

NEW MILLENNIUM ENGLISH

UNIT 1

UNIT 2

UNIT 3

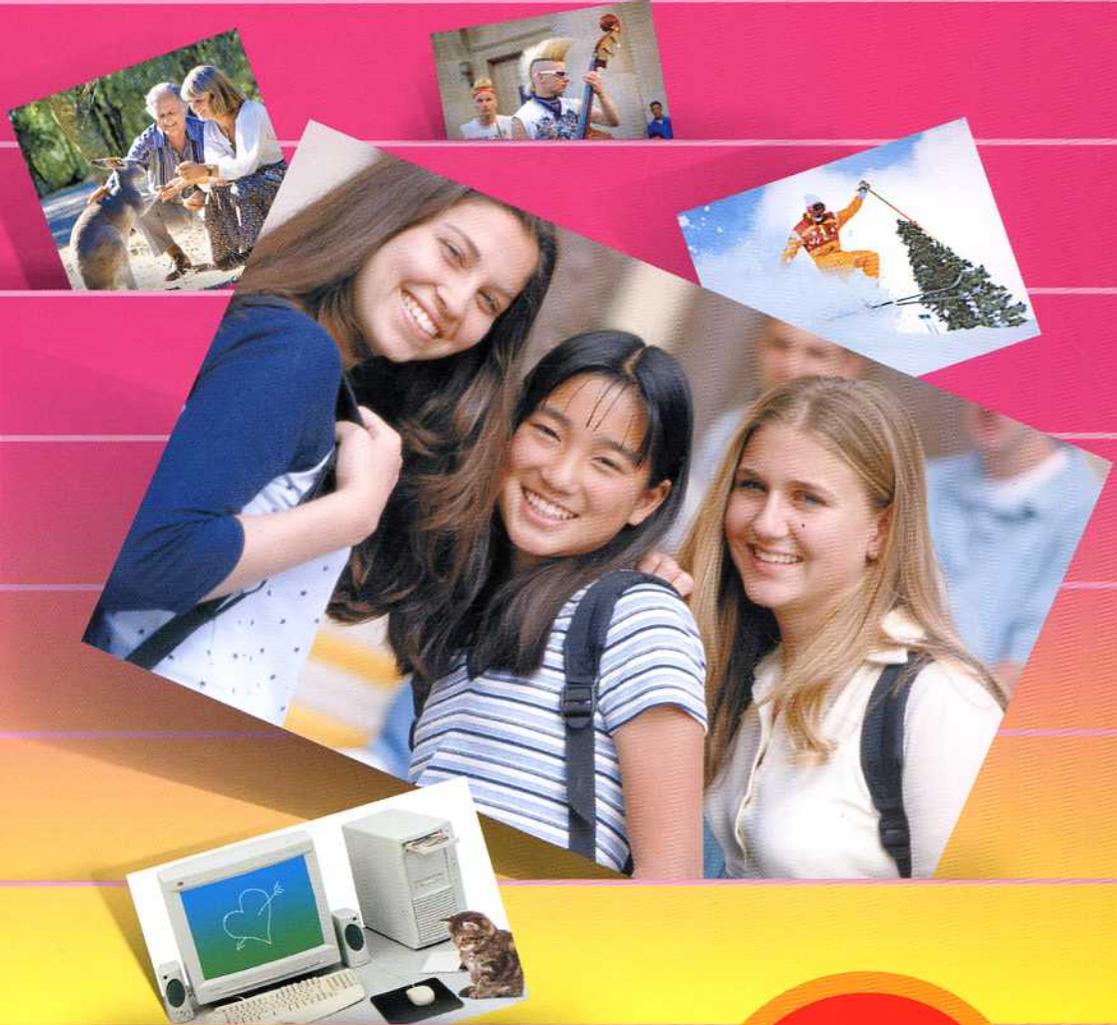
UNIT 4

UNIT 5

UNIT 6

UNIT 7

UNIT 8



10

АНГЛИЙСКИЙ ЯЗЫК

АНГЛИЙСКИЙ ЯЗЫК НОВОГО ТЫСЯЧЕЛЕТИЯ

О. Л. Гроза
О. Б. Дворецкая
Н. Ю. Казырбаева
В. В. Клименко
М. Л. Мичурина
Н. В. Новикова
Т. Н. Рыжкова
Е. Ю. Шалимова

NEW MILLENNIUM ENGLISH

STUDENT'S BOOK



Учебник для 10 класса общеобразовательных учреждений

*Рекомендовано Министерством образования и науки
Российской Федерации к использованию в образовательном
процессе в образовательных учреждениях, реализующих
образовательные программы общего образования
и имеющих государственную аккредитацию*

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BROOKEMEAD ENGLISH
LANGUAGE TEACHING

Т И Т У Л
T I T U L

2012

*С любовью и благодарностью к нашим семьям
за их бесконечное терпение, понимание и поддержку.
С глубокой признательностью к коллегам и учащимся
учебных заведений, в которых мы работаем.*

Авторы

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Учебник "Английский язык нового тысячелетия" для 10-го класса соответствует требованиям
федерального государственного образовательного стандарта, готовит к государственному выпускному
экзамену по программе средних образовательных учреждений, в том числе и в формате ЕГЭ.

УМК состоит из учебника, книги для учителя, рабочей тетради, электронного приложения,
аудиоприложения (CD MP3). Может быть использован при трех часах обучения английскому языку в
старшей школе.

Тематика текстов и заданий учебника соответствует потребностям и интересам учащихся этого уровня
и возраста. Большое внимание уделяется формированию таких умений, как ведение дискуссии, участие
в дебатах, спорах, работа в малой группе, разрешение конфликтных ситуаций и т. д.

В УМК реализуется коммуникативно-когнитивный подход, используется комбинация современных и
традиционных приемов обучения.

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Map of the book

Listening	Speaking: functions and activities	Reading	Writing languages in contact and translation	Language work and vocabulary	Educational and crosscultural dimension
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Listening	Speaking: functions and activities	Reading	Writing languages in contact and translation	Language work and vocabulary	Educational and crosscultural dimension
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Listening	Speaking: functions and activities	Reading	Writing languages in contact and translation	Language work and vocabulary	Educational and crosscultural dimension
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Listening	Speaking: functions and activities	Reading	Writing languages in contact and translation	Language work and vocabulary	Educational and crosscultural dimension
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UNIT 8 Computers Page 122					
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Lessons 3–4 Computers: friends or foes					
Interview with Mike Philips	Telling a narrative based on visuals Giving definitions	A narrative: Steve belonged to the Net Understanding coherence and the structure of a narrative	Writing an anecdote	Computer terminology Connecting words in a narrative Narrative tenses: the past simple, the past continuous, the past perfect	Develop their attitude to the role of comput- ers in people's lives Establish cross curricular links (IT)
Lessons 5–6 Computerised education					
	Comparing and contrasting ideas	An opinion essay: structure of an opinion essay	Translation: finding Russian correspon- dences for English passive structures Expressing opinions in the form of contrastive essay	Vocabulary for discussing computer- ised education	Think critically about use of computers in education
Lessons 7–8 New addiction?					
Radio programme: Short talks	Role play: Kicking computer addiction Describing a situation, Giving advice Focus on fluency	A research report	Summarising and reporting Translation: dealing with unusual struc- tures	Vocabulary for speaking about addicts and addictions	Think critically about the problem of computer addiction and ways of solving it
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Lesson 10 Check your progress: The keyboard game					

Extensive reading Page 142**Unit 1 "The Secret Diary of Adrian Mole aged 13¾" by Sue Townsend**

- Experience reading for pleasure
- Expressing attitude to a literary text
- Speculating on the meaning of detail in a literary text
- Writing a formal letter of apology
- Translation: a formal letter

Unit 2 "The Teen Commandments" by Jilly Cooper ('Turn Right at the Spotted Dog')

- Discussing implied meaning
- Learn to understand the author's purpose and the means of achieving it
- Practise creative writing
- Thinking critically about relationships with adults
- Compare and contrast cultural information
- Translation: practise translating a literary text (selecting equivalents)

Unit 3 "Birthday party" by Shirley Jackson

- understanding implied meaning
- birthday traditions in the USA
- to analyse the relationships in the family

Unit 4 "The art of prank calls" by Paul Zindel: 'Pigman'

- Interpretation: characters' attitudes and feelings
- Creative writing
- Build up empathy

Unit 5 "The Cat flap" by Alex Moseley

- Understanding the message of the author
- Meaning of details
- Develop strategies for reading a fiction text
- Think critically about the relationships with their parents and other adults
- Writing a paragraph
- Translation: dealing with items heavily loaded with cultural references, phraseology or grammatical peculiarities

Unit 6 "Looks and smiles" by Barry Hines

- Analysing a piece of literature
- Learn to appreciate the style of the author
- A personal narrative
- Understanding other people's values

Unit 7 "A Sound of Thunder" by Ray Bradbury

- Summarising
- Discussing a fiction text
- Understanding implications in a literary text
- Noticing stylistic means and their effects
- Learning to feel responsible for one's actions
- Writing a creative text

Unit 8 Online texts from teenage literary blogs

- Analyse different manners in writing
- Noticing stylistic features of the text
- Making presentations
- Writing a stylistically coloured narrative
- Developing analytical reading skills

Grammar reference section Page 168**List of active vocabulary** Page 172

Lessons 1–2 Off to school

Welcome back to school and welcome to your new English coursebook!

We want you to enjoy learning English this year and to have plenty of practice in reading, listening, speaking and writing.

Good luck!

The Authors

Welcome to your new Coursebook!

Here is a short quiz to help you find your way around the book. Take a few moments to find the answers.

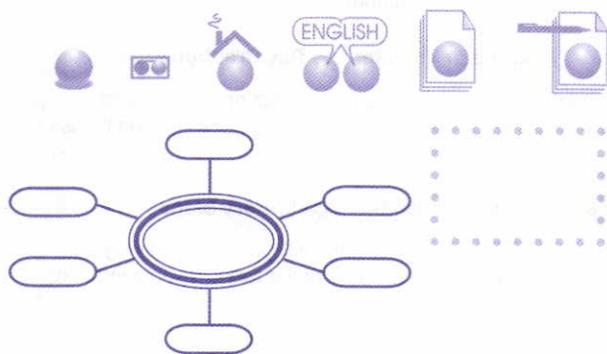
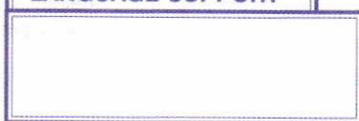


- 1 What's the title of the book? What does it mean?
- 2 How many units are there?
- 3 In which unit can you find:
 - information about a British University?
 - a text about Bill Gates?
 - description of festivals and traditions?
 - a picture of Olga Korbut?
 - a story about dinosaurs?
- 4 Where in the book can you find exercises to check your progress?
- 5 Where is a list of irregular words?
- 6 Where is a list of active vocabulary?
- 7 Where can you read some grammar rules?
- 8 What will you be doing in Lesson 10 of each unit?
- 9 Where can you find the texts to read for pleasure?
- 10 You can find such signs by the exercises. What do they mean?

GLOSSARY



LANGUAGE SUPPORT



1 A. These are some tips to help you learn English this year. Unjumble them.

- Which tip seems the most useful? Why?
 - a) notebook a start vocabulary new for
 - b) get yourself dictionary good a
 - c) our use every workbook lesson after extra it for exercises practice has
 - d) as as read to try can you much
 - e) pairwork groupwork speak or English you do when
 - f) unit check own progress after your every
 - g) well as phrases learn as words

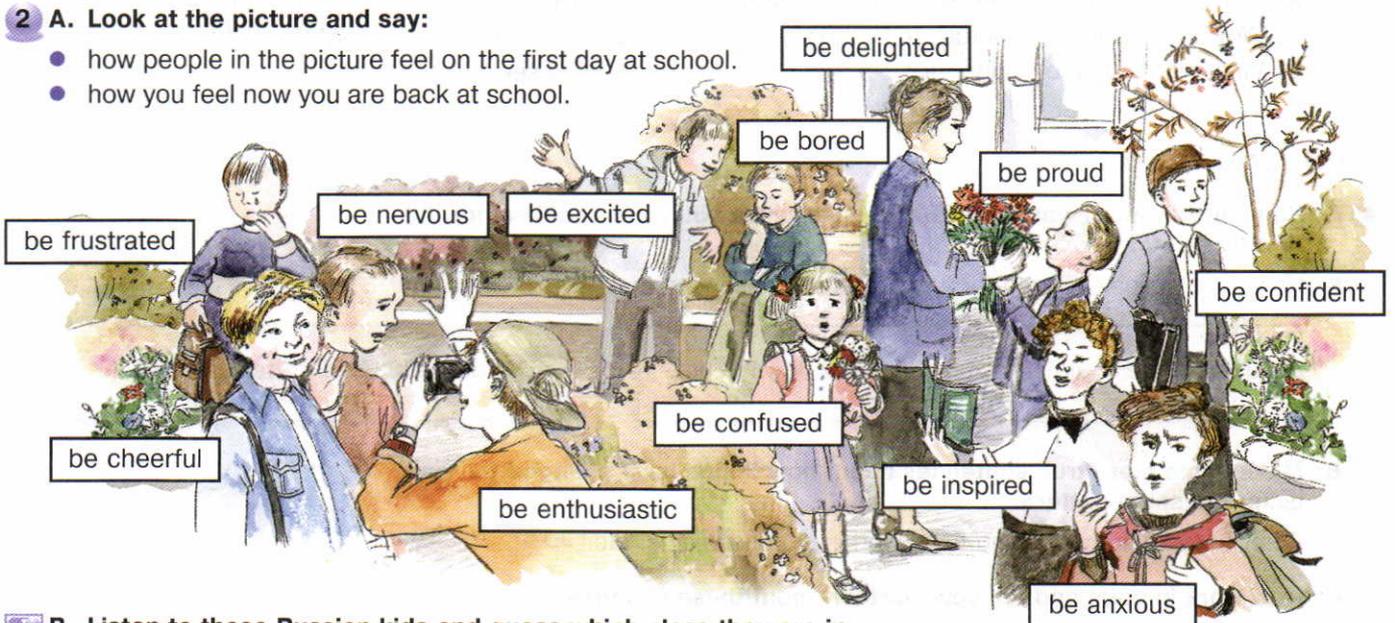
B. Think of one more piece of advice. Write it down and jumble up the words.

- Show your tip to other students in your group and see if they can guess what your tip is.

Vocabulary

2 A. Look at the picture and say:

- how people in the picture feel on the first day at school.
- how you feel now you are back at school.



B. Listen to these Russian kids and guess which class they are in.

Tanya ___ Dmitri ___ Katya ___ Grigori ___

C. Listen again and say how each speaker feels.

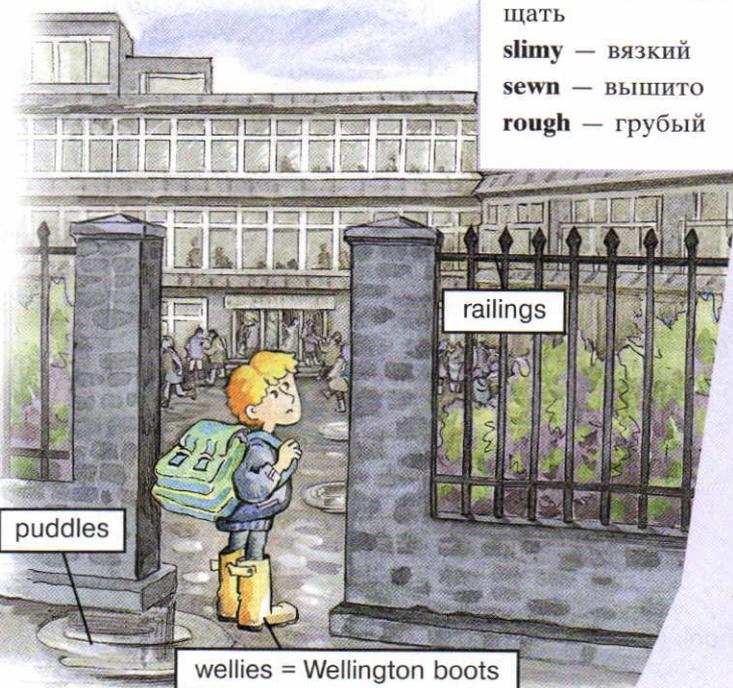
Reading

3 A. Read and listen to the poem.

- Give it a title.

GLOSSARY

- invent** — изобретать
swallow up — поглощать
slimy — вязкий
sewn — вышито
rough — грубый



* * *

A millionbillionwillion miles from home
 Waiting for the bell to go. (To go where?)
 Why are they so big, other children?
 So noisy? So much at home they
 Must have been born in uniform.
 Lived all their lives in playgrounds.
 Spent the years inventing games
 That don't let me in. Games
 That are rough, that swallow you up.
 And the railings.
 All around, the railings.
 Are they to keep out wolves and monsters?
 Things that carry off and eat children?
 Things you don't take sweets from?
 Perhaps they're to stop us getting out.
 Running away from the lessins. Lessin.
 What does a lessin look like?
 Sounds small and slimy.
 They keep them in classrooms.
 Whole rooms made out of glass. Imagine.
 I wish I could remember my name.
 Mummy said it would come in useful.
 Like wellies. When there's puddles.
 Yelloowwellies. I wish she was here.
 I think my name is sewn on somewhere.
 Perhaps the teacher will read it for me.
 Tea-cher. The one who makes the tea.

Roger McGough

B. Look through the poem again and answer these questions.

- a) Can you see any unusual words in this poem?
- b) Why do you think the words are like this?
- c) What words do they stand for?
- d) What are the feelings of the child?
- e) What other evidence of the child’s feelings can you see in the poem?

Language work

4 A. Remember what it was like to be so small when you were at school for the first time, etc.

- How have things changed for you? Look at this sentence:

I **used to** be afraid of my teachers, but now I’m not.

What does “used to” tell us here?

B. Make some more true sentences about how things have changed for you, using the same pattern.

- Refer to your clothes, doing homework, school subjects, etc.

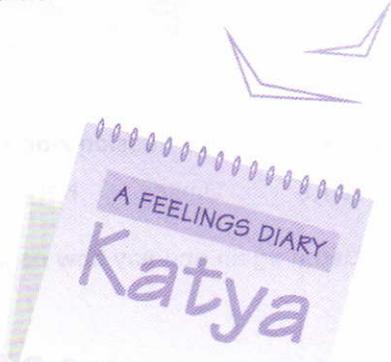
C. Now work in pairs and tell your partner about these changes.

Writing

5 A. Read some extracts from a diary and learn about diary style.



Hi! I am Katya!
I’ve learned a lot of new words in this lesson. They all mean feelings. My English teacher says, “If you want to remember words, USE them as often as you can.” So I started A FEELINGS DIARY.



3rd September. Felt frustrated in physics class. Couldn’t understand the textbook.
Couldn’t understand the textbook!

2nd September. First English class. Loved it. I can’t believe that I used to be bored in English lessons.

1st September. Woke up early. Felt nervous and excited. Couldn’t eat breakfast! Happy to see S. and P. again. Liked Anya’s new hairstyle.

LANGUAGE SUPPORT

Diary

- Often written in the first person.
- Sometimes no pronouns.
- Abbreviations.
- No tenses or mostly past simple.
- Wide range of adjectives (see ex. 2A for adjectives describing feelings).

B. Write your own Feelings Diary for one week.

- Express your feelings about your first week at school. (See List of irregular verbs, p. 171.)

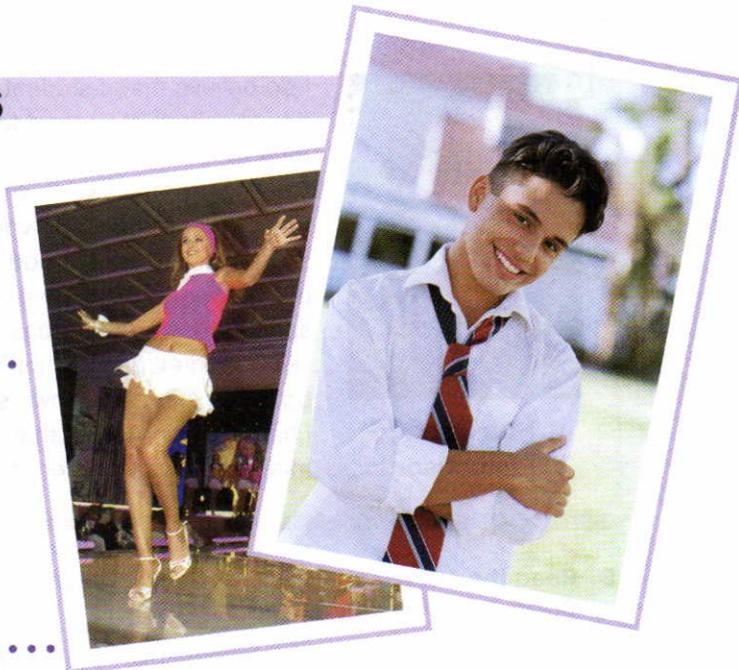
Lessons 3–4 School rules

Warm-up

1 A. Look at this list of things. Decide whether they are

- appropriate for school
- inappropriate for school

- tight jeans jeans with holes body piercing
- tattoos bright coloured hair designer trainers
- high heeled shoes platform shoes shorts
- “crazy” T-shirts jewellery strange hairstyle
- make-up baggy trousers track suits
- cropped tops loose long hair for boys and girls
- miniskirts bikini tops



B. Discuss these questions in pairs.

- What are the reasons why a certain thing can not be suitable for school?
- Are any of these things banned from your school? Why do you think they are?

Reading

2 A. Read these entries from the internet forum about dress code for schools and decide which one comes from

a student _____ a teacher _____ a parent _____

GLOSSARY

- compelling evidence** — good proof
- integrate** — become part of
- contribute** — give for a common purpose
- ridiculous** — foolish, laughable

A



Sophie Brown

I have many years of experience, and I've observed that the level of students' academic achievements and their behaviour both in and out of school is reflected in their appearance. There is compelling evidence that a smart dress code leads to academic success and makes students more disciplined. If a student looks tidy and smart, it shows that he takes pride in his school as a whole, and indicates that the individual is able to integrate and contribute to the whole social group. I believe that punk hair, rings in noses and dangerous heels are totally **unacceptable** at school, these things can **distract** other students **from** study and look really ridiculous in school environment.

B



Josh Whites

I don't think that students should all look dull and plain when they are at school. In many schools where students are not allowed to wear make-up or jewellery, or to have their own clothes or modern hairstyles, they end up looking the same, and some students get **rebellious** and **have** many **rows with** their parents or teachers. As a result many teenagers dress rather strangely out of school. I think school authorities should allow us to express ourselves to at least "some" degree and there should be a "dress code" i.e. a set of solid rules and regulations about what is allowed and what is **prohibited** to wear in a certain school. This will help us feel safe and keep focused on our study.

C



Natalie Richardson

I do believe that a student should look really smart and tidy at school. It is good for discipline and gives a serious tone to the school in general. For example, if you come **to sit your final exam**, you definitely should have a formal dress on: it is silly to **put your future at risk** over something really unimportant, like a pierced belly or red hair. I believe that a dress code that suggests students should refrain from wearing jeans, trainers, sportswear and other casual dress, opting instead for classic trousers, stylish skirts, and elegant suits is to be introduced at each school. It allows students both to explore their own sense of style and to express their identity. In fact, I have a strong belief that dressing smartly can help people work, so I don't mind more washing for my children...

GLOSSARY

refrain from — not to do, avoid

opt for — make a choice

B. Read the entries again and decide whether these statements are true (T) or false (F). Correct the false statements.

- 1 Students' looks and their academic results are interconnected. _____ (Text A)
- 2 Some fashionable items don't look strange in school environment. _____ (Text A)
- 3 All students should be allowed to wear what they want to school. _____ (Text B)
- 4 Dress code in school helps settle disagreements between teachers and parents. _____ (Text B)
- 5 It is important to dress properly in certain formal situations. _____ (Text C)
- 6 Dress code helps students become more conscientious. _____ (Text C)

C. Find in the text words and phrases in bold which mean the following

- 1 draw someone's attention away from something
- 2 improper
- 3 forbidden
- 4 hard to control
- 5 endanger
- 6 have a disagreement
- 7 take an exam

D. Discuss these questions in pairs, then share your opinions with another pair.

- 1 Who of the people do you agree with most? Why?
- 2 Do you think that introducing a dress code at school is a good idea? Why? / Why not?
- 3 What is the difference between a dress code and a uniform?
- 4 Why do you think many big companies have dress code for their employees?
- 5 Is there much pressure to wear fashionable clothes in your school?
- 6 Do you plan what you are going to wear for school?

Speaking

3 A. Work in pairs and do this role play. Use the flowchart of the dialogue to help yourself.

Student A

You are going to put on something totally unacceptable to school, but you decided to consult your friend about this. State your position.

Try to justify your choice of clothes to your friend. Give your arguments.

Give your explanations and more reasons.

Ask for a piece of advice.

Accept or reject your friend's advice giving your reasons. Thank your friend.

Student B

You see that your friend has decided to dress in a totally unsuitable way to school today. State your point of view on this.

Ask you friend for more explanations of his / her position and school dress policies.

State your understanding, but point out the disadvantages.

Give your advice on your friend's choice.

B. Report what you have agreed on to the rest of the class.**LANGUAGE SUPPORT**

What do you think about...?
 Do you really think that...? I doubt that.
 Yes, I see. But you haven't convinced me yet...
 I can agree with you, but only up to a point...

Don't forget that...
 Perhaps you're right, but what about...?
 I know, but even so...
 What makes you feel that...?

Language work**4 A. Work in pairs or in small groups.**

- Decide who these school regulations are for, students, teachers or both students and teachers.

- You will not marry during the term of your contract.
- You are not to keep company with men.
- You must be at home between the hours of 8 p.m. and 6 a.m. unless attending school.
- You may not visit ice cream cafés in the centre of the city.
- You may not travel beyond the city limits without the permission of the Chairman of the School Board (председателя школьного комитета).
- You may not ride in an automobile with any man unless he is your father or brother.
- You may not smoke cigarettes.
- You may not dress in bright colours.
- You may under no circumstances, dye your hair.
- Your dresses must not be any shorter than 2 inches above the ankles.
- To keep the school room clean you must:
 - sweep the floor at least once daily
 - scrub the floor with hot soapy water at least once a week
 - clean the blackboard at least once a day
 - start the fire at 7 a.m. so that the room will be warm by 8 a.m.

B. Study the Language Support box below for ways of permitting and forbidding.

- Find the examples in the text.

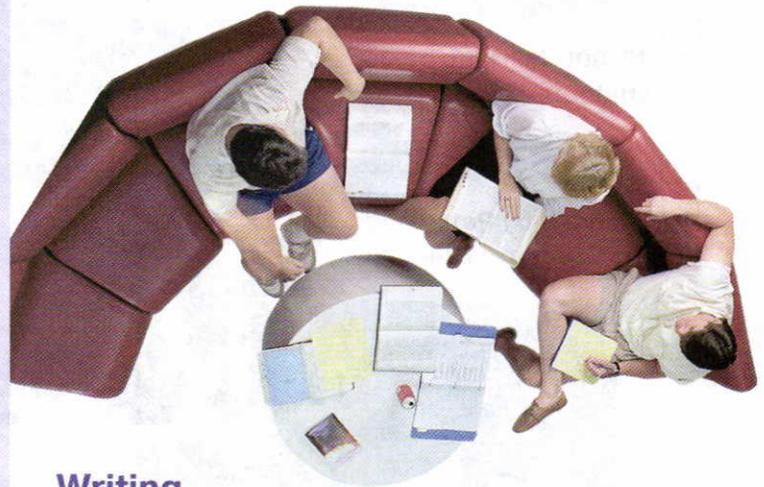
LANGUAGE SUPPORT**Ways of permitting and forbidding**

- | | |
|---------------------------|----------------------------------|
| • You may | • You may not |
| • You can | • You will not |
| • You are (not) allowed | • You must not |
| • You are (not) permitted | • You may under no circumstances |

See Grammar reference section, p. 168

Speaking**5 Discuss in pairs and report to the class.**

- Which rule do you find the most ridiculous (глупым, смешным)? Why?
- Are there any rules similar to some at your school?
- What are the rules and regulations at your school about your looks and clothes?
- Do you think this dress code is fair?
- Do you think your teachers also have to follow a dress code at school?

**Writing****6 Write a set of basic rules for the teacher and students in your English language classes.**

- Use different ways of permitting and forbidding.

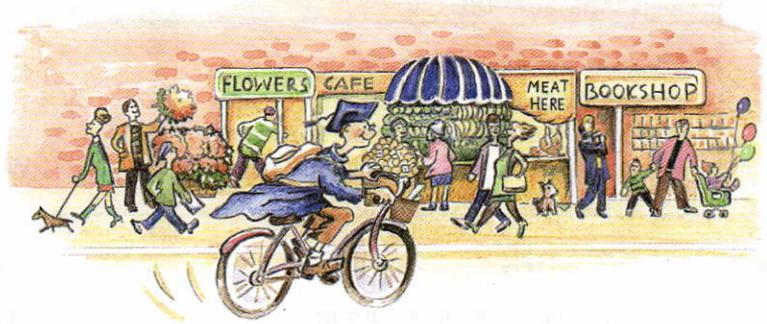
LANGUAGE SUPPORT**Speaking about school rules**

- | | |
|---|--------------------|
| • to break a rule | • to interrupt |
| • strange hairstyle | • to listen to |
| • to dye one's hair | • to speak up |
| • to speak loudly | • to distract from |
| • to have a pierced lip / ear | |
| • to wear clothes / cosmetics / jewelry | |
| • to have a hairstyle | |

Lessons 5–6 Town vs gown

Warm-up

- 1 Look at the picture and answer the questions.
- Who do you think it is?
 - What is the cyclist wearing?
 - Who might wear such a piece of clothing?



Reading

- 2 A. What famous universities do you know in our country and abroad? Which are the oldest universities in Russia and what do you know about them?
- B. Study the information about St Petersburg University and Cambridge University.
- Fill in the chart.
 - See the Glossary on page 15.

St Petersburg University

1 **Founded by Peter the Great in 1724**

2 **17,000 full-time students**

3 **Undergraduate tuition fee: none**

4 **Library volume: 6,574,000 books**

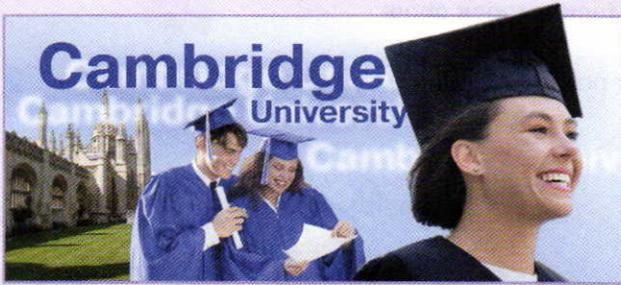
5 **The most popular faculties:**
General Psychology (7.7 applications per vacancy), Politics (7.3), Law (5.8)

6 **Number of faculties: 16**






7 **Striking facts:**
Mikhail Lomonosov was the university rector from 1758 till 1760. In the 18th century several hundreds of students graduated from the university with degrees in history, philology, philosophy, law, physics, mathematics and oriental languages. Among alumni are writers and poets I. S. Turgenev, N. A. Nekrasov, N. S. Gumilev, O. E. Mandelshtam, composers M. I. Glinka, I. F. Stravinski, artists M. A. Vrubel, V. D. Polenov, politicians P. A. Stolipin, A. F. Kerenski, V. V. Ulianov-Lenin.



Number of colleges: 31 (28 mixed and 3 for women only).

Number of students: 15,500 full-time (11,000 undergraduate and 4,500 graduate).

Tuition fees: for UK students — the system of grants and loans; for overseas students the cost of study varies according to the subject.

Living alumni: more than 140,000.

Other aspects of work:

Cambridge University Press — a publishing house and the University of Cambridge Local Examinations Syndicate providing examinations in English and other subjects all over the world.

The modern University is an international centre of teaching and research in a vast range of subjects: about half of the students study science or technology. Members of the University have won over 60 Nobel Prizes.

Some interesting facts

GLOSSARY

about Cambridge University

1209 The earliest record of the University.

1584 The Cambridge University Press, the world's oldest-established press, begins its work.

1627 John Harvard enters Emmanuel College as an undergraduate. He later emigrates to America and, in 1636, starts the university which now bears his name.

1687 Isaac Newton publishes "Principia Mathematica", establishing the fundamental principles of modern physics.

1953 Francis Crick and James Watson discover the structure of DNA, unlocking the secret of life.

1997 Mrs Molly Maxwell becomes Cambridge's oldest graduate at the age of 105.

full-time student — registered for the whole length of the course
undergraduate — still doing the course
graduate — a person who has completed a degree course
tuition fees — payment for the course
alumni — former students



	Founded in	Number of students	3 interesting facts
St Petersburg University			
Cambridge University			

Language work

3 Work in pairs or in small groups. Discuss the following questions using the information from ex. 2B.

- Which university would you prefer to study at and why?
- Which grades do you think you need in your school-leaving certificate to enter these universities?
- Where do you think is it more difficult to study?

Example: *On the one hand I'd prefer to study at Cambridge University because it is far older than St Petersburg University, on the other hand, St Petersburg University is much closer to home (see Grammar reference section, p. 168).*

LANGUAGE SUPPORT

Expressions with comparatives and connectives

- much
- a lot
- far (= a lot)
- a bit
- a little
- slightly
- on the one hand ... on the other hand
- whereas
- while

Listening

4 A. Listen to a local resident of Cambridge telling some funny stories about student life there.



- Say if the following statements are true (T), false (F) or not stated (NS).

- a) The speaker is a Cambridge graduate.
- b) She tells stories from her own experience.
- c) There are three main stories.
- d) The stories are all true.

B. Listen again and choose the correct answer.

1 “Town & Gown” means:

- a) relations between the city and the University.
- b) relations between the students and professors.
- c) relations between the students.
- d) relations in the University Administration.

2 It is better to be shown around Cambridge by a local resident because:

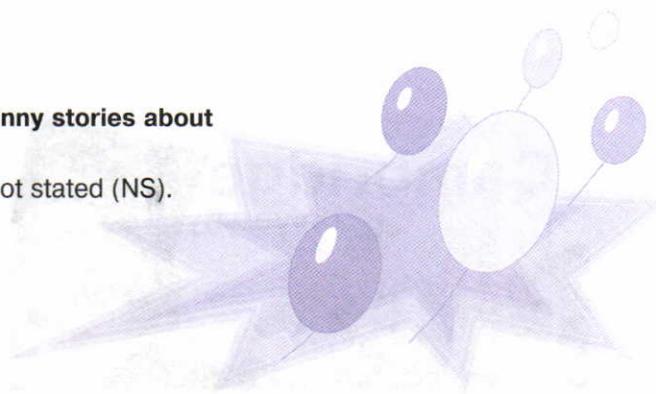
- a) the tourist brochures are not available.
- b) a local resident can show you some interesting places.
- c) there are no guided tours in Cambridge.
- d) the University is far from the city.

3 One of the decorations — a complete sphere — from Clare College bridge:

- a) fell into the river.
- b) was stolen by tourists.
- c) was broken by the students.
- d) was removed by the students.

4 Rag Day is:

- a) the day when students have exams.
- b) the day when students collect money for charity.
- c) the day when students of Oxford and Cambridge compete.
- d) the day when holidays begin.

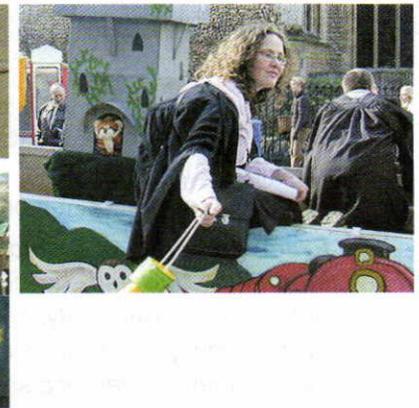


5 On top of the Senate House on one of the Rag Days there was:

- a) a cart.
- b) a cow.
- c) a car.
- d) a bicycle.

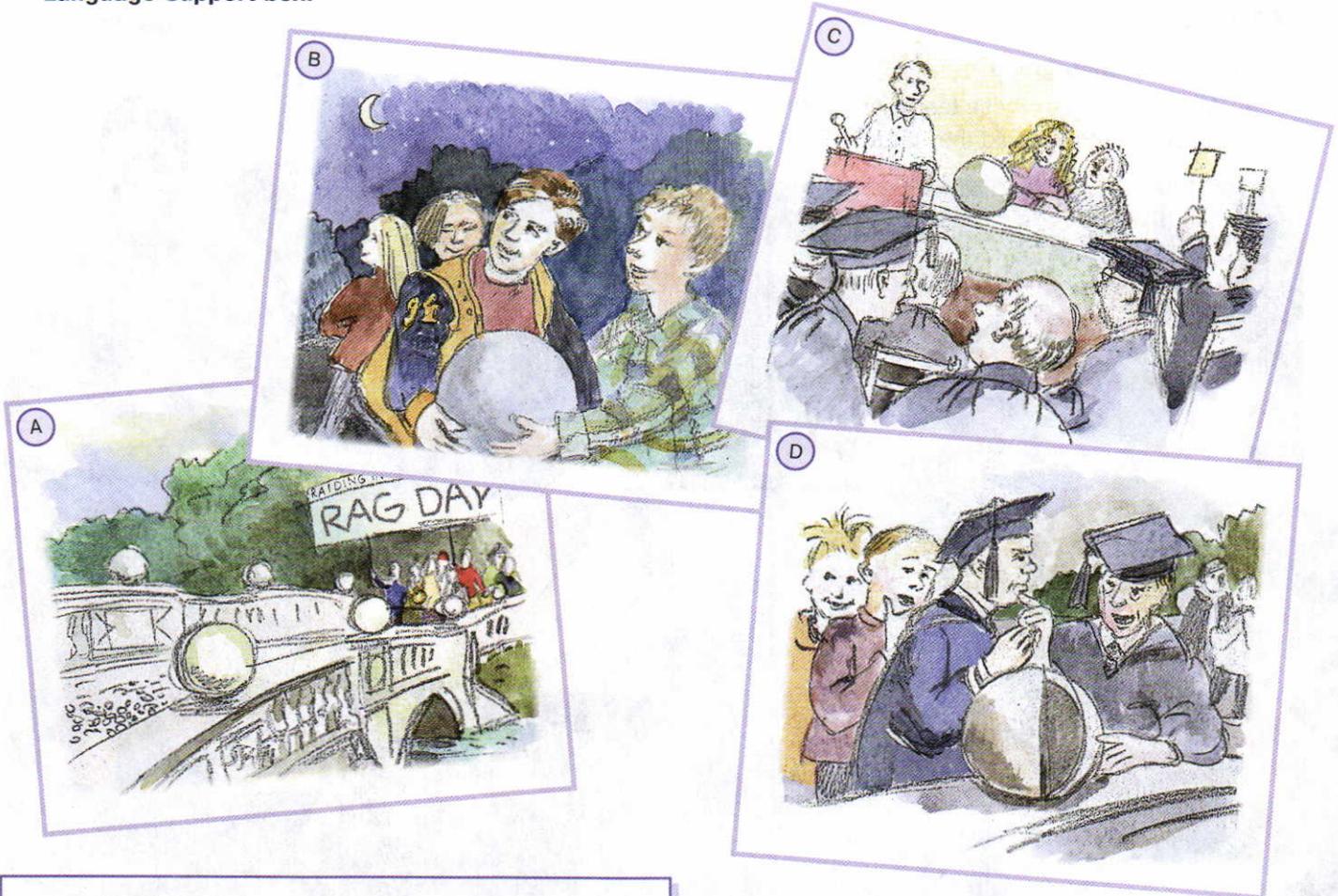
6 “The Senate House Leap” is:

- a) a kind of athletic competition between Oxford and Cambridge students.
- b) a jump from roof to roof.
- c) a jump on the ground not less than 8–9 feet wide.
- d) an athletic competition between Cambridge students and professors.



Speaking

5 Look at the following pictures and tell the story using the flowchart and the Language Support box.



Introduction

A statement to catch the listener's attention, e.g.
"I will never forget..."

Body of Story

Clearly develop the story using a variety of past tenses
(Past Continuous, Past Simple and Past Perfect)

Conclusion

Give a story a definite ending

LANGUAGE SUPPORT

Narrative. Picture story.

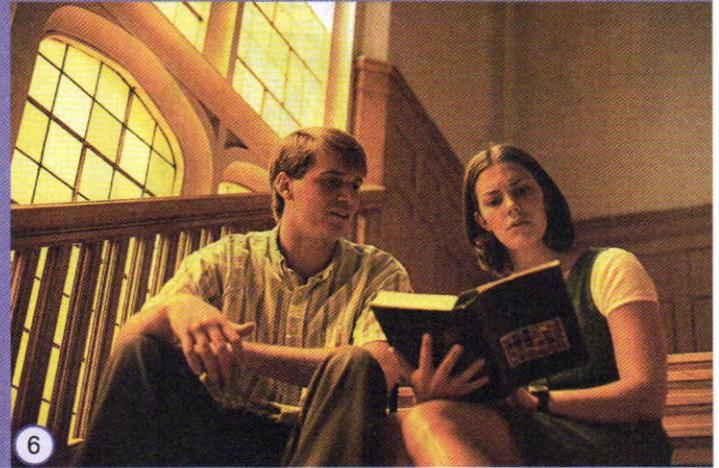
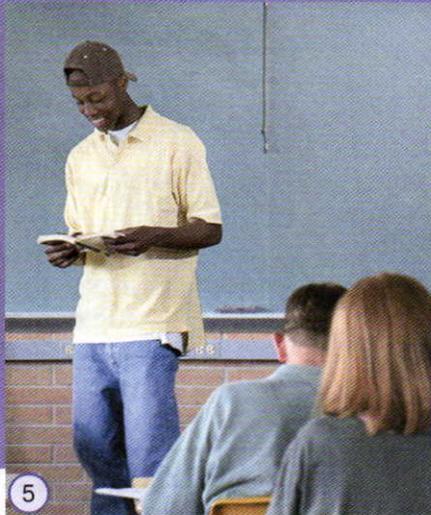
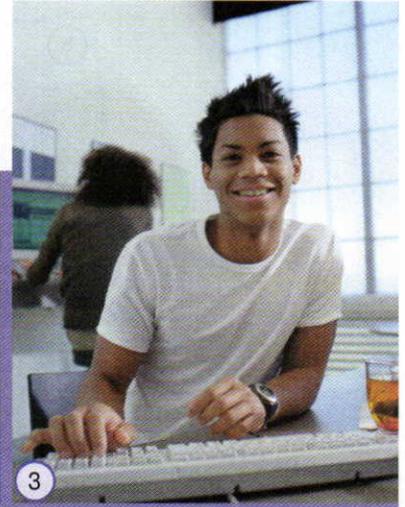
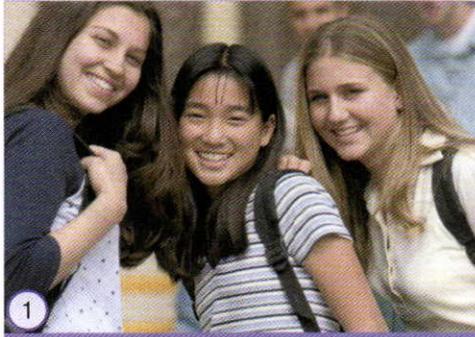
- Clare College bridge / Rag Day
- across the river
- stone circles / globes / complete spheres
- to collect money for charity
- to do all sorts of crazy things
- to be removed
- to auction it back to the college
- the back of it is missing
- There's a famous bridge called...
- One year...
- And then...
- When the globe was returned...

Lessons 7–8 They travel the world

Warm-up

1 Look at the photograph.

- Who do you think these teenagers are?
- Which countries could they be from?



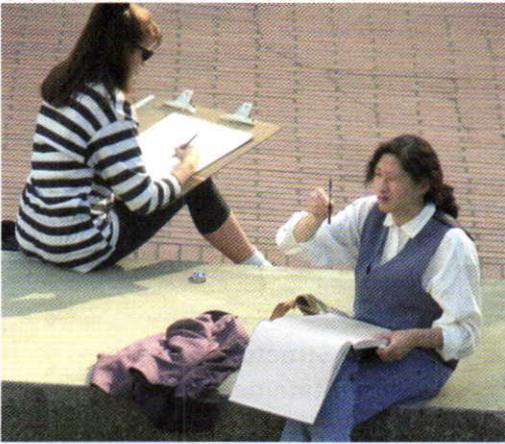
Reading

2 Read the following stories and answer the questions.

A

- 1 Why do you think these teenagers pack their bags?
- 2 Do you think it is interesting to talk to them? Why?
- 3 What problems do you think they might come across?
- 4 Why will the students remember their experience for ever?

From Europe to Australia, Africa to Asia, these teenagers pack their bags, say goodbye to friends and family, then they sit on a plane for hours to arrive in a country they have probably only read about or seen on TV. Have you ever sat down and talked to these people? Asked them where they've been, and what they've seen? Have you ever wondered what it would be like to be in their shoes? Having been in their situation myself, I know what it feels like. Imagine waking up one day in a country that you've never been to, don't know the language, and know no one there. It is an incredible experience, and something that these students will remember for ever.



- 1 Did the people know much about Russia before the program?
- 2 What has the program changed in the author's life?
- 3 What impact did the program have on their little daughters?
- 4 How did the program influence their Russian daughter's life?

B

Before our experience with the exchange program, the only feelings we had toward Russia and its people, were "cold war" related. The program allowed us to begin to put names and faces to a country that during our childhood was our enemy. We have two daughters, Mallory and Amanda. They are four and seven. Our daughters learn things about Russia through their elder sister's eyes. To this day, when we see something on the news about Russia, Amanda, our youngest says, "That's where Katya lives." We know we had an impact on our Russian daughter's life that will never go away: while here, she was exposed to art and started drawing in school. She said she had really never had an opportunity to learn drawing before. For better or worse, that exposure to art at school may have changed her life. When she went home, we were so sad — we loved her just as one of our own. She will always be welcome in our home. There will always be a little part of our hearts missing, because we sent it back to Russia.

Listening

3 A. You are going to listen to an interview given by a person in charge of an exchange program.

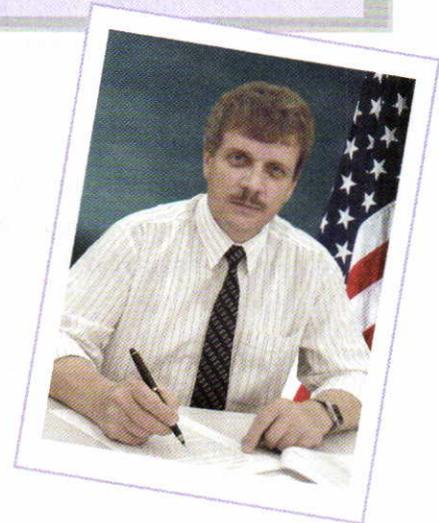
- Work in pairs or in small groups.
- Decide how American and Russian students can benefit from such programs.
- List your ideas.

B. Listen to the interview.

- Look at the list you have made and say which benefits the speaker mentioned.

C. Listen again and take notes to answer the following questions:

- 1 What are the goals of the exchange programs for secondary school students?
- 2 What does a person need in order to be a successful candidate?
- 3 What are the reasons for the success of the exchange programs?
- 4 What are the major problems exchange students have?
- 5 What impact have the programs had on individuals, on the community, on the countries involved?



D. Match expressions from A with the closest in meaning from B.

A

- 1 to break the stereotypes
- 2 to build a bridge between the countries
- 3 applicant
- 4 to apply for the program
- 5 to apply the knowledge
- 6 to adapt to
- 7 to represent the country
- 8 to be nominated for the program

B

- a) to improve understanding between the countries
- b) to get accustomed to
- c) to ask to participate in the program
- d) someone who wants to participate
- e) to use the knowledge
- f) to symbolise the country
- g) to be offered the chance to participate in the program
- h) to change existing images

Writing

4 A. Read part of the letter of an applicant who was accepted for the program.

- Decide what makes the letter successful.

Dear Sir / Madam,

I would like to apply for the Students' Exchange Program. There are several reasons why I am applying.

Firstly, I am very interested in the U.S.A., its culture, history, and people. The program will provide me with a good opportunity to compare what I already know about the U.S.A. with what the nation is really like. I think American society is very effective in many areas: the governmental institutions are transparent, the industry is well developed, the living standards are high, and the people have a say in their future. I want to understand how the U.S.A. has achieved all this and bring this knowledge back to Russia and apply it here. I strongly believe my generation can do a lot for Russia.

Secondly, in my opinion both countries are very similar. Russia and the US are very multicultural – diversity is a common feature of both nations. If you imagine a group photograph of the people living in the countries it would be like a patchwork, so different they would look!

Also, both countries are very large – I mean the size of the territory and the population. Americans and Russians have a very rich history, unique culture, and outstanding technological achievements (in space exploration, for example). American and Russian soldiers fought together during World War II. Student exchanges can bridge the gap between our nations and make all of us better people.

To sum it up, when I am back I will have my own impressions and image of the US, my own personal experience, which when shared with my friends here in Russia, will promote a better understanding of the cultures involved and will make the world a little safer.

Structure of Letter – Statement of Purpose

Opening paragraph State your reasons

There are several reasons why I want to take part in...
I have decided to participate in...

Middle paragraph(s) Give supporting evidence and add further reasons.

In the first place,... /
Firstly,... / To begin with,... /
Secondly,... / Thirdly,...
In addition,... / Also,...
Besides,... / Furthermore,...
Finally...

Closing paragraph Sum up.

In conclusion,... / To sum it up,...

B. Imagine you are taking part in a competition to get a grant for an exchange program with the USA.

- Write your Statement of Purpose in the form of a letter explaining why you want to participate in the program.
- Follow the structure given alongside the sample letter in ex. 4A.



Lesson 9 Check your progress

- 1 Read the extracts from the newspaper articles and fill in the gaps with the correct form of the verb.

A

An Irish schoolgirl who a few months ago (1) (to design) ... a computer code for sending secret messages via the internet and e-mail (2) (to win) ... the European Young Scientists' competition in Salonika, Greece. Sarah Flannery, 17, from Cork, (3) (to be) ... on work training in Dublin when she (4) (to invent) ... a code that is up to 30 times faster than RSA, the current data protection code.

B

One of the youngest children to pass an A level is being prevented from going on to a degree course because his parents cannot (5) (to afford) ... the fees.

Samuel Solomi (6) (to be accepted) ... for an Open University degree course in mathematics. But he (7) (to have to) ... forego the opportunity unless a sponsor (8) (to come forward) ... before the end of the year. Now ten, Samuel (9) (to be) ... by far the youngest person to enrol at the university, but the £450 fee is more than the family can afford. Samuel's father, Andreas, (10) (to be) ... disabled.

Points _____ / 10

- 2 Read the story and choose the word which best completes each sentence.

One Example of an English Grammar School Code of Dress

My school, was an old established Grammar School founded (1) *in / at* the 16th century. The school was very proud (2) *by / of* its history and traditions. There was also pride in the idea that just because it (3) *were / was* an old school it was a good school, certainly a better school (4) *then / than* others in nearby towns and other suburbs of London. This idea was certainly supported (5) *by / with* a lot of the parents, who, to a large extent, were what would be called middle class. It was this pride that created the (6) *code / way* of dress. What we (7) *have / had* to wear was, looking back, rather strange.

(It is also strange to you, the Russian reader, that I (8) *have / had* not mentioned yet, the oddest thing at my school — there were NO GIRLS!)

Our (9) *uniform / form* was a dark (navy) blue blazer with a badge on the top left pocket, grey trousers and a tie with dark and light blue stripes. The shirt was not (10) *prohibited / allowed* to be white. There were rules (11) *with / about* shoe colour to be black. Generally, our dress code obliged us (12) *to wear / to carry* reasonable clothes. Thus, (13) *both / and* very narrow and very wide trousers were (14) *not permitted / forbidden*.

The cap really was even a (15) *much / such* more important piece of head-gear. Almost (16) *the / an* only purpose of this item was identification. It was made of the same blue as the (17) *blazer / trousers*, had the school badge in the front and it was thus easy to spot a schoolboy from this school (18) *at / in* some distance.

There were rules about hair (19) *stile / style* which were specified, as I remember, but this was the start of rock 'n' roll so it was only beginning to be a problem.

Points _____ / 19

3 Look at the nouns in the left column and form an adjective.

noun	adjective	noun	adjective	noun	adjective
1 excitement	...	5 nervousness	...	9 enthusiasm	...
2 pride	...	6 anxiety	...	10 cheerfulness	...
3 delight	...	7 confusion	...	11 inspiration	...
4 boredom	...	8 confidence	...	12 frustration	...

4 Read the instructions the headmaster gives the students before an educational trip to London.

Points _____ / 12

- Fill in the gaps, using words and expressions from the box.
- Some may be used more than once.

“(1)... I have your attention, please? That is the first thing I (2)... make clear to you. If you miss some information, you (3)... not know the time or place we are meeting — please, pay careful attention. We (4)... be travelling by train to London and (5)... be using public transport there, so you (6)... pay attention to my instructions or those of any other teachers. We have booked seats on the train in one carriage and we (7)... only use those places. None of you will be (8)... to leave that carriage during the journey so bring a packed lunch with you. Under no circumstances (9)... you drink alcohol! Anyone caught drinking will be sent home immediately, and his or her parents will have to pay the cost of the extra fare for the accompanying teacher.

You will be (10)... to go shopping on Saturday morning in Oxford Street, but you will not be (11)... out of the hotel without the permission of one of the teachers. If you are given permission, you (12)... return in time. Finally, try to make sure that you do not give anyone any reason to remember us apart from for your high standards of behaviour.”

- allowed
- can
- must
- will
- permitted

Points _____ / 12

5 Change the expression in italics to one from the box.

My friend was not *allowed to take exams* — he appeared there in torn jeans! His whole future career *was endangered* because of the incident. The school administration found his looks *improper*. They said he might *draw other students away from* doing well in exams. Would you believe it?

- to distract from
- to sit exams
- unacceptable
- to be put at risk

Points _____ / 4

6 Unjumble some pieces of good advice on how to succeed in learning English.

- get fed up / Don't look up / every new word / you'll soon / in the dictionary
- get used to / Try to / listening / at natural speed / speech
- every opportunity / in class / English / Use / to practise
- to write / what you want / before starting / Think about / to say

Points _____ / 4



CHECK YOUR SCORE

55–60 points — well done
47–54 points — good
40–47 points — not bad
39 points or less — go back and revise

Lesson 10 Express yourself

SCHOOL POSTER



You are going to make a poster about your school. It should be both attractive and useful. Follow the instructions below.

1 Preparation

Include in your poster the following:

- basic information about the school
- comments from students
- comments on the school from visitors / exchange students / parents
- anecdotes about school life
- a poem about school
- picture / photos of people / events / school facilities (e.g. library, computers, gym, etc.).

ENGLISH

2 Activity

Work in groups. Choose one point from the list above.

- Look at the materials you've brought.
- Go back to Lessons 1–8, Language Support boxes and other instructions can help you.
- Look through the homework you've done for the previous lessons.
- Ask for other students' ideas. Discuss and develop the materials you want to include in your poster.
- Rewrite what you have discussed and agreed on.

3 Presentation

Look again at the material you have prepared and think about the layout of your poster so that it looks reader friendly.

- Now you need to work as a whole group. Exchange your ideas about how to place what you have created on the poster. Try to make your poster colourful and humorous.
- Proofread the material, checking the spelling, punctuation, grammar and vocabulary.
- Pin the poster on the wall of the classroom and show it to other students and teachers.

4 Evaluation

Think about your own work during the lesson and give yourself a score, filling in the self-evaluation card.

STUDENT'S SELF-EVALUATION

CARD

STUDENT'S SELF-EVALUATION CARD

	Criterion	Question to ask oneself	Score (1–3)
1	Balance of contribution	Did I participate equally with the rest of the group when we created a poster?	
2	Content	Did I bring any useful / original materials or ideas?	
3	Appropriateness of language	Did I use both spoken and written language accurately and appropriately?	
4	Task achievement	Did my group and I achieve the task we set for ourselves?	
Total score			

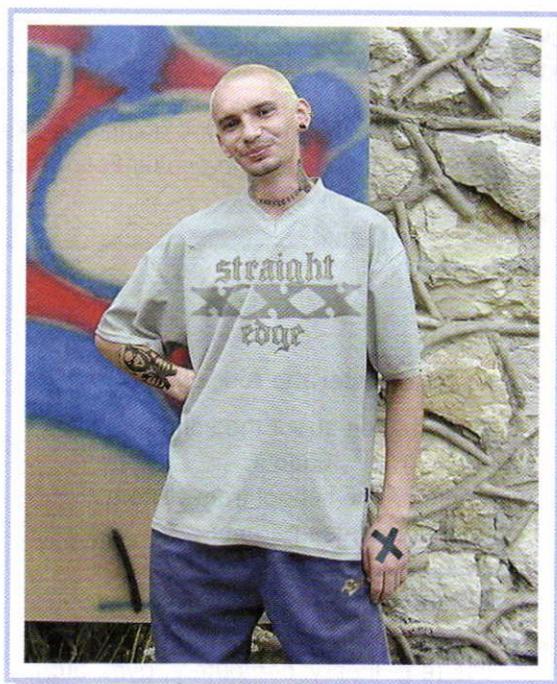
Lessons 1–2 Living on the edge

Warm-up

1 Look at the picture and answer the questions.

- 1 What is this person?
- 2 Why does he look like this?
- 3 What do you think these letters mean?

stxe



Reading

2 A. You are going to read an article about a youth group.

- Read the introduction to the article and put ticks by the expressions, which you think describe their lifestyle.

Straight edge teenagers are a growing group of young people who are *unhappy* with the society in which they are growing up. They don't want to follow the usual routes of teenage rebellion. Instead they have chosen a clean, healthy approach to life to better themselves and the world in which they live.

- participate in animal rights protests
- follow a vegetarian diet
- are aggressive towards different beliefs and lifestyles
- hurt people physically
- have a tidy appearance
- have tattoos and pierced earlobes

B. Read the article and check whether you were right. Then read it again and match these titles to the paragraphs.

- a) Fashion statement. b) Origins. c) A sense of belonging.
d) Disagreement. e) Extremists.

1.

Originally being a "straight edge" meant that you didn't drink, smoke or take drugs. These days straight edgers also participate in animal rights protests, follow a vegetarian diet and are involved in environmental and political issues and protest. Music also plays an important role. Straight edge bands originally grew out of the punk rock movement in the 1980s.

GLOSSARY

environment — the air, water, and land in which people and plants live
straight edge — движение людей, ведущих здоровый образ жизни

1 Can narrow-minded people accept ideas different from their own?

2 Are these groups friendly towards each other?

3 What are such people called in Russian?

4 What do they want?

5 Is fashion important to them? Why?

6 Are like-minded people those who
a) have similar opinions?
b) like their opinions?

2.

Over the years straight edge popularity has increased, but attention has also been focused on the narrow-mindedness of some straight edgers. The problem today is that while some see the straight edge philosophy as positive, many others see it as being *intolerant* to others.

The tension between the two groups has led to violent incidents. The main problem seems to be that straight edge teenagers take their beliefs to different **extremes**. "Ordinary" straight edgers want to have a clean, healthy and positive lifestyle, and extreme straight edgers are aggressive towards different beliefs and lifestyles.

3.

In the US there is one area notorious for extreme straight edge behaviour — Salt Lake City in the state of Utah. Here many of the straight edgers like to classify themselves as a "crew", which other people, and the police in particular, tend to translate as a "gang". Extreme straight edgers are *impatient* with anyone, teenagers or adults, who drink and smoke or do not fit in to their strict philosophy in some way. Sadly, some are prepared to physically hurt people in an attempt to get their message across.

4.

Straight edge kids **make a statement** with their fashion as well as with their philosophy. A tidy appearance is popular, with baggy trousers and T-shirts. Tattoos are a popular statement of straight edge membership, as are pierced ear lobes with large holes. Bags taken from students at a high school in Utah contained chains and heavy chain necklaces.

5.

Perhaps it is the lack of any other way to express themselves that attracts teenagers to the straight edge philosophy. Maybe it is the need to be able to show your solidarity with a group of **like-minded friends**. Many young people these days are taking a greater interest in the world in which they live. They are looking at how they can contribute to its future, but many "ordinary" straight edge teenagers and the public are shocked at the ways in which the more extreme followers of straight edge are trying to get their message across.

GLOSSARY

notorious — famous for something bad

crew — all the people working on a ship, plane, etc.

baggy — not tight

C. Answer the questions on the left of the text.

- Guess the meaning of the expressions in bold.
- Explain them in Russian or in English.

D. Discuss in pairs the following questions.

- Compare your answers with the rest of the class.
 - 1 Why can't straight edgers agree within their group?
 - 2 Why are extreme straight edgers aggressive towards other people?
 - 3 What does a typical straight edger look like?
 - 4 Why do you think this movement is popular among teenagers?

Vocabulary

3 Fill in the blanks in the sentences with the expressions from the box.

- 1 He got together with a group of ... friends to organise an environmental protest action.
- 2 The disagreement among the members of the group led to ... them.
- 3 In their attempts to ... some teenagers go beyond all limits and start hurting people.
- 4 Hippies ... with their long hair, unusual clothes and bizarre lifestyle.
- 5 Straight edgers often behave in a way that goes beyond norms; people think they ...
- 6 If you stop accepting any new ideas you become ...
- 7 Punks opposed the values of the society and ... its materialism.
- 8 Hippies were unlikely to ...; they lived in groups together and were very peaceful.

make a statement
 get their message
 across
 like-minded
 narrow-minded
 take their beliefs
 to extremes
 tension between
 protest against
 hurt people physi-
 cally

4 A. Find the words in italics in ex. 2A, 2B.

- What do they have in common?

B. Form the opposites for the following words and group them according to their prefixes.

- Check the answers with your teacher and try to formulate the rule about the use of the prefix *im-*.

<i>in-</i>	+	polite	grateful	effective
<i>im-</i>		usual	fashionable	tolerant
<i>un-</i>		patient	fair	pure
		fortunate	possible	familiar

5 Do you need a dictionary to understand these words? Why? / Why not?

protest aggressive philosophy symbol solidarity

Language work

6 Word formation. Copy and complete the following table in your vocabulary notebooks.

- You may add new words to it later.

noun	verb + preposition	adjective
	(in)	involving
tolerance		
	depend (on)	
difference	(from)	
	(to / with / on)	agreeable
	—	patient

LANGUAGE SUPPORT

Giving opinions

- I think...
- I believe...
- I guess...
- I suppose...
- In my opinion...

Speaking

7 Work in pairs. Discuss these questions and report your ideas to the class.

- 1 Would you like to belong to a teenage group? Why? / Why not?
- 2 Why do people join different groups and movements?
- 3 Does belonging to a group help to express one's individuality or not?

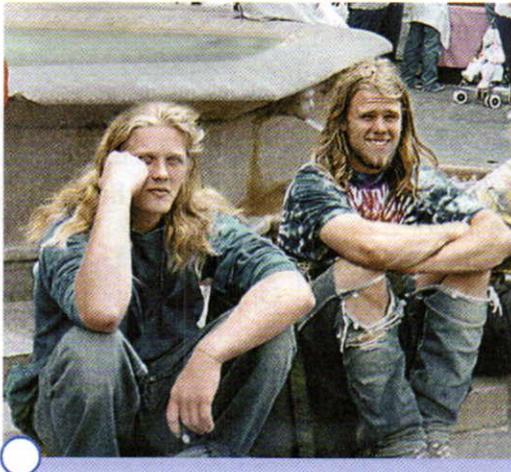
Lessons 3–4 Same or different?

Warm-up

1 Match the pictures to the names of the groups these people belong to.

- What do you know about them?

1 GOTHS 2 PUNKS 3 HIPPIES



Reading

2 Read the texts find a title to each text among the names of groups in 1.

a) _____

They are opposed to the values, norms and materialism in the society.

They express this in loud and violent music, lyrics which frequently contain oppositional themes (anti-romantic love songs, anti-parents, anti-police, etc.), strange clothing and hair of unusual colours.

b) _____

As punk faded, they became a subculture in their own right. With startling white make-up, black or purple hair, black lipstick and fingernails, these people certainly stand out in the crowd. They see the world as a dark place and like it that way.

c) _____

They don't conform to society's standards, showing this by dressing in unusual clothes, having long hair and living in groups together.

For them loving means accepting others as they are, giving freedom to do as one pleases and to go where the flow takes you.

1980–1990
1970–1980
1960–1970

Speaking

3 Work in pairs. Share your opinions on the following questions.

- 1 Would you be interested in joining any of these groups? Why? / Why not?
- 2 What is easier: to join a group or to leave it? Why?
- 3 Do you become different or stay the same when you join a group?

Writing

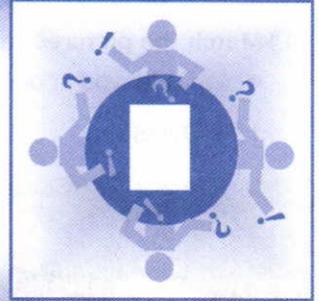
4 You are going to write an essay “Belonging to a group: for and against”.

- Work in groups of three or four and follow steps A–H.

A. Discuss your work.

Discuss these questions.

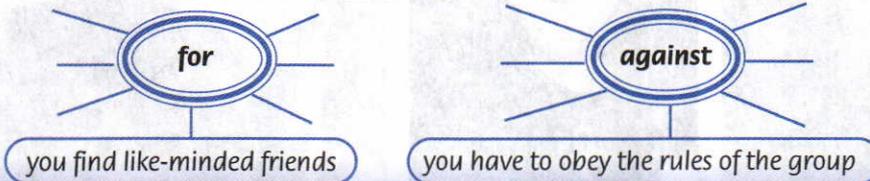
- 1 Who are you writing for? (your teacher, peers, a magazine, some organisation, etc.)
- 2 Why are you writing? (to inform, to explain, to give your opinion, etc.)
- 3 What type of a text are you writing? (an essay, a letter, a newspaper article, a story)
- 4 What language is better for your text? (formal, informal)



B. Brainstorm the ideas.

Make a mind map.

Write down every idea that is mentioned. Do not criticise any of them — the more ideas, the better.



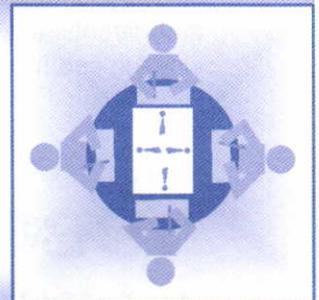
C. Review the ideas.

Cross out the ideas that do not seem workable.
Leave 3 or 4 that you feel you can develop further.



D. Develop your ideas.

Distribute the ideas among the members of your group and develop your idea into a short paragraph.
Write each paragraph on a separate piece of paper.



E. Structure your text.

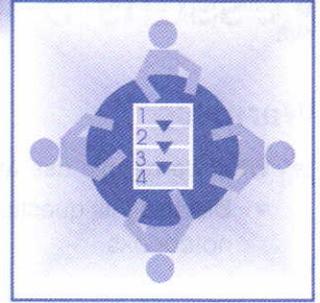
Read aloud each paragraph and discuss them.
Decide on the order of the paragraphs and arrange them on the desk in this order.



F. Improve your text.

Make the text whole, adding introduction, conclusion and links between paragraphs with the help of linking words. See *Language Support*.

Check your composition and correct mistakes.



LANGUAGE SUPPORT

General statement of the problem / current situation

Points for

Points against

Conclusion / Coming to some decision



Linking words

- It is true...
- Some people say / believe...
- Other people, however, disagree / have a different point of view...

- Firstly...
- To begin with...
- Secondly...
- Moreover...
- Besides...
- Furthermore...
- For example... / For instance...

- By contrast...
- Whereas...
- On the one hand... / On the other hand...
- In fact...
- Sadly... / Unfortunately...

- As a result...
- Finally...
- To sum up...
- In conclusion...
- To summarize...

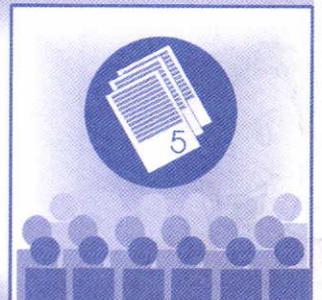
G. Rewrite your text.

Choose a person to write for the group. Help him / her to make the necessary additions and changes in the text.



H. Evaluate other texts.

Display your work in the class and read them. Choose the best composition.



Lessons 5-6 Play your game

Warm-up

1 What do people use to get their message across?

- Discuss this question with your partner and complete the mind map in your notebooks.



Vocabulary

2 The following expressions describe some body language.

- Try to guess what they mean and mime them. Your teacher will tell you whether you are right or not.

to fold your arms
to cross your legs
to scratch your face
relaxed posture

to look someone in the eye
to put on a fake smile
to sit with arms outstretched

to sit up straight
eyes downcast
tense muscles

Reading

3 A. Match these expressions to the pictures.

- 1 giving a loud, hollow laugh
- 2 crossing one's arms
- 3 tucking one's hands between crossed legs when sitting
- 4 stretching one's arms along the back of a sofa



(A)



(B)



(C)



(D)

B. Find in the text the meaning of the gestures from ex. 3A.

THE MEANING OF BODY LANGUAGE

Not all of us can radiate that sense of confidence all the time, and there are telltale signals that show when we are feeling unsure of ourselves. According to psychologist Jane Firbank, crossing your arms is the most telling sign that you are feeling less than confident. Putting your arms across your body in order to play with a handbag or bracelet is another classic defensive gesture. In fact body language gives away our true feelings so often that politicians are taught not to touch their faces, as placing their hands near the mouth or eyes demonstrates insecurity and suggests an attempt to cover up what you really think. Rachel Reeves, social psychologist at Oxford University, says that being perceived as confident and attractive comes down to whether or not we act as if we're uncertain of ourselves. "A loud, hollow laugh is an obvious sign of nerves, and how much space we take up when we're sitting down also shows whether we feel confident. Someone sitting on a sofa with their arms stretched out along the back of it is saying 'I'm worth this much space', whereas someone with their hands tucked between their crossed legs, eyes downcast, is saying, 'Don't mind me'."

C. Match the words from the text with their meanings:

1 telltale

- a) showing one's true feelings
- b) indifferent to one's feelings
- c) hiding one's true feelings.

2 to give away

- a) to deceive somebody
- b) to show what you really think
- c) to hide what you think.

3 to cover up

- a) to hide what you really think
- b) to show what you really think
- c) to be on top of something.

4 to be perceived as

- a) to notice something that is difficult to notice
- b) not to show one's feelings
- c) to be thought of in a particular way.

5 to take up

- a) to leave free space
- b) to fill the space
- c) to put yourself in a particular position.

Vocabulary

4 Fill in the gaps in the sentences with the words from ex. 3C in the correct form.

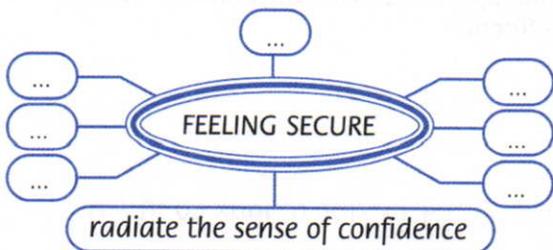
- 1 His insecurity was ... by a few ... gestures during the lecture.
- 2 He is the sort of person who ... always ... attractive and confident.
- 3 She tried to look indifferent but her eyes ... her
- 4 He tried ... his nervousness.
- 5 Peter often wants ... a confident person, but his loud laugh can't ... his feelings

5 A. Find in the text the sentence with the following expression: "Feeling unsure of ourselves".

- Find other expressions in the text, which mean the same or almost the same.

B. Make up two word maps in your vocabulary notebooks.

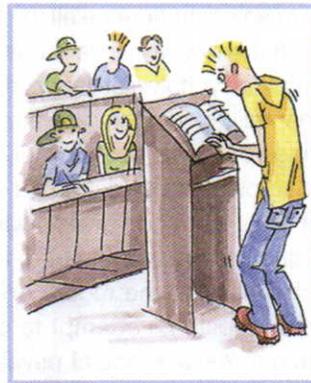
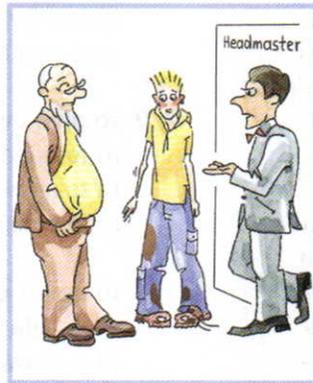
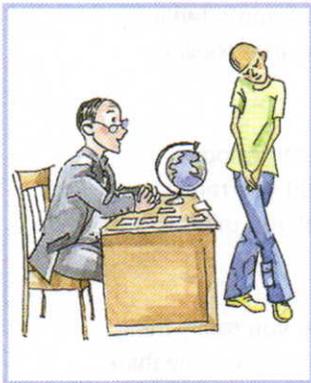
- Look through the text and find more expressions related to these feelings.



C. In pairs compare your word maps and add more expressions from your memory. (See also Unit 1, Lessons 1–2.)

Speaking

6 Work in pairs. Look at the pictures and describe feelings one would have and the body language one would use in the following situations.



Vocabulary

7 A. Complete the table.

noun	verb	adjective
	confidence	
		defensive
		secure
		tense
perception		

B. Fill in the blanks with missing words.

● Follow these steps:

- What notion do you need?
- What part of speech do you need?
- Does it need a negative prefix?

- She's a good student but she lacks ...
- Mary's problems at work were making her ... and irritable.
- Many people feel ... and homesick when they leave home to go to college.
- There's no need to be so I just asked how old you are!
- Marion spoke eager to break the ... silence.

Listening

8 A. Look through the chart and tick the items, which you think may help you look confident.

WHAT HELPS YOU LOOK CONFIDENT?

relaxing your muscles	<input type="checkbox"/>
wearing bright colours	<input type="checkbox"/>
holding your back straight	<input type="checkbox"/>
touching your face and hair	<input type="checkbox"/>
smiling	<input type="checkbox"/>
crossing your arms	<input type="checkbox"/>

B. Listen to a psychologist's advice on how to convince others that you feel confident.

C. Listen again and take notes on how to look confident.

Writing

9 Write a personal confidence building plan with ten action points.

Example: I will hold my back straight!

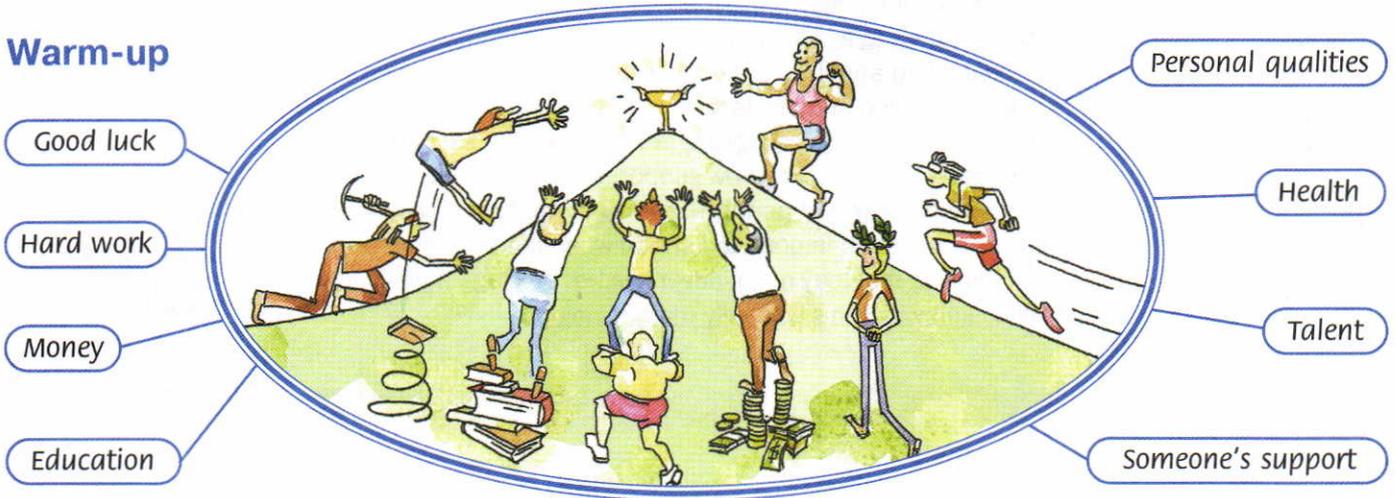
I'll try not to laugh too loudly!

If I want to look confident

- 1 ...
- 2 ...
- 3 ..., etc.

Lessons 7-8 Sweet smell of success

Warm-up



1 What do you think is most important for achieving success in life?

- Explain your point of view.

Listening

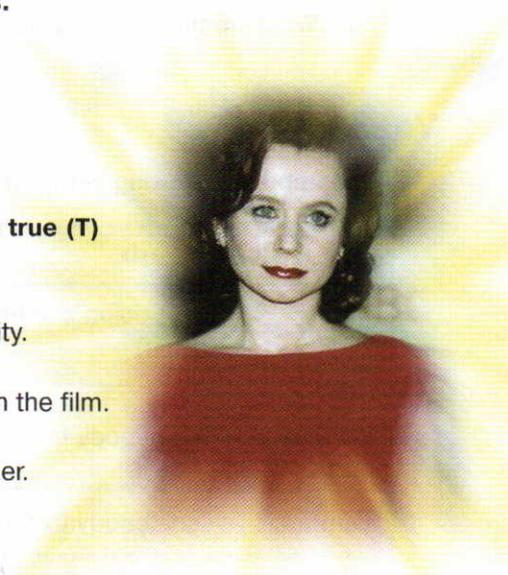
2 A. A famous British actress Emily Watson talks about her path to success. Look at the picture and guess.

- What she might be speaking about.
- What things from ex. 1 she might mention.

B. Listen to the interview and check whether your guesses were correct.

C. Listen to the interview again and decide whether these statements are true (T) or false (F).

- 1 Emily can't still really believe that she achieved a great success.
- 2 She got into drama school as soon as she graduated from university.
- 3 Emily became a professional actress at a very early age.
- 4 She had to do two screen tests before she got her first main part in the film.
- 5 Emily is a rather persistent person.
- 6 Emily's mother is more enthusiastic about her career than her father.



Language work

3 A. In pairs read this brief report and answer the questions alongside the text.

1 What were the reporter's original words?

Our reporter caught up with actress Emily Watson in London last week. He asked her how she felt about her sudden fame and her nomination for a Golden Globe Award and she admitted that she could hardly believe it.

2 Why is the past for "feel" used here?

3 There is no reporting verb here. Why?

She began acting in her early twenties after graduating, working as a waitress and a secretary, and a year at drama school. During that time she did some fringe theatre work before joining the Royal Shakespeare Company in 1992.

4 What were Emily's original words?

5 Before or after joining the RSC? How do you know?

7 Why not simply “explained”?

9 Why is this a present tense?

11 Why are past perfect forms used here?

She had done some acting at school and had always secretly believed she could do it:
 “There’s something quite stubborn about me, maybe.”

She went on to explain how she got her first big film part. She met the casting agent, and did a screen test before meeting the director and doing another test.

Her parents are “terribly proud” of her and very excited about her success. Emily recalled how supportive they had been despite their worries. They had gone to see her in her first small role in Stratford and had then gone to London when the play transferred there, thinking that they might never see her on stage again. Little did they know that this was only the beginning!

6 Why did the journalist choose direct speech here?

8 Why are there no reporting verbs here?

10 Why are these words quoted directly?

12 Whose words are these: Emily’s or the journalist’s? What is their function in the text?

B. Read the report once more and answer these questions.

- 1 How do the interview and the report differ?
- 2 Why is the report so short in comparison to the interview?
- 3 What is the function of the first sentence of the report?
- 4 How does the language of the report differ from the language of the interview?
- 5 Why isn’t direct speech used all the time?
- 6 What are the reporting words? Why does the journalist choose these words?

Vocabulary

4 A. Match the following verbs to their meanings.

Reporting verb	Meaning
admit (to) doing something (that)	1 to say that something somebody has said about you is not true
persuade somebody to do something	2 to say firmly that something is true, especially when other people think it may not be true
remind somebody to do something	3 to tell somebody that you will definitely do something
reply (that)	4 to say that you are annoyed, dissatisfied or unhappy
deny (that) doing something	5 to accept or agree unwillingly that something is true or something is right
promise to do something	6 to make somebody decide to do something
insist (that)	7 to answer somebody by saying or writing
complain (that)	8 to make somebody remember something that they must do

B. Look at these cartoons and report the following remarks (A-H) using the verbs from the table in ex. 4A.

A. It wasn't me who took the car.



B. Do buy it. You won't find anything better.



C. I have to say that I haven't done my homework.



D. My teacher is unfair to me.



When does the next train for Moscow leave?

E. The train leaves at 12.00.



F. I'll pay the money back tomorrow.



G. I still think that I'm right.



H. Don't forget to pass on the message.



Writing

5 Read these quotations from the interview with the famous singer Mariah Carey and write a brief report of the interview like the one in ex. 3.

- Remember to use reporting verbs in it.

I WAS A REBEL WITH ORANGE HAIR AT 13

"Being a mixed-race kid was difficult."

"I looked absolutely dreadful ... and was known as 'the bad girl' in school."

"I was really jealous of the leaders and tough older girls... and became really angry when I was 13 because you're insecure about how you look and where you fit in."

"Since I started writing songs at 13, I have worked like dog."

"When my older friends left school I was forced to face up to the other kids my gang had rejected."

"People can do anything that's physically possible if they have talent and determination."

"It's not that I want to be a role model, because I'm not perfect."

"I feel like I can make someone feel more acceptable and will always connect with teenage outsiders."

Lesson 9 Check your progress

1 Read the newspaper report and put the verbs in brackets in an appropriate tense.

SWEET SUCCESS

This High School graduate never had the opportunity to attend college, but he (1) (go) ... on to found a multi-million dollar company.

Michael J. Coles was born into an upper-middle class Brooklyn family in 1944. However, a fire in his father's store when Coles was eight (2) (put) ... a serious financial burden on the family and a great deal of responsibility on Michael's young shoulders. He (3) (begin) ... working to help his family shortly after the fire and quickly (4) (realise) ... the value of hard work.

Since Cole did not attend college, he (5) (go) ... straight to full-time work after High School. He (6) (work) ... as a salesman when he met a woman and fell in love. Coles and his wife Donna (7) (marry) ... in November of 1972, and they had a son and two daughters. "I (8) (look) ... for a business that (9) (allow) ... me to stay home more," says Coles. The solution that he (10) (find) ... for this problem was the first real step on his road to financial success. Coles and a business partner (11) (open) ... the first Great American Cookie Company, never knowing how popular the store (12) (become)

During the next 20 years, The Great American Cookie Company (13) (grow) ... and Coles became even more successful. Coles surprisingly (14) (not consider) ... himself a success, "I hate the word success. Success always (15) (seem) ... to imply a stopping point, and I think that success is something you have to work at every day."

Points _____ / 15

2 Report the following statements by Michael Coles choosing the right reporting verbs.

- 1 "I had too much responsibility on my young shoulders."
remind / complain / insist
- 2 "When we got married my wife kept asking me to find a new business."
promised / admit / persuade
- 3 "I never knew how popular the store would become."
persuade / insist / admit
- 4 "I am not a success."
deny / promise / remind
- 5 "I really think one has to work hard every day to be successful."
complain / insist / deny
- 6 "Now I will try to stay at home more — I said to my wife."
promise / admit / insist

Points _____ / 12

3 Choose the best alternative to fill in the gaps in each of the following sentences.

- 1 The message got ... at last.
a) out b) across c) away d) in
- 2 The workers ... against severe conditions on the plant.
a) complain b) oppose c) threaten d) protest
- 3 People taking their ... to extremes tend to become aggressive.
a) values b) thoughts c) beliefs d) ideas

- 4 She tried to appear indifferent but her eyes gave her ...
a) up b) apart c) out d) away
- 5 She eventually married the most ... of her admirers.
a) resistant b) defensive c) persistent d) intense
- 6 The librarian carefully ... how to use the catalogue system.
a) showed b) explained c) asked d) told
- 7 "I was really scared," Jenny
a) admitted b) spoke c) persuaded d) denied
- 8 Mike ... on taking his own decision.
a) told b) insisted c) complained d) considered
- 9 I'll just call Sylvia to ... her that we are meeting at 8.
a) remind b) say c) speak d) recall
- 10 The children have ... to help us with the packing.
a) promised b) obeyed c) said d) denied
- 11 How many students are going to ... in this discussion?
a) protest b) participate c) work d) insist
- 12 The accident was very well covered ... and never reached the newspapers.
a) on b) with c) up d) by
- 13 My elder brother will never accept this new hair style.— I don't believe he is so ...
a) narrow-minded b) like-minded c) absent-minded d) broad-minded
- 14 Joyce has practised a lot in our computer class. Now she is very ... in using computers.
a) certain b) confident c) tense d) determined
- 15 The robbers were ... as they waited the long minutes for the van to arrive.
a) tense b) tenseless c) tension d) tenseful

Points ____ / 15

4 A. Read this letter from a young girl to a magazine.

- Fill in the gaps with expressions from the box.
- Each expression can be used only once.

so I guess although I know as a result then moreover at first in fact
besides

(1) ... everybody has goals in life. My goal is to get noticed. I want to be a star!

It was not always this way though. All through elementary school I was a nobody. The other kids picked on (*colloquial* дразнили) me and (2) ... I became shy and always wanted to stay in the background of things. I never spoke to anyone I didn't know, never joined any activities and (3) ... hardly ever went out anywhere.

(4) ... when I was about fourteen I changed my image. (5) ... it was little things like a short skirt or a new lipstick but soon I changed my style to something I liked and was comfortable with. (6) ... I'd been on quite a few dates before, this was when the guys really started to take notice.

(7) ... soon after that change of image I got more confident and started to join in extra classes. (8) ... I joined a talent school and spent half my free time there. I discovered I was good at acting, singing, dancing and other stuff (9) ... I thought that's it ... I'll become a star!

I will work as hard as I can to make my dream come true; whether I become an actress, a dancer, a singer, a model or even a writer. (10) ... it won't be easy but I know I have to do it!

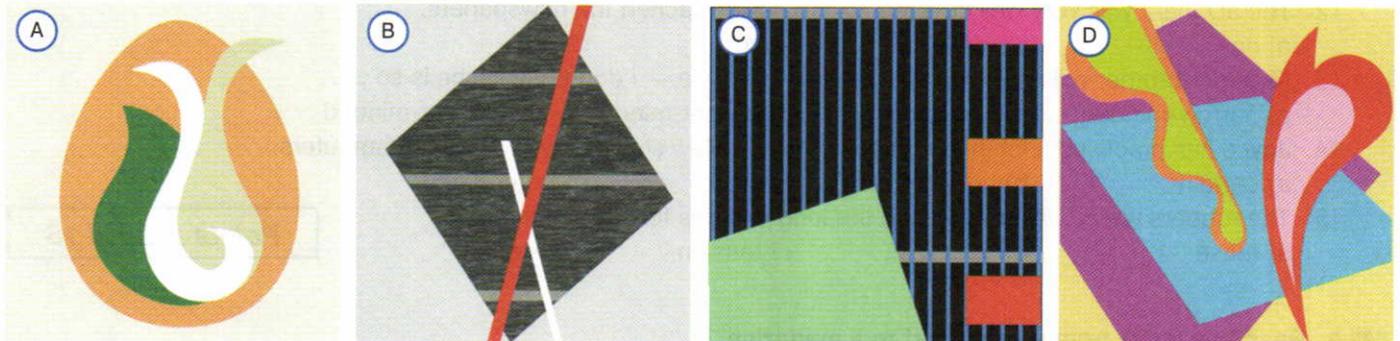
Points ____ / 10

B. Read the descriptions below.

- Change the words given in brackets at the end of each sentence to form a word that fits in the space.
 - 1 Sometimes you can be a bit ... (tolerate). Don't be so ... about everything new in life (defence).
 - 2 You demand a free and ... life for yourself (depend). You always feel ... and live according to you own ideas, even if it means swimming against the tide (security).
 - 3 People admire you because you give those who are close to you ... and space (secure). You are perceived as a very warm and ... person (agree).
 - 4 You take ... for your life and place less faith in your luck and more in your own deeds (responsible). Your strength of will projects your ... to others (confident).

Points _____ / **8**

This is actually a brief quiz. If you want to find out what kind of person you are — choose the picture you like most and look at the key below.



1D
2B
3A
4C

CHECK YOUR SCORE

55–60 points — well done
48–54 points — good
40–47 points — not bad
39 points or less — go back and revise



Lesson 10 Express yourself

THE PRESS CONFERENCE

You are going to have a press conference with a celebrity.
Some of you will play the parts of celebrities, others will act as journalists.



1 Preparation

- Read the role cards.

Journalists:

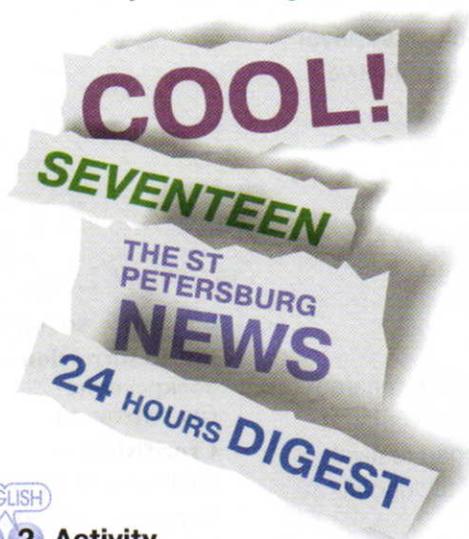
- You work for different newspapers and magazines.
- You are going to participate in an exclusive interview with a well-known person.
- He / She has a very tough schedule and can spare only half an hour for an interview.
- You have 10 minutes to think carefully of aspects of his / her life, which will be most interesting to your readers and get ready to ask at least 5 questions.
- Don't forget to take notes during the interview.

Celebrity:

- Prepare for the interview.
- Consult the materials in the unit, they will help you answer the questions.

- This mind map will help you to make up questions and life stories.

- Choose the magazine you work for or decide on your local magazine.



ENGLISH

2 Activity

- Interview "the celebrity".



3 Follow-up

- Write an article based on this interview. Write about 200 words and try to:

provide a gripping title
maintain the style of your newspaper / magazine
think of your readers' interests
be close to what the interviewee said

avoid reporting each and every word
convey the interviewee's mood
structure your article
invent an impressive ending.

Lessons 1–2 What is a tradition?

Warm-up

1 Unscramble the names of three important festivals and match them with the pictures.

- Discuss the questions below.
 - 1 Do you know why these particular pictures were chosen to illustrate these festivals?
 - 2 Which of these is celebrated in Russia too?
 - 3 Can you name any Russian or your local festival and its symbol?

ENELAWLHO
AHSMCSRTI
REETSA



Reading

2 Read the following pieces of information and decide which of the above festivals they refer to.

1 One of the **long-standing** traditions is the belief that the mistletoe plant holds magic powers and **protects against** disease.

2 It **dates back to** the ancient fire festivals when huge bonfires were set on hilltops to frighten away evil spirits.

3 Its common **symbol** is a pumpkin carved in the appearance of a demonic face and with a lighted candle inside.

4 This main festival of the Christian church year celebrates the Resurrection of Jesus Christ on the third day after his Crucifixion.

5 Evergreens as symbols of **survival** are **associated with** this festival.

6 Eggs — symbol of new life and resurrection — are brightly coloured and decorated.

7 It's a Christian festival commemorating the birth of Jesus Christ. It dates back to the pagan festival marking the birthday of "unconquered sun".

8 This is an autumn festival with ghosts, witches, black cats, fairies and demons of all kinds.

9 Its symbol is the rabbit.

GLOSSARY

bonfire — костер
the Resurrection — воскресение (из мертвых)
Crucifixion — распятие на кресте
to carve — вырезать
evergreen — вечно-зеленое растение
survival — the state of continuing to live or exist
pagan — языческий
commemorate — to show that you remember an important person or event

Vocabulary

3 A. Translate the words in bold in the texts in ex. 2.

B. Translate the text about Cupala's Nights, using these words.

Этот весенний фестиваль уходит корнями к языческим временам на Руси и связан с солнцем, водой и огнем. В этот день люди прыгали через костер, который являлся символом праздника. Они также купались в реках и собирали травы, имеющие волшебную силу и защищающие от болезней. Эта давняя традиция до сих пор сохраняется в некоторых местах России.



4 The word "tradition" doesn't mean only celebrating a festival.

- Work in pairs, answer the questions and report your answers to the class.
 - 1 What is a tradition in your opinion?
 - 2 Can you think of some other kinds of traditions people keep nowadays?

Listening

5 A. Listen to an interview with Andrew, a student from Oxford, talking about the role of traditions in the life of Britain and in his own life.

- Put the topics from the box in the order they appear in the interview.

- traditions in Oxford
- celebrating Christmas
- importance of traditions in Britain

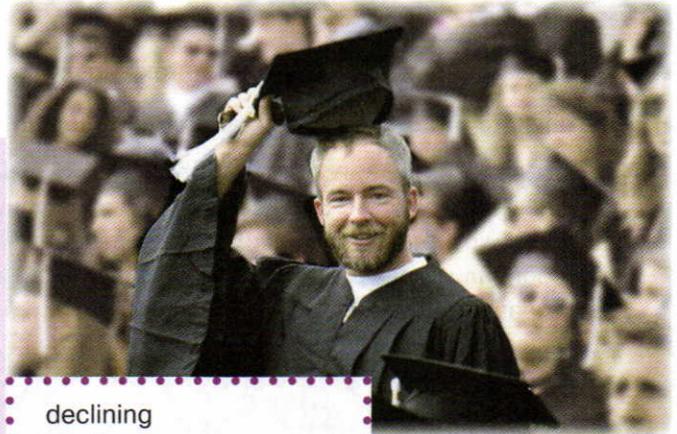
B. Listen to the recording again and choose the best answer.

- 1 He thinks that Britain is unique because:
 - a) it has a link with ancient traditions.
 - b) it has old buildings.
 - c) it is a declining country.
- 2 Oxford is special because:
 - a) students wear gowns.
 - b) it is known for its long-standing traditions.
 - c) many famous people have been there.
- 3 Students are proud of being at Oxford because:
 - a) they learn Latin.
 - b) student life is modern.
 - c) traditions are kept.
- 4 Andrew's family gather together at Christmas because:
 - a) they are celebrating a tradition.
 - b) they feel they should.
 - c) all other people do it.

Vocabulary

6 Complete the summary of the interview with the words from the list.

Traditions are an important way the British people (1) ... Since Britain has a link with quite ancient traditions, it is important to people that some traditions do (2) ... although one might call Britain a (3) ... country in the world. Oxford University is the oldest University in the world and has a reputation for its (4) Although student life is quite modern, students are constantly (5) ... them and enjoy them. There are formal events every week where they have to wear gowns and have to listen to speeches in Latin. These traditions are quite (6) ... and they make people a little bit (7) ... Christmas is such a big event in Britain that it can't really be called a tradition. The smaller things are often more important for most people.



- declining
- survive
- define themselves
- reminded of
- proud
- long-standing traditions
- unique

Speaking

7 Work in groups of 3-4. Answer these questions giving reasons.

- Take notes of your answers and be ready to report your opinions to the class.
 - 1 Do traditions help people of a particular country or region to define themselves? How?
 - 2 Why is it important that traditions do survive in a country?
 - 3 Are there any traditions that you are continually reminded of in your everyday life? What are they?
 - 4 What are the Russian traditions that make you proud?

LANGUAGE SUPPORT

Giving opinions

- I think...
- Perhaps...
- I don't think...
- Personally...
- In my opinion/view

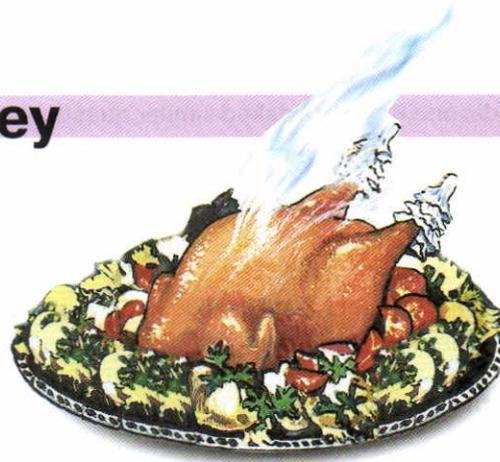
Giving reasons

- because
- as
- since
- for

Giving examples

- for example...
- for instance...
- such as...

Lessons 3–4 Talking turkey



Warm-up

1 Discuss in class.

- What do you associate with the dish in the picture?
- What do you think the title means?

Reading

2 A. Read two jumbled interviews about Christmas.

- Decide which bits belong to Lydia, and which to Roy.
- Put the numbers into the appropriate column and express the main idea. The first one is done for you.

	Lydia (the case against)	Roy (the case for)	
Lydia Lunch, a punk poet	...	1 thinks that Christmas is a great time of year	...

- The thing is, you can't **knock** it, can you? It's a great time of year. I definitely still wish it could be Christmas every day and I can honestly say I still like the song. It's a good song, really.
- Of course, I love the way Santa looks: great beard, **cool** boots and wild hair. He **rocks**. And I would like to wear a Santa's outfit on TV again. **I'm definitely not into** getting presents, although I do like to buy them. For me all I need is my **mates**, a nice relaxing time and a good laugh.
- I think Christmas is just an excuse for us to spend money in horrible stores that have horrible, overpriced objects that no one truly wants or desires. I try to shop as little as possible. I hate to spend my money supporting corporations or slave traders.
- I hate everything about Christmas I think it's the most horrible holiday based on gluttony and materialism. I didn't believe in the Bible in the first place, and Christmas isn't even the birth of Christ: it's been totally misdated.
- I don't go in for** all of the trees and decorations and lights and that **rubbish**. It's not that I'm against the commercialisation of it. That doesn't bother me, to be honest. No, I just think that it's a time to be with your mates. So you don't need all of that **other stuff**.
- I hate Santa Claus. It's disgusting: a white-haired old man, a fat, jelly-bellied character coming down a chimney he couldn't fit down anyway. Elves? Never believed in them. Reindeer? It's animal exploitation. If a stranger with white hair and a red suit came into my house, I'd shoot him first and ask questions later. And then I'd steal all the gifts and sell them down at the local flea market.

Roy Wood, a rock musician

GLOSSARY

- slave traders** — работорговцы
- gluttony** — обжорство
- to misdate** — путать даты
- jelly-bellied** — with a fat, quivering stomach (belly = stomach)
- elf (pl: elves)** — a magic creature, which looks like a small person with pointed ears
- reindeer** — северный олень
- flea market** — блошиный рынок

B. Both Lydia and Roy were asked similar questions.

- Read their answers once more and complete the questions.

- 1 What / attitude ?
- 2 What / (dis)like / about ?
- 3 What / think / commercialisation ?
- 4 How / feel / about / Santa Claus ?

C. Answer the questions from B for yourself.

informal — relaxed and friendly without being restricted by rules of correct behaviour. An **informal** style of writing and speaking is suitable for ordinary conversations or letters to friends. Be careful when using such words and phrases as they might sound strange said by a non-native speaker.

Vocabulary

3 A. In ex. 2A find the expressions in bold. Match them to the expressions below.

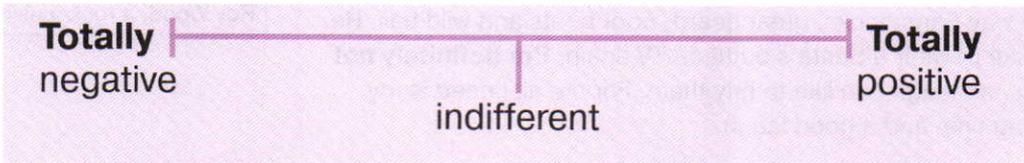
- 1 friends (as said mostly by men)
- 2 not to be interested in
- 3 to criticise especially in an unfair or annoying way
- 4 something that doesn't deserve serious attention (informal)
- 5 not to like something or do something often because you enjoy it
- 6 a number of different things (informal)
- 7 very attractive, fashionable (informal)
- 8 to cause great shock and surprise

B. What is special about Roy's choice of words?

Their language tells their story every time they speak.

C. Use the line to describe

- Roy's and Lydia's attitudes to Christmas (support your opinion with words from the text).
- Your own attitude. (Why?)



Speaking

4 Find out about your classmates' attitudes to Christmas.

- 1 Question three people and take note of their answers.
- 2 Answer your classmates' questions too.
- 3 Don't just give short answers — develop your ideas.

Use this chart for taking notes.

Name	Attitude to Christmas?	What / Mostly (dis)like?	Attitude to Santa Claus / Father Christmas?
Me			
Student 1			
Student 2			

LANGUAGE SUPPORT

Expressing attitudes

- I guess the main reason I like ... is because...
- I just think it's time to...
- It's not that I'm against...
- The thing is...
- I do like...
- I can honestly say...
- I hate everything about...
- That's what I love best about...

Writing

- 5 Prepare a report for a radio programme summarising the results of your survey (ex. 4).

Useful tips

- ❑ decide exactly what it would contain (include information on all 3 points)
- ❑ organise your ideas and use linking words
- ❑ write the full script; avoid very informal expressions
- ❑ use the Language Support box to improve the wording

LANGUAGE SUPPORT

Reporting results

- Almost everybody
- The majority of people
- A minority of people
- Only a few people
- reported that...
- said that...
- thought that...
- complained that...



Lessons 5–6 The family meal

Warm-up

- 1 Look at the pictures and compare them.
- What has changed in the way people have meals? What has remained the same?



Reading

2 A. Read the first part of the article and answer the questions.

- a How could one tell who was top dog in a tribe?
- b What was once the symbol of power at a table? Why?

Part 1

Food has many meanings for us, but when a group of people gather together the process of eating is always more about power than about nourishment. When we lived in tribes everyone may have crowded round the carcass, but you can be sure that it was the warrior man who ate first and took the best bits and that the women and children were served last and got leftovers. When tables and chairs first came into use, only those with power sat at the table, and then in a strict order of importance, with a bowl of salt showing who was top dog. The bowl of salt might have disappeared, but the seating order still exists.

GLOSSARY

- nourishment** — food that is needed to live, grow and stay healthy
- leftovers** (*n*) — food that has not been eaten at the end of a meal (be left over — verb)
- top dog** — the person in the highest position
- carcass** — 
- bowl** — 

B. Read the second part of the article and say how meal times have changed.

● Mention:

- 1 Attitude towards children.
- 2 Who was top dog.
- 3 New rules of behaviour.
- 4 Children's attitude to family meals.

Part 2

It has never been the tradition in Britain for children to be brought up close to their parents. If children had not been sent away to school or to work they ate in the kitchen or in the nursery. In Victorian times family meals were held on special occasions, but these again were occasions where power and importance were demonstrated. The father took precedence over all others. Children were not allowed to speak until spoken to and had to follow a set of rules relating to what was regarded as proper behaviour at the table. Today many parents still impose the rule that a child must ask permission to leave the table. This rule certainly suggests that children have been forced to come to the table and would really prefer to eat elsewhere.

GLOSSARY

nursery — a small child's bedroom in a house

Victorian — referring to the time when Queen Victoria ruled (1837–1901)

to take precedence over somebody — to be more important than all others

C. Find words or phrases in the text that mean:

- | | |
|--|--|
| 1 be given food | 5 on different holidays and celebrations |
| 2 food that has not been eaten | 6 ask if one may do something |
| 3 be arranged | 7 be made to do something |
| 4 have the right to be put before others because of greater importance | 8 force somebody accept something. |

D. Does anything in the texts remind you about your family meal?

- Write 4–5 sentences, which characterise your family meals.

Language work

- 3 **A. These two sentences come from the first part of the article. Read them again and answer the questions.**

1 When we lived in tribes everyone **may have crowded** round the carcass...

Did everyone crowd round the carcass?

2 The bowl of salt **might have disappeared**...

Did the bowl of salt disappear?

B. Look at the sentences and translate them into Russian.

- Answer the questions:

What is the function of **may** and **might** in these sentences?

What time do they refer to?

What do the verb forms have in common?

C. Finish the sentences using may (not) and might (not).

- 1 In the last century the family meal in Russia...
- 2 There...
- 3 Parents...
- 4 Children...
- 5 Food...

D. Read the answer to a question sent to a newspaper.

- Guess
 - 1 the situation which caused this question
 - 2 the question.

How nice to have a child who actually asks such questions. This story reminds me of an old definition of a gentleman, as he who used a butter knife when dining alone at home. For this reason there is no distinction between "formal" and "informal" dining and I would agree with your husband.

E. Write 5 sentences to describe the situation:

Example: *The letter might have been written by the girl's mother.*

Listening

- 4 A. Listen to the recording and mark in the second column the speakers who are for family meals (+), against (-), or neutral (0).**

1	2	3
Susie		
Roger		
Nick		
Bell		

- B. Read the opinions and match them to the speakers.**

- Put an appropriate letter in the 3rd column.
 - a) Children may feel happy during a meal with their family.
 - b) Both children and parents may misunderstand each other during the family meal.
 - c) Children should follow a set of rules at the table.
 - d) A family meal is a part of a child's education.

Speaking

5 Read the opinions in the box.

- 1 Group them according to the rubrics. Add your own ideas.
- 2 Get ready to explain your point of view about family meals.

For	Against	Interesting points

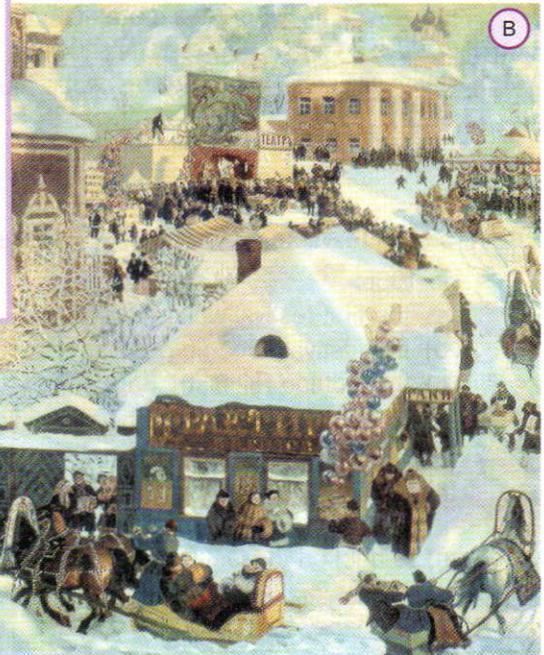
- a) The family meal can be great fun.
- b) Family meals reflect a country's culture and traditions.
- c) Family meals are hardly a good time to talk as the atmosphere is not always calm.
- d) Bringing the family together is an opportunity for parents and children to talk.
- e) Children should display proper behaviour during the family meal.
- f) The family meal is an opportunity to demonstrate parents' power and importance.
- g) Sometimes arguments across the table create tension in the family.

Lessons 7–8 Exotic festivals

Warm-up

1 Look at the pictures and discuss these questions in pairs:

- 1 What are these people doing?
- 2 What country might it be?
- 3 Why are they doing this?
- 4 Which of these events would you be interested in taking part in?



Vocabulary

2 Match the following words to their definitions.

1 celebration	a) a special occasion when people celebrate something such as a religious event, and there is often a public holiday
2 holiday	b) a celebration with dancing, drinking and a procession through the streets in colourful costumes
3 festival	c) a public celebration when musical bands, brightly decorated vehicles etc. move down the street
4 festivities	d) an occasion or party when you celebrate something
5 carnival	e) a time of rest from work, school, etc.
6 parade	f) things that are done to celebrate a special occasion such as drinking, eating, dancing, etc.

Reading

- 3 A. Read an encyclopedia entry about **Notting Hill Carnival**. Which of the features mentioned in the text can you see in picture A?



Notting Hill Carnival is a street carnival in the Notting Hill district of London. The carnival has been in existence since 1966 and takes place on the last weekend in August. It was the inspiration of black immigrants from the Caribbean, particularly from Trinidad, where a great pre-Lenten carnival has been held for many decades. From simple beginnings, it has developed into a huge multicultural arts festival attended by up to two million people. Following the tradition of the Trinidadian carnival, great emphasis is placed on fantastic costume displays and steel drum music. Calypso songs and soca (a mixture of soul and calypso) are also essential elements in the festivities. In addition to the lively procession of costume, soca, and steel bands which winds its way over a route of some 7.5 km of the area, the festival also plays host to other musicians playing reggae and hip hop, as well as hundreds of street stalls selling exotic foods and crafts from all parts of the world.

GLOSSARY

Lent — the period before Easter during which Christians traditionally eat less food or stop doing something that they enjoy

Caribbean [ˌkærɪˈbiːən] — the islands in the Caribbean Sea
to wind [waɪnd] — to go with lots of bends and turns

Calypso — a West Indian song based on subjects of interest in the news

reggae [ˈreɡeɪ] — a kind of popular music from the West Indies with a strong regular beat

soul — a type of popular music that often expresses deep emotions, usually performed by black singers and musicians

hip hop — a kind of popular dance music with a heavy regular beat and spoken words

B. Read the texts again and choose the right options.

- In 1966:
 - the first festival was held.
 - the festival became popular.
 - the Notting Hill district of London appeared.
- The carnival:
 - is over on the last weekend of August.
 - lasts for a week in August.
 - is held on the last weekend of August.
- The most important part of this festival is:
 - selling souvenirs.
 - costume display and music.
 - selling exotic foods.
- Besides food one can buy:
 - a small boat.
 - some hand-made things created in different countries.
 - exotic flowers.

Vocabulary

- 4 Fill in the gaps with the words from the box.

ST PATRICK'S FESTIVAL

St Patrick's Festival (1) ... since 1996. From a one-day (2) ... it has developed into a 5-day (3) ..., the biggest in Ireland. It (4) ... in March in Dublin. (5) ... of music, street theatre, fireworks and dances attract a lot of participants and spectators. The (6) ... has become an (7) ... element of the Festival.

festival	celebration	essential
parade	takes place	has been in existence
carnival		



Language Work

5 A. Work on the tenses.

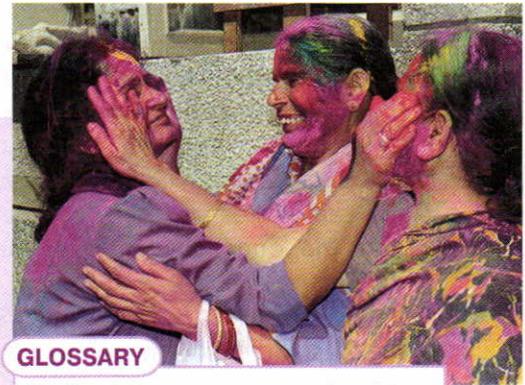
- 1 Divide the text in ex. 3A into three parts: definition, history and present day.
- 2 Find out what tenses are used for describing the festival.
- 3 Copy the table and fill it in with the verb forms from the text.

	present simple	present simple passive	present perfect	present perfect passive	past simple
giving a definition					
giving history					
giving link from past to present			has been in existence		
present day					

B. Read this encyclopedia entry describing another festival called Holi.

- Put the verbs in brackets into the correct tenses (active or passive).

Holi, an important Hindu spring festival and, in western India where it (1) (connect) ... with the wheat harvest, a harvest festival. It (2) (celebrate) ... on the full moon day of the Hindu month of Phalguna. The legend that accounts for the festival (3) (describe) ... how a young prince, Prahlada, (4) (defy) ... his father by worshipping the god Vishnu. As a result, his father (5) (allow) ... him to be carried into the fire by the female demon, Holika, who claimed she herself (6) (be) ... fireproof. Through Vishnu's intervention, Holika (7) (burn) ... to death but Prahlada was unharmed. On the first day of this two-day festival, bonfires (8) (light) ... and effigies of Holika placed in the centre to represent the triumph of virtue and religion over evil. On the second day of the festival people (9) (throw) ... coloured water and powder on each other. Holi is also a time of good will, when people pay or forgive debts, (10) (make up) ... quarrels, and wish each other good luck.



GLOSSARY

- wheat harvest** — урожай пшеницы
- account for** — давать объяснение
- defy** — пойти против
- worship** — поклоняться
- effigy** — чучело
- virtue** — добродетель

Speaking

6 Work in pairs. Prepare a description of a festival popular in your region.

- Use the words in the Language Support box.

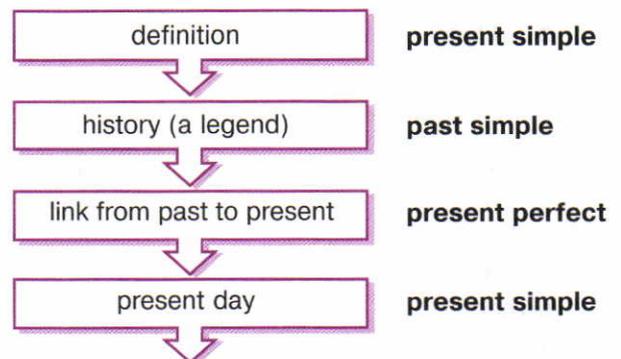
LANGUAGE SUPPORT

Speaking about festivals

- according to legend
- be attended by people
- be celebrated in honour of sb
- be connected with sth
- be in existence
- celebration
- essential
- festivity
- parade
- take place

Writing

7 Look at the flow-chart and write your own description of a festival popular in your region.



Lesson 9 Check your progress

1 Put the verbs in brackets in the correct tenses (active or passive).

CHINESE NEW YEAR

Of all festivals in the Chinese calendar, the New Year is without doubt the most colourful and important. It (1) (celebrate) ... on the first day of the First Moon of the lunar Calendar and so varies every year from late January to early February.

On New Year's Eve families (2) (get) ... together for a meal and (3) (eat) ... jiaozi, or dumplings. Children (4) (give) ... red lucky money packets by their parents to wish them luck throughout the year. At midnight fireworks (5) (light) ... up the sky. On New Year's Day, people (6) (visit) ... relatives, friends and neighbours to wish them peace and happiness. These traditions (7) (pass) ... down through the years — but how (8) ... it all (start) ...?

The story goes that there (9) (be) ... once a beast called Niah who (10) (swallow) ... up people on earth. He (11) (terrify) ... of loud noises and the colour red and, just in case he (12) (come) ... back, the people of China (13) (put) ... up red decorations and (14) (let) ... off firecrackers to scare him away. Red (15) ... now (consider) ... a lucky colour.

The festival traditionally (16) (end) ... on the 15th day of the lunar month with the Lantern Festival when the streets (17) (fill) ... with dragon dances. It is thought that the longer the dragon's tail, the more good he (18) (bring) ... to the community.

Chinese New Year customs (19) (vary) ... from place to place. However the celebrations (20) (have) ... the same meaning all over the world — to wish for peace, good luck and happiness.



Points _____ / 20

2 Choose the best alternative to fill in the gaps in each of the following sentences.

- | | |
|--|--|
| 1 We have a ... tradition of hunting every fall.
a) long-staying
b) long-term
c) long-wearing
d) long-standing | 4 Breakfast is ... between 7 and 9 a.m.
a) helped
b) given
c) served
d) sent |
| 2 This church dates ... the 13 th century.
a) back to
b) behind
c) back
d) towards | 5 Give the ... to the dog.
a) leftons
b) leftafters
c) leftouts
d) leftovers |
| 3 We are ... that a pupil from our school has won a prize.
a) proud
b) gifted
c) tolerant
d) sad | 6 The meeting will be ... in the Town Hall.
a) hold
b) holding
c) held
d) holded |

- 7 The next meeting will ... on Thursday.
 a) take place
 b) take part
 c) take work
 d) take space
- 8 Some people believe that only herbs can protect ... diseases.
 a) against
 b) from
 c) for
 d) of
- 9 The living conditions in this ... area are improved slightly.
 a) declining
 b) reclining
 c) inclining
 d) declined
- 10 You can hardly see ceremonies of this kind in other regions of the world. This one is
 a) strange
 b) unique
 c) beautiful
 d) informal

Points ____ / 10

3 Rephrase the sentences below using may / might so that they mean the same.

- 1 It's possible I left my bag at school. I...
 2 Perhaps, he didn't mean what he said. He...
 3 It's possible that Tom saw me. Tom...
 4 Perhaps Sally didn't enjoy the meal. Sally...
 5 He possibly hasn't left yet. He...

Points ____ / 5

4 Read the text about an interview with an unusual cook and fill in each gap with a preposition.

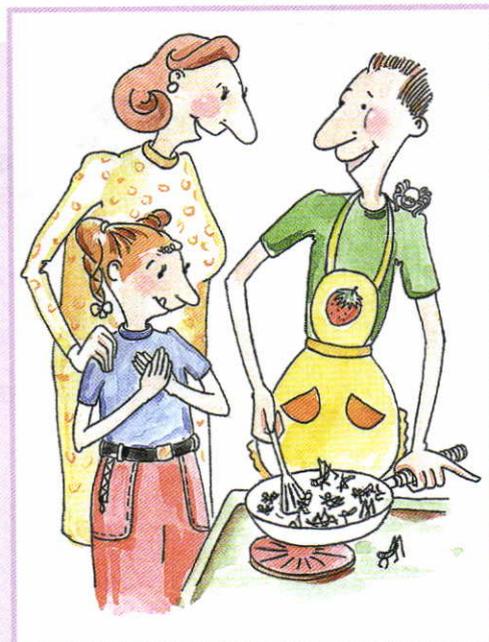
ANYONE FOR BUG SOUP?

David George Gordon likes bugs. He has a pet tarantula called Doris.

For years, his wife and daughter have even grown to love the little pests crawling and flying (1) ... the house and garden (2) ... the Olympic Peninsula (полуостров) near Seattle. But now Gordon has done something even his nearest and dearest find a little too much. He has brought his insects (3) ... the kitchen and put them (4) ... frying pans. In short, he has turned (5) ... a bug eater. He has renamed his kitchen the Eat-A-Bug Café and spent the last few months travelling (6) ... the USA to demonstrate recipes from his Cookbook. Gordon is a man of warmth and humour. Our appointment is (7) ... a picture-perfect kitchen (8) ... the northern tip (вершина) of Seattle's Capitol Hill.

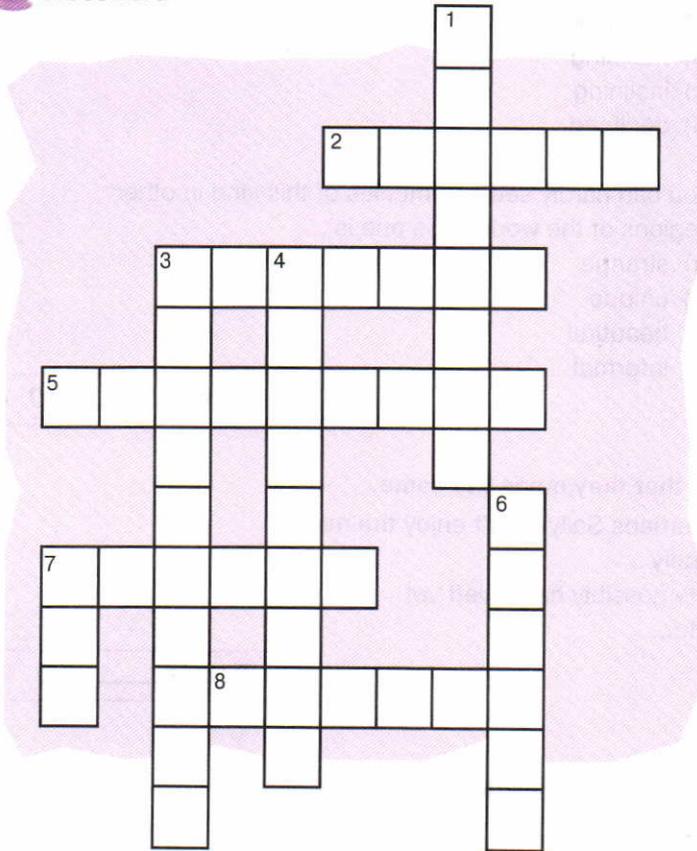
"We are looking (9) ... the food of the future," says my host, "nutritious, cheap, easy on the earth's resources and protein-rich". The scorpions are ready and my host puts a couple of them (10) ... my plate. It tastes a bit chalky; somewhere (11) ... tinned tuna and a piece of string.

"How did you first get interested (12) ... eating bugs?" I ask, politely setting the rest of my plate aside. The answer lies with his previous research. He found that English sailors (13) ... the 18th century made preserves (14) ... the roaches (таракан) annoying them on board. "That shocked me," he says. "Eating cockroaches (таракан) still separates the men (15) ... the boys."



Points ____ / 15

5 Crossword



- 1 A public enjoyment with eating, drinking, dancing and processions.
- 2 This bird looks like a big chicken.
- 3 (across) When it is carved it is scary, when it is not it is tasty.
- 3 (down) Children sometimes ask it when they want to leave the table.
- 4 There is a tradition to kiss under this plant.
- 5 This holiday is celebrated in winter.
- 6 In this town one of the oldest universities is situated.
- 7 (across) Its symbol is a rabbit.
- 7 (down) It is decorated at Easter.
- 8 Notting Hill Carnival takes place here.

Points _____ / 10



CHECK YOUR SCORE

55–60 points — well done
47–54 points — good
40–47 points — not bad
39 points or less — go back and revise

Lesson 10 Express yourself

RADIO PROGRAMME



You are working at a popular radio station. You have been commissioned to prepare a radio programme about festivals in your country or region. This programme will be broadcast abroad. People there hardly know anything about your traditions. Your aim is to attract tourists.

1 Preparation

- In your programme:
 - 1 Describe the festival (give some general information, history, what exactly happens in the festival nowadays).
 - 2 Describe what special food is cooked and how it is eaten.
 - 3 Comment on the importance of keeping traditions in your region and people's attitudes to keeping traditions.

ENGLISH

2 Activity

- Work in groups of 4 or 5.
 - 1 Collect all the notes you have brought and discuss them.
 - 2 Agree on the theme you will focus on (you may choose any of the three items above) and materials you want to include into your programme.
 - 3 Think of the bits which might get listeners interested.
 - 4 Practise to be very precise with time: rehearse it.
 - 5 Follow these useful tips.

3 Presentation

- You are on the air now. You have only 3 minutes to present your programme.
- Your teacher will be recording you.

- Choose one of the roles
 - host of the programme — introduces the speakers
 - guests — may add interest to the programme: e.g.
 - a history expert
 - a person whose family has celebrated this tradition for a long time and has nice stories to tell
 - a person who attended the last celebration and saw everything him / herself
 - a person who knows how to cook a famous meal
 - a social researcher who has some statistics about young people's attitudes to keeping traditions, etc.

USEFUL TIPS

- Avoid speaking for too long. It might seem boring.
- Keep to the time you are given.
- Accompany your programme with some music and / or sound effects.
- Try to sound emotional and artistic.
- Record the music for the programme in advance or perform a piece of music (e.g. a song).

4 Evaluation

- Think about your own work in your group.
- Look at the chart below and answer the questions giving yourself points from 1 to 5.

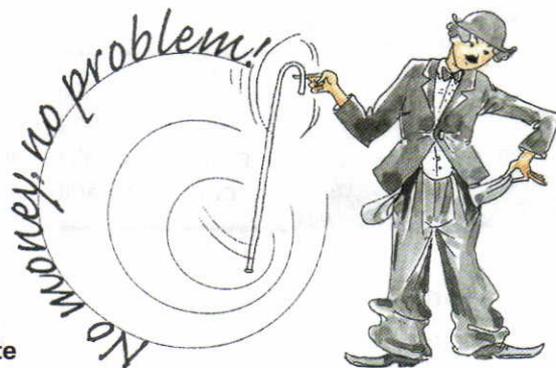
STUDENT'S SELF-EVALUATION CARD

	Criterion	Question to ask oneself	Score (1–5)
1	Participation	Did I participate equally with all the rest in the presentation of the programme?	
2	Content	Did I bring in any original materials or ideas?	
3	Fluency	Did I speak fluently?	
4	Accuracy	Did I speak accurately? (without grammar mistakes)	
Total score			

Lessons 1–2 How materialistic are you?

Warm-up

- Imagine you had 1,000,000 roubles.
 - What would you spend it on?



Listening

- Several young people on the streets of London were asked if they thought teenagers today were materialistic. Listen to the interviews and complete the table.

	Terry, 24, Canadian, TV producer	Caroline, 21, student from France	Russell, 20, South African, student	Alex, 15, at school in London	Olga, 18, student from Russia
1 Are you materialistic?	no				
2 Were you materialistic when you were younger?		yes	—		—
3 What is important for materialistic people?			designer labels		

- Listen to the interviews again, take notes, then complete the following reporting statements when the teacher stops the tape.

- Terry believes that music...
- Terry used to have...
- Caroline just wants to feel...
- Caroline thinks that teenagers need to have...
- Russell says that we live in ... where...
- Russell thinks that when people get older...
- Alex always...
- Alex says that teenagers want to...
- Olga really doesn't like the way...
- Olga is happy ... but she wouldn't buy something...

Translation

3 Listen to the interviews again.

- 1 Give a brief summary of an interview in Russian.
- 2 Write down the summary.

Tips for your summary: select only main points, leave out details, express them in a short way.

Vocabulary

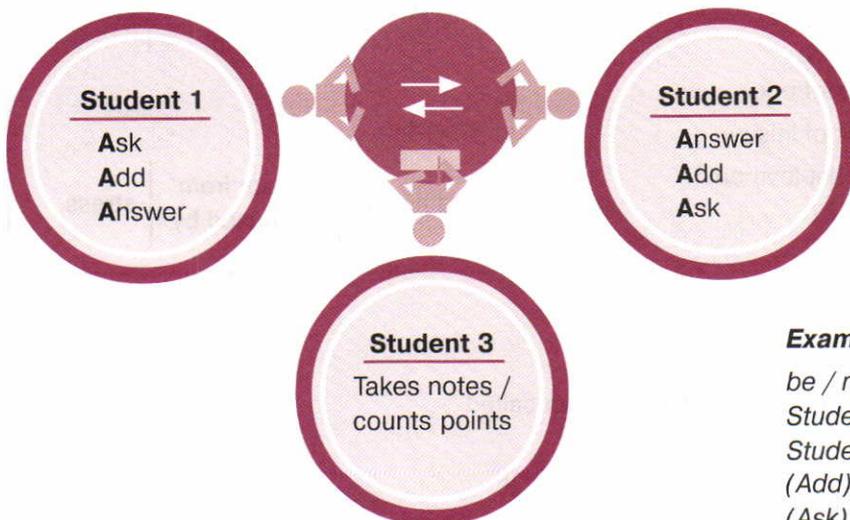
4 Rephrase the following sentences using words and expressions in brackets.

- 1 She is satisfied with her job at the moment. (be content with)
- 2 He cares only about money and possessions. (be materialistic)
- 3 I used to shock people by my strange hairstyle but now I think it was childish. (grow out of)
- 4 We really admire the work you've done. (be impressed by)
- 5 I'm interested in rock music. (be into)
- 6 I had to pack all my things into the suitcase. (possessions)
- 7 I've never wanted to belong to any group. (be part of)
- 8 Music makes young people more materialistic. (promote)
- 9 It is happening everywhere in the world. (worldwide trend)
- 10 Young people nowadays try very hard to be more successful than others do. (competitive world)
- 11 My friend wears only fashionable clothes made by well-known designers. (designer labels)
- 12 He always makes his parents buy him anything he likes. (get what you want)

Speaking

5 A. Practise talking nonstop.

- Work in groups of three.
- Ask each other questions using the clues given in the box on the right.
- Give detailed answers with explanations.
- Use the expressions from ex. 4 for your answers.
- Attention! Only correct questions should be answered.



be / materialistic?
 have / lots of possessions?
 want / be part of a group?
 always / get / want?
 important / socialise?
 impress / mates?
 want / follow fashion?
 be / influence / music?
 be / into labels?
 buy / secondhand clothes?

Example:

be / materialistic?

Student 1: Are you materialistic?

Student 2: (Answer) I don't think, I am.

(Add) I am quite content with what I have.

(Ask) And what about you? Etc.

B. Are young people today materialistic?

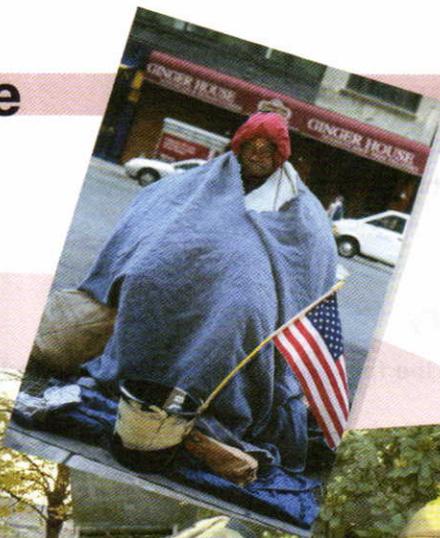
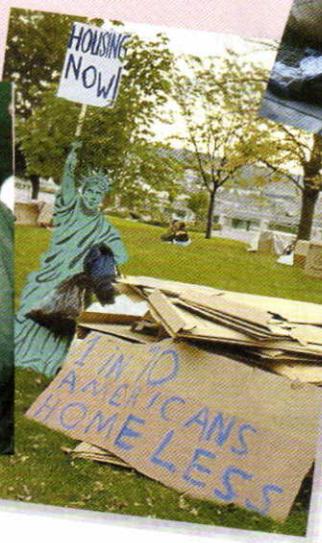
- Answer this question summarising the ideas you heard while doing the speaking activity.

Lessons 3-4 Fighting for life

Warm-up

1 Look at the picture and say.

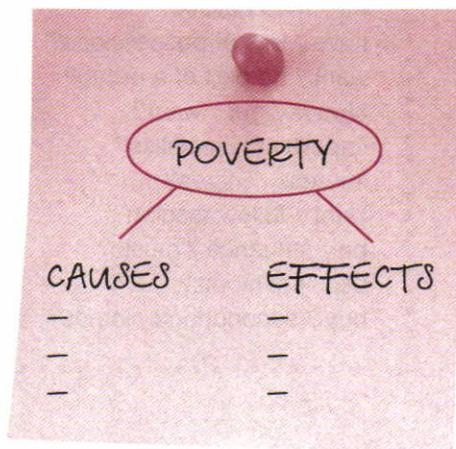
- 1 Why do you think these people are living here?
- 2 How do you feel about them?
- 3 Do you want to help them?



Vocabulary

2 In your copybook divide the list below into two categories: causes and effects of poverty.

- Explain your choice.



- poor housing conditions
- bad health
- debts
- lone / single parents
- malnutrition [ˌmælɪnʒəˈtɪʃən]
- low pay
- lack of education
- lack of leisure
- unemployment
- stress
- crime

LANGUAGE SUPPORT

Expressing causes

Low pay	causes	
	leads to	debts
	results in	

effects

Bad health	results from	
	is caused by	stress

Listening

3 A. You are going to listen to and read a speech given by a woman called Moraene.

- Read the title and try to predict what kind of change she will mention.
- Note your predictions down.

“Real change will come from the bottom up”

B. Look at the list of causes and effects of poverty in ex. 2.

- Which of them do you think Moraene will mention in her speech? Tick in your list.
- Listen to the first part of the speech and tick the points you guessed right.

C. Listen to the same part again and decide whether these statements are true (T) or false (F):

- 1 Moraene is married. She cannot work because of bad health.
- 2 The place where she lives is safe.
- 3 Poverty made her feel depressed.
- 4 Moraene says that poor people are deprived of human rights.
- 5 Moraene has a good relationship with her son.
- 6 Moraene has no time to go to the theatre.

- disabled
- burglary
- free facilities
- taking active part in society
- eating leftovers
- getting in touch with a charity
- fighting for one's human rights
- sharing experience

D. What are Moraene's key points?

- Use the expressions from the box and the cause-effect scheme in ex. 2 if necessary.

Example: *Getting in touch with a charity can help.*

Reading

4 A. Read the second part of Moraene's speech and answer the questions on the left. See whether your interpretation of the title was correct.

1 Who should ask?

2 Who should be asked?

3 What questions should be asked?

4 What happens when these children start school?

5 What do parents want to do?

6 What makes the speech so impressive?

No one asks our views. We see millions wasted on initiatives based on the advice of academics who have never lived in poverty. Service providers should do market research. Ask us before you decide policies and set targets which will affect our lives.

The greatest lack in my life has been lack of education. It is a vital tool in the fight against poverty and should be freely available, for life. There should be priority in pre-schooling for the children of illiterate and badly-housed parents. They need safe places to play and develop social and learning skills, so that they do not enter school already disadvantaged.

Adult literacy and numeracy classes must be available so that parents can contribute to their children's education.

Parents living in poverty want to be recognised as human. I am a lone parent, not an irresponsible one. I am disabled, not unable. I am unemployed, not unemployable.

We are increasingly called the underclass. I believe we are undervalued and very much underestimated.

GLOSSARY

policy — a course of action

target — aim

vital — extremely important

priority — the thing that you think is most important

disadvantaged — находящийся в худшем положении, чем другие

literacy — the state of being able to read and write

numeracy — the ability to do arithmetic

B. Poverty is a big problem worldwide. What would you do to solve the problem of poverty?

Vocabulary

5 A. Match the words from the speech with their definitions and answer the questions.

- 1 What prefixes are used to give them a negative meaning?
- 2 Which of them does Moraene use to describe herself?

1 lone	a) unable to use their body properly
2 irresponsible	b) thought to be less important than something / somebody really is
3 disabled	c) doing careless things without thinking or worrying about the possible results
4 unable	d) without other people, on one's own
5 illiterate	e) not having the skill, power, time or other means to do something
6 unemployed	f) not suitable to be employed
7 unemployable	g) not having a job
8 undervalued	h) someone who has not learned to read or write

B. Complete the sentences with the words from the list.

- a) Moraene suffers from poverty. She has a lot of problems because she is a ... parent.
- b) Moraene is seriously ill and she is registered
- c) She can't find a job. So, she is
- d) But in her opinion, she is not ... as she is able and ready to work.
- e) But she insists that it doesn't mean she is ... to bring up her children.

Language work

6 A. What do the following sentences have in common?

- 1 Sharing experience can help.
- 2 For all of us, living in poverty has meant giving up rights and choices.
- 3 Trying to get help for my older son was a total failure.

B. Look through the text in ex. 4A and find the passages, which can be related to the following statements.

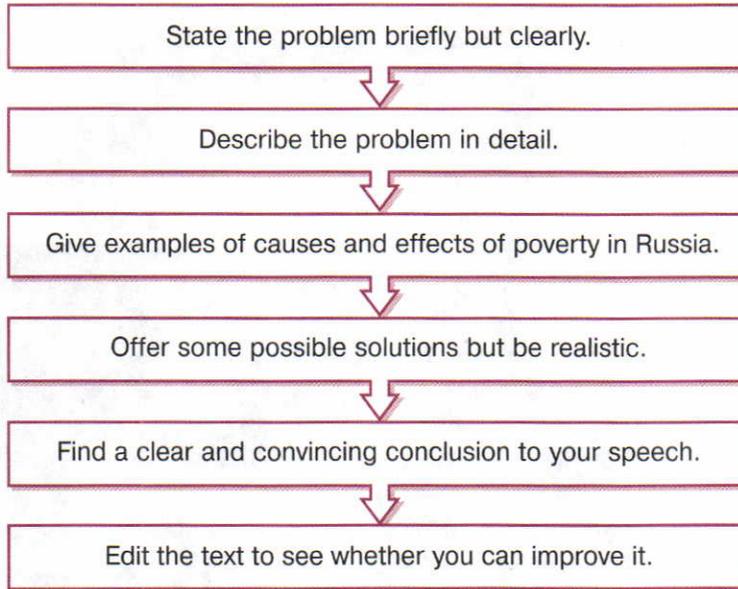
- 1 Listening to academics is a waste of time and money.
- 2 Politicians should base their policies on the experience of listening to poor people.
- 3 Fighting against poverty is difficult without an education.
- 4 Educating parents is another way of helping children.
- 5 Children from poor families need additional training before entering school.

C. Use V-ing forms to complete the sentences 1–3. For the sentences 4–6 use your own ideas.

- 1 ... will make it easier for disadvantaged children to get education. (organise new schools)
- 2 ... will enable parents to contribute to their children's education. (learn to read and count)
- 3 ... will help them cope with poverty. (ask a charity for help)
- 4 ... is not always easy for me.
- 5 I am tired of ...
- 6 ... will help me in the future.

Writing

- 7** Write a speech about the problems of poverty in your country and ways of solving them. Follow these steps.



Speaking

- 8** Make the speech. Refer to ex. 7.

Lessons 5–6 Do you plan your budget?

Warm-up

1 Discuss the questions in pairs.

- 1 Do you think everyone needs to learn to spend money wisely?
- 2 Do you think teenagers should get pocket money? Why?
- 3 What do you think teenagers should spend pocket money on?

Reading

2 A. Read the texts and match the ideas to the speakers.

- a) "Teenagers learn to be responsible and ready for adult life by learning how to organise pocket money."
- b) "Pocket money gives teenagers a chance to go out with their friends."
- c) "Teenagers should have pocket money but when they become students they may earn some money by themselves."

Ann, 20

Pocket money gives a teenager a sense of independence. I have been thinking about it and I am sure that if a teenager has his own money, he feels more secure. Personally I felt better about myself because I didn't have to ask my parents for money all the time. I think it's up to parents how much teenagers get and parents should know what the money is spent on — some teenagers waste money to buy a lot of things they really don't need. I don't get pocket money anymore. I am a student and I am working part-time in a bookshop.

Andrew, 15

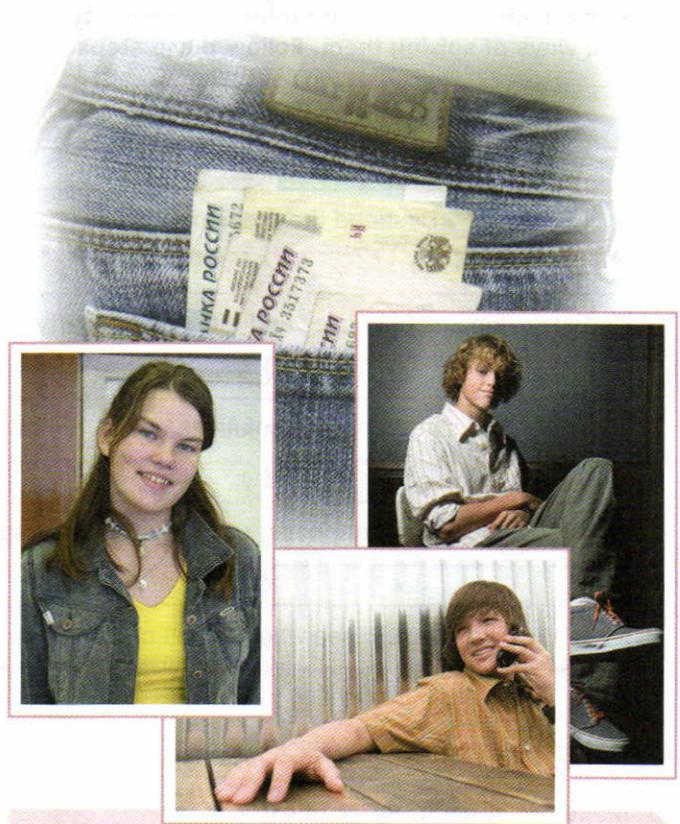
I do believe teenagers should learn some basic things about financial affairs like saving and budgeting. It will help them organise their own pocket money and then give independence for their adult life. It will give them sense of responsibility. I have my own bank account — my parents organised it for me a few years ago. I can't get money from it till I am 18 but I am trying to economise to put money in my account. I really don't buy things I can do without and I have saved some money that will help me when I go to university or start working.

Daniel, 16

I think teenagers should be free to spend their pocket money in any way they choose. Of course, some essentials, like transport tickets or textbooks, shouldn't be paid for with pocket money. Pocket money gives teenagers an opportunity to do more things with their friends, like going to the cinema or to the swimming pool. A lot of my friends spend all their money at once but I like to save it and buy something special.

B. Read the texts once again and say who of teenagers

- a) learns to plan personal budget
- b) saves money to buy something he / she really needs
- c) thinks money helps teenagers feel more confident
- d) thinks money makes teenagers more responsible
- e) thinks parents should control pocket money of their children
- f) thinks teenagers can spend pocket money the way they like



Vocabulary

3 Match the words from the texts with the correct definitions.

- | | |
|-----------------|---|
| 1 to spend on | a) to use something in a way that is not useful or sensible |
| 2 to waste sth | b) to plan the way you will spend the money you have |
| 3 essentials | c) something necessary of central importance |
| 4 to save | d) an arrangement with a bank that allows you to keep your money there |
| 5 to budget | e) to use money to pay for something you buy |
| 6 bank account | f) to use something such as money very carefully, so that you waste as little as possible |
| 7 to economise | g) to use less money, time or energy |
| 8 to do without | h) to manage to live without something |

Language work

4 A. Link each of these sentences from the texts with a corresponding time expression from the list. Only one choice is possible.

1 A lot of my friends spend all their money at once.	2 I am working part-time in a bookshop.	3 I didn't have to ask my parents for money all the time.
4 I have been thinking about it.	5 I have saved some money.	6 It will give them the sense of responsibility.
since I was 14	a few years ago	at the moment
usually	by now	in future

B. Read the sentences and complete them with the corresponding time reference.

- Some teenagers ... waste their pocket money on things they will not use.
- ... Andrew is saving money in his bank account.
- He has been saving money
- ... he will have saved enough to start his own business.
- Ann got a job of a shop assistant
- ... she is earning enough not to ask parents for pocket money.
- ... Ann will be saving for a tour around Europe.
- ... she has saved 1000 dollars.

- often
- at the moment
- for several years
- last year
- now
- by 2017
- next summer
- by now

Reading

5 A. Think what the word "budget" means for you.

- Read the text and compare your ideas with the author's.

What does the word "budget" mean for you? Many people think that it is something connected with the big business and has nothing to do with them. Some believe that it is an unpleasant activity when you are trying to save money and economise on essentials. This is not really true but this is the reason why many attempts to plan budgets fail. Think of budgeting as managing your money. The aim of it is not to make you feel unhappy and your life uncomfortable. Your budget can be a guide to help you manage the money you get.

GLOSSARY

allocation —
распределение

1 Budget

- a) is only for business-men
- b) is for people who economise on everything
- c) can help many people

2 Personal budget helps

- a) to save money
- b) to manage money
- c) to spend money

3 Budget is about

- a) planning what to buy
- b) planning the way you spend the money you have
- c) knowing how much money you have

4 The tips give help

- a) to organise your budget
- b) to plan your shopping
- c) to remember what you have bought

You have your pocket money and you have some expenses — without proper allocation of the money you may not have enough for what you are planning to buy. Personal budget helps to solve this problem. Budgeting involves understanding how much money you have and how much money you spend over a period of time. When you create a budget, you are creating a plan for spending and saving money. For many people it is a difficult thing to save money. The following tips may help you organise your personal budget.

- Understand what is important for you and choose the items you need and not just what you want.
- Think about the things you cannot do without and decide how much you can spend on them.
- Make a list of things you want to buy in the future and prioritise your wishes.
- Avoid impulse buying. Make a shopping list before you go shopping.
- Keep a note of the things you buy and the money you spend.
- Plan out how to spend money by making a budget for a week or a month in advance.

Being organised will help you save money and you will not have to ask your parents for more pocket money! A budget is like a recipe that sooner or later will help you cook a delicious meal from the ingredients you have.

B. Read the text once again and answer the questions on the left of the text.

C. Discuss the questions in pairs.

- 1 Do you agree that a personal budget can help you buy things you now can't afford?
- 2 Which tip do you think is the most / less useful for you? Why?
- 3 Are you going to plan your budget? Why?

Translation

6 A. Find in the text sentences corresponding to the following Russian translations.

- 1 Многие люди считают, что бюджет связан с большим бизнесом и не имеет к ним никакого отношения.
- 2 Это неправда, но именно поэтому проваливаются многие попытки спланировать бюджет.
- 3 Подумайте о планировании бюджета как об управлении своими деньгами.
- 4 Личный бюджет помогает решить эту проблему.
- 5 Когда вы планируете бюджет, вы планируете, сколько денег вы потратите и сколько сэкономите.

B. Translate the highlighted passage from ex. 5A.

- In groups of 3–4 compare your translations and agree on the best version.
- Get ready to present it.

Speaking

7 A. Answer the questions.

- 1 What do you spend your pocket money on? Make a list of 5–6 items you buy most often.
- 2 What would you like to buy but don't have enough money? Write a wish list of 3–4 things.
- 3 How often do you buy it?
- 4 How much do you spend on it?
- 5 How often do you use it?
- 6 Do you really need it?

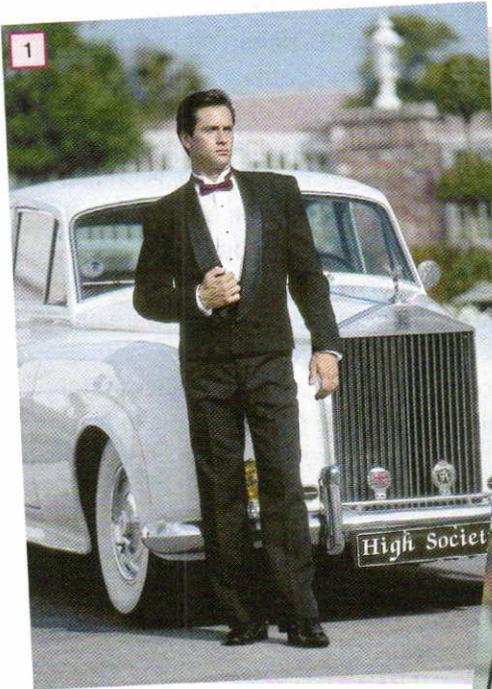
B. Work in groups of 3–4. Plan a budget for each of you for the next 3 months. Take into consideration the pocket money you get and information from ex. 7A, B.

- How many things from your wish lists will you be able to buy?
- Are your budgets realistic? Why?

Lessons 7–8 No short cuts to success

Warm-up

- 1 Imagine a billionaire. How do you think he would look and behave? Which of these pictures corresponds most closely to your view? Why?



Reading

- 2 A. Work in pairs. Read the first part of the text and answer the questions alongside the text.

1 Why is this surprising?

2 Give an example of casual clothes.

3 By road or rail?

PART 1

He is a surprisingly ordinary man for a billionaire. He has a liking for golf, fast food and casual clothes, and often travels by coach. You wouldn't look twice at him if he passed you in the street. But he employs over 40,000 people in 60 countries, and his company, Microsoft Corporation is the world leader in software, services and internet technology.

- B. Work in pairs. Read the first part of the text again and try to answer these questions.

- 1 Who is the person described?
- 2 What is his occupation?
- 3 Is he easily recognisable?
- 4 What do you think he is like? Write down three adjectives to describe his personality.

3 Read the second part of the text and check whether your answers to the questions in ex. 2B were right. Then answer the questions alongside the text.

- 1** Does he spend his days at his desk?
- 2** Does he hide his opinions?
- 3** Is he a scientist or a businessman?
- 4** Was he right?
- 5** Did he complete his studies?
- 6** Is he a generous man?

Part 2

Bill Gates is very much a “hands-on” company chairman. He is often to be seen on the company campus, checking on the progress of his staff. He listens to their ideas and gives them frank and open feedback. He is able to do this because he knows his chief subject, software architecture, intimately. He began programming computers at the age of 13, while he was still at school in Seattle.

Later, while studying at Harvard, Gates developed a version of BASIC computer language for the first microcomputer. But this scientific fascination with computers was matched by a talent for recognising a business opportunity. He has a vision of computers in every home and office, and in 1975, together with his childhood friend Paul Allen, he founded Microsoft, focussing initially on the development of software for personal computers. Soon afterwards, he dropped out of university. His ability to predict future applications for computers and software has been the foundation of his phenomenal success.

Gates is also a noted philanthropist who donated the proceeds of his successful books to non-profit educational organisations. He has also given millions to initiatives in global health and learning, hoping to enable more and more people to have access to vital facilities in these areas.

Vocabulary

4 A. Work in pairs. Match the following adjectives with their definitions.

1 snobbish	a) unreasonably refusing to change your ideas, even though people try to persuade you
2 domineering	b) thinking one is better than people from a lower social class
3 ambitious	c) thoughtful of the wishes, needs or feelings of others
4 considerate	d) not willing to obey
5 easy-going	e) trying to control other people
6 decisive	f) being able to change easily to suit any new situation
7 obstinate	g) good at making decisions quickly and with confidence
8 flexible	h) taking life easy, tending not to worry or get angry
9 rebellious	i) having a strong desire for success, power, wealth

B. Try to form the nouns for the adjectives from ex. 4A (except 5).

- Organise the notes in the form of a table in your vocabulary book.
- Compare your answers with another pair.

Speaking

5 Discuss the questions in pairs and support your opinion with evidence from the text.

- Use the expressions from the Language Support box.
 - 1 Which of the qualities listed in ex. 4B does Bill Gates have?
 - 2 Can you add to the list of qualities Bill Gates has?
 - 3 Which of these qualities have you got?

LANGUAGE SUPPORT

Expressing probability

- I'm absolutely sure...
- He is likely to be...
- He seems rather...
- It might be that he is...
- He is probably...
- He can't be...

Language work

"If money is your hope for independence, you'll never have it."

Henry Ford

"In the modern world of business it is useless to be a creative thinker unless you can sell what you create."

David M. Ogilvy

6 A. Look at the quotations.

- What is special about their structure?

B. Look through the list of ideas below.

- Join them into a chain using **unless** and **if (not)**.
- Make the chain as long as possible.
- Compare it with your partner's chain.

Example: *If you're self-confident you won't be nervous in the exams. → Unless you're nervous in the exams you'll pass them. → If you pass the exams you'll be able to go to university. → Unless you go to university you won't get a degree... →*

become a millionaire	be able to work hard	make a lot of money
to have a heart attack	become a millionaire	help the poor
be very lonely	have a lot of enemies	be determined to achieve your goal
relax	keep waiting for a good chance	travel around the world
be healthy	be terrified of becoming bankrupt	have unlimited power
have to pay huge tax bills	do nothing	people envy you

Speaking

7 A. Work in groups of three.

- Two of you discuss the issue "Is being rich the only way of being successful?"
- The third person listens to them and takes notes.

B. Each secretary will speak for about two minutes on the results of the discussion.

Before speaking:

- Think of an interesting, "catchy" beginning but be brief.
- Give an outline of your talk and mention its purpose.
- Cover 3 or 4 main points of your talk in detail.
- Summarise main points and make a conclusion think of an interesting ending.

LANGUAGE SUPPORT

Reporting a discussion

- Now I'd like to...
- A believes that... while B thinks...
- A considers that... whereas B finds it...
- Both my classmates think...
- They've come to an agreement that...
- They couldn't agree that...
- To sum up what has been said...
- In conclusion, I'd like to...

Writing

8 Finish the story you will read below.

A young man asked a rich old man how he made his money. The old guy fingered his woollen vest and said, "Well, son, it was 1932. The depth of the Great Depression. I was down to my last nickel. I invested that nickel in an apple. I spent the entire day polishing the apple and, at the end of the day, I sold the apple for ten cents. The next morning, I invested those ten cents in two apples. I spent the entire day polishing them and sold them at 5 p.m. for 20 cents. I continued this system for a month, by the end of which I'd accumulated a fortune of \$1.37. Then..."



Lesson 9 Check your progress

1 Put the verbs in brackets into the correct form (active or passive).

TIM'S STORY

One Friday lunchtime I had to change some money and went to an exchange office on the main pedestrianised street in the city.

There was a queue of about half a dozen people also waiting to change their dollars. Now queuing is something that the English (1) ... (do) when they have to but we tend to think how to avoid the queue — usually find another place or later time.

This time I (2) ... (save) by a young man who (3) ... (suggest) that if I wanted to change a few dollars we (4) ... (can) do it quicker outside in the street.

I (5) ... (follow) him outside and gave him the two \$50 notes. While I (6) ... (wait) for the money I (7) ... (tap) on the shoulder by another young man who (8) ... (explain) to me that it was a slightly dangerous practice to change money on the street.

I (9) ... (embarrass) by this warning, and now (10) ... (want) to get out of this situation as soon as possible. I (11) ... (turn) to the chap and he returned the money immediately and went down the street. I stuffed the money in my pocket and (12) ... (go) in the other direction to find another place to change my cash. But when I (13) ... (take) the two notes out of my pocket I (14) ... (see) two one dollar notes! I might have saved ten minutes but I (15) ... (lose) nearly \$100 instead and all because of my own stupid greed and impatience.

I (16) ... still (wonder) where to seek help when I (17) ... (see) the two chaps who (18) ... (take) my dollars. I (19) ... (come) up to them and asked if they wanted me to explain the story to the policeman who was a few metres away. They quickly handed me the two \$50 notes — which this time I (20) ... (check) before pocketing them.

I was so glad to have my greed rewarded with some great luck that I gave them back their two one dollar notes — so they could catch someone else out? I don't know why!



Points _____ / 20

2 Rephrase the following sentences so that they mean the same.

- | | |
|--|---|
| <p>1 It is a slightly dangerous practice to change money on the street.
Changing...</p> <p>2 He has always wanted to have the right designer clothes.
Having...</p> <p>3 She always gets what she wants.
She is used to...</p> <p>4 It is important to teenagers to create their own image.
Creating...</p> <p>5 If you want to deal with problems effectively you need optimism.
Dealing...</p> | <p>6 You need to work hard if you want to make a fortune.
Unless...</p> <p>7 Being considerate to others helps you establish good relationships.
If...</p> <p>8 People listen to you if you are self-confident.
Unless...</p> <p>9 Lack of education may force you to accept low paid work.
If...</p> <p>10 You can be sent to prison for unpaid fines.
Unless...</p> |
|--|---|

Points _____ / 10

3 Choose the best alternative to fill in the gaps in each of the following sentences.

- 1 The charity provides homeless people with ... like food and clothing.
 - a) goods
 - b) basic rights
 - c) essentials
 - d) leaflets
- 2 Kevin was ... for a year before he got a job.
 - a) out of the dole
 - b) on the dole
 - c) on the debt
 - d) without a dole
- 3 Look! Mary has just bought a new Ferrari! She has always been a ...
 - a) spendthrift
 - b) skinflint
 - c) waster
 - d) miser
- 4 I'm ... a new house.
 - a) saving on
 - b) saving out
 - c) saving for
 - d) saving over
- 5 The closure of the plant means that 500 workers will become ...
 - a) unemployment
 - b) unemployable
 - c) employ
 - d) unemployed
- 6 I forgot to return my books on time and paid a ... of \$3.
 - a) dole
 - b) fine
 - c) bonus
 - d) fund
- 7 Leaving the heating on all the time ... electricity.
 - a) spends
 - b) wastes
 - c) economises
 - d) saves
- 8 Diana is a ... boss who is always willing to listen.
 - a) domineering
 - b) decisive
 - c) rebellious
 - d) considerate
- 9 Don't worry, Mr Symes, this problem has already been dealt ...
 - a) with
 - b) about
 - c) on
 - d) for
- 10 I'm sure, he will achieve his goal. He is really hard working and ...
 - a) easy-going
 - b) obstinate
 - c) rebellious
 - d) ambitious
- 11 I can't afford a car, so I guess I'll just have to do ...
 - a) out
 - b) with
 - c) without
 - d) on
- 12 I am not quite ... with my new responsibilities.
 - a) glad
 - b) content
 - c) proud
 - d) interested
- 13 I hate playing tennis with Steve. He is too ...
 - a) competent
 - b) competing
 - c) competition
 - d) competitive
- 14 ... experience can help you not to feel lonely.
 - a) sharing
 - b) having
 - c) giving
 - d) taking
- 15 She is a ... mother — she is looking after her children on her own.
 - a) lone
 - b) alone
 - c) lonely
 - d) lonesome

Points _____ / 15

4 Read the text, and then write questions to the answers.

- 1 A cafeteria. (What...)
- 2 America. (Where...)
- 3 He wanted to get something to eat. (Why...)
- 4 Nobody did. (Did...)
- 5 A woman (Who...)
- 6 He had to go along the line. (What...)
- 7 At the end of the line. (Where...)
- 8 Anything. (What...)
- 9 Never (Will...)
- 10 To get up and get it. (What...)



LIFE IS LIKE A CAFETERIA IN AMERICA!

A friend's grandfather came to America from Eastern Europe. After being processed at Ellis Island, he went into a cafeteria in lower Manhattan to get something to eat. He sat down at an empty table and waited for someone to take his order. Of course nobody did. Finally, a woman with a tray full of food sat down opposite him and informed him how a cafeteria worked.

"Start out at that end," she said. "Just go along the line and pick out what you want. At the other end they'll tell you how much you have to pay."

"I soon learned that's how everything works in America," the grandfather told a friend. "Life's a cafeteria here. You can get anything you want as long as you are willing to pay the price. You can even get success, but you'll never get it if you wait for someone to bring it to you. You have to get up and get it yourself."

Points _____ / 10

5 Match the phrases on the right to the people who could have said them.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 a person who has given up eating meat 2 a person who is unemployed 3 a person who has dropped out of college 4 a person who is into designer clothes 5 a person who is going to get in touch with his friends | <ol style="list-style-type: none"> a) It's a pity I didn't get the job. b) I'd rather have some vegetables. c) At least I won't have to take exams! d) I'll write to you soon. e) Where did you buy this sweater? It looks great! |
|---|--|

Points _____ / 5

CHECK YOUR SCORE

- | | |
|--------------------------|-----------------------------|
| 55-60 points | — well done |
| 47-54 points | — good |
| 40-47 points | — not bad |
| 39 points or less | — go back and revise |



Lesson 10 Express yourself

A SESSION OF THE SCHOOL "COUNCIL"



Your school has been offered a donation of 100,000 roubles. You are about to take part in a meeting at which a decision will be taken on how this sum will be spent.

1 Preparation

- Bear in mind that your aim is to persuade the donors to invest as much as possible in your favoured project. Think of arguments that will be convincing for each group of participants.
- Prepare 3-minute speeches in defence of your idea. (See Unit 4, Lessons 3–4.)
- Be ready to answer the donors' questions: think what questions can be potentially asked.

The people taking part in the meeting are:

Chairperson	You introduce the problem, give the floor to the speakers and manage the whole discussion.
Secretary	You keep notes of the discussion, control the timing, and report on the decisions.
Speaker 1	You are in favour of spending the money on buying personal computers for each student.
Speaker 2	You insist on buying equipment for a small school production of local crafts, which promises to be quite profitable and keep local traditions alive.
Speaker 3	You are strongly in favour of the idea of supporting the children from poor families with the money.
Headmaster	You are convinced that the biggest part of the money should be spent on school equipment and redecoration.
Librarian	You are against materialism among young people and think that the money should be spent on spiritual values (books, extra musical classes, films etc.).
Parent	You are sure that the money should be given to some really bright students as a scholarship.
Donors (3)	You decide how the money will be spent after the discussion.

ENGLISH

2 Activity

- As a result of the discussion sponsors decide how the money will be distributed and give reasons for their choice.

3 Follow-up

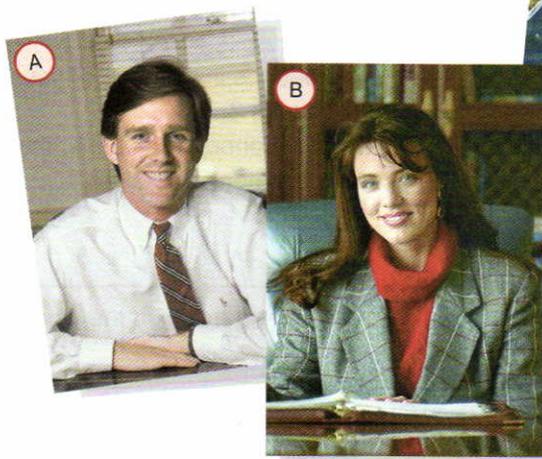
- In small groups discuss why this decision was adopted.

Lessons 1–2 What makes a family?

Warm-up

1 Look at these photos and discuss the questions:

- Are the people in the right photo a family or friends dining together?
- Why do you think so?
- Who might the other two people be?



Reading

2 A. Guess the meaning of the words and phrases in the box following the steps below.

- Look at the words and say what their parts mean.
- What do you think the whole word means? Give your answer or say “no answer”.
- In the text below, find the contexts the words are used in, and check your answers.
- Find the context for “run” and answer the question on the right of the text.

- household
- background
- in-law
- childcare
- extended family

B. Read the text and match each person mentioned to a person in the photo ex. 1.

Christina Michel is 24 years old. She works in PR and recently got married. However, she and her husband still live with her parents. And the **household** doesn't finish there. Also sharing the family home are Christina's grandparents, uncle, and a younger brother. Every night the whole of the **extended family** sits down to eat together round the table in the bright and cosy kitchen.

More and more families will turn to this kind of one-for-all-and-all-for-one-style existence in the new millennium. According to researchers, **households** of three or even four generations will become typical. Their report suggests that this will be as much down to economics as free choice, as the cost of living keeps rising.

It's a trend that suits Christina perfectly. She finds living in a multi-generation home quite normal because of her Greek **background**, and the rest of the family are equally enthusiastic about the arrangement. Christina's grandparents, who are getting old, can be looked after, as can her uncle, who is mentally handicapped.

GLOSSARY

- cosy** — уютный
- mentally handicapped** — having a problem with their brain that affects their ability or control their body movements, possibly from birth
- advantages** — преимущества
- fishmonger** — BrE someone who sells fish

Christina's mother Andriana Pappos, 47, **runs** her own hairdressing salon and finds many advantages in this style of living.

Christina's husband, Kypros, 25, a technical consultant, only laughs when he is asked about living with his **in-laws**, as he is sure that most people wouldn't believe he is happy with the arrangement too.

Christina's father, George, 51, is a fishmonger. He is up every day at 3 a.m. to buy fish at Billingsgate Market, and he insists that the family sits down together to eat each evening.

According to John King, deputy managing director of general insurance in one of the most popular British banks, plenty of families will soon find themselves forced into this lifestyle by rising house prices, the cost of **childcare**, and the cost of caring for elderly relatives.

What does **run** mean here?

- a) move quickly on foot
- b) control / be in charge of
- c) operate

Listening

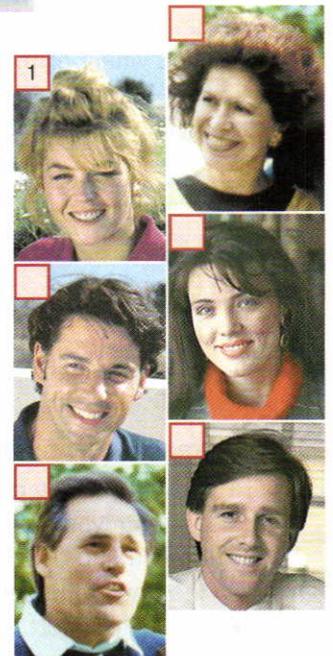
3 A. Listen to what the people mentioned in the article say.

Put the number of the speaker next to his / her photo.

B. Read the sentences with the gaps. Discuss with your partner what words are or might be missing.

- a) We (1) ... about what's happening, who's doing what, it's lovely to have the family round you and (2) ... to your brothers and your parents. You feel (3) ...
- b) The children are (4) ... every night; I know where they are.
- c) When I tell people I live with my (5) ..., they say "Argh!" But it's just like living with my own parents.
- d) It works both ways; the children don't pay rent but if the grass (6) ... or something needs doing, one of my sons will do it.
- e) The old-style (7) ... family could be very restrictive. The essential difference will be that in the future, living this way will have been (8) ...

C. Listen to the recording once again and check your answers.



Vocabulary

4 A. Study the list of family values and their definitions. Think of the Russian equivalents for them.

caring	feeling that someone is important, so that you are interested in them, worried about them, etc.
sharing (mutual)	having the same opinion, experience, feeling etc. as someone else
respect	an attitude of regarding someone as important so that you are careful not to harm them, treat them rudely, etc.
security	state of being protected from the bad things that could happen to you
comfort	feeling of being more calm, cheerful, or hopeful after you have been worried or unhappy
privacy	the state of being free from public attention
trust	a strong belief in the honesty, goodness etc. of someone or something

B. Read the statements below.

- What family values or their absence (see ex. 4A) do they describe?
- More than one choice is possible.

a) A family has things together ... like dreams and hopes and possessions and memories and smiles...

b) It is a shelter from the storm ... a friendly port when the waves of life become too wild.

c) With so many people in one house you don't have a chance to be alone, unseen, or unheard.

d) Whatever I say my family will take my word against anybody else's...

e) A family is a place where love and faith dwell ... a place where all members can enjoy the dignity (достоинство) of their own personalities.

f) We talk about what's happening, who's doing what, it's lovely to have the family round you and to know they are interested in you.

C. Refer back to ex. 2B and ex. 3B.

- Say which of the values from ex. 4A is / are presented in the Pappos family?
- Illustrate them with the examples from the text.

Speaking

5 Try to reach an agreement on the statements below.

- In groups of three or four decide which of the following statements you agree or disagree with.
- Negotiate and change the statements you disagree with so that they represent all the opinions of your group.
- Be ready to report the results of your discussion to the class.

- 1 We only need a family for comfort and protection.
- 2 Sharing feelings comes after sharing a meal.
- 3 Privacy is impossible in an extended family.
- 4 Too much caring is annoying.
- 5 Mutual respect can substitute for love in a family.
- 6 Trust is more important for a happy family than any other feature.

LANGUAGE SUPPORT

Language of

agreement

- Yes, that's right.
- I think so, too.
- Exactly.
- It's true.

disagreement

- I don't agree.
- I don't think so.
- You can't say that.
- That's not the point.

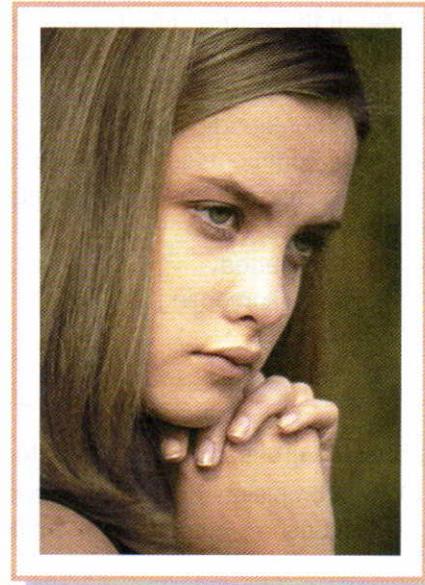
Writing

6 Write a paragraph on one of the topics (1–6) from ex. 5.

Lessons 3–4 As soon as I'm old enough

Warm-up

- 1 What can you say about this girl?



Reading

- 2 A. Read the introduction and say what the girl's problems may be.

Sasha is 14 and lives with her mum, dad, an elder brother and a younger brother and sister. She doesn't get on well with any of her family and plans to leave home as soon as she is old enough...

LANGUAGE SUPPORT

Expressing probability

She may... | Her dad might... | She probably...

- B. Read Sasha's letter to a youth magazine and compare your answers with it.

One of the worst things about my house is the lack of privacy. If I disappear into my room for some peace, it's guaranteed that someone will come after me, wanting to know what I'm up to. The thing is because I share a room with my little sister, I can't just shut the door, and **keep** (1) everyone out. She's always complaining that it's her room, too. Even worse, it means nothing is safe. I guess she goes through all my stuff and eats the sweets I **keep** (2) in my room. If I want to **keep** (3) anything secret, I have to use a lock and key on my cupboard.

I don't know who I argue more with, my elder brother, who is sixteen, or my younger one, who's eleven. My elder brother is always making nasty little comments about me. I hate being in the house alone with him. My little brother is always showing me up in front of my mates. If I'm on the phone to one of my friends, he picks up the extension and listens in.

Although I'm nearly fifteen, my mum and dad treat me like a baby. They don't let me stay out late during the week and if I want to go to a friend's house at the weekend, they phone up her parents first and arrange what time I have to be home by. Dad **keeps** (4) nagging me about homework and studying. He just thinks I'm being lazy when I sit watching telly at night.

I have to do a lot of housework: do the dishes, help with the ironing ... I wouldn't object to this if everyone in the house did their fair share, but my brothers only **keep** (5) their room clean, and my little sister does next to nothing. Mum tells me that she needs the help and I'm the best at doing housework, but still I get very tired of it.

I'm thinking of leaving home as soon as I'm old enough. It'd be great if I could be independent when I leave school, but that's not very likely. Or I could apply to a college that's far away from my town. But I'm still not sure. What should I do?

- 1 Why do you think she makes use of the continuous form here? Can you find other examples in the text?

- 2 Here are some of the meanings of **keep**
- a) not give back;
 - b) leave something in a particular place so that you can find it easily;
 - c) make someone or something continue being in the same state or situation;
 - d) do something repeatedly.

Which of them appear in the text?

C. Translate the highlighted words and phrases without a dictionary using clues from the context.

D. Match the words and phrases from the text with the closest meaning:

- | | |
|--------------------------------|--|
| 1 lack of privacy | a) give an opinion about somebody |
| 2 show somebody up | b) be against something |
| 3 make comments about somebody | c) the state of being unable to be alone |
| 4 nag somebody about something | d) behave towards someone in a particular way |
| 5 do their fair share | e) distribute the responsibilities in a fair way |
| 6 treat somebody | f) to make someone feel embarrassed by behaving in a stupid or unacceptable way when you are with them |
| 7 object to something | g) express one's negative attitude to someone's behaviour in a very boring way |

E. In small groups discuss the following:

- 1 What complaints does Sasha have?
- 2 Do all Sasha's complaints seem objective and fair to you? Why? / Why not? Give examples.
- 3 What does her letter tell you about her character? Explain your ideas.
- 4 What advice would you give to the girl?

Language work

3 A. Answer question ① alongside the text.

B. Use the present continuous + “always” (see Grammar reference p. 168) to write sentences describing people you know who often do some of the following things (or other things).

Example: *My friend is always losing his keys.*

- ask embarrassing questions;
- worry about nothing;
- nag somebody about something;
- treat somebody like a baby;
- complain about health;
- show somebody up in front of somebody.

4 A. Answer question ② alongside the text.

B. Change the sentences in column A using the proper phrase with “keep” from column B. Change the form if necessary.

A	B
1 He played and played his silly computer game without looking at me.	a) keep (sb) out
2 My CDs in the cupboard are in perfect order.	b) keep doing sth
3 There is something I want to tell you, but you should never tell anybody about it.	c) keep sth neat and tidy
4 You are not allowed to come in — we are preparing a surprise for you.	d) keep sth secret

C. Which construction with keep (a, b, c or d) from the table above is closest in meaning to the Present Continuous for “annoying habits”?

Reading

5 A. Read three letters written to the magazine in response to Sasha's letter. Answer the questions.

- 1 What do the speakers have in common?
- 2 What kind of problems did they use to have?

"I understand Sasha's feelings. I had a similar situation at home sharing a room with my little sister and being constantly irritated by my elder brother. When I was 18 I moved out of my family and went to a college. I remember being really thrilled on that day. But soon I realised that living on my own wasn't that easy. I had to work part-time as I had to pay the rent. Sometimes I just wanted to give up and run back home. It was then when I realised how much I was missing my life with my family and how much I wanted to be back with them.

Today I'm very close with my brother and sister and we often laugh when we look through our family album and remember those days and how silly we used to be."

(Megan, 25)

"I guess most teenagers go through times when everyone around is getting on their nerves. When I was a teenager we established family rules. As a family, we created a document that we could refer to during fights and arguments. I remember things like: we don't switch on to other things when we talk about a problem, we forgive each other, we are honest, we don't yell or make nasty comments etc. Everyone was involved in creating the document and we used it a lot. I guess it helped us learn to understand each other and ourselves better."

(Tony, 22)

"I used to argue with my family about everything: from my hairstyle to my friends, from my marks at school to my television habits, from my future plans to my diet and so on. It was quite an unpleasant situation.

Naturally, it soon passed and I forgot about it. I had to remember it all when my own son has grown into this difficult age and it all repeated. Today I'm doing my best to treat him fairly and respectfully and I only argue with him when needed. Sometimes it is hard to stay in control, but I know for sure it will certainly make our relationship stronger in the future."

(Cathrene, 40)

B. Read the letters again and tick the solutions the speakers mention.

- Take the time out if you feel too angry to talk calmly. _____
- If possible spend some time away from the people you argue with. _____
- Try to stay calm and control your emotions. _____
- Relaxation can help: go for a run or listen to some music you really like. _____
- Treat each other fairly and respectfully. _____
- Keep in mind that the aim is to resolve the conflict, not to win the argument. _____
- Argue only when needed. _____
- Listen and understand each other. _____
- Remember that others don't have to agree with you. _____
- Establish family rules for conflict resolution. _____
- Agree on a solution which everyone thinks is fair. _____
- Talk clearly and reasonably. _____
- Make sure you understand the others' point of view by asking questions. _____

Speaking

6 Work in small groups. Look through the ideas in ex. 5B and discuss the questions.

- 1 Do you use any of the ideas to resolve family conflicts?
- 2 Can you add to the list?
- 3 Agree on five best ideas. Explain your choice.
- 4 Which ideas do you think are less helpful? Why?

Lessons 5–6 I keep my stuff in a suitcase

Reading

- 1 A. Look at the title of the lesson and say what the text below may be about.
- B. Read Kelly's letter published in a youth magazine quickly and check your guesses.



I can't remember ever having a normal family life. I first got taken into care when I was six and my parents died in a car crash. So I had to stay in the children's home.

Although the children's homes are okay, they are not the best places to live. The staff are always nice and friendly, but you are surrounded by strangers. I sometimes have to share a room and if you don't get on with the other girl, it's not much fun. Also, I never know how long I'm going to be in for, so I have to just keep my stuff in a suitcase under the bed.

My life's okay in some ways. I go to the same school and I have some good friends. Obviously, I **feel a bit jealous** of them when I go to their houses for tea. They've got a nice place to live, with a nice family, but they don't really appreciate it — they are complaining about them all the time!

Particularly my friend Sasha! She keeps complaining all the time just because she shares the room with her sister.

It'd be nice if I had a brother or sister — at least then I'd have someone around all the time. I get fed up being on my own.

I think my friends feel sorry for me, living in the children's home all the time, but because this is what I'm used to, it doesn't seem too bad. I still have my friends and I know all the **staff** in the home. It's not like I'm completely alone in the world. But I'd love to have a family too.

When I leave school, I'm going to get a job and a nice flat for me to live in. Then I'll be able to put up my pictures and unpack my **stuff**, because I'll know for sure that I'm there to stay. And one day, sometime in the future, I'll finally have a family of my own.

1 Does it refer to the present or to the past?

2 **feel jealous of** — feeling angry and unhappy because
 a) someone has something that you don't have;
 b) someone you like is showing interest in another person.
 Which one is this?

3 Does she approve of it? How do you know?

4 Find some other cases with these words. What do they mean in each case?

C. Answer the questions alongside the text.

D. Work in pairs. Discuss the following then report to the class.

- 1 Can you explain why the lesson has this title?
- 2 What is Kelly's attitude to living in a family?
In children's homes?
- 3 Does she have control over her own life? How do you know? Give evidence from the text.
- 4 What problems does Kelly have?

Language work

2 Who has more responsibilities in their lives – Kelly or Sasha?

- 1 Say what Kelly has to do. (Refer to question 5 alongside the text.)
- 2 Say what Sasha has to do.
- 3 What are your responsibilities?

3 Revisit question 1 alongside the text, then match A and B. Refer to Grammar reference (p. 168) if necessary.

A	B
1 I can't remember paying an electricity bill on time. 2 I can't remember to pay the electricity bill on time.	a) I didn't pay electricity bills on time. b) I always forget to pay the electricity bill.
3 She has always tried to understand her mother. 4 She tried listening to her, obeying all her instructions and other things like that.	c) She experimented in different ways. d) She made an effort to do a difficult thing.
5 He stopped having his breakfast and left. 6 He stopped near a small café to have breakfast.	e) He gave up his occupation. f) He stopped in order to do something.
7 She went on washing up, neglecting the phone calls. 8 Then she went on to sweep the floor.	g) She changed to a new activity. h) She continued her activity.
9 She learned typing at school. 10 She learned to type at school.	i) She can do it. j) She attended typing classes, but I don't know if she can do it.

Vocabulary

4 Is it always good to be on your own?

- Continue the sentences.
- Say which of them could belong to Kelly? Sasha?

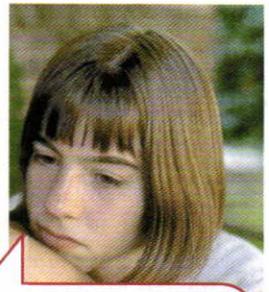
To be on your own
is bad because...

To be on your own
is good because...

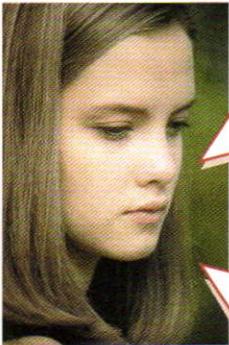
...there is no lack of privacy
 ...there is nobody around you
 ...nobody wants to know what you are up to
 ...nobody feels jealous of you
 ...nobody is interested in you
 ...you don't work for others

Continue the list.

Speaking



5 Imagine that Sasha and Kelly have a talk about their family problems. Follow the scheme of their dialogue. The phrases in the boxes may help you.



Tell about your plans

as soon as...
I've made up my mind / I've decided...
I'm going...

Explain the reasons for your decision

I hate doing (something)
I can't bear...

Tell her what you dislike about your relations' behaviour. Give examples.

My mum / dad... is always doing (something)

Express your doubt

I doubt that...
I don't really think that...

Express your attitude and ask for the reasons

You don't say so!
In my opinion...
Why...?

Ask her to clarify one of the reasons in more detail

Could you explain why you...?
Why do you...?

Suggest possible reasons for Sasha's family's behaviour

They / He / She might be...
Perhaps he / she / they...

Tell Sasha about your situation. Share some of your plans for the future

As for me...
I feel that I...

Writing

6 Write a letter to a youth magazine as your response to Kelly's or Sasha's letter. Use this diagram.

Dear youth magazine,

Reason(s) for writing:
A short summary of the letter you are responding to (1-2 sentences).

Your attitude and reasoning
(sharing your own experience).

Giving advice.

Expressing hopes and wishes for the future.

Yours ...

LANGUAGE SUPPORT

Sasha / Kelly writes that...
Sasha complains that...
The letter says...

I can see Sasha's problems.
I feel sorry for Kelly.
I'm shocked by...
I'm surprised with...
I admire...
I remember doing...

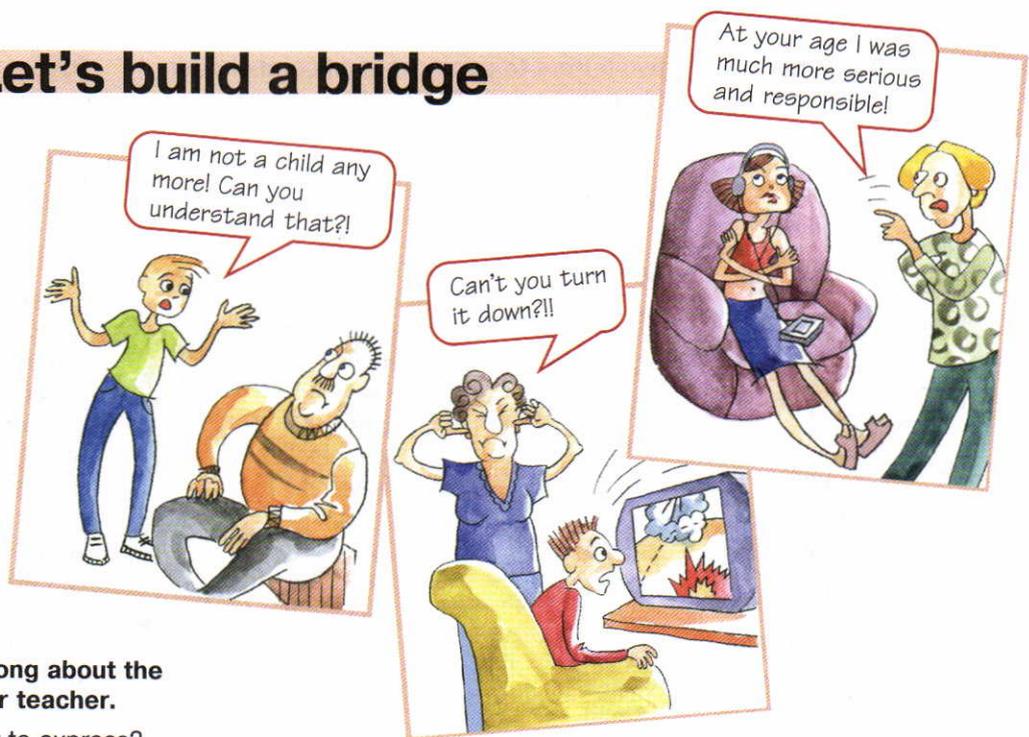
If I were Sasha / Kelly I would...
Sasha / Kelly should...

I wish Sasha / Kelly will...
I hope...

Lessons 7-8 Let's build a bridge

Warm-up

- 1 What is the main cause of all these problems?
- Choose the best answer:
 - 1 problems in children's upbringing
 - 2 the generation gap
 - 3 general problems in society



Listening

- 2 A. Listen to the words of the song about the generation gap read by your teacher.
- What did the songwriter want to express?
- B. Listen to the words of the song again and fill in the gaps with the words you hear.

- 1 Every (1) ____
Blames the one before
And all of their frustrations
Come beating on your door.
- 2 I (2) ____ that I'm a prisoner
To all my (3) ____ held so dear.
I know that I'm a hostage
To all his (4) ____ and fears
I just wish I could have told
him in the living years.
- 3 Crumpled bits of (5) ____
Filled with imperfect thought
Stilted conversations
I'm (6) ____ that's all we've got.
- 4 You say you just don't see it
He says it's perfect sense
You just can't get (7) ____
In this present tense.
We all talk a (8) ____ language
Talking in defense.
- 5 Say it loud, say it clear
You can (9) ____ as well as you hear
It's too (10) ____ when we die
To admit we don't see eye to eye.

GLOSSARY

- frustration** — разочарование
- hostage** — заложник
- crumpled** — скомканный
- stilted** — напыщенный, высокопарный

C. Answer the following questions.

- 1 What is meant by the "one" in verse 1?
- 2 Where is the author's father? How do you know? (see verse 2)
- 3 What language is meant in verse 4?

D. Discuss what life situations can be explained by the generation gap?

- arguments about children's duties
- misunderstanding of each other's tastes in music
- continue the list

Reading

- 3 A. Read the dictionary definition of "agony column" and discuss the following:

agony column — a part of a newspaper, esp. a tabloid, or a magazine containing letters from readers about their personal problems together with advice from the newspaper or magazine

- 1 Why do people write to agony columns?
- 2 Do you know any magazines containing such problem pages in Russia?
- 3 Would you ever write to a magazine about your problems? Why (not)?

B. Read quickly the two letters to agony columns and choose a title for each of them from the ones on the right.

My girlfriend

Tastes differ

Life's ruined

1
 ...I'm a normal teenager. I want to go out and have fun with my friends and do teenage things. Then I have my parents. They have to know what I am doing and with whom. I have no freedom. All they ever want to do is to talk to me about how bad I am at things and how I should focus more on my school.
 Right now in my life my friends mean everything to me. I don't hang out with a bad crowd; I'm just a basic teenager who wants to have some fun. So how do I get my parents off my back and let me go and do the things that I want to do? Please, help me before I go out of my mind.
 Max

2
 My problem is that every time I need new clothes my mum comes with me to buy them. We don't have a lot of money, so any new clothes I need go on one of the credit cards. She's quite old-fashioned and will only take me to shops like Burton's as she says all the other shops only sell rubbish and she wants me to get something that's good quality and will last.
 I've tried to get her to take me to Top Man as I know Burton's card can also be used there, but she just says no. The last time I got clothes my friends saw me with Mum in Burton's and really made fun of me for it. Please, help!
 Liam

Can you guess the meaning of the words from the context?

- go out
- do teenage things
- focus on
- hang out
- get somebody off one's back
- go out of one's mind
- make fun of somebody

C. Summarise the problems of Max and Liam in one sentence each.

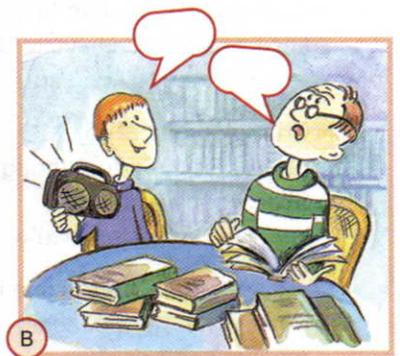
D. Both letters end in an appeal for help. What advice would you give to Max and Liam?

Vocabulary

4 A. Answer the question in the box alongside the texts in ex. 3B.

B. Put each number into the right bubble.

- 1 Be back home before nine!
- 2 Are you going to hang out with that awful crowd?
- 3 You can't always have fun and do nothing!
- 4 Could you turn it off? I can't focus on my work!
- 5 Can't you get off my back?! I work as an unpaid slave!
- 6 You just feel jealous that you don't understand it.
- 7 ...but I'm going out with my classmates. Everyone will make fun of me for going home so early!
- 8 Oh! Stop nagging, Dad! They're all good guys! We just do different teenage things.



Speaking

5 Work in pairs.

- 1 Choose a situation from ex. 4A.
- 2 View the situation from the parent's and from the teenager's point of view.
- 3 Suggest a way out of the situation.

Writing

6 A. Read the two versions of advice given to one of the teenagers by the agony aunt and answer the questions below.

- 1 Which letter from the two above (ex. 4B) do they answer?
- 2 In what ways are they different?
- 3 Which style do you prefer? Why?
- 4 What expressions of advice can you pick out in each of them?

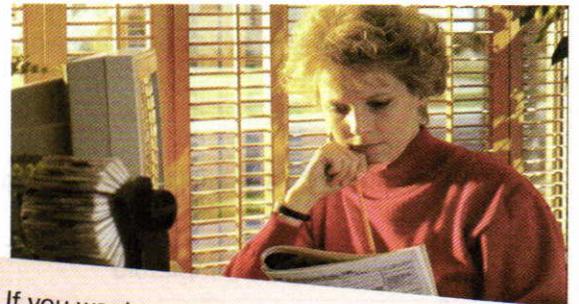
agony column — part of a magazine or newspaper where someone gives advice to readers by answering letters about their problem

agony aunt — journalist who writes an agony column

As long as your mum controls the purse, she controls how the money is spent. If you are unhappy about that you must talk to her and make her see that you are growing up and, naturally enough, want to decide for yourself what you wear.

Choose a quiet time to discuss this and explain how much you dislike the styles she chooses and why. Nobody likes to dress in styles that are way too old for them, and it's no fun being teased because of it. In Top Man the only difference in the clothes is the style and not the quality — ask your mum if she can at least check out the difference, give it a try.

And don't forget — a part time job will allow you to buy your own things or, at least, contribute.



If you want my opinion, as long as your mum controls the purse, she controls how the money is spent. Have you ever thought of talking to her to make her see that you are growing up and, naturally enough, want a little more say in what you wear? My advice would be to choose a quiet time to discuss this and explain how much you dislike the styles she chooses and why. Nobody likes to dress in styles that are way too old for them, and it's no fun being teased because of it. In Top Man the only difference in the clothes is the style and not the quality — you'd better ask your mother if she could at least check out the difference. You should give it a try.

And I really think you ought to keep something else in mind — a part time job will allow you to buy own things, or, at least, contribute.

LANGUAGE SUPPORT

Speaking about teen problems

- lack of privacy
- be on one's own
- have fun
- make fun of sb
- respect each other's interests
- let / make sb do sth
- If I were the father, I would...
- keep / stop doing sth
- have a fair share
- go out
- get sb off one's back
- embarrass
- focus on...
- do teenage things
- treat sb (like)

B. Imagine yourself in the place of the agony aunt and follow the instructions.

- 1 Choose the language you prefer.
- 2 Carefully reread the letter which has not been answered.
- 3 In pairs discuss the advice you would give the teenager. Take notes.
- 4 Produce the first draft of your letter of advice. Organise it in the following way:

comment on the situation

give advice on the situation

give more tips on family life

- 5 Edit your draft and rewrite the answer using A4 format.

LANGUAGE SUPPORT

Language of advice

- Have you ever thought of...?
- If you want my advice...
- I think you should...
- My advice would be to...
- You'd better (do)...
- Whatever you do, never...
- Do / Don't...

Lesson 9 Check your progress

1 Choose the right verb to fill each gap (only one choice is possible).

- | | |
|--|--|
| <p>1 I ... to repair my little brother's bicycle.
a) said b) promised c) made</p> <p>2 Lena ... cooking for special occasions.
a) refuses b) doesn't mind c) would prefer</p> <p>3 I ... to be independent in choosing clothes.
a) would love b) enjoy c) admit</p> <p>4 We ... to be more tolerant to each other.
a) enjoy b) don't mind c) decided</p> | <p>5 People sometimes ... to be on their own.
a) stop b) enjoy c) don't want</p> <p>6 Everybody ... to have enough privacy.
a) wants b) enjoys c) denies</p> <p>7 Mike's parents don't ... him come back too late.
a) want b) let c) ask</p> <p>8 Maggie ... visiting her dentist twice a year.
a) is made b) agrees c) doesn't mind</p> |
|--|--|

Points _____ / 8

2 Put the number of each sentence in the right column.

A

Things people did	Things people are / were supposed to do
-------------------	---

- 1 I still remember reading my first book.
- 2 Remember to phone your parents if you are going to come home late.
- 3 I'll never forget going on my first date.
- 4 I forgot to prepare all the stuff for our project lesson.
- 5 Don't forget to switch off the light.
- 6 I will always remember getting my first bad mark.

B

Giving up the activity	The reason for stopping
------------------------	-------------------------

- 1 I stopped for a few minutes to chat with my friend.
- 2 I stopped reading in bed when my eyes got worse.
- 3 My favourite TV programme started and I stopped doing my homework.
- 4 Our bus was so overcrowded that it didn't stop to collect the passengers.

C

Making an effort to do something difficult	Experimenting in different ways
--	---------------------------------

- 1 He has always tried to make fun of me (1): he tried teasing me, hiding my clothes and spoiling my papers (2).
- 2 He tried sending her flowers, composing verses, writing sentimental messages (3) — that's how he tried to attract her attention (4).
- 3 I tried to sleep (5): I tried counting elephants, taking sleeping pills, having a cup of hot milk but nothing helped (6).

Points _____ / 16

3 Read "Granny's Puzzle" and fill in the table.

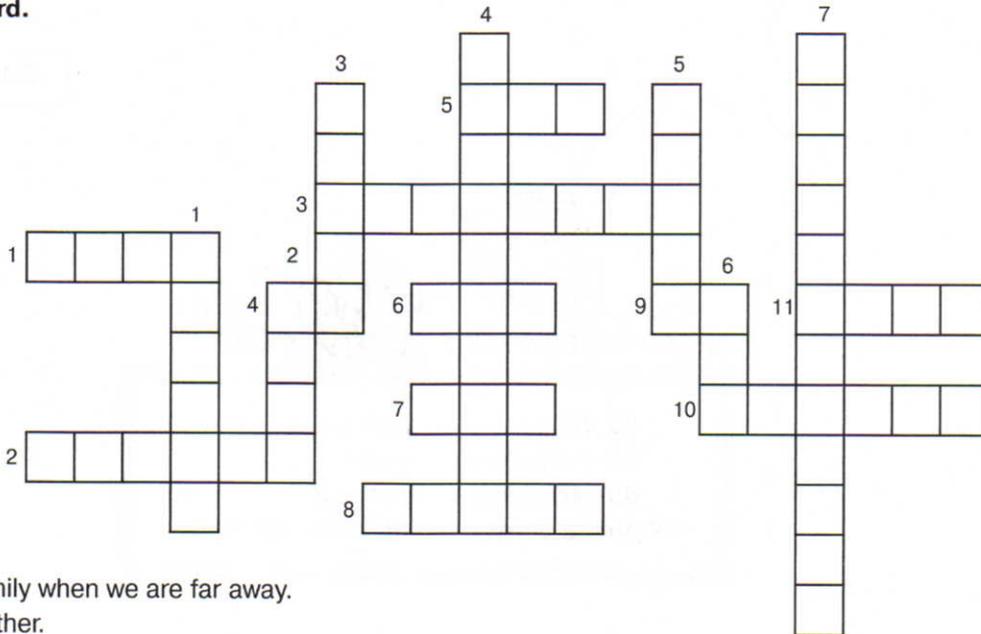
"My four granddaughters are all very clever, but lazy and naughty girls. Each of them has her own responsibilities, but they never carry them out properly. Tanya's responsibility is washing up. I've now forgotten who does shopping, but I know it's the girl who makes fun of everybody. The girl who cooks breakfast is not Lena, the girl who forgets everything is not Marina, and Tanya is not a sleepyhead. Olga doesn't do the shopping, and she is not the girl who comes home late. Lena doesn't make fun of everybody. Marina doesn't walk the dog. And the girl who cooks breakfast is not a sleepyhead, either. What does each of them do?"



Name	Washing up	Shopping	Cooking	Walking the dog	Name	Comes home late	Makes fun of everybody	Forgets everything	Is a sleepy-head
Tanya					Tanya				
Lena					Lena				
Marina					Marina				
Olga					Olga				

Points ____ / 8

4 Do the crossword.



Across

- 1 We ... our family when we are far away.
- 2 Father or mother.
- 3 An ... family may include grandparents, aunts, uncles etc.
- 4 I'm good ... cooking.
- 5 The English for постоянно ворчать, придираться is ...
- 6 To ... something together with others is to share.
- 7 Generation ...
- 8 My brother is two years ... than me.
- 9 We always ... housework together.
- 10 ... parents are people who take someone's child into their family.
- 11 A golden ... is a symbol of wedding.

Down

- 1 My mother's daughter for me.
- 2 My mother's sister.
- 3 You ... me like a baby!
- 4 All members of a family should ... each other.
- 5 His marriage unfortunately ... in divorce.
- 6 I want to get my younger sister ... my back.
- 7 Unpleasant questions you don't want to answer are ... questions.

Points ____ / 18

5 This is a paragraph on the topic "Generation Gap", written by a 15-year-old boy.

- There is one mistake in every sentence.
- Find and correct it.
- Write the corrected part of the sentence like in the example.

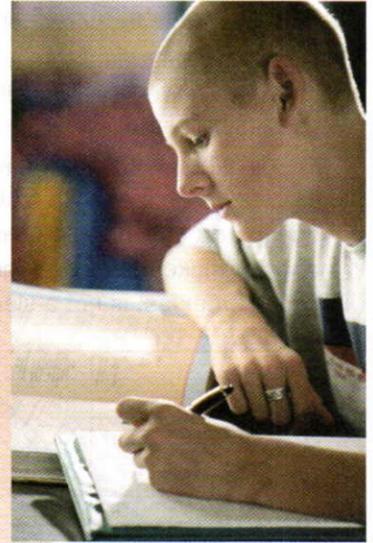
Example: 1. *enjoy listening*

1. Generation gap will always exist not only because teenagers and their parents *enjoy to listen* different kinds of music. 2. A lot of things are different: tastes, manners, behaviour, and the staff like that. 3. Teens often think that their parents just make fun on them. 4. They do not let them to hang out with friends.

5. They are always nagging when their children do badly at school.

6. They make them to do their homework, though sometimes it is unnecessary. 7. Teens often feel a lack of privacy because their parents want know what they are up to. 8. More than that – it is impossible for them to keep anything in secret.

9. But I often wonder if we'll also have do the same when we are adults for our children's security and success. 10. And our children will complain to others on their boring parents...



Points ____ / 10

TOTAL ____ / 60



55–60 points – well done
48–54 points – good
40–47 points – not bad
39 points or less – go back and revise

Lesson 10 Express yourself

FAMILY MAGAZINE



You have been preparing for this project in the course of the whole unit. Now you can present the following items in your "Family Magazine":

- 1 Paragraph on family values (Lessons 1–2)
- 2 Response letter to a youth magazine (Lessons 5–6)
- 3 Letter of advice in agony column (Lessons 7–8)

1 Preparation

- Work in groups.
- You are all journalists and you are going to participate in a "Magazine competition".
- Read the criteria for the competition.
- Choose the Editor-in-Chief who will:
 - a) watch that everyone has a chance to participate in the discussion
 - b) summarise what has been said and announce the decision.
- Choose a Deputy Editor who will:
 - a) take notes of key decisions
 - b) ensure that the magazine is ready by the agreed deadline.

ENGLISH

2 Activity

- Discuss the materials submitted to the magazine by all the members of your group. Make corrections if necessary.
- Distribute the jobs between the group members and prepare your magazine for presentation.

LANGUAGE SUPPORT

- Give me the glue / the scissors / a pencil / an eraser.
- Give me some paper / a piece of paper.
- Let's...
- I think we should...
- You, Olga, can do this, and I can do that...
- It would be better to...

Magazine competition criteria

The magazine should cover all the topics, which are

- Family values
- Teenage problems in a family
- How to bridge the "generation gap"
- agony aunt advice

All journalists should have equal participation in producing the magazine.

The magazine should have

- A title
- A list of features and articles with names of authors
- A list of jobs done by different journalists (possible jobs):

Editor-in-chief
Deputy editor
Designer(s)
Picture editor
Technical editor(s)
Correspondents
Copy editor(s)

The magazine should be

- interesting
- attractive

All the materials should be reader-friendly (clear, accurate language, logical).

A single article shouldn't exceed one printed page.

3 Presentation

- Choose the speaker(s).
- Very briefly talk about your magazine describing its features, articles, most attractive and interesting materials and problems it raises.

4 Follow-up

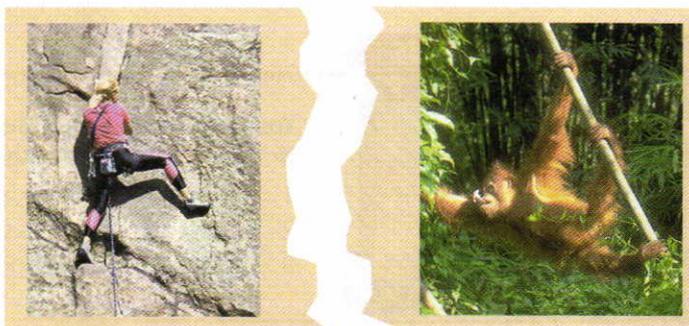
- Read the magazines of different groups.
- Evaluate them according to the criteria stated above.

Lessons 1–2 Why sports?

Warm-up

1 Answer the questions.

- 1 What do these pictures have in common?
- 2 What is the man's purpose?
- 3 What is the monkey's purpose?
- 4 Which one is a sport and why?

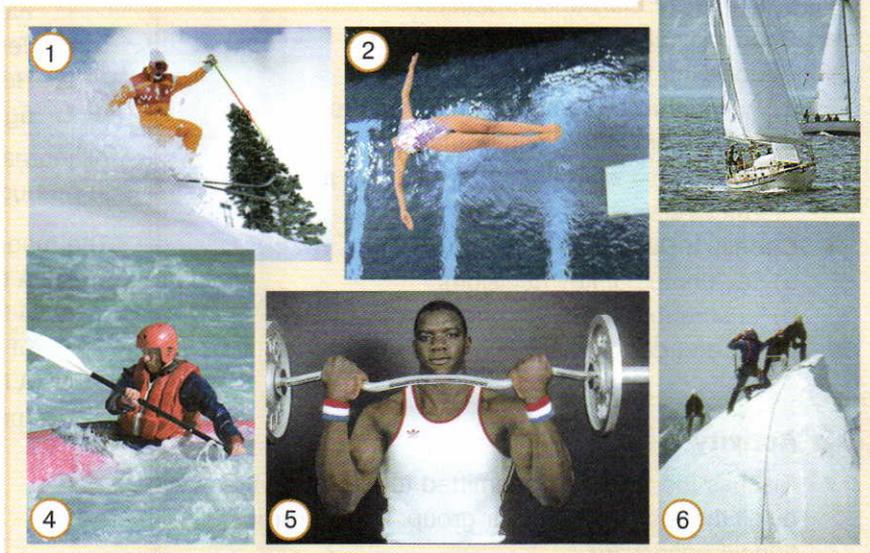


Vocabulary

2 A. Can you name different kinds of sport?

- 1 Match the names of the sports.
- 2 Add more names of sport.

- diving
- wrestling ['reslɪŋ]
- weight-lifting
- gymnastics
- downhill skiing
- swimming
- water polo
- canoeing [kə'nu:ɪŋ]
- athletics
- high jump
- mountaineering
- yachting ['jɒtɪŋ]



B. Study what we do with sport.

- ❑ **to play a sport** when we speak about games in which one tries to win against another person or team (to play football, tennis, handball etc.).
- ❑ **to do a sport** when we speak about a sport that is not a team sport (aerobics, gymnastics, exercise etc.). It has a more general meaning.
- ❑ **to be into a sport** (*informal*) when we speak about being interested or absorbed in sport. (She is into jogging.)

to go V-ing

(to go swimming, to go skiing, etc.)

is used when we speak about sport activity, which is not done professionally.

"Jack goes swimming" means that he is not a professional swimmer. It's his hobby and he doesn't do it regularly.

to V

(to swim, to ski, etc.)

is used when we speak about sport, which is done professionally / competitively.

"Jack swims" means that he is a professional swimmer who takes part in competitions.

Some sport verbs are used only without **play / do / go** (to box, to wrestle, etc.).

C. Choose the most suitable expression from the ones in brackets.

- a) I *swim / go swimming / do swimming* once a week.
- b) In Russia a lot of children *play / do / go* hockey.
- c) He is a professional. He *goes skiing / skies / does skiing* four hours a day.
- d) I want to be fit. That is why I *go / do / play* aerobics in our fitness club.
- e) Jack is really *into / playing / doing* football. He plays himself and has a good collection of football stars' photos.
- f) In her teens my mother *swam / went swimming / did swimming* and her best result was bronze in a national championship.

D. Work in pairs. Say what kinds of sport people in your place do / play / go.

E. Match the sentences in A and the definitions in B which correspond to the words in bold.

A	B
1 Many parents do not allow their children to do dangerous sports.	a) gain, to come to possess
2 The number of football fans has increased dramatically in the last two years.	b) make better
3 A serious sportsman, he is proud of his level of fitness .	c) general attitude
4 Tennis has helped me to acquire quick reaction.	d) make or become larger
5 As a result of doing downhill skiing I overcame my fear of high speed.	e) how heavy something or somebody is
6 The usual weight of a baby at birth is just about three kilograms.	f) make or become less
7 The weather is horrible! I only hope it improves by Saturday and we'll go yachting.	g) let somebody do something
8 He's got a very positive outlook on life and the world.	h) state of being healthy and strong
9 In the last two years the percentage of those who are not into sports has decreased from 53 to 41.	i) fight successfully against something

Listening

3 A. Look through the list of people in the chart.

- Do you think their attitude to sports is positive, negative, or both?
- Tick the right box in the chart.

	ATTITUDE	
	positive	negative
1 Fred, an amateur cyclist		
2 Jack, a disabled basketball player		
3 Tanya, an ex-downhill skier		
4 Frank, a disabled mountain biker		
5 Ivan Yarygin, Olympic Champion in freestyle wrestling		

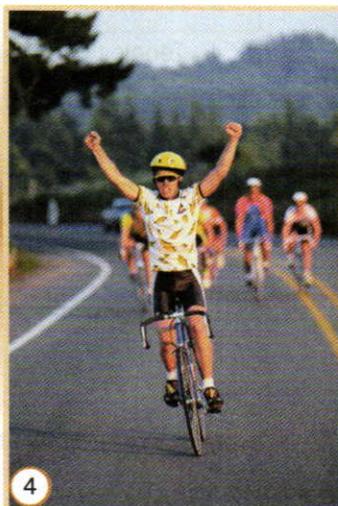
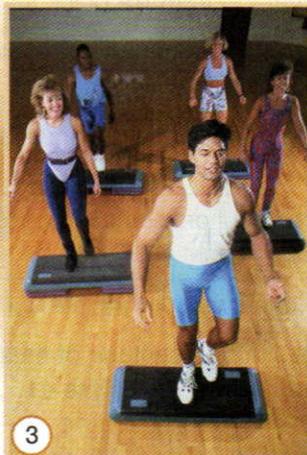
B. Listen to these six people talking about sports in their lives and check your guesses.

C. Listen to the interviews again and put the number of speaker opposite each statement.

- a) Sport allows you to make friends with a number of people
- b) Sport increases fitness
- c) Sport decreases your weight
- d) Sport improves your outlook
- e) Sport gives an increased sense of individuality
- f) It gives you real pleasure
- g) Sport gives you a chance to acquire self-confidence
- h) Sport can be unfair
- i) You learn a lot about life
- j) It helps you overcome difficulties

D. Look at the pictures. What does sport give to each of these people?

- Use the expressions from ex. 3C.



Language work

4 A. Answer the questions about some sentences from the interviews.

Fred Tomasino:

- 1 Sport **has allowed** me to make a lot of friends.
- 2 My fitness **has increased**.

Jack:

- 3 I **have acquired** self-confidence.
It's easier for me to solve my problems.

Ivan Yarygin:

- 4 My outlook on life **has improved**.

- a) Does he have many friends now?
- b) Is he fit now?
- c) Does he believe in himself now?
- d) Is he more optimistic now?

B. Choose the right version.

The present perfect is used here:

- a) to show the action in progress.
- b) to show the connection between the past and the present (the result).
- c) to show an action that finished in the past.

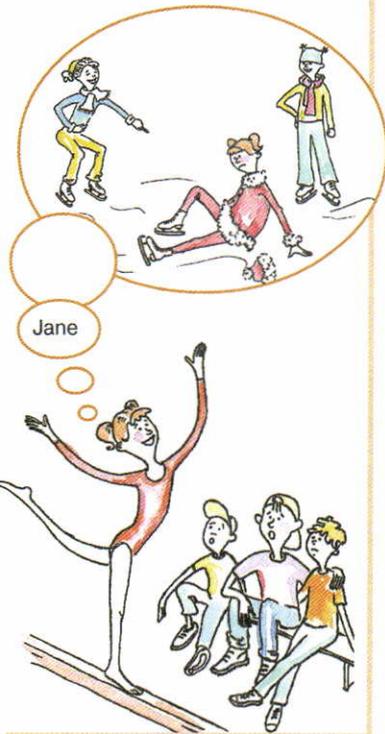
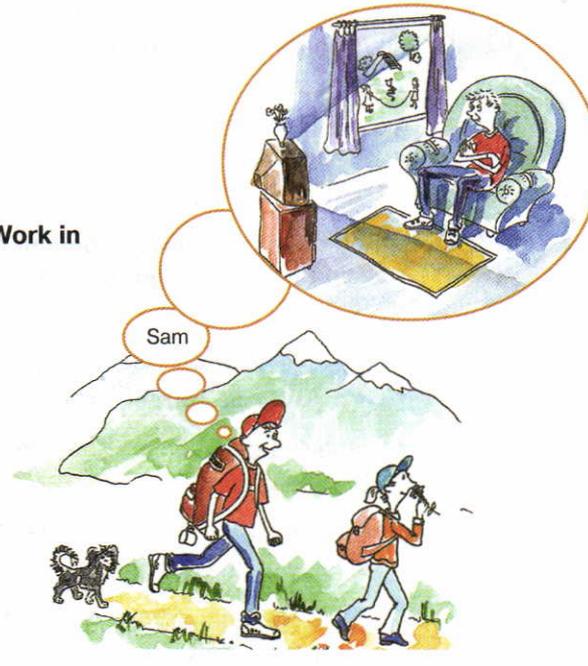
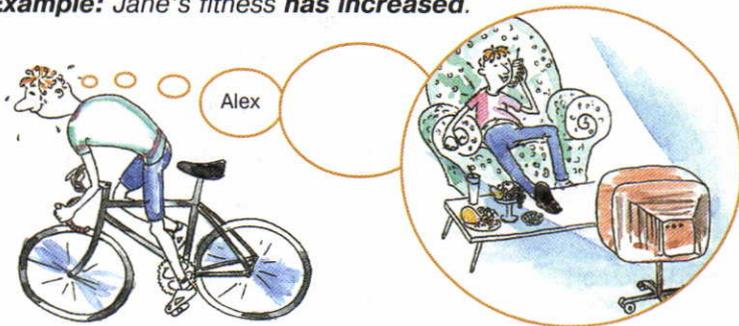
C. Make sentences in the present which show the result of each of the following statements.

Example: *I have overcome some of my difficulties — I don't have so many difficulties now.*

- 1 Racing has given me an increased sense of individuality.
- 2 Basketball has made me forget about my problems.
- 3 Sport has become a part of my life.
- 4 I have developed a deeper understanding of our beautiful planet.
- 5 My fitness has increased and my weight has decreased.

D. How has sport changed the life of the teenagers in the pictures? Work in pairs. Compare their present with their memories. Write as many sentences as possible about each picture.

Example: *Jane's fitness has increased.*



Speaking

5 Divide into two groups supporting one of the statements below.

- 1 In groups discuss your statements. Speak about the arguments in favour of your statement.
- 2 In your groups divide into pairs. Each pair joins a pair from another group.
- 3 In the new groups discuss your position about sport. Use the arguments you discussed in the first two groups.

I don't think sport is at all useful.
Sport is very important.

Writing

6 Do one of the tasks below:

- Produce a leaflet "Sport in our city / town". Write about the attitude of the citizens to sport and about the kinds of sport most popular in your city / town. (See also ex. 2D.)
- Write a paragraph "Why is it good / bad to do sports?"
- Write a paragraph beginning like this "For me sport is ...". Write about your personal experience in sport. What sports have you done? Are you doing any sport now? Has it changed you or your life? How?

Lessons 3–4 Is it worth a sacrifice?

Warm-up

1 Read the following opinions and answer the questions:

- 1 How are they different?
- 2 Do you agree with these opinions?

A

Professional athletes are spoilt and overpaid. They contribute nothing to society.

B

Professional athletes represent their country and provide a role model for a healthy lifestyle.

Vocabulary

2 A. Match the expressions in bold in the first column with the phrases nearest in meaning in the second column.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 He's a wonderfully kind and honest man and he is an excellent role model for the children. 2 Jane is a gymnast but she often indulges in chocolates and ice-cream. 3 He coached the 2000 Russian Olympic handball team which won the gold medal. 4 She is suffering from a leg injury ['ɪndʒəri] and can't participate in the tennis match. 5 Moderation in eating and physical exercise is the key to good health. 6 Today's literature lesson really inspired me to read more poetry. 7 Hundreds of runners from different countries competed in the marathon. | <ol style="list-style-type: none"> a) keeping one's desires and feelings within limits b) participate in a sporting event c) someone you try to copy d) teach a person or team the skills they need for a sport e) allow oneself to follow one's desires f) physical harm g) encourage |
|---|---|

B. Word formation. Copy and complete the following table in your vocabulary notebooks.

noun	verb	adjective
		inspired
	coach	—
		indulgent
moderation		
competition		
		injured

C. Read the article headlines taken from sport newspapers.

- What do you think the articles could be about?

IS MODERATION
the key to success?

PAVEL BURE'S
role model

I DON'T WANT TO BE COACHED

My life is COMPETITION

Cyclist's biggest injury

Top ten indulgences
of athletes

Listening

- 3 A. Read about three famous gymnasts. What would you like to ask them if you had a chance to talk to them?**

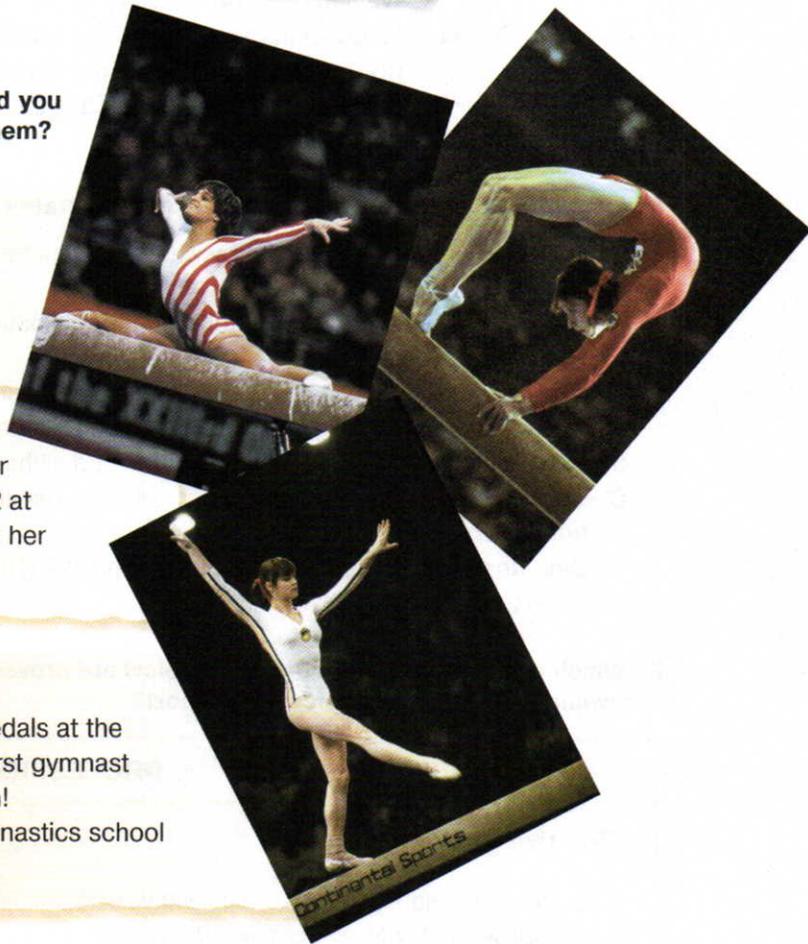
Mary Lou Retton, born 1968, an American athlete, Olympic Champion at the Los Angeles Games in 1984. She lives in Houston with her husband and their daughter.

Olga Korbut is a famous gymnast from the former Soviet Union. She won three gold medals in 1972 at the Munich Olympics. She delighted millions with her skill, style and charm.

Nadia Comaneci [kɒmə'neɪtʃ].

A gymnast from Romania, she won three gold medals at the 1976 Olympic Games in Montreal. She was the first gymnast ever to receive the highest score — ten out of ten!

Now she lives in Oklahoma, USA, and runs a gymnastics school with her husband.



B. Translate the questions Nadia, Olga and Mary Lou were asked in the interview to the magazine "People".

- 1 You are no longer in training. Do you have any secret indulgences that you couldn't afford earlier?
- 2 What advice would you give youngsters hoping to follow in your footsteps?
- 3 How do you relax?
- 4 Who were your idols when you were growing up?
- 5 What was the worst moment of your career?

C. Listen to the interview with the questions missing. Match the questions in ex. 3B above with the answer you hear.

- Below in the chart write the proper number of the question from ex. 3B.

Answer A

Answer B

Answer C

Answer D

Answer E

D. Fill in the blanks with the necessary words from the box below.

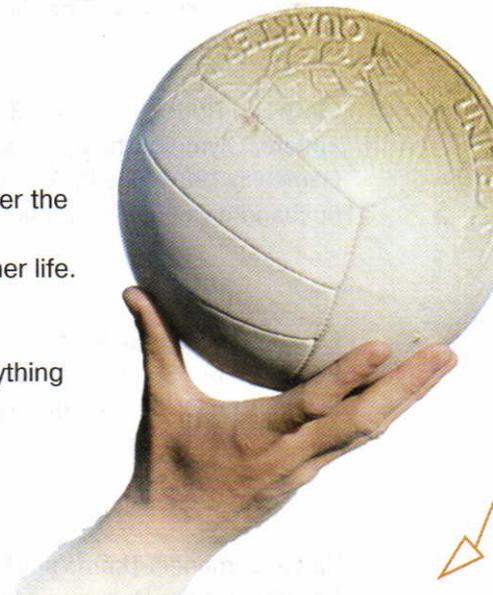
● Pay attention to the form:

- injury indulge role model moderation compete coach

Mary Lou Retton: Nadia was definitely my (1)
 Olga Korbut: At first when I stopped (2) ... I thought I would eat all the world.
 Nadia Comaneci: I (3) ... in sausage pizzas and Snickers bars.
 Mary Lou Retton: To make my own decisions was one of the hardest things.
 We had been (4) ... all our lives.
 Mary Lou Retton: I indulge in rollerblading and skiing. We were never allowed to do these things because of the possibility of (5)
 Nadia Comaneci: I believe (6) ... in everything is the key. I can't think of anything I'm dying to do or eat.

E. Listen to the interview again and correct the statements below.

- Mary Lou Retton was inspired by watching Olga because Olga was a champion.
- Doctors managed to force Retton not to participate in the Olympics after the knee surgery.
- Olga doesn't feel really happy that she had been doing gymnastics all her life.
- Retton indulges in spaghetti and chocolate chip cookies.
- Mary Lou liked it that she had been coached all her life.
- Comaneci says if children don't achieve high results they won't get anything from sports.
- Olga Korbut likes to relax by watching ping-pong matches and eating Russian food.



F. Which of the factors from the chart below are proved by the facts the gymnasts give about professional sport?

PROFESSIONAL SPORT	
<p>Positive factors</p> <ol style="list-style-type: none"> professional sport educates a strong will, discipline, ability to overcome difficulties it gives a chance to acquire a lot of friends helps increase self-esteem and self confidence professional sport is a possibility to become famous sport is always fun and excitement it gives a chance to see the whole world helps athletes earn a lot of money professional sport develops the feeling of patriotism 	<p>Negative factors</p> <ol style="list-style-type: none"> professional sport often makes athletes selfish and too ambitious athletes are forced to keep a diet athletes have no possibility to make a decision of their own professional sport is associated with hard work athletes are forced to sacrifice a lot of things (like doing other sports, for example) professional sport is associated with injuries and tiredness often athletes don't have a profession and are forced to retire young professional sport is often unfair

Speaking

4 Role play: “Should professional sport be prohibited?”



Divide into two teams: for and against professional sport.

In your team choose a role for each member.

- coach
- active professional athlete
- former professional athlete (e.g. Nadia Comaneci, Olga Korbut, etc.)
- medical doctor
- relative of an athlete (husband, wife, mother, father)

From the chart in ex. 3F choose one idea for each member of your team.

Think of one or more arguments to support the idea you have chosen. Make notes.

- refer to your personal experience
- refer to the experience of the people you know
- refer to the historical facts about professional sport
- ask your teacher to help

In your teams discuss the arguments prepared. If necessary, help each other find stronger arguments.

Your teacher will open and close the discussion.
Teams take turns to express their viewpoints and give their arguments.

LANGUAGE SUPPORT

Polite disagreement

- You could be right but I think...
- I'm not quite sure I agree...
- I can see your point, but...
- I'm afraid I'm not of the same opinion...
- I see what you mean, but...
- I'm sorry, but I can't agree with you.

Writing

5 Write a paragraph: “Professional sport has / doesn't have the right to exist”.

Lessons 5-6 Good results at any cost?

Warm-up

1 Which of the items below do you think an athlete should have if he or she wants to show better results in sport?

- Give arguments.



a healthy diet
hard training
enough sleep
ability to rate your strength
a lot of money
good competitive experience
many helpful friends



Reading

2 A. Find the pairs of synonyms below.

professional athlete

dose

rider

ex-pro

top

former professional

get tired

pro

one of the best

run out of gas

charge

cyclist

B. Look at the title and say what the article is going to be about. Read and check.

1 Is he sceptical now?

2 Did he ever win the Tour de France?

3 Did he take illegal substances? How do you know?

1 Is he still a professional cyclist?

2 Does **illegal substances** mean here: tobacco drugs alcohol?

DRUGS AND CYCLING: THE INSIDE STORY

One year ago, if I had read a headline that promised to tell the inside story about drugs and cycling, I would have been sceptical. That's because very few professional cyclists are prepared to give that inside story. To do so is to break the law of silence. If I am breaking that law today, I am doing so because I am an **ex-pro**.

My name is Paul Kimmage. I doubt if you have heard of me. I was a team rider for four years. If I had won the Tour de France there would be no need to introduce myself, but if I had won I wouldn't have written this.

I was a sensible, strong-willed, good Catholic Irishman, and I would have sworn on any Bible that I'd have never taken illegal substances. But when I entered **the system**, all that changed.

Professional cycling in Europe is so hard. As an amateur I never needed anything stronger than a vitamin C drink. But as a professional it was all different. It was all day, every day. There is much less time to rest and your body runs down. Soon you're reaching for things stronger than vitamin C.

GLOSSARY

Tour de France — one of the most famous cycling races in the world

injection — cf. Russian инъекция

urge — here: strong desire

sin — грех

prevalent — преобладающий

3 What system is the author speaking about?

4 **Professional** — in the paragraph find the opposite.

C. What do you think happened next? What do you think Paul Kimmage's reason for writing this article is?

4 Did he abandon the Tour?

It happened during the Tour de France. I was riding well the first week, but then started running out of gas. The time had come for some serious decision making. Most of my team-mates were getting regular injections, and they seemed to be **wearing** much better than I. If I had stuck to my principles I would have been forced, through exhaustion, to **abandon** the Tour. So I took an injection — nothing illegal, just some vitamin B with iron. But the significance was that I had made the first step.

It was exactly one year later that I took my first charge of amphetamine [æm'fetəmi:n]. I rode 20 stages of the Tour de France, but abandoned, totally exhausted, with four days remaining. I was sick about it, destroyed with guilt. I couldn't even face training. But nine days later I got a phone call. It was an invitation to race the next day in Chateau Chinon ['ʃætəʊ 'tʃi:n], a small French village. If I raced, the organiser would pay me \$600. I couldn't afford to say no.

I hesitated. There was never any **doping control** at these races, and I knew most of the pros would be charging. I hadn't ridden for ten days. How would I keep up? And if I didn't finish, the promoter probably wouldn't pay me. And damn it, I needed the money, and there was no control. So I agreed. The effects were startling. Once the drug took hold, my character transformed. I felt a **maddening** urge to jump on my bike and ride all day. I didn't win. But I rode remarkably well.

5 What does **wear** mean here:
a) have clothes on your body
b) become thinner
c) remain in good condition.

6 Can you translate **abandon**?

7 What is the Russian for **doping control**?

8 **Maddening** — can you work out the meaning of the word?

D. What did Paul Kimmage mean when he called himself a “good Catholic Irishman”? What do you think he felt in the end?

5 Did they use amphetamine? How do you know?

Was I cheating? No, I was not. I was using the system. There was no dope control. If there had been, none of the riders would have used amphetamine. You see in professional cycling the sin is not in taking drugs, it's in getting caught. And the reason why drug abuse is so prevalent is because the international federation of professional cycling refuses to face the realities of modern sport — that honour and morals are dead.

E. Answer questions 1 – 8 .

F. Work in pairs. Write five questions, which, together, will elicit a summary of the text you have read.

Example: Why did Paul Kimmage decide to write this article?

G. Work in pairs and answer these questions.

Do you agree with the way Paul Kimmage solved his dilemma?
Was it the pressure of the group that made him use amphetamine?
Why did he stop being a professional cyclist?

Language work

3 A. Answer questions 1–5 alongside the text.

B. Complete the sentences, using the text. (See “Grammar reference”.)

Example: *If Paul had read a headline promising to tell a story about drugs and cycling, he would have been sceptical.*

- 1 If Paul Kimmage had stuck to his principles, he...
- 2 If there had been doping control in Chateau Chinon, none of the riders...

C. Compare sentences from ex. 3B with the sentences below and answer these questions.

- What do they have in common?
 - Write out the verb forms in the sentences. How are they different?
 - Which of them refer to the present? to the past?
- 1 If professional cyclists didn't take drugs, the rate of early deaths among cyclists would be lower.
 - 2 If there was doping control at all competitions, athletes wouldn't take drugs.

D. Finish these sentences. Pay attention to the verb form.

- 1 If Paul Kimmage hadn't taken the injection of vitamin B with iron,...
- 2 If the international cycling authorities faced the truth about the modern sport,...

- 3 If he had remained a professional cyclist,...
- 4 If he hadn't used amphetamine,...
- 5 If the aim of athletes wasn't to earn money,...

E. Add a comment to each of the five sentences in ex. 3D to clarify the meaning.

Example: *1 But he took the injection.*

- 2 But...
- 3 But...
- 4 But...
- 5 But...

F. Back translation.

- Translate three of the sentences in ex. 3D.
- Write the translated sentences on separate slips of paper, then hand them to the teacher.
- In pairs translate the sentences that the teacher will give to you.

G. Work in pairs. Develop the following ideas:

- 1 If athletes didn't use drugs,...
- 2 If athletes were to go through doping control at all competitions,...
- 3 The death rate among athletes using drugs is really high. If those athletes hadn't used drugs,...
- 4 If chemists invented safe medicines,...
- 5 If sport were not so commercialised,...

Writing

4 Write an open letter to professional athletes of the world according to the following structure:

1 opening the letter ▶	Dear athletes of the world!
2 reason for writing the letter ▶	We are writing this letter because we are worrying that there are too many athletes in the world who use drugs...
3 appeal to the addressee ▶	Don't use drugs!
4 your arguments and illustrations ▶	(See ex. 3G for ideas.)
5 closing with a bright conclusion or slogan ▶	Let's say "No" to drugs on the Earth!

Lessons 7–8 Why are they doing this?

Warm-up

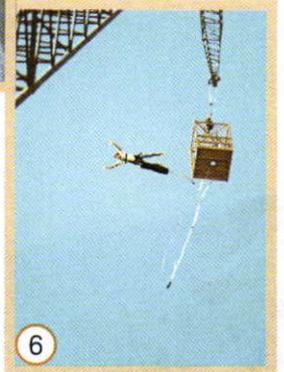
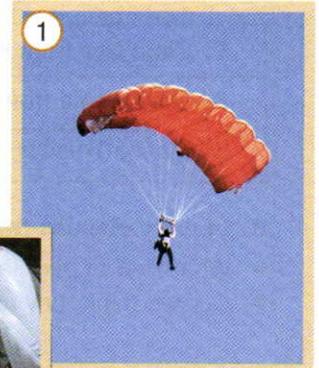
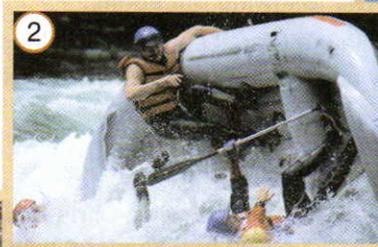
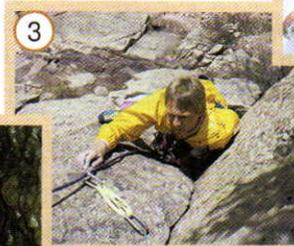
1 Look at the pictures below.

- Say what they all have in common.

Vocabulary

2 A. Match the pictures to the names of sports.

- a) sky diving
 b) bungee jumping
 c) pot holing
 d) rock climbing
 e) white-water rafting
 f) scuba diving



B. Answer the following questions about the sports in the pictures.

- 1 Would you agree that all of them are sports? Why? / Why not?
- 2 What attracts people to these sports?
- 3 Have you ever done any of them?

C. In the sentences below find English equivalents to the Russian phrases on the right.

- 1 He has done a lot of dangerous sports because he likes to **go to extremes**.
- 2 **To take risks** for no purpose is not a very clever thing.
- 3 Ann's **desire** to travel around the world becomes stronger and stronger.
- 4 He **was addicted** to heroin.
- 5 **Think twice** before you do something very dangerous.
- 6 I just had **to satisfy my curiosity**, so I opened the box.
- 7 Being an actor or an actress can be rather dangerous, sometimes they have to do different **risky things**.
- 8 I do sky diving for the **thrill** and **excitement** of this sport.
- 9 Personally I am not **a risk taker**, so white water rafting or scuba diving is not for me.
- 10 I think moderation in everything is the key and I never **take things to the edge**.

- a) рисковать (2)
- b) волнение, возбуждение (2)
- c) удовлетворять свое любопытство
- d) хорошо подумать
- e) желание, стремление
- f) рискованный человек / человек, любящий риск
- g) доходить / дойти до грани возможного (2)
- h) пристраститься к...

Listening

- 3 A.** Copy the chart into your notebooks. Listen to how three people speak about risk taking and complete the chart.

	reasons why people take risks	risky sports they have done	opinion about risk taking
1 Clare Lee from Korea			
2 Jose Davila from Mexico			
3 Masha Trusova from Tula			

B. In pairs discuss the following questions:

- What kind of people are Clare Lee, Jose and Masha?
- Do you think they understand risk takers? Explain.

Reading

- 4** Read what Chris Rowan, a mountaineer writes about the feelings and emotions he had when he was climbing a mountain. Do the tasks below:

- 1 Explain how Chris Rowan’s opinion about risk taking is different from those expressed in ex. 3?
- 2 In one sentence summarise the text.

Risk taking is about living life to the fullest.

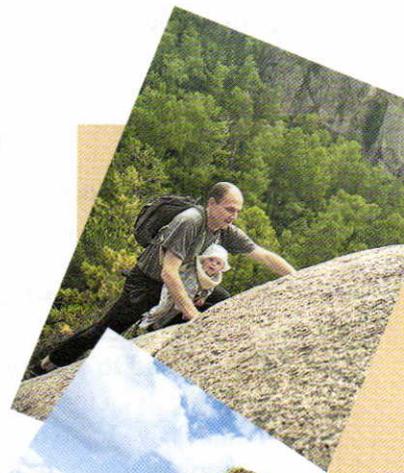
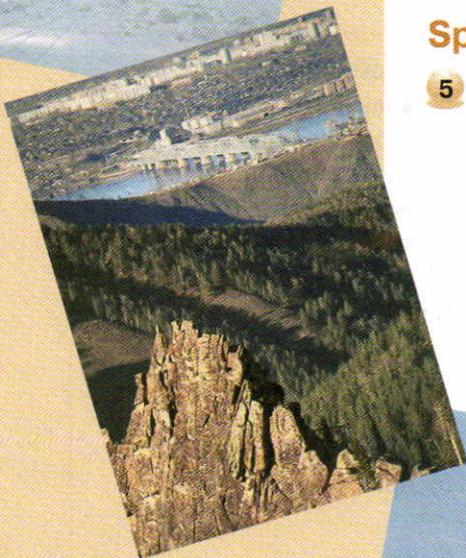
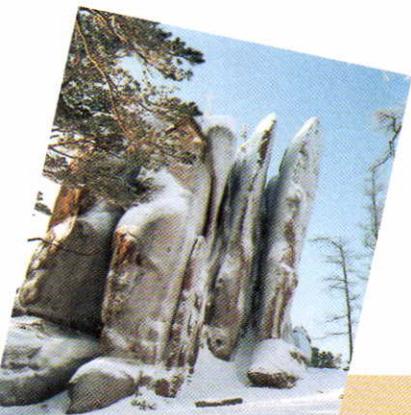
When you’re high in the mountains, your attention becomes so extremely focused on your purpose that you no longer notice the sore knees, the tired back, the strain of nonstop concentration. A trance-like state settles over you; the climb becomes a clear-eyed dream. Hours pass by like minutes. The routine of day-to-day existence — the unpaid bills, the lost opportunities, the dust under the sofa — all of it is forgotten, forced away from your thoughts by the absolute clarity of purpose, and by the seriousness of the task.

At such moments something like happiness actually stirs in your chest and you feel like you have the world in your hands.

Speaking

- 5 A.** Look at the photos of the most popular place in Krasnoyarsk — the Stolby nature reserve and answer the questions below.

- How far from the city is the park?
- What is the biggest attraction of the place?
- What people can be met in the park?
- Is the activity they are doing dangerous?
- Why are they doing it?
- Would you like to join them? Why? / Why not?



B. What do you think about risk taking? Discuss it in pairs, then report your ideas to the class.

LANGUAGE SUPPORT

Taking risks is...

- dangerous
 - exciting
 - useless because...
 - silly
 - important
 - People take risks / do risky things because...
 - Risky activities can lead people to...
 - Some people like being put at risk because...
- go to extremes
 - take things to the edge
 - satisfy one's curiosity
 - acquire self-confidence
 - overcome difficulties
 - protest against something
 - acquire sense of individuality

C. Work in pairs. Read the quotations and explain in your own words what each of them means.

To win without risk is to triumph without glory.
Pierre Corneille

Example: This means that if you don't go through danger to achieve something, the success will be less significant.

Fortune favours the bold.
Virgil

Life is either a daring adventure or nothing at all.
Helen Keller

Do the thing you fear most and the death of fear is certain.
Mark Twain

The greatest rewards in life go to the risk takers.
James McCormick

D. Choose one quotation that you disagree with and one that you agree with.

- Explain, why you disagree or why you agree. (Refer to ex. 5B if necessary.)

Writing

6 Write an opinion essay on one of the quotations from ex. 5C. Follow these steps:

Individually choose the quotation you would like to write about.

Answer these questions and then discuss your ideas in pairs.

- Who will you write for? (your teacher, peers, a magazine, extreme sport association, etc.)
- What is your purpose? (to inform, to explain, to give your opinion, to suggest, etc.)

In pairs brainstorm the ideas for each other's essay. Discuss and make notes about:

- your understanding of the quotation
- your ideas about whether it is right or wrong
- your arguments.

Individually review the ideas. Cross out those that do not seem workable.

Develop your ideas into short paragraphs.

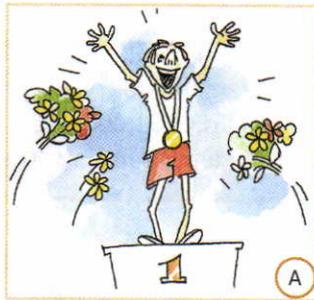
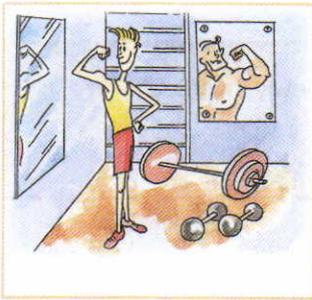
Decide on the order of the paragraphs.

Improve your text:

- rewrite the paragraphs that you think need improvement
- add introduction and conclusion
- make links between paragraphs
- check your essay and correct mistakes.

5 Write one sentence for each picture according to the example.

- Use the following verbs: decrease, force, inspire, improve, injure, lose, win.

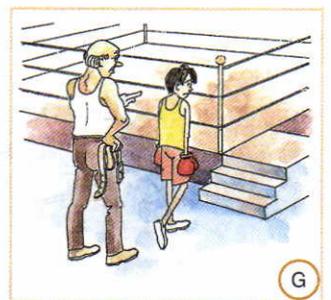
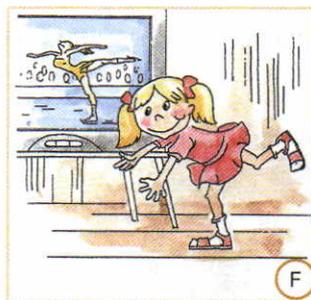
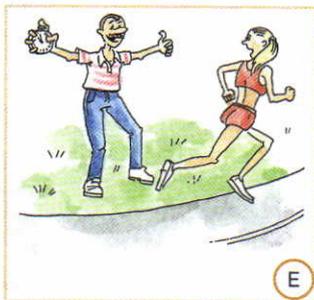


Example: His strength has increased.

...

...

...



...

...

...

...

Points _____ / 7

6 Make conditional sentences for the following situations.

Example:

I'm not very strong so I won't be a weight lifter.

If I were stronger I would be a weight lifter.

The dog bit me. (I tried to stroke it.)

If I hadn't tried to stroke the dog, it wouldn't have bitten me.

I fell down from the oak-tree. (Tried to climb it in high-heeled shoes.)

I train a lot. I have no time to spend with my family.

I injured my foot. (It was raining and the track was slippery.)

I never learned to cycle. (Didn't have a bicycle in my childhood.)

I have to keep fit, so I can't indulge in sweets.

I don't live by the sea. I can't go windsurfing or yachting.

Our team lost the game. (Didn't train enough.)

Our opponents won. (We were judged subjectively.)

I don't do sports and I often fall ill.

I missed a very exciting football match. (Didn't manage to buy a ticket.)

I watched a figure-skating championship on TV when I was 5 and took up this sport.

Points _____ / 11

TOTAL _____ / 60

CHECK YOUR SCORE

55–60 points — well done
48–54 points — good
40–47 points — not bad
39 points or less — go back and revise



Lesson 10 Express yourself

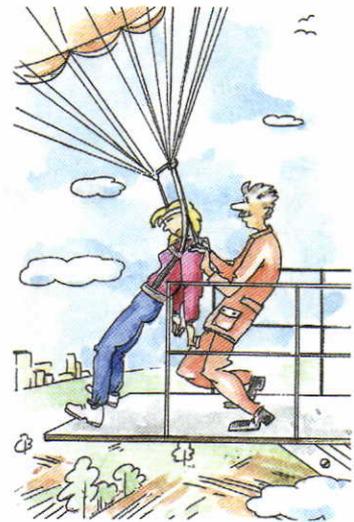
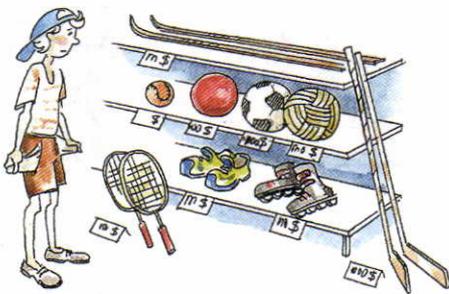
A NEW SPORT



The International Sport Federation is searching for projects on newly invented sports — the best project will get an award of \$1,000,000. The participants are expected to present a profile of a new sport.

1 Preparation

- Look at the pictures and answer the questions:
 - 1 Does every sport give a chance for every person to enjoy it?
 - 2 Are all sports healthy?
 - 3 How to motivate people generally not interested in sports?



ENGLISH

2 Activity

- In a group or individually think of the following:
 - A brief description of your sport — name, kind (team, individual, winter, summer, etc.), place where it can be done, equipment necessary, rules.
 - Explanation of the advantages of this sport
 - How will this sport motivate people who are generally not interested in sports?
 - What age groups can do this sport?
 - How will it help people improve their health?
 - Can disabled people do this sport?
 - Is this sport safe? If it is risky, then how risky is it? Why have you thought of a risky sport?
 - Make up an advertisement for the sport (poster, radio advert, TV advert, brochure, etc.).

3 Presentation

- Listen to each other's presentation and fill in the evaluation card for every project.
- Choose the jury that will count the scores and announce the winner.

4 Evaluation

- Use the evaluation card for every new sport presented.

EVALUATION CRITERIA AND MARKING SCHEME

Criteria	Yes, absolutely	That's very likely	Maybe, yes	No
Does this sport give a chance for different people to enjoy it?	3 points	2 points	1 point	0 points
Is the description of the sport clear?	3 points	2 points	1 point	0 points
Will the sport help people improve their health?	3 points	2 points	1 point	0 points

Lessons 1–2 Born to serve?



Warm-up

1 Look at the pictures alongside the text in ex. 2C below.

- Why do you think people use animals or their images like this?

Reading

2 A. Translate the list of uses people put animals to.

- What picture (or pictures) illustrates each of these uses?

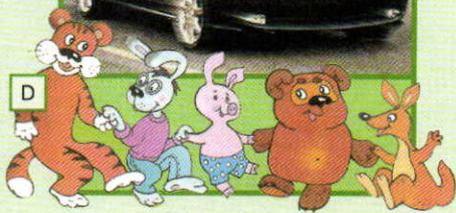
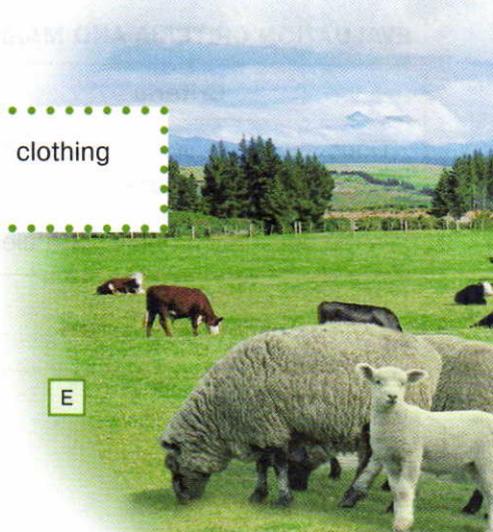
power recreation companionship spiritual strength food clothing
aesthetic pleasure

B. Discuss in pairs the title of the text and make up a list of possible issues it is going to touch upon.

- Read the text and check your answers.

C. Read the text again.

- Fill in the gaps with the words from the boxes before each part.
- Change the form if necessary.



ANIMALS IN THE HUMAN COMMUNITY

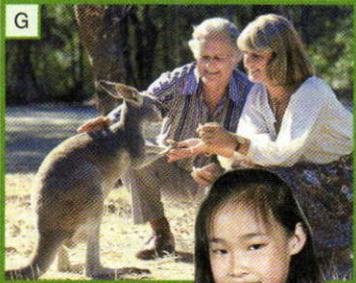
depend on evidence of

Ever since true humans appeared on earth, they have lived in close association with other animals. Throughout most of that time, humans existed as hunter-gatherers who (1) ... wild animals for food and clothing. They also found a source of aesthetic pleasure and spiritual strength in the animal life about them. (2) ... this exists in the remarkable paintings of Paleolithic people in the caves of southern France. The religious practices of Native North Americans involved the veneration of certain animals, such as the bear, wolf, and eagle, in an attempt to acquire the power, wisdom, courage, and speed that these animals they believed possessed.

Mystical feelings toward animals are reflected in myths and folktales, moralistic fables involving animals, and anthropomorphic animal stories for children, as well as the use of animal names for cars, sports teams, and so on.

GLOSSARY

- veneration** — ПОКЛО-
нение
- anthropomorphism** —
a belief that animals
or objects have the
same feeling and
qualities as humans

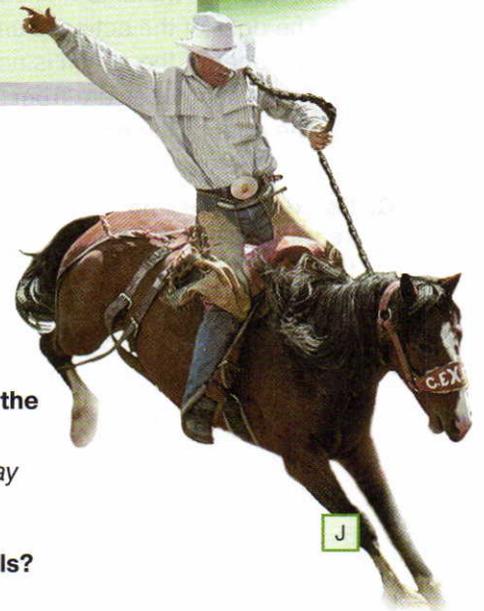
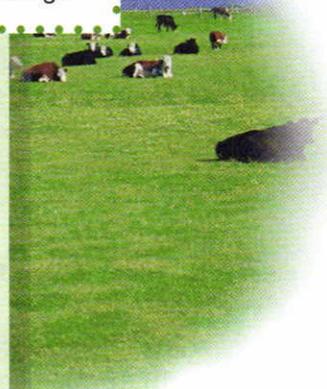


commercial exploitation of domestication species

Despite highly developed technology and agriculture and the (3) ... of many species, modern humans still depend on wild stock. Unmanaged (4) ..., however, has greatly reduced this resource and has driven some (5) ... to the edge of extinction (вымирание). In addition, wild animals provide recreation in the form of hunting and fishing, bird watching, and visits to zoos and wildlife refuges.

medical research breeding develop drugs

Humans domesticated some animals for food, clothing, power, and companionship. Through protection and selective (6) ..., humans changed early domesticated forms into highly productive dairy and beef cattle, sheep, pigs, and poultry. Also contributing to human welfare (health, comfort and happiness) are the dogs, cats, white rats and mice, guinea pigs, and rhesus monkeys that (7) ... has used to gain an understanding of human physiology and to (8)



Vocabulary

- 3 A. In pairs, summarise what people depend on animals for, as stated in the text.

Example: People depend on animals for power.

- B. Say how the relationship between animals and people has changed in the course of time? (Refer to ex. 2A.)

Example: I think people depend less on animals for power, because today we use electricity, petrol, gas, and other sources of energy.

- C. Which of the following can be called commercial exploitation of animals?

- Give your reasons.

taking pictures of animals

zoos

pet shops

cattle breeding

fur industry

animal shows



Language work

4 A. Compare these two texts.

- Who or what is the doer (do + er) of the action in the underlined phrases?

A

Man harnessed animals (1) to work on his behalf thousands of years ago: horses for hunting and carrying, oxen for ploughing, and dogs to catch animals for food and to guard the home.

Man needed animals (2) for tasks that required strength and speed. In the poorer and more remote parts of the world, beasts of burden are still widely used.

In the West modern engineering has set free the huge shire horses (3) bred for pulling heavy loads. Pit ponies, however, are still at work down some mines.

B

Draft animals are domesticated animals, which are used (4) primarily for work, transport, and leisure. They include the horse, mule, donkey, ox, buffalo, camel, llama, alpaca, yak, reindeer, and dog.

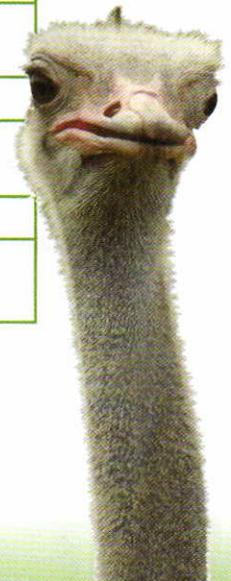
Modern horses are thought (5) to have descended from one or more of three subspecies, including the tarpan, Przewalski's horse, and the European forest horse. They are still used (6) for draft in many countries of the world. They are also used (7) for controlling other types of animals, for carrying packs, and for riding for leisure and sport.

B. Which of the following statements about the sentences in bold in text **B** are true?

- The author wants to make them more emotional.
- The author wants to make them more objective.
- The doer of the action is unknown.
- The doer of the action is not important.
- These sentences are from a science text.
- The doer of the action is the focus of attention.

C. Decide whether passive or active should be used in translating these sentences into English, and mark each with A (for active) or P (for passive). (Refer to ex. 4B.)

	P/A
1 Тягловые животные до сих пор широко используются человеком.	
2 Пони и по сей день работают в шахтах.	
3 Человек начал использовать животных около 10 000 лет назад.	
4 В настоящее время многие животные используются для медицинских исследований.	
5 Люди и животные зависят друг от друга.	
6 Автомобилям, компаниям, изделиям присваивают названия животных в надежде, что они будут такими же красивыми, быстрыми и сильными.	
7 Коммерческую эксплуатацию диких животных следует сократить.	
8 В настоящее время предпринимаются попытки одомашнивания страусов (ostriches).	



D. Translate the sentences from ex. 4C into English.

Writing

5 A. Work in pairs. Write an encyclopedia entry about a domestic animal.

- Look through the list in **A** and answer the questions below.
- Write a text based on your answers.
- Check the use of passive and active forms. (Is the doer of the action important and necessary to mention?)

1 What is the name of the animal?

2 When did people begin to use this animal?

3 How (what for) did people use this animal?

4 What has changed in the course of time?

5 How is the animal used now?



A

the bee

for honey
 since the end of the Neolithic Period
 wax
 candles
 fighting against enemy troops
 throw hives (ульи)
 stopped being the only sweetener
 about 200 years ago

B. Choose **B or **C** and write another entry following the steps in ex. 5A.**

B

the guinea pig

pre-Incan times
 Europe soon after the discovery of America
 a popular pet
 a valuable research animal



C

camels

value
 as pack or riding animals
 for their wool
 milk, skin and meat
 only in domestication
 feet enable them to walk on sand and snow
 thorny plants and dried grasses
 store fat in their humps (горбы)
 go without eating and drinking for
 a few days



Lessons 3–4 Do all of them make good pets?

Warm-up

1 A. Here are some photos of pets and people.

- Which of these or other pets do you think could be kept by the people in photos A–E? Explain why.



B. What pets would you call exotic?



Vocabulary

2 A. Can you classify these animals?

- lizard turtle salamander dog rabbit guinea pig hamster mouse goldfish
dove pigeon duck tropical fish lion bobcat tiger cockroach dragonfly frog

Mammals	Reptiles	Amphibians	Birds	Fish	Insects
cat	snake	frog	canary	goldfish	cockroach

B. In the chart tick the animals that are carnivores.

C. Which of the animals in ex. 2A do you think should not be kept as pets? Give your reasons.

carnivore ['kɑ:nɪvɔ:] — an animal that eats flesh

Listening

3 A. Translate the words in bold and then the phrases in the left column. Then translate the sentences on the right.

- | | |
|--|--|
| <p>1 I have to do what I promised — this is a matter of honour.</p> <p>2 The future of wildlife on our planet should be everyone's concern.</p> <p>3 Many animals do not breed well in the zoo because they are in captivity.</p> <p>4 It is hard to guess what she will do next — she is so unpredictable.</p> <p>5 Green Peace opposes uncontrolled commercial exploitation of animals.</p> | <p>a) In some cases it is a matter of “love at first sight,” where an animal has been seen in a pet store, in the media, or elsewhere.</p> <p>b) There is one more concern: wild animals need to be examined by a vet with special knowledge and training in wildlife medicine.</p> <p>c) Captivity is not natural and is a constant stress to a wild animal.</p> <p>d) First, young animals may seem tame but they may become very aggressive and unpredictable as they get older.</p> <p>e) The American Veterinary Medical Association strongly opposes the keeping of wild carnivore species of animals as pets.</p> |
|--|--|

B. Listen to the interview with James Stine, an expert from the American Veterinary Medical Association (AVMA).

- Which of the following topics are discussed in the interview?
 - a) Where people get exotic pets.
 - b) Reasons for keeping exotic pets.
 - c) How to keep exotic pets.
 - d) What the AVMA does to help people deal with exotic pets.
 - e) How to choose a pet.
 - f) What animals make good pets.
 - g) What animals do not make good pets.

C. Listen to the interview section by section.

- Tick a statement in each group, which is closer to Stine's ideas.
 - a) People keep exotic pets for different reasons.
 - b) People keep exotic pets only in order to look extraordinary or for their status.
 - c) Any animal species can be kept as a pet.
 - d) A person should choose a pet that is suitable for his particular condition.
 - e) There is a variety of reasons why some animals shouldn't be kept as pets.
 - f) All exotic pets are dangerous.
 - g) Domesticated animals make better pets.
 - h) A pet is a domesticated animal that is kept for pleasure rather than utility.

D. Listen to the interview again and take notes while listening in order to answer these questions.

- Compare your answers in pairs.
- Do you agree with all the statements? Give your reasons.
 - a) Why do people keep exotic pets? (He gives 3 reasons.)
 - b) What should be the first concern in selecting a pet?
 - c) Why does the AVMA oppose keeping exotic pets? (He gives 4 reasons.)
 - d) What animals make good pets according to Mr Stine? Why?



Language work

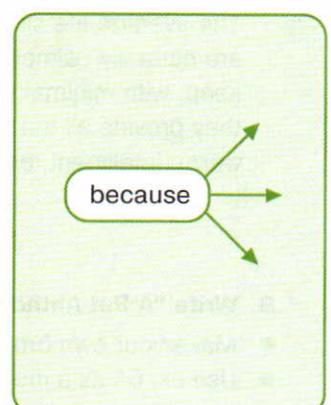
4 Make up as many sentences as you can.

- You can think of funny sentences.
- Remember to give your reasons.

Example: *Tigers should be kept in an aquarium because they enjoy swimming.*

1 Tigers	should shouldn't	be kept
2 Mice		be fed
3 Snakes		be trained
4 Spiders		be washed
5 Dogs		be walked
6 Crocodiles		be treated
7 Fish		be examined
8 Cats		
9 Cockroaches		

regularly
with love
in a cage
in an aquarium
in your parents' bedroom
at home
carefully
with rabbits
with a companion
by a vet

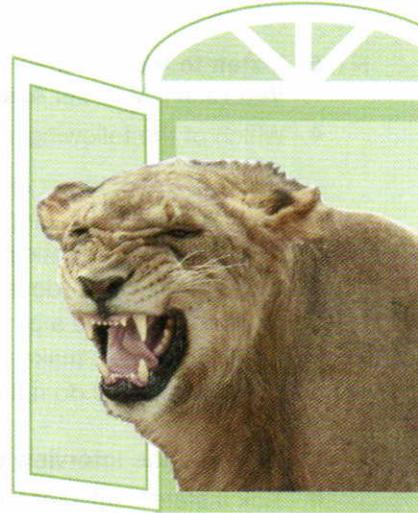


Speaking

5 A. Are you for or against keeping exotic animals as pets? Explain your opinion.

B. Join one of the following role groups.

- | | |
|---|---|
| <input type="checkbox"/> An ambitious businessman who keeps a lion as a pet in his apartment in a block of flats. | <input type="checkbox"/> An ordinary vet. |
| <input type="checkbox"/> A neighbour of this businessman. | <input type="checkbox"/> A journalist. |
| | <input type="checkbox"/> An expert in wildlife nature. |
| | <input type="checkbox"/> You may think of another role. |



Working in groups, brainstorm arguments for / against keeping exotic animals as pets from your perspective.

In the “journalist” group, brainstorm 2–3 questions you could ask each of the others.

Form “opinion clubs” — groups with only one representative of each role group.

Exchange your opinions.

If you are a journalist — take notes and ask questions. Then summarise what you have heard from all the members of the opinion club.

Finally, discuss how your role play went. Did everyone participate equally? What did you find easy? Difficult? What did you learn from doing it?

LANGUAGE SUPPORT

Giving opinions

- I strongly oppose (doing something)
- ...should / shouldn't be done
- My/Our main concern is...
- It's a matter of...
- Consider / Regard as...

Writing

6 A. Read this brochure about domestic mice.

- Put the proper forms of the verbs in the second part of the brochure.

gnaw [nɔ:] — грызть
gnaw-proof — ?

1. General information

Mice have been a part of the human environment for around 10,000 years. They originated in the grain producing areas of northern Asia. Today's fancy mouse is a direct descendant of a house mouse but comes in white and a variety of colours. The average life span is 2–3 years. English mice are naturally calmer than American mice. Easy to keep, with minimal space and care requirements, they provide all the pleasure and satisfaction of a warm, intelligent, and friendly pet companion.

2. Rules of care

Mice should ... (keep) in a simple, gnaw-proof cage, terrarium or aquarium of sufficient size. Wire cages ... (not recommend). Cotton wool ... (prefer) for bedding. Cages should ... (clean) carefully. Mice should ... (feed) with a good quality grain mixture, it should ... (give) in small amounts. They should ... (provide) with the equipment for exercise: small ladders, ropes, wheels.

Mice should ... (lift) by taking the tail firmly, close to the base while supporting the body with the other hand.



B. Write “A Pet Anthology” for people who come to a pet shop.

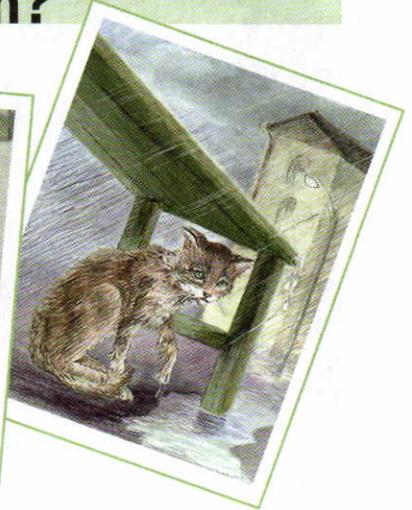
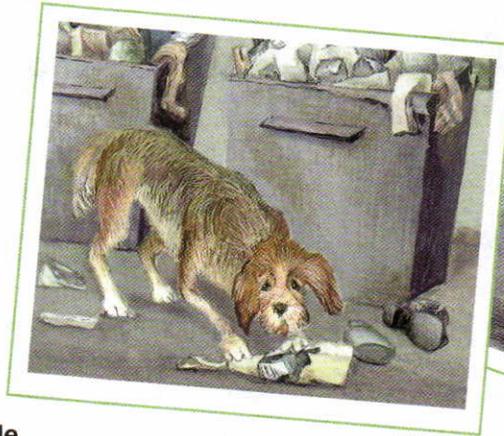
- Make your own brochure about another animal that can be kept as a pet.
- Use ex. 6A as a model.

Lessons 5–6 What can we do for them?

Warm-up

1 Look at the pictures.

- Are they a common sight in your home town or region?
- What do you think brought the animals to such a miserable state?



Vocabulary

2 A. Do you know anything about how people help animals: a) in different countries, b) in your city / town?

- Work in pairs / small groups. Think about: taking part in TV, radio programmes joining social organisations, funds making appealing visuals (posters, leaflets) founding nature reserves, shelters giving donations organising demonstrations.

B. Make a list of five things you could do, organise or participate in to help animals.

LANGUAGE SUPPORT

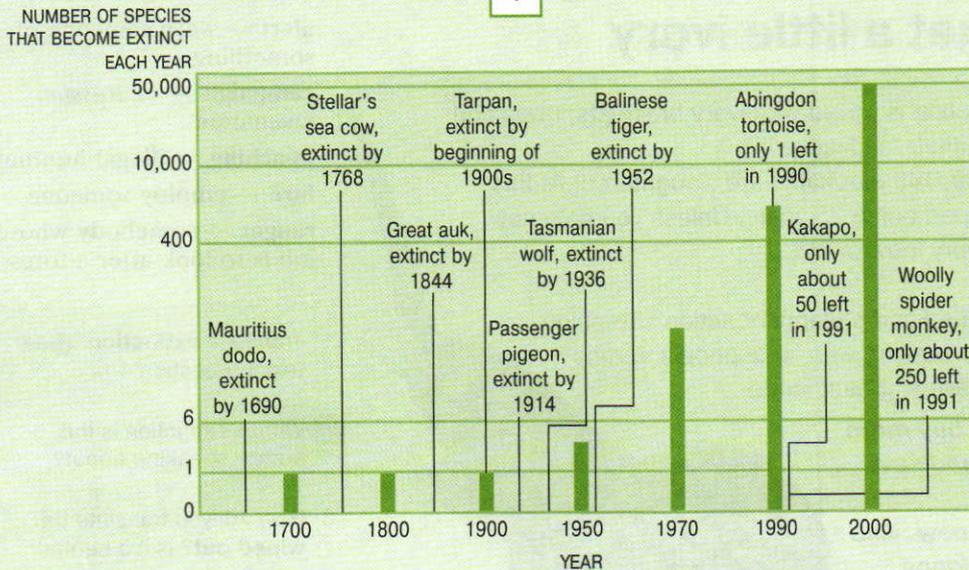
Speaking about animals

- **appealing** — able to move the feelings, attractive or interesting
- **nature reserve** — a piece of land set aside for wild animals, plants, etc.
- **shelter** — a place for homeless animals to live and get veterinary help
- **donation** — something, especially money, that you give to a person or an organisation in order to help them

Reading

3 Read quickly the three texts below and do the tasks alongside.

1



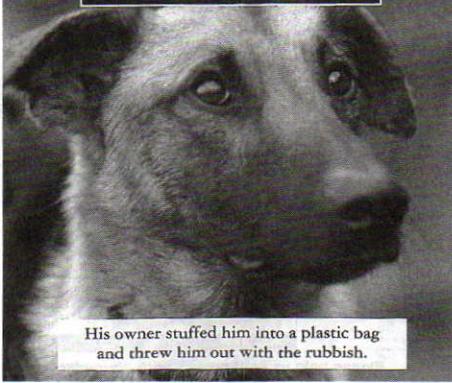
GLOSSARY

- auk** [ɔ:k] — гагарка
pigeon ['pɪdʒən] — голубь
dodo ['dɒdɒʊ] — дронг
tarpan ['tɑ:pæn] — тарпан
kakapo [kɑ:'kæpəʊ] — совиный попугай

- 1 What tendency can you see from the chart?
- 2 How many more species had disappeared by the year 2000 than by 1700?
- 3 What do you feel when reading the chart?
- 4 Find the English equivalent to “вымерший”.

2

THIS IS BILLY



His owner stuffed him into a plastic bag and threw him out with the rubbish.

Billy's story

What £3 a month buys

- Your £3 a month will help the RSPCA recruit, train and equip more Inspectors. At the moment there are only 314 Inspectors working 24 hours a day.
- Your £3 a month will help the RSPCA build and run animal shelters where abandoned animals find safety; where the beaten and tortured receive veterinary care; and where the neglected and ignored find love.
- Your £3 a month will help the RSPCA train more education officers for the community, to make sure that fewer animals suffer neglect because their owners have never been told how to care for them properly.
- Your £3 a month could mean the difference between life and death for more animals like Billy.

To start giving please complete the form opposite and return to:

**RSPCA, FREEPOST,
BRISTOL BS38 7LQ**

Billy's owner was so desperate to be rid of him that he stuffed the dog into a plastic bag, and chucked him onto a pile of rubbish sacks.

If he hadn't been found, Billy would have starved to death. When we rescued him, Billy was so weak that he couldn't even lift his head or crawl out of the open bag.

The vet told us that Billy had been starved for so long that he probably wouldn't live. Nevertheless we continued trying, and very slowly Billy began to recover. Eventually we were able to find him a new and loving home.

GLOSSARY

- desperate** — wanting something very much
- to be rid of** — throw away something you don't need any more
- chuck** — throw something in a careless way
- starve** — suffer or die because you do not have enough to eat, or to make someone else do this
- RSPCA** — the Royal Society for the Prevention of Cruelty to Animals; an organisation in Britain which is concerned with the protection of animals

- 1 In the first part of the text find a synonym for "save".
- 2 In the second part of the text try to find three words with the opposite meaning to "animals taken care of".

GLOSSARY

- ivory** — слоновая кость
- deadly** — very dangerous
- slaughter** ['slɔ:tə] — kill, often cruelly and unfairly
- alert** — warn someone of something
- campaign** — cf. Russian кампания
- poaching** — illegal hunting
- hire** — employ someone
- ranger** — somebody whose job is to look after a forest

- 1 Translate **extinction**. (See text 1, question 4.)
- 2 Whose extinction is the author speaking about?
- 3 How will you translate **be wiped out**? Is it a neutral word?
- 4 If you don't buy ivory, how could it help to save elephants?

3

You have to kill a whole elephant to get a little ivory



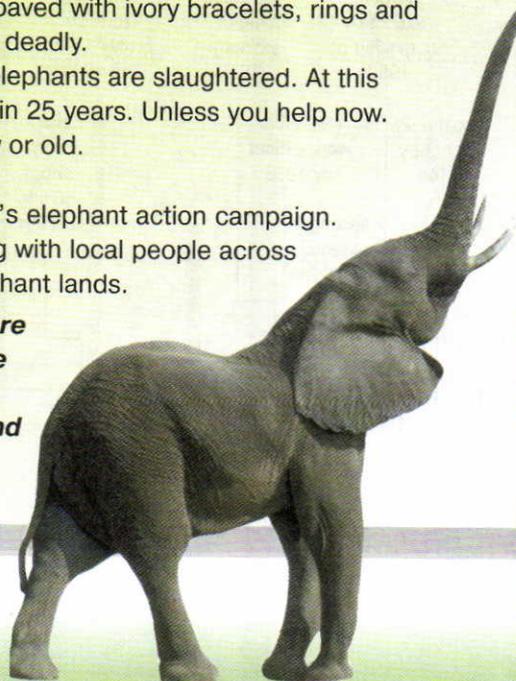
The road to extinction is paved with ivory bracelets, rings and carvings. All beautiful. All deadly. Every day in Africa, 143 elephants are slaughtered. At this rate, they'll be wiped out in 25 years. Unless you help now. First, don't buy ivory, new or old.

And alert everyone you know.

Then, support the World Wildlife Fund's elephant action campaign. We are the only group actively working with local people across Africa to stop poaching and save elephant lands.

Help us hire more rangers, buy more jeeps, equip more patrols and save more elephants.

Send for more information now. And help keep ivory where it belongs.



Vocabulary

4 A. Which of the words from the box are connected with:

- harm that people do to animals: ...
- measures aimed to help animals survive: ...

neglect nature reserve domestication
 donation abandon shelter ignore
 commercial exploitation captivity

B. Fill the gaps with necessary words beginning with the letter given. Change the form if necessary.

- 1 The RSPCA asks you to help animals. Even small d... will be gratefully received.
- 2 The largest number of a... animals live in big cities.
- 3 Green Peace is trying to save the whales from ex... .
- 4 A lot of species become ex... every year.
- 5 We found a homeless cat. It was very thin and couldn't move. We r... the cat and it became our friend.
- 6 Our city government opened a sh... for a... animals. It can host up to 300 animals.
- 7 In order to preserve areas of land that haven't yet been endangered by people, new nature r... are founded.



Language work

5 Discuss the difference between the texts in ex. 3. Answer the questions.

1	Language used	short sentences incomplete sentences imperatives repetitions of structures or words
2	Layout and design	bullets (•) visuals graphs highlighting
3	Content	statistical evidence a story reasons to do something striking facts

- a) Which of the texts has the features listed in the chart?
- b) What makes a text:
 - more appealing to reason
 - more eye-catching
 - more appealing to feelings
 - more appealing to morals.
- c) What form of text would you choose to:
 - convince people to give donations?
 - make people think?
 - motivate people to action?

Writing

6 In small groups begin a HELP ANIMALS campaign. Follow the steps.

- 1 From the list in ex. 2A choose one item that seems to you most interesting and appealing.
- 2 To support your campaign make up one of the following materials.

a poster

a chart

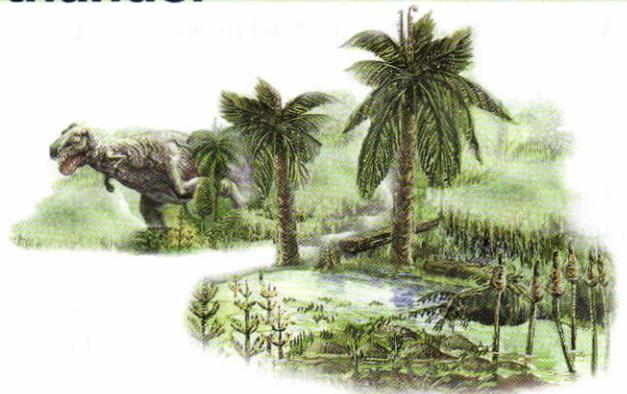
a leaflet
- 3 Brainstorm the ideas for your material.
- 4 Write the first draft. Refer to *Language used* and *Content* sections in ex. 5.
- 5 Read the draft and improve it. Refer to *Layout and design* section in ex. 5.
- 6 Check your spelling and grammar.
- 7 Produce the final version ready for a display.

Lessons 7–8 A sound of thunder

Warm-up

1 Discuss in pairs and report in class.

- What is a safari [sə'fɑ:ri]?
- Why do people enjoy it?
- What do you know about dinosaurs ['daɪnəsɔ:z]?



Reading

2 A. Read and listen to the text. Explain how Eckels found himself in the jungle.



Ray Bradbury

A SOUND OF THUNDER

Part 1

The sign on the wall seemed to quaver (подрагивать) under the film of sliding warm water. Eckels felt his eyelids blink over his stare, and the sign burned in his memory darkness:

TIME SAFARI, INC
SAFARIS TO ANY YEAR IN THE PAST.
YOU NAME THE ANIMAL.
WE TAKE YOU THERE.
YOU SHOOT IT.

The muscles around his mouth formed a smile as he put his hand slowly out into the air, and in his hand waved a cheque for ten thousand dollars to the man behind the desk.

“Does this safari guarantee I come back alive?”

“We guarantee nothing,” said the official, “except the dinosaurs.” He turned “This is Mr Travis, your Safari Guide in the Past. He’ll tell you what and where to shoot. If he says no shooting, no shooting. If you disobey instructions, there’s another stiff penalty of another thousand dollars, plus government action, upon your return.”

GLOSSARY

muscles — cf. Russian мускулы

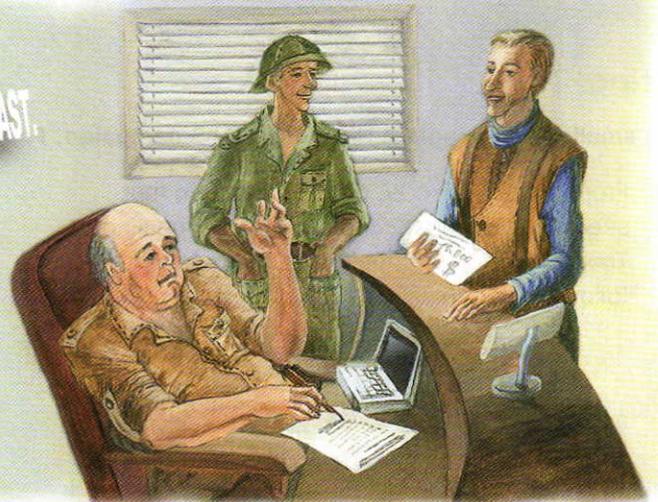
cheque [tʃek] — cf. Russian чек

penalty — наказание, cf. Russian пенальти

disobey — не подчиняться

1 What sort of action, do you think?

TIME SAFARI, INC
SAFARIS TO ANY YEAR IN THE PAST.
YOU NAME THE ANIMAL.
WE TAKE YOU THERE.
YOU SHOOT IT.



2 Explain the meaning of this talk.

3 What do the names suggest?

4 What is the meaning of the prefix “anti-”?

5 Why 1492?

6 What kind of document does he want Eckels to sign?

7 What makes this description so impressive:
 a) nouns
 b) verbs
 c) adjectives

“Hell and damn,” Eckels breathed. “A real Time Machine.” He shook his head. “Makes you think. If the election had gone badly yesterday, I might be here now running away from the results. Thank God Keith won. He’ll make a fine President of the United States.”

“Yes,” said the man behind the desk. “We’re lucky. If Deutscher had gotten in, we’d have the worst kind of dictatorship. There’s an anti-everything man for you, a militarist, anti-Christ, anti-human, anti-intellectual. People called us up, you know, joking. Said if Deutscher became President they wanted to go live in 1492. Of course it’s not our business to conduct Escapes, but to form Safaris. Anyway, Keith’s President now. All you got to worry about now is — ”

“Shooting my dinosaur,” Eckels finished it for him.

“A Tyrannosaurus Rex. The Thunder Lizard, the damnest monster in history. Sign this release. Anything happens to you, we’re not responsible. Those dinosaurs are hungry.”

The Machine slowed; its scream fell to a murmur. The Machine stopped.

The sun stopped in the sky.

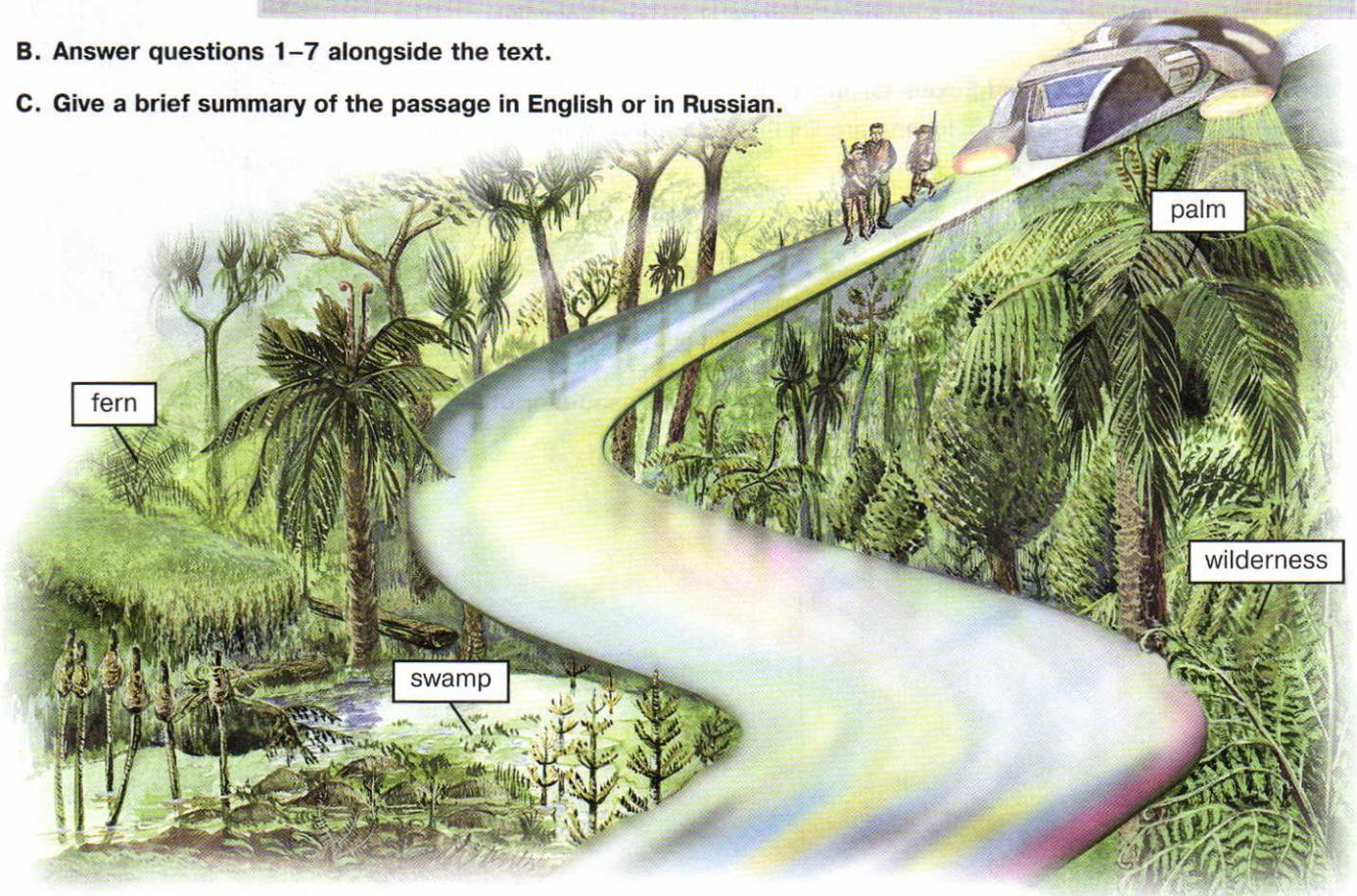
The fog that had enveloped the machine blew away and they were in an old time, a very old time indeed, three hunters and two Safari Heads with their blue metal guns across their knees.

“That” — Mr Travis pointed — “is the jungle of sixty million two thousand and fifty-five years before President Keith.”

He indicated a metal path that struck off the jungle into green wilderness, over steaming swamp, among giant ferns and palms.

B. Answer questions 1–7 alongside the text.

C. Give a brief summary of the passage in English or in Russian.



Listening

3 A. Answer these questions.

- What is gravity? Anti-gravity?
- What does it mean if somebody says, "I don't belong in here"?
- "Roach" is a colloquial word. What is the full form? Refer to ex. 2A, Lessons 3–4.

B. Match the words in A to the definitions in B.

A

- chaos
- entire
- survive
- starve
- annihilate
- species

B

- a situation in which everything is happening in a confused way and nothing is organised or arranged in order;
- damage something so badly that it cannot be repaired or so that it no longer exists;
- not to die in an accident or war or illness;
- a group of animals or plants which are similar and can breed together to produce young animals or plants;
- to suffer or die because you do not have enough to eat;
- complete, including every part.

C. Think of how you could use the words from ex. 3B to describe the pre-historic jungle.

- Look at the picture for ideas.
- Compose either complete sentences or unfinished phrases.

Example: *the chaos of the pre-historic jungle*

The pre-historic jungle was a chaos of strange plants and animals.

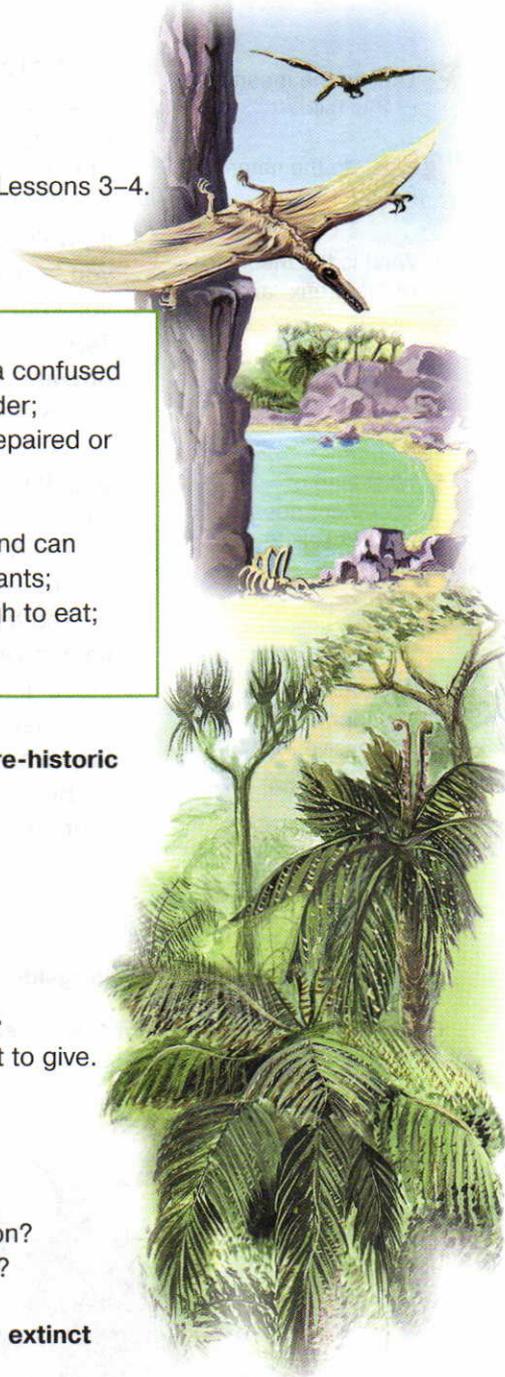
D. Listen to Mr Travis and Eckels talking in the pre-historic wilderness.

- When the teacher pauses, try and predict the answer Mr Travis is about to give.

E. Answer these questions.

- What was the main point of Mr Travis's talk?
- How do you know?
- Do you think he exaggerated (преувеличивал) or had a good reason?
- What other details in the reading passage can support your opinion?

F. Find some information on Tyrannosaurus Rex, or dinosaurs or other extinct animals and prepare to report in class.



Lesson 9 Check your progress

- 1 Look through the table. What features characterise these two types of text?
Tick the appropriate column.

Peculiar features	A personal letter to a newspaper	An encyclopedia entry
1 Use of the passive voice		
2 Informal vocabulary		
3 Longer sentences		
4 Formal vocabulary		
5 Use of personal questions		
6 Use of personal pronouns		
7 Shorter sentences		
8 Use of scientific terms		
9 Use of direct speech		

Points ____ / 9

2 A. Find the odd feature out.

- The numbers of the features characterising a text (as they are listed in ex. 1) are given in brackets.
 - Pets are chosen for various reasons. For people who have a disability, a pet can be used as an aid to make life easier. (1, 2, 4)
 - Have you ever wondered why so many people keep pets around the house? What does a pet mean to you? (5, 6, 8)
 - I asked my friend Amy this question. (1, 6, 7)
 - For many others their choice of pets is based on their living arrangements. (1, 4, 5)
 - She says that a pet means everything to her. "They are caring, sweet, and don't talk back to you," she says. (1, 2, 6, 9)
 - According to Amy, they love you for who you are and never judge people. (2, 6, 8)
 - Those who are not allowed to have pets in their home may choose an alternative pet, such as a reptile. (1, 4, 8, 9)
 - An alternative pet is a pet that is not the norm. They are pets that are kept in cages the majority of the time, or just have different needs than a dog or a cat. (1, 3, 4, 7)
 - People that purchase alternative pets are not always aware of what they need in the way of care. (4, 6)
 - This often results in the "premature death of the pet". (4, 5)
 - Most often the pet is "bought on impulse, because of a certain trend" and after the trend is over the pet is no longer wanted. (1, 3, 4, 7)
 - Did you know that pets could actually improve your health? Your dog can keep you well exercised, if you walk it regularly. (1, 2, 5, 6)

Points ____ / 12

B. Put the numbers of the sentences from ex. 2A under the appropriate heading.

- The order of the sentences is preserved.

A personal letter	An encyclopedia entry

Points ____ / 6

3 Choose the most appropriate word for each sentence.

- Change the form or use another part of speech, if necessary.
- a) Before buying a pet, I think we should ____ all the problems we could come across.
- b) "Dad! Will you buy me a kitten?" "I'll ____ it."
- c) If you're ____ about buying or adopting a green iguana, please examine its requirements first.
- d) Please ____ about it because this is not like buying furniture, this is a living animal that will depend on you for many years.
- e) We ____ iguana care for a year before we decided to actually go out and buy our first iguana. We read books, talked to vets, to people that had already had iguanas.
- f) Exotic animals can be dangerous for their owners. Several cases of pet attacks are under ____ now.
- g) I took my sick puppy to the vet where he was thoroughly ____.

EXAMINE
CONSIDER
RESEARCH
INVESTIGATE
THINK
STUDY

Points ____ / 14

4 The biology teacher underlined Vasia's mistakes. Correct them.

- There is only one vocabulary mistake in each sentence.

TEST IN BIOLOGY

- 1 Man keeps such reptiles as frogs for companionship and aesthetic pleasure.
- 2 Wild animals are those that have been bred to live with people for thousand of years.
- 3 Sheep are carnivores.
- 4 Green Peace supports the commercial exploitation of wild animals.
- 5 There is a statistical concern that tigers and lions are too dangerous to be kept as pets.
- 6 People watch birds for companionship.
- 7 The tiger, the mouse, the elephants are animal variants.
- 8 Domestic animals adopt on people for food, care and medical aid.
- 9 A nature reserve is a place where abandoned animals are kept.

Points ____ / 9

5 Fill in the gaps with a / the or nothing.

The cat does not seem to have been domesticated as ... (1) pet until ... (2) new Kingdom period (about ... (3) 16th century BC) in ... (4) Egypt. This is all the more strange as ... (5) ancient Egyptians had tamed many types of ... (6) animals, such as ... (7) lions, hyenas, monkeys, dogs, and Nile geese, since ... (8) Old Kingdom period. But once cats were finally domesticated, their popularity was enormous. Gradually, ... (9) cat became one of ... (10) most universally worshipped animals.

Points ____ / 10

TOTAL ____ / 60

CHECK YOUR SCORE

55–60 points — well done
48–54 points — good
40–47 points — not bad
39 and less — go back and revise

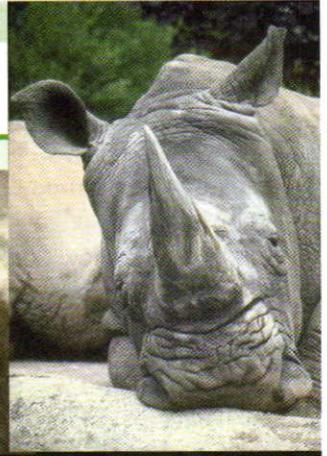
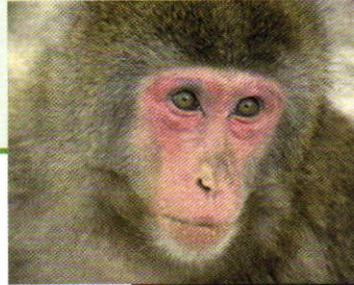


Lesson 10 Express yourself

"ANIMAL FRIENDS" CAMPAIGN

The objectives of the campaign are:

- to raise awareness about the way people treat animals.
- to raise awareness about keeping pets.



1 Preparation

- Review the materials you have prepared. Choose one item from the list below for your contribution to the campaign:
 - a short report about a domestic animal (Lessons 1–2)
 - a pet brochure (Lessons 3–4)
 - a leaflet, bar chart, or poster "Help Animals" (Lessons 5–6)
 - a report on dinosaurs or extinct animals (Lessons 7–8)
 - short story or essay (Extensive reading).



ENGLISH

2 Activity

- Prepare your presentation: think about your general attitude to the way people treat animals. Consider the points connected with the topic of your presentation.
- What is the objective of your presentation?

LANGUAGE SUPPORT

- Generally, I / We think...
- On the whole, I / we believe...
- I / We don't think ... is good.
- It's wrong to...
- I / We approve of (V-ing or noun).
- I disapprove of (V-ing or noun).

- How can your presentation help to achieve the campaign objectives?

LANGUAGE SUPPORT

The objective of my / our presentation is to say / explain / to prove / to appeal to ... / to support / to express my feelings about ... / to persuade...

- How are you going to present your materials (display, read before the class, etc.)?

LANGUAGE SUPPORT

I / We hope that...
I'm quite sure that...
to educate somebody / to motivate somebody to do something / to make somebody think / to convince somebody that...

3 Presentation

- Take turns to give your presentations.

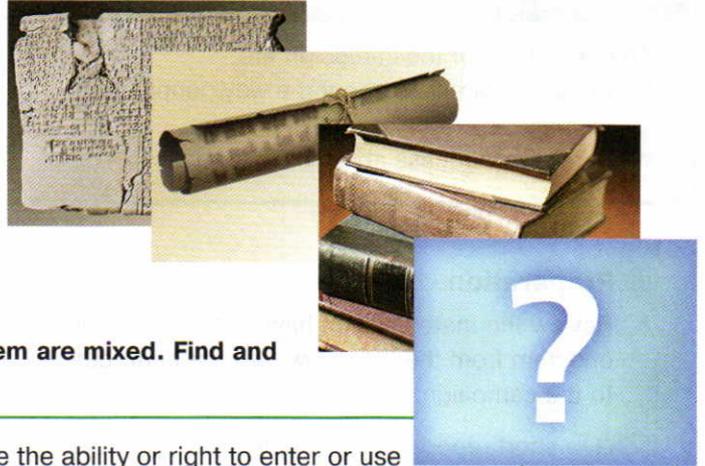
4 Follow-up

- Choose three projects that you would present at the "International Animal Friends Society" meeting.

Lessons 1–2 What will the future bring?

Warm-up

- 1 Look at the pictures and answer the questions below.
- What will follow books?
 - Can it replace books in the way books replaced other means of storing information?



Listening

- 2 A. Read the words and their definitions. Three of them are mixed. Find and match them properly.

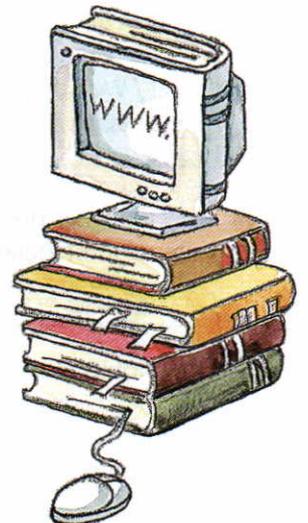
1 access (something)	a) have the ability or right to enter or use
2 doubt	b) a feeling of being unsure
3 current	c) take the place of something or somebody
4 online	d) belonging to the present time
5 predict (something)	e) see or describe the future
6 provide (somebody with something)	f) to supply
7 remain	g) continue to be unchanged
8 replace (something)	h) connected with the computer network

- B. Listen to what different people think about the future of books and computers. Tick the correct column.

	Dana	Michael	Fiona	Andrew	Emma
Paper books will always exist					
Books and computers will coexist					
Computers will replace books					

- C. Listen to the recording again and tick the arguments each speaker used.

Dana	<input type="checkbox"/> a) Computers allow us to access the latest information really quickly. <input type="checkbox"/> b) It's much easier to edit and print documents using a PC. <input type="checkbox"/> c) Interaction with the world is a great advantage of a computer.
Michael	<input type="checkbox"/> a) Books are enjoyable things. <input type="checkbox"/> b) One of the good things about a book is that you can take it to bed.
Fiona	<input type="checkbox"/> a) A printed page is better for human eyes than a computer screen. <input type="checkbox"/> b) Printed books are cheaper and easier to use.
Andrew	<input type="checkbox"/> a) Printed books don't need electricity. <input type="checkbox"/> b) Books have always been a part of human culture, so they will be used as well as computers.
Emma	<input type="checkbox"/> a) Large amounts of information become available through computers. <input type="checkbox"/> b) Computers are better at storing information.



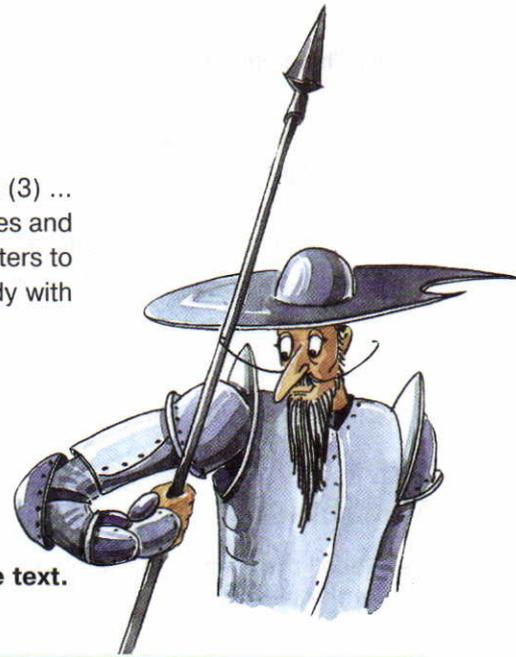
D. Read one more opinion on the future of books.

- Fill in the gaps with the words from the left column in ex. 2A.
- Listen to the recording and check your answers.

There is no (1) ... about the advantages of books (2) They are going to (3) ... printed books in the future. Printed books will (4) ... only in scientific libraries and only specialists will have an (5) ... to them. But even they will prefer computers to books to (6) ... most (7) ... information. It is impossible to (8) ... everybody with books online but I'm just (9) ... the future in the way I see it.

E. What do you think about the future of books and computers?

- Prepare a one minute talk (6–7 sentences). For ideas see ex. 2B, 2C, 2D.

**Reading****3 A. Read the article by Irma Larrea and answer the questions alongside the text.**

- Translate the highlighted phrase.

GLOSSARY**era** ['iərə]**McLuhan** [mæk'lʊ:ən]**accomplishment** —
осуществление**Don Quixote**
[ˌdɒn 'kwɪksət]**errant knight** —
странствующий
рыцарь**site** — a place on the
internet that gives
you information
about a particular

Do you prefer to read a book or use a computer? Do you think that a book is too heavy to carry? Are you a person from the internet era? Every day, these ideas go through my mind.

Many years ago, Marshall McLuhan who was a communication theoretician predicted that, in the future, humans will prefer computers to printed books. He defined computers as extensions of the human nervous system, and he thought that they will allow people to reach every part of the world, in only a few minutes or seconds. He was right, but he never saw the accomplishment of his prediction, because he died in 1980.

After thinking and re-thinking, I understood the real importance of the electronic era. However, I started to think about the new role of printed books. I am sure that, in the future, they will not disappear. Their new mission might be to rest on the shelves of our personal libraries or offices, waiting until someone looks at them and decides to enjoy reading.

Currently, many books appear on the internet, and you can see the very first editions of some of them. I saw the first edition online of "Don Quixote de la Mancha", written by a Spanish author, Miguel de Cervantes. When I was a child my grandfather read me this book. It tells the story of an old man who used to read a lot of books, he became crazy, and he decided to be an errant knight. When I think of this story, I can remember my hands touching the book's pages, my eyes seeing its original illustrations, my ears listening to my grandfather's voice, and my nose smelling the ink of its pages.

However, now I am in front of a computer, reading some parts of the book and informing myself about new and different sites that help me know more about the author and the structure of this masterpiece.

The electronic era has changed my relationship with books. If Cervantes was alive, he might write a different novel using the idea of books online. Can you imagine Don Quixote reading his books online? I cannot help thinking about the enormous difference that the story would have!

New technologies **are capable of** introducing changes in our daily lives, but books online can never compete with humans' personal relationship with printed books. Have you already forgotten your childhood when mom or dad sat beside your bed and read you a bedtime story? I do not think so!

1 According to Irma, what is more likely to happen? How do you know?

2 Can you explain the difference between a printed book and a book online?

3 What word(s) can replace **are capable of**?

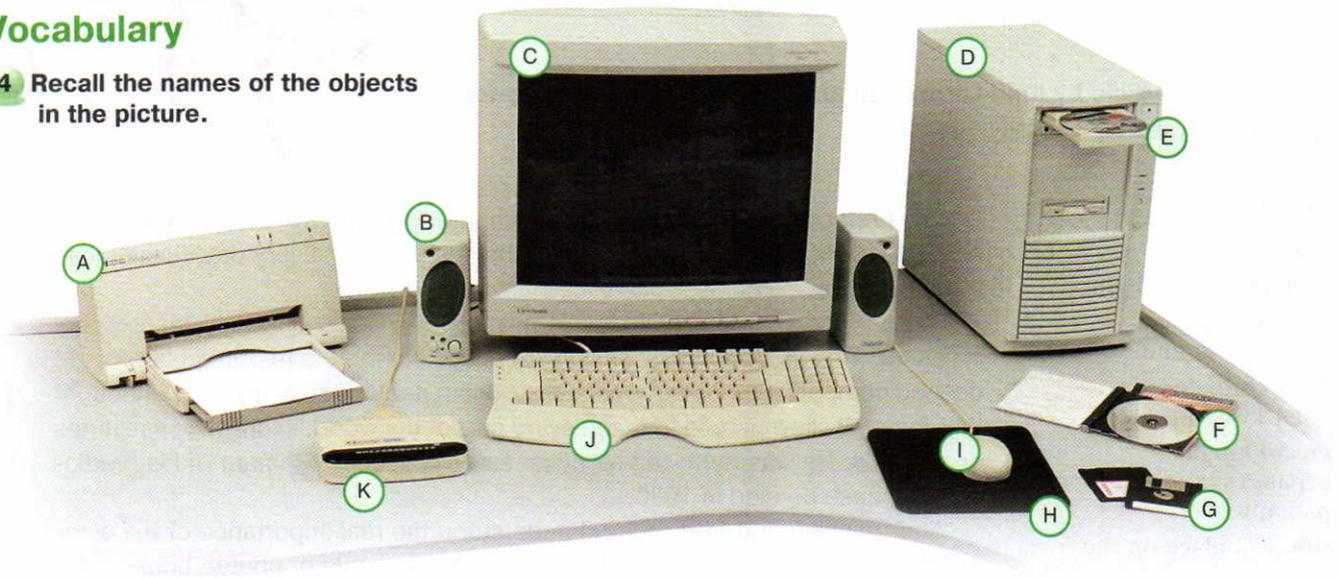
B. This summary contains four factual mistakes. Find and correct them.

The author raises the problem of the future of books. She agrees with Marshall McLuhan's opinion that computers will conquer the world. She says that printed books have no future. Irma has some sentimental memories about how she read "Don Quixote de la Mancha". But the electronic era has changed her relationship with books and now she thinks that books online are entirely replacing printed books.

C. Who do you think is right — Marshall McLuhan or Irma? Give your reasons.

Vocabulary

4 Recall the names of the objects in the picture.

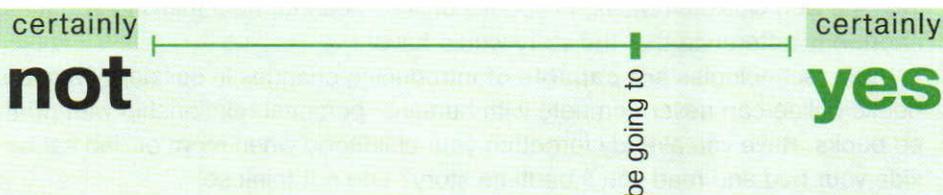


Language work

5 A. Compare the sentences below.

- Which verb form expresses the strongest degree of certainty (степень уверенности)?
 - How do you know? If necessary refer to the Grammar reference.
- 1 Computers are going to replace books in the future. (There's much evidence of that.)
 - 2 Computers will replace books in the future. (I'm quite sure.)
 - 3 Computers may replace books in the future. (It is quite possible.)
 - 4 Computers might replace books in the future. (It is possible.)
 - 5 Computers could replace books in the future. (It is possible.)

B. Below on the scale try to place the verbs in bold according to the degree of certainty they express.



C. Compare the negative sentences.

- Which expresses a stronger degree of certainty?
 - 1 Computers won't replace books in the future. (I'm sure.)
 - 2 Computers may / might not replace books in the future. (It is quite possible / possible they won't.)

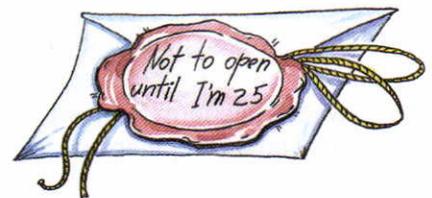
D. Which one, (a) or (b) is closest in meaning to the sentence given on the left?

1 It's possible that paperback books will become less popular.	a) Paperback books are going to become less popular. b) Paperback books might become less popular.
2 Certainly, people will get their news by electronic media.	a) Most current information will come through computers. b) Most current information may come through computers.
3 I'm sure computers will never replace teachers at schools.	a) Computers might not replace teachers at schools. b) Computers won't replace teachers at schools.
4 Paperback books will probably be read by the poor, the old, and collectors only.	a) Paperback books might be read only by the poor, the old, and collectors. b) Paperback books will be read only by the poor, the old, and collectors.
5 It's likely that most libraries for books will disappear. Online books are becoming more popular.	a) Most libraries for books may disappear. b) Most libraries are going to disappear.

Writing

6 You are going to write a time capsule.

- Think what will happen to books and computers in 10 years' time.
- Write a paragraph on a piece of paper and keep it in a safe place.
- Read it in 10 years to see if you were right.

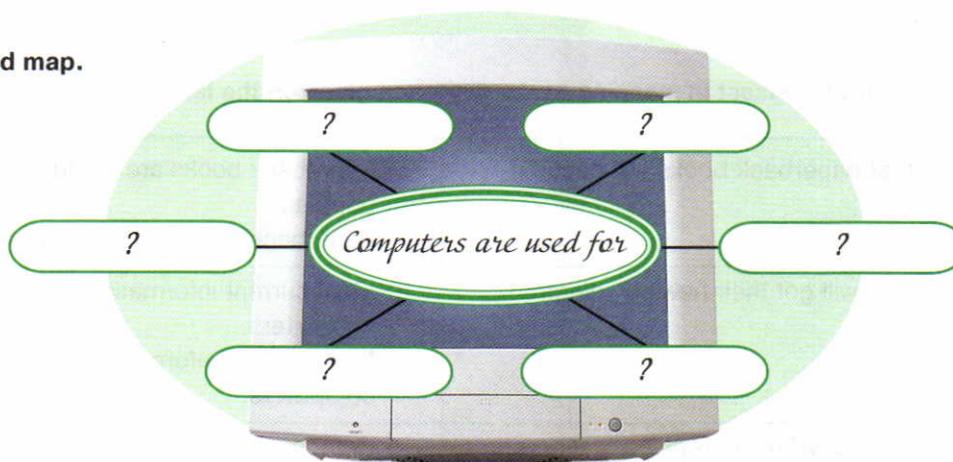


Lessons 3–4 Computers: friends or foes

“Computers aren’t intelligent, they only think they are.”

Warm-up

1 Fill in the mind map.



Vocabulary

2 A computer quiz.

- Answer the questions. Use the glossary on the right.
- 1 What computer system makes it possible to send letters very quickly?
 - 2 What system allows computer users around the world to send and to obtain information?
 - 3 What programs provide colourful pictures and sound?
 - 4 What is the name of a computer-created “world”, which seems almost completely real?
 - 5 What is a special term, which means “to obtain stored information from a computer’s memory”?
 - 6 What do we call a disk on which a large quantity of information can be stored?
 - 7 What do you call a sudden, unexpected computer failure?
 - 8 What is the term for the electrical or electronic components of a computer?
 - 9 What do we call a large collection of data that is stored in a computer system?
 - 10 What is the term for a set of instructions secretly put into a computer that destroys the information stored in it and stops it from working normally?
 - 11 Where on the internet can you look for information about products and services offered by a company or organisation?
 - 12 What is WWW?
 - 13 What store of information can you easily put into your pocket?
 - 14 What do we call a set of computer programs to control the operation of a computer?
 - 15 What kind of computer can you use on the plane?

GLOSSARY

- access** — to find information, especially on a computer
- crash** — a complete breakdown of a computer system or program
- database** — a large amount of information stored in computer system
- e-mail** (electronic mail) — a system that allows messages to be sent from one computer to another
- floppy disk** (diskette) — a small removable magnetic disc which is used to store data
- hard disk** — magnetic disk inside a computer that stores data and programs
- hardware** — the electrical and mechanical parts of a computer system including the screen, the keyboard and the hard disk
- laptop** — a notebook computer small enough to be held on one’s knees for use
- multimedia** — the combination of sound, graphics and video to present information on a computer
- software** — programs that run a computer
- the internet** — an international network of computers
- virtual reality (VR)** — the effect produced by using computer images to make places or situations look real when they are not
- virus** — program secretly introduced into a computer, which makes copies of itself and often damages other programs
- website (site)** — a place on the internet that gives you information about a particular subject or product
- World Wide Web** — the system that stores information for computer users around the world

3 A. Read the dictionary entries and answer the following questions:

- 1 What parts of speech are the underlined words in the entries?
- 2 Is it possible to understand the definitions without the underlined words?
- 3 What is the role of the words and phrases given in italics?

monitor (v) — to watch or to listen to something *carefully over a certain period of time for a special purpose*

outlook (n) **on** — *one's general* point of view

printer (n) — a machine *which is connected to a computer and makes a printed record of computer information*

B. This diagram can help you give definitions.

- Study it and define: computer, encyclopedia, convenient, to chat

a word to be defined

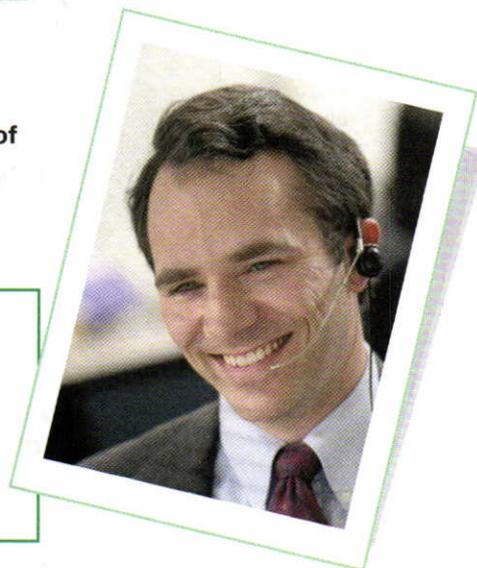
another word of the same part of speech, close in meaning
+
specifying details

Listening

4 A. Listen to the interview with Mike Phillips, a journalist and add more uses of computers to the mind-map from ex. 1.

B. Match the phrases from the interview (first column) to the ones similar in meaning from the second column.

- | | |
|-------------------------|---------------------|
| 1 searching for | a) keeping a diary |
| 2 plug into | b) looking for |
| 3 an integral part | c) save the time |
| 4 user-friendly | d) easy to use |
| 5 reduce the time | e) a necessary part |
| 6 keeping track of life | f) connect to |



C. Listen to the interview again and fill in the gaps with the phrases from ex. 4B.

- 1 I use it mainly for word processing (but not writing, which I still do with a pen), ..., ... from the internet, for writing purposes or for travel.
- 2 I used to think the PC's main purpose in our lives was to ... it took to get things done so that people could enjoy other hobbies — skiing, for example.
- 3 The PC is becoming ... of our private and professional lives I should say.
- 4 It was a small thing produced here in England, ... the TV.
- 5 And that was what got me really interested because the Macintosh is very

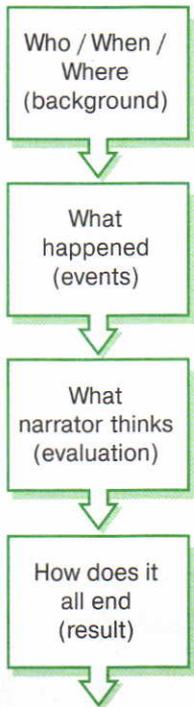
D. Answer the questions. If necessary listen to the recording again and check yourself.

- | | |
|---|---|
| 1 How does he use a computer when he's going to travel? | 5 Why does he like the Macintosh? |
| 2 Why doesn't the computer save time? | 6 Would Mike rather have a computer or a person for company on a desert island? |
| 3 When did he start using a PC? | 7 How has his life changed since he started using a PC? |
| 4 What kinds of PCs did Mike have? | |

Reading

5 A. Read the story and put these connecting words where appropriate.

- Why are they so important?



STEVE BELONGED TO THE NET

.....
 : finally one autumn day then in any case later so :

1

___ I was walking around. It was cold and it started to rain. I was looking for a restaurant or a café where I could sit and have something to drink, when I saw one. I crossed the street and I was there. I sat at a round table and asked for a coffee.

2

While I was waiting for my drink, I realised that there were other people in the place sitting in front of computers. ___ I stood up and walked between the tables.

3

When I came up to the biggest computer, I saw a thin, small man. "I'm Steve," he answered after I had asked him a couple of times what his name was. "I can't talk with you. I'm busy", he said. I thought he was working, and I apologised. But he was not working. He was chatting online with somebody — probably someone he didn't know — and, at the same time, he was playing a computer game — a war game. I was surprised. Why didn't Steve want to talk with me?

1 Which sentences in the first paragraph describe facts and which a process? Find some other cases in the text.

4

— I tried to communicate with another computer geek, but not a word came out of his mouth. I touched his shoulder, but there was no reaction. I was getting upset. I put my hand in front of the monitor, and he started to shout, "Leave me alone!"

5

— I realised the people in that place were having a cup of coffee and a nice conversation with their machines. All of them were more interested in having a relationship with the computer. I felt lonely. I saw their bodies, but I couldn't feel their souls. That was because their souls didn't belong to them. They belonged to the "Net".

6

— I wouldn't want to imagine the future of human beings if they preferred sharing their lives with machines instead of with people. I had never thought that people could be so absorbed with computers. I was worried. I didn't even realise that the coffee was bad, just as Steve didn't even realise that there was a person next to him.

GLOSSARY

a computer geek — a computer fan

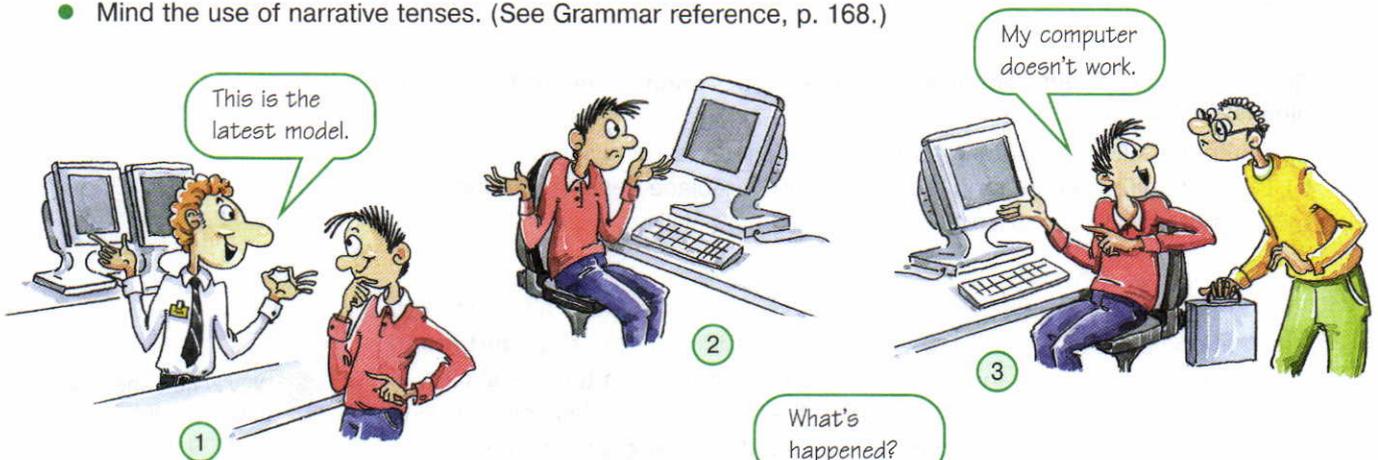
2 Which was earlier in time? How do you know? Find other cases.

- B. Answer questions 1-2 alongside the text.
- C. Write a summary of the text in 5 sentences.

Speaking

6 Work in pairs. Tell a story based on the cartoon.

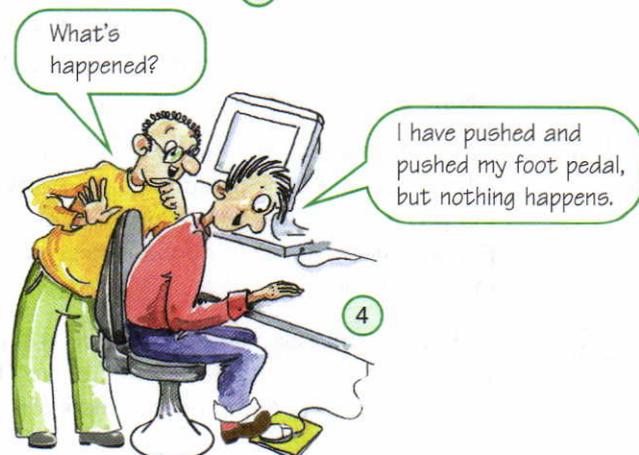
- Use the structure of a narrative and the connecting words from ex. 5A.
- Mind the use of narrative tenses. (See Grammar reference, p. 168.)



Writing

7 Do one of the following.

- Make a written version of the story from ex. 6. You can begin it like this, "One day a young man came..." You may also tell it in the first person from the point of view of a) the man; b) the technician; c) the computer.
- Write your own funny computer story.

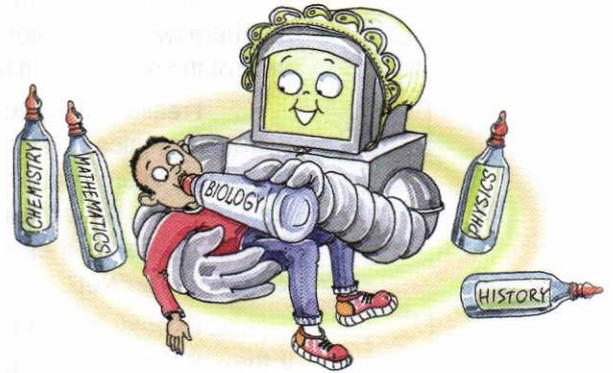


Lessons 5–6 Computerised education

Warm-up

1 Discuss these questions.

- 1 In what school subjects can computers be especially important? What for?
- 2 In what areas of your studies can you easily do without computers?



Reading

2 A. Find in the box the Russian equivalents to the words and phrases in bold.

- E-mail is much more (1) **convenient** than buying a stamp and an envelope and making a trip to the post office.
- The way we find the (2) **solutions** for our problems is becoming easier.
- Students must be taught not to totally (3) **rely** on computers.
- Computers (4) **cheat** students **out of** (5) **mind-expanding** experience.
- When I use the computer, I don't feel like I am (6) **challenging** myself.
- Students still need to be forced to (7) **jog their brains**.
- I am sure that (8) **fundamentals** like reading and math (9) **rank** higher.
- Computers may be soon (10) **outdated** and new technology will take its place.

- a) основы
- b) тренировать мозг
- c) проверить / использовать свои умственные или физические возможности
- d) удобный
- e) полагаться на что-либо
- f) решения
- g) быть важнее, чем что-то другое
- h) устареть
- i) расширяющий умственные возможности
- j) лишают при помощи обмана

B. Read this essay about computerised education. Which of the statements is closest to the author's opinion?

- a) Computer skills are more important than general learning skills.
- b) Computer skills are important but they cannot replace general learning skills.
- c) Computer skills cannot replace general learning skills.

1

I find it humorous that in order to send you my opinion about the use of computers in my education, I used the internet. **This does not mean that** my opinion of the extensive use of computers in today's society is completely optimistic. **Yet, it's true that** when I finish this letter, clicking the mouse will be much more convenient than buying a stamp and an envelope and finding time to make a trip to the post office.

1 Why is he / she going to use the internet for sending the essay?

2

At the start of a new millennium, technological and educational advances are reaching extremes. As everything becomes more complex, the way we work out problems and find the solutions is becoming easier. **For example**, in my math class this year everything has been done on the calculator.

2 What has become more difficult, problems or solutions?

3

When I am assigned a paper, the first place I look for is the internet. Then I look in a computer encyclopedia. Then I may stop by the library if I have not already gathered enough information.

3 Why does he / she do the research in this order?

4 These methods of research and communication are very convenient. **But I often feel** it is taken too far. Recently, I visited a school where computers are a main part of everyday education. In the seventh grade literature class, the students were reading Romeo and Juliet off the internet. That is where I would draw the line.

5 **I am sure that** fundamentals like reading and math rank higher. The United States has more internet users than any other country. If the internet's information is so easily accessed, then why aren't Americans scoring higher on tests than people of other countries?

6 **I don't believe** computers are the only reason why America's educational standards are so low today. Many factors contribute to it. **However** students who rely on computers to do all their work are being cheated out of mind-expanding experience. When I use the computer, I don't feel like I am challenging myself or jogging my brain. I'm simply taking the easy way out.

7 **There is no doubt that** there are few if any businesses that don't use computers. Today's young people must be computer competent for college and future careers. **But along with** computers, students must be taught not to totally rely on them. Students still need to be forced to use their own brains for some things.

8 **In all**, computers balance themselves out fairly well as far as negative and positive aspects go. **Besides**, in future, who knows if computers will be outdated and a new form of technology will take us to heights never reached before.

North Central High School

4 Is reading classics on-line acceptable or not?

5 Are American students the best in the world?

6 Are American education standards low because of computers?

7 What do students lose if they rely only on computers in their education?

8 Will computers exist forever?

C. Translate the highlighted phrases.

D. Look through each paragraph again and summarise it.

- Use questions 1–8 alongside the text for support.

E. Look through the text in ex. 2B again and answer the following questions.

Take notes of the right answers.

- 1 In Paragraph 1, which of the three expressions in bold introduce:
 - a) an opinion?
 - b) an opposing argument?
 - c) a problem?
- 2 In Paragraph 2, which is:
 - a) the topic statement?
 - b) the illustrating statement?
 How do you know?
- 3 What idea developed in Paragraph 3 is opposed to the idea of Paragraph 4? How do you know?
- 4 In Paragraphs 5, 6, 7 what expressions in bold are used to:
 - a) express an opinion?
 - b) contrast ideas?
- 5 In Paragraph 8, which of the expressions in bold serves:
 - a) to add a new idea?
 - b) to summarise?

F. Copy the chart and fill it in using the facts from the text.

- Think of at least one more argument for and one more against.

Arguments for computerised education	Arguments against computerised education

Vocabulary

3 A. Fill in the gaps with one of the words or phrases from the box.

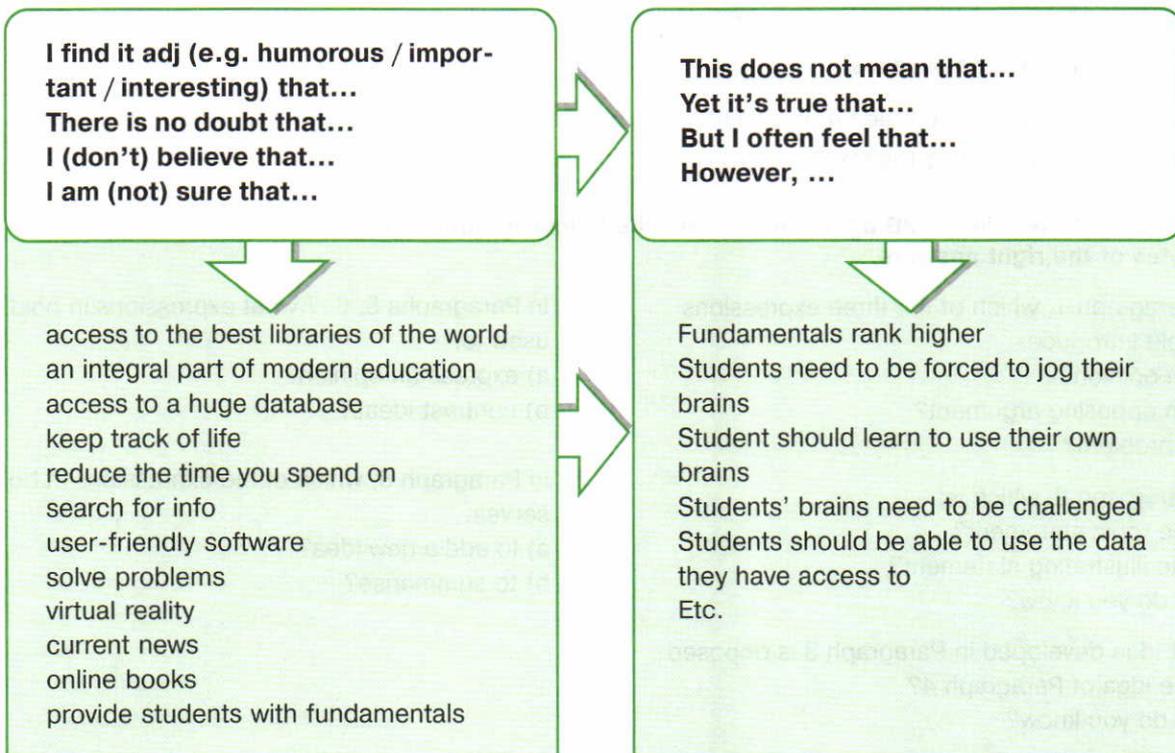
- Electronic encyclopedia is very (1) You can find a lot of information with a click of the mouse.
- Finally we found a very good (2) ... to our problem.
- Of course, I will help you. You can (3) ... me.
- Travelling is (4) ..., as you can learn many new things about people's lives in other countries.
- Although my grandpa is eighty he likes to do maths problems (5)
- They (6) ... the old woman ... her money by making her sign a document she didn't understand.
- I (7) ... you to race me across the lake. I'm sure I'll win!
- This model is too (8) Nobody will use it any more.
- Maths, reading and Russian are (9) ... in Russian schools.
- Human life (10) ... than any technological achievement.

- solution
- fundamentals
- outdated
- convenient
- rely on
- to jog his brain
- cheated out of
- challenge
- ranks higher
- a mind-expanding experience

B. Compose as many contrastive statements as you can.

- Add the most successful ones to your chart in ex. 3B.

Example: *I find it humorous that any internet user has access to the best libraries of the world. Yet it's true that not every computer user can read well.*



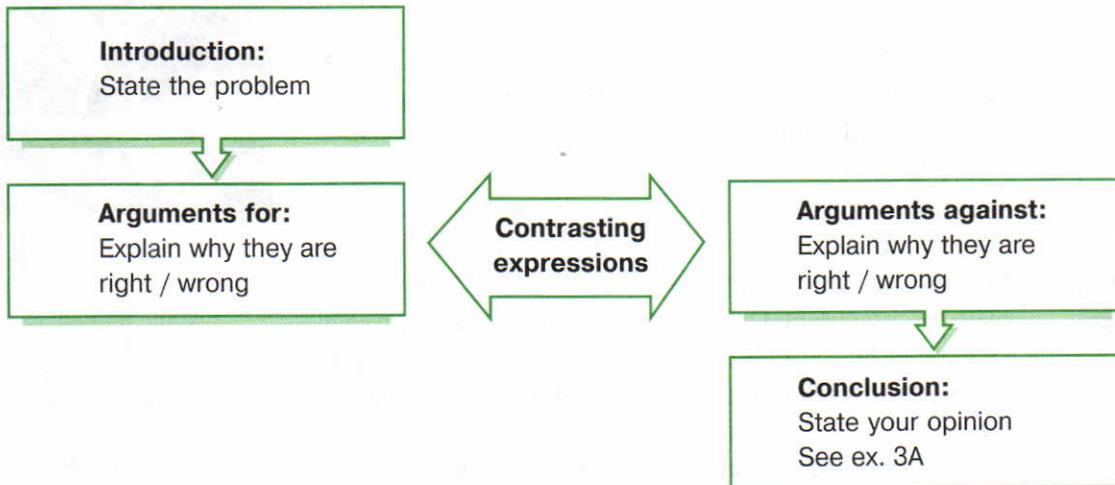
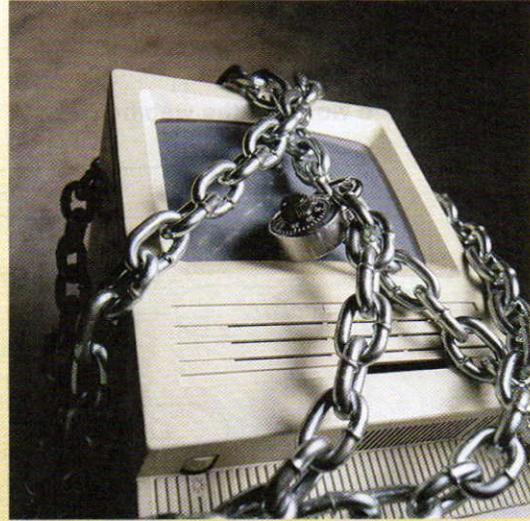
Writing

4 In pairs discuss this idea and write an essay, expressing your opinion of this proposal.

- Follow the diagram below.

BAN ON COMPUTERS IN SCHOOL

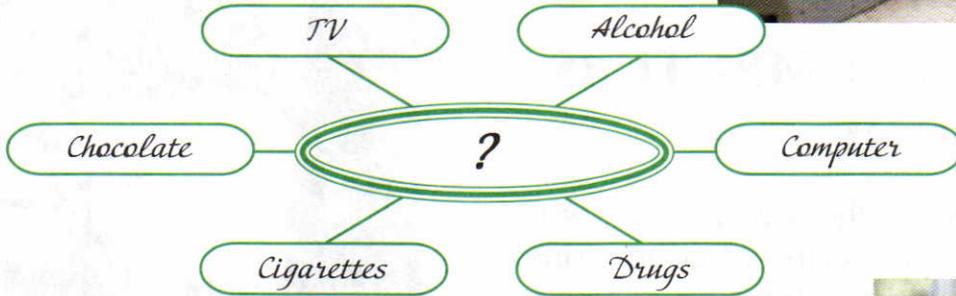
Parents and teachers concerned with the dramatic lowering of educational standards call for a limit on access to computers for school children...



Lessons 7-8 New addiction?

Warm-up

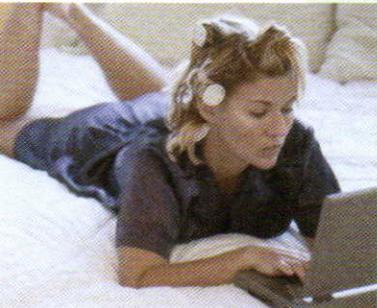
1 What unites all the words in the web below?



Reading

2 A. Read this research report and find the facts that prove that computer addiction exists.

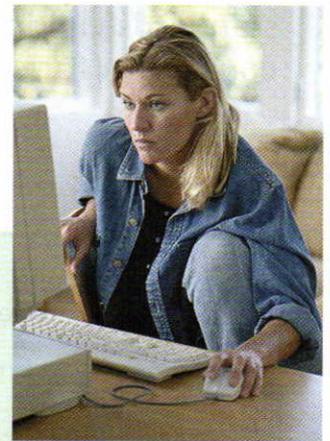
- Translate the highlighted phrases.



Maressa Orzak, a Harvard University psychologist, runs a special clinic for computer **addicts**. She is researching computer **addiction**, which she sees as a growing problem. She experienced it herself when she became hooked on playing solitaire on the computer instead of teaching herself a difficult new software programme, and since then she has studied people whose lives have been taken over by computers. One of them was a divorcee who lost custody of her children when her husband discovered she was neglecting them to spend ten or more hours a day on the web.

Orzak defines computer addiction as “a **disorder suffered** by people who find virtual reality more attractive than everyday reality”. Symptoms include strange behaviour, spending large sums of money on computers and software, and even mental health problems, but most **sufferers** compound the problem by denying it.

One of the strategies Orzak uses to treat the condition, based on her own experience of addiction, is to encourage her patients to limit the amount of time they spend in front of a computer. But until the problem has been more widely recognised and better researched, cures and solutions will be hard to find.



2 Which of the words means “people” and which “state”:
 'addict — ad'diction
 divor'cee — di'vorce
 'sufferer — 'suffering
 How do you know?

3 disorder — Does it mean here:
 a) a situation in which things are untidy and disorganised
 b) an illness?

GLOSSARY

- solitaire** [ˌsɒlə'teə] — вид пасьянса
- custody** — опека
- compound** — осложнять
- cure** — лечение

1 Who is supposed to do it?

B. Answer the questions alongside the text.

C. Make a list of signs of computer addiction mentioned in the article.

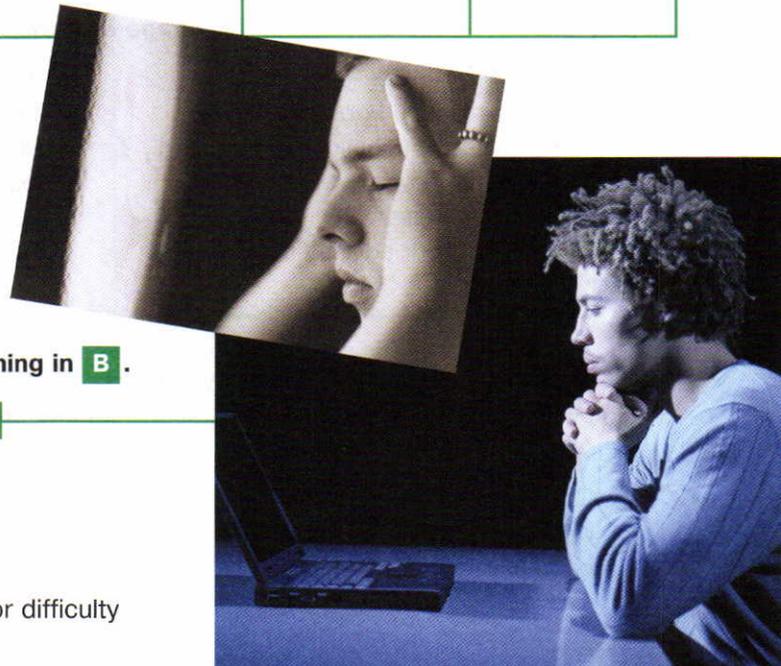
Listening

- 3 A.** Look through this list of signs and symptoms of computer addiction mentioned by Orzak and compare it with your list (ex. 3).

List of symptoms	John	Dave
1 using the computer for pleasure, or relief from stress		
2 feeling out of control or depressed when not using it		
3 spending increasing amounts of time and money on hardware, software, magazines, and computer-related activities		
4 neglecting work, school, or family obligations.		
5 failing to control computer use		
6 having irregular meals, repetitive strain injuries, backache, dry eyes, headaches, and loss of sleep.		

- 3 B.** Listen to a radio programme, in which John (16) and Dave (29) describe their relationships with computers to a psychologist.

- Write down the numbers of the symptoms which each speaker mentions.



Vocabulary

- 4 A.** Match the words in **A** to the ones closest in meaning in **B**.

A	B
1 deny	a) regulate, rule
2 disorder	b) refuse
3 suffer	c) not to care
4 neglect	d) comfort
5 addicted to	e) experience pain or difficulty
6 relief	f) illness
7 control	g) dependent on
8 research	h) serious study

- B.** Paraphrase the following sentences using the words from ex. 4A.

- Some people become so dependent on computers that they don't care about their everyday responsibilities.
- Mike can feel comfort only when he gets access to the internet.
- The problem of computer addiction needs further serious study.
- Computer addicts do not often admit being dependent on the Net.
- After spending several hours in front of a computer you may have a bad headache.

- C.** Work in pairs. Try to explain how these words are related to the problem of computer addiction.

relief

suffer

neglect

deny

research

disorder

control

Speaking

5 Role play “Kicking computer addiction”.

- Divide into two groups: computer addicts and psychologists.

Computer addicts work together or in smaller groups and discuss the symptoms each of them might have. (Refer to ex. 3A.)

Psychologists work separately and think of the best advice they would give to the computer addicts. (Refer to ex. 3A.)

- The aim of each computer addict is to visit as many psychologists as possible, to ask them for advice and to choose the best advice.

LANGUAGE SUPPORT

Language of advice

Asking for advice

- What should I do about...?
- How do you think I might / could...?
- I don't know what to do about...
- Have you any idea how I can...?
- I need your advice / help...?

Giving advice

- If I were you, I'd...
- Why don't you try V-ing...
- You could...
- You might consider V-ing...
- You really should / ought to...

- Each computer addict joins a psychologist. Computer addicts describe their symptoms. Psychologists give advice. Computer addicts take notes and then “visit” other psychologists.
- Computer addicts report to the class the best advice they have got and the class chooses the best psychologist(s) and makes a list of advice to computer addicts.

Writing

6 Write a short report summarising the results of the role play.

Lesson 9 Fun with language

Writing

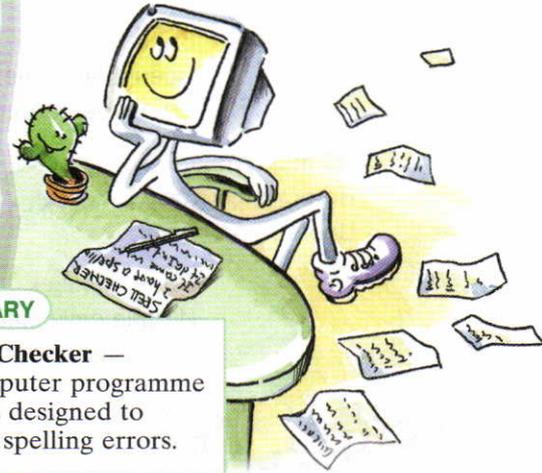
1 Rewrite the poem correcting all the mistakes.



Lee Maurice

SPELL CHECKER

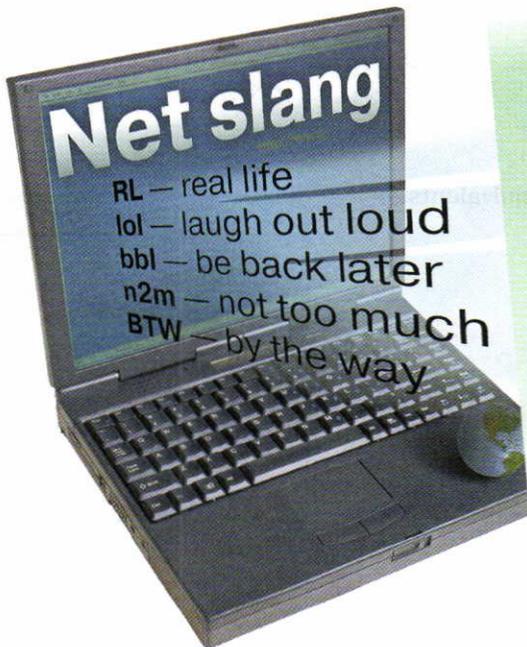
I have a spelling chequer
 It came with my pea sea
 It plainly marques four my revue
 Miss steaks eye cannot sea
 As soon as a mist ache is maid
 It nose bee fore two late
 And eye can put the error rite
 Its rarely, rarely grate.
 I've run this poem threw it
 I'm shore your pleased two no
 Its letter perfect in it's weigh
 My chequer tolled me sew



GLOSSARY

Spell Checker — a computer programme that is designed to check spelling errors.

2 A. Learn some of the Net Slang, which is developing over the internet. It can be useful and a lot of fun. Study the list of such expressions.



- RL — real life
- lol — laugh out loud
- bbl — be back later
- n2m — not too much
- BTW — by the way
- SYS — see you soon
- IMHO — in my humble opinion
- LY — love you
- 4u — for you
- wuzup — what's up?
- GF — girlfriend
- F2F — face to face
- ASAP — as soon as possible

- cu — see you
- tia — thanks in advance
- ty — thank you
- l8er — later
- * net potato — someone who spends a great deal of time surfing the net
- * newbie — a new user of the internet
- * puter — computer
- :-) — Smilie
- :-(— Crying, disappointed
- :-O — Shocked

B. Pretend that you are chatting on the computer using the chat language.

- Don't speak aloud, just exchange written messages!
- Use as many expressions as possible.

Reading

3 A. Haiku ['haiku:] is type of Japanese poem with three lines consisting of 5, 7 and 5 syllables. Here are some of them translated into Russian.

Радуга дугой!
Очарован прохожий
Небом в горах.

Внезапно
Осень наступает
Утреннее небо... человека...

На полпути
Не остановится
Цветков паденье!

Один человек
И одна случайная муха
В большой гостиной...



B. Read and enjoy some computer haiku.
Translate one of them.

A file that big?
It might be very useful.
But now it is gone.

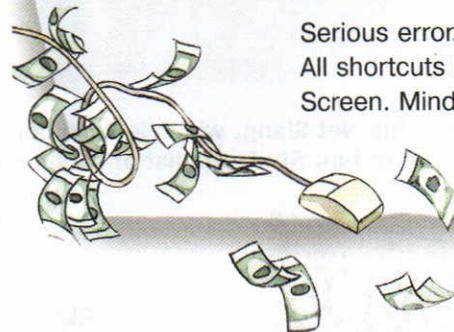
Yesterday it worked.
Today it is not working.
Windows is like that.

First snow, then silence.
This thousand-dollar screen dies
So beautifully.

A crash reduces
Your expensive computer
To a simple stone.

Having been erased,
The document you're seeking
Must now be retyped.

Serious error.
All shortcuts have disappeared.
Screen. Mind. Both are blank.



Speaking

4 A. Read the proverbs and interpret them. Think of their Russian equivalents.

- 1 You can't teach an old dog new tricks.
- 2 Too many cooks spoil the broth.
- 3 Don't bite off more than you can chew.
- 4 A fool and his money are soon parted.
- 5 There's no place like home.
- 6 Give a man a fish and you feed him for a day; teach him to use a net and he won't bother you for weeks.

B. Compare these computer age proverbs with the ones in ex. 4A. What is the effect of the change?

- 1 You can't teach a new mouse old clicks.
- 2 Too many clicks spoil the browse.
- 3 Don't byte off more than you can process.
- 4 A user and his leisure time are soon parted.
- 5 There's no place like <http://www.home.com>.
- 6 Give a man a fish and you feed him for a day; teach him to use the Net and he won't bother you for weeks.

LANGUAGE SUPPORT

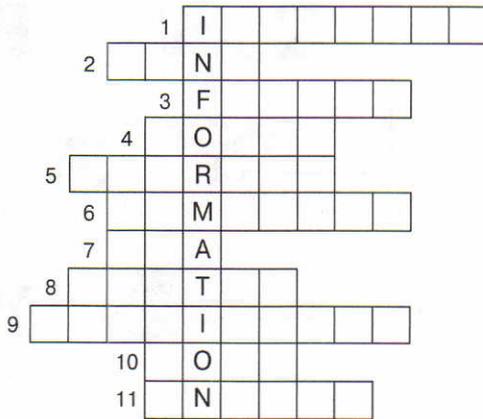
Giving an interpretation

- It means...
- This proverb is about a situation when...

Lesson 10 Check your progress

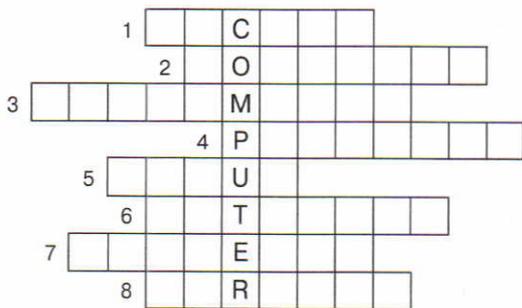
Do as many crossword clues as you can.

Lessons 1-2



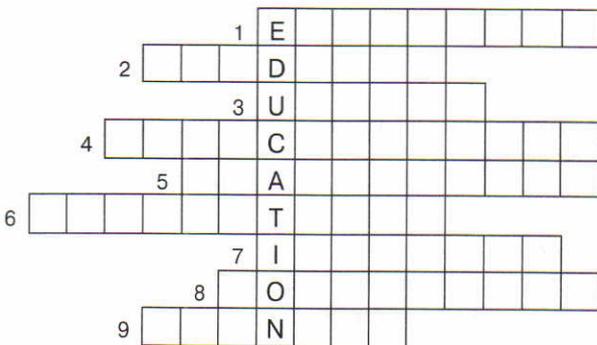
- 1 World computer net
- 2 Connection
- 3 Computers might replace books in the...
- 4 Be not sure
- 5 Happening or existing now but not expected to last for a long time
- 6 The key-word of this unit
- 7 A long period of time in history
- 8 A small computer
- 9 Something that you say is going to happen
- 10 A paperback...
- 11 Existing on the net

Lessons 3-4



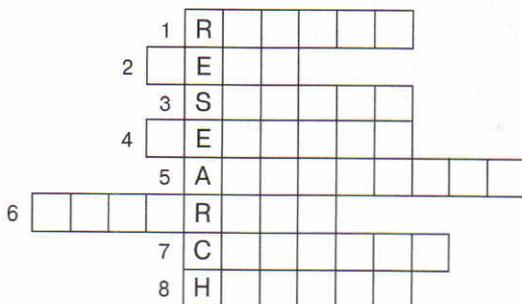
- 1 To find information on a computer
- 2 A set of programs that you put in computer when you want it to do particular job
- 3 Using a mixture of sound, pictures, film, and writing to give information
- 4 PC stands for ... computer
- 5 It destroys the information
- 6 A large amount of data
- 7 A square piece of plastic to store on information for computer
- 8 Opposite of "real"

Lessons 5-6



- 1 Something necessary or of central importance
- 2 Not modern
- 3 To make something more modern
- 4 A book containing facts about different subjects (*BrE*)
- 5 Difficult in an interesting way
- 6 Feeling physically relaxed and satisfied
- 7 An international network of computers
- 8 Helpful, because it saves you time or does not spoil your plans
- 9 Your beliefs about particular subjects

Lessons 7-8



- 1 Comfort, reduction of pain
- 2 Say that something is untrue
- 3 To experience pain
- 4 To pay too little attention
- 5 The need to have something regularly
- 6 Illness
- 7 The ability or power to make someone or something do what you want
- 8 Any addiction brings harm to...



THE KEYBOARD GAME

Rules of the game



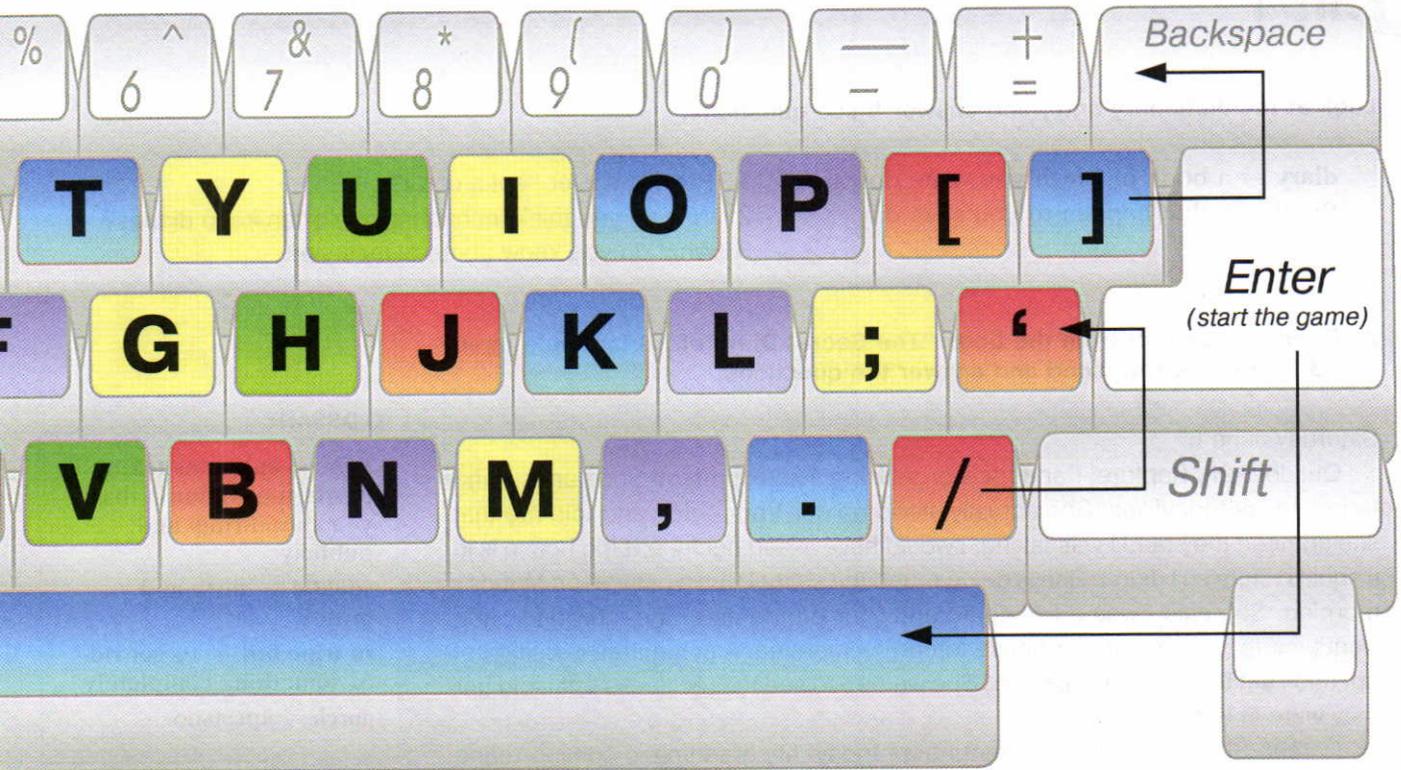
This game is played with dice. Taking turns, throw the dice and move forward. Do the steps and fulfil the task determined by the button.

- * **red buttons** — word definitions
- * **blue buttons** — one minute talk on the topic given
- * **purple buttons** — give a piece of advice to your neighbour, reacting to an imaginary complaint or a problem
- * **yellow button** — decode the symbol from the computer chat
- * **green button** — say a sentence on the topic, beginning with the letter
- * **if you make a mistake or can't fulfil the task** — you miss a turn
- * **each Russian word** — one step back

- Q** — website
- W** — advantages of computers
- R** — data base
- T** — books vs computers
- Y** — VR
- I** — f2f
- O** — use of computers as teachers
- P** — “I can't tear myself away from my computer?”
- [** — software
-]** — virtual reality, pros and cons



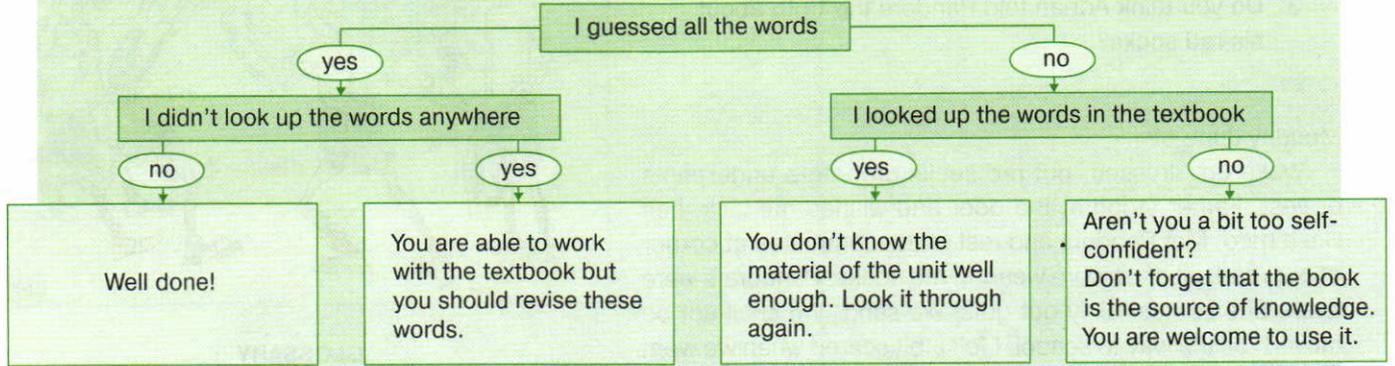
- A** — hard disc
- D** — areas of computer application
- F** — “I've got a computer at home, and it does all my maths homework?”
- G** — 4u2c
- J** — the internet
- K** — computer addiction — what's it?
- L** — “I've got a message on e-mail, inviting me to a date?”
- ;** — lol
- “** — e-mail
- Z** — I have to write a report on the topic “Krasnoyarski krai”
- X** — books or computers in education?
- C** — access
- B** — floppy disc
- N** — “My younger brother spends day and night in front of the computer?”
- M** — RL
- ,** — “My friend offers me a choice between CD and a book of Robert Burns's poems. What should I choose?”
- .** — computers are not always friends
- /** — virtual reality
- space bar** — the future of computers



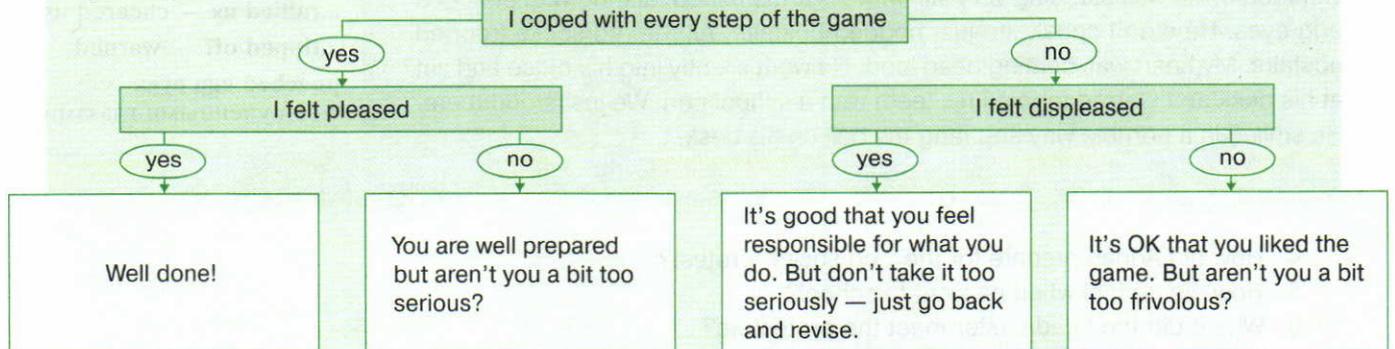
Assess yourself

Follow the algorithm below.

Crosswords



Keyboard game



Unit 1

1 Look at the dictionary entry and answer these questions:

diary — a book in which you write down the things that happen to you each day

- 1 Have you ever kept a diary?
- 2 Why do you think teenagers very often keep diaries?
- 3 What do you know about diary style?

2 A. Read this extract from the book "The Secret Diary of Adrian Mole aged 13³/₄" by Sue Townsend and answer the questions.

Saturday June 6th

Oh, Joy! Oh, Rapture! Pandora is organising a sock protest! She came round to my house today! Yes! She actually stood on our front porch and told me that she admired the stand I was taking! I would have asked her in, but the house is in a squalid state so I didn't. She is going round the school with a petition on Monday morning. She said I was a freedom fighter for the rights of the individual. She wants me to go round to her house tomorrow morning. A committee is being set up, and I am the principal speaker! She wanted to see the red socks but I told her they were in the wash.

Doreen Slater and Maxwell went home today. My grandma is coming round tonight, so all traces of them have got to be wiped out.

- 1 Why did Pandora come to Adrian's home?
- 2 What did she do to support Adrian?
- 3 Do you think Adrian told Pandora the truth about his red socks?

Monday June 8th

Woke up, dressed, put red socks on before underpants or vest. Father stood at the door and wished me luck. Felt like a hero. Met Pandora and rest of the committee at corner of our road; all of us were wearing red socks. Pandora's were lurex. She has certainly got guts! We sang "We shall not be moved" all the way to school. I felt a bit scared when we went through the gates but Pandora rallied us with shouts of encouragement. Pop-eyed Scruton has been tipped off because he was waiting in the fourth-year cloakroom. He was standing very still with his arms folded, staring with poached egg eyes. He didn't speak, he just nodded upstairs. All the red socks trooped upstairs. My heart was beating dead loud. He went silently into his office and sat at his desk and started tapping his teeth with a school pen. We just stood there. He smiled in a horrible way and rang the bell on his desk...

- 4 How did Adrian prepare for the "red socks" protest?
- 5 How did he feel when he went to school?
- 6 Where did the headmaster meet the protesters?
- 7 How did Adrian feel in the headmaster's office?

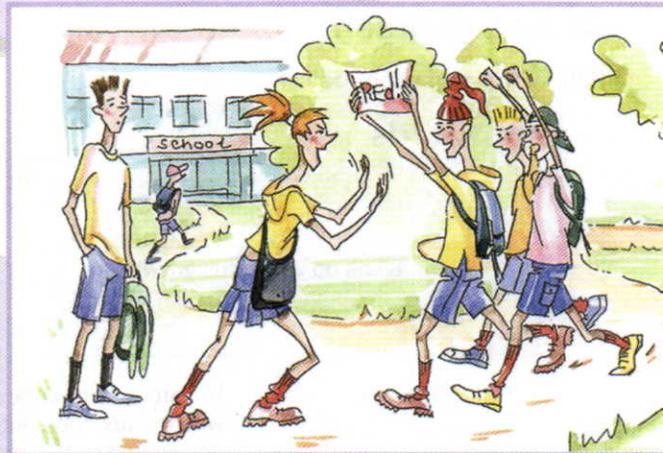
GLOSSARY

...the stand I was taking — position or opinion that you state firmly and publicly

squalid — dirty and untidy

to wipe out — to get rid of something completely

porch — крыльцо



GLOSSARY

She has certainly got guts! — She is brave.

...rallied us — cheered us

...tipped off — warned

poached egg eyes — с выпученными глазами

B. Answer the questions before you read the end of the story.

- 1 Why do you think the headmaster "smiled in a horrible way"?
- 2 How do you think the story is going to continue?
- 3 Do you think the school administration is going to punish the students? How?

C. Read the next part of the story and choose the best answer from the ones below.

He smiled in a horrible way then rang the bell on his desk. His secretary came in, he said, "Sit down and take a letter, Mrs Claricoates". The letter was to our parents, it said:

Dear Mr and Mrs...,

It is sad to inform you that your son / daughter has deliberately **flaunted** one of the rules of this school. I take an extremely serious view of this **contravention**. I am therefore suspending your son / daughter for a period of one week. Young people today often lack sufficient moral guidance in the home; therefore I feel that it is my duty **to take a firm stand** in my school. If you wish to discuss the matter further with me do not hesitate to ring my secretary for an appointment.

Your faithfully,
R. G. Scruton
Headmaster

GLOSSARY

flaunted — намеренно нарушил

contravention — violation of rules

to take a firm stand — продемонстрировать твердость

hot foot out of school — leave school immediately



Pandora started to say something about her O-levels suffering but Scruton roared at her to shut up! Even Mrs Claricoates jumped. Scruton said that we could wait until the letters had been typed, duplicated and signed and then we had better **"hotfoot it out of school"**. We waited outside Scruton's office. Pandora was crying (because she was angry and frustrated, she said). I put my arm round her a bit. Mrs Claricoates gave us our letters. She smiled very kindly, it can't be very easy working for a despot.

We went round to Pandora's house but it was locked, so I said everyone could come round to my house. It was quite tidy for once, apart from the dog hairs. My father raged about the letter. He is supposed to be a Conservative but he is not being very conservative at the moment.

I can't help wishing that I had worn black socks on Friday.

- 1 The headmaster told the secretary:
 - a) to invite the students' parents to school.
 - b) to type a letter to the parents.
 - c) to make students write letters of apology.
- 2 The letter said that:
 - a) the students were suspended from school for one week.
 - b) the students were given extra task to do at home.
 - c) the students were allowed to wear red socks.
- 3 When the letters were typed and signed:
 - a) the students stayed at school.
 - b) they were told to leave the school immediately.
 - c) their parents came to the headmaster's office.
- 4 Pandora:
 - a) ignored the punishment.
 - b) encouraged other students not to be upset.
 - c) was crying.
- 5 Adrian's father:
 - a) was very angry about the letter.
 - b) took Adrian's side in the conflict.
 - c) didn't pay attention to the letter.

3 A. What is your reaction to the story?

- Draw a line like this on a piece of paper and put a cross on it to show how you feel about the extract. Do you think it is:



B. Choose episodes you think are the funniest.

What makes them funny?

What could happen if the whole of your class wore red socks to school one day?

C. Select from the following adjectives and put them in the appropriate place on the line.

- Consult a dictionary to check the meaning if necessary.

- | | | |
|--------------------|-----------------------|--------------|
| awful | pretty good | dire |
| dreadful | not particularly good | quite funny |
| hysterically funny | so-so | superb |
| mildly amusing | brilliant | fabulous |
| quite good | great | a bit boring |

D. Work in pairs or in small groups.

- Think of a book, TV programme or a film and tell your partner what you think of it.
- Ask your partner about his / her reaction to it.

Example:

- I think "Home Alone" is hysterically funny, especially the episodes where Kevin protects his home against burglars. Have you seen it? What do you think about it?
- Well, in my opinion, it's pretty good.

4 Translate into Russian the letter the school administration sent to Adrian and his friends' parents.

Unit 2

1 The text you are going to read is called "The Teen Commandments".

commandment — one of the ten rules given by God in the Bible that tell people how they must behave

- What do you think it is going to be like?
- Do you think it is going to be serious or humorous?
- Why does the author use "teen" instead of "ten"?

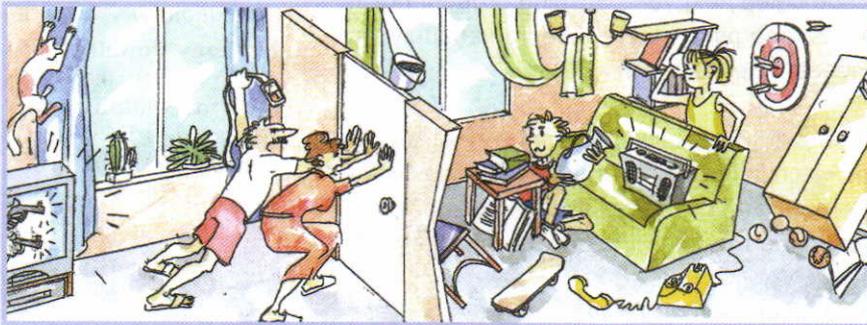
2 A. Read the text quickly and say:

- who the author and the target reader are.
- how many commandments it contains.

THE TEEN COMMANDMENTS

I was thirteen when I wrote my first book. It was called *The Teen Commandments*, and consisted of advice to parents on how to behave and not to irritate their children to death. Sadly, before I could ram the book into a safe, and profit from its wise counsel in later life, I lost it. To jog my memory and in a faint hope of reducing the guerilla warfare at home, I asked my own children for their list of "Do's and Don't's" for parents.

Top of the list was unanimously: parents should not pry. This involved asking questions such as: "Where are you going?" "Who with?" "Will you be back for supper?" "Who was that on the telephone?" "Why were you so long on the telephone?" "Was it a good party?" And (worst of all), "Did you meet anyone nice?"



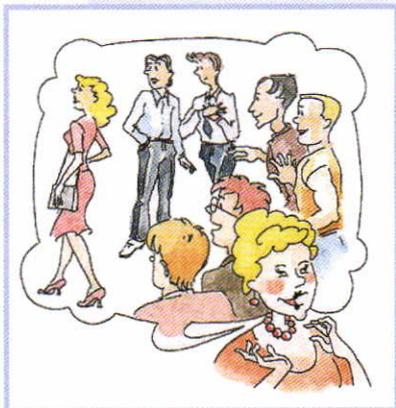
Parents should not then resort to MI5 tactics, ringing up best friend Louise's mother, asking if Louise had a nice time at the party then casually asking if Louise mentioned Emily getting off with anyone — and then saying: "Oh, his parents are supposed to be rather nice, aren't they?" Parents should not force their children to go to frightful parties where they won't know anybody, on the premise that they might meet Master Right.

Parents should cook and foot the drinks bill for their children's parties, but not attend them. Nor should they invite any guest without consultation — just because a boy washes and goes to Winchester, it doesn't stop him being a wimp.

Parents should never make comparisons, saying: "When I was your age, I had hordes of boys from Eton, Marlborough and Radley after me, but we never did anything, of course — we were so innocent those days."

GLOSSARY

- to ram** — to force into place with pressure
- profit from its sage counsel** — извлечь пользу из мудрого совета
- to jog one's memory** — рыться в памяти
- guerilla [gə'ri:lə] warfare** — партизанская борьба
- unanimously** — that everyone agrees with
- to pry** — допытываться, подглядывать
- to resort to** — прибегнуть к чему-либо
- MI5** — the British secret service responsible for catching foreign spies
- casually** — как бы между прочим
- to get off with** — (colloquial) to start relationship with somebody
- on the premise** — под предлогом
- Master** — an old-fashioned way of addressing a young boy in Britain
- to foot the drinks bill** — оплачивать счет за напитки
- Winchester** — a city with a famous public school
- a wimp** — a thin, weak and useless person
- a horde** — a large crowd moving in a noisy uncontrolled way



Parents should not automatically turn the volume knob 45 degrees to the left whenever they enter the room. They must appreciate that homework is only possible if stereo, radio and television are blaring. They must never storm into the sitting room howling: "I'm not having you glued to the television on a lovely day," then spend the rest of the afternoon themselves watching the rucker international.

Parents should never make personal remarks. If their children wish to appear with their hair like an up-side down lavatory brush, dipped in plum jam, that's their problem.

Parents should provide a twenty-four-hour taxi service and always lend their children the car to practise driving. After all, Volvos are built to withstand a few gateposts and stone walls.

Parents should never dictate their children's diet. Four Mars bars, seventeen packets of crisps, two pounds of Granny Smiths, a litre of Coke and four mugs of hot chocolate — leaving the relevant milk-coated pans in the sink — are the ideal substitute for three meals a day.



Parents should never answer "Yes" to the question: "Is there anything I can do?" Nor make the most biddable child do the most housework. Parents must appreciate that there's no time like the future. Bedrooms can be tidied next year, washing brought down next week, as long as it's then done immediately, as the child needs it before lunch.

Parents should not throw tantrums over inessentials such as every towel in the house wet under the bed, topless ketchup bottles, encrusted forks in ancient half-filled baked beans tins behind the sofa, and twelve newly ironed shirts hopelessly creased because someone rummaged through the hot cupboard after a pair of tights.

Children should not lose too much sleep — their mothers and fathers may just be going through a difficult, rebellious age. But sadly, as Anthony Powell once pointed out: "Parents are often a great disappointment to their children. They seldom fulfil the promise of their early years".

GLOSSARY

hot cupboard — шкаф для чистого белья

to blare — to make a very loud unpleasant noise

to howl — to make a long loud cry like a dog or wolf

rugger — Rugby Union Football. Many people think of this word as upper class or used only in the British public schools.

Volvo — these cars are considered safe and dependable and besides, they are a middle-class status symbol

Granny Smith — a kind of eating apple with a slightly sour taste.

substitute — замена

a biddable child — послушный ребенок

to throw tantrums over inessentials — разразиться гневом из-за мелочей

creased — измяты

to rummage through — производить обыск в

Anthony Powell (1905–2000) — British novelist, born in London and educated at Eton and the University of Oxford.

B. Choose any 5 questions from the 14 below and answer them.

- 1 Why do you think the relationships in this family are called "guerilla warfare"? What is meant by this?
- 2 Would you describe your family relationships as "guerilla warfare"? Why? / Why not?
- 3 What kind of tactics are MI5 tactics?
- 4 Do you sometimes have to go to "frightful parties"? Can you describe one of them?
- 5 Who is meant by "Master Right" in the text? Can you describe Master or Miss Right as your parents imagine him or her?
- 6 Does the author mean the city, the cathedral or the school when she mentions Winchester?
- 7 What kind of boys are those who study at Eton or Marlborough?

- 8 Do you have the same problem with the volume of stereo, radio and television? Why do parents do this?
- 9 What is the Russian equivalent for the hairstyle described? Would you like to do your hair in this style? Why? / Why not?
- 10 Do you like this diet? What diet would you have if you could choose?
- 11 "There is no time like the present" is a popular saying. Why has it been changed in the text?
- 12 Do you have similar arguments about housework with your parents? Do you think it is important to keep one's house tidy?
- 13 When do parents go through "a difficult, rebellious age"? Is the author serious here?
- 14 Whose "early years" are meant — parents' or children's?

Translation

3 Translate the two highlighted paragraphs of the text into Russian.

- 1 Do it on your own, then compare your translation with your partner's.
- 2 Note down what sentences, phrases, or words you have translated in different ways.
- 3 Agree on the best versions.
- 4 Write your common translation.

4 Sort the expressions below into three columns as in the chart and compare the results with another pair.

<i>Refers to:</i>		
<i>parents</i>	<i>children</i>	<i>both</i>

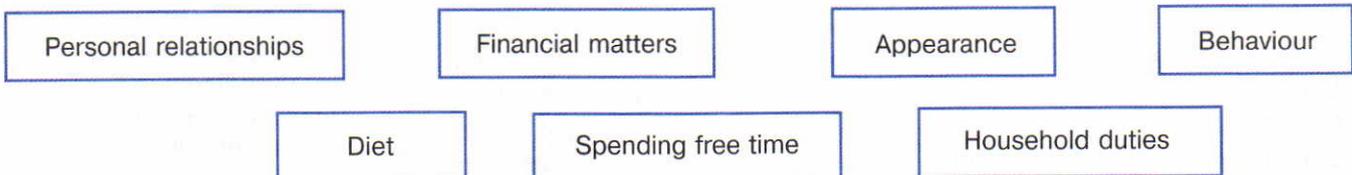
- a) to provide a service
- b) to foot the bills
- c) to force sb to do sth
- d) to resort to MI5 tactics
- e) to reduce guerilla warfare
- f) to be glued to the television
- g) to be a wimp
- h) to go through a difficult age
- i) to profit from sb's counsel
- j) to pry
- k) to make sb do housework
- l) to irritate sb to death
- m) to dictate sb's diet
- n) to get off with sb
- o) to make personal remarks

5 Choose one paragraph from the text and discuss it in pairs.

- 1 Is this "commandment" a fair demand? Why? / Why not?
- 2 Is it possible for parents to fulfil this "commandment"?
- 3 What is the author's message? What does she want to say?

6 Write your own "Ten" or "Teen" Commandments for teenagers on your parents' or teachers' behalf.

- Try to maintain a light, humorous style and cover the following areas.
- Choose between "must" and "should" for each commandment.



Unit 3

1 Discuss in pairs the questions:

- How do you usually celebrate your birthday?
- What kind of parties do you have?

2 Read the first part of the story and answer the questions:

BIRTHDAY PARTY

It was planned by Jannie herself. Jannie even went so far as to say that if she could have a pajama party she would keep her room picked up for one solid month, a promise so far beyond the realms of possibility that I could only believe she wanted the pajama party more than anything else in the world. My husband thought it was a mistake. "You are making a terrible, awful mistake," he said to me. "And don't try to say I didn't tell you so." My older son Laurie told me it was a mistake. "Mommy-O," he said, "*this* you will regret. For the rest of your life you will be saying to yourself 'Why did I let that dopey girl ever, ever have a pajama party that night?' for the rest of your life. When you're an old lady you will be saying..."

"Five of them are too many," my husband explained. "One would have been quite enough."

"You can't have a pajama party with just one guest," I said sullenly. "And anyway no matter who she invited the other three would have been offended."

"Carole," Laurie said, as one telling over a fearful list. "Kate, Laura, Linda, Jannie. You must be crazy," he said to me.

"What can I do?" I said. "I promised."

GLOSSARY

picked up (*here*) — tidy (*AmE*)

pajama (*AmE*) [pə'dʒɑ:mə]
pyjama (*BrE*) — пижама

beyond the realms of possibility — выходящий за рамки возможного

dopey — silly, stupid

sullenly — silently showing anger or bad temper

fearful list — огромный список

offend — обижать

- Who is the narrator?
- Who planned the party?
- What did the other members of the family think of the idea? Why do you think so?
- Who did mother support? Why?
- Why were Laurie and father so terrified of the pajama party?
- What is a pajama party?

3 What do you think?

- Will the party be a success or a disaster? Why?
- From the first lines of the story you already have a feeling that there is trouble ahead. How do you know?

4 Read the second part of the story and answer the questions below.

"You know of course," Laurie said to me, "I have the room next to her? I'm going to be sleeping in there like I do every night? You know I'm going to be in my bed trying to sleep?" He shuddered. "Giggle," he said. "Giggle, giggle, giggle, giggle, giggle, giggle. Two, three o'clock in the morning — giggle, giggle, giggle. A human being can't bear it."

GLOSSARY

to shudder — to shake uncontrollably

to giggle — to laugh repeatedly and often like a child

Jannie focused her eyes on him. "Why don't we burn up this boy's birth certificate?" she asked.

"Giggle, giggle," Laurie said.

Barry spoke waving his toast. "When Jannie gets her birthday presents can I play with it?" he asked. "If I am very careful can I play with just the..."



Everyone began to talk at once to drown him out. "Giggle, giggle," Laurie shouted. "Don't say I didn't warn you," my husband said loudly. "Anyway I promised," I said. "Happy birthday dear sister," Sally sang. Jannie giggled.

"There," Laurie said, "you hear her? All night long — five of them." Shaking his head as one who has been telling them and telling them and *telling* them not to bring that wooden horse through the gates of Troy, he stamped off to get his schoolbooks and his trumpet. Jannie sighed happily. Barry opened his mouth to speak and his father and Sally and I all said "Shhh."

In honor of Jannie's birthday Sally helped me clear the table, and Jannie sat in state with her hands folded, waiting. When the table was cleared we left Jannie there alone, and assembled in the study. While my husband lighted the candles on the pink and white cake, Sally and Barry took from the back of the hall closet the gifts they had chosen themselves and lovingly wrapped. Barry's gift was clearly a leathercraft set, since his most careful wrapping had been unable to make the paper go right around the box, and the name showed clearly. Sally had three books. Laurie had an album of records he had chosen himself. ("This is for my sister," he had told the clerk in the music store, most earnestly, with an Elvis Presley record in each hand, "for my sister — not *me*, my *sister*.")

By a quarter to eight Jannie was dressed in the new blouse and skirt over the petticoat, Barry was happily taking apart the leathercraft set, the record player was plugged and we had heard, more or less involuntarily, four sides of Elvis Presley. Laurie had shut himself in his room, dissociating himself utterly from the festivities. "I was willing to buy them," he explained, "I even spent good money out of my bank, but no one can make me *listen*."

GLOSSARY

to drown out — to make a noise which prevents someone from being heard

trumpet — труба

in state — величаво

closet (AmE) = **cupboard** (BrE)

leathercraft set — набор для рукоделия из кожи

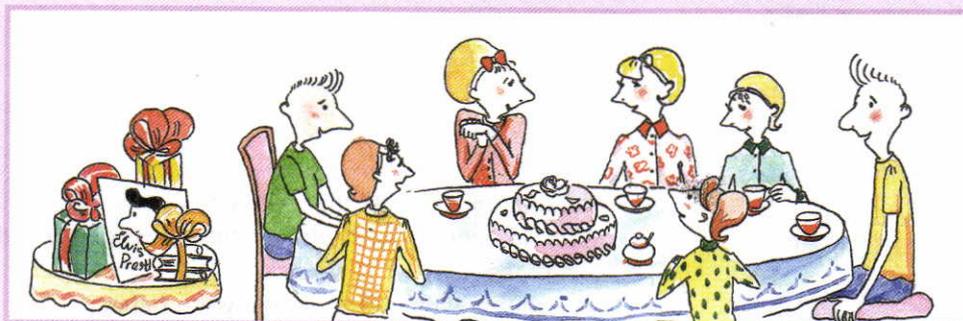
clerk [kla:k] (AmE) =

shop assistant (BrE)

petticoat — женская сорочка

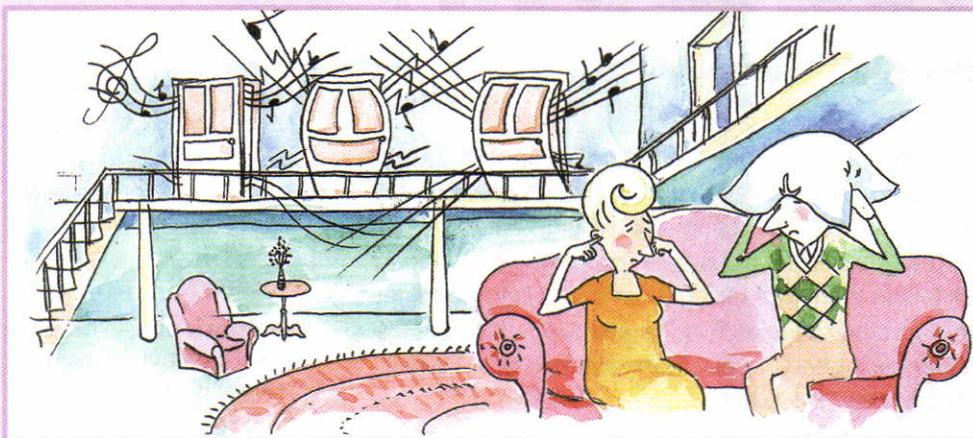
involuntarily — made without intending to

dissociate yourself from — самоустраниться



I took a card table up to Jannie's room and squeezed it among the beds; on it I put a pretty cloth and a bowl of apples, a small dish of candy, a plate of decorated cupcakes, and an ice bucket with five bottles of grape soda. Jannie brought her record player upstairs and put it on the table and Laurie plugged it in for her on condition that she would not turn it on until he was safely back in his room. I put a deck of fortune telling cards on the table, and a book on the meaning of dreams.

They went up the back stair like a troop of horses, saying "Cupcakes, cupcakes," Sally and Barry were in bed, but permitted to stay awake because it was Friday night and Jannie's birthday. Barry had taken Jannie's leathercraft set up to his room, planning to make his dear sister a pair of moccasins. Sally



asked if she could play *her* phonograph while she read fairy tales and ate her cupcake and I said certainly, since I did not think that in the general air of excitement even Barry would fall asleep for a while yet. As I started downstairs Barry called me to ask if *he* could play *his* phonograph, and of course I could hardly say no.

When I got downstairs my husband had settled down to reading freshman themes in the living room. "Everything seems..." he said; I believe he was going to finish "quiet", but Elvis Presley started then from Jannie's room. There was a howl of fury from Laurie's room, and then *his* phonograph started; to answer Elvis Presley he had chosen an old Louis Armstrong record. From the front of the house upstairs drifted down the opening announcement of "Peter and the Wolf", from Sally, and then, distantly, from Barry's room, the crashing chords which heralded (blast off!) "Space Men on the Moon".

"What did you say?" I asked my husband.

"Oh, when the saints come marching in..."

"I said it seemed quiet," my husband yelled.

"The cat, by a clarinet in a loooow register..."

"I want you, I need you..."

"Prepare for blast: five — four — three — two —"

"The golden trumpets will begin..."

"It sure does," I yelled back.

"BOOM." Barry's rocket was in space...

By Shirley Jackson

GLOSSARY

card table — карточный столик

cupcake — a small round cake baked in a cup-shaped container

a deck of fortune-telling cards (AmE) — a set of cards to tell what will happen to in the future

moccasins — simple shoes made of soft leather

phonograph (old-fashioned AmE) — record player

howl — a loud cry of pain or anger

to herald — to be a sign of something that is going to happen

blast off — the moment when the spaceship leaves the ground

- 1 Why didn't Laurie like the idea of the party?
- 2 What did each of the brothers and sisters give Jennie as a present?
- 3 What preparations were made by the family?
- 4 What kind of music did each of them play?
- 5 What were the girls going to do to celebrate the party?

5 Discuss the following statements with your partner.

- Decide whether they are true or false and give arguments for your decision.
- 1 Jannie wanted to burn Laurie's birth certificate.
 - 2 Barry is the youngest in the family.
 - 3 Laurie was fond of Elvis Presley.
 - 4 Children in the family are friendly and thoughtful to each other.
 - 5 Jannie invited her brothers and sister to her party.
 - 6 All the members of the family tried to make Jannie's birthday pleasant and memorable.

6 What do you think?

- 1 There are words in the text which are given in italics. Find them and say why the author chose these particular words to draw readers' attention to.
- 2 In the first part of the story find the sentence (Laurie's words) with the incorrect word order. Explain why it is so.
- 3 Look through the words Laurie says. What makes him sound so emotional?
- 4 "Horses" are mentioned twice in the story. What does it add to it?
- 5 Are birthday traditions in the USA different from birthday traditions in your country?

7 Work in groups and discuss how the party might end.

- Agree on the best version and report it to the class.

8 Imagine your parents allowed you to have any birthday party you like.

- Write a description of it.
 - The questions below may help you.
- 1 Will it be a pajama party?
 - 2 Who will you invite?
 - 3 What kind of presents would you like to get?
 - 4 What preparations will be made?
 - 5 What will you do at the party?
 - 6 What music will you play?

Unit 4

THE ART OF PRANK CALLS

1 Look at the picture.

- Try to make out what "the art of prank calls" is.
- What tricks do people sometimes play on the telephone?

2 A. Read the first part of the story written by John and answer these questions.

- Can you translate the jokes Lorraine and John played on people?
- What do you think they enjoyed about them?

Part 1

I suppose it all started when Lorraine and I were hot on these phone gags last September. We did the usual ones like dialling any number out of the book and asking

"Is your refrigerator running?"

"Yes."

"Go catch it then."

And we called every drugstore.

"Do you have Prince Albert in a can?"

"Yes."

"Then let him out."

But then we made a new game in which the object was to keep a stranger talking on the phone

as long as possible. At least twice a week we'd meet for a telephone marathon.

Anyway, the idea of the telephone marathon was that you had to close your eyes, stick your finger on a number in the directory and then call it up to see how long you could keep whoever answered talking on the phone. I wasn't too good at this because I used to keep bursting out laughing. The only thing I could do that kept them talking a while before they hung up was to tell them I was calling from TV Quiz and that they had won a prize. That was always good for three and a half minutes before they caught on.

B. Read the first part of the story again and find the equivalents for the following expressions.

- 1 to be well-informed and interested in something
- 2 a joke or a funny story
- 3 a book or list of names arranged in alphabetical order
- 4 to finish a telephone conversation
- 5 a closed metal container in which foods are preserved without air
- 6 to begin to understand.

3 A. Read the second part of the story written by Lorraine and decide whether the following statements are true or false.

- a) Lorraine pretended not to see the phone numbers in the directory.
- b) John and Lorraine worked for the Howard Avenue Charities.
- c) A girl at the office told Lorraine a funny joke.
- d) Mr Pignaty was dying to talk because he wasn't healthy.
- e) Lorraine and John phoned Mr Pignaty to get some money from him.
- f) John was excited about getting the money.



Part 2

But this one time I decided to peek myself. When it was my turn, I made believe I had covered my eyes with my left hand, then thumbed through the pages, and as I moved my finger down a column I happened to spot the words "Howard Avenue".

When this man answered, my voice was rather quivery because John was watching with his X-ray eyes and I think he knew I had cheated a bit.

"Hello," this jolly voice said as I cleared my throat.

"Hello. Is this Mr Angelo Pignaty?"

"It sure is," came the bubbling voice again.

"This is Miss Truman of the Howard Avenue Charities. Perhaps you've heard of us and our good work?"

"My wife isn't home just now."

"I didn't call to speak with your wife, Mr Pignaty," I assured him. I changed to a very British accent. "I distinctly called to speak to you and summon you to our cause. You see, my organisation is interested in receiving small donations from people just like you and your wife. ..."

"What did you say the name of your charity was?" the voice asked.

Suddenly I couldn't control myself any more, and I burst into laughter right into the phone.

"Is something funny?"

"No ... there's nothing funny, Mr Pignaty ... it's just that one of the girls ... here at the office has just told me a joke, and it was very funny." I bit my tongue. "But back to serious business, Mr Pignaty. You asked me the name of our charity — the name of it is —"

"The Lorraine and John Fund!"

"The name of it is —"

"The Lorraine and John Fund," John repeated.

"Shut up," I said, covering the mouthpiece and then uncovering it. "The name of our charity is the L & J Fund, Mr Pignaty and we'd like to know if you'd care to contribute to it? It would really be a very nice gesture, Mr Pignaty."

There was a pause.

"What was the joke the girl told you?" he finally said...

There was something about his voice that made me feel sorry for him, and I began to wish I had never bothered him. He just went on talking and talking, and the receiver started to hurt my ear. He sounded like such a nice old man, but terribly lonely. He was just dying to talk.

"I'm sorry if I'm taking too much of your time, Miss Truman. You wanted a donation, did you say — for what charity?"

"The L & J Fund, Mr Pignaty." I bit my lip.

"I'll be glad to send you ten dollars, Miss Truman. Where do I send it?"

John bolted upright from his ridiculous position of pressing an ear against the receiver.

"Tell him to send it to your house."

"I will not!"

"Let me talk to him," John demanded, taking the phone right out of my hand. Just from the look in his eyes I knew what was going to happen. You just have to know how John does things, and you'll know one thing will always happen. He'll end up complicating everything...

GLOSSARY

to peek — подглядывать

to spot — заметить

to quiver — дрожать

jolly — cheerful, happy

bubbling — *adj.* from bubbles (пузырьки)

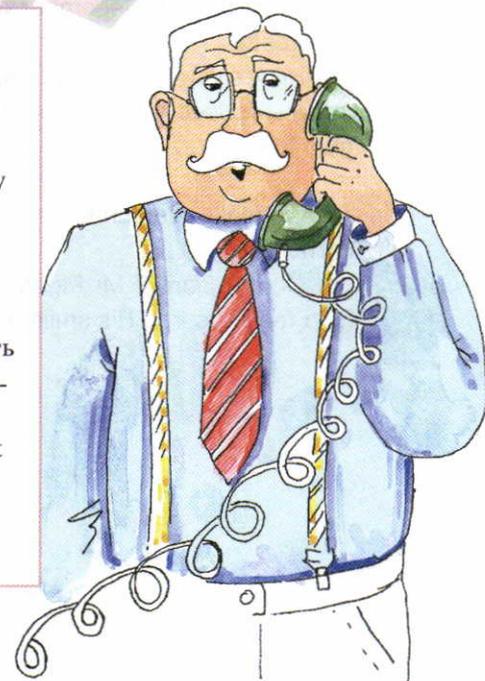
distinctly — especially (uncommon usage)

to summon — призвать

donation — пожертвование

mouthpiece — the part of a telephone that is held near the mouth

to bolt — рвануться



B. Work in pairs. Read the second part once more and answer these questions.

- Why do you think Lorraine changed to a very British accent speaking to Mr Pignaty?
- How do Lorraine's and John's feelings differ during the game?
- Do you think Lorraine and John will eventually take the money from Mr Pignaty?

4 The third part of the story is written by John. Read this part quickly.

- Say what made it difficult for Lorraine to take the money from Mr Pignaty.

Part 3

The next day Lorraine chickened out and said she wouldn't go with me to collect the money.

"Give me one good reason," I demanded.

"Because it's wrong to take money from an old man, that's why."

"All through history artists have survived by taking money from old men. There's nothing wrong with having a patron."

"I don't want to talk about it."

"We're not doing anything bad," I insisted.

"Ha!"

"He sounded lonely on the phone, now didn't he?"

"So what?"

"Lonely people need visitors, so ... it's our duty to visit the lonely."

"You never wanted to visit lonely people before, or is it that you only like lonely people who have ten dollars?"

When Angelo Pignaty came to the door, I wish you could have seen him. He was in his late fifties and was pretty big, and he had a bit of a beer stomach. But the part that slaughtered me was this great big smile on his face. He looked so glad to see us I thought his eyes were going to twinkle out of his head. He would have made a good Santa Claus if you had put a white beard on him and stuck him on a street corner in December with a little whisky on his breath.

"Hi! Are you the charity people?" He didn't seem to be surprised that we were kids. He just seemed glad to see us...

"We really shouldn't have stayed this long," said Lorraine.

"Oh, I'm sorry," Mr Pignaty said, and I couldn't help feeling sorry. His smile and bright eyes faded

in front of us and he got awkwardly to his feet. "Let me get the cheque," he said, and his voice was so depressed I thought he was really going to cry.

"You don't really have to — " Lorraine started, but he looked bewildered.

"Of course, that's what we came for," I said to make it look real at least. Lorraine shot me a look of outrage.

"Of course," he said.

We watched him go down another hall to a room that had black curtains on the doorway. I mean, there was no door, just these curtains. He disappeared through them.

When he finally came back out, he seemed to be very tired, and he started writing the cheque.

"Whom should I make it out to?" he asked.

Lorraine gulped and went speechless.

"Cash will be fine. Make it out to cash," I found myself saying.

He handed me the cheque, and my hand shook a little. It wasn't that I was scared or anything, but it was an awful lot of money.

"On behalf of the L & J Fund I accept this cheque."

"Oh, yes," Lorraine echoed, and I could tell she was furious with me because her eyes were starting to flit all over the place again.

GLOSSARY

to chicken out — струсить в последний момент

patron — покровитель, меценат

beer stomach — брюшко

slaughter — убивать, устраивать бойню

to twinkle — мерцать, сверкать

to fade — увядать, блекнуть

awkwardly — неуклюже, неловко

to look bewildered — выглядеть смущенным, сбитым с толку

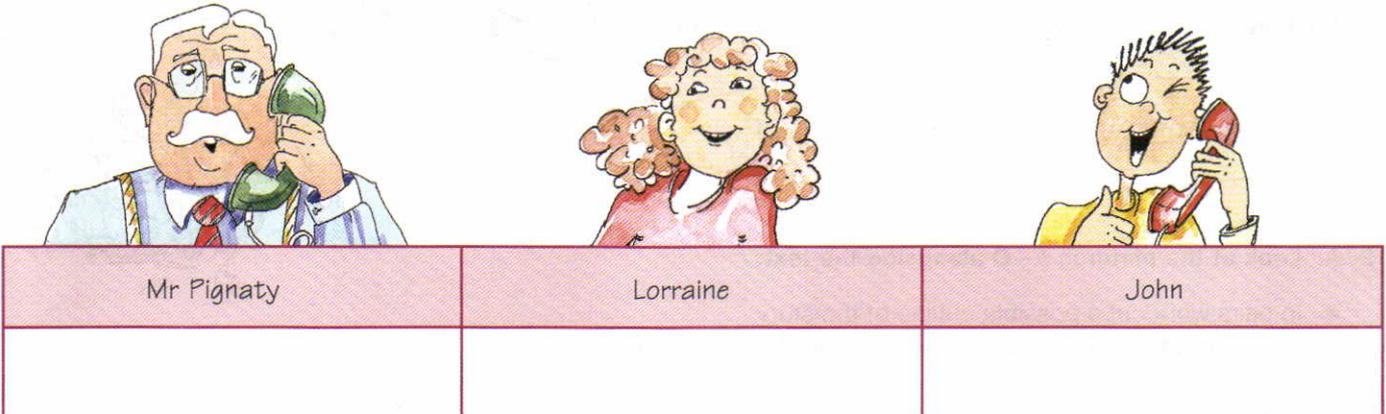
a look of outrage — взгляд, полный возмущения

to gulp — глотать с усилием

to flit — перемещаться, двигаться

5 A. In groups look through the story once more.

- Summarise the information related to one of the characters.



B. Share the information you've found with the class.

- Take notes on the other two characters from your classmates' reports.

C. Choose one task for you group.

- Choose the character you like most. Use your imagination and the information in the story to describe their personalities and lifestyles.
- Give your opinion on the following.
 - Is it immoral to play jokes on defenceless people?
 - Is it a harmless joke?

6 Choose one of these tasks.

- Practical jokes (pranks) can sometimes go beyond your control. Have you ever had an experience of a joke that went wrong? Have you learned any lessons from it? Write your story.
- Write the whole story from Mr Pignaty's point of view. For this read the whole story once more and try to picture his character in your imagination. Bring in the emotions he might have experienced.

Unit 5

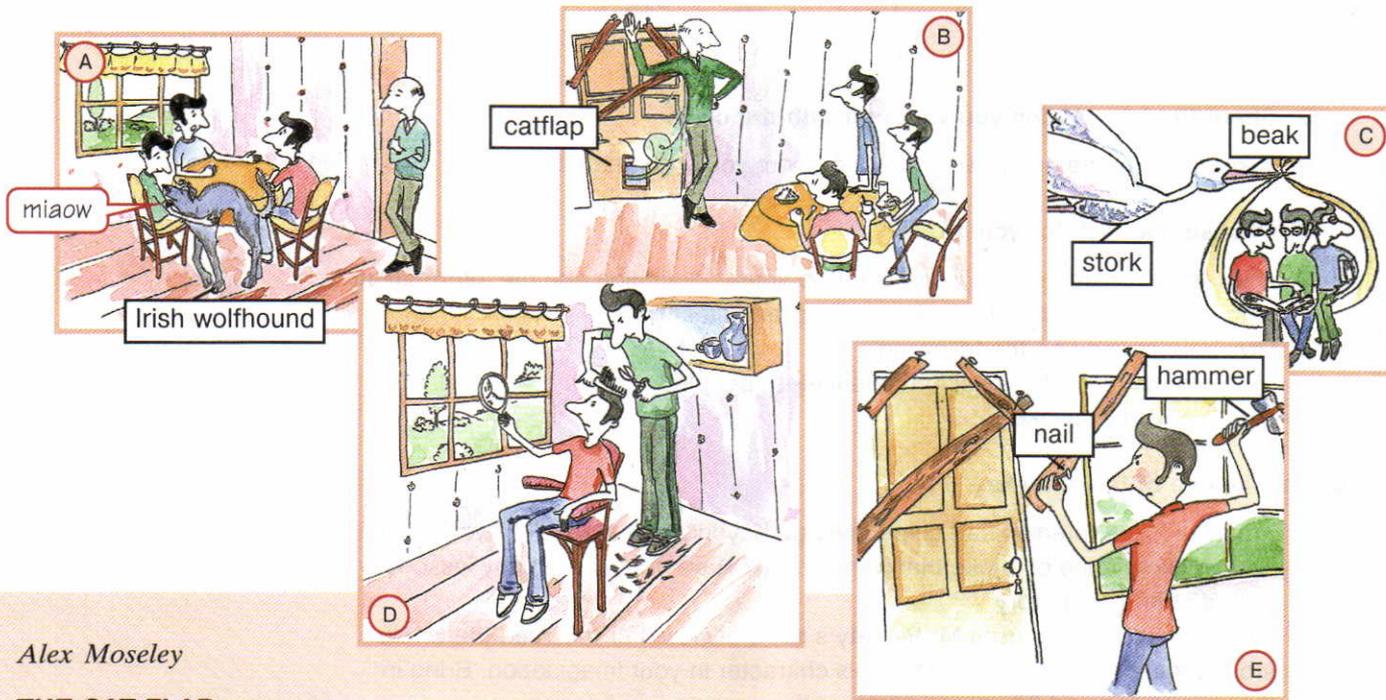
1 Look at the cartoon and say what the artist's message is.

Those born to creep will never fly!



2 A. Look at the pictures A – D alongside the text.

- In pairs work out a possible outline of the story.
- B. Read the text. Arrange the pictures according to the text.



Alex Moseley

THE CAT FLAP

1 MY DAD HAD never really wanted children, he didn't think the world was fair enough or pleasant enough for them to grow up in but somehow he did have children. I'm not sure how, there has always been an abundance of storks in our village. My earliest memory was of a long yellow beak and soft feathers that were warm and soft to touch. Not only was I born but had some brothers too. Can you only imagine? Three kids for a man who believed the human race should just give up and call it a day. My brothers came by stork too. All at the same time. We were all the same age except I assumed I was the eldest. My brothers decided which of them was the eldest and which was the youngest. How they did that I don't know, that's their business.

2 When I was old enough to talk, my dad came into the kitchen to see how we were doing and he said to me:

"Son, I don't want to hamper your life with rules and oppressive doctrines. I firmly believe that you'd do a better job raising yourself, so you'd better get on with it and just see how it goes. You never know, it might be fun one day."

GLOSSARY

- call something a day** — stop, finish
- doctrine** — set of beliefs that form the main part of a religion
- souffle** — baked dish that is very light and is made with egg whites and often cheese or fruit

3 Me and my brothers did bring ourselves up. We used to walk around like a six-legged [siks,legid] creature, looking at things and making observations of one kind or another. We were quite clever really. We saw our dad from time to time. He came into the kitchen one night (we only ever saw him in the kitchen). He just stood there and looked at us for a bit. I was in the middle of preparing a quite difficult crab and lemon souffle, I needed my concentration and could have done without parental observation so late in life. My brother was cutting my other brother's hair, he wanted to look like Cary Grant for the season. My dad stood there grinning, seemingly pleased with his offspring. I said to him:

4 "Christ, Dad, I've burned the souffle now. If you bother my culinary practices again I'll have to lock you out of the house for good."

"OK, son, don't fret," he said in the **responsibility-free** way that he had.

"I was just checking that everything was present and correct."

"Well it isn't. This was a **celebratory** dinner for Tractor" (We chose our own names). "He has been accepted at Oxford to study philosophy, and crab and lemon souffle is his favourite."

5 "You shouldn't base your life on souffle, son."

"I know that, but it's the results that count, not the thought. I don't want him going away thinking how he could have had a good souffle."

"Yeah, and look what you've made me do to Tractor's hair, he looks more like Clark Gable than Cary Grant now, God dammit!"

"Clark Gable is an equally admirable icon of the silver screen, son. I'm sure most people wouldn't notice the difference."

My father left us in peace after that. A burnt souffle is one thing but a Cary Grant / Clark Gable image dilemma is something else. Even he realised that.

6 My brothers and I sat round the table that night and decided it would be best if Dad didn't distract us from what we were doing any more. I had always had a way with wood so I cut some good cherry from the edge of the village and I nailed all the windows and doors in the kitchen. I reckoned the rest of the house was **father-proof**, seeing as he had only ever been seen in the kitchen. It made the kitchen quite dark but cherry is quite an amiable wood and it smelt great.

7 The next night we were sitting around the table again just talking and who should we see standing there, large as life, but our father. I had forgotten to nail up the catflap. It wasn't really a catflap because our cat was in fact an Irish wolfhound: we called him cat to test his loyalty, and to prove that he was loyal, he used to miaow at us. Our dad stood there grinning successfully, he'd outsmarted his sons for the first time despite their gallant effort.

"You know, boys, I'm rather pleased with the way you guys have turned out, you could have been accountants or something. You should be grateful for my revolutionary **fatherhood** techniques."

We thought about that for a few moments and then Tractor turned to him and said:

"You know, Dad... in a way I think we are."

1. Translate responsibility-free



2. What sort of dinner was it?
cf. celebration

3. Translate father-proof



4. Translate: childhood, brotherhood, fatherhood



Cary Grant — an actor who played a number of memorable parts in films in the 40s, 50s and 60s.



Clark Gable — "the King of Hollywood" in the 1930s.

3 A. Do tasks 1–4 alongside the text.

B. Look through the text again and find equivalents for the following words.

- | | |
|--|---|
| 1 large quantity of 1 | 5 smile widely 3 |
| 2 think that something is true although you have no proof of it 1 | 6 someone's child or children 3 |
| 3 restrict (ограничивать) someone's movements, activities or achievements 2 | 7 for ever 4 |
| 4 bring up 2 | 8 to feel worried about small unimportant things 4 |
| | 9 think that something is a fact 6 |
| | 10 friendly and likeable 6 |

4 Translate the highlighted sentences.

5 A. Answer these questions.

- | | |
|---|--|
| 1 Why was Dad against having children? | 5 Why did the sons decide to lock their father out of the house? |
| 2 How did the brothers come into being? | 6 How did Dad get in? |
| 3 Who brought up the brothers? | 7 Was the father satisfied with his children? |
| 4 What were Dad's educational principles? | |

B. Choose from the answers suggested. Find evidence in the text or use arguments from your life experience to support your choice.

- | | |
|--|--|
| 1 Normally only:
a) very little babies
b) teenagers
c) adults
believe that children are delivered by a stork. | 7 The brothers really:
a) cared for each other
b) didn't care for each other. |
| 2 The father:
a) didn't care for his children
b) loved his children. | 8 Tractor was his brother's:
a) nickname
b) real name. |
| 3 "We were all the same age except I assumed I was the eldest." (Section 2) He did it because:
a) he wanted to dominate
b) he was prepared to take responsibility. | 9 "... you could have been accountants or something." (Section 7) This means that Dad was glad they:
a) didn't become accountants
b) became accountants
c) were able to be accountants |
| 4 The narrator allowed his brothers to decide which of them was the eldest because:
a) he didn't care
b) it was his educational principle
c) it was his father's educational principle. | 10 "You know, Dad... in a way I think we are (grateful)." (Section 7) It was Tractor, not any of the other two sons who said this because he was:
a) angry with Dad for his spoiled haircut
b) the smartest of the sons
c) the kindest of the sons. |
| 5 "When I was old enough to talk..." (Section 2) He meant:
a) a baby of about 3
b) a teenager. | 11 The story is told by a man who is about:
a) 20
b) 60. |
| 6 Dad's educational techniques were:
a) a success
b) a failure. | |

C. Go through the list of statements about the narrator.

- Tick the ones that you think are true to the text.

When he was young he:

- | | |
|---|--|
| <input type="checkbox"/> thought that his parents had nothing to do with his achievements, and may be even his birth. | <input type="checkbox"/> thought that appearance was more important than food. |
| <input type="checkbox"/> didn't want to be treated like a baby, and rebelled each time he thought somebody tried to. | <input type="checkbox"/> used nicknames (прозвище), which sounded ridiculous to strangers. |
| <input type="checkbox"/> thought that he could do very well on his own, that parents only caused troubles. | <input type="checkbox"/> liked to tease even those who he loved. |
| | <input type="checkbox"/> tried to ridicule in particular those who were the closest, so that it sometimes seemed rude. |

D. Do you know any real people who are like him?

Writing

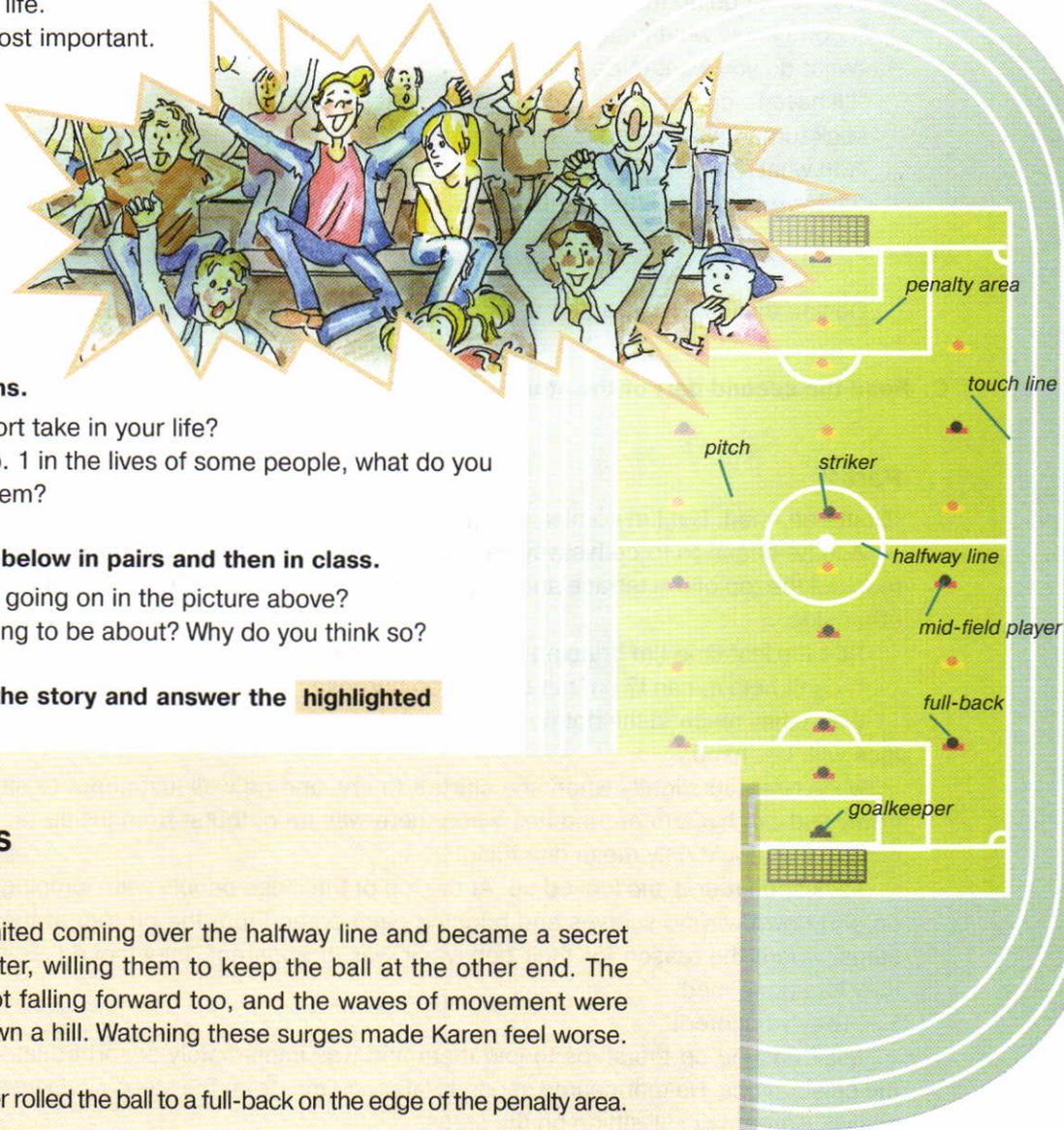
- 6 Write a paragraph explaining the message the author wanted to share with the readers.**

Unit 6

1 A. Have you ever thought what your priorities in life are?

- Put numbers from 1 to 8 in the boxes below to rank the importance of the following things in your life.
- "1" should mean the most important.

- sport
- school
- reading
- museums
- friends
- family
- theatre
- girl / boyfriend



B. Answer these questions.

- 1 What place does sport take in your life?
- 2 If sport is priority No. 1 in the lives of some people, what do you think it means for them?

2 A. Discuss the questions below in pairs and then in class.

- 1 What do you think is going on in the picture above?
- 2 What is the story going to be about? Why do you think so?

B. Read the first part of the story and answer the highlighted question below it.

Barry Hines

LOOKS AND SMILES

Part 1

She began to dread United coming over the halfway line and became a secret Chelsea [ˈtʃelsɪ] supporter, willing them to keep the ball at the other end. The crowd across there kept falling forward too, and the waves of movement were like shadows racing down a hill. Watching these surges made Karen feel worse.

"Mick?"

The United goalkeeper rolled the ball to a full-back on the edge of the penalty area.

"Mick!"

"What?"

"I feel sick."

The full-back passed to a mid-field player who had moved into a space on the wing.

"What did you say?"

"I said I feel sick. I don't feel well."

The mid-field player began to dribble the ball up the touch line.

"You'll be all right."

"I think I'm going to be sick. It must be that hot dog I had outside."

"It'll go off."

The mid-field man was allowed to run twenty yards with the ball before he was challenged.

GLOSSARY

dread — feel worried about

surge — if a crowd of people surges, they suddenly move forward together very quickly

dribble — to move the ball along with you by small kicks

"I feel awful. All hot and dizzy."

The United player tried to beat an opponent, but the ball bounced out of play off the other man's leg. This gave Mick the chance to have a quick look at Karen before the ball boy threw it back. Her pallor was obvious even through her make-up, and there was sweat on her top lip.

"You're not going to faint, are you?"

"I don't know what I'm going to do. I just feel awful."

"What do you want to do then?"

"I'll have to go out."

Mick turned and looked at her even though the ball was still in play.

"You what? We can't do that!"

"I'll have to, Mick, I feel terrible."

GLOSSARY

pallor — unhealthy paleness of the skin or face

yard — *cf. Russian* ярд

sweat — liquid on your skin when you are hot, frightened or ill

faint — упасть в обморок

Do you think Mick will agree to leave the football ground with Karen?

C. Read the second part of the story.

Part 2

"Come on, then. But I'm coming straight back in, I can tell you."

And he began to force his way back up the terracing holding her hand. They reached the top of the terrace and began to walk down the deserted steps at the other side.

"It's the last time I'm bringing you, I can tell you."

"I can't help it, can I? I'm not doing it on purpose."

When they reached the bottom, Karen sat down on the steps and covered her face with her hands.

Mick relented slightly when she started to cry, and he was just about to sit down and put his arm around her, when there was an outburst from inside the ground that could only mean one thing.

Mick spun round and looked up. At the top of the steps people were jumping up and down waving scarves and hugging each other. From the bottom of the steps, where the reason for their behaviour wasn't apparent, they looked as if they had gone mad.

"They've scored!"

Mick dashed up the steps to join them and was immediately absorbed into the celebrations. He reappeared seconds later and ran down the steps again just as fast. Karen was still sitting on the steps.

"What are you going to do?"

Karen stood up. She was still crying.

"I'm going home."

"Hurry up, then. That's one goal I've missed. They'll get a bagful against this lot."

She walked away immediately. She seemed determined not to say any more, but as she drew level with a poster on the wall advertising the next home fixture she turned round.

"I've finished with you, Mick Walsh. You're horrible! I never want to see you again!"

Mick was astounded! Horrible! How could he be? He had deserted his mates to bring her. Risked being ridiculed if he had been seen. Bought her a hot dog.

GLOSSARY

terracing — wide steps for people watching football to stand or sit on

relent — change attitude and become less cruel

outburst — sudden powerful expression of emotions

apparent — clear, obvious

absorb — interest somebody very much

fixture — sport match that has been arranged for a particular date and place

astound — to make someone very surprised or shocked

D. In the second part of the text find sentences that are close in meaning to the following.

- 1 He left his friends because she had asked him to leave the football ground.
- 2 Soon there will be many more goals.
- 3 She looked as if she wasn't going to speak, but when she was passing a poster advertising the next game in their town she turned round.
- 4 Mick felt some pity for her when she began to cry, and he wanted to sit down and put his arm around her but suddenly he heard a loud noise coming from the football ground...
- 5 Mick quickly climbed the steps to join them and forgot about anything else in the world except for the joy about the goal. But in a minute he returned...

E. Answer these questions.**Part 1:**

- 1 What are the names of the teams playing in that match?
- 2 What team did Mick and Karen support?
- 3 Why did Karen feel bad?
- 4 Did Mick believe her?

Part 2:

- 1 How many people were there in the stadium?
- 2 What did the outburst inside the football ground mean?
- 3 What are the two explanations of Mick's rude behaviour to Karen?
- 4 What made Karen tell Mick that she was going to finish with him?
- 5 Why did Mick feel surprised when she told him that?

Whole story:

- 1 Why did Mick bring Karen to the match?
- 2 What do you think happened after Mick had returned to the football ground?

F. Discuss the following questions.

- 1 If you were Karen, would you break your relationship with your boyfriend only because he loves football very much?
- 2 Do you sympathise with Mick? Why? / Why not?

3 A. Write out the words describing Karen's state during the game.

- How do they change from the beginning to the end of the story? Why?

B. Look at the dialogue in the first part, beginning with "Mick?" and finishing with "I feel awful. All hot and dizzy." Do the tasks below:

- 1 First, in pairs read the dialogue omitting the narrator's words.
- 2 Then read only the words of the narrator.
- 3 What are all his words about?
- 4 What is the effect they produce?

C. Think about and answer the following questions:

- 1 What do you notice about the length of the sentences in the dialogue?
- 2 Why does the author use such sentences for the dialogue?
- 3 How do they help create the atmosphere of the story?

4 Choose and do one of the following tasks.

- Imagine that you are Karen. Write your diary entry for the events of the day. (Refer to ex. 3A–3C. For language support also refer to Unit 1, Lessons 1–2.)
- Imagine that Mick returned to his friends in the football ground. What do you think happened there? Continue the story, keeping as close as possible to the style of the author. (Refer to ex. 3A–3C.)

Unit 7

1 Listen to the succession of sounds from the recording.

- 1 Write down the associations you have.
- 2 Report them in class.
- 3 Compare and see how many of you have the same associations.

2 A. Read these words aloud and match them to the sounds from the recording.

- | | | | |
|-----------|------------|--------------------|---------------|
| a) murmur | b) twitter | c) rustle ['rʌsəl] | d) sigh [saɪ] |
| e) scream | f) roar | g) crack | h) shriek |

B. Match the words from ex. 2A to the Russian words imitating sounds. More than one match is possible.

- | | | | | |
|------------|----------|-------------|---------|---------|
| 1 вздох | 2 шелест | 3 щебетание | 4 рык | 5 крик |
| 6 журчанье | 7 треск | 8 шорох | 9 вопль | 10 визг |

C. Read this description aloud. Try to be as expressive as possible. Answer questions 1 and 2.

A SOUND OF THUNDER

Part 2

The jungle was wide and full of twittering, rustlings, murmurs, and sighs. Suddenly it all ceased, as if someone had shut a door.

Silence.

A sound of thunder.

Out of the mist, one hundred yards away, came *Tyrannosaurus Rex*.

"Jesus God," whispered Eckels.

"Sh!"

1. Pay attention to the length and structure of the sentences. What is special here?

2. What sounds dominate in this passage? Why?



D. Read the rest of the text quickly.

- Ignore the words or phrases that you can't understand.
- Try to get the gist.
- Answer questions 3–8 alongside the text.

The Monster at the first motion lunged forward with a terrible scream. It covered one hundred yards in four seconds. The rifles jerked up and blazed fire. A windstorm from the beast's mouth engulfed them in the stench of slime (слизь) and old blood. The monster roared, teeth glittering with sun.

Eckels, not looking back, walked blindly to the edge of the Path, his gun limp in his arms, stepped off the Path, and walked into green moss. His legs moved him, and he felt alone and remote from the events behind.

The rifles cracked again. Their sound was lost in a shriek and lizard thunder.

Like a stone idol, like a mountain avalanche (лавина), *Tyrannosaurus* fell. Thundering, it clutched trees, pulled them with it. It wrenched and tore the metal Path. The men flung themselves back and away. The body hit, ten tons of cold flesh and bone.

The thunder faded.

The jungle was silent. After the avalanche, a green peace. After the nightmare, morning.

In the Time Machine, on his face, Eckels lay shivering. He had found his way back to the Path and climbed into the Machine.

They cleaned their hands and faces. They changed their shirts and pants. Eckels was up and around again, not speaking.

The machine stopped.

"Get out," said Travis.

The room was there as they had left it. But not the same as they had left it. The same man sat behind the same desk. But the same man did not quite sit behind the same desk.

Travis looked around swiftly. "Everything okay here?" he snapped.

"Fine. Welcome home!"

Eckels stood smelling the air... And there was a feel. His flesh twitched. He stood drinking the oddness with the pores of his body.

But the immediate thing was the sign painted on the office wall, the same sign he had read earlier today on first entering.

Somehow the sign had changed:

TYME SEFARI INC.
SEFARIS TU ANY YEER EN THE PAST.
YU NAIM THE ANIMALL.
WEE TAEK YU THEIR.
YU SHOOT ITT.

3. Here are four words close in meaning. Why, do you think the author chose the one in the text?

shriek = make a very high loud sound

screeam = make a high loud noise with your voice because you are hurt, frightened, excited

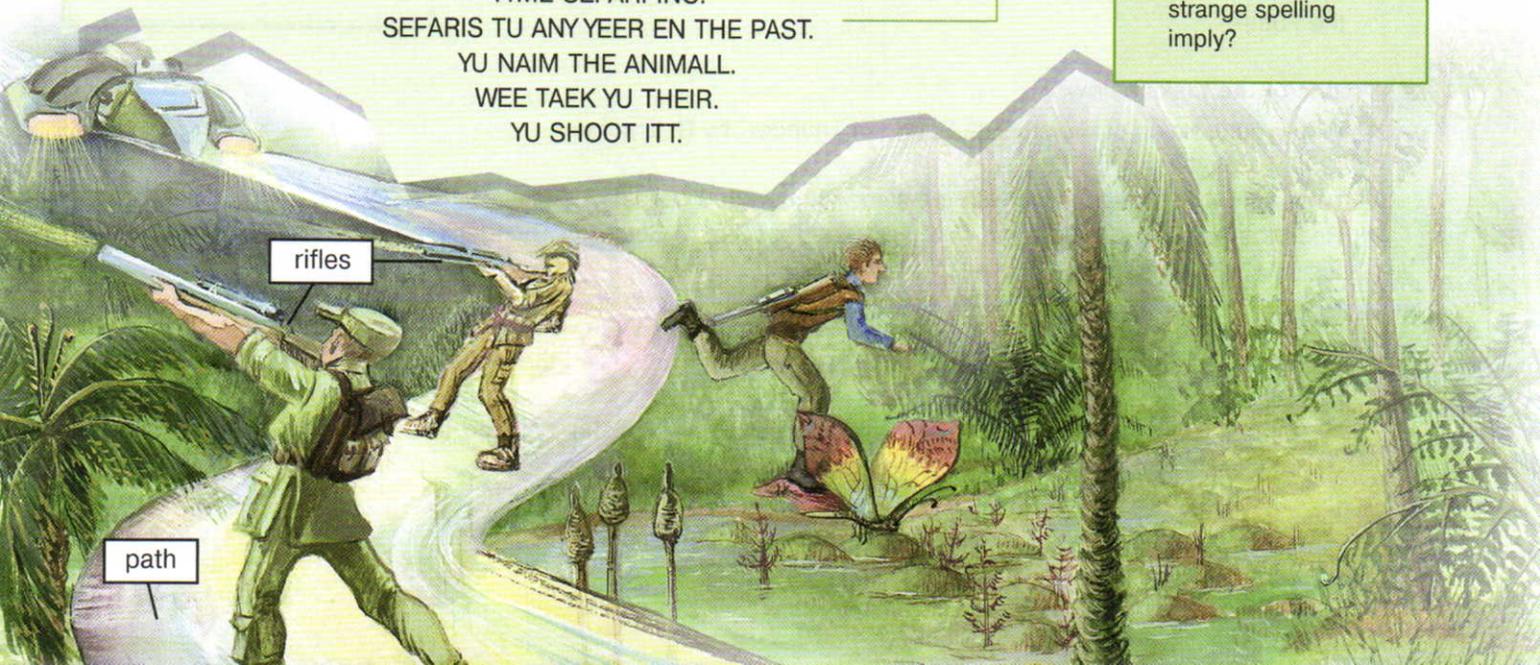
cry = make a loud sound showing fear, pain, shock

shout = say something very loudly, all out loudly, e.g. because you are angry or in pain.

4. What can you say about the structure of the underlined sentences? What is the effect?

5. Can you see anything unusual about these sentences? What is the effect?

6. What does this strange spelling imply?



Eckels felt himself fall into a chair. He fumbled crazily at the thick slime on his boots. He held up a clod of dirt, trembling. "No, it can't be. Not a little thing like that. No!"

Embedded in the mud, glistening green and gold and black, was a butterfly, very beautiful, and very dead.

"Not a little thing like that! Not a butterfly!" cried Eckels.

It fell on the floor, an exquisite thing, a small thing that could upset balances and knock down a line of small dominoes and then big dominos and then gigantic dominos, all down the years across Time.

His face was cold. His mouth trembled, asking: "Who — who won the presidential election yesterday?"

The man behind the desk laughed. "You joking? You know damn well. Deutscher, of course! Who else? Not that damn weakling Keith. We got an iron man now, a man with guts, by God." The official stopped. "What's wrong?"

Eckels moaned. He dropped to his knees. He scrabbled at the golden butterfly with shaking fingers. "Can't we," he pleaded to the world, to himself, to the officials, to the Machine, "can't we take it back, can't we make it alive again? Can't we start over? Can't we —"

7. What is the effect of the inverted (обратный) word order? The repetition of "very"? Why do you think it is so?

8. Guts
a) *informal* the courage and determination to do something;
b) organs inside your body.
Which one is meant here?

E. Complete the summary of the story:

A few hunters ... and
One of them, Eckels by name, was so frightened that he...
On returning back they found that...
Eckels found a ... which he ... when...

3 In pairs discuss and report in class the theme of the story. Choose the wording that you think is most suitable.

- a) Killing butterflies can change the results of a presidential election.
- b) Everything in the world is interconnected. We ought to be very cautious when doing things that cannot be undone.
- c) Do not change anything in the Past. It can change the Future.
- d) A man went on a safari to the Past with a Time Machine. He was frightened by a dinosaur. At that time the wrong man was elected President back in the Future.

LANGUAGE SUPPORT

Discussing a text

- I agree that...
- I disagree that...
- If you look at ... you'll see...
- I can support it with...
- The evidence for it is...

4 Do one of the tasks below.

- Write your opinion of the story "A Sound of Thunder" by R. Bradbury. (200 words)
- Write your own story dealing with the same theme. (200 words)
- Read the opening paragraph of what might be Part 3 of "A Sound of Thunder". Finish it. (200 words)

The jungle was high and the jungle was broad and the jungle was the entire world forever. Sounds like music and sounds like flying tents filled the sky, and those were pterodactyls with gray wings...

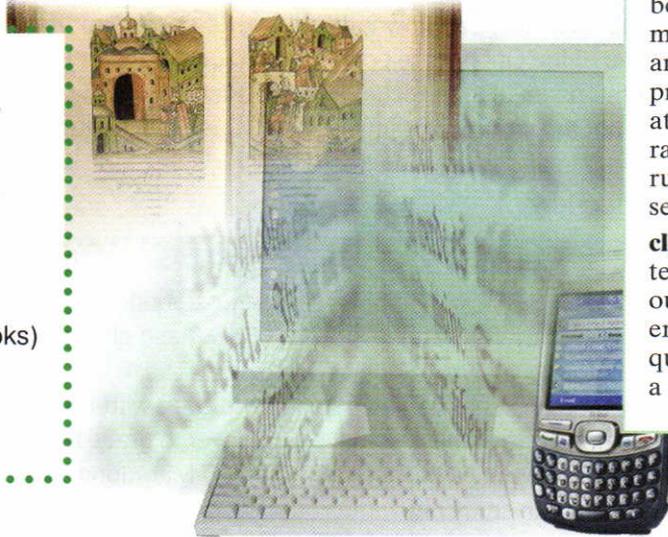
Eckels, balanced on the narrow Path, carefully, very carefully placed the yellow petals of the wings on the green moss...

Unit 8

1 Look at these features of online literature and answer the questions below.

- How do they influence the way people read books?
- Which of the features are most important to you?
- Would you like to become an electronic book reader? Why? / Why not?

- access for all
- print on demand
- endless amount of texts
- large variety of texts
- everyone can be an author
- cleartype technology
- handheld devices
- easy and fast updating
- new type books (audio books)
- quick feedback online
- exciting visuals
- easy search

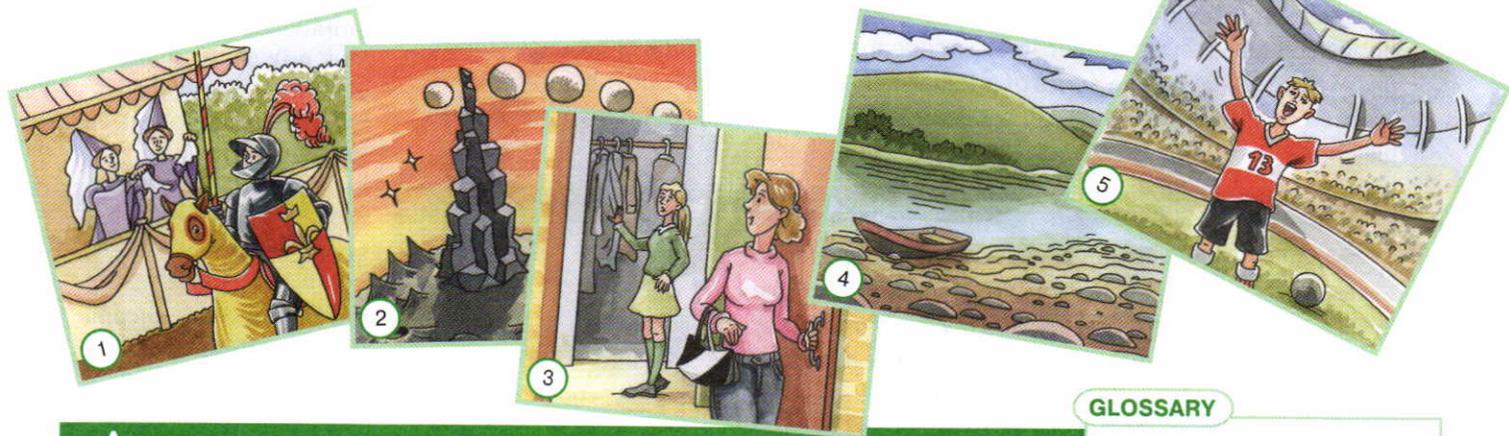


GLOSSARY

print on demand (POD) — digital printing technology that allows a complete book to be printed and bound in a matter of minutes and makes it easy and cost-effective to produce books one or two at a time or in small lots, rather than in larger print runs of several hundred or several thousand.

cleartype technology — technology that smoothes out the pixels and considerably improves the quality of a text on a computer screen.

2 A. Read the online texts from teenage literary blogs and match them with the pictures.



GLOSSARY

constellation — any of various groups of stars to which definite names have been given, as Ursa Major, Ursa Minor, Orion.

linger — remain alive although gradually dying, disappearing

citadel — any strongly fortified place; fortress

perish — die or be destroyed through violence

tremendous — extraordinarily great in size, amount, or intensity

A

Many years ago in the constellation of Kasterborous, a great race roamed the universe. They were supreme, all-powerful, intelligent and the lords of time. Their home planet lingered in the sky, with its five moons acting as guards protecting the most beautiful planet of them all, Galifrey. The great burnt orange-lit sky covering the citadel of the Time Lords which stood tall and proud during the years of death and destruction. This, however, is no more. The Great War, the ultimate war, the almighty war. The Last Great Time War. A battle between two races, the biggest two races ever formed, would battle for all creation. The never-ending pain that this war brought will live on, but there is no result to this war. Everyone and everything perished and the great planet that was Galifrey is no more. It was thought that there were no survivors but they were wrong. One man survived and that man was The Doctor, the last of the Time Lords.

A tremendous eruption shook the TARDIS out of orbit...

B

The midday sun shone down on the Queen's tent in the tilt yard. Knights up on their great steeds were exercising round the yard, grooms and page boys were strapping their masters' armour and ladies were hanging out of their boxes waving favours to their champions. A splendid figure with his armour glowing with a godly radiance in the glare rode towards the Queen and her ladies. All eyes were on the royal party as the King stretched out his lance to his lady for his favour. Luckily for both Kathryn and the Queen they had decided to wear gowns of the same colour, so that the common people had no idea of the Queen's rejection. Only those of the royal party could possibly notice that the panel of lace tucked into the King's breastplate was of a piece of coarse fabric, not the smooth flowing silk of a Queen. As the King rode up to the tilt, Lady Alys leaned in and whispered into her sister's ear.

"The King has his eye on you..."

C

As Andy Weir walked out onto the Nou Camp Arena his heart was pounding. He was in awe at what he was witnessing. Everywhere he looked he saw flash photography. Then, suddenly, these breathtaking fireworks burst into the sky. These ingredients could only be part of the Champions League Final. Andy Weir, even with his tender years, was already being deemed one of the greatest players ever to grace the sport of football. His name was being compared to the greats; Pele, Maradona and the unforgettable Best. He had played in some big games before, but nothing compared to this. As the "Belfast Boy" waved to the crowd he received a standing ovation. The atmosphere was unreal; everyone in the stadium went hysterical at their hero. Then the fans started chanting, "There's only one Andy Weir!" He was amazed to hear his name being echoed right around the stadium. The uncanny thing was, the opposition fans started singing it. This made the hairs on the back of his neck stand up. At this stage, he felt a surge of adrenaline burst through his body; he was totally focused on the game. In fact, Andy became really emotional. As the tears ran down his cheeks he remembered how life used to be...

D

"Mom!!!" Carly called out. "I can't find my blue shirt!"

"Would you look in your closet?" Mom said in a frustrated voice.

"This is my first day of school and my own mother's acting like she doesn't care!"

Carly thought. Mom rushed out of her bedroom into the kitchen and grabbed her black and white purse that lay on the kitchen table.

"I'll be outside in the car, so hurry up, it's 8:05!"

At Wild Rose Heights Middle School, you were considered late if you got there after 8:00. "Gosh! I'm coming, I have to fix my hair!" Carly yelled as Mom slammed the door. After finishing her hair, Carly grabbed her backpack and purse and hurried out the front door.

"Look Carly, I want you to have a great time at school today and do your best at everything that comes your way." Mom said in a soft and calm voice.

"Yeah, Okay Mom, I will, don't worry."

"Okay." Mom said in a relieved voice. "So do you have your pocket money?"

"Yes, Mom!!! Why are you so worried?"

"I'm not worried, I just want you to have everything because I have to work late again today and I won't be home if you call for anything."

As Mom drove the car up in the school parking lot, Carly leaned over and gave her mother a kiss on the cheek. "Bye, Mom." said Carly.

"See you later, baby." Mom replied. As Carly walked up to the front of the school...

GLOSSARY

- tilt yard** — a place for contest
- steed** — a horse, esp. a high-spirited one
- strap** — fasten or secure with a strap or straps
- glow** — shine brightly
- radiance** — warm cheerful brightness
- glare** — a very harsh, bright, dazzling light
- lance** — a long wooden shaft with a pointed metal head, used as a weapon by knights
- panel** — (*here*) piece of cloth
- lace** — a netlike ornamental fabric made of threads
- breastplate** — a piece of plate armor covering the front of the torso
- coarse** — harsh, rough

GLOSSARY

- pound** — beat or throb violently, as the heart
- awe** — overwhelming feeling of admiration, fear, etc.
- be deemed** — be considered, be regarded as
- grace** — favour or honour
- uncanny** — odd, uncomfortably strange
- surge** — a sudden strong increase

GLOSSARY

- closet** — (*AmE*) a cupboard (clothes closet)
- grab** — take or grasp suddenly
- Gosh!** — (interjection) — used as an exclamation to express mild surprise

E

And so we come to the shores of Lough Neagh. If you're after dangerous walks, biting winds, fighting swans, and overpriced ice cream, then look elsewhere, buddy, because you won't find any of that here. Perhaps the biggest reason to visit the Lough (as we locals call it) is to take a trip on the Maid of Antrim. This tour boat is an actual life-size replica of the SS *Titanic*. Yes, it's one of Sunny Antrim's best kept secrets. A tour on the Maid of Antrim will take you right round the shores of Lough Neagh to see all the sights and perhaps you'll even catch a glimpse of the Lough Neagh monster. It's not actually a real monster, it was actually a float from the ill-fated 1969 Antrim Carnival that got lost. However, it was decided not to reclaim the wreck of the float and to let it float on in the Lough for tourists to mistake it for an actual monster.

Of course there is more to the Lough than the Maid of Antrim, although most of the activities do involve water. There is a range of extreme water sports available for the brave or foolhardy, including jet-powered windsurfing, swan egg stealing, electric eel racing and of course the famous banana boat (an actual boat made from bananas).

For the elderly or sick there are of course other activities to pass the time, there is a picnic area, you can feed the birds, browse the gift shop, or sit in the car park watching life go on.

GLOSSARY

replica — a copy or reproduction

SS — steamship

float — a decorated platform used for displays in parades

ill-fated — unfortunate

reclaim — claim or demand the return or restoration

wreck — a vessel in a state of ruin from disaster at sea

foolhardy — taking foolish risks

B. Work in groups. Discuss the questions and fill in this table with your notes.

QUESTIONS	A	B	C	D	E
What is the author trying to say? What is the theme of the work?					
What interests you the most about the work?					
How can you characterize the language of the text? (vivid, descriptive, detailed, spoken, etc.) Why did the author choose this kind of language?					
What is the author's tone? (sarcastic, amusing, gloomy, etc.)					
What are the text's strongest points? What are the text's weakest points?					
Did you enjoy the text? What are your reasons for liking or disliking it?					

C. Read the texts again and answer the questions.

- 1 What are the literary genres of the extracts? How do you know?
- 2 Did you enjoy reading any of the extracts more than others? Why?
- 3 Which of the extracts would you like to read up to the end? Why?
- 4 Do you think these are good examples of online literature? Give your reasons.
- 5 Do you think that online literature differs from traditional literature? If so, how does it differ?

D. Compare your answers in groups. Do you have much in common? Why? / Why not?

E. Make a presentation of the results of your discussion to the class. In your presentation:

- give your opinion of the content and the language of all the extracts
- choose the best piece of literature and justify your choice
- persuade other students to have the whole book printed out

Grammar reference section

1 Articles

1.1 a / an (indefinite article)

- Used with singular **countable** nouns, e.g. a cat; a girl; an office.
- Used when we don't need to refer to something or someone **definite**, or when something / someone is mentioned for the first time:

I've had a brilliant idea. (first mention)

She's engaged to a footballer. (not a particular footballer)

- Used after the verb 'to be':
He's a clever guy. It's a problem.
- Can be used when we refer to something **in general**:
A television is no longer regarded as a luxury item.
An elephant never forgets.

Remember: The plural of a / an is expressed by some / any or the zero article:

There are some books on the floor.

Have you got any American friends?

Dogs make good pets. (= dogs in general)

1.2 the (definite article)

- Used when speaker and listener or reader and writer both know who or what is referred to:
I left the key on the table. (both speaker and listener know **which** key is meant)
Last year we went to Greece. It was the best holiday we've ever had. ('the holiday' refers directly to the trip to Greece.)

I'll give you back the money I borrowed. (the speaker tells the listener which money he means)

- Used when the person or thing referred to is unique (in a particular context):
the sun, the Queen (in Britain!), the police
What's the time?
- Used with superlative adjectives and with 'first', 'last':
The longest river in the world.
The eldest brother.
The first man to walk on the moon.

- Can be used to refer to something **in general**:
The tiger is in danger of extinction.
She plays the violin.
He loves living by the sea.
The French are famous for their love of good food. (= French people in general)
I don't go to the opera very often.

1.3 zero article (= no article)

- With indefinite plurals:
Bananas are a good source of energy. (= bananas in general)
A lot of teenagers enjoy computer games.
- With uncountable singular nouns, to express a general idea:
Time is money. Chemistry is a difficult subject.
Society is changing quickly.

2 Continuous (progressive) forms with 'always'

- These forms express the idea of 'very often' or 'too often':

He's always losing his pen.

We were always eating sweets when we were kids.

I'm always making that mistake.

Compare: 'always' plus simple verb forms, to express routines or planned actions:

We always go to Cyprus for our holidays. (= every year)

We always have roast beef on Sundays. (= regularly)

3 Ways of asking for and giving permission: can / could / may / be allowed to

3.1 Asking for permission

- 'May' is more formal than 'can' or 'could':
May I borrow your pen? Yes, you may.
Can I borrow your pen? No, you can't.
- 'Could' is often used if the speaker is more uncertain about the response:
Could we go home earlier today?
- 'Be allowed (to)' is often used when the speaker is asking for information about rules and regulations:
Are we allowed to use a dictionary in the exam?
Is picnicking allowed here?

3.2 Giving permission

- Here, too, 'may' is more formal than 'can', and 'be allowed (to)' is used for giving information:
You may sit down now. (speaker gives permission)
You can eat as much as you like. (speaker gives permission)
Smoking is not allowed here. (regulation)
- Remember:** 'Could' is not usually used to give permission.

4 Expressing obligation: must / have (got) to / should / ought to

4.1 'Must' is usually used when the obligation is imposed by the speaker:

You really must work harder.

I must remember to pay the electricity bill.

You must come to dinner on Sunday.

4.2 'Have (got) to' is usually used when the obligation is external:

I've got to be home by 10 o'clock.

(my parents insist)

You have to get a visa to visit America.

(a regulation)

Remember: 'have got to' is more informal than 'have to'.

4.3 'Must' is used only with present or future meaning. 'Had to' is used to express obligations in the past:

*I had to leave early so I didn't see the end of the show.
My teacher told me I had to do more homework.*

Remember: 'have got to' is not usually used in the past.

4.4 In the negative, 'have to' (not 'must') is used to express absence of obligation:

You don't have to finish your dinner if you're not hungry.

5 Expressing possibility: may / might / could

5.1 'May' is usually more certain than 'might' or 'could':

*It may rain tomorrow.
You might be right but I'm not sure.
This could be an important decision for you.
We might have taken the wrong road.
Why isn't John here? He may have missed his train.*

Remember: possibility can also be expressed by an adverb.

Perhaps he'll come later.

6 Expressing habits, states and routines in the present and past

6.1 The present simple is often used to express habits and routines:

He goes to the gym twice a week.

This notion is expressed by 'used to' in the past:

*We used to play tennis regularly. (but now we don't)
They used to live in Liverpool.*

6.2 'Will' can be used to express a habit or a habitual state in the present:

Boys will be boys.

6.3 'Would' and 'used to' can be used to express a routine within a particular period in the past:

*When I was very small, my mother would always read me a story at bedtime.
When we arrived at school we would all meet in the playground.*

On our last holiday we used to (would) get up early every morning to go swimming.

Remember: 'would' cannot be used without a clear time reference. It is not normally used to refer to a state:

As children, we used to be well behaved. ('would' is not possible here)

6.4 The question and negative forms of 'used to' are rarely used as they are awkward. The negative is often expressed by 'never used to...':

He never used to complain about hard work.

7 The passive

7.1 The passive is formed with a part of the verb 'to be' plus V-ed (past participle):

*The house has been painted.
My car is being repaired.
Our window was broken yesterday.
Tickets for the play can be collected from the theatre.*

7.2 The passive is often used instead of the active in the following cases:

- when the agent (= the doer of an action) is unknown:
My bicycle has been stolen.
- When the result of an action is more important than the agent:
*The water was boiled to purify it.
Hundreds of houses were damaged in the storm last weekend.*
- To emphasise the agent:
'Hamlet' was written by Shakespeare, not Milton.
- To describe processes:
After milk has been collected, it is usually pasteurised to kill off harmful bacteria.
- To preserve anonymity, e.g. in reports:
It is believed that he is responsible for a number of crimes. (the reporter does not wish to reveal who believes this)

Remember: In general, the passive is more frequent in written English than in spoken English.

8 Conditional sentences

There are many different ways of expressing conditions, but there are four main types of conditional sentences.

8.1 If + present + present simple, to express a general condition (when there is a predictable consequence of an action):

If water is heated to 100°C, it boils.

8.2 If / unless + present simple + will + infinitive, referring to an open possibility:

*If you come this evening, I'll make dinner for you.
You won't pass the exam unless you work harder.*

8.3 If + simple past form + would + infinitive, referring to a hypothetical situation or a possibility:

*If I were you, I'd take a holiday.
If you listened more carefully, you wouldn't make so many mistakes.
What would you do if you had a million roubles?*

Remember: Though the past form is used, the meaning here refers to the present or the future.

8.4 If + past perfect + would have + V-ed (past participle) to express 'unreal' conditions in the past:

You'd have liked the film if you'd seen it. (but you didn't)

If I had passed the examination, I would have gone to the university. (but I didn't)

9 Reporting other people's speech

We can report someone's words in two main ways:

9.1 By using direct speech:

He said, "I'm sure you are right."

Direct speech is used when we want to give the exact words of the speaker.

9.2 By using indirect (or reported) speech:

She told me she was feeling ill.

The Prime Minister promised he would look more closely at the problems in the health service.

Indirect or reported speech may be used for a number of reasons:

- To summarize the speaker's original words
- To interpret the speaker's original words:
He warned his neighbour to keep his dog under control. (the choice of the reporting verb 'warn' expresses the speaker's attitude)
- To distance the writer from the words he is reporting:
According to a government spokesman, there is to be a public enquiry into the problem. (the writer wants to make it clear that this is an official statement, not his own opinion)

9.3 The changes we have to make when reporting speech

The changes we have to make when reporting speech are all quite logical. Suppose the Prime Minister says today, "The government **will** put more money into hospitals this year." Reporting his words tomorrow, we might write: "The Prime Minister promised yesterday that the government **would put** more money into hospitals this year." The reporting verb ('promised') is chosen to **interpret** the force of the Prime Minister's words. The original 'will' is changed to 'would' to follow on from the simple past reporting verb ('promised'). The word 'yesterday' is added to fix the time, but 'this year' remains unchanged when the report is written.

Words referring to place and time may have to be changed if the report is written or spoken at a different time and in a different place from the one where the speaker originally spoke.

Compare:

- 1) Patient: I'm feeling sick.
Doctor: What did you say?
Patient: I said **I'm feeling** sick. (she is still feeling sick a moment later)
- 2) (half an hour later, in another room)
Nurse: How's the patient?
Doctor: She said she **was feeling** sick.

The distance in place and time causes the doctor to choose the past form of the verb here. Writing a report **after** a conversation and in a different place may require changes in adverbs / adverbial expressions of place and time. Here are some examples:

Words the speaker uses		Words the reporter uses
here	→	<i>there</i>
now	→	<i>then</i>
today	→	<i>that day / yesterday</i>
yesterday	→	<i>the day before</i>
this	→	<i>that</i>
my father	→	<i>his / her</i> father
next week	→	<i>the following week</i>
tomorrow	→	<i>the day after</i>

9.4 Reporting questions. Here are some common ways of reporting questions:

"Where are you going?" → He asked me where I was going.

"Do you live here?" → He asked her if she lived there.

"Why did you arrive late?" → She wanted to know why I had arrived late.

Remember:

- 1) The word order in the reported questions changes. It is the same as in a statement.
- 2) The auxiliary 'do' is not used in the reported question.
- 3) There is no question mark in the reported question.

9.5 Common reporting verbs

These verbs often express the attitude or intention of the speaker:

- 1) **tell** He told me to sit down.
She told me that she loved me.
- 2) **advise** She advised her daughter to take care.
- 3) **warn** The policeman warned the driver to slow down.
- 4) **promise** I promised to reply to her letter.
She promised that we would meet again soon.
- 5) **ask** My friend asked me to help her on Saturday.
- 6) **offer** She offered to look after my garden.
- 7) **threaten** They threatened to report their neighbours to the police.
- 8) **say** I said (that) I would come.
- 9) **suggest** He suggested (that) I should take a holiday.
- 10) **insist** My mother insisted (that) I should stay at home.

Remember: 'say', 'suggest' and 'insist' are normally followed by a 'that' clause. All the other verbs can be followed by an infinitive or (in some cases) a 'that' clause.

List of irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was / were	been	lend	lent	lent
bear	bore	born	let	let	let
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
beat	beat	beaten	mean	meant	meant
break	broke	broken	meet	met	met
breed	bred	bred	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
deal	dealt	dealt	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	sew	sewed	sewn
drink	drank	drunk	sit	sat	sat
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	shoot	shot	shot
feel	felt	felt	show	showed	shown
fly	flew	flown	shut	shut	shut
get	got	got	smell	smelt	smelt
give	gave	given	speak	spoke	spoken
go	went	gone	spend	spent	spent
grow	grew	grown	spin	span	spun
fall	fell	fallen	stand	stood	stood
feed	fed	fed	steal	stole	stolen
fight	fought	fought	stick	stuck	stuck
find	found	found	strike	struck	struck
fling	flung	flung	swear	swore	sworn
forbid	forbade	forbidden	sweep	swept	swept
forget	forgot	forgotten	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
learn	learnt	learnt	write	wrote	written
leave	left	left			

List of active vocabulary

В этом “Списке активной лексики”^{*} ты найдешь новые слова и выражения, значение которых разбирается в учебнике и которые предназначены для запоминания и дальнейшего употребления в речи. Они расположены по разделам, урок за уроком. Слова и выражения, не предназначенные для запоминания, но необходимые для понимания текстов, ты можешь найти в специальных табличках, которые называются “Glossary”.

Словарные статьи в данном списке состоят из следующих элементов:

- заглавное слово
- [транскрипция]
- часть речи, к которой относится данное слово
- перевод

Ты уже знаешь, что слова и выражения невозможно переводить с одного языка на другой механически. Чтобы выбрать правильный перевод, необходимо хорошо понимать, в какой ситуации, в каком контексте это слово или выражение употребляется; именно такой перевод слов и выражений и приведен в данном списке.

В списке используются следующие сокращения:

<i>adj</i>	— прилагательное	<i>pl</i>	— множественное число
<i>adv</i>	— наречие	<i>sb = somebody</i>	— кто-либо
<i>n</i>	— существительное	<i>sth = something</i>	— что-либо
<i>phr v</i>	— фразовый глагол	<i>v</i>	— глагол

UNIT 1

Lessons 1–2

be anxious [ˈæŋkɪəs] — беспокоиться, тревожиться
be bored [bɔ:d] — скучать
be cheerful [ˈtʃi:f(ə)] — веселиться, радоваться
be confident [ˈkɒnfɪd(ə)nt] — быть уверенным
be confused [kənˈfju:zd] — быть в замешательстве
be delighted [dɪˈlaɪtɪd] — быть в восторге
be enthusiastic [ɪnˌθju:zɪˈæstɪk] — быть увлеченным
be excited [ɪkˈsaɪtɪd] — быть взволнованным, возбужденным
be frustrated [frʌˈstreɪtɪd] — расстраиваться
be inspired [ɪnˈspaɪəd] — быть вдохновленным
be nervous [ˈnɜ:vəs] — нервничать, волноваться
be proud [praʊd] — гордиться

Lessons 3–4

distract (sb from sth) — отвлекать (кого-либо от чего-либо)
have a row [raʊ] — ссориться
prohibited [prəˈhɪbɪtɪd] *adj* — запрещенный
put at risk — подвергать риску
rebellious [rɪˈbeljəs] *adj* — бунтарский, непослушный
sit exams [sɪt ɪɡˈzæms] — сдавать экзамены
unacceptable [ˌʌnəkˈseptəb(ə)] *adj* — неприемлемый, недопустимый

Lessons 7–8

adapt to [əˈdæpt ,tə] *v* — приспосабливаться, адаптироваться
application form — бланк, анкета, регистрационная форма
applicant [ˈæplɪkənt] *n* — тот, кто подает заявление, кандидат, претендент
apply for (a programme) — подавать заявление (на участие в программе)
apply knowledge — применять знания
be nominated for (a programme) — быть выбранным (для участия в программе)
break the stereotypes — разрушить стереотипы
build a bridge between the countries — навести мосты, наладить отношения между странами
program *AmE = programme* *BrE n* — программа
represent [ˌreprɪˈzent] *v* — представлять

UNIT 2

Lessons 1–2

get one's message across — передать, донести идею, мысль
hurt (sb) *v* — причинить боль, обидеть (кого-либо)
like-minded *adj* — аналогично мыслящий, одинаково думающий

* При составлении этого списка активной лексики были использованы: Большой англо-русский словарь: В 2 т. / Под общ. ред. И. Р. Гальперина. — М., 1972. Мюллер В. К. Англо-русский словарь. — Изд. 22. — М., 1988. Longman Dictionary of Contemporary English. — Pearson Education Ltd., 2003

make a statement — делать заявление
narrow-minded *adj* — ограниченный, недалекий
originate [ə'ɪdʒɪneɪt] (**from / in**) *v* — происходить, брать начало (из)
participate [pɑ:'tɪsɪpeɪt] *v* — участвовать (в чем-либо)
protest (against sth) (in sth) *v* — протестовать (против чего-либо)
tension (between sb) *n* — напряженность, натянутость (между кем-либо)
take one's beliefs to extremes — доходить в своих убеждениях до крайности

Lessons 5–6

be perceived as [pə'si:vɪd] — восприниматься определенным образом
be (un)sure of oneself — быть (не)уверенным в себе
cover (sth) up *phr v* — скрывать (что-либо)
cross one's legs — скрещивать ноги
defensive [dɪ'fensɪv] *adj* — защитный
feel secure [si'kjʊə] — чувствовать себя в безопасности
feel (un)certain of oneself — чувствовать себя (не)уверенно
feel (un)confident of oneself — чувствовать себя (не)уверенно
fold one's arms — складывать руки на груди
give (sth) away — выдавать (что-либо, например, секрет, чувства)
look in the eye — смотреть в глаза
put on a fake smile — улыбаться натянуто, неискренне
scratch [skrætʃ] *v* — чесать

Lessons 7–8

admit [əd'mɪt] (**to doing sth / that**) *v* — признавать (что сделал что-либо)
complain [kəm'pleɪn] (**that**) *v* — жаловаться (на что-либо)
deny (doing sth / that) *v* — отрицать (что сделал что-либо)
insist (that) *v* — настаивать (на чем-либо)
persuade [pə'sweɪd] (**sb to do sth**) — уговаривать (кого-либо сделать что-либо)
promise (to do sth) *v* — пообещать (сделать что-либо)
remind (sb to do sth) [rɪ'maɪnd] *v* — напоминать (кому-либо сделать что-либо)
reply *v* — ответить

UNIT 3

Lessons 1–2

be associated with — ассоциироваться, вызывать ассоциацию
conquer ['kɒŋkə] — завоевывать, побеждать
date back to — брать начало, уходить корнями
declining [dɪ'klaɪnɪŋ] *adj* — идущий под уклон, ухудшающийся
define oneself — определять себя
long-standing [ˌlɒŋ'stændɪŋ] *adj* — многолетний
protect [prə'tekt] (**against**) *v* — защищать (от чего-либо)
survive [sə'vaɪv] *v* — выжить

survival [sə'vaɪvəl] *n* — выживание, продолжение существования
symbol ['sɪmbəl] *n* — символ
unique [ju:'ni:k] *adj* — уникальный

Lessons 5–6

ask for permission [pə'mɪʃən] (**to do sth**) — просить разрешения (сделать что-либо)
be forced (to do sth) — быть принужденным (делать что-либо)
be held — состояться
be served [sɜ:vɪd] — обслуживаться (за столом)
leftovers ['leftəʊvəz] *pl* — остатки еды
on special occasions — по особым случаям

Lessons 7–8

be in existence [ɪg'zɪst(ə)ns] — существовать
carnival ['kɑ:nɪv(ə)l] *n* — карнавал
festival ['festɪv(ə)l] *n* — фестиваль
festivities [fe'stɪvɪtɪz] *pl* — торжества, празднования
parade [pə'reɪd] *n* — парад
essential [ɪ'senʃ(ə)l] *adj* — важный, неременный
take place [ˌteɪk 'pleɪs] — происходить, случаться, иметь место

UNIT 4

Lessons 1–2

be content (with sth) [kən'tent] — быть довольным, довольствоваться (чем-либо)
be into (sth) *phr v* — увлекаться (чем-либо)
be part (of a group) — принадлежать (к группе)
competitive [kəm'petɪtɪv] *adj* — соревновательный, соперничающий
designer clothes / labels — сшитая по авторской модели одежда
grow out (of sth) *phr v* — вырасти (из чего-либо)
impress (sb) [ɪm'pres] *v* — произвести впечатление (на кого-либо)
possessions [pə'zɛʃ(ə)nz] *pl* — собственность, имущество
promote (sth) [ˌprə'məʊt] *v* — продвигать, поддерживать (что-либо)
trend [trend] *n* — направление, тенденция
worldwide [ˌwɜ:ld'waɪd] *adj* — всемирный, распространенный во всем мире

Lessons 3–4

burglary ['bɜ:gləri] *n* — кража со взломом
causes and effects — причины и следствия
debt [det] *n* — долг
disabled [dɪs'eɪbld] **person** — инвалид
facilities [fə'sɪlɪtɪz] *pl* — удобства
fight (for sth) [faɪt] *v* — бороться (за что-либо)
housing conditions ['haʊzɪŋ kən'dɪʃ(ə)nz] *pl* — жилищные условия
lack (of sth) — нехватка (чего-либо)
lone parent [ˌləʊn 'peərənt] — родитель-одиночка
low pay [ˌləʊ 'peɪ] — низкая оплата

poverty ['pɒvəti] *n* — бедность
sharing ['ʃeəriŋ] (**sth**) *n* — совместное пользование (чем-либо)
human rights — права человека

Lessons 5–6

bank account [ˌbæŋk əˈkaʊnt] — банковский счет
budget ['bʌdʒɪt] (*n*) — бюджет
budget ['bʌdʒɪt] (*v*) — составлять бюджет
do without (sth) phr v — обходиться без (чего-либо)
economize [iˈkɒnəmaɪz] *v* — экономить
essentials [iˈsenʃ(ə)lz] *pl* — предметы первой необходимости
recipe ['resəpi] *n* — рецепт
save [seɪv] *v* — копить
spend (on sth) v — тратить (на что-либо)
waste [weɪst] (**sth**) *v* — растрчивать, тратить впустую (что-либо)

Lessons 7–8

ambition [æmˈbɪʃ(ə)n] *n* — амбиция, стремление
ambitious [æmˈbɪʃəs] *adj* — амбициозный, честолюбивый
considerate [kənˈsɪdərɪt] *adj* — внимательный к другим, заботливый
consideration [kənˈsɪdə'reɪʃ(ə)n] *n* — внимание, забота
decisive [dɪˈsɪsɪv] *adj* — решительный
decisiveness [dɪˈsɪsɪvnəs] *n* — решительность
dominance [ˈdɒmɪnəns] — превосходство, преобладание
domineering [ˌdɒmɪˈniəriŋ] *adj* — властный, не допускающий возражений
easy-going *adj* — покладистый, с легким характером
flexible [ˈfleksɪb(ə)l] *adj* — гибкий
obstinate [ˈɒbstɪnɪt] *adj* — упрямый, строптивый
proceeds *n* — доход, вырученная сумма
rebellious [rɪˈbeljəs] *adj* — бунтарский, непослушный
snobbish [ˈsnɒbɪʃ] *adj* — снобистский, чванливый

UNIT 5**Lessons 1–2**

background [ˈbækgraʊnd] *n* — происхождение
caring [ˈkeəriŋ] *n* — забота, внимательность
childcare [ˈtʃaɪldkeə] *n* — уход за ребенком
comfort [ˈkʌmfət] *n* — поддержка, успокоение
extended family [ɪkˈstendɪd ˈfæm(ə)li] — расширенная семья (включает родителей, детей, бабушек, дедушек, двоюродных братьев и сестер)
household [ˈhaʊshəʊld] *n* — домохозяева, домашние
in-laws *pl* — родня (со стороны мужа / жены)
mutual respect [ˈmju:tʃuəl rɪˈspekt] — взаимное уважение
privacy [ˈprɪvəsi] *n* — частная сфера
security [sɪˈkjʊərəti] *n* — безопасность
trust [trʌst] *n* — доверие

Lessons 3–4

act like a baby — вести себя как ребенок
do one's fair share — выполнять свою долю работы

lack of privacy — нехватка уединенности и частной жизни
make comments — делать замечания, комментировать
nag [næg] — пилить, изводить
object [əbˈdʒekt] (**to sth**) *v* — возражать (против чего-либо)
show (sb) up phr v — выставлять напоказ, высмеивать (кого-либо)
treat (sb) — относиться (к кому-либо)

Lessons 5–6

feel jealous [ˈdʒeləs] (**of sb**) *adj* — завидовать (кому-либо)
stuff [stʌf] *n* — вещи, имущество
staff [stɑ:f] *n* — персонал, сотрудники

Lessons 7–8

do teenage things [du: ˈti:neɪdʒ θɪŋz] — делать вещи, присущие тинейджерам
focus (on sth) [ˈfəʊkəs ɒn] — сосредоточиться (на чем-либо)
get sb off one's back — освободиться от кого-либо
go out phr v — выходить прогуляться, проводить время
go out of one's mind — сойти с ума
hang out (with sb) — регулярно встречаться (с кем-либо)
make fun of (sb) — смеяться (над кем-либо)

UNIT 6**Lessons 1–2**

acquire [əˈkwaɪə] *v* — приобретать
allow [əˈlaʊ] *v* — позволять, разрешать
be into a sport — увлекаться спортом
decrease [dɪˈkri:s] *v* — уменьшать
fitness [ˈfɪtnɪs] *n* — фитнес
improve [ɪmˈpru:v] *v* — улучшать
increase [ɪnˈkri:s] *v* — увеличивать
outlook [ˈaʊtlʊk] — точка зрения, мировоззрение
overcome [ˌəʊvəˈkʌm] *v* — преодолеть
play / do a sport — заниматься спортом
weight [weɪt] *n* — вес

Lessons 3–4

coach [kəʊtʃ] *n* — тренер
compete [kəmˈpi:t] *v* — соревноваться
indulge [ɪnˈdʌldʒ] (**in sth**) *v* — позволить, не отказывать себе (в что-либо)
indulgence [ɪnˈdʌldʒ(ə)ns] *n* — снисхождение, терпимость
injure [ɪˈndʒə] *v* — травмировать
injury [ɪˈndʒəri] *n* — травма
inspire [ɪnˈspaɪə] *v* — вдохновлять, воодушевлять
make an impact [ɪmˈpækt] (**on sb**) — воздействовать (на кого-либо)
moderate [ˈmɒdərɪt] *v* — умерять, сдерживать, смягчать

moderation [ˌmɒdə'reɪʃ(ə)n] *n* — умеренность
 role model ['rɒl ˌmɒdl] *n* — образец для подражания

Lessons 7–8

be addicted [ə'dɪktɪd] (to sth) — иметь пристрастие (к чему-либо)
 desire [dɪ'zaɪə] *n* — желание
 do risky things — совершать что-либо рискованное
 excitement [ɪk'saɪtmənt] *n* — волнение, возбуждение
 go to extremes — впадать в крайность
 risk taker ['rɪsk ˌteɪkə] *n* — любитель риска, авантюрист
 satisfy one's curiosity — удовлетворить свое любопытство
 take risks [teɪk rɪksk] — рисковать
 think twice before doing sth — подумать дважды, прежде чем сделать что-либо
 thrill [θrɪl] *n* — сильное нервное возбуждение

UNIT 7

Lessons 1–2

aesthetic pleasure [i:s'θetɪk ˌplezə] — эстетическое удовольствие
 animal species ['ænɪməl ˌspi:ʃi:z] — виды животных
 commercial [kə'mɜ:ʃ(ə)l] *adj* — коммерческий
 companionship [kəm'pænjənʃɪp] *n* — компания, товарищество
 depend on (sb / sth for sth) *v* — зависеть (от кого-либо / чего-либо)
 domestication [də'mestɪkeɪʃ(ə)n] *n* — приручение, одомашнивание
 evidence ['eɪvɪdəns] *n* — свидетельство
 exploitation [ˌɛksplɔɪ'teɪʃ(ə)n] *n* — эксплуатация
 guinea pig ['ɡɪni ˌpɪɡ] *n* — морская свинка
 medical research — медицинское исследование
 selective breeding [sɪ'lektɪv ˌbri:diŋ] — селекция, селективное разведение
 spiritual strength ['spɪrɪtʃʊəl streŋθ] — духовная сила

Lessons 3–4

amphibian [æm'fɪbiən] *n* — земноводное
 carnivore ['kɑ:nɪvɔ:] *n* — хищник
 concern [kən'sɜ:n] *n* — беспокойство, проблема
 consider [kən'sɪdə] *v* — рассматривать, обсуждать, обдумывать
 examine [ɪɡ'zæmɪn] *v* — изучать, проверять
 investigate [ɪn'vestɪgeɪt] *v* — исследовать
 insect ['ɪnsekt] *n* — насекомое
 mammal ['mæm(ə)l] *n* — млекопитающее
 matter of honour — дело чести
 oppose (sth) [ə'pəʊz] *v* — противостоять (чему-либо)
 regard [rɪ'ɡɑ:d] *v* — рассматривать, считать
 reptile ['reptal] *n* — рептилия

Lessons 5–6

abandon [ə'bændən] *v* — отказываться, оставлять, покидать
 appealing [ə'pi:lɪŋ] *adj* — трогательный

be / become extinct [ɪk'stɪŋkt] — вымирать
 donation [dəʊ'neɪʃ(ə)n] *n* — денежное пожертвование
 extinction [ɪk'stɪŋkʃ(ə)n] *n* — исчезновение, вымирание
 nature reserve ['neɪtʃə ˌrɪ'sɜ:v] — заповедник, национальный парк
 rescue ['reskjʊ:] *v* — спасать
 shelter ['ʃeltə] *n* — приют

UNIT 8

Lessons 1–2

access (sth) ['æksəs] *v* — получить доступ (к чему-либо)
 current ['kʌrənt] *adj* — нынешний, современный
 doubt [daʊt] *n* — сомнение
 online ['ɒnlaɪn] *adj* — работающий в режиме он-лайн
 predict [prɪ'dɪkt] *v* — предсказывать, прогнозировать
 provide [prə'vaɪd] (sb with sth) *v* — обеспечивать (кого-либо чем-либо)
 remain [rɪ'meɪn] *v* — оставаться, пребывать в прежнем состоянии
 replace [rɪ'pleɪs] *v* — заменить

Lessons 3–4

integral part [ˌɪntɪgrəl ˌpɑ:t] — составная часть
 plug into — подключиться к сети
 reduce the time — сократить время
 search for info — искать информацию
 user-friendly — удобный для пользования

Lessons 5–6

be outdated [ˌaʊt'deɪtɪd] *adj* — быть устаревшим
 challenge ['tʃælɪndʒ] (sb) *v* — проверять (кого-либо)
 cheat out (of sth) — лишиться (чего-либо) с помощью обмана
 date [deɪt] *v* — устареть
 jog one's brain — тренировать мозг
 rely on *phr v* — полагаться, рассчитывать
 solve a problem — решить задачу
 solution [sə'lju:ʃ(ə)n] *n* — решение
 up-date [ʌp'deɪt] *v* — модернизировать
 up-to-date [ˌʌptə'deɪt] *adj* — современный

Lessons 7–8

addict ['ædɪkt] *n* — человек, имеющий пристрастие к чему-либо
 addiction [ə'dɪkʃ(ə)n] *n* — привычка, пристрастие
 control [kən'trəʊl] *v* — контролировать
 disorder [dɪs'ɔ:də] *n* — расстройство
 relief [rɪ'li:f] *n* — облегчение
 suffer ['sʌfə] (from) *v* — страдать (от чего-либо)

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О. Л. Гроза
О. Б. Дворецкая
Н. Ю. Казырбаева
В. В. Клименко
М. Л. Мичурина
Н. В. Новикова
Т. Н. Рыжкова
Е. Ю. Шалимова

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Корректоры Г. А. Киселева, Г. П. Мартыненко
Художественный редактор Е. А. Валяева
Дизайн макета, верстка В. С. Жеребцова, В. КиН
Обложка В. С. Жеребцова
Художники: Т. С. Богомягих, А. А. Галицына, В. С. Денисов, Т. В. Денисова,
Д. Б. Костина, А. С. Лежнева, А. Н. Мезрина, О. В. Перова, А. В. Савельева,
Е. В. Сергеева, П. Д. Сеницкая
Фотографы: П. И. Игнатов, Л. Н. Новоселов, В. А. Соколенко
Цифровая обработка изображений Л. Н. Новоселова

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Телефоны: ++421 (43) 420 12 73, 420 12 95. Факс: ++421 (43) 420 17 13
E-mail: Lubica.Simkova@neografia.sk, <http://www.neografia.sk>, <ftp://www.neografia.sk>