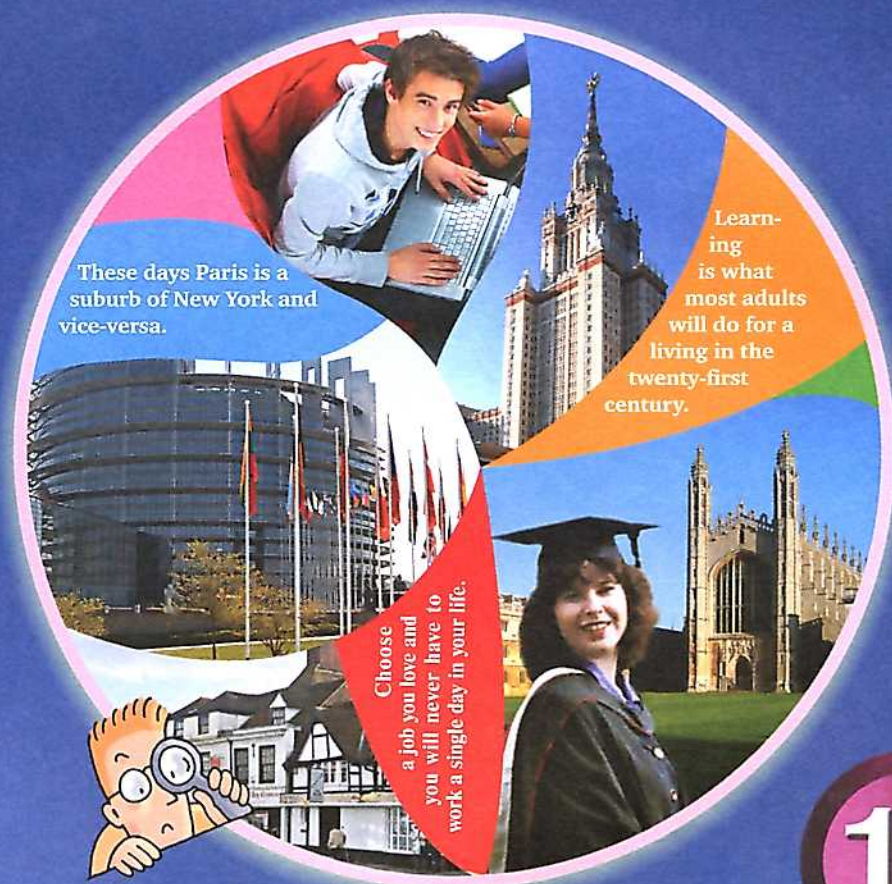


K. Kaufman M. Kaufman

Happy English.ru

WORKBOOK 2



11

класс

К. И. Кауфман, М. Ю. Кауфман

АНГЛИЙСКИЙ ЯЗЫК

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Happy English.ru

Рабочая тетрадь № 2

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общеобразовательных учреждений

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В них помещены дополнительные упражнения и задания, активизирующие лексический и
грамматический материал раздела; итоговые контрольные задания для каждого раздела.

Материал рабочих тетрадей проводит последовательную работу по подготовке к ЕГЭ.

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3

Lessons 1, 2, 3



1 Write Russian equivalents for the following words and expressions.

mashed potato — _____

gravy — _____

stuff — _____

a fridge — _____

minced meat — _____

a fireplace — _____

an affiliate — _____

to overhear — _____

to oversee — _____

to browse through smth — _____

to waste time on smth — _____

to exchange smth — _____

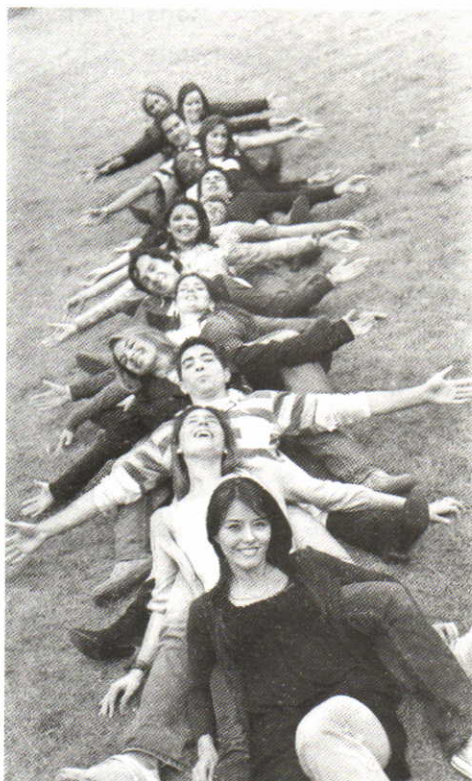
to order — _____

medieval — _____

out of place — _____

handsome — _____

elder — _____



2 Imagine that a foreigner wrote you a letter asking you the following questions about your home town. Write your answers.

1. What's your home town like? Is it old, big, noisy? — _____

2. What do the streets look like? Are there many old houses? — _____

3. What are the houses like? Do many people still use fireplaces? Is there a lot of old furniture? — _____

4. What is the weather like in winter and in summer? Does it snow? — _____

5. What can you expect to get for breakfast? — _____

6. Do they serve pizza in typical restaurants and cafes in your town? — _____

7. Are there a lot of foreigners in your town? Can you call it multinational? — _____

8. Can you call your town a typical Russian town? Why? / Why not? — _____

3 Match the questions with the answers.

- | | |
|---------------------------------|---|
| 1. What is the weather like? | a) It's nice and friendly, although a bit lazy sometimes. |
| 2. What does your friend like? | b) He used to take a sandwich and a bowl of soup. |
| 3. What was she like as a girl? | c) It's cold and rainy. |
| 4. What did he like for lunch? | d) It's warm and the people are very friendly. I really liked it. |
| 5. What was your dinner like? | e) She was a very unusual child. |
| 6. What is it like in Spain? | f) He is very fond of doing all kinds of sports. |
| 7. What is your dog like? | g) It was delicious. |

4 What do you think about this food? Have you ever tried it? Would you like it?

1. meat with jam — _____
2. mashed potatoes with boiled carrots and onions — _____
3. blue cheese (with mould) — _____
4. ox-tail — _____
5. chicory and orange salad — _____
6. goose pate with a raisin roll — _____

5 Read the story "English Meals", told by Marianna Kaufman, the author of this book, and compare your attitude with hers. The highlighted words are translated below.

to catch a glimpse — зр. получить некоторое представление
 a help yourself thing — самообслуживание
 out of fashion — старомодный
 to appreciate — ценить
 to nag — читать нотацию
 Never to be confused with Russian dinner! —
 Не путайте с русским обедом!
 frustrated — расстроенный
 you'd better — вам бы лучше

to starve — умирать от голода
 to reach smth — зр. тянуться за чем-либо
 God save you — Боже вас упаси
 next to impossible — почти невозможный
 jacket potato — картошка в мундире (шелухе)
 ox-tail — бычий хвост
 chicory — цикорий
 accompaniment — гарнир
 picky — разборчивый
 mould — плесень

When I was eighteen, I went to the UK for the first time. It was the beginning of nineties. At that time life in Russia wasn't very easy, food shops were empty and the first McDonald's gathered queues right in the centre of Moscow.

Travelling to the UK was like going to another planet where everything was different — the way people spoke, dressed, drove their cars and most



importantly — ATE. I never thought food could present a problem like that. Having come from Russia where we ate what we were able to buy, I arrived in the society where food was a health, life style and status issue. The choice was unlimited, but the trend was to eat less and go for healthy options — the concepts which I found difficult to understand. On top of that I found myself in a really old fashioned bourgeois family, where they stuck to a lot of old traditions which are rapidly disappearing nowadays. It was hard to fit in, but I consider myself lucky. Being there, I was able to catch a glimpse of Marry Old England, where people still remembered the times when it was the greatest empire on the globe.

Having set the scene, I am leaving you with my diary.

3 July 1993

A modern English breakfast is mostly a help yourself thing. Those who'd start telling you about mouth-watering bacon, eggs, grilled tomatoes and sausages, when asked about a typical English breakfast, are terribly out of fashion. You may still get such things in a hotel, but that is not something the English themselves have for breakfast.

In reality you open the fridge and choose something. You will be quite limited in your choice. In vain will you search for sausages and bacon. (Are they too expensive to buy?) All I am able to choose from is a cheese sandwich, some toasts with jam, or a bowl of very low in calories cornflakes, which tastes like nothing. This is the time when I start thinking about those yummy warm porridges and crispy pancakes which my mother cooks so well and I never appreciate.

But enough said about breakfast.

At least breakfast is not a social event which means you can have it on your lap while reading a morning newspaper and nobody is nagging you about your manners.

Then comes lunch. Never to be confused with Russian dinner! You cannot even compare these two things. Russian dinner consists of salad, some soup (often borscht), some kind of meat or fish (often deliciously fried) and some dessert if you are lucky.

A typical English lunch leaves you hungry and frustrated. If you are doing something, you will have to apologize for having a short break and hurry to a café to buy a sandwich and some coffee.

A typical sandwich will consist of a little bit of chicken or tunfish or eggs, a little bit of lettuce, two water-thin slices of tomato between two slices of some strange looking and tasting bread full of seeds and mayonnaise. It is OK if you are a mayonnaise fan, if you are not, you'd better be ready for a long search for something eatable. I usually go with no lunch at all.

Then comes dinner (something like our supper).



My English friends have it at around 8. By that time I am starving and dreaming about something nice and warm. Why can't they buy all those lovely ready-to-eat meals from the supermarket? They would be ready in a minute.

Finally, dinner is ready but this is exactly where my troubles start. First of all, dinner is a social event. Everybody has to be at table in time and stay there until everybody has finished eating. Every movement and gesture is a matter of etiquette. You sit with your napkin in your lap, your back is very straight, you do not reach for anything across the table. Before you can have something, you offer it to everybody else first. If somebody asks you for salt, you pass both salt and pepper and God save you from passing salt only! It will be considered rude. And most importantly, you will have to eat most of the food from your plate. For me it is a next to impossible task. Although I am really hungry, I am horrified by what I am offered to eat.

— Why have I left the skin of my jacket potatoes on the plate? Because potato skins are usually dirty.

— Would I like a bit of an ox-tail? Probably yes, but why are you putting this jam on top of it? ...Thanks for ruining it for me.

— You're saying it's a great delicacy eaten on X-mas eve? I'll tell you "take me back to hungry Russia."

But worst of all are vegetables — one hundred varieties of them in huge quantities boiled and raw. Some of them I haven't even seen before and I am not a huge fan of vegetables anyway. Lettuce, onions, beans, a dozen varieties of salad, spinach, chicory, asparagus, leeks — all these things are unfortunately favourite English accompaniments. I need to have a little bit of each at dinner and they are impossible to hide on the plate. A piece of bread would have helped me to push them down my throat but bread isn't served for dinner.

My English friends are very upset and think that I am spoiled and picky about food. They can't understand that I am used to very plain food, not ruined with jam, herbs or spices.

My last hope is a desert. It can be really nice — fresh fruit or berries with some cream on top of them are delicious. You can buy them any time of the year. Isn't it amazing? English pies are yummy too, they are full of fruit and warm you up from the inside.

Today we get cheese and biscuits. I can't hide my disappointment — the cheese is blue and is covered with mould and it has a horrible smell. My friends say it's very expensive and nice and I HAVE TO try it. I do as I am told, I have a piece and another one, and one more and to my surprise I really like it. After all, trying something new isn't such a bad idea.



6 Find the following English sentences in the text.

1. Я очутилась в обществе, где еда была вопросом здоровья, образа жизни и статуса.
2. Находясь там, я смогла получить некоторое представление о старой доброй Англии, где люди еще помнили времена, когда она была величайшей империей в мире.
3. Описав атмосферу тех лет, оставляю вас наедине с моим дневником.
4. И самое главное, вам придется съесть почти все со своей тарелки.
5. Их невозможно спрятать на тарелке.
6. Я привыкла к очень простой еде, не испорченной вареньем, травами и приправами

7 Answer the questions.

1. When was the diary written? — _____
2. What kind of time was that in Russia? — _____
3. What was especially difficult for the girl to get used to? — _____

4. What kind of breakfast did she get? What was she missing? — _____

5. What did her English friends have for lunch? — _____
6. What was special about dinner? — _____
7. Was the girl hungry by that time? Did she enjoy her food? — _____

8. What was unusual about English food? — _____
9. Would you enjoy English cuisine if you went to England? — _____

8 Give your ideas and guesses.

1. Why were there no sausages or bacon in the fridge? — _____
2. Why didn't Marianna's friends buy ready-to-eat meals? — _____
3. Why did they eat a lot of vegetables? — _____
4. Why didn't they serve bread for dinner? — _____
5. Why did the author of this diary find English food so different and difficult to enjoy? — _____

6. Was Russia a part of the "global village at that time"? — _____
7. Would a diary like this be possible nowadays? — _____

Lessons 4, 5, 6

1 Complete the sentences using any suitable words.

1. Money doesn't always bring _____ .
2. The _____, she gives, always helps. Follow them and you'll be all right.
3. My _____ always wins. We are so much better than other teams in our school.
4. Good _____ gives everybody a chance to get a good job.
5. The _____ of this shop come to work by boat. It's on a little island.



6. The _____ was appointed by the president.
7. She doesn't pay much for her _____, she buys it in flea markets (блошинные рынки).
Last year she bought a lovely table and just yesterday she got a bed for 5 pounds.
8. Congratulations always _____ me blush.
9. Your _____ depends on the way you eat and exercise.
10. Her _____ was small and expensive, but it was right in the city centre.

2 Consult the dictionary and make commonly used expressions with these words.

Model: a currency — *to exchange currency*
developing — *developing countries*

- an effort — _____
- access — _____
- a phenomenon — _____
- a business — _____
- global — _____
- bilingual — _____
- common — _____

3 Translate these words and expressions into English. Why are some nouns used without *a*?

- | | |
|-----------------------|-------------------------|
| a value — _____ | tolerance — _____ |
| diversity — _____ | to compete — _____ |
| trade — _____ | to achieve smth — _____ |
| an innovation — _____ | to disappear — _____ |
| a peer — _____ | inefficient — _____ |
| a source — _____ | |

4 Consult the dictionary and form the required part of speech in each case. Write your own examples.

Model: tolerance — *verb to tolerate. Tolerance is the quality I respect in people.*
My mother finds it hard to tolerate my music.

- diversity — *adj* _____
- _____
- compete — *noun* _____
- _____
- efficient — *noun* _____
- _____
- to achieve — *noun* _____
- _____
- trade — *verb* _____
- _____

wealthy — *noun* _____

to argue — *noun* _____

to solve — *noun* _____

a value — *verb* _____

5 Read the article and fill in the gaps with suitable words.



A

Look at the tag on your jeans and you are likely to see that they were not (1) ... in the country where you are now.

Read about the latest American blockbuster on the Internet, then go and watch it at your local cinema in your language, and then spend the evening in front of your computer discussing it with your (2) ... all over the world.

These are just a few examples of a phenomenon called globalisation.

Borders are (3) ..., businesses are going global, countries and people are becoming more and more interconnected and (4) It is not unusual for different members of a family to live in different countries and regularly meet for family occasions.

- | | | |
|--------------------|-------------------|-------------|
| 1. a) made | b) make | c) imported |
| 2. a) friends | b) teenagers | c) peers |
| 3. a) disappearing | b) available | c) diverse |
| 4. a) independent | b) interdependent | c) global |

B

On 1 November 1993, 27 European countries (1) ... the European Union (EU) and made the free movement of people, goods, services and money possible in huge areas of Europe. Thus a lot of countries with different political systems and historical backgrounds became united under one (2) ...: the European Parliament with its headquarters in Strasbourg. Later these countries adopted common laws and policies and some even introduced a common (3) ..., the euro.

Many scholars argue that similar things happened in the past, and give numerous (4) ..., from the trade links between Sumer and the Indus Valley Civilisation in the third millennium B.C. to the European colonisation of the Americas.

However, at that time international (5) ... was much more difficult, as long distances made it slow and inefficient. The great inventions of the twentieth century solved these problems. International travel became easy: any part of this planet is within hours by plane. Communication is (6) ...: people can phone, exchange e-mails and even participate in international meetings through video conferences without leaving their place of work.

- | | | |
|---------------------|------------------|----------------|
| 1. a) started | b) created | c) established |
| 2. a) globalisation | b) border | c) government |
| 3. a) money | b) exchange | c) currency |
| 4. a) stories | b) phenomena | c) examples |
| 5. a) access | b) accommodation | c) exchange |
| 6. a) inefficient | b) instant | c) available |
-

C

Information and knowledge is shared, tested and discussed. (1) ... successfully used by one country quickly become available everywhere. Mistakes made in one field are analysed and (2) ... in another.

As people came to understand that we live in a small world where everything is connected, they also realised that global problems can only be (3) ... by human beings working together. Non-governmental international organisations unite people from different countries to deal with the problems that have no (4) ... (global climate change, air and water pollution, energy use or child labour regulations).

- | | | |
|-------------------|---------------|-------------------|
| 1. a) innovations | b) values | c) diversity |
| 2. a) avoided | b) shared | c) equipped |
| 3. a) accessed | b) solved | c) interconnected |
| 4. a) countries | b) difference | c) borders |
-

D

Globalisation has a lot of positive aspects.

- (1) ... countries help developing countries and people there get educational, medical and financial help which they didn't have before.
- Cooperation between governments is more (2) ... and problems are solved faster and more successfully.
- Scientists from different countries combine their efforts and (3) ... better results.
- There is greater access to all sorts of information (4) ...: online libraries, books, films, media.
- There is a universal means of communication: (5) ... of English is becoming a must.
- Tolerance is becoming one of the key (6) ... of society, where people will learn to understand and respect each other's differences.

- | | | |
|-----------------|--------------|------------------|
| 1. a) different | b) wealthy | c) international |
| 2. a) instant | b) efficient | c) important |
| 3. a) avoid | b) value | c) achieve |
| 4. a) sources | b) books | c) media |
| 5. a) access | b) speaking | c) knowledge |
| 6. a) phenomena | b) values | c) important |

E

Antiglobalists say that the following negative aspects can't be ignored.

- Cultural diversity and individuality is (1) A lot of countries are already bilingual, using English as often as their national language.
- Local businesses are finding it hard to (2) ... with global ones, and have to close down.
- Countries all over the world are getting more and more westernised.

- | | | |
|---------------------|-------------------|-----------------|
| 1. a) getting worse | b) interconnected | c) disappearing |
| 2. a) compete | b) tolerate | c) achieve |

6 Find English equivalents for the following expressions.

1. культурное разнообразие — _____
2. международные корпорации — _____
3. местные компании — _____
4. ценности общества — _____
5. общие проблемы — _____
6. эффективная работа — _____
7. избранное правительство — _____
8. обмениваться инновациями — _____

7 Look through the views on globalisation expressed by your peers all over the world. Summarise each of them in one or two sentences starting with these phrases

- ... argues / believes / is sure / thinks that ...
 ... doesn't agree / thinks / believes / isn't sure that



Yola

-
1. I come from a little village in Poland. I notice how the world around me is changing and it worries me.
 I wonder how much our identity and traditions will change once we belong to the global village, because they are a very important part of our life. They define who we really are.
 I also notice that international corporations often don't have to answer to anyone, as they have more economic power than many of the countries where these corporations have their offices.



Petra

2. I believe that I already live in the global village. If you look at the population of my city, Frankfurt, you will find most cultures represented. I am lucky that I live in a city that is so diverse and so open to international cultures. As Frankfurt is situated in the centre of Europe, travel to other countries is very easy. Our Art teacher often takes us on excursions to museums in France, Holland and Belgium. Every winter we spend a couple of weekends skiing in Austria. I think this environment teaches us to respect each other's beliefs, religions, and points of view.



Tian

3. I come from China and here is my opinion. I don't really think the world can be called a global village because it would mean that there is no racism, no war and no poverty. It would be ideal for the world to become a global village, but it is just a dream! People from different cultures ARE different: we all hold different beliefs and we speak different languages. Even in our school people do not get on with each other. I must admit there are a lot of people I don't like. The world is a difficult place and people should learn to accept each other for who they are and not to look at the colour of their skin. We must all work together to stop racism.



Marina

4. I come from Tomsk and although my city is not multicultural, my friends and I feel that we are a part of the global village. We don't sit in front of the computer, but we act. We take part in international projects to reduce pollution and help the environment and so we are helping the whole world. I also think it is silly that you can only be part of a global village if you speak English.



Andrus

5. I think being a global village is all about working together and helping each other, and this is how things are nowadays. We in Estonia depend on other countries for natural resources, electronics, clothes and many other things, and they, in their turn, depend on us for food. So the global village already exists. Without mutual help and support the world would probably be in World War III by now.



Alex

6. I come from France. I think I'm a part of the global village because I watch TV shows like *Friends* and *The Simpsons* from the USA. I also like to go to different restaurants: Chinese, Japanese, even McDonald's, although my mum grumbles about it. I think living in the global village means that you can experience different cultures without going abroad.

8 Translate the words in brackets into English. Then translate the whole sentences into Russian.

1. (По правде говоря) you didn't have to promise her anything.— _____

2. (По моему мнению) Americans do much to protect nature.— _____

3. (Боюсь, что он не прав.) He shouldn't use this article in his report.— _____

4. (К счастью) I know this man.— _____

5. (Мне кажется) she doesn't like Oliver.— _____

6. (Вы действительно считаете) that she didn't have to lend him money? — “(Бесспорно.)” — _____

7. (К сожалению) they won't be able to come to the party.— _____

8. (Откровенно говоря) this film is not worth seeing.— _____

9. (Прежде всего) you have to get to know him better.— _____

9 People who live in the city of Bristol are called Bristolians. Many cities have names for their inhabitants. Choose the correct names from the list below and check them in the dictionary or on the Internet.

- | | | | |
|--------------------|--------------------------|------------------|--------------------------|
| 1. Glasgow | | 5. Aberdeen | |
| a) a Glasgower | <input type="checkbox"/> | a) an Aberdeener | <input type="checkbox"/> |
| b) a Glaswegian | <input type="checkbox"/> | b) an Aberdonian | <input type="checkbox"/> |
| c) a Glascunian | <input type="checkbox"/> | c) an Aberdeenie | <input type="checkbox"/> |
| 2. London | | 6. Birmingham | |
| a) a Londoner | <input type="checkbox"/> | a) a Birmenite | <input type="checkbox"/> |
| b) a Londonian | <input type="checkbox"/> | b) a Birmese | <input type="checkbox"/> |
| c) a Londonite | <input type="checkbox"/> | c) a Brummie | <input type="checkbox"/> |
| 3. Liverpool | | 7. Moscow | |
| a) a Liverpudlian | <input type="checkbox"/> | a) a Moscowian | <input type="checkbox"/> |
| b) a Liverpoolian | <input type="checkbox"/> | b) a Moscowier | <input type="checkbox"/> |
| c) a Liverpooier | <input type="checkbox"/> | c) a Moscovite | <input type="checkbox"/> |
| 4. Manchester | | | |
| a) a Manchesterite | <input type="checkbox"/> | | |
| b) a Manchesterman | <input type="checkbox"/> | | |
| c) a Mancunian | <input type="checkbox"/> | | |



Lessons 7, 8, 9

1 Fill in the gaps with the correct words.

| Singular | Plural | Russian translation |
|-------------|---------|---------------------|
| 1. baby | | |
| 2. | | зуб / зубы |
| 3. radio | | |
| 4. | | лист / листья |
| 5. | taxes | |
| 6. hero | | |
| 7. | lorries | |
| 8. | | рыба / рыбы |
| 9. wife | | |
| 10. | losses | |
| 11. | | обезьяна / обезьяны |
| 12. piano | | |
| 13. | wishes | |
| 14. nucleus | | |
| 15. | ways | |
| 16. | | лосось / лососи |
| 17. | photos | |
| 18. | | явление / явления |
| 19. | feet | |
| 20. | | данные |
| 21. | | жизнь / жизни |
| 22. bush | | |
| 23. guy | | |
| 24. | chiefs | |



2 Fill in the gaps with the correct forms of the verb *to be*.

1. Whose jeans _____ these?
2. There _____ a lot of fish in this river when I was younger.
3. _____ the news good or bad? I haven't switched on the TV on since morning.
4. There _____ very little information about that accident.
5. _____ his clothes dirty when he arrived?
6. _____ the glasses that I found yours?
7. When _____ the goods _____ delivered to Africa?
8. Whose money _____ lying on the table?
9. _____ there any fruit in that pie? I had a terrible allergy attack after I ate it.

3 Use *a* where necessary.

- | | |
|---------------------------------|----------------------------------|
| 1. What _____ fine weather! | 7. What _____ deep snow! |
| 2. What _____ pretty mouse! | 8. What _____ interesting books! |
| 3. What _____ good news! | 9. What _____ talented men! |
| 4. What _____ unpopular advice! | 10. What _____ important data! |
| 5. What _____ fresh air! | 11. What _____ smart woman! |
| 6. What _____ beautiful hair! | 12. What _____ nice guy! |

4 Translate the sentences into English.

1. Она спросила, где дети.— _____

2. Мы не знаем, есть ли рыба в этом озере.— _____

3. Мама спросила Аню, где ее одежда.— _____

4. Он не знал, были ли деньги в доме.— _____

5. Он сказал, что товар был доставлен вовремя.— _____

6. Полиция не знает, где Джон, не так ли? — _____

7. Почему мебель в ее доме такая старая? — _____

8. Если ее знания по математике будут плохие, она не сдаст экзамен.— _____

9. В торте было масло? — Да.— _____

10. Он не знал, будет ли полезна его информация.— _____

11. Он спросил друга, сколько рыб он поймал.— _____

5 Translate the words from the list into Russian.

produce — _____

a stall — _____

a chore — _____

onions — _____

wheat — _____

flavour — _____

a butcher — _____

a greengrocer — _____

a fishmonger — _____

a baker — _____

to deserve — _____

smoked — _____

still — _____

fizzy / sparkling — _____

6 Fill in the gaps in the dialogue with any suitable words.

Lisa: But what's The Goods Shed?

Gina: It's a daily farmers' _____, where local farmers bring their _____ and sell it directly to local people. It's situated in a lovely old railway building.

Lisa: I know what you're talking about. It must be so much _____ to buy things there.

David: Oh, no, I don't think we're going to _____ much at The Goods Shed. In fact their products won't be much cheaper than those in the supermarket.

Lisa: Then why go there at all? Let's go to the supermarket.

Gina: Well, the supermarket will certainly have a larger _____, but you can't compare the quality of the products. At the farmers' markets you can see what you are buying and the food hasn't travelled hundreds of miles to get to the stall, which means it's _____ and full of vitamins. Most of the time the person selling the food is the one who _____ it and he or she will be able to tell you all about it.

David: And don't forget the atmosphere. Shopping there is a real pleasure, not a _____. Supermarkets have also _____ the popularity of local producers and are starting to buy from them too.

David: By the way, we've arrived. Let's go and say hello to our old friend Tom van den Bergh.

Lisa: What does he do?



Gina: He sells all kinds of British cheeses. Tom is on his own personal crusade to bring local cheese back to the people. He thinks that supermarket cheeses don't usually taste very good and people never get to know what real cheese is like. It's Tom's _____ to carefully select the nicest local cheeses and bring them to his customers. Children can't wait to come back to Tom's stalls, try his wonderful cheeses and listen to his fairytales about cheese fairies who make special kinds of cheese. All right, Tom makes some of them up, but to be serious, if there's something Tom doesn't know about cheese, it simply isn't _____ knowing.

Lisa: Oh, I'm dying to try some of his cheese.

David: Wait until you see all the stalls. There's Simon the Fish who will sell you fresh fish or traditionally _____ fish — not just sprayed with smoke flavour and colour. There's Ben from Pawley Farm who sells ciders and juices. He makes them from freshly grown local fruit, and they are amazingly _____. And there are Anna's cakes, which are seriously dangerous for people who want to stay _____. Nobody will be able to _____ a slice of her home-made chocolate cake, and then you'll have to have another one, and another, and another.

Lisa: And what's that queue?

David: We must join it too. Jonny Sandwich is a real magician who makes different kinds of soups, pies and sandwiches. He gets all his ingredients from his neighbours: the _____, the butcher and the fishmonger. No wonder Jonny's sandwiches are famous all over England. I'd recommend to try a roast beef sandwich on fresh wheat _____ with onions and mustard.

Gina: And I think you should save your appetite for the restaurant. I've already _____ us a table, so don't let me down.

7 You are in a takeaway restaurant. Choose the correct sentences that follow and fill in the gaps in the right order.

Waiter: May I help you?

You: _____

Waiter: What do you have?

You: _____

Waiter: We have a special offer at the moment — Spare ribs of pork in barbecue sauce, and some French fries to go with it.

You: _____

Waiter: A bit, but they are a real hit with most of our regular customers.

You: _____

Waiter: It will be ready for you straight away, but you will have to wait for your cheeseburger without sauce if you don't mind.

You: _____

Waiter: Anything to drink?

You: _____

Waiter: Large, medium or small drink?

You: _____

Waiter: Anything else?

You: _____

Waiter: Are you eating in?

You: _____

Waiter: Yes, sure. Enjoy your meal!

You: _____

- a) I am afraid I don't like spicy food. Let me have a cheeseburger and an apple pie. I don't want any sauce on my cheeseburger.
- b) I'll have it large, please.
- c) It's fine, I don't mind waiting.
- d) No, that is all, thank you.
- e) Is it spicy?
- f) No, I'll take it away. Will you pack it for me?
- g) I will have diet coke, please.
- h) Thanks a lot, bye!
- i) Yes, please.
- j) Let me think, I have not decided yet. What would you advise?

8 Complete the conversation with the sentences below.

Waiter: Are you ready to order?

David: Yes, we are. A lemonade for me, please.

Lisa: I'll have a glass of still mineral water.

Gina: (1) ...

Waiter: So it's a lemonade and two waters.

(2) ...

David: So what are you going to have?

Lisa: I don't know. What do you recommend?

David: It's difficult to say. The menu here sometimes changes every day as it reflects the goods in the market.

Lisa: This place is not cheap, though. (3) ...

David: Don't worry about it. Let's choose the starters.

Gina: (4) ...

Lisa: And I'm going to have just a vegetable platter.

David: Right, and here's our waiter.

Waiter: (5) ... Are you ready to order?

David: Yes. We'd like a rabbit and bacon salad, a tuna sandwich and a vegetable platter for my friend.

Waiter: Have you made up your minds about the main courses yet?

David: Give us a second. What did you want for dessert, Lisa?

Lisa: I think a vegetable platter is enough for lunch. (6) ...



- a) I'd like a rabbit and bacon salad for starters.
- b) Here are your drinks and I've also brought you some bread and butter.
- c) The same for me, please.
- d) I'll be right back to take your orders.
- e) But I won't say "no" to some desert afterwards.
- f) I insist on paying for myself.

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | |

Lessons 10, 11

- 1 Read the examples with phrasal verb *to give* and write the translation for each of these expressions. Write your own examples for each of them.

to give in, to give out, to give up, to give away

1. Don't try to argue with him. He is very ambitious. He won't give in.

2. The teacher has checked our test and brought our copybooks back. He'll give them out in a minute.

3. I've got some free tickets to give away. Would you like one?

4. You'll have to give up your dancing club if you want to join the choir. Yes, and you'll have to give up eating nuts too. Nuts are very bad for your voice.

- 2 Rephrase the underlined expressions, using phrasal verb *to give*.

1. Andrew has presented all his pictures to his friends.— _____
2. The doctor advised the patient to stop smoking.— _____
3. Jane has forgotten about her plan to become an actress.— _____

4. The staff of the Coca-Cola were distributing samples near the metro station.— _____

5. When Mary argues with Pete, she never admits that she is wrong.— _____

6. Kelly was too busy last term, so she had to cancel her classes in Ethics.— _____

3 Correct the mistakes in the sentences.

1. Helen gave out all her dolls, except for her favourite one.— _____

2. She spent a lot of time, asking her mother to give out the idea of buying a new house.— _____

3. A young boy had problems with his health, so he had to give in all his pets.— _____

4. A porter gave away his job in the hotel.— _____

5. The boy was greedy and refused to give in his sweets on his birthday.— _____

6. The girl was plump and decided to give up eating sweets.— _____

4 Complete the sentences with the right articles where necessary.

1. The sun rises in _____ East.
2. My friends live in _____ USA, _____ Germany,
_____ Australia, _____ Moldova.
3. Her friend lives near _____ Black Sea.
4. London stands on _____ Thames.
5. Linda's parents' house is in _____ Cromwell Street.
6. I have flown over _____ Grampian mountains.
7. _____ Neva River is not long.
8. Is there life on _____ Mars?
9. It is warmer in _____ south of _____ England.
10. _____ UK is situated on _____ British Isles.
11. _____ Atlantic Ocean washes it from _____ west.
12. They have been living in _____ Europe for 5 years already.
13. _____ Goby is a desert.
14. _____ Medveditsa River is in Volgograd Region.



5 Read an essay on environmental issues and fill in the gaps with the right articles where necessary.

Every year a lot of people around _____ globe get more and more concerned about _____ environment. _____ Humanity has always depended on _____ planet for everything and our ancestors used to respect and even worship it. This situation has changed nowadays when people decided that if they had found out how to change things on the planet, they were allowed to do so. Such approach often leads to _____ disaster. Take _____ Aral sea, or _____ Lake Baikal, think of _____ tigers and elephants, that are dying out, remember _____ Icelandic volcano eruption which paralised the world for weeks and the most tragic of all — _____ earthquake and tsunami in _____ Japan which caused _____ global nuclear catastrophe.

Teenagers can't be held responsible for _____ global things, but they too can change a lot by paying _____ attention to little things which will still make _____ huge difference.

I have a lot of friends who are very environmentally aware.

My friend Kate is a vegetarian. She does not eat _____ meat, because she is against the bad conditions the animals are kept in. Kate never uses _____ products without a special label "not tested on _____ animals" or "against _____ animal testing" on it. She thinks it is unfair that _____ animals should die for the sake of creating _____ new kind of lipstick or _____ better shampoo for people. Naturally Kate does not wear _____ fur and is trying to avoid wearing _____ leather as much as she can.

My other friend Michael is very careful about the way he disposes of _____ trash. He carefully sorts it and divides it into organic and non-organic. His non organic trash like _____ glass, _____ plastic, _____ paper and _____ aluminium cans goes to different containers to be recycled.

Pete is strongly against cars. He is probably too radical, but he has his point when he says that cars are air polluters and people should not have as many cars as they do at the moment.

I have _____ great respect my friends' views and though I am not that good yet, I am improving. Now I understand that what we do now will preserve _____ world for our children.



6 Проанализируйте эссе в упр. 5. К какому типу эссе оно относится? Отметьте его сильные стороны. В чем его основные недостатки? Попробуйте их исправить. Объясните свой ответ.

Lessons 12, 13

1 Translate the sentences into Russian. Which of them have Conditionals Type II?

1. I'll ask Tom if I see him today.— _____
2. We would go to the party if we had time tomorrow. — _____

3. She would pass her exam next month if she worked harder. — _____

4. She wouldn't be happy if she saw him at the party next Sunday. — _____

5. We'd have to stay with you if our flight were cancelled.— _____

6. I'd be very upset if my friends were delayed by bad weather. I have cooked a great dinner for them. — _____

2 Open the brackets using Conditionals Type II.

1. The trains all (stop) _____ if it snowed heavily.
2. If you (go out) _____ in cold weather without a coat, you would catch a cold.
3. If I saw a cheap second-hand car, I (buy) _____ it.
4. If you ate well and exercised regularly, you (live) _____ to be 100 years old.
5. You would have a stomach ache if you (eat) _____ too much of that cake.
6. If it (rain) _____ this afternoon, I (take) _____ my umbrella.
7. If you did not drive carefully, you (have) _____ an accident.
8. If you (study) _____ for a higher qualification, you (get) _____ a better job next year.
9. If you (send) her an email, she (answer) _____ it.

3 Think of any possible ending and make up questions with the words and expressions below. Swap the Workbooks with your neighbour and answer each other's questions.

- What would you do if you went _____ ?

- What would happen if you won _____ ?

- What would your friends say if you lived _____ ?

- Where would you go if your family had _____ ?

How would you find if your friends didn't _____ ?

What would you say if I told you _____ ?

4 Complete the following sentences.

1. I'll ask him to lend me the money (если я увижу его). — _____

2. You'll be late (если не поедете на автобусе). — _____

3. Will you help me (если мне нужна будет Ваша помощь). — _____

4. I'd lend you the money (если бы у меня были деньги). — _____

5. If I had her address (я дал бы его Вам). — _____

6. (Если бы мы были друзьями), he'd invite me to his birthday party. — _____

5 Translate the sentences into English, paying attention to the difference between Conditionals Type I and Conditionals Type II.

1. Если бы она позвонила завтра, мы бы пошли в кино. — _____

2. Я была бы счастлива, если бы сейчас было лето. — _____

3. На Вашем месте я бы посмотрел этот фильм на следующей неделе. — _____

4. Она простит его, если он извинится. — _____

5. Если свет погаснет еще раз, мы не станем оплачивать счет за электричество. — _____

6. Они купили бы этот дом, если бы она согласилась его продать. — _____

6 Use the right affixes and transform the words in brackets to complete the sentences.

1. This article is not very (MEANING) _____ so it is difficult to work with it.

2. Your advice is always very (USE) _____ We shall follow it.

3. His (MEMBER) _____ in this club has been cancelled after the accident.

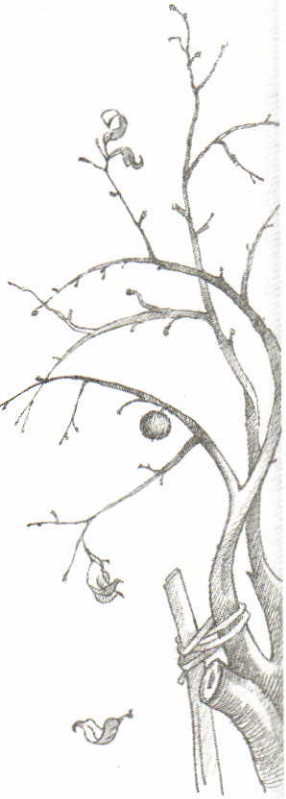
4. The friends told each other that their (FRIEND) _____ will last forever.

5. The (RELATE) _____ with her boyfriend was very important for Kelly.

6. The girl was given a very nice present and she was very (THANK) _____ for that.
7. Ann looks very (THOUGHT) _____. She is probably trying to solve some problem.
8. One has to be very (CARE) _____ when crossing the street.
9. You shouldn't be afraid of dentists. Nowadays most of their manipulations are (PAIN) _____.

Lessons 14, 15

1 Read the story and underline Conditionals Type III.



The Apple tree

There was a rich farmer in England. He had a friend who could grow very tasty apples. One day a friend gave a farmer an apple tree as a present. The farmer brought the tree to his house but he did not know where to plant it.

He thought that if he planted the tree near the road, strangers would steal the apples. If he planted the tree in his field, the neighbours would come at night and rob him. And if he planted it near his house, his children would take the apples. Finally, he decided to plant it deep in the wood. The tree could not grow without sunlight and died. When the farmer's friend learnt what had happened to the tree, he got furious. He asked the farmer why he had planted the tree in such a bad place.

"Where could I plant it?" said the farmer. "If I had planted the tree near the road, strangers would have stolen them. If I had planted it in the field, my neighbours would have robbed me and if I had planted it near my house, my children would have eaten them." But his friend did not agree with the farmer. He had given the tree to the farmer for the people to enjoy it. And now nobody could enjoy the apples and the farmer had lost a wonderful tree.



2 Write 5 questions for the story.

3 Put the verbs in brackets in the correct form. Translate the text.

A: Did you hear about that train crash last week?

B: Yes, terrible, wasn't it? Ten people killed! They say that if the train operator (react)

_____ more quickly the train (stop) _____ before it reached the level crossing (*непеезд*).

- A: Well, it was the lorry-driver's fault, after all. There (not be) _____ an accident if the lorry (not break down) _____ on the level crossing.
- B: It says in the paper that if the driver (telephone) _____ the signalman to let him know, the signalman (stop) _____ the train until the lorry had been moved. Then the accident (not happen) _____ at all.
- A: If I (be) _____ the lorry-driver I (not try) _____ to cross at that level crossing anyway. I (drive) _____ to Gloucester and (cross) _____ the railway by the bridge.
- B: Well, there's nothing we can do about it now. But those ten people (not die) _____ if the lorry driver (be) _____ more careful.

4 Translate the words and expressions in Russian.

- a lawsuit — _____
- a judge — _____
- a witness — _____
- jury — _____
- a verdict — _____
- evidence — _____
- a crime — _____
- a court — _____
- defence — _____
- an incident — _____
- to accuse somebody of (doing) something — _____
- to claim smth — _____
- to sue somebody for (doing) something — _____
- guilty / not guilty — _____

5 Fil in the gaps with the right words.

1. A woman from Israel (1) a TV station for a mistake in their weather forecast. After they predicted a sunny day she left her home lightly dressed. It rained, she got wet through, caught a cold and caught flu. She had to miss four days of work and spend \$38 on medication. The (2) didn't find any evidence against the TV station.

1. a) sued b) accused c) court
2. a) judge b) court c) law
-

2. After a night drinking beer to celebrate the end of exams, 19-year-old Kevin Mackle went to get a can of Cola from a vending machine. There were no (3), but the young man seems to have tried to get the Cola without paying. He was pushing and rocking the machine and in the end it overbalanced and fell on him. The young man died. His relatives sued the Coca-Cola Company and the university where the machine had been placed for about \$660,000. They said that the machine was not secured and there were no warning signs instructing students not to rock it. Coca-Cola had to put warning labels on many of the machines. They said "Don't try to rock the machine. It can fall over and cause serious (4)... or death."

3. a) guilty b) witness c) jury
4. a) injuries b) incident c) lawsuit
-

3. In 1991 Anheuser-Busch, a famous beer-making company, was sued for false and misleading advertising. In their commercials beautiful women came to life for two men driving a truck full of Bud Light beer. A beer lover named Richard Overton (5) that after he drank that beer no beautiful women turned up. In fact, having drunk the beer, he had even less success with women. The court threw out the lawsuit.

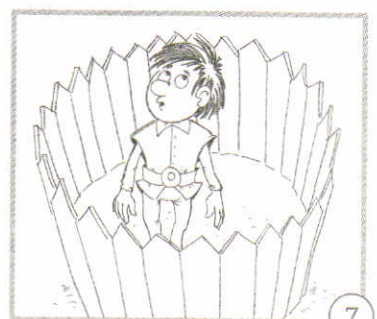
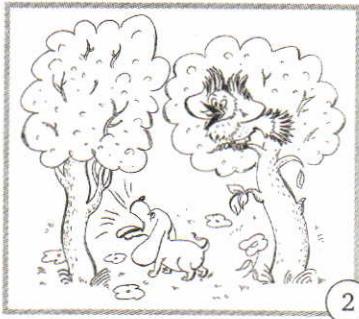
5. a) sued b) accused c) complained
-

4. It happened in 1992 when 79-year-old Stella Liebeck (6) a cup of coffee from the drive-through window of a local McDonald's restaurant. She then placed the coffee cup between her knees and pulled open the plastic lid. Although the car was stationery, the cup (7) and spilled its contents all over Stella's lap. McDonald's coffee is served at a temperature of between 82 and 88°C, so the old lady got severely burnt. She had to spend a week in hospital, which was followed by two years of treatment. Mrs Liebeck asked McDonald's to (8) her for her medical costs of \$11,000, but the company offered only \$800. Then the old lady went to (9). A twelve-person jury found that McDonald's was 80% responsible for the (10). They (11) her \$640,000. This lawsuit soon became a common joke between lawyers.

6. a) claimed b) ordered c) booked
7. a) turned over b) went away c) dropped
8. a) cost b) compensate c) spend
9. a) law b) judge c) court
10. a) trouble b) accident c) crime
11. a) paid b) awarded c) claimed
-

6 Read the article and match the expressions with the pictures.

- a) not to see the wood for the trees
- b) a thorn in the flesh
- c) to gild the lily
- d) to beat about the bush
- e) to bark up the wrong tree
- f) to put down roots
- g) to be hedged in smth



Don't Gild the Lily!

Plants and flowers have given a lot of colloquial expressions to English. Here are some of the most common ones.

A family tree is a list of all the members of a family. To get to the top of your tree is to do very well in your job, but to bark up the wrong tree is to waste time and energy by attacking the wrong object. A branch office is the subsidiary of a company. To twig is to suddenly understand something.

If you hedge or beat about the bush, you avoid saying what you mean in a direct way.

When you can't see the wood for the trees, you can't see something overall because of all the details. To be hedged in is to be restricted in some way. To put down roots is to settle in a place and to get to the root of something is to find a cause or explanation for it. There's no rose without a thorn means that there is a drawback to every nice thing. A thorn in the flesh is a person who is a nuisance. A rosy view of things is a very optimistic view, and to gild the lily is to ornament something which is already beautiful, and therefore spoil the effect.

7 Complete the sentences with the appropriate colloquial expression and translate them into Russian.

a) thorn in the flesh, b) put down roots, c) hedged in, d) branch, e) gilding the lily

1. I don't like living in large towns I always feel — _____ .

2. Applying any more make up on her was simply — _____ .

3. David seems to have _____ and settled in Paris very happily.— _____

4. That student is always asking difficult questions in class. He's a real — _____ .

5. Sarah was transferred from the main office in London to a _____ office in Brighton.—

8 Find the English equivalents for the following sentences in Russian.

1. Боюсь, что вы зря теряете время.— _____

2. Они говорили уже 2 часа, и я понимал, что партнеры водят друг друга за нос.— _____

3. Она работает в дочерней компании уже 3 года.— _____

4. Я уверен, что они за деревьями не видят леса и примут неправильное решение.— _____

5. Его дед приехал из России и обосновался в Париже.— _____

6. Не переусердствуйте! Она и так прекрасно выглядит.— _____

7. Она очень сердилась, но решила, что нет людей без недостатков.— _____

8. Полиция так и не смогла докопаться до истины.— _____

1 Translate the following sentences into English.

1. Если бы вы тогда купили эту книгу, сейчас вам не пришлось бы ждать ее в библиотеке.

2. Я не могу сейчас сказать, придет ли он в наш город. _____

3. Если люди будут заботиться об окружающей среде, им не придется бояться глобального потепления. _____

4. Если бы эти джинсы были сделаны в Китае, они были бы намного дешевле. _____

5. Когда он проснется, он первым делом проверит электронную почту. _____

6. — Если бы ваши друзья поехали с вами, все бы отлично провели время. _____

— Я предложу им это сделать. _____

2 Fill in the gaps with the right articles and pronouns.

1. _____ knowledge, the Egyptians possessed, allowed them to build the Pyramids. Unfortunately, _____ is lost.

2. I want to listen to _____ news. _____ very interesting.

3. — Give me _____ pair of scissors.— What do you need _____ for?

4. — We'll have _____ coke, _____ lemonade and _____ orange juice.— So it's three drinks for you.

5. I like to eat _____ soup with bread and butter.

6. What _____ wonderful advice! I hope _____ will be helpful.

7. I don't like _____ salad you brought. It isn't fresh.

8. I'd like _____ glass of milk.

9. He had _____ very difficult life.

10. It's _____ pity he couldn't come.

11. I feel _____ pity for him.

12. Thank you for _____ time you spent with our daughter. She really enjoyed _____.

3 Choose the right words and complete the sentences.

1. We have to appologise, but some flights are (cancelled / stranded / insured).

2. We hope that the customers won't be (affected / cancelled / insured) by the volcano eruption.

3. What (currency / money / trade) is used in Europe?

4. (Developing / Inefficient / Disappearing) countries benefit from western technologies, medicine and education.

5. (Inventions / Phenomena / Efforts) made by the leading scientists helped cure a lot of diseases.
6. The world wide action to save Asian elephants is a huge (insurance / invention / achievement) of Green Peace.

4 Below you can see the names of different meals. Divide them between different columns according to the headings.

barbecued chicken, coffee, seafood risoto, ice cream, grilled seasonal vegetables, grilled salmon, spicy pork ribs, clear soup, hot Italian sausage sandwich, tomato soup, iced tea, tuna sandwich, traditional potato salad, lamb sausage with mashed potato, apple pie, home-made lemonade, orange juice, grilled cheese sandwich, egg salad, chicken soup, vanilla ice cream, roast beef with chunky chips, French fries, tuna salad, grilled leg of lamb with an X-large jacket potato, salad with smoked chicken, soda, boiled potatoes, onion soup, caramelized berries with vanilla ice cream, tiramisu, veal carpaccio, sticky toffee pudding, still water

| Cold starters | Hot starters | Main courses | Accompaniment | Desserts | Drinks |
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5 Read the article and mark these statements true, false or not stated.

1. A lot of teenagers are happy to copy their parents' eating habits.
2. Sometimes you are what your parents eat.
3. The researchers claim that girls, whose mothers are overweight go on a diet more often.
4. The researchers claim that the pressure to be thin doesn't have anything to do with boys.
5. Kathy is not happy about the way she looks.
6. Kathy's mother taught her to cook healthy meals.
7. Kathy's parents let her know that her appearance isn't perfect.
8. A lot of teenage boys follow the examples set by body builders.
9. Teenagers are advised to tell their parents that they always say a lot of negative things.
10. Mass media advises parents to watch their children's diet.
11. When making negative comments about their kid's appearance parents want the best for them.
12. It is common knowledge that putting children under too much pressure may lead to disasters.

If your mom makes a face whenever you ask for a second helping or regularly nags you about the extra weight you have put on or wonders why you don't do more sports — well, then you don't need to be a genius to realize one simple thing — you are not only what you eat — you are what your parents eat. Recent research by Harvard University showed that frequent dieting by mothers often lead to frequent dieting by their teenage daughters. The researchers also pointed out that girls whose mothers have weight concerns are more likely to diet and be thinner than their peers. It is easy to suggest that although a mother-daughter relationship has been analysed more often, teenage boys are undergoing the same kind of pressure to be slender, fit and strong.



Kathy is a healthy and good looking sixteen year old girl. She is smart and ambitious, but she doesn't feel sure of herself because she thinks, she is overweight. Sometimes she stops eating entirely — following the trend set by her mum and dad, who constantly diet. Her dad does the Atkins diet and her mum doesn't really have meals — she only picks at food through the day. She also taped a picture of a supermodel on the fridge to remind herself that she shouldn't open it too often. They don't say anything nasty to their daughter, but their hints work the same way.

“Are you sure you want to eat this?” “This dress would look so much better on you if you lost a couple of kilos.”

“Look at his beautiful woman! She is so slim!”, Kathy would hear every now and then. It makes her sad and frustrated. What should a teenager in her situation do?

The best policy is to be direct. If your parents make negative comments about your body, let them know the moment they said that. If you wait, they may simply forget they said it or they may feel that everything they say is wrong. It is also worth remembering that your parents really worry about you and don't want to upset you. They may not understand that it's normal for teenagers to gain a bit of extra weight. And your parents can think that in fact they are helping you — newspapers and magazines are constantly warning parents that the country's obesity problem is escalating and they need to act by watching what their kids put in their mouths. However they rarely mention that putting their children under too much pressure to compete with supermodels can lead to even worse problems. It can be really hard to stand up for yourself, but try. Take the responsibility and decide what's good for you.

6 Write an essay on the topic “You are what your parents eat”. Do you agree?

1 Listen to the dialogue between Denis and Dima and say which of the following actions

- a) didn't take place.
 - b) are very unlikely to happen.
 - c) will probably happen.
1. Denis applying to college.
 2. Denis having a chance to travel the world, meet people and try different jobs.
 3. Denis learning English at school.
 4. Denis taking an English course.
 5. Dima finishing a project.
 6. Dima having two weeks holiday.



2 Choose the right option to complete the sentences.

1. He gave me (two pieces of advice / two advices).
2. This girl would be perfect for this job, but we need someone with more (experience / experiences).
3. The news (is / are) great! Let's listen to (it / them) all together.
4. The girl was nice and her clothes (was / were) expensive.
5. All her family (is / are) on holiday at the moment. You can phone (it / them) this week.
6. Give me (a pair of trousers / trousers).
7. She's got seven (childs / children).
8. Please bring me (another / some other) water.
9. I like (fruit / fruits), but I'm not so keen on (vegetables / vegetable).
10. I need (some / an) information about this incident.

3 a) Use the right prefixes to form suitable words:

- | | |
|---|-----------|
| 1. A lot of European countries are _____ . | DEPENDENT |
| 2. People who speak two languages equally well are called _____ . | LINGUAL |
| 3. Snail mail is _____ compared to electronic mail. | EFFICIENT |
| 4. A lot of _____ languages are being replaced by English. | APPEARING |

b) Use the right part of speech.

- | | |
|---|---------------|
| 5. There was a big _____ to take part in this concert. | COMPETE |
| 6. _____ businesses often have their offices in different parts of the world. | GLOBALISATION |
| 7. We are proud of our amazing _____ in nuclear physics. | ACHIEVE |
| 8. A _____ businessman bought this house for five million dollars. | WEALTH |

4 Read the newspaper article and choose the right answers.

- Asian elephants live
 - in India, Malaysia and Thailand.
 - in the air-conditioned stone jungle.
 - in London.
- This summer in London one can see
 - real baby elephants.
 - sculptures of baby elephants.
 - sculptures and paintings of world-famous artists.
- The aim of the Elephant Parade is
 - to demonstrate unique masterpieces.
 - to collect money to save Asian elephants.
 - to make global corporations participate in their work.
- Transport company Eco Movers was chosen because
 - they have the best cars in London.
 - the engines of their vans don't make any noise.
 - they are the safest for the environment.
- If you look inside The City in the Elephant, you will see
 - nothing.
 - a miniature world.
 - a miniature citizen.
- A lot of artists participated in the parade
 - painting the elephants.
 - providing money for the charity.
 - drawing people's attention to the tragedy of the Asian elephant.

ELEPHANT PARADE



The paths of the populations of modern metropolises and Asian elephants rarely cross nowadays. People struggle for life in the air-conditioned stone jungle while the elephants live in the exotic forests of countries like India, Malaysia and Thailand. However, this summer in London, elephants have become as much a part of the landscape as black taxis and double-deckers.

Wherever you go, you will bump into life-sized baby elephants. All together there are more than 250 model elephants in the streets, parks, famous locations and tourist attractions. These beautifully decorated beasts are part of the Elephant Parade, organised by the Elephant Family charity throughout the world, and London is just one of the participating cities. The aim of the parade is to draw people's attention to the tragedy of

4



Lessons 1, 2

1 Translate the sentences into Russian.

1. Don't forget to phone if you're going to be late. Mum will be waiting for your call.— _____

2. I can get your car washed. I am taking it to the service tomorrow anyway.— _____

3. Are you playing football tomorrow? I may come by.— _____

4. My brother will be watching his favourite series from 11 to 12. Don't phone him then.— _____

5. Don't touch this bag. Kate will be looking for it.— _____

6. It's a pity that you are leaving. We'll be missing you.— _____

7. I'll be sitting this exam in May.— _____

8. We'll be enjoying the sun in Sochi this time tomorrow.— _____

2 Match the English sentences with their Russian equivalents and revise your telephone etiquette.

1. Who's calling, please?
2. Could I have your name again, please?
3. I'm sorry I didn't catch that.
4. Just a moment.
5. Will you hold on? / Hold the line, please.
6. I'll connect you. / I'm putting you through.
7. The line's engaged / busy.
8. Your call has been placed in a queue.
9. Would you like to leave a message?
10. Could he ring / call you back?

- a) Извините, я не расслышал.
- b) Не кладите трубку.
- c) Линия занята.
- d) Вы хотите оставить сообщение?
- e) Вы на очереди.
- f) Не мог бы он позвонить еще раз?
- g) Подождите.
- h) Я вас соединяю.
- i) Кто звонит?
- j) Не могли бы Вы назвать свое имя?

3 Write Russian translations for the words and expressions below. Which of them mean the same?

1. an employment agency — _____
2. a salary — _____
3. retired people — _____
4. to work part-time — _____
5. to get a pay rise — _____
6. to hire somebody — _____
7. to be promoted / demoted to (personal assistant) —

8. to be responsible for something — _____
9. to fire — _____
10. responsibilities — _____
11. a pay — _____
12. to employ — _____



4 Rephrase the underlined parts of the sentences using the words and expressions from Ex. 6 p. 180.

- a) She was given a job in the new café which opened last week.

- b) Don't talk to the man — he is very upset. He has just lost his job.

- c) She is working in the company which helps people find work.

- d) She worked really hard but the money she got was ridiculous (смешные).

- e) My father was promised a higher position in his company. He deserves it.

- f) Her boss must pay her more money. She can't live on this little.

- g) People who have left work due to old age sometimes fell lonely and helpless. They need to be given a chance to do something useful.

- h) Jessica works two hours a day three times a week. This job gives her a chance to save up for her summer holidays.

- i) Kate works as a babysitter. It is her duty to look after two little children.

- 5 David is phoning his old friend Daniel from Australia. Read the conversation and circle suitable words, expressions or sentences.



David: Hello, (can I speak to Daniel? / I want to speak to Daniel. / Is this Daniel?)

Mrs Sanderson: Oh, I'm afraid he's not in at the moment. (What do you want? / What would you like? / Who's speaking?)

David: It's David from England.

Mrs Sanderson: Oh, hello David. This is Daniel's mother. (You have grown up! / I am looking forward to hearing from you. / It's nice to hear from you, dear.)

David: Hello, Mrs Sanderson. (When will you talk to Daniel? / Tell Daniel that I called? / When will Daniel be back?)

Mrs Sanderson: I'm not sure. He'll be playing tennis from 10 until 12. (He's just gone out. / He is going out. / He will come soon.)

David: And how about the same time tomorrow?

Mrs Sanderson: Tomorrow's Monday and Daniel will be working.

David: Really? But he's on his year. (gap / block / empty) He's supposed to be travelling.

Mrs Sanderson: Well, he did. But he ran out of money so quickly that he had to find a job.

David: What does he do?

Mrs Sanderson: He works for a local employment agency.

David: That's amazing. With no work it must have been hard to find a job. (time / education / experience)

Mrs Sanderson: Well, yes and no. At first Daniel found work as a lifeguard at the local beach just round the corner. It was easy and the pay wasn't too bad. But Daniel spent so much time chatting with his friends that his boss fired him just a week later. (paid / fired / employed)

Then Daniel decided to look for a real job, where he would be able to learn something. He sent about thirty and went through five interviews until this company hired him. (applications / accommodations / conditions)

David: it will be difficult to catch David at home then. (Unfortunately / I'm afraid / I can't help)

Mrs Sanderson: I have an idea. This afternoon Daniel will be babysitting his sister, so you can phone him then.

David: All right, I'll phone him at about two o'clock.

Mrs Sanderson: Great, I'll let him know and he'll be your call. (waiting / expecting / receiving)

6 Divide the following words into three columns. The first column will consist of the things one can leave, the second of the things one can forget, the third — of the things to which both verbs are applicable.

keys, poems, Kate, boy, girl, Moscow, pen, bicycle, grammar rules, spoon, city, manners, motherland, homework, book, writer, English, England, bag, Alison, invitation, language, tape, story

| You can leave | You can forget |
|---------------|----------------|
| | |
| | |
| | |
| | |
| | |
| | |

7 Translate the sentences into English. Pay attention to the use of *forget* and *leave*.

1. Если вы побываете в Англии, вы не сможете забыть эту страну.— _____

2. Не забудь выключить свет, перед тем как уйдешь.— _____

3. Почему ты все время оставляешь мобильник дома? — _____

4. Уезжая из Москвы, он вспомнил, что забыл позвонить другу.— _____

5. Придя домой, она обнаружила, что оставила сумку в магазине.— _____

6. Увидев его фото, она поняла, что не может забыть его.— _____

Lessons 3, 4

1 Translate these words and expressions into Russian.

strength — _____

weakness — _____

an advantage — _____

a disadvantage — _____

recognition — _____

to recognize — _____

efficient — _____

efficiency — _____

a priority — _____

a skill — _____

skillful — _____

skilled / unskilled — _____

to work one's way up from the bottom — _____

to volunteer — _____

a volunteer — _____

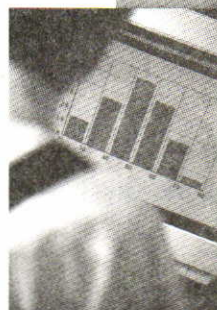
to specialise in something — _____

a specialist — _____

to be cut out for something — _____

creative — _____

challenging — _____



2 Для того чтобы выполнить упражнения, которые следуют ниже, необходимо повторить следующий грамматический и лексический материал.

Как переводить на русский язык английские предложения, в которых времена были изменены согласно правилу согласования времен

Если в прямой речи глагол стоял в the Present Simple или the Present Progressive и при переводе в косвенную речь они были, соответственно, изменены на the Past Simple или the Past Progressive, то такие глаголы следует переводить на русский язык глаголами в настоящем времени.

He said, "I know Mary." — Он сказал: „Я знаю Мэри“.

He said that he knew Mary. — Он сказал, что он знает Мэри.

She said, "They are having dinner." — Она сказала: „Они обедают“.

She said that they were having dinner. — Она сказала, что они обедают.

Обратите внимание на глаголы, вводящие повествовательные предложения.

She admits that she was wrong.— Она признает, что была неправа.

to admit — признавать

to complain — жаловаться

to decide — решить

to deny — отрицать

to explain — объяснять

to offer — предлагать

to promise — обещать

to remind — напомнить

to reply — отвечать

to suggest — предполагать

to warn — предупреждать

to wonder — интересоваться

to claim — утверждать

to insist — настаивать

3 Translate the sentences into Russian.

1. He didn't know where she had gone to.— _____

2. Tom asked Mary why she had been late the day before.— _____

3. The mother suggested that her son had left the town in the train.— _____

4. She told him not to smoke in the room.— _____

5. She wrote that Gregory would come the next day.— _____

6. Helen's parents asked her whether she would visit them on Sunday.— _____

7. Martin promised not to tell anybody about the event.— _____

8. The mother reminded her son not to talk to strangers.— _____

9. The teacher complained that her pupils knew very little.— _____

10. The boy denied that he had seen Jane in town.— _____

11. Mr Baker asked his pupils to inform their parents about the meeting.— _____

12. Bob's mother reminded him that he had to meet his sister.— _____

13. They learned that there wouldn't be a party the following week.— _____

14. He wondered who had sent him that telegram.— _____

15. Maggie convinced her mother not to say anything to her father.— _____

16. She asked the boy if he was listening. The boy insisted that he was.— _____

17. They didn't know how many guests would come to the party.— _____

18. He replied that the article had been translated.— _____

19. They doubted if he would arrive in time.— _____

20. Tell me where your parents are.— _____

21. She admitted she had been wrong.— _____

22. He warned the thief that he would call the police.— _____

23. Tom wondered who had called him the day before.— _____

4 Rewrite the underlined sentences in the reported speech according to the model.

Model: Lisa: How did you come to work for an employment agency? (wonder) — *Lisa wondered how David came to work for an employment agency.*

David: So, we've heard some of your news, Daniel.

Lisa: How did you come to work for an employment agency? (wonder)

Daniel: I wouldn't have done it if I hadn't been so worried about my future career. (admit)

Lisa: I don't quite understand you.

Daniel: Well, it was like this. I was under constant pressure to choose a college and apply for a place, but I personally had no idea what I wanted to do. (complain)

Lisa: Yes, I see what you mean. I wouldn't like to be one of those people who make no money and hate their job for the rest of their life. Luckily, I'm pretty sure I want to be a journalist.

Daniel: Well, you can't be so sure until you actually start working. (warn) What does being a journalist mean for you?

Lisa: Well, I'll conduct interviews, write interesting articles, carry out investigations, maybe even turn up on TV and, above all, meet a lot of interesting people. (explain)

Daniel: Fine, but when you start, you'll have to write about neighbours' conflicts, fallen trees and local garden competitions. (remind) How about that?





Lisa: Everybody has to start somewhere. That's how you learn. I even volunteered for a couple of jobs this year. I'll probably start with sorting the mail, but somebody has to do that too. (admit)

Daniel: All right, so you'll work your way up from the bottom, but then, when you finally get the opportunity to interview celebrities, you may find out that they are snobbish, arrogant and boring to talk to.

Lisa: Luckily, journalists have lots of opportunities. I can specialise in politics, science or literature. There will always be something interesting to do. (insist) And I realise you've got to kiss some frogs before you find your prince of a job.



Daniel: Even so, not every journalist will become famous or make a lot of money. Are you prepared for that?

Lisa: I think so. For me, a career is about doing something I can be proud of. I want to be able to say, "I make a difference." (claim)



David: I agree with Lisa. Making a lot of money is not my number one priority, either. However, I think some sort of recognition is very important. My highest ambition is to become a world-famous writer and perhaps even win the Nobel Prize for Literature. (admit)

Lisa: But you may be very disappointed if it doesn't happen. I prefer to be realistic.

David: I'll work hard to achieve all that, but if it doesn't happen, it won't be the end of the world. (promise) I think it's important to have crazy dreams: they motivate you. (claim)

Daniel: I'm glad you're so sure. I was looking for a job which would help me choose what I want to do in life. The employment agency suited me perfectly. Every day they dealt with people who had lost their jobs, lost interest in their jobs, never had a job, or were thinking about what to choose as a job, just like me. It was a very interesting experience and I've learnt a lot from it.

David: Like what?

Daniel: I've found out my strengths and weaknesses. (explain)

David: I think you just need to find something you love, your personality doesn't matter. If you can sit down to work at 7 a.m., and when you look up it's 8 p.m. and you suddenly realise you're hungry, then you have found your talent.

Daniel: That's true. But sometimes you're just not cut out for something. No matter how hard I try, I won't make a great mathematician. I just don't have that sort of brain. And if I wanted to be an engineer, I should have done more maths and science, which I didn't do.

Lisa: I believe in second chances. You can catch up with subjects if you're really motivated and if you have interesting ideas. (suggest) At the same time, all the skill in the world is not going to help someone who has nothing to say.

David: Anyway, have you made up your mind about university yet? (wonder)

Daniel: I've already got a pretty good idea, but I'm still not 100 per cent sure. I don't want to waste my time and money on a degree when I'm not even sure it's something I want to do. To be honest, I was thinking about a career in politics. Please don't laugh! I think I'm going to need a degree in law and economics. (decide) I applied to Sydney University but they didn't consider my application as it was past the deadline.

David: So what are you going to do this year?

Daniel: I won't give up. (promise) I'll apply again and in the meantime, I'll find myself a job in a law firm. (promise)

Lessons 5, 6

1 Choose the correct Russian equivalent for each sentence in English.

- I wish he saw this film.
 - Жаль, что он видел этот фильм.
 - Как бы мне хотелось, чтобы он посмотрел этот фильм.
 - Жаль, что он не смотрит такие фильмы.
- I wish they had published that book in September.
 - Жаль, что они опубликуют книгу в сентябре.
 - Жаль, что они не опубликуют книгу в сентябре.
 - Жаль, что они не опубликовали книгу в сентябре.
- He wishes she hadn't sent this letter last week.
 - Ему жаль, что она не послала письмо на прошлой неделе.
 - Мне жаль, что она послала письмо на прошлой неделе.
 - Как бы ему хотелось, чтобы она не посылала этого письма на прошлой неделе.
- I wish they went to the movies with us.
 - Как бы им хотелось сходить с нами в кино.
 - Жаль, что они не пойдут с нами в кино.
 - Жаль, что они не ходили с нами в кино.
- They wish they went with you.
 - Им жаль, что они не пойдут с вами.
 - Мне жаль, что они не пошли с вами.
 - Как бы мне хотелось, чтобы они были там с вами.

2 Translate the sentences into English.

- Жаль, что она не поедет в Москву.— _____

- Ему очень хотелось бы принять участие в этой встрече.— _____

- Жаль, что они пригласили ее на день рождения.— _____

- Жаль, что они не приедут к нам.— _____

- Жаль, что она не сказала ему правду.— _____

- Как бы мне хотелось, чтобы Вы прочитали эту книгу.— _____



3 Read the story and answer the questions.

A jinn

Once a man and his wife went on a holiday to Switzerland.

They had a great time and on the last day of their stay they decided to play tennis. The wife could not play tennis very well, and by mistake sent the ball straight into the window of one of those expensive houses standing around. The couple got very scared, but there was nothing to do, so they went to have a look at the damage they had caused.

They went into the house and saw a broken window and a broken bottle on the table. Suddenly they saw a strange-looking man with a towel on his head. He said, "Do not be afraid, kind people. I am a powerful jinn and if you hadn't broken the bottle, I would have still be kept a prisoner there. If you hadn't arrived at this place, I would not have been able to see the daylight again. I swore to myself that if somebody had freed me, I would have fulfilled his or her three wishes.

So now you can have what you want, and each wish will cost you only one thousand dollars."

The man took out his wallet and signed a cheque for three thousand dollars. Then he started, "I want to have all the money in the world."

"It is done for you," replied the jinn.

"I want to be the king of England."

"Done."

"I want to become immortal."

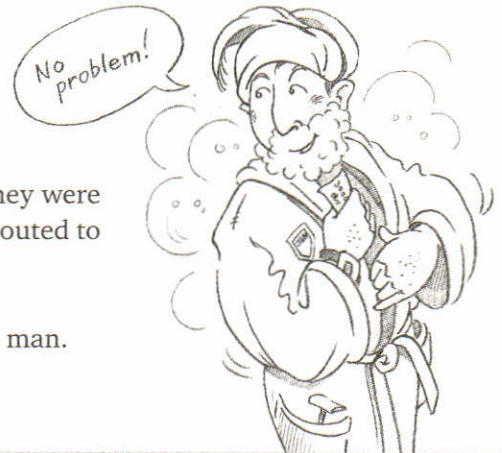
"No problem," said the jinn.

Then the happy couple said goodbye and left. As they were passing the broken window, the jinn looked out and shouted to the husband, "Can I just ask you a question?"

"Please do," answered the man.

"How old are you?" — "I am forty-five," replied the man.

"And do you still believe in jinns?"



4 Answer the questions.

1. What would have happened if the wife could play tennis? — _____

2. What would have happened if they hadn't gone to have a look at the damage? — _____

3. What would have happened if the bottle hadn't been broken? — _____

5 Read the statements. Which of them fit the story? Which of them contradict the story? Correct the false statements.

1. I wish I could play tennis better.

2. I wish I had broken the window.

3. I wish I hadn't gone to see how much damaged my wife had caused.

4. I wish we hadn't met the jinn.

5. I wish jinns really existed.

6. I wish I had broken the bottle.

7. I wish my husband had given the money to the jinn.

8. I wish I were the President of the world.

9. I wish I weren't immortal.

10. I wish my husband weren't so stupid.

11. I wish that man had been a real gin.

6 Translate the words and expressions into Russian.

editing — _____

accounting — _____

publishing — _____

marketing — _____

charity — _____

to support someone — _____

clueless — _____

senior — _____

marketable — _____

management — _____

journalism — _____



7 Use the right parts of speech and complete the sentences.



1. Hi, I'm Pam. I've always thought I wanted a career as a (DESIGN) _____. And now that I am out in the big bad world and it's time to decide, I've suddenly realised that it's simply not for me. However, since I've never looked at any other (POSSIBLE) _____, that's all I know about in terms of a career. So I thought maybe you could help me with some advice about interesting

careers. What do / did you go to college for? What do you wish you had done (DIFFERENCE) _____? What do you think would be fun to do? I know nothing about the college world, and the future is quite (SCARE) _____.



2. Mike here. I'm a recent college (GRADUATION) _____ with a B.A. in Journalism. I'd like to do something (CREATION) _____, but I don't necessarily want to write. Ideally I'd like to get a job in (ADVERTISE) _____, (EDIT) _____, (PUBLISH) _____, (MARKET) _____ or even the (CHARITY) _____ sector. It's hard to find a job without much work experience, and even though I've had a couple of part-time jobs, it doesn't help. I'm beginning to worry. At the same time I think I'm too (SKILL) _____ to do (PHOTOCOPY) _____ and make tea all the time. I really do want a good job, but how do you get one? I feel (LOSE) _____.



3. I'm Rachel. I'm writing to find out a bit more about this great unknown thing called a job search. Seriously, I'm clueless. I'm doing Marketing at college and I'm getting ready to graduate in June. I've prepared all the relevant documents, but they don't look very (IMPRESSION) _____ to me. I don't even know how you find vacancies to (APPLICATION) _____ for. Maybe someone can give me some guidance. I look through adverts and all I see are senior (MANAGE) _____ positions, for which I don't have the (QUALIFY) _____. Do you think you can give me some advice?

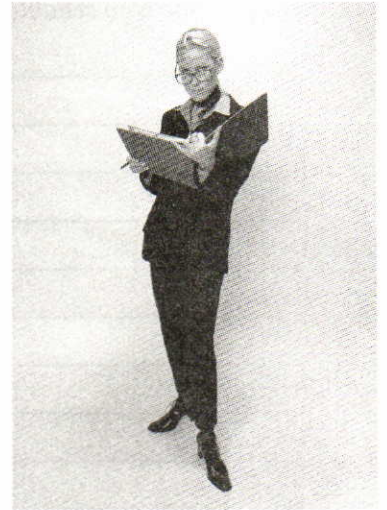


4. My name is Tina. I graduated two years ago and came back to my home town; and I've been (EMPLOY) _____ ever since! My degree was in French Literature which, although it was fun to study, isn't very (MARKET) _____, especially in our little town. Most people at least have a (DREAM) _____ job, or some sort of (AMBITIOUS) _____, but not me. At the moment, I'm looking at a few things which I may find interesting; but all of them require further studies, which means I'll have to go on with my (EDUCATE) _____ for another year or two, without being sure that I will ever apply this (KNOW) _____.

Lessons 7, 8

1 Translate these words and expressions into Russian.

- a covering letter — _____
a shift — _____
a work permit — _____
a trainee — _____
a goal — _____
a department — _____
to be in charge of something — _____
to make ends meet — _____
career-minded — _____
temporary — _____



2 Translate the sentences into Russian.

1. She is such a reliable person that you can easily leave her in charge of the whole department.

2. Kate is so ambitious that she will never take an unskilled job.— _____

3. Their boss is so experienced that he sees a mistake straight away.— _____

4. They have made such a great innovation that their competitors have no chances to catch up with them.— _____

5. Andy has been so successful in the latest project that he received a promotion after just three months of working in the company.— _____

6. Jane and her family are such interesting people that working for them as a trainee was the most exciting experience in Helen's life.— _____

7. Don't apply for this job. Their office is so small that you'll feel claustrophobic.— _____

8. They are so poor that they have to work two shifts a day to make the ends meet.— _____

9. He is such a career minded person that even his hobby has something to do with his job — he works in the bank and collects rare coins.— _____

10. He wrote such a good covering letter that he got the interview next week.— _____



Diana Murphy, 21. Graduated from London School of Economics, where she did Management and International Relations. Diana was very popular at college and played a big part in college life. She arranged parties and excursions, and represented the undergrads in the Students' Council for two terms. One of the events she organised was even mentioned in *The Guardian*. She was also the captain of the LSE volleyball team. She is the author of several publications on management and marketing A___. Her works were published in 2010 and 2011. She is very efficient, ambitious, creative and confident. Unfortunately, she is also domineering, impatient and boastful. She only speaks English B___. She has no work experience outside academia, but she will only accept a well-paid, pleasant and skilled job. Diana's interests are history and Gothic architecture.



Alex Warren, 24. The guy is a real computer genius with a bachelor's degree in IT. He spends all his life on the Internet. He had tried to work for a large company and was in charge of its IT department. However, too much responsibility made the job really stressful for him. In fact, his last project was a complete disaster C___. Being shy, insecure and absent-minded, Alex found it difficult to be in charge. On the other hand, he is so friendly, broad-minded, creative and helpful D___. And he's bilingual in English and Spanish. So he is your typical guy who wants to change the world and make a difference. In his new job he is looking for intellectual satisfaction and a lot of advice and support from his future colleagues.



Sunil Tata, 30. He graduated from the University of Bombay and is a lawyer. Sunil specialises in human rights E___. His last job was very skilled and creative but unfortunately badly paid. He's very quiet, polite, pleasant, and everybody likes him. He's extremely competent and intelligent and is an expert user of Microsoft Word, Excel and PowerPoint. Sunil has moved from India to the UK and currently he is experiencing some problems with his work permit, but he is hoping that his future employer will help him resolve this.



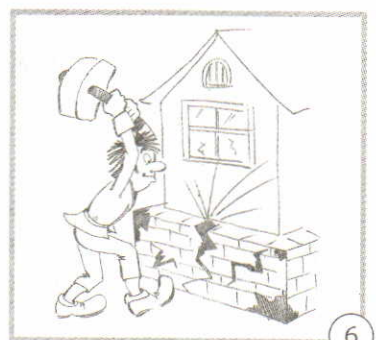
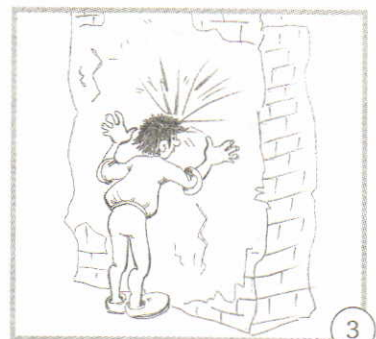
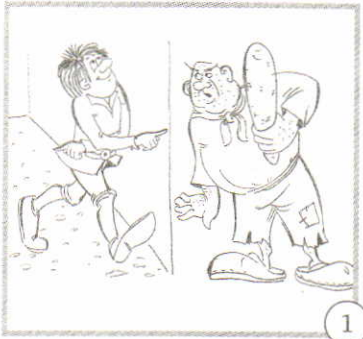
Kathy Dooley, 23. She has no higher education but she loves working with people. Kathy is extremely attractive, articulate and has got perfect taste and manners. She always dresses very well, she is charismatic and competitive. Her problem is that she's restless and gets bored easily. She worked as a secretary for a year, but found the job too monotonous and unskilled. However, her employers were very impressed with her performance and gave her an excellent reference. Afterwards she travelled the world for a year and now she is ready to start her career. Kathy speaks fluent French and some Spanish and German F___ he needs something really challenging and creative. She is willing to work overtime and will go on with her education if necessary.

6 How will you say it in English?

1. В чем он специализируется? — _____
2. Кто отвечает за эту работу? — _____
3. В чем его сильные и слабые стороны? — _____
4. Вы готовы продолжить свое образование? — _____
5. Вы согласитесь, если придется работать сверхурочно? — _____
6. Он представляет нашу школу на городском конкурсе певцов. — _____

7 Read the text and match the drawings with the expressions.

- a) to drop a brick
- b) a castle in the air
- c) to strike at the foundations
- d) to bang one's head against a brick wall
- e) to take the wrong turning
- f) to have one's back to the wall



Don't go round the bend!

Many expressions in English have something to do with towns and buildings. Here are some of them. If you paint the town red, you celebrate very noisily in a pub or restaurant. When something is just up your street, it is exactly what suits you, but if you take the wrong turning, or you are off the track, you have made a mistake. If you have your back to the wall, you are fighting in a desperate situation and if you're banging your head against a brick wall, you're harming yourself with useless efforts. A tower of

strength is someone who gives strength and courage to others, and a castle in Spain or in the air is an attractive but impossible idea. To be on the threshold of something is to be at the beginning of a new experience, and if something is just round the corner, it is very close. To drop a brick is to say something tactless to someone. To lay the foundations is to form a strong base for something, but to strike at the foundations is to cause damage to the base of something. If you explore every avenue, you examine every possibility, and if you go round the bend — ou go mad.

8 Fill in the gaps using the right expressions.

- a) banging his head against a brick wall
- b) explored every avenue
- c) a tower of strength
- d) paint the town red
- e) just up my street
- f) off the track

1. Now we've finished all our exams, let's go out and _____.
2. I think we're _____. This isn't getting us anywhere.
3. John's working very hard to get the project finished, but I think he's _____ because they'll never accept his ideas.
4. I'd love to do that job. It's _____.
5. I've _____ but I just can't see an answer to the problem.
6. Susan was _____ during that difficult week — everyone turned to her for help.

9 Find the Russian equivalents for the following sentences in English.

1. I don't believe him. He is always building castles in Spain.— _____
2. He felt that the solution to the problem was somewhere round the corner.— _____
3. I am afraid he'll drop a brick in her presence.— _____
4. I suppose this meeting will lay the foundation of our fruitful cooperation.— _____
5. She couldn't help writing the letter even though she realized it struck the foundations of their relationship.— _____
6. She'll go round the bend unless he wins in the competition.— _____
7. At last George understood that he was banging his head against a brick wall and decided to give up the idea of the experiment.— _____
8. The task was just up his street.— _____

10 Translate the following sentences into English.

1. Эта работа ему по плечу.— _____
2. Он понял, что допустил ошибку, только тогда, когда его уволили из отдела.— _____

3. Директор этой компании всегда был надежной опорой для всех своих сотрудников.— _____
4. Она в любой момент может сказать бестактность, и переговоры будут закончены.— _____
5. Если вы не поедете в отпуск, вы сойдете с ума.— _____
6. Они прижали его к стенке, и он пообещал никого не увольнять.— _____
7. Этот проект — просто воздушный замок.— _____
8. Не теряйте времени. Все ваши усилия напрасны.— _____
9. Вчера я пытался заниматься, пока мои соседи шумно веселились.— _____

Lessons 9, 10

1 Read the CV and fill in the gaps (A — G) with this information (1–7).

1. Provided care for family with two young children.
2. Volunteer weekly at local kindergarten
3. Made sure campers were dropped off and picked up safely
4. City of London School
5. Driver's License
6. kathebarton@email.com
7. Summer 2011 — Lake District summer camp



CURRICULUM VITAE

| | |
|-----------------------|--|
| Name | Katherine Barton |
| Address | 102 Jackson Street, London Home: 123453214 |
| Mobile: | 0178896543 |
| e-mail: | A _____ |
| Age | 16 |
| Education | B _____ |
| Experience | October 2011 — present — <u>City of London School</u> |
| Volunteer Club | member |
| | • C _____ |
| | • Lead creative studies and fitness activities for the children aged 5 to 10 in the “Dream” Club |
| | Summer 2012 — Cliff Family , New York USA |
| | Au pair |
| | • D _____ |

- Organised activities for children, transported children to clubs and activities, cooked light snacks for children.

E _____

Camp counsellor

- Was in charge of a group of 10 eight-year-old children
- Organised a camp theatre and staged brother Grimm's tales on a weekly basis.

Summer 2010 London city summer camp

Camp junior counsellor

- Led arts, crafts, sports, games, camping and hobby workshops for groups of 8–10 year olds
- Monitored groups of up to seven children on weekly field trips to the zoo, water parks and on walking tours

• F _____

Relevant Certificates

First Aid Certification, Red Cross, May 2012

G _____

2 Answer the questions.

1. What kind of education does Kate have at the moment?

2. Has Kate ever worked for free?

3. Is Kate a responsible person?

4. Is Kate interested in arts and crafts?

5. Does Kate have any experience working with children?

6. What did Kate do in summer 2012?

7. What kind of job can Kate hope to get with a CV like this?

3 Read the job ad and mark these statements true, false or not stated. If there is no information in the text, try to speculate.

1. The family consists of two members — a mother and a daughter.
2. The daughter is a teenager.
3. The daughter needs regular fitness training.
4. An au pair is the same as a nanny who lives with the family.
5. The au pair will have to drive a car regularly.

- | | |
|--|--------------------------|
| 6. The au pair will have her / his separate room. | <input type="checkbox"/> |
| 7. The au pair must be a girl. | <input type="checkbox"/> |
| 8. The employer will only hire someone from Britain. | <input type="checkbox"/> |
| 9. The salary is negotiable. | <input type="checkbox"/> |
| 10. The au pair will have to be a good cook. | <input type="checkbox"/> |
| 11. The au pair will have to do sports every day. | <input type="checkbox"/> |

Au pair for a teenage girl

Au pair needed to care for a bright, pleasant and active thirteen year old girl. Au pair will have experience previously working as an Au pair and have excellent references.

Your duties will involve:

- Caring for one teenager
- Cooking healthy and varied meals for one child and one adult
- Doing house-work and shopping
- Communicating with teaching staff in school and clubs
- Accompanying the teenager to different clubs and activities, especially everyday fitness work outs.
- Taking active part in fitness training, setting a positive example.

The successful Au pair must be committed, very flexible and creative. You will need to be clean, tidy, confident, encouraging, caring and interested in sports.

Excellent communication skills and command of the English language is essential. The successful Au pair must have a clean driving licence.

The Au pair will be provided with a private room with TV.

If you feel that you are suitable for this position and would like to find out more, please send your current CV to me. I'll contact you then to discuss the conditions and the pay.

4 Do you think Katherine Barton will be suitable for this job? Why? / Why not? Will you be suitable for this job? What requirements do you fulfil? What qualification are you lacking?

5 Here are some words which learners of English often confuse. In each case put the correct word into the gap in each sentence.

1. borrow / lend
 - a) Can you _____ me £5 until tomorrow?
 - b) I didn't bring an umbrella, so I've had to _____ John's.
2. discovered / invented
 - a) Primitive men _____ fire thousands of years ago.
 - b) Alexander Graham Bell _____ the telephone.

3. worthless / priceless

a) She thought that the painting was valuable, but experts told her that it was a _____ forgery.

b) It is generally agreed that the Mona Lisa by Leonardo da Vinci is _____.

4. raise / rise

a) The sun will _____ at 6 a.m. tomorrow morning.

b) He will _____ his hand when he needs attention.

5. infamous / unknown

a) Although William Barnes wrote many poems, he's almost _____ to the present generation.

b) All British children have heard of Dick Turpin. He was an _____ robber, who stole from travellers and was executed for his crimes.

6 Translate the sentences into Russian.

1. Kate was dishonest with her friend.— _____

2. She was unhappy, because she was childless.— _____

3. We didn't notice how he disappeared.— _____

4. She disagrees very often.— _____

5. Mother was displeased with her son's behaviour.— _____

7 Rephrase the following sentences using *dis-* and *-less*.

Model: There is no hope for you in this business.— *This business is hopeless.*

1. There was no end to her sufferings.— Her sufferings were _____

2. Kate didn't have a single child.— Kate was _____

3. There was no need to say that.— It was _____

4. People didn't approve of his behaviour.— People _____

5. The tea they were given for breakfast had no taste.— The tea was _____

8 Analyse the sentences above and write the translation for the expressions with the phrasal verb *turn*.

to turn up, to turn on, to turn off, to turn to somebody for something, to turn away, to turn over

1. We waited and waited for Agness, but she never turned up.

2. Turn the music on, everybody wants to dance.

3. She had to switch the TV off as it was time to go to bed.

4. I'll have to turn away their invitation to a birthday party. My mother will be mad with me if I go there.

5. When one side of the pancake is brown, you can turn it over.

6. You always turn to you granny when you need some good advice.

9 Rephrase the sentences. Replace the underlined parts of the sentences with the expressions with the phrasal verb *turn*.

Model: The girl asked her mother for help with her homework.— The girl *turned to* her mother for help.

1. Anthony has become a very famous writer.— _____
2. We were having tea when Jane arrived.— _____
3. Father does not like to waste money on electricity so he always switches off the lights.— _____
4. Caroline asked her teacher for a big favour.— _____
5. The microwave does not work until you switch it on.— _____
6. Don't say "no" to this idea. It may work.— _____
7. You back is starting to burn — change your position. _____

Lessons 11, 12

Self-assessment test

1 Look through the job ads and match the ads (1–3) with their headings (A – D). One heading is extra and needs to be left out.

- A Au pair
- B Activity leaders
- C Volunteer
- D Teaching assistant

1 _____

full time only

30 hours per week (excluding 40 mins unpaid lunch)

Pay £10 000 per annum

Required as soon as possible, to join an existing team supervising students in the classroom environment when the teacher is on short-term absence. Applicants should have experience of working with young people, preferably in an education environment. Would suit somebody who is planning a career in education. Patience, a genuine love for children and enthusiasm to help students to learn are essential.

If interested mail us a quick CV and we'll get back to you as soon as we can.

2 _____

ARE YOU A GREAT MATE? The National Autistic Society seeks volunteers in Croydon to befriend a child or teenager with autism.

A few hours every week or fortnight of YOUR time makes a huge difference to someone in need of a friend.

No prior knowledge of autism required, just people who are open-minded and willing to learn. We'll provide training and pay your travel expenses.

3 _____

Holiday Workshops are our (EXCITE) _____ and pioneering courses that will be running at nearly 70 towns and villages in the UK! There will be courses in Stage, Dance, Singing, Invention & Creativity. The programmes are written by our team of experts and are designed to bring the most out of children aged 6–10.

Your (RESPONSIBLE) _____ will include leading the workshop. You will report to the Site Manager who will (SUPPORT) _____ you in leading the week long workshops.

(DESCRIBE) _____ of responsibilities as follows:

- Ensure the children in your (CARE) _____ have a fun, stimulating and safe time
- Use your background and (KNOW) _____ to bring the programme topic to life with lots of fun in the process
- With (SUPPORT) _____ and (GUIDE) _____ from your Site Manager (COMMUNICATION) _____ with parents regarding the needs of children and feedback on any issues which arise
- (ASSISTANCE) _____ the Site Manager during sign in/out of children
- Show (RESPECT) _____ for your site by keeping it clean and safe at all times

Requirements:

- Ideally you will be (EXPERIENCE) _____ in a relevant subject (i.e. Performing Arts, Drama, Art, Sport)
- Experience working with children and young people
- Hold a first aid (QUALIFY) _____
- (ENTHUSIASM) _____ and (ORGANISATION) _____ with excellent communication skills and good use of initiative
- Flexible, team (PLAY) _____ willing to take on various tasks as required

If selected you will be (REQUIREMENT) _____ to attend a training day.

Pay: £300 — £400 per week

Hours: 8.30 a.m.– 5.30 p.m. (Tuesday to Friday) 7.30 – 5.30 p.m. (Mondays)

2 Look through the first ad and answer the questions.

1. Is it a full time or a part-time position? — _____
2. What will the applicant's responsibilities include? — _____
3. What qualities are required? — _____
4. Is working experience required? — _____

3 Look through the second ad and write a short essay about volunteering. Use these questions as a plan.

1. Why do you think volunteering is so popular?
2. Why would somebody be interested in a job like this?
3. What positive experience can you gain from a job like this?
4. What material profit can you get?
5. What advantages for your future career may it have?

4 Fill in the gaps in the third ad, using the right parts of speech.

5 Fill in the CV with the right information.

- a)
 - Like travelling
 - Love to work with children
 - Can create attractive flower compositions
 - Able to follow written and oral instructions
 - A competent user of Microsoft Word, Excel, and PowerPoint
 - Can do internet research using MS Explorer and FireFox
 - Enjoy biographies of famous people and plays
 - Tolerant, flexible and open minded
- b) 16
- c) John Fierfield
12 Welbeck Street, London
Home: 127321345 Mobile: 01783456789
john123@bt.net.com
- d) Interested in a paid summer job working up to 20 hours per week.
- e) Heathcote School
A-levels anticipated in May 2013
Subjects: Art, History, Spanish, French



- f) • Read and watch television with elderly people
- Make sure the ward is neat and clean
- Do assignments from staff and little chores for residents

1. _____

2. AGE _____

3. OBJECTIVE _____

4. EDUCATION _____

5. SPECIAL SKILLS & INTERSTS

VOLUNTEER & COMMUNITY SERVICE

October 2011 — present — Ash Court Care Centre

volunteer

Responsibilities:

6. _____

Sept. 2010 – May 2011 London Library tutoring programme

Englsh Tutor

- Planned weekly vocabulary, grammar and phonetics lessons in English for two foreign students.
- Carried out extra curricular activities in the English language with the foreign students.
- made sure they passed their exams successfully

7. _____

6 Translate the following sentences into Russian.

1. Я бы хотел найти работу, которая позволит мне показать свой творческий потенциал.—

2. Он игнорировал свои обязанности и был за это уволен.— _____

3. Я помогу тебе написать резюме, если ты расскажешь мне о своем опыте работы и образовании.—

4. Мой дедушка вышел на пенсию. Раньше он платил за жилье 600 фунтов в месяц, но он больше не может себе этого позволить.— _____

5. Если бы он имел водительские права, сейчас он работал бы водителем в фирме своего отца.— _____

6. Должно быть, мама пилила ее за то, что она не поступила в колледж.— _____

Lessons 13, 14

Exam know-how

1 Вы услышите пять высказываний (1–5). Установите соответствие между высказываниями каждого говорящего и вопросами, на которые они отвечают (A–F). В задании есть один лишний ответ.

- A “Is juice really so good for me?”
B “Do any of the weight-loss pills, which are advertised, actually work?”
C “I hate physical activity, but I still want to lose a bit of weight. What should I do?”
D “What activities burn calories?”
E “How can I lose a lot of weight really fast?”
F “Do I have to take multivitamins every day?”

2 Вы услышите пять высказываний (1–5). Установите соответствие между высказываниями и утверждениями (A–F), данными в списке. Одно утверждение — лишнее.

- A Don't eat late.
B Concentrate on your food.
C Don't forget about fluids.
D Cut out fatty and sugary food.
E Skip supper.
F Substitute fast food with home-made healthy options.

3 Какие из приведенных утверждений соответствуют содержанию текста, какие не соответствуют? О чем в тексте не упоминалось?

1. When it comes to hotels, business travellers are spoiled for choice.
2. Business travellers are interested in getting special discounts if they often stay in the same hotel.
3. A lot of hotels redecorate their rooms to please international guests.
4. Business travellers expect great attention to detail as well as a good location and sensible prices.
5. A good hotel can't be located too far away from a tube station.
6. Most business travellers expect a fully equipped business centre right in their hotel.
7. Most business travellers arrive with their own laptops.
8. One can always expect a hotel receptionist to speak English.
9. Good hotels are still very expensive.
10. Competition makes hotels offer special rates for business travellers.

1 Listen to the mini-dialogues twice and mark the statements true, false, or not stated.

1. a) Samantha broke her leg.
b) Samantha climbed a tree.
c) Samantha has come out of hospital.
2. a) Last year Carla went to the Browns' party.
b) Carla is going to the Browns' party.
c) Carla usually gets invited to the Browns' party.
3. a) Jessie didn't do well in her final exams.
b) Jessie didn't have enough time to study.
c) Grandma believes Jessie.
d) Grandma doesn't know Jessie well.
e) Jessie will become a film star one day.
4. a) Kim has lost Mrs Meredith's address.
b) Tim knows Mrs Meredith's address.
c) Kim phoned Jack.
d) Jack knows Mrs Meredith's address.

| |
|--------------------------|
| <input type="checkbox"/> |
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2 Read the story and choose the right answers.

1. The ultimate aim of the professor was
 - a) to prove that God in fact doesn't exist.
 - b) to amuse his students.
 - c) to prove that God created evil.
2. One of the students pointed out that
 - a) heat is the absence of cold.
 - b) cold is the absence of heat.
 - c) cold is given by God.
3. The same young student also claimed that
 - a) light is the same as heat
 - b) light is God
 - c) darkness is the absence of light.
4. Finally, the young student argued that
 - a) evil doesn't exist.
 - b) God isn't the Devil.
 - c) evil is the absence of light.



Once a university professor decided to demonstrate an example of pure logic to his students. He intrigued them by asking whether God was evil and promised to give a positive answer and prove it.

So he asked one of the students, "Did God create everything that exists?" The student bravely replied, "Yes, he did!" "God created everything?" the professor asked. "Yes, sir," the student replied. Then the professor answered, "If God created everything, then God created

evil, since evil exists. And, as we know, our works define who we are, thus God is evil." The student became quiet and the professor was quite pleased with himself. He went even further claiming that this example easily proved that faith in God was a delusion.

A young student raised his hand and said, "Can I ask you a question, professor?" "Of course," replied the professor. The student stood up and asked, "Professor, does cold exist?" The professor looked a bit confused. "Of course it exists. Why do you ask?"

The other students started to giggle at the young man's stupidity. The student, however, went on, "In fact, sir, cold does not exist. According to the laws of physics, what we consider cold is, in reality, the absence of heat. So we have created the word 'cold' to describe how we feel if we have no heat." The audience fell silent and the student continued, "Professor, does darkness exist?" "Of course, it does," the professor muttered. The student was ready for that. "I'm sorry to say you are wrong again, sir. Darkness does not exist either. Darkness is only the absence of light. We can study light, but not darkness. You cannot measure it. How can you know how dark a certain space is? You measure the amount of light in it. Don't you agree?" And then the young man returned to the original questions. "So, does evil exist, sir?" Totally confused, the professor didn't want to back down, so he said, "How can anyone doubt it? We see it everywhere. Crime, violence, wars are the reality of our everyday life. Isn't that what we mean by evil?"

However, the student had an answer for that. "In fact, evil does not exist, and certainly God didn't create it. Evil is the word we found for the absence of God. It is just like darkness is the absence of light and cold is the absence of heat. Evil is what happens when man does not have God in his heart." The professor left the room in silence. The young student's name was Albert Einstein.



3 Choose the right word in brackets to complete these sentences.

Part I

1. The moon (is to go / is going / goes) around the Earth.
2. In Africa (there is / is / it is) very hot.
3. Teenagers like to talk about (the love / a love / love).
4. In Canada people wear thick clothes in winter (for keep / to keep / for to keep) themselves warm.
5. In my fridge there isn't (some / the / any) food.
6. Last summer (it rained / there rained / it was raining) every day.
7. My friends gave me (a good / good / the good) advice.
8. This year (best / the best / better) student in our class is going to England.
9. In our town very (little / few / less) people have cars.
10. There is (little / few / many) hope for homeless people in most countries.
11. Racists think that black people are not the same (as / like / than) people with (white / a white / the white) skin.
12. We think that students (who / which / what) miss school are foolish.
13. We all depend (on / of / with) each other.
14. There aren't (no / any / some) members of parliament who didn't (take part / joined / arrive) in that charity event.



Part II

Elizabeth I

Before Elizabeth I (has become / became / had become) queen of England in 1558, her Catholic sister Mary I kept her in (the / a / -) Tower of London, the royal prison. Only after Mary (had died / dying / has died), Elizabeth's life was out of danger. Elizabeth (couldn't have / couldn't / didn't have to) find a suitable husband, so she (never / ever / rarely) got married. If she (has / had / would have) got married, British history (would be / would have been / should have been) different. She was an outstanding person (both / either / however) as a woman and a queen.

During her reign English explorers (travelled / went on a trip / had a journey) all over the world. People (believed / were believing / had believed) that she was a saint. Like any queen she (had to / must / should) be very strong-willed and clever. She lived long ago but the British (did / would / will) always remember her as one of the best monarchs England (had ever / has ever / did ever) had.

Part III

Learning foreign languages

In the modern world it is worth (learning / to learn / learn) one or two foreign languages. It is no use (to try / trying / in trying) to find a good job without some knowledge of English. To understand foreign languages is one of (the hardest / harder / most hard) things for people. One can succeed if one (is wanting / is willing to / want to) make an effort. Some people aren't used (study / to the study / to studying) grammar in their mother tongue, let alone in another language. A lot of language students wish they (would start / had started / would have started) their language studies when they were (younger / the youngest / most young).

- 4 Write some tips for those who want to study foreign languages. Share your experience. Say what worked or didn't work for you.

- 5 Choose a topic and write an essay of 200–250 words. Support your essay with examples. (See page 71.)

1. A lot of people say that they do not like foreigners and give a lot of reasons. Albert Einstein used to say that "Nationalism is an infantile disease. It is the measles of humanity." To what extent do you agree?
2. No country in the world can live independently of other countries. To what extent do you agree?
3. Aldous Huxley said: "Experience is not what happens to you. It is what you do with what happens to you." To what extent do you agree?

Приложение 1. Сводная таблица времен английского языка

| | the Simple | the Progressive |
|---------|---|--|
| Present | <p>I форма основного глагола (read / reads) употребляется для выражения действий, которые:</p> <ul style="list-style-type: none"> • происходят / не происходят регулярно: <i>He plays tennis every day.</i>— Он играет в теннис каждый день. • происходят в соответствии с графиком или расписанием: <i>The train arrives at 6 o'clock.</i>— Поезд прибывает в 6 часов. • вместо the Future Simple в придаточных предложениях времени и условия: <i>I'll phone him if I have time.</i>— Я позвоню ему, если у меня будет время. | <p>am / is / are + основной глагол + -ing употребляется для выражения действий, которые происходят:</p> <ul style="list-style-type: none"> • в настоящий момент: <i>She is reading the book now.</i>— Она читает книгу сейчас. • в более длительный отрезок времени, который происходит в настоящий период, но необязательно в момент речи: <i>They are writing a book.</i>— Они пишут книгу. • для выражения запланированных действий, которые произойдут в будущем: <i>I am leaving tomorrow.</i>— Я уезжаю завтра. |
| Past | <p>II форма основного глагола (worked / went) употребляется для выражения действий, которые происходили в прошлом:</p> <p><i>We saw an interesting film last week.</i>— Мы смотрели интересный фильм на прошлой неделе.</p> | <p>was / were + основной глагол + -ing употребляется для выражения действий, которые происходили в точно указанный момент в прошлом:</p> <p><i>She was reading a book when he phoned.</i>— Она читала книгу, когда он позвонил.</p> |
| Future | <p>will + I форма основного глагола употребляется:</p> <ul style="list-style-type: none"> • для выражения будущих действий, которые, возможно, произойдут: <i>One day we'll meet again.</i>— Когда-нибудь мы снова встретимся. • когда решение о будущем действии было не запланировано, а принято в момент речи: <i>It's raining. I'll take my umbrella.</i>— Идет дождь. Я возьму зонт. | <p>will be + основной глагол + -ing употребляется для выражения действий, которые произойдут в указанный момент времени в будущем:</p> <p><i>I will be sleeping when you come.</i>— Я буду спать, когда ты придешь.</p> |

| the Perfect | the Perfect Progressive |
|---|--|
| <p>have/has + III форма основного глагола употребляется для выражения действий, которые уже произошли:</p> <p><i>I have already seen this film.— Я уже посмотрел этот фильм.</i></p> | <p>have been/has been + основной глагол + -ing употребляется для выражения длительных действий, которые начались в прошлом и все еще продолжаются в настоящее время:</p> <p><i>He has been talking on the phone for two hours.— Он разговаривает по телефону в течение двух часов.</i></p> |
| <p>had + III форма основного глагола употребляется для выражения действия, которое произошло раньше другого действия в прошлом:</p> <p><i>He had sold his old car before he bought a new one.— Он продал старую машину прежде, чем купил новую.</i></p> | <p>had been + основной глагол + -ing употребляется для выражения длительного прошедшего действия, начавшегося ранее другого прошедшего действия, выраженного в the Past Simple и все еще продолжавшегося в момент его совершения:</p> <p><i>He had been translating the text for two hours when I phoned him.— Он переводил текст уже два часа, когда я позвонил.</i></p> |
| <p>will have + III форма основного глагола употребляется для выражения действия, которое произойдет раньше другого действия в будущем:</p> <p><i>I will have come back from the library before you get there.— Я уже вернусь из библиотеки прежде, чем ты доберешься до нее.</i></p> | <p>will have been + основной глагол + -ing употребляется для выражения длительного будущего действия, которое начнется ранее другого будущего действия и будет еще происходить в момент его наступления:</p> <p><i>She will have been flying to Russia for an hour when her son comes back home.— Она будет лететь в Россию уже час, когда ее сын вернется домой.</i></p> |

Приложение 2. Словообразование

Слова могут быть образованы с помощью префиксов и суффиксов.

Префиксы изменяют значение слова, но не меняют его принадлежности к той или иной части речи, например: *national* (*adj* национальный) — *international* (*adj* международный).

Префиксы с отрицательным значением:

un-, in-, il-, im-, ir-, dis-, mis-

happy — *unhappy* (счастливый — несчастливый)
logical — *illogical* (логичный — нелогичный)
possible — *impossible* (возможный — невозможный)
to agree — *to disagree* (согласиться — не согласиться)
correct — *incorrect* (правильный — неправильный)
to understand — *to misunderstand* (понимать — не понимать)
regular (правильный) — *irregular* (неправильный)

Суффиксы служат для образования различных частей речи. Использование того или иного суффикса или префикса не всегда подчиняется определенным правилам и чаще зависит от установившегося словоупотребления в языке, например:

to govern (управлять) — *governor* (правитель) — *government* (правительство).

Суффиксы существительных

- **-er, -or** присоединяются к глаголам для обозначения лица:
to invent (изобретать) — *inventor* (изобретатель)
to produce (производить) — *producer* (производитель)
- **-ist** служит для обозначения профессии:
piano (пианино) — *pianist* (пианист)
- **-age** образует существительные от глаголов:
to marry (жениться) — *marriage* (женитьба)
- **-al** образует существительные от глаголов:
to arrive (приезжать) — *arrival* (приезд)
- **-ance, -ence** образуют существительные от прилагательных:
important (важный) — *importance* (важность)
different (различный) — *difference* (разница)
- **-dom** образует существительные от прилагательных и существительных:
free (свободный) — *freedom* (свобода)
king (король) — *kingdom* (королевство)
- **-hood** образует существительные от других существительных:
child (ребенок) — *childhood* (детство)
- **-ation, -tion, -sion, -ssion** образуют существительные от глаголов:
organize (организовать) — *organization* (организация)
to collect (собирать) — *collection* (собрание)
to suspend (приостанавливать) — *suspension* (временное прекращение)
to transmit (передавать) — *transmission* (передача)
- **-ment** образует существительные от глаголов:
to pay (платить) — *payment* (платеж)
- **-ness** образует существительные от прилагательных:
kind (добрый) — *kindness* (доброта)

- **-ship** образует существительные от других существительных:
citizen (гражданин) — *citizenship* (гражданство)
- **-ty, -ity** образуют существительные от прилагательных:
active (активный) — *activity* (деятельность)

Суффиксы прилагательных

- **-able** образует прилагательные от глаголов:
to wash (мыть) — *washable* (моющийся)
- **-al** образует прилагательные от существительных:
centre (центр) — *central* (центральный)
- **-ful** образует прилагательные от существительных:
pain (боль) — *painful* (болезненный)
- **-less** образует прилагательные от существительных:
help (помощь) — *helpless* (беспомощный)

Суффиксы глаголов

- **-fy** образует глаголы от прилагательных:
simple (простой) — *to simplify* (упрощать)
- **-ize** образует глаголы от существительных и прилагательных:
sympathy (сочувствие) — *to sympathize* (сочувствовать)
modern (современный) — *to modernize* (усовершенствовать)

Суффиксы наречий

- **-ly** образует наречия от прилагательных:
easy (легкий) — *easily* (легко)

Приложение 3. Как легче запомнить неправильные глаголы

Все формы совпадают

| I форма | II форма | III форма |
|---------|----------|-----------|
| cost | cost | cost |
| cut | cut | cut |
| hit | hit | hit |
| hurt | hurt | hurt |
| let | let | let |
| put | put | put |
| set | set | set |
| shut | shut | shut |
| split | split | split |

Одинаковое чередование звуков

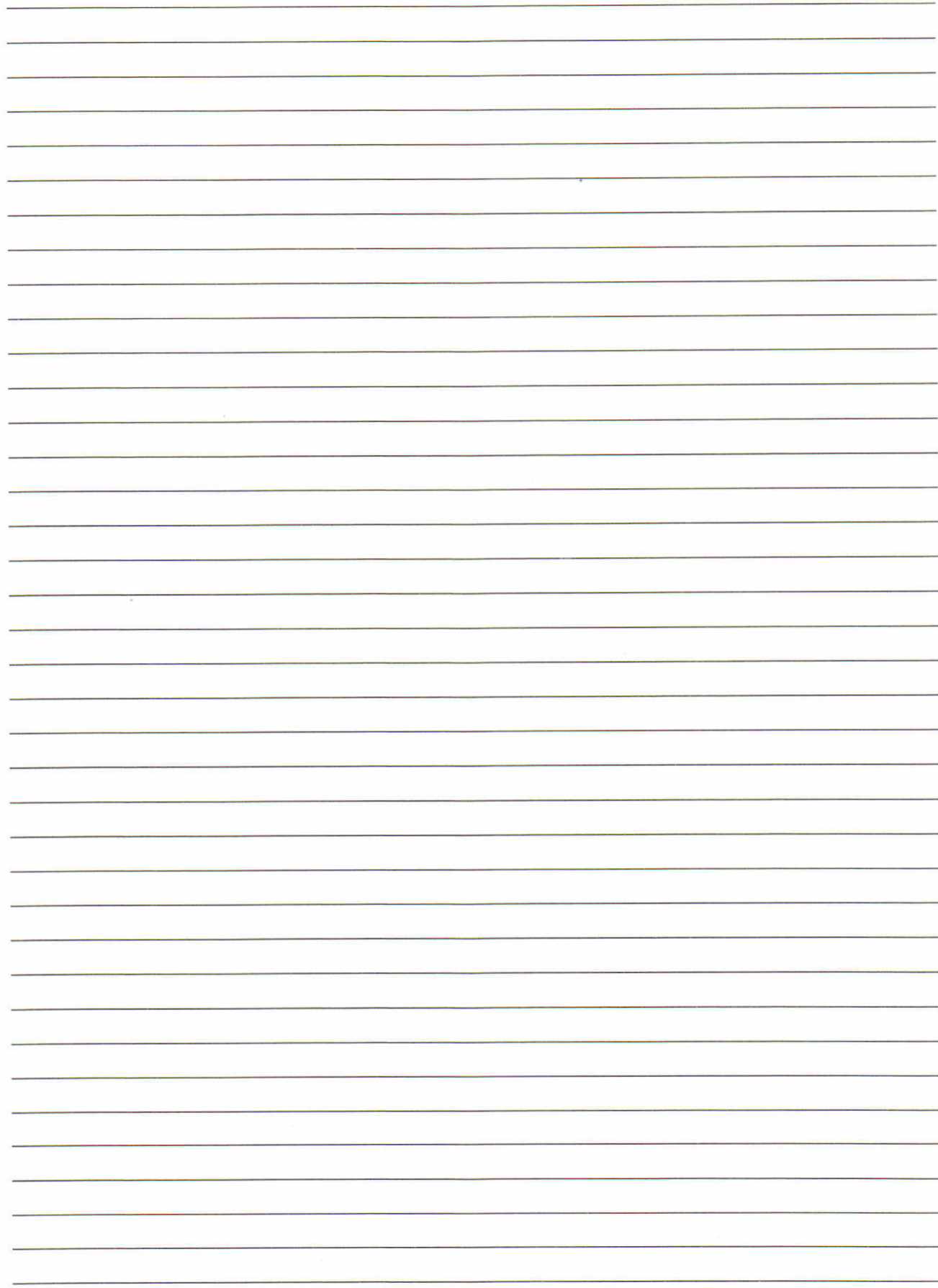
| I форма | II форма | III форма |
|---------------|---------------|---------------|
| beat | beat | beaten |
| bite | bit | bitten |
| eat | ate | eaten |
| fall | fell | fallen |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| give | gave | given |
| hide | hid | hidden |
| shake | shook | shaken |
| take | took | taken |
| tear | tore | torn |
| wear | wore | worn |
| <i>blow</i> | <i>blew</i> | <i>blown</i> |
| <i>fly</i> | <i>flew</i> | <i>flown</i> |
| <i>know</i> | <i>knew</i> | <i>known</i> |
| <i>throw</i> | <i>threw</i> | <i>thrown</i> |
| <i>grow</i> | <i>grew</i> | <i>grown</i> |
| <i>draw</i> | <i>drew</i> | <i>drawn</i> |
| begin | began | begun |
| drink | drank | drunk |
| ring | rang | rung |
| sing | sang | sung |
| shrink | shrank | shrunk |
| freeze | froze | frozen |
| speak | spoke | spoken |
| steal | stole | stolen |
| break | broke | broken |
| wake | woke | woken |
| choose | chose | chosen |
| drive | drove | driven |
| write | wrote | written |
| ride | rode | ridden |

II и III формы совпадают

| I форма | II форма | III форма |
|--------------|---------------|---------------|
| <i>bend</i> | <i>bent</i> | <i>bent</i> |
| <i>build</i> | <i>built</i> | <i>built</i> |
| <i>feel</i> | <i>felt</i> | <i>felt</i> |
| <i>keep</i> | <i>kept</i> | <i>kept</i> |
| <i>leave</i> | <i>left</i> | <i>left</i> |
| <i>light</i> | <i>lit</i> | <i>lit</i> |
| <i>lend</i> | <i>lent</i> | <i>lent</i> |
| <i>mean</i> | <i>meant</i> | <i>meant</i> |
| <i>meet</i> | <i>met</i> | <i>met</i> |
| <i>send</i> | <i>sent</i> | <i>sent</i> |
| <i>shoot</i> | <i>shot</i> | <i>shot</i> |
| <i>sleep</i> | <i>slept</i> | <i>slept</i> |
| <i>spend</i> | <i>spent</i> | <i>spent</i> |
| <i>spoil</i> | <i>spoilt</i> | <i>spoilt</i> |
| <i>get</i> | <i>got</i> | <i>got</i> |
| <i>lose</i> | <i>lost</i> | <i>lost</i> |
| <i>sit</i> | <i>sat</i> | <i>sat</i> |
| bring | brought | brought |
| buy | bought | bought |
| fight | fought | fought |
| think | thought | thought |
| catch | caught | caught |
| teach | taught | taught |
| feed | fed | fed |
| find | found | found |
| have | had | had |
| hear | heard | heard |
| hold | held | held |
| make | made | made |
| pay | paid | paid |
| read | read | read |
| say | said | said |
| sell | sold | sold |
| stand | stood | stood |
| understand | understood | understood |
| tell | told | told |
| stick | stuck | stuck |
| win | won | won |
| shine | shone | shone |

Все формы разные

| I форма | II форма | III форма |
|---------|------------|-----------|
| be | was / were | been |
| become | became | become |
| come | came | come |
| do | did | done |
| go | went | gone |
| run | ran | run |
| see | saw | seen |
| show | showed | shown |



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