Учебник

PLANET OF ENGLISH

Английский язык для учреждений СПО

CD

Общеобразовательные дисциплины

ACADEMIA

Профессиональное образование

4И(Анг)
Б37

ПРОФЕССИОНАЛЬНОЕ
ОБРАЗОВАНИЕ

Planet of English

Учебник английского языка для учреждений СПО

98323

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БИБЛИОТЕКА

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Структура и содержание учебника позволяют обобщить материал, пройденный в средней школе, и обеспечить развитие знаний, навыков и умений на новом, более высоком уровне. Особое внимание уделено формированию учебно-познавательного компонента коммуникативной компетенции, для чего использованы проектные задания. При составлении заданий учитывались требования Единого государственного экзамена.

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МИНИСТЕРСТВО ОБРАЗОВАНИЯ
ПОЛИТЕХНИЧЕСКИЙ КОЛЛЕДЖ
БИБЛИОТЕКА

Introductory Unit
Welcome to the Planet of English!

Warm-up

1 **Do you remember the English alphabet? How many vowels and consonants are there in it?**

Vowels: *A, E* .....
Consonants: *B, C* .....

2 **Read the dialogue.**

Yana: Hello! Is that Mrs Green?
Mrs Green: Yes, I'm Mary Green.
Yana: My name is Yanina Petrishcheva.
Mrs Green: Oh . . . Yarima . . .
Yana: No, I am not Yarima. I'm Yanina. Yana for short.
Mrs Green: All right! Yana . . . Petrova?
Yana: No, Petrishcheva.
Mrs Green: Could you spell it, please?
Yana: Yes, certainly. Y-A-N-I-N-A P-E-T-R-I-S-H-C-H-E-V-A.
Mrs Green: I understand it now. That's a difficult name to spell. Where are you from? The Czech Republic?
Yana: No, I'm from Russia.

In pairs act out similar dialogues using your own names.

Introductory Unit

Grammar

7 Study the grammar.

THE VERB **TO BE** IN **THE PRESENT SIMPLE**

I am	я нахожусь (являюсь) **I am in the reading room.** Я (нахожусь) в читальном зале. **I am a college student.** Я студент колледжа. / Я являюсь студентом колледжа. **I am fifteen.** Мне пятнадцать (лет).
He is She is It is	он находится (является) она находится (является) он/она/оно/это (*о неодушевленных предметах, животных*) находится (является) **The textbook is on the table.** Учебник лежит/находится на столе. **It is new.** Он новый. **It is for college students.** Он для студентов колледжа.
We are	мы находимся (являемся) **We are in class.** Мы на занятиях. **We are good at Chemistry.** Мы хорошо успеваем по химии. **We are excellent students.** Мы отличники.
You are	ты находишься (являешься) / вы находитесь (являетесь) **You are at home.** Ты дома. **You are ill.** Ты болен. **You are absent from college.** Ты отсутствуешь в колледже.
They are	они находятся (являются) **They are in the laboratory.** Они в лаборатории. **They are second-year students.** Они второкурсники. **They are future technologists.** Они будущие технологи.

There is no form "amn't" in English.

AM

I **am** at a lecture.
I**'m** at a lecture.

Am I at a lecture? — Yes, I **am**.
— No, I **am not**.
— No, I**'m not**.

Where **am** I?

I **am not** at a lecture.
I**'m not** at a lecture.

IS

He **is** at a lecture.
He**'s** at a lecture.

Is he at a lecture? — Yes, he **is**.
— No, he **is not**.
— No, he**'s not**.
— No, he **isn't**.

Where **is** he?

He **is not** at a lecture.
He**'s not** at a lecture.
He **isn't** at a lecture.

ARE

You **are** at a lecture.
You**'re** at a lecture.

Are you at a lecture? — Yes, you **are**.
— No, you **are not**.
— No, you**'re not**.
— No, you **aren't**.

Where **are** you?

You **are not** at a lecture.
You**'re not** at a lecture.
You **aren't** at a lecture.

8 **Put the verb *to be* in the correct form. Use both full and short forms where possible.**

1. I . . . . . a student of a radio-electronic college.
2. . . . . you at the lesson now? — No, we . . . . . We . . . . . at the cinema.
3. The Maths home task . . . . . very difficult.
4. The children . . . . . in the schoolyard playing football.
5. . . . . Sofia in the hospital? — Yes, she . . . . . She . . . . . ill.
6. They . . . . . able students. They . . . . . especially good at Literature.
7. . . . . I happy to have a new book as a present? Yes, I . . . . . I love reading!
8. The banks . . . . . closed after 7 o'clock.
9. . . . . you a musician? — No, I . . . . . I . . . . . a designer.
10. They . . . . . not good friends, they . . . . . acquaintances.

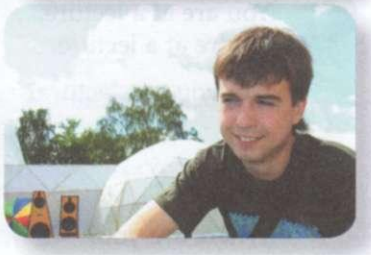
Introductory Unit

Vocabulary

9 **Study the following words and expressions.**

sociable — общительный
of the same age — ровесник
to be fond of sth — увлекаться чем-либо
acquaintance — знакомый
to exchange sth — обмениваться чем-либо

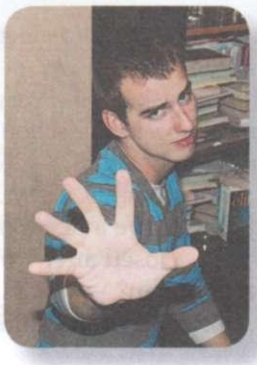
Reading



10 **Read the text.**

Good Friends

My name is Alexander, Alex for short. I am a college student. I am sixteen. I'm a sociable person. I have three foreign friends — Nora, Peter and Jane. We are of the same age. We are fond of modern music, books, sports and travelling. Nora is Swedish. She is a college student too. She is a tall blonde. She is very beautiful. Peter is from Warsaw. He is a future designer. Jane is from Great Britain. She is a sociology student from London. None of us is married. We are too young for that!
We are really good friends, not just acquaintances. We exchange emails, speak very often on the phone and Skype and even visit each other.



11 **Are these statements true or false? Correct the false ones.**

1. Jane is sixteen.
2. Peter is Polish.
3. Peter is a designer.
4. All the friends are smart computer users.
5. Alexander, Jane, Nora and Peter are pen friends.

Speaking

12 **In pairs make up dialogues using the following prompts.**

— Where are you from?
— I'm from . . . My nationality is . . .
— How old are you?
— I'm . . .
— What is your occupation?
— I'm a . . .
— Who is your best friend?
— It's . . .
— Is he/she married?
— No/Yes, he/she . . .
— What is he/she fond of?
— He/she is fond of . . .

Writing

13 **Introduce yourself and your friend(s). Write 10 — 15 sentences.**

Here is some useful language for introducing people:

I'm Maria Ivanova.
This is Maria Ivanova, my best friend.
I'd like you to meet Maria Ivanova, my groupmate.

Practice

14 **Describe yourself or any person of your choice. The following vocabulary will help you.**

Appearance Внешность	**nice**	симпатичный
	beautiful	красивый (*о женщине*)
	handsome	красивый (*о мужчине*)
	with a beard	с бородой
	with a moustache	с усами
	with glasses	в очках
Height Рост	**tall**	высокий
	short	невысокий

Introductory Unit

Body Телосложение	**slim**	худой
	thin	худой
	slender	стройный, изящный
	plump	полненький (*о ребенке, женщине*)
	strong	крепкий
	well-built	крепкий, хорошо сложенный
Skin Кожа	**pale**	бледный
	rosy	румяный
	tanned	загорелый
Dress Одежда	**smart**	хорошо одетый, нарядный
	neat	опрятный

Hair Волосы	**blond/blonde**	светлый (*о мужчине/женщине*)
	fair	русый
	dark	темный
	black	черный
	grey	седой
	straight	прямой
	waved	волнистый
	curly	кудрявый
	long	длинный
	medium-length	средней длины
	short	короткий
Eyes Глаза	**blue**	голубой
	grey	серый
	green	зеленый
	hazel	карий
Face Лицо	**round**	круглый
	long	продолговатый
Nose Нос	**snub**	курносый

For Project 1

15 **Over a few weeks you are going to make a TV programme about a celebrity (or a couple of celebrities) and you need to collect some information about them.**

Work in groups of 3 — 4. Choose the celebrity you would invite to the programme. Find some interesting photos and collect the following data from the Internet, books and magazines:

- full name;
- date of birth, age;
- place of birth;
- nationality;
- education, degree, profession;
- appearance (height, hair and eye colour etc).

Is there any information above that you cannot find? Prepare interview questions.

Unit 1
A United Family Is the Best Treasure

Warm-up

1 **Draw a family tree using the words in the box.**

husband, wife, father, mother, parents, son, daughter, child, children, brother, sister, twins, grandfather, grandmother, grandparents, grandson, granddaughter, grandchildren, great-grandfather, great-grandmother, great-grandson, great-granddaughter, great-grandchildren, uncle, aunt, nephew, niece, cousin, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, close relatives, distant relatives

Steve, Bob, William, Alexander, Kate, Victoria, Dennis, Lucie, Elizabeth, Nick.

2 **Repeat after the teacher.**

She informed her dear husband with glee:
— We'll soon be two plus one, dear, that's three!
— Dick, Tom, Michael or Harry,
Ashley, Jon or even Barry?
She said: — Maybe he'll be a she!

17 **Match the words on the left with their meanings on the right.**

1. grandmother
2. mother-in-law
3. nephew
4. grandson
5. niece
6. great-grandfather
7. uncle
8. twin
9. great-granddaughter
10. aunt

a. daughter of your brother or sister
b. mother of your wife or husband
c. brother of your mother or father
d. one of two children born at the same time to the same mother
e. son of your brother or sister
f. daughter of your grandson or granddaughter
g. father of your grandfather or grandmother
h. sister of your father or mother
i. mother of your mother or father
j. son of your son or daughter

For Project 1

18 **Continue preparing your programme about your celebrities. Find some interesting photos and collect the following data from the Internet, books and magazines:**

- marital status;
- family members (parents, brothers, sisters, spouse, children etc), their occupations. Draw their family tree;
- pets;
- duties about the house, if any.

Is there any information above that you cannot find? Prepare interview questions.

3 **In pairs perform a dialogue using the following phrases.**

How many are in your family?
Do you have sisters or brothers?
Who are your other relatives?

Grammar

4 **Study the grammar.**

The Present Simple

Время **the Present Simple** обычно используется, когда мы:

1) **описываем привычки или действия, повторяющиеся в течение долгого времени или всей жизни:**

I **use** the Internet. — Я пользуюсь Интернетом.

She **lives** in a flat. — Она живет в квартире.

He **speaks** very fast. — Он говорит очень быстро.

2) **рассказываем о том, как часто совершаем те или иные действия:**

I **get up** at 8 o'clock *every morning*. — Я встаю в 8 часов каждое утро.

How often **do** you **go** to the dentist? — Как часто ты ходишь к стоматологу?

He **goes** to the gym *on Fridays*. — Он ходит в спортзал по пятницам.

3) **говорим об общеизвестных фактах или абсолютных истинах:**

If you heat water to 100 °C, it **boils**. — Если вы нагреете воду до 100 градусов, то она закипит. (*абсолютная истина*)

Students **don't** generally **have** much money. — У студентов обычно нет большого количества денег. (*общепризнанный факт*)

British people **drink** a lot of tea, while Americans **drink** more coffee. — Британцы пьют много чая, в то время как американцы пьют больше кофе.

4) **употребляем глаголы чувственного восприятия (*agree, believe, disagree, feel, hear, know, see, understand, want* и др.), которые не употребляются во временах Continuous:**

I **know** that books will be my friends all my life. — Я знаю, что книги будут моими друзьями всю жизнь.

I **want** to become a software developer. — Я хочу стать разработчиком компьютерных программ.

5) **даем инструкции или указания:**

To start the program, first you **click** on the icon on the desktop. — Чтобы запустить программу, сначала кликните на иконке на рабочем столе.

You **go down** to the traffic lights, then you **turn** right . . . — Вы проходите вниз к светофору, затем поворачиваете направо…

You **open** the packet and **pour** the contents into hot water. — Откройте пакет и вылейте содержимое в горячую воду.

6) **ссылаемся на расписание, программу, график, запланированные события и т.п.:**

My train **leaves** at 12:30, so I need to be at the station by 12. — Мой поезд отходит в 12:30, так что мне нужно быть на станции в 12:00.

What time **does** the film **begin** this evening? — В какое время начинается фильм сегодня вечером?

I **see** him at 6 o'clock. — Я встречаюсь с ним в 6 часов. (*каждый день*)

7) **комментируем события в режиме онлайн или пересказываем их, рассказываем анекдоты:**

King **serves** and John **makes** a wonderful return. — Кинг подает, и Джон прекрасно справляется с подачей.

She **comes up** to me and **takes** me by the hand. — Она подходит и берет меня за руку.

Unit 1

НАРЕЧИЯ И СЛОВОСОЧЕТАНИЯ, ХАРАКТЕРНЫЕ ДЛЯ THE PRESENT SIMPLE

often	часто
always	всегда
sometimes	иногда
usually	обычно
seldom	редко
occasionally	изредка, время от времени, подчас, порой
every Monday/week/evening etc	каждый понедельник/неделю/вечер и т. п.

98323

ОБРАЗОВАНИЕ THE PRESENT SIMPLE

Число	
Единственное	**Множественное**
1 I work.	We work.
2 You work.	You work.
3 He/She/It works.	They work.

1 **Do** I work?	**Do** we work?
2 **Do** you work?	**Do** you work?
3 **Does** he/she/it work?	**Do** they work?

Do you work at the factory?
— Yes, I **do**.
— No, I **don't**.

Does he work in a workshop?
— Yes, he **does**.
— No, he **doesn't**.

Who works in a workshop?
What **does** he do (for a living)?

МИНИСТЕРСТВО ОБРАЗОВАНИЯ
БИБЛИОТЕКА

1	I **do not** work. I **don't** work.	We **do not** work. We **don't** work.
2	You **do not** work. You **don't** work.	You **do not** work. You **don't** work.
3	He/She/It **does not** work. He/She/It **doesn't** work.	They **do not** work. They **don't** work.

5 **Study the table and explain the rule.**

s [s]	s [z]	es [ɪz]
kee**p** — keep**s**, loo**k** — look**s**, lau**gh** — laugh**s**, si**t** — sit**s**	answe**r** — answer**s**, dra**w** — draw**s**, drea**m** — dream**s**, mea**n** — mean**s**, rea**d** — read**s**, sin**g** — sing**s**	d**o** — do**es**, g**o** — go**es**
ta**ke** — take**s**, wri**te** — write**s**	ca**re** — care**s**, co**me** — come**s**, hi**de** — hide**s**, li**ve** — live**s** *but:* **have** — **has**	cat**ch** — catch**es**, sear**ch** — search**es**
	agre**e** — agree**s**, se**e** — see**s**	pu**sh** — push**es**, wa**sh** — wash**es**
	bu**y** — buy**s**, pla**y** — play**s**, sa**y** — say**s**	dre**ss** — dress**es**, mi**ss** — miss**es**
		dan**ce** — dance**s**
		choo**se** — choose**s**, lo**se** — lose**s**
		fi**x** — fix**es**, mi**x** — mix**es**
		cr**y** — cr**ies**, fl**y** — fl**ies**, stud**y** — stud**ies**

Unit 1

6 **Fill in the gaps with the verbs from the box using the Present Simple. Explain their usage.**

live, take, understand, make, wear, go in for, study, like, mean, fall, see, go, read

1. I . . . . . from eight till three.
2. She . . . . . figure skating.
3. The partner . . . . . a mistake and . . . . . on the ice!
4. . . . . you . . . . . far from your work?
5. . . . . he . . . . . technical books? – No. He . . . . . books on history.
6. It . . . . . my brother a lot of time to get to the college.
7. . . . . you . . . . . glasses?
8. What . . . . . this word . . . . . ?
9. I . . . . . you . . . . the rules of the game!
10. . . . . you . . . . . to the concerts at weekends?

Vocabulary

7 **Study the following words and expressions.**

to make sb feel at ease — помочь кому-либо почувствовать себя как дома
to stay with sb — останавливаться у кого-либо
to be united — быть сплоченным, крепким (*о семье*)
elder — старший (*о детях в семье*); *также* **older**
to get on well (*with sb*) — ладить, иметь хорошие отношения (*с кем-либо*)
to spend a lot of time together — проводить много времени вместе
considerate — внимательный, доброжелательный
hard-working — трудолюбивый
intelligent — умный
to keep house — вести домашнее хозяйство
to look after sb — заботиться о ком-либо
strict — строгий
to arrange sb's time — организовывать/планировать чье-либо время
to fool around — слоняться без дела
to be fond of (*doing sth*) — увлекаться (*чем-либо*)
faculty — факультет, отделение; *также* **department**
to have one's duties about the house — иметь обязанности по дому
tidy — аккуратный

Reading

8 Read the text.

No Man Is an Island

Alexander has a new pen friend from Great Britain. Her name is Jane and she comes to Moscow on a British-Russian educational exchange programme. This is what he writes:

Hi Jane!

I know you are coming to Moscow, and to make you feel at ease, I want to invite you to stay with us.

I think the family is the most important thing for every person. The family are people who always love you, support you and help you. People say: "No Man Is an Island." For me it is impossible to live without my family.

My family is rather large. It is very friendly and united. I have parents, an elder brother and grandparents. We all get on with each other very well. We spend a lot of time together.

My father's name is Konstantin Alexeevich. He is a plastic surgeon; he helps people become more beautiful. He is a real professional. He is considerate, hard-working and intelligent.

My mother's name is Liudmila Mikhailovna. She is an engineer, but she does a lot of work about the house. She keeps the house and looks after us. She cooks very well. Our mother is very kind but strict with us. She always checks how we do our homework. Mother arranges our free time, so that we cannot just fool around. She is fond of reading.

My brother Alexei is 22 years old. He is a student at the Medical Faculty in Tver State Medical Academy. He wants to become a good surgeon like our father. He is also a member of the local theatre club. He often plays main parts in the plays. He comes home almost every weekend.

My grandfather is a historian and grandmother is a linguist. They give lectures in universities and write scientific books.

I have my duties about the house. I go shopping and clean the rooms. I like my home to be clean and tidy. I think home is the nicest place. There is no place better than home and there are no people more dear than your relatives.

I am looking forward to getting your reply
Best regards
Alex

Unit 1

9 **Are these statements true or false? Correct the false ones.**

1. Alexander has a younger brother.
2. His brother studies in a theatre school.
3. Liudmila Mikhailovna is a cook.
4. She spends a lot of time reading.
5. She sometimes checks Alexander's and Alexei's homework.
6. Konstantin Alexeevich is a professor at a medical university.
7. He arranges the free time of his sons.
8. Alexander's grandparents do scientific research.
9. Alexander likes everything to be in order.
10. Alexei's duty is to clean the rooms.

Listening

10 TRACK 3.
Listen to the three texts and find contradictions in the text in Ex. 8.

Speaking

11 **Talk about your family using the following prompts.**

My family is . . . (*small*).
There are . . . (*three*) of us in the family: . . .
We spend/don't spend a lot of time together.
We go to . . . , visit . . .
My mum's name is . . .
She is a . . . (*teacher*).
She works in/at a . . .
My dad's name is . . .
He is a . . .
He works in/at a . . .
My brother(s)/sister(s) is (are) . . .
We all have our duties about the house.
My mum . . . ; my dad . . . ; I . . .
I think our family is . . .

Writing

12 **Write a letter to your English-speaking pen friend (100 — 140 words). In your letter describe your family and ask questions about your friend's family.**

Practice

13 **Complete the sentences with the appropriate words and phrases from the box.**

a. cleans the rooms
b. fond of chatting
c. feel at ease
d. considerate and helpful
e. have my duties about the house
f. to be tidy
g. a professional
h. look after
i. supports
j. do a lot of work about the house
k. to go shopping
l. intelligent
m. united
n. East or West, home is best
o. our free time

1. Welcome to my house! . . . . . !
2. My sister is . . . . . over the phone.
3. Our relatives are . . . . . .
4. My mother is very . . . . . , she is the brain of our family.
5. Our parents arrange . . . . . .
6. My friend . . . . . me in everything I do.
7. In my family the elder children . . . . . the younger ones.
8. All members of our family . . . . . , so we are always very busy.
9. My favourite pastime is . . . . . .
10. Anna seldom . . . . . on Sundays.
11. We like our house . . . . . .
12. Our college group is . . . . . .

14 **Put the verbs in the correct form.**

My working day (to begin) at 7 o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It usually (to take) me fifteen minutes. My younger brother (to jog) in the park. I occasionally (to jog) with him. At half past seven we (to have) breakfast. My father and I (to leave) home at 8 o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at 9 o'clock. In the evening the whole family (to gather) in the living room. My father (to watch) news on TV. My mother (to knit). My sister (to draw) or (to play) with her dolls. My younger brother (to try) to build a ship model. Our cat (to catch) a toy mouse.

Unit 1

15 **What do these people like to do and when?**

1

3

2

4

16 **Revise the texts in p. 8 and 19 and answer the questions.**

1. Is Alexander a university student?
2. Where are his foreign friends from?
3. How old are they?
4. What are they fond of?
5. Are they married?
6. Are they good acquaintances?
7. Does Alexander live in Tver?
8. Do his parents work at the hospital?
9. What do his grandparents do for a living?
10. Who arranges the boys' free time?
11. What duties does Alexander have about the house?
12. What does Alexander think about the family?

Unit 2
There Is no Place like Home

Warm-up

1 **Find the 10 hidden words.**

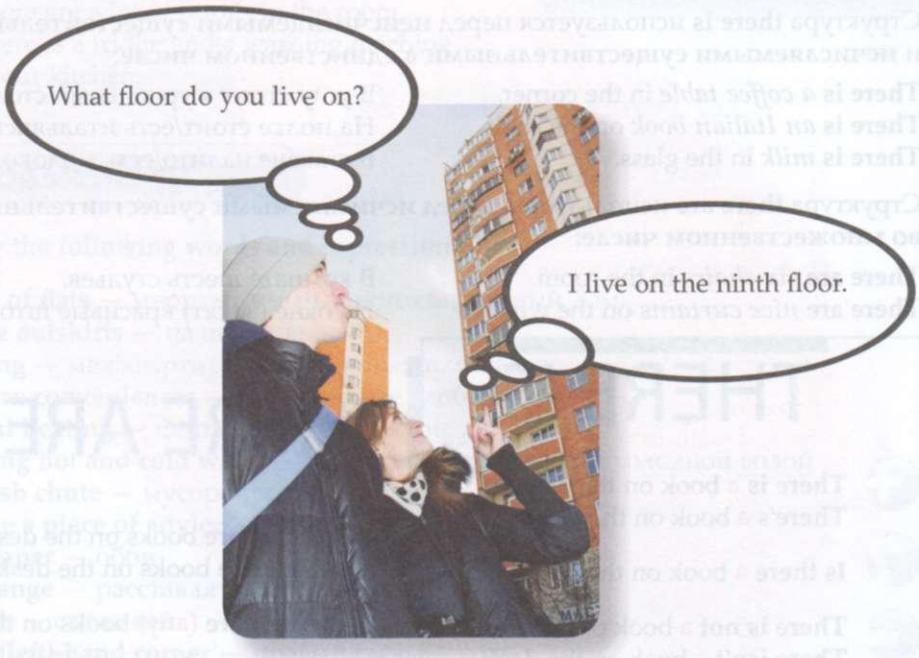
квартира	уютный
диван	этаж
кабинет	стул
кухня	угол
мусоропровод	напротив

f	o	o	p	p	o	s	i	t	e
l	n	c	h	u	c	h	a	i	r
a	r	e	c	o	r	n	e	r	s
t	b	k	e	h	f	l	o	o	r
r	c	o	a	s	t	u	d	y	l
c	o	s	y	s	m	f	n	o	a
s	n	j	a	u	a	u	t	s	n
k	i	t	c	h	e	n	a	o	t
e	o	n	t	c	a	n	i	f	o
c	h	u	t	e	g	y	n	a	y

2 **Repeat after the teacher.**

I bought a new Hoover today,
Plugged it in in the usual way,
Switched it on — what a din,
It sucked everything in,
Now I'm homeless with no place to stay.

3 **In pairs perform a dialogue using the following questions.**



What floor do you live on?
Do you have a lift?
How many rooms are there in your flat/house?
What furniture do you have in your living room?

The first floor in Russia = the ground floor in the UK.
Americans say "**apartment**", but British people say "**flat**".

Unit 2

Grammar

4 **Study the grammar.**

THERE IS AND THERE ARE STRUCTURES

Для обозначения **местоположения** какого-нибудь предмета (предметов) или лица (лиц) в английском языке в the Present Simple используются структуры **there is** и **there are**:

There is a book on the desk.	На столе лежит/находится книга.
There are books on the desk.	На столе лежат/находятся книги.

Структура **there is** используется перед **неисчисляемыми существительными** и **исчисляемыми существительными в единственном числе**:

There is *a coffee table* in the corner.	В углу стоит журнальный столик.
There is *an Italian book* on the shelf.	На полке стоит/есть итальянская книга.
There is *milk* in the glass.	В стакане налито/есть молоко.

Структура **there are** используется перед **исчисляемыми существительными во множественном числе:**

There are *six chairs* in the room.	В комнате шесть стульев.
There are *nice curtains* on the window.	На окне (висят) красивые шторы.

THERE IS

There is a book on the desk.
There's a book on the desk.

Is there a book on the desk?

There is not a book on the desk.
There isn't a book on the desk.
There is no book on the desk.

THERE ARE

There are books on the desk.
There're books on the desk.

Are there (any) books on the desk?

There are not (any) books on the desk.
There aren't (any) books on the desk.
There are no (any) books on the desk.

There is a book and exercise books on the desk.
There are exercise books and a book on the desk.

5 **Make the sentences negative. Write all possible forms.**

1. There is some milk in the bottle.
2. There are two chairs and one armchair in the sitting room.
3. There are three apples and one pear in the box.
4. There is some grapefruit juice in the glass.
5. There are new houses in this street.

6 **Make the sentences interrogative.**

1. There is a yard near my house.
2. There are a lot of boxes in this corner of the hall.
3. There is sugar in the tea.
4. There are a lot of pupils in the room.
5. There is a fridge and a washing machine in our kitchen.

Vocabulary

7 **Study the following words and expressions.**

block of flats — многоэтажный, многоквартирный дом
on the outskirts — на окраине
landing — межквартирная лестничная площадка
modern conveniences — современные удобства
central heating — центральное отопление
running hot and cold water — водопровод с горячей и холодной водой
rubbish chute — мусоропровод
to give a piece of advice — давать совет
wallpaper — обои
to arrange — расставлять (*мебель*)
stylish — стильный
right (left)-hand corner — правый (левый) угол
cosy — уютный
to be in fashion — быть в моде / модным; **to be out of fashion** — быть немодным; **fashionable** — модный; **unfashionable** — немодный
to be at a loss — растеряться, быть в растерянности
entry phone — домофон
study — кабинет

Unit 2

hall — коридор
wall unit — стенка
sideboard — сервант
stool — табурет
flat-screen TV — плоский (жидкокристаллический) телевизор
divan bed — диван-кровать
standard lamp — торшер
built-in wardrobe — встроенный шкаф
to examine — разглядывать
projector alarm clock — будильник-проектор
lampshade — абажур
bedside table — прикроватная тумбочка
dressing table — туалетный столик

Reading

8 **Read the text.**

So Many Men so Many Minds

Alexander's family has a flat in a new block of flats on the outskirts of Moscow. Their flat is on the fourth floor.

Alexander's foreign friends — Peter, Jane and Nora — are now in Moscow. At the weekend they come to Alexander to have a look at his new flat. Alexander welcomes them on the landing. He shows them all the modern conveniences: central heating, running hot and cold water, electricity, gas, the Internet, two lifts and a chute to carry rubbish down, as well as three rooms, a kitchen and a balcony.

Peter is a future designer. He gives Alexander a piece of advice to change the wallpaper colours in his bedroom and rearrange some pieces of furniture. Peter says: "Look! It would be right to put the bookcase closer to the right-hand corner. I think your wallpaper should be pink."

Jane is not a designer. She is a sociology student, but she has good taste. Jane likes Alexander's library with a lot of English and Russian books, the cosy kitchen and the paintings on the walls. But Jane doesn't like the carpet on the floor. "It is not in fashion now," she explains to Alex. As for the wallpaper colours in Alex's room, Jane prefers them in green.

Alexander is at a loss. He looks at the wallpaper in his room and at the carpet on the floor. Whose advice to follow?

9 **Are these statements true or false? Correct the false ones.**

1. Alexander's pen friends are now in Moscow.
2. At the weekend Alexander meets them at the metro station.
3. He shows them a rich collection of English and Russian books.
4. Peter likes Alexander's library and pictures on the walls.
5. Jane is not a designer but she works for a building company.
6. Jane thinks that Alexander does not follow fashion trends.
7. She recommends Alexander to change the wallpaper in the living room.
8. Jane prefers it in pink.
9. Peter thinks it is better to move the bookcase.
10. Alex is ready to follow his advice.

Listening

10 TRACK 4.
Listen to the second part of the text and choose its main idea.

A. Nora gives another piece of advice.
B. Nora criticizes the bedroom.
C. It is always easy to follow advice.

Speaking

11 **Talk about your flat/house using the following prompts.**

I live . . . (*in the centre of Moscow*).
My flat is on the . . . floor of a . . .-storey block of flats.
It has (all) modern conveniences: . . .
It is a . . .-roomed flat with a . . . (*living room etc*).
My favourite room is a . . .
It is . . . (*large, cosy etc*).
The wall/wallpaper colour is . . .
The furniture there is . . . (*modern, stylish etc*).
It includes . . . (*a round table etc*).
I like/dislike rearranging the furniture.

Unit 2

Writing

12 **You have received a letter from your pen friend Tim. He writes:**

" . . . My parents want to buy a semi-detached house. I want it to have a large lounge, a kitchen, a study downstairs and six bedrooms upstairs. I don't want an open fireplace. I prefer to have central heating. We have two cars, so we need at least two parking places or garages . . ."

Write to Tim (100 — 140 words). Ask him questions about the new house and give your opinion and/or advice.

Pronunciation

13 **TRACK 5.**
Listen and repeat after the speaker.

[eɪ]

mate
came
wait
bay

meat — mate — met
come — came — calm
white — wait — wet
buy — bay — boy

play — played — plate
grey — grade — great
aim — age — eight
fame — fade — fate

Practice

14 **Complete the sentences with the appropriate words and phrases from the box.**

a. central heating
b. washing machine
c. in brown colour
d. at a loss
e. a lampshade
f. chute

1. This family lives in a new . . . . . on . . . . . of Moscow.
2. Our country house doesn't have . . . . . .
3. Most English houses don't have . . . . . and in winter it is cold in them.
4. In the kitchen we have a . . . . . but we don't have a . . . . . .
5. The . . . . . is to carry rubbish down.

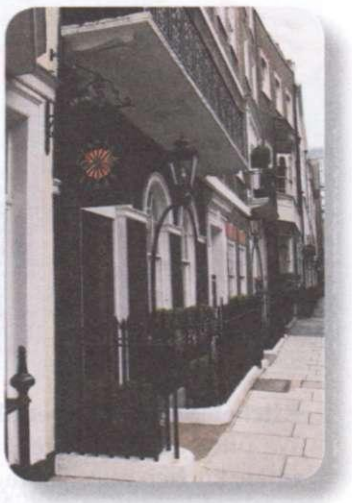
g. a garden and an orchard
h. wardrobes
i. modern conveniences
j. cosy
k. block of flats
l. in fashion
m. the left-hand corner
n. dish washer
o. the outskirts

6. They want to build a new house with . . . . . around it.
7. In my study everything is . . . . . .
8. The wall units are not . . . . . now. Everybody prefers built-in . . . . . .
9. Our living room is small, but in spite of it, it is very . . . . . .
10. There is a small round table with a music centre in . . . . . of the bedroom.

15 **Put the words in the right order to make sentences.**

1. are | there | three cushions | the sofa | on.
2. want | in the right-hand corner | they | put | a coffee table | to.
3. eight chairs | opposite the door | a round table | there is | and.
4. new | his family | a vacuum cleaner | has got.
5. on | a lot of | there are | pictures | the walls.
6. not | the bedroom | there are | bedside tables | in | any.
7. likes | room | sometimes | in | their granny | to rearrange | her | the furniture.

16 **Put the verbs in the correct form.**



British Homes

There (to be) 22 million homes in Britain – big homes and small homes, old cottages and new buildings, houses and flats. Many British people (to love) old houses. They also (to love) gardening, and there (to be) gardens everywhere you go: in towns, villages and out in the country. Two thirds of families in Britain (to own) their houses. Millions of these houses (to be) the same with two or three bedrooms and a bathroom upstairs, dining room and kitchen downstairs. There (to be) a great many different kinds of homes in Britain, but there (to be) not enough! It (to be) often very difficult for young people to find a home when they (to want) to start a family. British homes (to be) usually smaller than American homes. But like Americans, different generations usually (not to live) in the same house.

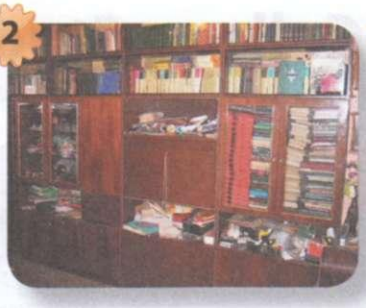
Unit 2

17 **Read the text and match the kitchen equipment mentioned in it with the pictures.**

Kitchen Smart is a specialized retailer of high-quality kitchen furniture and appliances. We offer many different products for your kitchen such as kitchen islands, kitchen sinks, kitchen mats, storage and serving carts, desks, knife holders, cutting boards and much more to keep your kitchen well-organized, safe and beautiful. All of our products are chosen from safe kitchen equipment manufacturers with excellent reputations in the kitchen furniture and equipment industries.

18 **Look at the pictures and give advice what to change to make the rooms look more stylish.**

1

2 

3

19 **Complete the dialogue and get ready to act it out in class.**

— Good afternoon! Are you . . . . . , the landlady?
— Yes, I am. You must be . . . . . . Pleased to meet you.
— Pleased to meet you too.
— Welcome and come in. Let me show you your room. This way, please. It is not very large, but . . . . . .
— Oh, I see. Is it furnished?
— Yes. There is/are . . . . . .
— This is really good. And where is the bathroom?
— It's . . . . . . Let's go and have a look at it.

98323

For Project 1

20 **Continue preparing your programme. Find some interesting photos and collect the following data about your celebrity from the Internet, books and magazines:**

- location (country, city/town, area, house/flat);
- living conditions (type of the building, number of rooms, conveniences);
- style of the furniture.

Provide a brief description of the room you like best. Would you like to rearrange anything? Why? Give the celebrity a piece of advice.
Is there any information above that you cannot find? Prepare interview questions.

Unit 3
What Do College Students Do?

Warm-up

1 **What time is it?**

Quarter to seven;
five past seven;
half past nine;
twelve (exactly);
twenty to six;
quarter past three.

2 **Repeat after the teacher.**

When I was young, I was a boy scout,
Our activities were indoors and out.
We would go off to camp,
In good weather, or damp,
That is what scouting is all about!

Wh
Wh
Wb
Wh

3 **In pairs perform a dialogue using the following questions.**

What time do you get up?
What time do you go to bed?
When do your classes start and finish?
What do you do after classes?

Grammar

4 **Study the grammar.**

КОЛИЧЕСТВЕННЫЕ И ПОРЯДКОВЫЕ ЧИСЛИТЕЛЬНЫЕ
CARDINAL AND ORDINAL NUMERALS

Числительные делятся на **количественные** (Cardinal) и **порядковые** (Ordinal). Количественные числительные обозначают количество предметов и отвечают на вопрос ***how many?*** — *сколько?* Порядковые числительные обозначают порядок предметов и отвечают на вопрос ***which?*** — *который?*

Unit 3

Количественные числительные = Cardinal Numerals

ПРОСТЫЕ			СОСТАВНЫЕ
0—12	**13—19 (+ teen)**	**20—90 (+ ty), 100; 1,000; 1,000,000**	**1.** 20—100: 25 — twenty-five, 93 — ninety-three. **2.** From 101: 375 — three hundred *and* seventy-five; 2,941 — two thousand nine hundred *and* forty-one
0 — zero, nought (*BrE*) 1 — one 2 — two 3 — three 4 — four 5 — five 6 — six 7 — seven 8 — eight 9 — nine 10 — ten 11 — eleven 12 — twelve	13 — thirteen 14 — fourteen 15 — fifteen 16 — sixteen 17 — seventeen 18 — eighteen 19 — nineteen	20 — twenty 30 — thirty 40 — forty 50 — fifty 60 — sixty 70 — seventy 80 — eighty 90 — ninety 100 — one/a hundred 1,000 — one/a thousand 1,000,000 — one/a million 1,000,000,000 — one/a billion	

Числительные ***hundred, thousand, million*** во множественном числе не приобретают окончание ***-s***, но если они играют роль существительных, т. е. перед ними нет числительного (а после них обычно стоит предлог ***of***), то во множественном числе добавляется ***-s***: ***hundreds of people*** — *сотни людей*, ***thousands of words*** — *тысячи слов*.

Порядковые числительные = Ordinal Numerals

ПРАВИЛО ОБРАЗОВАНИЯ	ПРИМЕР
1. Перед порядковыми числительными обычно употребляется определенный артикль	**the** tenth

ПРАВИЛО ОБРАЗОВАНИЯ	ПРИМЕР
2. В составных порядковых числительных суффикс ***-th*** присоединяется к последнему слову	forty-six**th**
3. Десятки, имеющие конечное ***-y***, меняют его на ***-ie-***	ninet**y** — ninet**ie**th
Исключения:	the first, the second, the third, the fifth, the ninth, the twelfth

Количественное числительное может следовать за определяемым словом. Тогда оно по сути имеет значение порядкового, и артикль не употребляется: ***Lesson One*** = ***The First Lesson*** — *урок 1 = первый урок.*

Дроби = Fractions

ПРОСТЫЕ ДРОБИ SIMPLE FRACTIONS			
1/2	one/a half	2/3	two thirds
1/3	one/a third	3/4	three fourths/quarters
1/4	one/a fourth/quarter	4/7	four sevenths
1/5	one/a fifth	7/18	seven eighteenths
1/10	one/a tenth	9/10	nine tenths
1/25	one/a twenty-fifth	2 1/2	two and a half
1/100	one/a hundredth	3 1/4	three and a quarter/fourth
1/1225	one/a thousand two hundred and twenty-fifth	2/5 ton	two fifths of a ton
		1/4 kilometre	quarter of a kilometre
		1/2 kilometre	half a kilometre

Unit 3

ДЕСЯТИЧНЫЕ ДРОБИ DECIMAL FRACTIONS		
В десятичных дробях в английском языке ставится точка (point)	0.2 .2 0.5 3.4 3.215 53.75	(zero) point two point two (zero) point five three point four three point two one five fifty-three point seven five

Годы = Years

1612	sixteen twelve
1857	eighteen fifty-seven
1900	nineteen hundred
1905	nineteen o [əʊ] five
1941	nineteen forty-one
1960	nineteen sixty
2000	two thousand

Начиная с 2001 года годы читаются как количественные числительные:
2007 — two thousand (and) seven

Даты = Dates

25th of July, 1976	the twenty-fifth of July, nineteen seventy-six
July 25 (25th), 1976	July the twenty-fifth, nineteen seventy-six
25 July 1976	

Время = Time

Для обозначения времени в английском языке употребляются количественные числительные от 1 до 12 вместе со словом ***o'clock***, которое в разговорной речи часто опускается:
It's seven o'clock. = It's seven. — (Сейчас) семь (часов).
It's five minutes to four. — Без пяти четыре.
It's five minutes past four. — Пять минут пятого.
It's half past five. — Половина шестого.
It's a quarter past six. — Четверть седьмого.
Время до полудня (с 1 часа ночи до 12 часов дня) обозначается как ***am*** (*ante meridiem*):

It's 12 am. — Двенадцать часов дня.
Время после полудня (с 1 часа дня до 12 часов ночи) обозначается как ***pm*** (*poste meridiem*):
It's 12 pm. — Двенадцать часов ночи.

В отличие от русского языка числительные 13 — 24 для обозначения часов и 31 — 59 для обозначения минут употребляются редко, в основном для указания часов и минут времени в расписании уроков, движения транспорта:
The train leaves at sixteen fifty-five. *Ср.*: The train leaves at four fifty-five pm или The train leaves at five to five pm. — Поезд отправляется в шестнадцать пятьдесят пять; Поезд отправляется в четыре пятьдесят пять вечера; Поезд отправляется без пяти пять вечера.

ПРЕДЛОГИ ВРЕМЕНИ

in 1999 — в 1999 году
in April of 2009/April 2009 (*разг.*) — в апреле 2009 года
on April 20, 2009 — 20 апреля 2009 года
at eight am — в восемь часов утра
from four **to/till** five — с четырех до пяти
at breakfast/lunch/dinner/supper — за завтраком/обедом/ужином
at noon/midnight/night — в полдень/полночь/ночью
on Monday/Tuesday etc — в понедельник/вторник и т. д.
in the morning/afternoon/day/evening — утром/после обеда/днем/вечером
at/during the lesson — во время урока
in time — заблаговременно, вовремя
on time — точно в назначенное время, вовремя

5 **Write the numerals in words.**

1. It's 5:35 am now.
2. The bus leaves at 19:24.
3. How many pages does this book have? — 244.
4. This article is on page 38.
5. The next train to Serpukhov leaves in 2 hours and 35 minutes.
6. Tomorrow we have to be at the station at 8:40 am.
7. On Fridays Alexander is in the swimming pool from 19:00 to 20:00.
8. What time does the programme start? — At 23:55.
9. Do you come home late? — No, at about 16:45.
10. My brother graduates from the college in 2013.

Unit 3

Vocabulary

6 **Study the following words and expressions.**

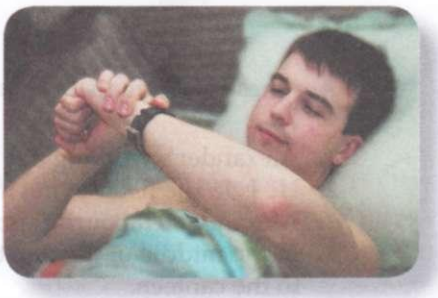
to do one's best — делать все от тебя зависящее
to achieve — достигать
goal — цель
radio alarm — радиобудильник
to buzz — звонить, давать сигнал
lazybones — лентяй
to do one's morning exercises — делать утреннюю гимнастику
health — здоровье
wealth — достаток
to have a shower — принимать душ; *также* **to take a shower**
to get dressed — одеваться
to brush one's hair — причесываться
to take sb some time to do sth — занимать определенное время, чтобы сделать что-либо
to be in the habit of doing sth — иметь привычку что-либо делать
to grab — хватать
to rush — бежать, спешить
mood — настроение
to flash by — пролетать
the humanities — гуманитарные науки
to drag — тянуться
break — перерыв, перемена
canteen — столовая
to be over — заканчиваться
groupmate — одногруппник
to be busy doing sth — быть занятым чем-либо

Reading

7 **Read the text.**

Alexander's Working Day

My usual working days look practically the same. But I do my best to make them more interesting and useful. Life is impossible without work. Teachers and parents always say that hard work is the only way to achieve our goals.



My working day usually starts like this. At exactly 6:00 my radio alarm buzzes. Though I am not a lazybones, in winter it is always difficult for me to wake up early. I do my morning exercises every morning. I know that good health is better than wealth. After having a shower I get dressed and brush my hair. It takes me about 40 minutes. I am in the habit of having only a light breakfast. After breakfast I grab my school bag and rush for college. Unfortunately I live far from the college. It takes me about one hour to get there.

Sometimes my mood depends on what classes I have. On some days lessons flash by very quickly, especially if they are on the humanities or Maths, which I like most, but they drag more slowly if they are on Chemistry or Biology and especially when we have to write tests on them. Our classes start at 8:20. Usually we have seven lessons a day. Each lesson lasts 45 minutes, but the breaks are too short: only 5 or 10 minutes. Fortunately we have a large break in the middle of the day which lasts 45 minutes. During this break we go to the canteen.

At 3 o'clock, when the classes are over, I sometimes stay at college to play football with my groupmates. In the evenings I am busy doing my homework. If I have some free time left, I go for a walk with my friends, read or watch TV. At about 8 o'clock all our family have supper. At 11:30 I take a shower and go to bed.

Unit 3

8 **Are these statements true or false? Correct the false ones.**

1. Alexander's working day starts at 6:30.
2. He is in the habit of having a big breakfast.
3. Alexander's favourite subject is Maths.
4. In the middle of the day the students go to the canteen.
5. Alexander likes to play football.
6. In the evenings he goes for a walk with his friends.

Pronunciation

9 TRACK 6.
Listen and repeat after the speaker.

[æ]

mad
sang
pan
hat

mud — mad — made
sing — sang — sung
pen — pan — pain
hot — hat — heart

bank — bag — back
can — cash — catch
ham — has — hat
jam — jazz — jacket

Listening

10 TRACK 7.
Listen to the three texts. What new information about Alexander have you learned?

Speaking

11 **Talk about your working day using the following prompts.**

My usual working day starts at . . .
I get up at . . .
It takes me . . .
My classes start at . . .
We usually have . . . lessons a day.
At . . . o'clock our classes are over.
I come back home at . . .
At home I . . .
If I have time, I . . .
I go to bed at . . .

Writing

12 **What do you usually do from 7 to 11 pm? Write 10 — 15 sentences.**

Practice

13 **Complete the sentences with the appropriate words and phrases from the box.**

a. buzzes
b. wealth
c. busy
d. goal
e. hard
f. takes a shower
g. lazybones
h. cold water
i. canteen
j. gathers
k. flash by
l. to organize
m. health
n. lasts
o. to stay in bed

1. Life is impossible without . . . . . work.
2. Alexander tries . . . . . his working day well.
3. At 6:15 my alarm clock . . . . . .
4. I usually try . . . . . as long as possible. Am I a . . . . . ?
5. Good . . . . . is better than . . . . . .
6. I wash my face with . . . . . .
7. In a common school every lesson . . . . . 40 minutes.
8. This weekend I am . . . . . doing my project.
9. At dinner all our family . . . . . at the kitchen table.
10. At 11 o'clock he . . . . . and goes to bed.

14 **Put the verbs in brackets in the Present Simple.**

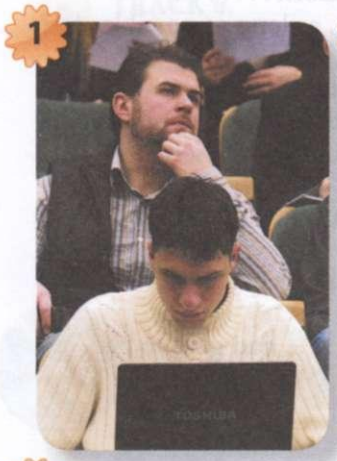
1. Andrew (to watch) some educational programmes in English.
2. This team (to play) like a champion.
3. Parsons (to catch) the ball and (to pass) it to Roberts.
4. The seminar (to finish) at 12:00.
5. Emma (to dream) at the lesson.
6. Ivan (to leave) school next year.
7. Ann (to brush) her hair in front of the mirror.
8. He (to grab) his bag and (to rush) to the bus stop.
9. She often (to forget) her lunchbox at home.
10. My groupmates (to say) that I (to dress) fashionably.

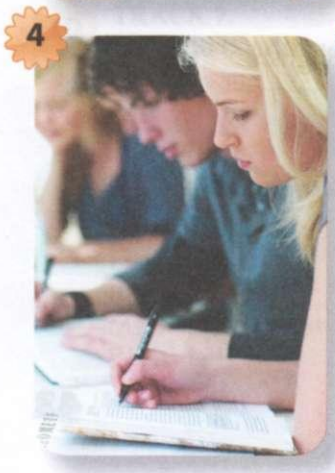
Unit 3

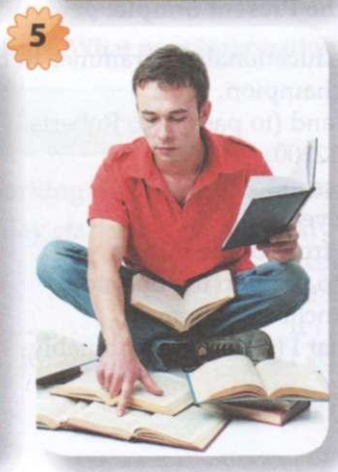
15 **Fill in the gaps with the correct prepositions.**

1. The plane arrives . . . . . time.
2. . . . . the evenings I am busy doing my homework.
3. The meeting takes place . . . . . April, 14.
4. . . . . April we take part in an international conference.
5. . . . . our meetings we discuss college issues.
6. They go to the swimming pool . . . . . Fridays.
7. . . . . supper I tell my parents about my day at college.
8. Our lessons begin . . . . . the afternoon, ... 2 pm.
9. The TV show starts . . . . . 5 minutes.
10. We take exams two times a year: . . . . . winter and . . . . . summer.

16 **What do these people regulary do and when?**







17 **Revise the texts in p. 28 and 40 and answer the questions.**

1. What modern facilities are there in Alexander's block of flats?
2. How does Peter suggest rearranging the furniture in Alexander's bedroom?
3. What is the colour of the wallpaper in Alexander's bedroom?
4. Who likes Alexander's kitchen?
5. Who dislikes the carpet on the floor?
6. Who finds the living room stylish?
7. How many lessons a day does Alexander have?
8. What are his favourite subjects?
9. What lessons drag slowly?
10. When does Alexander read?

For Project 1

18 **You already know a lot of facts about your favourite person. It is very useful to know about his/her usual working day, isn't it? Find some interesting photos and collect the following data from the Internet, books and magazines:**

- what time he/she gets up (is he/she an owl or a lark?);
- when he/she comes to work;
- how he/she gets to work — by car, public transport or on foot;
- how many hours a day he/she works;
- when and where he/she has meals;
- what he/she does after work;
- what time he/she goes to bed.

Is there any information above that you cannot find? Prepare interview questions.

Unit 4
A Dream Classroom

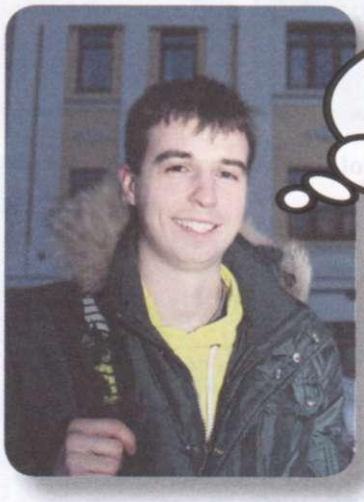
Warm-up

1 **Look around and make a list of 10 things in your classroom. Read the words.**

2 **Repeat after the teacher.**

At this time in our schools it is said
That the pupil need not use his head.
No longer he fidgets
And counts on his digits,
He manipulates buttons instead!!

3 **In pairs perform a dialogue using the following questions.**



What kind of building is my college? It's a three-storey, modern, well-designed brick building.

What kind of building is your college?
What is there in front of / behind it?
What can we see if we enter your classroom?

Grammar

4 Study the grammar tables and explain the rules.

МНОЖЕСТВЕННОЕ ЧИСЛО ИМЕН СУЩЕСТВИТЕЛЬНЫХ
THE PLURALS OF NOUNS

Звук, на который оканчивается слово	Окончание во мн. ч.	Чтение окончания	Примеры
Звонкий согласный	**-s**	[z]	wa**ll** — wall**s**
Глухой согласный	**-s**	[s]	boo**k** — book**s**
Шипящий или свистящий согласный (**s, ss, ch, sh, x**)	**-es**	[ɪz]	bu**s** — bu**ses** cla**ss** — cla**sses** coa**ch** — coa**ches** bu**sh** — bu**shes** bo**x** — bo**xes**
C, g, s, z + e	**-es**	[ɪz]	pla**ce** — pla**ces** colle**ge** — colle**ges** hor**se** — hor**ses** pri**ze** — pri**zes** *but:* house [haʊs] — houses ['haʊzɪz]
Гласный	**-s**	[z]	menu — menu**s**
O	**-es**	[z]	toma**o** — toma**oes** *but:* pho**o** — pho**os**, pia**o** — pia**os**
Y после гласного	**-s**	[z]	d**ay** — d**ays**
Y после согласного (меняется на **i**)	**-ies**	[ɪz]	c**opy** — c**opies**
f, fe (**f** меняется на **v**)	**-es**	[z]	wol**f** — wol**ves** *but:* roo**f** — roo**fs**, proo**f** — proo**fs**, chie**f** — chie**fs**

Exceptions

Singular	Plural
man	men
woman	women
person	people
penny	pence
foot	feet
tooth	teeth
child	children
ox	oxen
sheep	sheep
deer	deer
mouse	mice *but:* computer mouses
goose	geese

Greek and Latin words

Singular	Plural
basis	bases
crisis	crises
datum	data
thesis	theses
phenomenon	phenomena
curriculum	curriculums, curricula
memorandum	memorandums, memoranda

5 **Put the words in brackets in the plural.**

1. (Business person) are involved in the management of (company).
2. My father builds (bridge).
3. Every year they spend a couple of (month) at the seaside.
4. In our orchard we grow (potato) and (tomato).
5. This museum exhibits the 18th-century (organ), (piano) and (grand piano).
6. Why do financial (crisis) happen?
7. I want to read Shakespeare's (play), both (tragedy) and (comedy).
8. (Roof) on houses vary in geometry, method of ventilation and covering material.
9. There are computer (disc) in those (box).
10. At the Geography lessons we study nature (phenomenon).

6 **Form the plural.**

Chairman, analysis, axis, criterion, medium, kimono.

ПРЕДЛОГИ МЕСТА И НАПРАВЛЕНИЯ
THE PREPOSITIONS OF PLACE AND DIRECTION

Place

in

behind

on

over

under

next to

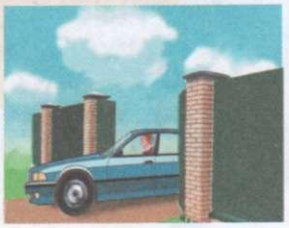
in front of,
before

Direction

into

from, out of

across



through

7 **Put the correct prepositions of time, place and direction.**

1. Alexander goes . . . . . college five days a week.
2. We have modern workshops . . . . . the second floor and a computer classroom . . . . . the third floor.
3. He meets a lot of students . . . . . the conference every year.
4. Tom comes . . . . . the room at sits down . . . . . the table.
5. His family likes to go . . . . . of town . . . . . the weekends.
6. The dog is . . . . . the sofa and we cannot see him.
7. His picture hangs . . . . . the divan bed.
8. We have a beautiful vase . . . . . table with a lot of flowers . . . . . it.
9. I see the schoolyard . . . . . the window.
10. The seminar starts . . . . . 10 minutes, ... 12 o'clock.

Vocabulary

8 **Study the following words and expressions.**

well-designed — хорошо спроектированный
sports ground — спортивная площадка
inside swimming pool — крытый бассейн
first-year student — первокурсник
workshop — мастерская

tool — инструмент
reading room — читальный зал
laptop — портативный компьютер; *также* **notebook**
canteen — столовая
spacious — просторный
gymnasium — спортивный зал; *также* **gym**
staircase — лестница
well-equipped — хорошо оборудованный
multimedia projection unit — мультимедийный проектор
window sill — подоконник
potted plant — растение в горшке
magnetic marker board — магнитно-маркерная доска
to attach — прикреплять
chart — схема

Reading

9 **Read the text.**

Beyond Our Dreams!

From my point of view our college is modern and well-designed. It is a three-storey building with a sports ground behind it. I really think it is the best educational institution in Moscow. We even have an inside swimming pool!

On the ground floor there are the classrooms for the first-year students, workshops and a library. There are all kinds of tools and machines in the workshops. In the library two librarians help students to find the books they need. In the reading room there are laptops which we can use during the breaks and after classes.

98323

Our canteen is spacious, light and clean. We have our meals there.

The physical training lessons take place in the gymnasium and the swimming pool. We like to go there even after the lessons. To the left of the gym there is a hall and a staircase. The staircase leads to the first floor.

The classrooms are well-equipped. Each room has a teacher's table, students' desks, a board, a computer and a multimedia projection unit. There are special classrooms for Chemistry, Physics, Biology, History, Geography, English and Russian. My English classroom is on the second floor. It has three big windows. There are lots of potted plants on the window sills, and we take good care of them. The board in our classroom is magnetic. We write with markers on it and attach our projects to it with magnets. Next to the board there are maps of Russia and Great Britain, various grammar tables and charts. There is a computer in the right-hand corner. We often listen to original English texts, songs and watch films on a big screen which make our lessons interesting.

I like my college. It provides us with everything to help us become good specialists.

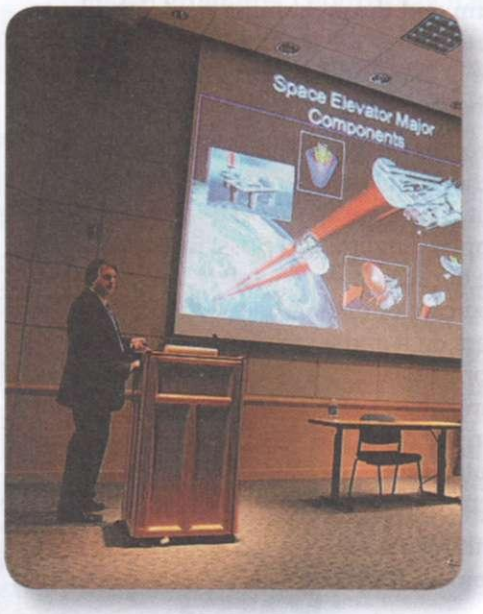
Unit 4

10 **Are these statements true or false? Correct the false ones.**

1. Alexander studies in Moscow.
2. There is an indoor swimming pool in his college.
3. The library is equipped with laptops.
4. All the classrooms are on the first floor.
5. The classrooms are the same.
6. After classes the students rush home.
7. The students like their English classes.
8. At the English lessons they watch films, listen to texts and present their projects.
9. They don't use chalk in their English classroom.
10. Alexander is proud of his college.

Listening

11 **TRACK 8.**
Listen to the text and fill the gaps with the words in the box.



a large screen, multimedia tools, laptops and multimedia projectors, presentations, online, an information friend, equipment and design

The classroom . . . . . of the 2000s differs from that of the 90s. More and more classrooms are equipped with . . . . . which the teachers and students can use at the lessons. It is possible to get information . . . . . and use it during your lessons or show the pictures on . . . . . . Now the computer becomes . . . . . to the teacher as well as to the student. It is easier for the teachers to show . . . . . To give a good lesson a teacher has now all . . . . . besides his knowledge.

Pronunciation

12 **TRACK 9.**
Listen and repeat after the speaker.

[i:]

meat
least
bee
beat

met — meat — mate
list — least — last
bay — bee — beer
bit — beat — bet

key — keys — keeps
pea — peas — piece
scene — seas — seat
deer — deal — deed

Speaking

13 **Talk about your classroom using the following prompts.**

My college is a (*modern, old*) . . .-storey building.
In front of the college building we can see . . .
There is/are . . . behind it.
The college is equipped with . . .
The teachers use . . . at the lessons.
There are . . . on the ground floor; . . . on the first floor . . .
When we enter the . . . classroom, we can see . . .
Our students try to take good care of . . .
I think our college . . .

Writing

14 **What do you have and what would you like to have in your dream classroom? Write 10 — 15 sentences.**

Practice

15 Match the words in the box with the items in the photos.

1

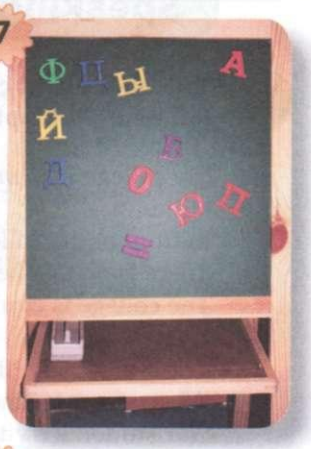
2

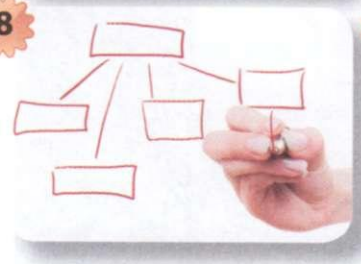
3

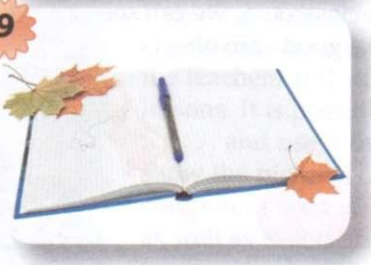
4

5

6

7 

8 

9 

10

a. laptop
b. exercise book
c. marker
d. CD
e. magnetic board
f. backpack
g. chart
h. projector
i. screens
j. laser pointer

16 **Complete the following text with the words and phrases from the box.**

DVD player, swimming pool, to take care, gymnasium, library, book, laptop, DVD discs, books, potted plants, window sills

Our technical school is very modern. There is a . . . . . on the second floor and a . . . . . on the ground floor where we swim a lot. We have a large . . . . . with a lot of . . . . . in it. We can take any . . . . . we need. At the Maths or Physics lessons the teacher uses a . . . . . to explain a new theme to us. In our English classroom we have a . . . . . and we use . . . . . with films, texts and exercises. Our classroom is full of . . . . . which stand on the . . . . . . My groupmates like . . . . . of them.

17 **Choose the correct preposition from the box where necessary.**

for, by, in (7), on (3), into (2), to, from, over, at (3), of (3), in front of, under, behind, next to, with (2), across

1. When you come . . . . . the classroom, you can see rows . . . . . desks and a teacher's table.
2. There are flowers . . . . . the pots . . . . . the window sills.
3. We go . . . . . college five days . . . . . a week.
4. . . . . 7 o'clock exactly my alarm clock wakes me up.
5. . . . . Thursdays we have an additional class . . . . . Computer Science.
6. Alexander leaves . . . . . the college and goes . . . . . home . . . . . bus.
7. The teacher writes . . . . . the board and we make notes . . . . . our exercise books.
8. . . . . seminars you have to speak . . . . . the class.
9. . . . . the college you can find a big garden.
10. . . . . our reading room the students can take any book . . . . . the shelf and work . . . . . it . . . . . the desk.
11. I don't see a desk . . . . . the room. – It's built . . . . . the bookcase. When you pull this drawer, it turns into a desk.
12. . . . . the hall there are laboratories . . . . . monitoring equipment.
13. The teacher's table is . . . . . the window.
14. . . . . the middle . . . . . the room there is a glass table with documents displayed . . . . . the glass.
15. The ideal place . . . . . a flat-screen TV . . . . . my living room is . . . . . the fireplace.

Unit 4

18 **Describe the pictures.**

1

2

3

19 **Read the dialogue and get ready to act it out in class. Find the words with the following meanings:**

1. a subject that people talk or write about
2. a meeting at which people try to improve their skills by discussing their experiences and doing practical exercises
3. things that people do in order to achieve a particular aim
4. to give special attention
5. a period of time used for a particular activity, especially by a group of people

Teacher: And here is the programme for the course. The classes are organized in three sessions. Session A starts at 9:00 am and focuses on speaking and listening. At 10:30 we stop for a coffee break and then gather again at 11:00 in this classroom to start session B.
Boris: And what do we do in Session B?
Teacher: We do all sorts of reading and writing activities. We have reading exercises and story-writing workshops.
Boris: When do we have a lunch break?

6. a period of time when you stop working in order to rest, eat etc
7. plans and preparations
8. a series of actions which are designed to achieve something important

Teacher: Every day after Session B there is a one-hour lunch break from 12:30 pm. In the afternoons we participate in various other activities: on Mondays we watch films, on Tuesdays we read magazines and newspapers in the library, on Wednesdays we have guided tours round the city, and on Thursdays and Fridays we just gather in the cafe to talk about interesting topics. Every day we finish at 3 pm.
Boris: And what are we going to do at weekends? Are there any special arrangements? Or are we free to do whatever we want?
Teacher: We usually go on excursions.

For Project 1

20 **Now try to find the differences between your classroom and that of your celebrity. You can draw a table: laptops, workshops, carpets on the stairs, potted plants . . . Find some interesting photos and collect the following data from the Internet, books and magazines:**

- when and where he/she started his/her study;
- what kind of school/college/university it was;
- what subjects he/she liked best;
- what marks he/she got;
- when he/she graduated;
- what degree he/she got;
- if he/she visits his/her school/college/university.

Is there any information above that you cannot find? Prepare interview questions.

Unit 5
What's Your Hobby?

Warm-up

1 Match the words with the pictures. What unites all these things?

1

2

3

4

5

a. calendars
b. dolls
c. coins
d. post cards
e. chocolate wrappers
f. teddy bears
g. butterflies
h. matchboxes

6

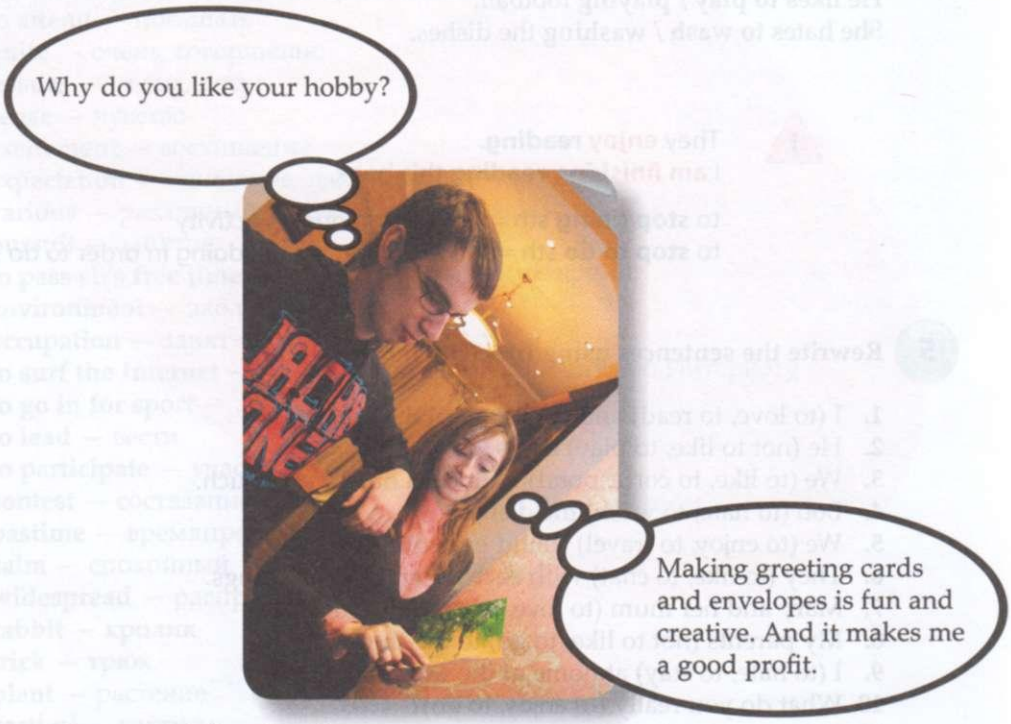
7

8

2 **Repeat after the teacher.**

What are little boys made of, made of?
What are little boys made of?
Frogs and snails
And puppy-dogs' tails,
That's what little boys are made of.

3 **In pairs perform a dialogue using the following questions.**



Do you have much free time?
What is your favourite hobby?
Why do you like your hobby?
Are there any hobbies you would like to try?
Which hobbies do you think are the most difficult?

Unit 5

Grammar

4 **Study the grammar.**

LOVE, LIKE, ENJOY etc + INFINITIVE/Ving

После глаголов ***love, like, dislike, hate, start, begin, continue, stop*** и некоторых других может употребляться как инфинитив смыслового глагола, так и смысловой глагол с окончанием ***-ing***:
I love **to watch** / **watching** films at night.
He likes **to play** / **playing** football.
She hates **to wash** / **washing** the dishes.

They **enjoy reading**.
I **am finishing reading** this book.

to **stop doing** sth = not to continue an activity
to **stop to do** sth = to stop what you are doing in order to do sth

5 **Rewrite the sentences using *love/like/enjoy* + Ving.**

1. I (to love, to read) and (to listen to) the music.
2. He (not to like, to play) chess.
3. We (to like, to correspond) with each other very much.
4. Bob (to hate, to wash) the dishes.
5. We (to enjoy, to travel) round our country.
6. They (to like, to chat) with each other in the evenings.
7. Mary and her mum (to love, to do shopping).
8. My parents (not to like, to go) to the theatre.
9. I (to hate, to stay) at home at the weekends!
10. What do you really (to enjoy, to do)?
11. What do you (to like, to make)?
12. She (to continue, to work) in the school library.
13. Finally it (to stop, to rain).
14. After you (to finish, to study) take some time to relax.
15. Unfortunately many people (to dislike, to do) morning exercises.

Vocabulary

6 **Study the following words and expressions.**

hobby — увлечение
concern — беспокойство
to share sb's ideas with sb — делиться мыслями с кем-либо
diary — дневник
activity — деятельность
entertainment — развлечение
to prefer — предпочитать
performance — спектакль, представление
to attend — посещать
quite — очень, совершенно
leisure — отдых, досуг
sense — чувство
excitement — восхищение
expectation — ожидание, надежды
various — различный, разнообразный
pursuit — занятие
to pass sb's free time — проводить свободное время
environment — экологический
occupation — занятие
to surf the Internet — сидеть в Интернете, бродить по Интернету
to go in for sport — заниматься спортом
to lead — вести
to participate — участвовать
contest — состязание, конкурс
pastime — времяпрепровождение
calm — спокойный
widespread — распространенный
rabbit — кролик
trick — трюк
plant — растение
cacti *pl* — кактусы
motorbike — мотоцикл
part — деталь

Unit 5

Reading

7 **Read the text. Make a list of all the people's activities mentioned in the text.**

Alexander thinks that he has too many hobbies and too little time. He wants to share his concern with his friend Peter from Poland. As Peter is coming to Moscow only in two month's time, Alexander decides to write him. But before writing an email, he puts his ideas in his diary:

"Nowadays it's hard to name all the activities, entertainments and hobbies practised by people in their free time. A growing number of people prefer watching films, performances, sporting events on TV to attending them. There exist quite different sorts of leisure activities which give thousands of people a sense of excitement and expectation. There are various pursuits that people choose to pass their free time. Today people spend hours watching different informative, educational or environment programmes. Other popular occupations are surfing the Internet, playing computer games, listening to the radio, reading books (often ebooks!), painting and so on. Many people prefer to go in for different kinds of sports and lead an active way of life. Sometimes they participate in competitions or contests and have a very good pastime. There are people that prefer a calm way of spending their free time. They are fond of walks in parks or gardens. More serious people prefer to visit museums, art galleries or theatres.

Aerobics and shopping are two of the most popular pursuits for women. Cooking is also a very widespread activity among them. But nothing can be compared to your favourite hobby. A hobby is a special interest or activity that you do in your free time. Some people have animals as hobbies. They keep rabbits, or go fishing, or train dogs to do tricks. Some are crazy about plants. They try to grow cacti or tropical flowers in their kitchens and sitting rooms. Others are mad about their cars or motorbikes. They spend their Saturdays and Sundays washing them, painting them or buying new parts to make them go even faster. Many people make things as a hobby . . . "

8 **Are these statements true or false? Correct the false ones.**

1. Alexander writes in his diary a list of all activities, entertainments and hobbies practised by people in their free time.
2. Alexander has no hobby and wants to select one.
3. He meets with his friend to discuss this problem.
4. Hobbies give people a sense of excitement and expectation.
5. Today people spend a lot of time watching different informative, educational or environment programmes.
6. Women prefer aerobics, shopping and cooking.
7. A hobby is an active pastime like sports or training dogs.
8. In order to relax most people prefer a calm way of spending their free time.
9. Animals can also be a hobby.
10. People prefer ready-made things to hand-made ones.

Listening

9 **TRACK 10.**
Listen to the text and name all Alexander's hobbies. Listen again and check.

Speaking

10 **Talk about your favourite hobby using the following prompts.**

I have . . . (*many, several, a few, only one*) hobbies/hobby.
My favourite hobby is . . .
I enjoy . . .
It is . . . (*expensive, cheap, free*).
I do it . . . (*in a company, alone*).
This hobby is done . . . (*inside, outside*).
I love it because it is . . . (*funny, relaxing, intellectual etc*).
The best thing about my hobby is that . . .
But I don't like . . .

Unit 5

Writing

11 **Peter replies to Alexander's email. What does he advise? Write 100 — 140 words.**

Pronunciation

12 TRACK 11.
Listen and repeat after the speaker.

[e]

men
head
met
set

man — men — mean
heard — head — had
mate — met — meat
sit — set — sat

test — death — red
friend — said — many
check — shelf — leg
felt — bread — well

Practice

13 **Put the words under the following headings. Some words can go under several headings. Use a dictionary if necessary.**

Knitting & Sewing,
Drawing & Painting,
Stamp Collecting,
Cooking

Watercolous, spoon, exhibition, wool, salt, album, frying pan, canvas, pattern, gas cooker, pencil, needle, food processor, sewing machine, cutting board, button, magnifying glass, brush, scissors, knife, fabric, forceps, eraser, measuring tape, fork, mannequin, sketch, cotton, pepper, thread, paper, catalogue.

14 **Make sentences.**

1. he | not | jazz | enjoy.
2. we | like | not | shopping.
3. interests | have | I | many.
4. hate | ebooks | she | reading.
5. he | buy | to | fishing rods | like.
6. time | spend | much | they | don't | at home.
7. good | a | of | educational | collection | CDs | has | Lucy.
8. I | for | hobby | this | need | and | needles | yarn.
9. David | fond | is | of | coins | collecting.
10. makes | happy | reading | me | and | to | music | listening.

15 **Complete the text with the words and phrases from the box.**

music, favourite, listen to music, information, news, collect, singers, programmes, compact discs, museums

Rich people often . . . . . paintings, rare things and other art objects. Often such private collections are given to . . . . . , libraries. As for me, I like to . . . . . . Therefore I collect . . . . . . I like different music . . . . . . I collect discs of my favourite groups and . . . . . . I carefully study the printed . . . . . . I try to find everything about my . . . . . singers. I also like to watch music . . . . . on TV. I want to keep up with the . . . . . in the world of music.

16 **Put the verbs in the correct form.**

A hobby is what a person (to like) to do in his or her spare time. Hobbies (to differ) like tastes. Your hobby (to make) your life more interesting. The most popular hobby (to be) doing things. It (to include) a wide variety of activities from gardening to travelling, from chess to volleyball. Both grown-ups and children (to be fond) of playing different computer games. This hobby (to become) more and more popular every year. Making things (to include) drawing, painting, handicrafts. Many people (to collect) something – coins, stamps, compact discs, toys, books.

Unit 5

17 **Read the text and guess what hobby is described.**

I love to spend the winter thinking about what I want to plant. I enjoy cleaning out the beds in the spring and finding the little shoots coming out of the ground for another year. I love to plant annuals in my containers. I love to wander out in the mornings or evenings just to see what has grown since the last time I was out. It amazes me how fast some things grow!

18 **Which hobbies are more suitable for women, for men and for both?**

Playing chess, mountain climbing, astrology, reading, model trains collecting, animal communication, playing football, knitting, horse riding, photography, yoga, parachuting, riding motorbikes, cooking, exploring volcanoes and underwater caves, sewing, travelling, dancing, fishing, computers, fashion, windsurfing, playing the piano, aerobics in the water, collecting postcards, diving.

19 **What do these people enjoy doing and why?**

20 **Revise the texts in p. 51 and 62 and answer the questions.**

1. What is behind Alexander's college?
2. What is on the ground floor?
3. How are the classrooms equipped?
4. Where do the physical training lessons take place?
5. What kind of activities do the students have at the English lessons?
6. Why does Alexander like his college?
7. What are Alexander's hobbies?
8. What kind of music does he like?
9. Why does he think that it's good to have many hobbies?
10. Can you name all the activities and hobbies practised by people in their free time?

For Project 1

21 **Just like you, your friends and your relatives, celebrities have some interesting hobbies. Your celebrity is no exception. Perhaps one of his/her hobbies will inspire you to take up a new hobby of your own! Find some interesting photos and collect the following data from the Internet, books and magazines:**

- what his/her hobby/hobbies is/are;
- when and how he/she started it;
- if this hobby expensive;
- where he/she does it;
- why he/she does it.

Is there any information above that you cannot find? Prepare interview questions.

Project 1 (INTRODUCTION UNIT, UNITS 1—5)

Discovering Celebrity Life

Class projects in your English class are a way to learn important skills for life. The skills include **leadership**, **working together**, **research**, **writing** and **speaking**. Each student in the class will be given the opportunity to take part in the presentation. Your teacher will answer your questions and provide guidance.

For this Project you may need:

- a multimedia projection unit;
- a screen;
- a computer or CD/DVD recorder;
- a laser pointer

For this Project you have researched the life of famous people and composed questions for interviews with them:

- Personal data of the celebrities.
- Information about their family members.
- Their living condition report.
- Their working day routine.
- Facts about their school/college/university life.
- Description of their hobbies.

1. In your groups study the materials you have collected for the Project.

2. Discuss them and decide which information is best suitable for the TV programme.

3. In class choose the title of the programme and of its parts.

4. Self-assign each student a role:

- a producer who checks the plan and rules the programme;
- presenters (narrators) who conduct the programme and talk about the celebrities;
- reporters who conduct the interviews;
- editors who edit the script;
- an interior designer who decorates the studio and makes it nice and cosy;
- photographers who prepare a photo gallery;
- a sound producer who finds good music to accompany the programme.

5. Research your roles.

6. Prepare the programme and rehearse it before presenting.

7. Present your programme. One . . . two . . . three . . . Action!

Youth Camp Application Form

A. Camper's Details

First name _____ Middle name _____ Surname _____
Male ☐ Female ☐
Date of birth (DD/MM/YYYY) _____ **Place of birth** _____
Address: House _____ Block _____ Flat _____ Street _____
City _____ Region _____ Country _____ Postcode _____
College: Name _____ Address _____
Year _____ Group _____
Phone: Home _____ Mobile _____ **Email** _____

B. Parents' Details

Mother:
First name _____ Middle name _____ Surname _____
Date of birth (DD/MM/YYYY) _____
Address: House _____ Block _____ Flat _____ Street _____
City _____ Region _____ Country _____ Postcode _____
Phone: Home _____ Mobile _____ Work _____ **Email** _____
Place of employment: Company name _____
Address _____ Position _____

Father:
First name _____ Middle name _____ Surname _____
Date of birth (DD/MM/YYYY) _____
Address: House _____ Block _____ Flat _____ Street _____
City _____ Region _____ Country _____ Postcode _____
Phone: Home _____ Mobile _____ Work _____ **Email** _____
Place of employment: Company name _____
Address _____ Position _____

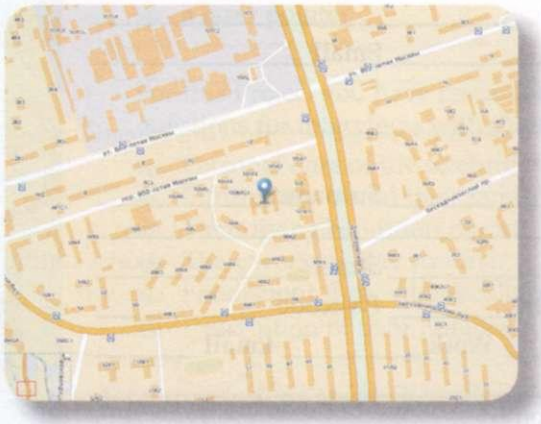
C. Camper's abilities

English-language level: Elementary ☐ Intermediate ☐ Advanced ☐
Sports: Swimming ☐ Cycling ☐ Other sports _____
Hobbies _____
Date _____ Signature _____

Unit 6
How Do I Get There?

Warm-up

1 **Write your full address.**



block — корпус
entrance — подъезд
highway — шоссе
lane — переулок
drive — проезд
dead-end street — тупик
settlement — поселок
village — село, деревня
autonomous district — автономный округ
postcode — почтовый индекс

Building (No.) . . . . . .
Block . . . . . .
Flat . . . . . .
Entrance . . . . . .
Floor . . . . . .
Street . . . . . .

Settlement/Village/Town/City . . . . . .
Region . . . . . .
Autonomous District . . . . . .
Postcode . . . . . .
Country . . . . . .

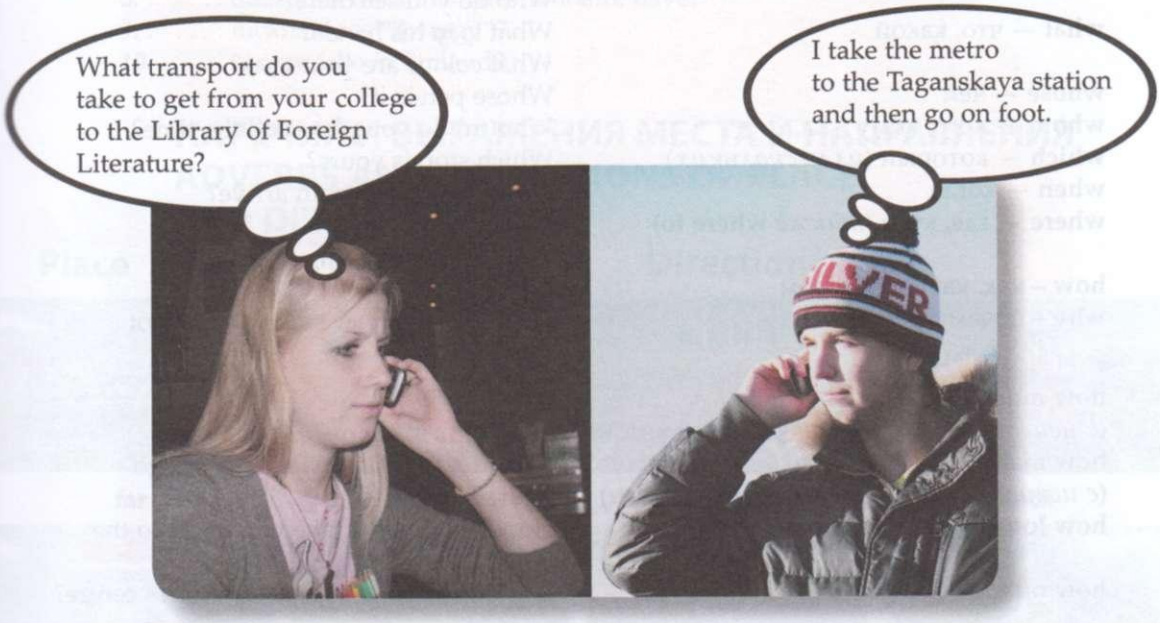
2 **"Decipher" this address: find the country, town, postcode, street, county, house, occupier.**

Mrs Mary Green
32, Godson Crescent, Kidderminster,
Worcestershire, UK, DY11 7JT

3 **Repeat after the teacher.**

There was an Old Man on a hill,
Who seldom, if ever, stood still;
He ran up and down,
In his Grandmother's gown,
Which adorned that Old Man on a hill.

4 **Work in groups of two and perform a dialogue using the following questions.**



What is your address?
Do you live far from the centre?
How long does it take you to get to . . . ?
What transport do you take to get from . . . to . . . ?

Unit 6

Grammar

5 Study the grammar.

СПЕЦИАЛЬНЫЕ ВОПРОСЫ
SPECIAL QUESTIONS

Вопрос, который относится к какому-либо члену предложения и задается с целью получения новой конкретной информации, называется **специальным вопросом**. Он начинается с вопросительного слова:

Wh-words

who — кто, кого, кому	Who is that tall man? Who do you see there?
what — что, какой	What is in his hands? What colour are your eyes?
whose — чей	Whose pen is it?
whom — кого, кому	Who(m) do you phone all the time?
which — который (*из нескольких*)	Which stop is yours?
when — когда	When does your train arrive?
where — где, куда (*также* **where to**)	Where do you live? Where are you going (to)?
how – как, каким образом	How do I get there?
why – почему	Why do you always take a tram, not the metro?
how much — сколько (*с неисчисляемыми существительными*)	How much time do you spend in the fitness centre?
how many — сколько (*с исчисляемыми существительными*)	How many times a week do you go to the fitness centre?
how long — как долго, сколько	How long does it take you to get to the fitness centre?
how often — как часто	How often do you go to the fitness centre?

Порядок слов в специальных вопросах обратный, за исключением вопросов к подлежащему.

Обратите внимание, что вопросительное слово ***what*** имеет два значения: *какой* и *что*:

What *subject* do you like best?
Какой предмет твой самый любимый?

What is your favourite subject?
Какой твой любимый предмет?

What do you know about this picture?
Что вы знаете об этой картине?

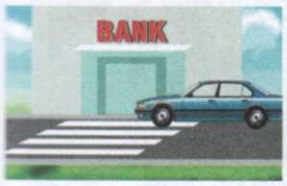
6 **Fill in the gaps with question words.**

1. . . . . type of music do you prefer: pop, rock, heavy metal?
2. . . . . do you like fantasy?
3. . . . . is your favourite actor or actress?
4. . . . . do your pen friends live?
5. . . . . do your parents have holidays?
6. . . . . do you usually spend your weekends?
7. . . . . flowers does your girlfriend like?
8. . . . . questions does this questionnaire have?
9. . . . . nickname is "Twiggy"?
10. . . . . snow falls in Finland?

НАРЕЧИЯ И ВЫРАЖЕНИЯ МЕСТА И НАПРАВЛЕНИЯ
ADVERBS AND EXPRESSIONS OF PLACE AND DIRECTION

Place

far



near

Direction

on the left; on the right

down; up

left; straight; right

around

back

up; down

7 **Choose the right preposition or adverb of place and direction from the box.**

along, right, in (2), across, on your left, into, straight, from left to right, through, around

1. I keep my car . . . . . the garage, not . . . . . the street.
2. . . . . you can see the Houses of Parliament.
3. Turn . . . . . just after the school.
4. The photo shows, ... , his sons Alex, Andrew, Nick and Gregory.
5. Go . . . . . , don't make any turns!
6. They remove trees . . . . . highways that are dead or diseased.
7. Is it legal to ride your bike . . . . . the tunnel?
8. "The Shop . . . . . the Corner" is an American romantic comedy.
9. The administration plans to open a waterpark just . . . . . the street.
10. Am I allowed to drive . . . . . Canada with my US car?

Vocabulary

8 **Study the following words and expressions.**

to get off — выходить
up the stairs — наверх (*по лестнице*)
square — площадь
exit — выход
straight — прямо
side street — переулок; *также* **back street**; **lane** (*в названии улицы*)
down the stairs — вниз
crowded — переполненный, многолюдный
towards — по направлению к, в сторону чего-либо
crossroads — перекресток

Reading

9 **Read the text.**

Today Alexander and his foreign friends are going to the rock concert "Music, help!" in the Polytechnic Museum. Alex lives on the outskirts of Moscow. He does not know how to get to this place, so he asks his father:

— Dad, can you tell me the way to the Polytechnic Museum? How can I get there quickly?

— Sure. It's situated in the very centre of Moscow. Take the metro and get off at the Lubianka station. Then go up the stairs to the street. There is a square opposite the exit, called Novaya Ploshchad. The Polytechnic Museum is a big long building just in front of you. Go straight across the Square. It is behind the bus stop.

— Thanks Dad.

Alexander goes to the local metro station. He leaves the entrance to his block of flats, walks along the side street, turns left and then right. It takes him only a ten-minute walk to get to the metro station. Alex goes down the stairs and takes a train. In forty minutes he is at the Lubianka station. He turns left to the escalator. Today the station is not so crowded. He goes up. He sees the old building of the Polytechnic Museum across the square and walks straight towards it. At the crossroads next to the Museum he meets with his friends – Peter, Jane and Nora. They are glad to see Alex. They come into the Museum hall. The concert starts in a quarter of an hour.

Unit 6

10 **Are these statements true or false? Correct the false ones.**

1. Alexander goes to the Polytechnic Museum for the first time.
2. He knows a quick way to get there.
3. He lives on the outskirts of Moscow and far from the metro station.
4. There are a lot of people at the Lubianka station.
5. The Polytechnic Museum is in Lubianskaya Ploshchad.
6. It's a modern tall building.
7. There is a bus stop just in front of it.
8. His groupmates are at the entrance waiting for him.
9. The concert starts in fifteen minutes.
10. The friends want to attend this concert as they are fond of country music.

Pronunciation

11 **TRACK 12.**
Listen and repeat after the speaker.

[ɪ]

pick
will
sit
fit

peak — pick — pack
wheel — will — while
set — sit — sat
feet — fit — fat
king — kid — kit
pink — pig — pick
fill — fish — fit
big — Bill — biscuit

Listening

12 **TRACK 13.**
Listen to the dialogue and fill in the gaps with the words from the box. Draw a map of this area.

opposite, turn right, walk, on the right, tell me the way, turn left, along the street, cross, go ahead, crossroads

— Excuse me. Can you . . . . . to the college, please?
— Yes, of course. Now . . . . . Then . . . . . to Narrow street. Go . . . . . to the first . . . . . and . . . . . to Fancy Street. It's five-minutes' . . . . . .

— Shall I . . . . . the crossroads first?
— No, the college is . . . . . , next to the bank and . . . . . the cinema.
— Thanks a lot.
— You are welcome.

Speaking

13 **Say how you get to the most popular place in your area from your home using the following prompts.**

I live in . . . (*city*), in . . . street.
. . . is . . . my home.
To get to the metro/bus station . . . (*name*) I . . . (*walk, take a bus No. 246 etc*).
It takes me . . . minutes.
I have to change the line at the . . . station and go to the . . . station.
It takes me . . . minutes / . . . stops.
The . . . metro line/bus is usually . . . (*crowded, empty*).
Then I go up the stairs to the street and turn . . .
. . . is . . . (*on the left etc*).

Writing

14 **How do you get to:**

- your college?
- your favourite shopping centre?
- the nearest cinema?

Unit 6

Practice

15 **Read the text and answer the question:**

Why do the British drive on the opposite side of the road?

Why We Drive on the Left in the UK

The "rule of the road" in mainland Europe and the majority of countries in the world, including the United States, is "to drive on the right".

In the United Kingdom and some of her former dominions: Australia, New Zealand, Kenya, Zambia, South Africa, Zimbabwe, some Caribbean Islands including Barbados and St Lucia, India and Pakistan and the Mediterranean island of Malta, the rule of the road remains to drive on the left. This also applies in Japan and Thailand.

The origin of this rule dates back to how people travelled in feudal societies. As most people are right-handed, it made sense to carry any protective weapon in this hand. When passing a stranger on the road, it would be safer to walk on the left, so ensuring that your weapon was between yourself and a possible opponent. Knights would hold their lances in their right hand, therefore passing on each others' left.

Revolutionary France changed this historic practice, as part of its social rethink. Their military general and Emperor Napoleon Bonaparte was left-handed, therefore his armies had to march on the right, so he could keep his sword arm between him and the advancing enemy. From that time any part of the world that was colonized by the French would travel on the right, and the rest would remain travelling on the left.

16 **Put questions to the words in the italics.**

1. *Kate* likes to walk along the streets *in good weather.*
2. You need to turn *to the right.*
3. His father leaves his car *in the street.*
4. Alex has his English lessons *three times a week.*
5. He drives *fast.*
6. They drive on the *right* side of the road in that country.
7. We have *several thousands* books in our home library.
8. *Peter's* granny cooks very tasty dishes.
9. She is looking for a map *to find that workshop.*
10. A waiter brings the customers their *desserts.*

17 **Put the words in the right order.**

1. when | start | competitions | your | do?
2. from | left | to get to | turn | Red Square | here.
3. in | popular | kind | of transport | what | is | China | a?
4. she | does not | why | the hospital | take | the metro | to get to?
5. he | does | play | football | how often?
6. rides | a motorbike | your | who | family | in?
7. old | this | bridge | is | how?
8. lead | side | does | to where | this | street?
9. get off | at | third | stop | the train | the.
10. coming | give way | to cars | at crossroads | from the right.

18 **Match the questions with the answers.**

1. Excuse me, sir. Can you show me the way to the British Museum?
2. Excuse me. Where is the nearest post office here?
3. Is the bank around the corner?
4. How long does it take you to get to the station?
5. Where is the cafe here?

a. You turn left, and it is right there. By the way, they have a special menu this week.
b. Only ten minutes.
c. No. It is at the right-hand corner of Darwin Street. Can you see that bank machine?
d. Yes, sure. It is over there. This way.
e. It is on the left to the crossroads.

Unit 6

19 **Where do these people want to go? How to get there?**

1

2

3

20 **Read the dialogue and get ready to act it out in class. Draw the route from the students' hostel to the Royal Botanic Garden.**

Nick: Excuse me.
Policeman: Yes? Can I help you?
Nick: Is this the Royal Botanic Garden?
Policeman: No, I'm afraid it's not. This is Princess Street Gardens. On the left is Edinburgh Castle.
Nick: Hm . . . I think we have lost our way. We want to go to the Royal Botanic Garden. We started from our hostel in High Street and walked along Cockburn Street, then straight on over Waverley Bridge for about 500 metres and then turned left.
Policeman: Oh, I see. Don't turn left at the end of Waverley Bridge. Carry on straight along St Andrew's until you reach the bus station.

Ann: But we don't want to go to the bus station. We want to see the Royal Botanic Garden.
Policeman: Well, it's a long way from here. If you want to get there quickly, you can take a bus from the bus station.
Ann: We would like to walk. How long does it take?
Policeman: Go straight along Hannover Street and then, when you come to the park, carry on along Dundas Street. You will be there in about an hour. There is the National Portrait Gallery at the end of the park. If you wish to see it, you will need more time.
Ann: That's a good idea but we don't have much time.
Nick: Thank you very much!
Policeman: You are welcome.

For Project 2

21 **Over a few weeks you are going to make your town/city/district presentation and you need to collect some information to it.**

Work in groups of 3 — 4. Find information about your local history museum (or any other museum in your area) on the Internet, from booklets and the museum itself:

- When was the museum founded?
- Who was it founded by?
- What are the main exhibits there?
- What are the most interesting exhibits?
- How many visitors are usually there?

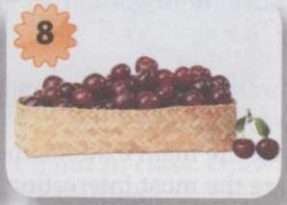
Add some other interesting data. Take pictures and/or videos.

Unit 7
Eating Traditions

Warm-up

1 Match the pictures with the words.

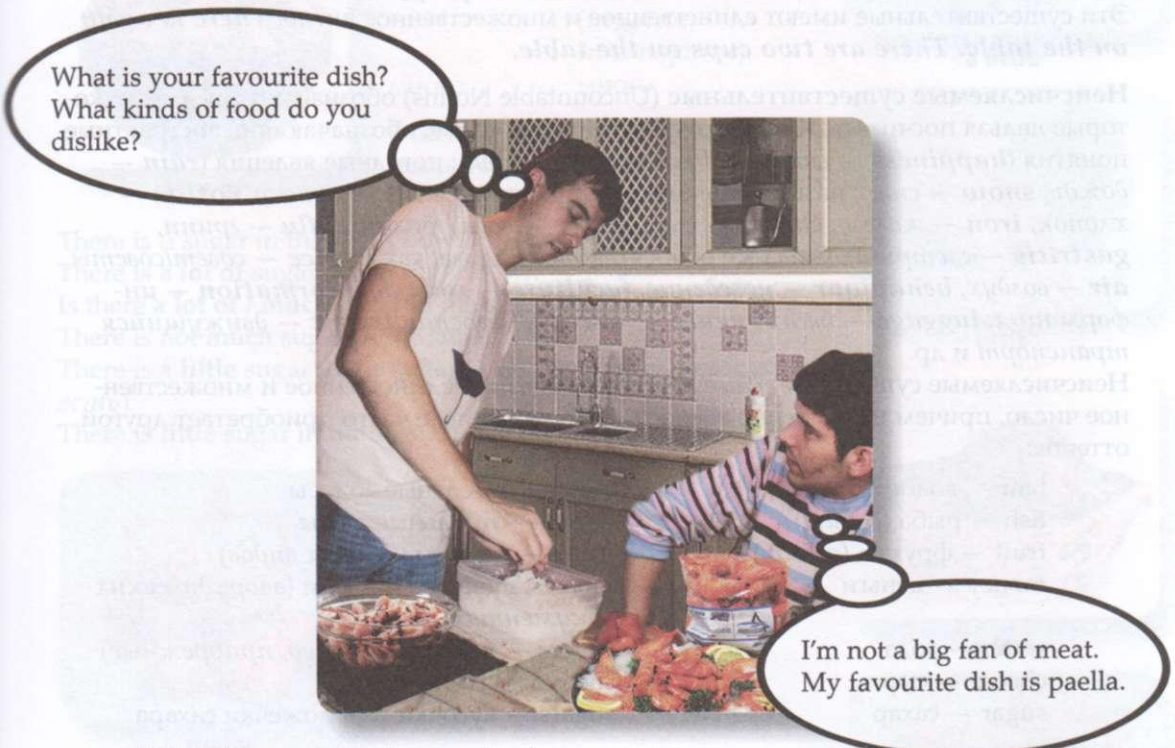
a. cucumbers
b. soup
c. apples
d. cup
e. cheese
f. knives
g. fish
i. cakes
j. meat
k. potatoes
l. chicken
m. strawberries
n. cans
o. bread
p. cherries



2 **Repeat after the teacher.**

A canner can make
Many cans if he can,
But a canner cannot make a cake.

3 **In pairs perform a dialogue using the following questions.**



What do you eat in the morning?
Where do you usually have lunch?
When do you have dinner?
What is your favourite dish?
What kinds of food do you dislike?

Unit 7

Grammar

4 Study the grammar.

ИСЧИСЛЯЕМЫЕ И НЕИСЧИСЛЯЕМЫЕ СУЩЕСТВИТЕЛЬНЫЕ
COUNTABLE AND UNCOUNTABLE NOUNS

К **исчисляемым существительным** (Countable Nouns) относятся слова, обозначающие предметы, которые можно посчитать, например: ***apple***, ***tomato***, ***table***, ***plate***. Эти существительные имеют единственное и множественное число: ***There is a cup on the table. There are two cups on the table.***

Неисчисляемые существительные (Uncountable Nouns) обозначают предметы, которые нельзя посчитать. К этой группе относятся слова, обозначающие абстрактные понятия (***happiness*** — *счастье*, ***beauty*** — *красота*); погодные явления (***rain*** — *дождь*, ***snow*** — *снег*); названия веществ, жидкостей (***paint*** — *краска*, ***cotton*** — *хлопок*, ***iron*** — *железо*, ***cheese*** — *сыр*, ***water*** — *вода*); болезни (***flu*** — *грипп*, ***gastritis*** — *гастрит*). Сюда же относятся такие слова, как ***advice*** — *совет/советы*, ***air*** — *воздух*, ***behaviour*** — *поведение*, ***furniture*** — *мебель*, ***information*** — *информация*, ***luggage*** — *багаж*, ***news*** — *новость/новости*, ***traffic*** — *движущийся транспорт* и др.

Неисчисляемые существительные могут также иметь единственное и множественное число, причем их значение во множественном числе часто приобретает другой оттенок:

hair — волос, волосы	hairs — отдельные волосы
fish — рыба (*собир.*)	fishes — отдельные рыбы
fruit — фрукты (*собир.*)	fruits — фрукты (*разных видов*)
money — деньги	monies, moneys — деньги (*в юридических документах*)
water — вода	waters — воды (*например, прибрежные*)
cheese — сыр	cheeses — сорта сыра
sugar — сахар	sugars — кусочки или ложечки сахара

С неисчисляемыми существительными, как правило, не употребляется неопределенный артикль ***a/an***, но может использоваться определенный артикль ***the***: ***This information is well-known. The news is bad.***

Неисчисляемые существительные формально можно перевести в разряд исчисляемых, если добавить перед ними единицы измерения: ***jar*** — (*стеклянная*) *бан-*

ка, ***bottle*** *— бутылка,* ***cup*** *— чашка,* ***glass*** *— стакан,* ***slice*** *— ломтик/кусок,* ***piece*** *— кусок,* ***loaf*** *— буханка,* ***tin*** *— (жестяная) банка,* ***kilo(gramme)*** *— килограмм,* ***carton*** *— упаковка,* ***can*** *— (жестяная) банка,* ***packet*** *— пакет* и т. п. + ***of:***

a loaf of bread — буханка хлеба — two loaves of bread — две буханки хлеба
a piece of advice — совет — a few pieces of advice — несколько советов

A LOT OF, MUCH, MANY, A LITTLE, LITTLE, A FEW, FEW

a lot of

Uncountable Nouns:

a lot of	**much** (*negative, interrogative*)
много	много
a little	**little**
немного	мало

a little

little

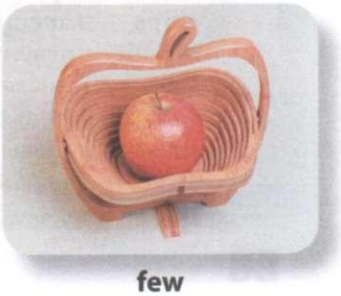
There is □ sugar in the sugar bowl. (*нулевой артикль*)
There is **a lot of** sugar in the sugar bowl.
Is there **a lot of / much** sugar in the sugar bowl?
There is not **much** sugar in the sugar bowl.
There is **a little** sugar in the sugar bowl. (*немного, но все же есть*)
There is **little** sugar in the sugar bowl. (*мало, почти нет*)

many

Countable Nouns:

a lot of	**many**
много	много
a few	**few**
немного	мало

a few



few

There are **a lot of** apples in the vase.
There are **many** apples in the vase.
There are **a few** apples in the vase. (*немного, но все же есть*)
There are **few** apples in the vase. (*мало, почти нет*)

Unit 7

5 **Fill in the gaps with *much, a little, little, many, a few, few.***

1. There are . . . . . boys in our group and . . . . . girls.
2. We are thirsty! – It's a problem! There is . . . . . water.
3. There is . . . . . cheese in the fridge. It's not enough for the salad.
4. There are . . . . . people at the stadium. – Because it has been raining all day.
5. There isn't . . . . . snow in the yard.
6. There is . . . . . food in the kitchen. We can't feed our guests.
7. This disc has only . . . . . good songs. I don't want to buy it.
8. My younger brother likes to go to the kindergarten. There are . . . . . toys there.
9. There is . . . . . furniture in my parents' bedroom: a bed, built-in wardrobe and two bedside tables.
10. I want to knit a short jacket. I don't need . . . . . wool yarn for it.

Vocabulary

6 **Study the following words and expressions.**

meal — еда, прием пищи
roll — маленькая круглая булочка
porridge — овсяная каша на молоке
corn flakes — кукурузные хлопья
cream — сливки
marmalade — апельсиновый джем
buttered — намазанный маслом
boiled — вареный
ham — ветчина
pickles — маринованные овощи
mutton chop — отбивная из баранины
chips — жареный картофель
biscuit — печенье
light beer — светлое пиво
sociable sort of thing — мероприятие для общения
roast — жареный (*в духовке, на огне*)
sweet — сладкое, десерт
nut — орех

Reading

7 Read the text.

British Meals

Alexander already has some ideas about typical British food. The usual meals are breakfast, lunch, tea and dinner. Breakfast is generally a bigger meal than they have on the Continent, though some English people like a "continental" breakfast of rolls and butter and coffee. But the usual English breakfast is porridge or corn flakes with milk or cream and sugar, bacon and eggs, marmalade (made from oranges) with buttered toast, and tea or coffee. For a change you can have a boiled egg, cold ham or perhaps fish.

They generally have lunch about one o'clock. The businessman in London usually finds it impossible to come home for lunch, and so he goes to a cafe or restaurant; but if they can make it home for lunch, they have cold meat (left over probably from yesterday's dinner), potatoes, salad and pickles, with a pudding or fruit to follow. Sometimes we have a mutton chop, or steak and chips, followed by biscuits and cheese, and some people like a glass of light beer with lunch.

Afternoon tea you can hardly call a meal, but it is a sociable sort of thing, as friends often come in then for a chat while they have their cup of tea, cake or biscuits.

In some houses dinner is the biggest meal of the day. They begin with soup, followed by fish, roast chicken, potatoes and vegetables, a sweet, fruit and nuts, coffee. But in a great many English homes we make the midday meal the chief one of the day, and in the evening we have simple dinner – an omelette, or sausages, sometimes bacon and eggs and sometimes just bread and cheese, a cup of coffee or cocoa and fruit.

Unit 7

8 **Are these statements true or false? Correct the false ones.**

1. The English breakfast is also known as the continental breakfast.
2. The usual English breakfast consists of rolls and butter and coffee.
3. British people seldom drink coffee.
4. In a great many British homes dinner is the biggest meal of the day.
5. British people eat biscuits, cakes, fruit and nuts for dessert.

Pronunciation

9 **TRACK 14.**
Listen and repeat after the speaker.

[ɑ:]

far
bar
heart
march

fur – far – four
bore – bar – bear
hurt – heart – hate
much – march – match

calm – card – cart
star – starve – start
harm – halves – half
park – palm – past

Listening

10 **TRACK 15.**
Listen to the texts and match them with the titles. There is one extra title.

A. The Baker's
B. Packed Lunch
C. French Spices
D. Early and Medieval English Cuisine

Speaking

11 **Talk about your family food traditions using the following prompts.**

Our usual meals are . . .
The chief meal of the day is . . .
My usual breakfast is . . .

I generally have lunch at . . .
On weekdays I eat at/in . . . , my parents . . . , my brother/sister . . .
I usually have . . .
At weekends we . . .
We have dinner at . . .
It consists of . . .
For festive dinners we cook . . .
Our special dish is . . .

12 **Copy all the food words from the text in Ex. 7. Fill in the table.**

Meat	Vegetables	Dairy	Cereals	Drinks	Dessert	Others

Writing

13 **Write a British cuisine menu. Use the information of the Unit and other sources.**

Practice

14 **Read the text using a dictionary. Put all the nouns under the two headings: *Countable Nouns* and *Uncountable Nouns*. Try to explain their number (plural or singular). Add the food words to the table in Ex. 12.**

My uncle Albert always has "high tea". He says he has no use for these "afternoon teas" where you try to hold a cup of tea in one hand and a piece of bread and butter about as thin as a sheet of paper in the other. He's a Lancashire man, and nearly everyone in Lancashire likes high tea. They have it between five and six o'clock, and they have ham or tongue and tomatoes and salad, or sausages, with good strong tea, plenty of bread and butter, then stewed fruit, or a tin of pears, apricots or pineapple with cream or custard and pastries or a good cake. And that's what they call a good tea.

Unit 7

15 **Fill in the gaps with *is* or *are*.**

1. The news . . . . . very sad.
2. His knowledge of this subject . . . . . very deep.
3. There . . . . . an apricot and two peaches on the plate.
4. Where . . . . . my shoe?
5. There . . . . . several oranges and a slice of lemon in the fridge.
6. Their advice . . . . . good to follow.
7. My cat's hair . . . . . orange.
8. . . . . the furniture in your flat new?
9. There . . . . . plenty of apples in the garden this year.
10. There . . . . . not any sugar in the sugar bowl.

16 **Fill in the gaps with *much, a little, little, many, a few, few*.**

1. I like my coffee with . . . . . milk and sugar.
2. The meal costs . . . . . euros.
3. You look fit! Do you exercise . . . . . ?
4. There is only . . . . . gouache in the bottle. You can't draw any pictures.
5. Don't talk too . . . . . at the lesson.
6. We know the material well and ask the teacher only . . . . . questions.
7. There are . . . . . nuts in the bowl, put some more, please.
8. I don't like sweet tea, so I put only . . . . . sugar in my tea.
9. They have . . . . . money. – Are you sure they are poor?
10. In our country we don't eat . . . . . seafood.

17 **Try to cook this delicious omelette according to the recipe. Give it a name.**

Ingredients

- 12 baby spinach leaves
- 2 tbsp olive oil
- 1/2 glass minced onion
- 1 clove garlic, minced
- 4 tbsp thick cream
- 8 eggs, beaten
- Salt and pepper to taste
- 2 tbsp grated Parmesan cheese

tbsp = tablespoon — столовая ложка
spinach — шпинат
clove — головка (*чеснока*)
garlic — чеснок
minced — мелко порезанный, порубленный
grated — натертый
coarsely — крупно
to chop — резать, рубить
skillet — сковорода
soft and transparent — полуготовность
to stir — мешать
foam — пена
to scramble — перемешиваться
to sprinkle — посыпать
to serve — подавать

Preparation

Coarsely chop the baby spinach leaves. Heat the oil in a large heavy skillet and cook the onion and garlic until soft and transparent, about 5 minutes. Add the chopped spinach and cook, stirring often, until spinach is tender, about 5 — 7 minutes.
In a small bowl, beat the cream with the eggs, salt, pepper until foamy. Add the egg mixture to the skillet and cook and stir so that the eggs scramble with the spinach, about 4 — 5 minutes longer. Sprinkle with cheese and serve.

18 **Write a recipe of your favourite dish. Use a dictionary and Ex. 17 as a model.**

For Project 2

19 **Continue preparing your presentation. Make a survey about restaurants in your area and their cuisine:**

- Name
- Type of cuisine, speciality
- Address
- Opening hours
- Price level
- How many visitors are usually there?

Add some other interesting data. Take pictures and/or videos.
Imagine you are a proprietor of one of these restaurants. Compose a menu. Write your price list.

Unit 8
Shops and Shopping

Warm-up

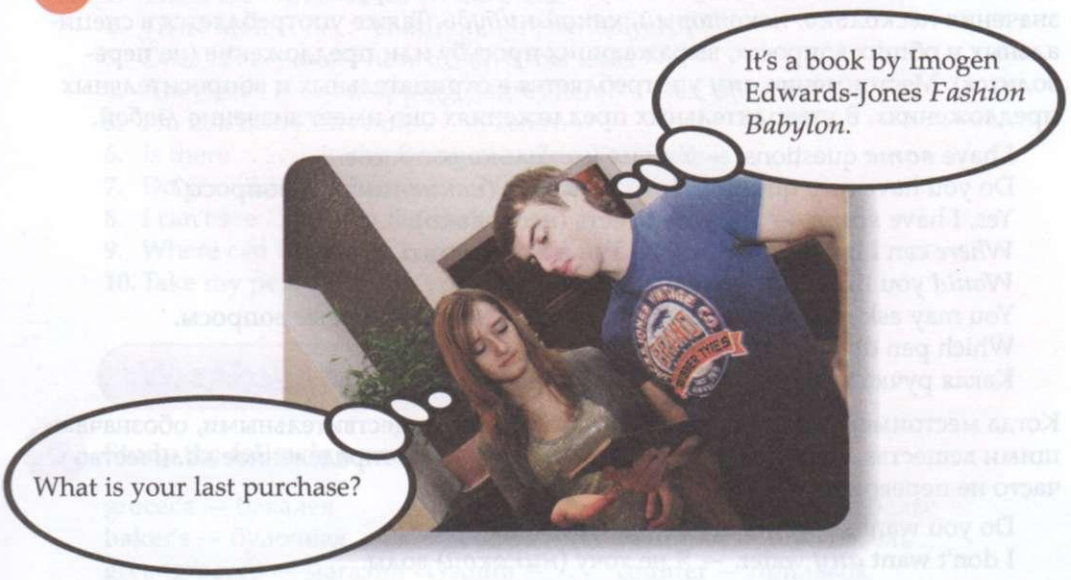
1 Match the pictures with the words.

a. mushrooms
b. lipstick
c. blouse
d. tights
e. poultry
f. satellite dish
g. trainers
h. mincer
i. teddy bear
j. tent

2 **Repeat after the teacher.**

There was a Young Lady of Ryde,
Whose shoe-strings were seldom untied.
She purchased some clogs,
And some small spotted dogs,
And frequently walked about Ryde.

3 **In pairs perform a dialogue using the following questions.**



Who does shopping in your family?
Do you often go shopping?
Do you like it?
Do you shop online?
What kind of things do you like buying?
Where do you like to shop most?
What is your last purchase?

Unit 8

Grammar

4 Study the grammar.

НЕОПРЕДЕЛЕННЫЕ МЕСТОИМЕНИЯ
INDEFINITE PRONOUNS

К неопределенным местоимениям в английском языке относятся: ***some, any, one, somebody, someone, anybody, anyone, something, anything***.
Неопределенные местоимения указывают на неопределенные или неизвестные предметы или лица. В сочетании с существительными они играют роль определения и указывают на неопределенное количество или качество.

1. Местоимение ***some*** используется в утвердительных предложениях и имеет значения *несколько, некоторый, какой-нибудь*. Также употребляется в специальных и общих вопросах, выражающих просьбу или предложение (не переводится). Местоимение ***any*** употребляется в отрицательных и вопросительных предложениях. В утвердительных предложениях оно имеет значение *любой*.

   I have ***some*** questions. — У меня *несколько* вопросов.
   Do you have ***any*** questions? — У вас есть (*какие-нибудь*) вопросы?
   Yes, I have ***some***. — Да, у меня есть (*несколько*).
   Where can I buy ***some*** discs? — Где я могу купить диски?
   Would you like ***some*** coffee? — Хотите кофе?
   You may ask ***any*** questions. — Вы можете задавать *любые* вопросы.
   Which pen do you need? — ***Any*** will do. —
   Какая ручка вам нужна? — *Любая* подойдет.

   Когда местоимения ***some*** и ***any*** используются с существительными, обозначающими вещества, материалы и т. п., они выражают неопределенное количество и часто не переводятся.

   Do you want ***some*** water? — Хочешь воды?
   I don't want ***any*** water. — Я не хочу (*никакой*) воды.

2. Местоимения ***somebody, someone*** — *кто-то*, ***something*** — *что-то* используются в утвердительных предложениях.

   Somebody calls me every night. — *Кто-то* звонит мне каждую ночь.
   You need ***someone*** like my mother. — Тебе нужен *кто-то* вроде моей мамы.
   I want to tell ***something***. — Я хочу *кое-что* рассказать.

3. Местоимения ***anybody, anyone, anything*** используются в отрицательных и вопросительных предложениях.

Does ***anybody*** know the answer? — *Кто-нибудь* знает ответ?
I don't want to see ***anyone***. — Я *никого* не хочу видеть.
Do you want ***anything*** to read? — Хочешь *что-нибудь* почитать?

4. Слово ***one*** может быть как неопределенно-личным местоимением, так и заместителем ранее упомянутого исчисляемого существительного (вместо неисчисляемых не используется).

One never knows what may happen. — *Никто* не знает, что может произойти.
Is there a bank near here? — Yes, there is ***one*** at the end of this street. — Здесь есть поблизости банк? — Да, есть, в конце улицы.

5 **Fill in the gaps with *some, any, one, somebody, someone, anybody, anyone, something, anything* where necessary.**

1. There are . . . . . cakes on the plate.
2. There aren't . . . . . children in the schoolyard.
3. Does . . . . . know how to solve this task?
4. Are there . . . . . shopping centres here? — Yes, there are . . . . . .
5. I'm in a hurry. Give me . . . . . shirt.
6. Is there . . . . . in the fitting room? — Yes, there is . . . . . .
7. Do you like soft cheeses? — No, I prefer hard . . . . . .
8. I can't see . . . . . on the shelf.
9. Where can I buy . . . . . needles and thread?
10. Take my pen. — Thank you, I have . . . . . .

Vocabulary

6 **Study the following words and expressions.**

grocer's — бакалея
baker's — булочная
greengrocer's — магазин «Овощи — фрукты»
dairy — молочный магазин
butcher's — мясной магазин
ready-made — готовый
fabric — ткань
china — фарфор
electrical appliances — электроприборы
linen — постельное белье
customer — покупатель
counter — прилавок
underwear — нижнее белье
knitwear — трикотаж
pasta — макаронные изделия
flour — мука
poultry — мясо птицы
beetroot — свекла
ready-weighed and packed — расфасованный

Unit 8

Reading

7 Read the text.

What Do Shops Offer?

When we want to buy something, we go to a shop. Although every town or city has many kinds of shops, many of these are typical: a supermarket, a department store, men's and women's clothing stores, a grocer's, a baker's, a greengrocer's, a dairy and a butcher's.

Alexander's family like to do their shopping at big department stores and supermarkets. These sell various goods under one roof and this is very convenient. A department store, for example, true to its name, consists of many departments: ready-made clothes, fabrics, shoes, sports goods, toys, china and glass, electrical appliances and electronics, cosmetics, linen, curtains, books, gifts, jewellery etc. You can buy anything you like there.

There are also escalators in big stores which take customers to different floors. The goods for sale are on the counters so that they can be easily seen. In the women's clothing department you can find dresses, suits, blouses, skirts, coats, beautiful underwear and many other things. In the men's clothing department you can choose suits, trousers, overcoats, ties etc. In the knitwear department one can buy sweaters, cardigans, short-sleeved and long-sleeved pullovers, woollen jackets. In the cosmetic department they sell perfume, face creams and powders, lipsticks, lotions, shower gels, soap, shampoos . . .

In the suf
meat and

At the butch
buy white I

Another she
cabbage, pob
fruits. Even

If you call re*
other milk]

8 Are these

1. You can 1
2. To buy
3. To buy n
4. The dairy
5. Cere als ai
6. Everythin
7. You can fi
8. The depai
9. The knit
10. To buy <

Prom

In the supermarket we can also buy many different things in the same location: meat and sausages, fish, sugar, pasta, flour, cereals, tea, coffee, bread and whatnot.

At the butcher's there is a wide choice of meat and poultry. At the baker's you can buy white or brown bread, rolls and biscuits.

Another shop we frequently go to is the greengrocer's, which is stocked with cabbage, potatoes, onions, cucumbers, carrots, beetroots, green peas and various fruits. Everything is sold here ready-weighed and packed.

If you call round at a dairy, you can buy milk, cream, cheese, butter and many other milk products.

8 **Are these statements true or false? Correct the false ones.**

1. You can buy vegetables in the greengrocer's.
2. To buy various goods under one roof is very convenient.
3. To buy meat and poultry you have to go to the butcher's.
4. The dairy sells milk, cheese and sausages.
5. Cereals are sold in the baker's.
6. Everything in the greengrocer's is ready-made.
7. You can find various fruits in the Frut & Veg shop.
8. The department store is a store with escalators.
9. The knitwear department offers everything for knitting.
10. To buy china one needs to go to China.

Pronunciation

9 **TRACK 16.**
Listen and repeat after the speaker.

[aɪ]

might
buy
type
quite

mate – might – meet
bay – buy – boy
tip – type – tape
quit – quite – quiet

why – wide – wife
buy – buys – bike
fly – flies – flight
try – tries – tribe

Unit 8

Listening

10 **TRACK 17.**
Listen to the two texts. What types of shopping are mentioned in them? What are the advantages of the first and the second types? Select from the list.

- Lower prices
- Ability to purchase from sellers around the world
- Excitement
- Ability to smell and sometimes taste products
- Quick price and product comparison
- Ability to take goods home right away
- Increased product selection
- Convenience in terms of time and place
- Ability to see goods physically
- Time saving
- Environmental benefits
- No queues

Speaking

11 **Describe how you do your shopping.**

I like/hate doing shopping.
I shop (exclusively) online/offline because it's . . . (*cheap, easy, convenient, better choice, fun etc*).
I do my weekly shopping on . . . (*Sunday*).
My favourite stores are . . .
I do my food shopping at . . .
I usually buy . . . there.
I have / don't have a passion for buying clothes.
I spend a lot of money on . . .
I (often) buy . . .
To save time and/or money I stick to a routine: . . . (*make a shopping list, check the supermarket catalogue, buy goods in the sale, collect coupons, use a discount card etc*).

Writing

12 **Make a shopping list for the next week.**

Practice

13 **Write out all the shopping terms and explain their meaning.**

The methods of shopping may vary. It may be a self-service shop where the customer goes from counter to counter selecting and putting into a basket what he or she wishes to buy. Then he or she takes the basket to the check-out counter, where the prices of the purchases are added up. If it is not a self-service shop, and most small shops are not, the shop assistant helps the customer in finding what he or she wants. You pay money to the cashier and he or she gives you back the change.

14 **Reconstruct the dialogue and get ready to act it out in class.**

At the Shoe Shop

— That's fine. I'll take them, please.
— Oh, the left shoe is a bit tight. Could I try a larger size?
— How about these? They're very comfortable.
— . . . roubles.
— Could I try them on in a . . . (*size*), please?
— I'll just see if we have them in a . . . . Yes, here we are. How's that?
— Good morning, madam. Can I help you?
— Of course. Here you are.
— Oh, that's much better. How much are they?
— That's fine. I'll take them, please.
— Yes. I'm looking for some comfortable . . . (*colour, model*) shoes.

Unit 8

15 **Fill in the gaps with the words in the box.**

a. shopping
b. cosmetic
c. things for sale
d. basket
e. clothes
f. counter
g. in fashion
h. ready-weighed and packed
i. select
j. cashier
k. food
l. comfortable
m. quality

1. There is a . . . . . department in this shop where you can buy perfume.
2. You can come to the . . . . . and choose your purchase.
3. In our greengrocer's you can buy . . . . . vegetables.
4. You pay money to the . . . . . .
5. You can . . . . . food and put it into the . . . . . .
6. She does the . . . . . in their family.
7. I enjoy going shopping for new . . . . . .
8. They spend quite a lot of money on . . . . . .
9. I don't feel . . . . . in these shoes.
10. I always try to be . . . . . .

16 **Group the words under names of departments. There is more than one solution. Add 10 words of your own.**

Bracelets, sandals, hats, bath robes, cologne, sports nutrition, sweaters, rugs, shower gels, creams, jackets, bedding, tops, running shoes, weather stations, home phones, flip-flops, floorcare, wallets, personal fragrance, boots, computers, lingerie, cameras, soaps, necklaces, shorts, swimming costumes, vests, handbags, basketball shoes, herbs, lighting, T-shirts, candles, cell phones and devices, lotions, home fragrance, jeans, playstation games, vitamins, sleepwear, home decor, belts, mattresses, luggage + backpacks, pet care, skating boots, wedding rings, watches, cardigans, mascara, scarves, bath towels, shower curtains, trousers, shoes, earrings.

17 **Revise the texts in p. 87 and 96 and answer the questions.**

1. What is a continental breakfast?
2. When do English people have lunch?
3. Who prefer to have lunch at cafes or restaurants?
4. What is the role of afternoon tea?
5. Is dinner the biggest meal of the day?
6. Where do Alexander's family prefer to do their shopping?
7. Why do they find it convenient?
8. What kinds of shops do you know?
9. What do they sell at the butcher's?
10. Where can you buy fish?

18 **Match the phrases in the right column with the replies in the left column.**

a. No, I haven't.
b. I'd love to, but I don't need anything.
c. I'm afraid, that's just not possible.
d. Here you are. That's £6.50.
e. Here is some aspirin for you.
f. Do you have batteries for this camera?
g. Yes, we do.
h. Let me check for you. Yes, I've got one here.
i. Yes, here they are, on this upper shelf.
j. It's £19.99. It's a little expensive.

1. I'd like a kilo of tomatoes, please.
2. How can I help you?
3. Why don't you come to the mall with me?
4. How much is this scarf?
5. I'd like my money back, please.
6. Have you got the receipt, sir?
7. Can you give me something for a headache?
8. Have you got it in a smaller size?
9. Do you accept credit cards?
10. Do you sell dictionaries?

For Project 2

19 **Continue preparing your presentation. Collect information about the best shopping places in your area:**

- Name
- Type
- Address
- Opening hours
- Departments
- Goods sold there
- Price level

Add some other interesting data. Take pictures and/or videos.

Unit 9
Sports on Land, in Water, in the Air

Warm-up

1 **Find the 10 hidden words.**

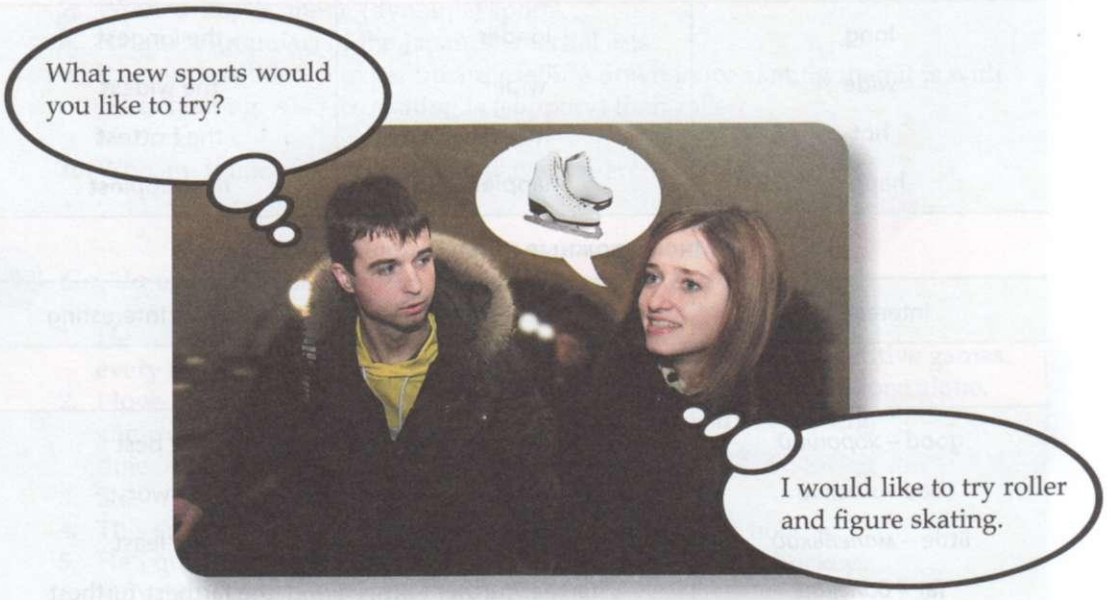
плавание	футбол
хоккей	теннис
корт	мяч
шахматы	дзюдо
команда	бокс

s	t	x	c	o	u	r	t	a	u
h	w	o	l	n	c	h	e	s	s
o	s	i	p	o	x	y	d	a	t
c	b	a	m	e	t	e	a	m	e
k	a	j	u	m	s	n	j	e	n
e	l	b	u	v	i	p	e	y	n
y	l	e	a	d	i	n	b	s	i
m	e	j	o	k	o	c	g	e	s
a	f	o	o	t	b	a	l	l	o
r	e	b	i	b	o	x	i	n	g

2 **Repeat after the teacher.**

On a bike race through Scotland did pedal
A speedy French rider who led-all.
"Is my lead big?" he cried.
"Wee," a Scotsman replied.
So he slowed down and won no gold
medal.

3 **In pairs perform a dialogue using the following questions.**



Do you like to exercise?
Do you like to watch sports on TV? What are they?
What is your favourite summer sport?
What is your favourite winter sport?
What new sports would you like to try?

Unit 9

Grammar

4 Study the grammar table and explain the rules.

СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ
DEGREES OF COMPARISON OF ADJECTIVES

	Degrees of Comparison	
Одно- и двухсложные прилагательные		
	Сравнительная Comparative	Превосходная Superlative
long	long**er**	the long**est**
wid**e**	wid**er**	the wid**est**
ho**t**	ho**tter**	the ho**ttest**
happ**y**	happ**ier**	the happ**iest**
Многосложные прилагательные		
interesting	**more** interesting	the **most** interesting
Исключения		
good – *хороший*	better	the best
bad – *плохой*	worse	the worst
little – *маленький*	less	the least
far – *далекий*	farther/further	the farthest/furthest

Некоторые прилагательные имеют две формы:

polite — politer / more polite — the politest / most polite
simple — simpler / more simple — the simplest / most simple
clever — cleverer / more clever — the cleverest / most clever

Для сравнения двух предметов используются сравнительные союзы:
as . . . as — такой же . . . как, ***not so . . . as*** — *не такой . . . как*, ***than*** — *чем*:
This athlete is ***as strong as*** that. — Этот спортсмен такой же сильный, как и тот.
This athlete is ***not so strong as*** that. — Этот спортсмен не такой сильный, как тот.
This athlete is ***(much) stronger than*** that. — Этот спортсмен сильнее, чем тот.

5 **Put the adjectives in the correct form.**

1. When we win a game, we are (happy) people in the world.
2. Yesterday it was (difficult) match of all.
3. My friend is (tall) than me, so he plays basketball (good) than me.
4. John is (good) player in our team.
5. For me it's (interesting) to play football myself than to watch it on TV.
6. This season our team is playing (bad) than last year.
7. Windsurfing is one of (dynamic) sports.
8. Karate is (popular) of the Japanese martial arts.
9. It is much (difficult) to get up after falling down in ice skating than it is with roller blading. Also ice skating is (slippery) than roller blading.
10. Who are (famous) female tennis players ever?

6 ***Go, do*** **or** ***play*****? Use them in the correct form.**

Play is used with ball sports or competitive games.
Do is used with activities that can be done alone.
Go is used with activities that end **-ing**.

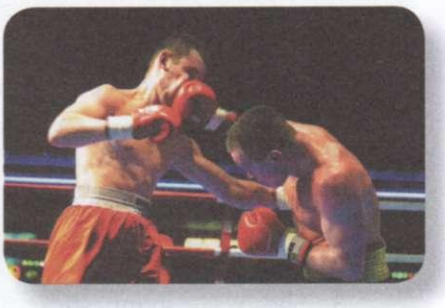
1. He . . . . . jogging every morning.
2. I love . . . . . a good game of chess from time to time.
3. She . . . . . gymnastics.
4. This summer we . . . . . windsurfing every day on our holiday.
5. He's quite the athlete. He . . . . . basketball, baseball and hockey.
6. My wife . . . . . horse riding twice a week.
7. Why don't we . . . . . a set of tennis?
8. Some people think that . . . . . aerobics four times a week is the best possible way of keeping fit.
9. His idea of the perfect summer holiday is to rent a sailboat and . . . . . sailing between the islands of the Tuscan archipelago.
10. They wear backpacks when they . . . . . hiking.

Unit 9

Vocabulary

7 **Study the following words and expressions.**

player — игрок
team — команда
opponent — противник
to lose — проигрывать
to win — побеждать
to score — забивать (*гол*)
to comprise — включать (в себя)
races — гонки; **horse races** — скачки, **motor races** — автогонки, **cycle races** — велосипедные гонки
representative — представитель
cycling — велосипедный спорт
skating — конькобежный спорт
skiing — лыжный спорт
rowing — гребля
yachting — яхтенный спорт
devoted — преданный



Reading

8 **Read the text.**

Sports and Games

We are sure you are all interested in sport. Many of you certainly play such games as volleyball or football, basketball or tennis. People who play a game are players. Players form teams and play matches with other teams – their opponents. Two players playing with each other are partners. Each team can lose or win. In a football match players try to score as many goals as they can. Most matches take place in large stadiums.

Athletics is the most popular sport. People call it "the queen of all sports". It comprises such kinds of sports as running (for different distances), jumping (long and high jumps) and others.

From time to time international championships and races (horse races, motor races, cycle races) take place. Representatives of various countries can win gold, silver or bronze medals. Such great championships in sport are organized every four years and we call them the Olympic Games. Only the best may take part in them.

There are so many kinds of sports, such as cycling, swimming, gymnastics, boxing, skating, skiing, rowing, yachting and many more in which you can take an active part or just be a devoted fan.

9 **Are these statements true or false? Correct the false ones.**

1. People who play a game are sportsmen.
2. Two players playing with each other are opponents.
3. Gymnastics is the queen of all sports.
4. The most popular sport is tennis.
5. Athletics comprises such kinds of sports as running, jumping, racewalking, throwing and others.
6. International championships take place every four years.
7. The Olympic Games are a major international championship in which thousands of athletes participate in a variety of competitions.
8. The Olympic Games are organized every five years.
9. Everyone who likes sport can take part in the Olympic Games.
10. The athletes or teams who place first, second or third in each event receive medals.

Unit 9

Listening

10 **TRACK 18.**
Listen to the three dialogues and fill in the gaps with the words from the box.

teams, convenient, a football match, season, rest, swimming pool, success, tickets, invitation, a game of golf

1.
— Hello, is that Tania?
— Yes, that's me. Hello, Dave.
— What about . . . . . ?
— Certainly, Dave. When do you plan it?
— Actually, I was thinking of Friday. Will it be . . . . . for you?
— That's a good idea. I haven't got anything fixed up for Friday yet.
— What time shall we meet then?
— I hope 3 pm will be fine.
— OK, see you on Friday.

2.
— Frank, would you like to go to . . . . . with me? I've got two . . . . . for today's match.
— I think I can go. I'm doing nothing special tonight. Who is playing?
— Zenit is playing against Spartak.
— Oh, that should be an exciting match! Both . . . . . have been very strong this . . . . . .
— Yes, you're right. Let's meet at five at our usual place.
— Fine, thank you for the . . . . . .

3.
— Hello, Ann! How about going to the . . . . . together tomorrow?
— I'd love to! But unfortunately I'll have to prepare for my exam tomorrow.
— Well, I suppose you could take a short . . . . . from your studies.
— Sorry, Pete, let's go there some other day, maybe right after the exam.
— OK. Let's go on Wednesday then. I wish you . . . . . at your exam.
— Thank you!

Speaking

11 **Give simple reasons for liking/disliking different sports, using the following prompts.**

I'm good / not very good at . . .
Truly speaking, I don't like . . . (*running, team games etc*) because . . .
But I'm fond of . . . because . . . (*it helps me feel healthy*).
To my mind the most exciting kind of sports is . . .
Personally I would never go playing . . . because it's very . . . (*dangerous, expensive etc*).

Writing

12 **What can you say about the importance of sport? Write 10 — 15 sentences.**

Practice

13 **Enumerate all the kinds of sports which are mentioned in the text in Ex. 8. Which of them are you fond of? Why?**

14 **Fill in the gaps with the words in the box.**

1. Each team tries to . . . . . .
2. If a team wins, they are called . . . . . .
3. The players of the other team are called . . . . . .
4. We call the instructor of a team . . . . . .
5. If a team loses the match, they are . . . . . .
6. There's usually a leader of a team or . . . . . .
7. A part of a game of tennis is called . . . . . .
8. We call correct play . . . . . .
9. The person who does the long jump is . . . . . .
10. 2 : 2 means that the match ended in . . . . . .

a. a draw
b. a set
c. score a goal
d. fair play
e. a long jumper
f. the opponents
g. a coach
h. the winners
i. the losers
j. the captain

Unit 9

15 **Using the following words, make up sentences according to the Model.**

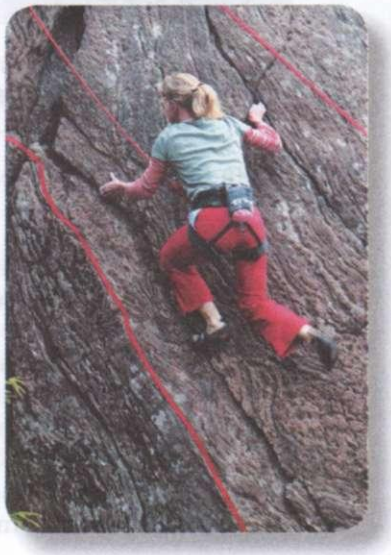
Model:

Rock climbing is the most dangerous sport.
Rock climbing is more dangerous than tennis.
Rock climbing is as dangerous as parkour.
Rock climbing is not so dangerous as / less dangerous than cave diving.

1. golf	interesting
2. tennis	fast
3. skateboarding	dangerous
4. chess	intelligent
5. football	popular
6. swimming	capturing
7. boxing	fairy
8. athletics	famous
9. windsurfing	expensive
10. horse races	fun

16 **Which of these sports are indoor, outdoor, winter, summer, water sports?**

Figure skating, draughts, windsurfing, table tennis, skiing, yachting, cycling, rugby, boxing, rock climbing, cricket, water polo, hockey, synchronous swimming, basketball, chess, water skiing, curling, roller skating, rowing, gymnastics, motor races, volleyball, diving, baseball, karate, skydiving, billiards, field hockey, rafting, judo, wrestling.



17 **Here are the answers. Write the questions to them.**

1. Hockey is a very attractive game.
   Why . . . . . ?
2. A football team consists of 11 players.
   How many . . . . . ?

3. Men are more interested in sport than women.
   Who . . . . . ?
4. Cricket is the fairest game in the world.
   Which . . . . . ?
5. Climbing is one of the most dangerous sports.
   What kind . . . . . ?
6. Field hockey is played during summer.
   When . . . . . ?
7. Football is popular in schools, colleges and universities.
   Where . . . . . ?
8. Horseball is a game played on horseback where a ball is handled and points are scored by shooting it through a high net.
   How . . . . . ?
9. Sambo is a Russian martial art and combat sport.
   Whose . . . . . ?
10. The marathon is a long-distance running event with an official distance of 42.195 kilometres.
    How long . . . . . ?

For Project 2

18 **Continue preparing your presentation. Find information about sports in your area:**

- Sports clubs
- Gyms
- Stadiums and sports grounds
- Sports activities you can do there or in your local park
- Sports shops and goods they sell

Add some other interesting data. Take pictures and/or videos.

Unit 10
What Are You Doing Now?

Warm-up

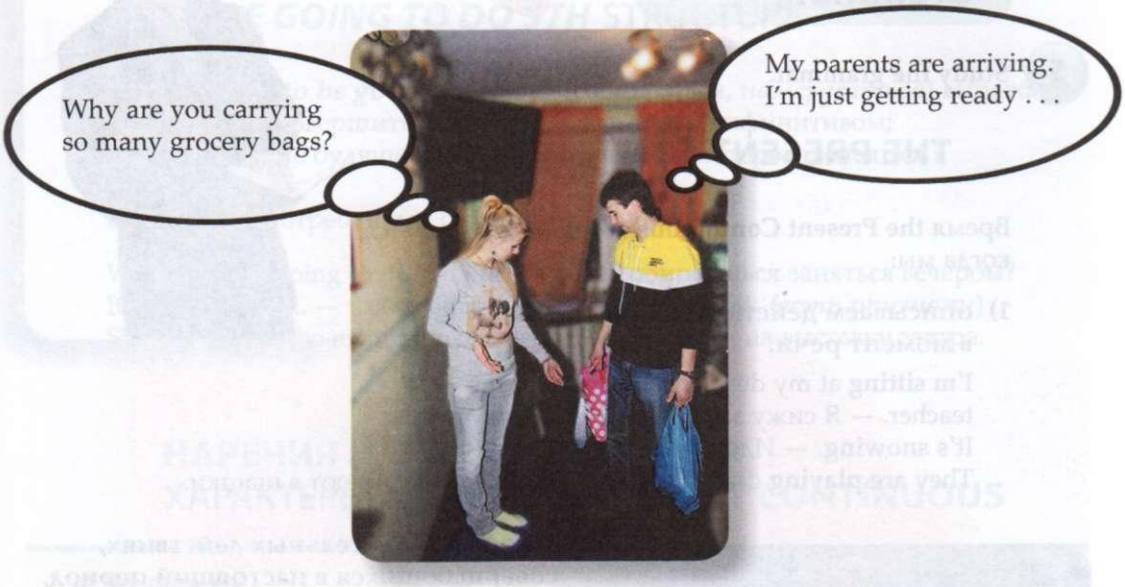
1 **Look at this picture and answer the questions.**

Does Alexander play the guitar?
Is he paying the guitar now?
What is he doing now?

2 **Repeat after the teacher.**

There once was a man from Great Britain
Who interrupted two girls at their knitting.
Said he with a sigh,
"That park bench, well I
Just painted it right where you're sitting."

3 **In pairs perform a dialogue using the following questions.**



What is your friend/relative doing right now?
What is going on outside?
What are you dreaming about?
What do you think is going on in . . . ?
Where are people swimming, sunbathing and sailing?

4 **Finish and practise in pairs.**

1.
— I'm going to make a cake.
— What are you going to put in it?
— I'm going to put some . . .

2.
— I'm writing an email to my cousin.
— What are you writing about?
— I'm writing about . . .

3.
— They are singing a song.
— What kind of song are they singing?
— They are singing a . . .

4.
— We are going to St Petersburg this afternoon.
— How are you going?
— We are going by . . .

Unit 10

Grammar

5 Study the grammar.

THE PRESENT CONTINUOUS

Время **the Present Continuous** обычно используется, когда мы:

1) **описываем действия, происходящие в момент речи:**

I'**m sitting** at my desk and **listening** to the teacher. — Я сижу за столом и слушаю учителя.
It's **snowing**. — Идет снег.
They **are playing** draughts now. — Сейчас они играют в шашки.

2) **говорим о длительных действиях, совершающихся в настоящий период, но не обязательно в момент речи:**

I'**m learning** to ride a horse. — Я учусь верховой езде.
My dad **is doing** his thesis. — Мой отец пишет диссертацию.
My elder brother **is studying** at university. — Мой старший брат учится в университете.

3) **рассказываем о запланированных будущих действиях (и уверены в их совершении, так как имеется договоренность, план и т.п.):**

What **are** you **doing** tomorrow afternoon? — Что ты делаешь завтра днем?
My grandparents **aren't coming** on Saturday. — Мои бабушка и дедушка не приедут в субботу.
I'**m graduating** from college next year. — Я оканчиваю колледж в следующем году.

КОНСТРУКЦИЯ *TO BE GOING TO DO STH*
TO BE GOING TO DO STH STRUCTURE

Конструкция ***to be going to do sth*** (*собираться, намереваться*) выражает:
1) намерение совершить действие, выраженное инфинитивом;
2) предсказание будущего действия, признаки которого имеются в настоящем.
Обычно не употребляется с глаголом ***to go***.

What are you going to do tonight? — Чем собираешься заняться вечером?
It's going to rain. — Собирается/будет/пойдет дождь. (*есть признаки*)
She is going to the exhibition tomorrow. — Она идет на выставку завтра.

НАРЕЧИЯ И СЛОВОСОЧЕТАНИЯ, ХАРАКТЕРНЫЕ ДЛЯ THE PRESENT CONTINUOUS

at the moment	в настоящий момент
(right/just) now	(прямо) сейчас
currently	сейчас
today	сегодня
tomorrow	завтра
this week/month/year	на этой неделе / в этом месяце/году
next week/month/year	на следующей неделе / в следующем месяце/году

ГЛАГОЛЫ, КОТОРЫЕ ОБЫЧНО НЕ УПОТРЕБЛЯЮТСЯ В THE PRESENT CONTINUOUS

To know, to mind, to understand, to believe, to forget, to remember, to mean, to doubt, to recognize, to like, to dislike, to prefer, to want, to care, to hate, to love, to need, to appreciate, to seem, to see, to taste, to hear, to belong, to cost и др.

Unit 10

ОБРАЗОВАНИЕ THE PRESENT CONTINUOUS

	Число	
	Единственное	**Множественное**
1	I **am** working. I**'m** working.	We **are** working. We**'re** working.
2	You **are** working. You**'re** working.	You **are** working. You**'re** working.
3	He/She/It **is** working. He**'s**/She**'s**/It**'s** working.	They **are** working. They**'re** working.

1	**Am** I working?	**Are** we working?
2	**Are** you working?	**Are** you working?
3	**Is** he/she/it working?	**Are** they working?

Are you working on your project?
— Yes, I **am**.
— No, I **am not**.
— No, I**'m not**.

Is he working on his project?
— Yes, he **is**.
— No, he **is not**.
— No, he **isn't**.
— No, he**'s not**.

Who is working on the project?
What are you doing?

1	I **am not** working. I**'m not** working.	We **are not** working. We**'re not** working. We **aren't** working.
2	You **are not** working. You**'re not** working. You **aren't** working.	You **are not** working. You**'re not** working. You **aren't** working.
3	He/She/It **is not** working. He**'s**/She**'s**/It**'s not** working. He/She/It **isn't** working.	They **are not** working. They**'re not** working. They **aren't** working.

6 **Study the table and explain the rule.**

read — reading, walk — walking, draw — drawing	
write — writing, drive — driving, take — taking	
chat — chatting, stop — stopping, plan — planning	
occur — occurring, stir — stirring, refer — referring	
lie — lying, die — dying, tie — tying	
ski — skiing, taxi — taxiing	
cry — crying, study — studying, play — playing	
travel — travelling, cancel — cancelling, control — controlling (*BrE*)	travel — traveling, cancel — canceling, control — controling (*AmE*)

7 **Put the verbs in the Present Continuous where possible.**

1. He (to have) breakfast now.
2. Liza (to write) an email to her pen friend.
3. The teachers (to speak) to their parents at the moment.
4. Natasha (to play) the piano and her friends (to listen) to her.
5. Look! It (not to rain) anymore. The weather is fine.
6. Where is Sergey? . . . . . he (to wash) the dishes in the kitchen?
7. The doctor is busy, he (to examine) the patient.
8. The baby (not to cry), she (to sleep).
9. This week I (to study) hard for my exams.
10. I (to want) to leave now.
11. The expression "We are considering you for the job" is commonly used in formal business correspondence and means that the company still (to decide) which candidate is the best.
12. These pictures (to belong) to the Metropolitan Museum of Art.
13. I (to hear) what you (to say).
14. Our grandparents (to take) us to their home town in June.
15. What . . . . . the average car (to cost) today?

Unit 10

8 **Put the verbs in the Present Continuous or Present Simple.**

1. She usually (to sing) only for her friends.
2. Kate always (to help) her parents. She (to wash) the dishes after meals, (to vacuum clean), (to dust) the furniture.
3. Steve (to go) shopping very seldom but today he (to buy) a new jacket.
4. Where are the students? — They (to have) dinner at the canteen.
5. My mother (to plant) flowers every summer. This summer she (to plant) asters.
6. This food (to taste) good.
7. I (to look) at this man but (not to recognize) him.
8. My aunt is a famous writer. She (to write) historical books. She (to write) a book about life in 16th-century Scotland.
9. Why . . . . . you (to wear) this funny hat? — I (to go) to a party tonight.
10. What . . . . . you (to do) these days? — I (to work).

Vocabulary

9 **Study the following words and expressions.**

to decide — решать
place of interest — достопримечательность
to arrive — прибывать
coach — туристический автобус
suggestion — предложение
luxurious — роскошный
ferry — паром
deck — палуба
cabin — каюта
lounge — холл, фойе, гостиная
entertainment — развлечение
Promenade — палуба-улица со множеством магазинов и ресторанов
suite — многокомнатный гостиничный номер
tax-free shop — магазин беспошлинной торговли
smorgasbord — шведский стол; *также* buffet
helicopter — вертолет
City Hall — ратуша
attraction — достопримечательность

Reading

10 **Read the text.**

Planning a Trip

We are at Alexander's flat. Alexander and his friends are deciding which places of interest they are going to visit during their winter holidays.

Alexander: We are leaving Moscow for St Petersburg by train on January 3rd at night. At about 5 am we are arriving in St Petersburg and taking a coach to Helsinki. In Helsinki we are having lunch, a tour of the historical centre of the city and free time.

Jane: Any suggestions on how to spend the free time?

Nora: Going shopping! Shopping streets are Aleksanterinkatu and Esplanadi. They are connected to Senate Square.

Alexander: At 5 pm we are moving to Stockholm in the luxurious ferry Symphony.

Nora is telling her friends about this 14-deck ferry, its cabins, lounges, restaurants and cafes, shops and entertainments. It is famous for its Promenade, luxurious suites with a bathroom, tax-free shops, 600-seat restaurant "Buffet" (or smorgasbord) with a fantastic choice of dishes, spa salons, night clubs and bars, a swimming pool, cinema and even a helicopter deck!

Alexander: At 9 : 30 am we are in Stockholm where we are visiting the Royal Palace, Drama Theatre, City Hall, Cathedral, Old Town and many other attractions. Stockholm is one of the most crowded museum-cities in the world with around 100 museums. At 5 pm we are leaving Stockholm for Helsinki and back to St Petersburg and Moscow.

Peter: Excellent. I think we are going to have a very interesting trip.

Unit 10

11 **Are these statements true or false? Correct the false ones.**

1. Alexander and his friends are planning to visit several Scandinavian countries.
2. They are travelling by train.
3. In Helsinki they are staying at a luxurious 5-star hotel.
4. Senate Square is the historical centre of Stockholm.
5. The shopping streets in Helsinki are in the very centre of the city.
6. Alexander is giving some information about the ferry.
7. The 14th deck of Symphony ferry is a helicopter deck.
8. They are arriving in Stockholm in the evening.
9. Stockholm is rich in museums.
10. Their coach arrives in Moscow in the morning.

Listening

12 **TRACK 19.**
Listen to the three dialogues and fill in the gaps with the words from the box.

am going, are coming, is he going, are we having, is he taking, am making, am talking about, are we going, is going

1.
— I say, mum, what . . . . . to have for dinner today?
— Oh, I . . . . . a pizza now. I . . . . . to make some salads too. Don't you remember that today our friends the Stepanovs . . . . . ?
— Really? . . . . . dinner together?
— That's what I . . . . . .

2.
— Where is Nick? . . . . . a shower?
— Yes, he is. He . . . . . to the theatre with Ann.
— Fantastic! . . . . . to buy some flowers for her?
— Well, I don't know. Give him such advice.
— Ok, I will.

Speaking

13 **Describe what your groupmates are doing at the moment or planning to do using the following prompts.**

I can see that . . .
Now . . .
Let's have a look at . . . (*Anastasia*). She . . .
I know that tomorrow . . .
Next week . . .
This/next year . . .

Writing

14 **Talk about your plans for tomorrow. Write 10 — 15 sentences.**

5 : 00 am —
7 : 00 —
etc

Practice

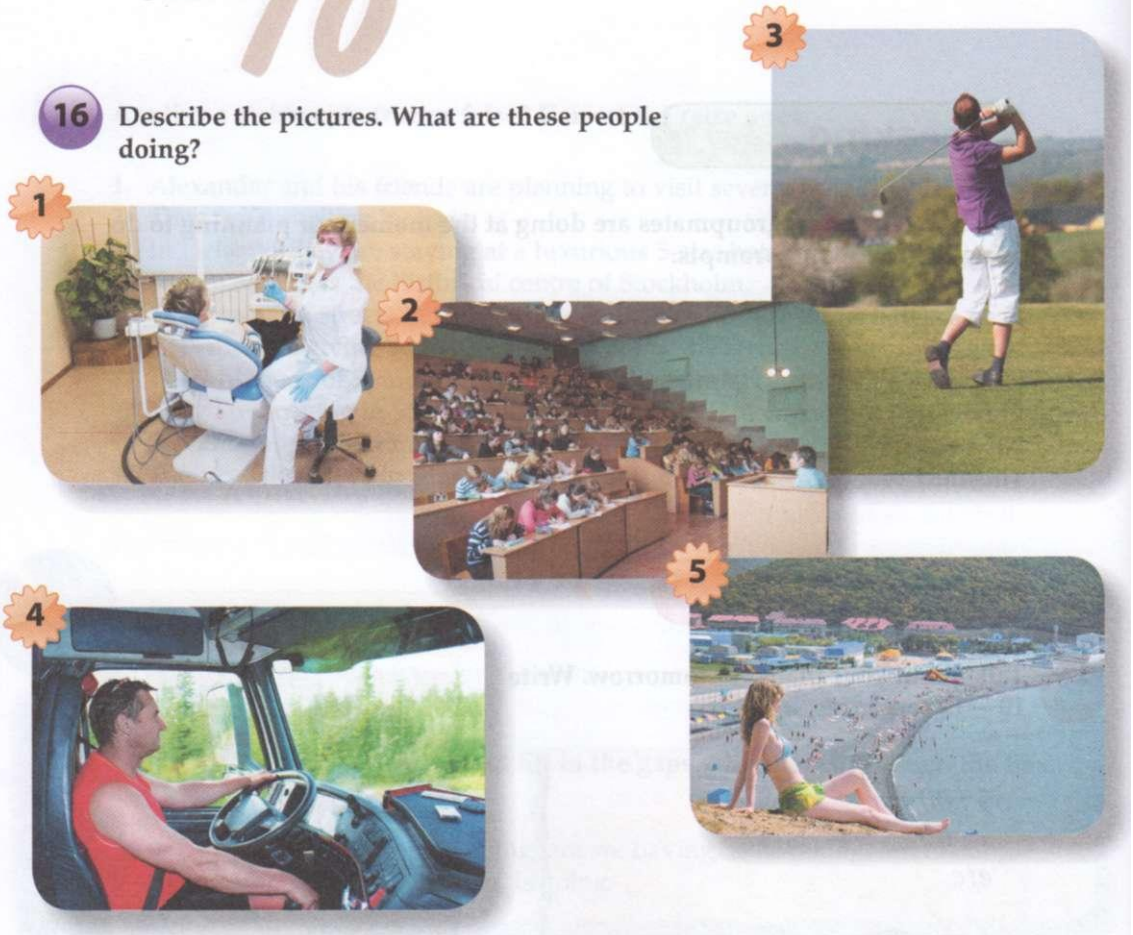
15 **Do these actions and comment on them.**

Model:
Stand up. — I'm standing up.

1. Go to the door.
2. Open the door.
3. Close the door.
4. Take a book.
5. Read a sentence.
6. Put the book aside.
7. Switch on the light.
8. Switch off the light.
9. Look at your watch and tell the time.
10. Sit down.

Unit 10

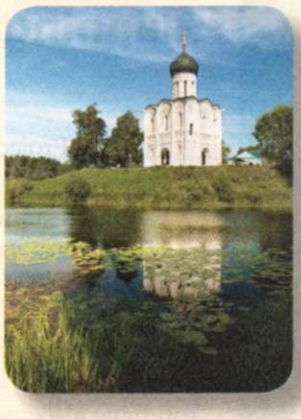
16 **Describe the pictures. What are these people doing?**



17 **Put the verbs in the correct form.**

1. I (to go) out later.
2. He (to cook) an omelette for dinner.
3. In ten years' time I (to be) boss of my own successful company.
4. We (to watch) the news in the evenings.
5. . . . . he (to do) his homework? — No, he (to listen) to music.
6. What . . . . . you (to do) these days? — Unfortunately, I (to work) a lot.
7. . . . . you (to work) at your essay?
8. What . . . . . you (to do) in this shop? — I (to buy) a pair of shoes.
9. My girl (not to come) with me to the disco. . . . . you (to come) with me, guys?
10. This motorbike (to belong) to my neighbour.

For Project 2



18 **Over a few weeks you are going to send material to a publishing house compiling travel guides in English. Plan a hop-on/hop-off bus tour of your city/area.**

Hop-on/hop-off bus tours, also often known as loop tours, provide a quick and convenient way to get an overview of a city. They are frequently used by visitors on their first day or two in a new city as it quickly gives them an overview of how the area is laid out, while a tour guide provides a history and interesting facts of the city as well. After seeing most of the major sites via the hop-on/hop-off bus, they can then determine an itinerary for the rest of their stay, deciding which area of the city they want to visit again on their own and which sites they would like to see in more detail.

Hop-on/hop-off tours are also used by visitors who only have a very short amount of time in an area. The loop tour enables them to cover a lot of ground in a short period of time and experience most of the major attractions of a city.

Decide on:

- the route;
- the number of stops;
- the duration of the tour;
- the most interesting attractions to visit, their history, interesting facts;
- the best places to eat, shop and rest.

Project 2 (UNITS 6—10)

Planning a Hop-on/Hop-off Bus Tour

For this Project you have collected information about:

- your local history museum;
- the restaurants in your area, their cuisine and specialities;
- the best shopping places;
- the sports clubs, gyms, stadiums etc and activities one can do there or in your local park; the sports shops and the goods they sell.

You have also composed a menu and a price list for one of the restaurants and planned a hop-on/hop-off bus tour.

1. In your groups study the materials you have collected for the Project.

2. Discuss them and decide which information should be included in the presentation.

3. Self-assign each student a role:

- tour guides who conduct the tour and talk about the different places of interest;
- a restaurant critic;
- a sports expert;
- a shopping assistant;
- photographers who are preparing a photo gallery;
- video engineers who are making a video recording;
- a sound producer who is finding good music to accompany the presentation.

4. Research your roles.

5. Prepare the presentation and rehearse it before presenting.

6. Present your tour.

Application for a Schengen Visa

1. Surname (Family name) _____
2. Surname at birth (Former family name(s)) _____
3. First name(s) / Given name(s) _____
4. Date of birth (day, month, year) _____
5. Place of birth _____
6. Country of birth _____
7. Current nationality _____

   Nationality at birth if different _____
8. Sex

   Male ☐ Female ☐
9. Marital status

   Single ☐ Married ☐ Separated ☐ Divorced ☐ Widow(er) ☐ Other (please specify) ☐

   _____
10. Type of travel document

    Ordinary passport ☐ Diplomatic passport ☐ Service passport ☐ Official passport ☐ Special passport ☐

    _____
11. Number of travel document _____
12. Date of issue _____
13. Valid until _____
14. Issued by _____
15. Applicant's home address and email address, telephone number(s)

    _____

    _____
16. Current occupation _____

    _____
17. Employer and employer's address and telephone number. For students, name and address of educational establishment _____

    _____

18. Main purpose(s) of the journey:

Tourism ☐ Business ☐ Visiting family or friends ☐ Cultural ☐ Sports ☐
Official visit ☐ Medical reasons ☐ Study ☐ Transit ☐ Airport transit ☐
Other (please specify) ☐

_____

19. Member State(s) of destination _____

20. Member state of first entry _____

21. Number of entries requested

Single entry ☐ Double entries ☐ Multiple entry ☐

22. Duration of the intended stay or transit (indicate number of days)

_____

23. Schengen visas issued during the past three years

No ☐ Yes ☐ Dates of validity: from . . . . . to . . . . . .

_____

24. Intended date of arrival in the Schengen area _____

_____

25. Intended day of departure from the Schengen area _____

_____

26. Surname and first name of the inviting person(s) in the Member State(s).
If not applicable, name of hotel(s) or temporary accommodation(s) in the Member State(s)
Address and email address of inviting person(s)/hotel(s)/temporary accommodation(s), telephone and telefax

_____

_____

_____

_____

_____

27. Name and address of inviting company/organization, telephone and telefax

_____

_____

_____

_____

_____

_____

28. Surname, first name, address, telephone, telefax and email address of contact person in company/organization

_____
_____
_____
_____
_____
_____

29. Cost of travelling and living during the applicant's stay is covered

By the applicant himself/herself ☐

Means of support: Cash ☐ Traveller's cheques ☐ Credit card ☐
Prepaid accommodation ☐ Prepaid transport ☐ Other (please specify) ☐

_____

By a sponsor (host, company, organization):
Referred to in fields 26 or 28 ☐
Other (please specify) ☐

_____

Means of support: Cash ☐ Accommodation provided ☐
All expenses covered during the stay ☐ Prepaid transport ☐
Other (please specify) ☐

_____

30. Place and date_____

31. Signature _____

Unit 11
Moscow: Its Past and Present

Warm-up

1 **Match the words in the left and right columns.**

a. Moscow State University	1. department store
b. the Arbat	2. theatre
c. Petrovsky Passage	3. stadium
d. the Tretyakov Gallery	4. cinema
e. the Tomb of the Unknown Soldier	5. educational institution
f. the Bolshoi	6. restaurant
g. Luzhniki	7. hotel
h. Metropol	8. museum
i. Praga	9. monument
j. Pushkinsky	10. street

2 **In pairs perform a dialogue using the following questions.**

Are you a Muscovite? Where do you live?
What places of interest do you know in Moscow?
What do you know about . . . (*Yuri Dolgorukiy, the Kremlin, the Pushkin Museum of Fine Arts etc*)?
What would you do for entertainment in Moscow?

3 **What Moscow attractions are described?**

1. It was the World's tallest structure from 1967 to 1975 (surpassed by the Canadian CN Tower in 1976). Its height is 540 m, and it contains 3,544 stairs. It was constructed to mark the 50th anniversary of the October Revolution. It is named after the district of Moscow in which it is located.

2. It was opened in 1939 to present the various achievements of the Soviet national economy. By 1989 the Exhibition had 82 pavilions. Each pavilion was dedicated to a particular industry or a field: space, education, radio-electronics, culture etc.

Grammar

4 **Study the grammar.**

THE PAST SIMPLE

Время **the Past Simple** обычно используется, когда мы описываем:

1) **действия или свойства предмета, имевшие место в прошлом:**
On Sunday afternoon we ***went*** for a walk along the beach. — В воскресенье днем мы пошли прогуляться по пляжу.
Mother ***was*** very ***worried***. — Мама была очень обеспокоена.
My grandfather ***knew*** several languages and ***read*** many books in the original. — Мой дедушка знал несколько языков и читал многие книги в оригинале.
Last night at 6 I ***ate*** dinner (= I started eating at 6 pm). — Вчера вечером в шесть я сел ужинать.

2) **действия, регулярно повторявшиеся в прошлом:**
They ***swam*** every day. — Они плавали каждый день.
She ***gave*** them their medicine three times a day after meals. — Она давала им лекарство три раза в день после еды.

3) **ряд последовательных действий в прошлом:**
He ***arrived*** from the airport, ***checked*** into the hotel and ***met*** the others. — Он приехал из аэропорта, поселился в гостинице и встретился с остальными.
I ***added*** flour, ***poured*** in the milk and then ***beat*** in the eggs. — Я добавила муки, влила молоко и потом вбила яйца.
I ***woke up***, ***washed*** my face and ***brushed*** my teeth. — Я проснулся, умылся и почистил зубы.

4) **действия, происходившие в течение определенного периода в прошлом:**
She ***lived*** in Vladivostok *for seven years*. — Она жила во Владивостоке семь лет.
I ***played*** basketball *when I was a teenager*. — Я играл в баскетбол, когда был подростком.
Did you ***speak*** to her for long? — Yes, I ***spoke*** to her *for 3 hours*. — Ты долго говорил с ней? — Да, я разговаривал с ней в течение трех часов.

Глаголы, называемые **неправильными**, в Past Simple имеют особые формы, которые необходимо запомнить. Список неправильных глаголов см. в Appendix.

НАРЕЧИЯ И СЛОВОСОЧЕТАНИЯ, ХАРАКТЕРНЫЕ ДЛЯ THE PAST SIMPLE

yesterday	вчера
on Sunday	в воскресенье (*прошедшее*)
last week/month/year	на прошлой неделе / в прошлом месяце/году
a week/month/year ago	неделю/месяц/год назад
in 2001	в 2001 году

ОБРАЗОВАНИЕ THE PAST SIMPLE

Число	
Единственное	**Множественное**
1 I worked.	We worked.
2 You worked.	You worked.
3 He/She/It worked.	They worked.

1 **Did** I work?	**Did** we work?
2 **Did** you work?	**Did** you work?
3 **Did** he/she/it work?	**Did** they work?

Did you work in a factory? — Yes, I **did**.
— No, I **did not**.
— No, I **didn't**.

Who worked in a workshop?
What **did** he do?

1 I **did not** work. I **didn't** work.	We **did not** work. We **didn't** work.
2 You **did not** work. You **didn't** work.	You **did not** work. You **didn't** work.
3 He/She/It **did not** work. He/She/It **didn't** work.	They **did not** work. They **didn't** work.

Unit 11

КОНСТРУКЦИЯ *USED TO* + ИНФИНИТИВ
USED TO + THE INFINITIVE STRUCTURE

Конструкция ***used to*** + инфинитив используется для описания действий, привычек, состояний, которые происходили регулярно или существовали в прошлом, но более не происходят и не существуют.

There ***used to be*** a cinema in the town. — Раньше в этом городе был кинотеатр.
George ***used to be*** the best student, but now Lena is the best. — Раньше лучшим студентом был Георгий, а теперь — Лена.
Did you ***use to drive*** to work? — Ты раньше ездил на работу на машине?

5 **Study the tables and explain the rules.**

[d]	[t]	[ɪd]
play — played, study — studied, clean — cleaned, peel — peeled	dance — danced, work — worked, stop — stopped, pass — passed, watch — watched, wash — washed, laugh — laughed, fix — fixed	want — wanted, need — needed

translate — translated, move — moved, lie — lied	
stop — stopped, plan — planned, admit — admitted	
occur — occurred, stir — stirred, refer — referred	
cry — cried, worry — worried	
travel — travelled, cancel — cancelled, counsel — counselled (*BrE*)	travel — traveled, cancel — canceled, counsel — counseled (*AmE*)

6 **Put the verbs in the correct past form.**

1. She (to open) the door and (to come) into the room.
2. We (to travel) a lot last year.
3. Peter (to have) a birthday party last week and we (to enjoy) it very much.
4. Children (to go) to Gorky Park and (to spend) the whole day there.
5. Chekhov (to be) a great master of short stories and (to write) a lot of them.
6. Our football players (to win) this match with a great score.
7. Two years ago my brother (to finish) school and (to enter) Moscow State University.
8. He (to read) the book with pleasure and (to return) it to me yesterday.
9. How Muscovites (to look) like a century ago?
10. In the 15th century Moscow (to become) the most powerful of the Russian city-states.

Pronunciation

7 **TRACK 20.**
Read the words after the speaker.

Matched, watched, patched, washed, pushed, stirred, occurred, referred, danced, showed, allowed, counselled, bought, thought, said, hung, sang, heard, hurt, ate, drew, grew.

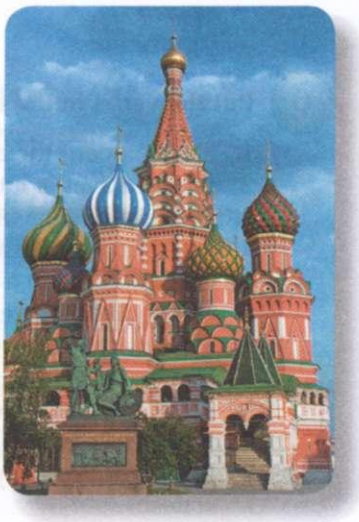
Vocabulary

8 **Study the following words and expressions.**

Muscovite — москвич
to be governed — управляться
city council — городской совет
mayor — мэр
borough — округ
hub — средоточие
network — сеть
civilian — гражданский
to adjoin — примыкать, граничить
marketplace — рыночная площадь
spot — место
popular assembly — народное собрание
cathedral — собор
liberator — освободитель
Grand Duke — великий князь
to occur — случаться
offensive — наступление
virtually — практически
to host — принимать (*гостей*)
to launch — запускать, начинать

Unit 11

Reading



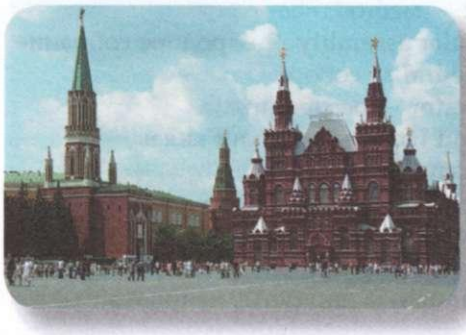
9 Read the text.

Moscow: Forever Young and Beautiful

Alexander is a Muscovite and he knows a lot about the history of Moscow. Moscow is the capital of Russia and of the Moscow region. It is the administrative centre of the Central district. It is situated on the Moscow River. Moscow is Russia's largest city and the leading economic and cultural centre. Moscow is governed by a city council and a mayor and is divided into boroughs. The heart of Moscow is the Kremlin, a walled city in itself. Its walls represent the city limits as of the late 15th century. The hub of the Russian railway network, Moscow is also a port and has several civilian and military airports.

Adjoining the Kremlin in the east there is Red Square. It originally was a marketplace and a meeting spot for popular assemblies. Red Square is still used as a parade ground and for demonstrations. One of the most wonderful examples of Russian architecture is St Basil's Cathedral. In front of the cathedral there stands a monument to the liberators Minin and Pozharskiy.

The village of Moscow was first mentioned in the Russian Chronicles in 1147. And this year it was founded by Yuri Dolgorukiy. In the 15th century Moscow became the capital of the Russian national state, and in 1547 Grand Duke Ivan IV became the first Tsar.



Built largely of wood until the 19th century, Moscow suffered from numerous fires. The most well-known of them occurred during Napoleon's occupation in 1812. Rebuilt, Moscow developed as a major textile and metallurgical centre. During the 19th and early 20th centuries it was the principal centre of the labour movement and social democracy.

During World War II, Moscow was the goal of the German offensive. Although the German columns were stopped only about 40 km from the city's centre, Moscow suffered virtually no war damage.

The city hosted the Olympic Games in 1980.

In the 1990s the city began to attract foreign investment and became increasingly westernized. Many reconstruction projects were launched. Nowadays Moscow is even more beautiful with its modern cafes, shops and offices of European standard.

10 **Are these statements true or false? Correct the false ones.**

1. Moscow is governed by a mayor.
2. Moscow has several ports.
3. Minin and Pozharskiy founded Moscow in 1147.
4. The monument to Yuri Dolgorukiy stands in Red Square.
5. St Basil's Cathedral is located within the territory of the Kremlin.
6. The first Russian Tsar was Ivan the Terrible.
7. In the 15th century Moscow became the capital of the Russian Federation.
8. During World War II Moscow was occupied by the German troops.
9. Moscow suffered from numerous fires. The most known of them occurred during World War II.
10. In the 1980s many reconstruction projects were launched.

Listening

11 **TRACK 21.**
Listen to the text and fill in the gaps with the words from the box.

rapid transit system (2), stations, underground, route, subway, railway, line

The Moscow Metro is a . . . . . that serves Moscow and the neighbouring town of Krasnogorsk. Opened in 1935 with one 11-kilometre . . . . . and 13 stations, it was the first . . . . . system in the Soviet Union. Currently the Moscow Metro has 196 . . . . . . Its . . . . . length is 327.5 kilometres. The system is mostly . . . . . , with the deepest section located at 84 metres below ground, at Park Pobedy station. The Moscow Metro is the world's second most heavily used . . . . . after Tokyo's . . . . . .

Unit 11

Speaking

12 **Give simple information about the pictures using the following prompts.**

The . . . is located . . . (*in . . . street, near the . . . metro station, on the outskirts of Moscow etc*).
It was built in . . . (*year, century*) by . . .
It is . . . (*beautiful, gigantic, monumental etc*).
I know / don't know much about its history.
Last time I visited it in . . . / I've never visited it . . . (*but I'd like to etc*).

1

2

3

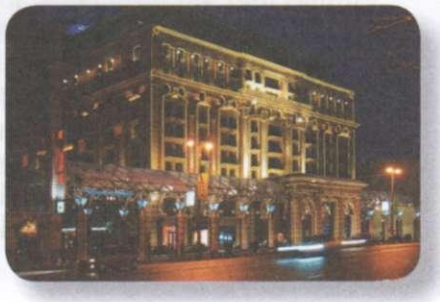
Writing

13 **Surf the Internet and write about one of the Moscow attractions.**

Practice

14 **Complete the following sentences with the words from the box.**

reserve, partners, online reservation, accommodation, wishes and means, approach, tourist, luxurious, discounted rates, business



If you are to visit Moscow as a . . . . . or on . . . . . , or you are planning to meet your . . . . . in Moscow and need . . . . . , we are glad to offer you a Moscow hotel reservation at . . . . . . You can . . . . . a hotel of any level – from tourist class to 5-star . . . . . hotels. It is an easy . . . . . with individual . . . . . to every client. If you are undecided about which hotel to stay in, we will recommend you something according to your . . . . . , trying to make the best possible choice for you.

15 **Put the verbs in the correct form.**

1. Prince Yuri Dolgorukiy (to want) to celebrate some successful negotiations and was looking for a place to celebrate a feast. The place (to happen) to be Moscow.
2. In 1237 the Mongols (to burn) the city to ashes.
3. In 1328 Moscow (to earn) the status of capital of the Russian region.
4. In 1571 the Mongols (to attack) the city again and (to burn) it completely.
5. A severe plague (to ruin) the city in 1654. It (to kill) a lot of inhabitants.
6. In 1712 Moscow (to lose) its capital status to St Petersburg.
7. In 1812 the war with Napoleon (to lead) to big fires in Moscow destroying almost everything.
8. On 12th March, 1918 the City of Moscow (to become) the capital of Soviet Russia.
9. When the USSR (to divide) in the year 1991, the city (to continue) to be the capital of Russia.
10. Moscow (to celebrate) its 850 Anniversary in 1997 and today (to be) one of the more respected cities in the world.

For Project 3

16 **Continue collecting information for a travel guide. Work in groups of 3 — 4. Prepare a visiting card for Moscow. Find some interesting photos and collect the following data from the Internet, books and magazines:**

Geographic coordinates

Moscow is located at . . . . . of the Greenwich meridian in the middle of the . . . . . Plain. The area lies at a height of . . . . . metres above the Moscow River and about . . . . . metres above sea level.

Total area

Moscow occupies . . . . . square kilometres.

Population

More than . . . . . people are living in Moscow. Among them there are representatives of about . . . . . nations and ethnic groups. . . . . are the largest ethnic group in Moscow.

Religion

. . . . . is the predominant religion in Moscow. The city also has communities of Protestants, Roman Catholics, Jews and Muslims.

Government

Moscow is governed by . . . . . , who is popularly elected for a . . . . .-year term, and by a . . . . .-member Duma (assembly). Moscow consists of . . . . . administrative regions, which are subdivided into . . . . . districts.

Area codes

. . . . . .

Time

Moscow Standard Time – MST differs from Greenwich Mean Time – GMT:
summer MST = GMT + ... hours
winter MST = GMT + ... hours

Climate

The climate in Moscow is . . . . . . It is mainly characterized by . . . . . summers and . . . . . winters. The cold period starts in . . . . . and ends in . . . . . . Snow falls in . . . . . and stays till . . . . . . There may be long frosts or periods of thaw. The mild weather comes in . . . . . and stays till . . . . . .

Foundation

The date of Moscow's founding is generally accepted to be . . . . . , when the first record of Moscow appears in the Russian Chronicles. Moscow's history starts from a wooden fortress, which was built by order of Prince . . . . . on a hill at the confluence of the . . . . . and the . . . . . rivers. It is often said that Moscow is the third Rome, because the main part of the city, according to the legend, was built on . . . . . hills.

Symbol

The official symbol of Moscow is . . . . . , where an ancient Old-Russian subject is depicted: . . . . . fighting down the Serpent.

Major attractions

Moscow boasts of its numerous attractions: . . . . . .

Unit 12

"Russia — our beloved country..."

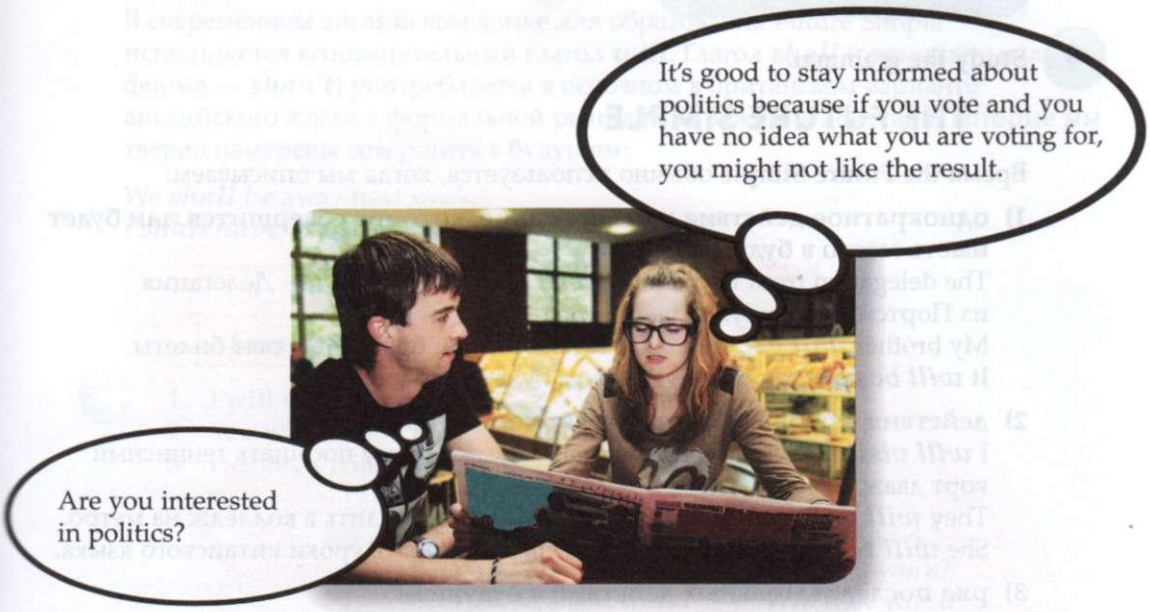
Warm-up

1 **Match the words with their explanations.**

a. lower house
b. the head of state
c. the Parliament of the Russian Federation
d. a written proposal for a new law, which is brought before parliament
e. the standard unit of money in Russia
f. a set of pictures painted on a shield and used as the special sign of the state
g. the chairman of the Government
h. the main political party
i. the official song of a nation that is sung or played on public occasions
j. the Upper House

1. the State Duma
2. United Russia
3. a bill
4. the President
5. the Federal Assembly
6. the rouble
7. the Federation Council
8. the Prime Minister
9. coat of arms
10. the national anthem

2 **In pairs perform a dialogue using the following questions.**



Are you interested in politics? Why? / Why not?
How do you stay informed on current events in Russia?
Do you discuss politics with your friends/relatives?
Do you have the right to vote? Do you vote? Why? / Why not?

3 **Read the two translations of a Russian verse. Do you know its author?**

You will not grasp her with your mind
Or cover with a common label,
For Russia is one of a kind —
Believe in her, if you are able...

Don't cover Russia with your mind,
Don't use your norms for understanding:
It has its outstanding kind —
You must believe without fading.

Unit 12

Grammar

4 **Study the grammar.**

THE FUTURE SIMPLE

Время **the Future Simple** обычно используется, когда мы описываем:

1) **однократное действие или состояние, которое совершится или будет иметь место в будущем:**
The delegation from Portsmouth ***will arrive*** tomorrow. — Делегация из Портсмута прибудет завтра.
My brother ***will get*** the tickets for us. — Мой брат купит нам билеты.
It ***will be cold*** tonight. — Вечером будет холодно.

2) **действия, которые будут регулярно повторяться:**
I ***will visit*** the tennis court twice a week. — Я буду посещать теннисный корт дважды в неделю.
They ***will go*** to college by metro. — Они будут ездить в колледж на метро.
She ***will take*** Chinese lessons. — Она будет брать уроки китайского языка.

3) **ряд последовательных действий в будущем:**
He ***will arrive*** from the airport, ***check*** into the hotel and ***meet*** the others. — Он приедет из аэропорта, поселится в гостинице и встретится с остальными.
He ***will phone*** you and ***explain*** everything. — Он позвонит тебе и все объяснит.
I ***will read*** the article and ***tell*** you what it is about. — Я прочитаю статью и расскажу тебе, о чем она.

НАРЕЧИЯ И СЛОВОСОЧЕТАНИЯ, ХАРАКТЕРНЫЕ ДЛЯ THE FUTURE SIMPLE

tomorrow	завтра
on Sunday	в воскресенье (*следующее*)
next week/month/year	на следующей неделе / в следующем месяце/году
in a week/month/year	через неделю/месяц/год
some day	когда-нибудь

ОБРАЗОВАНИЕ THE FUTURE SIMPLE

В современном английском языке для образования Future Simple используется вспомогательный глагол ***will***. Глагол ***shall*** (отрицательная форма — ***shan't***) употребляется в основном в британском варианте английского языка в формальной речи для выражения действий, которые мы твердо намерены совершить в будущем:

We ***shall be*** away next week.
I ***shall have*** to be careful.

Число	
Единственное	**Множественное**
1 I **will** work.	We **will** work.
2 You **will** work.	You **will** work.
3 He/She/It **will** work.	They **will** work.

1 **Will** I work?	**Will** we work?
2 **Will** you work?	**Will** you work?
3 **Will** he/she/it work?	**Will** they work?

Will you work at a factory? — Yes, I **will**.
— No, I **will not**.
— No, I **won't**.

Who **will** work in a workshop?
What **will** he do?

1 I **will not** work. I **won't** work.	We **will not** work. We **won't** work.
2 You **will not** work. You **won't** work.	You **will not** work. You **won't** work.
3 He/She/It **will not** work. He/She/It **won't** work.	They **will not** work. They **won't** work.

In official documents, orders *shall* = *must*:

All payments ***shall be made*** in cash.
You ***shall complete*** this assignment by 9 pm.

5 **Put the verbs in the Future Simple.**

1. When we (to go) to the picture gallery?
2. I'm sure you (to have) a nice time there.
3. The seller (to send) the goods to the customer in a day.
4. We (to visit) the farm in July.
5. I (to be) careful with money.
6. They (to arrange) a visit to some places of interest.
7. Our country (to have) professional armed forces.
8. Their guests (to have) lunch after the walk.
9. We (to watch) this documentary with great interest.
10. A lady always (to be) mysterious for a gentleman.

Pronunciation

6 **TRACK 22.**
Read the abbreviations after the speaker. Match them with their explanations.

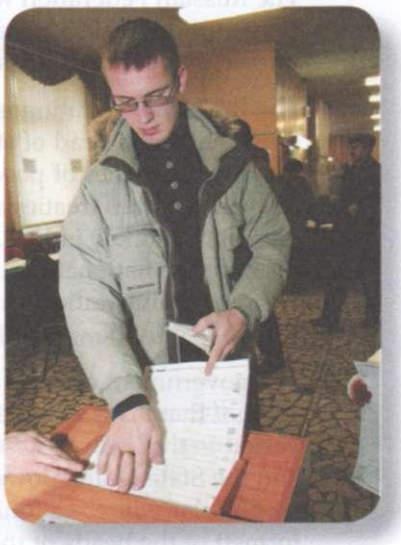
a. UN
b. G8
c. CIS
d. APEC
e. NATO
f. WTO
g. EU
h. UNESCO
i. EEC
j. IMF

1. the World Trade Organization
2. the European Union
3. the United Nations Educational, Scientific and Cultural Organization
4. the Commonwealth of Independent States
5. the International Monetary Fund
6. the European Economic Community
7. the United Nations
8. the North Atlantic Treaty Organization
9. the Asia-Pacific Economic Cooperation
10. the Group of Eight

Vocabulary

7 **Study the following words and expressions.**

to be set up — создаваться
destruction — развал
independent — независимый
sovereign — суверенный
nation — государство
to elect — избирать
branch of power — ветвь власти
commander-in-chief — главнокомандующий
armed forces — вооруженные силы
treaty — договор (*международный*)
to enforce — проводить в жизнь
law — закон
to appoint — назначать
key judges — главные/верховные судьи
to override — отвергать, отклонять
to dissolve — распускать
bicameral — двухпалатный
the Federal Assembly — Федеральное Собрание
to be involved — участвовать
legislative — законодательный
executive — исполнительный
judicial — юридический
to check and balance — сдерживать и уравновешивать
to vest — наделять, провозглашать
the Federation Council — Совет Федерации
house — палата
vote — голосование
chamber — палата
chairman — председатель
legislature — законодательство, закон
to initiate — брать начало, появляться
bill — законопроект
to approve — одобрять
the Supreme Court — Верховный Суд



Unit 12

Reading

8 Read the text.

The Political System of Russia

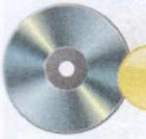
The Russian Federation was set up by the Constitution of 1993. After its destruction in 1991, the Soviet Union was broken up into an independent Russia and 14 other new, sovereign nations.

The Russian Federation is a presidential (or a constitutional) republic. The President is the head of state and is elected directly by the people. He controls all the three branches of power. The President is commander-in-chief of the armed forces, he makes treaties and enforces laws, appoints the prime minister, cabinet members and key judges. The President can override and in some cases even dissolve the national parliament, the bicameral Federal Assembly. The President has his administration, but it is not part of the Federal Government. The President is involved in the work of the legislative and executive branches.

The government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President. The legislative power is vested in the Federal Assembly. It consists of the Federation Council (upper house) and the State Duma (lower house). The members of the State Duma are elected by popular vote for a four-year period. The Federation Council is not elected. It is formed of the heads of the regions. Each Chamber is headed by the Chairman. Legislature is initiated in the State Duma, but to become a law a bill must be approved by the lower and upper houses and signed by the President. The executive power belongs to the Government. The judicial branch is represented by the Constitutional Court, the Supreme Court and regional courts.

9 **Are these statements true or false? Correct the false ones.**

1. The Russian Federation is a parliamentary monarchy.
2. The President is the head of state and is elected by the State Duma.
3. The President is involved in the work of the legislative and judicial branches of power.
4. The government consists of the Federal Assembly and the Federation Council.
5. The executive power is vested in the Federal Assembly.
6. The Federation Council is elected by popular vote.
7. The Federation Council is formed of the heads of the regions.
8. Each Chamber of the Federation Council is checked and balanced by the President.
9. The legislative power is represented by the Constitutional Court, the Supreme Court and regional courts.
10. The Russian Federation was set up by the Constitution of 1991.



Listening

10 **TRACK 23.**
Listen to the texts and fill in the gaps with the words from the box.

1.

privatization, was elected, disintegration, International Monetary Fund, economic crisis, radical changes, liberalization

Yeltsin . . . . . President of Russia in June 1991, in the first direct presidential election in Russian history. During and after the Soviet . . . . . wide-ranging reforms including . . . . . and market and trade . . . . . were undertaken, including . . . . . along the lines of "shock therapy" as recommended by the United States and the . . . . . . All this resulted in a major . . . . . , characterized by 50% decline of both GDP and industrial output between 1990 – 95.

2.

voluntary, deputies, ballot, Federal Assembly, expression, election

. . . . . of the State Duma of the . . . . . of the Russian Federation shall be elected by citizens of the Russian Federation on the basis of universal, equal and direct suffrage by secret . . . . . . Participation of a Russian Federation citizen in the . . . . . shall be free and . . . . . . Nobody shall compel a Russian Federation citizen to participate or not to participate in the election or shall prevent free . . . . . of his will.

Unit 12

Speaking

11 **Speak about the political structure of Russia using the following prompts.**

I'd like to tell about . . .
The Russian Federation was set up . . .
Politically it is . . .
The head of state is . . .
His functions are . . .
There are three branches of power: . . .
The Federal Assembly consists of . . .
The State Duma is elected by . . .
The Federation Council is formed of . . .
The legislative power . . .
The executive power . . .
The judicial power . . .

Writing

12 **Surf the Internet and write 10 — 15 sentences about the President's duties.**

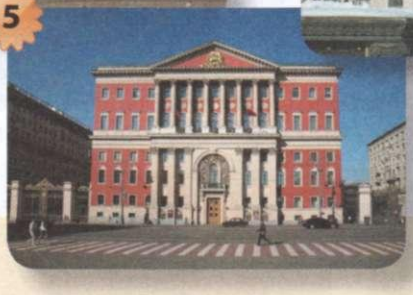
Practice

13 **Put the verbs in the correct form.**

1. Russia soon (to become) a key player on the world stage?
2. Russia (to have) political weight in the past.
3. Russia's economy (to depend) on oil prices.
4. Russia (to take) steps to protect itself against terrorist action.
5. Election of the President (to take) place every four years.
6. The political system of Russia (to be) established by the Constitution in 1993.
7. The Russian economy permanently (to grow) due to recent reforms in banking, labour and private property.
8. Russia year by year (to improve) its international relationships and cooperation in areas of mutual interest.

9. They (to start) discussing new government policy right after elections for the President of Russia.
10. The multiparty system in Russia (to begin) to emerge as early as 1980s.

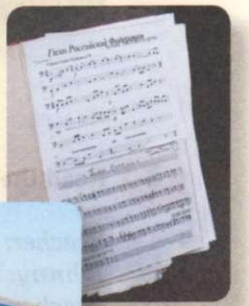
14 **What buildings are in the photos?**



For Project 3

15 **The national symbols are a part of the cultural heritage of every country. Find pictures and collect information on the three national symbols of Russia:**

- the National Flag;
- the National Anthem;
- the National Coat of Arms.



Unit 13
A Glimpse of Britain

Warm-up

1 **Which things belong to the United Kingdom?**

Oxford University, Metropolitan Museum of Art, Big Ben, Eiffel Tower, five-o'clock tea, Brooklyn Bridge, Beefeater, Mickey Mouse, double-decker, coca-cola, cricket, Versailles, pudding, Stars and Stripes, Winnie-the-Pooh, Yale University, kilt, Disneyland, hamburger, Yellow Submarine, spaghetti.

2 **Read the joke and find the verbs in the Passive Voice.**

Teacher: Which is located farther away from our town, London or the Moon?
Johnny: London.
Teacher: London? What makes you think that?
Johnny: Because the Moon can be seen and London cannot.

3 **In pairs perform a dialogue using the following questions.**

What place would you like to visit most of all? Why?

To my mind, Edinburgh is the best city. It's location and layout are dramatic and unsurpassed.

What does Great Britain consist of?
What is the capital of Great Britain? What other cities do you know?
What are the main attractions of Great Britain?
What place would you like to visit most of all? Why?

4 **Match the left and right columns.**

1. Buckingham	a. Park
2. Trafalgar	b. Gallery
3. Hyde	c. Burns
4. Royal Botanic	d. Airways
5. Rolling	e. Palace
6. Doctor	f. Victoria
7. British	g. Garden
8. National Portrait	h. Watson
9. Queen	i. Stones
10. Robert	j. Square

Unit 13

Grammar

5 Study the grammar.

СТРАДАТЕЛЬНЫЙ ЗАЛОГ
THE PASSIVE VOICE

The Passive Voice показывает, что лицо или предмет, обозначенные подлежащим, являются объектами чьего-либо действия:
The British Isles ***are separated*** from the Continent by the sea. — Британские острова отделены от континента морем. Ср. с активным залогом.: *The sea* ***separates*** the British Isles from the Continent.

ОБРАЗОВАНИЕ СТРАДАТЕЛЬНОГО ЗАЛОГА

The Passive Voice образуется при помощи вспомогательного глагола ***to be*** в соответствующем времени, лице и числе и причастия прошедшего времени (**Participle II**) смыслового глагола:

to take

Passive Voice	Present	Past	Future
Simple Continuous	am/are/is taken am/are/is being taken	was/were taken	shall/will be taken

Например:

Active	Passive
Customs officers ***examine*** luggage.	Luggage ***is examined*** by customs officers.
Customs officers ***are examining*** our luggage.	Our luggage ***is being examined*** by customs officers.
Customs officers ***examined*** our luggage.	Our luggage ***was examined*** by customs officers.
Customs officers ***will examine*** our luggage.	Our luggage ***will be examined*** by customs officers.

Отрицательная и вопросительная формы образуются по тем же правилам, что и формы действительного залога:
Luggage ***is not (isn't) examined*** by customs officers.
Was our luggage ***examined*** by the customs officers?

В английском языке есть глаголы, которые в пассивном залоге требуют употребления **by-phrase** — фразы, указывающей на деятеля производимого действия: ***to accompany, to attend, to attract, to cause, to characterize, to control, to follow, to govern, to influence, to join, to rule, to visit*** и др.:
The country ***is ruled*** *by the Prime Minister.* — Страной руководит премьер-министр.

6 **Put the verbs in the correct form.**

1. The UK (to be) constitutional monarchy. This (to mean) that the official head of state (to be) the monarch, but his or her powers (to limit) by the constitution. The British constitution (not to write) in any single document. Only some of the rules (to write) down in the form of ordinary laws (to pass) by Parliament at various times.
2. The British national flag (to call) "Union Jack". It (to symbolize) the Union of England, Scotland and Ireland and (to date) back from 1801. The flag (to make) up of the crosses of the patron saints of England, Ireland and Scotland. Wales (not to represent) because when the flag first (to appear), it already (to unite) with England.

Unit 13

Pronunciation

7 **TRACK 24.**
Read after the speaker.

Northern Ireland, Northwest England,
the British Isles, the Straits of Dover,
the English Channel, Birmingham, Liverpool, Manchester, Glasgow, Edinburgh,
Belfast, the Highlands, the River Thames, the River Severn, Gloucester,
Gloucestershire.

Vocabulary

8 **Study the following words and expressions.**

The British Isles — Британские острова
the Straits of Dover — пролив Па-де-Кале
sheep-breeding — овцеводство
scenery — пейзаж
moor(land) — вересковая пустошь
plain — равнина
sovereign — монарх
to reign — править
fertile — плодородный
populated — населенный
mountainous — гористый
vast — обширный
rocky — скалистый
coastal — прибрежный
valley — долина
machinery — машиностроение
food processing — пищевая промышленность
industry — отрасль

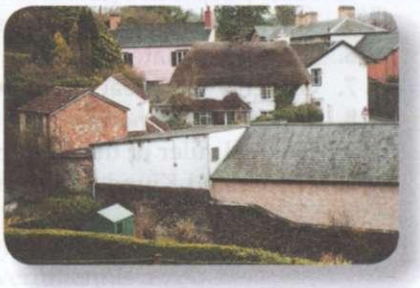
Reading

9 **Read the text.**

Some Facts About the UK

The United Kingdom of Great Britain and Northern Ireland with an area of 244,000 square miles is situated in the British Isles, which are separated from the European continent by the North Sea, the Straits of Dover and the English Channel.

It consists of four parts – England, Scotland, Wales and Northern Ireland. The population of the UK is over 62 million. Four out of five people live in towns. The largest cities in the country are London, Birmingham, Liverpool, Manchester, Glasgow and Edinburgh. Nevertheless, agriculture is also well-developed, especially sheep-breeding in Scotland.



The territory of the country is small but it has a wide variety of landscape and scenery. There are moors, rivers, lakes, mountains, hills and plains there.

Politically the UK is a monarchy: the head of state is the King or Queen. In practice the Sovereign reigns, but does not rule: Great Britain is governed by the Government. The present Sovereign is Queen Elizabeth II. The real ruler of the country is the Prime Minister representing the party in power.

The heart of the UK is England. It is the richest, the most fertile and most populated in the country. The north and the west of England are mountainous, but the remainder of the territory is a vast plain. In Northwest England there are many beautiful lakes with green, wooded or grassy shores and grey mountains all around.

The smallest country is Wales. The largest part of Wales is covered with rocky mountains, which are difficult to climb. Most people in Wales live in the coastal plains.

Scotland is a land of mountains, wild moorlands, narrow valleys and plains, famous lakes, known as lochs and no end of large and small islands. The Highlands of Scotland are among the oldest mountains in the world. One third of the people in Scotland live in or near its capital, Edinburgh, and its great industrial centre, Glasgow.

Northern Ireland became a part of the United Kingdom in 1920. The land is mountainous and has few natural resources. Farming, machinery and equipment manufacturing, food processing, textile and electronics manufacturing are the leading industries. Belfast is the capital and the largest city.

The capital of the UK, London, stands on the Thames. The Thames is the busiest and the most important river in the UK, but it is not very long.

Unit 13

10 **Are these statements true or false? Correct the false ones.**

1. Great Britain consists of three parts.
2. The territory of the country is large: 244,000 square miles. (Transform it into square kilometres: 1 mile = 1,609 km.)
3. The smallest part is Wales.
4. Most people in Wales live in the mountains.
5. The Highlands are the oldest mountains in the world.
6. They are situated in Wales.
7. Glasgow is a great agricultural centre.
8. Northern Ireland is rich in natural resources.
9. The real ruler of the country is the Queen.
10. The United Kingdom is a parliamentary republic.

Listening

11 **TRACK 25.**
Listen to the sentences and match the dates with the events. Listen again and check.

a. 1588
b. 1805
c. 1689
d. 1847
e. 1707
f. 1790s
g. 1815
h. 1853 — 56
i. 122
j. 1783

1. The Duke of Wellington defeated Napoleon.
2. The period of the Crimean War.
3. Hadrian's Wall was built.
4. The Invincible Armada was destroyed.
5. Britain was engaged into the Napoleonic Wars.
6. The Ten-Hours' Bill was issued.
7. The Kingdom of Great Britain was formed.
8. Britain recognized American independence.
9. The naval Battle of Trafalgar was fought.
10. King James landed in Ireland.

Speaking

12 **Give general information about the United Kingdom using the following prompts.**

Britain which is formally known as the United Kingdom of . . . is the political unity of . . .
It is located . . .
Its total area is about . . .
The coasts of the UK are washed by . . .
The scenery is . . .
The capital of the UK is . . .
The official language is . . .
The national symbols of the UK are . . .
Its form of government is a . . .
Officially the supreme legislative authority is the . . . and the two Houses of Parliament: . . .
But the Queen . . .
There are three major political parties: . . .
The largest cities are . . .
The chief river is . . .
Britain's major industries include . . .

Writing

13 **Choose one of the British cities and write about it using the following plan:**

- geographic location;
- scenery;
- climate;
- flora and fauna;
- population;
- main industries;
- places of interest.

Unit 13

Practice

14 **Fill in the gaps with the following words and word combinations.**

a. customs and traditions	g. the Straits of Dover
b. sheep-breeding	h. computing and electronics
c. from a cultural aspect	i. varied
d. Oxford University	j. the House of Commons
e. the House of Lords	k. shipyards
f. ships	l. textiles

1. The British Parliament consists of . . . . . and . . . . . .
2. Englishmen always respect their . . . . . .
3. The United Kingdom is separated from the continent by . . . . . .
4. Many young people from all over the world would like to enter . . . . . .
5. Agriculture is developed in Scotland, especially . . . . . .
6. The climate of the UK is . . . . . .
7. Liverpool is famous . . . . . as the Beatles were organized there.
8. Among British industries the most developed are . . . . . .
9. Two thirds of the world's . . . . . used to come from UK . . . . . .
10. In the early 18th century British . . . . . manufacture was based on wool which was processed by individual artisans.

15 **Put the verbs in the correct form.**

Jane (to be) very excited because her friend Alexander (to come) to London tomorrow morning. His plane (to arrive) at 8:30.
Of course, she (to meet) him at the airport. Then she (to take) him to her house. They (to have) breakfast together. After that she (to take) him to some places of interest. She (to be) sure her friend (to be) pleased with that because this is his first visit to the United Kingdom.
She (to plan) to take him to the National Gallery and the British Museum. She (to arrange) a trip to Regent's Park. She (to hope) her guest (to enjoy) his stay in London.

16 **Describe these attractions by answering the following questions.**

- What is its name?
- Where can we see it?
- Who made it? When?
- What event/person etc is it dedicated to?

1

2

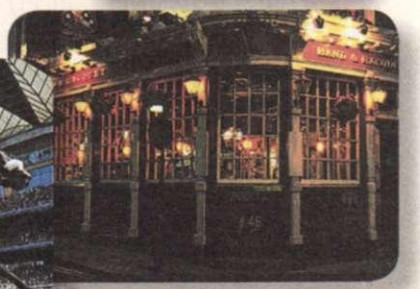
3

4

5

For Project 3

17 **In your groups prepare interesting questions for a cross-cultural quiz devoted to various aspects of life in the United Kingdom: geography, politics, economy, traditions, cuisine, culture, sport . . .**



Unit 14
Customs, Traditions, Superstitions...

Warm-up

1 **Group the words and word combinations under the following headings: *Christmas, Halloween, Thanksgiving Day, Easter, St Valentine's Day*. One word may go under several headings.**

Rabbit, costume, heart, stocking, turkey, feast, Cupid, deer, pumpkin, Santa Claus, valentine, trick or treat, coloured eggs, candles.

2 **Do you know what superstition is? Match the left and right columns and read the superstitions.**

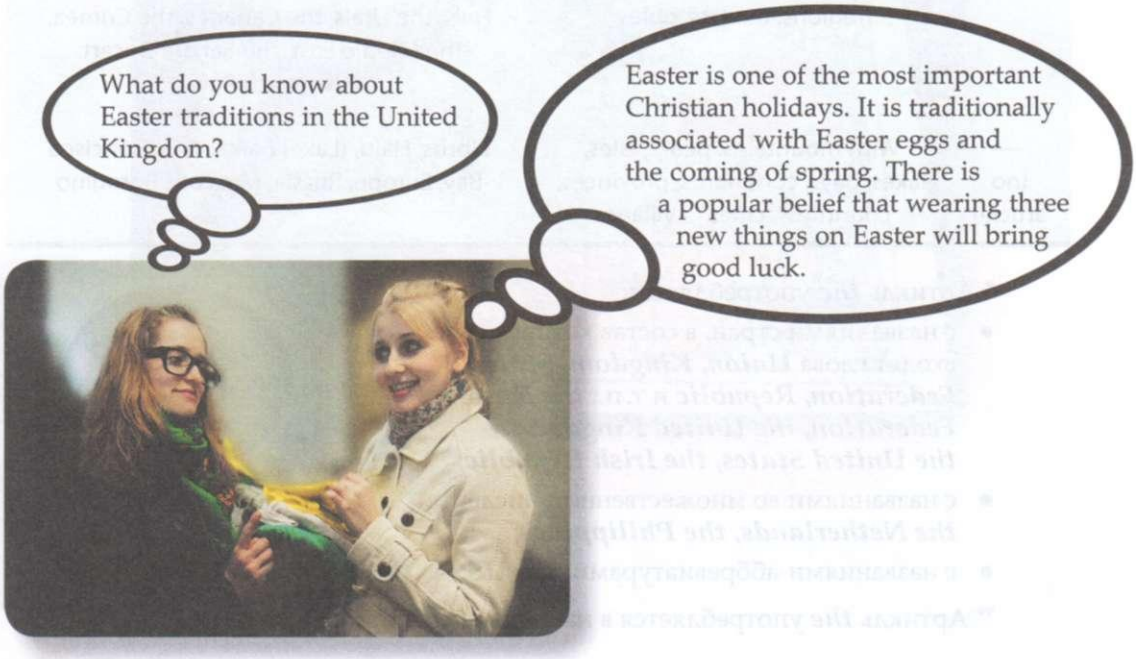
1. Lucky to knock
2. The luck runs out of the horseshoe
3. Friday the thirteenth
4. The bride and groom
5. If you drop a table knife,
6. Unlucky to spill

a. salt.
b. is a very unlucky day.
c. will bring that person bad luck.
d. when the moon is growing.
e. you will soon receive money.
f. if it is upside down.

7. Cut your hair
8. To give someone a purse or wallet without money in it
9. If your palm itches,
10. The one who catches the bridal bouquet

g. expect a male visitor.
h. will be the next to marry.
i. must not meet on the day of the wedding.
j. on wood.

3 **Work in groups of two and perform a dialogue using the following questions.**



What do you know about . . . (*New Year, Christmas etc*) traditions in . . . (*the United States etc*)?
When is Christmas celebrated in Russia and in the UK? Do you know why?
How do you celebrate . . . (*St Valentine's Day, New Year etc*)?
Do you believe in any superstitions?

Unit 14

Grammar

4 Study the grammar.

АРТИКЛИ С ГЕОГРАФИЧЕСКИМИ НАЗВАНИЯМИ
ARTICLES WITH GEOGRAPHIC NAMES

		Examples
The	With oceans, seas, rivers, groups of lakes, gulfs, canals, falls, mountain chains, groups of isles, regions, deserts, poles	The Pacific Ocean, the North Sea, the Volga, the Great Lakes, the Persian Gulf, the Panama Canal, the Niagara Falls, the Urals, the Canaries, the Crimea, the Middle East, the Sahara Desert, the North Pole
— (no article)	With mountains, peaks, isles, lakes, bays, continents, provinces, countries*, cities**, villages	Elbrus, Haiti, (Lake) Baikal, San Francisco Bay, Europe, Russia, Moscow, Borodino

* Артикль ***the*** употребляется:

- с названиями стран, в состав которых входят слова ***Union, Kingdom, States, Federation, Republic*** и т. п.: ***the Russian Federation, the United Kingdom, the United States, the Irish Republic***;
- с названиями во множественном числе: ***the Netherlands, the Philippines***;
- с названиями-аббревиатурами: ***the USSR, the UK, the USA***.

** Артикль ***the*** употребляется в названии ***the Hague***.

АРТИКЛИ С НАЗВАНИЯМИ СТРАН СВЕТА
ARTICLES WITH THE POINTS OF THE COMPASS

the north	the east	the northwest	the southwest
the south	the west	the northeast	the southeast

5 **Which of the geographic names are used with the article?**

1. Yenisei
2. Laptev Sea
3. Indian Ocean
4. Suez Canal
5. Middle East
6. Kara-Kum
7. Kilimanjaro
8. Tokyo
9. Egypt
10. Sakhalin
11. USSR
12. Netherlands
13. Ukraine
14. Far East
15. South Pole
16. Philippines
17. People's Republic of China
18. Quebec
19. British Isles
20. Hudson Bay

Pronunciation

6 **TRACK 26.**
Read after the speaker. Do you know what holidays these words are related to?

Barbecue, parade, basket, poppy, harvest festival, fireplace, bonfire, firework, wreath, jack-o'lantern, teddy bear, cranberry sauce, the Declaration of Independence, two minutes' silence, lamb.

Unit 14

Vocabulary

7 **Study the following words and expressions.**

custom — обычай
wassail — празднование святок
superstition — суеверие, примета, обычай
precedent — прецедент
politeness — вежливость
feature — черта (*характера*), особенность
fireplace — камин
lucky draw prize — лотерейный выигрыш (*билеты раздаются на входе*)
blessing — благословение
priest — священник
to reflect — отражать
Aboriginal culture — культура аборигенов
prairie — прерия
tribal elder — старейшина племени
carved — резной
bone — кость

Reading

8 **Read the text.**

What Are Their Traditions?

Great Britain

Some English customs and traditions are famous all over the world. Tea and talking about the weather, for example. England is a land rich with traditions ranging from wassailing to special holiday events and superstitions.

In Great Britain there is no written constitution, only customs, traditions and precedents. Traditionally the Queen reigns but does not rule.

English people have traditions not only in political, but in social life. They like to spend their free time in pubs where they can have a glass of beer and talk about different things with their friends.

A typical feature of an English house is a fireplace, even when there is central heating in the house. Many families have pets — a dog, a cat or a bird.

Politeness is a characteristic feature of English people. They often say "Thank you", "Sorry", "Beg your pardon".

Australia

Many Australians come together on St Patrick's Day to celebrate Irish culture and remember St Patrick. Some organizations hold St Patrick's Day breakfasts and lunches where lucky draw prizes are given and Irish food and drinks are served. On St Patrick's Day parades people wear traditional Irish costumes or dress in green.

Ireland

Many families prepare their homes for Easter Sunday by doing "spring cleaning" to prepare the house for blessing by the local priest which is a religious ceremony that dates back hundreds of years.

Canada

Canadian culture reflects a heavy influence of British, American and Aboriginal culture and traditions. For example, according to Canadian prairie etiquette, if a neighbour brings you a plate of food, you must return the plate dirty; washing it will bring bad luck.

New Zealand

Church weddings are the most traditional marriage celebrations in New Zealand.
According to custom, the groom should not see the bride before she joins him at the front of the church on their wedding day. The Maori wedding ceremony is conducted by a tribal elder and the couple is blessed in the Maori language. Wedding rings made of carved bone are also popular amongst those wishing to include the ancient culture in their wedding.

Unit 14

9 **Are these statements true or false? Correct the false ones.**

1. All English traditions are famous all over the world.
2. Wassailing is a kind of English superstition.
3. According to the British constitution the Queen reigns but does not rule.
4. English people like to spend their free time at home.
5. You can find fireplaces in English houses where there is no central heating.
6. British people are very polite.
7. Many Irish people come to Australia to celebrate St Patrick's Day.
8. Many Australian families do "spring cleaning" on Easter Day.
9. In New Zealand all the wedding ceremonies should be conducted in accordance with Maori customs.
10. Canadian culture reflects an influence of Australian traditions.

Listening

10 **TRACK 27.**
Listen to the dialogues and fill in the gaps with the words from the box.

pumpkins, trick-or-treating, Christmas tree, ghosts, Christmas, witches, Halloween, presents, funny, goblins, decorated, lanterns

1.
— Hello, Alex!
— Hi, Ann! Haven't seen you for ages! Where have you been?
— Oh, I was at my relatives'. We celebrated . . . . . . It was wonderful! We . . . . . the house and the . . . . . . I love this tradition. I bought . . . . . for my relatives and I got a lot of nice . . . . . .
— You're lucky. Did you go out anywhere?
— Yes, we walked a lot. And we also visited some of their friends.
— Do you plan to go there next . . . . . ?
— Yes, I'd love to.

2.
— Hello, Nadia! What are your plans for October 31st?
— Hi, Pete! Don't you know we are celebrating . . . . . ? It's an old English tradition and we also like it.
— Yes, I heard something about it, but I never took part in it. Could you tell me about it?
— Sure! Listen. On that day many homes are decorated and lit by . . . . . made from . . . . . that have been hollowed out.
— Really? That's interesting. Go on, please.
— We dress up as . . . . . , ... and . . . . . and go . . . . . to neighbours.
— But why?
— Well, it's an old tradition. Besides, it's rather . . . . . .

Speaking

11 **Give simple reasons for liking/disliking different holidays and traditions using the following prompts.**

I really love . . . It's my favourite holiday.
I enjoy celebrating it because . . .
Truly speaking, I don't like the tradition of . . . because . . .
To my mind the most mysterious holiday is . . .
I think that . . . (*St Valentine's Day etc*) is a good way to . . .
Personally I would never eat . . . I prefer to have . . .

Writing

12 **Choose one of the English-speaking world's holidays and describe it using the following plan.**

- Is it old or modern?
- In what countries do people celebrate it?
- How do they celebrate it?
- Do you like this tradition? Why? / Why not?

Unit 14

Practice

13 **Find the 10 hidden words.**

традиция
королева
праздновать
чай
национальный
фестиваль
праздник
индейка
обычай
страна

u	t	r	a	d	i	t	i	o	n
n	a	t	i	o	n	a	l	i	c
c	f	e	s	t	i	v	a	l	e
o	c	h	o	l	i	d	a	y	l
u	p	u	t	n	y	s	o	m	e
n	e	w	s	u	t	u	n	e	b
t	e	e	p	t	r	y	n	o	r
r	t	e	a	l	o	k	g	e	a
y	s	t	o	p	d	m	e	u	t
q	u	e	e	n	o	d	a	y	e

14 **Fill in the gaps with articles where necessary.**

1. The oldest country in the world is . . . . . Iran, which was known as . . . . . Persia until 1934.
2. The hunters got lost in . . . . . Rocky Mountains.
3. . . . . Iceland is a volcanic island.
4. The highest peak in . . . . . North America is . . . . . Mount McKinley.
5. They are planning to visit . . . . . Lake Chad in . . . . . North Central Africa during their holiday.
6. Although . . . . . Australia is the smallest continent, it is the largest island in the world.
7. . . . . Europe extends from . . . . . British Isles in . . . . . west towards . . . . . Urals in . . . . . east.
8. . . . . Republic of Ireland is a state in . . . . . West Europe.
9. . . . . Dead Sea, also called . . . . . Salt Sea, is a salt lake bordering . . . . . Jordan to . . . . . east and . . . . . Israel and . . . . . West Bank to . . . . . west.

10. . . . . Tasmania, located . . . . . southeast of . . . . . mainland Australia, is a major tourist attraction due to its diverse and spectacular scenery, unspoilt wilderness and heritage.

15 **Fill in the gaps with the following words and word combinations.**

a. gifts
b. the USA
c. turkey
d. February
e. politeness
f. wool sack
g. Thanksgiving Day
h. cranberry sauce
i. domestic
j. the eve
k. chimney sweeps

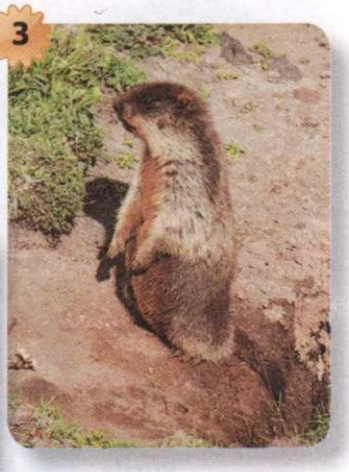
1. Halloween or . . . . . of All Saints' Day is celebrated on October 31.
2. Though there are few . . . . . working today, a Sweeps Festival is celebrated in Rochester on the first weekend in May, in honour of this old profession.
3. St Valentine's Day is celebrated on . . . . . 14.
4. To present . . . . . on Christmas is a good tradition.
5. . . . . is a characteristic feature of English people.
6. I know that many English people like . . . . . animals.
7. Thanksgiving Day is very popular in . . . . . .
8. The people can spend . . . . . with their families, as it is a four-day holiday.
9. As the . . . . . cooks, make the simple homemade . . . . . .
10. The Lord Chancellor presides over Parliament sitting on a . . . . . , which symbolizes the importance of wool in English history.

16 **What do you know about these traditions?**

1

2

3



Unit 14

17 Read the information and fill in the table.

Country	Birthday Traditions
Canada	**Greasing the nose with butter or margarine.** The greased nose makes the birthday person too slippery for bad luck to catch them.
England	**Fortune-telling cakes and bumps.** If the birthday person's piece of cake has a coin in it, he or she will be rich. Also his or her friends give him or her the "bumps" — they lift him or her in the air by his or her hands and feet and raise him or her up and down to the floor, one for each year, then one for luck, two for luck and three for the old man's coconut!
Ireland	**Birthday bumps.** The birthday person is lifted upside down and "bumped" on the floor for good luck. The number of bumps given is the age of the child plus one for extra good luck.
Scotland	**A pound note and a soft smack.** A pound note is given for every year old the child is plus an additional pound for good luck. A soft smack on the bottom is also given for each year.
New Zealand	**Birthday claps.** After the birthday cake is lit, the "Happy Birthday" song is sung loudly and often out of tune and then the birthday person receives a clap for each year and then one for good luck.
The USA	**Cake, candles and song.** Candles are put on top of the birthday cake based on how old the person is. Then everyone sings "Happy Birthday", and at the end of the song the birthday person blows out the candles. If he or she blows them all out with one blow, his or her birthday wishes will come true.
Russia	?

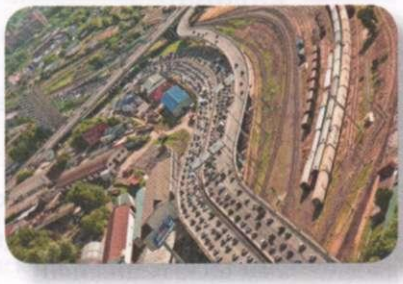
For Project 3

18 **In your groups make a collection of good-luck and bad-luck superstitions and beliefs of different English-speaking countries. Compare them with Russian ones. Prepare illustrations. Here are some examples:**

- If a rooster comes to your threshold and crows, you may expect visitors. (*Irish*)
- It's bad luck to pick up a coin if it's tails side up. Good luck comes if it's heads up. (*American*)
- Catch falling leaves in autumn, and you will have good luck. Every leaf means a lucky month next year. (*English*)
- It is unlucky to cross two knives on a table. (*Scottish*)
- See a pin,
  Let it lay,
  You will have bad luck all day.
  See a pin,
  Pick it up,
  You will have good luck. (*Australian*)
- Breaking a mirror brings seven years bad luck. (*Canadian*)

Unit 15
The Countryside or the Big City?

Warm-up



1 **Group the words and word combinations under the following headings: *Countryside, City*.**

University, meadow, horse, lift, orchard, rubbish chute, block of flats, shopping mall, pig, field, metro, well, shepherd, central heating, theatre, harvest, trolleybus, milking machine, farm.

2 **In pairs perform a dialogue using the following questions.**

What do you think are the disadvantages of living in a big city?

In my opinion, they are traffic jams, noise and pollution.

Unit 15
The Countryside or the Big City?

What are the advantages of living in a big city?
What can you enjoy living in the countryside?
What are the facilities of a big city?
Is it difficult to find a job in the countryside?
Where do you usually spend your holidays, in the city or in the countryside? Why?

Grammar

3 **Study the grammar.**

ГЕРУНДИЙ
THE GERUND

Герундий — это неличная форма глагола, оканчивающаяся на ***-ing***, которая называет действие.

Герундий обладает свойствами глагола и существительного. Перед ним может стоять предлог, притяжательное местоимение, существительное в притяжательном падеже. Герундий не употребляется с артиклем и не имеет множественного числа.

Отрицательная форма герундия образуется с помощью частицы ***not***.
Герундий после частицы ***no*** употребляется в запрещениях:
No littering! — Не сорить!

Герундий может употребляться в функции разных членов предложения:

1) **подлежащего (the subject):**
Smoking is prohibited here. — Курение здесь запрещено.
Reading improves your knowledge. — Чтение совершенствует твои знания.

2) **прямого дополнения (the direct object):**
Go on ***reading*** this text. — Продолжайте читать этот текст.
They prefer ***buying*** online. — Они предпочитают делать покупки онлайн.

3) **косвенного дополнения (the indirect object):**
My neighbour is good ***at breeding*** horses. — Мой сосед — успешный заводчик лошадей.
Before entering the room please remove your footwear. — Перед тем как войти в комнату, снимите, пожалуйста, обувь.

4) **частью составного именного сказуемого (the compound nominal predicate):**
His hobby is ***collecting*** coins. — Его хобби — коллекционирование монет.
Her job was ***registering*** documents. — Ее работой была регистрация документов.

5) **определением (the attribute):**
I know a way ***of solving*** this problem. — Я знаю способ решения этой проблемы.
There is a chance ***of catching*** the train. — Еще есть шанс успеть на поезд.

Герундий входит в состав некоторых сложных существительных:
washing machine — стиральная машина
swimming pool — плавательный бассейн
driving licence — водительское удостоверение и др.

6) **обстоятельством (the adverbial):**
After finishing their work they went home. — По окончании работы они отправились домой.
Before leaving I always turn off the computer. — Перед тем как уйти, я всегда выключаю компьютер.

Глаголы, после которых в качестве прямого дополнения употребляется герундий (а не инфинитив): ***to admit, to avoid, to delay, to dislike, to enjoy, to finish, to give up, to go on, to stop, to suggest, to understand*** и др.

Глаголы, после которых употребляется как герундий, так и инфинитив: ***to begin, to continue, to forget, to have, to like, to love, to need, to prefer, to remember, to start, to try*** и др.

Глаголы, прилагательные, причастия с предлогами, после которых употребляется герундий: ***to be afraid of, to be fond of, to be famous for, to be sure of, to be good at, to be interested in, to be proud of, to depend on, to dream of, to concentrate on, to know of, to look forward to, to think of, to succeed in, to insist on, to thank for*** и др.

4 **Put the verbs in the form of gerund.**

1. Alex delayed (to catch) the aeroplane until the last minute.
2. Rita loves (to go) to her country house.
3. Ray gave up (to write) books.
4. Sonya continued (to work) at the college.
5. Pauline prefers (to work) with animals.
6. Steve suggested (to go) out for dinner.
7. Eric appreciated (to get) a birthday card from his mother.

8. Carlos loves (to eat) at restaurants.
9. Felix stopped (to go) to that store when a new store opened.
10. Maria can't stand (to hear) a child cry.

5 **Choose the correct form (gerund or infinitive or both).**

1. Bob enjoys . . . . . tennis.
   a. playing b. to play c. both
2. Margery hates . . . . . to heavy metal.
   a. listening b. to listen c. both
3. Sam avoided . . . . . to the dentist as much as possible.
   a. going b. to go c. both
4. Susan offered . . . . . the student.
   a. helping b. to help c. both
5. Maria wanted . . . . . Thursday off from work.
   a. taking b. to take c. both
6. Christie needs . . . . . a book for reading in class.
   a. buying b. to buy c. both
7. She goes . . . . . every week.
   a. skating b. to skate c. both
8. The job involves . . . . . reports for the management.
   a. preparing b. to prepare c. both
9. Remember . . . . . at the crossroads.
   a. stopping b. to stop c. both
10. She's afraid . . . . . by plane.
    a. of going b. to go c. both

Pronunciation

6 **TRACK 28.**
Read after the speaker. Add these words to the lists in Ex. 1.

Amusement park, cereals, capital, metropolis, village, exhibition, cow, art gallery, pollution, rush hour, fresh air, townhouse, illuminations, forest, skyscraper, garbage, overpopulation, cattle, five-star hotel.

Unit 15

Vocabulary

7 **Study the following words and expressions.**

facility — приспособление, средство, удобство, возможность
plumbing facilities — водопровод и канализация
environment — окружающая среда, обстановка
to pollute — загрязнять
criminal activities — уголовные преступления
noise — шум
vehicle — транспортное средство
to live in harmony and peace — жить в согласии и мире
community — населенный пункт
rush — суета, спешка
to keep up with — идти в ногу с
to face — встречаться, сталкиваться
to supply — удовлетворять

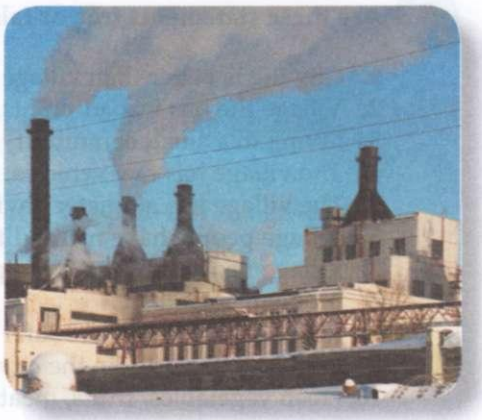
Reading

8 **Read the text.**

Living in a City or a Village: Advantages and Disadvantages

Sometimes you may think that city life is better than village life. However there are many advantages and disadvantages of living either in a city or in a village.

There are a lot of facilities for people in the city and they have more opportunities for making money. Children can get a good education. Living in a big city with a large population, you get used to making contacts and in this way you become more socialized. There are large shops, banks, offices, cinemas, hotels, clubs,



hospitals etc in and around a city. People have better transport facilities. There are the facilities of electricity, highways, communication, telecommunication and plumbing. So people can lead a comfortable and enjoyable life.

But there are some disadvantages too. The cost of living is very high in the city. Most goods and food products are expensive. There is no fresh air and pure water. The pace of life is high. The environment is polluted with dust, smoke, garbage and dioxide gases from factories. The streets are dusty and unclean. So it is hard to lead a healthy life. Many criminal activities often take place in the city. The city is always busy and noisy. There are a lot of vehicles and people on the roads.

There are also many advantages in village life. Generally, people there live in harmony and peace. They have more friends in the community since it is small. The village people always try to protect their traditional habits and culture. The village has clean air, less noise, pollution and rush, and the environment is very beautiful. The village has few vehicles, so roads are less dangerous for driving or cycling. People can easily get fresh vegetables, fruits, meat and milk.

Village life also has its bad points. Some people are not well-educated. Villagers' children go to the village school. They have difficulty in keeping up with new developments in their field or profession. They have to face many difficulties in their everyday lives, like travelling problems, entertainment and culture. They have to go to the city to supply some of their needs.

Unit 15

9 **Are these statements true or false? Correct the false ones.**

1. City life is better than village life.
2. Village life has its bad points.
3. Living in a small community makes you more sociable.
4. The village has few vehicles, so people have better transport facilities.
5. The village has a quieter environment.
6. Village people have many difficulties, so it is hard to lead a healthy life.
7. Village people always try to protect their culture, so they have no cultural problems.
8. Roads in the village are safer for driving and cycling.
9. Plumbing facilities in the city provide people with pure water.
10. Fresh vegetables, fruits, meat and milk are not available in the city.

Listening

10 **TRACK 29.**
Listen to the text and fill the gaps with the words from the box.

traffic accidents, entertainment, communication, pollution, skyscrapers, facilities, living standards, recreation, comforts and luxuries

A big city is recognized by its . . . . . , means of . . . . . and travel, shopping centres, dwellings and various . . . . . for education, good health, security, ... and . . . . . . Life in a big city is hectic. People are always on the run, heading towards their varied destinations. Life is uneasy and restless. The pressure is reduced by the charms that can be found only in a city. City life has many . . . . . of its own, though there are some drawbacks too. The major threat to life comes from . . . . . , ... etc. People lead a hard life. Still they prefer living in a city because it offers them the opportunities to improve their . . . . . and make their dreams come true.

Speaking

11 **Compare life in the city and in the village. Use the following prompts.**

I live in . . .
Living in . . . (*a big city, a small town, a village*) has both advantages and disadvantages.
The advantages are . . .
The disadvantages are . . .
I prefer living in . . . because . . .

Writing

12 **Comment upon the proverb. Write 10 — 15 sentences.**

Grass is always greener on the other side of the fence. — Везде хорошо, где нас нет.

Practice

13 **Match the words to make word combinations.**

1. traffic	a. hour
2. rush	b. transport
3. latest	c. facilities
4. poor	d. accident
5. fast	e. conveniences
6. large	f. living conditions
7. hard	g. air
8. transport	h. worker
9. fresh	i. technology
10. modern	j. population

14 **Put the correct prepositions.**

1. The girls insisted . . . . . going to the countryside.
2. Our company is proud . . . . . being competitive in the market.
3. I am looking forward . . . . . seeing you soon.
4. She concentrated . . . . . creating the designs and her husband . . . . . printing them.
5. Are you interested . . . . . working for us?
6. We talked . . . . . visiting Birmingham.
7. On a hot summer's day who doesn't think . . . . . spending the afternoon with a fishing rod?
8. He was afraid . . . . . being misunderstood.
9. There are some homeowners who are quite good . . . . . designing their own yards.
10. Have you ever dreamed . . . . . starting a business?

15 **What are their typical working weeks and the days off like? Use the example:**

The typical working week of . . . . . looks like this:

Monday — Friday	6 : 45 am	Morning exercises
	7 : 30 am	Breakfast
	9 : 00 am	Work begins
	10 : 30 — 10 : 50 am	Coffee break
Saturday — Sunday	9 : 00	

For Project 3

16 **In your groups make lists of advantages and disadvantages of living in your own location. Suggest some measures which may improve your life. Here is an example:**

Advantages and disadvantages of living in a city

	Advantage	Disadvantage	Measure
Transport	Good transport facilities	Traffic jams	Wider roads More subways More and longer metro lines
		Air pollution	Ecological fuel Public transport Bicycles
		Bad health because we can't breath fresh air	Doing sports More trees
People	More friends	Congestion	Home-based job
Education	...	...	...

Project 3 (UNITS 11 — 15)

Submitting a Manuscript to the Publishing House

For this Project you:

- have prepared a visiting card for Moscow;
- have collected information about the national symbols of Russia;
- have thought of questions for a cross-cultural quiz about life in the United Kingdom;
- have studied good-luck and bad-luck superstitions and beliefs of different English-speaking countries;
- have made lists of advantages and disadvantages of living in your village/town/city.

1. **In your groups study the materials you have collected for the Project.**
2. **Discuss them and decide which information should be sent to the publishing house.**
3. **Self-assign each student a role:**

- experts who present their document headings in history, local history, country studies, folklore and ecology;
- editors who decide what material will appeal to readers, suggest possible titles, review and edit reporters' copies for accuracy, content, grammar and style;
- photographers who prepare a photo gallery.

4. **Research your roles.**
5. **Prepare the manuscript.**
6. **Submit it to the acquisition editor (your teacher). Answer his/her questions.**

Writing an Article About Your Home Town

Isn't it great to see your home town in an encyclopedia, reference book or on the Internet? Whether you live in your home town, city or village or have gone elsewhere to live, it is always on your mind. Try your hand at writing an article about it! Use the material you have collected for Project 3.

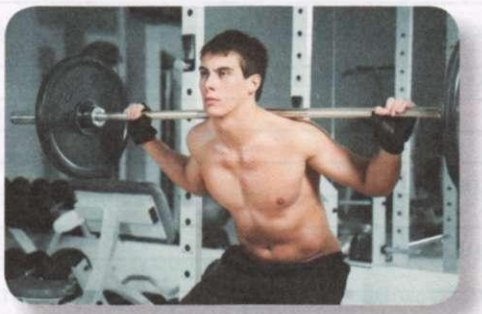
Name (village, town, city): _____
Region: _____
Oblast: _____
Krai: _____
Republic: _____
Country: _____
Year of establishment: _____
Area (sq. km): _____
River, lake, sea: _____
Population (year): _____
Railway stations: _____
Airports: _____
Public transport: _____
High street: _____
Interesting historical facts: _____
_____
Industrial/agricultural enterprises: _____
Ecological conditions: _____
_____
Educational institutions: _____
Medical care: _____
Museums, places of interest: _____
_____
Parks: _____
Cinemas, theatres: _____
Sports facilities: _____
Popular restaurants, cafes: _____
_____
Hotels: _____
Shopping centres: _____
Famous people: _____
Works (novels, films, songs etc) where your village/town/city is mentioned: _____
_____

Unit 16
The Olympic Movement

Warm-up

1 **Put these words under the three headings: *Individual Sports*, *Sports for Two*, *Team Sports*.**

Running, volleyball, jumping, wrestling, draughts, throwing, rugby, synchronous swimming, hockey, chess, gymnastics, basketball, water polo, tennis, football, ice dancing, baseball, badminton, weightlifting, speed skating.

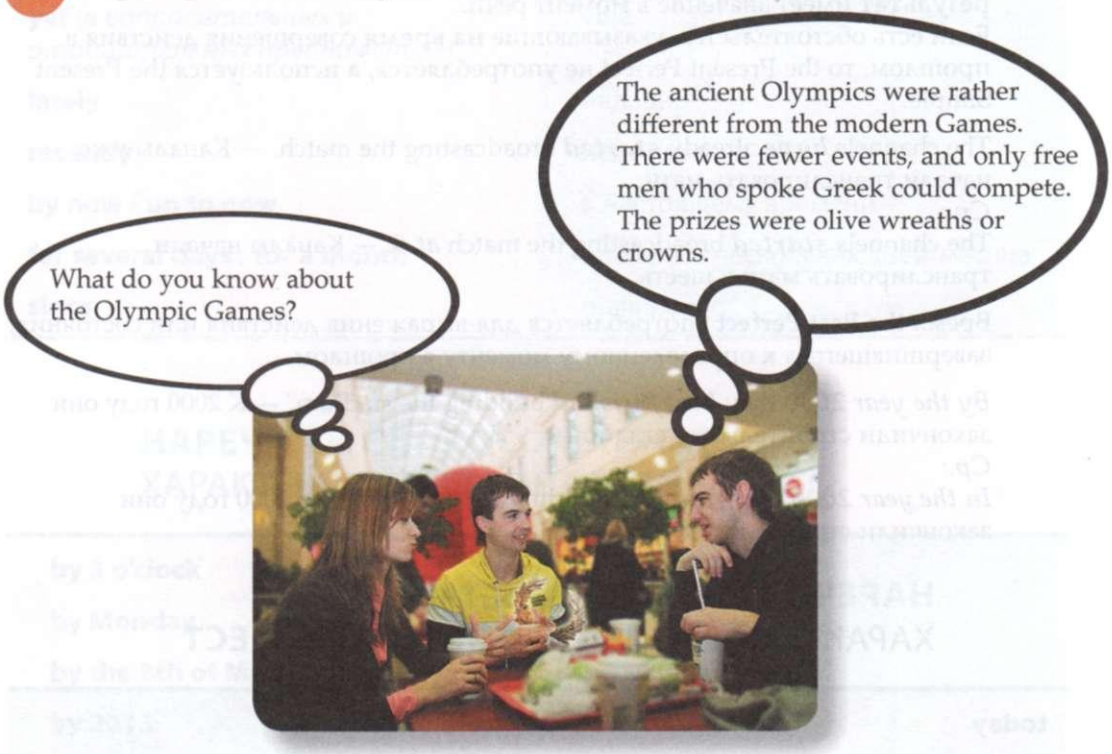


Unit 16
The Olympic Movement

2 **Match the left and right columns.**

1. figure	a. pool
2. skating	b. jump
3. tennis	c. court
4. Olympic	d. skating
5. high	e. champion
6. swimming	f. rink

3 **In pairs perform a dialogue using the following questions.**



What do you know about the Olympic Games?
How often are they held?
What are the Olympic sports?
Do you watch the Olympic games? Where? What events?
How many times has our country hosted the Olympic Games? When?
Did you watch the Winter Olympics in Sochi?

Unit 16

Grammar

4 **Study the grammar.**

THE PRESENT PERFECT И THE PAST PERFECT VS THE PAST SIMPLE

Время **the Present Perfect** обычно используется, когда мы говорим о действии или состоянии, которое началось в прошлом и уже завершилось, но его **результат** имеет значение в момент речи.
Если есть обстоятельства, указывающие **на время** совершения действия в прошлом, то the Present Perfect не употребляется, а используется the Present Simple.

The channels ***have*** already ***started*** broadcasting the match. — Каналы уже начали транслировать матч.
Ср.:
The channels ***started*** broadcasting the match *at 6*. — Каналы начали транслировать матч в шесть.

Время **the Past Perfect** употребляется для выражения действия или состояния, завершившегося к определенному моменту в прошлом.

By the year 2000 they ***had finished*** building the stadium. — К 2000 году они закончили строительство стадиона.
Ср.:
In the year 2000 they ***finished*** building the stadium. — В 2000 году они закончили строительство стадиона.

НАРЕЧИЯ И СЛОВОСОЧЕТАНИЯ, ХАРАКТЕРНЫЕ ДЛЯ THE PRESENT PERFECT

today	сегодня
this morning/evening	этим утром/вечером (*если еще продолжается*)
this week/month/year	на этой неделе / в этом месяце/году
never	никогда

ever	когда-либо
often	часто
always	всегда
seldom	редко
already	уже
just	только что
yet (*в вопросительных и отрицательных предложениях*)	еще
lately	недавно
recently	недавно
by now / up to now	к настоящему времени
for several days / for a month	в течение нескольких дней/месяца
since	(начиная) с

НАРЕЧИЯ И СЛОВОСОЧЕТАНИЯ, ХАРАКТЕРНЫЕ ДЛЯ THE PAST PERFECT

by 3 o'clock	к трем часам
by Monday	к понедельнику
by the 8th of March	к 8 марта
by 2015	к 2015 году
by then	к тому времени
by that time	к тому времени
by the end of the week/month/ year	к концу недели/месяца/года

Unit 16

Наречия ***already, ever, just, never, often, seldom*** обычно ставятся перед смысловым глаголом; ***by now, by that time, lately, recently, yet*** — в конце предложения.

We have *already* played a game of tennis.
Have you played a game of tennis *yet*?
We had already played a game of tennis *by that time*.

ОБРАЗОВАНИЕ THE PRESENT PERFECT

have + Participle II

Число	
Единственное	**Множественное**
1 I **have** worked.	We **have** worked.
2 You **have** worked.	You **have** worked.
3 He/She/It **has** worked.	They **have** worked.

1 **Have** I worked?	**Have** we worked?
2 **Have** you worked?	**Have** you worked?
3 **Has** he/she/it worked?	**Have** they worked?

Have you worked in a factory?
— Yes, I **have**.
— No, I **haven't**.
— No, **I've not**.

Has he worked in a workshop?
— Yes, he **has**.
— No, he **hasn't**.
— No, **he's not**.

Who **has worked** in a workshop?
What **has** he **done**?

1 I **have not** worked. I **haven't** worked. I**'ve not** worked.	We **have not** worked. We **haven't** worked. We**'ve not** worked.
2 You **have not** worked. You **haven't** worked. You**'ve not** worked.	You **have not** worked. You **haven't** worked. You**'ve not** worked.

3	He/She/It **has not** worked. He/She/It **hasn't** worked. He**'s**/She**'s**/It**'s not** worked.	They **have not** worked. They **haven't** worked. They**'ve not** worked.

ОБРАЗОВАНИЕ THE PAST PERFECT

had + Participle II

I had = I'd	I had not = I hadn't = I'd not
you had = you'd	you had not = you hadn't = you'd not
he/she/it had = he'd/she'd/it'd	he/she/it had not = he/she/it hadn't = he'd/she'd/it'd not
we had = we'd	we had not = we hadn't = we'd not
they had = they'd	they had not = they hadn't = they'd not

5 **Put the verbs in the correct form. Use *yet, already, just* where possible.**

— Don't forget to book the tickets for the match tomorrow!
— I . . . . . (to do) that! I . . . . . (to book) them yesterday.
— Great! . . . . . you . . . . . (to pick) up them?
— No, I . . . . . (not to be) to the booking office. But I . . . . . (to call) them and they . . . . . (to confirm) that they booked the tickets in the morning.
— What about the email to the hotel?
— I . . . . . (to finish) it but I . . . . . (not to send) it.
— I must go now. I . . . . . (to call) to remind you to finish it! See you later. Bye.
— Bye!

Unit 16

Pronunciation

6 **TRACK 30.**
Read after the speaker.

Stick, canoe, mat, rings, ball, dumbbell, bow, puck, racket, flippers, helmet, club, skates, boots, barbell, gloves, net, basket, sledge, pole, parallel bars, gate, goggles, air rifle, arrow, paddle, javelin, rubber cap.

Vocabulary

7 **Study the following words and expressions.**

BC = before Christ — до нашей эры
wrestling — борьба
throwing — метание
javelin — копье
enormous — огромный
multi-sport event — мультиспортивное мероприятие
to hold (held, held) — проводить (*что-либо*)
to host — принимать (*в качестве хозяина*)
hemisphere — полушарие
host — хозяин
to support — болеть, поддерживать
the Olympic team — олимпийская сборная

Reading

8 **Read the text.**

The Olympic Games

The first record of the games dates from 776 BC in Greece. The important sports in the original Olympic Games were running, jumping, wrestling, throwing the discus and throwing the javelin. Only men competed, and they wore no clothes in order to have greater freedom of movement.

The first modern Olympiad took place in Athens in 1896. Since then the Olympic Games have been held every four years with only two exceptions because of the two world wars. There may be Summer and Winter Games.

In modern times the Olympic movement has become an enormous and expensive organization. The Winter Olympic Games are a multi-sport event held every four years.

The Winter Olympics have been hosted on three continents, but never in a country in the southern hemisphere. The United States has hosted the Games four times. France has been the host three times. Austria, Canada, Italy, Japan, Norway and Switzerland have hosted the Games twice.

In 2014 Sochi was the first Russian city to host the Winter Olympics. Our Government, Olympic Sports Committee and sportsmen were preparing for this event with great enthusiasm. Our sportsmen won the greatest number of golden medals. We all supported our sportsmen. Our country is very proud of them.

9 **Are these statements true or false? Correct the false ones.**

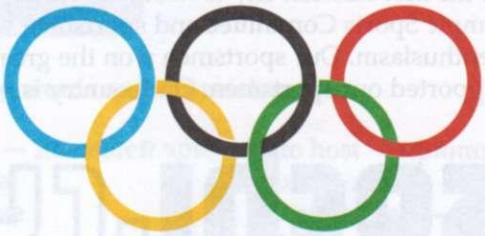
1. The first Olympic Games were held in Ancient Greece.
2. Both men and women took part in the Games at that time.
3. The men wore no clothes because of the hot weather.
4. The Olympic Games have been held every four years since 776 BC.
5. The programme of the modern Olympic Games consists of running, jumping, wrestling, throwing the discus and throwing the javelin.
6. The Olympic Games are held every four years. There were only two exceptions because of earthquakes.
7. The Winter Olympics have been hosted in various countries on three continents.
8. The USA and France have hosted the Games several times.
9. Sochi was the first Russian city to host the Winter Olympics.
10. The Winter Olympics have never been held in Russia before.

Unit 16

Listening

10 TRACK 31.
Listen to the text and fill in the gaps with the words from the box.

athletes, Zeus, circles, competitors, motto



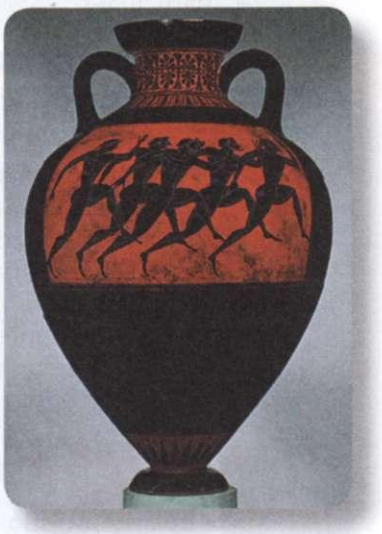
SOME FACTS ABOUT THE OLYMPIC GAMES

1. The five Olympic . . . . . represent the five continents: Africa, North and South America, Asia and Australia. They are connected to symbolize the sports friendship amongst all the people in the world.
2. The Olympic . . . . . "Citius, altius, fortius" means "Faster, higher, stronger" in Latin.
3. The first official Olympic Games took place in 776 BC. They were held in honour of . . . . . , the supreme god of the Greeks.
4. The Games are meant to promote respect amongst all the . . . . . , regardless of their race, religion or sex.
5. To get an idea of the number of competitors participating in the Olympic Games — at Sydney 2000, 10,300 . . . . . came involved in 28 sports, 292 events and 635 matches.

Speaking

11 **Give general information about the Olympic Games using the following prompts.**

The first official Olympic Games took place in the year . . . in . . .
They were held in honour of . . .
The important sports in the original Olympic Games were . . .
The first modern Olympiad took place in the year . . . in . . .
The Olympic Games are held every . . .
They may be . . .
The five Olympic circles represent . . .
They are connected to symbolize . . .
Russia hosted the Games . . .
In 2014 . . .
I'd like to go to next Olympic Games because . . . (*international competitions are one of my favourite things, they're so exciting and spectacular etc*).



Writing

12 **Which of the Olympiads – Winter or Summer – do you like more and why? Write 10 — 15 sentences.**

Unit 16

Practice

13 **Match the words with their definitions.**

a. support	f. perform
b. hold	g. win
c. represent	h. host
d. lose	i. struggle
e. participate	j. compete

1. to take part
2. to try hard
3. to carry out an activity for which one has trained, such as a sport
4. to take part in a competition or sports event
5. to provide the place and everything that is needed for an organized event
6. to have an event in a particular place or at a particular time
7. to not win a game
8. to be the best or most successful in a competition, game etc
9. to like a particular sports team and go to watch the games they play
10. if you . . . . . your country in a sport, you take part in a sports event for that country

14 **Make up sentences in the Present Perfect, Past Perfect or Past Simple using the words in brackets.**

1. they | meet | their opponents. (*just*)
2. you | not play | your best game. (*yet*)
3. I | buy | the tickets. (*by the time of their arrival*)
4. I | visit | a game of cricket. (*when I was in London last year*)
5. The coach | talk | to him. (*yesterday*)
6. I | write | an email to the sponsor. (*just*)
7. According to legend, the ancient Olympic Games | to be founded | by Heracles, the son of Zeus.
8. I | participate | in two competitions. (*since I began exercising*)
9. We | hear | the news about your wins. (*already*)
10. Over 10,000 athletes | take part | in the Olympic Games. (*last year*)

15 Look at the photos. Which of the words from Ex. 6 correspond to them?

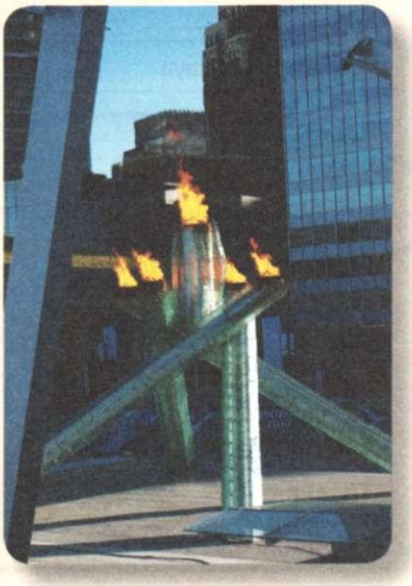
1

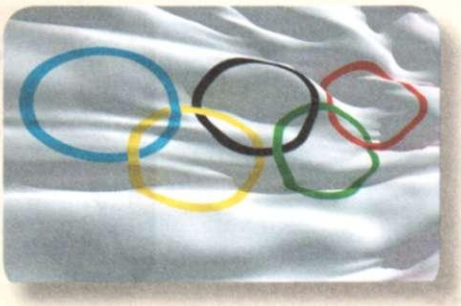
2

For Project 4

16 In your groups prepare some interesting information about the Olympic Games. Think of the following:

- The Olympic Flag;
- The Olympic Motto;
- The Olympic Oath;
- The Olympic Creed;
- The Olympic Flame;
- The Olympic Hymn;
- The Olympic Medals;
- The Opening Ceremony Procession Order etc.





Unit 17
Art and Culture

Warm-up

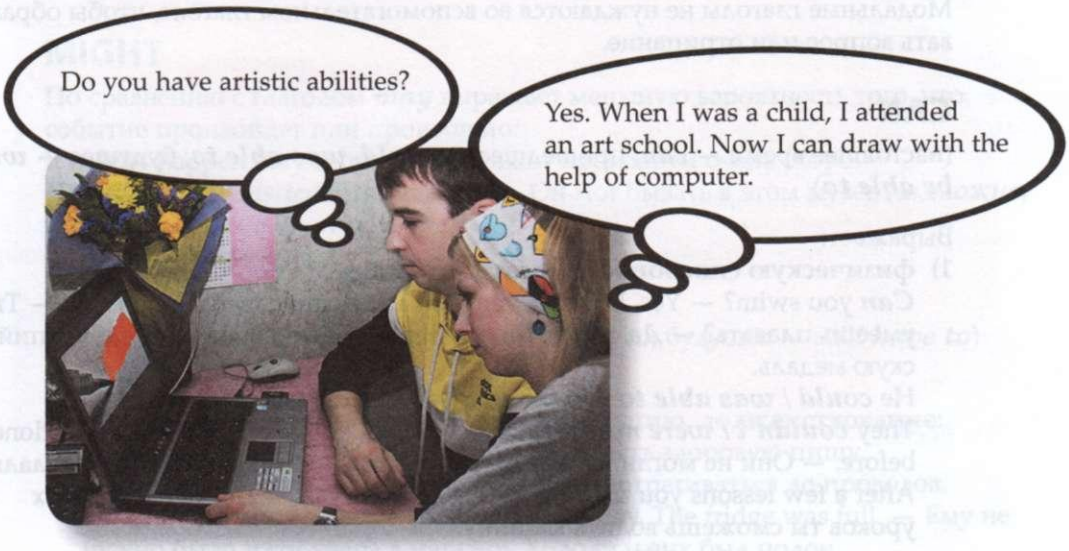
1 Complete the second and third columns of the table.

1. Marilyn Monroe	Actress	The USA	Gentlemen Prefer Blondes
2. Maya Plisetskaya			
3. Giuseppe Verdi			
4. Edith Piaf			
5. Laurence Olivier			
6. Vincent Willem van Gogh			
7. Akira Kurosawa			
8. Gabriel García Márquez			
9. Johann Wolfgang von Goethe			
10. ABBA			
11. Antoni Gaudí			

2 **How many sentences can you make?**

1. A camera	is used for	a. drawing.
2. A brush		b. painting.
3. A piano		c. recording.
4. A pencil		d. playing.
5. A music		e. dancing.
6. A disc		f. taking photographs.

3 **In pairs perform a dialogue using the following questions.**



What kinds of art do you like best?
Who are your favourite . . . (*musicians, writers, painters etc*)?
What are they famous for?
How often do you visit exhibitions and museums?
What was the last event you visited?
Do you have artistic abilities?

Unit 17

Grammar

4 **Study the grammar.**

МОДАЛЬНЫЕ ГЛАГОЛЫ
MODAL VERBS

Модальными глаголами называются глаголы, которые обозначают не действие, а способность, допустимость, возможность, вероятность, необходимость совершения действия. К ним относятся: ***can, may, might, must, should, ought to, need***.
Смысловой глагол после модальных глаголов употребляется в инфинитиве без частицы ***to***.
Модальные глаголы не нуждаются во вспомогательном глаголе, чтобы образовать вопрос или отрицание.

CAN

(настоящее время — ***can***; прошедшее — ***could, was able to***; будущее — ***will be able to***)

Выражает:

1) **физическую способность делать что-либо:**
Can you swim? — Yes, I ***can***. I even won an Olympic medal years ago. — Ты умеешь плавать? — Да, умею. Много лет назад я даже получил олимпийскую медаль.
He ***could / was able to*** win the race. — Он смог выиграть гонку.
They ***couldn't / were not (weren't) able to*** ice-skate. They had never done it before. — Они не могли кататься на коньках. Они никогда этого не делали.
After a few lessons you ***will be able to*** drive a car. — После нескольких уроков ты сможешь водить машину.

2) **разрешение или запрет сделать что-либо:**
Dad, ***can*** I go to an exhibition tomorrow? — You ***can*** go only if you do your homework. — Папа, могу я пойти на выставку завтра? — Можешь, но только если сделаешь уроки.

3) **просьбу:**
Can / could you lend me your laptop? — Ты не мог бы одолжить мне свой ноутбук?

MAY

(настоящее время — ***may***, прошедшее — ***might***, будущее — ***will be allowed***)

Выражает:

1) **разрешение или запрет, данные другим человеком, законом, обществом:**
May I smoke here? — No, you ***may not***. (*вежливый запрет*)
— No, you ***can't***. (*разговорный вариант*)
You ***will be allowed*** to go to the exhibition only if you do your homework. — Ты сможешь пойти на выставку, только если сделаешь уроки.

2) **вероятность или предсказание:**
Robert ***may*** join our party today. But I'm not sure. — Вероятно, Роберт придет на нашу вечеринку. Но я не уверен.

MIGHT

По сравнению с глаголом ***may*** выражает меньшую вероятность того, что событие произойдет или произошло:
It ***might*** happen very soon. — Это может произойти очень скоро.
He ***might*** *have visited* this museum. — Он мог бывать в этом музее (*возможно, когда приезжал в данную страну*).

MUST

(настоящее время — ***must***, прошедшее — ***had to***, будущее — ***will have to***)

Выражает:

1) **обязанность, настоятельную рекомендацию, долженствование:**
We ***must*** eat healthy food. — Мы должны есть здоровую пищу.
You ***mustn't*** touch those wires. — Нельзя дотрагиваться до проводов.
He ***didn't have to*** do the shopping yesterday. The fridge was full. — Ему не нужно было идти вчера в магазин. Холодильник был полон.
Will you ***have to*** go to work tomorrow? — No, I don't have to. I've got a day off. — Тебе нужно завтра на работу? — Нет, у меня выходной.

2) **уверенность:**
The children ***must*** be at school by now. It's almost 10 o'clock. — Дети должны быть в школе к этому времени. Уже 10 часов.
He ***must*** come to this meeting. He has to do a report! — Он должен прийти на встречу. Он выступает с докладом!

Unit 17

OUGHT TO / SHOULD

Should употребляется значительно чаще, чем ***ought to***. ***Should***, а не ***ought to*** употребляется в вопросительных предложениях и официальных заявлениях.

Выражают:

1) **обязанность, долженствование, совет:**
   Candidates ***should*** be prepared to answer some questions. — Кандидаты должны быть готовы ответить на вопросы.
   What ***should*** I do to get a university degree? — Что мне нужно сделать, чтобы получить диплом о высшем образовании?
   You ***should*** read this new book. — Советую тебе прочитать эту новую книгу.
   We ***ought to*** find the way out. — Мы должны найти выход.
   You ***ought to*** meet her; she's really nice. — Ты должен познакомиться с ней: она очень милая.

2) **уверенность:**
   The children ***should*** be at school by now. — Дети должны быть в школе к этому времени.
   It ***should*** be a nice day tomorrow. — Завтра будет прекрасный день.

3) **сожаление, упрек по поводу того, что действие было / не было совершено:**
   They ***should*** *have called* the police. — Они должны были вызвать полицию.
   He ***shouldn't*** *have driven* so fast. — Он не должен был ехать так быстро.

NEED

(употребляется только в форме настоящего времени)

Выражает:

1) **необходимость совершить действие:**
   Need he come here? — Нужно ли ему приходить сюда?
   You ***needn't*** come so early. — Вам не нужно приходить так рано.

2) **сожаление по поводу того, что действие было совершено напрасно:**
   You ***needn't*** *have come* so early. — Вам не нужно было приходить так рано.

5 **Fill in the gaps with *can, may, might, must, should, have to*. There can be more than one option.**

HOW TO BECOME A PROFESSIONAL MUSICIAN

It's not about *what you must do* . . . It's about *who you must become*

I asked myself all the usual questions like, "How . . . . . I get on a world tour?", "Where . . . . . I send my CDs to?", "Who do I . . . . . talk to at the record company?", "How . . . . . I make more money with my music and talents?", "What do I . . . . . do to sell my music in other countries?" etc.

However, I wasn't ready for any of that yet. You . . . . . be ready as a musician, but you haven't really prepared yourself mentally. When you "do things" now, you will make some progress along the way, but that isn't success. Successful people are successful not because they are intelligent or talented. When you become "success-minded", you . . . . . have the power to achieve success in anything you want to do. Let's begin working on "who you . . . . . become". Your music career success . . . . . be built from the inside first, then the external things you . . . . . do will fall into place much more easily.

There no easy way to start a career in the music industry. You . . . . . listen to yourself and push through all bad days. And one day you . . . . . become popular.

6 **Complete the sentences.**

1. To become a professional musician you must . . .
2. You should listen to . . .
3. It can take a long time before . . .
4. You need to send your records to . . .
5. One day you might become . . .

Unit 17

Pronunciation

7 **TRACK 32.**
Read after the speaker and put the words under the following headings: *Music, Cinema, Literature, Painting, Dance.*

Casting, watercolour, flamenco, violin, oil, novel, note, screen, tango, brush, camera, role, waltz, script, corps de ballet, fairytale, poetry, orchestra, canvas, composer, pencil, conductor, short story, portrait, comics, gallery, DVD player, disco, artist, playwright.

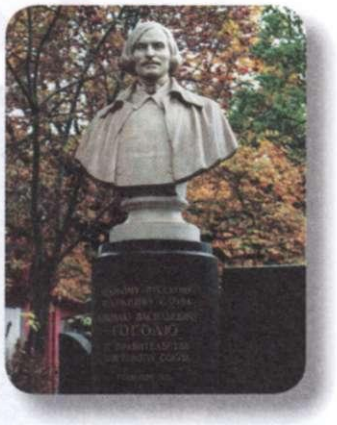
Vocabulary

8 **Study the following words and expressions.**

heritage — наследие
to reflect — отражать
delight — наслаждение, радость
admiration — восхищение
to boast (of) — гордиться (*чем-либо*)
valuable — ценный
rare — редкий
canvas — холст
masterpiece — шедевр
tapestry — гобелен

weapon(s) — оружие
ivory — изделия из слоновой кости
pottery — керамика
merchant — купец
connoisseur — ценитель
the Trinity — Троица
outstanding — выдающийся
immortal — бессмертный
volume — том
short story — рассказ
fairytale — сказка
jewel — сокровище
cathedral — собор
tower — башня
brick — кирпич
astonishing — удивительный, поразительный
dome — купол
film director — кинорежиссер
contribution — вклад

Reading



9 **Read the text.**

The Russian Art Heritage

Art reflects feelings and emotions, brings delight and admiration. When speaking about the arts, we connect with culture. Russia is a country that can boast of its artistic and cultural traditions. Its museums attract tourists from all over the world.

The Hermitage is famous all over the world for its valuable rare collections of canvases and other art objects. It comprises masterpieces by Leonardo da Vinci, Titian, Raphael, Rembrandt, Rubens and others. People come to admire the collections of sculpture, tapestry, textiles, weapons, ivory, pottery.

We must also mention the Tretyakov Gallery in Moscow. A Russian merchant and a connoisseur of art, Pavel Tretyakov founded this picture gallery in the 19th century. He was especially fond of the works of the Peredvizhniki – the artists who belonged to the Society of Travelling Art Exhibitions such as Kramskoy, Perov, Ghe and other great Russian painters. The Tretyakov Gallery reflects the whole history of Russian art. It has a rich collection of early Russian paintings and icons, including the world-famous "The Trinity" by Andrey Rublev.

Speaking about arts, we should not forget about music, especially classical music. Outstanding Russian composers have made the whole world admire their music. Everybody knows Tchaikovsky, Glinka and Rimsky-Korsakov.

Russia is world-famous for its literature. The "golden age" of Russian literature began in the 19th century when such outstanding masters of letters as Pushkin, Lermontov, Gogol, Turgenev and Dostoyevsky created their immortal masterpieces. Alexander Pushkin was the author of more than 700 lyrical poems. He wrote volumes of dramatic works, short stories and adaptations of Russian fairytales.

Russia is famous for its architecture. The real jewel of architecture is the Moscow Kremlin with its cathedrals, towers and red-brick walls. St Basil's Cathedral is one of the world's most astonishing buildings with eight domes of different designs and colours.

Russia is also rich in young talent. We can hear new voices in music and poetry, see new canvases by modern artists, works of great actors and film directors. All of them will make their contribution into Russian culture and art.

Unit 17

10 **Are these statements true or false? Correct the false ones.**

1. Art is a reflection of our feelings and emotions.
2. Russia is world-famous for its cultural heritage.
3. There is little young talent in modern Russia.
4. The Tretyakov Gallery was founded in the 19th century by one of the Russian artists.
5. The Tretyakov Gallery has a rich collection of tapestry, ivory and weapons.
6. The Tretyakov Gallery reflects the history of 19th-century Russian art.
7. Alexander Pushkin adapted more than 700 fairytales.
8. The real jewel of Russian architecture is St Basil's Cathedral in the Moscow Kremlin.
9. St Basil's Cathedral is one of the most astonishing buildings as it has ten domes.
10. Tourists from all over the world come to St Petersburg to admire the masterpiece by Andrey Rublev "The Trinity".

Listening

11 **TRACK 33.**
Listen to the three texts and give them titles.

Speaking

12 **Speak about Russian culture using the following prompts.**

Russia is a country rich in . . . traditions.
Its . . . attract tourists from all over the world.
People come to . . . to admire collections of . . .
Everybody knows the masterpieces of outstanding Russian composers: . . .
Russian masters of letters created immortal works. Among them are . . .
Such plays as . . . are staged by many theatres of the world.
The real jewels of Russian architecture are . . .
There is also much young talent in Russia: . . . (*Anastasia Volochkova, a ballerina etc*).
All of them will . . .

Writing

13 **Describe the art you admire most of all using the following plan.**

- Name of the art.
- Some interesting facts from its history.
- Events you visit (where, how often) and would like to visit.
- Your favourite performers and their works.
- Literature you read about this art.

Practice

14 **Here are some quotes by professional designers to beginners. Rewrite these quotes using modal verbs. Use negative constructions.**

1. The best advice that I can give is to always keep learning. Don't worry about having a unique style; your style will come naturally with time. It's also important to remember that you are designing for a target audience, not other designers.
2. My advice for designers and illustrators is to be open-minded and thick-skinned. What we do is very subjective and we're always being criticized. So, don't give up!
3. I'm often asked how you can make money in the shortest time. I always ask those people why they are doing what they do. I do this because I love what I do. I can't imagine a life without it and it's one of the best feelings when you can express yourself. Everything else comes naturally.
4. I always advise anyone with an interest in design to keep practising, experimenting and trying out new techniques. Follow your inspirations and just do what you enjoy!

Unit 17

15 **Finish the table in Ex. 1. Consult an encyclopedia or the Internet.**

16 **Read the text and write out sentences with gerunds.**

What do you think of television?

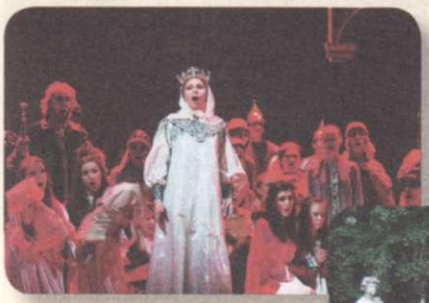
Let's talk about television. I've just remembered a funny incident a couple of years ago. Some friends invited me for a drink. They lived in a big block of flats, and when I got there, I took the lift up to their flat. Somebody opened the door, but I couldn't see the person clearly because all the lights were off and the television was on. I was pushed into a chair, and somebody put a glass into my hand. I quite enjoy watching television, but this was a bad programme, and I hate watching bad programmes. Still, what could I do? I don't mind sitting and resting with a drink in my hand after a long day. The programme went on for about half an hour, and I remember thinking, "I'll never accept another invitation from people with a television." Then the programme came to an end, and somebody switched the lights on and I stood up. What a surprise! I didn't know the other people in the room, and they didn't know me! I had made a mistake. This was the 5th floor, and my friends lived on the 15th floor. Well, I explained my mistake and began apologizing, but they were very nice and friendly. "Stay and have another drink with us," they said. However, I hate not being punctual, so I apologized again and left.

I caught the lift up to the 15th floor and rang the bell at my friends' flat. Somebody opened the door, but all the lights in the flat were off and the television was on, so I quickly said, "I'm David Braine. Please apologize to Dr Perez for me, but I have to go to the station and haven't time for a drink." Then I took the lift back to the 5th floor and had a drink with my new friends. At least their television was off!

For Project 4

17 **In your groups prepare *A Book of Amusing Facts* on various kinds of art: painting, sculpture, music, theatre, cinema, literature, architecture . . . Illustrate them with interesting pictures. Here are some examples:**

- The world's most valued painter, Vincent van Gogh, sold only one painting in his entire life and he sold it to his brother who owned an art gallery. The title of the painting was "Red Vineyard at Arles".
- There are six versions of Franz Schubert's "Die Forelle" ("The Trout"), simply because when friends asked him for copies of the song, he wrote out new copies, as best he could remember at the time.
- We do not really know what Shakespeare looked like! No portraits were painted of Shakespeare whilst he was alive.

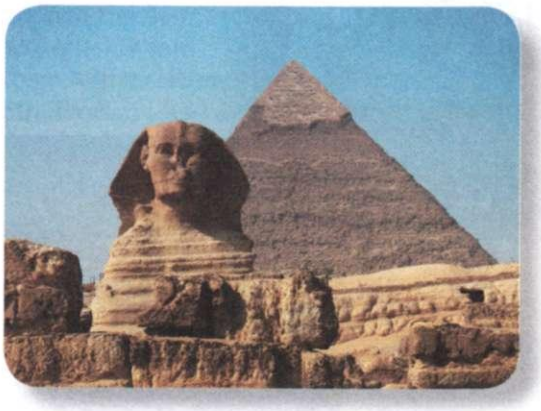


Unit 18
Wonders of the World

Warm-up

1 Find the 6 hidden words.

космос
эпоха
уникальный
Земля
пирамида
чудо



p	o	s	p	a	c	e
y	u	n	i	q	u	e
r	e	a	n	e	w	d
a	e	a	r	t	h	i
m	e	p	o	c	h	t
i	t	e	o	d	i	k
d	w	o	n	d	e	r

2 **Match the words with opposite meaning.**

1. ancient	a. lose
2. build	b. deserted
3. colour	c. destroy
4. find	d. survived
5. huge	e. tiny
6. populated	f. artificial
7. against	g. modern
8. died	h. work
9. natural	i. for
10. rest	j. black and white

3 **In pairs perform a dialogue using the following questions.**

What Wonders of the World do you know?
What is the most incredible thing you have ever seen?
What technical and scientific wonders do you know?
What would you do if you had a time machine?

c e
U e
W d
h i
h t
i к
e r

Unit 18

Grammar

4 Study the grammar.

УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ
CONDITIONAL SENTENCES

Условными предложениями называются сложноподчиненные предложения, в которых в придаточном предложении содержится условие, а в главном предложении — результат выполнения этого условия. Условие и следствие могут относиться к настоящему, прошедшему и будущему. Запятая в сложноподчиненном предложении ставится только тогда, когда придаточное предложение находится перед главным.

Условные предложения делятся на три типа в зависимости от того, насколько вероятно выполнение данного условия. Эту вероятность определяет говорящий.

Тип условного предложения и вероятность выполнения условия	**Придаточное предложение**	**Главное предложение**	**Перевод**
1. Реальное условие (относится к **будущему** времени)	If we ***go*** to Egypt, *Present Simple*	we ***will visit*** the Pyramids. *Future Simple*	Если мы поедем в Египет, то посетим пирамиды.
2. Маловероятное условие (относится к **настоящему** и **будущему** времени)	If you ***went*** on the excursion, *Past Simple*	you ***would/could see*** many beautiful places. *Would/could/might + V*	Если бы вы поехали на экскурсию, вы увидели бы много красивых мест.
3. Нереальное условие (относится к **прошедшему** времени)	If I ***had known*** about this invention, *Past Perfect*	I ***would have made*** the right decision. *Would/could/might + have + Ved*	Если бы я знал об этом открытии, то принял бы правильное решение.

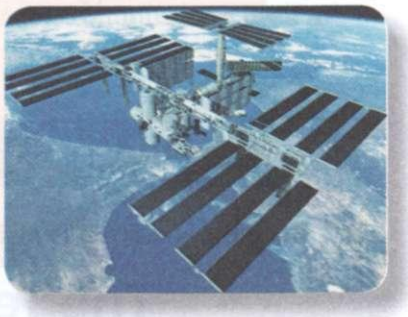
СОЮЗЫ, ИСПОЛЬЗУЕМЫЕ В ПРИДАТОЧНЫХ УСЛОВИЯ

if	если
in case	в случае если
unless	если не

if I *were* you
in your place на вашем месте я бы...
in your shoes

5 **Put the verbs in brackets in the correct form.**

1. If I . . . . . (not to take) a taxi, I . . . . . (to miss) the train.
2. If it . . . . . (to be) sunny tomorrow, we . . . . . (to go) to get a tan.
3. If I . . . . . (to have) time tonight, I . . . . . (to finish) reading this book.
4. If you . . . . . (to work) at the weekend, I . . . . . (to pay) you well.
5. If you . . . . . (to ask) me for a help, I . . . . . (to help) you at once.
6. If he . . . . . (to finish) the work this week, he . . . . . (can) go on holiday.
7. You . . . . . (to pass) the exam unless you . . . . . (to work) hard.
8. If she . . . . . (to phone) me, I . . . . . (to tell) her everything about it.
9. If I . . . . . (to be) in your shoes, I . . . . . (to spend) all the time in a gym.
10. If my brother . . . . . (to come) to visit me on Sunday, we . . . . . (to go) for a picnic.



Pronunciation

6 **TRACK 34.**
Read after the speaker and fill in the table.

Saint Basil's Cathedral, Stonehenge, the Internet, the Temple of Artemis at Ephesus, the Grand Canyon, the Tower of Pisa, Lake Baikal, the International Space Station, the Great Pyramid of Giza, the Hanging Gardens of Babylon, the Great Wall of China, the Taj Mahal, the Channel Tunnel, Mount Elbrus.

Wonders of the World

Ancient Wonders	Technical Wonders	Natural Wonders

Unit 18

Vocabulary

7 **Study the following words and expressions.**

temple — храм
Artemis — Артемида
Ephesus — Эфес
unique — уникальный
the Hanging Gardens — Висячие сады Семирамиды (*также* Висячие сады Вавилона)
the Colossus of Rhodes — Колосс Родосский
hunting — охота
fertility — плодородие
to date back to — датироваться
marble — мрамор
skilled — способный, талантливый
excavations — раскопки
to reveal — обнаруживать
pilgrim — пилигрим
ivory — слоновая кость
earring — серьга
necklace — ожерелье
Herostratus — Герострат
to burn to ground — сжигать дотла
decade — десятилетие
AD — нашей эры
to convert — обращаться
glamour — привлекательность
to tear (tore, torn) down — сносить
to be deserted — опустеть
attempt — попытка
site — место
to erect — возводить

Reading

8 **Read the text.**

The Temple of Artemis at Ephesus

Is it simply a temple? How could it take its place among other unique structures such as Great Pyramid, the Hanging Gardens and the Colossus of Rhodes? For the people who actually visited it the answer was simple. It was not just a temple. It was the most beautiful structure on earth. It was built in honour of the Greek goddess of hunting, wild nature and fertility. That was the Temple of Artemis at Ephesus.

It was situated in the ancient city of Ephesus (about 50 km south of Izmir in Turkey). Although the foundation of the temple dates back to the 7th century BC, the structure was built around 550 BC. The great marble temple was decorated with bronze statues of Amazons sculpted by the most skilled artists of their time.

The temple served as both a marketplace and a religious institution. Recent archeological excavations revealed gifts from pilgrims including statuettes of Artemis made of gold and ivory, earrings, bracelets and necklaces.

In 356 BC a man named Herostratus burned the temple to ground. Over the next two decades the temple was restored. It was again destroyed by the Goths in 262 AD and then rebuilt. By the 4th century AD most Ephesians had converted to Christianity and the temple lost its religious glamour. In 401 AD the Temple of Artemis was torn down by St John Chrysostom. Ephesus was later deserted, and only in the late 19th century the site has been excavated. Attempts were recently made to rebuild the temple, but only a few columns have been re-erected.

9 **Are these statements true or false? Correct the false ones.**

1. The Temple of Artemis is one of the Seven Wonders of the World.
2. It is situated in Greece.
3. Its columns are made of bronze.
4. The temple was founded in 550 BC.
5. It was built in honour of a Greek queen.
6. Today it is a museum which houses many works of art, including four ancient bronze statues of Amazons.
7. The temple was used as a marketplace.
8. The people could sell and buy earrings, bracelets and necklaces there.
9. In 401 AD the Temple of Artemis was torn down by St John Chrysostom and then rebuilt.
10. It is the most beautiful museum in the world.

Unit 18

Listening

10 **TRACK 35.**
Listen to the dialogue and fill in the gaps with the words from the box.

unique, Great Pyramid of Giza, amazing, natural, Wonders of the World, Seven Wonders of the World, man-made, Stonehenge

— Good afternoon!

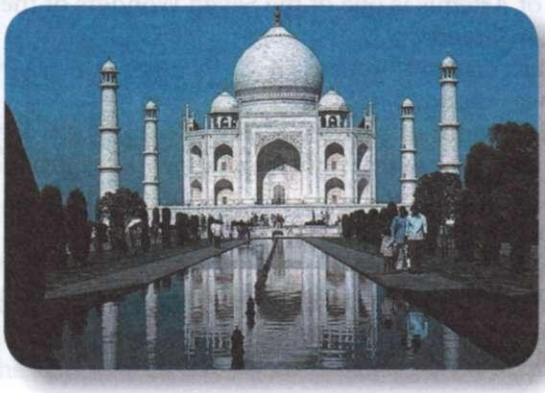
— Good afternoon! What can I do for you?

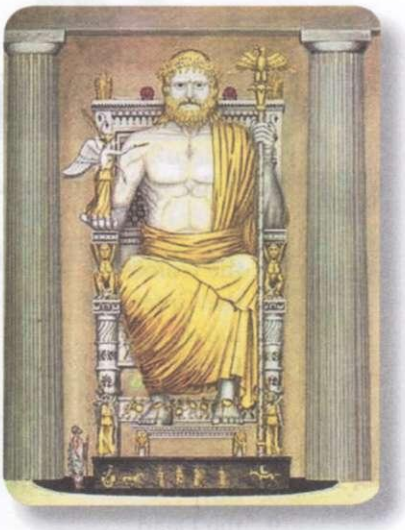
— I'm interested in some books about the . . . . . .

— We have many books on this topic. Most of them are illustrated very well. Wait a minute, I'll bring you some of them. Here you are. This one is about the . . . . . . And that one is about some of the most outstanding . . . . . wonders and . . . . . structures and monuments in the world: the . . . . . , the Statue of Liberty, Mount Rushmore, ... , Victoria Falls, the Grand Canyon . . . The photographs depict the . . . . . qualities that make each of these places a true wonder.

— Oh, thank you! I'll take it. The pictures are . . . . . , and the text is just enough: neither too long nor too short. Bye!

— Goodbye! I hope you'll enjoy reading it.





Speaking

11 **Give general information about the Seven Wonders of the World using the following prompts.**

The Seven Wonders of the World are . . .
They were first described by . . .
They are seven because . . .
They are called "Wonders" because . . .
(*of their beauty, enormous size, their means of construction are a complete mistery etc).*
To my mind the most fantastic wonder is . . .
It was built in . . . (*time, place*) in honour of . . .
It has survived / hasn't survived to the present day.
It was destroyed in . . . by . . . (*fire, earthquake, the man named . . . etc*).
Its notable characteristics are . . .
We need to know about the Seven Wonders of the World because they . . . (*are part of our heritage and culture, symbolize . . . etc*).

Writing

12 **Plan a trip to a place you consider to be a Wonder of the World. You can choose the form of an advertisement in a tourism magazine/site or a letter to a friend. Include the following information:**

- Place name and location.
- The best time to visit it (why).
- Its brief history and description.
- Why you consider it a Wonder of the World.

Unit 18

Practice

13 **Match the words to make names of the Wonders of the World.**

1. the Colossus	a. City
2. the Great	b. the Redeemer
3. Lake	c. Island
4. Christ	d. of Rhodes
5. the Forbidden	e. Sea
6. Easter	f. Everest
7. Mount	g. Baikal
8. Burj	h. at Halicarnassus
9. the Dead	i. Al Arab
10. the Mausoleum	j. Pyramid of Giza

14 **Fill in the gaps with the words and word combinations from the box.**

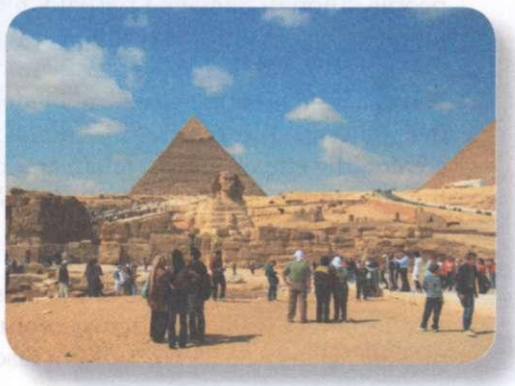
Peterhof Palace, Mamayev Kurgan, Golden mountains, Baikal, Trans-Siberian Railway, Seven Wonders of the World, St Basil's Cathedral, Valley of the Geysers, Golden Ring, Mount Elbrus

1. Alternative . . . . . could be easily found on Russian territory if only tourists were willing to dig them out.
2. The . . . . . is a group of towns and cities in Russia.
3. Lake . . . . . is one of the genuine Seven Natural Wonders of the World.
4. A most amazing attraction is the . . . . . in Kamchatka.
5. The . . . . . is now the longest continuous rail line on earth.
6. Europe's highest peak is the 5,642 metre . . . . . .
7. The so-called . . . . . of the Altai Republic are noted for being among the most beautiful parts of Siberia.
8. The huge memorial statue of the Motherland, known as "The Motherland Calls!" was the largest free-standing sculpture in the world when it was built on top of . . . . . in 1967.

9. A legend says the architect was blinded after finishing his creation "....." so that he couldn't build anything as beautiful again.
10. ..... is a complex of palaces and gardens often called the Russian Versailles.

15 **John is enjoying his new life in New York. Read the text about John's adventures and put the verbs in brackets in the correct tense.**

1. If John ..... (not to oversleep), he ..... (not to be) late for work.
2. If he ..... (not to be) late for work, his boss ..... (not to fire) him.
3. If John ..... (not to lose) his job, he ..... (not to walk) in the streets in the afternoon.
4. If he ..... (not to walk) in the streets, he ..... (not to see) the travel agency lottery.
5. If he ..... (not to see) the lottery, he ..... (not to win) the tour to Egypt.
6. If he ..... (not to win) the tour to Egypt, he ..... (not to go) sightseeing.
7. If he ..... (not to go) sightseeing, he ..... (not to get) acquainted with the people from New York who offered him a job there.
8. If he ..... (not to get) acquainted with them, he ..... (not to work) a head manager of the bank.
9. If he ..... (not to work) as the head manager of the bank, he ..... (not to be) happy and ..... (not to have) money at all.



Unit 18

16 **Guess what Wonders of the World are described.**

1. This is the only wonder of the ancient world that is still standing, and it is great in every aspect. Built over 20 years, it held the record for the tallest man-made structure in the world for over 3,800 years.

2. Consisting of large stones in a standing position and forming a circle, it is believed to have been built around 2500 BC. It is a UNESCO World Heritage Site. Recent studies have led archaeologists to believe that it was used as a burial site in its time.

3. The literal translation of its name is "Old Mountain". It was declared a UNESCO World Heritage Site in 1983. It is believed to be an Inca site.

4. Though not man-made, its amazing peak certainly deserves a place in the top 10 wonders of the world as a natural wonder. Standing at 8,848 m tall, it is the highest peak in the world above sea level, and was first conquered by Edmund Hillary and Tenzing Norgay in 1953.

5. Certainly one of the most known structures in the world, it is indeed a leaning structure, standing at 55.86 m tall. It used to lean by 5.5 degrees, but restoration work carried out between 1991 and 2000 has reduced that angle to 3.99 degrees.

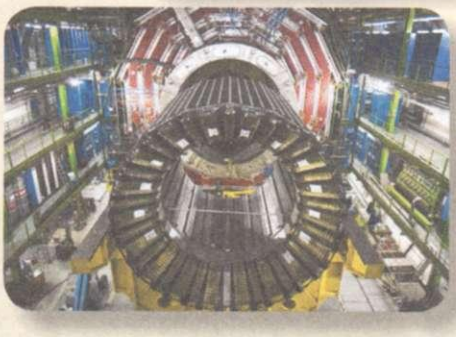
6. It is a massive structure, which is actually an amphitheatre, and is the largest ever built in Italian history. It is elliptical in shape and is capable of seating 50,000 people. Though damaged partially by massive earthquakes and stone robbers, this marvellous feat of Roman engineering has survived all the tough times.

7. It is a breath-taking structure made of marble, and is located in India. Built over 30 years, it comprises of a dome mausoleum, and also has the shrines of its creator, the emperor Shah Jahan and his wife, Mumtaz Begum, in whose memory the structure was actually built. A UNESCO World Heritage Site, it is a symbol of iconic beauty and love.

8. This structure is also one of the most famous ones in the world. It is actually a collection of walls built across centuries by many dynasties. The whole series of walls spans 8,851.8 km and is a fascinating wonder.

For Project 4

17 **In this Unit you had a chance to learn about the Seven Wonders of the ancient world, which have remained famous for thousands of years and still amaze people from all over the world. But time passes and nowadays people take pride in other achievements, from scientific experiments to stadiums. In your groups select a Wonder to be included in the New List of the Wonders of the World. Try to persuade others as to why your Wonder should be included in the list. You are now going to research the information about your Wonder. Illustrate it with interesting photos.**



Unit 19
Man and Nature

Warm-up

1 **Cross out the word that does not belong to the group.**

1. Panda, zebra, tiger, cow, elephant.
2. Swan, turkey, hen, goose, duck.
3. Apple tree, cherry tree, fir tree, pear tree, plum tree.
4. Tiger, cat, lion, leopard, giraffe.
5. Seahorse, horse, dolphin, crocodile, fish.

2 **Act out the dialogue.**

Lynn: Oh, what terrible weather! This rain!
Susan: I love the rain. I love to ride my bike in the rain.
Lynn: Susan! You don't ride your bike in this weather, do you?
Susan: Of course I do! I always go to work on my bike.
Lynn: I always take the car. I only ride my bike on Sundays. I think John is like you. He always goes to work on his racing bike.
Susan: Oh, does he? It is better for the environment, isn't it?
Lynn: Yes, of course. David Barton takes the train. That's alright too.
Susan: I guess so. How does Bill get to work?
Lynn: Bill? Oh, Bill Dillon. He usually walks to work.

3 **In pairs perform a dialogue using the following questions.**

Are you interested in ecological questions?
What do you think is the most important ecological problem?
What do you do to preserve natural resources?
Should we use public transport more?

Unit 19

Grammar

4 **Study the grammar.**

СОГЛАСОВАНИЕ ВРЕМЕН
THE SEQUENCE OF TENSES

В английском языке время глагола-сказуемого в придаточном предложении (обычно это придаточные дополнительные, или изъяснительные) зависит от времени глагола-сказуемого в главном.
Согласование времен заключается в следующем:

1. Если в главном предложении сказуемое стоит в одной из форм **настоящего** или **будущего** времени, то сказуемое в придаточном предложении может стоять в любой форме, которая требуется по смыслу:

   He ***says*** that he ***was*** busy yesterday. — Он говорит, что был занят вчера.
   He ***says*** that he ***will be*** busy tomorrow. — Он говорит, что будет занят завтра.
   He ***says*** that he ***is*** busy. — Он говорит, что занят.

2. Если в главном предложении сказуемое стоит в одной из форм **прошедшего** времени, то сказуемое в придаточном предложении употребляется также в одной из форм прошедшего времени:

   She ***said*** she ***prepared*** for the report. — Она сказала, что готовилась к докладу.
   She ***said*** she ***was preparing*** for the report. — Она сказала, что готовится к докладу.
   She ***said*** she ***had prepared*** for the report. — Она сказала, что подготовилась к докладу.
   She ***said*** the materials for the report ***had been prepared***. — Она сказала, что материалы к докладу уже готовы.
   She ***said*** she ***would prepare*** for the report. — Она сказала, что будет готовиться к докладу. (*Future-in-the-Past*)

Согласование времен не соблюдается в следующих случаях:

1. Если в состав сказуемого в придаточном предложении входят модальные глаголы ***ought to, should***:

   I ***knew*** that he ***should have come*** by 3 o'clock. — Я знал, что он должен прийти к 3 часам.

2. Если в придаточном предложении сообщается об общеизвестном факте или неопровержимой истине:

   The teacher ***told*** the pupils that Novosibirsk ***stands*** on both banks of the river Ob. — Учитель рассказал ученикам, что Новосибирск расположен на обоих берегах реки Обь.

3. Если придаточное предложение является определительным или вводится союзами ***as*** — *как, в качестве*; ***than*** — *чем*:

   It ***was*** not so cold yesterday as it ***is*** today. — Вчера не было так холодно, как сегодня.

4. Если действие придаточного предложения предшествует действию главного предложения и время действия придаточного предложения указано точно:

   I ***knew*** that she ***left*** Moscow *in 1945*. — Я знала, что она уехала из Москвы в 1945 году.

ПРЯМАЯ И КОСВЕННАЯ РЕЧЬ

Прямая речь — это чья-либо речь, передаваемая без изменений. На письме она заключается в кавычки: " ". Все знаки препинания ставятся внутри кавычек, тире не используется.

Косвенная речь передает лишь содержание слов говорящего. Она представляет собой дополнительное придаточное предложение, вводимое союзом ***that*** — *что*, который в разговорной речи часто опускается.
В косвенной речи соблюдается правило согласования времен.

Unit 19

УКАЗАТЕЛЬНЫЕ МЕСТОИМЕНИЯ И НАРЕЧИЯ ВРЕМЕНИ И МЕСТА В КОСВЕННОЙ РЕЧИ

Прямая речь	Косвенная речь
this — этот	**that**
these — эти	**those**
now — теперь	**then**
here — здесь	**there**
today — сегодня	**that day**
tomorrow — завтра	**the next day**
the day after tomorrow — послезавтра	**two days later**
yesterday — вчера	**the day before**
the day before yesterday — позавчера	**two days before**
next year — в будущем году	**next year**
last year — в прошлом году	**previous year**

5 **Put the verbs in the correct form.**

1. Elena is saying that she . . . . . (to go) to the country every weekend.
2. She has just told us that they . . . . . (already, to build) the recycling plant.
3. I remember that you . . . . . (to promise) to send the invitations by 12 o'clock.
4. We thought they . . . . . (must) use new farming technologies.
5. Everyone knew that the conference . . . . . (to start) next Monday.
6. They felt sure they . . . . . (can) suggest an excellent solution to this problem.
7. From the latest reports we have learned that around 40,000 African elephants . . . . . (to be) killed each year.
8. The manager didn't know that his boss . . . . . (to go) on business trip.
9. The seeds grew well because the farmers . . . . . (to dig) the soil well.
10. Experts said that the effect of global warming . . . . . (to increase) desert area and . . . . . (to raise) sea levels.

Pronunciation

6 **TRACK 36.**
Listen to the poem and fill in the table. Listen again and check.

In Time of Silver Rain

Langston Hughes

In time of silver rain
The earth
Puts forth new life again.
Green grasses grow
And flowers lift their heads,
And over all the plain
The wonder spreads
Of life,
Of life,
Of life.
In time of silver rain
The butterflies
Lift silken wings
To catch a rainbow cry,
And trees put forth
New leaves to sing,
In joy beneath the sky
As down the roadway
Passing boys and girls
Go singing too
In time of silver rain
When spring
And life
Are new.

[eɪ]	[aɪ]	[əʊ]	[ɔɪ]	[ɑː]	[iː]	[ɪ]

Unit 19

Vocabulary

7 **Study the following words and expressions.**

danger — опасность
species — вид, виды
extinct — вымирающий
to hunt — охотиться
to damage — наносить ущерб, разрушать
the World Wildlife Fund — Всемирный фонд дикой природы
priest — священник
giant panda — большая панда
rare — редкий
to disappear — исчезать
to survive — выживать
whale — кит
to weigh — весить
mammal — млекопитающее
high-pitched — высокочастотный
cruel — жестокий

Reading

8 **Read the text.**

Animals in Danger

At present a thousand species are almost extinct because we hunt them or damage their environment. Here are some of the animals in danger. The World Wildlife Fund is fighting to save them.

The French priest, Pierre David, was the first European to see a giant panda in China in 1869. Today the giant panda is one of the rarest species in the world. There are perhaps only 300 of them left. It likes to live in bamboo forests, but these are slowly disappearing.

The giant panda can live for up to 20 years, and a big male can weigh 150 kilograms. A new-born panda weighs only 125 grams and measures less than 15 centimetres. The female panda is 800 times heavier than the baby at birth and the baby is 3 — 4 months old before it can crawl. It is pinkish-white at birth without dark markings and the familiar black eyes.

Fortunately the Chinese government now protects the panda, so it should survive. The World Wildlife Fund uses the panda as its symbol.

The story of the whale has been another great wildlife tragedy. Some of these are the largest animals that have ever lived. A blue whale can weigh over 125 tonnes. Whales are mammals, not fish and they are highly intelligent. They send messages to each other over very long distances with high-pitched sounds.

Whales are now in great danger because hunters have killed too many of them. Modern ships and machines have made it easy to hunt these animals, and they are often killed in a very painful and cruel way. Some countries have agreed to protect the whale, but others have not and still kill too many.

9 **Are these statements true or false? Correct the false ones.**

1. The World Wildlife Fund is an organization fighting to save animals in danger.
2. It uses the whale and the panda as its symbols.
3. At present about ten hundred species are almost extinct.
4. It happens because people hunt them.
5. Today the panda is one of the rarest species in the world.
6. Whales and giant pandas are in great danger.
7. A whale is a giant fish: a blue whale can weigh over 125 tonnes.
8. Whales communicate with each other with high-pitched sounds.
9. Fortunately the Chinese government now protects whales.
10. Nevertheless, other countries still kill too many of them.

Unit 19

Listening

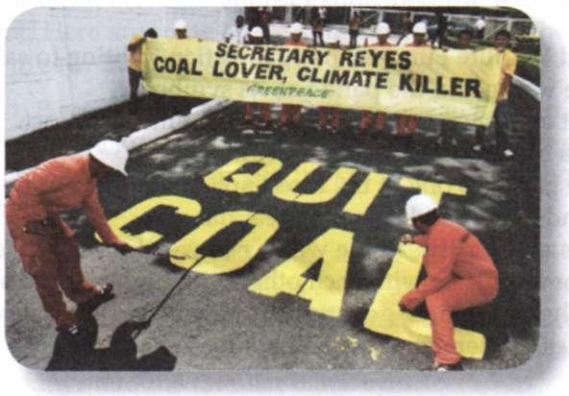
10 TRACK 37.
Listen to the text and fill in the gaps with the words in the box.

Greenpeace, oxygen, jungle rain forests, ecology, breathing, nature, wildlife, flora and fauna

WHO CAN SAVE OUR PLANET?

People depend on the planet, on the Sun, on animals and plants around them. People must take care of the Earth. Our . . . . . becomes worse and worse with every new day. People destroy . . . . . and cut down trees to make furniture. They forget that they can't live without trees and plants, because they fill the air with . . . . . . Oxygen is necessary for our . . . . . . We can't stay indifferent to these problems.

There are a lot of special organizations which are trying to save our nature. One of them is . . . . . . Their aim is to help . . . . . to survive, to rescue animals, to save . . . . . , which are in danger of destruction. We must find the right way to save our land, people and animals. We must take care of . . . . . because we are a part of it.



Speaking

11 **Talk about how we can save our nature using the following prompts.**

People depend on . . .
At present . . . are in danger.
To save our planet we must . . .
To save natural resources I . . . (*don't let the water run while rinsing or when washing dishes by hand, use the blank sides of used paper etc*).
I would like / wouldn't like to take part in . . . because . . .

Writing

12 **Describe your personal ways of saving natural resources. Think of the following:**

- reusable shopping bags;
- reusable tableware;
- rechargeable batteries;
- walking and biking whenever possible;
- viewing bank statements on screen etc.

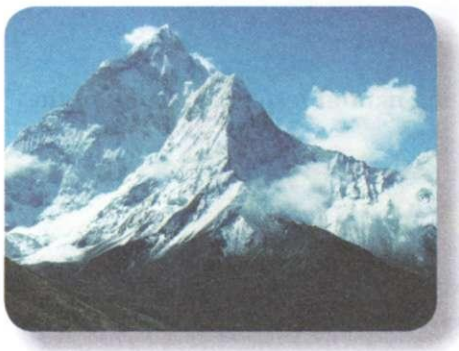
Unit 19

Practice

13 **Find the 10 hidden words.**

природа
океан
дерево
растение
гора
полезный
выращивать
экология
море
животное

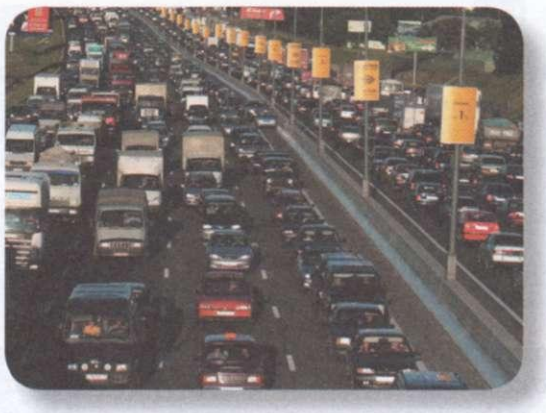
e	o	c	e	a	n	r	w	i	x
a	n	y	g	n	a	t	u	r	e
t	r	e	e	d	a	u	m	o	s
o	b	k	e	h	n	s	o	y	p
r	c	o	a	o	i	e	u	p	l
t	i	l	c	s	m	f	n	o	a
s	n	j	a	u	a	u	t	w	n
g	r	o	w	n	l	l	a	e	t
e	o	n	t	c	a	n	i	s	o
e	c	o	l	o	g	y	n	v	y



14 **Fill in the gaps with the words and word combinations in the box.**

energy-saving, a part of it, air pollution, oxygen, breathe, countryside, movements, take care, extinct and endangered, deforestation

1. People should live closer to nature because we are . . . . . .
2. Many people prefer to live in the . . . . . .
3. The big city is always synonymous with high . . . . . from vehicles or industry.
4. People can't live without . . . . . .
5. I would never cut down trees, they let us . . . . . .
6. Seventy per cent of land animals and plants live in forests, and many cannot survive the . . . . . that destroys their homes.
7. Land degradation leads to an increasing number of . . . . . animals.
8. To save our planet we must . . . . . of it.
9. The least we can do is try and adopt some . . . . . methods.
10. Our company supports ecological organizations and . . . . . .



15 **Put the words under the following headings: *Natural Disasters, Man-made Disasters, Harmful Products & Pollutants.***

Flood, aerosole, hurricane, greenhouse gases, inorganic (synthetic) fertilizer, earthquake, noise pollution, tornado, global warming, volcanic eruption, oil spill, pesticide, tsunami, nuclear radiation contamination.

Unit 19

16 **Rewrite the sentences in indirect speech.**

1. The reporter noted: "There is a serious lack of resources available to us now."
2. They admitted: "The earth is now overpopulated."
3. Anna said: "To ride a bike is good for the environment and great for your health."
4. Scientists warn: "Oil spills damage the prime source of water for various cities, marine life and even affect birds."
5. Our teacher explained to us: "Many chemicals destroy the ozone layer because they interact with ozone."
6. A famous ecologist said: "The use of nuclear energy has led to the threat."
7. The author of the article stated: "The high amounts of air pollution are caused by the development of several industries and water pollution."
8. A representative of Starbucks claims: "If fifty customers a day in every Starbucks store brought their own mug, the resulting savings from unused disposables would be the equivalent of saving 300,000 trees."
9. I asked myself: "What are the ingredients of these cleaning products?"
10. The professor taught us: "Don't worry about what the world is doing. Worry about your own deeds that are contributing to the numerous environmental problems on the planet."

17 **Which of the two opposite opinions do you support? Choose one of them and list down your arguments for it.**

***Example*: New power? No, thanks. The world has reserves of coal etc.**

1. Nuclear power? No, thanks

Do we need nuclear power? No, because the world has reserves of coal which will last for hundreds of years. We should do research into new energy sources like the sun, the wind, the waves etc.
Will jobs be lost if nuclear power is not produced any more? No. There will be more jobs. It costs millions to create a single job in a nuclear power station.
Is nuclear power the cheapest possible energy? No. It turns out to be the most expensive.
Have there been any nuclear accidents? Hundreds!

2. Why we need nuclear energy

Nuclear power stations are safe, clean, reliable and economic. The electricity generated by nuclear power costs less to produce than electricity generated by burning coal and much less than electricity generated by burning oil.

Oil and coal are limited resources. The development of nuclear energy will allow coal to be used for oil where possible. Oil can be then used where there is no alternative, e.g. air transport.

For Project 4

18 **The environment is a hot topic these days, and there is a lot of information about what is wrong and what we can do about it. In your groups make up a list of global environmental problems and propose your ways of solving them. Illustrate your material with convincing pictures.**

Unit 20
The Way into a Career

Warm-up

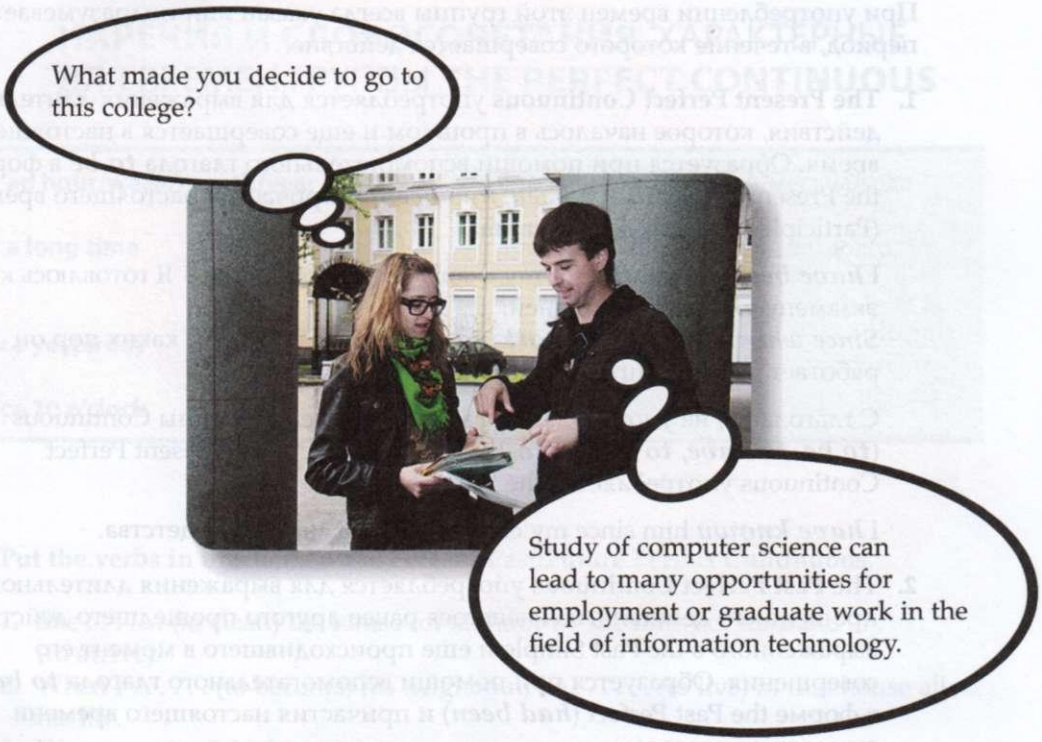
1 **Match the words in the two columns.**

a. a plumber	1. does operations in a hospital
b. a typist	2. writes computer programs
c. a coach	3. prepares and cooks food
d. a software engineer	4. serves food and drinks at the tables in a restaurant
e. a flight attendant	5. decides how criminals should be punished
f. a judge	6. types documents
g. a waiter	7. trains a person or team in a sport
h. a surgeon	8. designs buildings
i. an architect	9. repairs water pipes, baths, toilets etc
j. a cook	10. serves food and drinks to passengers on a plane and looks after their comfort and safety

2 **Ms Wilson is a sales manager. What else can be found in her office? Make a list.**

— This is your office, Ms Wilson.
— Oh, I see.
— Your desk. Your telephone. Your computer.

3 **In pairs perform a dialogue using the following questions.**



What subjects are you good at?
What do you study? What's your main subject?
What made you decide to go to this college?
Which is harder: to study in college or in school?
What advice would you give a secondary-school pupil who is about to go to college?
Does education guarantee a good job?

Unit 20

Grammar

4 **Study the grammar.**

ВРЕМЕНА ГРУППЫ PERFECT CONTINUOUS
THE PERFECT CONTINUOUS TENSES

При употреблении времен этой группы всегда указан или подразумевается период, в течение которого совершается действие.

1. **The Present Perfect Continuous** употребляется для выражения длительного действия, которое началось в прошлом и еще совершается в настоящее время. Образуется при помощи вспомогательного глагола ***to be*** в форме the Present Perfect (***have been, has been***) и причастия настоящего времени (Participle I) смыслового глагола:

   I ***have been preparing*** for my exams *for several days*. — Я готовлюсь к экзамену уже несколько дней.
   Since when ***has*** he ***been working*** on this program? — С каких пор он работает над этой программой?

   С глаголами, не употребляющимися во временах группы Continuous (***to be, to have, to know, to love*** и др.), вместо the Present Perfect Continuous употребляется the Present Perfect:

   I ***have known*** him since my childhood. — Я знаю его с детства.

2. **The Past Perfect Continuous** употребляется для выражения длительного прошедшего действия, начавшегося ранее другого прошедшего действия, выраженного в the Past Simple и еще происходившего в момент его совершения. Образуется при помощи вспомогательного глагола ***to be*** в форме the Past Perfect (***had been***) и причастия настоящего времени смыслового глагола:

   I ***had been working*** *for a long time* when my colleague came. — Я уже давно работал, когда пришел мой коллега.
   Ann realized she ***had been reading*** the wrong book. — Анна обнаружила, что (до сих пор) читала не ту книгу.

3. **The Future Perfect Continuous** употребляется редко. Служит для выражения длительного будущего действия, которое начнется ранее

другого будущего действия или момента и будет еще происходить в момент его наступления. Образуется при помощи вспомогательного глагола ***to be*** в форме the Future Perfect (***will/shall have been***) и причастия настоящего времени смыслового глагола:

By the January 1 of next year he ***will have been working*** at our institute for forty years. — К 1 января следующего года он будет работать в нашем институте уже 40 лет.

НАРЕЧИЯ И СЛОВОСОЧЕТАНИЯ, ХАРАКТЕРНЫЕ ДЛЯ ВРЕМЕН ГРУППЫ THE PERFECT CONTINUOUS

for an hour/week/month/year	в течение часа/недели/месяца/года
for a long time	в течение долгого времени, долго, давно
since yesterday	со вчерашнего дня
since 10 o'clock	с 10 часов

5 **Put the verbs in brackets in the Present/Past/Future Perfect Continuous.**

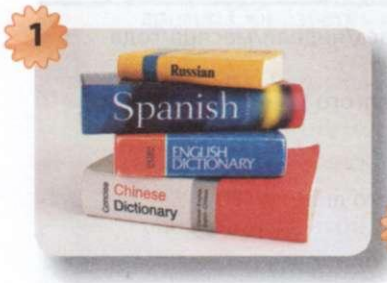
1. She . . . . . (to clean) the house for an hour by the time her husband . . . . . (to arrive).
2. When I . . . . . (to become) his neighbour, he . . . . . (to live) in that house all his life.
3. We . . . . . (to fish) for two hours.
4. I . . . . . (to live) here for ten years next year.
5. I . . . . . (to work) in this office for a month.
6. He . . . . . (to feel) tired because he . . . . . (to play) football since lunchtime.
7. They will be tired when they arrive. They . . . . . (to travel) for 24 hours.
8. The kettle . . . . . (to boil) for five minutes.
9. She . . . . . (to try) to open the door for forty minutes.
10. I . . . . . (to use) this machine since last summer.

Unit 20

Pronunciation

6 **TRACK 38.**
Read after the speaker and match the names of professions with the pictures.

Mechanic, chemist, accountant, vet, lawyer, hairdresser, decorator, make-up designer, interpreter, chef, librarian, shoemaker, electrician, carpenter, tailor.



Vocabulary

7 **Study the following words and expressions.**

to be good at (*Maths*) — хорошо успевать по (*математике*)
to cope with — справляться с (*чем-либо*)
to get into the habit of doing sth — приобрести привычку делать что-либо
everything one gets hold of — все, что попадает кому-либо в руки
tastes in books — вкус к книгам
to take to (*reading*) — пристраститься к (*чтению*)
schooling — учеба в школе
a number of — несколько
heated discussion — горячий спор
system analyst — системный аналитик
software — программное обеспечение
to update — обновлять
to modify — изменять
to expand — расширять
to repair — исправлять
major — главный, основной
milestone — этап
goal — цель
achievement — достижение
prospect — перспектива
relevant — соответствующий
employer — работодатель
to hire — нанимать
logistical — логистический
option — возможность

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Unit 20

Reading

8 Read the text.

Choosing a Career as a Computer Programmer

When I was seven, I went to school. I did well at school. I was especially good at Maths and Geometry, but I also coped with the rest of the subjects. At school I got into the habit of reading a lot. At first I read everything I got hold of. But the older I grew, the more definite my tastes in books became. I took to reading technical books and books about computers and everything connected with them, such as mathematics, physics, programming and so on.

In my last year of schooling I often wondered what I would do in the future, what sphere of life I should choose. After a number of heated discussions with my parents and friends I decided to be a computer programmer. So I entered a college of information technology.

After computer engineers and system analysts design software programs, computer programmers write them. Programmers also work on updating, modifying, expanding and repairing existing programs. Programmers often work closely with computer engineers.

Graduating from college is a major milestone. Some students see college as a major goal, when in reality it is simply a step to other future life achievements. Job prospects are excellent for well-educated programmers with relevant experience and a passion for their work. Employers prefer to hire specialists who are familiar with the latest technology. Marketing, sales, technical resources, logistical and technical support are all possible career options for programmers. I think I shall make a good programmer.

9 **Are these statements true or false? Correct the false ones.**

1. At school Alexander coped with all the subjects.
2. He reads everything he gets hold of.
3. Alexander has been interested in programming since his childhood.
4. His parents made him enter a college of information technology because they both work in the field of IT.
5. A computer programmer designs software programs.
6. A programmer also installs and repairs computer equipment.
7. Graduating from college is a step to other future life achievements.
8. Job opportunities for any programmer are excellent.
9. A programmer can work either at home or in an office.
10. Alexander is sure he will become a good specialist.

Listening

10 **TRACK 39.**
Listen to the six extracts from job descriptions and name the jobs.

Speaking

11 **Talk about your future career using the following prompts.**

When I studied at school, I was (especially) good at . . .
At school I got into the habit of . . .
I took to . . .
Then I decided to become a . . . / I've always wanted to be a . . .
Therefore I entered the . . . college.
I must study for . . . years.
To become a good . . . you need . . .
The job duties of a . . . are . . .
To my mind job prospects for . . . are . . .
The career options are . . .
I think I shall make . . .

Unit 20

Writing

12 **Describe your future profession. Consider the following:**

- How long have you been interested in this profession?
- What does this specialist do?
- Where does he or she work?
- What education and skills are required?
- How do you prepare for this career?
- What are the advantages and disadvantages of this profession?
- What are the jobs within this profession?

Practice

13 **Write the names of the objects shown in Ex. 5.**

14 **Fill in the gaps with the words from the box.**

a. firemen	**f.** marketing specialists
b. network security professionals	**g.** cosmetologist
c. salespeople	**h.** lawyers
d. mechanics	**i.** computer engineers
e. accountants	**j.** artists

1. . . . . on average hear "no" four to five times before making a sale to a customer.
2. . . . . should enjoy working with people because they are representing their legal interests.
3. Many little boys dream of becoming . . . . . when they grow up.
4. Not everyone working at your local makeup counter is a licenced . . . . . . Most are just sales people.
5. The industries of chemicals, energy, healthcare, financial services, business services and government are hiring the largest number of . . . . . at present.

6. Years ago advertising agencies hired professionally trained . . . . . to produce graphics for their magazine and newspaper ads.
7. Some of the most popular career choices for . . . . . are auto, industrial, diesel and aircraft mechanics.
8. College main subjects for . . . . . include computer science, mathematics or software engineering.
9. When a company can't figure out how to connect what they do to people around them, ... help get people excited about its products and services.
10. A small company may have one or two . . . . . employed, while a large firm may have a vast team of . . . . . working in different divisions or branches.

15 **Make sentences using the following prompts.**

***Example*: this problem | for too long**
They have been trying to solve this problem for too long.

1. the presentation | several days
2. the customers | twenty minutes
3. this conference | two weeks
4. this fax | 7 o'clock
5. this subject | three terms
6. the lecture | two hours
7. the performance | several months
8. training | one year

16 **Match the beginnings and the endings of the sentences.**

1. I had been working hard for months
2. I had been speaking for several minutes
3. I was out of breath
4. We had been standing at the bus stop a long time
5. The visitors had been sightseeing for an hour

a. because I had been running all the way.
b. when I became ill.
c. when the accident happened.
d. by then.
e. before I was stopped.

Unit 20

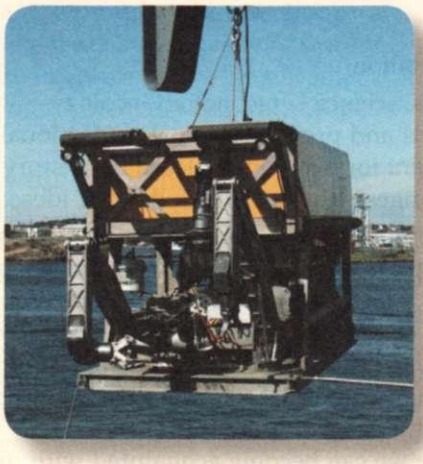
17 **Open the brackets. Be ready to act out this dialogue in class.**

— Good morning.
— Good morning. I (look for) a job as an office manager.
— What speed you (have)?
— I (type) fifty words a minute.
— What salary you (look for)?
— I'd like about 80 pounds a week.
— Which area you (prefer) to work in?
— In the City, if possible.
— You (care) to work for a small company?
— I'd rather (work) for a company with a large staff. Like the last place I (work) in.
— What about this advertising company I (get) on my list here?
— That (sound) very interesting.
— When could you see them for an interview?
— Any time this afternoon (suit) me.
— You (know) how to go to Regent's Park?
— I (take) the District line.
— You (let) me (know) if you (get) the job.
— I (ring) you immediately after the interview.
— Goodbye and good luck!
— Thank you very much!

For Project 4

18 **What will your profession be like in the future?**

People, goods and information become more and more mobile. Physical distance has been shrunk. A global marketplace has formed. Information is almost instantly available anywhere. How in your opinion the Internet, modern networking, telecommunications, banking technologies, automotive innovations etc will affect your profession in 20 — 50 — 100 years? What kind of specialists will it require? Find interesting pictures proving your point of view.



Project 4 (UNITS 16—20)

A Real Professional Needs to Be Well-rounded

For this Project you:

- have collected information about the Olympic Games;
- have compiled *A Book of Amusing Facts* on various kinds of art;
- have researched some modern Wonders of the World;
- have made up a list of global environmental problems and proposed your ways of solving them;
- have described what your profession will be like in the future.

1. In your groups study the materials you have collected for the Project.

2. Discuss them and decide which information should be presented.

3. Self-assign each student a role:

- a presenter who conducts the presentation;
- experts in sports & sports history, arts, science & technology, ecology, employment who present their reports and prove that a real professional needs to be well-rounded. Why is it important for everyone to learn the history of sport, art, science, environmental changes? Consider the following ideas:
  - Whether it is sports, art, ancient, modern, religious, archaeological, science etc, history enables us to contemplate the experiences that came before us.
  - The history of sport can teach us a great deal about social changes.
  - By learning about specific artists or periods of art, we can more fully understand what was happening in the historical religious and political climate in which the art was being produced. Examining art gives us a chance to learn how to critically think about something.
  - By learning the history of science we can become acquainted with the historical development of human understanding of the natural world.
  - Studying the history of environmental change can enhance a healthier lifestyle for mankind, as well as prevent the extinction of plants and animals, which could disturb our ecosystems.
  - History helps us understand people and society;
- photographers who prepare a photo gallery;
- a sound producer who finds good music to accompany the presentation.

4. Research your roles.

5. Prepare the presentation and rehearse it.

6. Show the presentation.

CV or resume?

CV (*BrE*) = resume (*AmE*)

Curriculum vitae is a short written document that lists your education and previous jobs, which you send to employers when you are looking for a job.

How to design the layout of CV?
Always type your CV. In general a new graduate's CV should cover **no more than two sides of A4 paper**. Usually you should not attach a photograph.
A good font size to use is 12 (or 10 if you want to put more information).
The document should use only one font style, for example Times New Roman.
Keep your sentences short and simple.

Name
When writing your name, always put your first name first and your family name last (even if you write the family name first in your own country).

Address
Include the full postcode.
Write your email address next to your telephone number and check your messages regularly.

Employment
List the most recent jobs first.
You should not use the word "I".

Education
You should list any schools you have attended between the ages of about 15 and 18, but not before this age.

Other skills
If you have other skills or qualifications which you believe may be relevant, you can list these.
For example:
Computer skills (e.g. "Good knowledge of standard office software, including email and the Internet").
An international driving licence (only mention this if you may need to drive for the job).

Personal details
The exact list of personal details you want to give may depend on your circumstances and what the job requires.
Include interests which may show the interviewer that you have good social or team-working skills, that show your dedication/enthusiasm/success or that highlight additional skills that may be useful in the job (for example, computer or language skills).

References
You should only provide references if your employer asks for them.
Possible referees include a teacher or previous employer. It may complicate your application if you give the name of a referee who lives abroad; if you want to do this, make sure that the person will be able to provide comments in English, and give an email address so that delays can be minimized.

Example CV

Store Assistant Manager

Personal information	
First name(s) / Surname(s)	**Robinson Cano**
Address(es)	1234 Main Street
Telephone(s)	Home: (903)555-0146 Mobile: (903)555-2082
E-mail(s)	r_cano@nomail.com
Nationality	American
Work experience	
Dates	December 1996 — present
Occupation or position	Store Assistant Manager
Main activities and responsibilities	Responsible for entire store operations in the absence of the manager. In charge of shipping and receiving, ordering and stocking of merchandise. Prepare cash pick-ups daily. Train new store employees
Name and address of employer	Sav-A-Lot Grocers 8877 Texoma Pkwy. Sherman, TX 75090 USA
Type of business or sector	Grocery/Supermarket
Dates	June 1995 – December 1996
Occupation or position	Department Supervisor
Main activities and responsibilities	Ordering, receiving and stocking of merchandise. Inventory control
Name and address of employer	Kroger Grocery Stores 5678 Lamar St. Sherman, TX 75090 USA
Type of business or sector	Grocery/Supermarket
Education and training	
Dates	September 1995 — June 1997

Title of qualification awarded	Associates Degree in Business Management
Principal subjects / occupational skills	Business management, communication skills, accounting, marketing and finance
Name and type of organization providing education and training	Grayson Community College
Dates	September 1991 — June 1995
Title of qualification awarded	High School Diploma
Principal subjects / occupational skills	Algebra, Biology, Business, English Grammar, History, Literature, Mathematics and US History
Name and type of organization providing education and training	Texoma High School
Personal skills and competences	
Mother tongue(s)	English
Other language(s)	Good conversational Spanish, basic French
Organizational skills and competences	Assisting in profitability studies. Developing new, more profitable scheduling methods for incoming shipments and store employee scheduling. Risk Management studies and store safety issues. Reviewing job applications before passing on to manager and scheduling interviews. Creating marketing strategies to stimulate sales for the products. Excellent customer service, leadership and motivational skills
Computer skills and competences	Intermediate to expert level of proficiency in Excel, QuickBooks Pro and Word
Driving licence(s)	Texas Class B and C (commercial)
Additional information	References available on request

Irregular Verbs

Infinitive	Past	Participle II	Translation
arise	arose	arisen	возникать
awake	awoke	awoken	просыпаться
be	was, were	been	быть
bear	bore	born borne	нести; рождаться рожать
beat	beat	beaten	бить
become	became	become	становиться
begin	began	begun	начинать
bend	bent	bent	гнуть(ся)
bind	bound	bound	связывать
bite	bit	bitten	кусать
blow	blew	blown	дуть
break	broke	broken	ломать
breed	bred	bred	выращивать, разводить
bring	brought	brought	приносить
broadcast	broadcast	broadcast	вещать
build	built	built	строить
burn	burnt/burned	burnt/burned	жечь; гореть
burst	burst	burst	взрываться
buy	bought	bought	покупать
can	could	—	мочь; уметь
catch	caught	caught	ловить
choose	chose	chosen	выбирать

Infinitive	Past	Participle II	Translation
come	came	come	приходить, приезжать
cost	cost	cost	стоить
cut	cut	cut	резать
deal	dealt	dealt	иметь дело
dig	dug	dug	копать
do	did	done	делать
draw	drew	drawn	рисовать
dream	dreamt/dreamed	dreamt/dreamed	мечтать
drink	drank	drunk	пить
drive	drove	driven	вести (*машину*)
eat	ate	eaten	кушать, есть
fall	fell	fallen	падать
feed	fed	fed	кормить
feel	felt	felt	чувствовать
fight	fought	fought	драться, сражаться
find	found	found	находить
fly	flew	flown	летать
forbid	forbade	forbidden	запрещать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	прощать
freeze	froze	frozen	замораживать
get	got	got	получать

Appendix

Infinitive	Past	Participle II	Translation
give	gave	given	давать
go	went	gone	идти
grind	ground	ground	молоть
grow	grew	grown	расти
hang	hung	hung	висеть; вешать
have	had	had	иметь
hear	heard	heard	слышать
hide	hid	hidden	прятать(ся)
hit	hit	hit	ударять, попадать
hold	held	held	держать
hurt	hurt	hurt	причинять боль
keep	kept	kept	держать
know	knew	known	знать
lay	laid	laid	класть
lead	led	led	вести
lean	leant/leaned	leant/leaned	опираться
learn	learnt/learned	learnt/learned	учить
leave	left	left	оставлять; покидать
lend	lent	lent	одалживать
let	let	let	давать возможность
lie	lay	lain	лежать
light	lit/lighted	lit/lighted	освещать

Infinitive	Past	Participle II	Translation
lose	lost	lost	терять
make	made	made	делать
may	might	might	мочь; иметь возможность
mean	meant	meant	значить
meet	met	met	встречать
mistake	mistook	mistaken	ошибаться
misunderstand	misunderstood	misunderstood	неправильно понимать
overcome	overcame	overcome	преодолевать
pay	paid	paid	платить
prove	proved	proved/proven	доказывать
put	put	put	класть
quit	quit/quitted	quit/quitted	покидать
read	read	read	читать
ride	rode	ridden	ездить верхом
ring	rang	rung	звонить
rise	rose	risen	подниматься
run	ran	run	бежать
saw	sawed	sawn	пилить
say	said	said	говорить
see	saw	seen	видеть
seek	sought	sought	искать
sell	sold	sold	продавать