

FORWARD

ENGLISH
Student's Book



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PEARSON



ВЕНТАНА
ГРАФ

Алгоритм успеха

FORWARD

 | **Р**оссийский учебник



класс

АНГЛИЙСКИЙ ЯЗЫК

**Учебник для учащихся
общеобразовательных
организаций**

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01

Entertain us!

Read, listen and talk about art and entertainment.
Practise reported speech.
Focus on making and responding to suggestions.
Write short messages/notes.

GRAMMAR AND VOCABULARY

- 1 ©T001 Read and listen to the review. Does the critic have a good opinion of the film?

6 MDM studios spent \$50 million on *Batwoman 2* and they are already filming *Batwoman 3*. But no sensible person will want to watch this nonsense – the dialogue is terrible and Elvira Preston doesn't know how to act. Simply the worst film I've seen in years.
Marcella Brown

- 2 Look at the photo. Read the dialogue below. Do you think the couple will go to see *Batwoman 2*?

Girl Oh look! *Batwoman 2* is on tonight.

Boy Yes, there was a review in today's paper. The critic said that the studios had spent \$50 million on it and they were already filming *Batwoman 3*. She also said it was the worst film she had seen in years and that Elvira didn't know how to act. In fact, she said no sensible person would want to see it.

- 3 ©T002 Listen and check your prediction in Exercise 2.



Work it out

- 4 Is the boy in the photo giving his own opinion (Direct Speech) or repeating what someone else has said (Reported Speech)?
- 5 Find sentences in the dialogue which match the sentences in Direct Speech. Complete the sentences in the table.

Direct Speech	Reported Speech
<u>Present Simple</u> 'She doesn't know how to act.'	<u>Past Simple</u> She said (that) she ' <u>didn't know how</u> to act.
<u>Present Continuous</u> 'They are already filming <i>Batwoman 3</i> .'	<u>Past Continuous</u> She said (that) they ² _____.
<u>Present Perfect</u> 'It's the worst film I've seen in years!'	<u>Past Perfect</u> She said (that) it was the ³ _____.
<u>Past Simple</u> 'They spent \$50 million.'	<u>Past Perfect</u> She said (that) they ⁴ _____.
<u>will</u> 'No sensible person will want to see it.'	<u>would</u> She said (that) no sensible person ⁵ _____.

- 6 Read the reviews of *Batwoman 2* below. Then complete sentences 1–6 in Reported Speech.
- David Leake from *The Sentinel* said that Hollywood was starting to run out of ideas.
 - The Standard* said that the plot — full of surprises.
 - Movie Weekly* said that kids of all ages — it.
 - The Daily Post* said that Elvira Preston — so uncomfortable.
 - The Evening News* said that the special effects — amazing.
 - Jean Crowe from *The Herald* said that she — after fifteen minutes.

What the critics say about *Batwoman 2*

- 'Hollywood is starting to run out of ideas.'
David Leake, The Sentinel
- 'The plot is full of surprises.'
The Standard
- 'Kids of all ages will enjoy it!'
Movie Weekly
- 'Elvira Preston has never looked so uncomfortable.'
The Daily Post
- 'The special effects are amazing.'
The Evening News
- 'I left after fifteen minutes.'
Jean Crowe, The Herald

- 7 Mandy told a friend about *Batwoman 2*. Read how her friend reported the conversation. What did Mandy actually say?

'I was talking to Mandy the other day. She had just seen *Batwoman 2*. She told me that it was great. She told me the special effects were amazing. She said it was the best film she had ever seen, and that she was going to tell Tom about it. She told me I would have to go and see it.'

I've just seen *Batwoman 2*. It's great ...

- 8 Look at Exercise 7. Which verb do we use before someone's name or a pronoun?

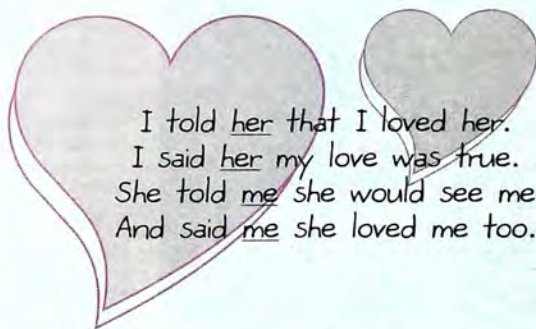
Mind the trap!

We often use *say* and *tell* in Reported Speech. We use *tell* before a person's name or a pronoun (*me, him, her*).

She **said** (that) the film was great.
NOT **She said me the film was great**.

She **told** **Chloe/her** (that) the film was great.
NOT **She told that the film was great**.

- 9 Read the poem. Which two of the underlined words should be crossed out? Practise reading the poem aloud.



- 10 Report these quotes. Then tell your partner which quote you like the best.

- 'I have never enjoyed working on a film.'
Marlene Dietrich, actress.
- 'In the future everyone will be famous for fifteen minutes.'
Andy Warhol, artist.
- 'I think it's so sad that there are so many musicians who don't want to change the world.'
Moby, musician.
- 'Nobody really sings in an opera – they just make loud noises.'
Amelita Galli-Curci, critic.
- 'A critic is somebody who knows the way but can't drive.'
Kenneth Tynan, critic.
- 'Television is chewing-gum for the eyes.'
Frank Lloyd Wright, architect.

Marlene Dietrich said that she had never enjoyed working on a film.



VOCABULARY

1 Look at the photos. Choose the types of film you see.

- | | |
|-----------------------|--------------------------|
| 1 a cartoon | 5 a crime film |
| 2 a (romantic) comedy | 6 a thriller |
| 3 a western | 7 a biopic |
| 4 a horror film | 8 a science fiction film |

2 In pairs, match titles a–h with the film types 1–8 in Exercise 1. Then tell your partner what types of films you prefer.

- a *Broadway Murder Mystery*
Inspector Clueless investigates the death of a theatre critic.
- b *This town ain't big enough*
A gang of cowboys makes life difficult for the new sheriff.
- c *Assassination Time*
The FBI tries to stop an attack on the President.
- d *Birdz*
Baby Bird is lost. A crazy cat and a friendly dog help him to find his parents.
- e *Love knows no age*
Judy falls in love with her ex-boyfriend's dad.
- f *The Revenge of Rameses*
An Egyptian mummy terrifies staff in the History Museum.
- g *Ludwig*
The life and times of Beethoven.
- h *Titan Terror*
In the year 2059, astronauts discover a life form on one of Saturn's moons.

3 Which of these adjectives are positive and which are negative? Use a dictionary if you need to.

attractive predictable forgettable
imaginative interesting amazing
awful dull fascinating terrible

4 Study **Train Your Brain**. Use a dictionary to find out what prefix we add to make the opposites of the underlined words in Exercise 3.

TRAIN YOUR BRAIN | Dictionary skills

A dictionary can show you what prefix to add to a word to make the **antonym** (a word with the opposite meaning).

popular /pɒpjələ/ *adj* liked by a lot of people. Opposite *unpopular*

5 In pairs, use the words below and the adjectives from Exercises 3 and 4 to talk about films you have seen.

actors characters dialogues film director plot
soundtrack special effects

- A The special effects are amazing.
B Yeah, but the actors are terrible!

6 Answer the questions below to write a short description of a film you have seen.

- What type of film is it?
- Who starred in/directed the film?
- Did you enjoy it? Why?/Why not?
- What did you especially like/dislike about it?

FRIDAY 12th August

Russian Ballet Night

Performed by Mariinsky Theatre soloists

Place: Forum Theatre

Starts: 7 p.m.

Admission: £25

Concert of Cuban Music

Performed by Los Mutantes

Place: Civic Centre

Starts: 8 p.m.

Admission: £5

Exhibition of New York Graffiti

Place: Asder Gallery

Open: All day to 8 p.m.

Admission: free

Perivale Choir Goes Jazz

Jazz standards including Gershwin, Cole Porter

Place: Jazz Club

Starts: 8 p.m.

Admission: £4

Buster Keaton Night

An evening of classic black-and-white silent film comedies

Place: Forum Theatre

Starts: 9 p.m.

Admission: free

Poetry Reading

Gilberto Mourinho reads from his new collection of poetry

Place: Wembley Road Library

Starts: 6.30 p.m.

Admission: £3.50



SPEAKING AND LISTENING

- 1 Work in pairs. Read the leaflet. Which event do you think is the most interesting?
- 2 **01003** Read the information about Sol and Helen. Which *two* events will they decide to go to together? Listen and check.

Helen and Sol are both students and don't have much money. She studies literature and he studies art. They both love modern music and dancing, especially salsa. Sol also likes jazz, but Helen doesn't. They are not very keen on old movies.

- 3 **01003** Study **Speak Out**. Then listen again and find the expressions you hear.

SPEAK OUT | Suggestions

Making suggestions

Let's go to ...
Do you fancy going to ...?
How about meeting at ...?

Accepting suggestions

(That's a) good idea!
(That) sounds good!
Yes./Sure./Why not?
(That's) fine with me!

Rejecting a suggestion

I'm sorry, but ...
It's not really my cup of tea.
I'm not mad about ...
I'm not keen on the idea ...
I'd prefer not to.
Why don't we go to ... instead?

- 4 In pairs, take turns to make and respond to suggestions.
 - 1 **A** How about/go/cinema?
B ☹. Why don't/go/club?
A ☺.
 - A** How about going to the cinema?
B I'm sorry, but I'm not keen on the idea. Why don't we ...?
- 2 **A** Fancy/watch a film on DVD tonight?
B ☺.
- 3 **A** Let's/watch/documentary/TV.
B ☹. Why don't/watch/a quiz show?
A ☺.
- 5 In groups of four, read the TV guide and decide what to watch.
 - Student A, look at page 119. Student B, look at page 120. Student C, look at page 121. Student D, look at page 121.
 - Use **Speak Out** to help you.
 - Try to find a programme that everyone can watch!

TELEVISION TUESDAY

IBC1

19.00–19.30
Love and Trust (soap opera)
Episode 1,389.
Monica tells Ian she's leaving.

IBC2

19.00–19.30
Film Night with Marcella Brown.
Marcella looks at this week's new films.

IBC3

19.00–19.30
Celebrity Vets with Wayne Dylan.
This week pop star Cherie tries working as a vet at Cotswell Animal Hospital.

The Smile Channel

19.00–19.30
Yes, EU Commissioner (comedy).
Sir David has problems with his Brussels translators.

The Disaster Channel


19.00–23.30
Seconds from Death.
More home videos of disasters and catastrophes sent in by viewers.

- A** How about watching 'Love and Trust'?
- B** That's fine with me!
- C** I'm sorry, but I'm not mad about soap operas. Why don't we ...

READING AND SPEAKING

1 In pairs, answer the questions.

- Is graffiti common in your town or city? Where?
- What do you think of it? Is it beautiful or ugly?

2  Listen and read texts A-C opposite. Then match the writers with points of view 1-3 below.

- | | |
|----------|---|
| A Sandra | 1 against graffiti |
| B Teresa | 2 for graffiti |
| C Mike | 3 on the fence (can see both sides of the argument) |

3 Work in groups and follow the instructions.

Group A: Read text A and choose the correct words in sentences 1-5.

Group B: Read text B and choose the correct words in sentences 6-10.

Group C: Read text C and choose the correct words in sentences 11-15.

Group A

- 1 The best graffiti is sometimes *better/worse* than 'official' art.
- 2 *Only a few/Many* graffiti artists produce beautiful works of art.
- 3 Most graffiti is *attractive/ugly*.
- 4 Graffiti allows young people to express *political opinions/their identity*.
- 5 Graffiti is alright in some places, but not on *buildings which are in use/old buildings*.

Group B

- 6 You can find graffiti *everywhere/in some places*.
- 7 Most people think graffiti is *beautiful/ugly*.
- 8 Graffiti is *important/illegal*.
- 9 People may commit other crimes because they *don't like/have seen* graffiti.
- 10 Some graffiti artists risk their *health/jobs* when they paint.

Group C

- 11 Graffiti is an art form which has existed for a *short/long* time.
- 12 Graffiti from the past can give us information about *ancient cultures/crime*.
- 13 Graffiti is *colourful and attractive/funny*.
- 14 Some graffiti is fantastic and you don't have to *go far/pay* to see it.
- 15 People will *never understand/understand one day* that graffiti is great art.

4 Form new groups with one student from each group in Exercise 3. Tell each other the text you read.

5 Read the article again and choose the best answers.

- 1 Sandra Jameson
 - a was impressed by the graffiti she saw.
 - b saw the graffiti in an art gallery.
 - c thinks there should be an exhibition of graffiti.
- 2 Sandra thinks that it is alright to paint graffiti on buildings where
 - a the graffiti artists live.
 - b nobody lives.
 - c people live.
- 3 Teresa Powell
 - a doesn't think graffiti artists would like graffiti in their own homes.
 - b often paints 'Teresa is cool!' on walls.
 - c sometimes paints graffiti in her living room.
- 4 The 'Broken Window Syndrome' means
 - a people only paint graffiti on buildings with broken windows.
 - b that one crime can lead to another.
 - c sociologists invite young people to commit crime.
- 5 Mike Lees thinks that graffiti such as 'Terry loves June' is
 - a limited.
 - b quite creative.
 - c imaginative.
- 6 Mike thinks Van Gogh's paintings
 - a are the work of a maniac.
 - b were only popular with critics.
 - c are more popular today than when he was alive.
- 6 Find words and phrases in the text for these definitions.
 - 1 A building where people can see pieces of art. [text A]
 - 2 An adjective to describe someone who is very good at something. [text A]
 - 3 Impolite or offensive words. [text B]
 - 4 To use an aerosol can to write on walls. [text B]
 - 5 Describes art that is new and very different. [text C]
 - 6 The best examples of a great artist's work. [text C]
- 7 In groups, discuss if you think graffiti is art or vandalism.

Is Graffiti Art?

A

**Sandra Jameson, art critic
of *The Times***

The other day I saw some graffiti on an old factory wall. It was absolutely fantastic: imaginative and beautifully done. Much better, in fact, than a lot of art that you can see in art galleries and exhibitions.

Unfortunately, not all graffiti is so beautiful. Although it is true that some talented artists started their careers by painting on walls, most graffiti has no artistic merit at all. It's just people shouting to the world, 'I exist!' I understand why they do it. Young people don't own any buildings, and spraying walls is a way of 'owning' a piece of where you live. But it's a pity it's often so ugly.

I think we should tolerate graffiti on old abandoned buildings. After all, they can't look any worse than they do. But it's wrong to paint graffiti on the walls of buildings where people live or work.

B

**Teresa Powell, Member
of Parliament for East Swindon**

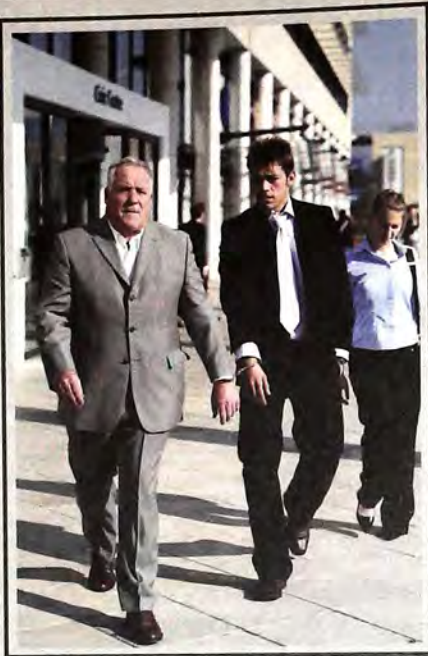
Everywhere you go, you see walls covered in stupid names and swear words. I don't know anyone who thinks it is attractive. More importantly, graffiti is a crime. Where do these so-called graffiti artists paint? On private property. And that means they're breaking the law. I'm sure they wouldn't like it if I spray-painted 'Teresa is cool!' on their living room walls. So why do they think it's alright for them to paint anywhere they want to? Sociologists talk about the 'Broken Window Syndrome'. When a building is covered in ugly graffiti, it's an invitation for young people to vandalise it even more. So graffiti encourages more crime. And finally, it's dangerous – many artists climb high walls or buildings or vandalise trains at night. When they have an accident, we all have to pay their hospital costs. Graffiti is not acceptable and it should be stopped.

C

Mike Lees, graffiti artist

A politician recently said that graffiti artists were vandals and that graffiti was a crime. I totally disagree. Graffiti is an art form. It's been with us for thousands of years. Graffiti was discovered in the ruins of Pompeii, and it tells us more about ordinary life than statues and monuments do. And today graffiti gives colour to our grey city centres. It is true that some graffiti is limited – 'Terry loves June' is not exactly creative. But a lot of graffiti is brilliant and imaginative. It's radical, it's fun, it's beautiful ... and it's free. Many artists in history have been misunderstood. When Vincent Van Gogh was alive, nobody wanted to buy his paintings, and critics said he was a maniac. Today, his masterpieces are sold for millions. One day people will understand that some of the greatest art of our time isn't in galleries, but on factory walls and urban trains.





Romeo, Romeo, you're under arrest, Romeo

A twenty-one-year-old man appeared at Nottingham Crown Court yesterday, accused of vandalism. The man, Chris Austin, a graphic artist, admits committing the crime, but says he did it for love. The judge said that love was no excuse.

It all began in 1997 when the Cooper family moved in next door to the Austins in Fairview Road, Nottingham. The new neighbours had children of the same age, and at first they got on very well. They saw each other socially, they often had lunch together and the children, Chris and Jacky, used to walk to school together in the morning. Life was good.

A few years later, Chris and Jacky had fallen in love and were going out together. But then the two families fell out and the Coopers moved to a new house in Ruddington – miles away on the other side of town!

Love is strong, and the young couple continued seeing each other in secret. But then one day in July Mrs Cooper found out about the relationship and stopped Jacky from going out.

Chris was desperate without Jacky, so he decided to prove how much he loved her.

The Cooper's garden is always full of roses at this time of year. But when the sun came up on Saturday, Chris had pulled up the roses in the front garden and used them to write the message, 'I love you' on the lawn. He had painted 'Chris loves Jacky' on the wall of the house. And he had poured pink paint over the Cooper's car.

Mr Cooper called the police immediately.

By John Deans

GRAMMAR AND READING

- 1 Look at the title of the article. In pairs, discuss what you know about Romeo. What the article might be about? Then read it and check your predictions.

Work it out

- 2 Look at the examples and complete the rules below with *a/an*, *the* or zero article.

singular

A man appeared in court yesterday. The man admits committing the crime.

plural

They had children of the same age. The children walked to school together.

something unique

The judge said love was no excuse.

general statements

Life was good.

Articles

- We use ___ to mention a person or a countable thing for the first time. (singular)
- We use ___ to mention people or things for the first time. (plural)
- We use ___ when it is obvious what we are talking about because:
 - we have mentioned it before.
 - it is something or someone unique.
- We use ___ in general statements.

- 3 Read the text again and match the words in bold to each of the rules below.

a/an: names of job. a **graphic artist**

the: family names, parts of days, rooms/places around the house.

Ø: days, months, years, street names, towns, meals.

- 4 Complete the gaps with *a/an*, *the* or zero article.

It was early morning on ¹___ Friday, the thirteenth of ²___ December, 1998. ³___ man walked into ⁴___ bank in ⁵___ Hastings Street, Vancouver. He was ⁶___ unemployed actor called Norbert Givens. He gave ⁷___ note to ⁸___ cashier. ⁹___ note said, 'Give me all your money. I have a gun.' ¹⁰___ cashier didn't understand, so he called ¹¹___ bank manager, who told ¹²___ robber, 'I'm sorry. I don't speak English very well. This is a bank for ¹³___ French-speakers.' The robber took his note and went to have ¹⁴___ lunch. Later, he decided to try again in ¹⁵___ English-speaking bank. He showed ¹⁶___ same note and walked away with £500. So, it seems that sometimes ¹⁷___ crime does pay.

- 5 Do you know who Vandals were? Read the text.

The Vandals? The vandals!

The Vandals were a 'barbarian' Germanic people who battled the Huns and the Goths, founded a kingdom in North Africa and destroyed Rome in 455 A.D. The Vandals had migrated from their home in Scandinavia to the area between the Oder and Vistula rivers during the 2nd century B.C. They continued to move southwards after they had invaded Gaul (modern France).

The kingdom they had established by 439 included the Roman Africa province, the islands of Sicily, Corsica, Sardinia, Malta and Balearics. They sacked the city of Rome in 455 after they had fended off several Roman attempts to recapture the province.

Though the tribe disappeared, their name lives on. It is used to describe a person who recklessly destroys property.

Work it out

- 6 Read the text again and choose the situations that happened first.
- 1 a The Vandals founded a kingdom in North Africa.
 - b The Vandals had migrated from Scandinavia to the area between the Oder and Vistula rivers.
- 2 a They continued to move southwards.
- b They had invaded Gaul (modern France).
- 7 Study the sentences in Exercise 6 and choose the correct words and phrases in the rules below.
- 1 We use the Past Perfect to talk about an event that was completed *before/at the same time as* another event in the past.
 - 2 With the Past Perfect we use *did + infinitive/had + Past Participle*.
 - 3 The Past Perfect combines with the *Present Simple/Past Simple*.

Check it out

Past Perfect

We use the Past Perfect to talk about an action in the past that was completed before another action in the past. It combines with the Past Simple.

After he **had finished** his dinner, he started playing the piano.

Affirmative I/You/He/She/We/They **had ('d) gone**.

Negative I/You/He/She/We/They **had not (hadn't) gone**.

Questions **Had** I/you/he/she/we/they **gone?**
Yes, I/you/he/she/we/they **had**.
No, I/you/he/she/we/they **hadn't**.

- 8 Complete the story with the Past Perfect of the verbs in brackets. What had Pete forgotten to do? Listen and check.

Pete ¹___ (spend) a month observing the Parker family, so he knew they went away at weekends. He arrived at their house early on Sunday morning. The alarm didn't ring when he broke the window because he ²___ (already/cut) the cable. After he ³___ (climb) through the window, he looked round the house. It was full of jewels and paintings. He ⁴___ (never/see) so many valuable things.

He smiled to himself as he drove away because he knew he ⁵___ (steal) a fortune. Suddenly he felt worried. ⁶___ (he/forget) something? Then he realised what it was. He hadn't ...

- 9 Look at the pictures of Kay's flat on page 118. Match verbs 1-5 with phrases a-e and say what the burglars had/hadn't done.

- | | |
|-----------|--------------------------------|
| 1 come in | a some pizza |
| 2 break | b all her clothes on the floor |
| 3 eat | c the money/the TV |
| 4 throw | d the window |
| 5 steal | e through the window |

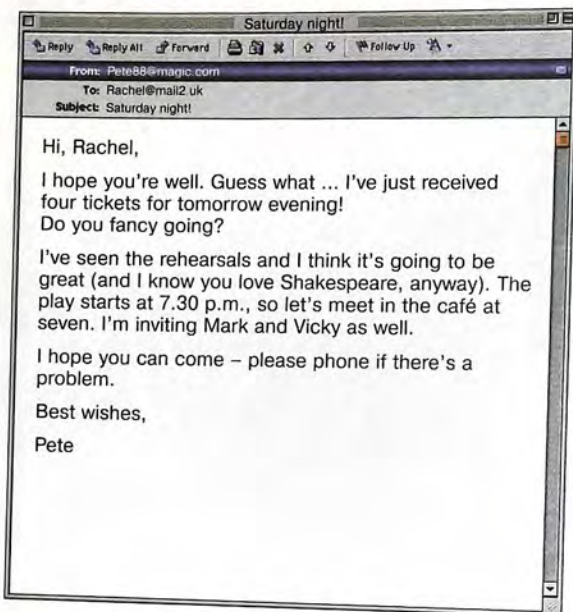
When Kay came home, she saw that someone had broken into her flat. The burglars had come in through the window. They hadn't) ...

- 10 Complete the sentences with *had, hadn't* or *nothing*.

- 1 Kay ___ felt angry because she ___ closed the window.
- 2 After the police examined the flat, they ___ found some fingerprints.
- 3 The police ___ found some fingerprints because the burglars ___ used gloves.
- 4 After the police ___ left, Kay ___ cleaned her flat.
- 5 The police ___ arrested the burglars two days later, after they ___ robbed another flat.
- 6 One of the burglars ___ explained that he had taken the hamster because he ___ always wanted to have a pet.
- 7 The burglars ___ left some of the pizza because they ___ already had dinner.

WRITING

- 1 Read the email. Where is Pete inviting Rachel on Saturday? Who else is he inviting?



- 2 Read Pete's message to Vicky. Which words doesn't he use to make sentences 1-7 shorter?
- 1 I've got four free tickets for tomorrow evening.
 - 2 Do you want to go?
 - 3 The play starts at 7.30.
 - 4 Why don't you meet me in the café at seven?
 - 5 I'm inviting Rachel and Mark too.
 - 6 I hope you can come.
 - 7 Could you phone me if you can't make it?

Vicky

Got 4 free tickets for tomorrow evening!
Want to go?
Play starts at 7.30.
Why not meet me in café at 7?
Inviting Rachel & Mark too.
Hope you can come.
Phone if you can't make it.
Pete XXX

- 3 In pairs, compare the email and the note in Exercises 1 and 2. Find the things from the email which are not in the note.
- 1 The name of the person Pete is writing to.
 - 2 Greetings and polite expressions - (Hi ..., I hope you're well).
 - 3 The time the play starts.
 - 4 The place and the time to meet.
 - 5 The fact that Pete has seen the rehearsals.
 - 6 Pete's opinion about the play.
 - 7 The other people he's inviting.

- 4 Look at Exercises 2 and 3 again and complete the guidelines in **Train Your Brain** with examples 1-4.

- 1 *do, have, ...*
- 2 *I, you, my, ...*
- 3 *time/place of meeting ...*
- 4 *Dear ..., How are you? Best wishes, ...*

TRAIN YOUR BRAIN | Writing skills

Short notes/messages

- 1 In short messages we don't usually write:
 - greetings and polite expressions like ^a___.
 - unimportant information
 - 2 We often leave out:
 - pronouns like ^b___ at the start of sentences.
I hope you can come.
 - auxiliary verbs like ^c___ at the start of sentences.
Do you fancy ...?
 - the definite article (the).
The play starts ...
 - 3 We often use the Imperative in short notes.
Phone if you can't come.
 - 4 We must write the important details of the message like ^d___.
- 5 How many words can you remove from each sentence without changing the meaning? Check your answers on page 118.
- 1 I'll see you outside the theatre at 8 o'clock.
 - 2 I'm going to the club tonight. Do you want to come?
 - 3 Are you going home on Friday?
 - 4 Do you fancy playing football tomorrow?
 - 5 I'm arriving at the station at half past six. Please wait for me under the clock.

6 In pairs, read notes 1–4 and match them with places a–d where they were left.

- a on a fridge in a typical kitchen
- b on a door in a student flat
- c on a desk in an office
- d on a computer screen

1 Martin
Gone to lunch – back in half an hour.
Document in C:\personal.
Sal

2 Kerry
Boss phoned –
had to leave early!
Your sandwiches are
in fridge!
Mum

3 Pete
Great news! Would love to go.
See you at 7 at station.
Mark

4
Sal
Borrowed your calculator.
Hope you don't mind.
Rachel

7 Use these words to rewrite the four messages in Exercise 6 in full sentences.

- 1 I've/ll be/Your/is
- 2 My/I/the
- 3 I/ll/the
- 4 I've/I

8 In pairs, read Vicky's reply to Pete. Which words or phrases can be crossed out? Is there any missing information? Check your answers on page 118.

Dear Pete,

How's it going?

I am meeting my 19-year-old cousin from Bolton in Racey's on Saturday evening, so I'm afraid I can't go with you, Mark and Rachel. What a pity – I haven't been to the theatre for ages.

Anyway, do you want to meet for a coffee on Sunday at about 3 o'clock? I will be upstairs in Toni's café – in the non-smoking area, of course.

Don't forget to let me know if there are any problems or if you can't come.

Best wishes,

Vicky XXX

*9 Write a short note inviting a friend to one of the events from the arts festival leaflet on page 9. Use **Speak Out** and **Train Your Brain** to help you.

- Say which event it is.
- Suggest a time and a place to meet and something you could do afterwards.
- Mention how your partner can contact you if there is a problem.

*10 Exchange your note from Exercise 9 with a partner, and write a reply. Use **Speak Out** on page 9 to help you.

*Project idea

Working as a team, organise Talent Show in your class/school. Interview your classmates/schoolmates about their talents in singing songs, reciting poems, performing sketches in English, etc. Make a programme, decide who will be responsible for the music, costumes, who will announce the performers, etc. Think of special invitation cards for the teachers and parents. During the Talent Show make photos and after it make a poster.

02

Health matters

Read, listen and talk about health and sport.

Practise Second Conditional; modal verbs.

Focus on giving advice; dealing with new words in listening.

Write a letter giving advice.

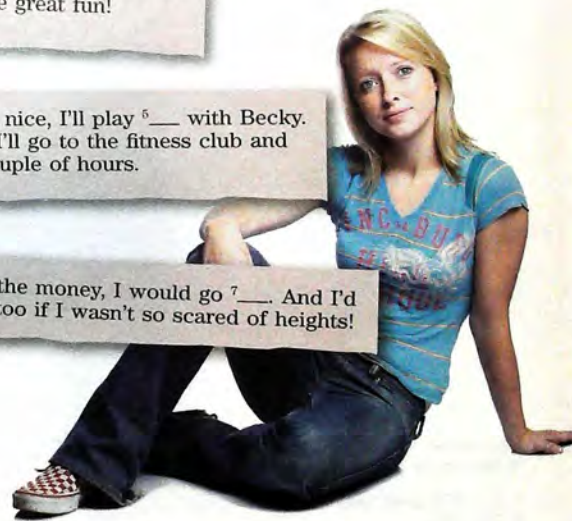
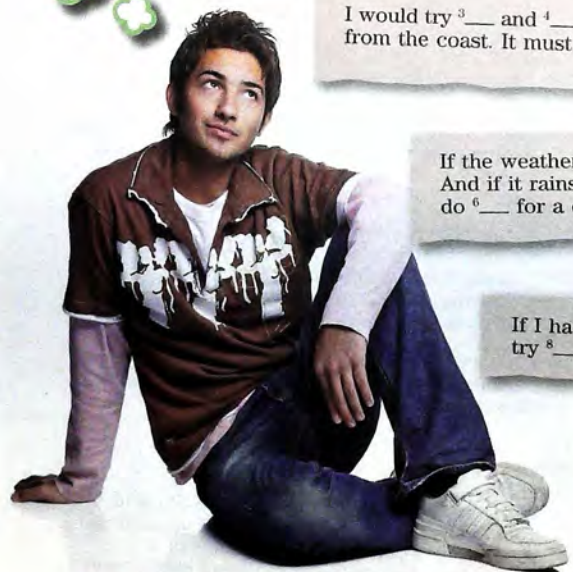


If I'm not too tired, I'll do some ¹___ tonight.
And I'll go ²___ on Sunday morning if Mum
lends me the money.

I would try ³___ and ⁴___ if I didn't live so far
from the coast. It must be great fun!

If the weather's nice, I'll play ⁵___ with Becky.
And if it rains, I'll go to the fitness club and
do ⁶___ for a couple of hours.

If I had the money, I would go ⁷___. And I'd
try ⁸___ too if I wasn't so scared of heights!



GRAMMAR AND SPEAKING

1 In pairs, check these sports. Which sports can you see in the pictures above?

.....
 aerobics bungee jumping snowboarding
 tennis horse-riding rock climbing
 surfing volleyball kick boxing
 scuba diving swimming weight training

2 In pairs, decide which of the sports in Exercise 1 are:

- team sports.
- indoor sports.
- martial arts.
- dangerous or extreme sports.
- outdoor sports.
- played with a racket.
- most popular in our country.

3 **TOOBS** Listen to Scott and Danielle and complete the texts on page 16 with the sports they mention.

4 **Think Back!** Look at the sentences below and choose the correct words in the rules.

I'll go swimming on Sunday morning if Mum lends me the money.
If the weather's nice, I'll play tennis with Becky.

- We use the First Conditional to talk about a realistic situation in the *past/future*.
- We use the *Present Simple/Past Simple* after *if* and *will* in the other part of the sentence.

Work it out

5 Look at the sentences and answer the questions.

If I had the money, I would go snowboarding.
I would try surfing and scuba diving if I didn't live so far from the coast.

- 1 Do these sentences describe situations which are likely to come true in the future?
- 2 Which tense is used after *if* in these sentences?
- 3 Which verb is used before the infinitive in the other part of the sentence?

Check it out

The Second Conditional

We use the Second Conditional to talk about:

- a situation in the present that is unlikely or impossible to change.

If I **didn't live** so far from the coast, I'd go surfing more often. (but I live too far from the coast)

- an action that is unlikely to happen in the future. We often use it to talk about fantasies or unreal plans.

What sport **would** you like to do if you **had** the chance?

If I **had** the money, I'd love to try horse-riding. (but I don't have enough money)

The condition **The result**
If + 2nd form, would + infinitive

Mind the trap!

With the Second Conditional we often use *were* – instead of *was* – after *I*, *he*, *she* and *it*, especially in written English or formal situations.

I would go for a walk if **it weren't** so cold.
If I **were** you, I'd see a doctor.

6 Complete these Second Conditional sentences with the correct form of the verbs in brackets.

- 1 If I ___ (be) taller, I ___ (play) volleyball.
- 2 If she ___ (have) enough money, she ___ (join) the fitness club.
- 3 I ___ (take) some exercise if I ___ (be) you.
- 4 They ___ (go) hiking if they ___ (not have) exams at the moment.
- 5 If I ___ (be) fitter, I ___ (try) rock climbing.
- 6 If you ___ (play) sport more often, you ___ (not feel) so stressed out.
- 7 ___ (you/go) swimming more often if the swimming pool ___ (be) nearer?

7 In pairs, discuss which sports from Exercise 1 you would like to try. Make sentences using these ideas to help you.

- live nearer the mountains/the sea
- have enough money
- have someone to go with
- be braver/fitter/taller
- be better at ...
- have more free time

If I *were* better at swimming, I'd love to try scuba diving.

8 First or Second Conditional? Complete the sentences with the correct forms of the verbs in brackets.

- 1 Life ___ (be) easier if everybody ___ (speak) English!
- 2 I ___ (make) boxing illegal if I ___ (be) President.
- 3 If my headache ___ (not get) better soon, I ___ (take) an aspirin.
- 4 It's a pity our team hasn't got any money – if we ___ (buy) a new goalkeeper, the team ___ (be) much stronger.
- 5 I ___ (go) cycling with you this weekend if my brother ___ (lend) me his bike.
- 6 You ___ (be) ill if you ___ (eat) all that chocolate cake!
- 7 I ___ (go) skiing if I ___ (live) nearer the mountains.


9 Work in groups. Choose one of the questions below, interview everyone in your group and then report your results.

- If you could be any famous sports star, who would you choose to be? Why?
- If a doctor told you that you had to lose weight and get fit, what would you do?
- If you had to take part in an extreme sport, which sport would you choose?

READING

1 In pairs, look at the photos below and read the first paragraph of the text.

- 1 What is special about Irina Skvortsova?
- 2 What sport event is mentioned?
- 3 What was the mistake the judge made?

2  **TOO7** Read the text as you listen to it and choose the correct answers.

- 1 Irina's stay in hospital lasted for
 - a six weeks.
 - b nearly a year.
 - c a hundred days.
- 2 The biggest suffering for Irina was
 - a accepting that she would have to give up sport.
 - b physical pain and inefficiency of drugs.
 - c the cheerfulness of friends visiting her.
- 3 Irina's doctors were amazed she
 - a was able to stand up and go.
 - b chose Prague for her trip.
 - c retired from professional sport.
- 4 Irina is planning on
 - a going on with academic studies.
 - b doing TV sport shows.
 - c reading the news.
- 5 At the Sochi Olympics 2014 Irina had the honour of
 - a lighting the Olympic Cauldron.

- b carrying the Olympic flame.
- c opening the Olympic Games ceremony.

3 Match phrasal verbs 1–6 with definitions a–f.

- 1 cheer up (para. 3)
- 2 catch up with sb (para. 4)
- 3 set out (para. 4)
- 4 take up (para. 5)
- 5 fall behind with (para. 5)
- 6 give sth up (para. 6)

- a stop doing something, especially something that you do regularly
- b make less progress than other people
- c reach the same level as other people
- d start a (long) journey
- e start a new sport or hobby
- f make someone feel less sad

*4 Complete the sentences with the correct form of the phrasal verbs from Exercise 3.

- 1 It was a long way to the next youth hostel, so we ___ very early.
- 2 I was feeling a bit depressed, so I ate some chocolate to ___ myself ___.
- 3 I was ill for three weeks, so I ___ my studies, but I worked hard and soon ___ my classmates.
- 4 He wanted to lose weight, so he decided to ___ jogging.
- 5 She ___ her job and started writing poetry.

Nothing is impossible!



1 Irina Skvortsova is a professional Russian bobsledder, whose career ended suddenly and tragically on November 23, 2009. During a European Cup training session an error by the judge led to the collision of two bobs. A German judge wrongfully okayed the descent of the male crew bobs, and it crashed at full speed into a female crew with 21-year-old Irina. The girl was on the verge of death.

2 Her injuries were considered incompatible with life. She spent six weeks in a coma and went through numerous surgeries (over 50!), nearly lost her leg – the doctors did not believe she would survive. There was one chance in a hundred, they said, but to get out of the wheelchair – no chance at all ... She spent over 11 months in hospital and survived ...

- 5 In pairs, check the meaning of the adjectives below. Choose three to describe Irina. Give reasons for your choices.

brave modest talented determined
inspiring confident ambitious
unusual independent

I think Irina is very brave. It's so difficult to give up sport after years of training. She had to give up sport, but she didn't give up active life.

- 6 Work in groups. Which of these things would you find the most challenging? Give reasons.

- go on an expedition to an extreme place
- give a speech in front of a crowd of 200 people
- go to another country to live
- live without music/television
- travel abroad alone

I would find it very stressful to give a speech in front of a lot of people. I'm quite shy.

WRITING

- 1 You have received a letter from your English-speaking pen-friend Kevin. Read an extract from it and write a letter to Kevin, answering his three questions. Write 100–120 words. Remember the rules of letter writing.

... So good to be back home from hospital! You know I've spent nearly a month there, but haven't fully recovered yet: Every morning I have a headache and feel so weak that I could stay in bed till late in the evening. I wish I could go back to my normal self quickly. What would you recommend? Do you know anyone who's been in the same situation and coped with it? Where can I look for advice?

...



- 3 Later in an interview Skvortsova said, 'The main problem for me is coping with the psychological side of the trauma. Sport is my world, and being knocked out feels really bad. The physical suffering, too, was quite an ordeal. The pain was terrible, and painkillers did not help much. But my friends cheered me up, and their support was more powerful than any medication.'

- 4 She believed she would return to the sport in 2014 and catch up with the rest of the team. But after six months of rehab she realised: a career in sport was no longer an option. That terrible accident forced Irina to retire from professional sport, but she didn't lose heart and set a new goal –

to get out of the wheelchair. What she did was a shock for physicians. Though on crutches, she started to walk. After a rehab course she set out on a 10-day trip to Prague with a friend, enjoying the change of environment and the beautiful views of the city. Every morning she left the hotel and spent the whole day strolling around the streets ... On her return to Moscow she learnt to drive a car, but her next goal is to walk without crutches ... 'Nothing is impossible!' is her favourite slogan.

- 5 In 2012 she graduated from Moscow Pedagogical Institute of Physical Education with a degree in sports psychology – determination and strong will prevented her from falling behind with her academic work. After graduation she took up journalism. Today she works as a TV journalist, interviewing famous people. She also plans to work as a news anchor.

- 6 Irina's dream was to take part in the 2014 Olympics. The accident changed her life, but she didn't give up. Though Irina was unable to compete at the Sochi 2014 Olympics, she did participate. She was among the first 10 torchbearers at the Sochi 2014 Olympic Torch Relay.

- 7 Irina Skvortsova's story of incredible courage and strength so impressed Russian President Vladimir Putin that he invited her to Sochi to attend the opening ceremony of the Olympics. During the Sochi Winter Olympics opening ceremony at the Fisht stadium former sportswoman Irina Skvortsova sat on the podium next to the President of Russia.



Harry Uh! Darling! Could you come here, please?
Carol Do I have to? I'm watching television.
Harry Oh! Carol! Carol! Carol! I've got an awful pain in my chest. It says in my medical encyclopedia that the first signs of a heart attack are ...
Carol You shouldn't read that book, Harry. It's probably just indigestion. You ate those sandwiches too quickly.
Harry But it's not just my chest. Feel my forehead. Maybe I've caught a dangerous virus too. And my throat is terribly red. Perhaps it's cancer of the ...
Carol You've probably just got a cold and a sore throat. You should take an aspirin.
Harry An aspirin? What good's that going to do?
Carol My mother was right – Harry Hypochondriac she used to say. I'm going ... I don't have to listen to this.

Harry Harry Hypochondriac indeed! I'm going to phone the doctor I am! Hello? Can I speak to Doctor Curtis, please? It's not possible?! But I must speak to him! Hello? Oh, Dr Curtis. Hello, it's Harry Mac ... Ah, you recognised me. I've got terrible pains in my ... Oh?
Carol Well, what did he say?
Harry Dr Curtis says I have to stop reading my medical encyclopedia and ...
Carol What else?
Harry He says that I mustn't phone him again!



GRAMMAR AND VOCABULARY

1 @T008 In pairs, look at the cartoon. Why do you think the doctor is angry? Listen and check.

2 @T008 Use a dictionary to check the meaning of the words below. Then read and listen to the conversation in Exercise 1 again. Name the problems which Harry thinks he has.

.....
 a cold cancer indigestion
 a sore throat a temperature
 a dangerous virus a heart attack

Work it out

3 Find verbs 1–6 in the conversation above. Then match them with their meanings a–f.

- | | |
|-----------------|-------------------------------|
| 1 shouldn't | a It's a good idea to ... |
| 2 should | b It's not necessary to ... |
| 3 don't have to | c I'm not allowed to ... |
| 4 must | d It's not a good idea to ... |
| 5 have to | e It's necessary to ... |
| 6 mustn't | f It's necessary to ... |

Check it out

Modal verbs

- *must* and *have to* mean something is necessary
 I **must** phone the doctor.
 (It is necessary to phone him.)
 He says I **have to** exercise more.
 (He says it is necessary for me to exercise more.)
- *don't have to* means something isn't necessary
 I **don't have to** listen to this.
 (It isn't necessary for me to listen to this.)
- *mustn't* means something is not allowed
 You **mustn't** phone me.
 (You're not allowed to phone me.)
- *should* means something is a good idea
 You **should** take an aspirin. (It's a good idea to take an aspirin.)
- *shouldn't* means something isn't a good idea
 You **shouldn't** read that book. (It isn't a good idea to read that book.)

4 In pairs, read the advert and find the correct answer.

Bad cold? Headache? Sore throat?



- You *shouldn't/have to* stop eating.
- You *should/mustn't* have a lot of hot drinks.
- You *must/shouldn't* stay in bed if you've got a temperature.
- You *must/shouldn't* go to school or work.
- You *don't have to/must* see a doctor if you don't get better.

And remember to take Citrocon, available from all good chemists!

Citrocon

VOCABULARY

a



b



c



d



e



f



Mind the trap!

Must and *have to* both mean that it is necessary to do something, but there is a difference between them.

Must means that the speaker personally feels that it is necessary to do something.

I **must** phone the doctor immediately! (I feel absolutely terrible!)

Have to means it is necessary to do something because it's a rule/the law or somebody else told the speaker to do something.

Mom says I **have to** stop watching TV.

5 Complete the sentences with *must*, *mustn't*, *have to* or *don't have to*.

- 1 You ___ speak loud in the hospital.
- 2 You ___ fill in all the form – your name and signature are enough.
- 3 I ___ remember to go to the chemist's. I've got a sore throat.
- 4 I feel fine, but my doctor tells me that I ___ take more exercise.
- 5 Thanks, but you really ___ help me – I can do it myself.
- 6 You ___ eat before your operation. It's dangerous!

6 Work in groups. Organise a sports camp for young people. Make a list of rules. Use the ideas below.

- Get up/Go to bed at ...
- Keep quiet between ... and ...
- Keep rooms clean
- Take part in all the activities
- Invite guests to the camp
- Stay with the group during trips/activities

You *don't have to* take part in all the activities.

You *mustn't* invite guests to the camp.

1 **TO09** Look at pictures a–f and match them with the words below. Then listen and check.

- hay fever backache toothache
headache stomachache flu

2 **TO10** In pairs, match problems 1–6 with the best advice a–f. Then listen and check.

- 1 toothache
- 2 hay fever
- 3 stomachache
- 4 flu
- 5 headache
- 6 backache

- a Drink some peppermint tea.
- b Take a painkiller and lie down.
- c Stay indoors.
- d Phone for a doctor.
- e Take an aspirin.
- f See a dentist.

3 In pairs, give advice for each problem. Use the ideas below.

- headache
- temperature
- stomachache
- flu
- hay fever
- backache

lie down take an aspirin
drink lots of water see a doctor
take antibiotics stay in bed
go to school/work ignore the problem
take some time off work stop eating

A I've got a headache.

B You should take an aspirin.

LISTENING

- 1 **ⓐT011** Listen to the dialogue and answer the questions. Don't worry if you don't understand all the words.
- What's wrong with the patient?
 - What are the reasons for his health problems?
- 2 **ⓐT011** Listen again to the context these words are used in. Then decide what part of speech each word is – noun, verb or adjective.
- 1 exhausted 3 cope
2 brisk 4 booklet
- 3 **ⓐT012** What do you think the words in Exercise 2 mean? Listen for clues before or after the words. Then, in pairs, choose the best definitions.
- 1 exhausted
a very disappointed
b very tired
c very fit
- 2 brisk
a quick and energetic
b pleasant
c relaxing
- 3 cope
a increase
b manage
c invite
- 4 booklet
a exercise
b brochure
c medicine
- 4 Read the sentences in **Train Your Brain**. Fill in the missing words. Look at Exercises 2 and 3 to help you.

TRAIN YOUR BRAIN | Listening skills

Dealing with new words

When you hear a word which you don't understand:

- a analyse the context in which the word is used to decide what ___ it is.
b listen out for clues ___ or ___ the word to help you guess the meaning.

- 5 **ⓐT013** Listen to the dialogue and try to guess the meaning of the words below. Use **Train Your Brain** to help you.
-
hip unbearable prescription swallow
.....
- 6 **ⓐT013** Compare your answers to Exercise 5 with a partner. Listen again. Then check your answers in a dictionary.

SPEAKING AND WRITING

- 1 In pairs, answer the questions.
- Do you like Monday mornings? Why?/Why not?
 - What is your typical Monday morning like? Describe your routine before you leave home.
- 2 **ⓐT014** Look at Dr Moody's advice and choose the ideas that you think are best for making Monday mornings more pleasant. Then listen and check.

Dr Moody's advice



1 ___ get up as late as possible. / an hour earlier than usual.

2 ___ listen to your favourite music. / do some housework.

3 ___ go for a walk. / do some work in the morning.

4 ___ do as little as possible. / plan to do something nice on Monday evenings.

5 ___ finish work as early as possible. / make a list of things to do during the next week.

- 3 **©TOD4** Study **Speak Out**. Then listen again and fill in the expressions Dr Moody uses in the gaps in Exercise 2.

SPEAK OUT | Asking for and giving advice

Asking for advice

What should I do?
 Could you give me some advice?
 Have you any ideas about how to [+ infinitive]?
 Have you any tips on how to ...?

Giving advice

If I were you, I'd ...
 I (don't) think you should ...
 You should/shouldn't ... (I think) it's a good idea to ...
 It's better (not) to ...
 Why don't you [+ infinitive]?

Mind the trap!

Advice is uncountable, so it is always singular.

Can you give me some advice?

Can you give me a piece of advice?

NOT ~~Can you give me some advices?~~

NOT ~~Can you give me an advice?~~

- 4 Read the email to Becky from her classmates. What's the situation and what advice do you think she asked for? Choose the correct phrases.

Home | My MSH | Hotmail | Shopping | Money | People & Groups | Sign Out | Web Search

Today | Mail | Calendar | Contacts

Send | Save Draft | Attach | Tools | Cancel

To: Becky Davids

Subject: Get well soon!

Hi, Becky,

We're all so glad you're feeling better. In less than a month you'll be out of hospital and back with us in the classroom! You'll catch up in no time, but here are a few suggestions.

First of all, ¹ *why don't you/you shouldn't* contact our form tutor and explain the problem? I'm sure she'll be sympathetic. Also, ² *I think you should/it isn't a good idea* to read 'Hamlet'. Mrs Dewar said the final exam is going to be on Shakespeare. Finally, ³ *it's better not to/I think you should* relax. At the end of the day, your health is the most important thing.

Good luck!

Sam

P.S. Ali, Karen, Gwen, Mark and Chris all send their love. We all miss you!

- 6 In pairs, roleplay the situation. Use phrases from **Speak Out** to help you.

Student A

It's your boyfriend/girlfriend's birthday soon and you don't have any ideas for a present. He/She hates clothes and jewellery, but he/she is interested in art and music. Explain your problem to your friend and:

- ask him/her for some advice.
- thank your friend for his/her advice and tell him/her what you have decided to do.
- make some suggestions for your friend's problem.

Student B

Look at page 120 and start the conversation.

- *7 Write a short letter to a friend giving advice on one of the problems in Exercise 5. Use the ideas below to help you.
- Use the advice from Becky's friends in Exercise 4 and your advice from Exercise 5 to help you.
 - Try to use as many different expressions from **Speak Out** as you can.
 - Then swap letters with a friend. Is their advice useful?



*Project idea

Think of some aspects of life at your school, your family, your region/city/town that you would like to improve. Make a leaflet 'If I were the school master/my elder brother/the city mayor ...', using as many different expressions from **Speak Out** as you can. Don't forget about some illustrations (photos, drawings, caricatures, etc.).

- 5 In pairs, give advice to your partner on one of the problems below.
- What to do on the evening before a big exam.
 - Advice to help someone who has problems sleeping.
 - How to keep fit if you don't have much time or money.



Europe, Europe

Read, listen and talk about Europe and the European Union.
 Practise question tags.
 Focus on talking about plans and intentions.
 Write a formal letter giving information.

GRAMMAR AND LISTENING

- 1 Read the quiz below. Check any new words in a dictionary. Can you answer any of the questions?
- 2 1015 Listen and write Kieran and Becky's answers to the quiz.

3 1015 Listen again and read the dialogue. Then in pairs, answer the questions.

Kieran Hey, Becky. Why don't we try this quiz on the European Union? Do you know the answer to the first question?

Becky Well, there are twenty-five countries in the EU, aren't there? So it must be twenty-five stars!

Kieran Well, I'm sure I know the answer to question two. It's Germany, isn't it?

Becky Yes ... I think so.

Kieran Right - question three. Well, the European Union anthem is *Ode to Joy*. Was it composed by Mozart?

Becky No, Mozart didn't write it, did he? It was Beethoven!

Kieran Of course it was! This quiz isn't so easy, is it? Now question four. I'm not sure. The European Parliament meets in Brussels, doesn't it?

Becky Probably. I don't know.

Kieran OK, I'll write Brussels. What about question five? Malta?

Becky No, Malta joined in 2004, didn't it? I think the answer's Norway.

Kieran Mmm, you're right, I think. Oh no! We haven't finished yet, have we?

- 1 Which of your answers are similar to Kieran and Becky's?
- 2 Do you think any of their answers are wrong? Check on page 118.

<http://www1.allabouttheEU.org>

all about the EU

HOW MUCH DO YOU KNOW ABOUT THE EUROPEAN UNION? TRY OUR INTERACTIVE QUIZ!

- 1 How many gold stars are on the EU flag? ↑
- 2 Which country has the largest population in the EU?
- 3 Which composer's music was chosen for the EU anthem?
- 4 In which city does the European Parliament meet?
- 5 Which country isn't a member of the EU - Greece, Malta, Norway or Slovenia?
- 6 How many cents are in one euro? ↓



LITHUANIA 2004

LITHUANIA 2004

MALTA 2004

MALTA 2004



POLAND 2004

POLAND 2004

EUROPEAN PARLIAMENT



EUROPEAN PARLIAMENT



SLOVAKIA 2004

SLOVAKIA 2004

LATVIA 2004



Work it out

- 1 Look at the questions from the dialogue and choose the correct words in the rules below.
- The European Parliament meets in Brussels, doesn't it?
 - Mozart didn't write it, did he?
- To make question tags we use the *auxiliary/main* verb and a pronoun.
 - With *affirmative/negative* sentences we use an affirmative question tag.
 - With *affirmative/negative* sentences we use a negative question tag.
- 5 Complete the sentences with the correct question tags. Use the dialogue in Exercise 3 to help you.

Question tags

We use question tags at the end of sentences when we are:

- unsure about what we are saying and we want the other person to confirm if we are right or not.
- sure and simply want the other person to agree with us.

There are twenty-five countries in the EU, aren't there?

The European Parliament meets in Brussels, ___ ?

Malta joined in 2004, ___ ?

This quiz isn't so easy, ___ ?

Mozart didn't compose it, ___ ?

We haven't finished yet, ___ ?

- 6 Complete the sentences with the correct question tags.

- You haven't been to Brussels, ___ ?
- The European Court is in Luxembourg, ___ ?
- They use the euro in Spain, ___ ?
- Britain joined the EU in 1973, ___ ?
- Many British politicians didn't want to join the EU, ___ ?
- The EU is getting bigger, ___ ?
- Many people won't vote in the referendum, ___ ?
- The EU was called the Common Market before, ___ ?

Mind the trap!

There are some irregular or unusual question tags.

I'm right, aren't I?

Nobody understands, do they?

Everybody understands, don't they?

Nobody is coming, are they?

Everybody is coming, aren't they?

- 7 Make a sentence using each question tag in the box. Then compare your answers with your partner's.

..., aren't you? ..., hasn't he? It's ...

We'll, did she? Nobody ...

..., aren't I? ..., have you? Everybody ...

- 8 In pairs, use the statements below and question tags to make true sentences about the EU. Does your partner agree with you? Check your answers on page 118.

- Switzerland is a member of the EU.
- More countries will join the EU in the future.
- There are ten cents in one euro.
- EU citizens aren't allowed to work or study in other EU countries.
- Luxembourg is the smallest country in the EU.
- Spain joined the EU in 1986.
- The euro has become the official currency in the UK.

- Switzerland isn't a member of the EU, is it?
- I think you're right, but I'm not sure.

- 9 In pairs, check what you know about your partner. Make sentences with question tags about these topics.

countries visited favourite band/singer
plans for the future place of birth
number of brothers/sisters
hobbies/interests

- You've been to Turkey, haven't you?
- Yes, that's right.



European Union: the beginnings

Danielle MacFarlane looks back at the unlikely birth of the European Union.

Today twenty-eight countries belong to the European Union. More than 507 million Europeans have the right to live in, work in or travel to other EU countries. Millions of people enjoy friendly



Modest beginnings. Six countries sign the Treaty of Rome in 1957

contact with their neighbours across borders. Governments across Europe pass the same laws about employment, food, transport, health and the environment. The EU is also the largest free market in the world. A typical European supermarket is full of fresh fruit, vegetables, cheeses and meat that come from all over Europe. Twelve countries even use the same currency, the euro. In fact, the European Union has a very big influence over our lives, but most of us don't even notice it. But if we look at Europe just three generations ago, we start to understand that the story of the EU is even more surprising. In 1945, Europe had just experienced the most terrible war in history. Many historians believe that at least forty million people were killed, although such numbers are very hard to calculate. At the end of the war millions were homeless and much of Europe was in ruins. In fact, famine was a bigger problem in 1947 than it was during the war years. Worst of all, many countries still didn't trust each other. It is perhaps a surprise to learn that the first politician to suggest a 'United Europe' after the war was Winston Churchill, the British Prime Minister during the war years. In September 1946, during a meeting in Switzerland, he said that Europeans should come together to create a 'United States of Europe'. However, most people, especially in Britain, thought that Churchill's ideas were shocking or even absurd. Eight months later a huge conference was organised in the Netherlands. Eight hundred important European

READING AND LISTENING

1 In pairs, answer the questions.

- Have you been to any country of the EU?
- Does Russia border any countries of the EU?
- Would you like Russia to join the EU? Why/why not?

2 Check you understand these words. Use a dictionary if you need to.

.....
a law a border a currency trade
a speech a treaty
.....

3 Read the text 'European Union: the beginnings' quickly.

- 1 How many countries have the same currency?
- 2 Who suggested a 'United States of Europe'?
- 3 When was the Treaty of Rome signed?

4 Put the events in the correct order. Then read the text again, listening to its recording, and check your answers.

- 1 A major conference is organised.
- 2 Churchill suggests a 'United States of Europe'.
- 3 Schuman tries to keep the idea of cooperation alive.
- 4 The EEC becomes the EU.
- 5 The EEC is created.
- 6 The Second World War ends.

5 Read the text again. Are the statements below true or false? Then correct the wrong sentences.

- 1 Not all EU countries have introduced the euro.
- 2 Hunger was a big problem in Europe, even two years after the end of the war.
- 3 Some countries didn't have a good relationship with each other after the war.
- 4 Churchill's ideas about 'a United Europe' were very popular.
- 5 The Netherlands conference was a success.
- 6 De Madariaga's vision has become reality.



academics and politicians were invited. Perhaps the most powerful speech was made by Salvador de Madariaga, a Spanish politician and writer:

This Europe must be born. And she will, when Spaniards say 'our Chartres', Englishmen say 'our Cracow', Italians 'our Copenhagen' and Germans 'our Bruges'. Then Europe will live.

But when de Madariaga spoke these words in 1947, it was already too late. Despite the fine words and emotional speeches, the Netherlands conference couldn't save Europe – it was already divided in two. But the idea of 'a United Europe' didn't die completely. A French politician, Robert Schuman, believed that the only way that France and Germany could become good neighbours again was by cooperating economically. In 1951 six countries agreed to regulate trade, prices and production of coal and steel. The experiment was a success, and in 1957 the six countries signed the Treaty of Rome and created the European Economic Community (in 1993, the EEC changed its name to the European Union). Nine more countries joined the organisation between 1973 and 1992 and another ten countries became members in 2004, followed by two more in 2007 and one more in 2013. Perhaps de Madariaga's dream will come true one day after all.

VOCABULARY

- 1 In pairs, complete the fact box with the missing words below.

capital flag national anthem currency
government population

The United Kingdom – fact box

- | | |
|--------------------------|------------------------------------|
| • 1 | 60 million |
| • 2 | London |
| • 3 | God Save the Queen |
| • 4 | Red, white and blue |
| • Type of 5 | Constitutional monarchy / Republic |
| • Member of the EU | Yes / No |
| • Year of joining the EU | 1973 |
| • 6 | pound sterling (£) |

The UK FACT BOX

Mind the trap!

We always use the singular of words like *hundred, thousand or million* after numbers.

The population of the UK is about sixty **million**. NOT sixty **millions**

Scotland has been part of the UK for about three **hundred** years. NOT three **hundreds**

- 6 ©T017 Listen and decide which speakers have negative opinions about the EU. Then listen again and match speakers 1–5 with opinions a–e.

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5

- a The EU sometimes seems to waste money.
- b It makes Europe more democratic and peaceful.
- c Too many decisions are made for us without consultation.
- d It makes it easier for young people to travel and study abroad.
- e It makes Europe more competitive economically.

- 7 In pairs, answer the questions.

- Do you think the EU is a good thing?
- Which of the opinions from Exercise 6 do you agree with most?

- 2 In pairs, write a fact box for your country. Use the box in Exercise 1 to help you.

- 3 Match 1–5 with a–f to make phrases. One verb is used twice.

- | | |
|----------|-------------------------------|
| 1 become | a a law |
| 2 have | b a treaty |
| 3 make | c a member of (the EU) |
| 4 pass | d the right (to do something) |
| 5 sign | e a speech |
| | f an influence (on something) |

- 4 Think Back! Reorder the words in capitals.

- 1 In Britain the Prime Minister is the leader of the OMGENVRETN.
- 2 After the war five countries signed a peace ATTREY.
- 3 Sweden and China want to increase RETAD between the two nations.
- 4 Politicians clapped after the ambassador's PESCHE.
- 5 There has been a long debate in RAMPILANET about identity cards.
- 6 Germany is a BEERMM of the European Union.



LISTENING

- Do you know any famous singers or bands who have taken part in Eurovision?
- In pairs, look at the photos and try and guess which decades these artists took part in Eurovision.

Photo 1 Photo 2 Photo 3

a 1960s b 1970s c 1980s

- Listen and decide which sentence best summarises the conversation.

 - Eurovision is a great television tradition which brings Europe closer together.
 - Eurovision is harmful and shouldn't be allowed.
 - The music is often terrible, and the competition is often dominated by politics, but it's very entertaining television.

Listen again and choose the correct answer.

- The European Broadcasting Union
 - produced twenty TV programmes.
 - cooperates with twenty other organisations.
 - came up with the idea of Eurovision.
 - Today Eurovision
 - doesn't have as many countries as before.
 - is still very popular.
 - is watched by a billion Europeans.
 - Jacqueline thinks that Eurovision songs often
 - copy melodies from previous years.
 - have very serious texts.
 - are very short.
 - Abba* and Celine Dion are artists who
 - copied somebody else's song.
 - sang for countries where they weren't born.
 - became better known after Eurovision.
 - Martin thinks that
 - Eurovision has helped to make Europeans understand one another.
 - certain countries vote in a very predictable way.
 - music is more important than politics.
 - Ireland is perhaps the most successful country in Eurovision because
 - it is popular with other European countries.
 - they always sing in English.
 - the UK doesn't do very well.
- 5 In pairs, answer the questions.
- Do you watch Eurovision?
 - Does Russia take part? Has it ever won?
 - Do you think Eurovision is a good idea?
 - What other events are there where European countries compete against each other? Do you enjoy them?



SPEAKING AND LISTENING

- 1 **1019** Listen and look at the picture. Try to decide what the situation is.
- 2 **1020** Listen to the rest of the conversation and complete the table with the speakers' plans and intentions.

travel for a year get to know relatives
become a diplomat open a shop

	For the near future	In the long term
Anna		
Ryan		

- 3 **1020** Study **Speak Out**. Then listen again and find the phrases you hear.

SPEAK OUT | Talking about wishes, plans and intentions

Plans for the near future

I'm going to ...
I'm planning to ...
I want to ...
If I ..., I'll ...

Plans in the long term

My ambition is to ...
My biggest dream is to ...
I'd ... if I had the chance.
I would (really) love to ...

- 4 **1020** Listen again and complete the gaps in the dialogue with phrases from **Speak Out**.

Pali So, Anna. What are your plans?

Anna What, you mean for the next few months? Well ¹___ spend the summer in Poland. My family is from there, and I've never been there before. I've got a cousin in Warsaw who's my age and ²___ meet him for the first time.

Ryan Sounds cool ...

Anna And then, if my exam results are OK ...

Pali If! Anna, you were the best student!

Anna If I pass my A levels, ³___ study international law at Kingston University.

Ryan Oooh! That sounds fun! And then what?

Anna Well, in the long term, I suppose ⁴___ work as a diplomat. What about you, Ryan?

Ryan Well, ⁵___ take a break for a while. Travel for a year around Europe. It's so easy these days. And then I'm going to study German at university.

Pali German? And what are you going to do with a German degree?

Ryan Oh, nothing probably. ⁶___ start my own business – but nothing too big. ⁷___ open my own skate shop – you know, skateboards, clothes, accessories ... What's so funny about that? Anyway, Pali, what about your plans?

- 5 Tell your partner about your plans for the next few months and your long-term plans. Use the words and phrases below and **Speak Out** to help you.

study win visit/see pass start a family
work as a ... improve move to earn
be a famous ... become the best ...
take up start my own ... buy/own a ...
become an expert in ... get married

A I'd love to win a black belt in karate.

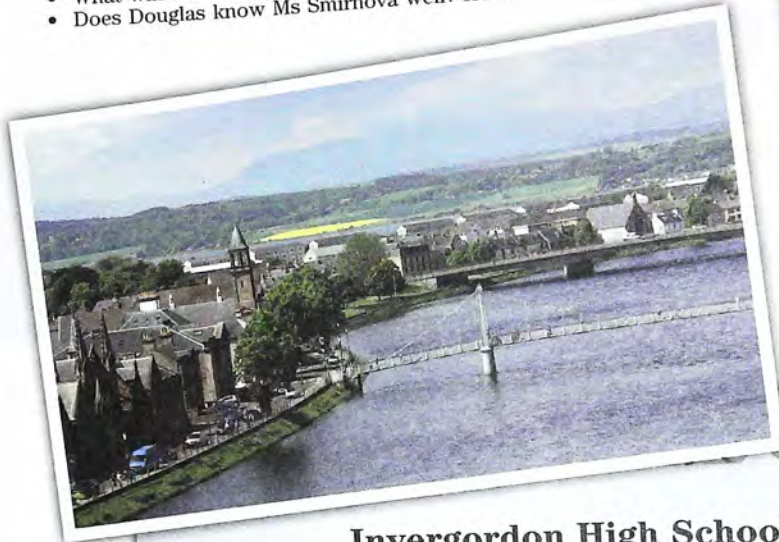
B If I had the chance, I'd love to study at a French university.

- 6 Student A, look at page 119. Student B, look at page 120. Then follow the instructions.

WRITING

1 In pairs, read Douglas's letter and answer the questions.

- Where does Douglas Campbell come from?
- Where do you think Ms Smirnova comes from?
- When is Ms Smirnova going to visit the school?
- What will the weather probably be like?
- Does Douglas know Ms Smirnova well? How do you know?



Invergordon High School

Invergordon High School
17 Blackwood Road
Invergordon
IV18 9GK

7 June 2006

Dear Ms Smirnova,

1 Thank you for your letter. I am writing on behalf of Invergordon High School's exchange committee. We are very pleased that you have agreed to take part in the exchange programme with our school this autumn. I hope to answer some of your questions in this letter.

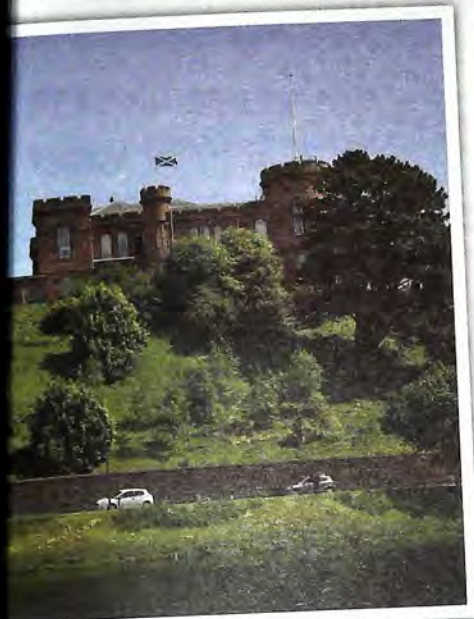
2 You asked about the places we are going to visit during the two weeks. The nearest large town is Inverness. Perhaps it isn't as big and beautiful as St Petersburg, but there's a lot to see. We also hope to visit Loch Ness – it's very near and the scenery is really beautiful. Invergordon is on the coast, so there are a lot of pleasant seaside walks. There's an interesting old port in the town too.

3 You also asked what kind of clothing your students should take with them. September is usually quite warm (for Scotland ...), but it does rain quite often. We're also going to do a lot of walking, so it is a good idea for students to bring some walking boots and waterproof jackets. Please remember to tell the students that they will need a passport with a visa to come to the UK.

4 Please find enclosed the planned timetable for the two weeks. We are really looking forward to seeing you all on September 25th. Please feel free to contact me if you have any other questions.

Yours sincerely,

Douglas Campbell



- 4 Study **Train Your Brain** and check your answers to Exercise 3.

TRAIN YOUR BRAIN | Writing skills

A formal letter giving information

- In the first paragraph, thank your correspondent for a previous letter, explain who you are (*I am writing on behalf of ...*) or why you are writing.
- In the next paragraphs answer your correspondent's questions and give more information. Use phrases like *we hope to/are going to, should/shouldn't, it's a good idea to, please remember to* etc. to talk about plans and arrangements.
- You can end the letter by inviting the person to write with more questions, and by saying that you hope to see or hear from him/her soon.
- If you are sending extra information like a map with your letter, use a phrase like *Please find enclosed ...*
- Remember to use formal style.

- 2 In pairs, match each paragraph with its subject.

Paragraph 1 Paragraph 2
Paragraph 3 Paragraph 4

- Final greetings and offer to give more help or information
- Who the author of the letter is and his/her reason for writing
- Answer to the second enquiry (information about what to bring)
- Answer to the first enquiry (plans and places worth visiting)

- 3 In pairs, look at the letter in Exercise 1 again and follow the instructions.

- Choose the sentences below that you would normally write in a formal letter.
- Decide which of the sentences you've chosen usually go:
 - in the first paragraph of a letter.
 - in the last paragraph of a letter.

.....
Say *hi* to your sister from me!
I hope to answer some of your questions.
Thank you for your letter.
Please feel free to contact me if you have any questions.
I am writing on behalf of ...
Please find enclosed a map of how to find us.
How's it going?
We're/I'm looking forward to seeing you.
Write back soon!
Sorry, I haven't written for ages.
.....

First paragraph

Last paragraph

- *5 In pairs, discuss what city or region in our country you would recommend to a visitor. Write sentences using the ideas below to help you.

.....
beautiful scenery sightseeing
very famous a great atmosphere relaxing
good for walking/sailing a historic city
has an interesting history
a lot to see and do good nightlife
very cheap close/easy to travel to
.....

Kazan is a historic city with a lot to see and do.

- *6 Follow the instructions to write a letter giving information. Use **Train Your Brain** and your ideas from Exercise 5 to help you.

A class of students from the UK is coming to your school on an exchange programme. The form tutor, Mrs Cowan, wrote with some questions. Reply to her letter on behalf of the school organising committee.

Remember the rules of letter writing. Note the differences between an email and a letter.

Answer the following questions:

- What towns and country regions are the students going to visit?
- Do students need visas to enter your country?
- Can they contact you if they need any further information?

*Project idea

Do you know what abbreviations BRICS and CIS (БРИКС and СНГ in Russian) stand for? Search the Internet for sites that may help you to learn more about these international organisations. Write a short history of one of them using words and expressions from the text about the European Union. Don't forget about some illustrations (national flags of the participants, photos of the leaders of these countries, etc.).

VOCABULARY AND GRAMMAR

1 Complete the sentences with one word in each gap. The first letter of each word is given.

- If you've got toothache, take a **p**___ and go and see a **d**___.
- I've got a high **t**___, a terrible **h**___ and a **s**___ throat. Maybe I've got the flu.
- I've joined a gym. I do **a**___. I also do **w**___ **t**___ to build up my muscles, and I'm going to take up a **m**___ **a**___ like judo or maybe **k**___ **b**___.
- He's really keen on mountain sports: **r**___ **c**___ in the summer and **s**___ in the winter.

2 Choose the correct word.

- The government should hold a *law/ referendum/treaty* on the new car tax.
- A *democrat/diplomat/historian* must know how to talk to angry people.
- I think the French national *anthem/border/ flag* - the Marseillaise - is the best in the world.
- She's so *competitive/modest/stressed out*. She's won three gold medals and she wants more.
- I'm going to university to do a *degree/ enquiry/programme* in international trade.
- Why are you so sad? *Cheer/Call/Take* up a bit. It's not the end of the world.

3 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence.

- My advice to you is not to sign it.
I
If ... not sign it.
- I think she really likes him.
she
She really likes him, ... ?
- You are not allowed to visit me any more.
visit
You ... me any more.
- I don't think they have finished yet.
they
They haven't finished yet, ... ?
- I don't understand, so I can't explain it to you.
would
If I ... it to you.
- If you work hard, you will soon be as good as the rest of the class.
up
If you work hard, you will soon ... with the rest of the class.

4 Complete the sentences with the new words formed from the words in capital letters.

- I've seen a fascinating ___ of cinema posters. **EXHIBIT**
- I've got too much work. I need a personal ___. **ASSIST**
- Your ___ doesn't sound convincing at all! **EXPLAIN**
- The writer complained that he was ___. **UNDERSTAND**

- It was ___ of you to take that money. **HONEST**
- I always know what you are going to do - you are so ___! **PREDICT**

5 Complete the sentences so that they have the same meaning as the original sentences.

- 'But Jane, Tom doesn't enjoy old movies!' I told Jane that ...
- 'The thieves have robbed four banks in one week!' The police reported that the thieves ...
- 'Mr Cross, you murdered Ben Box!' The lawyer said ...
- 'You will never catch me!' The man said that the police ...
- 'Watson, the women aren't guilty!' Sherlock Holmes told Dr Watson ...

6 Complete the dialogue with the correct question tags or modal verbs.

- Dorothy** Helen, you're looking tired. Things aren't going well, ¹___ ?
- Helen** No, I feel terrible.
- Dorothy** How come? You haven't fallen in love, ²___ ?
- Helen** No, I'm really tired at the moment. I just ³___ sleep at night.
- Dorothy** You ⁴___ join a gym or something.
- Helen** Hmm, maybe. But that takes up so much time, ⁵___ ? I suppose it would be a good idea though. All my summer clothes are too small for me. I've put on a lot of weight.
- Dorothy** Hey! You ⁶___ get depressed! It doesn't help at all, ⁷___ ? If you want to lose weight, it's simple. You ⁸___ go on a diet.
- Helen** That's alright for you to say. You don't have to watch what you eat, ⁹___ ?
- Dorothy** Hey! It's not my fault you're depressed.
- Helen** Yeah, I'm sorry. Listen, you haven't got any chocolate, ¹⁰___ ?

PRONUNCIATION

1 **©CT001** Listen. Which of the underlined letters are pronounced with the sound /ə/? Which letters are usually pronounced as /ə/?

- | | | |
|-------------------------|-----------------------|---------------------|
| 1 <u>act</u> o <u>r</u> | 6 <u>f</u> iction | 11 <u>l</u> ibrary |
| 2 <u>a</u> mazing | 7 <u>f</u> rustration | 12 <u>m</u> ugger |
| 3 <u>c</u> inema | 8 <u>g</u> raffiti | 13 <u>o</u> fficer |
| 4 <u>c</u> omputer | 9 <u>h</u> orror | 14 <u>r</u> omantic |
| 5 <u>e</u> xhibition | 10 <u>i</u> nnocent | 15 <u>w</u> estern |

READING SKILLS

- 1 Read the article. Are the statements *true* or *false*?
- 1 The Euroscola day takes place several times a year.
 - 2 Every member country of the EU delegates 500 students to participate in the Euroscola programme.
 - 3 The day is always organised in Brussels.
 - 4 Although the participants speak different languages, there are no communication problems.
 - 5 The only official language is English.
 - 6 The students split into five big groups to discuss European issues.
 - 7 During the Euroscola day the students act in the same way as MEPs.

Euroscola

a day at the European Parliament

Twelve times a year, the Euroscola programme brings together a group of about five hundred 16–18-year-old secondary school students from fifteen European Union countries. They have a day of meetings in Strasbourg (and occasionally in Brussels) in order to learn about the European Parliament and to take part in presentations and discussions and to vote on European issues.

The students come from different cultures and countries, but they all understand each other – although it is a multilingual experience, everyone can communicate in either French or English.

The day is led by officials of the Parliament who make sure that all the young people participate fully in the meetings. The students are divided into five working parties of about a hundred members. Each working party chooses a spokesperson to present the conclusions of its discussions to all five hundred participants at the end of the afternoon.

Although the students are quite young they are treated exactly as if they were Members of the European Parliament (MEPs): they sit in the main debating room, use electronic voting and so on. All the participants enjoy the experience, but young people who are self-confident and who are willing to speak in public probably benefit the most.

If you would like to receive more details about the programme or express an interest in participating, please contact the European Parliament.

SPEAKING SKILLS

- 1 Roleplay the conversation.

Student A

You're on a language course in Liverpool. You are planning your Saturday afternoon with a friend from the course.

- Suggest what you can do (suggest the place and form of entertainment).
- Think for a moment, but finally agree to the suggestion.
- Say that you hope you will enjoy what your friend suggests.

You start the conversation.

Student B

You're on a language course in Liverpool. You are planning your Saturday afternoon with a friend from the course.

- Disagree with your friend's suggestion, giving your reasons.
- Make your own suggestion.
- Tell your friend you are sure that he/she will enjoy what you have suggested and give the time of the meeting.

Student A starts the conversation.

- 2 Describe the photo. Then answer the questions.



- 1 Why do you think the people decided to take up this sport?
- 2 Do you think sports like this one make people more violent or less violent?

Join the club!

Read, listen and talk about clubs, societies, youth groups and lifestyles, clothes and accessories.

Practise the Present Simple and the Present Continuous; reflexive pronouns.

Focus on describing appearance; identifying speculation; giving and justifying opinions.

Write a simple description.

The Gentlemen's Clubs of London date from the 18th century. These are rather exclusive clubs which are like 'second homes' for many members.



1 © T021 Read and listen to the interview again. In pairs, discuss why you think the interviewer doesn't 'belong' in The Carshalton Club.

Kay So, Lord Parkes, what kind of person joins The Carshalton Club?

Parkes Well, it helps if you have a moustache. I'm joking, of course. We are all top professional people – politicians, lawyers, even an ex-Prime Minister. Although more and more marketing people are joining these days.

Kay And what do you all do?

Parkes Well, people usually come here to play bridge or enjoy the food. Others come here to relax. Like Sir James over there. I usually only come here on Friday evenings.

Kay And ... Tuesday lunchtimes?

Parkes Well, my wife is shopping at the moment, so I decided to drop in. Anyway, The Carshalton also has a serious side. We do a lot of work for charity. For example, every day this week we're collecting money to renovate the bar in the Royal Opera House.

Kay I see. Finally, can I join your club? Lord Parkes ... you seem terrified!

Parkes But, but, you don't understand, the thing is you're ...

Kay A journalist? Even journalists join clubs, Lord Parkes. We're professionals, too ...

Parkes No, that isn't such a big problem. It's just that you're ... just not one of us. You're ...

GRAMMAR AND SPEAKING

1 Work in pairs. Tell your partner about any organisations you belong to or which groups you would like to join and why. Use these ideas to help you.

sports clubs/teams sports team supporters club
 a political party school societies
 the fan club of a band/singer a charity
 Internet groups/forums a scouting organisation

2 © T021 Listen and answer the questions.

- Who is Kay?
- What people belong to the club?

Work it out

- 1 Study the table. Then match sentences a–f with rules 1–6.
- More and more marketing people are joining these days.
 - I usually only come here on Friday evenings.
 - My wife is shopping at the moment.
 - Every day this week we're collecting money.
 - You seem terrified.
 - Even journalists join clubs.

Present Simple and Present Continuous

We use the Present Simple

- to talk about habits and routines.
- to talk about facts and generalisations.
- with state verbs (*believe, belong, know, like, prefer, remember, see, seem, want, understand*) when we describe what is happening now. NOT you are seeming terrified.

We use the Present Continuous

- to talk about actions happening now.
- to talk about temporary situations.
- to talk about changes.

Mind the trap!

Adverbs of frequency normally come before the main verb with Simple tenses.

They **usually** have long hair.
I **occasionally** argue with my parents.

They come after the verb *to be* and other auxiliary verbs (*do, does, have, etc.*).

He is **often** late for school.
She doesn't **usually** phone during the day.

- 5 Complete the sentences with the correct forms of the verbs in brackets.

- The number of people who take part in Internet discussion forums (grow) very quickly now.
- She's got a part-time job for the summer – she (work) as a waitress.
- My friend Mark is in the Scouts. He (often/go) camping at the weekend.
- I (never see) Hannah any more – she (study) for her exams these days.
- Most of the kids in my class (usually/ listen) to soul and hip hop.
- (you/still/belong) to that Judo club?
- She's not here at the moment – she (visit) a friend. Can I take a message?

- 6 Complete the text with the correct forms of the verbs in brackets. Then listen and check.

Every year, during the football season, I ¹ (usually/spend) Saturday afternoons at Dundee United games. There are also about twenty away games a year, but luckily my friends and I all ² (belong) to the official supporters club, so we ³ (travel) to the matches on the club's coach. It saves us a lot of money – train tickets ⁴ (get) so expensive nowadays!

United are almost bottom of the league at the moment. These days we ⁵ (play) quite well at home, but our away games ⁶ (not go) so well. But the atmosphere's always great, and violence is a thing of the past. In fact, more and more families with young children ⁷ (come) to the games now. I ⁸ (always/feel) I'm part of a great big happy family!



- 7 Work in pairs. Choose a club from Exercise 1. Why do you think people join this club? Choose five of these ideas and compare your answers with another pair.

- find an alternative family
- have fun
- learn new skills
- have a strong identity
- help your career
- help other people
- feel special or different
- feel safe/stronger
- escape from everyday life
- make new friends
- find people similar to you
- be fashionable

- 8 Work in pairs. Think of a group of people your own age that you spend a lot of time with and answer the questions. Then tell your partner.

- How do you usually spend your time together?
- Is anything interesting happening or changing in your group at the moment?



New Romantics from the 1980s



Teddy Boys from the 1950s



Punks from the 1970s

SPEAKING AND LISTENING

1 In pairs, look at the pictures and answer the questions.

- Were/Are any of the fashions above popular in Russia?
- Does the music you like influence the clothes you wear or your hairstyle? Why?/Why not?

2 Check you understand these words/phrases. Use a dictionary to help you.

(anti)commercial role model peer acceptance fashion youth (*adj*)

3 @T023 Listen and match speakers 1–3 with opinions a–c.

- Jane Webb
- Mark Mondale
- Matt Hodges

- Money and business is behind fashion and lifestyles.
- Gangs are a way to share music, have fun and find acceptance.
- Young people look for values and acceptance from people the same age.

4 @T023 Read the questions. Then listen again and choose the correct answers.

- Jane Webb is an expert on
 - sociology.
 - psychology.
 - student unions.
- According to Jane Webb, when young people reach their teens
 - they look for new role models in their lives.
 - they accept the values of the adult world.
 - their parents and older brothers and sisters are against them.
- Mark Mondale believes that
 - teenagers are the same as sixty years ago.
 - business makes a lot of money from every new fashion.
 - teenagers look for answers from people their own age.
- Matt Hodges thinks that
 - when young people become friends, they start listening to the same kind of music.
 - music is the reason that many people become friends.
 - young people have fun with one group of people and look for help from another.
- Both Dr Webb and Dr Mondale think that
 - Matt's answer proves their theories.
 - young people can't think for themselves.
 - psychology doesn't give easy answers for how teenagers behave.
- The radio programme is
 - a phone-in.
 - a documentary.
 - a studio discussion.



Hippies from the 1960s

- 5 **T024** Listen to the extracts. Find the words/phrases the speakers use to give their opinion. Find the phrases in which they start to explain or justify their opinion.

1 It seems to me that it's all part of becoming an adult. The thing is, when young people are in their teens, they start to question the values and lifestyles of the adult world they see around them.

2 As far as I'm concerned, becoming a Goth or a skater has absolutely nothing to do with looking for role models. Look at young people sixty years ago – they looked and behaved like younger versions of their parents.

3 Frankly, it's all about money. If you think about it, every new youth fashion makes millions of dollars.

4 Personally, I believe it's all about music. I'm into nu-metal, my favourite band is *BioToxine*.

- 6 Study **Speak Out**. Then complete the table with the phrases you found in Exercise 5.

SPEAK OUT | Giving and justifying opinions

Giving opinions	Justifying opinions
In my opinion, ...	Everybody knows that ...
If you ask me, ...	The reason why ... is ...
To be honest, ...	I mean ...
—	—
—	—
—	—

Mind the trap!

We only use **frankly (speaking)** to give an opinion which we think is controversial or unpopular.

Frankly, this lesson is a waste of time!

Personally, I love chocolate milkshakes!
NOT **Frankly**

- 7 **T025** Complete the conversation with expressions from **Speak Out**. Then listen and check.

Kat Did you hear that discussion programme on Thames Radio last night? About why young people belong to different groups?

Jay Yes, I did. ¹___, I thought it was pretty awful. ²___, the presenter couldn't even control the guests!

Kat ³___, I found those two academics really irritating. ⁴___ ... making generalisations about young people is so unhelpful.

Jay I'm glad that young guy mentioned music though. ⁵___, that's the most important thing.

- 8 Work in pairs. Give your opinions on the topics below and justify them. Use **Speak Out** to help you.

1 Are friends more important than family for most young people?

2 Is it a waste of time and money to be fashionable?

3 Do people's tastes in music have the most influence on how they look and behave?

4 Is it useful to make generalisations about young people?

Rock and Rockets

The summer appears to be the best time for music lovers to enjoy that quintessential summer activity – music festivals. Luckily, Russia is no different from the rest of the world and also hosts a series of incredible festivals over the summer. Seeing a music festival in Russia is an amazing and unforgettable experience.

In July thousands of rock fans gather on a giant field in Tver Region, south of Moscow, for *Nashestviye* rock festival. Organisers of the event, which brings together up to 170,000 people from across Russia, usually invite over 70 groups playing rock and a variety of other musical styles.

Nashestviye is probably one of the largest open-air festivals uniting the best Russian rock bands. It is organised by *Nashe Radio* station. It has been held annually since 1999 during the first weekend of July. *Nashestviye* has changed its venue several times: it was initially set in Ramenskoye, Moscow Region, but recently has moved northwest to Zavidovo, Tver Region.

The festival's name is a play on words. It literally means 'invasion', but it is also derived from the name of *Nashe Radio* (meaning 'our radio') and could be looked upon as a portmanteau word made up of the word 'our' ('наше') and 'march' or 'parade' ('шествие'). Journalists often call it 'Russian Woodstock' because they believe it looks and feels very much like *The Woodstock Music & Art Fair* (Ulster County, New York, United States), which was listed by *Rolling Stone Magazine* as one of the '50 moments that changed the history of rock and roll'.

Russia's most popular rock bands (*Aria*, *Alisa*, *Korol i Shut*, *Agatha Christie*, *Nochnye Snaipery*, *Spleen*), as well as bands from Ukraine and Belarus, such as *Okean Elzy* or *Lyapis Trubetskoy* participated in *Nashestviye* rock festival.

Bands are not paid for participating in *Nashestviye*. The *Nashestviye* festival is used as a free promotion for them. Young and little known bands can participate in *Nashestviye* too, they play in the mornings or, since 2005, on special small stages. Some of the bands that began their *Nashestviye* history in this way, namely *Epidemia* and *Melnitsa*, have recently started to play on the main stage.



People who come to the festival live and sleep in tents. They seem ready to put up with the bad weather conditions the festival has experienced over the years, with a good deal of rain and mud.

You can see people of all age groups among festivalgoers. There are many children too – they love fooling around: there is a lot of shouting and laughter and everyone appears to be having fun. Though the noisiest have to be calmed down from time to time, parents and children get on really well with each other!

For all the visitors the festival is a great escape from a buzzing metropolis and a great opportunity to see Russia's key rock artists on one stage. There's a relaxed atmosphere there. Among rock fans hanging around you might see familiar faces or even bump into an old friend in the crowd ... what else is needed for a great weekend that will rock you?

Nashestviye has featured military displays over the years, but they were usually limited to performances by the *Russian Knights*, the Russian Air Force aerobatic display team. In 2014, close to one of the stages and not far from the camping site there was an amusement park called *Defending Russia* with an impressive display of defence equipment. Many rockers had their pictures taken in front of huge, powerful tanks and rockets. You could also enjoy a flight in an air balloon, or try your hand at shooting in a multimedia shooting gallery. Children were eager to try the rides and attractions organised for them. On the second day of the festival there was a stunning aviation show by the aerobatic group *Sokoly Rossii* ('Russian Falcons'). This famous festival is worth a visit if you're looking for a good outdoor festival with a bit of adventure!



READING AND VOCABULARY

1 In pairs, look at the pictures and the title of the article. What do you think it is about? Then read the text and check your predictions.

2 Read the text again. Are the statements *true*, *false* or *not stated*?

- 1 Music festivals are held in Russia only in summer.
- 2 *Nashestviye* is an outdoor event.
- 3 *Nashestviye* is held every two years.
- 4 The name of the festival is directly related to the name of its organisers.
- 5 Bands participating in *Nashestviye* are free to perform on any of the stages.
- 6 *Defending Russia* is a display of defence equipment.

3 Look at this sentence from the text and answer the questions.

They seem to be ready to put up with bad weather conditions that the festival has experienced over the years.

1 Which sentence best describes the statement above?

- a A definite fact – it is certain that they are ready to put up with bad weather conditions.
- b Speculation – it is only the writer's guess/impression that they are ready to put up with bad weather conditions.

2 Which words or phrases in the sentence helped you decide your answer to Question 1?

4 Find the words which suggest that these sentences are speculation.

- 1 *Nashestviye* is probably one of the largest open-air festivals uniting the best Russian rock bands.
- 2 One might see people of all age groups among festival goers.
- 3 Everyone appears to be having fun.
- 4 Journalists believe the festival looks and feels very much like *The Woodstock Music & Art Fair*.

5 Study **Train Your Brain** and check your answers to Exercise 4.

6 Read the article about *Nashestviye* festival again. Choose the statements which are speculations. Use **Train Your Brain** to help you.

7 Find phrasal verbs 1–6 in the text and match them with meanings a–f.

- | | |
|---------------|---------------|
| 1 hang around | 4 calm down |
| 2 put up with | 5 bump into |
| 3 fool around | 6 get on with |

- a be quiet and relaxed after you have been nervous or excited
- b behave in a silly or irresponsible way
- c tolerate, accept
- d have a good relationship with
- e wait or spend time somewhere and do nothing
- f meet somebody when you don't expect to

*8 Complete the sentences with the correct form of a phrasal verb from Exercise 7.

- 1 I only started to ___ my sister after she left home!
- 2 Your boyfriend never helps you. I don't know why you ___ his laziness.
- 3 The kids always ___ when the teacher isn't in the room.
- 4 Guess what! I ___ Matt in the supermarket yesterday. He's married now!
- 5 Try not to worry — just have a cup of tea and try to ___.
- 6 The gang used to ___ in the park until the neighbours started complaining.

*9 Work in pairs and answer the questions.

- 1 Do you think festivals like *Nashestviye* are a good idea or not?
- 2 As a visitor would you like to stay on a camping site, in a tent, or in a hotel? Give reasons.
- 3 Do you think such events unite or divide people?
- 4 If you were to organise a music festival what genres of music and what performers would you invite and why?

TRAIN YOUR BRAIN | Reading skills

Identifying speculation

Writers often use speculation when they don't know all the facts. To identify speculation:

- 1 Read the statement carefully and try to decide if it is a definite fact or an impression/guess.
- 2 Look out for typical words or phrases which suggest a statement is an impression/guess.

Words often used for speculation

Modal verbs – *could, might*

Other verbs – *seem, appear, look, think, feel, believe*

Adverbs – *possibly, probably, maybe, perhaps*

ONE OF THE GANG?

A I met my friends at college, so they all live in different parts of town, but we have one thing in common – we're all crazy about nu-metal. In fact, we're teaching ourselves to play the guitar. We always really enjoy ourselves when we meet up at weekends.



B I think gangs are pathetic. People in gangs think they're better than anyone who's different to them – they take themselves so seriously. I prefer to decide what music I buy and what I wear myself. I don't want to be just one of the crowd.

GRAMMAR AND READING

1 Read texts A–C quickly and answer the questions.

Which person

- 1 doesn't belong to a gang?
- 2 has known the people in his/her gang since childhood?
- 3 has similar interests to other people in his/her gang?

Work it out

2 Look at texts A and B and complete the table.

Reflexive pronouns

	1st person	2nd person	3rd person
Singular		yourself	himself herself
Plural		yourselves	

3 Look at the sentences and answer the questions.

- 1 We always enjoy ourselves when we meet.
- 2 I decide what clothes I wear myself.

- In which sentence does the reflexive pronoun mean *without any help/independently*?
- Where does the reflexive pronoun go in the sentence when it has this meaning?

4 Look at the sentence and decide what the context is.

We make fun of each other a lot.

- a I laugh at myself and my friend laughs at herself.
- b I laugh at my friend and she laughs at me.

Mind the trap!

We don't normally use reflexive pronouns with these verbs: *wash, dress, shave, brush*.

I **shave** before I have a shower.
NOT I **shave myself**.

C

I think it's really important to belong to a gang. I hang around with other people from the estate. We're all into different clothes and music, but we all grew up together and that's really important. We spend a lot of time on the phone to each other and help each other with our problems.

5 Complete the sentences with the correct reflexive pronoun. Choose the sentences in which the pronoun means *independently*.

- 1 You shouldn't blame ___ for not passing the exam. It was very hard.
- 2 Mike's working part-time. He has to pay for his studies ___.
- 3 Be careful with that knife – you don't want to cut ___!
- 4 I grew these tomatoes ___.
- 5 Nobody helped us, so we had to do it ___.
- 6 Please behave ___. You're both being very naughty.

6 Complete the sentences with the correct reflexive pronoun or *each other*.

- 1 Richard and Kate are the perfect couple. They really love ___.
- 2 Tom's vain. He's really in love with ___.
- 3 Although they both live in Spain, they speak to ___ in French.
- 4 She's weird – she's always talking to ___.
- 5 Everyone in our gang really gets on with ___.

7 Write sentences about your relationships with your friends. Use reflexive pronouns or *each other* and the verbs below. Use the texts in Exercise 1 to help you.

argue with get on with understand text
believe in help make fun of enjoy phone

My friends and I spend a lot of time together and text each other in the evenings. We often meet on Saturday afternoons, and we always enjoy ourselves

VOCABULARY AND WRITING

- 1 **Think Back!** Work in pairs. Put each word into the correct group. Then add as many other words as you can think of in three minutes.

(gold) chain boots eyeliner sweater trainers coat earrings
lipstick tracksuits T-shirt

clothes

make-up

footwear

jewellery

- 2 Look at the texts below and complete the table for the nouns in pink.

Describing clothes – order of adjectives

opinion	size/ length	colour/ shade	style/ cut	material	(compound) noun	preposition + noun phrase
trendy	long		baggy		top	with a hood
			baggy		combat trousers	
					...	

- 3 Put the adjectives in the correct order. Use the table in Exercise 2 to help you.

- | | |
|-------------------------------------|-----------|
| 1 striped/a(n)/old-fashioned/cotton | shirt |
| 2 silk/large/a/blue | blouse |
| 3 black/leather/tight | trousers |
| 4 nylon/cheap/white/a | tracksuit |
| 5 cotton/beige/baggy | shorts |
| 6 red/bright | lipstick |
| 7 horrible/grey/woollen | socks |
| 8 long/with a band logo on it/a | T-shirt |
| 9 ripped/with a patch/denim | jeans |

- *4 Work in pairs and follow the instructions.

- Look at the pictures of fashion styles on pages 36–37 and choose one person.
- Describe what he/she is wearing.
- Try and guess who your partner is describing.

*Project idea

Choose a fashion or style that is popular with a group of people in Russia. Write a description of about 200–250 words.

- **Paragraph 1**
Mention the clothes, accessories and make-up they usually wear.
- **Paragraph 2**
Mention the kind of music they listen to.
- **Paragraph 3**
Mention how they typically spend their free time.

Think of a catchy title for your article and add a photo or two.

Hannah is wearing a stylish cotton **T-shirt** with a design, a short denim **jacket**, blue cropped jeans, a studded belt and long leather **boots**. She's wearing eyeliner and mascara.

Callum is wearing a trendy baggy **top** with a hood, a brown cap, long baggy **combat trousers**, a chain and trainers. He's also wearing a charity bracelet.

WHAT'S NEW ON THE HIGH STREET



FASHION TRENDS

05

Keeping up-to-date

Read, listen and talk about modern communications and technology.
Practise the Present Perfect Simple and the Present Perfect Continuous.
Focus on giving instructions.
Write a personal letter.



Getablog.com

Want your own personal website? A place where you can post your thoughts and images, interact with others and more? Get a blog! Click on the link, and you can get your own blog in only five minutes. And it's all for FREE!

CRITICAL AGE

ABOUT DAVID LEAD GUITARIST

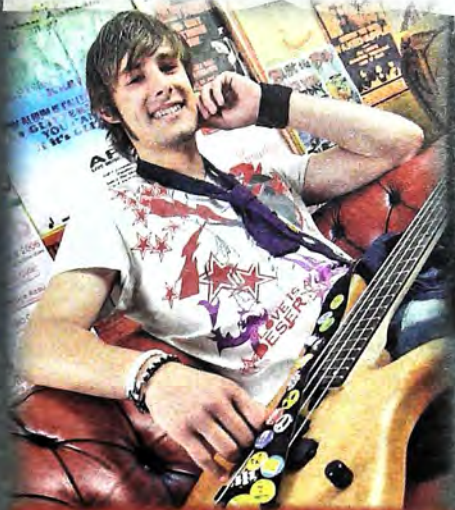
ABOUT STEPHEN DRUMMER

ABOUT TRACY RHYTHM GUITARIST

ABOUT CRITICAL AGE

We've been together for ten months. We've already played more than thirty gigs. We haven't signed a deal with any record companies ... yet! But we've made a demo CD!

Email Critical Age: Criticalage@zmail.com



I write the songs and I write this blog. I've been playing the guitar since I was four. I've been the bass guitarist for three months - since Brian left the band.



21 Oct @ 02:24

Have you been listening to Southgate FM recently? Nick Rhodes has been playing our CD all week! I'm amazed! He loves us.

He hasn't been talking about anyone else. He's played *So Happy* three times tonight! We've been rehearsing a lot lately. We're playing a gig at *The Rock Garden* on Nov 5 @ 9 p.m. Come along. It'll be explosive! I've been writing songs all day - I'm exhausted. I've written four new songs.

POST REPLY

READ ALL REPLIES

SO FAR

9 8 7

PEOPLE HAVE VISITED THIS BLOG.

GRAMMAR AND READING

- 1 Read the Getablog.com advert. Are the statements *true* or *false*?
- 1 A blog is an easy-to-use personal website.
 - 2 On a blog, you can write your opinions and post photos.
 - 3 You can't communicate with other people.
 - 4 It takes a long time to set up a blog.
 - 5 It doesn't cost anything to set up a blog.
- 2 In pairs, read the blog and answer the questions.
- 1 How many people have visited this blog?
 - 2 What does it tell you about the band?
 - 3 Do you think they are a successful band? Why?/Why not?

Work it out

- 3 **Think Back!** Look at the sentences. What tense is used? Why?

- 1 We have played more than thirty gigs.
- 2 We have made a demo CD.

- 4 **Think Back!** Complete these sentences from the blog. When do we use these two time expressions?

We've been together ___ ten months.
I've been the bass guitarist ___ Brian left the band.

- 5 Match sentences 1–3 with the uses of the Present Perfect Simple and Present Perfect Continuous (a–c).

- 1 I've been writing songs all day – I'm exhausted.
 - 2 I've written four new songs.
 - 3 I've been writing songs since I was sixteen.
- a An action that started in the past but is still continuing.
b A past activity that may be continuing. It has a result in the present.
c A finished action.

Check it out

Present Perfect Simple and Continuous

We use the Present Perfect Simple to talk about:

- news and recent actions.
We **have made** a demo CD!
- a finished action if we don't say exactly when it happened. We may say how many times it happened.
We **have already played** more than thirty gigs.

We use the Present Perfect Continuous to talk about:

- an action that started in the past but is still continuing.
I **have been writing** songs since I was sixteen.
- a past activity with a result in the present. It may be continuing.
I **have been writing** songs all day – I'm exhausted.

We use *since* to say when the situation started.
We use *for* to say how long this situation has been true.

- 6 For each example write one sentence in the Present Perfect Simple and one in the Present Perfect Continuous.

Colin has been writing songs since 2001.
He has written hundreds of songs.

- | | |
|-----------------|--|
| 1 Colin/write | songs since 2001
hundreds of songs |
| 2 Colin/go out | with Tracy for about
a year
for a drink with Tracy |
| 3 Tracy/play | in public many times
the piano since she was
six |
| 4 Stephen/act | in three music videos
in a music video all day |
| 5 David/save up | his money
almost £3,000 |

- 7 Use the Present Perfect Continuous and the words in brackets to explain these situations.

Colin needs a drink. He's been rehearsing since 6.30.

- 1 Colin needs a drink. (rehearse/6.30)
- 2 David's very tired. (play games/ages)
- 3 Stephen's arms are sore. (lift weights/gym/two hours)
- 4 Tracy feels stressed out. (teach Colin drive/two o'clock)
- 5 Colin's looking thin. (not/eat much/recently)
- 6 I know all the lyrics to *So Happy*. (listen/song/all day)

- *8 Complete the text with the correct forms of the verbs in brackets. Use the Past Simple, the Present Perfect and the Present Perfect Continuous.

8 Nov @ 12.30

My ear is sore! I ¹___ (talk) to a guy from a record company all morning. He ²___ (call) me six times since the Rock Garden gig! He ³___ (offer) us all sorts of things if we sign with his company. Last night he ⁴___ (offer) to take us all on tour in America! We ⁵___ (try) to decide if we should accept his offer, but we ⁶___ (not/make) a decision yet. ⁷___ (you/ever/be) on a plane? Well, right now, I feel the way you do when the plane is taking off – I ⁸___ (never/feel) so excited. I ⁹___ (think) about the future – and it's looking good.

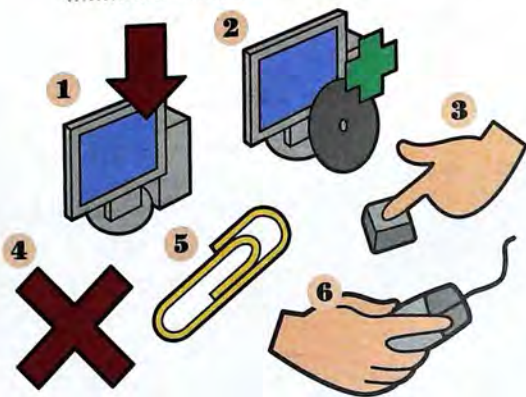
- 9 Work in pairs. Use the prompts below to roleplay the interview. Student A, look at page 119. Student B, look at page 120.

Interviewer
How long/know/Colin?
Where/meet?
How long/play/guitar?
Ever/meet/anyone famous?
What/listen/recently?

David
years
primary school
five years old
yes/Ewan McGregor
punk from the 70s

VOCABULARY

- 1 Match the verbs with pictures 1-6.
attach click delete download install press



- 2 Work in pairs. Use a dictionary to check the meanings of the underlined words. Then complete sentences 1-6 with the verbs from Exercise 1.
- Put the plug in the socket, and then click the power button to switch on the computer.
 - To send a message move the cursor onto the toolbar and click on the envelope.
 - Use a search engine like Google to find some freeware to download.
 - It's a good idea to read the manual before you install the programme.
 - If you think an email has a virus, you should delete it immediately.
 - First, open the folder 'My docs', then use the icon of the paper clip to attach the document to the email.

- 3 ©T026 Listen to the conversation and number these words and phrases in the order that you hear them.

battery phonebook ring tone
signal strength vibrating alert voicemail

- 4 Match the beginnings of sentences 1-6 with endings a-f.

- If the signal strength is too low,
- If the battery is low,
- The phonebook
- The ring tone
- With a vibrating alert
- Voicemail

- is a service which answers your calls for you.
- is what you hear when someone calls your mobile.
- is where you store your friends' numbers.
- you can receive calls without disturbing other people.
- you can't make or receive calls.
- you need to charge it.

LISTENING

- 1 ©T027 Listen to Daria, Neil and Hanif talking about the Internet. Are the statements *true* or *false*?

- Daria doesn't think the Internet is as dangerous as some people say.
- Hanif thinks it's a wonderful invention.
- Neil thinks that you can do lots of cool things online, but you should be careful.



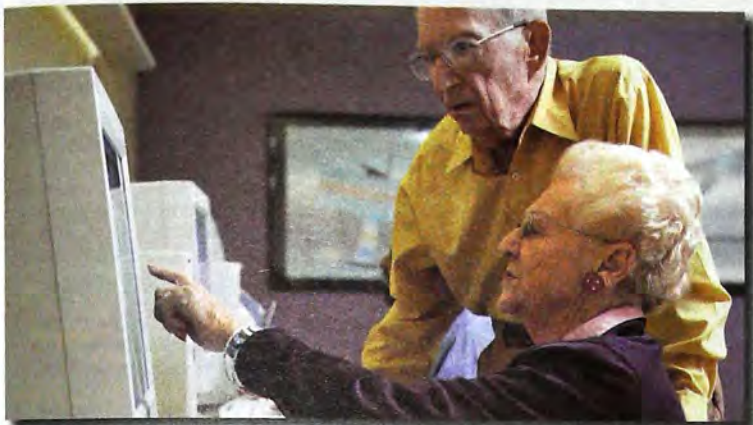
THE FIVE DEADLY DANGERS OF THE Internet

- You can get arrested if you download copyrighted material.
- You don't know who you're really talking to on chat sites.
- People can manipulate photos that you send on the Internet.
- Spyware programmes can steal your personal information.
- You can get a computer virus.

What do I look like?
I'm a cute fluffy bunny.



- 2 Work in pairs. Read the text. Then look at the cartoon and decide which of the dangers it suggests.
- 3 ©T027 Listen again, and complete the advice the people give. Then match advice a-e with dangers 1-5 in the leaflet.
- Don't register any information that you don't want the whole world to see.
 - You should be careful about what kind of photos you send.
 - You can't always trust what people tell you on chat sites.
 - You should only register with people that you can trust.
 - Don't download any software from strangers.
- 4 Work in pairs. Which of the opinions from Exercise 1 do you agree with the most? Why?



SPEAKING AND LISTENING

1 Work in pairs. Describe the photo then answer the questions.

- Is it more difficult for older people to use computers? Why?/Why not?
- Have you ever used a computer with your parents or grandparents? If so, what for?

2 **©T028** Listen to the people in the computer class. Choose the reasons they give for learning to use computers.

- 1 to save money
- 2 to keep in touch with young people
- 3 to buy presents on the Internet
- 4 to help with a hobby
- 5 to find a job

3 **©T029** Listen to the students in the computer class. Then match students 1–5 with things they want to do a–e.

- a attach something to an email
- b join a chat group
- c print a document
- d send an email
- e switch on the computer

4 **©T030** Complete extracts 1–3 below with phrases a–g. Then listen and check.

- a the one with
- b the thing that looks like
- c do you see
- d that's right!
- e make sure you
- f don't forget to
- g the next thing you need to do is

1 **Teacher** So press the big blue button, ¹ ___ power written on it.

Woman 2 This one?

Teacher Yes, ² ___

2 **Teacher** First click on the attachment icon ... ³ ___ a paper clip ... ⁴ ___ ?

3 **Teacher** And now ⁵ ___ to click on the icon that says new message Now, type in the address ... ⁶ ___ get it right ...

Man 2 Bill Hickey at easymail.com

Teacher That's it ... and ⁷ ___ put the subject of your email.

5 Complete the **Speak Out** box with the words and phrases from Exercise 4.

SPEAK OUT | Giving instructions

Saying what to do

The first thing you've got to do is ...

¹ ___

First .../Then .../Next ...

² ___

You don't need to ...

³ ___

Identifying objects

It's a bit like ...

⁵ ___

The big thing with ...

⁶ ___

It's made of ...

It's used for ...

Checking

Alright?/OK?

(Have) you got that?

⁴ ___

Have you done that?

Saying someone has understood

⁷ ___

That's it!

6 Work in pairs. Make a list of six things that you associate with computers. Then use **Speak Out** to describe things from your list.

A It's a large object. It's made of plastic and metal and glass. It's a bit like a television.

B A monitor?

7 **©T031** Complete with one word in each gap. Use **Speak Out** to help you. Then listen and check.

The ¹ ___ thing you've got to do is to find a phone box. It isn't easy nowadays. Don't ² ___ to check that it accepts money. A lot of them only take phonecards now. ³ ___ , you lift the receiver, and put the money in. Make ⁴ ___ you put enough money in the slot or you won't get connected, ⁵ ___ ? ⁶ ___ , you dial the number and hope you don't get an answering machine, because if you do, you won't get your money back. OK. Have you ⁷ ___ that?

8 Work in pairs. Use the language in **Speak Out** to explain how to use a mobile phone. Student A, look at page 120. Student B, look at page 121.



Portable Phones – Walk and Talk!

Have you ever called up a friend and heard this: 'Sorry, he's not in. Can you call back later?' Have you ever been in a dirty phone box on a cold night and found the phone **out of order**? Have you ever thought how wonderful it would be if you could talk to your friends any time you wanted to? If so, then read on ...

A

Ever since Bell patented the telephone in 1876, we've been living in the age of instant communication. But there has always been a restriction – you need to find a phone. And that isn't always easy. OK, we've had car phones since the 1950s. But the first car phones were enormous. The machinery filled the boot of the car! More than a portable phone, it was a mobile phone box! One of the first users was a doctor in Sweden. Unfortunately, the phone needed so much power that he could only make two calls before the battery **went dead**. The first to his patient, and the second to the garage to get someone to come and **fix** his flat battery. By the mid-1960s phones were small enough to fit into the front of a car, but unfortunately, they were still too heavy for people to carry around. They were also extremely expensive. So, it was no surprise that they didn't become popular.

B

And then Mr Cooper made a call. On 3 April 1973, while walking along a street in New York, Motorola employee Martin Cooper took out his portable phone, **dialled** a number and made a call to a rival phone company. I don't know what he said – perhaps, 'Nobody has ever done this before!' – but I bet he felt pretty happy when he hung up. He knew that his company was ahead of the competition.

C

Now – just over ten years later – the DynaTAC 8000X portable cellular phone has arrived in the shops, and this week I've been testing it. I must say I'm impressed. The first thing you notice is how small and light it is. It weighs a little less than a bag of sugar and is about the same size as a brick – about twenty centimetres long. It looks really smart, too. And you can talk for almost half an hour without recharging the battery! You can also **turn down** the volume in case the phone **goes off** when you're in a meeting. The disadvantage? The price. It costs almost £3,000!

But don't worry. The price will **come down**, and soon everyone will have one.

D

And while I have my crystal ball out, here are some more predictions about how we will communicate in the future ... Firstly, I think people will forget how to write because all communications will be oral. And one day before too long we will have phones with 3D video screens which allow you to see your friends and watch TV! More good news: phone calls will be free – they'll be paid for by advertising! And finally, I believe that eventually humans in the future will have phones in their brains! With a speaker in an ear and a microphone in a tooth we will be able to dial numbers just by saying them.

But until then, you could do worse than buy yourself a Motorola DynaTAC. Become mobile and say goodbye to those cold calls in dirty phone boxes.

Science Times

April 1, 1984



Personal computers – will every home have one?

Disposable cameras – snap and throw.

Windows or Apple? Which is better?

Male baldness – the cure is near.

COVER STORY
Portable Phones
Walk and Talk!

... plus lots more fascinating articles!

READING

1 Look at the front cover of the magazine and answer the questions.


- 1 What kind of magazine is this?
- 2 When was it published?
- 3 What is the main story of this issue?
- 4 Do you ever read any magazines like this?

2 Read the magazine article. What is it about?

- a The history of communications.
- b A new mobile phone.
- c Technology in the future.

3 Match headings 1–4 with paragraphs A–D in the text.

- 1 The future
- 2 The first call
- 3 Testing the product
- 4 The historical background

4  T032 Read the text again listening to its recording and choose the best answers.

- 1 Which of these problems with traditional phones in 1984 does the writer not mention?
 - a The person you want to talk to is often not at home.
 - b Public phones don't always work.
 - c Not all your friends have a phone.
- 2 The main disadvantage with the first car phones was that
 - a you could only use them in Sweden.
 - b they only worked inside phone boxes.
 - c they used too much power.
- 3 Why were car phones still not popular in the 1960s?
 - a They were too small.
 - b They weighed a lot, and they cost too much.
 - c They used up batteries too quickly.
- 4 Why is Martin Cooper important in the history of mobile phones?
 - a He made the first mobile phone call.
 - b He worked for the mobile phone company, Motorola.
 - c He invented the first portable phone.
- 5 What does the writer not like about the DynaTAC portable phone?
 - a the price
 - b the size
 - c how long the battery lasts
- 6 What does the writer think of the future of mobile phones?
 - a He's sure they will be successful.
 - b He's not sure they will be successful.
 - c He's sure they won't be successful.

5 Complete the sentences with these words and phrases from the text.

.....
 out of order dead fix dial
 turn down go off come down

- 1 Excuse me, could you send someone to ___ my phone. It's not working.
- 2 First, pick up the receiver. Then, ___ the number you want to call.
- 3 Has your mobile phone ever ___ during an exam?
- 4 It's always the same with new technology. At first, it's really expensive, and then the price ___.
- 5 Do you know how to ___ the volume of your mobile phone?
- 6 Suddenly, the line went ___. Lesley felt scared.
- 7 This phone is ___. Have you got a mobile?

6 Work in groups. Discuss these questions.

- 1 How have mobile phones changed since 1984?
- 2 Which of the predictions the writer makes in his article have/have not come true?
- 3 Which ones do you think will/won't come true?
- 4 How do you think communications will change in the future?

*7 Work in groups. Use the prompts and your own ideas to discuss the statement below. Use **Speak Out** on page 37 to help you.

The more people use technology,
the less they communicate.

- Too much information, no time to think.
- Technology helps you to keep up-to-date.
- Talking with technology is impersonal.
- You can always keep in touch with your friends.
- Technology lets you use language in new ways.
- Emoticons and texting are killing language.



"I'VE HAD A HIGH-SPEED INTERNET CONNECTION WITH WIRELESS TECHNOLOGY FOR MORE THAN A YEAR. I'VE LEARNT TO TEXT FASTER THAN I CAN SPEAK. MY NEW MOBILE IS THE BEST ONE I'VE EVER HAD. SO, WHY HAVE I BEEN FEELING SO LONELY?"

12 Bradgate
Cuttley
Herdfordshire
EN 6 4RL
7 November 2014

Dear, Hanif,

Where have you been recently? Have the aliens finally come and taken you away to their planet? Or have you been playing so many computer games that you haven't had enough time to answer your friends' emails?!

It's too late to send me an email, anyway, 'cause I'm staying with my uncle and aunt in the country. I've been here since Friday, and I'm going to stay until the end of the month. It's wonderful here! So quiet and peaceful! Why don't you and Neil come down for a weekend? The only thing is there are no computers here! And I can't even use my mobile! The signal strength is too low. That's why I'm writing you this letter - I think it's the first time I've written a letter for more than a year!

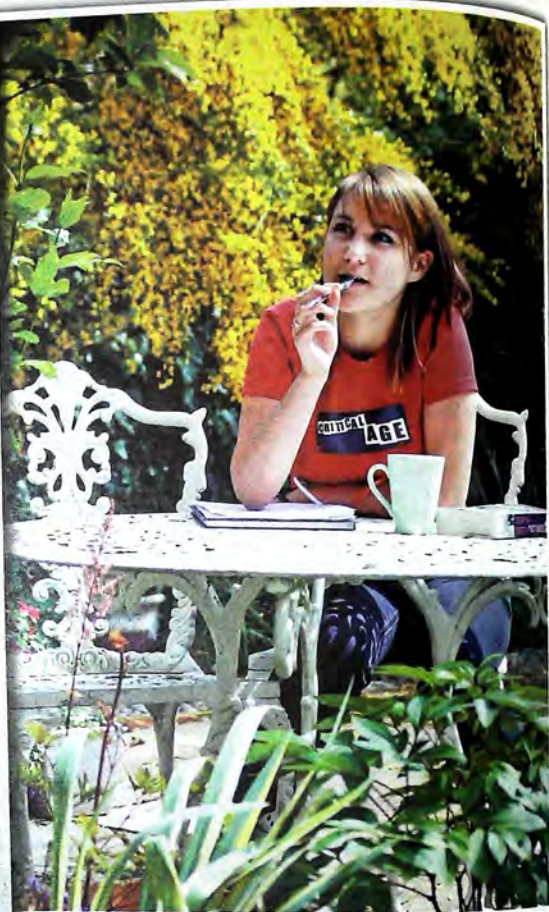
What was the Critical Age concert like? Did you enjoy it? What a pity I missed it! I've been listening to the radio all morning, but they haven't played 'So Happy' yet.

Anyway, I've got to stop now. My uncle's going into town, and he's going to post this for me. Write me a letter if you still remember how to use a pen! OK?

I want to hear all your news.

Best wishes,

Daria



WRITING

1 Work in groups. Ask and answer questions to find the most popular way of communicating personal news in writing. Use the ideas below to help you.

- a letter
- a postcard
- a text message
- an email
- a message on an instant messenger site

How many times have you written a letter to a friend in the last month?

2 Look at the letter that Daria sent to Hanif. Are the statements true or false?

- 1 She tells Hanif her news.
- 2 She starts each new topic with a new paragraph.
- 3 She uses questions and imperatives to communicate more directly with her reader.
- 4 She doesn't say anything about Hanif's life.
- 5 She gives a reason why she can't write anymore.
- 6 She uses a formal written style.

3 Complete Hanif's reply to Daria with extracts a-h.

- a All the best
- b don't go out
- c have you had any news from Chris
- d Hi Daria
- e I haven't been getting enough sleep
- f I'm meeting Neil at the café
- g Neil and I met Colin from *Critical Age*
- h Thanks for the invitation to the country

4 Match the underlined words and phrases in Hanif's letter with their synonyms below.

before I forget guess what? it seems that so

5 Choose the best words and phrases.

- 1 *Have you heard/Before I forget* the latest news?
- 2 *Anyway/Apparently* they've expelled Chris from school! I don't know why. Give him a call and ask him.
- 3 *By the way/Guess what*, have you seen Vicky? Could you give her my address?
- 4 *Anyway/By the way*, I imagine Chris is feeling pretty bad. Maybe you could go and see him. What do you think? I've got to go now.
- 5 *Cheers/Yours sincerely*, Daria



Southgate
November 11, 2014

1 ____ ,

It's alright. You can stop worrying. I haven't lost my memory and forgotten all my friends. Only you! :-)

Seriously, I'm really sorry I haven't written for so long.

I'm pretty tired at the moment because ² ____ . No, it isn't because of too many computer games! I've been working really hard ... and partying even harder! The big news is ³ ____ ! We went backstage after the Rock Garden gig, and we spoke to him for about half an hour. He's really excited about the group. Apparently they're going to be on national TV next week.

⁴ ____ . It sounds great. Just what I need – a bit of rest and relaxation. I'm not sure what time we'll be there, so ⁵ ____ on Saturday morning! OK? Anyway, got to go. ⁶ ____ . Oh, by the way, ⁷ ____ ? I haven't heard from him for ages.

⁸ ____ ,

Hanif

- 6 Work in pairs. Complete Neil's letter with suitable words and phrases. Then go to page 118 and compare your answers with the original. What would you change or add if these were not real personal letters but examination tasks?

TRAIN YOUR BRAIN | Writing skills

Personal letters

- Write your full or short address in the top right-hand corner.
- Write the date below.
- Start your letter with expressions like *Dear .../Hi, .../Hello, ...*.
- Thank your friend for his/her letter.
- Answer your friend's questions (or tell him/her your news if there are no questions in your friend's letter).
- Comment on and ask about your reader's life.
- Give a reason to end the letter.
- Finish the letter with expressions like *Bye,/Cheers,/All the best,/Best wishes,.*
- Write your name on the next line and don't use a full stop after it.
- Start a new paragraph for each new topic.
- Use an informal conversational style.

Southgate

December 22, 2014

Hi, Daria,

Sorry I haven't written sooner, but I've been ¹ ____ . I'm exhausted! I've been ² ____ . I've got a big maths test tomorrow. What else? Well, I've been taking driving lessons, too! My grandma is ³ ____ . I can drive quite well already. I want to pass my test so that I can ⁴ ____ .

The big news is that ⁵ ____ a present! The new Critical Age CD signed by Colin! We've been ⁶ ____ quite a lot recently. He's really ⁷ ____ . You'd love him.

Anyway, that's enough about me. What about you? Have you decided to ⁸ ____ yet?

Oh, before I forget, Chris called me up. Apparently, there's a really good ⁹ ____ course on at the youth centre next week. Do you want to go? Come on! It'll be fun. I've got to go. My ¹⁰ ____ is calling me!

Write back soon.

Love,

Neil

- 7 Study **Train Your Brain** and write a letter to a friend with some personal news.

- Note down a) the most important things that have happened in your life recently, and b) what you want to find out about your friend's life.
- Organise your notes into paragraphs.
- Use vocabulary from Exercise 6.
- Write a first draft of the letter and then give it to a classmate to check it for errors.
- Write the finished version of your letter.

*Project idea

Form two teams: one supports the statement in Exercise 7, page 47, the other thinks the opposite. Search the Internet for more information and statistics on the subject. Each team makes a poster to prove their point of view.

The MORE people use technology, the
LESS they communicate
OR

The MORE people use technology, the
MORE they communicate?

VOCABULARY AND GRAMMAR

1 Complete the sentences. Form new words from the words in capital letters.

- A lot of people like to be ___ because it makes them feel better. **FASHION**
- Wearing ___ and other types of jewellery can be a sign that you belong to a group, for example Goths. **EAR**
- UNICEF is an ___ which looks after children in underdeveloped countries. **ORGANISE**
- People usually join political parties because they ___ with their views on politics, economics and social issues. **IDENTITY**
- Some young people join gangs because they're looking for ___. **ACCEPT**
- The battery in my mobile is flat - I need to ___ it. **CHARGE**

2 Complete the sentences with the correct verbs below.

bump calm fool get go hang put

- In hot weather, the kids usually ___ around the village square.
- When you live in a big city, you have to ___ up with noise, traffic and pollution.
- You can ___ into an old friend from school anywhere - even on holiday.
- The doctor tried to ___ the patients down.
- He is often punished by his teacher because he likes to ___ around.
- Teenagers often do not ___ on with their younger brothers and sisters.
- Which is the most embarrassing place where your mobile can ___ off?

3 Complete the sentences so that they mean the same as the original sentences.

- My sister started studying maths at 4 o'clock. She is still studying it.
My sister ___ maths since 4 o'clock.
- Jane is really selfish - she doesn't like anyone else.
Jane is really selfish - she only ___.
- My mum started cleaning the windows after lunch. Four windows are clean already.
My mum ___ four windows since lunch.
- It is a long time since Kate emailed me.
Kate hasn't ___ a long time.
- Tom can take care of himself. Bill can take care of himself, too.
Tom and Bill can both ___.
- Nobody helped us - we did it on our own.
Nobody helped us - we did it ___.

4 Complete the email. For each gap choose the correct answer.

Latest news

Reply Reply All Forward

From: kate@abc.co.uk
To: Jessica@yes.com
Subject: Latest news

Hi, Jessica,

Thank you for your last email. I ¹ ___ very busy this week, so please don't be angry with me for writing back so late. I ² ___ four tests already, and the week is not over yet! I ³ ___ this project on famous British monarchs for nearly two weeks now, and I still haven't finished. I know it's a long time, but I ⁴ ___ it to be really good. What else? I usually ⁵ ___ to school with my dad, but this week he is on a business trip, so I ⁶ ___ the bus to school. You know that I ⁷ ___ to a horse-riding club? Well, I ⁸ ___ my friends from the club this Saturday at ten o'clock. I can't wait to see them. Got to go now. I'll write more on Sunday, I promise.

Take care,
Kate

- | | |
|------------------|----------------------|
| 1 a am | c was |
| b have been | d am going to be |
| 2 a have | c have had |
| b had | d have been having |
| 3 a wrote | c am writing |
| b have written | d have been writing |
| 4 a will want | c have wanted |
| b want | d wanted |
| 5 a am going | c have gone |
| b am going to go | d go |
| 6 a take | c have taken |
| b am taking | d am going to take |
| 7 a belong | c belonged |
| b have belonged | d am going to belong |
| 8 a am seeing | c am going to see |
| b see | d have seen |

PRONUNCIATION

1 **©CT002** Listen to the words in the table. Then listen to the words below and put them in the correct column. Then listen and check.

uncle tracksuit toolbar apple cup
card fun fan fashion radical bump
mascara mark club park recharge

æ	ʌ	ɑ:
cat	cut	bath



LISTENING SKILLS

1 **©CT003** Listen to a radio programme in which different people give their opinion about fashion and appearance. Match speakers 1–5 with statements a–f. There is one extra statement.

- 1 Katie
- 2 Tom
- 3 Brian
- 4 Lisa
- 5 Veronica

- a Some clothes in fashion shows are not designed to be worn by ordinary people.
- b If you buy clothes from the same shops as everyone else, you don't show your own style.
- c You may become a fashion victim if you pay attention to new fashions in magazines and on TV.
- d The clothes people wear can tell us something about their character.
- e Fashion is really important and we should obey it.
- f There is a link between what you wear and what kind of music you listen to.

SPEAKING SKILLS

- 1 Describe the photo and answer the questions.
 - 1 Why do you think the people have decided to go shopping together?
 - 2 Do you agree that shopping has become a popular leisure activity for families nowadays? Is this right or wrong? Justify your opinion.

2 Roleplay this conversation.

Student A

You are on a language course in England. You have found out that the school is next to a theatre. You would like to join the theatre. Ask one of your teachers for information. In the conversation:

- ask the teacher for their opinion of the activities at the theatre.
- explain that you are not sure whether your knowledge of English is enough for you to be able to take part in shows put on by the theatre.
- show your interest in the theatre and ask how to join it.

Student B

You are a teacher on a summer language course in England. One of your students wants to find out details of the local theatre. In the conversation with the student:

- say that, in your opinion, participation in the theatre is a way of studying English.
- tell the student that all students from the school can participate in the activities at the theatre.
- explain how to go about becoming a member of the theatre.

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1 Complete the sentences. Form new words from the words in capital letters.

- A lot of people like to be ___ because it makes them feel better. **FASHION**
- Wearing ___ and other types of jewellery can be a sign that you belong to a group, for example Goths. **EAR**
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bump calm fool get go hang put

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Kate

- | | |
|------------------|----------------------|
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| b have been | d am going to be |
| 2 a have | c have had |
| b had | d have been having |
| 3 a wrote | c am writing |
| b have written | d have been writing |
| 4 a will want | c have wanted |
| b want | d wanted |
| 5 a am going | c have gone |
| b am going to go | d go |
| 6 a take | c have taken |
| b am taking | d am going to take |
| 7 a belong | c belonged |
| b have belonged | d am going to belong |
| 8 a am seeing | c am going to see |
| b see | d have seen |

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mascara mark club park recharge

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- d The clothes people wear can tell us something about their character.
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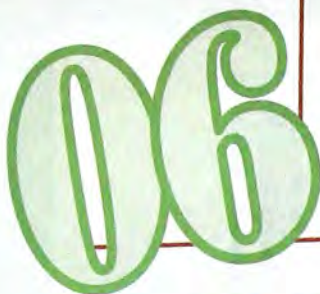
- say that, in your opinion, participation in the theatre is a way of studying English.
- tell the student that all students from the school can participate in the activities at the theatre.
- explain how to go about becoming a member of the theatre.

An eye for an eye?

Read, listen and talk about crime and punishment.

Practise the Past Simple, the Past Continuous and the Past Perfect, *used to* and *would*.

Focus on agreeing and disagreeing.



GRAMMAR AND READING

- 1 Work in pairs. Describe the picture, then answer the questions.
 - Where are the two young people and what are they doing?
 - This is their punishment for a crime. What do you think they did?
 - a destroyed a statue
 - b insulted some police officers
 - c stole a car
- 2 Read the article and check your answers to the questions in Exercise 1.

jackass American English 1 a male donkey
2 (offensive) stupid or annoying

Work it out

- 3 Identify the tenses of the verbs in bold: Past Simple/Past Continuous/Past Perfect. Then choose the correct words in the explanations.
 - 1 When I reached the front, the police **had stopped** the traffic.
The police stopped the traffic *before/at the same time as/after* I reached the front.
 - 2 When I reached the front, two teenagers **were walking** along the street.
The teenagers were walking *before/at the same time as/after* I reached the front.
 - 3 When I reached the front, I **asked** one of the cops a question.
I asked a question *before/at the same time as/after* I reached the front.

Newsletter from America

Liz Connery on what's happening across the Atlantic

Rough Justice

Last weekend I was staying with some friends in Ohio. I needed a break from New York, and someone had told me it was a nice, quiet place.

It was Sunday at 10 o'clock, and I was jogging in a park. I was running near the street when I saw a crowd of people, a police car and a donkey! I ran forward and pushed through the crowd. When I reached the front, the police had stopped the traffic and two teenagers were walking along the street with the donkey and a sign that said, 'Sorry for the jackass offence.' They looked miserable. Why were they doing this? What had they done?



I asked one of the cops. It was a punishment, he said. They were doing it because they had stolen a statue from a church and destroyed it. A judge, Michael Ciccnetti, had sentenced them to 45 days in jail, ordered them to pay for a new statue and given them this unusual punishment. This was not the first time that this judge had thought of an original way to punish ...



- 4 Look at sentences 1–3 in the Past Continuous. Match them with descriptions a–c.

- 1 I was staying with some friends in Ohio.
- 2 It was 10 o'clock. I was jogging in the park.
- 3 I was running near the road when I saw some people.

- a a description of an action or situation in progress at a specific time
- b a description of a temporary situation
- c a longer action interrupted by a shorter one

Check it out

Past Simple, Past Continuous and Past Perfect

We use the Past Simple:

- to describe finished actions.
- to tell the main events in a story in order.
I **ran** forward and **pushed** through the crowd.

We use the Past Continuous:

- to describe things which were in progress at a specific time in the past.
It was 10 o'clock. I **was jogging**.
- for temporary situations/habits.
I **was staying** in Ohio.
- for longer actions interrupted by shorter ones.
I **was running** when I saw some people.

We use the Past Perfect:

to talk about an action that happened before another action in the past.
They were doing it because they **had stolen** a statue.

Mind the trap!

We generally use the Past Simple, not the Past Continuous, to talk about finished actions, even if they lasted for a long time or were repeated.

They **spent** 45 days in jail. NOT ~~were spending~~
He **planned** the robbery for several years.
NOT ~~was planning~~

- 5 1033 Work in pairs. Match questions 1–4 with answers a–d. Listen and check.

- 1 Where were you?
- 2 What were you doing?
- 3 What happened?
- 4 What did you do?

- a My neighbours started shouting at each other.
- b I got up and put on the TV really loud.
- c I was trying to get to sleep.
- d I was at home.

- 6 Work in pairs. Roleplay the situation. Student A, look at page 120. Student B, look at page 121.

- 7 In pairs, read about these unusual punishments. Guess the crimes the people committed. Use the Past Perfect.

Perhaps Andy had parked his car in the wrong place.

- 1 Andy had to work as a school crossing guard.
 - 2 Bill had to visit nine fire stations and apologise to the fire fighters.
 - 3 Carl had to wear a dress, a wig and make-up in a busy shopping street.
 - 4 Dan invited a family to his house and asked them to take anything they wanted.
 - 5 Ed had to run a five-mile race.
- 8 Complete sentences a–e with the Past Perfect. Then match the crimes with punishments 1–5 in Exercise 7.

- a He ___ (make) a false call to the fire station.
- b He ___ (drive) too fast near a school.
- c He ___ (break) into their house and he ___ (steal) their property.
- d He ___ (run) away from the police after they ___ (see) him drinking beer while driving.
- e He ___ (insult) a woman and he ___ (throw) beer cans at her car.

- 9 Complete the sentences. Use the Past Simple, the Past Continuous and the Past Perfect.

- 1 When he crashed the car,
 - a he ___ (drive) at 160 kph.
 - b he ___ (drink) six bottles of beer.
 - c an ambulance ___ (arrive) and ___ (take) him to hospital.
- 2 When the judge returned to the courtroom,
 - a everyone immediately ___ (stand) up.
 - b she ___ (make) her decision.
 - c the journalists ___ (still/write) their reports.
- 3 When she came out of the prison gate,
 - a she ___ (learn) her lesson.
 - b her husband ___ (wait) for her.
 - c she ___ (kiss) her husband and then they ___ (go) home.

1

Telephone



2



3



VOCABULARY

- 1 Match pictures 1–3 with the words below. Are these crimes common in your city/town/region?

- a shoplifting
- b vandalism
- c mugging

- 2 © TUSA Complete the table. Use a dictionary if you need to. Listen and check.

Crime	Criminal	Action
1 ___	a vandal	vandalise
2 ___	a mugger	mug/rob/steal
3 ___	a shoplifter	shoplift/rob/steal
theft	4 ___	rob/steal
robbery	5 ___	rob/steal
burglary	burglar	6 ___
murder	murderer	7 ___

Mind the trap!

We use the verbs *rob* and *steal* in a different way.

A criminal robs a person or a place.
The gang **robbed** three banks in one week.

A criminal steals something from a person or a place.
They **stole** more than \$1 million.

- 3 Who does it? Match the people with the actions.

- a criminal
- a police officer
- a judge

- 1 arrests somebody for a crime
- 2 finds somebody guilty/innocent of a crime
- 3 commits a crime
- 4 accuses somebody of committing a crime
- 5 breaks the law
- 6 sentences somebody to twenty years in prison

- 4 Work in groups. Read the questionnaire below. Decide if each crime is not very serious (1) or very serious (5). Use the ideas below to discuss your answers.

It's/It's not (really) ... annoying/common/
dangerous/serious/breaking the law/
committing a crime.

It's (totally) ... dishonest/immoral/wrong/
unfair to other people.

Everybody does it.

It can lead to more serious crimes.

It causes a lot of damage.

It's criminal!?

	1	2	3	4	5
Cheating in an exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fare dodging (travelling by public transport without a ticket)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shoplifting (stealing things from shops)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software piracy (illegal copying of music, films, programmes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speeding (driving too fast)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5 In pairs, look at the questionnaire again and answer the questions.
- What is the most serious crime? Why?
 - What can society do to reduce the number of crimes like this?
- 6 Complete the sentences in **Train Your Brain** with the words and phrases below.
- context
 - main ideas
 - part of speech

TRAIN YOUR BRAIN | Reading skills

Dealing with new words

- 1 When you come across new words in a text, understand the ___ of the text.
- 2 Decide what ___ they are.
- 3 Guess their meaning by looking carefully at the ___.

SPEAKING AND WRITING

- 1 **01035** Listen to the conversation and choose the best options to complete the advert.

LOST

SMALL, RED LEATHER **BAG/PURSE**
 PROBABLY LOST OUTSIDE **BELSIZE**
PARK/CAMDEN TOWN TUBE STATION
 AT ABOUT **5.45/6.15** P.M. ON NOV 8.
 PLEASE PHONE 0608999999 AND ASK
 FOR **GRACE/SARA** IF YOU HAVE ANY
 INFORMATION.

REWARD!

- 2 **01035** Study **Speak Out**. Then listen again and find the expressions you hear.

SPEAK OUT | Expressing feelings

Shock and surprise

No way!
 I can't believe it!
 Really? It can't be true!
 I don't know what to say!
 I'm (so) shocked!

Fear

I'm so worried!
 I'm so scared!
 I'm terrified!
 I've never been so frightened in my life!

Asking for explanations

What's wrong?
 What's the matter?
 What's happened?

Telling someone not to worry

Don't be silly/scared!
 Don't worry/panic!
 Take it easy!

Giving reassurance

Cheer up!
 It's not the end of the world.
 Everything will be all right/OK.
 (I'm sure) there's nothing to worry about!
 There's probably a simple explanation.

- 3 **01036** Listen to the conversations and complete them with expressions from **Speak Out**. Then listen again and practise in pairs.

- 1 **Boy** Oh no! Someone's stolen my motorbike!
Girl [*express shock*] —

- 2 **Teacher** Congratulations! You got the highest mark in the exam.

Student [*express surprise*] —

- 3 **Little girl** Dad, I'm scared. I think there's a ghost. I heard a noise.

Father [*give reassurance*] —

- 4 **Teacher** I'm afraid your son was cheating in the exam.

Mother [*express shock*] —

- 5 **Man** Uh oh! One of them has got a gun!

Woman [*express fear*] —

Man [*tell her not to worry*] —
 They haven't seen us!

- 6 **Girl** I don't believe it. My dad got stopped for speeding.

Boy [*give reassurance*] —

- 4 Work in pairs and roleplay the situation. Use **Speak Out** to help you. Student B, look at page 121.

Student A

You're shocked. You have just got to school and you want to call your mother, but you can't find your mobile phone.

- Tell a friend that you're afraid that someone has stolen it.
- Tell your friend that you're sure you didn't leave your phone at home because you phoned your boyfriend/girlfriend on the way to school.
- You think your friend has made a good suggestion. Thank him/her.

- 5 Write an advert for a lost mobile phone. Use the advert in Exercise 1 to help you.

- Mention the make/model/colour.
- Specify when and where you probably lost it.
- Give details so people can contact you.
- Say if there is a reward for finding it.



"HAS ANYONE HANDED IN ANY MONEY?"

GRAMMAR AND VOCABULARY

- 1 Read text A. Why did the little girl run and hide from the police?



A I was really naive. I believed everything my sister told me. One time she said, 'It's illegal to play a board game if you're not old enough.' I played games with my family anyway, but anytime I heard a police siren, I didn't hesitate. I ran and hid in case they arrested me.

B I used to be really naive. I used to believe everything my sister told me. One time she said, 'It's illegal to play a board game if you're not old enough.' I used to play games with my family anyway, but anytime I heard a police siren, I didn't use to hesitate. I used to run and hide in case they arrested me.

C I used to be really naive. I used to believe everything my sister told me. One time she said, 'It's illegal to play a board game if you're not old enough.' I would play games with my family anyway, but anytime I heard a police siren, I wouldn't hesitate. I would run and hide in case they arrested me.

Work it out

- 2 Compare text A with text B and find all the differences between them. Then compare texts C and B in the same way.
- 3 Study the words you found in texts B and C. Then decide when we use *used to* and *would*. Fill in the table below.

	<i>used to</i>	<i>would</i>
habitual/repeated actions in the past		
past states with verbs like <i>have, be, believe ...</i>		

Mind the trap!

We use the Past Simple, and not *used to* and *would*, to talk about something which was not frequent or habitual.

One time she **said**, (NOT **used to say** or **would say**) 'You're not old enough.'

- *1 ©T037 Rewrite the underlined verbs in the text with *used to*. There is one verb you can't change. Then listen and check.

I was really silly. I thought that the expression 'Don't drink and drive' meant that it was illegal to drink anything in the car. So when I was drinking Pepsi in the car, I hid every time I saw a police car. I didn't get up until the police had gone. On one trip to Florida this happened six times!

- *5 ©T038 Decide which of the verbs you changed in Exercise 4 can be replaced with *would*. Then listen and check.

- 6 Work in pairs. Complete the sentences with *used to*. Then write similar sentences that are true for you.

1 Now I know the world is round, but ...

Now I know the world is round, but I *used to* think it was flat.

2 I get on really well with my little brother now, but ...

3 I can come home any time I want now, but ...

4 My mum goes to the gym every day, but ...

5 My dad doesn't smoke any more, but ...

6 I know you live in London now, but where ...?

7 Now I want to be a doctor, but ...

7 Complete sentences 1–6 with the words below.

blackmailers burglars kidnappers muggers
serial killers shoplifters

When I was a little kid, I used to believe that

- 1 ___ were very strong people who picked up shops.
- 2 ___ were people who stole burgers.
- 3 ___ were people who hit you on the head with a mug.
- 4 ___ were people who sent black envelopes to people.
- 5 ___ were murderers who put poison in breakfast cereals.
- 6 ___ were people who would catch kids and force them to take a nap.

8 Correct the definitions in sentences 1–6 in Exercise 7. Follow the example. Use a dictionary to help you.

Shoplifters aren't people who pick up shops, they're people who steal from shops.



Shoplifting
is a serious crime

VOCABULARY

1 Think Back! Complete the table with the words below.

blackmail burglary courtroom kidnapping
judge jury lawyer mugging robbery
sentence shoplifting trial

Crimes	Justice
blackmail	

2 Work in pairs. Check the meaning of these acts of antisocial behaviour. Student A, look at page 120. Student B, look at page 121. Listen to your partner and say what the people did.

noise nuisance vandalism graffiti
dropping litter racial abuse speeding
swearing in public bullying

3 Work in pairs. Check the meaning of these punishments. Then decide on the best punishments for the anti-social behaviour in Exercise 2.

electronic tagging a rehabilitation programme
community service a fine a prison sentence



*1 © TD991 Complete the text. Write one word in each gap. Then listen and check.

When he was only 15, Norman Fletcher committed a ¹ ___. He got away with £8.25 and six packets of chewing gum. Unfortunately for him, he had robbed his local shop, so the police arrested him and he had to pay a ² ___ of \$82.50. Later on, he became a ³ ___, but he was caught after he had taken a tin of beans from a supermarket. He went to court, and during the ⁴ ___ his ⁵ ___ argued that Norman needed to go on a ⁶ ___ programme. She also said that her client was prepared to do some ⁷ ___ service. However, the ⁸ ___ sent him to prison for eight weeks. Brilliantly, Norman broke out of prison the day before his ⁹ ___ ended. He stole a car to get away, but he was stopped for ¹⁰ ___ – he was going at over ninety miles per hour – and was sent back to prison. When he was released, Norman decided to become a ¹¹ ___. He tried to steal a handbag from an old woman, but she hit him so hard with her umbrella that he started screaming for help and he was arrested for noise ¹² ___!



- 3 ©T040 Listen again to both conversations and complete the arguments for and against this statement: *Farrah Keating's punishment is fair.*

FOR

- £50,000 is a large fine.
- She was ___ and she panicked.
- She cannot drive a car for ___ years.

AGAINST

- She was driving at ___ miles per hour in a thirty miles per hour zone.
- She didn't stop to ___ the victim.
- She was ___.
- She didn't have a ___.
- She ___ when she was arrested - she said her ___ was driving.

SPEAKING AND LISTENING

- 1 Read the newspaper article. Check you understand the underlined words.
- 2 ©T040 Listen to two conversations about the Farrah Keating story and match them with photos A and B. Which conversation is more formal?

Guilty!

Celebrity dancer Farrah Keating has been found guilty of drink-driving and of failing to report an accident. The judge has given her a £50,000 fine and an eight-month suspended sentence. She has also been banned from driving. Last September, the dancer, who recently got divorced from actor Leonardo Boom, knocked down eight-year-old London girl, Maira Abbasi, with her car. She didn't stop to help the girl, who suffered severe injuries to her back and legs. The victim's father complained that the punishment was too lenient and would not act as a deterrent to other irresponsible drivers.



- 4 ©T040 Decide which of the phrases in bold are formal and which are informal. Then listen again and check.
- **I'm afraid I can't agree with you.** Of course it's not fair!
 - Oh, **come off it!** I don't believe this!
 - **I agree with you up to a point,** but I'm not sure a prison sentence is the best punishment.
 - **Well, maybe, but** think about it for a second.
 - **I couldn't agree more.** Her greatest punishment is the guilt she must be feeling.
 - **You're dead right!** She lied when the police arrested her.



- 5 Complete the **Speak Out** box with the phrases in bold in Exercise 4.

SPEAK OUT Agreeing and disagreeing	
Informal	Neutral/Formal
Agreeing 1 ___ That's so true. No doubt about it.	Absolutely! That's a good point! 2 ___
Partial agreement 3 ___ You've got a point, but ...	That may be true, but ... 4 ___
Disagreeing 5 ___ No way!	I totally disagree with you. 6 ___

- 6 Read the conversations. Decide if they are formal or informal. Then complete them with expressions from **Speak Out**.

- Amy** I think the death penalty is justified in some cases.
- Ben** What are you saying? 1 ___ I think it's totally barbaric!
- Carl** 2 ___ Amy, but the problem is that the police aren't perfect. They make mistakes.
- Judge** Will the lawyers come up to the bench, please?.. Look, this case has gone on long enough. We need to reach a conclusion soon.
- Lawyer 1** 3 ___ . I'm ready to make my closing speech right now.
- Lawyer 2** 4 ___ . I still have several witnesses to call.
- Dave** There is no justice for the poor. The rich can buy the decisions they want.
- Emily** 5 ___ . I saw this case the other day. This rich guy had killed his wife, but he got away with it because his lawyer was really good.
- Fay** 6 ___ you guys! That's not true at all!
- Politician 1** And to conclude, let me say that the government is too soft on crime. We need a harder approach.
- Politician 2** 7 ___ , but we have to be hard on the causes of crime, too.
- Politician 1** 8 ___ ! Hard on crime and hard on the causes of crime!

- 7 Work in pairs. Use **Speak Out** and the arguments from Exercise 3 to roleplay the situation.

Student A

You are Farrah Keating's sister. You meet the father of the child who was knocked down. Explain how the accident happened and say how sorry you are for what happened. Say how you feel now. Explain why Farrah Keating's punishment is fair.

Student B

You are Maira Abbasi's father. You meet Farrah Keating's sister. Ask how the accident happened and why the driver didn't stop to help your daughter. Explain how it has affected your family. Explain why you think Farrah Keating's punishment is not fair.

- 8 Work in groups. Discuss the punishments in situations 1–4 below. Express your opinions and agree/disagree with each other.

- 1 A 15-year-old boy bullied other children and stole their money and valuables. He insulted teachers and tried to burn down the school. He was suspended for three weeks.
- 2 An 18-year-old student created a virus which infected millions of computers around the world. He received a ten-year prison sentence.
- 3 A US citizen blew up a government building and killed 168 people. He received the death penalty.
- 4 A man drove the get-away car in a bank robbery in which a security guard was killed. His sentence was life imprisonment.



*Project idea

Do you know the saying *Crime doesn't pay*? Consult the dictionary of idioms, search the Internet for more information and write a short essay on the subject (150–200 words).

Use the following plan:

- explain the meaning of the saying and its origin;
- give 1–2 examples (from real life, books or films) to illustrate it;
- make a conclusion, agreeing or disagreeing with the saying.

07 (S)he

Read, listen and talk about gender differences, family life, personality.
 Practise modal verbs.
 Focus on asking for and refusing permission; synonyms.
 Write a 'for and against essay'.

Why Men Are Impossible

They have no opinions about clothes ...

... but they can buy a pair of trainers in thirty seconds.



I'm not sure about this skirt. Perhaps I should look for another one?

It looks fine.



They'll be fine.

Don't you think you ought to try them on first?

They have no interest in details ...

... unless it's a car that they'll never own.

It's Carol's birthday on the 14th ... We must buy a card.



Mmm ...

It can go from 0 to 100 in 5.28 seconds!



Mmm ...

They always say the wrong thing ...

... or don't want to talk at all.

It looks awful.

You can still take it back.

Can we talk about where our relationship is going?



What now? But I have to go to football practice.

So it does look awful?

You mustn't take it personally.

They're boring to argue with ...

... but it can be nice to have them around.



... sentences for you?

Why do you always have to finish my ...



I suppose so.

If you must.

Can we join you?

GRAMMAR AND LISTENING

- 1 In pairs, look at the cartoons and choose two words to describe the men and two words to describe the women. Use a dictionary to help you.

(un)complicated (in)decisive
(im)practical romantic (in)sensitive
(un)sympathetic (un)predictable
diplomatic talkative

The cartoon suggests that men are insensitive because they always say the wrong thing.

Work it out

- 2 Look at the cartoons. Then for each phrase 1–7 below find a phrase with a verb in bold which has the same meaning.

- I feel it's important for us to buy ...
a ... we **must buy** ...
- It's necessary for me to go ...
b
- Stop taking it personally.
c
- It's a good idea to look for another one.
d
- Isn't it sensible to try them on?
e
- It has the ability to go from 0 to 100.
f
- Are we allowed to join you?
g

Check it out

Modals and related verbs

- We use **must** and **have to** to talk about necessity.
I **must** get up early tomorrow. (personal preference)
I **have to** go to football practice. (external obligation)
- We use **mustn't** to talk about prohibition.
You **mustn't** take it personally.
- We use **should** and **ought to** to talk about duty or give advice.
You **ought to** try on those shoes first.
Perhaps I **should** try another skirt?
- We use **can** and **could** to talk about ability in the present/past.
It **can** go from 0 to 100 in 5.28 seconds!
I **couldn't** understand men, but now I can.
- We use **can** to talk about possibility.
You **can** still take it back to the shop.
- We use **can** to ask for permission or make requests.
Can we talk about our relationship?
Can we join you?

Mind the trap!

We use **must** in affirmative sentences in the present. To make questions and sentences in other tenses we use **have to**.

I **had to** get up early this morning.

Do you **have to** be so rude?

We use **can** to talk about the present and **could** to talk about the past. To make sentences in other tenses we use **be able to**.

I've never **been able to** understand men.

- 3 For each sentence, choose the best option.

- You **don't have to/mustn't** tell anyone – it's a secret!
 - I **must/have to** stay late at school today – we've got a rehearsal for the play.
 - Since the accident he **hasn't been able to/couldn't** speak.
 - In your country **must men/do men have to do** military service?
 - I **ought to/mustn't** send her an email – she must be very worried.
 - I **can't/couldn't** swim when I was younger.
 - I **must/have to** go to the dentist's – I've got really bad toothache.
 - Don't worry about losing your library card – you **can/should** get a new one.
- 4 **ⓐ** Listen to the dialogue. Why does Jerry finally decide to go to the kitchen?

- 5 **ⓐ** Complete the sentences with the correct verbs. Use the clues in brackets. Then listen again and check.

- Hey girls, — (*request*) you make us some sandwiches?
 - Even men — (*ability*) put some cheese between two bits of bread.
 - No Lisa, you — (*prohibition*) listen to them. Dave! You — (*advice*) be so lazy!
 - Remember when you — (*ability*) understand why your printer wasn't working and I — (*necessity*) fix it for you?
 - Men — (*duty*) help women with technical problems.
 - You love — (*possibility*) to show how much you know about computers.
 - I — (*ability*) eat this rubbish!
- 6 Work in pairs. Answer the questions. Use the verbs in bold.

- Are there any rules that you **have to** follow at home?
- What things **could** you do when you were younger but you can't now?
- Does your school have any rules about things you **mustn't** do?

During the week I **have to be** home before 10 p.m.

Like Father, Like Son? Perhaps not ...

A new report suggests that our brain chemistry at birth is as important as our upbringing

Go into a busy newsagent's and have a look at what kind of things people are reading. The chances are that the women are reading about fashion, beauty, romance or relationships and the men are reading about cars, photography, equipment or sport. This ought not to be a surprise. After all, these choices are also seen in typical male and female hobbies – men generally enjoy things such as looking after their cars, buying new parts for their stereos, bird-watching or playing computer games, while women seem to prefer keeping in touch with friends and entertaining.

For a long time experts thought that these differences between male and female interests depended on how parents brought up their children and indeed society in general. However, when we look at young babies, we see that boys and girls have interests which we can call typically 'male' or 'female' from a very early age. A baby girl, as young as 12 months old, is sympathetic when she sees a sad or worried face – she also looks sad and makes comforting sounds. Baby girls also make more eye contact and look longer at other people. Boys of the same age look longer at mechanical objects – toys that spin, light up or move. Later, when they become toddlers, boys usually enjoy putting things together and building towns or bridges or vehicles. Boys are often more selfish and aggressive when they play with other children while girls are better at joining in with others. Just like the adults.

So where do these differences between male and female behaviour come from? Although it is true

that culture and upbringing play an important role, many scientists now believe that the answer also lies in the amount of male and female hormones in the mother's body before a child's birth. Research has shown that this balance of hormones leads to three different types of brain: type E, type S and type B. People who are born with a type S or male brain are generally interested in systems: constructing and organising things and working out how things work. They tend to be good at working out where they are, from maps, making things from plans or collecting things. Others have a type E or female brain, which means they are good at understanding other people's emotions and treating people with care because they are sensitive themselves. Others are born with characteristics of both these male and female brains – this is called the type B or balanced brain.

Perhaps the most crucial thing that the researchers found out was that the type of brain you have does not have to depend on your sex. Not all men have the male brain, and not all women have the female brain. But on average, more males than females have a type S brain, and more females than males have a type E brain.

So does this mean that one sort of brain is superior? No, not at all. Some people find some things easier to do than others, but both sexes have their strengths and their weaknesses. Researchers hope that understanding how people are born with different types of brain can help make all of us more tolerant of difference.



READING AND VOCABULARY

1 Work in pairs. Describe the photo, then answer the questions.

- Do boys of this age behave differently to girls? In what ways?
- In which ways do men and women differ in their hobbies and interests?

2 @T042 Read the article, listening to its recording, and answer the questions.

- 1 How many types of brain are there?
- 2 Does the type of brain you have depend on your gender?
- 3 Is there a type of brain which is better than the others?

3 Read the article again. Are the statements *true* or *false*?

- 1 Generally speaking, women and men both prefer reading about people than reading about gadgets or equipment.
- 2 Experts used to believe that parents had a lot of influence on what hobbies their children liked.
- 3 Even when they are babies, girls seem more interested in people than boys.

- 4 It seems to be easier for little girls to get on with people than for boys.
- 5 People with a type S brain get lost easily.
- 6 It is extremely unusual for women to have a type B brain.

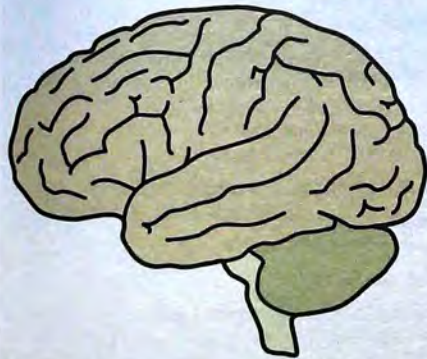
4 Match these adjectives from the article with definitions 1–6.

sympathetic (para. 2) comforting (para. 2)
selfish (para. 2) aggressive (para. 2)
balanced (para. 3) tolerant (para. 5)

- 1 allowing people to do what they want, especially when you do not agree with it
 - 2 showing that you understand and care about someone's problems
 - 3 behaving in a violent and angry way towards people
 - 4 having not too much of any one thing
 - 5 making someone feel better when they are anxious
 - 6 caring only about yourself and not other people
- 5 Try the personality test. Then look at page 118 to find out what your answers suggest. Do you agree?

How balanced is your brain?

Choose six sentences which you can identify with the most.



- 1 I dislike listening to gossip.
- 2 I enjoy collecting things (e.g. CDs, magazines, aircraft numbers).
- 3 I enjoy getting to know other people.
- 4 I like finding out how something works or fixing things.
- 5 I love reading about any of these things – military history, science, the universe, instruction manuals, computers.
- 6 I sometimes make a faux pas when I'm with people.
- 7 I think I often know what other people are thinking.
- 8 I usually trust my intuition or first impressions when I meet people.
- 9 I worry when one of my friends is having problems.
- 10 I'm hopeless at doing several things at once.
- 11 I enjoy being a host/hostess – for example organising a party.
- 12 It's easy for me to read maps.
- 13 It's important for me to have close friends.
- 14 It's quite easy for me to 'fit in' in a new situation or with new people.
- 15 Literature is one of my strongest subjects.
- 16 Maths is one of my strongest subjects.



SPEAKING AND LISTENING

- 1 **T043** In pairs, look at the photo. What do you think the situation is? Then listen to the conversation between Anna, Damon and their dad and check.
- 2 **T043** Listen again and choose the statements that are *true*.
 - 1 Damon thinks that Philip wore a skirt for fun.
 - 2 The boys in Damon's school are allowed to wear shorts in hot weather.
 - 3 None of the teachers appreciated what Philip was doing.
 - 4 Damon believes that Philip's protest was a good thing to do.
 - 5 Damon thinks that the pupils are too old for rules about what to wear.
 - 6 Damon's dad doesn't think that what pupils wear has any influence on a school's reputation.
- 3 Work in pairs and answer the questions.
 - Do you sympathise with Philip's protest?
 - Whose point of view do you agree with most – Damon's or his dad's?
 - Do you think that boys are treated differently at school?
- 4 **T044** Listen to the last part of the conversation. Then, in pairs, answer the questions.
 - Who seems to find it harder to get permission – Damon or Anna?
 - Do you think parents are stricter with girls than with boys?

- 5 **T044** Study **Speak Out**. Listen to the last part of the conversation again and find the phrases you hear.

SPEAK OUT | Permission

Asking for permission

Direct/informal

- ↑ Please let me + infinitive
 Can I ... ?
 Could I (possibly) ... ?
 Is it OK if I ... ?
 Do you mind if I + Present Simple?
 ↓ I was wondering if I could

Indirect/very polite

Giving permission

That's fine by me./No problem./Sure.
 Yes, of course./Please, do.
 (Do you mind ...?) No, I don't.

Unwillingly giving permission

I suppose so./If you must.
 As long as + Present Simple

Refusing permission

Actually, that's not a very good idea.
 I'm afraid you can't.
 Sorry, but



Mind the trap!

You should always give a reason when you refuse somebody permission in order not to sound rude.

'Can I sit here?'

'**Sorry, but the seat's already taken.**'

- 6 **©T045** Listen to the three conversations. Which one is the most formal/informal? Which phrases from **Speak Out** suggest this?

- 7 Work in pairs. Act out the conversation. Replace the underlined phrases with another phrase from **Speak Out** which has a similar meaning.

- Anna Sandra has got us tickets for the Jason Trebelin concert tonight. Do you mind if I go?
- Dad Well, as long as it doesn't finish too late.
- Anna No, I'm sure it won't. Err ... actually, I was wondering if I could spend the night at Sandra's afterwards. I mean it is Friday night after all.
- Dad Actually, that's not a very good idea, is it? I mean you've got the dentist's early in the morning.
- Anna But Dad. You let Damon stay out with his friends, why can't I?
- Dad Damon's a year older than you, Anna.
- Anna What you really meant was Damon's a boy.
- Dad Nonsense ... you know that we treat you both the same.
- Anna Go on, please, let me stay over.
- Dad Oh, I suppose so – as long as you phone us after the concert.
- Anna Thanks! Err ... just one more thing. Could I possibly borrow £15? There are these gorgeous T-shirts ...

- 8 Work in pairs and act out the situations. Student A, look at the situations below. Student B, look at page 121. Use **Speak Out** to help you.

Student A

- You want to visit your friend this evening.
 - You are a young male student travelling on a train. A pretty woman gets on the train with a heavy suitcase. You offer to help her.
 - A stranger at a party asks you about your weight. You refuse to answer – you think it isn't his/her business!
- 9 Work in pairs. Use **Speak Out** to roleplay a conversation. Student A, look at page 120. Student B, look at page 121.

VOCABULARY

- 1 **Think Back!** Add prefixes *in-/im-/un-* to make the opposites of the adjectives below. Use a dictionary to help you.

predictable sensitive tolerant
decisive practical sympathetic

- 2 Decide if the adjectives below have a positive or a negative meaning. Use a dictionary to help you.

big-headed cruel greedy sociable
cheeky forgetful laid-back stubborn
considerate gloomy quick-tempered vain

- 3 **©T046** Listen and write down an adjective from Exercise 2 that describes each of the four people best.

1 ___ 3 ___
2 ___ 4 ___

TRAIN YOUR BRAIN | Dictionary skills

Synonyms

Dictionaries are a good way to find synonyms (words which have a similar meaning). These often come after a definition of a word.

absent-minded /æbsənt'maɪndɪd/ *adj* likely to forget things (= forgetful)

Sometimes a dictionary may also have a study box for very common words – a list of words with similar meanings.

WORD FOCUS: UNKIND

similar words: nasty, cruel, mean, thoughtless, insensitive, unsympathetic

- 4 Use a dictionary to try to find synonyms of the words below.

1 funny ___ 4 kind ___
2 timid ___ 5 nice ___
3 intelligent ___ 6 rude ___

- 5 Write a short description of your partner. Use the words in Exercises 1–4 to help you. Then read out your answer. Does he/she agree?



WRITING

1 In pairs, look at the photos and answer the questions.

- What kind of schools do you think these are?
- What sort of school is more popular in your country?
- Do you think that girls and boys should go to separate schools? Why?/Why not?

2 Read the essay. In pairs, answer the questions.

- 1 Does the writer mention any of your opinions from Exercise 1?
- 2 What is the writer's personal opinion?
- 3 What is the tone of the essay? Choose the best answer.
 - formal and controlled
 - emotional and moralistic
 - informal and personal

English Worksheet 1

'Girls and boys should be taught in separate schools.'

Write an essay giving arguments for and against this statement and also state your own opinion.

1 Everyone agrees that education is a very important matter, but not everyone agrees about the best way to teach children. One controversial question that people disagree on is whether girls and boys should be educated separately.

2 There are several advantages to single-sex schools. Firstly, schools can concentrate on teaching subjects that interest students most. For example, girls are often more interested in languages and an all-girl school can find more time for such subjects in the timetable. Secondly, many people think that girls and boys learn better in classes of the same sex. They say that there is more competition between students and that generally results are better. Finally, supporters of single-sex schools also believe that students are calmer and behave better, too.

3 However, there are many arguments against single-sex schools. Firstly, critics of such schools say that they encourage young people to make stereotypical choices about their futures. This is because students often don't have the chance to try things which are less typical for their gender. But perhaps the biggest disadvantage is that they do not give boys and girls a chance to socialise with each other. This can make it hard for people to adapt to the 'normal' world after they finish school.

4 In conclusion, although single-sex schools can be a good thing, especially academically, they also have a negative side. In my opinion, the biggest argument against these schools is that they do not give young men and women the chance to understand each other better.

(249 words)

Essay Plan

- Paragraph 1: Introduction ___
 Paragraph 2: Arguments for ___
 Paragraph 3: Arguments against ___
 Paragraph 4: Conclusion ___

3 Look at the essay again and put sentences a–d into the correct paragraphs in the essay plan above.

- A very short summary of the debate.
- Some general points about the subject that everyone can agree with.
- The fact that the question is controversial and causes a lot of debate.
- The writer's personal opinion.

4 Look at paragraphs 2 and 3 of the essay. How many arguments does the writer give in each paragraph?

5 Look at the underlined words/phrases in the essay and put them into the correct place below.

- Introducing each new argument: *First of all; To begin with; Next; ___ ; ___ ; ___*
- Giving examples/reasons to support an argument: *For instance; ___*
- Introducing your own opinion: *Personally, I believe ... ; ___*
- Introducing a conclusion: *To sum up; ___*

6 Complete the missing information in **Train Your Brain**. Use Exercises 3–5 to help you.

TRAIN YOUR BRAIN | Writing skills

'For and against' essay

Paragraph 1 – Introduction

- Make some general points that ¹ ___ can agree with.
- Perhaps give a definition of a difficult concept or say that the issue is controversial.

Paragraph 2 – Arguments for

- Give two or three arguments for an issue.
- If necessary, give examples or reasons to ² ___ an argument.

Paragraph 3 – Arguments against

- Write a paragraph similar to paragraph 2 for arguments against.

Paragraph 4 – Conclusion

- Give a short ³ ___ of the debate.
- You can add your own ⁴ ___ at the very end.

The tone of such essays should be rather formal – not emotional, moralistic or personal.

*7 Work in pairs and follow the instructions.

- Read the essay question below and check you understand it.
- Think of some arguments for and against the statement to put in the table. Do you need to add any examples or reasons to explain your arguments?
- Tell each other what your personal opinion is.

'Adolescence is the unhappiest time in most people's lives.'

Write an essay giving arguments for and against this statement and also state your own opinion.

Arguments for the statement	Arguments against the statement

*8 Compare your ideas for the essay with other pairs. Who has the most convincing arguments? The most original?

*9 Which of the statements below could you include in an introduction to the essay in Exercise 7? Choose three. Use **Train Your Brain** to help you.

- According to the dictionary, adolescence means the period of time in someone's life between being a child and an adult.
- Four years ago, on my thirteenth birthday my big brother said to me, 'You're a teenager now. Welcome to the club.' I glanced at his long, serious face – he looked really, really sad.
- It is a disgusting lie to say that adolescence is the unhappiest time in your life. And I should know!
- Everyone knows that this is a challenging time when young people have to make sense of the world ... and themselves.
- For some people the challenge makes it an enjoyable time, for others it can be the opposite.

10 Write the essay in Exercise 7. Write 200–250 words. Use your answers to Exercises 5, 7, 8, 9 and **Train Your Brain** to help you.

*Project idea

Should boys and girls go to separate schools? In what countries do separate schools for boys and girls prevail? Are there separate schools for boys and girls in our country? Search the Internet for information about these issues. Make a fact file on education in different countries.



The world ahead

Read, listen and talk about the future, natural disasters.

Practise future forms.

Focus on reading effectively; giving presentations.

Write a leaflet.

GRAMMAR AND LISTENING

1 Work in pairs. Look at the photo and read the extracts from the film script. Then answer the questions.

- 1 What kind of film is the photo from?
- 2 Have you ever seen any films like this one?
If so, tell your partner what you liked/didn't like about it.

2 Read sentences 1–5. Then listen to the film script. Are the statements *true* or *false*?

- 1 The President is the first person to see the meteor.
- 2 There isn't much time to prepare for the impact.
- 3 The meteor will kill millions of people immediately.
- 4 The consequences of the meteor will not last a long time.
- 5 The plan is to destroy the meteor with a nuclear bomb.



SCENE 2 INTERIOR/DAY – The White House

Scientist 1: Look at that meteor, Mr President ... It's going to hit the Earth!

President: How long have we got?

Scientist 1: Just 72 hours!

President: Where is it going to hit?

Scientist 1: New York City!

President: Oh my God! There will be millions of deaths ... How bad will it be?

SCENE 4 INTERIOR/DAY – The White House

President: Will anyone survive?

Scientist 2: Some will, but not many.

President: Is there nothing we can do?

Scientist 2: I have a plan ... We place a nuclear bomb on the meteor and ...

President: Will it work?

Scientist 2: I'm not sure, but it might work!

President: But who's going to do it? It's suicide!

NASA pilot: I'll do it!

SCENE 5 INTERIOR/DAY – Cape Canaveral

NASA pilot: It probably won't work, baby, but I've got to try.

Girlfriend: I'll miss you, Troy! Be careful!

Work it out

3 Look at the script in Exercise 1 again. Who says these sentences?

- 1 It's going to hit the Earth! ___
- 2 There will be millions of deaths. ___
- 3 It might work! ___
- 4 It probably won't work. ___

4 Match sentences 1–4 in Exercise 3 with functions a–c.

A prediction based on something someone

- a can see now.
- b is not so sure about.
- c is sure about.

Check it out

Future – predictions

We use *will*, *won't* and *might* to talk about predictions based on opinions: something that we believe or calculate.

There **will be** millions of deaths.

We use adverbs such as *certainly*, *definitely* and *probably* to say how sure our prediction is.

It **probably won't** work.

We use *might* when we're not sure about something.

It **might** work.

We use *going to* to talk about predictions based on evidence that we can see, hear or feel: something that is sure to happen.

Look at that meteor! It's **going to hit** the Earth.

Mind the trap!

In affirmative sentences we put adverbs between *will* and the main verb.

It will **probably** work. NOT It ~~probably~~ will work.

In negative sentences we put adverbs before *won't*.

It **probably** won't work. NOT It won't ~~probably~~ work.

5 Work in pairs. Decide if predictions 1–6 are based on opinions or evidence. Then complete them with the forms in the box.

.....
am going to are going to is going to
might probably won't will definitely
.....

- 1 I think computers ___ become more intelligent than humans. I'm sure of it.
- 2 Oh my God! He ___ die! – No, he isn't. He's the hero!
- 3 Nobody really knows, but one day people ___ colonise another planet.
- 4 Maybe that will happen, but I ___ live to see it.
- 5 I feel awful. I ___ be sick!
- 6 Listen to those engines! They ___ explode!

6 © TO48 Order the words below in the predictions. Then listen and check.

- 1 a/crater/definitely/huge/It/make/will
- 2 A/cloud/dust/into/of/rise/sky/the/will
- 3 able/be/see/sun/the/to/We/won't
- 4 and/be/cold/dark/for/It/many/will/years
- 5 be/food/much/probably/there/won't/So

7 Work in pairs. Look at the scenes from the film and predict what is going to happen. Use the verbs below.

.....
fight land give
.....



8 Work in pairs. Make predictions about the events on the list, using the time expressions below. There are also some examples to help you.

.....
very soon in the next twenty years never
fifty years from now in my lifetime
by the end of the century in 1,000 years
.....

- discover intelligent life on another planet
- aliens come to the Earth
- people live to be more than 150 years old
- robots take over the planet
- a nuclear war
- a world parliament
- humans become extinct
- humans live on the Moon
- solar power replaces petrol

A Do you think we will discover intelligent life on another planet some day?

B Yes, I think we will discover intelligent life somewhere else in the universe in my lifetime.

'This is the way the world ends.
Not with a bang but a whimper.'
(T.S. Eliot)

Some say the human race will go out with a bang; others predict a long slow death; while the optimists think we will live for ever. What are the dangers we face and how probable is it that they will occur in the next seventy years?

1 During this century the quantity of greenhouse gases will probably double and the average global temperature will rise by at least 2°C. That's a bigger increase than any in the last 1.5 million years. This could completely alter the climate in many regions and lead to disasters such as world food shortages, mass migration, wars for water and other resources.
Probability: High

2 In the last century we have had four major flu epidemics as well as HIV and SARS. There will certainly be another one in the near future. A virus probably won't wipe out the whole human race. However, in 1918 influenza killed twenty million. A similar epidemic could be even worse today.
Probability: Very high

3 It hasn't happened yet, but one day it is almost certain that a terrorist group will get the necessary materials and technology to use weapons of mass destruction. A nuclear, chemical or biological terrorist attack will almost certainly happen in the next thirty years.
Probability: Very high



2



3



READING

1 Match dangers a–f with pictures 1–6. Use a dictionary to help you.

- a Meteorite impact d Supervolcanoes
b Robots taking over e Climate change
c Terrorist attack f Viral pandemic

2 Study **Train Your Brain**. Check that you understand the meaning of the words in bold. Use a dictionary if you need to.

TRAIN YOUR BRAIN | Reading skills

Reading effectively

You need to use different strategies depending on what you are looking for in a text:

Strategy	What do you do?
Skimming to understand the general idea of a text.	Look at the title, the photos, the introduction and the final paragraph.
Finding the main idea of a paragraph.	Read the first and/or the last sentence which often summarises the main point. Look for the key words.
Scanning to find specific information.	Underline the key words in the questions, find synonyms and similar expressions in the text and read carefully around the key words.

3 Quickly look at Exercises 4–6 and decide which strategies from **Train Your Brain** you should use to do them.

4 **T049** Read the text, listening to its recording, and choose the best summary.

- A study of the worst disasters that have ever affected people on Earth.
- A description of the threats facing humanity and how probable they are.
- An essay about how humanity will change in the future.

5 Match paragraphs 1–6 in the text with dangers a–f in Exercise 1.

6 Read the introduction and paragraphs 1–3 and answer the questions.

- By how much will the Earth's temperature have increased by 2100 AD?
- How many consequences of climate change can you find? What are they?
- How many people died in 1918 as a result of an epidemic?
- What kind of terrorist attacks will probably happen one day?



4 Over a long period, the risk of dying as a result of a meteor hitting the Earth is about the same as the risk of dying in a plane crash. A huge meteor hits the Earth about once every million years. It will happen again, and when it happens, an enormous cloud of dust will rise into the atmosphere. This will block out sunlight and kill plants. However, the most adaptable species (cockroaches and humans, for example) will probably survive.

Probability: Medium



5 By 2050 robots will probably be able to think like humans. They will look after us at home like mechanical servants. But they will also carry out more complex tasks. For example, they will be able to work as doctors or teachers. Some people think that the fantasies of science fiction films will come true. Humans won't become extinct, but we will join together with advanced robots and make a new species that will live for ever.

Probability: High



6 Approximately every 50,000 years a supervolcano erupts. The consequences are terrible and can last for years. It covers the land with ash, and a huge cloud of sulphuric acid circles the Earth. Daytime is like a moonlit night. Ice forms in the tropics. A supervolcano is twelve times more likely than a large meteorite impact.

Probability: Very high

So there you are. The future is full of dangers and the world will end one day. However, I really don't feel too worried. It may be irrational, but I actually feel optimistic. I think it's going to be very hard to kill off the human race. And I'm quite looking forward to having my robot servant.

7 Read paragraphs 4–6 and the final paragraph. Use the appropriate strategy from **Train Your Brain** to answer the questions.

- Which happens more often?
a a very large meteor hits the Earth, or
b a supervolcano erupts?
- What will happen after both a meteorite impact and a supervolcano eruption?
- Which species will probably not die out completely after a large meteorite impact?
- When will robots' minds be similar to ours?
- Why does the writer feel optimistic about the future of humanity?

8 Find these verbs in the text and match them with words 1–7. You can match some of them with more than one noun.

alter become double face
lead to rise wipe out

- a danger
- extinct
- quantities —
- temperatures —
- the climate
- disaster
- a species

****9** Work in groups. Use the language from Exercise 8 and the prompts below to discuss this statement.

I feel optimistic about the future. There is, of course, the risk that humanity will disappear in some disaster, but I believe that we will evolve into a more intelligent species.

- Say what you think the future will be like.
- Mention the dangers in the text. Say how probable you think they are.

- I believe the biggest danger we face is climate change.
- I don't agree. The climate will definitely change, but we will probably survive.
- I think people will be happier in the future.
- I agree. In my opinion, the world will be a fairer place than it is today.



THE END IS NEAR MERCHANDISE STORE



GRAMMAR AND LISTENING

1 Work in pairs. Look at the picture and answer the questions.

- 1 What are these people celebrating? How do you know?
- 2 What do you like/dislike about parties?

2 **0150** Complete gaps a–d with sentences 1–4. Then listen and check.

- 1 My flight leaves at 10 a.m.
- 2 I'm going to go on a diet!
- 3 I'm meeting my mother for lunch.
- 4 I'll have some more cheesecake, please.

Work it out

3 Match sentences 1–4 in Exercise 2 with descriptions a–d below. Then complete the table below with the words in bold.

- She's just made a **decision**.
- He's made an **arrangement**.
- It's written on a **timetable**.
- She's got a **plan/intention**.

Present Continuous	arrangement
going to + infinitive	
Present Simple	
will	

Check it out

Future plans, arrangements, timetables, decisions

We use *going to* to talk about plans, intentions and ambitions.

I'm **going to learn** French.
I'm **going to work** for NASA when I'm older.

We use the Present Continuous to talk about arrangements such as appointments, meetings or events. These tend to be in the near future, often with a definite time or place, and suggest that the future is as certain as the present.
I'm **meeting** my mother for lunch.

We use the Present Simple to talk about information on a timetable (because it happens habitually).
The flight **leaves** at 10 a.m.

We use *will* when we make a spontaneous decision.
I'll **have** the cheesecake, please.

4 Work in groups. Make decisions with *will* for these situations.

- 1 You're buying a new jacket. – get the *blue/black one* ...
- 2 You're at the restaurant. – have the *pizza/meat* ...
- 3 You're feeling stressed out. – *have a bath/go to bed* ...
- 4 The party's almost finished. – *go home/go clubbing* ...
- 5 It's late on Sunday and you haven't done your homework yet. – *do it now/forget about it* ...

I think I'll get the blue one. Which one will you get?



5 Work in pairs. Write your plans and intentions for the prompts below. Then take three guesses to find out what your partner is going to do:

- after this class.
- this weekend.
- the next time you're alone at home.
- next summer.
- on your next birthday.
- on your last day of school.
- the next time you go shopping.

A Are you going to visit your grandma after the class?

B No, I'm going to do my homework.

A Are you going to write an essay in English?

6 Work in groups. Study the train timetable for one minute. Then take turns to cover it up and to test your memory.

ONERAIL

TRAIN TIMETABLE

Depart: Edinburgh

12:00 12:30 13:05 14:00 14:45 16:00

Arrive: London

16:58 17:31 18:05 18:47 19:53 20:53

A Your train leaves Edinburgh at 12 o'clock tomorrow. What time do you get in to London?

B I get in at just before five o'clock.

7 ©T051 Choose the correct answers. Then listen and check.

- 1 **Kelly** Have you published any books?
Sean No, but I'm writing a novel and I'm going to/I'll send it to a publisher.
- 2 **Tony** The phone's ringing!
Monica I'm going to/I'll get it!
- 3 **Lee** Brilliant! Wow, you're really good!
When's your next gig?
Kirsty We're playing/We'll play at the Zenith next Friday at nine.
- 4 **Amy** Have you made any resolutions for the New Year?
Jimmy Yeah, I'm going to/I give up smoking.
- 5 **Sarah** Do you mind if I go with you? The first bus isn't going to/doesn't leave until 10 a.m.

8 ©T052 Complete the conversation with the correct forms of the verbs in brackets. Then listen and check.

Brenda I ¹ ___ (go) to Madrid on Friday. I got a ticket on the Internet.

Amy What ² ___ (you/do) in Madrid?

Brenda Remember that Spanish guy at Monica's New Year Party? Well, I ³ ___ (visit) him.

Amy Really? What time ⁴ ___ (your flight/leave)?

Brenda In the morning some time ... Let's see ... Yeah, it ⁵ ___ (leave) at 11.30.

Amy Here, just a minute - where's my diary? ... Um ... Listen, ⁶ ___ (not/do) anything on Friday morning. I ⁷ ___ (drive) you to the airport if you like.

Brenda Cool! Thanks. I ⁸ ___ (bring) you back something nice from Spain.

Amy Thanks ... What ⁹ ___ (you/wear) for the trip on Friday?

Brenda I don't know ... Oh! I know! I ¹⁰ ___ (wear) my denim skirt and my pink top.

9 ©T053 Look at Monica's diary and describe the arrangements for the party. Then listen and check.

Monday 5

Sort out music - Kirsty
Get drinks - Nick and Amy
Pick up pizzas - Juanma and Sandra
Get DVDs - me Party - 9 p.m.

Kirsty is sorting out the music.

10 Work in groups. Use the checklist to organise a party. Decide who is doing what.

When?	Drink?	Games?
Where?	Music?	Transport?
Food?	Films?	

A Let's have a party next Saturday!

B Great idea. I'll sort out the music.

C And I'll ... Who will ... ?

11 Find a partner from another group and tell him/her about your party. Mention the arrangements you have made and your intentions.

We're having a party next Saturday at 10. Gaby is sorting out the music. I'm going to wear my new blue top.

12 Work in groups and follow the instructions.


- Write a different New Year resolution on four identical pieces of paper.
- Put all the resolutions face down on the desk.
- Take turns to read out the resolution and to guess who wrote them.

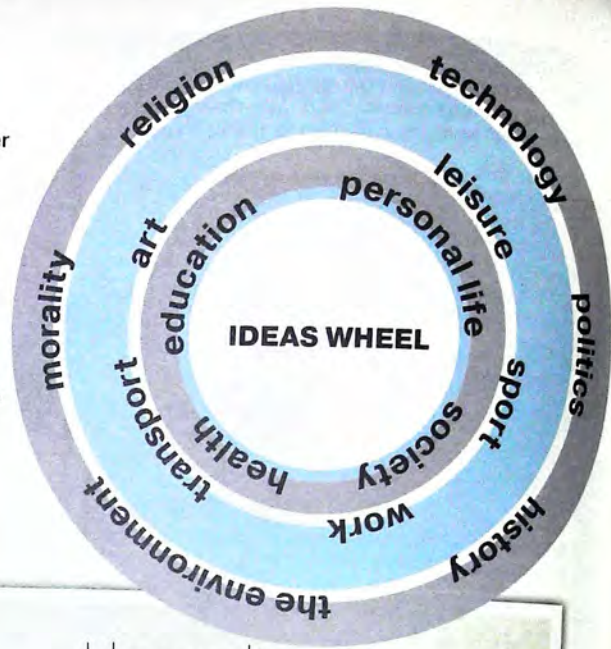
A I'm going to stop annoying my little brother.

B Is it Anna?

C No, it's not me ... Is it you, Arthur?

SPEAKING AND LISTENING

- 1 Work in pairs. Look at the picture and answer the questions.
 - 1 What are the students doing?
 - 2 What is the subject of the presentation?
 - 3 Have you ever made a presentation?
- 2 Work in pairs. Look at the presentation plan below. Decide which aspects of life from the ideas wheel would be relevant/appropriate to discuss the topic.
- 3  Listen to Simon and Meg discussing the presentation. Which aspects of life is Simon going to talk about?



Presentation plan

'How will technology change our lives in the next 20 years?'

Introduction

Say what you think the question means
Explain your plan for the presentation

Aspects of life

—
—
—

Conclusion

Summarise the arguments
Give your opinion

Homework

Prepare a 3-minute presentation on this question:

How will technology change our lives in the next 20 years?





- 4 **© TOS6** Listen to Simon's presentation and find the advice that Meg and Rhona give him.

During the presentation

- 1 Don't read your presentation. Use notes.
- 2 Don't speak too fast.
- 3 Try to sound interested.
- 4 Pause to give your listeners time to think.
- 5 Look at your listeners to check they understand you.
- 6 If you make a mistake, start your sentence again.
- 7 If you can't remember a word, use another one.
- 8 Don't get into personal details.
- 9 Observe the time limit.

- 5 **© TOS6** Listen to the extracts from Simon's presentation and complete the **Speak Out** box with the expressions he uses.

SPEAK OUT | Giving presentations

- Begin your presentation with:
I'd like to begin by ...ing/'I'm ___ ___ about/I've chosen this topic because ...
- Introduce new points with:
Firstly/Secondly/Moving on to/2 ___ to
- Give yourself time to think with fillers:
*Well/Right/So/Where was I?/3 ___ ___
4 ___ I ___ is/The thing is/You see*
- Summarise your points at the end:
Finally/5 To ___ ___/Last but not least

- *6 Prepare a presentation on the topic below. Use the presentation plan and the ideas wheel to help you.

How will global warming change the way we live in the future?

- *7 In the next class, give your presentation. Follow the advice in Exercise 4 and use the language in **Speak Out**.

VOCABULARY

- 1 Check the meaning of disasters a-g and of the underlined words in quotes 1-7. Use a dictionary to help you. Then match a-g with 1-7.

- | | |
|---------------|---------------------|
| a drought | e hurricane |
| b earthquake | f tsunami |
| c flood | g volcanic eruption |
| d forest fire | |

- 1 'It was 6.3 on the Richter scale.'
- 2 'The city is covered in ash and mud. There is a stream of molten lava.'
- 3 'Tanya is heading for Florida with winds of up to 170 miles per hour.'
- 4 'The Thames has broken its banks.'
- 5 'After years without rain there is no food or water.'
- 6 'The high winds are making it very difficult for the emergency services to put it out.'
- 7 'A massive undersea earthquake caused a ten-metre-high wave.'

- 2 Complete the leaflet with the new words formed from those in capital letters.

ACTION ecology

The real weapons of mass ¹___ (DESTROY)
 What is the biggest danger facing ²___ (HUMAN)?
 Is it a ³___ (TERROR) attack or is it a flu epidemic?
 Could it be a ⁴___ (NATURE) disaster? A meteor or
 a volcanic ⁵___ (ERUPT)? Well, actually there is
 something much more ⁶___ (DANGER).

The way we live!

Our ⁷___ (WASTE) lifestyles produce vast amounts of
 greenhouse gases. And this is causing climate
 change. If we don't change the way we live, cities will
 disappear under the sea. There will be food ⁸___
 (SHORT) and mass ⁹___ (MIGRATE) from the
 south to the north.

So if you want to save the planet, take action now!

Find out more about
Action Ecology at www.actieco.com

- 3 Work in groups. Imagine you want to raise money to help people after a natural disaster. Use the ideas on page 119 to help you.

- A I think organising a concert is a good idea because everybody likes music. We could raise a lot of money from ticket sales.
- B I disagree. A photo exhibition is a better idea ...

*Project idea

What kind of new technologies do you think will appear in the next decade? Robots doing all the housework? Space tourism for everyone? Computer in your sunglasses? Making salty seawater drinkable? Search the Internet for sites that may help you learn more about these technologies and make a presentation about one of these.

VOCABULARY AND GRAMMAR

1 Complete the sentences. The first letter of each word is given.

- There should be a stricter punishment for d___ litter.
- If someone shouts at you in public, you can t___ them to court.
- Do you know Sting's song 'If you love somebody, s___ them free'?
- It always takes me hours to choose what I want to buy - I'm very i___.
- I have to buy special cosmetics because I have s___ skin.
- Most Hollywood films are quite p___ - you always know what's going to happen.

2 Put the following words and phrases under the right headings of the table.

community service rob vandal
blackmailer steal insult shoplifting
robbery fine (n) judge (n) sue
mugger serial killer vandalism
prison sentence drunk-driving
life imprisonment accuse burglar
kidnap robber suspended sentence

Crime and punishment			
crimes	punishment	people	verbs

3 Complete the sentences. Use *will*, *be going to*, the Present Simple or the Present Continuous.

- When you ___ (arrive), we'll have dinner.
- I promise I ___ (not tell) anyone about the surprise party.
- A Would you like to go windsurfing with me?
The weather is great.
B Sorry. I ___ (meet) my sister at 12.
- Who do you think ___ (win) the next World Cup: Germany or Brazil?
- A I'm really hungry.
B I ___ (make) some sandwiches.
- A Congratulations on winning the lottery!
What ___ (you do) with the money?
B I want to see the world - my plane to Japan ___ (leave) at 8 tomorrow morning!

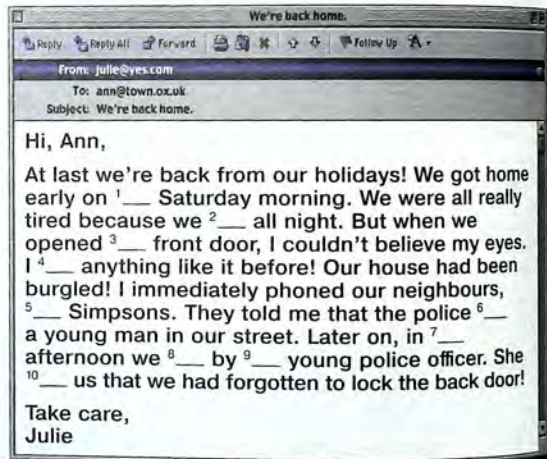
4 Choose the correct answer.

- My dentist says I *have to/can* stop eating sweets.
- Could/Should* you turn down the music? I have a headache.
- You *mustn't/don't have to* use wi-fi here - it's bad for the baby.
- I *should/can* do some shopping today - I don't have any soap or shampoo.
- Although she is only five, she *can/ought to* swim without any help.
- When I was younger, my grandma *would/must* tell us a bedtime story every night.
- Tom *used to/would* be crazy about hip hop when he was younger.
- I *have to/must* go to the hairdresser's - I look terrible.

5 Complete the text with the correct forms of the verbs in brackets.

Last week I was alone at home. I ¹ ___ (do) my English homework so I was really concentrating. Everything was very quiet. I ² ___ (switch) off the telly and the radio before I started. I ³ ___ (write) an essay about ghosts when suddenly I ⁴ ___ (hear) a loud noise from the kitchen. I ⁵ ___ (go) to check - the window was open! I thought someone ⁶ ___ (lock) the windows when I sat down to do my homework. I ⁷ ___ (feel) scared. We ⁸ ___ (live) on the ground floor so anybody could get in through the window. I had just got up to investigate when my mobile ⁹ ___ (start) ringing. It was my parents. They were phoning me to say that they ¹⁰ ___ (forget) to close the windows before leaving for the cinema and wanted me to close everything because a storm ¹¹ ___ (come)!

6 Read the email. For each gap choose the correct answer.



- | | | | |
|--------------------|----------------------|----------------------|-------|
| 1 a - | b a | c an | d the |
| 2 a slept | | b had slept | |
| | c hadn't slept | d weren't sleeping | |
| 3 a - | b a | c an | d the |
| 4 a never saw | | b was never seen | |
| | c was never seeing | d had never seen | |
| 5 a - | b a | c an | d the |
| 6 a already caught | | b caught already | |
| | c had already caught | d already had caught | |
| 7 a - | b a | c an | d the |
| 8 a interviewed | | b were interviewed | |
| | c had interviewed | d have interviewed | |
| 9 a - | b a | c an | d the |
| 10 a told | | b was told | |
| | c had told | d was telling | |

CLOSING THE GENDER GAP IN OUR SCHOOLS

Education is an issue which concerns many people in the UK as well as round the world. In England, Wales and Northern Ireland pupils sit GCSE (General Certificate in Secondary Education) exams followed two years later by A (Advanced) levels. Pupils in Scotland follow a different system, finishing their time at school with the Higher Leaving Certificate. One particular worry – why are boys doing so badly? Vote and tell us what you think.

Some twenty years ago, the performance of girls and boys in class was compared. Boys scored better in exams, so various measures were introduced to improve the performance of girls, including having single sex girl-only classes. Now, the situation is reversed, with girls consistently out-performing boys.

So, what has gone wrong with boys, and what can be done about it? John Dunsford, leader of the association of head teachers of secondary schools in Britain, says that the academic failure of boys is a problem which has its roots in society rather than the classroom. Girls, more than boys, see education as a passport to a good job. On the other hand, according to Penny Lewis, a head teacher, young men lack confidence, which they hide with a show of bravado. They're uncertain about their place in society. This could be due to the fact that some boys grow up in families where there is no male role model to follow.

Moreover, boys may learn in a different way to girls, preferring small amounts of work with immediate deadlines rather than large projects stretching into the distance. And education is not seen as 'cool'. As one secondary school teacher said, 'Girls achieve more at school because they are watching the future, while the boys are watching the girls.'

This is not just a problem in Britain. In a study by the Organisation for Economic Cooperation and Development and UNESCO, girls out-performed boys at reading at the age of 15 in all 45 countries, where the study was made. The UK ranks ninth out of the 45 countries for reading despite the fact that pupils in the UK spend less time reading than in most other countries. Only 3.5% of girls in the UK survey said they read for two hours a day or more and only 2.5% of boys said the same.

Now have your say:
Are single-sex classes best?

READING SKILLS

1 Read the article. Are the statements *true* or *false*?

- Boys have always scored better in exams than girls.
- Boys don't do well at school because of what happens in class.
- Some boys are not sure of themselves because of their family situations.
- Boys prefer to work on large projects.
- Boys pay too much attention to girls to learn well at school.
- In all the countries in the study girls were better at reading than boys.
- A lot of British girls read more than two hours a day.

SPEAKING SKILLS

1 Roleplay this conversation.

Student A

You are at a language camp in Ireland. Your school is organising a disco. You would like to go to it and stay until the end.

- Ask the family you are living with if you can go to the disco and return at midnight.
- Convince the family that you will return with a friend from the school and that someone will definitely walk home with you.
- Promise that you definitely won't be late.

Student B

You live in Ireland and rent rooms to students who are spending time on language courses. One of the students staying in your care is planning to go to a disco.

- Say that you agree that they can go to the disco, but you don't agree with the time he/she is planning to return home. Explain why you don't agree with such a late return.
- Agree with the suggested solution.
- Ask for the name of the friend who will walk home him/her.

Amazing animals

Read, listen and talk about the animal world.
Practise Zero, First and Second Conditionals; phrases used instead of *if*.
Focus on talking about probability; taking notes when listening.
Write an opinion essay; clauses of addition and contrast.

Lifestyle

Those crazy humans!

What would our pets say about us if they knew how to talk? *Lifestyle* asked two pet-owners to imagine how their pets might describe living with them.



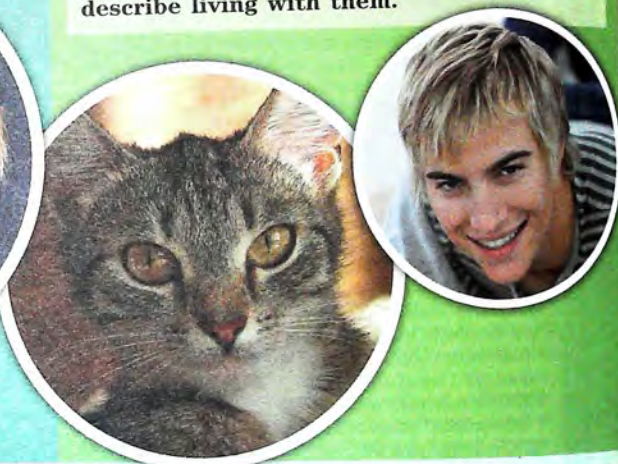
Wally, a six-year-old golden retriever, describes life with Lucy, an architect.

I absolutely adore Lucy – my human. There's nobody like her. As soon as she goes out, I start missing her terribly. A few minutes can seem like weeks. I'm always pleased to see her again.

I've trained my human well. She even does little tricks for me – when I look at the front door and whine, she immediately jumps up and starts putting on her shoes. It works every time! I've even taught her to share some of her food with me. I hope that if I keep training her, she'll eventually give me all of it!

Often, when we're out, she does silly things like throw sticks. I think she expects me to bring them back. If she knew how pointless it is, perhaps she'd stop doing it. But as long as it makes her happy, I'll do it – it's a very small sacrifice, isn't it?

Humans are loveable creatures – so easy to please and easy to train!



Kika, a nine-year-old tabby cat, describes life with Gavin, a graphic designer.

I don't know when my human started living in my home. He's been here for a very long time. Luckily mine goes out quite often. I've no idea what he does, but it can't be for pleasure. Maybe he goes hunting, but if he does, he's not very good at it – he's always hungry and irritable when he gets back. If I were him, I'd practise at home first – he could start by hunting flies and spiders and then try the bigger things later.

Humans are lazy animals. If Gavin's at home, he spends about eighty percent of his time asleep or resting. They're not very clean, either. Mine only washes twice a day ... unless he's in love.

There's a theory that humans are solitary creatures, but I'm not sure. For several months mine smelled of another human! But eventually it stopped. Then he started going out less in the evenings and spent hours staring hypnotised at that noisy glass box. So my conclusion is that humans do have partners, but just for short periods each year.

I'm afraid that Gavin is going to be here for ever. But provided he fills up the big white thing in the kitchen with food, I'll let him stay.



GRAMMAR AND READING

1 Work in pairs and follow the instructions.

- Check you understand the meanings of the words below. Use a dictionary to help you.
- Do you prefer dogs or cats? Why? Tell your partner using the words below.

(be) good company intriguing arrogant
cruel lazy obedient independent
playful loyal

I prefer cats - I think they're very independent, they always do what they want.

2 Read the text. Which pet seems to like its owner more?

Work it out

3 Match sentences 1-3 with situations a-c.

- 1 If she **knew** how pointless it is, perhaps she'd stop doing it.
- 2 If Gavin's at home, he **spends** eighty percent of his time asleep.
- 3 If I **keep** training her, she'll eventually give me all of it.

- a a situation that has a realistic chance of happening in the future
- b a situation which is very unlikely to or cannot happen now or in the future
- c a situation that is always true; a fact

4 Match sentences 1-3 in Exercise 3 with the type of conditional. Which tenses do we use to form them?

Zero Conditional
First Conditional
Second Conditional

Zero if + ____, Present Simple
First if + Present Simple, ____ + infinitive
Second if + ____, would + infinitive

5 Look at the sentences and the definitions. How would you say the underlined words in your language?

- 1 As long as (on condition that) it makes her happy, I'll do it.
- 2 As soon as (immediately after) she goes out, I start missing her terribly.
- 3 He only washes twice a day unless (if ... not) he's in love.
- 4 Provided that (on condition that) he feeds me, I'll let him stay here.
- 5 When (every time) I whine, she immediately jumps up.

Check it out

Conditionals

We use Zero Conditional to talk about facts or situations that are always true.
If he **is** here, he **spends** eighty percent of his time asleep.

We use First Conditional to talk about situations that have a chance of happening in the future.
If I **keep** training her, she **will** eventually give me all of it.

We use Second Conditional to talk about situations which are impossible now or in the future.
What **would** our pets **say** about us if they **knew** how to talk?

Alternatives to *if* in conditional sentences: *when/ unless/as soon as/as long as/provided that*

Mind the trap!

We often use *were* - not *was* - after *I, he, she* and *it*, especially in written English.

If I **were** you, I'd take your dog to the vet's.

*6 Complete the sentences with the correct form of the verbs in brackets. What types of conditionals are they?

- 1 Fleas can jump up to thirty centimetres. If humans ____ (be) as good at jumping as fleas, they'd be able to jump 300 metres!
- 2 A cat can live for about fifteen years, provided that you ____ (look) after it properly.
- 3 Reindeer get a special chemical from the food they eat - if they ____ (not/have) this chemical, their blood would freeze.
- 4 Some worms will eat themselves, if they ____ (not find) enough food.
- 5 When bats ____ (leave) caves they always turn left.
- 6 If you put a small amount of alcohol on a scorpion, it ____ (sting) itself to death.

7 Complete the sentences. Then compare your answers with your partner.

- 1 As soon as I wake up in the morning, I ...
- 2 If there's nothing good on TV, I usually ...
- 3 I enjoy English lessons as long as we ...
- 4 I'll pass all my exams as long as ...
- 5 I never ... unless ...
- 6 If I could change one thing in my life, I ...
- 7 If I had more ..., I ...
- 8 If I were an animal, I ...
- 9 Provided that ... this weekend, I ...

8 Work in pairs. Which animals make the best pets? Why?

As intelligent as ... ?

It looks like an alien, can copy other animals and can change colour, shape and size in a second.

Alec Peters investigates a mysterious creature that might be too intelligent for humans to understand.

Ask a biologist what the most intelligent creatures are on earth, and they'll probably come up with a fairly similar list: larger mammals such as horses, dogs, dolphins, pigs, the great apes as well as some birds like crows and ravens. But now some scientists believe that one of the most intelligent beings on earth is in fact the octopus – which doesn't belong to any of these groups.

Every schoolchild knows that octopuses (or octopi) have eight legs or tentacles and can shoot ink while trying to escape from enemies. But there are many other unusual things about octopuses. For example, the legs of some octopuses can grow to over nine metres in length and are extremely strong. If an octopus loses a leg, it can grow a new one. It also has three hearts and complex eyes, which seem to belong to a mammal rather than a sea creature. Octopuses also seem to be experts at escaping – they have extremely soft, flexible bodies and can escape through holes not much bigger than their eyes. There are many biologists who have stories about walking into the laboratory after lunch to find their octopus had escaped from its aquarium and was now hiding in a teapot or climbing a bookshelf!

However, even until quite recently, little was known about octopus intelligence. There are several reasons for this. Firstly, octopuses usually live at the bottom of river mouths and seas – areas which are not attractive to researchers. Secondly, they are not social animals so it can be difficult to study their interaction with others. Perhaps most importantly, octopus intelligence is not easy for humans to understand. When we observe mammals such as rats or dogs we can often instinctively understand their behaviour. Octopuses, however, can seem like aliens. Scientists need to have a lot of imagination to be able to understand what an octopus is thinking!

In the 1950s, the US Air Force sponsored scientists to study the way octopuses use their brains. They hoped that they could use this knowledge to help them build better computers. However, their brains were so complex that the scientists quickly gave up. And even today the octopus brain is a

mystery. Octopuses have a very complex nervous system and recent research suggests that they have some of their intelligence inside each 'arm', which means that each 'arm' can 'think' for itself. It also appears that they have good memories, perhaps similar to a cat's. Some octopuses in laboratories seem to play with objects as if they were toys – a sure sign of intelligence. Others could pick up complicated skills like opening jars.

Perhaps the most striking thing about octopuses is their ability to change their colour and body pattern. They do this to camouflage themselves and also to communicate with others. They can completely change their appearance in less than a second – a striped octopus can suddenly become spotted. It can change its skin to look like rocks, sand or plankton. A scientist once observed an octopus that changed its appearance nearly 1,000 times during seven hours of feeding! It can change its appearance to look like a dangerous predator – and can even copy its style of swimming.

Some scientists have even suggested that these different patterns and colours are in fact a very sophisticated language – and that each design is a different verb, adjective or noun. But nobody has been able to work out what they might be saying. It seems like the problem isn't the limitation of the animals ... but the limitations of humans!





READING AND VOCABULARY


- 1 Work in pairs and complete the similes. Use a dictionary to help you. Then answer the questions below.

brave gentle proud quiet blind wise

as ___ as an owl as ___ as a mouse
as ___ as a peacock as ___ as a lamb
as ___ as a lion as ___ as a bat

- Do we have similar similes in Russian?
- Which animals are, in your opinion, the wisest/most intelligent?

- 2 Look at the photo and read the title and introduction of the article. What creature do you think the article is about?

- 3  Read the text as you listen to it and check your predictions from Exercise 2. What information did you find most interesting?

- 4 Read the text again and choose the correct answers.

- 1 Now some scientists believe that
- all octopuses are more intelligent than larger mammals.
 - we can add the octopus to the list of most intelligent animals.
 - the octopus isn't in fact a mammal.
 - we should find a new group for octopuses.

- 2 An octopus's eye is
- something that even schoolchildren know about.
 - rather unusual for a mammal.
 - rather unusual for a creature that lives in the sea.
 - not very complicated.

- 3 Octopuses are good at escaping because
- they can change the shape of their body.
 - they choose surprising places to hide in.
 - they have very small eyes.
 - the scientists who study them often go out.

- 4 One of the reasons that we didn't know how intelligent octopuses are until recently was that
- they live in places where researchers don't like going.
 - they don't like being observed.
 - they don't like socialising with humans.
 - they are so different from other animals we know.





- 5 One thing that suggests that octopuses are intelligent is that
- they were smarter than US Air Force computers.
 - their brains are similar to cats'.
 - they learn how to do complicated tasks.
 - the octopus's brain is a mystery.

- 6 One of the reasons octopuses often change their appearance is because
- they want to become less noticeable.
 - they get bored when they are eating for a long time.
 - they are very talkative.
 - they enjoy copying other animals.

- 5 Find the underlined words in the text which have similar meanings to words a–e.

a design d observe
b creatures e scientists
c sophisticated

- 6 **Think Back!** Write as many words in each category as you can in three minutes.

<p>Insects</p>  <p>beetle, bee, ...</p>	<p>Birds</p>  <p>stork, eagle, ...</p>
<p>Fish</p>  <p>salmon, eel, ...</p>	<p>Mammals</p>  <p>zebra, rat, ...</p>

- 7 For each category below, give examples from Exercise 6.

Which animals/creatures are

- often hunted?
- in danger of extinction?
- often thought of as pests?
- often kept as pets?
- kept for milk, meat or fur?

- 8 Work in pairs. Choose the sentences you think are true. Then check your answers on page 119.

Animal Quiz

- Elephants are the only animals that can't jump.
- A rat can survive for longer without water than a camel.
- Crocodiles can't stick out their tongues.
- A duck's quack has no echo – nobody knows why.
- Butterflies taste with their feet.
- An ostrich's eye is bigger than its brain.

LISTENING

- 1 In pairs, read the notes. Which information do you find the most surprising?

AFRICAN ELEPHANTS

Numbers falling
1970s – 1.3 m
now – < 85 K

Statistics

- largest land animal
- height c. 4 m
- weight = 80 men
- runs at c. 40 km/hr = Olympic sprinter!
- excellent swimmer
- lifts > 250 kg with trunk
- skin 5 cm thick in places
- drinks 200 l water/day
- eats 100 kg leaves



- 2 **OT058** What do you think these symbols and abbreviations in the notes about African elephants mean? Why do we use them? Then listen and check.

- | | |
|------|--------------------|
| 1 K | 4 < |
| 2 c. | 5 > |
| 3 = | 6 m (two meanings) |

- 3 In pairs, look at the notes in Exercise 1 again and answer the questions. Then study **Train Your Brain** and check your answers.
- Did the person who made the notes try to write down everything the speaker said? Did he/she write in full sentences?
 - What sort of information did he/she make notes on: facts, memorable things, opinions?

TRAIN YOUR BRAIN | Listening skills

Taking notes – Symbols and abbreviations

- Don't try to write down everything you hear or write in full sentences!
- Concentrate on facts or the most interesting/memorable things you hear.
- Where possible, use symbols and abbreviations of common words/phrases to save yourself time.

- 4 Work in pairs and match the common abbreviations with their meaning.

- | | |
|---------|-------------------------------|
| 1 i.e. | a very |
| 2 e.g. | b in other words; which means |
| 3 yr(s) | c usually |
| 4 etc. | d etcetera/and so on |
| 5 v. | e year(s) |
| 6 usu. | f for example |

- 5 **OT059** Read the notes. Then listen and complete the information for gaps 1–5.

LIFESTYLE

- females and young live in herds – in other words ¹___ groups
- sometimes up to 20 elephants, but usually ²___ in herd
- sometimes elephants live together all lives – more than ³___ years
- male elephants usually ⁴___ herd when teenagers
- form gangs and behave badly – for example they ⁵___ very drunk on rotten fruit!

- 6 Look at the notes in Exercise 5. Shorten any of the information you can. Use Exercises 2 and 4 to help you.
- 7 **OT060** Read the notes. Listen to the last part of the lecture and fill in the missing information. Use abbreviations where possible.

RECENT RESEARCH

- communicate with subsonic noises – ¹___ for human ear
- noises travel ²___
- different herds communicate with each other every evening, ³___
- few enemies
- stamp feet, ⁴___ to frighten predators
- generally ⁵___ animals – emotional maturity = ⁶___ old human



SPEAKING AND LISTENING

- 1 **TO61** Look at the picture. What do you think the situation is? Then listen and check.
- 2 **TO61** Study **Speak Out**. Then read and listen again. Put the underlined phrases in the correct places in the box.

SPEAK OUT | Expressing probability

100%	will definitely/certainly 1 _____
70%	will probably it is likely that he/she/it will 2 _____
50%	may/ ³ _____ it is possible that he/she/it will perhaps
30%	probably won't 4 _____
0%	definitely/certainly won't

- Presenter** So, is Trixi going to win?
Deborah Oh yes, I think it is certain that Trixi will win this year. I mean look at her – beautiful fur, bright eyes, her gorgeous red ribbon.
- Presenter** And what are Rambo's chances of winning do you think?
Bill To be honest, I think it is unlikely that he'll win – there's too much competition. But I'm just here for fun really.
- Presenter** How are you feeling now, Bill?
Bill Well, the judge seemed very, very impressed. I wasn't confident before but actually ... now I think the chances are that he'll win it!
- Presenter** Well, let's wait and see. And what about Trixi? Deborah, are you still confident?
Deborah Well everything started going well and then that nasty little dog next to us gave my poor Trixi a fright and she bit the judge. But she still might win, I mean she's won here twice already.

***3** Rewrite the sentences so that the meaning stays the same, using the words in brackets. Use **Speak Out** to help you.

- 1 The chances are that the number of foxes in urban areas will increase.
The number of foxes increase. (probably)
 - 2 It is certain that the law will have a positive effect on the birds' situation.
The new law a positive effect on the birds' situation. (definitely)
 - 3 It is unlikely that penguins will become extinct.
Penguins extinct. (probably)
 - 4 It's possible that the new law will be a success.
The new law a success. (might)
- 4** Say how probable these things are. Use **Speak Out** to help you.

- 1 There will be an English test next week.

The chances are that there will be an English test next week.

- 2 You will catch a bad cold next winter.
- 3 You will fall madly in love this year.
- 4 You will finish this book before the holidays.
- 5 You will go abroad next summer.
- 6 You will pass all your exams this year.
- 7 Your computer will catch a virus in the next six months.
- 8 Your favourite band/artist will give a concert in your town this year.
- 9 Your favourite sports club will win a major championship this season.

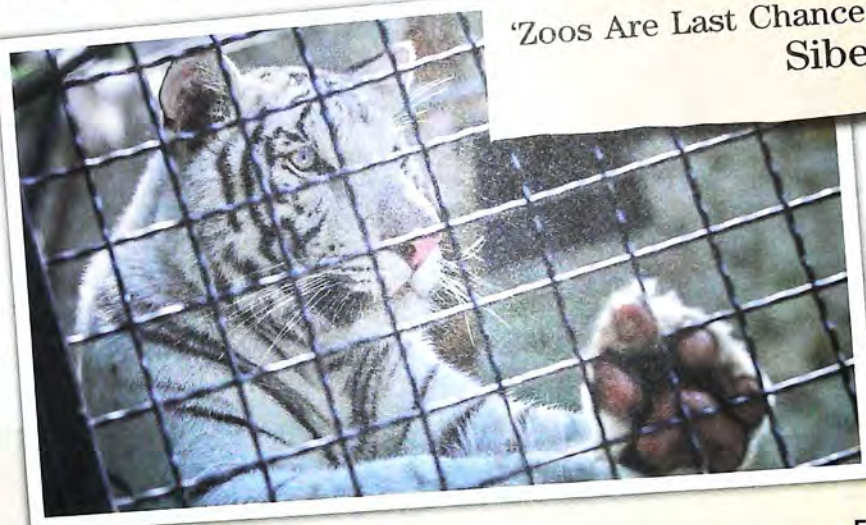
WRITING

1 Work in pairs. Look at the pictures and the newspaper headline and answer the questions.

- What problems connected with animals are presented here?
- What kind of animals are in danger of extinction?
- What is the best way to protect such animals?
- What are the advantages and disadvantages of keeping animals in zoos?
- Why are zoos popular places to visit?

2 Read the essay and answer the questions.

- Does the writer mention your arguments for/against zoos from Exercise 1?
- Is the writer generally for or against zoos?
- Do you find his/her essay convincing?



'Zoos Are Last Chance For Siberian Tiger'

English Essay

Zoos still have a useful function in the modern world. Do you agree?

1 Although the function of zoos has changed little during the last 250 years, zoos are very controversial today. Many people think they are cruel and have no place in the modern world. It is my own opinion that zoos, although not perfect, do have a useful function.

2 First of all, zoos are places of education. Zoos can help children to appreciate nature. Furthermore, research into animal behaviour is done in zoos and has increased our knowledge of zoology, genetics and even psychology. Above all, zoos can protect the future of many species of animal. Many species today are in danger of extinction and, thanks to breeding in zoos, many animals have a chance of survival. Indeed there are some animals which now only exist in zoos.

3 Opponents of zoos say that they are cruel. First of all, they argue, zoos cannot recreate the environment in which animals live and, because of this, animals are bored and depressed. Secondly, animals have frequent contact with human visitors, which can be stressful. However, in my opinion, most zoos have improved recently. It is now quite rare to see animals in cages and most zoos try hard to recreate the environments in which different animals live.

4 In conclusion, although zoos are not a perfect environment for animals, I believe that they have more advantages than disadvantages. In an ideal world, zoos would not be necessary. But as long as man hunts animals for profit and destroys their environments, zoos are essential.



- 3 **Think Back!** Compare the opinion essay opposite with the 'for and against' essay on page 66. Label the types of essay at the top of the table.

	a) ___ essay	b) ___ essay
Topic	Often includes 'Give arguments for and against ...'	Often includes 'Do you agree?'
First Paragraph	Introduction	Introduction
Second Paragraph	Arguments for	Arguments that support your opinion
Third Paragraph	Arguments against	Arguments which are against your own opinion
Conclusion	A summary of the debate; your own opinion at the very end	A summary of the arguments, saying once again why you think you are right

- 4 Find the sentences in the essay where the writer does these things.
- mentions his/her own opinion for the first time
 - says why he/she disagrees with the arguments of his/her opponents
- 5 Look at these sentences from the essay. Which argument does the writer feel is most important? What words or phrases tell you this?
- 1 First of all, zoos are places of education.
 - 2 Furthermore, research into animal behaviour is done in zoos.
 - 3 Above all, zoos can protect the future of many species of animal.
- 6 Complete **Train Your Brain** with ideas a-d below, using your answers to Exercises 3-5 to help you.
- a against c most important argument
b debate d opinion

'Frankly, I think killing animals for fur is barbaric.'



TRAIN YOUR BRAIN | Writing skills

Opinion essay

Paragraph 1 – Introduction

- Make general points as in a 'for and against' essay
- Mention your own '1' ___ at the end.

Paragraph 2

- Give your own opinion with two or three arguments/examples.
- Give your '2' ___ last.

Paragraph 3

- Begin the paragraph with *Some people/Opponents say ...*
- Mention one or two arguments which are '3' ___ your own opinion.
- Then say why you disagree with them.

Paragraph 4 – Conclusion

Summarise the '4' ___ and say once again why you think you are right.

- 7 In pairs, look at the essay title and decide which arguments are against killing animals for fur. What is your own opinion?

It is wrong to kill animals for their fur.
Do you agree?

- 1 It is cruel – animals which are kept for fur have short and unhappy lives.
- 2 Animal fur is warmer and more attractive than man-made materials.
- 3 It is unnecessary because we can now make man-made materials very cheaply.
- 4 Wearing fur is natural – Man has been wearing it for thousands of years.
- 5 It has no place in the civilised world in the twenty-first century.
- 6 Some animals that are hunted for fur are endangered species.

***Project idea**

Now write your essay. Use **Train Your Brain**, your answers to Exercise 7 and the prompts below to help you.

Paragraph 2

My point of view.

- *First of all ...*
- *Moreover/Furthermore ...*
- *Above all ...*

Paragraph 3

Arguments my opponents might use.

- *Firstly ...*
- *Next/Secondly ...*

Why I disagree with these arguments.

10

Leaders & followers

Read, listen and talk about leadership.

Practise verb *-ing* forms.

Focus on presenting personal opinion.

Write a brief biography of an outstanding person.

SPEAKING AND LISTENING


1 Work in pairs and answer the questions.

- Are teenagers interested in the life around them?
- How can teenagers demonstrate their activity in everyday life?
- How strongly are teenagers influenced by the opinions of other people (friends, parents, teachers, youth culture trends)?
- Should young people always accept the ideas of older people?
- From what age can young people participate actively in the social life of their school/city/region/country?

2 In small groups, discuss in what situations young people can be leaders. Look at pictograms a-f and decide what activities 'leaders' are in charge of in each of them. Match the pictograms with activities 1-6.


- control an interest group or their activity
- represent people
- become winners in competitions
- direct the movements of an expedition
- are responsible for the work of a large group of people
- chair a conference/a meeting

3 What examples of such activities can you give from the life of young people in your class/school/city? Compare your answers.

4  1062 Listen and say which of the speakers expresses the following viewpoints. One of the statements is extra.

- The concept of leadership may be different for various age groups.
- Leadership is about being positive and capable of inspiring the others.
- Leadership presupposes authority.
- Leadership is aimed at achieving collective goals.
- Leadership helps people build up their careers.
- Leadership is primarily about development of people.

Speaker	A	B	C	D	E
Opinion					

5  1062 Listen again and discuss in groups. In the past decade the word 'leadership' has become a buzz word all round the world. What do people understand by 'leadership'? Which of the opinions do you support? Why?

6 Talk to your partner and discuss whether it is fashionable to be active nowadays. Find out if he/she belongs to any society, club, voluntary group; what activities he/she is involved through this organisation; how this participation helps him/her to develop personal capabilities more fully.



7 Read the names of outstanding people and say in which spheres of life they have proved to be leaders for people in Russia in different times.

Peter the Great
Mikhail Lomonosov
Alexandr Solzhenitsyn
Sergei Korolev
Ivan Papanin
Galina Ulanova
Georgy Zhukov

Anna Akhmatova
Vladimir Vysotsky
Zhores Alferov
Sofia Kovalevskaya
Mstislav Rostropovitch
Galina Vishnevskaya
Vladislav Tretiak

- 8 Work in small groups. Discuss what other names of outstanding people in Russia you would like to add to the list in Exercise 7 from the sphere of politics, science, engineering, art, sport. Can you call these people leaders? Why? Did they have many followers? Compare your answers with other groups. Use **Speak Out** to help you.

SPEAK OUT | Presenting opinion

I believe he/she was one of the greatest ... ever.
 He/she undoubtedly had a talent to ...
 He/she could ...
 He/she had a big/powerful influence on ...
 His/her followers admired him/her for ...
 I guess people of my generation respect this person because ...

- 9 **Fact File.** Look at the photographs and find the names of these people in Exercise 7. Match the names of four outstanding people 1–4 with some facts from their biographies A–D.



- A** (1894–1986) Soviet polar explorer, led pioneer ice floe research, in World War II played a key role in Arctic shipping operations, doctor of geography, from 1945 to his death was the chairman of the Moscow branch of the Soviet Geographical Society.

- B** (1889–1966) One of the major poets of the Silver Age, whose strong and clear leading female voice struck a new chord in Russian poetry. Her work was heavily criticised and censored by Stalinist authorities, yet she chose not to emigrate and remain in Russia acting as a witness to the difficulties of living and writing in the shadow of Stalinism. She inspired and advised a large circle of key young Soviet writers.

- C** (1907–1966) A famous scientist and founder of practical cosmonautics, he was the chief constructor of the first Earth sputniks, led Soviet rocket engineering and spacecraft design, supervised the launch of rockets to the Moon, Mars and Venus as well as the *Vostok* and *Soyuz* manned spaceflight programmes.

- D** (1910–1998) A great Russian ballerina who won world recognition, she created unforgettable dramatic images in such ballets as *Giselle*, *Romeo and Juliet*, *Sleeping Beauty* and many others. Her work as a ballet teacher and coach at the Bolshoi Theatre developed the principles and traditions of the Russian school of choreography. Among her pupils were Ekaterina Maximova, Vladimir Vasiliev, Nikolay Tsiskaridze.

- 10 Work with a partner and take turns to play a guessing game. Student A thinks of an outstanding person in world history, writes the name down on a piece of paper and explains why he/she considers this person prominent. Student B can ask three questions checking his/her guess (without mentioning any names) and then gives the name. Student A is allowed to answer only 'Yes' or 'No'.
- 11 If you had a chance of travelling on a time machine what famous person from the past would you like to meet? What two questions would you like to ask him/her? Explain why. Support your statement with two or three arguments.

READING AND SPEAKING

1 Read the description of leaders and followers given below. Discuss it with your classmates and express your opinion about the descriptions in each of the columns using the expressions from **Speak Out** below.

- What is your attitude to this list?
- Which of the descriptions of leaders and followers do you find most exact and convincing? Why?
- Which of the descriptions don't you agree with? Why?

LEADERS



- 1 Leaders are initiators.
- 2 Leaders are willing to step up and take on the task of moving the project forwards.
- 3 Leaders are intuitive, and once they have a general direction for a project, don't have to be told what to do every step of the way.
- 4 Leaders push for action, and are not content with simply sitting still.
- 5 Leaders are innovators. They try new things. They are even willing to fail, but fail trying.
- 6 Leaders like change.
- 7 Leaders accept responsibility.
- 8 Leaders despise inaction. It drives leaders crazy not to make progress.

2 Is 'leadership' a one-way or a two-way process? Talk to your partner and find out what he/she thinks about it. Express your own opinion, using the phrases from **Speak Out**.

SPEAK OUT | Expressing opinions

As for me ...	As I see it ...
I understand that ...	I'd like to say that ...
If you ask me ...	In my opinion ...
I am quite certain/ convinced that ...	I think/believe/ assume that ...
I have no doubt that ...	

Clarifying opinions

That's why ...	In this sense ...
That's what makes ...	I mean ...

FOLLOWERS

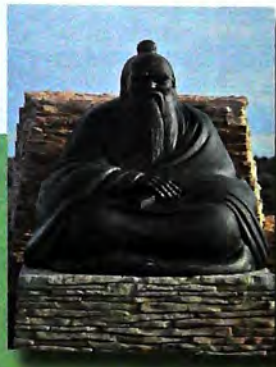


- 1 Followers are responders.
- 2 Followers have to be forced to carry out a project by their boss. They need someone to give them direction.
- 3 Followers want direction on a constant basis, so they make sure approval has been given.
- 4 Followers are pulled across the finish line.
- 5 Followers simply want to maintain the status quo. They are very rarely willing to risk or try anything new.
- 6 Followers despise change, and do everything possible to resist it.
- 7 Poor followers avoid responsibility, good followers become leaders.
- 8 Followers are comfortable with little or no progress.

*3 Read the poem and decide what is the author's message.

Fail to honour people,
They fail to honour you;
But of a good leader, who talks little,
When the work is done, his aim fulfilled,
They will say, 'We did this ourselves.'

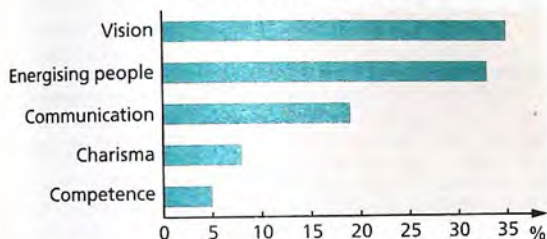
Lao Tzu



LISTENING AND SPEAKING

- 1 **1063** A group of young professionals is discussing the list with 'Leaders & Followers' descriptions on page 88. Listen to their discussion and decide:
- what their attitude towards this list is.
 - which of the statements the speakers support.
 - which opinions the speakers do not share.
- 2 Study the graph and in pairs discuss the rating of qualities that are considered to be most important for leaders in modern business world. Will this rating be the same for other walks of life, i.e. politics/art/sport/education? Give arguments in support of your opinion using the phrases from **Speak Out**.

Business & Leadership
Above all, leadership is about



- 3 **1064** In the contemporary world, research-technology leaders must understand business as well as technology. Listen to the text about Zhores Alferov, the 2000 Nobel Prize winner, and answer the questions.

- 1 What is Zhores Alferov's field of scientific and research activity?
- 2 What are the spheres for industrial and technological application of his scientific achievements?
- 3 What was he awarded the Nobel Prize for?
- 4 Which institution does he head?
- 5 What kind of leader is he?
- 6 Why does Zhores Alferov consider it important to recognise other people's talent?

SPEAK OUT | Supporting arguments

You may think of different ways to support your arguments by:

- giving examples
- giving personal experience
- giving statistics
- quoting
- giving reasons
- explaining consequences
- predicting

- 4 Prepare a talk about Zhores Alferov. Express your opinion and describe his leadership skills. Make use of the information you have learned from the recording about him and the phrases given below.



to grasp the logic of rapidly developing electronic industry
to make major contributions to electronics technology
to formulate business strategy
to be able to communicate effectively
to be able to explain his views clearly
to recognise talent in others
to be able to spot rare and valuable leadership ability in young researchers
to face tough challenges
to solve critical business problems
to motivate, coach and create an organisation that can win in the marketplace

SPEAK OUT | Presenting personal opinion

State an opinion

I think it is fair to say that ...

Provide reasons that support the opinion

I mean ... The thing is ...
The reason why I am saying it is ...
It's common knowledge that ...

Use linking words and phrases to connect opinion and reasons

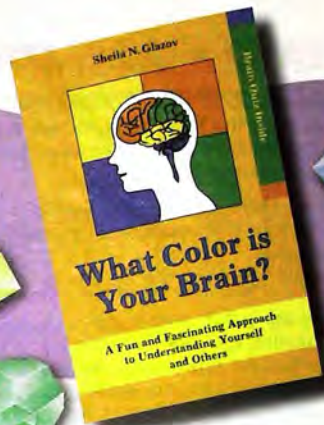
e.g., because, therefore, since, for example, for instance, in order to, in addition

Finish up with a concluding statement

In conclusion I'd like to say ...
I think I'll finish up by saying that ...

READING AND VOCABULARY

- 1 Read the article quickly and answer the questions.
 - 1 What colours are traditionally important for character description in various cultures?
 - 2 What role does the gemstone metaphor play for understanding Ms Glazov's theory?
 - 3 Is there a type of brain colour that is better than the others?



BRAIN COLOUR CONCEPTS

Have you ever thought that when people want to express a highly positive opinion about someone they value they often use the word 'gem'? A *gem* means 'a beautiful expensive stone that is used to make jewellery'. So why do people in various cultures use it to describe a person? The answer is universal – we want to stress the idea that a particular person is very special to us, especially in some useful or helpful way.

Sheila N. Glazov, an American author of a fascinating approach to understanding how people communicate, is no exception. She suggests using this universal metaphor to help people understand her theory. In a nutshell, Ms Glazov asks people to think of themselves as multifaceted gemstone-quality personalities. She believes that in various situations in life people activate different brain colours that help to display the bright colours of their individuality.

Gemologists are sure that precious gemstones have their own personalities and are valued most for the brilliance of their colour. Psychologists, in their turn, state that colour can greatly influence our life and our behaviour: the clothes we wear, the cars we drive, the way we respond to the colour of someone's hair, eyes and skin.

Historically, Ancient Romans and Egyptians saw **yellow** as the colour of their sun gods. Yellow can represent power and wisdom, thus *Yellow Brainers* become successful leaders. They choose careers as CEOs, educators, bankers, business managers and administrators.

In various cultures **green** has traditionally been a symbol of growth, knowledge, memory, and an ability to see into the future. *Green Brainers* achieve success in innovation and choose careers as accountants, computer professionals, researchers, engineers and lawyers.

In ancient Roman and Greek tradition **blue** was the colour of Venus, the goddess of love. In the Buddhist tradition, blue produces peace of mind, representing the sky, coolness and water. All these meanings symbolise a *Blue Brainer's* ability to be creative. They choose careers as artists, social workers, musicians and pet care specialists.

Orange is a mixture of red and yellow that symbolises excitement, energy and fire. According to Chinese tradition orange represents a powerful energy source. To the Japanese it signifies happiness and love. Orange is believed to boost the appetite and stimulate communication. *Orange Brainers* choose careers as firefighters, emergency room physicians and nurses and sports professionals.

Are any of the Brain Colours particularly significant? Are any of the colours 'wrong' or harmful for our personality? There is no right or wrong colour. It's just another facet of ourselves. Just like a gemstone, we value others and are attracted to the best features of their personalities.

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

- 1 Various cultures use a universal metaphor to respect people's positive qualities.
- 2 Sheila N. Glazov's theory is based on ancient beliefs.
- 3 The author of the theory is a gemologist.
- 4 Yellow Brainers succeed best with the responsibilities of leadership.
- 5 Blue Brainers are very helpful and tend to be true friends.
- 6 Orange Brainers love solving problems and sharing knowledge.
- 7 Green is the most significant of all the colours.
- 8 Green Brainers are most successful in life.
- 9 In different situations our personalities reflect the various colours of our brain.

3 QUIZ. 'What colour is your brain?' Recognise your strengths and perspectives.

Would you like to learn what your personal strengths and weaknesses are when cooperating with others? Would you like to discover your potential for teamwork and leadership? If yes, get down to work!

Instructions to follow

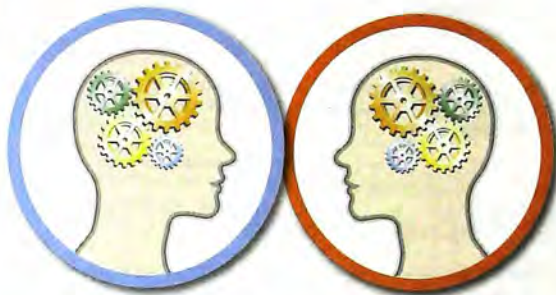
The Quiz consists of word lists and fill-in sentences. The numerical values from this process will give you a synopsis of your Brain Colours.

- 1 Read the four words and phrases horizontally, across each line.
- 2 Decide which word in each line describes you:
Most = 4
Not too much = 3
Rarely = 2
Least = 1.
- 3 Rank each characteristic in the line across using 4, 3, 2, 1 only once (4 = the greatest value, 1 = least value to you).

- 4 After you have completed all the lines, vertically add all the numbers in each of the four columns down to calculate your TOTALS.
- 5 Write down the TOTAL number for your A, B, C, D columns at the bottom line.
- 6 If two of your TOTALS are numerically equal, that is not unusual.

Important tips to remember while determining your Brain Colour

- There are **no right or wrong answers**, only what is accurate about you.
- Your Brain Colour may be different in your personal, academic or professional life.
- If you are doing the quiz with another individual, please do not have him or her help you. How you see yourself may be not how others see you.
- Enjoy yourself! The Brain Colour Quiz is informative and fun!



4 Now look at page 119 to find out what your answers suggest. Do you agree?

A	B	C	D
When doing work with others, I see myself as			
— Organised	— Creative	— Independent	— Enthusiastic
— Punctual	— Communicative	— Curious	— Fun-loving
— Detailed	— Flexible	— Relaxed	— Competitive
— Responsible	— Caring	— Analytical	— Resourceful
— Committed	— Sensitive	— Serious	— Courageous
— Careful	— Cooperative	— Technical	— Energetic
— Respectful	— Reliable	— Competent	— Generous
When making decisions, I like to			
— Have a plan	— Talk to others	— Gather all the facts	— Trust instincts
I am most comfortable and achieve success in an environment that supports my sense of			
— Stability	— Harmony	— Privacy	— Freedom
— A TOTAL	— B TOTAL	— C TOTAL	— D TOTAL

VOCABULARY AND GRAMMAR

1 Match adjectives A-F with definitions 1-6.

- A committed D independent
 B reliable E generous
 C resourceful F courageous

- 1 unwilling to be under someone's influence or control, preferring to do things by himself
 2 good at finding effective ways with dealing with problems
 3 willing to work hard for a group or organisation
 4 giving people more of your time than is usual or expected
 5 someone you can trust to behave well, work hard, or do what you expect them to do
 6 very brave and determined

2 See if you can form adjectives from the given nouns to describe professional qualities of a scientist or researcher.

knowledge logic creativity attention
 respect thought

3 Use the sentences below as clues to complete the adjectives (for each of the spaces, add a letter).

- 1 **i m _ g i n _ _ _ _ e** : My aunt can see beauty in a pile of rubbish.
 2 **c _ e _ t _ _ e** : She then can turn a pile of rubbish into a work of art.

- 3 **c h _ n g _ _ b _ e** : He behaves like the weather in April.
 4 **d e c _ s _ v e** : My friend always knows what he is going to do.
 5 **s _ n s _ b l e** : Our boss never relies upon intuition, he uses common sense.
 6 **r _ t _ _ n _ l** : When making decisions, I trust facts and figures.
 7 **c r _ t _ c _ l** : His partner seems to enjoy finding fault with others.
 8 **e n _ r g _ t _ c** : Our new colleague works 16 hours a day, jogs and plays squash.

4 Find the words with similar meanings, match them up in pairs of synonyms. Which of the characteristics describe a true leader least? Why?

attentive creative egocentric
 inspirational inventive motivating patient
 polite reliable responsible selfish
 tolerant

5 Discuss and write down the personal characteristics (good or bad) that you would expect to find in these people:

- 1 a sportsman
 2 a politician
 3 an actor
 4 a chairperson of a multinational company
 5 a designer

TRAIN YOUR BRAIN | Using two verbs together

When we use two verbs together, the second verb can be the *-ing* form (gerund) or the infinitive.

We use only the *-ing* form after some verbs.

avoid, enjoy, give up, keep, mind, practise, imagine, finish, suggest, can't help

Mary avoids going out alone after dark.
 Young children enjoy helping around the house.
 I couldn't help laughing when I saw it.

We can use both the *-ing* form or the infinitive with little or no change in meaning.

begin, continue, dislike, hate, like, love, prefer, start

Jane began reading this book last week./Jane began to read this book last week.
 I like/love/hate/dislike talking in public.

We use the *-ing* form or the infinitive with a change in meaning.

forget	I forgot meeting him. (I forgot that we had met.) I forgot to meet him. (I forgot that I had to meet him.)
go on	After discussing politics, we went on to discuss finance (did sth different). We went on discussing finance till midnight (continued without interruption).
remember	I remember locking the door. (I did it, and I remember the action.) Remember to lock the door (don't forget to do it).
stop	These students never stopped talking. (They kept talking without interruption.) On the way to the campus they stopped to talk. (They stopped so as to talk.)
try	He tried to unlock the door but failed (made an effort). He tried putting in more salt, but it did not make the taste better (made an experiment).

Mind the trap!

We use the verb *like* in two different ways. We use *like* + *-ing form* for habitual personal preference.

I **like reading**. I **like having** a cup of coffee in the morning.

We use *would like*/'*d like* + *infinitive* for specific offers and requests.

Would you like to read this book?
I'**d like to have** a cup of coffee.

We also use *used to* in two different ways. We use *used to do sth* to talk about habitual actions in the past, about how things were different in the past.

My dad **used to get up** early to get to school at 8 o'clock. (This was in the past, now he doesn't have to do it.)

We use *to be used to doing sth* in a different meaning – 'to be accustomed to doing sth'. He'**s used to getting** up early. (He is accustomed to doing it.)

- 6 Complete the conversation using the *-ing form* of the verbs in the box.

do try socialise practise play spend
camp canoe organise meet start

Doug Hey, look! There's some information about that new club in our area.

Judy What does it say? I don't mind ___ something interesting as long as it's not sitting in front of the computer.

Doug Listen, it says, 'For young people who love ___ new things, and who enjoy ___ and ___ all kind of sports! We offer lots of activities, so if you like ___ team games or doing martial arts, this is a club for you. We also invite enthusiasts who love ___ time outdoors. For those who can't imagine summer without ___ or ___, we consider ___ special interest trips.'

Judy Oh, sounds cool! I would like to join in as soon as possible. And you?

Doug Me, too. I enjoy ___ new friends, you know.

Judy How about ___ this weekend?

- 7 Read the sentences given below and work out the difference in the use of verb patterns with *-ing form* or *infinitive* in each of them. Check your ideas with the teacher.

'To be or not to be': gerund or infinitive?

Verbs of liking: like, love, prefer, enjoy, hate.

- I like being a teenager. I can enjoy doing active sports. I'd like to practise bungee jumping this summer. I love living in a big city, but I'd like to spend next weekend in the country.
- I hate being late for school. It's nearly 8.30. I hate to be late for my first class today.
- I prefer texting messages than sending emails.

Verbs of action: start, finish, begin, try, continue, stop.

- The truck started making some awful noise and came to a standstill. The driver tried to turn the engine on again but had no luck.
- As my uncle stopped smoking, he began to follow a special diet and spend more time walking in the fresh air. We thought he would never give up as he used to be a chain smoker and would stop to smoke every 15 minutes.
- Stop asking so many questions at once, please! Try to be polite and considerate.

Verbs of memory: remember, forget.

- I forget turning at this roundabout every time I drive in this area. I'll try not to forget to do it this time.
- I tried to follow your instructions, but I forgot to turn left and missed the bookstore. By the time I came there it was closed!
- I remember calling him at Christmas. It was a pity he was away. Luckily, I remembered to call him on his birthday and we had a pleasant chat.

SPEAKING AND WRITING


- 1 **Photo File.** Work with a partner and ask each other questions about the people in the photos. Find out:

- whether all the people in the photos are known to you;
- how you came to know about these people first;
- in what way these people proved themselves as leaders;
- if these people have any followers;
- what facts from their biographies or which of their personal qualities produced an impression on you;
- if any of them have influenced your character in some way.



- 2 Find some additional information about the people in the Photo File and write a brief biography of one of them for the 'Photo-encyclopedia of Famous People in Russia'. Use the description given in Fact File in Exercise 9 on page 87 as a model.

LISTENING AND SPEAKING

- 1 Work in pairs. Do you know any of the people in the photos? Say what you know about them.
- 2  Listen and find out who the speakers admire as their heroes and why.

Speaker	admires	because
Speaker 1		
Speaker 2		
Speaker 3		
Speaker 4		



Chulpan Khamatova




Jamie Oliver



Michael Phelps



Derrick Tabb

- 3  Listen again and answer the following questions. Make notes in your Workbook while listening.

- 1 What walks of life do these heroes come from?
- 2 Do they have any features in common?
- 3 What shapes the character of youth leaders in the 21st century?
- 4 What makes young people become their followers?

- 4 Talk to your partner to exchange opinions about some contemporary leader/leaders who set an example to you. Discuss what traits of character and personal qualities you find and admire in them. Would you like to develop any of these features in yourselves?

READING AND SPEAKING

- 1 Look at the picture on page 95 and say:

- what kind of activity the young people are involved in;
- what the purpose of their public action may be;
- what kind of people may organise such an action successfully (*their personal qualities*);
- if the event is organised by a team of enthusiasts, what role does each of them play?

- *2 Read the text. Work in groups and answer the questions:

- 1 What is the origin of the word *charity*?
- 2 How important is charity for the life of modern society?
- 3 Why are volunteers important?
- 4 Do you agree that charity begins at home?
- 5 How can you explain the author's choice of the title? Do you agree with it?

Charity Begins at Home

Charity begins at home. It sounds as a paradox, doesn't it? I mean the very word *charity* is most often associated with giving money to someone in need. Historically, however, the phrase is not linked to giving money at all. The word *charity* is of Latin origin. *Caritas* means 'giving love'. Thus, in the past *charity* was the word to mean the giving of love, which of course, should really begin at home! Today, the word *charity* is mostly associated with giving money, goods or help to less fortunate members of society, which can only be done with love and kindness. So the word *charity* remains true to its original Latin meaning!

Moreover, nowadays charity is very important. While governments play a role in providing support to people who need it, government funding is not enough. Local charities and larger charities and foundations can often step in and help. The Red Cross is a well-known international charity, Shelter is a British charity for the homeless, Grant Life is a special foundation to help children with cancer in Russia, The Roots of Music is an educational foundation that helps kids in New Orleans to stay away from rough streets and drugs, Michael Phelps Foundation helps young Americans with disabilities through special swimming programmes, and there are many more.

Do charities need support from us? For many charity organisations it's not money but volunteers who keep the organisation working. Without unpaid volunteers they would not be able to function because the costs of employing paid workers would probably make it impossible. So, if you have time and willingness to help, just look around.

- 3 Read the article about American youth activists and give a title to each of its parts from the list below. One title is extra.

- Changing Education
- Convincing Arguments
- Human Rights Abuses
- Harmful Advertising
- Fighting Exhaust Fumes

Youth Activists

Nearly half the entire world population is under the age of 18. Young people can be very influential and bring changes for the good. You are going to read about four youth-led initiatives. Some of these examples are ongoing campaigns, others occurred in the past.

- Because of bad air quality, kids were not allowed to go out into the schoolyard during the break in Salt Lake City. A group of fourteen-year old students from the local college, led by their leader Darcy Bright, decided to investigate the cause of the smog and found out that it was car emissions. These young activists drafted a petition and sent it to the state Senate. As a result, the law was passed that required signs at schools, airports and other hot spots telling drivers to turn off their engines after 15 seconds if they are not moving.
- The new 'Pay it Forward, Pay it Back' law allows students to attend any Oregon university without paying a dime while attending school. Students will pay after they graduate by taking a percentage of their monthly paycheck. Tracy Gibbs, who was one of the initiators of this project, says, 'It was really surprising as a student to see how responsive the legislators are to hearing student voices. If more students voiced their concerns about student debt, I think we could get the result much sooner.'
- Chloe Bates, a student in Pojoaque, New Mexico, didn't like beer billboards near her school. She contacted the state Office of Vital Statistics and other agencies to find out how many deaths in her county were alcohol-related, what percentage of those deaths involved underage drivers. Then she convinced the town to ban unsuitable alcohol billboards from areas near schools.



- Another example of a young activist is Ron Nicholls. The 14-year-old boy single-handedly convinced the City Hall to stop a real estate developer from destroying a wildlife habitat. Now an \$11 million condominium complex stands on an abandoned drive-in theatre lot and not in a wildlife forest area in Chelmsford, Massachusetts.

- Read the stories about each of the young campaigners again and sum up the information in the table in your Workbook.
- Working in pairs, discuss the details of each campaign with your classmate. Find out his/her:
 - attitude to each of the activists;
 - opinion about their cause for campaigning;
 - social significance of each campaign.
- Organise a round-table talk 'Can you change the world?'
 - Discuss what problems need an urgent solution in your area.
 - Which of the problems, in your opinion, are of a wider character, beyond the local level?
 - How can young people contribute to the solution of these problems?

*Project idea

'Teens should be seen and heard.'

Search the Internet for sites that may help you to learn more about youth activist groups around the world and the variety of activities that young people from different regions of the globe are a part of. Compare them with the issues that are of primary importance for youth participation in social change in your area. In what way technology and digital media has changed the way young people participate in activism globally?

TEENS SHOULD BE SEEN AND NOT HEARD!



VOCABULARY AND GRAMMAR

1 Complete the sentences. Form new words from the words in capital letters.

- I prefer cats to dogs because they are very _____. **DEPEND**
- I would like to become a scientific _____ and study the causes of floods. **RESEARCH**
- Tom's dog isn't very _____ - it never listens to him. **OBEY**
- Some people keep rather _____ pets, like spiders or lizards. **USUAL**
- Some _____ species are still hunted although it's illegal. **DANGER**
- Kittens are lovely and _____ - I can watch them for hours. **PLAY**
- Do you know which animals in your country are in danger of _____? **EXTINCT**
- Keeping pets is _____ to help ill or depressed people get better. **LIKE**

2 Find the 'odd one out' in each group and explain why it doesn't fit.

- zoology/psychology/biology/science fiction
- survive/kill off/become extinct/wipe out
- scientist/optimist/zoologist/biologist
- massive/epidemic/vast/limited
- eel/bat/fly/owl
- penguin/ostrich/skylark/bee
- mosquito/cockroach/beetle/ape

3 Use the words in brackets and rewrite the sentences so that they mean the same as the original sentences.

- It is likely that we'll have the medicine to fight cancer one day. (the chances)
- We'll have a class test today if my history teacher doesn't forget. (unless)
- I can only talk on the phone after I finish doing my homework. (as long as)
- It is certain that Messi will be as famous as Pele one day. (certainly)
- Letter writing might disappear because more and more people use email. (likely)
- It is unlikely that hip hop will be more popular than rock music one day. (probably)
- My mum won't let me go to the summer camp because my grades aren't good. (if)

4 Put each of the verbs below into one of the following categories:

- verbs always followed by the *-ing* form (gerund);
- verbs followed either by the *-ing* form (gerund) or by the infinitive with little or no change in their meaning;
- verbs followed either by the *-ing* form (gerund) or by the infinitive with a change in their meaning.

.....
 avoid begin can't help continue dislike
 enjoy finish forget give up go on
 imagine hate like love keep mind
 practise prefer remember start stop
 suggest try

5 Choose the correct form.

- Kate enjoys *to travel/travelling*.
- Try to avoid *to make/making* too many mistakes, please.
- Would you mind *to close/closing* the window?
- My friend suggested *to go/going* to the cinema.
- My dad has to give up *to play football/playing football*. He's not quite well.

6 Put the verbs in the right form to complete the sentences.

- I like _____ (be) a teenager. I enjoy _____ (spend) time with friends.
- I enjoy _____ (do) active sports. I'd like _____ (practise) bungee jumping this summer.
- I love _____ (live) in a big city, but I'd like _____ (spend) next weekend in the country.
- I love _____ (use) modern gadgets. I prefer _____ (text) messages, not sending emails.
- My friend suggested _____ (do) the project together.

7 Use the verbs below to complete the sentences. Some of the verbs should be used two or three times.

-
 begin start stop spend give up forget
 try remember

- The truck _____ making some awful noise and came to a standstill.
 - The driver _____ to turn the engine on again but had no luck.
 - As my uncle _____ smoking, he _____ to follow a special diet. The doctor recommended him to _____ more time walking in the fresh air.
 - We thought he would never _____ smoking as he used to be a chain smoker and would stop to smoke every 15 minutes.
 - _____ asking so many questions at once, please! Try to be polite and thoughtful.
 - I _____ turning at this round about every time I drive in this area.
 - I'll _____ not to forget to do it this time.
 - I _____ to follow your instructions, but I forgot to turn left and missed the bookstore. By the time I came there it was closed!
 - I _____ calling him at Christmas. It was a pity he was away.
 - Luckily, I _____ to call him on his birthday and we had a pleasant chat.

8 Put the verb in the right form to complete the sentences.

- Stop _____ (make) noise, please. I am trying _____ (work).
- They stopped _____ (consult) a map.
- I remember _____ (write) to her at Christmas.
- Has she taken up _____ (swim)? She looks fit.
- Joe practises _____ (sing) every day.
- Remember _____ (call) me when you get there.
- We kept on _____ (talk) till late at night.
- Please always remember _____ (look) right first when crossing roads in Britain.
- I can't use the Internet, I forgot _____ (pay) for it.
- I tried _____ (call) you yesterday, but your phone was switched off.

- 11 I'll never forget — (visit) London for the first time.
- 12 Just follow the instructions and continue — (do) the test.
- 13 I enjoy — (travel). I'd like — (visit) Australia some day.
- 14 Only talented people succeed in — (achieve) such results!

PRONUNCIATION

- 1 **©CT004** Read the words in the table. Then listen to the words below and put them in the correct columns. Then listen and check.

circle engine servant leisure petrol
worm urban observe pest penguin
fur essential

e	ɜ:
pet	work

- 2 **©CT005** Read the words. In each group choose the word that has a different vowel sound. Then listen and check.

- 1 law / lɔː / court / report
- 2 lot / ɒp / tolerant / from
- 3 blow / knɒk / know / host
- 4 order / ɒpə / soft / gossip
- 5 opponent / fə / storm / open
- 6 got / flɔː / rob / hot

LISTENING SKILLS

- 1 **©CT006** Listen to a radio programme about exotic pets. Then choose the correct answer.

- 1 More and more people want to keep exotic pets because
 - A there are so many of them.
 - B they are becoming more and more popular.
 - C it's getting easier to buy them.
 - D they are so cute.
- 2 The British law is mentioned in the talk because
 - A all exotic animals are illegal in Britain.
 - B all exotic animals are dangerous to people.
 - C you are not allowed to keep any dangerous pets in Britain.
 - D you are not allowed to keep some dangerous pets in Britain.
- 3 The best way to get the necessary information about the pet you want to keep, is to
 - A first of all, look for the information on the Internet.
 - B most importantly, talk to vets about it.
 - C use as many different sources of information as you can find.
 - D just contact some people who have the same pets.
- 4 The advice concerning children and exotic pets is
 - A never buy a pet if you have children.
 - B all exotic pets are harmful to your skin and eyes.

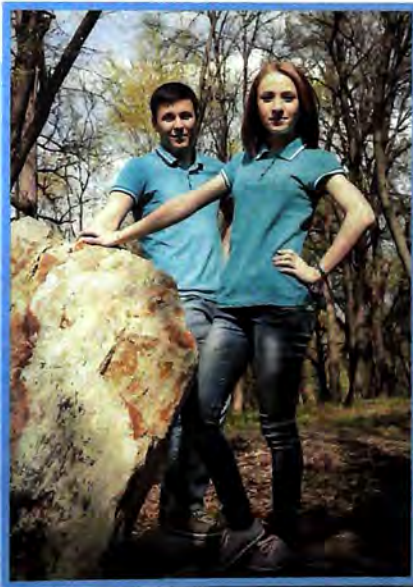
- C instead of buying an exotic pet, buy a less unusual pet, like a guinea pig.
- D all pets are a good idea if you have children.

- 5 It is important to remember that
 - A exotic pets cost a lot.
 - B the cost of keeping the pet may be higher than the cost of the animal.
 - C food for exotic pets is always very expensive.
 - D pet sitters for exotic pets are more expensive than for ordinary pets.
- 6 In general, the speaker's attitude towards keeping exotic pets is
 - A encouraging and enthusiastic.
 - B discouraging and pessimistic.
 - C threatening and scary.
 - D reasonable and balanced.

SPEAKING SKILLS

- 1 Describe the photo and answer the questions below.

- 1 Why do you think the people in the photo have chosen to wear the same clothes?
- 2 Do you think that unisex fashions and hairstyles (suitable for both men and women) will be more popular in the future?



- 2 Choose one of the topics and prepare a 3-minute presentation.
- A Do you agree with the opinion that only the animals kept in zoos will survive if we do not change our attitude to the environment?
 - B Justify the opinion that films and books about disasters will always be popular because people enjoy being scared.

VOCABULARY AND GRAMMAR

- 1 Put these words in the correct categories. Then add three more words to each group.

.....
 amazing director mugging murderer
 piracy predictable shoplifter
 soundtrack thriller western

Criminals: __, __, __, __, __, __

Crimes: __, __, __, __, __, __

Film production: __, __, __, __, __, __

Types of films: __, __, __, __, __, __

Adjectives for films: __, __, __, __, __, __

- 2 Match 1-8 with a-h to make collocations and compound nouns.

- | | |
|------------|--------------|
| 1 appear | a a crime |
| 2 break | b dodging |
| 3 cheat | c hacking |
| 4 commit | d in an exam |
| 5 computer | e in court |
| 6 fare | f the law |
| 7 private | g property |

- 3 Complete the text with one word in each gap.

Dear Sir,

I get very annoyed by old people complaining about mobile phones all the time. They always talk about loud ring ¹ but forget what life was like before. Trying to find a phone which was usually ² of order. To ³ honest, I can't imagine life without my mobile. I've had mine ⁴ 2004 and, if you ⁵ me, it's my most important possession. I've ⁶ ten texts already today. My advice to anyone reading this, don't be miserable, get a mobile phone and enjoy ⁷!

Jane Silver

- 4 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. You must use between two and five words including the word given.

- I read the newspaper before I ate dinner.
ALREADY
By the time I ate dinner ___ the newspaper.
- I often went swimming when I was a child.
TO
I often ___ swimming when I was a child.
- It is necessary for me to wear a tie at work.
TO
I ___ a tie at work.
- I can stay at home today. The school is closed.
GO
I ___ school today.
- Is it OK if I come round this afternoon?
IF
Do ___ come round this afternoon?
- I can't sing now and I couldn't sing when I was young.
ABLE
I have ___ sing.

- 7 When he was young he would never argue or fight.

TO

He ___ argue or fight.

- 5 Complete the text with one word in each gap.

WHAT ARE WE DOING TO OUR PLANET?

You might not know this but, ¹ the end of the century, scientists estimate that over 10,000 species of animal, plant and insect ² be dead. You may think that this is a long time in the future but, if I ³ you, I would start to worry now. In the ⁴ five years, twenty animals that are alive now will be extinct. You will never see them, ⁵ something is done quickly. This isn't a wild guess, this is really ⁶ to happen.

Don't wait until it's too late. We need your help as ⁷ as possible.



Telephone now to find out what you can do: 0122 343 556

PRONUNCIATION

- 1 Listen and put the words below in the correct columns. Then listen and check.

ð	θ
brother	anthem

both north other than thank there
 thing birthday together tooth
 weather without

LISTENING SKILLS

- 1 Listen to the radio programme. Are the statements true or false?

- Leslie Brown works on a gas platform.
- Leslie found a strange object on top of his wardrobe.
- He didn't hear the strange noises the thing made.
- The thing on his wardrobe was a Russian satellite.
- The thing was found by the police.
- Leslie had taken some radar equipment.
- The judge told Leslie to pay more than £2,000.

READING SKILLS

- 1 Read the article and choose the correct answers.

The millionaire secretary

Criminal or hero?

In one of the most amazing financial scandals ever, Joyti De-Laurey, a secretary in a banking company, stole £4.5m from her employers in order to buy herself designer clothes, expensive cars and jewellery. She copied her bosses' signatures, wrote cheques to herself and stole the money from their personal bank accounts. Some people think she was a hero: a modern-day Robin Hood. Others say she was just an ordinary criminal.

Expensive tastes

The 37-year-old from London spent millions. She shopped in the most expensive shops, went to the best hairdressers and regularly ate in the most exclusive restaurants. She bought an Aston Martin car, a villa in Cyprus, and spent more than £350,000 on Cartier jewellery. The more money she spent, the fatter she got. By the time she had spent £4.5m, she was enormous and needed even more clothes in larger sizes.

Enormous salaries

Her bosses earned so much money that months went past before anybody noticed that she had stolen anything. One ex-managing director said, 'When you're making £60m a year, a few million missing is like a regular person not remembering the last penny on their account.'

You're under arrest

Finally De-Laurey was caught in May 2002. Her boss was going to give some money to charity, so he had checked his bank accounts and discovered that there was a fortune missing. The police found many expensive things in De-Laurey's house: Cartier jewellery still in its boxes, almost fifty designer handbags, and lots more. She never got to live in the dream villa she had bought in the Mediterranean. Unfortunately for her, she was arrested just before she left for Cyprus.

A great artist

During her trial she laughed and joked with the journalists who described her as the 'Picasso of Con Artists'. She said that her bosses had told her she could take the money. Unsurprisingly, the jury didn't believe her story, and she was found guilty. The judge said that she was a born liar and sentenced her to seven years in prison.

- 1 What was Joyti De-Laurey's job?
a secretary
b designer
c banker
- 2 Who did she steal from?
a her company
b her bosses
c exclusive shops

- 3 What happened to her because of her new lifestyle?
a She lost weight.
b She got fatter.
c She moved to Cyprus.
- 4 Why did nobody notice what she was doing?
a She was very careful.
b She didn't steal much.
c Her bosses had too much money.
- 5 How was she caught?
a She told her boss what she was doing.
b Her boss examined his bank account.
c A policeman saw her with some jewellery.
- 6 What did she say at her trial?
a That she was a great artist.
b That she hadn't taken any money.
c That her bosses had allowed her to take the money.

SPEAKING SKILLS

- 1 Describe the photo and answer the questions.

- 1 Are the girls doing something unusual, do you think? Why?/Why not?
- 2 Do you think that all games and sports are suitable for both young girls and boys? Why?/Why not?



- 2 Roleplay the conversation.

Student A

You are an English-speaking tourist who is planning a holiday in your partner's country. You are going to visit your friend in his/her city.

- Tell him/her about your travel plans – when you are going, how long you are going to stay, who you are going with.
- Ask him/her about the best way to travel and where to stay.
- Tell him/her about what you would like to do while you are there and ask him/her for any advice.

You start the conversation.

Student B

A friend of yours is planning a holiday in your country. He/she is going to visit your city.

- Ask him/her about his/her travel plans.
- Suggest the best way to get to your city and a good place to stay.
- Give him/her some advice on how to have a good time in your city without spending too much money.

Student A starts the conversation.

DIALOGUE OF CULTURES 1

THE SOUNDS OF MUSIC

Glossary album reviews band/group/artist/singer/composer/vocalist composition judge/coach a hit influence join (a band) lyrics music magazines music industry piece of music record company record shop



'*Golos*' (*The Voice*) is a reality television singing contest. It is based on the reality singing show *The Voice of Holland*, which was originally created by the Dutch television producer, John de Mol. *The Voice of Holland* started in September of 2010 and proved to be an instant success in the Netherlands. Many other countries have adapted the format. In Russia this reality talent show called '*Golos*' premiered in October of 2012 on the Russia's Channel One.

The format of '*Golos*' differs from a traditional talent show. Many of the contestants, but not all of them, are professional vocalists and represent a broad range of musical genres. '*Golos*' consists of three phases: a blind audition, a battle phase and live performance shows.

Four judges-coaches, all noteworthy recording artists, choose teams of contestants through a blind audition process. They listen to the contestants in chairs facing opposite the stage to avoid seeing them. If a coach likes what they hear, they press a button to rotate their chairs to signify that they are interested in working with the contestant. If more than one coach presses their button, the contestant chooses the coach he or she wants to work with. Once the coaches have picked their team,



they pit them against each other in the so-called '*Battles*'. The coaches select two of their own team members to sing the same song together in front of a studio audience. After the vocal duel the coach must choose only one to advance.

After the Battle Round, each coach has six contestants for the '*Knockouts*'. In '*Knockouts*' a pair of singers from each team sing a song of their choice, back to back. Again the coach must choose only one to advance. The three winners for each coach advance to the live shows. Finally, each coach will have his/her best contestant left standing to compete in the finals, singing an original song. At this stage only the public vote determines which contestant is the winner who receives the grand prize of a recording contract.

1 Work in pairs. Look at the photos and answer the questions.

- What do you know about the people and the event in the photos?
- Can you remember any of their hits?
- Who is your favourite singer? What is your favourite band? What kind of songs do they sing?

2 Read the text and suggest the title for it. Read the statements – are they true, false or not stated?

- 1 *The Voice* show started in Holland.
- 2 *The Voice* show was a great success in Denmark.
- 3 Russian 'Colos' is a traditional talent show.
- 4 Both professional singers and amateurs can take part in the contest.
- 5 During the audition, coaches often choose the best-looking contestant.
- 6 In the finals each coach has only one contestant from his/her team.
- 7 In the finals both the coaches-judges and the public vote decide who wins.

3 **ABC101** Listen to the pieces of music and say how you feel about them. Use the adjectives and one of the expressions from the table below.

(un)original atmospheric boring catchy dramatic energetic
fun melodic powerful

(very) positive	quite positive	rather negative/ indifferent	(very) negative
I love it! It's cool/great! It's terrific/ fantastic.	It's quite enjoyable! I don't mind it! It's not bad.	It's nothing special. I'm not mad about it. I'm not keen on it. It's not my cup of tea.	What a load of rubbish/crap! It gets on my nerves. I can't stand it!

- A It's really fun – I love it!
B It's not very original – it's not my cup of tea.

4 Read the text about Dina Garipova and write one short paragraph about her to be added to the first text. Place the paragraph appropriately.

Dina Garipova was the winner in the first season of the Russian version of TV talent show 'Colos'. She is a Russian singer of Tatar descent. Dina was born on 25 March 1991 into a family of doctors in Zelenodolsk, in the Republic of Tatarstan. Dina did not follow in her parents' footsteps: from the age of six, she was obsessed with singing. Her singing aspirations did not stand in the way of her completing a distance-learning course in journalism at Kazan State University. Dina was already a popular singer in her hometown when she entered the first rounds of the 'Colos' show. In 1999 Garipova won the all-Russian song competition 'Zhar-Pitsa'. In 2005 she won an

international competition in Tartu, Estonia, and in 2008 she joined up with the 'Zolotoi Mikrofon' song theatre to tour around France.

Dina's coach in the 'Colos' show was Alexander Gradsky, one of the leading stars of Russian show business — and quite an eccentric one at that. Gradsky started as a rock musician, performing Elvis Presley's songs in his first groups. Later on he expanded his repertoire, thanks to the songs of classic Soviet song-writers, Alexandra Pakhmutova and Nikolai Dobronravov. He has written several rock operas and not so long ago finished a 'Master and Margarita' production, based on Mikhail Bulgakov's novel.

Dina won the hearts of the audience not just because of the way she looked, but mainly because of her phenomenal, professionally trained voice and perfect selection of songs.



5 **ABC102** Read the statements, then listen to the interview. Are the statements true, false or not stated?

- 1 Pierre is a music critic in France.
- 2 He thinks that Britain has produced many famous classical composers.
- 3 He believes that the British are so successful because they speak English.
- 4 Jeff grew up in London.
- 5 Pierre was surprised to find that British cities were not as exciting as he had thought.
- 6 Jeff thinks that British people stop being interested in music even after their twenties.
- 7 He thinks it's easier for young British bands to get attention.
- 8 Pierre believes that British people prefer to write songs about politics than take part in demonstrations.

6 **Crossing Cultures.** Work in groups and answer the questions.

- What are the most popular/successful groups or artists in our country? Have they had any success abroad? What kind of music do they play?
- Are there any cities or regions in our country that produce a lot of bands/artists?
- Where's the best place for seeing live music in your town/area?
- What's the best radio station for hearing new music in our country?
- Do artists in our country sing in English? What do you think about it?

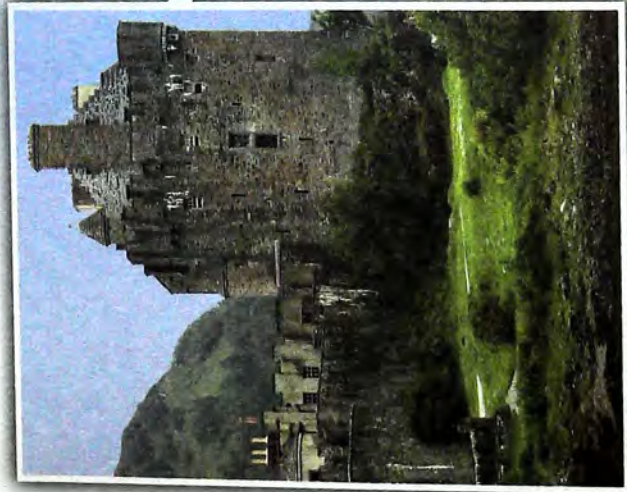
DIALOGUE OF CULTURES 2

ACCENTS IN THE BRITISH ISLES

Glossary accents dialect drop a letter misunderstanding national standard pronunciation

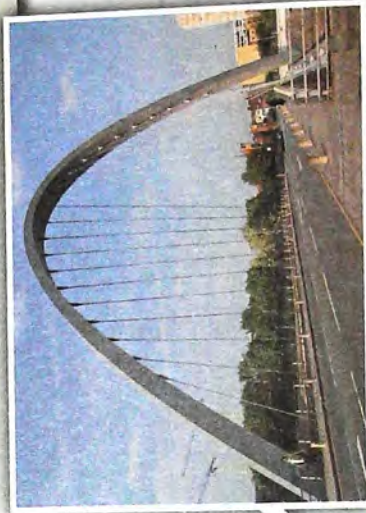
No place in the English-speaking world has more dialects than Britain and Ireland. According to some linguists, there are 'no less than thirteen' quite distinct dialects in Britain. Others put the number of dialects at forty-two – nine in Scotland, three in Ireland and thirty in England and Wales, but there could be even more. In only six counties in the north of England, seventeen separate pronunciations of the word *house* have been recorded. It would be no exaggeration to say that there are greater differences in pronunciation in the north of England between the Rivers Trent and Tweed (200 miles) than in the whole of North America.

Bill Bryson



Scotland

In Scotland most people pronounce the 'r' strongly, even in words where the English do not pronounce it. 'I drove my carr to the parrk' means, 'I drove my car to the park.' The Scots also have their own words for many things, so 'Och aye, it's a bonny wee loch' means, 'Oh yes, it's a pretty little lake.'



North of England (Manchester)

In the north of England most people pronounce the 'uh' sound in some or *bus* like the 'oo' in book. Like people in the London area, they also tend to drop the 'h' at the beginning of words. So 'ee 'ad soom foon', means 'he had some fun.'





Ireland

Many Irish people pronounce 'th' as 't' or 'd'. So 'I tink dere are tirty tree of dem' means 'I think there are thirty three of them.'

- 1 Read the extract from the book and choose the best summary.
 - 1 There are many accents in the English-speaking world.
 - 2 It is amazing how many different accents there are in the British Isles.
 - 3 People in Britain are not sure how to pronounce the word *house*.
- 2 Look at cartoons a-c. Work in pairs and answer the questions.
 - 1 What numbers are the customers saying?
 - 2 What does the shop assistant understand?



- 3 Read the fact boxes. Which two accents have something in common?

London

Many speakers in the London area do not pronounce the 't' clearly. They say 'a bo'le of wa'er' instead of 'a bottle of water'. They may also pronounce 'th' as 'f' or 'v'. So 'I tink it's your muvver,' means, 'I think it's your mother.' They often drop the 'h' at the beginning of words. So 'ee' as long 'air' means, 'He has long hair.'



- 4 **0BC1003** Read the fact boxes again and identify what these people are saying. Listen and check.

London: 'er li'le bruvver 'as go' somefing to say.

North of England: 'ee looves 'is moom.

Ireland: Deir tings are on de tird shelf.

Scotland: There's a wee birrd sitting in that tree.

- 5 **0BC1004** Listen to speakers 1-4 and identify their accents.

- 1 2 3
- 4 5

- 6 In pairs, discuss the accent of Russian speakers of English. How do many Russian learners of English pronounce 'th', 'r' or 'h' at the beginning of words? Why is it important for foreign speakers of a language to master the national standard?

- 7 **Crossing Cultures.** Work in groups and answer the questions.

- 1 How many different accents or dialects can you think of in our country? In which regions or cities are the accents very different from the national standard?
- 2 Do people in your country have misunderstandings because of different accents or dialects?
- 3 Do you think strong local accents are a problem or an advantage for languages? Why? Use the ideas below to help you.
 - you know where people are from
 - variety is a good thing
 - it would be sad if everyone was the same
 - it creates a sense of identity
 - you can't understand some people
 - it can confuse foreign visitors
 - science and business need a standard language
 - it can cause discrimination

DIALOGUE OF CULTURES 3

BUDGET LONDON

Glossary abbey arts centre art gallery bus pass/travelcard cathedral
dungeon listings magazine (*What's On* guide) means of transport parliament
sandwich bar takeaway food tourist attraction tours tower the tube

Key:

Free
Inexpensive (less than £10)
Quite expensive (£10-£15)
Expensive (£15-£20)
Very expensive (more than £20)

Art Galleries

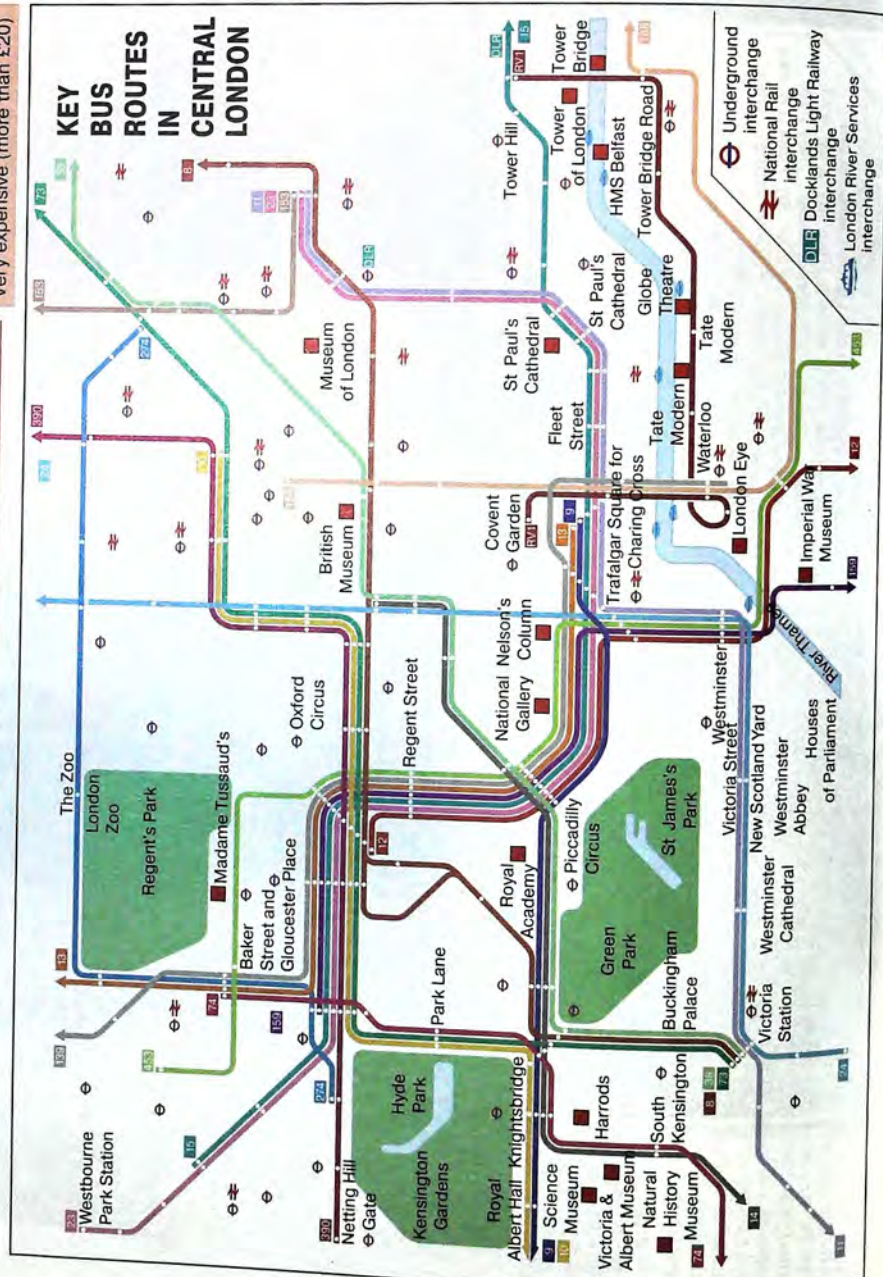
National Gallery
Tate Modern (contemporary art)
Tate Britain
ICA (Institute of Contemporary Arts)
Courtauld Institute Art Gallery
Royal Academy

Museums

Science Museum
Natural History Museum
Imperial War Museum
British Museum
Museum of London
National Maritime Museum
Design Museum
Fashion and Textile Museum
Sherlock Holmes Museum

Other Tourist Attractions

Royal Observatory - Greenwich
Tower Bridge Exhibition
HMS Belfast
Westminster Abbey
Globe Theatre - (reconstruction of a 16th century theatre)
St Paul's Cathedral
London Aquarium
London Zoo (Regent's Park)
Tower of London
State Rooms, Buckingham Palace
London Eye
London Dungeon
Madame Tussaud's





Hyde Park



The London Eye



Tate Modern



The Tower of London



Buckingham Palace

1 Work in pairs. Look at the map and the tourist information. How quickly can you find the answers to these questions?

- Which art gallery is near Piccadilly Circus? Is it cheap to visit?
- Which station is near Buckingham Palace?
- Can you visit St Paul's Cathedral for free?
- What bus(es) could you take from St Paul's Cathedral to get to Oxford Circus (the main shopping area)?
- Which popular art gallery can you find on the south bank of the River Thames?
- Which museums can you visit after shopping at Harrods?
- Are museums in London generally expensive?

2 **EXERCISE** Read the questions and try to predict the answers. Sometimes more than one answer is possible. Then listen and choose the correct answer(s).

- What is the cheapest way to travel around London?
a by tube b by bus c on a coach tour
- Which museum is a good starting-point for visitors to London?
a The Science Museum b The Museum of London
c Madame Tussaud's
- What's a good place to eat cheaply in London?
a a sandwich bar b a Steak House restaurant c a market
- When is a good time to listen to classical music for free?
a at the weekends b on Thursdays c at lunchtimes

3 **EXERCISE** Listen again and complete what the speakers say about these things.

- Downing Street is the place where ...
- 1666 was when ...
- Borough Market is a place to ...
- The Barbican is a place where ...
- Time Out* is a ...

4 Work in pairs. Read the instructions and decide how you are going to spend the day. Then compare your plans with another pair.

You are visiting the UK and you have just arrived in London. You are leaving the next morning. You want to see as much as possible while spending as little money as possible! Make plans about:

- how you are going to travel around
- which museums, galleries and tourist attractions you plan to see
- where you are going to eat
- seeing some live music

Use the map above and your answers to Exercise 2 to help you.

5 **Crossing Cultures.** Work in groups. Imagine a group of foreign visitors your age are visiting a town or city in your area. Use the ideas below to help you to give them advice about:

- the best means of transport for getting around cheaply and seeing as much of the place as possible
- the cheapest ticket or travelcard to buy
- eating out cheaply
- tourist attractions/museums which aren't too expensive
- cheap places to see concerts, plays or films and the best source of information about these

.....
 arts centre bus/tram/metro cathedral/abbey/church
 exhibition/concert/recital free/inexpensive leaflet/guide
 listings magazine local newspaper palace/tower students union
 takeaway food Tourist Information Centre

- It's a good idea to ...
- They should ...
- It's worth ...ing ...

DIALOGUE OF CULTURES 4

SPORTS AND THEIR ORIGINS

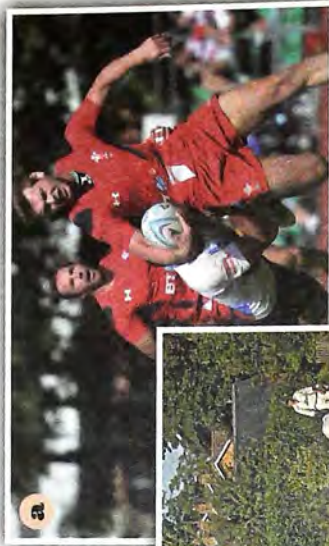
Glossary associations to draw up rules nil/scoreless draw to found to be governed by martial art acronym self-defense to keep up a top position

1 Match sports 1-6 with photos a-f.

- 1 Cricket
- 2 Football
- 3 Sambo
- 4 Rugby
- 5 Russian hockey
- 6 Rhythmic gymnastics

2 Read the introduction and tick the correct sentences.

- 1 We know where most sports originated.
- 2 Quite a number of sports were invented and developed in Russia.
- 3 The British were responsible for organising many popular sports.



INTRODUCTION

Russia or Britain?

People have played games throughout the ages from the Ancient Egyptians to the Eskimos, and the origins of most sports are lost in time. However, we do know where and when sports were first organised. Russia contributed to both – developing new sports and games and organising already existing ones. In many cases the first associations were formed and the first rules were written down in Britain.

Rhythmic gymnastics grew out of the ideas of many people from different countries, but competitive rhythmic gymnastics began in the 1940s in the Soviet Union. This sport combines elements of ballet, gymnastics, dance, and manipulation of ropes, hoops, etc. The sport is governed by the Federation Internationale de Gymnastique (FIG). FIG formally recognised this discipline in 1961, first as 'modern gymnastics', then as 'rhythmic sportive gymnastics', and finally as 'rhythmic gymnastics'. The first World Championship for individual rhythmic gymnasts was held in 1963 in Budapest. Groups were introduced at the World Championship in 1967. Rhythmic gymnastics was added to the 1984 Summer Olympics in Los Angeles. For decades Russia has been the dominant country in rhythmic gymnastics, both in individual and group exercises.

Football may have been brought to Britain by the Romans, but the rules of modern football were drawn up in a tavern in London in 1863. The first game under the new rules ended nil-nil (0-0). Nine years later the first international was played between Scotland and England. The result was another disappointing scoreless draw. It makes you wonder how football ever became the most popular sport in the world!

RHYTHMIC GYMNASTICS

FOOTBALL

In 1823 a boy called William Webb Ellis was playing a game of football at his school, Rugby. Suddenly, he picked up the ball and began to run with it in his hands. This was against the rules. The boy had created a new sport – rugby football. Great story. Unfortunately, it's not quite true. In fact, the rules of rugby weren't standardised until 1871 when the Rugby Football Union was founded in London. It has been said that rugby is a game for hooligans played by gentlemen, whereas football is a game for gentlemen played by hooligans.

Sambo is a modern martial art, combat sport and self-defense system developed in the Soviet Union. The word 'sambo' is an acronym meaning 'self-defense without weapons' in Russian. Sambo has its roots in Japanese Judo and traditional folk styles of wrestling but it has become a sport in its own right. There is no single, universally recognised founder of sambo. However, Anatoly Kharlampiev is often officially recognised as the founder because due to his efforts the USSR Committee of Sports accepted sambo as the official combat sport of the Soviet Union in 1938 – decidedly the 'birth' of Sambo. Two other primary authors of sambo were Vasilii Oshchepkov and Viktor Spiridonov, who originally developed sambo for the Red Army.

Although the origins of cricket may be in Asia, the game has been played in England for over 700 years. It was probably first played by shepherds and became so popular in the 15th century that it was banned by the king, who was worried about the defence of his kingdom and wanted his subjects to practise archery instead. The rules, which date from 1744, are so complicated that many people have no idea how it is played.

10th–11th century Russian monastery records mention games which may be ancestors of Russian hockey, or bandy. In the early 1700s Peter the Great played a similar game on the frozen Neva river. Throughout modern times Russia has kept a top position in this sport. It was one of the founding nations of the International Federation that set the rules in 1955. Since then it has been the most successful team in the World Championships. In Russia bandy is known as 'hockey with a ball' or simply 'Russian hockey'. The name 'bandy' comes from Britain, which has also played an important role in the development of the sport.



Read about the sports described above and find out when the modern rules were agreed on.

Sport

- 1 Cricket 174-4
- 2 Rhythmic gymnastics
- 3 Football
- 4 Rugby
- 5 Russian hockey
- 6 Sambo

Read the texts again and match the sports with sentences 1–7.

- 1 The name of this sport has changed three times. —
- 2 Royalty played this sport. —
- 3 It used to be popular in religious communities. —
- 4 A monarch thought it was a danger to national security. —
- 5 There is a popular myth about the origin of the game. —
- 6 The first official matches didn't have very exciting results. —
- 7 People rarely know the names of the founders of this sport. —

Listen and match sports 1–3 with the places a–c where they are played.

- 1 rugby a countries that used to be British colonies
- 2 cricket b countries that didn't use to be British colonies
- 3 both c hot countries

Crossing Cultures. Work in groups and answer the questions.

- Which of the sports in the texts above are not popular in our country?
- Which of these sports is the most popular in our country?
- Which of these sports do you enjoy playing or watching?

ГИА (ОГЭ). Раздел 1. Задания по аудированию

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Задание 1

1

Вы два раза услышите четыре коротких диалога, обозначенных буквами А, В, С, D. Установите соответствие между диалогами и местами, где они происходят: к каждому диалогу подберите соответствующее место действия, обозначенное цифрами. Используйте каждое место действия из списка 1–5 **только один раз**. В задании есть **одно лишнее место действия**. Запишите в таблицу выбранные цифры под соответствующими буквами.

- 1 In a restaurant
- 2 In a shop
- 3 At the hospital
- 4 At an airport
- 5 At a railway station

Диалог	A	B	C	D
Место действия				

Задание 2

2

Вы два раза услышите пять высказываний, обозначенных буквами А, В, С, D, E. Установите соответствие между высказываниями и утверждениями из следующего списка: к каждому высказыванию подберите соответствующее утверждение, обозначенное цифрами. Используйте каждое утверждение из списка 1–6 **только один раз**. В задании есть **одно лишнее утверждение**. Запишите в таблицу выбранные цифры под соответствующими буквами.

- 1 The speaker believes people are generally satisfied with the weather.
- 2 The speaker says this season can bring unpleasant weather.
- 3 The speaker thinks people shouldn't depend on the weather.
- 4 The speaker admires nature's beauty in any weather.
- 5 The speaker thinks people often discuss the weather.
- 6 The speaker says the weather is various and changeable.

Говорящий	A	B	C	D	E
Утверждение					

Задания 3–8

Вы услышите разговор двух подростков. В заданиях **3–8** в поле ответа запишите одну цифру, которая соответствует номеру правильного ответа. Вы услышите запись дважды.

3

What is TRUE about Ben?

- 1) He likes to panic.
- 2) It's his first boat trip.
- 3) He's an experienced traveller.

Ответ:

4 How many people can travel on the boat?

- 1) About 70.
- 2) About 80.
- 3) About 100.

Ответ:

5 Where do Ben and Alice choose to sit?

- 1) Upper deck.
- 2) Downstairs.
- 3) The front seats.

Ответ:

6 What is the weather like?

- 1) Nice.
- 2) Cold.
- 3) Windy.

Ответ:

7 How long will the trip last?

- 1) One hour.
- 2) Two hours.
- 3) Two hours and a half.

Ответ:

8 What are Ben and Alice's plans for lunch?

- 1) They haven't decided yet.
- 2) They want to miss it.
- 3) They'll have it in a boat restaurant.

Ответ:

ГИА (ОГЭ). Раздел 2. Задания по чтению

Задание 9

Прочитайте тексты и установите соответствие между текстами и их заголовками: к каждому тексту, обозначенному буквами А–Г, подберите соответствующий заголовок, обозначенный цифрами 1–8. Используйте каждую цифру **только один раз**. В задании есть **один лишний заголовок**. Запишите в таблицу выбранные цифры под соответствующими буквами.

- | | |
|--------------------------------|----------------------------|
| 1. Different kinds of memories | 5. Memory and time |
| 2. Memory and language | 6. Scientific background |
| 3. More complex than an image | 7. Learning from the great |
| 4. Devices instead of memory | 8. Building memories |

- A. Some people have good memories and can easily learn quite long poems by heart. But they forget them almost as quickly as they learn them. There are other people who can only remember things when they have said them many times, but when they know them they don't forget them. So it's hard to judge if you have a good or bad memory, it depends on your aim. In some cases, you need to learn and then forget, in others you need to know something for a lifetime.
- B. Charles Dickens, the famous English author, said that he could walk down any long street in London and then tell you the name of every shop he had passed. Many famous people had wonderful memories. Some of them could recite their poems or books by heart, some of them were good at remembering the smallest details of the place they saw only once. We can learn from them reading about their lives and learning their secrets.
- C. A good memory is a great help in learning a language. Everybody learns their own language by remembering what they hear when they are small children, and some children who live abroad with their parents seem to learn two languages almost as easily as one. At school, however, it is not so easy to learn a second language, because students have so little time for it and they are busy with other subjects as well. So repetition is very important when you learn a language.
- D. The best way for most of us to remember things is to join them in our mind with something which we know already or which we easily remember because we have a picture of it in our mind. That is why it is better to learn words in sentences, not by themselves; or to see, or do, or feel what a word means when we first use it. Such connections are easier built in our minds, and they make something like chains which are stronger than single words.
- E. The human mind is rather like a camera, but it takes photographs not only of what we see but also of what we feel, hear, smell and taste. When we take a real photograph with a camera, there is much to do before the photograph is finished and ready to be shown to our friends. In the same way, there is much work to be done before we can make a picture remain forever in the mind. Memory is the diary that we all carry about with us, but you have to work on it and train it.
- F. In psychology, memory is the process in which information is encoded, stored, and retrieved. Encoding allows information to reach our senses. In this first stage, we must change the information so that we may put the memory into the encoding process. Storage is the second memory

stage or process. Finally, the third process is the retrieval of information that we have stored. We must locate it and return it to our consciousness.

- G. Lots of people now think that having a good memory is not so important nowadays as there are numerous gadgets that can substitute it. If you don't want to forget about a thing, you can use an electronic organiser or an application on your cell phone. Memory sticks keep necessary files for you. However, these gadgets can let you down, so it's worth developing your memory after all. Anyway, it's memory that makes a human a human.

Текст	A	B	C	D	E	F	G
Заголовок							

Задания 10–17

Прочитайте текст. Определите, какие из приведённых утверждений **10–17** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 – Not stated**). В поле ответа запишите одну цифру, которая соответствует номеру правильного ответа.

Glamping

When you mention camping at a party or among your relatives and friends, people around don't seem to be feeling enthusiastic about it. If you mention glamping, everybody's eyebrows rise. Few of us know very much about this modern trend, but it's becoming fashionable little by little.

Glamping is upscale camping in which a tent large enough to walk through replaces the pup tent, bedding takes the place of the sleeping bag, a nice rug covers the plastic floor. In short, it's more comfortable, civilised camping. People have turned their attention to it because it's more comfortable yet it has all the advantages of being closer to nature. If you go camping, forget the shower and comfy slippers in the morning. When you go glamping, you can enjoy all those things.

Comfort is really important if you plan to spend a week or more out there, in the wild. As you probably have already understood, glamping is a word made out of 'camping' and 'glamorous'.

So, what might be necessary if you want to transform your camp into a glamp? First of all, you will need a tent large enough to walk upright all the way through. Don't forget a couple of small chairs for the tent – one on the inside and the other outside near the main door. You might also want commercial rubber kitchen mats for the exterior at the door of the tent. These are also handy for the floor of the camp kitchen or around the picnic table. Having these eliminates or at least greatly reduces problems related to mud in high traffic areas or in case it rains.

Having a shower is the dream of any camper. With glamping the shower stall will have no floor (a small plastic mat to cover the ground will do to avoid the mud and grass issues) and be made of lightweight polyethylene. To complete your shower you'll need water. Experienced travellers say a tank with a hand pump works just great. To heat the tank you'll need a propane heating stand. This shower system isn't luxurious by any means, but after all it enables you to take a shower and wash and rinse your hair. With some economy, you'll need between 5 to 10 gallons of water per person.

Then comes the problem of bedding. Glamping means you get in and out of bed without crawling on your hands and knees, so put your bed on a stand. Bring your sheets and blankets and pillows. If you really want your camp to be glamorous, buy a 'bed in a bag' – these come with a comforter and pillow covers. You might also go for such options as an inflatable mattress or a foam mattress topper.

The rest will be totally your choice. You may want some extra indoor or outdoor carpeting or coolers to hold plenty of block ice (nice on a hot summer day!) or lanterns with remote control, a camp kitchen, tablecloths for the picnic table. One thing is for sure – you will definitely need a small trailer to haul it all! Enjoy your glamping trip!

10 Not many people know about glamping.

1) True 2) False 3) Not stated

Ответ:

11 Glamping means camping in style and comfort.

- 1) True 2) False 3) Not stated

Ответ:

12 For glamping you don't have to have a large tent.

- 1) True 2) False 3) Not stated

Ответ:

13 When people go camping it often rains.

- 1) True 2) False 3) Not stated

Ответ:

14 A glamping shower is still primitive.

- 1) True 2) False 3) Not stated

Ответ:

15 For glamping a sleeping bag is enough.

- 1) True 2) False 3) Not stated

Ответ:

16 There's a strict list of things necessary for glamping.

- 1) True 2) False 3) Not stated

Ответ:

17 Many people have already turned their camps into glamps.

- 1) True 2) False 3) Not stated

Ответ:

ГИА (ОГЭ). Раздел 3. Задания по грамматике и лексике

Задания 18–26

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **18–26**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **18–26**.

Rubber

- Today, we all know what rubber is. Rubber boots, car
18 tyres, balloons and other toys for _____, pencil CHILD
erasers (also called rubbers) – to name just a few things
made of rubber.
- When we press a piece of rubber, we change its shape. As
19 soon as we stop _____, the rubber springs back to PRESS
its original shape; we therefore say that rubber is elastic.
It's the most important quality of rubber.
- 20** For a very long time Europeans _____ about rubber. NOT KNOW
In 1492, Columbus sailed from Spain and discovered
America. One of the many strange things which he and his
men saw in America was a game played with rubber balls.
They noticed that the rubber balls bounced much
- 21** _____ than the balls that they had used in their own WELL
country. When they sailed home, they told their friends
about the balls made from the gum of a tree.
Hundreds of years had passed before rubber was used in
Europe and other parts of the world. Small pieces of
- 22** rubber _____ to Europe. People who liked to collect BRING
23 strange things kept _____. However, no one thought THEY
24 that rubber _____ be useful. CAN
25 Then an artist _____ out that rubber would rub out FIND
pencil marks. That is how it came to be called 'rubber'.
Rubber trees grow only in countries where it is very hot
26 and very damp. _____ countries are near the THIS
equator; so it was in the countries near the equator that
people went out to hunt for the rubber trees. The men
who were hunting for rubber trees found them growing
wild in South America, in Central America, and in West
Africa.

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 27–32, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 27–32.

The Great Fire of London

The London of the middle of the 17th century was a city of narrow streets. There was little light and air. Rubbish lay piled up in dark corners. It is no wonder that

27 _____ were common. ILL

The greatest epidemic broke out in 1665. It was a sad time for London. The streets were empty, shops were closed and there were few boats on the Thames.

28 The _____ year the Great Fire took place. The summer had been dry, and the fire spread quickly. This FOLLOW

29 was a _____ terrible fire. REAL

The fire burned for five days and destroyed the greater part of the city. But it did the city good, as it cleared away the old wooden houses and _____, narrow streets.

30 _____, narrow streets. DIRT

Sir Christopher Wren, the famous architect of that day, took part in rebuilding the city. The greater part of it had been of wood, but after the fire wider streets and brick houses were built. The old church of St Paul was among

31 the _____ destroyed by the fire. Sir Christopher BUILD

Wren lies buried under the roof of his own great work.

32 These words in Latin are written on his grave, READ

'_____', if you want to see his monument, look around.'

ГИА (ОГЭ). Раздел 4. Задание по письму

Для ответа на задание **33** используйте отдельный лист. При выполнении задания **33** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным на отдельном чистом листе. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма письма. Письма недостаточного объёма, а также часть текста письма, превышающая требуемый объём, не оцениваются.

Задание 33

You have 30 minutes to do this task.

You have received a letter from your English-speaking pen-friend, Sally.

... At school we are doing projects about how young people spend free time in different countries, and of course I've chosen Russia to write about. I hope you can help me here. ...

What do you and your friends do during your free time? What are the most popular hobbies of Russian teenagers, in your opinion? What kinds of entertainment do you prefer and why? ...

Write her a letter and answer her 3 questions.

Write 100–120 words. Remember the rules of letter writing.

ГИА (ОГЭ). Раздел 5. Задания по говорению

- 1 Task 1. You are going to read the text aloud. You have 1.5 minutes to read the text silently, and then be ready to read it aloud. Remember that you will not have more than 2 minutes for reading aloud.

Dictionaries give information about words. Dictionaries tell us how to spell the word, how to pronounce it, and what it means. Some dictionaries give information about the word's origin and use. Many words in English have more than one meaning. Large dictionaries often give several meanings for each word. Small pocket dictionaries usually give only the most common meanings.

As you read, you may want to keep a dictionary handy. If you come to a word you don't know, use context to discover its meaning. If you still don't understand the word, look it up in your dictionary. In dictionaries words are given in alphabetical order. Several meanings may be given. Context will help you decide which meaning fits the sentence you are reading.

- 2 Task 2. You are going to take part in a telephone survey. You have to answer six questions. Give full answers to the questions. Remember that you have 40 seconds to answer each question.

Electronic assistant: Hello! It's the electronic assistant of the Education Council. We kindly ask you to take part in our survey. We need to find out how schoolchildren feel about schools in our region. Please answer six questions. The survey is anonymous – you don't have to give your name. So, let's get started.

Electronic assistant: How old are you?

Student: ...

Electronic assistant: How many lessons a day do you usually have this year?

Student: ...

Electronic assistant: How many lessons of English a week do you have?

Student: ...

Electronic assistant: What is your favourite school subject, and why?

Student: ...

Electronic assistant: What other subjects are the most popular with your classmates?

Student: ...

Electronic assistant: What do you like most about your school?

Student: ...

Electronic assistant: Why do you think it is important to get a good education?

Student: ...

Electronic assistant: This is the end of the survey. Thank you very much for your cooperation.

- 3 Task 3. You are going to give a talk about friendship. You will have to start in 1.5 minutes and speak for not more than 2 minutes.



Remember to say:

- why people like having friends
- what your best friend is like
- how you have become friends

You have to talk continuously.

Student activities

Unit 1, Grammar and Reading, Exercise 9, page 13

Look at the pictures of Kay's flat and do the task on page 13.



Unit 1, Writing, Exercise 5, page 14

Check your answers to Exercise 5 on page 14.

- 1 See you outside theatre at 8 o'clock.
- 2 Going to club tonight. Want to come?
- 3 Going home on Friday?
- 4 Fancy playing football tomorrow?
- 5 Arriving at station at half past six. Wait under clock.

Unit 1, Writing, Exercise 8, page 15

Check your answers to Exercise 8 on page 15.

Pete

Meeting my cousin on Saturday evening
so can't go.
Want to meet for coffee on Sunday at 3?
Will be upstairs in Toni's - non-smoking
area.
Let me know if you can't come.
Vicky XXX

Unit 3, Grammar and Listening, Exercise 3, page 24

Check Kieran and Becky's answers to the quiz on page 24.

- 1 Wrong. There are only twelve stars on the EU flag.
- 2 Correct
- 3 Correct
- 4 Wrong. The main meetings are in Strasbourg.
- 5 Correct
- 6 100 cents

Unit 3, Grammar and Listening, Exercise 8, page 25

Check your answers to the questions in Exercise 8 on page 25.

- 1 Switzerland isn't a member of the EU.
- 2 Correct
- 3 There are a hundred cents in one euro.
- 4 EU citizens are allowed to work and study in other EU countries.
- 5 Correct
- 6 Correct
- 7 The euro hasn't become the official currency in the UK.

Unit 5, Writing, Exercise 6, page 49

Hi Daria,

Sorry I haven't written sooner, but I've been really busy. I'm exhausted! I've been studying really hard. I've got a big maths test tomorrow. What else? Well, I've been taking driving lessons too! My grandma is paying for them. I can drive quite well already. I want to pass my test so that I can get a part-time job. The big news is that I've got you a present! The new Critical Age CD signed by Colin! We've been seeing each other quite a lot recently. He's really nice. You'd love him. Anyway, that's enough about me. What about you? Have you decided to get that piercing yet? Oh, before I forget, Chris called me up. Apparently, there's a really good theatre course on at the youth centre next week. Do you want to go? Come on! It'll be fun. I've got to go. My trigonometry book is calling me! Write back soon.

Love,

Neil

Unit 7, Reading and Vocabulary, Exercise 5, page 63

- You probably have a type S (systemising/male) training brain if your 6 sentences were mostly in this group of answers: 1, 2, 4, 5, 6, 10, 12, 16.
- You probably have a type E (empathising/female) brain if your 6 sentences were mostly in this group of answers: 3, 7, 8, 9, 11, 13, 14, 15.
- You probably have a type B (balanced) brain if your answers were a mixture of the two groups of answers (about 50% for each).

Unit 8, Vocabulary, Exercise 3, page 75

Ideas

- Organise a concert
- A photo exhibition
- Sell lottery tickets or scratch cards
- A jumble sale (collect and sell second-hand things)
- A sports event, e.g. a football marathon
- Go out on the street with collecting tins

Unit 9, Reading and Vocabulary, Exercise 8, page 81

All the answers are true.

Unit 10, Reading and Vocabulary, Exercise 4, page 91

You may find it helpful to read about your Brain Colours according to their numerical sequence. You will discover most of your characteristics under description that you ranked the highest. If two of your TOTALS were numerically equal, that is not unusual. It indicates similar strengths and perspectives in those Brain Colours.

A

My YELLOW BRAIN strengths and perspectives

I see myself as *responsible, reliable & punctual*.
I am naturally *respectful & interested*.
I value *traditions & stability*.
My priorities are *punctuality & organisation*.
In teamwork I show *strong sense of right & wrong*.
In my studies I am *prepared & committed*.
I deal with change by *developing a plan of action*.
My stress factor is *dealing with disorganisation*.

B

My BLUE BRAIN strengths and perspectives

I see myself as *helpful, creative, communicative*.
I am naturally *friendly, caring & flexible*.
I value *honesty & empathy*.
My priorities are *harmony & hugs*.
In teamwork I show *understanding & encouraging*.
In my studies I am *enthusiastic, eager to learn & interactive*.
I deal with change by *asking myself how the change would feel*.
My stress factor is *lack of cooperation*.

C

My GREEN BRAIN strengths and perspectives

I see myself as *logical, intelligent & calm*.
I am naturally *original & creative*.
I value *knowledge & efficiency*.
My priorities are *independence & privacy*.
In teamwork I show *just & objective opinions*.
In my studies I am *knowledgeable about the latest technology*.
I deal with change by *taking time to think*.
My stress factor is *coping with incompetency*.

D

My ORANGE BRAIN strengths and perspectives

I see myself as *dynamic, generous & spontaneous*.
I am naturally a *negotiator & problem solver*.
I value *adventure & finding new things*.
My priorities are *freedom & fun*.
In teamwork I show *enthusiasm & courage*.
In my studies I am *serious & competitive*.
I deal with change by *meeting & enjoying new opportunities*.
My stress factor is *someone else's rules or directions*.

Student A activities

Unit 1, Speaking and Listening, Exercise 5, page 9

Student A

You can't stand The Disaster Channel. You like:

- soap operas, especially *Love and Trust*.
- comedies.
- any programmes with animals in them.

Unit 3, Speaking and Listening, Exercise 6, page 29

Student A

Follow the instructions. Use **Speak Out** to help you.

You're travelling across Europe by train (you're on a train from Amsterdam to Prague at the moment). There's somebody else in the compartment who is your age and you decide to start a conversation.

- Ask him/her where he/she is going to and what he/she plans to do for the next few months.
- Your plans for the near future - you're going to visit Prague and Vienna, then study French at Bordeaux University in France.
- Ask and tell each other about your goals in the long term - you want to work as a translator in Belgium or Luxembourg.

Unit 5, Grammar and Reading, Exercise 9, page 43

Student A

1 Use questions 1-5 to interview your partner (Tracy from *Critical Age*).

- 1 How long/know/Colin?
- 2 Where/meet?
- 3 How long/play/guitar?
- 4 Ever/meet/anyone famous?
- 5 What/listen/recently?

2 You are Stephen from *Critical Age*. Use this information to answer your partner's questions. Use complete sentences.

- 1 a couple of years
- 2 at a concert
- 3 not very long/about a year ago
- 4 no
- 5 techno

- 3 Ask and answer similar questions about your own life.

Unit 5, Speaking and Listening, Exercise 8, page 45

Student A

Explain to your partner how to:

- 1 make a phone call.
- 2 store someone's number in the phonebook.

When your partner explains things to you, you must pretend that you know nothing about mobile phones.

Unit 6, Grammar and Reading, Exercise 6, page 53

Student A

- 1 Use questions 1–4 in Exercise 5, page 53 to interview your partner about a crime he/she saw. Take notes and write about the crime your partner saw.
- 2 Imagine you saw someone committing a crime. Use prompts a–d below to answer your partner's questions. Use complete sentences and appropriate tenses.

- a local shopping centre
- b eat/ice cream/friends
- c man/steal/woman's handbag/run away
- d run after him

- 3 Ask your partner if he/she has ever seen someone committing a crime. If so, ask him/her about it.

Unit 6, Vocabulary, Exercise 2, page 57

Student A

Read these sentences to your partner. See if he/she can guess which acts of anti-social behaviour the people committed.

- 1 Sandy loved drawing, but her parents weren't happy when the police caught her. She was painting a picture on the wall of the bus station. (graffiti)
- 2 The maths teacher came into the toilets and saw Nelson. He was hitting Ralph and asking him for money. Ralph said it wasn't the first time that this had happened. (bullying)
- 3 After Donald had eaten his hamburger and drunk his beer, he left the empty containers on the park bench. (dropping litter)
- 4 The boys called Donna rude names just because of the colour of her skin. (racial abuse)

Unit 7, Speaking and Listening, Exercise 9, page 65

Student A

Follow the instructions.

There is an important maths test in two days. You have been absent from school recently and need to borrow your friend's classnotes. Talk to your friend and:

- explain your problem and politely make a request to borrow them.
- politely ask if it's OK to give back the notes the day after tomorrow.
- ask if it's OK to give them back tomorrow morning.

You start the conversation.

Student B activities

Unit 1, Speaking and Listening, Exercise 5, page 9

Student B

You really hate soap operas. You love:

- any programme that shows disasters, accidents and catastrophes.
- comedies.
- any programme presented by Wayne Dylan, your favourite TV presenter.

Unit 2, Speaking and Writing, Exercise 6, page 23

Student B

Read the information and start the conversation.

Your friend asks you for some advice. Listen and make some suggestions.

You also have a problem – you're feeling very stressed because you are studying for exams and you find it difficult to relax. Explain your problem to your friend and:

- ask him/her for some advice.
- thank your friend for his/her advice and tell him/her what you have decided to do.

Unit 3, Speaking and Listening, Exercise 6, page 29

Student B

Follow the instructions. Use **Speak Out** to help you.

You're travelling to Berlin by train. Another traveller who is your age starts a conversation with you.

- Tell him/her about your plans for the near future – you're going to spend a month with some friends in Berlin, then finish your medical studies in Dublin.
- Ask him/her where he/she is going and what he/she plans to do in the next few months.
- Ask and tell each other about your goals in the long term – you want to work as a doctor for the Red Cross and see the world at the same time.

Unit 5, Grammar and Reading, Exercise 9, page 43

Student B

- 1 You are Tracy from *Critical Age*. Use this information to answer your partner's questions. Use complete sentences.

- 1 about six years
- 2 at a party
- 3 started guitar/primary school

- the singer Dido/going out with your cousin
- blues

- Use questions 1–5 to interview your partner (Stephen from *Critical Age*).

Interviewer

- How long/know/Colin?
- Where/meet?
- How long/play/drums?
- Ever/meet/anyone famous?
- What/listen/recently?

- Ask and answer similar questions about your own life.

Unit 5, Speaking and Listening, Exercise 8, page 45

Student B

Explain to your partner how to:

- send a text message.
- change the ring tone.

When your partner explains things to you, you must pretend that you know nothing about mobile phones.

Unit 6, Grammar and Reading, Exercise 6, page 53

Student B

- Imagine you saw someone committing a crime. Use prompts 1–4 below to answer your partner's questions. Use complete sentences and appropriate tenses.

- disco
- dance/talk/friends
- group of boys/attack/another boy
- call/police

- Use questions 1–4 in Exercise 5, page 53 to interview your partner about a crime he/she saw. Take notes and write about the crime your partner saw.
- Ask your partner if he/she has ever seen someone committing a crime. If so, ask him/her about it.

Unit 6, Speaking and Writing, Exercise 4, page 55

Student B

Read the information and start the conversation.

Your friend is looking very unhappy.

- Ask him/her what has happened.
- Tell your friend not to worry. Perhaps he/she has left it at home.
- Reassure your friend. Suggest that he/she writes a notice and puts it up in the school entrance.

Unit 6, Vocabulary, Exercise 2, page 57

Student B

Read these sentences to your partner. See if he/she can guess which acts of anti-social behaviour the people committed.

- Darren had just bought a new sound system for his car, so he drove round the streets with the windows down and played loud techno music. (noise nuisance)
- Helen was in a hurry so she drove at more than 60 miles per hour in an urban area. (speeding)
- Clive was really angry when he realised that he had lost his money. He stood in the street and shouted and used very bad language. (swearing in public)
- Asif was very angry because his girlfriend had left him, so he took a knife and cut the seat on the bus. (vandalism)

Unit 7, Speaking and Listening, Exercise 8, page 65

Student B

- Your friend wants to visit you. You're not very happy about this but you agree.
- You are a young woman with a heavy suitcase on a train. You are a feminist and you are the regional champion female weight-lifter. A student talks to you.
- You ask a stranger at a party about his/her weight.

Unit 7, Speaking and Listening, Exercise 9, page 65

Student B

Follow the instructions.

There is an important maths test in two days. You plan to start revising tomorrow evening. Listen to your friend's request and:

- give permission.
- refuse permission and explain that you need the notes tomorrow evening.
- unwillingly agree.

Student A starts the conversation.

Student C activity

Unit 1, Speaking and Listening, Exercise 5, page 9

Student C

You really hate comedies, but you love:

- the latest films.
- programmes on The Disaster Channel.
- the pop star Cherie and watch any programme she appears on.

Student D activity

Unit 1, Speaking and Listening, Exercise 5, page 9

Student D

You really dislike the film critic, Marcella Brown, but you love:

- comedies.
- soap operas.
- any programme that shows your home town, Otswell.

English-Russian vocabulary

Условные обозначения

adj (adjective) — имя прилагательное
adv (adverb) — наречие
AmE (American English) — американский вариант английского языка
BrE (British English) — британский вариант английского языка
conj (conjunction) — союз
formal — официальный стиль
informal — неофициальный стиль
n (noun) — имя существительное
num (numeral) — имя числительное

А а

abandoned *adj* /ə'bændənd/ заброшенный, покинутый
ability *n* /ə'bɪləti/ способность, умение
aborigine *n* /ə'brɪdʒɪn/ туземец, коренной житель, абориген
about *prep* /ə'baʊt/ о, об, насчёт
abroad *adv* /ə'brɔ:d/ за границей, за границу
absolutely *adv* /ə'bsə'lju:tli/ совершенно
absurd *adj* /ə'bɜ:sɜ:d/ нелепый, абсурдный, смешной, глупый
abuse *n* /ə'bjʊs/ 1) оскорбление; брань
2) плохое обращение
academic *n* /ækə'demɪk/ учёный
academic *adj* /ækə'demɪk/ академический; университетский
accept *v* /ək'sept/ принимать
acceptable *adj* /ək'septəbəl/ приемлемый, допустимый
acceptance *n* /ək'septəns/ принятие, приём
access 1. *n* /'ækses/ доступ, допуск
2. *v* /'ækses/ получить доступ, иметь доступ
accident *n* /'æksɪdənt/ несчастный случай, катастрофа, авария
accommodation *n* /ə'kɒmə'deɪʃən/ помещение, жильё
accountant *n* /ə'kaʊntənt/ бухгалтер
accuse *v* /ə'kju:z/ обвинять, предъявлять обвинения
accused *n* /ə'kju:zd/ обвиняемый, подсудимый
achieve *v* /ə'tʃi:v/ достигать, добиваться
acid rain *n* /æ'sɪd 'reɪn/ кислотный дождь
act *v* /ækt/ действовать
acting *n* /'æktɪŋ/ игра
activity *n* /æk'tɪvətɪ/ 1) деятельность
2) занятие 3) задание
actor *n* /'æktə/ актёр
actress *n* /'æktɪs/ актриса
actually *adv* /'æktʃʊəli/ фактически, на самом деле
adapt *v* /ə'dæpt/ 1) приспособлять
2) адаптировать; сокращать
adaptable *adj* /ə'dæptəbl/ легко приспособляющийся (к обстоятельствам и т. п.)

pl (plural) — множественное число
pp (past participle) — причастие прошедшего времени, 3-я форма глагола
prep (preposition) — предлог
pron (pronoun) — местоимение
pt (past tense) — прошедшее время, 2-я форма глагола
sb (somebody) — кто-либо
sth (something) — что-либо
v (verb) — глагол
см. — смотри

addict *n* /'ædɪkt/ человек, зависимый от чего-л. (наркотиков, лекарств и т. п.)
address *n* /ə'dres/ адрес
admire *v* /əd'maɪə/ любоваться, восхищаться
admission *n* /əd'mɪʃən/ входная плата, вход
admit *v* /əd'mɪt/ соглашаться, признавать
adolescence *n* /əd'ɒləsəns/ юность
adore *v* /ə'dɔ:ə/ обожать; поклоняться
adult *adj* /'ædʌlt/ взрослый
advanced *adj* /əd'vɑ:ns/ 1) выдвинутый вперёд
2) продвинутый
advantage *n* /əd'vɑ:ntɪdʒ/ преимущество
adventure *n* /əd'ventʃə/ приключение
advert *n* /'ædvɜ:t/ *BrE* объявление
advice *n* /əd'vaɪs/ совет
aerobics *n* /eə'reʊbɪks/ аэробика
affair *n* /ə'feə/ 1) дело 2) событие
love affair роман
affection *n* /ə'fekʃən/ (часто *pl*) привязанность, любовь
after *prep* /'ɑ:ftə/ после
after all в конце концов
afterwards *adv* /'ɑ:ftəwədz/ впоследствии, потом, позже
against *prep* /ə'genst/ против
age *n* /eɪdʒ/ возраст
agent *n* /'eɪdʒənt/ агент, доверенное лицо
aggression *n* /ə'greʃən/ нападение, агрессия
aggressive *adj* /ə'gresɪv/ энергичный, напористый; нападающий, агрессивный
agree *v* /ə'gri:/ 1) соглашаться 2) договариваться
air *n* /eə/ воздух
airport *n* /'eəpɔ:t/ аэропорт
alarm *n* /ə'lɑ:m/ сигнал тревоги
alarm clock *n* /ə'lɑ:m klɒk/ будильник
alcohol *n* /'ælkəhɒl/ алкоголь
alert *v* /ə'lɜ:t/ 1) привести в состояние готовности 2) предупреждать об опасности
alias *n* /'eɪliəs/ вымышленное имя, прозвище, кличка
alien /'eɪliən/ 1. *n* 1) чужестранец, иностранец
2) инопланетянин 2. *adj* чуждый, несвойственный

allow *v* /ə'laʊ/ позволять, разрешать
 almanac *n* /'ɒlmənæk/ альманах
 already *adv* /ɔ:l'redɪ/ уже
 alternative *adj* /ɔ:l'tɜ:nətɪv/ альтернативный
 although *conj* /ɔ:l'dəʊ/ хотя, несмотря на то, что
 always *adv* /'ɔ:lwɪz/ всегда, постоянно
 amaze *v* /ə'meɪz/ изумлять, поражать
 amazed *adj* /ə'meɪzd/ удивлённый
 amazing *adj* /ə'meɪzɪŋ/ изумительный, поразительный
 ambition *n* /æm'bɪʃən/ стремление, цель
 ambulance *n* /'æmbjələns/ машина «скорой помощи», «Скорая помощь»
 American *adj* /ə'merɪkən/ американский
 amount *n* /ə'maʊnt/ количество
 ancestor *n* /'ænsəstə/ предок, прародитель
 ancient *adj* /'eɪnʃənt/ древний
 anguish /'æŋdʒɪʃ/ 1. *n* мука, боль
 2. *v* испытывать острую тоску
 animal *n* /'ænɪmə/ животное
 anniversary *n* /,æn'vɜ:səri/ годовщина, юбилей
 annoy *v* /ə'noɪ/ раздражать, надоедать
 annoyed *adj* /ə'noɪd/ раздражённый, раздосадованный
 annoying *adj* /ə'noɪŋ/ раздражающий, досадный, надоедливый
 anthem *n* /'ænthəm/ гимн
 anthropologist *n* /,ænthrə'pɒlədʒɪst/ антрополог
 antibiotic *n* /,æntɪbaɪ'ɒtɪk/ антибиотик
 antisocial *adj* /,æntɪ'səʊʃəl/ антиобщественный
 apparently *adv* /ə'pærəntli/ 1) явно, очевидно
 2) по-видимому
 appear *v* /ə'pɪə/ показываться, появляться
 appearance *n* /ə'pɪərəns/ внешний вид, внешность
 appetite *n* /'æpɪtaɪt/ аппетит
 apple pie *n* /,æpəl 'paɪ/ яблочный пирог
 appliance *n* /ə'plaɪəns/ приспособление, прибор
 application *n* /,æplɪ'keɪʃən/ 1) заявление, прошение
 2) применение; приложение (программа)
 apply *v* /ə'plai/ обращаться
 appreciate *v* /ə'prɪ:ʃeɪt/ оценивать
 approximately *adv* /ə'prɒksɪmətli/ приблизительно
 aquarium *n* /ə'kwɛəriəm/ аквариум
 archaeological *adj* /,ɑ:kɪ'ɒlədʒɪkəl/ археологический
 archaeologist *n* /,ɑ:kɪ'ɒlədʒɪst/ археолог
 archery *n* /'ɑ:ʃəri/ стрельба из лука; искусство стрельбы из лука
 architect *n* /'ɑ:kɪtekt/ архитектор
 argue *v* /'ɑ:gju:/ спорить
 argument *n* /'ɑ:gjəmənt/ 1) довод, аргумент
 2) дискуссия, спор
 aristocrat *n* /'ærɪstəkɹæt/ аристократ
 armchair *n* /'ɑ:mʃeə/ кресло
 arrange *v* /ə'reɪndʒ/ 1) располагать, классифицировать
 2) договориться
 arrest /ə'rest/ 1. *n* задержание, арест
 2. *v* арестовать, задержать
 under arrest под арестом

arrive *v* /ə'raɪv/ прибывать, приезжать
 arrogant *adj* /'ærɡədənt/ высокомерный, надменный
 art *n* /ɑ:t/ 1) искусство 2) гуманитарные науки
 article *n* /'ɑ:tɪkəl/ статья
 artist *n* /'ɑ:tɪst/ 1) художник 2) артист
 3) мастер своего дела
 artistic *adj* /ɑ:'tɪstɪk/ 1) артистический
 2) художественный
 ash *n* /æʃ/ зола, пепел
 asleep *adj* /ə'sli:p/ спящий
 aspirin *n* /'æsprɪn/ аспирин
 assistant *n* /ə'sɪstənt/ помощник, ассистент
 astrology *n* /ə'strɒlədʒɪ/ астрология
 astronomer *n* /ə'strɒnəmɜ:/ астроном
 astronomy *n* /ə'strɒnəmɪ/ астрономия
 at *prep* /ət/, /æt/ в, на, у, при
 atmosphere *n* /'ætmosfɪə/ 1) атмосфера
 2) обстановка
 atom *n* /'ætəm/ атом
 attach *v* /ə'tætʃ/ прикреплять, прикладывать
 attack *n* /ə'tæk/ 1) атака, наступление
 2) приступ (сердечный и т. п.)
 attention *n* /ə'tenʃən/ внимание
 attic *n* /'ætɪk/ мансарда, чердак
 attitude *n* /'ætɪtju:d/ позиция, отношение
 attractive *adj* /ə'træktɪv/ привлекательный, притягательный, заманчивый
 audition *n* /ɔ:'dɪʃən/ проба, прослушивание
 automatic *adj* /,ɔ:tə'mætɪk/ автоматический
 automatically *adv* /,ɔ:tə'mætɪkəli/ автоматически
 available *adj* /ə'veɪləbəl/ доступный, имеющийся
 в распоряжении
 average *adj* /'ævərɪdʒ/ 1) средний, обычный
 on average в среднем
 avocado *n* /,ævə'kɑ:dəʊ/ авокадо
 avoid *v* /ə'vɔɪd/ избегать, сторониться
 awful *adj* /'ɔ:fəl/ ужасный
 Aztec /'æztek/ 1. *n* ацтек 2. *adj* ацтекский

В Б

babysit *v* /'beɪbɪsɪt/ присматривать за ребёнком
 (во время отсутствия родителей), работать няней
 babysitter *n* /beɪbɪ'sɪtə/ (приходящая) няня
 back *adj* /bæk/ задний, оборотный
 backache *n* /'bækəɪk/ боль в спине, в пояснице
 backcache *n* /'bækkeɪk/ боль в спине, в пояснице
 background *n* /'bækgraʊnd/ 1) задний план, фон
 2) исходные данные
 backpacking *n* /'bækræpɪŋ/ малобюджетное путешествие
 (с рюкзаком)
 bad *adj* /bæd/ плохой, дурной, скверный
 baggy *adj* /'bæɡɪ/ мешковатый
 balanced *adj* /'bælənst/ 1) уравновешенный, гармоничный
 2) пропорциональный
 balcony *n* /'bælkəni/ балкон
 ball *n* /bɔ:l/ мяч
 ballet *n* /'bæleɪ/ балет
 ban *v* /bæn/ налагать запрет; запрещать
 banana *n* /bə'nɑ:nə/ банан

band *n* /bænd/ оркестр
bandage *n* /'bændʒ/ бинт, перевязочный материал
banknote *n* /'bæŋknoʊt/ *BrE* банкнота
bar *n* /bɑː/ бар, буфет, закусочная
barbaric *adj* /bɑː'bærɪk/ грубый, варварский; первобытный
barber *n* /'bɑːbə/ парикмахер
bark *v* /bɑːk/ лаять
basement *n* /'beɪsmənt/ подвал
bat *n* /bæt/ летучая мышь
bath *n* /bɑːθ/ ванна
bathroom *n* /'bɑːθʊm/ ванная (комната); совмещённый санузел
battery *n* /'bætrɪ/ батарея; аккумулятор
be *v* /biː/ (*pt* was/were; *pp* been) быть, существовать
bean *n* /biːn/ боб, фасоль
become *v* /bɪ'kʌm/ (*pt* became; *pp* become) делаться, становиться
bed *n* /bed/ постель, кровать
bed and breakfast *n* /bed ənd 'brekfəst/ гостиница, предоставляющая номер с завтраком
bedroom *n* /'bedrʊm/ спальня
beef *n* /biːf/ говядина
beer *n* /biə/ пиво
beetle *n* /'biːtl̩/ жук
beg *v* /beg/ нищенствовать, просить милостыню
begin *v* /bɪ'ɡɪn/ (*pp* began; *pt* begun) начинать(ся)
behalf *n* /bɪ'hɑːf/: on behalf of sb в интересах кого-л.; от имени кого-л.
behaviour *n* /bɪ'heɪvɪə/ поведение, манеры
beige *adj* /beɪʒ/ бежевый
being *n* /'biːɪŋ/ существо, человек
believe *v* /bə'liːv/ 1) верить 2) думать, полагать
bell *n* /bel/ звонок
belong *v* /bɪ'lɒŋ/ принадлежать
bench *n* /benʃ/ скамья
benzene *n* /'benziːn/ бензол
best /best/ 1. *adj* лучший 2. *adv* лучше всего, больше всего
big-headed *adj* /bɪg'hedɪd/ самодовольный, самолюбивый
bilingual *adj* /baɪ'lɪŋgwəl/ двуязычный
bill *n* /bɪl/ счёт
biography *n* /baɪ'ɒɡrəfi/ биография
biologist *n* /baɪ'ɒlədʒɪst/ биолог
biology *n* /baɪ'ɒlədʒɪ/ биология
biopic *n* /'baɪəpɪk/ биографический фильм
birthday *n* /'bɜːθdeɪ/ день рождения
bitter *adj* /'bɪtə/ горький
black and white *adj* /blæk ənd 'waɪt/ чёрно-белый
black belt *n* /blæk 'belt/ чёрный пояс (знак мастерства в карате, дзюдо)
blackmail /blækmeɪl/ 1. *n* шантаж, вымогательство 2. *v* шантажировать
blackmailer *n* /'blækmeɪlə/ шантажист
blind *adj* /blaɪnd/ слепой

blind date свидание с незнакомым человеком

block /blɒk/ 1. *n* квартал 2. *v* блокировать
block out задерживать, блокировать
blocked *adj* /blɒkt/ заблокированный, ограниченный
blood *n* /blʌd/ кровь
boast *v* /bəʊst/ хвастаться
body *n* /'bɒdɪ/ тело
boil *v* /bɔɪl/ 1) кипятить(ся), варить(ся) 2) кипеть, бурлить
book *v* /buk/ заказывать, брать билет
booklet *n* /'bʊklət/ брошюра, буклет
bookshelf *n* /'bʊkʃelf/ книжная полка
bookshop *n* /'bʊkʃɒp/ *BrE* книжный магазин
boot *n* /buːt/ ботинок
border *n* /'bɔːdə/ граница
bore *v* /bɔː/ надоедать
bored *adj* /bɔːd/ скучающий
boring *adj* /'bɔːrɪŋ/ надоедливый, скучный
borrow *v* /'bɒrɔː/ занимать, брать на время
boss *n* /bɒs/ хозяин, предприниматель, босс
bossy *adj* /'bɒsi/ властный
bottle bank *n* /'bɒtl bæŋk/ мусорный ящик для стеклянной тары
bottom *n* /'bɒtəm/ дно, днище
box *n* /bɒks/ коробка, ящик, сундук
boxing *n* /'bɒksɪŋ/ 1) тара, упаковка 2) бокс, боксирование
bracelet *n* /'breɪslət/ браслет
brain *n* /breɪn/ мозг
brave *adj* /breɪv/ храбрый, смелый
bread *n* /bred/ хлеб
break /breɪk/ 1. *n* перерыв, пауза 2. *v* (*pt* broke; *pp* broken) 1) ломать(ся), разбивать(ся); разрушать(ся); рвать(ся) 2) побить (рекорд)
break into 1) вламываться 2) разразиться (смехом, слезами)
breeding *n* /'brɪdɪŋ/ разведение (животных)
bright *adj* /braɪt/ яркий, блестящий
brilliant *adj* /'brɪljənt/ 1) блестящий, сверкающий 2) блестящий, выдающийся
brisk *adj* /brɪsk/ живой, оживлённый
British /'brɪtɪʃ/ 1. *n* (*pl*) англичане, британцы 2. *adj* британский, английский
broadcast *v* /'brɔːdkɑːst/ (*pt*, *pp* broadcast) передавать по радио, вести радиопередачу, вещать
broccoli *n* /'brɒkəli/ брокколи
brochure *n* /'brɒʃʊə/ брошюра
Buddhism *n* /'bʊdɪzəm/ буддизм
build *v* /bɪld/ (*pt*, *pp* built) строить, сооружать
building *n* /'bɪldɪŋ/ здание, застройка
bullying *n* /'bʊlɪŋ/ травля; запугивание; третиrowание
bump *n* /bʌmp/ столкновение; глухой удар
bump into натакиваться
bungee jumping *n* /'bʌndʒɪ, dʒʌmpɪŋ/ прыжки с высоты
burger *n* /'bɜːɡə/ бутерброд
burglar *n* /'bɜːglə/ вор-взломщик; ночной грабитель
burgle *v* /'bɜːɡəl/ *BrE* совершать кражу со взломом
business *n* /'bɪznəs/ дело, занятие

businessman *n* /'biznəsmən/ бизнесмен, предприниматель
businesswoman *n* /'biznəs,wʊmən/ деловая женщина, женщина-предприниматель
busy *adj* /'bɪzi/ занятой
butter *n* /'bʌtə/ масло
button *n* /'bʌtn/ кнопка

C e

cabbage *n* /'kæbɪdʒ/ капуста
cable *n* /'keɪbəl/ кабель
café *n* /'kæfeɪ/ кафе
cake *n* /keɪk/ торт, кекс, пирожное
calculate *v* /'kælkjəleɪt/ вычислять, подсчитывать
calm /kɑ:m/ 1. *adj* спокойный; невозмутимый
 2. *n* тишина, спокойствие 3. *v* успокаивать(ся), затихать
calm down успокаивать(ся), смягчать(ся)
call *v* /kɔ:l/ 1) звать, окликать 2) звонить по телефону
caller *n* /'kɔ:lə/ 1) гость, посетитель 2) абонент
calorie *n* /'kæləri/ калория
camera *n* /'kæməɾə/ 1) фотоаппарат 2) киноаппарат, кинокамера
camouflage *n* /'kæmtəflɑ:ʒ/ маскировка, камуфляж
camp *n* /kæmp/ лагерь
campaigner *n* /kæm'peɪnə/ участник кампании
camping *n* /'kæmpɪŋ/ 1) кемпинг, гостиница для автотуристов 2) походный лагерь
campsite *n* /'kæmpsaɪt/ *BrE* кемпинг, лагерная стоянка
cancel *v* /'kænsəl/ аннулировать; отменять
cancer *n* /'kænsə/ рак (заболевание)
candidate *n* /'kændɪdət/ кандидат
capital /'kæpɪtl/ 1. *n* 1) столица 2) прописная буква 2. *adj* главный, основной
capuccino *n* /kæpə'ʃi:nəʊ/ капучино
car *n* /kɑ:/ автомобиль, машина
caravan *n* /'kæɾəvæn/ дом на колёсах; дом-автоприцеп
card *n* /kɑ:d/ 1) учётная карточка
 2) удостоверение
scratch card скретч-карта (карта, обычно лотерейная, с кодом, скрытым под стираемым защитным слоем)
career *n* /kə'ɾiə/ карьера
careless *adj* /'keələs/ 1) небрежный; неосторожный 2) легкомысленный
caring *adj* /'keərɪŋ/ заботливый
carry *v* /'kæɾɪ/ нести, везти, перевозить
carry out выполнять, осуществлять
carton *n* /'kɑ:tn/ 1) картонная коробка
 2) пластиковый/картонный пакет
cartoon *n* /kɑ:'tu:n/ мультфильм, мультипликация
case *n* /keɪs/ случай, положение, обстоятельства
in case в случае если
cashier *n* /kæ'ʃiə/ кассир
catastrophe *n* /kə'tæstrəfi/ катастрофа
catch *v* /kæʃ/ (*pt, pp caught*) 1) ловить, поймать,

схватить 2) захватить, заразиться
catch up (with) нагонять, догонять
catchy *adj* /'kæʃɪ/ легко запоминающийся
cause *n* /kɔ:z/ причина, основание, мотив
ceiling *n* /'si:lɪŋ/ потолок
celebrate *v* /'seləbreɪt/ праздновать
celebrity *n* /sə'lebrəti/ знаменитый человек, знаменитость
cellular phone *n* /seljʊlə 'fəʊn/ сотовый телефон
central *adj* /'sentrəl/ центральный
centre *n* /'sentə/ *BrE* центр
century *n* /'sentʃəri/ столетие, век
cereal *n* /'siəriəl/ каша из зерновых хлопьев
certainly *adv* /'sɜ:tnli/ несомненно
certificate *n* /sə'tɪfɪkət/ свидетельство; сертификат
chain /tʃeɪn/ 1. *n* цепь 2. *v* сковывать, держать в цепях
challenge *n* /'tʃæləndʒ/ испытание, вызов
challenging *adj* /'tʃæləndʒɪŋ/ 1) стимулирующий, побуждающий 2) сложный 3) вызывающий трудности
chance *n* /tʃɑ:ns/ возможность, вероятность, шанс
change /tʃeɪndʒ/ 1. *n* перемена, изменение
 2. *v* менять(ся), изменять(ся)
channel *n* /'tʃænl/ канал
character *n* /'kæɾəktə/ 1) характер 2) образ, персонаж
charity *n* /'tʃærəti/ благотворительность
chat *n* /tʃæt/ дружеский разговор, беседа
cheat *v* /tʃi:t/ мошенничать, обманывать
check *v* /tʃek/ проверять, контролировать
check sth out обратиться на что-л. внимание
cheeky *adj* /'tʃi:ki/ нахальный, наглый
cheer *v* /tʃiə/ ободрять
cheer up утешить(ся), ободрить(ся); развеселить(ся)
cheerful *adj* /'tʃiəfəl/ 1) бодрый, весёлый
 2) яркий, светлый
cheese *n* /tʃi:z/ сыр
chemical *adj* /'kemɪkəl/ химический
chemist *n* /'kemɪst/ 1) химик 2) аптекарь, фармацевт 3) аптека
chest *n* /tʃest/ 1) ящик 2) грудная клетка, грудь
chest of drawers *n* /tʃest əv 'drɔ:z/ комод
chewing gum *n* /tʃi:ŋŋ ɡʌm/ жевательная резинка
chicken *n* /'tʃɪkən/ цыпленок, курица
childminder *n* /'tʃaɪld,mɑɪndə/ *BrE* приходящая няня
chip *n* /tʃɪp/ тонкий ломтик; ломтик жареного хрустящего картофеля
chocolate *n* /'tʃɒklət/ шоколад
choice *n* /tʃɔɪs/ выбор, отбор
choir *n* /kwaɪə/ церковный хор
Christianity *n* /kɪstɪ'ænəti/ христианство
Christmas *n* /'krɪsməs/ Рождество
cigar *n* /sɪ'gɑ:/ сигара
cinema *n* /sɪ'nəmə/ кинотеатр
circle /'sɜ:kəl/ 1. *n* круг, окружность
 2. *v* окружать

citizen *n* /'sɪtəzən/ 1) гражданин, гражданка
2) горожанин, горожанка
city *n* /'sɪti/ город (крупный)
civilised *adj* /'sɪvəlaɪzd/ цивилизованный
clap *v* /klæp/ хлопать, аплодировать
class *n* /klɑːs/ урок; курс (обучения)
classic *adj* /'klæsɪk/ классический; образцовый
classical *adj* /'klæsɪkəl/ классический
classmate *n* /'klɑːsmeɪt/ одноклассник
clean *v* /kliːn/ чистить
click *v* /kɪk/ щёлкать (кнопкой компьютерной мыши)
climate *n* /'klaɪmət/ климат
climb /klaɪm/ 1. *v* подниматься, идти вверх; восходить (в гору) 2. *n* подъём, восхождение
climbing *n* /'klaɪmɪŋ/ восхождение; альпинизм
cloakroom *n* /'kləʊkrʊm/ гардероб
close /kləʊs/ 1. *adj* близкий 2. *adv* близко, поблизости
club *n* /klʌb/ клуб
clue *n* /kluː/ улика, подсказка
coach *n* /kəʊtʃ/ 1. 1) автобус (междугороднего сообщения) 2) вагон 2. тренер
coal *n* /kəʊl/ уголь
coast *n* /kəʊst/ берег (морской), побережье
cockroach *n* /'kɒkrəʊtʃ/ таракан
cold /kəʊld/ 1. *n* 1) холод 2) простуда 2. *adj* холодный
collect *v* /kə'lekt/ собирать
collection *n* /kə'leɪkʃən/ коллекция, сборник
colourful *adj* /'kʌləfʊl/ цветастый, красочный, яркий
column *n* /'kɒləm/ рубрика
come *v* /kʌm/ (*pt* come; *pp* come) приходиться, подходить
 come on (ну) давай(те)
 come out появляться (в печати)
 come true осуществляться
 come from 1. прибывать, приезжать (откуда-л.) 2. быть родом, происходить
 come up with sth придумывать что-л.
 come back возвращаться
comedy *n* /'kɒmədi/ комедия
comfortable *adj* /'kʌmfəbəl/ удобный, комфортабельный, уютный
comforting *adj* /'kʌmfəɪtɪŋ/ утешительный
commercial *adj* /kə'mɜːʃəl/ торговый, коммерческий
commit *v* /kə'mɪt/ совершать
 commit a crime совершить преступление
committee *n* /kə'mɪti/ комитет
common *adj* /'kɒmən/ 1) общий, обычный
2) простой, обыкновенный
 have sth in common иметь что-л. общее
communicate *v* /kə'mjuːnɪkeɪt/ общаться; общаться
community *n* /kə'mjuːnəti/ объединение, общность, сообщество
community service *n* /kə'mjuːnəti 'sɜːvɪs/ трудовая повинность (как форма наказания)
company *n* /'kʌmpəni/ общество, компания

compensation *n* /ˌkɒmpən'seɪʃən/ возмещение, компенсация
compete *v* /kəm'pɪt/ состязаться, соревноваться
competition *n* /ˌkɒmpə'tɪʃən/ соревнование
competitive *adj* /kəm'petɪtɪv/ соперничающий, конкурирующий; конкурентоспособный
complex /'kɒmpleks/ 1. *n* комплекс, совокупность 2. *adj* сложный, составной
complain *v* /kəm'pleɪn/ 1) выражать недовольство 2) жаловаться
complaint *n* /kəm'pleɪnt/ 1) жалоба 2) недовольство
complete *v* /kəm'pliːt/ заканчивать, завершать
completely *adv* /kəm'pliːtli/ совершенно, полностью
complicated *adj* /'kɒmplɪkeɪtɪd/ запутанный; сложный
compose *v* /kəm'pəʊz/ сочинять, создавать, писать
composer *n* /kəm'pəʊzə/ композитор
composition *n* /ˌkɒmpə'zɪʃən/ композиция
computer *n* /kəm'pjʊtə/ компьютер
computing *n* /kəm'pjʊtɪŋ/ работа на компьютере
con *n* /kɒn/ обман
concerned *adj* /kən'sɜːnd/ занятый (чем-л.); связанный (с чем-л.); обеспокоенный (чем-л.)
concentrate *v* /'kɒnsən'treɪt/ сосредотачивать(ся); концентрировать(ся)
concert *n* /'kɒnsət/ концерт
conclude *v* /kən'kluːd/ 1) заканчивать(ся)
2) делать выводы
condition *n* /kən'dɪʃən/ 1) состояние 2) условие
 in poor condition в плохом состоянии
conference *n* /'kɒnfərəns/ конференция, совещание, съезд
confess *v* /kən'fes/ признавать(ся), сознаваться
confident *adj* /'kɒnfɪdənt/ 1) уверенный 2) самоуверенный
conflict *n* /'kɒnflɪkt/ конфликт, столкновение
connect *v* /kə'nekt/ связывать, соединять
connected *adj* /kə'nektɪd/ связанный
consequence *n* /'kɒnsɪkwəns/ (по)следствие
considerate *adj* /kən'sɪdərət/ внимательный к другим; деликатный
constitutional *adj* /ˌkɒnstɪ'tjuːʃənəl/ конституционный
construct *v* /kən'strʌkt/ 1) строить, сооружать
2) создавать; сочинять
consultation *n* /ˌkɒnsəl'teɪʃən/ 1) консультация
2) совещание
contain *v* /kən'teɪn/ содержать в себе, вмещать
control *v* /kən'trəʊl/ 1) управлять 2) сдерживать
controversial *adj* /ˌkɒntrə'vɜːʃəl/ спорный, дискуссионный
convincing *adj* /kən'vɪnsɪŋ/ убедительный
co-operate *v* /kəʊ'pəreɪt/ сотрудничать
cope *v* /kəʊp/ справиться; совладать
copyright *n* /'kɒprɪraɪt/ авторское право
course *n* /kɔːs/ 1) курс 2) еда
court *n* /kɔːt/ суд
 appear in court предстать перед судом

cow *n* /kaʊ/ корова
 crab *n* /kræb/ краб
 crash *v* /kræʃ/ разбить(ся); столкнуть(ся)
 crayon *n* /'kreɪən/ цветной карандаш; цветной мелок
 crazy *adj* /'kreɪzɪ/ 1) сумасшедший, безумный
 2) сильно увлечённый
 cream *n* /kri:m/ сливки; крем
 create *v* /kri'eɪt/ создавать
 creative *adj* /kri'eɪtɪv/ творческий
 creativity *n* /kri'eɪtɪvəti/ творчество
 crime *n* /kraɪm/ 1) преступление; злодеяние
 2) преступность
 crime novel *n* /'kraɪm nɒvəl/ детективный роман
 criminal /'krɪmɪnəl/ 1. *adj* преступный; криминальный; уголовный 2. *n* преступник
 crisis *n* /'kraɪsɪs/ кризис
 crisp *n* /kri:sp/ *BrE* 1) хрустящий картофель
 2) хрустящая корочка
 critic *n* /'krɪtɪk/ критик
 cropped *adj* /krɒpt/ укороченный (об одежде)
 cross-legged *adv* /'krɒs'legd/ сидеть, положив ногу на ногу
 crow *n* /kru:/ ворона
 crowded *adj* /'kraʊdɪd/ переполненный, битком набитый
 crucial *adj* /'kru:ʃəl/ 1) решающий (о моменте, опыте) 2) критический (о периоде)
 cruel *adj* /'kru:əl/ жестокий; безжалостный, бессердечный
 cruise ship *n* /'kru:zɪ ʃɪp/ корабль для развлекательных путешествий
 culture *n* /'kʌltʃə/ культура
 cup *n* /kʌp/ чашка, чаша
 not be sb's cup of tea быть не тем, что кому-л. нравится или интересно
 cupboard *n* /'kʌbəd/ шкаф
 currency *n* /'kʌrənsɪ/ валюта, деньги
 curry *n* /'kʌrɪ/ карри (приправа)
 cursor *n* /'kɜ:sə/ стрелка; курсор
 custard *n* /'kʌstəd/ заварной крем
 customer *n* /'kʌstəmə/ заказчик, покупатель
 cut *v* /kʌt/ (*pt*, *pp* *cut*) 1) резать; срезать
 2) рубить, валить (лес)
 CV *n* /'si:vi:/ *BrE* резюме
 cybercafé *n* /'saɪbəkæfeɪ/ интернет-кафе
 cycle *v* /'saɪkl/ *BrE* ездить на велосипеде
 cycling *n* /'saɪkɪŋ/ езда на велосипеде

D d

daily *adj* /'deɪli/ ежедневный; повседневный
 dairy *n* /'deəri/ маслодельня; сыроварня
 damage *n* /'dæmɪdʒ/ 1) вред, повреждение
 2) убыток; ущерб
 danger *n* /'deɪndʒə/ опасность
 darkness *n* /'dɑ:knəs/ темнота, мрак
 date *n* /deɪt/ 1) дата, число 2) свидание
 day *n* /deɪ/ день; сутки
 one day/some day однажды; когда-нибудь
 the other day недавно, в днях
 day off выходной день

dead *adj* /ded/ мёртвый, умерший
 deal *n* /di:l/ сделка; соглашение
 debate *n* /dɪ'beɪt/ дискуссия, прения, дебаты
 decade *n* /'dekeɪd/ десятилетие
 decide *v* /dɪ'saɪd/ решать(ся), принимать решение
 decision *n* /dɪ'sɪʒən/ решение
 decisive *adj* /dɪ'saɪsɪv/ 1) убедительный
 2) решающий
 decoration *n* /,dekə'reɪʃən/ украшение; убранство
 definitely *adv* /'defɪnətli/ точно, несомненно
 degree *n* /dɪ'ɡri:/ звание, учёная степень
 delayed *adj* /dɪ'leɪd/ отсроченный
 delete *v* /dɪ'li:t/ вычёркивать, стирать
 delicious *adj* /dɪ'lɪʃəs/ очень вкусный, приятный
 delighted *adj* /dɪ'laɪtɪd/ восхищённый
 deliver *v* /dɪ'lɪvə/ доставлять, разносить
 delivery *n* /dɪ'lɪvəpɪ/ поставка, доставка
 democrat *n* /'deməkɹət/ демократ
 democratic *adj* /,deməkɹə'tɪk/ демократический; демократичный
 demolish *v* /dɪ'mɒlɪʃ/ разрушать; сносить
 denim *n* /'denɪm/ джинсовая ткань
 dentist *n* /'dentɪst/ зубной врач, дантист
 depart *v* /dɪ'pɑ:t/ *formal* уходить, уезжать, отбыть
 depressed *adj* /dɪ'prest/ подавленный, унылый
 describe *v* /dɪ'skraɪb/ описывать; изображать
 design *n* /dɪ'zaɪn/ проект, план
 designer *n* /dɪ'zaɪnə/ дизайнер
 desk *n* /desk/ письменный стол; рабочий стол; парт
 desperate *adj* /'despəɹət/ доведённый до отчаяния; безнадёжный
 despite *prep* /dɪ'spaɪt/ вопреки; несмотря на
 dessert *n* /dɪ'zɜ:t/ десерт, сладкое (блюдо)
 destroy *v* /dɪ'strɔɪ/ разрушать; уничтожать
 detached *adj* /dɪ'tætʃt/ обособленный, отделённый
 detective *n* /dɪ'tektɪv/ агент сыскальной полиции, сыщик; детектив
 detective story *n* /dɪ'tektɪv 'stɔ:ri/ детектив, детективная история
 deterrent *n* /dɪ'terənt/ средство устрашения, сдерживания
 dial *v* /'daɪəl/ набирать номер, звонить (по телефону)
 dialogue *n* /'daɪələbɒg/ диалог
 diary *n* /'daɪəri/ 1) дневник 2) записная книжка-календарь
 dictaphone *n* /'dɪktəfəʊn/ диктофон
 diet *n* /'daɪət/ 1) диета 2) предписанный распорядок или режим
 difference *n* /'dɪfərəns/ разница, различие
 dig *n* /dɪg/ раскопки
 dining room *n* /'daɪnɪŋ ru:m/ столовая
 diplomat *n* /'dɪpləmət/ дипломат
 diplomatic *adj* /,dɪplə'mætɪk/ дипломатический
 direct *v* /dɪ'rekt/ руководить; управлять
 director *n* /dɪ'rektə/ 1) начальник, руководитель
 2) режиссёр
 disability *n* /,dɪsə'bɪləti/ неспособность, бессилие; нетрудоспособность

disabled *adj* /dis'eɪbld/ 1) искалеченный; приведённый в негодность 2) инвалид
disadvantage *n* /disəd'vɑ:ntɪdʒ/ 1) невыгодное положение, неблагоприятное условие 2) недостаток
disagree *v* /'disəgri:/ расходиться во мнениях; не соглашаться
disappear *v* /disə'piə/ исчезать; скрываться; пропадать
disappointed *adj* /disə'pɔɪntəd/ разочарованный, разочаровавшийся; огорчённый
disappointing *adj* /disə'pɔɪntɪŋ/ неутешительный; вызывающий разочарование; неудачный, досадный
disaster *n* /dɪ'zɑ:stə/ бедствие, несчастье
discover *v* /dɪs'kʌvə/ делать открытие, открывать, обнаруживать
discussion *n* /dɪ'skʌʃən/ обсуждение
disgusted *adj* /dɪs'gʌstɪd/ чувствующий отвращение
disgusting *adj* /dɪs'gʌstɪŋ/ отвратительный, омерзительный
dish *n* /dɪʃ/ блюдо, кушанье
dishonest *adj* /dɪs'ɒnəst/ нечестный; мошеннический
display /dɪ'spleɪ/ 1. *n* 1) показ, демонстрация 2) выставка 2. *v* выставлять, показывать
district *n* /'dɪstrɪkt/ район; округ
divide *v* /dɪ'vaɪd/ делить(ся); разделять(ся)
divorced *adj* /dɪ'vɔ:st/ разведённый
DJ *n* /dɪ'ʃeɪ/ диджей
do *v* /dʊ:/ (*pt* did; *pp* done) делать, выполнять
doctor *n* /'dɒktə/ врач, доктор
documentary *adj* /,dɒkjʊ'men'tɪəri/ документальный
dodge *v* /dɒdʒ/ избегать, увёртываться, уклоняться
domestic *adj* /də'mestɪk/ домашний; семейный
dominate *v* /'dɒmɪneɪt/ доминировать, преобладать
donkey *n* /'dɒŋki/ осёл
door *n* /dɔ:/ дверь; дверца
 next door в соседнем доме, по соседству
doorbell *n* /'dɔ:bel/ дверной звонок
doorway *n* /'dɔ:weɪ/ дверной проём
dot *n* /dɒt/ точка
download *v* /,daʊn'ləʊd/ закладывать, загружать
downstairs /,daʊn'steɪz/ 1. *adv* вниз 2. *adj* расположенный в нижнем этаже
dozen *n* /'dɒzən/ дюжина 2) множество, масса
drama *n* /'drɑ:mə/ драма
dramatic *adj* /drə'mætɪk/ 1) драматический 2) драматичный
draw /drɔ:/ 1. *v* (*pt* drew; *pp* drawn) 1) рисовать 2) чертить, писать (правила) 2. *n* ничья (в спортивной игре)
drawer *n* /drɔ:/ ящик (стола)
dream /dri:m/ 1) сон, сновидение 2) мечта
drink /drɪŋk/ 1. *n* напиток 2. *v* (*pt* drank; *pp* drunk) пить, выпить
drive *v* /draɪv/ (*pt* drove; *pp* driven) водить, вести (автомобиль и т. п.) 2) приводить в некое состояние (как правило, эмоциональное)

drive crazy сводить с ума (в переносном смысле)
driver *n* /'draɪvə/ шофёр; водитель
drop *v* /drɒp/ ронять; бросать
 drop in зайти, заглянуть
 drop a letter опустить (сознательно пропустить) букву
drought *n* /draʊt/ засуха
drug *n* /drʌg/ лекарство
drummer *n* /'drʌmə/ барабанщик
drums *n* /drʌmz/ барабан
drunk *adj* /drʌŋk/ пьяный
 drunk-driving вождение в нетрезвом виде
dull *adj* /dʌl/ скучный, монотонный
dungeon *n* /'dʌndʒən/ подземная тюрьма; темница; склеп
during *prep* /dʒuərɪŋ/ в течение; во время
dustbin *n* /'dʌstbɪn/ BrE мусорное ведро
DVD player *n* /,dɪvɪ'di:pleɪə/ DVD проигрыватель
dyslexia *n* /dɪs'leksɪə/ дислексия
dyslexic *n* /dɪs'leksɪk/ дислексик (человек, страдающий дислексией)

Е е

earn *v* /z:n/ зарабатывать
earth *n* /z:θ/ земля, суша
 the Earth Земля (планета)
earthquake *n* /'z:θkwɛɪk/ землетрясение
easy *adj* /'i:zi/ лёгкий, нетрудный
eat *v* /i:t/ (*pt* ate; *pp* eaten) есть, поедать
echo *n* /'ekəʊ/ эхо
economic *adj* /,ekə'nɒmɪk/ экономический; экономный, бережливый
economical *adj* /,ekə'nɒmɪkəl/ экономический; хозяйственный
economy *n* /'i:kənəmi/ экономика
editor *n* /'editə/ 1) редактор 2) автор передовиц (в газете)
education *n* /,edʒu'keɪʃən/ образование; просвещение, обучение
educational *adj* /,edʒu'keɪʃənəl/ образовательный; воспитательный
ЕЕС *n* /,i:ɪ'si:/ (European Economic Community) Европейское экономическое сообщество, ЕЭС
eel *n* /i:l/ угорь
effect *n* /ɪ'fekt/ 1) следствие, результат 2) эффект, впечатление
egg *n* /eg/ яйцо
Egyptian /ɪ'ʃɪpɪn/ 1. *adj* египетский 2. *n* египтянин, египтянка
election *n* /ɪ'leɪʃən/ выборы
electricity *n* /ɪ,lek'trɪsəti/ электричество
electronic tagging *n* /,elek'trɒnɪk 'tæɡɪŋ/ электронное отслеживание (с помощью специального браслета, передающего географические координаты его обладателя посредством технологии GPS; применяется в отношении подозреваемых, отпущенных из тюрьмы под залог; свидетелей, уклоняющихся от судебных заседаний; граждан, только что вышедших из мест лишения свободы)

elegant *adj* /'eləgənt/ изящный, элегантный; изысканный
email *n* /'i:meɪl/ электронная почта, письмо
embarrassed *adj* /ɪm'bærəst/ смущённый; растерянный
embarrassing *adj* /ɪm'bærəsɪŋ/ смущающий, затруднительный
emigrate *v* /'emɪgreɪt/ переселять(ся); эмигрировать
emotion *n* /i'məʊʃən/ чувство; эмоция
emotional *adj* /i'məʊʃənəl/ 1) эмоциональный 2) взволнованный
employer *n* /ɪm'plɔɪə/ наниматель, работодатель, хозяин
employment *n* /ɪm'plɔɪmənt/ работа; занятие
encourage *v* /ɪn'kʌrɪdʒ/ 1) ободрять 2) поощрять, поддерживать
encyclopedia *n* /ɪn'saɪklə'pi:diə/ энциклопедия
endanger *v* /ɪn'deɪndʒə/ подвергать опасности
energetic *adj* /,enə'dʒetɪk/ энергичный, активный
energy *n* /'enədʒi/ энергия; сила
engaged *adj* /ɪn'geɪdʒd/ помолвленный
engineer *n* /,endʒɪ'nɪə/ инженер
English /'ɪŋɡlɪʃ/ 1. *adj* английский 2. *n* 1) англичанин, англичанка 2) английский язык
enjoy *v* /ɪn'ɔɪ/ получать удовольствие; наслаждаться
enormous *adj* /i'nɔ:məs/ громадный; огромный
enough *adv* /ɪ'nʌf/ достаточно, вполне
enquiry *n* /ɪn'kwɪəri/ *BrE* вопрос; запрос; расспрашивание; наведение справок
enter *v* /'entə/ входить; проникать
entertaining *adj* /,entə'teɪnɪŋ/ забавный, занимательный, развлекательный
entertainment *n* /,entə'teɪnmənt/ развлечение
envelope *n* /'envələʊp/ конверт
environment *n* /ɪn'vaɪənmənt/ окружающая среда
epidemic *n* /,epɪ'demɪk/ эпидемия
episode *n* /'epɪsəʊd/ 1) эпизод 2) серия
equal *adj* /'i:kwəl/ 1) равный, одинаковый 2) равноправный
equipment *n* /'i:kwɪpmənt/ оборудование; оснащение
erupt *v* /'ɪɡrʌp/ 1) прорываться, врываться 2) извергаться (о вулкане, гейзере)
eruption *n* /'ɪɡrʌpʃən/ извержение
escape *v* /'ɪskeɪp/ бежать, совершать побег
essay *n* /'eseɪ/ очерк, набросок; эссе
et cetera *conj* /et'setərə/ и так далее, и прочее
essential *adj* /'ɪsenʃəl/ необходимый, весьма важный
estate *n* /'ɪsteɪt/ имение, поместье; имущество
ethnic *adj* /'eθnɪk/ этнический
euro *n* /'ju:əʊ/ евро (денежная единица, общая для большинства стран Европы, входящих в Европейский союз)
European /ju:ə'ɔ:pri:ən/ 1. *adj* европейский 2. *n* европеец
eventually *adv* /ɪ'ventʃʊəli/ в конечном счёте, в конце концов

ever *adv* /'evə/ когда-либо
everyday *adj* /'evrɪdeɪ/ ежедневный; повседневный, обычный
evidence *n* /'eɪdɪvəns/ улика; свидетельское показание
evolve *v* /ɪ'vɒlv/ 1) эволюционировать 2) развиваться (теорию и т. п.)
exam *n* /ɪɡ'zæm/ экзамен
examine *v* /ɪɡ'zæmɪn/ проверять, обследовать
excavate *v* /'ɛkskəveɪt/ 1) выкапывать, откапывать 2) производить раскопки
exchange /ɪks'tʃeɪndʒ/ 1. *n* обмен 2. *v* 1) обменивать 2) меняться
excited *adj* /ɪk'saɪtəd/ взволнованный
exciting *adj* /ɪk'saɪtɪŋ/ 1) волнующий 2) захватывающий
excuse 1. *n* /ɪk'skju:z/ извинение 2. *v* /ɪk'skju:z/ находить оправдание, извиняться, прощать
exercise /'ɛksəsaɪz/ 1. *n* упражнение; тренировка 2. *v* упражнять(ся), тренировать
exhausted *adj* /ɪɡ'zɔ:stəd/ истощённый; изнурённый; измученный; обессиленный
exhibition *n* /,ɛgzə'bjʃən/ выставка; показ, демонстрация
exist *v* /ɪɡ'zɪst/ существовать, быть
exotic *adj* /ɪɡ'zɒtɪk/ экзотический
expedition *n* /,ɛkspə'dɪʃən/ экспедиция
expensive *adj* /ɪk'spensɪv/ дорогой, дорогостоящий
experience /ɪk'spɪəriəns/ 1. *n* (жизненный) опыт 2. *v* испытывать, знать по опыту
experiment *n* /ɪk'spɛrɪmənt/ эксперимент
expert *n* /'ɛkspɜ:t/ знаток, эксперт; специалист
explain *v* /ɪk'spleɪn/ объяснять, толковать (значение)
explanation *n* /,ɛksplə'neɪʃən/ объяснение, разъяснение
explorer *n* /ɪk'splɔ:ɪə/ исследователь; путешественник
explosive *adj* /ɪk'spləʊsɪv/ 1) взрывчатый, взрывной (о снарядах, веществах) 2) вспыльчивый
express *v* /ɪk'spres/ выражать, высказываться
extinct *adj* /ɪk'stɪŋkt/ 1) вымерший 2) потухший
extraordinary *adj* /ɪk'strɔ:dnəri/ необычный, странный; удивительный
extreme *adj* /ɪk'stri:m/ экстрим (вид спорта, требующий от спортсмена значительной доли риска)
extremely *adv* /ɪk'stri:mli/ чрезвычайно, крайне
eye *n* /aɪ/ глаз, око
keep an eye on sb/sth следить за кем-л./чем-л.
eyeliner *n* /'aɪ,ləɪnə/ карандаш/жидкость для подведения глаз

F f

facility *n* /fə'sɪləti/ помещение; устройство; услуга
fact *n* /fækt/ 1) обстоятельство 2) факт, аргумент
factory *n* /'fæktəri/ завод, фабрика
fail *v* /feɪl/ терпеть неудачу, провалиться
faint *v* /feɪnt/ слабеть; падать в обморок

faithfully *adv* /'feɪθfəli/ верно; честно
Yours faithfully с уважением (заключительная фраза письма)
fall *v* /fɔ:l/ (*pt fell*; *pp fallen*) падать; спадать, понижаться
fall behind with sth отставать в чём-л.
fall in love (with) влюбляться
fall out сорваться
night/darkness falls наступила темнота / ночь
false *adj* /fɔ:ls/ ложный, ошибочный, неправильный
false identity ложное удостоверение личности
fame *n* /feɪm/ слава, известность
family *n* /'fæməli/ семья, семейство
famine *n* /'fæmɪn/ голод (стихийное бедствие); голодание
famous *adj* /'feɪməs/ знаменитый, известный, прославленный, славный
fancy *n* /'fænsi/ склонность; пристрастие
fantasy *n* /'fæntəsi/ воображение, фантазия
far /fɑ:/ 1. *adj* дальний, далёкий; отдалённый 2. *adv* далеко; на большом расстоянии
fare *n* /feə/ стоимость проезда, плата за проезд
farm *n* /fɑ:m/ ферма
farmhouse *n* /'fɑ:mhaʊs/ жилой дом на ферме
fascinate *v* /'fæsəneɪt/ очаровывать, пленять
fascinated *adj* /'fæsəneɪtɪd/ очарованный
fascinating *adj* /'fæsəneɪtɪŋ/ обворожительный, пленительный, очаровательный
fashion *n* /'fæʃn/ стиль, мода
fashionable *adj* /'fæʃnəbl/ модный; светский
fast food *n* /fɑ:st 'fu:d/ еда, которую можно перекусить на скорую руку
fat /fæt/ 1. *n* жир, сало 2. *adj* полный, толстый
faux pas *n* /fəʊ 'pɑ:/ ложный шаг
favour *n* /'feɪvə/ расположение; предпочтение
be in favour of sth быть сторонником чего-л.; поддерживать что-л.
feed *v* /fi:d/ (*pt, pp fed*) питать(ся); кормить(ся)
female *adj* /'fi:meɪl/ женского пола, женский
fence *n* /fens/ забор, изгородь, ограда, ограждение
ferry *n* /'feri/ паром
festival *n* /'festəvəl/ празднество; фестиваль
fever *n* /'fi:və/ жар, лихорадка
field *n* /fi:ld/ поле; луг
fill *v* /fɪl/ заполнять
filling *n* /'fɪlɪŋ/ заполнение, наполнение; пломба (в зубе)
film /fɪlm/ 1. *n* фильм 2. *v* снимать, производить киносъёмку
finally *adv* /'faɪnəli/ 1) в заключение 2) в конечном счёте, в конце концов
find *v* /faɪnd/ (*pt, pp found*) находить; встречать; призывать; обнаруживать
find out узнавать, разузнать, выяснить
find sb innocent/guilty признать кого-л. невиновным/виновным
fine *n* /faɪn/ штраф
fingerprint *n* /'fɪŋgəprɪnt/ отпечаток пальца

firecracker *n* /'faɪəkrækə/ АмЕ фейерверк
first /fɜ:st/ 1. *adv* сперва, сначала 2. *num* первый 3. *adj* выдающийся; значительный
first of all прежде всего
first aid *n* /fɜ:st 'eɪd/ первая помощь; скорая помощь
fish *n* /fɪʃ/ рыба
fish and chips /fɪʃ əp 'tʃɪps/ рыба с жареной картошкой
fishing *n* /'fɪʃɪŋ/ рыбная ловля
fit *adj* /fɪt/ сильный, здоровый, в хорошей физической форме
fitness *n* /'fɪtnəs/ 1) пригодность, соответствие 2) выносливость, натренированность
fix *v* /fɪks/ чинить, ремонтировать
flag *n* /flæg/ флаг, знамя
flat /flæt/ 1. *adj* плоский, ровный 2. *n* квартира
flavoured *adj* /'fleɪvəd/ приправленный
flea *n* /fli:/ блоха
flee *v* /fli:/ (*pt, pp fled*) бежать, спастись бегством
flexible *adj* /'fleksəbəl/ 1) гибкий; гнущийся 2) свободный (о графике и т. п.)
flight *n* /flaɪt/ полёт
flood *n* /flʌd/ наводнение
floor *n* /flɔ:/ пол, настил
flu *n* /flu:/ грипп
fluent *adj* /'flu:ənt/ беглый (о речи)
fly /flaɪ/ 1. *n* муха 2. *v* (*pt flew*; *pp flown*) летать, пролетать
folder *n* /'fɔ:ldə/ 1) папка 2) книжечка (рекламная; с расписанием поездов/самолётов)
follow *v* /'fɒləʊ/ следовать, идти за
fond *adj* /fɒnd/ нежный, любящий
be fond of doing sth любить делать что-л.
food *n* /fu:d/ пища, питание; еда
fool *v* /fu:l/ дурачить(ся); обманывать
fool around тратить время зря; упускать (случай)
footstep *n* /'fʊtstep/ 1) след, отпечаток (ноги); походка 2) ступенька
forecast *n* /'fɔ:kɑ:st/ предсказание; прогноз
forehead *n* /'fɒrəd/ лоб
forest *n* /'fɒrɛst/ лес
forger *n* /'fɔ:dʒə/ человек, подделывающий документы, подписи; фальсификатор
forgetful *adj* /fə'getfəl/ забывчивый
forgettable *adj* /fə'getəbəl/ незапоминающийся, скучный, неинтересный
form /fɔ:m/ 1. *n* 1) форма; внешний вид; чертёж 2) образец, бланк; анкета 3) класс (в школе) 2. *v* формировать(ся), образовывать(ся)
formal *adj* /'fɔ:məl/ 1) выполненный по установленной форме 2) официальный
fortune *n* /'fɔ:ʃən/ 1) богатство, состояние 2) судьба
tell sb's fortune гадать кому-л., предсказывать чью-л. судьбу
fortune teller *n* /'fɔ:ʃən ,telə/ гадалка, предсказатель

fountain *n* /'fauntən/ фонтан
frankly *adv* /'fræŋklɪ/ открыто, честно, откровенно
free *adj* /fri:/ свободный, вольный
freedom *n* /'fri:dəm/ свобода, независимость
freeware *n* /'fri:weə/ бесплатное программное обеспечение
freezer *n* /'fri:zə/ морозилка, камера замораживания
frequent *adj* /'fri:kwənt/ частый, часто повторяемый
fresh *adj* /fref/ свежий, чистый
fridge *n* /'frɪdʒ/ холодильник
friendly *adj* /'frendli/ дружеский
frightened *adj* /'fraɪnd/ испуганный
frightening *adj* /'fraɪtnɪŋ/ страшный, пугающий
front *adj* /frʌnt/ передний
fruit *n* /fru:t/ фрукты
fuel *n* /'fju:əl/ топливо, горючее
fun *n* /ʌn/ веселье, забава, развлечение
have fun весело проводить время, развлекаться
it's fun *informal* это здорово, классно
for fun ради забавы, шутки ради
make fun of подшучивать над
function *n* /'fʌŋkʃən/ функция; назначение
funny *adj* /'fʌni/ 1) забавный, смешной; смехотворный 2) странный
furniture *n* /'fɜ:nɪʃə/ мебель; обстановка
furthermore *adv* /'fɜ:ðə'mɔ: / к тому же; более того
future *n* /'fju:tʃə/ будущее

G g

gadget *n* /'gædʒɪt/ приспособление, техническое устройство
gaffe *n* /gæf/ оплошность
gallery *n* /'gæləri/ галерея
game show *n* /'geɪm ʃəʊ/ игровое шоу, телевизионная игра
gang *n* /gæŋ/ 1) банда; 2) компания; команда
garage *n* /'gæɪdʒ/ гараж
garden *n* /'gɑ:dn/ сад
gardener *n* /'gɑ:dnə/ садовод; садовник
garlic *n* /'gɑ:lɪk/ чеснок
gas *n* /gæs/ газ
greenhouse *gas* парниковый газ
gas platform нефтегазовая платформа, вышка
gemologist *n* /dʒe'mblɒdʒɪst/ специалист по драгоценным камням
gender *n* /'dʒendə/ пол
generalisation *n* /dʒenərəlaɪ'zeɪʃən/ обобщение
generation *n* /dʒenə'reɪʃən/ поколение
generous *adj* /'dʒenərəs/ щедрый, великодушный
genetic *adj* /dʒə'netɪk/ генетический
genius *n* /'dʒɪniəs/ гений, талант
geography *n* /dʒɪ'ɒɡrəfi/ география
get *v* /get/ (*pt*, *pp* got) 1) получать, доставать, добывать 2) становиться
get away уходить; отправляться; удирать; выбираться

get angry/ill разозлиться/заболеть
get better/worse стать лучше/хуже, улучшиться/ухудшиться
get dressed одеваться
get married жениться, выходить замуж
get on преуспевать, делать успехи
get out выходить, уходить, вылезать
get paid получать деньги (за выполняемую работу)
get rid of sb/sth избавляться от кого-л., чего-л.
get up вставать, подниматься
ghost *n* /gəʊst/ привидение, призрак
gig *n* /gɪg/ выступление рок- или джаз-группы, джазовый или рок-концерт
give *v* /gɪv/ (*pt* gave; *pp* given) давать
give sth back возвращать, отдавать (обратно)
give up бросать, оставлять
glacier *n* /'glæsiə/ ледник
glad *adj* /glæd/ радостный
be glad радоваться
glamour *n* /'glæmə/ BrE обаяние, очарование
gloomy *adj* /'glu:mi/ мрачный; тёмный
glove *n* /glʌv/ перчатка
go *v* /gəʊ/ (*pt* went; *pp* gone) 1) идти, ходить 2) ездить, ехать
go dead отключиться; не работать
go to bed ложиться спать
go camping/fishing/climbing отправляться в поход/на рыбалку/подниматься в горы
go out пойти погулять, выйти в свет; проводить время вне дома
goal *n* /gəʊl/ 1) гол 2) цель
goalkeeper *n* /'gəʊlki:pə/ вратарь
good *adj* /gʊd/ 1) хороший, добрый 2) правильный
be good at иметь способности к
goods *n* /gʊdz/ товары
gorgeous *adj* /'gɔ:dʒəs/ 1) ярко расцвеченный 2) великолепный
gossip /'gɒsɪp/ 1. *n* сплетня, слух 2. *v* болтать, сплетничать
goulash *n* /'gu:læʃ/ гуляш
government *n* /'gʌvəntənt/ правительство
graduate *v* /'grædʒueɪt/ оканчивать университет
graffiti *n* /'græ'fɪti/ граффити, рисунок/надпись на стенах зданий
grape *n* /greɪp/ виноград
graphic *adj* /'græfɪk/ графический, изобразительный
gravitation *n* /'grævə'teɪʃən/ гравитация, сила тягести; притяжение
greasy *adj* /'greɪsi/ сальный, жирный
greenhouse *n* /'grɪn'haʊs/ теплица, парник
greenhouse effect *n* /'grɪn'haʊs ɪ'fekt/ парниковый эффект
group *n* /gru:p/ группа
grow *v* /grəʊ/ (*pt* grew; *pp* grown) 1) вырастать; расти, увеличиваться 2) расти, произрастать 3) выращивать, разводить

grown-up *adj* /grəʊn 'ʌp/ взрослый
guard *n* /gɑ:d/ охрана, стража
guess /ges/ 1. *v* предполагать; догадываться
2. *n* догадка; предположение
guest *n* /gest/ 1) гость 2) постоялец (в гостинице)
guesthouse *n* /'gesthaʊs/ пансион
guide *n* /gaɪd/ 1) проводник, гид 2) путеводитель; руководство
guilt *n* /gɪlt/ вина, виновность
guilty *adj* /'gɪlti/ 1) виновный; преступный
2) виноватый (о взгляде, виде)
guitarist *n* /gɪ'tɑ:nist/ гитарист(ка)
gun *n* /gʌn/ 1) орудие, пушка 2) огнестрельное оружие
guy *n* /gɑ:ɪ/ *informal* парень, малый

Н Ы

hall *n* /hɔ:l/ 1) холл; приёмная, вестибюль
2) зал; большая комната
ham *n* /hæm/ окорок, ветчина
hamster *n* /'hæmstə/ хомяк
hand *n* /hænd/ рука (кисть)
on the one hand ..., on the other hand с одной стороны..., с другой стороны
try one's hand at sth попробовать свои силы в чём-л.
handgun *n* /'hændgʌn/ ручное огнестрельное оружие; пистолет; револьвер
hang *v* /hæŋ/ (*pt, pp hung*) вешать; висеть; нависать
hang around бродить вокруг; околачиваться, слоняться
happen *v* /'hæpən/ случаться, происходить
hard-working *adj* /'hɑ:d'wɜ:kɪŋ/ трудолюбивый, прилежный
harmful *adj* /'hɑ:mfl/ вредный, пагубный, губительный
harmless *adj* /'hɑ:mləs/ безобидный, безвредный
hate *v* /heit/ ненавидеть
hay *n* /hei/ сено
hay fever *n* /'hei, flvə/ сенная лихорадка
head *v* /hed/ возглавлять; вести
head for направлять(ся), держать курс (куда-л.)
headache *n* /'hedɪk/ головная боль
headline *n* /'hedlaɪn/ заголовок, рубрика
health *n* /helθ/ здоровье
healthy *adj* /'helθi/ здоровый
heart *n* /hɑ:t/ сердце
by heart наизусть
heart attack *n* /'hɑ:t ə'tæk/ сердечный приступ
heat *n* /hit/ жара, зной
heater *n* /'hi:tə/ нагревательный прибор; обогреватель
heating *n* /'hi:tɪŋ/ *BrE* отопление
hedge *n* /hedʒ/ изгородь; ограда
height *n* /haɪt/ высота, вышина
help *v* /help/ помогать; оказывать помощь
helpful *adj* /'helpfəl/ полезный
herd *n* /hɜ:d/ 1) стадо 2) пастух

hero *n* /'hɪərəʊ/ герой
hesitate *v* /'hezɪteɪt/ 1) колебаться, сомневаться
2) стесняться
hidden *adj* /'hɪdn/ скрытый
hide *v* /haɪd/ (*pt hid; pp hidden*) прятать(ся); скрывать(ся)
high *adj* /haɪ/ высокий
highlands *n* /'haɪləndz/ горы, горная местность
hiking *n* /'haɪkɪŋ/ пеший туризм
Hinduism *n* /'hɪnduɪzəm/ индуизм
hip *n* /hɪp/ бедро
hip hop *n* /'hɪp hɒp/ хип-хоп (танцевальная музыка)
historian *n* /hɪ'stɔ:riən/ историк
historic *adj* /hɪ'stɔ:rikl/ исторический; имеющий историческое значение
history *n* /'hɪstəri/ история
hit *n* /hɪt/ успех
HIV *n* /eɪ'tʃaɪ'vi:/ ВИЧ (вирус иммунодефицита человека)
hold *v* /həʊld/ (*pt, pp held*) 1) держать 2) удерживать
hold on подожди; постой минутку (не клади трубку)
holiday *n* /'hɒlədeɪ/ 1) отпуск 2) выходной день, праздник
home /həʊm/ 1. *adv* 1) дома 2) домой
2. *n* дом; жилище
make oneself at home чувствовать себя как дома
home town *n* /həʊm taʊn/ родной город
homeless *adj* /'həʊmləs/ бездомный, бесприютный
honeymoon *n* /'hɒnɪmu:n/ медовый месяц
hope *v* /həʊp/ надеяться
hormone *n* /'hɔ:məʊn/ гормон
horoscope *n* /'hɒrəskəʊp/ гороскоп
horrendous *adj* /hɒ'rendəs/ устрашающий, вселяющий ужас
horrible *adj* /'hɒrəbəl/ страшный, ужасный
horror *n* /'hɒrə/ ужас
horror film фильм ужасов
horse-riding *n* /'hɔ:s,raɪdɪŋ/ *BrE* верховая езда
hospital *n* /'hɒspɪtl/ больница, госпиталь
host /həʊst/ 1. *n* хозяин (гостиницы и т. п.)
2. *v* 1) принимать гостей 2) вести программу (по радио, телевидению)
hostess *n* /'həʊstɪs/ 1) хозяйка 2) распорядительница
hot dog *n* /'hɒt dɒg/ хот-дог, бутерброд с горячей сосиской
hotel *n* /həʊ'tel/ отель, гостиница
hour *n* /aʊə/ час
house-warming *n* /'haʊs,wɔ:mɪŋ/ новоселье
however *adv* /haʊ'evə/ как бы ни, однако
hug /hʌg/ 1. *n* крепкое объятие 2. *v* крепко обнимать, сжимать в объятиях
to give sb a hug обнять кого-л.
huge *adj* /hju:ʒ/ огромный, громадный, гигантский
human /'hju:mən/ 1. *adj* человеческий, людской
2. *n* человек

humanity *n* /hju:'mænəti/ человечество, род человеческий
humour *n* /'hju:mə/ *BrE* юмор
 sense of **humour** чувство юмора
hunger *n* /'hʌŋgə/ голод; голодание
hunt *n* /hʌnt/ охота
hurricane *n* /'hʌrɪkən/ ураган; тропический циклон
hypochondriac *n* /'haɪpə'kɒndrɪæk/ ипохондрик
hypnotise *v* /'hɪpnətaɪz/ гипнотизировать

I i

ice cream *n* /aɪs 'kri:m/ мороженое
icon *n* /'aɪkɒn/ 1) икона 2) значок
ID *n* /aɪ'di:/ идентификация; удостоверение личности
ideal *adj* /aɪ'diəl/ идеальный, совершенный
identity *n* /aɪ'dentəti/ личность
ignore *v* /ɪ'ɡnɔ:/ игнорировать; пренебрегать
illegal *adj* /ɪ'lɪ:gəl/ 1) нелегальный 2) незаконный
imagination *n* /ɪ,mædʒə'neɪʃən/ воображение; фантазия
imaginative *adj* /ɪ'mædʒənətɪv/ одарённый богатым воображением
imagine *v* /ɪ'mædʒən/ воображать, представлять
immediately *adv* /ɪ'mi:diətli/ немедленно, тотчас же
immoral *adj* /ɪ'mɒrəl/ аморальный, безнравственный; распущенный, распутный
impact *n* /ɪ'mpækt/ удар, толчок
impersonal *adj* /ɪ'm'pɜ:sənəl/ обезличенный, безликий
impress *v* /ɪm'pres/ производить впечатление
impression *n* /ɪm'preʃjən/ впечатление
impressionist *n* /ɪm'preʃjənɪst/ импрессионист
improve *v* /ɪm'pru:v/ улучшать(ся); совершенствовать(ся)
Иса *n* /'ɪkə/ инка
inch *n* /ɪnʃ/ дюйм (= 2,54 см)
include *v* /ɪn'klud/ заключать, содержать в себе
increase *v* /ɪn'kri:s/ возрастать, увеличивать(ся)
incredible *adj* /ɪn'kredəbəl/ неправдоподобный, невероятный
independent *adj* /ɪndə'pendənt/ независимый, самостоятельный
independently *adv* /ɪndɪ'pendəntli/ независимо, самостоятельно
indigestion *n* /ɪndɪ'dʒestʃən/ несварение; нарушение пищеварения
indoor *adj* /ɪn'dɔ:/ находящийся или происходящий в помещении
indoors *adv* /ɪn'dɔ:z/ в помещении, внутри
infect *v* /ɪn'fekt/ заражать; инфицировать
influence *n* /ɪnfluəns/ влияние, действие, воздействие
influenza *n* /ɪnflu'enzə/ грипп
information *n* /ɪn'fɔ:'meɪʃən/ информация, сообщения, сведения
informative *adj* /ɪn'fɔ:mətɪv/ информационный; информирующий

ingenious *adj* /ɪn'dʒi:niəs/ изобретательный, искусный
inherit *v* /ɪn'herɪt/ наследовать, получить в наследство
ink *n* /ɪŋk/ чернила
innocent *adj* /ɪ'nɒsənt/ 1) невинный 2) безвредный
innovation *n* /ɪnə'veɪʃən/ нововведение, новшество; новаторство
insect *n* /ɪn'sekt/ насекомое
inside *adv, prep* /ɪn'saɪd/ внутри; в
inspiration *n* /ɪn'spə'reɪʃən/ вдохновение
inspiring *adj* /ɪn'spaɪrɪŋ/ воодушевляющий
install *v* /ɪn'stɔ:l/ устанавливать; монтировать; собирать
instead *adv* /ɪn'sted/ вместо; взамен
instinctively *adv* /ɪn'stɪŋktɪvli/ инстинктивно, подсознательно
instructor *n* /ɪn'strʌktə/ инструктор, руководитель
instrument *n* /ɪn'strəmənt/ музыкальный инструмент
insult *v* /ɪn'sʌlt/ оскорблять, наносить оскорбление; обижать
insurance *n* /ɪn'fʊərəns/ страхование
intelligent *adj* /ɪn'telədʒənt/ 1) умный, разумный 2) понятливый, смыслёный
interact *v* /ɪn'tɜ:'rækt/ взаимодействовать; влиять друг на друга
interaction *n* /ɪn'tɜ:'rækʃən/ взаимодействие
interested *adj* /ɪn'trɪstɪd/ заинтересованный
interesting *adj* /ɪn'trɪstɪŋ/ интересный
international *adj* /ɪntə'næʃənəl/ международный, интернациональный
Internet *n* /ɪn'tɜ:nət/ Интернет
Internet café *n* /ɪn'tɜ:nət 'kæfeɪ/ интернет-кафе
interrupt *v* /ɪn'tɜ:'rʌpt/ 1) прерывать 2) вмешиваться
interview *n* /ɪn'tɜ:vju:/ собеседование
intrigued *adj* /ɪn'trɪ'gʊd/ заинтригованный
intriguing *adj* /ɪn'trɪ'gɪŋ/ интригующий
introduce *v* /ɪn'trə'dju:s/ 1) представлять 2) внести на рассмотрение (законопроект и т. д.)
invent *v* /ɪn'vent/ изобретать, делать открытие
invention *n* /ɪn'venʃən/ изобретение
inventor *n* /ɪn'ventə/ 1) изобретатель 2) выдумщик, фантазёр
investigate *v* /ɪn'vestəgeɪt/ 1) исследовать, изучать 2) расследовать; разузнавать; наводить справки
IQ *n* /aɪ'kju:/ коэффициент умственного развития
irrational *adj* /ɪ'ræʃənəl/ неразумный, нерациональный
irresponsible *adj* /ɪrɪ'spɒnsəbl/ неответственный, не несущий ответственности
Irish *adj* /aɪəʃ/ ирландский
irritable *adj* /ɪ'rɪtəbl/ раздражительный
irritate *v* /ɪ'rɪteɪt/ раздражать, сердить
irritated *adj* /ɪ'rɪteɪtɪd/ раздражённый
irritating *adj* /ɪ'rɪteɪtɪŋ/ раздражающий, вызывающий раздражение

Islam *n* /'ɪzlɑ:m/ ислам
island *n* /'aɪlənd/ остров

J j

jazz *n* /dʒæz/ джаз
jealous *adj* /dʒeləs/ завистливый, завидующий
jewel *n* /dʒu:əl/ драгоценный камень
jewellery *n* /dʒu:əlɪ/ драгоценности, ювелирные украшения
job *n* /dʒɒb/ работа, труд
jogging *n* /dʒɒɡɪŋ/ бег трусцой
join *v* /dʒɔɪn/ присоединять(ся)
joke /dʒəʊk/ **1.** *n* шутка, острота **2.** *v* 1) шутить 2) дразнить
journalist *n* /dʒɜ:nəlɪst/ журналист, сотрудник газеты
journey *n* /dʒɜ:nɪ/ поездка, путешествие
judge *n* /dʒʌdʒ/ судья
Judaism *n* /dʒu:deɪzəm/ иудаизм
juice *n* /dʒu:s/ сок
jumble sale *n* /dʒʌmbl seɪl/ дешёвая распродажа подержанных вещей на благотворительном базаре
just *adv* /dʒʌst/ **1)** только что **2)** совсем, прямо, просто
justice *n* /dʒʌstɪs/ справедливость
justify *v* /dʒʌstɪfaɪ/ **1)** оправдывать; находить оправдание **2)** подтверждать

K k

kebab *n* /kɪ'bæb/ *BrE* кебаб, шашлык
keen *adj* /ki:n/ сильно желающий (чего-л.), стремящийся (к чему-л.)
be keen on sth увлекаться чем-л.
be keen on doing sth желать сделать что-л.
keep *v* /ki:p/ (*pt, pp kept*) **1)** держать, не отдавать **2)** вести (дневник) **3)** управлять, вести
keep on продолжать
keep (on) doing sth продолжать делать что-л.
keep fit оставаться в форме
keep up-to-date не отставать от жизни, идти в ногу со временем
ketchup *n* /'ketʃəp/ кетчуп
kettle *n* /'ketl/ чайник
key /ki:/ **1.** *n* 1) ключ **2)** клавиша **2.** *adj* основной, ключевой; главный
kickboxing *n* /'kɪk'bɒksɪŋ/ кикбоксинг
kid *n* /kɪd/ ребёнок; малыш
kidnapper *n* /'kɪdnæpə/ похититель (людей, особенно детей)
kill *v* /kɪl/ убивать
killer *n* /'kɪlə/ убийца
serial killer маньяк (совершивший многочисленные убийства)
kiss /kɪs/ **1.** *n* поцелуй **2.** *v* целоваться
kitchen *n* /'kɪtʃən/ кухня
kitten *n* /'kɪtn/ котёнок
knock *v* /nɒk/ стучать(ся)
knock over сбивать

knowledge *n* /'nɒlɪdʒ/ знание; познания; эрудиция

L l

laboratory *n* /lə'bɒrətəri/ лаборатория
laid-back *adj* /leɪd'bæk/ спокойный, непринуждённый, неторопливый
lake *n* /leɪk/ озеро
lamb *n* /læm/ **1)** ягнёнок, барашек **2)** мясо молодого барашка
language *n* /'læŋgwɪdʒ/ **1)** язык **2)** речь
laptop *n* /'læptɒp/ ноутбук
lasagne *n* /lə'zænjə/ *BrE* лазанья
laser *n* /'leɪzə/ лазер
last /lɑ:st/ **1.** *adj* последний **2.** *v* продолжаться; длиться
late *adv* /leɪt/ поздно
laugh *v* /lɑ:f/ смеяться; рассмеяться
laugh at sb/sth смеяться на кем-л./чем-л.
lava *n* /'lɑ:və/ лава
lavatory *n* /'lævətɪ/ уборная, туалет
law *n* /lɔ:/ закон
lawn *n* /lɔ:n/ лужайка, газон
lawyer *n* /'lɔ:jə/ юрист; адвокат
lazy *adj* /'leɪzi/ ленивый
lead-free *adj* /led'fri:/ не содержащий свинца
lead *v* /li:d/ (*pt, pp led*) **1)** вести, проводить **2)** руководить, управлять
leader *n* /'li:də/ руководитель, глава
leaf *n* /li:f/ **1)** лист **2)** листовка
leaflet *n* /'li:flət/ листовка; брошюра
learn *v* /lɜ:n/ (*pt, pp learnt*) учиться; учить
least *adj* /li:st/ малейший, минимальный
at least по крайней мере
leather *n* /'ledə/ кожа (выделанная)
leave *v* /li:v/ (*pt, pp left*) **1)** покидать **2)** уезжать, переезжать
lecturer *n* /'lektʃəgə/ **1)** лектор **2)** преподаватель
left *n* /left/ левая сторона
leisure *n* /'leɪzə/ досуг, свободное время
lemonade *n* /lemə'neɪd/ лимонад
lenient *adj* /'li:niənt/ мягкий; снисходительный; терпимый
lesson *n* /'lesən/ урок
letter *n* /'letə/ письмо, послание
level *n* /'levəl/ ступень, уровень
librarian *n* /laɪbrə'reɪən/ библиотекарь
library *n* /'laɪbrəri/ библиотека
lie *v* /laɪ/ (*pt lay; pp lain*) лежать
lie down ложиться; прилечь
life *n* /laɪf/ жизнь; существование
lifestyle *n* /'laɪfstɑɪl/ образ, уклад жизни
lift *n* /lɪft/ лифт
light *v* /laɪt/ (*pt, pp lit*) **1)** зажигать(ся) **2)** освещать
lighting *n* /'laɪtɪŋ/ **1)** освещение **2)** осветительная аппаратура
like /laɪk/ **1.** *prep* как; похожий на **2.** *v* нравиться, любить
limit *v* /'lɪmɪt/ ограничивать; ставить предел
limited *adj* /'lɪmɪtɪd/ ограниченный
line *n* /laɪn/ **1)** линия, черта **2)** ряд; очередь
link *v* /lɪŋk/ соединять, связывать, смыкать

lipstick *n* /'lɪpstɪk/ губная помада
listen *v* /'lɪsən/ слушать; прислушиваться
literature *n* /'lɪtərəʃə/ литература
litter *n* /'lɪtə/ сор, мусор
lively *adj* /'laɪvli/ оживлённый, весёлый
living room *n* /'lɪvɪŋ ru:m/ гостиная
local *adj* /'ləʊkəl/ местный
Londoner *n* /'lʌndənə/ лондонец
long *adj* /lɒŋ/ длинный
look *v* /lʊk/ смотреть; осматривать
look after sb/sth присматривать за, заботиться о ком-л./чём-л.
look at sb/sth смотреть на что-л./кого-л.
look back вспоминать, оглядываться на прошлое
look for sb/sth искать кого-л./что-л.
look forward to sth ожидать, очень хотеть чего-л.
look into sth 1) заглядывать 2) исследовать
lose *v* /lu:z/ (*pt, pp* lost) терять, лишаться; утрачивать (свойство, качество)
loud /laʊd/ 1. *adj* 1) громкий; звучный 2) шумный 3) кричащий (о красках, наряде и т. п.) 2. *adv* громко
love /lʌv/ 1. *n* любовь, привязанность 2. *v* 1) любить 2) хотеть, желать
I'd love to come я бы с удовольствием пришёл
low *adj* /ləʊ/ низкий, невысокий
low-fat с низким содержанием жиров
lower *v* /'ləʊə/ 1) снижать(ся) (о ценах, звуке и т. п.) 2) понижать
loyal *adj* /'lɔɪəl/ верный, преданный
lucky *adj* /'lʌki/ счастливый, удачный; удачливый
luxury *n* /'lʌkʃəri/ роскошь
lyrics *n* /'lɪrɪks/ *pl* 1) лирические стихи, лирика 2) слова, текст песни

M m

mad *adj* /mæd/ безумный, помешанный; расерженный
be mad about sth страстно любить что-л.
magazine *n* /'mæɡə'zi:n/ (периодический) журнал
main *adj* /meɪn/ главный; основной
main course *n* /meɪn 'kɔ:s/ основное блюдо
mainly *adv* /'meɪnli/ 1) большей частью 2) главным образом
major *adj* /'meɪdʒə/ 1) большой, более важный 2) главный
make /meɪk/ 1. *n* марка; стиль; тип, модель 2. *v* (*pt, pp* made) делать; совершать; сделать
make a mistake ошибиться
make sb do sth заставлять кого-л. сделать что-л.
make friends подружиться
make a decision принять решение
make predictions предсказывать
make progress развиваться; делать успехи
male *adj* /meɪl/ мужской

mammal *n* /'mæməl/ млекопитающее
manage *v* /'mænɪdʒ/ 1) обходиться 2) справляться, суметь (сделать)
manager *n* /'mænɪdʒə/ управляющий, заведующий; директор
maniac *n* /'meɪniæk/ маньяк
manipulate *v* /mæ'nɪpjʊleɪt/ манипулировать; умело обращаться
man-made *adj* /mæn'meɪd/ искусственный, созданный руками человека
manual *n* /'mænjʊəl/ руководство; наставление; справочник
marathon *n* /'mæɡəθən/ марафонский бег
margarine *n* /mɑ:ʃə'ri:n/ маргарин
marital *adj* /'mæriəl/ супружеский, брачный
mark *n* /mɑ:k/ балл, отметка; оценка
marketing *n* /'mɑ:kətɪŋ/ маркетинг, изучение условий рынка
married *adj* /'mæriəd/ женатый; замужняя
martial art *n* /'mɑ:ʃəl ɑ:t/ вид боевого искусства (дзюдо, карате и т. п.)
mascara *n* /mæ'skɑ:rə/ тушь для ресниц
masterpiece *n* /'mɑ:stəpi:s/ шедевр
material *adj* /mæ'tɪəriəl/ материальный; вещественный
maths *n* /mæθs/ *BrE* математика
maturity *n* /mæ'tʃʊərəti/ зрелость, достижение полного развития
May *n* /meɪ/ май
may /meɪ/ мочь, иметь возможность; быть вероятным
meal *n* /mi:l/ принятие пищи; еда
measure *n* /'meɪzə/ мера
mechanical *adj* /mɪ'kænikəl/ машинный; механический
media *n* /'mi:diə/ средства массовой информации
medical *adj* /'medɪkəl/ врачебный, медицинский
medicine *n* /'medsən/ 1) лекарство 2) медицина
melodic *adj* /mə'lɒdɪk/ мелодический, мелодичный
melody *n* /'melədi/ 1) мелодия 2) мелодичность
melon *n* /'melən/ дыня
member *n* /'membə/ член, участник организации
Member of Parliament член парламента
memorable *adj* /'memərəbəl/ (легко) запоминающийся
memorise *v* /'meməraɪz/ запоминать, заучивать наизусть
memory *n* /'meməri/ память
mention *v* /'menʃən/ упоминать; ссылаться
menu *n* /'menju:/ меню
merit *n* /'merɪt/ 1) заслуга 2) достоинство
mess *n* /mes/ беспорядок
message *n* /'mesɪdʒ/ сообщение, донесение; письмо
message board *n* /'mesɪdʒ bɔ:d/ электронная доска объявлений
messy *adj* /'mesi/ 1) грязный 2) беспорядочный
metal *n* /'metl/ металл
meteorite *n* /'mi:təraɪt/ метеорит
method *n* /'meθəd/ метод, способ; приём

microwave *n* /'maɪkrəweɪv/ микроволновая печь
middle *n* /'mɪdl/ середина
middle class *n* /'mɪdl 'klɑːs/ средний класс, люди среднего достатка
mild *adj* /maɪld/ неострый (о пище)
milk *n* /mɪlk/ молоко
milkshake *n* /'mɪlkʃeɪk/ молочный коктейль
mind *v* /maɪnd/ возражать против чего-л., иметь (что-л.) против
mineral water *n* /'mɪnərəl 'wɔːtə/ минеральная вода
minister *n* /'mɪnɪstə/ министр
minority *n* /maɪ'nɒrəti/ меньшинство; меньшее число; меньшая часть
miserable *adj* /'mɪzərəbəl/ 1) несчастный 2) печальный
miss *v* /mɪs/ чувствовать отсутствие (кого-л., чего-л.); скучать (по кому-л.)
mistake *n* /mɪ'steɪk/ ошибка; недоразумение, заблуждение
misunderstand *v* /mɪsʌndə'stænd/ (*pt, pp* **misunderstood**) не понимать, понимать неправильно
mobile phone *n* /'məʊbaɪl 'fəʊn/ *BrE* мобильный телефон
modern *adj* /'mɒdn/ современный; новый
modest *adj* /'mɒdəst/ 1) скромный 2) благопристойный; сдержанный
molar *n* /'məʊlə/ коренной зуб
molten *adj* /'mɒltən/ расплавленный
monarchy *n* /'mɒnəki/ монархия
money *n* /'mʌni/ деньги
monitor *v* /'mɒnɪtə/ наставлять, советовать
monster *n* /'mɒnstə/ чудовище
monthly *adj* /'mʌnθli/ (еже)месячный
monument *n* /'mɒnjʊmənt/ памятник
moon *n* /muːn/ луна
moonlight *n* /'muːnlaɪt/ лунный свет
moralistic *adj* /'mɔːrəlɪstɪk/ моралистический
mostly *adv* /'mɔːstli/ по большей части, главным образом; обыкновенно, обычно
mother tongue *n* /'mʌðə 'tʌŋ/ родной язык
motive *n* /'mɔːtɪv/ повод, мотив, побуждение
motorbike *n* /'mɔːtəbaɪk/ *BrE* 1) мотоцикл 2) мопед
mountain *n* /'maʊntɪn/ гора
moustache *n* /mʌ'stɑːʃ/ усы
move *v* /muːv/ 1) двигать(ся); передвигать(ся) 2) переезжать; переселяться
movement *n* /'muːvmənt/ движение (общественное)
movie *n* /'muːvi/ *AmE* фильм
mud *n* /mʌd/ грязь, слякоть; ил, тина
mug *v* /mʌg/ нападать с целью ограбления в публичном месте
mugger *n* /'mʌgə/ грабитель
mugging *n* /'mʌgɪŋ/ ограбление на улице
multicultural *adj* /mʌltɪ'kʌltʃərəl/ относящийся к разным культурам
multiculturalism *n* /mʌltɪ'kʌltʃərəlɪzəm/ культурное многообразие
mummy *n* /'mʌmi/ мумия
murder *n* /'mɜːdə/ убийство

murderer *n* /'mɜːdərə/ убийца
mushroom *n* /'mʌʃrʊm/ гриб
music *n* /'mjuːzɪk/ музыка
musical *adj* /'mjuːzɪkəl/ 1) музыкальный 2) мелодичный
musician *n* /'mjuːzɪʃən/ музыкант
mysterious *adj* /mɪ'stɪəriəs/ таинственный; непостижимый
mystery *n* /'mɪstəri/ тайна

N n

narrow *adj* /'nærəʊ/ 1) узкий 2) тесный; небольшой
nation *n* /'neɪʃən/ 1) народ, нация 2) государство, страна
national *adj* /'næʃənəl/ национальный, народный
national anthem *n* /,næʃənəl 'æpθəm/ государственный гимн
national park *n* /,næʃənəl 'pɑːk/ заповедник; национальный парк
nationality *n* /,næʃənəlɪti/ 1) гражданство, подданство 2) национальность
near /niə/ 1. *adj* близкий 2. *adv* подле; близко, поблизости, недалеко; около (по месту или времени) 3. *prep* возле, у, около (о месте)
need *v* /niːd/ нуждаться (в чём-л.); иметь необходимость, потребность 2) требоваться
negative *adj* /'negətɪv/ отрицательный; негативный
neighbour *n* /'neɪbə/ *BrE* сосед, соседка
naive *adj* /naɪ'ɪv/ наивный; простодушный
nervous *adj* /'nɜːvəs/ 1) нервный 2) беспокоящийся (о чём-л.)
nervous system нервная система
network *n* /'netwɜːk/ радиотрансляционная сеть, телевизионная сеть
New Year's Eve *n* /njuː jɪəz 'iːv/ канун Нового года
news *n* /njuːz/ 1) известия, сообщения печати, радио 2) новости
newsagent's *n* /'njuːz,eɪdʒənt/ *BrE* газетный киоск
newspaper *n* /'njuːs,pɛɪpə/ газета
next /nekst/ 1. *adj* 1) ближайший; соседний 2) следующий 2. *adv* потом, затем, после
nice *adj* /naɪs/ 1) хороший, приятный, милый, славный 2) любезный, добрый, внимательный
nightclub *n* /'naɪtklʌb/ ночной клуб
nightlife *n* /'naɪtlaɪf/ ночная жизнь
nightmare *n* /'naɪtmɛə/ кошмар, страшный сон
noise *n* /nɔɪz/ шум; гам; грохот
noise nuisance *n* /nɔɪz 'njuːsəns/ шум, шумовые раздражители
noisy *adj* /'nɔɪzi/ шумный
nonsense *n* /'nɒnsəns/ 1) вздор, ерунда, чепуха 2) абсурд
non-smoker *adj* /nɒn'sməʊkə/ некурящий
note *n* /nəʊt/ заметка, запись
notice *v* /'nəʊtɪs/ замечать, обращать внимание
now *adv* /naʊ/ теперь, сейчас
nuclear *adj* /'njuːklɪə/ ядерный
nurse *n* /nɜːs/ сиделка; медицинская сестра
nut *n* /nʌt/ орех
nylon *n* /'naɪlɒn/ нейлон

O o

- obedient** *adj* /ə'bi:diənt/ покорный, послушный
observe *v* /əb'vɜ:z/v наблюдать, следить
obviously *adv* /'ɒbvɪəslɪ/ очевидно, явно, ясно
occasionally *adv* /ə'keɪʒənəlɪ/ изредка, время от времени; подчас, порой
octopus *n* /'ɒktəpəs/ осьминог, спрут
ode *n* /əʊd/ ода
offer /'ɒfə/ 1. *n* предложение 2. *v* предлагать; выражать готовность
office *n* /'ɒfɪs/ контора, офис, бюро
official *adj* /ə'fɪʃəl/ 1) служебный 2) официальный
old-fashioned *adj* /əʊld'fæʃnd/ устарелый; старомодный
olive *n* /'ɒlɪv/ маслина, олива (дерево и плод)
on *prep* /ɒn/ на, у, в
on foot пешком
onion *n* /'ɒnjən/ лук; луковичка
opera *n* /'ɒpərə/ опера
operation *n* /'ɒpə'reɪʃən/ операция (хирургическая)
opinion *n* /ə'pɪnjən/ мнение, взгляд
optimistic *adj* /'ɒptɪ'mɪstɪk/ оптимистичный, оптимистический
oral *adj* /'ɔ:rl/ устный; словесный
orange /'ɒrɪndʒ/ 1. *n* апельсин 2. *adj* оранжевый
order /'ɔ:də/ 1. *n* порядок; последовательность 2. *v* заказывать

- be out of order** не работать, быть сломанным
ordinary *adj* /'ɔ:dənəri/ обычный, обыкновенный
organisation *n* /'ɔ:gənə'zeɪʃən/ организация
organise *v* /'ɔ:gənaɪz/ организовывать, устраивать
organiser *n* /'ɔ:gənaɪzə/ организатор; ежедневник
original *adj* /ə'ɒrɪdʒɪnəl/ 1) первоначальный; исходный 2) оригинальный 3) подлинный
ostrich *n* /'ɒstɪtʃ/ страус
other *adj* /'ʌðə/ 1) (the) второй из двух 2) другой, иной 3) (с *such*, *во мн. ч.* + the) остальные
outgoing *adj* /aʊt'gəʊɪŋ/ дружелюбный; общительный
outside /'aʊtsaɪd/ 1. *n* наружная часть/сторона; внешняя поверхность 2. *adv* снаружи, извне; наружу 3. *prep* вне, за пределами
own /əʊn/ 1. *adj* свой, собственный 2. *v* владеть; иметь, обладать
owner *n* /'əʊnə/ владелец; собственник, хозяин

P p

- pack** *v* /pæk/ упаковывать(ся), запаковать(ся), укладывать вещи
pain *n* /peɪn/ боль, страдание
painkiller *n* /'peɪnkɪlə/ болеутоляющее средство
paint *v* /peɪnt/ 1) красить, окрашивать; расписывать (стену и т. п.) 2) писать красками, заниматься живописью
paintball *n* /'peɪntbɔ:l/ пейнтбол
painting *n* /'peɪntɪŋ/ 1) живопись 2) роспись; картина

- pale** *adj* /peɪl/ бледный
pandemic /pæn'demɪk/ 1. *n* пандемия 2. *adj* пандемический
panic *v* /'pænik/ пугать, наводить панику
paper *n* /'peɪpə/ 1) бумага 2) газета
paperclip *n* /'peɪpəklɪp/ скрепка для бумаг
paralysed *adj* /'pærələɪzd/ BrE парализованный
parliament *n* /'pɑ:ləmənt/ парламент
part-time *n* /'pɑ:t'taɪm/ частичная занятость, неполный рабочий день
party *n* /'pɑ:tɪ/ 1) приём гостей; званый вечер, вечеринка 2) партия
pass *v* /pɑ:s/ 1) сдать (экзамен) 2) проходить; миновать

- pass a law** принимать закон
passionate *adj* /'pæʃənət/ страстный, пылкий
passive *adj* /'pæʃɪv/ 1) пассивный 2) инертный; бездеятельный
passport *n* /'pɑ:spɔ:t/ паспорт
patch *n* /pætʃ/ заплатка
patent *v* /'peɪtənt/ патентовать
pathetic *adj* /pə'θetɪk/ жалкий, убогий
patient /'peɪʃənt/ 1. *n* пациент, больной 2. *adj* терпеливый
pattern *n* /'pætən/ рисунок, узор
pay /peɪ/ 1. *n* плата, выплата 2. *v* (*pt*, *pp* paid) 1) платить 2) выплачивать (долг, налог)
P.E. *n* /pi:'eɪ/ см. **physical education**
peer *n* /pɪə/ пэр, лорд
peaceful *adv* /'pi:sfəl/ мирный, спокойный
penalty *n* /'penəltɪ/ наказание; взыскание; штраф
pensioner *n* /'penʃənə/ пенсионер
people *n* /'pi:pəl/ народ, нация
pepper *n* /'pepə/ перец
peppermint *n* /'pepə'mɪnt/ перечная мята
perform *v* /'pɜ:fɔ:m/ представлять; играть, исполнять (пьесу и т. д.)
perhaps *adv* /'pɜ:hæps/ возможно, может быть
permanent *adj* /'pɜ:mənənt/ постоянный, неизменный; долговременный
permission *n* /'pɜ:mɪʃən/ позволение, разрешение
personal *adj* /'pɜ:sənəl/ личный, персональный
personality *n* /'pɜ:sə'næləti/ личные свойства, особенности характера
persuade *v* /'pɜ:swed/ убеждать
pessimistic *adj* /'pesɪ'mɪstɪk/ пессимистический
petrol *n* /'petrəl/ BrE бензин; моторное топливо
phone-in *n* /'fəʊnɪn/ сигнал вызова; теле- или радиопередача «задайте вопрос в прямом эфире»
phonograph *n* /'fəʊnəgrɑ:f/ 1) фонограф 2) граммофон, патефон
photo *n* /'fəʊtəʊ/ фотография, фото
photograph /'fəʊtəgrɑ:f/ 1. *n* фотография, снимок 2. *v* фотографировать, снимать
photographer *n* /'fəʊtəgrəfə/ фотограф
physical education *n* /'fɪzɪkəl edʒu'keɪʃən/ физическое воспитание, физкультура (школьный предмет)
piano *n* /'pi:ænəʊ/ фортепьяно

pick *v* /pɪk/ собирать, снимать (плоды); срывать (цветы, фрукты)
picker *n* /'pɪkə/ сборщик (хлопка, фруктов и т. п.)
piece *n* /pi:s/ 1) кусок, часть 2) произведение (о музыке, искусстве)
piece of art произведение искусства
piece of music музыкальное произведение
piercing *n* /'piəriŋ/ пирсинг
pig *n* /pɪg/ свинья
guinea pig морская свинка
pilot *n* /'paɪlət/ пилот, лётчик
pineapple *n* /'paɪnəpəl/ ананас
pipe *n* /paɪp/ труба; трубопровод
piracy *n* /'paɪrəsi/ пиратство
pizza *n* /'pɪtsə/ пицца
plan /plæn/ 1. *n* 1) замысел, намерение 2) способ действия 2. *v* составлять план, планировать
plane *n* /pleɪn/ самолёт
planet *n* /'plænit/ планета
plankton *n* /'plæŋktn/ планктон
plant *n* /plɑ:nt/ растение
plastic *n* /'plæstɪk/ пластмасса
plate *n* /pleɪt/ тарелка
platform *n* /'plætfɔ:m/ платформа
play /pleɪ/ *v* 1) играть, резвиться, забавляться 2) играть на музыкальном инструменте
playful *adj* /pleɪfəl/ игривый, весёлый
playground *n* /'pleɪgraʊnd/ площадка для игр; спортивная площадка
pleasant *adj* /'plezənt/ 1) приятный 2) милый, славный
pleased *adj* /plɪzɪd/ довольный
plot *n* /plɒt/ фабула, сюжет
plug *n* /plʌg/ пробка; затычка
plumber *n* /'plʌmə/ водопроводчик
rocket money *n* /'rɒkɪt mʌni/ деньги на мелкие расходы, карманные деньги
poem *n* /'pəʊɪm/ поэма; стихотворение
poet *n* /'pəʊɪt/ поэт
poetry *n* /'pəʊɪtri/ поэзия; стихи
pointless *adj* /'pɔɪntləs/ бессмысленный
police officer *n* /pə'li:s ɒfɪsə/ полицейский, по-лисмен
polite *adj* /pə'laɪt/ вежливый, любезный, учти-вый, обходительный
political *adj* /pə'ltɪkəl/ политический
politics *n* /'pɒlətɪks/ политика
pollution *n* /pə'lju:ʃən/ загрязнение
poor *adj* /pʊə/ низкий, плохой
pop *n* /pɒp/ поп-музыка
popular *adj* /'pɒpjələ/ популярный
population *n* /,pɒpjʊ'leɪʃən/ население
porch *n* /pɔ:ʃ/ подъезд, крыльцо
port *n* /pɔ:t/ порт, гавань
portable *adj* /'pɔ:təbəl/ портативный, переносной
position *n* /pə'zɪʃən/ положение; должность
positive *adj* /'pɒzətɪv/ 1) уверенный 2) положи-тельный 3) позитивный
possession *n* /pə'zeʃən/ владение, обладание

possibility *n* /,pɒsə'bɪləti/ возможность, вероят-ность
poster *n* /'pəʊstə/ объявление, плакат, афиша
postman *n* /'pəʊstmən/ BrE почтальон
pour *v* /pɔ:/ 1) лить(ся), вливать(ся) 2) наливать
power station *n* /'paʊə steɪʃən/ электростанция
powerful *adj* /'paʊəfəl/ сильнодействующий
practical *adj* /'præktɪkəl/ практический
practise *v* /'præktɪs/ BrE 1) применять, осущест-влять 2) практиковать(ся)
predator *n* /'predətə/ хищник
predictable *adj* /prɪ'dɪktəbəl/ предсказуемый
predict *v* /prɪ'dɪkt/ предсказывать
prediction *n* /prɪ'dɪkʃən/ предсказание; прогноз; пророчество
prefer *v* /prɪ'fɜ:/ предпочитать
prehistoric *adj* /,pri:hɪ'stɔ:nk/ доисторический
prepare *v* /prɪ'peə/ 1) приготавливать(ся) 2) готовить
prescription *n* /prɪ'skrɪpʃən/ 1) предписание, ре-комендация 2) рецепт
presenter *n* /prɪ'zentə/ ведущий радио- или теле-программы
press *n* /pres/ печать, пресса
previous *adj* /'prɪviəs/ предыдущий; предшеству-ющий
priest *n* /prɪst/ священник
primary school *n* /'praɪməri sku:l/ BrE общая начальная школа (для детей от 5 до 11 лет)
printing press *n* /'prɪntɪŋ pres/ печатная машина; печатный станок
prison *n* /'prɪzən/ тюрьма
private *adj* /'praɪvət/ частный; личный
prize *n* /praɪz/ награда, приз, премия
pro *n* /grəʊ/ «за», в пользу (о голосе, доводах и т. п.)
the pros and cons (доводы) «за» и «против»
probability *n* /,prɒbə'bɪləti/ вероятность
probable *adj* /'prɒbəbəl/ вероятный, возможный
probably *adv* /'prɒbəbli/ вероятно
problem *n* /'prɒbləm/ проблема, вопрос, задача
production *n* /prə'dʌkʃən/ производительность; выработка, добыча
professional *adj* /prə'feʃənəl/ профессионал; че-ловек, имеющий профессию
profit *n* /'prɒfɪt/ польза, выгода
programme *n* /'prɒɡræm/ BrE программа
programmer *n* /'prɒɡræmə/ программист(ка)
progress *n* /'prɒɡres/ прогресс, развитие; дви-жение вперёд
prohibition *n* /,prəʊ'ɪbɪʃn/ запрет, запрещение
promise /'prɒmɪs/ 1. *n* обещание 2. *v* обещать
promotion *n* /prə'məʊʃən/ продвижение по служ-бе; повышение в звании
property *n* /'prɒpəti/ имущество; собственность
protect *v* /prə'tekt/ защищать; ограждать
protein *n* /'prəʊtɪn/ протеин, белок
protest *n* /'prəʊtest/ протест
proud *adj* /praʊd/ гордый, надменный, высоко-мерный

prove *v* /pru:v/ (*pt* proved; *pp* proven) доказывать; удостоверять

provide *v* /prə'vaɪd/ обеспечивать, снабжать
provided (that) при условии, если только

psychologist *n* /saɪ'kɒlədʒɪst/ психолог

psychology *n* /saɪ'kɒlədʒi/ психология

public /'pʌblɪk/ 1. *n* публика; общественность

2. *adj* общественный; государственный

publish *v* /'pʌblɪʃ/ публиковать; оглашать

publisher *n* /'pʌblɪʃə/ издатель

pudding *n* /'puːdɪŋ/ пудинг

pull *v* /pʊl/ тащить, тянуть

pull up вырывать (с корнем), срывать (цветы)

punctual *adj* /'pʌŋktʃʊəl/ пунктуальный, точный

punishment *n* /'pʌnɪʃmənt/ наказание

pupil *n* /'pjʊ:pəl/ ученик; учащийся; воспитанник

purpose *n* /'pɜːps/ намерение, цель

purse *n* /pɜːs/ 1) *BrE* кошелек 2) *AmE* дамская сумочка

put *v* /pʊt/ (*pt*, *pp* put) класть, положить

put up with терпеть, мириться с

pyramid *n* /'pɪrəˌmɪd/ пирамида

Q q

quack *n* /kwæk/ кряканье

qualification *n* /kwɒlɪfɪ'keɪʃən/ квалификация; подготовленность

qualified *adj* /kwɒlɪ'faɪd/ 1) компетентный

2) подходящий, пригодный

quality /'kwɒləti/ 1. *n* качество, достоинство

2. *adj* качественный

quantity *n* /'kwɒntəti/ количество

queue *v* /kjuː/ *BrE* стоять в очереди, становиться в очередь

quick-tempered *adj* /kwɪk'tempəd/ вспыльчивый, раздражительный

quiet *adj* /'kwaɪət/ спокойный; тихий;

бесшумный; неслышный

quite *adv* /kwaɪt/ 1) довольно 2) действительно, в самом деле

quiz *n* /kwɪz/ 1) проверочные вопросы; опрос; 2) экзамен

quiz show *n* /'kwɪz ʃəʊ/ викторина

R r

rabbit *n* /'ræbɪt/ кролик

racket *n* /'rækɪt/ ракетка

radical *adj* /'rædɪkl/ 1) коренной; основной

2) фундаментальный, полный; радикальный

radio *n* /'reɪdɪəʊ/ радио; радиовещание

raise *v* /reɪz/ поднимать

raise money добывать деньги, изыскивать денежные средства, собирать пожертвования

range *n* /reɪnʃz/ сфера, область, круг (интересов)

racial *adj* /'reɪʃəl/ расовый

rare *adj* /reə/ редкий, необычный

rat *n* /ræt/ крыса

raven *n* /'reɪvən/ ворон

ray *n* /reɪ/ луч

reader *n* /'riːdə/ читатель; любитель книг

reading *n* /'riːdɪŋ/ (публичное) чтение

realistic *adj* /rɪə'lɪstɪk/ реалистичный; реалистический

reality *n* /rɪ'æləti/ действительность, реальность

realise *v* /'riːəlaɪz/ представлять себе; понимать в деталях

reason *n* /'riːzən/ причина, повод, основание

receive *v* /rɪ'siːv/ 1) принимать 2) получать

recently *adv* /rɪ'sɪntli/ недавно; на днях

recharge *v* /,ri:'tʃɑːdʒ/ перезаряжать электрическую батарею

recipe *n* /'resəpi/ рецепт

recognise *v* /'rekəɡnaɪz/ 1) узнавать 2) признавать

recommend *v* /,rekə'mend/ рекомендовать; советовать

record *n* /'rekɔːd/ 1) рекорд 2) грампластинка

record player *n* /'rekɔːd pleɪə/ проигрыватель

recreate *v* /'rekriːt/ восстанавливать, воспроизводить

recycle *v* /,ri:'saɪkl/ перерабатывать для вторичного использования

recycling *n* /,ri:'saɪklɪŋ/ переработка для вторичного использования

red meat *n* /,red 'miːt/ красное мясо (баранина, говядина)

reduce *v* /rɪ'djuːs/ понижать, ослаблять, уменьшать, сокращать

referee *n* /,refə'riː/ судья, рефери

referendum *n* /,refə'rendəm/ референдум

refuse *v* /rɪ'fjuːz/ отказывать, отвергать

reggae *n* /'reɡeɪ/ регги (музыкальный стиль)

register *n* /'redʒɪstə/ официальный список;

письм; реестр

regret /rɪ'ɡret/ 1. *n* 1) сожаление, горе 2) раскаяние 2. *v* сожалеть, горевать (о чём-л.)

regularly *adv* /'regjʊləli/ регулярно

regulate *v* /'regjuleɪt/ регулировать, упорядочивать

rehabilitation *n* /,ri:ə'bilɪ'teɪʃən/ 1) реабилитация

2) восстановление здоровья

rehearsal *n* /rɪ'hɜːsəl/ репетиция

rehearse *v* /rɪ'hɜːs/ 1) репетировать 2) повто-

рять; перечислять

reindeer *n* /'reɪndɪə/ северный олень

relationship *n* /rɪ'leɪʃənʃɪp/ 1) родство 2) отношение, взаимоотношение

relative *n* /'relatɪv/ родственник; родственница

relativity *n* /,relə'tɪvəti/ относительность

relax *v* /rɪ'læks/ ослаблять(ся); уменьшать на-

пряжение; расслаблять(ся)

relaxed *adj* /rɪ'læksd/ спокойный

relaxing *adj* /rɪ'læksɪŋ/ смягчающий, расслабля-

ющий

religion *n* /rɪ'lɪdʒən/ религия

remember *v* /rɪ'membə/ помнить, вспоминать

remote control *n* /rɪ'məʊt kən'trəʊl/ дистанционное управление; пульт дистанционного управ-

ления

renovate *v* /'renəʊveɪt/ обновить, отремонтировать
repair /п'рeэ/ **1. n** ремонт; починка **2. v** ремонтировать; чинить, исправлять
replace *v* /п'плеɪs/ вернуть; восстановить
replant *v* /,ri:'plɑ:nt/ **1** пересаживать (растения) **2** снова засаживать (растениями)
report /п'рəʊt/ **1. n** 1) отчёт; сообщение; доклад **2** донесение; рапорт **2. v** сообщать; рассказывать; описывать
reporter *n* /п'рəʊtə/ репортёр; корреспондент
republic *n* /п'рəblɪk/ республика
rescue *v* /'reskjʊ:/ спасать; извлекать, освобождать; выручать
research /п'sz:ʃ/ **1. n** (научное) исследование **2. v** исследовать, заниматься исследованиями
researcher *n* /п'sz:ʃə/ исследователь
reservation *n* /,rezə'veɪʃən/ сохранение; резервирование, предварительный заказ (мест на теплоходе, в гостинице и т. п.)
resident *adj* /'rezɪdənt/ проживающий; постоянно живущий
resolution *n* /,rezə'lju:ʃən/ решение
resource *n* /п'zɔ:s/ возможность, способ, средство
response *n* /п'спəʊns/ ответ
responsibility *n* /п'спəʊnsə'bɪlətɪ/ ответственность
responsible *adj* /п'спəʊnsəbəl/ ответственный, несущий ответственность
retire *v* /п'таɪə/ оставлять (должность); уходить в отставку, увольняться(ся)
retired *adj* /п'таɪəd/ удалвшийся от дел; отставной; ушедший на пенсию
reunion *n* /ri:'ju:njən/ воссоединение; встреча
revenge *n* /п'venʤ/ мщение, месть
review *n* /п'vju:/ обзор, обозрение
revise *v* /п'vaɪz/ перечитывать, просматривать
revolution *n* /,revə'lju:ʃən/ **1** революция **2** переворот
reward *n* /п'wɔ:d/ награда; вознаграждение
rhapsody *n* /'hæpsədi/ рапсодия
ribbon *n* /п'бeɪп/ лента; узкая полоска
rice *n* /гаɪs/ рис
Richter scale *n* /п'пктə ,skeɪl/ шкала Рихтера
rid *v* /пd/ избавлять, освобождать
 get rid of sth освобождаться, избавляться от чего-л.
ridiculous *adj* /п'dɪkjələs/ смехотворный, смешной, нелепый
right /гаɪt/ **1. n** право; справедливое требование **2. adj** **1** правый, справедливый **2** верный, правильный
ring *v* /пп/ (*pt* rang; *pp* rung) звенеть; звучать
ringtone *n* /пп'təʊп/ рингтон
rip *v* /пp/ разрезать, распарывать, рвать
rise /гаɪz/ **1. n** повышение, возвышение, подъём, поднятие; увеличение **2. v** (*pt* rose; *pp* risen) подниматься (о ценах, уровне и т. п.); увеличиваться
risk *v* /пsk/ рисковать (чем-л.)
rob *v* /rʊb/ грабить; обкрадывать
robber *n* /rʊbə/ грабитель, разбойник

robbery *n* /'rɒbəp/ кража; грабёж
rock /rɒk/ **1. n** **1** горная порода **2** скала, утёс **3** рок-музыка **2. v** раскачивать(ся); заставить двигаться в такт рок-музыки
role *n* /гəʊl/ роль
role model *n* /'гəʊl ,mɒdəl/ пример, образец для подражания
roll *v* /гəʊl/ катить(ся), вращать(ся)
romantic *adj* /гəʊ'mæntɪk/ романтический; романтический
roof *n* /ru:f/ крыша, кровля
roomy *adj* /'ru:mi/ просторный, свободный; вместительный
root *n* /ru:t/ корень
rose *n* /гəʊz/ роза
rotten *adj* /'rɒtən/ гнилой, прогнивший
roundabout *n* /'raʊndəbaʊt/ **1** карусель **2** участок дороги с круговым движением
routine *n* /,ru:'ti:n/ **1** определённый режим **2**) рутина
rubbish /'rʌbɪʃ/ *BrE* хлам, мусор
rucksack *n* /'rʌksæk/ *BrE* рюкзак, вещевой мешок
rude *adj* /ru:d/ **1** грубый; оскорбительный **2**) невежественный, невоспитанный
ruin *n* /'ru:ɪп/ **1** развалина; руина **2**) разорение; крах
 in ruins в развалинах
rule *n* /ru:l/ правило; принцип; норма
run *v* /гʌп/ (*pt* ran; *pp* run) бежать; нестись; бегать
 run away убежать
 run out **1** выбежать **2**) истекать (о времени)
running *n* /'гʌпп/ беганье; бег(а), беготня

S s

sack *v* /sæk/ *informal* уволить
sacrifice *n* /'sæknfaɪs/ жертва
sadness *n* /'sædnəs/ печаль, грусть
safety-deposit box *n* /'seɪfɪtɪ,prɒzɪt ,bɒks/ депозитная ячейка
sailing *n* /'seɪlɪŋ/ плавание; мореходство
salad *n* /'sæləd/ салат
salary *n* /'sæləri/ жалование; оклад
salesperson *n* /'seɪlz,pɪz:ən/ продавец
salmon *n* /'sæmən/ лосось; сёмга
salsa *n* /'sælsə/ сальса
sandwich *n* /'sænwɪtʃ/ бутерброд
SARS *n* /sɑ:z/ CAPS, ТОРС (тяжёлый острый респираторный синдром, атипичная пневмония)
satisfied *adj* /'sætɪsfɑɪd/ довольный, удовлетворённый
satisfying *adj* /'sætɪsfɑɪŋ/ приятный
sauce *n* /sɔ:s/ соус, подливка
sausage *n* /'sɒsɪʃ/ колбаса; сосиска
savannah *n* /sə'vænə/ саванна
save *v* /seɪv/ **1** спасти **2**) откладывать, копить
Scandinavian /'skændɪ'neɪvɪən/ **1. n** скандинав, скандинавка **2. adj** скандинавский
scared *adj* /skeəd/ испуганный
scenery *n* /'si:nəri/ пейзаж

scheme *n* /ski:m/ план, проект; программа
school *n* /sku:l/ школа
school days *n* /'sku:ldeiz/ школьные годы
science *n* /'saɪəns/ наука
scientific *adj* /,saɪən'tɪfɪk/ научный
scientist *n* /'saɪəntɪst/ учёный
score /skɔ:/ **1.** *n* счёт, количество очков (в игре)
2. *v* набирать очки, преуспевать
scream *n* /skri:m/ вопль, пронзительный крик
screen *n* /skri:n/ экран
scuba diving *n* /'sku:bə 'daɪvɪŋ/ плавание с аквалангом
sea level *n* /'si:ləvəl/ уровень моря
search engine /'sɜ:ʃ'ɛnʃɪn/ поисковая система
second-hand *adj* /'sekənd'hænd/ подержанный
secondary school *n* /'sekəndəri 'sku:l/ BrE средняя школа
secret /'si:kret/ **1.** *n* тайна, секрет **2.** *adj* тайный, секретный
secretary *n* /'sekretəri/ секретарь
section *n* /'sekʃən/ секция, деталь, часть
seed *n* /si:d/ семя, зерно
seem *v* /si:m/ казаться, представлять
selfish *adj* /'selfɪʃ/ эгоистический
semi-detached *adj* /,semi'detʃtɪd/ (дом) имеющий общую стену с другим домом
sense *n* /sens/ чувство; ощущение
sensible *adj* /'sensəbəl/ (благо)разумный, здравомыслящий
sentence *v* /'sentəns/ осуждать, приговаривать
sentimental *adj* /,sentə'mentəl/ sentimentalный, чувствительный
separate **1.** *adj* /'sepəreɪt/ отдельный **2.** *v* /'sepəreɪt/ отделять(ся); разлучать(ся); расходиться
separately *adv* /'sepəreɪtli/ отдельно, поодиночке
series *n* /'si:ri:z/ серия; выпуск; цикл (лекций, телепередач)
serious *adj* /'siəriəs/ серьёзный
servant *n* /'sɜ:vənt/ **1)** служащий **2)** слуга
service *n* /'sɜ:vɪs/ служба, работа
military service военная служба
set *v* /set/ (*pt, pp set*) устанавливать, определять; располагаться
set a goal определить цель
set rules установить правила
set example подавать пример
set up a blog начать вести блог
set out отправиться (в путешествие)
set in устраивать(ся), начинать(ся)
several *pron* /'sevrəl/ некоторые, несколько
severe *adj* /si'viə/ **1)** строгий, суровый **2)** тяжёлый, серьёзный
shape *n* /ʃeɪp/ форма, очертание
share *v* /ʃeə/ делить(ся), распределять
shelter /'ʃeltə/ **1.** *n* приют, кров, пристанище; убежище **2.** *v* приютить, дать приют; служить убежищем, прикрытием
sheriff *n* /'ʃerɪf/ шериф
shocked *adj* /ʃɒkt/ потрясённый
shocking *adj* /'ʃɒkɪŋ/ потрясающий; скандальный
shoe *n* /ʃu:/ ботинок, туфля

shoelace *n* /'ʃu:leɪs/ шнурок для ботинка
shoot *v* /ʃu:t/ (*pt, pp shot*) стрелять
shoplifter *n* /'ʃɒplɪftə/ магазинный вор
shoplifting *n* /'ʃɒplɪftɪŋ/ кража товаров (из магазинов)
shopping *n* /'ʃɒpɪŋ/ покупки
short *adj* /ʃɔ:t/ короткий; краткий
short story *n* /,ʃɔ:t'stɔ:ri/ рассказ
shot *n* /ʃɒt/ выстрел
shout *n* /ʃaʊt/ крик, возглас
shower *n* /'ʃaʊə/ душ
shy *adj* /ʃaɪ/ застенчивый, робкий, осторожный, нерешительный
Siberian /saɪ'bɪəriən/ **1.** *adj* сибирский **2.** *n* сибиряк, сибирячка
side *n* /saɪd/ **1)** сторона **2)** край, конец
the other side of town другой конец города
sigh *v* /saɪ/ вздыхать
sight *n* /saɪt/ взгляд; рассматривание
at first sight с первого взгляда
sightseeing *n* /saɪt'si:ɪŋ/ осмотр достопримечательностей
sign *v* /saɪn/ подписывать(ся)
signal *n* /'sɪgnəl/ сигнал; знак
silence *n* /'saɪləns/ тишина, безмолвие
silencer *n* /'saɪlənsə/ глушитель
silent *adj* /'saɪlənt/ безмолвный; немой
silk *n* /sɪlk/ шёлк
similar *adj* /'sɪmələ/ подобный; сходный, похожий
simile *n* /'sɪməli/ сравнение (стилистический приём)
simple *adj* /'sɪmpəl/ простой, несложный
simply *adv* /'sɪmplɪ/ просто, легко
sincerely *adv* /sɪn'sɪəli/ искренне
Yours sincerely искренне Ваш (заключительная фраза в письме)
sing *v* /sɪŋ/ (*pt sang; pp sung*) петь
sink *n* /sɪŋk/ раковина (для стока воды)
siren *n* /'saɪrən/ **1)** сирена **2)** сигнал воздушной тревоги
sit *v* /sɪt/ (*pt, pp sat*) сидеть
size *n* /saɪz/ номер, размер (одежды и т. п.)
skiing *n* /'ski:ɪŋ/ ходьба/катание на лыжах
skill *n* /skɪl/ мастерство, умение; ловкость, сноровка
skim *v* /skɪm/ поверхностно знакомиться, бегло просматривать
skylight *n* /'skalaɪt/ застеклённая крыша, мансардное окно (окно в крыше здания)
sleep /sli:p/ **1.** *n* сон **2.** *v* (*pt, pp slept*) спать, засыпать
sleeping bag *n* /'sli:pɪŋ bæɡ/ спальный мешок
sleepy *adj* /'sli:pɪ/ сонный, сонливый
slot *n* /slɒt/ щёлка, прорезь; отверстие (автомата) для опускания монеты
slow *v* /sləʊ/ замедлять(ся)
smart *adj* /smɑ:t/ нарядный; модный
smell *n* /smel/ **1)** обоняние **2)** запах
smile *n* /smaɪl/ улыбка
snack *n* /snæk/ лёгкая закуска

snack bar *n* /'snæk bɑː/ закусовая, буфет
snake *n* /sneik/ змея
snob *n* /snɒb/ сноб
snorkelling *n* /'snɔːkəlɪŋ/ плавание, ныряние с маской и трубкой
snowboarding *n* /'snəʊbɔːdɪŋ/ сноуборд (вид горнолыжного спорта)
soap opera *n* /'səʊp ɒrəʒə/ мыльная опера, многосерийный телефильм
social *adj* /'səʊʃəl/ общественный, социальный
socialise *v* /'səʊʃəlaɪz/ 1) общаться 2) подготавливать к жизни в коллективе, обществе
society *n* /sə'saɪəti/ общество, объединение, организация
sociologist *n* /,səʊʃi'blɒdʒɪst/ социолог
sociology *n* /,səʊʃi'blɒdʒi/ социология
sofa *n* /'səʊfə/ софа, диван
soft drink *n* /'sɒft drɪŋk/ безалкогольный прохладительный напиток
solar *adj* /'səʊlə/ солнечный
solitary *adj* /'sɒlətəri/ одинокий, уединённый
solve *v* /sɒlv/ решать, разрешать (проблему и т. п.)
sometimes *adv* /'sʌmtaɪmz/ иногда, по временам
sonata *n* /sə'nɑːtə/ соната
song *n* /sɒŋ/ песня; романс
soon *adv* /suːn/ скоро, вскоре
as soon as как только, не позже
sophisticated *adj* /sə'fɪstɪkətɪd/ утончённый, изысканный; замысловатый
sore *adj* /sɔː/ больной, воспалённый
sore throat больное горло
sort /sɔːt/ 1. *n* род, сорт, вид 2. *v* сортировать; разбирать; классифицировать
sort out улаживать, утрясать (проблемы)
soul *n* /saʊl/ соул (музыкальный стиль)
sound /saʊnd/ 1. *n* звук; шум 2. *v* звучать, издавать звук
soundtrack *n* /'saʊndtræk/ звуковая дорожка; саундтрек, музыка к фильму
soup *n* /suːp/ суп
space *n* /speɪs/ место, площадь, пространство
spacious *adj* /'speɪʃəs/ просторный, обширный
spaghetti *n* /spə'ɡeti/ спагетти
Spaniard *n* /'spænjəd/ испанец, испанка
special *adj* /'speʃəl/ специальный; особый
species *n* /'spiːʃiːz/ вид, разновидность
speculation *n* /spekju'leɪʃən/ размышление
speech *n* /spiːtʃ/ речь, ораторское выступление
make a speech произносить речь
speeding *n* /'spiːdɪŋ/ езда с превышением скорости
spell *v* /spel/ (*pt, pp spelt*) писать/произносить (слово) по буквам
spend *v* /spend/ (*pt, pp spent*) проводить (время)
spicy *adj* /'speɪsi/ пикантный, острый
spinach *n* /'spɪnɪtʃ/ шпинат
split *v* /splɪt/ (*pt, pp split*) разойтись; разделять(ся)
sponsor *n* /'spɒnsə/ спонсор; лицо, финансирующее что-л.
spoon *n* /spuːn/ ложка

sports *adj* /spɔːts/ спортивный
spotted *adj* /'spɒtɪd/ пятнистый, крапчатый
spray *v* /spreɪ/ распылять
sprinter *n* /'sprɪntə/ бегун на короткие дистанции
spyware *n* /'sprɑɪweə/ шпионское ПО (передаёт данные с жёсткого диска компьютера пользователю на другом компьютере)
staff *n* /stɑːf/ штат служащих; служебный персонал
stairs *n* /steəz/ лестница
stale *adj* /steɪl/ несвежий
stamp *v* /stæmp/ топтать ногами; бить копытами
stand *v* /stænd/ (*pt, pp stood*) 1) стоять 2) находиться, быть (в определённом состоянии)
standard *n* /'stændəd/ стандарт, норма, образец
standstill *n* /'stændstɪl/ остановка; бездействие
star /stɑː/ 1. *n* звезда, ведущий актёр/актриса 2. *v* играть главные роли, быть звездой
start *v* /stɑːt/ начинать; браться (за что-л.)
starter *n* /'stɑːtə/ BrE закуска
state *v* /steɪt/ 1) заявлять, учреждать 2) устанавливать
statement *n* /'steɪtmənt/ 1) изложение, формулировка 2) утверждение, заявление
station *n* /'steɪʃn/ 1) железнодорожная станция, вокзал 2) станция, пункт
statistically *adv* /stə'tɪstɪkli/ по статистике, статистически
statistics *n* /stə'tɪstɪks/ статистика
statue *n* /'stæʃuː/ статуя, изваяние
stay /steɪ/ 1. *n* пребывание 2. *v* оставаться, задерживаться
stay up не ложиться спать
steak *n* /steɪk/ 1) кусок мяса/рыбы (для жаренья) 2) бифштекс
steal *v* /stiːl/ (*pt stole; pp stolen*) воровать, красть
steel *n* /stiːl/ сталь
step /step/ 1. *n* шаг, поступок; мера 2. *v* шагать, ступать
stereotype *n* /'sterɪətaɪp/ 1) стереотип 2) шаблон; избитость
stereotypical *adj* /,sterɪə'tɪpɪkəl/ шаблонный, трафаретный
stomachache *n* /'stʌməkeɪk/ боль в животе
stop *v* /stɒp/ останавливать(ся)
storm *n* /stɔːm/ буря, гроза, ураган; шторм
story *n* /'stɔːri/ 1) рассказ, повесть 2) история; сказка 3) AmE газетный материал
strange *adj* /streɪndʒ/ странный, необыкновенный; удивительный
stranger *n* /'streɪndʒə/ чужестранец, незнакомец; посторонний
strawberry *n* /'strɔːbəri/ земляника; клубника
stress /stres/ 1. *n* стресс 2. *v* усилить, подчеркнуть
stressed *adj* /strest/ напряжённый, перегруженный (о человеке)
stressful *adj* /'stresfəl/ напряжённый (о ситуации и т. п.), стрессовый
strict *adj* /stɪkt/ строгий, требовательный
striking *adj* /'straɪkɪŋ/ замечательный, поразительный

striped *adj* /straɪpt/ полосатый
structure *n* /'strʌktʃə/ 1) здание, сооружение, строение 2) структура; устройство
stubborn *adj* /'stʌbən/ упрямый, неподатливый
studio *n* /'stjuːdiəʊ/ радиостудия; киностудия; телестудия
study /'stʌdi/ 1. *n* рабочий кабинет 2. *v* 1) заниматься, учиться 2) готовиться (к экзамену и т. п.)
stuff *n* /stʌf/ *informal* вещи, имущество
stupid *adj* /'stjuːpɪd/ глупый, тупой, бестолковый; дурацкий
subsonic *adj* /sʌb'sɒnɪk/ дозвуковой (о скорости)
substation *n* /sʌb'steɪʃən/ подстанция
successful *adj* /sək'sesfəl/ 1) успешный; удачный 2) удачливый, преуспевающий
suddenly *adv* /sʌdənlɪ/ внезапно, вдруг
sue *v* /sjuː/ выступать в качестве истца, предъявлять иск
suffer *v* /sʌfə/ 1) страдать; испытывать, претерпевать 2) терпеть, сносить
suggestion *n* /sə'dʒestʃən/ совет, предложение
suitable *adj* /'suːtəbəl/ подходящий, соответствующий, годный
sulphuric *adj* /səl'tʃʊərɪk/ серный
sulphuric acid серная кислота
summary /'sʌməri/ 1. *n* краткое изложение, резюме 2. *adj* суммарный, краткий
sunshine *n* /'sʌnʃaɪn/ солнечный свет
superior *adj* /sʊ'ɪəriə/ лучший, превосходный
supermarket *n* /'suːpə'mɑːkɪt/ большой магазин самообслуживания, супермаркет
support /sə'pɔːt/ поддерживать; болеть за кого-л.
surfing *n* /sɜːfɪŋ/ сёрфинг
surprised *adj* /sə'praɪzd/ удивлённый
surprising *adj* /sə'praɪzɪŋ/ неожиданный; удивительный
suspect *n* /sʌspekt/ подозреваемый
suspend *v* /sə'spend/ 1) вешать, подвешивать 2) приостанавливать 3) временно отстранять, исключать
suspicious *adj* /sə'spɪʃəs/ подозрительный, недоверчивый; вызывающий подозрение
swallow *v* /'swɒləʊ/ глотать, проглатывать
swap *v* /swɒp/ обмен
swear /swɛə/ 1. *n* ругательство 2. *v* (*pt* swore, *pp* sworn) браниться
swear word ругательство, бранное слово
sweet /swiːt/ 1. *n* 1) леденец; конфета 2) сладкое (блюдо) 2. *adj* 1) сладкий 2) свежий
sweet water пресная вода
swim *v* /swɪm/ (*pt* swam; *pp* swum) плавать, плыть
swimming pool *n* /'swɪmɪŋ puːl/ плавательный бассейн
swindle *v* /swɪndl/ обманывать, надувать
switch *v* /swɪtʃ/ переключать; включать; выключать
sympathetic *adj* /sɪmpə'θetɪk/ сочувственный; полный сочувствия

sympathise *v* /sɪmpə'θaɪz/ сочувствовать, выражать сочувствие
syndrome *n* /'sɪndrəm/ синдром, совокупность симптомов
system *n* /sɪstəm/ 1) система, устройство 2) сеть (дорог и т. п.)

T t

table *n* /teɪbəl/ стол
table tennis /'teɪbəl ˌtenɪs/ настольный теннис
tabloid *n* /'tæblɔɪd/ таблоид, малоформатная газета с большим количеством иллюстраций
tail *n* /teɪl/ хвост
take *v* /teɪk/ (*pt* took; *pp* taken) 1) брать 2) потреблять; принимать внутрь, глотать 3) пользоваться (транспортом); использовать (средства передвижения)
take part in sth участвовать, принимать участие в чём-л.
take up заняться (спортом)
take place происходить, иметь место
take over завладеть
take notes делать записи
take it easy не принимать близко к сердцу, не волноваться (из-за чего-л.)
talent *n* /'tælənt/ талант
talk show *n* /'tɔːk ʃəʊ/ *AmE* ток-шоу; беседа, интервью (на радио, телевидении)
talkative *adj* /'tɔːkətɪv/ разговорчивый
tap *n* /tæp/ кран (водопроводный, газовый и т. п.)
taste *n* /teɪst/ вкус
tasteful *adj* /'teɪstfəl/ 1) сделанный со вкусом 2) обладающий хорошим вкусом
tasteless *adj* /'teɪstləs/ 1) безвкусный; пресный 2) обладающий плохим вкусом
tasty *adj* /'teɪsti/ вкусный
tax *n* /tæks/ (государственный) налог; пошлина; сбор
tea *n* /tiː/ чай
teacher *n* /'tiːtʃə/ учитель(ница); преподаватель(ница)
techno /'teknəʊ/ техно (музыкальный стиль)
technology *n* /tek'nɒlədʒi/ 1) технология 2) техника
teenager *n* /'tiːneɪdʒə/ подросток
teens *n* /tiːnz/ возраст от 13 до 19 лет (включительно); подростки-возраста от 13 до 19 лет
temperature *n* /'temprətʃə/ температура; степень нагрева
have/run a temperature иметь повышенную температуру
temporary *adj* /'tempərəri/ временный
tennis *n* /'tenɪs/ теннис
tent *n* /tent/ палатка
term *n* /tɜːm/ семестр
terrace *n* /'terəs/ терраса
terraced house *n* /'terəs ˈhaʊs/ *BrE* дом в ряду примыкающих друг к другу домов
terrible *adj* /'terəbəl/ внушающий страх, ужас
terrified *adj* /'terəfaɪd/ испуганный

terrifying *adj* /'terəfaɪn/ ужасающий
test *n* /test/ проверка, тест
text *v* /tekst/ отправлять текстовое сообщение, писать SMS-сообщения
textbook *n* /'tekstbʊk/ учебник, руководство
theatre *n* /'θiətə/ *BrE* 1) театр 2) кинотеатр
theft *n* /θeft/ воровство, кража
then *adv* /ðen/ потом, затем
theory *n* /'θiəri/ теория
therapist *n* /'θerəpɪst/ терапевт
thief *n* /θi:f/ вор
thing *n* /θɪŋ/ вещь, предмет
thought *n* /θɔ:t/ 1) мышление 2) размышление 3) мысль
threat *n* /θret/ угроза
thriller *n* /'θrɪlə/ триллер, остросюжетная книга, пьеса, фильм ужасов
throat *n* /θrəʊt/ горло, гортань, глотка
tick *v* /tɪk/ делать отметку, ставить галочку, отмечать
ticket *n* /'tɪkət/ билет; талон
tidy *v* /'taɪdi/ *BrE* убирать, прибирать, приводить в порядок
time *n* /taɪm/ время
timetable *n* /'taɪm,teɪbəl/ 1) расписание 2) график
tiny *adj* /'taɪni/ очень маленький, малюсенький, крошечный
tired *adj* /'taɪəd/ усталый, утомлённый
tiring *adj* /'taɪəɪŋ/ утомительный, изнурительный
title *n* /'taɪtl/ заглавие, название
toddler *n* /'tɒdlə/ ребёнок, начинающий ходить
toilet *n* /'tɔɪlət/ уборная, туалет
tolerant *adj* /'tɒlərənt/ терпимый
tolerate *v* /'tɒləreɪt/ терпеть, выносить
tollbar *n* /'tɔʊlba:/ застава, шлагбаум, где взимается сбор
tomato *n* /tə'mɑ:təʊ/ помидор, томат
toolbar *n* /'tu:lba:/ панель инструментов (в компьютерной программе)
tooth *n* /tu:θ/ зуб
toothache *n* /'tu:θeɪk/ зубная боль
top /tɒp/ 1. *n* верхушка, вершина 2. *adj* 1) верхний 2) наивысший, максимальный
touch *n* /tʌtʃ/ прикосновение, касание
keep in touch with sb поддерживать контакт, связь с кем-л.
tour *n* /tuə/ путешествие; поездка; турне
toy *n* /tɔɪ/ игрушка, забава
tracksuit *n* /'træksuɪt/ спортивный костюм, состоящий из свободных брюк и куртки
trade *n* /treɪd/ торговля
tradition *n* /trə'dɪʃən/ традиция; старый обычай
traditional *adj* /trə'dɪʃənəl/ традиционный
train /treɪn/ 1. *n* поезд, состав 2. *v* тренировать(ся)
trainers *n* /'treɪnəz/ кроссовки
translator *n* /træns'leɪtə/ переводчик
transport *n* /'trænspɔ:t/ *BrE* транспорт; средства сообщения
trap *n* /træp/ ловушка, капкан

Mind the trap! Осторожно, не сделай ошибку!

travel /'trævel/ 1. *n* путешествие 2. *v* путешествовать, ездить
treaty *n* /'tri:ti/ договор
trendy *adj* /'trendi/ модный, в духе последних модных тенденций
trial *n* /'traɪəl/ судебное разбирательство; судебный процесс
trip *n* /trɪp/ путешествие; поездка, экскурсия
trivial *adj* /'trɪvɪəl/ незначительный, мелкий, пустой
tropical *adj* /'trɒpɪkəl/ тропический
true *adj* /tru:/ верный, правильный
come true сбываться
trunk *n* /trʌŋk/ туловище, тело (человека или животного); ствол
trust /trʌst/ 1. *n* доверие, вера 2. *v* доверять(ся); полагаться
truthful *adj* /'tru:θfəl/ 1) правдивый 2) верный, правильный
try *v* /traɪ/ пытаться, стараться
tsunami *n* /tsu'nɑ:mɪ/ цунами
tuna *n* /'tju:nə/ тунец
tundra *n* /'tʌndrə/ тундра
turkey *n* /'tɜ:kɪ/ индюк; индейка
turn *v* /tɜ:n/ 1) вращать(ся), вертеть(ся) 2) поворачивать(ся)
turn back повернуть назад
turn down отвергать (предложение и т. п.)
turn off закрывать (кран); выключать (свет)
turn out 1) тушить (свет) 2) оказываться
turn to приниматься за
turn up приходить, приезжать
tutor *n* /'tju:tə/ домашний учитель; репетитор
TV *n* /ti:'vi:/ телевидение
typical *adj* /'tɪpɪkəl/ типичный
typically *adv* /'tɪpɪkəl/ типично, обычно

U u

ugly *adj* /'ʌɡli/ уродливый, безобразный
unambitious *adj* /ʌnæm'bɪʃəs/ нечестолюбивый
unassisted *adj* /ʌnə'sɪstɪd/ (действующий) без (посторонней) помощи
unbearable *adj* /ʌn'beərəbəl/ невыносимый
unbelievable *adj* /ʌn'bɪli:vəbəl/ 1) невероятный 2) неимоверный
unchanged *adj* /ʌn'tʃeɪndʒd/ неизменившийся, оставшийся прежним
uncomfortable *adj* /ʌn'kʌmfətəbəl/ 1) неудобный 2) испытывающий неудобство, стеснённый
under *prep* /ʌndə/ под, ниже
be under arrest быть под арестом
underline *v* /ʌndə'laɪn/ подчёркивать
understand *v* /ʌndə'stænd/ (*pt, pp* understood) понимать
undone *adj* /ʌn'dʌn/ 1) неслеланный; незаконченный 2) расстегнутый, развязанный
unemployed *adj* /ʌnɪm'plɔɪd/ безработный
unfair *adj* /ʌn'feə/ несправедливый
unforgettable *adj* /ʌn'fɒrɡetəbəl/ незабываемый; незабвенный

unfortunately *adv* /ʌn'fɔ:ʃənətlɪ/ к сожалению
unhappy *adj* /ʌn'hæpɪ/ несчастливый; несчастный
unhealthy *adj* /ʌn'helθɪ/ болезненный; больной
unhelpful *adj* /ʌn'hɛlpfəl/ бесполезный
uniform *n* /'ju:nɪfɔ:m/ форменная одежда, форма
union *n* /'ju:niən/ союз, объединение
unique *adj* /ju:'ni:k/ единственный в своём роде; уникальный
united *adj* /ju:'naɪtɪd/ объединённый, соединённый
university *n* /ju:nɪ'vɜ:səti/ университет
unkind *adj* /ʌn'kaɪnd/ злой, недобрый
unless *conj* /ən'les/ если не; пока не
unlikely *adj* /ʌn'laɪklɪ/ неправдоподобный, невероятный, маловероятный
unlucky *adj* /ʌn'lʌklɪ/ неудачный
unpack *v* /ʌn'pæk/ распаковать
unpleasant *adj* /ʌn'plezənt/ неприятный, отталкивающий
unpopular *adj* /ʌn'pɒpjələ/ непопулярный, не пользующийся любовью
unusual *adj* /ʌn'ju:ʒʊəl/ необыкновенный; необычный, странный; редкий
upbringing *n* /'ʌpbɪŋɪŋ/ воспитание
upstairs *adv* /ʌp'steɪz/ вверх; наверху, на верхнем этаже
urban *adj* /'z:bən/ городской
use 1. *n* /ju:s/ употребление; применение
 2. *v* /ju:z/ употреблять, пользоваться, применять
useful *adj* /'ju:sfəl/ полезный, пригодный
useless *adj* /'ju:sləs/ бесполезный; непригодный

V v

vacancy *n* /'veɪkənsɪ/ вакансия, свободное место
vacuum cleaner *n* /'vækju:əm klɪ:nə/ пылесос
vain *adj* /veɪn/ тщеславный, полный самомнения
Valentine's Day *n* /'væləntaɪnz deɪ/ День святого Валентина
valuable *adj* /'væljuəbəl/ ценный, дорогой
value *n* /'vælju:/ ценность
vandal *n* /'vændl/ вандал, варвар
vandalise *v* /'vændəlaɪz/ 1) бесчинствовать, хулиганить 2) варварски относиться к произведениям искусства, разрушать
vandalism *n* /'vændəlaɪzəm/ вандализм, варварство
vast *adj* /vɑ:st/ обширный, громадный
vegan *n* /'vi:gən/ строгий вегетарианец, веган
vegetable *n* /'vedʒtəbəl/ овощ
vegetarian *n* /'vedʒə'teəriən/ вегетарианец
vehicle *n* /'vi:kl/ транспортное средство, используемое для передвижения по земле, обычно имеющее двигатель, мотор (автомобиль, автобус и т. д.)
version *n* /'vɜ:ʒən/ версия; вариант
vet *n* /vet/ ветеринарный врач
vibrate *v* /vaɪ'bret/ вибрировать, дрожать
victim *n* /'vɪktɪm/ жертва

video *n* /'vɪdɪəʊ/ 1) видео 2) телевидение 3) изображение 4) видеоманитофон
video-conferencing *n* /'vɪdɪəʊ,kɒnfə'reɪsɪŋ/ видеоконференц-связь
Vietnamese /'vi:etnə'mi:z/ 1. *n* вьетнамец, вьетнамец 2. *adj* вьетнамский
viewer *n* /'vi:jə:/ зритель, телезритель
villa *n* /'vɪlə/ вилла
violence *n* /'vaɪələns/ 1) сила, стремительность 2) жестокость, насилие
violent *adj* /'vaɪələnt/ неистовый; яростный
violin *n* /'vaɪələ'n/ скрипка
virtual reality *n* /'vɜ:ʒʊəl rɪ'ælɪti/ виртуальная реальность
virus *n* /'vaɪərəs/ вирус
visa *n* /'vɪzə/ виза
vision *n* /'vɪʒən/ видение, мечта
visit *v* /'vɪzɪt/ навещать; посещать
volcano *n* /'vɒl'keɪnəʊ/ вулкан
volleyball *n* /'vɒlibɔ:l/ волейбол
volume *n* /'vɒljʊ:m/ объём; количество
volunteer *n* /'vɒləntɪə/ доброволец, волонтер
vote *v* /vəʊt/ голосовать

W w

waiter *n* /'weɪtə/ официант
waitress *n* /'weɪtrəs/ официантка
wake *v* /weɪk/ (*pt* woke; *pp* woken) 1) просыпаться 2) будить
walk *v* /wɔ:k/ 1) ходить, идти 2) идти пешком
walk away 1) уходить 2) обходить (кого-л.)
walking *n* /'wɔ:kɪŋ/ ходьба
walking boots *n* /'wɔ:kɪŋ bu:ts/ ботинки для ходьбы
wall *n* /wɔ:l/ стена
wallet *n* /'wɒlɪt/ бумажник
want *v* /wɒnt/ хотеть, желать
war *n* /wɔ:/ война
wardrobe *n* /'wɔ:drəʊb/ гардероб, шкаф
wargame *n* /'wɔ:geɪm/ военная игра, игра в войну
warm *adj* /wɔ:m/ тёплый; согретый, подогретый
warn *v* /wɔ:n/ предупреждать, предостерегать
washing machine *n* /'wɒʃɪŋ mə:ʃɪ:n/ стиральная машина
waste /weɪst/ 1. *n* излишняя трата 2. *v* расточать, терять, тратить впустую
watch *v* /wɒtʃ/ наблюдать, следить; смотреть
water /'wɔ:tə/ 1. *n* вода 2. *v* 1) мочить, смачивать 2) поливать, орошать
waterproof *adj* /'wɔ:təpru:f/ водонепроницаемый, непромокаемый
wave *n* /weɪv/ волна; вал
wear *v* /weə/ (*pt* wore; *pp* worn) быть одетым (во что-л.), носить (одежду и т. п.)
weather *n* /'weðə/ погода
website *n* /'web,sat/ сайт в Интернете
wedding *n* /'wedɪŋ/ свадьба; венчание, бракосочетание; женитьба
wedding ring *n* /'wedɪŋ rɪŋ/ обручальное кольцо
weekly *adj* /'wi:kli/ еженедельный; недельный
weight *n* /weɪt/ вес; масса

weight training *n* /'weɪt ˌtraɪnɪŋ/ силовая гимнастика
well *adv* /wel/ 1) хорошо 2) как следует; хорошо; основательно
western *n* /'westən/ *AmE* вестерн, ковбойский фильм
wet *adj* /wet/ мокрый, влажный
what *pron* /wɒt/ какой, что, сколько
wheel *n* /wi:l/ колесо
wheelchair *n* /'wi:lʃeə/ инвалидное кресло (на колёсах)
whimper /'wɪmpə/ 1. *n* хныканье 2. *v* хныкать
whine *v* /waɪn/ жаловаться, хныкать, ныть
whistle *n* /'wɪsəl/ свист
white meat *n* /waɪt 'mi:t/ белое мясо
whole *adj* /həʊl/ целый, весь
wide *adj* /waɪd/ широкий
wig *n* /wɪɡ/ парик
wild *adj* /waɪld/ дикий
wildlife *n* /'waɪldlaɪf/ живая природа, дикая природа
win *v* /wɪn/ (*pt, pp won*) выиграть; победить, одержать победу
window *n* /'wɪndəʊ/ 1) окно 2) витрина
wine *n* /waɪn/ вино
wipe *v* /waɪp/ вытирать, протирать
wipe out уничтожить (противника и т. п.)
wise *adj* /waɪz/ мудрый; благоразумный
wish *v* /wɪʃ/ желать, хотеть; высказать пожелания
witness /'wɪtnəs/ 1. *n* 1) очевидец 2) свидетель 3) доказательство, свидетельство

2. *v* быть свидетелем (чего-л.); видеть
work /wɜ:k/ 1. *n* 1) работа; труд; дело 2) произведение, сочинение 2. *v* работать, заниматься

work out разрабатывать, решать
working *adj* /'wɜ:kɪŋ/ работающий, рабочий
working conditions условия труда

world /wɜ:ld/ 1. *n* мир, вселенная 2. *adj* мировой, всемирный

worm *n* /wɜ:m/ червяк

worried *adj* /'wɒrɪd/ обеспокоенный, встревоженный

worth *adj* /wɜ:θ/ 1) стоящий 2) заслуживающий чего-л. 3) достойный (чего-л.)

write *v* /raɪt/ (*pt wrote; pp written*) 1) писать 2) сочинять

write sth down записывать

writer *n* /'raɪtə/ писатель; автор

wrong *adj* /rɒŋ/ неправильный, ошибочный

Y y

yet *adv* /jet/ 1) ещё, всё ещё 2) уже

yoga *n* /'jəʊgə/ йога

yoghurt *n* /'jɒgət/ йогурт

youth *n* /ju:θ/ молодёжь

youth hostel *n* /'ju:θ ˌhɒstəl/ 1) общежитие 2) молодёжная турбаза

Z z

zebra *n* /'zebrə/ зебра

zoology *n* /zəʊ'blɒdʒi/ зоология

Geographical names

Условные обозначения

- n* — имя существительное
г. — город
о. — остров
о-ва — острова
оз. — озеро
р. — река

America *n* /ə'merikə/ Америка
Amsterdam *n* /'æmstədəm/ *г.* Амстердам
Antarctic *n* /æn'tɑ:k'tɪk/ Антарктика
Arctic *n* /'ɑ:k'tɪk/ Арктика
Asia *n* /'eɪʃə/ Азия
Balearics *n* /'bæli'ærɪks/ *о-ва* Балеарские
Baltimore *n* /'bɔ:lɪtmɔ:/ *г.* Балтимор
Belgium *n* /'beldʒəm/ Бельгия
Berlin *n* /'bɜ:lɪn/ *г.* Берлин
Birmingham *n* /'bɜ:zmɪŋəm/ *г.* Бирмингем
Bordeaux *n* /'bɔ:'dɔ:z/ *г.* Бордо
Bristol *n* /'brɪstəl/ *г.* Бристоль
Bruges *n* /'bru:ʒ/ *г.* Брюгге
Brussels *n* /'brʌsəlz/ *г.* Брюссель
Budapest *n* /'bjʊ:də'pest/ *г.* Будапешт
Canada *n* /'kænədə/ Канада
Cardiff *n* /'kɑ:dɪf/ *г.* Кардифф
Chartres *n* /'ʃɑ:trə/ *г.* Шартр
Chelmsford *n* /'tʃelmsfəd/ *г.* Челмсфорд
China *n* /'tʃaɪnə/ Китай
Copenhagen *n* /'kɔ:pən'heɪdən/ *г.* Копенгаген
Corsica *n* /'kɔ:sɪkə/ *о.* Корсика
Cracow *n* /'krækəʊ/ *г.* Краков
Denmark *n* /'denmɑ:k/ Дания
Dublin *n* /'dʌblɪn/ *г.* Дублин
Egypt *n* /'i:ʃɪpt/ Египет
England *n* /'ɪŋɡlənd/ Англия
Estonia *n* /'estəniə/ Эстония
Glasgow *n* /'glɑ:zɡəʊ/ *г.* Глазго
Great Britain *n* /'ɡreɪt 'brɪtɪn/ Великобритания
Holland *n* /'hɒlənd/ Голландия
Invergordon *n* /'ɪnvə'ɡɔ:dən/ *г.* Инвергордон
Inverness *n* /'ɪnvə'nes/ *г.* Инвернесс
Ireland *n* /'aɪələnd/ Ирландия
Kazan *n* /kə'zæn/ *г.* Казань
Kingston *n* /'kɪŋstən/ *г.* Кингстон
Latvia *n* /'lætviə/ Латвия
Lithuania *n* /liθju'eɪniə/ Литва
Liverpool *n* /'lɪvəpʊl/ *г.* Ливерпуль
Loch Ness *n* /lɒk nes/ *оз.* Лох-Несс
Los Angeles *n* /lɒs 'ændʒələz/ *г.* Лос-Анджелес
Luxembourg *n* /'lʌksəmbɜ:g/ Люксембург
Malta *n* /'mɔ:ltə/ Мальта
Manchester *n* /'mæntɪʃtə/ *г.* Манчестер
Massachusetts *n* /'mæsə'tʃʊ:sɪts/ *штат* Массачусетс
Netherlands (the) *n* /'nedələndz/ Нидерланды
Neva *n* /'neɪvə/ *р.* Нева

New Mexico *n* /nju: 'meksɪkəs/ *штат* Нью-Мексико
New Orleans *n* /nju: 'ɔ:lɪənz/ *г.* Новый Орлеан
North Pole *n* /'nɔ:θ 'pəʊl/ Северный полюс
Northern Ireland *n* /'nɔ:ðən 'aɪələnd/ Северная Ирландия
Norway *n* /'nɔ:weɪ/ Норвегия
Nottingham *n* /'nɒtɪŋəm/ *г.* Ноттингем
Oder *n* /'ɔ:də/ *р.* Одер
Ohio *n* /əʊ'haiəʊ/ *штат* Огайо
Pojoaque *n* /pə'wɑ:kɪ/ Поуаке (*обособленная территория в штате Нью-Мексико*)
Poland *n* /'pəʊlənd/ Польша
Pompeii *n* /pɒm'peɪ/ *г.* Помпеи
Prague *n* /'prɑ:g/ *г.* Прага
Republic of Tatarstan *n* /p'rɒblik əv 'tɑ:tə'stɑ:n/ Республика Татарстан
Rome *n* /rəʊm/ *г.* Рим
Sardinia *n* /sɑ:'dɪniə/ *о.* Сардиния
Scandinavia *n* /skændɪ'neɪviə/ Скандинавия
Scotland *n* /'skɒtlənd/ Шотландия
Sicily *n* /'sɪsəlɪ/ *о.* Сицилия
Slovakia *n* /sləʊ'vækiə/ Словакия
Slovenia *n* /sləʊ'veɪniə/ Словения
Sochi *n* /'sɔ:ʃɪ/ *г.* Сочи
Somalia *n* /sə'mɑ:lɪə/ Сомали
South Pole *n* /saʊθ 'pəʊl/ Южный полюс
Soviet Union *n* /'səʊviət 'ju:niən/ Советский Союз
St Petersburg *n* /sənt 'pitəzɜ:z/ *г.* Санкт-Петербург
Strasbourg *n* /'stræzɜ:z/ *г.* Страсбург
Switzerland *n* /'swɪtsələnd/ Швейцария
Tartu *n* /'tɑ:tʊ/ *г.* Тарту
Thames *n* /temz/ *р.* Темза
Trent *n* /trent/ *р.* Трент
Turkey *n* /'tɜ:ki/ Турция
Tver *n* /tver/ *г.* Тверь
Tweed *n* /twid/ *р.* Твид
Ulster County *n* /'ʌlstə 'kaʊntɪ/ Олстер (*округ штата Нью-Йорк*)
USSR *n* /,ju: es es 'ɑ:/ СССР
Vancouver *n* /væn'ku:və/ *г.* Ванкувер
Vienna *n* /vi'eɪnə/ *г.* Вена
Vietnam *n* /vi:et'næm/ Вьетнам
Vistula *n* /'vɪstʃʊlə/ *р.* Висла
Wales *n* /weɪlz/ Уэльс
Warsaw *n* /'wɔ:sɔ:/ *г.* Варшава

Irregular verbs

Verb	Past Simple	Participle II
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent

Verb	Past Simple	Participle II
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
misunderstand	misunderstood	misunderstood
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelled/spelt	spelled/spelt
spend	spent	spent
split	split	split
stand	stood	stood
steal	stole	stolen
swear	swore	sworn
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Pronunciation table

CONSONANTS

Symbol	Key word	Other common spellings
/p/	park	happy
/b/	bath	rubbish
/t/	tie	butter walked
/d/	die	teddy bear
/k/	cat	key school check
/g/	give	ghost bigger
/ʃ/	chair	match natural
/dʒ/	jeans	age gadget soldier
/f/	face	coffee phone laugh
/v/	visit	of
/θ/	throw	
/ð/	they	
/s/	sell	cinema listen psychology scenery message
/z/	zoo	nose buzz
/ʃ/	shop	sure ambition
/ʒ/	measure	revision
/h/	hot	who
/m/	map	summer
/n/	not	know sunny
/ŋ/	sing	think
/l/	lot	ball
/r/	road	sorry write
/j/	yellow	usually Europe beautiful new
/w/	warm	one whale quick

VOWELS

Symbol	Key word	Other common spellings
Long and short vowels		
/i:/	feet	niece read these key receipt police
/ɪ/	fit	gym guitar pretty spaghetti married
/e/	bed	any bread friend
/æ/	bad	
/ɑ:/	bath	art half aunt heart
/ɒ/	bottle	watch
/ɔ:/	bought	sport your daughter small draw war floor
/ʊ/	put	book could
/u:/	boot	rude blue fruit move shoe group flew
/ʌ/	but	some cousin
/ɜ:/	bird	serve early turn
/ə/	brother	the about actor colour
Diphthongs (two vowel sounds pronounced as one)		
/eɪ/	grey	lake wait play eight break
/əʊ/	gold	show coat
/aɪ/	by	like die high height eyes buy
/aʊ/	brown	about
/ɔɪ/	boy	noisy
/ɪə/	hear	here beer
/eə/	hair	there their square teddy bear
/ʊə/	sure	poor tour
Triphthongs (three vowel sounds pronounced as one)		
/eɪə/	player	
/əʊə/	lower	
/aɪə/	tired	
/aʊə/	flower	

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