

# English

## АНГЛИЙСКИЙ ЯЗЫК

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# UNIT 1

## PERSONALITY

### LESSON 1

### Pessimist or Optimist?



#### PRONUNCIATION



1. a) Listen to the poem. What kind of person is its author?

b) Do you know all the words in the boxes? Check their meaning with your classmate, teacher or dictionary. Match the words from the two boxes.

Example: *to do — work*

to do to eat to wear to cut  
to breathe to have to comb  
to throw to live to sleep to cry  
to bury to sing to go to come

food clothes air wood  
out work hair songs  
back in bed dead tears  
doubts here away

c) Listen and check yourselves.

d) Take it in turns with your partner to match the phrases from ex. 1a with “nothing ... but” or “nowhere ... but”. Mind the pronunciation of “nothing” and “nowhere”.

Example: *Nothing to do but work.*

e) Are you a pessimist or an optimist? Find out about your partner. Report your findings to the group.

selfish —  
thinking only  
of themselves



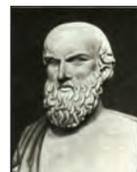
#### LISTENING

2. a) Divide the adjectives in the box into positive and negative.

pleasant, competitive, naughty, ugly, cheerful, frank,  
terrible, calm, bossy, boring, selfish, hospitable, hard-working,  
noisy, proud, too talkative, friendly, helpful, lazy, quiet,  
impolite, impatient, unfriendly, faithful, dishonest, sociable,  
attractive, unpleasant, honest, confident, polite, changeable,  
patient, wonderful

b) “Pessimistic” and “optimistic” make a pair of opposites. Find as many pairs of opposites in the two groups as you can.

Example: *attractive* — *ugly*



3. a) Listen to the story. Choose the best moral for it. Explain your choice.

- Ask no questions and you will be told no lies.
- The things look the way we look at them.
- Better to do well than to say well.
- Every family has a black sheep.
- It takes all sorts to make the world.

**Moral** — the message of a story which you understand from it about how you should or should not behave.

b) Which is the right way to behave? Which of the two strangers would you like to have for a friend or a neighbour?

c) Play the memory game: retell the story as a group. Take it in turns to say one sentence each. Use your notes for ex. 2 for help.



## VOCABULARY

im-, il-, un-, in-, ir-

4. a) Find examples of adjectives in ex. 2 in which prefixes create a negative meaning. Check with your partner.

b) Work in pairs. Use the prefixes in the box to make the following adjectives negative. Check with a dictionary.

c) Match the negative adjectives with the nouns below.

food friends explanation answer  
clothes story person business  
verbs situation husband

possible  
believable  
sociable  
formal  
separable  
legal  
correct  
regular  
healthy  
faithful  
logical



## SPEAKING

5. a) Work with your partner. Describe

- ✓ the people of your town / city / village
- ✓ your family member
- ✓ your friend
- ✓ your neighbour
- ✓ yourself

b) Compare with your classmate’s description.

selfish to behave

## LESSON 2

# What Do Your Stars Say?



### VOCABULARY

1. a) Read the description of people in Chinese Zodiac. Fill in the missing letters. Compare with your partner.

YEAR	DESCRIPTION OF BEHAVIOUR	GOOD / BAD QUALITY
 RAT	is ready to share money, help, kindness, more than is usual; is good at producing ideas or things that are unusual or clever	genero_s ima_inative
	first does and then thinks; likes telling people what to do	h_t-headed bos_y
 OX	is certain about what he / she does; is always ready to protect you from danger	c_nfident prot_ctive
	gets unhappy and angry because someone has something he / she wants; gives too much attention to formal rules and small details	jealo_s pedan_ic
 TIGER	produces a lot of original and unusual ideas; understands what other people need, is helpful and kind to them	creativ_ sensit_ve
	does what he / she wants and will not do anything else; often has strong feelings and expresses them	stubbor_ too em_tional
 RABBIT	is enjoyable, attractive and easy to like; is peaceful, quiet, not noisy	ple_sant ca_m
	it's difficult for him / her to make a choice; behaves like the weather in April, very often changes his / her opinion, etc.	i_decisive chang_able
 DRAGON	is full of energy; very active; shows no fear of dangerous or difficult things	en_rgetic b_ave
	feels better and more important than other people; always tries to do or be better than someone else, wants only to win	pro_d comp_titive

YEAR	DESCRIPTION OF BEHAVIOUR	GOOD / BAD QUALITY
 SNAKE	is a quiet, deep thinker; does not laugh a lot; can understand something without thinking about it, only with the help of his / her intuition	seri_us int_itive
	is not ready to share money, help, kindness; does not want to change the situation, lets other people be in control	not very _enerous pas_ive
 HORSE	does a lot of work; doesn't like to be controlled by other people	ha_d-wo_king i_dependent
	is egoistical, only thinks about himself / herself; is not very honest, can cheat on you	s_lfish dis_onest
 SHEEP	is pleasant, well-liked by people; is able to wait and continue to do something, even despite difficulties	cha_ming patien_
	is nervous and uncomfortable with other people; thinks bad things are more likely to happen	sh_ pes_imistic
 MONKEY	can learn and understand things very quickly and easily; likes to spend time with other people	cl_ver sociabl_
	shows dislike, not friendly; always behaves badly, never does what he / she has been asked or ordered to do	unfr__ndly naug_ty
 ROOSTER	can decide quickly and positively, with a clear result; can understand and learn and make judgments or have opinions that are based on reason	de_isive inte_ligent
	can't wait at all; is unpleasantly loud, makes too much noise	i_patient nois_
 DOG	you can have confidence in him / her, depend on him / her; is unchangeable in his / her friendship	depen_able faith_ul
	can't stop being angry with you; is not polite; rude	u_forgiving i_polite
 PIG	always tells the truth; is truthful, even when this might make other people uncomfortable	_onest f_ank
	believes that things can be better; makes negative judgments about other people	idealisti_ critica_



b) Listen, check and repeat the adjectives after the speaker.

2. Read the description of your year carefully. Do you agree with it? Does your partner agree with his / her description? Are you very different from each other? In what way?

3. a) Put the personality adjectives into three groups: familiar, unfamiliar and unfamiliar, but easy to understand.

dependable  
independent

b) Put them into different groups according to their form.

c) Use the card the teacher has given you to interview your partner. Report the results to the class.

4. a) Read the descriptions for the years of the Ox and Tiger made by professional astrologers. Are the negative opinions expressed very categorically? What other words can help you to make your opinion less categorical?

**OX:** *You are very confident, but you can be jealous at times.*

**TIGER:** *You are creative and sensitive, but you tend to be too emotional.*

b) What words or phrases are used to soften the negative opinion?



## WRITING

5. Work in pairs. Write the descriptions for the other years. Make the negative opinions less categorical. Check with the class.

dependable    stubborn    (in)decisive    jealous    unforgiving  
generous    sensitive    intelligent    creative    to tend

## LESSON 3

# A Cool Breeze over the Mountains



### LISTENING

#### 1. Answer the questions.

- If a person was born in the year of the Dragon, what qualities should this person have?
- Can you name the actor who starred in *Matrix* as Neo? What do you know about him?

#### 2. Read the beginning and the ending of an interview with Keanu Reeves. Are there any facts there that surprise you?

Now we're going to talk with an actor who decided not to accept a \$12 million offer for *Speed 2* to do Shakespeare in a small Canadian theatre. He is famously generous with his money: he buys gifts for his movies' backstage workers and donates money to charity. A Buddhist and a pacifist, he's against war on principle, and chose not to play in several films because the part seemed too violent. He also gave back \$38 million of his *Matrix* money to pay for some of the special effects.



That was Keanu Reeves, the man chosen as one of the 50 most beautiful people in the world by "People" magazine; the actor who starred in *Matrix*, a film that has become a cult classic. The world is divided into two categories: those who enjoy his work and those who can't stand him. While it's true that he hasn't yet joined the same league as Al Pacino and Jack Nicholson, he is comfortable in both independent personal dramas and loud blockbusters. He personifies a new action hero, and there's no denying that Keanu Reeves will be remembered as one of the most popular movie stars ever.

- 🎧 3. a) Listen to the interview with Keanu Reeves. Check if the horoscope is right.

**b) Match the words with the definitions.**

1. quality

a) the physical or mental power or skill needed to do something

2. secretive

b) intelligent, or able to think quickly or cleverly in difficult situations

3. self-critical

c) to interest or attract someone

4. unemotional

d) a characteristic of someone or something

5. dumb

e) ready to give negative judgments about themselves

6. ability

f) calm and controlled, not expressing strong feelings

7. be unable

g) foolish or unwise; making people angry, especially of repeated situations

8. to appeal to someone

h) not to have the physical or mental power, skill, time, money, etc. needed

9. smart

i) hiding their feelings and thoughts from other people

10. silent type

j) a type of person, usually a man, who says very little

**c) Listen to the interview again. Answer the questions.**



Born September 2,  
1964

- Keanu Reeves is secretive, self-critical, unemotional, sensitive and generous. What facts from the interview tell us about that?
- What is Keanu Reeves unable to do? Is he smart?
- What special ability does he have?
- What quality of Keanu Reeves appeals both to women and men?
- What other qualities does Keanu Reeves have? What about his film characters? What quality appeals to you most in Keanu Reeves?



## GRAMMAR

## 4. Read the sentences from the interview. Whose wishes are they?

I wish it was easy to pronounce!

If only I could be more emotional.

I wish you would not ask me about that.

I wish I were a more intelligent person.

I wish he would appear in movies with more martial arts and less dialogue.

I wish I were smarter.

**I wish I was / were...**

**I wish I could...**

**I wish I would...**

**I wish he would...**

**Which of the examples express regrets?**

**Do these regrets refer to the past or to the present?**

**Which examples tell us about what we would like people (not) to do?**

**Which of the sentences sound critical?**

**Which sentence sounds more emotional than the others?**

**What verb forms are used after “I wish” and “If only” in each case?**

## 5. Write about your wishes.

*I wish I was / were more / less...*

*If only I could be...*

*I wish (somebody) would...*



## SPEAKING

## 6. Interview your partner.

- ✓ What is your best quality? What is the worst one?
- ✓ Which of your qualities do you think appeals to people most?
- ✓ What special things are you able to do?
- ✓ What people appeal to you most?

quality  
smart

secretive  
ability

self-critical  
to be unable

unemotional  
to appeal

dumb  
silent type



## READING

1. a) Which of the definitions of the word “character” corresponds to the word “персонаж”, which — “тип”, which — “характер” and which — “личность”?

b) “Weird” means “very strange and unusual, unexpected or not natural”. Can you give any examples of weird characters in films or cartoons?

**Character** — someone whose behaviour is interesting or amusing.

**Character** — a person represented in a film, play or story.

**Character** — a person, especially when you are describing a particular quality that they have.

**Character** — the particular combination of qualities in a person that makes them different from others.

2. Read the introduction to a magazine article on a notorious (famous for something bad) cartoon. Have you seen any of the cartoons mentioned in the article? Have you heard about them?

First there came *The Simpsons*. Then came *Beavis and Butthead* and *King of the Hill*. Now *South Park* has become the world’s cult animation show. *South Park*, which has been called the most offensive (unpleasant) and outrageous (scandalous) television show ever made, tells the story of four eight-year-old third-grade students who live in a small town in Colorado, a place where strange things happen. The black humour with bad language has led to the show being labelled as ‘adult humour’ but many of its biggest fans are children. *South Park* is made by Trey Parker and Matt Stone, who are making fun of American pop-culture. Many



of Hollywood’s top names wanted to be involved, including George Clooney. The *South Park* merchandise — especially T-shirts with the words “Oh, my God! They killed Kenny!” — is extremely popular. In case you are wondering, there is a real *South Park* in Colorado. It has one of the highest number of UFO sightings in the world!

**3. a) Read the character descriptions in the boxes. Match them with the characters in the picture.**

**Stan**, the “normal” one, is the leader of the gang and the good kid of the group. He’s independent, outgoing and he’s the most confident of the group, but he’s shy with girls. He wears a blue hat with a red pom-pom.

**Cartman** is the spoiled one. He’s stupid selfish, dishonest, competitive, impatient, jealous, stubborn, insensitive and unforgiving. Wow! He’s very big-headed, too. When he gets angry, he starts eating his favourite snack called Cheesy Puffs. His mother calls him Eric and he’s the butt of everyone’s jokes.

**Kyle** (Broslofski) wears a green hat with earflaps. He’s Stan’s best friend, he also has a pet elephant. He’s smart: he’s the brains of the group. Kyle is honest and kind, but sometimes he’s a terrible bully to his little brother. The character is actually based on cocreator Matt Stone.

**Kenny** is the poor “quiet” one. His face is always hidden inside his anorak hood and he always mumbles. He has had a difficult childhood and he dies in horrific circumstances almost in every episode. The most famous line from the cartoon is: “Oh, my God! They killed Kenny!”

Other characters include Chef, a large, lovable soul-singing school cafeteria cook, and Mrs. Garrison, the boys’ teacher who wears a hand puppet called Mr. Hat. Weird sense of humour!

**b) Find the words and phrases that mean**

- a group of young men who spend time together and cause trouble (Stan),
- friendly, energetic, sociable (Stan),
- the smartest in the group (Kyle),
- behaving as they want; impolite, not attentive to other people, because their parents have given them too much attention (Cartman),
- not intelligent (Cartman),
- thinking that they are cleverer or more important than they are (Cartman),

**UK: spoil —  
US: spoiled**

**UK: humour —  
US: humor**

character    spoilt    big-headed    outgoing    lovable  
                 butt    weird    sense of humour

- a person who is joked about or laughed at (Cartman),
- speaks unclearly (Kenny),
- attractive and charming (other characters),
- ability to see things as amusing (other characters).

**4. Work in pairs. Ask and answer the questions.**

- a) Which character is the weirdest?
- b) Which character do you think appeals to everyone?
- c) Which character would you like to sound?
- d) Do you think you're spoilt or big-headed?
- e) Do you have a sense of humour?
- f) How do you behave when you get angry?
- g) Who is the brains of your class?
- h) Would you like to be the butt of everyone's jokes?



**WRITING**

5. a) Write a short description of your favourite book, film or cartoon character. Keep the name secret.
- b) Read out your description. Let your classmates guess. Prepare to give a tip or two if it gets too difficult for them.

*She's a hard-working and dependable, kind and honest, forgiving and undemanding, generous and creative, smart and outgoing character. She's very lovable and kind to her spoilt insensitive step-sisters and weird stepmother, though she's always the butt of their jokes. Even when she becomes a princess, she doesn't get big-headed and doesn't lose her sense of humour.*



## LISTENING

### 1. Guess what job it is.

For this job you have to be creative, hard-working, sociable, confident, smart, emotional, self-critical, patient and decisive. You should be able to work in a team but you will have to be bossy at times.

### 2. a) Listen to the mini-interviews with three women. Choose the answers to the questions below.

- ✓ What are their jobs?
- ✓ What questions did they answer?



- Film director
- Fitness instructor
- Vet
- Archaeologist
- Zookeeper
- Carpenter
- Pilot
- Designer
- Boat captain
- Programmer
- Scientist
- Teacher
- Musician
- Doctor

- What personality traits do you need for your job?
- What special abilities are necessary in your job?
- What education should you have for your job?
- What training does your job require?
- What are you responsible for?
- What's the best thing about your job?
- What's the worst thing about your job?
- What's your secret wish?

### b) Listen again. Take notes. What personality traits and special abilities do they need in their jobs? What appeals to them most in their jobs?

3. a) Complete the sentences below. Use the active vocabulary box for help, if necessary. One word is used twice.

A. A zookeeper's job r\_\_\_ someone who is d\_\_\_ to animal care.

to require ≈ to need

B. A zookeeper should be r\_\_\_, dependable and c\_\_\_ of the safety of animals.

trait ≈ quality

C. You n\_\_\_ a love of animals for a zookeeper's job.

personality ≈ character

D. A sense of humour is n\_\_\_ for a zookeeper, too.

E. A captain must be c\_\_\_ and k\_\_\_.

F. It's n\_\_\_ to be a risk-taker in a captain's job.

G. To be a good musician you need to be d\_\_\_, hard-working, thirsty for knowledge and ready for change.

b) One of the statements in ex. 3a is false. In pairs decide which one. Listen and check yourselves.



## GRAMMAR

4. a) Match the women and their wishes.



Dale, river captain



Midori, violinist



Nicki, zookeeper

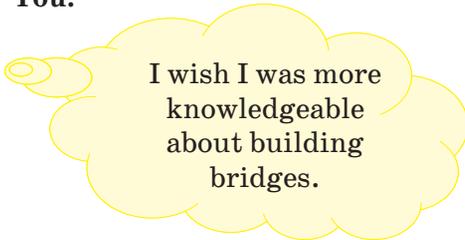
A. I wish I could play modern music more often.

B. I wish I was more knowledgeable about animal health.

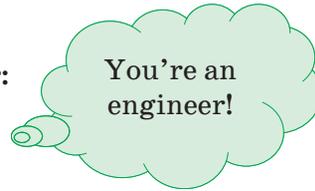
C. I wish people would become more safety-conscious.

b) Write wishes for people of other jobs. Keep the name of the job secret. Let your classmates guess.

You:



Your partner:



## WRITING

5. a) On a sheet of paper write about your dream job.

What personality traits and special abilities do you need for it?

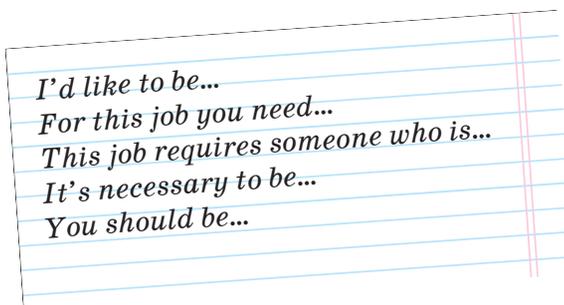
What appeals to you most in this job?

Write about a wish connected with your dream job.

b) Hang up your papers around the classroom.

Read the dream job descriptions.

Do they have anything in common?



disciplined    dedicated    responsible    to require    personality  
careful    to need    trait    necessary    conscious    knowledgeable

# LESSON 6

# Too Good to Be True



## PRONUNCIATION

1. What two adjectives do the pictures illustrate? How many other personality adjectives have you come across so far? Make a list.

2. a) Match the adjectives in the box with the stress patterns.

■		□ ■ □
■ □	competitive talkative calm imaginative impatient noisy impolite indecisive polite hospitable unemotional	□ ■ □ □
□ ■		□ □ ■ □
■ □ □		■ □ □ □
□ □ ■		□ ■ □ □ □
□ □ ■		□ □ ■ □ □



b) Add more adjectives from your list to illustrate each pattern.



c) Listen and repeat after the speaker.



## VOCABULARY

3. a) Are all the personality qualities in your list either good or bad? Find those which are neutral.

b) Study the dictionary diagram for the word “good”. Find equivalents to the collocations in your language. Use the collocations to rephrase the sentences below.

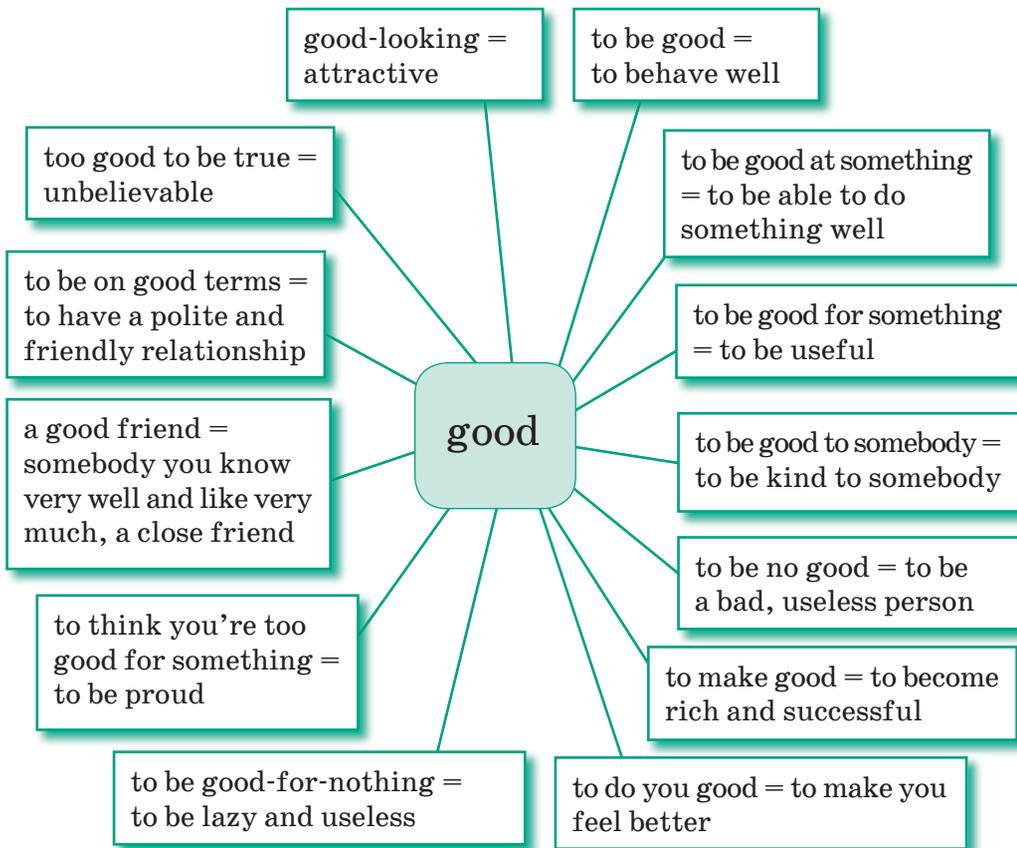


- a) Jane is very attractive: she’s got beautiful eyes and gorgeous hair.
- b) You’re so lazy! You behave like a real couch potato.
- c) He’s so proud of his brilliant sense of humour. He doesn’t want to talk to his classmates.
- d) This friend of yours will get you into trouble. I think, he’s bad.

- e) She’s very kind to her Granny. She visits her every day and does all the shopping.
- f) He has a friendly relationship with his neighbours.
- g) Keanu has become rich and successful.
- h) A cup of hot tea will make you feel much better.



- i) The children behaved well. They were no trouble at all.
- j) This news is unbelievable.
- k) Don't throw away the magazines. They can be useful for making a collage.
- l) She's not my best friend, but she's one of my close friends.
- m) If you speak English every day, you'll soon be able to speak well.



## SPEAKING

4. a) Make up questions using the phrases with “good” to interview your partner.

**Example:** *Are you on good terms with your neighbours?*

b) Interview your partner. Report your findings to the group.



## LISTENING

1. a) Read the saying of Aeschylus. Is there an answer to this question?

Who, save gods, can be happy all life long?

b) Do you always feel happy? Do you ever feel lonely? Why?

2. a) Look at the photos of three popular bands. What do you think these bands have in common?



Red Hot Chili Peppers



System of a Down



Queen

b) Look through the excerpts from their song lyrics. Match them with the bands. What do the lyrics have in common?

A Sometimes I feel like I don't have a partner,  
Sometimes I feel like my only friend  
Is the city I live in, the city of angel —  
Lonely as I am; together we cry...

**B** Sometimes I feel  
I'm **gonna** break down and cry (so lonely);  
Nowhere to go, nothing to do with my time —  
I get lonely, so lonely living on my own.

**C** Such a lonely day —  
And its mine,  
The **most loneliest** day of my life.  
Such a lonely day  
Should be banned,  
This day that I can't stand.

c) Look at the words in bold in the song lyrics. Answer the questions.

- What's wrong with them?
- What should these lines look like?
- Why do you think they are different in the songs?

3. a) Read the "Queen" song lyrics. Find more irregularities.

Sometimes I feel I'm gonna break down and cry  
(so lonely):  
Nowhere to go, nothing to do ... (1) my time —  
I get lonely, so lonely living ... (2) my own.

**Living on my Own**  
Words and music by  
Freddie Mercury

Sometimes I feel I'm always walking too fast,  
And everything is coming ... (3) on me, ... (4) on me  
I go crazy, oh, so crazy living ... (5) my own.

Dee do de de, dee do de de,  
I don't have no time ... (6) no monkey business,  
Dee do de de, dee do de de,  
I get so lonely, lonely, lonely, lonely yeah,  
Got to be some good times ahead.

**lonely** — unhappy  
because you are  
alone

Sometimes I feel nobody gives me no warning,  
Find my head is always ... (7) in the clouds ... (8)  
a dreamworld,  
It's not easy living ... (9) my own.

**on one's own** —  
alone, without help  
from anyone else

Dee do de de, dee do de de,...

**monkey business** —  
dishonest or  
unacceptable  
behaviour



b) Fill in the missing prepositions. Listen and check yourselves.

c) Find lines in the lyrics that prove the following statement:

The singer is a sensitive and romantic personality, but he is optimistic about his future.

**alone** — without other people

**romantic** — impractical, with a lot of ideas which are not related to real life

**sensitive** — (*here*) easily upset

d) Sing along with the singer.



## WRITING

4. a) Imagine you are lonely and want to find a friend. Write a short advertisement for the “Lonely Hearts” column in a magazine or a forum on the Internet. Use your imagination to describe yourself.

Sensitive? Romantic?

If you have these two qualities, I would like to hear from you. I'm lonely and I need a faithful, dependable friend. Sense of humour is necessary.

b) Play the matching game. Go round the classroom. Try to find a good friend for yourself.

c) Report to the group how lucky you've been in finding a friend.

lonely

romantic

# LESSON 8 Twenty Ways to Get Better



## READING



### 1. Answer the questions.

- What people are not happy with themselves?
- Are you happy with yourself? Do you wish you were different? What kind of person would you like to be?

### 2. a) Read the article from a teenage magazine on how to become a better person. Which advice do you like best?

1. Behave towards the others as you would like them to behave towards you.

2. Make a list of qualities you admire in others, and turn to it once in a while, when you feel you're getting confused about life.

3. Learn how to take a compliment. If people tell you you're cool, believe them, please.

4. Learn to do the things you've always wanted to do — take up the bass guitar or belly dancing. Go on, it's easier than you think. You never know what you can do till you try.

5. Re-style your old jeans or deep-dye your old T-shirts. Paint your bedroom pink and yellow. Why not?!

6. Better late than never. Join a library and use it. Just think how many quiz questions you'll get right.

7. Smile. Feeling happy will make your life better and better. And the jealous ones will have something to worry about.

8. Write down all the things you want to get out of life. Focusing your thoughts will give you a clearer direction.

9. Never put off till tomorrow what you can do today. Do your homework as soon as you get home from school. Free for the rest of the evening! Hurrah!

10. Always look on the bright side of life. Believe in yourself. If you don't, no one else will.

<p>11. Chat to the person next to you in the dinner queue. You could make a new friend.</p>	<p>12. Always have a dream. As the song says: “If you don’t have a dream, how are you going to have your dream come true?”</p>
<p>13. Go up to the girl/boy you like and tell him/her how you are feeling. It’s the first step that costs.</p>	<p>14. Everyone does stupid things sometimes. Learn to laugh at yourself. As the saying goes: “Laugh and the world laughs with you. Cry and you’ll cry alone.”</p>
<p>15. Cook The Parents dinner sometime. They deserve it. And visit your Granny not only before your birthday.</p>	<p>16. Share smiles, ideas and optimism. Don’t keep all that to yourself. Riches are for spending.</p>
<p>17. Make your life brilliant by learning English outside the classroom. Read a book, watch a DVD, learn to sing a song. You’ll be the brains of the class!</p>	<p>18. It’s never too late to learn. Take a lesson in martial arts. Learn to protect yourself. Life will seem better.</p>
<p>19. Be careful with false friends, but if you don’t want to stay alone, learn to say to your close friend: “I’m not angry with you any longer.”</p>	<p>20. There’s no time like the present. Be the first on the dance floor at parties. Enjoy life — it’s the only one you’ve got.</p>

**b) Make the recommendations more laconic. Use the beginnings in the box and the personality adjectives you know.**

Try to be...	Learn to be...	Be...	Don’t be...
Get more / less...			

**Example:** *Recommendation 1: Be conscious of the feelings of other people.*

**c) Find proverbs and sayings in the article. Explain their meanings. Do you have similar proverbs and sayings in your language?**

**admire** — have a positive opinion of someone or their behaviour; to find someone attractive and pleasant to look at

### 3. Discuss with your classmate.

- Which recommendation is the easiest/the most difficult to follow?
- Which recommendation is the funniest/the most serious?
- Which recommendation(s) could be good for you?

### 4. a) Follow the first part of recommendation No 2. Make a list of qualities you admire in others.

b) Compare your list with your classmate's. What qualities do both of you admire in people?



## SPEAKING

### 5. a) Read the quotations from the unit interviews. What phrases can you borrow from them to make a discussion more natural?

*Keanu Reeves:* My best friend is my sister, I suppose.  
Yes, that's absolutely true. I learnt martial arts moves for *Matrix*.

*Dale Lozier:* The best thing about my job is working with people, I guess.

*Midori Tanaki:* The best thing is being able to work with kids and teenagers, I'd say.

b) Work in a group. Decide what qualities make an ideal friend / neighbour / teacher / student / parent / son or daughter / classmate / relative. Make a list of qualities using as many adjectives as you can. Use the phrases from the quotes in your discussion.

— That's absolutely true. And a true friend needs to be faithful, too.

— I guess an ideal friend should be able to forgive.

c) Read out your description to the group. Listen to the other "portraits". Take notes. What people do we admire most?

to admire



## WRITING

1. Read a student's composition about her mother. Study *Things to Remember* box and say what recommendations the writer did not follow.



*I admire my mother very much. She is 37. She isn't tall, but she isn't short either. She's a nurse. My mother likes her job very much. She has got many friends. They admire her too. She's funny. I admire her because she's kind and she loves me and my little brother.*

THINGS TO REMEMBER!	
STEPS	PLAN
<p><b>1. Before writing</b></p> <ul style="list-style-type: none"> <li>a) Make notes of ideas and examples.</li> <li>b) Think what language you might use.</li> <li>c) Think of a good title.</li> </ul>	<p><b>1. Introduction</b></p> <p>Who are you writing about? How do you know that person? Other small details</p>
<p><b>2. While writing</b></p> <ul style="list-style-type: none"> <li>a) Think what would be interesting for your reader.</li> <li>b) Look up words you are not sure about.</li> </ul>	<p><b>2. Main part</b></p> <p>Para 1: Give a short description of the person: their age, appearance, clothes, habits. Para 2: Describe the personality. Say why you admire them.</p>
<p><b>3. After writing</b></p> <ul style="list-style-type: none"> <li>a) Do a spelling and grammar check.</li> <li>b) Check the structure of the composition.</li> <li>c) Edit the vocabulary of the composition (cut out or add some words).</li> </ul>	<p><b>3. Conclusion</b></p> <p>Write again about your feelings towards the person. Write about your wishes connected with this person.</p>

**2. a) Read an examiner's comments to this composition. Would you add any questions?**

50 words are definitely not enough to describe your mother. Your writing could get better if you answer these questions in your composition:

- ✓ Does she look young for her age? Is she attractive?
- ✓ Who does she look like: her father or mother? What about you?
- ✓ What qualities does she need in her job?
- ✓ Why does she have many friends? Is she your good friend?
- ✓ Does she have a sense of humour?
- ✓ What is she good at?
- ✓ All mothers are normally kind. What other personality traits does she have?
- ✓ What are her best qualities? What appeals to people most in your mother?
- ✓ Do you wish she were different? In what way?

**b) Think about your mother. Answer the questions above about her. Make notes.**

**3. Think about some other adult people you know well.**

**Complete the sentences below making them true for these people.**

- a) Her/His job requires someone who is...
- b) She's/He's able to...
- c) One of his/her best qualities is her ability to...
- d) He/She can/tends to be ... at times but...
- e) I admire her / him because she/he is...
- f) What appeals to me most in her/him is her/his ... character.
- g) I wish he/she would...
- h) I wish she/he were(was)/could be...

**THINGS TO AVOID!**

Words you don't understand  
Informal phrases  
Too many examples  
Repetitions  
Very short sentences  
Very long sentences

**4. Write a composition about an adult you admire.**

**Use about 200 words.**

**Make sure you use *Things to Remember* and *Things to Avoid* boxes.**

# UNIT 2

## PROBLEM PAGE

### LESSON 1

### It's No Big Deal



#### VOCABULARY

1. **Work in pairs. Answer the questions below. Compare your answers and say if you have something in common with your partner.**
  - Are you a tolerant person?
  - Are there any habits which irritate you/your parents/your teachers?
  - How do you act when something makes you angry or upset? How do you calm down?
  - Do you often lose your cool or keep your cool?
  - Do you do anything to get even with your friends?
2. **Work in groups of four. Think about people you know and about habits these people have. Make a list of things you find irritating. Share your list with the class.**
3. a) **Do the quiz “When you lose your cool” and find out if the way you handle anger is hurting or helping you.**

#### When you lose your cool (quiz)

1. **Your sister takes your favourite shirt and gives it back to you covered with stains. You**
  - A. shout “You should be more careful with my things!”
  - B. run the shirt under water as tears stream down your face.
  - C. say nothing. Your parents will tell you off if you start shouting.
  - D. take back the scarf you gave her for her birthday.



2. **You ask your friend to go swimming. He/ She says, “No, thanks.” So you go by yourself. At the pool, you see your friend with somebody else. You**
- A. say, “Some friend you are!”
  - B. leave the place quickly, so no one will see you cry.
  - C. pretend you don’t see them and leave and never tell your friend about it, as you hate quarelling.
  - D. start planning a great party. Too bad your friend won’t be invited.
3. **During a big football game, a teammate passes you the ball, but another player steals it and makes the winning goal. You**
- A. shout “It’s not fair, you, idiot!”
  - B. feel like crying, even though your team won the game.
  - C. try to put up with it and act like it’s no big deal (=not important).
  - D. tell your teammates never to pass the ball to this person again.
4. **Your dad promised to take you to the movies. But by the time he gets home, it’s too late to go. You**
- A. shout, ”Thanks for nothing!” and go to your room.
  - B. watch TV as tears fill your eyes.
  - C. try to keep your cool and tell him it’s O.K. — even though it’s not.
  - D. are slow to answer the next time he asks you to help.
5. **You are working on a project with your friend. You write a good report, but your friend makes a bad poster. Your team gets a low mark. You**
- A. say, “Nobody wanted you for a partner. Now I know why!”
  - B. get so upset, you start to cry.
  - C. don’t say anything, since you don’t want your friend to get irritated.
  - D. make sure everyone knows your friend made the poster.

**If you scored mostly A’s...**

Hurtful words or actions get your thought across when you’re angry. Shouts and slammed doors keep others from understanding why you are irritated. Make sure it doesn’t become your habit. Try saying “I’m so angry, I need time to calm down!” Then come back when you are ready to talk.

**If you scored mostly B's...**

Crying is your way of getting your strong feelings out. But after you cry, wash your face and talk calmly about what's made you so angry.

**If you scored mostly C's...**

You often cover your angry feelings because you don't want to hurt anyone. But keep in mind that doing this only hurts you — and your relationships. Telling people how you feel can bring you closer to them.

**If you scored mostly D's...**

You may want to “get even” with the person who has made you angry, or try to get others angry with that person, too. Talking to others can help you to sort out your feelings. Getting even may seem fair, but it usually just makes things worse.

**b) Do you agree with the result? Read all the explanations which describe you the best.**

**c) Match the definitions and the words given in transcription.**

- |  |                                      |
|--|--------------------------------------|
| 1. to make somebody worry or feel unhappy                  | [ <sup>1</sup> 'ɪrɪteɪt]             |
| 2. treating each person or side equally (in the same way)  | [ <sup>1</sup> ˌɒp <sup>1</sup> set] |
| 3. to have an angry argument or disagreement with somebody | [ <sup>1</sup> 'kwɒrəl]              |
| 4. to become or to make somebody quiet or calm             | [ <sup>1</sup> 'hæbɪt]               |
| 5. to hurt or harm somebody who has hurt or harmed you     | [ <sup>1</sup> 'lu:z 'ku:l]          |
| 6. to make somebody angry                                  | [feə]                                |
| 7. to stop being calm and become angry                     | [ <sup>1</sup> 'kɑ:m 'daʊn]          |
| 8. something that somebody does very often                 | [get 'i:vŋ]                          |

**d) Write down the words into your notebooks. Use the quiz to check the spelling. Are there any opposites or synonyms?**

habit      to put up with      to get even      to irritate

#### 4. Make true sentences about yourself.

1. Some people call somebody names and/but it irritates/doesn't irritate me.
2. I put up with it/lose my cool when somebody smokes nearby.
3. It takes me time/no time to calm down.
4. She cheated and I got a bad mark. I think that wasn't fair/was fair.
5. I always/never quarrel with my mother about who should do the washing up.
6. When somebody calls me names, I try to get even/ignore it.
7. When my friend is bullied/is cheating it's not a big deal.
8. Cheating/shouting at people is a bad/good habit.



#### SPEAKING

##### 5. a) Work in pairs. Discuss the following questions.

- Which of the habits or actions do you find the most irritating?
- How long can you put up with these habits or actions?
- How do you get people to know that they are irritating you?
- When is it better to ignore the habit or activity you don't like?

##### b) Report about your findings in front of the class.

irritating    irritated    to lose/keep your cool    to calm down  
fair    no big deal (not a big deal)    upset    to quarrel with smb



## VOCABULARY

### 1. Make up your own sentences changing the underlined words.

1. If you are 13 and you say that you're 23, you are telling a lie.
2. If you can't solve the problem with your parents yourself, you turn to a school counsellor.
3. When your friends tell you to pierce your nose and you do it, they influence your choice.
4. When you pierce your nose and don't tell your parents — you have made a decision yourself, though your parents might be upset about it.
5. When your friend has given you a black eye and you put up with it — you forgive him/her.

### 2. a) Answer the following question: *If you can't solve a problem alone, what can you do?*

### b) Read some of the children's letters to the radio programme and match them with the possible replies.

1. I've heard that my friend is saying terrible things about me behind my back and calls me names.

*Dean, 13*

2. One day my friend lets me read her diary. The next day she acts like I don't exist. She is not talking to me. So I have no idea why she's upset. How can I solve the problem when I don't know what it is?

*Sarah, 12*

3. I've got a friend who thinks it's more important to look cool than to keep your secrets. Can we be close friends?

*Crystal, 12*

4. Every year I sit with the same group of friends at lunch. This year I made some new friends that I like sitting with, too. The problem is that my other friends hate it when I sit with my new friends. I have no idea what to do.

*Benjamin, 13*

5. I had a fight with my friend. I haven't forgotten his rude words. They had a great influence on our relationship. How can I continue our friendship?

*Martin, 14*

6. I'm always entertaining my friends but only some of them ever invite me to the parties. I think it's not fair.

*Mary Ann, 13*

7. I always send cards but my friends never do. It upsets me. How can I get them to write a greeting card or thank-you notes?

*Lydia, 12*

8. I like to have my friend as a friend. But there is one thing that irritates me. He often tells lies when he tries to amuse somebody. Every time I know he lies I feel unhappy.

*Steven, 13*

**A.** You can influence your friends. For your friends' birthdays give them packages of pretty cards. You'll get a thank-you note in return for sure.

**B.** You will probably never forget rude words he said to you, but if you don't want to get even with him, forgive him, you'll be a better friend.

**C.** If you love parties but don't like planning them yourself, organize a group of people who can help you. Maybe you'd feel better if you didn't have to do all the work. The next time you have a party ask each guest to bring something to eat. This will save you time and money. And you'll have more fun!

**D.** First calm down and try to find out if it's true and then make a decision. Go to your friend and talk. Find a good time when you can talk one-on-one. But do it soon.

**E.** You could get to lunch first and see who sits with you. Or could try to mix both groups of friends together into one big group. It's perfectly O.K. to eat with one group sometimes and the other group the rest of the time.

**F.** Probably not, since you'll need to be very careful about what you tell a person who can't control her words.

**G.** Don't try to do the same things she's doing to you. It can make things much worse if you ask her to tell you what's wrong and cry. But make it clear to her that you want to be her friend. Tell her calmly that you don't like what she's doing and that things will have to change for you to stay friends.

**H.** Maybe it's no big deal. Sure your friend has a very good imagination and has a talent for writing. You can advise him/her to write stories and send them to the children's magazines or newspapers.



b) Listen to the radio host giving advice to the children and check if you are right.

3. a) Fill in the gaps with the words from ex. 2



1. I can't ... **him** for being so rude.
2. **She** always ... about her age.
3. **My friend** ... me to take up this hobby.
4. I have some problems with my studies and **my friend** helps me to ... them.
5. **We** have ... to become friends again.
6. Only **real friends** can ... .

b) Replace the words in bold by real names.

4. a) Work in pairs. Find in the text the two words that have one form but belong to different parts of speech (N — V). Add your examples.

b) Use these words in two sentences to describe your classmates. Ask your partner to guess who you are describing.



## WRITING

5. Write a letter to the radio programme asking to help you to solve your problem.

to tell lies   to lie   to influence / to have an influence on  
to forgive   to solve (a problem)   to make a decision



## VOCABULARY

### 1. Match the exact words of the boy with the reported sentences below.

1. "Could you show me the way?"
2. "Would you like me to help?"
3. "No, I won't do the spring-cleaning."
4. "Please, please, forgive me."
5. "Stop talking, girls!"
6. "Don't cross the street here!"
7. "I'll meet you at the bus station."
8. "You should read this book."
9. "Don't worry, mum."

- A. He promised me to meet me at the bus station.
- B. He begged me to forgive him.
- C. He warned me not to cross the street there.
- D. He advised me to read that book.
- E. He asked me to show him the way.
- F. He refused to do the spring-cleaning.
- G. He ordered the girls to stop talking.
- H. He told his mum not to worry.
- I. He offered to help.

### 2. a) Work in pairs. Look at the sentences and match them with the pictures below.

1. "Shall I go shopping?"
2. "Please, please, let me go out to play football."
3. "I'll take you to the Zoo on Sunday."
4. "I'm not going to tidy Tom's room, mum."
5. "Everybody, stand up now."
6. "I think you should go to the dentist."
7. "Don't go swimming in the lake. The water is very cold."
8. "Bob, Tony, don't quarrel!"
9. "Calm down, boys."



**b) Answer the following questions.**

- What did the girl refuse to do?
- Why did mum warn the daughter not to go swimming?
- What did dad promise his daughter?
- Did the girl offer to go shopping or to clean the fridge?
- What did granny advise her grandson to do?
- Did the PE teacher order the children to stand up or sit down?
- Did the boy beg his mum to play football?
- What did mum ask her children not to do?
- Did the woman tell her husband and her son to switch off TV?



**c) Listen and check.**

**d) Which of the underlined verbs don't fit the pattern *verb + sb + to do smth?***

**G GRAMMAR**

**3. Look at the sentences and answer the questions below.**



Can  
I go to the  
party, please?

The girl begged her mum  
to let her go to the party.



Don't go out!  
They promised  
a thunderstorm.

Mum warned the boy not to go out.

— Which reporting verbs can be used to report requests and commands?

— Which form of the verb do we use after the reporting verbs?

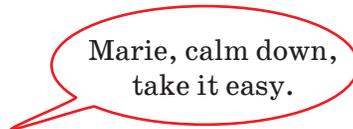
— Do the pronouns change?



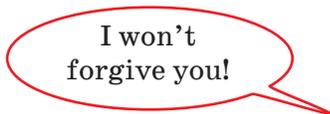
4. Read the quotes and report what the people said using different reporting words.



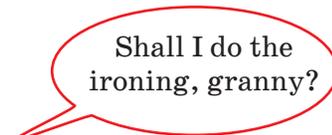
Nick



Ann



Liz (to her friend)



Sheila



Pam



Bob



## SPEAKING

5. a) Play the “Find someone who” game. Take a card from your teacher. Make a list of questions you would like your classmates to answer. Use the verb and the information from your card in your questions.

You may begin your questions with the following: *Have you ever...? How often do you...? When/Why/What did you...?*

b) Go around and interview your classmates. Take notes.

c) Report the results to the class.

to refuse    to warn    to promise    to offer  
to advise    to order    to beg

## LESSON 4

# How to Deal with Parents



### GRAMMAR

#### 1. Answer the following questions.

- What do you think one of the biggest problems in dealing with parents is?
- Which do you think the best way to react to the problems is?

#### 2. Listen to the conversation between Callie and her father. Say what the problem was.

#### 3. Later Callie told her friend Tracy what her father said. Read the conversation between Tracy and Callie and say if you have similar relations with your parents.



**Callie:**

Just imagine, I begged my Dad to let me go out by myself, but he told me that I was too young. I said that it was not fair and he didn't trust me to do things on my own. My Dad also told me that he worried and would worry about me because he was my parent.



**Tracy:**

You know, Callie, I have had the same problems with my Granny. She worries about just everything about me. She worries about my relationship with my friends, my marks at school, how much sleep I get, my eating habits and so on. The things are much easier with my parents. They trust me more. They know all my friends and the places we go. If I'm late, I'll phone them. I don't want them to worry about me. I try to be honest with them and I think I help them to deal with me.

#### 4. Answer the questions.

— Which two sentences repeat the speaker's words exactly?



- “You don’t trust me to do things on my own!”  
said Callie.
- Callie said that he didn’t trust her to do things on her own.
- Dad said, “I worry and will worry about you because I am your parent.”
- Dad told Callie that he worried and would worry about her because he was her parent.

— What reporting verbs are used to report the statements?

— Do we use inverted commas (“—”) in reported statements?

— Do the pronouns and time expressions change?

5. Do we change the verb tense when we report the statements and the reporting verbs are in the past? Do we change the verb tense when the reporting verbs are in the present?

#### 5. Read and compare the sentences. Fill in the chart (page 40).

1. “You are right, it’s a brilliant film,” he agreed.  
He said that I was right, the film was brilliant.
2. Jane said to her mum, “You are not listening to me now.”  
Jane told her mum that she was not listening to her then.
3. Nick said angrily, “You changed the whole story, Jane.”  
Nick told Jane angrily that she had changed the whole story.
4. “We have had a wonderful time at the party this week,” said Danny.  
Danny said that they had had a wonderful time at the party that week.
5. He said, “I’ll be back tomorrow.”  
He said that he would be back the next day.
6. “I may speak to Marc today”, she said.  
She said she might speak to Marc that day.
7. My mum said, “You must be here at 9.00.”  
My mum said that I had to be there at 9.00.
8. “I can’t believe him any more,” he said to me.  
He said that he couldn’t believe him any more.
9. “Dan was playing the clarinet last night”, his mother said.  
Dan’s mother said that he was playing the clarinet the night before.
10. “He told me a lie yesterday”, Clare said to Alan.  
Clare said to Alan that he had told her a lie the day before.
11. “The last time I saw you was two months ago”, Diane said.  
Diane said that she had seen me two months before.

Changes in Reported Speech		
tenses	pronouns	time and place expressions
Present Simple — <i>Past Simple</i>	I — <i>he/she</i>	today — <i>that day</i>
Present Continuous — ...	me — <i>her/him</i>	now — ...
Past Simple — ...		here — ...
Present Perfect — ...		yesterday — ...
Past Continuous — ...		(2 days) ago — ...
will — ...		last (month) — ...
may — ...		tomorrow — ...
must — ...		this (week) — ...
can — ...		

6. Read what Tracy said to Callie about her relationship with her Granny and parents. Report what she said.



## WRITING

7. Recall who you met yesterday. What did they tell you? Write down their exact words. Exchange papers with your partner. Let them report what you have written.

to trust      to deal with

# LESSON 5

# Problems and Solutions



## LISTENING

1. Listen to the people's complaints and opinions. In pairs agree or disagree with each opinion. Use the support box for help.

I fully agree, very likely, I can well believe it, I can't agree, no doubt... , that's just what I was going to say, right, I can't agree, it is unfair, nothing of the kind

2. Listen to the interview with 3 teenagers. Say what the topic of their interview is.

3. a) Listen again and match the columns.

<p>Marc</p> 	<p>said (that)</p>	<p>A. he often had time to find the right words to the parents' objections.</p>
<p>Danny</p> 	<p>said to Allan (that)</p>	<p>B. he first did the dishes, did his homework, cleaned his room or did some other chores and then asked his mum about something.</p>
<p>Lori</p> 	<p>told Allan (that)</p>	<p>C. when he was talking to his parents he tried to keep cool.</p>

b) Tell your partner what else the teenagers said.

c) Whose methods work better? Which of the boys do you agree most with? Which of the boys can't you agree with? Explain why.

4. Listen to the second part of the interview with the boys' mothers. Answer the questions.

1. Whose parent is Mrs. Kelsy / Mrs. Smith / Mrs. Mills?
2. Whose mum thinks that before getting special privileges the chores must be done?

3. Which of the parents thinks that you need some time to make the right decision?
4. Who finds it surprising that the son has a better control over the situation?



## SPEAKING

- 5. a) Read the list of things which can make your parents angry (column 1). Say if you agree or disagree with the way the problem can be solved (column 2).**

you leave your room untidy	Take into the habit of cleaning your room. Usually it doesn't take much time.
you ask the money for new clothes	Maybe there are more important things to spend money on. Try to talk to your parents quietly and discuss the problem.
you don't want to eat the food your mother has just cooked	Think of the food from the point of view of the cook. It took your mum some hours to cook the food.

- b) Work in small groups. Add some more situations to the given ones. Discuss with your partner if they are typical or not.**

**Present your situations to the class. Collect opinions about how you can solve the problems.**

- 6. a) Work in pairs. You want permission to go hiking for some days. Your mother is worried about this. Decide what you can tell her to let you go. Make notes.**
- b) Present the conversation to the class.**



## **G** GRAMMAR

1. a) Work in pairs. Try to guess the missing words in the lines below.

“Have you washed up?” my m\_\_ a\_\_\_\_\_.

“Did you do your Maths homework?” m\_ t\_\_\_\_\_ a\_\_\_\_\_ m\_.

“Can you do my English?” m\_ elder b\_\_\_\_\_ a\_\_\_\_\_.

“Are you going to visit your aunt on Sunday?” m\_ d\_\_ a\_\_\_\_\_.

No one a\_\_\_\_\_ if I wanted to wash up.

No one a\_\_\_\_\_ i\_ it would be difficult to write a final Maths test.

No one a\_\_\_\_\_ i\_ my favourite football team had won the match or whether I was OK or not.



b) Listen to the cassette and check your answers.

c) Do you often find yourself in similar situations?

2. a) Unscramble these words to complete the reported question.

*If \* I \* my Maths homework \* done \* had*

*My teacher asked me \_\_\_\_\_.*

b) Tick the options which are true.

In reported *Yes / No* questions we

- use the auxiliary verbs
- change the word order
- don't change the pronouns
- change the tense of the verb
- use *if / whether* after a reporting verb



3. a) Report the other questions in ex. 1a.

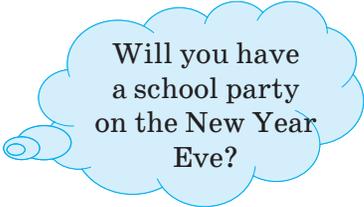
b) Write the actual questions that the boy wanted people to ask him.

4. Put the following Yes / No questions into Reported speech.



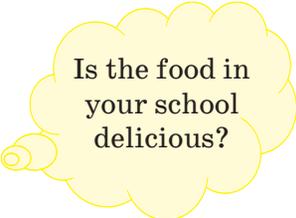
Did your  
parents come  
to your school  
performance?

friend → me



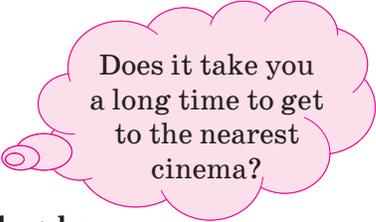
Will you have  
a school party  
on the New Year  
Eve?

I → Ann



Is the food in  
your school  
delicious?

mother → me



Does it take you  
a long time to get  
to the nearest  
cinema?

Nick → her



Have you seen  
any plays by  
Shakespeare?

teacher → them



Are you feeling  
better now?

I → him

5. Write down three Yes / No questions you were asked yesterday. Swap your questions with your partner. Report to the class what your partner was asked about.

Example: *He was asked if he was going to the party.*

*His friend asked him if he had written his test well.*



## GRAMMAR

1. a) Read the title of the lesson. How can you explain it?

b) Look at the pictures. What problems do children face in the society?



2. a) Look through the lecturer's answers to students' questions. What is the topic they are discussing?

b) Read the answers carefully and think of the possible questions students could ask.

*Lecturer:* The problem of drugs is not an easy one to discuss. Unfortunately drugs are a fact of our life.

*David:* ...

*Lecturer:* They are chemicals taken to change the way that the mind and body work. Drugs come from plants that grow wild. They can also be made in laboratories. They do not always come from the doctor. There are drugs that are helpful and drugs that are harmful.

*Ben:* ...

*Lecturer:* Coffeine is the most popular one. It is in coffee, tea, cola, cocoa, chocolate, headache tablets. Another dangerous drug is alcohol. After alcohol comes nicotine. They are legal. But cannabis (конопля) is illegal.

*Alison:* ...

*Lecturer:* Some people use drugs because they see the people around who use drugs. They just want to be a part of the group and don't want to be different. Sometimes your favourite athletes, film stars or singers may use drugs. Some may use drugs just to get even with or go against

their parents. Others might use drugs because they feel bored or upset. And besides such drugs as alcohol and tobacco are easy to get.

*Patrick: ...*

*Lecturer:* When using drugs starts to replace other things in your life. Your marks in school are going down because drugs are becoming more and more important. It's very hard to stop the habit.

*Kathleen: ...*

*Lecturer:* First of all they are health problems, personal and social problems, crime, traffic accidents. They are some examples of how everyone suffers from drug abuse.

*Carl: ...*

*Lecturer:* I smoked for some years. But I've given up smoking.

*Carl: ...*

*Lecturer:* All my friends smoked at that time. So did I.

*Carl: ...*

*Lecturer:* Quite happy. My advice is: it's better not to begin because it's very hard to stop a habit.

**3. a) Match the students' names with their reported questions.**

1. ... asked what drugs are.
2. ... asked why people take drugs.
3. ... asked which drug is used more often.
4. ... asked if the lecturer was happy or not to stop smoking.
5. ... asked what kind of problems drug abuse cause.
6. ... asked why he had taken up smoking.
7. ... asked if the lecturer had taken drugs.
8. ... asked how one could know when one had crossed the line from use to abuse.



**b) Listen to the cassette and check yourselves.**



**4. Read the sentences and answer the questions below.**

- A. Nobody asked if the lecturer took drugs.
- B. David asked why the lecturer had taken up smoking.
- C. Ben asked why people take drugs.

- a) Remember the original question in A. Why do we use *if* in the reported question?
- b) Why don't we use *if* in B?
- c) Why don't we change the tense in C?



## WRITING

5. a) You are a journalist. Look through the tapescript you've made of your interview with the Red Hot Chilli Peppers lead singer and guitarist.

*Journalist:* John, is it normal for all musicians to take drugs?

*John Frusciante:* I think I know just as many creative people who've never taken drugs in their life. But I have taken a lot of drugs. My serious drug habits developed as a result of touring with the band. I took drugs to get high and to relax. I felt happy on drugs and I didn't feel right without them.

*Journalist:* When did you understand that you crossed the line?

*John Frusciante:* My friend helped me to put my demons behind me. At that time I became a skeleton covered in thin skin. I felt my life was over. I could no longer write music or play the guitar. I checked myself into a drug rehabilitation clinic. About a month later I could come back to life.

*Journalist:* You look much healthier and happier now.

*John Frusciante:* I gave up taking drugs. I don't smoke. I don't drink alcohol. I eat healthy food and do yoga. I don't need to take drugs and I feel much higher.

- b) Write a paragraph for a newspaper article "John's dark period is over".



## READING

## 1. a) Answer the questions below.

- Do you share the fun of a joke with your friends?
- Do you know how to accept your friend's jokes?
- Do you know any practical jokes?
- Have you ever played any pranks on people?

## b) Read the jokes below and decide which of them are amusing and which ones are in bad taste:

- 1) ring a stranger's doorbell,
- 2) push your friend a bit,
- 3) call your classmate names,
- 4) put some bits of chewing gum in your friend's pocket,
- 5) put a goldfish in your friend's drink,
- 6) tell your friend that his/her shoes are untied.



## 2. a) Look through the story and find the following information:

- the main characters of the story;
- the author's phobia.

## b) Read the story and say how the author reacts to the joke. Why?

## Pranks

Fred is my cousin. As children, Fred and I grew up in the same neighborhood and our families were very close. We were best friends. Fred, however, was a prankster, **always playing practical jokes on people**, especially me. His favourite prank, which he does to this day, is to tell me that my shoe is untied. I **can't help it**; no matter what I wear! Even if I just tied my shoes. Why? Because one day he was right. I get so irritated at myself for always **falling for this joke**. I have asked him many times over the years not to do that, but I guess it is just part of him like meowing is to a cat.

Fred's daughter Lisa is twelve years old. I have not spent much time with her and do not know her well, but I do know she **looks up to** her father. She loves his jokes and tries to be like him. The last time I went to visit Fred I got so angry with Lisa. She had noted her father's joke with me about the shoelaces, so she decided to pull a similar prank.

Lisa decided that every time she saw me she would tell me I had a spider on my shoulder. She didn't know that I was afraid of spiders because I had

been bitten by one once when I was very young and got very ill from it. After the first time she pulled the prank, I was so relieved that there really wasn't a spider on my shoulder that I forgave her and her laughter at my dancing around trying to get the spider off me. After the second time, I was upset and asked her not to do that again. After the third time, I was angry and tried to explain why I was afraid of spiders and why she should not do that. She said I never got angry with her Dad. I told her that was different. After the fourth time she did it, I went to Fred and said that if she wasn't punished and asked to stop her prank, I was leaving.

Fred was very upset with his daughter. He sent her to her room and tried to cheer me up. What do you think he did? He told me my shoes were undone.

c) Do you know anybody who has got similar sense of humour?



## VOCABULARY

3. a) Match the phrases in bold from the story with their meaning:

- cannot stop or change the way something is done,
- to play tricks which surprise or shock and make other people laugh,
- to make somebody happier,
- to idolize.

b) Read the sentence in the story with *fall for*. What does the verb in this sentence mean:

- to be tricked into believing something that is not true or
- to start to love something?

c) Read the phrases below and match them with the verbs on the right.

- to fall onto the ground
- to laugh a lot about something
- to go more slowly than other people
- to have a quarrel

fall out  
fall behind  
fall down  
fall about

4. Work in pairs. Answer the questions below. How many “yes” do you have?

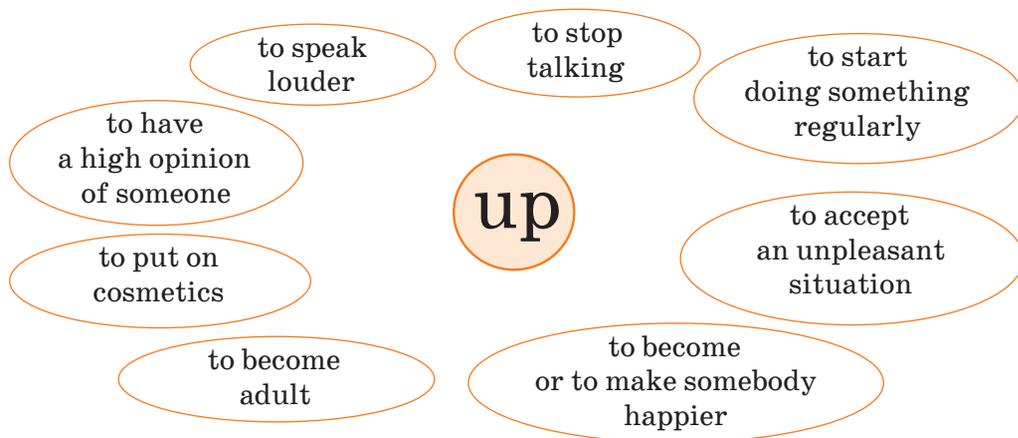
1. Does a multi-word verb consist of a verb and a particle?
2. Do particles look like prepositions?
3. Are particles parts of the verb phrase?
4. Do particles often change the meaning of the verb?

**5. a) Choose a verb from the box to complete the conversations.**

- A:** What shall I do to lose weight?  
**B:** I think you should ... jogging.
- A:** People at the back of the room can't hear you.  
**B:** Well, I'll try to ... .
- A:** Why did you decide to leave your job?  
**B:** Because I couldn't ... my boss any longer.
- A:** What do you want to be when you ...?  
**B:** A firefighter, like my father.
- A:** You look so upset. What can ... you ...?  
**B:** I think shopping. Every time I buy something new I feel much happier.
- A:** I wish he'd ...!  
**B:** Me too. He's too noisy.
- A:** Let's ... ourselves ... as pirates.  
**B:** A good idea! It would be amusing.
- A:** He's a great sportsman.  
**B:** Sure. I think a lot of boys would like to ... him.

get up  
take up  
look up to  
speak up  
put up  
with  
make up  
shut up  
grow up  
cheer up

**b) Put the verbs with *up* in the correct place on the diagram.**



**SPEAKING**

- 6. Make up your own conversations. Use the phrasal verbs in ex. 3 and the mini-conversations in ex. 5a.**

to fall for      to look up to



## WRITING

1. Read the title. Which letter do you think is missing?
2. a) Work in two teams. Make a list of verbs related to the topic “Problems”. The team whose verb list is the longest gets the right to start the story.  
b) The teams take it in turn to say one sentence to continue the story using verbs from their lists. Each verb must be used only once.

*Yesterday I refused to help my elder brother. ...*

3. a) Read Becky’s letter and fill in the missing words.

*The problem started when a new ... club opened in town. I wanted to join it but I’ve learnt that it takes place on ... and ... . I ... my parents if I could go but they ... because the club doesn’t ... until 10 o’clock at night. I am ... but my parents still want me to stay at home and go to ... by half past ... . I have ... them to change their ... but they always ... because they think I would be ... in school. What should I do? What time do you think a 14-year-old should go to bed?*

- b) Listen to the cassette and check your answers.
- c) Answer the questions at the end of the letter. Express your opinion.
- d) Does the problem have any solutions? Give your advice.

4. Divide the story into 3 parts.

**Introduction:** where the story takes place and when

**Main body:** 1) why the problem occurred  
2) how the person dealt with the problem

**Conclusion:** how the problem was / can be solved

5. a) Write a story about someone who has faced a problem in his or her younger years or about yourself. Use ex. 4 as a plan and ex. 3 as a model.  
b) Hang up your stories around the classroom. Whose stories have a happy ending? How can unsolved problems be solved?

# UNIT 3

## MUSIC

### LESSON 1.

### The Secret of Success



#### VOCABULARY

1. a) Look at the pictures.



- Do you know these bands?
- What do you know about them?
- What do they have in common?



b) Listen to the interview.

Which band is being interviewed?



2. Listen again. Match the two parts of the sentences. Then check with your partner.

1. Your **singles** ...
2. Thousands of fans dream of ...
3. The group **performed** ...
4. We had to **rehearse** a lot ...
5. We became the third ever girl **band** to go straight in ...
6. The important thing with bands today ...

7. We don't play **musical instruments** ...
8. The **audience** ...
9. We are thinking about a big **tour** ...
  - a) with our music **producers**.
  - b) are their appearance and their personality on **stage**.
  - c) but we sing and dance, we **entertain** people and they just love it.
  - d) seeing you **perform live**.
  - e) around the USA and Europe.
  - f) are looking for more than just music.
  - g) at number one in the UK charts with our debut single.
  - h) with numerous **guest vocalists**.
  - i) regularly reach the tops of radio **charts**.

**3. a) Match the words in bold from ex. 2 with the definitions below:**

- 1) a small group of musicians who play popular music together, often with a singer or singers;
- 2) to play music or act a play;
- 3) to practise a play, piece of music;
- 4) a raised area, usually in a theatre or a concert hall, where actors, dancers, etc. perform;
- 5) to play a piece of music when people are watching;
- 6) a list of the most popular songs, produced each week;
- 7) the people who watch or listen to a performance;
- 8) to do something for the people what they can enjoy watching or listening to;
- 9) a journey made by musicians to perform in different places;
- 10) objects for producing music;
- 11) someone who controls the making of a film, play or record;
- 12) singers who are invited to sing with a band;
- 13) a CD with only one song on it, or the song itself.

<b>perform — performance</b> <b>entertain — entertainment</b>
--

**b) Fill in the gaps with the correct form of the words from ex. 2.**

1. I was their fan back in the days when the ... wasn't yet famous.
2. She was applauded as she came on ... .
3. Her first ... is a ballad.
4. The play was first ... in 1987.
5. The ... threw flowers onto the stage.
6. They're a popular band but they haven't reached the top of any ... yet.
7. We were given only two weeks to ... .
8. The club has ... music most evenings.

**c) Make up five sentences using the new words.**



## SPEAKING

4. a) Read the interview with Nicole Kea, the lead singer of the Pussycat Dolls. Give full answers to the questions.



*What's your real name?*

Nicole Scherzinger

*When and where were you born?*

1978-06-29, Honolulu, Hawaii

*What were your occupations before the Pussycat Dolls?*

an actress and singer/dancer, a guest vocalist

*Had you ever performed live before you joined the Pussycat Dolls?*

the lead singer in the female pop group *Eden's Crush*

*Can you play any musical instruments?*

piano

*How did you join the Pussycat Dolls?*

invited by the music producers

*When was your first album released?*

in 2006

*How can you describe your audience?*

people who like entertainment

*Why do all your singles top the radio charts?*

work hard, rehearse a lot, good music producers

- b) What other questions would you ask Nicole?

## 5. Work in pairs. Role-play an interview with a music star.

*Student A:* Imagine you are a pop star. Think of a name and life story (you can use a real star's name and life facts).

*Student B:* You are an interviewer. Use the questions in ex. 4a for help.

**Take turns to be the interviewer and the star.**

a single   to perform/a performance   to entertain/entertainment  
to rehearse   a stage (to perform) live   the charts   audience   a band

## LESSON 2

## Do You Know This Girl?



### READING

1. a) Look at the picture. Do you know this girl?  
What kind of person do you think she is?



- b) Read this article from a youth magazine. Fill in the gaps with the words from the box.

rehearsing	live	charts	released	entertain
performed		audience	single	band

Nice? Yes. Modest? Absolutely. But ordinary? Not even close. Growing up in the working-class city of Hacienda Heights, California, Fergie (her real name is Stacy Ferguson) has always tried too hard to be successful in everything she did. When she was only eight she joined *Karen's Kids*, a children's group that ... (1) at malls.

**US: mall =**  
**UK: shopping centre**

After graduating from high school, she ... (2) her first album with the pop trio *Wild Orchid* but over time began to dislike the group's sticky-sweet sound. Then, at a Minneapolis concert where she was making her last ... (3) performance with *Wild Orchid*, she met with the *Black Eyed Peas*.

She'd been a fan of the ... (4)'s hip-hop style, so she marched up to Will'I'am and told him she wanted to work with him. Eventually, she started singing backup vocals, and in 2002, she was asked to be a member of the group.

Four years and two platinum albums later, Fergie is at the top of her game. She played a singer in this past spring's film *Poseidon*, and she'll be starring in an upcoming Quentin Tarantino/Robert Rodriguez movie. Right now, she's focusing on her debut solo album, which is expected in September (the first ... (5), "London Bridge," was released this summer and topped most music ... (6) in the USA), and spending time with Josh, her boyfriend. Here, she takes a time-out from her *Black Eyed Peas* world tour to answer some of our reader's questions.

#### How will your solo album be different?

It's going to show a more spiritual side of me. A few years ago, I wrote a 500-page life story, and a lot of what was in there will be in the album.

#### Why did you change your name from Stacy to Fergie?

It was when I was leaving *Wild Orchid*. I wanted a new me because I felt like a changed person. Stacy was a little bit too cheerleader for me at that point.

**To most people your life's like a fairy tale, is it really so?**  
My life's full of hard work. ... (7) for hours, giving live performances... you know it takes a lot of energy to ... (8) the ... (9).



**Are you a romantic person?**

I'm a huge romantic. I don't know if people realise that. I think they just see this girl on stage. I love to cuddle and watch romantic movies and cry.

**What do you like doing in your spare time?**

I love going on hikes. I don't go to the popular hiking places because I don't like crowds. I enjoy looking at houses and beautiful scenery.

**Have you got a pet?**

I have a dog. Her name is Zoe, and she's a Silver Dapple Dachshund. She's so cute.

**2. Read the article again. Cover the text. Answer the questions below.**

1. Where did Fergie grow up? 2. How did her career start? 3. When did *Wild Orchid* release their debut album? 4. When did she meet with the *Black Eyed Peas*? 5. What did she tell them? 6. What is Fergie busy now with? 7. What did she say about her new album? 8. How did she explain the change of her name? 9. How did she describe her life? 10. What did she say about her spare time activities?

**3. What have you learnt about Fergie's character? Do you like her? Give your reasons.**

**4. a) Listen to two fans talking about Fergie. Are the statements below true or false? Correct the false statements.**

1. Sam asked Helen if she had been to the concert the day before.
2. Helen said that she always enjoyed *Black Eyed Peas*' live performances.
3. Sam said that Fergie was starting a career with *Black Eyed Peas*.
4. Helen said she had read about it in a newspaper the day before.
5. Sam wondered when Fergie's debut single would be released.
6. Helen was sure Fergie's single would top the charts.
7. Sam said Fergie was a difficult person and always had problems with her managers.

**b) Why do you think some singers have problems with their managers and producers?**

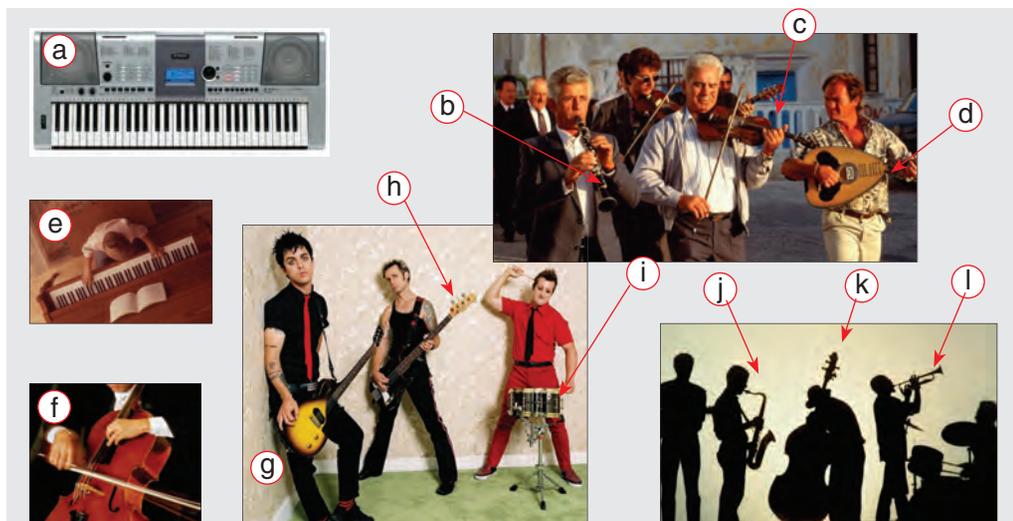
**5. You are going to have a survey: What do you think about Fergie? Make a list of questions to ask your classmates. Walk around the classroom and note down the answers. Report what your classmates think about the hip-hop star.**

to release



## VOCABULARY

1. a) Look at the pictures. Listen to the sounds the instruments make and match the pictures with the instruments you hear.



- |                             |                        |
|-----------------------------|------------------------|
| 1. a clarinet _____         | 7. a bass guitar _____ |
| 2. a double bass _____      | 8. a cello _____       |
| 3. a violin _____           | 9. a piano _____       |
| 4. drums _____              | 10. a trumpet _____    |
| 5. an electric guitar _____ | 11. a mandolin _____   |
| 6. keyboard _____           | 12. a saxophone _____  |

b) Repeat after the speaker.

c) Listen and choose the word which is the odd one out.

- |                        |                     |                             |
|------------------------|---------------------|-----------------------------|
| 1. a) <u>m</u> andolin | b) <u>b</u> ass     | c) <u>c</u> larinet         |
| 2. a) <u>c</u> ello    | b) <u>e</u> lectric | c) <u>c</u> larinet         |
| 3. a) <u>p</u> iano    | b) <u>m</u> andolin | c) <u>c</u> ello            |
| 4. a) <u>g</u> uitar   | b) <u>d</u> ouble   | c) <u>t</u> rump <u>e</u> t |

d) What other music instruments do you know? Can you play any of these instruments?

**2. What is your favourite style of music? Can you describe it? Use the words in the box to help you. What musical instruments are used?**

**Example:** *I like rock music. It is usually fast and very expressive. I like to listen to it loud. Some people think it is aggressive, but I don't agree. It's just very expressive. To play rock music you need an electric guitar, a bass guitar, drums and sometimes a synthesizer.*

popular, fast, slow, traditional, energetic, aggressive, depressing, violent, rhythmic, expressive, soft, loud

**Walk around the classroom. Which type of music is the most popular in your class?**

**3. a) Work in groups. The teacher has given you a card with a music style. Read about it and fill in the chart for your music style.**

**b) Walk around the classroom. Tell your classmates about your music style. Listen to your classmates and fill in the charts the teacher has given you.**



**c) Listen to the pieces of music and say what style they are. What instruments can you hear?**



## SPEAKING

**4. You are going to play a game. Choose a music style. Your classmates try to guess your music style by asking questions: *Is it aggressive/soft/rhythmic? Can you dance to it? Can you hear a piano in this music style?, etc.* You can answer only Yes or No.**

an electric guitar    a bass guitar    drums  
keyboard    a trumpet    a saxophone



## READING

1. a) Look at the picture. What's happening?

b) Read the two descriptions of the carnivals and choose the one which describes the picture.

### Carnival in Rio

In Brazil, people celebrate carnival in February or March. Every region has its own festival, but carnival in Rio is the most famous.

It lasts four days and millions of people go to it, including 300,000 foreign visitors. It's bigger than any other Brazilian carnival — and better, say the *cariocas* (the people of Rio).

There are two nights of parades in the streets and in the giant samba stadium, which holds 90,000 people. Some parades have thousands of dancers, all in the most amazing colourful costumes, and 600 to 800 drummers. Each parade lasts ten to twelve hours and the judges choose the best dancers. There are also all-night carnival balls with non-stop live music.

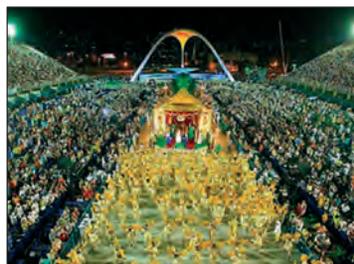
At carnival, Rio is the most exciting city in the world, but it is also one of the most expensive — hotels and taxis cost four times as much as usual. But that's because Rio has the biggest and most spectacular carnival in the world.

### Notting Hill carnival

For most of the year, Notting Hill is a smart quiet part of London. But at carnival time you can see the real Notting Hill, which is much more exciting — and noisier!

The Notting Hill carnival is smaller than Rio and less well known, but it's the largest carnival in Europe. It started in 1964 and now over a million people come to the carnival for two days at the end of August each year. More than fifty bands parade through the streets in colourful costumes. There are lots of sound systems playing reggae and other kinds of music, and three stages where bands play. The streets are full of people dancing and following the bands. And when you get hungry, there are stalls selling exotic food from all over the world.

Notting Hill carnival is called “The Greatest Show on Earth”. It's Europe's best street party! And it's cheaper than Rio!



c) Read the descriptions again and match the sentences below with the carnivals.

Carnival in Rio

Notting Hill carnival

... is more expensive.  
... is longer.  
... is called "The Greatest Show on Earth".  
... is less famous.  
... is the biggest in Europe.  
... has exotic food from all over the world.  
... has more people going to it.

d) Which of the festivals would you like to visit and why?



## GRAMMAR

Gr Focus

2. a) Read the sentences below. Which of the forms of the adjectives are comparative and which are superlative?

At carnival, Rio is the most exciting city in the world, but it is also one of the most expensive — hotels and taxis cost four times as much as usual.

The Notting Hill carnival is smaller than Rio, but it's the largest carnival in Europe.

But at carnival time you can see the real Notting Hill, which is more exciting — and noisier!

b) Complete the rules.

We use **comparative** form + **than** to compare two people or things.

We use **the** + **superlative** form + **of / in** to compare one person or thing with more than one person or thing in the same group.

The comparative of one-syllable and two-syllable adjectives is formed by adding \_\_\_\_\_, and the superlative by adding \_\_\_\_\_.

The comparative of adjectives of three or more syllables is formed with \_\_\_\_\_ and the superlative with \_\_\_\_\_.



less nice



nice



nicer

**3. a) Fill in the gaps with the correct form of the adjectives in brackets.**

1. Do you like samba? — No, it's too energetic. I prefer a ... (*slow*) dance.
2. Which is ... (*famous*) festival in Belarus?
3. Do the guitars cost much? — The ... (*cheap*) you can find is about £15.
4. Do you like Madonna? — Yes, I think she's ... (*successful*) singer of all times.
5. Is there a stage in your school? — Oh yes, it's even ... (*big*) than the one in our town hall.
6. Do you like carnivals? — No, they are too ... (*noisy*). I prefer something ... (*quiet*).
7. Do teenagers listen to folk music? — Some of them do. But it is ... (*popular*) than pop music.

**b) Work in pairs. Give your own answers to these questions.**



**WRITING**

**4. a) Where can descriptions of festivals be found?**

**b) Look at the table below. What should be included into 1) introduction, 2) main body and 3) conclusion? You may use the text in ex. 1 for help.**

description of the event (costumes, music, dancing, other activities)	feelings, comments, final thoughts	name, time, place of event
---	---------------------------------------	-------------------------------

**5. a) Compare two music events (Eurovision and Slaviansky bazar for example). Use the text in ex. 1b and ex. 4b for help. Don't forget to mention which festival is:**

- ✓ more / less expensive
- ✓ more / less colourful
- ✓ more / less exciting, etc.

## LESSON 5

## At the Concert



### GRAMMAR

1. a) Look at the picture. What do you think is happening? Use the words and phrases in the box for help.



to work hard  
to get the tickets  
rock concert  
energetic music  
brilliant performance  
to see little  
to play beautifully  
to listen attentively  
to sound extremely loud

- b) Which of the words in the box below are adjectives and which are adverbs?

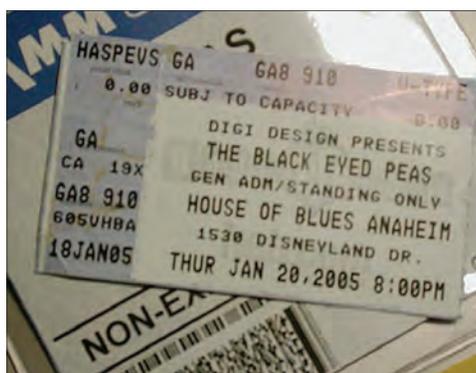
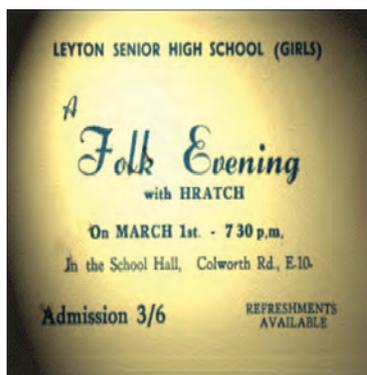
How do we form adverbs?

What are the adverbs of the following adjectives?

good      fast      hard      early      late

- c) Do you ever go to concerts? What is the last concert you have been to?  
Did you like it? Why/why not?

2. a) Look at the tickets. What information do they give?





- b) Which concert would you like to go to?  
 c) What musical instruments can one hear at these concerts?

**3. a) Listen to the conversation. Which concert are the people talking about?**

b) Look through the conversation. What adjectives and adverbs can you find?

A: How was the concert last night, John?

B: It was brilliant! I just love live performances!

A: Did you go there alone?

B: No, I went there with my ... (1) sister.

A: Oh really?

B: Yes, it was quite an education for her. She's into classical music, you know... Violins, cellos...

A: So did she like the performance?

B: She did. She said it was ... (2) and expressive than the music she was used to, and, of course, much ... (3). Though, I have to say, the sound wasn't very good at the beginning... In fact it was ... (4) beginning of a concert I had been to.

A: Why so?

B: It started really ... (5). There was a problem with electricity, I guess. We had to wait for about half an hour before the band started to play. There were so many people around us shouting and cheering, that I could hardly see the stage. My sister could see even ... (6), you know, she isn't very tall, so we had to look for a ... (7) place, from where we could see the stage and hear the music well.

A: And what about the performance itself?

B: It was a huge success, I would say. Green Day gave the audience a taste of real rock as only they can do. They just get better and better! Brilliant entertainment, the guys work so well together. My sister said she'd never heard anything more energetic. And you know what?

A: What?

B: She asked Dad to buy her a bass guitar! She says she now wants to play faster and ... (8).

c) Listen to the conversation again and fill in the gaps.

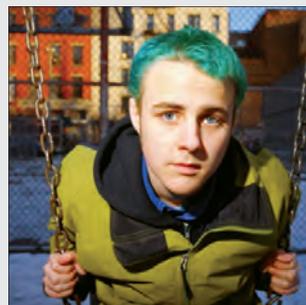
4. a) Which of the words you've written out are adjectives and which of them are adverbs?  
 b) How do we form the comparative and superlative forms of adverbs?  
 c) Compare the three young people; use the table and the example below for help.



Alex



Chloe



Jake

	Alex	Chloe	Jake
get bored easily	✓	✓✓	✓✓✓
sing well	✓	✓✓	✓✓✓
careful	✓✓	✓✓✓	✓
funny and entertaining	✓✓	✓	✓✓✓
run fast	✓✓✓	✓	✓✓
young	✓✓✓	✓✓	✓
gets up early	✓✓✓	✓	✓✓

**Example:** *Chloe gets bored more easily than Alex, but Jake gets bored the most easily.*



## SPEAKING

### 5. Work in pairs.

*Student A:* You've been to a concert of a famous singer or band. Tell your friend about it.

*Student B:* You want to know everything about the concert. Ask questions about it.

**Use as many comparatives and superlatives as possible.**

**Example:** *Was this performance better than the previous one?*



## READING

1. a) Look at the texts below. Are they articles, letters, reviews or stories?

b) Look through the texts quickly and say which is about:

1) folk music, 2) rock music, 3) classical music, 4) pop music.

c) Now read the reviews attentively and say which of the albums:

- you would buy and why,
- you would never buy and why.

A. The Wild Raccoons *Raccoons Forever*

New arrivals on the rock music scene, the Wild Raccoons have already reached the top of all American music charts. If you are looking for background music, then this is not for you, but if you want music to sound extremely loud from your hi-fi and annoy the neighbours, then the Wild Raccoons' debut album, with tracks from their live performances, may be just what you want.

B. Michael Lewis *Songs We Loved*

For fans of easy listening and soft, pleasant and calm music, this is all you need. In fact it's so relaxing you might just fall asleep. Lewis gives a sentimental performance of old love songs. At 49, he's not exactly pop idol but his adoring fans will love it.

C. The Oxbridge Symphonia *British Classics Old and New*

Beautiful melodies and skilful performance mark this collection of popular British classical music. Roger Crow conducts the orchestra. He himself composed two of the pieces. It might be a good birthday present for your uncle and aunt. But if you're a real classic music lover, save your money.

D. Jack Smooth *Long Summer Days*

For all folk music lovers, Jack Smooth's new album, *Long Summer Days*, released last week, will be a great present. With this new CD Smooth says he hopes to capture a wider audience for folk music. His excellent live performance tracks, which are also included in the CD, suggest that he has a good chance of succeeding. Don't miss it.

2. a) Find the words which mean the following:

- a) music that is playing while you are doing something else and not really listening to it, b) music that is not serious or difficult, c) to make smb interested in.

NOTE: Music reviews are short descriptions of albums, singles, etc. They are written to inform music lovers, and to give them your opinion/recommendation about whether or not they should listen to a CD/album/single, etc.

**b) Answer the questions.**

1. Do you enjoy listening to loud hard rock bands or would you rather prefer easy listening?
2. Do you usually have soft background music on when you are at home? Why?
3. Whose latest album captured your interest?

**c) Interview your classmates. Are anybody's answers completely the same as yours?**



**WRITING**

**3. a) Read the points below. Which of them do you think should be in the review?**

- a) the biography of the musicians,
- b) name of the musician, title of the CD,
- c) type of music,
- d) interview with the musicians,
- e) how many of your friends have listened to the CD so far,
- f) your recommendation,
- g) general description of the CD,
- h) where you can buy the CD.

**b) In what order should the facts from ex. 3a appear in the review?**

**4. a) Write down the adjectives in the box in four columns.**

			
exciting	good	boring	bad

excellent	dull
wonderful	great
pleasant	terrible
fascinating	fantastic
entertaining	touching
beautiful	interesting
uninteresting	

**b) Can you think of your own adjectives to add to the table?**

**5. a) Write a review of your favourite CD for your school magazine. Use ex. 1, 3 and 4 for help.**

**b) Exchange reviews with your partner. Will you listen to the CD your partner has written about?**

background music      easy listening      to capture



## LISTENING

1. a) What can songs be about?

b) Think of your favourite song. Tell your classmates what it is about and see if they can guess what song it is.

2. a) Look at the messages below. Can you think of any songs with such messages?

Money rules the world.

Christmas time is family time.

Nobody is faithful.

Make the world a better place.



b) You are going to listen to a song by John Lennon. What do you know about him? Listen and choose one of the messages above. Be ready to explain your choice.

c) Read the information about the song and check.

John Lennon and Yoko Ono wrote and recorded *Happy Xmas (War is Over)* in New York in 1971.

The Harlem Community Choir helped with backing vocals. The song was a protest song about the Vietnam War, but is still relevant (актуальна) 35 years later. John and Yoko regularly campaigned for peace, and in 1969 rented billboards and posters in eleven cities around the world with the message “WAR IS OVER! (if you want it) Happy Christmas from John and Yoko.” The record wasn’t a hit in America when it was released, but did very well in the UK, and returned to the charts after Lennon’s death in 1980.



d) Rewrite the following words in rhyming pairs, then use the pairs to complete the lyrics.

year, begun, fear, fight, white, fun, done, young, wrong, strong

So this is Christmas and what have you \_\_\_\_\_  
Another year over and a new one just \_\_\_\_\_  
I hope you have \_\_\_\_\_  
The near and dear ones, the old and the \_\_\_\_\_  
A very Merry Christmas And a happy New \_\_\_\_\_  
Let's hope it's a good one without any \_\_\_\_\_  
And so this is Christmas (War is Over, if you want it)  
For weak and for \_\_\_\_\_  
The rich and the poor ones  
The world is so \_\_\_\_\_  
And so happy Christmas for black and for \_\_\_\_\_  
For yellow and red ones let's stop all the \_\_\_\_\_  
A very Merry Christmas And a happy New \_\_\_\_\_  
Let's hope it's a good one without any \_\_\_\_\_  
And so this is Christmas (War is Over, if you want it)  
And what have we \_\_\_\_\_  
Another year over and a new one just \_\_\_\_\_  
We hope you have \_\_\_\_\_  
The near and dear ones, the old and the \_\_\_\_\_  
A very Merry Christmas And a happy New \_\_\_\_\_  
Let's hope it's a good one without any \_\_\_\_\_  
(War is Over, if you want it  
War is Over now)

e) Listen to the song and check.

f) Sing along the song together.



## SPEAKING

3. a) Can songs influence public opinion? In what way?

b) What else can famous performers do to attract people's attention to important problems today? What do popular singers and bands do in Belarus?



## READING

1. a) Look at the picture. What is this man's occupation do you think? When and where did he live?



b) Listen to the piece of music and try to guess whether the statements below are true or false.

1. The man who wrote this music lived in Russia.
2. He was born in a very rich family.
3. He could play the piano.
4. He wrote music for the Court.
5. He lived a happy life.
6. His people loved him because his music was about them and their country.



c) Listen, follow in the book and check your guesses.

**Edward William Elgar** was born on 2 June 1857 in a small cottage in the village of Lower Broadheath, near Worcester, England. He was the fourth of seven children born to William Elgar, a shopkeeper, and his wife Ann.

Soon the Elgars moved to live above their music shop in the High Street, Worcester and the young Edward grew up surrounded by music. They were also just across the road from the Cathedral where most of the important musical events took place. He later said, "There is music in the air, music all around us, the world is full of it and you simply take as much as you wish". 1 □

The young Elgar attended a number of local schools but, musically, his education was no different from that of any other of his classmates.

At the age of 15 Elgar left school and, as the family had no money he had to work in the office of a local lawyer. But a year later Elgar gave up the post and decided on a musical career. At first this was mainly giving piano and violin lessons at a number of nearby schools and to the daughters of local landlords. 2 □

In 1886, Elgar had a new pupil — Caroline Alice Roberts, daughter of a very rich and powerful gentleman. Although she was eight years older — and from a higher social class than her music teacher — romance blossomed. Soon they decided to get married. But the Roberts family were against it.

She had a lot of money: he was a penniless musician. Nevertheless, she stood her ground and they were married on 8 May 1889. In the years that followed Elgar composed some of his greatest works — the “Enigma” Variations and “Dream of Gerontius”.

The First World War broke out and it changed the world. 3 □ He wrote: “Everything good and nice and clean and fresh and sweet is far away — never to return”. Although he was too old to be a soldier he composed many patriotic works. The war had saddened Elgar: many of his friends had been German and the world as he knew it would never be the same again. During the years 1918 and 1919 he wrote his last four great works. 4 □

But the worst was yet to come. In April 1920, after a short illness, Alice Elgar died. 5 □

After Alice’s death Elgar returned to live in the county of his birth. Sadly, as old age progressed Elgar became more and more isolated from former friends, preferring for company his two dogs, Marco and Mina.

Elgar died on 23 February 1934 and was buried beside Alice at Little Malvern. A close friend wrote: “Elgar has written his own biography as no other man can ever do. He is our Shakespeare of music, born and died on the soil in the heart and soul of England with his love of his country, its music, and its meaning in his own heart and soul.”

**2. a) Read the sentences below and then read the text again. Choose the most suitable sentence for each gap of the text. Check in pairs.**

- a) From that moment the composer never wrote music again.
- b) And for Elgar it was also the beginning of a time of change.
- c) Here, at the age of seven, Elgar was to hear his first “Three Choirs Festival”.
- d) These are the Sonata in E minor for violin and piano, the String Quartet in E minor, the Quintet in A minor for strings and piano and the Concerto in E minor for cello and orchestra.
- e) He also visited as many concerts as he could and played violin with the Worcester Philharmonic Orchestra.

**b) Which events in Elgar’s life do you think:**

- ✓ are the luckiest?
- ✓ are the happiest?
- ✓ are the most depressing?
- ✓ are the most interesting?

**3. a) In pairs, find the words and expressions in the text which mean the same as those below:**

- 1) to continue with your opinions or intentions when somebody is opposing you and wants you to change (to s... one's ...),
- 2) a person who plays a musical instrument or writes music, especially as a job (m...),
- 3) to become more confident or successful (b...),
- 4) without much contact with other people (i...).

**b) Which of these words/expressions can be used in the sentences below?**

1. I felt very ... in my new school.
2. Their friendship ... into love.
3. He was a talented ... in his youth.
4. I never change my mind — I always ... .

**c) Are these statements true for you?**

**d) Which of the following linking words can you find in Elgar's biography?**



after      however      at first  
nevertheless      thus      soon  
later      although      but



## WRITING

**4. a) Do you know any famous Belarusian composers? What do you know about them?**

**b) Look through the biography of Elgar. Find examples of linking words (*however, later, etc.*). What other linking words do you know?**

**c) You are going to write a short biography of a composer. Use the card the teacher has given you and the linking words.**



## SPEAKING

1. a) Work in groups. Write down your five favourite words from this unit on a piece of paper.
  - b) Exchange your words with another group. Make up a chant using all the words you've been given.
  - c) Play "Tribal chant" game. At the teacher's sign start chanting what you've written, first just one student, then another, then three, until everyone has joined in. Listen to the instructions of your teacher.
2. a) Look at the picture. What style of music do you think the band plays? Why do you think so? Which words would you use to describe the band?



- b) Which of the following can you see in the picture?

DRUMMER	GUITARIST	CONDUCTOR	BASS PLAYER
KEYBOARDIST	VIOLINIST	LEAD SINGER	

- c) Would you like to play in a band? What would you do in the band?
3. a) What questions would you ask your favourite band?
  - b) Work in groups. You are going to invent your own band.  
Decide on the following:
    - ✓ name for your band
    - ✓ names for all the band members
    - ✓ what style music the band plays
    - ✓ what each of you does in the band
    - ✓ how each of you joined the band
    - ✓ how many albums you've released, what they are called
    - ✓ how often you give live performances
    - ✓ your plans for the future
  - c) Role-play. Interview the band.

# UNIT 4

## EATING OUT

### LESSON 1

### Eating in or Eating Out?



#### VOCABULARY

1. Match the words below with their definitions.

**to eat out**  
(*verb*)

**fast food**  
(*noun or adjective*)

**junk food**  
(*noun or adjective*)

**meal**  
(*noun*)

**pub**  
(*noun*)

**delicious**  
(*adjective*)

**(to) order**  
(*verb or noun*)

**dish**  
(*noun*)

**takeaway**  
(*noun or adjective*)

a) breakfast, lunch or dinner

b) a restaurant that serves food that you can take away and eat somewhere else; the food that you can take away

c) to ask to do or bring something in a formal way, something you ask for

d) hot food that is served very quickly in special restaurants, and often taken to be eaten in the street

e) food that is quick and easy to prepare and eat but that is thought to be bad for your health

f) to have a meal in a restaurant

g) food prepared in a special way as part of a meal

h) a building where people go to drink and meet their friends. It serves alcoholic and other drinks, and often also food (British)

i) very tasty

2. a) Read an article from *Oxford Guide to American and British Culture* on “Eating out” and fill in the gaps with the words from ex. 1 in the appropriate form.



When British and American people eat out, they can choose from a wide range of eating places. The busiest tend to be burger bars, pizzerias and other ... (1) restaurants which are popular with young people and families. In Britain these have largely replaced traditional cafes selling meals like sausage, egg and chips, though most towns still have several fish and chip shops. Many British ... (2) also serve reasonably priced ... (3) .

Many people ... (4) in Italian and Mexican restaurants. ... (5) from Chinese or Indian restaurants are also popular. Americans also often ... (6) in (= have a meal delivered to their home by a restaurant). Fewer people go to smarter, more expensive restaurants. With great variety of food available at rather low prices, eating out is common.

Visitors to the US often think either that there is no real American food, only ... (7) borrowed from other countries, or else that Americans eat only ... (8), like fast food, potato chips, fizzy drinks and ice-cream.

The British also have a poor reputation for food. Visitors to Britain often complain that food in restaurants is badly presented and has no taste at all. While there is some truth in both these impressions you can still find the most ... (9) food not in restaurants but in people's homes.

-  b) Listen to the audio guide and check.

3. a) Use the text to make a list of “places to eat” and “things to eat and drink”.

places to eat	things to eat and drink
...	...

- b) Compare your lists with your partner's. Which of the places to eat out do you have in your neighbourhood? Do you eat the same food?

4. a) Complete the collocations below with the words from ex. 1. You can use words more than once.

- |                              |                        |
|------------------------------|------------------------|
| a) an evening ...            | h) enjoy your ...      |
| b) a ... restaurant          | i) to go out for a ... |
| c) a delicious ...           | j) a Chinese ...       |
| d) an ... for fish and chips | k) a ... addict        |
| e) a ... pizza               | l) ... regularly       |
| f) a ... meal                | m) ... a pizza         |
| g) ... in cafes              | n) a local ...         |

b) Work in pairs. Use the phrases from ex. 4a to make as many true sentences about Belarus as possible.

c) Report to the class. Do your classmates agree?



## WRITING

5. Work in groups. Write an entry for “The guide to Belarusian culture” on eating out.

When Belarusian people eat out \_\_\_\_\_

The busiest \_\_\_\_\_

Many people eat out in \_\_\_\_\_

\_\_\_\_\_ are popular with \_\_\_\_\_

Visitors to Belarus often \_\_\_\_\_

to eat out    fast food    junk food    meal    to order  
an order    a dish    a pub    delicious    a takeaway

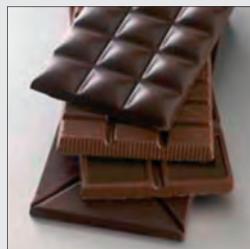
## LESSON 2

# Sugary or Sugar-free?



### LISTENING

#### 1. Look at the pictures.



- Which dessert would you go for in a restaurant? How many servings (=portions) of this dessert would you eat? Would half a portion be enough for you? Which contains too much sugar/fat?
- Which dessert do you think is fatty/ low-fat/ sugar-free/ the most delicious/ the healthiest?
- Would you order a fizzy drink with your dessert? Which desserts would go with fizzy drinks? Are these drinks healthy? Why?
- What is diabetes [ˌdaɪəˈbi:tɪz]? What causes this disease?



2. a) Listen to an expert talking on the radio about his research. What is the topic of his work? Hold your hand up as soon as you have guessed, but keep quiet.

sugar-free    low-fat    a serving (a portion)    to contain  
dessert    fizzy drink    to go for smth    fatty

**b) Match the columns to make sentences from the interview.**

1. If pizza is all you eat,

a. now offer healthy meals that are also delicious!

2. Colas and other fizzy drinks

b. instead of sugary, high-fat desserts.

3. Canteens and fast-food places

c. that can cause problems.

4. Fries and potato chips

d. eat perfectly all the time.

5. Choose fresh fruit

e. are not vegetables!

6. You don't have to

f. can cause problems with calcium in your body

**c) Listen and check your predictions. Which of the statements do you think are the most important ones?**

 **3. a) Listen to the interview again. Which of the ideas below does the expert mention?**

- a) Fast food causes getting overweight and problems with health.
- b) Junk food is delicious.
- c) Sugar-free fizzy drinks aren't good for you too.
- d) We should eat all types of food.
- e) The servings today are too large.
- f) It's a good idea to share junk food with a friend.
- g) It's OK to eat junk food sometimes.
- h) French fries contain a lot of vitamins.

**b) Work in pairs. What statements above do you agree with?**



## SPEAKING

**4. Discuss the following questions in groups.**

- 1. Why is fast food so popular these days?
- 2. What can the government do to make people, especially children, eat less junk food? Do you think the radio programmes help?
- 3. What can you do to eat healthier meals?



## VOCABULARY

1. Look at the pictures. Is this food traditional for Belarus? What dishes can you make with it?



pike-perch



dill



aubergine

2. Look through the review below. Did the author like the restaurant he visited?

#### Dining out Belarusian-style: an Englishman's verdict

*Franziska's* is a new restaurant in central Minsk. My first impression was of a comfortable space with medieval décor and friendly waitresses in traditional Belarusian costume. The two Belarusian friends who accompanied me told me that the background music was modern but also local. I was glad that it wasn't too loud and that we could talk and hear each other clearly.

I was very glad of their help when I was choosing my meal from the very large menu. I'm vegetarian (not very common in Belarus!) and I finally decided on a dish called *Plakiya*, which turned out to be a kind of aubergine omelette, with a *Radzivil* salad to go with it. One of my friends went for grilled pike-perch fillet and the other chose pork steak with vegetables. In the centre of the table was a big basket of home-baked bread — delicious! We washed everything down with some very good Russian beer. I found the *Plakiya* a bit heavy and fatty but it tasted very good, and the salad was excellent, though with too much dill for my taste. I sometimes wonder why people in this part of the world like it so much! My two friends also said that their meals were very well-cooked, and all our plates were empty when the waitress came to collect them.

We finished the meal with a coffee as we were all too full to eat a dessert.

Altogether, this was a very pleasant lunch even though it *was* rather expensive. If you go to *Franziska's*, just don't be frightened (=scared) by the lifelike 'statue' in the entrance hall — I found it a bit spooky!

3. Find the words in the review that mean:

1) a woman whose job is to serve customers at their tables in a restaurant (What do you call a man?), 2) went somewhere with somebody, 3) music that you can hear but are not listening to, 4) a person who does not eat meat or fish, 5) happened in the end, 6) made at home rather than produced in

a factory and bought in a shop, 7) containing a lot of fat, 8) has nothing inside, 9) how you feel after you've had enough to eat.

4. a) Match the words below to make collocations. How many of them were mentioned in the review?

- a) a fast food
- b) a delicious
- c) home-baked
- d) a vegetarian
- e) a friendly
- f) an empty
- g) background
- h) traditional
- i) fatty
- j) a full
- k) a well-cooked

- dish
- restaurant
- waitress
- music
- food
- meal
- costume
- bread
- stomach
- lunch
- plate

b) Make true sentences about *Franziska's* using the adjectives from ex. 3a in the correct form.

- 1. It wasn't a ... (1) restaurant.
- 2. The waitresses were ... (2).
- 3. The waiters were wearing ... (3) costumes.
- 4. The ... (4) music was not too loud.
- 5. Restaurant had some ... (5) dishes.
- 6. The food was ... (6).
- 7. The bread was ... (7).
- 8. They left the plates ... (8).
- 9. They were too ... (9) to eat a dessert.
- 10. The meals were ... (10).



## SPEAKING

5. Read the text again and answer the questions below with your partner.

- 1. What information do you get about the author? What was their order? Why do you think they ordered this? Were they happy about it?
- 2. What else did the author like or dislike about the restaurant?
- 3. Would you like to eat out in *Franziska's*? Why? Would you order the same dishes? Would you like or dislike the same things?

a waiter/waitress      a vegetarian / vegetarian  
home-baked      empty      full      to accompany



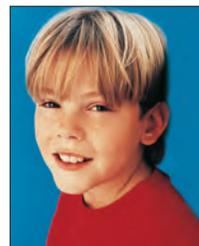
## GRAMMAR

1. a) Listen to the conversation and say which person the words below describe. Can you hear any other ways to agree/ disagree?



Jennifer Clarke, 13  
schoolgirl

Vegetarian	+
Junk food	-
Crowded places	-



Nick Hall, 14  
schoolboy

- b) Listen to the conversation again and follow in the book. What do you think Nick's real food preferences are? Are they similar to yours?

N: Hi, Jennifer! This is Nick.

J: Hi, Nick! How are you doing?

N: Very well, thanks. Er-r. Are you doing anything special tonight?

J: Nothing much. Why?

N: I was just wondering if we could go and eat out together...

J: Well, I don't eat junk food, you know.

N: Neither do I. I hate these noisy takeaways and crowded fast food places.

J: Oh, by the way, I'm a vegetarian, Nick.

N: So am I! I haven't eaten meat for four days or so. And I *am* serious. How about going to "The Veggie" cafe? They do serve vegetarian food and pasta dishes are delicious there! I've been there with my family.

J: Oh, I haven't. I think it's a great idea! But I don't know where it is.

N: Oh, I do. Don't worry. It's next to the town hall in the central square.

J: And I'll have to ask my parents if I can come.

N: OK. I'll call you later then. Bye!

J: Bye!

2. a) Work in pairs. Look at the ways to agree and disagree from the conversation and answer the questions below.

A. — I'm a vegetarian.  
— So am I!

B. — I don't eat junk food.  
— Neither do I.

C. — I've been there with my family,  
— Oh, I haven't.

D. — I don't know where it is.  
— Oh, I do.

- Which two statements are positive?
- Which two statements are negative?
- How does Nick agree with Jennifer?
- How does he disagree?
- Is “so” or “neither” used to agree with a positive statement?
- Is “so” or “neither” used to agree with a negative statement?
- Why are different auxiliary verbs used in the responses?



b) Copy the chart into your Grammar diary. Complete the chart with the headings; “positive statement”, “negative statement”, “agreeing”, “disagreeing”.

3. a) Complete the responses below with “neither”, “so”, “not” and auxiliary verbs. Then listen and check your answers.

— I think the servings in our school cafe are too large. — ... (1) do I.	— Thanks, I’m full. — So ... (8) I.
— We had a school-leaving party last week. — ... (2) did I.	— I am enjoying the background music. — Oh, I ... (9).
— I’ve never bought takeaway food. — ... (3) have I.	— If I were rich, I’d eat out every day. — So ... (10) I.
— I used to eat a lot of junk food. — ... (4) did I.	— My brother doesn’t like fizzy drinks. — Neither ... (11) I.
— I can’t stand vegetarian dishes. — ... (5) can I.	— I always leave my plate empty. — Oh, I ... (12).
— I would like to be a waiter one day. — ... (6) would I.	— I was rather fat as a baby. — So ... (13) I.
— We are going to order a pizza tonight. — ... (7) am I.	— I didn’t have dinner yesterday. — Oh, I ... (14).

b) Listen to the statements again. Agree or disagree with them.



## SPEAKING

4. a) Work in pairs or in groups of three. Make up a short conversation (see ex. 1 for help) with your partner(s). Invite your friend(s) out. Try to use different types of responses.

b) Role-play your conversation in front of the class.



## READING

1. Look at the advertisement for a Cornish pasties takeaway. What is the takeaway proud of?



**Enjoy our Range of Pasties Anytime!**

Delicious handmade foods prepared in each shop using our finest ingredients.

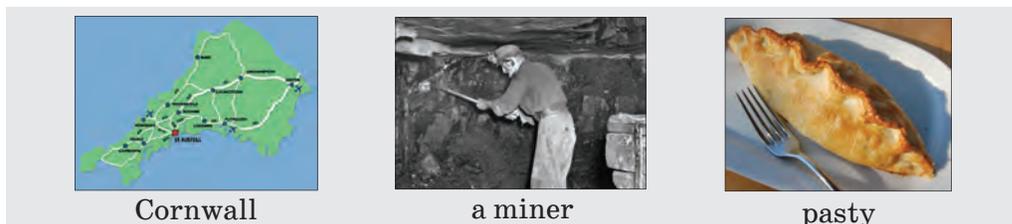
All of our pasties are traditionally handmade in Cornwall and baked off freshly in each shop daily and only sold that day.

Although our Traditional Pasties remain our most popular, we serve lots of different flavours to suit everyone:

**Pasty Flavours**

Traditional, Bacon Leek and Cheese, Cheese and Onion, Vegetable, Thai Chicken, Sausage Roll, Indian Chicken, Spicy Chickpea and potato, Curried Parsnip, Apple

2. Look at the pictures. What might the connection between a pasty and a miner be? Where is Cornwall? What is in a traditional pasty? Look through the article and find out.



### Local interest: A brief history of the Cornish pasty

**A.** Pasties have been around at least since the early Middle Ages, but the Cornish pasty owes its fame to the expansion of the tin-mining (*горнорудная*) industry in the mid-19th century. Miners spent the whole day down in the pits and had to take their lunch with them. They needed something that could be cooked at home in the morning and stay warm. If their hands were dirty, they could eat the filling and throw the pastry away. The miners' wives often ingeniously provided a two-course meal by filling one end of the pasty with meat and potato, and the other with fruit, jam or treacle (карамель).

**B.** Anyone visiting the south-west of England is likely to encounter and probably consume (=eat) a *pasty* or two (rhymes with "nasty", but tastes

nice). Bakeries and small shops sell them hot and ready to eat, an ideal fast food. You also find them in supermarkets, but they seldom compare with the freshly baked ones.

C. As the industry declined, miners left Cornwall to work elsewhere, taking the Cornish pasty to other regions of Britain, to the USA and Australia, where they are popular to this day. And you don't have to be a miner to eat one!

D. I've enjoyed *empanadas* in Latin America, *samosas* in India, *calzone* in Italy and *curry puffs* in South-East Asia. They may all look like pasties, but the taste can be quite different.

E. A pasty is a pastry (*изделие из теста*) traditionally filled with meat and potatoes, folded over into a semi-circle and sealed with a crimp (the raised pastry border you can see on the photo). These days they come with other fillings too. The dish is closely associated with the county of Cornwall, just across the River Tamar from Plymouth.

by Michael Hall

**3. The paragraphs in the article are mixed. Read the article again to put them into the right order. Compare with your partner and explain your choice.**

**4. a) Which of the sentences below are true, false or possible?**

1. Cornwall is in Great Britain.
2. Pasties in supermarkets are tastier than in small shops.
3. There are potatoes and meat in a pasty.
4. Pasties have been eaten since the 19th century.
5. Miners' wives had pasties for lunch.
6. Miners enjoyed meat and jam pasties.
7. Pasties are popular in Cornwall only.

**b) Check in pairs.**



## SPEAKING

**5. a) Work with your partner. Invent your own pasties. Make a list on the board.**

**b) Play a chain-game with your classmates. Which pasty flavour would you order? Use your list on the board as well as the flavours from the advertisement.**

**Example:** S1: *I would definitely order an Indian Chicken pasty.*

S2: *Oh, I wouldn't. I'd have a traditional pasty.*

S3: *So would I. And I'm going to order a Sausage Roll pasty too.*

S4: *Oh, I'm not. I'd go for ...*

a pasty      flavour



## READING

### 1. Match the places to eat out with their names and menus.



Starters

Soup of the Day  
 Feta Cheese Served with Rocket Salad  
 Fresh Chicken Salad with Walnut Dressing

Main Courses

Homemade Beef Burger on Toast  
 Pasta with Cream, Chicken and Shitake  
 Mushrooms  
 Pasta ala Salieri  
 Pasta and Mixed Vegetables with Rich Tomato  
 Sauce  
 Spaghetti Classico  
 Chicken escalope with Oriental Rice and Tomato

Desserts

Home Made Tiramisu  
 Pancakes with Fruit Slices  
 Selection of Mixed Ice Creams

1 course £7.50 2 courses £8.95 3  
 courses £9.95

\*no service charge Complimentary Home-Baked Bread,  
 Butter & Marinated Olives

Served until  
 10pm Mn-Sat.  
 Please order at the bar.

**Starters and small plates**

Soup of the day £2.95  
 Broccoli fishcakes £5.50  
 Breaded mushrooms £3.75

**Large plates**

Grilled Steaks:

\*Pork steak £8.25  
 \*King Steak £12.50  
 \*Fillet Steak £13.50

Salads:

\*Classic Chicken Caesar £6.95  
 \*Tuna Mix £6.50

**Fish**

Fish & Chips £6.95  
 Scottish Salmon Fillet £8.25

**Pub Classics**

Lemon and Cracked Pepper Chicken £6.95  
 Open Chicken Pie £6.95  
 Hunter's Chicken £8.25  
 Chicken Monte Cristo £8.25  
 Please ask your waiter for vegetarian dishes.



a menu      main course      pasta

### A VOLCANO!!!

Vanilla ice-cream with fresh banana, cream, and chocolate sauce. (enough for two or more)

### Wild Menu

Including dessert £10.25

Simply Spaghetti V

Rainforest Steak Burger

Ham and Cheesy Pasta (egg free)

Big Blue Pasta

Cha Cha's Veggies V (egg free)

Jungle Pizza

Plant Pizza V

(Any pizza available for takeaway)

(The café donates 10p from each dish to help WLT preserve the rainforests in Ecuador.)

### Desserts

Chocolate and Toffee Ice

(non-fat milk)

Jungle Jelly (sugar-free)

Fruit Fiesta V

Lightning Lemon Cake

Devil's Chocolate



- Rainforest
- The Jack Rabbit
- Salieri

## 2. Read the menus carefully and answer the questions below.

1. Which place is a restaurant? A pub? A café? 2. Which ones serve vegetarian dishes? 3. Which one raises money to protect the nature? 4. Which serves traditional British meals? 5. Which one doesn't serve fish? 6. Where can you eat out for less than £7? 7. Where can you take the meal away? 8. Where can you eat pasta dishes? 9. Where can you order healthy desserts?

## 3. Work in pairs. Choose a place to eat out for the following groups of people (explain your choice).

- Your grandpa with a couple of his close friends.
- An Italian family with three kids aged five, six and twelve. One of them is allergic to eggs.
- Three colleague scientists who have just invented a noise-proof baseball cap.
- Your teacher accompanied by a vegetarian friend.
- A hungry millionaire who is addicted to chicken dishes.
- Three excited teenagers from Belarus on their tour around Britain.



## WRITING

### 4. a) Work with a new partner. Discuss the questions below.

- Which idea of a restaurant appeals to you most?
- Which place has the most fascinating name/ the best interior/exterior design?
- Which menu is the most beautifully decorated/ the best organised?

b) Imagine you are taking part in a project for *the best place to eat out* idea. Think about the project with your partner. Complete the application form the teacher will give you.

## LESSON 7

# Anything to Drink?



### LISTENING

1. a) Listen to some conversations. Are the people in *Rainforest café*, *The Jack Rabbit* or *Salieri*? Look at the menus in the previous lesson for help.

b) Why are there three conversations? Who is speaking? Describe the situations.

c) Listen to the conversations again and take notes on what they were going to order, what they ordered, what they had.



a bill

2. Work in pairs. Put the events into the chronological order. Then listen again and check.

- They ask for some more time.
- The waiter brings mineral water.
- They start making their choices.
- Grandma is not happy with the mushrooms.
- The waiter comes for the order again.
- The customers ask for the menu.
- Grandma finishes her soup.
- The waiter gives advice.
- The waiter comes to collect the order.
- Grandson asks to taste grandma's soup.
- They ask for the bill.
- Granny talks about how to make a chicken pie.
- Grandma says she's a vegetarian.

The water is  
on the house



on the house = free



### SPEAKING

3. Restore as many of the waiter's questions and phrases as possible. Write them on the board.

4. Work in groups.

- Imagine you are at one of the eating out places from the previous lesson. Look through the menu and discuss your choice with your partner.
- When you are ready call for a waiter (any of your classmates). Make your order. Role-play your conversations in front of the class.

on the house      a bill



## READING

## 1. Discuss the questions below with your partner.

- What's a review?
- Where can you read reviews?
- What can be reviewed?
- Who can write a review?

## 2. The reviews below were taken from the website on London's cafes and restaurants. Look through the reviews and discuss the questions with your partner.

- Which place from lesson 6 do they describe?
- Who wrote them?
- What is the main difference between these two reviews?



## Review 1

1. ...My six-year-old son found the whole experience extremely exciting. My wife and I on the other hand were rather disappointed. Yes, the waiters (sorry, safari guides!) were excellent, polite and fast, the place itself was interesting and clearly different, but the food — oh, dear.

2. Massively overpriced, poorly cooked and tasteless. My friend warned us before going that the food was terrible and we should try something simple — 'something they can't ruin' was what we were told. So we went for a cheeseburger, a dish you'd think hard to spoil. Nope, the chef somehow managed to create a burnt piece of carpet served with a plate of fatty fries...

a review

## Review 2

1. ... When I arrived I was surprised to find it was busy “Jungle store” with plenty of people coming and going. The restaurant is downstairs and was an ideal place for lunch, especially as it was a really hot day outside. We were directed to our table that had been well laid out and surrounded by animatronic gorillas and a cheetah in the wild.

2. As the menu was quite large we needed a bit of time. Once the drinks and meal order was taken, then starters came within 10 mins and once finished the main meal arrived soon after. This we all felt was excellent service.

3. The food was great, hot and tasted very fresh. And, as I see it, the price was ok too. There were 5 of us in the middle of Soho eating in a themed restaurant. It’s clearly NOT fast food and as such, the prices were not too high...

**3. a) In the reviews introductory paragraphs and the final paragraphs are missing. Match the introductory paragraphs and the final paragraphs below to the reviews.**

**A** Visited the café with my wife and two young children (1 and 6) whilst on a trip to London.

**B** I visited the café with my girlfriend and her family on Sunday 4<sup>th</sup> June.

**C** Overall it had a great fun atmosphere, the food was good and waiters were nice. Considering central London and adventures, it offered good service for money and a wide choice on the menu. I would definitely recommend this place to families who want an alternative to crowded restaurants and who are “up for a laugh”. One tip: watch out for the extremely loud thunderstorm!

*Julian — Friday, June 09*

**D** Will we go again? No, the unique adventure is not enough to have to suffer the meal that is not worth the money.

*Simon Boon — Friday, June 23*

**b) Turn to p. 78. Does that review have an introductory and final paragraphs? Is it positive or negative?**



## WRITING

4. a) Look at all three reviews and match the topics to the plan below. Then copy the plan into your notebook.

**RESTAURANT REVIEW WRITING TIPS:**

**Introduction**

a) ....  
b) ....  
c) ....

**Main body**

a) ....  
b) ....  
c) ....  
d) ....

**Conclusion**

a) ....  
b) ....  
c) ....

- price
- a piece of advice
- company
- dessert
- first impressions
- time and place
- general impression
- food and service
- recommendations
- atmosphere

b) Which part of the review do these words come from? Add the words to your plan. Check in the reviews.

overall, on the other hand, but, so, once,  
when, as, as I see it, on Sunday, altogether

5. Write an introduction to review a restaurant you've been to for your school newspaper. Read out your introduction. Can your classmates guess if you enjoyed the visit?



## SPEAKING

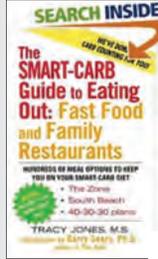
1. a) Work in pairs. Match the stages of eating out with the pictures.



**A**



**B**



**C**

**Eating out:**

Inviting  
 Choosing a place to go to  
 Coming in  
 Discussing the menu  
 Placing the order  
 Discussing the food  
 Leaving



**D**



**E**



**F**



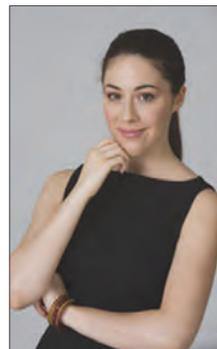
**G**

b) How many talks will you have to make while preparing for and eating out?

2. Work in pairs. Look at the statements and phrases below. Who says them? What is the situation in each case?



- It's worth visiting!
- Can I have the menu, please?
- Is it sugar-free?
- What's in it?
- It tastes delicious!
- Are you ready, sir?
- It's too loud.
- Anything else?
- Can I have the bill, please?
- I'm a vegetarian.
- I'm full.
- I'll go for a piece of pizza.
- Neither do I.
- Here you are.
- It's on the house.
- How about a takeaway?
- Nothing much.
- It's enough for four to eat.
- Excuse me!



### 3. Role-play in groups of three or four.

**Student A:** You are the best waiter/waitress in your company. You are a bit tired of noisy customers with kids and all types of “experts” everybody thinks they are. But as you are highly professional you always manage to keep cool and do your best. You’ll have to serve some tables today.

#### Table 1

**Student B:** You are a young talented basketball player. You have no bad habits and you are fond of healthy eating. When eating out you are very careful about your order. You haven’t seen your friends for ages. Invite them to eat out with you.

**Student C:** You are a successful book writer and you love talking to people. You don’t care much about what you eat and even care less about what others want. You love crowded places, loud music and fast food. You’d love to go out for a meal with your friends.

**Student D:** You are a famous chef. You think that most restaurants are terrible. But you’d like to eat out with your friends, so you’ll have to put up with it. While eating out you are always very critical about what you eat.

#### Table 2

**Student B:** You are a parent of two lovely kids aged 13 and 7. You are very excited to take them out for a meal. Try to talk them into eating healthy meals. You love small talks and the weather is what you start any talk with.

**Student C:** You are a teenager and you can’t live without fast food. You love your family and realize that junk food is not really good for you. Your younger brother/ sister irritates you and you pick on him/her sometimes.

**Student D:** You are 7 and your elder brother/sister is your role-model. You copy everything he/she does. You think you are adult enough to make decisions about your food yourself, but you are a little afraid of the waiter who looks so important.

#### Table 3

**Student B:** You are a journalist whose job is to write restaurant reviews. You have to go to the Jack Rabbit. Invite your friend to accompany you. Don’t be too critical about the food and service.

**Student C:** You are a teacher of English from Belarus. This is your first visit to Britain. You’ve just read an article about pasties and would like to try something traditional. Talk as much as you can as it’s a real chance for speaking practice for you.

# UNIT 5

## MONEY MATTERS

### LESSON 1

### Before Notes and Coins



#### READING

1. a) Look at the pictures below. What do these objects have in common?



cattle



shells



knives



salt



beads



feathers



grain



cocoa beans



animal skins



whale teeth

b) Look at the pictures below. Which of the words do they illustrate?

a) sale    b) shopping    c) trade



2. a) Look through the article below. Which of the things from ex.1a does the text mention? Are there any other things? Where were they used?

### The History of Money

These days, money is high-tech. We have notes and coins which are specially made. We use credit cards. Banks can move millions at the touch of a button. But how did twenty-first-century money develop?

Each country has its own individual culture. That's as true today as it was thousands of years ago. Each nation has developed its own language, its own religion, arts, form of government; and of course... its own money.



But why is money universal? The answer is very simple. Without it trade would be impossible, and people in any society need to exchange goods in order to survive.

OK, so money is necessary, but what kind of money? Well, in the past most societies used objects. Some of these were rare and beautiful (as shells in Thailand or beads in Africa), others could be eaten or used (salt was used in Nigeria and tobacco in America). In Rome, the soldiers were even paid in salt!

Early forms of money like these were used to buy goods. They were also used to pay for marriages, fines and debts. But although everyday objects were extremely practical kinds of cash in many ways, they had disadvantages, too. For example, it was difficult to divide them or save up for a rainy day. For reasons such as these, some societies began to use another kind of money. This consisted of metals which were cut into small pieces and weighed. People in Mesopotamia (now part of Iraq) began doing this about 4,500 years ago. Later gold and silver money appeared in Ancient Egypt, China and elsewhere, too.

### Coins

These pieces of metal weren't exactly coins as they had no fixed shape and weren't clearly marked. The first coins were made in Turkey (the ancient kingdom of Lidia) around 700 BC. The first coins — called *staters* — were made of *electrum* (a mixture of silver and gold) and had a lion's head stamped on them. The coins were so successful that it soon spread to other countries.

### Notes

Today's paper money is produced and controlled by governments through a system of banks. That's why we talk about *bank-notes*. Originally, though, paper money had nothing to do with banks. It was started in China 1200 years ago. Why? There were three main reasons: metal coins were heavy, easy to steal and China didn't have enough gold and silver to make coins.

To solve these problems they began to produce printed notes which showed that their customers had a certain amount of money.

Paper money soon became popular in Europe, too. For a long time it wasn't made and controlled by the government. In fact the first official European bank notes (issued by the Swedish Stockholm Bank) didn't appear until 1661.

**b) Read the article. Put the objects in the order they appeared:**

coins, objects used as money, banknotes, pieces of metal.

**c) Work in pairs. Explain why they appeared in this order.**

**d) Read the article again. Are these sentences about coins, banknotes, objects used as money or pieces of metal? Prove it using the sentences from the article.**

- a) They were difficult to carry.
- b) They could get broken, ill or wash away in the rain.
- c) You could carry them around with you.
- d) Somebody could easily take them away from you.
- e) They were cheap to make.
- f) You couldn't say exactly how much they were.



## VOCABULARY

**3. a) Complete the statements below with the words from this lesson.**

In any shop people can pay ... (1) or by a ... (2).

Schoolchildren can ... (3) stickers for good marks.

Most people ... (4) for a rainy day.

Both ... (5) and ... (6) are used as money.

If you are in ... (7), you will have to return the money in 3 years time.

A pupil who has broken the school rules has to pay a ... (8).

The Minister of ... (9) is a woman.

**b) Work in pairs. Discuss which statements are true for Belarus. Correct the false ones.**



## SPEAKING

**4. Discuss the questions below in groups.**

- Do people trade objects these days? When does it happen?
- Do you swap things with your friends? What things do you swap? Is it a trade?
- Do you save up for a rainy day? What's the best way to save up?
- What money do people use in Belarus? Which money is the most convenient to use? Make a list of advantages and disadvantages for using these types of money.

to trade    trade    a coin    a banknote (a note)  
to save up for a rainy day    cash    fine    debt

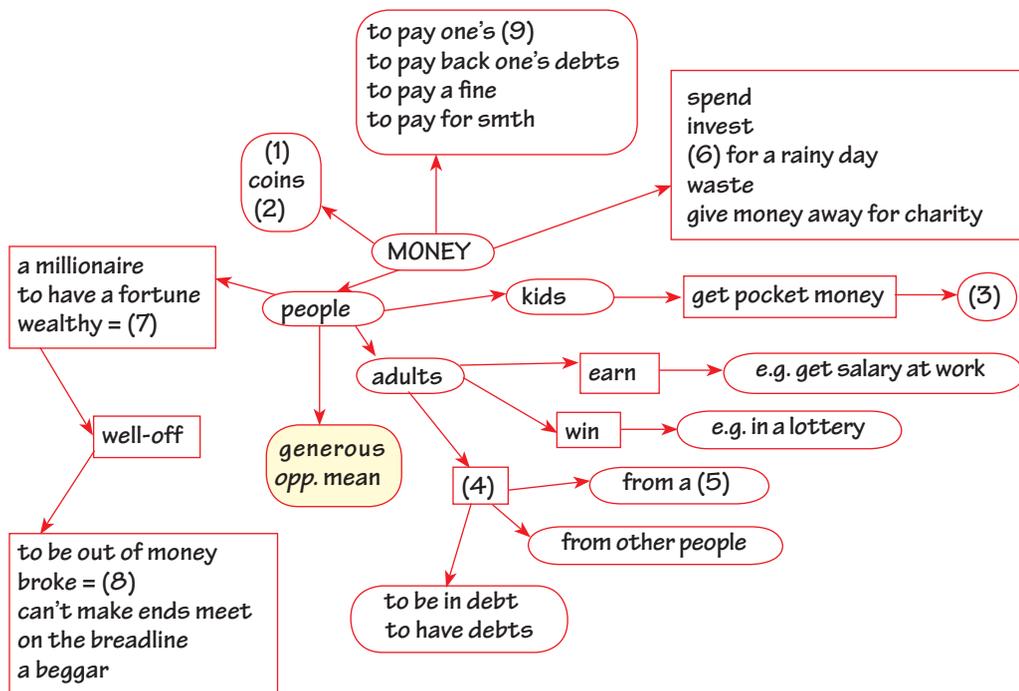
## LESSON 2

# What Does It Mean?



### VOCABULARY

1. a) Work with your partner. Think of ways to complete the spider diagram below.



b) Listen to a teacher and check your idea.

c) Are any words in the diagram new for you? Listen again and check what these words mean. Then discuss the new words with your partner.



### PRONUNCIATION

2. Use the diagram in ex. 1 to answer the questions below.

- Which words match the following stress pattern: ■ ■ ? (e. g. money)
- Which word in the diagram has a "silent" letter (the one that is not pronounced)? What other words with "silent" letters can you name?
- Which words have [æ] sound?



## VOCABULARY

### 3. Work in groups. Discuss the questions below.

1. Do you get pocket money regularly? How often are you out of money? Do you waste your pocket money or do you save up to buy something?
2. How can a teenager in your country earn money? Have you ever earned money? Have you ever been in debt? Do you always pay your debts back?
3. Which jobs are paid the highest salary in your country? Which are paid the lowest salary?
4. Do you know any wealthy people who are very generous/mean? Do you know anyone wealthy/ well-off/ broke?
5. How would you say “make ends meet” in your language? Do you give money to beggars? Do you think the government should help those who live on the breadline?
6. Can you name any charity organizations in your country? Have your parents ever given anything away for charity?
7. What do you think one should/shouldn't do if they want to make a fortune?

### 4. a) Which of the following ways you can get money are the most common? Put them in order.

earn it steal it win it find it ask for it

### b) Which of the following things to do with money give you more pleasure and happiness? Put them in order. Compare your lists with your classmates.

spend it lose it give it away  
save it waste it invest it



## SPEAKING

### 5. Work in pairs.

*Student A:* Read the extract from the file below. Prepare to retell it to your partner.

*Student B:* Read the extract from the file on page 238.

**Compare your stories. How many things in common can you find? What do you think about these ways of dealing with money?**

BOB STACEY is a musician. He earns £18,557 per year. His wife, Belinda, earns £4,700 as a part-time waitress. They live in Plymouth, Devon. They have no children.



“I’m mean in some ways, generous in others. I’ll go hungry rather than stop for lunch at a takeaway. We always buy food in the local supermarket so it’s cheaper. Both Belinda and I are rather serious about saving up. We are planning to buy some new furniture next year.

My mum is a pensioner and lives alone, so I always make sure she can make ends meet. Belinda generally gives £20 a month to animal charities, but she won’t donate to beggars wearing £100 trainers. I have 3 credit cards, but one is never used. A bill for £400 arrived this morning for one of them. It frightened us to death.

Sometimes we have to borrow money to clear our credit card debts. Though I hate being in debt and try to pay them back as soon as possible. I’d like to have a fortune one day, but I’m hopeless at investing and don’t trust these ‘make a million’ promises. However I buy a lottery ticket once in a while, which makes me think I’m working on it. By the way, my wife considers it to be a total waste of money.”

wealthy    to be out of money    well-off    to pay back  
to waste    salary    mean    to give smth away    charity  
to invest    pocket money    broke    to make ends meet  
on the breadline    a beggar    to earn    to have a fortune

## LESSON 3

# Fascinating Financial Facts



## READING

1. a) Look through the fascinating facts below. Which article(s) is/are about

- wealthy people?
- a famous building?
- an unlucky criminal?
- expensive objects?
- something that can help you save up?
- a generous athlete?
- unusual ways to use money?
- the history of a word?

**A** Rare objects can cost a fortune these days. Take old stamps, for example.

Two of the earliest in Britain were the Penny Black and the Penny Blue. When they first appeared during the 1840s they were worth exactly one penny each. Today a Penny Black in good condition costs a little more than that... around £2,750 to be precise. As for Penny Blue (which is even rarer), one of those, again in good condition, will cost you more than £5,000.



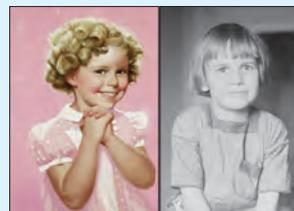
**B** The word “millionaire” was invented around 1740. As for the term “billionaire”, that was first used 121 years later in 1861.

One of the wealthiest men in history, John Paul Getty (1892—1976) explained the difference very clearly when he said... “If you can count your millions you are not a billionaire.”

**C** In June 1972 an aeroplane hijacker in America stole half a million dollars. He parachuted to safety with the banknotes in his arms, but then dropped the money on his way down. What happened next? Well a 61-year-old Indiana farmer called Lowell Elliot found the money, which had landed on his farm. He didn't keep it, though. He was an honest man and gave every cent back to the owners.

**D** The youngest ever millionaire was the child actor called Jackie Coogan (1914—84) who starred in a silent movie called “The Kid” with Charlie Chaplin in 1921.

As for the youngest ever millionairess, she was a famous Hollywood star, too. Her name was Shirley Temple, she was born in 1928 and she earned over a million dollars before the age of ten.



**E** Can money cure diseases? People in the past certainly thought so. English kings and queens used to give gold coins to the sick. This royal money was supposed to have special medical powers. In Germany, during the Middle Ages, people carried large silver coins for protection from plague. In China, doctors used to hang coins above the beds of sick people. The coins were tied together with red string (red is a lucky colour in China) in the shape of a sword. Why a sword? To protect the sick person by keeping evil spirits away.

**F** Don Simon Iturbi Patino (1861—1947) was a Bolivian multimillionaire (at one time he had a fortune worth £125 million). He also had a daughter called Elena, and on her wedding day he gave her a dowry of £8 million.

**G** In 1980, Canada's Terry Fox (1958—81) raised the amazing total of \$24.7 million for charity. How? By running 5,373 kilometers from St John's in Newfoundland to Thunder Bay, Ontario in 143 days. But there's something which made Terry's achievement even more unique. He had a false leg.



**H** Adults, of course, aren't the only people who save money. So do children, and in the past they often used "piggy-banks" to help them. These were models shaped like pigs and made out of china. Each piggy bank had a slot in its back where you put the money. The first European examples of this curious custom were made in Germany during the 17<sup>th</sup> century. They weren't the earliest piggy banks, though. People in Indonesia were using them during the 14<sup>th</sup> century.

**I** Since 1938 the USA has kept gold worth billions of dollars at this building in Kentucky. The gold is stored in special bomb-proof rooms made of concrete and steel. But that's not all — it's also protected 24 hours a day by armed guards.

**b) Match the titles to the appropriate stories.**

THE PENNY BLACK

THE WEALTHIEST BRIDE

PIGGY BANKS

MILLIONAIRES & BILLIONAIRES

THE YOUNGEST MILLIONAIRES

MONEY & MEDICINE

LOST & FOUND

CHARITY RUN

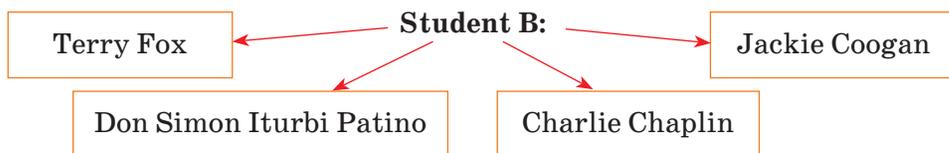
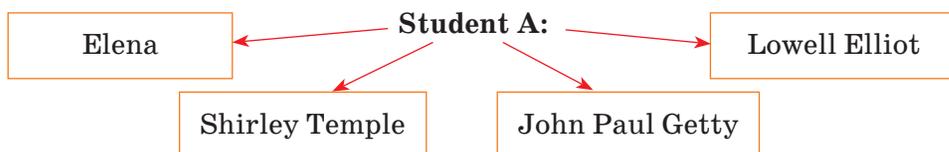
FORT KNOX

**2. Find the words or phrases in the articles above that mean:**

- a disease that kills a large number of people in a short time (E)
- someone who earns more than 1,000 million dollars or pounds (F)
- something is only of its kind (G)

- a criminal that by violence and threatening takes control of a plane (C)
- a woman millionaire (D)
- cost (A)
- police or soldiers who are carrying guns (I)
- money that, in some societies, a wife or her family must pay to her husband when they get married (F)

**3. Work in pairs. Check your memory. Cover the texts above. What do you remember about these people?**



**4. Which of the financial facts do you find the most fascinating?**



## WRITING

**5. a) Use one of the Fact Files below to write an article for the fascinating financial facts.**

To make your stories more fascinating use:

- questions (*Have you ever wondered...? How?*),
- brackets (to give additional information),
- linkers (*...ever since, but even so, since then...*).

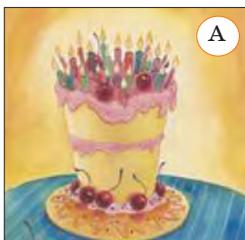
- first banks — Italy — Lombardy (around Milan) — 14<sup>th</sup> century
- French coins — picture — woman's head — Marianne — French revolution — not exist — symbol

**b) Work with the students that have chosen the same Fact File. Compare and improve your stories. Give your story a title.**

**c) Compare the final version of your story with the real one. Ask your teacher for a copy.**

## G GRAMMAR

1. a) Listen to two stories about teenagers who had made their fortune before they finished school. Match the pictures to the stories.



- b) Listen again. Who of the children
- set up their business at the early age?
  - is older?
  - has earned more money so far?
  - pays salary?
  - is generous?
  - would like to learn a new skill?
  - enjoys working with people?
  - has had special business education?
  - has one more business idea?
  - has made their business international?

### 2. a) Did Ebony or Marc say the following?

- If I could cook, I would add up a new business.
- If I talked my mum into working for me, that would be the happiest day in my life.
- If I didn't have to go to school every day, I would make much more money.
- If I were a millionaire, I would give away even more.

Gr FOCUS

b) Work with your partner. Look at the statements above. Discuss the questions below.

- Are the statements about a real or unreal situation?
- Do the statements show something that can really happen or someone's wish or dream?
- Are the statements about situations in the past, the present or the future?
- What tense is used in the *if-clause*?
- What verb form is used in the main clause?

c) Complete the following rule and copy it into your Grammar diary.

<b>CONDITIONAL 2</b>	
is used to talk about imaginary <b>un</b> _____ situations that are unlikely to happen in the <b>p</b> _____ or <b>f</b> _____.	
<b>If-clause,</b>	<b>main clause</b>
<b>P</b> _____ tense	<b>W</b> _____ + infinitive
<i>Example:</i> If I _____ \$1million, I _____ travel around the world.	

3. a) Look at the problem questions below. Complete them with the correct verb form.

1. If you (find) a wallet in the street with \$100, (you keep) the cash?
2. If you (not have) enough money to buy something you really wanted, (you borrow) it from your friends?
3. If you (win) \$1,000 in a lottery, (you give) some of this money away for charity?
4. If your grandmother (buy) you an ugly jumper for Christmas, (you wear) it to make her happy?
5. If you (see) your classmate bullying a younger kid, (you tell) the teacher?

b) Work in small groups. Discuss your answers to the questions. Then report to the class.



## SPEAKING

4. a) Work in pairs.

*Student A:* Turn to page 239.

*Student B:* Complete the sentences below as if you were your partner.

1. If I saw an alien, I would...
2. If I were heavily in debts, I would...
3. If someone offered me the chance to study abroad for a year, I would ...
4. If I had to study only one subject for a year, that would be...
5. If I wrote a book, it would be...

b) Now check how many of your guesses were true by asking your partner questions.

*Example:* If you saw an alien, would you try to speak English to it?

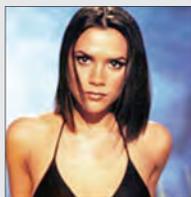
## LESSON 5

# If I Could See the Difference...



### GRAMMAR

#### 1. a) Who could say the following?



Victoria Adams,  
1998



a political party  
leader



your friend



J.K. Rowling,  
1997

1. a) If I made a fortune, I would help the ones on the breadline.  
b) If I make a fortune, I'll give away \$10,000 for WWF.
2. a) If I became a minister of education, everybody would study drama at school!  
b) If I become a minister of education, we'll build a swimming pool in every school.
3. a) If I married David Beckham, I'd watch all his matches.  
b) If I marry David Beckham, we'll have many children.

#### b) Answer the questions.

- Whose statements in ex. 1a describe a real situation? Whose describe an unreal situation?
- Are the statements about *past*, *present* or *future*?
- Which *Conditional* is used to talk about real situations? Which is used to talk about wishes or dreams?
- Which tenses are used in both conditionals in *if-clause* and in the *main clause*?

#### 2. a) Read Liam's diary entry. What problems does he have?

I've got to stop staying up late reading Dostoyevsky. If I weren't always so tired, I'll be able to stay awake in class. Whenever the teacher asks me something, I have no idea what to say. Then I get really embarrassed because of that nice red-haired girl that I've fallen for. I'd talk to her if I weren't so shy. Ian says, "If you don't ask her out, I will!" What a friend! I used to trust him. Never mind. If he goes on making fun of me, I'll get even with him one day. I'm too afraid that if I ask her, she'll said no. Anyway dad's warned me

he won't give me any pocket money until I get better at English. If somebody could explain those Conditionals to me, I would get an "A" for the test next week. How can you ask a girl out if you don't have any cash???

Had to rehearse for the Saturday's performance for 3 hours yesterday. Why? Why do I play the trumpet? What were my folks thinking about? If I play a bass guitar or at least a saxophone, I wouldn't look dumb on the stage! What comes into a girl's mind when she hears a trumpet? An elephant! Is that what they wanted?

Played basketball after school. Nobody wanted me in their team. If I would play better, I would get chosen sometimes. If I had Denis Rodman for father, he'd give me his credit card to take N to the cinema. Let alone basketball!

I'll have to take up a job. What do they offer these days for an intellectual like me?

Beth has probably saved up a fortune. She never wastes a penny. While her poor brother has to live on the breadline... If I will do her Math homework, I might try to borrow some cash from her.

Life is hard!

**b) How many correct conditional sentences are there in Liam's diary? How many are wrong? Correct the wrong ones in your exercise book. What mark would you get if you wrote a test on conditionals?**



## SPEAKING

**3. a) Work in pairs. Play "The millionaire and the beggar".**

*Student A:* You are **the beggar**. Match the phrases in column A with those in column B to make three **Conditional 1** sentences to explain why you should get some money.

*Student B:* You are **the millionaire**. Match the phrases in column A with those in column B to make three **Conditional 2** sentences to explain why you are not going to let the beggar have anything.



### A

- 1) If I helped you,
- 2) If you give me some money,
- 3) If I gave my money away,
- 4) If I have some money,
- 5) If you help me,
- 6) If I shared my money with you,

### B

- a) I would have less money.
- b) people will think you are very generous.
- c) I promise I'll pay you back.
- d) it wouldn't make you happy.
- e) you would waste it.
- f) I'll be able to make ends meet.

**b) Role-play the conversation. Then change roles and make your own sentences to continue the argument in a similar way.**



## LISTENING

1. Complete the questionnaire below. Compare your answers with your partner.

**1. You most like to spend your money on:**

- CDs / DVDs
- clothes / shoes
- sweets or chocolate
- computer games
- cosmetics
- books / magazines
- cinema / theatre visits
- other

**2. You see some expensive trainers. Do you:**

- save up until you've got enough to buy them?
- ask your parents many times until they buy them for you?
- ask for them as a present for your birthday or Christmas?
- offer to do odd jobs around the house to earn the money to buy them?

**3. Have you ever**

- saved up for a rainy day?
- earned money from doing odd jobs?
- earned money from a weekend or holiday job?



**Odd jobs** — small jobs of various types.

2. a) Work in pairs. You are going to listen to the National Pocket Money Statistics report. Try to predict the answers to the following questions.



£3.19 a week goes into the average British piggy bank

1. Where does most of children's spending money come from?
2. Who receives more money, girls or boys?
3. Who spends more money, girls or boys?
4. Who saves more money, girls or boys?
5. What's the most popular way to spend money?



b) Listen and check your predictions.

 **3. a) Listen again. Match the two columns below.**

a) 60 million pounds a week

boys

b) 60% of pocket money

Scottish child

c) 13.20 pounds a week

girls

d) 11.20 pounds a week

9 million children

e) £2.71 a week

children in Southern England

f) £5.35 a week

sweets and fast food

g) 18 per cent

parents

**b) Use the chart above to restore the information from the report.**

 **4. a) Complete the sentences from the report. Then listen again and check.**

1. The average child in Britain now gets £3.19 a week from parents, the highest ... since the surveys began in 1975.
2. The average boy is still slightly ... .
3. Many children are earning from doing ..., like helping with housework for money, a paper round delivering newspapers to houses in their area, cleaning dad's car or babysitting.
4. The Scots are by far the ... when it comes to pocket money.
5. Only one of five children chooses to ... their earnings.

**b) Work in pairs. Change the sentences in ex. 4a to make them true for your country.**



## SPEAKING

**5. a) Discuss the questions below in small groups.**

- Does any information about British children surprise you?
- Is giving pocket money a custom in your country?
- What odd jobs can teenagers do in your country?
- Do you spend money on similar or different things?
- What amount of money would you like to get weekly?
- How would you like to spend it?

**b) Work in pairs. Make a list of what you could do to earn some money.**

amount      odd jobs



## SPEAKING

1. a) Work in pairs. Look through the proverbs below. Briefly discuss what they mean.

Money is the root of all evil.

Money doesn't grow on trees.

A penny saved is a penny earned.



MONEY TALKS.

A fool and his money are soon parted.

There ain't such thing as free lunch.



b) Listen to some people explaining what the proverbs mean. Match the speaker to the proverb.

c) Listen again. What examples do the speakers give to illustrate each proverb?



a fiver



A



C



D



B



E

2. Work in pairs. Use the extra proverb to explain what it means. Make up an example to illustrate the proverb.



## VOCABULARY

### 3. a) Complete the sentences from the listening ex. 1b. Use the words in the box.

It just gives ... (1) this smell of power.

He couldn't think of anything else than to give... (2) all the cash he had, just as it was a banknote to a person.

But stories like this happen on regular basis, which means his family are often in debts and can't give the money ... (3) in time. So his wife just has to give ... (4).

I gave ... (5) chocolate and fast food and I was very careful with my money.

You should be careful how much money you spend or give ... (6).

back  
in  
away  
out  
up  
off

### b) Put the phrasal verbs from ex. 3a into the dictionary entries below.

- ... sth .../ ... sth **1.** to give sth as a gift **2.** to present sth
- ... sth ... (to sb)/ ... sb ... sth to return sth to its owner
- ... (to sb/sth) **1.** to admit that you have been defeated by sth **2.** to agree to do sth that you don't want to do
- ... sth to produce sth such as a smell, heat, light, etc
- ... sth .../ ... sth to give sth to a lot of people
- ... sth .../ ... sth [no passive] to stop doing or having sth [+ing]

### 4. Work in pairs. Who could say the following? When?

You should give up eating fatty food and go on a diet.

Will you ever give me my fiver back?

Look! It's giving off smoke!

I finally gave in and let him stay up to watch TV.

Can you help me to give out the new books, please?

I didn't like that book, so I gave it away.



## SPEAKING

### 5. Work in pairs or small groups. Use one of the sentences in ex. 4 to make up a short conversation. Role-play your conversations when ready.

give in    give off    give out    give back    a fiver

## LESSON 8

# Can You Make a Million?



### READING

1. You are going to play “Can you make a million?” board game. Read the rules below.

#### OBJECTIVE:

- The object of the game is to collect as much money as possible.

#### RULES:

- You will need a dice and three counters.
- Play in groups of three or four.
- Each player throws the dice. The player with the highest score starts.
- Players take turns to throw the dice and move their counters round the board according to the number they throw.
- Players take notes on how they deal with their money and do the calculations.
- The game stops when every player reaches the finish.



2. Play the game (pp. 110—111). Take notes while playing. Who’s made the most money?



### WRITING

3. a) Which of the headings below would match the story of you making money in ex. 2?

How I made my first million

I had it all and lost it

The rise of the superstar

What a waste!

Amazing luck story!

A fool and his money

I was spoilt by money

b) Write a draft for the story of your financial success / failure using your notes from the game and the support box below.

- Split your story into paragraphs.
- Use time adverbials (*first, then, 2 months later...*).
- Make it more dramatic by using more adjectives and adverbs.
- Choose a heading for your story.
- In conclusion give your comment on what happened.

**START**

<p>You've saved up £2,000 from your pocket money! Time to make your money work for you!</p>	<p>You invest your money into oil business.</p>  <p><b>Collect £25,000</b></p>	<p>You behave really well for a week. Get more pocket money!</p> <p><b>Add £1,000</b></p>
<p>Your friend is on the breadline. He borrows £2,000 from you. He'll never pay the money back.</p>	<p>You win the lottery!!!</p>  <p><b>Collect £240,000</b></p>	<p>You trade a pair of new trainers for your granny's vintage dress and sell the dress at an auction.</p> <p><b>Collect £50,000</b></p>
<p>Your mum's birthday!</p>  <p><b>Spend £10,000</b></p>	<p>Your investments work for you.</p>  <p><b>Plus £135,000</b></p>	<p>You visit the Taj Mahal and other new wonders of the world.</p> <p><b>Spend £250,000</b></p>
<p>You organize a campaign against polluting Svisloch!</p> <p><b>Donate £5,000</b></p>	<p>You produce the new James Bond film.</p> <p><b>Invest £100,000</b></p>	<p>You give away £190,000 for children's charity.</p> 
<p>You hire the Buckingham palace for your birthday party. Both princes refuse the invitation.</p> <p><b>Spend £130,000</b></p>	<p>The James Bond Film is released with your soundtrack!</p> <p><b>Collect £507,000 Plus £100,000 for the soundtrack</b></p>	<p>You open a chain of take-aways all over the world.</p> <p><b>Add £250,000</b></p>
 <p><b>FINISH</b></p>	<p>You buy your Chihuahua winter wardrobe.</p>  <p><b>Spend £120,000</b></p>	<p>You have to pay a £30,000 fine for parking your car in the wrong place. Plus £1,000 fine for shouting at the police officer.</p>

<p>You've done all possible odd jobs in the neighbourhood.</p> <p><b>Collect £3,000</b></p>	<p>You buy lots of lottery tickets.</p>  <p><b>Spend £1000</b></p>	<p>You give up fast food.</p>  <p><b>Save up £1,000</b></p>
<p>You set up your own business selling home-made pasties.</p>  <p><b>Invest £15,000</b></p>	<p>You take guitar lessons five times a week.</p>  <p><b>Spend £6,000</b></p>	<p>You marry a millionaire!</p>  <p><b>£500,000 more</b></p>
<p>You play the guitar with the band "NO SHOOT" in a local pub twice a week!</p> <p><b>Collect £7,000</b></p>	<p>You lose your credit card.</p>  <p><b>£100,000 lost</b></p>	<p>You hire Disney World for the week-end.</p>  <p><b>Spend £100,000</b></p>
<p>Your bank manager escapes to Brazil with <b>90%</b> of your money!</p> <p>You are broke!</p> <p><b>Minus £20,000</b></p>	<p>You order pizza for the whole school!</p>  <p><b>Minus £20,000</b></p>	<p>Your band's single "SHUT" tops the charts in Korea.</p> <p><b>£300,000 made</b></p>
<p>You buy a Ferrari!</p>  <p><b>Spend £300,000</b></p>	<p>WWF chooses you a man of the year! You keep 10% of the award money!</p> <p><b>Plus £12,000</b></p>	<p>Your first album is released!</p>  <p><b>Collect £600,000</b></p>
<p>You hire Boeing for a day.</p>  <p><b>Spend £115,000</b></p>	<p>You write your autobiography and it's an unbelievable success!</p> <p><b>Collect £200,000</b></p>	<p>You send a Thank you Card to every teacher at your school</p> <p><b>Spend £20</b></p>

## LESSON 9

# The "One Million Pounds" Debate



### LISTENING

1. a) Look at the photos below. The kids in the photos were asked one question: "What would you do if you had one million pounds?" Which of these kids do you think is indecisive, generous, selfish, and smart?



David



Isabel



Joy



Theodor



- b) Listen and check who sounds indecisive, generous, selfish, and smart. Take notes to prove your ideas. Then work in pairs and compare your ideas.



### SPEAKING

2. Copy the chart into your exercise-book. Put the phrases below into the corresponding column.

Communication chart:

Expressing opinion:	Interrupting:	Agreeing:	Disagreeing:
...	...	...	...
		Partly agreeing:	
		...	

I believe... I see what you mean, but... As far as I'm concerned...  
I totally agree / disagree... Yes, but... In a way you are right, but...  
I'm afraid, I can't agree... As far as I see it... Sorry, but... In my opinion...  
I'm not sure, because... That's very true, because... Just a second...  
Wait a second... I'm sorry to interrupt, but... You are absolutely right.

3. Listen to the debates again. Tick the phrases in ex. 2 children are using to communicate their ideas.

4. a) Prepare for the class debate. Read the rules. Do you follow all the rules in your History Lesson debates?

***Before the debates:***

1. As soon as you know the question, take a minute to think what your opinion on it is. (1 minute)
2. Think of the examples to support your ideas. Take notes. (2 minutes)
3. Form a circle with your chairs. (2 minutes)



***During the debates:***

1. Say what you think about the problem.
2. Use the communication chart to tick the language you have used during the debates.
3. Listen to the other opinions, support them or say why you disagree.
4. Be polite but don't keep quiet.

***After the debates:***

1. Discuss as a class
  - who managed to communicate their ideas clearly;
  - whose opinion was well-grounded;
  - who was the most polite;
  - who was the most active participant.
2. Think of your own performance. What could you do to improve it?

- b) Start the debate. Follow the plan above. The question is:

**What would you do if you had one million pounds?**

# UNIT 6

## AMERICAN PATCHWORK

### LESSON 1

### On Their Home Patch



#### LISTENING

##### 1. a) Interview your partner.

- What do the titles of the unit and the lesson mean?
- What are your associations with the USA?
- Would you like to visit this country?

##### b) Report to the group.

##### 2. a) Work in pairs. Do a quiz on the USA. Choose correct answers.

###### a) Which is the largest state?

1. Alaska                      2. Texas                      3. Colorado

###### b) Which is the smallest state?

1. Utah                      2. Rhode Island                      3. Idaho

###### c) Which is the Northernmost city?

1. Boston                      2. Barrow                      3. Chicago

###### d) Which is the Southernmost city?

1. Miami                      2. Houston                      3. Hilo

###### e) Which is the Easternmost city?

1. Boston                      2. Eastport                      3. New York

###### f) Which is the Westernmost city?

1. San Francisco                      2. Atka                      3. Seattle

###### g) Which is the oldest national park?

1. Wrangell                      2. Yellowstone                      3. Yosemite

###### h) Which is the largest national park?

1. Wrangell                      2. Yellowstone                      3. Yosemite

###### i) Which is the deepest lake?

1. Lake Huron                      2. Crater Lake                      3. Lake Ontario



- j) Which is the highest mountain?  
 1. Mt Rainier                      2. Mount McKinley                      3. Mt Whitney
- k) Which is the lowest point?  
 1. Grand Canyon                      2. Savannah                      3. Death Valley
- l) Which is the tallest building?  
 1. Aon Centre                      2. Empire State Building                      3. Sears Tower
- m) Which is the coldest place?  
 1. Utah                      2. Alaska                      3. Montana
- n) Which is the hottest place?  
 1. Nevada                      2. Arizona                      3. California
- o) Which is the largest city?  
 1. Los Angeles                      2. New York                      3. Chicago



**b) Listen to the radio quiz and check yourselves. How many correct answers have you got?**

**c) How many questions of the quiz can you answer about Belarus? Use the map for help.**



## PRONUNCIATION

**3. a) Fill in the missing words.**

nation — national	Britain — ...
industry — ...	Europe — ...
America — ...	... — powerful
... — Asian	agriculture — ...



**b) Listen and check yourselves. Mark the stress.**

**c) Listen and repeat after the speaker.**



## READING

**4. Read the definitions of the words “power” and “minority”. Answer the questions below.**

**power** — a person, organization or country that has control over others, often because of wealth, importance or great military strength  
**minority** — any small group in a country that is different from the rest in race, religion or political beliefs

- a) Do you think the USA is one of the world’s superpowers?**  
**b) Are there any minorities in your country?**

**5. a) Read the dictionary entry on the United States of America from the *Longman Dictionary of Language and Culture*. Fill in the missing adjectives from the box. Check with the group.**

**The United States of America** (also the United States, the US or the USA) is a country in North America, made up of 50 states and the District of Columbia. The capital of the USA is Washington, D.C.. The population of the country is about 300,000,000 million people. The USA is one of the world's superpowers. It is one of the most ... (1) nations and is one of the world's richest countries. The US is a great ... (2) country producing cars, trucks, planes, computers and other goods, as well as a powerful ... (3) state with such products as corn, soybeans, tobacco, cotton, wheat and vegetable oil.

The ... (4) American people, who lived in the US before Europeans came, now form a minority of only about 1% of the population. The rest is made up of people whose families were immigrants (people who leave their own country to go and live somewhere else) and of Afro-Americans whose families were originally brought to the US from Africa to work as slaves (*рабы*). ... (5) immigrants, from such places as Britain, Ireland, Poland, Italy and Scandinavia, came to the US mainly in the 19th and ... (6) 20th centuries. More recently many Hispanic people have come to the US from places like Puerto-Rico and Mexico, and there have also been immigrants from ... (7) countries such as Korea, Japan and China.

... (8) people first went to live there in the 17th century and took control of the land and built the first towns and cities. Growing disagreement between Britain and the Americans led to the ... (9) Revolutionary War and the Declaration of Independence in 1776. More land was added to the nation over the following century. Disagreements between the North and South led to the Civil War from 1861 and 1865.

Government in the US is divided between the 'federal' (= ... (10)) government which is based in Washington and consists of the President and the Congress, and the 'state' governments, the ... (11) government of each separate state. The states have quite a lot of power to make their own laws and set their own taxes, and each state has its own state capital and law-making system.

local  
industrial  
powerful  
European  
American  
agricultural  
Asian  
early  
national  
Native  
British

**6. What do Belarus and the USA have in common?**



**SPEAKING**

**7. Check each other's memory. Ask and answer questions about the USA.**

**Example:** *What is the population of the USA?*

power    powerful    industrial    agricultural    minority

## LESSON 2

# You Should Have Seen It!



### GRAMMAR

1. a) Listen to the conversation. Has Nick seen a lot of the USA?



A



B



C

b) Listen again. What has he done? Where has he been?

has been to Massachusetts

has been to Montana

has been to Utah

has been to New York

has been to Cape Cod

has been to Washington, D.C.

has been to Salt Lake City

has been to the Great Canyon

has been to Plymouth

has been to the state of Washington

has been whale-watching

has been swimming in the Great Salt Lake

has bought some souvenirs

has bought something Native American

has bought a dream catcher

2. Listen again. Who says these lines: Nick or his friend Brenda?

A. You should have seen it. (about The Great Canyon)

B. You ought to have tried. (about swimming in the Great Salt Lake)

C. You should have done that. (about whale watching)

D. You ought to have bought some. (about Native American crafts)

E. You should have bought a dream catcher.

F. You should have told me about the dream catchers earlier.

G. You should come round and tell me more about your trip.

#### INFINITIVES

**Simple** — (to) take

**Perfect** — (to) have taken

**Passive** — (to) be taken

**Continuous** — (to) be taking

### 3. Answer the questions and complete the tasks.

- What do the lines in ex. 2 express: advice or criticism?
- What do the speakers express criticism about: past, present or future?
- What modal verbs are used to express criticism?
- Which infinitive is used after the modal verb to express criticism and which — advice: simple or perfect? (Consult the *Infinitives* box.)
- Match the highlighted words in the text in ex. 5a with the four types of infinitives.
- Complete the rules in the box below.



SHOULD  
=  
OUGHT TO

To criticize people's past actions you should use modal verbs \_\_\_\_\_ or \_\_\_\_\_ followed by a \_\_\_\_\_ infinitive.

To give advice you should use modal verbs \_\_\_\_\_ or \_\_\_\_\_ followed by a \_\_\_\_\_ infinitive.

### 4. Express your criticism about the following situations.

**Example:** *Your classmate didn't do his/her English exercise. — She/he should have done it.*

- a) Your friend didn't do his/her homework.
- b) Your sister didn't help Granny to do the shopping.
- c) Your neighbour didn't feed his dog on time.
- d) Your friend lied to the teacher.
- e) Your classmate took up smoking.
- f) Your brother forgot about his friend's birthday.



## SPEAKING

### 5. a) Find equivalents in your language for the words and phrases in bold.

- Hi, Nick! You've come back from the States, haven't you?
- Yes, I have. **Actually**, I've just arrived.
- How was it?
- Great! I can't believe I've been there.
- Where have you been?

- Oh, lots of places: Massachusetts, Utah, New York, Washington — the capital, **I mean**.
- **Wow!** Have you seen the Great Canyon?
- No, I haven't.
- You should have seen it. They say it's unforgettable! The mountains are magnificent!
- I'll go there next time. But I've been to Plymouth, where the first pilgrims set up their colony, to Washington — the White House and the Capitol, to Salt Lake City...
- Did you go to the famous Family Search Centre **to learn** about your great-grandmother?
- No, I didn't. I'm afraid, I was too busy.
- Did you swim in the Great Salt Lake?
- No, I didn't.
- You ought **to have tried**. It would **have been** fun. They say, the water is so salty there, you never go down.
- **I know, I know**.
- And in Massachusetts, did you go whale watching?
- No, I didn't. I was in Cape Cod, but the ocean was too stormy. **You see**, I easily get terribly seasick.
- You should have done that anyway. You never know when you'll go there again.
- Yes, **that's true**, but the U.S. is too big **to be seen** in a month.
- **Sure it is**. Have you brought any souvenirs?
- **You bet**. And for you, too.
- Did you buy anything made by Native Americans?
- Sorry, I didn't.
- You ought to have bought something. Their crafts are so beautiful. You should have bought a dream catcher. It keeps your nightmares away, you know.
- You should have told me about dream catchers earlier.
- **Alright**. I'll call you later. I must **be going** now.
- You should **come round** and tell me more about your trip.
- OK. See you soon then.

**b) Use the conversational phrases from ex. 5 a and the new grammar of the lesson to role-play the following situations:**

*Student A:* You are from Britain or the United States. You have been to some places in Belarus. You haven't been to some other places. Your friend didn't tell you what souvenirs to buy.

*Student B:* You are a Belarusian. Criticise your friend for not having visited some interesting places. Give advice on what to buy and where to go next time.



## LISTENING

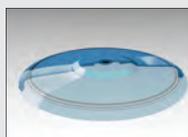
1. a) Do you know a lot from the history of the United States? Answer the questions together with your partner.

- Who discovered America? a) Christopher Columbus; b) Leif Eriksson; c) Amerigo Vespucci; d) the Pilgrims; e) none of the above.
- Was Christopher Columbus the first European in the Americas?
- Why don't all Americans celebrate Columbus Day?
- Why isn't America called Columbia?
- Why don't Americans speak Spanish?
- Who were the Pilgrims?
- Did the Pilgrims establish the first successful settlement in North America?
- Did all people come to the New World to get rich?
- Which of the following might you have played as a colonial kid: a) basketball; b) hopscotch; c) frisbee; d) miniature golf?



b) Listen to Kenneth C. Davis, the author of the best-selling book *Don't Know Much About American History*. Check your guesses. How many correct answers did you have? Read the statements. Guess the meaning of the words in bold. Check with your teacher.

1. The first **settlers** came to North America from Asia.
2. Leif Eriksson was the first European **to arrive** in America.
3. Columbus's discovery **had bad effects on the people** of the world.
4. Amerigo Vespucci named South America **in his honour** after sailing there at the turn of the century.
5. The people in North America mostly speak English because the English **took control over** the first colonies on the continent.
6. Puritans wanted **to break away** from the Church of England.



frisbee



7. The first colonists from Jamestown must have **survived** because of the strong leadership of Captain John Smith.
8. Nobody came to America in the **hope** of getting rich.
9. *Robinson Crusoe*, *Gulliver's Travels*, and *Aesop's Fables* were written **especially** for the entertainment of children.

c) Listen again. Be ready to say if the statements above are true or false. Justify your answers.

Gr **FOCUS**



## GRAMMAR

3. Read the extracts from Kenneth C. Davis's story. Answer the questions.

a) Is Kenneth certain about the facts below or is he just making guesses (deductions)?

1. The first settlers **might have arrived** in North America as many as 30—40 thousand years ago.
2. It **can't have been** Christopher Columbus; it **must have been** a different person.
3. There **may have been** between 50 million and 100 million Indians and more than two thousand Indian cultures in North and South America.
4. They **can't have been** the Pilgrims.
5. Colonial kids **might have played** hopscotch.
6. They **could have played** checkers, dominoes, marbles or cards.
7. Their favourite books **might have been** *Robinson Crusoe*, *Gulliver's Travels* and *Aesop's Fables*.

CAN'T / MUST MAY / MIGHT / COULD	+	Perfect Infinitive
-------------------------------------	---	-----------------------

b) Is Kenneth making deductions about the present or about the past?

c) Which modal verbs tell us that he is more or less certain about his guesses, which — that he is not at all certain?

d) Which infinitive is he using to make deductions about the past: simple or perfect?

a settler to arrive to have an effect on someone  
in honour of someone to have control over smth  
to break away to survive especially hope

**4. Complete the sentences with your deductions about the past using *might/may/could* or *can't/must* with perfect infinitives.**

**Example:** *Lucy is not at home. I'm not sure, but she might have gone cycling.*

- a) It smells so nice in the kitchen. You ... something tasty. (cook)
- b) Where's John? Surely, he ... without us! (leave)
- c) Brenda's hat, handbag and umbrella are missing. She ... to work. (already, go)
- d) I don't really know where Susan is. She....to the shops. (go)
- e) Those first settlers have crosses on their graves. They ... Christians. (be)
- f) Those first settlers have no crosses on their graves. They ... pagans. (be)
- g) Someone phoned you when you were having a bath. It ...Nick. (be)



## SPEAKING

**5. Role-play the conversations.**

*Student A:* Make deductions about the past.

*Student B:* Use the words and phrases in the box to agree or disagree with your classmate's guesses.

- a) You come home to introduce your new classmate to your parents and find there is no one at home.
- b) You see your neighbour wearing a smart suit and carrying a bunch of flowers.
- c) You look out of the window and see an exotic bird sitting on a tree in the yard.
- d) You and your friend are late for school, but you find there is no one in the classroom.
- e) You don't remember when a historical event happened. Discuss your guesses with your classmate.

I suppose so.  
I think you are right.  
You could be right.  
Surely not!  
I don't believe it!  
That can't be the reason.



## PRONUNCIATION

1. a) Listen to the poem. Follow in the book.

### BLACK AMERICANS

*By Jimmie Sherman*

A ship — a chain — a distant land  
 A whip — a pain — a white man's hand  
 A sack — a field of cotton balls  
 The only things grandpa recalls.



**recall (v)** — to bring back the memory of a past event into your mind, and often to give a description of what you remember

**memory (n)** — something that you remember from the past

**slave (n)** — a person who is owned by someone else, who works for that person, and who has no personal freedom

**own (v)** — to have, to possess

**equal (adj)** — the same in importance

- b) Listen and repeat after the speaker. Mind your intonation.

- c) Answer the questions.

- Can you explain what the poem is about? (Ask your teacher for the unfamiliar words.)
- What's the mood of the poem?
- What can you recall from your childhood?



## VOCABULARY

2. Read the dictionary definitions of the new words on this page. What are the parts of speech they belong to? What are their equivalents in your language?

Slave — slavery — to enslave — enslaved

To own — owner

Equal — equality

**3. a) Read about the key dates in the history of slavery and fight for equality. Fill in the missing words. Use the new vocabulary items or their derivatives.**

<p><b>May 24, 1619</b> A Dutch ship arrives at Jamestown, Virginia, carrying ... (1) people from Africa. Twenty Africans are traded for food. Families are ... (2).</p>	<p><b>1624</b> Two of the Africans who arrived in 1619, Isabella and Antoney, marry and have a son called William — the first child of African descent born in English America, and thus — the first African American.</p>
<p><b>June 21, 1788</b> The U.S. Constitution is ratified, stating that slavery will last for 20 more years and that every ... (3) will be counted as three-fifths of a free man. Slaves are white people's ... (4).</p>	<p><b>August 1831</b> In Virginia, African-American slaves led by Nat Turner rise against ... (5). In the rebellion fifty-five whites die. Nat Turner is caught and hanged six weeks later.</p>
<p><b>1849</b> Maryland slave Harriet Tubman ... (6) to the North and begins the career as “conductor” on the Underground Railroad. Between 1849 and 1860, Tubman risks her life to lead 300 slaves to freedom.</p>	<p><b>April 12, 1861</b> Civil War begins between the industrial North and the South — the land of slave ... (7). Slavery is one of its main reasons.</p>
<p><b>January 1, 1863</b> President Abraham Lincoln declares that “all persons held as slaves’ are and shall be free.</p>	<p><b>1865</b> Civil War ends and the 13th Amendment to the US Constitution ends nearly 250 years of slavery. At the same time, the Ku-Klux-Klan is founded — an organization which lynches African Americans.</p>
<p><b>1963</b> Dr. Martin Luther King Jr. gives his “I Have a Dream” speech at a March in front of thousands of people in Washington, D.C. He dreams of blacks becoming ... (8) — with the other Americans.</p>	

**b) Look through the information boxes. Which facts are new for you? Share with your partner.**

4. a) Listen to the memories of black people. Are your childhood memories similar to theirs?

b) Listen again. Find one false statement. Justify your answers.

1. Slaves were white people's property.
2. Enslaved children were separated from their parents.
3. They were fed and sold just like cattle.
4. Black children were equal to white children.

**separate (v)** — to divide, split up, pull apart  
**property (n)** — something or a number of things owned by someone, esp. buildings and land  
**escape (v)** — to get free, to run away



## SPEAKING

5. a) What do you think is the main difference between slavery in the USA and serfdom in tsarist Russia?

b) Take part in a discussion. Answer the questions.

Do you remember? Serfdom (*крепостное право*) was abolished (ended officially) in Tsarist Russia in 1861.

- Whose memories helped Americans to learn more about the history of slavery?
- How many Africans became slaves?
- Why did the whites enslave African people?
- How did the enslaved people live?
- How did slave owners get their slaves?
- Did owners buy whole families of slaves or did they use to separate them?
- What happened to those who tried to escape slavery?
- When did Afro-Americans become equal with the other Americans?
- Can you recall any facts from the history of your country which were similar to the US history?

### SLAVERY BY THE NUMBERS

**12,000,000** — Approximate number of Africans shipped across the Atlantic Ocean between 1450 and 1850 to colonies of North America, South America and west Indies.

**3,953,760** — Total number of enslaved people in the Southern states in 1860.

**0** — Total number of enslaved people in the free states of the North as of 1860.

to recall memory to escape equal a slave slavery  
to own owner property to separate



## VOCABULARY

1. a) Look through the list of adjectives used to describe people. Match the adjectives and their definitions.

a) industrious

1. having a very strong wish to continually get more of something

b) energetic

2. designing and/or creating something which has never been made before; good at solving problems and making decisions on their own

c) inventive

3. impolite

d) friendly

4. able to understand and learn or have opinions that are based on reason

e) rude

5. not willing to work; avoiding activity

f) spoilt

6. allowing yourself to have or do anything that you enjoy, selfish, pleasure-loving

g) honest

7. nice to other people, well-wishing

h) lazy

8. truthful or able to be trusted; not likely to steal, cheat or lie

i) intelligent

9. active and determined

j) greedy

10. hard-working



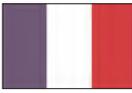
b) Listen and check yourselves. Repeat the key words.

2. a) Choose from the bank of adjectives above to describe Americans as you see them.

b) Compare your list with your partner. Share your ideas with the whole group. What are the character traits most often associated with Americans? What character traits are least often associated with this nation?

c) Compare your stereotypes with the stereotypes of people from other countries. Are they very different?

### HOW OTHERS SEE AMERICANS

Characteristics <u>most</u> often associated with Americans by the populations of:					
FRANCE	JAPAN	GERMANY	GREAT BRITAIN	BRAZIL	MEXICO
					
industrious	friendly	energetic	friendly	intelligent	industrious
energetic	rude	inventive	spoilt	inventive	intelligent
inventive	spoilt	friendly	energetic	energetic	inventive
Characteristics <u>least</u> often associated with Americans by the same populations:					
lazy	industrious	lazy	lazy	lazy	lazy
rude	lazy	greedy	rude	spoilt	honest
honest	honest	rude	inventive	rude	rude



### SPEAKING

3. a) Read about a person from American \$100 banknotes — Benjamin Franklin. (Text A is for student A. Text B is for student B — see page 239 .) Describe him using the adjectives from ex. 1.

b) Some facts in your text are missing. Write down questions to ask your partner for the missing information.

A In his day, Benjamin Franklin (... — 1790) was the most famous and admired American in the world. He was the fifteenth of ... children born to a family of a poor candle-maker.

B. F. received only ... classes of formal education. So while other Founding Fathers, like Thomas Jefferson and John Adams, were receiving the best educations money could buy, an 11-year-old Ben set about educating himself — and never stopped. For starters he taught himself ... and used them all with flair. Then, having learned to play the harp, violin,





and guitar, he started studying ... . He read every book he could find. He went on to become a great writer, diplomat, printer, scientist, and inventor. He grew rich ..., *Poor Richard's Almanak*. In addition to forecasting the weather and telling when the moon would be full, the *Almanak* gave advice like "Early to bed, early to rise, makes a man healthy, wealthy and wise", "Three can keep a secret if two of them are dead" or "God helps them that help themselves". In 1748, at the age of 42, Franklin got

so wealthy that he could retire (stop working) to study, invent and become a statesman (*государственный деятель*). He became even more industrious in 'retirement' and invented things like ... He started America's first public library and volunteer fire department, public museum, Pennsylvania's first university, public hospital and patent office. He used to say: "When you are good to others, you are best to yourself."

c) Ask your partner questions to find out more about Benjamin Franklin.

4. a) Read the information on the card about another famous American. Prepare to tell your classmates about this person.

b) Go round the classroom to retell the life story on the card; listen to your classmates' stories. Make notes of the adjectives from ex. 1 that you can use to describe the famous Americans. Use other adjectives you know, too.

5. a) How can you describe the people of your country? Work with your partner. Use the adjectives from this lesson and your own ideas to make a portrait of a typical Belarusian.

b) Compare your ideas with the class.

industrious energetic inventive rude greedy

## LESSON 6

# On the Same Patch for Twenty Years



### VOCABULARY

1. a) Read the *News of the Week* for September, 2001. Fill in the missing word.

On September 11, 2001 the worst terrorist attack ever on the territory of the USA happened, that shocked the world. The terrorists flew two planes into the two 110-storey World Trade Centre towers (the Twin Towers) in New York City and another plane into the Pentagon in Washington, D.C. Almost 3000 people were killed in the attack. Among the dead were more than 300 heroic New York City ... and police officers who were in the Trade Centre to rescue others when the buildings collapsed.

b) Do you think a firefighter's job is an occupation or a vocation? Why do you think so?

2. a) Listen to an interview with New York City firefighter James Dillon. What was he doing on September 11, 2001?

b) Listen to the interview again. Which questions did he answer?

- When and how did you become a firefighter?
- Where did you learn to do your job?
- What is a typical day on the job like?
- What is the hardest part of the job?
- Does any experience especially stand out?
- What do you like best about being a firefighter?
- What advice would you give to a kid about becoming a firefighter?

**vocation** — a type of work that you feel you are suited to doing and to which you should give all your time and energy.



c) What other jobs that you know are more of a vocation than an occupation? What do you think is your vocation?

**occupation** — a person's job or a regular activity

**3. Match the words and phrases from the interview and their definitions. Work in pairs.**

1. deputy (n)	a) bad luck, or an unlucky event
2. a thrill (n)	b) a person whose rank is immediately below that of the leader of an organization
3. to make sure (v)	c) to be better or more important than others
4. equipment (n)	d) the set of necessary tools, clothing etc. for a particular job
5. to handle (v)	e) to do something that you have to do because it is part of your job, or something that you feel is the right thing to do
6. misfortune (n)	f) to deal with
7. to do something halfway (v)	g) a feeling of extreme excitement, usually caused by something pleasant
8. an experience (n)	h) to find out whether it is really so or to do something so that it will happen
9. to stand out (v)	i) to do only half or part of the job
10. to be on duty (v)	j) knowledge or skill which you get from doing, seeing or feeling things, or something that happens which has an effect on you

**b) Compare with another pair. Check with your teacher.**



**4. a) Divide this “fire hose” into 13 questions.**

What occupation would you like to have what job in your opinion stands out from the rest what job do you think is a thrill to do what job gives you the most interesting experiences what equipment do you need for your dream job will you have to wear a uniform when you are on duty will you have to make sure you come on time will you have to deal with people's misfortune in your dream job will you have to handle emergencies what is more important in your dream job: abilities or experience would you like to be a boss in this job or their deputy is it possible to do your dream job halfway is your job more of a vocation than an occupation?

**b) Use the questions in ex. 4a to interview your partner. Report the most interesting answers to the class.**

**c) Would you like to be a firefighter? Why? Why not?**

deputy thrill to make sure equipment misfortune experience to stand out to be on duty to do smth halfway vocation occupation

## LESSON 7

# No City Is a Patch on New York!



### READING

1. Do you think it is possible to see New York in one day? What about 22 minutes?

2. Read about an amazing NY experience. Answer the questions below.

Empire State Building:  
One Building — Two Attractions  
NY SKYRIDE

Presents

A MAJOR 'MOTION' PICTURE  
EXPERIENCE

Starring

NEW YORK CITY

Featuring

EMPIRE STATE BUILDING  
STATUE OF LIBERTY  
YANKEE STADIUM  
CENTRAL PARK  
and many more

Located on the 2nd floor

22 minutes only!!!

10 a.m. to 10 p.m. Everyday — Don't Miss It!



NY SKYRIDE is an awesome ride that takes you above and beyond NYC's best sights. You will lift off from atop the Empire State Building, through Manhattan skyline, rise above Yankee Stadium, glide past the Statue of Liberty, scale the Brooklyn Bridge — all while remaining on the second floor of the Empire State Building! The NY SKYRIDE experience includes a tribute to NY heroes, the World Trade Towers and "NY's Hot Top Ten", a countdown of NYC's most exciting things to see and do. Entertainment, history and tourism — all in one. You won't need your walking shoes, just relax and enjoy. This is an experience you will never forget!

- Where can you see New York in 22 minutes?
- What can you see during this experience?
- Is it a real or virtual experience?

3. a) In New York you can buy a Passport to the City of New York as a souvenir. In the Passport there are a lot of fascinating facts about New York and its places of interest. Read about these sights. Match the information with the photos. Explain your choice.



### The Statue of Liberty & Ellis Island

A

The people of France presented the 151-foot tall statue to the US in 1886. The Statue welcomed some 12 million immigrants between 1892 and 1954.

Its index finger is 8 feet long and its mouth is 3 feet wide.

Annie Moore of Cork, Ireland, was the first immigrant to pass through Ellis Island.

### Central Park

B

Central Park was the nation's first planned public park. It took 20 years to create the 843-acre "country-in-the-city" with 7 bodies of water, 36 bridges, 26,000 trees and a Zoo. The park is twice the size of Monaco. More than 275 species of birds can be found in the park.

### The Brooklyn Bridge

C

New York City is made up of 5 parts — boroughs: Brooklyn, the Bronx, Manhattan, Queens, and Staten Island. A network of bridges, built between 1848 and 1964, connect the boroughs. The most famous is Brooklyn Bridge (1883) — a symbol of New York.

### The Empire State Building

D

The world-famous building opened on May 1, 1931, only 14 months after the construction began. On a clear day you can see 5 states from the 86th floor of the building. It was made of 10 million bricks and it has 1,860 steps, 6,500 windows and 67 speed elevators.



### Former World Trade Centre

E

Built between 1966 and 1977, the World Trade Centre (WTC) was a city in itself. With 7 buildings, it had a daytime population of 190,000 people. On September 11, 2001, terrorists hijacked two airplanes and crashed them into both towers of the WTC. Over 2,800 people died — workers, visitors and rescuers. The site of the former WTC — Ground Zero — is visited by thousands daily.

### The United Nations

F

After World War II ended in 1945, 51 founding member-countries created the United Nations to “save succeeding generations from the scourge of war”. The 6 official languages are English, Arabic, Chinese, French, Russian and Spanish. Flags from the 188 member-nations mark the territory of the site.

b) Tell your partner which facts you find the most amazing.



## SPEAKING

### 4. Interview your partner. Report your findings to the class.

- ✓ Is it a thrill to see the city of New York from the Empire State Building?
- ✓ What places are New Yorkers proud of?
- ✓ Would you prefer a virtual or real experience of New York?
- ✓ Why do people call New York ‘the city that never sleeps’?
- ✓ Where would you like to go in New York? Why?

virtual

# LESSON 8 Patching up the Differences



## PRONUNCIATION

1. a) Study the table listing the languages spoken in the United States. Do you know someone who can speak these languages?

LANGUAGE USED AT HOME	SPEAKERS OVER 5 YEARS OLD
1. Speak only English	215,423,557
2. Spanish	28,101,052
3. Chinese	2,022,143
4. French	1,643,838
5. German	1,383,442
6. Tagalog	1,224,241
7. Vietnamese	1,009,627
8. Italian	1,008,370
9. Korean	894,063
10. Russian	706,242
11. Polish	667,414
12. Arabic	614,582
13. Portuguese	564,630
14. Japanese	477,977
15. Greek	365,436
16. Hindi	317,057



b) What languages do people in these countries speak?

- |                        |               |
|------------------------|---------------|
| Ireland — <i>Irish</i> | Austria — ... |
| Brazil — ...           | Canada — ...  |
| China — ...            | Cuba — ...    |
| England — ...          | France — ...  |
| Germany — ...          | Greece — ...  |
| India — ...            | Italy — ...   |
| Japan — ...            | Korea — ...   |
| Mexico — ...           | Morocco — ... |

Poland — ...                      Portugal — ...  
Russia — ...                      Saudi Arabia — ...  
Spain — ...                      Taiwan — ...  
The Philippines — ...              Vietnam — ...



**c) Listen and check yourselves. Repeat after the speaker.**



## **SPEAKING**

### **2. Answer the questions.**

- What nationalities live in your country?
- What languages do people speak in Belarusian homes?
- What languages would you like to learn to speak? Why?

### **3. a) Read about the races in the USA. Are you surprised by any figures?**

#### **RACE**

75.1% of Americans are white.

12.5% are of Hispanic origin (they may be of any race).

12.3% are black.

3.6% are Asian, native Hawaiian or Pacific Islander.

0.9% are Native American.

\*figures are based on Census 2000

**b) Work in pairs. Read about the US population. (Student A — text A, Student B — text B). Prepare to relate the most interesting facts and surprising figures to your partner.**

**A** Except for American Indians, the United States is a nation of people who left their home country looking for better life (immigrants). For this reason the United States is sometimes called the “melting pot”. (Other metaphors are “a salad bowl” or “a pizza”!) As a result, the population of the United States is made up of a mixture of people from different countries, such as Ireland, China and Mexico. The first wave of immigrants came in 1840 from Ireland, England and Germany. From 1890 to 1924, a second wave arrived from countries such as Italy and Russia. Now, a new wave of immigrants is coming to America from El Salvador, Dominican Republic, the Philippines and other countries. Currently, nearly 30 million immigrants live in the US. They make up 11.5% of the population. Like those who came before, these immigrants arrived hoping to build their own version of the American Dream.

**B** Scientists believe that Native Americans might have come across from Siberia by a “land bridge” that existed between Asia and America at

that time. There were about 850,000 Native Americans living in what is now the United States when Columbus arrived. During the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries, diseases (many of them brought by the Europeans) and wars with European settlers and soldiers caused the deaths of thousands of American Indians. As more settlers came, they moved westward, the Native peoples were often displaced. In 1838, for example, 16,000 Cherokee Indians were moved from their homelands in Alabama, Georgia, North Carolina and Tennessee to Indian Territory in what came to be known as the “Trail of Tears” (“Дорога слез”). Nearly a quarter of them died on the way, of hunger, disease and cold. By 1910, there were only about 220,000 Native Americans left in the US. Many of them live in reservations now. They stay there because they don’t want to change and lose their national identity (*национальное своеобразие*).

**identity** — who a person is; the qualities of a person or group which make them different from others

**c) Answer the questions. Compare your answers with another pair, then — with the whole class.**

- Why have immigrants been coming to the US?
- How many waves of immigration have there been?
- Where did the Native Americans come from?
- Why did many of the American Indians die?
- Why do people call the United States a melting pot or a pizza? Do you like the comparisons?

**to immigrate (v)**  
**immigration (n)**  
**an immigrant (n)**

**4. Do you think the United States is a good place for immigrants? Why? Why not? What about your country?**

immigrant      identity



## READING

1. Read the sayings of two famous British writers about American and British English. Explain their meaning.

England and America are two countries separated by the same language.

*G. B. Shaw.*

We have really everything in common with America nowadays, except, of course, the language.

*O. Wilde*

2. Read the information in the boxes on the pages of the lesson. Tell your partner what facts you find the most interesting.

English-speaking settlers in America found so many things they'd never seen in Europe, and all those things needed names. Some Americanisms are *eggplant* (aubergine), *popcorn* and *bluebird*.

3. Read about American and British English. What are the main differences between them?

In the past three centuries British English and American English have been developing in different ways. The first settlers from England brought their 17th century dialects to New England, and their sons, grandsons and great-grandsons kept them up. So, some old words still exist in American English (*have got* (BE) — *have gotten* (AE)). Some spellings differ from their British equivalents.

BE programme colour theatre woollen axe dialogue

AE program color theater woolen ax dialog

British and American English are different in pronunciation, too. Americans pronounce all r's: cars [kɑ:rz].

American English has developed elements of its own, too. An American and an Englishman will always understand each other, but some vocabulary is really different. Americans say "fall" instead of "autumn", and "I guess" instead of "I think".

No one knows for sure where the word *Yankee* comes from. British officers used it as a rude word for the Americans they disliked. Today the world calls any American a Yankee. Within America it means a northerner.

Spanish-speaking cowboys brought many new words into the American language. Among them were *rodeo*, *lasso* and *ranch*.

Like earlier wars, World War II gave American English many new words. These words were *jeep*, *walkie-talkie*, *bazooka* and *gizmo*.

American pride found its way into American spelling, helped by the patriot and dictionary-maker Noah Webster. “America must be independent in literature as she is in politics,” he wrote. In his dictionaries he introduced simpler, Americanised spellings.



## WRITING

### 4. Do you understand this letter written in American English? Rewrite it in British English.

Hi, Jan!

I'm writing to tell you about the craziest vacation of my life. It wasn't Friday 13, but it may well have been. I was staying in London and I called Joe, one of my British pals, and suggested going to the Main Street downtown to do some shopping together. It was the last Saturday before Christmas. (The business hours of the banks were a bit different from usual.) I wanted to change some bucks to pounds and to buy a raincoat as the weather in London turned to be much wetter than I had expected.

Joe told me his part of the story later. When he was leaving the apartment, he remembered that he had locked his cat Molly in the bathroom, so he had to go back and free her. It was a bad sign, but he didn't pay any attention to it then. We were supposed to meet at the corner by the drugstore at half 12, but I was late. Actually, at that moment, I was stuck in the elevator of my hotel. He had been waiting for half an hour when I finally arrived. The banks had closed down by then. He had spent all his cash on Christmas presents

the day before, so we were left with a couple of bucks I had. We decided to cheer up a bit and bought some candy, chips, cookies and Coke, sat down on a bench in the park and had a feast. Then we had a nice walk along Oxford Street. After that we decided to get to his apartment to listen to the new CDs I had brought from New York. We were quite far from the apartment, so we had to take a taxi. But, believe it or not, I couldn't find the rest of my money. I think, I might have thrown it into a garbage can by mistake or I might have dropped it on the sidewalk. Luckily, one of his father's friends was driving by, so he gave us a ride.

When we finally got home, we felt sick after eating all those candies and chips and cookies. What a day! Joe and I still feel sick, so, sorry, we can't make it to your party tonight.

Hope to see you in the States in summer.

Best wishes,

Colin.



apartment  
buck  
buddy, pal, bud  
business hours  
bathroom / restroom  
call (on the telephone)  
candy  
chips, potato chips  
cookies  
downtown  
drugstore  
elevator  
fries, French fries  
garbage (trash) can  
give someone a ride  
half twelve  
Main Street  
raincoat  
sick  
sidewalk  
vacation



flat  
dollar  
mate  
opening times  
toilet, lavatory, WC  
ring  
sweets  
crisps  
biscuits  
city centre, in town  
chemist  
lift  
chips  
rubbish bin  
give someone a lift  
half past twelve  
High Street  
waterproof, mac  
ill, unwell  
pavement  
holiday

# UNIT 7

## CITIUS, ALTIUS, FORTIUS

### LESSON 1.

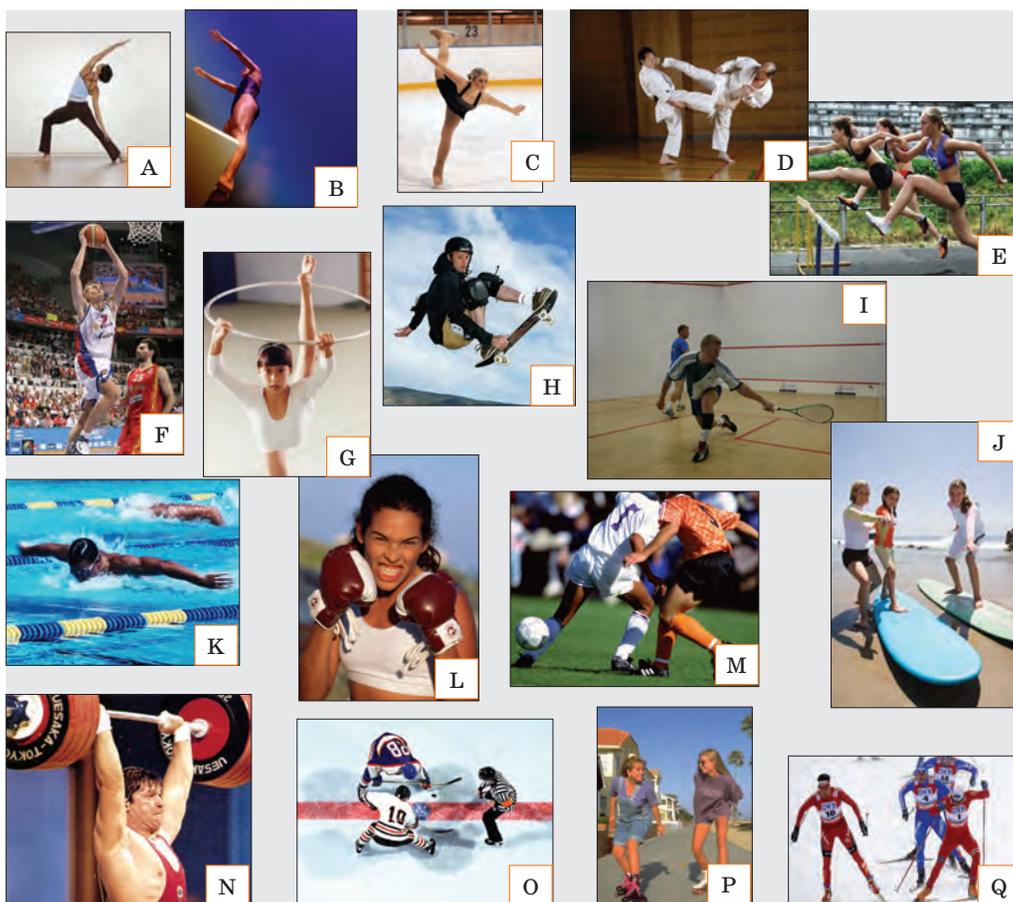
### Working Out



#### VOCABULARY

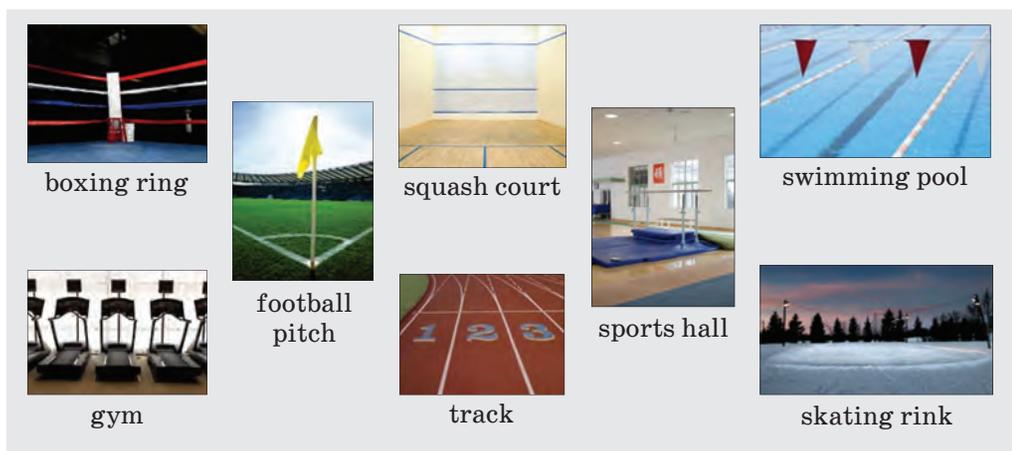
1. Discuss in pairs. Which of the sports below

- have you done?
- would you take up if you had more free time?



2. a) Listen to a radio advertisement in the college of St. Mark & St John. Which sports can students do there?

b) Listen again. Which of the facilities below do they offer to students?



c) Discuss the questions below in pairs.

1. The advertisement mentions team and individual sports. What do they mean? Think of examples.
2. What's the opposite of indoor? Give examples of both types of sport.
3. What sports facilities does your school have?
4. Which sports can you do in each of these places? Where can you work out (to train the body by physical exercise)?

3. Read the help box. Then put sports into the columns below.

**Play (v)**, to take part in a sport — use this especially about games in which you try to win against another person or team: *It's a long time since I played soccer.*

**Do (v)** — use this especially with the names of sports that are not team sports: *I do aerobics twice a week.*

**Go (v)** — use this about sports whose names end in “-ing”: *John goes jogging every morning.*

Play	Do	Go
...	...	...



## WRITING

### 4. a) Read the information below and answer the question in the end.

This kind of sport is especially popular with men.

It's an individual sport.

You can do it indoors only.

It requires a lot of energy and concentration.

It's really violent. It can cause a serious injury.

You have to work out in a gym a lot.

Konstantin Dzyu is famous for doing this kind of sport.



**What kind of sport is it?**

### b) Write an information box for a kind of sport. Use the card the teacher has given you and appropriate phrases below:

with women, in Belarus, not really popular, team sport, individual sport, outdoors, indoors, discipline, hard work, a lot of training, energy, strong muscles, competitive, fit, quite, in winter, fun to do, all over the world, can cause a serious injury, work out in a gym, practise, exercise, a lot, hard work, interesting to watch, work out in a gym, do a lot of jogging

### c) Read your information out to the class. Who is the first to guess the sport?

squash    yoga    surfing    weight-lifting    a pitch    a gym  
a court    a ring    a rink    sports hall    to work out  
athletics    an athlete    soccer    track    race



## VOCABULARY

1. Look at the pictures of different sports equipment. What kinds of sport are they used for?



a helmet



weights



a racket



a shuttlecock



a goal/ a ball



boxing gloves

- You wear/use ... when you do/play/go ...

**Example:** *You wear a helmet when you go roller-skating.*

2. a) Look through an information leaflet about sport and leisure activities in Devon. What kinds of sports are advertised?

### FINLAKE RIDING CENTRE

See the beautiful countryside on horseback. Beginners and experienced riders catered for separately & family groups welcome

- Well-mannered horses.
- Open all year.

Tel. 01626 852096 (Chudleigh)

### QUAYWEST BIKE CLUB

With Quaywest Grand Prix Cycling Track plus the hair-rising mountain bike experience. Experience the thrills & spills on the latest of track designs.

Face the challenge!

- Open daily 10 am — 10 pm (summer)  
10 am — 5 pm (winter)

**Cycling skill is a must!**

TEL: 01803 555550

## TEIGN VALLEY

golf club

Our visitors tell us they love it here because: "the greens are amazing".

- Playable all year round.
- Smart casual appearance at all times including golf shoes.
- Green fees from £12.

"It matters to all of us that our visitors enjoy their day with us, find us friendly, informal and fun and that they drive away with a very big smile."

Christow EX6 7PA Tel. 01647 253026

## TORBAY MOTOR CLUB

### INTERESTED IN MOTORSPORT?

Torbay Motor Club can cater for all your needs. From Hillclimbs to Rally, beginner to expert. We can show you the right way to develop your interest.

### Helmets supplied

Only £2 per session

For more information contact Caren Thorn.

Tel: (01803) 845090.



CHALLENGING... EXCITING... SAFE  
FAMILIES... ADULTS... CHILDREN  
FIRST TIMERS... EXPERIENCED...  
EVERYONE WELCOME

## ROCK CLIMBING

With nationally qualified climbers.  
All equipment provided.  
£7.50 per person per half day.

The Rock climbing and Caving  
Centre

TEL: 01626 852717

## DEVON & SOMERSET PARACHUTE SCHOOL

### ARE YOU MADE OF THE RIGHT STUFF?

#### First Jump Courses

We are pleased to offer two types  
of parachute courses with the very  
latest modern equipment.

Tel: 01414 891 690

Jump for free to help Devon Air  
Ambulance

### b) Work in pairs. Which of the phrases in the leaflet mean the following:

- 1) to provide the things or service people need or want;
- 2) the excitement that is involved in dangerous activities, especially sports;
- 3) professional;
- 4) the things that are needed for a particular purpose or activity;
- 5) scary;
- 6) difficult in an interesting way that tests your ability.

a helmet   a racket   parachuting   motor sport   golf  
cycling   equipment   to cater for   challenging

**3. a) Look through the advertisements again. Which of the centres:**

- a) has a special dress code?
- b) provide the equipment?
- c) don't mention the price?
- d) cater for beginners?
- e) cater for all age groups?
- f) does charity work?

**b) Which of the advertisements:**

- a) use many adjectives?
- b) is very personal?
- c) is reader-friendly (easy to read)?
- d) appeals to you most?



**4. Which of the sports do you find the most challenging?**

**Which of the sports centres above would you choose to visit? Why?**



## **SPEAKING**

**5. a) Use the cards the teacher has given you to play "Find someone who..." game.**

**b) Report on your findings.**



## READING

1. a) Look at the photograph of Yulia Nesterenko and answer the following questions.

- Where is Yulia Nesterenko from?
- What sport does Yulia do?
- What kind of competition is it?
- What has just happened?



b) Look through the article below and check your answers.

### Nesterenko surprises field with speed

*By Sherry Skalko*

2 ATHENS, Greece — Winning the 100 meters at the Olympics isn't  
 3 simply a tradition carried on by generations of American women sprinters,  
 4 it's an exercise in domination. Marion Jones. Gail Devers — twice. Florence  
 5 Griffith Joyner. Evelyn Ashford. The U.S. women had had the past five gold  
 6 medals in the event and eight of the past 12.

7 So imagine the surprise when a set of long legs belonging to 5-foot-  
 8 8 Belarusian Yulia Nesterenko started catching up with little Lauryn  
 9 Williams, the 5-foot-3 American who was leading the pack with 30 meters  
 10 to go Saturday night.

Nesterenko ran the fastest time of her career.

It wasn't Williams' fault. Nesterenko had come out of nowhere.

11 No one had heard of her before Friday when Nesterenko burned the field  
 12 with the fastest times — 10.94, a national record, and 10.99. She hadn't  
 13 competed in any high-profile international events and the only time any  
 14 Americans faced her was in the 4x100 at the 2003 World Championships in  
 15 Paris. Nesterenko's team finished seventh. She spent most of that season  
 16 competing in European meets, winning three Super Grand Prix. Yet, her best  
 17 time of 11.06 was slower than the season best of 10.97 posted by Williams.

18 After Nesterenko set another national record on Saturday in the  
 19 semifinals — a 10.92 — the question became which was likelier to happen,  
 20 Nesterenko slowing down in the final or Williams running a personal best.

Williams did run a personal best — a 10.96. Problem was Nesterenko  
 21 didn't slow down and ran a 10.93.

22 It was a first time in a long time that Williams was caught from behind.  
 23 She could see Jamaica's Veronica Campbell to her left in Lane 3. She couldn't  
 24 see Nesterenko two lanes to her right in Lane 6 until it was too late.

25 "The only thing I regret about the race is I wish she had been next to me,"  
 Williams said. "I don't know if the result would have been different, but if I  
 had seen her I think it would have pushed me a little bit more."

Nesterenko, 25, said her sudden development was due to her husband and herself moving out of her parents' house and new training methods developed by her coach.

“We added new elements of weightlifting,” she said through an interpreter. “I can't go into great details about my training.”

She said she ran faster, swam faster and jumped higher than the boys she grew up with, but she fell in love with sprinting because it's the most exciting and beautiful sport. Winning the 100 meters at the Golden League in Rome gave her a confidence boost, she said, and it made her realize she could win the Olympics.

**2. Read the article. Find the words in the article that mean the same as:**

- sportsmen that compete to run a short distance very fast (*line 2*),
- a test of being the best, taking control (*line 3*),
- was first in the group (*line 8*),
- important competitions (*line 14*),
- a section in a track or a swimming pool that is used by one sportsman in a race (*line 26*),
- somebody who trains a person or a team in a sport (*line 32*),
- a person whose job is to translate what somebody is saying into another language (*line 34*).

**3. Read the article again. Find answers to the questions below. Then compare your ideas in pairs.**

- Why was everybody surprised when Yulia won?
- What is the history of Yulia's results?
- How does Yulia explain her success?
- What is the fastest time Yulia ever ran?
- How does Lauryn Williams explain her failure?
- What do you think about Yulia's victory?



**SPEAKING**

**4. Discuss the questions below in small groups.**

- Does Yulia speak English? Is it important for a sportsman to speak English? Why/ why not?
- What do you think Yulia's training methods might be? Should sportsmen keep their training methods secret? Why/ why not?
- If you were a coach, how would you prepare your team for important events?

to set    a record    a lane    a coach



## GRAMMAR

1. a) Look at Lauryn Williams' words after the race. How does Lauryn Williams feel about her result?



*“The only thing I regret about the race is I wish she had been next to me. I don’t know if the result would have been different, but if I had seen her I think it would have pushed me a little bit more.”*



- b) Look at the words in bold. Is Lauryn Williams talking:

- about a *real* or an *unreal* situation?
- about something that *really happened* or about something she regrets *that didn’t happen*?
- about the *past*, the *present* or the *future*?

- c) What tense is used in the *if-clause*?

- d) What verb form is used in *the main clause*?

2. Complete the following rule and copy it into your Grammar diary.

### CONDITIONAL 3

is used to talk about imaginary *un*\_\_\_\_\_ situations that are contrary to the facts in the *p*\_\_\_\_\_. It is also used to express *r*\_\_\_\_\_ or criticism.

*If-clause,*

*main clause*

**P** \_\_\_\_\_ **P** \_\_\_\_\_ tense

**W** \_\_\_\_\_ + **P** \_\_\_\_\_ infinitive

Example: *If I \_\_\_\_\_ more careful, I \_\_\_\_\_ so many mistakes.*

You can also use modal verbs instead of *w*\_\_\_\_\_.

Example: *If Lauryn Williams \_\_\_\_\_ seen Yulia Nesterenko, she **could** have won.*

### 3. a) Put the verbs in brackets into the correct form.

1. If I (*not/learn*) to read, I (*not/read*) six Harry Potter books.
2. If I (*not/stay*) up late last night reading the magazine, I (*not/oversleep*) this morning.
3. If my mum (*wake*) me up on time this morning, I (*not/be*) late for school.
4. If I (*not/be*) late for school today, the teacher (*not/be*) angry with me.
5. If I (*not/leave*) my exercise book at home, Kate (*copy*) my Maths homework before the Lesson.
6. If I (*not/come*) into this English class today, I (*not/learn*) about Conditional 3.

### b) Change the sentences in ex. 3a to make them true for you.



## WRITING

### 4. a) Read the sentences below. Who is Miss X? Who is Mr. X?

If Miss X had listened to her mother she wouldn't have got into trouble.  
If Miss X' grandmother hadn't been ill, Miss X wouldn't have met Mr. X.  
If Mr. X hadn't been hungry that day, he wouldn't have talked to Miss X.  
If Miss X had been more attentive that day, she wouldn't have mistaken Mr. X for her grandmother.  
If Mr. X had never met Miss X, he wouldn't have been killed.

### b) Can you make more Conditional 3 sentences about this story?

### 5. Work in small groups. Here are the steps.

- Step 1** → *Think* of a well-known story (or ask your teacher for help).
- Step 2** → *Think* of what would have happened if things had been different.
- Step 3** → *Write down* your ideas.
- Step 4** → *Replace* the names of the main characters with Mrs. X, Miss X or Mr. X.
- Step 5** → *Read out* you statements for the class to guess the story and the characters.

to regret



## LISTENING

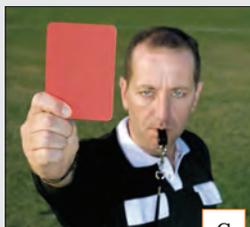
1. Look at the photos below. What's the name of the soccer player?



A



B



C



D

In which photograph

- 1) can you see a David Beckham's fan?
- 2) has David Beckham just scored a goal?
- 3) is David Beckham going to kick the ball?
- 4) can you see a referee pulling out a red card? What does it mean?

2. What do you know about David Beckham? Look at what David has once said. What information can you get from his words? What else do you know about David Beckham?

*"I would have enjoyed lessons at school more if we talked about football, but I was quite good at art. Maybe I would have gone into that if I had not got my break into soccer."*

*"My nan is always remarking how often I seem to argue with referees."*

*"I couldn't see myself playing for another club in this country, it has never crossed my mind. The thought of pulling on a shirt other than the red one of United just doesn't appeal to me."*

*"I love Victoria for herself. I would love her even if she was working at Tesco's."*

*"I want to help create the kind of clothes which I would have wanted to wear when I was younger."*

3. a) Work in pairs. Can you complete David Beckham's BIO File?

Name :	David Beckham
Birthdate :	... (1)/ 05/19... (2)
Birthplace :	Leytonstone, ... (3)
Height/weight:	180 cm/67 Kg



First success: ***Bobby Charlton Soccer skills School competition TV show “...” (4)***  
 First club: ... (5)  
 Club today: Galaxy, LA  
 Family: wife (Victoria Adams), ... (6) sons  
 Interests: ... (7)

 **b) Listen to an interview with Tim Ewbark and complete the BIO File above. What information about David Beckham was new/ really surprising for you?**

**4. a) Match the sentences in A and B to imagine what David’s life could have been.**

**A**

1. If David’s father hadn’t been a soccer fan,
2. If David hadn’t become a famous soccer player,
3. If David Beckham hadn’t spent so much time kicking the ball around,
4. If David hadn’t chosen MU to play for,
5. If David had started to make millions straight away,
6. If Real Madrid hadn’t paid \$41 million for David Beckham,
7. If David hadn’t been a fan of Puff Daddy and Snoopy Dog,

**B**

- a) he wouldn’t have had to make ends meet.
- b) he would have become an artist.
- c) David could have been interested in baseball or rugby.
- d) his teachers would have been happier with his results at school.
- e) his father would have been really disappointed.
- f) his dogs could have been named Spot and Goofy.
- g) he wouldn’t have played with Luis Figo and Ronaldo in one team.

 **b) Listen to the interview with Tim Ewbark again and check your answers. What information isn’t mentioned in the interview?**

**5. Work in pairs. Think of your own ideas to complete the sentences in A. Report to the class.**



## WRITING

**6. a) How could your life have been different? Write some Conditional 3 sentences about yourself.**

**b) Walk around. Share your ideas with your classmates. Then report on your most unusual findings.**

a fan to score a goal to kick a referee



## GRAMMAR

1. a) Read the following letter. Where can you read a letter like this? Who is it addressed to?

*I'm 14 years old and was on the track team in 6th grade and the beginning of 7th. I gave up and I don't exactly know why. When my friends who are on the team talk about the meets, I wish I was still on the team. However, at the same time I don't like it because there's too much pressure to win. When I win a race, though, it really makes me feel good. My coach says if I were more confident, I would make a really good athlete. And also if I had stayed in a team, I wouldn't have lost my friends. I would like to be more popular, too. I know that if I join the team again, I will have to work out even more to get better. I can't decide whether I like track or not. I'm so confused so please give me some advice!*

- b) Work in small groups. What advice would you give to this person?

2. a) Check your memory. Complete the following sentences from the letter with the right words. Copy the sentences into your exercise books.

1. If I ... the team again, I ... to work out even more to get better.
2. If I ... more confident, I ... a really good athlete.
3. If I ... in the team, I ... my friends.

Check your ideas in the letter.

- b) Work in pairs. Discuss the questions below.

- What Conditional structures are the sentences in ex. 2a?
- Are they about present, past or future?
- Does each of them describe a real or an unreal situation?
- What structures are used in the main clause and in the *if-clause* of each conditional sentence?



c) Look at the chart below. What does it tell us about conditionals? Choose the correct summary (A, B or C).

one step back	real situation	unreal situation
present → past	I never <b>do</b> sports ... He <b>doesn't</b> play in a team ...	If I <b>did</b> sports ... If he <b>played</b> in a team ...
past → past perfect	I <b>didn't</b> know ... She <b>scored</b> a goal ...	If I <b>had known</b> ... If she <b>hadn't</b> scored a goal ...

**A:** In the *if*-clause of a real conditional the tenses change.

**B:** In the main clause of an unreal conditional the tenses change.

**C:** In the *if*-clause of an unreal conditional the tenses change.

They take one step back from reality.

**3. a) Read the reply for the letter in ex. 1. Put the verbs in brackets into the right form.**

You've done a lot of careful thinking about your feelings, and that is an excellent way to approach this problem. It sounds like the competitive aspect of win-or-lose sports makes you uncomfortable. It's great to win but hard to lose. Many people don't like this kind of pressure. It also sounds like you really miss the team spirit and popularity that come with playing sports. Like so many other choices in life, there will be pros and cons (positive and negative aspects) for whatever choice you make.

If I (*be*) you, I (*talk*) with your track coach about your feelings. Probably, if you (*talk*) to her before, you (*not have to*) leave the team. If you tell the coach everything you've written in your letter, the coach will know more about your specific abilities and this team's situation. It may be that you could rejoin the team and work on ways to deal with the stress of competition. On the other hand, if you (*decide*) not to compete, you (*have*) enough time to help your team in other ways. Or there may be other school activities that you will perform even better at, and if so, new friendships and a sense of belonging will develop with those.

It's important that you feel self-confident and enjoy whatever you do, so think about your personal interests and needs. Don't be afraid to try something challenging, since that is how you learn and grow.

**b) Read the letter again. Discuss the following questions in pairs.**

- Were your ideas similar or different to those given in the letter?
- Do you agree with the piece of advice given in the letter?
- Why do you think this letter is a good example of helping someone?



## WRITING

4. a) Read the letter below. Discuss in small groups what could help Janice.

*I am a competitive figure skater. When I get in competitions, I get really nervous and don't skate nearly as well as I do in practice. I have tried some different medications for competitions, but they make me sleepy. Once I even had to miss an important event because I couldn't stop yawning. One more problem is that I started suffering from nightmares. I think it has something to do with the injury I got two months ago. I fell down and hurt my knee really bad just in the middle of my performance. I felt really embarrassed though my mum and my coach, the person I look up to, were really nice to me as if it was no big deal. What should I do?*

*Janice*



b) Write a reply to Janice's letter. Use the letter in ex. 3 for help. Use the three conditional structures in your letter.



## LISTENING

1. a) Work in pairs. Make a list of things fans do.



b) Listen to an extract from the *Net Encyclopaedia about Sports Fans* and follow in the book. What other activities can you add to your list?

Sports fan or **supporter** can describe enthusiasts for a particular athlete, team, sport, or all of organized sports as a whole. Sports fans are often seen attending sporting events or following them as well as their **achievements** on television, through newspapers and internet websites.



At a stadium or arena, sports fans will voice their pleasure with a particular play, player, or team by **cheering**, which consists of clapping, or shouting positive exclamations toward the field of play and the favourable object. Likewise, displeasure is met by fans with **jeers**, which consist of booing, the shouting, and in occasional, extreme cases, the throwing of objects onto the field of play in the hopes of injuring a particular participant. This end of fan reaction may often degenerate into **hooliganism**.

At **sports bars**, sports fans will gather together with the purpose of following a particular sporting event on television as a group. Sports bars often advertise in hopes of drawing fans of a particular player or team to watch together.

In ones own home, sports fans may have the smallest amount of shared company but also the greatest degree of freedom. In the case of particularly disappointing moments in sport for such a fan, many have reported such **extreme reactions** as punching a hole in the wall of the house.

2. Work in pairs. Explain what the words in bold mean.



3. a) Listen to three fans, Cameron, Maki and Manana, talking about their favourite sportsmen. Tick the things in your list these fans do.

b) Check your lists in pairs. What sportsmen and sports are the fans talking about?

 4. Listen to the recording again. Which of the fans mentions:



- a) some facts from the sportsman's biography?
- b) why they admire the sportsman?
- c) how long they have been supporters?
- d) the sportsman's achievements?
- e) the sportsman's appearance?
- f) the sportsman's personal qualities?
- g) the sportsman's family?
- h) the sportsman's achievements apart from sport?



### SPEAKING

5. a) You are going to talk about a sportsperson you support. Look at the list of things to talk about in ex. 4. Decide which of them you want to talk about. You don't have to talk about sportsmen only.

b) Take notes on what you are going to say.

c) Work in groups. Tell your classmates about the sportsman you support. Take notes on the most interesting things your classmates tell you. Then report to the class.



to support    a supporter    to achieve    achievement

# LESSON 8 How to Give an Oral Report



## READING

1. Work in pairs. Make a list of questions to ask your teacher about how to prepare for an oral report.
2. a) Read an article from *Homework Helper*. How many of your questions does it answer?

In many ways, planning an oral report is similar to planning a written report.



**1. Research!** Choose a subject that is interesting to you. Sounds obvious, but many people just choose anything on the recommended list without thinking whether or not they have strong feelings about the topic. If you know your material well, you will be confident and able to answer questions. Do your research! If you skip that step — and many do — you cannot be relaxed during your presentation. Try to have more material than you'll need and do not ignore the visuals, such as posters and photographs that would make any listener fascinated.

Think about your audience. If you were listening to a report on your subject, what would you want to know? Too much information can seem overwhelming and too little can be confusing. If your report is well organized, the audience will find it informative and easy to follow.

**2. Record!** It is still important to remember that your oral report is still not your written report. Good speakers vary a great deal in their use of notes. Some do not use notes at all and some write out their talk in great detail. If you are not an experienced speaker, it is not a good idea to speak without notes because you will soon lose your way. You should also avoid reading a prepared text aloud or memorizing your speech as this will be boring.

The best solution may be to use notes with headings and points to be covered. You may also want to write down key sentences. Notes can be on paper or cards. Your notes should always be written large enough for you to see without moving your head too much.

**3. Rehearse!** Once you are comfortable with your material and have organized it effectively, think about how you will perform it. Consider that you will be on stage. For you, it's either a time to shine or a time to crash and burn.

**Repeat key ideas: *tell them* what you're going to tell them (forecast), *tell them*, and *tell them* what you told them (summary).**

Practising your report is a key to success. At first, some people find it helpful to go through the report alone. You might practise in front of a mirror or in front of your stuffed animals. Then try out your report in front of practice audience — friends or family. Ask your practice audience:

*Could you follow my presentation? Was I speaking clearly? Could you hear me? Did I speak too fast or too slowly?*

If you are using visual aids, such as posters or charts, practise using them while you rehearse. Also, you might want to time yourself to see how long your report actually takes. The time will probably go by faster than you expect.

**b) Decide whether the statements below are true, false or not mentioned in the article.**

1. If you don't care, your audience won't, either.
2. Digging deeper than absolutely required for the report gives you more to use in front of your audience.
3. Illustrate your presentation.
4. Always use complete sentences, never just key words.
5. You should keep your eyes down to show respect.
6. Don't waste research time practising a talk.

**c) Work in pairs. Use the article to prove your ideas. Decide whether not mentioned are true or false.**

**3. Work in pairs. Discuss the questions below.**

- Which stage takes the longest to prepare? Why?
- Which one is the most difficult to do? Why do you think so?
- Which one is the most fascinating?
- Which one would you wish to skip? Why shouldn't you?
- What ideas do you find the most helpful?



## WRITING

**4. a) Write a list of tips on how to prepare for an oral report.**

**b) Compare your lists in small groups. Then check with the list of tips the teacher will give you.**



## LISTENING

1. a) Work in pairs. What can you evaluate while listening to an oral report?

- **vocabulary** (elementary / advanced / too simple / too difficult to understand)
- **presentation** (you were interested / bored / addressed to you / to the teacher)
- **appearance** (smart/ casual)
- **voice** (too quiet to hear / too monotonous / loud enough / exciting)
- **visual aids** (posters / charts / photos)
- **pronunciation** (poor / excellent)
- **information** (new / common knowledge / extraordinary / dull)
- **grammar** (poor / excellent / only simple constructions used)



b) Choose three points you think are the most important. Explain why you think so.

2. a) Make your chart. Use the chart the teacher has given you to label the columns with the evaluation points from ex. 1b.

	name	topic	?	?	?	mark
1						

b) Listen to your groupmates' reports and complete your chart while listening.



## SPEAKING

3. Work in small groups. Discuss and compare your evaluation charts.

Vote for the best presentation.

Report to the class.



# UNIT 8

## GOING OUT

### LESSON 1

### Going Out or Staying In?



#### SPEAKING

1. a) Listen to the teenage radio programme called “Zany Vacations”. Have the family been to Georgia?

US: vacation =  
UK: holiday

b) Answer the questions.

- How do you choose a spot for your family holiday?
- How do you decide where to go for the night or at the weekend?

**zany** — strange, surprising  
**spot** — place  
**annual** — happening once every year  
**globetrotter** — someone who travels frequently to a lot of different countries



#### VOCABULARY

2. a) Study the dictionary page for “go out”. Find equivalents of the words and phrases in your language.

go out

**A. go out** — to leave a place, to go away from a place; to leave a building or a room, etc. in order to go somewhere else

**B. go out** — to move abroad; to travel to a place far away, often in order to live there

**C. go out** (for entertainment) — to leave your house, especially in order to enjoy yourself; *opposite*: stay in

**D. go out** (with a boy / girl) — to spend a lot of time with someone and have a romantic relationship with them

b) Which of the “go out” options are phrasal verbs, and which are prepositional verbs?

c) Match the meanings with the pictures and the examples.



1



2



3



4



5



6

1. How long have you been going out together?
2. He often goes out dining in Chinese restaurants.
3. They've decided to go out to Australia.
4. Are you going out tonight?
5. I'm going out just for five minutes. Don't worry.
6. Liam used to go out with my cousin.
7. Shall we go out to the theatre or cinema?
8. Would you like to go out into the garden?

### 3. Interview your partner. Report to the class.

- ✓ What can you see when you go out of your house?
- ✓ What do you have to do when you want to go out of the classroom during the lesson?
- ✓ Are you going out with someone?
- ✓ Where can you go out in your city / town / village?
- ✓ How often do you go out?
- ✓ Would you like to go out to Australia, Asia or Africa?
- ✓ Do you often go out to play some sports?
- ✓ Do you think it's a good idea to go out and get some fresh air after school?
- ✓ If you were free tonight, would you go out or stay in?

4. a) Use the cards the teacher has given you to guess the meaning of the words in bold.

**Been** is used as the past participle (V3) of “go” when the action referred to is finished.

*E. g. She’s been to Rome* (= and now she has returned).

- a) to go \_\_ holiday \_\_ air, boat, train or car
- b) to go \_\_ an English-speaking country
- c) to go \_\_ an **outing**
- d) to go \_\_ **abroad**
- e) to go \_\_ a **guided tour**
- f) to go \_\_ a **cruise**
- g) to go \_\_ the seaside
- h) to go \_\_ camping
- i) to go \_\_ a **trip**
- j) to go \_\_ an **excursion**
- k) to go \_\_ a **journey**

- b) Fill in the missing prepositions where necessary.



## SPEAKING

5. a) Prepare to a survey. Change the phrases in ex. 4 into questions. Add more questions to ask for detail. Mind the tenses.

*Example: Have you ever been abroad? Where did you go?*

- b) Report the results of the survey to the group.

I’ve interviewed 12 people. My questions were: “ Have you ever been abroad? How did you travel? Where did you go? What was it like?”

I’ve found out that six people in the group have been abroad. Most of them went by car. Three people went by... They are... Several people went to... Some of them travelled to...

The trip / journey was...

to go out      to stay in      abroad      an excursion      a cruise  
a guided tour      a trip      a journey      an outing



## READING

1. a) Read the lesson title. What do you think the article from *Guardian Weekly* is going to be about?

b) Read through the article and check yourselves.

2. a) Put the paragraphs in the correct order.

b) Read the article to answer the questions.

- ✓ What are the advantages of organized excursions?
- ✓ Where can students go on an excursion in Britain?
- ✓ How can schoolchildren prepare for an excursion?
- ✓ What can they do during the excursion?
- ✓ What can be done after the excursion?



**A.** Organised excursions, as part of summer school programmes, create relaxed and fun atmosphere, but travelling abroad and escaping the classroom is not an excuse to stop learning. Be it a short trip or a long journey, you can learn something new and become more knowledgeable.

**B.** As well as being a great way to see Britain and to learn more about British life and culture, excursions can have a valuable role to play in language learning. Excursions give learners the opportunity to put into practice what they have been taught in class, as well as seeing and learning about new things.

**C.** Excursions can range from journeys to famous towns and cities, such as Oxford and Cambridge, to any of the thousands of sites of historic interest around the country. Museums, art galleries and theme parks are other options. Schools might even organize visits to places in the local community such as law courts or factories.

**D.** But schools should make sure that schoolchildren are properly prepared for excursions, and much of this preparation can take place in class. Before each trip teachers can introduce the excursion as a discussion topic. They can provide background information about the places that will be visited, or they can get learners to do their own research. They explain new vocabulary

and key words and learners can prepare questions to ask when they get to their destination.

**research** — a detailed study of a subject in order to discover information

**destination** — the place to which a person is going

E. Learners should ask school staff for an itinerary for the trip and find out what is included in the cost so they can plan a budget. It is also worth finding out what kind of weather is forecast for the day of an outing, especially during a British summer. Dressed in the appropriate clothes there is more chance of enjoying the trip even if it does rain.

**staff** — the group of people who work for an organization

**itinerary** — a detailed plan or route of a journey

F. Once out of the classroom, many schoolchildren find it easier to relax and to feel more like an English “speaker” rather than an English “learner”. At most tourist attractions there are staff who are used to talking to learners and who will make an effort to understand their English. There may also be special worksheets available that contain language activities that learners can complete during their visit.

G. Once back in the classroom, teachers can set up a variety of extension exercises, such as giving a presentation about an aspect of the trip or making a poster, either as an advertisement for the place visited, or purely as information.

H. There is also scope for crosswords and quizzes based on the trip. Writing exercises can take the form of a letter of advice to a friend giving information on what to see and many useful tips. Or learners can keep a diary highlighting new aspects of British culture they encounter.

c) Which ideas do you find especially inviting?



## SPEAKING

3. Use the questions below to interview your classmate(s). Take notes of the answer.

— Have you ever been on an organized excursion? Did you go abroad?

— Did you prepare for the excursion really well?

— Did you prepare for it in class or at home?

- Did you discuss the topic of the excursion?
- Did you ask your teacher for background information?
- Did you do any research on the topic?
- Did you prepare any questions to ask at the destination?
- Did you ask the school staff about the route of the trip?
- Did you find out what was included in the cost? Did you plan the budget?
- Did you find out what weather was forecast for the time of the excursion? Did you enjoy the weather on the excursion?
- Did you find it easy to relax (and feel like an English speaker — for those who went to an English-speaking country)?
- Did you talk to the staff at the attractions?
- Did you complete special worksheets during the visit?
- Did you keep a diary during the excursion?
- Did you give a mini-presentation after the excursion?
- Did you make a poster as an advertisement of the place visited?
- Did you do any crosswords or quizzes based on the trip?



## WRITING

### 4. Write a report of your interview.

destination staff an itinerary research



### SPEAKING

#### 1. If you won in a lottery, what entertainment would you go for?

- Would you go on an excursion to Britain?
- go to the most expensive art museums?
- go on a round-the-world trip?
- stay in, eat crisps and watch all your favourite DVDs?
- invite your friends round for a huge party?
- go to the seaside?
- go to the most famous theatre?
- go to the most famous disco?
- join the most well-known club?
- go on an outing with all your classmates?
- go on a shopping spree?
- go on a round-the-world cruise?
- do something else?



### VOCABULARY

2. a) Look at the title of the story from an American teenage magazine. What prize do you think Emily chose when she learned she had won in a contest? Look through the photos. What do you think the story is about?



- b) Read the story from the state of Ohio, USA. Check your predictions. Find words describing how Emily felt about the shopping spree.

## Shopping Spree — True Story

Dear American Girl,

Last fall, I won a shopping spree in a contest at our local supermarket. The day of the event, we arrived to find newspaper photographers and TV crews waiting to interview us. I was so excited! My Mom and I both got to shop for three minutes. I went for ice-cream, juices, snacks, and some pillows for my room. My Mom chose a whole bunch of meat, some cleaning supplies, and CD headsets to give to my sister Delaney, my brother Joshua, and me. When the clock stopped, the store mascot surprised me by presenting me with a free DVD player!

We had filled six shopping carts and the total equaled \$1,700 instead of the \$300 we were allowed. That's when the store shocked us by giving us everything we had picked out! I guess they knew that my Mom hasn't worked since Delaney was diagnosed with cancer in June of 2002 and we've had to be really thrifty.

I felt very proud then. It meant so much to me to help my Mom and my family while my little sister was fighting her cancer. Delaney has been in remission for a few months and Mom can go back to work this summer. Not to mention that Mom made our favorite dinners with meat in them all winter long!

Sincerely,

Emilie D

Age 13, Ohio

US: fall — UK: autumn

US: cart — UK: trolley

c) How can you describe Emily?

### 3. Match the words in bold with their definitions.

- anything that happens, especially something important or unusual
- a short period of doing a particular, often enjoyable, activity much more than is usual
- a small vehicle with two or four wheels that is used for transporting large or heavy objects and is pushed or pulled by a person
- a number of things of the same type fastened together
- food and other ordinary goods needed by people every day
- avoiding waste, careful with money
- a person, animal or object which is believed to bring good luck
- chose, picked out



## GRAMMAR

Gr **FOCUS**

### 4. Compare the sentences. Answer the questions that follow.

*I'm Alex and I'll help my Mum with shopping tomorrow.*

*If I were in Emilie's place, I'd help Mum with shopping, too.*

*If I had been in Emilie's place, I'd have helped Mum with shopping then.*

— Which of the situations describes a real situation (~ 100 % probability)? Which is possible (up to 50 %)? Which is absolutely impossible (0 %)?

— What Conditionals are used in the situations above?

### 5. a) Work in pairs. Ask and answer.

1. If you were a millionaire, would you still try to be thrifty?
2. Would you say that a shopping spree is an enjoyable event?
3. Would you like to win a shopping spree? In what shop?
4. If you won a shopping spree, what supplies would you go for?
5. If you had been in Emilie's place, would you have gone for the same things?



### b) Compare with another pair. Report the results to the group.

a spree    an event    to go for    thrifty    supplies

## LESSON 4

# Mix-up at the Museum



### LISTENING

#### 1. Work in pairs. Ask and answer.

- Where do you think the girl in the photo is?
- Have you ever been to a museum? Where and when? What museum was it? Did you like the visit?
- Would you rather read a book about a museum, watch a film on this topic or go on an excursion to a museum?



#### 2. a) Read the review of an American comedy film. Choose the most appropriate recommendation. Explain your choice.

- 1 *Night at the Museum (2006)* is inspired by a 1993 children's book by Milan Trenc. Ben Stiller stars as Larry Daley who wants 'to grow' in the eyes of his ex-wife and little son and takes a job as night watchman at New York City's Museum of Natural History. However, he doesn't know that
- 5 an Egyptian exhibit of the Museum causes everything to come to life at night. Thus, Larry meets American President Teddy Roosevelt, Attila the Hun, Roman soldiers and other characters that inhabit the Museum. He
- 8 also learns to cope with a T-Rex and man-eating ancient animals. Computer effects, as well as wildly imaginative costumes and make-up, help to make the film appeal to all ages. Adults laugh as much if not more than kids. The cast is hugely talented and it's a treat to see how Larry panics his way from exhibit to exhibit as only he knows how.



#### b) Listen and check. Have you seen the film?

Don't miss it!  
Don't waste your time on it!

#### c) Find words in the text that mean

- ✓ caused by (*line 1*)
- ✓ an object at the museum or exhibition (*line 5*)
- ✓ to deal (successfully) with a difficult situation or bad luck (*line 8*)

Pay attention to the  
form of the words!

#### d) Mark the statements true or false.

1. The film was inspired by a visit to a museum.
2. An ancient Greek exhibit causes everything to come to life at the museum.
3. In the film Larry meets strange characters that inhabit the museum.
4. He learns to cope with Teddy Roosevelt.
5. The film appeals only to little kids.



exhibit

3. a) Look through the information about a book in the box. Was the film inspired by this book?



The book *From the Mixed-up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg, have been honoured with a prestigious medal of the American Library Association. At the Metropolitan Museum of Art they get a lot of questions about the book. Some people think that the book inspired the new film *A Night at the Museum*. So the museum officials decided to interview the author about it.



- b) Listen to the interview with E. L. Konigsburg. What would you go for — her book or *A Night at the Museum*? Why?

- c) Listen again. Answer the questions.

1. What was the book inspired by?
2. What exhibit was Claudia fascinated by?
3. The author's children could never cope with discomfort, could they?
4. How long have Claudia and Jamie's spirits been inhabiting the museum?
5. What appeals to the author most — books or films?



## SPEAKING

4. Interview your partner. Compare with the other classmates.

- ✓ Do you cope well with the number of the books you have to read for Literature classes?
- ✓ Which of your favourite films were inspired by books?
- ✓ What entertainment appeals to you most: books, films or museums?
- ✓ What museum would you like 'to camp out' or work in? Why?
- ✓ Do you believe that spirits of exhibits inhabit museums?
- ✓ What museum exhibit that you have seen do you find the most fascinating?
- ✓ Which of the unusual museums from the box would you like to go to?
- ✓ What couldn't you do without: books, films, museums, excursions, shopping, other?

### WEIRD MUSEUMS

Bananas (USA)  
Beer (Belgium)  
Cats (Malaysia)  
Cheese (Netherlands)  
Childhood (UK)  
Christmas (Germany)  
Coca-Cola (USA)  
Colour (UK)  
Comics (Belgium)  
Fans (UK)  
Hats (UK)  
Museum of Water (USA)  
Pencil (UK)  
Rice (USA, Malaysia)  
Toilets (India)

an exhibit

to inspire

to cope with

to inhabit

## LESSON 5

# It All Started with the Russian Mountains



### READING

#### 1. Work in a small group. Answer the questions.

- What mountains are meant in the title of the lesson?
- What do you think started with the Russian Mountains?

#### 2. Take one minute to look through the information brochure from Blackpool Pleasure Beach in the UK. Would you like to go there? Why? Why not?

#### BLACKPOOL PLEASURE BEACH

UK's favourite tourist attraction with over 145 rides including Europe's largest rollercoaster — the Pepsi Max.



Did you know?  
The earliest records of roller coasters date back to the 1400's...

#### Pleasure Beach Attractions



Blackpool Pleasure Beach holds a lot more than rides! There are many other attractions to see, so that even if you are not a ride enthusiast there is still plenty to do, such as the arcades, bowling, ice skating, bingo and much more. There is also the famous Pasaje Del Terror, a terrifying interactive horror experience.

#### Pleasure Beach Rides

Blackpool Pleasure Beach possesses amazing rides, something for all in the family.

The most famous, of course, is the **Pepsi Max Big One** being the largest rollercoaster in Europe. It is 235ft high and gets up to speeds of 87mph. **Valhalla** is the wet and wild Viking experience. This water-borne, high speed ride is one not to be missed.

The **Ice Blast** is a unique ride. A tower of 210ft, you speed to the top at 80mph and then you have a free-fall descent. Not for the faint-hearted. **Impossible** is the interactive underground attraction.



loop



**Iron Bru Revolution** is Europe's first 360 degree looping rollercoaster.

**Spin Doctor** is the newest ride that will turn your world upside down at 120ft and with speeds up to 60mph.

### Pleasure Beach Shows

**Hot Ice** is a spectacular show performed by skating champions from all over the world. Fantastic costumes and wonderful sequences, not to be missed. **Mystique** is a combination of cabaret, comedy and illusion. **Eclipse** is the musical circus experience that you will never forget. Featuring the only man who truly flies, Vladimir, and a cast of Olympic Champion gymnasts, this show will appeal to all ages.

### In General

After all the excitement of thrilling rides you can refuel in one of the 35 restaurants.

The Theme Park is open from March until November, and entry into the park is free. You can buy a number of tickets for rides. Special wristbands provide unlimited rides, and you can get discounted show prices with the vouchers you receive when you buy something in the park. There are also family tickets available. Also look out for early season specials such as half-price rides throughout March weekends, and vouchers in national newspapers — truly the adventure capital of the world!

### 3. a) Match the words with their definitions.

1. theme park

a) a place in which you can pay to play games on machines

2. rollercoaster

b) not confident or brave; someone who doesn't like unnecessary risks

3. ride

c) a piece of paper that allows you to pay less than the usual price for them

4. arcades

d) a machine in an amusement park which people travel in or are moved around by for entertainment

5. faint-hearted

e) a reduction in the usual price (to reduce — to make smaller)

6. voucher

7. discount

f) a type of small railway in an amusement park with carriages that travel very quickly along a narrow track that slopes and bends suddenly

g) a large permanent area for public entertainment, with amusements such as big machines to ride on or play games on, restaurants, etc., all connected with a single subject

**b) Study the information in the booklet. Answer the questions.**

1. How many rides does Blackpool Pleasure Beach offer?
2. Which rollercoaster is the largest?
3. If you are not faint-hearted, what ride can you cope with?
4. What other entertainment is available in Blackpool?
5. If you are thrifty, how can you save money in the theme park?

**UK: theme park**  
**US: theme or amusement park**  
**ANZ = amusement park**



**SPEAKING**

**4. a) Choose an option and talk with your partner.**

**OPTION 1**

If you have been to a theme park, tell your partner about your experience.

**OPTION 2**

If you haven't been to a theme park, tell your partner what entertainment you would go for?

**b) Vote for the most appealing attraction. Explain your choice.**

a theme park    a rollercoaster    a ride    faint-hearted



## GRAMMAR

1. Look at the photos. Do you know who these girls are? How old are they? What are they famous for?



2. a) Look through the web-article on one of them.  
Who and what is it about?

Eight year-old Bindi Irwin (*have*) a busy schedule coming up. She just (*release*) a children's exercise DVD that she (*make*) with her dad. She also (*say*) that she (*go*) on a tour with *the Wiggles* next month. The eight-year-old daughter of the late Crocodile Hunter Steve Irwin, (*announce*) on US television overnight that she (*perform*) the concerts in Los Angeles and New York. With Bindi performing on the same bill as *The Wiggles*, the tickets, on sale for up to \$US65, (*be*) hot property.

Oh and she (*have*) a TV show coming out early next year. The young wildlife warrior (*promise*) that her high-energy show, called *Bindi and the Crocmen*, (*have*) Americans on their feet. Bindi's kid's exercise DVD (*have*) a lot of **moves** inspired by animals. *The Crocmen* (*be*) three men who (*perform*) alongside her.

"Bindi" means "small girls" in the local language.

Her mom (*worry*) that Bindi (*carry*) on so well after her famous father, Crocodile Hunter Steve Irwin, died, so she took her to a therapist. The therapist said that she (*deal with*) the loss of her father in her own way and that she (*do*) well. But it (*seem*) a bit cheesy that an eight-year-old girl would want to do all this — to put out an exercise video, to go on a tour with the

Wiggles, and to star in a TV show? Shouldn't her mom be trying to balance her performance schedule so it's not so hard on the elementary student? It definitely (*be*) too much for a little girl, isn't it?

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**b) Read the article. Do you agree with the author?**

**c) Put the verbs in brackets in the correct forms — active or passive. Explain your choice.**

**3. One of the statements below is true. Which one? Explain why other statements are false.**

- a) Bindi's schedule was really busy when she was five.
- b) Bindi went on a tour with *the Crocmen*.
- c) She will announce her future plans on Australian Television.
- d) She's going to release a music DVD that she made with her father.
- e) The moves on her DVD will be inspired by Native Australian dances.
- f) The reporter is sure that the Wiggles' high-energy show had Americans on their feet.
- g) She has been carrying on well after her father's death.
- h) Bindi's mother is trying to balance the girl's performance schedule.



## SPEAKING

**4. Play the game in groups of four. Take it in turns to make as many true statements as possible about Ksenia Sitnik. Use the words from the box and the active vocabulary banner. Mind your grammar.**

**5. Interview your partner.**

- ✓ Do you think it is too hard on the children to make them keep to such busy schedules?
- ✓ Would you like to be in Bindi's or Ksenia's place? Why? Why not? If you were Bindi or Ksenia, what would you do?
- ✓ Do you know anyone in entertainment business whose high-energy performance can have people on their feet?

to release a CD / DVD  
to come out (about a show)  
to go **on** a tour  
moves inspired by...  
high-energy show  
to have someone **on** their feet  
to perform alongside someone  
to balance someone's performance schedule  
to be hard **on** someone

a schedule a move to announce to carry on to be hard on someone



## LISTENING

1. a) Listen to an excerpt from a radio programme. What is the programme about?

b) Listen again. Are the statements below true or false?

- A. Chess is a global game.
- B. Chess might have appeared in India.
- C. The European version of chess was developed by the twentieth century.



2. Answer the questions.

- Do you play chess?
- Do you know anyone who is very good at this game?
- Do you think chess can change you?



pawns



bishop



castle, knight and king



## VOCABULARY

3. a) Read the article from *New English Digest*. Why is chess more than a game for 13-year-old Rickey Rozell?

### Checkmate

Every week 13-year-old Rickey Rozell thinks like a king for a few hours. He can also get inside the mind of a bishop, a knight or a pawn. Rickey can do all these things because he can play chess.

He learned to play chess through an education initiative in the United States called the Chess-in-the-Schools scheme. He joined the programme when he was in the third grade at Hartigan Elementary School in Chicago. Rickey is now in the eighth grade and still loves playing chess with a **passion**.

Rickey says it's because chess is more than just a game. Chess **provides** great exercise for the mind. There is no better way to start thinking strategically than to plan your moves in a game of chess.



Chess has changed Rickey. His family, friends and teachers have **noticed** that he is different since he started playing the game. “Rickey has become a much better student in class,” says Carlene Guyton, Rickey’s class teacher at Hartigan. “He’s more attentive and disciplined and concentrated in school.”

According to Betty Greer, head teacher of the school, chess has also helped Rickey **to keep out of trouble**. “Instead of seeing him in my office, now I see him reading books,” she says. “He’s always been very intelligent, but chess has made him **eager** to learn a lot more.”

Even Rickey’s mother has noticed how chess has helped her son. She says, “I’m glad Rickey is in the Chess-in-the-Schools scheme. He is doing much better at school. And he is also acting with greater responsibility at home. He is more attentive to what is **going on** around him and gives a great deal more help when it is needed. Eight years ago after he had got into trouble at school, I thought he would never be serious and responsible. Now I think that after he has played chess for so many years, he will do well in life.”

Chess is very **challenging**, but it is also **rewarding**. The game has changed Rickey’s life; it has changed the way he thinks. “I’m more knowledgeable now and I can think my way through most of the problems that **face** me. And I guess school is not so bad after all.”

**b) Guess the meaning of the words and phrases in bold.**

**c) Complete the summary of the article using new words.**

People can easily ... a change in Rickey: he is ... to learn now. The thing that has changed him is chess. Rickey plays chess with a ... ; when he’s playing, he doesn’t pay attention to what ... around him. He says that this game ... great exercise for the mind. Rickey says that the game is really ... , but very ... . It also helps the boy to deal with problems that ... him. Chess has also helped Rickey ... .



## GRAMMAR

Gr**FOCUS**

**4. a) Compare the two sentences from the article. Answer the questions.**

*Now I think that after he has played chess for so many years, he will do well in life.*

*Eight years ago after he had got into trouble at school, I thought he would never be serious and responsible.*

- Where is the reference point for the first situation: in the present or in the past?
- Where is the reference point for the second situation?
- How do the verb forms differ in both situations?

**b) Complete the text with correct verb forms.**

After the game of chess (*to be invented*) in India nobody (*to think*) that the game (*to become*) so popular and (*to spread*) to the neighbouring countries and later — to Europe. We (*to know*) now that after people (*to play*) chess for hundreds of years they (*to continue*) playing the game in the future. Chess will always fascinate people providing a challenge to human intellect.



## PRONUNCIATION

**5. a) Listen to the tongue-twister. What sound is repeated?**

Chess is challenging but it's a chance to change cheaters into righteous children.

When it's a change of time, it's time for a change!

**b) Listen and repeat. Learn the tongue-twister by heart.**



## SPEAKING

**6. a) Answer the questions.**

- Do you think that after Rickey has played chess for several years, he will do well in life?
- Do you play anything with a passion? When you're doing something with a passion, do you notice what is going on around you?
- What are you usually eager to do? What does your favourite entertainment provide you with?
- Do you think that providing people with entertainment we can keep them out of trouble?
- Are you a responsible person? Where do you act with more responsibility: at home or at school?
- Can you think through most of the problems that face you?
- What other activity, apart from chess, is challenging but rewarding? Do you think it can change a person?

**b) Share your ideas with your classmates.**

passion	to provide	challenging	rewarding	eager
to go on	to keep out of trouble	to notice	to face	



## SPEAKING

1. a) Read the quotations. Can you explain their meanings? Do you know who the author of the quotes is?

How sharper than a serpent's tooth it is to have a thankless child.

Neither a lender, nor a borrower be.

Cowards die many times before their deaths.

It is a wise father who knows his own child.



- b) Read about a theatre in London and a film about theatre. Would you like to visit the theatre? Would you like to see the film?

In Shakespeare's time his plays were performed in the Globe Theatre which burned down in 1613. The building of the new Globe Theatre was opened in London in June 1997. It's a very special theatre because it isn't a typical modern theatre, it doesn't have a roof and some people have to stand up to watch the play. They can also shout at the actors.

However, the famous film *Shakespeare in Love* was filmed on another site — the Rose Theatre. The film director thought that the newly-reconstructed Globe Theatre would look too new and perfect. The film is set in London in 1593. It tells the story of Will Shakespeare, a young playwright who is suffering from writer's block. But, luckily, he meets and then falls in love with the beautiful Viola who wants to be an actress. Inspired by love, Will finds his creative powers again and writes a great love story, "Romeo and Juliet."

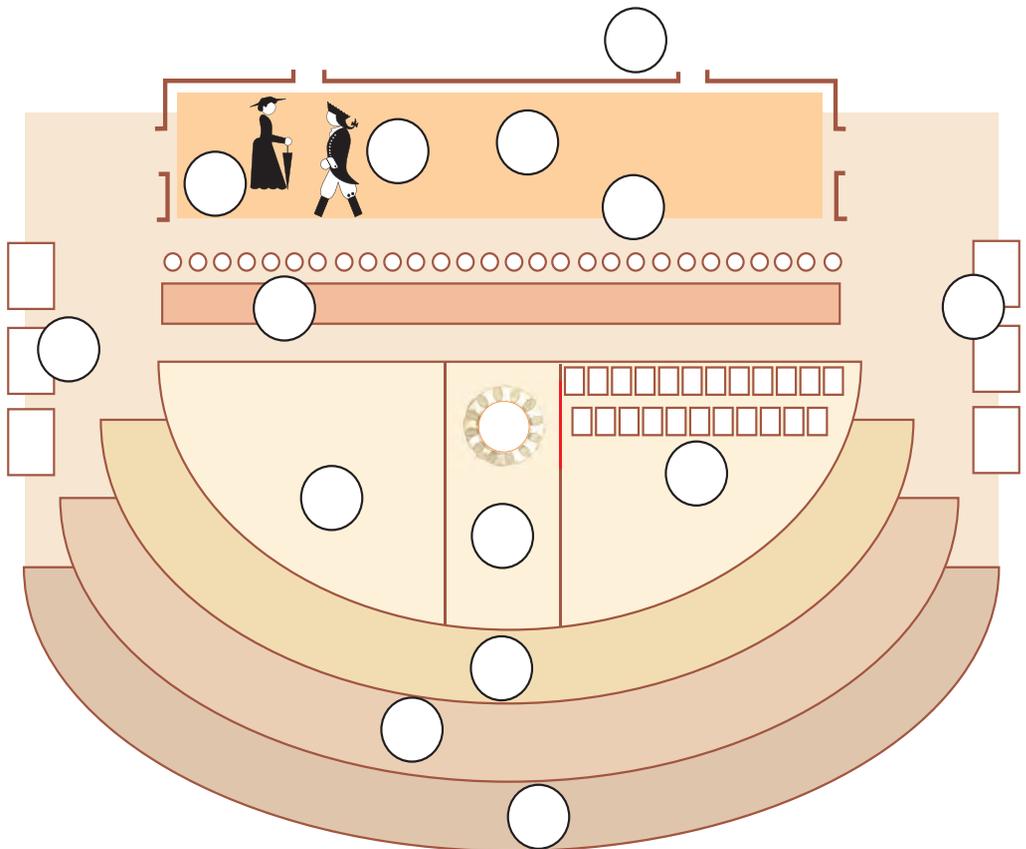
Although the film is full of references to Shakespeare, it is a work of fiction. But the audience loves the film. The British government likes the film too. The film was shown free to thousands of school pupils in Britain as part of a national campaign to interest young people in classic literature. Research has shown that working with film adaptations of classic books and plays can improve reading skills dramatically. Films such as *Romeo + Juliet* with Leonardo DiCaprio have done a lot to encourage young people to read Shakespeare.

- c) Have you seen Shakespeare's plays in the theatre? Have you seen any films inspired by Shakespeare's works?

2. a) Study the picture showing a theatre. Match the words with the numbers in the picture.



actress actor  
orchestra  
pit dress circle  
box stage  
seats gallery  
chandelier stalls  
scenery footlights



b) Describe your last visit to the theatre. Use the questions for help.

- What performance did you see: an opera, a musical, drama or ballet?
- Where were your seats: in the stalls, dress circle, box or gallery?
- Was there a beautiful chandelier in the theatre?

- What was the scenery like?
- Were programmes available?
- Did you use theatre glasses to see the stage?
- Did the orchestra play well?
- Could you see the conductor in the orchestra pit?
- What happened when the curtain opened?

c) Tell your classmates about your partner's visit to the theatre.

 3. a) Listen to a conversation at the theatre box-office. What is it about?

b) Listen again. Prepare to answer the questions.

- When does the performance begin and finish?
- How many tickets does the visitor want? Where?
- What else does the visitor want to get?

c) Listen and get ready for role-play. Take notes of useful phrases.

d) Role-play a conversation at the box-office.



ROUGH PLAY PRODUCTIONS PRESENTS  
**KING LEAR**  
 BY WILLIAM SHAKESPEARE  
 DIRECTED BY PAUL BUDRAITIS  
**NOVEMBER 6-30**  
 Tuesday to Friday — 19:00  
 Saturday and Sunday — 20:00  
 Tickets available at the box-office

a stage    a seat    scenery    available



## WRITING

1. Read the title for the composition you are going to write and the definitions of two different types of compositions. Which of them do you think you are going to write?

To go out is better than to stay in.

A **descriptive** composition describes a person, place or thing. It appeals to the reader's senses and helps you to form a mental picture. It creates a mood, makes comparisons and describes images.

A **discursive** composition makes the reader agree with your opinion or accept your recommendation. It appeals to the reader's sense of logic and explains to the reader why your point of view is the best one.

2. a) Work in pairs. Make a list of points that you would like to base your composition on.

FOR	AGAINST
healthier	more expensive
...	...

- b) Compare your ideas with another pair.

3. Study *Things to Remember* box. Tick what you have already done. Say what your next step should be.

### THINGS TO REMEMBER

#### STEPS

##### 1. Before writing

- a) Gather facts, do research. You will need statistics, facts, quotations and examples.
- b) Think what language you might use.
- c) Think of a good title (if not given).
- d) Make a plan.

##### 2. While writing

- a) Write a draft.
- b) Make sure your writing is well-organized.
- c) Revise (make changes in) the first draft.

#### PLAN

##### 1. Introduction

Make a general statement about the topic. Your introduction should be powerful.

##### 2. Main part

Para1: Give one side of the argument. Support it with examples, etc.

Para2: Give opposing arguments. Support them with examples, etc.

---

### 3. After writing

- a) Revise and improve again if necessary.
- b) Edit (correct mistakes).

### 3. Conclusion

Make a powerful conclusion. Present a summary of your arguments and state what is better. The conclusion might include a call for action.

---

#### 4. Read the paragraph from a similar discursive composition. Say which sentence

- is the main idea of the paragraph
- gives more information about the main idea
- provides details to support the facts
- is the closing sentence

So what's the big deal if you stay in? Staying in can make you unhealthy, passive and unsociable. Research shows that those who stay in rather than go out tend to fall ill more often, have trouble communicating with other people and are not very good at solving real life problems. The biggest change, of course, is in your character. Staying in all the time makes you unfriendly.

#### 5. Read the conclusion to a composition. What do you think the topic of the composition is? Does the writing follow the recommendations? What linkers could you use in your composition?

Some people worry that organized excursions would be too expensive for families. However, there are ways to lessen the cost. For example, admission to some museums is free and shopping is not a must during the excursion. On the whole, an organized excursion is not the virtual reality of a TV programme or a teacher's explanation in class. It provides real-life experience which is necessary to learn to live in the real world. So why not plan an excursion today?

#### LINKERS TO USE

*Result:* as a result, so

*Addition:* moreover, what is more

*Contrast:* however, although

#### 6. Write a discursive composition on the topic suggested in ex. 1.

## GAME TIME! GAME TIME! GAME TIME!

Play the “Entertainment” game with two classmates. To play the game you will need a dice and a counter. Put your counter on the START square. Throw the dice. Read the instructions in the boxes carefully. Collect points. Try to remember the most interesting answers.

 <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">START</div>	<p>You get a seat in the stalls in the Globe Theatre. Give yourself two points.</p>	<p>Your family lets you decide what to do for one day of your holidays. Tell what entertainment you'd go for and why. Get two points.</p>
 <p>What's the most fascinating exhibit you have seen in a museum? Tell the others and get a point.</p>	 <p>You decided not to go on a cruise with your family. Lose a point.</p>	<p>Tell the others who your favourite person in the entertainment business is and what they are like. Give yourself one point.</p>
<p>You went on an excursion to an ice-cream factory. Think of a funny flavour name. If you can, get a point!</p>	<p>Your favourite singer's high-energy performance had you on your feet. Who is the singer? What are they famous for? Tell the others and get one point.</p>	<p>Tell the others about the best theatre you've been to. Give yourself one point.</p>
<p>Your Literature composition at school was inspired by your last outing. What outing was that? Tell the others and give yourself one point.</p>	 <p>Enjoy feeding the animals in the Zoo. Get a point.</p>	 <p>The hotel you picked out has an amusement arcade. Give yourself one point.</p>
<p>What's the best excursion you have been on? Tell the other players and get two points.</p>	<p>Pick another person and guess where that person is likely to go out to? If you guess it right, give yourself one point.</p>	 <p>Your schedule is too busy. There is no time in it for meeting friends. Lose one point.</p>

<p>You bought only a postcard in a world-famous bookshop. Lose one point.</p>	<p>Time to cool down. Pick another player and guess what entertainment they like best. If you're correct, give yourself one point.</p>	<p>You lost your tickets to the theatre. The tickets were for the box! Lose one point.</p>
<p>You won a shopping spree in a contest. What would you go for? Tell your partners and get two points.</p>	 <p>The wait to ride your favourite roller-coaster is two hours! Lose one point.</p>	<p>Name all the things you saw on your last outing. If you speak for more than thirty seconds, get one point.</p>
<p>It's raining. You have to stay in. But you are not a couch potato. Tell what board game you are going to play. Get two points.</p>	 <p>You spent your day on an excursion with your classmates. Give yourself a point.</p>	<p>It's been a busy day, but you still want to go out with your boy / girlfriend. Give yourself two points.</p>
 <p>Look at famous paintings. What is your favourite painting? Tell the others and get a point.</p>	<p>Pick another player and guess if that person would rather visit a theme park or go to the zoo. If you guess it right, get a point.</p>	 <p>Lazing about on the beach? Lose a point.</p>
<p>You've borrowed three wonderful books from your local library. Get three points!</p>	<p>You forgot to bring a special souvenir for your best friend from the last trip abroad. Lose two points.</p>	<p>Recall the most interesting answers. Speak for 30 seconds and get a point.</p>

# UNIT 9

## WHAT? WHERE? WHEN?

### LESSON 1

### A Funny Place to Live



#### VOCABULARY

1. What is the name of the place you live in? Do you know the origin of this name?
2. Read the introduction to a magazine article. What do you think it is going to be about?

If you're lucky, you probably live in a town with a nice straightforward name, a name that doesn't make you feel embarrassed, when you have to introduce yourself to other people and say, "Hi there, my name's ... I'm from..." yes, if you're from **London** or **Tokyo**, or **Deli**, no problem. But if you come from one or two other places, well...

3. Read the article. Which place name is the funniest or has got the funniest history?

Britain, for example, has a fine variety of towns and villages with odd-sounding names: **Crackpot**, **Dorking**, **Fattahead**, **Goonbell**, **Giggleswick**, **Nether Popleton**, **Wormelow Tump**, **Yonder Bognie** ... and a lot of others you would prefer not to have inscribed in your passport. There is even a place called **Ugley**, where you can find the **Ugley Women's Institute** meeting in the **Ugley Village Hall**. The village itself is very attractive, full of typically English thatched-roof cottages, and takes its name from an Anglo-Saxon term meaning "Ugga clearing (space in the forest)". The Ugley folk seem to be learning to live with their town's name, though their young children are now sent along to the **Ugley Duckling Nursery School**.

Not far from **Ugley**, there is another hamlet — **Nasty**. The origins of this name are Old English. Locals are used to visitors giggling over the idea of a newspaper headline indicating a marriage between one of their inhabitants and one from the neighbouring town: "**Nasty Man Marries Ugley Girl**".



America, too, has its share of odd names, there is a town of **Desire**, sitting between its neighbours, **Paradise** and **Panic**. In the same state, there is the community of **Paint** — named after a practice of the local Indians to paint their faces. **Panic** got its name when the people of the new town couldn't think of a name for it, and someone suggested picking it out of a newspaper. The biggest story of the moment happened to be the **1893 Financial Panic**; and so that's the name that stuck.

But maybe the strangest story of how a town got its name is the one about the place where they decided to let the local postmaster choose a place name. They marched round to the post office and said, "*You name us!*" the postmaster made his decision quickly: and the town was known as **Unamis** from then on!

**4. Match definitions with the words from the article (ex. 2, 3). See line numbers for help.**

- a) easy to understand, simple (line 2)
- b) uncomfortable (line 3)
- c) strange-sounding (lines 8—9)
- d) covered with straw (line 14)
- e) a small village (line 18)
- f) the beginning of something (line 18)
- g) laughing in a childish way (line 19)
- h) people who live in a town or village (line 21)
- i) next to or near each other (line 21)
- j) the people living in one particular area or having common interests or nationality (line 25)
- k) to mention an idea for other people to think about (line 27)



thatched-roof cottage

**5. Mark the statements true, false or don't know. Quote from the article to prove that you are right.**

- 1. In Britain there are lots of odd-sounding names.
- 2. Nasty and Ugley are neighbouring hamlets.
- 3. The inhabitants of Nasty are very proud of their place name.
- 4. Someone suggested picking a name for Panic in a dictionary.
- 5. The name for the community of Unamis was chosen by the local vet.

**suggest +  
doing smth**

origin      community      to suggest



## SPEAKING

### 6. a) Use the article and the introduction to complete the questions.

- a) Do you live in a place with a s\_\_\_\_\_ name or does your place name make you feel e\_\_\_\_\_?
- b) What does your city / town / village t\_\_\_\_\_ its name from?
- c) Are the people in your c\_\_\_\_\_ proud of their place name?
- d) Do you know any o\_\_\_\_\_-sounding place names?
- e) Do any of the i\_\_\_\_\_ of your town / village have odd names?
- e) Do you think it's difficult to l\_\_\_\_\_ to live with an odd name?
- g) Who were you named a\_\_\_\_? What is the o\_\_\_\_ of your name?
- h) What place names in your country make you g\_\_\_\_\_?
- i) What name would you s\_\_\_\_\_ using for a new hamlet in Britain?
- j) Can you t\_\_\_\_\_ of an interesting name for a new town in your country?

### b) Use the questions above to interview your partner.

### c) Report to the group about your findings.

inhabitant   straightforward   odd

## LESSON 2

# New World Wonders



### LISTENING

1. a) Listen to these place names. Do they sound odd or straightforward to you? Do they say anything to you?

Bodrum, Turkey

Rhodes, Greece

Babylon, now Iraq

Alexandria, Egypt

Olympia, Greece

Ephesus, Turkey

Giza, Egypt



- b) Have you seen many of the ancient world wonders with your own eyes or on TV? Why? Why not?

2. a) Listen to the radio programme about the vote for the new world wonders. Look through the photos. Which of the structures did people vote for to be the new world wonders? Which were left out?



A



B



C



D



E



F



G



H



I



J



K



L

**b) Listen again. Answer the questions.**

1. Which world wonder from the original list did not vanish? Where is the structure?
2. How many people voted in the campaign?
3. How many wonders did people vote for?
4. How many nominations did people choose from?
5. How many major attractions were there on the shortlist before the final ceremony?
6. How many attractions are there in the list of UNESCO? Does the list keep changing?

The United Nations Educational, Scientific and Cultural Organisation, or UNESCO, keeps updating its own list of World Heritage Sites, which now totals 851 places.

to vanish = to disappear



**SPEAKING**

**3. a) Read about a new world wonder on the card the teacher has given you. Match it with the photo. Prepare to tell your classmates about your structure.**

**b) Go round the classroom. Tell your classmates about your structure. Listen to their descriptions. Match them with the photos.**

**4. Use the questions below for a group discussion.**

- Do all the structures in the photos look man-made?
- Do you think local communities are happy to have world wonders on their territory?
- What world wonders would you have voted for if you had taken part in the vote? What wonders would you have left out?
- Do you think the inhabitants of the Earth will update the list of world wonders some day?
- They are starting a new campaign to choose the new seven *natural* wonders of the world. What natural wonders would you suggest choosing? Why?
- Which of the world wonders would you like to see with your own eyes?

I agree / disagree with you.  
I agree with you about it.  
I agree that...  
I couldn't agree more / less.  
Let's agree to differ.

a wonder    a structure    to vote    to leave out    to update

## LESSON 3

# Distant and Different?



### READING

1. a) Read the names of places in the boxes. What do all of them have in common?

Sendai, Japan

Eindhoven, Germany



Bangalore, India

Lyon, France

Nottingham, the UK

b) Minsk and Nottingham are twin cities. How far are they from each other? Do they have anything in common?

2. a) Look through the photos. Can you say which of them were taken in Belarus, which — in Britain?

b) Read the selection of materials on twinning. Put the information items under three headings — *Britain*, *Belarus* and *Twinning*.



1. The city was **destroyed** by Napoleon and again during the Second World War, so it has been virtually **constructed** anew. Consequently Minsk is a modern city with wide boulevards, large squares and parks, and contemporary architecture.

A

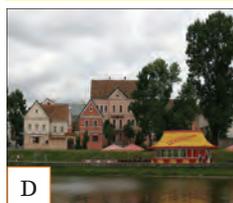
2. The **highlight** of the capital is the Academic Opera and Ballet Theatre. It is one of the best ballets in the former Soviet Union. Many people say that it is equal to the Moscow Bolshoi. The theatre brings a lot of visitors to Minsk.



B



C



D



E

3. Nottingham is a city in central England with about 300,000 inhabitants. It is a major industrial city, which is most famous for the production of lace (*кружево*).



F

4. In the 12th century, much of the city was destroyed by fire. The 17th-century castle overlooking the Trent River was burned in 1831. It was reconstructed in 1878 and now houses an art museum.



G

5. Nottingham and Minsk were twinned in 1966. Their cooperation is mainly **based** on charity (*благотворительность*) and school links. Chernobyl charity organisations have been active for more than twenty years.



Н



И

6. The places of interest are the Norman castle, the council house in the marketplace, a Roman Catholic cathedral, 16th-century grammar school, the University of Nottingham, and St. Peter's Church, part of which dates from the 12th century.

7. It is the Republic's biggest industrial and scientific centre. Minsk is also a city of culture and learning with its Academy of Sciences and Belarus State University as well as other higher education institutions. Countless theatres, the Picture Gallery of Belarus and the Museum of Dance combine to make Minsk a cultural centre.



Ж

8. Robin Hood is a legendary folk hero of the 12th-century England who robs the rich and helps the poor. His origins are unknown, but according to tradition he was born in Nottingham. He is a good-hearted outlaw from Sherwood Forest. Robin leads his band known as Merry Men, loves Maid Marian, and fights with the evil Sheriff of Nottingham. Robin Hood is a fictional figure who may have been based on a real person or persons.



К

9. *Robin in the Hood* medieval festival is a real highlight of the year for the local community. You can travel back in time: enjoy medieval music, dancing, magic, jugglers' performances, see **knights** in battle, practise arts and crafts, play games and of course watch an archery tournament.

10. The tradition of knighthood in this country dates back to the appearance of first Belarusian cities — around the 19th — 20th century. At the end of the 20th century knights began to come back. Today it is possible to meet young people in **medieval** costumes in city streets. Annual knights' tournaments and medieval festivals have already become a tradition in Belarus. The most important of them are held in Novogrudok, Zaslavl, Nyesvizh, Mir, Loshycy, Druck and Miadel. Festival *Bely Zamak* — "White Castle" takes place in spring and brings together knights from Belarus and abroad.



11. A twinning **link** is as a friendship agreement based on cooperation between two communities in different countries. The two twinned communities organise projects and activities, develop an understanding of historical, cultural and lifestyle similarities and differences. The key issue for twin cities in the 21st century is how to generate interest in twinning, particularly amongst young people.

12. Nottingham began in the 6th century as a small Saxon settlement called *Snotta inga ham*. The Saxon word *ham* meant village (hamlet). The word *inga* meant “belonging to” and *Snotta* was a man. So it was the village owned by *Snotta*.



c) Work in pairs. Guess the meaning of the words in bold. Find international words in the texts. Compare them with equivalents in your language.

3. a) Use the information from the selection to answer the questions.

- What is town twinning based on?
- What kind of links are there between Minsk and Nottingham?
- What do Minsk and Nottingham have in common?
- What are Minsk and Nottingham famous for?
- What can you enjoy during a knights' festival?
- What kind of costumes do people wear for the knights' festivals?
- Are Minsk and Nottingham really distant and different?

<b>structure</b> <b>construct</b> <b>reconstruct</b>
<b>child — childhood</b> <b>knight — knighthood</b>

b) What would you suggest organizing to make young people interested in town twinning?



## WRITING

4. a) Arrange the information items in logical order to make a coherent story. Make changes if necessary. Note down the linkers or additional sentences you might need.

b) Write a short summary of the information about two twin cities. Use the active vocabulary of the lesson.

twinned (towns)	to base	to destroy	to construct
highlight	a knight	link	medieval



## LISTENING

### 1. Answer the questions.

#### DEPARTURES

LONDON  
now boarding

PARIS  
cancelled

MINSK  
checking in

1. How would you like to travel to the world wonder of your choice or to Nottingham: by sea, by air or by land?
2. From what age do you think children can travel by plane on their own?
3. What do you think the best thing about travelling by plane is?
4. What does the information in the boxes mean?

#### ARRIVALS

FRANKFURT  
delayed

VIENNA  
delayed

ROME  
scheduled

2. a) Listen to a British Airways official talking with a Belarusian journalist. Decide if it is safe and comfortable to travel on your own by plane. Why?



check-in desk

- b) Listen again. Can you answer all these questions?

- How old do you have to be to travel on the plane on your own?
- Do you have to be accompanied if you are 13 years old?
- Where can you find information about the company's rules?
- Do parents have to complete any forms at the airport?
- Who takes care of the children on board the plane?
- Who takes care of them on arrival?



A businessman on a flight wearing a sleep mask (an eye pad).

- c) Would you send a young relative of yours to travel by plane on their own? Why? Why not?



## VOCABULARY AND GRAMMAR

### Gr FOCUS

3. a) Put the verbs in the box into synonymous pairs.

to collect	to complete	to look after	to agree to	to accompany
to fill in	to go with	to accept	to pick up	to take care of

b) Which of these verbs were used by the British Airways official? Which of them are more informal? Which — more formal? Which of them are phrasal verbs?

c) Make the excerpts from the interview sound more informal.

1. The person accompanying the child can be a family member. 2. I'm afraid we cannot accept it. 3. They are asked to complete some forms with contact details. 4. A flight attendant will take care of your child then. 5. People who collect young passengers must arrive at the airport on time.

4. a) Some of the phrases below come from the interview. Fill in the missing prepositions.

PLACE

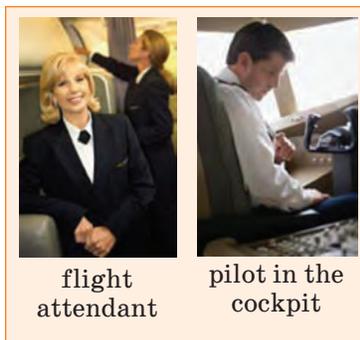
\_\_\_ the airport, the destination  
\_\_\_ long flights, TV  
\_\_\_ a plane, a train  
\_\_\_ their seats, the armchair  
\_\_\_ the air, the water

TIME

\_\_\_ arrival, board the plane  
\_\_\_ breakfast, lunch, dinner  
\_\_\_ Friday, July 27th  
\_\_\_ five o'clock, midday  
\_\_\_ Christmas

b) Check your memory. Fill in appropriate prepositions.

1. Did you have to fill in any forms before the flight and ... arrival?
2. Who did you go ...?
3. Who looked after you ... board the plane?
4. Did anyone pick you up ... the destination ... arrival?
5. Was your flight safe and comfortable? What did you do ... the plane?
6. What was the highlight ... your flight?
7. Would you like to be ... the air ... Christmas?
8. Would you agree to a round-the world-trip ... plane?



## SPEAKING

5. Find someone who has travelled by plane and use the questions above for an interview. Report the results to the group.

to collect — to pick up      to accept — to agree to  
to complete — to fill in      to take care of — to look after  
to accompany — to go with

## LESSON 5

# I Wish I Had Asked Him More Questions...



### VOCABULARY

1. a) Look through the words in the box. Can you guess what they mean? If yes, what helps you?

march  
anniversary  
battle  
to re-enact  
event  
to honour  
soldier  
to survive  
footsteps  
war  
experience



Reenactment of World War I events

- b) You will hear these words in a radio programme. What do you think it is going to be about?

2. a) Listen to the programme. Check your predictions.

- b) Match the words with their definitions.

a) march

1. to continue to live after coming close to dying or being destroyed or after being in a difficult situation

b) event

2. a walk with regular steps especially in a formal group of people who are all walking in the same way

c) anniversary

3. a person who is in an army and wears its uniform; someone who fights when there is a war

d) battle

4. a fight between armed forces, or an argument between two groups

e) to re-enact

5. to give public praise or reward

f) war

6. to do, see with your own eyes or feel something, which has an effect on you

g) to honour

7. anything that happens, especially something important or unusual

h) soldier

8. fighting between two or more countries or groups

i) to experience

9. to perform, to reconstruct the events of the past

j) to survive

10. (the celebration of) the day on which an important event happened in a previous year

k) to walk in the footsteps

11. to follow someone's example

**3. a) Fill in the missing words from ex. 2. Change the form of the words if necessary.**

1. The route of the ... will follow the front line.
2. The march is organized to mark the ... of the Battle of Somme.
3. ... historical events is Neil's hobby.
4. His grandfather never spoke about the ... — his memories were too much for him.
5. Neil and his friends decided to live the life of a Great War ... .
6. Only his grandfather, whose two brothers were killed in battle, ... in the war.
7. The march gives Neil a chance of a lifetime ... the memory of his grandfather.
8. Neil wants ... of his grandfather.
9. To reenact the ... of the war Neil and his friends are going to set up Living History camps.
10. Neil is going ... as much as he can from the life of a Tommy.



**Tommy** —  
a World War I  
British soldier

-  b) Listen again and check yourselves.



## GRAMMAR

4. a) Read the sentences from the interview. Answer the questions below.

*If only he had told me about the war then.*

*I wish I had asked my father more questions about World War II.*

— Did Neil's grandfather tell him about the war? Is Neil sorry about that now?  
Is it possible to ask grandfather now?

— Did the reporter ask his father a lot of questions about the war? Can he ask his questions now? Does he regret not asking more questions when his father was still alive?

to regret =  
to be sorry

— What conditional form is used after *I wish* to express regret about the past?

b) Translate the sentences into your language. What are the differences and similarities between the versions?

c) Do you wish you had asked war veterans more questions about the past? What do you wish you had asked about?



## SPEAKING

5. Use the card the teacher has given you to interview your classmate. Report the most interesting answers to the group.

- Would you like to take part in reenacting some historical events?
- Would you like to march 20 miles, set up a camp and experience the life of a World War I soldier?
- What anniversary of the Victory in World War II is the world marking this year?
- How do people honour the memory of World War II soldiers in your country?
- What great battles took place on the territory of Belarus?
- Did many of your native people survive in the last war?
- Did anybody from your family fight in the World War II?
- Would you like to walk in the footsteps of your grandfathers?

a march an event an anniversary a battle to reenact a war  
to honour a soldier to experience to walk in the footsteps



## READING

### 1. Answer the questions.

- When and how do people celebrate Mother's and Father's Days in some English-speaking countries?
- When do people honour their Mothers and Fathers in your country?
- What events take place on these days?
- What do all these holidays have in common?

— Mother's Day is a celebration of motherhood.

— Mother's Day as celebrated in the United States today traces back to Anna Jarvis, who, after her mother's death on May 9, 1905, devoted the rest of her life to establishing Mother's Day as a national, and later an international holiday.

— The origins of Father's Day go back to the early twentieth century. It was decided to complement Mother's Day and to honour fathers and forefathers. Father's day involves gift-giving to fathers and family-oriented activities. The gifts given often have slogans such as "World's Best Dad". Schools and other children's programmes commonly have activities to make Father's Day gifts.

**Mothering Sunday** (the UK) — spring (2008: March 2; 2009: March 22; 2010: March 14; 2011: April 3, etc.)

**Mother's Day** (the US) — second Sunday in May

**Father's Day** (the UK and the US) — third Sunday of June

**mother — motherhood**  
**father — fatherhood**

### 2. Read the story written especially for Father's Day. What does the author feel like about his father?

When I was four years old, I thought: "My daddy can do anything."  
 Five years old: My daddy knows a whole lot. sad?  
 Six years old: My dad is smarter than your dad. sorry?  
 Eight years old: My dad doesn't know exactly everything. proud?  
 Ten years old: In the olden days, when my dad grew up, things were different.  
 Twelve years old: Oh, well, naturally, Dad doesn't know anything about that. He is too old to remember his childhood.  
 Fourteen years old: Don't pay any attention to my dad. He is so old-fashioned. embarrassed?  
 Twenty-one years old: Him? My Lord, he's hopelessly out of date.  
 Twenty-five years old: Dad knows about it, but then he should, because he has been around so long. happy?

Thirty years old: Maybe we should ask Dad what he thinks. cheerful?  
After all, he's had a lot of experience.  
Thirty-five years old: I'm not doing a single thing until I talk to Dad.  
Forty years old: I wonder how Dad would have humorous?  
handled it. He was so wise.  
Fifty years old: I'd give anything if Dad were here now so I could talk this over with him. Too bad I didn't appreciate how smart he was. I could have learned a lot from him. I wish I had treated him with more respect.

### 3. Look through the text of the story. Find equivalents for

- old-fashioned;
- from a long time ago;
- deal with;
- be here or somewhere here;
- knowledge or skill from doing, seeing or feeling things, or something that happens which has an effect on you;
- able to make good judgments, based on a deep understanding and experience of life, clever;
- intelligent, or able to think quickly or cleverly in difficult situations;
- to recognize or understand that something is important;
- admiration felt or shown for someone or something that you believe has good ideas or qualities.

### 4. Answer the questions.

- How old are you? Do you think that your parents are "hopelessly out-of-date"?
- Did you have similar thoughts about your parents at the age of 4, 5, 6, 8, 10 and 12?
- Do you think your parents have a lot of experience?
- Do you think your parents are smart or wise?
- Can you handle your own problems or do you ask your parents for help? Do you appreciate their help?
- Do you think people always treat their parents with enough respect?
- What can you do to honour your parents?



## WRITING

### 5. Write a diary page about what you wish you had done for your parents.

I wish I had written a greeting card for my Mom on March 8.

out-of-date   wise   experience   to appreciate   respect

# LESSON 7 One Person — Two Birthdays



## PRONUNCIATION

1. a) Listen to the funny rhyme. Learn it. Recite it beating the rhythm. Mind your schwa vowels.

Solomon Grundy  
Born on Monday,  
Christened on Tuesday,  
Married on Wednesday,  
Ill on Thursday,

Worse on Friday,  
Died on Saturday,  
Buried on Sunday,  
This is the end of poor old  
Solomon Grundy.

- b) What day of the week were you born on? When is your birthday?



## READING

2. a) Look through the May Birthdays box. Do any of the names look familiar?

### MAY BIRTHDAYS

2 <sup>nd</sup> — Dr. Benjamin Spock	14 <sup>th</sup> — George Lucas
5 <sup>th</sup> — Karl Marx	16 <sup>th</sup> — Pierce Brosnan
6 <sup>th</sup> — Tony Blair	Olga Korbut
Sigmund Freud	Janet Jackson
George Clooney	18 <sup>th</sup> — Pope John Paul II
7 <sup>th</sup> — Piotr Ilyich Tchaikovsky	22 <sup>nd</sup> — Arthur Conan Doyle
8 <sup>th</sup> — Enrique Iglesias	Naomi Campbell
11 <sup>th</sup> — Salvador Dali	28 <sup>th</sup> — Ian Fleming
13 <sup>th</sup> — Denis Rodman	John Fitzgerald Kennedy
Stevie Wonder	Kylie Minogue

- b) Do the Birthday Quiz. Guess who these people are.

1. Young mothers like his books.
2. He had Polish origins.
3. She has got Australian origins.
4. He starred in James Bond films.
5. He wrote about James Bond.
6. He wrote *The Hound of the Baskervilles*.
7. She is gorgeous, but notorious for her nasty character.
8. He is a singer. His father used to be a football player, and then became a world-famous singer.
9. He thinks that the origins of our behaviour go back to our childhood.
10. She is the most famous Belarusian sportswoman ever.

- c) Write 3 quiz items about some other birthday people from the box. Let your partner guess the people's names.

**notorious** — famous  
for something bad

**3. Read some amazing facts about a person who has two birthdays. Which facts do you find the most surprising?**

**The Queen**

- has her real birthday on April 21, but it is celebrated officially on the first, second or third Saturday of June. Her official birthday is marked in London by the ceremony of Trooping the Colour which is also known as the Queen's Birthday Parade
- is the fortieth monarch since William the Conqueror who has obtained the crown of England
- speaks fluent French and does not require an interpreter
- is patron of more than 620 charities and organisations
- has undertaken over 256 official visits to 129 different countries during her reign
- has received many unusual gifts including live animals, among them jaguars from Brazil and two black beavers from Canada. The Queen has also received pineapples, eggs, a box of snail shells, a grove of maple trees and 7kilos of prawns.
- learnt to drive in 1945 when she joined the Army.
- is a keen photographer and enjoys taking photographs of her family
- has 30 godchildren
- has met Yuri Gagarin and Valentina Tereshkova at Buckingham Palace
- sent her first e-mail in 1976 from an Army base
- takes a keen interest in horses and racing. Her Majesty's first pony was given to her by her grandfather when she was four years old. The Queen continues to ride at her residences
- acted in a number of pantomimes as a young girl



The Queen at the Trooping the Colour parade on her first official birthday in 1952.



Elisabeth II celebrated her 80th anniversary in 2007.

**to undertake** = to do, to begin to do  
**to obtain** = to get, to receive  
**keen** = very interested



**WRITING**

**4. Do you know your classmates' birthdays? Work in pairs and make a birthday quiz for your class. Exchange your birthdays quizzes with another pair.**

# LESSON 8 Have the Time of Your Life!



## VOCABULARY

1. a) Match the idioms with “time” with their meanings.

**Idiom** — a group of words in a fixed order having a particular meaning, different from the meanings of each word understood on its own

*Take your time.*

*Try to be on time.*

*Now's the / your time!*

*It's about time!*

*Time flies.*

*Have the time of your life!*

Have a lot of fun!

It should have happened earlier.

Don't hurry.

Be punctual.

Time is passing very quickly.

Now is the chance for you to do something.



b) What are the equivalents of these idioms in your language? Do you use the equivalent of the word “time” in them, too?

c) Role-play a short conversation with your partner. Use at least two idioms from the list above.



## GRAMMAR

Gr **FOCUS**

2. a) Look through the advice on how to have a good time this summer. How can you give advice?



A. You ought to go shopping and see if trendy clothes are ... sale ... August. If I were you, I'd buy something pretty ... the cheap.



B. If I were you, I'd get fit and travel everywhere ... the bicycle or play tennis ... grass courts.



C. You should read all the hottest books. It's a must if you want to be ... the top ... the class ... September.



D. If I were you, I'd lie ... the beach ... the sun. I'd kill time, swim ... the Mediterranean and get a suntan.



E. I'd fly ... Egypt ... the weekend and see the Pyramids. If I were you, I'd do it ... my own, but...



F. If I were you, I'd go ... a picnic ... the Independence Day and enjoy the fireworks. I'd have the time ... my life!

b) Fill in the missing prepositions.



c) Listen and check yourselves.

3. Write two or three pieces of advice on how to waste time in summer. Use "at", "on", "in" and the idioms from ex. 1. Share the advice with your partner.



## WRITING

4. a) Read about an interesting undertaking in London. What is a *time capsule*?

It is very expensive to build a theatre. The people, who were reconstructing the famous Globe Theatre in London, decided to ask the community for help. When schools gave the builders £200, they were given time capsules — special boxes where they could put something. The capsules were placed under the theatre, so that many years later people could find them and understand what life was like before. The things schoolchildren put in their time capsules were: a piece of the Berlin Wall, letters from a problem page in a teenage magazine, school uniforms, a tape of advertisements, letters from children in English, Korean and Mandarin.

b) Write what you would like to put into your time capsule.

c) Share your ideas with your classmates. Vote for the best suggestions.

## LESSON 9

# What You Can Do in May



### READING

1. a) Match the dates, events and activities.

World Day of  
Twinned Cities

Chernobyl  
Memorial Day

26th April

Last Sunday of April

Twin cities organize events and activities to celebrate their cooperation.

Memorial services are held to honour the memory of the 1986 disaster victims.

b) These days were celebrated in the world in April. What did your school organize on these days?

2. a) Study the page from a teenage magazine. What country is it from? Why do you think so?

Not sure how to spend the days of May? Fill them in with these ideas!

**1st May, Tuesday**

International Worker's Day

Stay busy or earn some pocket money running your own car wash. Spread the word ahead of time by calling your parent's friends.

**2nd May, Wednesday**

Brothers and Sister's Day

Make a present of friendship to your sister or brother (niece or nephew if you are an only child). Why not have a day out with your siblings?

**8th May, Tuesday**

National Teacher's Day

Write to your favourite teacher from the last school or last year, and tell that teacher how much she or he taught you.

**12th May, Saturday**

Limerick Day

Write five lines of a limerick. "There was once a ..." If you don't remember the rules, look through good models from children's nursery rhymes.

**13th May, Sunday**

Mother's Day

Ask your Mom and your grandma what their favourite movies were, when they were your age. Rent the movies for a family popcorn party.

**14th May, Monday**

Famous person's birthday

George Lucas celebrates his birthday today. Send him a birthday card with Darth Vader's picture. *Star Wars* are awesome, aren't they?

**15th May, Tuesday**

Chocolate Day

Treat yourself to your favourite candy bar. Get wild and host a chocolate party for your friends. If you don't like chocolate, fall in love. Where's your Knight in Shining Armour or your Beauty Queen?

**18th May, Friday**

International Museum Day

Does your city host a museum? If not, go to the neighbouring town and learn something new to tell your friends. Make this day the highlight of May.

**19th May, Saturday**

Boys / Girl's Club Day

Take a bike ride with your friends. Suggest packing a picnic lunch and stopping to eat it on the way. Set up a camp by the river. Or make a pact with your friends to start a No Gossip Week.

**26th May, Saturday**

Why wait for summer holidays? It's easier to start doing something if you set a goal. How many pages can you read this month? Next month, add 100 pages. Start with the most popular book of the year!

**28th May, Monday**

Memorial Day

Are there any war veterans in your community? Find out and offer help. You might consider buying a postcard or baking a cake for your elderly neighbours as an option.



**b) Are the statements below true or false?**

1. A sibling is a brother or sister.
2. Limericks are short poems.
3. George Lucas is a celebrity.
4. Memorial Day is linked to wars and conflict's memories.
5. Setting a goal helps you to begin.

**celebrity** — famous person, especially in entertainment

**3. Interview your partner.**

- ✓ Have you done anything of these this month or year?
- ✓ Which suggestion is the easiest / most difficult to adopt?
- ✓ Which suggestion is the most interesting / boring?
- ✓ What important dates do you have in May in your country? Are they different to the American holidays?
- ✓ What can you do for your community in May?
- ✓ What goals have you set for yourself for the summer?



**WRITING**

**4. Work in pairs or groups. Make notes for a similar calendar for your country.**

to set a goal

# READING FOR PLEASURE

## UNIT 1

### Charles

by Shirley Jackson

#### 1. Read the story. Answer the questions.



The day my son Laurie started kindergarten an era of my life was ended; my sweet-voiced little baby was replaced by a self-confident character who forgot to stop at the corner and wave good-bye to me. He came home the same day, his hat on the floor, shouting, “Isn’t anybody here?”

**What are your earliest kindergarten memories?  
Did you like staying in the kindergarten?**

At lunch he spoke impolitely to his father, spilled his baby sister’s milk and remarked that his teacher said we were not to take the name of the Lord in vain.

“How was school today?” I asked casually.

“All right,” he said.

“Did you learn anything?” his father asked.

Laurie regarded his father coldly. “I didn’t learn nothing,” he said.

**Why did Laurie correct him?**

“Anything,” I said. “Didn’t learn anything.”

“The teacher spanked a boy, though,” Laurie said, addressing his bread and butter. “For being fresh,” he added, with his mouth full.

**Did anyone hit or spank you in the kindergarten?**

**spank** — punish (a child) by slapping on the buttocks with the open hand

“What did he do?” I asked. “What was it?”

Laurie thought. “It was Charles,” he said. “He was fresh. The teacher spanked him and made him stand in the corner. He was awfully fresh.”

**Were you ever made to stand in the corner? What for?**

**fresh** — too confident, showing a lack of respect

The next day Laurie remarked at lunch, as soon as he sat down, “Well, Charles was bad again today.” He grinned enormously and said, “Today Charles hit the teacher.”

“Good Heavens,” I said, mindful of the Lord’s name. “I suppose, he got spanked again?”

“He sure did,” Laurie said. “Look up,” he said to his father.

“What?” his father said, looking up.

“Look down,” Laurie said. “Look at my thumb. Gee, you are dumb.” He began to laugh hysterically.

### Where do you think Laurie learnt this joke?

“Why did Charles hit the teacher?” I asked quickly.

“Because she made him colour with red crayons,” Laurie said. “Charles wanted to colour with green crayons so he hit the teacher and she spanked him and said nobody play with Charles but everybody did.”

On Wednesday Charles hit a little girl, on Thursday he had to stand in a corner during the story-time because he kept pounding his feet on the floor. Friday Charles threw chalk.



yelling

### Did you have story-time in the kindergarten? How did the kids behave during the story-time?

On Saturday I remarked to my husband, “Do you think kindergarten is too unsettling for Laurie? All this toughness and bad grammar, and this Charles boy sounds like bad influence.”

“It’ll be all right,” my husband said reassuringly. “There must be people like Charles in the world. Might as well meet them now as later.”

### Can you explain the meaning of Laurie’s father’s words?

On Monday Laurie came home late, full of news. “Charles,” he yelled, “Charles was bad again. You know what Charles did?” he demanded, “Charles yelled so in school they sent a boy in from first grade to tell the teacher she had to make Charles keep quiet, and so Charles had to stay after school. And so all the children stayed to watch him.”

“What did he do?” I asked.

“He just sat there,” Laurie said, climbing into his chair at the table. “Hi, Pop, y’old dust mop.”

“Charles had to stay after school today and everyone stayed with him,” I told my husband.

“What does Charles look like? What’s his other name?” my husband asked Laurie.

“He’s bigger than me,” Laurie said.

Monday night was the first Parent-Teacher meeting, and only the fact that the baby had a cold kept me from going: I wanted passionately to meet Charles’ mother.

**Did your parents like going to Parent-Teacher meetings when you were in the kindergarten? Do they like it now?**

On Tuesday Laurie remarked suddenly, “Our teacher had a friend come to see her in school today.”

“Charles’ mother?” my husband and I asked simultaneously.

“Naah,” Laurie said scornfully. “It was a man who came and made us do exercises. We had to touch our toes. Charles was fresh again, he didn’t even do exercises. The teacher’s friend told Charles to touch his toes and Charles kicked him.”

“What are they going to do with Charles, do you suppose?” Laurie’s father asked him.

“Throw him out of school, I guess,” he said.



kicking

Wednesday and Thursday were routine; Charles yelled during the story-hour and hit a boy in the stomach and made him cry. On Friday Charles stayed after school again and so did all the other children. The third week was the same.

During the third and fourth weeks it looked like a reformation in Charles. Laurie reported grimly at lunch on Thursday of the third week, “Charles was so good today the teacher gave him an apple. And he was the teacher’s helper: gave crayons around and picked up the books.”

For over a week Charles was the teacher’s helper; each day he handed things out and he picked things up; no one had to stay after school.



apple is a symbol of education in American schools

**Were you given any special presents by your teacher in the kindergarten or primary school for good behaviour?**

**Did you ever work as a teacher’s helper in the kindergarten or primary school? Did you give crayons around or do something different?**

**Who usually hands things out and picks them up in your lessons?**

“The PTA meeting’s next week again,” I told my husband one evening. “I’m going to find Charles’ mother there.”

“Ask her what happened to Charles, I’d like to know,” my husband said.

On Friday of that week things were back to normal. “You know what Charles did today?” Laurie asked at the lunch table. “He told a little girl to say a word and she said it and the teacher washed her mouth with soap.” “What word?” my husband asked unwisely, and Laurie said, “I’ll have to whisper it to you, it’s so bad.” He got down off his chair and went around to

his father. His father bent his head down and Laurie whispered the word. His father's eyes widened. "Did Charles tell the little girl to say that?" he asked respectfully.

"She said it twice," Laurie said, "Charles told her to say it twice."

**Did your teacher punish you for saying bad words in the kindergarten? How?**

Monday morning Charles said the bad word himself three or four times, getting his mouth washed with soap each time. He also threw chalk.

**What is your opinion about using bad language?**

At the PTA meeting I sat scanning each face, trying to determine which one had the secret of Charles. None of them looked to me tired enough. No one stood up at the meeting and said, "I'm sorry for my son's behaviour." No one spoke about Charles.

After the meeting I found Laurie's teacher. We smiled to each other.

"I've been so anxious to meet you," I said. "I'm Laurie's mother."

"We're all so interested in Laurie," she said.

"Well, he certainly likes kindergarten. He talks about it all the time."

"We had a little trouble adapting, the first week or so," she said, "but now he's a fine little helper. With occasional lapses, of course."

**have one's hands full** — to be very busy

**What word in your language does the highlighted word remind you of?**

"Laurie usually adapts very quickly," I said. "I suppose this time it's Charles's influence."

"Charles?"

**Do you usually adapt quickly in new environments?**

"Yes," I said laughing, "you must have your hands full in that kindergarten, with Charles."

**2. a) Guess what the teacher said.**

**b) Listen to the scene after the meeting and check your predictions.**

**3. Describe: a) Laurie, b) Charles.**

**4. Was there a Charles in your kindergarten or primary school? Have you ever behaved like Charles?**

## UNIT 2

### The Secret Libbo Letter

by Kathleen O'Dell

#### 1. Look through the story and say what the names of the students and the teacher are. What are the names of the main characters?

In Agnes Parker's sixth-grade class, all the students are working on essay called "My Most Memorable Moment". Agnes knows that the minute a teacher asks you to write about thing like this, every memorable moment disappears. So you invent something very, very lame.

Mrs. Libonati is collecting the essays when something stops her in front of Pat Marie Hinkle's desk. Actually, she is mostly called Fat Marie, a nick name stuck to her years ago. Pat Marie is alone a lot. She used to have a quiet, skinny, almost ghostly-looking friend named Lee Ann Greenglass, who moved last spring. So far, Pat Marie has not found a replacement for her.

"Pat Marie, this essay is only one sentence long," says Mrs. Libonati.

"Mm hmm," says Pat Marie, focusing her eyes on the top of her desk.

"My Most Memorable Moment," reads Mrs. Libonati. "The time they let me back into McDonald's. The end?"



Pat Marie doesn't reply. Mrs. Libonati asks, "I think you need to add some more detail, don't you? Bring this back to me tomorrow. And tell the whole story this time. You can read it to us in the morning."

Agnes knows this means that Pat Marie is going to have a terrible day. And a terrible tomorrow. She sees Neidermeyer whispering in Carmella's ear. Then Carmella signals to Brian, whose shoulders are already shaking with his nasty chuckling. Pat Marie's ears are becoming red. Agnes knows that feeling very much. At least Agnes always has her friend Prejean. But who does Pat Marie have? Just Neidermeyer and Carmella and loud-mouthed boys like Brian Olansky on her case. Agnes wants to stand between Pat Marie and Neidermeyer like a shield and she comes to a quiet decision. We'll see, Neidermeyer, she says to herself. We'll see...

#### Why does she want to defend Pat Marie?

The next morning Agnes writes a letter.

Dear Mrs. Libonati,

I am not going to tell you who I am because it is not important. I just thought you should know something about Pat Marie. Everyone makes fun of her for being fat. I think that she will get teased if you make her read her paper about McDonald's.

She had a hard time getting to sleep last night just thinking about it. She signs the letter from "a student", writes "to Mrs. Libonati" on the front and sticks the letter into her backpack.

**What do you think will happen next?**

**Will Mrs. Libonati make Pat Marie read her essay?**

**Will Pat Marie describe her visit to Mc. Donald's?**

2. a) Listen to the continuation of the story and see if you are right in your guesses.

b) Discuss with your partner if the following statements are true or false. Report your ideas to the class.



- Pat Marie's friend's name was Lee Ann.
- Lee Ann moved to Chicago.
- She wasn't scared to move.
- Lee Ann lost her ballerina charm.
- It was from her grandmother.
- Pat Marie knew where the charm could be.
- Pat Marie's parents took her to Mc.Donald's at night.



- Pat Marie found her friend's charm in Mc.Donald's bathroom.
- Pat Marie gave the charm back to Lee Ann at the airport.

3. Read the story up to the end and say how Mrs. Libonati and Pat Marie's classmates react to her essay.

"Compare this to yesterday's paper. This essay tells us so many things," says Mrs. Libonati. She walks to the board and writes in bold letters: **Pat Marie**. "Because Pat Marie told us her story in detail, we learned so important things about her. Who can name something he or she learned?"

The class seems momentarily shy. "I learned Pat Marie is loyal," Natalie finally says. *Loyal*, writes Mrs. Libonati. "Anyone else?" Ashley raises a hand. "Um, I learned that she has, like, a good memory?" *Good memory*, writes Mrs. Libonati nodding her head in agreement. Brian waves his hand in a funny way. "Brian?" says Mrs. Libonati. Brian looks quickly over at Neidermeyer. "I learned that Pat Marie loves to eat at Mc.Donald's," he says. "And how did you learn that?" asks Mrs. Libonati. "She says so," says Brian. "Where?" asks Mrs. Libonati. "Oh, that paper..." Brian's voice is quieter



now. “Hmm. Let’s see.” Mrs Libonati picks up Pat Marie’s “Most Memorable Moment”. She even turns the page over to the blank side and looks there. “No, Brian,” says Mrs. Libonati. “All I see here is that Pat Marie’s mother likes to stop there for coffee”. Brian says, “Oh.” “I want you to come up with something else,” says Mrs. Libonati, smiling. “I think... that... uh... Pat Marie is ...” “Yes?” “I think that Pat Marie is a good friend.” He says it very quickly. “Very good!” agrees Mrs. Libonati. “Her essay showed this very well.”

From this point on, everyone in the class comes up with praise for Pat Marie. *Concerned. Helpful. Sensitive. Brave. Loving. Someone even says Heroic*, but Mrs. Libonati does not write that one down. “I think this about does it,” says Mrs. Libonati. “But before we all go home, I want to have a turn, too. Do you know what I learned about you, Pat Marie?” “I learned,” continues the teacher, “that you are a very special girl. Because it is not everybody who can take another person’s feelings as seriously as she does her own. That is the ingredient needed to be a good friend — and a good person.”

Agnes continues to sit in her chair. She watches as Mrs. Libonati comes up to her desk. Agnes sends her a silent message: *Thank you, thank you, Mrs. Libonati.*

**Do you agree with Pat Marie’s classmates and Mrs. Libonati?  
What do you think about Agnes?**

## UNIT 3

# Reginald F. Dweebly Thunders On!

by Malcolm Yorke

1. Read the blurb from the book *Reginald F. Dweebly Thunders On!* Does it make you interested in the story? Would you like to read the story?

Mr Reginald F. Dweebly is the most boring teacher on earth. Just looking at him makes his pupils yawn. They would far rather talk about the fantabulous Rab Thunder, the greatest rock star of all time. But Mr Dweebly has a surprise in store for his class. His new foot-stomping, finger-snapping lessons are as good as any rock concert. Will Mr Dweebly's pupils guess their teacher's secret?

- b) What two words do you think the word “fantabulous” come from?

2. Read the story and say what helped Reginald F. Dweebly in his lessons.

Mr Reginald F. Dweebly was a teacher. He wasn't very big or very handsome, but he was a nice young man and he loved teaching children. Unfortunately, the children thought he was the most boring teacher on earth. As soon as he began to talk, the children couldn't stop yawning, the pet mouse snored, and even the class goldfish sank to the bottom of his bowl and fell asleep.

**How well does this sentence describe the atmosphere in class?**

Mr Reginald F. Dweebly could make even the most interesting things, such as science experiments, dinosaurs, or ghost stories, so tedious that his class began to think about other things and to fidget.

**What do you consider to be the most interesting things?**

As his voice droned on, they would pass photos of rock stars under the tables and whisper. Some children liked Rick Flick, others preferred Zoot Flash, and some thought Gary Vibes was brilliant. But they all agreed that the best of the lot was the great Rab Thunder. His music made you twitch your toes, wiggle your hips, and click your fingers just to think about it.

Mr Reginald F. Dweebly never noticed his class passing photos and fan magazines. He never seemed to spot their badges, or the writing on their satchels and pencil cases that said FAB RAB THUNDERS ON. He just went on in his monotonous way with nobody listening to him.

One day the children had to work on weather project in groups — but nobody could remember what Mr Dweebly had told them to do. Instead they talked some more about the fantabulous Rab Thunder.

“I bet he lives in a great mansion with fifty rooms,” said Sarah.

“And drives Porsche!” said Viv.

“And a Rolls Royce on Sundays!”

“I bet you he gets that amazing tan in California.”

“And he eats in fabulous restaurants, and orders just what he wants, and has loads of helpings if he wants to!”

“Yeah!” everyone agreed.

At the end of the lesson the class elected Sarah and Viv as President and Secretary of the school RAB THUNDER FAN CLUB because they’d got tickets for his concert that very evening. Before bedtime Mr Reginald F. Dweebly’s dreary voice spoiled some good poetry and had the children nodding off while he told them about next week’s visit to a fire station. At last they were free to go home and watch something interesting on television or read an exciting book.

Mr Reginald F. Dweebly cycled home to his dull little house where he sat glumly eating his tinned beans on toast. He wondered why the children didn’t seem to enjoy his lessons — after all, he spent so much of his time preparing for them.

But tonight was Friday and he could think about other things than school. He washed up his one plate, one cup, one fork, one knife, and one spoon. Then he locked up his front door and pedalled off on his bicycle, a big suitcase strapped on his back. It was nearly dark by the time he came to the local football stadium and thousands of people were streaming through the turnstiles.

### **Why do you think he came to the stadium?**

Mr Reginald F. Dweebly went round the back, chained his bike to a fence, and went in through the Players’ Entrance.

By nine o’clock Reginald F. Dweebly was sitting in front of a big mirror with light bulbs all round it. He was wearing just his underwear. First, he put on a hairy chest wig and a big, gold chain. Next, he put on a purple shirt and skin tight purple trousers with glittery bits sewn on. He pulled on shoes with platform soles and heels, and a purple jacket with gigantic shoulders and silver flashes all over it.

He still looked like Reginald F. Dweebly from the neck up. But not for long. He rubbed in some brown make-up from a pot marked “California Tan”, put on his purple shades, and last of all a wild black wig. When he stood up he seemed huge.

He took one last look at himself in the mirror. Yeah, Ah feel GOOD! Then he picked up an electric guitar and strode out of the door.

### **Why did he need all these preparations?**

The crowd screamed as the announcer yelled into his microphone

...AND NOW FANS, TOP OF THE BILL, THE ONE YOU'VE ALL BEEN WAITING FOR, THE ONE AND ONLY... THE ELECTRIFYING RAB THUNDER AND THE THUNDERBOLTS!!!

The crowd went crazy!

### Who is Rab Thunder?

Rab stamped his foot, the drummer took up the beat, the keyboards and backing guitars joined in louder and louder until Rab began to roar out his famous "Schoolroom Rock". The crowd went beserk! He did a somersault while still playing the guitar. At the end of "Listen When I'm Talkin' to You" fireworks started exploding in his wig. The fans joined in with these and with lots of others they knew by heart.

When Rab came to "Write Me a Letter" the crowd hushed. He moved to the front of the stage to be near his adoring fans. There, in the second row, sat Viv and Sarah, mouths open wide, soaking up every sound Rab made. He looked right at them and they just swooned away.

### How do you think the girls felt?

Describe their emotions using other adjectives.

Then Rab strutted into his final song, "Hometome". With a last crash on his guitar, a roll of drums, and a whirl of spotlights, the concert was over. The crowd went on cheering for half an hour.

### In what way is Reginald F. Dweebly different from Rab Thunder?

Backstage, Rab Thunder took off his shades, his black wig, and his tan make-up. Then he shed his big shoulders, purple shirt. And trousers. He stepped down off his platform shoes. Once again he was Reginald F. Dweebly. He sat for a long time thinking.

### Guess what he was thinking about.

On Monday morning the class came in chatting. Viv and Sarah had already told them all about the concert. Mr Dweebly took the register and the children prepared to be bored as usual.

### Do you think there will be any changes in the school routine today?

But Mr Dweebly picked up two rulers, did a drum roll on his desk top and some paint jars, grabbed a guitar from behind the blackboard, plugged it in — and whanged out three loud chords!

Then he sang: "NOW LISTEN ALL YOU CHILDREN AND LISTEN REALLY GOOD! WHAT I'M GONNA TELL YOU MUST BE UNDERSTOOD!"

The children, the white mouse, and even the goldfish sat up and took notice. Mr Dweebly sang on: “TODAY WE’RE LEARNING WITH A SWING. INSTEAD OF TALKING I’M GONE SING!”

“The Romans had no volts at all,  
No microwaves or colour TVs,  
Nothing plugged in a Roman wall.  
No heaters, ovens, or loud CDs.”  
“If you were Roman what’d you use  
To cook food or hear the News?  
What’d you wear or have a drink?  
Move to your groups and have a think.”

The children couldn’t believe their ears, but they did go away and think.

### Why did this happen?

And then they enjoyed doing their tables when Mr Dweebly told them to:

“Clap your hands and stamp your feet,  
Sing out your answers on the beat  
To ten times five and three times two,  
It’s really easy — try it, do!”

At hometime Mr Dweebly sang:

“We’ve rocked and rolled together,  
But now I hear the bell.  
Pack up your things,  
Stand by your chairs,  
And I’ll bed you all farewell.”

Outside in the street the children gathered to discuss the astonishing change in Mr Dweebly.

“Wow, that was brilliant!”

“Where did he learn to sing and play a guitar like that?”

“Yeah, ... he’s nearly as good as Rab Thunder,” suggested one of the boys.

“Well, he’s good, but he’s not THAT good, said Viv loyally.

“ABSOLUTELY NOBODY is THAT good,” said Sarah, “because Rab Thunder is the very best and don’t you forget it!”

Mr Reginald F. Dweebly, who was going pat on his bike, overheard them. And smiled.

### Why did he smile?

3. a) Look through the text and find expressions and adjectives that describe Mr Dweebly’s voice and manner of speaking.
- b) Find the words and expressions that describe Rab Thunder’s music.

#### 4. Discuss in groups.

- a) Do you have any teachers like Reginald F. Dweebly?
- b) Have you ever wanted to know more about your teachers outside the classroom?
- c) Would you like to have lessons like the ones described at the end of the story?
- d) Does music help you study and remember things or disturbs you?

## UNIT 4

### The Princess Diaries

#### 1. Discuss the questions below in pairs.

- What's your school canteen like?
- Where do all the pupils sit?
- Who do you sit with? Why?



#### 2. Read an excerpt from “The Princess Diaries” by Meg Cabot and answer the questions below.

- a) Where did Mia sit that day? Why? Where does she usually sit?
- b) What did Mia do with her ice-cream? Why?

So even if Lilly and I weren't in a fight, I wouldn't have been able to sit with her at lunch today. She's become the queen of the *cause celebre*. All these people were clustered around the table where she and I and Shameeka and Ling Su normally eat our dumplings from Big Wong. *Boris Pelkowsky* was sitting where I usually sit.

Lilly must be in heaven. She's always wanted to be worshipped by a musical genius.

So I was standing there like a total idiot with my stupid tray of stupid salad, which was the only vegetarian entrée today, since they ran out of cans of Sterno for the bean and grain bar, and I was like, Who am *I* going to sit by? There are only about ten tables in our caff, since we have rotating lunch shifts: there's a table where I sit with Lilly, and then the jock table, the cheerleader table, the rich kids table, the hip hop table, the druggie table, the drama freak table, the National Honours Society table, the foreign exchange students table, and the table where Tina Hakim Baba sits every day with her bodyguard.

I couldn't sit with the jocks or cheerleaders, because I'm not one. I couldn't sit at the rich kids table because I don't have a cell phone or a broker. I'm not into hip-hopping or drugs, I didn't get a part in the latest play, and with my A in Algebra, the chances of my getting into the national Honours Society is like nil, and I can't understand anything the foreign exchange students say.

I looked at Tina Hakim Baba. She had a salad in front of her, just like me. Only Tina eats salad because she has a weight problem, not because she's a vegetarian. She was reading a romance novel. It had a photograph on the front of a teenage boy with his arms around a teenage girl...

I walked over and put my tray down in front of Tina Hakim Baba's.  
"Can I sit here?"

### Where would you sit if you were in Mia's school café?

Tina looked up from her book. She had an expression of total shock on her face. She looked at me, and then she looked at her bodyguard. He was a tall, dark-skinned man in a black suit. He had on sunglasses even though we were inside...

When Tina looked at her bodyguard, he looked at me — at least I think he did; it was hard to tell with those sunglasses — and nodded.

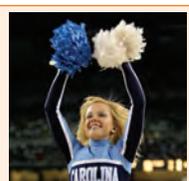
### Why was Tina so surprised?

Tina smiled really big at me. "Please," she said, laying down her book. "Sit with me."

I sat down. I felt kind of bad seeing Tina smile like that. Like maybe I should have asked to sit down with her before. But I used to think she was such a freak, because she rode to school in a limo and had a bodyguard.

I don't think she is much of a freak now.

Tina and I ate our salads and talked about how much our school food sucks. She told me about her diet. She wants to lose twenty pounds by the Cultural Diversity Dance. But the Cultural Diversity Dance is this Saturday, so I don't know how that's going to work out for her.



a cheerleader

Tina is pretty nice. When she went up to go to the jet-line to get another diet soda I read the back of her book. It was called *I think my name is Amanda*, and it was about a girl who woke up from a coma and couldn't remember who she was...

While I was reading the back of the book, this shadow fell over it, and I looked up, and there was Lana Weinberger. It must have been a game day, because she had on her cheerleader uniform, a green-and-white pleated mini-skirt and a tight white sweater with a giant A across the front of it.

### Do you have cheerleaders in your school?

“Nice hair, Amelia,” she said, in her snotty voice. “Who are you supposed to be? Tank Girl?”

I looked past her. “What do you call this colour anyway?” Lana wanted to know. She touched my head. “Pus yellow?”

Tina Hakim Baba and her bodyguard came back while Lana was standing there tormenting me. In addition to her diet soda, Tina has purchased a Nutty Royale ice cream cone, which she gave me. I thought this was very nice of her, considering the fact that I’d hardly ever spoken to her before.

But Lana didn’t see the niceness of this gesture. Instead she asked, all innocently, “Oh, Tina, did you buy that ice cream for Mia here? Did your daddy give you an extra hundred dollars today, so you could buy yourself a new friend?”

Tina’s dark eyes filled with hurt. The bodyguard saw this and opened his mouth.

Then a strange thing happened. I was sitting there, looking at the tears welling up in Tina Hakim Baba’s eyes, and then the next thing I knew, I’d taken my Nutty Royale and thrust it with all my might at the front of Lana’s sweater.

Lana looked down at the vanilla ice cream, hard chocolate shell, and the peanuts that were sticking to her chest. Josh Richter and the other jocks stopped talking and looked at Lana’s chest too. The noise level in the cafeteria plummeted to the quietest I’ve heard it. *Everyone* was looking at the ice cream cone sticking to Lana’s chest...

Then Lana started to scream.

“You-you —” I guess she couldn’t think of a word bad enough to call me. “You-you... Look what you’ve done! Look what you’ve done to my sweater!”

I stood up and grabbed my tray. “Come on, Tina,” I said. I was still really mad, so my voice didn’t shake or anything. “Let’s go somewhere a little bit quieter.”

Tina, her big brown eyes on the sugar cone sticking out of the middle of the A on Lana’s chest, picked up her tray and followed me. The bodyguard followed Tina. I could swear he was laughing.

As Tina and I walked past the table where Lilly and I usually sat, I saw Lilly staring at me with her mouth open. She had obviously seen the whole thing...

I’m not sure, but as Tina and her bodyguard and I left, I thought I heard some applause coming from the geek table.

I think self-actualization might be right around the corner.

### 3. Compare your school canteen with Mia’s. Discuss the questions in small groups.

- a) Why do pupils in the story sit in ten groups? Do pupils sit in groups in your school?

- b) What food can you eat at Mia's school café? Can you eat the same meals in your school? What do you usually have to eat?
- c) Does Mia like meals in her school cafe? Do you?
- d) Are there any pupils like Tina in your school? Why are they always alone?
- e) Is Lana a bully? Are there any pupils like Lana in your school?

**4. Do you think Mia did the right thing? Would you do the same?**

## UNIT 5

### How Grandpa Came into Money

*by Else Zantnev*

- 1. Look at the man in the photograph. What is he like? Read the title of the story. What do you think grandpa's attitude to money was?**
- 2. Read the story. What kind of person was grandpa? Were your guesses right?**



He was a sweet soul, my grandfather, but when the brains were passed out he must have been absent. I still marvel how grandmother could raise a family on his earnings.

We all lived in one little house and we were a scrawny lot. Nobody ever had to coax any of us children to eat. In fact, after having lunch at my mother's, I would go upstairs to grandmother and have another one. And then I would visit aunt Bertha, who lived a few doors away, and eat some more.

What a ripe apple tasted like I found out only when I was well over 15 and apprenticed to a shop keeper in the city. Apples did not ripen in our village — they never had a chance. They were so sour they would have pulled the holes in our stockings together. But no apples ever tasted as good again as those little green ones!

Perhaps you can imagine what it felt when, one fine day, fortune smiled on grandfather. He got himself in a trainwreck!

Now, if something like that happened to you (and you survived) you had it made. The railroads would pay! So all of the lucky passengers knew exactly what to do: they commenced to groan piteously and writhe upon the ground while waiting for the doctors and stretcher bearers to arrive.

### How can a train wreck (railway accident) make someone wealthy?

All but Grandfather!

He had a better appetite than the rest of us combined. Never in his life had he missed a meal and he was not going to start now. No sir! Not for a puny trainwreck. So he cut himself a stout walking stick and set out for home — a three-hour walk.

In the meantime, the news of the wreck had already reached the village and the telegram had said, “No fatalities.”

I cannot describe the many looks that passed across my grandmother’s face when she saw her husband come striding in the door, covered with dust, a bit tired from his long walk, but sound of limb and smiling broadly for he was just in the time for dinner. First came relief at seeing her man unharmed. Then the relief mingled with and finally was replaced by fury.

### Why was grandma furious?

Grandfather had passed up his one and golden opportunity!

So she turned into a kind of tornado. Before he knew what was happening, he found himself minus his pants and in bed. His plaintive protests did him no good. Grandma slapped a wet towel on his head while Mother went to search for the only medicine we had in the house — castor oil!

Having accomplished this much, one of the children was dispatched to get hold of a doctor. He came, gave Grandpa a thorough examination, and was just about to congratulate him on his excellent state of health when my mother went into action.

She planted herself firmly in front of the doctor, drew herself up to her full height of four feet, ten inches, and told him in no certain terms, that Grandpa had suffered a severe shock and concussion of whatever brains he had. How else to explain the fact that he walked away from his chance of lifetime! Did the doctor have another explanation? Ha?

The doctor took one look at her grimly determined face. He had dealt with her before and he knew when he was licked. He resigned himself, accepted my mother’s diagnosis, and left.

### Why did the doctor accept the diagnosis?

And then came the time of waiting. The two women did all they could to keep grandpa in bed and coached him carefully on what to say and what not to say when the railroad people came. Grandpa nodded wisely and promised to cooperate. And out of bed he was when we heard the long awaited commotion outside of the house. Peeking through the window we saw the railroad investigators, with the entire village gathered respectfully behind them, waiting to learn the outcome.

Pants, boots and all, Grandpa was stuffed into bed and the covers were pulled up to his chin. The shades were lowered, the bottle of castor oil was placed prominently by his bedside, and the investigators were ushered in.

From that moment it was clear that Grandpa had forgotten all of the careful coaching. He beamed welcome at the distinguished visitors and complimented them on their good looks. He then went on to talk of the weather and then of the crops. When the railroad doctor finally managed to ask him what injuries he had sustained my mother signaled frantically by pointing to her head.

“Well,” said grandfather with an angelic smile, “There’s really nothing at all wrong with me that 100,000 gulden couldn’t cure.”

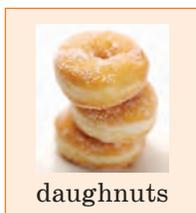
Mother promptly fainted. Grandma shrieked and ran from the room. And the claims adjustors doubled up with laughter.

After they had recovered, and revived poor Mama, they awarded Grandpa 5,000 gulden — making him the richest man in the village!

But to his dying day, he could never understand why they had given him the money.

### Can you?

#### 3. a) Where do these paragraphs go in the story?



**A** One time in my entire childhood I felt good and full: Aunt Bertha had forgotten to lock the larder and I detected, disappeared with and devoured twenty-two doughnuts. The rest of the family never forgot nor forgave me. Years later when I would arrive at family gatherings someone would always shout, “Watch the doughnuts!”

**B** Grandfather cried out in horror and tried to disappear under the blanket, but Mother clamped his nose shut and dosed him anyway. Poor man! The only thing he really needed was his dinner. But what could he or anyone else do once his wife and daughter had made up their minds.

**C** But did you ever try to keep an eel in bed? He gave them the slip as often as not. And when, in desperation, they hid his pants, he bribed one of us children to find them for him and got out of bed anyway.



b) Listen to the story and check your ideas.

#### 4. What would you feel if you were the richest person where you live? What would you do with the money?

## UNIT 6

### Going Through a Bad Patch

1. Listen to the poem by Dudley Randall. Follow in the book. Answer the questions.

What melting pot is meant in the poem?

#### DON'T GIVE A DAMN

Behold the magic melting pot,  
Where any girl or man  
Can step in Greek or Czech or Scot,  
Step out American.



What countries are the people in the poem from?

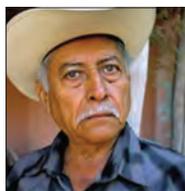
Johann and Jan and Jean and Juan,  
Giovanni and Ivan  
Step in and then step out again  
All freshly christened John.

“I don’t give a damn” means “I’m not interested”.  
What isn’t Sam interested in?

What did Sam want to do?

Sam, watching, said, “I’ve been around Before they even came.”  
And stepped in, too, but got thrown out  
Before he passed the brim.

What do the underlined words mean?



And every time he climbed the pot  
They threw him out again,  
“Keep out. This is our private pot,  
We don’t want your black stain.”

Does Sam finally decide to keep his national identity or to become American?

At last, thrown out a thousand times,  
Sam said, “Don’t give a damn.  
Keep your old pot. Like it or not,  
I’ll be just what I am.”

2. Read the story “I see You Never” by famous American writer Ray Bradbury. Answer the questions.

The soft knock came at the kitchen door, and when Mrs. O’Brian opened it, there on the back porch was her tenant, Mr. Ramirez, and two police officers, one on each side of him. Mr. Ramirez just stood there, walled in and small.

“Why, Mr. Ramirez!” said Mrs. O’Brian.

Mr. Ramirez was overcome. He did not seem to have words to explain. He remembered arriving at Mrs. O’Brian’s rooming house more than two years earlier and had lived there ever since. He had gone by bus from Mexico City to Los Angeles. There he had found the clean little room, with shiny blue linoleum, and pictures and calendars on the flowered walls, and

Mrs. O'Brian as the strict but kindly landlady. He had found work at the airplane factory and made parts for the planes and he still held his job.

**What did Mr. Ramirez look like? Where was he from?  
What did he do for a living? What might his first name be?  
Do you think his landlady knew his first name?**

Inside Mrs. O'Brian's kitchen, pies were baking in the oven. Soon the pies would come out with complexions like Mr. Ramirez' — brown and shiny and crisp with slits in them for the air like the slits of Mr. Ramirez' dark eyes.

“What happened, Mr. Ramirez?” asked Mrs. O'Brian.

Behind Mrs. O'Brian, Mr. Ramirez saw the long table laid with clean white linen and set with a meat-plate, cool shining glasses of water, a bowl of fresh potato salad and one with bananas and oranges. At this table sat Mrs. O'Brian's children — her three grown sons and her two daughters.



“I have been here thirty months, said Mr. Ramirez quietly.

“That's six months too long, said one policeman. “He only had a temporary visa. We've just got around to looking for him.”

**Why couldn't Mr. Ramirez stay in the United States any longer?**

Soon after Mr. Ramirez had arrived he had bought a radio for his little room; evenings, he turned it up very loud and enjoyed it. And on many nights he had walked silent streets and had stopped to look at the bright clothes in the windows and to buy some of them. And he had gone to picture shows five nights a week for a while. Then, also, he had ridden the street-cars — all night some nights — his dark eyes moving over the advertisements and watching the little sleeping houses and big hotels slip by. He had gone to large restaurants, where he had eaten many-course dinners, and to the opera and the theatre.

**Did he like his life in Los Angeles? Why do you think so?**



“So here I am,” said Mr. Ramirez now, “to tell you I must give up my room, Mrs. O'Brian. I come to get my baggage and clothes and go with these men.”

“Back to Mexico?”

“Yes, to Lagos. That is a little town North of Mexico City.”

“I'm sorry, Mr. Ramirez.”

“I'm packed,” said Mr. Ramirez hoarsely, moving his hands helplessly before him. The policemen did not touch him. There was no necessity for that.

“Here is the key, Mrs. O’Brian,” Mr. Ramirez said. “I have my bag already.” Mrs. O’Brian, for the first time, noticed a suitcase standing by him on the porch.

### What did Mrs. O’Brian know of Mexico?

“You’ve been a good tenant,” she said.

“Thank you, thank you, Mrs. O’Brian,” he said softly. He closed his eyes.

Mrs. O’Brian stood holding the door half open. One of her sons, behind her, said that her dinner was getting cold, but she shook her head at him and turned back to Mr. Ramirez. She remembered once making a visit to some Mexican border towns — the hot days, the dirt roads. She remembered the silent towns, the warm beer, the hot thick foods each day. She remembered the dusty valleys and the ocean beaches that spread hundreds of miles with no sound but the waves — no cars, no buildings, nothing.



“I’m sure sorry, Mr. Ramirez,” she said.

“I don’t want to go back, Mrs. O’Brian,” he said weakly. “I like living here, I want to stay here. I’ve tried to work hard, I’ve got money. I look right, don’t I? And I don’t want to go back!”

“I’m sorry, Mr. Ramirez,” she said. “I wish there was something I could do.”

“Mrs. O’Brian!” he cried suddenly, tears rolling out from under his eyelids. He reached out his hands and took her hand fervently, shaking it, holding to it. “Mrs. O’Brian, I see you never, I see you never!”

### Could Mr. Ramirez speak English well?

The policeman smiled at this, but Mr. Ramirez did not notice it, and they stopped smiling very soon.

“Good-bye, Mrs. O’Brian. You have been good to me. Oh, Mrs. O’Brian, I see you never!”

### Mrs. O’Brian was a landlady, Mr. Ramirez — her tenant. Were they happy with each other?

The policeman waited for Mr. Ramirez to turn, pick up his suitcase and walk away. Mrs. O’Brian watched them go down the porch steps. Then she shut the door quietly and went slowly back to her chair at the table. She pulled the chair out and sat down. She picked up the shining knife and fork and stared once more upon her steak.

**What did Mr. Ramirez feel like? What did Mrs. O'Brian feel like?**

“Hurry up, Mom,” said one of her sons. “It’ll be cold.”

Mrs. O'Brian took one bite and chewed on it for a long, slow time: then she stared at the closed door. She laid down her knife and fork.

“What’s wrong, Ma?” asked her son.

“I just realized,” said Mrs. O'Brian — she put her hand to her face — I’ll never see Mr. Ramirez again.”

**Why do you think the author uses very simple language in his story?**

- 3. Compare the two literary pieces. Discuss the questions below with your classmates. Do the poem and the story have the same message? Why do you think so?**

“Going through a bad patch” means “having difficulties”. Why do you think the authors have chosen this title for the lesson?

Go through the pages of this unit. Among the lesson titles find collocations, idioms, phrasal verbs with “patch”.

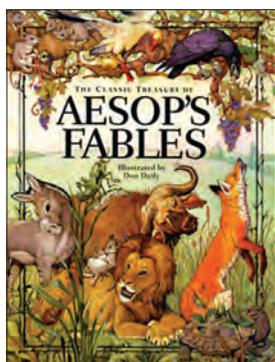
Why do you think the unit is called “American Patchwork”? What title would you give to a unit on Belarus?



## UNIT 7

### Aesop's Fables

- 1. Read about Aesop and discuss the questions below in pairs.**



*Aesop's Fables* or *Aesopica* refers to a collection of fables credited to Aesop (620-560 BC), a slave and story-teller who lived in Ancient Greece. Aesop's Fables have become a term for collections of brief fables, usually involving anthropomorphic animals.

The fables remain a popular choice for moral education of children today. Many stories included in Aesop's Fables, such as *The Fox and the Grapes*, *The Tortoise and the Hare*, and *The Boy Who Cried Wolf*, are well-known throughout the world.

Apollonius of Tyana the 1st century AD philosopher, is recorded as having said about Aesop: *... like those who dine well off the plainest dishes, he made use of humble incidents to teach great truths, and after serving up a story he adds to it the advice to do a thing or not to do it. And there is another charm about him, namely, that he puts animals in a pleasing light and makes them interesting to mankind. For after being brought up from childhood with these stories, and after being as it were nursed by them from babyhood, we acquire certain opinions of the several animals and think of some of them as royal animals, of others as silly, of others as witty, and others as innocent.* (Philostratus, Life of Apollonius of Tyana, Book V: 14)

- Did you read fables as a child?
- Have you read any of Aesop’s fables?
- What do you think *anthropomorphic* means?
- What is *moral*?
- Why do you think fables are still popular?
- Are there any fable writers in your country?



## 2. Read the fables and match them with the moral they carry.

### The Hare and the Hound

A hound scared a hare from a bush and chased him for some distance, but the hare was faster and got away. A goatherd, who happened to pass by at the time, mocked the hound for letting a scrawny hare outrun him.

“You forget,” replied the hound, “that it’s one thing to run for your dinner and another to run for your life.”

### The Hare and the Tortoise

A hare once ridiculed the short feet and slow pace of a tortoise. But the tortoise laughed and replied, “Though you may be as swift as the wind, I’ll beat you in a race.”

“All right,” said the hare, “you’ll soon live to regret those words.”

So they agreed that the fox would choose the course and fix the goal. On the day appointed for the race, the tortoise started crawling at his usual steady pace without stopping a solitary moment. Of course, the hare soon left the tortoise far behind. Once he reached the midway mark, he began to nibble some juicy grass and amuse himself in different ways. Since the day was warm, he thought he would take a little nap in a shady spot. Even if the tortoise might pass him while he slept, he was confident that he could easily overtake him again before he reached the goal. Meanwhile, the unwavering tortoise plodded on straight toward the goal. When the hare



finally awoke, he was surprised to find that the tortoise was nowhere to be seen, and headed for the finish line as fast as he could. However, he dashed across the line only to see that the tortoise had crossed it before him and was comfortably resting and waiting for his arrival.

### The Eagle and the Crow

A crow watched an eagle swoop down with majestic air from a nearby cliff, descend upon a flock of sheep, and then carry off a lamb in his talons. The whole thing looked so graceful and easy that the crow was eager to imitate it. So, he swept down upon a large, fat ram with all the force he could master and expected to carry him off as a prize. His claws became entangled in the wool, however, and as he tried to escape, he fluttered and made such a commotion that he drew the shepherd's attention, enabling the man to seize him and clip his wings. That evening the shepherd brought the bird home to his family, and his children asked, "What kind of bird is this, Father?"

"Well," he said, "if you were to ask him, he would tell you that he's an eagle. But if you will take my word for it, I know him to be nothing but a poor crow."

1. *Sometimes ambition can lead us beyond the limits of our power.*
2. *Motive stimulates effort.*
3. *Slow and steady wins the race.*

3. What kind of people would be these fables useful to read?
4. Which fable do you find the most interesting? Why? Which one is worth telling someone you know?

## UNIT 8

### The Boy Who Drew Cats

1. Talk it over with your partner:
  - a) Do you think story-telling is only for kids?
  - b) Read the introduction to the story. Is story-telling popular in our country, too?

Once upon a time, telling stories was strictly for kids. But now traditional storytelling is on the rise in Britain and the stars of today's scene can keep audiences fascinated with their tales. Listening to professional storytellers is turning into one of the best entertainments.

## 2. Read and listen to the story by Lafcadio Hearn. Do you believe this story?

A long-long time ago, in a small country village in Japan, there lived a poor farmer and his wife, who were very good people. They had a number of children, and found it very hard to feed them all. The elder son was strong enough when only fourteen years old to help his father; and the little girls learned to help their mother almost as soon as they could walk.



But the youngest, a little boy, did not seem to be fit for hard work. He was very clever — cleverer than all his brothers and sisters; but he was quite weak and small, and people said he could never grow very big. So his parents thought it would be better for him to become a priest than to become a farmer. They took him with them to the village-temple one day, and asked the good old priest who lived there if he would have their little boy for his acolyte, and teach him all that a priest ought to know.

**priest** — a person specially trained to perform religious duties

**temple** — a building used for religious ceremonies in some religions

The old man spoke kindly to the lad, and asked him some hard questions. So clever were the answers that the priest agreed to take the little fellow into the temple as an acolyte, and to educate him for the priesthood. The boy learned quickly what the old priest taught

**acolyte** — helper  
**screen** — зд. ширма

him, and was very obedient in most things. But he had one fault. He liked to draw cats during study hours, and to draw cats even where cats ought not to have been drawn at all.



Whenever he found himself alone, he drew cats. He drew them on the margins of the priest's books, and on all the screens of the temple, and on the walls, and on the pillars. Several times the priest told him this was not right; but he did not stop drawing cats.

He drew them because he could not really help it. He had what is called “the genius of an artist” and just for that reason he was not quite fit to be an acolyte; a good acolyte should study books.



One day after he had drawn some very clever pictures of cats upon a paper screen, the old priest said to him severely: “My boy, you must go away from the temple at once. You will never make a good priest, but perhaps you will become a great artist. Now let me give you a last piece of advice, and be sure you never forget it. Avoid large places at night; keep to small!”

The boy did not know what the priest meant by saying “Avoid large places; keep to small.” He thought and thought while he was tying up his little bundle of clothes to go away;



but he could not understand those words, and he was afraid to speak to the priest any more, except to say goodbye.

He left the temple very sorrowfully and began to wonder what he should do. If he went straight home, he was sure his father would punish him for having been disobedient to the priest; so he was afraid to go home. All at once he remembered that at the next village, twelve miles away, there was a very big temple. He had heard there were several priests at that temple; and he made up his mind to go to them and ask them to take him for their acolyte.



Now that big temple was closed up but the boy did not know this fact. The reason it had been closed up was that a goblin had frightened the priests away and had taken possession of the place. Some brave warriors had afterward gone to the temple at night to kill the goblin; but they had never been seen alive again. Nobody had ever told these things to the boy; so he walked all the way to the village hoping to be kindly treated by the priests.

When he got to the village, it was already dark, and all the people were in bed; but he saw the big temple on a hill at the other end of the principal street, and he saw there was light in the temple. People who tell the story say that goblin used to make that light, in order to tempt lonely travellers to ask for shelter. The boy went at once to the temple and knocked. There was no sound inside. He knocked and knocked again; but still nobody came. At last he pushed gently at the door and was glad to find that it had not been fastened. So he went in, and saw a lamp burning — but no priest.

He thought some priest would be sure to come very soon, and he sat down and waited. Then he noticed that everything in the temple was grey with dust and cobwebs. So he thought to himself that the priests would certainly like to have an acolyte, to keep the place clean. What most pleased him, however, were some big white screens, good to paint cats upon. Though he was tired, he began to paint cats.



He painted a great many cats upon the screens; and then began to feel very, very sleepy. He was just on the point of lying down to sleep beside one of the screens, when he suddenly remembered the words, “Avoid large places at night; keep to small.”

The temple was very large; he was alone; and as he thought of these words he began to feel for the first time a little afraid; and he decided to look for a small place in which to sleep. He found a little cabinet, and went into it, and shut himself up. Then he lay down and fell fast asleep.

Very late at night he was awakened by a most terrible noise — a noise of fighting and screaming. It was so dreadful that he was afraid even to look through a chink in the little cabinet; he lay very still, holding his breath for fright.

The light that had been in the temple went out; but the awful sounds continued, and became more awful, and all the temple shook. After a long time silence came; but the boy was afraid to move. He did not move until the light of the morning sun shone into the cabinet through the chinks of the little door.



Then he got out of his hiding place very cautiously, and looked about. The first thing he saw was that all the floor of the temple was covered with blood. And then he saw, lying dead in the middle of it, an enormous, monstrous rat — a goblin rat — bigger than a cow!

But who or what could have killed it? There was no man or other creature to be seen. Suddenly the boy noticed that the mouths of all the cats he had drawn the night before, were red and wet with blood. Then he knew that the goblin had been killed by the cats which he had drawn. And then also, for the first time he understood why the wise old priest had said to him, “Avoid large places at night; keep to small.”

Afterward that boy became a very famous artist. Some of the cats he drew are still shown to travellers in Japan.

*THAT'S THE END OF THE STORY. DO YOU BELIEVE IT?*

**3. a) Choose the best proverb to summarise the story.**

LIFE IS SHORT, ART IS LONG  
ALL CATS ARE GREY IN THE DARK  
LIFE IS STRANGER THAN FICTION  
HE WORKS BEST WHO KNOWS HIS TRADE

If you don't like any of them, offer your interpretation.

b) Do you think it would be interesting to make a film adaptation of the story? Why?

**4. Retell the story saying a sentence one after another.**

## UNIT 9

### Robin Hood

**1. a) Listen to the tale of Robin Hood. Follow in the book. Use the boxes for help. Do you think Robin's dream will come true?**

**b) Answer the questions.**

- What effects do repetitions in the story have on you?
- Why do you think the sentences are short in the story?
- Is the language of the tale simple or difficult?
- How does the author make a connection with the reader?

## 2. Refer to the questions in the boxes. If necessary, re-read some passages.

### Listen One and All

Have you ever read legends about Robin Hood or seen films about him?



Listen one and all, to my tales of Robin Hood, of how he lived and what he did, who were his friends and who were his foes, why some hated him and many loved him and how he met his fate at last.

Some say Robin was a forester's son. Some will tell you he fought and killed a dozen foresters when he was still a lad of fifteen. Some say his mother was high-born, but loved a servant. Some say his uncle was a squire. Others will have you believe he was an earl who lost his title and lands — and so became an outlaw.

Why was he an outlaw? I will tell you. There are times when it is easier to be an honest man outside the law than within it.

Shoot a deer in the Royal Forest and the Sheriff's men will hang you, if they can catch you. Take your dog hunting — and they'll punish you. Cut a branch or a twig from the greenwood, and they'll thrash you for it.

Better to live free an outlaw in the forest than to live a slave at home.

But he was more. He was King of the Summer, Lord of the Greenwood and the Prince of Thieves. He had no need of castle or land when he could range ten thousand acres of forest, sharing them only with the King of England.

He hated moneylenders who sucked the blood of the poor. He was hard on wealthy churchmen who were greedy and told lies.

Can you name any outlaws in your country's history?  
Is Robin Hood similar to any of them?

But Robin was no godless thief, believe me. He would never sit down to eat without prayers to his Lady, the Virgin Mary. For her sake he would never harm any woman — even when, once, a woman did harm him. That was his way.

He would take no money from ploughman or cottager, not from farmer or servant. Knights and squires were safe with him — if they were well-mannered and told the truth.

Imagine you are a film director.  
Who would you invite to play the role of Robin Hood in your film?

How was he to look at? How to tell you? Good-looking, graceful, sunburnt and light on his feet. There were men who were stronger — like Little John.

Some, like Gilbert of the White Hand, could match him with the longbow. Will Scathlock, or Scarlet as he was called, could beat Robin in a straight fight with a sword. So why did we follow him? Because he led the way. He went where the others did not dare. Laughter was easy for him. He would joke as soon as fight, sing as soon as shoot. But his eyes were keen. They saw right through you. Robin could read a man's face — did he lie or did he tell the truth.

**treachery** — disloyalty, unfaithfulness

**score** — a set or a group of twenty or about twenty

### What are the qualities of a real leader?

And he was a master of disguise. More than once he walked the streets of Nottingham, into the Sheriff's house and out again, and no one the wiser. He fooled them all.

But in the end Robin Hood was deceived. Only treachery could overcome Robin.

### Why do you think it was only treachery that could overcome Robin Hood?

We followed him, sometimes three score, sometimes seven score, when there was gold in the strong box. But in the best days the sound of his horn would bring a hundred and forty running from miles away. In summer we slept under the oak tree and the lime. In autumn we went to our caves. Where? I'll not say. Some will tell you they know. They put Robin's name on any hole in the ground.

### Should we believe all tales of Robin Hood? Why?

Yes, many tell tales of Robin Hood that never shot with his bow. I know and I will tell you what I know. Listen to the tale of Robin's dream.

## Robin's Dream

### Do you often have dreams? Do your dreams usually come true?

In the dark time before the dawn of spring, Robin Hood had a strange and troubled dream.

He walked alone in the forest. In front of him two men appeared — a little way off, but moving ever closer. They were dressed in the colours of autumn. One pointed at Robin the other moved towards him. He was powerful in body, dressed from head to hill in Horse hide.



Robin tried to move and to resist but his hands, arms and legs would not let him fight, nor would they let him run away.

The men caught him and began to beat him. Slowly he began to fall into darkness.

Then he woke in the pale daybreak. Around him were the smells of wood-smoke and cooking meet and the sounds of his comrades stirring.

“What is it, Master?” asked Little John, and Robin slowly recalled his nightmare.

**Have you ever had nightmares? How did you feel afterwards?  
How did Robin feel after the nightmare?**

“Dreams come and go,” the tall man told him. “Dreams are like wind on the hill. No matter how hard they blow at night, in the morning it will be calm and still.”

Robin nodded. Little John spoke wisely. He rose and put on his green jacket and his sword belt. In the bright morning of the greenwood, he forgot his dream.

But deep within him, its shadow moved secretly.

**What do you think Robin Hood’s dream meant?**

retold by Robert Leeson

**3. If you know a tale of Robin Hood, retell it to your classmates.**

# PROJECTS

## Unit 2. Problem Page

### 1. Make a project “Problem Page” for a school wall newspaper.

- Choose a rubric you like most.

**Global problems:** ecology, climate, terrorism, drugs...

**Social problems:** life in a big city, stress of modern life...

#### PROBLEM PAGE

**Family problems:** dealing with parents, clothes, money, food...

**Personal problems:** loneliness, laziness, bad habits....

**School problems:** homework, uniform, timetable, lunch...

- Find out as much as possible for your rubric.
- Illustrate your project with pictures, drawings, diagrams.
- Your problem page may include a range of personal stories, biographies of famous people, questionnaires, doctor’s advice, ...
- Remember that each problem has a solution.
- Put all your projects together to make a class newspaper.

## Unit 4. Time to Change

### 1. Where do you most often eat out? No doubt it’s your school canteen! Which of the following are you happy with? What could be improved? Discuss in groups.

ATMOSPHERE

MENU

SERVICE

FOOD

PRICES

OPENING TIMES

### 2. Work in groups. Make a poster about your Dream School Canteen. Use exercises from your AB:

- a) your homework writing about unhealthy food (lesson 2, ex. 3)
- b) the chart (lesson 6, ex. 2b)
- c) the menu (lesson 6, ex. 3)
- d) the review (lesson 8, ex. 3)

#### STEPS

- Collect all the materials
- Read them through
- Choose the best for each group
- Stick them to your poster
- Add pictures and headings
- Report to the class

## Unit 6. Patchwork Quilt

### Create a patchwork quilt on the USA.

- Collect information on separate states of the country. One student — one state (two or more, if there are volunteers). Make sure all the states you are working on are different.
- Find or draw pictures to illustrate your project.
- Choose a format (for example, A3 or A4) for your project, which should be the same for everybody.
- After all the work on each separate sheet is done, make a patchwork quilt on the USA.
- Hang it up on the wall for everybody to see.

## Unit 8—9

### Entertainment Calendar

#### Work in pairs or groups.

- Make a calendar of events for a month or for a whole year. It might be a calendar of events for Belarus or an English-speaking country of your choice. Units 8 and 9 can provide ideas for the calendar as they are called “Entertainment” and “What? Where? When?” and contain materials on interesting dates and places and on various types of entertainment.
- Illustrate your project with photos, pictures and drawings.
- You can also accompany the presentation of your project with background music or noises.

## End-of-the book Activity

### Unit 5, lesson 2

#### *Student B*



**RENE LABOUCHE is a journalist and a playwright. He earns £47,000 per year. He lives in Los Angeles with his wife Fei, and two young children.**

“I never waste money. When my friends go to a pub, I’ll say I have to work. I never invite people for dinner, and never go out. The meanest thing I’ve done was to go to my cousin’s wedding party without a present. I just took some wrapping paper and a tag saying ‘Love from Rene’ and put

it onto the table with the other presents. I got a thank-you letter from the bride.

People don't believe I can be so mean. I'll organize a campaign to raise money for some charity but I won't give away a cent. I'm not at all environmentally conscious, but I hardly ever use my car. We grow our own vegetables and recycle everything. The kids are spoiled these days, while mine have never had any pocket money. We can live on £5 per week.

I've never been generous. Perhaps it started in my childhood. We used to live on the breadline. Though my dad's salary was rather high, we were in debt all the time. These days I'm never out of money. My wife gets embarrassed by my meanness, but she has to put up with it. People find my behaviour weird; they think I've got a fortune. I don't care what they think."

#### Unit 5, lesson 4

*Student A:* a) Complete the sentences below as if you were your partner.

1. If I made a fortune, I would ...
2. If I saw Leonardo da Vinci in my kitchen, I would ...
3. If someone invited me to come for a ride in a hot-air balloon, I would ...
4. If my best friend was out of money, I would ...
5. If I made a film, it would be ...

#### Unit 6, lesson 5

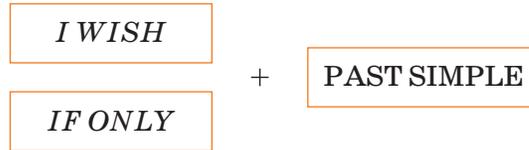
**B** In his day, Benjamin Franklin (1706—...) was the most famous and admired American in the world. He was the fifteenth of seventeen children born to a family of a poor ... .

B. F. received only three classes of formal education. So while other Founding Fathers, like Thomas Jefferson and John Adams, were receiving the best education money could buy, an ... — year-old Ben set about educating himself — and never stopped. For starters he taught himself Latin, French, Spanish, Italian and German and used them all with flair. Then, having learned to play ..., he started studying science, math, and philosophy. He read every book he could find. He went on to become ... . He grew rich publishing a newspaper and his own magazine, *Poor Richard's Almanak*. In addition to forecasting the weather and telling when the moon would be full, his *Almanak* gave advice like ... . In 1748, at the age of 42, Franklin got so wealthy that he could retire (stop working) to study, invent and become a statesman (*государственный деятель*). He became even more industrious in "retirement" and invented things like bifocals and the lightning rod. He started ... . He used to say: "When you are good to others, you are best to yourself."

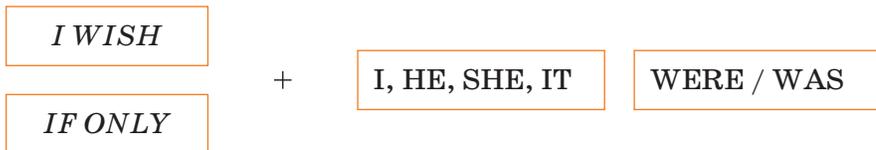
# GRAMMAR REFERENCE

## Unit 1. Wishes — Regrets about the Present

Wishes — regrets about the present



Attention!



**WISHES** (what we would like **other** people (not) to do in the present or future)



## Unit 2. Reported speech (reporting verbs in the past)

Changes in					
tenses		pronouns		time and place expressions	
direct speech	reported speech	direct speech	reported speech	direct speech	reported speech
Present Simple	Past Simple	I	he/she	today	that day
Present Continuous	Past Continuous	we	they	tonight	that night
Past Simple	Past Perfect	you	I	now	then
Present Perfect	Past Perfect	me	her/him	ago	before
Past Continuous	Past Perfect Continuous	us	them	tomorrow	the next/the following day
<i>will</i>	<i>would</i>	you	me	yesterday	the previous day/the day before
<i>may</i>	<i>might</i>	our	their		
<i>must</i>	<i>had to/must</i>	your	my	last	before
<i>can</i>	<i>could</i>	mine	his/her	here	there
		ours	theirs	this year	that year
		yours	mine	these days	those days

**Statements:** She said, "I like this dress." — She said (that) she liked that dress.

**Questions:** He asked, "Can you use a computer?" — He asked me *if* I could use a computer. The teacher asked, "Why haven't you done your homework?" — The teacher asked me why I hadn't done my homework.

**Commands:** He said, "Drink juice. Don't drink coffee." — He said (told me) to drink juice and not to drink coffee.

## Unit 7. Conditionals

			<i>if</i> -clause	main clause
real	present/future	<b>Conditional 1</b>	Present	<i>will</i> + infinitive
<i>If she is late again, I will not let her in.</i>				
unreal	present/future	<b>Conditional 2</b>	Past	<i>would</i> + infinitive
<i>If I lived in Africa, I wouldn't feel cold in winter.</i>				
unreal	past	<b>Conditional 3</b>	Past Perfect	<i>would</i> + perfect infinitive
<i>If Jane had phoned me, I wouldn't have waited for two hours.</i>				

## Unit 8. Agreement of Tenses

NOW	PRESENT SIMPLE	PRESENT PERFECT	will + do
-----	----------------	-----------------	-----------



THEN	PAST SIMPLE	PAST PERFECT	would + do
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*Now I think that after he has played chess for so many years, he will do well in life.*

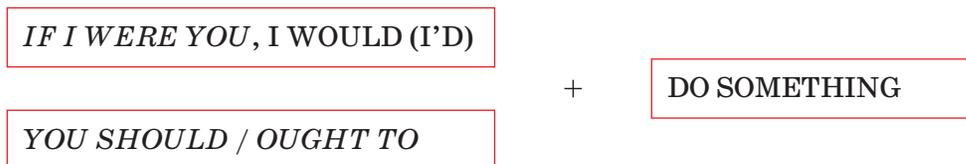
*Eight years ago after he had got into trouble at school, I thought he would never be serious and responsible.*

## Unit 9. Wishes — Regrets about the Past. Advice

Wishes — regrets about the past



Advice



## IRREGULAR VERBS

VERB (V1)	PAST TENSE (V2)	PAST PARTICIPLE (V3)
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
deal	dealt	dealt
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
fly	flew	flown
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
keep	kept	kept

VERB (V1)	PAST TENSE (V2)	PAST PARTICIPLE (V3)
knit	knitted, knit	knitted, knit
know	knew	known
lay	laid	laid
learn	learned, learnt	learned, learnt
leave	left	left
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
shake	shook	shaken
sing	sang	sung
sit	sat	sat
sleep	slept	slept
spend	spent	spent
spread	spread	spread
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

# VOCABULARY LIST

*adj* (adjective) — прилагательное

*adv* (adverb) — наречие

*n* (noun) — существительное

*v* (verb) — глагол

## UNIT 1

**ability** [ə'bilɪti] *n* способность

**admire** [əd'maɪə] *v* восхищаться

**appeal** [ə'pi:l] *v* привлекать, притягивать; нравиться

**be able** [eɪbl] **to do smth** быть в состоянии, мочь сделать что-либо

**behave** [bi'heɪv] *v* вести себя

**big-headed** [bi'g'hedɪd] *adj* высокомерный, самодовольный

**butt** [bʌt] **(of someone's jokes)** *n* цель, предмет шуток

**careful** ['keəf(ə)l] *adj* старательный, внимательный; осторожный, осмотрительный

**character** ['kærɪktə] *n* характер, личность; персонаж

**conscious** ['kɒnʃəs] *adj* сознательный; ощущающий; скромный

**creative** [kri'eɪtɪv] *adj* творческий

**dedicated** [dedɪkeɪtɪd] *adj* преданный

**dependable** [dɪ'pendəbl] *adj* надёжный

**disciplined** [dɪ'seɪplɪnd] *adj* дисциплинированный

**dumb** [dʌm] *adj* немой, бессловесный; тупой, невежественный

**hot-headed** [hət'hedɪd] *adj* вспыльчивый, опрометчивый, горячий

**generous** ['dʒenərəs] *adj* щедрый

**indecisive** [ɪn'dɪ'saɪsɪv] *adj* нерешительный

**intelligent** [ɪn'telɪdʒənt] *adj* умный

**jealous** ['dʒeləs] *adj* завистливый; ревнивый

**knowledgeable** ['nɒlɪdʒəbl] *adj* знающий

**lonely** ['lʌnli] *adj* одинокий

**lovable** ['lʌvəbl] *adj* милый, симпатичный, приятный

**necessary** ['nesəsəri] *adj* необходимый

**need** [ni:d] *v* нуждаться

**outgoing** [aʊt'gəʊɪŋ] *adj* отзывчивый, чуткий, дружелюбный, коммуникабельный, общительный

**personality** [pɜ:sə'næləti] *n* индивидуальность, личность

**quality** ['kwɒlɪti] *n* качество, черта характера

**require** [rɪ'kwaɪə] *v* требовать

**responsible** [rɪ'spɒnsɪbl] *adj* ответственный

**romantic** [rəʊ'mæntɪk] *adj* романтический

**secretive** ['si:kretɪv] *adj* скрытный, замкнутый

**self-critical** [self'krɪtɪkəl] *adj* самокритичный

**selfish** ['selfɪʃ] *adj* эгоистичный, себялюбивый

**sense of humour** ['hju:mə] чувство юмора

**sensitive** ['sensɪtɪv] *adj* чувствительный

**silent (type)** ['saɪlənt] *adj* молчаливый (о человеке)

**smart** [smɑ:t] *adj* толковый, сообразительный

**spoil** [sprɔɪt] *adj* испорченный, избалованный  
**stubborn** ['stʌbən] *adj* упрямый  
**tend** [tend] *v* иметь тенденцию, склоняться  
**trait** [treɪt] *n* характерная черта, особенность  
**unemotional** [ˌʌn'ɪməʊʃ(ə)n(ə)l] *adj* бесстрастный, невозмутимый  
**unforgiving** [ˌʌnfə'gɪvɪŋ] *adj* непрощающий, неумолимый, суровый  
**weird** [wiəd] *adj* странный, непонятный, причудливый

## UNIT 2

**advise** [əd'vaɪz] *v* советовать  
**beg** [beg] *v* просить, умолять  
**calm** [kɑ:m] **down** *v* успокаивать(ся), смягчать(ся)  
**deal** [di:l] **with** *v* общаться, иметь дело с (*кем-л.*)  
**fair** [feə] *adj* честный, справедливый  
**fall** [fɔ:l] **for** *v* попадаться на удочку, поддаваться (*чему-л.*); влюбляться  
**forgive** [fə'gɪv] *v* прощать  
**get even** [get 'i:vən] **with** *v* сводить счёты, поквитаться с (*кем-л.*)  
**habit** ['hæbɪt] *n* привычка, обычноевение  
**influence** ['ɪnfluəns] (**to have an influence on**) *v* влиять, оказывать влияние на (*кого-л., что-л.*)  
**irritate** ['ɪrɪteɪt] *v* раздражать  
**irritated** ['ɪrɪteɪtɪd] *adj* раздражённый  
**irritating** ['ɪrɪteɪtɪŋ] *adj* раздражающий  
**lie** [laɪ] *v* лгать  
**look** [lʊk] **up to** *v* смотреть почти-тельно на (*кого-л.*), считаться (*с кем-л.*)

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**lose cool** [lu:z'ku:l] *v* терять самообладание, рассердиться  
**make a decision** [dɪ'sɪzən] *v* принимать решение  
**no big deal** [di:l] *adv* неважно  
**offer** ['ɒfə] *v* предлагать  
**order** ['ɔ:də] *v* приказывать  
**promise** ['prɒmɪs] *v* обещать  
**put up with** *v* терпеть, мириться  
**quarrel** ['kwɒrəl] **with smb** *v* ссориться с кем-либо  
**refuse** [rɪ'fju:z] *v* отказываться  
**solution** [sə'lju:ʃən] *n* решение, разрешение (*вопроса*)  
**solve** [sɒlv] (**a problem**) *v* решать, разрешать (проблему)  
**tell lies** [laɪz] *v* лгать  
**trust** [trʌst] *v* доверять, полагаться (*на кого-л.*)  
**upset** [ʌp'set] *v* расстраивать, огорчать  
**warn** [wɔ:n] *v* предупреждать

## UNIT 3

**background** ['bækgraʊnd] **music** *n* фоновая музыка  
**band** [bænd] *n* группа  
**bass guitar** [ˌbeɪsɡɪ'tɑ:] *n* бас-гитара  
**capture** ['kæptʃə] *v* захватить, увлечь  
**(the) charts** [tʃɑ:ts] *n* хит-парад  
**drums** [drʌmz] *n* барабаны  
**easy listening** [ˌi:zɪ'lɪsnɪŋ] *n* лёгкая для восприятия музыка  
**electric guitar** [ɪˌlektɪkɡɪ'tɑ:] *n* электрогитара  
**entertain** [ˌentə'teɪn] *v* развлекать  
**entertainment** [ˌentə'teɪnmənt] *n* развлечение  
**keyboard** ['ki:bɒd] *n* клавиши

**(to perform) live** [laɪv] *adv* вживую  
**perform** [pə'fɔ:m] *v* выступать  
**performance** [pə'fɔ:məns] *n* выступление  
**rehearse** [rɪ'hɜ:s] *v* репетировать  
**release** [rɪ'li:s] *v* издавать, выпускать  
**saxophone** ['sæksəfəʊn] *n* саксофон  
**single** ['sɪŋɡl] *n* сингл  
**stage** [steɪdʒ] *n* сцена  
**trumpet** ['trʌmpɪt] *n* труба

#### UNIT 4

**accompany** [ə'kʌmpəni] *v* сопровождать  
**bill** [bɪl] *n* счёт  
**contain** [kən'teɪn] *v* содержать  
**delicious** [dɪ'lɪʃəs] *adj* вкусный  
**dessert** [dɪ'zɜ:t] *n* десерт  
**dish** [dɪʃ] *n* блюдо  
**eat out** *v* питаться не дома  
**empty** ['emptɪ] *adj* пустой  
**fast food** [fɑ:st'fu:d] *n* еда, которую можно перехватить на скорую руку  
**fatty** ['fæti] *adj* жирный  
**fizzy drink** ['fɪzɪdrɪŋk] газированный напиток  
**flavour** ['fleɪvə] *n* вкус, аромат  
**full** [fʊl] *adj* сытый  
**go for smth** выбирать что-либо  
**home-baked** ['həʊm'beɪkt] *adj* домашней выпечки  
**junk food** ['dʒʌŋkfu:d] пицца, богатая калориями, но имеющая низкую питательную ценность  
**low-fat** [ləʊ'fæt] *adj* с низким содержанием жиров  
**main course** ['meɪn,kɔ:s] основное блюдо  
**meal** [mi:l] *n* приём пищи; еда  
**menu** ['menju:] *n* меню

**on the house** за счёт заведения  
**order** ['ɔ:də] *n* заказ; *v* заказывать  
**pasta** ['pæstə] *n* макаронные изделия  
**pasty** ['pæsti] *n* пирог с мясом  
**portion** ['pɔ:ʃ(ə)n] *n* порция  
**pub** [pʌb] *n* паб  
**review** [rɪ'vju:] *n* рецензия, критическая статья  
**serving** ['sɜ:vɪŋ] *n* порция  
**sugar-free** *adj* не содержащий сахара (*продукт*)  
**takeaway** ['teɪkəweɪ] *n* магазин, в котором продаются готовые блюда; ресторан, отпускающий обеды на дом  
**vegetarian** [vedʒə'teəriən] *adj* вегетарианский; *n* вегетарианец  
**waitress/waiter** ['weɪtrəs]/['weɪtə] *n* официантка/официант

#### UNIT 5

**amount** [ə'maʊnt] *n* сумма, количество  
**banknote** ['bæŋknəʊt] (**a note**) *n* банкнота  
**be out of money** без денег  
**beggar** ['begə(r)] *n* попрошайка, нищий  
**broke** [brəʊk] *adj* безденежный, бедный, без гроша  
**cash** [kæʃ] *n* деньги, наличные деньги  
**charity** ['tʃærəti] *n* благотворительность  
**coin** [kɔɪn] *n* монета  
**debt** [det] *n* долг  
**earn** [ɜ:n] *v* зарабатывать, получать доход  
**fine** [faɪn] *n* взыскание; штраф  
**fiver** ['faɪvə] *n* разг. пятёрка (*пять фунтов стерлингов или пять долларов*)

**fortune** ['fɔ:tju:n] *n* зд. богатство, состояние  
**give away** *v* зд. дарить, жертвовать на благотворительность  
**give back** *v* возвращать, отдавать  
**give in** *v* сдаваться  
**give off** *v* выделять, испускать  
**give out** *v* посылать (*звук, свет*)  
**invest** [in'vest] *v* инвестировать, вкладывать деньги  
**make ends meet** сводить концы с концами  
**mean** [mi:n] *adj* жадный  
**odd jobs** [ɒd'dʒɒbz] *n* случайная (нерегулярная) работа  
**on the breadline** ['bredlain] за чертой бедности  
**pay back** *v* отплатить, выплатить деньги, вернуть долг  
**pocket money** ['pɒkɪt,mʌni] карманные деньги, деньги на мелкие расходы  
**salary** ['sæləri] *n* заработная плата  
**save up for a rainy day** откладывать на чёрный день  
**trade** [treɪd] *n* торговля; *v* торговать, обмениваться  
**waste** [weɪst] *v* терять даром, трать впустую  
**wealthy** ['welθɪ] *adj* богатый, состоятельный  
**well-off** [wel'ɒf] *adj* богатый, зажиточный, обеспеченный

## UNIT 6

**agricultural** [ægrɪ'kʌltʃərəl] *adj* сельскохозяйственный  
**arrive** [ə'raɪv] *v* прибывать, приезжать  
**be on duty** ['dju:ti] быть на дежурстве; нести вахту; исполнять служебные обязанности

**break away** [breɪkə'weɪ] *v* отколоться, отделиться  
**deputy** ['depjuti] *n* заместитель; депутат  
**do something halfway** ['ha:fweɪ] делать что-либо вполсилы  
**energetic** [enə'dʒetɪk] *adj* энергичный  
**equal** ['i:kwəl] *adj* равный  
**equipment** [ɪk'wɪpmənt] *n* оборудование, оснащение  
**escape** [ɪs'keɪp] *v* избегать, избегать  
**especially** [ɪs'peʃəli] *adv* особенно  
**experience** [ɪks'pɪəriəns] *n* случай, событие, опыт  
**greedy** ['gri:di] *adj* жадный  
**have an effect** [ɪ'fekt] **on someone** воздействовать на кого-либо  
**hope** [həʊp] *n* надежда  
**identity** [aɪ'dentɪti] *n* идентичность; личность, индивидуальность  
**immigrant** ['ɪmɪgrənt] *n* иммигрант  
**in honour** ['ɒnə] в честь (*кого-л.*)  
**industrial** [ɪn'dʌstriəl] *adj* индустриальный, промышленный  
**industrious** [ɪn'dʌstriəs] *adj* трудолюбивый  
**inventive** [ɪn'ventɪv] *adj* изобретательный  
**make sure** [ʃʊə] убедиться  
**memory** ['mem(ə)rɪ] *n* память  
**minority** [maɪ'nɒrɪti] *n* меньшинство  
**misfortune** [mɪs'fɔ:tju:n] *n* беда, неудача; несчастье; злоключение  
**occupation** [ɒkjʊ'peɪʃn] *n* занятие, дело  
**own** [əʊn] *v* владеть  
**owner** ['əʊnə] *n* владелец  
**power** ['paʊə] *n* сила, мощь, власть  
**powerful** ['paʊəf(ə)] *adj* мощный, сильный

**property** ['prɒpəti] *n* имущество, собственность, достояние  
**recall** [rɪ'kɔ:l] *v* вспоминать, припоминать  
**rude** [ru:d] *adj* грубый  
**separate** ['sepəreɪt] *v* разделять  
**settler** ['setlə] *n* поселенец  
**slave** [sleɪv] *n* раб  
**slavery** ['sleɪv(ə)rɪ] *n* рабство  
**stand out** [,stænd'aʊt] *v* выделяться, выступать  
**survive** [sə'vaɪv] *v* выжить, пережить  
**take control** [kən'trəʊl] **over smth** установить контроль над чем-либо  
**thrill** [θrɪl] *n* возбуждение, глубокое волнение  
**virtual** ['vɜ:tʃʊəl] *adj* виртуальный; мнимый  
**vocation** [vəʊ'keɪʃ(ə)n] *n* призвание, склонность; профессия  
**worth** [wɜ:θ] *adj* стоящий

## UNIT 7

**achieve** [ə'tʃi:v] *v* достигать  
**achievement** [ə'tʃi:vmənt] *n* достижение  
**athlete** ['æθli:t] *n* атлет, спортсмен  
**athletics** [æθ'letɪks] *n* атлетика  
**cater** ['keɪtə(r)] **for** *v* обслуживать  
**challenging** ['tʃælɪndʒɪŋ] стимулирующий, требующий напряжения (сил)  
**coach** [kəʊtʃ] *n* тренер  
**court** [kɔ:t] *n* корт  
**cycling** ['saɪklɪŋ] *n* езда на велосипеде; велоспорт  
**equipment** [ɪ'kwɪpmənt] *n* оснащение, экипировка  
**fan** [fæn] *n* фанат, болельщик  
**goal** [gəʊl] *n* ворота; гол

**golf** [gɒlf] *n* гольф  
**gym** [dʒɪm] *n* гимнастический зал  
**helmet** ['helmət] *n* шлем, каска  
**kick** [kɪk] *v* ударять ногой, пинать; *спорт.* бить по мячу  
**lane** [leɪn] *n спорт.* беговая дорожка  
**motor sport** ['məʊtəspɔ:t] *n* мотоспорт  
**parachuting** ['pærəʃu:tɪŋ] *n* прыжки с парашютом, парашютный спорт  
**pitch** [pɪtʃ] *n спорт.* поле  
**race** [reɪs] *n* состязание в беге или скорости, гонка  
**racket** ['rækɪt] *n* ракетка  
**record** ['rekɔ:d] *n спорт.* рекорд, лучший результат  
**referee** [,ref(ə)'ri:] *n спорт.* рефери, судья  
**regret** [rɪ'gret] *v* сожалеть  
**ring** [rɪŋ] *n спорт.* (боксёрский) ринг  
**rink** [rɪŋk] *n* каток  
**score** [skɔ:] *v* счёт очков (*в игре*)  
**set** [set] *v* *зд.* устанавливать  
**soccer** ['sɒkə] *n* футбол  
**sports hall** ['spɔ:tshɔ:l] *n* спортивный зал  
**squash** [skwɒʃ] *n* сквош  
**support** [sə'pɔ:t] *v* поддерживать  
**supporter** [sə'pɔ:tə] *n* приверженец, сторонник  
**surfing** ['sɜ:fɪŋ] *n* сёрфинг  
**track** [træk] *n спорт.* лыжня; беговая дорожка  
**weight-lifting** ['weɪt,lɪftɪŋ] *n спорт.* тяжёлая атлетика  
**work out** [,wɜ:k'aʊt] *v* тренироваться, заниматься спортом  
**yoga** ['jəʊgə] *n* йога

## UNIT 8

**abroad** [ə'brɔ:d] *adv* за границей  
**announce** [ə'naʊns] *v* объявлять, заявлять; извещать  
**available** [ə'veɪləbl̩] *adj* доступный, находящийся в распоряжении  
**be hard on someone** быть несправедливо строгим к кому-либо  
**carry** ['kæri] **on** *v* продолжать  
**cope** [kəʊp] **with** *v* справляться  
**destination** [,destɪ'neɪʃ(ə)n] *n* цель путешествия, место назначения  
**eager** ['i:gə] *adj* страстно желающий, жаждущий  
**event** [ɪ'vent] *n* событие  
**exhibit** [ɪg'zɪbɪt] *n* экспонат  
**excursion** [ɪk'skɜ:ʃ(ə)n] *n* экскурсия  
**face** [feɪs] *v* стать перед, столкнуться лицом к лицу  
**faint-hearted** [,feɪnt'hɑ:tɪd] *adj* слабонервный, трусливый  
**guided tour** [,gaɪdɪd'tʊə] *n* поездка (тур, турне, экскурсия) с экскурсоводом  
**go for** *v* выбирать  
**go on** *v* продолжаться, продолжать  
**go out** *v* выходить; бывать в обществе; регулярно встречаться с кем-либо  
**inhabit** [ɪn'hæbɪt] *v* населять  
**inspire** [ɪn'spaɪə] *v* вдохновлять  
**itinerary** [aɪ'tɪnəgəri] *n* план маршрута; путеводитель  
**keep out of trouble** ['tri:bl̩] оставаться в стороне, не вмешиваться  
**move** [mu:v] *n* движение, ход  
**notice** ['nəʊtɪs] *v* замечать  
**journey** ['dʒɜ:nɪ] *n* путешествие, поездка (*преимущественно сухопутные*)

**outing** ['aʊtɪŋ] *n* загородная прогулка, пикник  
**passion** ['pæʃn] *n* страсть, страстное увлечение  
**provide** [prə'vaɪd] *v* обеспечивать  
**research** [ri'sɜ:tʃ] *n* исследование, изыскание, исследовательская работа  
**rewarding** [rɪ'wɔ:dɪŋ] *adj* стоящий, полезный; приносящий удовольствие  
**ride** [raɪd] *n* аттракцион, поездка  
**rollercoaster** [,rəʊlə'kəʊstə] *n* аттракцион в виде тележки на колёсиках, движущейся по рельсам и выполняющей петли, отвесные падения и т. п.  
**scenery** ['si:nəri] *n* вид, пейзаж, ландшафт  
**schedule** ['ʃedju:l, 'skedju:l] *n* график; план работы; программа, повестка дня  
**seat** [si:t] *n* сиденье, место; билет  
**spree** [sprɪ:] *n* веселье, шалости  
**staff** [stɑ:f] *n* персонал  
**stay in** *v* оставаться дома, не выходить  
**supplies** [sə'plaɪz] *n* запасы, ресурсы  
**theme** [θi:m] **park** парк развлечений  
**thrifty** ['θrɪftɪ] *adj* бережливый, расчётливый, экономный  
**trip** [trɪp] *n* путешествие, поездка

## UNIT 9

**accept** [ək'sept] — **to agree to** *v* соглашаться  
**accompany** [ə'kʌmpəni] — **to go with** *v* сопровождать  
**anniversary** [ˌænɪ'vɜ:s(ə)rɪ] *n* юбилей, годовщина

**appreciate** [ə'pri:ʃieɪt] *v* высоко ценить

**base** [beɪs] *v* основывать

**battle** ['bætl] *n* битва, сражение

**collect** [kəlekt] — **to pick up** *v* подбирать

**community** [kə'mju:nəti] *n* община; группа лиц, живущих в одном районе

**complete** [kəmpli:t] — **to fill in** *v* заполнять

**construct** [kən'strʌkt] *v* строить, создавать, конструировать

**destroy** [di'strɔɪ] *v* разрушать

**event** [ɪ'vent] *n* событие

**experience** [ɪk'spiəri(ə)ns] *v* испытывать

**highlight** ['haɪlaɪt] *n* главное событие

**honour** ['ɒnə] *v* чтить

**inhabitant** [ɪn'hæbɪt(ə)nt] *n* житель, обитатель

**knight** [naɪt] *n* рыцарь

**leave out** *v* не включать; пропускать; исключать

**link** [lɪŋk] *n* связь

**march** [mɑ:tʃ] *n* марш; *v* маршировать

**medieval** [ˌmedi'i:vəl] *adj* средневековый

**odd** [ɒd] *adj* странный; случайный

**origin** ['ɒrɪdʒɪn] *n* происхождение

**out-of-date** *adj* устаревший, старомодный

**respect** [rɪs'pekt] *n* уважение; *v* уважать

**set a goal** [gəʊl] ставить цель

**soldier** ['səʊldʒə] *n* солдат

**straightforward** [ˌstreɪt'fɔ:wəd] *adj* честный, прямой

**structure** ['strʌktʃə] *n* сооружение, структура

**suggest** [sə'dʒest] *v* предлагать, советовать, подсказывать

**survive** [sə'vaɪv] *v* выживать

**take care** [keə] — **to look after** *v* приглядывать, заботиться

**twinned** [twɪnd] (**towns**) породнённые города

**update** [ˌʌp'deɪt] *v* обновлять, модернизировать

**vote** [vəʊt] *v* голосовать

**walk in the footsteps** ['fʊtsteps] *of* пойти по следам

**war** [wɔ:] *n* война

**wise** [waɪz] *adj* мудрый

**wonder** ['wʌndə] *n* чудо

## List of Proper Names

### UNIT 1

**Aeschylus** ['i:skɪləs]  
**Al Pacino** [æl pə'tʃi:nəʊ]  
**Buddhist** ['bʊdɪst]  
**Chef** [ʃef]  
**Colorado** [ˌkɒlə'rɑ:dəʊ]  
**Dale Lozier** [deɪl 'ləʊzjə]  
**Keanu Reeves** [ke'ɑ:nʊ 'ri:vz]  
**Laurie** ['lɔːri]  
**Matrix** ['meɪtrɪks]  
**Neo** ['ni:əʊ]  
**Red Hot Chili Peppers** ['pepeɪz]  
**Shirley Jackson** ['ʃɜ:li 'dʒæksən]  
**Zodiac** ['zəʊdiæk]

### UNIT 2

**Agness Parker** ['æɡnis 'pɑ:kə]  
**Alison** ['æɪsən]  
**Ashley** ['æʃli]  
**Becky** ['bekɪ]  
**Benjamin** ['bendʒəmɪn]  
**Brian Olansky** ['braɪən]  
**Callie** ['kæli]  
**Carl** [kɑ:l]  
**Carmella** ['kɑ:mələ]  
**Clare** [kleər]  
**Crystal** ['krɪstəl]  
**Dean** [di:n]  
**Diane** [daɪ'æn]  
**Kathleen** ['kæθli:n]  
**Lee Ann Greenglass**  
[li: 'æn 'ɡriŋɡlɑ:s]  
**Lisa** ['li:zə]  
**Lydia** ['lɪdiə]  
**Marc** [mɑ:k]  
**Martin** ['mɑ:tɪn]  
**Mary Ann** ['meəriən]  
**Mrs. Libonati** [ˌlɪbənæti]  
**Natalie** ['nætəli]

**Neidermeyer** [ˌnaɪdə'miə]  
**John Frusciante** [dʒɒn ˌfrʌs'tʃɑ:ntə]  
**Pat Mary Hinkel** ['pæt'meəri 'hɪŋkl]  
**Patrick** ['pætrɪk]  
**Sarah** ['seərə]  
**Sheila** ['ʃi:lə]  
**Steven** ['sti:vən]  
**Tracy** ['treɪsi]

### UNIT 3

**California** [ˌkælə'fɔ:nɪə]  
**Caroline Alice Roberts** ['kærəlaɪn  
'æɪlɪs 'rɒbəts]  
**Chloe** ['kləʊ]  
**Edward William Elgar**  
[ˈedwəd ˈwɪljəm ˈelgɑːr]  
**Europe** ['ju:ərəp]  
**Fergie** ['fɜ:gi]  
**Hacienda Heights** [ˌhæsi'endə'hɑ:ts]  
**Hawaii** [hə'waɪi]  
**Honolulu** [ˌhɒnələ'lu:lʊ:  
**Jack Smooth** [smu:ð]  
**John Lennon** [dʒɒn 'lenən]  
**Lower Broadheath** ['ləʊə 'brɔ:ðhi:θ]  
**Minneapolis** [ˌmɪni'æpəlɪs]  
**Nicole Scherzinger**  
[ni'kəʊl 'ʃɜ:zɪŋgə]  
**Poseidon** [pə'saɪdn]  
**Quentin Tarantino**  
[ˈkwentən ˌtærən'ti:nəʊ]  
**Rio** ['ri:əʊ]  
**Robert Rodrigues** ['rɒbət rɒd'ri:gəs]  
**Roger Crow** ['rɒdʒə krəʊ]  
**Stacy Ferguson** ['steɪsi 'fɜ:gəsən]  
**the USA** [ju: es 'eɪ]  
**Will' I'am** [ˌwɪlə'æm]  
**Worcester** ['wʊstə]  
**Yoko Ono** [ˌjəʊkəʊ 'əʊnəʊ]  
**Zoe** ['zəʊ]

## UNIT 6

### Abraham Lincoln

[ˈeɪbrəhæm ˈlɪŋkən]

### Aesop

[ˈi:sɒp]

### Alaska

[əˈlæskə]

### Amerigo Vespucci

[æməˈrɪɡəʊ vesˈpu:tʃɪ]

### Annie Moore

[ˈæni ˈmuə]

### Aon Centre

[erˈɒn]

### Arabic

[ˈærəbɪk]

### Arizona

[ˌærɪˈzəʊnə]

### Atka

[ˈætəkə]

### Benjamin Franklin

[ˈbendʒəmin ˈfræŋklɪn]

### Boston

[ˈbɒstən]

### Chicago

[ʃɪˈkɑ:gəʊ]

### Christopher Columbus

[ˈkrɪstəfə kəˈlʌmbəs]

### Czech

[tʃek]

### Death Valley

[deθˈvæli]

### District of Columbia

[kəˈlʌmbɪə]

### Dr. Martin Luther King Jr.

[ˈdʒu:nɪə]

### Empire State Building

[ˈempaɪə(r) steɪt ˈbiːldɪŋ]

### Grand Canyon

[ˈgrænd ˈkænjən]

### Gulliver

[ˈɡʌlɪvə]

### Harriet Tubman

[ˈhæriət ˈtʌbmən]

### Hilo

[ˈhaɪləʊ]

### Hindi

[ˈhɪndi:]

### Houston

[ˈhju:stən]

### Idaho

[ˈaɪdəhəʊ]

### John Adams

[dʒɒn ˈædəmz]

### Juan

[hwa:n]

### Kenneth C. Davis

[ˈkenəθ si: ˈdeɪvɪs]

### Lake Huron

[ˈhjuərən]

### Lake Ontario

[ɒnˈteəriəʊ]

### Leif Ericsson

[li:f ˈerɪksən]

### Los Angeles

[ˌlɒs ˈændʒi:lɪz]

### Miami

[maɪˈæmi]

### Montana

[mɒnˈtænə]

### Mount MacKinley

[məˈkɪnli]

### Mount Rainier

[raɪˈniə(r), ˈreɪniə]

### Mt Whitney

[ˈwɪtni]

### Nevada

[nəˈvɑ:də]

### Plymouth

[ˈplɪməθ]

### Portuguese

[ˌpɔ:tʃuˈɡi:z]

### Ray Bradbury

[reɪ ˈbrædbəri]

### Rhode Island

[raʊd ˈaɪlənd]

### Robinson Crusoe

[ˈrɒbɪnsən ˈkru:səʊ]

### San Francisco

[ˌsæn frənˈsɪskəʊ]

### Saudi Arabia

[ˌsaʊdi əˈreɪbiə]

### Savannah

[səˈvænə]

### Sears Tower

[ˈsiəz]

### Seattle

[siˈætl]

### Staten Island

[ˈstæt(ə)n]

### Tagalog

[teɡəˈlɒɡ]

### Taiwan

[taɪˈwæn]

### Texas

[ˈteksəs]

### The Capitol

[ˈkæpɪt(ə)l]

### The Ku-Klux-Klan

[ˈkju:klʌksˈklæn]

### Thomas Jefferson

[ˈtɒməs ˈdʒefes(ə)n]

### Utah

[ˈju:tɑ:]

### Virginia

[vəˈdʒɪniə]

### Wrangell

[ˈræŋɡ(ə)l]

### Yankee

[ˈjæŋki]

### Yellowstone

[ˈjeləʊstəʊn]

### Yosemite

[jəʊˈseɪmɪtɪ]

## UNIT 8

### Attila the Hun

[ˈætɪlə]

### Bindi Irwin

[ˈbɪndɪ ˈɪrɪwɪn]

### Cambridge

[ˈkeɪmbɪdʒ]

### Claudia

[ˈklɔ:diə]

### Delaney

[dɪˈleɪni]

### Georgia

[ˈdʒɔ:dʒə]

### Guardian

[ˈgɑ:diən]

### Joshua

[ˈdʒɔʃʊə]

### King Lear

[liə]

### Lafcadio Hearn

[ləfˈkeɪdiəʊ ˈhɜ:n]

### Larry Daley

[ˈlæriˈdeɪli]

### Leonardo DiCaprio

[liˌnɑ:dəʊ di

ˈkɑ:priəʊ]

### Mrs. Basil E. Frankweiler

[ˈbæzəl

i: ˈfræŋkwaɪlə]

**Ohio** [əʊ'haiəʊ]  
**Rickey Rozell** ['riki 'rəʊzəl]  
**Steve Irwin** ['sti:v 'ɜ:wɪn]  
**Teddy Roosevelt** ['tedi 'rəʊzəvelt]

## UNIT 9

**Acropolis** [ə'krɒpəlɪs]  
**Alexandria** [ˌæliɡ'zɑ:ndriə], **Egypt**  
[i:dʒɪpt]  
**Angkor** ['æŋkɔ:(r)] in **Cambodia**  
[kæm'bəʊdiə]  
**Arthur Conan Doyle**  
[ˈɑ:θə 'kəʊnən dɔɪl]  
**Babylon** ['bæbɪlən], now **Iraq** [ɪ'rɑ:k]  
**Bangalore** [ˌbæŋɡə'lɔ:(r)]  
**Battle of Somme** [ˌbætl ɔv 'sɒm]  
**Bodrum** ['bɒdrəm], **Turkey** ['tʃ:ki]  
**Delhi** ['delɪ]  
**Desire** [dɪ'zaɪə]  
**Eindhoven** [ˈaɪnd'həʊv(ə)n]  
**Enrique Iglesias** [ən'ri:kə ɪ'gleɪziəs]  
**Ephesus** ['efɪsəs], **Turkey** ['tʃ:ki]  
**Fattahead** ['fætəhed]  
**George** [dʒɔ:dʒ] **Lucas**  
**Giggleswick** ['gɪɡlzwɪk]  
**Giza, Egypt** ['gi:zə, i:dʒɪpt]  
**Ian Fleming** ['fleɪmɪŋ]  
**John Fitzgerald** [fɪts'dʒerəld] **Ken-**  
**neddy**

**Kylie Minogue** ['kaɪli mɪ'nəʊg]  
**Lyon** [ˌli:'ɔ:ŋ]  
**Mexicos Chichen Itza** ['meksɪkəʊz  
tʃɪ,tʃən 'ɪtsɑ:]  
**Naomi Campbell**  
[neɪ'əʊmi 'kæmb(ə)l]  
**Neil** [ni:l]  
**Neuschwanstein** ['nɔɪʃvənʃtaɪn]  
**Castle**  
**Nottingham** ['nɒtɪŋəm]  
**Perus Machu Picchu** [ˌmɑ:tʃu: 'pɪ:ktʃu:]  
**Petra** ['petrə] in **Jordan** ['dʒɔ:dən]  
**Pope** [pəʊp] **John Paul II**  
**Rhodes, Greece** [rəʊdz, gri:s]  
**Rio de Janeiro** [ˌrɪəʊ de dʒə'næɪrəʊ]  
**Salvador Dali** [ˌsælvədɔ:(r) 'dɑ:lɪ]  
**Sendai, Japan** [sen'daɪ, dʒə'pæn]  
**Sigmund Freud** [ˌzɪgmənd frɔɪd]  
**St. Basils Cathedral** [sənt ,bæz(ə)lz  
kə'θɪdrəl]  
**Stevie Wonder** ['sti:vɪ 'wʌndə]  
**Taj Mahal** [tɑ:dʒ mə'hɑ:l]  
**The Colosseum** [ˌkɒlə'siəm]  
**The Statue of Christ** [kraɪst],  
**the Redeemer** [rɪ'di:mə]  
**Tony Blair** ['təʊni 'bleɪ]  
**Unamis** [ju:'neɪməs]  
**Wormelow Tump** [ˌwɜ:mleʊ 'tʌmp]  
**Yonder Bognie** ['jɒndə 'bɒŋni]

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