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NEW MILLENNIUM
ENGLISH



Решебник

NEW MILLENNIUM ENGLISH

Workbook
Student's book

Решебник
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11 класс

Решебник

New Millennium English

11 класс

(авторы Гроза О. Л. и др.)

Student's book
Workbook



Санкт-Петербург
2010

УДК 802.0(075.3)

ББК 81.2 Англ

Р47

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Р47 Решebник. New Millennium English 11 класс (Student's book, Workbook) (изд. ТИТУЛ). СПб, ООО «Виктория плюс», 2010. — 112 с.

ISBN 978-5-91673-020-3

Частичное изображение художественного оформления пособия New Millennium English (авторы Гроза О. Л. и др.) использовано в качестве иллюстративного материала в данном учебном издании.

Имя автора и название цитируемого издания указаны на титульном листе данной книги.

УДК 802.0(075.3)

ББК 81.2 Англ

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ООО «Виктория плюс» 196605, Санкт-Петербург, Пушкин,

Петербургское ш., д. 13/1

Подписано в печать 30.01.10.

Формат 60×88 1/16. Тираж 5 000 экз.

Заказ № 88

Отпечатано с диапозитивов в ГППО «Псковская областная типография». 180004, Псков, ул. Ротная, 34

ISBN 978-5-91673-020-3

New Millennium English 11

Student's Book

Unit 1

Lesson 1-2

1:
Student's own answers.

2A:
1 A learning style is a method of learning, particular to an individual.
2 It is usually defined individually.
3 Because it can help us to learn more effectively.
4 This information can be found with the help of psychological tests, for example.
5 Yes, I do. Yes, I'd love to.

2B:
Student's own answers.

2D:
It isn't a full description of my learning style. Usually Visual Learner needs to repeat the information, not only write it down.

It's a kind of information that can help me quite a lot. Sometimes I don't use all kinds of notes. Sometimes I don't write down all the information.

3A:
1c 2b 3d 4a 5f 6e

3B:
a) Proficient
b) Accuracy
c) Efficient
d) Make progress

3C:
Thinks about how she is learning; willing to experiment; realistic; organized and active; balances their need for fluency and accuracy; does not rely totally on her teacher; tries different ways of learning; is not afraid of making mistakes; tries to find out what works for her; asks the teacher if she doesn't understand; looks for opportunities to develop language; keeps notes tidy; independent, etc.

4:
I don't think I am a good language learner because I am lazy and not well-organised or hard-working. But I have one advantage that can help me quite a lot: I am not afraid of speaking English and I don't have any fear of making mistakes.

5A:
1a 2e 3b 4c 5d 6f 7h 8g
I don't use all of these ways. I don't have spare time for making flash cards. I think they are useless.

5B:

It's better to make a table or pairs with the Russian equivalent.

For example:

Independent (независимый) – independence (независимость)

6:

I promise that I will never cheat, otherwise it is impossible to show my real knowledge of the language.

Lesson 3-4

1:

It helps to operate a computer.

I want to understand rock songs.

It is interesting.

It is useful for travelling.

It is international.

It is necessary for education.

It is necessary to get a good and well-paid job.

Tapescript:

1 I think the English language is extremely beneficial; it has expanded my knowledge greatly and has certainly broadened my mind. As a person, I am more well-rounded, and I truly think everybody should learn another language.

2 I have used the English language for travel, and I am now looking for a job abroad. It's a window to the world, and it has really helped me be a better writer in my own language. I have gained a greater appreciation for other cultures and my own.

3 The main trouble with English is that it's full of nasty surprises. There are more exceptions than rules and just when you think you know a word you find out that it has another meaning. But it's a good exercise for your brain and I enjoy learning it.

4 I just want to tell everyone who is thinking about learning English that you don't have to be fluent, what counts is the effort. A person who just "tries" to speak another language is viewed very differently from one who doesn't.

5 It's cool, it expands your horizons, you can get better jobs, more money, you seem more intelligent, and people respect you more.

2A:

1 бегло

2 разностороннее

3 расширяет кругозор

4 то, что важно

5 благоприятно, полезно

6 оценить по достоинству

7 расширила

8 исключение

2B:

Hans B

Lee A

Anton C
Indira E
Luis D

2C:

- 1 beneficial/ broadened my mind/ well-rounded
- 2 gained a greater appreciation
- 3 exceptions
- 4 fluent/ what counts
- 5 expands

2D:

I think Speaker 5(Luis) is absolutely right. It is impossible to get a better job without speaking foreign languages, especially English, because it is quite international.

3A:

- 1 at least/ about/ around/ nearly
- 2 at least/ about/ around/ over/ more than
- 3 about/ around/ fewer than
- 4 at least/ about/ around/ over/ more than
- 5 about/ around/ nearly
- 6 at least/ about/ around
- 7 at least/ about/ around/ over/ more than
- 8 about/ around/ nearly
- 9 fewer than

3B:

English is used by about sixty per cent of Internet users.
Russian is used by about two per cent of Internet users.
Italian is used by about three per cent of Internet users.
French is used by about four per cent of Internet users.
Korean is used by about four per cent of Internet users.
Spanish is used by about five per cent of Internet users.
German is used by about six per cent of Internet users.
Chinese is used by about eight per cent of Internet users.
Japanese is used by about ten per cent of Internet users.

4A:

I'd like to study Japanese because this language is used quite a lot by Internet users.

4C:

The body of the essay is divided into three paragraphs because the author writes about three languages. First she mentions the language she is studying; second, she writes about the language which it would be more useful for her to study; third the language she is unlikely to study, though she would like to.

4D:

The trip to France is not possible for the author. This is shown grammatically through the use of the 2nd conditional (if I could/ did/ were/...I would do

(something). Other cases are: If I could, I'd like to learn Spanish... I would also like... I would really love... It would be really beneficial...

Lesson 5-6

1:

The author of the first quotation wants to say that the death of a language is such a terrible disaster that he even thinks it is impossible to live if his native language dies out.

The beginning of the second quotation shows how quickly languages die. The question at the end has two functions: first, it appeals to the reader; second, it shows that the author doesn't think languages dying is a disaster.

2A,B:

"Death sentence" can be translated as "смертный приговор" and "предложение смерти". So it can be interpreted two ways: one is punishment by death and the other refers to "sentence" as a language feature. So, it is possible to suppose that the lecture will be about languages and will probably be connected with dying languages.

2C:

1a 2a 3b 4b 5b 6b 7b

3A:

1 In November 1995 - Bruce Connell was doing research on Cameroon.

2 Bruce Connell - a linguist who did some research on Kasabe in 1995.

3 Mambila, Cameroon - Bruce Connell did his field work in the Mambila region, Cameroon.

4 Bogon - the last speaker of Kasabe.

5 5 November - the last speaker of Kasabe, Bogon died.

It stopped as the last speaker of the Kasabe language had died by that time.

3B:

Language extinction:

There are now about 6000 languages in the world.

A language dies every two weeks.

Half of the languages will die during the 21st century.

A language with 100000 speakers may die in two generations' time.

David Crystal called the present situation extraordinary because languages have never before disappeared at such a high rate.

3C:

1 a) natural disaster

b) cultural assimilation

c) genocide

2a) The community must want to save the language.

b) Larger cultures should have respect for minority languages.

c) There needs to be a budget for courses, materials and teachers.

3a) It reduces the diversity of our planet.

b) When spoken languages die, they don't leave any signs of their presence in the world.

It is difficult to fulfil the three conditions mentioned in the lecture. It is rather difficult to make the community where the language is dying understand why it is necessary to save their language, as people are usually thinking about their own problems. Making people of larger cultures understand how important it is to save dying languages is very hard as well as finding money for courses, materials and teachers.

Languages, like people, are all different, but, unlike people, a language that has never been written down leaves no signs of its presence in the world when it dies.

Tapescript (Ex. 2B, 3A, 3B and 3C)

Part 1

David Crystal: A language dies only when the last person who speaks it dies. One day it's there; the next it is gone. Here is how it happens. In late 1995, a linguist, Bruce Connell, was doing some field work in the Mambila region of Cameroon. He found a language called Kasabe, which no westerner had studied before. It had just one speaker left, a man called Bogon. Connell had no time on that visit to find out much about the language, so he decided to return to Cameroon a year later. He arrived in mid-November, only to learn that Bogon had died on November 5.

Part 2

There is nothing unusual about a single language dying. Communities have come and gone throughout history, taking their languages with them. But what is happening today is extraordinary. It is language extinction on a massive scale. According to the best estimates, there are now about 6000 languages in the world. Of these, about half are going to die out during the next century. This means that, on average, there is a language dying out somewhere in the world every two weeks or so. Even a language with 100000 speakers is not necessarily safe. It will not die next week or next year; but there is no guarantee that it will still exist in a couple of generations' time.

Part 3

Many things can kill a language, from natural disasters to cultural assimilations and genocide. However, there are three conditions necessary for a language to survive: the community itself must want to save its language; the larger culture of which it is a part needs to have a respect for minority languages; there needs to be a budget for courses, materials and teachers.

Is language death such a disaster? Surely, you might say, it is simply a symptom of more people willing to improve their lives by joining the modern world. So long as a few hundred or even a couple of thousand languages survive, that is enough. No, it is not. We should care about dying languages for the same reason that we care when a species of animal or plant dies. It reduces the diversity of our planet, which is the key to our survival. In the case of language, we are talking about intellectual and cultural diversity, not biological diversity, but the issues are the same. Languages are like people, in one way, but in another way they are not like people at all. When people die, they leave signs of their presence in the world, their archaeology. But spoken language leaves no archaeology. For, when a language dies, which has never been written down, it is as if it has never been.

4:

- 1 reduced
- 2 survive
- 3 extinct
- 4 survival
- 5 minority
- 6 extinction
- 7 reduction
- 8 communities
- 9 diversity

5A:

1 Yes, it is. Present Perfect of the verb "to be" indicates that things haven't changed yet.

2 The radio station closed first. There are two indicators: a) the past perfect which means an action prior to another past action; b) the time phrase "five years earlier".

3 Prediction, this is indicated by "will".

4 Yes, as "won't" indicates a high degree of certainty.

5 A tendency, this is clear from the context.

6 Six (two still open now and four have closed).

7 To the future. This is how a real condition in the future is expressed.

5B:

1,2,4,6 – past simple.

3,5,7 – present perfect.

5C:

1 has been spoken

2 was spoken

3 have disappeared

4 returned

5 spoke

6 have by now come

7 did...decide

8 spoke

6A:

1 Yes, I think so. I am sure that every nationality must have its own culture and language.

2 I think nothing changes.

3 When the language disappears, the culture also disappears.

4 To my mind it is impossible to save all the languages in the world. I don't think it's a tragedy when any language disappears.

6B:

The opinion of Federico Fellini is closer to my opinion.

6C:

All the people in the world are different. That's why they speak different languages.

6D Essay

A different language is a different vision of life.

By learning a language you change your life for the better and acquire a new and exciting mode of being!

Learning a language is akin to acquiring some kind of code with tangled ciphers and intricate symbols, which seems to be beyond perception and comprehension of a learner. Indeed, language is a well-arranged system, which needs a deep scrutiny and a thorough deciphering.

Starting a journey into the world of language learning involves plunging into a new language environment. English learning implies to get into a diversity of new activities, it is adapting of an ear to a plethora of unfamiliar sounds, foreign pronunciation and mastering of huge amounts of new vocabulary. One who learns English will confront with a great variety of grammar rules and exceptions, difficult to imitate pronunciation, a problem of understanding the theory of grammar, training and polishing of acquired theory in practice. In a word, English learning is a complicated and multi-stage process, which requires much efforts, long periods of time, inexhaustible patience and perseverance.

I don't intend to nip in the bud an eager desire of a neophyte to master a language by starting with a complexity of English learning. Though, every learner should be aware that there is no magic powder, which will make him know English as a native speaker does.

A person who is going to master English should forget about short-cuts to success, making vain endeavor to cram this language into his brain in several months. English learning is an assiduous and laborious process. Heaps of hard work stands behind its mastering and results which a learner attains in studying English is a direct repercussion of his diligence and work.

A common difficulty which awaits every English language learner is applying of four different types of activities: listening, speaking, writing and reading into the patterns of a new language practically simultaneously.

Undoubtedly, a way to perfect English mastery is a thorny path, where a learner can confront with an abundance of challenges. The main thing is not to give in, soothing yourself with the idea that you are not a language learning type. Every person can master a language up to his specific standard and attain his definite results in language learning.

Lesson 7

1:

- 1 tenses
- 2 many
- 3 all of them/them all
- 4 do not know
- 5 what the sentence was about
- 6 anything
- 7 hard
- 8 nothing helps/it doesn't help

9 says to me/ tells me
10 began
11 I am afraid

2:

1 there are
2 study
3 for their job
4 need
5 have
6 to talk
7 most
8 there are
9 any
10 the most

3:

1 children
2 to be
3 –
4 to make...progress
5 have
6 –
7 knowledge
8 works
9 others
10 have shown
11 these
12 faster

4:

1 fluent
2 widely spread
3 expand
4 gain an appreciation
5 beneficial
6 well-rounded
Extra: assimilate, endangered.

5:

1 well-rounded
2 appreciation
3 exception
4 expand
5 fluent
6 extinct
7 accuracy
8 proficient
9 benefit

Unit 2

Lesson 1-2

1:

- 1 St Paul's Cathedral
 - 2 Buckingham Palace
 - 3 Trafalgar Square
 - 4 The British Museum
 - 5 The Tower of London
 - 6 The National Gallery
 - 7 Tower Bridge
 - 8 Westminster Abbey
 - 9 The Houses of Parliament
 - 10 Big Ben
- I'd like to see Westminster Abbey best of all.

2A:

London becomes richer because of the money spent by tourists.
Tourists make the city overcrowded.

...

2B:

- 1 The internationally recognized image of London.
- 2 The article is written by a person who knows London well and is concerned about its problems. He has some power to introduce certain changes which means that he might belong to the GLA (see glossary in SB).
- 3 The author is very proud of London and is concerned about what happens to it because of the complex problems of the city. He gives a lot of factual information, etc.

2C:

– d)

3:

- 2 London
- 3 economic, scientific, cultural, and intellectual possibilities
- 4 uniting the elements
- 5 tradition and its internationalized status
- 6 London's being the world's major port for several centuries
- 7 the integration of diversity and the most modern forms of communications
- 8 developing the tourist industry
- 9 strengthening London as one of the world's greatest tourist centres
- 10 London's
- 11 London

4A:

Historic sites – исторические достопримечательности
Unite – объединять, соединять
Major – главный, основной

Unique – уникальный

Integrated approach – интегрированный (комплексный) подход

4B:

- 1 key
- 2 attraction
- 3 historic sites
- 4 unite
- 5 integrated approach
- 6 attraction

5A:

- 1 London is a combination of long-standing traditions and the new economy.
- 2 For several centuries London was the world's major port.
- 3 Because different cultures have different traditions.

5B:

The main problems of these cities are: transport system, traffic jams, air pollution, littering, noise pollution, crime.

6A:

b) c)

6B:

- 1 nuisance
- 2 restrict
- 3 resident
- 4 sustainable tourism

Lesson 3-4

1A:

I'd like to visit this town. It's the classical Russian town with its unique cathedrals and churches. It is one of the gems of the Golden Ring.

1B:

True are 1, 3, 4.

1C:

1 The description is given in the paragraph beginning with the words "I explore the city".

2 The feeling of quiet dignity, historic sites, good Tourist Centre, etc.

3 The answer is given in the paragraph beginning with the words "If only there were..."

2A:

A strong regret and a wish which is hardly possible.

2B:

- 1 If only the roads were better!
- 2 If only there were more visitors!
- 3 If only the country were stable!
- 4 If only the street lamps were lit at night!

5 If only the city budget had enough funds!

6 If only average Russians could have holidays! / afford to travel!

2C:

1 If only the government had invested money...

2 If only the authorities had renovated...

3 If only good shopping and parking facilities had been provided...

4 If only the tourist agency hadn't produced...

5 If only the lighting had been better...

6 If only foreign tourists had come...

2D:

It is not an island.

2E:

1 "This church is a masterpiece you say? It is anything but a masterpiece!"

2 "What? Another excursion? Anything but an excursion!"

3 "Your so-called composition is anything but a composition!"

4 "Can't say I feel attracted by the look of the street. It is anything but attractive."

5 "Please do not call us like-minded. We are anything but like-minded."

6 "You say he is too materialistic? He is anything but materialistic."

3A:

1 scare off

2 dignity

3 lack, renovate

4 scattered

5 flourished/prospered

6 tourist destination

7 buy souvenirs

3B:

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

4A:

Saint-Petersburg:

Architectural monuments

Historic sites

Landscape

Cultural life

Sports facilities

Museums and galleries

4B:

Good hotels

Souvenir shops

Shopping facilities

Places for eating out and entertainment

Good roads

Well-lit streets

4C:

St. Petersburg is one of the greatest cities in the world. Its palaces, cathedrals, parks, theatres, churches, squares and streets can attract anyone.

However, there are some facilities which need to be improved to make St. Petersburg a better destination. The problem is the hotels in our city are quite expensive. But the service is not good enough. The staff is not always polite and friendly. There are only a few hotels which can be suitable for tourists.

One more problem is the traffic in our city. It is quite impossible to drive through the city during the daytime. On the other hand, you can use the metro. By the way, you can admire our metro stations while travelling.

Lesson 5-6

1:

They are quite unusual and attractive.

I'd like to visit the waterfalls. I have never been there.

2A:

All topics except 4.

2B:

1 Krasnoyarsk

2 Vladivostok

3 Nizhni Novgorod

4 Krasnoyarsk

5 all the places

2C:

6 is not mentioned.

2D:

Eden Project – 2, 3, 5

Morwellham Quay – 1, 7, 8

Torrington – 4, 6

Tapescript (Ex. 2A, 2B, 2C and 2D)

Part 1

Interviewer asking questions: What places have you visited in Russia?

Interviewee answering questions: Most of the places I've been to I think are in Siberia: Ekaterinburg, Krasnoyarsk, Irkutsk, and then I've been to Vladivostok, and, uhm, Krasnodar in the south and Nizhni Novgorod,... and Moscow. I think that's about it. Oh, Kemerovo, too.

Q: Which place impressed you most?

A: Well, I wouldn't like to say anywhere impressed me most. But I have got...different impressions. It's like...

Q: Like what?

A: Uhm...very different things. In...in Vladivostok it was the sea and the hills, uhm, very cosmopolitan...Japanese restaurants and Chinese business people...It had a small-town feeling...with three universities very close together and all the ships in the harbor. And the snow on the ground, and the fresh sea air, and the blue sky...

And then, in Krasnoyarsk, of course, which I've been to in different

seasons,...in autumn and in winter,...and experienced nature blossoming and the ice just after the ice palaces had been built in winter,...and the frigid air, fresh frigid air, and,...the hugeness of the Yenisey river.

Then there is Nizhni Novgorod where I experienced the wonderful old town...and the old Kremlin. Moscow, of course, which has its own form of beauty.

But I think the thing that strikes me about all the places is the people. The people seem to be the same wherever I go – very interested, interesting, hospitable and friendly.

Q: Have you been to any Russian villages?

A: I've been through Russian villages and,eh...I don't think I've ever stopped in a Russian village. No, I've only travelled through them on the way to somewhere else by train,...or bus.

Part 2

Q: Do you think Russian villages might attract tourists from abroad?

A: Yeah, I think so. We have beautiful villages here in Britain, very good at attracting tourists through good advertising. My own village, in the middle of the national park in Dartmoor – here is very good at attracting tourists because it has very good marketing. So, yes, I'm sure traditional Russian villages, especially if they are near attractive big cities...mmn...could be very popular with tourists because just the sight and the image and, eh...the kind of romantic perception one has of Russian villages will attract tourists, anyway, whatever they are like, just because they are so different.

Q: Do you think the residents of the villages and the local authorities could develop activities that would attract tourists to those places?

A: Yes. I think there's a wide range of things they could do. They could arrange bed-and-breakfast accommodation, so that people could experience life in the villages with a family. The other thing that attracts tourists is having something to do near that place. So if there are walks, or river trips, or hunting, or skiing, or mountaineering, you could offer them as well.

Q:... and developing some local crafts...

A.: Well, that's another thing: developing local crafts and selling them, and the visitors watching things being made, which is interesting... And also to have activity holidays, so that you can attract groups of schoolchildren to the area.

Part 3

Q.: And what about places that don't have interesting scenery or architecture? How could people attract tourists to their villages?

A.: In this part of England, in the south-west, there is a lot of unemployment, and, uhm, a lot of business relies on seasonal tourism, so in the winter, when no one comes down here, people are unemployed and the tourist industry goes into...into sleeping mode. So to raise the number of visitors throughout the year, big projects are required...imaginative projects. And one man had this wonderful idea of building the largest greenhouses in the world, called biomes, in which he...they are now growing tropical plants and fruits. This project is called the Eden Project, after the Garden of Eden. It's built in an ex-pit, a pit, or a mine. And it was a disused, unattractive area, which is now being made very beautiful and turned into...into a new Garden of Eden.

Q.: And it has a great educational impact...?

A.: Yes, it has...educational aims and ecological,...environmental aims, but also it attracts many, many tourists from all over the world at all times of the year, especially on rainy days, when it's not really suitable to go to the seaside.

Q.: You know, people often think you need at least a theatre or a museum to attract tourists. What if there isn't anything like that?

A.: If they have no theatres or museums?

Q.: Right.

A.: Why not build one? But there are other things you could do as well. Uhm, locally, they have a small place, a village, which many people visit. And it's called Morwellham Quay. And this place has re-created England in the 19th century, so that throughout the summer you can see people dressed in the 19th-century costumes doing 19th-century jobs in 19th-century buildings including a small mine on the quayside, where old boats used to bring in and take away goods for import and export.

So, that's another kind of attraction you could develop anywhere, in any part of the country. It doesn't depend on the beauty of the local environment, on mountains or rivers. Oh, this one depends on the river, because it's a quay, but otherwise it's just a matter of using your imagination.

Another thing they do is recreate battles. An example of such a project is Torrington where a big group of people, all dressed in authentic costumes, recreates battles from the Civil War. And this attracts thousands upon thousands of tourists to the area.

3A:

1 The author may be an active member of the local community who cares about the present state of the town.

2 To make Torrington a better place to live by turning it into a tourist destination, to make the place attractive for visitors through recreating battles and stories from the English Civil War.

3B:

	Stage	Purpose
1	Forming an initiative group	To determine goals (state the problem and suggest possible solutions)
2	Forming a working group	To develop different aspects of the plan
3	Employing a tourism company	To assess the financial viability of the project
4	Setting up a company	To run the financial side of the business
5	Applying for grants	To secure the capital needs of the project
6	Implementing the project	To improve the life of the residents

3C:

1 None of them could be avoided.

2 The grant was probably spent on salaries, buying costumes, equipment, making scenery, designs, accommodation, building car parks, etc.

3 Ss' own answers. No, it couldn't, because St. Petersburg has already become one of the most attractive destinations in the world.

4A:

1c 2b 3b 4a 5b 6a 7a

4B:

- 1 implemented
- 2 contributed
- 3 were drawn
- 4 applied to
- 5 accommodation
- 6 the financial viability

Lesson 7

1:

- 1 - 2 - 3 the 4 - 5 - 6 - 7 the 8 the 9 - 10 the 11 the 12 the
13 - 14 the 15 -

2:

- 1a 2b 3a 4b 5b 6a 7a 8a

3:

- 1 If only I had not taken so much luggage.
- 2 ...showed
- 3 ...I had...
- 4 ...hadn't lost...
- 5 ...knew...
- 6 ...had taken...
- 7 ...had studied...
- 8 ...had read...
- 9 ...could remember...
- 10 ...could stay...

4A:

- Dignify – dignity
- Integrate – integration
- Prosper – prosperity
- Restrict – restriction
- Attract – attraction
- Accommodate – accommodation
- Renovate – renovation
- Lack – lack
- Contribute – contribution
- Implement – implementation

4B:

- 1 dignity
- 2 accommodate
- 3 prosper/ be renovated
- 4 implemented
- 5 renovated
- 6 restrict
- 7 attractions

Unit 3

Lesson 1-2

Possible list of jobs: accountant, photographer, designer, nurse, teacher, bodyguard, doctor, engineer, scientist, manager, etc.

1A:

A possible mind map.

Mass Media: TV presenter, sports commentator, media tycoon, foreign correspondent, photographer, political commentator, newspaper journalist.

They are all popular because all of them are necessary and useful on TV.

1B:

Abilities: artistic ability, ability to work to tight deadlines, ability to work under pressure.

Qualities: a sharp mind, ambition, creativity, dedication, individuality, initiative, physical strength, leadership, flexibility.

Skills: numeracy and literacy, administrative skills, teamwork skills.

1C,D:

Ss' own answers.

Foreign correspondent needs to be creative, ambitious and initiative. He or she has to be flexible because their job is unpredictable.

2A,B:

Skills and abilities mentioned in the profiles.

Sales: communication skills, to be confident, persistent, determined, highly motivated, a good team player.

Chef: trained in college, responsible, hard-working.

Police service: a university graduate, intelligent, prepared for shift work, leadership, responsibility.

Holiday representatives and tour guides: tactful, calm under pressure, extensive knowledge of the world, experience of travel.

2C:

1C 2D 3A 4B,D 5B 6C 7C 8B,C

3A:

1 b

2 No. Perks are something you get for your job in addition to your salary.

3 E.g. in computer games.

4 a

5 Yes. The industry is growing very fast.

6 b

7 Being a person in charge, i.e. check or watch the work done by someone else.

8 a

9 b

10 Constable – Sergeant – Inspector

11 a

- 12 a
- 13 free travel

3B:

- 1 challenge
- 2 worked
- 3 trainee(s)
- 4 promoted
- 5 supervision
- 6 shift
- 7 perks
- 8 bonus
- 9 recruits

3C:

- Ambition – ambitious
- Creativity – creative
- Abilities – able
- Dedication – dedicated
- Flexibility – flexible

3D:

- 1 ambition
- 2 dedicated
- 3 flexible
- 4 abilities
- 5 creative

3E:

- 1 trainer
- 2 patient
- 3 client
- 4 interviewee

4A:

- 1 I am rather ambitious.
- 2 I'd prefer to be an interviewer. In my case it is suitable enough for my future education, because I want to be a psychologist as well.
- 3 I don't like other jobs because they are quite tiring.
- 4 It can be a foreign correspondent or a manager.

5:

A job I'd choose.

I want to become a computer programmer. I am interested in computers. It is a whole new world.

Many people continue careers of their parents or grandparents but it is not the case with me. My mother is a teacher and my father is a doctor. But I don't want to be neither a teacher nor a doctor.

My favourite subjects in school are mathematics, physics, and, of course, computer science. I am not interested in such subjects as geography, biology or chemistry.

My hobby is computer games and computer programming. I have a computer at home and can spend hours working at it. It is much easier to do things on computer, for example, to write a composition. You can change the text as many times as you want and you don't need to rewrite everything if you changed something.

I think that the profession of programmer can give many opportunities. Computers are the most rapidly changing sphere of modern technology. We are living in the age of information. And I think that the future is just filled with computers. Today, people almost all over the world can work, go shopping or even go on dates sitting at their computers.

So after I finish school I want to enter the university and study computer science.

Lesson 3-4

1:

Yes, I have.

Yes, I'd love to.

I'd like to be a baby-sitter.

2A:

I wouldn't like to take this kind of job. I don't like selling anything.

2B:

The author of the letter seems to meet the requirements of the job/ company, mostly because he sounds extremely positive and enthusiastic about the position and has skills and experience to offer.

2C:

1 Your full address and the date.

2 The JOB title/ position or the name of a person who are writing to and the address of the organization.

3 The greeting "Dear Sir/Madam" if you don't know the person's name.

"Dear Mr/Mrs/Ms" and the surname if you know the person's name.

4 Paragraph 1 mentions where you found out about the vacancy and names the job you are applying for.

5 Paragraph 2 presents you to the employer, explains why you want to apply for the position.

6 Paragraph 3 mentions your previous work experience (if any), skills and abilities that make you suitable for a job and suggests the ways of getting in touch with you.

7 The ending "Yours faithfully" if you don't know the person's name.

"Yours sincerely" if you know the name.

8 Your signature.

9 Your full name printed underneath.

2D:

The features of a formal letter of application are:

Layout: It should follow the pattern (See Ex. 2C)

Organisation: Should be organised into clear paragraphs with an appropriate beginning and ending.

Content: It should mention the source of information about the vacancy, reasons for applying for a position, short introduction about yourself, reasons why you think you are suitable for the position, relevant experience (if possible), information about how to contact you.

Register: It is formal.

Tone: Serious, positive and enthusiastic.

3A:

1 At the moment, I am a third-year student...-present simple shows that this is a permanent situation for the author.

2 ...an organization which...has developed for the last decade very successfully...-present perfect suggests that this is a situation developing in an unfinished time, the decade hasn't finished yet.

3 I have been a customer several times and always been impressed by...-although the time expressions suggest a repeated action and refer them to the past, the choice of present perfect shows that the author considers these events important in relation to the present situation.

4 I am hoping that I shall now have a chance...- although the time expression refers to the present, the author uses it for the future situation; this choice might show his self-confidence.

5 I have had no real work experience yet...-present perfect tense shows that the situation is still relevant for the time coming up to now.

3B:

1 at the moment/now

2 always

3 for the last decade

4 several times

5 over the last decade

6 yet

7 now

8 several times

9 now

10 yet

11 always

12 at the moment

3C:

No, we can't. Sometimes we need to know the context.

Sometimes it depends on the context.

3D:

1 I am writing in reply to your advertisement in our local newspaper "Vladimir Novosty" for salespeople to work in your new outlet.

2 I would like to work for you in order to experience, at first hand, an organisation, which has western roots but has developed for the last decade very successfully in Russia.

3 However, I hope that you will be kind enough to give me an interview so that I can explain myself better.

4 I have also given my e-mail address above that you can contact me that way if you wish.

These all are the sentences with a clause of purpose.

3E:

1 I'll give you my address and phone number so that you can contact me if necessary.

2 We are setting up a new branch to attract/ in order to attract young people to work for us.

3 Speak louder, please, so that I can hear you.

4 He has switched off his mobile so that nobody can interrupt him during the presentation.

5 we are organizing a small reception to introduce/ in order to introduce new employees to the rest of the staff.

4A:

1 This information is not that necessary for employers nowadays.

2 This sounds a bit childish and is not worth mentioning, although it reveals a sense of humour in the writer.

3 The order is mixed up; it should be in reverse chronological order.

4 It's unlikely – at least so far a robot capable of independent thought hasn't been invented.

5 These things are too common to mention them as interests. The candidate's hobbies and interests should be specific and tell something important about him/her.

6 It's too long, nobody is going to read such a long description.

4B:

Write about the previous jobs.

Write about the opportunities.

Note the references.

Don't write about you hobbies.

4C:

They are quite useful, because they are not mentioned in CV Tips.

4D:

13 Green Street,
Moscow 195427
ors@mail.ru

The Manager,

.....

.....

Moscow, 195 287

Dear Sir/Madam,

I am writing in reply to your advertisement for receptionists to work in your local office.

At the moment, I am a fourth-year student at Moscow State University studying economy. I would like to work for you in order to experience, at first hand, an organisation which has firm offices in Washington and New York. I

have been a customer in your company once and I have been impressed by the service provided by your staff.

I have had no real work experience yet, but I can speak English fluently. I also can use a computer and computer literacy. I must add, that I am initiative enough.

I am enclosing my CV for your consideration.

I look forward to hearing from you.

Yours faithfully,

Ann Belova.

Curriculum Vitae

Name: Ann Belova

Address: 13 Green Street, Moscow 195427

Date of birth: 13.12.1985

Marital Status: single

Work experience:.....

Education: 1992-2001 Comprehensive school 213

2005-2009 Moscow State University, Economy department

Interests: foreign languages

Skills: computer, English – fluent.

Lesson 5-6

1:

It is a job interview. The interviewer may feel he looks stupid asking every candidate the same questions. He is interviewing every day and he is tired of it. The interviewee is panicking. He would rather be anywhere else than be sitting in this room, not knowing what to answer or saying something stupid.

2A:

Comments on the candidates' answers.

Question 1.

The second candidate gives a more detailed answer but this does not mean "The more you say the better" in general. The details he gives are relevant to the situation and he tries to explain why he wants to get a job. The first candidate speaks about her parents, which is a bit irrelevant and makes her sound less independent and mature than the second candidate.

Question 2.

The second candidate has prepared for the interview because he sounds confident and doesn't pause before the answer. He mentions very specific things he noticed about the firm, whereas the second candidate sounds too general and less prepared (she pauses). The second candidate sounds humorous, which creates an effect of being confident.

Question 3.

Both answers are quite OK, but the second candidate sounds more attractive to the employer because he mentions being part of a team, which is very important for such a well-organised firm. He speaks not only about his own perspective but takes into account the employer's perspective and requirements.

Question 4.

This question is more difficult to answer for the second candidate because he has no work experience at all, whereas the first candidate has some relevant experience.

But in spite of this the second candidate deals with the question very well because he sounds more enthusiastic about working at Happy Pizza. The ability to deal with difficult questions characterizes a person as confident and is very important for an employer. The first candidate also gives a good answer but she does not exploit it fully and doesn't demonstrate her enthusiasm to work for the company.

Question 5.

Both candidates deal well with the first positive question. As for the second part, the first candidate sounds too negative, whereas the first one is very positive, not saying directly what he didn't like about the job but saying what he would like to do.

Question 6.

The employer is interested in candidates' future professional expectations rather than personal ones, which is irrelevant. The second candidate gives relevant details, whereas the first one speaks about travelling and starting a family, which is quite irrelevant.

Question 7.

The first candidate is not prepared for this question at all because she hasn't spoken to anyone about giving her a reference. The second candidate is well prepared for it.

Question 8.

This is an "awkward" question. But Ss should remember that they should never give answers like "no", "don't know" or others of this kind at job interviews. It is possible to prepare for such questions in advance by practicing with a friend. The second candidate deals with the question very well.

Question 9.

This is another question, which should be thought over in advance.

In general, the second candidate is more likely to be accepted because he seems to have prepared for the interview better.

Tapescript (Ex. 2A)

Interviewer: Briefly, tell me about yourself, please.

Anna: I am 21, a fourth-year student at the University studying English and French. I was born in Vladimir and have lived here all my life with my parents, who are teachers at the University.

Boris: I am 22, a fifth-year student at teacher-training college studying English and Spanish. I was born near Suzdal and came to Vladimir to attend college. I live in a student hostel and would like to work part-time to gain experience and to earn money so that I can rent a room or a small flat, as the hostel is not a very nice place to live.

Interviewer: What do you know about our company?

Anna: Your company is the best-known supplier of fast food in the world – everyone knows Happy Pizza. Sometimes I go to Moscow and I always like going to Happy Pizza there.

Boris: The whole world has heard of Happy Pizza and when I have visited your restaurants I have been very impressed by the service your staff provide and the quality of the food – there are never chips of bone in your burgers that might damage my teeth! Also, I have been impressed by the way your staff seem to work well together and are polite to both the customers and to each other.

Interviewer: Why have you applied for this job?

Anna: My parents can't support me as they would like to and I want to become more independent and stop being a burden on them.

Boris: As I said earlier, I would really like to move out of the hostel into private accommodation, but as my parents cannot help me financially I must help myself. Also, I would like to become part of the team as I mentioned earlier and to get experience of working in an organisation which is based in the west but has been operating in Russia for long enough to have adapted to Russian conditions.

Interviewer: Have you got any previous work experience of any sort?

Anna: Well, there isn't much work around in these difficult times, though I did help my mother selling stationery before the start of the school year once and I did enjoy that.

Boris: Getting a job as a student is pretty difficult these days, so, my only work experience has been at home on my father's small private plot, or during harvest on the local former sovkhos. Though that is different from selling burgers for you, I know that I can work hard and would like to have the chance to do more normal work.

Interviewer: What did you enjoy or not enjoy about that work?

Anna: I enjoyed selling, helping a potential customer to choose the item that they thought was best for them. But it wasn't very well paid and lasted only a few days.

Boris: There is always satisfaction in being asked to do something, getting it done and being paid, even only a little. But I am a fairly sociable person and I would much rather do something that involved working with other people, both colleagues and customers.

Interviewer: Where do you want to be in, say, ten years time?

Anna: In ten years...by then I hope to have done some travelling and to have a job which makes use of my English – I hope to have improved more by then – and maybe to have started a family.

Boris: That isn't easy to say because my future is very dependent on the general situation in Russia, but I hope I will have a job or be self-employed, using all my talents, experience and education.

Interviewer: Can you give me the name of someone we can contact for a reference?

Anna: I don't know who exactly you want, but I could ask the senior lecturer in the English Department at the University.

Boris: This is the name, address and telephone number of my senior lecturer in English who has known me for three years and has already agreed to write or speak to you.

Interviewer: Is there anything else you would like to tell us?

Anna: Er, um, no.

Boris: Well, let me think... Simply that I am healthy, fit and keen to work for your company.

Interviewer: Do you have any questions for us?

Anna: Er, um, no.

Boris: In the long run, is it possible for part-time workers to become full time and permanent?

2B:

Boris is more likely to be given the job. He is a little bit better prepared for the interview.

Possible list of mistakes.

- 1 Giving irrelevant information.
- 2 Saying something which makes the person seem less independent and mature (e.g. speaking about your parents).
- 3 Not thinking about possible questions in advance.
- 4 Giving only general information.
- 5 Demonstrating negative attitudes and sounding negative.
- 6 Not finding out anything about the firm in advance.
- 7 Not thinking of and practicing answering awkward questions in advance.
- 8 Not talking to someone who could give you a reference in advance.
- 9 Giving answers like “no” or “I don’t know”.

3A: The phrase with the words “...I’d much rather do...” sounds positive and polite.

3B:

b a d c

3C:

1 I would like much rather do a more challenging job./ I’d like a job which is challenging.

2 I’d rather not do...monotonous work./ I find it difficult to do jobs which don’t involve thinking./I find it difficult to do routine jobs.

3 You may think, I’m not...very experienced but I’m ready to work hard./My English could be improved, I’m taking private lessons./ Let me think...First, my English still needs improvement, but I’m doing a course at language school and second, I sometimes prefer working on my own, relying on myself.

4A:

Easy: 1, 5, 9, 10, 12, 13, 14, 15, 16, 18, 19, 20, 21, 24, 26, 27.

OK: 2, 4, 6, 8, 11, 25, 28.

Difficult: 3, 7, 17, 22, 23.

4C:

Interviewers ask “awkward” questions to check how you can deal with unpredictable situations, how fast your reaction is and how good you are at standing up to aggression.

5:

- 1 Make sure you have found out some information about the company.
- 2 Make sure about the way you look.
- 3 Control yourself.
- 4 Make sure about right clothes for the interview.
- 5 Don’t forget to bring your CV and references with you.

Lesson 7

1:

1B 2D 3A 4K 5F 6C 7J 8E 9H 10G 11I

2:

- 1 am writing
- 2 was advertised
- 3 am
- 4 am studying
- 5 want
- 6 believe
- 7 will understand
- 8 is
- 9 look for
- 10 buy
- 11 will be able
- 12 design
- 13 pass
- 14 admire
- 15 have/have had

3:

1 I'll give you my e-mail and a contact phone number so that you'll be able to find me if you need a part-time employee.

2 The management team called a meeting in order to discuss the sales figures.

3 He asked me to contact him confidentially so that nobody apart from him would be able to use the information.

4 He worked very hard in order to become a full-time employee.

5 She always sits at the back of the conference room so that she doesn't have to answer any questions.

6 The company offers some senior staff members a study tour to Britain so that this will enable them to compare personnel management practices.

7 We need a Human Resources Department in order to deal with recruitment issues.

4:

1a 2b 3b 4c 5a 6c 7a 8c 9b 10a 11b 12c

5:

1 always 2 at the moment 3 now 4 yet 5 several times

Unit 4

Lesson 1-2

1:

The message that makes the cartoon funny is that the ghosts are trying to decide whether aliens ghosts exist or not, when the existence of ghosts is a big question itself.

Supernatural phenomena: UFO (unidentified flying object), ghosts, poltergeists, déjà vu, aliens, telepathy, werewolf, Doppelganger, etc.

2A:

I was amused a little bit. It's a kind of an unbelievable story.

2B:

1B 2C 3E 4A 5D

1 Setting the scene: One November night...

2 Building towards the climax: At about two o'clock in the morning...

3 The climax: The sight I saw...

4 The gradual release from the climax: Then suddenly, the gasty figure started to fade away,...

5 The after-effect of the whole incident: Later on...

3A:

1 b

It makes the adjective stronger, e.g. really nasty, really cold, so relieved.

2 horrible, musty, loud, moaning, cold, terrible, transparent, hooded, scared, ghastly, vague, nasty, weird – all the adjectives make the story more colourful and attractive, etc.

3 волосы встали дыбом = it made my hair stand on end

Прирос к земле = I was rooted to the spot

Пришел в себя = I got myself together

Сердце замерло от ужаса = it struck terror in my heart

4

sight	hearing	Smell
The ghastly figure started to fade away	Loud moaning sound	A vague musty smell
...every breath made a little white mist	I heard it coming from downstairs	It grew stronger and really nasty. It seemed to be all over the house. The musty smell was really horrible now.
The sight I saw struck terror in my heart and it nearly stopped.	I could hear my heart pounding loudly.	Still wondering about the smell
	He made no sound...	

3B:

1 a) Never before had I been so frightened.

b) Hardly had I reached the corner when I heard the strange sound again.

c) Only later did she realize what had happened.

d) Under no circumstances should you tell the secret to anyone.

2 The word order is different. In the first sentence, the emphasis is on the figure of the monk rather than on the bed where it was standing.

3C:

Fear: made my hair stand on end, finally got myself together, ghastly, struck terror in my heart, my hair stood on end, weird, my heart nearly stopped, dead scared, rooted to the spot, horrible.

Tapescript (Ex. 4A)

Tom's story.

I can remember it so clearly even though it all happened really quickly. It was Monday evening, about 9.30. I was sitting in my room watching television. My mum was out, so I was alone in the house.

All of a sudden, the walls of the house began to...shake! I heard a deafening roar, and it sounded as if something was coming so close to the house it was going to crash through the wall! I don't know what was shaking more – the house, or me...with fright!

I looked out the window and a fighter jet flew past so low it made the windows rattle. I really thought it was going to crash into the house.

After the plane had passed, I was still shaking with fright. Strangely, though, I felt really excited too and I thought about going outside to see what was happening. My curiosity got the better of my fear and I ran out into the rain.

I saw something unreal. The plane was chasing a ball of dazzling white light moving across the sky. The light didn't flash. It was moving incredibly fast, weaving around so that the plane could hardly keep up. Then, they both disappeared in the dark.

What was it I saw? Was this a close encounter with something alien? The whole thing only lasted a couple of minutes. Could it really be a plane chasing a UFO? But why else would a fighter plane be flying at night in the rain?

I always thought that people were imagining things when they reported seeing strange bright lights in the sky and UFOs, but I've never seen anything like that before.

4A:

Both stories are about supernatural phenomena. Both stories are scary/trivial/exciting, etc.

Both stories have a similar structure.

In both stories the authors use similar elements of dramatic narrative (adjectives, intensifiers, etc.)

4B:

Sounds – deafening roar, as if something was about to crash through the house, the windows started to rattle.

Sights – ball of white light, didn't flash, disappeared in the dark.

Person's reaction – I was shaking with fright, excited, curiosity.

4C:

I liked Tom's story more. It is more exciting.

4D:

Intonation

Pauses

5A: A story.

It was a cloudy windy night. A woman was walking along the street. There was nobody in the street except her. Suddenly she heard a noise behind her. She turned around and saw a splash of light. Then she saw a monster. She was very frightened. She screamed desperately and started running. But in the next few seconds the monster disappeared and the woman saw a few people, walking along the street. But she was still afraid and ran away.

5B:

Lightning flashed across the sky, followed by the crash of thunder. George Phillips was driving carefully along the narrow country lane. It was late at

night and he was looking forward to reaching his hotel. Suddenly his car engine died.*

George reached the castle's big wooden door and rang the bell. The heavy door slowly creaked open. In front of him stood a young woman.

As she looked up at George, her face lit up. "Oh, please come in out of the rain," she said. George thanked her and entered a big hall, then introduced himself and explained what had happened. She told him that he was welcome to spend a night in the castle and led him into the library. A big crackling fire was blowing in the fireplace. George went to warm himself in front of it. The young woman offered to make some tea and left the room.

George had been standing there for a few minutes when he heard a voice behind him. "Good evening. I am Mrs McDougall. My daughter told me we had a guest. Please, have a seat."

Soon afterwards the daughter came in. She was carrying a silver tray with a large teapot and three china cups. After they had finished their tea, Mrs McDougall offered to show him to his room. George was following her up the huge staircase when he heard her weeping.

"Is something wrong?" he asked her.

"I am sorry," she whispered as tears ran down her wrinkled cheeks. "It's just that you remind me so much of my husband. I haven't seen him for ten years." The wind was howling outside and George felt a chill run down his spine.

When George woke up the next morning, the sun was shining and the birds were singing. He had slept very well the night before and felt refreshed. He put on his clothes, and went downstairs to thank the two women. He had been looking for them for some time before he had realized that he was alone in the castle. He wrote a note thanking them for their kindness and returned to his car. To his relief, when he turned the key, the car started with a roar.

Ten minutes later, George stopped at a café to have breakfast. As the waitress was filling his coffee cup she said, "That was a terrible storm we had last night, wasn't it?" George nodded and took a sip of hot coffee. He told her that his car had broken down, the McDougall had put him up for the night in their castle. The waitress looked at him in amazement. "But that's impossible!" she exclaimed.

"Nobody has lived in that castle since Mrs McDougall and her daughter died in a car accident ten years ago!" George stared at her in disbelief and, trembling with shock, dropped his coffee cup onto the floor.

Lesson 3-4

1.

The cat is trying to run away from the boy. It doesn't want to be placed into a pet bag.

Tapescript (Ex. 2A)

Host: We know that animals sometimes seem to have a sixth sense. In today's programme, two pet-owners tell us about strange experience with their pets. Judy Hart is from New York. Judy, tell us about your cat.

* He tried to start the car again, but nothing happened. "Blast!" he said angrily. Up ahead in the distance he could see a light coming from a castle. He got out of the car and ran quickly through the pouring rain towards the huge building.

Judy: When the telephone rings I know when my husband is on the other end of the line because Possum, our silver tabby cat, rushes to the telephone and paws at the receiver. Many times he succeeds in taking it off the hook and makes appreciative miaows that are clearly audible to my husband at the other end. If someone else telephones, Possum takes no notice.

Host: That is remarkable. Now, let's hear from Sarah Jones from Lancaster. Sarah, you have a dog called Lucky, don't you?

Sarah: Oh, yes... I adopted Lucky from a dogs' home in 1989 when he was still a puppy. In 1991 when I was working as a secretary I left Lucky with my parents. They noticed the dog went to the French window almost every week-day about 4.30 pm, about the time I left work, and waited there until I arrived home. I worked routine office hours, so the family assumed Lucky's behaviour reflected a kind of time sense.

I was made redundant in 1993 and was unemployed, no longer tied to a regular pattern of activity. My parents did not usually know when I would be coming home, but Lucky still knew when I was coming home.

Host: It sounds like telepathy to me! We'd really be interested to hear from listeners who've had similar experiences. Remember you can call us on 0800909693 or e-mail us on...

2A:

1 Animals getting excited when their owner is on the telephone, even before the phone has been answered.

2 Anticipation of owners coming home.

2B:

1a 2b 3b 4b

2C:

Yes, sometimes I believe such stories, because I have a pet cat, and he feels and behaves quite the same way.

3A:

The writer gives arguments to prove that animals possess telepathic abilities.

The best title can be, for example, "Better than animals".

3B:

Telepathy: dogs anticipate when their owners come home; dogs know when they are going to be taken for walks.

Sense of direction: dogs and cats can make their way home from unfamiliar places many miles away.

Premonitions: animals become disturbed before earthquakes.

3C:

Research study

Phenomena/phenomenon

To do experiments

To test something

To investigate

Experimentally
At a randomly selected time
By normal means
Species
To exhibit behaviour

- 1 Some phenomena are mentioned in the article.
- 2 They do experiments, test the animals and investigate experimentally.
- 3 Because there is still no answer to these questions.
- 4 No, he doesn't.
- 5 The main message of the article is that all the animals have special powers.

4A:

- 1 research
- 2 experiments
- 3 results
- 4 investigate
- 5 scientifically
- 6 phenomena
- 7 coincidence
- 8 predict

4B:

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

5A:

Yes, I think so.

5B:

He is talking about some kind of coincidence.

Tapescript (Ex. 5C)

Well, I think it was more than just a simple coincidence. It definitely happened to me once that a good friend of mine, who I hadn't thought about for a long time, was hurt in a car accident at exactly the same moment that, for some reason, which I can't explain, I was thinking about him. And that really worried me. It happened several years ago... I hadn't thought about him for months, and months, and months... I thought about him, er...something triggered in my mind thoughts about him, and it was a Friday evening...and the following week I learnt through a mutual friend that just at about eight o'clock on Friday evening he'd been involved in a car accident. So there is something going on, you know, I can't imagine that it was a complete coincidence and it must have happened to you, too...I don't know whether it happened to all of you, but haven't you had it that just at the moment when you thinking about somebody the telephone rings, and it's that person?

5C:

I think, we have them.

Yes, sure.

Sometimes it happens to me, but very rarely.

Lesson 5-6

1:

- 1 Between 3000 and 1000 BC
- 2 It remains unknown: It might be a temple, an astronomical clock or a calendar.
- 3 The bluestone boulders are about 4 tons each.
- 4 It is believed that some stones were transported from Wales (the Preseli Mountains). The method is still unclear.

2:

1e 2a 3c 4f 5d 6g

3:

Correct order of the pictures: 5-3-4-6-2

Extra examples are h and b.

Tapescript (Ex. 3B)

Presenter: Most listeners will know about the Stonehenge experiment and its unfortunate ending. Today, one of the members of the team is with us in the studio. Welcome John! Tell me, how did it all start?

John: Well, you see, experts have identified the type of rock in the inner ring at Stonehenge as Welsh bluestone from the Preseli Mountains. But how the huge stones were transported 4000 years ago is quite another thing. It has always been a mystery. Historians have been given a 100000 pounds grant to discover how it was done. Our mission was to transport a huge bluestone rock 240 miles to Stonehenge in Wiltshire from the Preseli Mountains in West Wales. It is thought that Prehistoric people dragged several of the massive stones over the same route to form the monument's inner circle more than 4000 years ago.

P: Did you manage to do the same?

J: Well, in a word we didn't. Our team was dogged by misfortune. In ten weeks we pulled just one three-ton stone and we only managed 12 miles to the coast. We discovered dragging the bluestone was much more difficult than we expected and we covered only one mile a day instead of the three we intended. It got even worse when the journey had to be delayed, as 40 tired helpers dropped out. Then a sledge used to carry the stone was stolen by thieves. Eventually, the stone was slung between two rowing boats, built for a labour-saving sea voyage along the west Wales coast from Dale to Denby.

Twenty experienced rowers were hired for the trip, but soon after they set off the sea turned rough. As the organizers signaled us to turn back, the ropes around the precious stone came loose and the crew watched in horror as the giant rock gently slid into the water with a splash. The rock is now lying on the seabed – 50 ft below the surface. It could be that the same problems were experienced by our ancestors. This could be a case of history repeating itself.

P: Uh huh, did you use any modern devices or was it all like in ancient times?

J: The idea was to seriously recreate the efforts made by Stone Age man to take the rocks to Stonehenge. However, new Millennium Man is simply not up to the job. I have to admit there was some "cheating" from the start. Instead of dragging the stone from its source,...um... it was carried by lorry over some

difficult places. Then it was pulled along roads on top of plastic net, which reduced the drag. Next it was loaded onto the boats, using a modern crane, before they were towed down the river.

P: Were the people involved very disappointed?

J: Only a bit because, in many ways, it was very enjoyable to really relive history like that. Anyway, I am sure Stone Age man did not manage the journey without a slip-up or two, and I don't think that even the ancient tribes would have tried.

P: Are you going to make another attempt?

J: Er, as Phil Bowen, the head of the project, said, it had to be halted because the worsening weather and failing daylight could place volunteers' lives at risk. Critics say the exercise should be abandoned. But the sponsors, who have committed 100000 pounds to the millennium stone project, say they will continue to support the scheme next spring. We now realize we needed a lot more people to shift the stone three miles. But we will be back next spring and we still think we can do it.

3C:

1 They wanted to discover how the huge stones were transported 240 miles from the Preseli Mountains to the Stonehenge site.

2 A team of volunteers and some helpers.

3 They dragged a three-ton stone 12 miles from the Preseli Mountains to the coast of west Wales, loaded it on a wooden platform, slung it between two rowing boats and started to cross the channel, but the sea turned rough, the ropes around the stone came loose and the rock sank.

4 They failed to take even one stone to Stonehenge because of bad weather conditions in the middle of winter.

5 They were a bit disappointed but found it enjoyable experience.

6 They will try again next spring and they still believe they can do it.

3D:

1 Because it wasn't prepared thoroughly.

2 May be in many years from now we'll know this mystery if someone else decides to solve this problem.

3 I think it is necessary to use modern technologies.

4A:

1 The author wants to say that he belongs to a professional group, he is one of them.

2 The author doesn't mean all spirits, only "the spirits of the dead", that's why "the" is used.

3 It's an adjective, although it seems to be a noun. "The" is used to show that a certain group of people is meant.

4 It is a common expression and it is used without articles. If we use the definite article it will change the meaning and attention will focus not on the fact of holding hands but on whose hands are meant.

5 A circle – the noun is mentioned for the first time and the indefinite article is used, the circle – they were already sitting in the circle and the reader knows which circle the author is talking about.

6 No, it can't, because research is uncountable.

4B:

1a 2a 3 the 4 the 5 the 6 --

5A:

Paragraph 1 -- background and build-up.

Paragraph 2 -- the account of the main events.

Paragraph 3 -- the immediate aftermath and future plans.

5D:

This is the report about the experiment as a volunteer. The aim of the report is to describe the Stonehenge experiment. Our mission was to transport a huge bluestone 240 miles to Stonehenge.

We discovered dragging the bluestone was much more difficult than we expected. The boats were too small to transport it.

Finally, the journey was delayed as the tired helpers dropped out. As a result, the experience was failed.

In conclusion I must say, that next time we should invite much more enthusiastic people, if we want to succeed.

Lesson 7

1:

- 1 was shopping
- 2 had been
- 3 thought
- 4 noticed
- 5 feel
- 6 looked
- 7 got
- 8 reached
- 9 had disappeared
- 10 knew
- 11 Was standing
- 12 Looked
- 13 Have read
- 14 Saw
- 15 Die
- 16 Wear

2:

1b 2d 3e 4c

3:

1b 2c 3d 4a 5d 6b 7c 8a

4:

1 load 2 drag 3 tow 3 transport 4 sling 5 sink 5 slide

5:

1 Hardly had I got into the class when a paranormal phenomenon occurred.

2 Never before had I heard anything so scary.
 3 Only later did I understand that I shouldn't have panicked.
 4 Never again have I visited this frightful place.
 5 Under no circumstances would I participate in this kind of experiment again.

6:

1a 2a 3 the 4 a 5 the 6 the 7 a 8 the 9 a 10 the

Unit 5

Lesson 1-2

1:

The family are arguing about the programme to watch. The girl probably heard what they were talking about and is shouting that she wants to carry on watching her cartoon.

2A:

I like movies and series.

2B:

1 phone-in	-
2 game show	Greed
3 show	Food and Drink
4 soap opera	Residents
5 cartoon	Cinderella
6 sitcom	-
7 series	-
8 feature (movie/ film)	It Could Happen To You
9 the news	-
10 wildlife programme	Mountain Men
11 documentary	Politics Isn't Working
12 music show	The National Lottery Stars

2C:

Frank: Cinderella - , Greed -

Grandma: Cinderella +, Food and Drink +, Politics - , Mountain Men +, It Could +.

Mother: Residents - , Cinderella - , Greed - .

Lucy: National Lottery - , Food and Drink - , Politics +, Greed - , Mountain Men +.

They are going to watch Mountain Men on Channel 5 which is a wildlife programme.

Tapescript (Ex. 2C)

Frank: Thanks, Mum. Dinner was great!

Mother: I'm glad you liked it. What about washing up?

Frank: Eh... What's the time, Dad?

Father: Seven exactly.

Frank: Oh! There's a pop music programme on BBC1 at seven!

Lucy: I'm watching "Cinderella"!

Frank: Oh, no! You've been watching cartoons all day!

Lucy: But it's my favourite!

Mother: Now, children, stop it. Let's choose a programme that'll suit all of us.

Grandma: We have very different interests...

Mother: It's alright. I'm sure we can agree. Here's the TV Guide. Now, one by one, tell me what you'd like to watch. Then we'll choose a programme for all of us. .

Frank: Alright. I'm definitely not going to watch the cartoon and the game show.

Father: Fine. Now, what about Grandma?

Grandma: I think we should watch the Food and Drink show. It is very helpful... Or, the cartoon. I like fairy tales. But I don't care for politics very much. I love programmes about wildlife. And a good feature film would be nice...

Father: What about you, sweetheart?

Mother: Actually, I don't have any preferences. I'd watch anything except the two programmes that have already started. I like to see a programme from the beginning to the end. And...also...I'm not very fond of soaps, you know...

Lucy: Mum, I don't like pop music. You always say it's not good for children, don't you?

Mother: Yes, dear.

Lucy: And I don't like long movies.

Mother: Right. What about you, Jack?

Father: You know, I'm not so fond of comedies or shows of any kind. But I would really enjoy watching a good documentary, or something about nature...

Lucy: What are we gonna watch then, Dad?

Father: Well, ladies and gentlemen, we are going to watch...

3A:

I think it is a movie.

It seems to me teenagers will like this movie. Children will hate it.

3B:

1 The author's purpose was to express an opinion about a TV programme and to advise people to watch it.

2 The author likes the programme very much.

4A:

1 главный герой

2 серия

3 боевик

4 часть

4B:

1b смотрю

2f уговорили

3d в целом

4e попробовать

5g твердолобый

6a расставить все точки над «i»/ завершить все, вплоть до последней мелочи

7c сожалеть

4C:

- 1 die hard/ dot every “i” and cross every “t”/ by and large
- 2 Idioms enrich the language, adding colour and emotion to what is being said.
- 3 It is difficult to translate idioms because they all have a cultural background. Some have interesting historical origins, others may be borrowed from other languages, etc.

5A:

- 1 “Which” is possible here, “who” is not.
- 2 No, because these sentences explain what is meant in the main sentence.
- 3 A
- 4 Yes.

5B:

Relative clauses that cannot be taken out of the sentences:

- That are shown before and after 9 p.m.
- That happen in the world.
- Which are being discussed today.

Relative clauses that can be taken out of the sentences and should be separated by commas:

- , which we always watch over breakfast.
- , which I watched in 1988.

6A:

List of features:

The beautiful lead character.

The acting abilities of the lead character.

Meaningfulness of every moment.

Appropriate acting and action.

Plot creating suspense.

The character development.

The author’s general opinion is positive. The following phrases used by the author can prove that:

I have never regretted it.

I certainly enjoy the show.

This show says more with a moment of silence than most shows in an hour of dialogue.

The show remains at the top of its genre.

The acting and action are appropriate.

The plot works well enough.

The character development is the best I have witnessed from any long-term series.

If you want to see a good action show, watch...

6B:

- Paragraph 1 - introduction of topic.
- Paragraph 2 – programme description.
- Paragraph 3 – personal opinion
- Paragraph 4 – conclusion/ giving advice.

6C:

This is the beginning of a negative review. Phrases “not a complete disaster”, “absolutely dreadful” prove this.

A review.

I went to see “Peter Pan” a week ago. It is an adventure film. It’s about a girl called Wendy, her brothers, John and Michael, and Peter Pan, a boy who never grew up. With his fairy friend, Tinkerbell, Peter takes the children on a magical trip to meet his friends, the Lost Boys, and their enemy, Captain Hook. Jeremy Sumpter plays Peter Pan, Rachel Hurd-Wood is Wendy and Jason Isaacs is Captain Hook.

Peter teaches the children to fly and they go to Never Never Land. There they defeat Captain Hook and they meet some mermaids and Indians. They have great fun, but they miss their mother and decide to go home. They take the Lost Boys with them.

This is a great film with excellent special effects. It is funny and very entertaining. If you can, you should see it.

Lesson 3-4

1A:

All the programmes except the cartoon are inappropriate for children under 6.

Only boxing and the cartoon are appropriate for the children under 12.

All the programmes are appropriate for the children under 18.

Violence – behavior that is intended to hurt other people physically.

1B:

Yes, they do.

2:

Text 1

1 Jake thinks violence on TV influences children in a negative way and he appeals to everyone by stating his negative point of view very clearly.

2 He says that parents do not control the programmes their children watch. He then describes an experiment that proves that TV violence has a negative effect on children.

3 Ss’ own opinions.

Text 2.

1 As the appeal was written by parents and is aimed at media executives, it is logical to suppose that these groups are responsible for dealing with the problem.

2 No one can make the media industry adopt this code of conduct. Besides, it will work only if the media industry has the will to restrict violence on TV.

3 No, because some of the points it suggests will probably cost money, which the people running the industry will not accept.

4 Ss’ own opinions.

3:

1 urge 2 demand 3 call for 4 call upon 5 appeals

4A:

Text 1

1 1 introduction of topic 2 problem description 3 example 4 conclusion

2 The question is not directly addressed to anybody. The author asks it in order to attract the reader's attention. Such questions are rhetorical, i.e. questions that do not require an answer. Another reason that the author uses questions is that questions help keep up a kind of a dialogue with the reader.

3 Second person: the author addresses the reader directly by using the second person here.

4 The inverted word order draws the reader's attention to the phrase showing that it is important.

5 First person: it is an informal piece of writing. The author makes it more personal by using the first person.

6 It is supplementary information. Also here it sounds like spoken English, as if the author is talking to the reader.

Text 2

1 Order:

1 introduction of topic 2 problem statement 3 general proposition (offer)

4 detailed proposition (offer) 5 conclusion (appeal)

2 Emotionally coloured vocabulary here shows that the authors of the letter wanted to stress these ideas.

3 To make the appeal sound personal.

4 The function of this emotional phrase is to persuade readers to sign the appeal.

4B:

Optional letter:

The purpose of the text – to persuade/ influence and change opinion.

The language used:

1 Rhetorical questions

2 Forms which are like spoken English

3 Sometimes formal style

4 Inverted word order

5 First person

6 Second person

Letter of appeal:

The purpose of the text – to persuade/ influence and change opinion.

The language used: more formal written style, first person, emotionally coloured vocabulary.

5A:

Discussion.

5B:

Essay.

Topic a)

Many youngsters these days easily devote more time to the box than they do to any other form of entertainment. Each year children read less and less and watch television more and more. In fact, a typical child sits through an average of about four hours of TV viewing a day. They spend more time on this form of entertainment than they spend talking to parents, playing with friends, attending school or reading books.

According to a recent study, sixty-two percent of television programmes contain scenes of violence. It would be logical then to assume that watching a steady flow of violent images on screen cannot be seen simply as entertainment. The bright colours, quick movements and sudden flashes will always capture a child's attention and there are certainly very few children who find television totally uninteresting.

If we listen to the experts, it seems that viewing large amount of TV violence does not necessarily cause a child to act a violent life, but can lead to the view that violence is acceptable in everyday life, as well as possibly creating a fear being attacked on the streets.

With government finally taking measures to improve the quality of children's TV, parents must now become aware that too many hours of viewing can have serious effects on a child's behaviour and attitude. Obviously, turning off the set can be the best solution in the end.

Lesson 5-6

1:

The man may be thinking that television is very harmful and he should get rid of his TV.

2A:

The article is going to tell us about a person who hasn't watched TV for a long time.

2B:

They are quite right.

2C:

- a) 54 years old;
- b) This may show the author has a negative attitude towards television and despises it.
- c) No, but he knows some phrases from 15 languages.
- d) With people who watch TV.

2D:

The author's purpose is to persuade the readers of the article to take part in National TV-Turnoff Week.

2E:

- e) The list of advantages mentioned by the author in the first part of the text.
- f) The process of television programme production.
- g) Commercials.
- h) He sounds very negative speaking about commercials and uses

emotional, negative vocabulary: blared, fully-loaded garbage truck had plowed into my gut, I almost vomited.

i) "Though" introduces a contrast.

j) "they"= Americans.

"(understand) it"= the fact that the information is controlled by a few corporations.

"another world"= a better world.

"this one"= world without television.

"(live in) it"= world without television.

2F:

a) Advantages of a TV-free life:

1 You can read more.

2 You can go to the cinema more often.

3 You can have more chance to communicate with people.

4 You can help more in the community.

5 You can travel more and so learn more languages.

6 You are not afraid to go out at night.

7 You know more about world events and events in your neighbourhood.

b) Disadvantages of television:

1 It makes your brain passive.

2 It has a lot of commercials that interrupt programmes.

3 It often hides the truth.

4 It is controlled by huge corporations and so is not objective.

c) The tone is quite patronising and is sure he is right.

d) The first part of the question appeals to Ss' ideas. The last question might be answered negatively because the author doesn't sound very honest. He says he never watches TV but a bit later he admits he does watch TV sometimes.

3A:

1 AmE – traveled, neighbors.

BrE – travelled, neighbours.

2 AmE – garbage, truck.

BrE – rubbish, lorry.

AmE – plow

BrE – plough

AmE – tube

BrE – telly, television.

3B:

1 AmE Описания и иллюстрации сигналов и условных знаков метро можно спросить в справочных на каждой станции.

2 AmE Национальный институт средств массовой информации и семьи помогает родителям «обуздать телек».

3 AmE В дневное время все поезда метро безопасны (дневное время – это примерно с 5 часов утра до полуночи).

4 BrE – Офицер! У меня в подъезде украли кошелек! Он был у меня в сумке, а рядом стоял какой-то мужчина.

5 AmE – Бисквит был старый и черствый, и мне совсем не понравился творог.

6 BrE – В метро было мало народу, и я сел.

3D:

1 Despite being caring and thoughtful, American parents spend only 38.5 minutes a week in meaningful conversation with their children.

2 Although all children spend hours and hours watching TV, only one out of seven named TV when asked what their idea of a good day was.

3 Though it is difficult to control what TV programmes children watch, over 50% of British children have a TV in their bedroom.

4 Even though it is very harmful to watch television while eating, 66% of Americans watch television while eating dinner.

5 In spite of worries that children are not getting enough exercise, parents often do not allow children onto the streets/ outside so children often end up watching TV.

4A:

1 These facts are interesting.

2 Yes, I think so.

3 The main idea is that it is dangerous for the children watch TV a lot.

I support this idea. It takes quite a lot of time watching TV.

4B:

I'd prefer the life without TV.

Lesson 7

1:

1 who watch a lot of TV

2 who watched a violent programme instead of a non-violent one.

3 Which is involved in the research

4 That have shown the long-range effects of televised violence.

5 Who had watched a lot of TV when they were eight years old.

6 Who have studied this issue.

7 That confirms this view.

8 Which is entitled "Big World, Small Screen: The Role of Television in American Society".

2:

1 tune into

2 lead character

3 episode

4 talking you into

5 dotted every "i" and crossed every "t"

6 regret

7 series

8 violent

9 a try

10 screen

3:

Cartoon
Action
Documentary
Sitcom
Music
Character
Commercial

4:

- 1 although
- 2 though
- 3 in spite of
- 4 although
- 5 though

5:

- 1 tube
- 2 neighbours
- 3 favourite
- 4 movie
- 5 garbage
- 6 movies
- 7 centre
- 8 programs
- 9 realize
- 10 apartment

6:

- 1 urges
- 2 have never regretted
- 3 demand
- 4 die-hard fan of action films
- 5 appeal
- 6 to you to join/ call upon you to join
- 7 talked me into going
- 8 it's time to dot every "i" and cross every "t"
- 9 called for/ called upon
- 10 violent scenes
- 11 by and large.

Unit 6

Lesson 1-2

1:

There aren't any of these technologies in my hom

2A;

I can answer the questions 1, 2, 4, 5, 6, 7, 12.

2B:

1A 2E 3B 4B 5B 6C 7D 8C 9D

Answers for questions 8-12 will be found in texts F-O while doing the Reading section of the double lesson.

2C:

1 b

2 b

3 They both are able to “feel”/ detect that something is happening without getting orders from humans.

4 b

5 very cleverly designed, works in a complicated way – advanced, high tech.

6 a person who is not permitted to enter.

7 b

3A:

a) открывать (находить, обнаруживать); функционировать (работать); генерировать (производить, порождать); контролировать (проверять, следить); нейтрализовать (сводить на нет, уравнивать); отделить.

b) Батарея; текстура (строение ткани); сенсор (чувствующее устройство); производство; протеин (белок); фотосинтез; электрон; бактерии; инъекция (укол, впрыскивание); ген; доза/дозировка

c) Поддающийся биологическому (естественному) разрушению.

3B:

-less: wireless, soundless, purposeless

Re-: recharge, remove, rewire, re-adjust

-able: movable/ removable, chargeable/ rechargeable, re-adjustable

-proof: soundproof, waterproof

Multi-: multipurpose, multicoloured, multi-functional

3C:

1 move forward in competence – достижения/ открытия

2 moved forward in capacity – новейшее/ современнейшее

3 move forward in importance - способствовать

4 move forward in space – выдвинулись по направлению к

5 moved forward in competence – студенты с хорошей подготовкой по предмету

6 moved forward in time – аванс

4A:

1 The highlighted sentence shows a lesser degree of certainty.

2 “Be likely” is better expressed by phrases such as “по всей вероятности”, “вероятно”, “возможно”, whereas the infinitive is translated by a finite form of the verb.

4B:

1 Petrol-fuelled transport is likely to be prohibited in the 21st century.

2 Experiments made on space stations are likely to lead to many unexpected advances in science.

- 3 Human-like robot servants are unlikely to take over from real people.
- 4 Domestic robots are likely to take care of the old and disabled.
- 5 ...people are unlikely to substitute taking nutrient pills for eating meals.
- 6 Virtual reality is likely to be used for treating some psychological problems.

5A

8F 9F 10G, H, J, K 11 I 12 J

5C:

1 I'd welcome the technologies connecting with petrol, robots and virtual reality. It will make people's life more comfortable.

2 The predictions about the experiments are quite scary.

3 I find the predictions about robots most likely.

6:

8.00- I get up.

8.20- the robot Nanny cooks breakfast for me.

8.30- I fly in a plane to work.

9.00- The robot – secretary makes a report for me about my appointments.

17.00- I fly home.

18.00- The robot makes dinner for me.

19.00- I meet my friends in a virtual café.

21.00- I go to bed.

Lesson 3-4

1:

You might need to explain that “испытываемый” is called the subject, often referred to as “she” below. But this is not active vocabulary. This experiment can be performed in the following way:

1 Choose a subject and blindfold her outside the classroom.

2 Lead the subject in and let her sit on a chair facing the wall.

3 The experimenter, ticking clock in hand, moves toward and away from the subject in a straight line. He/she counts silently the steps. It should be very quiet in the room. The experimenter should move very quietly and show the number of steps with the fingers. The subject should say when she stops or begins hearing the ticking.

4 The assistant enters the number of steps into a table prepared on the board during the planning stage.

2A:

1 putting a research question

2 stating a hypothesis

3 planning an experiment

4 doing an experiment

5 analysing the results

6 making a conclusion, whether the hypothesis proved right or not.

2C:

1 From asking a well-defined question about nature.

2 A possible reason/ answer to the research question.

3 For testing the hypothesis.

4 A method of investigation used in science which includes three main steps: asking a question, stating a hypothesis, testing it by experiment.

5 A standard for comparison with the experimental one. All variables should be the same except for the one for which we want to investigate the effect.

3:

1 branch 2 condition 3 essential 4 except for 5 investigate 6 observe 7 procedure 8 suppose

4A:

A plant – meaning “any plant will do”

A second plant – any other plant

This second plant – we have already a determiner “this” here; otherwise it might be “the”, as the speaker means a particular plant, the one mentioned before.

The first plant – the speaker means a particular plant, the one mentioned before.

The two plants – the ones mentioned before in the paragraph.

4B:

1 a playing card 2 a hat 3 the card 4 the target 5 the hat 6 coins 7 liquids 8 cards 9 air 10 the subject 11 amusement and bets 12 a topic 13 researchers 14 chaotic dynamics

5A:

The experiment is aimed at testing the following hypothesis: why a certain type of plant grows well in a place A but badly in place B.

To do it we have to obtain a plant and put it in the dark. If the green colour fails to develop, we will conclude that light is needed for it. Then we must put the second plant in the light. The second plant is called the control.

The results.

See the table.

The results obtained show that the first plant died out. There was too much light for it.

The second plant also faded out because of little light.

Our hypothesis was proved.

5B:

Topics for linguistic research.

1 What is the most frequently used word in the English language?

2 How often is the present perfect used in written texts as compared to other tenses?

3 What words are typically used to describe a place?

4 What is the most productive suffix in the English language?

5 What words are more difficult to memorize: short or long ones?

6 How often is the passive voice used in scientific texts as compared to fictional texts?

Topic: What words are typically used to describe a place?

The research is aimed at testing the following subject: what words are typically used to describe a place.

To do it we have to take two texts and find out how many different parts of the speech there are.

Then we should divide them into different groups and compare the results.

The results obtained show that.....

Our hypothesis proves that.....are used more often to describe a place.

Lesson 5-6

1:

Yes, they are connected. All these people are scientists.

2A:

4, All the other speakers talk about their personal feelings.

2B:

- a) think it is fun – 1, 5, 7
- b) want to have unique or special knowledge – 5
- c) like to create order out of chaos – 3, 6
- d) enjoy intellectual challenge – 2, 5
- e) want to have freedom to do what they like – 1, 7
- f) want to uncover the mysteries of nature – 1, 2, 3, 4, 6
- g) feel thrilled when they learn new things – 1, 2, 5, 7
- h) like working for the benefit of society – 8

Tapescript (Ex. 2A, 2B)

Speaker One: Benjamin B. Katz, Professor of Physics

Science is fun and exciting. The thrill of discovery is unique. You uncover the mysteries of nature, perform experiments or carry out calculations to learn how the world works. I became a scientist in order to have the freedom to work on problems which interest me.

Speaker Two. William K. Huggard, Ph. D., Department of Cellular and Structural Biology

I decided to become a scientist because I enjoy learning new things, and I wanted a career which always presented new opportunities for intellectual growth and development. I can safely say that I am presented with new challenges and learning experiences every day. My choice was also dictated by an unusually strong interest in the natural world and a desire to know as much as possible about how things work.

Speaker Three. Marilyn Stewart, Ph. D., Medicine

The craving to understand the mysteries of the universe has been one of the most passionate desires of mine since I was a toddler. I can still recall lying in my bed, staring at the ceiling, and wondering why some people had crooked teeth while others didn't. the question "How?" always echoed in my thoughts. At school, science and mathematics quickly became my favourite subjects. In my mind, they were the most logical and precise. The answers they provided were based on fact, not human intuition. As I matured, I grew to enjoy the systemic mechanics of the human body...

Speaker Four. James Whitmore, a college lecturer

I meet a lot of young people who haven't thought much about a career as a scientist. Some of them think they are not smart enough. Some think science is boring. In other words, people believe a lot of myths like "You have to be a genius (or a nerd) to become a scientist". Nope. In general, people who become scientists aren't any more or less brilliant than people who become lawyers, nurses, company managers, journalists or any other kind of professional. Scientists are just regular people who are curious about the world and life and how they work.

Speaker Five. Chien Chang, a student in the School of Oceanography

I have chosen this career to be one of the few people in the world to know a lot about a particular thing. In fact, everything becomes more interesting when you learn more about it. ...and I like to use to my mind. Doing science is like doing a puzzle. You never get bored. Isn't it a thrill...being able to find out exciting new things throughout your life?

Speaker Six. Susan Feretti, a graduate student at a Physics Department

I enjoy being able to put all the things I see around me into one picture... finding connections and patterns between separate natural events. I feel that each day I expand my understanding of how nature "works". Perhaps others would like to know about it too...

Speaker Seven. Victoria Castro, a chemistry student

Why I do science? Because I just cannot stop asking questions. (My mom says I started doing this at the age of two). Here I get to learn something new everyday and do fun things in the lab. That's what attracts me most – being allowed to be curious about whatever you want. ...and you never know where your research will lead you!

Speaker Eight. Fred Bowfort, a student in the School of Oceanography

Here in this school we study a lot of the major problems in the world today – global warming, the hole in the ozone layer – and try to help work out solutions. ...I like to try to figure out ways to solve some of the problems (like problems related to ocean pollution).

What do I like it for...for the opportunity to study important phenomena that may influence life on Earth, and make important contributions to society.

2C:

The reasons a, c, and g seem most attractive to me.

3A:

According to the author, scientists are motivated by aesthetic feeling.

3B:

1c 2a 3 уравнение 4b 5b

3C:

...который можно описать четырьмя довольно простыми уравнениями. Физические законы, на которых основаны теории, упрощают наше восприятие природы, а природа бесконечно сложнее наших теорий...

С первого взгляда очевидно, что сила воздействия изображения простирается из того факта, что не все детали изображены – некоторые подразумеваются...

4A:

1b 2a 2b

4B:

- 1 последствия/ смысл
- 2 это можно было понять так
- 3 указывало на то, что
- 4 Что вы хотите сказать?..
- 5 Означает

5: Essay.

Why a scientific career is attractive to me?

Have you ever considered becoming a scientist?

There are many advantages and disadvantages to doing this kind of job?

One of the main advantages of being a scientist is that you can work at home or in your own lab. Furthermore, you have quite a lot of opportunities to upgrade your knowledge, to participate in different experiments, do different kinds of researches.

However there are disadvantages to becoming a scientist. Firstly, you must plan your time thoroughly because researches take quite a lot of time. Secondly, you must find money for your researches.

In addition to this, I must say, that scientists are not always well-paid.

All things considered, becoming a scientist is a good idea, as long as you are aware of the drawbacks.

Lesson 7

1:

1 condition 2 essential 3 hypothesis 4 criterion 5 phenomenon 6 observation

2:

1 except for one 2 adjustment 3 advanced 4 applies 5 applied 6 conventional 7 branch 8 sophisticated 9 suppose 10 motivation

3:

1 will substitute 2 will be used 3 are likely to learn 4 are likely to be treated 5 are likely/ unlikely to be available 6 are likely to be able to tailor 7 will be 8 will be 9 is unlikely to be transformed 10 is unlikely to be extracted

4:

- 1 colourless and tasteless
- 2 multilingual
- 3 weightlessness
- 4 reconsider
- 5 waterproof
- 6 observable
- 7 weatherproof
- 8 reusable
- 9 foolproof
- 10 applicable

5:

1 a 2 a 3 the 4 a 5 - 6 the 7 the 8 a 9 the 10 a 11 a 12 - 13
an 14 the 15 the

Unit 7

Lesson 1-2

1:

"A ghost".

2A:

1 dot 2 line 3 plane 4 space

Tapescript (Ex. 2A)

Paul Klee wanted to find the "grammar of art" and believed it was based on dot, line, plane and space. He called these "elements" and said they must be found in every picture.

The character of the material, in this case pen and ink on paper, and the "elements" of line, dot, plane and space express the feelings of the artist. Paul Klee was born near Berne, in Switzerland. He studied in Germany and lived there until 1933. He left Germany and returned to Switzerland when the Nazis made life and freedom of expression difficult.

2B:

It is quite normal for people to see the same things in different ways. If it were not like this, art would be boring and less valuable.

Tapescript (Ex. 2B)

Paul Klee was an artist and a teacher. He believed that lines, dots and textures have life. One day he told a story to his students and drew a "line story" on the blackboard. Do the same now.

The line is born. It begins to move. After a moment it stops. It wants to breathe. Then it looks backwards to see how far we have come. It is not sure which way to go: it tarts several paths, but returns. There is river in front of us. We must cross it. So we take a boat; there is a bridge further up the river. We go across a ploughed field, and then through thick forest...

We meet some basket makers on their way home, they are in a cart. They have a child with funny, curly hair.

Later the air becomes hot and damp; the night falls. There is a flash of lightning on the horizon, though the stars are still twinkling overhead.

How full of events our little journey is! The first part was happy, then came the difficulties; we were very nervous. We were frightened. Before the storm a swarm of flies came at us. Anger and killing! Our good purpose is our guide, even in the woods and the darkness.

3A:

The name of the picture is "On the river bank".

It's a sunny, joyful painting.

The words: landscape, formal elegance, sunlit world.

3B:

No, they are not the same.

3C:

1 What makes the picture special? – The fact it shows ordinary, everyday people/ life.

2 Background information – The artist was 25 when he painted it; he wanted to prove his optical theory.

3 What you can see in the picture? – People enjoying their time off in a local park.

4 Manner/ Technique used by the artist. – It is painted in dots.

5 The artist's focus. – His focus is on landscape and shapes, not on personalities.

6 Associations (sounds, smells, etc.) – Silence.

7 Contrast – With real life, where everything is disordered.

8 Comparison with other forms of art. – With poetry, where there is always some order and elegance.

9 Overall impression. – Peace.

10 Interpretation. – The artist has “stopped” the world and he shows his beautiful, sunlit and silent world, which we don't want to leave.

4A:

1 а 2 банальный 3 а 4 an area of countryside or land 6 а 7 элегантность, изящество

4B:

Profound emotion

Banal scene

Elusive power

Painting in dots

Concentrating on landscape/ shapes

Focusing on landscapes/ shapes

Formal elegance

Painting in strokes

4C:

Cruel kindness – something that causes someone pain because you believe that it will help them later.

E. g. It was a cruel kindness but I told her she was wasting her time trying to be an artist.

Dotted – line

Exceptional – banality

Elegant – ugliness

Black – light

Straight – hooks

Shapeless – form

Powerful – weakness

Sad – joy

4D:

1 profound 2 elegance 3 shape 4 in dots/ in strokes 5 banal 6 elusive 7 landscapes

5B:

In the drawing "Storm Spirit" the artist expresses his feelings about the beach, rocks, pools and seaweed, when the tide is low. And perhaps this also represents for him the quiet, deep stirrings of his own mind.

5C:

Of course, I have my own interpretation. Each person looks at pictures very differently. Every person has its own taste. Every person understands what is painted according to his nature and mind.

Lesson 3-4

1:

I think, the picture was taken in a plant.
It is a modern art.

2A:

- 1 Paris
- 2 Sister Wendy Beckett v
- 3 Massachussetts v
- 4 Seurat
- 5 Brancusi
- 6 Stonehenge v

Typescript (Ex. 2A)

Interviewer: You are 65 now and you have been sculpting for a long time. Yet I don't see any obvious progression in your work. Instead, you seem to keep returning to a number of established ways of working.

Andre: You are absolutely right. This is really because of key moments and influences in my career...1958, for example, was a turning point for me. It was a period of so many realizations. The visions I had then were radical and I keep on returning to them.

Interviewer: You also mentioned influences...

Andre: Yeah! Childhood in Massachusetts, four years working on the railroad, then later Brancusi's work and minimalism.

Interviewer: When I look at photographs of your early work, I am very struck by the way the small wooden pieces set up an impression of positive and negative: the "negative" is the space around the sculpture and the sculpture acts on it and changes it...

Andre: This idea of space is really important to me. My pieces are different in every place I put them. That's why I won't have anything on the walls when my work is on the floor. It would distract you from seeing what's there.

Interviewer: It seems odd for an artist to work so much with mathematical and geometrical forms. Isn't there a contradiction there?

Andre: Not really. Mathematics and geometry have a simple beauty. Think of Stonehenge. It's a structure where number becomes form, even landscape. I'm also including poetry in the show, and the work I am using is based on systems of repetition and structuring.

Interviewer: And why do you never fix the parts of your pieces together?

Andre: because that way they can be easily moved and reordered. I am

interested in their potential, and the less I do to the materials, the greater this potential is. And I won't have people touching my work. The oils in a human hand are the most destructive agents I know of.

2B:

1F He agrees that he keeps returning to a number of established ways of working.

2T "1958, for example, was a turning point for me."

3F "The idea of space is really important to me."

4T "That's why I won't have anything on the walls when my work is on the floor. It would distract you from seeing what's there."

5F "Mathematics and geometry have a simple beauty."

6F "And why do you never fix the parts of your pieces together?" – "Because that way they can be easily moved and reordered."

7T "And I won't have people touching my work. The oils in a human hand are the most destructive agents I know of."

2C:

The idea of space is important for the sculptor: he sees the space around the sculpture as "negative" and is interested in the way his works of art affect it, that is why he doesn't want anything around his sculpture.

3A:

The artist wanted to represent "the visual equivalent of silence".

3B:

1 Individual answers. (Actually any genuine work of art changes the viewer's state to a certain extent.)

2 Any work of art, a piece of writing, a person's gesture, etc.

3 We can see it, compare with Russian "визуальный".

4 "In connection with" links the idea, "in opposition to" contrasts.

3C:

1 Yes, the writer characterizes his impression as a shock, he uses such strong words as "undermining".

2 a) "Art is not a form of communication"

b) "A great work of art is about new experiences...it conveys something that cannot be conveyed in any other way."

c) "...it changes your (the viewer's) state"

3 The tendency to have too much information, too many explanations around us in galleries.

4 When he manages to convey the ideas of order and calm in his sculptures, he says that it is a great state to achieve.

3D:

1 v

2 v

3 v

4 v

5 v

6

7 v
8
9
10 V

4A:

1 elegance 2 banal 3 in connection with 4 visual 5 in opposition to 6 conveys
7 elusive 8 dots...shapes...strokes 9 profound 10 lines...change my state

4B:

To arouse life, an idea, a feeling, an emotion.
To impress life, a person, people, an idea.
To express a feeling, an emotion.
To show a feeling, an emotion.
To depict life, a person, people, a feeling, an emotion.
To portray a person, people.

5:

I'd like to express my opinion about the still life with flowers.
I tend to think that the artist wanted to impress the freshness of the flowers and fruit.
I feel very strongly that all the things in the painting are natural.
Lesson 5-6

1:

The Tower of Babel by P. Brueghel, 1563 appeals to me more, because it is more colourful and impressive.

2A:

Sentence 2.

2B:

M.C. Escher's Tower of Babel, I think. Because in the poem it is said about the builders. And they are seen in this painting.

3A, B:

1B 2E 3B 4E 5B 6B 7B 8E 9E
Tapescript (Ex. 3B)

When I look at any of his paintings I find them fascinating...I can look at them for hours, there is so much detail. He had a wonderful mind and he was obviously such an observer of life. Er...he saw even the smallest details, the details, which, maybe, a cartoonist or a documentary film-maker would see today.

Er...There is really a sense in which many of his pictures are like documentary records of life in the Middle Ages, but the Tower of Babel is different. ...the detail is there in the attention to all the small things there, but instead of working from something that he's observed, he is working with the Tower of Babel from a Biblical legend and he had to paint the picture in his mind before putting it onto canvas.

What I see when I see the picture is...uhm...a monument to man's folly, the...uhm...belief that man had that...he could reach the sky. And in the Middle Ages the safest way to do this probably still seemed to the artist like it did in Biblical times to keep on building until you reached the sky, you just

built as high as possible. And that struck me in the picture, in the picture you had that sense of a huge and massive structure reaching into the clouds. You can see the clouds round the top of the building. But still it's an impression of man's folly and...that's where the confusion comes in.

The building – and this is a kind of cartoonists' dream, because he is also a cartoonist – the building is a mess. It didn't work because the people building it couldn't communicate with each other and that's shown beautifully in uhm...this painting. So you get this strong sense of...uhm....the picture of God smiling down at man's folly and men scuttling around like tiny ants trying to achieve something which God already knows that man can't achieve.

Escher's woodcut of the Tower of Babel is a different thing altogether and the impression I have varies. This soaring height of the Tower...but I also have this impression of an extremely organized mind, a man who liked straight lines, a man who worked with uhm...symmetry struggling to produce the confusion of the Tower of Babel in his picture. And there's none of the chaos, total chaos which exists in Brueghel's picture, this...er...still it's the tiny figures of men communicating or trying to communicate with each other, but none of the sense of massive chaos which you get in Brueghel's picture.

3C:

The speaker uses the phrases numbered: 1,3,5,7,8,9,10.

4A:

1 c 2 b 3 a 4 d

4B:

What the person sees (objects, colours, shades, techniques): The darkness of his colours; the father welcomes the son back from his wanderings; Rembrandt's use of colour and light and shade; the planes of light and shade.

What the person feels (emotions, ideas, thoughts): Sensitivity; so many emotions; so much intensity in the moment; a very evocative picture; I could just look at it for ages; the parable is quite close to my own experience.

4C:

1 depicts 2 sensitivity 3 intensity 4 evocative

5A:

1 Without "so" and "such" the sentences would be less emotional and less personal.

2 There is an article in the second sentence because the noun which goes after "such" is countable. In the case of an uncountable noun (the first sentence) there is no article after "such".

3 No, there won't be an article as the noun will be in plural form: such evocative pictures.

5B:

1 such a 2 so 3 such 4 so 5 so 6 such a

5C:

1 The performance we saw was so sensitive.

2 This is such important news.

- 3 The parable is so close to my experience.
- 4 These are such banal pictures.
- 5 The movie is so good we shouldn't miss it.
- 6 It was such an exciting concert that I couldn't help going to it again.

6:

A description of the painting:

In this painting, I can see a young woman sitting on some rocks or large stones next to a path by the side of a lake. She is wearing a long white lace dress and a hat with some flowers on it and she is holding a red parasol. She is staring across the water. There is a dog lying down on a small pier nearby. It is also looking out across the water. They are in the countryside and there are a lot of colourful wild flowers around. They are in the centre of the painting. In the background, I can see the shore and what looks like a small village in the distance. In the foreground I can see the path and some wild flowers. The artist has used rich earthy colours and the painting makes me feel relaxed, calm and peaceful.

Lesson 7

1:

1 so 2 such a 3 too 4 so 5 such 6 so

2:

1b 2a 3c 4b 5c 6d 7a 8b 9d 10c 11b 12c 13b 14a

3:

1 line 2 plane 3 banal 4 dot 5 stroke 6 elegance 7 shape 8 profound
9 elusive

4:

- 1 instinctively
- 2 convinced
- 3 impression
- 4 simplicity
- 5 purely
- 6 untidiness
- 7 sensitivity
- 8 unreal
- 9 intensity
- 10 clarity

5:

1 the 2 the 3 the 4 the 5 a 6 a 7 the 8 a 9 the 10 a

Unit 8

Lesson 1-2

1:

Although the situation on board was not serious, the air traffic controllers took it seriously.

If it had been a real hijacker they would have had to take measures immediately so as not to put the passengers' lives in danger.

2A, B:

1h 2e 3g 4b 5f 6d 7c 8a

2C:

1b 2c 3b 4a 5c 6b 7a 8a

3A:

1c 2a 3d 4b

3B:

1 The parrot gave the game away.

2 If the seamen hadn't grown attached to the parrot, they wouldn't have taken it on the plane.

3 The seamen were confronted with the discovery of an illegal ivory statuette in their baggage.

4 The seamen were given a caution.

3C:

1 No, no one wanted it to happen.

2 No, no one was hurt on the plane.

3 No, no damage was caused to the plane.

4 It was an incident.

3D:

Incident – 2, 3, 4, 6

Accident – 1, 5

3E:

1, 2, 4, 6 – accident

3, 5, 7, 8 – incident

Lesson 3-4

1:

I don't agree with the saying. Because each person can reconstruct his or her life.

2A:

There are three people in the picture, a cashier, a robber and maybe a manager.

He doesn't want the robber to go to prison. He tries to predict this difficult situation.

2B:

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

2C:

1b 2a 3b 4c 5a 6b

Tapescript (Ex. 2B, 2C)

Presenter: Today we're taking a broad look at juvenile crime and punishment. My first guest is Emma Sanderson, Director of the controversial

Medlin Centre for young offenders in South Wales. Emma, welcome to the programme.

Emma Sanderson: Thanks.

Presenter: Your centre hit the headlines last week when a number of papers ran a story on your rehabilitation programme for young offenders. How can you justify spending large sums of public money on holidays for young criminals in exotic places that most of us can't afford to visit?

ES: Well, first of all, let's get the facts straight. Our experience shows that locking young offenders up is simply not effective. They are far more likely to re-offend after they get out, which shows that they have learned very little about themselves or their disturbed relationships with those around them.

Presenter: But you can understand the public outcry about holidays in Africa as an alternative, surely...

ES: Up to a point, yes. But I am a great believer in the positive side of human nature. Perhaps I can give you an example to prove my point.

Presenter: OK, go ahead.

ES: Let's take the case of Barry. He came from a violent family. When he arrived at the Medlin Centre at the age of 16, he had a conviction for actual bodily harm, and 14 institutions had failed to cope with him. He had beaten up staff, friends and his girlfriend.

Presenter: A tough challenge for you, by any standards.

ES: Yes, and it started very badly. More threats, more violence. Nothing seemed to work. Then, after careful analysis of his case, I decided to send him abroad as part of his treatment.

He went to the Pyrenees with one of our trained social workers as a guide. He ran away within 24 hours but was brought back by the local police. Slowly but surely, his social worker got through to him. Barry began to talk about his past and to question his behavior and motives. The violence stopped. He was taken on a second trip, to Greece, this time with a female social worker. Again, no violence.

Barry is 18 now and is working as a care assistant in an old people's home in the North of England.

Presenter: That's a remarkable story, but how typical is it really?

ES: Well, we send these young people abroad because it works. They are much less likely to run away in a place where they are not familiar with the transport system, the money, or the language.

Presenter: OK, but that seems rather a negative reason.

ES: There are positive reasons too. Each youngster is accompanied by a social worker who spends hours confronting him or her about their attitudes, values and behaviour. We try to get to the roots of their problems.

Presenter: So it's a kind of therapy...

ES: You could say that.

Presenter: But couldn't that be done just as easily here in Britain?

ES: Not really. We need to get them away from the scene of their crimes and into an environment where they can rethink. In a warm climate, they can do things outdoors and they come to realize that life doesn't have to consist of negative values. The proof is in the statistics. Only two of the 11 youngsters

we've sent abroad have re-offended on their return. That's less than 20%. Compare that with the re-offending rate of 75-80% among those released from conventional secure centres.

Presenter: So in the end it's money well spent.

ES: We believe it is.

Presenter: Thanks for talking to us today, Emma.

ES: Thank you.

2D:

For the approach (kind treatment):

- 1 It involves the positive side of human nature.
- 2 A young criminal thinks about his past and motives.
- 3 It is effective, it works.
- 4 Young criminals are less likely to run away, as they are unfamiliar with the transport system, money and the language of a foreign country.
- 5 Young criminals have someone to talk to about their attitudes, values and behaviour.
- 6 A warm climate helps young criminals realize what positive values in life are.

7 Young criminals are less likely to re-offend.

Against the new approach (kind treatment):

- 1 Large sums of public money are needed.
- 2 People feel angry because they cannot afford such journeys themselves.
- 3 It might seem unfair.
- 4 (Ss are supposed to fill in this column with arguments from the reading text (Ex. 3A)).

2E:

I think, it's quite a good programme. It works. It is worth introducing it in our country.

3A, B:

1b 2a 3c 4b 5a 6b

3F:

1 The author uses "strong" words – both adjectives and verbs. He describes the system of punishment in Singapore with "negative" words (brutality, harsh) and the system in Britain with "positive" (welfare, humane, civilised) but actually he destroys this generally accepted view in his letter.

2 These are rhetorical questions that make the reader think about the point made; they don't require direct answers.

3 The author's position is very strong and he reinforces it by structuring his arguments, giving statistics and presenting a powerful image of an innocent and unprotected victim that no one cares about at the end of the letter.

4, 5 Ss are supposed to reflect on their translations and the message of the letter.

4A:

It intensifies the message of the sentence.

4B:

“Strong” adjectives which already have the meaning of very (limit adjectives): innocent, guilty, wonderful, crazy, right, terrified, delicious, wrong, unprotected, perfect, harsh.

Adjectives which can have different strength/ degree, can take the meaning of more or less (gradable adjectives): soft, big, nervous, tired, harsh, dirty, nice, important, difficult.

4C:

Weaker: a little/ a bit/ slightly

Quite/fairly/ rather/pretty

Very

Highly

Stronger: extremely

Absolutely/ completely/ quite/ totally/ utterly

4D:

Totally violence

Absolutely right treatment

A very terrified accident...

5A:

If somebody drops litter in public places, they should be fined.

Only such kind of measure can be taken to prevent the ecological disaster. People feel that they are not under the control and what they want to do, without thinking of other people. Only high fines can make people think about clean cities.

5B:

I think the society should punish criminals severely because they take away other people's lives without sorry. I think, such kind of people can't be treated. It's impossible in our society.

Lesson 5-6

1:

1 In all the pictures people are practicing some sports to keep fit and strong to defend themselves.

2 You can practice any sport you like.

3 I'd like to do boxing. I think it's more effective.

4 Only my decision helps me choose the kind of sport.

2A:

Sentence 3.

2B:

a) Because they suffer from advanced paranoia

b) Expression “Little Perkins” stands for the smallest and weakest kind of person you can imagine, it is used to describe a small and weak person, who probably wears glasses and a suit, works in the Accounts department and is very peaceful and harmless.

- c) Casual
- d) Anguish, in pursuit of
- e) Broken finger, sprained wrist, cracked ribs, bruised shins
- f) Ersatz
- g) To inflict grievous bodily harm (on) (This is police/ official expression, colloquially people often say GBH-UK only).

2C:

The author is very sarcastic about martial arts.

Arguments for:

- 1 A great way of keeping fit
- 2 Wonderful mental discipline
- 3 It gives you inner confidence

Arguments against:

- 1 Martial arts practitioners tend to hurt people deliberately
- 2 Martial arts have very odd practices.
- 3 One can get a lot of minor and even major injuries.
- 4 They rarely get a chance to show off their skills which makes them get into fights without good reason.

2D:

- 1 I think martial arts can help in a difficult situation.
- 2 I would like to practice martial arts. It can be useful.

3A:

6 pieces.

Tapescript (Ex. 3A)

Make sure you don't allow fear to affect your life. I will teach you how to move on from this fear by arming yourselves with the knowledge of how to cope if the worst should happen. Here are some tips for staying safe on the streets.

1 Don't look like a victim. All attackers are looking for a victim, not an equal, so always look strong and confident. Hold your head up high and look ahead of you, not down at the pavement.

2 Make sure you have a plan. Work out an effective strategy thinking about what you'd do if you were attacked. Be careful not to be taken by surprise if the situation develops – and you are three times more likely not to freeze.

3 Never shout "Help!" Few people will respond because they don't want to get involved. The best thing is to shout "Fire!". This will both attract attention and shock your attacker.

4 Fight back if you can. The last thing attackers expect is aggression or anger.

5 Empty your bag. If someone stops you and says, "Give me your bag!", take a step back, open your bag with your arms outstretched, shake its contents onto the ground and shout as loud as you can "Take what you want!" – adding a choice of swearwords. He will either be so shocked, he'll run off, or he'll take two seconds to grab your purse and run, leaving you with all your personal stuff (including your door keys).

6 Get in touch with your anger. Your voice and your face are your best defenses. Contort your face so that you look very angry and yell into the attacker's face as loud as you can, "No!"

3B:

1 fear 2 staying safe 3 look like a victim 4 plan 5 were attacked 6 surprise 7 Help! 8 Fire! 9 Fight 10 aggression 11 anger 12 Give me your bag! 13 onto the ground 14 Take what you want! 15 anger 16 voice 17 face

4A:

b) instructions

4B:

Don't look like a victim.

Always look strong and confident.

Make sure you have a plan. Work out an effective strategy thinking about what you'd do if you were attacked. Be careful not to be taken by surprise.

Never shout "Help!"

Get in touch with your anger.

4C:

1 Always close the windows when you leave the house, so burglars don't get in.

2 Always leave your car in a parking place, otherwise you can be fined by the police.

3 Make sure the locks are safe or somebody can burgle your flat.

4 Don't panic when you see an accident, call the police.

5 Make sure you cross the street in the right place, otherwise you may get a caution from a police officer.

6 Never look after somebody else's luggage or you can become a victim of crime.

7 Be careful not to get into a lift with strangers or you can be robbed by a criminal.

5:

How to defend yourself.

Do:

Stay in well-lit areas;

Avoid an attack before it happens;

Use your common sense;

Make sure someone knows where you are;

Be aware of your surroundings;

Walk with confidence;

Carry a mobile phone with you;

Try to diffuse dangerous situations;

Remove yourself completely from the situation;

Walk away calmly if possible;

Only resort to physical violence if you have to, using moves you have learnt in self-defence class;

Don't:

Put yourself in potentially dangerous situations;

Defend yourself physically, unless you have to;

Make yourself a target;

Get angry.

6:

Stay safe!

Always say where you are going, who you are going with and when you will be back.

Leave a phone number where you can be contacted.

Never talk to complete strangers.

Shout loudly and try to get away from someone if they try to make you go with them.

If you ever get lost in town, ask a police officer, a shop assistant or a woman with a child for help.

Lesson 7

1:

1 accident 2 accident 3 incident 4 accident 5 accident 6 incident
7 incidents

2:

1c 2a 3d 4b

3:

1 offender 2 minor crime 3 victim 4 innocent 5 major crime 6 soft
measures 7 harsh treatment 8 guilty

4:

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

5:

1 absolutely 2 very 3 absolutely 4 absolutely 5 extremely, absolutely
6 very

6:

1 a 2 a 3 the 4 the 5 the 6 the 7 the 8 a 9 a 10 the 11 a 12 - 13 -
14 the 15 -

Unit 9

Lesson 1-2

1:

1 This thing can belong to a girl.

2 This thing can belong to a writer.

3 This thing can belong to a very old woman, who liked travelling a lot.

4 This thing can belong to a man, who travelled through African countries.

2A:

	Treasured possession	Why has it become treasured?	Feelings about this thing
Monica Booth, 15, schoolgirl, USA	A pillow	It has stayed with her for half her age life.	She wants to keep it forever.
Baba Dlamini, 48, chief of a South African tribe	A spear	It reminds him of his land and the struggles of his people and their history.	It helps him to remember where he comes from.
Armando Robles Godoy, 76, writer and film-maker, Lima, Peru	A typewriter	It helped him to learn to write and was given to him by his father.	He doesn't need anything else when he writes.
Heather Slenkamp, 21, waitress, Alaska, USA	A neck-warmer	It saved her life when she got caught in an avalanche.	Valuable (because it saved her life).

Tapescript (Ex. 2A)

Speaker 1

Monika, 15, schoolgirl, American

This is a true story: My most treasured possession is my pillow. I've had it since I was 7 and now I am 15. It's been my faithful companion for half my age. My pillow went through many things; went to Europe with me, other states as well, my cousin's place, the washing machine, the hot sun, the rubbish bin. To be honest it stinks, but to me it's the nicest aroma on earth!! I love my pillow and I tried to sleep with other pillows...it seems that I can't without my pillow...I wish I could keep it forever!!!

Speaker 2

Baba Dlamini, 48, South African

My "ikwa" is my most treasured possession. It is a spear that got its name from the sound it makes when it is drawn out of a victim's body. It reminds me of my land and the struggles of my people and all of our history. This was the weapon that revolutionized the Zulu nation.

It was introduced by the Great King Chaka. The Zulus used to use throwing sticks, but Chaka looked at these and decided they were no good, so he made the "ikwa" – a weapon that actually killed people. In 1815 he killed people by the thousand.

He was called a murderer by the British but he called the British cowards. They stood far away and shot, whereas Chaka's people fought bravely, close in to the enemy.

This was the spear that defeated the British in 1879 at the Battle of Isandlwana, and also the reason why you have the bayonet today. In 1820, this spear was what the Kalashnikov rifle is today. Chaka and Mzilikasi chased the Hlubi further and further south, through Lesotho and down to the Transkei, all the time increasing his hold on what is today Kwa Zulu Natal.

...Everything is about power, even today, it's still all about power. My name is Dlamini, the name of the Royal Swazi people, and I must remember from where I come.

Speaker 3

Armando Robles Godoy, 76, South American

My father's typewriter. I learnt to write with it, and now it's a museum piece. My father thought I could be a musician. He was a famous composer and storyteller. When he realized that I wasn't going to follow him into music, he gave me my own typewriter.

My relationship with him is the most meaningful and important that I've ever had in my whole life. I value greatly other means of expression, like sound technology and cinematography, but when I write, I don't need anything else.

When I lived alone in the Peruvian jungle for ten years, I took with me my typewriter and huge amounts of paper. I think that was the period when I wrote more than at any other time in my life.

Speaker 4

Heather Slenkamp, 21, American

My most valuable possession is my neck-warmer because it saved my life when I got caught in Avalanche Mountains in Alaska. It had been snowing for four days and the temperature rose that morning - perfect avalanche conditions. When the first person in our group of snowboarders leaped off, the rest of us decided to follow his tracks - no hard turns so as to not disturb the snow.

...But the person behind me started before I was at a safe distance and nervously made a hard right turn. I heard a loud crack and then WOMP! The snow hit me really fast in the back of the neck. I pushed my neck-warmer over my face, which kept the snow out of my mouth and nose, allowing me to breathe as the avalanche swept me up.

When the snow finally settled, I had managed to get part of my glove up through the surface. It took the others a few minutes to find me. Luckily, my neck-warmer allowed me the extra air to wait out those few minutes.

2B:

- a) 2
- b) 3
- c) 1
- d) 3
- e) 1
- f) 2
- g) 1
- h) 2
- i) 4

3A:

No, they were not. They were descriptions of the people's stories about these things and their feelings.

3B:

A factual description would be appropriate for a letter to a lost property office or for a police witness report. An emotional description would do for a competition and chatting to your friend.

4A:

1 your opinion: beautiful, old-fashioned, useful, expensive, valuable, warm, traditional, powerful, precious, disgusting, stinky, comfortable, convenient.

2 size/ dimension: heavy, light, long, hard, tiny.

- 3 age: old, ancient, modern.
- 4 Texture: soft, hard, smooth.
- 5 Shape: round, square, sharp, cylindrical, oval, pointed.
- 6 Colour: black, red, pink.
- 7 Where from: American, German.
- 8 Material: wool, metal, plastic, wooden, glass, silver.

4B:

- 1 comfortable loose blue woolen
- 2 pretty small old black
- 3 plain small smooth silver
- 4 old creased British

4C:

- 1 silk dress, silky hair
- 2 wooden table
- 3 woolen scarf
- 4 golden hair, gold watch
- 5 stone wall, stony look

4D:

- 1 It is a soft woolen warm-neck.
- 2 It is an old American typewriter.
- 3 It is a soft, square colourful pillow.
- 4 It is a long, wooden spear with a metal ending.

5A:

The story is told by a young girl called Tess.

5B:

1 She is a girl of about nine, she is rather shy and probably feels neglected, and she needs her father's affection.

2 She felt sorry for the sugar pig which was "abandoned and forgotten" by her father. She felt the same way. Her feelings about the pig were like her feelings about herself.

3 The sugar pig must have tasted disgusting, as it was very old and not suitable for eating any longer.

4 The sugar pig wasn't a real antique, but it was really valuable for Tess because it belonged to her father.

5 This episode makes the narration dynamic and adds to our image of the characters.

6 He might also be lacking his father's love. The girl doesn't answer because she likes to pretend that she possesses some secret, she wants to seem closer to her dad.

7 The sugar pig is not described in detail, but still we can imagine it very clearly. The description is scattered through the text but produces a very consistent impression.

8 Ss own answers.

6AB:

My classmates told me about their toys and stamps, toy cars and collections of coins.

7:

I'd like to tell you about my teddy-bear. It reminds me of my childhood. It was given to me as a birthday present by my parents, when I was three years old.

To be honest, it is still my favourite toy. I'd hate to lose it. It is a very nice, big, brown teddy-bear with a big round black nose.

I treasured it because all my sorrows and all my happiness are connected with it. It is my best friend and my talisman forever.

Lesson 3-4

1:

It is a very old car. It looks like a rubbish.

A lady is cooking something out in the street. Maybe, there is no gas in her house to cook meals.

2A:

1T 2F 3F 4T 5T 6F 7T 8T 9F

2B:

a - a)

b - a)

c - b)

d - a)

e - c)

f - b)

g - a)

2C:

1 She doesn't have a house or any other place to live.

2 Because neighbours try to make her leave this place.

3 I don't think so.

3A:

1 We don't know.

2 It is not known for sure.

3 We don't know.

4 Because it is not known for sure.

3B:

1 Both sentences contain structures with the passive voice.

2 No, the meaning hasn't changed.

3 Past in the first sentence and present in the second.

3C:

The best translation is 3.

3D:

1 She is known to have fallen in love with a choir singer.

2 Her house is believed to have been sold.

3 Her lifestyle is thought to affect the value of the expensive houses.

4 She is known to have performed in concerts in the 1960s.

5 She is reported to sew her own clothes.

6 She is believed to have a nervous break down after her parents' death.

3E:

- 1 Известно, что она влюбилась в хорового певца.
- 2 Полагают, что ее дом продали.
- 3 Думают, что ее образ жизни влияет на ценность дорогих домов.
- 4 Известно, что она выступала с концертами в 1960-х.
- 5 Сообщают, что она шьет одежду.
- 6 Полагают, что у нее был нервный срыв после смерти ее родителей.

3F:

She is believed to have grown up in Sussex.
It is thought that she has lived in the street for more than 30 years.
It is reported that she went on to teach at a convent school.

4A:

1 intricacies 2 affects 3 unconventional 4 to conform

4B:

Approval: be prepared to accept

Disapproval: to believe something should be done, to be worried something could happen

5A:

Approval: 1 2 3 5 7 8 9 10

Disapproval: 4 6

5B:

1 S5 2 S2 3 S5 4 S1 5 S4 6 S3 7 S4 8 S3 9 S1

Tapescript (Ex. 5B)

Speaker 1

I know I am speaking for many residents when I say that it is time Miss Smith's car was moved on. I have sympathy for Miss Smith and acknowledge that she might feel «insecure» if the Ford is shifted. But the fact remains that the car is a health hazard, it's covered in rubbish, she feeds pigeons there and rats have been seen coming from under the car. Litter and rubbish are continually blowing off her car making the street look like a rubbish tip.

Speaker 2

I have heard complaints that Miss Smith frightened local children by ranting and raving at them. I understand the council has offered her accommodation but she is unwilling to move. I think she should be made to move.

Speaker 3

I couldn't believe what I was reading. Miss Smith is a lady and she does no harm. She has good manners and is clean - she is our village character. If that car was removed I am sure she would come back and sleep in the street in the open air.

Speaker 4

She adds to the fragile sense of community that exists here. Miss Smith does not ask for favours, indeed she will rather sternly reject offers to help. She is fiercely independent. She does not even ask for our indulgence. And why should

her? She was here before us and her car is her home. Let us celebrate Miss Smith, not run her out of town.

Speaker 5

Being different is not always a bad thing. In some ways people like Miss Smith represent all our freedoms and I personally feel enrich society, threatened, as it is with becoming sterilized, homogenised and dull.

5C:

Speaker 1 - the car is a health hazard; she feeds pigeons; the car is covered in rubbish; the street looks bad.

Speaker 2 - She frightens local children.

Speaker 3 - She has good manners and she is clean; if her car was removed she would sleep in the open air.

Speaker 4 - She is fiercely independent; she was here before us.

Speaker 5 - She represents freedom and enriches society which is becoming homogenised and dull.

5D:

I agree with the speaker 5.

6:

1 If I were Miss Smith, I tried to contact government authorities to protect myself from the neighbours.

2 I wouldn't do anything, because she has the same rights as other people.

3 No, I don't.

4 I don't know exactly. Every situation is different.

Lesson 5-6

1:

Prehistoric men went hunting.

Prehistoric women made their homes clean and cooked meals.

2A:

1 3 4 5

2B:

1c 2a 3b 4b 5a 6c 7c 8b

2C:

Yes, I find them convincing. All prehistoric people lived the same way.

3A:

1 Body, digestive system, fresh food, junk food, stomach

2 Ill-health, unhealthy

3 "Our minds, too, are languishing to some extent in the Paleolithic."

Minds.

4 The emotional demands are met by making open fires, picnicking, keeping pets and growing plants. Satisfaction.

5 The author gives examples of the way people make up for/ compensate for the emotional vacuum modern people suffer from. Make up for and compensate are the synonyms.

6 Extended family, tribal unit, groups, companies, towns, communities. The adjectives reflect the author's idea of the size groups should be: small, over-large, big, large, smaller.

7 Paleolithically correct which is a play upon words "politically correct". Being politically correct means to speak and behave so as to avoid offending women, black people, disabled people, etc. For example, instead of "old people" one is expected to say "senior citizens".

3B:

- 1 make up for
- 2 comb something for
- 3 call on
- 4 come out
- 5 catch up with

3C:

1 Scientists called on the authorities to promote healthy lifestyles.

2 Ms Smith's, unconventional lifestyles made up for the monotony of life in the area.

3 Our contemporaries will never catch up with the level of Stone Age people in hunting.

4 The prehistoric mentality of our contemporaries comes out in hobbies such as football and picnicking.

5 Social services experts combed the archives thoroughly for information about Ms Smith's relatives.

Tapescript (Ex. 4B)

Interviewer: Do you think our modern lifestyle could be called unhealthy?

Woman interviewee: Ah, yes...modern lifestyles, I think, are pretty unhealthy... And largely because we spend too much time rushing and too much time working under stress and er... I think that we don't have the facilities near our workplace or in our workplace to keep fit and healthy.

Interviewer: So, you think it's lack of facilities.

WI: I think employers expect a lot...too much from their employees, they are always asking for better performance and more results and the result of that is that each individual person pushes himself or herself harder...er....and they neglect their own health and their own balance...sense of balance...

So I think that what's most unhealthy about the modern lifestyle is the lack of balance between work and leisure time. In Britain, the statistics show that we are the nation in Europe that works the longest hours in our full-time jobs. I think employers should be concerned about that.

I also think that employers should provide facilities and time for their employees to keep fit, to relax more and even to have some rest during the day. It would be really good, for example, if in a college like ours, we had a room where you could go and lie down for an hour during the day.

Interviewer: But your college has really good facilities. I have been using them myself twice a week recently...

WI: Yes, we are lucky, we have sports facilities at college, we have a gym and we have a swimming pool. So it is possible to take exercise, but that's an

exception, it's not the rule, and most employers push the work ethic, which is all to do with performance, performance, performance and people feel guilty if they take time to look after themselves. That shouldn't be the case.

Interviewer: But you can't deny that performance is an employer's main aim?

WI: A really enlightened employer would recognize the need for exercise, the human needs that people have, and the need for leisure, the need to spend time with your family and to follow your own interests. And I think that workers would actually be more efficient and deliver better results for the employers if there wasn't so much pressure. So I think the biggest problem is stress and I think it comes largely from our results-oriented society.

Interviewer: Would you like to change your present lifestyle?

WI: Er...as for myself I'd quite like to do more exercise. I walk a lot, and I enjoy walking. In summer I play a bit of tennis. Er...but what I think I'd like to do most of all is to have a bit more time for myself, to follow my own interests and that's difficult in a busy work schedule. So those are the things I'd most like to do. I'd also like to...have more time to spend with friends and family. As for the future, I think, some employers are already learning the lesson that they have to change, but I don't know, it's very, very difficult to predict.

Interviewer: Do you think in the future people will be more concerned about having a healthier lifestyle?

WI: Er...Doctors these days try to do more preventive medicine with patients. What happens is that you are encouraged to go to the doctor for a health check, and the doctor will advise you about exercise or about diet...you know that's quite a significant step forward. Prevention is better than cure.

Another thing that I have noticed is, and I think you have noticed that as well, that more and more people are paying attention to their diet. I think in a society which is quite prosperous, where food is freely available and there is a lot of choice of different types of food, then people pay attention to a diet because they can choose...they can choose what they eat. In poorer societies where there isn't so much choice it's very difficult to choose what you eat; you eat what there is. You know, we have a saying, "you are what you eat"... So if you eat lots of fattening food, you get fat; if you eat nice healthy salads and things like that, you stay a bit slimmer. So I think, diet is a...I think people are more and more concerned with diet, all the magazines focus on it, all the TV programmes focus on it, and then a lot of...

4A:

1 Sure. Our modern lifestyle is very unhealthy. People smoke, drink strong drinks and don't care about their health.

2 Sometimes I'd love to. I have some bad habits, such as eating sweets. That's why I am a little bit plump.

3 I don't think so. It's very hard for me to control myself.

4B:

Some ideas are similar, and some are not.

4C:

1 under stress

- 2 the facilities
- 3 balance
- 4 performance
- 5 more efficient
- 6 better results
- 7 take more exercise
- 8 walking
- 9 his own interests
- 10 spend with friends and family
- 11 health check
- 12 their diet
- 13 "...what you eat"

5A,B:

A New lifestyle.

The fitness boom of the past decades led to a big rise in the numbers of people participating in sports and activities. Those who pursue the latest fitness fashion are convinced that staying in good physical form requires much more than regular exercise and balanced meals. For anyone who really wants to be healthy, fitness has become an integral part of their lives. A lot of health and fitness club, and public leisure centers indicate the popularity of sports during the past thirty years. There are many opportunities for keeping fit.

First of all it's necessary to do exercises. Running, jumping, swimming, bending and stretching are among the most popular exercises. Many people prefer jogging, which is the cheapest and the most accessible sport. Popular running competitions are now held everywhere. The big city marathons have become sporting events. A healthy body becomes a fashion, an ideal of the modern life.

Many sports activities have become part of daily Russian life. Football has always been the most popular sport among boys. Playing football is healthy, football also brings people close because in order to win people have to work as a team. The best way to avoid depression caused by the city life is doing exercises. Taking exercise is only one part of keeping fit. It's important to get slim. Some people eat nothing but fruit for several days. But it won't be of any use without proper exercises. Besides to avoid serious disease one should give up smoking. Smoking should be banned in all public places.

Lesson 7

1:

- 1 ...enormous, sad, brown eyes
- 2 ...battered, old, blue Ford Consul
- 3 ...identical, grey, concrete tower blocks
- 4 ...warm, bright, sunny day
- 5 ...tall, skinny, fair-haired
- 6 ...long, dark brown
- 7 ...short, worn-out, untidy
- 8 ...brand-new, sophisticated, flat-screen
- 9 ...new, spacious, expensive
- 10 ...prestigious, green, suburban

2:

- 1 stone-deaf
- 2 stony-hearted
- 3 silky voice
- 4 silk hat
- 5 wooden-headed
- 6 wood yard
- 7 gold rush
- 8 golden-haired

3A:

- 1 This is/ It's a five-piece set of designer luggage from Churchill.
- 2 It/ the set costs 199.99 pounds.
- 3 Every piece of luggage is made of ABS (Anti-lock Braking System) material.
- 4 It has a reinforced aluminium frame.
- 5 All cases have a triple-lock security system (two key locks plus a combination lock).
- 6 If you buy a set today, it will be delivered to your door free.

3B:

- 1 This new PC has a wireless keyboard, mouse and remote control.
- 2 It comes with a 15" TFT monitor and doesn't need a base unit as everything is built in.
- 3 It has an Intel Pentium III processor and DVD multimedia.
- 4 The operating system is Microsoft Windows M. E.
- 5 A digital camera is included in the price.
- 6 The price of the PC is 1,699 pounds.

4:

- 1 He is thought to have grown up on a remote farm, which belonged to distant relatives.
- 2 The majority of school graduates this year are believed to have chosen to continue their education.
- 3 They are considered to have been unconventional.
- 4 He is understood not to have turned up again.
- 5 The terms and conditions are said to have already been discussed.
- 6 The expedition is reported to have vanished somewhere near the summit.
- 7 They are all thought to have perished.
- 8 Many of the security precautions are reported to have been ignored.

5:

- 1 Do write to me, as I really want to catch up with what you have been doing.
- 2 I bought you these flowers to make up for being late.
- 3 After an attack on a backpacker near the village, the police combed the nearby fields for evidence, especially the weapons used.
- 4 I was going to call on you, but my car broke down and it got too late.

5 In some cities drivers' lack of consideration comes out in the aggressive way they approach pedestrian crossings.

6:

1 unhealthy 2 regularly 3 improved 4 conform 5 comfortable 6 require
7 conventional 8 relaxation 9 happily 10 pressures

Unit 10

Lesson 1-2

1:

That this is the end.

The original line is "That money can't be eaten".

2A:

1 A lot of birds die every year.

2 It happens when oil tankers are shipwrecked, causing oil pollution.

3 It takes about 40 minutes to clean one bird and it doesn't solve the problem.

4 The best way to solve the problem is to prevent shipwrecks of oil tankers and to make tankers smaller.

5 The purpose of the article is to make people aware of the problem and start calling for change.

2B:

A Stating the problem

B Description of the facts.

C Expert's opinion.

D Ways of solving the problem.

3A:

Volunteers – people who offer their help without payment/free

Cost-effective – worth spending money on

Release – to set free, let go

Safety regulations – official rules for preventing danger

3B:

1 A lot of ecological catastrophes occur because people do not observe safety regulations.

2 Factories and plants release a lot of waste into the air and water.

3 In summer a lot of young people join groups of volunteers to take care of animals in wildlife reserves.

4 It is not cost-effective to work hard on the effects of the pollution problem. It's much better to deal with its cause.

4A:

1 The wreck of the "Sea Queen" – cause; oil spill – effect

2 It is not cost-effective – cause; it is unreasonable to clean the birds – effect

3 Oil pollution of the sea – cause; the birds' death – effect

4 Human ignorance about ecology – cause; catastrophes – effect

Phrases to introduce the cause: because (of), is caused by, as a result of.

Phrase to introduce effect: results in.

4B:

Cause – ignorance about ecology

Effect – all the rest of the phrases

Possible translations:

Отравляет воздух, влияет на здоровье человека, сказывается на нервной системе, экологическое невежество, ухудшает условия жизни, лишает среды обитания.

4C:

- 1 Deforestation causes the lack of oxygen.
- 2 Polluting the air is caused by heavy traffic.
- 3 Species extinction is the result of air pollution.
- 4 Ecological ignorance can cause the ecological disaster.
- 5 Poisoning water causes severe diseases.
- 6 Global warming causes human health.
- 7 Building huge cities causes air pollution.

5A:

1 Thousands of seals

2 No, it hasn't.

3 A disastrous ecological situation in the region, which is caused by drilling for oil.

Tapescript (Ex. 5A)

Thousands of dead seals have been found along Kazakhstan's Caspian Sea coast, in an outbreak that officials blame on unusually warm weather but environmental experts say it is connected with oil pollution.

Workers have collected the bodies of 11000 dead seals. Makhambet Khakimov, the head of the environmental group Caspian Nature, said the outbreak was still spreading and researchers from his organization were finding more dead seals along the shore. Mr Khakimov said that the Astrakhan Fishing Institute had concluded that the seals were killed by an infectious disease which hit the animals when their immune systems had been weakened by oil-related pollutants in the sea.

"The real reason is that the animals' immune system was weakened. It happens because of a disastrous ecological situation in the region, which is caused by drilling for oil," he said. The world's surviving seals face new threats, especially pollution as well as...

5B:

The preventive measures: 2, 3, 5, 6, 7

Ways dealing with the effects: 1, 4

6A:

1 –

2 H

3 B C D E F I

4 A G

5 –

6B:

- 1 The logical order of items should be as follows: 8,3,2,5,4,9,6,7,1.
- 2 Ss' own answers.
- 3 "Kaikoura Tragedy", "Poison in Sea", etc.
- 4 To introduce tighter safety regulations for transporting poisonous substances, to rebuild the coastal highway or to move it to another area, etc.

Lesson 3-4

1:

I have faced some of them, for example, noisy neighbours.

2B:

- 1 Keeping The Peace
- 2 Dog Tape
- 3 Pig War
- 4 Lottery Win Ruined Neighbours
- 5 Love The Neighbour

2C:

- 1 He played the tape very loudly.
- 2 It is a part of saying "It was the last straw that broke the camel's back". It means that after Telford's action the Brays' patience was exhausted.
- 3 It stands for drinking, fireworks, making noise, music, etc.
- 4 According to the Bible such disputes are beneath human dignity.
- 5 Jane Austen sounds ironical here. She admits that it is intrinsic to human nature to quarrel and to have "silly disputes". By "sport" she means "entertainment" (b).

3A:

1a 2b 3a 4b 5a 6b 7b

3B:

1 at high volume 2 desperation 3 take the trouble 4 dispute 5 argument
6 resentment 7 in my turn

4A:

All of the tips were ignored by the people.

4B:

Every time tip 4 is ignored. These sentences sound too personal and accusatory because the personal pronoun "you" is used at the beginning of each sentence.

It would be better to express the same ideas in the following way:

- 1 I can't sleep when somebody plays the violin so loudly.
- 2 The sound of an electric drill causes problems with my sleep.
- 3 I think dogs should be walked on a leash so that other people won't be frightened.
- 4 My windows get dirty when you hang your wet carpet on the balcony.

1:

For hiking, picnic, relaxing.

2A:

1A 2E 3B 4D 5C

Tapescript (Ex. 2A.)

Part 1

Jennifer Currie: John Groom knows he is a lucky man. With several years of survival training under his belt, he felt the most dangerous thing he might encounter trekking in Ecuador's Amazonian rainforest with a group of London students was a poisonous snake. To be faced with three members of the Tagaeri, one of the Amazon's fiercest tribes, was something no training could have prepared him for.

John Groom: I had split off from the group to go and purify some water, when I was approached by three Tagaeri. The tribesmen were naked, save for a piece of cloth around their waist, and they all carried spears with serrated edges.

The older Tagaeri took the spears from the two younger men and stuck them in the ground. With one hand he pointed in the direction we had come into the jungle. He used his other to jab his own spear into my thigh. It was definitely a warning to us to leave the area.

I made my way back to the group through the fast-gathering gloom.

Sheer adrenalin kept me going. When I got back to the others, our Ecuadorian guide thought we should vacate the area immediately. It took only two hours to return to the main camp – a trio that had taken four daylight hours. We had to navigate our way through dense jungle, classic snake country, in the dark. Someone must have been looking after us that night – no one of us was bitten.

Tapescript (Ex. 2B)

Part 2

Jennifer Currie

Groom, a science research officer with the Royal Navy accompanied a group of eight students from the University of London to Ecuador's Yashini National Park in June. They were going on a ten-week research project to assess the impact of the oil industry and a rise in tourism there. Today Groom knows how lucky he was to escape with a minor leg wound. In July, 1987, Monsignor Lebaca, the Bishop of Coca was commissioned to ask the Tagaeri if they would consider leaving the area before the oil companies moved in to explore for oil. The Bishop and Sister Ines Arango were dropped into a clearing by a helicopter and warmly welcomed by the tribe.

When the helicopter returned days later to collect its passengers, the pilot found the bishop's naked body pinned down in the clearing by 17 spears decorated with feathers. Sister Arango's body was found in a similar condition.

John Groom: We have had the dubious honour of meeting the Tagaeri and of walking away. It is important to understand that this warning is a big change in the way they behave. They have been on the run for a long time, and perhaps they are tired of being persecuted. I think their warning was a way of showing us that they are not savages and that they just want to be left alone.

2A,B:

- 1 I think so. It depends on many reasons.
- 2 They wanted to be free as any other nation.
- 3 I don't think so. It can be called as breaking one's independence.
- 4 I wouldn't like to join any expeditions. It is quite dangerous.

3A:

1 came across 2 faces 3 met 4 encountered

3B:

1 Mankind encounters/ faces a lot of problems because it doesn't pay attention to/ look after nature

5 Looking through newspapers I came across an article about disturbing the ecological balance in our region.

6 If managers of industrial enterprises do not observe safety regulations, they face/ encounter a negative response from the public.

7 City authorities met a group of volunteers.

4A, B:

1 They discovered the Lykovs evidently.

2 I think, there was a kind of disease.

3 I think, they were quite happy, because didn't see World War II and all other shake-ups.

4 It's the best way to hide from the horror in our country.

Lesson 7-8

1:

1B 2A 3D 4A 5C 6A 7D 8B 9A 10C 11B 12C 13C 14D
15A

2:

1 a 2 the 3 a 4 the 5 the 6 the 7 the 8 a 9 the 10 a 11 the 12
an 13 a

3:

1 was rewritten

3 had made

4 decided

5 was

6 went

7 reappeared

8 had been conquered

9 has become

10 trumpeted

11 reached

12 has actually managed

13 replaced

14 was

15 blamed

4:

- 1 nuisance
- 2 attraction
- 6 restricting
- 7 major
- 8 unique
- 9 tourist destination
- 10 prospering
- 11 residents
- 12 local community
- 13 sustainable

Extra words: historic sights, renovate.

5:

- 1 If only I hadn't gone on the voyage!
- 2 If there hadn't been that storm, we wouldn't have been shipwrecked.
- 3 If I hadn't sailed, Jane wouldn't have married Bob.
- 4 I would be sitting in my armchair and would be smoking now, if I hadn't

sailed.

- 5 If we hadn't been shipwrecked, I would not be hungry now.
- 6 If I hadn't got to this island, I wouldn't have met Friday.
- 7 I will make a fire, if a ship appears.
- 8 If a ship appears, it may be pirates.
- 9 If he agrees, I'll take Friday.
- 10 If I get home, I'll sit in my armchair, smoke and drink wine.

6:

1 accurate 2 phenomenon 3 integral 4 definition 5 apply 6 elegance 7 confronted 8 efficient 9 lack 10 nuisance 11 expand 12 offender 13 convey 14 conventional 15 avoid 16 proficiency 17 intricacy 18 accident

Workbook

Unit1

Lesson 1-2

1A:

Pavel – 5
Olya – 4
Atyom – 1
Natasha – 2
Julia – 6
Igor – 7
Misha – 3

1B:

1F 2T 3T 4F 5T 6F 7F

2A:

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

1 You live a new life for every new language you speak. Check proverb.

2 If you can read this, thank a teacher. Anonymous.

3 The roots of education are bitter, but the fruit is sweet. Aristotle, BC 348-322, Greek Philosopher

4 Those who know no foreign language knows nothing of their mother tongue. Johann Wolfgang von Goethe.

5 Knowledge without education is but armed injustice. Horace, BC 65-8, Italian Poet.

6 Learning is a treasure that will follow its owner everywhere. Chinese proverb.

7 Language shapes the way we think, and determines what we can think about. Benjamin Lee Whorf, 1897-1941, American Linguist.

8 There is no more beautiful life than that of a student. F. Albrecht.

9 Genius without education is like silver in the mine. Ben Franklin..

10 Everyone and everything around you is your teacher. Ken Keyes Jr., 1921 – 1995, American Author.

11 Never stop learning; knowledge doubles every fourteen months. Anthony J. D'Angelo, The College Blue Book.

2B:

1A 2K 3A 4V 5K 6K 7V 8A 9K 10V 11K

3:

1a) accuracy b) accurate

2a) efficient b) efficiency

3a) independent b) independence

4 a) proficiency b) proficient

5a) progressive b) progress

Lesson 3-4

4:

- 1 making a great mistake
- 2 come to an agreement
- 3 what counts
- 4 well rounded
- 5 accept
- 6 to give us good advice
- 7 making jokes
- 8 hate being corrected
- 9 easily confused
- 10 impatient
- 11 worries about

5:

1 since 2 than 3 except 4 of 5 while 6 by 7 by 8 because of

6:

1 a 2 a 3 - 4 the 5 - 6 the 7 the 8 the 9 the 10 the 11 - 12 the
13 - 14 a 15 the 16 -

Lesson 5-6

7:

- 1 is dying
- 2 performed
- 3 celebrated
- 4 didn't have
- 5 has been taught
- 6 learnt/ learned
- 7 are passing
- 8 exist
- 9 are spoken
- 10 were taken
- 11 sent/ were sent
- 12 were forced
- 13 were beaten

8:

1 reduced 2 minority 3 survival 4 assimilated 5 diversity 6 community
Extra words: beneficial, relevant

9:

1 endangered 2 well-rounded 3 independent 4 efficient 5 proficient 6
progressive 7 accurate 8 fluent

Exam Practice

1:

1D 2A 3B 4C 5D 6A 7B 8A 9B

2:

1 to survive 2 endangered 3 preservation 4 extinct 5 generation 6 consuming 7 dying

3:

1 has led 2 will disappear 3 boasts 4 prefer 5 is growing 6 believe 7 will be 8 are growing 9 live 10 began 11 were offered 12 have learnt

4:

1 that 2 of 3 while/whereas/ but 4 by 5 in 6 on/ into 7 by

5:

1 v 2 the 3 v 4 been 5 have 6 v 7 the (North America) 8 v 9 they 10 that 11 it 12 to 13 the 14 v 15 they 16 the (human creativity) 17 to

Unit 2

Lesson 1-2

1:

1b) 2a) 3a) 4a) 5c) 6c) 7c) 8b) 9b) 10a)

2A:

With "the": 1, 4, 8, 9

Without "the": 2, 3, 5, 6, 7, 10

2B:

With "the": 1, 3, 4, 6, 7, 10.

Without "the": 2, 5, 8, 9.

Lesson 3-4

3A:

1 Three days/ two nights/ a weekend.

2 18 people (the author, eight American students, seven Russian students, a tour guide, and a bus driver)

3 At noon on Women's Day/ March 8.

4 Four hours.

5 By charter bus.

6 Because it was everyone's first trip to these places.

7 Russia's countryside and two amazingly beautiful Russian towns.

8 A bell concert at a monastery and tour guides giving information.

9 They bought souvenirs, experienced Russian meals and took pictures.

10 They enjoyed the sights/ it was not a typical break/ they had a look into Russia's history/ had good memories/ took many pictures to show to their

friends and families.

3B:

1a) 2b) 3a) 4b) 5b) 6a) 7a) 8a) 9b)

3C:

- 1 an icon painting
- 2 common themes
- 3 three winter months/ December, January and February.
- 4 papier-maché/ glued cardboard
- 5 lacquer 2-3 times
- 6 red (on the inside) and black (on the outside)
- 7 24 hours
- 8 (egg-emulsion) tempera and gold leaf
- 9 squirrel hair
- 10 magnifying glasses
- 11 polishing the gold leaf
- 11 unique

Lesson 5-6

4:

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

5:

- 1 attractions
- 2 unites
- 3 financial viability
- 4 unique
- 5 accommodate
- 6 destinations
- 7 attracts
- 8 anything but
- 9 develop
- 10 major

Extra words: dignity, explore.

6:

Dmitry Konstantinovich: Interviewing people and doing research, writing the project proposal.

Maxim Vladimirovich: Creating a booklet, implementing the project.

Anton Michailovich: Finding a tour company, investing money.

Tatyana Nikolaevna: Keeping in touch with local authorities and going to receptions.

Exam Practice:

1:

1c) 2d) 3a) 4b) 5e) f) – an extra title

2:

1 v 2 people (cross out "the") 3 coming (cross out "who") 4 London is (cross out "it") 5 v 6 who came (cross out "have") 7 v 8 London is (cross out "it") 9 v 10 every year (cross out "in")

3:

1A 2C 3B 4A 5D 6D 7B 8A 9C 10A 11D 12B 13D 14A 15B

Unit 3

Lesson 1-2

1:

1 bodyguard 2 manager 3 accountant 4 doctor 5 officer 6 salesperson 7 teacher 8 engineer 9 lawyer 10 politician 11 designer 12 chef 13 director 14 photographer 15 musician

2:

1 optimistic 2 accurate 3 ambitious 4 creative 5 effective 6 literate 7 confident 8 flexible 9 careful 10 numerate 11 energetic 12 punctual 13 successful

3:

1h) 2a) 3d) 4g) 5a) 6c) 7i) 8e) 9b)

Lesson 3-4

4A:

Correct order of paragraphs: h), c), e), b), g), f), a), d).

4B:

1b), 2h), 3e), 4g), 5a), 6c), 7f), 8d).

5:

1 recently 2 generally 3 several times 4 right now 5 next week 6 at the moment/ at present 7 for the time being 8 at present/ at the moment

6:

- 1 The applicant tried to speak clearly in order to/ so that to:
 - produce a favourable impression;
 - prove to be suitable for the job.
- 2 The interviewer examined the candidate's reactions in order/ so that to:
 - find out the applicants ability to work;
 - make the right decision.
- 3 The interviewer looked at the candidate closely so that to/ in order to/ to:
 - find out about the applicant's ability to work;
 - make the right decision.
- 4 The applicant wrote extremely neatly in order/ so that to/ to:

- produce a favourable impression;
- prove to be suitable for the job;
- make his/her CV look pleasant and well-organized.

- 5 The interviewer put difficult questions so that/ in order to/ to:
 - find out the applicant's ability to work;
 - make the right decision.
- 6 The applicant tried to sound enthusiastic so that/ in order to/ to:
 - produce a favourable impression;
 - prove to be suitable for the job;
 - persuade the interviewer.
- 7 The applicant put on his/ her best clothes so that/ in order to/ to produce a favourable impression.

7:

- g) a) h) f) e) c) d) b)

Lesson 5-6

8:

- 1d) 2g) 3f) 4e) 5a) 6c) 7b)

9:

Students write individual answers using the expressions from the box.

For example:

- 1 How shall I put it?
- 2 That's a good question.
- 12 Well, let me think.
- 13 Let's put it this way.
- 14 The best way I can answer that is...
- 15 Well, let me see...
- 16 I think so. / That's a good question.
- 17 I'll have to think about that. / Mm, that's a difficult question.

Exam Practice.

1:

- 11 2C 3A 4D 5F 6G 7H 8B 9E

2:

1 down 2 too 3 will 4 likely 5 to 6 on 7 those 8 who 9 go/ are 10 used 11 according 12 On 13 that 14 get 15 example 16 if

3:

1 v 2 very 3 v 4 v 5 the 6 has 7 in 8 is 9 up 10 of 11 v 12 the 13 v 14 v 15 back 16 on 17 been

Unit 4

Lesson 1-2

1:

1 werewolves 2 UFOs 3 telepathy 4 poltergeists 5 alien 6 ghost
7 beasts

2:

1 They had a horrible feeling that they were going to miss the plane.
2 Her words nearly stopped my heart completely.
3 He was rooted to the spot and couldn't say a word.
4 The sight of his room made his hair stand on end.
5 I finally got myself together and was able to call the police.
6 The ghastly creature was slowly moving towards him.
7 The absolute silence around me struck terror into my heart.

3:

Fright – frightened, frightening – frighten
Scare – scared, scary – scare
Panic – panicky – panic
Dread – dreadful – dread
Fear – fearful – fear
Terror – terrifying, terrible, terrified – terrify/ terrorise
Horror – horrible, horrifying – horrify

Lesson 3-4

4:

1 coincidence 2 Evidence 3 test 4 research/ investigate 5 experiments
6 anticipate 7 phenomenon

5:

1F 2E 3D 4C 5B 6A

Lesson 5-6

6A:

1c) 2g) 3f) 4b) 5d) 6a) 7e)

6B:

1 was slung 2 slid 3 transport 4 load 5 were dragged 6 be towed 7
sank

7:

1 the 2 the 3 the 4 the 5 a 6 the 7 no article 8 the 9 no article 10
a 11 a 12 a 13 the 14 a 15 no article

8:

1 Hardly had I arrived in the museum, when I met a ghost.

2 Standing in front of one of the windows was a strange, shadowy figure in medieval clothes.

3 Little did I realise - what would have happened if it could see me.

4 Without looking back at the ghost I ran as fast as I could.

5 Only later, when I found myself breathless back in my office, did I realize what had happened to me.

Exam Practice.

1:

1H 2G 3A 4F 5E 6D 7C

2:

1 as 2 a 3 is 4 by 5 and 6 based 7 order 8 out 9 that 10 seriously
11 by 12 been 13 living 14 These 15 well 16 can

3:

1 I was just about to leave the house.

2 Never have I been so frightened.

3 I wish I could swim./ I wish I were able to swim.

4 I hardly do any sports these days.

5 If it hadn't been for the traffic, I would have come on time. If it hadn't been because of the traffic, I would have come on time.

6 Under no circumstances may you talk about this to anyone.

7 Paul was the only one to support the idea./ Paul was the only one who supported the idea.

8 This is my second visit to this place./ This is the second time I have visited this place.

9 Mary asked her husband if he had written the article.

10 My story is not as mysterious as yours./ My story is not so mysterious as yours.

Unit 5

Lesson 1-2

1:

Order of relative clauses: 5, 3, 1, 6, 2, 4

2:

1a) interested

b) interesting

2a) surprised

b) surprising

3a) relaxing

b) relaxed

4a) inspired

b) inspiring

3:

a) talks rubbish

b) head and shoulders above

- c) a cliffhanger
- d) watch the box
- e) was shaking in my shoes
- f) a dog's breakfast

Lesson 3-4

4:

1c) 2b) 3a) 4a) 5b) 6b) 7b)

5:

1 the 2 the 3 - 4 a 5 - 6 - 7 - 8 the 9 the 10 the 11 a 12 the

Lesson 5-6

6:

- 1 Organise a community clean-up.
- 2 Go to the cinema with your family and your neighbours.
- 3 Train for a five- kilometer race.
- 4 Paint the door to your flat a different colour.
- 5 Dramatise your favourite story and show it in your neighbourhood.
- 6 Make biscuits for your family and neighbours.
- 7 Plant flowers in your garden.

7:

Appeal – appeal – appealing
 Violence – violate – violent
 Regret – regret – regretful/ regrettable
 Demand – demand – demanding
 Urge – urge – urgent

8:

b) Even though Joe Shea has spent 35 years without television, he is aware of camera angles, stage-setting, editing and message-shaping.

c) Joe Shea watches some programmes, although he prefers them to be broadcast live.

d) He is not afraid to go outside at night or help a stranger in need, despite being an elderly man.

e) There are some people who have learnt that a TV-free life is more valuable in spite of the fact that people in the USA spend a lot of time in front of the TV screen.

f) Despite the fact that television executives control what is shown on TV, Americans seem unable to understand it.

g) There is a clear relationship between the amount of TV viewing one does and the qualities people achieve in life. For us it may sound strange and funny, though.

Exam Practice.

1:

5a 3b 1c 4d 2e 8f 6g

2:

1 for 2 opera 3 soaps 4 were 5 of 6 and 7 to 8 the 9 the 10 was
11 life 12 of 13 at 14 at 15 and

Unit 6

Lesson 1-2

1:

1 applied 2 applications 3 efficient 4 efficiency 5 effective 6 side ef-
fects 7 flexibility 8 operating 9 modification

2:

1 waterproof 2 soundproof 3 bulletproof 4 shockproof 5 multipurpose
6 soundless

3:

1 will 2 will 3 will 4 are likely to 5 are likely to

4:

A5 B4 C3 D2 E1; unanswered is question 6.

Lesson 5-6

5A:

Aim of the research: To explain how such a Babel evolved.

Method of research: ...comparing ecological maps and...languages.

Results: In the south, ...may be restricted to a single village.

Interpretation of the results: Nettle now believes...the greater the likeli-
hood of a common language.

Conclusion: West African societies largely conform to Nettle's theory.

5B:

- 1 Papua New Guinea
- 2 lingua franca
- 3 correlation
- 4 famine
- 5 populous
- 6 arid

6:

- 1 zero article – general
- 2 zero article – general
- 3 the – particular, the one that is in your skin cells

- 4 zero article – general
- 5 zero article – general
- 6 zero article – general
- 7 the – particular, we have mentioned it before
- 8 the – the same as in (7), we have mentioned it before
- 9 zero article – general
- 10 the – particular, the one that has been formed in your skin

Lesson 5-6

7:
 1 provide 2 applications 3 research 4 advanced 5 procedures 6 conditions 7 techniques 8 conventional 9 applied 10 conditions 11 discovered 12 carried out

8:
 The first text deals with computer programming while the second one is about genetics.

9:
 1 criteria 2 phenomena 3 hypotheses

10:
 1 inoculated 2 showed 3 became 4 were dying 5 was celebrated 6 became 7 is 8 are increasingly looking 9 present 10 consist 11 have been 12 have sparked 13 is injected 14 stimulates 15 is produced

Exam Practice.

1:
 4a 7b 3c 5d 6e 2f 1g 9h
 Extra sentence is 8.

2:
 1B 2A 3C 4B 5A 6B 7B 8D 9A 10D 11B 12A 13D 14C 15C 16B

Unit 7

Lesson 1-2

1:
 1F 2A 3D 4B 5G 6H 7C 8E

2:
 1 dots 2 lines 3 texture 4 strokes 5 shapes 6 effect 7 state

Lesson 3-4

3:

- 1 It reminds me of my nightmares when I was a child.
- 2 You can't even try to figure out what is going on.
- 5 You get a sense that this is the artist's personal vision of the world.
- 6 I think we must speak about this artist in connection with the tradition of Flemish art.
- 7 The reason I really like this painting is it's totally open to interpretation.
- 8 It seems like there are many layers of meaning and each of us can get whatever we feel like.

4A:

- 1 What it is saying
- 2 The argument with modern art is
- 3 Because of
- 4 I rather liked if
- 5 I just don't think
- 6 As I got closer
- 7 More to the point
- 8 Do you not think

4B:

- 1 James 2 Paul 3 Andrew 4 Allison 5 Tom 6 James

Lesson 5-6

5A:

- 1T 2F 3T 4F 5T

5B:

- 1 to 2 on 3 in 4 of 5 of 6 for 7 out 8 among 9 in 10 to 11 by

Exam Practice.

1:

- 1D 2C 3A 4D 5A/B/D 6B 7C 8A 9D/B 10B 11B 12A 13A
14C 15B/D

2:

- 1A 2C 3B 4C 5A 6B 7D 8A 9B 10B 11C 12A 13B 14B
15D 16A

3:

- 1 was shocking 2 took them three hours 3 might not have heard 4 had better write an article 5 can't have been to 6 aren't allowed to take 7 used to admire impressionists 8 is far less valuable than 9 such an interesting exhibition that 10 has been painting in water colours

Unit 8

Lesson 1-2

1:

1 incident 2 accident 3 accident 4 incident 5 accident

2A:

1 without 2 in 3 for 4 through 5 of 6 instead 7 out 8 on 9 through
10 in 11 of

2B:

1 intruders 2 to be equipped with / were equipped with 3 break-in 4 raid
5 have gone amiss 6 a waste of time 7 have raised the alarm 8 robbery at-
tempt 9 issued an appeal for 10 urged

Lesson 3-4

3:

Very, rather +	Absolutely +
difficult	Impossible
tired	Exhausted
big	Vast
hungry	starving
good	Perfect
angry	Furious

4:

1 It is absolutely filthy!

2 It was absolutely impossible to catch the bank robber – he used a police helicopter and crossed the Channel.

3 A new method of computer searching for criminals has proven to be absolutely wonderful!

4 The head of the city police was very angry when he heard the news.

5 Having wandered for two days in the marsh the thief came to the local police station totally exhausted and absolutely starving.

6 The new alarm system I have bought is very good!

5:

1C 2C 3A 4B, D 5B 6A 7D

Lesson 5-6

6:

1c) 2f) 3a) 4e) 5b) 6d)

7:

1 aims 2 have developed 3 is being touched 4 to break 5 have picked up

6 is known 7 to maintain 8 be adapted 9 are being tested 10 will be able

Exam Practice

1:

1I 2A 3D 4C 5F 6G 7E 8H

B is not needed.

2:

1 in 2 us 3 rob 4 each 5 a 6 if/whether 7 were 8 who 9 had 10 wrong 11 it 12 them 13 off 14 when 15 next 16 but/still/anyway

3:

1 have 2 v 3 v 4 v 5 the 6 of 7 v 8 v 9 v 10 to 11 v 12 the 13 very 14 v 15 who 16 about 17 v 18 for 19 where 20 v 21 v

Unit 9

Lesson 1-2

1:

- 1 old black cashmere coat
- 2 new blue denim jeans
- 3 checked Harris tweed jacket
- 4 dirty oval wooden table
- 5 spacious newly furnished room
- 6 tall beautiful blonde girl

2:

Attention!

I have left my coat on a bench outside the hall of residence. It is a long navy blue coat. The coat is of great sentimental value to me because it's a present from my granny. She gave it to me before I came here, so it's a treasured possession! Help me, please!

Stephan Lukas

3:

Silk cloth, dress; silky hair, skin, fur.
Stone wall, floor, Age, circle; stony look, beach.
Gold ring, necklace, bar; golden dome, spires, sunset.
Wood chips, stove; wooden spoon, chair, table, house.

4:

This electronic barbecue...

Designed in our special research laboratory in the States and manufactured in a high-tech enterprise in Japan.

...its frame made of stainless steel and its advanced computer-operated

timer and grill with the latest Intel Pentium 8 processor.

It will also store all the data of how much your guests consumed during your garden parties so that you can keep full records of your expenditure and an average cost of every guest.

For the winter months, it can be folded away...

Measures 30''*24''*30''.

Lesson 3-4

5:

- 1 He is believed to have robbed a bank a long time ago.
- 2 He is considered to have had more money than common sense.
- 3 Ross is reported to have escaped to an island in the Pacific.
- 4 He is known to have had a huge house and a luxurious car.
- 5 He is alleged to have married a Hollywood star.
- 6 He is understood to have met a preacher who persuaded him to become a missionary.
- 7 He is thought to have left all his money to an orphanage.

6:

1 particularly 2 enough 3 for 4 on 5 into 6 couch 7 Once 8 where 9 only 10 if/ whether 11 in/ with 12 for 13 wish 14 of 15 upon/ on/ with

7:

Convention; (un)conventional; -

Intricacy; intricate; -

Conformism, conformity, conformist; - ; conform;

Stitch; - ; stitch

Affection, affectation; affectionate, affective; affect

Lesson 5-6

8:

A comb through

B call on

C come out in

D catch up with

E make up for

Exam Practice

1:

1B 2E 3C 4D 5F

A is extra sentence.

2:

1 for 2 than 3 by 4 be 5 of 6 for 7 the 8 become 9 but 10 more
11 for 12 in 13 and 14 in 15 with 16 on

3:

1 guide 2 solutions 3 thankful 4 grateful 5 seasonal 6 conscious 7 depressed 8 eating 9 digest 10 stuff 11 later

Unit 10

Lesson 1-2

1:

1 are poisoned 2 other chemicals 3 little result 4 species 5 these...seeds
6 a 7 that/ which 8 the 9 research 10 the

2:

1 affect/ worsen 2 release 3 victim, poisons 4 safely regulations, volunteers 5 worsen/ affect 6 deprived of 7 ignorance

Lesson 3-4

3A:

1 partnership 2 safer 3 organization 4 neighbourhoods 5 properties 6 security 7 incidents 8 community 9 useful 10 criminals

3B:

1d) 2g) 3a) 4b) 5f) 6c) 7h) 8e)

Lesson 5-6

4:

1 occurred 2 were involved 3 had been up 4 set out 5 had just started
6 thought 7 didn't take 8 continued 9 realized 10 was something large standing 11 yelled 12 ran 13 heard 14 scrambled

5:

1 an 2 the 3 - 4 the 5 - 6 - 7 - 8 - 9 - 10 the 11 the 12 - 13 a 14 the 15 the 16 -

Exam Practice

1:

1A 2 A/D/E 3 C/D 4 A/B/F 5 A/F 6 F 7 C/E 8 D 9 C/E 10 B/F

2:

1 in 2 in 3 the 4 is 5 are 6 the 7 at 8 from 9 are 10 of 11 the 12 that 13 much/ even 14 out 15 to

3:

1 the 2 has 3 been 4 more 5 - 6 is 7 which 8 - 9 the 10 have 11 - 12 will 13 - 14 the 15 to

Extensive reading.

What is there in a language?

1A:

Yes, I think so.

1B:

Music is an art form whose medium is sound. The elements of music are pitch, rhythm, dynamics and the sonic qualities of timbre and texture.

Art is the process or product of deliberately arranging elements in a way that appeals to the senses or emotions. It encompasses a diverse range of human activities, creations, and modes of expression including music, literature, film, sculpture, and paintings.

Ballet is a formalized type of performance dance which is performed by trained artists, including mime and acting, and is set to music.

Poetry is a form of literary art in which language is used for its aesthetic and evocative, qualities in addition to, or in lieu of, its apparent meaning.

2A:

1 patterns of lines and sounds (rhythm)

2 rhyme

3 ways of expressing thoughts, emotions, and experiences.

4 words that excite your imagination.

2B:

Sonnet

1 It signals that some words or parts of words are contracted for the sake of rhythm. This often happens in a poem. The full form is “damasked”.

2 The woman.

3 “Compare” is a noun by function here (the preposition “with” is the indicator here).

4 The lines are rhymed according to the following pattern ABAB CDCD EFEF GG.

5 They contain the message, for example, the idea the author wanted to share with the readers.

A Red, Red Rose.

1 “Luv” is ScotE for “love”. Other cases are “bonnie”, “gang” (go), “weel” (well).

2 “Till all the seas”. Other cases are “o’life” (of life), “tho” (though). They are contracted for rhythm and to give a pleasant sound.

3 ABCB; lines A and C often contain a repetition, for example, in verses 1 and 4 “O, my luv is”, in verse 3 “my dear”.

4 The repetition of such sounds as [w], [l], [ai], [i] (alliteration).

From “The Light that Failed”.

1 “She would have none of my great poses” – “pose” especially in BrE behaviour by which someone pretends to behave like a fashionable, rich, intel-

ligent, etc. person in order to make other people notice them or admire them. The line may mean "She wasn't interested in my attempts to impress her".

2 It obviously means "heavenly love", a love that does not exist.

3 AABB CCDD EEFF

3A:

1 The first and the third poems thoroughly written with respect to the rhythm and rhyme. For the second author, the pleasing combinations of sound and expression of emotions seem more important than a perfect form. The effect of this "carelessness" is to increase the emotional strength, whereas the other poems are more a product of reason.

2 Shakespeare: The main body and the conclusion are separated, so that the reader doesn't miss it.

Burns: The verses are of equal length with a lot of repetition. It looks like a song created on the spot to express the mood.

Kipling: The three verses are of equal length, very orderly, polished.

3 In each poem there are such instances. For example, "But no such roses see I in her cheeks." (Shakespeare); "So deep in love I am!" (Burns); "Roses red and roses white/plucked I for my love's delight." (Kipling) Each time the emotional component is increased. Compare to "I see no such roses in her cheeks" or "I am so deep in love" or "I plucked white and red roses for my love's delight."

4 There are words like this in Shakespeare's sonnet, for example the low style "reeks" is used to strengthen the gap between the accepted way of talking about love and real love; Burns' piece is full of exaggerations; Kipling chooses literary words.

5 In the first poem we learn a lot about her physical features: appearance, the way she moves, speaks, etc. In the second poem there is no description at all. We only learn about the narrator's feelings towards her. It is a sort of "self-portrait". In the third poem we know more about her personality than her physical appearance.

6 "My love is not as beautiful as a goddess, she is much better, because she is real."

"My love is so strong!"

"We live on the Earth, we can never experience heavenly love."

7 Shakespeare emphasizes the opposition between the accepted (and therefore less substantial/vaguer) image of unearthly beauty and a real woman. This can be traced in every line or in every two lines. The conclusion is separated from the rest so that the reader does not miss it.

Burns: Four-line verses come one after another. There is no strict logical connection between them. They seem to come spontaneously. They might go on and on like that.

Kipling: Very logical development: exposition/ starting point, quest/ development, result/ conclusion. The first and the last lines contain almost the same words. This gives the impression of an accomplished and polished piece of work, in which no word can be added or taken away.

3B:

The second one is closer, because love is perceived by people at any times quite equal.

3C:

Сонет

Ее глаза на звезды не похожи,
Нельзя уста кораллами назвать,
Не белоснежна плеч открытых кожа,
И черной проволокой вьется прядь.
С дамасской розой, алой или белой,
Нельзя сравнивать оттенок этих щек.
А тело пахнет так, как пахнет тело,
Не как фиалки нежный лепесток.

Ты не найдешь в ней совершенства линий,
Особенного цвета на челе.

Не знаю я, как шествуют богини,
Но милая ступает по земле.

И все ж она уступит тем едва ли,
Кого в сравненьях пылких оболгали.

Translated by S. Marshak.

Роза, роза красная
Любовь, как роза, роза красная,
Цветет в моем саду.
Любовь моя – как песенка,
С которой в путь иду.

Сильнее красоты твоей

Моя любовь одна.

Она с тобой, пока моря

Не высохнут до дна.

Не высохнут моря, мой друг,

Не рушится гранит,

Не остановится песок,

А он, как жизнь, бежит...

Будь счастлива, моя любовь,

Прощай и не грусти.

Вернусь к тебе, хоть целый свет

Пришлось бы мне пройти!

Translated by S. Marshak

Из романа «Свет, который погас»

Красных роз и белых роз

Для любимой я принес.

Не взяла цветов моих –

Приказала голубых.

Обошел я целый свет,
И везде один ответ –
Жаль трудов твоих пустых –
Не бывает голубых.

Может на краю могилы
Рассказать смогу я милой –
Лучше самых светлых грез
Лепестки обычных роз.

Translated by O. Groza

People and Places.

1:

The most important components of theatre are actresses, actors, a stage, a script, a stage manager, lightning, scenery and costumes.

2A:

I wouldn't like to know what happened then, because the beginning isn't exciting. But there is one interesting thing. It seems if that the stage manager is inside the story, as a character.

2B:

1 This is not just geographic and historical information although it gives the audience the exact place and time (and it must mean a lot to an American audience). But it also characterizes the people who live there. "We like to know facts" suggests that they are simple, precise, perhaps lacking imagination.

2 The list of churches in such a small town seems quite impressive, but this reflects the history of the country (people came here seeking religious freedom) and the character of the people who would follow traditions and feel proud of it. The T might also add that this is quite typical for that part of the USA. The second fact suggests that it was probably the most memorable event in the history of the town.

3 A drugstore in a town, like the one described, was also a shop and a place where one could have a cup of coffee and a chat. The community centre, in fact.

4 On one hand, it illustrates how measured, orderly and quiet the life of the town is. On the other hand, this simple movement of the character makes the audience believe in the reality of what is happening on this almost empty stage.

5 He means the twins born into a Polish family. Obviously, there is only one doctor here, and he would naturally be there to see to every birth and death. This way of referring to facts as if everybody knows about them is typical of small places with settled routines.

6 Obviously, "the call" concerning "that baby case".

3A:

1 Obviously, it is not. The description contains a lot of technical details which are hard to keep in mind.

2 The description is meant for the stage director, the actors and the designer.

3 Yes, as these people need to know exactly what the writer means.

3B:

1 He may be living in the future in relation to the action (1901), ("Doc Gibbs died in 1930. The new hospital's named after him.") But the way he switches from the past to the present and uses the present continuous or speaks about the future using the past ("Mrs Gibbs died first – long time ago, in fact."; "First automobile's going to come along in about five years."; "In those days our newspapers come out twice a week – The Grover's Corners Sentinel – and this is editor Webb's house.") suggests that he is not related to any particular time. That is why, perhaps, this character is called the STAGE MANAGER.

2 His place in the town is defined quite clearly "Here's the grocery store and here's Me. Morgan's drugstore."

3 No. See the examples: "mount'in", "The morning star always gets wonderful bright the minute before it has to go – doesn't it?" "First automobile's going to come along in about five years – belonged to Banker Cartwright, our richest citizen...lives in the big white house up on the hill." "Nice town, y'know what I mean?" "s far as we know." "Way back there is the railway station; tracks got that way..." "Naturally, out in the country – all around – there've been lights on for some time, what with milkin's and so on". Etc.

4 This is not typical, but this helps to keep the manager "inside" the story, as one of the characters.

3C:

This wonderful piece of description gives a sort of overview of the town at that particular moment. All sentences and clauses are joined together into one picture. Every element is important, although it seems to exist on its town.

3D:

He mentions the deaths at the very moment when living actors come onto the stage. The contrast between seeing the living people and knowing they are dead comes as a shock. Then (as we can still see them alive) sadness and nostalgic feeling begins to colour the whole piece.

3E:

I think, the general tone is sad and nostalgic, because we know that all the characters, which are on the stage, are already dead.

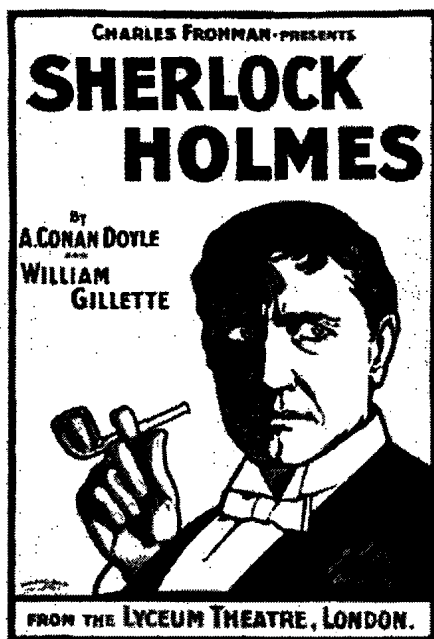
4:

1 I'd choose a British actor. This could be a woman or a man, it doesn't matter.

2 I'd invite any modern designers because they may have a fresh look over the costumes.

5:

A poster.



A Job for Life.

1:

Perhaps, the story will be about people with different jobs.

2A:

This story is about a hairdresser or a barber.

2B:

a) The haircut.

b) The British skiers are mentioned as they have never had achievements in this kind of sport and to emphasise the scale of Barney's ineptness.

c) The haircut is being compared with a great historical event (catastrophe) to exaggerate the damage.

d) No, he hasn't. Barney tried to follow the client's instructions but the haircut has got out of control.

e) The client is called a victim because he is still unaware of that fact that his haircut is going wrong.

f) Prisoners of a maximum security prison have very short haircuts and are considered the toughest and the most dangerous criminals. Barney is worried that his client is a tough, strong and aggressive man.

g) The barber wants either to do a very short but even haircut, or to leave the customer's hair wet and hide the results of his work for a bit longer.

h) The client is wide, but not seven or eight feet wide; he is described like that to stress Barney's horror of the consequences of his work. It is hyperbole: a way of describing something by saying it is much bigger, smaller, worse, etc., than it is. There are other examples in the text: victim, calamity, horror story, butchered, etc.

i) Possible translation: Борец сумо раздавил в лепешку парикмахера. Суд оправдал Голиафа, отомстившего бездарному парикмахеру.

j) The option of making a client look like a prisoner at maximum security prison may lead to a client being aggressive and taking revenge on the barber who has spoiled his hair.

k) It is not very man-like to have the hair dried with a hairdryer.

l) He makes a decision to pretend that nothing is going wrong and chooses the second option: to pour water on the client's head and to hide the results. He identifies himself with the famous actor who always acts decisively in risky and dangerous situations and deals with them brilliantly.

m) Quarter of an hour later the client leaves, but the barber feels quite happy and satisfied at having got rid of the client.

n) Barney makes himself a mental note to try not to meet this person in the street in the nearer future.

o) Picture 1.

3:

Very unlikely according to how the author describes the haircut (victim, catastrophic, disaster, horror story, weep, damage, devastation, slaughtered).

Mysteries

1:

The story takes place in America or England.

A man and a woman, and maybe a ghost.

It is about some kind of mystery.

2A:

The story is about a dog.

2B:

a) It is certainly quite a strange name for a dog – imagine a dog called, for example, Rembrandt or Pushkin! Salads are also not normally dog food – Farrel seems to feed the dog with leftovers when the owner is away.

b) The dog is compared to a goat and a person (remember Grunewald), whose main interest is shoes (chewing them?), most probably because the dog is often left on its own and is bored.

c) Yes, it is very significant, as it hints at later mysterious events.

d) It's a humorous remark, as it is quite clear that nothing can be really discussed with a dog.

e) No, he didn't, as he mooed (like a cow), butted (like a goat) and scrambled with his claws (probably trying to resist being pulled) all the way.

f) Probably because it was strange not to hear anything from him after he had made so much noise when being pushed out.

g) According to the paragraph, Farrel: likes routine, he has a gift for acceptance (of the situation and of people), he is delighted with his own pedantry, he is proud of his calmness.

h) The story is full of striking images and collocations. For example: "A dog with no outside interests except shoes." "Grunewald seemed to have gone off the air."

i) Probably this indicates that even Farrel's gift of acceptance was approaching its limit.

j) This helps to emphasise the discrepancy between the world Farrel lived in and the events happening and probably explain why he spoke to Lila after all.

k) That werewolves were impossible in his world.

3A:

1 Sounds: scabbled, butted repeated.

2 Shades and colours: red, yellow.

3 Smell: sweet, smoky.

4 Direct characteristics: as he always did, breathing quickly with its ears back.

5 Movements: the coffeepot was still chuckling, he had dreamed the wolf.

3B:

He uses colourful dramatic language.

4:

The first group: the screenshot with the description of a room.

The second group: description of the characters' movements.

World of Science

1:

That night Martin came to the laboratory to do some work. Before that, he had starting testing, staphylococci bacteria from a patient, who healed quickly. He saw that there was no bacteria in the test tube. It meant that something had killed them. Martin felt that it was a great discovery.

a. a) That night Martin returned to the laboratory.

b) Before that he had started an experiment with the pus from a carbuncle which he had been healing unusually fast.

b. b) His thoughts were occupied with something else.

c. b) He was irritated, called it an accident, and more interested in a new experiment.

- d. b) The following detail points to it: "...he reflectively rubbed his neck – his blouse was off, his collar on the floor, his shirt open at the throat."
- e. b) He kept asking questions, there are no words expressing joy.
- f. No. The word "laboriously" points to it.

g. b) The author shows it with the following details: "At a hectic run, not stopping for lights, bumping corners and sliding on the too perfect tile floor, he skidded down the stairs and galloped through the corridors to his room...", "...nervously dribbling out one drop of the gorgeous dye", "he sprung to the microscope", etc.

h. This is a typical research procedure.

i. b) The description of the morning shows it ("bright roofs, jubilant towers, and a high-decked Sound steamer"...)

2:

First Martin made sure that his discovery was not a mistake, then reported it to his chief. Then he went on researching the new phenomenon.

j. He evidently did not want other people to interfere with his experiments.

k. This was what he called the new phenomenon.

3:

The director offered Martin all possible support for finishing his work and the position of laboratory head.

l. b) The way he is described is ironic ("One morning he burst in, whiskers alive..."; "Tubbs gasped, assaulted his whiskers, did a moment of impressive thinking, and clamored...")

m. a) This sentence shows it: "Martin felt that his one ewe lamb was being snatched from him but he could see no way to refuse..."

n. This is an allusion to the episode from the New Testament, when the Devil tempted Christ by offering him power over the world. This information as a rule can be found in phraseology and cultural dictionaries and dictionaries of idioms.

4:

First Martin was disappointed and upset. Then he felt curious to know what the French scientist did. He couldn't help admiring his work and finally felt quite content, as he had really felt happy while working during all those weeks.

5:

1. Maybe he could, but he didn't do that.
2. He was a true scientist. That is why he did not publish his results immediately, as he wanted to check all possible sources of error and to research his X Principle in depth.
3. He was curious to find the truth. He enjoyed his work.
4. "...I had a lot of fun working all those nights..."

Understanding Art.

1:

"La Primavera" appeals to me most of all. I like classical style.

1c 2a 3b

2A:

Paul Gauguin, "Where Do We Come From? What Are We? Where Are We Going?"

2B:

1 The narrator couldn't understand the emotions which filled him, so he tries to describe the whole range of them.

2 The narrator is French, and although he is telling the story in English, when he is overwhelmed he switches to his native language, which shows that he is very emotionally engaged.

3 Both paintings were created by geniuses, so he had the same feeling about them.

3:

In the picture	The feelings it caused
The ceiling In general	He felt small and insignificant It made him uneasy; an impression of the sitting in an empty room next to a door.

4:

1 He compared it with Tenez. He had the same feelings.

2 Because it is a masterpiece.

3 He was in pride and contempt.

4 Yes, sure. I am always impressed, when I see something exciting.

5:

Silent, stupendous, overwhelming, small, insignificant, sane, healthy, uneasy, empty, dreadful, unseen.

Crime and Punishment.

1:

They can steal anything, but usually they are not big things.

Sometimes they need psychological treatment, sometimes, especially young people steal just for the thrill of it, to get a surge of adrenaline because they are bored, sometimes to have things they would like but can't afford.

2:

It seems like a joke.

3:

a) A snowman.

b) Yes, words "it weighed a ton", "a fierce chill piercing my gut" indicate it.

c) He/ she destroyed it.

d) No.

e) Cars, cameras, a guitar, a bust of Shakespeare.

4:

A person tells about strange things that he/ she once stole, such as a guitar, a bust of Shakespeare and a snowman. He steals because of boredom.

The story because unemotional, the reader cannot feel what the narrator feels and as a result it is more difficult to understand.

5:

1 There are really no indications to the gender.

2 Again there is no proof in the text that the thief is a teenager.

3 The following adjectives can be suitable: lonely, miserable, sensitive, aggressive, native, mad, determined, cruel, vengeful.

4 There are indications to it in the text.

6:

1 Lines are not rhymed and the rhythm is very irregular.

2 It is a natural spoken register, sometimes, low style (for example, pinch, nicked, flogged). The words are mostly neutral except for some instances like "fierce chill", "mucky ghost", "twisting (not turning!) the doorknob", "my breath ripped out in rags".

3 Short, sometimes one-word sentences. They often start in one line and end in the middle of the other line. Some sentences are incomplete (line 13 with the subjects missing).

7:

Snowman, white, winter moon, he slice of ice, frozen stiff, chill, lumps of snow – all these words emphasise the thief's position as an

outcast from the world, his/her remoteness from other people, his indifference.

8:

The thief sees him/herself as an outsider – criminals often do – and opposes the world. He/she despises his/her own lifestyle. He/she gets thrill, excitement, another surge of adrenaline from people's misfortune, feels he/she has the right to "punish" them. The clues to the character are words like "alone" – a snowman is not a substitute for a friend, "boredom" – there is nothing to fill his/her time (lines 22-23), "I could eat myself" – being prepared to do harm to him/ herself to overcome boredom.

The poem is in a way sympathetic, as people "like the thief" need help from society, so that they have a chance to integrate with it.

9:

a) The poem does not suggest an answer, it rather puts a question and also asks the reader for personal response.

b) This question can make the reader think about him/ herself.

c) This, as well as, irregular rhythm and absence of rhyme makes the poem "rip out in rags". It seems to be a typical device used by the poet to make the poem very emotional but lacking harmony.

d) He/she probably imagines himself talking to the children who "would cry in the morning". This is the thief's philosophy, his own moral standards, which are outside society's values and beliefs. His/her life is tough, so he/she wants children to see "real" world which is an equivalent to his own, full of loneliness, suffering.

e) He/she sighs seeing a ghost, echo of the snowman's image, outsider, a person rejected by society. What he sees is sad.

The Way We Live.

1:

Writing by heart.

2:

Writing by heart in pairs.

3:

Completing of the poem. Work in groups.

4:

Checking of the written sentences and words.

5:

1 This poem is not just about someone's room, but more about someone's lifestyle and personality.

2 He leaves his underwear all over the room – it is even hanging on the lamp; he keeps his dirty clothes in a pile on a chair; he puts his workbook in a window to keep it open; he throws his clothes on the floor; he hangs his pants on the door; he keeps his books in a mess in the closet; he lets his pet lizard sleep in his bed.

3 He is a teenager.

I think, he doesn't do well at school.

His hobby can be skiing.

They are not good.

6:

1 The language of the poem is very simple, as simple as our daily routine is, because the writer describes the things he does every day.

2 This is because the poem is in fact a long list of what he does every day; these repetitions are monotonous because the room is probably always like this.

3 There – chair, lamp – damp, ski – TV, Ed – bed, floor – door, hall – wall, dear – familiar.

The rhymes form a pattern which includes three stanzas and the final one which is different.

7:

Sure. In every joke there is always something true.

8:

Every person can have its own lifestyle, and this is his/her choice. And we can't judge him/her.

9:

The writer's lifestyle is quite original. He is quite a creative person, because all his things are in a mess. He doesn't care about keeping his room clean. He leaves his underwear all over the room – it is even hanging on the lamp; he keeps his dirty clothes in a pile on a chair; he puts his workbook in a window to keep it open; he throws his clothes on the floor; he hangs his pants on the door; he keeps his books in a mess in the closet; he lets his pet lizard sleep in his bed.

But he has a hobby. He likes skiing. Maybe he is a sportsman.

I think, he isn't an ordinary person.

Whose World is it?

1:

As a result of the action described in the quotation, all weapons should be changed into tools, there should be no wars, and everyone should live in peace.

No, the narrator feels the hoe struck him with "malice prepense", a legal term implying it was planned in advance (ironic use), and he complains that the gardening tool has changed into a weapon.

2:

- 1 No, it doesn't.
- 2 The "seat of my sense" is the head, the forehead.
- 3 The narrator probably said some rude or angry words to the hoe.
- 4 He thought the hoe had hit him on purpose.
- 5 He refers here to the line from the Bible.

3:

1 The narrator treats the hoe as a person. The following phrases prove it: "the toe of an unemployed hoe", "it rose in offence", "it dealt me a blow", "that I felt like malice prepense".

- 2 b), c).

4:

Because he thinks it can be dangerous for anyone. The narrator refers here to the line from the Bible. He means here that the hoe didn't have a right to strike him.

5:

- a)

6A:

1 The possible Russian equivalent here is "наступить на грабли". The translator didn't use this version, probably to be closer to the original, though the other version is also possible.

2 No, because in the original the tone of the narrator doesn't become calmer.

3 The translator used here two words from one root. The Russian language gives him this opportunity. This shows that the difference between a tool and a weapon is very slight and you need to be very careful about it.

4 The translator gives the moral directly, in the form of an impressive. Robert Frost does it indirectly.

6B:

1 The English version makes the hoe sound more like a person.

2 No. This probably was dictated by the peculiarities of the Russian language.

3 No.

6C:

The moral of the poem and the topic of the unit are very close.

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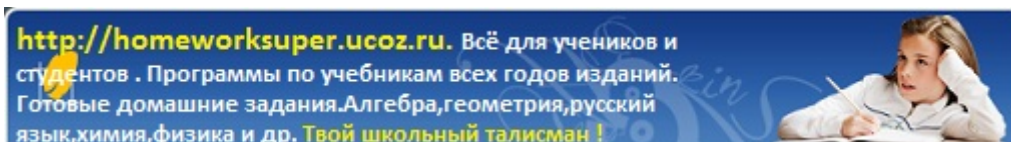
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