get worse in the future. Europe and the USA aren't doing enough to control pollution.

Rachel: What other problems will there be?

Clive: I think that millions of people will come to Australia in the future when life in their own country becomes impossible.

Rachel: What will happen then?

Clive: I think they'll cause the same problems in Australia — they'll bring cars and pollution.

Rachel: So, will life be very different in twenty years' time?

Clive: Yes, it will. For example, people won't go sunbathing and they'll work at home more.

Rachel: At home?

Clive: Yes. They'll use computers and the Internet, and so they won't drive to work.

Rachel: So, it's not all bad. But what are you going to do about these problems?

Clive: Do you mean personally?

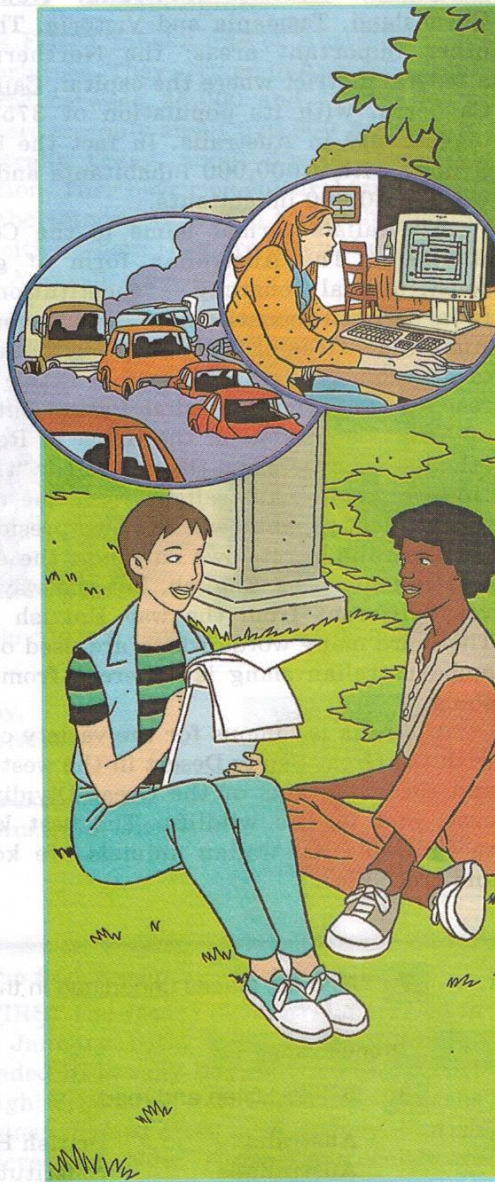
Rachel: Well, yes, I do.

Clive: When I graduate from university, I'm going to be a scientist. I'm going to do research into alternative energy.

P Look at the text, listen and repeat.

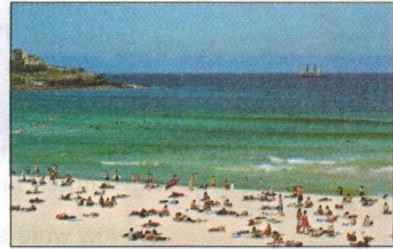
10 Answer the questions.

- 1 Is there a big pollution problem in Australia?
- 2 What is a common illness in Australia?
- 3 Why will millions of people go to Australia in the future?
- 4 Will people sunbathe in the future?
- 5 Where will people work in twenty years' time?
- 6 What is Clive going to do when he graduates from university?



11 Read the sentences. Say if they are *true* or *false*. Give reasons (find evidence in the dialogue).

- 1 There's a lot of pollution in Australia.
- 2 Many Australians suffer from skin cancer.
- 3 Millions of people will go to Australia because they like travelling.
- 4 Clive thinks that not many people will sunbathe in the future.
- 5 People will work at home in twenty years' time.
- 6 Clive is going to work as a politician when he graduates from university.

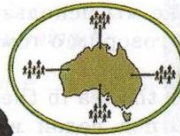


Do you think people in other countries have the same problems? Do we, in Russia, have the same problems? Give reasons (find some evidence in newspapers or magazines).

LANGUAGE FOCUS: Future predictions

12 © T065 Listen and read.

What other problems **will** there be?



I think that millions of people **will** come to Australia in the future.

What **will** happen then?

I think they'**ll** cause the same problems in Australia — they'**ll** bring cars and pollution.

Will life be very different in twenty years' time?

Yes, it **will**. People **won't** go sunbathing. People **won't** use their cars.

P Listen and repeat.

Reading and writing

13 Read these sentences about life in the next decade and choose the positive or negative form of the verb. Be ready to explain your choice.

Example:

- 1 People will/won't work at home. — People will work at home.
- 2 People will/won't drive petrol cars in the next century.
- 3 People will/won't drive solar cars in 2050.
- 4 There will/won't be wars in the next century.
- 5 People will/won't sunbathe because of the hole in the ozone layer.
- 6 There will/won't be air pollution.
- 7 Children will/won't study at school; they'll study at home.
- 8 People will/won't live on the moon in the next century.
- 9 There will/won't be whales or pandas in twenty years' time.
- 10 Most people will/won't have the job they want.

In pairs, compare your answers. Don't forget to give reasons.

Example:

A: Will people work from home in the next century?

B: Yes, they will. Most people will work through the Internet.

Make 4 more predictions about life in twenty years' time.



14 Look at these people's predictions about their life in twenty years' time.



Sandra

In twenty years' time I'll have a big house in the country in England. I'll have a handsome husband and three beautiful children. I'll have a fantastic job and lots of money.

In twenty years' time I'll be in the USA. I won't be married. I'll be an artist and I'll live in San Francisco. I won't have much money, but I'll be happy.



Jerry

Now write some similar predictions about your life.

THINK ABOUT GRAMMAR: Future predictions

1. Когда нам нужно предсказать события будущего или сделать прогноз на будущее, в английском языке мы используем **Future Simple Tense**. Эту форму следует использовать, когда мы говорим о том, что можем только предположить, не будучи в этом уверенными.

People **will live** under the sea in the next century.

Люди *будут жить* под водой в следующем столетии. (Возможно, что так будет.)

People **won't live** under the sea in the next century.

Люди *не будут жить* под водой в следующем столетии. (Возможно, этого не будет.)

Affirmative
I/You/He/She/We/They will live under the sea in the future.
Negative
I/You/He/She/We/They won't live under the sea in the future.
Wh- questions
Where will I/you/he/she/we/they live in the future?
Yes/No questions
Will life be different in twenty year's time? — Yes, it will ./No, it won't .

2. Если мы говорим о будущем с достаточной степенью уверенности, поскольку основываемся на продуманных планах на будущее, в английском языке мы используем конструкции с **going to**.

Affirmative
I am ('m) going to make a project.
You/We/They are ('re) going to visit London.
He/She is ('s) going to be a scientist.

Grammar and speaking

15 In pairs, ask and answer these questions.

Example:

A: Where will you be in twenty years' time?

B: I'll be in ...

Where will you be?

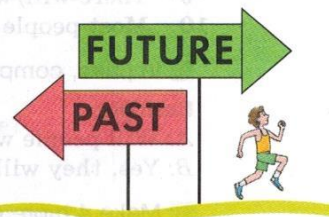
Where will you live?

What job will you do?

Will you have lots of money?

Will you be married?

Will you have children?



16 Write Yes/No questions with *will*. Use these words.

- 1 you/have/dinner/home/today
- 2 she/have/a car/in ten years' time
- 3 they/get/a job/during/summer/holidays
- 4 I/speak/English/very well/in five years' time
- 5 there/be/air pollution/in the next century
- 6 children/study/online/in the next decade
- 7 there/be/wars/in the next century
- 8 all/young people/study/at universities/in the next decade
- 9 there/be/dangerous illnesses/in the next century
- 10 there/be/only/solar cars/in the next decade



17 Write *Wh-* questions with *will*. Look at the pictures and use the words from Exercise 16.

18 Complete the sentences with *will* or *to be going to*.

- 1 Do you think that travelling in space be cheaper in 50 years' time?
- 2 I think that people live on Mars in the future.
- 3 My parents visit their friends in the USA. They've bought the tickets.
- 4 Dasha visit London next month.
- 5 I think life different in the next decade.



19 What do you think life will be like in the next decade/in the next century? Prepare a talk on it.

Reading and speaking

20 Before you read, look at the picture of Nicholas Miklouho-Maclay. What do you know about him? What is he famous for?

21 Quickly read the text about Miklouho-Maclay on page 23. Were your guesses right? What new facts about him have you learned from the text?

22 Read the first part of the text again and answer the following questions.

- 1 What did Miklouho-Maclay study and where?
- 2 Why is there a monument to him at Sydney University?
- 3 Where did his family live?
- 4 What did he offer to organise as soon as he arrived?
- 5 What research does the Marine Biological Center do?



23 Read the second part of the text about Miklouho-Maclay again and answer the following questions.

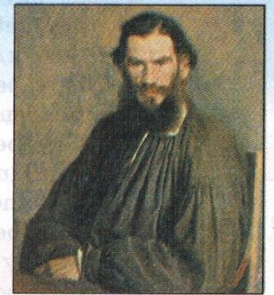
- 1 What countries apart from Australia did he explore?
- 2 Why did the native population of these countries become friends with him?
- 3 How did the natives of those countries show their trust in Miklouho-Maclay, in your opinion?
- 4 How did they cooperate, in your opinion?
- 5 What was the widespread attitude towards people of different races back then?
- 6 What theories justified slavery and colonialism in the 19th century?
- 7 What did Miklouho-Maclay's research help to prove?
- 8 What is meant by human rights?
- 9 Who is a humanist?

10 Discovering Australia

- 24 Read an English translation of an extract from Leo Tolstoy's letter to Miklouho-Maclay. What aspect of Maclay's work does Leo Tolstoy think the most important?

You were the first, without doubt, to demonstrate by your experience that man is man everywhere, that is a kind, sociable being with whom communication can and should be established through kindness and truth, not guns ... I do not know what contribution your collections and discoveries will make to the science which you serve, but your experience ... will make an epoch in the science which I serve — the science which teaches how human beings should live with one another.

From Leo Tolstoy to N.N. Miklouho-Maclay, September 1886.



- Read the Russian original and find English equivalents of the underlined words and word combinations.

«Вы первый несомненно опытом доказали, что человек везде человек, т. е. доброе общительное существо, в общение с которым можно и должно входить только добром и истиной, а не пушками... Не знаю, какой вклад в науку ту, которой вы служите, составят ваши коллекции и открытия, но ваш опыт... составит эпоху в той науке, которой я служу, — в науке о том, как жить людям друг с другом».

Из письма Л.Н. Толстого Н.Н. Миклухо-Маклаю, сентябрь 1886 г.

- 25 Find on the map the places where Maclay carried out his research.

Pronunciation

- 26 © T066 Listen to these words paying special attention to the underlined syllable.

New Guinea	Linnean	Melanesia	Philippines	zoology
Sydney	colonialism	Polynesia	medicine	palaeontology
	experience	Indonesia	marine	anatomy
		racial		society
activist	anthropologist			
humanist	naturalist			
scientist	biologist			
colonist	linguist			

- P Listen and repeat.

- 27 Make a list of useful words and expressions from the text.
- 28 Read the fact file about Miklouho-Maclay. Which of the facts given here are not mentioned in the text?
- 29 Using the fact file and the list of useful words and expressions, give a short outline of Miklouho-Maclay's biography.

Writing

- 30 Find additional information about the facts given in the fact file and write another paragraph about Miklouho-Maclay.
- * 31 **Project idea.** Group work. Make a poster about Nicholas Miklouho-Maclay or any other Russian explorer whose name we can find on the map of the world.

Nicholas Miklouho-Maclay

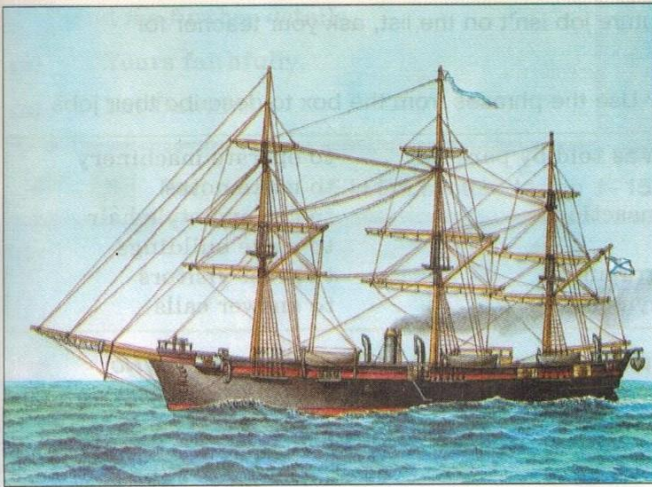
By Clive Pambeagan

On 25 October 1996, a bust of Nicholas Miklouho-Maclay was unveiled on Science Road in the University of Sydney to commemorate the one hundred and fiftieth anniversary of his birth. A Russian explorer, he became a prominent figure of nineteenth-century Australian science. Maclay was the first scientist to settle among and study people who had never seen a white man. Australia became his adopted country and Sydney the home town of his family.

Miklouho-Maclay arrived in Australia on board the Russian corvette Vityaz on 18 July 1878. A few days later, he approached the Linnean Society and offered to organise a zoological centre. The Marine Biological Station, located on the east side of Greater Sydney, was the first marine biological research institute in Australia.

He also carried out his research in New Guinea, Melanesia, Polynesia, Philippines and Indonesia. He visited many villages, studying the languages and culture of the Aborigines. With patience, courage and medical skill he won the confidence and co-operation of the inhabitants.

During the 1850s and 1860s there was much discussion connected with the study of human races and the interpretation of racial characteristics. Some anthropologists tried to prove that not all human races are of equal worth and that "white people" are predestined by "natural selection" to rule over the "coloured" races. This theory was used to justify slavery and colonialism. Miklouho-Maclay was one of the first anthropologists to oppose scientific racism. We remember him as an outstanding scientist, human rights activist and humanist.



The Russian corvette /kə'vet/ "Vityaz"



Vocabulary

race
racism
slavery
natural selection
human rights
patience
confidence
courage
prominent
outstanding
to justify

FACT FILE

Birth: 17 July 1846, Rozhdestvenskoe, Russia.
Death: 2 April 1888, Saint-Petersburg, Russia.
Education: Saint-Petersburg secondary school, German universities (medicine, zoology, palaeontology, anatomy).
Occupation:

- explorer
- anthropologist
- marine biologist
- linguist
- museum administrator
- naturalist
- public lecturer

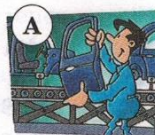


Work experience

Vocabulary and speaking

1 Match names of the jobs 1–10 with pictures A–J.

- 1 a secretary
- 2 a mechanic
- 3 a shop assistant
- 4 a hairdresser
- 5 a factory worker
- 6 a builder
- 7 a bank clerk
- 8 a cashier
- 9 a baby-sitter
- 10 a computer programmer



© T067 Listen and check.

P Listen and repeat.

Which job is good for you? If your future job isn't on the list, ask your teacher for a translation.

2 What do these people do at their jobs? Use the phrases from the box to describe their jobs.

to take care of babies and children as told by parents
to greet and assist customers
to help customers with money transactions
to repair cars and other vehicles
to design software (computer programmes)
to accept cash or bankcards for payment

to operate machinery
to make notes
to cut and style hair
to make buildings
to greet visitors
to answer calls

3 Guessing game. Student A chooses a picture from Exercise 1. Student B asks Yes/No questions about the picture chosen trying to guess the job.

Listening

4 Rachel meets Pat in the High Street one day. Listen to their conversation and say if these statements are true, false or not stated.

- 1 Pat plays tennis every morning.
a) true b) false c) not stated
- 2 Rachel likes playing tennis.
a) true b) false c) not stated
- 3 Rachel is going to the Bristol Daily News on Wednesday.
a) true b) false c) not stated
- 4 Pat is going to meet the editor.
a) true b) false c) not stated
- 5 Rachel is late for school.
a) true b) false c) not stated

© T068 Listen and check.

P Listen and repeat.

Reading and writing

5 Read the advertisement in the Bristol Daily News and then read Pat's letter. Is it a formal or an informal letter? How do you know? Find the evidence in the text of the letter.

Bristol Building (a)
 Bath Road, (b)
 Bristol (c)
 Avon BN4 7YK (d)
 16th May 2014 (e)

The Bristol Daily News (f)
 Tycoon Towers (g)
 Docks Development (h)
 Bristol (i)
 Avon BN4 6YT (j)

Dear Sir/Madam, (k)

(l) I am an Australian citizen living in Bristol. At the moment I am working for The RAP, an electronic journal for young people.

(m) I would like to apply for a journalist position in the Bristol Daily News. Please send me further details.

(n) Yours faithfully,

(o) Pat Dawkins.

**Are you young, enthusiastic and dynamic?
 Are you looking for an interesting and demanding job in journalism?**

The Bristol Daily News is looking for a reporter. Write for more information giving details of relevant experience:

The Bristol Daily News, Tycoon Towers,
 Docks Development, Bristol,
 Avon BN4 6YT

The RAP, the leading electronic journal for young people, is looking for a

JOURNALIST

Write for further details to:
 The RAP, Bristol Building, Bath Road, Bristol,
 Avon BN4 7YK

6 Find parts 1–15 in Pat's letter. Match 1–15 with a–o.

Pat's address:
 House number (1)
 Street/Road (2)
 Town (3)
 County Postcode (4)
 Date (5)

The name of the newspaper (6)
 House number (7)
 Street/Road (8)
 Town (9)
 County postcode (10)

Dear before name of the person you are writing to (11)

First paragraph: (12)
 Say who you are.

Last paragraph: (13)
 Say what you want.

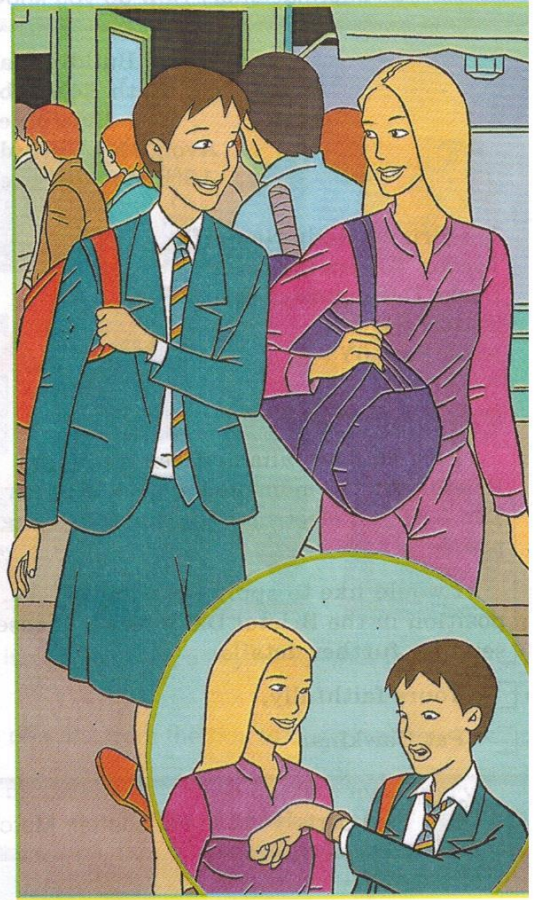
Sign off: *Yours/Yours faithfully* (14)
 Pat's signature (15)

7 Imagine you would like to apply for a journalist position in The RAP. Read the advertisement and write a formal letter.

Listening and reading

8  Listen again to Pat and Rachel's conversation following the text.

- Rachel:* Hi, Pat! Where are you going?
Pat: To the sports centre.
Rachel: Oh, yes, you like playing tennis, don't you?
Pat: Yes, I do. I play every morning. Hey, Rachel, I've got some great news!
Rachel: What's that?
Pat: I'm spending a day at the Bristol Daily News on Wednesday.
Rachel: The Bristol Daily News! Wow!
Pat: Yes, I know one of the reporters there, and he invited me. I'm really excited!
Rachel: So, tell me about Wednesday.
Pat: Well, I'm meeting the editor at ten o'clock.
Rachel: Are you having lunch there?
Pat: Yes, I am, at half past twelve. Then in the afternoon I'm having a look round the Bristol Daily News offices. And I'm meeting the reporters at three o'clock.
Rachel: That sounds fantastic! Hey, what's the time?
Pat: It's half past eight. You're late for school, aren't you?
Rachel: Oh, dear! Yes, I am. Have a great day on Wednesday, Pat!
Pat: Thanks, Rachel. Bye!



P Listen and repeat.

I In pairs, read the conversation.

9 Match times 1–6 with Pat's plans a–f.

- | | |
|------------------------------|--|
| 1 This morning | a) she's meeting the editor. |
| 2 On Wednesday | b) she's meeting the reporters. |
| 3 At 10 o'clock on Wednesday | c) she's going to the sports centre. |
| 4 At 12.30 on Wednesday | d) she's having lunch. |
| 5 On Wednesday afternoon | e) she's spending the day at the Bristol Daily News offices. |
| 6 At 3 o'clock on Wednesday | f) she's having a look round the offices. |

Grammar

10 Write 3 sentences about Pat's arrangements for a day at the Bristol Daily News using these word combinations.

- to spend a day at a newspaper office
- to meet the editor
- to meet the reporters

- to have lunch
- to have a look round the offices
- to have a great day

LANGUAGE FOCUS: Future arrangements

11 © T069 Listen and read.

I'm going to the sports centre this morning.



In the afternoon she's having a look round the Bristol Daily News offices.

I'm spending a day at the Bristol Daily News on Wednesday.



I'm meeting the editor at ten o'clock.

She's meeting the reporters at three o'clock.

P Listen and repeat.

THINK ABOUT GRAMMAR: Future arrangements

Говоря о реальных планах на ближайшее будущее, когда мы твёрдо уверены, что запланированные действия произойдут, потому что они подготовлены, в английском предложении мы можем использовать глаголы в формах **Present Continuous**. В таких предложениях, как правило, есть *обстоятельство времени*, которое указывает на время действия в ближайшем будущем:

I'm meeting the editor at eight o'clock.

В русском языке в аналогичных предложениях используются формы глаголов настоящего времени (в значении будущего):

Я встречаюсь с редактором в восемь часов.

I am ('m) meeting the editor at eight o'clock.

You/We/They are ('re) having lunch at twelve o'clock.

She/He is ('s) flying to the USA on Wednesday.

В таких высказываниях НЕ используются глаголы в формах **Future Simple**, потому что формы **Future Simple** описывают только *предполагаемые действия* в будущем, когда нет полной уверенности, что они произойдут, например:

I'll meet the editor. — Я встречу с редактором (возможно).

12 Use an element from each column to make 6 different sentences.

Example:

I'm meeting my sister at four o'clock on Sunday.

I			his/her mum		
We	am	meeting	my sister/brother	at eight o'clock	on Sunday.
Mark	are	having	our friend	at ten o'clock	on Monday.
Tanya	is	playing	breakfast	at twelve o'clock	on Wednesday.
Mike and Judy			lunch	at four o'clock	on Friday.
			dinner	at seven o'clock	on Saturday.
			tennis		
			basketball		
			football		

Vocabulary and pronunciation

13 Look at the pictures. Which of these adjectives are positive and which negative? Give their Russian equivalents.

Positive	Negative
----------	----------



1 well-paid



2 easy



3 badly-paid



4 difficult

5 tiring

© T070 Listen, check and repeat the adjectives describing jobs.

In pairs, discuss your future job.

Example:

A: What would you like to do after school graduation?

B: I'd like to repair cars and other vehicles.

A: What job are you going to do?

B: I'm going to be a mechanic.

A: Why do you want this job? In my opinion, it's a difficult and tiring job.

B: I see your point. To my mind, it's an interesting and well-paid job.

Listening and speaking

14 © T071 Listen to Tracy and Guy, two British teenagers. They are talking about pocket money and part-time jobs. What do they do to earn money?

Listen again and complete the table in your Workbook.

Discuss in groups the questions from Tracy and Guy's interview.

- How do you get your pocket money?
- What do you spend it on?
- Do you save any money?
- What are you going to spend your savings on?

Vocabulary
 part-time job
 to earn
 to spend
 to save
 spending
 savings

15 In groups, discuss pros and cons of teenagers working part-time. Are you sure a part-time job won't interfere with school studies? Write 3 rules to ensure that a part-time job won't spoil your marks.

16 Match the type of jobs for teenagers with the vocabulary to describe them.

1 Jobs in the service industry

2 Work in the entertainment industry

3 Office jobs

4 Outdoor and caregiver jobs



to input information into a computer
to print out documents
to perform cleaning tasks
to take care of young children
to help kids with their homework
to entertain children or animals
to find an acting job at a community theatre
to start out singing at local events
to make photocopies
to do computer work

to mow lawns
to run errands
to walk dogs
to wash pets
to prepare food
to have talent
shop assistant
waiter/waitress
actor
singer
baby-sitter

tutor
dog walker
camp counselor
grocery store
toy store
the film industry
fast food restaurant
ice-cream shop
cinema
amusement park
summer camp

Discuss in pairs where else a teenager can find a part-time job and what he or she can do. Which of these would you like to do? Why?

Reading and speaking

17 Read the official information on teenagers' employment in the USA. Are any of the rules outlined in the document similar to those you have suggested?

Under the Fair Labour Standards Act (FLSA), the minimum age for employment in non-agricultural employment is 14.

Under age 14:

Children of age 13 or under cannot work at a non-agricultural job.

Hours 14- and 15-year-olds can work are limited to:

- hours when a teen isn't at school
- 3 hours on a school day
- 18 hours total during a school week
- 8 hours on a non-school day
- 40 hours total during a non-school week
- hours between 7 a.m. and 7 p.m. from Labour Day to May 31
- hours between 7 a.m. and 9 p.m. from June 1 through Labour Day

Hours ages 16 and 17 can work:

There is no limit on hours, but if you're under 18, you can't work in a job that the Labour Department considers hazardous.

Over age 18:

There are no limits on the hours you can work if you are over 18.

Vocabulary

employment
labour
department
to employ
fair
agricultural
hazardous

HAPPY LABOUR DAY!

18 Find some information on the Russian laws on teenagers' employment and describe them in English (write 4-6 sentences).

The RAP

Too young to start?

- 19 Read the article from The RAP. What is the topic of the article? Why is it entitled "Too young to start?"

By Dasha Sedova

In many western countries, Great Britain, the United States of America, Australia and others, when teenagers are around 16 years old, they start doing some part-time jobs. They get jobs to have extra spending money, or pocket money. With this money, they pay for their entertainment or mobile phones, save money for clothes or college or help out their families. In some families teenagers do not have to earn extra money — their parents give them pocket money or pay them for doing some house jobs. But it is becoming less and less common.

Here in Russia the situation is different. First of all, strict laws make it hard to employ teenagers. Secondly, education is the top priority for most children and their parents. Parents want their children to concentrate on their school studies to be able to go to university. In some families kids get extra pocket money for good marks at school. It is very rare that teenagers get money for doing house chores.

While some teenagers in Russia do work part-time, I'd have to say that the percentage is much lower than in the US, though it seems to be increasing. The types of jobs are varied, just like anywhere else. They might work in a shop, work for family or friends, hand out fliers on the street, work in a fast food restaurant, well, as I said, there are many ... Girls also may babysit or do housekeeping, some work at toy stores or other types of shops, but those are mostly college or university students.

I consider part-time jobs to be very important. Teens become more responsible at home and school because of the values that they learn at their jobs. Jobs can teach teens such important values and skills as responsibility, teamwork, time management and discipline. They will be more prepared for university, too, where they may have to balance work, studies and activities.

Discuss the following questions.

- Do you agree with how Dasha describes the situation with teenagers' pocket money in Russia?
- What is, in your opinion, the main difference between America and Russia in terms of teens' part-time jobs?
- How much pocket money do you and your friends get?
- What do you/your friends have to do to earn pocket money?
- What do you spend your pocket money on?
- Would you like to get a part-time job? What kind of job?
- What do you think is Dasha's answer to the question "Are Russian teens too young to work?" Find evidence in the text.
- What is your answer to this question?

Vocabulary

common
top priority
percentage
flier
value
skill
to vary
to hand out

- 20 Find in the text English equivalents of the following words and phrases.

- | | | |
|-------------------------------|---------------------------------------|--|
| 1 встречаться всё реже | 11 давать деньги на карманные расходы | 18 учёба |
| 2 процент намного ниже | 12 дополнительные деньги | 19 дополнительные занятия, занятия спортом |
| 3 строгие законы | 13 зарабатывать деньги | 20 работа по дому |
| 4 главный приоритет | 14 получать карманные деньги | 21 дисциплина |
| 5 нанимать подростков | 15 платить за работу по дому | 22 ответственность |
| 6 сочетать работу с учёбой | 16 оплачивать свои развлечения | 23 работа в команде |
| 7 делать что-либо трудным | 17 работа с неполным рабочим днём | 24 правильная организация врем |
| 8 считать что-либо каким-либо | | |
| 9 карманные деньги | | |
| 10 копить деньги | | |

© T072 Listen and check.

P Listen and repeat.

Vocabulary and writing

- 21** Find in the text sentences with the phrases *to earn money* and *to get money*. What do you think the difference is?
- 22** Write 5 sentences about your pocket money using the phrases from Exercise 20.

Listening and speaking

23 © T073 Listen to Linda. She's talking about her intentions for next year. Answer the questions.

- 1 When was her birthday?
- 2 When is Linda leaving school?
- 3 What would Linda like to do next year?
- 4 What subject does Linda like?
- 5 What's her other alternative?
- 6 What did she do last summer?



- Listen to the interview again. What was the interviewer's last question? How do you think Linda could answer it?
- In pairs, role-play Linda's interview.

24 Which job is good for you? Think of one good and one bad job for yourself. Discuss in pairs. Use *going to* and the adjectives from the box.

Example:

I'm going to be a shop assistant because it's varied and interesting.
I'm not going to be a builder because it's very tiring.

secretary, mechanic, engineer, shop assistant,
factory worker, teacher, builder, bank clerk,
hairdresser, computer programmer, vet, doctor,
singer, writer, journalist, scientist

easy	badly-paid
tiring	well-paid
interesting	boring
demanding	varied

25 Look at the activities below. Complete your diary for the weekend with 6 of the activities on the list.

- | | |
|----------------------------|--------------------|
| a) go to the hairdresser's | h) go swimming |
| b) go for a walk | i) have a party |
| c) visit one's grandmother | j) meet my friends |
| d) go to a funfair | k) go to a disco |
| e) do one's homework | l) play basketball |
| f) go to a restaurant | m) do the shopping |
| g) have an interview | n) watch TV |

Saturday
morning:
afternoon:
evening:
Sunday
morning:
afternoon:
evening:

- Ask and answer questions. Find out what you can do together.

Example:

A: What are you doing on Saturday morning?
B: I'm going swimming.

26 Imagine you are telling your English-speaking friend about Dasha's article (Exercise 19). Prepare a talk on it using the phrases from the box.

The article deals with ...	In Dasha's opinion, ...
It is entitled ...	From her point of view, ...
Dasha discusses the problem of ...	As she puts it, ...
She compares ...	She considers ... to be ...



27 © T074 Listen to Rachel's questions and fill in the gaps.

Rachel: Hi. What's your name?
 You're ___ at the end of this year, aren't you?
 What ___ to do next year?
 That's interesting. What do you like doing ___?
 Do you like picnics?
 Well, ___ a picnic in the park on Saturday afternoon. Would you like to come?
 Can you bring some cola?
 Great! ___ at your house at three o'clock.
 See you on Saturday, then.

- Listen and check. Find sentences describing future actions. Explain the use of the verb forms in them.
- Listen and answer the questions.
- In pairs, role-play the conversation.



Grammar and vocabulary

28 Complete the sentences about yourself paying special attention to the articles and prepositions.

- 1 I am not leaving school ___ (в конце этого года).
- 2 I'm going to study at school ___ (на будущий год).
- 3 I like playing sports ___ (в свободное время).
- 4 We are having a picnic in the park ___ (в воскресенье днём).
- 5 We are meeting ___ (у меня дома) ___ (в 2 часа).

29 Complete the sentences with the correct forms of the verbs given.

- 1 *I'm meeting/I'll meet* my mum and dad outside the post office at three o'clock.
- 2 Robert *is leaving/will leave* for London tomorrow afternoon.
- 3 In the year 2050 people *are working/will work* twenty hours a week.
- 4 Don't phone me between 8.00 and 9.00. *I'll study/I'll be studying* then.
- 5 Pat's *having/will have* an interview at the Bristol Daily News on Tuesday morning.
- 6 Great news! Tom and Paul *will come/are coming* to stay with us.
- 7 *I'm buying/will buy* a new motorbike if I win in the lottery.
- 8 I don't think you *are having/will have* problems at the airport.
- 9 Russia *is organising/will organise* trips for the public on the space shuttle in ten years' time.

30 Read the sentences below and decide which answer a, b or c fits each space best.

- 1 This summer I would like to ___ a part-time job.
 a) do b) get c) earn
- 2 Many of my classmates ___ some part-time jobs.
 a) do b) get c) earn
- 3 They ___ money by working part-time in stores, cinemas, sports clubs.
 a) do b) get c) earn
- 4 Their parents ___ them allowances, but teens need some extra money.
 a) give b) save c) pay
- 5 Kids need extra money to ___ for their entertainment, buy some sweets or upgrade their computers.
 a) give b) save c) pay
- 6 Some of them ___ money for clothes or college.
 a) give b) save c) pay

Reading and writing

- 31 Many RAP readers have discussed Dasha's article on The RAP blog. Read the extracts. What are the bloggers' opinions? Whom do you agree with? Whom would you like to argue with?

The RAP >> blog Join the discussion...		PART-TIME JOBS FOR TEENAGERS		The RAP About this blog
Nickname	Discussion			
<u>By Michael Owen, Australia</u>	Sunday 20 February, 15:17	I think teenagers shouldn't work, because they should focus on their education. Some people say jobs give kids good work experience and more responsibility. However, the first responsibility of students is to study hard. If you want to do something well, you can't do two things at the same time. School statistics say that students with part-time jobs have many problems. Teenagers don't get enough sleep, they never finish their homework, their grades drop, they don't take part in school activities.		COMMENTS 10
<u>By Betty Stewart, the USA</u>	Sunday 20 February, 16:20	I think that if a student can handle a job, it is a great way to earn money and learn responsibility. I have a part-time job and my grades have not dropped, I am captain of the cheerleading team and president of the History Club. It would be incorrect to say that I do not do each of these activities well.		COMMENTS 15
<u>By Dasha Sedova, Russia</u>	Sunday 20 February, 16:40	Part-time jobs in summer, during vacations, is what some teenagers would do, but it's rather an exception than the rule. Russian teenagers would rather help around the house than get a part-time job. It's a cultural difference.		COMMENTS 60
<u>By Carolyn Lewis, England</u>	Sunday 20 February, 17:00	Teenagers' first priority should be school, but part-time jobs can be a useful experience for them. Teenagers who can keep studying successfully have the right to work. If they work, they can learn how hard it is to earn money. Until then kids don't know how to make good use of their pocket money. They can't learn this at school.		COMMENTS 15
<u>By Faruh Patami, Malaysia</u>	Sunday 20 February, 17:10	I think that students should try to find part-time jobs. Since the world financial crisis parents in Malaysia don't have enough money to pay for their children's education in colleges or universities. So, by working part-time kids can help their parents. Parents will be proud to have a child helping the family.		COMMENTS 100
<u>By Brian MacDougal, Scotland</u>	Sunday 20 February, 21:00	In fact, I support that teenagers can work instead of should. Teenagers can work during their summer or winter vacations. If teenagers want to find jobs, their parents and teachers should give them a hand. Choosing a good job in a safe environment is important, and teenagers will learn a lot this way. Work experience will also help them to find better jobs after they leave school.		COMMENTS 20

- 32 Make a list of arguments for and against teenagers having a part-time job (use Exercises 19, 31).
- 33 Write a blog post of your own commenting on the problem.
- * 34 **Project idea.** Group work. Make a poster "Part-time job: for and against".

12

Social issues

Vocabulary

1 © T075 Listen and read.

75% of young people watch television every day. =
Seventy-five percent of young people watch
television every day.

P Listen and repeat.

Convert these numbers into percentages.

Example:

5 out of 10 people = 50% of people.

7 out of 10 dogs = ____

5 out of 20 children = ____

9 out of 10 families = ____

10 out of 50 cats = ____

© T076 Listen and check.

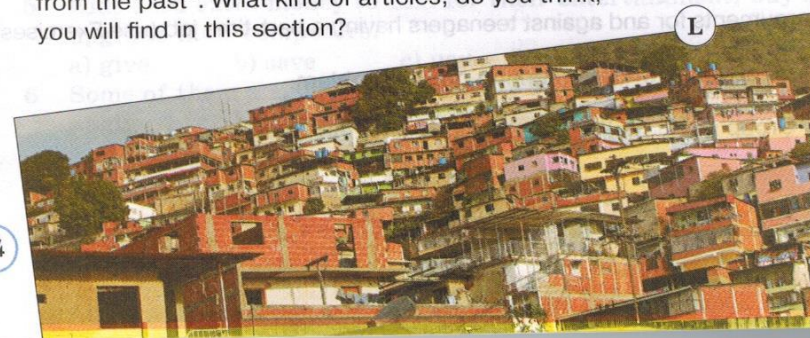
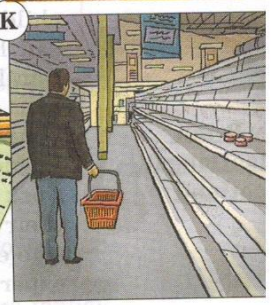
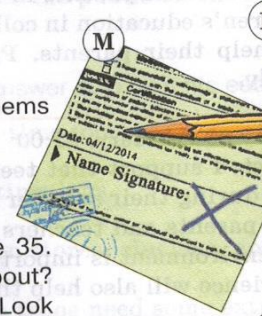
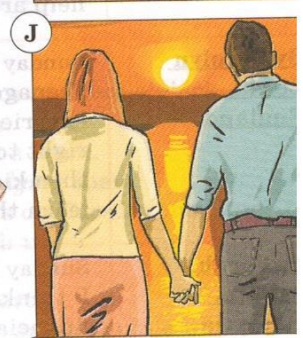
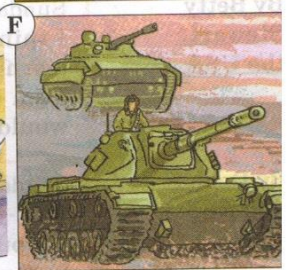
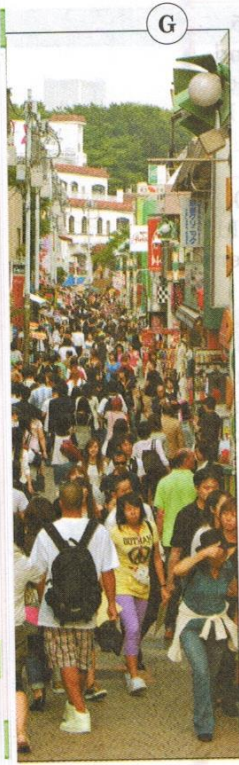
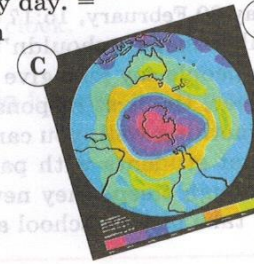
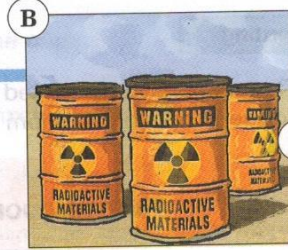
2 What do people in different countries worry about?
Look at pictures A–N and match them with this
list of problems 1–14.

- 1 the hole in the ozone layer
- 2 air pollution
- 3 extinction of animals
- 4 population explosion
- 5 finding a job
- 6 finding the ideal friend
- 7 illiteracy
- 8 war
- 9 nuclear waste
- 10 crime
- 11 epidemics of dangerous diseases
- 12 massive poverty
- 13 food shortages
- 14 child labour

© T077 Listen and check. Choose the problems
young people worry about most.

Reading and speaking

3 Before you read, look at the photo on page 35.
What kind of social problems is the article about?
What part of the world, country is it about? Look
at the name of a new section in The RAP – “News
from the past”. What kind of articles, do you think,
you will find in this section?



The RAP

News from the past

- 4 Quickly read the text. Were your guesses right?

One day we had to run

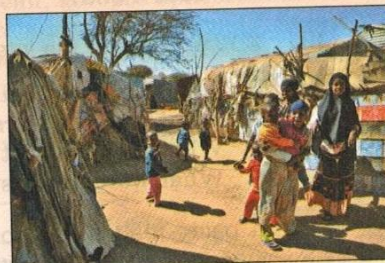
This is the story of Chol Paul Guet, 14, from Sudan in Africa. To save his life, he set off on a journey of 1,242 miles — on foot. That's the same distance as walking from London to Rome.

"It was something like an accident when I ran away from my village. We were playing at about 5 o'clock when the soldiers came, we just ran. We didn't know where we were going to, we just ran. We didn't know where our mothers and fathers were. When there is shooting, when you hear BANG! BANG! BANG!, you don't think about your friend or your mother, you just run.

In the day the sun is hot and your feet burn. So we walked at night when it is cold, because then you don't say all the time, "I want water, I want water." We never felt well. We just walked. People died of hunger. I saw many dying. You see, sometimes you can help, and then sometimes you can't.

After two months we came to the Anyak tribe who knew the way to Ethiopia. To go to Ethiopia, to the Punyido refugee camp, there was a big river we had to swim across. Some people couldn't swim, so they refused to go, but I wanted to get to the camp. In Punyido the United Nations representatives came, they saw the people, they went to Geneva to find food, and they came back. I spent three years in Ethiopia and felt well. I went to school and lived with five other boys."

From: "One day we had to run", *The Young Telegraph*, 26th November '94



You may wonder what is meant by the **News from the past**. In this section we are going to publish materials about past events which are still important for us today. Above we reprint an article from 1994. Later, we are going to meet and interview the person who told the world his sad story many years ago.

From the editor

Vocabulary and pronunciation

- 5 © T078 Listen and repeat these words. What vowel is pronounced at the end of each word?
refugee, examinee, interviewee
- 6 Read the article again paying attention to the underlined words. Try to understand their meanings from the context and give their English synonyms or Russian equivalents.

Speaking

- 7 Answer the questions.
- 1 Where is Chol from?
 - 2 What did he hear one day when he was playing with his friends?
 - 3 How old was he at that time?
 - 4 What happened next?
 - 5 Did he run away with his family?
 - 6 How many miles did he walk to get to Ethiopia?
 - 7 Was it an easy journey?
 - 8 What was the last difficulty on his way to the refugee camp?
 - 9 Did he like his life at the refugee camp?
 - 10 How old is Chol now?
 - 11 What, do you think, the worst moment of Paul's life was?
- 8 Get ready to retell Paul's story: write a plan and make a list of useful words and phrases.

Listening and reading

9 © T079 Listen to the interview with Chol Paul Guet and answer the following questions: *What period of Paul's life does Rachel interview him about? What does this period start with? How does it end?*

10 © T079 Listen to the interview again and answer the following questions.

- 1 What facts of Paul's life does Rachel mention at the beginning of the interview?
- 2 What was the worst memory of his life in the refugee camp?
- 3 What was the best memory of his life in the refugee camp?
- 4 What were his first impressions of Canada?

11 In pairs, read the second interview with Paul and complete the text. If you have several variants for one gap, write them all down with a slash (/). What helps you to guess the missing words?

Rachel: What are you doing now, Paul?

Paul: I live in Halifax. I work in a hospital. I love what I do, because I ___ helping people.

Rachel: Have you ever been back to Sudan?

Paul: Last year, I was able to travel safely back to Southern Sudan where I am from.

Rachel: What did you see when you ___ in Sudan?

Paul: People in my village need food and education. Because I grew up there, I understand that only education can help the new generation of children in my country.

Rachel: Why has education become your ___?

Paul: I believe in education because I benefited from it, education saved my life. I'm afraid that without education children have no ___.

Rachel: What are you going to do about it?

Paul: When I come back to Halifax, I'm going to start a project to raise ___ to build a new school in my village. When I write an article about my trip to Sudan, I will ask people of goodwill in Canada to help me. It will be a very different village when the new school is built.

Rachel: Thank you for the interview. I wish you ___ in your project.

© T080 Listen and check.

P Listen and repeat.



Vocabulary

sponsor	safety
generation	security
courage	benefit
people of goodwill	
to save one's life	
to secure one's life	
to benefit from sth.	

LANGUAGE FOCUS: When + Present

12 © T081 Listen and read.

When I come back to Halifax, I'm going to start a project to raise money to build a new school in my village.



It will be a very different village **when** the new school **is built**.

When I write an article about my trip to Sudan, I will ask people of goodwill in Canada to help me.

P Listen and repeat.

THINK ABOUT GRAMMAR: When + Present

Чтобы сообщить о будущих событиях, в английском языке можно использовать сложноподчинённое предложение с придаточным времени, которое присоединяется к главной части союзом **when**. Запомните, что в английском придаточном с **when** будущее время обозначается формами глаголов в **Present Simple** (а не формами Future Simple). В подобных русских предложениях в придаточной части используется форма будущего времени глагола.

Придаточное с союзом **when** может находиться как после главной части, так и перед ней.

Придаточное времени	Главная часть
It <i>will be</i> a very different village	when the new school is built .
Это будет совсем другая деревня,	когда новая школа <i>будет построена</i> .

Придаточное перед главной частью обычно отделяется запятой.

Главная часть	Придаточное времени
When I come back to Halifax,	I'm <i>going to start</i> a project.
Когда я <i>вернусь</i> в Галифакс,	я собираюсь начать проект.

Grammar and speaking

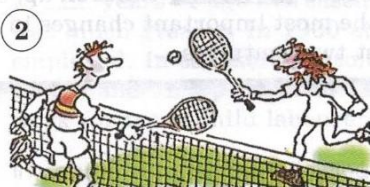
- 13** Look at the pictures and answer the questions.

Example:

What is Robert going to do when he leaves school next year?

(go to university)

When Robert leaves school, he's going to go to university.



What are Tim and Jasmine going to do when they finish school today?
(play tennis)



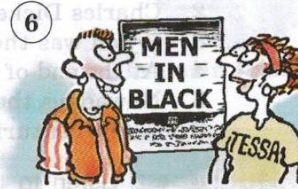
What is Jane going to do when she gets home this evening?
(do her homework)



Where is Pete going to stay when he goes to London next month?
(the Dorchester Hotel)



What is Laura going to buy when she goes shopping this afternoon?
(a new CD)



What is Dan going to see when he goes to the cinema this evening?
(“Men in Black”)

- 14** In pairs, role-play Rachel's second interview with Paul.

- 15** Prepare a talk on Paul's life story.

Reading

- 16 Read the article and answer the following questions:
What is the topic of the article? What alternative title could you suggest?

By Rachel Wallace

Every historical period, every epoch has its own social problems. Today we are worried about air pollution and nuclear waste — no one worried about these a century ago. A century ago people were worried about the issues of massive poverty, food shortages and epidemics of dangerous diseases, illiteracy and ... child labour. You may wonder what is meant by child labour — doing house chores? Babysitting to earn extra pocket money? Far from it! Child labour means children working the way the adults work, but at lower pay.

A few centuries ago child labour wasn't considered a big problem. Children as young as 4–5 years used to work together with their parents to help them in agriculture, coal mining and other jobs. In colonial America child labour was an integral part of the agricultural economy. Children not only worked on the family farm, but also were often hired out to other farmers. Boys usually began working between ages 10 and 14.

In England children often worked long hours in dangerous factory conditions for very little money. Their size allowed them to move in small spaces in factories or mines where adults couldn't fit. Children were easier to manage and control, and, perhaps most importantly, children were paid less than adults.

The children of the poor were forced to work by economic conditions. Charles Dickens, with his family in the debtor's prison, had to work at the age of 12 for a blacking factory.

The Industrial Revolution at the end of the 18th century brought up the dispute over child labour. It was not until then that child labour came to be seen as a social problem. The rights of children and education became more important. However, it was only at the end of the 19th — beginning of the 20th century when the laws protecting children appeared.

The minimal role of child labour today is one of the most important changes in the social and economic life of the US and Europe over the last two centuries.

The RAP

Social issues
yesterday and today



Vocabulary and pronunciation

- 17 There are some new words in the text, try to guess their meaning and then look them up in the vocabulary at the end of the Student's book. Then complete the sentences with the underlined words from the text.

- Our ___ has its own social problems.
- Charles Dickens' father was a ___ and had to go to prison.
- When was the ___ over child labour brought up?
- At the end of the 19th — beginning of the 20th century laws ___ children appeared.
- Nowadays the role of child labour is ___.
- A few centuries ago, child labour was an ___ part of the economy.

- 18 © T082 Listen to the sentences and mark the stressed words. What parts of speech are stressed and which are not?

- Today we are worried about air pollution and nuclear waste.
- In the past people were worried about the issues of massive poverty, food shortages and epidemics of dangerous diseases.
- A few centuries ago child labour wasn't considered a big problem.
- Children were often hired out to other farmers.
- The children of the poor were forced to work by economic conditions.

- 19 Study the following words. Which of them are nouns and which are adjectives? How do you know? Form adjectives from the nouns on the list.

education, social, information, industrial, official, condition, colonial, historical

Reading and vocabulary

- 20 Read the text and use the words given in CAPITALS at the end of each line to form a word that fits in the gap in the same line.

Charles Dickens

The famous British author Charles Dickens was born on February 7, 1812, in Portsmouth, on the southern coast of England. He was the second of eight children. When Charles was just 12 years old, the family's ___ situation got worse. His father, John Dickens, had a ___ habit of spending more money than he earned. John Dickens was sent to prison for debt in 1824, and Charles Dickens had to forget about ___ and to go to work at a factory. At the age of sixteen, Dickens got himself a job as a ___ and joined the staff of *The Mirror of Parliament*, a newspaper that reported on the decisions of Parliament. In 1836–1837 he wrote a ___ series of sketches "The Pickwick Papers" which became very popular. Within a few years he was considered to be one of the most ___ authors of his time.



FINANCE
DANGER

EDUCATE
REPORT

HUMOUR

SUCCESS

Listening and speaking

- 21 © T083 Listen to a radio programme on child labour in the USA. Fill in the gaps.

Child labour in the USA

In the last quarter of the 19th century American industry was quickly developing. There appeared more jobs for children. The percentage of working children from ___ to ___ years of age increased. The official figure is ___ million, but the true number was much greater. In 1900 at least ___ percent of children under the age of 16 were employed. In southern cotton mills ___ percent of the employees were below the age of 15, and ___ percent of these children were below age 12. Horrible conditions of work for many child labourers brought the issue to public attention.

- 22 In groups, discuss the following questions. Sum up the information about child labour over the last five centuries.

- 1 What did people think about child labour in the 17th–18th centuries?
- 2 What work did children have to do and why?
- 3 At what age did children start to work?
- 4 In what conditions did they have to work?
- 5 Were children paid for their labour?
- 6 When did people begin to consider the child labour problem a social issue?
- 7 When did the situation with child labour change?
- 8 What is the situation like in the USA and Europe now?



Benjamin Franklin

- 23 Find some information about a famous person who had to work hard in his/her childhood and prepare a talk about him/her (e.g. B. Franklin, C. Dickens, M. Gorky).



Maksim Gorky

- 24 © T084 Look at the table used in a RAP survey. Listen and fill in the table in your Workbook. In column **A** write the percentages of young people who are worried about these things.

Young people's worries		A	B
Environment	(1) air pollution		
	(2) nuclear waste		
	(3) the hole in the ozone layer		
	(4) extinction of animals		
Violence	(5) crime		
	(6) war		
People	(7) population explosion		
	(8) epidemics of dangerous diseases		
	(9) finding a job		
	(10) finding the ideal friend		

- Listen again and check the percentages. Then listen and repeat.
- Which 3 things in the table do you worry about most? Write 1, 2, 3 in column **B**. Discuss your worries in groups.

Example:

A: What do you worry about most?

B: I worry about crime, then finding a job, then pollution.

Reading and speaking

- 25 Before you read, discuss in groups the following questions and come up with answers: *What is volunteering? What is the aim of volunteering? Do volunteers get paid for what they do?*

- Now read the text and check if your answers were right.

The RAP
Did you know?

What do you know about volunteering?

When you volunteer you give part of yourself — your time, talent, skills, support and energy. You give it to your family and friends, to your neighbors, to your community. Sometimes, you give it to people you don't know, to people thousands of miles away.

Why volunteer? There is no money paid to the individual. Giving is one of the reasons why people volunteer. Their contributions to others and to their communities bring them a feeling of self-fulfillment and the knowledge that they have made a difference. Many volunteers feel that giving their time is a natural way to share experiences and knowledge with others.

Volunteering is also a way of saying thank you to many other people who have made life richer and better through giving their time and effort. But there is more in volunteering than giving. As a volunteer you also get personal benefits, because you grow as a person, you become better.

You:

- learn through service
- enjoy better health
- become closer to your community
- feel good about yourself
- make new friends.



- 26 What kinds of volunteering do you know about? Which of them are good for teenagers?

27 Read the following ads (advertisements) for volunteering. Explain the meaning of the words and phrases in bold.

Match advertisements **1–5** with their beginnings **A–E**. Fill in the table in your Workbook.

- A** You love sports and games? You want to help those who can't play, but want to watch?
- B** You are good at doing things with your hands?
- C** You love books?
- D** You worry about endangered species?
- E** You worry about the homeless and jobless?

Volunteer opportunities for teens

Are you a teenager looking for places to do a service project? Is your teens' youth organisation looking for an activity that you can do together? Pick one of these local programmes and give them a call. You will be able to help others and find something you enjoy doing.

(1) The local library needs young people who like to have fun and read. Join the local library and run a **themed event** for kids in your area. You could just offer your time to **help clean and sort books** or **seek book donations** from your neighborhood. Contact the children's librarian who has a list of things an individual teen or a group can do.



(2) Habitat for People is looking for adult and young volunteers. We build and give houses for poor people in local communities. We have a teenagers' programme in which the young people in your organisation can **plan** and **build a home** for a local family.

(3) Smallville Community Centre is looking for volunteers to help **disabled people** enjoy football matches. The disabled area at the local stadium has room for 10 **wheelchair** users and 50 people seated.

The next match is scheduled from 1 p.m. until 5 p.m. on the 25th of March.

(4) You've got a home and three meals a day. There are many people who have neither. Our soup kitchens help them to survive. A **soup kitchen** is a place where free soup or other food is given to people with no money or no homes. Soup kitchens are always in need of **dishwashers** and **general help for serving food**.

Soup kitchens are perfect opportunities for teens to help their community.



(5) We need young volunteers for a specially designed unique **wildlife rehabilitation programme**. It focuses on the care and the rehabilitation of wild **mustang horses** that are **in danger of extinction**. This programme does not require any particular skills. Fully qualified members of staff will provide all your training and instruction. You'll learn about the threats to the long term future of these animals and play an active part in their conservation.

28 Trevor has read these advertisements and wants to volunteer for one of these organisations. Which, do you think, he will choose? Read the advertisement Trevor could choose once again and make a list of useful words and phrases to discuss it. In pairs, role-play the conversation between Trevor and Pat about his volunteering plans. You can begin like this:

Pat: Hi, Trevor! What are you doing? Do you remember that you should read letters to The RAP today?

Trevor: Hi, Pat! I'll make a call and then I'm going to read the letters. I've read an ad and want to volunteer.

Writing

- 29 Write a letter from Trevor to one of these organisations. What kind of letter should it be — a formal or an informal one?

Listening and grammar

- 30 T085 Listen to Trevor and Nikita's Skype conversation and answer the following questions.
- 1 What organisation has Trevor chosen for volunteering and why?
 - 2 What kind of Russian charity does Nikita tell him about?
 - 3 What is a charity?

LANGUAGE FOCUS: Checking information

- 31 T086 Listen and read.

So you're going to volunteer for this charity, **aren't you**?

Yes, she does.

No, they don't.

I think so.

Your cousin volunteers for the "Give Life" charity, **doesn't she**?

Volunteers don't think of money, **do they**?

P Listen and repeat.

- 32 Complete the question tags and write appropriate answers.

Example:

- 1 You're a student, aren't you? — Yes, I am./No, I'm not.
- 2 You like playing tennis, don't you? — Yes, I do./No, I don't.
- 3 You're fourteen years old, ___?
- 4 You live in Kazan, ___?
- 5 You're English, ___?
- 6 You're from Vladivostok, ___?
- 7 You go to school at eight o'clock, ___?
- 8 You finish school at one o'clock, ___?
- 9 You're Maria, ___?
- 10 You like pop music, ___?

- 33 How much do you know about the other students in your class? Complete these questions to check this information.

Example:

You're Anna Ivanova, aren't you?

- | | |
|--------------------------------|------------------------------|
| 1 You're ____, ____? | 4 You're from ____, ____? |
| 2 You're ____ years old, ____? | 5 You like ____ music, ____? |
| 3 You're ____, ____? | 6 You play ____, ____? |

Ask and answer questions to check your information.

Example:

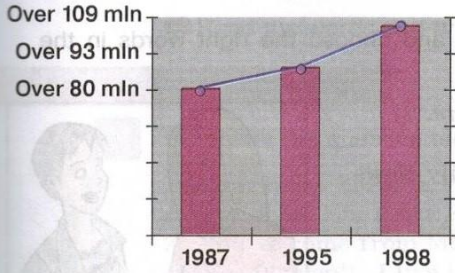
A: You like rock music, don't you?
B: No, I don't. I hate rock music.

Speaking and listening

34 Study the tables and graphics and speak about volunteers at the Olympics.

Volunteers at the Winter Olympics: facts and figures

Olympic volunteers movement



Volunteer's goals

80%	to help those in need
75%	to achieve a specific goal
70%	to get a new outlook on life, work and people

Olympic volunteers: top 10 list

1952	Helsinki	2,191
1980	Lake Placid	6,700
1984	Los Angeles	29,000
1988	Seoul	34,548
1996	Atlanta	60,000
2000	Sydney	47,000
2004	Athens	60,000
2008	Beijing	500,000
2010	Vancouver	29,500
2012	London	60,000

25,000 volunteers were involved in the Sochi 2014 Olympics

35 Listen to a radio programme about volunteers at the 2014 Sochi Olympics and fill in the gaps.

The Winter Olympics in Sochi was a great success. It has also made its contribution to the growth of Olympic volunteering. There were ___ volunteer places available. The Organising Committee for the Games needed ___ general volunteers, ___ specialists working in particular sectors, and ___ volunteer athletes. ___ volunteers were involved during the Games in Sochi in more than ___ areas of activity, from meeting delegations at the airport to helping organise the Closing Ceremony. For the first time in the history of the Games volunteers were recruited and trained at ___ Volunteer Centres throughout the country. People from all over Russia were able to become part of the Olympic and Paralympic Games history, no matter which corner of Russia they came from!

Volunteer centres




Speaking

36 Would you like to become an Olympic volunteer? What would you like to do? What skills and qualities should a person have to become an Olympic volunteer?

* 37 Project idea. Find material and prepare a presentation about volunteers at the 2014 Sochi Paralympics.

Consolidation 3

Listening

1  Listen again to Pat and Rachel's conversation and choose the right words in the following sentences.

- 1 Pat's going to *the sports centre/the shopping centre*.
- 2 Pat plays tennis *every morning/every weekend*.
- 3 Pat is spending the day at the *Bristol/Cardiff* Daily News.
- 4 Pat is going there on *Tuesday/Wednesday*.
- 5 She's meeting the editor at *eight/ten* o'clock.
- 6 Pat is having *lunch/dinner* at the newspaper.
- 7 She's meeting the reporters at *six/three* o'clock.
- 8 When Pat meets Rachel it's *eight/half past eight*.



Reading

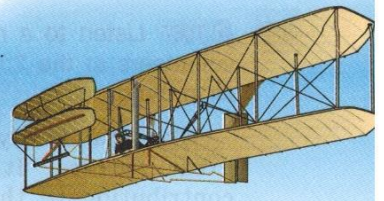
2 Read the article. Then match facts 1–10 with a–j.

Star Pilot


As a senior first officer, Paula is responsible for flying British Airways' jumbo jets on long-haul trips to places such as New York. "My friends think it is a glamorous job," says Paula, 28, "flying to exotic places, — but it's not always interesting. You don't usually have much time for sightseeing, and if you are flying on short trips in Britain, you feel like a bus driver."

Orville Wright was the first person to pilot an aeroplane on 17th December 1903. The flight lasted 12 seconds and covered a distance of 36.5 metres. Six years later, in 1909, a French inventor, Louis Bleriot became the first international pilot by flying 41.8 km across the English Channel in 36 minutes. Did he remember to bring his passport, I wonder?

Not all pilots have motors to help them fly, some people have to use their own energy. In 1988 Kanellos Kanellopoulos flew from Crete to Santorini in his bicycle aeroplane. The 119 km flight took Kanellos 3 hours and 56 minutes.



- | | |
|--|-----------------------|
| 1 Paula's age. | a) 41.8 km |
| 2 First human flight in history. | b) 119 km |
| 3 Duration of the flight. | c) 1909 |
| 4 Distance covered. | d) 28 |
| 5 Distance of the first international flight. | e) 1988 |
| 6 The date of the flight in a bicycle aeroplane. | f) 36 minutes |
| 7 Duration of Kanellos' flight. | g) 1903 |
| 8 Distance covered by Kanellos. | h) 36.5 metres |
| 9 The duration of the Channel flight. | i) 12 seconds |
| 10 The year of the first Channel flight. | j) 3 hours 56 minutes |

 Find the words that sound similar in Russian and in English. Do you think these words have the same meaning in both languages?

Pronunciation

3 **T088** Listen and repeat. Pay special attention to the pronunciation of /w/ and /v/ sounds.

- waitress, worldwide, watch, well-paid, wheelchair, wildlife, wind, where, when
- vegetable, volleyball, varied, invite, discoverer, discovery, invention, valuable
- very well, a wonderful invention, a wonderful discovery, a well-paid inventor

Read the words and phrases.

Grammar and writing

4 Complete the question tags in the interview.

A: Your name is Anna Pavlova, ___?

B: Yes, it is. I'm Anna Pavlova.

A: You've come from Moscow, ___?

B: No, I haven't. I live in Moscow, but I was on a business trip in Sochi, so I've come to London from Sochi.

A: You work for the Olympics Organising Committee, ___?

B: Yes, I do. I was lucky to get this job.

A: It's an exciting job, ___?

B: Yes, it is. I work with volunteers.

A: There are many volunteers, ___?

B: Yes, there are 25,000 volunteers.

Write a paragraph summarizing the interview.

5 Finish these sentences.

1 Next year ...

2 When I graduate from school, ...

3 In ten years' time ...

4 In the future ...

5 In 2020 ...

6 In the next century ...

Speaking and grammar

6 Tell your classmates what you will do/be doing in future using the phrases from Exercise 5.

Example:

Next year, when I'm a year older, I'll be studying at school.

In the future, when I graduate from university, I'll be a scientist.

7 In pairs, role-play Clive Pambegan and Pat's conversation or Trevor and Nikita's Skype conversation about their future jobs. Use as many question tags to check information as possible.

Language brainteasers

* 8 Work in a groups. Can you solve these riddles?

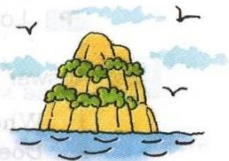
1 Pat's friend Clive Pambegan was born on December 20th, yet his birthday always falls in the summer.

How is that possible?

2 What do the letter t and an island have in common?

3 Jerry's mother has three children. The first child was named April. The second child was named May. What was the third child's name?

9 **Test yourself.** Work independently. Don't use the dictionary or the keys. Do Test 3 and fill in the Self-assessment checklist in your Workbook.



13

A letter from the USA

Listening and reading

1 Robert is staying with Ted Rogers in Orlando in the USA.

© T089 Listen and read. Then answer the questions: *What new hobby has Robert started during his stay in the USA? What does Ted Rogers' father do?*

14767 Sunset Boulevard,
Orlando
Florida
USA
6th April, 2014

Dear Pat, Nevita, Rachel, Trevor (and Scoop),

I've been in Orlando for two weeks now, and I'm really enjoying myself! The weather's great — it's sunny every day, and it's really hot. I wish the weather was like this in England. Ted's a great guy, and we get on really well. Every morning we go swimming in the pool in the garden. Everybody in Ted's street has got a swimming pool!

Orlando is quite a nice place, but there are too many old people here and not enough young people, and there are lots of English people, too. Ted's been living here since 2011.

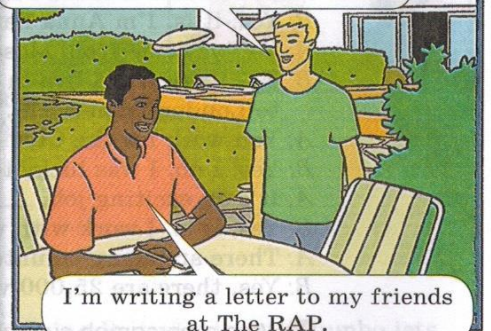
He used to live in New York, but he and his family moved here when his father started work at the Marine Institute. His dad's a marine zoologist.

Yesterday I was at the Central Florida Zoo and saw a crocodile. Tomorrow we're going scuba diving. Ted's been diving since last year. I'm doing a course at the moment — it's great, but I have to study theory every day, and I've got to do an exam next week. Ted's dad is studying the life of sharks. He's been studying sharks since he was thirty-five, and he's an expert. I'm sending you an article for The RAP about sharks.

Even though I'm having a good time here, I miss you all a lot. I wish you were all here with me. See you next month in Bristol.

Best wishes,
Robert

Hi, Robert. What are you doing?

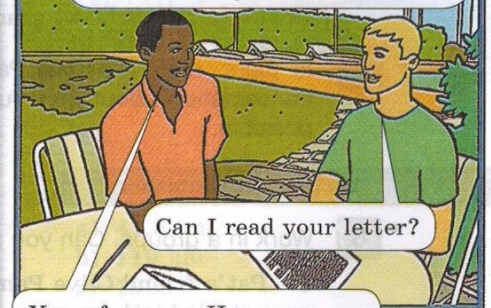


I'm writing a letter to my friends at The RAP.

How long have you been working at The RAP?



I've been working there for two years.



Can I read your letter?

Yes, of course. Here you are.

P Look at the text, listen and repeat.

2 Answer the questions.


- 1 When did Robert start working at The RAP?
- 2 Does Robert want to show his letter to Ted?
- 3 Where is the weather better: in Orlando or in England?
- 4 When did Ted and his family move to Orlando?
- 5 What is Robert's article about?
- 6 Where will Robert be in a month's time?

Reading and speaking

- 3 In pairs role-play Robert's Skype conversation with Pat or Trevor.
- 4 Are these statements *true*, *false* or is the information *not stated* in the text?
- 1 Robert started working at The RAP two years ago.
 - 2 Robert doesn't want to show his letter to Ted.
 - 3 The weather in Orlando is better than in England.
 - 4 Ted and his family moved to Orlando in 2011.
 - 5 Robert has written an article about sharks for The RAP.
 - 6 Ted's father is a famous marine zoologist.
 - 7 Robert will be in Bristol next month.

In pairs, add 3 statements which cannot be called *true* or *false* because the text does not give enough information about it. Check them with other students.

Pronunciation

- 5  T090 Listen to the sentence stress and mark the stressed words. What parts of speech are stressed and which are not? Why is *on* in *get on* stressed?
- 1 I've been in Orlando for two weeks now, and I'm really enjoying myself!
 - 2 Ted's a great guy, and we get on really well.
 - 3 Ted's been living here since 2011.
 - 4 Ted's father is an expert on sharks.
 - 5 Even though I'm having a good time here, I miss you all a lot.
 - 6 I wish you were all here with me.

P Listen and repeat.

Vocabulary and grammar

- 6 Read the sentences silently. What part of speech is *on*? In which sentences is it stressed and why? Explain what a phrasal verb is and find phrasal verbs in these sentences. Read them aloud paying special attention to the sentence stress.
- 1 We get on with my sister really well.
 - 2 I'll see you on the 1st of September, will I?
 - 3 Could you switch the light on, please?
 - 4 I'm not going to put the coat on. It's very warm!
 - 5 The story is based on real facts.
 - 6 It's a beautiful city on the banks of the Volga river.
- 7 Find in the text English equivalents for the following.
- 1 Я уже две недели в Орландо.
 - 2 Мне очень здесь нравится!
 - 3 Тед — замечательный парень, и у нас прекрасные отношения.
 - 4 Раньше он жил в Нью-Йорке, но переехал сюда, когда его отец начал работать в Институте морских исследований.
 - 5 Тед занимается дайвингом с прошлого года.
 - 6 Его отец изучает жизнь акул.
 - 7 Он изучает акул с 35 лет и является экспертом (в этой области).
 - 8 Хотя я прекрасно провожу здесь время, я очень скучаю по всем вам.
- 8 Work in pairs. Read the text from Exercise 1 again and find sentences describing future actions. What verb forms are used in them and why? You know how to explain it in English.
- Find sentences with a) *Present Simple Tense*, b) *Present Perfect Tense*, c) *Present Continuous Tense*. Explain the use of these forms (you may do it in Russian).

LANGUAGE FOCUS: Continuous actions

9 © T091 Listen and read.

How long **have you been working** at The RAP?



For 2 years
2012 → 2014

I've **been working** there **for** two years.

How long **has Ted been living** in Orlando?



Since
2011 → 2014

He's **been living** here **since** 2011.

How long **has your dad been studying** sharks?
He's **been studying** sharks **since** he was thirty-five.

How long **have they been studying** English?
They've **been studying** English **for** three years.

P Listen and repeat.

10 Use these prompts to write questions. Then write the answers. In pairs, ask and answer the questions.

Example:

A: How long have you been studying English?

B: I've been studying English for six years.

- 1 How long/study/English?
- 2 How long/live/in your house (flat)?
- 3 How long/read/books?
- 4 How long/play/your favourite sport?
- 5 How long/study/at this school?
- 6 How long/use/a computer?
- 7 How long/study/maths?
- 8 How long/live/in your town?

11 Look at the text from Exercise 1 again and write these sentences using *Present Continuous* or *Present Perfect Continuous* of the verbs in brackets. Remember the rule about the verb to be!

- 1 Robert (be) in Orlando for two weeks.
- 2 Robert (write) a letter to his friends at the moment.
- 3 He (work) at The RAP for two years.
- 4 Robert (do) a course of scuba diving at the moment.
- 5 Ted (live) in Orlando since 2011.
- 6 Ted (dive) since last year.
- 7 Ted's dad (study) the life of sharks.
- 8 He (study) sharks since he was thirty-five.
- 9 Robert (send) his friend an article about sharks.
- 10 Robert (have) a good time in Orlando.

THINK ABOUT GRAMMAR: The Present Perfect Continuous Tense

Когда мы говорим о длительном действии в течение какого-то периода времени, которое продолжается и в настоящий момент, можно использовать глаголы в форме **Present Perfect Continuous**. Это сложные формы, образованные с помощью:

- 1) форм **Present Perfect** вспомогательного глагола **to be (have/has been)** и
- 2) формы **Participle I** (причастия I) основного глагола (как у всех форм **Continuous**).

Обычно в предложениях с формами **Present Perfect Continuous** употребляются обстоятельства времени, которые отвечают на вопрос *How long?* (как долго?/сколько времени?):

for two years/a long time (два года/долгое время);
since 2010/he was ten (с 2010 года/с 10 лет).

Если глагол **to be** является в предложении основным глаголом в значении «быть, находиться», то он используется в форме **Present Perfect** вместо **Present Perfect Continuous**:

They **have been** in the USA **since** last month.
Они находятся в США с прошлого месяца.

Affirmative				
	Вспом. гл. to be	Participle I		
I/You/We/They	have ('ve) been	living	in this town	for two years.
He/She/It	has ('s) been	living	here	since 2010.

Question with <i>How long</i>				
How long	have has	I/you/we/they he/she/it	been living been living	in this town? here?

В целом, **Present Perfect Continuous** отличается по смыслу от **Present Perfect** тем, что особо подчёркивает длительность действия, как и другие формы **Continuous**. Во многих случаях они взаимозаменяемы.

Pronunciation

- 12** Linking. When a word ends in a vowel and the following word begins with a vowel the two words are pronounced together. Listen to the example.

Can you go and buy some bread?

P Listen and repeat.

Underline the words which are pronounced together. Then listen and check.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Here you are. 2 He and his family moved here last year. 3 I've got to do an exam next week. | <ol style="list-style-type: none"> 4 I'm sending you an article for The RAP. 5 I miss you all a lot. |
|---|--|

P Listen and repeat.

Speaking

- 13** How much do you know about sharks? Look at the following questions about sharks and suggest your answers.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 How many teeth do sharks have? 2 How fast can they move? 3 How can the age of a shark be told? | <ol style="list-style-type: none"> 4 Do sharks ever rest? 5 Can shark meat or fins be cooked? 6 What senses do sharks have? |
|--|--|

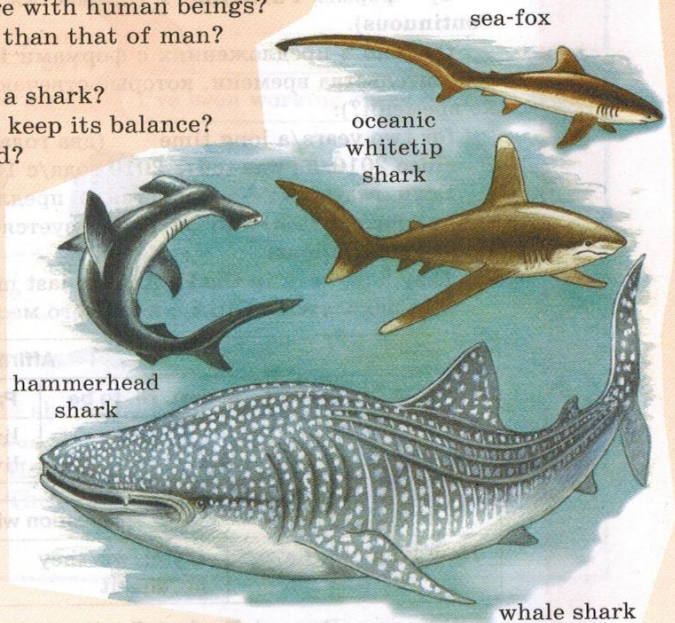
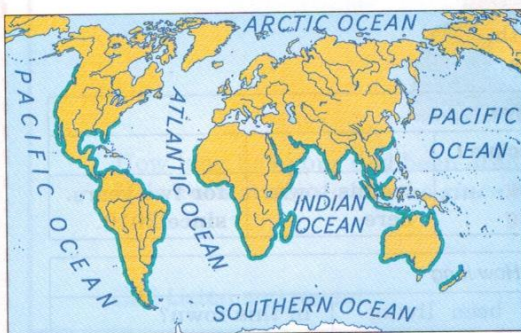
Now study the facts about sharks on pages 50–53 and check if your guesses were right.

Reading

14 Read the article and answer the following questions.

- 1 What shark species are named after the way they look?
- 2 What shark species are named after where they live?
- 3 What senses do the sharks share with human beings?
- 4 Is their hearing more powerful than that of man? Find evidence in the text.
- 5 What is the longest lifespan of a shark?
- 6 How do sharks help the sea life keep its balance?
- 7 Why should sharks be protected?

WHERE SHARKS LIVE



Sharks? Sharks!

By Robert Young

I'm visiting the USA at the moment, and I'm writing this article in Orlando, Florida. I've been lucky to visit the Marine Institute here and learn many interesting facts about sharks.

P.S. There are two words with American spelling in my article. Can you find them?

Sharks have existed for millions of years. In fact, many sharks have existed longer than dinosaurs. There are about 400 different types of sharks in the world. Many of them are named after the way they look or where they live. For example, the hammerhead shark has a head shaped like a hammer; the whale shark is as big as a whale; and the reef shark lives on coral reefs. Sharks range from a few centimeters to many meters (up to 13!) in length.

Sharks have the senses people have: smell, taste, touch, eyesight, and hearing. They, like many fish, do not have outer ears. Their inner ears are so good, that they can hear a moving fish up to 2 km away! Sharks' wonderful sense of hearing is the most important method they use to find their food.

Most sharks live for about 25 years, but some of them can live to be a 100 years.

Sharks perform a very important job in the ocean by eating weak and sick animals, they help to keep the population of animals in the sea fit and healthy.

Sharks are hunted by people. People catch sharks for food or for medicine. But people kill too many sharks, and shark numbers are declining. About 100,000,000 sharks are killed by man each year, and many species are in danger of extinction. In fact, sharks are in far more danger from us than we are from them.

- 15 In pairs, read the text aloud paying special attention to your intonation. Have you noticed two words with American spelling?

Vocabulary

outer
inner

Listening and speaking

- 16 © T093 Dasha and Pat are having a Skype conversation. They are discussing Robert's visit to the USA. You will hear Dasha's questions and you have to give Pat's answers.
- 17 Role-play Nikita's/Vera's conversation with Trevor about Robert's visit to the USA. Pay special attention to the verb forms you use.

Reading and grammar

- 18 Read the text. Use the words given in capitals to fill in the gaps with the appropriate grammar forms.

How much do you know about crocodiles?

Though crocodiles and alligators are similar and belong to the class of reptiles, they belong to different biological families. Crocodiles live in the tropics in Asia, America, Africa, and Australia. Crocodiles ___ for thousands of years. In fact, they have existed ___ than most other animals. There are several different types of crocodiles in the world. Many of them ___ after where they live. You can easily guess where the American crocodile, the Cuban crocodile or the Nile crocodile ____. You can also guess how the Dwarf crocodile got its name – it is the ___ of all living crocodiles.

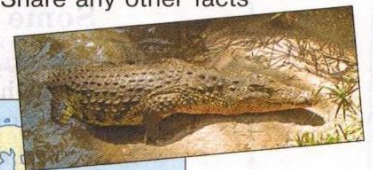
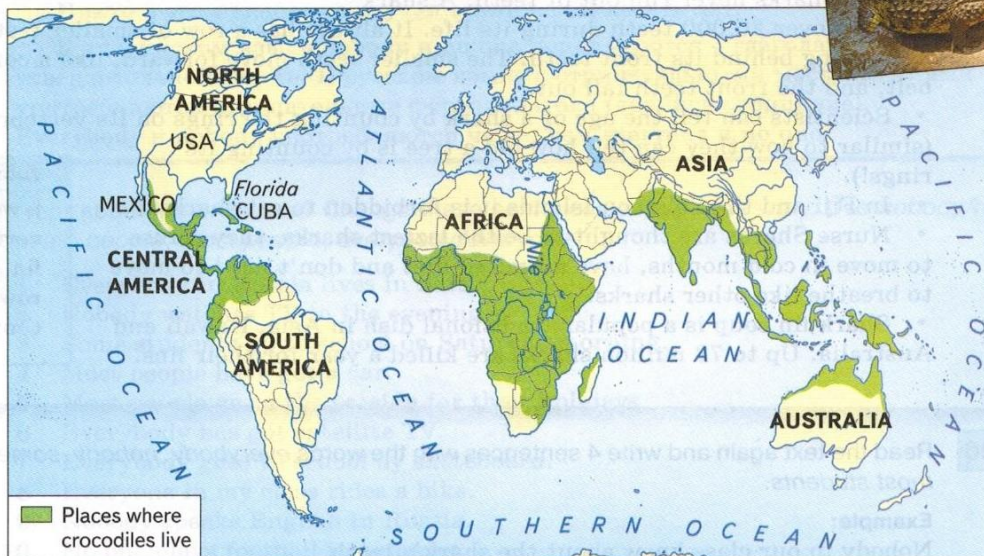
The American crocodile ___ to be an endangered species in nearly all parts of North, Central, and South America. A small population lives in southern Florida, but most ___ in southern Mexico, Central America, and northern South America. This species is among the ___ of the world's crocodiles reaching lengths of up to 20 feet (6.1 metres).

They have great ___ including excellent hearing, eyesight, and sense of smell. They can swim very fast. They can move much ___ than a human can run. These animals are very dangerous and are one of the ___ animals to humans.

- EXIST
- LONG
- NAME
- LIVE
- SMALL
- CONSIDER
- FIND
- LARGE
- SENSE
- FAST
- DANGEROUS

- 19 Look at the map of the world. Find the places where crocodiles live. Share any other facts you know about crocodiles with your classmates.

WHERE CROCODILES LIVE



Speaking and writing

- 20 What do sharks and crocodiles have in common? Read the texts about sharks (Exercise 14) and crocodiles (Exercise 18) again and make some notes to answer the question.
- 21 Prepare a fact file about some animal and get ready to talk about it.
- 22 Exchange your fact files with your friend. Think it over for 2 minutes and give a short talk using your friend's fact file.

Listening and writing

- 23 © T094 Listen to these 3 people speaking about what they have been doing this month. What do you think their jobs are?
 - Can you explain why all the speakers use so many *Present Perfect Continuous* forms? You may explain it in Russian.
 - Listen again and write down one sentence with a *Present Perfect* form for each speaker. Why did they use *Present Perfect* and not *Present Perfect Continuous* forms in these sentences? You may explain it in Russian.



- 24 © T094 Listen to the people speaking about their jobs again and fill in the gaps in the following sentences. Which of these pronouns are similar in their meaning?

- 1 ___ will come if we don't answer the calls.
- 2 ___ wants to look nice, and people keep coming to me.
- 3 ___ people want to get cash, ___ people want to make payments, and others need financial advice.
- 4 ___ knows how to spend money, but most people need advice on how to save money.
- 5 ___ can play a ballerina without some ballet experience.

Reading and writing

- 25 Read the text. What are the most interesting and rarely known facts about sharks from your point of view?

Some interesting facts about sharks

- Sharks have the most powerful jaws on the planet. Sharks never run out of teeth. A shark may use over 20,000 teeth during its life. It always has a row of smaller teeth developing behind its front teeth. The smaller teeth move forward, like a conveyor belt, and the front teeth fall out.
- Scientists can tell the age of a shark by counting the rings on its vertebrae (similar to how they can tell how old a tree is by counting its rings!).
- In Fiji and the Solomon Islands it is forbidden to eat sharks.
- Nurse Sharks are thought to be the laziest sharks, they refuse to move in cold months, have a limited diet and don't need to move to breathe like other sharks.
- Shark fin soup is a popular traditional dish in Asia, Hawaii and Australia. Up to 73 million sharks are killed a year for their fins.

The RAP

Did you know?

Vocabulary

- jaws
- vertebrae
- fin
- row
- conveyor

- 26 Read the text again and write 4 sentences with the words *everybody*, *nobody*, *some students*, *most students*.

Example:

Nobody in our class knew about the shark's teeth.

- 27 Look at the information in these sentences. Change them where necessary. Make them true for the people in your class.

Example:

- 1 Everyone has been studying English for six years.
Some people have been studying English for six years, but most people have been studying English for three years.
- 2 Some people have been studying French and English since they were ten.
- 3 Everybody has been studying German for three years.
- 4 Most people have been living in the same house since they were born.
- 5 Nobody has been playing tennis for three years.
- 6 No one has been studying a musical instrument for more than two years.

LANGUAGE FOCUS: Generalization (обобщение)

- 28 © T095 This is what Robert has also written about life in the USA.
Listen and read.

Nobody walks to the shops, **everybody** goes by car.
No one walks to the shops, **everyone** goes by car.
Some people buy their food from small shops, but **most people** buy it in shopping malls.

P Listen and repeat.



nobody no one	никто	everybody everyone	все каждый, всякий	some people — некоторые люди most people — большинство людей
Употребляются с глаголами в формах единственного числа . Употребляются с местоимением their множественного числа .			Употребляются с глаголами в формах множественного числа .	

1. **Everybody** in this class **has their** holiday in August.
У всех в этом классе каникулы в августе.
(*Буквально: Все в этом классе имеют свои каникулы в августе.*)
2. **Nobody** in this class **has been studying English for ten years**.
Никто в этом классе не изучал английский десять лет.

В английском языке **nobody** и **no one** используются с глаголами в утвердительной форме. В русском языке с отрицательными местоимениями употребляются отрицательные формы глагола (двойное отрицание).

Everybody и **nobody** употребляются чаще, чем **everyone** и **no one**.

- 29 What about life in Russia? Change these sentences where necessary. Use *nobody/no one, some people, most people, everybody/everyone*.

- 1 Everybody in Russia lives in flats.
- 2 Nobody watches TV in the evening.
- 3 Some students go to school on Saturday morning.
- 4 Most people have got a car.
- 5 Most people go to the seaside for their holidays.
- 6 Everybody has got satellite TV.
- 7 Everybody goes to school by skateboard.
- 8 Everyone in my class rides a bike.
- 9 Nobody speaks English in Russia.
- 10 No one plays football in summer.

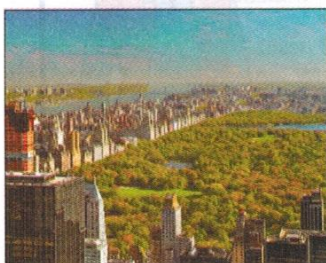
Listening and speaking

30 © T096 Vera and her parents are going to visit New York. She has many questions she wants to ask Ted. Listen to her questions and fill in the gaps.

- 1 Where can you visit a _____ in New York?
- 2 Where can you eat _____ food?
- 3 How much does it cost to visit the _____?
- 4 Is it the same price for _____?
- 5 What is the best concert _____ in New York?
- 6 In what part of New York can you see many _____?
- 7 What's the name of New York's financial _____?
- 8 What phone number do you have to call if you want a guided tour of the United Nations in _____?
- 9 Where in New York can you _____?
- 10 Where is the "Play by Play" _____ restaurant?



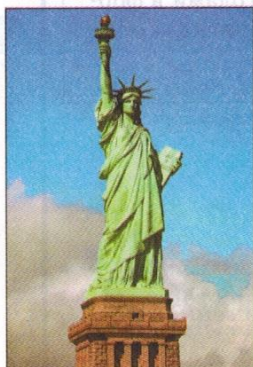
31 Ted has sent Vera some information to answer her questions. Read the texts and answer Vera's questions. Don't pay attention to new words — you don't need them to answer the questions!



CENTRAL PARK — A favorite place for New Yorkers as well as tourists to relax and take a break from the busy city. The 840 acres feature a zoo, the Wollman Memorial Ice Skating Rink, the Loeb Boathouse, Belvedere Castle, a carousel, lakes, horseback riding & more. 59th St. to 110th St., Fifth Ave. to Central Park West, 360-3444.

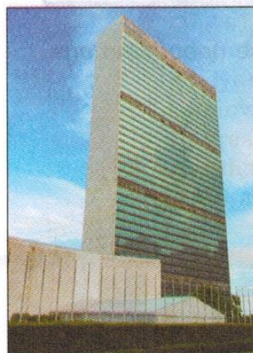
CHINATOWN — Offers everything from jade earrings and bronze Buddhas to Oriental cuisine from every province. Bounded by Canal, Pell & Mott Sts. in lower Manhattan.

GREENWICH VILLAGE — New York's largest historical area which has many galleries, shops & restaurants. It is an offbeat, trendy & sociable place to be. Bordering W. 4th St., Washington Square & Prince Street.



MADISON SQUARE GARDEN — Behind the scenes at the World's Most Famous Arena. One-hour guided tour featuring the breathtaking 20,000-seat Garden: backstage and onstage at New York's premier concert theatre, The Paramount; the Knicks' and the Rangers' locker rooms; the luxurious suites and more. Lunch weekdays conveniently at the Garden's popular "Play by Play" sports restaurant. Seventh Avenue between 31-33 Sts. Mon. — Fri. hourly 10A-2P; Sat. hourly 10A-1P; Sun. hourly 11A-1P. Adults \$8; children 12 & under \$7; discounts for groups. Tour schedule and highlights subject to change. Information 465-5800. Groups 465-6080.

STATUE OF LIBERTY — Visit Lady Liberty and the museum gift shop on Liberty Island. Open every day except Christmas. Round-trip ferry fare: adults \$7; seniors \$5; children (3-17) \$3. South Ferry at Battery Park, 363-3200.



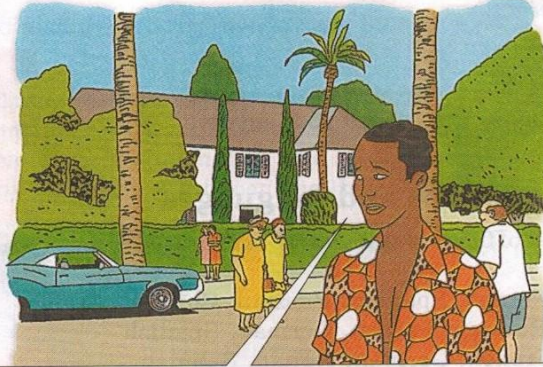
UNITED NATIONS — The U.N. complex houses the world body of nations and includes the Conference Building, the domed General Assembly Building, the Secretariat Building & the U.N. Gardens. Guided tours daily 9:15A-4:15P; Adults \$6.50, students and seniors \$4.50, children \$3.50 (under age five not admitted on tour). For information on tours in languages other than English call 963-7539. The U.N. gift shop features crafts from many nations. Group res. 963-4440. First Ave. at 46th St., 963-7713.

WALL STREET — Extending from Broadway FDR South, it is America's financial nerve center & has played an important part in the history of N.Y.

What kind of texts are these? Where can you find them?

LANGUAGE FOCUS: Complaining

32 © T097 Listen and read.



There **are too many** old people here and **not enough** young people.

There **are too many** cars and there **aren't enough** buses.

There's **too much** rain and there **isn't enough** sun.

There's **too much** work and there **isn't enough** free time.

P Listen and repeat.

Grammar and writing

33 Complete with *too much*, *too many* or *(not) enough*.

Example:

- 1 There's too much pollution in my part of Britain because there are too many factories.
- 2 We need to go shopping. There isn't ____ tea and there aren't ____ biscuits.
- 3 ____ people live in the city, so the cities are very crowded and not ____ people live in the country.
- 4 I've got ____ homework and not ____ time to do it.
- 5 There were ____ people at the party and there wasn't ____ food.
- 6 There aren't ____ jobs for young people in my town.
- 7 There's ____ violence in America because there are ____ guns.

34 Write 6 complaints about your town/city/village. Use the words from the vocabulary box to help you.

Example:

There isn't enough work for young people in our town.

35 **Project idea.** Individual project. Prepare a number of short texts from guidebooks or tourist information websites and a list of questions about the places described. Use page 54 as an example. Don't forget about the key — the list of answers to the questions. Bring your project to the class and exchange it with your friend. Can you answer your friend's questions?

Vocabulary

sports facilities
entertainment
museums
pollution
employment



Reading and speaking

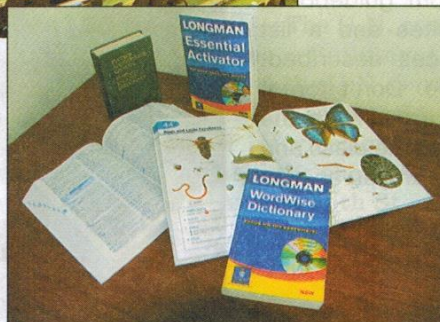
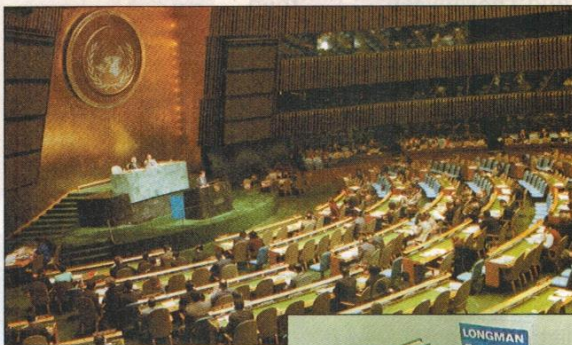
- 1 Do the quiz in groups. Then check your answers on page 109.

Countries and languages

- What are the official languages of the United Nations?
 - English, French, Spanish, Russian, Chinese, Arabic
 - English, Russian, French, German, Spanish
 - English, French, German, Italian, Spanish
- Which of these written languages is the oldest?
 - Greek
 - Egyptian
 - Latin
- Which language has the largest vocabulary?
 - English
 - French
 - German
- Which is the most widely spoken language in the world?
 - English
 - Russian
 - Mandarin Chinese
- Which language has the most letters in its alphabet?
 - Russian
 - Cambodian
 - Hindi
- Which sub-continent has the largest number of languages?
 - India
 - South America
 - North America
- Where do they speak Dutch?
 - Denmark
 - the Netherlands
 - Jamaica
- From which language did the word "sputnik" come into the English language?
 - Russian
 - Greek
 - Latin

The RAP


Quiz



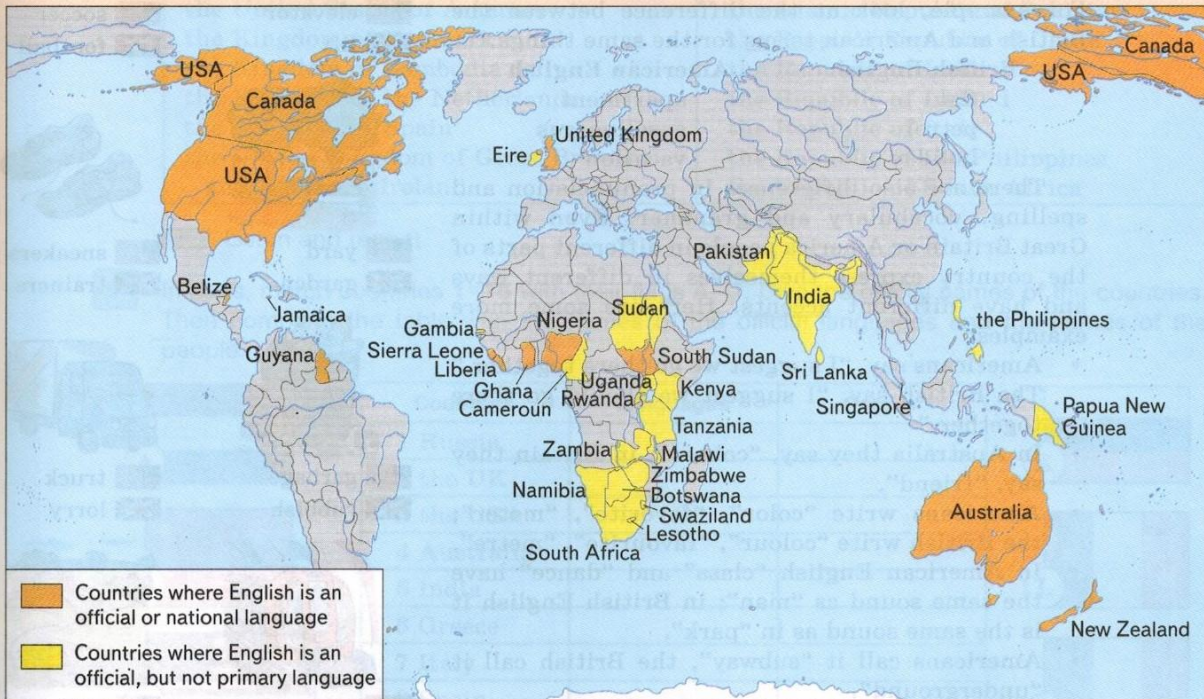
The RAP

Journey club

2 Look at the map and read the names of the countries. Then read questions 1–4. What is the topic of this article?

3  Listen and read the article. Then answer the questions.

- 1 When was English spoken only in England?
- 2 Is there a continent with no English-speaking countries in it?
- 3 How many children study English as a second language?
- 4 Are there any differences between the British and the American English?



The World of English

Five hundred years ago English was spoken only in England. At that time nobody outside England used it. Now English is used by at least some of the people in almost every country in the world.

English is the first language of about 375,000,000 people. They are mostly citizens of Australia, Canada, Great Britain, Ireland, New Zealand, Jamaica, South Africa and the United States. It has an official status in India and a semi-official in Pakistan, the Republic of the Philippines and Sri Lanka.

Speakers of English as a second language probably outnumber those who speak it as a first language. Around 750 million people are believed to speak English as a foreign language.

English has become a means of international communication. Even in the Antarctic, the continent with no permanent population, the explorers and researchers use English as a means of international communication. It is the language of science and technology, business and diplomacy, sports and music.

4 In pairs, look at the map and complete the table.

English is an official or national language in:	English is an official, but not primary language in:
The United Kingdom	India

5 Read about English used in different countries. Match kinds of differences **A–D** with examples 1–10 illustrating these differences.

- A** Differences in pronunciation **C** Differences in spelling
B Differences in vocabulary **D** Differences in grammar






English? English! English ...

People from many parts of the English-speaking world have little or no difficulty in understanding one another. Of course, the English language used in different parts of the world differs in many ways. For example, look at the difference between the British and American terms for the same things.

British English	American English
flat	apartment
petrol	gasoline/gas
holiday	vacation

There are also differences in pronunciation and spelling, vocabulary and grammar. Even within Great Britain or America people in different parts of the country express themselves in different ways and have different accents. Here are some more examples:

- Americans say, "I suggest we go there together." The British say, "I suggest we should go there together."
- In Australia they say, "cobber"; in Britain they say, "friend".
- Americans write "color", "favorite", "meter"; the British write "colour", "favourite", "metre".
- In American English "class" and "dance" have the same sound as "man"; in British English it is the same sound as in "park".
- Americans call it "subway", the British call it "underground".

	
elevator	soccer
lift	football
	
yard	sneakers
garden	trainers
	
garbage	truck
rubbish	lorry
	
subway	highway
underground	motorway

You live in a flat, don't you?

No, I live in an apartment.

I need some gas.

Sorry, sir. We've only got petrol here.

Vocabulary and pronunciation

6 Find the underlined words in the text and answer the following questions.

- 1 Do you think the English word "term" has the same meaning as the Russian word "термин"?
- 2 Does the English word "term" refer to special scientific words only?
- 3 Do you think the English word "accent" has the same meaning as the Russian word "акцент"?
- 4 Does the word "accent" refer to pronunciation, vocabulary or spelling?

7 Prepare a talk on American English.

8 © T099 Listen and read the official names of these countries. Do you know their international short names?

Canada	the Arab Republic of Egypt
the Commonwealth of Australia	the Democratic Socialist Republic of Sri Lanka
Jamaica	the Federal Republic of Germany
New Zealand	the French Republic
the Russian Federation	the Hellenic Republic
the Swiss Confederation	the Islamic Republic of Pakistan
the United States of America	the People's Republic of China
the Kingdom of Denmark	the Republic of India
the Kingdom of Cambodia	the Republic of Ireland
the Kingdom of the Netherlands	the Republic of Italy
the Kingdom of Spain	the Republic of the Philippines
the United Kingdom of Great Britain and Northern Ireland	the Republic of South Africa

P Listen and repeat.

9 In pairs, match countries 1–15 with their flags A–O. Give the official names of the countries. Then complete the table with the names of the official languages and the names of the people.

Countries	Languages	People
1 Russia		
2 the UK		
3 the USA		
4 Australia		
5 India		
6 Greece		
7 Italy		
8 Spain		
9 Germany		
10 Cambodia		
11 France		
12 Egypt		
13 Holland		
14 China		
15 Canada		

















10 Read the list of official country names from Exercise 8 again and answer the following questions.

- The official names of which countries are very different from their short international names?
- In which of these countries is a king or a queen the Head of State?
- The official name of which state shows its religious character?
- What is the idea of using the words “federation”, “confederation”, “federal”, “united” in the name of the country?

Reading and writing

- 11 Read *Questions and answers* section on The RAP website.


The RAP >> Questions and answers	
RUSSIA, THE USSR AND THE SOVIET UNION	
Question	Asked by Trevor Lang (Oct 13, 2:55 p.m.) Is there any difference between Russia, the USSR and the Soviet Union? I know this is the same country, but were different names used at different times?
Answer	The Soviet Union is short for the USSR, which was the official name of the country. The USSR is the Union of Soviet Socialist Republics. The Soviet Union and the USSR are two names for one and the same country. It used to be in existence up to the time of President Gorbachov. The Soviet Union ceased to exist as a political entity in 1991. The former republics are now independent states.
Answer	The Russian Soviet Federative Socialist Republic (RSFSR), the Armenian SSR, the Azerbaijan SSR, the Byelorussian SSR, the Estonian SSR, the Georgian SSR, the Kazakh SSR, the Kyrgyz SSR, the Latvian SSR, the Lithuanian SSR, the Moldavian SSR, the Tajik SSR, the Turkmen SSR, the Ukrainian SSR, and the Uzbek SSR used to be the republics of the USSR or the Soviet Union. The Soviet Union dissolved as a political entity in 1991. The former republics, including Russia, are now independent states.
Answer	Russia was always its own republic within the former Soviet Union. The "Soviet Union" was used for the USSR, like we use "America" when we talk about the United States of America. Does that help?

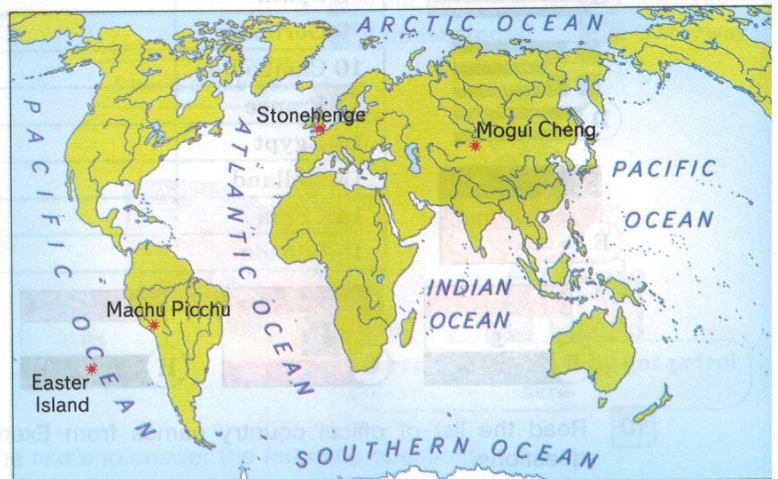
- Which answer do you like best? Can you write a better answer? Try to do it.

Vocabulary and pronunciation

- 12  Listen and read.

mysterious
gigantic statue
Stonehenge
Machu Picchu
Mogui Cheng
the Inca Empire
Chile
Tahiti
province of Xinjiang
Easter Island

-  Listen and repeat.



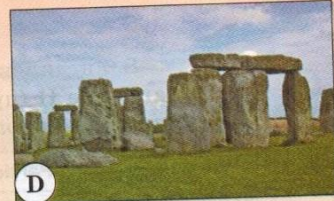
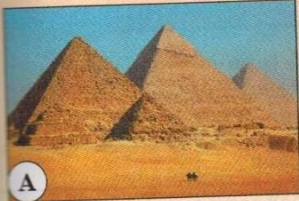
Reading and speaking

- 13 Before you read, look at the photos in Exercise 14. Do you know where these places are located and what they are famous for?

The RAP

Journey club

- 14 Read the article and match descriptions 1–4 with photos A–D. Look at the map and find the countries where these places are located. Answer the question: *What do all these places have in common?*



Top 4 mysterious places in the world

By Rachel Wallace

(1) Stonehenge is probably the best-known ancient monument located in England. Stonehenge is a circle of large standing stones surrounded by smaller ones. The purpose of this monument is unknown, but there are many legends and theories. The most popular theory these days is based on various measurements. It is believed that Stonehenge is a calendar. Though nobody knows what the purpose of this amazing construction was, it is a must-see place for visitors of England.

(2) Machu Picchu is the best-known and most mysterious ancient monument located in Latin America. Some archeologists think that Machu Picchu was built around 1450, at the height of the Inca Empire development. It was deserted about 100 years later, in 1572 — nobody knows why. For many centuries Machu Picchu was unknown to the outside world. In 1911 the American historian Hiram Bingham found the ruined city. Since then, thousands of tourists have visited Machu Picchu.

(3) Egypt is one of the most mysterious places on the planet. Located in North Africa, this country has more than 110 pyramids. Many of the pyramids, made of giant stones weighing up to 100 tons, are about 60–140 metres high. No one knows how the pyramids were built.

(4) Easter Island lying between Tahiti and Chile has gained international popularity. Have you ever heard of its gigantic statues shaped like human faces? Made of volcanic stone each statue is 14 feet tall on average (about 4 metres) and weighs about 75 tons. It is a mystery how ancient primitive people could erect these statues.

Vocabulary

mysterious
various
measurement
to be surrounded by
to be shaped like
to approach sth.
on average

- 15 Read the text again and find English equivalents of the following phrases. Make a list of them.

расположенный в ...

сделанные из камня ...

остров, лежащий между ...

считается, что ...

существует много теорий

эта теория основывается на ...

наиболее известный древний памятник

пирамида имеет высоту около ...

цель этих удивительных сооружений ...

это обязательно надо увидеть

приобрести международную популярность

никто не знает, каково было назначение ...

- 16 Read about another mysterious place and fill in the gaps with the words from the texts and exercises above.

Mogui Cheng

The world is full of wonders. Mogui Cheng, or the Demon City, is another (1) — place. It is a desert area (2) — in the Chinese province of Xinjiang. There you can see stones looking like an ancient ruined castle. Approaching the castle, you can (3) — strange noises. (4) — knows where they come from. If you come on a hot day with no wind, you will (5) — sweet music, like many guitars playing together beautifully. But if it is windy, then the resulting sound is terrible. It is like crying babies or roaring lions.

- * 17 **Project idea.** Find information about some other mysterious places. Make your list of the top mysterious places in the world (or in our country) and prepare a talk about it.

**THINK ABOUT GRAMMAR:
Participle I and Participle II**

В английском языке есть два вида причастий: **Participle I** (причастие I) и **Participle II** (причастие II). Их также называют *причастие настоящего времени* и *причастие прошедшего времени*.

Participle I	Participle II
<p>образуется путём прибавления суффикса -ing к основе глагола:</p> <p>a smiling girl (<i>улыбающаяся</i> девушка)</p> <p>a boy reading a book (мальчик, <i>читающий</i> книгу)</p> <p>singing kids (<i>поющие</i> дети)</p> <p>dancing girls (<i>танцующие</i> девочки)</p>	<p>1) образуется путём прибавления суффикса -ed к основе правильных глаголов:</p> <p>a cooked dinner (<i>приготовленный</i> обед);</p> <p>2) чаще всего образуется путём изменения корневой гласной или всей основы неправильных глаголов и даётся в словарях как 3 форма глагола:</p> <p>a broken cup (<i>разбитая</i> чашка)</p> <p>letters written yesterday (письма, <i>написанные</i> вчера)</p>

Как и русские причастия, английские причастия выполняют в предложении функции определения (**attribute**).

Sometimes it is like **roaring** lions. Иногда это похоже на *ревущих* львов.

It is an ancient monument **located** in England. Это древний памятник, *расположенный* в Англии.

Причастие I может также служить обстоятельством образа действия, и тогда оно переводится с помощью русского деепричастия (в английском языке деепричастия нет):

Approaching the castle, you can hear strange noises.

Приближаясь к разрушенному замку, вы можете слышать странные звуки.

Причастие I и **причастие II** также служат для образования разных личных форм глагола, являющихся в предложении сказуемым (**verb tenses**).

<p>The Present Continuous Tense</p> <p>Auxiliary verb Main verb</p> <p>to be (Present Simple) + Participle I</p> <p>They are watching TV at the moment.</p>	<p>The Present Perfect Tense</p> <p>Auxiliary verb Main verb</p> <p>to have (Present Simple) + Participle II</p> <p>They have visited the USA.</p>
<p>The Present Perfect Continuous Tense</p> <p>Auxiliary verb Main verb</p> <p>to be (Present Perfect) + Participle I</p> <p>He has been living in Orlando since 2007.</p>	<p>The Passive Voice: Present Simple</p> <p>Auxiliary verb Main verb</p> <p>to be (Present Simple) + Participle II</p> <p>Now English is used in lots of countries.</p>
	<p>The Passive Voice: Past Simple</p> <p>Auxiliary verb Main verb</p> <p>to be (Past Simple) + Participle II</p> <p>500 years ago English was spoken only in England.</p>

Grammar and writing

- 18 Read the text in Exercise 14 again and analyse all the participles in it. Which of them are *attributes* and which are used to form *verb tenses*? Fill in the table.

Attributes	Verb tense forms
located	is based

- Can you translate the sentences with the participles into Russian? Write your translation.

Listening and speaking

- 19** Do you remember what mysterious places Rachel has written an article about?

T101 Listen to her telephone conversation with Nikita without looking at the text. What mysterious place described in Rachel's article (Exercise 14) is not mentioned in this conversation?

Nikita: Hi Rachel, how are you? Where are you now?

Rachel: Hi. I'm on a tour in Wiltshire. We are approaching Stonehenge now. I've written about it, but I haven't seen it. It's my first visit! Do you know anything about it?

Nikita: Not really. Is it beautiful?

Rachel: Not so much beautiful as mysterious. Nobody knows who and why made it. Let me send you a photo. I wish I knew how they moved those huge stones.

Nikita: Oh, it really looks strange! I wish I were there with you now to see it with my own eyes!

Rachel: Oh, yes. I like mysteries. There's another place I wish my parents took me to. It's in Xinjiang province in China. A place full of mystery called Mogui Cheng.

Nikita: What a strange name! Tell me more about it. What is it? Is it a city? Is it as old as Stonehenge?

Rachel: Oh, it's been there for centuries. I wish I knew how old it is. But that's another mystery. And it's not a city, it's a place in a desert which looks like a castle.

Nikita: I wish I knew Chinese to understand what the name means.

Rachel: I don't know Chinese, but I know it means "the Demon City". When you approach it, you can hear all sorts of strange sounds.

Nikita: I wish I could go there with you and listen to the sounds, maybe even record them and later analyse them.

Rachel: I'd like to go to Egypt, too. It's a country worth visiting. They say pyramids are a mystery frozen in stone. I've seen many pictures of them, but I wish I could go inside some of them and touch the stones. So thrilling!

Nikita: Well, there are mysterious places nearly in every country. I wish we could visit them all!

P Listen and repeat.

R Read the dialogue in pairs.

R Role-play the conversation. You may choose some other mysterious places for your discussion. Use the words from the box.

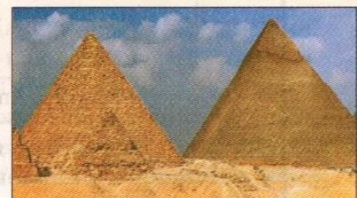
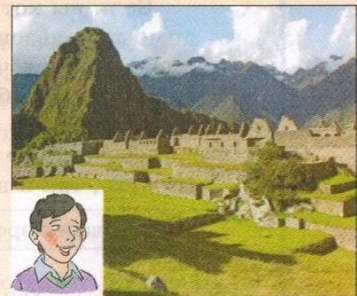
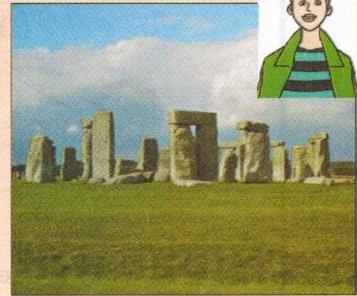
ancient, ruined, gigantic,
giant, huge, stone

pyramid, castle,
statue, monument

Easter Island, Machu Picchu,
Latin America, North Africa

The RAP

Journey club



Writing

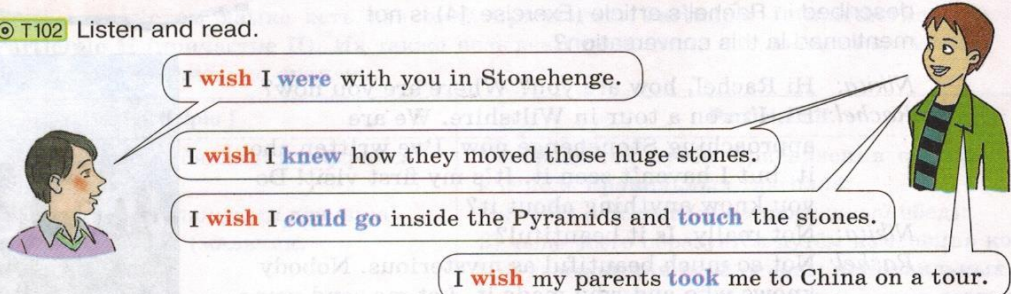
- 20** Imagine that you are in a famous place in Russia. Describe what you can see and what you think about this place. You may write a postcard or an e-mail to your pen friend from there.

Listening and grammar

21 Find sentences beginning with *I wish* in Exercise 19. Why do you think Rachel and Nikita say *I wish* and not *I would like*?

LANGUAGE FOCUS: Wishes

22 © T102 Listen and read.



P Listen and repeat.

Если вы хотите выразить *желание, которое не может осуществиться*, необходимо использовать глагол **wish**, за которым последует **придаточное предложение**. В придаточном предложении глагол, обозначающий желаемое действие или состояние, требуется употребить в форме *сослагательного наклонения*, внешне совпадающей с формой **Past Simple**.

Глагол **to be** для 1 лица единственного числа может употребляться как в форме **were**, так и в форме **was**.

Главное предложение	Придаточное предложение
I wish	I were/was in Stonehenge now.
You/we/they wish	you/we/they were there.
He/she wishes	he/she was there.
Nikita wishes	he knew Chinese.
Rachel wishes	she knew how old Mogui Cheng is.
Nikita and Rachel wish	they could visit all mysterious cities of the world.

На русский язык такие предложения могут переводиться с помощью *сослагательного наклонения хотелось бы* или фразы *как жаль, что .../жаль, что ...*.

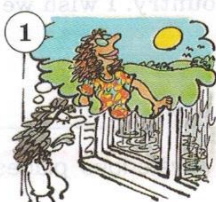
I **wish** I **knew** Chinese.

Жаль, что я не знаю китайского языка./Мне бы хотелось знать китайский язык.

23 Guess what these people are wishing and write 4 wishes that you have.

Example:

1 I wish the weather was sunny today.



The system of government in the UK and the USA

The RAP

Journey club

24 Read the text about the United Kingdom and find the following information.

- 1 The names of the two parts of the UK Parliament.
- 2 The system for electing members of these two parts of the Parliament.

25 Complete the sentences.

- 1 The Head of State in the United Kingdom is ____.
- 2 The King or Queen must sign the laws, but he or she never ____.
- 3 The King or Queen only meets the Parliament ____.
- 4 The UK Parliament consists of ____.
- 5 The people elect ____.
- 6 The Prime Minister and the monarch choose ____.

The United Kingdom

The United Kingdom is a constitutional monarchy, which is a state where there is a King or Queen who is Head of State, but has no real power. The King or Queen must have the support of the Parliament. The King or Queen signs all the laws passed in the Parliament, but in practice he or she never refuses to sign the laws. The monarch almost never meets the UK Parliament except on formal occasions like the State Opening of Parliament after the summer holidays.

The House of Commons and the House of Lords

The Parliament of the United Kingdom consists of two parts or chambers: the House of Commons and the House of Lords.

In the House of Commons there are 650 Members of Parliament (MPs). Members of Parliament are elected directly. There are more than 1,000 members in the House of Lords, but only about 250 of them are active members. The people of the United Kingdom do not elect the members of the House of Lords. Some members are "hereditary peers", who are members because their parents or relatives were members, and others are "life peers". A peer is a person who is part of the British nobility (e.g. a duke, marquis, viscount, earl or baron). Life peers are appointed by the king or queen on the advice of the Prime Minister.

New laws (or "Bills") are introduced in either the House of Commons or the House of Lords for discussion. When both Houses have agreed on the content of a Bill it then goes to the reigning monarch for approval (known as the "Royal Assent"). Once the Royal Assent is given, the Bill becomes an Act of Parliament and is law.

The UK electoral system

You must be 18 years old to vote in the UK. There are local elections every four years. These elections decide which political party will administer the local government.

Every five years there is a General Election where people vote for Members of Parliament. The political party with most MPs forms a government.

The leader of this party becomes Prime Minister and he or she forms a Cabinet of about 20 Ministers.

There are three main parties in the UK at the moment: the Labour Party (centre-left), the Liberal and Social Democratic Party (centre), and the Conservative Party (centre-right).



26 Answer the questions.

- 1 How old must you be to vote in the UK?
- 2 What elections are held every four years?
- 3 What elections are held every five years?
- 4 How do they decide who becomes Prime Minister in the UK?
- 5 How many Ministers are there in the Cabinet?
- 6 What are the three most important political parties in the UK?

The USA

There are three branches of the US government: the Executive Branch, the Legislative Branch and the Judicial Branch.

The Head of the Executive Branch is the President. The President is head of the armed forces and can make treaties, propose Bills to the Congress and appoint the Cabinet. But the Congress can terminate the President's period of office if he does something wrong.

The Legislative Branch consists of the two houses of Congress: the Senate and the House of Representatives.

And finally there is the Judicial Branch. The Chief Justice is head of the Judicial Branch and there are also eight Associate Judges.

The Congress makes laws and the two houses (the Senate and the House of Representatives) must approve them. If the President doesn't agree with a law, he or she can send it back to the Congress. Also, the Supreme Court can do the same if the judges consider a law to be "unconstitutional".

The USA electoral system

The President*

The people elect the President every four years. Each President can serve for a maximum of two periods of four years.

The Senate

The people elect Senators every six years, and there are one hundred of them (two for every state). There are also elections every two years for one third of the Senate.

The House of Representatives

The people elect the 435 Representatives every two years. The number of representatives for each town or city or region depends on the size of the population.

There are two parties in the USA, the Republicans (right) and the Democrats (centre).

* You can find out more about the President of the USA and the White House at this address on the Internet: www.whitehouse.com, and you can send the President an e-mail at this address: mailto:president@Whitehouse.gov



Vocabulary

election	hereditary	branch	to appoint
occasion	executive	law	to terminate
government	legislative	bill	to vote for
cabinet	judicial	assent	to propose
nobility	reigning	approval	to introduce
peer	associate	treaty	to pass
judge	local	justice	general
either ... or ...			
e.g. (<i>lat. exempli gratia</i>) = for example			

27 Read about the USA on page 66 and find the names of the 3 branches of the US government. Which branch makes the laws?

28 Complete the sentences.

- 1 The Head of the Executive Branch in the USA is ____.
- 2 The President can form a Cabinet, make treaties and ____.
- 3 The Congress consists of ____.
- 4 The Head of the Judicial Branch is ____.
- 5 New laws must have the approval of ____.

29 Answer the following questions.

- 1 How often do they elect the President in the USA?
- 2 What is the maximum length of time that the President can stay in power?
- 3 What elections are held every six years?
- 4 How many Senators are there for each State?
- 5 How do they determine the number of Representatives for a town, city or region?
- 6 What are the names of the two political parties in the USA?

Vocabulary and pronunciation

30 © T103 Listen and read.

Chief Justice, Associate Judges, the House of Representatives, the House of Commons, the House of Lords, the Congress, the Senate, the Parliament, the Supreme Court, reigning monarch, president, Member of Parliament, Prime Minister, the Cabinet, senator, lord

P Listen and repeat.

Work in pairs. Fill in the table with the names from the list.

British system	American system

Compare your table with the table of your partner.

31 Discuss and list the differences and similarities between the British and American systems of government. Which one is more similar to the Russian system?

* **32** **Project idea.** Make an individual project. Prepare a poster or a quiz about the system of government in the Russian Federation and its electoral system.



15

Describing personality

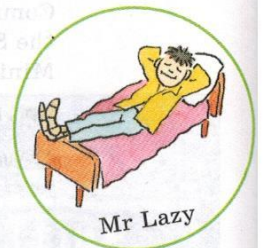
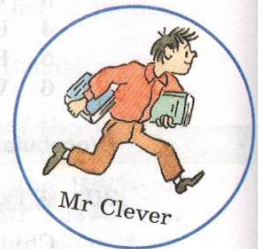
Vocabulary and speaking

1 Read the following sentences and fill in the gaps with one of the adjectives from the box.

kind	polite	hard-working
clever	organised	easy-going
honest	lazy	funny
lively		

- John always gets good marks in class. He is very ____.
- My sister cares about other people. She is always ready to help. She is a very ____ girl.
- Tom never tells lies and never cheats. He is an ____ boy.
- Mary has very good manners. She is ____.
- Tom does not like working. He likes doing nothing and just sitting in front of the TV. He is so ____!
- Ted never worries without good reason. He is always calm and not easily upset. He is such an ____ person.
- Samantha works hard at school and she volunteers for two charities. She is a really ____ girl.
- Susan is good at planning and arranging things. She'll make a very good secretary. She is very ____.
- Every time I see Maggie she has a new joke to tell. She's very ____.
- Shirley has a lot of energy and enthusiasm. I never get bored in her company because she always has something interesting to say. She's always very ____.

TO BE HONEST
I AM A LIAR



© T104 Listen and check. What are the Russian equivalents of these adjectives?

P Listen and repeat.

* 2 Work in groups. How can you illustrate the meaning of these adjectives? Tell the group your ideas. Choose the best ones and draw some funny pictures or make a poster.

3 Read the adjectives and find their antonyms in Exercise 1. Which of these adjectives are positive and which are negative? Which of the adjectives in Exercise 1 are each other's antonyms?

unkind — ____ dishonest — ____ lifeless — ____ silly — ____
impolite — ____ disorganised — ____ dull — ____ nervous — ____

© T105 Listen and check.

P Listen and repeat.

4 Which of these adjectives are positive and which are negative? Which of these adjectives are each other's synonyms? Fill in the table.

tense	clever	lazy	hard-working	negative	positive
worried	honest	unkind	disorganised		
foolish	lively	nervous	easy-going		
boring	polite	dull	dishonest		
kind	silly	organised			

- 5 Look at the list of adjectives in Exercise 4 again. Which 4 adjectives would you choose to describe the ideal friend? Which 4 adjectives would you choose to describe a person who would never be your friend? List them in the table.

My ideal friend	A person who could never be my friend
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____

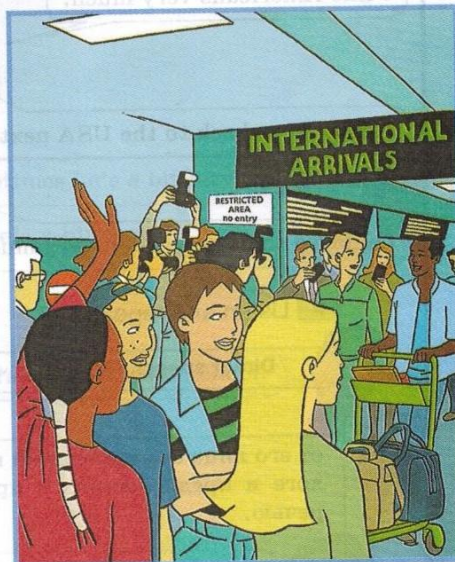
- Compare your lists with another student. Do you agree?

Listening and reading

- 6 Nevita, Pat, Rachel and Trevor go to the airport to meet Robert, who is returning from the USA.

© T106 Listen to the conversation without looking at the text and answer the following questions: *Who is Maxine Zinger? Where did Robert meet her?*

- Nevita:** Look! Here he comes. Hey, Robert!
Rachel: Who's that with him?
Pat: Hmm ... and why are there all those reporters near them?
Trevor: Wow! It's Maxine Zinger, the Swiss tennis star!
Nevita: What's he doing with her? And now ... he's kissing her!
Rachel: Hey, Robert! What's going on?
Robert: Hi, guys! That was Maxine. I met her on the plane and she gave me an exclusive interview ... and her phone number.
Rachel: What's she like?
Robert: Oh ... she's clever and easy-going and funny and ...
Pat: All right, Robert. That's enough! Go home and write the article.



- P Listen and repeat.

- 7 Read Robert's article about Maxine Zinger. What do we learn about Maxine Zinger from the article?

Maxine Zinger — Tennis Super Star

By Robert Young

Hi there, RAP readers!

I've just finished interviewing Maxine Zinger on the flight from Orlando to London. Maxine has just won the Florida Open Tennis Championship.

This is what she says about America and the competition. She says she enjoyed the competition very much. She says she was very pleased to win. She says that she likes Americans very much. She says they are very friendly and easy-going. She says she hopes to go back to the USA next year.

And what about the rumours of her getting married to Jimmy Simpra, the American tennis star? She says these rumours were created by the newspapers and that she doesn't have a boyfriend at the moment.

The RAP

Tennis Super Star

8 Read the article again. Are these statements *true*, *false* or *not stated*?

- 1 When Robert arrives at the airport he is with his parents.
- 2 Robert met Maxine when they were in the USA.
- 3 Maxine won the Florida Open Tennis Championship.
- 4 Maxine gave Robert her address.
- 5 Robert likes Maxine very much.
- 6 Maxine is going to marry Jimmy Simpra.

LANGUAGE FOCUS: Reporting

9 © T107 Listen and read.

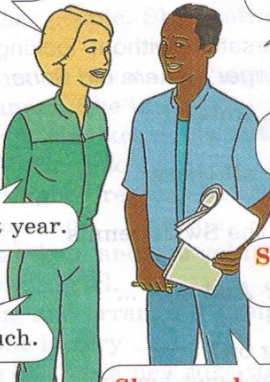
Direct	Reported
---------------	-----------------

They're very friendly and easy-going.

I like Americans very much.

I hope to go back to the USA next year.

I enjoyed the competition very much.



She says they are very friendly and easy-going.

She says that she likes Americans very much.

She says she hopes to go back to the USA next year.

She says she enjoyed the competition very much.

P Listen and repeat.

Direct speech (Прямая речь)	Reported/Indirect speech (Косвенная речь)
передаёт слова говорящего	
от его лица без изменений в диалоге и предложениях с прямой речью.	от имени другого лица с необходимыми изменениями в сложных предложениях с придаточным дополнительным. Глагол речи используется в настоящем времени.
<i>Robert: She's clever.</i> <i>Maxine: I like Americans.</i> <i>Robert says, "She's clever."</i> <i>Maxine says, "I like Americans."</i>	Robert says (that) she is clever. Роберт говорит, что она умная. Maxine says (that) she likes Americans. Максин говорит, что ей нравятся американцы.
	Это сложные предложения с придаточными дополнительными, в которых союз <i>that</i> может опускаться. Придаточная часть запятой не отделяется.

Grammar and speaking

10 Compare what Robert says about Maxine in his conversation at the airport and what he writes in his article. Discuss it in pairs.

Example:

- A: What does Robert say about Maxine?
 B: He says she's clever.
 A: What does Robert write about Maxine?
 B: He writes that she likes Americans.

Grammar

11 Complete the reported sentences with the correct verb.

Example:

- 1 "I like playing volleyball."
She says she likes playing volleyball.
- 2 "Mary was at the match on Saturday."
He says that Mary was at the match on Saturday.
- 3 "I'm eighteen years old."
She says she is eighteen years old.
- 4 "I often go running at the weekends."
He says he often goes running at the weekends.
- 5 "We live in the south of England."
She says that they live in the south of England.
- 6 "I was reading a book when Jack phoned."
She says she was reading a book when Jack phoned.
- 7 "I've never been to Germany."
He says he has never been to Germany.
- 8 "I've got two cats and a dog."
She says she has two cats and a dog.

12 Report what these people say.

Example:

Mike's quite generous, but sometimes he's a bit lazy.

He says Mike's quite generous, but sometimes he's a bit lazy.



I really like French food.



I'm going to be a nurse when I leave school.



We went to the cinema on Saturday night.



I've never eaten Mexican food.



I was walking through the park when the accident happened.



I think it'll rain this afternoon.



I'm meeting Frank outside the library at three o'clock.



I met Maxine on the plane, and she gave me an exclusive interview.



I enjoyed the competition very much, and I hope to go back to the USA next year.

Reading and writing

- 13 This is an extract from Trevor's letter about his friend Martin. Read it aloud paying attention to the intonation.

This is a description of my friend Martin. He's 14 years old.
 He's quite tall and slim, and he's got medium-length, straight brown hair. He likes wearing jeans and T-shirts, and he also usually wears a brown leather jacket. I've known him for about five years. The reason why I like him is for his personality. He's very funny and lively, so I never get bored with him, and he's quite clever, too. But he's also very kind and generous. He always lends me his new CDs, and I know that I can always talk to him about my problems.

- Write a letter to Trevor about your best friend. Remember the rules of letter writing!

Speaking and listening

- 14 Write a sentence on a piece of paper using two positive and two negative adjectives to describe another student in the class. (Don't write the name of the student and, please, don't forget to be polite!)

- Exchange pieces of paper with another student. Report what is written on the piece of paper you receive.

Example:

He says she's very attractive and clever, but she's sometimes too serious and boring.

- The other students have to guess the identity of the student you describe.

- 15 © T108 Rachel thinks of starting a new section in The RAP — *An interview with a star*. She has prepared a list of questions to ask. Listen to her questions and fill in the gaps.

- 1 What do you like doing in your ____?
- 2 Where did you go ____ last year?
- 3 What's your favourite ____?
- 4 What's your favourite ____?
- 5 What's your ____?
- 6 What have you ____ recently?
- 7 What are your three ____ qualities?
- 8 What are your three ____ qualities?
- 9 What was the ____ of your life so far?
- 10 What's your ____ ambition?



- Listen again and check.

- 16 What famous people do you know? Think of the answers these people could give in their interviews. In pairs, role-play an interview with one such famous person. Use the questions listed by Rachel. Make a note of the answers.

Writing

- 17 Write your report of the interview with a star. Begin like this:

Her name's She's a famous She is ... years old. She was born in

- 18 Who is it? Describe some famous person to your friend and let him/her guess who it is. Do it in turns.

Reading

- 19 You are going to read a Chinese folk tale. Look at the pictures on page 73 and read the title. Who is a stonecutter? What is he doing? Where is he?

The RAP

Reading is fun

- 20** Look at picture 2 and find in it a cart, a chisel and a hammer.
- Look at pictures 1 and 3 again. In pairs, guess who these characters are.

- 21** Read the tale. Check your predictions. Discuss the questions in groups.

- 1 What do you think the tale teaches us, what is the message?
- 2 Why does the Stonecutter use the phrase "I wish ..." and not "I'd like ..."?



The Stonecutter (a Chinese tale)

In a faraway village, there lives a Stonecutter. Every day the Stonecutter cuts stones from the mountain and puts them in his cart. The Stonecutter works hard all day with his hammer. All day, every day the Stonecutter works.

The day is hot, the sun is hot, and the Stonecutter is tired. He says, "How I wish I could be strong and powerful like the Sun!"

It just so happens that a mountain spirit lives nearby. When the mountain spirit hears the Stonecutter's wish, he says to him, "Your wish is granted! You'll become the Sun!" And the Stonecutter becomes the Sun ... He says, "Look at me! I am the Sun! I am powerful! I am strong! I am the most powerful thing in the world!"

Just then a cloud floats in front of the Stonecutter. He says, "With that Cloud in front of me, I cannot shine brightly. The Cloud is more powerful than the Sun. How I wish I were the Cloud!" And as before, the wish is granted, and the Stonecutter becomes the Cloud. He says, "It is fun to be a cloud. I can rain upon the mountains and gardens. I am very powerful."

Just then a strong Wind blows and pushes the Cloud across the sky. The Stonecutter says, "The Wind is so strong. It is stronger than the Cloud. How I wish I were the Wind!" And as before, the wish is granted, and the Stonecutter becomes the Wind!

Then the Wind bumps into the Mountain, and the Stonecutter says, "Aha! The Mountain is stronger than the Wind! I wish I were the Mountain!" The Stonecutter becomes the Mountain and he cries, "Look at me! I am a strong and powerful Mountain!"

Just then, the Stonecutter feels something. He looks down and sees a man with a chisel and a hammer. The man is cutting the stones from the Mountain and is placing them in his cart. The Stonecutter exclaims, "Who dares to cut away stones from this Mountain? I see now that the Stonecutter is stronger than any Mountain. How I wish that I could be a mighty Stonecutter!"

His wish is granted. The Stonecutter cuts stones from the mountain and puts them in his cart. He works hard all day with his hammer, and he says, "I am a mighty Stonecutter. I am strong and powerful!" And after that the Stonecutter never makes another wish.

- 22** Report what the Stonecutter says. Can you translate the Stonecutter's wishes into Russian?

- 23** Role-play the tale.

Reading and speaking

- 24 In pairs, look at the pictures and discuss these famous persons. Who were they? When and where did they live? What are they famous for? What do we call them in Russian?
- 25 Read the texts and find the new words. Can you understand these words from the context or by analogy with the Russian language? What words do you have to look up in the dictionary?

The RAP

Famous persons of the past

The Virgin Queen



Elizabeth I was born on September 7, 1533, at Greenwich Palace, London, England, an estate of her father, King Henry VIII. She was the younger daughter of Henry VIII and his second wife, Anne Boleyn.

Elizabeth came to the throne in November 1558. When she became Queen of England, she was 25. She reigned until her death in 1603. Her reign is often called the Golden Age of England because it was a time of great achievement and prosperity.

Elizabeth was very well-educated and was fluent in six languages. She enjoyed theatre and entertainment, poetry, singing and dancing. During Elizabeth's reign, the English court became a centre for writers, musicians and scholars. Francis Bacon composed his "Essays", and William Shakespeare wrote his great works of drama and poetry. The age of exploration began with explorers, such as Francis Drake,

who claimed new lands for England and introduced new materials and foods. The American state Virginia is named after Elizabeth.

She did not marry and was known as the Virgin Queen. The Tudor period ended with the death of Queen Elizabeth I on 24th March 1603 after 45 years on the throne. She had no husband or children to succeed her.

Related websites: The British Monarchy — The Official Website

Vocabulary

achievement
prosperity
exploration
well-educated
intelligence
to be fluent in

The First Russian Czar



Ivan IV or Ivan the Terrible was the first Russian ruler with the title of Czar.

Ivan IV was born in 1530. When his father Vasily III died in 1533, Ivan became the Grand Prince of Moscow. But he was too young to rule, and for many years several boyar families ruled the country. In 1547 Ivan was crowned as the Czar.

As the Czar, he reduced the power of boyars. The former boyars' council was replaced by a "chosen council" consisting of members who owed their status to the Czar. After reorganising the army, Ivan conquered Kazan in 1552 and Astrakhan in 1556. Ivan IV transformed the Moscow Principedom into Russia, a great multiethnic state with a huge territory and resources.

In his later years, Ivan's character grew tyrannical. In 1565 he established a special corps ("oprichniki"), responsible to him alone. With the help of this corps he diminished the political influence of the boyars. Many boyars were executed or exiled. In 1581 he killed his son and heir, Ivan. Despite his cruelty, he was a man of intelligence and learning. Printing was introduced in Russia during his reign. After his death in 1584, his favourite, Boris Godunov, gained power.

Related websites: Ivan IV: Infoplease.com

Vocabulary and speaking

- * **26** Find in the texts sentences describing the personalities of Elizabeth I and Ivan IV. Write out the expressions describing their characters. Can you think of any historical figures with similar qualities?
- 27** Read The RAP *Questions and answers* section and look up the underlined words in the dictionary. What do you think the best translation of the Russian name *Иван Грозный* is?

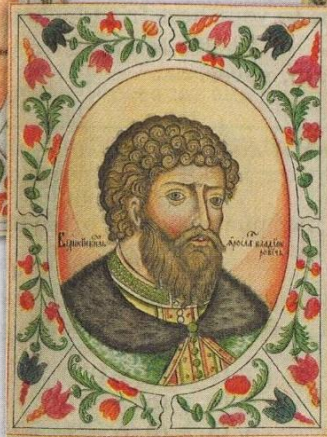
The RAP >> Questions and answers	
IVAN THE TERRIBLE	
Question	Asked by Rachel Wallace (Feb 20, 9:30 a.m.) Why is the Russian czar Ivan IV called “the Terrible”? Was he really so bad? He did much to make Russia a great powerful country, didn’t he?
Answer	The English word <u>terrible</u> is usually used to translate the Russian word “grozny” in Ivan’s nickname. The word “terrible” means “bad” or “evil”. The meaning of “grozny” is closer to the original usage of “terrible” — <u>inspiring fear or terror</u> , <u>dangerous</u> , <u>formidable</u> or <u>threatening</u> . Perhaps a translation closer to the intended sense would be “Ivan the Fearsome”, or “Ivan the Formidable”.

Writing and speaking

- 28** Write 4 true and 3 false statements about Elizabeth I and Ivan IV. Compare the statements in pairs.
- 29** Write 6 questions about each of them. Then ask and answer the questions in pairs.
- * **30** **Project idea.** Make a poster about another famous historical figure explaining his/her name. Why is Prince Yuri called “Dolgoruky”? Who is Ivan Kalita?



Ivan Kalita



Jaroslav the Wise



Yuri Dolgoruky



Vladimir Monomakh

16

How good a friend are you?

Reading and speaking

1 How good a friend are you? Choose answer a, b or c to each question, then check your score. Finally, discuss your answers.

The RAP Quiz

Personality Quiz



- 1 Have you ever lent your best friend money?
a) Yes, I have. Often. b) Yes, I have. Once. c) No, I haven't. Never.
- 2 Do you ever give your best friend presents?
a) Often. b) Occasionally. c) Never.
- 3 Do you always tell your best friend the truth?
a) Always. b) Usually. c) Never.
- 4 How often do you see your best friend?
a) Once a week. b) Twice a week. c) More than twice a week.
- 5 Would you let your best friend copy your homework?
a) Yes, definitely. b) Maybe. c) No, definitely not.
- 6 Do you lend your favourite cassettes or CDs to your best friend?
a) Yes, often. b) Yes, sometimes. c) No, never.
- 7 Do you ever criticise your best friend?
a) Yes, often. b) Yes, occasionally. c) No, never.
- 8 Are you ever angry with your best friend?
a) Yes, often. b) Yes, but not very often. c) No, never.
- 9 Do you always remember your best friend's birthday?
a) Yes, always. b) Yes, usually. c) No, never.
- 10 Do you send postcards or write letters to your best friend when you're on holiday?
a) Yes, always. b) Yes, usually. c) No, never.



Key

1 a) 4 b) 2 c) 0	4 a) 0 b) 2 c) 4	7 a) 0 b) 4 c) 2	9 a) 4 b) 2 c) 0
2 a) 4 b) 2 c) 0	5 a) 2 b) 4 c) 0	8 a) 0 b) 4 c) 2	10 a) 4 b) 2 c) 0
3 a) 4 b) 2 c) 0	6 a) 4 b) 2 c) 0		

Add up your score:

30-40 You are a very good friend! Almost too good to be true! (Are you sure you've been honest?)

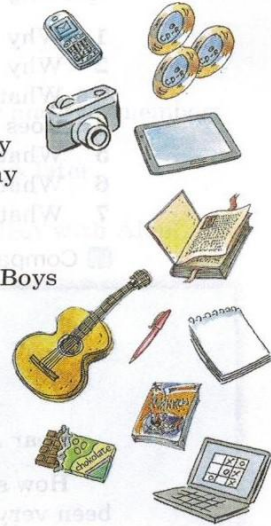
11-29 You're quite a good friend, but you need to try harder if you want to stay friends with people.

0-10 Oh, dear! Have you got any friends at all?

Listening and writing

2 © T109 Listen to a conversation with Kate about an imaginary trip to a desert island. Choose the correct answers (more than one answer is possible).

- What's the name of Kate's best friend?
a) Janet b) Jane c) Joan
- Which two of these adjectives does Kate use to describe Jane?
a) clever c) easy-going e) very kind g) lively
b) honest d) interesting f) attractive h) funny
- Which of these CDs would Kate take to a friend?
a) Queen's Greatest Hits c) U2's Greatest Hits
b) The Best of Deep River d) The Best of the Backstreet Boys
- Which of these books would Kate take with her?
a) "David Copperfield" b) "Dracula" c) "Robinson Crusoe"
- Which three things from the list would Kate take with her to the island?
a) cell phone d) pen g) CD player and batteries
b) television e) camera h) radio and batteries
c) calculator f) guitar i) computer



Work in pairs. Which 3 things from this list would you take with you to the island? Would you like to add anything to the list? Why these?

© T109 Listen to the conversation again and complete these sentences.

- I ____ her personality.
- She's very ____, and that would be very ____ on a desert island.
- She's very ____, too. So if we hadn't got much ____, she ____ share it with me.
- I'd take ____. Well, they're my favourite ____ and I listen to that CD ____.
- I'd take ____. I really like ____ stories.
- I'd take a ____. It'd be nice to have some ____ of the island afterwards.
- And I'd take a ____ because I like ____.
- I'd take the ____ and ____. I can't live without ____.



3 Write a paragraph summarising the interview. Use indirect speech. Begin like this:

Kate says she would choose her best friend ...

How can you describe Kate's personality? Use the adjectives from Exercise 2 and begin the second paragraph like this:

I think Kate is ... because she ...

4 © T110 The letter "h". In English the letter "h" is almost always pronounced at the beginning of words, but sometimes it isn't pronounced. Listen to these examples:

hour house

P Listen and repeat.

Listen to the pronunciation of these words. Underline the word where the letter "h" isn't pronounced.

hamster have honest horrible heavy hi here hat how hot

P Listen and check.

P Listen and repeat.

Reading and speaking

5 Read this letter from Moira to her friend Alan. She is discussing her future. Then answer the following questions.

- 1 Why is Moira very busy at the moment?
- 2 Why is she writing to Alan now?
- 3 What are the two alternatives for Moira's future?
- 4 Does the travel agency pay well?
- 5 What are the disadvantages of going to university?
- 6 What should Moira do, in your opinion?
- 7 What do you think Moira will do?

Compare your answers in pairs.

21 Runcorn Road,
Liverpool
LA9 6T6
10th June 2000

Dear Alan,

How are you? Sorry for not writing before, but I've been very busy at school recently. I'm studying for my exams.

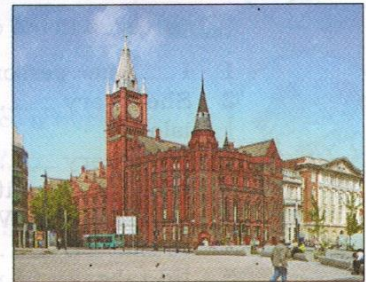
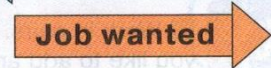
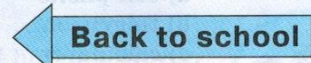
I'm writing to you mainly to ask for some advice. I really don't know what to do next year. What should I do? Should I leave school and get a job or should I stay at school and try to get into university?

I'm quite good at languages and I've sent off an application form to work in a travel agency in the centre of Liverpool. The people there are really nice and the job is very interesting. But the money isn't very good — only £400 per month for the first year! Anyway, they haven't replied yet, so I'll have to wait and see what happens.

If I stay at school, I'll have to study very hard for the next two years. And then at university it won't be easy as I won't have any money and the language courses last four years.

There's a party at my house on 30th August. Would you like to come? My mum says you can stay with us for two days. You can tell me what you think when you come here.

Love,
Moira




6 Imagine you are Moira's classmate and you are discussing your plans for the future. Role-play the conversation using the phrases from the box. What is your advice to Moira? What should she do?

- | | |
|-------------------------------|---------------------------------|
| to be busy at school | to try to get into university |
| to study for one's exams | to be good at ... |
| to ask for some advice | to send off an application form |
| to leave school and get a job | to see what happens |
| to stay at school | to study hard |



Listening and grammar

7  Listen to Moira after she made her decision sometime later. What did Moira decide to do?

 Listen again. Choose the correct answers.

- 1 Moira went for an interview ... a) last week. b) last month.
- 2 The interview ... a) didn't go very well. b) went very well.
- 3 Moira was interviewed by ... a) the manager. b) the manager and two members of staff.
- 4 They offered her the job ... a) immediately. b) a couple of days later.
- 5 She starts the job at the end of ... a) September. b) August.
- 6 She's going to travel round ... a) Europe with Alan. b) the USA with Alan.

8 Answer the following questions.

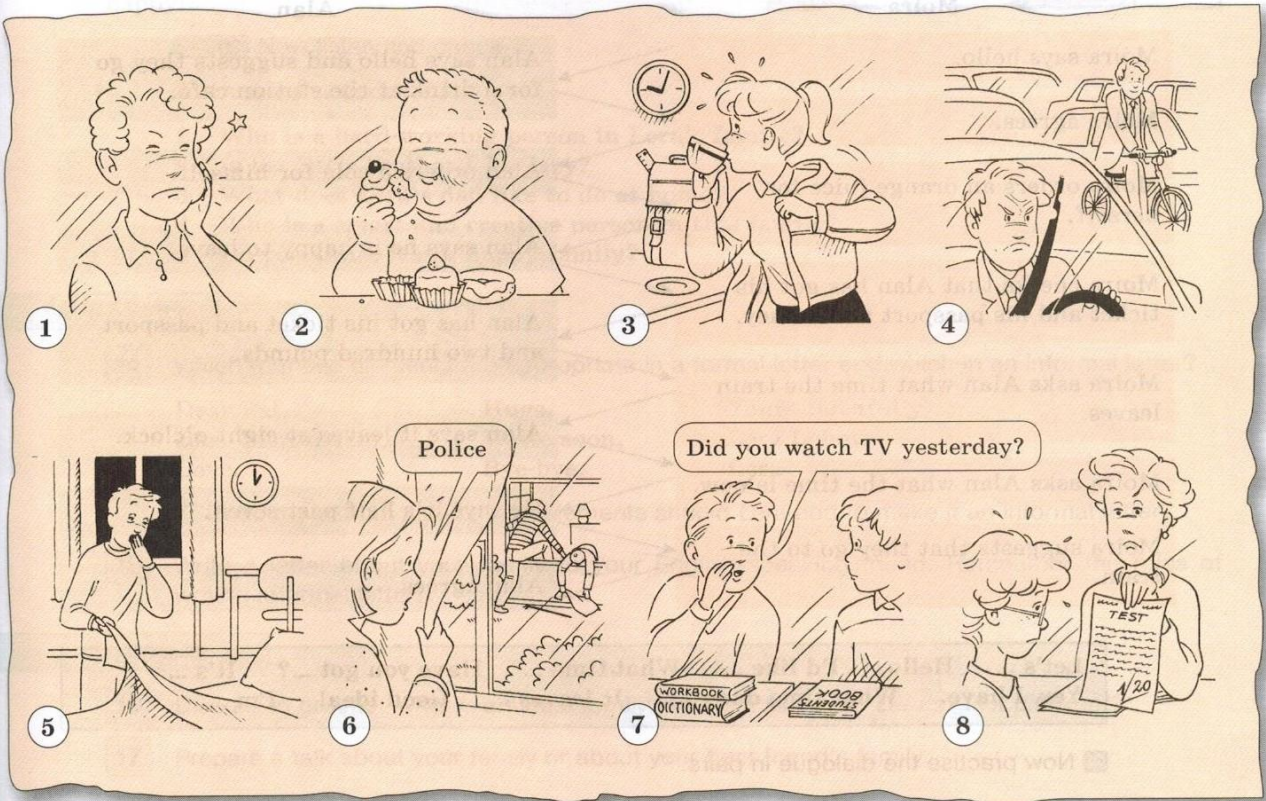
Example:

- 1 Have you ever seen a famous film star?
Yes, I have. I saw Demi Moore in Milan last week.
- 2 Have you had lunch yet?
- 3 Have you had your birthday yet this year?
- 4 Have you been on holiday yet this year?
- 5 Have you ever eaten chocolate ice-cream?
- 6 Have you done your homework yet?
- 7 Have you ever swum in the ocean?
- 8 Have you ever had dinner at a restaurant?

9 Give advice to the kids in each situation.

Example:

- 1 You should go to the dentist.

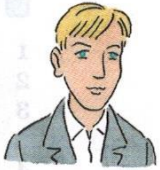


16 How good a friend are you?

10 In pairs, role-play the situations described in Exercise 9. Student A describes the situation and asks for advice. Student B gives a piece of advice. When giving advice, you may use the phrase *If I were you, I would ...*

Listening and speaking

11 © T112 Moira's friend wants to talk to you. Listen to his questions and fill in the gaps.



Alan: Hi! My name's Alan. _____?
 Alan: Have you _____ school yet?
 Alan: What are you going to do when you _____?
 Alan: Do you think you'll go _____ one day?
 Alan: I don't know whether to stay at school or leave school and _____.
 What should I do?
 Alan: Mmm ... maybe you're right. Have you ever visited _____?
 Alan: Really? When did you go there?
 Alan: Where are you going _____ next summer?
 Alan: That's a _____! Well, good luck with your plans! Bye.

You: ...
 You: ...
 You: ...
 You: ...
 You: ...
 You: ...
 You: ...
 You: ...

In pairs, role-play the conversation with Alan answering his questions.

Writing and speaking

12 Read the instructions and write the dialogue. Use the words and phrases from the box. You can use some of them more than once.

Alan meets Moira on the day they set off for their trip round Europe by train.

Moira	Alan
Moira says hello.	Alan says hello and suggests they go for a drink at the station café.
Moira agrees.	Alan orders a cola for himself.
Moira orders an orange juice for herself.	Alan says he is happy to leave.
Moira checks that Alan has got his ticket and his passport and money.	Alan has got his ticket and passport and two hundred pounds.
Moira asks Alan what time the train leaves.	Alan says it leaves at eight o'clock.
Moira asks Alan what the time is now.	He says it's half past seven.
Moira suggests that they go to the train.	Alan agrees.

Let's ... Hello, I'd like ... What time ... Have you got ...? It's ...
 Yes, I have. What time does ...? It leaves ... Good idea! I'm ...

Now practise the dialogue in pairs.

Reading

- 13** Read an extract from Lera's letter to Pat about her family. Fill in the gaps with appropriate adjectives.

I have a big family. We all love each other dearly. But we are all different. My Mom works as a secretary. She spends most of her day at work, because she has a lot of work to do, she is really a ___ person. Though she is so very busy, she runs the house, keeps everything clean and tidy and manages to balance her work and home properly, because she is so well ___.

My Dad is different, he likes to spend most of his time relaxing and doing nothing. I must say he is a little bit ___, but we don't mind it, because he never worries, is never upset and is always in a good mood. It's not bad when someone in the family is as ___ as my Dad! Another good thing about him is his readiness to help. When someone's in trouble he is always there, because he's ___.

My sister is a university student, she is very smart and creative, everyone knows she is ___ and bright. My little brother, who is only four, is very well brought-up, he behaves well. He has good manners, he is very ___ and never forgets to say "thank you", "please" and "excuse me". He is open-hearted and ___, he never lies and always tells the truth. We are a great family and our life is full and happy!



© T113 Now listen and check.

Answer the questions.

- 1 Who is a hard-working person in Lera's family?
- 2 Is her little brother a bit lazy?
- 3 What does Lera's dad like to do at home?
- 4 Who is a smart and creative person in this family?
- 5 Do you think it is a happy family?

Writing

- 14** Which of these elements are appropriate in a formal letter and which in an informal letter?

Dear Pat,

Dear Sir/Madam,

Love,

Hugs,

Write soon,

Bye-bye,

Yours faithfully,

Lera Lobova

Lera

Read the extract again. What elements should Lera add to make it an informal letter?

- 15** Write a letter about your family to your English-speaking friend. Remember the rules of writing informal letters.

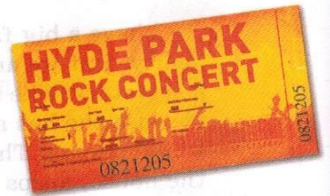
Speaking

- 16** Discuss in groups: *What is an ideal family like? Is it similar to Lera's? Is it different?*
- 17** Prepare a talk about your family or about your best friend's family.

Listening and speaking

18 © T114 Read the questions. Listen to Silvia talking about her summer holidays. Now answer the questions.

- 1 What's the cheapest way to get to London?
- 2 What's the easiest and quickest way?
- 3 What's the maximum age to be able to get student tickets?
- 4 Where did Silvia get her ticket?
- 5 What did Silvia do while she was living in London?
- 6 Who was the best singer?



19 Role-play Silvia's interview for The RAP. Student A is a RAP journalist. Student B is Silvia. Begin like this:

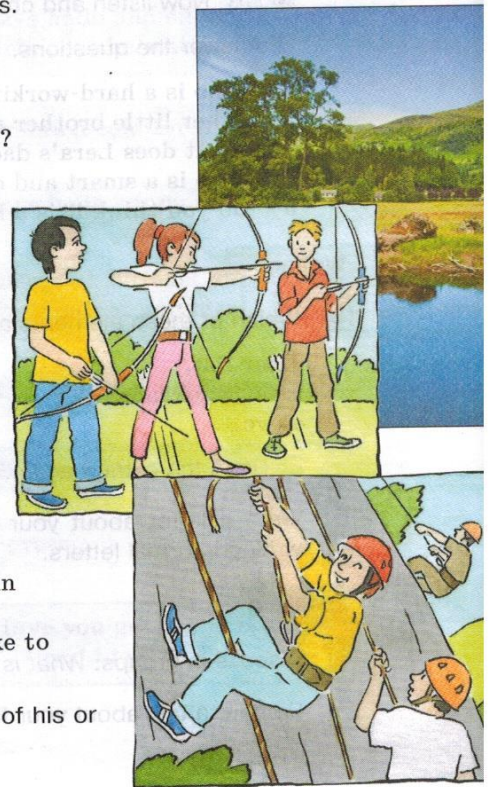
- | | |
|---|---|
| <i>Interviewer:</i> Hi, Silvia. I'd like to ask a few questions about your trip to London. When did you go to London? | <i>Silvia:</i> Hi. I went to London ... |
| <i>Interviewer:</i> What's the cheapest way to get to London? | <i>Silvia:</i> ____. |
| <i>Interviewer:</i> And what's the most convenient and quickest way? | <i>Silvia:</i> ____. |
| <i>Interviewer:</i> Where did you get your ticket? | <i>Silvia:</i> ____. |
| <i>Interviewer:</i> Did you do anything special while you were living in London? | <i>Silvia:</i> ____. |
| <i>Interviewer:</i> Really? Where was the concert? | <i>Silvia:</i> ____. |
| <i>Interviewer:</i> Who was the best singer? | <i>Silvia:</i> ____. |
| <i>Interviewer:</i> What was he wearing? | <i>Silvia:</i> ____. |
| <i>Interviewer:</i> Well, thanks for answering my questions. | <i>Silvia:</i> ____. |

When you have finished, change roles.

20 Imagine that you have applied for a job as an assistant at PlayFun Summer Camps in Britain for the next summer holidays. PlayFun have summer camps for 8- to 10-year-old children in Snowdonia (Wales), Stirling (Scotland) and Crewkerne (England). These are the questions you will be asked at the interview. Prepare your answers.

- 1 What's your name?
- 2 How old are you?
- 3 Where were you born?
- 4 Where were you living when you started school?
- 5 Where do you live now?
- 6 What does your father do? And your mother?
- 7 When are you leaving school?
- 8 What are you going to do when you leave school?
- 9 If you go to university, what will you study?
- 10 Where will you be in ten years' time?
- 11 Do you like animals?
- 12 Have you got any pets?
- 13 Can you play any musical instruments?
- 14 How long have you been studying English?
- 15 Have you ever been to Britain before?
- 16 Have you ever worked with small children before?
- 17 Where would you like to work for PlayFun — in England, Scotland or Wales?
- 18 If we offered you a job, how long would you like to work for us?

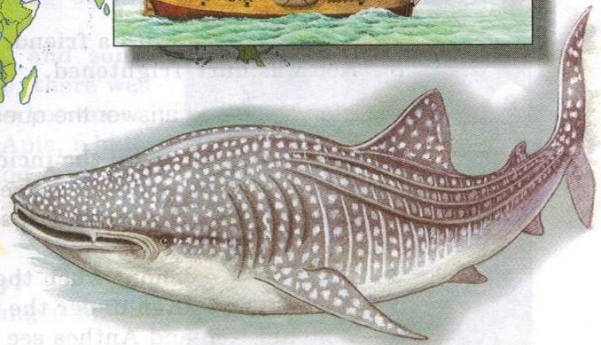
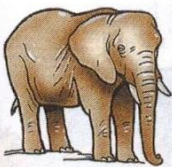
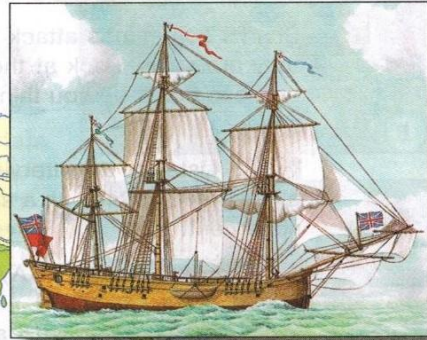
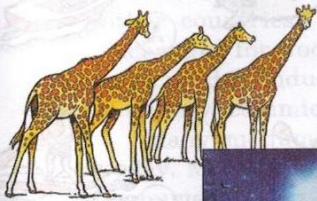
Work in pairs. Interview your partner. Make a note of his or her answers. When you have finished, change roles.



Speaking and writing

21 General discussion. Look through the Contents of the Student's Book (Part 1 and 2). Sum up what you have learned with "Forward" this year.

- 1 Which unit do you consider to be the most interesting and why?
- 2 Which unit didn't you like and why?
- 3 What is your favourite section in The RAP?
- 4 Who is your favourite character?



*** 22** **Project idea.** Make a poster about what you have learned in your English course this year. Use the plan below.

MY FAVOURITES ...

- My favourite unit is ____
- My favourite "Forward" character is ____
- My favourite section in The RAP is ____
- My favourite new word is ____
- My favourite new phrase is ____

NOW I CAN ...

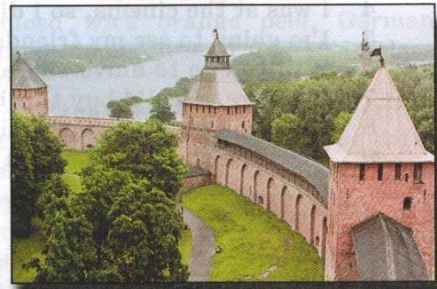
- listen to ____
- read *poems, folk tales,* ____
- read about ____
- speak about ____
- ask and answer questions about ____
- write *letters, posters,* ____
- write about *my friend,* ____
- find a new word ____
- check my written work ____

I HAVE LEARNED ABOUT ...

- topics: ____
- grammar: ____
- vocabulary: ____

I HAVE LEARNED TO WORK ...

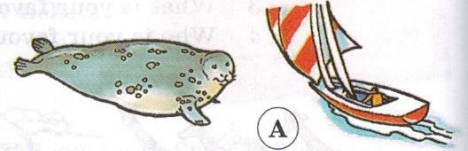
- in pairs in groups by myself
- with the help of my teacher



Consolidation 4

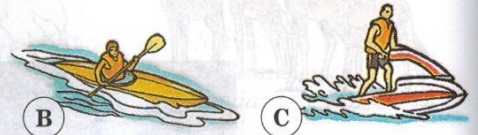
Listening and speaking

- 1 Sharks sometimes attack humans because they think they are seals. Look at the seal and the boats. Which of these boats do you think looks most like a seal to a shark?



© T115 Listen to the interview with Ken Carlton who had a close encounter with a shark and choose the correct statement.

- 1 Ken was in the USA/South Africa when the incident happened.
- 2 Ken was alone/with a friend.
- 3 Ken was hurt/frightened.



Listen again and answer the questions.

- 1 Where and when did the incident happen?
- 2 How long has Ken been canoeing?
- 3 How far were they from the shore at the moment of the attack?
- 4 What did Ken shout when the shark attacked him?
- 5 How long was Ken under the water?
- 6 Who did Ken and Anthea see on the beach?
- 7 How big was the shark which attacked Ken?



Work in pairs. Tell Ken's story to another student in your class. Answer his question.

Grammar

- 2 Think about the verb forms. Match 1–9 with A–I. Explain the use of this form.

- 1 She **plays** tennis.
- 2 What are you **doing**, Tom? — I'm **studying**.
- 3 I **was chatting** with Dasha at three o'clock.
- 4 I **was** at the cinema, so I **didn't watch** TV last night.
- 5 I'm **going** to see my friends on Sunday.
- 6 **Will** you go to university after school? Yes, I **will**.
- 7 If I were you, I'd buy this book.
- 8 **Have** you **finished** your article about pocket money yet?
- 9 I've **been studying** English since I was eight.

- A "Would" for conditional
- B Present Perfect Continuous
- C "Will" Future
- D Present Perfect
- E Present Simple
- F Past Simple
- G "Going to" Future
- H Present Continuous
- I Past Continuous

Pronunciation

- 3 © T116 Long or short "i"? Listen to the pronunciation of these two words. Then listen and repeat.

ship /ɪ/ sheep /i:/

Listen and choose the word you hear.

- | | | |
|--------------|------------|-------------|
| 1 ship/sheep | 3 hit/heat | 5 fill/feel |
| 2 bit/beat | 4 sit/seat | 6 it's/eats |

Listen again and check. Then read it aloud.

Reading and vocabulary

- 4 Look at these pictures before you read. Which of them shows America before the arrival of Europeans; Ancient Greece; Ancient Egypt? Then read the text and say which of the countries is described in it. How do you know?

This country still exists today, but it was different many years ago. Its society was very advanced even by today's standards.

Agriculture was a very important part of the economy. Wheat and millet were grown in the fields and exported to other countries. For example, agricultural products were exchanged for wood, leather, gold and ivory. These materials were used in industry, which was highly developed, too, and jewellery, ceramics and cloth were all made in this country.

Many monuments built at that time are famous even today. Millions of people visit them every year. Some of the monuments were only discovered at the beginning of the 20th century.

Animals were raised in this country, too, and some animals were considered to be gods. For example, there was a god called Horus with a falcon head; Thoth, who was an ibis (a type of bird); Bastet, who was a cat; and Apis, a bull. In one city the crocodile was considered a god and was decorated with jewels and gold!

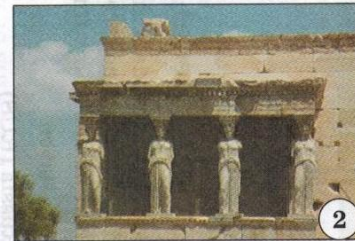
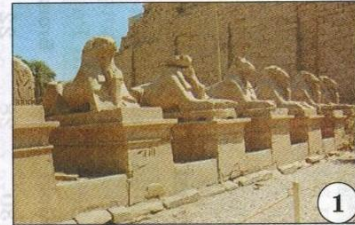
Answer the questions.

- 1 What crops were grown in this country?
- 2 What were agricultural products exchanged for?
- 3 What products were made?
- 4 When were some of the ancient monuments of this country discovered?
- 5 What animals were considered to be gods?
- 6 What animal was decorated with jewels and gold?

- 5 Read the text and fill in the gaps with the appropriate names of well-known special days (A — Thanksgiving, B — Christmas).

1 No ___ is complete without lots of desserts, and nothing symbolises ___ more than baked breads and cookies hot from the oven. Many American traditional desserts, like other ___ customs, were started long ago in some other parts of the world. English fruit cake or plum pudding, Italian "Crostoni", a fried bread spiced with orange peel, German "Pfeffernuesse", a bread full of sweet spices, and Ukrainian doughnuts all find their place on the ___ table!

2 The American ___ holiday began as a feast of ___ in the early days of the American colonies almost 400 years ago. In the autumn of 1621 the colonists harvested bountiful crops of corn, barley, beans and pumpkins, and arranged a feast to thank the Indians who taught them how to grow unfamiliar crops in an unfamiliar soil. Without the Indians the first settlers would not have survived. Turkey (a native of North America), corn (or maize), pumpkins and cranberry sauce are symbols which represent the first ___. You will find these traditional foods on most tables throughout the US on the fourth Thursday of November.



Writing

- 6 Work in groups. Write a questionnaire to find out what students in your class know about festivals and special days in the UK, the USA, Canada and Australia. Swap your questionnaire with another group and answer the questions.
- 7 **Test yourself.** Work independently. Don't use the dictionary or the keys. Do Test 4 and fill in the Self-assessment checklist in your Workbook.

DIALOGUE OF CULTURES (3)

1 Do the quiz with your friend and then discuss difficult questions with the class.











The Paralympics

- 1** How many countries took part in the 2014 Sochi Winter Paralympics?
a) 45 b) 19 c) 25
- 2** How many sets of medals were awarded to Paralympians in Sochi?
a) 72 b) 53 c) 34
- 3** How many athletes took part in the 2014 Sochi Paralympics?
a) 803 b) 692 c) 555
- 4** When and where was the first sports competition for disabled people held?
a) Ancient times, Greece
b) 1948, England
c) 1960, Rome
- 5** What was that first competition called?
a) The Paralympics
b) The Disabled People Games
c) The Stoke Mandeville Games
- 6** In the first competition for disabled people there was one kind of sport. What was it?
a) archery b) swimming c) table tennis
- 7** When did the games become international?
a) 1960 b) 1948 c) 1952
- 8** When and where were the first Winter Paralympics held?
a) Rome, 1960 b) Sweden, 1976 c) Russia, 2014
- 9** In how many sports did the athletes compete in the Sochi Winter Paralympics?
a) 4 b) 5 c) 6
- 10** How many Paralympic medals does the most decorated competitor in the history of the Games have? In what sport?
a) 55 b) 33 c) 11
A. swimming B. archery C. skiing
- 11** How old was the youngest individual gold medallist at the Paralympics? In what sport?
a) 17 b) 15 c) 13
A. swimming B. archery C. skiing



Medal count

Russia earned 30 gold medals and 80 overall medals. Russia's overall medal count set a new record in the Paralympic Games. Here is the final medal count for the 2014 Sochi Paralympics:

Rank	Nation	Gold	Silver	Bronze	Total
1	 Russia (RUS)	30	28	22	80
2	 Germany (GER)	9	5	1	15
3	 Canada (CAN)	7	2	7	16
4	 Ukraine (UKR)	5	9	11	25
5	 France (FRA)	5	3	4	12
6	 Slovakia (SVK)	3	2	2	7
7	 Japan (JPN)	3	1	2	6
8	 United States (USA)	2	7	9	18
9	 Austria (AUT)	2	5	4	11
10	 Great Britain (GBR)	1	3	2	6

2 Read the short names of the countries in the table aloud. Can you give their official names?

3 Did you know ...

... what the Paralympic motto is?

The Paralympic motto is "Spirit in Motion." It shows the courage and determination of disabled people and the victory of spirit over the disabilities of the body. The symbol for the Paralympic Games contains three colours — red, blue and green, which are the colours you see most often in national flags.

4 Did you know ...
... who founded the Paralympics?

The idea of the Paralympics belongs to Professor Sir Ludwig Guttmann. He was born in Germany in 1899. He was always interested in medicine and became a doctor when he was 25 years old. In 1938 he moved from Fascist Germany to Great Britain, and in 1943 he became the director of Stoke Mandeville Hospital. He didn't simply treat paralysed patients, he wanted to rehabilitate them — to help them have a normal, useful life again. He felt it was very important to inspire hope and self-belief in his patients.

Guttmann introduced new methods in treating patients in wheelchairs. He understood that sport helps a person's body as well as their mind. He encouraged his patients to take part in sports. He said, "The aims of sport for the disabled, as well as the non-disabled, are to develop mental activity, self-confidence, self-discipline, competitive spirit and comradeship."

In 1948 the hospital held a sporting event called "The Stoke Mandeville Games" — a competition in archery in which disabled war veterans took part. By 1952 the event began to get bigger, Dutch war veterans joined the competition. In 1960 the Olympics were held in Rome, and Guttmann arranged for wheelchair athletes to compete in a "parallel" Olympics held in Rome alongside the official Summer Olympics. The name was shortened to the Paralympics. Ludwig Guttmann, the founder and father of the Paralympic Games, died in 1980. The Paralympics grow and develop.



5 Did you know ...
... the life story of Irek Zaripov, Russian Paralympian?

Irek Zaripov became the most titled Russian athlete in Vancouver winning four gold and one silver medal in skiing and biathlon. At the age of 31 in Sochi he came second in cross country skiing, 15 km, sitting. Now he is confident, successful and strong. But there was a moment when he couldn't find himself or his place in life. When he was 17, he lost his legs in an accident. After many operations there were two years of despair and depression. His life was senseless; he was only eating, drinking and sleeping. He gained almost 100 kgs. Now he weighs 65.

Irek's parents helped him to defeat depression. They encouraged him to start doing sports. Zaripov started training in athletics, swimming and skiing. He drove kilometres on a wheelchair with skiers who were training on roller skis. "When I started doing sports, I realised — it's my way. Life is not dull, I had a goal to achieve the maximum heights in sports," Zaripov remembers. He has achieved it, and not only in sports. "I'm absolutely happy," he said. "I have a family, my wife, my children, my favourite job."

His secret of success is courage and determination. He showed to himself and the world that he could do it, he had got enough character to achieve his goals.

The medalists from the Paralympics are strong examples of how a person can change his or her life for the better in spite of all the difficulties and problems.



6 Tell your friend what you now know about the history of Paralympics. Can you explain the difference between the symbols of the Paralympic and the Olympic Games?

*** 7** **Project idea.** Make a quiz on the Summer Paralympics. Use Exercise 1 as an example. Find interesting information on the Internet. Then do the quiz with your friends in class. Alternatively, you can prepare a talk on the life story of a Paralympian.

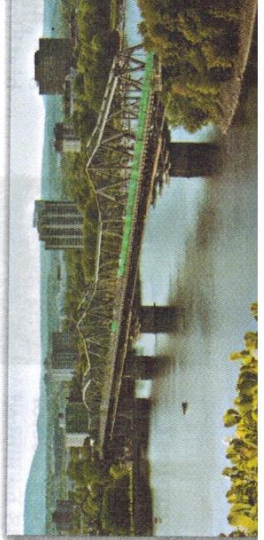
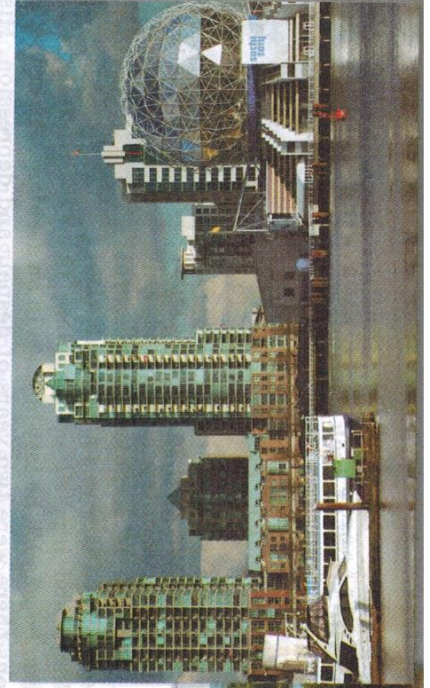
Vocabulary	
Paralympics	Paralympian
paralysed	archery
disabled	disability
decorated	despair
confident	determination
mental	comradeship
senseless	
to hold sth. alongside sth.	
to award to sb.	
to encourage sb. to do sth.	

DIALOGUE OF CULTURES (4)

1 Do the quiz with your friend and then discuss difficult questions with the class.

Discovering Canada

- How did Canada get its name?
 - It was named after its explorer.
 - It was named that by mistake.
 - That is what the original inhabitants called their country.
- Which of these is true about Canada?
 - It's the second largest country in territory and in population.
 - It's the third largest country in territory and second largest in population.
 - It's the second largest country in territory and the 28th in population.
- What is the national capital of Canada? You can use the map.
 - Ottawa
 - Toronto
 - Montreal
- What is the largest city in Canada?
 - Ottawa
 - Toronto
 - Montreal
- What is the official language in Canada?
 - English
 - French
 - both English and French
- How many people per one car are there in Canada?
 - 2
 - 5
 - 10
- Canada is a very beautiful country with a great variety of scenery. Many popular movies were made there. Which one of these films was made off the coast in Halifax?
 - "Avatar"
 - "Titanic"
 - "Pirates of the Caribbean"
- Canada has the longest ... in the world.
 - street
 - coastline
 - border with another state



Vocabulary

scenery	mascot
settlement	regiment
self-government	treaty
to claim sth.	

2 Did you know ...

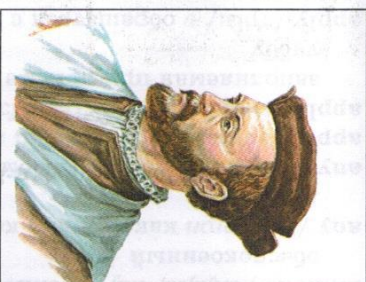
... why English and French are official languages in Canada?

Canada has two official languages: English and French. Most Canadians speak either French or English, and many speak both. English is used all over Canada except in Quebec, where French is the official language. Why two languages? How did it all happen?

The first people to live in Canada were the Inuits. The first Europeans to reach the country were likely the Vikings, and it is believed that a Norse explorer, Leif Eriksson, led them to the coast of Labrador or Nova Scotia in 1000 C.E. However, European settlement did not begin in Canada until the 16th century. In 1534 a French explorer, Jacques Cartier, discovered the St Lawrence River while searching for fur. Soon after that he claimed Canada for France. The French began to settle there in 1541, but an official settlement was not established until 1604. That settlement, called Port Royal, was located in what is now Nova Scotia.

In addition to the French, the English also began exploring Canada for its fur and fish trade and in 1670 established the Hudson's Bay Company. In 1713 a conflict developed between the English and French and the English won control of Newfoundland, Nova Scotia and Hudson Bay. In 1756 the Seven Years' War began, in which England wanted to gain more control of the country. That war ended in 1763, and England was given full control of Canada with the Treaty of Paris.

In the years after the Treaty of Paris many English colonists moved to Canada from England and the United States. In 1849 Canada was given the right to self-government, and the country of Canada was officially established in 1867. At present, Canada is a federal parliamentary democracy and a constitutional monarchy, with Queen Elizabeth II as its head of state.



3 Did you know ...

... that Winnie-the-Pooh has Canadian origin?

The character of Winnie-the-Pooh, the famous bear created by Alan Alexander Milne, was inspired by Winnipeg, or Winnie, a female black bear that lived in London Zoo from 1915 until her death in 1934. She was bought as a small cub for \$20 (probably from the hunter who had shot her mother) at a stop in White River, Ontario, by Lieutenant Harry Colebourn, who named her after his home city of Winnipeg, Manitoba. She was the pet animal and the mascot of the regiment where he served. It was in 1914 during the First World War and the Canadian regiment was going to the West Front to France through London. Before leaving for France Lt. Harry Colebourn left Winnie at London Zoo. There she was much loved for her playfulness and gentleness. Among her fans was A.A. Milne's son, Christopher Robin, who loved Winnie so much that he changed the name of his own teddy bear from "Edward Bear" to "Winnie-the-Pooh". A.A. Milne's stories about Winnie-the-Pooh have become children's favourite.

4 Tell your friend what you now know about Canada.

5 *** Project idea. Make a quiz on some other country you are interested in. Use Exercise 1 as an example. You may ask your parents for help, if necessary. Then do the quiz with your friends in class.



Vocabulary

Условные обозначения

adj (adjective) — прилагательное

adv (adverb) — наречие

AmE (American English) — американский вариант английского языка

aux. v (auxiliary verb) — вспомогательный глагол

BrE (British English) — британский вариант английского языка

coll (colloquial) — разговорная лексика

comparative — сравнительная степень

conj (conjunction) — союз

n (noun) — существительное

pl (plural) — множественное число

pp (past participle) — причастие прошедшего времени, 3-я форма глагола

prep (preposition) — предлог

pron (pronoun) — местоимение

pt (past tense) — прошедшее время

superlative — превосходная степень

v (verb) — глагол

см. — смотри

сокр. — сокращённо

уст. — устаревшее

Аа

abandoned /ə'bændənd/ *adj* заброшенный, покинутый

aboard /ə'bɔ:d/ *adv* на борту (корабля, самолёта); внутри (поезда, автомобиля и т.д.)

aborigine /,æbə'ri:dʒɪn/ *n* коренной житель, абориген

access /'ækses/ *n* доступ (к чему-л.)

accessories /ək'sesəri:z/ *n* аксессуары

accident /'æksɪdənt/ *n* происшествие, катастрофа

accommodation /ə,kɒmə'deɪʃn/ *n* 1) жильё, помещение 2) место (в поезде, на пароходе)

account /ə'kaʊnt/ *n* счёт

bank account банковский счёт

achieve /ə'tʃi:v/ *v* достигать, добиваться

achievement /ə'tʃi:vmənt/ *n* 1) достижение 2) выполнение 3) подвиг

acre /'eɪkə/ *n* акр (единица площади; равен 4047 кв. м)

addictive /ə'dɪktɪv/ *adj* вызывающий привыкание, зависимость

address /ə'dres/ 1. *n* адрес 2. *v* обращаться к кому-л.

admission /əd'mɪʃn/ *n* 1) приём, доступ 2) плата за вход

advantage /əd'vɑ:ntɪdʒ/ *n* преимущество, выгода, польза

advertisement /əd'vɜ:tɪsmənt/ *n* объявление, реклама

advice /əd'vaɪs/ *n* совет

advise /əd'vaɪz/ *v* советовать

affirmative /ə'fɜ:mətɪv/ *adj* утвердительный

after /'ɑ:ftə/ *adv* после

afternoon /,ɑ:ftə'nu:n/ *n* день (после 12.00)

afterwards /'ɑ:ftəwədz/ *adv* после

again /ə'geɪn/ *adv* снова

against /ə'geɪnst/ *prep* против

agency /'eɪdʒənsɪ/ *n* агентство

travel agency туристическое агентство

aggressive /ə'ɡresɪv/ *adj* агрессивный

agricultural /,ægrɪ'kʌltʃərəl/ *adj* сельскохозяйственный, земледельческий

agriculture /'ægrɪ,kʌltʃə/ *n* земледелие, фермерство

aid /eɪd/ 1. *n* помощь 2. *v* помогать, оказывать поддержку

air /eə/ *n* воздух

alive /ə'laɪv/ *adj* живой, в живых; действующий

all /ɔ:l/ *adj* весь, вся, всё; целый

all over the world по всему миру

all right всё в порядке

alligator /'æljɪɡeɪtə/ *n* аллигатор

allow /ə'laʊ/ *v* позволять, разрешать

almost /'ɔ:lməʊst/ *adv* почти

alone /ə'ləʊn/ *adj* единственный; один, сам

alongside /ə'lɒŋsaɪd/ *adv* бок о бок

already /ɔ:l'reɪdɪ/ *adv* уже

alternative /ɔ:l'tɜ:znətɪv/ 1. *n* альтернатива, выбор 2. *adj* альтернативный

although /ɔ:l'dəʊ/ *conj* хотя, несмотря на
always /'ɔ:lweɪz/ *adv* всегда
amazing /ə'meɪzɪŋ/ *adj* невероятный
ambition /æm'bɪʃn/ *n* амбиция
American /ə'merɪkən/ **1.** *adj* американский
2. *n* американец, американка
amount /ə'maʊnt/ *n* количество; сумма
ancestor /'ænsesə/ *n* предок
ancient /'eɪnʃnt/ *adj* древний, античный
ankle /'æŋkl/ *n* лодыжка
another /ə'nʌðə/ *adj* ещё один, другой
 (такой же)
anxious /'æŋkʃəs/ *adj* взволнованный,
 обеспокоенный
any /'eni/ *pron* какой-либо, какой-нибудь,
 любой
anyway /'eniweɪ/ *adv* в любом случае
appear /ə'piə/ *v* появляться; казаться
application form /æplɪ'keɪʃn fɔ:m/ *n* анкета,
 заполняемая при приёме на работу или
 учёбу
apply /ə'plai/ *v* обращаться с просьбой,
 письменным заявлением
apply (for admission) to university
 подавать заявление о приёме
 в университет
appoint /ə'pɔɪnt/ *v* назначать, определять
approach /ə'prəʊtʃ/ *v* приближаться, подходить
approval /ə'pru:vəl/ *n* одобрение
approximately /ə'prɒksɪmətli/ *adv* примерно,
 приблизительно
aquarium /ə'kwɛəriəm/ *n* аквариум
archery /'ɑ:tʃəri/ *n* стрельба из лука
arctic /'ɑ:ktɪk/ *adj* арктический, полярный
arm /ɑ:m/ *n* рука
armchair /ɑ:mtʃeə/ *n* кресло
armed /ɑ:md/ *adj* вооружённый
army /'ɑ:mi/ *n* армия
around /ə'raʊnd/ *adv* вокруг
arrive /ə'raɪv/ *v* прибывать, приезжать
arrive at достигать (места назначения);
 приходить (к выводу)
art /ɑ:t/ *n* искусство
article /'ɑ:tɪkl/ *n* статья
artist /'ɑ:tɪst/ *n* художник
as /æz/ /əz/ *prep* как, в качестве
as ... as такой же ... как
asleep /ə'sli:p/ *adj* уснувший, спящий
assemble /ə'sembəl/ *v* собирать, монтировать
assembly /ə'sembli/ *n* собрание
assent /ə'sent/ *n* согласие, разрешение,
 санкция
Royal assent королевская санкция
 (одобрение парламентского законо-
 проекта)
assign /ə'saɪn/ *v* назначать, определять,
 устанавливать

associate¹ /ə'səʊsɪət/ *n* союзник, сторонник
associate² /ə'səʊsɪət/ *v* объединять, соединять
athlete /'æθlɪt/ *n* 1) спортсмен 2) атлет
athletic /æθ'letɪk/ *adj* спортивный,
 атлетический
atlas /'ætləs/ *n* атлас (географический)
attend /ə'tend/ *v* посещать (занятия)
attraction /ə'trækʃn/ *n* привлекательность
attractive /ə'træktɪv/ *adj* привлекательный
author /'ɔ:θə/ *n* автор
available /ə'veɪləbl/ *adj* доступный;
 подходящий
average /'ævərɪdʒ/ *adj* средний
awake /ə'weɪk/ *adj* бодрствующий
award /ə'wɔ:d/ **1.** *n* награда, приз **2.** *v* при-
 суждать (что-л.); награждать (чем-л.)
away /ə'weɪ/ *adv* 1) прочь 2) далеко 3) давно
run away убежать
cut away отрезать
two miles away from в двух милях от
awful /'ɔ:fl/ *adj* ужасный

Bb

baby-sitter /'beɪbɪ,sɪtə/ *n* няня
backstage /'bæk'steɪdʒ/ *adv* за кулисами
badly-paid /'bædli'peɪd/ *adj* низкоопла-
 чиваемый
bagpipes /'bæɡ'paɪps/ *n* волынка
bald /bɔ:ld/ *adj* лысый; плешивый
ban /bæn/ *n* запрет, запрещение
band /bænd/ *n* 1) музыкальная группа
 2) оркестр
barely /'beəli/ *adv* только, просто; едва, лишь
barley /'bɑ:lɪ/ *n* ячмень
barrel /'bærəl/ *n* 1) бочка 2) баррель (мера
 жидких/сыпучих материалов)
bathroom /'bɑ:θru:m/ *n* ванная
battery /'bætəri/ *n* батарейка
battle /'bætl/ *n* битва, сражение
battlefield /'bætlfi:ld/ *n* поле сражения,
 поле боя
be /bi:/ /bɪ/ *aux. v* (*pt* was/were, *pp* been)
 1) быть 2) находиться 3) являться
be born быть рождённым
be married быть женатым (замужем)
beach /bi:tʃ/ *n* 1) берег моря 2) пляж
beat /bi:t/ *n* барабанная дробь
become /bɪ'kʌm/ *v* (*pt* became, *pp* become)
 становиться
before /bɪ'fɔ:/ *prep* до, раньше, перед
behind /bɪ'haɪnd/ **1.** *prep* за, сзади, позади
2. *adv* сзади, позади
believe /bɪ'li:v/ *v* верить
belong /bɪ'lɒŋ/ *v* принадлежать
belt /belt/ *n* ремень
benefit /'benɪfɪt/ *n* выгода, польза

- benefit from sth** получать выгоду от чего-л.
- best** /best/ *adj* *superlative of good*
- best wishes** наилучшие пожелания
- between** /bi'twi:n/ **1.** *prep* между
- 2.** *adv* между
- beverage** /'bevəri:dʒ/ *n* напиток
- Bible** /baɪbl/ *n* Библия
- biker** /'baɪkə/ *n* велосипедист; мотоциклист, байкер
- bill** /bɪl/ *n* **1)** чек, счёт **2)** законопроект, билль
- biography** /baɪ'ɒgrəfi/ *n* биография
- biological** /baɪ'ɒlədʒɪkəl/ *adj* биологический
- biological family** биологическая семья
- biologist** /baɪ'blɒdʒɪst/ *n* биолог
- biscuit** /'bɪskɪt/ *n* сухое печенье, крекер
- bit** /bɪt/ *n* кусочек; частица, небольшое количество
- a bit** *adv* немного, чуть-чуть, слегка
- blanket** /'blæŋkɪt/ *n* одеяло
- blind** /blaɪnd/ *adj* слепой
- bloodstain** /'blʌdsteɪn/ пятно крови
- blow** /bləʊ/ *v* (*pt* blew, *pp* blown) **1)** дуть
- 2)** гнать (ветром), уносить
- blow up** **1)** надувать **2)** взрывать
- blue** /blu:/ *adj* голубой
- blues** /blu:z/ *n* блюз
- bonfire** /'bɒnfɑɪə/ *n* костёр
- bookcase** /'bʊkkeɪs/ *n* книжный шкаф
- booking** /'bʊkɪŋ/ *n* резервирование
- boring** /'bɔ:ɪŋ/ *adj* скучный
- borrow** /'bɒrəʊ/ *v* заимствовать
- both** /bəʊθ/ *pron* оба, обе
- bountiful** /'baʊntɪfəl/ *adj* обильный, щедрый
- branch** /brɑ:ntʃ/ *n* ветка, ветвь
- brave** /breɪv/ *adj* храбрый, смелый
- breathe** /bri:tð/ *v* дышать
- brilliant** /'brɪljənt/ *adj* блестящий
- British** /'brɪtɪʃ/ **1.** *adj* британский
- 2.** *n* британец, британка
- brochure** /'brɒʃʊə/ *n* каталог; брошюра
- brown** /braʊn/ *adj* коричневый
- bull** /bʊl/ *n* бык
- bungalow** /'bʌŋɡələʊ/ *n* бунгало
- burn** /bɜ:n/ **1.** *n* ожог **2.** *v* **1)** сжигать
- 2)** сгорать
- business** /'bɪznəs/ *n* бизнес, коммерческая деятельность
- businessman** /'bɪznəsmæn/ *n* бизнесмен, предприниматель
- busy** /'bɪzi/ *adj* занятый
- Сс**
- cabinet** /'kæbɪnət/ *n* кабинет министров, правительство
- cage** /keɪdʒ/ *n* клетка
- calculate** /'kælkjəleɪt/ *v* вычислять, подсчитывать
- Cambodian** /kæm'bəʊdiən/ *adj* камбоджийский
- camera** /'kæmərə/ *n* камера; фотоаппарат
- cancer** /'kænsə/ *n* рак
- capacity** /kə'pæsɪti/ *n* объём, вместимость
- capital** /'kæpɪtəl/ *n* столица
- caption** /'kæpʃən/ *n* подпись под иллюстрацией; заглавие
- card** /kɑ:d/ *n* карта
- flesh memory card** карта флэш-памяти, флэшка
- career** /kə'riə/ *n* карьера; успех
- careful** /'keəfl/ *adj* **1)** аккуратный, точный
- 2)** осторожный, осмотрительный
- carefully** /'keəfəli/ *adv* **1)** бережно, внимательно **2)** осторожно, с осторожностью
- carriage** /'kærɪdʒ/ *n* карета
- carry** /'kæri/ *v* нести, относить
- carry out** *v* выполнять, осуществлять, претворять в жизнь
- cartoon** /kɑ:'tu:n/ *n* **1)** мультфильм **2)** карикатура
- cashier** /kæ'ʃiə/ *n* кассир
- casual** /'kæʒuəl/ *adj* свободный, неофициальный, повседневный
- casual clothes** повседневная одежда
- cattle** /'kætl/ *n* скот
- cellar** /'selə/ *n* подвал
- century** /'sentʃəri/ *n* столетие, век
- certificate** /sə'tɪfɪkeɪt/ *n* сертификат, диплом, свидетельство, аттестат
- chain** /tʃeɪn/ *n* цепь; цепочка
- championship** /'tʃæmpɪənʃɪp/ *n* чемпионат, соревнование
- chance** /tʃɑ:ns/ *n* шанс
- channel** /'tʃænl/ *n* **1)** канал **2)** полоса частот, канал (радиопередачи)
- chauffeur** /tʃəʊfə/ *n* шофёр
- cheap** /tʃi:p/ *adj* дешёвый
- check** /tʃek/ *v* проверять
- cheetah** /tʃi:tə/ *n* гепард
- chemist's** /'kemɪsts/ *n* аптека
- chemistry** /'kemɪstri/ *n* химия
- chimpanzee** /tʃɪmpæn'zi:/ *n* шимпанзе
- Chinese** /tʃaɪ'ni:z/ **1.** *adj* китайский
- 2.** *n* **1)** китаец, китаянка **2)** китайский язык
- chips** /tʃɪps/ *n* *pl* жареный картофель (картофель фри)
- church** /tʃɜ:tʃ/ *n* церковь
- citizen** /'sɪtɪzn/ *n* гражданин
- civil** /'sɪvəl/ *adj* гражданский, общественный
- claim** /kleɪm/ *v* претендовать, предъявлять претензию, заявлять права
- clap** /klæp/ *n* хлопок, удар (грома)

clap of thunder оглушительный раскат
 грома
classical /'klæsɪkl/ *adj* классический
clean /kli:n/ **1.** *adj* чистый **2.** *v* чистить
clever /'klevə/ *adj* умный
closed /kləʊzd/ *adj* закрытый
cloth /klɒθ/ *n* 1) ткань 2) скатерть
clothes /'kləʊðz/ *n* одежда
cloudy /'klaʊdɪ/ *adj* облачный, пасмурный
coach /kəʊtʃ/ *n* тренер
coal /kəʊl/ *n* уголь
coast /kəʊst/ *n* побережье
coat /kəʊt/ *n* пальто
cobra /'kəʊbrə/ *n* кобра
coin /kɔɪn/ *n* монета
collect /kə'lekt/ *v* собирать, коллекционировать
collection /kə'leɪʃn/ *n* коллекция
colonise /'kɒlənaɪz/ *v* колонизировать
colony /'kɒləni/ *n* колония
colour /'kʌlə/ *n* цвет
come /kʌm/ *v* (*pt* **came**, *pp* **come**) приходить, приезжать
come back here вернуться сюда
come in входить (в помещение), прибывать куда-л., включаться в дискуссию
come over here заходи/иди сюда
comedy /'kɒmədi/ *n* комедия
comics /'kɒmɪks/ *n* комикс, комиксы
commemorate /kə'meməreɪt/ *v* праздновать
common /'kɒmən/ *adj* общий, распространённый
have sth in common иметь что-л. общее
House of Commons палата общин (британского парламента)
community /kə'mju:nəti/ *n* 1) община; местное сообщество, население; вместе живущие люди 2) местный населённый пункт, территория проживания общины
comparison /kəm'pærɪsn/ *n* сравнение
competence /'kɒmpɪtəns/ *n* способность; умение
competition /kəm'pɪtɪʃn/ *n* соревнование
complain /kəm'pleɪn/ *v* жаловаться
composition /kəm'pəzɪʃn/ *n* 1) составление, построение 2) композиция
comradeship /'kɒmreɪdʃɪp/ *n* товарищеские отношения
concern /kən'sɜ:n/ *n* забота, беспокойство; огорчение
feel concerned about sth беспокоиться о чём-л., быть озабоченным чем-л.
concert /'kɒnsət/ *n* концерт
confidence /'kɒnfɪdəns/ *n* доверие; уверенность
confident /'kɒnfɪdənt/ *adj* уверенный
conflict /'kɒnflɪkt/ *n* конфликт, конфронтация

congratulation /kən'grætʃʊ'leɪʃn/ *n* поздравление
consist /kən'sɪst/ *v* состоять
consist of состоять из
constitution /,kɒnstɪ'tju:ʃn/ *n* конституция
constitutional /,kɒnstɪ'tju:ʃənəl/ *adj* конституционный
contestant /kən'testənt/ *n* участник соревнования
contribute (to) /kən'trɪbjʊt/ *v* сотрудничать (в газете, журнале)
convenient /kən'vi:nɪənt/ *adj* удобный
conversation /,kɒnvə'seɪʃn/ *n* беседа, диалог
conveyor /kən'veɪə/ *n* конвейер
conveyor belt /kən'veɪə belt/ *n* конвейерная, транспортёрная лента
convict¹ /'kɒnvɪkt/ *n* осуждённый, заключённый
convict² /kən'vɪkt/ *v* осуждать
corn /kɔ:n/ *n* зерно
cost /kɒst/ **1.** *n* стоимость, цена **2.** *v* стоить
cotton /'kɒtn/ *n* хлопок
count /kaʊnt/ *v* считать
courage /'kʌrɪdʒ/ *n* храбрость, смелость, отвага
cover /'kʌvə/ *n* обложка
crack /kræk/ *v* 1) трещать, скрежетать, скрипеть 2) давать трещину 3) раскалывать 4) взламывать (программу)
cranberry /'krænbəri/ *n* клюква
create /kri'eɪt/ *v* создавать
creation /kri'eɪʃn/ *n* творение, создание
crime /kraɪm/ *n* преступление, преступность
crisps (BrE) /'krɪspz/ *n pl* чипсы
criticize /'krɪtɪsaɪz/ *v* критиковать
crocodile /'krɒkədɪl/ *n* крокодил
crop /krɒp/ *n* урожай; жатва
crowd /kraʊd/ *n* толпа
crowded /'kraʊdɪd/ *adj* людный
crown /kraʊn/ *n* корона
cruel /'kru:əl/ *adj* грубый
cruelty /'kru:əltɪ/ *n* грубость, жестокость
cuisine /kwɪ'zi:n/ *n* кухня, стол
Oriental cuisine восточная, азиатская кухня
cupboard /'kʌbəd/ *n* буфет, шкаф
cure /kjʊə/ **1.** *n* лекарство **2.** *v* лечить
curly /'kɜ:lɪ/ *adj* кудрявый
currency /'kʌrənsɪ/ *n* валюта, деньги
curtain /'kɜ:tn/ *n* штора, занавеска
cut /kʌt/ *v* отрезать
cute /kjʊt/ *adj* 1) изящный, привлекательный 2) умный, сообразительный; остроумный
cycle /'saɪkl/ *n* 1) цикл 2) *coll* велосипед
cyclist /'saɪklɪst/ *n* велосипедист
czar (tsar) /zɑ:/ *n* царь

Dd

- daily** /'deɪli/ *adj* ежедневный
danger /'deɪŋdʒə/ *n* опасность
dangerous /'deɪndʒərəs/ *adj* опасный
dark /dɑ:k/ *adj* тёмный
debtor /'detə/ *n* должник
debtor's prison долговая тюрьма
decide /dɪ'saɪd/ *v* решать
declaration /,deklə'reɪʃn/ *n* декларация
decorated /'dekə'reɪtɪd/ *adj* украшенный
dedicated /'dedɪkeɪtɪd/ *adj* посвящённый
debut /'deɪbjʊ:/ *n* дебют
defeat /dɪ'fi:t/ *v* побеждать, одерживать победу
demanding /dɪ'mɑ:ndɪŋ/ *adj* требующий времени, сил, внимания (о работе, задании)
demon /'dɪ:mən/ *n* демон
depart /dɪ'pɑ:t/ *v* отправляться
department /dɪ'pɑ:t'mɛnt/ *n* 1) ведомство; департамент 2) министерство
depend /dɪ'pend/ *v* 1) зависеть 2) полагаться
depend on зависеть (от)
describe /dɪ'skraɪb/ *v* описывать
description /dɪ'skɪpʃn/ *n* описание
desert /'dezət/ *n* пустыня
desk /desk/ *n* письменный стол, парта
despair /dɪ'speə/ *n* отчаяние, безысходность
detail /'di:teɪl/ *n* деталь
determination /dɪ,tɜ:mɪ'neɪʃn/ *n* решительность; решимость
develop /dɪ'veləp/ *v* развивать(ся), расти
devote /dɪ'veʊt/ *v* посвящать
dictation /dɪk'teɪʃn/ *n* диктант
dictionary /'dɪkʃənəri/ *n* словарь
die /daɪ/ *v* умирать
diet /'daɪət/ *n* диета
difference /'dɪfərəns/ *n* разница, различие
different /'dɪfərənt/ *adj* другой, отличный, отличающийся
difficult /'dɪfɪklt/ *adj* трудный
dining-room /'daɪnɪŋru:m/ *n* столовая
dirty /'dɜ:ti/ *adj* грязный
disability /dɪsə'bɪləti/ *n* 1) инвалидность 2) неспособность
disable /dɪs'eɪbəl/ *v* делать неспособным; калечить
disabled /dɪs'eɪbəld/ 1. *adj* страдающий от увечья, болезни; нетрудоспособный 2. *n* (the disabled) *pl* инвалиды
disadvantage /,dɪsəd'vɑ:ntɪdʒ/ *n* недостаток
disappear /dɪsə'pɪə/ *v* исчезать
disco /'dɪskəʊ/ *n* музыка в стиле диско
discount /'dɪskaʊnt/ *n* скидка
discourage /dɪs'kʌrɪdʒ/ *v* обескураживать, удручать
discover /dɪ'sklʌvə/ *v* открывать, выяснять
discuss /dɪ'skʌs/ *v* обсуждать
dishonest /dɪs'ɒnɪst/ *adj* нечестный
dispute¹ /'dɪspju:t/ *n* диспут, дебаты; спор
dispute² /dɪs'pjʊ:t/ *v* спорить; обсуждать
distance /'dɪstəns/ *n* дистанция, расстояние
division /dɪ'vɪʒn/ *n* часть, раздел
school division школьный округ
divorce /dɪ'vɔ:s/ *n* развод
documentary /'dɒkjʊ'mentəri/ *n* документальный фильм
dog /dɒg/ *n* собака
guide dog собака-поводырь
domed /dəʊmd/ *adj* 1) округлый, выпуклый 2) увенчанный куполом
donate /dəʊ'neɪt/ *v* дарить, жаловать
dormitory /'dɔ:mɪtri/ *n* общая спальня (для воспитанников учебных заведений)
download /daʊn'ləʊd/ *v* загружать
downstairs /daʊn'steəz/ 1. *n* нижний этаж 2. *adv* вниз
drastically /'dræstɪkli/ *adv* решительно
draw /drɔ:/ *v* (pt drew, pp drawn) рисовать
drawing /drɔ:ɪŋ/ *n* 1) рисование, черчение 2) рисунок, набросок
dress /dres/ *n* платье, одежда
drum /drʌm/ *n* барабан
drummer /'drʌmə/ *n* барабанщик
duke /dju:k/ *n* герцог
during /'djʊərəɪŋ/ *prep* в течение, в продолжение, во время
dusk /'dʌsk/ *n* сумерки; сумрак
Dutch /dʌtʃ/ 1. *adj* нидерландский; голландский 2. *n* 1) (the Dutch) *pl* нидерландцы, голландцы 2) нидерландский язык
dwarf /dwɔ:f/ 1. *n* карлик; гном 2. *adj* карликовый

Ee

- each** /i:tʃ/ 1. *adj* каждый 2. *pron* каждый, всякий
eagle /'i:gl/ *n* орёл
earl /z:l/ *n* граф
earn /z:n/ *v* зарабатывать
Earth /z:θ/ *n* Земля
east /i:st/ *n* восток
easy /'i:zi/ *adj* легкий
easy-going /,i:zi'gəʊɪŋ/ *adj* беззаботный, с лёгким характером
ecological /,i:kə'lɒdʒɪkl/ *adj* экологический
ecology /'i:kɒlədʒɪ/ *n* экология
edition /'i:dɪʃn/ *n* издание
editor /'edɪtə/ *n* редактор
effort /'efət/ *n* усилие
egg /eg/ *n* яйцо
Egyptian /'ɪdʒɪpɪən/ 1. *adj* египетский 2. *n* древнеегипетский язык

either /'aɪðə/ *conj* или
either... or... или... или...
election /ɪ'lekʃən/ *n* выбор(ы)
electric guitar /ɪ'lektrɪk ɡɪ'tɑ:/ *n* электрогитара
electricity /ɪ,lek'trɪsəti/ *n* электричество
elephant /'elɪfənt/ *n* слон
employ /ɪm'plɔɪ/ *v* держать на службе;
предоставлять работу; нанимать
employment /ɪm'plɔɪmənt/ *n* работа; занятие
enemy /'enəmi/ *n* враг
energy /'enədʒi/ *n* энергия
encourage /ɪn'klɪdʒ/ *v* ободрять; поощрять,
поддерживать
enjoy /ɪn'dʒɔɪ/ *v* получать удовольствие,
наслаждаться
enjoyable /ɪn'dʒɔɪəbl/ *adj* приятный
enough /ɪ'nʌf/ *adv* достаточно; довольно
entertainment /,entə'teɪnmənt/ *n* развлечение
enthusiastic /ɪn,θju:zɪ'æstɪk/ *adj* полный
энтузиазма, увлечённый
entirely /ɪn'taɪəli/ *adv* полностью, всецело,
совершенно
entry /'entri/ *n* вход, въезд
entry price плата за вход
environment /ɪn'vaɪrənmənt/ *n* 1) окружаю-
щая среда 2) окружение
epoch /'i:pɒk/ *n* эпоха; век; эра
equip /ɪ'kwɪp/ *v* снаряжать, экипировать
equivalent /ɪ'kwɪvələnt/ *n* эквивалент
errand /'erənd/ *n* поручение
run errands выполнять поручения
errand boy рассыльный
especially /ɪ'speʃli/ *adv* особенно
ethnographer /eθ'nɒgrəfə/ *n* этнограф
European /,jʊərə'pi:ən/ **1.** *adj* европейский
2. *n* житель(ница) Европы
even /'i:vən/ *adv* даже
even though даже если; хотя
event /ɪ'vent/ *n* событие
ever /'evə/ *adv* всегда; когда-либо
every /'evri/ *adj* каждый
everybody /'evrɪbɒdi/ *pron* все; каждый
everyone /'evrɪwʌn/ *pron* каждый, всякий
everything /'evrɪθɪŋ/ *pron* всё
everywhere /'evrɪweə/ *adv* везде, всюду
examination /ɪg'zæmɪ'neɪʃn/ *n* экзамен
excellent /'eksələnt/ *adj* отличный, велико-
лепный
except /ɪk'sept/ **1.** *v* исключать **2.** *prep*
исключая, кроме
except for за исключением чего-л./кого-л.
exception /ɪk'sepʃən/ *n* исключение
exchange /ɪks'tʃeɪndʒ/ *n* обмен
exciting /ɪk'saɪtɪŋ/ *adj* захватывающий
executive /ɪg'zekjʊtɪv/ **1.** *n* исполнительная
власть, исполнительный орган
2. *adj* исполнительный

expensive /ɪk'spensɪv/ *adj* дорогой
experience /ɪk'spɪəriəns/ *n* опыт
experiment /ɪk'sperɪmənt/ *n* эксперимент
expert /'ekspɜ:t/ *n* эксперт
explain /ɪk'spleɪn/ *v* объяснять
exploration /,eksplə'reɪʃən/ *n* исследование
exposition /,eksprə'zɪʃn/ *n* экспозиция,
выставка
extinct /ɪk'stɪŋkt/ *adj* вымерший
(о животном); потухший (о вулкане)
extinction /ɪk'stɪŋkʃn/ *n* вымирание,
исчезновение
extracurricular /,ekstrə'kɜ:kjələ/ *adj* вне-
аудиторный, общественный (о работе
учащихся, студентов и т. п.)
eye /aɪ/ *n* глаз

Ff

fair /feə/ *adj* 1) красивый, прекрасный
2) светлый, белокурый 3) честный;
справедливый
fair hair белокурые волосы
famous /'feɪməs/ *adj* знаменитый
fantastic /fæn'tæstɪk/ *adj* фантастический
far /fɑ:/ **1.** *adv* далеко **2.** *adj* дальний
fare /feə/ *n* тариф, плата за проезд
fascinating /'fæsɪneɪtɪŋ/ *adj* обворо-
жительный, очаровательный, пле-
нительный
fashionable /'fæʃnəbl/ *adj* модный
fast /fɑ:st/ *adj* быстрый
fast food restaurant ресторан быстрого
питания, фастфуд
favour /'feɪvə/ *n* расположение, одобрение;
поддержка, услуга, одолжение
in favour of в пользу, ради
fearsome /'fiəzəm/ *adj* грозный
feast /fi:st/ *n* пир
feel /fi:l/ *v* (*pt, pp felt*) чувствовать
field /fi:ld/ *n* поле
figure /'fɪgə/ *n* фигура
fill /fɪl/ *v* наполнять
fin /fɪn/ *n* плавник (рыбы)
final /faɪnl/ *adj* конечный, последний
finance /'faɪnæns/ *n* финансы, доходы
find /faɪnd/ *v* (*pt, pp found*) находить
find out выяснять
fine /faɪn/ *adj* хороший; хорошо себя
чувствующий
fine arts изящные искусства
finger tip /'fɪŋgətɪp/ *n* кончик пальца
finish /'fɪnɪʃ/ **1.** *v* кончать, заканчивать,
завершать; финишировать **2.** *n* конец;
финиш
fireplace /'faɪəpleɪs/ *n* камин, очаг
firework /'faɪəwɜ:k/ *n* фейерверк, салют

fit /fit/ 1. *v* (*pt, pp found*) подходить к чему-л./ для чего-л., быть впору, соответствовать 2. *n* 1) подготовка 2) подгонка (одежды по фигуре) 3. *adj* подходящий

flash /flæʃ/ *n* вспышка, сверкание

flat /flæt/ *n* квартира

flier /'flaɪə/ *n* листовка; флаер

flight /flaɪt/ *n* полёт

floor /flo:/ *n* 1) пол 2) этаж

fluent /'flu:ənt/ *adj* беглый (о речи)
be fluent in English хорошо (бегло) говорить по-английски

fly /flaɪ/ *v* (*pt flew, pp flown*) летать

foggy /'fɒɡi/ *adj* туманный

foil /fɔɪl/ *v* мешать (исполнению чего-л.); ставить в тупик

follow /'fɒləʊ/ *v* следовать (за)

following /'fɒləʊɪŋ/ *adj* следующий

food /fu:d/ *n* еда, пища

frozen food замороженная еда

foreign /'fɒrɪn/ *adj* иностранный

forget /'fɒɡet/ *v* (*pt, pp forgot*) забывать

forgive /'fɒɡɪv/ *v* (*pt forgave, pp forgiven*) прощать

fork /fɔ:k/ *n* вилка

formidable /fɔ:'mɪdəbəl/ *adj* грозный, страшный

found /faʊnd/ *v* основывать, закладывать

free /fri:/ *adj* свободный

French /frenʃ/ 1. *adj* французский 2. *n* 1) француз, француженка 2) французский язык

fridge /frɪdʒ/ *n* холодильник

frightened /'fraɪtnd/ *adj* напуганный

frightening /'fraɪtnɪŋ/ *adj* угрожающий, пугающий

full /fʊl/ *adj* 1. полный 2. *v* наполнять

funfair /'fʌnfɛə/ *n* парк развлечений

further /'fɜ:ðə/ *adj comparative of far*

furthermore /'fɜ:ðə,mɔ:/ *adv* к тому же, более того

future /'fju:tʃə/ *n* будущее

Gg

garage /'gærɑ:ʒ/ *n* гараж

gate /geɪt/ *n* ворота, выход

general /'dʒenrəl/ 1. *n* генерал 2. *adj* основной, общий
general truth общеизвестные факты
in general главным образом

generation /dʒənə'reɪʃən/ *n* поколение

generous /'dʒenərəs/ *adj* щедрый, великодушный

genius /'dʒi:niəs/ *n* гений

German /'dʒɜ:mən/ 1. *adj* немецкий 2. *n* 1) немец, немка 2) немецкий язык

get /get/ *v* 1) доставать, получать 2) добираться 3) становиться

get angry рассердиться

get around передвигаться

get dressed одеваться

get hungry проголодаться

get into university поступить в университет

get married жениться

get on well быть в хороших отношениях, ладить

get ready приготовиться

get sth ready приготовить что-л.

get scared испугаться, напугаться

get sb to do sth заставить кого-л. делать что-л.

get up вставать

get worse ухудшаться

ghost /ɡəʊst/ *n* привидение

giant /'dʒaɪənt/ *n* великан, гигант

gift shop /'ɡɪft ʃɒp/ *n* магазин сувениров

gigantic /dʒaɪ'ɡæntɪk/ *adj* гигантский, громадный

giraffe /dʒə'reɪf/ *n* жираф

give /ɡɪv/ *v* (*pt gave, pp given*) давать

give up отказаться, сдаться, бросить

glass /ɡlɑ:s/ *n* 1) стекло 2) стакан, бокал

go /ɡəʊ/ *v* идти, ходить

go out 1) выходить в свет 2) издаваться (о книге)

go on продолжать, идти дальше

goal /ɡəʊl/ *n* цель, задача

God /ɡɒd/ *n* Бог, Господь

gold /ɡəʊld/ *n* золото

goldfish /'ɡəʊldfɪʃ/ *n* золотая рыбка

goodwill /'ɡʊd'wɪl/ *n* 1) добрая воля 2) доброжелательность

government /'ɡʌvənmənt/ *n* правительство; правление, управление

graceful /'ɡreɪsfəl/ *adj* грациозный, изящный; элегантный

Greek /ɡri:k/ 1. *adj* греческий 2. *n* 1) грек, гречанка 2) греческий язык

green /ɡri:n/ *adj* зелёный

greeting /'ɡri:tɪŋ/ *n* приветствие, поздравление

grey /ɡreɪ/ *adj* серый

grin /ɡrɪn/ 1. *v* скалить зубы, ухмыляться 2. *n* оскал зубов; усмешка

ground /graʊnd/ *n* земля

grow /ɡrəʊ/ *v* (*pt grew, pp grown*) расти; увеличиваться

guided tour /'daɪdɪd 'təʊ/ *n* экскурсия с гидом

gunpowder /'ɡʌnpaʊdə/ *n* порох

guy /ɡaɪ/ *n* парень

gym /dʒɪm/ *n* спортивный зал

Hh

- habitat** /'hæbitæt/ *n* родина, среда обитания (животного, растения)
hacker /'hækə/ *n* хакер
hairdresser /'heədresə/ *n* парикмахер
halfday /'hɑ:fdeɪ/ *n* короткий день, неполный рабочий день
hall /hɔ:l/ *n* холл
ham /hæm/ *n* ветчина
hamster /'hæmstə/ *n* хомяк
hand /hænd/ **1.** *n* рука **2.** *v* вручать, передавать
give a hand to sb помогать кому-л.
hand out выдавать, раздавать бесплатно
handsome /'hænsəm/ *adj* привлекательный (о мужчине)
hard /hɑ:d/ *adj* трудный; жёсткий
harmony /'hɑ:məni/ *n* гармония
harvest /'hɑ:vɪst/ **1.** *n* урожай **2.** *v* собирать урожай
hazardous /'hæzədəs/ *adj* рискованный, опасный
health /helθ/ *n* здоровье
healthy /'helθi/ *adj* здоровый
hear /hiə/ *v* слышать
heat /hi:t/ **1.** *n* жара **2.** *v* нагревать
helmet /'helmit/ *n* шлем
help /'help/ *v* помогать
helpful /'helpfəl/ *adj* полезный
hemisphere /'hemɪsfɪə/ *n* полушарие
hereditary /hə'redɪtri/ *adj* наследственный; передаваемый по наследству, наследуемый
hero /'hiərəʊ/ *n* герой
hide /haɪd/ **1.** *v* прятать(ся) **2.** *n* укрытие
high /haɪ/ **1.** *adj* высокий **2.** *adv* высоко
high school средняя школа
Hindi /'hɪndi/ *n* язык хинди
hit /hit/ *v* (*pt, pp hit*) ударять
hold /həʊld/ *v* держать
hole /həʊl/ *n* дыра, яма
homeland /'həʊmlænd/ *n* родина
honest /'ɒnɪst/ *adj* честный
horn /hɔ:n/ *n* гудок, сирена (автомобиля)
horrid /'hɒrɪd/ *adj* ужасный
horse /hɔ:s/ *n* лошадь
host /həʊst/ *n* хозяин
host-city город-организатор (Олимпийских игр)
hot /hɒt/ *adj* жаркий; горячий
hour /'aʊə/ *n* час
however /haʊ'evə/ *adv* однако, тем не менее
huge /hju:ʒ/ *adj* огромный, громадный
human /'hju:mən/ *adj* человеческий, людской
human rights права человека
hunter /'hʌntə/ *n* охотник

Ii

- ideal** /aɪ'diəl/ *adj* идеальный
illegal /ɪ'lɪ:gl/ *adj* незаконный
illness /'ɪlnəs/ *n* болезнь
import /'ɪmpɔ:t/ *n* импорт
important /ɪm'pɔ:tnt/ *adj* важный
impress /ɪm'pres/ *v* впечатлять
impressive /ɪm'presɪv/ *adj* впечатляющий
improve /ɪm'pru:v/ *v* улучшать
include /ɪn'klu:d/ *v* включать
including /ɪn'klu:dɪŋ/ *prep* включая
increase /ɪn'kri:s/ *v* увеличивать
incredible /ɪn'kredəbl/ *adj* невероятный
independence /ɪn'dɪ'pendəns/ *n* независимость
Indian /'ɪndiən/ **1.** *adj* индийский **2.** *n* индеец, индианка
indifferent /ɪn'dɪfərənt/ *adj* безразличный, равнодушный
individual /ɪn'dɪvɪdʒʊəl/ *n* 1) особь 2) отдельный представитель 3) индивидуум, личность, человек
information /ɪnfə'meɪʃn/ *n* информация
ingredient /ɪn'grɪ:dɪənt/ *n* ингредиент
inhabitant /ɪn'hæbɪtənt/ *n* житель(ница)
initially /ɪ'nɪʃli/ *adv* сначала
inner /'ɪnə/ *adj* внутренний
insert /ɪn'sɜ:t/ **1.** *v* вставлять **2.** *n* вставка
inside /ɪn'saɪd/ *adv* внутри
instead /ɪn'sted/ *adv* вместо
insure /ɪn'sʊə/ *v* страховать
intelligence /ɪn'telɪdʒəns/ *n* ум, рассудок, интеллект
international /ɪntə'næʃnəl/ *adj* международный
interview /ɪntə'vju:/ *n* интервью
into /ɪntu/ *prep* в
introduce /ɪn'trə'dju:s/ *v* знакомить, представлять
introduce oneself представляться
investigate /ɪn'vestɪgeɪt/ *v* исследовать, изучать; расследовать
invitation /ɪn'vɪteɪʃn/ *n* приглашение
Irish /'aɪrɪʃ/ **1.** *adj* ирландский **2.** *n* 1) ирландец, ирландка 2) ирландский язык
iron /'aɪən/ *n* железо
isolated /'aɪsəleɪtɪd/ *adj* изолированный
issue /'ɪʃu:/ *n* выпуск, издание
Italian /ɪ'tæljən/ **1.** *adj* итальянский **2.** *n* 1) итальянец, итальянка 2) итальянский язык
ivory /'aɪvəri/ *n* слоновая кость

Jj

- jacket** /'dʒækɪt/ *n* жакет, пиджак
jade /dʒeɪd/ *n* 1) кляча, лошадь 2) нефрит

Japanese /dʒæpə'niz/ 1. *adj* японский
 2. *n* 1) японец, японка 2) японский язык
jazz /dʒæz/ *n* джаз
jaw /dʒɔ:/ *n* 1) челюсть 2) *pl* рот, пасть
jealous /'dʒeləs/ *adj* ревнивый
join /dʒɔɪn/ *v* присоединяться
journalist /'dʒɜ:nəlɪst/ *n* журналист
journey /'dʒɜ:nɪ/ *n* путешествие
judge /dʒʌdʒ/ *n* судья
judicial /dʒʉ'diʃəl/ *adj* судебный, законный
junction /'dʒʌŋkʃn/ *n* 1) соединение 2) перекрёсток
just /dʒʌst/ *adv* точно, как раз
justice /'dʒʌstɪs/ *n* правосудие, юстиция
justify /'dʒʌstɪfaɪ/ *v* оправдывать; находить оправдание; объяснять

Kk

kangaroo /kæŋgə'ru:/ *n* кенгуру
keep /ki:p/ *v* (*pt, pp kept*) держать, хранить
kid /kɪd/ *n* ребёнок, малыш; юноша, девушка
kiss /kɪs/ *v* целовать
kitchen /'kɪtʃən/ *n* кухня
knife /naɪf/ *n* нож
know /nəʊ/ *v* (*pt knew, pp known*) знать
knowledge /'nɒlɪdʒ/ *n* знание; познания

Ll

labour /'leɪbə/ *n* труд, работа
laboratory /lə'bɒrətɔ:ri/ *n* лаборатория
lake /leɪk/ *n* озеро
land /lənd/ *n* земля
large /lɑ:dʒ/ *adj* большой
last /lɑ:st/ *adj* последний
late /leɪt/ *adv* поздно
Latin /'lætɪn/ *n* латинский язык
lay /leɪ/ *v* класть, положить
lay the table накрывать на стол
law /lɔ:/ *n* закон
leading /'li:dɪŋ/ *adj* лидирующий
leopard /'lepəd/ *n* леопард
leaflet /'li:flət/ *n* листовка, брошюра
league /li:g/ *n* лига
learn /lɜ:n/ *v* (*pt, pp learnt*) учиться
leather /'ledə/ *n* кожа
leave /li:v/ *v* покидать
left /left/ *adv* налево, слева
legislative /'leɟɪslətɪv/ *adj* законодательный
leisurely /'leɪzəli/ *adv* свободно, расслабленно, неспешно
lend /lend/ *v* одалживать, ссужать (деньги)
less /les/ *adv* меньше
lesson /'lesn/ *n* урок
let /let/ *v* (*pt, pp let*) разрешать, позволять

let me do it разреши(те) мне сделать это
let's go пойдём(те)
let's try давай(те) попытаемся
lethargic /lə'θɑ:ɟɪk/ *adj* летаргический
letter /'letə/ *n* буква
lettuce /'letɪs/ *n* салат-латук
library /'laɪbrəri/ *n* библиотека
license /'laɪsəns/ *n* разрешение, лицензия
driving license водительские права
life /laɪf/ *n* жизнь
lifespan /'laɪfsræn/ *n* продолжительность жизни
line /laɪn/ *n* линия, черта
lion /'laɪən/ *n* лев
live /lɪv/ *v* жить
lively /'laɪvlɪ/ *adj* живой, энергичный
living-room /'lɪvɪŋru:m/ *n* гостиная
local /'ləʊkl/ *adj* местный
lock /lɒk/ *v* закрывать, запирает на замок
loft /lɒft/ *n* чердак
long /lɒŋ/ *adj* длинный
lost /lɒst/ *adj* потерянный
lottery /'lɒtəri/ *n* лотерея
loud /laʊd/ *adj* громкий
lovely /'lʌvlɪ/ *adj* замечательный
lubricator /'lu:bɪkeɪtə/ *n* смазочный материал, смазка
lucky /'lʌki/ *adj* удачливый
luxury /'lʌkʃəri/ *n* роскошь
lyre /'laɪə/ *n* лира

Mm

magazine /mægə'zi:n/ *n* журнал
maize /meɪz/ *n* кукуруза; маис
majority /mə'dʒɔ:rɪti/ *n* большинство
make-up /'meɪkʌp/ *n* грим, косметика
manager /'mænədʒə/ *n* управляющий, менеджер, заведующий; директор
map /mæp/ *n* карта
marine /mə'ri:n/ *adj* морской
marine zoologist /mə'ri:n zʉ'blɒdʒɪst/ ихтиолог
mark /mɑ:k/ *n* знак; марка
marquis /'mɑ:kwɪs/ *n* маркиз
mascot /'mæskət/ *n* талисман
mask /mɑ:sk/ *n* маска
mathematician /mæθə'mætɪtʃɪn/ *n* математик
maximum /'mæksɪmət/ *n* максимум
maybe /'meɪbɪ/ *adv* может быть, возможно
meal /mi:l/ *n* еда, пища
mean /mi:n/ *v* (*pt, pp meant*) значить
meanwhile /'mi:nwaɪl/ *adv* тем временем
measurement /'meɪzəmənt/ *n* 1) измерение
 2) *pl* размеры
meat /mi:t/ *n* мясо
mechanic /mi'kænik/ *n* механик

medicine /'medsn/ *n* лекарство
member /'membə/ *n* член, участник
memorize /'meməraɪz/ *v* запоминать, заучивать наизусть
mental /'mentəl/ *adj* умственный
message /'mesɪdʒ/ *n* послание
metal /metl/ *n* металл
Mexican /'meksɪkən/ **1.** *adj* мексиканский
2. *n* мексиканец, мексиканка
microwave /'maɪkrəweɪv/ *n* микроволновая печь
military /'mɪlɪtəri/ **1.** *adj* военный; армейский
2. *n* (the military) *pl* военные, военнослужащие
milk /mɪlk/ *n* молоко
milk round доставка молока; маршрут молочника
milkshake /'mɪlkʃeɪk/ *n* молочный коктейль
millet /'mɪlɪt/ *n* просо
mine /maɪn/ *n* шахта
minimal /'mɪnɪməl/ *adj* **1)** очень маленький
2) минимальный
misprint /'mɪsprɪnt/ *n* опечатка
miss /mɪs/ *v* **1)** упустить, пропустить
2) скучать
missing /'mɪsɪŋ/ *adj* недостающий; пропущенный
mix /mɪks/ **1.** *n* смесь **2.** *v* смешивать, перемешивать
mobile phone /'məʊbaɪl fəʊn/ мобильный телефон
monarchy /'mɒnəki/ *n* монархия
money /'mʌni/ *n* деньги
monster /'mɒnstə/ *n* монстр, чудовище
moon /mu:n/ *n* луна
most /məʊst/ *adj* наибольший
motivation /'məʊtɪ'veɪʃən/ *n* мотивация
motorbike /'məʊtəbaɪk/ *n* мотоцикл
motorway /'məʊtəweɪ/ *n* автомагистраль
mountain /'maʊntɪn/ *n* гора
mouse /maʊs/ *n* (*pl* mice /maɪs/) мышь
move /mu:v/ **1.** *n* движение **2.** *v* двигаться
much /mʌtʃ/ *adv* много (о неисчисляемых предметах)
murmur /'mɜ:mə/ *v* шептать
museum /'mju:zi:əm/ *n* музей
music /'mju:zɪk/ *n* музыка
musician /'mju:zɪʃn/ *n* музыкант
must /mʌst/ /məst/ *v* (*pt, pp had to*) должен, обязан
mysterious /mɪ'stɪəriəs/ *adj* таинственный, загадочный
mystery /'mɪstri/ *n* тайна, загадка

Nn

nasty /'nɑ:sti/ *adj* отвратительный, противный

nation /neɪʃn/ *n* нация
national /'næʃənəl/ *adj* национальный, народный
nationality /'næʃənəlɪti/ *n* национальность
native /'neɪtɪv/ *n* уроженец/уроженка данной местности
natural /'nætʃərəl/ *adj* естественный, природный
navigator /'nævɪɡeɪtə/ *n* мореплаватель
nearly /'nɪəli/ *adv* почти
necessary /'nesəsəri/ *adj* необходимый
need /ni:d/ **1.** *v* нуждаться **2.** *n* необходимость
network /'netwɜ:k/ *n* сеть
never /'nevə/ *adv* никогда
news /nju:z/ *n pl* новости
newsagent's /'nju:zeɪdʒnts/ *n* магазин, в котором продаются газеты и журналы
newspaper /'nju:zpeɪpə/ *n* газета
newsstand /'nju:zstænd/ *n* газетный киоск
nice /naɪs/ *adj* хороший, приятный
nobility /nəʊ'bɪləti/ *n* дворянство
nobody /'nəʊbɒdi/ *pron* никто
noise /nɔɪz/ *n* шум
no one /'nəʊwʌn/ *pron* никто
normal /'nɔ:ml/ *adj* нормальный
north /nɔ:θ/ *n* север
not /nɒt/ *adv* нет, не
not bad неплохо
not enough /'nɒt/ недостаточно
note /nəʊt/ *n* заметка
nothing /'nʌθɪŋ/ *pron* ничего
novel /'nɒvəl/ *n* роман
now /naʊ/ *adv* сейчас
nurse /nɜ:s/ *n* медсестра, сиделка

Oo

obligation /'ɒblɪ'ɡeɪʃn/ *n* гарантия, обязательство
obviously /'ɒbvɪəʃli/ *adv* объективно, ясно, очевидно
occasion /ə'keɪʒn/ *n* событие
occasionally /ə'keɪʒənəli/ *adv* иногда
of course /əv'kɔ:s/ *adv* конечно
off-beat /ɒf'bi:t/ *adj* оригинальный, необычный
off-peak /ɒf'pi:k/ *adj* происходящий не в час пик
offer /'ɒfə/ *n* предложение
often /'ɒfn/ *adv* часто
oil /ɔɪl/ *n* масло; нефть
old-fashioned /'əʊld'fæʃnd/ *adj* устарелый; старомодный
on /ɒn/ *prep* на; в, при
on average /ɒn 'ævərɪdʒ/ *adv* в среднем
once /wʌns/ *adv* однажды
only /'əʊnli/ *adv* только

opponent /ə'pəʊnənt/ *n* 1) оппонент
2) противник
opportunity /,ɒpə'tju:nəti/ *n* удобный случай;
благоприятная возможность
give an opportunity давать
возможность
opposite /'ɒpəsit/ *adj* противоположный
optimistic /,ɒptɪ'mɪstɪk/ *adj* оптимистичный
origin /'ɒrɪdʒɪn/ *n* происхождение
ostrich /'ɒstrɪtʃ/ *n* страус
other /'ʌðə/ 1. *adj* другой, дополнительный
2. *pron* другой, второй (из двух)
our /'aʊə/ *pron* наш, наша, наше, наши
out /'aʊt/ *adv* вне, снаружи
outloud громко, вслух
outer /'aʊtə/ *adj* внешний, наружный
outnumber /,aʊt'nʌmbə/ *v* превосходить
численно
outside /aʊt'saɪd/ *adv* снаружи
outstanding /,aʊt'stændɪŋ/ *adj* выдающийся,
знаменитый
outwit /,aʊt'wɪt/ *v* перехитрить; провести
(кого-л.)
oven /'ʌvən/ *n* печь, духовка
over /'əʊvə/ *prep* 1) над, выше 2) у, при, за
over there вон там
own /'əʊn/ *adj* свой, собственный
owner /'əʊnə/ *n* владелец

Рр

package /'pækɪdʒ/ *n* упаковка
packet /'pækɪt/ *n* пакет
pagan /'peɪɡən/ *adj* языческий
painting /'peɪntɪŋ/ *n* картина; живопись
pair /'peə/ *n* пара
palm /pɑ:m/ *n* пальма
paperback /'peɪpəbæk/ *n* книга, издание
в мягкой обложке
paper round /'peɪpəraʊnd/ *n* доставка газет;
маршрут разносчика газет
parade /'pə'reɪd/ *n* парад
Paralympics /,pærə'lɪmpɪks/ *n* Паралим-
пийские игры
paralysis /pə'reɪləsɪz/ *n* паралич
Parliament /'pɑ:ləmənt/ *n* Парламент
part /pɑ:t/ *n* часть
take part in sth участвовать в чём-л.
part-time /,pɑ:t'taɪm/ *adj* почасовой; занятый
неполный рабочий день
particular /pə'tɪkjʊlə/ *n* частность;
особенность, деталь
in particular в особенности, в частности
pass /pɑ:s/ *n* проход, проезд
passport /'pɑ:spɔ:t/ *n* паспорт
pasta /'pæstə/ *n* паста (блюдо из макарон)
patience /'peɪʃəns/ *n* терпение, терпеливость

pay /peɪ/ *v* платить
paycheck /'peɪtʃek/ *n* зарплата
pedestrian /pə'destrɪən/ *n* пешеход
peel /pi:l/ *n* корка, кожица
peer /pɪə/ *n* 1) ровесник, сверстник 2) лорд,
пэр
penguin /'penɡwɪn/ *n* пингвин
peninsula /pə'nɪnsjələ/ *n* полуостров
pension /'penʃən/ *n* пенсия
people /'pi:pl/ *n* люди
pepper /'perə/ *n* перец
percentage /pə'sentɪdʒ/ *n* процент; процентное
отношение
perform /pə'fɔ:m/ *v* представлять (что-л.
перед публикой), играть на сцене
piano /pɪ'ænpəʊ/ *n* пианино
pick /pɪk/ *v* выбирать, собирать
pick up поднимать
piece /pi:s/ *n* кусок
pig /pɪɡ/ *n* свинья
pilgrim /'pɪlɡrɪm/ *n* пилигрим
pillow /'pɪləʊ/ *n* подушка
pink /pɪŋk/ *adj* розовый
pity /'pɪti/ *n* жалость
plain /pleɪn/ *adj* простой
plate /pleɪt/ *n* тарелка
plot /plɒt/ *n* сюжет
poacher /'pəʊtʃə/ *n* браконьер
poetry /'pəʊɪtri/ *n* поэзия
police /pə'li:s/ *n* полиция
policeman /pə'li:smən/ *n* полицейский
polite /pə'laɪt/ *adj* вежливый, любезный;
учтивый
politely /pə'laɪtli/ *adv* вежливо
political /pə'ltɪkəl/ *adj* политический
politician /,pɒlə'tɪʃn/ *n* политик
pollution /pə'lju:ʃn/ *n* загрязнение
pool /pu:l/ *n* бассейн
swimming pool плавательный бассейн
poor /pʊə/ *adj* бедный
pop /pɒp/ *n* популярная музыка, поп-музыка
popular /'pɒpjələ/ *adj* популярный
population /,pɒpjʊ'leɪʃn/ *n* население
Portuguese /pɔ:tʃu'ɡi:z/ 1. *adj* португальский
2. *n* 1) португалец, португалка
2) португальский язык
post /pəʊst/ *n* почта
postcard /'pəʊst,kɑ:d/ *n* открытка
poster /'pəʊstə/ *n* плакат, постер
potato /pə'teɪtəʊ/ *n* картофель
pound /paʊnd/ *n* фунт (денежная единица,
единица веса)
power /'paʊə/ *n* энергия, сила
practical /'præktɪkəl/ *adj* практический
practice /'præktɪs/ *n* 1) практика,
выполнение 2) привычка, обычай
in practice на практике, на поверку

Rr
rabbit /'ræbɪt/ *n* кролик
race /reɪs/ *n* 1) гонимый; 2) гонимый; народ
racism /'reɪzɪzəm/ *n* расизм
railway station /'reɪlweɪ 'steɪʃn/ железнодорожная станция, вокзал
raincoat /'reɪnkəʊt/ *n* плащ
raise /reɪz/ *v* поднимать
range /reɪndʒ/ 1. *n* ряд, линия 2. *v* прости-
 раться, тянуться
rap /ræp/ *n* рап (музыкальный стиль)
rarely /'reəli/ *adv* редко
rate /reɪt/ *n* величина; частота
ray /reɪ/ *n* луч
reader /'riːdər/ *n* читатель
ready /'redɪ/ *adj* готовый
real /riːl/ *adj* реальный; подлинный
in real life в реальной жизни
really /'riːli/ *adv* действительно, на самом деле
reason /'riːzn/ *n* причина
reasonable /'riːznəbəl/ *adj* (о)адекватный;
 расудительный
receive /rɪ'siːv/ *v* получать
recently /'riːntli/ *adv* только что, недавно
recipe /'resɪpi/ *n* рецепт
recommend /'rekəmənd/ *v* рекомендовать,
 советовать
record /'rɪkɔːd/ *n* 1) записывающее;
 устройство 2) диск-флейта
recruit /'riːkruːt/ *v* вербовать (новобранцев,
 новых членов и т. п.)
red /red/ *adj* красный
reduce /rɪ'djuːs/ *v* уменьшать, понижать
reference /'refərəns/ *n* упоминание, ссылка;
 намёк
refuse /rɪ'fjuːz/ *v* отказываться
reggae /'reggeɪ/ *n* регги (музыкальный стиль)
regiment /'redʒɪmənt/ *n* 1) полк 2) *unit*.
 правление, власть; государственные
 органы
regional /'riːdʒənəl/ *adj* региональный
regional /'reɪnɪəl/ *adj* царствующий
relate /rɪ'leɪt/ *v* относиться, быть связанным,
 затрагивать
relatives /rɪ'leɪtɪvz/ *n* родственники
relevant /rɪ'levənt/ *adj* существенный,
 важный
reliable /rɪ'laɪəbl/ *adj* надёжный
relie /rɪ'leɪ/ *n* религия; реликт
religion /rɪ'lɪdʒən/ *n* религия
relocate /'riːləʊkeɪt/ *v* 1) перемещать
 2) переехать
remember /rɪ'membər/ *v* помнить
remove /rɪ'muːv/ *v* передвигать
repeat /rɪ'piːt/ *v* повторять

pray /preɪ/ *v* молиться
predator /'preɪdətər/ *n* хищник
prediction /prɪ'dɪkʃn/ *n* предсказание,
 прогноз
prefer /prɪ'fɜː/ *v* предпочитать
present 1. *n* 1) подарок
 2) настоящее (время) 2. *adj* настоящий
present 2. *v* представлять, дарить
preserve /prɪ'zɜːv/ *v* сохранять, беречь
president /'prezɪdənt/ *n* президент
pretend /prɪ'tend/ *v* притворяться
prevention /prɪ'ventʃn/ *n* предотвращение,
 предупреждение
priority /praɪ'ɒrɪti/ *n* приоритет, старшинство
prison /'prɪzn/ *n* тюрьма
prisoner /'prɪznər/ *n* заключённый
primary /praɪ'məri/ *adj* главный, основной
primary school начальная школа
principal /prɪnsɪpəl/ *n* глава, начальник;
 директор колледжа, школы
probably /'prɒbəbli/ *adv* вероятно
produce /prɪ'djuːs/ *v* производить
production /prɪ'dʒʌkʃn/ *n* производство;
 продукция
project /prɒ'dʒekt/ *n* проект
prominent /prɒ'mɪnənt/ *adj* известный,
 выдающийся, видный
pronunciation /prɒ'nʌnsi'eɪʃn/ *n* произношение
propose /prə'pəʊz/ *v* предлагать; вносить
 предложение
prosperity /prɒ'sperəti/ *n* процветание
protect /prə'tekt/ *v* защищать
protected /prə'tektɪd/ *adj* защищённый
protecting /prə'tektɪŋ/ *adj* защищающий
proud /praʊd/ *adj* гордый
provide /prə'vaɪd/ *v* предоставлять,
 обеспечивать
pub /pʌb/ *n* паб
publish /'pʌblɪʃ/ *v* публиковать
pull /pʊl/ *v* тянуть, тащить; растягивать
punkin /'pʌŋkɪn/ *n* тыква
pure /pjʊə/ *adj* чистый
purchase /'pɜːtʃəs/ *n* покупка, приобретение
push /pʊʃ/ *v* толкать
put /pʊt/ *v* 1) класть, помещать
 2) ставить, решать
pyramid /'paɪrəmaɪd/ *n* пирамида
python /'paɪθən/ *n* питон

report /rɪ'pɔ:t/ *v* сообщать, докладывать
reporter /rɪ'pɔ:tə/ *n* докладчик, репортёр
representative /ˌreprɪ'zentətɪv/ **1.** *n* представитель **2.** *adj* представительный
reptile /'reptail/ *n* рептилия
republic /rɪ'pʌblɪk/ *n* республика
request /rɪ'kwɛst/ *n* просьба
required /rɪ'kwaɪəd/ *adj* необходимый, обязательный; требуемый
research /rɪ'sɜ:tʃ/ *n* научное исследование
resident /'rezɪdənt/ *n* постоянный житель, жилец; постоялец
resource /rɪ'sɔ:s/ *n* 1) ресурс 2) способ, средство
responsible /rɪ'spɒnsəbəl/ *adj* ответственный, несущий ответственность
restaurant /'restərɒnt/ *n* ресторан
result /rɪ'zʌlt/ *n* результат
return /rɪ'tɜ:n/ *v* возвращать
rhinoceros /raɪ'nɒsərəs/ *n* носорог
rice /raɪs/ *n* рис
rich /rɪtʃ/ *adj* богатый
ride /raɪd/ *v* (*pt rode, pp ridden*) ездить верхом
ride a bicycle ездить на велосипеде
ride a horse ездить на лошади
right /raɪt/ **1.** *adv* 1) правильно, справедливо 2) прямо, по прямой линии **2.** *n* право
river /'rɪvə/ *n* река
robbery /'rɒbəri/ *n* ограбление
rock /rɒk/ *n* 1) скала, камень 2) рок (музыкальный стиль)
rollerblades /'rəʊləbleɪdz/ *n pl* роликовые коньки
route /ru:t/ *n* маршрут
row /rəʊ/ *n* ряд
in a row подряд; в ряд
rubber /'rʌbə/ *n* 1) резина, каучук 2) ластик
rubbish /'rʌbɪʃ/ *n* мусор
rucksack /'rʌksæk/ *n* рюкзак
rude /ru:d/ *adj* невежественный, невоспитанный; грубый
rug /rʌg/ *n* плед, накидка; ковёр
rule /ru:l/ *n* правило
ruler /'ru:lə/ *n* правитель
rumour /'ru:mə/ *n* молва, слух
run /rʌn/ *v* (*pt ran, pp run*) бежать
rural /'ruərəl/ *adj* сельский
rusty /'rʌstɪ/ *adj* ржавый

Ss

sad /sæd/ *adj* печальный, грустный
safe /seɪf/ *adj* безопасный
safety /'seɪfəti/ *n* безопасность
salt /sɔ:lt/ *n* соль
same /seɪm/ **1.** *adj* тот же самый, одинаковый **2.** *pron* одно и то же, то же самое

sandals /'sændlz/ *n* сандалии
sandwich /'sænwɪdʒ/ *n* сэндвич, бутерброд
save /seɪv/ *v* 1) сохранять, беречь; спасать 2) откладывать, копить
savings /'seɪvɪŋz/ *n pl* сбережения
scenery /'si:nəri/ *n* 1) пейзаж 2) декорация
science /'saɪəns/ *n* 1) наука (в применении к естественным точным наукам) 2) естествознание
science fiction /'saɪəns 'fɪkʃən/ *n* научная фантастика
scissors /'sɪzəz/ *n* ножницы
schedule /'ʃedju:l/ *n* 1) список; график 2) расписание
scooter /'sku:tə/ *n* самокат
scorpion /'skɔ:pɪən/ *n* скорпион
Scot (Scotsman, Scotswoman) /'skɒt/ *n* шотландец, шотландка
Scottish /'skɒtɪʃ/ **1.** *adj* шотландский **2.** *n* шотландский язык
screen /skri:n/ *n* экран
seal /si:l/ *n* 1) тюлень 2) печать, клеймо
secretary /'sekɪrətəri/ *n* секретарь
secure /sɪ'kjʊə/ *adj* безопасный, надёжный
security /sɪ'kjʊərəti/ *n* 1) безопасность 2) охрана, защита
see /si:/ *v* (*pt saw, pp seen*) видеть
selection /sə'leɪkʃən/ *n* выбор, отбор
self-government /self'gʌvənmənt/ *n* самоуправление
sell /sel/ *v* (*pt, pp sold*) продавать
send /send/ *v* (*pt, pp sent*) посылать, отправлять
send off отправлять; удалять (игрока из команды)
senseless /'sensləs/ *adj* бессмысленный; глупый
sensitive /'sensɪtɪv/ *adj* чувствительный; восприимчивый
sentence /'sentəns/ *n* 1) предложение 2) приговор, обвинительное заключение
serious /'sɪəriəs/ *adj* серьёзный
serve /sɜ:v/ *v* подавать (на стол); обслуживать за столом
service /'sɜ:vɪs/ *n* 1) услуга; обслуживание, сервис 2) служба
set /set/ *v* (*pt, pp set*) ставить, класть; устанавливать
set off 1) отправляться 2) приводить в действие, взрывать (бомбу)
settlement /'setlmənt/ *n* поселение
several /'sevərəl/ *adj* несколько, некоторые
sew /səʊ/ *v* (*pt sewed, pp sewn*) шить, сшивать, зашивать
shadow /'ʃædəʊ/ *n* тень
shape /ʃeɪp/ **1.** *n* форма, очертание **2.** *v* придавать форму

be shaped like иметь форму чего-л.

share /ʃeə/ **1.** *n* доля **2.** *v* разделять, делить

shark /ʃɑ:k/ *n* акула

sheep /ʃi:p/ *n* овца; овцы

shine /ʃaɪn/ *v* (*pt, pp* **shone**) светиться, сиять

shirt /ʃɜ:t/ *n* рубашка

shoes /ʃu:z/ *n* туфли

shop /ʃɒp/ *n* магазин

book shop книжный магазин

music shop музыкальный магазин

pet shop зоомагазин

sports shop спортивный магазин

shore /ʃɔ:/ *n* берег, побережье

short /ʃɔ:t/ *adj* короткий

shoulder /'ʃəʊldə/ *n* плечо

show /ʃəʊ/ *v* (*pt* **showed**, *pp* **shown**) показывать

shut /ʃʌt/ *v* (*pt, pp* **shut**) закрывать

Shut up! Замолчи(те)! (грубо)

sign /saɪn/ *v* подписывать

signature /'sɪgnətʃə/ *n* подпись

signpost /'saɪnrəʊst/ *v* снабжать дорожными знаками

silence /'saɪləns/ *n* тишина

similar /'sɪmɪlə/ *adj* похожий

sing /sɪŋ/ *v* (*pt* **sang**, *pp* **sung**) петь

singer /'sɪŋə/ *n* певец

single /'sɪŋɡl/ *adj* единственный

sit /sɪt/ *v* (*pt, pp* **sat**) сидеть, садиться

sit down садиться

size /saɪz/ *n* размер

skill /skɪl/ *n* мастерство, ремесло

skin /skɪn/ *n* кожа

skirt /skɜ:t/ *n* юбка

skunk /skʌŋk/ *n* скунс

slang /slæŋ/ *n* сленг

slave /sleɪv/ *n* раб

slavery /'sleɪvəri/ *n* рабство

slice /slaɪs/ **1.** *n* кусок, ломтик (лимона)
2. *v* нарезать, резать

slow /sləʊ/ *adv* медленно

smart /smɑ:t/ *adj* умный

smell /smel/ *v* (*pt, pp* **smelt**) пахнуть

smuggler /'smʌɡlə/ *n* контрабандист

snake /sneɪk/ *n* змея

soccer /'sɒkə/ *n* футбол

society /sə'saɪəti/ *n* общество

socks /sɒks/ *n* носки

soft /sɒft/ *adj* мягкий

soil /sɔɪl/ *n* почва; земля

sold out /səʊld 'aʊt/ *adj* распроданный

sole /səʊl/ *adj* единственный

some /sʌm/ *pron* немного, некоторое количество

sometimes /sʌmtaɪmz/ *adv* иногда

somewhere /'sʌmweə/ *adv* где-нибудь

soon /su:n/ *adv* скоро

soul /səʊl/ *n* душа, дух

sound /saʊnd/ *n* звук

south /saʊθ/ *n* юг

space /speɪs/ *n* **1)** космос **2)** пространство

spacious /'speɪʃəs/ *adj* обширный, просторный

Spanish /'spæɪnɪʃ/ **1.** *adj* испанский
2. *n* **1)** испанец, испанка **2)** испанский язык

spare time /speə 'taɪm/ *n* свободное время

speak /spi:k/ *v* (*pt* **spoke**, *pp* **spoken**) говорить

special /'speɪʃl/ *adj* особенный

specialize /'speʃəlaɪz/ *v* специализироваться

species /'spi:ʃi:z/ *n* (*pl* **species**) вид

specification /,spesəfɪ'keɪʃən/ *n* спецификация, подробное изложение

speed /spi:d/ *n* скорость

spend /spend/ *v* (*pt, pp* **spent**) тратить

spider /'spaɪdə/ *n* паук

sponsor /'spɒnsə/ *n* спонсор

spoon /spu:n/ *n* ложка

sportsman /'spɔ:tsmən/ *n* спортсмен

sportswoman /'spɔ:tswʊmən/ *n* спортсменка

stairs /steəz/ *n* ступеньки

stamp /stæmp/ *n* марка

starve /stɑ:v/ *v* голодать

starve sb to death морить кого-л. голодом

stationer's /'steɪʃənəz/ *n* магазин (киоск) канцелярских товаров

stationery /'steɪʃənəri/ *n* канцелярские принадлежности

statistics /stə'tɪstɪks/ *n* статистика

stay /steɪ/ *v* оставаться

steady /'stedɪ/ *adj* устойчивый, постоянный

steak /steɪk/ *n* стейк

steal /sti:l/ *v* красть

steel /sti:l/ *n* сталь

sticker /'stɪkə/ *n* наклейка, этикетка, стикер

still /stɪl/ *adv* всё ещё, по-прежнему

storm /stɔ:m/ *n* шторм

straight /streɪt/ **1.** *adj* прямой **2.** *adv* прямо

straight hair прямые волосы

straight on прямо вперёд

strange /streɪndʒ/ *adj* странный

strike /straɪk/ **1.** *v* ударять, бить
2. *n* забастовка

success /sək'ses/ *n* успех

successful /sək'sesfəl/ *adj* успешный

suddenly /sʌdnli/ *adv* неожиданно, вдруг

suffer /'sʌfə/ *v* страдать

suffer from страдать от

sugar /'fju:ɡə/ *n* сахар

sugar-free /'fju:ɡə ,fri:/ *adj* без сахара, не содержащий сахара

suggest /sə'dʒest/ *v* предлагать

suitable /'su:təbl/ *adj* подходящий

sum /sʌm/ *n* сумма
sunbathe /'sʌnbet̪/ *v* загорать
supermarket /'su:pə:mɑ:kɪt/ *n* супермаркет
support /sə'pɔ:t/ **1.** *n* поддержка **2.** *v* помогать, поддерживать
suppose /sə'pəʊz/ *v* полагать, предполагать
surf (the Internet) /sɜ:f/ *v* смотреть, искать в Интернете
surname /'sɜ:neɪm/ *n* фамилия
surround /sə'raʊnd/ *v* окружать
survey /'sɜ:veɪ/ *n* опрос, инспектирование
survive /sə'vaɪv/ *v* выживать
survivor /sə'vaɪvə/ *n* выживший
swallow /'swɒləʊ/ *n* глоток
swap /swɒp/ *v* менять, обменивать
sweater /'swetə/ *n* свитер
sweet /swi:t/ *adj* **1)** сладкий **2)** сердечный
swift /swɪft/ *adj* быстрый, скорый
swim /swɪm/ *v* (*pt* swam, *pp* swum) плавать
sword /sɔ:d/ *n* меч; шпага
sympathetic /,sɪmpə'θetɪk/ *adj* сочувствующий; полный сочувствия

Tt

take /teɪk/ *v* (*pt* took, *pp* taken) брать
take a photo фотографировать
take an exam(ination) сдавать экзамен
take out the rubbish выносить мусор
talk /tɔ:k/ *v* говорить
tall /tɔ:l/ *adj* высокий
teach /ti:tʃ/ *v* (*pt*, *pp* taught) учить
teacher /'ti:tʃə/ *n* учитель
techno /'teknəʊ/ *n* техно (музыкальный стиль)
technology /tek'nɒlədʒi/ *n* технология (школьный предмет)
teenager /'ti:neɪdʒə/ *n* подросток
teeth /ti:θ/ *n pl* зубы
telephone /'telɪfəʊn/ *n* телефон
television /'telɪvɪʒn/ *n* телевизор
tell /tel/ *v* (*pt*, *pp* told) говорить
temperature /'tempərɪtʃə/ *n* температура
tend /tend/ *v* тяготеть, иметь тенденцию
terminate /'tɜ:mɪneɪt/ *v* завершать, заканчивать, прерывать
terrible /'terəbl/ *adj* ужасный
textbook /'textbʊk/ *n* руководство, учебник
than /ðæn/ /ðən/ **1.** *prep* чем; кроме **2.** *conj* чем, нежели
thank /θæŋk/ *v* благодарить
Thanksgiving Day /θæŋks'gɪvɪŋ deɪ/ *n* День благодарения
that /ðæt/ **1.** *pron* тот, та, то; этот, эта **2.** *conj* что, чтобы
that's cool это замечательно, классно
that's right это правильно
theft /θeft/ *n* воровство

their /ðeə/ *pron* их
then /ðen/ *adv* тогда, в то время
there /ðeə/ *adv* там
theory /'θiəri/ *n* теория
thief /θi:f/ *n* (*pl* thieves /θi:vz/) вор
thin /θɪn/ *adj* тонкий
think /θɪŋk/ *v* (*pt*, *pp* thought) думать
this /ðɪs/ *pron* этот
those /ðəʊz/ *pron* те
thousand /'θaʊznd/ *n* тысяча
through /θru:/ **1.** *prep* через, сквозь **2.** *adv* насквозь
throughout /θru:'aʊt/ *adv* повсюду, везде
thoughtful /'θɔ:tfʊl/ *adj* задумчивый
thoughtless /'θɔ:tləs/ *adj* **1)** невнимательный **2)** глупый
thunder /'θʌndə/ *n* гром
thunderstorm /'θʌndəstɔ:m/ *n* гроза
tidy /'taɪdi/ *adj* чистый
tie /taɪ/ *n* галстук
tiger /'taɪgə/ *n* тигр
timber /'tɪmbə/ *n* **1)** древесина **2)** бревно
time /taɪm/ *n* время, промежуток времени
opening time время открытия
spare /speə/ *time* свободное время
three/four times a week три/четыре раза в неделю
timetable /'taɪmteɪbl/ *n* расписание
tired /'taɪəd/ *adj* уставший
tiring /'taɪərɪŋ/ *adj* утомительный
today /tə'deɪ/ *adv* сегодня
toilet /'tɔɪlət/ *n* туалет
tomato /tə'mɑ:təʊ/ *n* томат, помидор
tomorrow /tə'mɒrəʊ/ *adv* завтра
tonight /tə'naɪt/ *adv* сегодня вечером, сегодня ночью
too /tu:/ *adv* **1)** слишком **2)** также, тоже
too much/many слишком много
toothache /'tu:θeɪk/ *n* зубная боль
top /tɒp/ *n* высшее, первое место; высокое положение; вершина
touch /tʌtʃ/ *v* трогать
tradition /trə'dɪʃn/ *n* традиция
traffic /'træfɪk/ *n* движение транспорта
train /treɪn/ *n* поезд
trainers /'treɪnəs/ *n pl* кроссовки
transfer /træns'fɜ:/ *v* **1)** переносить, перевозить **2)** переводить (деньги)
translation /træns'leɪʃn/ *n* перевод
transport /træns'pɔ:t/ *v* перевозить, перемещать
transport /'træns'pɔ:t/ *n* транспорт
public transport общественный транспорт
treat /tri:t/ *v* обращаться с кем-л.; относиться
treaty /'tri:ti/ *n* (*pl* treaties) соглашение
tremble /'trembəl/ *v* дрожать; трястись

trendy /'trendɪ/ *adj* модный
tribe /traɪb/ *n* племя
trick /trɪk/ **1. n** 1) обман; проделка 2) трюк, фокус **2. v** обманывать
trip /trɪp/ *n* поездка
tropical /'trɒpɪkəl/ *adj* тропический
trousers /'traʊzəz/ *n* брюки
true /tru:/ *adj* верный, правильный
truth /tru:θ/ *n* правда, истина
try /traɪ/ *v* пробовать, пытаться
T-shirt /'ti:ʃɜ:t/ *n* футболка
tube /tju:b/ *n* 1) труба 2) (BrE) метро
turn /tɜ:n/ *v* поворачивать
twice /twɑɪs/ *adv* дважды
twins /twɪnz/ *n* близнецы; двойня
type /taɪp/ **1. v** печатать **2. n** тип
typical /'tɪpɪkəl/ *adj* типичный

Uu

under /'ʌndə/ *prep* под
underground /'ʌndəgraʊnd/ *n* метро, подземка
underline /'ʌndə'laɪn/ *v* подчёркивать
understand /'ʌndə'stænd/ *v* (*pt, pp understood*) понимать
understanding /'ʌndə'stændɪŋ/ *adj* понимающий, разумный
unfortunately /ʌn'fɔ:ʃənətli/ *adv* к сожалению
university /,ju:nɪ'vɜ:səti/ *n* университет
unkind /ʌn'kaɪnd/ *adj* злой, недобрый
unusual /ʌn'ju:zʊəl/ *adj* необычный
upstairs /ʌp'steɪz/ *adv* наверху, на верхнем этаже
use /ju:z/ *v* использовать
used to /'ju:st tu/ *adj* привыкший
user /'ju:zə/ *n* пользователь
usual /'ju:zʊəl/ *adj* обычный, обыкновенный
usually /'ju:zʊəli/ *adv* обычно, обыкновенно

Vv

valley /'væli/ *n* долина
valuable /'væljʊəbl/ *adj* ценный
value /'vælju:/ *n* ценность
variable /'veəriəbl/ *adj* различный
various /'veəriəs/ *adj* различный, разный
vary /'veəri/ *v* меняться, изменяться
vegetarian /,vedʒə'teəriən/ *n* вегетарианец
vertebrae /'vɜ:tɪbreɪ/ *n pl* позвоночник
very /'veri/ *adv* очень, сильно
very much очень много
vicious /'viʃəs/ *adj* грубый
video game /'vɪdiəʊ ,geɪm/ *n* видеоигра
violence /'vaɪələns/ *n* насилие
violent /'vaɪələnt/ *adj* агрессивный
violin /,vaɪə'li:n/ *n* скрипка

visit /'vɪzɪt/ *v* посещать
vitamin /'vɪtəmi:n/ *n* витамин
volunteer /,vɒləntiə/ *n* доброволец
vote /vəʊt/ *v* голосовать
vulgar /'vʌlgə/ *adj* грубый; вульгарный

Ww

wait /weɪt/ *v* ждать
wait for ждать (чего-л., кого-л.)
waitress /'weɪtrəs/ *n* официантка
wake /weɪk/ *v* (*pt woke, pp woken*) просыпаться; будить; бодрствовать
wake up просыпаться
wake sb up будить кого-л.
wall /wɔ:l/ *n* стена
wallet /'wɒlɪt/ *n* бумажник
want /wɒnt/ *v* хотеть
war /wɔ:/ *n* война
wardrobe /'wɔ:drəʊb/ *n* шкаф, гардероб
warm /wɔ:m/ *adj* тёплый
wash /wɒʃ/ *v* мыть
washing-up /,wɒʃɪŋ'ʌp/ *n* мытьё посуды
watch /wɒtʃ/ **1. v** смотреть, наблюдать **2. n** часы (наручные)
water polo /'wɔ:tə ,rəʊləʊ/ *n* водное поло (вид спорта)
wavy /'weɪvi/ *adj* волнистый
wavy hair волнистые волосы
way /weɪ/ *n* путь
weapon /'wepən/ *n* оружие
wear /weə/ *v* (*pt wore, pp worn*) носить
weigh /weɪ/ *v* весить, взвешивать
weight /weɪt/ *n* вес
weightlifting /'weɪt,lɪftɪŋ/ *n* тяжёлая атлетика (вид спорта)
well /wel/ *adj* хорошо
well-educated /,wel'edju:keɪtɪd/ *adj* образованный
well-paid /,wel'peɪd/ *adj* высокооплачиваемый
Welsh /welʃ/ **1. adj** уэльский (валлийский) **2. n** валлийский язык
west /west/ *n* запад
whale /weɪl/ *n* кит
wheat /wi:t/ *n* пшеница
wheelchair /'wi:l,tʃeə/ *n* инвалидная коляска, кресло-каталка
when /wen/ *adv* когда
where /weə/ *adv* где
which /wɪtʃ/ *pron* который
while /waɪl/ *adv* пока, в то время как
white /waɪt/ *adj* белый
who /hu:/ *pron* кто
whose /hu:z/ *pron* чей, чьё
why /waɪ/ *adv* почему
wicked /'wɪkɪd/ *adj* злой; нехороший
wide /waɪd/ *adj* широкий

wildlife /'waɪldaɪf/ *n* дикая природа
win /wɪn/ *v* (*pt, pp won*) побеждать
window /'wɪndəʊ/ *n* окно
windy /'wɪndɪ/ *adj* ветреный
wine /waɪn/ *n* вино
wish /wɪʃ/ **1.** *v* желать **2.** *n* желание; просьба
witch /wɪtʃ/ *n* ведьма
wooden /'wʊdən/ *adj* деревянный
wool /wʊl/ *n* шерсть
world /wɜ:ld/ *n* мир
worldwide /wɜ:ld'waɪd/ *adv* по всему миру
worried /'wɔ:ɪd/ *adj* взволнованный
worse /wɜ:s/ *adj comparative of bad*
worst /wɜ:st/ *adj superlative of bad*
wrist /rɪst/ *n* запястье
write /raɪt/ *v* (*pt wrote, pp written*) писать, записывать
wrong /rŋ/ *adv* неправильно

Yy

year /jɪə/ *n* год
yellow /'jeləʊ/ *adj* жёлтый
yesterday /'jestədeɪ/ *adv* вчера
yet /jet/ *adv* ещё, пока ещё
young /jʌŋ/ *adj* молодой
your /jɔ:/ /jə/ *pron* твой, ваш

Zz

zebra /'zebrə/ *n* зебра
zoo /zu:/ *n* зоопарк
zoology /zu'blɒdʒɪ/ *n* зоология

Geographical names

Условные обозначения

<i>г.</i> — город	<i>оз.</i> — озеро
<i>д.</i> — деревня	<i>пров.</i> — провинция
<i>о-в</i> — остров	<i>р.</i> — река
<i>о-ва</i> — острова	<i>шт.</i> — штат

Africa /'æfrɪkə/ Африка
Alabama /'ælə'bæmə/ *шт.* (США) Алабама
Alaska /'ælə'skə/ *шт.* (США) Аляска
America /ə'merɪkə/ Америка
Antwerp /'æntwɜ:p/ *г.* Антверпен
Arctic Ocean, the /,ɑ:ktɪk 'əʊʃn/ Северный Ледовитый океан
Arizona /æri'zəʊnə/ *шт.* (США) Аризона
Arkansas /'ɑ:kənsɔ:/ *р., шт.* (США) Арканзас
Astrakhan /'æstrə'kæp/ *г.* Астрахань
Asia /'eɪʃə/ Азия
Athens /'æθɪnz/ *г.* Афины
Auckland /'ɔ:klənd/ *г.* Окленд
Australia /'ɒstreɪliə/ Австралия
Austria /'ɒstriə/ Австрия
Beijing /beɪ'dʒɪŋ/ *г.* Пекин
Belgium /'beldʒəm/ Бельгия
Ben Nevis /ben 'neɪvɪs/ *гора* Бен-Невис
Birmingham /'bɜ:mɪŋəm/ *г.* Бирмингем
Bombay /'bɒm'beɪ/ *г.* Бомбей
Botany Bay /'bɒtəni 'beɪ/ Ботани-Бей (Ботанический залив)
Brazil /brə'zɪl/ Бразилия
Bristol /'brɪstl/ *г.* Бристоль
Britain /'brɪtn/ Британия
British Isles, the /'brɪtɪʃ 'aɪləz/ Британские о-ва
Brunei /bru:'neɪ/ Бруней
California /,kælə'fɔ:nɪə/ *шт.* (США) Калифорния
Cambodia /kæm'bɒʊdiə/ Камбоджа
Cambridge /'keɪmbɪdʒ/ *г.* Кембридж
Canada /'kænədə/ Канада
Canberra /'kænbərə/ *г.* Канберра
Cardiff /'kɑ:dɪf/ *г.* Кардифф
Central America /sentrəl ə'merɪkə/ Центральная Америка
Chile /'tʃɪl/ Чили
China /'tʃaɪnə/ Китай
Colorado /,kɒlə'rɑ:dəʊ/ *шт.* (США) Колорадо
Connecticut /kə'netɪkət/ *шт.* (США) Коннектикут
Cuba /'kju:bə/ Куба
Delaware /'deləweə/ *шт.* (США) Делавэр
Denmark /'denmɑ:k/ Дания
Denver /'denvə/ *г.* Денвер
Dublin /'dʌblɪn/ *г.* Дублин
Easter Island /i:stə 'aɪlənd/ о-в Пасхи
Edinburgh /'edɪnbərə/ *г.* Эдинбург

Egypt /'i:ʃɪpt/ Египет
Eire /'eərə/ Ирландская Республика
England /'ɪŋɡlənd/ Англия
Ethiopia /i:θi'əʊpiə/ Эфиопия
Europe /'jʊərəp/ Европа
Fiji /'fi:ʃi:/ Фиджи
Florida /'flɒrɪdə/ *шт.* (США) Флорида
France /frɑ:ns/ Франция
Gambia, the /gæmbɪə/ Гамбия
Georgia /'dʒɔ:ʃiə/ 1. Грузия 2. *шт.* (США) Джорджия
Germany /'dʒɜ:məni/ Германия
Ghana /'gɑ:nə/ Гана
Glasgow /'glɑ:zgəʊ/ *г.* Глазго
Great Britain /greɪt 'brɪtn/ Великобритания
Great Dividing Range /greɪt dɪ'vaɪdɪŋ 'reɪndʒ/ Большой Водораздельный хребет
Great Sandy Desert /greɪt 'sændɪ 'dezət/ Большая Песчаная пустыня
Greece /gri:s/ Греция
Guyana /gaɪ'ænə/ Гайана
Halifax /'hæɪlfæks/ *г.* Галифакс
Hamburg /'hæmbɜ:g/ *г.* Гамбург
Hawaii /hə'waɪ/ *шт.* (США) Гавайи
Holland /'hɒlənd/ Голландия
Hungary /'hʌŋɡəri/ Венгрия
Iceland /'aɪslənd/ Исландия
Idaho /'aɪdəhəʊ/ *шт.* (США) Айдахо
Illinois /,ɪlə'nɔɪ/ *шт.* (США) Иллинойс
India /'ɪndiə/ Индия
Indiana /,ɪndi'ænə/ *шт.* (США) Индиана
Indonesia /,ɪndəʊ'ni:ziə/ Индонезия
Iowa /'aɪəʊə/ *шт.* (США) Айова
Ireland /'aɪələnd/ Ирландия
Italy /'ɪtəli/ Италия
Jamaica /dʒə'meɪkə/ Ямайка
Japan /dʒə'ræp/ Япония
Kansas /'kænzəs/ *шт.* (США) Канзас
Kentucky /kən'tʌki/ *шт.* (США) Кентукки
Kenya /'kenjə/, /'ki:njə/ Кения
Kiev /'ki:ev/ *г.* Киев
Korea /kə'riə/ Корея
Lake Placid /,leɪk 'plæsɪd/ *д.* Лейк-Плэсид
Liverpool /'lɪvəpu:l/ *г.* Ливерпуль
London /'lʌndən/ *г.* Лондон
Louisiana /lu:ɪ'zi:ənə/ *шт.* (США) Луизиана
Machu Picchu /mʌtʃʊ 'pɪktʃʊ/ (археологический памятник в Перу) Мачу-Пикчу

- Maine** /meɪn/ *шт. (США)* Мэн
- Manitoba** /ˌmæni'təʊbə/ *оз., пров. (Канада)*
Манитоба
- Maryland** /'meəri'lænd/ *шт. (США)* Мэриленд
- Massachusetts** /ˌmæsə'tʃu:sɪts/ *шт. (США)*
Массачусетс
- Melanesia** /ˌmelə'ni:ziə/ Меланезия
- Melbourne** /'melbən/ *г.* Мельбурн
- Mexico** /'meksɪkəʊ/ Мексика
- Michigan** /'mɪʃɪɡən/ *оз., шт. (США)* Мичиган
- Mississippi** /ˌmɪsɪ'sɪpi/ *р., шт. (США)*
Миссисипи
- Missouri** /mɪ'zʊəri/ *р., шт. (США)* Миссури
- Montana** /mɒn'tæniə/ *шт. (США)* Монтана
- Montreal** /ˌmɒntri'ɔ:l/ *г.* Монреаль
- Moscow** /'mɒskəʊ/ *г.* Москва
- Namibia** /nə'mɪbiə/ Намибия
- Nebraska** /nə'bræskə/ *шт. (США)* Небраска
- Netherlands, the** /'nedələndz/ Нидерланды
- Nevada** /nɪ'vɑ:də/ *шт. (США)* Невада
- Newfoundland** /'nju:fəndlənd/ *о-в Ньюфаундленд*
- New Guinea** /ˌnju:'ɡɪni/ Новая Гвинея
- New Hampshire** /ˌnju:'hæmpʃə/ *шт. (США)*
Нью-Хэмпшир
- New Jersey** /ˌnju:'dʒɜ:zɪ/ *шт. (США)* Нью-Джерси
- New Mexico** /ˌnju:'meksɪkəʊ/ *шт. (США)*
Нью-Мексико
- New South Wales** /ˌnju:saʊθ'weɪlz/ *шт. (Австралия)* Новый Южный Уэльс
- New York** /ˌnju:'jɔ:k/ *г., шт. (США)* Нью-Йорк
- New Zealand** /ˌnju:'zi:lənd/ Новая Зеландия
- Nigeria** /naɪ'dʒɪəriə/ Нигерия
- Nile** /naɪl/ *р.* Нил
- North America** /ˌnɔ:θə'merɪkə/ Северная Америка
- North Carolina** /ˌnɔ:θkærə'laɪnə/ *шт. (США)*
Северная Каролина
- North Dakota** /ˌnɔ:θdə'kəʊtə/ *шт. (США)*
Северная Дакота
- Northern Ireland** /ˌnɔ:θrən'aɪələnd/ Северная Ирландия
- Norway** /'nɔ:weɪ/ Норвегия
- Novgorod** /'nɒvgərəd/ *г.* Новгород
- Oklahoma** /ˌɒklə'həʊmə/ *шт. (США)*
Оклахома
- Oregon** /'ɒrɪɡən/ *шт. (США)* Орегон
- Orlando** /ɔ:'ləndəʊ/ *г.* Орландо
- Ottawa** /'ɒtəwə/ *г.* Оттава
- Pakistan** /pə:kɪ'stɑ:n/ Пакистан
- Paris** /'pærɪs/ *г.* Париж
- Papua New Guinea** /pə'ruəˌnju:'ɡɪni/ Папуа — Новая Гвинея
- Pennsylvania** /ˌpensɪl'veɪniə/ *шт. (США)*
Пенсильвания
- Philadelphia** /ˌfɪlə'delfiə/ *г.* Филадельфия
- Philippines, the** /'fɪlɪpi:nz/ Филиппины
- Polynesia** /pə'lɪ'ni:ziə/ Полинезия
- Portsmouth** /'pɔ:tsməθ/ *г.* Портсмут
- Portugal** /'pɔ:ʃəɡəl/ Португалия
- Quebec** /kwɪ'bek/ *пров. (Канада)* Квебек
- Queensland** /'kwɪ:nzlənd/ *шт. (Австралия)*
Квинсленд
- Rhode Island** /ˌraʊd'aɪlənd/ *шт. (США)* Род-Айленд
- Rome** /rəʊm/ *г.* Рим
- Russia** /'rʌʃə/ Россия
- Russian Federation, the** /'rʌʃənˌfedə'reɪʃən/
Российская Федерация
- Saint Petersburg** /ˌseɪntˈpi:təzbɜ:g/ *г.* Санкт-Петербург
- Samara** /sə'mɑ:rə/ *г.* Самара
- San Francisco** /ˌsænfrən'sɪskəʊ/ *г.* Сан-Франциско
- Scandinavia** /ˌskændɪ'neɪviə/ Скандинавия
- Scotland** /'skɒtlənd/ Шотландия
- Singapore** /ˌsɪŋə'pɔ:/ Сингапур
- Slovakia** /sləʊ'vækɪə/ Словакия
- Sochi** /'sɔ:tʃɪ/ *г.* Сочи
- Solomon Islands** /sə'ləmə'n'aɪləndz/ Соломоновы о-ва
- Somalia** /sə'mɑ:liə/ Сомали
- South Africa** /saʊθə'æfrɪkə/ Южная Африка
- South America** /saʊθə'merɪkə/ Южная Америка
- South Australia** /saʊθv'streɪliə/ *шт. (Австралия)* Южная Австралия
- South Carolina** /saʊθkærə'laɪnə/ *шт. (США)*
Южная Каролина
- South Dakota** /saʊθdə'kəʊtə/ *шт. (США)*
Южная Дакота
- South Pole** /saʊθ'pəʊl/ Южный полюс
- Spain** /speɪn/ Испания
- Sri Lanka** /srɪ'læŋkə/ Шри-Ланка
- Stonehenge** /'stəʊnhendʒ/ Стоунхендж
(археологический памятник в Англии)
- Sudan** /sʊ'dɑ:n/ Судан
- Switzerland** /'swɪtsələnd/ Швейцария
- Sydney** /'sɪdni/ *г.* Сидней
- Tahiti** /tə'hi:ti/ *о-в* Таити
- Tanzania** /tænzə'ni:ə/ Танзания
- Tasmania** /tæz'meɪniə/ *о-в* Тасмания
- Tennessee** /ˌtenə'si:/ *р., шт. (США)* Теннесси
- Texas** /'teksəs/ *шт. (США)* Техас
- Thailand** /'taɪlənd/ Таиланд
- Thames, the** /ˌtemz/ *р.* Темза
- Tokyo** /'təʊkiəʊ/ *г.* Токио
- Toronto** /tə'rɒntəʊ/ *г.* Торонто
- Ukraine** /ju:'kreɪn/ Украина
- United Kingdom, the** /ˌjuːnaɪtɪd'kɪŋdəm/
Соединённое Королевство

United States of America, the /juːˈnaɪtɪd steɪts əv əˈmerɪkə/ Соединённые Штаты Америки

Utah /ˈjuːtɑː/ *шт. (США)* Юта

Vermont /vɜːˈmɒnt/ *шт. (США)* Вермонт

Victoria /vɪkˈtɔːrɪə/ *шт. (Австралия)* Виктория

Vietnam /viːtˈnæm/ Вьетнам

Virginia /vəˈdʒɪniə/ *шт. (США)* Вирджиния

Volga /ˈvɒlɡə/ *р.* Волга

Wales /weɪlz/ Уэльс

Washington /ˈwɒʃɪŋtən/ *г., шт. (США)* Вашингтон

Wellington /ˈwelɪŋtən/ *г.* Веллингтон

Western Australia /ˌwestən ˈɒstreɪliə/ *шт. (Австралия)* Западная Австралия

West Virginia /ˌwest vɔːˈdʒɪniə/ *шт. (США)* Западная Вирджиния

Winnipeg /ˈwɪnɪpeg/ *г.* Виннипег

Wisconsin /wɪsˈkɒnsɪn/ *шт. (США)* Висконсин

Wyoming /waɪˈoʊmɪŋ/ *шт. (США)* Вайоминг

Xinjiang /ksɪnˈdʒɪɑːŋ/ *пров. (Китай)* Синьцзян

Zambia /zæmbɪə/ Замбия

Zimbabwe /zɪmˈbɑːbwi/ Зимбабве

Answers

Unit 14. Reading and speaking

Exercise 1, page 134

- 1a English, French, Spanish, Russian, Chinese and Arabic are the official UN languages.
- 2b The oldest language is Egyptian, which is 5,000 years old.
- 3a English has the largest vocabulary with approximately 500,000 words and 300,000 technical terms.
- 4c Mandarin Chinese is spoken by 700 million people (70% of the population of China). English is the most widespread, with 400 million speakers.
- 5b Cambodian has 72 letters.
- 6a 845 languages are spoken on the Indian sub-continent.
- 7b They speak Dutch in Holland (the Netherlands).
- 8a The word "sputnik" came into English as well as into many other languages from Russian.

Irregular verbs

Base form	Past simple	Past participle	Base form	Past simple	Past participle
be	was/were	been	make	made	made
become	became	become	mean	meant	meant
begin	began	begun	meet	met	met
blow	blew	blown			
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burned/burnt	burned/burnt			
buy	bought	bought	read	read	read
			ride	rode	ridden
can	could	could	run	ran	run
catch	caught	caught			
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
			send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	shine	shone	shone
dream	dreamed/ dreamt	dreamed/ dreamt	show	showed	shown
drink	drank	drunk	shut	shut	shut
drive	drove	driven	sing	sang	sung
			sit	sat	sat
eat	ate	eaten	sleep	slept	slept
			smell	smelled/ smelt	smelled/ smelt
feel	felt	felt	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	strike	struck	struck
forgive	forgave	forgiven	swim	swam	swum
get	got	got	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tell	told	told
grow	grew	grown	think	thought	thought
have	had	had	understand	understood	understood
hear	heard	heard			
hide	hid	hidden	wake	woke	woken
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
			write	wrote	written
keep	kept	kept			
know	knew	known			
learn	learned/ learnt	learned/ learnt			
leave	left	left			
lend	lent	lent			
let	let	let			
lose	lost	lost			