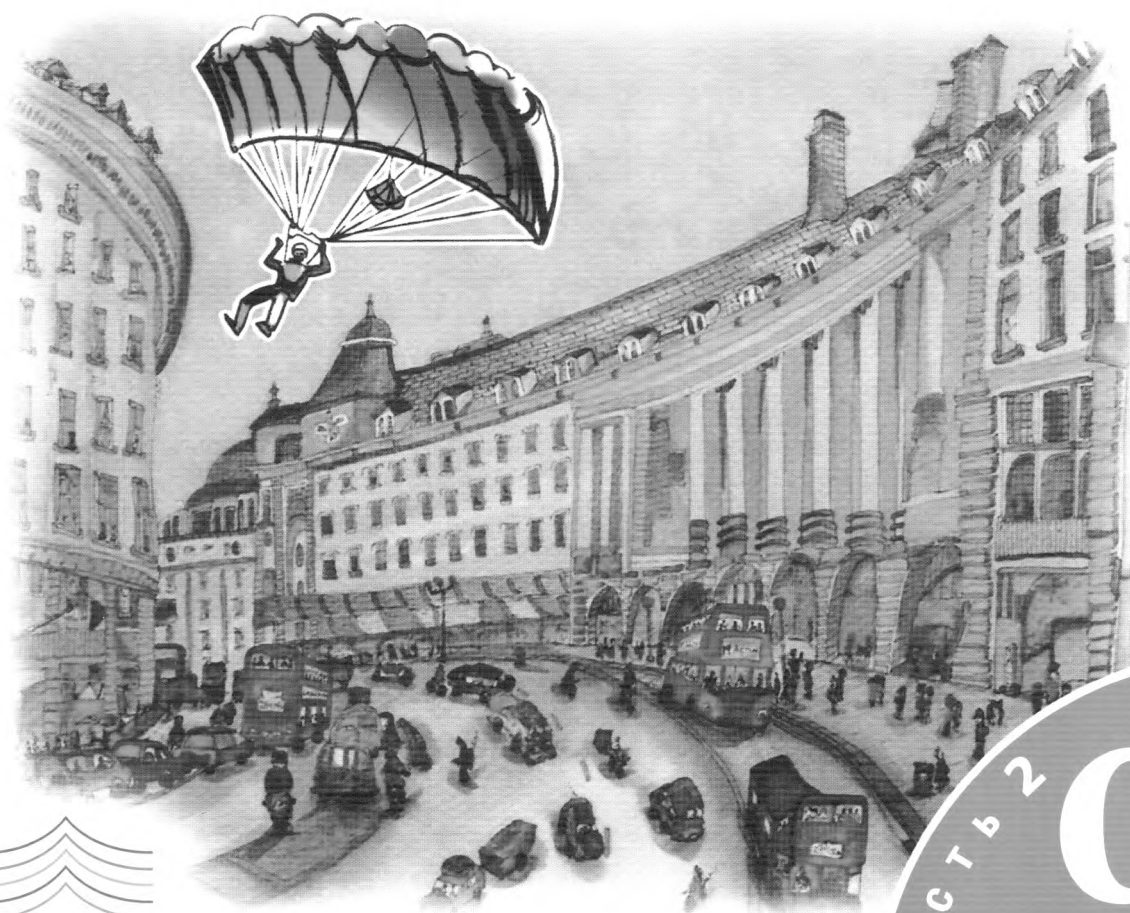


АНГЛИЙСКИЙ ЯЗЫК

RAINBOW ENGLISH



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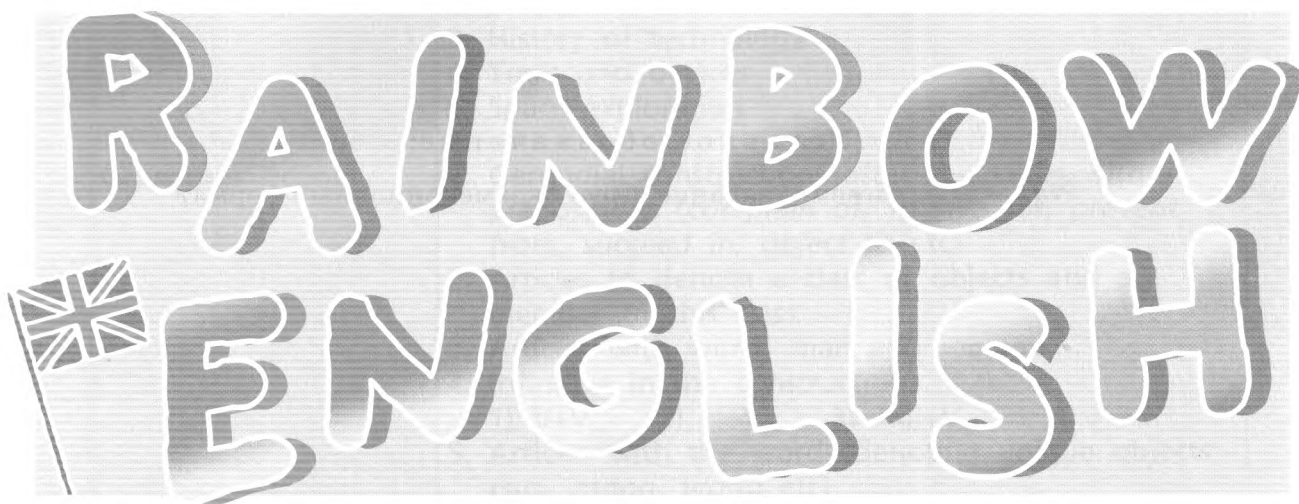
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часть 2
9

О. В. Афанасьева, И. В. Михеева, К. М. Баранова



АНГЛИЙСКИЙ ЯЗЫК



Учебник

В двух частях. Часть 2

*Рекомендовано
Министерством образования и науки
Российской Федерации*



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Учебник, созданный известными специалистами в области преподавания английского языка, является основным компонентом учебно-методического комплекса для 9 класса.

Учебник соответствует Федеральному государственному образовательному стандарту основного общего образования и рекомендован Министерством образования и науки Российской Федерации.

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Unit 3




5

Step 1

Science and Technology

Step 1

DO IT TOGETHER

1 A. Listen to the song,  (35), and say why it sounds sad. Give 2—3 good reasons. Have New Year celebrations ever made you sad? Why?

B. Read the lyrics and sing the song along.



Happy New Year (ABBA)

No more champagne [ʃæm'peɪn]
And the fireworks are through
Here we are, me and you
Feeling lost and feeling blue¹
It's the end of the party
And the morning seems so grey
So unlike yesterday
Now's the time for us to say...

Happy New Year
Happy New Year
May² we all have a vision³ now and then
Of a world where every neighbour is a friend
Happy New Year
Happy New Year
May we all have our hopes, our will to try
If we don't we might as well lay down and die
You and I
Happy New Year
Happy New Year

¹ blue [blu:] = sad

² may [meɪ] — зд.: пусть

³ vision ['vɪʒn] — зд.: мечта



C. Put the marked lines in the Christmas poem in the right order. Listen and check, (36).

The New Year

(Anonymous)

- a) Here I come tripping it¹ over the snow.
 b) Shaking my bells with a merry din² —
 c) I am the little New Year, ho, ho!
 So open your doors and let me in!
 a) Presents I bring for each and all —
 b) Each one from me a treasure³ may win —
 c) Big folks⁴, little folks, short and tall;
 So open your doors and let me in!
 a) Some shall have brass⁵ and some shall have tin⁶ —
 b) Some shall have new clothes and some shall have old.
 c) Some shall have silver and some shall have gold,
 So open your doors and let me in!
 a) Some shall have water and some shall have milk,
 b) But each from me a present may win —
 c) Some shall have satin⁷ and some shall have silk,
 So open your door and let me in!

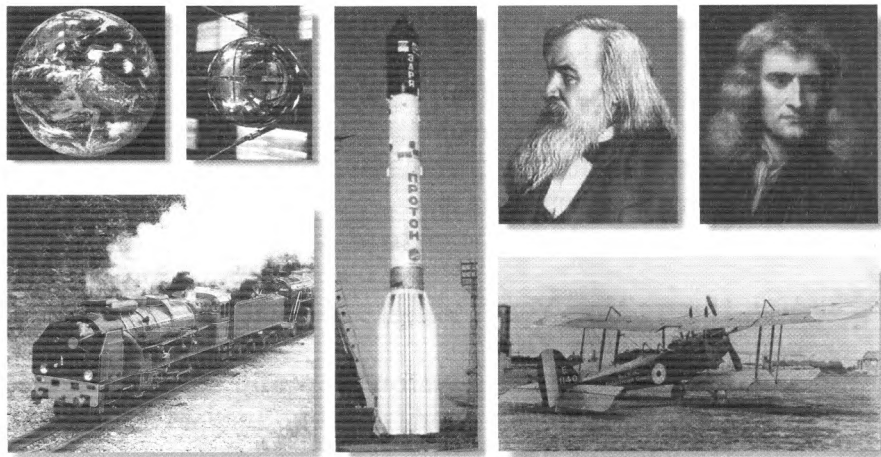
Say what in your view the poem is about:

- a) love b) hope c) the rich and the poor?

D. Do you think one should welcome any presents life gives us? What New Year presents would you like to receive?

2

Say if it is true or false.



- 1) Russia was the first country in the world to send man into space.
- 2) Dmitry Mendeleev worked on radioactivity all his life.

-
- ¹ **to trip it** — идти спотыкаясь
² **din** [dɪn] — шум
³ **treasure** ['treɪzə] — сокровище
⁴ **folks** [fɒks] — люди
⁵ **brass** [brɑ:s] — латунь, жёлтая медь
⁶ **tin** [tɪn] — олово
⁷ **satin** ['sætɪn] — атлас

- 3) Earth is not the biggest planet in the solar¹ system.
- 4) Russian cosmonauts landed on the Moon in 1969.
- 5) Isaac Newton lived in the 17th century and studied physical laws.
- 6) Platinum is the most expensive metal in the world.
- 7) Ivan Pavlov had a lot of discoveries in the field of atomic energy.
- 8) On the Earth, an astronaut in his spacesuit weighs about 135 kg. But on the Moon he is six times heavier.
- 9) Alexander Popov invented the radio in 1895.
- 10) The first living being in space was a cat called Barsik, that orbited the Earth on the Soviet spaceship in 1957.
- 11) Valentina Tereshkova was the first woman cosmonaut to travel into space.
- 12) American astronauts ['æstrənɔ:t] landed on the Moon in 1982.

3

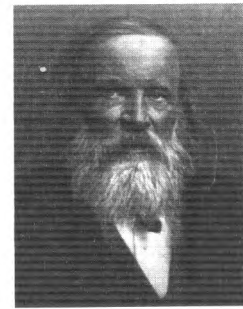
Say whose invention or discovery it is.



1. Isaac Newton



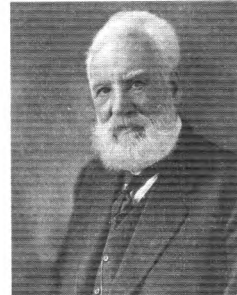
2. Alexander Popov

3. Marie Curie
[kju:'ri:]4. Dmitry
Mendeleev

5. Ivan Pavlov



6. Ts'ai Lun



7. Alexander Bell

8. Wilhelm
Konrad
Roentgen

9. John Logie Baird

- | | | |
|-------------------------|-------------------|-------------------------------|
| a) radio | d) radium | g) television |
| b) conditional reflexes | e) law of gravity | h) paper |
| c) telephone | f) X-ray | e) table of chemical elements |

¹ solar ['səʊlə] — солнечный

4 A. Listen, (37), and read.

continue [kən'tɪnju:] — продолжать(ся)

function ['fʌŋkʃn] *n* — функция

function *v* — функционировать

gun [ɡʌn] — 1) оружие; 2) ружьё

purpose ['pɜ:pəs] — цель

simple ['sɪmpl] — простой

technology [tek'nɒlədʒi] — 1) техника; 2) технология

tool [tu:l] — инструмент

use [ju:s] — 1) использование, применение; 2) польза

B.

continue: to continue work (the trip). He continued living with his parents. How long will this bad weather continue?

function *n*: the function of education, an important function. Glass has an important function in modern architecture

function *v*: to function without any difficulty. The telephone was not functioning.

gun: to carry a gun, to use guns. The gun sounded and the race began.

purpose: the purpose of the meeting, to use for peaceful purposes, to do something on purpose. Her only purpose in life was to get rich. Do you think I did it on purpose?

simple: a simple question, a simple dress, a simple problem. They are only simple farmers. He had gone into trading for the simple reason that he could find no other work.

technology: 1) the power of modern technology. A high level of modern technology helps people to solve many problems. 2) a computer technology, western technologies of housing. We already have the technology to do this.

tool: primitive tools, garden tools, basic tools, a set of tools. We had all the necessary tools to do the job. A good memory is a useful tool for learning.

use: to be in use, it is no use doing sth. Is this book any use? What's the use of going there? Guests have free use of the hotel swimming pool.

5 A. Match the new words with their descriptions.

1) use (*n*)

2) tool (*n*)

3) function (*v*)

4) purpose (*n*)

5) function (*n*)

6) simple (*adj*)

7) continue (*v*)

a) not difficult, easy to understand

b) to work or to operate

c) to go on over a long period of time

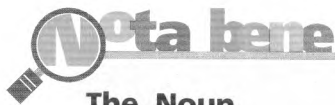
d) the role that the object has or the purpose for which it is used

e) the reason for which something is done

f) the act or way of using something

g) a simple instrument used for doing special jobs.

B. Use the words from the left column in your own sentences.



The Noun

- Обратите внимание, что сочетание *science and technology* соответствует русскому *наука и техника*.
- Однако чаще существительное *technology* обозначает технологию, способ, метод, приём (= *technique*).

Computer technology, information technology. We already have the technology to do this. They are using modern technologies/techniques of business management.

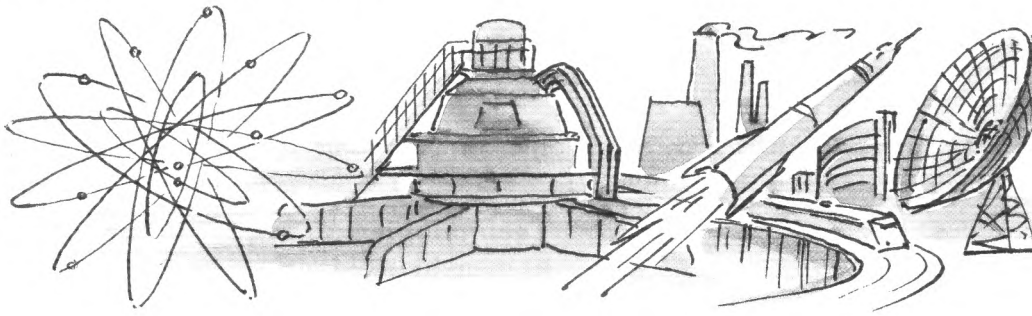
• Для обозначения механизмов, различных приспособлений, машин используют существительные *machine(s)/machinery*.

You can get tea or coffee from the drinks machine.

There is an answering machine in the office. New machinery has arrived at the factory.

6

A. Read the text "What Is Science and What Is Technology" and say what is the main difference between science and technology.



What Is Science and What Is Technology?

What is science? What is technology? These are not easy questions. People don't often see the difference between them. But they are different though the two are connected. Science studies the **physical** world. Trying to answer questions about this world of ours scientists ask "what" and "why" questions. "What" questions are usually answered in a rather simple way. For example, we have a question: "What kind of animals live in that pond?" The answer to the question is: "Frogs, fish and **reptiles**." "Why" questions are much more difficult, they ask for **explanation**.

Technology is the use of science for **practical** purposes especially in industry. Technology is also **methods, machines** and tools that are used in doing things in a science or profession. Technology often asks "how" questions and answers them. Some technologies cannot function without science, but there are many modern technologies that continued and developed from old technologies without any help of science. It often happened in history that people made things and after that science tried to explain them. For example, first guns appeared and then **ballistics** as a science did.

During certain periods in history **innovations** in technology have grown so fast that they **resulted** in industrial **revolutions**.

B. Listen to the same text, (38), and learn to read it aloud.

C. The marked words in the text may be new to you. Do you understand what they mean? What helped you to understand their meanings?

7

Answer the questions.

- 1) What does science study?
- 2) Chemistry, physics, biology are sciences. Can you give the names of some other sciences?
- 3) How does technology use science(s)?

- 4) What are the two meanings of the word technology?
- 5) Does science or technology offer explanations to natural facts, processes?
- 6) Why do people say that science and technology are connected?
- 7) How can technology help science(s)?
- 8) What modern technologies do you know?
- 9) What in your opinion are the most important sciences nowadays?

8

A. Say if these are sciences or technologies:

- | | |
|-----------------------------|----------------|
| • making clocks and watches | • chemistry |
| • car making | • metallurgy |
| • medicine | • economics |
| • house construction | • navigation |
| • archeology | • shipbuilding |
| • fruit growing | • photography |

B. Match these sciences and technologies. In each pair which do you think appeared first — the science or the technology?

Sciences

- 1) electronics
- 2) biology
- 3) chemistry
- 4) ballistics
- 5) optics
- 6) linguistics
- 7) agronomy
- 8) geometry
- 9) thermodynamics

Technologies

- a) measuring¹ land
- b) making guns
- c) farming
- d) making microchips
- e) using steam engines²
- f) using telescopes and microscopes
- g) cloning
- h) making new materials
- i) language teaching and learning

DO IT ON YOUR OWN

9

Match the names of sciences with their explanations.

- | | |
|---------------------------|---|
| 1) biology | a) the study of numbers and of the structure and measurement of shapes |
| 2) astronomy | b) the science that studies natural forces, such as heat, movement etc |
| 3) physics | c) the study of sound |
| 4) statistics | d) the scientific study of weather |
| 5) linguistics | e) the study of the Earth's surface, regions of the world |
| 6) acoustics [ə'ku:stiks] | f) the science of using numbers to represent ³ facts |
| 7) mathematics | g) the scientific study of the Earth, its structure, the way in which it was formed, and how it has changed over time |
| 8) geology | h) the study of living things |
| 9) meteorology | i) the study of languages, their structures, grammar, history etc |
| 10) geography | j) the study of the Sun, the Moon, planets, stars |

¹ measuring ['meɪzərɪŋ] — измерение

² a steam engine [ˌsti:m'ɛnʃɪŋ] — паровой двигатель

³ represent [ˌreprɪ'zent] — представлять

10 Spell these words.

- | | | |
|--------------|------------------|-----------------|
| 1) ['pɜ:pəs] | 4) [tu:l] | 7) [kən'tɪnju:] |
| 2) [gʌn] | 5) [tek'nɒlədʒi] | 8) ['sɪmpl] |
| 3) [ju:z] | 6) ['fʌŋkʃn] | 9) [tək'ni:k] |

11 Write four sentences using *there is no use doing sth* and four questions beginning with *What's the use of doing sth*.


12 Get ready to speak about science and technology. Mention:

- what science studies;
- what questions sciences try to answer;
- what technology is;
- what questions technologies answer.

Step 2

DO IT TOGETHER

SFA

1 You will hear two friends speaking about computers. Listen,  (39), and complete the following statements.

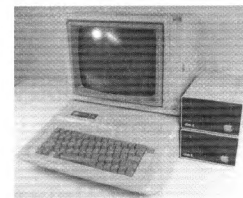
1) Andrew and Bob ...

- a) didn't know exactly when the first computers appeared.
- b) found out on the Internet when the first computers appeared.
- c) couldn't find out when the first computers appeared.



2) The friends were surprised that ...

- a) the first computers were so cheap
- b) nobody used computers in the middle of the previous century
- c) the first computers were used only by few people



3) Bob said that the first computers were ...

- a) fast and expensive
- b) slow and large
- c) small and slow



4) The friends agreed that computers ...

- a) have become very simple to operate since the middle of the previous century
- b) will be used in all spheres of our life in the future
- c) have become more effective¹ since the middle of the previous century

¹ effective [ɪ'fektɪv] — эффективный

The Gerund

Во многих случаях в английском языке после глагола с предлогом или глагольного оборота с предлогом употребляется герундий. Например: I am tired of telling you this again and again. Подобные случаи следует запомнить, обращая особое внимание на предлоги.

about	to complain of/about sb's /sb speaking loudly {жаловаться на то, что кто-то громко говорит}
of	to dream of/about going to London {мечтать о поездке в Лондон}
	to talk of/about leaving Moscow
	to think of/about buying the pet
for	to apologize for coming late (извиниться за опоздание)
	to blame sb for missing the train (винить за опоздание на поезд, упрекать в...)
	to forgive sb for telling a lie (простить за обман)
	to thank sb for helping us (благодарить за помощь)
from	to keep sb from going there (не позволить пойти/поехать куда-либо)
	to prevent sb from doing sth (помешать сделать что-либо)
	to stop sb from buying sth (помешать купить что-либо)

2

Complete the sentences with the appropriate prepositions from the box.

about/of, for, from

1) Nobody could stop him ... doing what he wanted to do. 2) The old lady was complaining ... the quality of the service. 3) I sincerely apologize ... all our possible mistakes. 4) Have you ever dreamt ... going to Australia? 5) We thank you ... helping us. 6) Are you going to keep me ... becoming an actress? 7) I will never forgive you ... telling me a lie. 8) Prevent him ... getting there on time. 9) I know they are going to blame us ... being so late. 10) I apologize ... using your data in my report.

3

Think of the situations when you can (can't) dream or complain of something, apologize for something, blame somebody for something or prevent somebody from doing something. Make up sentences with these verbs.

1) to complain of/about

- the music playing loudly
- the children being late
- having a bad cold
- ...

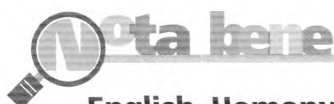
2) to dream of/about

- going to the Black Sea
- becoming a singer
- getting a good education
- ...

- 3) to apologize for
- arriving late
 - forgetting one's birthday
 - leaving the party early
 - ...

- 5) to prevent somebody from
- going to the theatre
 - visiting Greece
 - buying expensive rings
 - ...

- 4) (can't) blame somebody for
- coming back
 - buying a computer
 - going to Italy
 - ...



English Homonyms

Обратите внимание на то, что глагол *use* (использовать) и существительное *use* (использование), хотя и пишутся одинаково, имеют различное произношение: to use [ju:z] — use [ju:s].

Сравните: 1) The phone is in constant use [ju:s]. This room is now ready for use [ju:s]. 2) Candidates are not allowed to use [ju:z] dictionaries at the exams. I'll show you which room you can see.

- 4 Read the sentences aloud. Mind the way you pronounce *use*. Check your pronunciation, (40).

1) The tennis court is sometimes used as a car park. 2) How can we use this device? 3) Don't throw that box away. I'm sure I can put it to some use. 4) He made full use of his journey. 5) Buying that expensive dress was not the best use of our money. 6) We are all used to cold winters. 7) This phone number is only for use when I'm not in the office. 8) What textbooks do you use to teach English Grammar? 9) My family are used to living in the country in summer. 10) Can we use the verb *to be* in this sentence?

- 5 A. Listen, (41), and read.

construct [kən'strakt] — строить, сооружать
crop [krɒp] — 1) с/х культура, растение; 2) урожай
device [dɪ'vaɪs] — приспособление
dig [dɪg] — копать
draw [drɔ:] — тащить
skill [skɪl] — умение, мастерство
trade [treɪd] — торговля
weapon ['weɪpən] — оружие

B.

construct: to construct a building, to construct a bridge, to construct a sentence. I'm not sure they can construct a road here.

crop (often plural): 1) a widely grown crop, fields of crops. Wheat¹ is a widely grown crop in Britain and North America. 2) a crop of apples, this year's crop. They get two crops of rice a year.

device: a modern device, an expensive device. A clock is a device that shows the time. A computer is an important device of nowadays.

dig (dig, dug): to dig a garden, to dig for gold, to dig a hole, to dig a tunnel. The dog has been digging in that corner for an hour.

¹ wheat [wi:t] — пшеница

draw (drew, drawn): to draw the train, to draw the net, to draw the curtains open. The horse drew a cart¹ up the hill.

skill: basic computer skills, reading skills; to have great (no) skill in sth. Nowadays teachers use more imagination and skill in explaining things to children.

trade: foreign trade, world trade, domestic trade, to develop one's trade, to work in the tourist trade. It has been a bad year for the trade between our countries. Steps were taken to develop the trade in fruit and vegetables with Spain.

weapon: a powerful weapon, atomic (nuclear) weapons, stones as weapons. A knife² can be a weapon.

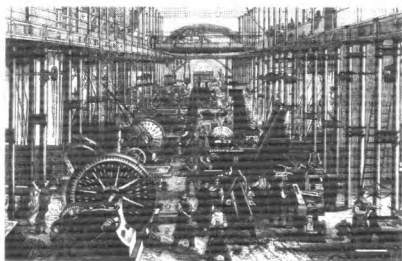
6 Say what they are, using the new words.

- 1) a plant grown by a farmer;
- 2) something that is used in fighting;
- 3) the business of buying and selling goods;
- 4) the ability to do something well;
- 5) a machine that does something to make one's work easier (for example, a dishwasher, a microwave).

7 Complete the text with the new words.

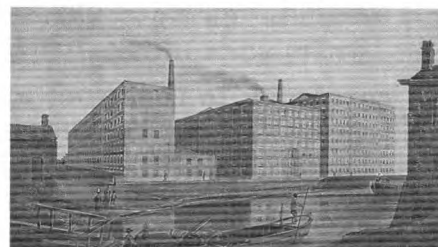
Jethro Tull was an 18th century engineer who c(1) ... the seed drill³ in 1730. His invention was very important as it helped to improve farming. Thanks to such agricultural machinery c(2)... production rose fast. The s(3)... and cleverness of such people as Tull produced a lot of new tools, machines and d(4)... . Their use made it possible for England to begin t(5)... in grain⁴, continue it successfully and become richer. But many farm workers lost their jobs as new machines needed fewer men. So in some parts of the country people d(6)... stones and used them as w(7)... to destroy the new machines. Thus, though the industrial revolution was progressive, it led to mass emigration and made many people suffer.

Do you know that...?



Industrial Revolution is a period of time when machines are invented and factories begin to appear which brings a lot of changes into peoples' lives. The Industrial Revolution began in Britain in the 18th century and spread to many of the European countries, such as Belgium, France, Germany, throughout the 19th and early part of the 20th centuries, as well as to North America. This led to the transformation of these

countries into industrial rather than agricultural ones. For Russia and Japan, industrialization began to develop rapidly at the beginning of the 20th century. Nowadays some people think that computers and automation can bring about a new Industrial Revolution.



¹ a cart [kɑ:t] — повозка

² a knife [naɪf] (knives) — нож (ножи)

³ a seed drill ['si:d drɪl] — сеялка

⁴ grain [ɡreɪn] — зерно

8 A. Use the text of Ex. 7 and speak about Jethro Tull's invention and the Industrial Revolution in the 18th century. Mention these:

- Jethro Tull and his invention;
- advantages of the Industrial Revolution;
- disadvantages of the Industrial Revolution.

B. Can you say that we live at the time of a new technological revolution? Support your answer.

DO IT ON YOUR OWN

9 Complete the sentences. Make them true. Use *-ing* forms.

- 1) When I meet my friends, we usually talk about
- 2) I never forget to thank my parents for
- 3) I've been thinking of ... for a rather long time.
- 4) I've never dreamt of ... in my life.
- 5) My ... often complains of
- 6) Once I tried to stop my friend from
- 7) I don't often complain of
- 8) Nobody can keep me from... .
- 9) I'll never forget how once I had to apologize for
- 10) Only ... can keep me from

10 Decide in which sentences *use* is a verb and where it is a noun. Choose the appropriate pronunciation for each case.

1) Jack wants to use ([ju:z]/[ju:s]) your mobile phone. Can he? 2) This is an old-fashioned use ([ju:z]/[ju:s]) of the word. 3) What is the use ([ju:z]/[ju:s]) of sitting and waiting for the success to come? 4) He has got brains but will he use ([ju:z]/[ju:s]) them? 5) What kind of shampoo do you use ([ju:z]/[ju:s])? 6) If something is of use ([ju:z]/[ju:s]) it is useful.

11 Spell these words.

- | | | |
|-----------------|-----------|------------|
| 1) [kən'strʌkt] | 4) [dɪg] | 7) [treɪd] |
| 2) ['wepən] | 5) [drɔ:] | 8) [krɒp] |
| 3) [dr'vaɪs] | 6) [skɪl] | |

12 Write the same in English.

1) Цель визита; 2) продолжать работу; 3) использовать ружья; 4) простая проблема; 5) современная техника; 6) делать что-то специально; 7) садовые инструменты; 8) бесплатное использование; 9) строить дороги; 10) торговля с зарубежными странами; 11) вскопать сад; 12) раздвинуть шторы; 13) важное умение 14) ядерное оружие; 15) успешная торговля.

Step 3

DO IT TOGETHER

1 Listen to the text about Francis Bacon, (42), and say which of the statements below are true and which are false.

- 1) Francis Bacon was interested only in one thing — philosophy.
- 2) Bacon was interested in many things and knew about his work.
- 3) Bacon was a great scientist.
- 4) Bacon's teaching showed scientists that they should rely on observation¹.
- 5) Bacon was called the father of modern science by two 17th century philosophers.
- 6) Sir Isaac Newton was Francis Bacon's teacher.
- 7) Bacon used his method of observation himself making different experiments.
- 8) Bacon died at the age of 65.



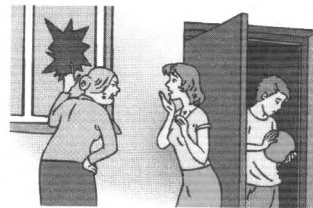
2 Say what these people are doing. Use the verbs under the pictures.



1. dream



2. talk



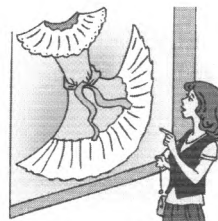
3. blame



4. apologize



5. complain



6. think



7. keep



8. thank

Do you know that...?

The Stone Age is the earliest period of human history when tools were made from stone. The old part of the Stone Age is called the *Paleolithic* period. The *Neolithic* period, or late Stone Age, began around 10,000 years ago, when humans began to plant crops and keep farm animals. The *Stone Age* was followed by the *Bronze* [bronz] *Age*, which began in some parts of the world in about 5,000 BC, but in other parts of the world Stone Age societies continued until the 19th century.

The Iron Age is the time about 3,000 years ago when iron was used for making tools, weapons etc. It was a more developed period than *the Bronze Age* before it.

¹ **observation** [ˌɒbzə'veɪʃən] — наблюдение

A. Read the text and answer the questions after it.

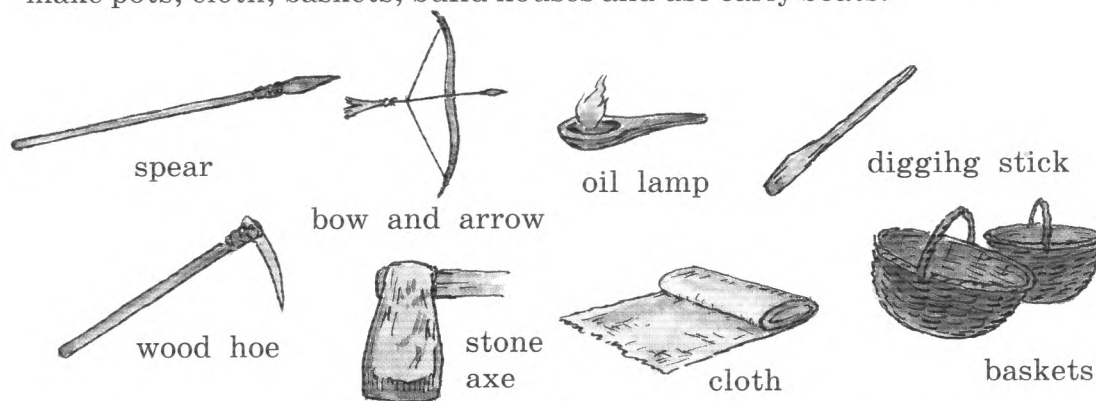
History of Technology

Part I

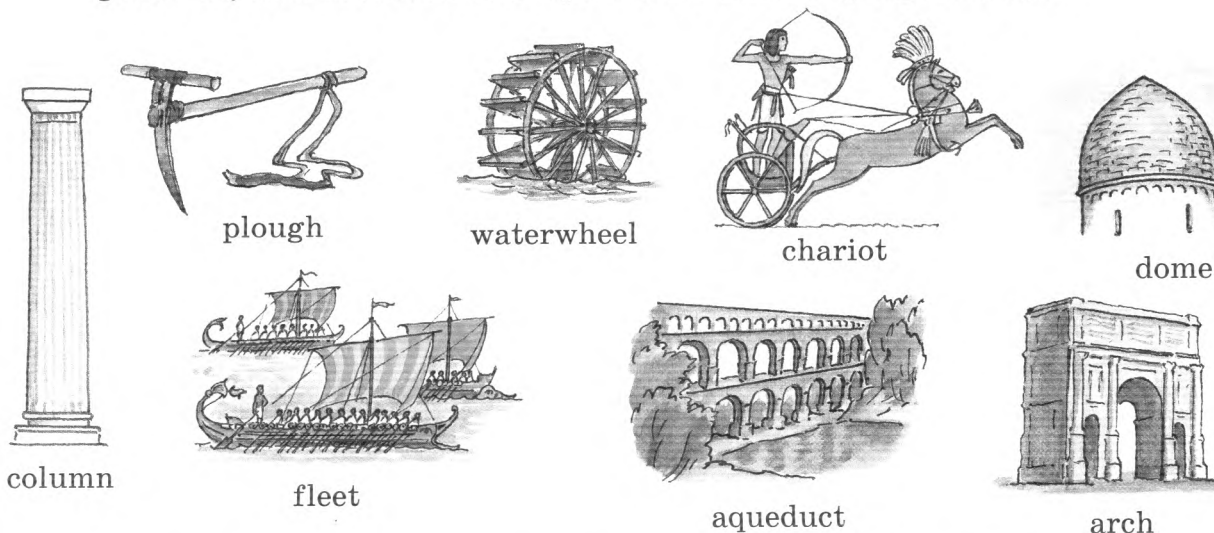
The history of technology begins with the use of the stone tools by the earliest humans.

The Old Stone Age, which began about 2.5 million years ago produced stone tools, the use of fire, spears, the bow [bəʊ] and arrow and simple oil lamps.

The New Stone Age, which began about 9,000 BC, saw early farming, the use of the digging stick and the wood hoe [həʊ]. The stone tools were improved and stone axes began to be used for cutting down trees. Neolithic people learned to make pots, cloth, baskets, build houses and use early boats.



The Bronze Age beginning about 4,000 BC gave birth to agricultural civilization. The use of copper¹ and bronze led to a lot of new techniques and devices. That was the time when trade first appeared. Copper and bronze hand weapons came into use as well as horse drawn war chariots. Building technology also developed fast during the Bronze Age. That was the time when people began building pyramids, which still impress us. While constructing pyramids Bronze Age builders solved some of the most difficult problems of construction technologies. They also knew how to irrigate² their lands to get good crops.



The Iron Age, which began about 2,000 BC, was a new technical era ['iəɾə]. First of all iron started to be used in making weapons, and iron weapons gave Greece its military power. The Greeks built a large fleet, which they used for trading

¹ copper ['kɒpə] — медь
² to irrigate ['irigeɪt] — орошать

and for fighting in their wars. Greek builders used stone to produce their noble structures with massive columns.

The skill of Roman engineers is legendary. They learned to build stone arches, domes and aqueducts ['ækwɪdʌkts]. Roman engineers constructed the water-wheel to use its power. Even more important was the invention of a heavy plough [plau]. This new plough helped the civilization of northern Europe to develop.

- 1) What four eras in people's history are mentioned in the text?
- 2) What were the most important inventions of each era?
- 3) Which of the things mentioned in the text were new to you?

B. Listen to the text, (43), and learn to read it aloud.

4 *History* and *technology* are international words which you can find in many languages. What other international words can you see in the text (Ex. 3)? What do they mean?

5 Complete the sentences with the word combinations from the box.

the Stone Age, the Bronze Age, the Iron Age

- 1) ... is the time about 4000—6000 years ago before iron was known.
- 2) ... gave birth to agriculture.
- 3) ... is the earliest time in human history.
- 4) Spears, the bow and arrows appeared during ... as well as simple oil lamps.
- 5) ... began about 2.5 million years ago.
- 6) People began to use fire during
- 7) Early farming began in
- 8) People could use pots, cloth and baskets in
- 9) Ploughs and waterwheels appeared during
- 10) Trade first appeared during

Nota bene

The Gerund

Запомните ещё несколько глаголов и структур с предлогами, после которых используется герундий.

in:

to succeed in learning English {преуспеть в чём-либо}

to participate in discussing the problem {участвовать в чём-либо}

to be interested in studying sciences {интересоваться чем-либо}

of:

to be capable of acting on the stage {быть в состоянии, быть способным к чему-либо}

to be guilty ['gɪlti] **of** lying {быть виноватым в чём-либо}

to be tired of reading {быть уставшим от чего-либо}

to:

to look forward to seeing Paris {с нетерпением ждать чего-либо}

to object to visiting Beijing {возражать против чего-либо}

to be used to getting up early {привыкнуть к чему-либо}

6 Say the same in Russian.

- 1) My family are used to eating Chinese food.
- 2) I'm looking forward to travelling about the Far East.
- 3) My mother objects to my coming home late at night.

4) My elder sister objects to spending a lot of money on clothes. 5) My brother is interested in joining your club. 6) My father is used to reading newspapers at breakfast. 7) The children were looking forward to visiting the British Museum. 8) I object to your watching television all the day through. 9) John succeeded in getting only good marks in physics. 10) Students are capable of learning long English texts by heart.

7 Which prepositions — *in, of, to* — would you use to complete the sentences?

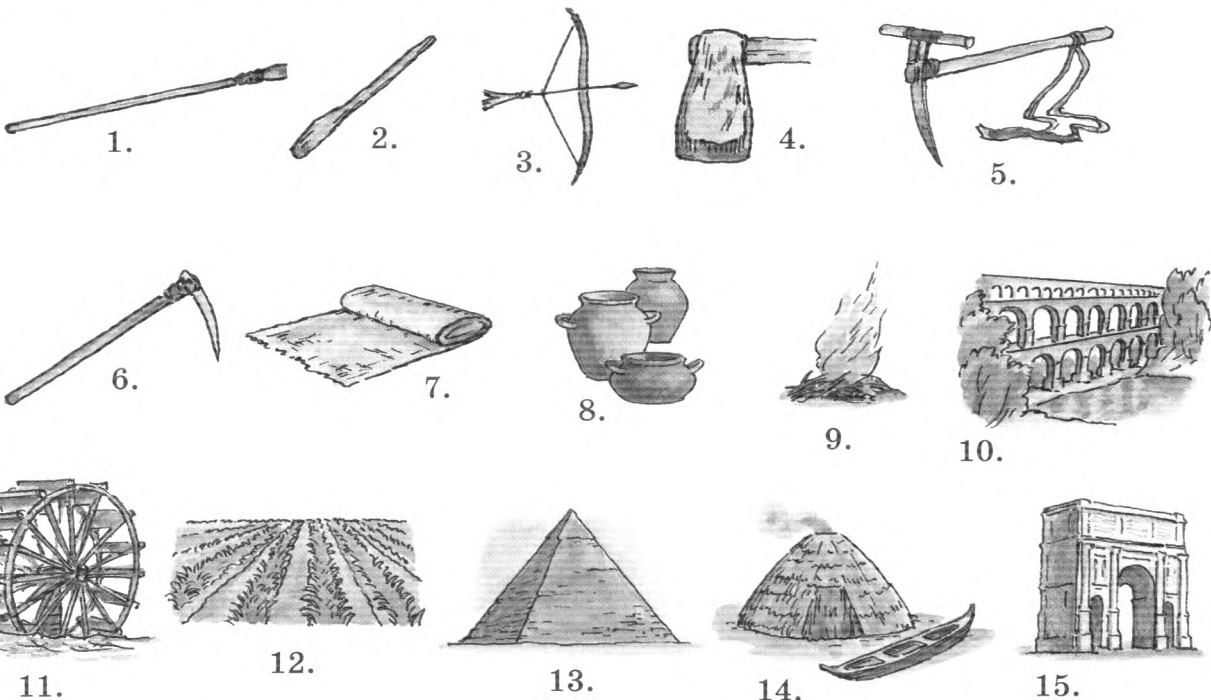
1) The students of my class are used ... writing articles. 2) We are tired ... doing so many sums and problems in mathematics. 3) My elder brother has always been interested ... collecting badges. 4) I object ... your using my computer without asking me first. 5) Would you like to participate ... making our school magazine? 6) We all were looking forward ... meeting our mother at the railway station. 7) Our school football team succeeded ... winning the final match. 8) I am used ... having tea without sugar. 9) My friend is capable ... running very fast. 10) My parents object ... my playing football in the garden.

8 Speak about one of these periods: 1) the Old Stone Age; 2) the New Stone Age; 3) the Bronze Age; 4) the Iron Age. Mention these:

- when the period began.
- the most important inventions of the period.
- usual/typical activities of the people who lived in that period.

DO IT ON YOUR OWN

9 Match the pictures (1—15) with the names of inventions and technologies (a—o).



a) bow and arrow; b) first houses and boats; c) cloth; d) use of fire; e) spear; f) plough; g) pyramid; h) stone axe; i) irrigation; j) pots; k) waterwheel; l) wood hoe; m) digging stick; n) aqueduct; o) arch

10 Write nine sentences about yourself. Write what you:

- 1) never (seldom, often, always) object to doing
- 2) like to participate in
- 3) are never (sometimes) guilty of doing
- 4) are not used to doing
- 5) are not capable of doing
- 6) usually get tired of doing
- 7) succeed in doing
- 8) are really interested in doing
- 9) look forward to doing

11 Which of the two is right — the plural or the singular?

- 1) Where (is/are) Sally's clothes that she takes for her holiday?
- 2) Mathematics (is/are) a rather difficult subject.
- 3) The spectacles that Ann has bought (is/are) not cheap at all.
- 4) The news they brought (is/are) sad and depressing.
- 5) Rick! Your trousers (is/are) dirty.
- 6) She told me she would wait for me at the stairs. But where (is/are) the stairs?
- 7) The money he earned (was/were) enough to support the family.
- 8) I can't say physics (is/are) my favourite subject.
- 9) Acoustics (is/are) a part of physics.
- 10) (Is/are) gymnastics a sport or a game?
- 11) Brussels (is/are) a city in Belgium, its capital.

12 Write this in English.

- 1) Бесплезно делать это.
- 2) Что за польза (смысл) идти туда?
- 3) Он решил продолжать брать уроки вождения.
- 4) Он всегда носит (to carry) оружие.
- 5) Какова функция этого элемента?
- 6) Он специально рассказал тебе об этом.
- 7) Они работают, используя новые компьютерные технологии.
- 8) Необходимо развивать науку и технику.

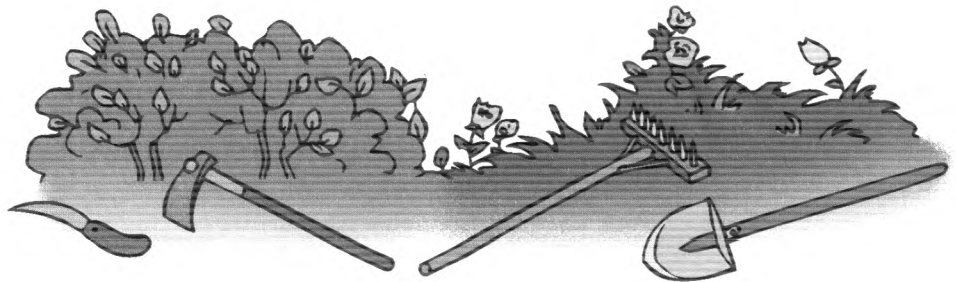
Step 4

DO IT TOGETHER

1 Listen, (44), and match the names of tools and devices with their descriptions.

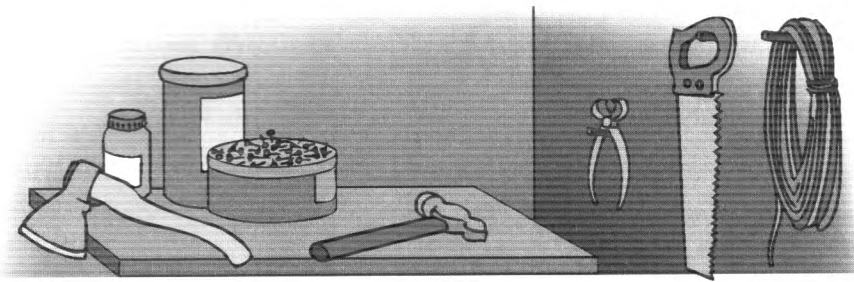
Tools and Devices

- 1) Tools we use in the garden



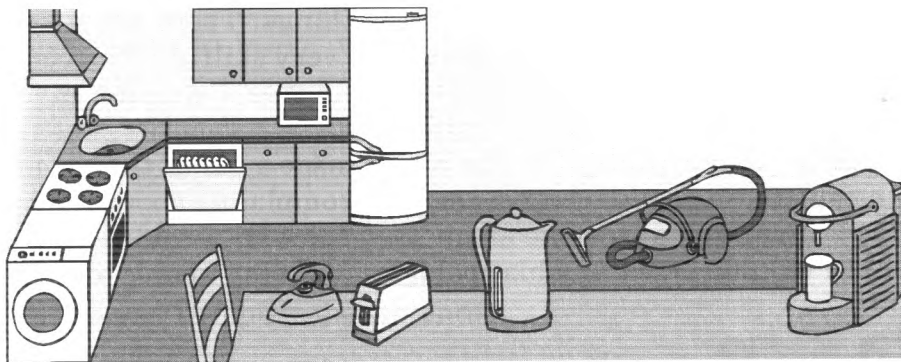
- a) spade b) rake c) hoe d) knife

2) Tools we use in the factory



- a) saw [sɔ:] b) a pair of tongs [tɒŋgz] c) hammer d) axe

3) Devices we use at home



- a) toaster b) dishwasher c) washing machine d) cooker e) vacuum cleaner f) kettle g) iron h) microwave i) coffee maker.

2

Use the appropriate prepositions from the box to complete the sentences.

for, from, about, in, to

1) I apologize ... being so late. 2) Ronald is used ... working with different tools. 3) We are tired ... washing up ourselves. Can't we buy a dishwasher? 4) My little brother is capable ... running very fast. 5) We all dream ... taking part in the coming dancing competition. 6) I'm sure the children are looking forward ... travelling to the sea. 7) The noise in the next room prevented me ... learning the poem by heart. 8) I'm really happy that the school team succeeded ... winning the competition. 9) The neighbour blamed the boys ... breaking the window in his cottage. 10) The tourists thanked their guide ... helping them to do the sights of the city.

3

Work in pairs. Ask and answer the questions.

1) What devices and tools make human lives easier? more fun? 2) What do engineers design? 3) What, in your opinion, are the most important inventions from prehistoric times to nowadays? 4) What kinds of modern weapons are the most dangerous? 5) With what countries does Russia have successful and well-developed trade? 6) What architects of great skill can you name? 7) What crops grow best in your area? 8) What devices and equipment do you use most often? 9) What is the purpose of such devices as a shaver, a mixer, a juicer? 10) What machines do you find fairly easy to operate?

4

You know the words in column A. Read the sentences and say what the words in column B mean.

A.
trade
skill
invent
complain
apologize



B.
trader
skilful
inventor
complaint
apology

1) A trader is a person who buys and sells things. There are street traders and market traders. 2) The Roman builders were very skilful. They could build beautiful arches, columns and domes. 3) Kulibin was a Russian inventor. Do you know what he invented? 4) Louis Pasteur, a French scientist, was the inventor of the process of pasteurization. 5) The pupils made a list of their complaints about school meals. 6) The police received several complaints about the noise from our party. 7) I'm not going to make an apology for what I said — it was a fair comment. 8) Dr Gordon is sending his apologies for being unable to come.

Nota bene

Articles

1. В английском языке определённый артикль *the* часто используется с существительными в единственном числе для того, чтобы обозначить какой-либо класс предметов или животных в противопоставление другим классам. Например:

The elephant is a big strong animal that lives in Africa and India.

The thermometer has been used by people for many centuries.

2. Неопределённый артикль *a/an* с существительными в единственном числе, в свою очередь, используется для обозначения представителя класса предметов или животных. Например:

A fox is a common animal in many parts of the world. **A barometer** is a useful thing to have at home.

3. Множественное число существительных в этом случае означает всех представителей такого класса. Тогда употребляется нулевой артикль.

Crocodiles can be dangerous.

Cars first appeared in the 19th century.

4. Английские слова *man* (человеческое существо или мужчина) и *woman* употребляются в единственном числе и с нулевым артиклем, если используются для обозначения целого класса людей:

Man is a part of the natural world.

What is the role of **woman** in the modern world?

Сравните: Don't cry, be **a man**! **A woman** in love always looks beautiful. Здесь слова *a man*, *a woman* обозначают мужчину и женщину как представителей класса.

5

Use the right articles *a*, *the* or *zero*, — to complete the sentences. In some sentences two variants are possible.

1) ... computer has greatly changed the life of people. 2) I have always believed in goodness of ... man. 3) ... dinosaurs lived a very long time ago and are now

extinct. 4) ... rabbits make very good pets. 5) ... windmill uses the power of the wind to do different kinds of work. 6) ... wolf seldom lives alone. 7) ... bluebird is a small songbird of North America. 8) Some people still think that ... woman's place is at home. 9) ... column is usually used to support the roof of a building. 10) ... comet often looks like a bright star. 11) ... honeybees make and store¹ honey. 12) ... helmet² should be worn when you ride a motorcycle or a bike.

Nota bene

Contusable Words

Постарайтесь различать глаголы *to invent* и *to discover*, в использовании которых легко допустить ошибку.

to invent (*to create something new*)

- 1) Trains were invented before cars.
- 2) People began to invent tools very early in their history.
- 3) Will the time machine ever be invented?

to discover (*to find out something that you did before*)

- 1) Galileo discovered the planet Jupiter ['dʒu:pɪtə].
- 2) Columbus [kə'lʌmbəs] discovered America in 1492.
- 3) When did you discover that you'd made a mistake?

6 *Invent or discover?* Complete the sentences.

1) I'd like to know who ... the mobile phone. 2) Many years ago they ... iron in this place. 3) Penicillin was ... by Alexander Fleming. 4) When was the atom ...? 5) All through their history people ... new and new weapons. 6) Australia was ... for Europeans by James Cook. 7) In what country was money first ...? 8) I've recently ... that my home town has a very interesting history. 9) Alexander Graham Bell ... the telephone in 1876. 10) He ... the truth about his birth only when he was a grown-up man.

7 Read the text and match its paragraphs (a—f) with the titles (1—7). There is one title you don't have to use.

When Was the Umbrella Invented?

- 1) The Umbrella's First Appearance in Europe
- 2) The Umbrella as a Weapon
- 3) The Latest Changes in the Umbrella Style
- 4) The First Function of the Umbrella
- 5) The Umbrella's Disappearance and Reappearance in Europe
- 6) The Umbrella as a Symbol of a Person's Importance
- 7) The Nation That Invented the Umbrella

a) It seems so natural to us to put up an umbrella to keep the water off when it rains. But the umbrella was not invented as protection against rain. Its first use was to protect people against the sun!

b) Nobody knows who first invented it, but the umbrella was used in very ancient times. Probably the first to use it were the



¹ to store [stɔ:] — хранить

² helmet ['helmit] — каска, шлем

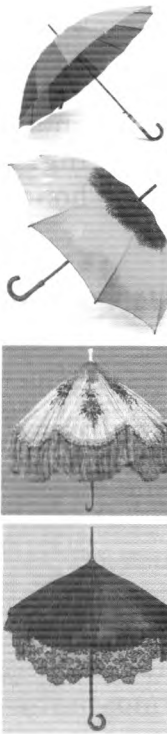
Chinese in the eleventh century B.C.! We know that the umbrella was used in ancient Egypt too.

c) And there was a strange thing about the umbrella in those days. It showed that a person who had it belonged to people of high social status. In the Far East in ancient times, the umbrella was allowed to be used only by the members of royal families or by those in high office.

d) In Europe, the Greeks were the first to use the umbrella and they used it as protection against the sun. But it is believed that the first people in Europe, used the umbrella as protection against the rain, were the ancient Romans.

e) During the Middle Ages the umbrella practically stopped being used. Then people began making them again in Italy in the late sixteenth century. And again it was supposed to be a symbol of power and authority. By 1680, the umbrella appeared in France, and later on in England.

f) By the nineteenth century, the umbrella was used against rain by peoples of most European countries. Umbrellas have not changed much in style during all this time, though they have become much lighter in weight. It wasn't until the twentieth century that women's umbrellas began to be made in different colours.



8

Work in pairs. One of you needs advice about what present to give to your sister for her birthday. Your choice is:

- a new umbrella;
- a new hair dryer;
- an electronic reader.

Discuss all the three possibilities. Be active. Say what decision you've finally made.

DO IT ON YOUR OWN

9

Complete the sentences with the appropriate prepositions where necessary and write them.

1) We apologized to our friends ... our leaving the project. 2) His words prevented us ... coming. 3) We are looking forward ... meeting you all again, next summer. 4) I blamed my cousin ... telling lies. 5) Aren't you tired ... repeating this again and again? 6) Jane succeeded ... writing compositions really well. 7) I think Bob is dreaming ... flying to Russia. 8) I am used ... doing morning exercises. 9) We would like to thank you all... helping our children. 10) Are you capable ... working on the computer now?

10

Make up and write the names of these devices. Use the words from the two boxes.

Example: a microwave

Box I

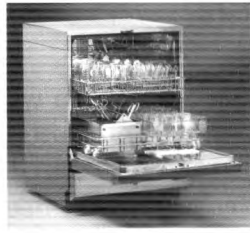
note, micro, food, dish,
hair, coffee, washing, ear

Box II

wave, mixer, phones,
dryer, washer, maker,
machine, book



1.



2.



3.



4.



5.



6.



7.



8.

SFA

11

Complete the text with the appropriate forms of the verbs on the right.

An invention is a machine, tool, or system that someone (1) ... , or designed for the first time. An invention may (2) ... the creation of something completely new or an improvement of something that someone else (3) Many important inventions (4) ... from the work of one person; others (5) ... by many people (6) ... as a team. We never (7) ... who (8) ... of many of the very early inventions, such as the wheel and the plough.

make
be

produce, come
create
work, know, think

SFA

12


Get ready to speak about a useful invention. Mention:

- when it was made and by whom;
- what it is like and for what purpose it is used;
- why you believe it to be useful.

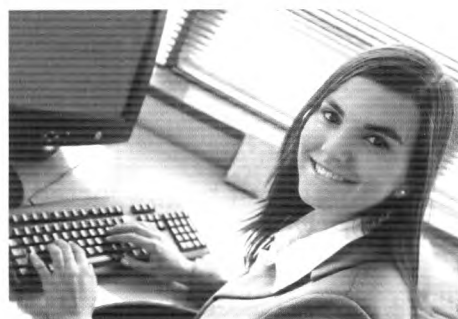
Step 5

DO IT TOGETHER

1

Listen to three telephone talks,  (45), and say in which of them:

- Linda Collins is at home but can't answer the call;
- Linda Collins can't answer the phone because she is not at work;
- Linda Collins can't answer the call because she is not at home.



2 Choose the appropriate articles (*a, the* or *zero*) to complete the sentences.

- 1) (A/-) man began using fire thousands of years ago. 2) (The/-) fox is a small dog-like wild animal with a reddish coat and a wide furry tail. 3) Is your doctor (a/-) man or (a/-) woman? 4) (The/-) man must change in a changing world. 5) "Woman" is a popular British magazine for (the/-) women. 6) People sometimes say, "(The/-) elephants never forget", because they are supposed to remember everything very well. 7) Jim was (a/the) nice, hard-working man. 8) My friend was as brave as (a/-) lion. When I was with him, I was sure that nothing would happen to me. 9) (The/-) dog is supposed to be (a/-) man's best friend. 10) (A/The) boy tried to be (a/the) man and not cry though the pain was very strong.

Nota bene

Word Building

Многие глаголы современного английского языка образованы при помощи префикса **en-**:

enable — давать возможность, делать возможным

enrich — обогащать

enlarge — увеличивать

enclose — 1) окружать, обносить стеной, забором 2) прикладывать

encourage — поощрять, ободрять

enlighten — просвещать

Our parents always **encouraged** us to learn foreign languages.

The swimming pool was **enclosed** by a high fence.

Can you **enlighten** me about his further activities?

Целый ряд глаголов в своей структуре имеют суффикс **-en**.

widen — расширять

darken — затемнять

lengthen — удлинять

strengthen — усиливать

redden — краснеть

sadden — заставить грустить

They are going to **widen** the road outside our house.

He became angry and his face **reddened**.

The events of the past have shocked and **saddened** us all.

3

A. Complete the sentences using the derivatives of the words on the right.

- 1) The sky ... and heavy rain began to fall
- 2) Neologisms ... the vocabulary of the English language.
- 3) We're going to ... our stay next year
- 4) Doctors say his arm will take time to ...
- 5) I'm sure we must ... him about the future changes in the project.
- 6) John's eyes ..., when he understood that his plan would not be supported.
- 7) This device will ... us to spend less time in the kitchen.
- 8) You should ... your children to read more.

dark
large

length
strength
light

wide

able

courage

B. Complete the text using the derivatives of the words on the right.



Who Invented Stockings?

Stockings were (1) ... made of leather to cover legs for (2) The first people who tried to make stockings of same kind we wear today were the French. Soon stockings (3) ...ed their (4) ...s not only to use them for (5) ..., but to look elegant as well. Stockings were often decorated with pieces of golden, silk and velvet¹ cloth. In those days stocking were worn (6) ... by (7) ... people. The first knitted² stockings appeared in London about the year 1565. It's known for a fact that Queen Elizabeth I wore them.

original
protect

able
own, warm

main, fashion

4

A. Listen, (46), and read.

afford [ə'fɔ:d] — позволять себе

argue [ˈɑ:gju:] — спорить, обсуждать, доказывать

consider [kən'sɪdə] — считать, полагать, принимать во внимание, рассматривать

cost [kɒst] — 1. *n* стоимость, цена 2. *v* стоить

explore [ɪk'splɔ:] — исследовать

manage [ˈmænɪʒ] — справиться, суметь сделать что-то

promise [ˈprɒmɪs] — 1. *v* обещать 2. *n* обещание

size [saɪz] — размер

on the one hand... on the other hand — с одной стороны... с другой стороны

B.

afford: to afford to do something, to afford something. They say they can't afford to buy a new car. We can't afford to relax now: there's too much work to do.

argue: to argue with somebody, to argue (over/about) something. Do what you are told and don't argue with me. We could argue over that problem for hours. They are always arguing about (over) money.

consider: to consider a problem, to consider other people's feelings. They've decided to move but they are still considering where to go. I consider him a very clever person. Always consider other people's interests.

cost *n*: at the cost of something, at all costs. The victory was won at the cost of 650 lives. We must stop water and air pollution at all costs.

cost (cost, cost) *v*: How much do these shoes cost? The new computer cost us a lot of money.

explore: to explore the planet, to explore the island. Astronauts will explore faraway planets to see what they are like. The oceans have not yet been fully explored.

manage: to manage to do something.

Will you manage to repair your bicycle? I'm afraid I can't manage another piece of chicken: I'm full.

promise *v*: I'll do it tomorrow. — Promise? — Yes, I promise. I promised my mother that I would write to her. They promised her a new dress.

promise *n*: to make a promise, to keep a promise, to break a promise. If you make a promise, you shouldn't break it. I'll go with you — that's a promise.

¹ **velvet** [ˈvelvɪt] — 1. бархат; 2. бархатный

² **knitted** [ˈnɪtɪd] — вязанный

size: a big size, a small size. What size do you take in shoes? You should see the size of their dog! It's really big. The size of their army is half the size of ours.
on the one hand: I can understand you, but, on the other hand, I can't agree with you.

5 Match the words in the two columns (A, B) and complete the sentences with the word combinations.

A.

- 1) afford
- 2) consider
- 3) kept
- 4) manages
- 5) cost
- 6) break
- 7) small
- 8) exploring

B.

- a) to find time
- b) of education
- c) to wait any longer
- d) looking
- e) size
- f) arguing
- g) the garden
- h) the promise

1) Alf is a great reader of books; I can't understand how he ... to do so much reading. 2) As far as I know, the ... in different countries is different. 3) Joanna said she would help with the project and she didn't 4) We have very little time we simply can't ...; let's get going. 5) If you don't like your job, why don't you ... for a new one? 6) While ... the children found a strange plant with funny yellow flowers. 7) It was a house of a rather ... but very cosy and comfortable. 8) They ... and didn't manage to come to any constructive decision.

Do you know that...?

The Middle Ages. In Western Europe the Middle Ages were a time (between AD 1100—1500) when church was very important. The Roman Catholic Church had great influence on people's lives and on the way society was organized (feudalism). It was also the period when most cathedrals (large important churches) were built. The only people who could read and write were rich and powerful people and monks [mʌŋks]. The Middle Ages were also a time of many plagues [pleɪgz]. Sometimes they say that the Middle Ages began about AD 500, after the end of the Roman Empire, but this period is usually called the "Dark Ages" or the "Early Middle Ages".

The Renaissance [rɪ'neɪsəns] is the period in Europe from about 1400 to about 1600 when the art, literature, and ideas of the ancient world (Ancient Greece, especially) began to be studied again. The Renaissance influenced most of West Europe, but it is connected especially with Italy and the famous artists of the period — Leonardo da Vinci, Michelangelo and Raphael. The beginning of Renaissance led to the end of the period called the "Middle Ages".

6 A. Read the text and name some pros and cons of technological progress.

History of Technology

Part II

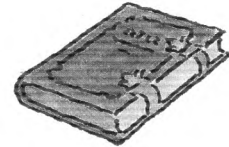
In the Middle Ages in Europe watermills and windmills brought a revolution to the production of power. The new technologies enabled people to construct wonderful cathedrals of great size — the best example of gothic architecture ['ɑ:kɪtektʃə]. During the 14th century Europeans managed to produce guns.



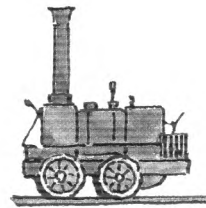
From the 15th to the 17th century the period of Renaissance spread in Europe. It is considered revolutionary in many spheres. The New World was discovered and explored. The printed books helped the development of European cultural life. The Renaissance saw a new interest in technology, and the new technology led to new problems. One problem was that shipbuilding and iron industry needed a lot of wood. To be able to afford it Europe soon lost its forests.



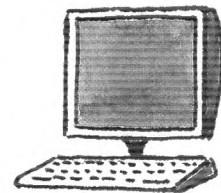
Another problem was the need in more powerful engines. The 18th century in Europe was the time of the Industrial Revolution, the time when technology developed very fast. In 1712 Thomas Newcomen, an Englishman, invented the steam engine. In the 1760s, James Watt improved the Newcomen engine, which opened the way to constructing steamboat and locomotives in the early 19th century. The Industrial Revolution gave rise to the engineering profession. More and more universities began to train engineers.



During the 19th and 20th centuries people's lives have greatly changed thanks to science and technology. Achievements in transportation, communications and use of energy have had a great influence on the modern society. Medical knowledge has given people longer and healthier lives. Computers are giving us new opportunities at work and at home. Now people have better living standards and much more free time.



On the other hand, a lot of people may argue that such great technological achievements do not come without a price. And indeed they were achieved at the cost of losing a lot of important things — the beauty of nature, physical health, some personal qualities. New technology has led to creating weapons of mass destruction; new communication technology and computers have brought with them the problem of loneliness. Air, water and soil pollution is now damaging the environment; the great intensity of human life leads to stresses. As a result many people question the advantages of high technology and often ask: "What does the future promise us?"



B. Listen to the same text,  (47), and read it aloud.

7

A. Answer the questions on the text "History of Technology" (part II).

- 1) What periods in the history of humanity are mentioned in the text? What do you know about them?
- 2) How did people produce power through their history? What did they use?
- 3) Why did Europe lose its forests?
- 4) Why was the engine invention very important?
- 5) How has the human society changed thanks to the achievements in technology?
- 6) What are the negative results of the technological revolution? Can people improve the situation? How?

Speak about the history of technology. Mention the following periods:

- technology in the Middle Ages;
- technology during the period of the Renaissance;
- the Industrial Revolution in Europe.

DO IT ON YOUR OWN

30

Unit 3

9

Read the text "History of Technology" again and find in it the English equivalents for the following:

1) производство энергии; 2) готическая архитектура; 3) Новый Свет (Америка); 4) эпоха Ренессанса; 5) судостроение и чёрная металлургия; 6) в начале XIX века; 7) благодаря науке и технике; 8) транспорт, связь и использование энергии; 9) более высокий жизненный уровень; 10) за такие технические достижения необходимо платить; 11) оружие массового уничтожения; 12) заставляет нас сомневаться в преимуществах высоких технологий.

10

Give it a name. Use a dictionary if necessary.

- 1) The period in European history between about AD 1100 and 1500.
- 2) A mill that is driven by moving water, usually a river.
- 3) An important Christian church, usually very large and beautifully decorated.
- 4) A weapon from which bullets or shells are fired through a metal tube.
- 5) The period in European history from about 1400 to about 1600.
- 6) Designing and constructing ships.
- 7) A period of time when machines are invented and a lot of factories built.
- 8) An engine powered by steam, often in a train.
- 9) Something successfully finished or done often with the help of skill and hard work.
- 10) Different ways of sending information between places.
- 11) A sum of money for which a thing is sold or bought.
- 12) Unhappiness as the result of problems of living, too much work, etc.

11

Write is the odd word out in each line.

- 1) enable, encourage, enrich, sadden, enlarge
- 2) explore, cost, manage, promise, size
- 3) afford, argue, achieve, advantage, admire
- 4) explore, argue, afford, manage, promise
- 5) connect, destroy, consider, promise, explore

12

Write 5—7 sentences of your own with *on the one hand ... on the other hand*.

Example: On the one hand, watching television can be fairly enjoyable, but on the other hand, it takes up a lot of our time.

Step 6

DO IT TOGETHER

SFA

1 Listen to the dialogue between Richard and his father, (48), and complete the sentences (1—4).

1. Richard's classmates... what Hippocrates' occupation was.

- a) didn't know
- b) knew very well
- c) were not sure

2. Hippocrates was a great ...

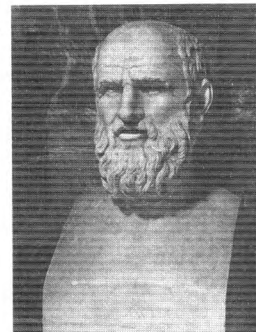
- a) inventor
- b) explorer
- c) doctor

3. The Hippocratic oath¹...

- a) was created by Hippocrates himself
- b) was written by Hippocrates and his pupils
- c) was named after Hippocrates

4. Hippocrates was famous because he ...

- a) had saved thousands of his pupils
- b) had invented new medicines
- c) had taught medical people how to help sick people



31

Step 6

SFA

2 Work in pairs and discuss how science can help medical care² and medical service in modern society. Mention these:

- the invention of new medicines;
- use of computers in treating patients;
- new technologies and devices that can help sick people.

3 A. Read the texts about some well-known inventions and match them with their names.

Inventions

a) It is an instrument used to collect light from an object, to bring the light to focus and produce an image, and make that image look larger. There are three kinds of these devices: refractors which use lenses, refractors³, which use mirrors⁴ and those which use a combination of lenses and mirrors.

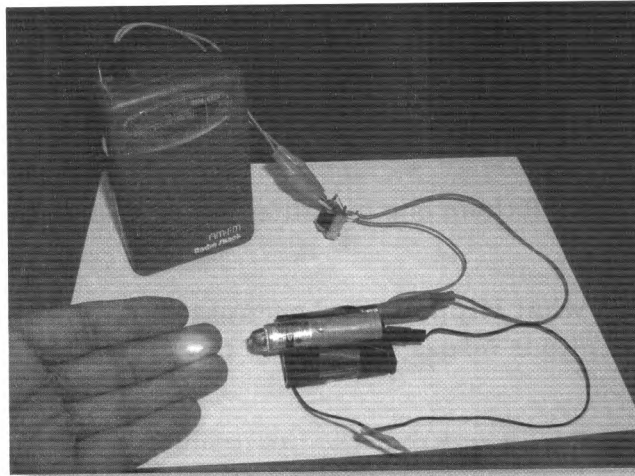
b) It is a device that generates "well-organized" light. The mechanism uses a process known as stimulated emission. It generates electromagnetic radiation in a special microwave region. Nowadays these devices are widely used in different ways, among which is medicine. This device is often used to make quick and painless operations.

¹ **oath** [əʊθ] — клятва; the Hippocratic oath — клятва Гиппократата

² **medical care** — здравоохранение

³ **a refractor** [rɪ'fræktə] — рефрактор

⁴ **a mirror** ['mɪrə] — зеркало



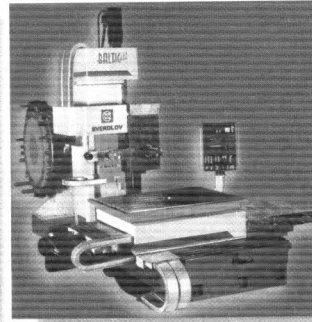
1) the laser



2) the optical telescope



3) the clock

4) the turning
lather

5) the computer

c) It is a machine tool that takes away unwanted material from a work piece by rotating¹ it against a cutting tool. It is the oldest and probably the most important machine tool. Early wood-turning tools powered by foot were used in the Middle Ages. Modern models work at a very high speed and have a lot of functions.

d) This device is based on a microprocessor, a small chip that performs the operation of a central processing unit. The early kinds of these machines had a rather small memory, typically in the 16—64 kilobyte range. Modern models have memories in the megabyte to gigabyte which is a great improvement².

e) This is a mechanical, electrical or atomic device that measures the passage of time. Mechanical models date from the late Middle Ages. All mechanical models must have a source of energy — for example, a falling weight or a wound spring. All such models must be carefully regulated to make them run accurately. The energy turns a system of wheels that move the hands.

B. In the text there may be words that you did not know. What were the words? What helped you to understand them?

¹ to rotate [rəʊ'teɪt] — вращать

² a spring [sprɪŋ] — пружина

A. Read the text and answer the questions after it.

Piano in the Pocket

Do you play the piano? The problem with pianos is they're big and heavy. Now there is the Hand Roll¹ Piano from Japan. It rolls up very small. You can play the piano in the park or in the car. The piano costs £70 (104 Euros) in Japan.



- 1) Would you like to have such a piano? Why? Why not?
- 2) Do you think it's a good idea to play the piano in the park or in the car? Where else could you take such a piano?
- 3) What stimulates inventors to make new devices for modern consumers²? What stimulated them earlier in history?
- 4) Some people think that modern man has become lazy and spoiled by all the new machinery doing everything for him. What do you think?

B. Work in small groups. Make two lists of 5 most important and 5 least important inventions. Compare your lists with your classmates'. Explain your choice.

C. Why, in your view, there are so many international words in the language of science and technology?

Complete the sentences about yourself.

- 1) I have some free time so I can (easily) afford
- 2) I don't have enough time to afford
- 3) I consider ... to be great fun.
- 4) I consider ... terribly boring.
- 5) I rarely argue with my friends about
- 6) I sometimes argue with ... about
- 7) The part of Russia that I would really like to explore is
- 8) The place on the globe I hope to explore is
- 9) I ... give promise which I can't keep.
- 10) Once I broke a promise, and this is how it happened:
- 11) ... was not easy but I managed to do it.
- 12) I hope that soon I'll manage
- 13) On the one hand, I ... but on the other hand

Nota bene

The Infinitive

В английском языке *инфинитив* или *неопределённая форма глагола (Vto)* в предложении может употребляться после:

- 1) глаголов (V);
- 2) имён существительных (N);
- 3) имён прилагательных (Adj).

¹ **to roll** [rəʊl] — сворачивать(ся), скатывать(ся)

² **a consumer** [kən'sju:mə] — потребитель

1) **V + V_{to}**

agree
decide
afford
forget
hope

} to do something

manage
learn
refuse
promise
want

} to do something

I wanted to go home at once.

They offered us to stay at their place.

We can afford to buy it.

Обратите внимание, как строятся предложения, когда требуется инфинитив с отрицанием (не опоздать, не приходить и т. д.)

We promised **not to be late**.

They agreed **not to come** home after 11.

Did you manage **not to miss** the train?

2) **N+V_{to}**

• Инфинитив после имён существительных часто выполняет функцию определения (атрибута):

This is the film to see. (Вот фильм, который надо посмотреть.)

She didn't know about his wish to leave. (Она не знала о его желании уехать.)

He read the article to get more facts. (Он прочитал статью, чтобы получить больше фактов.)

• Часто имени существительному предшествуют порядковые числительные (*the first, the second, the third etc*), а также прилагательные (*last, next, best, worst*).

Who was the first man to fly into space? (Кто был первым человеком, полетевшим в космос?)

John will be the last person to know it. (Джон будет последним, кто узнает об этом.)

It was the best dictionary to buy. (Это был лучший словарь, который можно было купить.)

3) **Adj + V_{to}**

His accent is difficult **to understand**. (Его акцент трудно понять.)

This book is easy to read. (Эту книгу легко читать.)

Обратите внимание, что прилагательные с инфинитивом могут быть задействованы в разных предложениях с одинаковым смыслом.

It is difficult to understand him. }
He is difficult to understand. } (Его трудно понять.)

6

A. Complete the sentences with the verbs in the appropriate forms.

agree, promise, forget, learn, afford

1) If Dan has ... to come, he will certainly be at the party. He always keeps his word. 2) Don't... to call granny and say happy birthday to her. 3) I have just bought a television, that's why I can't ... to buy a new camera. 4) Jane ... to roller-skate very early, at the age of four. 5) Michael was so kind, he ... to help me with my mathematics.

B. Complete the sentences using the adjectives from the box. In some cases two or three can be appropriate.

Example: I watched the film because someone told me

I watched the film because someone told me that it was a good film to watch.

comfortable, interesting, exciting, good, safe, easy, fashionable, the best, useful, cheap, enjoyable

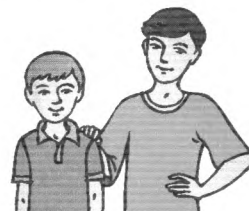
1) We played this new game because someone told us 2) The Greens stayed in the Central Hotel because someone 3) The travellers decided to visit Novosibirsk because 4) Emma took the job because 5) I chose that bank because someone 6) Peter is reading Stephen King because someone told 7) My parents chose this school for me because 8) They bought this computer because 9) Mrs Benton is growing pansies¹ because someone 10) Uncle James bought a BMW because someone told him 11) Kate is learning Danish because 12) Ian is taking this new medicine

7 Little Tom never agrees with his elder brother Jack. Read what Jack said and express Tom's arguments using *V_{to}* as in the example.

Example: J a c k: Tom, why are you so late? You said you would come home at seven.

T o m: promise/not to be late

T o m: No, I didn't. I just promised not to be late.



- 1) J a c k: Tom, you haven't done your room yet! And you agreed to do it yesterday.
T o m: agree/to make the room messy
- 2) J a c k: Tom, why haven't you finished your lessons yet? You planned to be free at four!
T o m: plan/to work on the computer in the evening
- 3) J a c k: Tom, you haven't been to the shops yet. And you promised to do it.
T o m: promise/not to leave the family without bread
- 4) J a c k: Oh, I see, Tom. How good of you! You have decided to prepare lunch.
T o m: decide/to ask you to do it
- 5) J a c k: Tom, I can't believe my eyes. You're writing an essay instead of watching a horror film in the cinema as you planned to do.
T o m: plan/to stay at home this evening
- 6) J a c k: Tom, my bike is broken and you promised not to touch it.
T o m: promise/not to ride your bike
- 7) J a c k: Tom, you don't know the poem and you agreed to recite it at the school party.
T o m: agree/to play the guitar and sing my song
- 8) J a c k: Tom, where is the money? You promised not to spend it on little things.
T o m: promise/to spend the money on CDs.

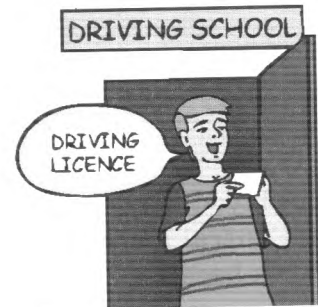
¹ a pansy ['pænzɪ] — анютины глазки

Look at the pictures and say why these people did what they did.

Example: Mr Keating/come/buy — Mr Keating came to the pet shop to buy a kitten for his little daughter.



1) Sam Johnson/grow/get



2) James/go/learn



3) Patrick/buy/give



4) The tourists/arrive/have a look



5) The young people/come/
get married



6) The children/come/have tea



7) Donald/sit down/paint

DO IT ON YOUR OWN

9 A. Complete the sentences with the words from the boxes in their appropriate forms.

manage, offer, refuse, learn

- 1) I didn't want to go to the shops but ... to do it because I wanted to help Mum.
- 2) My brother ... to swim when he was just a baby of two.
- 3) How did you ... to dig the garden alone? It is such hard work!
- 4) If Margaret invites you to the theatre, don't ... to go with her: she's so lonely.
- 5) "War and Peace" is a very long novel but I ... to finish it soon and start reading "Anna Karenina".

B.

pleasant, happy, small, easy, important

- 1) The task is not so ... to do as you think, you'll have to concentrate on it.
- 2) This beautiful place is very ... to visit in late spring.
- 3) If you want to speak good English, it is very ... to practise a lot.
- 4) I'm ... to say that we've managed to succeed.
- 5) The house is too ... to be a home for their big family.

10 Paraphrase these sentences as in the example. Write them down.

Example: It is impossible to read your essay.
Your essay is impossible to read.

- 1) It is difficult to improve this device.
- 2) It is easy to destroy a sandcastle.
- 3) It is hard to learn Chinese.
- 4) It is interesting to invent new tools.
- 5) It is not safe to drink this water.
- 6) It was exciting to watch that football match.
- 7) It was difficult to follow his plan.
- 8) It was easy to find my friend's cottage.
- 9) It was hard to find a five-star hotel on the coast.
- 10) It was impossible to believe his words.

11 Consult dictionaries or the Internet and answer the questions. You can also ask your family or friends for help if you need it.

- 1) Who was the first man to fly into space?
- 2) Who was the second man to travel into space?
- 3) Who was the first woman to fly into space?
- 4) Who was the first man to walk in space?
- 5) Who was the first astronaut to walk on the Moon?
- 6) Who were the first people to fly a plane?
- 7) Who was the first person to invent the radio?
- 8) Who was the first person to invent the telephone?
- 9) Who was the first scientist to discover radium?

- 10) Who were the first explorers to discover Antarctica?
 11) Who was the first person to reach the South Pole?
 12) Who was the first person to sail around the world?

SFA

12

Write an answer to your pen friend's letter. Answer his/her questions. The number of words in your letter should be 100—120.

...I'd like to have an I-pad or a new smartphone but I simply can't afford to buy them — they are too expensive. And what gadgets¹ do you have? Do you find them useful? Do you dream of buying something new?

Step 7

DO IT TOGETHER

1

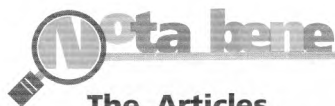
Listen to the text, (49), and say which facts are true, false or not stated.

- 1) Valentina Tereshkova was the first cosmonaut to travel into space.
- 2) Valentina could fly aeroplanes.
- 3) Tereshkova was born in spring.
- 4) She spent her childhood in a small village.
- 5) She joined the Soviet cosmonaut programme in the fifties of the previous century.
- 6) Valery Bykovsky and Valentina Tereshkova travelled into space on the same spaceship.
- 7) Valentina left the cosmonaut programme after her flight.
- 8) Another Soviet cosmonaut became her husband.

2

Speak about the profession of cosmonauts and astronauts. Mention the following:

- what makes it an unusual occupation;
- what personal qualities are necessary to do such a job;
- if it is a good profession for women;
- flying into space in the nineteen sixties and nowadays.



The Articles

- В английском языке уникальные объекты и явления (солнце, луна и др.) обозначаются именем существительным, перед которым обычно используется определённый артикль. К ним относятся:

the sun	the east	the earth
the moon	the west	the world
the sky	the north	the universe [ˈjuːnɪvɜːs] (вселенная)
	the south	

The moon moves round **the earth**.
 The whole **world** has changed lately.
 They live in **the east**.

¹ a gadget [ˈgædʒət] — устройство

- Однако если перед этими существительными употребляется описательное определение, возможен неопределённый артикль.
We all hope to live in a better world.
The sun was shining in a clear blue sky.

- В отличие от них имя существительное *space* в значении "космос, космическое пространство" с артиклем не употребляется.

The Soviet Union was the first country to send a man into space.
People began to explore space many centuries ago.

3 Complete the sentences. Use the articles *a* or *the* where necessary.

1) Who was the first explorer to sail round ... world? 2) ... Moon is the body which moves round ... Earth once every 28 days and can be seen shining in ... sky at night. 3) Who was the first man in ... space? 4) A strange light appeared in ... north. 5) Cheshunt is a few kilometers to ... north of London. 6) Stars are found in every part of ... our universe. 7) ... universe is ... space and everything that exists in it, including ... Earth and the other planets. 8) The origin of ... universe is still a mystery. 9) The crew have been living in ... space for about three months. 10) ... sun is the star in ... sky that gives light and warmth to ... Earth.

4 Complete the sentences with appropriate infinitives.

1) Nick promised ... on time and not to be late. 2) Everybody likes it when Mr Priston gives lectures. He is easy 3) Sara knows a lot of facts. She is interesting ... to. 4) They couldn't afford ... that car. It was too expensive. 5) Alice refused ... the grammar rule to her younger brother. She had done it twice before. 6) The suitcase with books was very heavy but I managed ... it into the house. 7) I decided ... the flowers in my garden as the soil was very dry. 8) It was very hot outside and the children wanted 9) We offered the old man ... his heavy bag with vegetables. 10) I told Jane ... her warm sweater as it was rather cold.

5 A. Listen and read,  (50).

aim [eɪm] — цель

flight [flaɪt] — 1) полёт; 2) авиарейс

generation [dʒenə'reɪʃn] — поколение

huge [hju:ʒ] — огромный

launch [lɔ:ntʃ] — запускать (*в небо*), спускать (*на воду*)

memorable ['memərbəl] — памятный

prove [pru:v] — 1) доказывать; 2) оказываться

satisfy ['sætɪsfaɪ] — удовлетворять

B.

aim: somebody's aim, to achieve your aim. The aim of this project is to help the patients of our hospital. I knew very well how to achieve my main aim and become a doctor.

flight: a long flight, a flight from Moscow to London, to be on the flight. Gagarin's flight into space took only about an hour and a half.

generation: the older generation, the younger generation, the generation gap. Three generations of the family live together in this old house. The generation gap may become a real problem and not allow different generations to understand each other.

huge: a huge castle, a huge country, huge success. She arrived at the airport carrying two huge bags. The new play was a huge success.

launch: to launch a rocket into space, to launch a new ship, to launch a new project. Weather satellites are launched into space regularly.

memorable: a memorable day, a memorable journey. Our trip to Rome was really memorable. Last autumn was full of memorable events.

prove: 1) to prove something to somebody. She wanted to prove to her parents that she could live on her own. How can you prove that you are telling the truth? 2) His decision proved to be a good one. The disease proved very serious.

satisfy: to satisfy somebody, to satisfy one's hunger, to be satisfied with something. John's progress at school satisfies both his parents and his teachers. A sandwich was not enough to satisfy his hunger. It is impossible to satisfy everyone.

6 Complete the sentences with the new words in their appropriate forms.

- 1) This family photo shows three ...: myself, my parents and my grandparents.
- 2) The film was ... for its fine acting.
- 3) The book ... very useful and informative.
- 4) What is your ... in life?
- 5) I managed to photograph the bird in
- 6) Some people are very hard to
- 7) What or who can help to bridge the ... gap between parents and their teenage children?
- 8) The building is ... ; it is much bigger than all the other houses in the street.
- 9) I've done everything you asked; are you ... now?
- 10) The new ship ... by the queen.
- 11) How can I ... to you that I'm not lying but telling the truth?
- 12) ... BA 447 to Delhi is delayed.

7 Say a few words about the first man's flight into space. Use these:

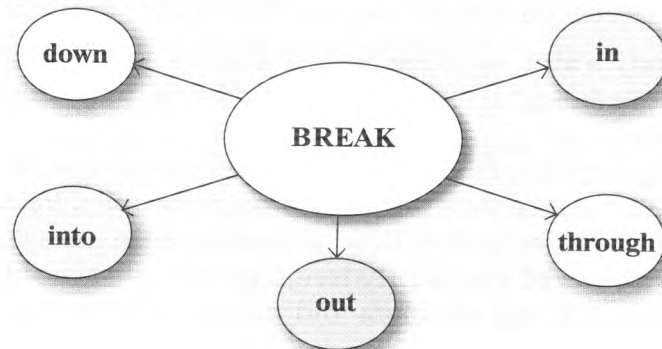
- 1) compete with the USA in space exploration;
- 2) both the countries;
- 3) launch rockets into space;
- 4) explore the universe;
- 5) produce new space equipment;
- 6) make the first flight into space;
- 7) fly around the Earth in 1 hour 29 minutes;
- 8) belong to the first generation of Soviet cosmonauts;
- 9) launch the spaceship Vostok 1 into space on April 12, 1961;
- 10) memorable event;
- 11) be satisfied with the results of the experiment.



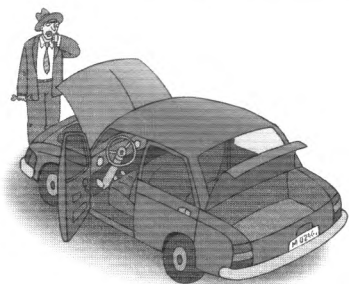
Nota bene

Phrasal Verbs

Познакомьтесь с новыми фразовыми глаголами, ядерным элементом которых является **to break**:



1) **to break down** — ломаться
(обычно о механизмах)



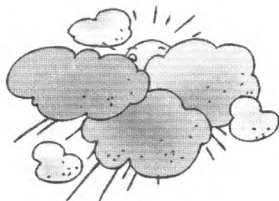
The car broke down just outside London.

3) **to break into** — неожиданно начать что-то делать
to break into laughter — рассмеяться
to break into tears — расплакаться
to break into a run — броситься бежать



They looked at each other and broke into laughter.

5) **to break through** — прорываться, совершить прорыв



The sun had finally broken through the clouds.

2) **to break in** — а) вломиться
Someone had broken in through the bedroom window.

б) вмешаться в разговор.



“Hilary,” he broke in, “I’m just trying to help.”

4) **to break out** — разразиться, начаться



A fire broke out in the kitchen.

8 Fill in the missing function words to complete the sentences.

1) The horses broke ... a gallop as soon as they heard the gun shooting. 2) Scientists hope to break ... soon and find an effective medicine for this terrible disease. 3) My washing machine was broken ... and I had to wash by hand. 4) The storm broke ... at night and in the morning the garden looked terrible. 5) What will you do if someone breaks ... your house? 6) As soon as we were alone, we

closed the door of the room: we were afraid that somebody would hear us and break ... our talk. 7) How did it happen that a fire broke ... in the garage? 8) A group of young football fans managed to break ... the police lines and found themselves on the field.

DO IT ON YOUR OWN

42

Unit 3

9 Write why these things happened to the people in the pictures.



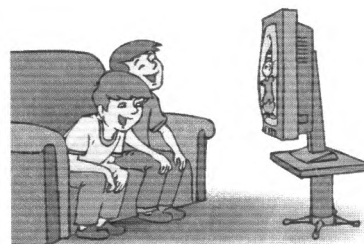
1) The girl broke into a run



2) The old man's face broke into a smile



3) The child broke into tears



4) The young people broke into laughter... .



5) She broke into singing



6) Paul broke into a sweat [swet]



7) The little boy's face broke into a grimace [gr'meis]... .

10 Match the words with their definitions.

- | | |
|---------------|---|
| 1) aim | a) difficult to forget |
| 2) flight | b) to send off (a rocket etc) or to put (a ship etc) to sea |
| 3) generation | c) very big, gigantic |
| 4) huge | d) to please someone by giving them something they want or need |
| 5) launch | e) to give evidence ¹ which shows that something is true |
| 6) memorable | f) all people of the same age |
| 7) prove | g) the thing you hope to achieve by doing something |
| 8) satisfy | h) a journey through the air or space |

11 Write these in English.

1) запускать ракеты в космос; 2) памятный космический полёт; 3) новое поколение космонавтов; 4) необъятная (огромная) вселенная; 5) достигнуть цели; 6) отменить полёт; 7) отложить полёт; 8) запустить новый космический проект; 9) удовлетворить чей-то интерес; 10) утолить чувство голода; 11) доказать учителям и родителям; 12) оказаться правым.

12 Use *a*, *the* or *zero* article to complete the sentences.

1) The boy grew up to be ... tall man. 2) ... man is the only animal that can speak. 3) ... universe is everything that exists. 4) Many birds travel to ... south in winter. 5) ... sun gives light, it is a star. 6) On clear days ... sky has a light blue colour. 7) They come from ... west. 8) ... moon seems to shine because it reflects light from ... Sun. 9) On the wall of their bedroom there was a picture of ... big yellow moon. 10) ... woman was tall and beautiful.

Step 8

DO IT TOGETHER

1 A. What do you know about Neil [ni:l] Armstrong? What would you like to know about him?

B. Listen to the text, (51), and complete the following sentences.

1) The world heard about Neil Armstrong when he

- a) flew into space
- b) flew to the Moon
- c) stepped on the Moon

2) Neil Armstrong explored the surface of the Moon

- a) alone
- b) together with another astronaut
- c) together with two more astronauts



¹ **evidence** [ˈeɪdɪəns] — доказательство, доказательства

3) Armstrong was educated to be


- a) an astronaut
- b) a pilot
- c) an engineer

4) Armstrong

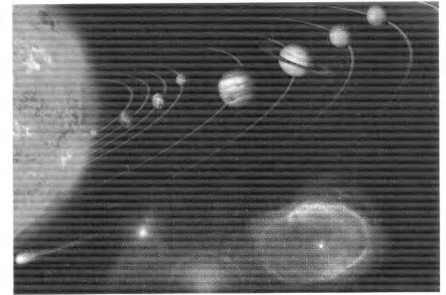
- a) enjoyed his popularity
- b) did not like to be in the focus of public attention
- c) did a lot for the American space exploration programme.

C. Comment on Neil Armstrong's words: "That's one small step for man, one giant leap¹ for mankind."

2

Listen,  (52). Repeat the names of the planets and find the right places for them in the picture.

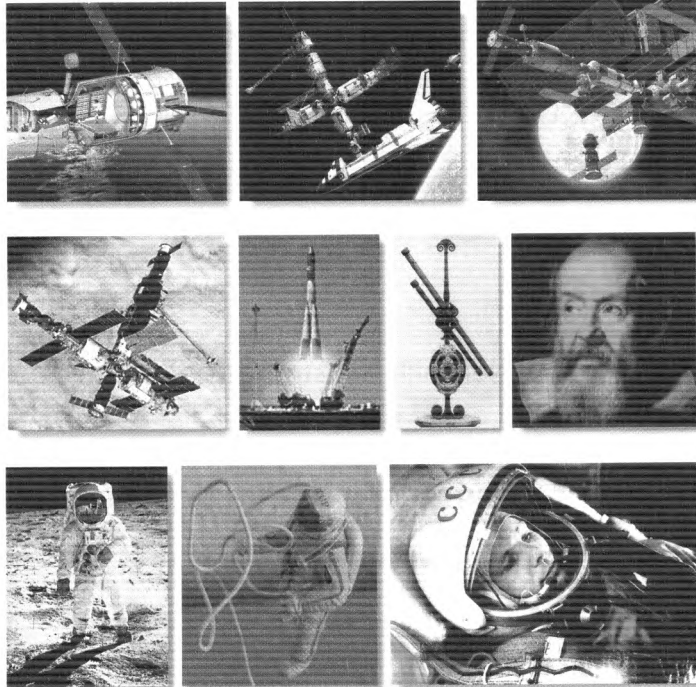
- a) Mercury ['mɜ:kjəri]
- b) Neptune ['neptju:n]
- c) Earth [ɜ:θ]
- d) Saturn ['sætən]
- e) Mars [mɑ:z]
- f) Venus ['vi:nəs]
- g) Uranus ['juərənes]
- h) Jupiter ['dʒu:pɪtə]



SFA

3

Read the text and complete the sentences after it.



Space Exploration

People often think that the age of space exploration began with the first space-ships in the 1950s and 1960s, though in fact, astronomers had been exploring the universe long before the beginning of space flights. Galileo made the first

¹ a leap [li:p] — скачок

optical telescope used for astronomy in 1609. Later scientists got a lot more information about the solar system and its planets with the help of interplanetary probes¹, space capsules that carry special equipment and send information back to the Earth.

From the beginning of the space age, both the Soviet Union and the United States were active in the exploration of the solar system. Both countries had their own space programmes, competing with each other. Both countries sent their probes to the Moon, to Venus, Mars and, later, to Jupiter, Saturn, Uranus and Neptune. Anyhow a real breakthrough² in space exploration was the beginning of manned space flights. The first manned flight took place on April 12, 1961, when Yuri Gagarin went into orbit in the Soviet *Vostok 1* spaceship and proved that man could survive in space.

At the same time the USA carried on its programme of the Moon exploration and in 1969 Neil Armstrong became the first man to walk on the Moon. In 1975 the USSR and the USA made the first space experiment [ik'spɛrɪmənt] together. The future of space exploration seems to be connected with cooperation work in space. People's wish to know about the world around us will never be satisfied and we can get the best results if we do this hard work together.

1) The age of space exploration began ... the first space flights.

- a) before b) with c) after

2) Interplanetary probes ... information.

- a) produce and collect
b) collect and transmit
c) produce and transmit

3) At the beginning the USSR and the USA worked in the field of space exploration

- a) together b) individually c) with the help of other countries

4) A manned flight is a flight in which the spaceship is operated by

- a) people on Earth b) robots c) astronauts or cosmonauts

5) Leonov's flight was memorable because he was the first man

- a) to wear a special spacesuit
b) to become a copilot
c) to stay in outer space

6) American astronauts reached the Moon ... Russian cosmonauts

- a) before b) together with c) after

7) It seems that in the future people of different countries will ... for space exploration.

- a) unite b) do more work c) be thanked

SFA

4

Speak about the history of space exploration. Mention the following:

- space exploration before the beginning of space flights;
- unmanned flights into space;
- manned flights into space;
- competition and cooperation in space exploration.

¹ **interplanetary probes** — космические зонды

² **breakthrough** ['breɪkθru:] — прорыв

5 Complete the text with the appropriate words. Discuss the problem.

Space and Us

In March 2004 a new planet was (1) ... 10 billion kilometers from Earth and was named Sedna¹. It was found by the Hubble (2) ... which cost millions of dollars. Some people say Sedna is not really a planet. Anyway, the news (3) ... very exciting because the planet (4) ... beyond the planetary solar system. Space now has become (5) ...! Such countries as Russia, the USA and Japan are planning to send more astronauts into (6) ... space and spend more money on it. Is space exploration so important? Read the arguments below and say with which of them you agree.

YES

- We need to know more about the universe we live in. We must do it so that we can make more (7) ... to improve our world.
- We need to find out if there is life and water on other planets.
- We must be ready to colonize other planets.

NO

- The money for space exploration should be spent on looking (8) ... planet Earth as we live on it.
- We should spend (9) ... money on poor people.
- We should think more about (10) ... health than about going to other planets.

- | | | |
|-------------------|---------------|----------------|
| 1) a) invented | b) discovered | c) opened |
| 2) a) microscope | b) periscope | c) telescope |
| 3) a) is | b) are | c) will be |
| 4) a) found | b) finds | c) was found |
| 5) a) large | b) larger | c) the largest |
| 6) a) — | b) a | c) the |
| 7) a) discoveries | b) inventions | c) equipment |
| 8) a) at | b) for | c) after |
| 9) a) these | b) those | c) this |
| 10) a) people | b) people's | c) peoples' |

6 You know the words in column A. Read the sentences and say what the words in column B mean.

A.

memorable
aim

to satisfy

to refuse

to promise

to prove

B.

memory
aimless
aimlessly
satisfaction
satisfactory
refusal
promise
promising
proof

- 1) In studying history it is helpful to have a good memory for facts and dates. 2) He couldn't recite the poem from memory. 3) I get a lot of satisfaction from working in the garden. 4) For me, job satisfaction is more important than making money. 5) His test is far from satisfactory. 6) Do you have any proof that the document has been written? 7) The proof of the pudding ['puɒɪŋ] is in the eating. 8) They took an aimless walk through the fields. 9) They walked along

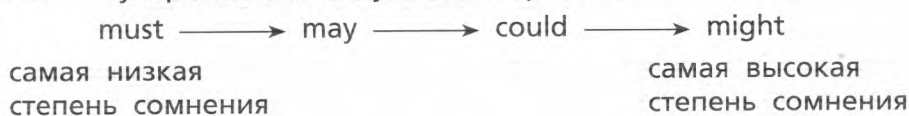
¹ Обратите внимание на то, что названия планет употребляются без артикля.

the beach aimlessly talking. 10) She gave them a refusal to go on with the job. 11) We were surprised at their refusal to join us. 12) Andrew remembered his sister's promise to help him. 13) I gave a promise that I would clean my room. 14) Helen is a promising young scientist.

Nota bene

Social English

Помимо известных вам способов выражения сомнения, уверенности (It's possible..., I'm not quite sure..., I'm certain..., I don't it..., I have no doubt about... etc.), существует возможность выразить то же самое при помощи модальных глаголов *must, may, could, might*. Обратите внимание, что в значении «возможность» эти глаголы выражают различную степень сомнения. Их можно расположить на шкале в соответствии со степенью возрастания неуверенности следующим образом:



Сравните:

He must be happy. — Должно быть, он счастлив. (Я почти уверен, что он счастлив.)

He may be happy. — Возможно (это большая вероятность), что он счастлив.

He could be happy. — Возможно (есть определённая вероятность), что он счастлив.

He might be happy. — Возможно (есть маленькая вероятность), что он счастлив.

7 Complete the dialogue with the verbs *must, may, could* or *might* and act it out.

A: Look! There's some object in the sky, there, above the hill.

B: It (1) ... be an aeroplane.

A: Oh, no, look, it's flying too low for a plane. It (2) ... be a UFO¹.

B: Don't be silly. I don't believe in UFOs. They are a fruit of people's imagination.

A: What makes you so sure? Look, it's coming nearer. It has a funny shape. It (3) ... be a big bird.

B: No it isn't, Birds move their wings. If this thing has wings, it doesn't move them.

A: It's not a plane or a helicopter because there is no noise. It (4) ... be a UFO! It is so exciting!

B: Don't speak too soon. It is not. Wait! I see now! It is a hang-glider!

Nota bene

The Verb

• Вы уже знаете, что модальные глаголы *can (could)* выражают возможность или умение сделать что-то.

Tom can read. — Том умеет читать.

Tom could read when he was five. — Том мог читать, когда ему было пять.

¹ a UFO [ˈjuːfəʊ] = an unidentified flying object — НЛО (неопознанный летающий объект)

- Следует отметить, что форма *could* не используется, если речь идёт о чём-то, что люди смогли или сумели сделать в конкретном случае, то есть им удалось что-то сделать. Вместо *could* в подобных случаях употребляют *was/were able to* или *managed to*.

The pupil managed (was able) to do the sum.

Ученик смог решить задачу. (Ему удалось...)

The questions were not easy but we managed (were able) to answer them.

Вопросы не были простыми, но мы смогли ответить на них.

- Однако если нужно сказать, что люди могли (то есть имели возможность) что-то делать в прошлом, форма *could* нормативна.

The swimming pool was not far from the hotel and we could go there every day.

(... мы могли/имели возможность ходить туда).

Отрицательная форма *couldn't* используется во всех случаях наряду с формами *didn't manage to*, *wasn't/were not able to*.

Сравните:

They couldn't (didn't manage to) speak to the head teacher but they managed to discuss the problem with the biology teacher.

We couldn't (were not able to) see the film at the cinema but we were able to see the video.

8

How else can you say the same? Think of different variants.

- 1) John was not able to phone me yesterday. He had left for Kiev.
- 2) They managed to find Aunt Margo's house though it was not easy.
- 3) Linda didn't manage to write the test very well. Her mark was only satisfactory.
- 4) Uncle George was able to enlighten us about Neil Armstrong's biography.
- 5) Wendy managed to find a lot of interesting articles about the Middle Ages.
- 6) The Browns didn't manage to move in the new flat.
- 7) She was supposed to change her job but was not able to.
- 8) Alec tried to open the door but didn't manage to.
- 9) Mrs Loveday managed to protect her family.
- 10) Andrew wasn't able to refuse the offer.

DO IT ON YOUR OWN

9

Complete the sentences with the words from the box.

aim, satisfy, refusal, satisfactory, aimlessly, promise, memory, proof, promising, satisfaction, memorable, aimless, refuse

- 1) Do you have any ... that this is true?
- 2) We went there with the ... of seeing the places of interest in the town.
- 3) I was surprised at Jane's ... to join us for supper.
- 4) The government's new project looks fairly
- 5) "Now you see that I was right, don't you?" she said with
- 6) How could Dan... to help his own brother?
- 7) This is Julia's new article, I hope it will ... you.
- 8) I walked about the house ... unable to concentrate on my work.
- 9) Jack said he would come on time but failed to keep his
- 10) I'm afraid I have a very bad ... for names so I can't remember your friend's.
- 11) I have a feeling that this kind of discussion is absolutely ...; let's stop it now.
- 12) Later he wrote about those ... days in his famous novel.
- 13) Steve is a ... singer.

10 Use the modal verbs *must, may, could, might* in the following sentences to show doubt¹.

Example: Travelling by train is quite comfortable.
Travelling by train may be quite comfortable.

1) In the future there will be no nations or races, all peoples will be one big family. 2) In the 21st century humans will colonize other planets of the solar system. 3) Very soon machines will do all possible work for people. 4) Very soon books will disappear and their role will be played by computers. 5) It's not so long before all children will be taught at home with the help of special computer programmes. 6) The world ocean contains as many secrets and mysteries as outer space. 7) The Earth is facing some very bad ecological problems. 8) Soon there will be no paper money or coins, only bank cards. 9) In the near future people will live not less than 200 years. 10) There will be no difference between town and country. All people will live in megapolises.

11 Some of the following sentences have mistakes. Find the sentences and correct the mistakes.

1) I thought a lot but couldn't remember his name. 2) Was he able to talk to his neighbour? 3) I couldn't do the sums myself and asked my father to help me. 4) They could play their parts so well that the audience broke into laughter again and again. 5) How did you manage to do all that work on your own? 6) I could answer the teacher's question and was very proud of myself. 7) The children couldn't go to the beach as it was raining. 8) Sally could win the 100-metre race. 9) At last we could see the film we had wanted to see so long. 10) Why couldn't he explain the problem more clearly?

12 Get ready to speak about a cosmonaut or an astronaut. Mention the following:

- what the astronaut's name is and where he/she is from;
- when his/her spaceship was launched into space;
- if he/she was alone on the orbit or worked with a crew;
- why his/her flight is memorable.

Step 9

Revision and Extension

DO IT TOGETHER

1 Listen, (53), and complete the sentences below.

1) Doctor Martin Cooper was the father of the

- a) radio phone
- b) telephone
- c) cell phone



¹ to show doubt — выразить сомнение

2) A cell phone ... like a radio.

- a) functions
- b) looks
- c) costs

3) Car phones of the 1980s were ...

- a) cheap
- b) not very cheap
- c) not cheap at all

4) Mobile phones are cheaper than radio phones because ...

- a) people share the same frequencies¹
- b) people don't need any special equipment
- c) people use special channels

5) Every two people speaking on cell phones use ...

- a) one frequency
- b) two frequencies
- c) more than two frequencies

6) Something that modern mobile phones can not do is ...

- a) contacting the Internet
- b) sending and getting messages
- c) printing



2

Working in pairs discuss pros and cons² of using mobile phones. You can find some ideas below useful.

Pros (+)

- 1) It gives you an opportunity to contact your family and friends at any time you need.
- 2) It stores some useful information.
- 3) It can wake you up in the morning.
- 4) ...

Cons (-)

- 1) Mobile phone calls don't give you a chance to concentrate.
- 2) Mobiles may be bad for the user's health.
- 3) People sometimes buy them not because they need them but because mobiles have become fashionable.
- 4) ...

SFA

3

A. Read the dialogue. Say which of the sentences after it are true, false or not stated.

Should We Spend So Much Money Exploring Space?

A n d r e w: My short answer to this question is *yes*. We are part of the universe. I think we must find out what else there is in it.

B o r i s: Sorry, but I don't think space discoveries could help us. At least³ I can't see how space exploration has helped us so far.

A n d r e w: Well, it may be that it hasn't helped a lot. Definitely it hasn't helped to find a cure for this or that illness. But I am sure we may find some-

¹ a frequency ['fri:kwənsi] — частота

² pros and cons [ˌprəʊzən'kɒnz] — «за» и «против»

³ at least [li:st] — по крайней мере

thing in space that will help us to find such cures in the future or we may discover something else.

B o r i s: You may be right. But all these advantages are so uncertain and space exploration is so expensive.

A n d r e w: Oh yes, it is. You're absolutely right here, but I don't think we can spend less. We can't tell the scientists to make it cheaper and we need to know what is happening in the universe. It might help us to survive. And do you think we should stop exploring space?

B o r i s: I'm not quite sure but I think we can stop it for a few years and spend the money on more important things.

A n d r e w: Like what?

B o r i s: Like pollution, illnesses. We should think about drinking water. In fact we should spend this money on the Earth's problems.

- 1) Andrew is for spending a lot of money on space exploration.
- 2) Andrew would like to take part in space investigations himself.
- 3) Boris says space exploration should be stopped for ever.
- 4) Andrew is sure people can afford to spend a lot of money on space exploration.
- 5) Boris tells his friend that space exploration is not at all cheap.
- 6) Boris is for spending more money on doing more real things for our planet.

B. In one or two groups organize a talk about billions spent on space exploration in which some students speak for and some against it. Give examples.

4 In small groups talk about space exploration. Find arguments for and against spending a lot of money on space exploration programmes.

5 Some of these sentences are grammatically wrong. Find the mistakes and correct them.

- 1) When Nora entered the room, she couldn't understand what was going on.
- 2) It was difficult to do the sum but Andrew could do it.
- 3) Lizzy could play the piano at the age of six.
- 4) Jerry could run away by jumping out of the window.
- 5) We could do a lot of interesting things in summer: we could swim, play volley ball and football, we could cycle and go to the mountains.
- 6) Our team could win the match though our best player was sick.
- 7) Jane could speak English very slowly at the beginning of the school year and made a lot of mistakes. Her language skills are much better now.
- 8) He could earn enough money to buy a good car.
- 9) It was difficult to prove that John was not to blame, but his friend could do it.

6 Complete the sentences with the prepositions from the box.

with, in (3), at, to, on (3), into (2), down, out, for

- 1) Do you know how long this type of planes has been ... use?
- 2) It was just a silly mistake, I don't think Ben did it ... purpose.
- 3) ... the one hand, I can understand him but ... the other, I find it very difficult to agree ... his arguments.
- 4) What size do you take ... clothes?
- 5) Janet's skill ... writing poetry is gradually developing.
- 6) Nowadays a lot of people are used ... buying things online.
- 7) I think you should apologize ... your behaviour: it made us all very unhappy.
- 8) The first manned spaceship was launched ... space in 1961.
- 9) One of the most terrible wars broke ... at the beginning of the previous century.
- 10) Reading the

article father broke ... laughter more than once. 11) They can't use their computer at the moment: it has broken 12) A lot of discoveries were made ... the cost of human lives.

Nota bene

English Idioms

Познакомьтесь с несколькими английскими идиомами, в которых упоминаются небесные тела.

to come down to earth = to have to return to the reality of everyday life

to promise the earth (the moon) = to promise to give people things that they cannot in fact possibly get

to ask (to cry) for the moon = to ask for something that you cannot possibly get

once in a blue moon = happening very rarely

to be over the moon = to be very happy about something

to aim (reach) at the stars (the sky/the moon) = to be very ambitious and try hard to achieve something difficult

to have stars in your eyes = to be very hopeful and excited about things that may happen in the future. Such hopes are usually unlikely to come true.

32

Unit 3

7

Say what idioms are missing in these sentences.

1) Mike is a stay-at-home man. He leaves his house only 2) Sue was thrilled by the mountains, the snow and the fresh air and then she ... and began cooking for the whole family. 3) Joe and Abbie have just had their first baby. They ... about it, I'm told. 4) "What I'd like is to have a lot of free time, a comfortable sum of money and a villa". "Don't you think you ...?" 5) I'm not talking to Steven: he ... and then broke his promise. 6) I ... when I was making plans to become a guitarist, singer and songwriter. 7) Felix is making a brilliant career; he always ... and wants to be the best in everything.

SFA

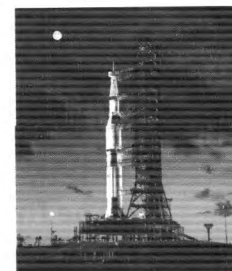
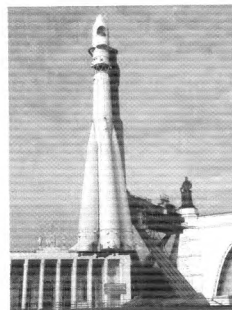
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Give a talk on space exploration beginning with the first manned flight. Mention these:

- the Soviet Union and the USA in their competition to explore space;
- famous Soviet cosmonauts;
- cooperation in space exploration.

Consider the following:

- 1961 — Vostok 1 (USSR). Yuri Gagarin is the first to orbit the Earth.
- 1963 — Vostok 6 (USSR). Valentina Tereshkova becomes the first woman in space.
- 1965 — Voskhod 2 (USSR). Alexei Leonov is the first to leave a spaceship for a space walk.
- 1968 — Apollo 8 (USA). First manned flight orbits the Moon.
- 1969 — Apollo 11 (USA). First manned Moon landing; Neil Armstrong and Edwin Aldrin walk on the Moon.
- 1975 — Soyuz 19 (USSR) and Apollo 18 (USA). The American and Soviet crews cooperate in experiments.
- 2000 — Russia, the USA and some countries of Europe and Asia work in cooperation and launch spaceships to explore the Earth and the other planets.



DO IT ON YOUR OWN

9 Find synonyms in the two boxes and write 8 sentences with some of them.

Box A

continue, construct, consider, device, function, huge, manage, prevent (from), simple, tool, weapon, say that you are sorry

Box B

think, keep (from), very big, apologize, go on, easy, build, operate, gun, gadget, be able, device

10 Complete the sentences. Choose the appropriate forms in brackets. Write the sentences down.

1) Philip has been dreaming (for/of) going to Paris since he began learning French. 2) Be careful. The vase is (breaking/breakable). 3) I can't (afford/object) to buy such an expensive coat. 4) The machine is difficult (to operate/operating). 5) You shouldn't break (in/into) when your elder brothers are talking. 6) He couldn't find any (proof/prove) for his theory. 7) What do we know about (the/-) universe? 8) (A/-) man is a part of the natural world. 9) Don't (argue/afford). You are both right. 10) The result (achieved/achieving) was really important.

11 Write an answer to your pen friend's letter. Answer his/her questions. The number of words in your letter should be 100—120.

"I have become really interested in science this school year. Our teacher in this subject is really good. He tells us so many interesting things. Yesterday we discussed science in the Middle Ages and during the Renaissance. That was great! What are your favourite school subjects? What do you think of science and how long have you been doing this subject? Do you think this subject important for your future career?"

12 Revise the words for Test 3.

word box

Afford, aim, aimless, aimlessly, apologize, apology, argue, arrow, axe, blame, bow, bronze, capable, column, complain, complaint, consider, construct, continue, cost (*n, v*), device, explore, flight, forgive, function, generation, guilty, gun, hoe, inventor, launch, manage, memorable, memory, nuclear, object, participate, prevent, promise (*n, v*), promising, proof, prove, purpose, refuse, refusal, satisfy, satisfactory, simple, size, skill, skillful, succeed, technology, tool, trade, trader, (the) universe, use (*n*), weapon.

dig — dug — dug
 draw — drew — drawn
 cost — cost — cost
 to look forward to sth, to be used to sth, on the one hand... on the other hand..., at the cost of sth, generation gap, it is no use doing sth, to be in use, to break out (in, into, down, through).

Step 10

Test Yourself

I. LISTENING



1

Listen, (54), and match the names of the speakers with the names of the devices they are describing. There is one name of a device you don't have to use.

- | | |
|-------------|--------------------|
| 1) Katy | a) fridge |
| 2) Alex | b) mobile phone |
| 3) Don | c) television |
| 4) Patricia | d) computer |
| 5) John | e) dishwasher |
| 6) Emma | f) washing machine |
| | g) vacuum cleaner |

Maximum result	6
Your result	?

II. READING

2

Read the text "Going Underground" and say which of the "metros" is mentioned in paragraphs 1—5.

- the oldest of them
- the most comfortable
- the one which carries the biggest number of passengers
- the one which shows the style of decoration matching the capital
- the one which has the longest lines

Going Underground

1. Moscow underground is the largest in terms of passenger numbers, with more than a billion passenger journeys a year. Some underground stations are very beautiful and include sculptures, mosaic pictures in the ceilings, beautiful decorations. The first line was open in the thirties of the 20th century. It ran through the city centre and had just ten stations.



2. The New York underground is the largest in terms of kilometers covered. It is often called the “Subway” and is one of the world’s cheapest, with a single journey to and from any station just \$2. It is characterized by the fact that its lines are named by numbers and letters (like 1, 3 and A, D).



3. The Paris Metro was built at the turn of the 20th century¹ and has 368 stations covering 15 lines and transporting around six million people daily. Some stations are designed in a very artistic way characterized by flower and leaf motifs. The architect Hector Guimard decorated this mass transit system in tune with the city.



4. The Tokyo subway became infamous² in 1995 when Aum Shinri Kyo cult³ used Sarin gas on a train, killing 12 people. However, it is one of the safest underground systems and generally people characterize it as the world’s best in terms of ease of use and comfort.



5. London was the first city to get the underground. The London Underground (The Metropolitan Railway) was opened in 1863 and Londoners at once began speaking about it as a fashionable way to travel. The Metropolitan Railway grew and began to be called the *Tube* because of the narrow tunnels that characterize the older parts of the system. Today the London Underground covers most of Greater London with 11 different lines and 97 million passenger journeys every year.



Maximum result	5
Your result	?

III. USE OF ENGLISH

3

Complete the text with the derivatives of the words on the right.



Our (1) ... is not the only life form in the universe. Some (2) ... believe that UFOs are real and try to prove it. Ufologists all over the world have become very (3) They use hi-tech (4) ... to measure (5) ... effect which comes from UFOs. They think these objects fly from (6) ... galaxies. Human science and technology are not yet advanced enough to contact with them.

civilize
science

act
equip, magnet

distance

Maximum result	6
Your result	?

¹ at the turn of the 20th century — в начале XX столетия

² infamous [ˈɪnfəməs] — пользующийся дурной славой, печально известный

³ cult — культ, поклонение; зд.: — секта

4

Complete the text with the appropriate forms of the verbs on the right.

The Channel Tunnel¹

The Channel Tunnel (1) ... in May 1994 with a big formal ceremony. It (2) ... 13,000 engineers and 170 million hours to construct it. It (3) ... about 21 billion dollars to build it. The history of the Channel Tunnel (4) ... in 1802 when Albert Mathien, a French engineer, (5) ... Napoleon about his idea of an underwater channel. Seventy-three years (6) ... the Channel Tunnel Company Limited began (7) ... near Dover in England but in 1882 the work (8) ... as the British were afraid of a foreign attack through the tunnel. In 1986 the French and the UK agreed (9) ... the project, and a few years (10) ... the first trains (11) ... along the tunnel. After all these years it is quite clear that the tunnel is a success. Europe is (12) ... than ever to the British Isles. It takes (13) ... than three hours (14) ... from London to Paris by train.

open
take
cost
begin
tell

late, dig
stop

continue
late, run

close
little, travel

Maximum result	14
Your result	?

IV. SPEAKING

NEF

5

Speak about how science and technology make our life easier. Mention these:

- achievements that have influenced the process of education;
- achievements that have made life inside your home more comfortable and easy;
- achievements that influence our lives outside our homes.

Maximum result	10
Your result	?

V. WRITING

6

Write the following in English:

1) запустить космический корабль в космос; 2) лук и стрелы; 3) простые приспособления и инструменты; 4) искусный рабочий; 5) исследовать вселенную; 6) наука и техника; 7) опасное ядерное оружие; 8) памятный рейс; 9) бесполезно спорить; 10) способный изобретатель.

Maximum result	10
Your result	?

¹ **the Channel Tunnel** [ˌtʃænl'taɪnl] — подводный тоннель под Ла-Маншем, соединяющий Англию и Францию

Count your results.

Total result	Tasks 1—6	51	59
	Personal letter	8	
Your total result	Tasks 1—6	?	?
	Personal letter	?	

DO IT ON YOUR OWN

Do Project Work 3.

Complete a page in your English Album. Write about your favourite gadget that you most often use. Mention when it first appeared in your life and why you need it so much. Illustrate your story with pictures. Don't forget to think of an outline for your story before you write it. Ask your family and/or friends to help you if necessary.

Unit 4



Being a Teenager

Step 1

DO IT TOGETHER

1 A. Listen to the song, (55), and say what it is about.

B. Read the lyrics and sing the song along.

Dancing Queen

(Benny Andersson, Bjorn Ulvaeus, Stick Andersson)

You can dance, you can jive танцевать под быструю джазовую музыку
 having the time of your life
 see that girl, watch that scene
dig in the Dancing Queen присоединиться (к танцующим)

Friday night and the lights are low неярки, притушены
 looking out for the place to go
 where they play the right music
 getting in the swing you come to look for a king

Anybody could be that guy парень, мужчина
 night is young and the music's high громкая
 with a bit of rock music
 everything is fine

you're in the mood for a dance в настроении
 and when you get the chance шанс

You are the Dancing Queen
 young and sweet only seventeen
 Dancing Queen
 feel the beat from the tambourine, ритм
 oh yeah

you can dance, you can jive
 having the time of your life
 see that girl, watch that scene

dig in the Dancing Queen
 You're a teaser you turn 'em on
 leave 'em burning and then you're
 gone
 looking out for another
anyone will do
 you're in the mood for dance
 and when you get the chance
 You are the Dancing Queen
 young and sweet only seventeen
 Dancing Queen
 feel the beat from the tambourine,
 oh yeah
 you can dance, you can jive
 having the time of your life
 see that girl, watch that scene
 dig in the Dancing Queen

искусительница, насмешница
 сгорающие от чувств

все равно кто

2 Answer the questions.

- 1) Why do people say that being a teen is great and hard at the same time?
- 2) What would you like to change in your life and yourself?
- 3) How often do you think about your future? What will you be like in five years' time and what will you do?
- 4) How do you understand the phrase "your future begins today"? What are you doing for your future now?
- 5) How much, in your view, is your future connected with the future of your country?
- 6) What are your priorities today? How, do you think, they may change with time?

3 Work in pairs and talk about your greatest dreams. You may use the following:

- to dream about something;
- to dream of doing something;
- to have a dream;
- a big/great/lifelong/distant/impossible/romantic dream;
- to make your dream come true;
- to achieve a dream.

4 Read the questions that were asked during Edwin's and Lora's interviews and their answers. How would you answer the same questions?

The Questionnaire¹

Questions: How much pocket² money do you have? How do you get it? What do you spend it on?

Edwin: I usually have seven pounds a week. My parents give it to me. I spend it mostly on computer games and football kit³. I am a Chelsea football fan.

Lora: I do some babysitting and get about 6 pounds a week. I spend all the money I have on clothes.

¹ a questionnaire [ˌkwɛstʃəˈneɪ] — анкета, вопросник

² pocket [ˈpɒkɪt] — карман

³ football kit — футбольное снаряжение

You: ...

Questions: What do you usually do in your free time? When do you have to be at home in the evening?

Edwin: I go to the cinema, play football, see my friends, listen to music and watch television. My parents ask me to come home at 9 p.m. in the week, at the weekend it's 10 p.m.

Lora: I often go to the theatre, watch TV and listen to music. I like reading too. I'm always back home about six. At weekends I can do what I want.

You: ...

Questions: A few words about your school life. Do you have to wear a uniform? How much homework do you have? Do you enjoy school?

Edwin: Yes, I wear a uniform at school. It is grey. I don't really mind because we all wear it. As for the homework, I usually spend on hour a night. Five hours a week. I can say I rather like school. I have good friends and I'd like to get a good education.

Lora: No, we wear what we want. I usually spend two hours a night on my homework. If I have a test, it can be three hours. I can't say I really enjoy school. I look forward to leaving school and beginning to train for a hair stylist.

You:

Questions: What are your hopes and fears¹? What do you like/hate about being a teen? Do you feel safe in your city? Is there anything you can't live without? Who is your role model/hero?

Edwin: It's OK being a teenager but I don't like the way I look. I feel quite safe in my city, but some of my friends had their mobile phones stolen. I can't live without my friends and football. My role models are my elder brother and my favourite football player Alan Shearer.

Lora: I can enjoy myself and I have many friends. But life is not always easy and interesting. It can be rather difficult and boring too. I worry² about my future. I'm not sure I'll be able to find a good job. As for feeling safe, I can say my city is not a dangerous place to live but I don't like to travel by subway. My role model is Mum. I can't live without my friends and my family.

You:

Nota bene

The Verb

1. Вы уже знаете, что

- после некоторых глаголов в английском языке можно употреблять только инфинитив (agree, afford, hope, manage offer, promise, refuse):
I promise to come back soon.

- после иных глаголов используются V_{ing} формы (mind, enjoy, keep, prevent, object):
I object to going there.

- после целого ряда глаголов (start, begin, finish, like, love, hate) возможно использование как инфинитива, так и *Ving*. При этом значение высказывания практически не меняется:
Ralph started to run. He started running.

I began to laugh. I began laughing.

2. После глаголов *to stop*, *to remember*, *to forget* также возможно употребление как инфинитива, так и *V_{ing}*, однако значения высказываний в этих случаях будут различаться.

¹ **fears** [fiəz] — страхи, опасения

² **to worry** [ˈwʌri] — беспокоиться

Сравните:

1. Stop doing something Перестать что-то делать.	Stop to do something Остановиться, чтобы что-то сделать.
a) John really must stop smoking. b) It has stopped raining.	a) I stopped to have a talk with Liz. b) I stopped at the shop window to look at the prices.
2. Remember/forget doing something Помнить (забыть) то, что происходило в прошлом	Remember/forget to do something Помнить (забыть) то, что необходимо сделать
a) I still remember visiting the Lake District. b) I shall never forget dancing at my first ball.	a) I never remember to take the mail out of the letter box. b) We often forget to do things we have to do.

5

A. Complete the sentences with the appropriate verb forms. In which sentences can both forms be used?

1) I have very little time, I just can't afford (to stay/staying) here any longer.
2) My little brother loves (to listen/listening) to fairy tales. 3) Luke enjoys (to play/playing) basketball. 4) As I keep (to tell/telling) you, everything will be fine. 5) When did they start (to use/using) this word in the English language?
6) Can you name two or three good films (to watch/watching)? 7) At the weekend we had a wonderful time (to walk/walking) in the park. 8) Lucy says she hates (to wait/waiting). 9) Isn't the child too old (to do/doing) such silly things?
10) I don't mind (to tell/telling) you the truth at all.

B. 1) We all remember (to take/taking) part in the skiing competition. 2) Did you remember (to post/posting) my letter? 3) Uncle Philip stopped (to take/taking) a look at our new house. 4) I remember (to watch/watching) a film about the first man on the Moon. 5) The child couldn't stop (to cry/crying). 6) You mustn't forget (to buy/buying) the medicine you need to take. 7) Please remember (to telephone/telephoning) me when you come back home. 8) Can you, please, stop (to talk/talking)? 9) I'll never forget (to see/seeing) the ocean for the first time in my life. 10) The train stopped (to take/taking) in some more people.

6

A. Listen,  (56), and read.

annoy [ə'noɪ] — досаждать, раздражать

couple ['kʌpl] — 1. пара 2. супружеская или влюблённая пара

expect [ɪk'spekt] — ожидать, предполагать

mad [mæd] — 1) сумасшедший, безумный; 2) без ума от чего-либо, в восторге

notice ['nəʊtɪs] — замечать

pretty ['prɪti] — 1) *adj* хорошенький 2) *adv* достаточно, довольно

rebel [rɪ'bel] — бунтовать, восставать

rebellion [rɪ'beljən] — восстание, мятеж, бунт

shake [ʃeɪk] — 1) трясти(сь); 2) жать (*руку*)

I got bored... — мне надоело

You can't help it! — Ничего нельзя поделать (*нельзя иначе*)!

B.

annoy: to annoy somebody; to annoy grown-ups, to annoy parents. I don't dislike her, but she annoys me sometimes. It really annoys me when you don't listen to what you are told.

couple: 1) a couple of friends, a couple of things to discuss. A couple of police officers were standing at the door. 2) a happy couple, a married couple, a newly married couple. My father and mother are a happy couple.

expect: to expect somebody/something, to expect a good mark, to expect a letter. I expect that Lucy will pass her exam.

mad: 1) a mad idea, a mad person. He went mad and had to be put into a mental hospital. He was mad with pain. You are driving me mad! 2) to be mad about something. My cousins are mad about football. My family is mad about camping.

notice: to notice somebody/something. She probably won't even notice I'm gone¹. Nobody really noticed the changes. Did you notice that Mr Bennet was driving a new car?

pretty (adj): a pretty girl, a pretty face. Your little cousin is very pretty.

pretty (adv): pretty hard, pretty slow. Your work is pretty good, but it could be better.

rebel (rebelled): to rebel against somebody/something. It's natural for teenagers to rebel. Liberal parents often leave their children nothing to rebel against.

rebellion: a military rebellion, a teenage rebellion. The castle was destroyed during the rebellion.

shake (shook, shaken): 1) to shake slowly, to be shaking all over, to be shaking like a leaf, to shake with laughter. The girls stood shaking with laughter. 2) to shake hands, to shake somebody by the hand. When we met, Mr Johnson shook hands with each of us.

get bored: Steve was getting bored with the game. He got pretty bored with her endless complaints.

can't/couldn't help it: You should visit her every day. You can't help it!

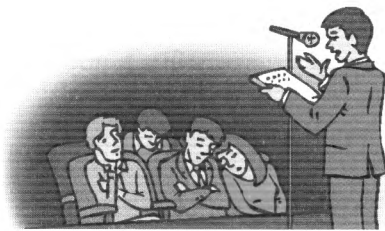
7

Complete the sentences with the new words.

1) Jenny is ... about music. Now she is learning to play the saxophone. 2) When I understood that I had to do all the work alone, I decided to 3) What really ...s me is that Alec believes he knows everything. 4) Sally looked very ... in her evening dress and new shoes. 5) In Britain they don't ... hands as often as they do in Russia. 6) Did you ... that Fiona looked very sad when she was leaving? 7) The capital was destroyed during the military 8) We are ...ing good weather at the coming weekend. 9) I made myself a ... of cheese sandwiches before leaving for school. 10) Put on a warm sweater — you're ...ing like a leaf. 11) These two bags look ... much the same.

8

Look at the pictures and make up short stories about each of them.



1) get bored



2) pretty

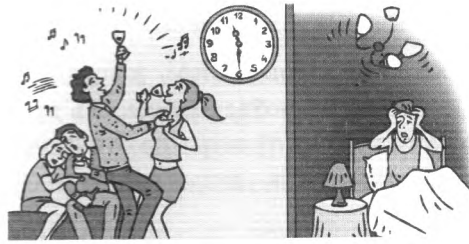


3) shake hands

¹ I'm gone — меня нет



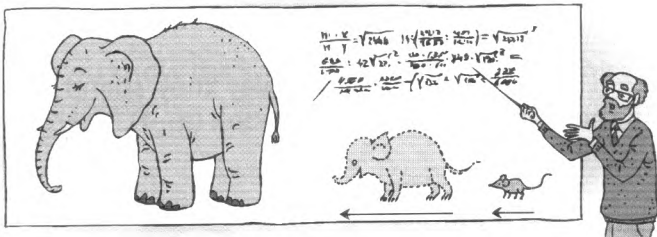
4) notice



5) annoy



6) rebel (rebellion)



7) mad professor



8) newly married couple

DO IT ON YOUR OWN

9 Complete the sentences with the appropriate verb forms. Mark the sentences where both forms can be used.

- 1) Did Samantha apologize for (to be/being) late?
- 2) I think I'll always remember (to meet/meeting) our President.
- 3) They stopped at the lake (to look/looking) at the map as they didn't know where to go.
- 4) We began (to learn/learning) English eight years ago.
- 5) The little girl is already beginning (to read/reading).
- 6) Please don't forget (to buy/buying) some bread on your way home.
- 7) Can't you stop (to make/making) that awful noise?
- 8) Did you enjoy (to dance/dancing) with a professional dancer?
- 9) Did you remember (to feed/feeding) the dog in the morning?
- 10) We stopped (to have/having) a cup of tea in a small tea shop.

10 Complete these sentences. Make them true.

- 1) I think I know... pretty well.
- 2) I can't help thinking that
- 3) What usually annoys me is
- 4) One of my friends is absolutely mad about
- 5) I get terribly bored when
- 6) I feel like rebelling when
- 7) I rarely notice
- 8) I expect that the new year will bring me

11 Spell the new words.

- | | | | |
|----------------|--------------|-------------|----------------|
| 1) [ə'nɔɪ] | 4) [ʃeɪk] | 7) ['kʌpl] | 10) [ɪk'spekt] |
| 2) [rɪ'bel] | 5) [ʃʊk] | 8) [mæd] | 11) [rɪ'fju:z] |
| 3) [rɪ'beljən] | 6) ['nəʊtɪs] | 9) ['prɪtɪ] | 12) ['lɑ:ftə] |

12 Write these in English.

- 1) трястись от смеха; 2) довольно хороший ответ; 3) досаждать одноклассникам; 4) бунт подростков; 5) пожать друг другу руки; 6) быть без ума от хоккея; 7) пара (несколько) портфелей в углу классной комнаты; 8) ожидать каникулы; 9) заметить перемены; 10) хорошенькая молодая женщина.

Step 2

DO IT TOGETHER

SFA

1

Listen to what five British teenagers (1—5) think about the way they spend money, (57), and match their names with the statements in the textbook (a—f). There is one statement you don't have to use.



1. Josh 2. Walter 3. Jennifer 4. Victoria 5. Hannah

Statements:

- I turn to my parents for help.
- I spend about one hundred pounds on going out and buying CDs every month.
- I would like to take the money management course¹ at school.
- It is difficult for me to live on the money I have.
- I often buy things without thinking if I really need them.
- I think lessons about money management at school are useful only for young children.

2

Match the words with their definitions.

- | | |
|---------------|---|
| 1) to annoy | a) very stupid |
| 2) pretty | b) tired of something uninteresting and dull |
| 3) to rebel | c) sweetly pleasing |
| 4) bored | d) to move quickly up and down, back and forth |
| 5) couple | e) to make someone feel uncomfortable, to bother ¹ |
| 6) to notice | f) to fight against authority |
| 7) mad | g) two things that are the same or go together in some way |
| 8) to shake | h) to pay attention by seeing, hearing or feeling something |
| 9) rebellion | i) to look forward to something, to think that something may happen |
| 10) to expect | j) struggle against those who have power |

¹ a course [kɔ:s] — курс (учебной дисциплины)

² to bother [ˈbɒðə] — докучать, раздражать

3 Work in pairs. Ask and answer questions to get more information.

Example: Monica got bored while reading.

What was she reading? — She was reading a thick novel.

Why did she get bored? — The novel was not interesting.

Does she always get bored while reading? — I don't think so.

- 1) Ralph needs a couple of hours to complete the work.
- 2) Joyce felt really annoyed after she talked with Max.
- 3) Orson is absolutely mad about disco dancing.
- 4) Rick was shaking with cold when I saw him.
- 5) Gwen didn't notice any changes in the decorations.
- 6) Kevin rebelled for the first time in his life.
- 7) Philip expects some news.

4 You know the words in column A. Read the sentences and say what the words in column B mean.

A.

to rebel
rebellion
to notice
to annoy

bored
mad

B.

a rebel ['rebəl]
rebellious
a notice
annoying
annoyance
boredom
madness
madly

- 1) The rebels have control over the radio station. 2) The rebels fought against the government army and killed a number of soldiers. 3) My brother sometimes feels rebellious and argues our parents. 4) He put up a notice on the door, saying that the gym was closed. 5) It's raining again. We can't play in the garden. How annoying! 6) Please stop making that noise — it's getting annoying! 7) She felt some annoyance when he told her he wasn't joining them. 8) I don't want to live in the country. I hate the boredom of such places. 9) It's real madness to drive so fast. 10) She says she is madly in love with Martin.



Confusable Words

В английском языке два существительных *couple* и *pair* соответствуют русскому «пара». Обратите внимание на то, что существует некоторое различие в их использовании.

Couple

1. Два предмета
A couple of apples
A couple of books

2. Несколько предметов или явлений
(не обязательно два)
A couple of apples
A couple of books
A couple of days

Pair

1. Два **парных** предмета или два предмета, состоящие из двух частей.
A pair of shoes/boots
A pair of eyes
A pair of trousers
A pair of pyjamas

2. —

3. —

3. Пара животных (самец и самка)

A pair of swans

A pair of sparrows

4. —

4. Двое людей, объединённых
общим делом.

A pair of dancers

A pair of guards

To work in pairs

5. Пара (чаще замужняя), чета

A married couple. A happy couple.

A loving couple

5 Complete the sentences. Use *pair* or *couple*. In some sentences both are possible.

1) Alice bought a ... of fashionable boots for winter. 2) Jason always keeps a ... of periodicals on his desk to read them during the break. 3) My breakfast usually consists of a cup of coffee and a ... of sandwiches. 4) My advice is to keep another ... of spectacles at hand. 5) I have a ... of very good friends whom I love dearly. 6) She will arrive in a ... of days. We are preparing a room for her. 7) This ... of trousers will go very well with your new jacket. 8) These socks are different, they are not a 9) What a wonderful ... of eyes she has! 10) Everyone knows that Andrew and Margo are a loving 11) The happy ... are going to Spain after the wedding¹. 12) I often come to the zoo pond to have a look at the ... of swans living there. 13) A ... of swallows are making a nest under my roof.

Nota bene

The Adverb

В тексте, который вам предстоит прочитать, встретится наречие **anyway**, которое означает «во всяком случае», «так или иначе», «все равно». Очень близко к нему по значению, хотя и несколько менее частотно слово **anyhow**. Ниже приводятся другие наречия, в состав которых входит элемент **any**:

anymore (any more) — еще, больше

anywhere

anyplace (AmE) } — где-нибудь, куда-нибудь

anytime — когда угодно, в любое время

Сравните:

1) The work was not easy but I decided to continue it anyway (anyhow).

2) My old friend doesn't live here anymore.

3) I'm ready to meet you anywhere (anyplace) you choose.

4) You can come and see me anytime you like.

6 Complete the sentences with the words from the box. In some sentences two variants are possible.

anyhow, anymore, anyplace, anywhere, anytime, anyway

¹ a wedding [ˈwedɪŋ] — свадьба

1) You may call me ... you want. 2) Maybe it won't rain, but we should be prepared ... 3) Now that the child can ride a bicycle, he doesn't use his tricycle ... 4) Take the car and drive ... you want. 5) The water was cold but Kate decided to go swimming ... 6) Just put the books down ..., I'll put them on the shelf later. 7) No one comes here ... and I feel rather lonely. 8) There's nothing to eat. ..., I'm not really hungry. 9) Did you go ... interesting last weekend? 10) The beginning of the film was boring. ... its ending happened to be much better.

7

A. Listen to the text, (58), then read it.

Holden Comes to See His Teacher

Part I

*"The Catcher in the Rye"*¹ by the American author J. D. Salinger may be the world's most famous book about a teenager. The main character's name is Holden Caulfield and he is going through the period of teenage rebellion. In the passage you are going to read Holden has just been expelled² from a good school for poor academic performance and he has come to Mr Spencer's home to say goodbye to his old teacher.

"Hello, sir," I said. "I got your note. Thanks a lot." He'd written me this note asking me to stop by³ and say goodbye. "You didn't have to do all that. I wanted to come over to say goodbye anyway."

"Have a seat there, boy," old Spencer said. "So you're leaving us, eh?"

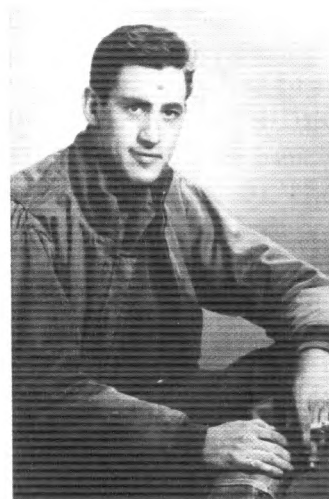
"Yes, sir. I guess⁴ I am."

"Have you told your parents yet?"

"No, sir, I haven't, because I'll probably see them Wednesday night when I get home."

"And how do you think they'll take the news?"

"Well... they'll be pretty annoyed about it," I said. "They really will. This is about the fourth school I've gone to." I shook my head. I shake my head quite a lot. "Boy!"⁵ I said. I also say "Boy!" quite a lot. Partly because I have a lousy⁶ vocabulary and partly because I act quite young for my age sometimes. I was sixteen then, and I'm seventeen now, and sometimes I act like I'm about thirteen. It's really ironical, because I'm six foot two and a half and I have gray hair. I really do. The one side of my head — the right side — is full of millions of gray hairs. I've had them ever since I was a kid. And yet I still act sometimes like I was only about twelve. Everybody says that, especially my father. It's partly true, too, but it isn't all true. I get bored sometimes when people tell me to act my age. Sometimes I act a lot older than I am — I really do — but people never notice it. People never notice anything.



¹ "The Catcher in the Rye" — «Ловец во ржи», традиционный перевод заглавия — «Над пропастью во ржи»

² to expel [ɪk'spel] — исключить (из школы)

³ to stop by = to make a short visit to sb's house — заглянуть

⁴ I guess (AmE) = I think

⁵ Boy! — восклицание, выражающее волнение или восхищение

⁶ lousy [ˈlaʊzi] — отвратительный

“What’s the matter with you, boy?” old Spencer said. “How many subjects did you carry¹ this term?”

“Five, sir.”

“I flunked² you in history because you knew absolutely nothing.”

“I know that, sir. Boy, I know it. You couldn’t help it.”

“I don’t think that you opened your textbook even once the whole term. Did you? Tell the truth, boy.”

“Well, I sort of looked through it a couple of times,” I told him, I didn’t want to hurt his feelings. He was mad about history.

B. Say which is right.

1) Holden was a ... pupil.

- a) good b) not very good c) bad

2) Mr Spencer taught ... in Holden’s school

- a) literature b) history c) geography

3) Holden’s parents ...

- a) were very unhappy
b) were coming to Holden’s school on Wednesday
c) didn’t know anything about his problems

4) Holden ... acted his age.

- a) never b) sometimes c) always

5) Holden was ... most children of his age.

- a) taller than b) shorter than c) as tall as

6) Holden said that he had tried to prepare for the examination because he knew ...

- a) his teacher would be sorry to hear that he hadn’t
b) he was telling the truth
c) the teacher could get mad

C. Act out the talk between Holden and the teacher.

8

Read the text “Holden Comes to See His Teacher” again and answer the questions.

- 1) How much do we know about the way Holden looked? How tall was he if 1 foot = 0.3 metre and 1 inch = 2.5 centimetres?
- 2) Do you think he was sure of himself or was he a self-questioning boy?
- 3) Did he care about other people’s feelings?
- 4) Do you think Holden and his parents always understood each other? What makes you think so?
- 5) What, in your opinion, made Holden “act younger than his age”? Is it typical of teenager children?
- 6) Why do you think Holden didn’t do well in schools? Does he impress you as a boy who had no talents?
- 7) Would you like to read the book “The Catcher in the Rye”? Why? Why not?

¹ to carry (a subject) — иметь задолженность

² to flunk [flʌŋk] — провалиться на экзамене

DO IT ON YOUR OWN

9 Complete the sentences with the appropriate forms of the verbs in brackets (Vto or Ving).

1) I would like to apologize for (be) so rude. 2) Paul said he was looking forward to (see) Mary again. 3) I have finished (read) the article. 4) I have always tried (help) people when they needed help. 5) Can we afford (buy) these devices? 6) Did you have a good time (play) football? 7) I'm used to (get) up early and (do) my homework in the morning. 8) Cheer up and keep (smile). 9) Never forget (answer) letters you get. 10) His accent is easy (understand). 11) She is clever enough (answer) all your questions. 12) You should stop him from (fly), he has a weak heart.

10 Choose the appropriate words to complete the sentences.

1) After what I heard I felt rather (rebellion/rebellious). 2) Nick needs another (couple/pair) of minutes to finish his morning exercises. 3) My mobile has broken down again. How (annoyance/annoying)! 4) Suddenly, Jack noticed a fine (couple/pair) of large blue eyes studying him. 5) The new song could be heard (anywhere/anyway): in shopping centres, clubs, parks and gardens. 6) The (couple/pair) of young foxes made their home near the forest lake. 7) I believe that it is real (boredom/madness) to swim in such cold water. 8) It was a sad story, but we listened to all of it (anyway/anyplace) as we wanted to hear the ending. 9) I'm afraid these socks are not a (couple/pair). 10) What makes you so (annoying/annoyed) today?

11 Write eight questions you would like to ask Holden.

12 In the text "Holden Comes to See His Teacher" find and write out the equivalents to the following Russian word combinations.

1) Книга о подростке; 2) подростковый бунт; 3) главный герой; 4) слабая академическая успеваемость; 5) садись; 6) в среду вечером; 7) они будут весьма раздосадованы; 8) частично потому что; 9) я покачал головой; 10) вести себя в соответствии с возрастом; 11) вы не могли поступить иначе; 12) я вроде как заглядывал в него (учебник); 13) задеть его чувства, обидеть.

Step 3**DO IT TOGETHER**

1 Listen to the interview, (59), and complete the sentences below appropriately.

1) **The interview is about ...**

- a) schoolchildren not having enough pocket money
- b) schoolchildren getting jobs
- c) schoolchildren leaving schools early

2) **The job not popular with teens is ...**

- a) looking after babies and young children
- b) washing up in cafés and restaurants
- c) house cleaning

3) For the same jobs teenagers usually get

- a) less money than grown-ups
- b) more money than grown-ups
- c) as much money as grown-ups

4) Doing a part-time job can be a problem because working children

- a) spend too much time at work and don't see their parents
- b) cannot fully concentrate on their studies
- c) cannot spend more than two or three hours at work

2

A. Work in pairs. Make a list of arguments for and against part-time jobs for pupils. Compare your lists.

B. Speak about a job you once did or what kind of part-time job you would like to choose for yourself. (If you never did a job and are not going to take one, explain why.)

Nota bene

Complex Object¹

1. В английском языке инфинитив часто встречается в составе структуры, которая называется *сложным дополнением (complex object)*.

I want Ann to come with me. (Я хочу, чтобы Анна пошла со мной.)
Словосочетание *Ann to come* и есть сложное дополнение, которое состоит из имени существительного и в данном случае инфинитива с частицей *to*.

2. Если вместо имени существительного в предложении используется местоимение, оно употребляется в объектном падеже (*me, you, him, her, it, us, them*).

I want them to return on time. (Я хочу, чтобы они вернулись вовремя.)

3. Запомните глаголы и глагольные конструкции, после которых в состав сложного дополнения входит инфинитив с частицей *to*: *to want, to expect, would like/would love*.

Tom would like his parents to take him to Florida. (Тому хотелось бы, чтобы родители взяли его во Флориду.)

We expect him to finish the article on Monday. (Мы ожидаем, что он закончит статью в понедельник.)

3

Paraphrase these sentences using pronouns instead of the words in bold type.¹

Example: I expect **Julia** to come back tomorrow.

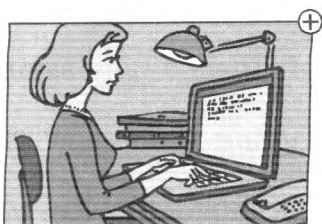
I expect her to come back tomorrow.

1) I would like **my brother** to buy a new book by this author. 2) We want **the boys** to get good marks for their exams. 3) My parents expect **my sister and me** to get up rather early. 4) I don't want **Ed** to annoy me. 5) We would love **Tom and Sue** to get married. 6) They expect **Betty** to reappear soon. 7) My granny would like **my parents and me** to visit her more often. 8) Your cousins say they would like **your family** to meet Aunt Polly at the airport. 9) Do you expect **Bob** to drive all that distance himself? 10) I expect **Jennie and Max** to inform me about their plans.

¹ **complex object** — сложное дополнение

4 Make up sentences about yourself.

I	would like want expect	my parents my friends my teacher my pet ...	to buy a new computer to buy a digital camera to go to the disco with me to explain the rule again to give us fewer tasks to obey me to follow my commands ...
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5 Mr Harrison is instructing his new secretary. Look at the pictures and say what he wants/doesn't want her to do in her working hours. Use *would like/wouldn't like, expects/doesn't expect*.

1) to type documents



2) to play computer games



3) to make tea



4) to do shopping



5) to water the plants



6) to talk over the phone with her friends



7) to photocopy documents



8) to be late

6 A. Listen, (60), and read.

angry ['æŋɡri] — сердитый

bottom ['bɒtəm] — низ, дно

challenge ['tʃæləndʒ] — вызов, трудная задача

extreme [ɪk'stri:m] — чрезвычайный

note [nəʊt] — записка, примечание

reason ['ri:zɪn] — причина

riddle ['rɪdl] — загадка

various ['veəriəs] — различный, разнообразный

top [tɒp] — верх, вершина

wrap [ræp] — заворачивать

read out loud — читать вслух

B.

angry: an angry look, an angry face, to be angry with sb for sth. Dan was angry with his friends for breaking his model airplane.

bottom: the bottom of the sea, at the bottom of the page, on the bottom of the river. The girl ran down to the bottom of the hill. Read what is written on the bottom of the box.

challenge: a challenge to fight, a challenge for sb. Jane was bored with her job and felt she needed a new challenge. This new task is a real challenge for me.

extreme: in extreme danger, to have extreme views, extreme cold, in the extreme south. They live in the extreme north of the country.

note: a note from dad, to write somebody a note. We left them a note saying we'd be back around ten.

reason: a reason for something. What is your reason for going to London? The reason I'm going to London is that I want to.

riddle: a book of riddles, the answer to the riddle, to talk in riddles. Are you good at solving riddles? Stop talking in riddles and explain what is going on.

various: various goods, various zones. His reasons for leaving were many and various.

top: at the top of the hill, at the top of the class, at the top of the page, on top of something. We saw a house at the top of the hill. When angry he speaks at the top of his voice.

wrap: to wrap sth round oneself, to wrap sth round sth, to wrap sth in sth. We have just finished wrapping up Susie's birthday present. Keep the apples fresh by wrapping each one individually.

to read out loud: Each child reads the text out loud.

7

Match the words in columns A and B and complete the sentences with the word combinations.

A.

various

angry

note from

answers to

top of

bottom of

real

wrap

extreme

serious

B.

reasons

riddles

the page

nationalities

my parents

the scarf

challenge

voice

views

the hill

1) Jane is a clever girl but she can't give ... at all. 2) Alex has He always criticizes everything and everybody. 3) Mr Holmes had some very ... not to believe the visitor. 4) The Greens lived in a little cottage high up at the

... . 5) On the table I saw a 6) Exercise Five is at the 7) Jane didn't like her little brother's words and spoke to him in an 8) Students of ... go to our school. 9) I would like you to ... round your head. 10) It was a ... for Andrew to get the job he wanted.

Nota bene

American English

1. Роман, отрывки из которого вы читаете, написан американским писателем. Свидетельства этому вы можете найти в тексте.

а) Глаголы *flunk* и *guess* (в значении «думать, «полагать») используются, преимущественно в американском английском.

в) Отсутствие предлога после глагола *write* (He'd written me...) также типично для американского варианта (ср. BrE: He'd written to me...).

с) Слово *gray* приводится в тексте в американской орфографии. Британский вариант этого слова — *grey*.

Помимо прилагательного *gray* (*grey*) в языке есть ещё ряд слов, которые пишутся в британском и американском вариантах по-разному. Сравните:

<u>British English:</u>	<u>American English:</u>
encyclopaedia	encyclopedia
catalogue	program
programme	catalog
dialogue	dialog

Кроме того, существуют и некоторые регулярные соответствия в правописании. Обратите внимание на некоторые из них:

<u>British English:</u>	<u>American English:</u>
1) <u>colour</u>	1) <u>color</u>
<u>honour</u>	<u>honor</u>
<u>humour</u>	<u>humor</u>
2) <u>centre</u>	2) <u>center</u>
<u>theatre</u>	<u>theater</u>
<u>metre</u>	<u>meter</u>
3) <u>travell<u>e</u>d, travell<u>i</u>ng</u>	3) <u>trave<u>l</u>ed, travel<u>i</u>ng</u>
<u>rebell<u>e</u>d, rebell<u>i</u>ng</u>	<u>rebe<u>l</u>ed, rebel<u>i</u>ng</u>

2. Текст написан от лица подростка, поэтому в нём много разговорных, неформальных слов и выражений.

lousy ['laʊzi] = terrible, very bad

kid = child

to be mad about somebody or something = to love

sort of = in some way or a little

8

A. Read the text and say why Mr Spencer was unhappy about Holden's essay.

Holden Comes to See His Teacher

Part II

"Your exam paper is over there on top of the others. Bring it here, please," said old Spencer. It was a very dirty trick, but I went over and brought it over to him — I didn't have any alternative. At that moment I was sorry that I'd stopped by to say goodbye to him.

"We studied the Egyptians [i'dʒɪpʃənz] from November 4th to December 2nd," he said. "You chose to write about them. Would you like to hear what you had to say?" "No, sir, not very much," I said.

He read it anyway, though. You can't stop a teacher when they want to do something. They just do it.

The Egyptians were an ancient race of Caucasians¹ living in one of the northern sections of Africa. The latter as we all know is the largest continent in the Eastern hemisphere².

The Egyptians are extremely interesting to us today for various reasons. Modern science would still like to know what the secret ingredients were that the Egyptians used when they wrapped up dead people so that their faces would not rot³ for centuries. This interesting riddle is still quite a challenge to modern science in the twentieth century.

He stopped reading and put my paper down. I felt angry and began to hate him. "Your essay ends there," he said in his very sarcastic voice. "However, you left me a little note, at the bottom of the page," he said.

"I know I did," I said. I said it very fast because I wanted to stop him before he started reading that out loud. But you couldn't stop him.

DEAR MR SPENCER [he read]. That is all I know about the Egyptians. I am not very interested in them although⁴ your lectures are very interesting. It is all right with me if you flunk me though as I am flunking everything else except⁵ English anyway. Respectfully yours,

Holden Caulfield.



B. Answer the questions.

- 1) Did Holden understand that the essay he had written was no good?
- 2) What was wrong with the essay?
- 3) Why didn't Holden want his teacher to read his essay out loud?
- 4) Why had Holden written a note to Mr Spencer at the bottom of the page?
- 5) Did his teacher understand him?
- 6) Why does it often happen that children and grown-ups don't understand each other? Did it ever happen to you? What is the best way to understanding?
- 7) How do you understand the term *generation gap*? Can you give an example of how it works?
- 8) Do you think the generation gap is a really big problem?

C. Some words in the text may be new to you. What are they? Do you understand what they mean? What helped you to understand their meanings?

DO IT ON YOUR OWN

9

Write out of the text "Holden Comes to See His Teacher" (Part II) English equivalents for the following:

- 1) отвратительная уловка; 2) У меня не было выбора; 3) по ряду причин;
- 4) неизвестные компоненты; 5) Твоё сочинение на этом заканчивается.

¹ **Caucasian** [kə:'keɪʒən] — представитель белой расы

² **a hemisphere** ['hemɪsfɪə] — полушарие

³ **to rot** [rɒt] — гнить, разлагаться

⁴ **although** = though

⁵ **except** [ɪk'sept] — кроме, помимо

- 6) самым саркастическим тоном, на который он был способен; 7) я не против;
8) я проваливаю все остальное; 9) С уважением, Ваш ...

10 Complete the sentences with the appropriate function words and write them down.

1) They usually put the number of a page ... the bottom of it. 2) If you talk ... riddles, no one will understand you. 3) There was an ancient castle... the top... the hill. 4) What is the reason ... your decision? 5) The new job was a real challenge ... me. 6) The note on the table was ... my teacher. 7) I always wrap ... gifts before giving them ... my friends. 8) The little town was situated ... the extreme north, near the cold sea. 9) There were various reasons ... staying at home that day. 10) I'm angry ... you telling a lie. That mustn't happen again. 11) Put your names ... the top of your examination papers. 12) Are you angry ... me? What did I do wrong? 13) On cold days like today I always wrap a warm scarf ... my neck. 14) All the souvenirs were wrapped ... colour paper.

11 Match the parts of these sentences. Write down the sentences.

- | | |
|------------------------------------|---|
| 1) Steve didn't expect his teacher | a) to get an i-pad for a present. |
| 2) The children would like us | b) to help them with the riddle. |
| 3) Jane wanted me | c) to be happy. |
| 4) I suppose everyone would love | d) to take her to the theatre. |
| 5) Do you really expect me | e) to stay indoors from morning till night. |
| 6) No sensible person would like | f) to tell you about my secret wishes? |
| 7) I want all my friends | g) to be so understanding. |

12 Get ready to speak about the generation gap. Mention these:

- what people mean when they use this term;
- how important the problem is for teenagers and their parents;
- how teens and grown-ups can find a better contact with each other.

Step 4

DO IT TOGETHER

1 Listen to the text "Unusual School", (61), read the sentences below (1—7) and say which of them are true, false or not stated.

- 1) Teenagers usually love music.
- 2) All pupils in the UK can study DJing¹ at school.
- 3) The BRIT² school prepares only radio presenters.
- 4) The BRIT school has enough money to develop DJ projects.
- 5) All students who want to become DJs should be able to imitate some music star.



¹ DJ — диджей; DJing [ˌdiːdʒɪŋ] — выполнять работу диджея

² BRIT = British Record Industry Trust

- 6) Shortie, a pupil of the BRIT school, thinks that he should have good academic results.
7) Shanon and Lauren became radio presenters when they were 15.

2

Match these words with their definitions.

- | | |
|--------------|---|
| 1) bottom | a) an invitation to take part in a competition |
| 2) top | b) explanation for what has happened |
| 3) angry | c) the lowest part of an object |
| 4) reason | d) different and more than a few |
| 5) various | e) a question that seems impossible or silly, but sometimes has a clever answer |
| 6) wrap | f) the highest part of an object |
| 7) riddle | g) to cover something by putting paper round it |
| 8) note | h) very annoyed |
| 9) challenge | i) a piece of writing to call attention to something |

3

You know the words in column A. Read the sentences below and decide what the words in column B mean.

A.	B.
reason	reasonable
various	variety
challenge	challenging
note	to note
angry	anger
extreme	extremely

1) Edwin, you must be reasonable: I can't meet you at the station while I'm at work. 2) Daniel says that his job is boring — there is no variety in it, he does the same things all day long. 3) The work we had to do was hard but challenging. 4) It is interesting to note that the biggest part of the city was built in ancient times. 5) Jenny often feels anger, but doesn't show it. 6) When in anger he is a violent person/ 7) I'm extremely sorry for telling a lie. 8) Alex is extremely rude when he is angry.

4

Say what your family usually:

- a) expect/don't expect you to do;
b) want/don't want you to do;
c) would like/wouldn't like you to do.

Add what your usual reaction to their wishes and expectations is. Mention if you enjoy, hate or don't mind doing these things.

Example: My Granny wants me to do the shopping every Saturday and I don't mind it.

5

Say the same in English.

1) Я хочу, чтобы ты прочитал эту книгу. 2) Я не хочу, чтобы Макс приходил домой поздно. 3) Мне бы хотелось, чтобы мой друг помог мне. 4) Мне бы не хотелось, чтобы мама так много работала. 5) Мы ожидаем, что они выиграют этот матч. 6) Они не ожидают, что мы вернёмся так скоро. 7) Он не хотел, чтобы его родители знали об этом. 8) Наши учителя ожидают, что мы хорошо напишем тест.

Complex Object

1. Сложное дополнение (**complex object**) в английском языке часто используется после так называемых глаголов чувственного, слухового и зрительного восприятия: *to feel, to hear, to see, to watch, to notice*.

I saw Ann dance at the party.

We heard him play the piano.

Обратите внимание на то, что в структуре сложного дополнения после вышеуказанных глаголов инфинитив употребляется без частицы to.

2. После этих же глаголов в структуре сложного дополнения вместо инфинитива без частицы *to* может употребляться *participle I* другого глагола, Например:

I saw Ann dancing at the party. We heard him playing the piano. John noticed Alec looking at her.

3. Различие случаев, описанных в пунктах 1 и 2, заключается в том, что инфинитив используется, чтобы выразить завершённое действие, а первое причастие — действие незавершённое, находящееся в процессе. Сравните: I saw Ann arrive to the house. (Я видел, что Анна подъехала к дому.)

I saw Ann arriving to the house. (Я видел, как Анна подъезжала к дому.)

We saw Helen enter the room. (Мы видели, что/как Елена вошла в комнату.)

We saw Helen entering the room. (Мы видели, что/как Елена входила в комнату.)

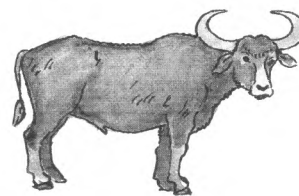
6 A. Read the text "Pets" and find in it sentences with the *complex object*. Read them out and say what they mean in Russian.

B. Answer the questions at the end of the text.

Pets

A lot of teenagers keep pets at home. Some of them are very common. Duncan's pet is a budgie. Its name is Whipper the Budgie. Duncan likes his bird very much. He often watches it flying around the house. Duncan always laughs when he sees Whipper dance in front of the mirror. One morning when Duncan was still sleeping he felt Whipper's beak touch¹ his lips and heard his bird say loudly "Hello!". Later Duncan noticed Whipper say "Goodbye". Now there are several words in Whipper's vocabulary.

Some people buy dangerous animals as pets; crocodiles for example. In Florida you can see a young man walking a crocodile! In Canada one family keeps a buffalo as a pet. They call him Buffalo Bailey and love to watch it running on the farm ground. Julia Lloyd has a pet that can change its colour. Have you ever heard of such animals? They are chameleons [kə'mi:lənz]. They are very beautiful but not easy to keep. Julia often watches her pet changing the colour and climbing the tree in its big cage. Have you got any pets at home? What are they like? What do you like to watch them doing? Do you think that any animal can make a good pet?



¹ **to touch** [tʌtʃ] — дотрагиваться

7 Complete the sentences with *to* where necessary.

1) I have never seen my favourite team ... lose a game. 2) We expect the film ... finish by 9 o'clock. 3) He'd love his friends ... come over and see him in the evening. 4) They watched the sports car ... race along the street and ... disappear round the corner. 5) No one has ever heard Peter ... use bad language. 6) Kate doesn't expect anyone ... help her choose her future career. 7) Does anybody want me ... repeat the rule again? 8) Only few of us noticed Mary ... get out quietly of the house. 9) Suddenly I felt the car ... begin moving. 10) Would you like me ... bring you a cold drink? 11) The whole class heard Jane ... read her favourite poem.

8 Read the sentences and develop each situation by adding 2—4 phrases to it.

1) For some time the children watched the strange bird flying in circles above their house. 2) No one noticed the big car drive along the road. 3) The boy felt someone take him by the hand. 4) In spring people can hear birds singing in parks and gardens. 5) We can watch our city growing. 6) Did you see Margo win the one hundred-metre race? 7) In my dream I saw myself climbing a high mountain. 8) We loved to sit at the fireplace and watch wood burning in it.

DO IT ON YOUR OWN

9 Complete the sentences. Use the verbs *to feel*, *to hear*, *to see*, *to watch*, *to notice* in the appropriate form.

1. The window was open and I ... my cousin singing her favourite song. 2. Yesterday in the theatre we ... wonderful ballet dancers performing on the stage. 3. I didn't ... Ann enter the classroom. It was very noisy. 4. I ... my mum put her hand on mine. 5. Have you ever ... DJs working? 6. We didn't ... our friends leave the party. 7. I have never ... Mrs Ross dance flamenco¹.

10 Put the sentences in each pair into one.

Example: The snowflakes were slowly falling to the ground. Margo saw it.
Margo saw the snowflakes slowly falling to the ground.

1) Something fell onto the kitchen floor. James heard it. 2) The boy disappeared from the house. Nobody noticed it. 3) The fish were happily swimming in the bowl. The children watched them. 4) The car stopped at the bank. The policeman saw it. 5) The television screen suddenly went dark. We saw it. 6) Something warm fell on to the man's arm. He felt it. 7) Someone in the hall sang along. The singers on the stage heard it. 8) The book fell onto the floor. The whole class heard it. 9) A cold raindrop fell to her face. Julia felt it. 10) One of the children quietly left the room. The teacher noticed it.

11 Write the same in English.

1) Мы видели, что ракета взлетела в небо. 2) Маленькая девочка наблюдала за тем, как самолёт летел по небу. 3) Я заметила, что Анна закрыла глаза. 4) Я услышал, что мама играет на пианино. 5) Ты когда-нибудь слышал, как поёт соловей? 6) Джон почувствовал, что сестра взяла его за руку (to take sb

¹ **flamenco** [flə'menkəʊ] — a form of very fast and exciting Spanish dance and music


by the hand). 7) Роберт наблюдал за тем, как лодка исчезала вдали (in the distance). Вскоре он увидел, что она исчезла. 8) Мы заметили, что Кейт вышла из дома одна.

12 Spell the words.

- | | | | |
|---------------|----------------|---------------|-----------------|
| 1) ['tʃælənʒ] | 4) [ɪk'stri:m] | 7) ['veəriəs] | 10) [ɪk'spekt] |
| 2) ['æŋgrɪ] | 5) [ræp] | 8) ['rɪdl] | 11) [və'reɪəti] |
| 3) ['bɒtəm] | 6) ['ri:zn] | 9) ['kʌpl] | |

Step 5

DO IT TOGETHER

1 A. Listen to the interview with Kelis, an international music star,  (62), and say which facts below are true, false or not stated.

- 1) Kelis became interested in music in her childhood.
- 2) Kelis left home at the age of fifteen.
- 3) She left her home because she wanted to travel and to see the world.
- 4) Kelis' first CD appeared in 1980.
- 5) Kelis has a few hobbies.
- 6) Kelis knows how to teach people to make a career in the music business.



B. Read Kelis' fact file¹ and then make up your own one.

Kelis' Fact File

Full Name: Kelis Rogers.

Birthday: 21 August 1980.

Birthplace: Harlem, New York City, USA.

Career: She changes her music style with each new CD and she tours with many different types of musicians.

Family: Her Puerto Rican and Chinese mother is a fashion designer. Her black father died some years ago. She has three sisters, one younger and two older.

C. Exchange your files and ask questions to get more detailed information about each other.

2 Say what these people *felt, saw, watched, noticed, heard*. Describe the situations using sentences with *complex object*.

Example: Jane and Jim, her little brother, were walking along the street. Suddenly a big black dog ran from behind the corner. Jim got frightened and took Jane by the hand.

Jane and Jim saw a big black dog run from behind the corner. Jane felt Jim take her by the hand.

¹ a fact file — досье

- 1) Peter was in the park. He sat on a bench looking at a small bird. The bird was building a nest.
- 2) Robin got out of the car and saw his friend Max. Max was leaving their office.
- 3) Alice arrived at her music school at nine. The windows were open. The classes had begun. She could hear the students' voices. They were singing.
- 4) Boris was at the stadium. His favourite football team were playing. The score was 3:1 in their favour¹.
- 5) Sarah hurt her leg and began crying. She saw her neighbour Lucy. Lucy came to Sarah and touched her leg gently². "Does it still hurt, dear?" she asked.
- 6) Dan was late. He opened the door and saw his friends. They were preparing for the party. Dan smiled at Ann. She was decorating the room. The television was on. Some pop star was singing.

3

Look at the pictures and continue Andy's story.

One afternoon Andy was playing in his tree house when he heard his mother call him. He wanted to climb down but saw ...



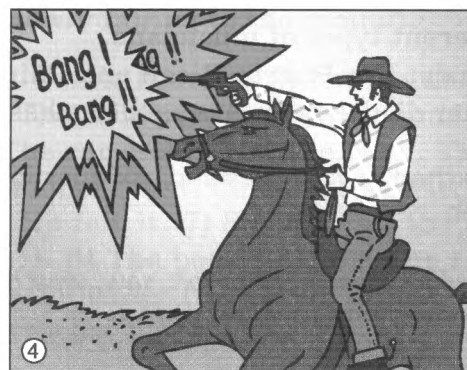
1. mother/call



2. a cowboy/ride



3. the cowboy/
stop his horse



4. the cowboy/take out
his gun and shoot

¹ **in their favour** — в их пользу

² **gently** [ˈdʒentli] — осторожно



5. the man/fall off his horse



6. a film crew/shooting a western

Nota bene

Complex Object

1. В тех случаях, когда в структуре *complex object* после глаголов *feel, hear, see, watch, notice* используется несколько глаголов для обозначения последовательных действий (действий, происходящих одно за другим), в составе сложного дополнения употребляется только инфинитив без частицы *to*.

I saw him stand up, come up to the window and open it.

2. Сложное дополнение не используется после глаголов *see* и *hear*, если они в предложении приобретают переносное значение «знать, понимать» и «говорят». В этом случае после них употребляются придаточные предложения.

I hear that Bob has passed his first exam.

I see that this is a very difficult problem.

4 Some of these sentences have mistakes. Correct them.

- 1) My mum expects me to become a doctor. 2) I want my mum think more about my problems. 3) I see my mother often not understand me. 4) At nine o'clock every morning we see Mrs Temple entering our school yard. 5) Linda watched her brother stopping riding on his bike, getting off it and walking to the cottage. 6) I felt my mother kiss me good night. 7) They hear their classmates leaving for St Petersburg. 8) I saw my little brother entering the classroom. 9) I hear him to be making a very successful career. 10) I would like my teacher give us more information about Britain.

5 Read the text "Teens and Parents" and complete it with the phrases (a—g). There is one phrase you don't have to use.

- a) kids to listen to
- b) the most annoying thing about their kids
- c) isolated from their teenagers
- d) very positive
- e) about their parents' clothes
- f) showed their love
- g) by the BBC

Teens and Parents

According to a recent survey¹ (1) ..., 22% of teens in the UK want their parents to give them more freedom. A lot of teens say they don't like their parents' bad moods² and many parents say (2) ... is their bad moods. However, the survey showed there was a lot that teens loved about their parents:

62% of teens said they liked the way their parents (3) ... for them.

61% of teens said they liked their parents' sense of humour.

Sadly, 28% of teens said they were not happy (4)

27% of parents thought their kids spent too much money.

10% of parents feel (5)

10% of parents would like their (6) ... them more.

6

Look through the text "Teens and Parents" again and say:

- 1) if you like the way your parents show their love for you;
- 2) if you suffer from their bad moods and if they suffer from yours;
- 3) if they think you spend too much money;
- 4) if you like the way your parents dress;
- 6) if you like your parents' sense of humour;
- 6) if you always listen to what your parents say and why;
- 7) if you feel isolated from your parents.

NEF

7

Work in pairs. You are having an interview with some famous person of show business. You know that he/she is very popular with teenagers and very busy. You are trying to invite him/her to your school.

Before making a decision about the date of the visit ask him/her:

- if he/she often meets teenagers and speaks to them;
- what things he/she would like to tell the pupils;
- if he/she will be able to find some free time and make a visit to your school and when it may happen;

You begin the conversation. Your partner will play the part of the star.

Remember to:

- be active and polite;
- ask questions and find out all the information you need;
- decide when he/she will visit your school.

Nota bene

Social English

Порой приходится предупреждать людей о нежелательности определённых действий с их стороны или даже запрещать такие действия. Научитесь делать это на английском языке.

1. Warnings³

- I warn you/I'm warning you (not to go there).
- Remember that (it is easy to fall down).
- Remember to (lock the door).
- Remember not to (come home late).

¹ a survey ['sɜ:vɪ] — обзор, исследование

² a mood [mu:d] — настроение

³ a warning ['wɔ:nɪŋ] — предупреждение

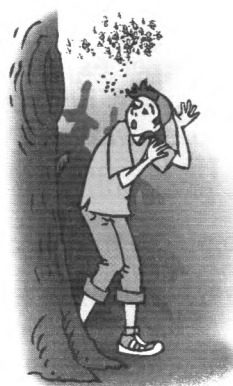
- Mind (you) that (it's a long way).
- Look out!/Watch out! (Берегись!/Осторожно!)
- Watch out (for the train).
- Watch your (step/tongue/the time).
- (You should) watch what you say.
- I wouldn't do it (Я бы не стал/не стала это делать).

2. Prohibitions

- Don't do it (that)!
- Whatever you do, don't (go there). Try not to fall down.
- Stop it/doing it.
- You can't/mustn't do it.
- Don't you dare do it! (Не смей этого делать!)
- This must not continue.
- Make sure it doesn't happen again.

8

A. Your younger brother is going camping for the first time. What warnings and prohibitions will you give him? The pictures below may give you some ideas.



B. Make up and act out a dialogue about what to do or not to do while camping. Mention:

- what to take and not to take;
- what clothes to wear;
- how to behave.

DO IT ON YOUR OWN

9 Complete the sentences. Use *complex object*.

- 1) My parents expect me
- 2) Our teacher would like us
- 3) Every morning I hear my ...
- 4) I often see my friends ... and
- 5) Sometimes I watch

10 Decide in which sentences you can use *Participle I* instead of the *Infinitive*. Write these sentences with *Participle I* down.

- 1) I felt a snowflake fall on my hand.
- 2) We noticed Andrew enter the classroom.
- 3) I never expected him to do such a thing.
- 4) She saw her son drive up to the cottage and come in.
- 5) They watched their friends play volleyball.
- 6) He has never heard his aunt sing.

11 Complete the dialogues. Use Social English.

- 1) **C h i l d**: Mummy, may I ski down this hill?
M o t h e r: Yes, dear, but... the hill is very steep¹.
- 2) **C h i l d**: Monkey, monkey! Would you like a banana?
Z o o k e e p e r: ... It is absolutely prohibited.
- 3) **T e a c h e r**: You are not listening to me.
P u p i l: Sorry, I just asked Peter to pass² me the textbook.
- 4) **D a u g h t e r**: I'd like to watch the late-night film. I've heard so much about it.
F a t h e r: ... you have to get up early tomorrow morning.
- 5) **S o n**: I'll be home at about 11 o'clock.
P a r e n t: ... Our neighbourhood isn't very safe.
- 6) **B o y**: I'm so sorry. I only wanted to ride your bike once. I rode into a tree and... Oh, I'm really sorry!
B o y's s i s t e r: I told you so many times not to take my things.

SFA

12 Write an answer to your pen friend's letter. Answer his/her questions. Write 100—120 words.

... The day before yesterday my father didn't allow me to go to the night club with my friends. He said it wasn't safe enough. I felt really annoyed. What about your parents? What are the things they consider taboo? What do you feel when they don't allow you to do this or that? How do you react?

¹ **steep** [sti:p] — крутой

² **to pass** [pɑ:s] — передавать

Step 6

DO IT TOGETHER

1 Listen to the text, (63), and decide which facts mentioned below are true, false and which are not stated.

- 1) Parents in Britain think that their children are overworked.
- 2) Philip Pullman is now a schoolteacher.
- 3) Mr Pullman wants school to be more fun.
- 4) Mr Pullman wrote several articles about children's psychology.
- 5) British children take 78 exams while they are at school.
- 6) Tests don't help pupils in their studies.

2 Work in pairs and discuss the problem of tests and stress in your life. Mention the following:

- if you feel that you are under stress;
- how much homework you get daily;
- how much time you spend on your homework;
- how often you have tests, how many tests in a subject you usually have every month;
- if you have 3—4 tests in different subjects on the same day;
- if you are asked to learn to say the right thing to get good marks or asked to express your own opinion;
- if learning is fun for you;
- if you stop doing hobbies to be able to prepare for school classes properly;
- if you think tests help you to learn;
- if you want to change something in the process of learning;
- what things you can offer to make school life less stressful.

3 A. Listen, (64), and read.

claim [kleɪm] — 1) заявлять свои права на что-то, востребовать;

2) утверждать, заявлять

date [deɪt] — встречаться с кем-то, назначать свидание

exist [ɪg'zɪst] — существовать

likely ['laɪkli] — вероятный

preserve [prɪ'zɜ:v] — сохранять

tear [teə] — рвать

touch [tʌtʃ] — трогать, затрагивать

unemployed [ˌʌnɪm'plɔɪd] — безработный

worry ['wʌri] — волноваться, беспокоиться

B.

claim: 1) to claim something. Did anyone claim the lost umbrella? 2) to claim that, to claim falsely. Nigel falsely claimed that he had done all the work himself.

date: to date somebody. Paul dated Caroline last summer. Jane and Sam have been dating for a year and a half.

exist: to exist somewhere. Does life exist on other planets? A human cannot exist for long without water.

likely: the most likely reason, it seems very likely, to be likely/unlikely to do something. Tony will most likely win the competition. He is likely to agree with us. They are unlikely to arrive so early.

preserve: to preserve customs and traditions, to preserve food, to preserve something for the future generations. We put food in the fridge to preserve it. In my view, some interesting customs should be preserved. The ancient Egyptians knew how to preserve dead bodies.

tear (tore, torn): to tear the T-shirt on a branch, to tear a page out of the book, to tear something up. Andrew tore his jeans when he was climbing up the tree. I saw Iris tear the letter up without reading it.

touch: to touch something, to touch somebody's heart, to touch on/upon something, to be touched by something, to touch wood. The chair was so high that his feet didn't touch the ground. The child's story touched our hearts. Fred was touched by Emma's kind words. The speaker didn't touch on the problem of immigration. Ben is feeling much better now, touch wood.

unemployed: unemployed men, unemployed people. The factory had closed and there were a lot of unemployed people in the area.

worry (worried, worried): to worry somebody, to worry about somebody or something. Stop worrying, we'll be fine. Don't worry the driver with unnecessary questions.

4

Complete the situations by making conclusions¹.

Example: The train usually arrives at 9 o'clock. Now it is five minutes to nine and we neither see nor hear it. — The train is likely to be late./The train is not likely (unlikely) to be on time.

- 1) Some time ago the sun was shining and now the sky is covered with heavy dark clouds.
- 2) Steve is leaving school this year. He is working very hard as he wants to become a doctor.
- 3) Mary doesn't look well today and she says she has a headache.
- 4) I've been calling Andrew the whole evening but nobody takes the phone.
- 5) The new school is nearly ready. There is still some time before the 1st of September.
- 6) The whole family have gathered in front of the television. They all support the same football team.
- 7) George enjoys acting, and he is very good at it. He is thinking of an acting career.
- 8) Fred is busy at the moment. He is helping his old aunt who is very ill. I don't think we'll see him this summer.
- 9) The shop closes at eight. It is five to eight now. What shall we do about the food?
- 10) The runners are coming to the finishing line. Susan is well ahead of the other athletes.

5

Say the same in a different way. Use the new words instead of the underlined parts of the sentences.

- 1) When the letter was nearly finished, Margaret pulled it into small pieces and started a new one.

¹ a conclusion [kən'klu:ʒn] — заключение, вывод

- 2) Phil's bad health makes his parents feel that something bad is going to happen.
- 3) To keep the cut flowers unchanged we can put them in a dark cool place.
- 4) On our planet there were several civilizations.
- 5) Kate goes out with a very nice boy. They seem to be very happy together.
- 6) Jeremy hasn't had a job for a long time. I hope he'll find one soon.
- 7) Pauline assured us that she was the best pupil in her class.
- 8) It looks like the weather will be wonderful today.
- 9) The sweet song made me feel emotional.

6

A. Answer these questions.

What is racism [ˈreɪzɪzəm]? Do you think it exists in Britain?

B. Listen to the text,  (65), then read it and explain what is BNP's idea about immigrants and why it is wrong.

Racism

About thirty years ago in Britain there used to be not so many blacks and Asians in local government or on TV as newsreaders; now it is very common. The culture of these people is becoming more and more part of the British lifestyle. But can we say that racism has become a fact of the past or does it still exist?

The British National Party (BNP), an extreme right-wing group is supported by about 4% of the population. The leaders of the party say that they are a respectable party wanting to "preserve the future of Britain by sending ethnic minorities back to the countries they come from." But their deeds speak louder than their words¹. The BNP's members take part in attacks on Asian and black people.

They and their supporters claim that the blacks and Asians are stealing their jobs. But black and Asian people are two and a half times more likely to be unemployed than whites. At the same time, there are a lot of Asians and blacks in medicine and law. The only way they are stealing white people's jobs is by getting better qualifications. As the British law allows all British citizens to get their education free, blacks and Asians get these job places in a fair competition with whites.

Many blacks and Asians were invited to Britain after the Second World War and in the 1950s and 60s when Britain needed working hands. Immigrants were prepared to do the jobs white people did not want.

The BNP's idea of repatriation sounds especially strange if you remember that blacks and Asians are just as British as any other citizens of the country because most of them were born in the UK. It is natural that this problem worries British teenagers and they feel strongly about it. This is what some black and Asian teens said about racism¹.

D h a r a: I feel half British, half Indian, torn between the two cultures.

J a s k i r a n: I don't think I could ever live in India. I can't speak Punjabi² very well and I feel like an outsider there.

S h e r i d a n: About ten years ago people threw bottles at my uncle because he was dating a white girl.

D u n j h a i s e: I don't think the BNP will get into power because Britain is so multicultural and I don't think the population will support them. They don't make me angry. I just think they're stupid.

¹ **Their deeds speak louder than their words.** — Их дела красноречивее слов.

² **Punjabi** [pʌnˈdʒɑːbi] — one of the languages spoken in India

Do you know that...?

Racial and ethnic groups are one of the most sensitive topics. Nowadays more and more groups of people prefer to be called by the name they have chosen themselves. For example, many Americans whose families originally came from Africa prefer to be called *African-American*. But there are others who prefer to be called *black* because they see themselves as American, not African. At any given time members of a certain racial or ethnic group prefer different terms and the words that were used before become outdated. For example, in books and articles that were written in the middle of the last century you may see expressions like *Oriental* or *Chinaman*. Be careful not to use old-fashioned and offensive words like these. Use more acceptable terms, such as *Chinese people*.

7

Read the text "Racism in Britain" again and answer these questions.

- 1) When did Britain begin to become a multicultural country and why?
- 2) Why is it difficult to say that racism in Britain is dead?
- 3) What does the BNP work for? Do they use only peaceful methods in their activity?
- 4) What are the BNP's arguments when they say that blacks and Asians should be repatriated?
- 5) What is the situation in the labour market in Britain?
- 6) Can you understand the teenagers who speak about racism and have problems because of their nationality?
- 7) Do you think it is good or bad for a society to be multicultural? What is the situation like in your country?
- 8) Do you think racism exists in your society?

Word Building

1. В составе многих английских прилагательных встречается суффикс *-ive*.

Сравните:

expense — expensive

negate — negative

relate — relative ['relatɪv]

inform — informative

administrate — administrative [əd'mɪnɪstrətɪv]

invent — inventive

2. Как вы уже знаете, в настоящее время с помощью конверсии образуются новые слова по модели Adj — N, когда на базе имени прилагательного возникают имена существительные, которые употребляются с определённым артиклем и обозначают группы людей.

Например:

Adjective

old

young

rich

poor

deaf [def]

blind [blaɪnd]

Noun

the old [старые (люди), старики]

the young [молодые (люди), молодёжь]

the rich [богатые (люди), богачи]

the poor [бедные (люди), бедняки]

the deaf [глухие (люди)]

the blind [слепые (люди)]

dumb [dʌm]	the dumb [немые (люди)]	
unemployed [ˌʌnɪm'plɔɪd]	the unemployed [безработные (люди)]	
These picture books are for <u>young</u> readers	} adjectives	
Jack is my <u>old</u> friend.		
<u>The old</u> and <u>the young</u> do not always understand each other.	} nouns	
<u>The rich</u> are getting richer and <u>the poor</u> are getting poorer.		
How much money do <u>the unemployed</u> get in this country?		

8

A. Complete the sentences with the derivatives of the words given on the right.

- 1) This prefix dis- has got a ... meaning.
- 2) I would like our school life to be less
- 3) Ronald is a very ... person.
- 4) She wears quite ... clothes and looks fairly smart.
- 5) I know that university education in many countries is very
- 6) Teenagers usually ask for more ... and ... than they are given.
- 7) The article about science and technology I've read is very
- 8) Some schools use ... methods to make stress in schools less.
- 9) We saw the boat ... in the distance.
- 10) Our ... says that some pupils in our class are very

negate
stress
knowledge
shape

expense
free, independent

inform
origin

appear
library
invent

B. Use *the* where necessary to complete the sentences.

- 1) ... blind can learn to read with the help of their fingers.
- 2) She became ... blind at the age of ten.
- 3) She looked ... young enough to be his daughter.
- 4) This government has helped ... rich but has done nothing to help ... poor.
- 5) A special school for ... deaf is being built in our town.
- 6) Mr Morrison asked us to speak more loudly, as he was rather ... deaf.
- 7) ... deaf, ... blind and ... dumb are the categories of people who may have problems finding a job.
- 8) This part of the city is ... old and very beautiful.
- 9) What do we call people who can't hear: do we call them ... deaf or ... dumb?
- 10) Alice is too ... young to drive a car.
- 11) The number of ... unemployed people is rising all the time.

DO IT ON YOUR OWN

9

Cross the odd word out in every line.

- 1) preserve, claim, anger, exist, tear;
- 2) allow, claim, tear, date, reason;
- 3) date, claim, may, likely, faint;
- 4) preserve, citizen, likely, worry, stupid;
- 5) unemployed, unsuccessful, understand, unhappy, unlikely.

10 Find in the text "Racism" English equivalents for the following.

1) На телевидении в качестве ведущих новостей; 2) британский образ жизни; 3) крайне правая группировка; 4) этнические меньшинства; 5) честное соревнование; 6) идея возвращения (их) на родину; 7) они остро это чувствуют; 8) я чувствую себя там чужим; 9) многонациональное (государство).

11 Express the same in English using *complex object*.

1) Мне бы хотелось, чтобы вы присоединились к нам. 2) Ты слышишь, что звонит телефон? 3) Я почувствовал, что моя маленькая племянница взяла меня за руку. 4) Я увидела, как Эндрю открыл сумку и достал из неё бумаги (Документы). 5) Мы заметили, что Алиса начала что-то писать. 6) Мои родители не хотят, чтобы я стал певцом. 7) Мы наблюдали за тем, как дети плавали в море. 8) Я никогда не видел, как он танцует.

12 Match the words in the two columns and complete the sentences with the word combinations.

- | | |
|---------------|------------------------|
| 1) touched | a) the picture |
| 2) unlikely | b) on bread and water |
| 3) tore | c) to forget |
| 4) worried | d) the water |
| 5) unemployed | e) each other |
| 6) dating | f) many old documents |
| 7) claim | g) people |
| 8) exist | h) this book |
| 9) preserve | i) about his education |

1. They have managed to ... and to give them away to a museum. 2. He ... with his foot. It was very cold. 3. Does anyone ...? Who can it belong to? 4. Jane ... of her favourite actor out of the magazine. 5. Is it possible to ...? 6. Tom's mother is 7. The number of ... in this country has been growing all the time. 8. Jean's daughter is ... about her mum's birthday. 9. They've been ... for months but it's still not very serious.

Step 7

DO IT TOGETHER

1 Listen to what six teenagers from Belgium think about immigration in their country, (66). Say who:



- a) thinks immigrants have the wrong idea of Western life;
- b) worries about the fact that there are not enough jobs for everyone;
- c) thinks of the world as one big country;
- d) says that immigrants sometimes bring problems;
- e) has a relative coming from abroad;
- f) thinks immigrants should get used to the ways and traditions of their new country.

2 Work in pairs. There's a new pupil in your class who comes from another country. You would like to know more about him/her. Find out:

- what he/she thinks about his/her new country;
- if he/she misses his/her home;
- what problems he/she has;
- how you can help him/her.

Remember to:

- be active and polite;
- ask questions to get all the information you need;
- decide how you can help the new boy or girl to feel more comfortable in the new place.

Nota bene

Complex Object

1. После глаголов *to let* («разрешать, позволять») и *to make* в значении «заставлять» в конструкции *complex object* используется только инфинитив смыслового глагола без частицы *to*:

My mother doesn't let me **go** there alone.

Our English teacher makes us **work** very hard.

2. Однако в пассивных структурах с глаголом *make* частица *to* употребляется:

The children were made **to work** hard.

John was made **to go** to bed at nine.

3. Глагол *to let* в пассивных структурах не используется вовсе. Вместо него употребляется глагол *to allow* [ə'laʊ] — позволять, разрешать:

My parents let us **watch** this film.

We were allowed **to watch** this film.

3 Complete the sentences. Use *to* where necessary.

1) My elder sister never lets me ... do anything I want. 2) The little monkey made me ... smile. 3) We were made ... wear white blouses for the meeting. 4) I know they were not allowed ... swim in the lake. 5) I will never let him ... go there alone. 6) I was made ... tell you a lie, I'm really sorry. 7) I don't know how you will make him ... agree to do this but you must do it. 8) They were made ... get up very early. 9) We were not allowed ... visit the sick person. 10) My mother never lets me ... drink water or milk from the fridge.

4 Paraphrase these sentences. Use the underlined¹ verbs in the *passive voice*.

1) Roger meant to make his brother sit still. 2) My mother never lets me leave home after ten. 3) How did you make him listen to you? 4) The farmer lets me

¹ **underlined** [ʌndə'laɪnd] — подчеркнутые

SFA

5

Read the text and complete it with the appropriate forms of the words on the right.

Why Teens Can't Stop Gambling¹

A lot of British teenagers gamble. Some scientists say about 75%. In the USA this figure is even (1) ... — 87%. One journalist mentions he (2) ... Professor Griffiths (3) ... there will be more teen gamblers, soon. Professor Griffiths is Europe's only professor of gambling studies. He wants everybody (4) ... that gambling is a form of addiction². He watches many young people (5) ... lottery tickets. Some of them gamble at night and feel tired and sleepy at school. Even if they lose money, they can't stop (6) Nowadays you can see teenagers (7) ... Internet gambling and you can notice lots of them (8) ... in pubs and cafés.

hear
say
high

understand

buy

gamble
use
gamble

6

A. Read the text and say what advice you could give Jerry.

It's a fact that only one person among fourteen million wins the lottery. Sadly, knowing this fact doesn't stop people from gambling. People of all ages gamble. A lot of teenagers become victims of this addiction. This is Jerry's story: "I started betting³ on American football. I was gambling on all the sports. I did well at first. I couldn't wait to get the sports page every day so I could see who to bet on. Then I discovered Internet gambling. I stayed up all night and I felt sleepy and tired at school. I began losing money but I still couldn't stop gambling. I used my parents' credit cards to gamble online. When the credit card companies started calling the house, I was thousands of dollars in debt⁴. I know I've been doing wrong but I don't know how to make myself stop gambling".

B. Speak about gambling. Say:

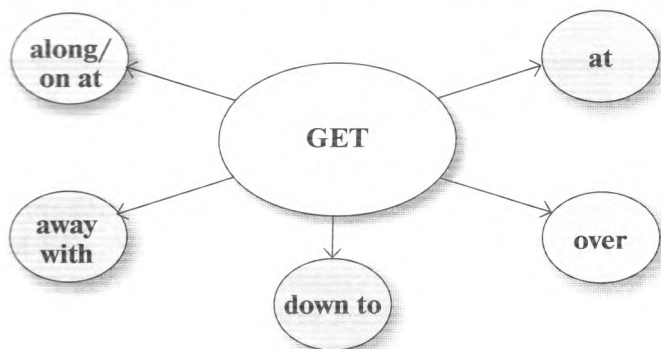
- why gambling is dangerous;
- what makes young people start gambling;
- what one can do not to become a gambler or to stop gambling.

Phrasal

Verbs

Познакомьтесь с фразовыми глаголами, ядерным элементом которых является глагол **to get**.

- ¹ **to gamble** [ˈgæmbəl] — играть в азартные игры
² **addiction** [əˈdɪkʃn] — пристрастие
³ **to bet** [bet] — делать ставки
⁴ **a debt** [det] — долг

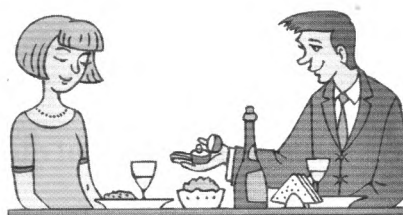


1) to get along/on with somebody — уживаться, ладить с кем-то.



Richard and his sister don't really get along/on.

2) to get at something — намекать на что-то.



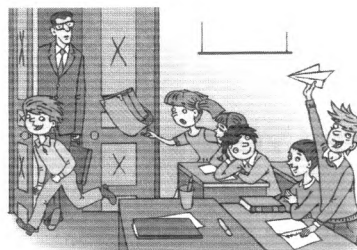
I don't understand what you're getting at.

3) to get away with something — избежать наказания или порицания за что-то.



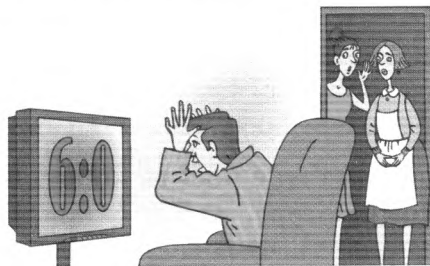
Don't think that you can get away with speeding up.

4) to get down to something — приняться за что-то, приступить к чему-то.



Well, let's get down to business.

5) to get over something — справиться с чем-то, преодолеть что-то.



Don is very sad but he'll get over it.

Complete the sentences with the words from the box.

at, over, on/along, down to, away with

1) My dog and my cat get ... very well with each other. 2) The boy has taken our money and got ... it. 3) What are you getting ...? I have done the job myself! 4) Does she get ... with all her classmates? 5) Your news is a real shock and we can't get ... it. 6) Get ... work right now! You haven't written anything yet and it's already six o'clock. 7) I hope she will be able to get ... all the difficulties. 8) How are you getting ... with your neighbours? 9) He tells so many lies and always gets ... it. 10) If you don't mind, I'd like to get ... business right now.

A. Read these sentences. What differences can you see in their word order?

- 1) This is a fairly big school.
This is a pretty new dress.
- 2) This is a good story.
- 3) This is rather a useful dictionary.

B. Put *a* in the appropriate places in the following sentences.

1) We walked ... quite ... long way from the railway station. 2) The new boy had ... rather ... pleasant face and good manners. 3) Mine was ... pretty ... old bike but I didn't want to have any other. 4) That seemed ... quite ... satisfactory decision for both of us. 5) Going to the picture gallery was ... quite ... memorable event. 6) The house was constructed by ... fairly ... skilful builder. 7) It was ... rather ... simple rule to remember and use. 8) Yesterday was ... pretty ... stressful day. 9) This is ... quite ... noble aim. 10) James is a man of ... fairly ... inventive mind.

DO IT ON YOUR OWN

Complete the sentences. Use *to* where necessary. Write the sentences down.

1) We have never seen Iris ... read thick novels. 2) Jane is not allowed ... watch soap operas late at night. 3) We would like to go camping but I'm afraid our parents won't let us ... do it. 4) Sue never lets her children ... eat many sweets. 5) We were made ... finish our meeting at three. 6) Thank you for letting me ... borrow your car. 7) Make John ... prepare the papers by six o'clock. 8) I expect them ... arrive in Moscow tomorrow. 9) I've heard him ... offer his help to Andrew. 10) I want you ... publish Peter's article in your magazine.

Write the same in English.

1) Моя мама не позволяет мне носить короткие юбки. 2) Мне не разрешают работать на этом компьютере. 3) Так жарко! Позволь мне пойти на речку поплавать (to have a swim). 4) Я заставлю тебя сказать мне правду. 5) Нас заставили вымыть окна. 6) Мой старший брат не разрешает мне кататься на своём велосипеде. 7) Детям разрешили купить мороженое. 8) Виктора заставили выучить стихотворение наизусть.

- d) to be friendly to each other
e) to manage to do something bad without any punishment or criticism

12

Write an answer to your pen friend's letter. Answer his/her questions.

I just got your letter. It was interesting to know more about life in Russia. Nowadays we can see a lot of immigrants everywhere in Britain. Our country is becoming multicultural. Is Russia a multicultural country? Do many people from other countries come to live in Russia? What problems do they have?

Step 8

DO IT TOGETHER

- 1 You will hear what five young people say about some famous teen hangouts¹ in the world, (67). Match what each teenager (1—5) says with the statements (a—f). There is one statement you don't have to use.



- a) It is a fantastic place to visit. You can shop in it all day and dance all night.
b) I prefer to spend the end of December there. Together with my friends we have the most unusual celebrations.
c) This place is a good magnet for teens. There are always young people from all over the world there and they can meet in various clubs.
d) I like this cool² place and have very good memories of Thailand, especially when I look at the things I bought there.
e) You can meet many talented people from many cultures there. It is an exciting place where people can say what they think about life and society.
f) You should wear your wildest and most unusual clothes if you're going there.

¹ a hangout ['hæŋaʊt] — место встреч, отдыха

² cool [ku:l] — разг.: крутой, классный

- 1) Дог аргонгд мекл догл мпфдег аур мофт ппаллгя сгофрес ит догл, ле допфг фпел-пфг бпсге мпелге беофге сан аял мпфг фпел фпфпк аронг итге аур сосетл.
2) Дог сан мекл мпфл фпелфед беофге фром мпфл спфелес фпелге. Ит ас асхит-мрел И доок аф фпел фпфпгс И рофгпф фпелге.
3) И ипке фпфл соопс бпсге аур мпале лелл доог меморлес оф Тпаллпанд, есбеспфл
4) тпс пласе ас а гоог магнет фел теенс. Тпелге ас аялге юнг пеопл фром ас асхит-мрел И доок аф фпел фпфпгс И рофгпф фпелге.
5) И лпке тпс соол² пласе ас асхит-мрел И доок аф фпел фпфпгс И рофгпф фпелге.
6) Юу сан мекл мпфл фпелфед беофге фром мпфл спфелес фпелге. Ит ас асхит-мрел И доок аф фпел фпфпгс И рофгпф фпелге.
7) Юу шолд вепур юр влдест ас асхит-мрел И доок аф фпел фпфпгс И рофгпф фпелге.

¹ a hangout ['hæŋaʊt] — место встреч, отдыха

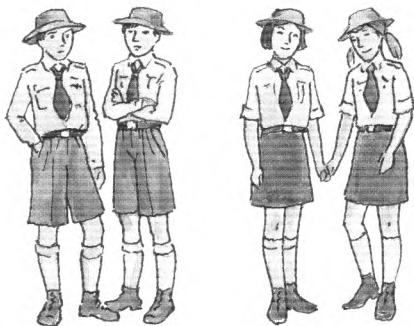
² cool [ku:l] — разг.: крутой, классный

Say what your favourite hangout is. Mention the following:

- where this place is situated;
- what teens usually do there;
- how often you visit this place;
- whether you go there alone or with friends;
- why you like this place.

A. Listen to the text, (68), then read it and say the names of which movements and organizations were new to you.

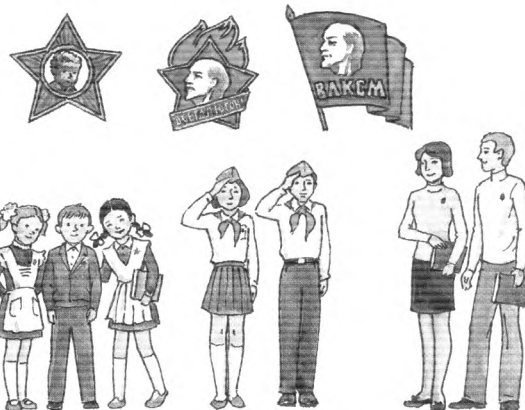
Young People's Movements and Organizations.



The term “Young People’s Movement” is so wide that it includes all kinds of young people’s associations [əˌsəʊsɪˈeɪʃənz] from *Punk Rockers*, *Hippies* and *Goths* to the *Young Conservatives*¹ in Britain and *Komsomol* in Soviet Russia.

The world’s first voluntary² youth³ organization was the *Boy’s Brigade* [brɪˈɡeɪd] founded in Glasgow, Scotland, in 1883 by William Alexander Smith. His idea was to give the boys religious education and teach them to be disciplined and well-mannered.

In England Major-General Robert Baden-Powell founded the *Boy Scouts* [skauts] movement in 1908. Like the *Boy’s Brigade*, the *Scout* movement has become popular in the world. A sister organization to the *Scouts*, the *Girl Guide Association*, founded in 1910, also has a lot of members in different countries. These organizations train boys and girls in various useful skills, such as lighting a fire, cooking, fishing and help children to develop their character.



Very often young people’s movements are political in nature. In the 1930s there existed *Fascist* [ˈfæʃɪst] organizations for young people in Mussolini’s Italy and Hitler’s Germany. In Britain before the Second World War some young people

joined the *Blackshirts*, who were members of a fascist organization and wore black shirts. Soviet Russia had young communist groups: *Oktobrists*, *Pioneers* and *Komsomol*. They were founded to give young people political education and teach them patriotism.

The second half of the 20th century saw a number of youth cults [kʌlt] and cultures such as the *Rockers*, associated with motorcycles, rock-and-roll music and clothes made of leather. The *Hippies* of the late 1960s



¹ a conservative [kənˈsɜːvətɪv] — консерватор

² voluntary [ˈvɒləntəri] — добровольный

³ youth [juːθ] — здр.: молодёжный

experimented with drugs, lived in communities, grew their hair long and were interested in radical politics.

The Goths followed a fashion of the late 1980s and early 1990s for white faces and black and purple clothes.

Skinheads are associated with racism. They appeared in the 1960s. *Skinheads*, mostly boys and young men, shave their hair off or cut it very short. They wear heavy boots and earrings. *Skinheads* often use violence and terrorize people. Some of the youth cults have survived till nowadays.

B. Read the text again and complete the statements.

1) The term “Young People’s Movements” includes

- a) only political teen organizations of all types
- b) various groups of young people
- c) religious associations of young people

2) The world’s first youth organization was founded

- a) last century
- b) last but one¹ century
- c) last but two² centuries

3) The members of *the Boys’ Brigade* were

- a) trained to believe in God
- b) taught to obey everybody
- c) taught to become patriots

4) *The Boy Scouts* movement was founded

- a) in the late 19th century
- b) in the early 20th century
- c) in the mid-20th century

5) Many *Scout* organizations all over Europe

- a) give their members a good education
- b) teach them to keep the house
- c) prepare them for the future

6) ... is not a political organization.

- a) *The Blackshirts*
- b) *Komsomol*
- c) *The Goths*

7) ... is an organization the members of which are characterized by racist behaviour.

- a) *Skinheads*
- b) *The Rockers*
- c) *The Hippies*

C. The text may contain some words that you didn’t know. What are the words and what helped you to understand their meanings?

¹ last but one — предпоследний

² last but two — третий от конца

Work in pairs. You want to give a talk on some young people's movement or organization. Your friend is very knowledgeable. Ask him about:

- youth organizations which were popular in the XX century;
- political youth organizations;
- youth organizations for girls only.

Remember to:

- be active and polite;
- ask questions and find out all the information you need;
- decide which youth organization you are going to talk about.

5

Put the sentences in each pair into one. Use *complex object*.

1) Jerald sees Peter. Peter is playing badminton. 2) Maria hopes her favourite football team will win. She wants it to happen. 3) Robert watched the boat. Suddenly it disappeared. 4) Roger thinks his daughter will make a good actress. That's his great wish. 5) Alice noticed Florence. Florence was entering the supermarket. 6) Kate doesn't want to go to the dentist, but her mother thinks she must. Kate's mother is sure she will find the way to convince¹ Kate. 7) We expect Rose. We think she may come on Thursday. 8) Stephen heard Polly. Polly was playing the piano. 9) Sigmund's mother is against his going to a night club. Sigmund is sure he will get the permission to go there.



Confusable English

В ряде структур английские глаголы *to be* и *to get* отличаются тем, что первый обозначает состояние, а второй — переход в него.

to be + Adj (состояние)

to be angry (быть сердитым)
to be dry (быть сухим)
to be married (быть женатым, замужем)

to get + Adj (переход в состояние)

to get angry (стать сердитым, рассердиться)
to get dry (стать сухим, высохнуть)
to get married (стать женатым, выйти замуж)

Сравните также сочетания этих глаголов с предлогами:

to be in — быть дома, в помещении;

to be out — находиться вне дома, за пределами помещения;

to get in — попасть в дом, в помещение;

to get out — оказаться вне дома, за пределами помещения.

6

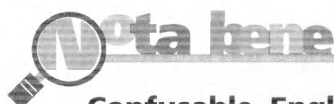
Complete the sentences. Use the verbs *to be* or *to get* in their appropriate forms. In some sentences you can use both verbs.

1) I ... very tired, I would like to go to bed. 2) Leila says she ... tired very quickly when she does something boring. 3) George ... weaker every day. I really don't know what to do. 4) Justin ... rather weak, but I'm sure he'll become stronger soon. 5) How long ... married? 6) I think they ... married five years ago. 7) Look! Your dog ... in my kitchen. Can you ... him out of it? 8) I don't know when they ... in last night. 9) It's ten o'clock p. m. ... your children at home? 10) There ... a little box in my bag. How did it ... there?

¹ to convince [kən'vins] — убедить

7 Give your reaction to the following situations. Use your social English (warnings and prohibition).

- 1) Your younger brother is using bad language.
- 2) Your best friend has begun to miss classes at school.
- 3) Your other friend is planning to learn to ride a motorbike.
- 4) Your sister forgets to call home when she is late.
- 5) Your dog steals food from the table.
- 6) Your mother is going to touch the hot frying pan.
- 7) Your friend is dating somebody you don't like.
- 8) You see that your father may be late for work.
- 9) One of the steps in the stairs is broken.
- 10) A young child is going to climb a tree.



Confusable English

Обратите внимание на существенные различия в употреблении двух знакомых вам структур:

to be used to doing something

*иметь обыкновение, привычку
делать что-то*

- 1) I am used to getting up late.
- 2) He is used to dining at 6 o'clock p.m.
- 3) They are used to playing hockey in winter.

used to do something

*Делал что-то в прошлом, что не
делает сейчас*

- 1) I used to get up late when I was on holiday (but now I get up early).
- 2) He used to dine at 6 o'clock p. m. (he doesn't do it any more).
- 3) They used to play hockey when they were younger (they don't play hockey these days).

8 Choose the appropriate forms and complete the sentences.

- 1) Jane doesn't live here now but she (used to do it/is used to doing it).
- 2) I (used to go/am used to going) to the cinema a lot but I never get time for it now.
- 3) Alec is a vegetarian. He (used to eat/is used to eating) a lot of fruit and vegetables.
- 4) Oh! It is one in the morning. I (didn't use to go/am not used to going) to bed so late. I've never done it before.
- 5) My grandmother (used to dance/is used to dancing) a lot when she was young.
- 6) John (used to walk/is used to walking) because he hasn't got a car.
- 7) The boys (used to swim/are used to swimming) in cold water when they lived in the mountains.
- 8) My aunt (used to live/is used to living) with no one around. Her husband died fifteen years ago and she has no children.
- 9) Diana (used to write/is used to writing) everything about her pet in the diary when she was a young girl.
- 10) We (used to read/are used to reading) books and we find it very helpful.

DO IT ON YOUR OWN

9 Each sentence has one of the two structures — *to be used to doing something* or *used to do something*. What words are missing? Complete the sentences.

- 1) When James was younger he ... spent hours fishing in the lake.
- 2) I always drink coffee in the morning. I ... drinking two cups or more.
- 3) Did you ... keep pets in your childhood? I know that now you keep no pets.
- 4) My cousins ... travelling by plane. They say jet planes are so fast.
- 5) Peter ... be a quiet and friend-

ly boy at school. He has changed a lot. What has happened to him? 6) We ... living in the country and prefer it to a noisy life and fast tempo of big cities.

10 Choose the right words to complete the sentences.

1) If you are hungry, go to the kitchen. There is a ... (couple/pair) of sandwiches on the plate there. 2) I couldn't understand what made the ... (rebel/rebellion) start? 3) John stopped for a couple of minutes (to talk/talking) to Jane. 4) I still remember (to visit/visiting) Scotland when I was a student. 5) I heard somebody (say/saying) something in French, and then start speaking English. 6) I hear that Bob (pass/has passed) his exam. 7) She is (quite/fairly) a good writer now. 8) He is one of the best pupils. I can say he is at the (top/bottom) of the class. 9) I want Rebecca (to stop/stop) her long talks with Angela on the phone. 10) It is such a (boring/bored) film.

11 Write the following sentences in English.

1) Я сердита. 2) Я вчера рассердилась. 3) Вы замужем? 4) Моя сестра недавно вышла замуж. 5) Мы хотим пить. 6) Когда на улице жарко, вы начинаете испытывать жажду. 7) Анна голодна. 8) Анна проголодалась и решила съесть тарелку супа (a bowl of soup).

12 Complete the sentences and write them down. Use *to* where necessary.

1) The shopper expected the shop assistant ... wrap the box with the present. 2) I want you ... explain the reason for your refusal. 3) Did you notice the boy ... put some papers on the table? 4) We would like you ... read the text out loud. 5) I can't afford ... buy such an expensive gadget. 6) Jack promised ... come back before ten p.m. 7) They won't make me ... agree with these results. 8) My parents sometimes let me ... watch television late at night.

Step 9

REVISION AND EXTENSION

DO IT TOGETHER

SFA

1 A. Listen to the talk between Silvia and Cindy about uniforms in school, (69). Complete the sentences below.

1) According to¹ Silvia in England people

- a) talk a lot about the problem of uniforms in schools
- b) don't talk about the problem of uniforms at school at all
- c) don't talk much about this problem

2) Cindy is sure that wearing uniforms at school is

- a) an advantage
- b) a disadvantage
- c) not only an advantage but a disadvantage too

¹ according to — по словам

3) All pupils in England ...

- a) wear the clothes they like in their schools
- b) must wear the uniforms of the school they go to when they are at school
- c) wear the clothes they like after classes

4) The uniforms in England ...

- a) cost fairly much
- b) are rather cheap
- c) cost more than families can afford

B. Say:

- 1) if pupils in your school must wear uniforms;
- 2) if all of them follow the rule;
- 3) what you feel about wearing a uniform at school;
- 4) why many teenagers are against wearing a school uniform.

Consider the following:

- if you agree that wearing uniforms helps to break down the barriers ['bæriəz] between those from well-to-do families and pupils whose families are not very well-off¹;
- if you think that wearing a uniform gives you a feeling of belonging to your school, develops a sense of pride in pupils;
- if you think that wearing uniforms is necessary for primary school pupils but not a must for secondary school pupils.

2

Answer the questions.

- 1) Why do you think young people like to join cults, groups and organizations?
- 2) How do young people usually demonstrate that they belong to a certain organization?
- 3) Is there any organization, a cult or a culture that you find interesting or good for yourself? What is it? Why are you interested in it?
- 4) Are there any youth organizations, cults or cultures which you will never join? Why not?
- 5) Why is it necessary to think hard before you join a movement or an organization?

3

Are you happy with your body? Answer these questions to find out.

- 1) When you look in the mirror, do you feel happy with what you see?**
 - a) Yes, I usually feel pleased with what I look like.
 - b) Sometimes.
 - c) No, never. I always think I look terrible.
- 2) How many different clothes do you try on² before you decide what to wear?**
 - a) I wear the first thing I put on.
 - b) 2—3.
 - c) I try on so many that I can't remember.
- 3) What do you hate most?**
 - a) Examinations.
 - b) A bad haircut.
 - c) Going shopping for clothes.

¹ **well-to-do/well-off** — состоятельный, благополучный в финансовом отношении

² **to try on** — примерять одежду, обувь

4) How do you feel about someone taking your photo?

- a) I love it!
- b) I like it most of the time.
- c) I hate it.

5) A friend tells you that you're looking good. What do you say to him/her?

- a) Thanks very much. I feel good today.
- b) Thanks but I need to lose some weight.
- c) Are you blind?

If your results are mostly

As: You have a very good body image. You are comfortable with your body. Well done!

Bs: Most days you have a good body image but on the days when you don't, try to remember the things that are really good in life: good health, good friends, a loving family and having fun.

Cs: You have a very bad body image. You are always thinking about how to make your body look better. You should stop thinking about it and find friends who are more interested in personality than looks.

SFA

4

Read and complete the text below with the derivatives of the words on the right.

Hoodies¹

Now 1 ... newspapers are full of stories about bad teen 2... . But how serious are these problems? Are they really important? Nowadays it is 3 ... to wear hoodies. But some people say they feel 4... when they see groups of 5...s wearing them. You can't see people's faces, if they wear hoodies, so if they do something bad, the police may have some 6... seeing them. But you can't stop kids from wearing hoodies. It is 7... . Hoodies are what everybody wears. They sell them everywhere, so how can you stop people from wearing them?

Britain
behave
fashion
safe
teenage

difficult
use

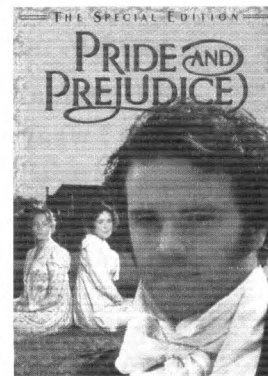
5

Complete the text with the appropriate forms (1—10) given after it.

Top Cool Reads for Teens

“Pride and Prejudice”² by Jane Austen

If you liked the film with Keira Knightly, now try the book. “Pride and Prejudice” is the story of Mr and Mrs Bennett, (1) ... daughters and their romantic relationships. In the film after it Keira played the character of Elizabeth Bennett, (2) ... was Jane Austen's most (3)... character from her own books.

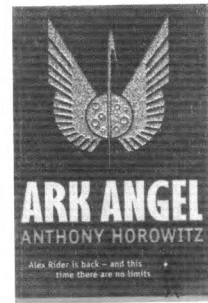


¹ a hoodie ['hu:di] — куртка или толстовка с капюшоном

² “Pride and Prejudice” — «Гордость и предубеждение» (название знаменитого романа английской писательницы Джейн Остин (1775—1817))

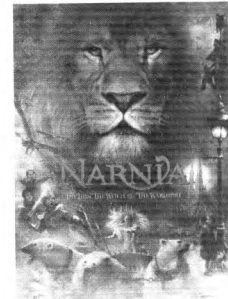
“Ark Angel” by Anthony Horowitz

Alex Rider is not an ordinary teenager. (4)... a 15-year-old spy. The author Anthony Horowitz says that when he was writing the book he was thinking about James Bond. “I started (5) ...the books because I thought the actors in the James Bond films were all (6) ... to be really “cool”, I thought Bond should be (7) ... teenager.



“Chronicles of Narnia: The Lion, the Witch and the Wardrobe”¹ by C. S. Lewis

Everybody’s reading (8) ... books, so why shouldn’t you? After “Harry Potter” and the “Lord of the Rings” this is the (9) ... fantasy book that has been made into a film. It’s about a magical wardrobe that can take you to a secret land. So, if you haven’t read the Narnia books, do it now. They will make you (10) ... your imagination.



- | | | |
|------------------|---------------|---------------|
| 1) a) five there | b) five their | c) their five |
| 2) a) who | b) which | c) whose |
| 3) a) loveliest | b) loving | c) loved |
| 4) a) His | b) He’s | c) Him |
| 5) a) write | b) wrote | c) writing |
| 6) a) too old | b) old enough | c) older |
| 7) a) – | b) a | c) the |
| 8) a) children’s | b) childrens’ | c) children |
| 9) a) late | b) later | c) latest |
| 10) a) use | b) to use | c) using |

6

Teens from different countries were asked five questions. Read the questions and their answers, then answer the same questions yourself.

What is it really like being 15?

1) What are the biggest worries for 15-year-olds in your country?

Kevin from Bern, Switzerland:

Most of my friends are afraid to get bad results at examinations or fail them.

Filipos from Athens, Greece:

School and exams.

You:...



¹ “Chronicles of Narnia: The Lion, the Witch and the Wardrobe” — «Хроники Нарнии: лев, колдунья и платяной шкаф»

2) What do you want to do in five years' time?

Kevin:

I want to be at university.

Filipos:

I'd like to be at university and have my own car.

You: ...

3) What are the best/worst things about your country?

Kevin:

The best is the political system.

Filipos:

Some of the best things about Greece are its mild climate, beautiful beaches and nature. The worst things are the unemployment, the economy and immigration.

Robbie from Antananarivo, Madagascar:

I feel very safe in my country, there's very little crime. The worst thing is that it's a bit too quiet — there's nothing to do.

You:....

4) What are the best and worst things about being 15?

James from Glasgow, Scotland, UK:

I like having more independence now. My parents let me do more things. I decide when I go to bed if I manage to get up on time in the morning. I don't like exams.

Robbie:

It's good to be fifteen because people give you more independence. They think you're not a kid any longer. But you are more responsible. Parents expect you to behave well.

You:....

5) What are you most afraid of?

Kevin:

Terrorism.

Filipos:

Unemployment and war. But my biggest worry is the death of my relatives and friends.

Robbie:

World war.

You: ...



Idiomatic English

Friends and friendship are extremely important for every teenager. To speak about friends and your relations you may use some word combinations and idioms.

- the best friend
- a close friend
- an old friend
- a good friend
- a trusted friend (never fails you)
- a loyal friend (supports you even when you have problems)
- a soulmate (shares with you your feelings and ideas)

— If you and your friend go back a long way, you have known each other for a long time.

— If two people get on like a house on fire, they like each other very much and become friends quickly.

— If your friend stands by you through thick and thin or becomes a tower (pillar) of strength, they always support you even in difficult situations.

— If two friends live in each other's pockets, they spend too much time together, which may become a disadvantage.

— A fair-weather friend is someone who is only your friend when you are happy or successful.

7 A. Say the same in Russian.

- 1) We go back a long time, don't we?
- 2) He is only a fair-weather friend. Where was he when I needed his help?
- 3) Jane is a trusted friend. She will stand by you through thick and thin.
- 4) The two girls lived in each other's pockets having no time even to call their relatives.
- 5) We met in a tourist camp and got on like a house on fire.
- 6) My eldest daughter Marie was a tower of strength for me when I was ill.
- 7) Julia is my soulmate. She knows all my secrets.
- 8) Ronald has always been my loyal friend. I'm really thankful to him for his support.

B. Describe some of your friends using the phrases from "Idiomatic English".

8 Use the appropriate words to complete the sentences.

- 1) She says she can't get (along/over) her husband's death.
- 2) It is not (challenging/reasonable) to swim in the river when the water is so cold.
- 3) I would like to write a (note/notice) to Mrs Morrison.
- 4) Dick and Richard look alike but they are (different/various) people.
- 5) This difficult riddle is a (challenge/rebellion) for us.
- 6) Do you think teenage rebellions (about/against) their parents are typical?
- 7) This is a (pretty/quite) slow train.
8. Did anyone claim (—/for) this bag?
- 9) Can you wrap this scarf (round/about) your neck?
- 10) We were angry (with/to) the children (for/about) what they have done.
- 11) What is there (at/on) the top of the page?
- 12) Why are the teens shaking (with/from) laughter?

DO IT ON YOUR OWN

- 9 Write four sentences about the things you did some time ago but never do now and 4 sentences about what you usually do nowadays. Use *used to do something* and *to be used to doing something*.

- 10 Write a list of 10 questions you would like to ask your pen friend about what problems he has being a teenager of 15/16 years old.

Write an answer to your pen friend's letter. Answer his/her questions. The number of words in your letter should be 100—120.

"Teenagers today have larger groups of friends than twenty or thirty years ago. I think that couples of friends are a thing of the past. How many close friends have you got? Does it seem to you more reasonable to have several soulmates, not just one best friend? Do you use the Internet to communicate with your friends? How important are friends to you?"

Revise the words for Test 4.

Anger, angry, annoy, annoyance, annoying, anyhow, anymore, anyplace, anytime, anyway, anywhere, bored, boredom, (the) blind, challenge, claim, couple, date, (the) deaf, (the) dumb, exist, expect, extreme(ly), informative, inventive, let, likely, mad, madly, madness, negative, note, notice, (the) old, preserve, pretty, (the) poor, reason, reasonable, rebel, rebellion, rebellious, shake, tear, top, touch, (the) unemployed, unlikely, variety, various, worry, wrap, (the) young
 shake — shook — shaken
 tear — tore — tore
 rebel — rebelled — rebelled
 worry — worried — worried
 to get along/on, to get away with, to get over, to get at, to get down to something.

Step 10

Test Yourself

I. LISTENING

You will hear five people speaking about their best friends. Listen, (70) and match the statements (A-F) with what the people (1—5) say. There is one statement you don't have to use.

- A. The speaker says his/her best friend is his/her teacher.
- B. The speaker explains that his/her best friend is his/her parent.
- C. The speaker talks about his/her classmate as the best friend.
- D. The speaker considers his/her coach (trainer) to be his/her best friend.
- E. The speaker says his/her best friend is his/her relative.
- F. The speaker says his/her best friend is his/her neighbour.

Maximum result	5
Your result	?

II. READING

- 2 Read the text "Teens' problems" and match its paragraphs (1—5) with the titles (a—f). There is one title you don't have to use.

- a) Teenagers Choose Different Ways to Talk to Their Friends
- b) It's Too Easy for Teens to Get Drinks and Cigarettes
- c) British Teenagers Have a Number of Serious Problems
- d) Fewer Teenagers Have Only One Person for a Friend
- e) Grown-ups See Teens' Problems in the Wrong Way
- f) Teenagers Are Very Much Afraid of Losing Their Friends

Teens' Problems

1) What do you think the biggest problem of today's teenagers is? What are they like? The facts about teenage life may seem shocking. These are some facts typical of British teenagers:

- 33% of UK teens say they began drinking alcohol at the age of thirteen or younger. British teens drink more alcohol than teens anywhere in Europe.
- Four out of ten teenagers know so little about cooking that they can't even make an omllette.
- One in every four teens smokes.
- 9% of UK teens never read books for pleasure.
- 75% of UK teens have their own television and watch it many hours a day.
- One in every five UK teens is overweight.
- 64% of 15-year-old girls take less than half an hour's exercise a day.
- More than 5% of pupils leave school with no qualifications for working life.

2) The situation is more or less the same in other European countries. Naturally most parents worry about their teenage children. But if you ask them what the most serious problem is, they will probably answer that it's drugs, but they are wrong.

3) For a lot of young people the most important problem is their relationships, especially with their friends. Nothing, it seems, can be worse than falling out¹ with your best friends. Teenagers discuss any problem they may have with their friends. If they fall out with their friends, then there is no one to speak to. This can seriously influence their mental health.

4) Today teenagers think more and more about friends. It is interesting that young people nowadays have larger groups of friends than twenty or thirty years ago. Having a group of people to hang out and socialize² with seems safer than having one exclusive relationship with one person, especially if something goes wrong. Some teenagers even say that couples are a thing of the past.

5) Communication seems very important to 11—16-year-olds. 82% of them have a mobile phone and spend a lot of money talking with friends. 45% of UK teens regularly surf the Net. 60% of teens say they are happy to give out their e-mail addresses. And many of them don't like to discuss things with their par-

to fall out with sb — поссориться

to socialize ['səʊʃəlaɪz] — общаться

ents. When they are asked such questions as “What’s wrong?” or “What did you do at school?” they usually answer “Nothing” or “Whatever”¹. They spend a lot of time in their rooms because they prefer to be alone.

Maximum result	5
Your result	?

III. USE OF ENGLISH

108

SFA

3

Complete the text with the derivatives of the words on the right.

In our school we (1) ... have personal (2) But we also must keep to the rules. Our school has a “dress code” which means that teens at school are not allowed to wear (3) ... clothes, in other words clothes several sizes too big. Due to reasons of morality girls are asked not to wear short skirts and T-shirts that show their stomachs. You can’t find many books in our library, because the school officials find some scenes in the texts immoral or (4) School newspapers are looked through by our school officials to make sure there are no articles with messages of (5) ... or hatred in them.

certain, free

shape

harm

race

Maximum result	5
Your result	?

4

Choose the appropriate words to complete the sentences.

1) There were two socks on the sofa but I couldn’t put them on as they were not a (couple/pair). 2) The other day Tom told us such a joke that we all (shook, had shaken) with laughter. 3) I always touch (by/on) these problems when I speak to teenagers. 4) Rachel says Roy is her loyal friend so it is most (likely/unlikely) that he won’t support her. 5) Whatever I do, she is always angry (with/for) me. 6) Why are you shaking all (over/through)? 7) There was a beautiful picture (at/on) the bottom of the page. 8) I don’t expect you (to find/find) out what was wrong in the experiment now. 9) Make him (-/to) come back whatever he says.

Maximum result	10
Your result	?

IV. SPEAKING

SFA

5

Speak about some teens’ problem which is important for you or your friends. Mention:

- what the problem is;
- how long you have had it;
- if you can change the situation and how you are going to do it.

Maximum result	10
Your result	?

¹ **whatever** — *зд.*: довольно грубое восклицание, которое часто используется подростками в значении «тебе-то что», «какая тебе разница»

V. WRITING

6 Write the following in English.

1) Читать вслух; 2) порвать что-то о ветку; 3) восстать против чего-либо; 4) новобрачные; 5) на верху страницы; 6) трястись от смеха; 7) довольно трудно (4 варианта); 8) чувствовать досаду (раздражение); 9) завернуться во что-то; 10) затронуть проблему.

Maximum result	10
Your result	?

Count your results.

Total result	Tasks 1—6	45	53
	Personal letter (Step 9, Ex. 11)	8	
Your total result	Tasks 1—6	?	?
	Personal letter	?	

DO IT ON YOUR OWN

Do project Work 4.

Complete a page in your English Album. Write about what/who you consider to be the most important thing (person) in your life. Illustrate your story with pictures. Don't forget to think of an outline for your story before you write it. Ask your family and/or friends to help you if necessary.

Вопросы для самооценки

1. Какие из разделов учебника оказались самыми сложными? Как вы думаете, почему?
2. В каких грамматических явлениях вы допустили ошибки?
3. Какая лексика требует дальнейшей отработки?
4. Что могло бы вам помочь лучше справиться с заданиями по говорению? Письму?
5. Приходилось ли вам при выполнении заданий обращаться за дополнительной помощью к своему учителю? Родителям? В каких случаях?
6. Использовали ли вы при выполнении заданий дополнительные ресурсы: справочники, Интернет?
7. Насколько вы довольны своими результатами?

Internet Resources

En.wikipedia.org
Ru.wikipedia.org
Britishmuseum.org
Kreml.ru
Louvre.fr
Metmuseum.org
Museodelprado.es
Muzei-mira.com
Sitekid.ru
Edukids.narod.ru
www.bbc.co.uk/learning/subjects/english.stml
www.l-language.com
www.english-at-home.com
www.manythings.org

Part One. Grammar Reference

The Noun

§ 1. Классификация имён существительных.

Имена существительные делятся:

- на нарицательные (a table, a pen, a house);
- собственные:
 - а) имена людей (Mr Holmes, James, Beth);
 - б) географические названия (London, Russia, the Thames);
 - в) названия газет, журналов, литературных произведений, организаций (the BBC, the Financial Times, Wind in the Willows).

§ 2. С точки зрения выражаемого ими значения нарицательные имена существительные могут быть:

- конкретными (a boy, a girl, a boat);
- абстрактными (love, friendship, freedom);
- собирательными (team, crew, clothes, jeans);
- вещественными (milk, bread, corn).

§ 3. По принципу исчисляемости имена существительные подразделяются на:

• исчисляемые, обозначающие субъекты и объекты, которые можно сосчитать и которые могут употребляться как в единственном, так и во множественном числе:

a photo — photos; a boy — boys; a bird — birds;

• неисчисляемые, обозначающие понятия, явления, которые нельзя пересчитать и которые употребляются только в единственном числе, согласуясь со сказуемым в единственном числе:

light, water, juice, air.

Light travels fast.

Freedom is important for people.

§ 4. Имена существительные *advice, information, knowledge, progress, news, money, hair* в английском языке являются неисчисляемыми. Они не употребляются во множественном числе (существительное *hairs* имеет другое значение — «волоски») и заменяются местоимением *it*. Все вышеперечисленные существительные согласуются с глаголом в единственном числе, перед ними не используется неопределённый артикль.

Your advice is good, but I can't follow it.

It was such good advice.

Where is the money? — It is on the table. You can take it.

На русский язык данные имена могут переводиться соответствующими существительными русского языка как в единственном, так и во множественном числе:

advice — совет/советы;

information — сведение/сведения;

knowledge — знание/знания;

progress — прогресс/успехи;

news — новость/новости;

или только существительными во множественном числе:

money — деньги;

hair — волосы;

Where is the money? Is it on the table?

§ 5. Имена существительные *police, media, data* были заимствованы в английский язык из французского языка и латыни и сохранили определенные свойства, отличающие их от иных имён существительных.

Так, имя существительное *police* имеет только одну форму — форму множественного числа, сочетается с глаголом во множественном числе и в предложении заменяется местоимением *they*. В большинстве случаев лексическая единица *police* употребляется с определённым артиклем.

The police are looking for a tall dark man. They think they will find him soon.

Имя существительное *media* представляет собой форму множественного числа латинского заимствования *a medium* ['mi:diəm] — средство, способ:

Radio was the *medium* for family entertainment before television.

В современном английском языке существуют две формы множественного числа этого имени: *media/mediums* — способы, средства:

Can you offer any other *media/mediums* to broadcast the news?

Имя существительное *media* часто используется в сочетании *mass media*, обозначая средства массовой информации. После *media (mass media)* в этом значении глагол может использоваться как в единственном, так и во множественном числе. С этим существительным, как правило, используют определённый артикль.

The *media* are sources of news and information, such as newspapers, television, magazines and the Internet.

The *media* has a lot of power today.

Имя существительное *data* ['deɪtə] также представляет собой форму множественного числа латинского заимствования. Сравните:

a datum ['deɪtəm] (данное) — data (данные)

We can't tell you the results until we look at all the *data*.

В наши дни имя существительное *data* в разговорной речи начинает использоваться как неисчисляемое, а потому возможны сочетания лексической единицы *data* с глаголами как в единственном, так и во множественном числе:

These *data* are very interesting.

This *data* is very interesting.

В научных текстах в большинстве случаев *data* сочетается с формами глаголов во множественном числе.

These are the latest *data* concerning this project.

§ 6. Использование артиклей с именами существительными.

• Артикль в английском языке является определителем имени существительного и употребляется только с именем существительным. В английском языке используются два артикля: определённый the (the definite article) и неопределённый a/an (the indefinite article). В предложении артикль произносится без ударения.

• Неопределённый артикль произошёл от древнеанглийского числительного **один (one)**, поэтому он употребляется только с **исчисляемыми** именами существительными в единственном числе. Неопределённый артикль имеет две формы — **a** (перед именами существительными, начинающимися с согласной буквы) и **an** (перед именами существительными, начинающимися с гласной, за исключением буквы "u" — **a university**, а также перед словами, которые начинаются с «немой» буквы "h" — **an hour, an heir** [eə] — наследник).

- *Определённый артикль the* произошёл от древнеанглийского указательного местоимения **that**. Он употребляется с именами существительными как в единственном, так и во множественном числе.

Перед именами существительными, начинающимися с согласной, определённый артикль произносится [ðə]: **the day** [ðədeɪ], а перед словами, начинающимися с гласной, — [ði]: **the egg** [ðieɡ].

- Отсутствие любого артикля перед именами существительными часто описывается словосочетанием нулевой артикль (zero article):

What wonderful weather we are having today!

They are such great scientists!

- Помимо известных вам случаев употребления определённого, неопределённого и нулевого артиклей, следует обратить внимание на следующие моменты:

а) Неопределённый артикль обычно используется перед исчисляемыми именами существительными, когда значение имени существительного — **любой, каждый, всякий**:

A dictionary is a special book that is used for finding the meanings of words.

A dog is an animal.

A teacher is a person who helps people to learn things.

При этом артикль выполняет функцию обобщения, ибо предмет или лицо, о котором идёт речь, выступает в роли представителя определённого класса лиц, предметов, явлений.

б) Определённый артикль обычно используется перед исчисляемым именем существительным в единственном числе, если оно обозначает целый класс лиц или предметов:

The lion lives mainly in Africa and southern Asia.

The violin is one of the hardest instruments to play.

в) Определённый артикль используется перед существительными, если они обозначает *уникальный, единственный в своём роде предмет или явление*: **the Moon, the Earth, the Sun, the sky, the North Pole, the Far East, the world, the south, the north, the east, the west** (исключением является слово **space**, которое употребляется без артикля: There are millions of stars in space).

Тем не менее, если, например, существительные *moon, world* в предложении употребляется с описательными определениями, перед ними возможно использование неопределённого артикля.

There was a bright moon in the sky.

Let's hope to live in a better world.

г) Если имена существительные *man, woman, child* обозначают всех представителей своего класса (символизируют весь класс женщин, мужчин, детей), перед ними используется нулевой артикль (иными словами, никакой артикль не употребляется):

Man, woman, child — these are eternal notions.

При этом имя существительное *man* в подобных случаях имеет значение **человек**.

Man is the only animal that can speak.

Early man learned how to use simple tools.

Christians believe that God created man.

В наши дни многие полагают данное использование существительного *man* недостаточно политкорректным и предлагают употреблять вместо него следующие слова и словосочетания: *a human being, people, the human race*.

The Adjective

§ 1. В современном английском языке отдельные прилагательные служат основой для образования новых слов, которые приобретают категориальные свойства имён существительных, в частности, возможность употребляться с определённым артиклем — *the old* (старики, старые люди), *the young* (молодёжь, молодые люди). Подобные образования называются субстантивированными прилагательными, от английского *substantive* ['sʌbstəntɪv] — имя существительное.

§ 2. Подобные субстантивированные имена прилагательные часто обозначают группу людей, имеющих общую черту, признак, качество:

<i>the strong</i> — сильные;	<i>the deaf</i> — глухие;
<i>the weak</i> — слабые;	<i>the sick</i> — больные;
<i>the brave</i> — храбрые;	<i>the poor</i> — бедные;
<i>the hungry</i> — голодные;	<i>the rich</i> — богатые;
<i>the free</i> — свободные;	<i>the dead</i> — мертвые;
<i>the educated</i> — образованные;	<i>the unemployed</i> — безработные;
<i>the dumb</i> — немые;	<i>the educated</i> — образованные;
<i>the blind</i> — слепые;	<i>the uneducated</i> — необразованные.

В предложении субстантивированные имена прилагательные сочетаются с глаголом во множественном числе.

The unemployed are hoping for new jobs.

The rich don't usually buy houses here.

Если два подобных субстантивированных прилагательных в предложении объединяются союзом *and*, определённый артикль с ними не употребляется:

Rich and poor have their own problems.

Young and old are being educated in the centre.

§ 3. К субстантивированным прилагательным также относятся названия наций, оканчивающиеся на *-sh*, *-ch*:

the Spanish — испанцы;

the Dutch — голландцы;

the English — англичане;

the British — британцы;

The Dutch are the people who live in Holland.

§ 4. Некоторые субстантивированные прилагательные обозначают абстрактные понятия:

the present — настоящее;

the future — будущее;

the past — прошлое;

the unknown — неизвестное;

the possible — возможное;

the impossible — невозможное;

the inevitable — неизбежное;

the unbelievable — невероятное.

Субстантивированные прилагательные подобного типа часто встречаются в устойчивых сочетаниях, например:

in the negative — в отрицательной форме;

in the affirmative — в утвердительной форме;

in the open — на открытом пространстве;

on the whole — в целом;

for the better — к лучшему;

for the worse — к худшему;

not in the least — ни в коей мере.

The Pronoun

§ 1. Как вам известно, в английском языке все местоимения делятся на следующие группы:

- личные (I, he, she, we, us, them, etc);
- притяжательные (my, his, her, its, mine, ours, etc);
- возвратные (myself, herself, ourselves, etc);
- указательные (this, that, these, those);
- неопределённые (any, no, some, somebody, both, one, etc).

§ 2. Неопределённое местоимение *one*.

Неопределённое местоимение *one* имеет формы единственного и множественного числа: *one* — *ones*.

Местоимение *one* имеет также форму притяжательного падежа *one's*:

One should do one's best at all times. One's first duty is to one's family.

One часто используется в предложениях как слово-заместитель имени существительного, если говорящий или пишущий стремятся избежать его повторения:

— I have bought a new jacket.

— Is it the one you're wearing now?

Если существительное стоит во множественном числе, местоимение *one* также используется в форме множественного числа:

— Have you met our new neighbours?

— Are they the ones who moved here yesterday?

Формы *one* и *ones* часто используются в ответах на вопросы, которые начинаются с вопросительного слова *which*, чтобы идентифицировать предметы или людей.

— Which woman do you mean?

— Which cups would you like?

— The one, who is sitting near the window?

— The yellow ones.

Неисчисляемые существительные не могут заменяться местоимением *one*:

Don't use the milk from the fridge, use this fresh milk.

В предложениях, имеющих очень общий (безличный) характер, местоимение *one* часто используется вместо существительного, имея значение «любой», «каждый», «всякий»:

One likes to have one's breakfast in bed now and then.

One should be patient.

§ 3. Подобным же образом в современном английском языке употребляется и личное местоимение *you*, причем предложения с *you* звучат менее формально, а потому они предпочтительнее в разговорной речи:

One shouldn't be too hard on oneself. (more formal)

You shouldn't be too hard on yourself. (less formal)

The moment one gets into the mountains, one is on one's own.

The moment you get into the mountains, you are on your own.

The Verb

I. Страдательный залог (The Passive Voice)

§ 1. Как известно, глаголы в страдательном (пассивном) залоге встречаются в английском языке значительно чаще, чем в русском. Как правило, подобные формы используются, когда либо не известно, либо не важно, кто совершает действие. Если же деятеля или источник действия необходимо назвать, его наименование вводится в предложение с помощью предлога *by*:

The book was written by a good author.

За глаголом в страдательном залоге может следовать предлог *with*, указывающий на инструмент, при помощи которого совершается действие:

The tree was cut down with an axe.

§ 2. В страдательном залоге существуют следующие видо-временные формы:

Simple Present Passive	am/is/are + V₃	The work is done .
Simple Past Passive	was/were + V₃	The work was done .
(Simple) Future Passive	will be/shall be	The work will be done .
Present Progressive Passive	am being/is being/ are being + V₃	The work is being done .
Past Progressive Passive	was being/were being + V₃	The work was being done .
Present Perfect Passive	has been/have been + V₃	The work has been done .
Past Perfect Passive	had been + V₃	The work had been done .
Future Perfect Passive	will have been + V₃	The work will have been done .

§ 3. При образовании вопросительной формы вспомогательный глагол ставится перед подлежащим (**When was the book written?**). Если вспомогательных глаголов два, то перед подлежащим ставится первый из них (**When will the letters be posted?**).

В отрицательной форме отрицание следует за первым вспомогательным глаголом:

The article **has not been translated yet**.

§ 4. В английском языке есть группа глаголов (**to give, to allow, to show, to tell, to offer**), после которых возможно употребление и прямого, и косвенного дополнения (Mother gave **Tom an apple**). Хотя эти глаголы могут употребляться в двух страдательных оборотах (1) **Tom was given an apple**. 2) **An apple was given to Tom**), первый вариант оказывается более предпочтительным.

I was offered an interesting job. Nick was allowed to go there. We were told about it yesterday.

§ 5. Следует обратить внимание на употребление в страдательном залоге глаголов, которые часто используются с предлогами — **to laugh at, to speak to (about), to listen to, to send for** etc.

He is much **spoken about**.

О нём много говорят.

They **are never listened to**.

Их никогда не слушают.

The flat **isn't lived in**.

В квартире не живут.

§ 6. В учебнике для 9 класса основное внимание обращается на четыре из вышеперечисленных форм:

- a) present progressive passive;
- b) past progressive passive;
- c) present perfect passive;
- d) past perfect passive.

В целом, данные глагольные формы употребляются в тех же случаях и по тем же правилам, что и их аналоги в действительном (активном) залоге.

Иными словами, если в предложении следует употреблять глагол активного залога в настоящем продолженном времени (present progressive), то и соответствующая пассивная конструкция используется в этом времени (present progressive passive). Сравните:

- a) Listen! These people are speaking Italian.
Listen! Italian is being spoken here.
- b) In early autumn Jack was still building his house.
In early autumn Jack's house was still being built.
- c) Today the pupils have learned something new.
Today something new has been learned.
- d) I knew that my friends had visited the museum.
I knew that the museum had been visited.

Продолженные формы и в действительном и в страдательном залогах обозначают действия, происходящие (происходившие) в определённый момент речи, а формы совершенного вида — действия, совершившиеся к определённому моменту в настоящем или в прошлом.

§ 7. Вопросительные предложения в формах *present perfect passive* и *past perfect passive* образуются по тем же правилам с той лишь разницей, что на место перед подлежащим в предложении выносится вспомогательный глагол *to have* (*has, had*):

- Why have the plans been changed?
- Had the problem been discussed before you learned about it?

Отрицательные предложения, в свою очередь, строятся при помощи присоединения к формам вспомогательного глагола *to have* отрицания *not*:

- The story has not (hasn't) been told yet.
- The new books had not (hadn't) been bought by the beginning of the school year.

II. Причастие (The Participle)

§ 1. В английском языке различают два вида причастий — *Participle I* и *Participle II* (в некоторых учебниках они называются *Present Participle* и *Past Participle* соответственно).

Принципиальное отличие между этими двумя видами глагольных форм заключается в том, что причастие первое несёт в себе значение активного действия:

- a playing girl — играющая девочка;
- a swimming boy — плавающий/плывущий мальчик;
- a smiling child — улыбающийся ребёнок.

В подобных словосочетаниях имена существительные (*girl, boy, child*) обозначают исполнителей действий.

Второе причастие (*Participle II*) включает в себе смысл пассивного действия:

- a played match — сыгранный матч;
- a cleaned window — вымытое окно;
- a painted picture — нарисованная картина.

В этих словосочетаниях имена существительные обозначают объекты, над которыми совершались некие действия (кто-то сыграл матч/вымыл окно/нарисовал картину).

Как видно из вышеприведённых примеров, *Participle I* образуется от глагольной основы с помощью суффикса *-ing*, а *Participle II* — с помощью суффикса *-ed* или же представляет собой третью форму неправильных глаголов, которую следует запомнить (см. таблицу неправильных глаголов, стр. 133 учебника).

§ 2. Обе разновидности причастий обычно выполняют в предложении роль определения или входят составной частью в сказуемое:

It's so pleasant to look at smiling faces.

We stopped at the closed doors of the shop.

The child was learning to play a new game.

They had finished the work by 2 o'clock.

§ 3. Одним из самых сложных моментов для изучающих английский язык является правильный выбор причастия в устной и письменной речи. Особенно это касается причастий, образованных от одной и той же глагольной основы. Например:

exciting — волнующий;

pleasing — приятный;

boring — скучный;

promising — (много)обещающий;

rewarding — вознаграждающий;

excited — взволнованный;

pleased — довольный;

bored — скучающий;

promised — обещанный;

rewarded — награжденный.

§ 4. Структуры с *Participle I* в английском языке могут соответствовать деепричастному обороту в русском языке.

Reading the new book he laughed a lot.

(Читая новую книгу, он много смеялся.)

Однако эту же мысль можно выразить по-русски и с помощью придаточного предложения: Он много смеялся, когда читал новую книгу.

Thinking about that day she remembered her granny.

(Думая о том дне, она вспоминала свою бабушку. Она вспоминала бабушку, когда думала о том дне.)

§ 5. *Participle I* используется в целом ряде устойчивых сочетаний английского языка. Вот некоторые из них:

to be busy

to have fun

to enjoy

to have difficulty

to have trouble

to have a good time

to have a hard time

} doing something

When I entered the classroom, everyone was busy reading.

They had trouble finding our house.

III. Герундий (The Gerund)

§ 1. Помимо причастия первого, в английском языке существует еще одна глагольная форма, которую также можно образовать с помощью суффикса *-ing*. Она называется герундием. Смысловое отличие герундия от причастия

заключается в том, что если причастие первое объединяет в себе черты глагола и прилагательного, то герундий объединяет в себе свойства глагола и существительного. Соответственно функции причастия в предложении — это функции, свойственные прилагательным, а функции герундия сходны с функциями имени существительного. Например, герундий в предложении может быть подлежащим или дополнением:

Skating is my favourite pastime in winter.

My friends and I like **playing** basketball in the schoolyard.

§ 2. В английском языке есть целый ряд словосочетаний, в которые герундий входит составной частью. Такие словосочетания рекомендуется запомнить. Вот некоторые из наиболее распространённых:

to begin/start	to enjoy	
to stop/finish	to prefer	
to love/like	to mind	<u>doing</u> something
to hate/dislike	to look forward to	
to keep	to give up	
to deny		
to imagine someone		
to need		

Например:

I have always enjoyed painting.

Do you mind waiting a little?

I can't imagine my mother riding a motorbike.

§ 3. Герундий часто используется после глагола *to mind* (возражать, быть против). При использовании структур с глаголом *to mind* нужно помнить о смысловой разнице между следующими вариантами:

- 1) *to mind doing something*;
- 2) *to mind somebody/somebody's doing something*.

В первом случае речь идет о том, что сам говорящий возражает/не возражает против чего-либо.

I don't mind going to the shops.

(Я не возражаю против того, чтобы сходить в магазин. = Я сам готов сходить туда.)

Во втором случае говорящий возражает/не возражает, чтобы кто-то что-то сделал.

I don't mind him/his going to the shops.

(Я не возражаю, чтобы он сходил в магазин.)

При этом считается, что употребление в данной структуре притяжательных местоимений (*my, his, her, our etc*), а также существительных в притяжательном падеже (*Jane's, Peter's*) более характерно для формальной или письменной речи.

В вопросительных предложениях, начинающихся с *Do you mind...*, также следует различать две структуры:

- 1) *Do you mind doing something?*
- 2) *Do you mind somebody/somebody's doing something?*

В первом случае говорящий обращается к слушающему с просьбой:

Do you mind helping me with the books? (Не могли бы вы помочь мне с книгами?)

Do you mind going to the market?

(Ты не мог бы сходить на рынок?)

Во втором случае говорящий выясняет, не будет ли слушатель возражать против того, что кто-то совершит какое-либо действие:

Do you mind me/my joining you?

(Вы не против того, что я присоединюсь к вам?)

Do you mind him/his doing the job?

(Ты не против того, чтобы эту работу выполнил он?)

§ 4. Герундий часто используется в словосочетаниях с глаголами *to go* и *to do*:

to go shopping

to do (some/the) reading

to go fishing

to do (some/the) cleaning

to go skiing

to do (some/the) washing-up

to go jogging

to do (some/the) cooking

My friend goes jogging every morning in any weather. (Мой приятель бегает каждое утро в любую погоду.)

Let me do the washing-up. (Давай я вымою посуду.)

Sue is doing some cooking in the kitchen. (Сью готовит на кухне.)

§ 5. Использование герундия характерно и для целого ряда структур, в которые входят глаголы, употребляющиеся с предлогами. Все эти структуры строятся по формуле:

Verb + Preposition + V_{ing}

При этом предлоги, используемые в таких структурах — это предлоги, которые в английском предложении вводят существительное, например: about, of, for, from, in, to.

I'd like to thank you for being so helpful.

Don't even think about going there alone.

Will you be interested in learning German?

I won't say no to her visiting us.

§ 6. Герундий часто выполняет роль подлежащего в предложении:

Playing chess is his favourite pastime.

(Игра в шахматы — его любимое времяпрепровождение.)

В русском языке эта же мысль часто передается с помощью неопределенной формы глагола:

Играть в шахматы — его любимое занятие.

Сравните также:

Watching TV should be limited.

Смотреть телевизор следует ограниченное количество времени.

Making a fire is not always easy.

Развести костёр не всегда легко.

IV. The Infinitive

§ 1. Ещё одной неличной (т. е. не имеющей категории лица) формой глагола является неопределённая форма глагола (инфинитив), которая может выполнять различные функции в английском предложении.

Весьма типично использование инфинитива с частицей *to* после многих английских глаголов, например: to agree, to decide, to learn, to like (love), to want и некоторых других.

When did you learn to read?

I hope to finish the work soon.

Иногда между двумя глаголами появляется вопросительное слово, например:

I can't decide what to do.

He doesn't know how to say it in English.

Существуют также глаголы, после которых перед инфинитивом нужно обязательно использовать местоимения:

I advise you to spend more time on English.

It took them long to reach the city.

They told us not to think about this problem.

§ 2. Глаголы в неопределённой форме с частицей *to* также нередко используются после существительных:

It was my decision to fight.

I could understand their wish to play the game.

It's a pleasure to talk to you.

Isn't it fun to be here?

При использовании инфинитива после существительного он может выполнять функцию определения:

His was an interesting idea to discuss.

That was a day to remember.

Mike is the right person to ask this question.

Иногда перед инфинитивом с частицей *to* вместо существительного стоит словосочетание прилагательного и существительного; часто в этих случаях используются также слова *too* и *enough*:

Julia is too clever a girl to make this mistake.

Jam is a wise enough man to agree with his wife.

Другой случай — когда перед инфинитивом используется существительное в сочетании со словами *last*, *next*, *only* или качественными прилагательными в превосходной степени, включая *best* и *worst*:

This is the best present to give.

You'll be the only person to know my secret.

That was the most interesting place to visit.

Кроме того, существительному могут предшествовать порядковые числительные. В этих случаях использование инфинитива также очень типично:

She was the first woman to fly into space.

My sister will be the second person to know it: you're the first.

§ 3. Инфинитив с частицей *to* встречается в качестве уточняющего определения после имён прилагательных:

I'm happy to meet you.

It's good to see you again.

В подобных случаях структура часто расширяется за счёт предлога *of* в сочетании с местоимением или именем существительным, обычно обозначающим человека:

Are these flowers for me? It was very kind of you to buy them.

Isn't it really clever of Mark to know so many poems by heart?

It was silly of us to believe him.

§ 4. Изучающим английский язык рекомендуется запомнить, после каких глаголов употребляется только инфинитив (*to decide*, *to manage*, *to afford* etc), после каких — только *-ing* формы (герундий) (*to keep*, *to mind*, *to be used to* etc), а после каких возможно использование и той и другой неличной формы глаголов (*to like*, *to begin*, *to finish* etc), например:

Jane likes to play the piano.

Jane likes playing the piano.

§ 5. Особое внимание при этом необходимо обратить на те случаи, когда выбор одной из двух неличных форм влияет на смысл высказывания. Подобных случаев в английском языке не так много и их несложно запомнить. В учебнике 9 класса речь идёт о трёх подобных глаголах: *to stop*, *to remember*, *to forget*.

a) *to stop*:

- *doing something* (перестать что-то делать);
- *to do something* (остановиться, чтобы что-то сделать);

They stopped playing table games long ago.

We stopped at the side of the road to look at the maps.

b) *to remember*:

- *doing something* (помнить о том, что что-то сделал в прошлом);
- *to do something* (помнить о том, что что-то нужно сделать в будущем);

He didn't remember watching that film.

Mike remembered to buy gifts for everyone.

c) *to forget*:

- *doing something* (забыть, что сделал что-то в прошлом);
- *to do something* (забыть сделать что-то в будущем);

You'll never forget coming here.

We forgot to tell Vickie about our plans.

§ 6. К таким же случаям несовпадения значений при выборе неличной формы относят словосочетания с глаголами *to regret to do/doing something*, *to try to do/doing something*, *to go on to do/doing something* и некоторые другие. Словари могут подсказать вам, какие именно различия имеют здесь место.

V. Модальный глагол *can* и его эквиваленты

§ 1. Вы знаете, что модальный глагол *can (could)* выражает возможность или умение сделать что-то.

Tom can read. — Том умеет читать.

Tom could read when he was five. — Том мог читать, когда ему было пять.

§ 2. Следует отметить, что форма *could* не используется, если речь идёт о чём-то, что люди смогли или сумели сделать в конкретном случае, то есть им удалось что-то сделать. Вместо *could* в подобных случаях употребляют *was/were able to* или *managed to*.

The pupil managed (was able) to do the sum. Ученик смог решить задачу. (Ему удалось...)

The questions were not easy but we managed (were able) to answer them. Вопросы не были простыми, но мы смогли ответить на них.

§ 3. Однако если нужно сказать, что люди могли (то есть имели возможность) что-то сделать в прошлом, форма *could* нормативна.

The swimming pool was not far from the hotel and we could go there every day.

(... мы могли/имели возможность ходить туда.)

Отрицательная форма *couldn't* используется во всех случаях наряду с формами *didn't manage to*, *wasn't/were not able to*.

Сравните:

They couldn't (didn't manage to) speak to the head teacher but they managed to discuss the problem with the biology teacher.

We couldn't (were not able to) see the film at the cinema but we were able to see the video.

VI. Сложное дополнение (Complex Object)

§ 1. Конструкция «сложное дополнение» характерна для английского языка. Она состоит из *имени существительного в именительном падеже* (the child, the boy, the students) или *местоимения в объектном падеже* (me, him, her, them, you, it) и либо *глагола* в неопределённой форме (с частицей **to** или без неё), либо *причастия первого*:

I want **the boy (him) to understand** me.

Я хочу, чтобы мальчик (он) меня понял.

I'll make **the students (them) do** it.

Я заставлю студентов (их) сделать это.

We saw **you crossing** the street.

Мы видели, как вы переходили улицу.

§ 2. *Complex Object* употребляется после трёх групп глаголов. Первая включает глаголы **to want, to expect, to like**, структуру **would like**, после которых в конструкции *Complex Object* используется только неопределённая форма глагола с частицей **to**:

Would you like me to come early? We didn't *expect you to arrive* so late. I don't *want my brother to go* away.

§ 3. После второй группы глаголов **to see, to watch, to notice, to hear** (так называемых глаголов зрительного, слухового и чувственного восприятия) в конструкции *Complex Object* возможно использование как неопределённой формы глагола без частицы **to**, так и причастия первого:

I *saw her walk/walking* into the house.

We *noticed him drive/driving* along the street.

В группе с глаголами зрительного, слухового и чувственного восприятия следует различать случаи использования инфинитива и причастия. Инфинитив употребляется для обозначения *завершённого действия* или *нескольких последовательных действий* (глагол совершенного вида в русском варианте).

All of us *heard Max say* that. Все мы слышали, как Макс сказал это.

The students *saw the teacher enter* the room and **stop** at the blackboard.

Учащиеся видели, как учитель вошёл в комнату и остановился у доски.

Причастие первое используется для обозначения действия *в процессе* (глагол несовершенного вида в русском варианте).

All of us *heard Max saying* that.

Все мы слышали, как Макс говорил это.

The students *saw the teacher entering* the house.

Учащиеся видели, как учитель входил в дом.

I *felt something crawling up* my leg.

Я почувствовал, что что-то ползёт у меня по ноге.

Конструкция *Complex Object* не используется, если глаголы **to hear, to see** и **to feel** имеют переносное значение. В этих случаях используются придаточные предложения.

I **feel** that my father is right. Я чувствую (понимаю), что мой папа прав.

We **see** that you are not going to give up. Мы видим (понимаем), что ты не собираешься сдаваться.

They **hear** that a new teacher is coming to our school. Им стало известно, что новый учитель приходит к нам в школу.

§ 4. Третья группа включает глаголы **to let, to make**, после которых в конструкции *Complex Object* неопределённая форма глагола употребляется без частицы **to**:

Olga makes me work very hard. I won't *let you go* there alone.

Однако в *пассивных* структурах с глаголом **make** частица *to* употребляется.

The children were made to sing.

Детей заставили петь.

Глагол **let** в пассиве обычно не используется совсем. Вместо него употребляется его пассивный аналог *be allowed to do something*.

They let us watch the film.

Они позволили нам смотреть фильм.

We were allowed to watch the film.

Нам разрешили смотреть фильм.

Part Two. Vocabulary Reference

I. Омонимы (Homonyms)

§ 1. Как известно, слова, совпадающие по звучанию и написанию, но имеющие различное значение, называются омонимами.

К омонимам относятся такие существительные, как:

1) a ball — мяч;

a ball — бал;

2) a match — матч;

a match — спичка;

глаголы:

to lie — лежать;

to lie — лгать.

Вышеприведенные примеры являются примерами полных омонимов (complete homonyms).

§ 2. Слова, одинаково звучащие, но имеющие разное написание и значение называются омофонами (homophones) ['hɒməfəʊnz].

Примерами омофонов являются:

1) beach — пляж;

beech — бук (*буковое дерево*);

2) air — воздух;

heir — наследник;

3) tale — сказка;

tail — хвост;

4) son — сын;

sun — солнце.

§ 3. Слова, имеющие одинаковое написание, но различное звучание и значение, называются омографами (homographs) ['hɒməgrɑ:fs].

Примеры омографов в английском языке:

1) tear [teə] — рвать на части;

tear [tiə] — слеза;

2) lead [li:d] — вести за собой;

lead [led] — свинец.

II. Синонимы (Synonyms)

§ 1. Английский язык имеет богатую и хорошо развитую систему синонимов. Синонимы — это слова, близкие по значению, выражающие одно и то же, но по-разному. Они могут отличаться нюансами значений и их количеством, стилистической и эмоциональной окраской, частотностью употребления и особенностями функционирования.

§ 2. Знать, чем отличаются друг от друга синонимы чрезвычайно важно при изучении иностранного языка. Многие различия синонимичных слов или выражений объясняются в учебнике, сравните:

1) to murmur — говорить негромко;

to mumble — говорить негромко и неясно;

2) children — дети (*стилистически нейтрально*);

kids — ребята (*разговорное*);

3) rarely — редко (*более частотно*);

seldom — редко (*менее частотно*);

4) type — печатать (*на компьютере*);
 print — печатать (*на печатном станке*).

Однако в учебнике невозможно объяснить различия в абсолютно всех синонимах, которыми вы пользуетесь. Для того чтобы лучше понять различия между синонимами, следует почаще обращаться к англо-русскому, а лучше — к английскому толковому словарю.

III. Словообразование. Деривация. (Word Building. Derivation)

§ 1. Многие слова в английском языке образуются путём деривации или аффиксации, когда к корню или основе слова прибавляются префиксы (приставки) или суффиксы. Приставки (префиксы) и суффиксы часто обозначают одним общим термином — аффиксы, отсюда и второе название этого способа образования слов в английском языке — аффиксация (affixation).

§ 2. Некоторые аффиксы довольно часто используются при создании слов в современном английском языке (work-er; quick-ly; home-less); другие — значительно реже (depend-ent; Afric-an). Определённые аффиксы можно выделить только в структуре современного английского слова. Они уже не используются для создания новых английских слов (fam-ous; danger-ous; gold-en).

§ 3. Знание различных словообразовательных моделей и конкретных суффиксов и префиксов помогут вам успешно понять незнакомые слова английского языка, а также справиться с заданиями на создание и реконструкцию слов при подготовке к ОГЭ (Общий государственный экзамен), который вам предстоит сдавать в конце 9 класса.

§ 4. Наиболее частотные префиксы.

Префикс	Значение	Примеры
bi-	«два»	bilingual — двуязычный
inter-	«между, среди»	international — интернациональный
mid-	«середина»	midnight — полночь
pre-	«до»	prehistoric — доисторический
re-	«пере-, снова», «заново»	reread — перечитать rebuild — перестроить
mis-	«неверно»	misunderstand — неверно понять misspell — неверно написать
over-	«пере-», «сверх меры»	overact — переиграть overdo — перестараться
dis-	«не-» (отрицание)	disagree — не согласиться
il-		illiterate — неграмотный
im-		immaterial — неведущественный
in-		inattentive — невнимательный
ir-		irregular — нерегулярный, неправильный
non-		non-swimmer — не умеющий плавать
un-		unattractive — непривлекательный

§ 5. Суффиксы, используемые для создания имен существительных

Суффикс	Значение	Примеры
-ance	процесс, состояние или свойство	importance, entrance, performance
-dom	состояние, общественный статус или явление	kingdom, freedom, boredom
-ence	процесс, состояние или свойство	difference, existence, preference
-er	деятель, инструмент, с помощью которого выполняется действие	reader, driver, runner, computer, mixer, blender
-ess	указание на принадлежность к женскому роду	actress, duchess, waitress
-hood	состояние, общественное положение	childhood, brotherhood, neighborhood
-ing	наименование результата действий	meeting, greeting
-ism	верования, убеждения	socialism, atheism, idealism
-ist	профессия, род деятельности	pianist, terrorist, optimist, naturalist
-i(ty)/y	состояние	equality, curiosity
-ment	действие, его результат	movement, punishment, improvement
-ness	качество, состояние	happiness, illness, weakness
-or	профессия, род деятельности	doctor, sailor, tailor
-ship	умение, способность, отношение к чему-либо	sportsmanship, friendship, relationship
-(t)ion	свойство, процесс, состояние, результат процесса	direction, collection, operation
-th	обозначение определённого качества, параметра	width, length, strength, growth

- Обратите внимание на изменения в написании при словообразовании: create — creator; pure — purity; permit — permission; happy — happiness; decide — decision; reserve — reservation.

Некоторые слова могут иметь в своей структуре и префиксы и суффиксы — un-happiness.

§ 6. Суффиксы, используемые для создания глаголов или встречающиеся в структуре глаголов.

Суффикс	Примеры
-en	weaken, deepen, soften
-(i)fy	clarify, classify, glorify
-ize	realize, apologize
-ate [eit] — -ute	translate, contribute

• Обратите внимание на изменения в написании слов при словообразовании единиц иной части речи:

haste — hasten; beauty — beautify; clear — clarify.

• Некоторые слова могут иметь в своей структуре и суффиксы и префиксы: presoften.

§ 7. Суффиксы, используемые для создания прилагательных или встречающиеся в их структуре.

Каждый из нижеследующих суффиксов свидетельствует о конкретном аспекте той или иной характеристики того или иного качества, выраженного основой или корнем слова.

Суффикс	Примеры
-able	comfortable, enjoyable, understandable
-al	classical, educational, original
-an	African, Italian, European
-ant	pleasant, significant, important
-ar	lunar, solar
-ary	legendary, imaginary, momentary
-ate	delicate, fortunate, illiterate
-ed	pleased, excited, bored
-en	golden, wooden, woollen
-ent	different, dependent, violent
-ese	Chinese, Japanese, Portuguese, Vietnamese

-ful	beautiful, helpful, graceful, powerful
-ible	divisible, responsible, terrible, possible
-ic	atomic, heroic, poetic, symbolic
-ical	political, mechanical, historical
-ing	interesting, leading, inspiring
-ish	childish, womanish greenish, Turkish, Spanish
-ive	expensive, negative, creative
-less	homeless, helpless, penniless
-ly	friendly, weekly, shapely, daily
-ous	famous, dangerous, enormous
-y	sandy, misty, sugary, angry

§ 8. Суффикс, при помощи которого в английском языке образуются наречия, это суффикс *-ly*:

quick — quickly; sudden — suddenly; slow — slowly; perfect — perfectly.

SOCIAL ENGLISH SECTION

1. Формулы речевого этикета, используемые чтобы прервать речь собеседника, поправить его/её, высказать критическое замечание:

Sorry to correct you, but	Извините, что поправляю Вас, но...
Not exactly...	Не совсем так...
Yes, but...	Да, но...
It's not quite as I see it. I think...	Я это понимаю несколько иначе.
	На мой взгляд...
Forgive me if I keep correcting you, but...	Простите, что поправляю Вас, но...
I'm afraid you're mistaken.	Боюсь, ты не прав.
I'm sure you're wrong.	Уверен, что ты ошибаешься.
You're quite wrong, you know...	Ты абсолютно неправ, знаешь ли...
Quite the other way round...	(Как раз) наоборот...
On the contrary...	Наоборот...

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2. Формулы речевого этикета, используемые при разговоре по телефону.

Типичные реплики звонящего:

Hello. It's...here. } Алло, вас беспокоит...

It's ... speaking

May I speak to..., please? } Можно попросить к телефону...
(Можно поговорить с ...)

I'm calling to tell you... } Звоню, чтобы сказать...

I'll call... back later. } Я перезвоню позже.

Типичные реплики отвечающего на телефонный звонок:

Hello? Алло?

to receive/ take the call ответить на звонок

It's... speaking ... } У телефона...

Good to hear you, How are you? } Хорошо, что ты позвонил (а)... . Как дела?

... can't take/ receive the call ... } ... не может ответить на звонок

Hold on. I'll call her/him... } Не вешайте трубку. Я ее/его позову

I'm afraid... isn't in now. } Боюсь... нет дома (на месте) сейчас

(at the moment)

Can I take the message? } Передать что-нибудь?

I will. Thanks for calling. } Обязательно передам. Спасибо, что позвонил(а).

3. Формулы речевого этикета, используемые, чтобы выразить сомнение, вероятность, уверенность.

Помимо известных тебе способов выражения сомнения, уверенности (It's possible..., I'm not quite sure..., I'm certain..., I doubt it..., I have no doubt about...etc), существует возможность выразить то же самое при помощи модальных глаголов *must, may, could, might*. Обратите внимание, что, указывая на вероятность события, эти глаголы выражают различную степень сомнения:

He must be happy. — Должно быть, он счастлив. (Я почти уверен, что он счастлив.)

He may be happy. — Возможно (и это большая вероятность), что он счастлив.

He could be happy. — Возможно (есть определённая вероятность), что он счастлив.

He might be happy. — Возможно (есть маленькая вероятность), что он счастлив.

4. Формулы речевого этикета, используемые для того, чтобы выразить запрет или предупреждение.

Предупреждение (Warning):

- I warn you... Я предупреждаю тебя
- I'm warning you...

Remember to... Не забудь...

- Remember to go to the shops. Не забудь сходить в магазин.
- Remember not to... Смотри не...
- Remember not to come home late. Смотри, не приходи домой поздно.
- Remember that... Помни/Не забудь, что...
- Remember that it's easy to fall down here. Не забудь, что здесь легко упасть.

- Mind (you) that... Имей в виду...

Mind you that it's a long way. Имей в виду, что это далеко.

- Look out!/ Watch out! Осторожно!/Берегись!

Watch out for the train. Берегись поезда.

- Watch your step! Смотри под ноги!
- Watch your tongue! Следи за своей речью! (Думай, что говоришь.)

You should watch what you say!

Watch what you say! Следи за своей речью!

- Watch the time! Следи за временем!
- I wouldn't do it. Я бы не стал(а) делать этого.

Запрет (Prohibition).

- Don't do it/that. Не делай этого!
 - Whatever you do, don't... Чтобы ты не делал(а)... (Что угодно, только не...)
- Whatever you do, don't tell her. Чтобы ты ни делал, не говори ей об этом.
- Whatever you do, try not to... Чтобы ты ни делал, старайся не...
- Whatever you do, try not to be rude. Чтобы ты ни делал(а), старайся не грубить.
- Stop it! Stop doing it! Прекрати!
 - You can't do it/ You mustn't do it. Нельзя это делать!
 - Don't you dare do it! Не смей этого делать!
 - This must not continue. Это не должно продолжаться!
 - Make sure it doesn't happen again. Не делай этого больше.

LIST OF IRREGULAR VERBS

be [bi:]	was/were[wɒz] [wɜ:]	been [bi:n]	быть
become [bɪ'kʌm]	became [bɪ'keɪm]	become [bɪ'kʌm]	становиться, являться
begin [bɪ'gɪn]	began [bɪ'gæn]	begun [bɪ'gʌn]	начинать
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дуть
break [breɪk]	broke [brəʊk]	broken [brəʊkən]	ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить
broadcast ['brɔ:dka:st]	broadcast ['brɔ:dka:st]/ broadcasted ['brɔ:dka:stɪd]	broadcast ['brɔ:dka:st]/ broadcasted ['brɔ:dka:stɪd]	транслировать, передавать
build [bɪld]	built [bɪlt]	built [bɪlt]	строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	жечь, гореть
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]	покупать
can [kæn]	could [kʊd]		мочь
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	схватить
choose [tʃu:z]	chose [tʃəʊz]	chosen [tʃəʊzn]	выбирать
come [kʌm]	came [keɪm]	come [kʌm]	приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	стоить
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать
dig [dɪg]	dug [dʌg]	dug [dʌg]	копать
do [du:]	did [dɪd]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать; тащить
dream [dri:m]	dreamed/dreamt [dremt]	dreamed/dreamt [dremt]	мечтать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]	водить (<i>машину и т. п.</i>)
eat [i:t]	ate [et]	eaten ['i:tn]	есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	падать
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	драться, сражаться
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
fly [flaɪ]	flew [flu:]	flown [fləʊn]	летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забывать
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	прощать

get [get]	got [gɒt]	got [gɒt]	получать
give [gɪv]	gave [geɪv]	given ['gɪvɪn]	давать
go [gəʊ]	went [went]	gone [gɒn]	идти, направляться
grow [grəʊ]	grew [gru:]	grown [grəʊn]	расти
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	вешать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hold [həʊld]	held [held]	held [held]	держать
keep [ki:p]	kept [kept]	kept [kept]	держать, содержать
know [nəʊ]	knew [nju:]	known [nəʊn]	знать
lead [li:d]	led [led]	led [led]	вести, руководить
learn [lɜ:n]	learned/learnt [lɜ:nt]	learned/learnt [lɜ:nt]	учить
leave [li:v]	left [left]	left [left]	уезжать, покидать, оставлять
let [let]	let [let]	let [let]	позволять
lie [laɪ]	lay [leɪ]	lain [leɪn]	лежать
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять
make [meɪk]	made [meɪd]	made [meɪd]	делать, изготавливать
mean [mi:n]	meant [ment]	meant [ment]	значить, иметь в виду
meet [mi:t]	met [met]	met [met]	встречать
put [pʊt]	put [pʊt]	put [pʊt]	класть
read [ri:d]	read [red]	read [red]	читать
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]	ездить (<i>верхом на лошади, на велосипеде</i>)
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	звонить
rise [raɪz]	rose [rəʊz]	risen ['rɪzn]	вставать, подниматься
run [rʌn]	ran [ræn]	run [rʌn]	бегать
say [seɪ]	said [sed]	said [sed]	сказать
see [si:]	saw [sɔ:]	seen [si:n]	видеть
sell [sel]	sold [seʊld]	sold [seʊld]	продавать

send [send]	sent [sent]	sent [sent]	посылать
shake [ʃeɪk]	shook [ʃʊk]	shaken [ʃeɪkən]	трясти
ski [ski:]	skied [ski:d]	skied [ski:d]	кататься на лыжах
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]	говорить
spell [spel]	spelt [spelt]	spelt [spelt]	произносить по буквам
spend [spend]	spent [spent]	spent [spent]	тратить (<i>деньги</i>): проводить (<i>время</i>)
stand [stænd]	stood [stʊd]	stood [stʊd]	стоять
steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]	красть
strike [straɪk]	struck [strʌk]	struck [strʌk]	ударять, бить (<i>о часах</i>)
swim [swɪm]	swam [swæm]	swum [swʌm]	плавать
take [teɪk]	took [tʊk]	taken ['teɪkən]	брать
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить, обучать
tear [teə]	tore [tɔ:]	torn [tɔ:n]	рвать
tell [tel]	told [təʊld]	told [təʊld]	сказать, рассказать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
understand [ʌndə'stænd]	understood [ʌndə'stʊd]	understood [ʌndə'stʊd]	понимать
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носить, быть одетым
win [wɪn]	won [wɒn]	won [wɒn]	выигрывать
write [raɪt]	wrote [rəʊt]	written ['rɪtn]	писать

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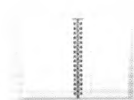
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