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ENGLISH

Teacher's
Book

8

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ENGLISH

АНГЛИЙСКИЙ ЯЗЫК Книга для учителя

8 класс

**Учебное пособие для общеобразовательных
организаций и школ с углублённым
изучением английского языка**

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Книга для учителя является составной частью учебно-методического комплекта для 8 класса общеобразовательных организаций и школ с углублённым изучением английского языка. Она содержит методические рекомендации по организации и планированию занятий на данном этапе обучения, а также тексты аудиокурса и ключи к упражнениям учебника, рабочей тетради и контрольным заданиям.

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Дорогие коллеги!

Эта книга для учителя к учебнику английского языка для восьмого класса общеобразовательных организаций и школ с углублённым изучением английского языка является одним из основных компонентов комплекта. УМК-8 продолжает линию учебно-методических комплектов, созданных авторскими коллективами: И. Н. Верещагина, К. А. Бондаренко, Т. А. Притыкина (2, 3 классы), И. Н. Верещагина, О. В. Афанасьева (4, 5 классы), О. В. Афанасьева, И. В. Михеева (6, 7 классы), — и выступает как её логическое продолжение.

УМК-8 построен на тех же принципах, что и предыдущие УМК, и обеспечивает достижение образовательной, воспитывающей, развивающей и практической целей обучения при ведущей роли последней. Однако восьмой класс (седьмой год обучения иностранному языку) имеет свои особенности. У учащихся, занимающихся по комплектам данной линии, к этому моменту уже должны быть достаточно хорошо сформированы навыки владения английским языком, опирающиеся на весьма основательную базу знаний и умений. Авторы сочли необходимым продолжить ту же концептуальную линию в построении учебника, которая была заложена в предыдущие годы, и особенно в УМК-7. Во многом повторяя структуру УМК-7, новый УМК имеет целый ряд отличительных особенностей, которые подробно рассматриваются в предисловии.

Поскольку по окончании девятого класса учащихся ожидает Государственная итоговая аттестация в форме ОГЭ¹ по английскому языку, целый ряд упражнений во всех компонентах УМК-8 составлен таким образом, чтобы помочь восьмиклассникам хорошо усвоить структуру заданий соответствующего формата и планомерно подготовиться к экзамену.

Как и в предыдущих УМК, авторы не считают целесообразным давать подробные поурочные методические разработки. В предисловии в сжатом виде излагаются базисные методические принципы, заложенные в учебнике, а в разделе «Методические рекомендации по работе над учебными ситуациями УМК-8» авторы предлагают учителям познакомиться с особенностями использования тех или иных языковых явлений и предупредить возникновение легко прогнозируемых ошибок в речи учащихся. Рассчитывая на творческий подход учителей, авторы желают им успеха и надеются, что их работа с УМК-8 окажется приятной и плодотворной.

Авторы

¹ Согласно унифицированной терминологии Государственная итоговая аттестация (ГИА) проводится в формате ОГЭ после девятого класса и в формате ЕГЭ — после одиннадцатого класса.

Предисловие

Одним из важнейших достижений нашего времени в области преподавания иностранного языка в средней школе является возможность образовательных организаций и учителей выбирать базисный учебник английского языка и компоненты к нему. Естественно, что каждый учительский коллектив пытается остановить свой выбор на тех учебниках и компонентах к ним, которые соответствуют современным целям и задачам обучения.

УМК-8 соответствует требованиям **Федерального государственного образовательного стандарта основного общего образования** и учитывает требования, изложенные в действующей **примерной программе** обучения английскому языку в общеобразовательной школе¹.

Основные цели, на достижение которых направлено изучение английского языка в восьмом классе, связаны с развитием иноязычной **коммуникативной компетенции** в совокупности её составляющих (речевой, языковой, социокультурной, компенсаторной и учебно-познавательной).

Под *речевой компетенцией* понимается развитие коммуникативных умений в четырёх основных видах речевой деятельности (говорении, аудировании, чтении, письме).

Языковая компетенция представляет собой овладение новыми языковыми средствами (фонетическими, орфографическими, лексическими, грамматическими) в соответствии с темами и ситуациями общения, отобранными для основной школы. Она также включает освоение знаний о языковых явлениях изучаемого языка, разных способах выражения мысли на родном и иностранном языках.

Благодаря *социокультурной/межкультурной компетенции* школьники приобщаются к культуре, традициям, реалиям стран изучаемого языка в рамках тем, сфер и ситуаций общения, отвечающих опыту, интересам, психологическим особенностям учащихся основной школы на разных этапах обучения. У учащихся формируются умения представлять свою страну, её культуру в условиях межкультурного общения.

Компенсаторная компетенция — это развитие умения выходить из положения в условиях дефицита языковых средств при получении и передаче информации.

Учебно-познавательная компетенция предполагает дальнейшее развитие общих и специальных учебных умений, универсальных способов деятельности; ознакомление с доступными учащимся способами и приёмами самостоятельного изучения языков и культур, в том числе с использованием новых информационных технологий.

¹ Примерные программы по учебным предметам. Иностранный язык. 5—9 классы. — 4-е изд., испр. — М.: Просвещение, 2011.

Не менее важной целью при изучении английского языка является развитие личности учащихся посредством *реализации воспитательного потенциала* иностранного языка. Соответственно большое значение приобретает интегративный подход, который предполагает комплексное решение задач воспитательного, культурного, межкультурного и прагматического характера, наряду с развитием умений иноязычного речевого общения.

Воспитательный потенциал иностранного языка включает в себя:

- «формирование у учащихся потребности изучения иностранных языков и овладения ими как средством общения, познания, самореализации и социальной адаптации в поликультурном, полиэтническом мире в условиях глобализации на основе осознания важности изучения иностранного языка и родного языка как средства общения и познания в современном мире;
- формирование общекультурной и этнической идентичности как составляющих гражданской идентичности личности; воспитание качеств гражданина, патриота; развитие национального самосознания, стремления к взаимопониманию между людьми разных сообществ, толерантного отношения к проявлениям иной культуры; лучшее осознание своей собственной культуры;
- развитие стремления к овладению основами мировой культуры средствами иностранного языка;
- осознание необходимости вести здоровый образ жизни путём информирования об общественно признанных формах поддержания здоровья и обсуждения необходимости отказа от вредных привычек»¹.

Отметим, что коммуникативная цель является ведущей на уроках английского языка на основе УМК данной линии и в процессе её реализации предусмотрено воспитание, общее и филологическое образование и личностное развитие восьмиклассников.

Задания учебника способствуют развитию у школьников понимания важности изучения иностранного языка в современном мире и потребности пользоваться им как средством межкультурного общения, познания, самореализации. Курс ориентирован на развитие школьников как личностей, способных участвовать в межкультурном общении, проявляя при этом толерантность, терпимость к иным воззрениям, отличным от их собственных. Использование иностранного языка как средства приобретения новой информации об окружающем мире способствует расширению общего кругозора восьмиклассников. Филологический кругозор учащихся расширяется в процессе знакомства с новыми лингвистическими явлениями и понятиями.

Учебные материалы для УМК-8 отбирались с учётом необходимости реализовать основные задачи предметной области «Филология», в которую

¹ Примерные программы по учебным предметам. Иностранный язык. 5—9 классы. — 4-е изд., испр. — М.: Просвещение, 2011. — С. 6—7.

входит иностранный язык как учебный предмет. Согласно ФГОС основного общего образования, филологическое образование обеспечивает «изучение языка как знаковой системы, лежащей в основе человеческого общения, формирования гражданской, этнической и социальной идентичности, позволяющей понимать, быть понятным, выразить внутренний мир человека»¹.

Результаты обучения по УМК-8 в соответствии с требованиями Федерального государственного образовательного стандарта основного общего образования могут быть представлены на трёх уровнях: **личностном, метапредметном и предметном**.

К **личностным результатам** обучения по УМК-8 можно отнести осознание важности изучения английского языка, стремление продолжать его изучение и понимание того, какие возможности даёт владение иностранным языком для дальнейшего образования, будущей профессии. Изучение английского языка будет способствовать совершенствованию коммуникативной культуры школьников. Авторы постарались наполнить УМК-8 достаточным количеством учебных ситуаций, способствующих духовно-нравственному воспитанию школьников, их приобщению к ценностям российского общества, формированию правильного отношения к учёбе, новациям в области науки и техники и т. д. Материалы страноведческого характера в УМК-8 помогут восьмиклассникам в осознании культуры стран изучаемого языка и толерантного отношения к её проявлениям, а также дадут возможность глубже сопоставить реалии родной и иноязычной культур.

Говоря о **метапредметных результатах**, отметим, что УМК-8 построен таким образом, чтобы с его помощью учащиеся могли развивать и совершенствовать свои навыки и умения в учебной и мыслительной деятельности, постепенно формирующиеся при изучении всех школьных предметов. Среди прочих можно выделить умение работать с информацией, осуществлять её поиск, анализ, обобщение, выделение и фиксацию главного. Включение в УМК проектных заданий способствует развитию исследовательских умений; разделы для повторения ранее изученного и самопроверки помогают восьмиклассникам провести рефлексивный анализ качества усвоения материала, учат адекватно оценивать уровень своих учебных достижений.

К **предметным результатам** изучения английского языка в восьмом классе мы отнесём приближение учащихся к пороговому уровню владения английским языком как средством общения. Ожидается, что к концу учебного года школьники смогут продемонстрировать следующие результаты:

¹ Федеральный государственный образовательный стандарт основного общего образования / М-во образования и науки Рос. Федерации. — М.: Просвещение, 2011. — С. 10.

в области говорения

- высказываться в монологической форме в типичных для учащихся данного возраста ситуациях общения, сообщать краткие сведения о странах изучаемого языка;
- вести диалог-расспрос и этикетный диалог в стандартных ситуациях общения, соблюдая при этом нормы речевого этикета, используя характерные для разговорной диалогической речи клише;
- делать краткие сообщения, презентации, описывать события, явления (в рамках изученных тем), передавать основное содержание, основную мысль прочитанного или услышанного, выражать своё отношение к прочитанному или услышанному, давать краткую характеристику персонажей;

в области аудирования

- понимать основное содержание коротких, несложных аутентичных текстов, построенных на изучаемом материале, но содержащих в небольшом количестве незнакомые языковые явления, о значении которых возможно догадаться на основе контекста;
- определять тему текста, выделять главные факты, находить значимую информацию;

в области чтения

- читать несложные аутентичные тексты разных жанров как с пониманием основного содержания (определять тему, основную мысль; выделять главные факты; устанавливать логическую последовательность основных фактов текста), так и с полным и точным пониманием всей содержащейся в тексте информации (при этом учащиеся опираются на языковую догадку, выборочный перевод, учатся использовать справочные материалы);

в области письма

- составлять письменные высказывания описательного или повествовательного характера в соответствии с ситуацией общения;
- заполнять анкеты и формуляры;
- составлять план, тезисы устного или письменного сообщения;
- кратко излагать результаты проектной работы;
- совершенствовать орфографические навыки.

В плане **языковой компетенции** учащиеся восьмого класса овладевают заложенным в содержании УМК-8 и представленным детально в поурочном планировании лексическим, грамматическим и фонетическим материалом, учатся его использовать при решении коммуникативных задач. В целом предполагается, что данный языковой материал позволит восьмиклассникам общаться на иностранном языке в устной и письменной форме в рамках предложенных ситуаций общения.

В отношении **социокультурной компетенции** учащиеся знакомятся с системой образования и средствами массовой информации Великобритании,

с транспортной системой и магазинами Лондона, а также с выдающимися людьми Соединённого Королевства. Они расширяют свои представления о географическом и политическом устройстве Соединённого Королевства, Канады, приобретают новые сведения об иных европейских странах, мировой географии.

Развитие **компенсаторной компетенции** в УМК-8 связано в основном с развитием умения выходить из положения в условиях дефицита языковых средств в процессе диалогического общения при помощи специальных клише (переспрос, уточнение, просьба пояснить), словарных замен, а также жестов и мимики. Не менее важно умение использовать языковую догадку.

Учебно-познавательная компетенция формируется в процессе овладения восьмиклассниками **общеучебными** и **специальными умениями**, необходимыми для приобретения новых умений и выполнения учебных заданий. Так, восьмиклассники учатся совершать действия на основе образцов, опор, работать с информацией, анализируя её, выявлять сходства и различия между русским и английским языками, выделять реалии культуры стран изучаемого языка и сопоставлять их с реалиями родной культуры, пользоваться справочным материалом.

УМК-8, как и все учебники данной линии, реализует личностно-деятельностный, коммуникативно-когнитивный и межкультурный подходы к обучению иностранным языкам.

Структура и основные особенности УМК-8

УМК для 8 класса включает в себя:

- рабочие программы (5—9 классы);
- учебник;
- аудиокурс к учебнику¹;
- рабочую тетрадь;
- аудиокурс к рабочей тетради;
- книгу для чтения;
- контрольные задания;
- аудиокурс к контрольным заданиям;
- книгу для учителя.

Кроме того, была разработана электронная форма учебника (ЭФУ) 8 класса, предлагающая участникам образовательного процесса совершенно новые возможности.

Рабочая программа явилась основой для создания всех остальных компонентов данного комплекта. В ней определяется место учебного предмета «Иностранный язык», излагаются цели обучения английскому языку, рассматриваются пути формирования и развития иноязычной коммуникативной компетенции в совокупности её составляющих (речевая, языковая, социокультурная, компенсаторная и учебно-познавательная). В программе определяются место и особенности каждого года обучения в образовательном процессе. Она детально освещает содержание обучения на каждой ступени, а также навыки и умения, которые должны приобрести школьники в результате овладения коммуникативной компетенцией.

Учебник является основным компонентом УМК-8. Его структура в основном повторяет структуру учебника для 7 класса данной линии. Единицей построения учебника является привычный учащимся блок (**Unit**), рассчитанный, однако, на более продолжительную работу (около 26 часов).

Весь учебник построен на циклическом повторении пройденного материала, причём весь изучаемый материал включает как то, что предлагалось учащимся на предыдущих этапах обучения, так и то, что было объяснено в рамках предыдущего блока.

Каждый блок посвящён развитию одной из шести ситуаций общения:

1. *Choosing a Career: The World of Jobs*
2. *Education: The World of Learning*

¹ Аудиокурсы и дополнительные материалы размещены в электронном каталоге издательства «Просвещение» на интернет-ресурсе www.prosv.ru и на сайте www.prosv.ru/umk/vereshchagina.

3. *Shopping: The World of Money*
4. *Fascination and Challenge: The World of Science and Technology*
5. *Going to Places: The World of Travelling*
6. *Newspapers and Television: The World of Mass Media*

Попадая в мир любой из этих ситуаций, учащиеся последовательно и системно знакомятся с ней. Каждый блок учебника состоит из разделов, предлагаемых в следующем порядке: **Revision; Reading for Country Studies; Reading for Information; New Language**, подразделяющийся на две секции — **Grammar Section** и **Vocabulary Section** с рубриками **Social English, Phrasal Verb, New Words to Learn; Listening Comprehension; Reading for Discussion; Speaking**, также состоящий из двух секций — **Discussing the Text** и **Discussing the Topic** с рубрикой **Topical Vocabulary; Miscellaneous; Project Work** и **Summing Up**.

В отличие от предыдущих УМК в учебнике для восьмого класса отсутствуют специальные уроки **повторения**, хотя возможности освежить в памяти учащихся материал, пройденный ранее, предоставляются учителю и ученикам в течение всего учебного года. Специально для этого отводится начальный раздел каждой учебной ситуации — **Revision**, который в концентрированном виде отражает идею циклического повторения материала. Отметим, однако, что эта часть каждого блока посвящена не только повторению, но и изучению нового материала, который дозированно вводится в структуру указанного раздела на протяжении всего курса. При этом новый материал чаще всего охватывает новую лексику в рамках изученных тем, расширяя и углубляя её. В некоторых случаях здесь же даются незначительные коррективы и дополнения к уже пройденным грамматическим явлениям, причём по возможности повторение предлагается в виде анализа и сопоставления уже известных учащимся фактов языка. Выполняя задания, составленные по принципу оппозиций, ученики проводят несложный сравнительный анализ повторяемых и изучаемых явлений языка под руководством учителя, а иногда и самостоятельно делают соответствующие выводы лингвистического характера.

Поскольку объём знаний, умений и навыков в области английского языка, заложенный в УМК-8, соотнесён с действующими примерными программами и сориентирован на общеевропейский стандарт, в учебнике для седьмого года обучения значительно расширен и усложнён материал, предназначенный для развития каждого из видов речевой деятельности. Так, развивая далее способность учащихся к чтению на английском языке, авторы включают в УМК материал, состоящий из текстов различных жанров: художественные тексты описательного и повествовательного характера, публицистические тексты, в том числе интервью и газетные статьи, тексты информационного характера — энциклопедические статьи, инструкции, рекламу и т. п. Таким образом, в учебнике представлены реальные,

практически аутентичные (адаптированные в очень небольшой степени) тексты, которые отражают реалии стран изучаемого языка.

Обучение различным видам **чтения** авторы предлагают вести на текстах разделов с различной целевой установкой: 1) **Reading for Country Studies**, 2) **Reading for Information**, 3) **Reading for Discussion**. Помимо этого, в канву каждого блока (Unit) включаются и другие задания, направленные на развитие навыков в этом виде речевой деятельности.

Все виды текстов в той или иной степени дают учащимся возможность: а) просмотреть предложенный материал, с тем чтобы понять общий смысл текста (просмотровое чтение); б) извлечь из него конкретную информацию (поисковое чтение); в) внимательно прочесть текст и максимально понять его (детальное чтение). В учебнике широко представлены художественные поэтические и прозаические тексты, которые способствуют решению перечисленных выше учебных задач и дают возможность учащимся получить эстетическое удовольствие.

На новом этапе обучения особенно важно обеспечить учащимся погружение в реально функционирующий, а не препарированный и облегчённый язык, чтобы постепенно научить их самостоятельно справляться с его сложностями. Читая текст, ученики выполняют предтекстовое задание и занимаются поиском необходимой информации, абстрагируясь от второстепенных деталей и максимально используя языковую догадку, сочетаемость слов, знакомые словообразовательные модели, интернациональную лексику. Подчёркивая необходимость обучения поисковому и просмотровому чтению, авторы тем не менее считают обязательным продолжать работу над детальным чтением, в том числе и чтением со словарём, которое приучает школьников внимательно относиться и к деталям самого текста, и к конкретным особенностям языка, что важно при переходе к старшему этапу обучения.

Здесь необходимо остановиться на заданиях со значком «словарь»  (Dictionary), впервые появившемся в УМК-8. Они встречаются в разных разделах учебника, одним из которых является раздел **Reading for Country Studies**. Работа с заданиями этого раздела предполагает два уровня выполнения: 1) первое знакомство с помощью аудирования и/или чтения (где словарь не используется, а проверка понимания текста проходит таким образом, что незнакомые слова не мешают её выполнению); 2) более внимательное прочтение текста со словарём. Второй этап очень важен, так как выработка привычки систематической работы с двуязычным, а лучше одноязычным словарём является одной из главных задач данной стадии обучения.

Возьмём для примера текст этого раздела блока 1 “Unusual Jobs: A Bodyguard”. После прослушивания текста ученики должны сказать, какие темы из предложенного списка не затрагиваются в тексте, т. е. от них требуется лишь самое общее его понимание. Далее учащиеся переходят к чтению со словарём (это можно делать в классе или дома по усмотре-

нию учителя) и выполняют более сложное задание. Восьмиклассникам необходимо сформулировать вопросы к уже существующим ответам, для чего требуется гораздо более детальное знакомство с текстом и желательно его стопроцентное понимание, отсюда возникает необходимость отсылать учащихся к словарю. В рассматриваемом тексте ученики сталкиваются, как минимум, с 26 незнакомыми словами (около 6 % от общего количества слов): *romanticized, associated, tendency, lifestyle, manpower, unsafe, assassinated, spouse, attempt, inauguration, protection, surrounded, accompany, agent, selected, pistol, rifle, proposed, equipment, escape, route, emergency, evacuation, arise, mission, budget*. Как видно из этого списка, примерно половина из них созвучна с русскими словами сходного значения, смысл остальных в большинстве случаев понятен из контекста, и лишь очень незначительное количество слов (*escape, route, emergency*) требует обращения к словарю. В любом случае учителю рекомендуется отослать учащихся к словарю, чтобы они могли познакомиться с новым словом или же убедиться в правильности своей догадки.

При работе с УМК-8 авторы настоятельно рекомендуют учителям советовать учащимся использовать не только англо-русские, но и одноязычные англо-английские словари, которые дают гораздо более точное представление о семантике слов и их употреблении и, главное, позволяют постепенно отказываться от родного языка как средства извлечения или передачи смысла. Учащиеся, работавшие по УМК данной линии, вполне готовы к работе с одноязычными словарями, так как на протяжении нескольких лет авторы старались вводить и закреплять новую лексику, преимущественно пользуясь английскими словарными дефинициями, а к родному языку прибегали лишь тогда, когда важно было показать разницу между ним и изучаемым языком.

Раздел **New Language** вводит новую информацию лексико-грамматического характера в двух секциях **Grammar Section** и **Vocabulary Section**.

В первой из них в соответствии с программными установками внимание сконцентрировано на тех **грамматических явлениях** повышенной сложности, которые либо только едва затрагивались ранее, либо не рассматривались вовсе. Основными явлениями грамматики в УМК-8, которые должны быть освоены учащимися, являются особенности функционирования модальных глаголов и их эквивалентов (*can, may, must, should, ought (to), need, have (to), to be (to)*), сослагательного наклонения, неличных форм глагола (инфинитив, герундий). Достаточно большое внимание на этом этапе обучения уделяется такой части речи, как наречие. Поняв основные специфические характеристики наречных слов, учащиеся могут на специально разработанных упражнениях потренироваться в их употреблении в речи; при этом специально предлагаются задания на противопоставление наречий и прилагательных. Также учащиеся знакомятся с субстантивированными

прилагательными (the rich, the poor), с некоторыми особенностями префиксального словообразования и спецификой употребления притяжательного падежа. Однако весь этот новый материал предлагается ученикам на фоне постоянного обращения к уже знакомым грамматическим явлениям: глагол и существующая система времён в рамках действительного и страдательного залогов, артикль, имя существительное, имя прилагательное.

Во второй секции продолжается работа по изучению лексики современного английского языка. При этом, в отличие от прежних этапов обучения, помимо работы над синонимами, антонимами и фразовыми глаголами, вниманию учащихся предлагается семантика многозначных слов и ведётся планомерная работа над их употреблением в речи в различных значениях.

Тематика учебных ситуаций выбрана с учётом требований действующих примерных программ и включает как прохождение уже в какой-то степени знакомых учащимся ситуаций общения — *Education, Shopping, Jobs, Travelling*, так и абсолютно новых — *The World of Science and Technology, Mass Media, Money*. Все эти явления — неотъемлемые атрибуты современной жизни, и у людей нового тысячелетия неминуемо возникает потребность обсуждать эти проблемы. Хочется подчеркнуть, что в восьмом классе следует обращать внимание учащихся на существующую в языке вариативность средств выражения при описании этих ситуаций общения. Заметим также, что уже частично знакомые темы преподносятся в УМК-8 иначе, в них акцентируются те стороны знакомого явления, которые ранее не затрагивались. Так, в теме *Education* речь идёт о среднем образовании в Великобритании на уровне государственных и частных школ, о существующей системе экзаменов. При обсуждении профессиональных занятий людей учащимся предлагается обсудить проблемы выбора профессии и т. д.

Одним из основополагающих моментов в области обучения иностранным языкам является признание практически всеми учителями и методистами того факта, что современные школьники должны использовать язык как инструмент общения в диалоге культур современного мира.

Следующим в каждом блоке учебника является раздел **Listening Comprehension**, посвящённый обучению восьмиклассников аудированию. В УМК-8 включены задания, специально предназначенные для развития данного вида речевой деятельности. Как отмечалось выше, каждая учебная ситуация (Unit) учебника содержит текст информационно-страноведческого характера (раздел **Reading for Country Studies**), который учащиеся сначала прослушивают, после чего выполняют задание на проверку его понимания и только потом читают. Задания такого типа включены в УМК данной линии впервые, так как восприятие на слух текста информационного характера труднее, чем восприятие сюжетного текста, и до сих пор учащиеся были к этому не готовы. По представлению авторов, на

седьмом году обучения такая задача стала выполнимой. Впрочем, сюжетные тексты не забыты — они используются в задании на аудирование, завершающем работу над лексикой, и являются традиционными для данной линии. Работая с аудиозаписями, учитель может вернуться к наиболее сложным отрывкам или фразам, для того чтобы помочь ученикам понять их на слух.

В учебнике УМК-8 озвучены также отдельные задания типа *Answer the questions*. И сделано это с двойной целью: закрепить интонацию в вопросительном предложении (учитель может попросить учеников повторить вопросы, задаваемые диктором) и помочь развитию навыков аудирования.

Аудиозаписи к УМК-8 выполняют и другую важную роль — они являются образцом при работе над фонетической стороной речи. Авторы рекомендуют учителям пользоваться аудиокурсом при работе над техникой чтения художественного текста (раздел **Reading for Discussion**), стихов и песен (раздел **Miscellaneous**). Нужно сказать, что аудирование — это один из самых трудных аспектов обучения иностранному языку и внимание к нему со стороны учителя должно быть максимальным.

Обучение **устной речи** в разделе **Speaking** строится по тем же принципам, что и в предыдущие годы. Однако количество заданий, предназначенных для развития устной речи, в УМК-8 увеличено по сравнению с предыдущими УМК. Наряду с использованием подготовленной и полуподготовленной речи учащимся предлагается принимать участие в обсуждении дискуссионных проблем. В новом УМК акцент делается на монологической речи, но и обучение диалогу не остаётся без внимания. Организовывать работу учащихся по составлению и разыгрыванию диалогов позволяет прежде всего материал рубрики **Social English**, но это не единственная возможность: диалогической речи можно обучать и с помощью других заданий учебника. Помимо заданий, непосредственно предназначенных для развития навыков устной речи, в УМК-8 представлен столь разнообразный и объёмный материал для чтения и обсуждения, что учитель с лёгкостью может увеличить с его помощью количество речевых заданий, если сочтёт это необходимым.

Главным в говорении являются как мотив для говорения, так и языковые средства, с помощью которых учащиеся могут выразить свои мысли.

Проектные задания также предназначены для развития у школьников способности не только самостоятельно находить и организовывать информацию, но и излагать результаты своих исследований на английском языке.

Обучение творческому **письму** на этом этапе выносится за рамки учебника. Что же касается письменных заданий, предусмотренных в нём, то они носят преимущественно тренировочный характер, а письмо в этом случае служит скорее средством обучения, позволяя закрепить изученный лексико-грамматический материал. Целый ряд заданий рекомендуется для устной работы в классе и последующего письменного выполнения учениками в личных тетрадях дома. Такие задания отмечены особым значком .

В конце каждого блока помещён раздел **Miscellaneous**, который содержит интересный дополнительный материал. Здесь предлагаются стихи, песни, высказывания известных людей, необычные или малоизвестные факты. Всё это учитель по своему усмотрению может включать в процесс обучения.

Задания завершающего учебник раздела **Project Work** дают учителю возможность расширить рамки изучаемой темы, а ученику — проявить свои творческие способности. Предполагается, что проектные задания выполняются учениками индивидуально или в небольших группах. Все проектные задания связаны с поиском и организацией дополнительного материала на английском языке, что очень полезно при переходе к старшему этапу обучения и готовит учащихся к самостоятельной работе с изучаемым языком. Они могут быть весьма разнообразными: опрос общественного мнения и представление его результатов, подготовка материалов о школе ко дню открытых дверей, создание рекламы, составление и проведение викторины и игры, подготовка и чтение сообщений. Очень важно, чтобы результаты такой индивидуальной работы были представлены в письменном или графическом виде, чтобы учащиеся могли сравнивать свои работы и учиться друг у друга. Кроме того, учителям желательно найти время для устной презентации проектов учащимися и для проведения в классе или во внеурочное время игры и викторины. Главное — сделать так, чтобы проектная работа не стала формальностью, а, напротив, была полезной и приносила в учебный процесс разнообразие.

Помимо всего вышеперечисленного, учебник для восьмого класса обладает целым рядом особенностей и нововведений.

Одним из них является наличие специальных таблиц и рамок под заголовком **Focus**. В них в схематическом виде достаточно наглядно представлены так называемые «узкие» места изучаемого материала. Это те явления языка, которые, по многолетним наблюдениям авторов, чаще всего вызывают трудности у учащихся. В большой степени при составлении этих таблиц использовался уже хорошо известный восьмиклассникам принцип оппозиций, который даёт возможность, противопоставляя повторяемые явления языка, заострить их внимание на самых важных, центральных характеристиках того или иного языкового явления. Нередко, однако, акцент ставится не на базисных моментах, а на частных явлениях, знание которых может помочь школьникам сделать свою речь на английском языке максимально корректной.

Все учебники нового поколения по иностранным языкам в обязательном порядке включают в свою структуру материалы **страноведческого** и **лингвострановедческого** характера. УМК данной линии, начиная со второго года обучения, постепенно наращивает объём такого материала, а в восьмом классе он является, безусловно, одним из доминирующих. В учебник системно вводится страноведческий материал, начиная со специально

разработанного раздела в каждой учебной ситуации (**Reading for Country Studies**) и заканчивая проектной работой (**Project Work**), завершающей каждый блок.

Для восьмиклассников весьма актуальной представляется задача подготовки к Государственной итоговой аттестации, ожидающей их по окончании девятого класса. Для её реализации во все компоненты УМК были введены задания в формате ОГЭ или близких к нему. Они охватывают такие виды речевой деятельности, как аудирование, чтение, говорение и письмо.

Ряд заданий лексико-грамматического характера, написанных в формате ОГЭ, представлены и в рабочей тетради. Это задания на словообразование и формоизменение, столь непросто дающиеся школьникам, а потому требующие особого внимания. При этом заданиям, в которых учащимся предлагается закончить текст, вставляя в него соответствующие дериваты, всегда предшествуют упражнения, где ученики выполняют то же самое, но в рамках отдельно взятых предложений, что, безусловно, значительно легче и позволяет освежить в памяти многие деривационные (словообразовательные) модели. Задания на завершение текстов и отдельных предложений путём словоизменения в рабочей тетради, книге для чтения и контрольных заданиях максимально приближены к экзаменационному формату и нацелены на правильное использование грамматических форм единиц различной частеречной принадлежности (существительное, прилагательное, местоимение, числительное).

Более того, также как и в учебнике для седьмого класса, в учебнике для восьмого класса авторы представили специальный раздел — **Get Ready for Your State Final Assessment**. Все задания раздела составлены в соответствии с демоверсией экзамена и нацелены на качественную подготовку учащихся к сдаче письменной и устной части ОГЭ по английскому языку.

Все задания, направленные на подготовку к экзамену, помечены специальным значком **SFA** (**State final assessment**), о чём, конечно же, стоит рассказать учащимся, знакомя их со структурой учебника в начале учебного года.

Признавая важность и необходимость привыкания к формату ОГЭ заранее, всё же нужно понимать, что вся работа над языком, в какой бы форме она ни проводилась, направлена на достижение главной цели — формирование у учеников коммуникативной компетенции, без чего успешная сдача экзамена представляется невозможной.

В учебнике для восьмого класса существует система так называемой самооценки учащимися своих знаний. С этой целью в разделах, посвящённых повторению пройденного материала, выделяется ряд заданий, правильность выполнения которых ученики оценивают в баллах и сравнивают свои показатели с максимально возможными. Данные задания помечены в учебнике значком **SA** (**Self-assessment**) и входят в каждый

из шести блоков (Units). По замыслу авторов, они должны увеличить степень мотивированности школьников к изучению предмета, показать им, как объективно оценивать собственные успехи, а также сформировать привычку анализировать проделанную ими работу.

Предполагая, что все учащиеся планомерно выполняют большинство из предлагаемых заданий, авторы в данном комплекте используют принцип избыточности, который получил одобрение у практикующих учителей. В частности, весь раздел **Miscellaneous** может быть использован учителями по их усмотрению.

В конце каждой учебной ситуации располагается раздел **Summing Up**. Его цель — помочь учащимся проанализировать проделанную в течение всех уроков блока работу, выявить наиболее интересные/неинтересные для них моменты, а главное, понять, насколько успешной была деятельность учащихся по освоению изучаемого языка. Этот анализ должен помочь восьмиклассникам увидеть не только собственные успехи, но и те недоработки, которые у них имеются. Это позволит понять, что именно нуждается в корректировке, и продумать работу в этом направлении.

В отличие от учебника для седьмого класса данный учебник (для восьмого класса) не включает специальный раздел **Reference Grammar**, обычно размещённый в конце учебника. Авторы полагают, что пояснения, которые даются в таблицах **Focus** и комментариях к ним, достаточно обстоятельны и наглядны. Помимо этого, педагог имеет возможность воспользоваться поурочными комментариями относительно наиболее сложных лексических и грамматических явлений, которые предлагаются в книге для учителя (см. раздел «Методические рекомендации по работе над учебными ситуациями УМК-8»). Авторы также считают обязательным использование учителями и учащимися различных справочных пособий, иной методической и учебно-методической литературы, которая в широком ассортименте представлена на российском книжном рынке. (Наименование конкретных пособий можно посмотреть, например, в книге для учителя для седьмого класса данной линии УМК). Помимо указанных там изданий, можно порекомендовать также пособия *Grammarway 1: English Grammar Book* и *Grammarway 2: English Grammar Book* (под редакцией О. В. Афанасьевой. Express Publishing, 2010).

Тексты аудиозаписей к учебнику, а также ответы на задания к нему находятся в данной книге для учителя (с. 65—76, 76—125).

Как и учебник, **рабочая тетрадь** состоит из шести аналогичных разделов, в каждом из которых школьникам предлагается не менее 30 заданий различного характера. Это упражнения, нацеленные на развитие таких видов речевой деятельности, как аудирование (в каждом блоке по два текста — диалогического и монологического характера) и чтение (в каждом блоке находится текст научно-публицистического стиля и фрагменты текс-

тов художественного стиля (в формате ОГЭ). Остальные задания дают учащимся возможность дополнительной тренировки в использовании изученных лексико-грамматических явлений.

Как указывалось ранее, многие задания рабочей тетради разработаны в формате ОГЭ. Таковы упражнения на словообразование, словоизменение и формообразование различных частей речи, которые в учебнике охватывают только глагольные формы.

Тексты аудиозаписей к рабочей тетради, а также ответы на задания к ней находятся в данной книге для учителя (с. 142—159, 159—186).

Работа над каждой учебной ситуацией завершается двумя дополнительными уроками (**Optional Lessons**), а также двумя или тремя уроками домашнего чтения. Материалы для этих уроков находятся в книге для чтения.

Особенность **книги для чтения** для восьмого класса заключается в том, что она состоит из двух частей: **Reading Fiction** и **Preparing for the Exam**. Первая часть содержит шесть художественных научно-фантастических текстов современных авторов, что, как представляется авторам пособия, должно соответствовать вкусам и увлечениям школьников данного возраста. Эти тексты призваны увеличить словарный запас школьников, продолжить развитие навыков чтения, усилить интерес к изучению языка. Кроме того, все рассказы первой части и некоторые тексты второй дают возможность обсудить прочитанное, провести дискуссию или обменяться мнениями по поводу прочитанного.

Материалы второй части книги для чтения преимущественно развивают и углубляют тематику речевых ситуаций учебника. Каждый из шести разделов состоит из шести текстов и заданий к ним. Тексты носят в основном познавательный характер, хотя некоторые из них представляют собой отрывки из художественных произведений. Главная задача, которую выполняет эта часть книги для чтения, — помочь школьникам подготовиться к тем заданиям экзамена, которые направлены на проверку навыков чтения. Поэтому задания здесь составлены в экзаменационном формате. Впрочем, авторы надеются, что чтение данных текстов также доставит ученикам удовольствие, даст пищу для размышлений, познакомит с новыми фактами.

В конце книги для чтения предлагаются небольшой англо-русский словарь, состоящий из вошедшей в тексты незнакомой учащимся лексики, и ответы на задания второй части.

Важным компонентом УМК-8 являются **контрольные задания**. Сборник основан на изученном в каждом блоке учебника материале, что даёт возможность учителю проверить результаты и установить уровень обученности восьмиклассников по окончании каждого блока (Unit).

Тексты аудиозаписей для контрольных заданий, а также ответы к ним находятся в данной книге для учителя (с. 186—199, 199—205).

Электронная форма учебника

Электронная форма учебника, созданная АО «Издательство «Просвещение», представляет собой электронное издание, которое соответствует по структуре и содержанию печатному учебнику, а также содержит мультимедийные элементы, расширяющие и дополняющие содержание учебника.

ЭФУ представляет собой электронное издание, которое соответствует по структуре и содержанию печатному учебнику, а также содержит мультимедийные элементы, расширяющие и дополняющие содержание учебника.

ЭФУ представлена в общедоступных форматах, не имеющих лицензионных ограничений для участников образовательного процесса. ЭФУ воспроизводится в том числе при подключении устройства к интерактивной доске любого производителя.

Для начала работы с ЭФУ на планшет или стационарный компьютер необходимо установить приложение «Учебник цифрового века». Скачать приложение можно из магазинов мобильных приложений или с сайта издательства.

Электронная форма учебника включает в себя не только изложение учебного материала (текст и зрительный ряд), но и тестовые задания (тренажёр, контроль) к каждой теме учебника, обширную базу мультимедиа-контента. ЭФУ имеет удобную навигацию, инструменты изменения размера шрифта, создания заметок и закладок.

Данная форма учебника может быть использована *как на уроке в классе* (при изучении новой темы или в процессе повторения материала, при выполнении как самостоятельной, так и парной или групповой работы), так и *во время самостоятельной работы дома, при подготовке к уроку*, для проведения внеурочных мероприятий.

Рекомендации по развитию компетенции в области использования информационных технологий (ИКТ-компетенции)

В современном мире освоение новых знаний в полном объёме невозможно без активного использования учащимися информационных технологий. Для этого необходимо сформировать у школьников соответствующую компетенцию. Чем чаще учащиеся будут использовать новые технологические возможности, тем полнее будет сформирована у них указанная компетенция и тем успешнее будет осуществляться процесс получения знаний.

Применение информационных технологий в процессе овладения иностранными языками, безусловно, интенсифицирует процесс обучения и делает его более привлекательным для современных школьников. Школьники XXI века достаточно свободно владеют компьютерными технологиями.

Это привычная для них среда, а потому, используя современные технические разработки, они могут более эффективно достигать требуемых ФГОС предметных результатов.

Кроме того, внедрение информационных технологий в учебно-воспитательный процесс значительно способствует достижению учащимися запланированных метапредметных результатов, формированию у них универсальных учебных действий. Информационно-коммуникационная компетенция облегчает выход учащихся в информационное пространство, что является важнейшим условием достижения ими личностных результатов. Школьники активно включаются в процесс обучения в целом. Использование компьютерных технологий углубляет их саморазвитие, усиливает мотивацию, интерес к предметным знаниям. Всё это влияет на ценностно-смысловые установки, социокультурную компетенцию, личностные качества, личностную и гражданскую позиции учащихся.

Учителю следует руководствоваться принципами преемственности не только в плане подачи лингвистических и филологических знаний, но также и в вопросе формирования у учащихся ИКТ-компетенции. К концу образовательного курса восьмого класса учащиеся должны не только владеть компьютером и приложениями к нему, включая коммуникативную деятельность в Интернете, но и уметь применить ИКТ-умения в учебно-познавательных целях. Они могут использовать электронные тренажёры, вносить изменения в текст с помощью текстового редактора, находить в Интернете нужную информацию, работать с редактором презентаций, рассказывать о результатах своих проектов с помощью интерактивной доски или мультимедийного проектора, участвовать в групповом учебном взаимодействии. Они могут также выполнять языковые тесты на интерактивной доске или персональном компьютере.

ИКТ-умения выпускников основной школы обеспечиваются, в том числе, системной и систематической работой на материале УМК данной линии. Эти умения необходимы учащимся для развития у них коммуникативной компетенции и достижения требуемых ФГОС результатов.

Для повышения уровня осознанности и последовательности педагогических действий и повышения педагогической целесообразности использования ИКТ следует распознавать элементы ИКТ-компетенции школьников, формируемые, в том числе, в процессе обучения иностранному языку по данному УМК.

В ходе обучения учащиеся основной школы должны научиться:

- владеть технологическими навыками работы с пакетом прикладных программ Microsoft Office;
- использовать базовые и расширенные возможности информационного поиска в Интернете;
- создавать гипермедиаобщения, различные письменные сообщения, соблюдая правила оформления текста.

При поиске и передаче информации школьники должны уметь:

- выделять ключевые слова для информационного поиска;
- самостоятельно находить информацию в информационном поле;
- организовывать поиск в Интернете с применением различных поисковых механизмов;
- анализировать и систематизировать информацию, выделять в тексте главное, самостоятельно делать выводы и обобщения на основе полученной информации.

При подготовке презентации выполненных работ восьмиклассники должны научиться:

- составлять тезисы выступления;
- использовать различные средства наглядности при выступлении;
- подбирать соответствующий материал для создания информационного продукта, представленного в различных видах;
- оформлять информационный продукт в виде компьютерной презентации средствами программы Microsoft PowerPoint.

Во время сотрудничества и коммуникации учащиеся должны уметь:

- представлять собственный информационный продукт;
- работать с партнёром (учитель, другой учащийся);
- отстаивать собственную точку зрения.

Учащиеся также должны быть знакомы с правилами безопасного использования средств ИКТ и Интернета, осведомлены о недопустимости контактов с незнакомыми лицами и необходимости хранить в тайне конфиденциальную информацию о себе и своей семье.

Учебно-методический комплект нового поколения для восьмого класса, равно как и все остальные УМК данной линии, направлен на формирование готовности российских школьников к активной и продуктивной деятельности в глобальном информационном пространстве. В нём последовательно реализуются требования ФГОС к формированию ИКТ-компетенции у обучающихся как метапредметного результата освоения основной образовательной программы.

Планирование

Учебные ситуации и часы	Новые слова		Словосочетания	Грамматика и вокабуляр	Тексты на чтение	Текст на аудирование	Песни, стихи, цитаты, пословицы
	Слова на узнавание ¹	Слова на активное использование					
<p><i>Choosing a Career: The World of Jobs (Unit 1)</i> Periods: 1—20</p>	<p>1. a kid 2. to park 3. soft-hearted</p>	<p>1. top 2. to mind 3. to fix (<i>sth</i> to/on <i>sth</i>) 4. dumb 5. smart 6. advanced 7. terrific 8. to show off/ a show-off 9. care/to care (for/about <i>sb/sth</i>) 10. jealous 11. to cheat 12. a cheat 13. a cheat sheet 14. a flavour 15. flavoured 16. rotten 17. silly 18. harm 19. to creep (crept, crept) 20. creeps</p>	<p>1. at the top of <i>sth</i>/to be(come) top of <i>sth</i> 2. never mind 3. Mind your own business. 4. to fix <i>sth</i> (to fix a day) 5. to fix <i>sth</i> broken 6. to fix <i>sb</i> up 7. to be (get) smart with someone 8. a smart aleck 9. advanced in years 10. to care to do <i>sth</i> 11. to take care of <i>sb/sth</i> 12. to feel jealous of <i>sb/sth</i> 13. to do harm (more harm than good)</p>	<p>Revision: 1. Names of jobs 2. The Subjunctive Mood: Present Subjunctive New Language: 1. The Subjunctive Mood: Past Subjunctive 2. Present and Past Subjunctive in Comparison Social English: offering a suggestion and reacting to it  3 Phrasal Verbs: to hand + down, in, out, over</p>	<p>1. "Unusual Jobs: A Bodyguard"  2² 2. "Little House on the Table" (by N.N. Glick) 3. "Malcolm's Story" (after P. Jennings)  5</p>	<p>"But You Promised You Wouldn't Tell" (after B. Mooney)  4</p>	<p>1. <i>Poem</i> "The Road Not Taken" (by R. Frost)  6 2. <i>Song</i> "Blowing in the Wind" (by Bob Dylan) 3. <i>Lines:</i> 1. Give us tools, and we will finish the job. 2. Our satisfactions in life will be in proportion with our contribution. 3. When it is dark enough, you can see the stars</p>

					14. to give <i>sb</i> the creeps <i>Phrases from the text:</i> 1) to know for a fact 2) to tell <i>sb</i> off 3) to get into trouble 4) to walk off 5) to get rid of <i>sth</i> 6) once and for all 7) to give <i>sth</i> a try 8) to tell <i>sb</i> the truth 9) stuff like that				
21	Optional Lesson								
22	Optional Lesson								
23	Test on Unit 1								
24–26	Home Reading Lessons 1, 2, 3								

¹ В таблицу не включены слова и словосочетания из рубрики **Topical Vocabulary**, представленные списком в учебнике (см. с. 34–36, 85–87, 135–137, 181–183, 186–187, 237–239, 290–293) и словаре.

² В этом столбце тексты представлены в соответствии с порядком следования разделов в учебнике: 1. Reading for Country Studies; 2. Reading for Information; 3. Reading for Discussion. Некоторые из них предполагают прослушивание аудиозаписи.

Учебные ситуации и часы	Новые слова		Словосочетания	Грамматика и вокабуляр	Тексты на чтение	Текст на аудирование	Песни, стихи, цитаты, пословицы
	Слова на узнавание	Слова на активное использование					
	4. witchcraft 5. a philosopher 6. a caretaker 7. legendary 8. to concentrate 9. surroundings	21. a dormitory 22. a wizard 23. wizardry 24. to enrol (enrolled, enrolling) 25. a queue/to queue (up) (queued, queuing/ queuing) 26. to vanish 27. to tickle 28. solid 29. to force/force 30. to squeak/a squeak 31. squeaky 32. a mess/to mess 33. messy 34. complicated 35. rare/rarely 36. to relieve 37. relief 38. to drone 39. droning 40. to warn 41. a warning	15. to enrol at a college 16. to enrol on a course 17. to queue for <i>sth</i> 18. to jump the queue 19. a queue jumper 20. to vanish from sight 21. to vanish into thin air 22. vanishing species 23. solid advice 24. to force on/upon someone 25. to force one's way 26. by force 27. from force of habit 28. to be in a mess 29. to mess up <i>sth</i>	Revision: <i>Unit 1</i> New Language: 1. More Facts about the Subjunctive Mood: Present Subjunctive versus Past Subjunctive 2. "But for" structures 3. Adverbs: Degrees of Comparison 4. Adverbs as Modifiers 5. Formation of Adverbs Social English: classroom English Phrasal Verbs: <i>to break + away,</i> down, into, out	1. "Secondary Education in Britain" 8 2. "Hampton School" 3. "Hogwarts" (after J. K. Rowling) 11	"Let There Be Peace" 10	1. Poem "A Red, Red Rose" (by R. Burns) 12 2. Song "Auld Lang Syne" (by R. Burns) 3. Well-known lines: 1. Some of the best lessons are learned from mistakes and failures. 2. The love of money is the root of all evil, but the possessions of it is an opportunity for much good. 3. Happiness consists not

Education: The World of Learning (Unit 2)
 Periods: 27—46

					<p>in having many things, but in needing few.</p> <p>4. A person needs to be loved the most when he deserves to be loved the least.</p> <p>5. Nothing is final</p>
				<p>30. to mess about</p> <p>31. to be relieved</p> <p>32. to drone on</p> <p>33. to warn <i>sb</i> about/of/against <i>sth</i></p> <p><i>Phrases from the text:</i></p> <p>1) on tiptoe</p> <p>2) to scribble down</p> <p>3) to give someone a good talking-to</p> <p>4) to make notes</p> <p>5) to go silver and pointy</p> <p>6) to have a head start</p> <p>7) to get to know</p> <p>8) to keep doing <i>sth</i></p> <p>9) to get on the wrong side of someone</p> <p>10) to cross</p>	
47	Optional Lesson				
48	Optional Lesson				
49	Test on Unit 2				
50—52	Home Reading Lessons 4, 5, 6				

Учебные ситуации и часы	Новые слова		Словосочетания	Грамматика и вокабуляр	Тексты на чтение	Текст на аудирование	Песни, стихи, цитаты, пословицы
	Слова на узнавание	Слова на активное использование					
<p>10. firmly 11. down-wards 12. eccentric</p>	<p>42. worth 43. an outfit 44. a fancy dress/fancy-dress (<i>adj</i>) 45. immense 46. reluctant 47. reluctance 48. to attach 49. attached 50. to detach 51. detachable 52. detached 53. to tie/a tie 54. starch/to starch 55. starched 56. stiff 57. to chew 58. chewing gum 59. ridiculous 60. to flap (flapped, flapping) 61. funeral 62. dignity 63. dignified</p>	<p>34. to be worth doing <i>sth</i> 35. with reluctance 36. to be attached to <i>sth</i> 37. to be deeply attached to <i>sb</i> 38. to detach <i>sth</i> from <i>sth</i> 39. a detached view (of an event) 40. to tie <i>sth</i> to/round <i>sth</i> 41. a stiff collar/leg/smile 42. to flap in the wind 43. to keep one's dignity 44. to lose one's dignity <i>Phrases from the text:</i></p>	<p>Revision: <i>Unit 2</i> New Language: 1. Adverbs. Degrees of Comparison. Irregular Forms (<i>well — better — best, badly — worst, far — farther — farthest, far — further — furthest, etc.; hard — hardly, high — highly, etc.; to do sth badly — to need sth badly</i>) 2. Modal Verbs: <i>can/could/may/might/be allowed to; could — was/were able to/managed to</i></p>	<p>1. "Shopping in Britain" 14 2. "What Makes Money Valuable?" 3. "Getting Dressed for the Big School" (after R. Dahl) 17</p>	<p>"The Verger" (part 1) 16A, part 2 16B)</p>	<p>1. <i>Quotations:</i> 1. Business, you know, may bring money, but friendship hardly ever does. (<i>J. Austin</i>) 2. The love of money is the root of all evil. (<i>the Bible</i>) 3. Money is like a sixth sense without which you cannot make a complete use of the other five. (<i>W.S. Maugham</i>) 4. — The rich are</p>	

Shopping: The World of Money (Unit 3)
Periods: 53—72

			<p>1) to get dressed</p> <p>2) to take someone ages</p> <p>3) to shriek with laughter</p> <p>4) to put the lid on <i>sth</i></p> <p>5) jet-black</p> <p>6) brand-new</p> <p>7) to lose one's nerve</p> <p>8) to take (no) notice (of <i>sth</i>)</p>	<p><u>Social English:</u> the language of shopping</p> <p>U 15</p> <p><u>Phrasal Verbs:</u> <i>to come + across</i>, down with, off, over, round</p> <p>Word-building with the help of un-:</p> <p>to lace (up) —</p> <p>to unlace</p> <p>to button up —</p> <p>to unbutton</p> <p>to buckle up —</p> <p>to unbuckle</p> <p>to zip up —</p> <p>to unzip</p>		<p>different from us.</p> <p>— Yes, they have money.</p> <p>(<i>F. S. Fitzgerald</i>)</p> <p>5. Remember that time is money.</p> <p>(<i>B. Franklin</i>)</p> <p>2. <i>Song</i> “Can’t Buy Me Love” (<i>the Beatles</i>)</p> <p>3. <i>Poem</i> “Leisure” (by <i>W. H. Davies</i>)</p> <p>U 18</p>
73	Optional Lesson					
74	Optional Lesson					
75	Test on Unit 3					
76—78	Home Reading Lessons 7, 8, 9					
79	Optional Lesson					
80	Final Test on Units 1—3					

Учебные ситуации и часы	Новые слова		Словосочетания	Грамматика и вокабуляр	Тексты на чтение	Текст на аудирование	Песни, стихи, цитаты, пословицы
	Слова на узнавание	Слова на активное использование					
<p><i>Fascination and Challenge: The World of Science and Technology (Unit 4)</i> Periods: 81–101</p>	<p>13. an individual 14. a robot 15. a mania (kleptomania) 16. intellect 17. a combination 18. combined 19. a hybrid 20. sterilized 21. to imitate 22. potential 23. emotional</p>	<p>64. to express 65. a nerve 66. nervous 67. to bother 68. indifferent 69. indifferently 70. beside 71. to require 72. equipment 73. to supply/a supply 74. irritable 75. irritably 76. a case 77. worn out 78. a record/to record 79. to predict 80. to insist 81. a desire/to desire 82. a variety 83. various 84. an advantage</p>	<p>45. to suffer from nerves 46. to get on one's nerves 47. to have/lose the nerve 48. to do <i>sth</i> 49. to bother <i>sb</i> with/about <i>sth</i> 50. to be required to do <i>sth</i> 51. to be required of <i>sb/sth</i> 52. to supply <i>sb</i> with <i>sth</i> 53. to supply <i>sth</i> to <i>sb/sth</i> 54. in any case 55. just in case 56. in that case 57. to set a record 58. to break the record 59. to hold the record 60. to insist on <i>sth</i></p>	<p>Revision: <i>Unit 3</i> New Language: 1. The Place of Adverbial Modifiers in Sentences 2. Adverbial Modifiers of Time and Frequency 3. Modal Verbs: <i>must/have to/should/ought to/have to ≈ have got to</i> 4. Substantivized Adjectives (<i>the deaf, the blind, etc.</i>) <u>Social English:</u> notices and warnings <u>Phrasal Verbs:</u> <i>to see + sb</i> around, through <i>sth</i> or <i>sb</i>, to <i>sth</i> or <i>sb</i>, <i>sb</i> off Do as an intensifier: <i>do</i></p>	<p>1. "The Man and His Book" (after G. Bell) 20 2. "Virtual Reality: Danger Ahead?" 3. "The Surgeon" (after I. Asimov) 23</p>	<p>"Is There Life in Space?" 22</p>	<p><i>I. Proverbs:</i> 1. One cannot be in two places at once. 2. One cannot put back the clock. 3. One is never too old to learn. 4. One must draw the line somewhere. 5. One cannot serve two masters. 2. <i>Song</i> "Yellow Submarine" (<i>the Beatles</i>) 24 3. <i>Poem</i> "The Cloud-Mobile" (by M. Swenson)</p>

			<p>61. for various reasons 62. an advantage over <i>sb</i> 63. to have the advantage of doing <i>sth</i> 64. to do <i>sth</i> to advantage 65. to take advantage of <i>sth</i></p> <p><i>Phrases from the text:</i> 1) to talk <i>sb</i> out of <i>sth</i> (into <i>sth</i>) 2) against one's will 3) to pay (no) attention to <i>sth</i> 4) to take one's time 5) to be in charge 6) (in) flesh and blood 7) in the near future 8) to tell the difference</p>	<p><i>sit down, do tell me, etc., we, you, one</i> in the meaning of <i>everyone;</i></p> <p><i>Structures:</i> <i>either ... or ...,</i> <i>neither ... nor ...,</i> <i>either,</i> <i>neither — any,</i> <i>none</i></p>		
102	Optional Lesson					
103	Optional Lesson					
104	Test on Unit 4					
105— 107	Home Reading Lessons 10, 11, 12					

Учеб- ные ситуа- ции и часы	Новые слова		Словосочетания	Грамматика и вокабуляр	Тексты на чтение	Текст на аудиро- вание	Песни, стихи, цитаты, пословицы
	Слова на узнавание	Слова на активное использование					
	24. absolute 25. altogether 26. a caval- cade 27. commer- cial 28. countless 29. a fjord 30. a half- sister 31. idyllic 32. a steward 33. totally 34. a welcome	85. to thrill/a thrill 86. thrilling 87. a nightmare 88. to clatter/a clatter 89. to confuse 90. confusing 91. rough 92. to sink (sank, sunk) 93. to groan/a groan 94. to tremble 95. annual 96. a reunion 97. to embrace 98. a tear 99. to flow/a flow 100. wrinkled 101. a destina- tion 102. a vessel 103. bare 104. bareheaded 105. barefooted 106. a couple	66. to be thrill- led by <i>sth</i> 67. to have a nightmare 68. a rough sea 69. a rough drawing 70. a rough road/voice/idea 71. to sink to the bottom 72. to groan with pain 73. to give a groan 74. to tremble with <i>sth</i> 75. to burst into tears 76. to flow to/into <i>sth</i> 77. a bare- headed woman 78. a bare- footed boy 79. a married couple <i>Phrases from the text:</i>	Revision: <i>Unit 4</i> New Language: 1. Modal Verbs: <i>to be (to), need</i> 2. Modal Verbs with Perfect Infinitive 3. More Facts about Adverbs. Adverbs and Adjectives 4. <i>Well</i> as an adverb and as an adjective 5. Nation and Nationality Words (<i>the British, the Chinese, the Dutch, etc.</i>) 6. The Posses- sive Case with Inanimate Objects <u>Social English:</u> asking and giving directions  27	1. "Canada"  26 2. "First Rules for Travellers" 3. "Going to Norway" (after R. Dahl)  30	"A Drive in the Motor Car" (after R. Dahl)  29	1. Line: The world is a great book, of which they who never stir from home read only a page. 2. Proverb: He travels fastest who travels alone. 3. Poem "Stopping by Woods on a Snowy Evening" (by R. Frost)  31 4. Song "Pasadena" (Maywood)

129—134 <i>Newspapers and Television: The World of Mass Media (Unit 6)</i> Periods: 135—135	35. limited 36. to head (for) 37. injury 38. incapable 39. distant 40. a vacancy 41. uncomplimentary	107. fierce 108. a memory (memories) 109. an ability 110. idle 111. illiterate 112. a point/to point (to, out) 113. to waste 114. wasteful 115. passionate 116. marvelous (BrE)/marvelous (AmE)	80. to do <i>sth</i> to the best of one's ability(ies) 81. to be in flames 82. to burst into flames 83. to be absorbed in <i>sth</i> <i>Phrases from the text:</i> 1) to turn down one's offer	1) to be certain 2) in a way 3) in addition (to <i>sth</i>) 4) I had better ... 5) to make sure 6) within easy reach 7) to come alive 8) to be run by <i>sth</i>	Dialogue about the London Underground  28 <u>Phrasal Verbs:</u> <i>to drop</i> + in (on <i>sb</i> /at some place), off, on <i>sb</i> , out <u>Structures:</u> had better — would rather			
129	Optional Lesson							
130	Optional Lesson							
131	Test on Unit 5							
132—134	Home Reading Lessons 13, 14, 15							
	<p>1. “The Press in Britain and Elsewhere”  33</p> <p>2. “Interview with Prince William”</p> <p>3. Geographical names  36</p> <p>4. “How I Became a Writer”</p>	<p>Revision: <i>Unit 5</i></p> <p>New Language:</p> <p>1. Ing-forms in English</p> <p>2. The Infinitive</p> <p>3. Verbs That Can Be Followed Both by Vto and Ving Forms</p> <p>Social English: giving and receiving a call</p>	<p>1. “Wilful Nadia”  35</p>	<p>1. <i>Section</i> Did you know that ...</p> <p>2. <i>Poem</i> “If —” (by R. Kipling)  38</p> <p>3. <i>Song</i> “I Just Called to Say I Love You” (by S. Wonder)</p>				

Учебные ситуации и часы	Новые слова		Словосочетания	Грамматика и вокабуляр	Тексты на чтение	Текст на аудирование	Песни, стихи, цитаты, пословицы
	Слова на узнавание	Слова на активное использование					
		117. obvious 118. obviously 119. glorious 120. flame 121. to absorb 122. to float 123. to enclose 124. a gift 125. gifted	2) to hold the view (that ...) 3) it's little wonder 4) to head (for a place) 5) to give sb a month's leave 6) apart from that 7) in your own good time	<u>Phrasal Verbs:</u> <i>to hold</i> + (oneself) in, off, on, out <u>Prefixes with the negative meaning:</u> <i>un-, in-, im-, il-, ir-</i> <u>Verbs:</u> <i>to allow</i> and <i>to let</i> <u>Verbs:</u> <i>to lie</i> — лгать, <i>to lie</i> — лежать, <i>to lay</i> — класть, положить	(after R. Dahl)  37		
156	Optional Lesson						
157	Optional Lesson						
158	Test on Unit 6						
159— 161	Home Reading Lessons 16, 17, 18						
162— 164	Optional Lessons						
165	Final Test on Units 4—6						

Методические рекомендации по работе над учебными ситуациями УМК-8

I полугодие

Материал первого полугодия рассчитан на 80 учебных часов (periods) (в течение 16 недель по 5 часов английского языка в неделю). В течение 4 месяцев первого полугодия учащимся предлагаются для изучения 3 учебные ситуации: 1. *Choosing a Career: The World of Jobs*; 2. *Education: The World of Learning*; 3. *Shopping: The World of Money*. Предлагаемые учебные ситуации включают более ёмкий по сравнению с предыдущими годами обучения материал. Этим и объясняется уменьшение количества учебных ситуаций до трёх. На первую и вторую из них приходится по 26 учебных часов, на третью — 28. Изучение каждой учебной ситуации завершается написанием контрольной работы, а два дополнительных урока учитель использует по своему усмотрению. В рамках любой учебной ситуации предполагается проведение трёх уроков домашнего чтения. Согласно планированию эти уроки следует проводить единым блоком после написания контрольной работы. Однако возможен и другой вариант — учитель планирует проведение одного урока домашнего чтения каждые 2—3 недели, имея в виду, что подобных уроков у него в первом полугодии должно быть девять.

На работу с последней учебной ситуацией отводится на 2 часа больше. Один из них оставлен для написания финальной контрольной работы, а второй по усмотрению учителя может быть использован для подготовки к ней или для обсуждения её результатов.

»»» Unit 1 (periods 1—20)

Данный блок посвящён учебной ситуации *Choosing a Career: The World of Jobs*. Следуя логике построения учебника, учащиеся последовательно проникают в различные миры: мир путешествий, мир науки и техники, мир средств массовой информации и т. д., первым из которых является мир различных видов профессиональной деятельности. С элементами данной учебной ситуации учащиеся сталкивались на предыдущих этапах обучения. К этому моменту им уже известны наименования самых разных профессий, однако в учебнике для восьмого класса основной акцент делается на обсуждении возможного выбора школьниками одной из них. После окончания основной школы некоторым её выпускникам придётся реально участвовать в процессе трудовой деятельности, так что разговор о будущей карьере представляется здесь весьма уместным.

В процессе повторения учащимся предоставляется возможность вспомнить целый ряд профессий, с которыми они знакомились на предыдущих этапах обучения. Сюда относятся многие названия видов деятельности, образованные при помощи аффиксации (модель N + **-er/-or**) или путём словосложения (**police + man**) (упр. 5, 6, 8). Эту же цель преследуют упражнения 7, 9, 10. Некоторые названия профессий, возможно, ещё не встречались учащимся (**architect, customs officer, chemist, optician, etc.**), однако это единичные случаи, и учащиеся могут уточнить значение того или иного слова, пользуясь словарём. Заметим только, что имя существительное **chemist** может быть понято двояко: а) *аптекарь* (синонимично термину **pharmacist**) и б) *химик* (специалист в области химии).

В фокус внимания школьников в этой части блока попадает также различие синонимов *a barber/a hairdresser, a tailor/a dressmaker, a shop assistant/a salesman (saleswoman)*.

Раздел повторения грамматики прежде всего ориентирован на то, чтобы учащиеся вспомнили основные случаи употребления сослагательного наклонения и смогли попрактиковаться в использовании соответствующих структур (упр. 11—15).

Reading for Country Studies предлагает новый тип заданий для восьмиклассников. Выполнение упражнения предполагает прослушивание текста “Unusual Jobs: A Bodyguard” без зрительной опоры. Предварительно школьники должны прочитать девять положений, которые в тексте не упоминаются и которые изложены в упражнении 16А. Таким образом, получив соответствующую целевую установку, учащиеся должны вычлени в предлагаемом списке лишь то, что в самом тексте не упоминается. Имеющиеся в звучащем материале незнакомые словарные единицы не должны быть препятствием для его понимания и выполнения этого задания. Реально же чтение текста, как такового, предлагается в упражнениях 16В и 17. В последнем работа с текстом предполагает использование учащимися англо-русского или англо-английского словаря. Упражнения 18 и 19, следующие за текстом, предлагают более глубокое обсуждение проблемы на творческом уровне. Для любознательных учеников, возможно, следует прокомментировать употребление глагола **does** в качестве усилителя в начале шестого абзаца текста, однако позднее этому феномену языка будет уделено достаточно времени и тренировочных упражнений (см. Unit 4, рамка **Focus** перед упр. 57).

Следующий раздел учебной ситуации **Reading for Information** структурно уже знаком учащимся, так как встречался в учебнике для седьмого класса. При выполнении заданий этого раздела предполагается неоднократное обращение к читаемому тексту. Начинается работа с предтекстовых заданий (упр. 20). После первого знакомства с содержанием (а первое прочтение не предполагает использование учащимися словаря) ученикам предлагается ответить на пять вопросов (упр. 21В). В конце текста учащи-

еся встречаются с именем существительным **Styrofoam** (пенопласт), написанным с большой буквы. Данная орфография типична для названий товаров различных марок. На этот факт стоит обратить внимание школьников.

Просмотровое чтение сменяется чтением того же текста, но уже для получения более детальной информации (упр. 22). Заметим, что в упражнении 23 учащиеся сталкиваются со словосочетанием *ability to see the beautiful*, в котором они встречаются с субстантивированное прилагательное **the beautiful**. Подробно сведения о субстантивации будут предложены в четвёртом блоке (Unit 4). Здесь же остановиться на этом грамматическом явлении можно в том случае, если у учащихся возникнет непонимание или вопросы типа «*Почему перед прилагательным beautiful употребляется артикль the?*». Поясняя это явление, можно отметить, что субстантивацией прилагательных называется процесс их уподобления именам существительным. Это прежде всего проявляется в способности прилагательного принимать артикль (определённый и неопределённый), иметь единственное и множественное число, употребляться в притяжательном падеже и иметь при себе определения, выраженные прилагательными, указательными местоимениями и числительными. Если прилагательное имеет один или несколько подобных признаков, оно называется субстантивированным. Для английского языка типичной является частичная субстантивация. В четвёртом блоке учащиеся подробно знакомятся с группой прилагательных, которые при субстантивации всегда употребляются с определённым артиклем (**the old, the rich, etc.**). Здесь же достаточно лишь вскользь остановиться на значении единицы **the beautiful** (*нечто красивое, красота*).

Ни раздел **Reading for Country Studies**, ни следующий за ним раздел **Reading for Information** не предполагают детальную работу учащихся с словарем этих текстов. Учитель, работающий с учениками, особо интересующимися языком, может столкнуться с вопросом, почему для описания тарелок, стоящих на столах в кукольном доме, используется глагол **to sit** (*dishes sit on the table top*). В этом случае можно объяснить, что аналогом русского глагола *стоять* в английском языке в подобных случаях часто выступает глагол **to sit**.

Раздел **New Language** структурирован по аналогии с соответствующим разделом учебника седьмого класса и предлагает новые сведения о грамматических и лексических явлениях, встречающихся в данной учебной ситуации.

В грамматической секции основное внимание следует уделить сослагательному наклонению. Здесь учащимся предлагаются ситуации, когда нереальные действия относятся к прошлому. Для того чтобы не усложнять работу по этой теме, по мнению авторов, достаточно сказать, что глагол по своей форме вполне сопоставим с глагольной структурой в *past perfect* (упр. 24, 25).

Таблица **Present and Past Subjunctive in Comparison (I)** предлагает сопоставление нереальных действий в настоящем/будущем времени, с одной стороны, и в прошедшем — с другой. Предложения из упражнения 26 дают возможность самим учащимся провести подобное сопоставление. Все последующие тренировочные упражнения грамматической секции направлены на закрепление этого грамматического материала. Начиная с упражнения 27 учащимся необходимо также указывать, при каком условии то или иное действие могло бы произойти в прошлом. Иллюстрацией данного явления может служить употребление предложений типа **If we had been in Britain last summer, we would have seen Buckingham Palace.** Структура, используемая во второй части предложения, в учебнике не даётся под термином **Conditional Mood**. Делается это намеренно, так как на современном этапе развития науки о языке данное явление получает различные наименования. Думается, что слишком большое количество специальной терминологии может в определённой степени усложнить учебник. Важно, чтобы учащиеся понимали, что по форме это **would** с перфектным инфинитивом.

Задание из упражнения 30 (**Decide which caption belongs to which cartoon**) встречается во всех блоках учебника и, как кажется авторам, позволяет оживить изучаемый материал (рисунки достаточно забавны), посмотреть, как на практике употребляются те или иные изученные языковые структуры (в данном случае **Past Subjunctive**). Помимо этого, во многих случаях подписи к рисункам отнюдь не прозрачны, смысл их далеко не всегда лежит на поверхности, что, безусловно, требует определённого напряжения мысли и способствует развитию чувства юмора.

Выполнение упражнения 31 учитель может предварить небольшим комментарием, акцентируя внимание учащихся на том, что в некоторых предложениях (например, 2, 3, 8 и т. д.) можно как бы продолжить ситуацию, показав, что на самом деле всё было иначе: (2) *дядюшка Эндрю лётчиком не стал*; (3) *Люси жила в горах и плавать не научилась*; (8) *тётя не купила билеты в театр*.

В рубрике **Social English** учащиеся знакомятся с различными, весьма употребительными способами сделать собеседнику то или иное предложение. Часть этих способов уже известна учащимся. Упражнение 32 сводит их все вместе, а последующие задания (упр. 33, 34) дают возможность попрактиковаться в употреблении этих структур.

Работа с новой лексикой фактически строится в том же ключе, что и в УМК-7.

Работа с фразовыми глаголами является весьма значимой, так как готовит учащихся к выполнению соответствующих заданий на финальном этапе, завершая курс обучения в основной школе. В этом блоке отрабатываются фразовые глаголы с ядром **to hand** и послелогом (упр. 35, 36).

Рубрика **New Words to Learn**, так же как и раньше, предлагает слова для пассивного (упр. 37) и активного (упр. 38) использования. Относи-

тельно последних заметим, что в учебнике восьмого класса значительно чаще предлагаются полисемантические единицы. Для первой учебной ситуации это такие слова, как **top, (to) mind, to fix, dumb, smart, advanced, (to) care, rotten**, т. е. 50 % из всех единиц, предлагаемых на активное усвоение.

При этом, как и в прежние годы, некоторые из этих единиц даются в сопоставлении. Учащиеся получают информацию о том, как меняется значение слова в зависимости от его использования с различными послелогами (**to care about/to care for**). Им также предлагаются разграничения синонимических единиц (**stupid/dumb, silly/foolish**) на основе того, как они представлены в словарных дефинициях.

Особо следует обратить внимание на упражнение 42. Персонажи, о которых учащимся предлагается поговорить, — это братья с библейскими именами Авель (Abel) и Каин (Cain). Вполне вероятно, что многие учащиеся не знакомы с библейскими сюжетами, и здесь некоторая просветительская миссия со стороны учителя представляется весьма уместной.

Упражнения 44 и 45 дают учащимся возможность попрактиковаться в использовании достаточно сложной структуры **to have sth done**. В таблице **Focus** она предлагается в оппозиции к хорошо знакомому учащимся глаголу **to do**. Если у школьников этот материал вызывает затруднения, учителю следует пояснить, что новая структура **to have sth done** употребляется только в том случае, когда действие выполняется не тем субъектом, референт которого в предложении является подлежащим. Сравните: *Mary makes her tea herself* (*Мэри сама готовит себе чай*), но *Clare has her tea made* (*Для Клэр готовят чай* (кто-то делает это для неё)). Данная структура весьма часто вызывает определённые трудности у русскоговорящих учащихся. Дело в том, что фраза *я сделаю укол утром* в русском языке может описывать две ситуации: 1) *мне сделают укол* (медсестра, врач и т. д.) и 2) *я сам его себе сделаю*. В русском языке фразы типа *Анна шьёт платье* (*делает ремонт, строит дом и т. д.*) отнюдь не однозначны. Говоря на английском, учащиеся должны чётко понимать, кто выполняет различные действия, и соответственно выбирать необходимые средства выражения для их описания.

Упражнение 46 раздела **Listening Comprehension** фактически построено по знакомому образцу. С одной стороны, оно развивает навыки аудирования, а с другой — помогает учащимся освоить новую для них лексику. Если учитель полагает, что проверка понимания текста, помимо предложенных в учебнике заданий, должна быть осуществлена при помощи ответов на вопросы, он может составить их сам или воспользоваться, например, следующими: 1) *Who was in charge that Saturday?* 2) *What did Mum want her family to have for lunch?* 3) *What did the children think of the dish?* 4) *What were Mum's orders when she was leaving for work?* 5) *How did the children spend the morning?* 6) *What did they have at*

11 o'clock? They disobeyed their Mum, didn't they? 7) What was the weather like at lunchtime? 8) Who did the children see in the kitchen when they came home? 9) What did the family have for lunch? 10) What was Mum going to make for supper?

Методика работы с текстом, нацеленным на последующее его обсуждение (**Reading for Discussion**), аналогична методике, используемой в УМК-7, и, думается, не должна вызвать затруднений ни у учителя, ни у учащихся. Позволим себе тем не менее пояснить два момента.

В первом абзаце текста упражнения 47 учащимся встречается фраза **One hundred out of one hundred for Maths**, которая, как нам кажется, требует комментария со стороны учителя. Речь здесь явно идёт об оценке контрольного задания, где результат исчисляется по 100-балльной шкале, по которой именно 100 является наивысшим из возможных баллов.

Несколько слов, возможно, также придётся сказать и о последнем абзаце, в котором текст написан безграмотно, без учёта каких бы то ни было правил орфографии и отражает лишь то, что написано по принципу «что слышу, то и пишу».

В этой учебной ситуации, как и во всех последующих, материал раздела **Speaking** даётся в двух секциях, первая из которых связана с обсуждением текста, а вторая — с обсуждением темы учебной ситуации в целом. Авторы рекомендуют не игнорировать задания, связанные с воспроизведением текста (например, упр. 56), так как они развивают языковую память учащихся и являются необходимой ступенью к неподготовленной речи. Заметим также, что учитель может расширить список заданий на обсуждение текста по своему усмотрению. Например, в этом конкретном случае вполне уместно поговорить о модели поведения в коллективе вообще, о проблеме лидерства в классе, о карьеризме на школьном уровне, об учёбе ради оценок и т. д.

При обсуждении темы учителю следует помнить, что, сколько бы заданий ни предлагал учебник, их всегда недостаточно. Поэтому при наличии времени учитель может попытаться предложить и дополнительные задания, которые предполагают употребление тематического вокабуляра. Тема *Choosing a Career* даёт в этом плане чрезвычайно широкие возможности.

Хочется также обратить внимание учителя на упражнение 69, которое предполагает самостоятельную работу учащихся, направленную на подготовку сообщения о профессиональной деятельности какого-либо человека. В первом случае (карьера известного лица) желательно, чтобы учащиеся при подготовке сообщения пользовались англоязычными источниками. Особенно это важно для слабых учеников, так как материалы на изучаемом языке смогут уберечь их от возможных ошибок. Учитель может предложить учащимся свои материалы или посоветовать им обратиться к интернет-ресурсам, воспользоваться справочной литературой, посетить библиотеку.

В первом блоке (Unit 1) целый ряд заданий готовит школьников к Государственной итоговой аттестации. Так, для тренировки в чтении и аудировании предназначены задания на распределение предложенных утверждений по трём категориям: верные и неверные утверждения, а также факты, не упомянутые в тексте (упр. 2 рабочей тетради). Сюда же относится задание на соотнесение абзацев текста с заглавиями (упр. 3 рабочей тетради) и задание на выбор правильного ответа на вопросы по тексту (упр. 16В учебника). Все они предлагаются в формате ОГЭ.

Также хочется обратить внимание учителей на задание 21А, в котором школьникам предстоит закончить текст с помощью отдельных словосочетаний. Такого рода задания характерны для Единого государственного экзамена, подготовка к которому начинается на более поздних этапах.

К сдаче экзамена по части говорения готовит, в частности, задание типа «Расскажи о ..., упомяни следующее: ...» (упр. 68).

К письменной части экзамена относятся задания лексико-грамматического характера. К ним принадлежат упражнения на словообразование и формообразование, а также на выбор подходящей лексемы (словосочетания) или нужной грамматической формы (упр. 9 учебника, упр. 6, 28, 29 рабочей тетради).

Unit 2 (periods 27—46)

Второй блок *Education: The World of Learning* посвящён теме «Образование», которая представляется очень актуальной и близкой восьмиклассникам. Материал раздела **Revision** второго блока строится на основе повторения учащимися того, что им известно о системе образования в Великобритании. В основном это сведения, которые предлагались им в учебнике для четвёртого класса в уроках 14 и 15. Учителю, очевидно, следует попросить школьников вспомнить эту информацию и только затем приступить к выполнению упражнения 1. Дальнейшие задания (2—5) предполагают повторение этой темы в рамках сравнения школ Великобритании и России. Упражнения 3 и 5 содержат определённое количество незнакомой лексики, и её семантизация должна осуществляться при помощи словаря.

В раздел **Revision** включены также задания, основной целью которых является закрепить в памяти учащихся лексико-грамматические явления, изученные в первом блоке. Это задания на повторение фразовых глаголов с ядром **to hand** и послелогоми (упр. 7), а также выученных в рамках первой учебной ситуации лексических и грамматических единиц (упр. 6, 8, 9) и на использование сослагательного наклонения (упр. 10—13).

Методика работы с текстами для чтения (**Reading for Country Studies** и **Reading for Information**) была подробно описана в первом блоке (см. с. 34). Первый текст знакомит учащихся с традиционной системой

образования в Великобритании. За прошедшие годы многие аспекты реформирования среднего образования в России сблизили формально и содержательно образовательные системы двух стран: наличие частных школ, двухступенчатость системы среднего образования, отсутствие обязательных экзаменов при переходе из класса в класс. В последние годы британские школы перешли с традиционной нумерации классов на сквозную и отказались или постепенно отказываются от слова **form** в их названиях. Можно рекомендовать использование в школьной лексике таких словосочетаний, как *year one*, *year-two pupils*, *etc.* Совсем недавно ситуация была иной. И в Англии, и в России есть и первоклассники, и второклассники, и пятиклассники, однако речь шла о различных возрастных группах. В России нумерация классов сквозная (1—11). При этом первые четыре приходятся на начальную школу. Реально обучение в средней школе в нашей стране начинается в пятом классе. В Англии же начальная школа структурировалась иначе (*infant, junior classes*), нежели средняя школа (1—6 классы). Таким образом, когда речь шла о первоклассниках в России, имелись в виду дети примерно шести- и семилетнего возраста, начинающие обучение в начальной школе. Английские же учащиеся 1 класса были учениками среднего звена, возрастная группа которых 11—12 лет. Соответственно английские пятиклассники — это шестнадцатилетние девушки и юноши, заканчивавшие среднюю школу, а учащиеся 6 класса (обучение в котором длилось 2 года) завершали его приблизительно в 18 лет.

Исходя из вышесказанного, следует иметь в виду, что школьная система в Великобритании постоянно реформируется, что ведёт к появлению новых терминов и исчезновению прежних.

Экзамен *GCSE (свидетельство об окончании средней школы)* сдаётся всеми школьниками Великобритании в возрасте 16 лет. Учителю может понадобиться дополнительная информация по проведению экзаменов (*the GCSE examinations, A Levels*), так как в учебнике она дана достаточно кратко. Думается, что вполне можно воспользоваться информацией из словаря *Longman Dictionary of English Language and Culture*:

“In England and Wales the subjects taught in schools are listed in the National Curriculum, which was introduced in 1988 and lists in detail the subjects that all children must study. Children are tested at the ages of 7, 11, 14 and 16 to see if they have reached a particular level of achievement in those subjects. The National Curriculum doesn't apply in Scotland, where each school decides what subjects it will teach.

At the age of 16, students in England and Wales take GCSE examinations in subjects that they study. The GCSE examination involves a final examination as well as continuous assessment, a way of judging a student's level of achievement by looking at their coursework (=work that they do during the course). The marks students get in their examinations help them decide which subjects to study for A Levels, if they are not planning to leave school. Stu-

dents who take A Levels also study for two years and take examinations at the end of the course. They usually study only three subjects for their A Levels. Students who want to go to university must take A Level examinations.”

Раздел **Reading for Information** включает в себя текст “Hampton School: Answers to Some Common Questions” (упр. 18). Он представляет собой несколько сокращённый аутентичный рекламный проспект, построенный в виде интервью и посвящённый одной из престижных частных школ Великобритании, расположенной в окрестностях Лондона. Hampton School — это частная школа для мальчиков. На рисунке, изображающем герб этой школы, имеется надпись на латыни PRÆSTAT OPES SAPIENTIA [прæстат опес сапиенция], что означает «*Мудрость превосходит силу*». В тексте сохранена орфография оригинала, в частности, названия школьных предметов написаны по традиции с заглавной буквы.

Раздел **New Language** в плане грамматики предлагает новую информацию о сослагательном наклонении и о наречиях. Новые факты относительно первого грамматического явления касаются того, что обсуждаемая нереальная ситуация может включать в себя одновременную направленность как в прошедшее, так и в настоящее (будущее): **If Jane were older (now, in general), she wouldn't have done it yesterday.** Объясняя этот феномен учащимся, следует подчеркнуть, что очень важно правильно интерпретировать ситуацию, разобраться, какое действие (состояние) относится к прошедшему, а какое — к настоящему (будущему). Школьники должны подходить к использованию этого грамматического явления не формально, а отдавая себе отчёт, что начало фразы **If I were you** может логически иметь два продолжения: 1) I wouldn't do it или 2) I wouldn't have done it.

Информация, предлагаемая в учебнике относительно такой части речи, как наречие, не должна вызвать каких-либо затруднений у учащихся. К этому моменту обучения английскому языку восьмиклассники должны легко вычленять наречия среди единиц иной частеречной принадлежности по суффиксу **-ly**. Упражнения 32, 33 помогут им получить более детальную информацию о написании подобных единиц. При этом, правда, следует помнить, что для английского языка типологической чертой является довольно развитая система омонимичных форм, существующая на различных уровнях. В данном случае учащиеся должны понимать, что не всегда **-ly** маркирует наречие. Так, целый ряд прилагательных образуется при помощи суффикса **-ly**. Например *lovely* — *прелестный*, *ugly* — *страшный, некрасивый*, *shapely* — *красивой формы*, *kindly* — *добродушный*, *weekly* — *еженедельный* и т. д.

Предварив разговор о наречиях подобными замечаниями и упомянув, что суффикс **-ly** весьма редко, но встречается в структуре прилагательных, учителю следует основное внимание уделить тому факту, что наречия уточняют в основном глаголы, прилагательные и другие наречия, показав, как

это происходит в рамках предложенного в учебнике материала (упр. 30, 31), а также уточнить, как наречия образуют степени сравнения.

В большинстве учебников по английскому языку данной теме отводится очень мало места. Зачастую авторы подчёркивают, что наречия образуют степени сравнения примерно так, как это делают прилагательные, и часто совпадают с ними по форме. Анализ ошибок, которые часто встречаются в работах старшеклассников, показывает, что они имеют тенденцию использовать определённый артикль в предложениях типа *He runs fastest of all*, не всегда видят различия между синтетическими (**easier**) и аналитическими (**more easily**) формами степеней сравнения.

Правила образования степеней сравнения весьма подробно изложены в таблице перед упражнением 34. А упражнения 34, 35 и 36 помогут учащимся овладеть наиболее употребительными формами наречий.

В самой таблице в качестве примера приведена английская поговорка “*Least said, soonest mended*”, которая на русский язык переводится как «*Чем меньше сказано, тем меньше вреда/тем легче исправить*» или «*Разговоры только вредят делу*».

Рубрика **Social English** в этом блоке посвящена классно-урочной лексике. Учащимся предлагаются единицы, которые могут оказаться весьма полезными на занятиях по английскому языку при общении учеников с учителем и друг с другом. А потренировать и закрепить предложенные фразы помогут упражнения 38 и 39.

Фразовые глаголы этого блока с ядром **to break** и послелогом, так же как и фразовые глаголы с ядром **to hand** из первого блока, представлены не во всём спектре возможных значений и употреблений. Но многие конструкции с глаголом **to break**, как и в Unit 1, даются с учётом многозначности.

Новая лексика, как активная (упр. 44), так и лексика на узнавание (упр. 43), предлагается в уже привычном для учащихся формате. Некоторые сложности могут возникнуть с переводом имени существительного **caretaker** — *смотритель*. Вводя единицу **dormitory**, учитель может обратить внимание своих учеников на тот факт, что в американском варианте современного английского языка весьма распространённым словом является **dorm** сокращение от **dormitory** с тем же значением. Особое внимание следует уделить различным предлогам, которые могут следовать за глаголом **to enrol**. Сравните: **to enrol at a college (university)**, но **to enrol on a course**. При объяснении многозначного прилагательного **solid** следует обратить внимание на то, что в учебнике предлагаются три значения этого слова: 1) *твёрдый, прочный, хорошо сделанный* (a solid wall/box); 2) *чистый (без примесей), цельный* (solid gold, a solid block of marble); 3) *надёжный, основательный, веский* (solid advice, solid reasons, solid grounds).

Запомнить слова и правильно употреблять их учащимся помогут упражнения 45—52, а также материал на аудирование “*Let There Be Peace*”

(упр. 53). Как и в предыдущем блоке, большое внимание уделяется здесь дифференциации слов, близких по значению: **to disappear/to vanish, to learn/to study**. Соответствующие таблицы блока наглядно демонстрируют как существующее сходство между синонимами, так и неизбежные различия.

Так, например, глаголы **to learn** и **to study** постоянно вызывают сложности в использовании у многих русскоговорящих, изучающих английский язык. Оба глагола могут употребляться в значении *учиться, научиться, обучиться, выучиться на кого-либо*. Сравните: He is **studying** to become (to be) an interpreter. / He is **learning** to be an interpreter. (В последнем случае предпочтительным оказывается глагол **to be**.) Процесс изучения того или иного предмета может быть описан обоими глаголами: She is **learning** English. What language does she **study**? — She **studies** English. Однако способы изучения того или иного предмета различны. Глагольная единица **to learn English** скорее означает изучение языка на уровне пользователя, без проникновения в особенности его системы и структуры, без вычленения типологических черт, специфических особенностей. Сочетание же **to study English** предполагает изучение языка с филологической точки зрения с учётом всех вышеперечисленных тонкостей. В этих ситуациях можно сказать, что **to learn English** скорее практическое овладение языком, а **to study English** — теоретическая подготовка по предмету. Типичными словосочетаниями с глаголом **to learn** являются следующие: **to learn Spanish/German** (*учить, выучить язык*); **to learn one's part** (*учить, выучить роль*); **to learn by heart** (*учить, выучить наизусть*); **to learn the prayer** (*учить, выучить молитву*); **to learn one's lesson** (в прямом и переносном смысле: соответственно выучить урок — получить урок); **to learn quickly, fast/slowly** (*учиться легко/с трудом*)¹; **to learn how to do sth** (*научиться делать что-то*). Сравните: I'm **learning** how to drive. We don't always **learn** from our own mistakes (*Мы не всегда учимся на своих ошибках*).

Сопоставляя эти глаголы, возможно, будет уместно заметить, что глагол **to learn** в некоторых случаях приближается по значению к глаголу **to find out** или выражению **to get to know**. Сравните: I was sorry **to learn** of your illness (*Я с сожалением узнал о твоей болезни*). I **learnt** that Nick was coming back (*Я узнал, что Ник возвращается*). I **learnt** of his arrival from the newspapers (*Я узнал о его приезде из газет*). I **found out** that he had arrived (*Я узнал, что он прибыл*).

В упражнении 54 включён текст на обсуждение по мотивам широко известного романа Джоан Роулинг «Гарри Поттер и философский камень» — *Harry Potter and the Philosopher's Stone*. Это первая книга из серии, созданной писательницей так называемых The Harry Potter Books:

¹ Отсюда типичные словосочетания учительского лексикона — **a fast learner/a slow learner**.

Harry Potter and the Chamber of Secrets, Harry Potter and the Prisoner of Azkaban, Harry Potter and the Goblet of Fire, etc. Эти книги переведены на русский язык. С Гарри Поттером и его друзьями Роном (Ron) и Гермионой (Hermione), наверняка, знакома большая часть учащихся. Будет интересно заметить, что в Англии и Америке художественный фильм по мотивам первой книги называется по-разному: в Америке — *Harry Potter and the Sorcerer's Stone* (sorcerer — колдун, волшебник), а в Англии название фильма соответствует названию книги. Таким образом, обсуждать школу Hogwarts (её девиз *Draco Dormiens Nunquam Titillandus*, что приблизительно можно перевести как «Не будите спящего дракона») возможно более широко, привлекая материал, известный учащимся. Послетекстовые задания включают отработку определённых слов и выражений (упр. 56, 57, 58, 60).

Раздел **Speaking** этого блока начинается заданиями на обсуждение текста (упр. 62—66) и плавно переходит в работу по обсуждению темы «Образование». Предлагаемая лексика частично уже знакома учащимся, а упражнения 67—76 помогут им овладеть ею.

Таблица **Focus** перед упражнением 67 наглядно иллюстрирует различия в терминах **high school** и **public school** в британском и американском вариантах английского языка.

Так же как и первый блок, второй блок (Unit 2) содержит целый ряд заданий на подготовку к ОГЭ. В области чтения и аудирования это упражнения 14, 19, 53, 55 учебника и упражнение 3 рабочей тетради.

Задания учебника и рабочей тетради на чтение предполагают, что учащийся, сделав соответствующий выбор слова и словосочетания из трёх возможных, завершает им предложения. Таким образом осуществляется проверка понимания текста. Отметим, что, по большому счёту, это не абсолютно точный формат ОГЭ, но максимально приближенный к нему, который также помогает при должной тренировке заложить фундамент для сдачи итогового экзамена в девятом классе.

Упражнения 6, 29, 30 рабочей тетради на словоизменение и формобразование полностью соответствуют формату ОГЭ.

»»» Unit 3 (periods 53—72)

Учебная ситуация данного блока *Shopping: The World of Money* посвящена теме покупок, использования денег. Частично с некоторыми аспектами этой темы учащиеся познакомились на более ранних этапах обучения. Так, им известны названия банкнот и монет, которые находятся в обращении в Великобритании, США и России, известны им и основные наименования магазинов (отделов). В этом блоке, как и в двух предыдущих, желательно попросить учащихся не только вспомнить, что им известно по этой теме (см. уроки 21, 22, 23 учебника для пятого класса данной линии), но и сконцентрировать своё внимание на новых словах, которые по-

являются в учебнике в рамках раздела для повторения. Напомним ещё раз, что эта лексика (например, в упр. 2: fishmonger's, toffees, lollipops, caramels, marshmallows, shortbread, minced meat и т. д.) не обязательно должна войти в активный вокабуляр учащихся. Однако она содержит те единицы, которые с большой вероятностью могут понадобиться школьникам во время реального действия — совершения покупки. Фоновые знания, обязательная работа со словарём, а в чём-то и помощь учителя помогут учащимся справиться с этим лексическим материалом.

В упражнении 2 учебника приводятся списки слов, обозначающих популярные товары различных магазинов. Это одна из тех реалий жизни в Великобритании, знакомство с которой может не только заинтересовать учащихся, но и оказаться для них полезной с практической точки зрения. Выполнение этого задания предполагает использование словаря, однако небольшие словари могут и не включать данные слова, поэтому ниже приводятся переводы некоторых слов:

a) **chocolate(s)** — шоколад (неисчисляемое существительное), шоколадные конфеты (исчисляемое существительное)

toffees — мягкие молочные ириски

fruit-drops — леденцы

lollipops — леденцы на палочке

mints — мятные конфеты

marshmallows — сладости, по вкусу напоминающие пастилу или зефир

b) **shortbread** — сдобное песочное печенье

cream rolls — сладкие рулеты с кремом

cheesecakes — чизкейк (сладкое блюдо из песочного теста со взбитым творогом)

c) **minced beef (pork)** — говяжий (свиной) фарш (не путать со словосочетанием **mincemeat** — начинка для пирогов из сухофруктов)

d) **crispbread** — хрустящие хлебцы

rolls — порционный хлеб, несладкие булочки

buns — сладкие (калорийные) булочки, плюшки

e) **fish cakes** — рыбные котлеты

fish fingers — рыбные палочки

f) **coats** — 1) пальто; 2) пиджаки (чаще в американском варианте. В британском варианте это значение слова может восприниматься как устаревшее.)

Хочется обратить внимание учителей на такие слова, как **turnips, beets** и т. д., и на различие между русским и английским языками в подобных наименованиях. Там, где в русском языке используется единственное число, в английском зачастую нужно употребить множественное. Так, *капуста* — **cabbages** (вилок *капусты* — **a cabbage**); *морковь* — **carrots** (одна *морковка* — **a carrot**); лук — **onions** (одна *луковица* — **an onion**) и т. п.

С помощью упражнения 3 учащиеся вспоминают, как, в какой расфасовке продаются те или иные продукты. Большая часть этих наименований им известна с пятого класса, а упражнения 4 и 5 завершают краткое введение в тему. Начиная с упражнения 6 в блоке помещены материалы на повторение явлений лексико-грамматического характера, с которыми ученики сталкивались в рамках предыдущей учебной ситуации.

Текст страноведческого характера раздела **Reading for Country Studies** знакомит учащихся с существующей в Англии сетью ведущих магазинов. Восьмиклассники работают с текстом по уже ставшей для них привычной схеме.

Текст раздела **Reading for Information** представляет собой первый серьёзный материал, посвящённый истории введения денег в обращение. Учащиеся имеют возможность познакомиться с некоторыми лексическими единицами (**cash, coins, bills, exchange, trade**), которые при обсуждении темы переходят в раздел активного вокабуляра.

Новый лексико-грамматический материал этого блока сконцентрирован вокруг нескольких ключевых позиций. Например, учащимся предлагается информация о так называемых исключениях при образовании степеней сравнения наречий. Упражнение 25 предоставляет им возможность потренироваться в употреблении этого материала.

Таблица **Focus**, расположенная после упражнения 25, иллюстрирует наличие однокорневых пар наречий типа **hard — hardly, late — lately, high — highly** и т. д., которые имеют существенные различия в семантике и употреблении.

Таблица **Focus** перед упражнением 28 и само задание знакомят учащихся со вторым значением наречия **badly**, употребляемым для усиления действия. **I badly require these documents** (*Мне крайне необходимы эти документы*). При этом именно противопоставление **badly (1) — плохо** и **badly (2) — очень, крайне** позволяет учащимся дифференцировать эти единицы.

Новый грамматический материал блока охватывает модальные глаголы **can/could, may/might** и их эквиваленты **to be able to, to manage to, to be allowed to**. Здесь восьмиклассники расширяют уже имеющиеся у них знания об этих единицах языка. Каждый из модальных глаголов показан в своих основных значениях (но не во всех). Учащиеся сначала изучают иллюстративные примеры, показывающие, как может использоваться многозначный модальный глагол **can**, а затем выполняют ряд заданий на разграничение возможных его значений (упр. 29, 30). В рамке перед упражнением 30 показано стилистическое различие форм **can** и **could** в вопросах, направленных на получение разрешения: **Can/Could I use your textbook?**, где **could** звучит более вежливо, но и более официально.

Учителю следует подчеркнуть, что в разговоре с друзьями и близкими использование **can** более привычно, однако **could** в каком-то смысле более

«безопасное» слово. Хотя ситуации, в которых обычно используется **could**, носят более официальный характер, тем не менее и в разговоре с близкими людьми использование **could** вполне возможно.

Особое внимание следует обратить на рамку перед упражнением 31. Форма **could** не употребляется для передачи фактически совершённого **разового** действия в прошлом. Вместо неё используют единицы **was/were able** или **managed**. (Сравните: *Вчера я смог купить (перевести, приготовить и т. д.)* = Yesterday I **was able/managed to buy** (to translate, to make, etc.) А вот если нужно сказать, что что-то не получилось сделать в прошлом, форма **couldn't** вполне допустима. (Сравните: *Мы не смогли передать им информацию.* = We **couldn't** give them the information.)

Детально рассмотрев особенности употребления форм **can/could** и их эквивалентов, учащиеся знакомятся с семантической структурой глагола **may/might** и его эквивалентом **to be allowed to**. Этот модальный глагол представлен в меньшем количестве его возможных значений. Восьмиклассники уже знают, что **may** используется чаще всего, когда нужно получить разрешение. Однако нередко **may/might** в современном английском языке употребляется для выражения *вероятности, возможности* совершения того или иного действия. Здесь следует сделать акцент на двух важных моментах.

Во-первых, предложения типа **John may come** и **John might come** показывают различную степень вероятности прихода Джона. Во втором случае она значительно ниже. Говорящий сомневается, что Джон придёт. Его уверенность, согласно данным, приводимым некоторыми британскими пособиями, не превышает 30 % (в то время как **may** оценивается в 50 %). Во всяком случае **might** во втором примере — это не прошедшее время глагола **may**.

Во-вторых, следует обратить внимание на различие форм **maybe** (вводное слово) и **may be** (модальный глагол **may** с инфинитивом **be**). Сравните: **Maybe** we'll see each other again. Alice **may be** in London now, but I'm not absolutely sure. Упражнение 34 и предшествующая ему таблица **Focus** дают возможность учащимся сравнить эти формы и попрактиковаться в их употреблении.

В рубрике **Social English** предлагаются реальные клише, фразы, которые часто можно услышать в британских и американских магазинах. Открытые диалоги упражнения 39 дают возможность учащимся самим «участвовать» в подобных разговорах. Разыгрывая эти диалоги, они оказываются то в роли покупателя, то в роли продавца и осваивают большую часть предлагаемых фраз.

Фразовые глаголы этого блока имеют ядро **to come**. Они отрабатываются в упражнениях 42, 43.

Новая лексика, представленная в рубрике **New Words to Learn** (упр. 44, 45), содержит большое количество полезных и широко употребляемых

в реальной жизни прилагательных: **worth, immense, reluctant, attached, detached, detachable, starched, stiff, ridiculous, dignified**. Закреплению новой лексики способствует целый ряд специальных тренировочных упражнений (46—53).

Здесь внимание учителя хотелось бы обратить на три момента.

Конструкции с прилагательным **worth** имеют два варианта. Так, русская фраза *Этот фильм стоит посмотреть* может быть выражена двумя способами: **The film is worth seeing** и **It is worth seeing the film**. Однако, если нечто, что стоит сделать, не выражено номинативно, первый вариант практически исключается. Сравните: *Стоит это сделать. It is worth doing it.* (Что конкретно стоит сделать, не уточняется.)

Важно также отметить, что прилагательное **worth** не может быть концом фразы. После него всегда употребляется существительное, местоимение или герундий, реже — числительное.

Имя существительное **funeral** (*похороны*) входит в ряд слов, которые имеют свои отличительные особенности в русском и английском языках с точки зрения возможности их употребления в единственном и множественном числе. Они противостоят друг другу и являются источником типичных ошибок для русскоговорящих школьников, изучающих английский язык. Это такие слова, как **funeral, clock, watch, money** (сочетаются с глаголом в единственном числе и заменяются местоимением **it**), и такие существительные, как **pajamas/pyjamas, clothes, traffic lights, stairs** (сочетаются с глаголом во множественном числе и заменяются местоимением **they**).

Сопоставление прилагательных **funny** (*забавный*), **hilarious** (*уморительный*), **ridiculous** (*нелепый/смехотворный*) дано в необходимых для понимания семантической разницы контекстах. Все три прилагательных употребляются для описания весёлых ситуаций, однако степень весёлости различна (сравните: **funny** и **hilarious**). В последнем же случае прилагательное **ridiculous** подчёркивает те смешные стороны ситуации, которые нелепы или смехотворны.

Текст для раздела **Reading for Discussion** был выбран из книги Роальда Даля *Boy*. Этот юмористический отрывок имеет логический «мостик» от проблематики прошлого блока к непосредственному обсуждению темы *Shopping* через подробно представленный в отрывке вокабуляр подтемы *Clothes*.

Заметим, что изучение слов для обозначения различных элементов одежды, встречающихся в тексте, не должно стать самоцелью. Учащиеся, безусловно, должны понимать, что за предмет описывается существительным **stud** или **braces**, по возможности использовать эти слова, однако вряд ли эти и подобные им существительные конкретной семантики нуждаются в специальной обработке.

Таблица **Focus** и следующее после неё упражнение 58 иллюстрируют семантику словообразовательного префикса **un-** (**unlace, unbutton, unbuckle,**

unzip). При этом все иллюстративные примеры предлагаются в рамках подтемы *Clothes* учебной ситуации *Shopping*.

Раздел **Speaking** также предлагает материал для обсуждения указанной подтемы (упр. 65, 66, 67).

Таблица **Focus** перед упражнением 59 и само задание направлены на иллюстрацию значений слов **what** и **which**, которые часто путают, так как они переводятся на русский язык одинаково — *какой, какая, какое, какие*. Выбор той или иной единицы зависит от двух моментов. Прежде всего, если говорящего интересует наименование объекта, он, скорее, задаст вопрос с вопросительным местоимением **what**. (Сравните: **What** country are you from? — I'm from Canada.) Когда же говорящему предлагается выбор (например, какой предмет, шоколад, фильм и т. д. его любимый), то использование той или иной единицы зависит от конкретного количества предметов, из которых придётся выбирать. Так, если возможный выбор ограничивается не более чем тремя—пятью объектами, то употребляется слово **which**. (Сравните: **Which** of the seven Harry Potter books is your favourite? — We have vanilla ice cream and strawberry ice cream, **which** would you prefer?) Если же выбор следует сделать из достаточно большого количества объектов, то в этом случае правомерной оказывается единица **what**. (Сравните: **What** soap do you use?)

Рубрика **Topical Vocabulary** для обсуждения данной учебной ситуации посвящена прежде всего теме денег, банков и магазинов. Как и в предыдущих блоках, весь вокабуляр структурирован традиционным для учебников этой линии способом. Упражнения 68—74 дают возможность поговорить о деньгах с разных точек зрения, а также обсудить тему магазинов, покупок и покупателей. В рамках данного обсуждения есть возможность снова обратиться к подтеме *Clothes* (упр. 75—78). Сделать это можно, «поучаствовав» в показе мод, описывая своё посещение магазинов или «выступая» в роли модельера.

Как и в предыдущих блоках, в Unit 3 предлагаются задания в формате ОГЭ. В учебнике это упражнения 15, 21В, 30, 54В, 55В, 75В, а в рабочей тетради — 2, 3, 6, 25, 26.

II полугодие

Материал второго полугодия рассчитан на 85 учебных часов (periods). Предлагаемые для изучения во второй и третьей четвертях учебные ситуации весьма большие по объёму и достаточно непростые. С двумя из них — *Fascination and Challenge: The World of Science and Technology* (Unit 4) и *Newspapers and Television: The World of Mass Media* (Unit 6) — учащиеся фактически сталкиваются впервые. Третья учебная ситуация — *Going to Places: The World of Travelling* (Unit 5) — частично уже предлагалась для изучения в УМК-4, 5 и 6. Однако в рамках УМК-8 материал,

касающийся мира путешествий, носит более прагматический характер и во многом включает в себя информацию, помогающую путешественнику ориентироваться в незнакомом городе, отеле и т. д. Завершается изучение каждого блока, как и в предыдущем полугодии, двумя свободными уроками, а также уроком, предназначенным для написания контрольной работы, и тремя уроками домашнего чтения, место которых в учебном процессе определяется самим учителем. После завершения работы над последней учебной ситуацией учитель имеет в своём резерве ещё два свободных урока (periods) для подготовки к финальной контрольной работе за год. Заметим, однако, что авторы ни в коем случае не хотели бы сковывать творческую инициативу учителей и полагают вполне возможной иную структуру конечного этапа обучения в восьмом классе с учётом соблюдения интересов конкретной группы учащихся и принципа целесообразности.

Unit 4 (periods 81—101)

Этот блок под названием *Fascination and Challenge: The World of Science and Technology* имеет своей целью познакомить учащихся с тем, как явления мира науки и техники находят своё отражение в системе изучаемого языка, в определённой степени освежить их знания об этом, предложить им обсудить на английском языке и обобщить некоторые сведения из области компьютеров, современных технологий, приоритетных направлений современной науки. Естественно, что основой для работы над темой этого блока являются фоновые знания учащихся. Так, раздел **Revision** здесь посвящён разговору о некоторых проблемах мира науки и техники, о наиболее важных открытиях прошлого, об учёных, сделавших эти открытия (упр. 1—4).

Упражнение 1 начинается следующим вопросом: All the knowledge people have is traditionally divided into arts and sciences. What do arts study and what do sciences study? Ответ на этот вопрос требует знания того факта, что гуманитарные науки (**the arts**, или **the humanities**) традиционно включают в себя такие предметы, как история, литература, языки, в то время как естественные и технические науки (**sciences**) — это биология, химия, физика, инженерное дело, иногда математика.

Также раздел **Revision** включает в себя задания (упр. 5—11) на повторение лексико-грамматического материала, с которым учащиеся познакомились в рамках предыдущего блока (Unit 3).

Выполнение упражнения 13 предоставляет учащимся возможность вспомнить так называемые интернациональные слова.

Текст раздела **Reading for Information** является сокращённым вариантом журнальной статьи, посвящённой одной из актуальнейших проблем сегодняшнего дня — влиянию компьютерных технологий на жизнь и психическое здоровье людей. Работу с текстом можно предварить бесе-

дой с целью выяснения, в какой степени ученики знакомы с виртуальными играми. С помощью класса вы сможете получить приблизительное описание таких атрибутов виртуальных компьютерных игр, как **head display, sensor, computer-generated images** и т. д. Перевод этих терминов даётся в упражнении 18 после текста. Суть понятий, описываемых в тексте, заключается в том, что играющий видит поле боя не на большом экране, а на маленьком экране внутри шлема, при этом компьютер реагирует на движения глаз и лицевых мышц играющего и изменяет картинку в зависимости от того, куда смотрит играющий. Таким образом достигается ощущение присутствия и непосредственного участия в игре.

Раздел **New Language** продолжает акцентировать внимание учащихся на наречиях, а именно на возможном местоположении наречий в предложении. Было бы неплохо, если бы из возможного арсенала наречий времени и частотности, приведённых в рамке до упражнения 21, учащиеся постарались выучить те, что встречались им ранее крайне редко или не встречались вовсе. При объяснении данной информации неизбежно придётся столкнуться с двумя грамматическими терминами **predicate** и **predicative**, соответственно обозначающими сказуемое и предикатив (именная часть составного именного сказуемого). Сравните: а) *We never go to school on Sundays.* б) *He can speak English.* в) *John is a student.* Все выделенные части предложений — это сказуемые: а) простое глагольное; б) составное глагольное; в) составное именное. В последнем случае оно состоит из глагола-связки и имени существительного, которое и является в данном случае предикативом. В роли предикатива может выступать и имя прилагательное. Сравните: *Jane is always early. The weather is getting better.* Всё это можно объяснить ученикам при необходимости.

Ещё одним новым грамматическим явлением данного блока является сопоставление группы модальных глаголов и их эквивалентов (**must, have to, should, ought to**). Учителю следует посоветовать учащимся внимательно ознакомиться с таблицей, расположенной до упражнения 25. В ней достаточно наглядно представлена разница в употреблении глагола **must** и его эквивалента **have to**. Упражнения 25, 26 и 27 помогут восьмиклассникам уловить указанные различия и потренироваться в употреблении этих глаголов.

Рамка после упражнения 28 даёт информацию о том, что конструкции **have to** и **have got to** не являются абсолютными синонимами.

Сопоставляя глаголы **should** и **ought to**, следует подчеркнуть, что семантически они очень близки и в большинстве случаев взаимозаменяемы.

Новым грамматическим явлением для учащихся является субстантивация прилагательных. Субстантивированное прилагательное с определённым артиклем обозначает всех представителей данного класса людей, т. е. имеет значение имени существительного во множественном числе. **The young must help the old.**

Для одного или нескольких представителей данной категории людей следует употреблять существительные *man/men, woman/women* или иные подходящие по смыслу существительные: *an old man, a rich man, a wounded man (soldier), unemployed men (people, workers)*. Упражнение 34 помогает потренироваться в их употреблении. Комментируя данный феномен, учитель может сказать, что явление субстантивации прилагательных очень типично для современного английского языка. Таблица перед упражнением 34 предлагает семь субстантивированных прилагательных. На данном этапе вполне возможно ограничиться этим списком, однако, возможно, следует упомянуть о наличии большего количества разнообразных единиц такого типа: **the disabled, the crippled, the aged, the beautiful** и т. д.

Рубрика **Social English** знакомит учащихся с образцами различных предупредительных и запретительных знаков, объявлений, вывесок.

Фразовыми глаголами этого блока с ядром **to see** являются: **to see sb round; to see through sb/sth; to see to sb/sth; to see sb off**. Все они однозначны и не должны представлять серьёзных затруднений в плане использования.

Новая лексика, предназначенная для изучения (упр. 41, 42), содержит некоторые моменты, которые нуждаются в комментариях, в частности словосочетание **to be required of sth/sb**. Предлог **of** зачастую неверно заменяется предлогом **from** (то же относится к глаголу **to insist**, после которого следует предлог **on**). Возможно, потребуются выполнение специальных упражнений, часть из которых учитель может найти в рабочей тетради. Особое внимание следует уделить оппозиции **a record/to record**, сделав акцент на различии в ударении. Также стоит остановиться на имени существительном **advantage**. Каждая из предлагаемых учащимся структур: **an advantage over sb, to have the advantage of doing sth, to do sth to advantage, to take advantage of sb** имеет свои сложности. Прежде всего это наличие или отсутствие артикля в структуре. Затем разграничение возможных артиклей (**an/the**) в первом и втором случаях. Специальные упражнения в рабочей тетради помогут снять эти сложности.

Две таблицы **Focus** иллюстрируют различия часто смешиваемых слов **different/various** и **beside/besides**. Упражнения 49—52 помогут учащимся потренироваться в разграничении и употреблении этих лексических единиц.

Упражнение на аудирование данного блока представлено нефабульным текстом — небольшой статьёй научно-популярного характера. Лексически она вполне доступна для учащихся. Она также не содержит грамматических сверхсложностей, а объём текста существенно меньше, чем в предыдущих блоках. И хотя обычно научно-популярные тексты значительно труднее воспринимаются на слух, в данном случае, по мнению авторов, особых сложностей этот текст вызывать не должен.

В разделе **Reading for Discussion** учащиеся знакомятся с научно-фантастическим текстом на английском языке. Ситуация, описываемая в расска-

зе, также не совсем обычна. Она, безусловно, требует воображения и может вызвать некоторые затруднения (представить себе общество роботов-людей не так просто). С другой стороны, тема существования робота-человека уже давно обсуждается в мировой литературе. Многие научно-фантастические фильмы также постоянно затрагивают эту проблему. Но в любом случае учитель должен внимательно отнестись к содержанию текста, помочь учащимся «войти» в него.

При обсуждении текста “The Surgeon” учителю придётся коснуться весьма важных лексико-грамматических особенностей, которые отражены в трёх рамках **Focus** в конце раздела. Упражнения 57—61 помогут учащимся разобраться в этих явлениях: 1) глагол **do** в качестве интенсификатора (**Do come back!**); 2) *we, you, one* в значении **any person**; 3) значения и использование слов **either** и **neither**.

Обсуждение текста блока плавно переходит в обсуждение темы. Предлагаемый тематический словарь включает достаточно большое количество лексики интернационального характера, что сможет облегчить учащимся её запоминание и употребление. В рамках этой рубрики следует обратить внимание на различие семантики двух глаголов **to invent/to discover**, а также двух возможных переводов слова **technology**: 1) *техника*; 2) *технология*.

Материал для обсуждения в учебной ситуации *The World of Science and Technology* во многом ориентирован на обсуждение двух микроситуаций: *Space and Spacecraft* и *Computers*. Космос, космические корабли и экспедиции к иным мирам и галактикам должны быть интересны учащимся этого возраста. Наверняка, большинство из них обладает какими-либо знаниями в этой области. Поэтому обсуждение этих проблем может пройти на занятиях достаточно живо. Учителю стоит специально обговорить тот факт, что единица **craft** имеет омонимичные формы и для единственного, и для множественного числа. Сравните: **an aircraft** — *воздушный корабль, летательный аппарат*, **aircraft** — *воздушные корабли, летательные аппараты*. Упражнения 76—80 дают полезную и интересную информацию о компьютерах.

Добавим также, что этот раздел представляется достаточно наглядным, так как имеет большое количество иллюстраций.

В четвёртом блоке на подготовку к ОГЭ направлены задания на чтение, аудирование, говорение, а также словообразование и словоизменение. В учебнике это упражнения 4, 12, 31, 53, 55, 73, а в рабочей тетради — 1, 3, 7, 25, 26.

Unit 5 (periods 108—128)

Учебная ситуация данного блока *Going to Places: The World of Travelling* посвящена двум связанным между собой темам — *Means of Transport* и *Hotels*.

Как и большинство предыдущих блоков, он начинается с беседы, в данном случае о путешествиях, цель которой — позволить учащимся вспомнить то, что они знают и могут сказать по этой теме (упр. 1—6).

Раздел **Revision** содержит задания на повторение лексико-грамматического материала по предыдущему блоку (Unit 4). Это упражнения 7—13. При выполнении последнего с опорой на объяснённый в четвёртом блоке материал о возможной вариативности места наречий с глаголом **to come** (сравните: **usually** come downstairs или come downstairs **usually**) внимание учащихся следует обратить на предложение 7. Имеющееся в предложении уточнение **to tea** делает невозможным наличие вариативности порядка следования слов в этом случае. Таким образом, следует дать это объяснение, если возникнет вопрос, почему в ключах даётся единственно возможный вариант — Mr Roberts doesn't **usually** come downstairs to tea.

Раздел **Reading for Country Studies** предлагает учащимся отрывок из энциклопедической статьи о Канаде (упр. 14). Он несколько адаптирован и сокращён. Задания этого упражнения, как и в предыдущих блоках, выполняются на двух уровнях: а) на уровне аудирования, когда учащимся нужно прослушать звучащий текст и выбрать правильные утверждения о Канаде из предложенных восьми; б) на уровне чтения, когда надо сопоставить заголовки с частями текста.

Учащиеся могли бы поработать с картой административного деления Канады, приводимой в учебнике, параллельно с чтением текста или непосредственно после чтения.

Вторая карта — физическая карта Канады — относится к упражнению 18, и правильность выполнения этого задания целиком зависит от того, насколько хорошо учащиеся по ней ориентируются. Естественно, что в этом случае предварительное знакомство с картой необходимо, для чего можно, к примеру, организовать работу в группах, с тем чтобы ученики задали друг другу вопросы по карте и ответили на них.

Раздел **Reading for Information** знакомит учащихся с рекомендациями для путешественников. Предлагаемый текст весьма необычен. Он стилизован под тексты, которые могли быть написаны в начале прошлого века. Такого рода материалы редко включаются в школьные учебники. Предтекстовое задание нацеливает учащихся на поиск тех мест, где есть намёк на реалии, типичные для жизни Европы конца XIX — начала XX века. При работе с этим текстом можно поговорить с учениками о смене словарного состава языка, о том, что слова зачастую исчезают вместе с понятиями, которые они обозначают, или меняют своё значение. Так, упоминающиеся в тексте предметы для письма (**nibs, blotters**) можно встретить лишь в текстах о жизни соответствующего периода, хотя раньше они были обыденной реальностью. В свою очередь ученики могут привести примеры новых слов, появившихся с новыми предметами (например, **robot, cyborg** и т. д.).

Грамматическая секция раздела **New Language** знакомит учащихся с известными им глаголами **be** и **need (needn't)** в модальных значениях. При этом показано, что глагол **need** в современном английском языке может выступать (и выступает в большинстве случаев) в качестве обычного глагола, т. е. принимает окончание **-s** в 3-м лице единственного числа настоящего времени (**present simple**), образует вопросительную и отрицательную формы в этом же времени с помощью вспомогательного глагола **do/does** и использует частицу **to** в форме инфинитива. В своём модальном значении глагол **need** в наши дни употребляется крайне редко. Исключение составляет лишь форма **needn't**, которая весьма частотна. **He needn't do it. — Must I pay right now? — No, you needn't.** Упражнения 26—30 дают возможность закрепить полученные знания.

Кроме указанных глаголов, пятый блок предлагает довольно подробную информацию об использовании модальных глаголов с перфектным инфинитивом смысловых глаголов. Подробно значения форм **could/couldn't have done, should/shouldn't have done, needn't have done** даны в таблице перед упражнением 31. Упражнения 31—35 дают учащимся возможность попрактиковаться в употреблении этих структур. Заметим, что они обычно весьма трудны для восприятия учеников, так что учителю могут потребоваться дополнительные упражнения из рабочей тетради.

Далее в этой грамматической секции даётся информация о сопоставлении таких частей речи, как наречия и имена прилагательные. Частично этот материал уже знаком учащимся. На занятиях, которые проводились по УМК-5, им давались глаголы-связки **smell, taste, sound, feel** в сочетании с именами прилагательными для описания определённых ситуаций, аналогами которых в родном языке учащихся выступают структуры с наречиями. (Сравните: **The music sounds loud. — Музыка звучит громко.**) В учебнике для восьмого класса список подобных глаголов значительно расширен. В него включены глаголы: **be, seem, become, get, grow, look, appear, turn**. При этом учащимся предлагается проанализировать ситуации, в которых некоторые из этих глаголов выступают в разных своих значениях: глагол-связка, уточняющийся прилагательным, и полнозначный смысловой глагол, уточняющийся наречием. (Сравните: **Suddenly the girl turned pale. Suddenly she turned the rest of the pages quickly.**)

Учебник также предлагает пояснения относительно омонимичных форм прилагательного **well (healthy, not sick)** и наречия **well (in a good manner)**, а также возможной вариативности структур **to feel well/to feel good** (таблица **Focus** после упр. 38).

Заметим, что, хотя многое из предложенного здесь материала выглядит как мелочи или частности, именно из них в большинстве своём складывается чистота и правильность языка. Поэтому подобные мелочи стоят того, чтобы уделять им внимание и время.

Продолжая начатый в рамках прошлого блока (Unit 4) разговор о субстантивированных прилагательных, данная грамматическая секция предлагает учащимся информацию о так называемых Nation and Nationality Words. При работе с этим материалом очень важно объяснить учащимся, что для обозначения нации в целом в английском языке используются субстантивированные прилагательные с определённым артиклем (**the English, the French, the Dutch**), а для обозначения отдельных представителей наций используются: а) существительные (**an Englishman**) и б) субстантивированные прилагательные (**a Greek**). При этом степень субстантивации прилагательных может быть различной, отсюда и различия в их употреблении: наличие или отсутствие окончания *-s* при образовании множественного числа (*many Canadians*, но *many Japanese*). Главное, чтобы ученики усвоили те основные правила, которые отражены в таблице, и познакомились с наиболее часто встречающимися словами, обозначающими нации, народы и их представителей.

Последним моментом грамматического характера в этом блоке являются уточнения, которые учащиеся могут получить относительно употребления неодушевлённых имён существительных в притяжательном падеже. До недавнего времени учащиеся имели абсолютный запрет на подобное использование. При необходимости передавать отношения притяжательности (посессивности) им рекомендовалось использовать так называемую **of-phrase**, структуру с предлогом **of** (*the top of the page*), или конструкцию, построенную по модели N+N (*the car door*). Однако, как показывают исследования последних лет, в языке чётко намечается тенденция употребления некоторых имён существительных, обозначающих неодушевлённые объекты, в притяжательном падеже. Чаще всего это названия мест (**Africa's future, Manchester's early history**) или слова, описывающие временные отношения (**tomorrow's programme, ten minutes' walk**) или линейные отношения (**two miles' walk**). Эти случаи упомянуты в учебнике больше для ознакомления (упр. 44 и предшествующая ему таблица). Их, безусловно, можно рассматривать как норму. Отметим здесь также, что учащиеся, читающие на английском, могут натолкнуться в современных книгах и других изданиях на случаи типа **the plan's importance, the book's author, the car's door, the plane's tail**. На взгляд авторов, специально знакомить учащихся с подобными случаями на этом этапе вряд ли стоит, однако при необходимости подобные явления можно объяснить спецификой развития английского языка и рассматривать как явно выраженную тенденцию, но не тренировать учащихся в употреблении этих словосочетаний намеренно.

В рубрике **Social English** представлены клишированные фразы, которыми обычно пользуются англоговорящие люди, запрашивая информацию о том, как добраться до какого-либо конкретного места, или объясняя, как это сделать. Здесь же приводится диалог, посвящённый лондонскому метрополитену. Вся эта информация может оказаться весьма полезной

с прагматической точки зрения, особенно в плане возможных реальных путешествий по столице Великобритании или воображаемых поездок по лондонскому метро, когда учащиеся путешествуют по карте.

Фразовые глаголы этого блока имеют ядро **to drop** и отличаются послелогами. Во втором и третьем случае (см. таблицу перед упр. 51) они многозначны. Возможные трудности определения правильной семантики снимутся при помощи контекста.

Новая лексика этого блока представлена в упражнениях 53 и 54. В большинстве своём она отобрана с точки зрения основного значения изучаемых слов. Лишь некоторые слова предлагаются для ознакомления как многозначные — **to confuse, rough**. Упражнения 55—61 помогут учащимся потренироваться в употреблении новой лексики и научиться правильно пользоваться ею. Последнее упражнение, как и во всех предыдущих блоках, представляет собой текст на аудирование, содержащий довольно большое количество новой лексики (упр. 61).

В разделе **Reading for Discussion** представлена слегка сокращённая глава из романа *Boy* Роальда Даля. Поскольку описываемое путешествие совершается членами большой семьи, этот материал может напомнить учащимся об их собственных путешествиях. Текст вполне может вывести на дальнейшее обсуждение темы отдыха на воде и путешествия за границу, а так как конечной целью поездки героев является не очень хорошо знакомая большинству учащихся страна — Норвегия, то при желании и наличии времени можно попросить их приготовить презентации об этой прекрасной стране.

Текст содержит интересные языковые моменты, на которых учителю стоит заострить внимание учащихся. Все они выделены на страницах учебника и внесены в таблицы **Focus**. Это и сопоставление слов **besides** и **except**, которые переводятся на русский язык одним и тем же словом *кроме*, но имеют различную семантику; это и две семантические единицы **to wait for sth/sb** и **to await sth/sb**, различающиеся стилистически; и постоянно вызывающие проблемы у учащихся слова **quiet** и **quite**, а также целый список выражений с предлогом **by**. Все эти моменты весьма наглядно представлены в таблицах.

А вот структуры **had better/would rather** (см. таблицу **Focus** после упр. 64) требуют специального комментария. При работе с этими моделями следует обратить внимание на некоторые моменты, вызывающие затруднения и ведущие к ошибкам в употреблении. Прежде всего это структурное различие — за сокращением **'d** в одном случае стоит слово **had**, а в другом — слово **would**, что становится принципиально важным при конструировании вопросительного предложения (**Wouldn't he rather stay here? Hadn't I better do it now?**). Также это семантическая, смысловая разница между данными моделями, определяющая выбор между ними в речи: если **had better** означает *побуждение к действию под влиянием внешних*

обстоятельств, то **would rather** передаёт *внутренний выбор самого человека, его предпочтение* (He'd better keep silent about it. — Уж лучше бы он об этом помалкивал. He'd rather keep silent about it. — Он предпочитает об этом помалкивать.). И наконец, структура предложения, построенного с помощью данных моделей. Здесь трудность заключается в том, что следующий после **had better** и **would rather** глагол употребляется в неопределённой форме, но без частицы **to**. Особую сложность представляют отрицательные предложения (I'd rather not go there. We'd better not stay here.). К этим моделям необходимо периодически возвращаться, чтобы ученики не утратили навык их употребления.

Обсуждение текста переходит в обсуждение темы *Travelling*, при этом тематический вокабуляр в основном сконцентрирован вокруг двух подтем: 1) способы путешествий; 2) гостиницы и правила проживания в них.

В рамках тематического вокабуляра внимание учащихся следует привлечь к группе слов **travel, journey, voyage** и **trip**. Их дифференциация показана в таблице **Focus** перед упражнением 71, а само упражнение закрепляет этот материал.

К заданиям в формате ОГЭ в этом блоке относятся упражнения 4, 6, 14В, 24, 60С, 61В и 80 учебника и упражнения 1, 3, 6, 26, 27 рабочей тетради.

Unit 6 (periods 135—155)

Учебная ситуация этого блока *Newspapers and Television: The World of Mass Media* начинает тему о средствах массовой информации и даёт учителю возможность поговорить с учащимися о мире прессы и столь важном явлении нашей жизни, каким является телевидение. Первые четыре задания блока нацелены на то, чтобы собрать воедино фоновые знания, которые имеются у учащихся о газетах, журналах и телевизионных программах. Упражнения 5—11 направлены на повторение лексико-грамматического материала предыдущего блока. Этой же цели служат соответствующие упражнения из рабочей тетради.

Раздел **Reading for Country Studies** знакомит учащихся с особенностями прессы как одного из средств массовой информации вообще и в Великобритании в частности. Это та информация страноведческого характера, которая представляется весьма значимой в наше время. Желательно, чтобы учащиеся не только владели ею на уровне знакомства с содержанием, но и смогли бы использовать свои познания при дальнейшем обсуждении темы.

Упражнение 16 содержит несколько сокращённый текст интервью с принцем Уильямом, которое он дал в 2001 году, будучи юношей, студентом одного из старейших и лучших университетов Шотландии. Интервью — один из самых распространённых и провокационных жанров журналистики, и, возможно, учащимся будет интересно заметить, как в нём раскры-

ваются личность принца, его корректность и сдержанность, умение избегать неприятных тем.

Помимо основной цели обучения чтению, данное упражнение может служить страноведческим или дополнительным материалом для организации устных высказываний. Так, здесь учитель может вернуться к теме выбора профессии и продолжения образования, теме британских университетов, королевской семьи, особенностей её положения в современном обществе, теме вмешательства средств массовой информации в личную жизнь людей. Наконец, учащиеся могут попробовать свои силы в жанре интервью — сформулировать и задать вопросы друг другу или другим людям, представив результаты своей «журналистской» работы в письменном виде.

Грамматическая секция раздела **New Language** знакомит учащихся прежде всего с неличными формами глаголов. Начинается этот раздел с наиболее общих сведений о так называемых «инговых» формах (**ing-forms**), к которым относят **герундий** и **первое причастие**. В учебнике данной линии, следуя тенденции, которая чётко прослеживается в большинстве современных учебных пособий, эти группы не рассматриваются по отдельности, их дифференциальные признаки не выделяются. Фактически информация, предлагаемая под заголовком **ing-forms in English**, иллюстрирует возможные случаи использования герундия. Не заостряя внимания учащихся на том, что такое герундий, учителю следует помочь восьмиклассникам выучить глаголы, которые требуют после себя употребления структуры **Ving**. Соответствующая схема (до упр. 20) разделяет часто употребляемые глаголы на четыре группы. Первая — это глаголы начала и конца действия (**start, begin, stop, finish**), к которым примыкают глаголы **keep, enjoy, mind (start reading, enjoy playing)**. Вторая — это **ing-forms**, которые употребляются после глагола **go**: **When will we go fishing?** Третья группа — это сочетания глагола **have** с некоторыми именами существительными, после которых тоже используются **ing-forms**: **We had a good time yesterday making our school newspaper**. Самой многочисленной является четвёртая группа — глаголы с предлогами. В некоторых случаях семантика предлога равна значению русского аналога и трудностей не вызывает: **to succeed in playing on the stage** — *преуспеть в игре на сцене*; **to keep sb from going there** — *удержать кого-либо от того, чтобы пойти туда*. В других случаях семантика предлога не столь очевидна: **to look forward to meeting Helen** — *с нетерпением ждать встречи с Хелен*; **to object to going there** — *возражать против того, чтобы пойти туда*. Поскольку подобной формы в родном языке русскоговорящих учащихся не существует, им следует объяснить, что аналогичная семантика может передаваться в русском языке различными способами: **Have you begun writing the new book?** — *Вы начали писать свою новую книгу?* **Do you mind my coming back?** — *Ты не против, если я вернусь?* **I am used to reading in the evening.** — *Я привыкла читать по вечерам.*

Учащимся рекомендуется основное внимание сосредоточить на глаголах, которые управляются предлогами (упр. 20), и постараться их запомнить. Упражнения 20В—24 помогут им потренироваться в их употреблении.

Рамка **Focus** перед упражнением 23 иллюстрирует случаи употребления **ing-forms** после глагола **mind**. Возможно, некоторых коллег смутит предложенная вариативность местоимений **me/my** и др. во фразах типа *Do you mind me/my opening the window?* Согласно каноническим правилам традиционной грамматики в подобных структурах должны употребляться притяжательные местоимения **my, his, her, etc.**: *Do you mind our joining you?* Однако за последние десятилетия тенденция употреблять в этих случаях личные местоимения в объектном падеже (**me, you, him, her, us, etc.**) фактически превратилась в норму, во всяком случае, в разговорном английском языке. На наш взгляд, учащиеся должны быть осведомлены о существующей вариативности. Они могут употреблять более удобный для каждого вариант, а учителям вряд ли стоит придерживаться только традиции в этом вопросе.

Важным материалом шестого блока являются структуры с инфинитивом. Приводимая здесь информация имеет скорее обобщающий, чем ознакомительный характер и отражает некоторые распространённые случаи использования инфинитива в структуре предложения. Некоторые из них совпадают со структурами русского языка, а потому легко усваиваются учащимися (**afford to buy** — *позволить себе купить*, **glad to see** — *рад видеть*), некоторые же менее типичны для русского языка, а потому требуют дополнительной тренировки (**a book to read** — *книга для чтения*, **a text to discuss** — *текст для обсуждения*). Важно, чтобы ученики узнавали модели употребления инфинитива и не путали их с моделями употребления герундия и причастия. Особенно это важно в тех случаях, когда от выбора языковых средств (**Ving** или **Vto**) зависит смысл высказывания. Некоторые из таких случаев рассматриваются в учебнике: **remember (forget) to do sth / remember (forget) doing sth, stop to do sth / stop doing sth, regret to do sth / regret doing sth, allow to do sth / allow doing sth**. Этот материал наверняка будет новым и вызовет интерес учеников.

Особое внимание следует уделить дифференциации двух глаголов **to offer / suggest**, а также структур **used to do sth / to be (get) used to doing sth**. С первой из этих структур учащиеся уже знакомы, а вот вторая (**to be (get) used to doing sth** — *привыкнуть делать что-либо*), безусловно, нуждается в отдельной тренировке, которая предоставляется в упражнениях 31 и 32.

Что же касается глаголов **to offer / suggest**, оба из которых переводятся на русский язык глаголами *предлагать, предложить*, то их дифференциация более многопланова. Во-первых, эти глаголы употребляются в различных структурах. После глагола **to offer** может следовать инфинитив **to offer to do** (*to go, to water, etc.*), а после **to suggest** не может. Для глагола

to suggest структурными аналогами подобных единиц будут: а) **suggest doing** (going, watering) или б) **suggest that we (they, etc.) should do** (go, water, etc.). При этом и семантические различия достаточно чётко выражены. Предлагая сделать что-то и употребляя для этих целей глагол **to offer**, говорящий фактически предлагает свои услуги и заявляет, что сам сделает (готов сделать) предложенное. Фраза **John offered to go shopping** означает, что Джон говорит, что он сам сходит в магазин, чтобы сделать покупки. Фраза же **John suggested going to the shop** отнюдь не указывает на то, что он готов совершить поход в магазин. Он просто высказывает идею о целесообразности этого действия, однако совсем не обязательно сам будет принимать в нём участие. Иногда, впрочем, возможно чёткое указание на то, кому, по мнению говорящего, следует совершить тот или иной поступок, то или иное действие. Сравните: **John suggested our (their, her, your) going to the shop** или **John suggested that we (they, she, you) should go to the shop**.

Заметим также, что оба рассматриваемых глагола имеют возможность сочетаться с именами существительными, однако семантика существительных обычно различна. После глагола **to offer** следуют имена, обозначающие конкретные объекты (a cup of coffee, a bowl of soup, a glass of water, a book, a pen, etc.). Очень частотна комбинация **to offer sb one's help**. После глагола **to suggest** обычно следуют те имена существительные, которые обозначают скорее соображения, некие идеи, планы — своеобразное побуждение к действию. Очень частотна модель **to suggest the idea of doing sth**.

Рубрика **Social English** предлагает те клише, которые обычно используются, когда собеседники разговаривают по телефону. Многие из этих фраз знакомы учащимся и не могут вызвать каких-либо особых сложностей. Учителю следует отдельно обговорить вопросы типа **Is that you, Mary?** В сходной фразе, произнесённой на русском языке, звучит указательное местоимение *это*: *Это ты, Мэри?* Высказывания подобного типа могут звучать некорректно, если ввести в вопрос указательное местоимение **this** (а не **that**). Целесообразно предупредить эту возможную ошибку и напомнить учащимся семантику рассматриваемых местоимений: **this** соотносится с тем, что находится рядом с говорящим, **that** — вдали от него. Естественно, что говорящие друг с другом по телефону в типичной ситуации находятся на достаточно далёком расстоянии друг от друга. То же относится и к словам **here** и **there**. Для англоговорящих типичным ответом на вопрос **Is that you, Mary?** будет реплика **Yes, it's Mary here**.

Фразовые глаголы этого блока имеют ядро **to hold**. С послелогом **off** и **on** они являются многозначными. Упражнения 43 и 44 дают возможность учащимся потренироваться в их употреблении.

Поддача новой лексики на узнавание в упражнении 45 несколько отличается от аналогичных заданий прошлых блоков. Здесь в задании 45А

учащимся предлагается проанализировать представленные пары однокоренных слов, первое из которых известно учащимся. Опираясь на своё знание словообразовательных моделей, восьмиклассники должны догадаться о значении второго слова в каждой паре. Проверив свою догадку при помощи словаря (задание 45В), учащиеся знакомятся с тем, как эти слова употребляются в контексте.

Новый активный вокабуляр особых сложностей не представляет. Заметим лишь следующее: учащимся знакомо слово **memory** — *память*. В упражнении 46 им предлагается слово **memory** в значении *воспоминание*. Особого внимания, естественно, требуют многозначные слова. К ним в этом блоке относятся глагол **to enclose** и имена существительные **point** и **gift**.

Особо следует оговорить написание прилагательного **marvellous**. В упражнении 46 это прилагательное даётся в двух возможных орфографических вариантах — с двумя буквами **l** и одной. Сообщив учащимся об этой возможной альтернативе, авторы тем не менее (согласно принятой в этой серии УМК концепции придерживаться в написании слов британского варианта английского языка) далее предлагают слово **marvellous** с удвоенной **l**. Заметим всё же, что на этом этапе обучения авторы не видят необходимости менять написание слов и «подгонять» их под принятую концепцию, если это тексты американских авторов. Думается, что учащиеся уже в основном готовы с помощью учителя воспринимать изучаемый ими язык во всём его многообразии.

Работая с новыми словами, учителю придётся остановиться специально на рамке **Focus** перед упражнением 51. В ней предлагается информация о префиксах с отрицательным значением, которые используются для образования прилагательных. Учащиеся уже знакомы с самым частотным из них — **un-**. Рамка содержит значительно менее частотные словообразовательные морфемы: **im-** (перед корнями, начинающимися с **m** или **p**: **immoral, immature, impatient**); **il-** (перед корнями, начинающимися с **l**: **illiterate, illegal**); **ir-** (перед небольшим количеством слов, корни которых начинаются с буквы **r**: **irregular, irresistible**) и, наконец, **in-** (встречается в структуре весьма небольшого количества слов: **invisible, inaccurate, inactive, inexpensive**).

Знакома учащимся с этими общими положениями, учитель тем не менее должен отметить, что данные правила весьма приблизительно описывают явления, сложившиеся в языке. Так, префикс **un-** встречается в структуре слов, корневая часть которых начинается с букв: **l** (**unladylike, unlimited, unlisted, unlovely, unlucky, unloving, etc.**); **p** (**unpersuadable, unpolitical, unpolluted, unpopular, unpredictable, unprejudiced, unprepared, etc.**); **m** (**unmanageable, unmanly, unmannered, unmarked, unmarriageable, unmarried, unmatched, unmentionable, unmentioned, etc.**); **n** (**unnavigable, unnecessary, unnoticeable, unnoticed, unnumbered, unobjectionable, unobliging,**

unobservant, etc.). Справедливости ради отметим, что приведённые списки включают в себя не только прилагательные, образованные при помощи префиксов, но и причастия. Однако относительность предлагаемых правил очевидна: только регулярное чтение и память учащихся могут быть надёжными помощниками в выборе правильного префикса для моделирования прилагательного с отрицательным значением. С другой стороны, совершенно очевидно, что префиксы **im-**, **in-**, **il-**, **ir-** входят в состав далеко не самых частотных слов английского языка.

Две следующие таблицы **Focus** предлагают сопоставления глаголов **allow** — **let**, а также **lie** (*лежать*) — **lie** (*лгать*) — **lay** (*класть, откладывать*). Как показывает практика, эти несложные глаголы вызывают трудности у учащихся при их использовании в речи. Так, близкие по значению глаголы **allow** и **let** различаются прежде всего стилистически — **let** относится к разговорной лексике и не встречается в пассивных конструкциях.

Вышеупомянутые глаголы **lie** (1), **lie** (2) и **lay** путают в процессе изучения английского языка, так как они совпадают в некоторых своих формах. Упражнение 53 учебника и соответствующие задания в рабочей тетради помогут закрепить знание этих глаголов.

Упражнение 55 представляет собой традиционное для этого учебника задание на аудирование. В нём, так же как в упражнениях подобного типа блоков 1—5, учащимся предлагается текст, в котором содержится довольно большое количество новых слов из поурочного вокабуляра, а также задания, которые выполняются до и после прослушивания текста.

Основной текст блока из раздела **Reading for Discussion** (упр. 56) содержит достаточно большое количество новых для учащихся географических названий. Некоторые из них легко произносятся и семантизируются: **the Red Sea**. Однако большинство из них не так легки: **Gibraltar, Malta, Naples, Port Said, etc.** Вот почему перед тем, как приступить к чтению текста, учащимся предлагается «отчитать» эти названия с помощью аудиозаписи. Чтобы реально представить себе, где находятся включённые в список города, моря, проливы, страны и т. д., учащимся необходимо найти соответствующие места на карте, которая помещена в конце упражнения.

Сам текст “*How I Became a Writer*” знакомит учащихся с началом карьеры писателя Роальда Даля. Он написан в живой манере, свойственной этому знаменитому автору. Текст может рассматриваться как логическое завершение всех учебных ситуаций учебника, так как повествует и о выборе карьеры, и о получении знаний и навыков для того, чтобы овладеть соответствующей профессией. В тексте также есть материал, касающийся и путешествий, и средств массовой информации. Очень важным моментом, по мнению авторов, является тот факт, что жизнь героя описывается на фоне Второй мировой войны, о которой современные школьники знают достаточно мало. И хотя события тех далёких лет изучают на уроках истории в средней школе, знания большинства учащихся об этой войне

весьма отрывочные и усечённые. Поэтому особое значение приобретает упражнение 70, завершающее работу над текстом и предлагающее учащимся освежить в памяти знания о событиях военных лет. Задание ориентировано на то, чтобы вспомнить, как начиналась Вторая мировая война, как она закончилась, какова была роль России, Великобритании, США в той войне, как и когда они вступили в неё.

Работа над отдельными словами из текста (упр. 58—59) сменяется конкретными упражнениями, целью которых является проверка понимания текста (упр. 60). Таблица **Focus**, расположенная после упражнения 62, знакомит учащихся со словами **Arab** (*n*) — **Arab** (*adj*) — **Arabic** — **Arabian**. Иллюстративные примеры, включённые в таблицу, показывают различную сочетаемость рассматриваемых прилагательных и возможности их перевода на русский язык. Таблица достаточно наглядна, однако учителю следует уделить особое внимание произношению прилагательных.

Обсуждение текста (упр. 65—69), как и в предыдущих блоках, переходит в обсуждение темы. Предложенный тематический вокабуляр отрабатывается в различных упражнениях тренировочного, полутворческого и творческого характера. **Topical Vocabulary** (раздел II) включает в себя слова **crosswords** и **puzzles**, которые в русском языке означают соответственно *кроссворды* и все иные виды занимательных заданий (*чайнворды*, *сканворды*, *пазлы* и т. д.). Однако структура **a crossword puzzle** вполне нормативна в современном английском языке и является эквивалентом существительному **a crossword**.

К заданиям в формате ОГЭ в данном блоке (Unit 6) относятся упражнения 4, 12А, 55В и 78В учебника, а также 3, 8, 30 и 31 рабочей тетради.

Таковы основные лексико-грамматические особенности и сложности, с которыми учащиеся встретятся на страницах учебника, а также дополнительные рекомендации по работе над учебными ситуациями УМК-8, которыми может воспользоваться учитель.

Приложение

Аудиокурс к учебнику

Unit 1

No. 1. Exercise 2. *Listen to the questions and answer them.*

1. Have you ever thought about your future career? Have you made any decision?

2. What do your parents and friends advise you to do as a job?

3. Would you prefer to work with your hands or with your brain? Are there any jobs you would or wouldn't like to do? What are they?

4. What do you feel about working with people? Name some occupations where you work with people.

5. Would you like to work with machines? Name some occupations where you work with machines.

6. Is it important for you how well-paid your future job is going to be? What is more important — to have a well-paid but not very interesting job or a job that interests you but is less paid? Explain why.

7. Is it important for you to have a prestigious job? What jobs are prestigious nowadays?

8. What are you good at? Are you good at the things you like doing? Do you think these activities can help you in your future career?

9. Is it important for you to have a good career? What do you have to do to make a good career? What do people mean when they say “to make a good career”?

No. 2. Exercise 16. *Listen to the text “Unusual Jobs: A Bodyguard” and do task A in your Student’s Book.*

No. 3. Exercise 32. *A. Listen to the proper way of offering a suggestion in English and repeat the phrases.*

B. Listen to the possible reactions to the offered suggestions and repeat them.

C. Listen to the sample dialogues and repeat them.

Dialogue 1: — If I were you, I'd go to university after leaving school.

— I'm afraid, that's not quite in my line. I'm thinking of becoming an automechanic.

Dialogue 2: — I strongly advise you to become a primary school teacher.

— That is all right with me. I've been thinking of this career myself.

Dialogue 3: — Have you ever thought of trying your hand at painting?

— That's a good idea, but I'm not sure I'm so good at it.

Dialogue 4: — It might be a good idea to learn to drive a car.

— That suits me very well. I love cars.

No. 4. Exercise 46. Listen to the text “*But You Promised You Wouldn’t Tell*” and do tasks B, C, D, E in your Student’s Book.

But You Promised You Wouldn’t Tell

(After Bel Mooney)

Dad was going to be in charge this Saturday again. It happened a lot nowadays, because Kitty’s Mum’s job meant that sometimes she had to work on Saturdays.

She was in a bossy mood that morning. “There’s a lot of salad in the fridge for lunch,” she said, “and I want you to eat it up.”

The children protested.

“Rabbit food. I don’t care for salad,” said Daniel.

“I don’t want to eat silly salad either,” said Kitty. “Can’t we have something else?”

But Mum told them off. She knew that salads and stuff like that were a healthy food and could do them a lot of good. “Give the salad a try,” she said. “You’ll see it isn’t all so bad to have salad for lunch. And remember once and for all NO biscuits for elevenses. They’re bad for your teeth. I know it for a fact.”

Mum took her coat and walked off. Kitty looked at her father and at the top of her voice shouted, “I don’t like the flavour of salad. I’ll turn into a rabbit if I eat any more lettuce.”

But Dad laughed and sent them out into the garden to play saying, “Better do as we are told, kids. Your mother will fix you up or we’ll get into trouble.”

The morning passed quickly. The children had a terrific time playing hide-and-seek with William and Sally, the children next door.

At eleven o’clock Sally and William’s mother gave them a plate of chocolate biscuits and glasses of lemonade. Then they went into the garden to help to fix the fence.

As lunchtime came near Daniel and Kitty went home. It suddenly became chilly, heavy clouds made the sky dark. It began raining. The air was damp and cold. “Lovely weather for rotten salad,” said Kitty sarcastically.

At home they were surprised to see a strange man sitting at the kitchen table with Dad. They each had a glass of beer. Dad looked very pleased. “This is Bill, an old friend of mine whom I haven’t seen for years.” Bill looked at his watch. “Well, if your lady-wife isn’t coming home, why don’t we all go down the road and get fish and chips?”

The children jumped up and down, screaming with delight. Dad looked at them, then at the fridge door, then at his watch. “Well... Never mind. Come on! But you’d better promise not to tell your mother.”

“We won’t,” cried the children.

When Mum's key turned in the lock, Dad and Daniel were watching a film on television and Kitty was playing with her teddy bear. Mum kissed her. "Hello, love, have you had a lovely day?" Kitty nodded.

"And what about salad for lunch?" asked Mum. Kitty went red. She couldn't tell lies and disliked cheating. So she told Mum what had happened.

Mum marched into the sitting room. Kitty crept after. "Well, was it good, having a salad of fish and chips?" Mum asked standing between Dad and the TV. Dad looked guilty but Mum was smiling. "Well, if you must know, I met Bill on my way home. And he told me about your lunch."

"And you don't mind?" asked Dad.

"Course not. I'm not a witch, you know. Didn't I say I'm making something you like for supper?" "What is it, Mum?" asked Kitty. "Fish and chips," said Mum.

"Oh no," they all said and then they started to laugh.

No. 5. Exercise 52. *Listen to the text "Malcolm's Story" and try to read it in the same manner.*

No. 6. Exercise 70. *Listen to the poem "The Road Not Taken" and read it after the speaker.*

Unit 2

No. 7. Exercise 2. *Listen to the questions and answer them.*

1. What is the usual school age in Russia?
2. How long do children in Russia stay in primary schools?
3. What subjects do they do there?
4. Is religion taught in all Russian schools?
5. Are foreign languages taught in Russian primary schools? When do Russian children start learning foreign languages?
6. How many foreign languages do they usually learn?
7. Do Russian schoolchildren have any outdoor classes? What are they like?
8. How can you compare primary schools in Russia and in England?
9. Is primary school formal or informal in Russia? What kind of atmosphere would you like to have in your primary school? In school in general?

No. 8. Exercise 14. *Listen to the text "Secondary Education in Britain" and do the tasks in your Student's Book.*

No. 9. Exercise 37. *Listen to some classroom phrases and repeat them after the speaker.*

No. 10. Exercise 53. Listen to the text “Let There Be Peace” and do tasks B and C in your Student’s Book.

Let There Be Peace

A wise old gentleman retired and bought a small house in new surroundings. There was a junior school nearby. He spent the first few weeks in his new home in peace reading books about legendary historic characters, works of great philosophers and even fairy tales full of wizards and witches. Occasionally some people passed his house. Evidently they were going to the school to enrol their children there. Rarely in the morning he could see the school caretaker near the solid stone wall of the schoolyard.

Then a new school year began. The next afternoon three young boys full of youthful, after-school enthusiasm came down his street. They were messing around beating loudly on every trash can there was. That continued day after day. The wise old gentleman didn’t like that awful noise. He understood he couldn’t force the children to stop it. It wasn’t even possible to warn them. They wouldn’t listen and would be able to make his life even worse. But something had to be done. Concentrating on this complicated problem the wise old gentleman thought of a plan and hoped it would work. What do you think he decided to do?

The next afternoon he walked out to meet the three boys. Stopping them he said, “You kids have a lot of fun. I like to see you express your feelings like that. When I was your age, I used to do the same thing and not too rarely I assure you. Will you do me a favour? I’ll give you each a dollar if you promise to come around every day and do your thing.” The kids were happy.

After a few days, the old man greeted the kids again, but this time there was a sad smile on his face.

“We are living in hard times,” he said, “and I’m not made of money. From now on, I’ll only be able to pay you 50 cents to beat on the bins.” The noisemakers were very displeased, but they agreed to continue their afternoon “concerts”.

A few days later the gentleman talked to the boys again. “Look,” he said, “I haven’t got my money yet, so I won’t be able to give you more than 25 cents. Will that be okay?”

“What? Twenty-five cents?” the boys exclaimed. “If you think we’re going to waste our time beating these trash cans for this money, you’re crazy. No way, mister.” With these words the boys vanished. The old gentleman felt quite relieved: he knew that he would enjoy peace and quiet for the rest of his days.

No. 11. Exercise 59. Listen to the text “Hogwarts” and try to read it in the same manner.

No. 12. Exercise 77. Listen to the poem “A Red, Red Rose” and read it after the speaker.

Unit 3

No. 13. Exercise 1. *Listen to the questions and answer them.*

1. How often do you and your parents go to the shops?
2. To what shops do you usually go: local food shops, big shopping centres, supermarkets or markets? What does your choice of shops depend on?
3. Do you prefer shopping for food or shopping for clothes? Why?
4. Do you like window shopping? Why (not)?
5. Do you need your parents' or your friends' advice when you choose your clothes? Do you ever follow the shop assistant's advice? Do you ever go shopping on your own?
6. Do you like choosing presents for your friends or relatives? What presents do you usually buy and where?
7. Have you got any pocket money? What do you spend it on? If you were given more pocket money, what would you spend it on?
8. Do you save money? If you do, what are you planning to buy with it? Do you think it is important to save money?

No. 14. Exercise 15. *Listen to the interview about the British shops and do the tasks in your Student's Book.*

No. 15. Exercise 38. *Listen to how a shop assistant talks to the customer and repeat the phrases.*

No. 16A. Exercise 54. *Listen to the text "The Verger", part 1 and do tasks B and C in your Student's Book.*

The Verger

(After W. S. Maugham)

Part 1

Edward Foreman still wore his verger's gown that afternoon at St Peter's church. He had been verger for 16 years and was proud of his job. Everybody liked and respected him. He did a lot of things and always looked dignified in his church outfit whether it was a wedding or a funeral. That day he was waiting for the new vicar. The vicar had come to work at the church a week before and the verger disliked him. Edward disliked the way the vicar spoke, the way he dressed. He understood that the feeling of dislike was ridiculous but couldn't help it. The vicar's brand new shoes, his white starched collar and tie irritated Edward. With reluctance the verger thought he would rather go home than speak with the vicar. As it turned out he had a good reason for his dislike.

When the vicar came at last and said that he had found out that Edward Foreman could neither read nor write. In the vicar's opinion that was hardly possible for any verger and he told Edward that it was necessary to learn reading and writing.

“I’m afraid I can’t now, sir,” said the verger. “It is not worth even trying. I’m too old a dog to learn it.”

“In that case, Foreman, I’m afraid you must go,” said the vicar firmly.

The verger’s face hadn’t shown any signs of emotion, but became quite stiff. He said that he quite understood, but when he had closed the door of the church behind him, he felt immensely sad. He walked slowly with a heavy heart. He didn’t know what to do with himself.

No. 16B. Exercise 55. *Listen to the text “The Verger”, part 2 and do tasks B and C in your Student’s Book.*

Part 2

Edward had saved a small sum of money but it was not enough to live on without doing anything, and life cost more and more every year. The verger was walking along the street, his long scarf flapping in the wind. He thought that a cigarette could help him. Since he was not a smoker and never had any cigarettes in his pockets, he looked for a shop where he could buy a packet of good cigarettes. It was a long street with all sorts of shops in it but there was not a single one where you could buy cigarettes.

“That’s strange,” said Edward. “Why shouldn’t I open a little shop here? *Tobacco and Sweets*. That’s an idea.”

He turned, walked home and had his tea. He thought the matter over and the next day he went to look for a suitable shop. And within a week the shop was opened. Edward Foreman did very well. Soon he decided to open another shop. That was a success too. In the course of ten years he had ten shops and was making a lot of money. Every Monday he went to all his shops, collected the week’s takings and took them to the bank.

One morning the bank manager said that he wanted to talk to him.

“Mr Foreman,” he said. “You have 30 thousand pounds in the bank. It’s a large sum of money. You should invest it.”

There was a troubled look on Mr Foreman’s face. “And what will I have to do?” he asked.

“Oh, you needn’t worry,” the banker smiled. “All you have to do is to read and sign the papers.”

“That’s the trouble, sir,” exclaimed Mr Foreman. “I can sign my name but I can’t read.” The manager was so surprised that he jumped up from his seat. He couldn’t believe his ears.

“Good God, man, what would you be now if you had been able to read?!”

“I can tell you that, sir,” said Mr Foreman. “I would be verger of St Peter’s church.”

No. 17. Exercise 63. *Listen to the text “Getting Dressed for the Big School” and try to read it in the same manner.*

No. 18. Exercise 81. *Listen to the poem “Leisure” and read it after the speaker.*

Unit 4

No. 19. Exercise 1. *Listen to the questions and answer them.*

1. All the knowledge people have is traditionally divided into arts and sciences. What do arts study and what do sciences study?

2. The basics of what sciences do you study at school? Which of them do you like and why?

3. What great discoveries in the history of human civilization can you name?

4. What is the contribution of Russia to the progress of science and technology?

5. What fields of science are better developed in Russia? Why is it important for a country to develop its own science and technology?

6. Some people say "The world of science has no borders". In what way is it true?

7. How do science and technology do harm to people? What can be done not to allow this?

8. How in your view will science and technology help to change the life on the planet in the future? What will people's life be like at the turn of the next century?

No. 20. Exercise 12. *Listen to the text "The Man and His Work" and do task A in your Student's Book.*

No. 21. Exercise 35. *Listen to the notices and repeat them.*

No. 22. Exercise 53. *Listen to the text "Is There Life in Space?" and do tasks B and C in your Student's Book.*

Is There Life in Space?

On a clear night you can see many stars in the sky. Some of them can be seen with a naked eye, to see others you require special equipment. A modern telescope can give you the advantage of seeing stars that are millions of miles away. Scientists want to know what the stars are like. Are they balls of fire? Do they have rocks or sands, like our moon? Besides, there is another question they cannot answer. Are there living things on any of the stars? And if there are, do they have intellect?

This question has always bothered people. But it was not possible to find the answer before now. Now scientists know more about space than ever before. Because now they have a variety of machines helping them to look for the answer.

Unfortunately people can't go to the stars and satisfy their desire for knowledge: the stars are much too far away. In case a person flew to the nearest star in a spaceship, it would take him hundreds of years. So scientists are sending out radio signals and carefully recording all the information they get.

The radio signals go through space at the speed of light. At that speed, it will take 25 years for radio signals to reach the nearest star. Scientists predict that living things in space must have machines to hear the signals. We will not get an answer to our signals for more than 50 years. But scientists are already listening. They think someone from space may be trying to send signals to us. And, who knows, maybe in the near future we will see the so-called extraterrestrial “in flesh and blood” as the expression goes.

Scientists also have sent large telescopes into space. The telescopes are looking out into space supplying us with scientific information. And above all, they are looking for life in other worlds, the problem that can leave no one indifferent.

No. 23. Exercise 62. *Listen to the text “The Surgeon” and try to read it in the same manner.*

No. 24. Exercise 83. *Listen to the poem “The Cloud-Mobile” and read it after the speaker.*

Unit 5

No. 25. Exercise 1. *Listen to the questions and answer them.*

1. To what places do people usually go when they go travelling?
2. What makes people go travelling?
3. Do more people go travelling on business or for pleasure?
4. What are the most popular means (methods) of travelling?
5. What are the advantages and disadvantages of going by air, by sea, by train, by car, by bus, on foot?
6. In what way have the means of travelling changed since old times to nowadays?
7. How often do you go travelling? To what places?
8. What makes a journey enjoyable or hateful?
9. What do you usually take with you when you go travelling? What do you bring home from a travel?
10. Where would you go if you had a chance? Why?

No. 26. Exercise 14. *Listen to the text about Canada and do task A in your Student’s Book.*

No. 27. Exercise 45. A. *Listen to the proper way of asking for directions and repeat the phrases.*

B. Listen to the proper way of giving directions and repeat the phrases.

C. Listen to the sample dialogues and repeat them.

Dialogue 1: — How do I get to Central Station?

— Go diagonally across the park, you’ll see Central Station on your right.

Dialogue 2: — Could you help me, please? Where's the nearest underground station?

— Take the second turning to the right, you'll see the station on your left. You can't miss it.

Dialogue 3: — How long will it take me to get to Central Station?

— It's not far from here. It's just round the corner.

Dialogue 4: — Is this the right platform for London Bridge?

— No, it isn't. Walk up the stairs and turn left. You need Platform Four.

No. 28. Exercise 48. *Listen to the dialogue and act it out.*

No. 29. Exercise 60. *Listen to the text "Drive in the Motor Car" and do tasks B and C in your Student's Book.*

Drive in the Motor Car

(After Roald Dahl)

At the end of December my mother came over to St Peter's School to take me and my trunk home for the Christmas holidays. After the term at the boarding school the family reunion was especially happy. There were warm embraces and tears of happiness flowed down my old Nanny's wrinkled cheeks.

The weather was exceptionally mild that Christmas holiday and one amazing morning our whole family felt thrilled and excited as we were going to go for our first drive in the first motor car we had ever had. This new motor car was an enormous long black French automobile and the driver was to be my half-sister who was twenty-one years old. She had received a couple of driving lessons from the man who sold the car. And in the year of 1925 it was believed to be quite enough. Nobody had to take a driving test.

As we all climbed into the car, our excitement had become really great.

"How fast will it go?" we cried out. "Will it do fifty miles an hour?"

"It'll do sixty!" the sister answered pulling on her driving-gloves and tying a scarf over her head as was the driving-fashion of the period. Besides driving bareheaded was not very pleasant as our car was an open one.

We were all trembling with fear and joy as the great long black automobile leaned forward and slowly clattered down the road.

"Are you sure you know how to do it?" we shouted.

"Be quiet!" the driver said. "Don't confuse me: I've got to concentrate!"

Down the drive we went. Our destination was the village of Llandaff. Fortunately there were very few vehicles and the road was not rough, so there was little danger of colliding with anything else.

"Go faster!" we shouted. "Go on! Make her go faster! We're only doing fifteen miles an hour!"

Encouraged by our shouts the driver began to increase the speed. The engine roared and the car vibrated. The driver was clutching the steering

wheel as though it were the hair of a sinking man, and we all watched the speedometer needle creeping up to twenty, then twenty-five, then thirty. We were probably doing about thirty-five miles an hour when we came suddenly to a place where the road turned. Our driver, who had never faced a situation like this before, shouted “Help!” and stepped on the brakes and turned the wheel wildly round, after which we went crashing into the hedge. Glass flew in all directions and so did we. My brother and one sister landed on the bonnet of the car, someone else was catapulted out onto the road and at least one small sister landed in the middle of the hedge. But fortunately nobody was hurt except me. My face had been badly cut as I went through the windscreen. My first acquaintance with a motor car had turned into a nightmare.

No. 30. Exercise 67. *Listen to the text “Going to Norway” and try to read it in the same manner.*

No. 31. Exercise 87. *Listen to the poem “Stopping by Woods on a Snowy Evening” and read it after the speaker.*

Unit 6

No. 32. Exercise 1. *Listen to the questions and answer them.*

1. What do mass media include in your opinion?
2. What new type of mass media has appeared recently?
3. What kind of mass media is the oldest?
4. What kind of mass media is the most popular in Russia?
5. What’s your favourite TV channel? Why?
6. What in your view is the best programme on television?
7. Do you read any newspapers or magazines? What makes them interesting?
8. What can you find in a modern newspaper?
9. Have newspapers changed with time?
10. Have newspapers become unnecessary because of the appearance of television? Why?
11. What’s the role of mass media in the modern world?

No. 33. Exercise 12. *Listen to the text “The Press in Britain and Elsewhere” and do task A in your Student’s Book.*

No. 34. Exercise 37. A. *Listen to the proper way of giving a call and repeat the phrases.*

B. Listen to the proper way of receiving a call and repeat the phrases.

C. Listen to the sample dialogues and repeat them.

Dialogue 1: — Hello?

— Mary here. May I have a word with Linda?

— Sorry, Linda is out at the moment. Can I take the message?
— No, thank you. I'll ring back later.

Dialogue 2: — Hello. Mary speaking. Is Linda there, please?

— Sorry, you have the wrong number.
— Oh, I'm sorry.

Dialogue 3: — Hello. My name is Mary Green. May I have a word with Linda?

— Hold on, please, I'll just see if she is in. Sorry, Linda is not here.

— Could you take a message? Tell her I'm going away for a week. I'll call her when I'm back.

— All right.

Dialogue 4: — Hello? Mr Collins? It's Mary here. May I speak to Linda?

— Hi, Mary. Hold on, please. Linda! That's for you. Mary is calling.

No. 35. Exercise 55. *Listen to the text "Wilful Nadia" and do tasks B and C in your Student's Book.*

Wilful Nadia

In the distant land of glorious palms, sand and camels where Arab Bedouins move their tents from place to place there lived a girl whom everyone knew as Nadia the Wilful. Though she was illiterate and incapable of doing sums, she had a lot of common sense. Obviously she was a gifted girl. Her talents were unlimited, but she always had her own way. She was also kind and generous.

Nadia's father Sheik Tarik had six sons besides Nadia. Hamed, the eldest, was his favourite child. One day Hamed got on his father's Arabian horse and with some men rode to the west heading for new grazing grounds for the sheep. The life of the Bedouins much depended on good grazing grounds. They waited for him for a long time before some news arrived. But that was sad news. Hamed and his people had a battle. Hamed was wounded. His injuries were severe and he soon died. But the battle was not wasted. Now Sheik Tarik had a lot of land with good green grass.

Everyone was in grief. Nadia screamed and cried passionately and fiercely and nobody could stop her for a long time. Then at some point Tarik couldn't bear the grief any longer and ordered never to mention his son's name.

"I'd punish anyone who will remind me of Hamed, this gift of Heavens which I have lost." Like the rest, Nadia saw the dangerous flames in her father's eyes and had to obey.

One day as Nadia idly passed the place where her little brothers were playing, she stopped to watch them. They were absorbed in one of the games that Hamed had taught her. But the little boys were playing it wrong. Without thinking Nadia called out to them. "You're wasting your time!

That's not the way Hamed taught me to play it." And she told them Hamed's rules of the game and she told them of other marvellous games Hamed had taught her. The more Nadia spoke of Hamed the better she remembered him and those memories filled her heart.

And then she went to her father and bravely spoke to him. "Talking of Hamed helps me to remember him," she said and began speaking of Hamed to her father. She spoke of their walks and jokes and what he had taught her and the marvellous stories he had told her. Nadia's words made the Sheik cry but they also made him feel better. It was like Hamed was with them again.

"Tell my people to come before me," he said. "I have something to say to them."

When all were assembled, Tarik said, "From this day forward, let my daughter Nadia be known not as Wilful but as Wise, for she has given me back my beloved son." And so it was. And Hamed lived again in the hearts of those who remembered him.

No. 36. Exercise 56. *Listen to some geographical names and repeat them.*

Egypt ['i:ʤɪpt]
The Bay of Biscay ['bɪskɪɪ]
Gibraltar [ʤɪ'brɔ:lɪtə]
The Mediterranean [,medɪtə'reɪniən]
Malta ['mɔ:lɪtə]
Naples ['neɪplz]
Port Said [ˌpɔ:t 'saɪd]
The Suez Canal [ˌsu:ɪz kə'næl]
The Red Sea ['red 'si:]
Nairobi [naɪ'rəʊbi]
Kenya ['kenjə]
Libya ['lɪbiə]

No. 37. Exercise 64. *Listen to the text "How I Became a Writer" and try to read it in the same manner.*

No. 38. Exercise 83. *Listen to the poem "If —" and read it after the speaker.*

Ключи к упражнениям учебника

Unit 1

Exercise 4 1. e; 2. b; 3. a; 4. d; 5. c

Exercise 5 cowboy, shop assistant, police officer, headmaster, schoolmaster, schoolmistress, headmistress, congressman, congresswoman, greengrocer, lawmaker, dressmaker, customs officer

Exercise 6

- | | | |
|--------------|-------------|-------------|
| 1. announcer | 6. designer | 11. lawyer |
| 2. banker | 7. director | 12. officer |
| 3. butcher | 8. doctor | 13. sailor |
| 4. conductor | 9. explorer | 14. senator |
| 5. decorator | 10. grocer | 15. usher |

Exercise 7

- | | |
|------------------------------|--------------------|
| 1. accountant | 6. sailor (seaman) |
| 2. shop assistant (salesman) | 7. announcer |
| 3. barber | 8. baker |
| 4. fireman | 9. dentist |
| 5. novelist (writer) | 10. chemist |

Exercise 8

militiaman, policeman, postman, milkman, salesman, fireman, weatherman, seaman, cameraman, fisherman, *etc.*

Exercise 9

1. c; 2. b; 3. c; 4. c; 5. a; 6. a; 7. c; 8. a; 9. c

Exercise 10

A. 1. f; 2. d; 3. e; 4. c; 5. b; 6. a; 7. i; 8. h; 9. g

B. a) фотограф; b) зубной врач (дантист); c) парикмахер; d) автомеханик; e) работник туристического агентства; f) пожарная команда (пожарные); g) художник по оформлению интерьеров; h) настройщик пианино; i) окулист

Exercise 12

1. If I were a plumber, I would/should put in and mend water pipes and other equipment.

2. If I were a barber, I would/should cut men's hair.

3. If I were a receptionist, I would/should welcome visitors to an office or to a hotel.

4. If I were a chemist, I would/should make and sell medicines.

5. If I were an interior decorator, I would/should decorate (the interior of) houses, flats and offices.

6. If I were a piano tuner, I would/should tune pianos and grand pianos.

7. If I were an estate agent, I would/should buy and sell houses, flats and offices.

8. If I were a travel agent, I would/should plan people's holidays and journeys.

9. If I were an optician, I would/should make glasses and contact lenses.

10. If I were a hairdresser, I would/should cut and arrange people's hair.

Exercise 13

A. 1. had, would work; 2. didn't have, would be; 3. did not know, would not be; 4. were, could; 5. sent, would answer; 6. stayed; 7. had; 8. wanted; 9. did not rain, could; 10. could

B. 1. was having; 2. were; 3. was squeezing; 4. lay; 5. was sitting; 6. could

Exercise 14 1. If Ann became a hairdresser, I would be very happy. 2. I wish it were not autumn now. I wish it were summer or winter and we had holidays. 3. If it were not so cold today, John could walk in the park longer. 4. If Masha knew French better, she would take part in the French Olympiad. 5. “Willy,” said Alice, “if I were you, I would get up, make my bed, and lay the table for breakfast.” 6. If Dr Johnson had a good reputation, he could have many more patients. 7. I wish Emma were not ill. She could help us then. 8. If (only) the little page were a magician! 9. “If I wanted (to), I would turn you into a frog or a spider,” said the wicked witch. 10. I wish he could come.

Exercise 16 A. *The text doesn't mention:* e) who killed the presidents; f) how secret agents are selected; h) how much money secret agents get.

B. 1 c; 2. b

Exercise 17 1. Who was the first American president to have been killed? 2. When was James Garfield assassinated? 3. What do Secret Service guards (tend to) look like? 4. Are there any women in the Secret Service? 5. What do prospective agents learn to do in the course of training? 6. In what case (When) can Secret Service agents veto a visit in a certain area? 7. Why did they prepare escape in an armoured limousine? (*a sample question*) 8. Where did a problem arise on President Bush's trip? 9. Do bodyguards have to go abroad as part of their job? 10. Why are there so many books and films about the Secret Service agents?

Exercise 18 (*Sample version*)

2. — The History of President Assassination in the US.
3. — Bodyguards and Some Specific Features of Their Job.
4. — Bodyguards' Training and Their Duties.
5. — People Protected by the Secret Service.

Exercise 21 A. 1. d; 2. c; 3. e; 4. a; 5. b

B. 1. The Koons family — Kathy, Jennifer and Allison Koons. 2. They live in the USA, in Florida. 3. Yes, there are. There is a club *Miniature World* in the neighbourhood. 4. It was the mother, Kathy Koons. 5. Kathy is a schoolteacher of German and Geometry.

Exercise 22 1. a woman; 2. the journalist has interviewed the Koons; 3. together; 4. to plan a miniature house; 5. can be moved; 6. offers advice and organizes competitions; 7. use all the materials they can find; 8. teach

Exercise 25 1. If (only) I had taken a typing course! If (only) I had married Captain Morris! If (only) I had had children later! If (only) I had travelled more! If (only) I had saved up money! If (only) I had bought a better house! If (only) I had learned to play the piano!

2. If (only) I hadn't quarrelled with my friend Allison! If (only) I hadn't married John Simpson! If (only) I hadn't left London! If (only) I hadn't sold the green Ford! If (only) I hadn't stopped doing French! If (only) I hadn't smoked when I was young! If (only) I hadn't been impolite to my Mum!

Exercise 26 1. If I had known Ann's telephone number! 2. If only the teacher hadn't given us so much homework! 3. If Natasha hadn't been so tired! 4. If the weather had been better on Sunday! 5. If only we had read more books! 6. If the shops had been open! 7. If my parents had been at home! 8. If only the school had had a basketball team! 9. If the actors had played better! 10. If we had had ice cream for dessert!

Exercise 27 *If we had been in Britain last summer, we: would have visited the British Museum; would have had a trip to Scotland; would have made a tour around the British Isles; would have gone to Trafalgar Square; would have travelled to Wales; would have gone shopping in Oxford Street; would have seen a play in the National Theatre; would have had a meal in an English pub; would have played darts with our friends; would have watched British Television, etc.*

Exercise 28 (Sample version)

If the summer had been warmer, I **would have**: 1. **lain** in the sun; 2. **gone** on a hike (camping); 3. **gone** boating; 4. **painted** outside; 5. **worn** shorts and a T-shirt.

If the summer had been warmer, I **wouldn't have**: 6. **watched** TV so much; 7. **fallen** ill; 8. **gone** to the museums so often; 9. **painted** in the studio; 10. **worn** jeans and sweaters.

Exercise 29 (Sample version)

1. If Peter had known English better when he was a student, he would have worked as an interpreter. 2. If the book had been shorter, I would have finished it sooner, but I didn't. 3. If I had had a pair of skis, I would have taken part in the competition last winter. 4. If my parents had given me a camera for my birthday, I would have taken pictures at the party, but they gave me a new football. 5. If there had been more good programmes on the radio, I would have listened to it last August at the seaside. 6. If my teacher hadn't given me advice before the examination last week, I wouldn't have known what to do. 7. If Mary hadn't been a student, she would have had more free time when she was 20. 8. If Sam hadn't been ill that day, he would have come to my party. 9. If I had known more about Australia last year, I would have made a report about it.

Exercise 30 1. b; 2. c; 3. a

Exercise 31 1. My cousin is 1.75 metres tall. If she were shorter, she would have become a ballet dancer. 2. If Uncle Andrew had been shorter in

his youth, he would have become a pilot. 3. If Lucy had lived on the coast (at the seaside), she would have learnt to swim. 4. If you had stopped, you wouldn't have got into a road accident. 5. If it were spring, the leaves on the trees would be green. 6. If it had been spring when we arrived in London, the leaves on the trees would have been green. 7. If my father earned more money, he would buy me a computer. 8. If my aunt had bought theatre tickets, we would have watched the musical "Cats". 9. If you had learned the rule, you wouldn't have made such a bad mistake. 10. You didn't ask me to post the letter yesterday. If you had asked me to go to the post office yesterday, I would have done it.

Exercise 34 > A. 1. b; 2. c; 3. a; 4. d

Exercise 35 > 1. in; 2. over; 3. over; 4. down; 5. out; 6. in; 7. in; 8. over

Exercise 36 > 1. This legend has been handed down from generation to generation in our family. 2. Don't play with my watch, hand it over to me. 3. Let's hand out the maps to all the members of the expedition. 4. Where did you get this ring from? — It has been handed down in my family from mother to daughter. 5. The thief was (has been) handed over to the police. 6. Please hand in your tests at the end of the examination. 7. Tomorrow the Queen will be handing (hand) out presents in the children's hospital. 8. Don't hand in your compositions, I'll collect them tomorrow. 9. Finally (In the end) she had to hand the farm over to the new owners.

Exercise 39 > 1. a flavour; 2. smart; 3. terrific; 4. harm; 5. the top; 6. rotten; 7. silly; 8. jealous; 9. advanced; 10. to show off; 11. a cheat; 12. to creep; 13. to fix; 14. to take care of something; 15. to mind something

Exercise 40 > 1. harm; 2. rotten; 3. flavour; 4. cheating; 5. top; 6. showed off; 7. care; 8. terrific; 9. jealous; 10. mind

Exercise 41 > (*Sample version*)

A. terrific: music, person, show, film, idea

rotten: life, situation, place, leaves, vegetables

silly: person, advice, question, answer, idea

dumb: person, thing, dog, story

smart: car, clothes, shoes, person

advanced: person, course, ideas, technology, studies

jealous: husband, wife, look, thoughts, child

B. fix: piece of furniture, bike, car, lamp, iron

care for: books, music, gardening, sport, person

take care of: sister or brother, plants, animals, patients

mind: one's business, going somewhere, playing a game, watching a film

show off: one's knowledge, new clothes, a car, a toy, a bike

Exercise 43 1. In those days I was just a foolish, naive young man. 2. Do you mind my (me) closing the door? It is too noisy in the corridor. 3. The children crept upstairs trying not to wake their parents. 4. It won't do you any harm to spend more time outdoors. 5. The teacher looked at Nick and he (the latter) hid his cheat sheet under the desk. 6. Whenever he does shopping, he always buys rotten vegetables and fruit. 7. When we were on a hike (camping), we made a dish with a very specific flavour. 8. Her marks in Maths are never good, but she can't care less. 9. Alice is always showing off! Isn't that stupid/silly/foolish of her? 10. I think we've had a terrific journey around Australia. 11. It's silly of you to behave like this at your age. 12. You took your father's car without his permission. It was dangerous and very foolish.

Exercise 44

1. ... Clare has the walls in her room painted.
2. ... Clare has the grass in her garden cut.
3. ... Clare has them washed.
4. ... Clare has hers manicured.
5. ... Clare has flowers planted for her.
6. ... Clare has the roof of her garage mended.
7. ... Clare has her car repaired.
8. ... Clare has her car washed.
9. ... Clare has her house cleaned.
10. ... Clare has her meals cooked for her.
11. ... Clare has her house redecorated.

Exercise 47 A. It was Malcolm who did it.

B. c

Exercise 49 A. 1. g; 2. d; 3. h; 4. i; 5. a; 6. e; 7. f; 8. b; 9. c

B. 1. once and for all; 2. always tells the truth; 3. get rid of your old teddy bear; 4. stuff like that; 5. get into trouble; 6. for a fact; 7. walked off; 8. told her niece off; 9. give it a try

Exercise 50 1. He is a terrific speller. 2. He is a cheat. 3. He is an old fool. 4. It had (has) every flavour there is. 5. He should mind his own business. 6. They were (are) not true. 7. The secret was that Mr Peppi had special ice creams for making people happy, smart, *etc.*

Exercise 51 1. Malcolm's classmates; 2. his ability to spell; 3. himself; 4. his classmates; 5. Mr Peppi's van; 6. Malcolm (himself); 7. Mr Peppi; 8. Mr Peppi; 9. ice cream; 10. scratch

Exercise 53 (*Sample version*)

1. Because their results were not so good as his own. 2. Because he could spell at the age of three. 3. Because he boasted of his good results.

4. Because he had no respect for them. 5. Because Jerome had never been so good before. 6. Because Malcolm didn't want to stand in the queue and tried to push in. 7. Because Malcolm was angry with Mr Peppi. 8. Because he was sorry for Malcolm and ashamed of him. 9. Because Mr Peppi was soft-hearted. 10. Because he was jealous of those whom Mr Peppi helped. 11. Because he wanted to be the best of the best. 12. Because Malcolm hadn't become smart but the other way round — he had lost his talents and knowledge.

Exercise 54 » A. The statements No. 1, 2, 4, 5, 6, 8, 9 are true.

Exercise 59 » 1. career; 2. job; 3. occupation; 4. profession

Exercise 60 » (*Sample version*)

1. police officer, fireman, air host(ess)

2. architect, chemist, dentist, doctor (children's doctor, surgeon, physician), journalist, lawyer, physicist, editor, engineer, teacher, secondary school teacher

3. automechanic, carpenter, chef, surgeon, machine operator, photographer, physicist, police officer, programmer, electrician, fireman, vet

4. air host(ess), children's doctor, librarian, fashion model, nurse, hairdresser, receptionist, secretary, teacher

5. lawyer, journalist, fashion designer

6. carpenter, nurse

7. accountant, automechanic, dentist, designer, lawyer, fashion model, programmer, estate agent, fashion designer

8. carpenter, doctor, teacher, librarian, nurse, machine operator, police officer, electrician, engineer, vet (but this situation may change in future)

Exercise 61 » (*Sample version*)

1. This is a camera. It is usually associated with the job of a photographer. A photographer is a person who is skilled at making photographs.

2. These are scissors and a hair dryer. They are usually associated with the job of a hairdresser or a barber. A hairdresser is a person who cuts and arranges hair.

3. This is a plane. It is usually associated with the job of a pilot and an air host(ess). A pilot is a person who flies planes and an air host is a person who looks after passengers on a plane.

4. These are books. They are usually associated with the job of a librarian. A librarian is a person who is in charge of or helps to run a library.

5. These are dental instruments. They are associated with the job of a dentist. A dentist is a person who is professionally trained to treat teeth.

6. These are clothes. They are usually associated with the job of a dressmaker. A dressmaker is a person who makes clothes according to customer's specific requests.

7. This is a computer. It is usually associated with the job of a computer programmer. A computer programmer is a person whose job is to programme computers.

8. This is a dictaphone. It is usually associated with the job of a journalist. A journalist is a person who writes for newspapers and magazines and makes TV and radio programmes.

9. This is a fire engine. It is associated with the job of a fireman. A fireman is a person who puts out fires.

10. These are maps and booklets. They are associated with the job of a travel agent. A travel agent is a person who arranges travels by buying tickets, booking hotel rooms, *etc.*

Exercise 62 >> 1. a lawyer; 2. an estate agent; 3. a social worker; 4. a receptionist; 5. a vet; 6. an electrician; 7. an editor; 8. a chemist; 9. a pharmacist; 10. a travel agent

Exercise 63 >> (*Sample version*)

1. rewarding, challenging; 2. prestigious; 3. fulfilling, tiring; 4. dangerous; 5. exciting; 6. boring; 7. popular; 8. satisfying; 9. skilful

Exercise 64 >> 1. b; 2. a; 3. c; 4. d

Exercise 67 >> 1. a driver, a machine operator, a mechanic, *etc.*
2. a nurse, a social worker, a nursery school teacher
3. a librarian, a philologist, a secondary school teacher, a journalist
4. a photographer, an interior decorator, a designer
5. a vet

>>>> Unit 2

Exercise 1 >> 1. b; 2. b; 3. c; 4. a; 5. c; 6. b; 7. c; 8. c; 9. a

Exercise 2 >> 1. From 6—7 to 17—18. 2. Four years. 3. Russian, Maths (Arithmetic), Reading, Nature Studies, PE, Music, Handicraft and some others. 4. No, it isn't. 5. Yes, they are, but not in every school. They can start either in the first/second form or in the fifth form. 6. They usually learn one foreign language but sometimes they can do two or three foreign languages. 7. They do, PE classes are a good example. Sometimes they also have Biology or Geography classes outdoors when they watch wildlife, learn to use compasses and maps. 8. In Russia primary schools are not divided into junior and infant schools. Primary and secondary schools are in one building. Classes usually begin at 8.30, and primary school pupils in Russia do not stay in school so long as they do in Britain. 9. In Russia the atmosphere in schools is rather formal.

Exercise 7 >> 1. Король передал власть парламенту. 2. Учитель раздал книги, и учащиеся начали читать. 3. Обычай передавался из поколения

в поколение, и наследники усадьбы всё ещё придерживаются его. 4. Сдавайте ваши анкеты, пожалуйста. 5. Капитану не хотелось передавать управление кораблём человеку, который был младше его. 6. «А сейчас, дети, сдавайте свои сочинения», — сказал учитель. 7. Он с лёгкостью раздаёт советы. 8. У посольства студенты раздавали листовки всем, кто проходил мимо. 9. К счастью, кто-то сдал её сумочку в бюро находок.

Exercise 8 1. What a terrific dress! You look very smart today. 2. If I were you, I wouldn't envy your friend's success. If you wish, you can be at the top of your class too. 3. It gave her the creeps when she was thinking (thought) about the events of that day. 4. If you don't fix the handle to the door, we won't be able to open it. 5. I don't like this new drink with an orange flavour (a flavour of oranges). 6. He says he means well but at the same time he is often smart with grown-ups, especially his parents. 7. I don't like people who show off their knowledge. 8. Modern schools should use advanced technologies. 9. Do you mind me (my) taking another piece of this terrific cake? (Do you mind if I take ...) 10. If you cheat at the exam, it'll do you only harm.

Exercise 9 1. — 2. She has her shopping done for her. 3. She has her clothes made for her. 4. — 5. She has her letters (papers) typed for her. 6. She has her children looked after (for her). 7. She has the plants in her garden taken care of. 8. She has her clothes ironed. 9. She has her car washed. 10. She has the windows cleaned.

Exercise 10 (*Sample version*)
1. ... your teacher wouldn't have asked you to leave the classroom. 2. If I had had time, ... 3. If we had stayed at home, ... 4. ... they wouldn't have stolen the keys. 5. ... we wouldn't have gone to the museum. 6. If Peter had worked hard, ... 7. ... you would have won. 8. ... Robert would have asked her to dance with him. 9. ... he wouldn't have changed the job. 10. ... I had been here ... 11. ... hadn't been so strict ... 12. ... we had had computers ...

Exercise 11 (*Sample version*)
1. What would they have done if the weather had been better? 2. What would Mark have become if he hadn't become a teacher? 3. When would they have finished the construction of the bridge if they had received the materials on time? 4. What would have happened if Alice had trained more? 5. What would they have done if they had had a camera? 6. What would John have done if the child hadn't fallen asleep? 7. What would she have done if she had had time and money? 8. What kind of job would Ben have chosen if he had got a better education? 9. Where would Sam have stayed if he had known about the trip beforehand? 10. What would Jane have done if she had graduated from university?

Exercise 12 › 1. If Jane had bought ..., she would have baked ... 2. If Sally had been ..., she would have answered ... 3. If Pedro knew ..., he would speak ... 4. If they hadn't arrived ..., they wouldn't have gone ... 5. If I were you, I wouldn't lie ... 6. If Bob hadn't learnt ..., he wouldn't have got ... 7. If David hadn't cheated ..., he wouldn't have been punished ... 8. If English were ..., I wouldn't need ...

Exercise 13 › (*Sample version*)

1. If I had got a better education, I would have become a professor. 2. If I had learnt to sing, I would have become a famous singer. 3. If I hadn't lost so much money at casinos, I would have bought a Rolls-Royce. 4. If only I hadn't put on so much weight, I would have married a very beautiful woman. 5. If I had left for the USA, I would have become a millionaire. 6. If I had friends in Scotland, I would have moved to Scotland. 7. If only I had gone in for sport when I was younger, I would have become a champion. 8. If I had been a better pupil at school, I would have gone to university.

Exercise 14 › A. 1. b; 2. a; 3. a; 4. a; 5. b; 6. b

B. A 4; B 7; C 3; D 8; E 6; F 9; G 1; H 2; extra — 5

Exercise 15 › 1. At the age of five. 2. No, not at all ... 3. In state primary schools: infant schools and junior schools. In private or independent schools: preparatory schools. 4. Infant schools — at the age of seven. Junior schools — at the age of 11+. 5. Secondary schools are usually much larger than primary schools. 6. Five or seven years (if they go to the sixth form). 7. They are about eleven/twelve. 8. They are about sixteen. 9. It is in some areas, where there aren't sixth form colleges. 10. Five years. 11. Comprehensive schools. 12. English, Maths, Sciences, Computer Studies, Arts, Crafts, *etc.* 13. To group together pupils of the same ability in a certain subject. 14. To stop the unfair practice of selection at the age of eleven. 15. Because a lot of public schools are known for their high academic standards and parents think that they are the best. 16. They are schools where children live as well as study.

Exercise 16 › 1. ... numbers, letters, colours and may begin to read and write. 2. Primary education ... 3. Compulsory ... 4. ... leave school or continue their education in the sixth form. 5. ... comprehensive schools ... 6. ... ability in each subject. 7. ... took an exam at the age of eleven, called "eleven-plus". 8. ... was unfair on many children. 9. ... for the General Certificate of Secondary Education. 10. ... choose more practical courses, for example, engineering, typing, hairdressing.

Exercise 18 › Yes, it is.

Exercise 19 1. b; 2. b (Saturday is voluntary); 3. a; 4. b; 5. b; 6. c; 7. c; 8. a; 9. c; 10. a; 11. b; 12. a

Exercise 20 1. extra-curricular activities; 2. (the) staff; 3. a catchment area; 4. single figures; 5. Form Tutor; 6. a broad curriculum; 7. core subjects; 8. three options; 9. information technology; 10. lab; 11. Internet access; 12. a learning and teaching tool; 13. a graduate teacher; 14. setting; 15. an annual Prize Giving; 16. a report; 17. parents' evening; 18. a system of aptitude diagnosis and career counselling; 19. first choice university; 20. close links; 21. based on common sense and reasonably relaxed; 22. tolerance and mutual respect; 23. bullying is treated very firmly; 24. a large number of applicants

Exercise 22 1. had gone; would be; 2. hadn't had; wouldn't have; 3. hadn't followed; wouldn't be; 4. hadn't travelled; wouldn't know; 5. hadn't been encouraged; wouldn't be; 6. hadn't tried to learn to sing; would do

Exercise 23 1. If Johnny hadn't watched a football match last night, he wouldn't be so tired and sleepy now. 2. If I hadn't visited my Granny at the weekend, I would know nothing about her decision. 3. If Rose had finished her report last Friday, she would begin a new project next Monday. 4. If Paul liked swimming, he would have gone to the swimming pool with us last summer. 5. Mary wouldn't feel so miserable (unhappy) if her children had telephoned her yesterday to say happy birthday. 6. If little William hadn't bathed in cold water, he would not be ill now. 7. I would play tennis with you if I had taken tennis lessons last autumn. 8. We wouldn't have to water the garden if it had rained yesterday. 9. I would go to the party tomorrow if I had bought that lovely dress we saw in the shop yesterday. 10. If you had told me the truth earlier, I wouldn't feel so stupid now.

Exercise 24 1. If he hadn't spent all his money, he would be able to buy a ticket for the new film. 2. If we hadn't missed our train, we wouldn't be late for the conference. 3. If she hadn't failed her exam in Maths, she wouldn't have to take it again. 4. If they hadn't told us the truth, we wouldn't know what to do. 5. If the plane hadn't arrived on time, we would have problems with our luggage. 6. If I hadn't had any time for the picture gallery, we wouldn't know anything about this modern artist. 7. If the party hadn't been a success, they wouldn't arrange another party. 8. If we hadn't gone to Brighton, we wouldn't look suntanned at all.

Exercise 26 1. Если бы не её замечание, они не пожаловались бы на шум. 2. Если бы не новая работа Тома (Если бы у Тома не было новой работы), он бы продолжил своё образование. 3. Если бы не мои родители, я не побывала бы в Париже. 4. Если бы не дождь, они бы пошли куда-нибудь. 5. Если бы не дедушкин слуховой аппарат, у него не было бы

возможности узнавать новости (доступа к новостям). 6. Если бы не новый приятель Каролины, я бы так не волновался за неё. 7. Если бы не конференция, Филипп никогда бы не вернулся в родной город.

Exercise 28 1. But for your sandwiches, we would have got very hungry during the excursion to (tour of) the Botanical Garden. 2. You would feel better but for your high temperature. 3. But for Mother's telephone call, I would be very worried (worry a lot) now. 4. But for John's silly joke, Lisa wouldn't have cried after classes yesterday. 5. But for his dirty boots, Ted would have looked smart at the party yesterday. 6. But for your help, I would have never fixed this stupid shelf. 7. But for your cheat sheet, the teacher wouldn't be angry with us now. 8. I would have believed him then but for his deceitful smile.

Exercise 29 1. c; 2. d; 3. b; 4. a

Exercise 30 1. The adverb is *quickly*, it says "how" and it modifies the verb. 2. ... *always* ... "how often/when" ... the verb. 3. ... *here* ... "where" ... the verb. 4. ... *angrily* ... "how" ... the verb. 5. ... *yesterday* ... "when" ... the verb. 6. ... *sometimes* ... "when" ... the verb. 7. ... *inside* ... "where" ... the verb. 8. ... *silently* ... "how" ... the verb. 9. ... *nervously* ... "how" ... the verb. 10. ... *well, better* ... "how" ... the verbs. 11. ... *far* ... "where" ... the verb. 12. ... *far* ... "where" ... the verb.

Exercise 31 *When*: finally, eventually, now, today

Where: down

How: accidentally, slowly, carefully, quickly, thoroughly, painstakingly, identically, previously, easily, historically, permanently

To what extent: highly, quite, rather, partially, very, somewhat, more, fairly

Exercise 32 carefully, carelessly, cleverly, wildly, badly, slowly, bravely, unusually, clearly, quickly, beautifully, brilliantly, loudly, patiently, correctly, foolishly, softly, quietly

Exercise 33 1. ... as it rained heavily. 2. ... multiplies big numbers wonderfully. 3. ... answered us dryly/drily. 4. ... cooks clumsily. 5. ... David does his new job happily. 6. ... smiled slyly/slily. 7. ... answered simply and clearly. 8. ... he smiled wryly? 9. ... are you moving so noisily? 10. We wholly agree with you.

Exercise 34 1. more brightly; 2. more completely; 3. latest; 4. highest; 5. louder; 6. most gracefully; 7. fastest; 8. heavier; 9. slowest; 10. more calmly

Exercise 35 The sentences No. 1, 3, 5, 6, 7, 10, 11, 12 are correct.

2. ... latest of his classmates. 4. ... more patiently than usual.

8. ... nearer to the school ... 9. ... most frequently of us all. 13. ... most peacefully. 14. ... earlier ... 15. ... fastest ...

Exercise 36 1. Could you drive more slowly/slower? 2. If we don't walk faster, we'll never arrive on time. 3. The train (has) arrived earlier than usual. 4. It rained heavily/hard for several hours. 5. My elder sister Jane helps mother most often of all the family. 6. John arrived/came latest of all. I wished he had arrived earlier. 7. There were five boys in our team. Of these five athletes Tom jumped highest. 8. Of the three doctors Mrs Finch speaks to the nurses most patiently. 9. Our neighbour's dog barks louder than ours. 10. My brother phones our Granny oftener/more often than I do. 11. Ann speaks French most fluently of all the pupils. 12. There is no fog this morning and we can see the road more clearly. 13. The two little boys fought more bravely/more courageously than you did. 14. He lives nearest of all to Hampton School.

Exercise 38 (*Sample version*)

1. I'm sorry, I couldn't attend the class yesterday. 2. Could I have a copy, please? 3. How do you spell the word ...? 4. I'm sorry, I'm late. 5. Sorry, I didn't quite hear what you said. 6. Sorry, I can't find the place. 7. I'm sorry, I've left my book at home. 8. We've run out of chalk. May I fetch some chalk? 9. I'm afraid I can't speak any louder, I seem to be losing my voice (I have a sore throat). 10. Shall I turn the lights off? Shall I draw the curtains? Shall I pull down the blinds? Shall I put up the screen? 11. Shall I leave the sentence on the board?

Exercise 39 1. Are we supposed to finish this off at home? 2. What question are we on? 3. I'm sorry, I couldn't attend the class yesterday, I had an appointment with the doctor. 4. There's a letter missing in the word "travelling". 5. Could I have a copy, please? 6. I think, it's my turn. 7. Sorry, I didn't quite hear what you said. 8. I have overslept. 9. Could you explain (it) again, please? 10. Shall we write (copy) that down? 11. I'm sorry, I'm late. 12. Sorry, I can't find the place. 13. There is one letter too many in the word "break". 14. Is there a better way of saying this in English? 15. Sorry, I can't see well from where I am. 16. May I change my seat? The sun is in my eyes. 17. Shall I read aloud? 18. I'm feeling (feel) a bit under the weather (bad). 19. Could you write this word up on the blackboard? 20. Am I next?/Is it my turn? 21. Does it sound good English to say ...? 22. May I go outside?

Exercise 40 1. down; 2. out; 3. into; 4. away; 5. down; 6. away; 7. out; 8. down; 9. into; 10. out

Exercise 41 1. to break into my house; 2. broke out; 3. has broken down; 4. to break away from the habit of smoking; 5. broke into laughter; 6. broke out; 7. broke down; 8. broke down

Exercise 45 1. f; 2. h; 3. a; 4. i; 5. b; 6. j; 7. c; 8. e; 9. d; 10. g; 11. k; 12. m; 13. l

Exercise 46 1. for; 2. on; 3. in; 4. at; 5. by; 6. on; 7. —; 8. in/—; 9. To; 10. about/of

Exercise 47 1. wizard; 2. vanished; 3. messing; 4. tickled; 5. solid; 6. mess; 7. rarely; 8. legendary; 9. force; 10. enrol; 11. queu(e)ing; 12. complicated; 13. surroundings; 14. dormitories; 15. relieved

Exercise 48 1. d; 2. e; 3. b; 4. k; 5. f; 6. i; 7. a; 8. h; 9. g; 10. j; 11. c

Exercise 49 (Sample version)

messy: places, food, jobs, people, activities; *complicated*: work, problems, tasks, questions, situations; *rare*: plants, species, animals, cases, events; *solid*: gold, rocks, food, marble, advice; *squeaky*: doors, floors, voices, shoes, gates

Exercise 50 1. made of solid gold; 2. witchcraft; 3. vanished; 4. warn; 5. solid; 6. complicated; 7. rarely; 8. enrol on; 9. queu(e)ing/queues; 10. was relieved

Exercise 51 1. I warned her not to go out alone (I warned her against going out alone). 2. The wizard waved his hand and the rabbit vanished (disappeared). 3. Do you like to be/being tickled? 4. He droned on about his “interesting” work and that irritated everybody. 5. Babies who are 2—3 months old can’t eat solid food. 6. This flower is rare in Britain. 7. Let it be a warning to you. 8. Where do witches and wizards live? 9. Let’s concentrate on the new text. 10. A new caretaker has appeared recently in our school. 11. He is one of those who always tries to jump the queue (He is a queue jumper). 12. He wanted to go to university and enrolled on a preparatory English course. 13. I think I’ll soon need solid advice. 14. The policemen forced the door and rushed into the house. 15. I hope you feel (are) relieved now. 16. Maggie grew up in the cosy surroundings of an old country house. 17. I don’t like the new sweater, it tickles. 18. The subject is too complicated to discuss it (to be discussed) with little ones. 19. A second later the car vanished from sight. 20. “I’m here,” someone said in a squeaky voice.

Exercise 52 A. 1. learning; 2. studying; 3. study; 4. learn; 5. learn/study; 6. studying; 7. learnt; 8. learnt

B. 1. had made; 2. had poured; 3. was helping; 4. had put; 5. tasted; 6. was sitting; 7. would do

Exercise 53 B. 1. a; 2. b; 3. a; 4. b; 5. a; 6. b

Exercise 54 Hermione Granger was.

Exercise 55 A. 1. a; 2. b; 3. b; 4. a; 5. b; 6. b

B. 1. True. 2. False. 3. True. 4. False. 5. True. 6. True. 7. False. 8. False. 9. True. 10. True.

Exercise 56 A. 1. e; 2. f; 3. g; 4. a; 5. h; 6. d; 7. b; 8. i; 9. c; 10. j

B. 1. Старик нацарапал своё имя дрожащей рукой. 2. Каждый ученик в школе знал, что им грозят неприятности, если они не понравятся (придутся не по вкусу) мисс Транчбул. 3. Полли вышла из спальни на цыпочках и спустилась по лестнице. 4. Учительница велела ученикам продолжать читать и вышла из класса. 5. Если бы я была на твоём месте, я бы не стала наказывать ребёнка, а отчитала бы его. 6. С самого начала гонки у Сэма было преимущество. 7. После того как я съезжу в Рим, я узнаю о нём побольше. 8. Постарайся понравиться своему новому партнёру, хорошо? 9. У Бена была привычка тщательно (аккуратно) записывать все лекции. 10. Лицо мальчика внезапно (неожиданно) покраснело от гнева. 11. Масло (рас)таёт, если его оставить на столе. 12. Сильный шум в классе обычно сердит учителей.

Exercise 57 (Sample version)

1. Hair *goes grey* with age (when people get older). 2. Milk *goes sour* if it has been in a warm place for a long time. 3. Some people *go mad* when they are deceived or greatly annoyed. 4. Countries *go free* when they become independent of other countries. 5. Some people *go white* in the face when they are frightened or ill. 6. Some people *go red* in the face when they are too hot or angry. 7. Things *go right* when are done well and successfully. Things *go wrong* when are done badly.

Exercise 58 A. 1. Help me, please. The window won't open. 2. — Try and unlock the door. — I'm trying, but the key won't turn. 3. It's difficult (hard) to drive a car if your hands won't hold the wheel. 4. This book can be found in every shop but it won't sell. 5. I have been waiting for ten minutes but the kettle won't boil.

B. 1. The box the children (had) found in the forest wouldn't open. 2. The car wouldn't start and I understood that I would be late. 3. I wanted to take a bath, turned on the taps, the water wouldn't run. 4. Though there was somebody in the room, the handle of the door wouldn't turn and the door wouldn't open. 5. He tried (was trying) to go ahead (to walk on) but his legs wouldn't go (move).

Exercise 60 1. d; 2. g; 3. f; 4. c; 5. b; 6. i; 7. h; 8. j; 9. e; 10. a

Exercise 62 1. Because he was a wizard. 2. Because they didn't allow him to concentrate on finding his way to classes. 3. Because there were 142 staircases, some of the doors wouldn't open unless you asked politely and all the things seemed to move around a lot. 4. Argus Filch caught Har-

ry and Ron trying to force their way to a place where pupils were not allowed and didn't believe them when they said that they were lost. 5. Because there were a lot of things that they had to learn. 6. They had to study the night skies. 7. Because they had to learn how to take care of all the strange plants and fungi and how to use them. 8. Because Professor Binns was a ghost. 9. He fell off his pile of books because he got very excited as he knew who Harry was. 10. Because she was very strict and clever. 11. Because she wanted to impress her pupils and to show them what the class was about. 12. Because it was too complicated for them yet. 13. Because Hermione was the only pupil who managed to turn her match into a needle. 14. Because everyone had so much to learn.

Exercise 67 1. a public school; 2. to go on outings; 3. a first former (*BrE*), a first grader (*AmE*); 4. a classroom; 5. a school specializing in English; 6. a public school; 7. to assess pupils and their work; 8. GCSE exam; 9. special schools; 10. a canteen; 11. a higher education; 12. A Level exams; 13. a boarding school; 14. a break

Unit 3

Exercise 2 a) the sweet shop; b) the confectioner's; c) the butcher's; d) the baker's; e) the grocer's; f) the fishmonger's; g) the dairy shop; h) the florist's; i) the greengrocer's; j) the stationer's; k) the clothes shop

Exercise 3 1. *a bottle of* mineral water (oil, ketchup, juice); 2. *a packet of* crisps (teabags, biscuits, sugar); 3. *a carton of* yogurt (sour cream, milk); 4. *a jar of* marmalade (honey, jam, pickles/pickled cucumbers); 5. *a can of* soda (lemonade, beer); 6. *a tin/can of* tomatoes (dog food, fish, caviar); 7. *a bag of* flour (potatoes, bread, chicken legs)

Exercise 7 A. 1. to enrol on an English course; 2. to force a lock; 3. a messy floor in the bedroom; 4. legendary characters (heroes); 5. a rare flower; 6. to vanish; 7. to concentrate on the new words; 8. to queue for ice cream; 9. solid advice; 10. wizardry and witchcraft; 11. to relieve pain; 12. to drone on about one's problems; 13. to warn against a risky trip; 14. a new caretaker; 15. to tickle a/the kitten behind the ear; 16. a squeaky door

Exercise 8 1. surroundings; 2. neighbourhood; 3. bedrooms; 4. dormitories; 5. vanish; 6. disappear; 7. wizardry; 8. witchcraft; 9. legendary; 10. famous; 11. filthy; 12. messy; 13. force; 14. broke

Exercise 9 A. 1. Заключённый убежал от двух полицейских, которые держали его. 2. Старые машины сломали на металл и запчасти. 3. Пожар начался внезапно на рассвете. 4. Я пыталась сломить её сопротивление нашим планам. 5. Два юнца ворвались в дом господина Робин-

сона и совершили ограбление. 6. Во время их путешествия по Африке разразилась эпидемия холеры. 7. Наш телевизор сломался как раз в середине моего любимого фильма. 8. Ты знаешь, когда началась Первая мировая война в Европе? 9. Когда тырываешь отношения с группой, ты перестаёшь быть её частью.

B. 1. It's time to break away with this harmful habit. 2. Taking off the plane broke down and the flight was postponed (put off) until another day. 3. After her mother's death Polly broke down and got seriously ill. 4. I know that your car has (is) broken down and you have to go to the railway station. You can use mine. 5. Looking at the funny monkey the children broke into laughter. 6. Why did you break (have you broken) into tears, Betty? Did you get (Have you got) frightened? 7. "Why have you broken into my house?" the old man asked the police(men).

Exercise 11 » 1. d; 2. i; 3. g; 4. b; 5. a; 6. c; 7. e; 8. h; 9. f

Exercise 12 » 1. earlier; 2. harder; 3. nearer; 4. faster; 5. higher; 6. most greedily; 7. more carelessly; 8. more carefully; 9. most neatly; 10. more quickly

Exercise 13 » 1. Today it snows *heavier/more heavily* ... 2. Peter drives most *carefully* of all. 3. You have worked so *hard* ... 4. Helen translated the poem *best of all* in her class. 5. Our new friend smiled *warmly* at us ... 6. Anna sat *comfortably* in the armchair ... 7. ... looked at the children *more attentively*. 8. Little Andrea walked *slowest* of us ... 9. Why are you smiling so *sadly*?

Exercise 14 » 1. loudly; 2. fastest; 3. slowly; 4. slowest; 5. easily; 6. quietly; 7. comfortably; 8. well; 9. widely; 10. surely

Exercise 15 » A. 1. c; 2. d

B. A. 1; B. 4; C. 6; D. 2; E. 5; F. 7; G. 3

Exercise 16 » 1. ... *Selfridges* and *Harrods*. 2. ... Oxford Street. 3. ... withdraw from the High Street. 4. ... *C&A* ... 5. ... the large or small supermarkets ... 6. ... more specialized goods ... 7. *Tesco* ...

Exercise 17 » 1. *Competition from the Far East* means competition between goods produced in Britain and European Community (EC) with those made in such fast developing countries as Japan and Korea.

2. *Rethinking the future plans* means changing them or thinking them over again usually because of some new circumstances.

3. *Priorities* are things of primary importance.

4. *The High Street* is the most important shopping and business street in town centrally situated.

5. *To withdraw from the High Street* means to remove the store from the town centre to some other place in town, probably to the suburbs.

6. A *corner shop* is a small shop, usually (but not always) on a corner, which sells small items of everyday use: food, drinks, cigarettes, toiletries, etc. Corner shops are usually open longer hours than other shops.

7. *Professionally butchered meat* is meat properly cut up and prepared for selling.

8. *Pre-selected flowers* are flowers arranged and sold in bunches as opposed to flowers that you choose yourself.

9. *Major supermarkets* are the biggest and the most important ones.

Exercise 19 > 1. e; 2. d; 3. c; 4. a; 5. b

Exercise 21 > A. There are at least four things that make money valuable: a) money allows you to exchange your work for something you want; b) money is used to compare the value of things; c) money can be stored up and saved for future use; d) money can be a standard for future payments.

B. 1. a; 2. b; 3. c

Exercise 22 > 1. True. 2. True. 3. True. 4. False. 5. True. 6. True. 7. True. 8. True. 9. False. 10. True. 11. True.

Exercise 23 > 1. cash; 2. valuable; 3. grain; 4. cattle; 5. to store; 6. stamped; 7. how much each coin was worth; 8. the coins were still worth the amount stamped on them; 9. it (the money) was backed by the government and banks; 10. issued by the government; 11. by mowing lawns; 12. a “yardstick of value”; 13. various things; 14. in terms of your work; 15. a “storehouse of value”; 16. later payments

Exercise 24 > A. 1. Cash is paper money and coins. Credit cards are small plastic cards issued by banks, they can be used instead of money to pay for goods and services. 2. People have been using money for over 2600 years. 3. It appeared because exchanging goods for other goods was not convenient and people needed some equivalent to use in trade. 4. They used shells, beads, cocoa beans, salt, grain, tobacco, skins and even cattle. All these things could be stored, most of them could be carried about, which is convenient when you go to some place to buy things. 5. Because silver and gold are rare metals: there couldn't be enough silver and gold to satisfy the needs of all buyers. 6. Paper money is easy to make and light to carry. 7. Paper money is valuable because it is backed by the government and banks. 8. —

Exercise 25 > 1. worse; 2. most; 3. best; 4. least; 5. farther

Exercise 26 > 1. hardly; 2. highly; 3. lately; 4. right; 5. hard; 6. nearly; 7. high; 8. most; 9. late; 10. mostly; 11. wrongly; 12. near; 13. rightly; 14. wrong; 15. wide; 16. widely

Exercise 27 1. Open the gate(s) wide! 2. We hardly know each other. 3. What films have you seen lately? 4. I understood my mistake too late. 5. It is widely known that private schools are very prestigious. 6. John flew the kite high into the sky. 7. I can hardly call you my real friend. 8. It is snowing hard (heavily). 9. As he rightly said the world is in danger. 10. Betty lives near the shopping centre. 11. Flight 812 arrived too late. 12. He raised his hat high greeting us. 13. The latest novel by this writer is widely known. 14. This time do it right, don't do it wrong again. 15. Bob has been (was) wrongly punished. 16. This job is highly paid.

Exercise 28 1. Все знают, что Нина плохо играет на пианино. 2. Телевизор очень нуждается в ремонте. 3. Нам очень нужны деньги. 4. Мне очень нужен совет. 5. Я не думаю о нём плохо из-за того, что он так поступил. 6. Джон говорит по-испански, но довольно плохо.

Exercise 29

- a) *ability*: 4, 5, 12
- b) *possibility*: 2, 7, 11
- c) *permission*: 1, 8, 9
- d) *offer, request or order*: 3, 6, 10

Exercise 30 1. a; 2. b; 3. b; 4. b; 5. a; 6. a

Exercise 31 The sentences No. 1, 2, 3, 5, 7, 8 are correct.

4. They managed (were able) to play their parts so well ... 6. I was able (managed) to answer ... 9. At last we managed (were able) to see the film.

Exercise 32 a) *probability*: 2, 3, 4, 5 (may not be at home), 6, 7, 8
b) *permission*: 1, 5 (may I come), 9, 10

Exercise 33 1. may; 2. might; 3. may; 4. may; 5. might; 6. may

Exercise 34 The sentences No. 1, 2, 4, 7, 10 are correct.
3. maybe; 5. may be; 6. may be; 8. may be; 9. maybe

Exercise 35 1. Robert can speak Spanish well enough to talk without an interpreter. 2. Mother, may I come back home at eleven tonight? 3. Father may repair my broken bicycle. 4. I might come round this evening. 5. They say I can do sums well. 6. Bob may phone this evening. 7. Johnny, dear, can you do something for me? 8. Could you go shopping this evening? 9. I can do the flat myself. 10. It may rain soon.

Exercise 36 1. can; 2. could; 3. can; 4. could; 5. can; 6. could; 7. were able to; 8. may be; 9. can; 10. can

Exercise 37 1. I think you will be able to see lots of rare birds on this island. 2. — Where are the keys? — They might (may) be still in the car.

3. You can buy (get) very cheap clothes at the market. 4. It can be very cold in winter in Siberia. 5. John can't swim very well. 6. Could you open the door, please? 7. — I wonder what the weather will be like tomorrow. — It may (might) rain all day. 8. Excuse me, may I borrow the ketchup? 9. Mum, can (could) I wear your silk blouse to the disco tomorrow? 10. You may smoke when the plane has taken off.

Exercise 39 » (Sample version)

1. *Shop assistant:* ...

Customer: No. Can you help me? Have you got pink blouses? I wear size 12.

S. a.: ...

C.: OK. Could you show me a navy blue blouse then?

S. a.: ...

C.: May I try it on?

S. a.: ...

C.: Yes, thank you.

S. a.: ...

C.: It fits perfectly.

S. a.: ...

C.: Do you take cards?

S. a.: ...

C.: Here you are.

S. a.: ...

C.: Thank you.

2. *C.:* ...

S. a.: Yes? What can I do for you?

C.: ...

S. a.: What size do you wear?

C.: ...

S. a.: Very good. Would you like to look at these?

C.: ...

S. a.: Certainly. How do they feel?

C.: ...

S. a.: Sorry, we don't have them in larger sizes. We have the same shoes in grey colour.

C.: ...

S. a.: Just a second. Here you are. How do they feel?

C.: ...

S. a.: 45 pounds.

C.: ...

S. a.: Thank you. Here's your receipt and your change.

C.: ...

Exercise 41 » 1. c; 2. d; 3. e; 4. a; 5. b

Exercise 42 1. down; 2. round; 3. over; 4. off; 5. across; 6. down; 7. off; 8. over; 9. round

Exercise 43 1. I have never come across this expression. 2. Just look at these old photographs. I came across them when I was clearing out our old cupboard. 3. Why don't you come round to our house for dinner on Saturday? 4. The little baby came off his rocking horse. 5. What came over my elder brother? He let me work on his computer! 6. Jane is feeling so bad today. I think she is coming down with a cold. 7. A mysterious change came over their new teacher. 8. I don't understand what came over the old lady all of a sudden. 9. Look! A button is coming off your blouse!

Exercise 46 1. g; 2. i; 3. a; 4. b; 5. d; 6. l; 7. c; 8. e; 9. k; 10. f; 11. h; 12. j

Exercise 47 (*Sample version*)

1. *immense*: joy, place, size, pleasure, improvement
2. *reluctant*: answer, person, promise, help, action
3. *detached*: house, look, attitude, view, area
4. *detachable*: lining, collar, cuffs, handle, sleeves
5. *starched*: shirt, collar, blouse, tablecloth, cap
6. *stiff*: shoes, paper, leg, face, smile
7. *ridiculous*: price, answer, idea, behaviour, look
8. *dignified*: manner, person, behaviour, words, remark

Exercise 48 1. dignity; 2. a fancy dress; 3. an outfit; 4. reluctance; 5. starch; 6. a tie; 7. a funeral; 8. chewing gum

Exercise 49 1. The film is worth watching (seeing). It is worth seeing the film. 2. It is worth trying to make this salad. This salad is worth trying to make. 3. It is not worth worrying about this. (This is not worth worrying about.) 4. The article is worth translating. It is worth translating the article. 5. It is not worth living a life without friendship. (Life is not worth living without friendship.) 6. It is worth having your hair cut. 7. It is very cold. I don't think it is worth going for a walk. 8. It is worth learning to swim. 9. This fancy dress is worth buying. It is worth buying this fancy dress. 10. This shop is worth visiting. It is worth visiting this shop.

Exercise 50 A. 1. Is, it; 2. were, them; 3. are, them; 4. it, is; 5. are, They, are; 6. These, are; 7. is, It, is; 8. this, is, It, is

B. 1. All the money in the world can't buy happiness. In many cases it is useless. 2. Your clothes are in the bathroom. I think they are already dry. You can take them. 3. Mr Brown's funeral was on Monday. It was the first funeral that day and it began at ten o'clock. 4. The traffic lights are right opposite the school. 5. I have two pyjamas: one pair is blue, the other is pink.

I like the pink pyjamas more. 6. In Hogwarts School there were a lot of stairs (staircases). The most mysterious of them were the stairs leading to the dungeon. 7. This big clock is a little slow and my watch is two minutes fast.

Exercise 51 ➤ 1. ridiculous; 2. hilarious; 3. funny; 4. funny; 5. ridiculous; 6. hilarious

Exercise 52 ➤ 1. reluctant; 2. tied; 3. worth; 4. flapping; 5. attached; 6. starched; 7. funeral; 8. detach; 9. outfit; 10. immense; 11. chew; 12. stiff; 13. ridiculous; 14. dignified

Exercise 53 ➤ 1. I think this sports outfit is worth buying. (It is worth buying this sports outfit.) 2. The little boy looked quite ridiculous in his brand-new school uniform. 3. Every (each) people has its own tradition of holding funerals. 4. To our surprise, this time Tom gave us an answer full of dignity (a dignified answer). 5. Union Jack was flapping in the wind over the roof of the palace. It was clear that the Queen was in her residence. 6. He was still chewing his sandwich when the bell went (rang). 7. What kind of behaviour would you call eccentric? 8. I hate wearing stiffly starched shirts. 9. The children decided to organize (make, have) a fancy dress ball on the New Year('s) Eve. 10. Bicycle wheels are made detachable. 11. There is an immense difference between the two twins. 12. In the centre of the room there was a big wooden table with benches attached to it. 13. Every young man should like to make a proper knot on his tie. 14. Hamburgers are not worth eating. They do more harm than good.

Exercise 54 ➤ B. 1. b; 2. d; 3. d

Exercise 55 ➤ B. 1. Not stated. 2. True. 3. False. 4. False. 5. True. 6. True. 7. Not stated. 8. False. 9. True. 10. True.

Exercise 56 ➤ A. The boy hated his new uniform because it was very unusual and uncomfortable, he thought he looked ridiculous in it. The uniform consisted of a shirt with a detachable collar, a tie, trousers with braces, a waistcoat, a jacket and black shoes.

B. 1. c; 2. f; 3. a; 4. d; 5. b; 6. e

Exercise 57 ➤ A. 1. f; 2. e; 3. d; 4. c; 5. b; 6. h; 7. g; 8. a

B. 1. Yesterday it took me ages to do ... 2. Her thick hair was jet-black ... 3. The bad mark in history put the lid on it. 4. I ... lost my nerve. 5. ... in her smart evening dress and brand-new shoes. 6. ... the audience shrieked with laughter. 7. The man walked along the street pretending to take no notice of me. 8. Get dressed ...

Exercise 58 ➤ зашнуровал; застегнул на пуговицы; застегнул пряжку (на ремне); застегнул молнию (на куртке); расшнуровал; расстегнул пуго-

вицы (на пиджаке); расстегнул пряжку (на ремне); расстегнул молнию (на куртке)

Exercise 59 1. Which; 2. What; 3. Which; 4. What; 5. What; 6. What; 7. What; 8. Which; 9. Which; 10. What

Exercise 60 collar — 4; tie — 5; trousers — 1; braces — 7; shoes — 2; waistcoat — 3; jacket — 6; hat — 8

Exercise 61 1. He chose Repton School because its name was easier to pronounce than Marlborough. 2. His family lived in Kent in the southeast of England; the new school was in the Midlands, near Derby, which was about 140 miles away. He could get there by train. 3. His mother did. They went to London. 4. Because the collar was starched so stiff that he couldn't get the studs through the slits. 5. No, he didn't. 6. The boy was used to wearing a pair of shorts and a blazer. 7. His sisters did. They fell over the room laughing when he put on his new hat. 8. She said that in England men loved to wear uniforms and eccentric clothes. 9. The boy could consider himself lucky that he didn't live in the 19th century where he would have worn even more eccentric clothes and a wig.

Exercise 62 In Britain people say "go up" when they travel north and "go down" when they travel south. This is how it looks on the map.

Exercise 68 A. 1. to fill in (out) a form; 2. to open a savings account; 3. to save money in a/the bank; 4. to loan money; 5. to become an account holder; 6. to pay in a certain sum of money; 7. to withdraw some money from your account; 8. to get a 5 per cent interest; 9. an exchange rate; 10. to use cashpoints

B. 1. department/variety stores; 2. a theme park; 3. a food court; 4. rides, amusements and games; 5. a recreation area; 6. shopping baskets and trolleys; 7. special facilities for the elderly and disabled; 8. fashion clothes; 9. footwear; 10. jewellery; 11. fabrics; 12. home furnishings; 13. tableware; 14. stationery; 15. hi-fi; 16. make a purchase; 17. to pay cash

Exercise 69 I. 1. c; 2. b; 3. a. II. 1. c; 2. b; 3. a

Exercise 70 (*Sample version*)

1. They do it when a customer asks for a credit or a loan. 2. The customer guarantees repaying the loaned or lent money. 3. Mostly because bank accounts help them to save up money. 4. Interest is a charge made for the borrowing of money. If a bank borrows your money (and that's what they do when you put in your money), they pay you some interest, that is some extra money, more than you have lent them. 5. People use these plastic cards to pay for goods and services and to get cash from cashpoints.

6. It's a machine that you can see outside banks and at other places from which you can get cash by putting in your bank card. 7. Banks are useful because they help you to save money by opening bank accounts for you, they can offer you cards and cheque books, give you loans, *etc.* 8. There would be no money in the modern sense. Saving would be difficult as there would be no safe form to store wealth.

Unit 4

Exercise 2 1. b; 2. m; 3. k; 4. e; 5. d; 6. c; 7. h; 8. n; 9. g; 10. o; 11. f; 12. l; 13. i; 14. a; 15. j

Exercise 3 1. True. 2. False. 3. True. 4. False. 5. True. 6. False. 7. False. 8. True. 9. True. 10. True. 11. False. 12. False.

Exercise 4 1. D; 2. C; 3. E; 4. A; 5. B; 6. F; extra — 7

Exercise 5 1. Which; 2. What; 3. Which; 4. What; 5. Which; 6. What; 7. Which; 8. What; 9. What; 10. Which

Answers:

1. The telescope. 2. Poland. 3. The USA. 4. 36 °C — 39 °C. 5. 1,392,000.
6. Bats. 7. The Hermitage. 8. About 360 terabytes. 9. A violent whirlwind.
10. About 100,000 million stars.

Exercise 6 1. collar; 2. band; 3. sleeve; 4. waistcoat; 5. braces; 6. stud; 7. slit; 8. tailcoat; 9. tie; 10. zipper

Exercise 7 A. 1. funny; 2. fancy dress; 3. ridiculous; 4. attached; 5. waved; 6. immense; 7. reluctance; 8. unlaced

B. 1. was surrounded; 2. were allowed; 3. had learnt; 4. given; 5. had finished; 6. took; 7. to bring; 8. might; 9. find

Exercise 8 1. I'm looking; 2. size do you wear/want (are you looking for); 3. if we have some (one); 4. Can I try it on? 5. the fitting room; 6. can (do) I pay for it? 7. by card

Exercise 9 1. Pennies and pounds. 2. A dime. 3. Withdraw it. 4. Borrow it. 5. Paper money and coins. 6. By check and by card. 7. 20 pounds. 8. Sign it. 9. Bank clerks do. 10. How much does it cost? How much is it?

Exercise 10 2. clothes; 3. money; 4. footwear; 5. fruit; 6. jewellery (*AmE* jewelry); 7. stationery; 8. furniture; 9. musical instruments; 10. tableware

Exercise 11 1. can; 2. may, cannot; 3. could/may; 4. can; 5. can; 6. may; 7. may not; 8. may not; 9. could; 10. could

Exercise 12 » A. 1. a; 2. a; 3. b; 4. b; 5. a; 6. a

B. 1. What century gave us such important inventions as the automobile, the airplane, the helicopter, *etc.*? 2. What kind of experiments did Alexander Bell and his brothers make? 3. What did Alexander Bell do after graduating from the University of London? 4. What was Bell's phonograph like? 5. Why did Bell take Thomas A. Watson as an assistant? 6. Where did Bell first show his first model of the telephone? 7. Why didn't Bell want to exhibit his invention? (Why did he feel reluctant ...?) 8. What did the Emperor of Brazil do? 9. What were the words the inventor said with the help of the transmitter? 10. What did Alexander Bell receive the Centennial prize for?

Exercise 13 » 3. telephone; 4. radio; 6. electric (electricity); 8. airplane; 9. computer; 11. chemical; 13. synthetics; 15. telegraph; 16. interest; 18. emigrate; 21. membrane; 22. vibrate; 23. zigzag; 26. model; 29. Emperor; 30. monologue; 32. memoirs

Exercise 14 » 1. ... the immense use of electricity in the 20th century. 2. ... as the need arises. 3. ... experiments with the human voice. 4. ... was a teacher of the deaf. 5. ... to the invention of the telephone. 6. ... with the transmitter across the room. 7. ... the greatest of the time. 8. ... and awoke to find myself famous.

Exercise 15 » (*Sample version*)

1. The Need for Inventions (*paragraphs 1–3*)
2. Bell's Young Years (*paragraphs 4, 5*)
3. Working on a Multiple Telegraph (*paragraphs 6, 7*)
4. The Exhibition in Philadelphia (*paragraph 8*)
5. The Fame (*paragraph 9*)

Exercise 17 » 1. A war from a computer game. 2. As people can interact with computer-simulated images, the technology allows them to "practise" some activities in the virtual world. 3. No. For example, we don't know much about the side effects of the new technology on people. 4. a) VR programmes may spread violence, pornography and advertising; people may begin to mix up the real world with the virtual one; b) in science they may lead to wrong conclusions; c) trained with virtual technologies programmes, people may turn out to be unprepared for real situations. 5. Human ethics and morality may break down.

Exercise 18 » 1. f; 2. j; 3. n; 4. i; 5. l; 6. a; 7. d; 8. b; 9. o; 10. c; 11. g; 12. m; 13. e; 14. k; 15. h

Exercise 19 » 1. "Will virtual reality make us better people? Will it make us worse?"

2. “Critics of VR say that this sort of technology without careful regulation will be nothing more than a high-tech instrument for spreading violence, pornography and advertising.”

3. “In today’s virtual worlds people can do a lot of things and their advantages — both real and potential — are clear.”

4. “... the technology that allows users to interact with computer-simulated images and some day may offer getting into make-believe worlds.”

5. “Perhaps the biggest question of all is what virtual reality will mean for human ethics and morality. There is a danger that traditional morality will break down in virtual worlds.”

6. “Virtual reality is an environment in which computers create the effect of a world which seems almost completely real to the people in it.”

Exercise 20 1. Jane spoke firmly at the meeting last Wednesday. 2. The player caught the football quickly at the stadium. 3. The fans cheered their favourite team wildly at the gym yesterday. 4. The director spoke excitedly at the rehearsal on Monday. 5. Bob threw the ball high in the hall then. 6. Belinda was moving the chairs noisily in her room last night. 7. The children ran downstairs quickly. 8. The little kitten crept upstairs silently.

Exercise 21 1. People *Adv* think ... 2. We *Adv* like ... 3. ... are *Adv* popular ... 4. ... is *Adv* clean ... 5. ... brothers *Adv* agree. 6. They *Adv* sing ... 7. We *Adv* quarrelled. 8. ... children *Adv* have ... 9. ... has *Adv* finished ... 10. We *Adv* come ... 11. ... pupils *Adv* send ... 12. People *Adv* win ... 13. Tom *Adv* learnt ... 14. My parents *Adv* visit ...

Exercise 22 a) 1; b) 4, 5, 6; c) 2, 3, 7

Exercise 23 1. Emma has never seen snow. 2. Jemma opened the door quietly — all the students were cheerfully discussing the latest news. 3. She is hardly ever at home, she seldom goes to the library either. 4. Dick is never late, he always comes to the office on time. 5. Dogs and horses are exceptionally clever animals. 6. He is seldom seen here. 7. Do you ever think about (of) your future job? 8. I occasionally go to the circus. 9. Yesterday John came late enough and was surprisingly calm. 10. I’m quite free now though I am seldom free.

Exercise 24 a) *obligation*: 2, 4; b) *probability*: 1, 5, 7; c) *prohibition*: 3, 6

Exercise 25 1. must; 2. have to; 3. have to; 4. must; 5. must; 6. has to; 7. must; 8. has to

Exercise 27 1. don’t have to; 2. must not; 3. don’t have to; 4. must not; 5. don’t have to; 6. must not; 7. must not; 8. must not; 9. doesn’t have to

Exercise 29 1. have got/have; 2. has; 3. has; 4. have got/have; 5. have; 6. has got/has; 7. have/have got

Exercise 30 (Sample version)

1. I think you should (ought to) ask your teacher to allow you to sit at the front. 2. I think you should (ought to) go and visit her. 3. I think you should (ought to) go to the shops. 4. I think you should (ought to) call the airport and find out. 5. I think you should (ought to) do the place properly before your mother's arrival. 6. I think you should (ought to) take him to the dentist. 7. I think you should (ought to) help her. 8. I think you should (ought to) dress warmer.

Exercise 31 1. a, c; 2. a, b; 3. c; 4. b; 5. b, a; 6. a, b; 7. c, a; 8. a, b

Exercise 32 1. c; 2. b; 3. d; 4. a

Exercise 33 1. At my school we can (may) wear jeans if we want. We don't have to wear a uniform. 2. You mustn't/shouldn't go out without a coat. It's freezing cold. 3. If your shoes hurt you, you shouldn't wear them. 4. Someone has stolen my passport. I must (have to) go to the police station. 5. Your parents don't know where you are. I'm sure they will be worried about you. You must call them. 6. Don't you think that Latin should be learnt at school? 7. Our train broke down yesterday, so we had to finish our journey by bus. 8. My mother has bought a dishwasher so I don't have to do the washing-up any more. 9. My parents are very strict. I must be at home early. 10. You mustn't touch those cakes. They are not for you.

Exercise 34 1. The blind; 2. rich; 3. The old ... the young; 4. the deaf, dumb or blind; 5. the rich; 6. old

Exercise 36 (Sample version)

a) ... disturb (remove the furniture; feed the animals, *etc.*); b) ... head (step); c) ... out; d) ... right (left, off the grass, *etc.*); e) ... of the dog (of wild animals, *etc.*); f) ... smoking (trespassing, *etc.*); g) ... of order; h) ... the grass (the road, *etc.*)

Exercise 37 1. on a train or a bus; 2. on a box; 3. in a park; 4. on a road; 5. at the customs; 6. on the stairs; 7. at a railway station or an airport; 8. on a fence, gate or a door; 9. on a gate; 10. in a public place

Exercise 38 1. ... I'll see to your garden ... 2. ... to see off our friend ... 3. ... I'll see you around quite often ... 4. ... he didn't see through his sister's lies ... 5. ... come to see you off. 6. ... I saw Jeremy around ... 7. ... could easily see through the detectives' actions. 8. See to it that the lights are switched off ...

Exercise 39 1. through; 2. to; 3. to; 4. off; 5. through; 6. around; 7. through; 8. off; 9. around; 10. to

Exercise 40 1. We went to the station to see off our aunt. 2. Could you see to it that our guests are given tea? 3. Never before I've met a person who could see through all the children's tricks. 4. Which of you has seen him around recently? 5. Someone has to see to the holidaymakers' comfort. 6. May (Can) I see you off at the station? 7. We need someone who is hard to be deceived, who can see through the enemy. 8. Bye, I'll see you around!

Exercise 43 1. variety; 2. desire; 3. advantages; 4. insists; 5. predicted; 6. recorded; 7. worn; 8. case; 9. irritable; 10. supplied; 11. equipment; 12. beside; 13. require; 14. irritably/indifferently; 15. bothering

Exercise 44 1. worn out; 2. expression; 3. predict; 4. insisted; 5. record; 6. variety; 7. equipment; 8. nervous; 9. indifferent; 10. desire; 11. supplies ... with; 12. bother; 13. cases; 14. irritable; 15. an advantage; 16. in case

Exercise 45 1. f; 2. k; 3. c; 4. a; 5. h; 6. d; 7. j; 8. l; 9. e; 10. g; 11. b

Exercise 46 (*Sample version*)

a) criminal, enemy, danger, success; b) speech, person, expression; c) atmosphere, person, behaviour; d) look, tone, person; e) voice, person, answer; f) reasons, books, fruits

Exercise 47 1. robot; 2. mania; 3. intellect; 4. individual; 5. hybrid; 6. sterilized; 7. desire; 8. expression; 9. equipment; 10. variety; 11. record; 12. irritable

Exercise 48 1. over; 2. of; 3. for; 4. on; 5. of; 6. in; 7. with; 8. of; 9. to; 10. with; 11. about (after); 12. on; 13. from

Exercise 49 1. different; 2. various; 3. different; 4. different; 5. various (different); 6. different; 7. various (different)

Exercise 50 1. a serious medical case; 2. in case of bad weather; 3. in my case; 4. just in case; 5. in case of fire; 6. in that case; 7. in case it rains; 8. in any case; 9. a classic case; 10. several cases

Exercise 51 1. I have bought various fruits: apples, pears, apricots and peaches. 2. We are very different. I like staying at home and leading a quiet life but Mary often goes to the theatre, cinema and parties. 3. He has a good home library (collection of books). You will be able to find various books on the shelves. 4. They say tastes differ. It's true. Our tastes are different. My

choice is always different from yours. I would never have bought such trousers. 5. David collects stamps. There are various stamps in his collection including rare ones. 6. There are various (different) ways of explaining it. I know at least four.

Exercise 52 1. beside; 2. besides; 3. besides; 4. besides; 5. beside; 6. besides; 7. beside; 8. beside

Exercise 53 B. 1. True. 2. False. 3. Not stated. 4. False. 5. False. 6. True. 7. False. 8. True. 9. Not stated. 10. Not stated. 11. True. 12. True.

Exercise 54 A. The fact is that the main character — the surgeon — turns out to be a robot.

B. 1. c; 2. f; 3. a; 4. e; 5. d; 6. b

Exercise 55 1. b; 2. c; 3. b; 4. a; 5. b; 6. c; 7. c

Exercise 56 A. 1. e; 2. a; 3. h; 4. b; 5. d; 6. g; 7. f; 8. c

B. 1. В ближайшем будущем я никуда не поеду. У меня есть работа здесь. 2. Дорогу не скоро отремонтируют. Рабочие не торопятся. 3. Близнецы так похожи, что даже родители не могут их различить. 4. Рон хвастается, что за всю свою жизнь не сделал ничего против собственной воли. 5. Лектор продолжал говорить, не обращая внимания на шум. 6. Могу ли я спросить, кто возглавляет экспедицию? 7. Он не хочет идти в театр, но я постараюсь уговорить его. 8. Солдаты — живые люди, береги их жизни. 9. Она отговорила свою подругу от поездки на отдых во Францию.

C. 1. In the near future ... 2. ... in flesh and blood. 3. Take your time. 4. ... talk him into giving his apologies ... 5. ... in charge. 6. ... pay attention to ... 7. ... tell the difference. 8. ... against my will. 9. Let's talk him out of it.

Exercise 57 1. Do come ... 2. Do turn ... 3. ... I do know the answer/ I do want to tell you ... 4. I do keep ... 5. Do sit down. 6. I do love her. 7. You do look nice ... 8. ... I did drive ... 9. She does love skiing. 10. But I did buy ...

Exercise 58 1. ... one can always use ... 2. One can't always get what one (he/she) wants (they want). 3. One should wash oneself ... 4. One shouldn't expect all people to like him/her (them). 5. One lives only once. 6. One has to learn to do a lot of things oneself (himself/herself/themselves). 7. One never forgives a friend who lets one down.

Exercise 60 1. neither; 2. either; 3. any; 4. none; 5. None; 6. either; 7. any; 8. Neither

Exercise 61 1. — What are we doing (going to do/shall we do) today? — We can go either to the cinema or to the theatre. What would

you like? — Neither this nor that. (Neither one nor the other.) I'm tired and want to stay at home. 2. None of the houses in our street looks modern. 3. Please give me a pen or a pencil. Either will do. 4. — Would you like fruit or ice cream? — Neither (this nor that). I'm full. (I've had enough.) 5. I would like to invite either Nick or Kate to the theatre. It depends on which of them is (will be) free on Tuesday. 6. Neither my friends nor me (I) have ever heard of this writer.

Exercise 63 1. Because the operation was serious. 2. He tried to talk the patient out of having (getting) a metal heart. 3. Because it was less dangerous as it was made of a polymeric material imitating the human heart. 4. No, he didn't. 5. He didn't want a "plastic" heart as it could wear out easier than a metal one. 6. They were robots that had the status of citizens. 7. People believed that Metallos were physically strong and powerful. 8. Yes, it was to some of them. In the first place one always wants to have what one doesn't have. (The grass is always greener on the other side of the fence.) Also Metallos might have found certain human features attractive: emotions, such as love and hatred, sympathy, *etc.*, among them human way of life could be also attractive. 9. The engineer thought that some day there would be a society of hybrids (half Metallos, half humans) on his planet. He hoped to have the advantage of men combined with those of robots. 10. The surgeon didn't believe in hybrids of men and robots because they were neither men nor robots. 11. — 12. — 13. The surgeon's face had no expression ("without expression", "the surgeon's face didn't change expression", "I can't say what happened by just looking at you"). The patient didn't want to address him as a doctor (he did it "against his will"). 14. *One of the possible ideas*: People should not try to change their nature or become somebody else. Variety makes the society better, not worse. 15. —

Exercise 69 1. physics; 2. biology; 3. mathematics; 4. geology; 5. engineering; 6. astronomy; 7. chemistry; 8. botany; 9. zoology; 10. microbiology

Exercise 70 1. invented; 2. discover; 3. invention; 4. inventions; 5. discovered; 6. discovery; 7. invent; 8. discoveries; 9. discovered; 10. invented

Exercise 71 1. explore; 2. observed; 3. testing; 4. invented; 5. discovered; 6. discovery; 7. test; 8. explored; 9. observation; 10. observations/discoveries; 11. invention; 12. discovery; 13. discovery; 14. discovered; 15. invents; 16. observed

Exercise 74 1. f; 2. m; 3. a; 4. j; 5. i; 6. b; 7. k; 8. c; 9. n; 10. d; 11. g; 12. e; 13. l; 14. h

Exercise 76 a) 19; b) 2; c) 5; d) 10; e) 1; f) 12; g) 17; h) 18; i) 13; j) 8; k) 9; l) 7; m) 15; n) 20; o) 11; p) 14; q) 3; r) 4; s) 22; t) 6; u) 21; v) 16; w) 23

Exercise 77

1. instruction — команда
2. word processing — обработка текста
3. accounting — вычисление
4. PC user — пользователь персонального компьютера
5. to log into — войти
6. network — сеть
7. user name — имя пользователя
8. password — пароль
9. operation system — операционная система
10. to load — загрузить(ся)
11. menu — меню; icons — значки панели управления, иконки
12. diagram — чертёж
13. to shape — придавать форму
14. to move — перемещать
15. to transform — преобразовывать
16. to copy — копировать
17. to fill — закрашивать, заполнять объект
18. to format — форматировать
19. to edit — редактировать
20. to save — сохранять
21. to delete — удалять
22. to print — распечатать
23. file — файл
24. hard disk — жёсткий диск, винчестер
25. to back up — резервировать
26. clicking — нажатие клавиши на мышке
27. access — доступ
28. surfing the Internet — поиск информации в Интернете
29. chat room — чат (страница для дискуссий в Интернете)
30. online — напрямую, в реальном времени
31. e-mail — электронная почта
32. webpage — веб-страница; website — веб-сайт

»»» **Unit 5**

Exercise 2 1. Going on a long trip, one usually takes big pieces of luggage: suitcases, trunks, tote bags and luggage carriers. 2. A short trip requires tote bags, duffel bags or backpacks (especially if you go on foot). 3. If one goes away on business, one usually takes a briefcase, a garment

bag, or a tote bag. 4. Such pieces of luggage as a shoulder bag, a duffel bag, a utility case and a vanity case can be handy on any kind of trip.

Exercise 4 >> 1. b; 2. c; 3. a; 4. c; 5. b; 6. c; 7. a; 8. c; 9. c; 10. b

Exercise 5 >> 1. at, with, in; 2. to, from; 3. of, by, by; 4. by; 5. at, off; 6. into/out of; 7. on; 8. on, —; 9. to; 10. to

Exercise 6 >> a) an airport; b) a railway station; c) a sea port

Exercise 7 >> А. 1. Наши друзья любят провожать своих родственников, отправляющихся путешествовать. 2. Вскоре мы его раскусили и поняли, какой план он строит (что он замышляет). 3. Я пойду позабочусь об обеде. 4. Я не очень часто вижу его в последнее время.

В. 1. Who saw Mr Swift off at the airport when he was flying (away) to America? 2. I promise I'll see to it that the children are given their dinner. 3. He (has) never managed to deceive his elder sister. She has always seen (saw) through him. 4. When shall/will I see you round again?

Exercise 8 >> 1. nervous; 2. indifferent; 3. various; 4. the expression of his face; 5. irritably (about); 6. desire; 7. equipment; 8. required; 9. supplies; 10. was an advantage over ...; 11. to bother; 12. rude expressions

Exercise 10 >>

a) 2, 7

b) 4, 6, 9

c) 1, 3, 5, 8

Exercise 11 >> 1. mustn't; 2. don't/doesn't have to; 3. mustn't; 4. mustn't; 5. mustn't; 6. don't/doesn't have to; 7. don't have to; 8. don't/doesn't have to

Exercise 13 >> 1. In the morning my father always buys a newspaper in the newspaper stand. 2. John seldom (rarely) goes on holiday in autumn. 3. I am occasionally late for classes. But I am not at all proud of it. 4. This film has just been shown to the young viewers (audience). 5. He has hardly ever been to England in winter. 6. Have you often met such talented people in the theatre? 7. Mr Roberts doesn't usually come downstairs to tea. 8. What fruit is often supplied to the capital in summer?

Exercise 14 >> А. 1. Indian; 2. Russia; 3. south; 4. 10 provinces and 3 territories; 5. forests; 6. governor general; 7. 3; 8. English and French

В. 1. D; 2. C; 3. A; 4. E; 5. B; 6. G; 7. F

Exercise 16 >> 1. ... Russia 2. ... the maple leaf. 3. ... the 17th and early 18th centuries. 4. ... English and French ... 5. ... ten, three ... capital

city. 6. ... half of Canada. 7. ... the Queen, the Senate ... the House of Commons ... 8. Any child ...

Exercise 17 1. a; 2. a; 3. b; 4. b; 5. b; 6. a; 7. a; 8. a; 9. a; 10. b

Exercise 18 1. Canada is a big country in the north of the North American continent. It borders on the USA in the south. Canada's neighbour across the Arctic Ocean is Russia. 2. Canada is washed by the Atlantic, the Pacific and the Arctic Oceans. Four of the Great American Lakes (Lake Ontario, Lake Huron, Lake Superior, Lake Erie) are partly situated on Canadian territory. There's also the Great Slave Lake and some others. The important rivers are the St Lawrence, the MacKenzie, Canada's longest river which drains into the Arctic Ocean; the Columbia and the Fraser rivers flowing into the Pacific; the Nelson and the Churchill rivers connected with Hudson Bay; the Yukon flows into the Bering Sea and the Saskatchewan flowing into Lake Winnipeg. 3. Canada has different types of relief: highlands and plains. In the east there are the Appalachian Mountains, the Canadian Cordillera and the Rocky Mountains. Canada's highest peaks are in the St Elias Mountains. The highest point in Canada is Mount Logan (6050 m). The Canadian prairies are an agricultural area. 4. Most of the population (about 80 %) live in urban areas concentrated within hundred miles of the US border. This area has a better climate and is more conveniently situated. 5. The country is divided into 10 provinces and 3 territories. Each province has its own legislation. 6. The biggest Canadian cities are Toronto (Ontario), Ottawa (Ontario), Montreal (Quebec), Vancouver (British Columbia). Toronto is situated on Lake Ontario, Montreal — on Montreal Island in the St Lawrence river, Vancouver — on the Pacific Ocean. 7. The country is rich in gas, oil, coal, gold, copper, iron, nickel, uranium, zinc and also in forests and wildlife. 8. —

Exercise 19 (*Sample version*)

1. Canada and Russia are alike because both have very big territories; some of the territory lies behind the Arctic Circle, a lot of the territory is covered with woods; in many places the climate is similar; the parliaments of both countries have two houses, both are federal states, *etc.*

2. Canada and Russia are different because the population of Russia is much larger; Canada has provinces and territories and Russia has federal regions (7). Russia has a president and Canada doesn't. Canada is a monarchy and Russia is not; Canada has two official languages and Russia doesn't, *etc.*

Exercise 22 *The text was written for people living in the second half of the 19th, and possibly, the beginning of the 20th century. Reasons:* 1. Books of etiquette for travellers do not exist any longer as travelling has become very common. 2. Some of the advice sounds very old-fashioned, like having a good breakfast before setting off or demonstrating the manners of a gen-

tleman or lady. 3. Trains are called a new type of transport and travellers are advised not to fear them. The first trains appeared in England in the middle of the 19th century. 4. The advice to keep a journal sounds strange because of the things recommended for usage: inks, nibs, blotters are not used now.

Exercise 23 ➤ Probably “Practical Advice for the Traveller” because basically it’s what the text is about. It doesn’t say anything about the pros and cons of travelling, and it’s not a guidebook which usually gives descriptions of places for the use of visitors.

Exercise 24 ➤ 1. Geography; 2. Time; 3. Climate; 4. Journal; 5. Language; 6. Luggage; 7. Breakfast; 8. Dress; 9. Lost; 10. Trains; 11. Money; 12. Manners; 13. Packing; 14. Make-up

Exercise 25 ➤ 1. to be at ease in all circumstances; 2. the spirit of true courtesy; 3. estimated expenses; 4. the route and region of travel; 5. unexpected detentions; 6. at daybreak; 7. receive the respect of others; 8. to make the journey more agreeable; 9. special considerations; 10. ample time; 11. should not be feared; 12. facing the engine; 13. have “charge” of the windows; 14. object to a window being opened; 15. how much the rosy of their cheeks owes to art instead of nature; 16. a nail file; 17. point the hand indicating 4 to the sun; 18. keep a journal; 19. a remembrance

Exercise 26 ➤ a) 3, 5, 9; b) 1, 4, 7; c) 2, 6, 8, 10

Exercise 27 ➤ 1. You should hurry: the hall is to be ready for the beginning of the sitting. 2. All of you are to stay after classes and complete (finish) the work. 3. Tools are to be left here. 4. To be taken with water or fruit juice. 5. The papers (documents) are to be read (out) in the parliament. 6. The Prime Minister is to visit our country in August. 7. The satellite is to be launched at the beginning of summer (in early summer). 8. Not to be heated above 50 degrees. 9. You are to ask your parents to come to the school. 10. This problem is to be solved by the government in the near future.

Exercise 28 ➤ *Need* as a modal verb is used in the following sentences: 2, 4, 8, 9.

Exercise 29 ➤ 1. We needn’t buy food today, we’re eating out in a restaurant. 2. Does anyone need a lovely grey kitten? 3. You (we) needn’t hurry, the train leaves (departs) only in three hours. (We have three hours before the train leaves.) 4. I understood that Sam needed my help. 5. We don’t need another actress for this role. 6. We (you) needn’t speak about it again, I remember everything. 7. Do you need any new copies of this text? 8. If we needn’t do lessons today, let’s go to the cinema.

Exercise 30 1. needn't; 2. shouldn't; 3. shouldn't; 4. needn't; 5. needn't; 6. shouldn't; 7. shouldn't; 8. needn't; 9. needn't

Exercise 31 a) 2, 5, 6 (*shouldn't have asked*)
b) 1, 3, 4, 6 (*should have decided*)

Exercise 32 1. the Victoria and Albert Museum; 2. the Tower; 3. Tower Bridge; 4. St Paul's Cathedral; 5. Piccadilly Circus; 6. Buckingham Palace; 7. the Tate Gallery; 8. the British Museum

Exercise 33 1. I needn't have phoned Andy. My sister phoned him (did it) before me. 2. You could have told me we were not going to school on Monday. 3. Alice shouldn't have drunk cold milk. 4. Kim should have typed the letter. Her handwriting is no good. 5. Michael needn't ask about this (it). He knows the answer to this question. 6. You could have taken part in the competition. Why didn't you come? 7. Caroline, you should have washed up. 8. We needn't look for Granny's glasses. She has already found them. 9. Jack needn't have gone to the shops. There is plenty of food at home. 10. They should have painted the walls yellow. Mrs Adams likes this colour.

Exercise 34 (*Sample version*)

1. You should have ironed the linen.
2. You should have watered the flowers.
3. You shouldn't have smoked in the flat.
4. You should have swept the floor.
5. You should have washed up.
6. You should have cooked dinner (fish and chicken).
7. You should have put the milk and cheese in the fridge.
8. You should have washed (your blouse).
9. You should have bought some bread.

Exercise 36 1. Larry *looks great* (very good) for his age. 2. The boy *looks too tired* to go farther (further). 3. Ann says she *feels great* after her seaside holiday. 4. The pie *tastes very nice*, thank you. 5. It's *getting hot*, let's open the window. 6. His story *sounds interesting*. 7. The teapot (kettle) still *feels hot*. 8. Does the soup *taste good*? 9. You *look very smart*. Where are you going? 10. Your little brother *looks quite happy*. 11. The song *sounds very quiet*, I don't understand the words. 12. What's this dish? It *smells so tasty*.

Exercise 38 1. (The) Lilac smells sweet. 2. John always speaks quietly. 3. My uncle looked at me angrily. 4. The music sounds loud. 5. Nelly feels well, but her sister still looks bad. 6. The children speak Spanish badly (poorly). 7. When Ann heard the news, she became sad. 8. Jack was/felt warm.

He didn't feel it was freezing outdoors. 9. Mrs Biggs greeted us coldly and left the room. 10. The food tastes bitter. 11. It's getting dark. 12. While saying goodbye (parting with us), he was smiling sadly.

Exercise 39 > American, Belgian, Canadian, Mexican, Swiss, British. Because these languages do not exist.

Exercise 40 > 1. The Chinese live in China. They speak Chinese. 2. The Italians live in Italy. They speak Italian. 3. The British live in Britain. They speak English. 4. The Norwegians live in Norway. They speak Norwegian. 5. The Russians live in Russia. They speak Russian. 6. The Swedish live in Sweden. They speak Swedish. 7. The Japanese live in Japan. They speak Japanese. 8. The Czech live in the Czech Republic. They speak Czech. 9. The Irish live in Ireland. They speak Irish Gaelic and English. 10. The Americans live in the USA. They speak English. 11. The Portuguese live in Portugal. They speak Portuguese. 12. The Turks live in Turkey. They speak Turkish. 13. The Canadians live in Canada. They speak English and French. 14. The Greeks live in Greece. They speak Greek. 15. The French live in France. They speak French. 16. The English live in England. They speak English. 17. The Welsh live in Wales. They speak Welsh and English. 18. The Mexicans live in Mexico. They speak Spanish. 19. The Dutch live in Holland (the Netherlands). They speak Dutch. 20. The Scottish live in Scotland. They speak English and Scottish Gaelic.

Exercise 41 > 1. c; 2. f; 3. i; 4. k; 5. g; 6. j; 7. b; 8. l; 9. a; 10. d; 11. h; 12. e

Exercise 43 > 1. Last year two Englishwomen came to our school. 2. I'd like to learn (know) more about the Belgian Royal Family. 3. (The) Mexicans speak Spanish. 4. The Chinese belong to a very ancient civilization and every Chinese is proud of it. 5. (The) Finns are great skiers and so are the Norwegians. 6. She is Irish, but she lives in England. 7. Two Italians and a German play in their football team. 8. The Spanish (Spaniards) are famous for their singing and dancing. 9. These two young men are Canadian(s). They've come (came) here from Ottawa. 10. The name of this artist is familiar to every Frenchman (French person).

Exercise 44 > 1. an ant's nest; 3. a child's dream; 6. London's streets; 7. a day's trip; 8. a month's salary; 9. two years' wait; 10. yesterday's speech

Exercise 46 > 1. f; 2. d; 3. b; 4. e; 5. g; 6. c; 7. a

Exercise 47 > 1. c; 2. d; 3. a; 4. b

Exercise 48 > A. a) underground maps; information on television screens; indicators on the front of the trains and on the platform; station staff

B. 1. Northern; 2. a television screen; 3. 270; 4. symbol; 5. ticket machine, ticket office; 6. Travelcards; 7. destinations; 8. gives it up; 9. all of London's buses and main line trains; 10. at railway and underground stations

Exercise 51 1. Он бросил школу. 2. Почему бы тебе как-нибудь не зайти (ко мне) и не взглянуть на фотографии (снимки), которые я сделал, когда отдыхал в Санкт-Петербурге? 3. Тебя высадить у твоего дома? 4. Джейн зашла ко мне после ужина. 5. В группе осталось только семь человек — пятеро в прошлом месяце выбыли (отчислились). 6. С какой стати набрасываться на младшего брата, когда очевидно, что он этого не делал? 7. Я просто заглянул(а), чтобы пожелать тебе счастливого Рождества. 8. Сегодня в городе я случайно встретил(а) старого друга.

Exercise 52 1. in; 2. out; 3. in on; 4. off; 5. out; 6. on; 7. in; 8. out; 9. off; 10. on

Exercise 55 1. a nightmare; a reunion; a tear; a destination; a vessel; a couple
2. to thrill; to clatter; to sink; to groan; to tremble; to embrace; to flow
3. confused; rough; annual; wrinkled; bare

Exercise 56
to clatter on the roof; a confusing answer; a rough sea; to sink to the bottom; a groan of despair; to tremble with anger (rage); to embrace tenderly; a fishing vessel; a flow of words; the destination of our trip; wrinkled cheeks; an annual holiday (festival); to burst into tears; bare branches of trees; a thrilling game; a family reunion; a real nightmare; a married couple

Exercise 57 1. annual; 2. thrilling; 3. clatter; 4. embrace; 5. tears, wrinkled; 6. couple; 7. destination; 8. sank; 9. rough; 10. nightmare; 11. reunion; 12. confusing; 13. bare; 14. groaning; 15. flow

Exercise 58 1. pair; 2. pair; 3. couple; 4. pair; 5. couple; 6. couple; 7. pair; 8. pair; 9. couple; 10. couples

Exercise 59 1. Go shopping and buy a couple of kilos of apples. 2. The first day of the journey was a real nightmare but then everything changed for the better. 3. The sea was so rough that nearly everybody got/was seasick. 4. The tree was bare, there were no leaves on it. 5. There were tears on the old woman's wrinkled face, weren't there? 6. What thrilling news! 7. Without the carpet my bedroom looks quite bare. 8. Fiona is my half-sister. 9. Why are you trembling, Diana? I don't think it's cold here. 10. Into what sea does the Severn flow? 11. Her words confused me. 12. I could hear the clatter of pots and pans in the kitchen. 13. The ship sank in deep water. 14. The grandmother embraced her granddaughter warmly (tenderly). 15. I always read this annual magazine.

Exercise 60 > B. 2.

C. 1. False. (They were Christmas holidays.) 2. False. (The weather was nice.) 3. True. 4. True. 5. True. 6. False. (It was the first time she was driving.) 7. True. 8. False. (It was the village of Llandaff.) 9. False. (They crashed because the driver didn't expect the road to make a turn.) 10. False. (It was a real nightmare.)

Exercise 61 > A. 1. b; 2. a; 3. d; 4. e; 5. c

B. 1. c; 2. d

Exercise 62 > A. 1. f; 2. d; 3. g; 4. a; 5. h; 6. b; 7. c; 8. e

B. 1. Тебе бы лучше извиниться, ведь ошибся (ошиблась) именно ты. 2. На твоём месте я бы прежде всего убедился, что дверь надёжно заперта. 3. Мне нравится держать на письменном столе несколько словарей, чтобы ими можно было легко воспользоваться. 4. Салли мне по-своему нравится, но я не могу сказать, что мы близкие друзья. 5. Школы в Англии находятся в ведении местных органов образования. 6. Вы вполне уверены, что фильм стоит посмотреть? Мне бы не хотелось напрасно терять время. 7. Каждое утро школа оживает от детских голосов. 8. Вдобавок к математике и русскому нам придётся сдавать экзамен по истории.

C. 1. In a way the day has been (was) a success. 2. I'd better wait for you here: it's raining outside. 3. Lying on the sofa with a book I always keep a bag of sweets within easy reach. 4. Let's first of all make sure that we can buy tickets for this train. 5. Who runs this tennis club? 6. In the morning the forest came alive with birds' singing. 7. Are you certain that I should go with you? 8. In addition to two dogs they have three cats.

Exercise 63 > 1. except; 2. besides; 3. besides; 4. except; 5. besides; 6. except; 7. except

Exercise 64 > 1. awaiting; 2. wait; 3. waiting; 4. await; 5. awaits; 6. waiting; 7. awaiting

Exercise 65 > 1. had better; 2. would you rather; 3. Had not he better; 4. would rather; 5. had better; 6. had better; 7. would rather; 8. had better, would rather

Exercise 68 > (*Sample version*)

1. He remembered them so well because they were lovely holidays and he had a lot of holidays like them from when he was 17. 2. Because almost all the family were Norwegians by blood, spoke Norwegian and most of his relatives lived there. 3. There were no commercial flights at that time. 4. She had to think everything over beforehand and make all the bookings in advance. In those days people didn't do it by telephone, but by letter. 5. They were a big party and they had to take all the things they might need with

them as there were no shops on the island where they spent their summers. 6. To get to Norway they had to cross the North Sea, and Newcastle is a port from which it's the shortest distance across the sea. 7. Because he doesn't want to confuse his readers. 8. The crossing was often rough and most of the family got seasick. 9. They wanted to spend some time with their grandparents. 10. Because the journey in a small boat was pleasant and they could admire the views around them. 11. Possibly, because it was connected with his childhood memories, the place was quiet and lonely, the children were free to do what they wanted, play and swim. The place was also familiar and felt like home.

Exercise 70 1. on foot; 2. a single ticket; 3. a sleeper (sleeping car); 4. the time of arrival; 5. destination; 6. to go through the customs; 7. to do last-minute shopping; 8. to pay excess luggage; 9. fellow passengers; 10. delay or cancellation of a train; 11. bed and breakfast; 12. to check in at a hotel; 13. a suite; 14. a room with a view of the sea; 15. available facilities; 16. a flight to Oslo; 17. a long-distance train; 18. (well) in advance; 19. to board (get on) the train on time; 20. he is/gets travelsick in a car

Exercise 71

1. trip; 2. travel; 3. voyage; 4. journey; 5. trip; 6. voyage; 7. travel; 8. trip; 9. voyage; 10. travel; 11. journey; 12. trip; 13. travels; 14. voyage; 15. trip

Exercise 72

1. At a railway station booking office. 2. At a coach station. 3. A railway or a coach station. 4. At a hotel. 5. At an airport. 6. On a train. 7. At a booking office. 8. At a railway booking office. 9. At a railway station. 10. On a ship.

Exercise 73 (*Sample version*)

1. A: Can I have a ticket (a seat) to Manchester?
B: ...
A: A day return, please.
B: ...
A: When is the train? (When does the train depart/leave?)
B: ...
A: And what's the time of arrival?
B: ...
A: Do I have to change?
B: ...
A: Do you take cards?
B: ...
A: Thank you.
B: ...

2. A: Have you got a vacant room?
 B: ...
 A: I'd like a room from Tuesday to Friday.
 B: ...
 A: 150 pounds for a single room?
 B: ...
 A: Does it include service?
 B: ...
 A: Is there a shower?
 B: ...
 A: No, thanks. A shower is quite all right. Are there any facilities I can use?
 B: ...
 A: Can I have a room with a view?
 B: ...
 A: Shall I pay now?
 B: ...
 A: Thanks very much.

Exercise 74 ➤

1. Тебя укачало во время плавания? 2. Алиса никогда не ездит на машине, её часто укачивает. 3. Мои родители всегда летают самолётом, их никогда не укачивает. 4. Моя бабушка не любит ездить на автобусе, там её часто укачивает.

Exercise 79 ➤ 1. This magnet ticket can be used on local trains and on certain underground lines. It's a day single sold at £17. The ticket allows one adult to travel from Edinburgh to York. The ticket class is standard. It is valid until 9 April, 2014.

2. This magnet ticket is for travelling by local trains and the underground. It has to be used within one day and within zones 1–4 from Sydenham, London. The card can't be used in peak hours. The class of the ticket is standard, and the day when the journey took place is 27 February, 2013. The price is £8.

3. This is a ticket for a bus tour of Edinburgh which includes the Edinburgh Castle, the Royal Mile and the Palace of Holyrood House. The tours are organized by the Guide Friday Tourism Centre. It's a ticket for an adult and it can be used any day of the week. The ticket gives you a 1 pound discount if you want to go on such a tour again. There's the address and the telephone number of the Guide Friday Tourism Centre, which you can use for enquiries.

Exercise 84 ➤ (Sample version)

Guests can also be requested:

- not to replace the furniture;

- not to leave the doors and windows open;
- not to eat meals in the rooms;
- not to play musical instruments;
- not to keep pets;
- not to take out hotel towels, *etc.*

Exercise 86 >> 1. e; 2. c; 3. i; 4. f; 5. j; 6. d; 7. b; 8. h; 9. g; 10. a

>>>> Unit 6

Exercise 4 >> 1. E; 2. B; 3. C; 4. A; 5. D

Exercise 5 >>

1. trembles; 2. confused; 3. bare; 4. nightmare; 5. our destination; 6. seasick; 7. the annual meeting; 8. flowed; 9. thrills me; 10. embraced me

Exercise 6 >>

A. 1. to travel by land; 2. a return ticket; 3. a dining car; 4. a non-smoker; 5. the time of departure; 6. to come to the railway station (well) in advance; 7. to check in for the flight; 8. to fill in the declaration; 9. to weigh the luggage; 10. to pay excess luggage; 11. a luggage van; 12. a duty-free shop; 13. fellow passengers; 14. to while away the time on the journey; 15. to travel light; 16. to cancel the train; 17. a delay of the flight; 18. to miss the boat; 19. a voyage; 20. a through train; 21. lost-and-found/the lost property office

B. 1. to stay at the hotel; 2. to book a double room for a/the week; 3. to check in at a hotel; 4. a single with a bath; 5. a double bed; 6. a hotel manager; 7. facilities available; 8. a swimming pool; 9. a colour TV; 10. to sign in a register; 11. to check out

Exercise 7 >> 1. the; 2. a, —; 3. —, —; 4. the; 5. an, a; 6. —; 7. a, the; 8. a/—, —, —; 9. —; 10. a, an, a

Exercise 8 >> 1. by; 2. on; 3. of; 4. with; 5. of; 6. at; 7. into; 8. to; 9. out; 10. on

Exercise 10 >> 1. had better; 2. had better; 3. had better; 4. had better; 5. had better; 6. would rather; 7. would rather; 8. would rather

Exercise 11 >> (*Sample version*)

a) 1. You know the way so you should give her directions. 2. You should consult a dentist as soon as possible. 3. You should buy some tomatoes, carrots and cucumbers. Here's the money. 4. You should post it on your way to school. 5. You should try to get up earlier on weekdays. 6. She should wash them before she wears them again.

b) 1. You should have given Ann directions when she asked you. 2. You should have consulted a dentist when you understood that there was something wrong with it. 3. You should have bought some tomatoes, carrots and cucumbers when you were in the supermarket. 4. You should have posted it when you went to the post office yesterday. 5. You should have got up earlier today. 6. She should have washed them before she put them on.

Exercise 12 > A. 1. a; 2. a; 3. b; 4. b; 5. a; 6. b

B. 1. radio and television; 2. daily; 3. evening; 4. national; 5. daily; 6. popular (tabloids); 7. special interest (specialist)

Exercise 13 > 1. a; 2. a; 3. b; 4. a; 5. b; 6. a; 7. b; 8. b

Exercise 14 > 1. They give all sorts of useful information. 2. Information on such popular subjects as weather, TV programmes, prices, fashion, gardening, show business, *etc.* 3. They either take a serious line or a more popular (less serious) one. 4. British papers tend not to combine the serious and the popular approach. 5. In popular papers one can find more photographs, larger eye-catching headlines, the print may be larger and the stories shorter than in serious papers. 6. Serious and popular, which depends on how the papers treat the news. Daily and weekly, which depends on how often they are published. Morning and evening, which depends on when they are published. Local, national and even international, which depends on where they are sold. General interest and specialist newspapers, which depends on the interests of people for whom they are meant. 7. The symbol of the British press is Fleet Street — a street in London which used to be home of many national newspapers. The place was good for paper publishing as it was conveniently situated close to railway stations and some important institutions. 8. *The Times, The Guardian, The Financial Times, The Independent, The Daily Telegraph, The Daily Mail, The Daily Express, The Sunday Times.* 9. Sunday papers are special weekly editions coming out on Sundays. 10. Most of serious British papers are much thicker than Russian papers. Their sections are separated from each other.

Exercise 16 > Some of the things that Prince William likes are: *working on a farm, Scotland, going out sometimes, Aston Villa football team.*

Some of the things that he dislikes: *the media intruding into his life.*

Exercise 17 > 2. his family; 5. his hobbies; 9. what kind of people he dislikes

Exercise 18 > 1. the media won't invade his privacy; 2. the gap year; 3. the highlight of the year; 4. did all the chores; 5. community feel; 6. after your degree; 7. I don't care about their backgrounds; 8. I'm looking forward to being able to manage my own time in a relaxed atmosphere; 9. I'm not a

party animal; 10. media intrusion into your student life; 11. the way the media treated me; 12. too curious and intrusive

Exercise 20 A. 1. Жаловаться на то, что музыка играет слишком громко; на то, что рейс задерживается; на то, что деньги не выплачиваются вовремя;

2. мечтать о том, чтобы поехать в отпуск; о том, чтобы взять выходной; о том, чтобы найти хорошую работу;

3. упрекать кого-то за то, что тот пришёл слишком поздно; за опоздание на поезд; за то, что тот плохо написал контрольную;

4. удержать кого-то от того, чтобы сказать правду; от того, чтобы он попал в беду; от ссоры;

5. преуспеть в постановке пьесы; в том, чтобы написать хороший рассказ; в ремонте велосипеда;

6. быть способным; работать изо всех сил; сделать правильный выбор; вежливо разговаривать с людьми;

7. с нетерпением ждать того, чтобы отправиться домой; похода в Британский музей; того, чтобы позвать гостей;

8. возражать против того, чтобы тратить деньги; против переезда в другой город; против того, чтобы смотреть телевизор так поздно;

9. привыкнуть вставать рано; читать по-английски; есть китайскую пищу.

B. 1. I object to moving to another city. 2. I dream of (about) learning several languages. 3. I complain of the flight being delayed. 4. I don't blame him for spoiling the party (for the spoiled party). 5. I succeeded in writing a good story. 6. Did you manage to stop (keep, prevent) them from quarrelling? 7. I respect people who are capable of telling the truth. 8. I'm used to reading English books in the original. 9. I look forward (I'm looking forward) to seeing the new film. 10. Whom do you blame for missing the train? 11. In this restaurant nobody complains of bad cooking. 12. I look forward (I'm looking forward) to getting his letter. 13. Nobody could keep (stop, prevent) him from making this terrible mistake. 14. You succeeded in organizing a great party.

Exercise 21 1. in, in; 2. for, from; 3. to; 4. of; 5. of; 6. to, of; 7. in; 8. of, of; 9. in; 10. of (about); 11. from

Exercise 23 1. Jane blames Simon for her coming too early. 2. We blame the shop assistant for our buying a faulty bike. 3. Robert blames his granny for his sending the telegram to the wrong address. 4. Dan blames Colin for having to mend his trainers. 5. Boris blames us for his mixing up the two words. 6. I blame my younger sister for my losing the keys. 7. Alice blames her teacher for (her) getting a bad mark.

Exercise 24 1. I'm looking (I look) forward to meeting you again. 2. Do you mind my/me turning/switching off the television? It's time to go to bed. 3. Did you have a good time dancing at the disco? 4. Don't complain of having little time. You can always find time if you want to. 5. Try and prevent (keep, stop) Max from going camping. He is not feeling well. 6. Thank you for coming. 7. I think you should apologize for being so rude. 8. She has always been interested in language learning. 9. Will anybody object to my/me coming a little later? 10. The police stopped the burglar from getting into the house through the window. 11. He is not used to washing up after meals. 12. I'm guilty of many things, but I'm not guilty of lying.

Exercise 25 1. to buy; 2. to come/arrive; 3. to carry; 4. to water; 5. to hire/take; 6. to learn/begin; 7. to explain; 8. to be/travel; 9. to see/notice; 10. to speak

Exercise 26 1. Fred asked me to close ... 2. Justin reminded his younger sister to take her books ... 3. Paul advised Bob to take ... 4. Max ordered us to surround ... 5. Lizzy's mother forced her to go ... 6. The head teacher expected/told me to come ... 7. Every driver is required by law to have ... 8. Pauline's friend reminded her to translate ... 9. Mrs Fowles told/warned ... 10. The experienced teacher encouraged/advised her younger colleague to explain ...

Exercise 27 1. to do; 2. seeing; 3. to do; 4. playing; 5. to give; smoking; 6. to be; 7. drive; 8. finding; 9. to go shopping; 10. to read; 11. smiling

Exercise 28 *offer*: 2, 5, 6, 8, 10, 11
suggest: 1, 3, 4, 7, 9, 12

Exercise 29 1. suggested; 2. offered; 3. offered; 4. offer; 5. suggests (suggested); 6. suggests (suggested); 7. offered; 8. suggests (suggested); 9. offered; 10. suggests (suggested)

Exercise 30 1. Mother suggests a visit to the theatre (going to the theatre). 2. Mother suggests our going to the theatre (that we should go to the theatre). 3. I offer to buy tickets for this performance tomorrow. 4. At the end of the interview they offered me (I was offered) a job. 5. Sally suggested our going (that we should go) for a swim. 6. Dan suggested a different plan. 7. Willy: a) offered to do it this way; b) suggested doing it this way. 8. Polly offered Mrs Stein 20 dollars for the picture. 9. He didn't even offer me a cup of tea. 10. I suggest we should stop (our stopping) for a cup of coffee.

Exercise 32 1. Sorry, I'm not used to talking to strangers. 2. He got used to reading serious books when he was a child. 3. When he was young, he used to ride a bike to work and he liked it. 4. We used to go to a coffee

shop on Saturdays and eat tasty cakes. 5. I used not to like flying. 6. I'm afraid I'm not used to sea voyages. 7. In India we got used to riding elephants. 8. It's good to get used to watching English films.

Exercise 33 1. watching; 2. to telephone; 3. to switch; 4. travelling; 5. to ring; 6. dancing; 7. to post; 8. meeting; 9. to lock; 10. seeing

Exercise 34 1. eating; 2. to say; 3. to take; 4. talking; 5. to look; 6. crying; 7. to get; 8. to pick up

Exercise 35 1. telling; 2. to tell; 3. to inform; 4. being; 5. taking; 6. to ask; 7. staying; 8. to ask

Exercise 36 1. to visit; 2. bringing; 3. taking; 4. to go; 5. to watch; 6. to use; 7. removing; 8. smoking

Exercise 39 (*Sample version*)

1. *Alice*: ...

Dan: Hello! It's Dan here.

A: ...

D: I'm fine, thank you. Is Sally in? Can I speak to her?

A: ...

D: Sorry, unfortunately I'll be busy after 5.

A: ...

D: Yes, please. Could you tell her that I'd like to have a word with her?

A: ...

D: Thank you. Bye!

A: ...

2. *Alice*: Hello? Who's that speaking?

Pauline: ...

A: Yes, he is. Hold the line, please. I'll call him.

Robin: Hello, it's Robin here.

P: ...

R: Hello? Robin speaking ... Hello? Is that you, Pauline? Can you hear me well?

P: ...

R: Thanks for calling.

P: ...

R: See you.

Exercise 41 1 — phone box; 2 — telephone; 3 — mobile phone (cellphone); 4 — phone cards

1. A *phone box* is a small structure containing a telephone for use by the public.

2. A *telephone* is a device used for speaking to someone in a different place.

3. A *mobile phone* is a telephone which one can carry with one.

4. A *phone card* is a plastic card which is used in some pay telephones instead of money.

Exercise 42 1. g; 2. d; 3. b; 4. e; 5. a; 6. f; 7. c

Exercise 43 1. Подождите, пока я не буду готов(а). 2. Крепость продержалась шесть недель. 3. Идите (продолжайте идти) вниз по дороге, пока не дойдёте до железнодорожного вокзала. 4. Джон придержал собаку. 5. Не вешайте трубку. 6. Дождь шёл не переставая целый день. 7. Он поздоровался и протянул мне руку. 8. Алику удалось сдержать свой гнев и избежать драки. 9. Мы должны сдерживать врага до наступления темноты. 10. Маленькая девочка держала маму за руку. 11. Начинайте, я подожду здесь до тех пор, пока не придут остальные.

Exercise 44 1. on; 2. out; 3. in; 4. on; 5. on; 6. in; 7. off; 8. on; 9. on; 10. off

Exercise 45 A. *limited* — ограниченный; *to head (for)* — направляться; *injures* — травмы, повреждения; *incapable* — неспособный; *distant* — удалённый, отдалённый; *vacancy* — вакансия; *uncomplimentary* — нелестный

C. 1. Выбор был весьма ограниченным: мы могли поехать либо в Оксфорд, либо в Кембридж. 2. Мальчики направились домой. 3. Боб упал с лестницы, и у него серьёзные травмы. 4. Макс не может сосредоточиться на том, что делает. Он не способен ничего выучить. 5. Она изучает далёкие звёзды. 6. У нас есть вакансия для машинистки, но нет вакансии для секретарей. (Но все места секретарей заняты.) 7. Мой учитель весьма нелестно отзывался о моей контрольной работе, хотя не очень-то строго её критиковал.

Exercise 47

Nouns: 1. f; 2. c; 3. d; 4. a; 5. e; 6. b

Verbs: 1. a; 2. d; 3. e; 4. b; 5. c; 6. f

Adjectives: 1. c; 2. g; 3. d; 4. f; 5. a; 6. b; 7. e

Adverbs: 1. c; 2. a; 3. d; 4. b

Exercise 48 1. heading; 2. ability (abilities); 3. obvious; 4. passionately; 5. memories; 6. enclose; 7. glorious; 8. gifted; 9. distant; 10. floating; 11. idle; 12. point; 13. flame(s); 14. absorbed; 15. marvellous

Exercise 49 1. on; 2. to; 3. of; 4. out; 5. into; 6. for; 7. with; 8. in

Exercise 50 (*Sample version*)

1. Sorry, he is almost illiterate. 2. He finds it marvellous. 3. She wastes so much money on clothes and entertainments. 4. I do. She was told they didn't have any vacancy. 5. He says it will be some distant land. 6. I think

there were some nice photos enclosed (with it). 7. I think the answer is obvious. It was really glorious. 8. He was a very gifted commander, who helped a lot to win the war.

Exercise 51 » **un-**: uncomplimentary, unflavoured, uncreative, unexciting, unfulfilling, uninteresting, unpopular, unprestigious, unrewarding, unrequired, unlimited, unwrapped, uninjured; **in-**: inaccurate, incapable, independent, inexpensive; **il-**: illiterate; **im-**: immoral; **ir-**: irregular

Exercise 52 »

1. My parents don't let me smoke. 2. Are you sure your mum will let you go with us? 3. ... her granny did not let her. 4. He never lets me drive his car. 6. Let me explain.

Exercise 53 » 1. lying; 2. lay; 3. laid; 4. lie; 5. laying; 6. lay; 7. lay; 8. lying; 9. lied; 10. laid; 11. lie; 12. laid

Exercise 54 » 1. b; 2. a; 3. a; 4. d; 5. a; 6. d

Exercise 55 » 1. c; 2. c; 3. a; 4. d; 5. d

Exercise 57 » A. The moment when he wrote down his first story.

B. 1. f; 2. a; 3. d; 4. b; 5. e; 6. g; 7. c

Exercise 58 » A. 1. d; 2. g; 3. e; 4. c; 5. a; 6. f; 7. b

B. 1. hold the view; 2. it's little wonder; 3. in your own good time; 4. turn down the offer; 5. headed for; 6. a month's leave; 7. apart from that

Exercise 59 » 1. hold the view; 2. was given a week's leave; 3. headed for; 4. it was little wonder; 5. to turn down his offers; 6. apart from that; 7. in my own good time

Exercise 60 » 1. Boarding. 2. Talking in the dormitories and running in the corridors. 3. They didn't think much of it. They thought the boy was incapable of putting his words on paper, that his vocabulary was limited, he was idle and illiterate and didn't have any interesting ideas. 4. As he was not going to become a doctor, a lawyer, a scientist, an engineer or some other kind of professional, he saw little point in wasting time in these universities. 5. He wanted to go abroad. 6. To East Africa. 7. He saw great sandy deserts, Arab soldiers on camels, palm trees and flying fish. 8. He became a war pilot in RAF. 9. He flew for about 3 years (from 1939 to 1941) and stopped flying because of his injuries. 10. He was sent to Washington, D.C. as assistant air attaché. 11. C. S. Forester, a famous British writer (did). He wanted Dahl to tell him about Dahl's war adventures. 12. He was too much concentrated on the duck he was eating and he thought he was not good at telling stories aloud. 13. He called it "A Piece of Cake".

14. It was *The Saturday Evening Post*. 15. C. S. Forester wrote that the story was marvellous and that R. Dahl was a gifted writer.

Exercise 61 » 1. f; 2. i; 3. d; 4. j; 5. a; 6. g; 7. b; 8. h; 9. c; 10. e

Exercise 62 » 1. invents; 2. obeyed; 3. entered; 4. depends; 5. trained; 6. shot; 7. crashed, burst; 8. write; 9. required, found; 10. floated; 11. seemed; 12. received; 13. enclose

Exercise 63 » 1. Arabic; 2. Arab; 3. Arab; 4. Arabic; 5. Arabic; 6. Arabian; 7. Arabian; 8. Arab, Arabic; 9. Arabian; 10. Arabian; 11. Arab

Exercise 65 » 1. Because he was not going to become a writer, he didn't get any special education and became a writer by chance. 2. Because his school was traditional for those times, with a lot of fierce discipline and strict rules that had to be obeyed. He was much criticized by his teachers and felt unhappy. 3. All his written papers in English composition were severely and sarcastically criticized by his teachers. 4. He didn't go to university as he didn't want to become a professional person and was not going to waste his time. 5. Because they promised to send him abroad which he wanted to do. 6. He saw a lot of unusual and marvellous things he had never seen before and had dreamt of seeing them all his life. 7. He thought that was his duty. 8. He had been badly injured. 9. Because Dahl had taken part in the war actions himself and C. S. Forester hadn't and the writer wanted Americans who had just entered the war to know more about the war and help the countries fighting with Hitler. 10. He was thrilled and it was a challenge for him. 11. Because he didn't think he was a good storyteller and it was difficult for him to talk and eat at the same time. 12. Because he had a gift for writing and was writing about the things he knew only too well. 13. Because the first story was a huge success.

Exercise 70 » The Second World War began in September 1939. Britain was involved in the war from the beginning. The USSR (Russia) became a member of the Allied Forces in the summer 1941 after the German troops moved onto the territory of the country and began bombing it. The USA entered the war in December 1941 after the Japanese attack on the American base Pearl Harbor in Hawaii. The war ended when Germany having surrendered in May 1945 with the Allied Forces occupying Berlin, the capital of Germany. But Germany's ally Japan went on fighting. In August 1945 the American Army dropped atomic bombs on Japanese cities Hiroshima and Nagasaki. Thanks to the efforts of the Soviet Army in the Far East Japan surrendered as well.

Exercise 71 » 1. the mass media; 2. a headline; 3. an edition; 4. an issue; 5. a review; 6. a feature; 7. an obituary; 8. the leading article; 9. a daily;

10. a tabloid; 11. a broadsheet; 12. a channel; 13. a remote control; 14. a soap opera; 15. a newscaster (newsreader)

Exercise 72 » A. 1. various editions; 2. current events; 3. foreign (international) news; 4. home news; 5. advertisement(s); 6. classified advertisements; 7. strip cartoons; 8. cartoons; 9. comments; 10. politics and economics; 11. review; 12. readers' letters; 13. recipes for cooking; 14. an accurate, informative, impartial edition (issue); 15. to give a wide coverage of current events; 16. to cater for all opinions (to satisfy any taste); 17. a freelance journalist; 18. to subscribe to one's favourite editions; 19. to provide (offer) information on various subjects; 20. to keep an eye on events; 21. a feature (article)

B. 1. mass media; 2. to broadcast TV programmes; 3. to show programmes live; 4. to show programmes in recording; 5. cable and satellite television; 6. to switch over from channel to channel (to surf the channels); 7. a wide choice of programmes; 8. a music request programme; 9. a feature film; 10. a quiz (game) show; 11. a TV viewer; 12. a commentator; 13. a newscaster (newsreader); 14. to be concerned about something; 15. to be addicted to television; 16. violence and crime; 17. commercials on television

Exercise 74 » A. 1. National newspapers are sold in the whole country, but local newspapers are mostly sold in a certain area of the country.

2. Morning papers come out and are sold in the morning, but evening papers come out and are sold late in the afternoon and in the evening.

3. Serious papers present information in a more serious manner but popular papers present information in an easier, more popular manner. Also popular papers tend to be smaller in size (they are usually tabloids) and publish more pictures, cartoons and other material designed to entertain.

4. Magazines are thicker and more colourful than papers. Their pages are held together with staples. They are published on better paper and usually have a lot of photos and pictures. Magazines tend to be special interest editions. They are much more expensive than newspapers.

5. Announcements just give out some information orally or in writing, but advertisements give out information to sell a product or a service.

6. A report gives an objective statement about something but a comment analyses events.

7. A serial is a written or broadcast story appearing in parts, but a strip cartoon is a story in pictures.

B. 1. Advertisements are typical of newspapers but commercials appear on television.

2. TV journalists make all sorts of programmes for television. Art critics may appear on television too, but they speak (or write) specifically about arts, analysing a certain book, film, picture, *etc.*

3. A TV commentator usually analyses certain events, but a newscaster reads out the news in the news programmes.

4. A quiz show is a TV game where players answer questions and get prizes for playing well, but a talk show is a TV programme where a certain subject is discussed.

5. A music programme is a programme where music is performed at the choice of the people who make it, but a music request programme performs mostly the pieces ordered by the TV viewers or radio listeners.

6. A serial is any kind of story appearing in parts, but a soap opera is a television or radio programme about the daily life and troubles of characters in it. Such programmes are broadcast regularly.

7. A TV fan is just a television lover, but a person addicted to television has an uncontrolled love of TV and stays glued to the screen for hours.

Exercise 75 » 1. to turn the television off; 2. to turn the volume up; 3. to cater for everyone's taste; 4. to discuss current events in detail; 5. home news; 6. to love TV, to be a TV fan, to be addicted to television

Exercise 76 » (*Sample version*)

1. How to understand new technology. The article may be about the new developments in the field of technology.

2. Information from or about computer sites. The article may be about new websites that have just appeared in the Internet or the new information in the sites.

3. The delegates of a certain conference or meeting taking place in Blackpool are discussing plans and projects of their future work. The article may be about the above-mentioned conference or meeting.

4. A RAF man becomes a member of National Council. The article may be about how he became a National Council member, his political career.

5. Military vehicles are displayed in an exhibition. The article may be about a new exhibition of military equipment opened at some place.

6. Pension reform is introduced and discussed. The article may be about a new pension reform.

7. Time has come to look at NATO and its activity from a different point of view. The article may be about the position of NATO in the modern world.

8. The best songs of week or month. The article may be about the regular rating of pop singers (groups).

Exercise 79 » 1. c; 2. a; 3. b

Аудиокурс к разделу

Get Ready for Your State Final Assessment

Unit 1

No. 1. Exercise 1. *You will hear four short dialogues (A—D). Decide where they take place (1—5). You don't have to use one of the indicated places.*

Dialogue A

A: That seems a nice place to have a meal.

B: Yes, I like it too. What would you have your porridge with?

A: You know, I'm from Scotland and always have it with salt.

B: You do, don't you? But I'll have mine with milk and sugar or honey.

A: Tea or coffee?

B: Coffee, I think. Where do we pay?

Dialogue B

A: Can I help you, sir?

B: I would like to have a room for my wife and me.

A: For how many nights, sir?

B: For 3 nights, please.

A: Would you like a twin room or a double room?

B: A twin room, please. Is breakfast included?

Dialogue C

A: Where are our seats?

B: In the stalls. Row seven, seats 12 and 13.

A: Oh, you've bought very expensive tickets. But we can see the stage very well.

B: Where can I buy a programme?

A: Stay here. I'll go and buy it.

B: Will you? That's nice of you. Thanks.

Dialogue D

A: What do you think of this landscape?

B: In my opinion it is a very unusual picture.

A: Do you know who the artist is?

B: Just a minute, let me read his name. It is a certain Victor Pavlov.

A: I have never heard this name before.

B: Neither have I.

No. 2. Exercise 2. *You will hear five people speaking (A—E). Match what they say with the statements (1—6). You don't have to use one of the statements.*

A. Music is one of the performing arts. Its history runs into the past.

Music appeared long before written languages. Because music was not written down or recorded, that nearly all early music is lost to us. We know, for example, that early Greek drama included music and dance, but only the words are known to us. We are not certain how those melodies sounded.

B. No special knowledge is necessary if you want to listen to music but much study is required to become a music performer. People start taking lessons of music at an early age. And yet not all of them no matter how talented they are turn into brilliant performers. A person should possess will, determination, they should study a lot to develop their skills if they want to succeed.

C. Music plays an important role in our life. Music is everywhere. To many people music is the world where they live. It wakens their emotions, it brightens their life, it gives strength to many people, helps them to move forward and achieve their goals. Music develops their personality. Through music people can observe the world in a different light.

D. Music consists of sounds. Sounds can be high and low, they can be very loud but they also can die out. Each sound maker or any musical instrument has its own particular sound. But all sounds are made by vibration. If you strike a guitar string, it also vibrates and sends out similar waves. These waves, which we perceive with our ears we call sound.

E. Just how jazz came to be is not clear. By 1900, black musicians playing in clubs and on river boats around New Orleans had created this new variety of music. It differed from both serious and popular music of those days and it had a lot of improvisation. Jazz compositions were not written down. Great jazz performers played by ear and improvised, never performing the same tune the same way twice.

No. 3. Exercise 8. *Take part in a telephone survey. You have to answer six questions. Give full answers to them.*

Electronic assistant: Hello! It's the electronic assistant of the Modern Technology Club. We kindly ask you to participate in our survey. Please answer six questions. We need to find out what people feel about computers nowadays. The survey is anonymous — you don't have to give your name. So, let's get started.

Electronic assistant: What form are you in?

Student: ...

Electronic assistant: What is in your opinion the role of computers in our life?

Student: ...

Electronic assistant: In what spheres can computers be especially helpful?

Student: ...

Electronic assistant: How well is your school equipped with computers?

Student: ...

Electronic assistant: Why do more and more people say that computers are dangerous?

Student: ...

Electronic assistant: What can happen to a person spending too much time in front of the computer?

Student: ...

Electronic assistant: This is the end of the survey. Thank you very much for your cooperation.

Unit 2

No. 4. Exercise 1. You will hear four short dialogues (A—D). Decide where they take place (1—5). You don't have to use one of the indicated places.

Dialogue A

A: Jane, do you see any mistakes on the blackboard?

B: I'm not quite sure, Miss.

A: What about the spelling of the noun "daughter"?

B: Oh, yes, Miss. This word is misspelt.

A: Jane, will you come up to the blackboard and correct the mistake?

B: Certainly, Miss.

Dialogue B

A: I've brought these books back and would like to take something else to read.

B: Very well. What's your name?

A: Peter Brown. My name is Peter Brown.

B: Right, Peter. So what are your interests now? Do you know what book you are going to take this time?

A: I can't tell you its name, sorry. But I would like to find some information about the history of the Olympic Games. Can you help me?

B: Certainly I can. Just a minute.

Dialogue C

A: James, can you stop the car? I would like to buy some food.

B: What exactly would you like to buy?

A: Some vegetables, milk, bread, a piece of meat.

B: Then, let's go to the nearest supermarket.

A: But do you know where it is? How long will it take you to find the shop we need?

B: Several minutes, I think. I'll just have a look at the map.

Dialogue D

A: Alice, I think I would like a box of ice cream.

B: This box looks very appetizing!

A: Yes, I'm putting it into the trolley.

B: Sorry, George, there is one more thing I forget.

A: What is it?

B: A jar of honey. Do you know where I can find it?

No. 5. Exercise 2. You will hear a talk of two friends. Choose the appropriate answers to questions (1–6) and write them into the boxes.

Career Adviser: Well. Paul, last time we met you said you were not sure about what you would like to do after your exams.

Paul: That's true. I'm really in two minds about it.

Career Adviser: You promised to think about it again and ask for your parents' advice.

Paul: Right. I did. My mum would like me to go on with my education. She says that a general secondary education is the necessary start for every teenager.

Career Adviser: Is your father of the same opinion?

Paul: He is not so sure. But he definitely would like me to be an engineer or a computer programmer. My dad is an engineer himself.

Career Adviser: Well, these are very popular occupations, especially a computer programmer.

Paul: I know. But I'm not at all certain that I would like to work with any kind of machinery in the future.

Career Adviser: So you don't want to follow in your father's footsteps, do you?

Paul: Actually not. I don't like this idea at all.

Career Adviser: And what would you like to do?

Paul: I think I'd like to work with people.

Career Adviser: Doing what?

Paul: I'm thinking about working in a bank.

Career Adviser: Why a bank?

Paul: It means meeting people and besides banks pay you well.

Career Adviser: That's true, but you'll need a university education if you want a career in banking.

Paul: Yes, I understand.

Career Adviser: And that leads us to your decision where to prepare for your state exams.

Paul: But I'm not quite certain about going to university.

Career Adviser: You aren't, are you? How good are you at maths?

Paul: I've been thinking about it. I can't say my results are very good but they aren't so bad either.

Career Adviser: Why not take a course of economics?

Paul: It's not a bad idea.

Career Adviser: I think it may suit you, but it means a lot of hard work during you last years at school.

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

No. 6. Exercise 8. *Take part in a telephone survey. You have to answer six questions. Give full answers to them.*

Electronic assistant: Hello! It's the electronic assistant of the Save the Forest Club. We kindly ask you to participate in our survey. Please answer six questions. We need to find out what people feel about ecological problems. The survey is anonymous — you don't have to give your name. So, let's get started.

Electronic assistant: Where do you live?

Student: ...

Electronic assistant: What in your opinion are the most serious ecological problems in the world now?

Student: ...

Electronic assistant: In what way can you characterize the ecological situation in the place where you live?

Student: ...

Electronic assistant: How many forests are there in your region?

Student: ...

Electronic assistant: What wild animals are common in your countryside?

Student: ...

Electronic assistant: In what way can you, your friends and other people help to improve the ecological situation?

Student: ...

Electronic assistant: This is the end of the survey. Thank you very much for your cooperation.

Unit 3

No. 7. Exercise 1. *You will hear five people speaking (A—E). Match what they say with the statements (1—6). You don't have to use one of the statements.*

A. The power of colour has been known since ancient times. For the Ancient Egyptians and the Celts in Britain colour was an important part of life. In many ancient civilizations, people painted coloured circles and lines around their eyes and mouths. Originally they did this to please their gods and send away evil spirits. In fact, they recognized the magical power of colours.

B. Ancient people understood that colour could be used to make their faces and bodies beautiful. Colours first were used to distinguish between different tribes and also between males and females. Body painting is one of the most ancient arts and today it is coming back into fashion.

C. Eventually the colours of our clothes became just as important as those used for painting the body. Clothes are a symbol of power. The power in the clothes affects both the person who wears them and the people around

him or her. So it's important to choose the colours carefully. For example, wearing red clothes can increase our energy levels. The green colour is known to calm the nerves.

D. The mysterious Aztecs and Maya people thought that every colour had a meaning, either positive or negative. For example, yellow was a symbol of the sun and of ripe corn growing in the fields. Green showed that the person who was wearing that colour had royal ancestors. Red stood for blood. Black symbolized war and death.

E. Today we can speak about fashionable colours. Fashion dictates not only the clothes we wear but the colours too. Nowadays every colour under the sun seems available. We can choose strawberry-red or bright orange, pink or lilac. The best thing is to go for the colours that suit you best. Choose a colour that helps you to reflect your personality, that makes you feel confident and relaxed.

No. 8. Exercise 2. *You will hear a talk of two teenagers. Choose the appropriate answers to the questions (1–6) and write them into the box.*

Ann: I hear, Max, that you are going to learn English. Have you chosen what English to learn?

Max: What do you mean, Ann? Are there different Englishes?

Ann: Well, my answer is “yes” and “no”.

Max: I don't think I understand you.

Ann: I'm speaking about British English and American English.

Max: Do you want to say that they are different languages?

Ann: No, no, I don't mean that. English is the language that is spoken in Britain and in the USA but there are different varieties of English in the world.

Max: Really?

Ann: Yes. English spoken in Great Britain is different from English spoken in the USA, though American English and British English don't differ much.

Max: What do you mean when you say there is not much difference between them? Can you explain it?

Ann: Yes, I can. Both varieties of English, British English and American English have lots of words which are the same and their grammar systems are nearly the same too.

Max: But my friends who are learning English say that sometimes it's very difficult for them to understand Americans.

Ann: It is true. American English has certain phonetic features different from British English.

Max: Is it possible to speak about a specific American accent?

Ann: Quite so. Sometimes it's really very difficult to understand those who speak American English for people learning British English.

Max: So, the problem is which English to learn British or American, isn't it?

Ann: It is, but it's really very difficult to choose.

Max: Why? Don't we know which of the two is preferable in the world today?

Ann: I'm not sure we do. There is no easy answer to this question, but it's a fact that many people prefer to learn British English.

Max: Why so?

Ann: It is often called "Queen's English" and many learners find it more fashionable.

Max: I see. So what variety should I choose?

Ann: I think either will do, but remember that in real life lots of people speak American English.

No. 9. Exercise 8. *Take part in a telephone survey. You have to answer six questions. Give full answers to them.*

Electronic assistant: Hello! It's the electronic assistant of the Music Regional Club. We kindly ask you to participate in our survey. Please answer six questions. We need to find out what people think about modern trends of music. The survey is anonymous — you don't have to give your name. So, let's get started.

Electronic assistant: What's your job or occupation?

Student: ...

Electronic assistant: How often do you visit jazz concerts or other musical performances?

Student: ...

Electronic assistant: Who do you usually go to such performances with?

Student: ...

Electronic assistant: Which groups do you prefer to listen to — those famous in Russia or internationally known?

Student: ...

Electronic assistant: When were you at the musical concert last?

Student: ...

Electronic assistant: What is your favourite group?

Student: ...

Electronic assistant: This is the end of the survey. Thank you very much for your cooperation.

Unit 4

No. 10. Exercise 1. *You will hear four short dialogues (A, B, C, D). Decide where they take place (1–5). You don't have to use one of the indicated places.*

Dialogue A

A: Good morning. How can I help you?

B: Good morning. Yesterday I was taking a ride on a double-decker and left my jacket there. You see, it was hot, so I took the jacket off and put it on the seat next to me and when the tour was over I forgot all about it.

A: Was it a sightseeing tour bus then?

B: Yes, it was. I got off at Piccadilly. I thought the jacket might have been handed over to the driver.

A: Is it a red and white leather jacket?

B: No, actually, mine is all white.

Dialogue B

A: Can you take me to King's Cross, please?

B: Do you mean the railway station?

A: Yes, please. My train departs in about forty minutes. Do you think we can make it?

A: I hope so. The traffic is not so heavy at the moment. There may be a slight problem in Piccadilly Circus though, it is often busy.

B: I see. Let's hope for the best.

A: Fasten your safety belt, will you?

Dialogue C

A: Would you prefer to fly?

B: Oh, no! My wife doesn't like flying. It's a kind of phobia, you know.

A: Shall I book train tickets for you then?

B: Yes, please. We'll need four tickets as our two children are travelling with us.

A: Very good. What date are you aiming at? You said you wanted to set off in early August, didn't you?

B: Yes, some time between the third and the seventh.

Dialogue D

A: And what do you think about this white jacket? I think it may go nicely with your new jeans.

B: It's not bad. What is it made of?

A: The label says "genuine leather".

B: Leather!? No way. I stopped wearing leather long ago.

A: Oh, sorry, I forget you're green. Look for something else then. I like this brown jacket with a fur collar.

B: I hope that this is faux fur. Let me have a closer look at it.

No. 11. Exercise 2. *You will hear five people speaking (A–E). Match what they say with the statements (1–6). You don't have to use one of the statements.*

A. Preparing for exams can be very tiring. When I feel tired while studying, I drink lots of coffee. Also I have a very important rule — I make sure I sleep well the night before the exam. I sleep for at least eight hours. Then I feel really awake the next day. Before I go to sleep, I put on a CD and listen to my favourite singer. Sometimes I read a book or a magazine but I never revise for the exam the night before it.

B. I try not to worry too much about exams. I continue to meet up with my friends while exams are on. We hang out, go to the cinema and to other places. As well as that, I do a lot of exercise. The night before an exam I try to have a good work-out because I know one thing for sure — my brain functions much better if I feel in good shape.

C. I usually panic before my exams. If I want to cope with my panic, I have to watch the time very carefully through the exam. So I do a lot of planning beforehand. I plan how much time I will spend on each question. I make some notes on the answers too. Thus I go through all the questions methodically and carefully and try to ignore my friends who say, “Are you still on question three? I’m already doing question twelve.” When I listen to them, I start to panic.

D. I feel stressed and panicky long before exams begin and I always think that I haven’t got enough time to prepare for them. In the past I used to spend time worrying instead of studying, but now I have a different approach. I talk things over with my parents and teachers. They often give me very good advice. Besides, talking about problems helps me to stop worrying, to get all my anxieties into the open.

E. I have a problem: I can concentrate on studying only for a limited time. I know about this problem, so I stop every hour for ten minutes while I’m preparing for exams. If I don’t do it, I get tired and my brain stops functioning. During my short breaks I may go for a walk around the block to clear my head or just sit and think about something else to take my mind off the exams. After such a break I get back to my books. I never drink strong coffee to keep me working. I know that it’s not healthy.

No. 12. Exercise 8. *Take part in a telephone survey. You have to answer six questions. Give full answers to them.*

Electronic assistant: Hello! It’s the electronic assistant of the Inventors Regional Club. We ask you to participate in our survey. Please answer six questions. We need to find out what people think about modern inventions. The survey is anonymous — you don’t have to give your name. So, let’s get started.

Electronic assistant: How old are you?

Student: ...

Electronic assistant: In what way does the progress in science and technology influence our lives in a positive way?

Student: ...

Electronic assistant: What are some of the negative trends of such influence?

Student: ...

Electronic assistant: What gadgets do you never or rarely use?

Student: ...

Electronic assistant: What are the three inventions you would miss most?

Student: ...

Electronic assistant: Why would you miss them?

Student: ...

Electronic assistant: This is the end of the survey. Thank you very much for your cooperation.

Unit 5

No. 13. Exercise 1. *You will hear four short dialogues (A–D). Decide where they take place (1–5). You don't have to use one of the indicated places.*

Dialogue A

A: Is that you, Andrew? It's been a long time!

B: Oh, hi, Jane! How are you doing? Still teaching in this school?

A: Yes, I am. The school has definitely become my second home. Only yesterday I was telling my pupils about you and about how proud I am to have been your classmate.

B: Please don't. I'm no more than a journalist working for a local paper.

A: That may be so, but the whole town is discussing your articles. They do give so much food for thought.

B: Thanks, Jane, you're very kind.

Dialogue B

A: Look, it's getting really dark and the wind's become stronger. I'm sure it's going to rain.

B: So the weather forecast in the local paper was not mistaken this time.

A: Did you know about the rain? Why didn't you tell me? It's not fair!

B: There's nothing to worry about: I've got a couple of raincoats in my backpack. Besides, we can always hide under a tree and wait till the rain is over.

A: Oh, no. I don't want to stay out in this weather. Let's go back to the hotel.

B: All right. It's beginning to rain and the wood doesn't look friendly anymore. What a pity, our walk has been spoilt.

Dialogue C

A: I can say that we have one of the greatest collections of tropical plants here.

B: May I ask you if the air here is always kept so warm and humid?

A: Yes, it is. It's exactly what these plants need. You know, we are trying to imitate the conditions of a rainforest.

B: And where can I see cactuses? Somebody told me that you have a number of rare species here.

A: It's true. If you're interested in them, I can show you the way to where they are. It'll take us about five minutes or so.

B: Thank you very much. Is there a shop? I'd like to buy some specialist literature about desert plants.

Dialogue D

A: Are you looking for any particular type?

B: You know, today is my mum's birthday, and I'm looking for something special, something no one else will give her.

A: And what is her taste in flowers? What do you think she would prefer?

B: She loves them all. Wait a minute ... Some years ago she took me to the botanical garden and I remember how much she admired the orchids there.

A: Orchids are a very good choice for a special occasion. We have several kinds here. Let me show you.

B: Thank you. I'm sure orchids will be just right.

No. 14. Exercise 2. *You will hear a talk of two friends. Choose the appropriate answers to the questions (1–6) and write them into the boxes.*

Kate: I say, Jeff, how was your holiday?

Jeff: To be honest, it was somewhat disappointing.

Kate: Why? What happened? I remember you'd booked a very good hotel on the coast. It sounded so promising.

Jeff: It did, didn't it? Unfortunately certain things went wrong from the very start.

Kate: What are you talking about?

Jeff: First we had problems getting there. Our flight was delayed because of some emergency at the airport. So we nearly missed our ferry and both my mum and sister got really nervous and annoyed and I had to calm them down.

Kate: You've always been good at it. As far as I understand you made it to the ferry and got to the place safe and sound.

Jeff: Only just. The sea was stormy and Tracy was seasick all the way to dry land.

Kate: Poor thing.

Jeff: The hotel turned out to be not so comfortable as we hoped it would be and quite a distance from the beach.

Kate: Didn't they promise a "gorgeous view" in their prospect?

Jeff: They did. Actually, the view was beautiful; only it wasn't a view of the sea.

Kate: Advertisements can't always be trusted. Did the weather smile on you?

Jeff: It wasn't bad. Two rainy days, and ten days of hot and sunny weather. We swam a lot and spent most of the time on the beach. When I say we, I mean myself and mum, because Tracy got sunburned on the very first day we came to the seaside and even stayed in bed for some time with a running temperature.

Kate: How did it happen? Didn't you and your mother warn her about possible sunburns?

Jeff: Of course we did. But you know Tracy. She just wouldn't listen.

Kate: Typical of a rebellious teenager, isn't it?

Jeff: I was so happy that mum was there. But for her, I would have packed my bag and run away as soon as I could. Tracy kept complaining all the time about being bored, there was nothing to please her, literally nothing.

Kate: I'm sorry you felt that way, Jeff. Now I understand why you never emailed to me and never gave me a call. You didn't want to admit that the holiday was far from ideal.

Jeff: No, Kate, you don't understand. The worst thing was that the telephone connection was bad and, believe it or not, there was no Internet!

No. 15. Exercise 8. *Take part in a telephone survey. You have to answer six questions. Give full answers to them.*

Electronic assistant: Hello! It's the electronic assistant of the Travellers Club. We kindly ask you to participate in our survey. Please answer six questions. We need to find out what people feel about travelling. The survey is anonymous — you don't have to give your name. So, let's get started.

Electronic assistant: What's your job or occupation?

Student: ...

Electronic assistant: What is the farthest trip you've ever made?

Electronic assistant: What is the most pleasant trip you've ever made?

Student: ...

Electronic assistant: What means of travelling do you prefer?

Student: ...

Electronic assistant: Where would you like to go if you had a chance?

Student: ...

Electronic assistant: Why do people go travelling?

Student: ...

Electronic assistant: This is the end of the survey. Thank you very much for your cooperation.

Unit 6

No. 16. Exercise 1. *You will hear five people speaking (A–E). Match what they say with the statements (1–6). You don't have to use one of the statements.*

A. T. S. Eliot was a poet, playwright and critic. Some people say that he was the most important poet of the 20th century. Although he was born in the United States, he spent most of his life in England and became a Briton. Eliot wrote about the need for people to have strong moral and religious beliefs. His poetry is not always easy to understand because it combines references to myths, history, and literature as well as scenes of modern life.

B. Emily Dickinson was one of America's greatest poets. Her poems can be hard to read. She wrote about the difficulty of understanding the world, and of how quickly and strangely life passes. Emily was a reserved person. She refused to publish any of her poems during her life. She lived all her life at her parents' home in Massachusetts. We don't know much about her personal life.

C. Walt Whitman was the greatest poet of the 19th century. Whitman was born in New York, worked as a teacher and a journalist. His collection of poems *Leaves of Grass* was first published in 1855. During the Civil War, Whitman served as a nurse in a Washington hospital. When President Lincoln died, Whitman expressed his feelings in one of his best-remembered poems *O Captain! My Captain!*

D. Walter Raleigh was an English knight at the court of Elizabeth I. He was a soldier, explorer, historian and poet. He travelled to the New World and introduced potatoes and tobacco smoking to the English. Sir Walter Raleigh spent 13 years as a prisoner in the Tower of London and finally was executed. Raleigh wrote some very beautiful sonnets.

E. Edgar Allan Poe was an American poet, critic, and short story writer. For many years people thought that he was just a writer of entertaining suspense and mysterious stories. Today it is believed that his work was much more important than that. His influence on many artists during his life and later was really great. His best-known poem is *The Raven* — one of the most powerful and mysterious pieces of poetry ever.

No. 17. Exercise 2. *You will hear a talk of two friends. Choose the appropriate answers to the questions (1–6) and write them into the boxes.*

Susan (on the phone): Hello.

Tim: Hello. Is that Susan?

Susan: Speaking.

Tim: Hi, Susan. It's Tim, Tim Watson here. Remember me?

Susan: Tim! Hi! How are you doing?

Tim: I'm fine, thanks. And how are you? How's the family?

Susan: Not bad, thank you. What's new?

Tim: Oh, nothing in particular. Susan, I'm calling about our homecoming party.

Susan: Oh, yes, I remember. On the seventh, right? I'm really looking forward to it.

Tim: So you've got my email. Great. I've called nearly everyone by now. Practically the whole class will be there.

Susan: I can't wait to see all the friends and share the news.

Tim: Listen, Susan, we've decided that everyone will contribute something to the meal. Have you got any ideas? I'm just trying to make sure that we have various things.

Susan: I see. I can bring some salads or make fancy sandwiches. What do you think?

Tim: Mary White is making salads and Colin says his sister will make some sandwiches for us. She is just taking a course of home cooking and is eager to have some practice.

Susan: How nice of her. But what can I do? You tell me then. You have all the information. What do we need?

Tim: Let me see ... We don't need any fruit — there'll be plenty, we don't need any cheese or cooked meat either ... Why don't you make a cake or biscuits, we don't have enough sweet things to go with tea.

Susan: I'm not very good at baking, Tim, but I know a wonderful little bakery not far from my place. They sell most delicious fruit cakes. I can buy a dozen, no, a dozen won't be enough — two dozens. Is anyone taking care of tea and coffee?

Tim: I'm bringing ground coffee for the coffee machine but I'm not sure that anyone is buying teabags.

Susan: I'll do it then. I'll buy a big box of assorted teabags.

Tim: Sounds great. Well, it's been nice talking to you, Susan. I hope to see you on Friday night at about seven thirty in the school assembly hall.

Susan: I'll be there. By the way, Tim, is anyone getting flowers for Miss Rider? She'll be there with us, won't she?

Tim: Of course she will. I can't imagine a homecoming party without our form teacher. Thanks for reminding me about the flowers. I can buy a bunch of her favourite irises.

Susan: All right. So, see you on Friday.

Tim: That's it. Bye, Susan.

Susan: Bye. Take care, Tim.

No. 18. Exercise 8. *Take part in a telephone survey. You have to answer six questions. Give full answers to them.*

Electronic assistant: Hello! It's the electronic assistant of the Local Media Centre. We kindly ask you to participate in our survey. Please answer

six questions. We need to find out what people feel about modern mass media. The survey is anonymous — you don't have to give your name. So, let's get started.

Electronic assistant: How old are you?

Student: ...

Electronic assistant: What mass media do you use?

Student: ...

Electronic assistant: How often do you use them?

Student: ...

Electronic assistant: What makes television a popular form of mass media?

Student: ...

Electronic assistant: Who in your family listens to the radio or reads newspapers?

Student: ...

Electronic assistant: Why is the Internet so important nowadays?

Student:

Electronic assistant: This is the end of the survey. Thank you very much for your cooperation.

Ключи к упражнениям раздела Get Ready for Your State Final Assessment

Unit 1

Exercise 1 > A — 5; B — 4; C — 1; D — 3; extra — 2

Exercise 2 > A — 3; B — 2; C — 5; D — 1; E — 6; extra — 4

Exercise 3 > A — 3; B — 6; C — 5; D — 1; E — 2; F — 8; G — 4; extra — 7

Exercise 4 > 1. stood/was standing; 2. was watching; 3. had been selling; 4. my; 5. brought; 6. best; 7. reach; 8. walk; 9. have travelled/have been travelling

Exercise 5 > 1. inventor; 2. famous; 3. education; 4. mechanical; 5. scientist; 6. steamer; 7. importance

Unit 2

Exercise 1 > A — 3; B — 4; C — 2; D — 5; extra — 1

Exercise 2 > 1. 3); 2. 1); 3. 1); 4. 2); 5. 1); 6. 3)

Exercise 3 1. T; 2. T; 3. F; 4. NS; 5. T; 6. T; 7. F; 8. NS

Exercise 4 1. her; 2. came; 3. to join; 4. had been; 5. felt; 6. had been divided; 7. forgot; 8. lay/was lying; 9. was seen; 10. its

Exercise 5 1. nervous; 2. reddish; 3. bushy; 4. pointed; 5. farmers; 6. favourite; 7. rocky

Unit 3

Exercise 1 A — 2; B — 3; C — 4; D — 5; E — 1; extra — 6

Exercise 2 1. 3); 2. 3); 3. 2); 4. 2); 5. 1); 6. 3); 7. 2)

Exercise 3 A — 2; B — 5; C — 1; D — 6; E — 8; F — 7; G — 3

Exercise 4 1. were built; 2. filled; 3. cost; 4. earliest; 5. less; 6. have become; 7. are working; 8. are made/are being made; 9. were used; 10. are used/are being used

Exercise 5 1. disapproval; 2. dramatic; 3. controversial; 4. childhood; 5. management; 6. presentation; 7. shocking

Unit 4

Exercise 1 A — 4; B — 5; C — 2; D — 3; extra — 1

Exercise 2 A — 5; B — 1; C — 6; D — 2; E — 4; extra — 3

Exercise 3 1. NS; 2. T; 3. T; 4. T; 5. NS; 6. F; 7. NS; 8. F

Exercise 4 1. had been snowing; 2. lay; 3. to make; 4. more beautiful; 5. lovelier; 6. was finished; 7. will run; 8. herself; 9. dancing/dance

Exercise 5 1. entertainment; 2. inexpensive; 3. workers; 4. intellectual; 5. directors; 6. Robbery; 7. Western

Unit 5

Exercise 1 A — 5; B — 1; C — 3; D — 2; extra — 4

Exercise 2 1. 1); 2. 2); 3. 3); 4. 3); 5. 2); 6. 1)

Exercise 3 1. F; 2. T; 3. T; 4. F; 5. T; 6. NS; 7. NS; 8. F

Exercise 4 1. was told; 2. most honest; 3. haven't lived/haven't been living; 4. ourselves; 5. was frightened; 6. was dressing; 7. was taken; 8. your; 9. first; 10. be bought

Exercise 5 1. wooden; 2. accuracy; 3. uncovered; 4. extraordinary; 5. bravely; 6. excitement

Unit 6

Exercise 1 » A — 5; B — 3; C — 4; D — 6; E — 1; extra — 2

Exercise 2 » 1. 3); 2. 2); 3. 3); 4. 1); 5. 2); 6. 1)

Exercise 3 » A — 6; B — 5; C — 2; D — 7; E — 1; F — 8; G — 3; extra — 4

Exercise 4 » 1. best; 2. would go; 3. lived; 4. Wilfred's; 5. is lost/has been lost; 6. is locked; 7. getting; 8. ask; 9. will be

Exercise 5 » 1. boredom; 2. wonderful; 3. exciting; 4. favourite; 5. disposable; 6. cheerless

Аудиокурс к рабочей тетради

Unit 1

Script 1 to Exercise 1. *Listen to the interviews and say what the interviewed people do for their living.*

Dialogue 1

A: Miss Burton, let me congratulate you on your success in this international competition.

B: Thank you.

A: Do you mind my asking you a few questions?

B: No, not at all.

A: Is this the first time you have won such a prestigious contest?

B: No, it isn't. Our team came first in this competition in Vienna last year, so this is the second time. And this year's competition was a lot more difficult.

A: Really? Why?

B: All the teams came very well prepared. Also we had to perform many more complicated tasks than last year. For example, one of my models had short curly hair and it took a great deal of effort to make her look glamorous.

A: And the result was wonderful. You got the highest marks in that competition.

B: My teammate, Jack Perry, was the best in creating a casual hairdo. My other teammate, Jenny Flint, showed very good results in hairstyling.

A: Well, I'd like to congratulate you and your teammates again. Best of luck for the future.

Dialogue 2

A: Miss Holly, as far as I know, the new medicine has proved rather effective. Did you expect such good results from the preparation?

B: Oh, well, some things can be predicted while experimenting with various substances, but an experiment is an experiment and in science you can get quite unexpected results.

A: I can't follow one or two of the things you make in your report. Would you mind answering a few questions?

B: No, I don't mind.

A: What effect can the results of this experiment have on the way the illness is treated?

B: I'm not sure that sick people would be absolutely cured but, at least, the development of the illness could be stopped and I hope that no complications would set in.

A: Can the medicine be given to children or is it only for adults?

B: It depends on the dosages. But babies and nursing mothers should be excluded.

Dialogue 3

A: Miss West, may I ask you what made you choose this career?

B: I've always been fond of children. I have a younger brother and a five-year-old sister. I enjoy playing with them and teaching them.

A: You have a group of three-year-olds, as far as I know. Aren't they too young to be taught?

B: When I say "teach", I don't mean that I put them behind their desks and ask them to read from their books. I teach them through play.

A: Could you give me an example?

B: Oh, if I had to teach my children the ABC, I would teach them an "ABC" song and ask them to sing with it along.

A: I see. Is your job a difficult one?

B: I love my job. Most of the children in my group are lovely happy kids. What I find difficult is dealing with some of their parents.

Dialogue 4

A: How long have you been working here, Mr Sellinger?

B: Oh, this is my twenty-fifth year at this university and my twenty-ninth year in the profession.

A: Over this long period have you seen a lot of changes in your profession?

B: What we used to do twenty-five years ago and what we are doing now are poles apart. In those days my job mostly consisted of looking for books on the shelves and giving them out to readers. Now my job is more concerned with advising the readers what books to choose. We are very well equipped. We have computers in the catalogue room and in the reading room, as well as copying machines and other wonders of modern technology.

A: Mr Sellinger, does that mean that a person in your profession should now be better qualified for the job?

B: I think so. One should know what is being published on certain subjects all over the world. And one should be very good at working on the computer.

A: What are the things that don't change then?

B: We still have to work with people and that means being patient, understanding and helpful.

Script 2 to Exercise 2. *Listen to the text "Dr Elizabeth" and mark the sentences below true, false or not stated.*

Dr Elizabeth

Elizabeth Blackwell was one of the first women doctors. In the 19th century this profession was not associated with women and all qualified doctors in Europe and the USA were men. In those years it was very difficult for girls to become medical students and very few of them could find a job as a doctor in hospitals. Elizabeth Blackwell was one of them.

She was born in England in 1821. At the age of eleven she came to America with her family. The Blackwells settled in Ohio. When Elizabeth became a young woman, she went to Kentucky to teach. There she nursed an elderly friend through a lasting illness, and decided to become a doctor.

After graduating from medical school, Dr Blackwell could find no American hospital to work in, so she went to France. She wanted to become a surgeon. Again, finding no hospital that would take a woman doctor, she entered a French hospital as a nursing student. Elizabeth worked long hours making beds, washing patients and scrubbing floors. But she watched operations whenever she had a chance.

While caring for a baby who had an eye infection, Elizabeth too became ill. After suffering for many months she recovered to find that she had lost the sight of one eye. Her chance of becoming a surgeon was gone. But just when Elizabeth was most discouraged, she received an invitation to study at St Bartholomew's Hospital in London. When she returned to the United States, Dr Elizabeth founded the New York Infirmary for Women and Children. She died in 1910.

Today, the New York Infirmary treats over 30 000 patients yearly. And its staff of physicians has grown from two when Dr Blackwell began her work to more than 500 women and men.

Unit 2

Script 3 to Exercise 1. *Listen to the interviews and write answers to the questions.*

Dialogue 1

A: Mr Swift, my name is John Richards. I'm writing an article about schools for the paper. May I ask you a few questions?

B: Yes, certainly. Go ahead.

A: How long have you been the Headmaster of Southwark College?

B: Let me see ... I took this position about seven or eight years ago. But before I did, I had been a schoolmaster here for five years before that.

A: Have there been a lot of changes during this time?

B: Yes, quite. We live in a time of rapid changes. It's especially true about education.

A: Could you be more specific?

B: Take Southwark College. Ten years ago it was an ordinary comprehensive school. Then the local authorities decided that this area needed a sixth form college and we began taking in only sixteen-year-olds. Consequently, some of the teaching staff had to leave and others had to be employed instead.

A: What other changes can you mention?

B: Over recent years we've introduced a number of completely new subjects — Information Technology, Ecological Education, Psychology and others. We did it because universities demand these subjects nowadays.

A: What is your most pressing problem at the moment?

B: Well ... It's hard to say. In fact, I could mention more than one. Personally I feel very deeply about the fact that the number of pupils in Southwark College is getting less over the years. A couple of years ago we had classes of about 20—25 pupils. Now we are happy if we have 15.

Dialogue 2

A: Mr Douglas, what were your school years like?

B: Well, they were fun and they were a lot of work. We had five working days a week and all of them were strictly structured.

A: Was there no school on Saturday?

B: No, no lessons on Saturday but we often came to school on Saturday mornings or afternoons as many of us were involved with sports competitions, drama performances and other activities, all of them voluntary, of course. I remember I personally liked having school on Saturdays.

A: How were you organized in school?

B: My school was a single-sex boarding school. In the first five years of secondary schooling we were all in forms of about 20—25 boys but there were only three of us in the sixth form.

A: Did you have a broad curriculum while at school, Mr Douglas?

B: It was characteristic of the first three or four years of studies. During my last years at school I specialized in three subjects. Computer Technology was one of them.

A: Was there setting in your school?

B: There was some setting in Modern Languages.

A: Did you sit for any exams to become a pupil?

B: Yes, I did. Usually there are many candidates who sit for entrance examinations.

Dialogue 3

A: Miss Carter, could you please tell us how you started teaching?

B: You know, I wouldn't have thought of this career at all but for my aunt. Aunt Julia was a primary school teacher and had a lot of experience with children. We, the members of her family, were always involved in her school problems and I began helping her which I loved.

A: Tell me where were you trained, please?

B: I was a student of Birmingham teacher-training college. I graduated from it in 2013.

A: So, you have been in the profession for only a few years. Do you think the primary pupils have changed since the days of your childhood?

B: They have and they haven't. Now they feel free to decide, speak and act. The majority of them are more relaxed and independent and yet they are often the same sort of girls and boys as we used to be in their attitude to good and bad, to right and wrong.

A: Can we say that the younger generation is much brighter in their studies?

B: I wouldn't say that. I think they are very well-informed in many things but in my opinion they read less, they spend more time in virtual reality and not in real life. On the one hand they are aggressively fast and on the other hand they are often vulnerable and helpless in quite ordinary matters. I don't think they are better or worse, they are just different.

Dialogue 4

A: Excuse me, are you Mrs Armstrong? Have you got a minute?

B: Yes. How can I help you?

A: I'm Mary Hunt from the *New School* magazine. I understand that your children are going to Kensington High School.

B: Yes, both my daughters are at Kensington High.

A: May I ask you a few questions as I'm writing an article on London schools?

B: All right. What is it you'd like to know?

A: I wonder if you are satisfied with the standard of schooling here?

B: I'm quite pleased with the progress my girls are making. Ruth, my elder, is planning to do Modern Languages at London University. At Kensington High she is learning French and Spanish. This year they have also started doing Chinese. If Ruth gets good A Level results, the university will be happy to have her as a student.

A: Is there anything you don't like about this school?

B: You know, I feel rather critical about the discipline here. I think that the girls get too much freedom. If I were to decide, I would make the six-formers wear school uniforms like all the other pupils do. I would also make them work harder.

A: Really? A lot of parents think that their children are overworked at schools and have very little time to themselves.

B: I'm not one of them. I've always believed that the harder you work when you're young, the better start you get for your professional career.

A: Thank you very much for your time.

Script 4 to Exercise 2. *Listen to the text "School Report" and mark the aspects in which John has improved his French.*

School Report

John's introduction to the new subject — the French language — was not very successful at the beginning, I am afraid. He didn't show much enthusiasm about the foreign language he was learning. He showed little interest in the culture and history of France too. He seemed very much bored when in class and what is more he often missed his classes. But with time he got used to the unusual melody of the language and even began to put some effort in what he was doing. His assignments have much improved. Even his handwriting has become readable. He has achieved much progress in spelling and grammar trying to check his tasks thoroughly. John's results for the term final test have appeared unexpectedly far from poor. He made very few bad mistakes which I could qualify as errors. On the whole, John's achievements in French have become really satisfactory if not better. He definitely understood that one cannot succeed without studying.

Unit 3

Script 5 to Exercise 1. *Listen to the dialogues and answer the questions.*

Dialogue 1

A: Hello, I'm Robert Taylor. I work for *The Neighbour*, our local newspaper.

B: Hello, Robert. Nice to meet you. I'm Kate Morris. It's me who called your office and asked you to come over.

A: Well, I understand that you're opening a new boutique and want me to write about it.

B: Yes, Robert. That would be a very good advertisement for our shop. I hope that a lot of people in the neighbourhood will learn about it from your newspaper.

A: Well, may I look at the shop and ask you some questions?

B: This way, please. You see it's quite a small place but it's cosy. This is our main shopping area. We've put the racks with ready-made clothes closer to the walls and left the middle of the room empty. It gives the customers more space.

A: Are you going to sell only clothes here?

B: No, not only. In the two smaller rooms on both sides of the main area we are going to sell perfume and underwear.

A: But, Kate, there are other shops of this kind in the street and a big store round the corner.

B: Yes, but this one will be different. We are going to sell only elegant and expensive things here. It's going to be an exquisite boutique for an exclusive public.

Dialogue 2

A: It's Saturday today and we are here to discuss the question of wearing a uniform as a must in our school. Our principal and the teaching staff would like our opinion on the matter. What's your point of view, Bob?

B: I don't think it's a good idea. When everyone wears the same clothes, you look like everybody does and you can't express your individuality. Would you agree, Celia?

C: I'm not so sure. Certainly, it is boring to wear the same things every day, and the uniform doesn't usually create any cheerful atmosphere in the classroom as the clothes are usually of dull colours — grey, blue or brown. But the uniform helps discipline and unites us. You have a feeling of belonging, of sharing something with the others.

B: You may be right here, Celia, but tastes differ. Your uniform, its cut and colour, won't necessarily be becoming, and you'll have to wear the same thing you don't like, even hate for many years.

C: Yes, Bob, that's a disadvantage. And we'll have to accept it. But the advantage is obvious. We won't stand out, we won't envy those who have something very smart and stylish.

A: Now, don't argue, just listen to me.

C: Yes, Alice.

A: Don't you think it would be a good idea to find out what the others think through an opinion poll?

Dialogue 3

A: May I help you?

B: Yes, I'd like to open an account at this branch.

A: What kind of account would you like?

B: A savings account.

A: Very good. Every savings account holder gets a five per cent interest yearly, a bank card free. I'd advise Visa or Master Card.

B: That suits me very well. May I ask you a few questions?

A: Certainly. This is what I'm here for — to answer your questions.

B: Thank you. How much money must I pay in to open the account?

A: A mere token sum — five or ten pounds.

B: Good. Can I arrange for some payments to be made straight from my account? I'd like to pay for my university education through my bank account.

A: Nothing could be easier. We'll see to it as soon as we have completed some formalities. May I ask you to fill in this form and sign it?

B: Right. Let me see ... Name, address, occupation ... Here you are. And here is ten pounds as my initial payment.

A: Thank you. We'll send you your card as soon as it's ready. Usually it takes about a week or a little longer. We also send our account holders their statements every month for you to know your balance.

B: Thank you. I'll be expecting to hear from you soon. Goodbye.

A: Goodbye.

Dialogue 4

A: Hello. This is five-three-eight-seven-eight-nine — Roger Farber speaking.

B: Hello, Mr Farber. My name is Tom Westwood. I'm interested in your car. Is it still for sale?

A: Yes, it is. Would you like to buy it?

B: Well, perhaps. What make is it?

A: It is a Ford, Ford Mustang. One of the most popular makes on the market.

B: How long have you had it?

A: Oh, I've had it for a few years. I used to drive every day when I was working. I don't drive it now.

B: Yes, but when exactly was it made?

A: In 1995. But I've looked after it very well. I think it's in a pretty good condition.

B: How much do you want for that?

A: Four thousand pounds. And it's a bargain. The car is all in good working order. What do you think?

B: I would like to have a look at the car, Mr Farber. What time is convenient for you?

A: I'm always at home after five.

B: Will Thursday, 6 p.m. be convenient?

A: Yes, quite.

B: Agreed then. Thursday at six. Bye, Mr Farber, and thank you.

A: Goodbye, Mr Westwood. Till Thursday, then.

Script 6 to Exercise 2. Listen to the text "Vicky's Monologue" and complete the phrases after it choosing the appropriate items (a—d).

Vicky's Monologue

— I seem to be spending a lot of money lately, I think it's time I stopped being so wasteful and put some money in the bank. This is really a very wise

strategy. But when you come to think it over in detail, you can't find the spot or the item where you can reduce your spendings. For example, I bought these shoes in the sales. I can't say I needed the pair badly but they were really a bargain. So in fact I saved a lot with the help of the purchase. But alas, no money at the moment, and I had always dreamt of buying a small car. Just a common make, not very expensive. I could buy an old car in fact. There are usually so many for sale. But to do this I should put aside some money each week. Alas, the more I try the less I succeed. I buy things actually for nothing and I've got a very good salary but when I'm in a shop and see something which sells at a low price, I just can't help buying it. I know that I must economize a bit and I'm doing my best but if you see that, you can make a bargain, how can you resist? I'm not a shopaholic, but go to the shop rather often, at least twice or three times a week. And there are usually numerous sales in town. You simply can't keep from visiting them. But what about my car?

»»» Unit 4

Script 7 to Exercise 1. *Listen to the dialogues and decide which of the following statements are true, false or not stated.*

Dialogue 1

A: When were the first computers built?

B: I'm not quite sure. I think in the middle of the previous century. Let's look it up in the encyclopaedia. Mm ... Yes, that's right. They were built in the 1950s and they were huge, they filled entire rooms.

A: How much did they cost then, being so big?

B: They were very expensive indeed, millions of dollars, not less.

A: How effectively did they work? Were they fast?

B: Not very. The earliest computers solved less than a thousand problems each second. For comparison, today, the world's fastest computers can solve a hundred million problems in a second.

A: Wow! Computers have really changed a lot. Since the day they appeared they have become smaller, cheaper and faster.

B: True. And scientists are working to make them even faster. But most important of all, computers are costing less. Very small computers cost only a few hundred dollars.

Dialogue 2

A: Dad!

B: Yes?

A: Our Biology teacher asked the class a question, which no one could answer.

B: Really? What was the question?

A: It was about a man called Hippocrates.

B: Hippocrates of Ancient Greece ... He is often called the father of medicine.

A: Why? Did he invent medicine ... or medicines?

B: Not really. Even in prehistoric times there existed people who could cure an illness with a potion of plant juices and do some other things to help a sick person, but Hippocrates was one of the first proficient doctors. He tried to rid medicine of magic, and make it more scientific.

A: I think, I've heard something about the Hippocratic oath. What is it?

B: The Hippocratic oath is a promise to try to save life and to follow the standards set in the medical profession.

A: Was Hippocrates the first man who gave that oath?

B: No, not really. This oath was named after him.

A: Why?

B: Because he taught medical people one very important thing: he taught them that a doctor's main aim was to help the patient, by finding the cause of an illness, and treating it. Hippocrates' main ideas are still followed today.

Dialogue 3

A: They showed a UFO on TV last night. Do you believe in UFOs?

B: I do. I think that humans are not the only intelligent life form in the universe.

A: So you think that aliens visit Earth. Why don't they come to contact with us then?

B: I think, they don't want to interfere. They just watch our civilization develop. It may be one huge experiment ...

A: I don't know ... It's so strange ... Why can't scientists prove that aliens and UFOs exist or prove that they don't exist?

B: I think that aliens, whoever they are, are trying to keep us at a distance, so they do their best not to give scientists any evidence of their visits.

A: Shall we never learn the truth?

B: I hope we will. Ufologists all over the world have become very active. They use hi-tech equipment to measure magnetic effects which might be caused by UFOs, and track mysterious craft on radar screens.

A: Where do UFOs come from?

B: Most ufologists believe that aliens visit Earth from distant galaxies. No other planet in our solar system can support life, so UFOs must come from planets orbiting another star like our Sun. Human science and technology are not yet advanced enough to find them.

A: And what will you do if you saw a UFO or if aliens appeared on the doorstep of your house?

B: I would try to show them that I'm a friend. And you?

A: Me? Oh ... I think I would try to run away.

Dialogue 4

A: Anaesthetics are drugs which are among the miracles of modern medicine.

B: I can't agree more. They are real miracles which make it possible for operations to be carried out painlessly.

A: Yes, before anaesthetics were used, even the most minor operations could be very painful. You have only to look at early drawings of people having teeth pulled out to realize how lucky we are today.

B: Before the only way of deadening the pain of the knife was to get the patient very drunk on alcohol or to use opium. Today we could not imagine even a very small operation without anaesthetic.

A: How can modern anaesthetics be given to patients now?

B: In various ways: by injection or as a gas to breathe. A general anaesthetic makes the patient unconscious. When a patient gets a local anaesthetic, he remains awake, but doesn't feel any pain in some part of the body.

A: Is it true that absolutely different gases are used as anaesthetics?

B: Quite so. In recent years, many new anaesthetics gases have been developed. All have a pleasant smell and ensure that a patient can quickly return to his senses.

Script 8 to Exercise 2. *Listen to the text "Computers Today" and say what is missing in the list.*

Computers Today

Today, computers help people to do many things they couldn't do alone. Bankers use them to keep track of money. Without computers, weather forecasts would make more mistakes. The list of uses is long. Computers help companies keep records, doctors treat sick people and scientists solve problems.

The computer is a very useful tool. Like any tool, it helps people to do things better. Computers are fast and accurate. They don't get bored or tired, they can be worked around the clock. Nowadays people depend on computers so much that they sometimes think the machines are giant brains. Compared to people, however, computers aren't so intelligent. They are machines that will do only what they are told to. It's people who decide which facts to put into the computer. People have to plan the program that tells the computer what to do with the facts. And people have to interpret and use the information that comes out of it.

»»» Unit 5

Script 9 to Exercise 1. *Listen to the conversations and choose the right items to complete the sentences.*

Dialogue 1

A: Good morning, sir. How can I help you?

B: My wife and I would like to spend our summer holidays travelling in Europe.

A: Excellent! What countries would you like to visit?

B: In fact, we would prefer to combine travelling with staying at some seaside resort. So we were thinking about the south of Europe.

A: There is a choice of tours I can offer you. You can make a tour of France, Spain and Portugal and stay in Costa Brava not far from Barcelona in Spain.

B: You know we've been to Spain a couple of times. Could we make it of Greece or Italy?

A: Certainly, sir! That's a very good idea. There are lots of good seaside hotels both in Italy and in Greece.

B: Well, what would you recommend?

A: You could travel about France and Italy for a week and then stay for another week in Xenia Lagonissi — a very comfortable five-star holiday spot just 40 km from the centre of Athens.

B: That sounds good. Will we be able to travel about Greece?

A: If you drive, you can rent a car and see the country on your own or join some of the tours arranged by the holiday centre.

B: Great. Now, what places can we see in France and Italy?

A: We can offer you an individual tour and then you'll be able to choose the places. It's very convenient but more expensive. Another possibility is to join a package tour, which is much cheaper. Here are the routes we offer in our travel agency.

Dialogue 2

A: Rose, is that you? Sarah Jones is calling.

B: Yes, Sarah. How are you, dear?

A: I'm fine. I hope you're well too.

B: Yes, Sarah, quite well, thanks.

A: Rose, I'm planning to visit Stratford in July and stay there for a couple of days. I was wondering if you could send me some information about suitable accommodation?

B: Certainly, Sarah. I'll gladly do that. What would you like to know?

A: I would like to stay at some hotel that is not very expensive but is not very far from the city centre either. Would you also find out what the price is and what is included in the price?

B: Yes, Sarah. But you shouldn't bother about the location. Stratford is not a very big city. So wherever the hotel is, it is not very far from the city centre. You can walk or take a bus if it is located in the suburbs. But I would like you to tell me some particulars.

A: Certainly, Rose. What are they?

B: First of all, do you want a single? Would you like an air-conditioned room? Should there be a bathroom?

A: No, Rose. These things are not absolutely necessary. But I would like a single, yes. Lastly, Rose, could you find out what services the hotel provides for its guests?

B: Right. And I'll call you back at the end of the week.

A: Wonderful. Thanks a lot. See you.

B: See you soon, dear. Looking forward to meeting you.

Dialogue 3

A: Dear viewers! Today I'm privileged to welcome in this studio a very special guest. It's legendary Harris Perry. Good evening, Mr Perry.

B: Good evening.

A: Mr Perry, you've just completed an unprecedented experiment: you've crossed the Atlantic alone in a small sailing boat. What gave you the idea of doing this?

B: I haven't been the first man to do it. There's some evidence showing that even in prehistoric times people crossed the Atlantic in their small boats.

A: Yes, but you made your voyage alone. What was the greatest difficulty for you?

B: Well ... Controlling the boat day and night without anyone helping you is hard enough, but the worst thing was to know that there are no humans miles and miles around.

A: What helped you to stick it out?

B: I had a radio and a satellite telephone and I regularly spoke to my friends and my family.

A: I know that you have a wife and two sons. Do they share your enthusiasm about taking such dangerous voyages?

B: My wife knows that I can't live without the ocean and doesn't protest any more. Though I guess it's not easy for her either. As for my sons, I hope they are proud of me, besides they are beginning to share my interest in sailing boats. This summer we're planning to cross the North Sea together.

Dialogue 4

A: Mr Scott, my husband and I are going to Oxford on business for at least a week. I hope we'll have some free time and would gladly do the city. What would you recommend for us to see?

B: Oxford is a beautiful city. The university gardens and the parks and fields around the river make its centre a surprisingly green place. If the weather is good, you can just walk through the narrow old streets between the university buildings and around the Botanic Garden.

A: We didn't know there is a Botanic Garden in Oxford!

B: There is. It is the oldest in Britain. It was laid in 1621 and is very beautiful. Another way to see Oxford is from one of the many open-top buses.

A: Yes, we may have a guided tour of the city. I also know that many people especially tourists like using punts.

B: True. You can enjoy the river from a punt. In the old days people used these boats to carry passengers and animals down the river, but now students and tourists use them.

A: Are there any museums in Oxford?

B: Yes. Oxford has some of Britain's finest museums: the Museum of the History of Science, the University Museum, the Museum of Modern Art.

A: Any modern shopping centres in Oxford?

B: The old and the new are side by side in Oxford. You can visit modern shopping centres or the smaller shops in the old streets. I would advise you to visit the Covered Market in the centre of the city. It is an old food market built in 1774. Today it sells meat, fish, vegetables, flowers and other things. It is very picturesque.

Script 10 to Exercise 2. Listen to the text "Australia" and match the names of Australian animals with their characteristics.

Australia

Firstly, Australia is big, it is the biggest island in the world. In fact, only five countries in the world are larger than Australia. Secondly, Australia is low and flat; it is hot and dry, too. In the west and the centre the average temperature is often 35 °C above zero in the summer months. In some parts of Australia it sometimes does not rain for years. And a lot of it is empty.

This enormous country has only about seventeen million people, and most of them live in the south and southeast parts of the country.

If you want to see extraordinary animals, birds and plants, Australia is a good place to go. The kangaroo is one Australian animal that everybody knows. The biggest of the fifty different kinds is the red kangaroo. They can jump more than four metres and travel at seventy kilometres an hour. Kangaroos eat grass and leaves and live in groups about twelve.

Everyone loves the sleepy grey koalas. Like kangaroos, they have a kind of pocket on their fronts for their babies. It is called a pouch. Baby koalas spend the first six months of their lives in the pouch and after six months there, they ride on their mother's back. They live in eucalyptus trees, sleeping for eighteen hours and eating one kilo of leaves each day. They drink almost nothing. The word KOALA means "no water".

In the seas and rivers of northern Australia you can find crocodiles that are five or six metres long. They eat fish, animals, kangaroos — and sometimes people.

Finally, two very strange animals — the echidna and the platypus. Their babies are born from eggs but drink milk from their mothers; no other animals in the world do this. The echidna eats ants, which it catches with its long fast tongue. The platypus has a wide bill like a duck's and a wide flat tail. It swims well, but it can only stay under water for a few minutes, and it shuts its eyes and ears first.

The dingo is Australia's native dog. It's thought to have arrived in Australia around 6 000 years ago, and was domesticated by Aboriginal people. It differs from the domestic dog in that it howls rather than barks and breeds only once a year rather than two.

There are more than eight hundred kinds of birds in Australia. The emu, which is two metres tall, is the second largest bird in the world. It cannot fly at all, but it can run at fifty kilometres an hour. Then there is the kookaburra, whose cry sounds like someone laughing.

Unit 6

Script 11 to Exercise 1. Listen to the interviews and write answers to the questions.

Dialogue 1

A: Mr Amis, may I ask you a question connected with your profession of a journalist?

B: Certainly. Go ahead.

A: I must confess that I don't know much about British periodicals. I've heard names like *The Times* or *The Daily Mirror*, but what are they like?

B: If you are interested in *The Times*, I can say that this respectable paper was founded as early as in 1785 by a man called John Walter.

A: Really? I knew it was an old paper, but to think that it was started in the 18th century ...

B: Anyhow, it's a fact. Only in 1785 the paper was known under a different name. In those days it was called *The Daily Universal Register*.

A: And when did the paper receive its present name?

B: Very soon afterwards. In 1788. During the 19th century the paper became the unofficial voice of the government.

A: Is *The Times* financed by the government?

B: No. In fact, it may be interesting for you to know that in 1966 it was bought by Lord Thompson and later on the newspaper changed hands again.

A: It's very interesting indeed. Does *The Times* concentrate only on politics?

B: It has a big section devoted to business and finance and some other sections too. I know that you are a lover of books. That's why you might wish to look through *The Times Literary Supplement*. It was established in 1902 and since then it's been publishing book reviews and literary criticism.

A: Thanks for your advice. I think it's a brilliant idea.

Dialogue 2

A: Mr Berry, I work for *People's Friend*. We are trying to find out what people think about fast food.

B: It's common knowledge that it's cheap, easy to get and quick. They say the average American eats three burgers and four orders of French fries a week.

A: So, fast food seems to have become very popular. Yet, a lot of people say that America has a problem with fast food. As an expert, do you think there is something wrong with fast food?

B: It's fine to eat fast food occasionally as part of a healthy diet. But fast food is high in fat and calories. So if your favourite meal is a burger and fries, you could easily become obese. Statistics says that 14 % of American teenagers are obese, in other words extremely fat.

A: Is obesity dangerous?

B: It certainly is. Obesity could lead to other diseases such as diabetes, heart diseases and arthritis.

A: But there's no escape from fast food for American teens. It is advertised everywhere, even in schools.

B: True. Fast food companies give money to our schools to help them buy sports and computer equipment. In return, schools place advertisements for fast food in their hallways and on the sides of school buses.

A: They also sell cheap fast food in school cafeterias, and on special education days talk to students. Don't you think something has to be done?

B: Something is already being done. Now America is starting to fight back against the fast food companies. The two biggest states in the US, California and Texas, might stop serving fast food and soda in school cafeterias. The American government may bring in special laws for preventing and treating obesity.

Dialogue 3

A: Mrs Barrymore, I work for our local newspaper. This is my first interview. I'm a bit nervous.

B: You shouldn't be. I'll gladly answer your questions.

A: School years are often called "the best years of our lives". They really can be great, but physical and mental health surveys also show that teens nowadays are far more stressed than they were ten years ago.

B: Unfortunately, that is true. And the major problem is workload, the amount of work students have to do. A lot of them cannot cope with all their homework, they often feel they are falling behind with their schoolwork and can't catch up.

A: Is this the only problem?

B: Certainly not. Many teens report being more stressed by the school environment than the schoolwork.

A: The school environment?

B: Yes. A lot of them say they are worried regularly about being attacked, some have seen or been victims of robbery, or physical attacks. They may also have fears about popularity.

A: Mrs Barrymore, I have a friend whose daughter works part-time jobs in the evening. Though this helps financially, the kid gets tired and it makes stress worse.

B: You're right. A lot of them work these days and not only during vacations. Then I should also mention after-school and before-school activities such as sport and drama. They add to the length of the student's day and to their stress.

A: Do you see any possible way out?

B: I think teachers and educationists should be taught to budget their time and certainly stay more in the open air.

Dialogue 4

A: I hear that you're at university now. Take my congratulations.

B: Thank you very much. I'm so happy. I've been dreaming of it for so long.

A: Do you mean you chose your future career long ago?

B: Yes, I did. Since the time my father took me to the TV studio with him, I've wanted to be a TV journalist.

A: I'm sure you'll look great on the television screen.

B: You're pulling my leg, aren't you?

A: No, no. I mean it.

B: In fact, if my wish comes true, I'll be one of those who work behind the screen. I hope to write scripts for television.

A: A scriptwriter? Not a newscaster? Not a show host?

B: I think that scriptwriting is the greatest fun. I can create new programmes for television. Can you keep a secret?

A: My lips are sealed.

B: I have a great idea. I am already writing a script for an unprecedented programme.

A: Are you? You are kidding.

B: No, I am not. I've called it "Great Mystery Tour" and I'm going to offer it to the television.

A: Wow! Tell me everything. What is it going to be like?

Script 12 to Exercise 2. *Listen to the interview with an American schoolboy and match the answers with the questions the journalist asked.*

1. The American school year isn't very long. There are two semesters and each semester has two marking periods. At the end of every marking period we have a report card from our teachers.

2. American students are lucky because there are many holidays and vacations in the school year. We have two weeks for spring vacation, two weeks for Christmas vacation and three months for summer vacation.

3. We have four years of high school — freshman, sophomore, junior and senior year. In the first two years of high school, the teachers give you exams to test your English and Math. The exams aren't difficult but there are a lot of them! There aren't many tests in the junior and senior years. That's good because we need time to write applications for college.

4. I don't think that American school life is very hard. Each student has even classes, but you can't choose which classes you have until you are in the junior year.

5. Not many of my classes are exciting, but I like journalism and psychology. They are a lot of fun.

6. We have a lot of freedom at school. We don't have to wear uniforms — only students in private schools have to wear uniforms.

7. We can't take personal stereos or headphones to school and we can't chew gum.

Ключи к упражнениям рабочей тетради

Unit 1

Exercise 1 1. hairdresser/hair stylist; 2. pharmacist; 3. primary school teacher; 4. librarian

Exercise 2 1. F; 2. NS; 3. T; 4. T; 5. F; 6. F; 7. T; 8. F; 9. T; 10. NS

Exercise 3 A. 2; B. 5; C. 1; D. 4; extra — 3

Exercise 5 A. novel, international, public, impulse, attack, institution, sentimental, emotional, stereotyped, plantation, motivation, system, act, morals, classic, history, etc.

B. *Conversion*: serial, influence(d), view, slavery, innocent, moral(s), classic.

Affixation: antislavery, national, international, movement, including, Russian, institution, sentimental, conventional, highly, emotional, largely, reader, plantation, motivation, Calvinist, hardly, experience, strongly, unjust.

Composition: newspaper, stereotype(d), slave trader, all-forgiving, true-to-life, insight, churchmen, outraged.

Exercise 6 A. 1. exploration; 2. direction; 3. skilful; 4. explorers; 5. Polynesians; 6. location; 7. traveller; 8. movement; 9. writing

B. 1. invention; 2. magnetic; 3. freely; 4. imaginary; 5. explorers; 6. mapmakers; 7. findings; 8. different; 9. various

Exercise 7 1. d; 2. g; 3. j; 4. a; 5. i; 6. c; 7. b; 8. f; 9. e; 10. h

Exercise 8 1. b; 2. k; 3. e; 4. a; 5. h; 6. c; 7. g; 8. f; 9. d; 10. j; 11. i

Exercise 9 1. a plumber's; 2. a postman's; 3. an estate agent's; 4. a police officer's; 5. a vet's; 6. an architect's; 7. a carpenter's; 8. a dressmaker's; 9. a physician's (a doctor's); 10. an eye specialist's (an optician's)

Exercise 10 1. didn't talk; 2. were; 3. rides; 4. didn't leave; 5. had; 6. brings; 7. would; 8. knew; 9. pass; 10. will be; 11. went; 12. had; 13. will have; 14. were; 15. didn't live

Exercise 11 1. If Lizzy hadn't lost the money, she would have bought some food and the family wouldn't have had just ... 2. Norman Simon would have competed if he hadn't fallen down and hadn't broken ... 3. If Rose hadn't had a sore throat, she wouldn't have sung badly ... and would have won ... 4. If Sam hadn't been late ..., the headmaster wouldn't have told him ... and he wouldn't have missed ... 5. If Jack hadn't forgotten about Anna's birthday, they wouldn't have had a quarrel and would have got married. 6. If Ms Green hadn't been walking ... and hadn't been caught ..., she wouldn't have fallen ill and wouldn't have had to stay ... 7. If Kate's bag hadn't been stolen, she would have phoned (managed to phone) ... and would have got ... 8. If the lights hadn't gone off ..., the family would have watched ... 9. If the weather hadn't been bad ..., the vegetables would have grown big enough. 10. If Jack hadn't left his project paper on the bus, he wouldn't have had to spend ...

Exercise 12 1. had worked, have failed; 2. had managed, have arrived; 3. caught, be late; 4. hadn't rained, have gone; 5. bought, have; 6. hadn't been, have forgotten; 7. hadn't lost, have got; 8. had, buy; 9. hadn't forgotten, have arrived; 10. were, help

Exercise 15 1. down; 2. out; 3. in; 4. out; 5. over; 6. over; 7. over; 8. in; 9. down

Exercise 16 1. The silver box was (has been) handed down from generation to generation. 2. The old man was standing (stood) on the porch handing out (multi)coloured balloons to little children. 3. I would like you to hand in the papers for a check on Thursday. 4. John, would you please hand out the letters to all the soldiers? 5. Hand over that compact disc (CD). 6. Hand in the keys when you leave a (the) hotel. 7. Mother handed out the dessert to us. 8. The servant bowed and handed the letter over to his master. 9. All the essays should be (are to be, must be) handed in by Tuesday.

Exercise 17 1. get; 2. run; 3. do; 4. hand; 5. get; 6. set; 7. hand; 8. ran; 9. hand; 10. run

Exercise 18 1. c; 2. h; 3. g; 4. j; 5. b; 6. d; 7. a; 8. i; 9. e; 10. f

Exercise 19 1. In the street a group of children was (were) playing football. 2. In St Petersburg on Dvortsovaya Square one can see a figure of

an angel on the top of the column. 3. Sir Paul Carter was dumb from his birth. 4. Do you mind fixing my broken watch? 5. — We have missed the performance. — Never mind. We can watch it next week. 6. Jack is the smartest pupil of (in) our class. 7. This textbook is (meant) for (the) advanced pupils in this subject. 8. Jane is top of the class. Her answers are always smart. 9. John says that they had a terrific time at the party yesterday. 10. Good pupils never use cheat sheets. 11. The soup had a strong flavour of onions. I don't think you liked it. 12. Do you care for computer games? 13. Will you take care of my goldfish while I'm away? 14. All the children felt jealous of Rob's new bike. 15. Throw these potatoes away. They are rotten. 16. It was silly to ask this question. 17. Mind your own business. She cheated during the game and will be punished. 18. That scene in the film gave me the creeps.

Exercise 20 1. top; 2. harm; 3. a cheat; 4. flavour; 5. concentration; 6. a cheat sheet

Exercise 21 1. a; 2. b; 3. a; 4. b; 5. b; 6. b; 7. b; 8. a; 9. a; 10. b

Exercise 22 1. Do you make your dresses yourself or do you have them made? 2. Yesterday I had my hair cut. The hair stylist (hairdresser) who cut my hair turned out to be (proved) not very skilful. You just look at me. 3. — Lady Grand cares for (likes) her garden very much, especially for roses. — Does she plant and water them herself or does she have these done for her? 4. — Anna never shortens her clothes herself. — Where does she send her clothes to have them shortened? 5. Yesterday John had two teeth pulled out. 6. Jane's brother always fixes his car himself, but he doesn't like washing it. Jane always has his car washed at the car wash. 7. How often do you have your hands (nails) manicured at the hairdresser's? How often do you manicure your hands (nails) yourself? 8. Do you have your clothes cleaned at the nearest cleaner's? 9. a) When did you last have the walls of your country house painted? b) When did you last paint the walls ...? 10. She usually has the grass on the lawn in front of her house mowed twice a week. Her neighbours' son usually does it.

Exercise 24 1. to; 2. —; 3. of; 4. off; 5. for; 6. of; 7. to; 8. —; 9. for; 10. for; 11. off; 12. into; 13. away (out); 14. up; 15. in; 16. —; 17. by; 18. —; 19. for

Exercise 25 1. If James had come to me on time, I would have handed the money over to him. 2. If you had fixed the lamp to/on the wall, the father wouldn't have read the newspapers by candlelight yesterday. 3. If Colin hadn't used a cheat sheet at the exam, he wouldn't have been punished. 4. If I hadn't seen this horror film before, it would have given me the creeps. 5. If the kid hadn't meant any harm, he wouldn't have run away when we

entered the room. 6. If Alice hadn't called the game rotten, her friends would have let her (allowed her to) take part in it. 7. If Andrew didn't feel jealous of (envy) Tony, I would say that he is a good friend. 8. If the drink hadn't had such a strange flavour, we would have drunk it up. 9. If John hadn't liked Maths in his childhood, he wouldn't have become an engineer. 10. If you hadn't asked so many silly questions during the interview, you would have got the job.

Exercise 26 1. Natasha wants to follow in her father's footsteps and become a journalist. 2. When I was choosing my future career, I was influenced by Y. German's famous (well-known) book about doctors. 3. Firemen's work requires a lot of courage. 4. Nobody cares for tiring monotonous work but it also has to be done. 5. Computers allow people of some professions to work at home. 6. I find a travel agent's job creative and prestigious enough. 7. My uncle is a baker and this occupation makes night shift work necessary. 8. Everybody says that I have a bent for drawing. I think I'll follow my friends' advice and (will) become an architect or an interior designer. 9. My older brother is good at Maths. But he hasn't decided yet what career to choose. 10. My parents encourage my wish to become a clothes designer. It's a satisfying, creative and rewarding profession.

Exercise 27 1. a; 2. —; 3. a, a/the, the; 4. a, the; 5. an, the; 6. the; 7. the, a, a; 8. a, a; 9. an, a; 10. the, the, an, a

Exercise 28 1. were; 2. your, most prestigious; 3. has not explained, us; 4. are reading, was published; 5. more interesting; 6. have arrived; 7. sat, stood, went; 8. mice; 9. is not allowed; 10. have done, yourself; 11. policemen, caught; 12. will/shall go, comes; 13. think, am running

Exercise 29

Part I

1. called; 2. brought; 3. said; 4. is coming; 5. to sign; 6. Isn't; 7. is being organized/will be organized; 8. have been invited/are invited; 9. got; 10. looked; 11. would meet; 12. was standing; 13. had just begun; 14. hoped; 15. would recognize; 16. had had; 17. did

Part II

1. was talking; 2. was introduced; 3. to tell; 4. learnt/learned; 5. had advised; 6. smiling; 7. Would you like; 8. to know; 9. had been writing; 10. found; 11. had; 12. had not given; 13. had become

Exercise 30 1. b; 2. c; 3. a; 4. d; 5. b; 6. b; 7. b

Exercise 31 (*Sample version*)

- a) Frost's own family.
- b) Frost's school years.

- c) Frost's working years as a reporter.
- d) Frost's college years.
- e) Frost's life as a farmer.
- f) Frost's years in England.
- g) Frost's career in the USA after 1915.
- h) Frost's peculiarities as a poet.

Unit 2

Exercise 1

Dialogue 1: 1. It has begun taking in only sixteen-year-olds, thus some of the teaching staff had to leave, others had to be employed. The college has introduced new subjects. 2. The number of pupils is getting less.

Dialogue 2: 1. Sports competitions, drama performances — all of them voluntary. 2. It was a single-sex boarding school. 3. 20—25 boys. 4. Computer Technology.

Dialogue 3: 1. Her aunt. 2. 2013. 3. Now they feel free to decide, speak and act. They are more relaxed, independent. 4. No, she doesn't.

Dialogue 4: 1. A parent. 2. To do Modern Languages at London University. 3. French and Spanish. 4. Discipline, lack of uniform and hard work.

Exercise 2

French grammar, spelling, his attitude toward French

Exercise 3

A. 1. d; 2. b

B. 1. a; 2. a; 3. b; 4. b; 5. a; 6. a; 7. b; 8. a; 9. a; 10. b

Exercise 6 1. teacher; 2. various; 3. confusion; 4. proposals; 5. investigations; 6. endless; 7. regulations; 8. statistics; 9. qualifications; 10. naturally; 11. contradictory

Exercise 7 1. d; 2. h; 3. g; 4. a; 5. e; 6. f; 7. i; 8. c; 9. b; 10. j

Exercise 8 1. weren't, be able; 2. hadn't taken, have; 3. have bought; 4. had made, be able; 5. hadn't enrolled, have; 6. weren't, be; 7. hadn't vanished, have explained; 8. didn't drone, listen; 9. know; 10. hadn't squeaked, have woken

Exercise 11 A. 1. a) If I saw John tomorrow, I would talk (speak) to him. b) If I had seen John at the party yesterday, I would have talked (spoken) to him. 2. a) If I had time, I would help you, but I have no time now. b) If I had had time last week, I would have helped you. 3. a) If Sue had money now, she would buy a computer, but she has no money now. b) If Sue had had money last month, she would have bought a computer. 4. a) If Ann went to Italy next month, she would visit Rome. b) If Ann had gone to Italy, she would have visited Rome, but she went to Spain to spend her holidays.

B. 1. But for her old age, he wouldn't let her (have let her) speak to him like that. 2. But for a strong flavour of onions, I would taste (have tasted) the main course. 3. But for my parents' love and care, I wouldn't have been able to cope with all the difficulties. 4. But for her British accent, I would have taken her for an American when we first met. 5. But for the cheat sheet, Alex wouldn't have coped with the test. 6. If John hadn't fixed the badge on(to) his shirt, I wouldn't have learnt (learned) that he was a member of the conference. 7. If he minded his own business, he wouldn't annoy his friends so much. 8. But for the new timetable, she wouldn't have missed her classes on Friday. 9. But for her silly answer, they would have taken a different decision. 10. If our boys hadn't shown off but had played differently, we would have won the competition.

C. 1. I didn't know then what to do. What would you have done in my place? 2. If you went with us tomorrow, you would see a lot of interesting things. 3. If John had come to us yesterday, I would have introduced him to my parents. 4. If we had known that he would return at 5, we should (would) have come earlier. 5. If I hadn't known your secret, I wouldn't have guessed who you are (If I didn't know ..., I wouldn't guess ...). 6. If I were you, I wouldn't do (have done) it. 7. If I had been there last summer, I would have done it in a different way. 8. If I were you, I would have asked your (my) uncle about it long ago. 9. If I had such a sister, I would be proud of her. 10. But for her refusal, we should (would) solve this problem tomorrow.

Exercise 12 1. more frequently; 2. most rarely; 3. most beautifully; 4. most patiently; 5. more carefully; 6. earlier; 7. faster, fastest; 8. nearest; 9. loudest (most loudly); 10. clearer (more clearly); 11. brightest (most brightly); 12. sooner, later; 13. more politely; 14. slower (more slowly); 15. more often (oftener)

Exercise 13 1. Could you tell me more clearly (clearer) how to get to the railway station? 2. Which of you lives nearest to the school? 3. Come on, who can run to the corner fastest of all? 4. Please carry this box more carefully, there are glass things in it. 5. Tom found the way to solve our problem cleverest (most cleverly) of all. 6. The saleswoman smiled at me nicely and quickly went to the shelves. 7. Say it louder (more loudly), please. I can't hear you. 8. Look, Jane is breathing hardest (heaviest, most heavily) of all. I think she has little training. 9. Steve drives a car very carelessly. I wouldn't like to be his passenger. 10. I have been living in this city longest of all and I know about it more than you (do).

Exercise 15 1. hand; 2. hand; 3. broken; 4. handed; 5. broke; 6. hand; 7. broke; 8. broken; 9. broke; 10. broke

Exercise 16 1. Don't hand in your tests now if you haven't finished yet. You will be able to go on with your work during your next lesson.

2. Hand out the pencils to all the pupils of the class. 3. The thief was handed over to the police. 4. Tomorrow the princess will hand out gifts at the children's hospital. 5. In the majority of families with a lot of children clothes are handed down from elder brothers and sisters to the younger ones. 6. A month later he agreed to hand the farm over to the Davidsons. 7. When you leave a hotel, hand in the key at the desk. 8. They were made to hand the money over to Mr Pratchett.

Exercise 17 1. into; 2. out; 3. down; 4. into; 5. away; 6. down; 7. away; 8. out

Exercise 18 1. — At what age does compulsory education begin and finish in England? (When do British children start and finish ...?) — It begins at 5 and finishes at 16. 2. — What (type of) school do the majority of children in Britain attend? — Comprehensive. 3. — Are there any private fee-paying schools in England? — Yes, there are. 4. — What schools are called public schools in Britain and the USA? — In Britain public schools are highly prestigious private fee-paying schools; in the USA they are free local schools. 5. — What exam do English pupils sit (for) at the age of 16? — GCSE. 6. — Who usually attends the sixth form? — Those pupils who prepare for the A Level exams and want to go to university. 7. — What does the letter A mean (stand for) in the name (term) "A Level exam"? — Advanced. 8. — Do English children sit (for) exams when they finish primary school and enter the first form of secondary school? — Not as a rule. 9. — Do British pupils wear uniforms? — Some of them do. 10. — What in your opinion is the most interesting thing in the British system of education? — ...

Exercise 19 1. compulsory education; 2. a school-leaver; 3. a third-former (grader); 4. the GCSE exam; 5. a boarding school; 6. a fee-paying school; 7. an assembly hall; 8. the Headmaster's (Headmistress's) office; 9. a canteen; 10. a staff room; 11. a science laboratory; 12. a chemistry laboratory

Exercise 20 1. —; 2. —; 3. —; 4. a; 5. a; 6. a; 7. a; 8. —; 9. —; 10. a; 11. a; 12. —; 13. —; 14. —; 15. —; 16. a; 17. a; 18. the; 19. the; 20. —; 21. —

Exercise 21 1. learn; 2. learn; 3. learn/study; 4. learn/study; 5. learn; 6. learn; 7. study; 8. learn; 9. learn; 10. study; 11. study; 12. learn

Exercise 22 1. Who enrolled you at this school — your mum or your dad? 2. During this season doctors often warn us against catching a cold (colds). 3. Are you also queue(e)ing for cakes (standing in this queue for ...)? 4. It was a hot summer day. (The) Bees droned in the air flying over the flowers. 5. Where do witches and wizards live? 6. Don't mess about (around).

Get down (set) to business. 7. She took the (some) medicine but it (that) didn't relieve the pain. 8. If you hadn't disappeared (vanished) in the crowd then, you would have seen a terrific show with us. 9. In boarding schools children sleep in dormitories. 10. Don't tickle me. I can't stand it. 11. These birds are rare guests in our neighbourhood. 12. The floor squeaked and the child woke up. 13. It was hot and in the city people queued for ice cream and soda water. 14. The little mouse squeaked and rushed (ran) away. 15. I think he is trying to force his opinion on us. 16. The text we are going to read is written by a modern philosopher. 17. With (a feeling of) relief I remembered that the exams were over. 18. On hours he can drone on about how to behave. 19. I don't like this new white sweater. It tickles my skin. 20. I'm thinking about enrolling on the/a French course. 21. I know that I can always get some solid advice from my parents. 22. I have just seen Chris. When did he vanish? 23. From force of habit I still get up at six o'clock though I don't have to now. 24. The classroom is in an awful mess. I won't begin the lesson until you do the room. 25. I rarely remember the events of the last year (last year events). The memories bring too much pain.

Exercise 23 1. mice, bats; 2. geese; 3. bees, bumblebees; 4. dogs; 5. snakes; 6. frogs; 7. bees, bumblebees; 8. little birds; 9. horses; 10. ducks; 11. dogs; 12. wolves

Exercise 24 1. Wolves howl. 2. Dogs bark. 3. Snakes hiss. 4. Hens cluck. 5. Sparrows twitter. 6. Cats mew. 7. Cows moo. 8. Lions roar. 9. Chicks squeak. 10. Geese cackle. 11. Bees buzz. 12. Pigs grunt. 13. Crows caw. 14. Doves coo. 15. Sheep bleat.

Exercise 25 1. Его план не сработал. 2. Различия весьма существенны. 3. Молоко в кувшине скисло. 4. Каролина покраснела. 5. Каждую осень маленький Джон заболевает. 6. Когда Пол услышал новости, он пришёл в ярость. 7. Увы! Мои волосы седеют. 8. При виде мёртвой птицы Люси побледнела. 9. Когда Индия стала свободной? 10. Новый проект не задался с самого начала.

Exercise 26 1. the; 2. the; 3. the, —, the, —; 4. —, the, —; 5. —; 6. the; 7. a, the, a, —; 8. the; 9. the, —; 10. the, the; 11. a, the, a/the; 12. the, the

Exercise 27 A. 2. a co-educational school; 3. to leave school; 4. a staff room; 5. to take an exam; 6. to sit for an A Level exam; 7. to do a subject; 8. to assess a paper; 9. to prepare for an exam; 10. to fail an exam; 11. summer holidays; 12. to go to school

B. 2. state schools; 3. boarding schools; 4. after-class activities; 5. a weekend (days off); 6. to fail an exam; 7. mixed (co-educational) schools; 8. to attend a class

Exercise 28 1. the; 2. the; 3. the; 4. a; 5. a; 6. the; 7. the; 8. a; 9. —; 10. a; 11. the; 12. the; 13. the; 14. a; 15. an; 16. —; 17. the; 18. a; 19. a; 20. the; 21. —; 22. a; 23. the; 24. the; 25. the; 26. a; 27. the; 28. a; 29. a; 30. —; 31. the; 32. the; 33. the; 34. the; 35. the; 36. a; 37. a; 38. the; 39. the

Exercise 29 1. were, would be; 2. came, would be; 3. had been, would have spoken; 4. will arrive/is arriving; 5. have cleaned, looks; 6. have you done, looks; 7. was, had finished; 8. goldfish; 9. oxen, cows, sheep; 10. leaves, roofs; 11. oneself; 12. us; 13. first, second; 14. longer, more dangerous; 15. worst

Exercise 30

Part I

1. had never been; 2. had given (was giving); 3. was; 4. was drinking; 5. eating; 6. was talking; 7. took; 8. began; 9. was playing; 10. want; 11. shook; 12. meant

Part II

1. laid; 2. shook; 3. jumped; 4. felt; 5. do you mean; 6. are you crying; 7. sobbed; 8. am crying; 9. don't think; 10. are; 11. have ever met; 12. wouldn't say (wouldn't have said); 13. knew; 14. have you done; 15. have taken; 16. is; 17. has; 18. has made; 19. think

Exercise 31 1. c; 2. g; 3. a; 4. b; 5. f; 6. e; 7. d

Exercise 32 1. Последняя капля переполняет чашу. 2. Лес рубят, щепки летят.

Exercise 33 1. d; 2. c; 3. a; 4. c; 5. a; 6. c; 7. b; 8. c

Unit 3

Exercise 1

Dialogue 1: 1. A journalist. 2. To write about it. 3. Ready-made clothes, perfume, underwear. 4. It's going to sell only elegant and expensive things.

Dialogue 2: 1. The problem of wearing a uniform as a must. 2. No, as one can't express one's individuality. 3. Not absolutely. She doesn't like the idea of wearing a uniform very much but says that it helps discipline and unite pupils. 4. To have an opinion poll and find out what the others think.

Dialogue 3: 1. He wants to open an account. 2. This is the sum of his initial payment. 3. How much money he must pay in to open a savings account, if he can arrange for some payments to be made from his account. 4. To fill in the form and sign it.

Dialogue 4: 1. He wants to get some information about Mr Farber's car. 2. In 1995. 3. Four thousand pounds. 4. They agreed to meet on Thursday at six.

Exercise 2 » 1. b; 2. d

Exercise 3 » A. 4; B. 6; C. 5; D. 2; E. 1; extra — 3

Exercise 5 » 1. culture; 2. theme; 3. park; 4. continent; 5. restaurant; 6. cigarette; 7. sport; 8. music; 9. show; 10. local; 11. dominant; 12. result; 13. company; 14. export; 15. product; 16. expansion; 17. barrier; 18. protect; 19. isolate; 20. economy; 21. global; 22. market; 23. economic; 24. dramatically; 25. person; 26. globally; 27. opponent; 28. globalization; 29. multi-national; 30. national; 31. regional; 32. cultural

Exercise 6 » 1. environmental; 2. developing; 3. recklessly; 4. naturally; 5. globalization; 6. degradation; 7. global; 8. becoming; 9. corporations

Exercise 7 » 1. right; 2. widely; 3. most; 4. lately; 5. wide; 6. late; 7. high; 8. nearly; 9. hardly; 10. highly; 11. hard; 12. rightly

Exercise 8 » 1. Tom lives farthest of all from the school, that's why he has to get up earliest of all. 2. They say our neighbour is seriously ill. I am so sorry for her. 3. Nobody can write my surname right. 4. The first platypuses that appeared in Europe were wrongly considered a fake. 5. Wait for me, I have nearly finished the task. 6. I hope I haven't done the test so badly. 7. A basketball player has to be able to jump high. 8. This new women's magazine is widely advertized. 9. Who knows you better than your own parents? 10. I hope you have been rightly informed.

Exercise 9 » 1. — How many trousers did you manage to press yesterday? — I pressed four, but I didn't manage to (couldn't) iron my blouse. Something had gone wrong with the iron. 2. We managed to find out his mobile number, but we didn't manage to (couldn't) talk to him. The telephone was switched off. 3. At last I managed to see *Harry Potter and the Chamber of Secrets*, but I couldn't understand why the film is (was) so popular. 4. After the long talks (negotiations) we managed to work out an agreement. 5. How many pages did you manage (have you managed) to translate? 6. The little girl didn't manage to (couldn't) find the way home. 7. The task was difficult, and Tom didn't manage to (couldn't) do it. 8. Did you manage to answer all the teacher's questions? 9. I didn't manage (haven't managed) to buy trainers for my son. (I couldn't buy ...) There were only small sizes in the shop. 10. Did you manage to do the task yourself, or did anybody help you? (Have you managed ...)

Exercise 10 » 1. John couldn't go to the baker's. He returned late. 2. Did you manage to choose presents for your younger brother's birthday? 3. I couldn't (didn't manage to) translate the article without a dictionary. 4. Did Betty manage (Has Betty managed ...) to buy paper-clips at the stationer's? 5. There were a lot of people in the shop, but Andrew managed to

do the shopping rather quickly. 6. It was noisy in the room and Ann couldn't concentrate on the task. 7. Did you manage to buy the medicine? Where is it? 8. You managed to wake up early yesterday, didn't you? 9. What did he manage to spend his pocket money on? 10. Little Sam tried to run quicker but couldn't.

Exercise 11 1. — Интересно, какая завтра будет погода? — Возможно, весь день будет идти дождь. — Сомневаюсь. Может быть, и будет облачно, но уж дождя точно (определённо) не будет. 2. — Интересно, где Салли. — Возможно, она играет в компьютер. 3. Можно воспользоваться твоей ручкой? 4. Извините, можно взять соль, сэр? 5. В Англии в большинстве ресторанов не разрешено курить. 6. Мама, можно надеть твоё кольцо на вечеринку? 7. Если хочешь, можешь посмотреть телевизор. 8. После того как самолёт взлетит, разрешается курить. 9. Ты умеешь танцевать вальс? 10. Когда моему старшему брату было три года, он хорошо читал. 11. В прошлом году мне удалось обыграть Дорис в пинг-понг.

Exercise 12 1. a; 2. b; 3. b; 4. a

Exercise 13 1. Can (May) I take another biscuit, Granny? 2. Mr Brown, may I stay a little longer? 3. Richard said we could take his bike. 4. We were not allowed to go to the party by ourselves. 5. Can I help you with your bags? 6. Jane had no ticket, and she was not allowed to enter. 7. He might come on time, but I think he will be late. 8. There may be some cake (Some cake may be) left. I'll go and have a look. 9. Now little Jimmy can read very well, but 5 months ago he couldn't. 10. Mum, can (may) I have another chocolate, please? 11. I got lost in the new city and managed to find the street I needed only by the evening. 12. In our ancient city tourists can see a cathedral and some churches of the 17—19th centuries. 13. We won't be able to explain to Richard the reason for our departure. 14. I may go to the cinema with my friend tomorrow. 15. How could you have broken your promise?! 16. It may (might) rain again tomorrow.

Exercise 15 1. across; 2. down; 3. round; 4. off; 5. over

Exercise 16 1. What came over him yesterday? He let everybody use his computer (allowed to use ...). 2. John said he might come round about six. 3. Emma came across very unusual accounts looking through her helper's files. 4. I don't think I can take part in the conference. I'm coming down with a cold. 5. While I was climbing over the wall, a button came off my jacket. 6. You should explain this word to the children. They have never come across it. 7. A stud has come (came) off my brother's old waistcoat (vest). 8. Betty came down with a cold. She is running (has) a high temperature. 9. Come off the grass. You mustn't walk on it. 10. I don't know what has come over him, he doesn't want to come round to us for a while.

Exercise 17 ▶

1. a man's suit
2. a waistcoat
3. a collar
4. a jacket
5. a bow tie
6. a button
7. a buttonhole
8. a stud
9. laces
10. a ribbon
11. a straw hat
12. a top
13. a woman's suit
14. a skirt
15. a pocket
16. a belt
17. high-heeled shoes

Exercise 18 ▶ 1. f; 2. h; 3. b; 4. e; 5. c; 6. a; 7. g; 8. d**Exercise 19** ▶ 1. up; 2. on; 3. of; 4. with; 5. on; 6. in; 7. to; 8. by, in; 9. from, in; 10. at; 11. —, for; 12. with; 13. —; 14. up**Exercise 20** ▶ A. 1. to get dressed; 2. jet-black; 3. brand-new; 4. a wide-trimmed straw hat; 5. to take no notice (of); 6. to zip up; 7. to unbutton a coat; 8. to be the last straw (to put the lid on sth); 9. to shriek with laughter; 10. to lose one's nerve; 11. to lace up one's boots; 12. a garage attached to the house; 13. the inventors worth mentioning; 14. to flap in the wind; 15. to tie to the tree

B. 1. Could you change a hundred roubles? The cash machine (cash point) has given all the money to me in one hundred notes. I must buy bread, and there is no change at the baker's on the corner. 2. I don't like borrowing money because I'm afraid to get myself into debt. 3. I like doing shopping in a/the big shopping centre: the service is good there, and they often give reductions (discounts). 4. A modern shopping centre looks like a big city under one roof. One can find everything necessary there: hair and beauty salons, post offices, information desks, petrol stations and even cinemas and restaurants. 5. Many stores allow the disabled to use special wheelchairs free. 6. Open a bank account. It will help you to save money, and the bank will regularly pay your interest.

Exercise 21 ▶ 1. chew; 2. attached; 3. immense; 4. were reluctant; 5. tied; 6. a fancy dress; 7. outfit; 8. flaps; 9. funeral; 10. are worth reading; 11. garment; 12. stiff; 13. ridiculous; 14. are detachable; 15. brand-new**Exercise 22** ▶ A. 1. I have no cash. Can I pay by card? 2. Can you change 10 dollars for me? 3. Do people often buy goods on credit in Russia? 4. Yesterday my elder brother opened his first bank account. 5. Banks give loans to their customers. 6. My Granny and Granddad like neither to borrow money nor to lend it. 7. The other day my aunts went to a/the shopping centre and bought a lot of ridiculous things. 8. "You must fill in the form and sign here," said the bank clerk. 9. What is the exchange rate?

B. 1. Find out the price of the trousers from the shop assistant and ask if they will give me a discount. 2. Can you show me the way to the fitting room? 3. What free services do shopping centres offer their customers? 4. We bought my sports outfit at *Marks & Spencer*. 5. Where can we buy tableware? 6. When I come to our local corner shop, Mr Briggs, the shop owner, always greets me nicely and asks if he can do something for me. 7. Take your change and receipt, please. 8. Can you wrap (up) my purchases, please? 9. Shall I put your box into a plastic bag?

Exercise 23 1. A new pair of shoes is worth buying. 2. Your father's advice is worth asking. 3. Foreign languages are always worth learning. 4. The stupid TV programme is not worth watching. 5. Tea is not worth making. 6. The new play has been worth watching. 7. The party was worth visiting. 8. Is the Star Hotel worth staying in? 9. A taxi has been worth taking. 10. A question is always worth asking, but it (the question) is not always worth answering.

Exercise 24 1. I've made your bed. Your pyjamas are under the pillow. 2. Here is the watch my Mother gave me as a birthday present. 3. The stairs were high, and we got tired before we got to the seventh floor. 4. I wonder whose funeral it is. 5. All this money has been already spent. 6. Bring me your clothes; I'll iron them. 7. How many clocks and watches do you have at home? 8. The traffic lights show red light. One mustn't cross the street now. 9. Your new clothes look smart. I like them. 10. I don't keep money at home. My money is in the bank.

Exercise 25 1. the most careful, us; 2. was reading; 3. was taken; 4. children, bookshelves; 5. themselves; 6. were talking, came; 7. first, more difficult, second; 8. had never travelled; 9. have found, earlier; 10. had lost; 11. tells; 12. would arrive, had been expected; 13. ourselves; 14. biggest, them

Exercise 26

Part I

1. had always wanted; 2. began; 3. taking; 4. passed; 5. was bought; 6. pay; 7. would make; 8. drove; 9. hadn't learnt; 10. went; 11. was shining; 12. had been driving; 13. came

Part II

1. had been made; 2. had been opened; 3. had been checked; 4. felt; 5. shall I do; 6. have never dealt; 7. don't start; 8. will/shall have; 9. heard; 10. turned; 11. saw; 12. looking; 13. look; 14. had happened; 15. have been living; 16. don't listen; 17. doesn't know

Exercise 27 1. —; 2. the; 3. —; 4. a; 5. the; 6. —; 7. the; 8. the; 9. the; 10. the; 11. the; 12. the; 13. the; 14. —; 15. —; 16. —; 17. the; 18. the; 19. the; 20. the; 21. the; 22. a; 23. the; 24. the; 25. a; 26. the

Exercise 28

Money:

Деньги к деньгам.

Деньги делают деньги.

Где много денег, ещё прибудет.

Мошна туга, всяк ей слуга.

С деньгами на свете, так и дурак ездит в карете.

Хуже всех бед, когда денег нет.

С деньгами всего можно добиться.

Деньги часто губят тех, кто их наживает.

Business:

Дело — суть (соль) всей жизни.

Делу время, потехе час.

Сделал дело, гуляй смело.

Дело есть дело.

Exercise 29

$$£30 - 10\% = £27$$

$$£43$$

$$£25$$

$$£40$$

$$£80 - 20\% = £64$$

$$£5 \times 6 = £30$$

$$£2.50 \times 3 = £7.50$$

$$£4.30$$

$$£10$$

$$= £250.80$$

$$£300 - £250.80 = £49.20$$

Exercise 30

1. d; 2. b; 3. b; 4. c; 5. d; 6. d; 7. d

Unit 4

Exercise 1

Dialogue 1: 1. F; 2. NS; 3. T; 4. F; 5. T; 6. NS; 7. T

Dialogue 2: 1. T; 2. F; 3. T; 4. T; 5. NS; 6. T

Dialogue 3: 1. F; 2. T; 3. F; 4. NS; 5. F

Dialogue 4: 1. F; 2. NS; 3. T; 4. F; 5. NS; 6. T

Exercise 2

Computers help people. Bankers use computers. Computers help weathermen to predict weather. Computers help companies, doctors, scientists. They are useful, fast and accurate. They are never bored or tired. People depend on computers. Sometimes people think computers are giant brains. But people are more intelligent. They tell computers what to do, they

decide what facts to put into the computer, they plan programs and tell the computers what to do with the facts.

Exercise 3 A. 3; B. 2; C. 4; D. 6; E. 1; extra — 5

Exercise 5 Crescent moon, half moon, full moon, phase of the moon, new moon, mysterious heavenly body, sickle moon.

Exercise 7 1. industrial; 2. dusty; 3. harmful; 4. seriously; 5. pollution; 6. exposed; 7. dangerous; 8. pollution; 9. explosions; 10. radiation

Exercise 8 3. You don't have to help me: I think I'll manage.

d. Has he got to take all these textbooks with him?

5. Do they have to learn all these poems by heart?

f. Father hasn't got to go to the school to talk to my teacher.

7. They don't have to listen to this music if they don't like it.

h. Have you got to read this thick book from cover to cover?

9. Do we have to listen to this stupid talk?

10. He doesn't have to say yes.

Exercise 9 1. Mrs Connolly slowly went downstairs. (Mrs Connolly went downstairs slowly.) 2. Ruth looked in the box carefully. 3. The two brothers say they work at home best. 4. Every afternoon Jane practises playing the piano there (every afternoon). 5. The little girl was crying loudly in her room. 6. Yesterday the children antagonized the neighbours by playing music loudly (yesterday). 7. Sometimes mothers (sometimes) complain that their children don't always appreciate them. 8. The boys quickly ran upstairs (quickly) at the approach of a policeman. 9. Last summer the children hardly ever played table tennis in the gym (last summer). 10. John (definitely) said he would be definitely meeting Belinda on Saturday.

Exercise 11 1. the, the; 2. the; 3. —; 4. —; 5. —; 6. the; 7. the; 8. —; 9. the; 10. —; 11. the

Exercise 12 1. The young in Europe like American music. 2. She was wearing an old hat. 3. Religions teach that people with money should give some to the poor. 4. We have a deaf dog; it's very old. 5. A young cow is called a calf. 6. She threw away the old shoes. 7. The old should be taken care of. 8. A/The young baby sleeps a great deal. 9. The blind man had a dog to help him. 10. She is a very poor swimmer. 11. The rich are often powerful because of their money. 12. What do you think of the help that's given to the blind?

Exercise 13 (*Sample version*)

1. 100 years ago: fly into space, watch TV, operate on the human heart, use computers, use the Internet; 200 years ago: fly planes, make photographs, speak on the phone, travel by train, fly into space

2. live underwater, fly to other planets, live to be 150 years old, cure dangerous diseases, travel in time

3. *negative*: a global war, pollution, catastrophies of various kinds; *positive*: new technologies, new means of transport, closer relations between peoples

4. stopping pollution, preventing global warming, growing trees instead of cutting them down, using ecologically clean fuel in cars, stop the greenhouse effect

5. a global war, radiation, a global catastrophe, a fast change of climate, running out of fresh water

Exercise 14 1. mustn't; 2. must; 3. mustn't; 4. mustn't; 5. mustn't; 6. must; 7. mustn't; 8. mustn't; 9. mustn't; 10. mustn't

Exercise 15 1. must; 2. have to; 3. have to; 4. must, must; 5. must; 6. must; 7. must; 8. have to; 9. had to; 10. must

Exercise 16 A. 1. I must give up smoking, this is my doctor's recommendation. 2. You must read this book about the recent (latest) inventions. 3. You mustn't listen to such loud music when your little brother is sleeping (sleeps). 4. I often have to cook dinner because my parents work late (hours). 5. — Do you have to go to school today? — Today's Saturday. 6. You're coming down with a cold, you should stay in bed for a day or two (for a day or so). 7. Doctors shouldn't speak to their patients irritably. 8. People should (must) vote even if they don't agree with each of the candidates. 9. You must (should) be here before eight o'clock. 10. I think you should express (voice) your opinion more openly.

B. 1. Ann, you must wash your hands now (immediately). They are dirty. One mustn't sit down to table when one's hands are dirty. 2. You shouldn't cry, dear. Tears won't help. 3. I've put on weight. I must go on a diet. 4. Must you wear a school uniform? 5. Must you wear this short skirt when you are at school? 6. You needn't type this translation. Mary has already typed it. 7. You must obey (follow) the rules if you want to be our club member. 8. John has to wear a hat when he works (is working) in the garden. The sun is too hot. 9. You should be more careful when you're writing (when you write). 10. This thing is very expensive. You mustn't (shouldn't) play with it. 11. My father is a gardener, so he has to work outside (in the open air) even when it's cold. 12. We haven't got a geography class tomorrow, so I needn't take books on geography (geography books) with me. 13. The schoolmaster: "In this (our) school all (the) pupils must take computer studies." 14. It's not fair! Why should (must) I come home by ten? None of my friends comes home so early. 15. You look tired. You shouldn't work so hard, dear.

Exercise 17 1. No Trespassing. No Parking. Beware of the Dog. 2. Sold out. 3. Do Not Lean out of the Window. 4. Please Queue Other Side. Do Not Leave Bags Unattended. Keep Right. 5. No Trespassing. 6. No Talking. 7. No Vacancies. 8. Please Do Not Feed the Animals. 9. Please Keep off the Grass. Keep Your Dog on the Lead. 10. Nothing to Declare.

Exercise 18 1. Этот человек, Браун, хотел обманом заполучить мои деньги, но я видел его насквозь (сразу разгадал его умысел). 2. Я не видел Ника уже несколько дней. Он уехал в командировку? 3. К сожалению, я не могу проводить тебя на вокзал. Тебе бы лучше взять такси. 4. Побойсь о том, чтобы для всех наших гостей хватило стульев. 5. Я провожу тебя в аэропорт. 6. Постарайся поспать. Я накормлю детей завтраком (позабочусь о завтраке для ребятешек). 7. Я не знаком с ней лично, я только видел её. 8. Нам всем понятно, какую игру ты затеял, Сэм. 9. Отвези её в больницу, врачи должны заняться её запястьем (осмотреть её запястье).

Exercise 19 (Sample version)

1. happy, thoughtful, surprised, nervous, *etc.* 2. smile, speech, look, movement, *etc.* 3. look, manner, reply, smile, *etc.* 4. a job, silence, education, love and care, *etc.* 5. future, the weather, sb's behaviour or action, *etc.* 6. books, dishes, goods, plants, *etc.* 7. clothes, shoes, hat, uniform, *etc.* 8. set, break, hold, keep, *etc.*

Exercise 20 case/cases

Exercise 21 A. 1. The town was situated in the valley beside a cold fast-running river. 2. He has been working at/on the new engine for several years, and his only desire is to complete this hard work. 3. There's a special branch of science that predicts future. 4. I would be very grateful to you if you could explain what is required of me. 5. Who supplies your school with computers and other equipment? 6. From the expression on the boy's face I understood that he was nervous. 7. "Don't bother me with your questions!" said my brother irritably. 8. The variety of languages in the world is so great that one can't know them all. 9. Well done! Today you've washed up very fast. It's a real record. 10. I'll do what you ask for only in case you insist on it. 11. Modern robots have a great advantage: practically speaking they are intellectual machines. 12. A teacher should not be indifferent to his pupils' progress. 13. Some time ago worn-out jeans and faded T-shirts were in fashion. 14. Just in case, let's leave a note for Mum saying that we have gone to the cinema. She's always nervous when she doesn't know where we are. Besides, it's quite late already.

B. 1. This is a rude expression, don't use it. 2. I have never thought that he will have the nerve to insist on this visit. 3. One shouldn't be indifferent to one's work. 4. Don't bother him with your silly questions! 5. The

elderly woman sitting next to me in the (aero)plane was very nervous: she was afraid of flying. 6. This radio requires two batteries. 7. Without the right equipment the mechanic didn't manage to (couldn't) repair the car. 8. Soon there will be new supplies of food. 9. In case of fire call 01. 10. No one could predict the results of the experiment. 11. I can't see this worn-out jacket any longer (any more). 12. Why not use all the advantages of living in a big city? 13. He has a good collection of old records. 14. His greatest desire was to see the ocean. 15. I think he'll come to the party, but let's call him just in case.

Exercise 22 » 1. besides; 2. different; 3. invention; 4. besides; 5. one; 6. did; 7. either; 8. none; 9. either; 10. variety; 11. neither; 12. discovered; 13. beside

Exercise 23 » (*Sample version*)

1. astronomy, physics, chemistry, mathematics, biology, *etc.* 2. discovery, observation, test, analysis and systematization of facts, research, *etc.* 3. fighting serious diseases, creating highly effective systems of communication, creating new materials, *etc.* 4. to equip spaceships with powerful engines, to explore outer space and other planets, to live and work in orbital space stations, to send probes to other planets, *etc.* 5. a keyboard, a printer, to switch on the power, to use the password, *etc.*

Exercise 24 » A. Science and technology; to analyze and systematize (the) facts; to make experiments; to do (scientific) research; modern information technologies; to make a discovery; great achievements; interesting observations; a science (a branch of science); a scientific breakthrough; to make tests.

B. Exploring the underwater world; UFOs and alien visits; alternative sources of energy; recycling and reusing materials; collecting, storing, using and sending out information; development of life on the Earth; studying ancient civilizations.

C. To orbit the Earth; life and work in orbital space stations; essential problems; to launch the space vehicle; a manned spaceship; the mankind; to equip with a powerful engine; to produce new materials in zero gravity.

D. Access to the Internet; e-mail; to save and delete information; a PC user; diagrams; to format and edit texts; a password; hard disks; a keyboard.

Exercise 25 » 1. are crowded, better; 2. had happened; 3. see, is (was/will be) missed; 4. first; 5. deer; 6. was not listening, was thinking; 7. to come; 8. most horrible; 9. was laid, ourselves; 10. hundred

Exercise 26 »

Part I

1. was living/lived; 2. was reading; 3. came; 4. had been discovered; 5. had been kept; 6. had been sent; 7. was given; 8. read/had read; 9. sprang; 10. rushed; 11. knew; 12. would get

Part II

1. rode; 2. found; 3. was having; 4. knocked; 5. asked; 6. could; 7. talk;
8. have had; 9. don't want; 10. coming; 11. wasn't; 12. told; 13. had found;
14. would write; 15. (would) split; 16. expected; 17. to help; 18. did

Exercise 27 1. a; 2. the; 3. —; 4. the/—; 5. the; 6. the; 7. —;
8. the/—; 9. the; 10. the; 11. the/—; 12. the; 13. the; 14. the; 15. the;
16. the; 17. the; 18. —

Exercise 28 1. hadn't bothered, wouldn't have supplied; 2. hadn't
bought, wouldn't be able; 3. hadn't been invented, would have been invent-
ed; 4. had named, would have got; 5. wouldn't know; 6. were, wouldn't be;
7. had, would tell; 8. could; 9. were not, would be; 10. hadn't been interested,
wouldn't have entered

Exercise 29 1. had been; 2. would have killed; 3. had been driving;
4. wouldn't have been; 5. had known; 6. would have kept; 7. had known;
8. wouldn't have been driving; 9. hadn't been; 10. would be

Exercise 30 1. b; 2. b; 3. d; 4. c; 5. c; 6. c; 7. b

Exercise 33 1. b; 2. g; 3. d; 4. h; 5. e; 6. c; 7. f; 8. a

Exercise 34 1. n; 2. b; 3. c; 4. j; 5. a; 6. m; 7. l; 8. f; 9. d; 10. p;
11. h; 12. e; 13. o; 14. k; 15. i; 16. g

Unit 5

Exercise 1

Dialogue 1: 1. b; 2. a; 3. c; 4. a; 5. c

Dialogue 2: 1. c; 2. c; 3. b; 4. c; 5. b

Dialogue 3: 1. a; 2. c; 3. c; 4. a; 5. a

Dialogue 4: 1. c; 2. b; 3. c; 4. c; 5. b

Exercise 2 1. e; 2. g; 3. a; 4. d; 5. c; 6. h; 7. b; 8. f

Exercise 3

1. B; 2. D; 3. F; 4. E; 5. A; 6. H; 7. —; 8. C; 9. G

Exercise 6 1. visitors; 2. national; 3. threatened; 4. ecological;
5. pollution; 6. industrial; 7. survival; 8. privatization; 9. biologically; 10. unable

Exercise 7 1. don't need to/needn't; 2. need to; 3. need to; 4. need to;
5. don't need to/needn't; 6. need to; 7. don't need to/needn't; 8. don't need
to/needn't; 9. don't need to/needn't

Exercise 8 (Sample version)

1. No, you needn't. You may pay later. 2. No, she needn't. It can wait
till later. 3. No, you needn't. Kate will wash up this time. 4. No, you needn't.

I think it looks great. 5. You needn't stay in bed. Just stay indoors till the end of this week. 6. You needn't go to the post office at all. I can post the letter for you. 7. No, you needn't. You can take as long as you wish.

Exercise 9 1. should take; 2. to be taken; 3. do we need; 4. needn't; 5. have informed; 6. stay; 7. have cooked; 8. take; 9. are to; 10. don't need; 11. needn't; 12. could have been; 13. needn't take; 14. must be; 15. needn't

Exercise 10 1. You should have informed me about this exciting event. Because of you I've missed everything. 2. You should have woken me up. My dream was a real nightmare. 3. You shouldn't have confused him with your questions. 4. You shouldn't have spoken to him in such a rude voice. You've frightened the boy. 5. You could have bought today's newspapers. Why haven't you done it? 6. Jane needn't have translated the article. It has already been translated. 7. You needn't meet me at the metro station. Victor will see me home. 8. Do we have to buy tickets to go to the park or can we go free? 9. We should have listened to the weather forecast. I've got wet through (to the skin) in the rain. 10. Who needs a pen? I have a spare one. 11. To be taken three times a day before meals. 12. You should have asked for your parents' advice. 13. Why did you climb up the tree? You could have fallen. 14. Steve says he needs no one's help. 15. You shouldn't have bought two tickets to the theatre. This Saturday I'll be busy and won't be able to go with you.

Exercise 11 1. awful; 2. unexpected; 3. loud; 4. well; 5. sadly; 6. quiet; 7. good; 8. well; 9. pleasant; 10. awfully; 11. unexpectedly; 12. loudly; 13. quietly; 14. pleasantly; 15. sad

Exercise 12 1. The flowers smell strongly before the rain. 2. I saw that the child was awfully frightened. 3. I felt cold and turned on the heater. 4. The new college building looks very attractive. 5. Now I feel well, I hope the headache won't come back. 6. Look at this woman. Don't you think she looks strange? 7. This new perfume smells very sweet. 8. The girl looked at me quickly and turned away. 9. The medicine tastes bitter! I can't take it. 10. The prices in our supermarket will pleasantly surprise you.

Exercise 13 1. Thai; 2. Mexicans; 3. Portuguese; 4. Dutch; 5. the British; 6. a Britisher; 7. the Belgians; 8. the Chinese; 9. English; 10. Swiss, Norwegians, Dutch

Exercise 14 1. Soon two Czechs and a Dane joined our group. 2. The Greek alphabet looks like the Russian alphabet. 3. You're mistaken, Maggie is not an Englishwoman but Irish (an Irishwoman). 4. The Portuguese have always been great sailors. 5. Traditionally (the) Japanese eat a lot of seafood, as a result they seldom suffer from heart condition. 6. When I was young, I knew a Chinese (man), and he often told me about his country. 7. Mexi-

can food is usually very hot (spicy) like Indian food. 8. A Frenchman can be easily recognized by his accent. 9. Not so many people in the world can speak Dutch. 10. The Swiss Alps are one of the most popular holiday places in Europe. 11. What do you know about the Welsh and their traditions? 12. The Canadians have two official languages.

Exercise 15 *(Sample version)*

- Excuse me, is there a bus to the city centre?
- How long will it take me to get to the railway station by metro?
- Where's the nearest bus stop?
- At what stop do I get off?
- What bus will take me to the airport?
- Is there a metro station near the central shop or had I better go by bus?
- Could you tell me the way, please?
- Could you help me, please? How do I get to ...?

Exercise 16 1. At the end of the week we dropped on a nice attractive flat and decided to rent it. 2. I thought I would just drop in on you and see how you are (doing). 3. John has dropped out of the game as he has a lot of work to do (he is very busy). 4. Jane said she would drop the jacket off at the cleaner's when she went to the centre. 5. Let's drop in on Ruth when we are in Oxford. 6. Don't drop English no matter how hard it is. 7. I dropped on my old diary when I was looking for my notebook. 8. We were passing by your house and decided to drop in. 9. Please drop off this order at the grocery on your way to school. 10. Denis was injured in the first round and dropped out of the match. 11. If everything is all right, I'll drop off the papers at your place tomorrow afternoon. 12. Why drop on me? Going there was his own decision.

Exercise 17 *(Sample version)*

1. sea, weather, road, wood, voice, person, *etc.*; 2. face, hands, stockings, clothes, *etc.*; 3. answer, explanation, words, information, *etc.*; 4. wall, room, head, floor, body, *etc.*; 5. meeting, report, event, payment, conference, *etc.*; 6. game, film, event, show, book, *etc.*; 7. story, life, picture, impression, *etc.*; 8. market, journal, news, bank, *etc.*; 9. nonsense, pleasure, happiness, idiocy, *etc.*; 10. towns, countries, raindrops, stories, *etc.*

Exercise 18 1. Когда я впервые увидел океан, то испытал волнение. 2. Никто ничего не разглядит, если в комнате полная темнота. 3. Моему двоюродному брату приснился страшный сон, как будто за ним гонится лев. 4. День благодарения — ежегодный праздник, который отмечается в ноябре. 5. Дети обняли своих родителей, как только те сошли с самолёта. 6. Я застал, когда пёс оставил грязные следы на полу, который я только что вымыл. 7. Стрела вообще не попала в мишень. 8. В общей сложности на вечеринке нас было 12 человек. 9. Звон тарелок, донёсшийся

с кухни, был знаком того, что ужин почти закончен. 10. Класс из колледжа моего двоюродного брата в десятый раз организует встречу выпускников в этом году. 11. Мокрый котёнок дрожал от холода. 12. Этот дорожный знак сбивает с толку водителей и заставляет их сворачивать не туда. 13. Босоногие ребятишки перешли через ручей. 14. Я сказал кондуктору в поезде, что еду в Нью-Йорк. 15. Её старое морщинистое лицо светилось добротой.

Exercise 19 1. sank; 2. clattered; 3. rough; 4. groan; 5. wrinkled; 6. to be certain; 7. was run; 8. within easy reach; 9. annual; 10. bare; 11. a married couple; 12. a groan; 13. rough drafts; 14. totally; 15. confuse; 16. thrilling; 17. bareheaded; 18. embraced; 19. flowed; 20. vague

Exercise 20 1. I saw tears of joy on her face. 2. Where does this river flow? 3. What is your destination? 4. Her trousers were wrinkled and she had to iron (press) them. 5. My aunts hadn't seen each other for about a year. When they came to our place and saw each other, they embraced tenderly. 6. The sea was rough, and the ship began sinking. 7. Her voice trembled with excitement. 8. When will our annual meeting of graduates take place? 9. I heard the clatter of dishes in the kitchen. 10. There appeared a fishing vessel in the distance. 11. His leg hurt badly, but with a groan he rose and walked to the house. 12. The carriage clattered along the rough road. 13. The last days of the summer holidays turned out (to be) a real nightmare. 14. Wait a minute, you're confusing me. 15. We arrived at our destination long after midnight. 16. The old man embraced me with his thin wrinkled arms. 17. The speaker droned on and on and nothing could stop this flow of words. 18. There was a strong wind blowing, and (the) bare branches of the trees were beating on (against) the windows. 19. "Open up!" ordered a rough voice behind the door. 20. What a confusing story! I can't understand a thing.

Exercise 21 1. except; 2. waiting; 3. rather; 4. quiet; 5. by; 6. half-sister; 7. altogether; 8. flowed; 9. couple; 10. awaiting; 11. pair; 12. quite; 13. couple; 14. stepbrothers; 15. better; 16. by; 17. couple, besides

Exercise 22 1. I would rather go home; I'm a little tired. 2. You had better not argue with your parents. 3. He says he would rather wait for me at the school but not at the bus stop. 4. Kate had better not think about becoming an air hostess. She is airsick. 5. We would rather go to the park with you — the weather is lovely today. 6. You had better go to the dentist if you have a toothache. 7. I had better switch off the television. When it works, I can't concentrate on my homework. 8. He would rather e-mail his friends. 9. We had better not be late for the classes tomorrow as we are going to write a test. 10. You had better not buy tickets to the smoker.

Exercise 23 1. c; 2. c; 3. a; 4. a; 5. c; 6. c; 7. b; 8. c; 9. b; 10. c; 11. b; 12. c; 13. b

Exercise 24 1. g; 2. m; 3. b; 4. i; 5. c; 6. f; 7. n; 8. d; 9. o; 10. e; 11. l; 12. j; 13. a; 14. p; 15. k; 16. h

Exercise 25

1. When we travel, we use various means (kinds) of transport. We can travel by plane or by train, by coach or by car, on a bike or on foot. 2. I always choose the most convenient way of getting to my destination. In my view it's going by sea (a sea voyage). 3. Could you please weigh the luggage and pay the excess luggage charges if necessary? 4. I've bought a season ticket. I think I'll save some money. 5. When I go away on business, I always have to do some last-minute shopping. 6. My latest journey to Rostov was a real nightmare. First of all, I had a lot of heavy luggage; besides, my fellow passenger on the coach was extremely talkative, and that was getting on my nerves. There was a two-hour delay of my train (my train was delayed for two hours), and I had to wait on the platform. I wasn't properly dressed and began to get cold. I wish I hadn't gone on that journey at all. 7. I need a double room for two days, preferably overlooking the sea (with a view of the sea). 8. Is the cost of laundry service included? 9. What facilities and services are available in this hotel? 10. When we leave the hotel, we should check out. 11. When is the flight from London? (When does the London flight arrive?)

Exercise 26 1. older, his; 2. hottest; 3. first, was taken, (was) operated; 4. women; 5. have never tried; 6. thousands, had been left; 7. theirs; 8. play/playing; 9. feel, better; 10. those, were

Exercise 27

Part I

1. had; 2. had been left; 3. had never done; 4. are found; 5. playing; 6. sunbathing; 7. trying; 8. drove; 9. to stay; 10. arrived; 11. was raining; 12. sit/sitting; 13. looking; 14. haven't played/haven't been playing; 15. don't we do

Part II

1. had played; 2. felt; 3. walked; 4. had been; 5. were lined; 6. was; 7. would find; 8. had not read; 9. had always been; 10. was caught; 11. raised; 12. pulled; 13. turned; 14. is/was often used; 15. had been put

Exercise 28

Globe

1. *The* world. The group travelled around *the* globe and saw many interesting countries. 2. A round ball with *a* map of *the* world on it. We

study *the* oceans and *the* countries on *the* globe in our classroom. 3. Anything shaped like *a* ball. We bought *a* new glass globe to cover *the* light bulb in *the* hall.

Exercise 29 1. mailbox; 2. (pedestrian) crossing; 3. parking space; 4. pavement; 5. lift; 6. return ticket; 7. petrol station; 8. underground; 9. chemist's; 10. dustbin; 11. street seller; 12. block of flats; 13. motorway; 14. single ticket

Exercise 30 1. e; 2. b; 3. d; 4. a; 5. c

Exercise 31 1. a; 2. e; 3. d; 4. b; 5. h; 6. j; 7. k; 8. g; 9. c; 10. m; 11. i; 12. l; 13. n; 14. p; 15. q; 16. o; 17. f

Exercise 32 1. c. When in Rome do as Romans do. — В чужой монастырь со своим уставом не ходят. 2. d. Time and tide wait for no man. — Время не ждёт никого. 3. a. One man doesn't make a team. — Одна ласточка весны не делает. 4. g. The more haste the less speed. — Поспешишь — людей насмешишь. 5. b. There is no place like home. — В гостях хорошо, а дома лучше. 6. e. Absence makes the heart grow fonder. — Разлука заставляет сердце любить сильнее. 7. f. One man's meat is another man's poison. — То, что одному человеку полезно, другому вредно.

Exercise 33 1. e; 2. k; 3. b; 4. a; 5. i; 6. c; 7. d; 8. h; 9. j; 10. f; 11. g

Exercise 34 1. b; 2. d; 3. b; 4. a; 5. a; 6. b; 7. a

Unit 6

Exercise 1

Dialogue 1: 1. A journalist. 2. In 1785. 3. *The Daily Universal Register*. 4. The government's. 5. He bought *The Times*. 6. In 1902.

Dialogue 2: 1. *People's Friend*. 2. Fast food. 3. It's high in fat and calories. People easily become obese which leads to some dangerous diseases. 4. They advertize it everywhere and sell it cheap in school. 5. America is trying to fight against fast food companies.

Dialogue 3: 1. None. 2. Schoolchildren's health. 3. Workload. 4. Pupils are physically attacked and robbed, they also have fears about their popularity. 5. They work and take part in after-school and before-school activities. 6. Budgeting pupil's time and making them stay longer in the open air.

Dialogue 4: 1. His visit to the TV studio. 2. He wants to write scripts for television. 3. He is writing a script for a new programme. 4. Great Mystery Tour.

Exercise 2 B. 2; C. 5; D. 1; E. 3; F. 7; G. 6

Exercise 3 ➤ 1. T; 2. F; 3. T; 4. T; 5. F; 6. T; 7. T; 8. NS; 9. F; 10. T; 11. NS; 12. F

Exercise 6 ➤ 1. It was good knowledge of history and geography, good judgement (strategy) and some good luck. 2. "Which king was married to Eleanor of Aquitaine?" 3. She used her 50×50 lifeline, phone-a-friend and the audience's help.

Exercise 8 ➤ 1. journalist; 2. formulators; 3. responsibility; 4. citizens; 5. journalism; 6. discussion; 7. entrance; 8. education; 9. exclusion/excluding; 10. journalism; 11. closed; 12. unsympathetic; 13. unpopular; 14. properly; 15. information; 16. minorities

Exercise 9 ➤ 1. for; 2. to; 3. of; 4. of; 5. for; 6. in; 7. from; 8. of; 9. to; 10. in; 11. in; 12. to; 13. in; 14. of (about); 15. for; 16. for; 17. of; 18. of

Exercise 10 ➤ 1. Не могу представить свою маму танцующей на дискотеке. 2. Мне очень нравится жизнь в моём городе. 3. Ты можешь представить себе, что можно забыть о собственном дне рождения? 4. Мне удалось убедить его продолжать эксперимент. 5. Мне нравится плавать. 6. Мне страшно надоело слушать твои небылицы. 7. Маргарет сказала, что больше туда ходить не стоит. 8. Для неё спорить с дядей Тимом нет никакого смысла. 9. У меня есть специальный велосипед, чтобы кататься по горам. 10. Фрэнк отрицает, что говорил это. 11. Ты продолжаешь досаждать мне. 12. Тед зарабатывает на карманные расходы тем, что моет соседям машины. 13. Она с трудом нашла наш дом. 14. Что проку плакать? Я не передумаю. 15. Курение может подорвать ваше здоровье.

Exercise 11 ➤ 1. to; 2. —; 3. —; 4. to; 5. —, to; 6. to; 7. —; 8. to; 9. to; 10. —; 11. to; 12. to; 13. to; 14. to; 15. to; 16. —; 17. to; 18. to; 19. to; 20. —

Exercise 12 ➤ 1. watching; 2. turning; 3. to see; 4. trying; 5. making, to express; 6. doing; 7. listening; 8. to buy; 9. to get; 10. to win; 11. staying, watching; 12. telling; 13. calling; 14. talking, meeting; 15. to admire; 16. speaking; 17. to play; 18. whining; 19. to inform; 20. persuading; 21. jumping; 22. phoning; 23. seeing; 24. to wind up; 25. going

Exercise 13 ➤ 1. offer; 2. offered; 3. suggest; 4. offered; 5. suggested; 6. suggests; 7. offer; 8. suggested; 9. suggests; 10. offered; 11. offering; 12. suggest; 13. offered; 14. suggest; 15. offers

Exercise 14 ➤ A. 1. Father still remembers buying his first television. 2. He didn't forget to take his passport with him. 3. Will you remember to buy fruit for me? 4. Remember to send a telegram to your aunt. 5. I will

never forget skiing in the mountains. 6. John said he would never forget singing at the party. 7. Did you forget meeting me before?

B. 1. Jane stopped to smell the rose. 2. Stop making this noise. 3. We stopped to buy a newspaper. 4. Lisa stopped going to the music school. 5. Stop shouting. I can't make out the voice on the record. 6. We tried to stop him but he wouldn't listen to anyone.

C. 1. I regret losing my temper. 2. I regret to tell you that your brother has got into a road accident. 3. Alice regretted telling you about it. 4. I regret to say that you haven't passed the exam. 5. I regret lending him money; he hasn't returned it. 6. I regret not taking your advice. You were right.

Exercise 16 1. The operator asked the caller to hold on. 2. The girl was walking down the stairs holding on (to) the banister. 3. The boy said hello and held out his hand to me. 4. I could hardly hold myself in. 5. The man held off his dog and let me walk by. 6. The soldiers managed to hold off the enemy's attack. 7. The handle was held on the door with a nail. 8. Hold on a minute, I'll see where he is now. 9. Linda held out her hand and gave me the keys. 10. When you dive, hold your breath. 11. We tried to hold off the crowd. 12. Hold on (to) this handle and you won't fall. 13. The stranger held out his hand to greet me. 14. The fort held on for a few days. 15. Hold on, hold on. This is where I disagree with you. 16. Mary was very angry but held (herself) in. 17. Hold on, I'm coming.

Exercise 17 1. on; 2. in; 3. in; 4. at; 5. out; 6. on; 7. down/along; 8. for; 9. into; 10. with; 11. in; 12. to; 13. of; 14. to; 15. of

Exercise 18 1. glorious; 2. idle; 3. passionate; 4. enclosed; 5. obvious; 6. incapable

Exercise 19 1. People will hardly be able to forget that glorious day in May, the last day of the terrible war. 2. My knowledge of Arabic is limited to five or six phrases. 3. The flame of the candle was so weak that we were not able to read by its light. 4. Those were idle days of lying on the beach and doing nothing. 5. I enclose the picture of my family with our new house in the background. 6. Robin is a gifted musician, and I'm sure that a brilliant future is awaiting him. 7. Do you think there are any illiterate people left in this country? 8. Jane's emotional and passionate speech didn't leave the public indifferent. 9. Charles had few memories of his early childhood. 10. In most cases people's happiness depends on a good family and a good job. 11. Wasteful people have no chance to get rich. 12. Absorbed in talking we did not pay attention to the noise outside. 13. My mistake was obvious, and I was prepared to hear some uncomplimentary words from my teachers. 14. Wood doesn't sink but floats. 15. Come to the map and point out the Arabian Peninsula.

Exercise 20 » 1. unlocked; 2. immobile; 3. inattentive; 4. irrational; 5. unmarried; 6. inexpensive; 7. uncoloured; 8. irresponsible, unpleasant; 9. indifferent; 10. illogical; 11. unanswered; 12. immortal

Exercise 21 » 1. inaccurate; 2. independent; 3. irregular; 4. unpopular; 5. inexpensive; 6. illiterate; 7. illogical; 8. impolite; 9. irresistible; 10. unprestigious; 11. unseen; 12. uninteresting; 13. inattentive; 14. unable, incapable; 15. uncomfortable; 16. irresponsible; 17. untidy; 18. incomprehensible

Exercise 22 » 1. I was allowed to enter. 2. I was allowed to go to the cinema. 3. Playing football in the street is not allowed. 4. The children were not allowed to go out in the rain. 5. I'm not allowed to work in the garden. 6. He is allowed to go to such parties. 7. You won't be allowed to return the money. 8. John stepped back, and I was allowed to pass. 9. Her younger brothers are not allowed to ride her bike. 10. Smoking is not allowed in the restaurant.

Exercise 23 » 1. Some papers lay on the table. 2. Father laid his hand on my shoulder. 3. Jemma laid the clothes in the box. 4. Lay the hat on this chair. 5. She went to the bedroom and lay on the bed. 6. When I entered the room, Grandfather was lying on the sofa. 7. The farm lay within three miles of the sea. 8. I knew that Rob was lying. 9. John lay on the beach thinking of his family (was lying and thinking ...). 10. The little girl laid the pencil on the table. 11. The young mother laid the baby on its back. 12. She is in the room laying the table. 13. Look how she is laying the child in the bed. 14. Look, the dog is lying under the table. 15. Lie on the sofa and try to sleep.

Exercise 24 » 1. The Arabian Peninsula. 2. The United Arab Emirates. 3. The Arabic language. 4. Arabian Nights. 5. Arabic numerals. 6. The Arabian desert. 7. An Arabian horse. 8. The Arabic literature. 9. Arab tribes. 10. The Arab world. 11. Arab-Israeli War. 12. Arab countries. 13. The Arabic alphabet. 14. Arab oil. 15. Arab history.

Exercise 26 » 1. big newspaper headlines; 2. a film review; 3. various kinds of editions; 4. a great number of copies; 5. impartial and accurate; 6. to keep an eye on the news; 7. freelance journalist; 8. a newspaper stand; 9. to broadcast programmes; 10. to be glued to the television screen; 11. a remote control; 12. the nine o'clock news; 13. a newscaster (newsreader); 14. a quiz host; 15. a commercial on television; 16. violence and crime; 17. a music request programme; 18. an editor; 19. to subscribe to a newspaper; 20. to keep people informed about the current events

Exercise 28 » 1. —, the; 2. the; 3. —, the, the; 4. —, —; 5. —, —, —; 6. the, —, the, the, the; 7. —; 8. the; 9. the; 10. the, —, the

Exercise 29 1. be wearing; 2. had seen; 3. has read; 4. provide; 5. lay; 6. lay; 7. have cooked, would; 8. subscribe; 9. receiving; 10. allowed

Exercise 30 1. is/was owned; 2. her, friend's; 3. had never visited, was shocked; 4. most challenging, second; 5. is believed, most photographed; 6. are going, will need, to play, to read; 7. stay; 8. sportsmen; 9. are making, yours, mine; 10. to come, themselves

Exercise 31

Part I

1. had been dreaming/had dreamt; 2. were walking; 3. noticed; 4. come/coming; 5. have never seen; 6. will make; 7. raised; 8. prepared; 9. was heard; 10. spring; 11. knew; 12. had missed; 13. thought; 14. had been given; 15. had had; 16. would have been

Part II

1. tried; 2. had been aiming/had aimed; 3. shot; 4. was wasted; 5. am getting; 6. replied; 7. Do not worry; 8. has missed; 9. turned; 10. to look/looking; 11. had not gone; 12. was paying; 13. was practising; 14. spoke

Аудиокурс к контрольным заданиям

Unit 1

Script 1 to Test One

Speaker One. My name is Robert Winston. I'm fifty. When I was at school, science was taught by demonstration. For biology we went out on field trips, looking at botany.

For physics and chemistry we did many experiments which health and safety now do not allow. In my first chemistry lesson there was an explosion in the laboratory, filling it with smoke. It was a complete surprise and a great demonstration. It is very sad that it couldn't be done today. Science now is taught in theory.

Speaker Two. I'm Kathy Sykes. Much of my school science was hard to understand. It seemed a mass of facts we needed to learn, discovered by people long dead. An amazing physics teacher changed all that. He explained that physics was about models of the world. He said much of what we'd learnt wasn't quite true — things were simplified. When a model stopped working, it should be replaced by a new one. For me it opened up space for creativity. It became clear that science was a place of discovery — not dead or dull facts.

Speaker Three. I'm Steve Jones. I went to a grammar school and we learned Maths, Physics and Chemistry mostly from dry and boring texts. And although I still remember how to make ammonia from hydrogen and nitrogen, nobody ever explained to me why I need to know it and where it

fits into science. Because of one excellent teacher, biology was better — but I got my enthusiasm for the subject not from school but from books.

Speaker Four. My name is Trevor Bayliss. When I was at school, we did a lot of experiments. At the age of 14 I made my first diesel engine, much to my parents' surprise. We learned about telephones using wire-linked headphones in different rooms. The memories I have of science classes include smoke, poisonous gases and the occasional explosion. We made our own fireworks at school for Guy Fawkes' Night, using magnesium and bangers. I have nothing but admiration for the teachers who led us along and made science so enjoyable.

Speaker Five. I'm Agatha McKenzie. I was always bad at science at school. There always seemed to be much effort involved in learning formulas or diagrams. The rotten egg smell going down the corridor once a year was the only exciting thing about science in school. I'm much more interested in it now than I was then. I have begun to realize the importance of science — just in small things like washing your hands. Teaching science at school can be made more interesting and relevant by taking it out of the classroom.

Script 2 to Test Two

From the interview Bill Bryson gave to *The Independent*

The idea about the book *A Short History of Nearly Everything* was to try and make science exciting to people.

My idea was that science had to be more interesting than it was made out to be to me when I was at school in America. Science courses, it seems to me, were a bit dull.

In principle, I'm very interested in science but I had never studied the subject. Obviously, there are two types of people when it comes to learning science at school — those who are going to go and have careers in physics and chemistry and a whole large group of the rest of us who should be coming out of school with at least some understanding of science.

My knowledge of science was extremely elementary when I started working on the book. I knew practically nothing. What I could get out of the research for this book is an extremely superficial understanding of the subject. I didn't really understand physics any more than I did when I started working on it.

What I had got out of the exercise, though, was how scientists have gone about finding things out — how they know what they know.

For example, I found it fascinating how a scientist could look at two different formations of rocks and say that one was 250 million years old and that one is 850 million years old. How do they know that?

Those are the kind of questions that I imagined other people in the same position as me would like to find the answers to.

Script 3 to Test Three

I hope that in schools there will be pupils sufficiently interested and excited by the same questions that interest me, and they will decide to take up science as a subject themselves as a result of reading the book. The book is meant to show them that science can be a kind of entertainment. The idea is that people read it and they feel entertained.

The reason the book turned out the way it did was that I could only go so far, and what I learned and understood about science could be learned and understood by anyone.

The book sells fantastically well in the UK and it has also done well in the United States and Germany. I'm donating the money that I'm making from the sale of the books to school for some sort of award for pupils.

I don't know, really, if there are enough pupils taking up science at school. I think there is a tremendous future for scientists. Nowadays a lot of people seem to be obsessed with media studies. Then they come out of school and they're unemployable and can't find a job. A practical science qualification would be a useful qualification.

Unit 2

Script 4 to Test One

Greenslade School

You may have heard some talk about Greenslade School. Greenslade School is rather notorious. We are always talked about, but unfortunately most of the talk is by people who are not well informed about the things we are trying to do in this school.

The majority of the children here could be generally classified as difficult. It is probably so because many children in this area have always been poorly fed, clothed and housed. The total income of many of these families is not good enough for the minimum of food, warmth and dry shelter necessary for good health. Some of these children are from homes where parents are chronically unemployed. They don't have jobs and in many cases don't show any interest in finding any (jobs). The very nature of the children's environment makes them able to show a lot of disrespect to any authority. Many of the pupils smoke, use bad language and are often very rude. We, the teachers, try our best to discourage them of such things and to help them in the pressures and tensions of their lives. We do not believe in discipline based on some kind of punishment. In this school we believe that pupils are not children but men and women in process of development, and this development shouldn't be forced on them by teacher. We think that our children deserve respect and we try to give them affection, confidence and guidance because in our view

they are their most immediate needs. Only a small part of their day is spent in the security of this school. Many more hours they spend in this neighbourhood had often have unsatisfactory influences.

Script 5 to Test Two

A. All pupils want to do their best at school, but many do not succeed. Is it just that others are smarter? Is it that others spend every hour of every day on homework and never have any fun? Some pupils really get and store information more easily than others, and some schoolchildren spend huge amounts of time studying. But the real difference between a good pupil and a bad one comes down to one thing: planning. Make a plan and it may save you hours or days of needless study and worry.

B. Hand-held calculators are so inexpensive that most families and many schools have them. Such calculators make problems with addition, subtraction, multiplication and division of whole numbers very easy. Calculators can also be used to solve other problems. Although no two calculators are exactly alike, all have some characteristics in common. Almost all hand-held calculators have a memory feature, but surveys have shown that most people don't use it.

C. People constantly compare things. It may be easy to say that one subject is bigger or heavier than another, but to answer questions like "How big?", "How heavy?" requires a more exact way of comparing. The data scientists gather must be available to people so that they can use the information in their own work. The metric system is in common use in most countries and by scientists all over the world. The basic unit of length in it is the metre. This system is a decimal system. Each unit is related by a factor of ten.

D. Few people have trouble learning everyday words such as house, man, dog, run. The words that give trouble are less common. They are usually long and often refer to abstract ideas. These long words are often made up of smaller pieces whose meanings are easy to learn. These parts of words are roots, prefixes and suffixes. Once you learn some of the common roots, prefixes and suffixes you can guess the meanings of many other unfamiliar words and know many more of them.

E. Many readers begin to have trouble when they start to read passages about unfamiliar subjects. These readers may be able to recognize or pronounce all the words but they cannot tell what a sentence means because they do not know the meaning of an essential word. For such readers, an important step to improving their reading is to enlarge their vocabulary. In many cases the context will help. Do not forget to look up unknown or difficult words in dictionaries either.

Script 6 to Test Three

Ralf: Hi, Patrick. It's been a long time. I haven't seen you since spring. Have you been away?

Patrick: I spent three months in Calcutta, India, working as a volunteer.

Ralf: Wow! What kind of work did you do?

Patrick: I helped homeless children in a small drop — in centre. That's a place where children can sit and talk about their problems and get some food too.

Ralf: It sounds like homeless kids is a serious problem in India.

Patrick: It really is. In Calcutta alone there are thousands of them. We helped the kids living in one of the big railway stations.

Ralf: Railway children in the 21st century? What a shame! How do they survive?

Patrick: Some of them try to earn a little money by helping porters, others may gather rubbish to sell, but most just steal money from the passengers. If they didn't beg or steal, they would probably starve to death.

Ralf: But what about their families? How does it happen that children find themselves in this horrible situation?

Patrick: In many cases, the children have run away from home or have been thrown out. Most were beaten by their parents and decided to try to find a better life. There are also stories of kids who simply lost their family at the station.

Ralf: Street children usually have all sorts of illnesses.

Patrick: It's true. Many of the children are very ill or injured and need medical help urgently.

Ralf: If no one takes care of them, there's no chance for these kids to go to school or to get any kind of education. Am I right?

Patrick: I'm afraid it is very much so. Though, in some cases, charity organizations help the kids to join learning projects. It may give them a chance one day to become like all those passengers they see at the station and envy.

Unit 3

Script 7 to Test One

Barbara. I have to admit that I often shopped online the last two months and I bought dozens of goods such as clothes, a watch, flowers, a cell phone, earrings and some other small things. Most of them are good and cheap but a few of them are not to my liking. Shopping online you may get cheated and shopping sites can disappear too. When you shop online, you make mistakes more often than in ordinary shops and you have more chances to order the wrong items. Last time I spent more money than I used to do.

Dave. I do buy online very often, and I have never had any problem. I'm shopping sitting in my comfortable chair and I don't spend hours on it. The way to pay for the goods is very convenient too as you can use different kinds of payment means — credit cards or your bank account transfer. I have never had a single problem shopping online. It is very practical, especially if you, like me, hate queuing up for a long time.

Margaret. Online shopping will allow you to buy any crazy size, style or colour and in most cases bring it to your home overnight, but it won't take it back. I once tried to order a blouse I saw online. I had seen the blouse in the store while shopping with my sister one day but it was a little too expensive there. Online the blouse was much cheaper and it had my size. But when the blouse arrived, I can't tell you how horrible it looked. It wasn't the blouse I had seen in the picture online, and certainly not the blouse in the store. There wasn't even any need to try it on, because the blouse was obviously too small for me. And to make things worse the online shop didn't agree to take it back.

Danny. I shop online very often. Mostly for items not readily available at the local stores such as books, music CDs, electronics. Shopping online you can find things like old cameras or music CDs that are no longer in print or other valuable goods produced centuries ago. Some people think that paying is a problem but it's safer to use a credit card online than in a department store, and there are so many tools to help you find the right product. You can easily find websites for product reviews and price comparison. There are also special online coupons and discounts. So you can pay less and save money in the process.

Ann. Online shopping is definitely not the answer to the type of shopping I and my friends and family prefer. Shopping should not only be a means to get goods and services as you need them. It is also a way to socialize and come together, and have positive human relationships. In other words actual shopping is a social event. I'm sure it should be fun and enjoyable. You can't get that through your computer no matter what function key you press. Ordering over the Internet I can't taste, smell and see the things I buy. I can only see them in a photograph.

Script 8 to Test Two

The Mall of America

Do you like shopping? You have come to the right place! The *Mall of America* in Minnesota has over 520 stores and 50 restaurants, including *Bloomingdale's*, *Macy's*, *Nordstrom* and *Sears*. With free parking, with no tax on clothing and shoes, it is easy to enjoy all that the *Mall of America* has to offer.

- If shopping is not your main intention at the *Mall of America*, visit the many attractions inside the largest shopping and entertainment

complex in the United States. Nickelodeon Universe theme park brings famous characters to life. There are 30,000 live plants and 400 live trees planted in Nickelodeon Universe.

- Seven Yankee Stadiums would fit inside the *Mall of America*. The *Mall of America* is located on the former Metropolitan Sports Stadium.
- The *Mall of America's* 13,300 tons of steel is nearly twice the amount in the Eiffel Tower.
- Walking distance around one level of the *Mall of America* is half a mile.
- Spending 10 minutes in every store would take a shopper more than 86 hours to complete their visit to the *Mall of America*.
- More than 5000 couples have been married at the *Mall of America* since its opening in August 1992.

Script 9 to Test Three

Confessions of a Shopaholic

In New York, Rebecca Bloomwood is shown as an addicted consumer that cannot resist buying fashionable clothes and outfits in expensive fancy shops.

Rebecca has several debts with the credit cards.

She writes articles for a gardening magazine. She has hundreds of clothes and accessories, and a lot of debt. She dreams of working in the fashion magazine *Alette*. On her way to an interview at *Alette* magazine she finds a green scarf in a window. Rebecca thinks that the scarf is perfect. Even the mannequin in the window is telling her that she should buy it. Anyhow, the girl doesn't have enough money; she lies, saying that she needs the scarf for her sick aunt. So a man in the line gives her twenty dollars to get her out of the way. With the scarf Rebecca walks into the office, but the receptionist tells her that the vacancy has just been filled.

When Rebecca loses her job, she sends an offensive letter to the editor Luke Brandon from the financial magazine *Successful Saving* and an article to *Alette* to show her potential. However, by chance she mixes up the correspondences in the mailbox. As a result, Luke Brandon hires her to write a column called "The Girl in the Green Scarf" in his magazine using a simple language and metaphors that could be easily understood by common people. Meanwhile Derek Smeath is chasing Rebecca. His job is to make people pay back the money they owe. She is avoiding him everywhere. She lies again saying that Derek is her ex-boyfriend who follows her.

When her column becomes a success, Rebecca is invited to take part in a talk show and Luke and she fall in love with each other. However, her lies and debts put her in a difficult situation with her audience, her friends and Luke. In the end Rebecca sells all her clothes. Rebecca walks along a block of high-priced stores, the mannequins call to her again to enter the shops, but as she refuses to do it, they start applauding her.

Unit 4

Script 10 to Test One

Five Popular Books

1. *Orbital Resonance* by John Barnes is a brilliant and very readable book. The main character, 13-year-old Melpomene Murray, takes part in an exciting journey through space aboard the *Flying Dutchman*. Melpomene lives on the *Flying Dutchman*, cycling between Earth and Mars, with her parents and her brother and she goes to a very interesting school. The book is written in the form of a school project whose aim is to explain life in space to people on Earth.

2. The book *I, Robot* by I. Asimov is a series of short stories in which the central character is an elderly robot psychologist named Susan Calvin. She gives an interview shortly before her death. The stories grew from Asimov's opinion that anyone smart enough to create robots would be smart enough to make sure that those robots would never attack their makers. The stories describe the early history of robotics, the science of building robots. The reader learns about the different stages of robot development. The author thinks that robots are a "better breed" than humans. Though they were created to serve, some day they will become the masters.

3. *Glory Season* by David Brin recently became a blockbuster. Lysos, the main character, founds a human colony on the isolated planet of Stratos. His idea is to create there a happier life. The result is that most of the population of Stratos consists of financially successful groups of female clones. Stratos is portrayed as a practical feminist society, dominated by clones. A traveller has come from a great distance and threatens to destroy the perfect society on Stratos.

4. The main character of the novel *The Time Machine* by G. Wells is a scientist whom the author named the Time Traveller. He believes in time travelling. During dinner the Time Traveller tells his guests that he has invented a Time Machine. He shows them a small model, and says that when he switches it on, it disappears into the future. The next week he joins his guests again only to tell them about astonishing adventures which he had while time travelling.

5. *The Invisible Man* by G. Wells is about a scientist who made himself invisible. Griffin has a laboratory where he works night and day to create a formula that will make him visible again. Finally, he comes into the home of a former college professor who he thinks will be interested in his experiments and help him. Mr Kemp, however, reads in newspapers about Griffin's terrible crimes against people in the town and reports him to the police. Griffin is caught and killed. After that he becomes visible again.

Script 11 to Test Two

Technology of the Future

With “smart” technology in almost everything around us it is not surprising to hear that now new technology is also making its way to clothes. In Canada they have invented dresses that move to greet people who look at them. First, the clothes appear to be like normal, rather shapeless dresses. However, try looking at them a little longer and they will slowly, but surely, begin moving in your direction. In the dark the smart dresses light up!

The genius behind these creations is Chinese designer Ying Gao who lives in Montreal. He worked in cooperation with robotics engineer Simon Laroche, to create the interactive dresses. In order to keep them as light as possible they used the world’s lightest material — *super organza*. Then they cleverly fixed tiny electronic devices that monitor admirers and motors that allow the light material to turn toward them. The light up effect is produced by the special photoluminescent thread, with which the dresses are sewn.

The two dresses are now making their way to the Shanghai Museum Of Contemporary Art where they will be on exhibition until spring, after which they will return to their country of origin and be exhibited at the Textile Museum Of Canada in Toronto, for all to admire!

Script 12 to Test Three

For many years the Dutch architect Ramon Knoester has been dreaming of recycling the plastic that is polluting our oceans. His idea is to transform the plastic into a beautiful inhabitable island. He began his work in 2010 after receiving a grant from the Dutch government. Knoester wanted to use plastic from the Pacific Ocean. In the ocean there is the so-called Great Pacific Garbage Patch, a 500-mile area of toxic waste that extends from California to the Sea of Japan. However, as he began working on the plans, he realized that this would be more difficult than he thought because of the cost of removing the plastic from the middle of the ocean. He finally began his experiment in the mouth of the Maas River. This river runs through France, Belgium and the Netherlands carrying along with it trash (mostly plastic) from these countries. All the trash is dumped into the North Sea. Instead of building an island, Knoester decided to begin with floating parks and villas. Working in cooperation with the local government officials, as well as chemists, naval architects and engineers, he has designed a new type of villas. These villas will have beautiful gardens and water filtration systems. The houses will get both solar and wave energy. Though the villas are still in concept phase, the architect hopes to have the first recycled plastic public park floating within a few years. Knoester hasn’t given up his original idea of building a giant recycled island. It will be a real breakthrough in saving the environment! There are of course many problems still left. The

first question is the following: will the plastic prove to be a strong enough foundation? And then of course the biggest question of all is if they build it, will people come to live there?

Unit 5

Script 13 to Test One

Doris. Whenever I travel, I prefer to stay at hotels, not with friends, if I have them in the country where I go. I think it is important to be independent. I also like to have as many clothes as I may need, but I never pack them in one travelling bag or a suitcase. I prefer to use two bags rather than one large. It is more convenient to have dresses, blouses and skirts in a different bag than your shoes or boots. Then if there is no lift in a hotel, I can't easily carry bags and suitcases upstairs myself. My advice to travellers is: learn to look after yourself.

Brenda. It is especially important for travellers to know how to behave in foreign places. Behaviour, when travelling, is a sure indication of what a person is like. So a little preparation for your future journey, in my opinion, is an absolutely necessary thing. A good knowledge of the language of the country you are to visit is an immense help. It is as good as a purse with a lot of money, as two pairs of eyes, as another pair of ears. At least don't forget to buy a map or a guidebook with some useful phrases.

Julian. I never take heavy trunks with me when I travel. And not too many boxes, bags or suitcases either. Then if you have a luggage carrier or ask a porter to help you with your luggage, lots of luggage items are most inconvenient. One rucksack that is not very big is quite enough. You can take it into the cabin if you travel by air and thus you don't have to wait at the airport where you arrive.

William. Whenever I go away, I always think carefully what things to take with me and how to pack them. My golden rule of packing is "When packing a trunk, take care of the corners and the centre will look after itself". I often put a label with my name and the place of my destination on the trunk or suitcase. Frankly speaking I travel a lot and I have never had my trunks lost or misplaced.

May. While travelling you can't expect that everything you need you can get at once. Very often you have to wait, and sometimes it can take you more than just a minute. Do not think yourself neglected if waiters at hotels do not bring what you ask for immediately. Always keep in mind that the enjoyment of travelling very much depends on your attitude to the situation. Adapt yourself to it and don't fly into a temper. You'd better smile and look on the brighter side.

Script 14 to Test Two

The Impressions of Britain

A lot of tourists visit the UK every year. Many of them visit London, the Lake District, Scotland and Wales. What do foreigners think of Britain nowadays? The latest answer to the question is that many visitors to the United Kingdom say that the country is a bit “old-fashioned”, “conservative” and “rather cold”. More than 2600 people in 13 countries of the world associate Britain with castles, kings and queens, rugby, the Royal Family, stable democracy and depressing grey skies. Some people find the United Kingdom unfriendly. One of the Brazilian tourists who came to England in 2013 wrote: “It is impossible for an affectionate, warm Brazilian to live in a country where people hardly say hello to each other.” But opinions differ. A German visitor to Britain disagrees: “I imagined the UK to be more conservative, more distant. But the people there were fairly warm and friendly. They are quite normal people — like us.”

Script 15 to Test Three

Interview with Mr Sheppard

Interviewer: Mr Sheppard, tourists to the United Kingdom often want to know how the UK was formed. What can you tell them?

Mr Sheppard: Well, this took centuries and a lot of armed struggle was involved. In the 15th century, a Welsh prince, Henry Tudor, became King Henry the Seventh of England. Then his son King Henry the Eighth united England and Wales under one Parliament in 1536.

Interviewer: What about Scotland?

Mr Sheppard: In Scotland a similar thing happened. The King of Scotland got the crown of England and Wales in 1603. He became King James the First of England and Wales, and King James the Sixth of Scotland.

Interviewer: And were the parliaments of England, Wales and Scotland also united at the beginning of the 17th century?

Mr Sheppard: No, that happened a century later in 1707. The United Kingdom is a name that was introduced much later in 1801 when Great Britain became united with Ireland.

Interviewer: Do you mean that the whole of Ireland was united with Great Britain?

Mr Sheppard: Yes. Great Britain and Ireland were one country from 1801 until 1922.

Interviewer: And what happened then?

Mr Sheppard: In 1922, the independent Republic of Ireland was formed on the bigger part of the territory. Northern Ireland became part of the United Kingdom of Great Britain and Northern Ireland.

Interviewer: So there are four parts in the UK, aren't there?

Mr Sheppard: True. Three of them are situated in Great Britain. They are England, Scotland and Wales. Of the four parts that make up Great Britain, England is the largest. Over 46 million people out of the population of the UK live in England. The coasts of England are washed by the North Sea, the Irish Sea, the English Channel and the Strait of Dover. No part of England is more than 120 kilometres from the sea.

Unit 6

Script 16 to Test One

Dialogue 1

Bob: So, what shall we do tonight, Dan?

Dan: I really don't know. Any ideas, Bob?

Bob: Why don't we go to the cinema?

Dan: Do you really feel like going there?

Bob: Why not? I'd like to see a good film.

Dan: Then couldn't we have a nice quiet evening in front of the telly?

Bob: Are you kidding? That's not my idea of a Saturday night.

Dialogue 2

Helen: You know, Rick, I'm not fond of sports and games.

Rick: Aren't you, Helen? I'm not very keen on them either, but sometimes I like to have a swim on a hot day.

Helen: Do you? It's not really my kind of thing. I'm interested in books. I can say that reading is my hobby.

Rick: You are one of not many. People usually prefer watching television or videos.

Helen: Yes, I know.

Dialogue 3

Paul: You know, Patricia, *Titanic* is on again.

Pat: Really? I saw it some years ago.

Paul: I didn't have a chance to watch it when the film came out in 1997. What do you think of it?

Pat: Oh, I liked it very much. In my view it was absolutely enjoyable. The special effects and the acting — everything was really great.

Paul: I hear James Cameron spent a lot of money on it, the sum mentioned was incredible.

Pat: True. The budget was over 200 million dollars. But it was worth it. I think the film is really different.

Dialogue 4

Mary: Hi, Grace. I phoned you last night but the mobile was switched off or out of the coverage.

Grace: No wonder. I did switch it off yesterday evening.

Mary: But why, Grace? What was the matter?

Grace: You know, Mary, I just decided to stay in and have a quiet night in front of the telly. I felt tired to do anything else.

Mary: I can't believe you. As far as I know it's not the way you usually spend your free time.

Dialogue 5

Simon: So, James, how often do you go to the cinema nowadays? Remember you were a real cinemagoer at the university.

James: Well, not as often as I used to. These days I usually wait till films come out on video, then buy them or get them for an evening.

Simon: But do you at least sometimes watch films in cinemas?

James: Oh, hardly ever, Simon.

Script 17 to Test Two

Most people know James Cameron as a famous film director. He created *The Terminator*, *Titanic* and *Avatar*. But James is also a sea explorer. In one of the magazine's articles you can find some details about his expedition to the Mariana Trench.¹ This is the planet's deepest place in the Pacific Ocean. People did not visit the Mariana Trench for many years. But they began to be interested in this place in the beginning of the 21st century. On the 26th of March, 2012, James Cameron arrived there and reached the bottom of the Mariana Trench. It took Cameron and his team seven years to prepare for this dangerous trip. He spent three hours in this cold desert-like place, with no sunlight and heavy water pressure. He could hardly see anything and took no pictures. James Cameron is going to make a 3-D film about the Mariana Trench. He is going to return to this place in the world's biggest ocean.

Script 19 to Test Three

Crufts Dog Show

Millions of viewers watch dog shows on television. One of the best-loved shows is called Crufts. The show got this name from Charles Cruft, a dog biscuit seller. In 1878, Charles Cruft, a young Englishman, organized the dog show in France, as a part of the Paris Exhibition. That gave him the idea to have a dog show in Britain too. He went back to England and created Crufts.

Now Crufts is more than 100 years old. It is a gigantic show that takes place in Birmingham every year. It has been recognized by the Guinness Book of Records as the largest dog show in the world. It lasts 4 days and attracts dog lovers from all continents. Thousands of dogs take part in different competitions and demonstrations.

¹ a trench [trentʃ] – зд. впадина

At a special section of Crufts called “Discover Dogs” visitors can see different breeds of dogs. They can talk to dog experts too. It’s perfect for someone who wants a dog, but doesn’t know what kind to get.

Young dog lovers have a club of their own. Its members have their own special events at Crufts and take part in a number of competitions. The aim of the club is to encourage interest in the care, training and all sorts of other activities connected with dogs. The club has a great idea for those who don’t want to leave their dogs during the holidays. They organize a summer camp for kids and dogs.

Ключи к контрольным заданиям

Unit 1

I. Listening Comprehension Tests

Test One 1. F; 2. B; 3. A; 4. C; 5. E; extra — D

Test Two 1. F; 2. NS; 3. T; 4. NS; 5. F; 6. T

Test Three 1. c; 2. b; 3. b; 4. a; 5. c; 6. a

II. Reading Tests

Test One 1. B; 2. —; 3. A; 4. C; 5. E; 6. D

Test Two 1. d; 2. b; 3. h; 4. e; 5. a; 6. f; 7. c; 8. g

Test Three 1. d; 2. b; 3. b; 4. a; 5. b

III. Vocabulary Tests

Test One 1. jealous; 2. advance/smart; 3. harm; 4. crept; 5. dumb/silly; 6. smart/terrific; 7. cheating; 8. top; 9. care; care; 10. rotten; 11. terrific; 12. show; 13. fixed; 14. mind; 15. silly; 16. flavoured

Test Two 1. out; 2. over; 3. in; 4. down; 5. over; 6. in; 7. out; 8. down

Test Three 1. tailor; 2. hairdresser’s; 3. silly; 4. career; 5. job; 6. profession; 7. occupation; 8. stupid

Test Four 1. k; 2. i; 3. l; 4. f; 5. j; 6. d; 7. h; 8. a; 9. c; 10. e; 11. g; 12. b

Test Five 1. at; 2. of; in; 3. at; 4. of; 5. in; 6. of; 7. to; 8. on/to; 9. from; 10. off; 11. for; 12. at; into; 13. for; 14. from; 15. up; 16. by

Test Six 1. Victorian; 2. sweeping; 3. ability; 4. quickly; 5. cruelty; 6. unflavourable; 7. exhausting; 8. inside

IV. Grammar Tests

Test One Present Subjunctive: 1; 5; 6; 8; 10; 11; Past Subjunctive: 2; 3; 4; 7; 9; 12

Test Two 1. had cancelled; 2. could; 3. had caught; wouldn’t have lost; 4. had; would call; 5. had been; 6. were; wouldn’t jump; 7. hadn’t had;

would have fallen; 8. liked; would invite; 9. wouldn't have recognized; hadn't seen; 10. were

Test Three 》 1. were; would start; 2. hadn't missed; 3. didn't play; would have; 4. knew; 5. had seen; would have enjoyed; 6. told; would change; 7. hadn't made; would have got; 8. hadn't left

Test Five 》 1. had just ended; 2. had done; 3. first; 4. was given; 5. was planning/had planned; 6. to spend; 7. best; 8. was tutored; 9. felt; 10. won

Unit 2

I. Listening Comprehension Tests

Test One 》 1. T; 2. F; 3. NS; 4. NS; 5. T; 6. F

Test Two 》 1. —; 2. D; 3. A; 4. B; 5. E; 6. C

Test Three 》 1. c; 2. b; 3. a; 4. d; 5. c

II. Reading Tests

Test One 》 1. c; 2. g; 3. d; 4. a; 5. e; 6. b; 7. f; extra — h

Test Two 》 1. B; 2. A; 3. C; 4. —; 5. E; 6. D

Test Three 》 1. d; 2. a; 3. b; 4. d; 5. b; 6. d

III. Vocabulary Tests

Test One 》 1. vanished; 2. rare; 3. solid; 4. warning; 5. squeak; 6. mess up; 7. complicated; 8. concentrate (on); 9. forced; 10. droning on

Test Two 》 1. down; 2. away; 3. out; 4. down; 5. into; 6. down; 7. into; 8. away

Test Three 》 1. d/f; 2. d/f; 3. b/h; 4. e; 5. a; 6. j; 7. i; 8. b/h; 9. g; 10. c

Test Four 》 1. a; 2. b; 3. a; 4. b; 5. a; 6. a; 7. b; 8. a

Test Five 》 1. j; 2. i; 3. c; 4. a; 5. g; 6. f; 7. b; 8. d; 9. h; 10. e

Test Six 》 1. in; 2. for; 3. up; 4. on; 5. with; 6. about; 7. on; 8. into; 9. on; 10. on; on

Test Seven 》 1. education; 2. British; 3. government; 4. famous; 5. National; 6. intelligent; 7. attention; 8. different

IV. Grammar Tests

Test One 》 1. had been; would have been; 2. had bought; would have won; 3. left; wouldn't miss; 4. had been; would have solved; 5. were; wouldn't agree; 6. hadn't invited; wouldn't have come; 7. hadn't passed; wouldn't have gone; 8. hadn't worked; wouldn't have passed; 9. had; would buy; 10. entered; would graduate

Test Two 》 1. be; 2. have been; 3. have done; 4. go; 5. go; 6. have joined; 7. go; 8. think; 9. have realized; 10. have believed

Test Three 1. were; had; 2. had been; 3. hadn't come; 4. were not; 5. had bought; 6. hadn't stayed; 7. had watched; 8. were not; 9. didn't leave; 10. hadn't left

Test Four 1. would change; 2. would go; 3. would write; 4. would have done; 5. would write; 6. have promised; 7. have moved; 8. have signed; 9. would have waited; 10. would accept

Test Five 1. had ordered; 2. orders; 3. ordered; 4. gets; 5. had not graduated; 6. had travelled; 7. came; 8. had come; 9. had known; 10. had bought

Test Six 1. more; 2. most; 3. fastest; 4. more calmly; 5. naturally; 6. more often; 7. clearly; 8. quietly; 9. more quickly; 10. Heavier

Test Seven **Julia does her** hair; makes dresses; sharpens knives; takes things to the cleaner's; presses her trousers; irons her linen; repairs her watch; mends her clothes (herself). **Brenda has her** hair done; dresses made; knives sharpened; things taken to the cleaner's; her trousers pressed; her linen ironed; her watch repaired; her clothes mended (for her).

Test Eight 1. most important; 2. had heard; 3. became; 4. children; 5. their; 6. was arranged; 7. controlled; 8. them; 9. were preparing; 10. were smartly dressed

Unit 3

I. Listening Comprehension Tests

Test One 1. C; 2. F; 3. E; 4. D; 5. A; extra — B

Test Two 1. NS; 2. T; 3. T; 4. F; 5. F; 6. F; 7. T

Test Three 1. c; 2. b; 3. b; 4. a; 5. a; 6. c; 7. c

II. Reading Tests

Test One 1. f; 2. h; 3. b; 4. g; 5. a; 6. e; 7. d; extra — c

Test Two 1. A; 2. E; 3. F; 4. D; 5. B; 6. —; 7. C

Test Three 1. c; 2. b; 3. a; 4. d; 5. c; 6. a

III. Vocabulary Tests

Test One 1. immense size; 2. reluctant guests; 3. detachable cuffs; 4. stiff back; 5. ridiculous dress; 6. dignified manner; 7. starched collar; 8. detached house; 9. funny joke

Test Two 1. f; 2. d; 3. a; 4. h; 5. g; 6. b; 7. i; 8. j; 9. e; 10. c

Test Three 1. b; 2. e; 3. f; 4. d; 5. g; 6. c; 7. a

Test Four 1. ridiculous; 2. hilarious; 3. funny; 4. ridiculous; 5. funny; 6. hilarious

Test Five >> 1. off; 2. across; 3. down with; 4. over; 5. across; 6. round; 7. off; 8. over

Test Six >> 1. e; 2. h; 3. j; 4. i; 5. g; 6. b; 7. a; 8. k; 9. l; 10. f; 11. d; 12. c

Test Seven >> 1. entertainment; 2. neighbourhood; 3. transformation; 4. shopping; 5. activity; 6. freedom; 7. cultural; 8. consumer

IV. Grammar Tests

Test One >> 1. widely; 2. most; 3. highly; 4. wrongly; 5. rightly; 6. hard; 7. hardly; 8. wide; 9. wrong; 10. high; 11. hardly; 12. right; 13. hardly; 14. mostly

Test Two >> 1. it, they; 2. they, it; 3. they; 4. it; 5. them, It; 6. it; 7. it

Test Three >> 1. which; 2. What; 3. What; 4. Which; 5. what; 6. What; 7. Which; 8. what

Test Four >> 1. may/can; 2. can; 3. might; 4. could; 5. could/can; 6. might/could; 7. could; 8. may/could

Test Five >> 1. may be; 2. may be; 3. maybe; 4. Maybe, maybe; 5. may be; 6. maybe; 7. may be; 8. maybe; 9. maybe; 10. may be; 11. Maybe

Test Six >> 1. most; 2. First; 3. don't know; 4. to pay; 5. happens; 6. has; 7. is reading; 8. to improve; 9. is connected; 10. newest; 11. shop

Unit 4

I. Listening Comprehension Tests

Test One >> 1. D; 2. E; 3. A; 4. B; 5. C

Test Two >> 1. T; 2. NS; 3. F; 4. F; 5. NS; 6. T

Test Three >> 1. c; 2. b; 3. b; 4. c; 5. a; 6. b

II. Reading Tests

Test One >> 1. c; 2. g; 3. e; 4. a; 5. d; 6. b; extra — f

Test Two >> 1. b; 2. f; 3. c; 4. d; 5. e; 6. a; 7. —

Test Three >> 1. c; 2. d; 3. c; 4. d; 5. a; 6. b

III. Vocabulary Tests

Test One >> 1. advantage; 2. case; 3. nervous; 4. predicts; 5. indifferent; 6. desire; 7. insist; 8. bother; 9. require; 10. supplies; 11. various; 12. equipment; 13. express; 14. worn out; 15. expressed; 16. variety

Test Two >> 1. g; 2. h; 3. f; 4. a; 5. c; 6. b; 7. e; 8. d

Test Three >> 1. survive; 2. launch; 3. research; 4. astronomy; 5. breakthroughs, invention; 6. explore; 7. recycle; 8. equipped; 9. observations; 10. tested, launched

Test Four 1. through; 2. off; 3. around; 4. to; 5. through; 6. to; 7. off; 8. to

Test Five 1. discovery; 2. invention; 3. invented; 4. discovered; 5. discovery; 6. invention; 7. inventive; 8. discovery

Test Six 1. of; 2. off; 3. about; 4. of; 5. In; 6. on; 7. over; 8. on; 9. about; 10. with; 11. for; 12. of

Test Seven 1. variety; 2. technological; 3. medical; 4. remarkably; 5. information; 6. equipment; 7. discovery; 8. operation; 9. illness; 10. invention; 11. nervous; 12. difference

Test Eight 1. besides; 2. beside; 3. beside; 4. besides; 5. besides; 6. beside; 7. besides; 8. beside

IV. Grammar Tests

Test One 1. must; 2. have; 3. can, may; 4. can, may; 5. can't; 6. must, should; 7. can, must; 8. can; 9. must; 10. ought; 11. must, should

Test Two 1. none; 2. either; 3. Neither; 4. either; 5. none; 6. neither; 7. none; 8. any

Test Three 1. I work better at the library in the evening. 2. We generally go to France for our holidays. 3. He is always asking silly questions. 4. The man warmly thanked the scientist and immediately went out of the room. 5. He cleverly planned to get into their laboratory unnoticed. 6. We finally arrived home at midnight.

Test Four 1. the wealthy; 2. blind; 3. the sick; 4. the unemployed; 5. old, the young, young, young, old; 6. the disabled

Test Five 1. must; 2. have to; 3. have to; 4. must; 5. must; 6. have to; 7. must; 8. have to; 9. must; 10. must

Test Six 1. are hospitalized; 2. longer; 3. called; 4. has increased; 5. are tested; 6. million; 7. mice; 8. fish; 9. putting; 10. faster

Test Seven 1. shouldn't; 2. don't have to; 3. mustn't; 4. don't have to; 5. shouldn't; 6. don't have to; 7. mustn't; 8. mustn't; 9. shouldn't; 10. doesn't have to; 11. mustn't; 12. shouldn't

Unit 5

I. Listening Comprehension Tests

Test One 1. f; 2. d; 3. b; 4. e; 5. a; extra — c

Test Two 1. T; 2. NS; 3. F; 4. NS; 5. T; 6. T

Test Three 1. a; 2. c; 3. b; 4. a; 5. c; 6. c

II. Reading Tests

Test One 1. b; 2. e; 3. d; 4. —; 5. a; 6. c

Test Two 》 1. b; 2. c; 3. d; 4. f; 5. g; 6. a; 7. e; 8. h

Test Three 》 1. c; 2. c; 3. b; 4. c

III. Vocabulary Tests

Test One 》 1. tears; 2. flows; 3. bare; 4. annual; 5. clatter; 6. was trembling/trembled; 7. rough; 8. confused; 9. nightmare; 10. groaned; 11. thrilled; 12. wrinkled; 13. sank; 14. reunion; 15. couple; 16. embrace

Test Two 》 1. to/into; 2. to; 3. with; 4. by; 5. with; 6. of; 7. at; 8. by; to; 9. on; 10. with

Test Three 》 1. couple; 2. voyage; 3. quiet; 4. altogether; 5. travels; 6. rather; 7. except; 8. sick; 9. waiting; 10. quite; 11. journey; 12. together; 13. awaiting; 14. better; 15. pair; 16. besides

Test Four 》 1. e; 2. a; 3. j; 4. h; 5. g; 6. k; 7. b; 8. d; 9. f; 10. c; 11. i

Test Five 》 1. in; 2. out; 3. off; 4. on; 5. off, at; 6. out; 7. on; 8. in, at

Test Six 》 1. hitchhikers; 2. dangerous; 3. simply; 4. comfortable; 5. politely; 6. European; 7. Spanish; 8. impression; 9. architecture; 10. amazing

IV. Grammar Tests

Test One 》 1. e; 2. i; 3. h; 4. b; 5. a; 6. f; 7. c; 8. g; 9. d

Test Two 》 1. The hungry; 2. The rich; 3. Poor; 4. young; 5. old; 6. old; 7. deaf; 8. deaf, dumb; 9. the deaf, the dumb; 10. the rich, the poor

Test Three 》 1. needn't; 2. are to; 3. is to; 4. is to; 5. needs; 6. doesn't need; 7. are to; 8. needs

Test Four 》 1. have given; 2. have worn; 3. help; 4. explain; 5. have bought; 6. have said; 7. shout; 8. have come

Test Five 》 1. cold; 2. loud; 3. nice; 4. coldly; 5. sadly; 6. sad; 7. loudly; 8. pleasant; 9. awfully; 10. wonderful

Test Six 》 1. Danes, Danish; 2. Dutch, Dutch; 3. Portuguese, Portuguese; 4. Swiss, German; 5. Japanese, Japanese; 6. Canadians, English, French; 7. Irish, English, Irish; 8. Norway, Norwegian

Test Seven 》 1. most extreme; 2. fruit; 3. coldest; 4. our; 5. last; 6. was used; 7. are; 8. is frozen; 9. second; 10. driest; 11. didn't see; 12. longest

》》》》 Unit 6

I. Listening Comprehension Tests

Test One 》 1. C; 2. E; 3. A; 4. D; 5. —; 6. B

Test Two 》 1. NS; 2. T; 3. F; 4. NS; 5. T; 6. T

Test Three 》 1. c; 2. a; 3. b; 4. c; 5. a

II. Reading Tests

Test One 1. C; 2. —; 3. A; 4. D; 5. B

Test Two 1. c; 2. a; 3. d; 4. f; 5. e; 6. b

Test Three 1. b; 2. b; 3. a; 4. c

III. Vocabulary Tests

Test One 1. incapable; 2. illiterate; 3. passionate; 4. wasteful; 5. gifted; 6. obvious; 7. marvellous; 8. idle; 9. fierce; 10. distant

Test Two 1. of; 2. in; 3. with; 4. at; 5. for; 6. of; 7. for; 8. for; 9. about; 10. to; 11. out

Test Three 1. incapable; 2. impolite; 3. illegal; 4. irresponsible; 5. unrewarding; 6. inexpensive; 7. uninteresting; 8. immoral; 9. unfriendly; 10. independent

Test Four 1. weekly newspaper/magazine; 2. review; 3. strip cartoon; 4. tabloid; 5. soap (opera); 6. editor; 7. newscaster/newsreader; 8. freelance journalist; 9. current affairs; 10. commercial; 11. headline; 12. newsagent(s)

Test Five 1. off; 2. out; 3. on; 4. off; 5. on; 6. in; 7. on; 8. in; 9. on; 10. out

Test Six A. 1. offered; 2. offer; 3. offers; 4. suggest; 5. suggested; 6. suggest; 7. offered; 8. offers

B. 1. Arab; 2. Arabic; 3. Arabic; 4. Arabian; 5. Arab; 6. Arabian; 7. Arab; 8. Arabic

Test Seven 1. business; 2. artist; 3. singer; 4. famous; 5. intention; 6. donations; 7. really; 8. inexpensive

IV. Grammar Tests

Test One 1. from; 2. in; 3. to; 4. for; 5. to; 6. to; 7. for; of; 8. of; 9. in; 10. in

Test Two 1. playing; 2. to go; 3. meeting; 4. to say; 5. to inform; 6. bringing; 7. calling; 8. not joining; 9. to complete; 10. to speak; 11. helping; 12. to read

Test Three 2. The boy wasn't allowed to play ...; 4. I was lying on the beach ...; 6. Children shouldn't be allowed to play ...; 10. Tortoises lay eggs ...

Test Four 1. to; 2. —; 3. to; 4. to; 5. —; 6. —; 7. to; 8. —; 9. to; 10. —

Test Five 1. not used to; 2. used to; 3. used to; 4. get used to; 5. am not used to; 6. used to; 7. got/was used to; 8. used to; 9. used to; 10. be used to

Test Six 1. has just become; 2. more convenient; 3. children; 4. stories; 5. choose; 6. to watch; 7. be divided; 8. youngest; 9. are written; 10. has grown/has been growing; 11. connected; 12. million

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