

І.І. Панова

# АНГЛІЙСКАЯ МОВА

Вучэбны дапаможнік для 10 класа  
агульнаадукацыйных устаноў  
з беларускай мовай навучання  
з 12-гадовым тэрмінам навучання  
(базавы ўзровень)

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П16

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# UNIT 1



## WHAT ARE YOU CONCERNED ABOUT?

### Oral Activity

#### 1 Answer the questions.

1. Do you think you are a happy person?
2. What is your main interest? Education, sports, entertainment, computers, doing practical things with your hands or anything else?
3. Are you successful in everything you do?
4. Does success mean much to you? In what aspect of life do you want to be successful?
5. Do you envy your friends who are more successful?
6. Have you got any problems? What worries you most? Your progress at school, relationships with friends and family, your health, your appearance and clothes or anything else?
7. What do you want to change about yourself?
8. Do your friends respect you? What kind of people do you respect? Honest, reliable, sociable, helpful, generous?

## WORD LIST FOR THE TOPIC

### Adjectives

**common** ['kɒmən] – агульны, сумесны  
**different** ['dɪfrənt] – розны, які адрозніваецца  
**popular (with)** ['pɒpjələ] – папулярны  
**similar (to)** ['sɪmɪlə] – падобны  
**successful** [sək'sesfʊl] – паспяховы; які мае поспех

### Nouns

**ability** [ə'bɪlɪtɪ] – здольнасць  
**achievement** [ə'tʃi:vmənt] – дасягненне  
**attitude** ['ætɪtʃu:d] – адносіны  
**character** ['kærəktə] – характар  
**failure** ['feɪlɪə] – няўдача, правал  
**gift** [ɡɪft] – падарунак  
**goal** [ɡəʊl] – мэта  
**opportunity** [ˌɒpə'tju:nɪtɪ] – спрыяльная магчымасць  
**possibility** [ˌpɒsɪ'bɪlɪtɪ] – магчымасць, верагоднасць  
**solution** [sə'lʊʃn] – рашэнне  
**success** [sək'ses] – поспех

### Verbs and Word Combinations

**achieve** [ə'tʃi:v] – дасягаць  
**compare (with / to)** [kəm'peə] – параўноўваць  
**depend (on)** [dɪ'pend] – залежаць (ад)  
**fail** [feɪl] **to do smth** – не здолець зрабіць што-небудзь  
**ignore** [ɪɡ'nɔ:] – грэбаваць, ігнараваць  
**object (to)** [əb'dʒekt] – прэрэчыць  
**overcome** [ˌəʊvə'kʌm] – пераадольваць  
**point of view** [vju:] – пункт гледжання  
**prefer** [prɪ'fɜ:] – аддаваць перавагу  
**react** [rɪ'ækt] – рэагаваць  
**solve** [sɒlv] – рашаць  
**succeed** [sək'sɪd] – 1) дабівацца мэты; 2) мець поспех  
**worry (about)** ['wʌrɪ] – клапаціцца (аб, пра), турбавацца

## 2 Match the words of the two columns into pairs of synonyms.

- |                |                |
|----------------|----------------|
| 1) solution    | a) disagree    |
| 2) goal        | b) present     |
| 3) gift        | c) aim         |
| 4) opportunity | d) decision    |
| 5) similar     | e) the same    |
| 6) ignore      | f) neglect     |
| 7) object      | g) like better |
| 8) prefer      | h) trouble     |
| 9) worry       | i) chance      |

## 3 Match the verbs with suitable nouns of the two columns and translate them.

- |                |                         |
|----------------|-------------------------|
| 1) achieve     | a) difficulties         |
| 2) depend on   | b) the job              |
| 3) ignore      | c) the translation      |
| 4) overcome    | d) success              |
| 5) solve       | e) the proposal         |
| 6) compare     | f) the missing children |
| 7) object to   | g) problems             |
| 8) succeed in  | h) an examination       |
| 9) worry about | i) the weather          |

## 4 Choose the right explanation to the words on the left.

- |                |  |
|----------------|--|
| 1) attitude    | a) get something by effort               |
| 2) possibility | b) something that many people do or have |
| 3) character   | c) get over something                    |
| 4) achievement | d) achieve one's purpose                 |
| 5) common      | e) way of thinking or feeling            |
| 6) similar     | f) the qualities that a person has       |
| 7) overcome    | g) something of the same kind            |
| 8) succeed     | h) a good chance to do something         |

## 5 Translate the words in brackets to complete the sentences.

- Have you come to a definite (*рашэнне*)?
- He always (*меў поспех*) in everything he did.
- We (*не здолелі*) to complete the work in time.
- I don't share his (*пункт гледжання*).
- Why don't you (*браць пад увагу*) other people's opinions?

6. You needn't (*турбавацца*) about the tickets, I've already booked them.
7. I'm proud of your (*дасягненне*).
8. We have (*агульныя*) interests in this matter.

**6 Which do you think is the best way to react to problems? These children react to their problems in different ways. What about you?**

"I eat like mad – all day!"

*Alison aged 14*

"I ignore them. Then, maybe they'll go away."

*Sarah aged 15*

"I talk about it to my best friend."

*Ben aged 13*

"I look for solutions in magazines or books."

*Lata aged 15*

"I'm very lucky: I can talk to my mum about them."

*Kathleen aged 14*

"I get totally paralysed: I can't eat, or work, or do anything!"

*Patrick aged 13*

"Problems? Never had ones!"

*Carl aged 14*

- 7 Are you optimistic about your future? Where do you think you'll be in ten years and what you will be or do then? What changes will take place then in your opinion?**

**Example**

*Jane, 16 years old*

Me? I don't know. Maybe I'll become a designer and live in another country for a while. The world? There will probably be a lot of changes.

*Paul, 15 years old*

Me? I'll probably work as a driver or perhaps at a factory somewhere. The world? I expect there will be more people and more cars. There will be more problems, but life will become better.

- 8 What questions do you ask if you want to know more about somebody? Ask five questions (you may first write them down) that are more important in your opinion.**

- 9 In their interview employers usually ask for the same information about a person – education, experience, hobbies. They may be questions like:**

1. What were your best subjects at school?
2. What do you do in your spare time?
3. What are you good at or proud of?
4. Do you have any work experience?
5. What can you do with your hands?
6. Why do you want to get this job?

**But one application form is really different. How would you answer these questions about yourself? Don't tell lies. No one expects you to be a superman / woman. What job do you think the employer offers?**

- |  |   |
|--|---|
| ○ Do you ice-skate?                                  | ○ Have you got a spirit for adventure?                        |
| ○ What sometimes makes you very angry?               | ○ Do you take risks?  |
| ○ When was the last time you cried? For what reason? | ○ Name some of your favourite foods.                          |
| ○ What was your very first childhood job for money?  | ○ How do you face a new day?                                  |
| ○ Do you object to being directed? Why?              | ○ List five films you'd like to see again.                    |
|  | ○ In one or two words, describe how you enter a crowded room. |

## **10 When do you make a more favourable impression on people:**

- when you are nervous or when you are relaxed?
- when you are serious or when you smile?
- when you chew a gum when you are talking or when you show your interest to the person?
- when you are well-dressed or when you wear dirty clothes and jeans with holes in them?
- when you have a tattoo and a ring in your nose or when you haven't them?
- when you talk politely or when you use slang words?
- when you talk more about yourself or when you more listen to others?

## **11 Do you sometimes tell your friends imaginary stories about yourself?**

- a. Play the truth game. First read the story below. What questions will you ask the boy to find out if he is lying or telling the truth?**

*When I was eleven, I played a part in a film. A film company was making a film in my town and they needed a young boy to play a small part – and I got it!*

- b. Prepare to tell two stories (one real and one imagined). Other pupils will question you about your stories and decide when you told the truth and when you lied.**

## **12 Speak about yourself. Say:**

- what your main goal is;
- how you are going to achieve your goal;
- how you find solutions to your problems;
- how you overcome failures;
- what things you ignore;
- how you react to criticism;
- what you are worried about now;
- if you use your abilities to their full;
- what success means to you;
- what your attitude to more successful friends or classmates is.



# Language Focus

## REVISION OF TENSES

- 1 Say what the pupils were doing at the end of the English lesson when the bell rang. Use the Past Continuous.

**Example** copy my homework

When the bell rang, Sasha **was copying** my homework.

- a) revise the rules;
- b) write down the new words;
- c) talk to each other;
- d) write something into his exercise-book;
- e) put the books into his / her bag;
- f) stand at the blackboard;
- g) think about something;
- h) ask the teacher about something.

PAST CONTINUOUS			
<i>is used with the words</i>	<i>has the forms</i>		
at that time at 6 o'clock yesterday when he came in	I	was	reading.
	He		
	She		
	It	were	
	We		
	You		
They			

- 2 Look through the conversation and answer the questions that follow it.

*Jerry lives in a flat just above Mrs Baker's flat. Mrs Baker is talking to Jerry about the party last night.*

**Mrs Baker** What was going on at midnight last night, Jerry?  
I couldn't sleep for all that noise.

**Jerry** I'm so sorry. Mrs Baker, but we were having a party  
and I forgot to tell you.

**Mrs Baker** Well, I was trying to read in bed when I heard a crash.

**Jerry** Yes, I'm sorry again. That was Mike. When he was  
drinking Coca-Cola, Harry bumped into him and  
knocked over the coffee table.

**Mrs Baker** Oh, dear. Then I was having a bath when I heard a  
bang.

*Jerry* Yes, while the young ones were dancing, the CD player fell off the bookcase.

*Mrs Baker* Goodness me! What a party!

*Jerry* We're having a birthday party next month! Would you like to come?

*Mrs Baker* No, thank you, Jerry. Fortunately, I'm going to be away.

1. What was happening last midnight in Jerry's flat?
2. Why is Mrs Baker angry?
3. What was she doing when she heard a crash?
4. What did Harry do when Mike was drinking Coca-Cola?
5. What was Mrs Baker doing when she heard a bang?
6. What happened to the CD player while the young people were dancing?

### 3 Tell a story about something unusual that happened to you once. Begin like this:

One day while we were sitting... (Where? What were you doing? What happened? Who came in? What did you say when you saw her / him? What happened while you were talking? What happened in the end?)

### 4 Say which of these (or any other) things have / haven't taken place in your life. Use the Present Perfect.

1. I've written several letters to a magazine, but they haven't replied.
2. I have never lost money, but I've lost my keys several times.
3. I have never travelled by plane.
4. I have learnt to play the guitar.
5. My parents have bought me a computer.
6. I have visited several concerts.
7. I haven't learnt to cook.

PRESENT PERFECT			
is used with the words	has the forms		
just already ever never	I	have	I haven't helped.
	We		Have you helped?
	You	helped.	
	They		
	He	has	He hasn't helped.
	She		Has she helped?
	It		

- 5 Say a number of sentences about some things that have taken place in your life recently and when it was.**

**Example** I've never been to Moscow, but I've been to St Petersburg. That was a month ago.

I've never worked in a shop, but I've worked on a farm. That was in July.

- 6 Answer the questions using the Present Perfect and the conjunctions *for* or *since*.**

- How long have you known your best friend?
- Since when have you studied at this school?
- How long have you been interested in pop music?
- Since when have you started travelling alone?
- Since when have people been able to watch TV?
- For how long hasn't it rained here?
- Since when have you started visiting the disco?

- 7 a. Read the sentences and say which action happened first in the past.**

**Example** They **had learned** the words before they **wrote** the dictation.

They **had learned** the words.

- I had cut my finger, so I went to the doctor.
- We got there in time, but our friends had already left.
- He had finished his homework before he went for a walk.
- She had worked hard, so she did well in her exams.
- He had run ten kilometres, so he was very tired.
- After he had sold his old car, he bought another one.

PAST PERFECT			
is used with the words	has the forms		
before some time in the past	I He She It We You They	had helped.	He hadn't finished his test before the bell went. Had he finished his test before the bell went?

- b. Ask questions about the sentences of ex. 7a using the Past Perfect.**

**Example** What **had** they **done** before they wrote the dictation?

## 8 Say these sentences using the conjunctions *after* or *before*.

**Example** Rick got out of bed and then the phone rang.  
The phone rang **after** Rick **had got** out of bed. / Rick **had got** out of bed **before** the phone rang.

1. Joe heard the song on the radio and then he sang it.
2. Jack left home and then his mother arrived.
3. Mr Blake cleaned the garden and then the tree fell down.
4. I cut the grass and then it started to rain.
5. They got married and then they moved to another city.
6. She heard a loud noise and then she walked out of the room.
7. The passengers got off the train and then it moved slowly from the station.
8. The pupils got quiet and then the teacher continued to talk.

## 9 Read these sentences in the Passive Voice and say if they are about past or present events. Translate them.

THE PASSIVE VOICE									
is used when	has the forms								
	Present Simple Passive			Past Simple Passive			Present Perfect Passive		
the doer of the action is unknown or not important	I am			I			I have		
	He			He	was		He		
	She	is		She			She	has	
	It		asked.	It		asked.	It		been asked.
	We			We			We		
	You	are		You	were		You	have	
	They			They			They		

1. Where were the last Olympic Games held?
2. Flowers are sold in shops and in the streets.
3. In basketball you are not allowed to walk without bouncing the ball.
4. Oh, all the cakes have been eaten already.
5. The accident has been reported in all the newspapers.
6. London was destroyed by the fire in the 17th century.
7. No decision has been taken yet.
8. The concert has been prepared for over a month.

## 10 Say what you and your brothers / sisters / friends are allowed or are not allowed to do. Use the words in the chart to make sentences about you and them.

My sister is My brother (friend) isn't	allowed	to go on picnics with friends to stay up late to spend a lot of money on clothes to travel by herself / himself to invite friends home	but	I am I'm not
--	---------	--	-----	-----------------

## 11 Say at what age young people are allowed to do these things.

**Example** travel without parents

They are allowed to travel without parents at the age of 16.

- a) buy cigarettes and alcohol;
- b) have a driving licence;
- c) have a part-time job;
- d) have your own passport;
- e) leave school;
- f) enter a university;
- g) vote;
- h) get married.

## 12 Say these sentences using the Past Simple Passive.

**Example** I sent the letter with the morning post.

The letter **was sent** with the morning post.

1. They asked him a lot of questions at the job interview.
2. John didn't invite some of his friends to his birthday party.
3. A lot of fans filled the stadium last Sunday.
4. Snow covered the field.
5. A spaceship discovered a new planet last year.
6. The cold weather damaged the plants last night.
7. The children tore the book when they were fighting.
8. A. Nobel invented dynamite.
9. The Beatles sang the song "Yesterday" in 1962.
10. People didn't use computers some years ago.

**13 Answer the questions using the Present Perfect Passive and the words in brackets.**

**Example** Who has been chosen to play the leading part in this film? (an unknown actor)

An unknown actor **has been chosen** to play it.

1. Till when has the meeting been put off? (next week)
2. By what has the construction work been held? (bad weather)
3. How many books have been written on this subject? (lots of books)
4. Who has been asked to play the guitar at the concert? (Alex)
5. What has been recently built in the city centre? (a monument)
6. What has been changed into an office? (an old cinema)
7. What hasn't been paid yet? (the electricity bill)
8. What has been built in your school lately? (a tennis court)
9. Who has been selected for this job? (Helen)
10. What has been modernised in your town? (some streets)

**14 Match the beginning in A with the end in B correctly.**

**A**

**B**

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1. We'll have a good time         | a) if you don't invite him.      |
| 2. If this exercise isn't right,  | b) if they arrive late.          |
| 3. He won't come to the party     | c) you will get there in time.   |
| 4. They will miss the film        | d) I'll do it again.             |
| 5. If you don't practise,         | e) if we go there together.      |
| 6. If you leave early,            | f) you'll fail the test.         |
| 7. I won't be able to make a cake | g) if you don't buy milk.        |
| 8. I won't be at home             | h) if you call in the afternoon. |

**15 Say how much you know about your school. Answer the questions using the Passive Voice.**

1. When was it built?
2. Who was it built by?
3. Was it originally designed as a school or something else?
4. How is it heated?
5. How much electricity is used in the building in a day?
6. Is it kept in good condition?
7. What has been done by pupils to keep it nice and attractive?

**16 Match the parts of the sentences to make complete *if*-questions. Pay attention to the use of tenses in the *if*-clause and the main clause.**

If	you see Bill, you find my pen, I buy some milk, she calls, they arrive early,	will you	keep it for me? tell her about the party? thank him for the flowers? make a cake? ask them to wait?
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**17 Kate and Mary decided to share the work on their trip. Say what they asked each other to do.**

**Example** wash the dishes / our dirty clothes  
If you **wash the dishes**, I'll **wash our dirty clothes**.

- a) make supper / breakfast;
- b) phone your family one day / my family the next day;
- c) send a postcard to Tim / to Larry;
- d) write our diary the first week / the second week;
- e) bring the rucksacks downstairs / carry our boots;
- f) clean our boots / make sandwiches;
- g) make some sandwiches / buy some fruit.

## 18 Express habitual actions in the past and translate them.

**used to + V inf**

**Example** They **used to** have a dog, but it got lost.

1. My parents ... like pop music when they were younger. Now they prefer opera.
2. When Nancy was a baby, she ... cry a lot.
3. People ... think there were Martians. Now it is proved that Mars is a lifeless planet.
4. When I was little, I ... go to the cinema every week. Now I have a video at home.
5. When I was little, my parents ... tell me not to cross the road alone.
6. I ... play tennis often, but I haven't played for over a year now.
7. We ... swim in this part of the river when we were children, but it's too shallow now.
8. We ... meet under that old oak tree when we were young and foolish.

## 19 Respond with **used to**.

**Example** The bus stops here, doesn't it?

It **used to stop** here, but it doesn't any longer.

1. The last train leaves at nine, doesn't it?
2. The Browns live here, don't they?
3. It rains a lot here, doesn't it?
4. You read a lot of detective stories, don't you?
5. Most people marry young, don't they?
6. You still like rock music, don't you?
7. He still collects toy cars, doesn't he?

## 20 Express habitual actions taking place at present and translate them.

**be used to + Ving**

**Example** He **is used to working** in the library and he likes it.

1. Margaret ... staying up late.
2. Jack ... eating a big breakfast.
3. I ... walking to school, so it is nothing of the ordinary.



4. I ... looking after my little sister when my parents are away.
5. They ... working on their own, and they prefer it that way.
6. My father ... driving for twelve hours.
7. He ... sleeping for only five or six hours.

## 21 Say if you are used or not used to doing these things.

**Example** get up early

I am used (am not used) to getting up early.

- a) borrow things from your friends;
- b) ask your parents for pocket money;
- c) jog in the morning;
- d) leave your things all over your room;
- e) go to bed late;
- f) copy other pupils' homework;
- g) be late for school;
- h) depend on other people's opinions;
- i) be criticised;
- j) visit friends without invitation;
- k) wear fashionable clothes.

## 22 Ask each other and answer:

- a) what he / she used to do some years ago that he / she doesn't do now;
- b) what he / she is used to doing now though he / she may like it or not.

**Example** Did you use to sleep in the afternoon when you were little?

Are you used to sleeping in the afternoon now?

## 23 Speak about the man whose life has changed greatly. What did he use to do then and what he is used to doing now?

Some years ago he was a company director	Now he is a painter
golf early a big car meat a lot of money fat	jogging late a small car vegetarian food little money slim

**24 Speak for yourself. Say what you used to do five years ago but you are not in the habit of doing it now.**

**25 Words for study.**

**accept** [ək'sept] *v* 1) прымаць; 2) прызнаваць  
to accept an invitation / a present / an offer  
He asked her to marry him and she accepted his proposal. I'm sorry I can't accept your offer. I accept that the reconstruction may take some time.

**admit** [əd'mit] *v* 1) прызнаваць; 2) упускаць, прымаць  
You must admit that I am right. I admit my mistake. That's true, I must admit. Children are not admitted to night clubs. Several new pupils were admitted to our school last year.

**appeal** [ə'pi:l] *v* прыцягваць, цікавіць; *n* прывабнасць  
This painting appeals to the eye. Bright colours appeal to small children. Your offer doesn't appeal to me. That sort of music hasn't much appeal for me. This poem has a rare appeal.

**chat** [tʃæt] *v* гутарыць, балбатаць; *n* размова, гутарка  
The girls were chatting in the corner. There was no time to chat. We chatted for a while and parted. I had a long chat with him.

**effort** ['efət] *n* намаганне  
He does everything without much effort. I will make every effort to help. He lifted the big rock without effort. All his efforts were useless.

**excitement** [ɪk'saɪtmənt] *n* узрушанасць, усхваляванасць  
The news has caused great excitement. The children jumped in excitement.

**exciting** [ɪk'saɪtɪŋ] *a* хвалюючы, захапляльны  
It's an exciting story. There was nothing exciting about the trip.

**force** [fɔ:s] *n* сіла, моц  
The wind blew with great force. He pushed the door with all his force. The force of a good example is evident. He did it by force of habit. (Ён рабіў гэта па звычцы.)

**global** ['gləʊbl] *a* глабальны, сусветны  
global warming; global disarmament; global man / teenager чалавек / падлетак, які добра дасведчаны ў тым, што адбываецца ў свеце

**influence** ['ɪnfluəns] *υ* уплываць, аказваць уплыў; *п* уплыў, уздзеянне

Bad examples may influence children. Can the planets influence the human character? Will you please use your influence on him? He is a man of great influence.

**interfere** [ˌɪntə'fɪə] *υ* перашкаджаць, быць перашкодай; умешвацца

Please, don't interfere with my work. I shall go there tomorrow if nothing interferes. I'm sorry to interfere, but can I ask you a question? Don't interfere! (Не ўмешвайцеся!)

**mental** ['mentl] *а* разумовы

mental work / test / calculation

Would you like to do mental or physical work in future? He used all his mental powers to do it.

**preference** ['prefrəns] *п* перавара

She has a preference for French comedies. What is your preference? (Чаму вы аддаеце перавару?) He gives preference to vegetarian food.

**responsible** [rɪs'pɒnsəbl] *а* адказны

be responsible for smth (быць адказным за што-небудзь)

The pilot is responsible for the safety of the passengers. She is a very responsible person. I am not responsible for what you do. Everyone is responsible for his actions.

**reward** [rɪ'wɔ:d] *п* узнагарода, узнагароджванне

He got a reward for saving a child in the fire. She worked hard and expected a reward. He got a medal in reward for his courage.

**sense** [sens] *п* 1) пачуццё; 2) сэнс

He has a good sense of humour. The sixth sense tells me I'll win. There's a lot of sense in what you say. It makes no sense in what you say. It makes no sense to do it. (Няма сэнсу рабіць гэта.)

**sorrow** ['sɒrəʊ] *п* смутак, жаль, бяда

To our great sorrow, we have lost the game. There was a look of sorrow on his face. They were together in sorrow and joy.

**universal** [ju:nɪ'vɜ:sl] *а* усеагульны, універсальны

The cinema gives universal entertainment. This decision has a universal importance. It's a universal rule, it has no exceptions.

**26 Match the words of the two columns into pairs of synonyms.**

- |               |                   |
|---------------|-------------------|
| 1) accept     | a) power          |
| 2) chat       | b) liking         |
| 3) force      | c) meaning        |
| 4) interfere  | d) receive        |
| 5) preference | e) attempt        |
| 6) sorrow     | f) conversation   |
| 7) effort     | g) break in       |
| 8) sense      | h) sadness, grief |

**27 Match the words in A with their meaning in B.**

**A**

**B**

- |                |   |
|----------------|---|
| 1) admit       | a) something given in return for work or service  |
| 2) appeal      | b) morally accountable to carry one's duty        |
| 3) excitement  | c) interest, attraction                           |
| 4) influence   | d) allow to enter                                 |
| 5) mental      | e) something that affects all the people          |
| 6) reward      | f) great pleasure or a feeling of nervous state   |
| 7) universal   | g) power to affect somebody's feelings or actions |
| 8) responsible | h) something you do in the mind, using your brain |

**28 Pay attention to the use or absence of prepositions with the following words. Translate the sentences below.**

appeal **to** smb  
influence smb  
interfere **with** smth

responsible **for** smth or doing smth  
give preference **to** smth  
reward **for** smth

1. Мы ведаем, што ён аддае перавагу такім фільмам.
2. Дыскатэка мяне не прываблівае.
3. Хто сёння адказны за ўборку класа?
4. Якую ўзнагароду ён атрымаў за перамогу ў спаборніцтве?
5. Яго меркаванне не паўплывала на наша рашэнне.
6. Я не хачу ўмешвацца ў вашу размову.

7. Хто больш за ўсіх на цябе ўплывае?
8. Чырвоная сукенка мне не спадабалася.
9. Ніхто не хацеў быць адказным за сход.

## 29 Answer the questions.

1. Do you fully accept the school rules?
2. What kind of music appeals to you most of all?
3. Do you put much effort into your school work?
4. What things do you do by force of habit?
5. Have your friends or your parents a greater influence on you?
6. Do you think violence on televisions influences children badly?
7. What do you say if you want to interfere with somebody's conversation?
8. Can you give an example of a universal physical law?
9. What are the human five senses?
10. What entertainment do you give preference to?

## Reading

### 1 Read the cluster *ph* as [f].

physics	phylosophy
physical	phylogy
phenomenon	phone
Philadelphia	phonetics
Philip	photo
phrase	

### 2 Read the cluster *oa* as [əu].

coat	goal	coast	soap
boat	throat	foam	moan
load	goat	loaf	toast

### 3 Read the words below and notice that the clusters *xc* and *cc* before *e* and *i* are pronounced as [ks].

except	excellent	eccentric
accept	excitement	exceed

success  
succeed

accent  
accident

exception  
exclaim

**4 Read the text and say if one's success depends on luck or talent only.**

**What Makes a Winner?**

In many years of interviewing successful people – government leaders, Olympic champions, astronauts, businessmen and other famous people – one of the British psychologists has come to realise that there is a fine line between them and all other people. He called this line the winner's edge<sup>1</sup>.

This edge is often not the result of your education or unusual talent or luck. The key to the winner's edge is attitude.

There is an old saying that “As we sow<sup>2</sup>, so we shall mow<sup>3</sup>”. Our rewards depend on the efforts we take. You yourself are responsible for your place in life. Have you asked yourself about how you want to spend your life? What are your goals? It's important to learn what you are good at instead of leaving it to your parents, teachers or friends to take decisions or make plans for you.

The key to success, to mental and physical health is not to lose your excitement about life. If failures sometimes interfere with your progress, you should learn to accept them as normal and think of how to overcome them. Look around and think of what you haven't done well enough to achieve what you wanted to. In our attitude to success we must admit that there is more freedom in modern society than ever before and more opportunity to express our talents and abilities. We have to do things to control our lives.

Winners take the talent and abilities they were born with and use them fully to achieve their goals. There are no people without some talent, you should find it in yourself and fully use it to follow your goal. Make yourself work hard. In short, losers let life happen to them, winners make it happen.

<sup>1</sup>edge [edʒ] – *тут* мяжа, парог; <sup>2</sup>to sow [səʊ] – *сеять*; <sup>3</sup>to mow [məʊ] – *пажынаць*.

**5 Choose the correct variant according to the text.**

1. Is this text about:
  - a) the life of successful people?
  - b) the rewards to successful people?
  - c) the ways to achieve success?

2. What does success in the psychologist's opinion depend on?
  - a) chance;
  - b) ability;
  - c) goal.

## 6 Complete the sentences to describe the writer's motto.

1. The key to achieve success in life is...
2. The rewards depend on...
3. You yourself are responsible for...
4. It's important to learn...
5. The key to success is...
6. We have to do things to...
7. Look around and think...

## 7 Say if the statements are true to the text or false.

1. In the psychologist's opinion there is no difference between famous and ordinary people.
2. It's better for a young person to consult others before he takes his final decision.
3. Those who enjoy life are more successful.
4. There is no way to success without failures.
5. Modern society gives young people a good chance to realise their abilities.
6. Little depends on talent, all depends on hard work.

## 8 Find in the text the words that mean the same.

ask people about life and actions  
 finally understood  
 not ordinary  
 you can do something well  
 be in the way  
 to get what you want  
 unsuccessful people

## 9 Answer the questions about the text.

1. Whom did the psychologist interview?
2. What did he come to realise in the result of his interviews?
3. What do people's rewards depend on?
4. What is the key to success in his opinion?
5. How should people take failures?
6. Why does he mention the modern society?
7. What does he think about young people's abilities?

- 10 Give an example from your experience that proves the proverb “As we sow, so we shall mow”.**
- 11 How would you answer the psychologist’s questions about yourself?**
1. How old are you?
  2. Have you asked yourself about how you want to spend your life?
  3. What are your goals?
  4. What are you good at?
  5. What is the key to success in your opinion?
  6. How do you overcome failures?
  7. Do you do enough to achieve your goals?
  8. Do you consider yourself a winner or a loser?
- 12 Say which ideas of the text you support and which you don’t share. Say why.**
- 13 Give facts from your experience that prove or do not prove the ideas.**
1. Successful and unsuccessful people are very different.
  2. Success in life is the result of education.
  3. Your parents’ or teachers’ good advice helps a lot.
  4. Winners and losers deserve what they have.
- 14 Read the text and say what possibilities young people have today to communicate with each other.**

### **The Global Teenager<sup>1</sup>**



There is no doubt that the teenagers will be the force of the future. A new generation is growing whose tastes influence the design of clothes and cars, so whole industries are appearing to help teenagers spend their free time – and their money.

English plays an important role in a teenager’s world, in youth style as well and it is the language in which teenagers across the world can communicate with each other and share a common culture.



More and more teenagers are learning English from their friends on the Internet, and it is not always the same English they learn in the classroom. *Graffiti* written in English in so many countries is one example of this.

The strongest force in international youth culture is pop music. Music has universal appeal. Most of the songs are in English, so kids from all over the world are learning to sing in English too.

Young people these days can chat with their friends on the Internet. In fact, a teenager in India may feel he has a lot in common with an Internet friend in Brazil than with other young people in his own country.

You may live in a small town and find out that your preferences in reading, in sport, clothes and music are similar to those of a person living in Stockholm ['stɒkħəʊm] and you feel that you are exactly in tune<sup>2</sup> with your unseen friend.

Some companies like Benetton say they are also trying to create a youth agenda<sup>3</sup> to unite teenagers of the world. This agenda may include protection of the global environment and human rights<sup>4</sup>. At the same time teenagers do not always accept the same style and many of them want to demonstrate their individual and cultural difference.

<sup>1</sup>**global teenager** – падлетак, які добра дасведчаны ў тым, што адбываецца ў свеце; <sup>2</sup>**to be in tune** [tju:n] – адпавядаць, ісці ў нагу; <sup>3</sup>**agenda** [ə'dʒendə] – тым праграма; <sup>4</sup>**human** ['hju:mən] **rights** – правы чалавека.

## 15 Choose the correct answers to the questions.

1. Is the text about:
  - a) learning English?
  - b) well-informed teenagers?
  - c) teenagers' future?
2. What has the greatest appeal for teenagers all over the world?
  - a) music;
  - b) graffiti;
  - c) clothes.

## 16 Find in the text the sentences in which the Present Continuous is used to describe the constant process. Complete the sentences.

1. ... is growing.
2. ... are appearing.

3. ... are learning.
4. ... are trying.

**17 Find the words in the text that have a similar meaning to the phrases.**

people of the same age group  
the effect something or someone has  
the process of the production of goods, especially in factories  
writing and pictures drawn on the walls of buildings  
to do something new or special  
to walk together without any special purpose  
almost the same as

**18 Say which areas of teenagers' common interests are not mentioned in the text.**

Graffiti, music, travelling, clothes, language, holiday jobs, the Internet, sports, environment, school subjects, human rights, cultural traditions.

**19 In what aspects of life according to the text English plays an important role in a teenager's life? Do you agree to it? Give reasons if you don't agree.**

**20 Develop these ideas with more information from the text.**

1. A new generation of teenagers influences whole industries.
2. Teenagers have a common language.
3. Teenagers learn English in different ways.
4. The Internet creates a new kind of neighbourhood.
5. Teenagers also like to be different.

**21 Give your opinion on these issues. Say which you share and which you disagree with. Give reasons.**

1. Teenagers will be the force of the future changes in fashions and styles.
2. A modern teenager can't do without English.
3. Teenagers learn more English outside the classroom.
4. Unseen friends may be closer to you than your classmates or neighbours.
5. Your individuality and national difference come first in your cultural preferences.

**22 Look through the teenagers' opinions of computer games and the Internet and say which of them you share. Say why. Give examples.**

Computer games are great! They're better than TV. On TV you can watch a spaceship, but in a computer game you can *fly* a spaceship!

A lot of children spend too much time with computers. They start playing and then they can't stop. They don't talk to anyone, they just sit and look at the computer for hours and hours.

When children play with computers, they learn to understand them. Computers are going to be very important in the future. So children should play with them and learn about them.

Computers are bad for your health. In the past, children ran around and played sports. Now they just sit at home.



The Internet is very useful. There is more information on the Internet than in the world's biggest library.

I've got friends all over the world. I've never seen any of them, but I know them all well because we send e-mails to each other. My computer is the door to the world!

A lot of computer games are very bad. There is a lot of shooting and killing. These games are worse than TV. You *see* bad things on TV, but in computer games you *do* bad things. It can't be good for you.

## 23 Before you read the verse, discuss.

1. Do you ever feel sad? Why?
2. What do you do when you feel sad?

## 24 Read the verse and answer.

1. Who is the writer talking to?
2. What does he do when he feels sad?

### Why Worry?

Baby, I see this world has made you sad,  
Some people can be bad,  
The things they do, the things they say.  
But, baby, I'll wipe away<sup>1</sup> those bitter tears.  
I'll chase away<sup>2</sup> those restless fears,  
That turn your blue skies into grey.

Why worry? There should be laughter after pain,  
There should be sunshine after rain.  
These things have always been the same,  
So why worry now? Why worry now?

Baby, when I get down<sup>3</sup>, I turn to you,  
And you make sense of what I do.  
I know it isn't hard to say,  
But, baby, just when this world seems mean<sup>4</sup> and cold,  
Our love comes shining, red and gold,  
And all the sorrows come past away.

Why worry? There should be laughter after pain,  
There should be sunshine after rain.  
These things have always been the same,  
So why worry now? Why worry now?

*Mark Knopfler*

<sup>1</sup>to wipe away – виціраць (слёзы); <sup>2</sup>to chase [tʃeɪz] away – праганяць; <sup>3</sup>to get down – тут быць у дрэнным настроі; <sup>4</sup>mean [mi:n] – злосны.

## 25 Look at the list of adjectives. With which adjectives do you associate these colours: blue, grey, red, gold?

- |             |            |        |             |            |
|-------------|------------|--------|-------------|------------|
| ○ beautiful | ○ restless | ○ cold | ○ happy     | ○ peaceful |
| ○ calm      | ○ hot      | ○ sad  | ○ energetic | ○ nervous  |

**26 Find these nouns in the verse. Do they have a positive or negative meaning? Which of the nouns rhyme?**

fears	sense
laughter	rain
love	sunshine
pain	tears

**27 Which sentence is the best summary of the writer's ideas?**

1. Love can make us happy, but it can also make us sad.
2. When you are in love, you are always happy and you never have any problems.
3. Life is sometimes difficult, but love can help us forget our problems.

**28 Say what the boy / girl should be like and what you can do for the boy / girl you love.**

## Listening

**1 Before listening to the text "Sweet Dreams", answer the questions.**

1. What are the bright moments in your life?
2. What special places would you like to travel to in future?
3. Would you like to have a car of your own? If yes, what model?

**2 Listen to the text "Sweet Dreams" and say:**

- a) where the speaker wants to study when he leaves school;
- b) what profession he has chosen for himself;
- c) what his friend Alex wants to be.

**3 Listen again and say which is true to the text.**

1. The boy's life now is ... (boring / exciting).
2. He plays ... (football / basketball).
3. He hopes to study hard at the university so that he might ... (buy a car / get a good job).

4. He wants to become a famous ... (sportsman / architect).
5. His friend Alex is ... (more / less) hard-working than he is.

**4 Complete the sentences to describe the boy's dreams.**

1. He hopes he will do...
2. If he is lucky, he will...
3. A first class degree at university will give him a possibility to...
4. He wants to travel to...
5. He expects to become...
6. If he completes his studies successfully, he will become...

**5 Describe how the boy wants to make his dreams come true.**

- First of all, in five years' time I hope I will...
- After the university, I hope...
- Finally, I expect I'll...
- To sum up, I think I will...

**6 Say which of the two boys described in the story has a better chance to be successful in future. Give reasons.**

**7 Say if you have special dreams about your future and what you are going to do to make them come true:**

- first of all;
- after that;
- finally;
- to sum up.

**8 Before listening to the text "How to Cope with Adults?", make a list of three problems you have most often with your parents.**

**9 Listen to the text "How to Cope with Adults?" and answer the questions.**

1. Is this story about a boy or a girl who has problems with parents?
2. What are the main reasons for arguments in the family?
  - a) bad marks at school;
  - b) going out in the evening;
  - c) housework.

**10 Say if the statements are true or false according to the text.**

1. The girl has got a Saturday job.
2. The girl did wrong things to provoke her parents.
3. The parents follow the girl when she goes out.
4. They often speak about their problems.
5. The girl broke all the family rules.

**11 Complete the statements according to the text.**

1. The parents ordered the girl to stay at home and...
2. When the girl's marks were bad, she was always compared to...
3. Every time she wanted to go out in the evening, the parents asked her...
4. It never crossed her mind that her parents were just...
5. Once the girl was worried at the party because she thought...
6. After the last huge argument the girl...

**12 Say which of these things the girl did and which she didn't do to provoke her parents:**

- |   |  |
|---|--|
| a) got a Saturday job;                            | h) didn't speak to her parents for three days; |
| b) had bad marks at school;                       | i) didn't want to listen to her parents;       |
| c) dyed her hair white blond;                     | j) left home;                                  |
| d) used a lot of make-up;                         | k) missed lessons.                             |
| e) didn't tidy her room;                          |  |
| f) smoked at home;                                |  |
| g) came home at 11.30 p.m. instead of 10.30 p.m.; |  |

**13 Give sentences from the text in which the phrases are used:**

- a) it's you we are;
- b) it never for one moment crossed my mind that;
- c) my mother tried to explain how;
- d) I refused to tell them;
- e) I was old enough.

**14 Say which of the girl's actions you approve of and which you disapprove of. Write them down in two columns in your exercise-book.**

I think she was right when she	It was wrong of her to
...	...

## 15 Give an example when:

- a) you did the wrong thing and argued with your parents about it;
- b) you were right, but your parents didn't want to understand it.

# Communication

## GIVING ADVICE

### *Useful Phrases*

You should...  
You'd better...  
Why don't you...?  
I advise you to...

## 1 Read the conversations and role-play them.

1

- I'm afraid I've had a terrible argument with my mum. What shall I do?
- You should apologise.
- Oh, but I can't. It wasn't my fault.
- Really? I haven't thought of it.

2

- Hello, is that you, Ann?
- Speaking.
- This is Pete. How are things with you?
- I'm quite all right, but very tired.
- But you've finished your exams now, haven't you?
- Yes, but I've got a lot of other problems.
- Can I help you?
- No, I'm afraid you can't.



- Why don't we meet and talk?
- I'm afraid I can't. I've promised to meet a friend.
- I see. So you'd better have a rest now.

## 3

- What will you do, if you don't go to college, Tom?
- I'm not sure what I'll do.
- I advise you to go to college. It's a shame to waste the chance. Why don't you try it for a year?
- But I don't like studying.
- What do you like doing?
- Playing the guitar.
- That's a silly thing to say. You can't be a professional guitarist if you don't study for it. You should study music seriously. You'd better go to a music school then.
- I'll think of it. Thanks.

## 2 Give advice to these people. Use the standard phrases of advice.

1. A friend who spends all his money on unnecessary things.
2. A girl who is putting on weight.
3. A pupil who has an exam next week, but who goes out every evening.
4. A person who smokes.
5. A pupil who is not doing well at school.
6. A friend who is always short of money.
7. A classmate who is rude to you.
8. Your granny who has got a terrible headache.
9. A person who feels lonely and sad.
10. An ambitious friend who wants to be rich and famous in future.

## 3 Look through Barbara's school report. She's got Cs and Ds in some subjects. Say what she should or shouldn't do to get better marks in those subjects. Give advice.

**Example** Barbara should work harder in Maths. She shouldn't talk too much during the music lessons.

FULFORD SCHOOL					
Subject	Mark	Effort	Exam Position	NAME: <i>Barbara Klein</i>	Number of pupils: 22
				FORM: 5B	
English	B+	A	5th	Barbara’s work wasn’t very good last year. Much better now	
Maths	D	C–	18th	Doesn’t work hard	
French	A	A	3rd	Barbara always does her best	
History	C	C	14th	She could get better marks if she tried harder	
Geography	B	B	11th	Much better than last year	
Biology	C	B	24th	Barbara got a C because of her exam	
Chemistry	B–	B	10th	Good term’s work	
Music	B	D		Sings well but talks too much in class	
Art	A+	A+		Barbara has done very good work	
Craft and Design	C	B		Tries hard but must learn to work more carefully	
Religious Education	B–	C	6th	Not very attentive	
Physical Education	C	C		Misses lessons	
FORM TEACHER				HEADMASTER	

**4 Speak in pairs. You have just met at a disco. Act out the conversation. Begin like this.**

A Ask B in which school he / she goes to?

B *Reply.*

A Ask about B's school subjects he / she likes.

*B Reply.*

*A Ask if he / she has any problems.*

*B Reply.*

*A Give advice what he / she should do to overcome them.*

*A Ask about B's activities in his / her free time.*

*B Reply.*

*A Invite B tomorrow evening to do something together.*

*B Accept A's invitation.*

*A Arrange to meet B (time and place).*

*B Reply (if it suits you or doesn't suit).*

*A+B Say goodbye.*

## Writing

### 1 Complete the sentences using a suitable word from the box.

sense sorrow responsible force goal  
influence interfere accept admit appeal chat

1. We should take into consideration the ... of a good example on children.
2. It was a pleasant evening so we met for a nice ... in the park.
3. His report was not good and we had to ... it.
4. They held him firmly, but used no ... .
5. Her main ... is to become a singer.
6. We ... your words as true.
7. What's the ... of doing that?
8. He expressed his ... for what he had done.
9. Please, don't ... with my work.
10. Heavy metal has lost ... to me.
11. The zoo keeper is ... for feeding the animals.

### 2 Choose the correct tense form of the verb (the Present Simple or the Present Continuous) to complete the sentences.

1. I ... (am wanting / want) a cup of tea, please.
2. (Do you know / Are you knowing) ... the man over there?
3. Please, turn the TV down. The baby ... (sleeps / is sleeping).
4. I have to go to bed. I ... (have / am having) a terrible headache.

5. What do you think Sam ... (does / is doing) now?
6. I ... (remember / am remembering) what she looked like when she was at school.
7. (Are you preferring / Do you prefer) ... living abroad or in your own country?
8. I ... (don't believe / am not believing) her story.

**3 Write questions to which the following sentences are answers. Pay attention to the correct use of the tense forms.**

1. English plays an important part in a teenager's world.
2. Education is changing to meet the needs of modern teenagers.
3. I have just talked to an Internet friend from England.
4. Young people are greatly influenced by pop stars.
5. Teenagers want to show how different they are from their parents.
6. After he had spent all afternoon writing a project, he met with his friends.
7. I have been advised to join a sports club.
8. When I finish school, I'll take up a practical job.
9. They were still discussing the topic of youth culture when the bell rang.
10. As soon as I finish dinner, I'll go shopping.

**4 Use the verbs in brackets in the required tense form.**

*Dear Boris,*

*I ... (to receive) your letter about a month ago, but I couldn't find time to answer it. I ... (to be) very busy lately. Three days ago I ... (to fail) in History as I ... (to miss) many lessons and ... (not / to write) the test. In general, I ... (not / to work) hard. Right now it is 6 p.m. and I ... (to sit) at my desk doing my work. I ... (to decide) to have a few hours' rest, so I ... (to write) you.*

*Please write soon.*

*Sincerely yours,  
Pete*

**5 Complete the sentences so that they mean the same as the first one using the Past Perfect.**

1. This morning I had a shower and walked the dog before breakfast.  
By the time I had...

2. Tony learnt to talk before he learnt to walk.  
When Tony started walking...
3. Last night I watched my favourite TV programme and then I did my homework.  
I did my homework...
4. Denis read *Dracula*. Much later, he saw the film.  
By the time, Denis saw...
5. We arrived at the cinema at 6.15 p.m., but the film started at 6.00 p.m.  
When we...
6. I didn't see my sister last night. She was in bed when I arrived home.  
I arrived after...

## 6 Choose the correct tense form of the verbs in brackets to complete the sentences.

Robert Scott, the most famous of British polar explorers ... (was / had been) born in Britain in 1868. Because he ... (didn't reach / hadn't reached) the South Pole in 1908, he ... (decided / had decided) to make a second journey.

When Scott ... (chose / had chosen) 40 men for the journey, his ship, *The Terra Nova* ... (started / had started) from Plymouth. After they ... (took / had taken) food and water in New Zealand, *The Terra Nova* ... (reached / had reached) the Antarctic in November 1911. Scott then ... (asked / had asked) four men to go with him to the Pole. One of the four men, Edward Wilson, ... (was / had been) with him on his first journey.

In January 1912, when they ... (got / had got) to the Pole, they ... (found / had found) a Norwegian flag there. Norwegian explorer Amundsen ... (arrived / had arrived) there a month before them.

Scott and his companions ... (didn't take / hadn't taken) enough food for their return journey to *The Terra Nova*, and all five men ... (died / had died).

## 7 Rewrite the sentences in the Passive Voice.

1. David's dad doesn't allow him to borrow his car.
2. The secretary has sent the fax to Mr Rogers.
3. The teacher told the pupil to get ready for the test.
4. They consider him the best actor of the decade.
5. Thousands of tourists visit our city every year.

6. Oh, someone has drunk my coffee.
7. An ambulance has just taken Carol's sister to hospital.
8. We plant potatoes in May here.
9. My friend Patrick wrote this beautiful poem.
10. I have made this dish from fresh potatoes.

**8 Think of what you will do if these things happen. Write down your sentences.**

If	you lose your passport your TV set doesn't work tonight your teacher is not pleased with your results you meet your favourite singer in the street your parents don't let you go out on Saturday your friend breaks his promise your girlfriend / boyfriend doesn't want to see you
----	---

**9 Write which of these things you used to do in the past, but don't do them any longer and which of them you are used to doing now.**

Make your bed when you get up; clean your shoes; phone your parents when you are out; write to your friends when you are on holiday; help your mother with housework; ride a bicycle; listen to the news on TV; wear a suit and a tie; change the colour of your hair; tell untrue stories; invite friends home; argue with teachers and parents.

**10 Write these words in their opposite meaning in the correct column. Copy the table into your exercise-book.**

un-	in-	im-	mis-	dis-	il-
...	...	...	...	...	...

- |            |               |              |
|------------|---------------|--------------|
| 1) behave  | 10) legal     | 19) obey     |
| 2) comfort | 11) legible   | 20) order    |
| 3) direct  | 12) like      | 21) patient  |
| 4) fair    | 13) lock      | 22) perfect  |
| 5) happy   | 14) loyal     | 23) polite   |
| 6) human   | 15) modest    | 24) popular  |
| 7) just    | 16) moral     | 25) possible |
| 8) kind    | 17) mortal    | 26) pure     |
| 9) known   | 18) necessary | 27) regular  |

28) safe

30) trust

32) visible

29) tidy

31) understand

33) wise

**11 There are many words in English which are sometimes confused by foreign learners. Here are some of them.**

come – go

listen – hear

buy – sell

look – watch

borrow – lend

forget – leave

take – bring

do – make

expect – wait

**Choose the correct word in these sentences.**

1. I was ... (watching / looking) television when I ... (listened / heard) a noise outside.
2. Mercedes cars are ... (made / done) in Germany.
3. If you are ... (going / coming) to the library now, will you ... (take / bring) these books there?
4. I am ... (expecting / waiting) for a bus. I ... (expect / wait) one any minute now.
5. My mother told me not to ... (lend / borrow) money from my friends, though I sometimes ... (lend / borrow) some money to them.
6. I shouldn't ... (forget / leave) to bring my project tomorrow and shouldn't ... (forget / leave) the poster at home either.
7. When you ... (go / come) here next time, we'll ... (go / come) to the beach.
8. You'd better ... (buy / sell) oranges in the supermarket. They ... (buy / sell) very good ones there.
9. I'll ... (come / go) tomorrow and ... (look / see) if you are well.
10. When Andrew was ... (listening / hearing) to the radio, he ... (listened / heard) bad news.

**12 Put in *used to* or *be used to* in the required form.**

1. When I was a small child, I ... cry a lot.
2. Now we've got a washing machine but for years my mother ... wash by hand.

3. I ... carrying my heavy schoolbag full of books every day.
4. We ... revising the vocabulary from the last lesson. It helps to memorise the words.
5. She ... making a list of her mistakes and she looks through it once a week.
6. I ... translate every sentence from English into my own language, but I've stopped doing it now.
7. He ... listening to English songs outside the classroom. He tries to do it every day.
8. We ... speaking in English as much as possible in class.
9. Sports ... be the most important thing in his life, but it isn't any more.
10. In older days our parents ... pay only thirty copecks for the cinema.

### **13 Put the words in order to make correct sentences.**

1. you / anything / Charles Dickens / by / read / ever / have?
2. used to / such / in / dresses / girls / wear / the eighties.
3. hasn't / this / been / rule / yet / practised.
4. wasn't / this / in / newspapers / topic / covered.
5. were / our bags / when / leaving / we / were / searched.

### **14 Translate into English.**

1. Ты прапускаеш шмат урокаў, Нік. Што здарылася?
2. Калі я быў падлеткам, я меў звычай хадзіць на дыска-тэку адзін раз у тыдзень.
3. Калі мы былі ў 6-м класе, ён звычайна спісваў у мяне матэматыку.
4. Яны мелі звычай абмяркоўваць свае праблемы гадзінамі.
5. Яна хвалюецца, таму што не прывыкла спяваць перад вялікай аўдыторыяй.
6. Калі я ішла дадому, пачаўся дождж.
7. Я не была ў гэтым горадзе шмат гадоў. Многа што тут змянілася.
8. Я ўспомніў, што забыў парасон у аўтобусе.
9. Цэнтральная вуліца вельмі змянілася. Знесены старыя дамы і на іх месцы пабудаваны новыя.
10. Мне не далі магчымасці адказаць.



- 15** Imagine that you are thirty years old. Copy and fill in the chart for yourself.

Education and Qualification	...
Work	...
Personal Life	...

Then describe in writing what you have done to achieve all that.

## Project



- 1** Do some research and find out about the most successful people in your country. You may think of:
  - ❖ the most successful sportsman or sportswoman;
  - ❖ the most famous politician or public figure;
  - ❖ the most famous actor or singer;
  - ❖ an outstanding writer, poet or scientist;
  - ❖ a national hero.
- 2** Find his / her biographical facts and write them down in English.
- 3** Find his / her picture and put it in your project.
- 4** Describe his / her most famous achievement.
- 5** Report your project in class.
- 6** Give your opinion on the best project presented by your classmates.



## Final Discussion on the Topic

- 1** Answer the questions.
  1. Do you think teenagers dress practically in the same way not only in one country but in different countries as well? How will you describe a modern-looking teenager?
  2. Do young people in different countries spend their free time in the same or in different ways? Can you give examples?

3. Do your parents give you pocket money? Do you have to do any housework to get this money?
4. How do your parents feel about your going out in the evenings? What time do you have to be back?
5. Is life at home different for boys and girls? Who get on better with parents, boys or girls?
6. Is a teenager's life hard or easy? What are your major problems? What things give you greatest pleasure?
7. What does a teenager's happiness depend on?

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**2 Say if you agree or disagree with these statements. Give reasons for or against.**

1. The global teenager has no personality. Individuality is more attractive.
2. We shouldn't envy winners, we had better sympathise with losers.
3. Adults are wrong when they criticise teenagers. They see only negative things in them.
4. Teenagers are not angels. Nowadays teenagers create more problems for their parents than the previous generation.
5. It's more important to make other people happy than to think only of your own success and happiness.
6. The main danger for teenagers is drugs.
7. People are usually jealous of each other's success.
8. A star's life is a bed of roses.

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**3 Ask your partner about his / her abilities, interests, ambitions. Each of you make up (or first write them) at least five questions. Answer the questions and see if you want to know the same things about each other.**

---

**4 You are going to make a time capsule which will be opened in a thousand years from now. Which ten objects of today will you put in your time capsule? It doesn't matter what size they are. Give reasons why you want to put each of those objects.**

---

**5 Carry out a survey of your class on the pupils' interests, copy and fill in the chart. Report the results of your survey.**

Interests		Number of pupils		
		nobody	(only) a few (how many)	(about) half (how many)
1	have music lessons			
2	can play an instrument			
3	have been to an opera			
4	like classical music			
5	listen to music on the radio			
6	have been abroad			
7	have travelled by air			
8	would like to work abroad			
9	search the Internet			
10	drive cars or have mopeds			
11	want to be rich and famous			



## Just for Fun

Play the game and find out what you think about friends and see if you are a good friend. Answer the questions and count your points.

**1** When you arrive at school, do you say “hello” to many people?  
**Yes / No**

**2** If a friend tells you a secret, do you tell other people?  
**Yes / No**

**3** Do you like active sports and games?  
**Yes / No**

**4** Are you a good listener?  
**Yes / No**

**5** Do you often tell jokes and stories?  
**Yes / No**

**6** Do you think that you are usually right?  
**Yes / No**

**7** Do you share your things with your friends?  
**Yes / No**

**8** Do you always say what you think?  
**Yes / No**

**If your score of YES is:**

**8** You are quiet, but friendly. You are a good listener, and people can trust you with their secrets. You are a generous person, too. (HOW CAN ANYBODY BE SO PERFECT???)

**7** You are friendly, but not very active, but you like to talk. Sometimes you say too much! Try to be a bit more generous.

**6** You are friendly and confident, but sometimes you are a bit bossy! Try to be a bit more generous sometimes!

**5** You choose your friends carefully, and you are a very strong person, even if you are a bit quiet sometimes. You are generous, and people can trust you.

**4** You are sure of your ideas, and you choose your friends carefully. You are generous to your friends, but sometimes you say too much!

**3** You are a strong person, and very honest. You choose your friends carefully, but you are not always generous, and you are not afraid to make people angry.

# UNIT II



## THE WONDERFUL WORLD OF MUSIC



### Oral Activity

#### 1 Answer the questions.

1. How often do you listen to music?
2. Do you listen to music on the radio, on TV or on your cassette player?
3. Have you got a favourite singer or singers? Who are they?
4. Do you like pop or more serious music?
5. Have your tastes in music changed in the last five years?
6. Do you play a musical instrument?
7. The sounding of what musical instrument do you like best: piano, guitar, saxophone, any other?
8. Are the words (lyrics) of the song important to make you like the song?
9. Do you like the songs in your own language more than in a foreign language?
10. Who are your favourite Belarusian singers or pop groups?

## WORD LIST FOR THE TOPIC

### Nouns

#### *Types of Music*

**blues** [blu:z] – блюз (*негрыцяньскія джазавыя мелодыі*)

**classical music** – класічная музыка

**disco** ['diskəʊ] **music** – танцавальная музыка

**folk** [fəʊk] **music** – народная музыка

**funk** [fʌŋk] – фанк

**heavy metal** – цяжкі рок

**jazz** – джаз

**opera** ['ɒprə] – опера

**pop music** – эстрадная музыка

**rap** [ræp] – рэп (*музыка ў стылі рэчытатыву*)

**rock** [rɒk] – рок

#### *Musical Instruments*

**accordion** [ə'kɔ:dʒən] – акардыён; баян

**drum** [drʌm] – барабан

**dulcimer** ['dʌlsɪmə] – цымбалы

**fiddle** ['fɪdl] – скрыпка (*гум.*)

**guitar** [gɪ'tɑ:] – гітара

**harp** [hɑ:p] – арфа

**organ** ['ɔ:gən] – арган

**piano** ['pjænpəʊ] – піяніна; раяль

**saxophone** ['sæksə'fəʊn] – саксафон

**trumpet** ['trʌmpɪt] – труба

**violin** [ˌvaɪə'lin] – скрыпка

### Verbs and Word Combinations

**admire** [əd'maɪə] – захапляцца, зачароўвацца

**be fond of** – любіць (*што-небудзь*)

**be indifferent to** – быць раўнадушным да

**be keen on** – вельмі любіць

**enjoy** [ɪn'dʒɔɪ] – любіць, атрымліваць задавальненне, асалоду

**hate** [heɪt] – ненавідзець

**listen to music** – слухаць музыку

**play (the) piano (violin) etc.** – іграць на піяніна (скрыпцы) і г.д.

**prefer** [prɪ'fɜ:] – аддаваць перавагу

- 2 Say what kind of music you like or don't like. Use the chart below to help you.

I	enjoy love like am fond of don't like hate prefer admire	(listening to)	rock classical heavy metal rap folk disco pop opera jazz	music
---	---	----------------	--	-------

- 3 Complete the sentences with question tags.

**Example** You like listening to folk music, **don't you?**

- Larry plays the saxophone, ...?
- She doesn't like rap, ...?
- Today's pop music is great, ...?
- Some performers can't play their musical instruments well, ...?
- No one listens to the words of the songs, ...?
- There is a broad variety of music, ...?
- Rock and heavy metal first appeared in America, ...?
- Teenagers are not very keen on jazz, ...?

- 4 Say what types of music in the Word List for the Topic would you describe as: **slow, fast, soft, loud, rhythmic, tuneful (мелодичны).**

**Example** Disco music is usually loud and rhythmic.

- 5 Say what type of music is most popular and least popular at the moment with:

- young people;
- teenagers;
- your parents;
- elderly people.

- 6 Work with a partner. Talk about your favourite and least favourite types of music and singers. Express your likes and dislikes. You can use the words below.

amusing boring depressing exciting great  
 impressive irritating moving passionate  
 relaxing sad silly lovely

- Example** – What do you think about rap?  
 – I don't like it, it's rhythmic but repetitive. It's my least favourite type of music. What about you?  
 – I love opera. It's soft and beautiful.  
 – I think it's boring! And it's not soft. It can be very loud.

**7 Say which of the musical instruments from the Word List for the Topic are:**

- a) key (*клавишная*); c) wind (*духовая*);  
 b) string (*струнная*); d) percussion (*ударная*).

**8 Say which of the musical instruments:**

- a) you can carry with you if you have to;  
 b) you can't carry with you;  
 c) children more commonly learn to play in music schools;  
 d) you would like to learn to play;  
 e) a pop band includes.

## Language Focus

### WORD BUILDING

#### *Building Verbs with the Suffixes*

-ise (-ize), -ate, -fy

**1 Pronounce the verbs with the stress on the third or fourth syllable from the end. Translate them.**

**-ise**

'recognise  
 'sympathise  
 'memorise  
 'characterise  
 'specialise  
 'modernise  
 'advertise  
 a'pologise  
 'generalise  
 'criticise

**-ate**

co'mmunicate  
 'indicate  
 'stimulate  
 in'vestigate  
 'irritate  
 'imitate  
 con'gratulate  
 'nominate  
 'calculate

**-fy**

'specify  
 'qualify  
 i'dentify  
 'terrify  
 'horrify  
 'satisfy  
 'justify  
 'beautify  
 'simplify



## 2 Change the nouns in brackets into verbs to complete the sentences.

1. It's hard to ... (memory) so many words at one lesson.
2. We can ... (communication) with people in most parts of the world by telephone.
3. The results of the exam don't ... (satisfaction) me.
4. You shouldn't ... (criticism) me in front of my friends.
5. Parrots can ... (imitation) human speech.
6. I want to ... (apology) for what I've said.
7. This action ... (character) your attitude.
8. At the university he ... (qualification) to be an engineer.
9. He does everything so slowly which sometimes ... (irritation) me.
10. I can't ... (justice) such behaviour.

## 3 Answer the questions.

1. Do you always apologise when you do something wrong?
2. What things irritate you?
3. Did you congratulate your friend on his / her last birthday?
4. What stimulates you to work hard?
5. Does your progress at school satisfy you?
6. How can you characterise today's weather?
7. What do they usually advertise on TV?
8. Can you calculate quickly in your mind?
9. Do you easily recognise the song when you hear its first three notes?
10. Can you imitate English sounds and intonation well?

## 4 Paraphrase the sentences using suitable verbs of ex. 1.

**Example** She wants to get a qualification in medicine.  
She wants to qualify in medicine.

1. I can't say that you are right when I see that you are wrong.
2. That event gave us a real shock.
3. I am not pleased with your answer.
4. He was chosen as one of the candidates to the local council.
5. They often chat on the Internet.
6. The prospect describes how this machine works.
7. They are going to study this accident in detail.

## Use of Adjectives with the Endings -ing or -ed



	-ed		-ing
	bored tired depressed		boring tiring depressing

### 5 Read the story below and pick out the adjectives which characterise:

- a) what the girls felt;
- b) what the things were like.

It happened one weekend while I was at the fairground (*цирковая площадь*). I was with my friend Alice and we were both really **excited**. The lights and bright colours made everything magical. We were having a great time and we had been on most of the rides when Alice pointed to the big wheel (*коляска*). The sign said "1\$ for a two-minute ride!"

At first I wasn't sure, but Alice had been on it before. "It only takes two minutes," she said. "Come on – it's a really **thrilling** ride!" A minute later we were in the air. It was like flying! "This is **amazing**!" I shouted happily to Alice.

Then, suddenly, there was a loud crash and everything stopped. I was really **frightened**! Alice held my hand tightly because she was **worried**, too. We looked down and saw two mechanics. "Don't worry," they shouted, "It won't take us long to fix it!" So we waited and waited. At first we were **amused**. Everyone was running around below us. After a while though, it became **frightening**.

Two hours later, the wheel finally started to move again. I was so happy. It had been a long, **tiring** evening. That two-minute ride had turned into a two-hour nightmare (*кашмар*).

## 6 Match the columns.

- |   |                |
|---|----------------|
| 1) something which frightens you is           | a) interested  |
| 2) when something terrifies you, then you are | b) surprised   |
| 3) when something interests you, you are      | c) frightening |
| 4) something which bores you is               | d) worried     |
| 5) something which worries you is             | e) worrying    |
| 6) when something worries you, then you are   | f) terrified   |
| 7) when something surprises you, then you are | g) boring      |

## 7 Choose the right adjective to fit the sentence.

1. She was ... (horrified / horrifying) when she heard the news.
2. You look ... (depressed / depressing). What's wrong?
3. The results were ... (disappointed / disappointing).
4. His strange behaviour is ... (worried / worrying).
5. The trip to the circus was ... (excited / exciting).
6. You'll find flying less ... (tired / tiring) than driving.
7. Are you ... (bored / boring), Freddie? Let's have a dance!
8. Sorry, darling, I don't mean to be ... (bored / boring) and spoil your evening but can we leave now?

## 8 Match the adjectives to the reasons. Make sentences joining them with *because*.

**Example** I am satisfied **because** I enjoy his work.

- |              |   |
|--------------|---|
| 1) bored     | a) I was criticised by my parents                     |
| 2) tired     | b) I've got a ticket to my favourite singer's concert |
| 3) excited   | c) I am not doing well in some subjects               |
| 4) delighted | d) I do the same things every day                     |
| 5) terrified | e) she hasn't phoned me for a week                    |
| 6) surprised | f) I have lost my passport                            |
| 7) worried   | g) I work long hours every day                        |

## 9 Answer the questions using the adjectives with the endings *-ing* or *-ed*.

1. Who is the most interesting person you have met recently?  
Why were you interested in him / her?

2. What is the most frightening thing that has ever happened to you? Why were you frightened?
3. What's the most exciting thing you've ever done? Why were you excited then?
4. What shocking story have you recently heard? Why were you shocked?
5. What work is boring for you? Are you sometimes bored at the lessons?
6. Are you worried about anything now? Has anybody told you depressing news?

## 10 Words for study.

**appreciate** [ə'pri:ʃieɪt] *υ* цаніць, ацэньваць па заслугах

We all appreciate a holiday after a year of hard work. I appreciate your help. You can't appreciate poetry if you don't understand rhythm.

**audience** ['ɔ:djəns] *n* публіка, аўдыторыя, глядачы

They performed before a large audience. There was a large audience at the theatre. The audience welcomed the actors warmly.

**complain** [kəm'pleɪn] *υ* скардзіцца

He complained of bad food at the hotel. She often complains of headaches. I never complain of anything.

**either ... or** *conj* ці ..., ці

Please, either come in or go out, but close the door. He is coming either in July or August. I'll ask either Pete or Alex to help.

**fascinate** ['fæsɪneɪt] *υ* захапляць, зачароўваць

The new toys fascinated the children. The beauty of the place fascinates me. We were fascinated by her wonderful singing.

**fault** [fɔ:lt] *n* 1) віна, памылка; 2) недахоп

Sorry, it's my fault. Whose fault is it that we are late? I like him in spite of his many faults.

**huge** [hju:dʒ] *a* велізарны

a huge mountain / building / difference

They covered a huge distance on foot. He has a huge appetite. She has made huge progress lately.

**image** ['ɪmɪdʒ] *n* вобраз, імідж

What is your image of an ideal husband? How can we improve our image?

**lyrics** ['lɪrɪks] *n* слова песни

Who wrote the lyrics? Lyrics are less important to me than the tune of the song.

**mixture** ['mɪkstʃə] *n* смесь

Air is a mixture of gases. The architecture of that period was characterised by a mixture of styles.

**neat** [ni:t] *a* 1) чисты, акуратны; 2) сціплы, элегантны

a neat room; neat clothes

He looked neat in his new suit.

**pick up** [ˌpɪk'ʌp] *v* падбіраць, падхопліваць

He picked up a glove from the floor. The bus stopped to pick up the passengers. Where did they pick up the news?

**record** [rɪ'kɔ:d] *v* запісваць на плёнку / пласцінку

The gramophone recorded his voice. His whole speech was recorded.

**record** ['rekəd] *n* гуказапіс

I've bought this singer's latest record.

Record-player (магнітафон).

**romance** [rəʊ'mæns] *n* раман (любоўная гісторыя)

This song is about love and romance. Their first meeting ended with a romance. Our romance did not last long.

**rough** [rʌf] *a* грубы, няветлівы

a rough answer; rough manners; rough behaviour

It was a rough gesture. The shop-assistant was rough and unpleasant.

**rubbish** ['rʌbɪʃ] *n* 1) бязглуздіца, глупства; 2) смецце

Don't talk rubbish. That was all rubbish what he tried to say.

Is anybody going to take the rubbish out?

**short for** ['ʃɔ:tfə] для сцісласці, скарачана

Bob is short for Robert. They called him Tom for short.

**tough** [tʌf] *a* упарты, незгаворлівы

He is tough in his opinion. They had several tough customers.

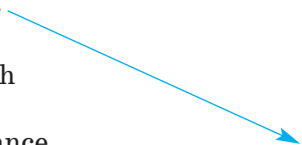
He is a tough nut to crack. (Ён цвёрды арэшак.)

**tune** ['tju:n] *n* мелодыя, напеў

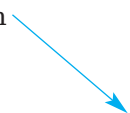
I like the lovely tune of this song. He whistled a popular tune.

Some of this modern music has very little tune in it.

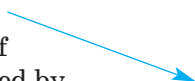
**11 Match the words of the two columns into pairs of synonyms.**

- |               |               |
|---------------|---------------|
| 1) huge       | a) rude       |
| 2) neat       | b) public     |
| 3) rough      | c) love story |
| 4) tune       | d) mistake    |
| 5) romance    | e) large      |
| 6) fascinate  | f) delight    |
| 7) appreciate | g) value      |
| 8) audience   | h) tidy       |
| 9) fault      | i) melody     |
- 

**12 Match the words with the explanation of their meaning.**

- |                     |  |
|---------------------|--|
| 1) complain of smth | a) write on a disc or magnetic tape                        |
| 2) appreciate       | b) ideas or words that have no importance                  |
| 3) image            | c) say that you are not satisfied with smth                |
| 4) mixture          | d) say that you understand the importance or value of smth |
| 5) pick up          | e) two or more things put together                         |
| 6) record           | f) take smth and use it                                    |
| 7) rubbish          | g) a picture or an idea of what a person is like           |
- 

**13 Match the words of the two columns to make suitable word combinations and translate them.**

- |                      |                                |
|----------------------|--------------------------------|
| 1) appreciate        | a) the beauty of the landscape |
| 2) complain of       | b) manners                     |
| 3) be fascinated by  | c) smb's kindness              |
| 4) the fault of      | d) the song                    |
| 5) rough             | e) the toothache               |
| 6) tough             | f) William                     |
| 7) lyrics of         | g) the computer                |
| 8) Bill is short for | h) character                   |
| 9) pick up           | i) the tune                    |
- 

**14 Translate the words in brackets to complete the sentences.**

1. I'm sorry, but it's not my ... (вина).
2. It all happened ... (цi ў 2001, цi ў 2002 годзе).

3. The children were ... (*зачараваныя*) by the clown's tricks.
4. He never ... (*скардзіцца*) of his problems.
5. (*Публіка*) ... clapped and clapped after the curtain went down.
6. Young people ... (*падхпілі*) that new style of clothes.
7. These ... (*велізарныя*) heaps of snow won't melt soon.
8. The teacher ... (*ацаніў*) the original style of my composition.
9. Can you repeat this ... (*мелодыя*)?
10. He is a very ... (*унарты*) child.

## Reading

- 1 Look through the opinions of young people from different countries on the role and importance of pop music today and say:**

- a) if all of them like pop music;
- b) if all of them agree that today pop music is better than some years ago.

### Conchita

Pop music gives pleasure to billions of people. It saves lives, too. Think of all the money that Band Aid sent to Africa, for example. Things like that are important. After all – how else can 14 or 15-year-olds do anything about the world's problems? They can't vote, can they?



### Jerry

I don't understand why some people take music so seriously. I've got friends who are like that. They criticise new records – analyse what the lyrics mean – argue about which songs are better than others ... It drives me crazy! Why can't they just relax and have fun?



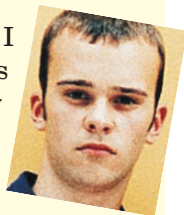
### Jamila



For me, pop is a kind of global language. A really unusual, exciting one too. It cuts across all the barriers – age, colour, class, sex, religion – and brings people together. I think that’s why everyone likes it so much! It’s a way of sharing all our hopes and fears.

### Syargei

I don’t really listen to much rock and pop these days. I prefer classical music. Why? Well... pop’s lost its direction, I think. Everything’s controlled by machines and technology. Ten or twenty years ago there were *real* artists writing *real* songs – now all you get is synthesisers and dance music. It’s like wallpaper... everything sounds the same.



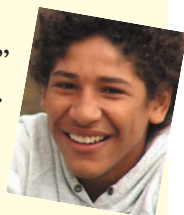
### Petra



I think pop music is better today than ever before. There are stars from all over the world – lots of different styles and images – It’s great! Yes, of course there’s a lot of rubbish, too, but so what? There always was and there always will be. What you have to do is *choose*, not complain. Pop’s like a big funfair (*кірмаш забаў*). If you can’t have a good time, it’s nobody’s fault but yours.

### Jonas

I don’t think you can just talk about pop “music” any more. These days it’s much bigger than that. Pop is a culture. It involves magazines, TV programmes, films, books, clothes, videos, advertising... a whole way of life.



- 2 Say which speaker is most positive about pop music and which of them doesn’t accept it. What are their arguments? Who says that pop unites young people?



- 3 Choose the speakers' opinions about pop music which you share.
- 4 Read the text and say what singers or groups made pop music most popular.

### The History of Rock and Pop

“Pop” is short for popular and there has always been popular music. But until the 1950s there wasn't a style of music just for young people. That all changed when rock-and-roll began. Since then, hundreds of styles and stars have come and gone. Musical technology has changed a lot, too.

Rock-and-roll began in America. Some of its first big stars were black people. They brought traditional rhythm and blues to a big new TV audience. The white singers began to copy them, and most popular of them all was Elvis Presley. Elvis wasn't like the American singers of the 40s and early 50s. He wasn't neat and sweet. He was rough, tough and dangerous. His music was dangerous, too. He called himself “The King of Rock-and-Roll” and played an electric guitar. Teenagers all over the world fell in love with this new style.

Pop exploded<sup>1</sup> in the 60th. After Elvis, hundreds of new groups and singers appeared. In Britain, two groups quickly became more popular than all the others. One was the *Rolling Stones*. They played hard aggressive rock-and-roll. The other group played a mixture of rock and pop. They came from Liverpool and the newspapers called them “The Fab<sup>2</sup> Four”. Their real name was The Beatles.

In the 70th two groups show different sides of the pop. They are *Abba* and the *Sex Pistols*. Sweden's *Abba* worked with the latest technology. Their songs were popular with people from 8 to 80. Groups like the *Sex Pistols* and several new groups appeared and they brought new energy to music. Some of them decided to play a new, more dangerous kind of music – punk rock. They weren't good musicians – many of them couldn't play their instruments at all. Punk music in the 1980s was just a fashion. Later, in less than ten years, video, compact discs and computers became important in the pop industry. Thanks to compact discs, the quality of recorded sound was better than ever. And thanks to computers, it was possible to play and record thousands of new sounds.

So pop has come a long way since the days of Elvis Presley. Of course, most teenagers prefer pop to Rossini and rap to Chopin.

Most, but not all. For some young people “music” means classical music. Their dream is to play in an orchestra or become a soloist ['səʊləɪst]. Over 600 of these classical kids enter the BBC’s annual<sup>3</sup> *Young Musician of the Year* competition. There are four sections – piano, brass<sup>4</sup>, strings and woodwind<sup>5</sup>. The winners of these four sections then each play with a full orchestra. And that’s not the end of it. There are similar competitions in other countries, too. So the British winner goes on to compete for the title of the European Young Musician of the Year.

<sup>1</sup>to explode [iks'pləʊd] – тым вырвацца наверх; <sup>2</sup>fab (fabulous) – ашаламляльны, які ашаламляе; <sup>3</sup>annual ['ænjuəl] – штогадовы; <sup>4</sup>brass [brɑ:s] – медныя духавыя інструменты; <sup>5</sup>woodwind ['wʊdwɪnd] – драўляныя духавыя інструменты.

## 5 Give yes or no answers.

1. Did rock and pop music appear at the same time?
2. Are all teenagers keen on pop music only?
3. Has pop been the same for many years?

## 6 Say what countries these singers or groups are from.

- a) Elvis Presley;
- b) Rolling Stones;
- c) The Beatles;
- d) Sex Pistols;
- e) Abba.

## 7 Complete the sentences according to the text.

1. A new style of music for young people appeared in...
2. The first rock-and-roll singers made this style of music popular thanks to...
3. Elvis Presley was different from other singers before him because he...
4. After Presley singers in Britain began to sing...
5. In the 70th many new groups played...
6. The quality of sound on records became much better thanks to...
7. Young people who like classical music want to...

## 8 Say if the statements are true to the text or false.

1. There has always been a special style of music for young people.

2. Rock-and-roll produced many styles of popular music and many singers.
3. Black and white singers copied each other.
4. Elvis Presley was different from other singers before him.
5. The Beatles played aggressive rock.
6. Punk music was just a fashion for some time and it wasn't very good.
7. Most teenagers are interested in classical music.
8. There are competitions of young musicians every year in different countries.

## 9 Choose the correct translation of these sentences.

1. Elvis wasn't like the American singers of the 40s and early 50s.
  - a. Элвіс не любіў амерыканскіх спевакоў 40-х і 50-х гадоў.
  - b. Элвіс не быў падобным да амерыканскіх спевакоў 40-х і 50-х гадоў.
  - c. Элвіс не падабаўся амерыканскім спевакам 40-х і 50-х гадоў.
2. Teenagers all over the world fell in love with this new style.
  - a. Падлеткі ва ўсім свеце палюбілі гэты новы стыль.
  - b. Сусветныя падлеткі палюбілі гэты новы стыль.
  - c. Падлеткі, як і ўсе ў свеце, палюбілі гэты новы стыль.
3. Groups like the *Sex Pistols* brought new energy to music.
  - a. Новая музычная энергія Сэкс Пісталз спадабалася многім групам.
  - b. Групы, якім спадабаліся Сэкс Пісталз, прынеслі новую энергію ў музыку.
  - c. Групы, падобныя да Сэкс Пісталз, прынеслі новую энергію ў музыку.
4. Thanks to compact discs the quality of recorded sound was better than ever.
  - a. Дзякуючы кампакт-дыскам, якасць запісанага гуку стала лепшай, чым калі-небудзь раней.
  - b. Дзякуючы лепшым кампакт-дыскам, гукі запісваліся больш якасна.
  - c. Кампакт-дыскі палепшылі сваю якасць як ніколі раней, дзякуючы запісу гуку.

## 10 Find English equivalents in the text to the word combinations.

да 50-х гадоў	была проста мода
толькі для моладзі	менш чым праз 10 год
прыходзілі і адыходзілі	большасць падлеткаў
чым усе іншыя	прымаць удзел
сумесь рок- і поп-музыкі	у конкурсе
родам з	на гэтым не заканчваецца
ад 8 да 80 гадоў	падобныя конкурсы
іграць на музычным	змагацца за званне
інструменце	

## 11 Develop these ideas with more information from the text.

1. Pop music started with rock-and-roll.
2. Black and white singers developed rock-and-roll.
3. Elvis Presley won the hearts of young people of his time.
4. British pop singers also became famous all over the world.
5. Pop music had different sides in the 70s.
6. Pop industry quickly developed.
7. Tastes differ. Pop is not the best music for all teenagers.

## 12 Say what songs of the singers mentioned in the text you listened to and which you like best and why.

## 13 Say which style of music mentioned in the text appeals to you more: rock, pop, blues, hard rock, mixture of rock and pop, punk rock, classical music. Say why.

## 14 Speak about your favourite kind of music. Say:

- a) when it appeared;
- b) what singers perform it and which of them you like best;
- c) if there are records of it;
- d) how often you listen to it;
- e) if you have ever been to a concert of this kind of music;
- f) if you like solo singers or group singers more.

## 15 Read the quotes. Who do you agree with?

Music is an international language. You don't have to sing in English for people to appreciate your music.



People expect good pop bands to record in English. We have to sing at least a few songs in English to be popular.



## 16 Read the text and say what lyrics of most songs are usually about.

## Listen to the Words

*There is more to lyrics than "moon" and "June",  
They add to a melody, pick up a tune,  
They talk about love and the joy of romance,  
They help you to whistle<sup>1</sup>, to sing and dance.  
"But how do they work?" you're eager to know  
Read on, and you'll find the answer below.*

People have always written lyrics for music. Folk songs, hymns, operas have always had words for centuries. Today lyrics are more popular than ever. Thanks to mass media<sup>2</sup>, today's song writers can reach a huge international audience. Their lyrics are heard and remembered by millions. In that sense they are the poets of the modern age. But what exactly do they write about? Look at this week's top 10. At least eight of the songs, if not more, are about love. A boy meets a girl, a girl meets a boy. They love or don't love each other. There are songs about other subjects, of course, but love has always been pop's favourite topic, because it's a universal emotion with hundreds of different aspects and moods<sup>3</sup>. And the lyrics of most popular songs are written in English. There are two reasons for it. One is that many top recor-

ding singers are either British or American. The other reason is that millions of people all over the world speak English as a foreign or second language. In other words, it's international.

<sup>1</sup>to whistle ['wɪsl] – наспівувати; <sup>2</sup>mass media ['mi:djə] – засоби масової інформації; <sup>3</sup>moods [mu:dz] – настрої.

**17 Find in the text the writer's arguments why:**

- a) lyrics are more popular today than ever before;
- b) the main topic of lyrics is love;
- c) many top recording singers are either British or American.

**18 Say if you agree or disagree with the written ideas that:**

- a) lyrics are as important as tunes;
- b) lyrics writers are the poets of the modern age;
- c) the feeling of love has hundreds of aspects and moods.

**19 In groups share opinions on the best lyrics of some songs and see if your preferences are the same or different. Sing your favourite song.**

**20 Do the quiz to show what you think of a singer's chance to be a success in show business. Compare your answers to those of other classmates.**

**SHOW BUSINESS**

1. To become famous you need to:
  - a) be lucky;
  - b) be talented;
  - c) work hard.
2. To become a pop star you need to:
  - a) look good;
  - b) sound good;
  - c) sing in English.
3. Pop stars are in show business for:
  - a) the money;
  - b) pleasure;
  - c) the fame (слава).
4. Fans are:
  - a) irritating;
  - b) funny;
  - c) dangerous.

5. A career in show business is:
  - a) a job;
  - b) a vocation (*призвание*);
  - c) a part-time occupation.
6. For a successful career in show business you are prepared to:
  - a) do anything;
  - b) give up some pleasures;
  - c) spend a lot of money.

**21 Read the text and say what the roots of Belarusian culture and music are.**

### **Cultural and Musical Traditions of Belarus**

The culture of the Belarusian society has constantly changed in different periods, but it has always been connected with Belarusian life, its people and their work, its mentality<sup>1</sup> and Belarusian lifestyle. Belarusian cultural traditions come from the Pre-Christian times and have a lot in common with traditions of other European cultures. Traditional rites<sup>2</sup>, music, art elements are widely used in today's life as well, and they illustrate the old and young Belarusian culture.

Many aspects of cultural life can be seen on the stage which are performed by our well-known theatre groups, classical music orchestras, professional folk song and dance companies, and pop stars.

Folk art is one of the most distinctive<sup>3</sup> aspects of Belarusian culture. Belarusian folklore comprises<sup>4</sup> songs and dances, ancient games and performances.

On festive occasions, the Belarusian people still perform ancient songs and dances. In villages one can hear melodies of our ancestors<sup>5</sup>. Their sad and cheerful melodies, songs and dances tell about Belarusian beauty, its people, their life and work. Belarusian folk performers and the Dance Company of Belarus were warmly received in Spain, France, Italy, India, Egypt and other countries.

There are a number of distinctly Belarusian art facts and works by folk craftsmen. One of them is the national costume. The tradi-

tional dress of Belarusian villages corresponds to the ideal of beauty represented in their folk songs and in movements of their dances.

Of course, time brings with itself new styles and forms on the national music scene. There are several famous Belarusian singers and bands who sing in their own language. Music is an international language. You don't have to sing only in English for people to appreciate your music. Annual musical festivals in Belarus are of great interest not only for Belarusians. In July-August Vitebsk becomes the site of the International Arts festival "Slavonic Bazaar" and in each November the festival of retro-music "Golden Hit-Song" is held in Magilev.

So, every Belarusian, from youth to old age can see cultural traditions of their country in art and music which make them feel proud of their talented nation.

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<sup>1</sup>**mentality** [men'tælitɪ] – менталітэт, склад розуму; <sup>2</sup>**rite** [raɪt] – рытуал; <sup>3</sup>**distinctive** [dis'tɪŋktɪv] – адметны, асаблівы; <sup>4</sup>**to comprise** [kəm'praɪz] – уключаць; <sup>5</sup>**ancestors** ['ænsəstəz] – продкі.

## 22 Choose the correct continuation to complete the sentences according to the text.

1. Belarusian culture:
  - a) is very young;
  - b) has deep historic roots;
  - c) is like all other cultures.
2. The culture of Belarus illustrates:
  - a) traditional rites and holidays;
  - b) hard life of its people;
  - c) people's way of life and thinking.
3. Folk art and music:
  - a) can be seen and heard today;
  - b) are events of the past;
  - c) are no longer popular.
4. Nowadays Belarus arranges several:
  - a) musical events;
  - b) folklore groups;
  - c) classical music contests.



**23 Find in the text the words that mean the same.**

all the time	people who make original
take their origin	things with their hands
have the same features	is similar to
can be seen in many places	you needn't
on holiday events	the place for
is organised	

**24 Answer the questions.**

1. What has Belarusian culture always shown in its various forms?
2. What are the most distinctive aspects of Belarusian culture?
3. What is folklore?
4. Is Belarusian art well-known in other countries?
5. What has time brought on the national music scene?
6. What is done in our country for music lovers?

**25 Give facts from the text to prove that:**

- a) Belarus is rich in cultural traditions;
- b) traditional art is not forgotten;
- c) Belarusian art is well-known abroad;
- d) Belarusian musical festivals are popular with singers and audience.

**26 Describe one of the Belarusian cultural events or traditions you like best. Say:**

- a) what it is called;
- b) when it started;
- c) where it takes place;
- d) who takes part in it;
- e) what it's like;
- f) why it appeals to you.

**27 Speak about your favourite Belarusian singer or group. Give as many facts as you know about the singer / group, his / her musical style, their best songs, their records. Sing one of their songs.**

# Listening

**1 Listen to the text “Music Fans” and say if any kind of music has a positive effect on fans.**

**2 Choose the correct answer to the questions according to the text.**

1. What kind of music do fans like best?
  - a) country;
  - b) popular;
  - c) classical.
2. Why does modern music appeal to young people?
  - a. It's loud.
  - b. Their parents also like it.
  - c. It helps young people to understand each other better.
3. What negative effect can rock and heavy metal have on teenagers?
  - a. It may cause violence and aggression.
  - b. It's antisocial.
  - c. It affects their health.

**3 Complete the sentences according to the text.**

1. Modern music is social because it...
2. Modern music offers something for everyone because it's...
3. Modern music talks about...
4. Loud modern music is unhealthy because...
5. Modern music is an escape from...

**4 Listen to the text again and say which of these types of music are not mentioned in it.**

- |                               |                              |                            |                                 |                             |
|-------------------------------|------------------------------|----------------------------|---------------------------------|-----------------------------|
| <input type="radio"/> soul    | <input type="radio"/> reggae | <input type="radio"/> pop  | <input type="radio"/> soft rock | <input type="radio"/> heavy |
| <input type="radio"/> country | <input type="radio"/> blues  | <input type="radio"/> jazz | <input type="radio"/> hard rock | <input type="radio"/> metal |

**5 Name the positive aspects of being a fan as experts see them.**

**6 Say which of the experts' theories you agree with and which in your opinion are wrong. Give reasons.**

**7 Are you a fan? If yes, say what kind of music you like best, what proves that you are a true fan, which of the experts' theories you support. If not, say what you think about fans.**

- 8 Before listening to the text “Keep Music Alive”, look through the vocabulary.**

to make smb sick – викликаць агіднасць  
 to exaggerate [ɪg'zædʒɪreɪt] – перебільшувати  
 shake-up – узрушення  
 keyboard ['ki:bɔ:d] player – клавішник

- 9 Listen to the text “Keep Music Alive”. Say, what is wrong about concerts of pop music.**

- 10 Choose the correct explanations of what these sentences mean in the text.**

1. Computers and technology are taking over.
  - a. They are quickly developing.
  - b. They are more important than the singers.
  - c. They are carried everywhere.
2. Now they have to take on part-time day jobs.
  - a. They have to work somewhere else.
  - b. They have to spend part of their time looking for jobs.
  - c. They don't take part in the evening concerts.
3. And let's face it.
  - a. Let's take it into consideration.
  - b. Let's stand in front of it.
  - c. Let's look at their faces.
4. The society has gone too far.
  - a. It has made great progress.
  - b. It has become international.
  - c. It does more than it should.
5. This is something I really do feel very strongly about.
  - a. I am very worried because it concerns me as well.
  - b. I have a strong position in it.
  - c. My feelings are the same about it.

- 11 Say why these things take place in the speaker's opinion.**

1. Today's music business makes him sick.
2. Professional skills and talent are pushed offstage.
3. Some of his friends-musicians have to take part-time day jobs.
4. An electric synthesiser is more convenient for the producer than a singer.
5. The audiences are fooled too.

12 Describe the things against which the singer protests.

13 Say if you think it's all right that the singers on stage don't sing live, they simply open their mouths to a pre-recorded tape. Should it be allowed or forbidden? Give your reasons.

## Communication

### EXPRESSING CONCERN AND INTEREST

#### *Useful Phrases*

What's the matter with you?

What's the problem?

What's up?

What's wrong?

Is anything wrong?

1 Read the dialogues and act them out.

1

*Max* What's the matter, Peter? You don't look very happy.

*Peter* I'm not. I'm worried about my English.

*Max* What's the problem?

*Peter* I'm not practising enough.

*Max* Why not?

*Peter* It's difficult to speak to people in English.

*Max* You should go out more.

*Peter* Where should I go?

*Max* You should join an English club.

*Peter* But people don't talk to me.

*Max* Ah! You should speak first.

*Peter* What can I talk about?

*Max* The weather! English people are always interested in the weather.

## 2

*Jean* What's wrong?

*Jim* I'm bored.

*Jean* Well... do something interesting.

*Jim* What, for example?

*Jean* Go to the cinema.

*Jim* The cinema bores me.

*Jean* Always?

*Jim* Yes. All the films are so boring. I'm not interested in sex and violence.

*Jean* Well, what interests you then?

*Jim* Nothing.

*Jean* You need some fresh air.

## 3

*Andrea* What's up, Jenny? You look worried.

*Jenny* Yes... I'm trying to lose weight.

*Andrea* Oh, you don't need to lose weight.

*Jenny* Oh, I do! I've just bought some new jeans and I can't get them on.

*Andrea* Well, you should go on a diet.

*Jenny* I know, but what kind of diet?

*Andrea* You should eat lots of salad and fruit.

*Jenny* Yes, but I don't like salad... I prefer meat.

*Andrea* Well, you can eat meat, but you shouldn't eat too much. You shouldn't eat bread or potatoes either.

*Jenny* What about desserts? Can I eat ice-cream?

*Andrea* Oh, no, you should have only fruit for dessert.

## 4

- Hello, Charles. You look tired. Is anything wrong?
- Yes, I'm working too hard.
- You should take a rest.
- Yes, I know. But I'm too busy now. There are so many things to do. I'm working twelve hours a day.
- Twelve hours! You are going to kill yourself.
- Well, what can I do?
- Perhaps you should have fun too.
- Like what?

- Go to a concert or take some physical exercise.
- I'll think of it.

## 2 Complete the dialogues with suitable phrases.

### 1

- ... You don't look well.
- ...
- What about?
- ... My exam.
- Oh! Is that all?
- I feel very nervous about it.
- ... Try to look on the bright side of things.

### 2

- What's the matter with you? Why don't you say anything?
- ...
- Oh, come on. Something is worrying you. Are you having trouble at home?
- ...
- Is that all? ...
- ...
- I'm all right. Leave me alone.
- No, you are not. Tell me what is the problem.
- It's the last game. I played badly. Everybody expected me to win.
- ...
- I mean my parents and my coach.
- ... The sun will come up again tomorrow, remember.

## 3 Make up conversations using the phrases of concern and interest.

- Example**
- What's the matter?
  - I'm rather worried. I think I've lost my passport.
  - Cheer up. If you can't find it, you can always apply for a new one.

Suggestions

You've got a very bad cold.

You've got problems at school / at home.

You can't buy something you want to buy.

Your best friend has broken friendship with you.

# Writing

- 1 Choose the suitable word from the box in the required form to complete the sentences.**

rough fault huge image record  
pick up appreciate complain  
fascinate tough

1. It's hard to get on with people who ... all the time.
2. Do you sometimes ... your voice on your tape recorder?
3. The Beatles' first song was ... by millions of young people.
4. This singer's concerts always collect ... audience.
5. Their conversation was ... and they didn't reach an agreement.
6. It makes no difference whose ... it is.
7. I ... your support and help.
8. The beauty of Lake Narach ... everyone who comes there.
9. His words sounded ... and impolite.
10. The ... of English people as unemotional people is not always true.

- 2 Make up verbs with the suffixes *-ise (-ize)*, *-ate* or *-fy* from the words in the same line to complete the sentences.**

- |   |                |
|---|----------------|
| 1. They have got plans to ... the office.                       | modern         |
| 2. Nothing in the world can ... murdering a human being.        | justice        |
| 3. Deep in my heart I ... with you.                             | sympathy       |
| 4. In libraries they ... books by subjects.                     | classification |
| 5. She had to ... her explanation for the children.             | simple         |
| 6. The government has no plans to ... the railway.              | private        |
| 7. He earns enough money to ... his needs.                      | satisfaction   |
| 8. He is studying three subjects, but later he will ... in one. | special        |
| 9. What ... you to study English?                               | motive         |
| 10. ... your thoughts before you begin to speak.                | organ          |

### 3 Complete the sentences with adjectives ending in *-ed* or *-ing* formed from the verbs in brackets.

**Example** Country music is ... (to excite).

Country music is **exciting**.

I am ... (to excite) when I listen to country music.

I am **excited** when I listen to country music.

1. It's ... (to relax) to listen to jazz.
2. I am ... (to relax) when I listen to jazz.
3. I find opera quite ... (to thrill).
4. He says that classical music is ... (to bore).
5. He gets very ... (to depress) when he listens to heavy metal.
6. Young people are ... (to interest) in learning more about today's music.
7. I heard some ... (to surprise) news about this singer.
8. I read a ... (to shock) report yesterday in the newspaper.  
I was ... (to shock) when I was reading it.
9. He was ... (to delight) to hear your story.
10. I get ... (to annoy) by rude people.

### 4 Put in prepositions where necessary.

1. You have to practise every day if you want to learn to play ... a musical instrument well.
2. In fact, I am indifferent ... the lyrics of songs if I admire ... their tunes.
3. None of my friends is keen ... jazz, most of them are fond ... soft rock.
4. Ours is a good school, we can't complain ... the lack of equipment.
5. If you try hard, you'll soon succeed ... everything you do.
6. Mozart started writing music ... the age ... five.
7. Are you sure you know the answer ... this question?
8. The palace was surrounded ... a huge wall.
9. The sisters are similar ... each other ... many ways.
10. Jenny is good ... gymnastics and Jane is not interested ... sports at all.

### 5 Use the correct tense form of the verb in brackets.

1. I ... (to be) home only for two weeks now but I ... (not / to start) school immediately as soon as I ... (to arrive). But I ... have been busy all this time. At present I still ... (to work)



hard for my exams. I'm not sure if I ... (to have) a holiday when the exams ... (to be) over.

2. He just ... (to tell) a funny story by his friend, that's why he ... (to laugh) now.
3. I ... (to see) him every morning on the way to school for two years.
4. He ... (to give) a poor mark because he ... (not / to do) the test properly.
5. It was a stormy night in December. The road ... (to be) empty and the light ... (not / to come) from streetlamps. She ... (to drive) for only a few minutes when she ... (to notice) a car which ... (to follow) her. She ... (to drive) faster. She was frightened as two weeks ago she ... (to attack) on the road.

**6 Choose the most appropriate conjunction to complete the sentences.**

1. Teenagers want to show they're different ... they sometimes protest against their families.
  - a) because;
  - b) but;
  - c) that's why.
2. They react against ... their parents, but against older brothers and sisters, too.
  - a) also;
  - b) not only;
  - c) and.
3. Young people know what's going on in the world, ... communications are so good nowadays.
  - a) yet;
  - b) because;
  - c) so.
4. Many teenagers search the Internet, ... they are able to copy each other.
  - a) how;
  - b) what;
  - c) so.
5. ... teenagers copy pop idols, the stars have to understand what the young really want.
  - a) as;
  - b) although;
  - c) in spite of.

6. Pop music is popular ... modern technology.
  - a) thanks;
  - b) because;
  - c) due to.
7. There are other attractions in pop music for fans ... music itself.
  - a) as well;
  - b) how;
  - c) besides.
8. Businessmen invented youth cults ... make money.
  - a) in order to;
  - b) therefore;
  - c) also.
9. Skinheads feel victimised by society, ... they form a culture of their own.
  - a) that's why;
  - b) in order to;
  - c) so that.

**7 Write five questions you would like to ask your favourite pop star.**

**8 The letter contains 12 mistakes in tenses, vocabulary and spelling. Copy the letter and correct the mistakes.**

*Dear Sir or Madam,*

*I am write to ask more informations about the music contest which was advertised in our local newspaper. In fact, my classmates and I were thrilled when we have seen the advertisement but there are some things we can like to find out. To begin, I'd like to know how the exact dates of the contest are, as some of the dates won't be convenient for some of us, due to school timetable. Secondly, as accommodation wasn't mention in your advertisement, I'd appreciate some information concerning hotels in the area where the contest is going to take part. In addition to these, I request information on the number of singers and musicians that are allowed to come. I also doesn't understand whether there is an age limit or not? Finale, we want to know whether the contest are knock-out (на выбывание) or they are allowed all the participants to take part in all rounds and how many peoples are expected to participate.*

*I look forward to receiving an answer.*

*That's all for now!*

*William*

**9 Read and write.****a. Read this letter from Louise to Sally.**

46, Gritiville St,  
Stockport,  
Sunday, 12th

*Dear Sally,*

*I've tried to phone you several times today but you're never in. So I've decided to write. I had an argument with Peter yesterday evening – at a disco. It was terrible.*

*There's a jazz concert in Manchester next Wednesday and I asked him to come with me. He said he didn't like jazz and he wanted to watch the European football on TV. I told him he should be more attentive to me. He got really angry. It was very embarrassing – everybody in the hall was looking at us. In the end he said he didn't want to see me again and ran out.*

*I've never felt so awful in all my life. I don't know what to do. I don't want to call him. I think he should call me and apologise. What do you think?*

*Anyway, how are things with you? What about that boy Tony you met at the film club? He sounds really nice. Has he asked you to go out with him? Or have you asked him?*

*Please write or phone soon.*

*Love, Louise*

**b. Write Sally's reply to Louise.**

- Start the letter.
- Say that you are sorry about Louise's argument with Peter. Give your opinion about Peter. Make a prediction about Louise and Peter's future relations.
- Say that you hope Louise is feeling better.
- Finish the letter.

**10 Write ten sentences about what you think about the best way to study English. Read the questionnaire first, copy and fill it in and make use of the ideas that may help you.**

QUESTIONNAIRE	Agree	Disagree	Don't know
It's more difficult to learn English, if you're shy and don't speak a lot in your own language			
When you're role-playing, you get so excited			
Role-playing helps me understand other people's points of view			
I can't learn English on my own, only in class			
I have to learn English myself, my teacher can't learn it for me			
When we work in groups, other pupils always talk more and I never get the chance to say anything			
I want to listen to my teacher, not to other pupils who are making mistakes			
I look up all the words I don't know in my dictionary			
My teacher talks all the time in class, so I don't talk enough			
I don't like working with other pupils because I'll learn their mistakes			
My teacher can help me to work on my own			

## Project



**1 Choose the topic for your project.**

## A. THE GREATEST POP SINGER / BAND AND POP HITS OF ALL TIME

1. Plan your project carefully. What's going to be in it?
  - a) news and information about one band or singer;
  - b) fascinating facts about your favourite pop star / band;
  - c) what you like about the singer or the band and his / their songs;
  - d) what language the songs are in and what they are about.
2. Tape some of the pop songs you like best and play them in class. Say why they appeal to you. Make a poster to advertise the singer. Put the poster on a wall in your English classroom (ask permission first, of course).

## B. CHANGING TASTES IN MUSIC

1. Collect information first. Make notes about:
  - a) the kind of music people of your parents' generation used to listen to when they were your age. Who were their favourite singers? (Ask your parents.);
  - b) the kind of music you and your friends listen to now.
2. Select the ideas that you consider most interesting. Put them in order of importance.
3. Make a plan for your project. Include:
  - a) an introduction about the changes in tastes that you have found;
  - b) a development of changes with examples;
  - c) a conclusion saying why you think the changes have taken place. Is it the influence of American culture? Modern communications? Rhythm of life or anything else?

**2 Write down your project neatly. Include photographs of the singers to illustrate how their looks and clothes have changed.**

**3 Present the projects in class and play the music to illustrate your ideas.**



# Final Discussion on the Topic

## 1 Answer the questions. Give reasons.

1. Why have people always filled their lives with music?
2. Has music national features? How will you characterise Belarusian folk music?
3. Can you explain why one tune is banal and another is magic?
4. Why do you listen to music? Is it just a way to relax or has it got a bigger meaning for you?
5. Have your tastes in music changed in the last three or four years?
6. What do you think of music of today? Do you understand it or do you just love the noise it makes?
7. Do pop singers in your opinion live comfortably and make easy money?

## 2 Say if you agree or disagree with the statements. Give reasons.

1. No one is interested in the lyrics of pop songs. It's the music that's important.
2. The golden age of rock music has gone. There are no great groups today.
3. Opera is very popular now due to singers like Pavarotti and Domingo.
4. There is no rock music from other countries and cultures, it's either British or American.
5. There is too much choice of music today. You can't even remember the names of all those bands.
6. Many bands can't play their own instruments well. It's all done in the studio with the help of computers. Pop music is popular due to modern technology.
7. Many young people are indifferent to classical music because they haven't been properly introduced to it. Understanding classical music needs special education.

## 3 Discuss with your partner one of these ideas.

1. Teenagers copy pop idols, their good and bad features.

2. Pop music industry is a sort of pressure on young people, their tastes and mentality.
3. Older people can't understand that tastes change with the time, that's why they criticise the music young people like, the clothes they wear, the way they talk and behave.
- 4 Put the lines of the love song in order. Add your own lines to rhyme them. Read out your poems and choose the one that you like best.



## Just for Fun

### 1 Read the jokes.

A boy in a cinema left his seat to buy some sweets. When he came back, he asked a lady at the end of the row (*pad*), "Did I step on your foot a moment ago?" "You certainly did!" the lady said. "Oh, good," the boy smiled. "Then this is my row."



A girl with a broken hand asked the doctor, "Will I be able to play the saxophone after you take the plaster (*zinc*) off?" "Of course you will," said the doctor. "That's funny," said the girl. "I couldn't play it before you put it on."



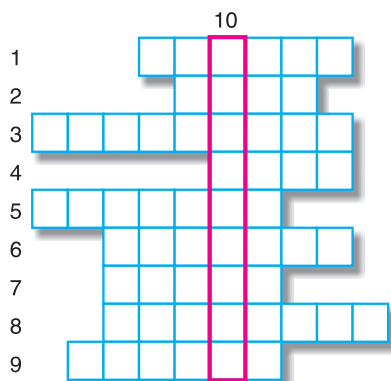
## 2 Guess the missing letters. Copy and complete.

1. - h - c - l - t -	Not before a meal.
2. - i - f - c - l t	4.31822 : 27.1645.
3. - r - p - s - t - o - s	<i>Over, under and in.</i>
4. - n - e - s - a - d	Ah! So that's it!
5. - e - i - o - t - r	A big mixer in the sky.
6. - h - t - g - a - h - r	You say "cheese" to them.
7. - n - i - k - b - e	The <i>Titanic</i> until April 14th, 1912.
8. - e - i - t - a - i - n	We don't have it in schools every morning.
9. - e - s - a - e - s	In England they sometimes pack fish and chips in them.

## 3 Do the musical puzzle.

### Clues

1. The highest of the string instruments.
2. It is hit with two sticks and can be side or bass or kettle!
3. He directs the musicians.
4. The instrument that Groucho Marx played (and so do angels).
5. A brass instrument that is used for fanfares.
6. The deepest voice in the woodwind section.
7. The woodwind instrument which is played sideways.
8. It comes between 6 and 7 in the woodwind.
9. It can be Spanish or electric.
10. A musical group.





# UNIT III



## VISITING PLACES BRINGS ADVENTURE

### Oral Activity

#### 1 Answer the questions.

1. Have you ever been to a museum or an art gallery?
2. Which of these museums is more interesting for you: a nature history museum, a war museum, a science museum, a history museum, a marine museum?
3. What things are usually collected in a museum?
4. What collections make a museum interesting in your opinion?
5. What famous museums in the world do you know?
6. What famous art galleries in the world do you know?
7. What famous painters do you know?
8. Have you ever tried painting pictures?
9. Why are museums and art galleries necessary and important?
10. Does understanding art need special preparation and education?

## WORD LIST FOR THE TOPIC

### Adjectives

**ancient** ['eɪnʃnt] – старажытны  
**colourful** ['kʌləfʊl] – каляровы  
**cultural** ['kʌltʃərəl] – культурны  
**famous** ['feɪməs] – славуты  
**impressive** [ɪm'presɪv] – уражальны  
**popular** ['pɒpjʊlə] – папулярны  
**unique** [ju:'nɪk] – адзіны ў сваім родзе, унікальны  
**vast** [vɑːst] – велізарны, вельмі вялікі

### Nouns

**art** [ɑ:t] – мастацтва  
**artist** ['ɑ:tɪst] – мастак  
**collection** [kə'leɪʃn] – калекцыя, збор  
**exhibition** [ˌeksɪ'bɪʃn] – выстава  
**gallery** ['gæləri] – галерэя  
**landscape** ['lændskeɪp] – пейзаж  
**monument** ['mɒnjumənt] – помнік, манумент  
**museum** [mju'ziəm] – музей  
**painting** ['peɪntɪŋ] – карціна, палатно  
**oil** [ɔɪl] **painting** – карціна, якая напісана алеем  
**portrait** ['pɔ:trɪt] – партрэт  
**sculptor** ['skʌlptə] – скульптар  
**sculpture** ['skʌlptʃə] – скульптура  
**work of art** – твор мастацтва (*pl.* works of art)

### Verbs and Word Combinations

**attract** [ə'trækt] – прывабліваць  
**be a success** [sək'ses] – карыстацца поспехам  
**be founded** ['faʊndɪd] – быць заснаваным  
**contain** [kən'teɪn] – змяшчаць  
**display** [dɪs'pleɪ] – выстаўляць, паказваць  
**include** [ɪn'klud] – уключаць  
**reflect** [rɪ'flekt] – адлюстроўваць  
**reveal** [rɪ'vi:l] **beauty** ['bju:tɪ] – выяўляць прыгажосць

**2 Match the words in their opposite meanings.**

- |               |             |
|---------------|-------------|
| 1) ancient    | a) limited  |
| 2) famous     | b) common   |
| 3) unique     | c) plain    |
| 4) vast       | d) modern   |
| 5) colourful  | e) ordinary |
| 6) impressive | f) unknown  |

**3 Name the things in your country you know or have heard of:**

- three ancient buildings;
- most popular cultural events;
- two most popular singers;
- the most colourful national holiday;
- unique places to visit.

**4 Complete the sentences.**

- Minsk was founded in...
- An art gallery usually contains...
- At an exhibition of a school museum you can see...
- A landscape painting reflects...
- You can see a vast collection of guns, medals, uniforms in a...
- The best works of art are kept in...
- In his poem Ya. Kupala reveals the beauty of...
- Our textbooks on Belarusian literature include the best works by...

**5 Agree or disagree with the statements. Give your opinion on the ideas.**

- Art teaches people to be good and makes life more interesting.
- There are no people who don't like beauty.



- Museums help to understand the past and the world around us.
- Every person has his own idea of beauty, what is beautiful for one person may not be attractive for another.

5. Art galleries are popular only with those people who understand paintings.
  6. Understanding serious art needs special education.
- 6 Do the questionnaire for yourself. Give a full answer to each point.**

### Questionnaire

1. If you are in a big city for the first time will you go first to:
  - a) the theatre?
  - b) a picture gallery?
  - c) the shops?
  - d) a museum?
2. Which of these museums will you first go to?
  - a) the Nature History Museum;
  - b) the War History Museum;
  - c) the Literature Museum of a famous writer;
  - d) the World Wonders Museum.
3. What would you like to have on the wall of your room?
  - a) a painting;
  - b) a picture or a photo of yourself;
  - c) a famous singer;
  - d) a picture of a famous sportsman.
4. What do you like doing in your free time?
  - a) reading books;
  - b) going to the theatre, cinema, a concert or a picture gallery;
  - c) watching TV;
  - d) meeting friends.

## Language Focus

- 1 Listen to the story and repeat the Future Simple Passive tense forms of the verbs.**

## Youth's Club

### Competition of Young Artists

Age limit – 15

February 17, 2007, 2 to 6 p.m. – professional painters examination

March 6, 2007 – open for public

Prizes to the winners – presented by the Mayor

The winners' names – published in the **Evening News**

The winners' paintings – photographed for the magazine **Arts**

☎ Contact telephone 287 94 56

A competition of young artists will be held next week in the youth's club. The age limit is fifteen. All competitors will be invited to come to the club from 2 to 6 p.m. on Saturday. The young painters will be asked to put their pictures along the walls of the hall. Their pictures will be shown to the public next month. First, they will be examined by five professional painters. Winners of the competition will be given prizes. The prizes will be presented by the Mayor. The names of the winners will be published in the local paper. Their paintings will be photographed and published in arts magazines.

## 2 Match the form of the passive in each sentence with the name of the passive tense.

English **is spoken** in many countries.

We **were asked** some questions.

I **was not invited**.

He **will be asked** at the next lesson.

The room **has already been cleaned**.

A test **will be given** to us next week.

I **was told** to come here.

*the Present Simple Passive*

*the Past Simple Passive*

*the Future Simple Passive*

*the Present Perfect Passive*

**3 Complete the sentences with the verbs from the box to describe what good things will be done in your town (village) in some years.**

**Example** The streets **will be widened**.

1. Streets lamps
2. Trees and flowers
3. A fountain
4. The bus stop
5. The old houses
6. The shops
7. The roads
8. The benches

will be

built  
painted  
planted  
put up  
pulled down  
repaired  
rebuilt  
modernised

**4 Imagine that next year when you come to school the following things will be done.**

**Example** New desks ... (to buy).  
New desks **will be bought**.

1. A lot of trees ... (to plant).
2. New lights ... (to put in).
3. The classrooms walls ... (to paint).
4. A tennis court ... (to build).
5. Five new classrooms ... (to add).
6. Ten computers ... (to buy) for the labs.
7. Showers ... (to put) in the sports hall.
8. New blackboards ... (to put) up on the walls.
9. The whole school ... (to modernise).

**5 Imagine that you will have a medical check-up tomorrow. Make up sentences to describe what will be done by the doctor.**

**Example** my eyes / to test  
My eyes **will be tested**.

- a) my throat / to look at;
- b) my pulse / to take;
- c) my chest / to examine;
- d) my lungs / to X-ray;
- e) my blood / to take;
- f) my height / to measure;
- g) my hearing / to test;
- h) my heart / to listen to;
- i) I / to weigh.



- 6** Speak to your classmates and find a person about whom you can say the following. Pay attention to the use of the Present Simple, the Past Simple and the Future Simple Passive.

**Example** ... was born in the same village as me.

Volga was born in the same village as me.

1. ... was born in the same town / village as me.
2. ... was born in August.
3. ... was brought up by his / her grandparents.
4. ... was sent to school at the age of 6.
5. ... is often criticised for his laziness by the teachers.
6. ... is allowed to come home after 9 p.m.
7. ... is given more pocket money than me.
8. ... is respected by pupils and teachers.
9. ... will be sent to a camp / England / another country next summer.
10. ... will be given all excellent marks at the end of the year.
11. ... will be asked first to do this exercise.

- 7** Look through the table of Passive modal auxiliaries.

ACTIVE MODAL AUXILIARIES	PASSIVE MODAL AUXILIARIES
Bob <i>can</i> mail it.	It <i>can be mailed</i> by Bob.
Bob <i>could</i> mail it.	It <i>could be mailed</i> by Bob.
Bob <i>should</i> mail it.	It <i>should be mailed</i> by Bob.
Bob <i>ought to</i> mail it.	It <i>ought to be mailed</i> by Bob.
Bob <i>must</i> mail it.	It <i>must be mailed</i> by Bob.
Bob <i>has to</i> mail it.	It <i>has to be mailed</i> by Bob.
Bob <i>may</i> mail it.	It <i>may be mailed</i> by Bob.
Bob <i>might</i> mail it.	It <i>might be mailed</i> by Bob.
Modal auxiliaries are often used in the passive. <b>FORM:</b> modal + BE + past participle.	

- 8** Change the sentences from active into passive. Include the “by-phrase” only if it contains important information.

**Example** Someone must clean the blackboard.

The blackboard must be cleaned.

1. A doctor can prescribe medicine.
2. People should plant tomatoes in the spring.
3. Mr Hook must sign this document.
4. Someone may build a new office in Field Street.
5. People must not sell beer to teenagers.
6. People can reach me at number 555-3815.
7. People have to place stamps in the upper right-hand corner of an envelope.
8. Someone ought to tell us how to do it.
9. People cannot control the weather.
10. All of us must do this exercise.

## 9 Give your opinion on the following.

1. What should be done to make your school life more exciting?
2. What school rules must be observed by all the pupils?
3. What things can't be brought to school?
4. May pupils be sent out of the classroom during the lesson?
5. In what cases must parents be invited to school?
6. Should pupils be criticised in front of the class?
7. What interesting extra class activities should be introduced at your school?
8. Why can't holidays be made longer?

## 10 Words for study.

**adopt** [ə'dɒpt] *υ* прымаць

to adopt a law / a new constitution

When was this school regulation adopted? This law on education was adopted last year. The resolution was adopted at the meeting.

**ancient** ['eɪnʃənt] *a* антычны, старажытны

ancient art / culture / writer

Is Rome an ancient city? In ancient times people believed that the Earth was flat. There are some ancient monuments on the territory of Belarus. Many ancient cities were ruined by volcanoes.

**attract** [ə'trækt] *υ* прыцягваць; прывабліваць

Magnet attracts steel. That painting attracted my attention at once. His words attracted everybody's attention. The pretty girl attracted my attention.



**confident** ['kɒnfɪdənt] *a* упэўнены

I am confident of your success. You should be more confident of yourself. We are confident that everything will be all right. He is a very confident young man.

**contain** [kən'teɪn] *v* змяшчаць

This book contains useful information. These mountains contain minerals. A litre contains one thousand grammes of water. How many litres does a gallon of petrol contain?

**damage** ['dæmɪdʒ] *n* шкода; страта; *v* псаваць; прычыняць страту

What is the size of the damage? The fire did a lot of damage to the house. That storm damaged many trees. His car was badly damaged in the accident.

**display** [dɪs'pleɪ] *n* паказ, дэманстрацыя; *v* паказваць, дэманстраваць

Did you see the new fashion display on TV? The new display of his pictures was a great success. New goods are displayed in shop windows. He displayed his excellent knowledge.

**drop** [drɒp] *v* 1) падаць, выпадаць; 2) упускаць, кідаць; 3) спыняць

The book dropped out of his hands. He dropped the ticket somewhere. Please don't drop the vase. The flowerpot dropped from the window. Let's drop this conversation.

**exhibition** [ˌeksɪ'bɪʃn] *n* выстава

There will be a photo exhibition of young photographers.

**found** [faʊnd] *v* 1) засноўваць; 2) абгрунтоўваць, класіфікаваць

Minsk was founded 940 years ago. When was your school founded? This museum was founded in 1950. The writer founded his novel on historic facts.

**join** [dʒɔɪn] *v* 1) далучацца; 2) уступаць у члены (аб'яднання)

to join a club / a party / a conversation

I'll join you in a few minutes.

**mankind** [mæn'kaɪnd] *n* чалавецтва

the history of mankind; the hopes of mankind

This book gives the history of mankind. These facts are well-known to mankind. The mankind knew many wars and disasters.

**occupy** ['ɒkjʊpaɪ] *v* 1) займаць; 2) захопліваць, акупіраваць

to occupy a house / a flat / a seat / a position

He occupied the seat at the back of the bus.

They occupied the enemy town. The region was soon occupied by foreign troops.

**pride** [praɪd] *n* гордасць

Pride goes before a fall. The boy is his parents' pride. Frantsysk Skaryna is the pride of Belarusian people. His pride did not let him say "I am sorry".

**replace** [rɪˈpleɪs] *v* замяняць, замяшчаць

Trains replaced horses in the 20th century. Buses replaced trams in many countries. Please don't replace our English teacher by another teacher. I must replace some parts of my bicycle.

**rescue** ['reskjʊ:] *v* ратаваць; вызваляць

The boy rescued his sister from the fire. They rescued the pictures from the gallery during the war. The partisans rescued many people from fascists. Have you ever rescued a person?

**restore** [rɪˈstɔː] *v* аднаўляць, рэстаўраваць

to restore a picture / public order / health

Minsk was restored after the war. Can this old building be restored?

**row** [rəʊ] *n* рад

in the first row; in the last row

In which row is he sitting now? Our seats were in the third row. There are two rows of trees near our school. We had to go in rows at the museums.

**shape** [ʃeɪp] *n* форма, абрыс

This box has a funny shape. This sportsman is in good shape now, I think. The cloud took the shape of a strange bird. Look at the shape of my nose, it's so flat.

**unique** [juːˈniːk] *a* адзіны ў сваім родзе, унікальны

This picture is unique. He has unique abilities for music.

## 11 Match the words with their meanings.

1. *To adopt* means:

- a) to continue;
- b) to close;
- c) to accept;
- d) to discover.

2. *To rescue* means:

- a) to save;
- b) to risk;
- c) to restore;
- d) to find.

3. *To drop* is:

- a) to damage;
- b) to fall down;

4. *To join* means:

- a) to joke;
- b) to stay;

c) to give;

d) to visit.

c) to judge;

d) to unite.

5. *To display* means:

a) to discuss;

b) to attract;

c) to show;

d) to discover.

6. *To replace* means:

a) to replay;

b) to put instead;

c) to repeat;

d) to remain.

7. *To contain* means:

a) to include;

b) to consider;

c) to continue;

d) to join.

**12 Paraphrase the sentences using the suitable words in the box.**

damage replace shape founded  
confident join the most ancient rows

1. I am absolutely sure of your success.
2. Turav is the oldest town in Belarus.
3. The storm did a lot of harm to the crops.
4. I like the form of this round table.
5. He based his speech only on facts.
6. There are two lines of trees along the road.
7. I am going to become a member of the school drama society.
8. I must change some parts in my tape recorder.

**13 Say it in English.**

1. Гэтае правіла не можа быць прынята.
2. Мне не падабаецца сядзець у апошнім радзе ў кінатэатры.
3. Чалавецтва шмат ведае пра космас.
4. Не ўпусці вазу, калі ласка.
5. Яго даклад змяшчае мала фактаў.
6. Алімпійскія чэмпіёны – гордасць краіны.
7. Далучайся да нас, калі ласка.
8. Гэтая паездка мяне не прываблівае.

# Reading

## 1 Read the words with the same stressed syllable in each line.

[eɪ] rain, main, explain, way, stay, today, lay, **contain**, **display**

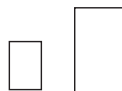
[æ] palace, family, manage, capital, natural, **damage**

[aʊ] round, proud, stout, about, doubt, ground, **found**

[əʊ] show, low, know, slow, below, snow, blow, **row**

[ɪ] tradition, addition, condition, decision, **exhibition**

## 2 Read the words with the stress on the first or on the second syllable.



confident

sculpture

contain

unique

damage

natural

display

admit

rescue

tourist

mankind

adopt

ancient

serious

replace

attract

## 3 Read the words which have silent letters. Name these letters in each column.

knee

lamb

honest

listen

knife

climb

honour

fasten

knit

bomb

hour

often

knock

comb

heir

sign

know

thumb

scissors

sigh

wrap

debt

scent

high

wrong

folk

scene

autumn

wreath

talk

sword

column

whose

chalk

science

## 4 Lots of words contain *i* and *e* together. In most of these words *i* comes before *e*. Here are some of them:

friend, field, achieve, believe, copied, thief, grief.

**But in some words *e* comes before *i*:**

receive, ceiling, seize, weight, neighbour, eight, height.

But in each case they may be read in different ways, and the reading rule does not always work.

This rhyme may help you to memorise their reading rules.

### Eyes and Ease

*i* before *e* except after *c*

Is an old spelling rule,

So they say.

But if the sound made is [eɪ]

(Like in “neighbour” and in “sleigh” [sleɪ])

Then the rule is not OK.

And “seize”, “weird” [wɪəd] and “height” [haɪt],

Make the rule still not right.

So learn a new word every day!

- 5 Read the text and say what main collections you can see in the British Museum and in Madame Tussaud’s Museum.

### Popular Museums in London

\***Egyptian** [ɪˈdʒɪptən] – египетски

\***Egypt** [ˈiːdʒɪpt] – Египет

\***Tussaud** [ˈtjuːsəʊ] – Цюсо

\***Sweden** [ˈswiːdn] – Швеция

\***Marylebone** [ˈmærləʊnbən] **Road** – назва вулицы

Lots of tourists come to London every year. There are many places of interest in London that attract tourists from all over the world. People come to London to see its museums, art galleries, cathedrals, monuments and, of course, the Tower [ˈtaʊə].

The British Museum is the pride of London and Great Britain. It was founded in 1753. The money for the building was collected by public lottery. Today the museum has two main sections – the Museum of Mankind<sup>1</sup> and the Natural History Museum. It also has one of the most famous and important libraries in the world.



*The Natural History  
Museum*



***The British Museum***

The Reading Room of the British Museum Library has an unusual shape, it's a circle. Visitors to the Reading Room will be admitted if they are over the age of 21 and want to do a serious study.

The British Museum has a great number of galleries. They display a unique collection of Greek, African, Indian, Chinese, Egyptian\* sculptures, ceramics<sup>2</sup>, drawings and paintings. Here you can also find displays of coins,

medals, old Bibles, ancient clocks and watches. It even has a black stone covered with ancient writing. It was brought from Egypt\* and helped scientists to find the key to Egyptian old picture writing.

The Museum of Mankind includes a vast collection of antiques<sup>3</sup>, ancient works of art in stone, bronze and gold. The Natural History Museum contains collections on the history of plants, minerals and animal world. If you visit it, you will be attracted by the exhibition "Dinosaurs ['daməsə:z] and Their Living Relatives".

Three of the most popular places to visit in London as well are the Tower, the Zoo and Madame Tussaud's\* Waxworks<sup>4</sup> Museum. The Waxworks Museum has the most famous exhibition of wax-work models of famous and notorious<sup>5</sup> people in the world. You can see the models of the Royal family, Agatha Christie, *The Beatles* and others. It was created by Marie Tussaud, an artist who was born in Sweden\*.

She was sent by her father to study wax modelling from her uncle in Paris. For many years she modelled many famous people, particularly the leading figures in the French Revolution of 1789. As freshly cut off heads fell off from the guillotine<sup>6</sup>, Marie started working on them immediately. Later she moved to London and in 1802 she showed her first exhibi-



***Madam Tussaud's Waxworks Museum,  
The Beatles***

tion. It was called Madame Tussaud's. The exhibition was very successful.

In 1833, the collection moved to Baker Street and then to Marylebone Road\*, where it still stands today. It was damaged by fire in 1925 but many models were rescued. Later the building was repaired and the figures were replaced. The museum is popular today with many tourists from different countries. New wax figures of famous politicians, singers, actors, writers, painters regularly join the collection. The wax models of Michael Jackson and Maradona have recently been displayed at the museum.

<sup>1</sup>**mankind** [mæn'kaɪnd] – чалавецтва; <sup>2</sup>**ceramics** [sɪ'ræmɪks] – кераміка; <sup>3</sup>**antique** [æn'ti:k] – твор старажытнага мастацтва; <sup>4</sup>**waxwork** ['wækswɜ:k] – фігура з воску; <sup>5</sup>**notorious** [nəʊ'tɔ:riəs] – які мае дрэнную славу; <sup>6</sup>**guillotine** ['gɪlə'ti:n] – гільяціна.

**6 Match the names and say with what famous places in London these names and things are connected.**

- |                         |                                    |
|-------------------------|------------------------------------|
| 1) ancient works of art | a) the British Museum              |
| 2) dinosaurs            | b) the Museum of Mankind           |
| 3) Chinese ceramics     | c) the Natural History Museum      |
| 4) plants               | d) the Art Gallery                 |
| 5) Egyptian sculptures  | e) Madam Tussaud's Waxworks Museum |
| 6) The Beatles          |                                    |
| 7) old Bibles           |                                    |

**7 Match the adjectives and the nouns as they are used in the text.**

- |                |                |
|----------------|----------------|
| 1) public      | a) collection  |
| 2) natural     | b) works       |
| 3) famous      | c) shape       |
| 4) leading     | d) history     |
| 5) vast        | e) figures     |
| 6) ancient     | f) library     |
| 7) unusual     | g) places      |
| 8) serious     | h) lottery     |
| 9) unique      | i) study       |
| 10) popular    | j) clocks      |
| 11) notorious  | k) people      |
| 12) successful | l) writing     |
|                | m) exhibition  |
|                | n) politicians |

**8 Give sentences from the text in which the words are used.**

attract tourists  
was founded  
contains  
ancient  
exhibition  
were replaced

pride  
includes  
admitted  
unique  
was damaged  
have been displayed

**9 Give sentences from the text with the passive tense forms of the verbs and translate them.**

**10 Read the text again and find English equivalents to the following.**

выдатныя мясціны  
грошы былі сабраны  
з каменю і золата  
незвычайная форма  
сур'ёзнае вывучэнне  
знайскі ключ да  
асабліва  
адразу ж  
папулярны сярод турыстаў

з усяго свету  
вялікая калекцыя  
вас прывабіць  
больш за 21 год  
вялікая колькасць  
вучыцца ў дзядзькі  
падалі з  
пераехалі ў Лондан  
нядаўна

**11 Answer the questions on the text.**

1. What London museums are most popular with tourists?
2. When was the British Museum founded?
3. What are the two main sections in the British Museum?
4. What collection does the Museum of Mankind include?
5. What does the Natural History Museum contain?
6. Who is admitted to the Reading Room of the British Museum?
7. What do the galleries of the British Museum display?
8. What waxwork models can you see in Madam Tussaud's Waxworks Museum?
9. Whom did Madam Tussaud model in Paris?
10. What sight would you like to visit first in London?

**12 Complete the sentences according to the text .**

1. Tourists come to London...
2. The British Museum consists of...
3. The Museum of Mankind includes...
4. The Natural History Museum contains...



5. The Reading Room of the British Museum has...
6. The galleries display...
7. The Waxworks Museum has the most famous exhibition of...
8. For many years Madam Tussaud modelled...
9. Madam Tussaud's exhibition in London...
10. New wax figures of...

**13 Describe the places of other interest that attract tourists in London.**

**14 Below is a list of interesting places to visit in London. If you could visit only three of them, which three would you choose and why?**

- |                         |                     |                        |                        |
|-------------------------|---------------------|------------------------|------------------------|
| ○ London Zoo            | ○ Tower of London   | ○ The National Gallery | ○ Houses of Parliament |
| ○ BBC Television Centre | ○ Buckingham Palace | ○ New Scotland Yard    | ○ Planetarium          |
| ○ St Paul's Cathedral   |                     | ○ The Science Museum   | ○ London Airport       |

**15 Every town or village has views or interesting places to see. Work out a walk around your town or village. Describe the places a visitor should see.**

**16 Read the text and say what attracts tourists in Minsk.**

### Sightseeing in Minsk

Minsk is the largest cultural centre of Belarus. A lot of tourists come to Minsk every year. They are attracted by its architecture, clean and wide streets, its old and modern sights, theatres and, of course, museums and art galleries.

The Republican Art Gallery is the largest museum of fine arts<sup>1</sup> in the republic. It was founded in 1939.

During the Great Patriotic War many paintings and statues of the gallery were taken away or destroyed by fascists.

Soon after the war, a decision was taken to restore the picture gallery in Minsk. New works were bought, and some people gave their private collections to the gallery. In 1957 the picture gallery was renamed into the State Art Museum (today it has got the name the National Art Museum of the Republic of Belarus).



*The National Art Museum of the Republic of Belarus*



*The Belarusian State Museum of History of the Great Patriotic War*

The museum has got a collection of over 20,000 exhibits<sup>2</sup>, over 9,000 of them are works of art by Belarusian artists. Belarusian art occupies the principal place in the collection of the museum. It contains Belarusian icons<sup>3</sup> of the 15th-16th centuries. The museum also collected paintings by Belarusian artists who lived and worked in the 19th century. Some of them lived and worked in Russia but the roots<sup>4</sup> of their works come from Belarusian culture and traditions.

The collection of Belarusian art dedicated to the heroism of Belarusian people during the Great Patriotic War opened with the sculptural portraits of the Heroes of the Soviet Union M. Gastela by A. Bembel, and F. Smalyachkov by Z. Azgur, and the painting “Young Partisan” by Y. Zaytsev. Later paintings by M. Savitsky and other famous artists were added to the collection.



*The National Museum of History and Culture of Belarus*

The museum also displays the best landscape paintings by Belarusian artists. Very often landscapes with portraits of people against them make their pictures more emotional and colourful. “Landscape thinking” is characteristic for such famous Belarusian artists as D. Aleynic, L. Shchamyalev, V. Sumarav, V. Vyarsotsky who

reveal the beauty of Belarusian nature as the spiritual<sup>5</sup> condition so necessary for everyone.

The collection of West European art is also of great interest to visitors. It includes portraits, landscapes and etchings<sup>6</sup> done by famous artists. Though it's not very vast, it's beautiful and attractive.

Other museums which are also popular with visitors are the Belarusian State Museum of History of the Great Patriotic War, the National Museum of History and Culture of Belarus and the State Museum of Literature of Yanka Kupala. In the National Museum of History and Culture of Belarus you can see documents, photos, weapons, collections of instruments of the primitive man, displays of fauna and flora and other unique things from the history of Belarus and its culture. The State Museum of Literature of Yanka Kupala gives a good idea of the literary activity of the most talented and beloved<sup>7</sup> Belarusian poet and writer.

Here in Minsk you can also find several smaller literary museums and picture galleries, especially if you go sightseeing in the oldest part of Minsk – Trinity Suburb<sup>8</sup>.

<sup>1</sup>**fine arts** [ˌfaɪn'ɑ:ts] – выяўленчае мастацтва; <sup>2</sup>**exhibit** [ɪg'zɪbɪt] – экспанат; <sup>3</sup>**icon** ['aɪkɒn] – ікона; <sup>4</sup>**root** [ru:t] – карань; <sup>5</sup>**spiritual** [spɪ'rɪtʃuəl] – духоўны; <sup>6</sup>**etching** ['etʃɪŋ] – гравюра; <sup>7</sup>**beloved** [bɪ'lʌvd] – любімы; <sup>8</sup>**Trinity Suburb** ['trɪnɪtɪ'sʌbɜ:b] – Траецкае прадмесце.

## 17 Say if the statements are true to the text or false.

1. Minsk has a lot of things for its tourists to see.
2. The National Art Museum of the Republic of Belarus is a nice place to go to if you are interested in paintings and fine arts.
3. The National Art Museum of the Republic of Belarus contains paintings by Belarusian artists only.
4. The National Art Museum of the Republic of Belarus hasn't got any collections of ancient art.
5. There is a special collection of war artists and sculptors in the National Art Museum of the Republic of Belarus.
6. Landscape paintings are a special pride of Belarusian modern art.
7. Paintings by western artists are not displayed in the National Art Museum of the Republic of Belarus.
8. Collections of primitive tools and old Belarusian clothes can be seen in the State Museum of Literature of Yanka Kupala.

## 18 Answer the questions on the text.

1. When was the Republican Art Gallery founded?
2. What happened to the paintings of the Republican Art Gallery during the Great Patriotic War?
3. Is the collection of the National Art Museum of the Republic of Belarus large?
4. What sections of Belarusian art can you see at the National Art Museum of the Republic of Belarus?
5. What famous Belarusian painters and sculptors are displayed in the National Art Museum of the Republic of Belarus?
6. What do landscape painters show in their pictures?
7. What other museums are open to the visitors in Minsk?
8. Where can you see unique animals and plants that once lived or grew on the territory of Belarus?

## 19 Read the text again and find English equivalents to the following.

іх прываблівае	у час вайны
неўзабаве пасля	было прынята рашэнне
быў перайменаваны	звыш
галоўнае месца	паходзяць ад
на фоне пейзажу	маляўнічы
характэрна для	выклікае вялікую цікаvasць
папулярны сярод	унікальныя прадметы

## 20 Complete the sentences according to the text.

1. When tourists come to Minsk, they like there...
2. The best collection of fine arts is displayed...
3. During the war many paintings and statues...
4. After the war the Republican Art Gallery was...
5. The National Art Museum of the Republic of Belarus contains...
6. The National Art Museum of the Republic of Belarus also collected...
7. The collection of Belarusian art during the Great Patriotic War...
8. The collection of West European art...
9. Other museums popular with visitors...

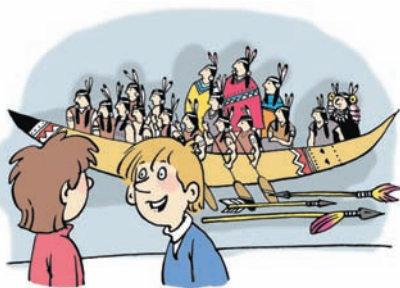
**21 Add information from the text to prove that:**

- a) there's a lot for a tourist to see in Minsk;
- b) the National Art Museum of the Republic of Belarus is famous for its collections of paintings;
- c) the Republican Art Gallery suffered a lot during the war but was restored again;
- d) Belarusian art occupies the principal place in the National Art Museum of the Republic of Belarus;
- e) there are many museums in Minsk that people can enjoy visiting.

**22 Say what collection in the National Art Museum of the Republic of Belarus interests you most.****23 Say what museum in Minsk you would advise a tourist to see first and why.****24 Bring a copy of your favourite painting and describe it.****25 Say what kind of art (literature, painting, sculpture, theatre, cinematography) appeals to you most of all and why.****26 Read the text and say what seemed very strange to the boy in the museum.**

### A Strange Museum

I loved that strange museum we visited last month. I remember we had to go through the Indian room before we got to the main display room. It was a long room and we could only whisper<sup>1</sup> there. The teacher went first and then the class. We could go only in two rows with a partner. Most of the time my partner was this girl named Rose Lester. She wanted to hold my hand all the way, but her hand was warm and wet and I didn't like it. The floor was made of stone, one of the boys dropped his key and it made a terrible noise like a rocket. The teacher had to hold the class and see what the hell<sup>2</sup> was going on. But she wasn't very angry.



Then we passed by this long Indian war canoe<sup>3</sup>, it's as long as three long cars put together. We could see there about twenty wax Indians in it, some of them were paddling<sup>4</sup>, some were just standing around. They looked very strong, and they all had war paint all over their faces. There was one little man in the back of the canoe, with a mark on. He was the witch doctor<sup>5</sup>. He gave me creeps<sup>6</sup>, but I liked him anyway. He looked so confident.

Another thing about that museum. We couldn't touch anything there. If you touched one of the paddles or anything else while you were passing, one of the guards said to you, "Don't touch anything, children." But he always said it in a nice voice not like a policeman or some teachers at school.

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<sup>1</sup>to whisper ['wɪspə] – шаштаць(ца); <sup>2</sup>what the hell [hel] – што за чартаўшчына; <sup>3</sup>canoe [kə'nu:] – каноэ (лодка); <sup>4</sup>to paddle ['pædl] – веславаць; <sup>5</sup>witch [wɪtʃ] doctor – шаман (знахар); <sup>6</sup>gave me creeps [kri:ps] – у мяне мурашкі пабеглі па целе.

---

## 27 Answer the questions on the text.

1. How old do you think the boy who visited the museum is?
2. Do you think he liked the museum?
3. How was the museum different from other museums?
4. What did he like in the museum?
5. Why do you think he liked the witch doctor?
6. Do you think he likes policemen?

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## 28 Say if the sentences are true to the text or false.

1. The class visited only the Indian room.
2. The children went in two rows with a partner.
3. The boy liked to hold the girl's hand.
4. The teacher held the class because they made a lot of noise.
5. The wax Indians were standing in the canoes.
6. The Indian faces were painted.
7. The boy was afraid of the witch doctor.
8. The children were allowed to touch the things in the museum.

**29 Read the text again and find English equivalents to the following.**

у мінулым месяцы  
ісці ў два рады  
трымаць за руку  
страшэнны шум  
адбывалася  
доўгая, як  
тым не менш  
кранаць  
выставачная зала

разам узятых  
на тварах  
большую частку часу  
упусціў ключ  
павінна была затрымаць  
клас  
выглядаць упэўнена  
прыемным голасам  
не як паліцэйскі

**30 Complete the sentences about what the children could or had to do in the museum.**

1. We had to go...
2. We could only...
3. The teacher had to...
4. We could see...
5. We couldn't...

**31 Describe the display of the Indian room and the war canoe.****32 Say what the boy liked and what he didn't like about his visit to the museum.****33 Look through the museum regulations and give yes or no answers to the questions.**

1. Can you take photographs there?
2. Are you allowed to carry a bag with you?
3. Can you eat in the museum?
4. Are small children allowed to visit the museum?

**The National Museum****Regulations**

- Taking of photographs is not permitted.
- Sketching of art objects is permitted.
- Umbrellas and bags must be left at the baggage counter.
- Food and drink may not be brought into the museum.
- Children under 8 must be accompanied by an adult.
- It is forbidden to touch the paintings or art objects.

# Listening

- 1 Before listening to the text “A Long Nose”, look through the vocabulary.

**Michelangelo** [ˌmaɪkəlˈændʒɪləʊ] – Мікеланджело (*італійанські скульптор, мистецтво, архітектор, поет епохи Відродження*)

**Florence** [ˈflɒrəns] – Флоренція (*місто в Італії*)

**marble** [ˈmɑːbl] – мармур

**governor** [ˈɡʌvənə] – губернатор

**handful** [ˈhændfʊl] – жменя

**to pretend** [prɪˈtend] – рабіць выгляд, прыкідвацца

- 2 Listen to the text “A Long Nose”, copy the chart and fill it in.

Country	Name of the statue	Who didn't like the statue	Where the statue stood	What the sculptor did to the statue
...	...	...	...	...

- 3 Listen to the text again and give *yes* or *no* answers to the questions.

1. Was the statue made of stone?
2. Did it take the sculptor long to make the statue?
3. Did the governor come to the square?
4. Was the sculptor angry with the governor?
5. Did he change the shape of the statue's nose?
6. Was the governor a clever man?

- 4 Complete the sentences according to the text.

1. A beautiful piece of marble was brought to Florence and...
2. The governor said that Michelangelo was the only man in Italy...
3. When the statue was ready...
4. People were surprised when...
5. When the governor was not looking, Michelangelo...
6. When the sculptor finished working, ...



7. A copy of this statue is...

**5 Listen to the text again and fill in the gaps.**

1. The governor told Michelangelo to make a statue ... the marble.
2. He tried to make the statue ... beautiful ... possible.
3. ... he came together with ... people of the city.
4. "...?" the governor asked Michelangelo.
5. But ... their ... Michelangelo answered calmly.
6. He pretended to work ... .
7. The people understood that he hadn't done ... .. the statue.

**6 Say how Michelangelo made the statue of David and how he cheated the governor.**

**7 Say:**

- a) what famous monuments on the territory of Belarus you know;
- b) in whose memory they are;
- c) what they are like;
- d) what other monuments should be built in Belarus in your opinion;
- e) what monuments you would like to see in your native place.

**8 Before listening to the text "Belarusian Handicraft", look through the vocabulary.**

**wealth** [welθ] – багацце

**waistband** ['weɪst,bænd] – пояс

**embroidery** [ɪm'brɔɪdəɪ] – вышыванне

**chandelier** [ʃændə'liə] – люстра

**straw** [strɔ:] **weaving** ['wi:vɪŋ] – пляценне з саломкі

**handicraft** ['hændɪ,kɾɑ:ft] – рамяство

**jewellery** ['dʒu:əlɪ] – ювелірныя вырабы

**9 Listen to the text "Belarusian Handicraft" and say what things in old times were mainly made from:**

- a) metal;
- b) glass;
- c) straw.

## 10 Complete the sentences according to the text.

1. Belarus has always been famous for:
  - a) its decorative art;
  - b) architecture;
  - c) costumes.
2. In the Middle Ages many factories produced:
  - a) embroidery;
  - b) leather;
  - c) jewellery.
3. Exceptional things made of glass appeared in:
  - a) the 12th century;
  - b) the 15th century;
  - c) the 18th century.
4. Slutsk was famous for its:
  - a) icons;
  - b) window frames;
  - c) waistbands.
5. Another unusual Belarusian art form is:
  - a) painting;
  - b) straw weaving;
  - c) sculpture.

## 11 Give the words from the text that mean the same.

richness	things made of glass
unique	very special
characteristic of	given the form of
shown	a thing of the past

## 12 Listen to the text again and fill in the missing parts of the sentences.

1. Belarus ... always ... famous for ... various art schools.
2. ... many factories in the Middle Ages ... the so-called ... .
3. Things made ... glass ... mirrors, chandeliers, glassware ... very ... .
4. Articles made ... straw ... skillful ... are like rays of ... .

## 13 Give more information from the text to prove that:

- a) Belarus has always been famous for its handicraft;
- b) jewellery and metalworking were typical of many factories in the Middle Ages;

- c) exceptional things were made of glass in Urecha and Naliboki;
- d) Slutsk waistband and straw weaving were famous for their originality;
- e) Belarus is a talented nation.

- 14** Say which form of Belarusian decorative arts appeals to you most and why.
- 15** Say what decorative things you can make with your hands, what you make them from and what they are like.

## Communication

### ACCEPTING OR DENYING SUGGESTIONS

<i>Useful Phrases</i>	
Accept	Deny
All right. OK. I'd love to. With pleasure. That's great.	I don't care much for... Oh, no. I don't know. Let me think. It's out of the question.

- 1** Read the dialogues between the children and role-play them.

1

- Let's go to the Natural History Museum. I have never been there.
- Oh, no. It'll take the whole day if we want to have a good look around it. It's out of the question.
- You won't be sorry about it. They have an exhibition of the largest animals in the world.
- I don't care much for such displays. The idea that most of them have died out makes me sad. I am more interested in paintings.

- Come on. Next time I'll accompany you to the Art Gallery.
- OK. I'd love to see the exhibition of modern artists there.

## 2

- Will you join us on the excursion to the picture gallery?
- Is it going to be a class excursion?
- Yes, most pupils would like to go.
- Do you think it will be interesting?
- Yes, if you are interested in paintings and sculptures.
- I don't know. I have never been in an art gallery.
- They say the gallery has a good collection of Russian and Belarusian paintings and old icons. But seeing is believing, isn't it? Why not go and see it with our own eyes.
- If you insist, I think I'll join you.
- I thought you would. That's great.



## 3

- What are you going to do in London, Rick?
- I am going to see a lot of museums and other places of interest.
- I expect you'll see Buckingham Palace and the change of the Guard.
- And Trafalgar Square. And of, course, I'll go to the Tower of London.
- What will you start with?
- Well, let me think. I'll start with the Houses of Parliament to get a feeling for the city, then I'll walk along the Thames.
- I'm sure you'll enjoy your visit. Don't miss the National Gallery.
- Of course, I'll go there one day.

## 2 Complete the dialogues.

### 1

- Have you ever been to a museum?
- ...

- Will you join us on an excursion to ...?
- ...
- Next week. What paintings do you like best?
- ...
- I like paintings of the 19th century. I don't understand some of modern pictures. Do you?
- ... My favourite painter is... I find his paintings very impressive and colourful.

## 2

- I visited the ... museum last week.
- Oh, did you go there alone?
- ...
- Why didn't you ask me to join you?
- ...
- What did you like best?
- Many things. First of all I liked...
- Are you really interested in ...?
- I think I am. I was greatly impressed by...
- I think I'll...

## 3

- I've bought a book of the National Art Museum. Do you want to have a look at it?
- ...
- I think the gallery has a vast collection of...
- Yes, that's true. What Belarusian painters do you like best?
- ... Look at his picture over here. I think it's very...
- Oh, yes. But I like paintings that...
- Tastes differ, you know.

**3 Invite your friend to visit some public place. Say why it will be interesting. Your friend either accepts or denies the idea and gives his / her reasons.**

**4 Make up dialogues about:**

- a) a possible trip to the museum / picture gallery;
- b) the museums you like / would like to visit;
- c) the paintings you like;
- d) your school museum (if there's one in your school).

## 5 Choose the correct replies.

1. What is Paul like?
  - a. He is quite sociable.
  - b. He is tall and strong.
  - c. He likes music.
2. Would you like to go on a trip?
  - a. Yes, I shall.
  - b. Yes, I would like to.
  - c. Yes, I love.
3. What is his sister?
  - a. She is nice.
  - b. She is tall.
  - c. She is a student.
4. How are you?
  - a. How do you do?
  - b. Hello.
  - c. I am fine, thank you.
5. Shall I help you?
  - a. Yes, please.
  - b. Yes, you must.
  - c. Yes, you shall.

## Writing

### 1 Write the words in English. Check up your spelling.

выстава  
упеўнены  
замяняць  
унікальны  
змяшчаць  
старажытны  
прымаць  
прызнаваць  
прывабліваць

выстаўляць  
страта  
чалавецтва  
гордасць  
ратаваць  
упускаць, кідаць  
абрыс  
рад

## 2 Use the words from the box to complete the sentences.

1. This word doesn't ... the letter **h**.
2. What is the most ... town or city in Belarus?
3. I take ... in our victory at the last competition.
4. His collection of postcards is really ... .
5. I have never sat in the first ... in the classroom.
6. Do you always ... your mistakes?
7. He sounds so ... when he speaks.
8. They have ... our English lesson by chemistry today.
9. Her bright dress ... everybody's attention.
10. The ... of modern paintings was a great success.

pride  
unique  
ancient  
replaced  
attracted  
contain  
row  
admit  
confident  
exhibition

## 3 Write the missing forms of the verbs in your exercise-book.

Infinitive	Past Simple	Participle II
to think	...	...
...	gave	...
to fly	...	...
...	put	...
to spend	...	...
...	forgot	...
...	...	become
...	...	begun
to meet	...	...
...	cost	...
...	...	caught
...	...	driven
to see	...	...
...	left	...
...	...	lost
to sleep	...	...

## 4 Use the Future Simple Active or Passive of the verbs in brackets.

Another test in English ... (to write) tomorrow. It ... (to contain) five or more exercises. When all the pupils finish writing, the exercise-books ... (to collect) by me. Our exercise-books ... (to hand in) to the teacher. She ... (to take) them home and ... (to check) them up. They ... (to return) to us at the next English les-

son. We ... (to get) our tests back and our mistakes ... (to analyse). All pupils ... (to give) marks for the tests. They ... (to put) into our school-record books and into the class register-book. I hope I ... (to give) a good mark. Anyway, I ... (to see).

**5 Use passive tense forms of the verbs in brackets to complete the sentences.**

Do you know how often the Olympic Games ... (to hold)? They ... (to hold) every four years. The first Olympic Games ... (to hold) at Olympia, in Greece nearly 3,000 years ago. The tradition ... (to continue) from 776 BC to AD 394. Even wars ... (to stop) during the Games. The Games ... (not / to allow) in 394.

In 1890 the modern Games ... (to found) by a Frenchman in Athens. First, the Games ... (to organise) for amateurs. Amateurs are people who ... (not / to pay) to play sports. Since 1904 some professional athletes, such as football players ... (to allow) to take part. Before the Games, the Olympic torch (*факел*) ... (to light) at the Olympic mountain by a mirror reflecting the sun. Then it ... (to carry) by runners to the city where the Games ... (to hold). Sometimes by the time the last runner enters the stadium, the torch ... (to carry) half-way round the world.

Do you know where the next Olympic Games ... (to hold)?

**6 Write questions to which the following sentences are answers.**

1. This house will be sold soon. (When?)
2. A lot of money will be spent on rebuilding the house. (How much money?)
3. All the winners will be given prizes. (What prizes?)
4. The parents will be sent invitations to the party. (Who?)
5. The tickets will be bought for all of us. (For whom?)
6. The pupils will be met at the station. (Where?)
7. They will be shown a lot of places of interest. (What places?)
8. Then they will be taken for lunch. (Where?)

**7 Write questions to ask about the time when the things will be done.**

**Example** My suit hasn't been packed yet.  
When **will it be packed**?

1. The History Museum hasn't been shown to us yet.
2. Dinner hasn't been cooked yet.
3. Our names haven't been written down yet.
4. We haven't been told to write a project.



5. I haven't been asked to make a report.
6. My exercise hasn't been checked up yet.

## 8 Write the sentences in the Passive Voice.

1. You should take these tablets before meals.
2. You must wash coloured clothes separately.
3. You should feed the dog twice a day.
4. I must cook dinner by two o'clock.
5. You must tie this parcel with a string.
6. You may leave your things here.
7. I can't translate this text without a dictionary.

## 9 Fill in the article *a* or *the* where necessary.

1. There is ... new exhibition at ... picture gallery this month.
2. I don't like ... shape of this vase.
3. We were sitting in ... second row at the theatre.
4. It was ... beautiful day. ... sky was blue and ... sun was shining brightly.
5. Who is ... person who gave you this instruction?
6. ... museum was not as interesting as I had expected.

## 10 Fill in correct prepositions.

1. My aunt is proud ... (at / of / in) her son.
2. Why are you not listening ... (for / to / with) anybody?
3. My brother was admitted ... (to / in / for) the university last year.
4. I live ... (in / on / at) the south ... (for / of / in) Belarus.
5. We enjoyed the film ... (at / from / in) the first moment.
6. He is interested ... (at / about / in) art.

## 11 Make up sentences.

1. she / working / at twelve / still / was / in the library.
2. nice / person / just / really / met / a / I / have.
3. never / such things / forgotten / be / will.
4. you / enjoy / did / to the theatre / trip / your?
5. hasn't / before / ever / he / seen / man / this.
6. posted / was / yesterday / letter / the.

## 12 Write three examples of:

- a) something that you are good at;
- b) something that you like doing for fun;
- c) something that you are looking forward to;

- d) someone talented;
- e) things you do when you are upset;
- f) places where you queue (*стаяць у чарзе*);
- g) things you see in a forest;
- h) things you can try on;
- i) the climate in your country;
- j) things you often borrow.

**13 Write an answer to this letter. In your letter describe your last visit to the museum (concert, disco, party).**

35 Dunstable Way,  
Birmingham,  
SL2 8JT  
1st June 2007

*Dear Maria,*

*How are you? Are you on holiday now? I've still got three weeks before we finish the term!*

*You'll never believe what happened to me last week. Monday was the day of our school trip to Stratford. I was really excited about it but when I woke up, I felt really ill. Mum said I had to stay in bed all day. I was really bored. In the evening Joanne (do you remember her?) rang and said the trip was brilliant.*

*On Tuesday I felt a bit better so I went back to school. It was the day of the school volleyball competition, but I was too tired to play. My team did well but they lost in the final.*

*The worst thing was Saturday. My favourite pop group (Dynamite, of course) were playing at 6 p.m. at a festival in the park near my house. I bought tickets for me and my sister two months ago. We left home at 5 p.m., so we were in the park really early. Then, at 5.30 p.m. it started to rain... It rained and rained and in the end they didn't play! And we got very wet!*

*As you see, it was a terrible week! Mum's really superstitious (забавонная) – she says it was because I walked under a ladder on Sunday! Maybe my luck will change next week.*

*Anyway, that's my news. What's your news? Write back soon.*

*All the best,  
Janet*

**P.S.** *Good luck with your English exam. I'll keep my fingers crossed for you!*

## 14 Translate into English.

На мінулым тыдні мы ездзілі ў Нацыянальны мастацкі музей Рэспублікі Беларусь. Музей знаходзіцца на вуліцы Леніна. Ён быў заснаваны ў 1939 годзе. Музей змяшчае вялікую калекцыю карцін рускіх і беларускіх мастакоў. Маю ўвагу прыцягнулі работы мастака М. Савіцкага. Я павінен адзначыць, што яны ўсе сумныя, таму што мастак адлюстроўвае Вялікую Айчынную вайну, цяжкі час у жыцці беларускага народа. Войны наносіць самыя вялікія страты чалавецтву.

Мы таксама паглядзелі выставу керамікі на першым паверсе. Некаторыя прадметы унікальныя. Напрыклад, старажытныя беларускія кухонныя прадметы. Многія з іх маюць цікавую форму.

Я ўпэўнены, што беларускае мастацтва – гэта наша гордасць.

## Project

**1 Who is the most famous painter / sculptor in your country? Do some research and write about him / her. Find out the following information:**

- ❖ where / when he / she was born;
- ❖ his / her most famous paintings / sculptures;
- ❖ what the main theme of his / her works is;
- ❖ if he / she has got an international reputation;
- ❖ where his / her works are displayed;
- ❖ what you like about his / her works.

**2 Think of how to illustrate your project.**

**3 Present your project with illustrations in class.**



## Final Discussion on the Topic

**1 Answer the questions. Give reasons to support your point of view.**

1. What school trips are useful?
2. Have you ever visited a museum or an art gallery?

3. What public place would you like to visit next?
4. Who is your favourite painter?
5. Do young or older people go to museums and art galleries more often?

---

**2 Imagine that you have won a two-week trip to England. Say:**

- with whom you would like to go there;
- what places you would like to visit;
- what museums you would like to go to;
- what else you would like to do there.

---

**3 Tourists to any place are keen on sightseeing. What places would you advice a foreigner to see first and why:**

- a) in Belarus;
- b) in Minsk;
- c) in your native place.

---

**4 Imagine that you are going to found your school museum. What things would you like to display in it and why?**

---

**5 Discuss with your partner your last school trip. Ask and answer about:**

- a) when it was;
- b) where you went;
- c) how you got there;
- d) what you saw on your trip;
- e) what you liked about the trip;
- f) what was not interesting;
- g) how long the trip lasted.

---

**6 Imagine that your friend doesn't want to go with you to a museum or an art gallery. Make up a conversation with him / her and try to persuade him to join you. Say why it is interesting and what he / she can see there.**



## 1 Read and retell the jokes.

### Overengaged<sup>1</sup> in Work

\*Einstein ['aɪnstain] – Эйнштейн

Einstein\* like many other scientists, did not like to be bothered<sup>2</sup> while he worked. All the people who worked with him knew it very well and tried not to enter his study when he was there.

Once his woman-servant entered his library to give it the usual cleaning, and to her great horror she saw some strange-looking men who were throwing books into a big bag in a great hurry.

Since the thieves didn't notice her, she stepped out of the room quietly and then ran to the scientist's study and burst in<sup>3</sup> without knocking.

"Thieves, thieves in your library, Professor," she cried out.

"Well, well," the scientist said without looking up. "What are they reading?"



<sup>1</sup>overengaged ['əʊvərɪn'geɪdʒd] – звышзаняты; <sup>2</sup>to bother ['bɒðə] – турбаваць; <sup>3</sup>to burst in ['bɜːst'ɪn] – урывацца.



A runaway couple were married at Gretha Green Church and were asked five guineas<sup>1</sup> for the service.

"How is this?" exclaimed the bridegroom<sup>2</sup>. "I was told by the gentleman who got married here last month that he had given you only one guinea."

“That’s true, we were paid only one guinea then,” was the answer, “because your friend is a very good customer. He came here to be married at least six times. As to you... who knows? You may never be seen here again.”

<sup>1</sup>guinea ['ɡɪnɪ] – гінея (*ранейшая англійська грашова адзінка*); <sup>2</sup>bride-groom ['braɪdɡrʊm] – жаніх.

## 2 Do the puzzle.

When my mother was 41 years old, I was 9. Now she is twice as old as I am. How old am I now?

## 3 Guess the missing words and write down the poem in your exercise-book.

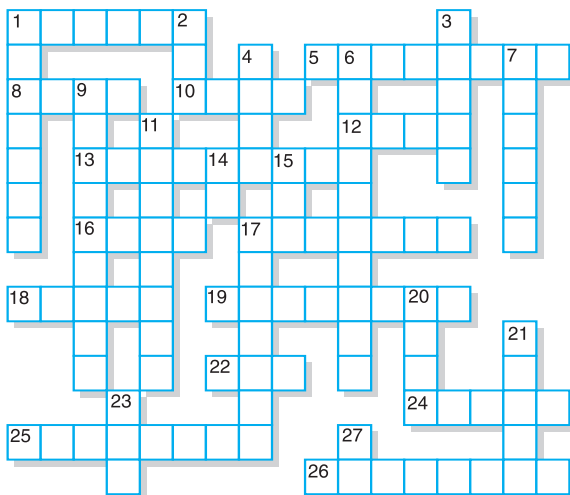
Once I was sad, thing ... very bad,  
I didn't ... what to do.  
Then you ... my way, and brightened up my day  
And so it's thanks to ...  
That I'm the ..., the luckiest, of all the other boys and girls,  
Because you're the ... and the loveliest  
And we're the happiest and luckiest people in the world.  
Only yesterday, nothing ... my way,  
I ... a bit sad and blue.  
Then you came along, now nothing's ... wrong,  
And so it's thanks to you  
That I feel happier, and ..., that I ever did before,  
And everybody seems livelier and ...  
And we're the luckiest and happiest people, that's for sure.

## 4 Copy and do the crossword.

### Across

1. Please ... carefully to what I'm saying.
5. I think that sign means you're not ... to park here.
8. It's my first visit to this ... . I really like the nightlife here.
10. It's been snowing all day. This ... is really slippery.
12. There are 7 ... in a week.
13. To ... means to say you are sorry.
16. The beds in this hotel are too hard! I prefer a ... bed.

17. There's a ... for you on the answering machine.
18. I'm not sure what this sentence ... . Can you understand it?
19. If they aren't here by now, they ... aren't coming.
22. A lot of people ... in traffic accidents that are caused by drunk drivers.
24. This parking ... is reserved for disabled drivers.
25. Two years after they ..., they remarried.
26. This place is ... for wheelchairs.



### Down

1. I'm afraid Professor Wilson's ... was very boring.
2. She said she had neither time ... money to take a holiday.
3. We drove along the ..., so we could see the sea.
4. They knocked on the door, but no one answered. So they ... the bell.
6. Sorry, I don't ... . Could you speak more slowly?
7. Whenever I invite Susan out, she says she can't come and gives a silly ... .
9. Can you help me ... this letter into English?
11. I don't understand this homework question at all. I'm ... about it.
14. Can you switch the TV ..., please?

15. Is this Barry's drink? He said he wanted ... in it.
17. They got ... in the church on Hill Street. They went to Mexico for their honeymoon.
20. You can't believe anything Jack says. He always tells a lot of ... .
21. That sign means "No bikes". You can't ... here.
23. Would you like to come over ... dinner tonight?
27. ... careful with that knife! I've just sharpened it.



# UNIT IV



## PROFESSIONS AND JOBS TO CHOOSE

### Oral Activity

#### 1 Answer the questions.

1. Do you want to leave school and start working?
2. What job do you want to have in future?
3. What do you know about the job you want to have?
4. Is it easy to choose a profession?
5. Who usually helps young people to make their choice of a future job?
6. Can you get some qualification for your future job at school?
7. What is your idea of a good job?
8. What is more important for you in the job: interest or money?
9. Do you like mental or physical work more?
10. How can you find a job?

## WORD LIST FOR THE TOPIC

### Adjectives

**experienced** [ɪks'piəriənst] – опытные  
**hard-working** [ˌhɑ:d'wɜ:kɪŋ] – работающие  
**noble** ['nəʊbl] – высший  
**practical** ['præktɪkl] – практичные  
**useful** ['ju:sfʊl] – полезные  
**vacant** ['veɪkənt] – свободные, вакантные

### Nouns

**ability** [ə'bɪlɪti] – способность  
**advantage** [əd'vɑ:ntɪdʒ] – преимущество  
**application** [ˌæplɪ'keɪʃn] – заявка  
**career** [kə'riə] – карьера  
**choice** [tʃɔɪs] – выбор  
**curriculum vitae** [kə'ɪkju:ləm'vi:tai] – анкета  
**experience** [ɪks'piəriəns] – опыт  
**job** [dʒɒb] – работа, занятость  
**level** ['levl] – уровень  
**occupation** [ˌɒkjʊ'peɪʃn] – занятие  
**profession** [prə'feʃn] – профессия  
**qualification** [ˌkwɒlɪfɪ'keɪʃn] – квалификация  
**skill** [skɪl] – навык  
**speciality** [ˌspeʃɪ'ælɪti] – специальность  
**talent** ['tælənt] – талант  
**trade** [treɪd] – занятие, ремесло, профессия

### Verbs and Word Combinations

**apply** [ə'plai] – подавать заявку  
**earn** [ɜ:n] **money** – зарабатывать деньги  
**enter a university** – поступать в университет  
**get qualification** – аттестовываться  
**leave school** – заканчивать (оканчивать) школу  
**require** [rɪ'kwaɪə] – требовать  
**retire** [rɪ'taɪə] – выходить на пенсию  
**work as** – работать (каким-нибудь, в качестве чего-нибудь)

## 2 Look through the list of jobs and say which of them:

- usually require university qualification;
- require qualification but not at university level;
- don't usually require qualification.

**accountant** [ə'kaʊntənt] – бухгалтер  
**actor** ['æktə] – акцёр  
**agronomist** [ə'grɒnəmɪst] – агроном  
**artist** ['ɑ:tɪst] – мастак  
**banker** ['bæŋkə] – банкір  
**barber** ['bɑ:bə] – мужчынскі цырульнік  
**barman** ['bɑ:mən] – бармен  
**builder** ['bɪldə] – будаўнік  
**businessman** ['bɪznɪsmən] – бізнесмен  
**carpenter** ['kɑ:pɪntə] – сталяр  
**cleaner** ['kli:nə] – прыбіральшчыца  
**clown** [klaʊn] – клоун  
**cook** [kʊk] – повар  
**dentist** ['dentɪst] – зубны ўрач  
**designer** [dɪ'zaɪnə] – інжынер-канструктар  
**detective** [dɪ'tektɪv] – дэтэктыў, следчы  
**doctor** ['dɒktə] – урач  
**driver** ['draɪvə] – вадзіцель  
**economist** [ɪ'kɒnəmɪst] – эканаміст  
**electrician** [ɪlek'trɪʃn] – электрык  
**engineer** [ˌendʒɪ'nɪə] – інжынер  
**farmer** ['fɑ:mə] – фермер  
**fire-fighter** ['faɪə,fɑɪtə] – пажарнік  
**fitter** ['fɪtə] – слесар  
**hairstylist** ['heə,dresə] – жаночы цырульнік  
**hotel receptionist** [həʊ'telrɪ'sepʃənɪst] – рэгістратар у гасцініцы  
**journalist** ['dʒɜ:nəlɪst] – журналіст  
**librarian** [laɪb'reəriən] – бібліятэкар  
**mechanic** [mɪ'kænɪk] – механік  
**militiaman** [mɪ'lɪʃmən] – міліцыянер  
**nurse** [nɜ:s] – медсястра  
**operator** ['ɒpəreɪtə] – апэратар  
**pilot** ['paɪlət] – лётчык  
**plumber** ['plʌmə] – сантэхнік

**postman** ['pəʊstmən] – паштальён  
**programmer** ['prəʊgræmə] – праграміст  
**scientist** ['saɪəntɪst] – вучоны  
**secretary** ['sekɹətɹɪ] – сакратар  
**shoemaker** ['ʃuːmeɪkə] – шавец  
**shop assistant** ['ʃɒpə'sɪstənt] – прадавец  
**stewardess** ['stjuədɪs] – сцюардэса  
**teacher** ['ti:tʃə] – настаўнік  
**turner** ['tɜːnə] – токар  
**typist** ['taɪpɪst] – машыністка  
**vet** [vet] – ветэрынар  
**waiter** ['weɪtə] – афіцыянт  
**writer** ['raɪtə] – пісьменнік

### 3 Match the two lists to make sentences describing what people do in these jobs.

**Example** A teacher teaches children.

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. A hairdresser             | a) makes food                    |
| 2. A vet                     | b) flies aeroplanes              |
| 3. A carpenter               | c) looks after air passengers    |
| 4. A cook                    | d) cures sick animals            |
| 5. A pilot                   | e) makes things of wood          |
| 6. A stewardess              | f) cuts people's hair            |
| 7. A militiaman              | g) drives buses                  |
| 8. A driver                  | h) looks after sick people       |
| 9. A nurse                   | i) keeps order                   |
| 10. A nursery school teacher | j) works on a farm               |
| 11. A waiter                 | k) serves people food            |
| 12. A clown                  | l) makes people laugh            |
| 13. A farmer                 | m) teaches small children        |
| 14. A postman                | n) builds houses                 |
| 15. A banker                 | o) keeps a bank                  |
| 16. A builder                | p) brings letters and newspapers |

### 4 Ask and answer.

**Example** – What do you call someone who **repairs cars**?  
 – A mechanic.

- a) studies the past;
- b) flies planes;
- c) drives a taxi;
- d) plays a musical instrument;
- e) cures sick people;
- f) does people's hair;
- g) washes floor in public places;
- h) sells things in a shop;
- i) keeps and examines financial papers.

**5 In what jobs does a person have to observe these requirements? Use the list of jobs of ex. 2.**

**Example** Cosmonauts, physicists, scientists have to use special equipment.

**Requirements**

- |                    |                          |
|--------------------|--------------------------|
| a) sit all day;    | g) be patient;           |
| b) write a lot;    | h) speak many languages; |
| c) work at night;  | i) be elegant;           |
| d) draw;           | j) read a lot;           |
| e) wear a uniform; | k) travel;               |
| f) stand a lot;    | l) be brave.             |

**6 Eight people were asked whether they liked their jobs. Here are their answers. Guess what jobs they do. Do all of them like their jobs?**



1. Well, I like meeting lots of people. But I hate searching their bags.

2. I hate being with sick people all the time. I'm going to leave and get a job as a stewardess.



3. I can't stand listening to the noise those children make. The teachers should keep them quiet!



4. Well, I enjoy cooking.  
But I don't like working in  
the house all day.

5. Yes, I like working at the  
police station. It's never bor-  
ing – and sometimes it's  
exciting.



6. Yes, it's an interesting job. I  
like finding out facts and  
making them interesting for  
our readers.

7. Well, it's a hard life. But I've  
always loved going to sea. I  
can't imagine doing anything  
else.



8. I enjoy walking from house to  
house every morning. Even in  
the rain!

## 7 Read about the boys' plans and say what the three brothers want to be and which of the three jobs you like best and why.



My name is Roy. I am 14. When I leave school, I'd like to do something with music. I don't want to be a pop singer but maybe "a roadie". That's a person who helps a band<sup>1</sup> on tour<sup>2</sup>. I like travelling, so that would be fun.

My brother Gary wants to play football for *Manchester United*. He is a good player but it's very difficult to get into a good football club.

My eldest brother John wants to go to university and study to be a doctor. I don't want to go to university. I just want to leave school as soon as possible.

<sup>1</sup>band [bænd] – оркестр; <sup>2</sup>tour [tuə] – турне.

- 8** Talk in pairs about what you, your brother or sister, or your best friend would like to be or do. Use the list of professions given in ex. 2.

**Example** – What would you like to be when you leave school?  
 – I'd like to be a hairdresser or a dressmaker.  
 – Why?  
 – I like to make people look beautiful and happy.

- 9** Answer the questions about the skills which may be useful in your future job.

1. Are you good at
  - a) Maths?
  - b) spelling?
  - c) writing?
  - d) remembering names?
2. Can you
  - a) type fast?
  - b) use a computer?
  - c) speak a foreign language?
  - d) drive a car?
3. Have you got
  - a) any professional experience?
  - b) any qualifications?
  - c) any practical skills?
  - d) any talents?

- 10** Read the poem about future jobs and recommend the boy to choose a job out of those mentioned in the poem. Give your reasons.

### When I Grow Up

When I think of what I will be,  
 It is something that puzzles<sup>1</sup> me.  
 When I am a grown man,  
 Shall I drive a lorry or a van<sup>2</sup>?  
 Shall I be an electrician<sup>3</sup>,  
 And fix<sup>4</sup> everybody's television?  
 When I think of what I'll be,  
 It is something that puzzles me.

<sup>1</sup>to puzzle ['pʌzl] – ставиць у тупік; <sup>2</sup>van [væn] – фургон; <sup>3</sup>electrician [ɪlek'trɪʃn] – електрик; <sup>4</sup>to fix [fiks] – устанаўліваць, рамантаваць.

# Language Focus

- 1 Read the children's stories about themselves and repeat the sentences with the gerund (the *-ing* form of the verb).**



**Colin**

I enjoy doing lazy things because I am not a very active person. I am not ambitious. I have a lot of friends, and I love spending time with them. I never quarrel, and I like helping other people with their problems.

I'm a busy, active person. I love moving around. I don't like staying in one place. I enjoy using my brain, but sometimes I have difficulty in concentrating. I love discussing various things, but sometimes I'm too talkative. I'm interested in doing lots of things, all at the same time.



**Helen**



**Brian**

I don't like doing the same thing over and over again. I have a lot of energy, and I like taking risks. Sometimes I am a bit selfish. If I want something, I keep on trying until I succeed in getting it. I am ambitious. I am thinking of becoming a famous person.

- 2 Repeat after the teacher the sentences with the gerund.**

**a. The gerund after the verbs with prepositions.**

1. I thanked him for inviting me to his birthday party.
2. He succeeded in finding a good job.
3. She insisted on buying that dress.
4. He apologised for coming late.
5. I am looking forward to meeting you.
6. Please forgive me for not writing to you.

**b. The gerund after the verbs which mean the beginning, continuation or end of the action.**

1. It has started raining.
2. He continued working after the rain.



3. The baby began crying.
4. Go on reading the text.
5. He gave up coming to my place.
6. My grandfather gave up smoking two years ago.

**c. The gerund after the verbs *to enjoy, to mind, to hate, to avoid, to like, to dislike, to love, can't stand, to remember.***

1. I enjoy going for long walks in the evening.
2. Would you mind turning off the TV set?
3. She loves meeting people.
4. Do you like cooking?
5. I can't stand shouting at people.
6. She hates washing up.
7. I remember reading that book.
8. She avoids meeting me.

**d. The gerund after adjectives with the prepositions *in, at, with, without, about, of.***

1. He is interested in learning languages.
2. My friend is very good at playing chess.
3. The children are excited about going on holiday.
4. He left without saying good-bye.
5. I am afraid of breaking this vase.
6. We are busy with doing the exercise.

**e. The gerund as a subject.**

1. Having a good friend is important.
2. Walking alone at night may be dangerous.
3. Learning a foreign language is difficult.
4. Riding a motorcycle is easy.
5. Learning this rule is necessary.

**3 Answer the questions using the gerund.**

**Example** Which is easier: to write English or to read English?  
**Reading** English is easier than **writing** English.

1. Which is more difficult: to read English or to speak English?
2. Which is more fun: to study at the library or to go to the cinema?
3. Which is more pleasant: to give presents or to get presents?

4. Which is easier: to make money or to spend money?
5. Which is more interesting: to talk to people or to listen to them?
6. Which is more important: to come to school in time or to sleep late in the morning?
7. Which is more dangerous: to travel in a car or to go by plane?
8. Which is more expensive: to live in a hotel or to stay in a camp?

#### 4 Make up sentences about you and your friend.

I My friend	like(s) am (is) fond of enjoy(s) hate(s)	going to the dentist visiting the classmates reading newspapers going shopping watching television spending Sundays at home telling jokes going to parties dancing doing crosswords reading poetry writing tests doing housework
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#### 5 Say which of these activities you are (not) fond of; (not) keen on; (not) interested in; for / against. Use the gerund.

**Example** look up the unknown words  
I am fond of (not fond of) **looking up the unknown words** in the dictionary.

- a) revise grammar;
- b) read something in English;
- c) listen to spoken English;
- d) sing songs in English;
- e) speak English outside the classroom;
- f) write something in English;
- g) work in pairs at the lesson;
- h) use the textbook;
- i) use additional material.

- 6 Look through the table and remember. These verbs are sometimes followed by a gerund and sometimes by an infinitive. In each case they have a different meaning.

stop – remember – regret

Compare:

He stopped <b>to read</b> . Їн спыніўся, каб пра- чытаць.	Адносіцца да цяперашніх або будучых дзеянняў.
He stopped <b>reading</b> . Їн перастаўчытаць.	Адносіцца да мінулых дзеянняў.
Please, try to remember <b>to buy</b> some stamps when you go out tomorrow.	Адносіцца да цяперашніх або будучых дзеянняў.
I regret <b>to say</b> .	
I can't remember <b>reading</b> this book before. Don't they regret <b>selling</b> their house?	Адносіцца да мінулых дзеянняў.

- 7 Complete the sentences with a gerund or an infinitive.

1. This book seems new to me! I can't remember ... (to read) it before.
2. You ought to stop ... (to smoke). It's no good for you.
3. Let's stop ... (to get) a new roll of film. I'd like to take some more photos.
4. He didn't stop ... (to say) hello. He was in a hurry.
5. They have never regretted ... (to move) away from the city.
6. It stopped ... (to rain) around 10 p.m.
7. Could you please stop ... (to make) all that noise?
8. Will you remember ... (to buy) a loaf of bread on the way home?

8 Words for study.

**admit** [əd'mɪt] *v* прызнаваць; дапускаць

It's hard to admit your mistakes. He never admits that he is wrong. You are right, I must admit. Do you admit that I am right?

**advantage** [əd'vɑ:ntɪdʒ] *n* перевага

What is the advantage of this job? Living in the country has a lot of advantages, I think. I don't see the advantages of travelling by car. Living in the city centre has more advantages than living in the suburb.

**application** [ˌæplɪ'keɪʃn] *n* заява

a written application; the form of the application

To whose name shall I write the application? Hand in your application to the secretary. Have you brought the application? They didn't take my application.

**apply** [ə'plai] *v* 1) з'являтися з просьбай; 2) подавати заяву

to apply for help; to apply for a ticket

Why didn't he apply to me for help? Have you applied for that job? He has applied to many factories for the job. You should apply to another office.

**area** ['eəriə] *n* район, область; простір

a geographic area; a populated area; a new area

Does she work in this area? Do you live in this area? A large area of the country is covered by forests.

**career** [kə'riə] *n* кар'єра, професія

Many careers are open to young people. She had to choose between a home and a career. Most girls want to make a career these days. He wants to make a career as a diplomat.

**competitive** [kəm'petɪtɪv] *a* які спаровані, конкурентні; конкурсні, конкурентоздатні

a competitive examination; a competitive market

The competitive price was low. This job is given on competitive basis. I don't like to take part in competitive actions.

**complain** [kəm'pleɪn] *v* скаржитися, висловлювати незадоволення; to complain of a headache / difficulties

He always complains of something. I don't want to complain of anything. What do you usually complain of to your parents? Does your teacher complain of you?

**complaint** [kəm'pleɪnt] *n* незадоволення, скарга

Have you any complaints? I am ready to listen to your complaints. Your complaint is not serious. Doctors listen to the patients' complaints first.

**eager** ['i:gə] *a* які вельми імкнуться (да чого-небудзь), жадає (чого-небудзь)

He is eager to begin this work. I am eager to learn to play the guitar. He is always eager to help me. They are not very eager to clean their classroom.

**mess** [mes] *n* непарадак; *υ* рабіць беспарадак

to mess about (ленавацца, працаваць лянуючыся)

Everything was in a mess in his room. Don't make a mess of my things. What a mess! Don't mess these papers, please.

Why are you messing about? Get to work quickly!

**obvious** ['ɒbvɪəs] *a* яўны, відавочны

an obvious mistake / reason

His good knowledge of the subject was obvious. It was obvious that he loved her. You have made an obvious progress in English. His interest in music is obvious.

**qualification** [ˌkwɒlɪfɪˈkeɪʃn] *n* кваліфікацыя, падрыхтаванасць  
to receive a qualification; to have a qualification of an operator  
This job needs high qualification. What qualifications can you get at school? They don't take people for this job without necessary qualification.

**qualify** ['kwɒlɪˌfaɪ] *υ* рыхтавацца стаць спецыялістам у  
якой-небудзь галіне

He qualifies as a doctor at London Medical school. She has qualified to teach languages.

**rare** [reə] *a* які рэдка сустракаецца

rare stamps / metals / visits

Such mistakes are not rare. She is a girl of rare beauty. This vase is a very rare thing. Rains in July here are very rare.

**require** [rɪˈkwaɪə] *υ* 1) патрабаваць; 2) мець патрэбу

He does everything what is required. What do you require of me? This job requires qualification. This verb requires a preposition. Growing rare plants requires a lot of work and knowledge.

**requirement** [rɪˈkwaɪəmənt] *n* патрабаванне

**retire** [rɪˈtaɪə] *υ* выходзіць у адстаўку, на пенсію

My grandfather retired last year. My grandmother is going to retire this year. At what age do men retire on pension in your country? What will your grandfather do when he retires?

**retirement** [rɪˈtaɪəmənt] *n* выхад на пенсію

**satisfaction** [ˌsætɪsˈfækʃn] *n* задавальненне; прыемнасць

a feeling of satisfaction; to give satisfaction; to do smth with satisfaction

I began to work with great satisfaction. If you work without satisfaction the result is always poor.

**satisfy** ['sætɪsfaɪ] *υ* задавальняць; рабіць прыемнае  
be satisfied (быць задаволеным)

He was hungry and could not satisfy his appetite. Are you satisfied with your marks? He was not satisfied with my answer. I am seldom satisfied with myself.

**society** [sə'saɪəti] *n* грамадства

a socialist society; a medical society; a literary society

Modern society requires energetic people. When did the first society appear? I want to do useful work for my society.

**trade** [treɪd] *n* занятак, рамяство, прафесія

the trade of a dressmaker / shoemaker / plumber

Where can you get the trade of a hairdresser? He is a baker by trade. His two sons went into the same trade. Some trades are very rare and require a talent.

## 9 Match the words with the explanation of their meaning.

- |             |                                       |
|-------------|---------------------------------------|
| 1) apply    | a) disorder                           |
| 2) complain | b) demand or insist on smth           |
| 3) eager    | c) ask for smth                       |
| 4) mess     | d) give smb what he wants or needs    |
| 5) obvious  | e) say that you are not satisfied     |
| 6) rare     | f) give up one's work                 |
| 7) require  | g) occupation, a way to make a living |
| 8) retire   | h) unusual or uncommon                |
| 9) trade    | i) easily seen or understood          |
| 10) satisfy | j) showing strong desire              |

## 10 Make up suitable word combinations of the words in the two columns and translate them.

- |                    |                  |
|--------------------|------------------|
| 1) to admit        | a) career        |
| 2) the obvious     | b) qualification |
| 3) to apply        | c) your mistake  |
| 4) a successful    | d) teams         |
| 5) competitive     | e) birds         |
| 6) the required    | f) society       |
| 7) rare            | g) advantage     |
| 8) a huge          | h) area          |
| 9) a multinational | i) a mess        |
| 10) to make        | j) for a job     |

## 11 Make nouns of the verbs and adjectives in a table and use them to complete the sentences.

**Example** apply – application

apply	complain	qualify	satisfy	social
competitive	require	retire		

1. Twenty people have handed in their ... for this position.
2. He'll take part in the ... with the best swimmers of the country.
3. This system doesn't meet all the safety ... .
4. What's the ... age for women in your country?
5. He passed all the examinations successfully to his parents ... .
6. Have you any ... to make?
7. What are the main problems of modern ...?
8. Is university ... required for this job?

## 12 Answer the questions.

1. What are the obvious advantages of living in the country, do you think?
2. Did you apply for a summer job last year?
3. What area of Belarus is covered by forests?
4. Is family or career more important for a girl in your opinion?
5. To whom do you more often complain of your problems?
6. What are you eager to do in future?
7. Are qualified people better paid than those without qualification?
8. What rare animals can be seen on the territory of Belarus?
9. Do you do everything what is required at school?
10. Doing what gives you greatest satisfaction?

## Reading

### 1 Read the words paying attention to the change of stress in them.

'satisfy – 'satisfied – ,satis'faction  
'qualify – 'qualified – ,qualifi'cation

'apply – 'applicant – ,appli'cation  
com'pete – com'petitive – ,compe'tition

## 2 Read the words with the stress on the second syllable.



to retire	to apply	to require	society
to admit	to complain	advantage	condition

## 3 Read the words with the same vowel.

[eə] dare, hare, share, compare, prepare, **rare**  
[i:] please, steal, reader, heat, leave, **eager**  
[aɪə] hire, tired, admire, **require, retire**  
[ə] dangerous, tremendous, famous, humorous, **obvious**

## 4 Look through the texts about three young people and say what information surprises or interests you.

### Career Special



*Diana Staple, 27, has been a veterinary surgeon for three years. She has always loved animals. Now she works with three other vets and is quite happy.*

Only six universities in Britain offer a five-year degree course to become a vet, and you need good "A" Level results on leaving school to be accepted to those universities.

After the university vets can work with pets in cities, like Diana, or they can choose to work with farm animals.

*Paul Chambers, 22, is a window dresser in a large department store in London. His job is to make shop windows look so attractive that shoppers want to buy the goods. The thirty shop windows are changed once a month. A style for the month is chosen and Paul is given some ideas. Paul finished a two-year course for a diploma in display design at a London college.*







Two years ago *Liz Cane*, 20, started working in a building company as a youth trainee [trei'ni:] (*практикант*). Since then she has got a skills certificate as a carpenter. She is the only woman in the building team. She recently began a course to learn how to make roofs and stairs. Her company pays for her college education. She goes to college twice a week.

**5 Say, which of these people in the text (Diana, Paul or Liz):**

- a) have a qualification;
- b) is still studying;
- c) can work only in a town.

**6 Find words in the text for particular qualifications:**

- a) a school qualification to enter a university;
- b) a university qualification;
- c) two qualifications from colleges.

**7 Which subject do you think the three people liked at school?**

Chemistry, Biology, Physics, Maths, Music, Modern Languages, English Literature, Design, Geography, History, Art, Economics, Craft.

**8 Read the text and say why Penny thinks she has chosen a good job for herself.**

### I Enjoy My Job

Edward Stamp talks to a young woman who is working in a “man’s world”. Penny Baker is 19. She is in the second year of her work at plumbing and heating<sup>1</sup> firm in London. She left school with no qualifications...

“I wanted to leave school as soon as possible,” says Penny. Les [les], the owner of the firm I work for, agreed to take me on for a six-month trial<sup>2</sup>. At the end of it, he was satisfied with my work, and I’ve been a plumber ever since. I enjoy the job. I wouldn’t like to work in a shop, doing the same thing day after day.



It's different with plumbing; you move about from place to place. I do a bit of everything, and I'm learning every aspect of the trade – including the paperwork. I do different jobs, I put in baths, sinks<sup>3</sup>, toilets and central heating. I help with all kinds of work in a home.

I passed my driving test in the firm's van<sup>4</sup>, which I drive for work. I do all the jobs a trained plumber does, and I work under Les's supervision<sup>5</sup>.

When he retires, I hope to take over the firm. A girl couldn't even dream of that twenty years ago, but today it's not impossible.

There are always a lot of other plumbers in my area, but it's very rare to find another woman. The younger chaps think it's a great laugh to have a woman to work with. But they soon realise I'm there to do a job and not to mess about.

You have to be dressed as a man if you want to work in this trade. It's no good to come to work wearing a dress or having make-up on. The men will really laugh and tease<sup>6</sup> you.

I usually wear earrings, but I never put on rings or bracelets, because I have to lift and carry things.

One advantage of being a woman in this job is that people remember you. If we've done a good job, people will say, "Oh, yes, Penny and Les did that," and that sometimes means more work in the future.

"My advice to other young women is that if someone takes you on, plumbing is not a bad job. But you have to prove that you can do the job as well as a man, if not better," Penny says.

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<sup>1</sup>heating ['hi:tiŋ] – ацяплення; <sup>2</sup>trial ['traɪəl] – випробувальний термін; <sup>3</sup>sink [sɪŋk] – раковина; <sup>4</sup>van [væn] – фургон; <sup>5</sup>supervision [ˌsju:pə'vɪʒn] – керівництва; <sup>6</sup>to tease [ti:z] – насміхатися, розигравати.

## 9 Answer the questions on the text.

1. What does Penny do?
2. Did she have any qualification when she left school?
3. What does she like about her job?
4. What has she learnt to do?
5. How does she dress to work?
6. What is the advantage of her work?
7. What is her advice to young women?

**10 Say if the statements are true to the text or false.**

1. Penny didn't want to leave school.
2. She was given work in a firm.
3. She stays most of the time in the office.
4. She has learnt many aspects of the trade.
5. She does everything independently.
6. She does her work as well as men do.
7. Her ambition is to become the owner of the firm.

**11 Complete the sentences according to the text.**

1. Penny wanted to leave school...
2. She doesn't want to work in a shop because...
3. She does different jobs such as...
4. In her area it's rare to find...
5. It's no good she thinks to come...
6. If people remember her it means...
7. Plumbing is...

**12 Read the text again and find the English equivalents to the following.**

як мага хутчэй	узяць на працу
з таго часу	я б не хацела
дзень у дзень	усяго патроху
розныя віды работ	кваліфікаваны
узяць у свае рукі	сантэхнік
з касметыкай (грымам)	смешна
на твары	надзяваць пярсцёнкi
вы павінны даказаць	калі не лепш

**13 Give more information from the text about:**

- a) how Penny got the job and started to work;
- b) what she does in her job every day;
- c) what she learnt to do;
- d) what attracts her in her work;
- e) how she dresses to work;
- f) what the advantage of her job is;
- g) what advice she gives to young women.

**14 Say if you agree or disagree with Penny that this kind of job is good for a woman and she can do it well. Say what jobs in your opinion should be done by men and in what jobs women do better than men.**

### Choice



*Alan*

Getting a job in today's competitive world is not easy. Most jobs require qualification. They need university education or practical skills.

Many children study at school well because they want to get a good education and find a good job. Some people, of course, have obvious abilities and since childhood they know that they are going to be musicians, painters, actors or ballet-dancers. Most young people have to go into more common but not less necessary jobs which are always required in different spheres of life. No society can do without<sup>1</sup> teachers, doctors, drivers, builders, plumbers, farmers, engineers, scientists, factory workers, cleaners and many other important jobs required in any society.

I am not old enough to leave school, but soon time will come when I'll have to find a job. Choosing the right job is important because I want to enjoy my work and get satisfaction from it and I also want to make a successful career. So it's better to think about your future job while you are still at school. You should use your final year or two at school to get more information about different jobs and maybe get the qualifications you need for the job you want. Or perhaps you should do better at school and go to university or college to study more so that you could become a qualified specialist in the job you like.



*Linda*

I'm leaving school this summer, and I want to tell you about my choice of a future. Many girls are eager to find a good job and the golden future they can have, if they take a university exam or go to a teachers training college or something like that. I'm tired of listening to all that stuff<sup>2</sup>! I've been at school now for 12 years! I've just sat there learning and learning, and now the only thing people can think of telling me is to spend

another four years – sitting and learning. There are more things to life than just that.

My dream is quite different – and so is the dream of lots of my friends, but they just don't want to admit it. I dream of having an

ordinary job – behind a counter in a shop, for instance – and earning some money. I'm tired of having no money in my pocket. I can never buy new clothes or some make-up or something like that. I dream of going home after work and just relaxing. No homework, no studying, no bad conscience<sup>3</sup>. I can have my time for myself. If I want to go out on a date<sup>4</sup>, I can do it. I can go to the cinema, or play badminton, or hang around<sup>5</sup> with my friends and not think of all that work I haven't done yet. I want to meet new people, different people, as well – not just the type who study and study all the time.

One day I'll marry a really nice boy and have two children and live in a small house in a village somewhere in the country. We'll have a dog and a cat and when the children grow up, we will have a pony for them to ride. That's what I call a future, not just studying and working, and thinking of the career. A satisfying life is living here and now and enjoying every minute of it. So my advice to all you teenage girls is, try looking into your hearts and then admit what you really want to do and be!

<sup>1</sup>to do without – абыходзіцца без; <sup>2</sup>stuff [staf] – бязглуздзіца; <sup>3</sup>bad conscience ['kɒnʃəns] – згрызоты сумлення; <sup>4</sup>date [deɪt] – тым спатканне; <sup>5</sup>to hang around ['hæŋə'raʊnd] – гуляць, сноўдацца.

## 16 Answer the questions on the text.

1. Why is it not easy for young people to get a good job?
2. What kind of children usually know what they will do after leaving school?
3. What professions are required in every society?
4. Why is choosing the right job very important for Alan?
5. What does Alan want to do in his final years at school?
6. Why doesn't Linda want to continue studying?
7. What does Linda dream about?
8. What does she want to do in her spare time?
9. Where does she want to live?
10. What is her advice to young girls?

## 17 Say if the statements are true to the text or false.

1. Many children study well at school because their parents and teachers make them do it.
2. Talented young people know what they will do in future.
3. All jobs are good and required in every society.

4. Alan is going to work in different places in his final years at school.
5. Linda is going to marry as soon as she leaves school.
6. Linda is not fond of studying and learning things.
7. She wants to work in a shop.
8. Family is more important for Linda than a career.

## 18 Complete the sentences according to the text.

1. Most jobs today require...
2. Most young people have to go in...
3. No society can do without...
4. Choosing the right job is important for Alan because...
5. In Alan's opinion young people in their last years at school should...
6. Many young girls are eager...
7. Linda wants to have money because...
8. She wants to have more free time because...
9. A satisfying life for Linda is...

## 19 Read the text again and find in it the English equivalents to the following.

практычныя ўменні	зазірнуць сабе ў душу
пайсці працаваць	яўныя здольнасці
ніводнае грамадства	розныя галіны жыцця
пакуль	атрымліваць задавальненне
лепш вучыцца ў школе	выясняць
мне надакучыла (абрыдла)	адзіная рэч
хадзіць на спатканні	калі дзеці падрастуць
жыццё, якое прыносіць	дзяўчынкі-падлеткі
задавальненне	

## 20 Say what Alan and Linda think about:

- a) going to university;
- b) attitude to work;
- c) future career;
- d) ambition in life.

## 21 Say which of the children's opinions you share. Give reasons.

## 22 Say what you would like to be and do when you leave school.

**23 Look through the newspaper advertisements and say:**

- what jobs are vacant;
- if experience is necessary for each job;
- which of the jobs attracts you most of all.

**Advertising Trainee**

We are looking for a young person for training in the advertising department of a national company. This is an opportunity for a person with a strong interest in the commercial world.

Write to:  
Managing Director  
P. O. Box 2567, Westport

**Administration Trainee**

We have a vacancy for a trainee in our head office. Main duties will be office work with some reception and telephone work. Training will be given in the use of a computer. The successful applicant will have college level education in business-related subjects and will be able to work with a minimum of supervision. Typing skills essential. Age range preferably 17-21. Good working conditions. Please apply in writing, stating age, qualifications and other relevant information to:

Administration Manager,  
STARTEX OIL, P.O. BOX 355

**A Jex Rental Cars****Typist / Secretary**

We require a typist / secretary with at least three years experience to work for our manager and sales manager. Experience in the travel or rental car industry is preferred but not essential. We have a small, pleasant office and the work is extremely varied and interesting.

Phone Mrs Jarvis 54268

# Listening

- 1 Before listening to the text “Working Holidays”, look through the vocabulary.**

**service** ['sɜ:vɪs] – *тут* сфера абслугоўвання  
**thrill** [θrɪl] – *тут* захапляльнае, прывабнае адчуванне  
**nanny** ['næni] – нянька  
**It wasn't worth it.** – Яно таго варта.  
**casual** ['kæʒʊəl] **work** – *тут* некваліфікаваная праца  
**to get rid** – пазбаўляцца

- 2 Listen to the text “Working Holidays” and say if work abroad gives much satisfaction to most young people.**

- 3 Name the places where young people usually get jobs abroad.**

- 4 Say what countries are mentioned in the text.**

- 5 Listen to the text again and choose the continuation of the sentences according to the text.**

1. When young people go abroad, they usually do ... (seasonal / hard / exciting) work there.
2. The pay is usually ... (good / bad).
3. The major requirement when they apply for a job is ... (language / qualification / experience).
4. Alice went with a group of children to ... (the USA / Canada / Spain).
5. A boy was sent back home because he ... (lost his passport / was ill / made a lot of noise at the hotel).
6. When the holiday season is over, young people ... (continue working / lose their jobs / go on holiday).

- 6 Answer the questions on the text.**

1. Why do many young people go to other countries in summer?
2. Why is it not always easy for them to find work abroad?
3. Where do British students have employment advantage?
4. What were Alice's problems in Spain?
5. What is young people's life abroad like?



- 7 Describe the jobs young people usually do abroad.
- 8 Say why Alice was not pleased with her work abroad.
- 9 Say what country you would like to go to on your summer holiday and what kind of work you'd like to do there.
- 10 Imagine that you are interviewing Alice who is back from abroad. Ask her about:
  - a) what country it was;
  - b) why she wanted to work abroad;
  - c) what job she did there;
  - d) whether it was hard or easy to do the work;
  - e) what problems she had.
- 11 Before listening to the text "Animal Performers", look through the vocabulary.

leopard ['lepəd] – леопард  
 panther ['pænθə] – пантера  
 puma ['pju:mə] – пума  
 seal [si:l] – цюлень  
 shark [ʃɑ:k] – акула  
 wound [wu:nd] – рана  
 wheel [wi:l] – кола  
 to tame [teim] – утаймоўваць  
 to tickle ['tɪkl] – казытаць

- 12 Listen to the text "Animal Performers" and answer the questions.

1. Where does W. Zapashny work?
2. Since what age has he worked in the circus?
3. What animals does he work with?
4. Why is his job dangerous?
5. What happened to him one day?
6. What does he do before every performance?
7. In what conditions does he keep his animals?
8. Do animals live longer in a circus or in the wild?

- 13 Listen to the text again and pick out the names of the animals you heard in the story. (There were nine of them mentioned.)

Horses, monkeys, panthers, cats, a leopard, camels, a puma, seals, elephants, dolphins, bears, sharks, dogs, crocodiles, tigers, pigs, lions.

- 14 Say what unusual things Zapashny does to his animals.
- 15 Give your opinion on the use of animals in circuses. Say, if it's human or inhuman to train animals to do tricks, keep them in cages.
- 16 Look through the list of circus jobs and say which of them you like best and why:
- |                   |                |                 |
|-------------------|----------------|-----------------|
| a) acrobat;       | e) clown;      | i) magician;    |
| b) tamer;         | f) ringmaster; | j) horse-rider; |
| c) fire-eater;    | g) manager;    | k) musician;    |
| d) weight-lifter; | h) jumper;     | l) dancer.      |

## Communication

### TALKING ABOUT JOBS AND CAREERS

- 1 Read the dialogues and role-play them.

1

*Mandy* I think I'd like to have one of the caring professions when I leave school.

*Ken* What do you mean, "caring professions"?

*Mandy* Oh, you know, nursing or social work. Looking after old people. That sort of thing.

*Ken* What made you think of that as a job all of a sudden? You wanted to be a TV presenter last week. Or was it a lab technician? Oh, no, that was last month. Last week it was brick-laying, wasn't it?

*Mandy* Don't tease me about it. I can't decide what I want to do with my life.

*Ken* You needn't worry about it. It's not easy to get a job when you leave school.

*Mandy* No seriously, I took this book from the Careers' Library at school... "Because of a large numbers of old people in our society, social workers, nurses and health visitors spend more and more of their time helping old people and their families... and in particular it is 'young blood' which the profession wants. The work has its rewards<sup>1</sup>.

By carrying for old people you will make THEM feel important and needed. We cannot just forget about old people who need help. Looking after them is everyone's concern<sup>2</sup>." You SEE!

*Ken* Mandy, when did you go to see your grandparents?

*Mandy* ...I hate going and sitting in their stuffy<sup>3</sup> old flat full of cats and old photographs... and grandfather goes on and on talking about the war and how good the things were when he was young.

*Ken* You see. Forget the caring profession.

<sup>1</sup>reward [rɪ'wɔ:d] – узнагарода; <sup>2</sup>concern [kən'sɜ:n] – турбота; <sup>3</sup>stuffy ['stʌfi] – душны.

## 2

- What are you going to do when you leave school?
- I really don't know. I'd like to go to university?
- What do you want to study?
- Economics. But I am not very good at Maths. I'll have to do extra classes next year. What about you?
- I haven't made up my mind yet. I want to do some practical job. I don't want to spend all my time studying.
- What kind of job would you like to have?
- I'd like to be a secretary or a salesgirl. What do you think of it?
- I think it's all right. You are sociable, friendly and good-looking. But you'll have to take a course in typing if you want to be a secretary.
- That's what I am going to do next year.

## 3

*Jason* I need a holiday job.

*Don* So do I. Are there any interesting jobs in the paper today?

*Jason* Well, there's one here as an errand boy<sup>1</sup>. But you have to work since 8 o'clock in the morning.

*Don* I don't really want to begin work so early.



- Jason* Neither do I. Oh, there's another one here for a salesperson. It's a job selling children's books.
- Don* It sounds interesting.
- Jason* But you have to drive a motorcycle, and I can't drive.
- Don* But I can. What's their phone number?

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<sup>1</sup>**errand boy** ['erəndbɔɪ] – кур'ер, разносчик (*чаго-небудзь*).

## 2 Complete the dialogues about yourself.

### 1

- What are you going to do when you leave school?
- ...
- What do you want to study?
- ...
- What kind of job would you like to have?
- ...
- I think that's all right.
- ...

### 2

- What do you want to do when you leave school?
- ...
- I see your exam results last year weren't very good.
- No, they were not.
- So, I imagine you're not thinking of going to university.
- Um, ...
- There are a lot of opportunities of having a practical job. Are you interested in hairdressing or working in a shop? There are such courses at Technical College.
- ...
- What about secretarial work? What about being a typist? There are a lot of jobs for secretaries these days.
- ...
- Or ...?
- Can I say something, please? I don't want to be a hairdresser – it's boring. And I don't want to be a secretary and write down other people's ideas. I've got plenty of ideas of my own. What I really want to do is act. I want to be an actress!

### 3 Make up dialogues by analogy about:

- a) your choice of a future job;
- b) a possible holiday job.

### 4 Express your solidarity with the speaker. Use the phrases like: *So do I. Neither can I.*

- Example**
- He is fifteen.
  - **So am I.**
  - I can't drive.
  - **Neither can I.**

1. I don't like office work.
2. I don't enjoy sales work.
3. I am good at Maths.
4. I can speak two foreign languages.
5. I don't like working on Saturdays.
6. I really like studying grammar.
7. I can make good things of wood.
8. She is good at painting.
9. I am not going to university.

## Writing

### 1 Write the words in English.

Кваліфікація, видавочны, кар'єра, перевага, мясцовасць, задавальненне, рэдкі, скардзіцца, непарадак, заява, грамадства, скарга.

### 2 Write the names of five jobs that people do:

- a) inside the building;
- b) in the open air;
- c) with their hands;
- d) with the help of a computer;
- e) using a pen.

### 3 Write the names of professions that are connected with the words.

**Example** mark – teacher

hammer	machine	bus
potatoes	wood	water
patient	dress	hair
paper	telephone	money
injection	plan	metal
food	dust	letter
newspaper	restaurant	book

**4 Translate the words in brackets into English and write down the sentences.**

1. This task is very difficult, I must ... (*признаць*).
2. Will you help me to fill in this ... (*заява*) form?
3. The smaller children ... (*вельмі хацелі*) to go to the circus.
4. The ... (*непавага*) of this job is that you'll have to work short hours.
5. He has no ... (*відавочных*) reasons for constant (*скаргаў*).
6. Is working experience ... (*напрабуйца*) in that job?
7. Any ... (*грамадства*) will always need teachers and doctors.
8. Does the ... (*прафесія*) of a builder appeal to you?
9. What will your grandfather do when he ... (*пойдзе на пенсію*)?
10. How can I receive the ... (*кваліфікацыю*) of a professional photographer?

**5 Copy and complete the letter with the prepositions *at, for, of, in, to, on*.**

*Dear Sir / Madam,*

*I am applying ... the job ... a hotel receptionist ... the Highland Hotel, advertised ... the Daily Post ... 20 September.*

*I have always been interested ... working in the tourist industry, and during the school holidays I used to work part-time ... a local hotel. Please find details ... my qualifications and work experience ... the enclosed curriculum vitae.*

*I was a student ... Croft Secondary School until last July. Since then, I have been working as a waitress ... an Italian restaurant. ... my present job, I have direct contact with customers and I also have to take telephone reservations. In addition, I am very experienced ... dealing with customers' complaints.*

*I look forward ... hearing from you.*

*Yours faithfully,  
Clare Mitchell*

**6 Write the Participle I forms of the verbs. Put them in three columns according to the spelling rules.**

To influence, to recite, to play, to study, to enjoy, to run, to begin, to put, to conduct, to exercise, to expect, to forget, to sit, to learn, to stay.

**7 Use the gerunds formed of the verbs in the box to complete the sentences.**

**Example** I love ... chess. (play)  
I love **playing** chess.

1. Stop ... so much noise. I am trying to work.
2. I am looking forward to ... on holiday.
3. What's that? – It's a thing for ... cricket.
4. When the boy broke his toy, he started ... .
5. He tried to give up ..., but it was difficult.
6. When it stopped ..., we went for a walk.
7. I like ... new people.
8. She'd finished ... the flat by four o'clock.

go  
play  
make  
cry  
rain  
meet  
smoke  
clean

**8 Copy the chart and complete it with the verbs and names of activities. Put a tick in the column that expresses your feelings, then make up sentences.**

Feelings \ Activities	Love	Like	Enjoy	Don't mind	Don't like	Hate
swimming	✓	...	...	...	...	...

**Example** I love swimming.

playing games  
learning English  
going for long walks  
washing and ironing  
reading in bed  
going to cafes

getting up early  
lying on the beach  
travelling by bus  
flying by plane  
doing exercises  
buying new clothes

**9 Write full answers to the questions.**

1. Do you take much interest in learning English?
2. What do you enjoy doing in your spare time?

3. Are you fond of reading and learning poems?
4. Do you like dancing quick or slow dances?
5. Is learning English words and grammar rules useful?
6. When will you begin preparing for your exams?
7. What things do you enjoy doing at an English lesson?

## 10 Translate into English using the gerund.

1. Я не люблю рана ўставаць. 2. Яны працягвалі раз-маўляць. 3. Вывучэнне англійскай мовы неабходна ўсім. 4. Калі ласка, пакінь з яе насміхацца. 5. Глядзець футбол па тэлевізары не вельмі цікава. 6. Дзякуй за тое, што ты мне дапамог. 7. Калі я вывучыў правіла, я пачаў рабіць практыкаванне. 8. Я люблю перакладаць сказы на англійскую мову. 9. Яго цікавіць вывучэнне жыцця марскіх жывёл. 10. Мне боязна зрабіць памылку.

## 11 Here is an example of a complete self-profile. This is sometimes known as a curriculum vitae (or CV). Use this as a pattern to set out your own personal details.

CURRICULUM VITAE			
<b>Name</b>	Roger Sealy	<b>Address</b>	147 Box Hill Wellingborough Notts NO9 2WK
<b>Age</b>	15		
<b>Date of birth</b>	5 / 6 / 92	<b>Telephone</b>	267 90 23
<b>Schools attended</b>	Northwich Primary School 1996 to 2007 Wellingborough Comprehensive School 2007		
<b>Qualifications</b>	Examinations to be taken next year in: GCSE English Maths Social Studies Design Realisation French Communication		



<b>After school activities</b>	Drama, Computer Club, Motor Vehicles Group, Badminton Club.
<b>Offices held</b>	2nd year: Library Prefect. 4th year: Captain Five-a-Side Football Team.
<b>Hobbies</b>	Listening to music, watching and playing football, boxing one night a week at Athletics Club.
<b>Work</b>	Paper round for about a year. Working for a market trader at weekends.
<b>Other information</b>	Camping holidays with family when young. Cycling and camping holiday in the Lake. District planned this year with friends.

## Project

- 1 Look at these job advertisements. What skills and abilities do you think you've got for one of them?

### THE EVENING STAR

- Are you interested in journalism?
- Do you have excellent English?
- Are you flexible and able to work under pressure?

The Evening Star is looking for an assistant to work with experienced journalists. You will be required to work long hours.

### TOP COMPUTERS

are looking for sales assistants.

We need people who

- are enthusiastic and efficient
- have a smart appearance
- are computer-literate
- have some experience in sales

For further information phone: 0986 567887

### CHAUFFEUR

For main Board Director,  
Head Office W1.

Smart, physically fit person, non-smoker with previous experience plus excellent references required. Hours 9.00 a.m. – 6.00 p.m. Mon – Fri. Salary £ 7400 plus overtime. Uniform provided plus other benefits.

Apply to Miss Macey on 01-394 4842 ext 211.

### SALES ASSISTANT

Required to work in  
busy bakery shop

Monday – Friday.  
Week 1

8 a.m. – 1.30 p.m.

Week 2

12 noon – 5 p.m.  
(alternating)

Apply: Mr Morris

The Bakery,  
234 High Street,  
Barnet,

449 2021

### EXPERIENCED CAR CLEANER

with licence  
must be reliable and self  
motivated

SQUARE LANE MOTOR  
COMPANY

934 7177

- 2 Choose one of the jobs you like best.
- 3 Write your own job application for one of these jobs. Follow this plan.

*Dear Sir / Madam,*

*I am applying for ... (name of job), advertised ... (where and when?).*

*I have always been interested in ... (what?), and during the school holidays I used to ... (what relevant experience do you have?). Please find details of my qualifications and work experience in the enclosed curriculum vitae.*

*Last year I was a student at ... (which school?). Since I left school, I ... (what have you been doing?).*

*I also have experience of ... (mention any other relevant experience you may have).*

*I look forward to hearing from you.*

*Yours faithfully,  
(name)*



# Final Discussion on the Topic

## 1 Answer the questions.

1. Are your parents satisfied with their jobs? Would you like to follow their career? Why yes or no?
2. Have you ever done voluntary work? If yes, what was it?
3. Have you made your final choice of what you are going to do when you leave school? If yes, what is it?
4. What jobs do most adults in your area do? Can you easily find a good job in your area?
5. Would you like to work abroad or in your own country? What are your reasons?
6. Is one's success in life always connected with work? Can you give examples?
7. What jobs should be done by men and shouldn't be done by women in your opinion?
8. Are you a self-organised person? What jobs do you think you will be successful in?

## 2 Give your opinion on the ideas.

1. It's always a problem to choose the right profession.
2. Most young people choose their future professions under their parents' influence.
3. You must do well at school to go to university.
4. You must think about your future profession when you are still at school.
5. Schools should give information about what different professions are like.
6. It's necessary to get qualification for practical jobs at school.
7. The better your education is, the better job you'll get.

## 3 Say what profession you would like to have and why.

## 4 Say what you know about the profession that interests you.

## 5 Ask your friend about his / her choice of the future profession.

## 6 Discuss with your friend what professions are most popular with young people nowadays and why they are popular with them.

**7 Discuss with your friend the advantages and disadvantages of a teacher's job.**



## Just for Fun

**1 Read the jokes and retell them.**

- What's your father, Bobby?
- My father's a school teacher.
- That's a good profession. Does he like it?
- He has only one thing to complain about.
- What's that?
- Oh, the children.



*Teacher* You know, children, I think that it's always better to give than to take.

*Nick* My father always does so.

*Teacher* Oh, very nice, Nick! Your father must be a very good man.

*Nick* My father? He is a boxer.

**2 Fill in the names of the rhyming jobs.**

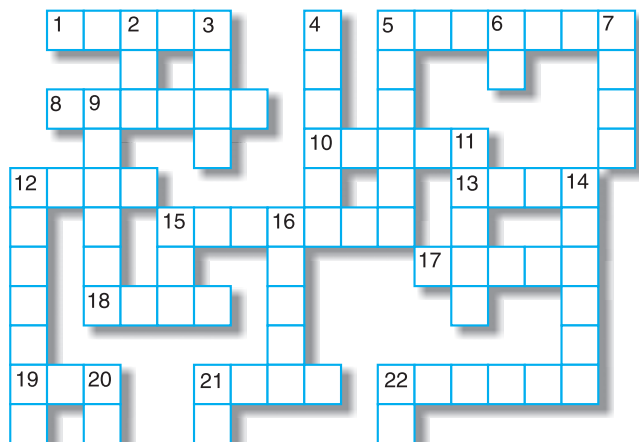
**Possibilities:** clown driver actor barber pilot  
barman politics banker

### Decisions, Decisions

I want to be an ..., Dad. I want to go on stage.  
You should be a ..., Tom, and earn a decent wage.  
I want to be a ..., Dad. I want to do people's hair.  
You should be a ..., Tom, and work for British Air.  
I want to be a ..., Dad. I think I am very funny.  
You should be a ..., Tom, and earn a lot of money.  
I want to be a ..., Dad, so I can drink a lot of beer!  
A ...! You are joking, Tom. That isn't a career!

I want to go into ..., Dad, and put the country right.  
I think that's an excellent idea. Let's tell your mother tonight.

### 3 Copy and do the crossword.



#### Across

1. Have you ever ... horse meat?
5. Are you going to see the new film or not? Have you ...?
8. What have you ... for dinner? It smells delicious.
10. Look what Rosa has ... me for my birthday! It's really a nice present.
12. I have never ... to South America. I'd love to go there.
13. Have you ... flown in a helicopter?
15. I have just ... a letter to my sister.
17. I haven't ... the news. Can I turn on the radio?
18. Have you ... your homework?
19. I'm hungry. It's 2 o'clock and I haven't ... my lunch.
21. Ms Brown has ... out to lunch. She'll be back soon.
22. I'm sorry, but I have ... this glass. I'll buy you a new one.

#### Down

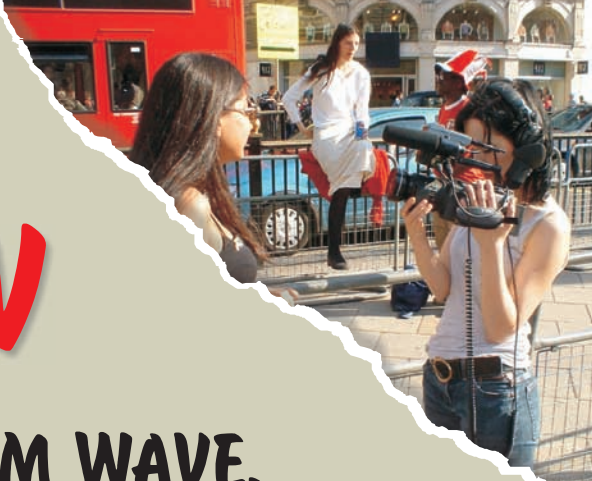
2. I never go to that restaurant. It's ... expensive!
3. You ... flour, eggs, butter and sugar to make biscuits.
4. Have you ... your sister a birthday present yet?
5. I have never ... a sports car.

6. The fast food restaurant is open till 3 o'clock ... the morning.
7. I can't swim very well, so I jump into the pool. I never ... .
9. The doorbell rang. I ... the door, but nobody was there.
11. My brother can speak Spanish, but he has ... taken classes.
12. "Have you ... your homework to class?" asked the teacher.
14. Have you ever ... a horse? It's fun!
15. My mother ... a beauty contest when she was young.
16. Have you ... the books back to the library?
20. ... you speak German?
21. Where do you want to ... for your birthday?
22. You shouldn't ... late for your job interview.

# UNIT V



## MEDIUM WAVE. TELEVISION



### Oral Activity

#### 1 Answer the questions.

1. Do you read newspapers?
2. What are the main newspapers in your country?
3. Do people you know read mostly regional or national newspapers?
4. Which newspaper has the largest circulation in your country?
5. How many television channels can you see in your home?
6. How many hours a day do you usually watch TV?
7. What programmes do you watch more often?
8. What are the most popular types of TV programmes with teenagers do you think?
9. Can you watch satellite television?
10. Is radio more or less popular than television?

## WORD LIST FOR THE TOPIC

### Adjectives

**boring** ['bɔ:riŋ] – нудны  
**depressing** [di'presɪŋ] – які наводзіць смутак  
**entertaining** [ˌentə'teɪnɪŋ] – забаўляльны  
**exciting** [ɪk'saɪtɪŋ] – захапляльны, які прываблівае  
**interesting** ['ɪntrɪstɪŋ] – цікавы  
**medium** ['mi:dʒəm] – сярэдні  
**negative** ['negətɪv] – негатыўны, адмоўны  
**political** [pə'litɪkl] – палітычны  
**positive** ['pɒzɪtɪv] – станоўчы, пазітыўны  
**tragic** ['trædʒɪk] – трагічны

### Nouns

**cable TV** [ˌkeɪblɪ:'vi:] – кабельнае тэлебачанне  
**channel** [ˈtʃænl] – тэлевізійны канал  
**commercial** [kə'mɜ:ʃl] – рэклама  
**disaster** [dɪ'zɑ:stə] – катастрофа, няшчасны выпадак  
**headline** ['hedlaɪn] – газетны заглавак  
**information** [ˌɪnfə'meɪʃn] – інфармацыя  
**issue** ['ɪʃju:] – спрэчнае пытанне, прадмет абмеркавання  
**mass media** [ˌmæs'mi:dʒə] – сродкі масавай інфармацыі  
**medium** ['mi:dʒəm] – сродак  
**news** [nju:z] – навіна, навіны  
**newspaper** ['nju:s,peɪpə] – газета  
**presenter** [pri'zentə] – дыктар, вядучы  
**programme** ['prəʊgræm] – праграма  
**reporter** [rɪ'pɔ:tə] – рэпарцёр  
**screen** [skri:n] – экран  
**wave** [weɪv] – хваля (*частата*)

### Verbs and Word Combinations

**be on** – ісці (*быць паказаным на экране*)  
**broadcast** ['brɔ:d,kɑ:st] – перадаваць, трансліраваць  
**inform** [ɪn'fɔ:m] – інфармаваць  
**switch on / off** – уключаць / выключаць  
**watch TV / a film** – глядзець тэлевізар / кіно



**2 Look at the words in the box. In which type of news story would you expect to hear them?**

**Example** The word **thunderstorm** can be heard in the weather report.

**Types of programmes:**

Art and culture  
Politics  
Sport  
Disaster  
Foreign affairs  
Home affairs  
Crime  
Weather

demonstration election  
war rain player terrorist  
currency match prices  
prime minister stadium  
lightning party victory  
team fire army  
performance earthquake  
attack

**3 Match different types of TV programmes or newspapers with their definitions.**

- |               |                |
|---------------|----------------|
| a) broadsheet | e) tabloid     |
| b) chat show  | f) commercial  |
| c) quiz show  | g) documentary |
| d) soap opera | h) sitcom      |

1. A television or radio programme on which the presenter, or host, interviews well-known people.
2. A television series in which the same characters appear in different stories each week.
3. A popular newspaper with lots of pictures, often in colour, it's printed on a small sheet of paper.
4. A television competition in which the players can win prizes if they answer questions correctly.
5. A quality newspaper printed on a large sheet of paper.
6. A programme advertising goods and products.
7. A short film showing events that take place in reality.
8. A serial drama about domestic problems, usually sentimental and melodramatic.

**4 Which three TV programmes of those below do you think are most popular with:**

- a) teenagers?
- b) children of school age?
- c) children of pre-school age?
- d) adults?
- e) all age groups?

chat shows quiz shows soap operas sports games  
sitcoms cartoons concerts films  
news programmes commercials documentaries

**5 Give your opinion on the issues by completing the sentences.**

- 1. The most popular newspaper in my country is...
- 2. I buy a newspaper only when I want to know...
- 3. The most entertaining programme on TV for me is...
- 4. The most boring programme on the radio in my opinion is...
- 5. The channel that I watch more often is...
- 6. I always switch off TV when ... is on.
- 7. The most popular mass medium in my opinion is...
- 8. I think they should broadcast more ... every day.

**6 Do you know what the people working in mass media do every day? Make suppositions about their world of work.**

**Example** I think a **journalist's** job is to collect information and describe it in a truthful way.

- |                 |                     |
|-----------------|---------------------|
| a) a presenter; | e) a script writer; |
| b) a reporter;  | f) a critic;        |
| c) a showman;   | g) an actor;        |
| d) a cameraman; | h) a producer.      |

**7 Say to which of these issues more attention should be paid in mass media. Give reasons.**

- |                      |                        |
|----------------------|------------------------|
| ❖ Education          | ❖ Youth                |
| ❖ Health Care        | ❖ Poverty              |
| ❖ Crime and Violence | ❖ Housing Construction |
| ❖ Environment        | ❖ Art and Culture      |

- 8 In groups of five discuss what makes a good TV programme and then report on the ideas that all of you agree on. Here are some ideas.

interesting

funny

exciting

entertaining

action

romance

mystery

issue

musicians

competitions

attractive people

political figures

- 9 Make a list of programmes that:

- tell you pleasant things about life of people and events;
- tell you unpleasant things about the world around us.

Compare your observations.

## Language Focus

- 1 Study the description of the picture and say which speech is direct and which is reported.



The wolf: "I'm going to eat you."

The rabbit: "You have to catch me first."

What did they say to each other?

The wolf **said** that he **was going** to eat him.

The rabbit **said** that he **had** to catch him first.



- 2 Look through the sentences and pay attention to the tense forms of the English verbs and their equivalents in Belarusian.

He **says** that he is 14.

Ён **кажа**, што яму (цяпер. час) 14 гадоў.

He **says** that he **lives** in a village.

Ён **кажа**, што **жыве** ў вёсцы.

He **says** that his parents **are** workers.

Ён **кажа**, што яго бацькі (цяпер. час) рабочыя.

He **says** that he **likes** country life.

He **said** that he **was** 14.

He **said** that he **lived** in a village.

He **said** that his parents **were** workers.

He **said** that he **liked** country life.

Ён **кажа**, што яму **падабаецца** жыццё ў вёсцы.

Ён **сказаў**, што яму (*цяпер. час*) 14 гадоў.

Ён **сказаў**, што ён **жыве** ў вёсцы.

Ён **сказаў**, што яго бацькі (*цяпер. час*) **рабочыя**.

Ён **сказаў**, што яму падабаецца жыццё ў вёсцы.

### 3 Listen to the two texts and say what differences you can see in tenses and pronouns.

“My name **is** Jim Carlson and I **am** a pupil.

I **live** in Liverpool with my parents.

I **finish** school this year and I **am going** to college in autumn.

I **went** shopping with my Mum on Saturday.

I **think** I **can** paint well.

I **am going** to become a painter.

I **have** always **wanted** to be a photographer.”

He said that his name **was** Jim Carlson and that he **was** a pupil.

He said that he **lived** in Liverpool with his parents.

He said that he **finished** school that year and **was going** to college in autumn.

He said that he **had gone** shopping with his Mum on Saturday.

He said that he **thought** he **could** paint well and that he **was going** to become a painter.

He said that he **had** always **wanted** to be a photographer.

### 4 Change the direct speech into reported speech. Change the present form of the verb in direct speech to a past form in reported speech.

**Example** “I work hard,” Jim said.

Jim said that he **worked** hard.

1. “I am planning to go on a trip,” Sally said.

2. “I don’t like chocolate,” Mary said.

3. “I am not married,” Jim said.

4. “I am ready to go,” Helen said.

5. “I take my little sister to school every day,” the boy said.

6. “They played in the gym when I came,” Bob said.

7. "My mother usually goes shopping on Saturday," the girl said.
8. "I have never tasted avocado," Alex said.
9. "I can't read this book, I don't like it," Peter said.
10. "You may take my textbook," Nina said.

**5 Write one sentence in a present tense on a piece of paper. Sign your name. Hand your paper to another pupil. He / she will report what you have written.**

**Example** You write:

I am going to have lunch at McDonald's.

**Another pupil reports:**

Ivan wrote that he was going to have lunch at McDonald's.

**6 Report what the pupils have said about themselves. Who said what about themselves.**

*Peter* I am a good friend. I always listen to what my friends say. I never tell their secrets to other people. I am honest and never rude with my friends. I always help them if they need my help.

*Jane* I have a lot of friends, but I don't like company. I like more to be alone. I am fond of going to the beach to watch the waves. I like to listen to music when there is nobody around. My friends are making jokes at me. They think I am strange, but I am just myself.

*Tim* I am friendly, active, generous but I am not sure of myself. I am a good listener but sometimes I talk too much. I want to have more power over other people, but I don't know how to do it. I am trying to learn more than other pupils know. I want to show that I am not an ordinary person.

*Helen* I am friendly, honest, but very shy. I haven't many friends. I don't talk too much. I don't know what to talk about, especially with boys. Some of them are rude to me. I don't like noisy company. I want to talk about love with my friends. But they laugh at me.

**7 Tell your partner what kind of person you are, what you are interested in, what you like to do in your spare time, what you want to be. The partner will report to the class what you have told him / her.**

**8 Use the verb *to say* or *to tell* correctly. The verbs have similar meanings, but they are used differently.**

She said (that) He told me (that)	she he we they	trusted me didn't like tomatoes was going to meet me after classes could help me any time were working hard was angry with me was not interested in my story knew my cousin didn't know what to do on Sunday
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**9 Make up sentences joining the parts.**

**Example A** I said / to like Maths  
I said (that) I liked Maths.

I He She Somebody	said (that)	to have a lot of homework every evening to sing English songs to go to bed late to speak three languages to have a toothache to work in a shop to cycle every morning
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**Example B** I told him / tourist  
I told him (that) I was a tourist.

I He She Somebody	told	me him her us them	(that)	hungry late for school afraid of darkness nervous pleased with my test interested in history fond of pop music upset
----------------------------	------	--------------------------------	--------	---

**10 Study the use of the verbs *to tell, to say, to speak* in set expressions and translate them.**

A

to tell a story  
to tell the truth (a lie)  
to tell the time  
to tell a secret  
to tell the difference

B

the letter (article) says  
to say a poem  
to say again  
to say nothing of  
to say no (nothing) to

C

to speak a foreign language  
to speak at a meeting  
to speak in public  
frankly (generally, strictly) speaking  
to speak to the point  
to speak for oneself

**11 Choose the correct verb in brackets to complete the sentences.**

1. Brian is very good at ... (saying / telling) stories.
2. It's hard to communicate if you don't ... (speak / say) the same language.
3. Frankly ... (saying / speaking) I'm not much interested in poetry.
4. Aren't you going to ... (say / tell) me your secret?
5. Jane is not very good at ... (speaking / saying) in front of an audience.
6. I wouldn't ... (say / tell) no to a cup of tea.
7. Whenever Paul ... (tells / says) a joke, nobody laughs.
8. It's often hard to ... (say / tell) the difference between the twins.
9. It goes without ... (speaking / saying) that country life is healthier than town life.
10. Actions ... (tell / speak) louder than words.

**12 Words for study.**

**accurate** ['ækjʊrɪt] *а* дакладны, правільны

She is very accurate in her work. The clocks in railway stations should be accurate. The figures he gave us are not quite accurate.

**available** [ə'veɪləbl̩] *a* наяўны, які маецца ў распараджэнні, даступны

There are no tickets available for Friday performance. This dictionary is available in our library.

**desire** [dɪ'zaɪə] *n* жаданне

He has a strong desire to enter the university. It's impossible to satisfy all your desires. He works hard from a desire to become rich. I have no desire to continue this useless discussion.

**encourage** [ɪn'kʌrɪdʒ] *v* 1) падбадзёрваць, падтрымліваць; 2) заахвочваць

Pupils should be encouraged to work harder. Who encouraged you to take up sports seriously? Praise often encourages people. I am encouraged by the progress I've made.

**fair** [feə] *a* сумленны, справядлівы

It was a fair game. I hope to get a fair answer. It's not fair to talk like that about him. They have collected only fair and objective information.

**imagine** [ɪ'mædʒɪn] *v* уяўляць сабе

I can't imagine how they can do it. You can't imagine how wonderful she looks. She imagined that somebody was watching her.

**local** ['ləʊkl̩] *a* мясцовы

the local newspaper / customs / time

You'd better consult the local doctor first. I found the local people friendly and helpful. What's the local news?

**magazine** [ˌmæɡə'ziːn] *n* часопіс, перыядычнае выданне

This magazine can be found in any library. I like magazines with lots of beautiful pictures.

**major** ['meɪdʒə] *a* большы, больш важны

The major part of the country is covered by forests. You can find the major roads on this map. I spend the major part of the day at school.

**mostly** ['məʊstli] *adv* галоўным чынам, у большасці

I work mostly in the morning. The houses there are made mostly of wood. We are mostly out on Sundays.

**powerful** ['paʊəfʊl] *a* моцны, дужы

a powerful country / machine

This car has a powerful engine. This is a powerful medicine for flu.

**principle** ['prɪnsəpl̩] *n* прыныцып, аснова

He is a man of high principles. She always sticks to her principles. I respect his moral principles.



**print** [print] *v* друкаваць

He printed his books in London. The advertisement was printed in large letters. Do you intend to print your poems?

**quality** ['kwɒlɪtɪ] *n* якасць

They import goods only of high quality. The quality of these goods is poor. He is a man with many good qualities.

**rapid** ['ræpɪd] *a* хуткі, шпаркі

a rapid movement / growth / river

His pulse was very rapid then. There was a rapid growth of prices.

**responsible** [rɪs'pɒnsəbl] *a* адказны

be responsible for smth (быць адказным за што-небудзь)

You are responsible for what you do or say. I am not responsible for what is happening here. The pilot is responsible for the safety of passengers.

**source** [sɔ:s] *n* крыніца

Books are a source of knowledge. What sources did you get this information from? The news came from a reliable source.

**thanks to** ['θæŋkstə] *prep* дзякуючы

I could do it thanks to your help. Thanks to your help we were successful. The villagers collected crops in a week thanks to good sunny weather.

**view** [vju:] *n* 1) краявід, пейзаж; 2) погляд, думка

in my view / from my point of view (на мой погляд, на маю думку)


There is a superb view from the window. I've bought some postcards with views of the city. They exchanged views on that matter.

**viewer** ['vju:ə] *n* глядач, тэле/кінаглядач

### 13 Match the words in pairs of synonyms.

- |              |              |
|--------------|--------------|
| 1) accurate  | a) publish   |
| 2) desire    | b) strong    |
| 3) encourage | c) exact     |
| 4) fair      | d) support   |
| 5) major     | e) opinion   |
| 6) powerful  | f) important |
| 7) print     | g) quick     |
| 8) rapid     | h) truthful  |
| 9) view      | i) wish      |

**14 Make up word combinations of the words in the two columns and translate them.**

- |                |                  |
|----------------|------------------|
| 1) my point of | a) magazines     |
| 2) moral       | b) to study well |
| 3) encourage   | c) principles    |
| 4) colourful   | d) quality       |
| 5) major       | e) view          |
| 6) local       | f) news          |
| 7) excellent   | g) people        |
| 8) responsible | h) information   |
| 9) source of   | i) your support  |
| 10) thanks to  | j) difficulties  |
- 

**15 Translate the words in brackets to complete the sentences.**

1. Some of the ... (*гледачоў*) left the cinema in the middle of the film.
2. Fashions change too ... (*хутка*) these days.
3. He ... (*залоўным чынам*) ran the whole way to the shop.
4. The ... (*мясцовы*) cinema is closed for repairs now.
5. The ... (*больш важная*) thing for him at that time was to get a job.
6. (*Дзякуючы*) ... the Internet you can get all kinds of information.
7. Who is ... (*адказны*) for booking the tickets?
8. Can you ... (*уявіць сабе*) a thunderstorm in January?
9. I hope to get a ... (*сумлены*) answer from you.
10. Don't ... (*падтрымлівай*) him in his doing nothing.

**16 Answer the questions.**

1. Do you know who printed the first book in Belarusian?
2. Is your local dialect very different from the standard language of your country?
3. Do you always follow your principles?
4. What countries are considered powerful?
5. How do you imagine your future in, say, twenty years?
6. What is your major desire at present?
7. Do you think you are an accurate and responsible person?
8. What qualities do you respect most in your friends?

# Reading

## 1 Read the cluster *ou* as:

[ʌ]	[aʊ]	[ɔ:]
country	doubt	four
enough	proud	pour
tough	count	court
rough	loud	mourn
cousin	bound	fought
encourage	found	bought
touch	noun	source

## 2 Read the cluster *qu* as [kw].

quarrel	quickly	quite	qualification
quarter	quiet	quiz	quality
queen	question	quality	quantity

## 3 Skim quickly through what four teenagers think of mass media and say if:

- all of them have a positive opinion of what they read in newspapers or watch on TV;
- which of them is more critical about mass media;
- whose point of view you share and what it is.



**Marie-Louise**  
(France)

To be honest, I don't pay attention to the media. My parents and some of my friends say I should, but I don't really see the point. If I could do something about all the awful disasters in the news, then may be. I can't, though, so why should I depress myself for no good reason? Instead I just get on with my life and try to have fun. That's what really matters, isn't it?

I'm a big fan of the news media. I think they do a fantastic job – especially on the really important stories. Take the end of the Cold War, for example. Thanks to journalists and TV reporters the whole world was able to see it happen, day by day.



**Guy** (Britain)

They're good at covering issues like the environment, too. In fact, that's one reason why the Green movement is so strong today. Everybody has read about it and seen the TV pictures.



**Barbara**  
(Ireland)

My view of the media? ...I think it's become a Frankenstein's monster. I mean, all you have to do is turn on the TV to see that. All right, there are a few interesting programmes, but eighty per cent of it's totally pathetic. Quiz shows, adverts, soap operas, awful American comedies... And tabloid newspapers are no better. They're like comics for grown-ups. But maybe that's what people want. I don't know. All I can say is, it's definitely not what I want.

In my opinion, today's younger generation is the best-informed ever. We're really lucky. And why do we know so much? ...because of the media. OK – not all newspapers and programmes are good, I admit, but so what? You don't *have to* read or watch the bad ones. It's like an information supermarket... you go in, look at what's available and choose what you want.



**Cindy**  
(America)

- 4** Read the text and say what the two major types of newspapers there are in Great Britain.

### British Newspapers



One of the central principles of any society is the right to know, and the main function of mass media is to inform the society. Mass media must be free to discuss everything what is important for the

population and at the same time must be fair, objective and responsible for what they print or broadcast.

Today media include not only newspapers, but television, radio, the Internet, films and cable television. So people are surrounded by various sorts of information all day long. Thanks to modern technologies news comes to the public very quickly.

Newspapers are, of course, the oldest of all the media. But today in many countries circulation<sup>1</sup> of newspapers is getting smaller, because most people use television as the main source of news.

In Britain, people read more newspapers than in any other country in Western Europe. Most people read a national newspaper. There are four or five “serious”, or “quality” newspapers, such as *The Times*, *The Independent* or *The Guardian*, and there are several “popular” newspapers, or tabloids<sup>2</sup>, with shorter articles, lots of photos and usually several sports pages; they are, for example, *The Sun*, *Today* or the *Daily Express*. Britain has also several Sunday newspapers like *The Observer* or the *Sunday Express*.

There are also local newspapers that give some national but mostly local news. These are often evening newspapers which people can buy in the afternoon or in the early evening on their way home from work.

There are magazines for all kinds of groups of people and for every kind of hobby you can imagine.

Today large international news agencies have thousands of reporters and cameramen in hundreds of countries. They send news and photos to newspapers, radio and television all over the world. So a reporter can get all the international and national news in his or her office by satellite.

The reporters' job is to collect information about each day's events as quickly and accurately as possible. There are usually several key topics included in news reports: home and foreign affairs, disasters, political views on some issues, sports and weather. Of course, tabloids pay more attention to gossips<sup>3</sup> and scandals. The newspapers which present news stories fairly and accurately enjoy respect and have a wider circulation.

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<sup>1</sup>**circulation** [ˌsɜːkjʊˈleɪʃn] – тираж; <sup>2</sup>**tabloid** [ˈtæbloɪd] – низкапробная бульварная газета; <sup>3</sup>**gossip** [ˈɡɒsɪp] – плётка.

**5 These are the main daily newspapers in Britain. Look at their titles and say which of them means:**

- a) someone who protects you;
- b) something you can see yourself in;
- c) not supporting any group of people;
- d) a source of heat and light;
- e) another word for “post”;
- f) past and present.



**6 Answer the questions on the text.**

- 1. What are the main sources of information these days?
- 2. Which is the oldest of all media?
- 3. What are the two main types of newspapers in Britain?
- 4. What is usually published in local newspapers and in magazines?
- 5. How is information about each day's events collected?
- 6. What topics are usually observed in newspapers?

**7 Complete the sentences according to the text.**

- 1. The right to know what is taking place in the world is...
- 2. People expect that the news they get must be...
- 3. In Britain people read fewer newspapers because of...
- 4. “Quality” newspapers in Britain are...
- 5. Reporters and cameramen work in...
- 6. Those newspapers which give fair and objective news have...

**8 Give the words from the text that mean the same.**

give information to smb	when they go home
must take responsibility	around the world
different kinds of information	in the quickest way
the whole day	major themes
become smaller	give news
a greater number of people	are respected
many photos	

**9 Find the word which does not belong to the same group of words in the line:**

- 1) newspaper, television, radio, principle, the Internet;
- 2) information, news, broadcast, function, article;
- 3) local, national, serious, international, regional;
- 4) reporter, tabloid, cameraman, photographer, journalist;
- 5) office, satellite, agency, studio, laboratory.

**10 Find English equivalents in the text to the words.**

у той жа час	галоўным чынам
перадаваць па радыё	сотні краін
(тэлебачанні)	такім чынам
кабельнае тэлебачанне	унутраныя і знешнія
сучасныя тэхналогіі	падзеі
насельніцтва	палітычныя пункты гледжання
галоўная крыніца	праблемныя пытанні
такія як	

**11 Develop these ideas with more information from the text.**

1. People want to get fair and objective news.
2. Mass media include various sorts of means to inform the public.
3. British newspapers are different in their quality and size.
4. Reporters know that yesterday's news is not interesting to the readers.
5. In principle, most newspapers observe the same topics.



**12** Look through the newspaper headlines below and make a guess of what each of them is about: disasters, politics, crime, sensation.

**MOTORWAY CLOSED AFTER THUNDERSTORM**

**100 METRES WORLD RECORD BROKEN BY IRISHMAN**

**WORLD LEADERS AT A SUMMIT MEETING**

**GOLD BARS FOUND ON RIVER BANK AFTER ROBBERY**

**THREE PAINTINGS STOLEN FROM LONDON ART GALLERY**

**LOCH NESS MONSTER "SEEN BY TOURISTS"**

**13** Say what kinds of newspaper and magazine articles are popular in your country. Give examples of articles that you have read recently. What are they about?

- |                                      |  |
|--------------------------------------|--|
| <input type="radio"/> public figures | <input type="radio"/> environment        |
| <input type="radio"/> sport          | <input type="radio"/> health and beauty  |
| <input type="radio"/> foreign news   | <input type="radio"/> fashion            |
| <input type="radio"/> disasters      | <input type="radio"/> scandals and crime |

**14** Read the text and say if TV changes people's way of thinking.

### To Watch or Not to Watch

One of the greatest influences on people's lives today is television. It is one of the most important and powerful inventions of all time.

Television has proved that it can be a wonderful tool<sup>1</sup> of education, information as well as harmful<sup>2</sup> effects. It affects nowadays how people dress, talk, relax and vote, doesn't it?

Many people can't imagine life without television. People are already beginning to forget what the world was like without a TV





set in the corner of the living room. For centuries and centuries before television, people knew how to occupy their spare time. For instance, they had hobbies, entertained their friends, went to theatres or cinemas or did sports on days off. They also read books, listened to music and just talked to each other more. But all that belongs to the past. Now all our free time is regulated by the TV box.

Television encourages passive enjoyment<sup>3</sup>. It's so easy to sit in an armchair and watch how other people are working. Little by little television cuts us from the real world. And only when you spend a holiday by the sea or near the river in quiet, natural surroundings, you quickly discover how different the world is and how much pleasure you can get from other sources than television.

Television started to satisfy the public's desire not just for entertainment, but also for rapid accurate information. More and more TV sets were sold and the importance of TV news quickly grew.

Since 1980, there have been four more major developments. The first is video, which has given the viewer the power to control what they watch and when they watch it. The second is satellite TV, thanks to which lots of new channels are now available to anyone who buys a receiving "dish". Many of these new channels specialise in one kind of programmes – e.g. news, sport, cartoons, films, music, animal world and others.

The third development is cable television which provides even more channels at additional price.

Fourthly, there's HDTV (high definition television), which now offers a much clearer and more realistic picture than was possible even a few years ago.

So – more channels, more choice, more clarity<sup>4</sup>. What is there left for TV to achieve in the future? Modern technology means that twenty-first century television will be linked<sup>5</sup> to computer data-banks and viewers will be able to ask questions about what they are watching and the answer will appear on their screens.

So TV has come a very long way in a very short time.

<sup>1</sup>tool [tu:l] – *мым* сродак, інструмент; <sup>2</sup>harmful ['hɑ:mful] – шкодны;  
<sup>3</sup>enjoyment [in'dʒɔɪmənt] – задавальненне; <sup>4</sup>clarity ['klærɪti] – *мым* выразнасць паказу; <sup>5</sup>to link [lɪŋk] – *мым* падключаць, далучаць.

**15 Find in the text the sentences which point out:**

- a) the positive effect of television;
- b) the negative sides of television.

**16 Say if the statements are true to the text or false.**

- 1. People's tastes are influenced by television.
- 2. Many centuries ago people didn't know what to do in their spare time.
- 3. Nowadays people read more books instead of watching television.
- 4. To a great degree people's free time is regulated by television.
- 5. You can get a lot of pleasure in many other ways than watching television.
- 6. There are lots of channels that offer all kinds of programmes.
- 7. The best technological achievement is HDTV.
- 8. The possibilities of broadcasting are unlimited.

**17 Complete the sentences according to the text.**

- 1. Television has proved that it can be...
- 2. People are already beginning to forget what...
- 3. Television encourages...
- 4. Television cuts people from...
- 5. Television does not only entertain but...
- 6. People have a possibility to control...
- 7. Many of the channels specialise in...
- 8. Modern technology means that in future...

**18 Say what people did in their free time when there was no television.**

**19 Describe the four major developments connected with television.**

**20 Translate into Belarusian.**

powerful inventions  
harmful effects  
what the world was like  
to occupy free time  
entertain friends  
belong to the past

passive enjoyment  
little by little  
natural surroundings  
available to anyone  
specialise in  
provide more channels

- 21 Find in the text the derivative words that are formed of the words below and write them down.**

**Adjectives**

power  
wonder  
harm  
nature  
add  
real  
possibility

**Nouns**

invent  
enjoy  
entertain  
pleasant  
inform  
important  
develop  
define  
clear  
choose

**Verbs**

regular  
special  
satisfaction  
occupation

- 22 Say which of these issues mentioned in the text you agree to and which of them in your opinion are wrong. Give reasons and examples.**

1. Television is one of the most powerful inventions of all time.
2. Television is a wonderful tool of education, information and entertainment.
3. Many people can't imagine life without television in the corner of the living room.
4. Nowadays people talk to each other less often than in the past.
5. Television encourages passive enjoyment.
6. Television industry has made much progress.

- 23 Answer the questions.**

1. What part of your life does television take?
2. What programmes do you watch? For what purpose?
3. Do you approve of the large number of American films on TV? What kind of them do you watch: action (police) films, thrillers, westerns, melodramas or comedies?
4. Is advertising on TV of any use to people?
5. Does television do any harm to you? If yes, in what?
6. What will you do tonight if your TV set is out of order?

- 24 Describe your favourite TV programme. Say when it starts; how often it is on; who takes part in it; what it's about; what attracts you in it.**

# Listening

- 1 Before listening to the text “TV – the Story So Far”, look through the vocabulary.**

**vision** [ˈvɪʒn] – выява (карцінка)

**set** [set] – тым набор

**to improve** [ɪmˈpru:v] – паляпшаць

**to involve** [ɪnˈvɒlv] – прымаць удзел, быць уцягнутым.

- 2 Listen to the text “TV – the Story So Far” and say when and where the first TV pictures were shown on television.**

- 3 Choose the correct variant to complete the sentences according to the text.**

1. The first television pictures were ... (coloured / black and white).
2. The first TV pictures were ... (cheap / expensive).
3. The first worldwide broadcasting took place after ... (the First World War / the Second World War).
4. The first international broadcasting was about ... (the Queen / the British parliament).

- 4 Listen to the text again and complete the sentences.**

1. John Baird was a Scottish...
2. John Baird turned the idea into...
3. The first TV pictures cost as much as...
4. The first regular TV programme was broadcast by the BBC...
5. Other European nations were also involved in...
6. All the newsreaders were...
7. Soon, TV culture was rapidly becoming...

- 5 Give adjectives from the text that characterise these nouns.**

reality

system

event

shirt

media

revolution

quality

**6 Describe the early days of television. Say:**

- a) when the idea of TV first appeared;
- b) by whom and where the first pictures were produced;
- c) when the first regular TV programme took place;
- d) what the quality of the first vision was;
- e) what event was broadcast internationally.

**7 Before listening to the text “Be a TV-Critic”, look through the vocabulary.**

**benefit** ['benɪfɪt] – карысць

**ridiculous** [rɪ'dɪkjʊləs] – абсурдны

**amount** [ə'maʊnt] **of violence** ['vaɪələns] – аб'ём насілля

**complaint** [kəm'pleɪnt] – скарга

**lack** [læk] – недахоп

**8 Listen to the text “Be a TV-Critic” and say if:**

- a) all the parents agree that television has nothing good to offer their children;
- b) all of them like dramatised stories and famous books on TV;
- c) programmes for adults are better than those for children.

**9 Say which of these programmes were approved of and which were criticised by the speakers:**

- |                                   |                  |
|-----------------------------------|------------------|
| a) nature programme;              | d) serials;      |
| b) dramatised children's stories; | e) cartoons;     |
| c) versions of famous books;      | f) comedy shows. |

**10 Listen to the text again and complete the sentences according to the text.**

1. Some of the programmes give a false idea of...
2. Some programmes for adults are...
3. The amount of violence is a separate topic and it's...
4. There are good programmes that are presented in a way, which...
5. There is a good nature programme, which is presented in...
6. Television is good for introducing children to...

**11 Say whose point of view you support. Say what critical opinion you agree too and where the speakers are not right if you compare the TV programmes you watch in your home.**

# Communication

## SHARING IMPRESSIONS ABOUT FILMS

### *Useful Phrases*

It's really good.  
It's fantastic.  
It's very realistic.  
It's fabulous!

I don't think much of it.  
It was rather boring.  
It's very violent.

### 1 Read the dialogues and act them out.

#### 1

- Did you see that film on BT channel last night?
- It was a bit violent, wasn't it? I watched the first part, but it was a bit too much for me, too violent for TV if you ask me.
- Oh, come on, you can always switch off, can't you?
- Yes, I can. But what about the people who don't, and who enjoy it?
- You don't mind if people have a bit of enjoyment, do you?
- No, of course I don't, but you don't want children to see violence on TV, do you?
- No, of course, I don't. They shouldn't watch such films. That's their parents' responsibility.
- But not all parents are responsible, are they?
- I can't just agree with that. People who make television programmes should be responsible as well.
- Oh, yes.

#### 2

- You like science fiction films, don't you? Look, they are having a week of old science fiction films on ANT since next Monday.

- Are they? Let's see. Some of them are really very old. Have you seen this?
- Mm... I think I saw it a long time ago.
- It's really good. Have you read the book it's made on?
- No.
- Well, it's quite close to the book – really scary<sup>1</sup>! And the actor is really good as a monster<sup>2</sup>.
- Actually, I don't watch horror films. I think they are kids' films.
- Not always. I think adults like them, too.
- I don't think so. My parents never watch them.

<sup>1</sup>scary ['skeəri] – страшны; <sup>2</sup>monster ['mɒnstə] – страшидла.

### 3

*Jack, Kate and Bill are discussing a film about the Second World War they saw on TV.*

**Kate** Oh! That was very tragic. What did you think of it, Jack?

**Jack** I think it was really exciting.

**Bill** ...And very realistic, too.

**Kate** Realistic! That was how it was. The pictures were made on the spot.

**Jack** What difference does it make? The point is that it shows what actually happened.

**Bill** And that a lot of soldiers lost their lives, because they fought against the fascists.

**Kate** I know. Those are the facts. But why do they still go on making such film? It's more than 60 years since the end of the war.

**Jack** But we mustn't forget!

**Kate** Nonsense! What's the good of remembering?

**Bill** If people remember what happened then, it won't happen again.

**Kate** Ridiculous! Just take a look at what's going on in the world today. Look at some Eastern countries.

**Jack** Take it easy, Kate. I'm sure there won't be a third World War!

**Kate** How can you be so sure?

**Jack** Because nobody wants it!

**Bill** Right!

**Kate** Time will tell!

**2 Pronounce the certainty disjunctive questions with the falling tone on their both parts. Imitate the speaker's voice on the tape.**

**Example** It was a 'bit`violent, `wasn't it?

1. You can always switch off, can't you?
2. You don't mind if people have a bit of enjoyment, do you?
3. But you don't want children to see violence on TV, do you?
4. But not all parents are responsible, are they?

**3 Add tags to make disjunctive questions.**

1. You watched the concert on RT last night, ...?
2. You can always switch off the TV set if you don't like the show, ...?
3. You don't mind violence on TV, ...?
4. People should have a bit of enjoyments, ...?
5. But not all parents are responsible, ...?
6. It's really good, ...?
7. Your parents never watch such films, ...?

**4 Name a film and say what you think of it.**

It's really good, fantastic, realistic, fabulous, boring, violent, scary.

**5 Make up dialogues about the TV shows (films, concerts) you have recently seen expressing your opinions about them.**

## Writing

**1 Complete the sentences using the words in the box.**

encourage view imagine desire thanks to  
available fair rapidly source powerful

1. I can't ... my life in twenty years.
2. It's not ... to make him do it without our help.
3. Should parents give their children money to ... them to do housework?
4. Are there many facilities ... for sports activities in your school?



5. She expressed a strong ... to be the first to speak.
6. Prices grow more ... than salaries do.
7. From my point of ... his demands are unreal.
8. The fire was quickly put out ... their quick actions.
9. The Internet is not always a reliable ... of information.
10. Pop idols have a ... influence on teenagers.

**2 Translate into English using the words from the box. Form their derivatives.**

мясцовы – мясцовасць  
 адказны – адказнасць  
 уяўляць – уяўленне  
 падтрымліваць – падтрымка  
 дакладны – дакладнасць  
 сіла – моцны  
 погляд – глядач

encourage  
 view  
 local  
 power  
 imagine  
 accurate  
 responsible

**3 Fill in the verb *to say* or *to tell* in the correct tense form.**

1. Don't just stand there, ... something.
2. Can you ... the tongue-twister "She sells sea-shells on the seashore?"
3. Excuse me. Can you ... me the time?
4. He ... us a wonderful story about his trip.
5. I think you should ... that you are sorry.
6. ... it again, please.
7. Can you ... something in English?
8. Don't believe everything John ... you.
9. I ... them not to wait for me.
10. She ... she is always busy in the morning.

**4 Put the sentences into reported speech by adding "He said that...". Observe sequence of tenses.**

1. I am not a theatre-goer.
2. He is two years older than me.
3. I don't watch plays on TV.
4. He admires comedies.
5. There are many brilliant actors in Belarus.
6. My favourite character is Robin Hood.
7. This theatre stages many modern plays.

8. The performance begins at 7.30 p.m.
9. I think TV is more popular than theatre.
10. It's hard to compare different kinds of music.

**5 Put the sentences into reported speech by adding "He told me...". Observe sequence of tenses.**

1. My mother works in a hospital.
2. My sister seldom goes to the cinema.
3. I don't know your address.
4. I never lose my temper.
5. I am doing an exercise now.
6. Lena is watching a film now.
7. It's hard for me to get up early.
8. My brother is interested in sports.
9. My mother always checks my homework.
10. I am planning to go on a picnic at the weekend.

**6 Write the stories in reported speech.**

*The teacher to her students*

"I am going to give you an exercise on sequence of tenses. It's not easy. We don't observe this rule in Belarusian. But if you are attentive, you can do it correctly. First, we are going to learn the rules and then practise the use of them in different sentences."

*Bill to his friend*

"I live in a small town. I like to live here, but in my town there are not many places to go. We haven't a theatre or a museum. I want to go to a big city on holiday. I plan to see many places of interest. I am interested in history, and I am going to visit a historical museum."

*Charles to the interviewer*

"I use the media in different ways at different times. It depends on my mood. Sometimes I want to watch a serious current affairs programme. Other times I want to escape from reality and read about pop stars in a teen magazine. I don't think there's anything wrong with that – it's a fact of life. I like the media because they allow me to do both."

**7 Think of the last sentence these people told you today and report them in writing.**

**Example** your best friend

My best friend told me that he had some news for me.

- a) a member of your family;
- b) your English teacher;
- c) your girlfriend / boyfriend;
- d) your neighbour;
- e) a person in the street / on the bus.

**8 Put in relative pronouns *that, who, whose, which* to complete the sentences. The first one is done for you.**

1. Of all languages, English is the one **that** is most likely to become a world language. 2. There are nearly 400 million people ... speak English as their first language. 3. Then, of course, there are millions of others ... English is either a second language or a foreign language ... they learn (or have learnt) at school. 4. But people ... first language is English are often lazy about learning foreign languages themselves. 5. English people ... are on holiday in France, for example, often expect the French to speak English to them, although the foreign language ... they learnt at school first is almost certain to be French. 6. Those ... do not learn any foreign language at all naturally rely on other people's knowledge of English when they go abroad.

**9 Put in articles *a* or *the* where necessary.**

- 1. Is this ... film you watched yesterday? It's ... western, isn't it?
- 2. As Ben was going downstairs, he saw ... packet of books, which he had left on ... hall table ... day before.
- 3. Not many children enjoy ... opera. ... most are keen on ... pop music.
- 4. May I have ... look at ... photos of ... places we have visited?
- 5. ... only thing I don't like at ... school is ... length of ... school day.

**10 Put in prepositions where necessary.**

- 1. Turn ... the page to see the picture ... the other side.
- 2. How did David react ... the bad news?
- 3. I don't believe she did it ... purpose.
- 4. I am ... need of your help.
- 5. I am sorry ... my behaviour. I had no intention ... hurting you.
- 6. You should never judge ... appearance.
- 7. Adults seldom approve ... teenagers' behaviour and tastes.

8. Could you deal ... your problems yourself?
9. In fact, I needed to get ... the bus ... the next stop.

## 11 Spot one mistake in each sentence and write down the correct sentences.

1. The question has repeated twice by the teacher, but still no pupil could think of a proper answer.
2. Lucy just wanted to know what I think of her new dress.
3. In some parts of the world there is dark almost all the time in winter.
4. In the days of the Roman Empire, Latin was extreme important.
5. Beethoven did not let his deafness (*злухата*) to prevent him from composing music.
6. Joan was so disappointing that she couldn't play the part of Juliet.
7. Can you phone me as soon as you will be ready to come?
8. Who did arrive first at the place of the accident?

## 12 Translate into English.

1. Маладыя людзі добра інфармаваны пра ўсё, што адбываецца ў свеце, і могуць свабодна выказваць свае погляды адносна кожнай праблемы.
2. Сродкі масавай інфармацыі, у асаблівасці тэлебачанне, маюць велізарны ўплыў на моладзь.
3. Ва ўсіх краінах ёсць розныя тыпы газет – сур'ёзныя газеты і жоўтая прэса. Людзі заўсёды маюць выбар, што ім чытаць. Я асабіста люблю ілюстраваныя выданні і гістарычныя нарысы. Але газеты я чытаю радзей, чым гляджу тэлевізар. Мне не падабаецца якасць некаторых перадач. Я гляджу навіны кожны дзень. Яны даюць дакладную інфармацыю пра падзеі ў свеце. Я таксама люблю глядзець музычныя перадачы і фільмы. Адным словам, я не магу ўявіць сваё жыццё без тэлевізара.

## Project

### 1 Choose the topic for your project.

1. What makes a school newspaper interesting to read.
2. My article for the school newspaper.
3. My idea of the best TV programme to watch.

- 2 Think of the name of the programme (the headline of your article).
- 3 Make an illustration to your project (a picture, a poster, a cutting from some publication).
- 4 Put your ideas in writing.
- 5 Make a general conclusion.
- 6 Present your projects in class and exchange opinions on each of them.



## Final Discussion on the Topic

### 1 Answer the questions.

1. Are you satisfied with the work of mass media in your country? Does it give the information you need? Explain your opinion. What do you like to see in a newspaper?
2. Do you prefer to get news from the radio or from television? Give reasons.
3. Does television do more good or more harm to you?
4. Who should decide what is good and what is bad to be shown on TV?
5. For what purpose is violence shown on television? What is your attitude to violence on television?
6. How did people occupy their spare time when there was no television do you think?
7. Have you got any favourite commercials? If yes, describe them.
8. Do you think people would live a happier life without television? What would they do instead of watching television?

### 2 Say which of these statements you agree to and which you don't share. Give reasons.

1. News in mass media is always bad news. Reporters seem to enjoy disasters and accidents.
2. People prefer scandals to serious news on TV.
3. With television, reading is a thing of the past.

4. Almost every teenager has access to the Internet nowadays.
  5. Mass media should be under control. Vulgar language should not be used in any of the programmes.
  6. Television has brought distress into the comfort of the living room.
  7. Television offers a lot of entertainment.
- 3 Say what newspaper you would like to read in your spare time and why.**
  - 4 Describe your favourite TV programme.**
  - 5 Advertise your favourite TV programme.**



## Just for Fun

### 1 Read the jokes.

#### If the Ice

*Mother* Kitty, what is Ada doing?

*Kitty* Well, if the ice is as thick as she thinks it is, she is skating; but if it is as thin as I think it is, she is swimming.

#### A Composition on Football

The teacher asks the class to write a composition on football. Tommy writes something in his exercise-book and gives his composition to the teacher. The teacher reads: "Rain, no game."

#### The Problem of Boots

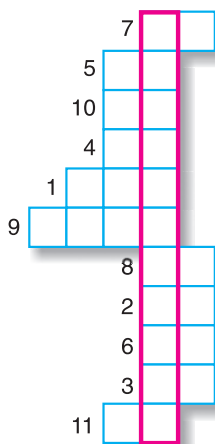
One day in the jungle, the animals decided to have a football match against the insects<sup>1</sup>. So the elephants, crocodiles, tigers, monkeys, snakes and other animals made up one team, and the spiders<sup>2</sup>, scorpions, ants, cockroaches<sup>3</sup>, beetles and some smaller insects made up another. It seemed a very unfair<sup>4</sup> match: by half time the animals were winning 17 to 0. But then, in the second half, the centipede<sup>5</sup> came on to play for the insects, and she was fantastic. She scored one goal<sup>6</sup> after another. By the end of the match the score<sup>7</sup> was 17-36; the insects had won.

“Congratulations!” said the hippo, the captain of the animals’ team. “What a marvellous player the centipede is! Why didn’t she play in the first half?”

“She wanted to,” said the beetle, “but it took her an hour to put her boots on.”

<sup>1</sup>**insect** [ˈɪnsekt] – насякомає; <sup>2</sup>**spider** [ˈspaɪdə] – павук; <sup>3</sup>**cockroach** [ˈkɒkrəʊtʃ] – прусак; <sup>4</sup>**unfair** [ˌʌnˈfeə] – несправедливі; <sup>5</sup>**centipede** [ˈsentɪpiːd] – сараканожка; <sup>6</sup>**to score a goal** [ˈskɔːrəˈɡəʊl] – забиває гол; <sup>7</sup>**score** [skɔː] – лік.

## 2 Copy and do the puzzle. What’s the word in the middle?



1. ... how long are you staying here?
2. What place will you go ... after the game?
3. Are you afraid ... losing your title?
4. Is your success due ... your talent?
5. Do you believe ... training every day?
6. How many competitions will you take part ...?
7. What competitions are you most interested ...?
8. What type of tennis are you most good ...?
9. Who did you learn tennis ...?
10. Are you fond ... other types of sport?
11. Do you watch figure skating ... TV?

## 3 Read the limericks.

There was an Old Man who said “Hush!”  
 I observed a young bird in this bush!<sup>1</sup>  
 When they asked, “Is it small?”  
 He replied, “Not at all!”  
 It is four times as big as the bush!”

<sup>1</sup>**bush** [bʊʃ] – куст.



There once was a student named Bessor  
Whose knowledge grew lesser<sup>1</sup> and lesser  
It at last grew so small  
He knew nothing at all,  
And today he's a college professor!

---

<sup>1</sup>lesser ['lesə] – менш.



# UNIT VI



## THE WORLD AROUND US

### Oral Activity

#### 1 Answer the questions.

1. Where do you like to spend your free time: in the forest, by the river, by the lake or at home?
2. Do you like to look at the beautiful flowers, trees, green grass and blue water around you?
3. What beautiful things can you see around you in the countryside if you keep your eyes open?
4. What makes our planet wonderful?
5. What has changed for the worse on the Earth?
6. Why is there less fish in the rivers and fewer wild animals in the forests?
7. What damages the nature most of all do you think?
8. Who must take care of nature?
9. What do you do to protect nature?
10. Have you planted a tree?

## WORD LIST FOR THE TOPIC

### Adjectives

**crowded** ['kraʊdɪd] – перапоўнены (мнагалюдны)

**ecological** [i:kə'lɒdʒɪkəl] – экалагічны

**industrial** [ɪn'dʌstriəl] – прамысловы

**poisonous** ['pɔɪznəs] – ядавіты

**toxic** ['tɒksɪk] – таксічны

### Nouns

**air** [eə] – паветра

**atmosphere** ['ætməsfɪə] – атмасфера

**climate** ['klaɪmɪt] – клімат

**concern** [kən'sɜ:n] – турбота

**contamination** [kən'tæmɪ'neɪʃn] – забруджванне

**damage** ['dæmɪdʒ] – пашкоджанне, страта, шкода

**deforestation** [dɪ'fɒrɪs'teɪʃn] – абязлесенне, высяканне лесу

**disaster** [dɪ'zɑ:stə] – бяды, няшчасце

**Earth** [ɜ:θ] – Зямля

**effect** [ɪ'fekt] – вынік

**environment** [ɪn'vaɪrənmənt] – навакольнае асяроддзе

**extinction** [ɪks'tɪŋkʃn] – поўнае знікненне

**fume** [fju:m] – дым

**industry** ['ɪndəstri] – прамысловасць

**nature** ['neɪtʃə] – прырода

**planet** ['plænɪt] – планета

**plant** [plɑ:nt] – расліна

**pollution** [pə'lju:ʃn] – забруджванне

**threat** [θret] – пагроза

**waste** [weɪst] – адходы

**wildlife** ['waɪldlaɪf] – дзікая прырода

### Verbs and Word Combinations

**damage** ['dæmɪdʒ] – наносіць шкоду

**destroy** [dɪs'trɔɪ] – разбураць

**extinct** [ɪks'tɪŋkt] – поўнаасцю знішчаць

**hunt** [hʌnt] – паляваць

**pollute** [pə'lut] – забруджваць

**protect** [prə'tekt] – абараняць, ахоўваць

**threaten** ['θretn] – пагражаць

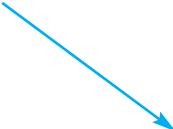
- 2 Match the nouns and their corresponding adjectives in the box and translate them. Use the dictionary if necessary.**

**Example** poison – poisonous

industrial effective threatening protective natural  
climatic disastrous ecological crowded  
polluted contaminated destructive

- |                  |                |
|------------------|----------------|
| a) crowd         | g) disaster    |
| b) ecology       | h) protection  |
| c) industry      | i) pollution   |
| d) climate       | j) nature      |
| e) effect        | k) threat      |
| f) contamination | l) destruction |

- 3 Match the words of the two columns in their opposite meaning and translate them.**

- |             |                |
|-------------|----------------|
| 1) industry | a) clean       |
| 2) earth    | b) reason      |
| 3) pollute  | c) water       |
| 4) destroy  | d) protect     |
| 5) damage   | e) agriculture |
| 6) concern  | f) safety      |
| 7) disaster | g) neglect     |
| 8) threat   | h) happiness   |
| 9) effect   | i) build       |
- 

- 4 Build word combinations using the words of the two columns and translate them.**

**Example** crowded places – многалюдные места

- |                  |                              |
|------------------|------------------------------|
| 1) ecological    | a) damage                    |
| 2) poisonous     | b) conditions                |
| 3) toxic         | c) the wildlife              |
| 4) climatic      | d) problems                  |
| 5) great         | e) protection                |
| 6) contamination | f) mushrooms                 |
| 7) damage        | g) of some areas             |
| 8) deforestation | h) conditions                |
| 9) extinction    | i) of rare birds and animals |
| 10) nature       | j) of the environment        |
| 11) threaten     | k) gases                     |

## 5 Say it in English.


свежае паветра  
наша турбота  
сіні дым  
хімічная прамысловасць  
рэдкае расліны  
вялікая пагроза  
прамысловыя адходы

далёкая планета  
розныя вынікі  
атмасфера вакол Зямлі  
вялікая шкода  
перапоўнены аўтобус  
кантынентальны клімат


## 6 Answer the questions.

1. What are the biggest industrial cities in Belarus?
2. What other things can't man live without except air?
3. Have you got a favourite plant? What is it?
4. Is climate in Belarus moderate or continental?
5. In what season are people allowed to hunt in Belarus?
6. What are the closest planets to the Earth?
7. What are you concerned about more: your studies, your personal problems or anything else?
8. What pollutes environment most of all do you think?
9. Is there a threat of deforestation in Belarus?
10. What is the bad effect of smoking?


## 7 Agree or disagree with the idea of the poster. Give your opinion.



Are you an optimist or a pessimist?



**Agree**



**Disagree**

- An optimist is someone who believes that the future will be good.
- A pessimist thinks that it will be bad.

What do you think?

## 8 Talk in pairs about what will happen to our environment in the future. Discuss the following:

- the population;
- the seas;
- the sea level;
- the countryside;
- towns;
- the climate;
- the air;
- the wildlife.

**Use the phrases:**

grow bigger – grow smaller;  
 become dirtier – become cleaner;  
 warm up – cool down;  
 rise – fall;  
 get more crowded – get less crowded;  
 become quieter – become busier;  
 get fresher – get dirtier;  
 grow larger – grow smaller.

**9 Which of these words can you use speaking about your country?**

Beach, city, coast, countryside, desert, factory, farm, field, flat, forest, hill, hilly, industrial, industry, island, jungle, lake, mountain, mountainous, noisy, ocean, peaceful, poor, quiet, region, rich, river, sea, town, village, dirty, thick.

**Choose five of them and use them in sentences of your own to characterise your country.**

**10 Learn the names of wild animals. Read the sentences below and say why each of the animals is under threat.**

**lynx** [lɪŋks] – рысь  
**buffalo** ['bʌfələʊ] – буйвал  
**bison** ['baɪsən] – бизон, зубр  
**dragon** ['dræɡən] – дракон  
**lizard** ['lɪzəd] – ящарка  
**otter** ['ɒtə] – выдра  
**eagle** ['i:ɡl] – арол  
**wolf** [wʊlf] – воўк  
**alligator** ['ælɪɡeɪtə] – алігатор, кракадзіл

- ❖ The Spanish lynx is fast disappearing because of hunters and poisoned bait (*інсектыцыд, амуца*) left by farmers.
- ❖ The North American buffalo, or bison, was hunted almost to extinction in the last century.
- ❖ The Colorado dragon is the world's largest living lizard – but it is under threat because of pollution.
- ❖ The sea otter was hunted for its beautiful fur. It is now protected.
- ❖ The Spanish eagle is another noble bird that is threatened by farmers and hunters.

- ❖ The wolf of Australia has been hunted almost to extinction.
- ❖ American alligators were once hunted for their skin. Now, they are killed by water pollution.

## Language Focus

- 1 Listen to the sentences and compare general questions in direct and reported speech.



Do you **know** my brother?

He asked me if I **knew** his brother.

Are you hungry?

He asked me if I **was** hungry.

Does he **need** any help?

She asked me if he **needed** any help.

Did you **finish** your homework?

She asked me if I **had finished** my homework.

Did you **enjoy** your holiday?

He asked me if I **had enjoyed** my holiday.

Can you hear me?

I asked her whether she **could** hear me.

May I take your book?

I asked him whether I **might** take his book.

Have you ever **been** to Gomel?

He asked me if I **had ever been** to Gomel.

Will you **be** at home tonight?

He asked me whether I **would be** at home that night.

Will you **come** on Saturday?

He asked me if I **would come** on Saturday.

- 2 Listen to the sentences and compare special questions in direct and reported speech.

## Direct Speech

Where **do** you live?  
 Where **are** you from?  
 What **did** he want?  
 Why **did** you come so late?

When **will** the next lesson begin?

## Reported Speech

He asked me where I **lived**.  
 He asked me where I **was** from.  
 I asked him what he **had wanted**.  
 He asked me why I **had come** so late.  
 He asked when the next lesson **would begin**.

- 3** Imagine that you saw your doctor yesterday because you had a bad headache. Tell your partner what questions the doctor asked you.

**Example** Do you sleep well?

The doctor asked me if I **slept** well.

1. Is anything wrong with you?
2. Do you often have headache?
3. Do you do sports?
4. Do you go to bed late?
5. Do you spend much time out-of-doors?
6. Are you taking any medicine now?
7. Have you a good appetite?
8. Will you follow my advice?



- 4** Imagine that a reporter from the local newspaper came to your school yesterday. Tell your partner what questions he asked you.

**Example** How long **have** you **studied** at this school?

He asked me how long I **had studied** at this school.

1. What do you like in your school?
2. What is your favourite subject?
3. What is more important for you at school?
4. What school activity did you have last?
5. How often do you go on school trips?
6. What is your school record?
7. What good habits have you formed at school?
8. What future job have you chosen for yourself?



**5 Imagine that you have been away for some time and have just come back. You meet a friend of yours. He asks you a lot of questions. Report his questions to your classmates.**

**Example** Are you glad to be back?

He asked me if I **was** glad to be back.

1. How are you?
2. How long have you been away?
3. Where did you go?
4. With whom did you travel?
5. What are your impressions?
6. Have you made new friends?
7. What other places are you going to visit?
8. Have you had a summer job?
9. When will you visit me?
10. Can you bring the pictures you have taken?

**6 Report the dialogue.**

*Ann* Will you go to the school party tomorrow?

*Bob* I can't. I have to study.

*Ann* That's too bad. Are you sure you can't go? It will take only two or three hours. I don't want to go without you.

*Bob* OK. I think I'll study in the morning, and then we will go to the party in the evening.

**7 Think of the last question these people asked you and report them.**

**Example** your best friend

My best friend asked me if I could lend her some money.

- a) a member of your family;
- b) your English teacher;
- c) your girlfriend / boyfriend;
- d) your neighbour;
- e) your best friend.

**8 Imagine that your mother gave you some instructions. Report them to your partner. Use the sentences below.**

**Example** Feed the cat.

She asked me to feed the cat.

1. Come home straight after school.
2. Warm up your dinner.
3. Wash up the dishes after the dinner.



4. Buy bread, milk and sugar.
5. Start doing your homework before I come.
6. Take the dog for a walk.
7. Clean your room.
8. Wait for me at home.

**9 Listen and compare the imperative sentences in direct and reported speech.**



Direct Speech



Reported Speech



Sit down, please.  
Open your books.  
Repeat the sentences after me.

Listen to me attentively, please.

Don't look out of the window,  
Peter.

Don't talk to each other, please.

Don't copy this exercise.

Don't ask me questions now,  
please.

She asked us **to** sit down.  
She asked us **to** open our books.  
She told us **to** repeat the sentences after her.  
She asked us **to** listen to her attentively.  
She ordered Peter **not to** look out of the window.  
She asked us **not to** talk to each other.  
She told us **not to** copy that exercise.  
She told us **not to** ask her questions then.

**10 Tell your partner what instructions you have got from different teachers today. Use the sentences.**

**Example** Don't be late for the lesson.

Our form teacher told us **not to** be late for the lesson.

1. Don't stay outside after the bell comes.
2. Stop laughing, Denis.
3. Don't make noise.
4. Don't look into your neighbour's exercise-book.
5. Don't lie on your desk.
6. Don't ask me silly questions.
7. Don't waste time at the lesson.
8. Listen to me attentively.

9. Write down the rule into your exercise-books.
10. Get down to work.

## 11 Complete the sentences in English.

**Example** паспяшаўся  
Tell him **to hurry**.  
не спяшаўся  
Tell him **not to hurry**.

Tell him	патэлефанаваў мне ўвечары не тэлефанаваў мне позна ўвечары даў мне адказы па фізіцы не даваў мой падручнік нікому ішоў у кіно без мяне не хадзіў у кіно без мяне купіў мне марожанае не купляў мне марожанае пачакаў мяне пасля ўрокаў не чакаў мяне пасля ўрокаў сказаў мне праўду пра ўсё не злаваўся на мяне
----------	--

## 12 Say what your friend (your mother, your teacher) asked you to do or not to do today.

**Example** My teacher asked me to take her books to the teachers' room.  
My mother asked me not to stay outside after 9 o'clock.

## 13 Answer the questions. Pay attention to the use of the article *the* with the names of mountains, rivers, lakes, seas, oceans and islands.

1. Are the Pamirs higher than the Caucasus?
2. What continents do the Urals separate?
3. Have you ever been to the Black Sea?
4. Does the Baltic Sea wash Latvia?
5. Is the Narach the largest lake in Belarus?
6. Is the Baikal the deepest lake in the world?



7. On what continent is the Nile?
8. Does the Dnieper flow in Belarus?
9. What Belarusian city is situated on the West Dvina?
10. Is the Indian Ocean warmer than the Atlantic Ocean?
11. Are the British Isles large?

**14 Answer the questions. Pay attention to the use of articles with geographical names.**

1. How many continents do you know? What are they?
2. What European countries can you name?
3. How many oceans are there in the world? What are their names?
4. Which is the largest sea in Europe?
5. Is England larger or smaller than France?
6. What cities on the Dnieper do you know?
7. Are the Alps higher than the Urals?
8. What countries do you cross if you go from Belarus to England by train?
9. What's the capital of England?
10. What do you call the people who live in England?

**15 Complete the sentences with the geographical names from the box below.**

**Example** The longest river in England is ... .  
The longest river in England is the Severn.

the Thames   the Dnieper   the West Dvina   the Volga  
the Narach   the Arctic Ocean   the Himalayas  
the British Isles   the North Sea   the Svislach

1. London stands on both banks of ... .
2. The largest rivers in Belarus are ... .
3. Minsk stands on ... .
4. The coldest ocean in the world is ... .
5. The highest mountains in the world are ... .
6. Great Britain is situated on ... .
7. The name of the sea between England and Norway is ... .
8. ... is situated in Minsk region.
9. ... is the largest river in Russia.
10. Magilev stands on ... .

## 16 Words for study.

**affect** [ə'fekt] *υ* уздзеінічаць, уплываць

His words affected me greatly. Hot African climate affected his health. Your opinion will not affect my decision. The teacher's speech affected all of us.

**avoid** [ə'vɔɪd] *υ* пазбягаць (*чаго-небудзь*), ухіляцца (*ад чаго-небудзь*)

I don't know why he avoids me. Don't avoid your duties. His actions helped to avoid the danger. You can't avoid doing this exercise.

**coal** [kəʊl] *n* вугаль

Do you use coal at home? From what countries does coal come here? This station works on coal. Are there coal mines in Belarus?

**concern** [kən'sɜ:n] *υ* датычыцца, мець дачыненне

This doesn't concern me at all. This matter concerns all of us. Nature protection concerns every person, doesn't it? The teacher's words concerned all the pupils.

**found** [faʊnd] *υ* засноўваць (*горад і да т.п.*)

to found a building / a monument / a college / an association  
When was Minsk founded? The school was founded in 1970.  
St Paul's Cathedral was founded by Ch.Wren.

**gentle** ['dʒentl] *a* мяккі; пяшчотны, ласкавы

He has a gentle heart. There was a gentle look in her eyes. She said some gentle words to him. He is a nice and gentle person.

**giant** ['dʒaɪənt] *a* велізарны, гіганцкі

An elephant is a giant animal. He made a giant effort to become a champion. The Nile is a giant river. I have never been on a giant ship. This animal has a giant strength.

**global** ['gləʊbl] *a* агульны, усеагульны

global warming; global disarmament; global problems

**harm** [hɑ:m] *n* шкода, страта

It won't do you harm. A lot of harm was done by the storm. Smoking does a lot of harm to your health. Believe me, I didn't want to do any harm to you.

**insect** ['ɪnsɛkt] *n* насякомае

What insects have four legs? Ants, flies and mosquitoes are insects. Insects sleep in winter.

**invent** [in'vent] *v* винаходзіць; ствараць

Who invented the radio? Computer was invented in the 20th century. They invent new fashions every year. Powder was invented in China many centuries ago.

**oil** [ɔɪl] *n* 1) нафта; 2) алей (*расліннае масла*)

Oil is used in many fields. Oil comes to our country from Russia. England takes oil from the North Sea. Not many countries are rich in oil. My mother always buys sunflower oil.

**rarely** ['reəli] *adv* рэдка, нячаста

I see him rarely. He rarely makes mistakes in his tests. They rarely come here. We rarely met last year.

**sharp** [ʃɑ:p] *a* 1) востры; 2) рэзкі

Be careful, this knife is sharp. The car made a sharp turning. I didn't like his sharp words. Why is he always so sharp with me?

**starvation** [stɑ:'veɪʃn] *a* голад; галаданне

During the war many people died of starvation. Starvation is a great disaster. I hate starvation. Starvation helps some people who want to lose weight.

**starve** [stɑ:v] *v* паміраць з голаду

Many people are still starving on the planet. Some animals starve because of pollution. I am so hungry, I am just starving.

**support** [sə'pɔ:t] *v* 1) падтрымліваць; 2) дапамагаць (*матэрыяльна*)

He has a large family to support. I can't support you in this matter. You need facts to support your idea.

**survive** [sə'vaɪv] *v* выжыць, застацца жывым

Many trees didn't survive the cold last winter. He couldn't survive starvation. He was the only child who survived the fire. Many rare animals survived in this part of the continent.

**uncertain** [ʌn'sɜ:tn] *a* няпэўны, нявызначаны

The date of their arrival is uncertain. I feel uncertain what to do next. I am uncertain about my plans for future.

**unfit** [ʌn'fɪt] *a* які не падыходзіць, непрыдатны, непрыгодны

This house is unfit for living. The water here is unfit for drinking. This land is unfit for farming. This paper is unfit for painting.

**unlike** [ʌn'laɪk] *a prep* непадобны, не такі як; *adv* у адрозненне ад

This action is unlike him. His new novel is unlike his previous books. It's unlike him to refuse to help. He, unlike his younger brother, is tall and strong.

**17 In column A find synonyms to the words in column B and translate them.**

**A**

- 1) concern
- 2) gentle
- 3) giant
- 4) rarely
- 5) found
- 6) invent
- 7) starve
- 8) uncertain
- 9) affect
- 10) unlike

**B**

- a) huge
- b) seldom
- c) build the basis
- d) different
- e) be very hungry
- f) not sure
- g) create
- h) have relation to
- i) kind and friendly
- j) influence

**18 Match the words of the two lists in their opposite meaning and translate them.**

- 1) suitable
- 2) clear
- 3) die
- 4) often
- 5) rude
- 6) small
- 7) similar
- 8) meet
- 9) ruin
- 10) use

- a) survive
- b) rarely
- c) uncertain
- d) unlike
- e) giant
- f) unfit
- g) found
- h) gentle
- i) avoid
- j) harm

**19 Say it in Belarusian.**

avoid meeting smb  
it concerns me  
affect greatly  
do harm to smb  
die of starvation  
global warming

unlike me  
be uncertain of smth  
be unfit for smth  
be short of coal and oil  
sharp words

**20 Say it in English.**

1. Хто стварыў камп'ютэр?
2. Я рэдка катаюся на веласіпедзе.
3. Гэта датычыцца цябе таксама, Маша.

4. Град (the hail) нанёс вялікую шкоду раслінам.
5. Я цалкам падтрымліваю твой пункт гледжання.
6. Дзень экскурсіі яшчэ не вызначаны.
7. Мая сястра, у адрозненне ад мяне, не любіць дэтэктывы.
8. Ён не сказаў ніводнага рэзкага слова.
9. Гэтая гара падобна на велізарнага мядзведзя.
10. У верасні тут будзе заснавана новая бібліятэка.

## 21 Answer the questions.

1. Who mainly supports your family?
2. What does greatest harm to our health do you think?
3. Do you always talk to other people in a gentle voice?
4. Is it easy to invent new things nowadays?
5. What is petrol (*бензін*) made from?
6. When was your school founded?
7. Does punishment or praise affect you more?
8. What do you avoid doing at school?
9. Is water in your river fit for drinking?
10. Whose problems concern you most: your friends' or your family's?

## Reading

### 1 Read the rhyme at speed practising the correct articulation of the sound [w].

Whether<sup>1</sup> the weather is cold,  
 Whether the weather is hot,  
 We'll weather<sup>2</sup> the weather,  
 Whatever the weather,  
 Whether we like it or not.

<sup>1</sup>whether ['weðə] – або; <sup>2</sup>to weather ['weðə] – вытрымліваць, трываць.

### 2 Read the lines of words with the same sound in the stressed syllable. Pay attention to the spelling.

[ɜ:] serve, observe, term, nerve, **concern**  
 [əʊ] goal, soap, road, load, coat, **coal**

[ɔɪ] noise, voice, coin, **avoid**, oil  
 [u:] rude, include, **pollute**, **pollution**  
 [e] head, already, dead, instead, **threat**  
 [ɑ:] park, **harm**, **sharp**, **starve**  
 [eə] bare, stare, compare, share, **rare**

### 3 Read the words.

[g] or [dʒ] for the letter g?

gym	gentle	guest
give	general	dangerous
goal	guy	damage
giant	get	global

[s], [k] or [ʃ] for the letter c?

ocean	because	certainly
ancient	contaminate	coal
concern	balance	per cent
factory	protect	acid

[s] or [z] for the letter s?

season	present	lose
result	poisonous	consider
reason	waste	insect
disappear	raise	reserve

### 4 Read the words with the stress on the first or on the second syllable.

(  ) or   (   )?

affect	environment	starvation
effort	invent	survive
concern	pollute	avoid
contaminate	pollution	support
industry	rarely	balance



**5 Read the text and say what threats people are worried about.****Our Earth**

The Earth is the only planet in our solar<sup>1</sup> system where there is life. If you look down at the Earth from a plane, you will see how wonderful our planet is. You will see blue rivers, lakes, seas and oceans. You will see high snowy mountains, green forests and fields.

There is more water on the Earth than land. Everything what is alive on the Earth needs water, air and the Sun. The nature around us is called environment.

Since ancient times, man has tried to make his life easier. He invented machines and instruments, chemicals and atomic power. Today these inventions pollute the world we live in.

In this world around us, there are two things that do not belong to any one country: air and ocean water. In both the air and the water, there is much pollution. People are concerned about the air and the water that are used by everyone, and they are also concerned about the future of the Earth.

One of the most important pollution problems is the oceans. Many ships sail in the ocean water – fishing ships, some ships carrying people, some carrying oil. If a ship loses some of the oil in the water, or waste from the ships is put into the ocean, the water becomes dirty. Many sea birds die because of the polluted water. Many kinds of fish die in the sea, others get contaminated. Fishermen catch contaminated fish which may be sold in markets, and people may get sick if they eat it. Lakes and rivers are becoming polluted, too. Some beaches are dangerous for swimming.

The second important problem is air pollution. Cars and factories pollute the air we use. Their fume also destroys the ozone layer<sup>2</sup> which protects the Earth from the dangerous light of the Sun. Aerosols create large “holes” in the ozone layer round the Earth. Burning coal and oil leads to global warming which may bring about a change in the world’s climate.

Another problem is that our forests are dying from acid<sup>3</sup> rain. Deforestation, especially destruction of tropical forests, affects the balance of nature in many ways. It kills animals, changes the climate and ecosystem in the world.



A person can do some damage to the environment but the greater part of pollution certainly comes from industry. Modern industry production is the main threat to nature.

Today people are worried about the threat of nuclear power. Charnobyl disaster of 1986 in the result of the explosion of a nuclear<sup>4</sup> reactor has badly affected Belarus. About 18 per cent of the soil in the country is unfit for farming, and many districts are dangerous to live in.

At present there are different organizations and parties in Europe and America that actively work to protect the nature from the harm. They want to stop the damage that is done by man to the nature in the result of nuclear tests and throwing poisonous waste into the seas and rivers.

It's time we asked ourselves a question: What can I do to protect nature? If we want our children to live in the same world we live in, or in a better and healthier world, we must learn to protect the water, the air and the land from pollution.

---

<sup>1</sup>solar ['səʊlə] – сонечны; <sup>2</sup>ozone ['əʊzəʊn] layer ['leɪə] – аэнавы слой; <sup>3</sup>acid ['æsid] – кіслотны; <sup>4</sup>nuclear ['njuːklɪə] – ядзерны.

## 6 Answer the questions on the text.

1. What will you see if you look down at the Earth from a plane?
2. What does everything alive on the Earth need?
3. Why did man try to invent machines and instruments?
4. Where is there much pollution today?
5. What pollutes water in the seas?
6. What pollutes the air we use?
7. What is the main threat to nature?
8. How much land in Belarus is unfit for farming?
9. What do different organizations in Europe and America do?
10. Are nuclear power stations necessary?

## 7 Complete the sentences according to the text.

1. If you look down at the Earth from a plane, ...
2. Everything what is alive on the Earth needs...
3. People are concerned about...
4. Many birds and fish die because...
5. Polluted air destroys...
6. Burning coal and oil leads to...

7. Modern industry production is...
8. Different organizations try to...

## 8 Say if the sentences are true to the text or false.

1. The area of land is the same as the area of water on our planet.
2. Technical progress pollutes nature.
3. People are concerned about the future of the Earth.
4. The most important pollution problem is the land.
5. The ozone layer protects the Earth from the Sun.
6. People know how to protect the air, the water and the land from pollution.
7. The greater part of pollution comes from cars.
8. Charnobyl disaster affected Belarus greatly.

## 9 Read the text again and add more information to the statements.

1. Our planet looks beautiful.
2. Man has invented many things.
3. Ocean water is badly polluted.
4. It's dangerous to destroy the ozone layer.
5. Modern industry is the main threat to nature.
6. Public organizations want to stop the damage that is done by man to nature.

## 10 Read the text again and find English equivalents to the following.

адзіная планета	у сваю чаргу
называецца	больш здаровы свет
са старажытных часоў	большая частка
вакол нас	галоўная пагроза
у многіх адносінах	азонавая дзірка
будучае	клапаціцца пра (аб)
праблемы забруджвання	чарнобыльская катастрофа
з-за	земляробства
на кірмашах	у цяперашні час
захворваюць	у выніку
небяспечнае выпраменьванне	пара (час)
прыводзіць да	

## 11 Speak about:

- a) the reasons for nature pollution;
- b) important pollution problems;

- c) pollution problems in Belarus;
- d) ways to protect nature.

**12 Say what you think about the state of environment in the place where you live.**

**13 Read the text and say what animals are in greatest danger.**

## Wildlife

**\*The Himalayas** [ˌhɪməˈleɪəz] – Гімалаї (горы)



Can you believe that every ten minutes, one kind of animal, plant or insect dies out forever. If nothing is done about it, one million kinds of animals and birds that are alive today will disappear from the Earth in twenty years.

In the heart of Asia, northeast of the huge Himalayas\*, there is a region of high mountains and deep river valleys. The lower mountain sides are covered with forests of bamboo<sup>1</sup>, up to five metres high. Bamboo is a kind of grass with thick, woody stems and long grass-like leaves, with edges<sup>2</sup> as sharp as razors<sup>3</sup>. The bamboo grows so thickly here that it is almost impossible to make your way through it. This is the home of the giant panda.

The giant panda is a large bear-like animal, and one of the rarest mammals<sup>4</sup> in the world. Its sweet face with the black and white marks has been the symbol for the World Wildlife Fund since 1961. All efforts are now made to study the giant panda and protect it. Sadly, its future is uncertain.

Pandas eat flowers, grass and sometimes small animals. They are also very fond of honey<sup>5</sup>. But bamboo is the giant panda's main food. It pulls down the bamboo and breaks it as it stands on its back legs. It then sits down to eat. This animal, unlike other four-legged animals, does not lower its mouth to its food. Instead, it brings the bamboo up to its mouth like a man does it. A giant panda spends 10 hours a day, eating. And, to live, it must eat at least 20 kilos of bamboo every day. And this is the problem.

The bamboo has a very unusual lifecycle<sup>6</sup>. It grows for almost 100 years, then it falls down and dies. In ancient times, when large

areas of bamboo forest covered a lot of China, the pandas could simply move from one forest to another. But now, many forests have been cut down and pandas have nowhere to go.

This happened in 1975-6 when 40 pandas died of starvation. Scientists think that there are only between 400 and 1,000 giant pandas left in the wild. So it is absolutely necessary to find ways of protecting this big, gentle and very beautiful animal.

Fortunately, somebody is trying to do something about it. In 1961 the World Wildlife Fund was founded. At first it was a small group of people who wanted to raise money to save animals and plants from extinction. Today, the World Wildlife Fund is a large international organization. It has collected over £ 35 million, and they give support to national parks on five continents. It has helped 30 mammals and birds – including the tiger – to survive. Perhaps this is not much, but it is a start. If more people give money, and if more governments help as well, perhaps the World Wildlife Fund will be able to protect the nature from the threat of great pollution and wildlife from extinction.

<sup>1</sup>**bamboo** [ˌbæmˈbuː] – бамбук; <sup>2</sup>**edge** [edʒ] – край; <sup>3</sup>**razor** [ˈreɪzə] – бритва; <sup>4</sup>**mammal** [ˈmæml] – млекопитающее; <sup>5</sup>**honey** [ˈhʌni] – мёд; <sup>6</sup>**lifecycle** [ˈlaɪfˌsaɪkl] – цикл развития.

#### 14 Answer the questions on the text.

1. How many animals, birds, plants and insects die out every ten minutes in the world?
2. Where are there many forests of bamboo?
3. How high is a bamboo tree?
4. Where does the giant panda live?
5. When did the panda become the symbol of wildlife?
6. What do pandas eat?
7. How does the panda eat bamboo?
8. What is the lifecycle of the bamboo?
9. What happened to the panda in 1975-6?
10. What does the World Wildlife Fund do?

#### 15 Say if the sentences are true to the text or false.

1. One million kinds of animals and birds may disappear in two years.
2. The Himalayas are in the south of Asia.
3. Pandas live in different countries.

4. Pandas are in danger.
5. Pandas eat small fish and birds.
6. Pandas eat like a man does it.
7. A bamboo forest grows for 100 years and then dies.
8. Pandas die of starvation.
9. The World Wildlife Fund is a small organization in China.

## 16 Find in the text English equivalents to the following.

назаўсёды	прынамсі
праз дваццаць гадоў	у старажытныя часы
да пяці метраў	няма куды ісці
накшталт травы	памерлі з голаду
прабрацца	ад ... да
падобная да мядзведзя	на свабодзе
сімпатычная мордачка	на шчасце
з 1961 года	спачатку
на жаль	ратаваць ад знікнення
цягнуць уніз	аказваць падтрымку
чатырохногія жывёлы	таксама
замест таго	свет прыроды
як гэта робіць чалавек	

## 17 Complete the sentences according to the text.

1. Every ten minutes ... dies out forever.
2. In the heart of Asia there is a region...
3. The giant panda is one of ... in the world.
4. All efforts are made now to...
5. A giant panda must eat ... every day.
6. In ancient times, the panda could simply...
7. But now many forests...
8. It is absolutely necessary to find ways...

## 18 Speak on the following:

- a) how many animals and other live creatures disappear forever;
- b) the Himalayas is the only place where pandas can live;
- c) the giant panda is the symbol for the World Wildlife Fund;
- d) pandas need a lot of food and especially bamboo;
- e) rare animals must be protected.

- 19 Say what rare animals live on the territory of Belarus and how they are protected.
- 20 Look through the weather forecast and examine the chart. Say if it rained in all parts of Great Britain on May 25, 2007.

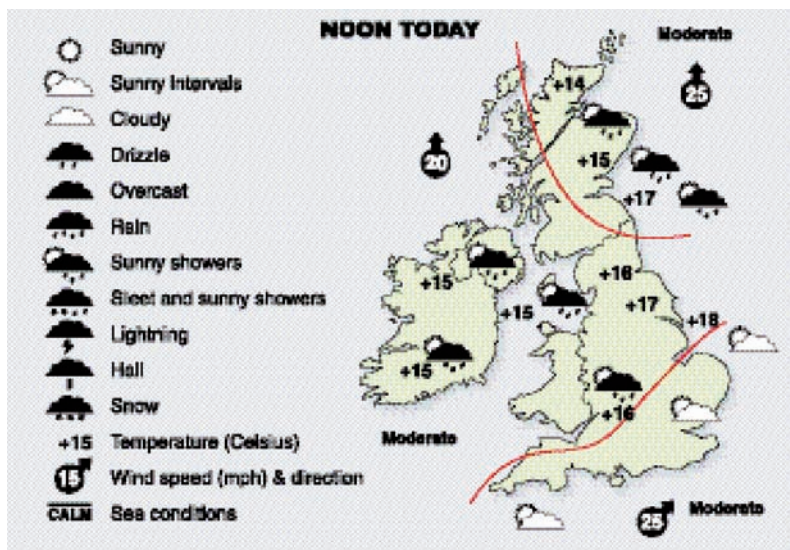
### FORECAST

**GENERAL SITUATION:** Sunshine and showers. There will be a sunny start over much of England and Wales with bright spells throughout the day, especially in the South East where many places will stay dry. Elsewhere showers are likely, possibly heavy in places.

Northernmost Scotland may start wet, but brighter weather will soon spread to most of Scotland and Northern Ireland. Showers will develop during the day, and may become heavy. Temperatures will not be far from the seasonal norm.

**London, Central S, SE, E England, E Anglia, E Midlands:** Sunny, one or two showers later. With southwest, moderate. Max 17 °C (63 F).

**W Midlands, Wales, NW England, Lake District, Isle of Man, Central N, SW Scotland, Glasgow, Argyll, N Ireland:** Sunshine and showers. Heavy showers later. Wind south to southwest, moderate or fresh. Max 16 °C (61 F).





**21 Our activities differ depending upon the weather conditions. Say how you would probably feel, where you would go and what you would do on each day:**

- a wet winter Saturday;
- a warm sunny Sunday in summer;
- a bright fresh day in spring;
- a windy autumn day.

**22 Recall and describe a day when a change in the weather spoilt your plans.**

**23 Look quickly through the text and say:**

- a) if scientists are optimistic about the future of the planet;
- b) what makes them worry about environment;
- c) what causes Global Warming.

## **Global Warming**

The climate of the world has changed many times. Sometimes the temperature falls and we have an Ice Age. Recently most of Europe was covered in ice, just like Greenland. But don't worry! That ended about thousands of years ago. Nowadays scientists are worried that the weather has changed and the world is getting warmer. They call this Global Warming. What is causing it? And why is it a serious problem?

Unfortunately, people are one of the main causes. There are now millions of cars burning petrol. When we burn fuels like coal, oil and wood, they produce carbon dioxide [daɪ'ɒksaɪd] (CO<sub>2</sub>). These gases rise into the atmosphere. The sun's heat can pass through these gases, but cannot escape. We call them "greenhouse gases". A greenhouse has glass walls. The sun's heat goes through the glass, but cannot escape, and the greenhouse gets hotter. In the same way, greenhouse gases are making the world hotter. They also cause "acid rain", which kills trees.

Does this matter? Isn't it better to be warm? The problem is that a very small rise in the temperature of the Earth can completely change the climate. In recent years, deserts have grown larger; Northern Europe has grown wetter; the ice on mountains and at the poles has begun to melt; and the level of the oceans has risen. Some small islands in the Pacific ocean have disappeared.



So what is the answer? Most scientists agree that we must use less energy and cut down the amount of greenhouse gases and other serious kinds of pollution. Governments are slowly beginning to deal with this problem. But we must all do our bit to help. After all, the world depends on us.

## Listening

- 1 Before listening to the text “Changing Climate”, look through the vocabulary.**

**The Sahara** [sə'hɑ:rə] **desert** ['dezət] – пустыня Сахара

**Tuaregs** ['twa:regz] – туарэги (*народ у Афрыцы*)

**lizard** ['lɪzəd] – яшчарка

**camel** ['kæml] – вярблюд

**dam** [dæm] – дамба

**pineapple** ['paɪn,æpl] – ананас

- 2 Listen to the text “Changing Climate”, copy the chart and fill it in.**

Animals that live in the Sahara	Animals that people keep at home	Month of rain	Things they grow	Years when there was no water
...	...	...	...	...

- 3 Give yes or no answers to the questions according to the text.**

- Can the temperature in the Sahara desert be over 65 °C?
- Do the Tuaregs keep cows?
- Did the rain usually come in July?
- Did the Tuaregs buy and sell camels?
- Do the Tuareg children go to school now?
- Are many trees cut down in Africa?
- Do the elephants break the gardens?
- Do people have to be careful with nature?

- 4 Listen to the text again and complete the sentences.**

- The Sahara desert is ... to live in.
- In ancient times the Tuaregs moved...

3. Every year at the same time the Tuaregs went ... to buy and sell camels.
4. But now the Tuaregs have to change...
5. The Tuaregs have to ... all the time.
6. The changing climate has changed the Tuareg's...
7. The elephants cannot find all the water they need, so they...
8. In some countries in Africa, thousands of people died because...

**5 Describe the life of the Tuaregs. What do the Tuaregs have to do now? What don't they have to do? Use the prompts:**

- ✓ look after their gardens
- ✓ move from place to place
- ✓ look for the water holes
- ✓ build stronger garden walls
- ✓ travel to the markets

**6 Imagine that you are in a desert. Say:**

- what it is like there;
- how you will feel there;
- what you can see;
- what you will do;
- what food you'll eat;
- how you'll get water.

**7 Before listening to the text "Be a Good Tourist", look through the vocabulary.**

**Kenya** ['ki:njə] – Кенія (держава ў Афрыцы)

**reserve** [rɪ'zɜ:v] – запаведнік

**leopard** ['lepəd] – леопард

**turtle** ['tɜ:tl] – чарапаха

**to lay eggs** – адкладваць яйкі

**to trample** ['træmpl] – вытоптаць

**butterfly** ['bʌtəflaɪ] – матылёк

**whale** [weɪl] – кіт

**to drown** [draʊn] – патанаць, тапіцца

**8 Listen to the text “Be a Good Tourist”, copy the chart and fill it in.**

Animals	Problem	Reason	Place
leopard	can't have a rest	cars	Kenya
...	...	...	...

**9 Say if the statements are true to the text or false.**

1. Many people travel today.
2. Tourists in Africa shoot wild animals.
3. The guides teach tourists how to protect nature.
4. Animal reserves were created in Kenya.
5. Turtles can't live near big hotels.
6. There are no hotels in the jungle.
7. Tourists catch butterflies in Mexico.
8. Whales dive deep and drown.
9. It's better to protect nature than to use it.

**10 Listen to the text again and complete the sentences.**

1. Tourists who go to faraway countries often...
2. Now the tourists are told to...
3. The people of Kenya have agreed to...
4. Monkeys jump...
5. Crowds of tourists come to look...
6. The government has decided...

**11 Say why tourists can sometimes do harm to nature and what places are more often damaged after they have been visited by tourists.****12 Describe your last visit (picnic) to the forest. Say:**

- a) when you went there;
- b) how many people were there at the picnic;
- c) what you did there;
- d) what you watched;
- e) if you did any harm to nature in your opinion;
- f) if you cleaned the place after the picnic;
- g) what you enjoyed most at the picnic.

# Communication

## JUDGEMENTS AND OPINIONS

### *Useful Phrases*

It looks funny to me.  
Isn't it awful!  
That's silly.  
That's true.  
You may be right.  
I don't think much of it.  
It all depends.

### 1 Read the dialogues and role-play them.

1

- Do you know what Greenpeace is?
- I've heard about it, but I am not sure I know what they do.
- It's a public organization against nuclear energy. I've seen a programme on TV about them.
- Do you think they can help to control the use of nuclear power?
- I don't know. But they are very energetic. They dressed up as corpses<sup>1</sup> and walked about the shopping area and whispered<sup>2</sup> to people that they should be careful because there might be a radioactive cloud over their heads on that day.
- It looks funny to me. Why did you watch that programme? There was an important football match on television the same evening.



<sup>1</sup>corpse [kɔ:ps] – труп; <sup>2</sup>to whisper ['wɪspə] – шептаць.

## 2

- Tom* Did you see the programme on TV last night that showed some rats which were made to smoke 60 cigarettes a day, and they died?
- Jane* Yes, I did. Isn't it awful! Can't they prove that smoking is bad for people without testing on animals?
- Tom* That's true. Why should animals die horrible deaths just because some silly people can't give up<sup>1</sup> smoking?
- Jane* Well, but most of the experiments on animals improve medical treatment of people. That's what they say.
- Tom* They may be right. But the Animal Liberation Front is fighting against it. And I agree with them.
- Jane* Yes, more and more animals disappear for good<sup>2</sup>, and so many are killed as well. I am happy I have a dog and a cat at home.

---

<sup>1</sup>to give up – кiдаць; <sup>2</sup>for good – назаўсёды.

## 3

- Reporter* What do you think does the greatest harm to nature?
- Pupil 1* I think industry. They've created a lot of machines and cars that poison the air.
- Pupil 2* In my opinion it's nuclear power. There is a threat of nuclear war, or nuclear stations may explode anywhere.
- Pupil 3* And I think it's throwing waste into oceans, seas and rivers. Clean water is the most important thing on the Earth.
- Pupil 4* I am sure it's extinction of rare animals and plants. All this ruins the balance of nature.
- Reporter* What should be done to protect nature?
- Pupil 1* A lot depends on us. People should take measures<sup>1</sup> in exploring nature.
- Pupil 2* Those who do harm to nature must be punished.
- Pupil 3* We should do something but not just speak about it. How can we have comfortable life with cars, planes, electricity without destroying.
- Pupil 4* Let's stop talking about the black side of things. Look, the weather is wonderful and it's a good day for a picnic in the forest.

---

<sup>1</sup>to take measures ['meʒəz] – тут абмяжоўваць сябе, прытрымлівацца меры.

## 2 Give your opinion on the statements using one of the standard phrases.

1. My parents make me stay at home every evening.
2. She has coloured her hair orange.
3. Boys are more devoted friends than girls.
4. Young people have too much freedom nowadays.
5. A woman's place is in the home not in politics.
6. One day all people will speak only English.
7. The best place to spend your holiday is in the country.
8. Man will live on the moon one day.
9. The oceans will dry up one day.

## 3 Give statements to which your partner might say.

It looks funny to me.  
That's silly.  
Isn't it awful!  
That's true.  
It all depends.

## 4 Complete the dialogues.

1

- What do you think of the ecological situation in your place?
- ...
- And what does the greatest harm to the forests and rivers?
- ... Do you agree with me here?
- ... But I am not so pessimistic as you are.
- ... You just don't think much of this problem.
- That's true.

2

- Have you decided where to go on a picnic this weekend?
- ... Can you join us? We can go fishing and swimming if the day is hot.
- Do you think we can swim in the river? They say the water is bad in it and you can't eat fish from it.
- ... We can go to the forest to pick mushrooms. Or are they also bad?
- ... Anyway it will be fine to stay in the countryside.

- 5 Make up your own dialogues discussing the steps that should be taken to protect the environment in your region using the words of the word list for the topic.

## Writing

### 1 Write the words in English.

навакольнае асяроддзе	адходы
ахоўваць прыроду	востры
наносіць шкоду	рэдка
забруджванне навакольнага асяроддзя	клапаціцца аб прыродзе
пагрозы	паветра
пазбягаць	акія
намаганне	прамысловасць
вынаходзіць	пяшчотны
паміраць з голаду	велізарны
выжыць	дзікая прырода

### 2 Write the nouns corresponding to the adjectives and verbs below. Look up the dictionary if necessary.

**Example** arrive – arrival  
impress – impression

pollute	natural	destroy
protect	starve	dangerous
extinct	invent	healthy
develop	organise	produce

### 3 Write the instructions in reported speech.

When I came to school, my friend told me:

Come up to me, Nick!  
Sit with me at the back desk!  
Don't leave your coat in the cloakroom!  
Give me your exercise-book in physics!  
Don't leave school without me!  
Come to my place after school.  
Don't talk to Ann all the time.

When the English teacher entered the classroom, she said:  
Nick, stand up and speak about reported speech!  
Don't look into your textbook!  
Come up to the blackboard and write the new words on it!  
Don't tell me that you not ready!  
Speak louder because I can't hear you!  
Don't smile in a silly way when I am talking to you!  
Don't look at Ann all the time.

#### 4 Report the questions.

**Example** Are you English?  
She asked him if he was English.

1. Can you speak English?
2. Do you like travelling?
3. Is it your first visit to England?
4. Why have you come to England?
5. When did you come?
6. Will you stay here long?
7. What impressed you most in England?
8. Will you come to my place on Friday?

#### 5 Use the sequence of tenses to complete the sentences.

**Example** – Where is your bicycle, Jimmy?  
– I **sold** it to a friend of mine.  
– You what?  
Yesterday I asked my fifteen-year-old son where his bicycle **was**. He told me that he **had sold** it to a friend of his.

1. – Do you want to go shopping with me?  
– I can't. I have to study.  
When I asked my friend if ..., she said that she ... because she ... .
2. – Have you seen Peter anywhere?  
– He has gone to visit his aunt.  
When I came to the party, I asked Nick ... . He told me that ... .
3. – What did you do after the lessons yesterday?  
– I don't remember.  
When my mother asked me ..., I said that ... .



4. – Why are you sitting at your desk and doing nothing?  
– There are no good ideas in my head.  
When the teacher asked me why ..., I told her that ... .
5. – When will your exams begin?  
– On the 4th of June, but I am not sure.  
When my mother asked me when ..., I said that ... .
6. – How many mistakes have you made in this exercise?  
– I have got a ten. It means no mistakes.  
My friend asked me ..., and I proudly answered ... .

## 6 Report the conversation.

*Policeman* Hello, I'm a police officer. Can I ask you a few questions?

*Jane* Yes, all right. What do you want to know?

*Policeman* I want to know some personal details first. What's your name?

*Jane* Jane Simmonds.

*Policeman* And what's your address Miss Simmonds?

*Jane* 34, Granville Avenue.

*Policeman* Were you here yesterday at about eight o'clock?

*Jane* Yes, I was. Why do you want to know that?

*Policeman* Did you notice a man of about twenty-five years old?

*Jane* No, I don't remember.

*Policeman* Did you see a little girl playing with a toy car?

*Jane* Yes, I remember now. The car fell into the river over there.

*Policeman* What happened then?

*Jane* The little girl started crying.

*Policeman* What did the man do?

*Jane* He shouted at the little girl and told her to be quiet.

*Policeman* What happened after that?

*Jane* The little girl ran away.

*Policeman* Which way did she go?

*Jane* Towards the river. Is anything wrong?

*Policeman* The little girl hasn't been found since then. Is there anything else that you remember?

## 7 Write down the correct answers to the questions in full sentences.

**Example** – What is the longest river in the world? (the Volga / the Mississippi / the Nile)?  
– The Mississippi.

1. Where is Bolivia? (Africa / South America / Asia)
2. Where is Congo? (America / Asia / Africa)
3. What is the name of the sea between England and France? (the Mediterranean Sea / the English Channel / the French Sea)
4. What is the largest lake in Belarus? (Lake Narach / Lake Braslav / Lake Belaye)
5. Which is the largest country in the world? (Russia / China / the United States)
6. Where is the Statue of Liberty? (London / Paris / New York)
7. What is the name of the ocean between Europe and America? (the Pacific Ocean / the Atlantic Ocean / the Arctic Ocean)
8. Which is the largest continent? (Asia / Africa / South America)
9. What country lies between Russia, Poland and the Ukraine? (Latvia / Lithuania / Belarus)
10. Of which country is Stockholm the capital? (Sweden / Norway / Finland)

## 8 Fill in the articles *a* or *the* where necessary.

There is more water than land on our planet. ... largest and deepest ocean in ... world is ... Pacific, then comes ... Atlantic. ... Indian Ocean is only ... little smaller. ... smallest ocean is ... Arctic.

... longest river in ... world is ... Mississippi. ... largest sea is ... Mediterranean. ... deepest lake is ... Lake Baikal.

Large masses of ... land are called continents. They are ... Europe and Asia. ... North and South America, ... Australia and ... Antarctic.

There are mountain chains in many parts of ... world. Some of them such as ... Urals are old, others like ... Caucasus are much younger. ... highest mountain chain, which is called ... Himalayas, is situated in ... Asia.

**9 Fill in *too, much, many, enough*.**

1. It's ... quiet for me in the countryside.
2. There aren't ... forests in the world.
3. The country I live in is ... flat. I like mountains.
4. There are too ... factories in big cities.
5. It is ... noisy in the city.
6. There's ... pollution in the sea.
7. There aren't ... clean rivers.
8. The air isn't clean ... .

**10 Complete the text with a word or a group of words that fit the meaning of the sentences best.****Earth's Changing Face**

In the earliest days of his history, man looked ... the other animals around him. ... he learned to use ... tools, and this ... made him the most successful animal to inhabit the Earth. As the human population grew and farming ... more important, man began to ... his environments by ... unwanted plants and chasing away unwanted animals. Now, on a much larger scale, and with the help of modern ... the same things are being done, so that landscapes, even climates, completely change their character. ... have known for some time, however, that all forms of life basically depend on each other, so that if you ... certain insects or animals, or ... forests or ... the rivers and seas, we can disturb the balance of nature ... us. Quite apart from this, who wants to see the countryside and coastlines ruined? But the growth in population keeps demanding larger ... of food and water, there is not much chance of stopping the ... that is happening to our ... .

**11 Use the correct form of the verbs in brackets to complete the sentences.**

1. All my hopes ... (to be realised) next year.
2. Leave a note for them on the table. They ... (to see) it when they ... (to come).
3. He ... (not to like) to play while the others ... (to work).
4. How is Jack? When you ... (to see) him? – Oh, I ... (not to meet) him for ages.
5. I ... (to give) him the book the teacher ... (to recommend).
6. I didn't recognise him. He ... (to change) a lot.

7. She ... (to teach) music in her childhood by a very good teacher.
8. Get your passports ready. They ... (to be examined) by the officer.
9. We ... (to give) a lot of advice by teachers and parents.
10. He ... (to be punished) just for telling a lie.

## **12 Use the articles with geographical names where necessary.**

1. ... United Kingdom includes ... England, ... Scotland, ... Northern Ireland and ... Wales.
2. His uncle lives in ... Canada near ... Lake Superior.
3. They travelled along ... Mississippi to ... Mexico.
4. We are going to spend a week in ... Caucasus.
5. What language do people speak in ... Belgium?
6. I live in ... Lyasnaya Street.
7. You can get to ... British Isles by ship across ... North Sea or ... English Channel.
8. Is ... Atlantic Ocean larger than ... Indian Ocean?
9. Does ... Vitebsk stand on ... West Dvina?
10. Is ... Lake Balaton in ... Hungary?

## **13 Fill in prepositions where necessary.**

1. Glasgow is ... the River Clyde ... Scotland.
2. St Paul's Cathedral was destroyed ... the Great Fire of London ... 1666.
3. Some fruit and vegetables come ... Belarus ... Europe and Asia.
4. Paris is ... the river Seine.
5. We shall have our holiday ... the end ... October.
6. My brother will start his new job ... Monday. He is very excited ... it.
7. Some words are difficult to translate ... one language ... another.
8. I am not sure I am ready ... the lesson.
9. Are you interested ... learning English?
10. I agree ... you ... everything you say.
11. The teacher was pleased ... my project.
12. What kind of music is popular ... young people?
13. It's typical ... him to lose his temper.

**14 Write an answer to the letter.**

*Dear Friend,*

*My name is Barbara Dabalus, and I am 14 years old. I live near Sitka, Alaska. Do you know where it is? It's northwest of the USA, near Russia. We live in a small house near the sea because my father is an oceanographer. He studies whales, and there are lots of them in Alaska (and many other animals such as foxes, bears, eagles etc.). My mother is a teacher at the local school. I don't like school very much. Do you? I've got two sisters and no brothers.*

*My name is strange because I'm partly of an Indian origin: my father's grandfather was Indian, and my mother's great grandparents came from Russia (Alaska was Russian until 1867!). I like animals very much. I've got a dog, Sherpa, and a guinea pig, Quickie. Do you like animals? Have you got any pets? In Alaska it gets very cold in winter (-30 °C!), and it snows a lot, so I ski and skate. I love skating!*

*In summer it is nice and not too hot. I often go boating with my father. It's spectacular to see the whales in the Pacific; it can be dangerous, too! What is your place like? I want to be a stewardess when I leave school. I want to see lots of places. I haven't been anywhere outside Alaska. What about you? Write back soon.*

*Your friend  
Barbara*

**15 Make up sentences.**

1. the / planet / which / largest / is / the / universe / in?
2. easy / a / language / not / teacher / to / a / without / it's / learn.
3. until / lived / he / in / fourteen / he / the country / was / had.
4. friend / who / your / is / for / waiting?
5. believe / still / can't / you / I / hungry / are.

**16 Choose the correct replies.**

1. Would you like to go to a disco tomorrow?
  - a. Sorry, I don't like.
  - b. Sorry, I can't.
  - c. Sorry, I won't like.

2. I am sorry I am late. I've missed the bus.
  - a. Please.
  - b. That's all right.
  - c. Not at all.
3. Thank you for your help.
  - a. Please.
  - b. You are welcome.
  - c. It doesn't matter.
4. What is your sister?
  - a. She is Helen.
  - b. She is very pretty.
  - c. She is an economist.
5. What is your new friend like?
  - a. She is a student.
  - b. She is fond of music.
  - c. She is pretty and clever.

## 17 Translate into English.

Я живу ў Беларусі. Гэта прыгожая краіна. Большая частка маёй рэспублікі пакрыта лясамі. У нас ёсць цудоўныя азёры і шмат рэк. У лясх яшчэ захаваліся дзікія жывёлы.

Ахова навакольнага асяроддзя – важная праблема ў маёй краіне. Большая частка рэспублікі пацярпела ад чарнобыльскай катастрофы. Многія рэгіёны забруджаны радыяцыяй. У некаторых раёнах Гомельскай і Магілёўскай абласцей людзі зараз не жывуць. Гэта небяспечна. Праўда, пра гэта я стараюся не думаць.

Мы хочам захаваць прыгажосць нашай зямлі і яе прыроду. Я рады, што ў Беларусі ёсць такія запаведнікі, як Белавежская пушча. Вельмі важна абараніць і захаваць рэдкіх жывёл у нашай краіне.

У нашай школе ёсць клуб аматараў прыроды. Я яго наведваю. Зараз мы вывучаем шлях міграцыі (migration) птушак. Я збіраюся быць заалагам.

## Project



### MAKING A LEAFLET ABOUT YOUR AREA

- 1 Decide what pictures you can get to illustrate your project. Stick

them into your leaflet.

## 2 Decide what you are going to write about:

- a) its geography:
  - if your area is flat or hilly;
  - if there are rivers or lakes there;
  - if there are forests as well.
- b) the people in your area:
  - how large the population is;
  - what jobs they do;
  - what they do in their free time;
  - where they live (houses or flats).
- c) its environment:
  - if it's polluted or clean;
  - if there are factories in the neighbourhood that throw waste into the rivers and lakes;
  - the state the roads are in;
  - what your school does to protect the nature in your area.

## 3 Present your leaflets in class and choose the one or several that are most attractive.



## Final Discussion on the Topic

### 1 Answer the questions.

1. Where is your country? Which continent is it in?
2. What other countries are near your country?
3. What large towns or cities are there in your country? Which of them are most famous and for what?
4. What kinds of special food do people eat in your country?
5. What important things do people make and sell in your country?
6. How long have you lived in this town / village?
7. What do you like about the place you live in?
8. Where do you like to spend your holiday?
9. When did you last go to the forest or swim in the river or lake?
10. Is the countryside beautiful in your place?
11. Is the air fresh and clean?

12. Do you think there is much nature pollution in your area?
13. What gives greatest pollution to our cities and villages?
14. Who is responsible?
15. What can you do to help protect nature?

**2 Make up a conversation with your partner on the advantages of living:**

- in a big city;
- in the country.

**3 Make a list of important events in the history of your country from a history book or encyclopedia. Choose the information you like best and report it in class.**

**4 Make a list of important facts about your country today. Choose the information you like best and report it in class.**

**5 Describe the wildlife in your country. Say:**

- a) what wild animals live in its forests;
- b) what rare animals live on the territory of Belarus;
- c) how wild animals are protected.

**6 Say why it is important to protect nature. What shouldn't people do to keep the environment clean?**

**7 Say what you and your school do to protect nature.**

**8 Speak about the environment situation in Belarus and in the place where you live. Say if Charnobyl disaster of 1986 affected the place where you live.**

**9 Say in what beautiful places in Belarus people can spend their holiday. Describe the most beautiful place in Belarus that you have seen or want to see.**

**10 Read an extract below from Pete Seeger's song and say how you understand it.**

God bless the grass that grows through the crack<sup>1</sup>.  
They rolled the concrete<sup>2</sup> over it to try to keep it back.  
The concrete gets tired of what it has to do.  
It breaks and it buckles<sup>3</sup> and the grass grows through.  
God bless the grass.





# Just for Fun

<sup>1</sup>**crack** [kræk] – трэшчына; <sup>2</sup>**concrete** ['kɒŋkri:t] – цэмент, бетон; <sup>3</sup>**to buckle** ['bʌkl] – тым уздымацца.

## 1 Read the jokes and retell them.

### Poor Fish

“Children and grown-ups must do their best to keep the world clean,” Mr Fox said to his class. “Sometimes we see rubbish<sup>1</sup> in the streets, and we must pick it up. Sometimes we eat sweets, and we must put the paper in the bin<sup>2</sup>. We must all work together to keep our nature clean. Never throw plastic into the water. There’s so much oil in the sea. If we throw poison into our rivers, the fish will die. This is called pollution. When you come home from school, see if you can find examples of pollution in your area and write some sentences about it.”



Jimmy looked very worried when he came home. On Monday, he brought his composition and gave it to the teacher. This is what he wrote: “Yesterday we had sardines<sup>3</sup> for lunch. Mummy opened the tin<sup>4</sup>, but all the fish were dead, and the tin was full of oil!”

<sup>1</sup>**rubbish** ['rʌbɪʃ] – смецце; <sup>2</sup>**bin** [bɪn] – скрынка для смецця; <sup>3</sup>**sardines** ['sɑ:di:nz] – сардзіны; <sup>4</sup>**tin** [tɪn] – бляшанка.

### Laconic<sup>1</sup>

\***Laconian** [lə'kəʊnjən] – спартанец (*жыхар Спарты*)

\***Athenian** [ə'θi:njən] – афінскі

A laconic man is a person of few words. He is brief<sup>2</sup> in what he says.

There used to be a nation called the Laconians\*. They lived in ancient Greece. Sparta was their capital. They were famous for their courage and short speech. To put it in other words their motto<sup>3</sup> was “Actions speak louder than words”.

Once when an Athenian\* general told them: “If we come to your city, we will destroy it completely,” the Laconians did not get

frightened. Their answer was brief and to the point. They answered calmly, “If.” Thus the name Laconia gave birth to the word “laconic”.

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<sup>1</sup>**laconic** [lə'kɒnɪk] – кароткі, лаканічны; <sup>2</sup>**brief** [bri:f] – кароткі; <sup>3</sup>**motto** ['mɒtəʊ] – дэвіз.

## 2 Do the logical puzzle.

The meeting was at 9 o'clock at the bus stop in Shakespeare Street. It was now 8.30 and Palmer was still in his hotel room. He knew his orders perfectly, but he was reading them again. His chief's note said: “Meeting: 9 p.m. Place: bus stop in Shakespeare Street. Take documents inside a newspaper. Your contact will identify himself<sup>1</sup> with the question: ‘May I see your newspaper?’ You will answer: ‘Take it. I don’t need it any more.’ Then leave, return to your hotel room and telephone me.”

Everything was clear: 9 o'clock, Shakespeare Street, documents, newspaper, telephone. So he left. Shakespeare Street was empty. The church clock was striking nine when he heard footsteps behind him. A woman came up to the bus stop and stood next to him waiting. After a moment or two she noticed Palmer's newspaper and asked, “May I see your newspaper?” “Take it. I don't need it any more,” Palmer answered. In a moment the woman took bus 13 and left.

Something was wrong but what?

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<sup>1</sup>**identify himself** – тут ён пазнае цябе сам.

## 3 Learn the poem.

### A Better World

I woke up one day  
and saw that things were not OK.  
I heard the cars making a noise,  
I say the streets are no place for toys.

The children try to find a place  
a better for them to play.  
Where are the fields and gardens?

Oh, God! People are killing the planet.



# PROGRESS TESTS

## Test 1. Reading Comprehension

### 1 Read the text and do the tasks below.

#### Living in the Modern World

(§ 1) Pollution is one of the greatest problems *facing* mankind. The nuclear accident at Charnobyl and the poisoning of the river Rhine by chemicals are just two recent examples of disasters affecting the environment. What can be done? Some people say there is no practical solution. However, I believe the problem can be dealt with on three levels: internationally, nationally, and, last but not least, on a personal level.

(§ 2) Let us begin by looking at the type of international actions that can be taken. The first point I would like to make is that, when a disaster such as that at Charnobyl occurs, it affects millions of people. Radiation does not *respect* international borders. In my opinion, there should be strict safety regulations about the construction of atomic reactors. Furthermore, reactors should be regularly inspected by teams of international experts. Similarly, if a country wishes to get rid of nuclear waste by dumping it at sea, it should only be allowed once the matter has been thoroughly discussed by all the countries that would be affected. Environmental disasters can be avoided.

(§ 3) Let us now look at what can be done on a national level. Governments must be prepared to take action against pollution. For instance, air pollution could be reduced if car manufacturers and companies were made to fit effective filters on car exhausts and factory chimneys. These measures would in turn help to reduce the damage caused to lakes and forests by acid rain.

(§ 4) *Lastly*, what can we do as individuals? Firstly, I believe we should all be prepared to make changes to our lifestyles. Personally, I try to use public transport or my bicycle as much as possible. When I buy petrol, I make sure that it is the lead free variety. Secondly, we can protest against companies responsible for pollution by making our opinions known and hitting them in the pocket. For example, if the public boycotted products such as

aerosols, which damage the ozone layer, then manufacturers would have to change their packaging policies. We would show them that we are not prepared to let them get away with destroying the environment.

(§ 5) To sum up, I have tried to show that there are steps that can be taken in the fight against pollution. It is a problem that can be solved given the right levels of commitment. However, only by acting as individuals first, we can expect governments to act in their turn.

*Tohn Regers*

**2 Give yes or no answers to the questions.**

1. Does the author of the article believe that pollution level can be reduced?
2. Is radiation only a one country problem?

**3 Say if the statements are true to the text or false.**

1. The author doesn't believe that an individual can do much to protect environment.
2. Atomic reactors should be closed.
3. Nuclear waste can be buried in some place only if the neighbouring countries don't object to it.
4. Effective filters on car exhausts will help to reduce pollution.
5. Manufacturers who pollute environment should pay for it.

**4 Write five syntactically different types of questions to the text.**

**5 Choose the closest meaning in which these words are used in the text.**

1. Facing (§ 1):
  - a) looking at;
  - b) changing;
  - c) concerning.
2. Respect (§ 2):
  - a) observe;
  - b) honour;
  - c) reduce.
3. Lastly (§ 4):
  - a) in general;
  - b) at least;
  - c) finally.

**6 Choose the best translation of the parts of sentences in bold type.**

1. It should only be allowed **once the matter has been thoroughly discussed** by all the countries.
  - a) калі гэтае пытанне ўжо аднойчы ўсебакова абмяркоўвалі;
  - b) пасля таго, як гэтае пытанне ўсебакова абмеркавалі;
  - c) пасля першага абмеркавання гэтага пытання.
2. **These measures would in turn help to reduce** the damage caused to lakes and forests by acid rain.
  - a) гэтыя меры ў сваю чаргу дапамогуць зменшыць страту;
  - b) гэтыя меры па чарзе дапамаглі зменшыць страту;
  - c) гэтыя меры адна за другой змяншаюць страту.
3. We would show them that **we are not prepared to let them get away** with destroying the environment.
  - a) мы не гатовы дазволіць ім пазбегнуць пакарання;
  - b) мы не рыхтуем іх для таго, каб дазволіць ім ухіліцца ад адказнасці;
  - c) мы не падрыхтаваны для таго, каб яны без дазволу зніклі.

**7 Write five sentences to prove the author's idea of the most effective way to protect environment which you share.**

## **Test 2. Listening Comprehension**

**1 Before listening to the text, look through the vocabulary.**

tip [tɪp] – *тут* узбярэжжа  
tribe [traɪb] – племя  
corn [kɔ:n] – зерне

**2 Listen to the text and do the exercises below.**

**3 Choose the title which suits the text best.**

1. Discovery of America.
2. Early Days of American Indians.
3. The Zuni ceremonies.

**4 Choose the correct answer to the questions.**

1. Where did the native people of America probably come from?
  - a. From Spain.
  - b. From Asia.
  - c. From Alaska.

2. What is a pueblo?
  - a. A yard.
  - b. A village.
  - c. A house.
3. How did the Zuni get into their houses?
  - a. Through the holes in the floor.
  - b. Through the open windows.
  - c. Through the holes in the roof.
4. What did the Zuni do to call rain?
  - a. They held special ceremonies.
  - b. They all gathered together in kivas.
  - c. They had serious talks on the roofs.
5. What did the Zuni do first thing in the morning?
  - a. They had breakfast.
  - b. They went to the fields.
  - c. They made fresh bread.
6. What was unusual about their bread?
  - a. It was blue because it was very thin.
  - b. It was blue because of the sort of corn.
  - c. It was usually baked in deep holes.

**5 Listen to the text again and write down the words from the text that have the same meaning.**

nobody definitely knows it  
 perhaps there was land  
 before the Spaniards came to America  
 one above the other  
 came into their houses  
 cooked water bread  
 divided food

**6 Write down the continuation to these sentences according to the text.**

1. Long ago people in Asia travelled about because they wanted...
2. Perhaps the first pioneers to America just...
3. The name "Indians" was given to these people by...
4. The men gathered in the kivas to...
5. When the corn was ripe, the boys ran around the field and shouted...

**7 Describe in writing in five sentences how the Zuni tribe lived.**

## Test 3. Use of English

### 1 Change the nouns and verbs into adjectives.

Please, differ, climate, attract, activity, China, France, Poland, economy, nation, affect, destroy.

### 2 Match the words and their translations.

- |                 |                  |
|-----------------|------------------|
| 1) damage       | a) просьба       |
| 2) admit        | b) здарэнне      |
| 3) influence    | c) віншаваць     |
| 4) request      | d) агульны       |
| 5) congratulate | e) страта, шкода |
| 6) survive      | f) прызнаваць    |
| 7) event        | g) пазбягаць     |
| 8) complain     | h) скардзіцца    |
| 9) common       | i) выжываць      |
| 10) avoid       | j) уздзеянiчаць  |

### 3 Choose the correct word in brackets to complete the sentences.

1. Our trip to Brest was really ... (exciting / excited).
2. I am not really ... (excited / exciting) by the films about James Bond.
3. I was in fact ... (shocked / shocking) when she coloured her hair orange.
4. The teacher felt ... (disappointed / disappointing) by the students' results.
5. He didn't have anything new to tell you, ... (didn't he / did he)?
6. He crashed his bike ... (which / that) upset him a lot.
7. (Who / Which) ... is taller, Tom or Dick?
8. My brother ... (who / which) has been abroad recently wants to see you.

### 4 Use the infinitive or the gerund to complete the sentences.

1. I am not fond of ... (to learn) the rules.
2. My friend Volga enjoys ... (to dance).
3. Do you mind ... (to open) the window?
4. I'd like ... (to look) at the map.
5. We thanked them for ... (to visit) us.
6. What does he intend ... (to do) when he leaves school?



## 5 Write the sentences in reported speech.

When I entered the classroom, my friend asked me:

Why are you late?

Why didn't you wait for me at the bus stop?

Will you go to the gym after the lessons?

Can I have your history book for a while?

What are they copying now?

Have you done Maths for today?

Then he said:

Sit next to me.

Give me your watch because I have left mine at home.

Don't go to the canteen without me.

Don't close your exercise-book before I check up my test.

And it's always like this. And I always agree with him.

## 6 Fill in the article *a* or *the* where necessary.

1. ... wonderful idea crossed my mind.
2. There was ... forest near ... village where I lived ... last year.
3. It was ... very nice hotel but I don't remember ... name.
4. Most of ... best shops are in ... Park Street.
5. ... Panama Canal joins ... Atlantic Ocean and ... Pacific Ocean.
6. ... Europe is not ... large continent but it has ... large population.
7. ... little children learn ... things very quickly.
8. Look at ... girl who is standing at ... window.

## 7 Fill in prepositions where necessary.

1. I wasn't ... home ... that time.
2. He doesn't take part ... school activities.
3. You are very sorry ... her, aren't you?
4. I think you can get ... there ... bus.
5. I am sorry I haven't written ... you ... a long time.
6. Kate is very good ... playing the violin. Her parents are very proud ... her.
7. Would you like tea or coffee ... breakfast.
8. We arrived ... the station ... time.

## 8 Make up sentences.

1. side / stood / she / and / looked / the / at / her house / opposite / from.
2. you / heard / interesting / there / anything / have?
3. friend / little / brought / my / a / me / dog / with / a / tail / short.
4. not / writing / I / fond / at / of / letters / am / all.
5. the truth / prefers / always / friend / my / telling.

## 9 Match the common phrases to make up mini dialogues.

- |  |                                  |
|--|----------------------------------|
| 1. What's wrong with her?                | a. It's up to you.               |
| 2. Can I help you?                       | b. Never mind.                   |
| 3. I love the sound of traffic.          | c. It's fun.                     |
| 4. Shall I stay a bit longer?            | d. Do you really?                |
| 5. I didn't mean to be rude, sorry.      | e. That's very kind of you.      |
| 6. What do you think of jogging?         | f. Not in the least.             |
| 7. I'm always forgetting people's names. | g. She worries about her mother. |
| 8. May I use your phone?                 | h. You are welcome.              |
| 9. I have to go now.                     | i. Are you?                      |
| 10. Are you angry with me?               | j. You can't be serious.         |

## 10 Put in suitable missing words to complete the text.

Alex Jones became famous overnight the ... of thirteen ... he sang in one of the BBC programmes. Now on the walls of his bedroom ... are several photos of himself with many well-... rock musicians. Surprisingly, he ... to classical music more ... to pop music. Although he still ... football, he is more ... in tennis. But both Alex and his parents think ..., at the moment, school is ... important than his musical or TV career.

# TEXTS FOR LISTENING COMPREHENSION

## UNIT I

### Text 1. Sweet Dreams

At the moment, my life is a bit boring. I spend most of my time at school and I don't have much free time or money. The only bright spot in my life is basketball training two or three times a week.

I hope I'll do more exciting things in the future. First of all, in five years' time I hope I will study at university. Then, if I'm lucky, I'll study architecture in France. If I work really hard, I will probably graduate with a first class degree, which will increase my chances of getting a good job afterwards.

After the university, I hope I will have more free time than I do now. I hope that I'll have lots of money too, so that I'll have the time and money to travel – in South America, for instance. In about ten years' time, as a result of my hard work, I will find a well-paid job and I will buy my first good car, *Alfa Romeo*, perhaps.

Finally, I expect I'll become the most famous architect in the world and design the first sport stadium in space.

To sum up, I think I will live a rather exciting life over the next ten years. I will complete my studies successfully and I will become rich and famous.

At the same time, I must admit that I'm not as hard-working as my friend Alex Jones, who is a promising ice-skater. Alex's life isn't easy. He gets up at half past five every day and goes to the skating rink and practises there for three hours and then goes to school. He has started learning German because he wants to take skating lessons in Germany. He doesn't miss anything what may be useful for his future professional career. How can he do all that? I can't.

### Text 2. How to Cope with Adults?

The problems with my parents started when I was sixteen. I wanted to get a Saturday job but my parents ordered me to stay at home and study for my exams. Whenever I said that all my friends had Saturday jobs, they always replied, "We don't care what they do, it's you we're worried about," and yet, whenever my school

marks were bad, I was always compared to everyone else. Their double standards made me so angry that I did whatever I could to provoke them. I purposely dyed my hair white blonde and plastered my face in make-up before I went to school. However, all I achieved was big arguments before I went anywhere.

It was a rule in the house that I was only allowed out once during the week and on Saturday till 10 p.m. Every time I wanted to go out in the evening, my parents asked me who I was going out with and where we were going. They even insisted on giving them my friend's telephone number in case they needed to contact me. I always argued about it; I felt that if I gave them the number, they'd use it to check up on me. It never for one moment crossed my mind that they were just worried about me.

Once I asked if I could go to a party on Saturday night. The party finished at 11.30 p.m. They agreed, but on the condition that my Dad came to pick me up at 10 p.m. I argued and argued about it but in the end I had to agree. I knew I was going to be really embarrassed when my father came to pick me up, so I spent the whole party worrying. I didn't speak to my parents for three days after that. My mother tried to explain how they both felt, but I didn't want to listen. It was then that I decided to break all the rules they had set down. So instead of coming home at 10 p.m., I used to arrive back at 11.30 p.m. and then refuse to tell them where I had been. I somehow felt that if I broke their rules, they would realise I was old enough to look after myself, and leave me alone. However, the arguments got worse and worse, and the more they tried to keep me in the house, the more I left it. Finally, one Saturday night I didn't come home till 2 a.m. My father wanted to know why I was so late. I refused to tell him. We had a huge argument. I took a taxi and went to my sister's house. I don't know what to do now.

## UNIT II

### Text 1. Music Fans

Fans are people who love modern music. They listen to it, watch it, read about it and buy records. There are billion of fans all over the world, most of whom are teenagers.

What do you think makes many young people crazy about pop music and indifferent to classical music? It's true that some

young people are crazy about pop music and indifferent to classical, but I am by no means sure that it is a majority. Young people like pop music usually because of the beat – which makes it easier to listen to than to classical music and requires less concentration. Also, the words usually have to do with everyday life and seem more immediate and important than the words of operas and songs by classical composers. The singers of modern songs are usually very little older than their fans and come from ordinary homes which helps their fans to identify themselves with them. Often young people are not so crazy over the music as over the pop stars. In general, classical music demands a very high degree of concentration, some knowledge of music and, if possible, some knowledge of the composer's life and times. This is beyond a lot of young people who only want to listen to music to enjoy themselves, although I believe that most young people like both pop and classical music. A lot of young people like the beat of the music for dancing. Dancing to pop music is freer than dancing to classical music. Here are some of the theories from experts who say that pop and rock appeal to the young due to many factors. They say that:

- Fast, loud music stimulates the human brain.
- It's an international youth language.
- It's social – it brings people together at clubs, discos and concerts.
- It's always changing.
- It has lots of different styles like heavy metal, soul, soft rock – so there's something for everyone.
- It's an escape from the problems and boredom of everyday life.
- It's a protest against the older generation (although these days, lots of people over 40 are pop fans, too).
- It talks about love, imagination and freedom.

But being a fan isn't just pleasure. There can be a negative side, too. For example, many experts think that rock is unhealthy, especially for teenagers. They say that loud music in the clubs, at the discos and on personal stereos can damage your hearing, heavy metal concerts can cause brain damage, some kinds of music create feelings of aggression and violence. Most fans spend all their money on it.

## **Text 2. Keep Music Alive**

Today's music business makes me sick. Well, maybe I'm exaggerating, but in my opinion, the pop industry needs a good shake-up. Why? Because computers and technology are taking over and pushing professional skills and talent right off-stage. Over the last couple of years, some of my best friends have lost their jobs. They are excellent musicians who have worked all their lives, and now they have to take on part-time day jobs in order to earn some money. The only musician who is guaranteed work nowadays is a keyboard player. Machinery is becoming so advanced, it can even reproduce voices, so singers are forced to look for other jobs. But it's not the fault of the musicians. The decision whether to use the computer or the real music is always the producer's. And, let's face it: an electronic synthesiser isn't going to argue or arrive late or drunk.

It's not only the music industry that's hurt by mechanisation. Okay, I accept that society needs to progress. But it's gone too far. You probably think I'm just a pop musician, who is complaining about my own business. But this is something I really do feel very strongly about.

It's not just musicians themselves who are suffering. You, the audiences, are being fooled too. Just look at today's Top 20, and I bet that about 80 per cent of the records are just synthesised electronics. And what's the point in going to see "Top of the Pops" when the artists are simply miming and jumping to a pre-recorded tape?

## **UNIT III**

### **Text 1. A Long Nose**

Michelangelo, the famous Italian sculptor, lived in Florence. Once a beautiful piece of white marble was brought to Florence, and the governor of the city told Michelangelo to make a statue out of the marble. He said that Michelangelo was the only man in Italy who could do it.

The sculptor worked for two years to make the statue as beautiful as possible. When the statue was ready, a lot of people gathered in the square where it stood. Everybody was waiting for the governor. At last he came to be there with the richest people of the

city. The governor looked pleased and the people thought that he liked the statue. So they were all surprised when he said that he didn't like the sculptor's work at all because the statue's nose was too long.

"Can you make the nose shorter?" the governor asked Michelangelo.

Those who heard the question thought that the sculptor would get angry, but to their great surprise Michelangelo answered calmly that he was ready to change the shape of the nose.

He picked up a handful of marble dust and went up to the statue. He pretended to work hard. Standing with his back to the governor, he dropped the marble dust he had picked up so that the governor would believe that he was really changing the shape of the nose. The governor thought that the sculptor was doing as he had told him, and so when Michelangelo finished working, he said proudly: "Now the statue is wonderful."

The people, who were silent while the sculptor was working, realised that he hadn't done anything to the statue, and shouted with joy.

The statue, which is called David, is one of Michelangelo's best works. There is a copy of it in the Pushkin Museum in Moscow.

## **Text 2. Belarusian Handicraft**

To describe the wealth of Belarusian culture will take, of course, many hours because Belarus has always been famous for its various art schools which produced exceptional artistic elements. These include jewellery, articles made of metal, ceramics, glass, leather, straw, waistbands and embroidery. Jewellery and metal working were typical of many factories in the Middle Ages, which developed the so-called "animal style", displayed in amulets, icons, crosses and window frames. In the 18th century new branches of decorative art appeared in Urecha and Naliboki. Things made of glass such as mirrors, chandeliers, glassware were very popular not only in Belarus and they allowed to speak of a separate national art school.

The "Slutsk waistband" pattern had a peculiar Belarusian originality. Its exceptional artistic production level received worldwide recognition.

Straw weaving is another unusual Belarusian art form. Articles made from straw by skillful artists are like rays of the

sun, which are transformed into animals, birds, chests, small boxes.

Many of these relics are exhibited in various museums not only in Minsk but in other cities and towns as well. Belarusian handicraft is still popular today which alongside our theatrical, musical and literary art makes us feel proud of our talented nation.

## UNIT IV

### Text 1. Working Holidays

Every summer, thousands of young people travel to other countries looking for work and adventure. They usually do seasonal work, mainly connected with service and agriculture. The pay is usually poor, but most people work abroad for the thrill of travel. They pick grapes in France, look after children in summer camps, and, of course, there are always jobs in hotels and restaurants. But it's not always easy for them to find work, unless they speak the language of the country well. If you want to work as a nanny with a family in Italy, then, of course, you'll have to speak Italian. When you arrive to wash dishes in a restaurant in Paris, the owner of the restaurant will ask you first if you speak French. British students have a language advantage for jobs in the USA, Canada, Australia and New Zealand.

Not everyone enjoys the experience of working abroad. Alice Rogers was responsible for forty children in Spain. The two teachers who accompanied the children had never been abroad. One child lost his passport, another became seriously ill, and was put on a plane back home; four children got lost in Madrid for a whole day; they were going to throw out the whole group out of one hotel because of the noise the children made. Alice said, "I visited a lot of new places, but it wasn't worth it. The pay was awful, and it really was a 24-hour-a-day job. The kids never slept!"

When young people go abroad, they see it as a holiday. In practice, they have to work hard. At the same time they have to do casual work and they have few employment rights. As soon as the holiday season finishes, the company that employs you, will easily get rid of you. And if you don't work hard, or if your employer doesn't like you, you'll lose your job the next day.



## Text 2. Animal Performers

At a circus in Moscow, Walter Zapashny enters a cage with four lions, nine tigers, two black panthers, a leopard and a puma. He feeds a lion from his mouth and rides on the back of another.

Zapashny has worked in the circus since he was six. His family has been circus actors for over a century. “I dreamed of working with animals all my life. I wanted to tame all kinds of animals, including sea animals – seals, dolphins, sharks.”

Unfortunately, the conditions for working with such animals were not good. So he decided to work with big cats, instead. It took him three years to prepare his first show. Then he was attacked by a tiger and had 64 wounds. “Every day when I come to work, I tell myself that my job is dangerous.”

Every evening before the performance, Zapashny goes to his animals in their cages on wheels. The cages are small and it’s difficult for the animals to turn round. He tickles lions under their chins and smiles at them.

He thinks that the conditions for the animals in the circus are not very good. “I am not satisfied,” he says. “I love them and would like to have a park for them. Circus animals live longer than they do in the wild, but their conditions are not natural.”

## UNIT V

### Text 1. TV – the Story So Far

The idea of a machine able to broadcast both sound and vision goes back to 1875. But it wasn’t until 1926 that a Scottish engineer, John Baird by name, turned the idea into a practical reality. Now, his invention has become the most popular modern media.

John Baird produced the first television pictures just eight years after the First World War. They were in black and white and were not very clear, but he had proved that the principle worked. Those short sets of pictures cost as much as a small car and not many of them were sold. Soon, though, his original system was improved and in 1936 Britain’s first regular TV “Here’s Looking at You”, programme went on the air and was broadcast by the BBC twice a day. But Great Britain wasn’t the only country producing programmes. Other European nations were also involved in the early days of television.

The BBC started broadcasting television news in the 1930s. All the newsreaders were men. The picture quality was so poor that the newsreader's face disappeared if he wore a white shirt. So all the newsreaders had to wear pink shirts to read the news.

The real TV television began after the Second World War. In 1952, British TV covered its first international event – the coronation of Queen Elizabeth II. It was the first time that a worldwide audience of millions of people had seen history take place in their own homes.

By the end of the decade, TV culture was rapidly becoming a fact of life all over the world.

## **Text 2. Be a TV-Critic**

One of the things that worries parents is the effect that television has on children. They write to television about the programmes shown. Here are some of them.

“Most of the programmes on television are not educational at all. Some of them give a false idea of the world, where animals in cartoons take the place of people and give ridiculous versions of famous books acted out by dogs, cats or mice. Do people who make the programmes think that children can't understand anything unless it's cheap, vulgar and silly?”

Some programmes for adults are no better. They are those where people are not expected to think, like serials where people do the same things every week, comedy shows which are silly and not funny at all. And of course, the amount of violence on television is a separate topic and it's the main complaint about TV programmes,” says Helen Spikes.

“I am writing to complain about the lack of selection of TV programmes. There are hardly any worth watching and certainly none for teenagers. They are either too children or they shouldn't be allowed to watch because they're too rude or the language is bad. Have television producers forgotten the teenagers, or is it that they're just too lazy? Also, how about some new series. There have been so many repeats lately that you feel you live in two worlds be seeing the same programmes a month later. Are there other parents who feel the same way I do?” asks Nancy Flocks.

“I think television can be of great benefit to children. I think there are a lot of good programmes that give them good educational information, they are presented in a way, which is very attrac-

tive to them. For example, there is a good nature programme, which is presented in a very exciting way on television and is very education as well. And I also think, television is good for introducing children to good literature. Good children's stories are dramatised for television and this can often attract children to go and read the book, and I think it's a good thing," says Tom Hurley.

## UNIT VI

### Text 1. Changing Climate

The Sahara desert is one of the hottest parts of the world. There, temperatures can rise to 55 °C at midday. It's a very difficult place to live in, but it is home for the Tuareg people. They keep goats at home. Wild animals such as elephants, snakes and lizards live in the desert, too.

In ancient times, the Tuaregs moved from place to place. In the past, the rain came every July, and the Tuaregs, their goats, the elephants and other wild animals moved to the rivers and water holes. Every year at the same time, the Tuaregs went to the markets to buy and sell camels and buy food for their journeys. This was the way the Tuareg people lived.

But now the climate is changing and the Tuaregs have to change their way of life. The rain doesn't come every July. There isn't enough water in the desert for the goats and wild animals. The Tuaregs cannot travel in the desert with their camels and goats any more. They have to stay in their villages all the time. The children look after the goats and go to school. The Tuaregs grow fruit and vegetables next to little rivers.

In Africa people also cut down trees – and trees stop the wind, as you know. Also, in some countries, people wanted to make electricity. They changed the direction of the rivers, and they built dams. This changed the direction of the water underground in their countries. That resulted in the changes of climate, and thousands of people died in Africa between 1968 and 1974 because there was no water.

People have to be careful with nature. The changing climate changed the Tuaregs' way of life. Now it is changing the elephants' way of life! The desert is too dry for the elephants. They cannot find all the water they need, so they break the walls around the Tuaregs' gardens and eat the bananas and pineapples that the Tuaregs grow. What can the Tuaregs do?

## **Text 2. Be a Good Tourist**

Tourism has developed much in the 20th century. The truth is that tourists who go to faraway or tropical countries often do nature much harm. Now the travellers are told not only to watch wildlife around them but try to protect nature at the same time. Special guides are trying to teach lovers of nature how to behave. In the past, many travellers tried to shoot animals. Today they can only watch them and take pictures of them.

Facts show, however, that even this is not always good for the animal world. For example, the people of Kenya have agreed to turn their land into animal reserves. Now it appears that the leopards in the parks cannot have a good rest at night because tourists drive in their cars late at night. The hotels on the Pacific coasts throw such bright light at night that big green turtles that come out from the sea cannot lay their eggs. Tourist hotels are sometimes built in the jungle and the monkeys jump from the trees to hotel roofs. Beautiful butterflies in the Mexican highland make homes in the trees. Crowds of tourists come to look after the butterflies and trample the ground under the trees. Tens of thousands of Europeans come every year to the Canary Island to watch whales. Their boats frighten the whales who dive so deep that they often drown. The government has decided to limit the number of boats with tourists. They also try to make people understand that we can have more by protecting nature than by using it carelessly.

## **PROGRESS TESTS**

### **Text. Test 2. Listening Comprehension**

Indians have lived in America for a very, very long time, but how long, nobody can be quite sure.

Scientists think that at one time nobody at all lived in North or South America, but there were people in Asia. They lived in small groups, and they travelled about looking for more and better food. Some of those people travelled as far as the eastern part of Siberia, which is near the western part of Alaska. There is water between these two tips now, but some scientists think that long ago there might be land between Siberia and Alaska. Perhaps the first pioneers to America just walked across from Asia, or they might come in small boats.

By the time the Spaniards discovered America more than 450 years ago, these new people had settled down in different places in America and had found different ways of living. It was the Spaniards who gave all these people the name of “Indians”.

There were very many kinds of American Indians. The Zuni tribe lived in the desert country where the state of New Mexico is situated now. They lived in villages called pueblos. The houses in a pueblo were built one on top of the other. The flat roof of one house was a yard for the houses above it. The people climbed up ladders and entered their homes through the holes in the roof.

There were some rooms in the village where nobody lived. They called these special rooms kivas. The men went there to have serious talks or to hold ceremonies. They hoped these ceremonies would bring rain to their dry desert country.

The Zuni began their day with working in the fields. Like most Indians, they always worked first and ate afterwards because at that time one could not cook breakfast in a few minutes.

The Zuni usually made water bread which was as thin as paper. The bread was blue because it was made of blue corn. The Zuni planted corn in deep holes which they dug with sticks. When the corn was ripe, the boys had to run around the field all day shouting at birds that wanted to eat the corn.

Whatever the Zuni did, they did together. Whole families worked together in the fields and shared all the food.

# Grammar Support

## Граматычны даведнік

### UNIT I

#### The Modal Verb *Used to* for Habitual Actions in the Past

#### Ужыванне мадальнага дзеяслова *used to* для перадачы прывычных дзеянняў у прошлым

Каб перадаць прывычнае дзеянне, якое паўтаралася ў прошлым, вельмі часта ўжываецца мадальны дзеяслоў **used to** ў спалучэнні з інфінітывам.

Last winter I <b>used to spend</b> a lot of time in the library.	Мінулай зімой я праводзіў шмат часу ў бібліятэцы.
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Мадальны дзеяслоў **used to** ў спалучэнні з інфінітывам перакладаецца на беларускую мову дзеясловам прошлага часу незакончанага трывання, часта з прыслоўем **звычайна**:

I used to buy	я купляў / звычайна купляў
he used to read	ён чытаў / звычайна чытаў

Мадальны дзеяслоў **used to** ўжываецца таксама, каб перадаць дзеянне або стан, якія працягваліся доўгі час у мінулым (часцей з дзеясловамі **to be, to know, to live** і інш.).

I used to know that man.	Я (раней) ведаў гэтага чалавека.
He used to live in Kiev.	Ён (раней) жыў у Кіеве.

Мадальны дзеяслоў **used to** ўжываецца толькі ў прошлым часе.

Пытальная форма ўтвараецца як з дапаможным дзеясловам **did**, так і без яго.

<b>Used you (Did you use) to</b> receive letters from them?	Ты раней атрымліваў лісты ад іх?
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Адмоўная форма ўтвараецца без дапаможнага дзеяслова **did**.

He <b>used not (usen't /</b> <b>usedn't)</b> to spend summers in the country.	Звычайна ён не праводзіў лета ў вёсцы.
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Пытальная і адмоўная формы ўжываюцца, але рэдка.

## UNIT II

### I. Building Verbs with the Suffixes *-ise (-ize), -ate, -fy*

Утварэнне дзеясловаў з дапамогай суфіксаў

*-ise (-ize), -ate, -fy*

У англійскай мове шэраг дзеясловаў утвараецца ад адпаведных назоўнікаў з дапамогай суфіксаў *-ise (-ize), -ate, -fy*.

Выпадкі ўтварэння такіх дзеясловаў неабходна запомніць.

Напрыклад:

to recognise	to imitate	to specify
to advertise	to dictate	to simplify
to sympathise	to stimulate	to identify
to memorise	to investigate	to qualify
to organise	to participate	to modify

### II. Adjectives with the Endings *-ing or -ed*

Прыметнікі з канчаткам *-ing* або *-ed*

У англійскай мове прыметнікі, утвораныя ад дзеепрыметнікаў цяперашняга Participle I і прошлага Participle II часу, ужываюцца ў функцыі азначэння да назоўніка або як іменная частка састаўнога іменнага выказніка.

Прыметнікі, якія маюць форму дзеепрыметніка цяперашняга часу з канчаткам *-ing*, ужываюцца ў англійскай мове для апісання якасцей або ўласцівасцей людзей, прадметаў, з'яў.

She is a **boring** person.

It was **surprising** news.

The story is really **shocking**.

Яна нудны чалавек.

Гэта была нечаканая навіна.

Гэта гісторыя, якая сапраўды шакіруе.

Прыметнікі, якія маюць форму дзеепрыметніка прошлага часу з канчаткам *-ed*, ужываюцца для апісання эмацыянальнага становішча чалавека.

I am **bored** if I have nothing to do.

I am **surprised** to hear that.

Мне сумна, калі няма чаго рабіць.

Мне дзіўна гэта чуць.

She was **shocked** when she heard that news.

Яна была шакіравана, калі пачула гэтую навіну.

Прыметнікі, якія маюць форму дзеепрыметнікаў цяперашняга часу з канчаткам **-ing**, адпавядаюць часцей за ўсё беларускаму незалежнаму дзеепрыметніку цяперашняга часу, які заканчваецца на **-ючы** (напрыклад, *шакіруючы, хваляючы* і г.д.).

Прыметнікі, якія маюць форму дзеепрыметнікаў прошлага часу з канчаткам **-ed**, на беларускую мову звычайна перакладаюцца або дзеясловам, або кароткім прыметнікам, або дзеепрыметнікам прошлага часу залежнага стану на **-а(н)ы, -я(н)ы** (напрыклад, *мне цікава, я турбуюся, мне дзіўна, я хвалюся, усхваляваны* і г.д.).

## UNIT III

### The Future Simple Passive

#### Просты будучы час у залежным стане

Просты будучы час у залежным стане the Future Simple Passive ўтвараецца шляхам прыбаўлення да дапаможнага дзеяслова **to be** ў форме простага будучага часу the Future Simple (**will / shall be**) дзеепрыметніка прошлага часу Participle II (III формы асноўнага дзеяслова).

will	be	+	V <sub>3</sub>
shall			

**will be done** – будзе зроблена

**will be built** – будзе пабудавана

The Future Simple Passive ўжываецца для апісання дзеянняў, якія будуць здзейснены ў будучым, у тых выпадках, калі асоба, якая будзе выконваць дзеянне, невядомая або яе ўпамінанне не мае значэння.

You **will be shown** a new collection of pictures.

Вам пакажуць новую калекцыю карцін.

New furniture **will be brought** to our school next week.

Новая мэбля будзе прывезена ў нашу школу на наступным тыдні.



Калі трэба адзначыць, кім будзе выканана дзеянне, то ўжываецца ўскоснае дапаўненне з прыназоўнікам **by**.

The text will be read **by** all the pupils.

Тэкст будзе прачытаны ўсімі вучнямі.

У адмоўных сказах у the Future Simple Passive часціца **not** ставіцца пасля дапаможнага дзеяслова **will / shall**.

The work **will not (won't)** be done in time.

Гэтая работа не будзе зроблена своєчасова.

У пыталых сказах у the Future Simple Passive дапаможны дзеяслоў **will / shall** ставіцца перад дзейнікам.

**Will** the exams be held in June?

Экзамены будуць праводзіцца ў чэрвені?

When **will** this work be finished?

Калі будзе закончана гэтая работа?

## UNIT IV

### The Gerund Герундый

Герундый – неасабовая форма дзеяслова, якая валодае ўласцівасцямі як дзеяслова, так і назоўніка. У беларускай мове няма адпаведнасці герундыю. Найбольш блізкімі яму па сэнсе з’яўляюцца аддзеяслоўныя назоўнікі, такія як *слуханне, чаканне, чытанне* і да т.п. На беларускую мову герундый можа перакладацца назоўнікам, неазначальнай формай дзеяслова, дзеепрыметнікам або дадатковым сказам з дзеясловам у асабовай форме.

Функцыі герундыя ў сказе:

1) дзейнік:

**Reading books** is useful.

Чытанне кніг карыснае.

2) дапаўненне:

а) прамое; пасля дзеясловаў **to like, to love, to enjoy, to hate, to mind, to avoid, to remember, to begin, to start, to continue, to finish:**

**I like playing** tennis.

Я люблю гуляць у тэніс.

**We began talking**.

Мы пачалі гаварыць.

б) прыназоўнікавае; пасля дзеяслова ці прыметніка з прыназоўнікам:

**to thank for** – дзякаваць за (*што-небудзь*)  
**to depend on** – залежаць ад (*каго-небудзь*)  
**to object to** – прэчыць супраць (*чаго-небудзь*)  
**to be fond of** – любіць (*што-небудзь*), захапляцца (*чым-небудзь*)  
**to be tired of** – быць стомленым ад (*чаго-небудзь*)  
**to be interested in** – цікавіцца (*чым-небудзь*)  
**to be afraid of** – баяцца (*чаго-небудзь*)  
**to be used to** – мець звычай (*рабіць што-небудзь*)

I am <b>fond of</b> skating.	Я люблю катацца на каньках.
He is <b>interested in</b> doing crosswords.	Ён цікавіцца разгадваннем крыжаванак.
I am <b>used to</b> getting up early.	Я звычайна рана ўстаю.

3) частка складанага асабовага выказніка:

My task was <b>looking</b> after my little sister.	Маё заданне было наглядаць за маёй маленькай сястрой.
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4) частка складанага аддзеяслоўнага выказніка:

Will you start <b>reading</b> ?	Пачынайце чытаць, калі ласка.
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5) акалічнасць:

After <b>reading</b> the text, we wrote a dictation.	Пасля таго як прачыталі тэкст (пасля прачытання тэксту), мы пісалі дыктант.
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Герундый утвараецца, як і дзеепрыметнік цяперашняга часу Participle I (IV форма дзеяслова), шляхам прыбаўлення канчатка **-ing** да неазначальнай формы дзеяслова (інфінітыва). Пры гэтым захоўваюцца наступныя правілы правапісу:

1) калі інфінітыў заканчваецца на зычную, якой папярэднічае кароткі галосны, то зычная літара падвойваецца:

to run – running  
 to sit – sitting  
 to begin – beginning

2) калі інфінітыў заканчваецца на нямую літару **-е**, то гэтая літара апускаецца:

to come – coming  
 to live – living

У астатніх выпадках змены асновы не адбываецца:

to read – reading  
to play – playing  
to study – studying

Выключэнне скаладаюць дзеясловы:

to lie – lying  
to die – dying

## UNIT V

### I. Reported Speech

#### Ўскосная мова

У англійскай мове пры пераўтварэнні простага мовы ва ўскосную ў тым выпадку, калі выказнік у галоўным сказе выражаны дзеясловам у простым часе, павінна захоўвацца правіла дапасавання часоў. Цяперашні час у простага мовы павінен змяняцца на адпаведны прашлы час ва ўскоснай мове.

the Present Simple	—————>	the Past Simple
the Present Continuous	—————>	the Past Continuous
the Present Perfect	—————>	the Past Perfect

#### Простая мова

Jim said, “I go to school.”

I said, “He is watching a film now.”

He said, “I have already learnt the rule.”

#### Ўскосная мова

Jim said (that) he **went** to school.

I said (that) he **was** watching a film then.

He said (that) he **had** already learnt the rule.

Правіла дапасавання часоў у беларускай мове не захоўваецца, таму ва ўскоснай мове дзеяслову ў простым часе ў англійскай мове адпавядае дзеяслоў у цяперашнім часе ў беларускай мове.

Я сказала, што хачу  
стаць настаўніцай.

I said that I wanted to  
become a teacher.

Пры пераўтварэнні простага мовы ва ўскосную праводзяцца наступныя змяненні:

1) асабовыя і прыналежныя займеннікі змяняюцца па сэнсе:

### Простая мова

She said, “I like **your** new bag.”

He said, “**My** friend lives not far from **my** place.”

### Ускосная мова

She said (that) **she** liked **my** new bag.

He said (that) **his** friend lived not far from **his** place.

2) указальныя займеннікі і прыслоўі часу і месца змяняюцца наступным чынам:

### Простая мова

**this – these** *гэта – гэтыя*

**now** *цяпер*

**today** *сёння*

**here** *тут*

**yesterday** *ўчора*

**tomorrow** *зайтра*

**ago** *таму (назад)*

**that night** *учора вечарам*

### Ускосная мова

**that – those** *той – тыя*

**then** *тады*

**that day** *ў той дзень*

**there** *там*

**the day before** *напярэдадні*

**the next day** *на наступны дзень*

**before** *да гэтага, раней*

**the previous night** *напярэдадні вечарам*

## II. The Verbs *to Say, to Tell*

### Ужыванне дзеясловаў *to say, to tell*

У англійскай мове дзеясловы маўлення **to say, to tell** супадаюць па значэнні, але адрозніваюцца ва ўжыванні.

Дзеяслоў **to say** ўжываецца пераважна ва ўскоснай мове перад даданым дапаўняльным сказам. Злучнік **that** у вуснай мове часта апускаецца.

He **said** (that) he was tired.

Ён сказаў, што ён стоміўся.

У значэнні «сказаць каму-небудзь» ужываецца, як правіла, дзеяслоў **to tell** з ускосным дапаўненнем без наступнага прыназоўніка.

### Простая мова

“I love you,” Ted **said**.

Tim **told** Mary, “I am waiting for you.”

### Ускосная мова

Ted **told** me (that) he loved me.

Tim **told** Mary (that) he was waiting for her.

## UNIT VI

### I. Questions in Reported Speech Питанні ва ўскоснай мове

Пры пераўтварэнні пытанняў з простаї мовы ва ўскосную захоўваецца правіла дапасавання часу, калі дзеяслоў, што ўводзіць ускосную мову, стаіць у прошлым часе.

Акрамя таго, ва ўскосных пытаннях адбываюцца наступныя змяненні:

1) зваротны парадак слоў замяняецца прамым, гэта значыць, што за дзейнікам ідзе выказнік:

#### Простая мова

I asked him, “Do you like holidays?”

#### Ускосная мова

I asked him if he **liked** holidays.

2) асабовыя і прыналежныя займеннікі змяняюцца па сэнсе:

#### Простая мова

He asked me, “Where do you live?”

#### Ускосная мова

He asked me where I lived.

3) указальныя займеннікі і прыслоўі месца і часу змяняюцца адпаведным чынам (гл. Grammar Support, Unit V.I, с. 260).

Агульнае пытанне ва ўскоснай мове ўводзіцца злучнікам **if** або **whether**.

#### Простая мова

She asked: “Have you ever been to the zoo?”

#### Ускосная мова

She asked me **if (whether)** I had ever been to the zoo.

Спецыяльнае пытанне ва ўскоснай мове ўводзіцца займеннікамі або прыслоўямі, якія адпавядаюць займеннікам або прыслоўям у прамым пытанні.

#### Простая мова

They asked her, “Where have you got this disc?”

#### Ускосная мова

They asked her **where** she had got that disc.

У галоўным сказе ва ўскоснай мове ўжываюцца дзеясловы **to ask** *пытацца*, **to wonder**, **to be interested** *цікавіцца*, **to want to know** *жадаць ведаць* і інш.

### Простая мова

### Ускосная мова

Are you ready?  
Why are you late?

He **wanted to know** whether I was ready.  
She **wondered** why I was late.

## II. Imperatives in Reported Speech

### Загадныя сказы ва ўскоснай мове

Загадныя сказы (загады і просьбы) ва ўскоснай мове ўводзяцца дзеясловамі **to tell** *загадваць, казаць*, **to order** *загадваць*, **to ask** *прасіць*. Дзеяслоў, што перадае ўскосны загад або просьбу, ужываецца ў форме інфінітыва з часціцай **to**.

### Простая мова

### Ускосная мова

Close the door, please.  
Keep silent.  
Come as soon as you can.

She asked me **to** close the door.  
He ordered me **to** keep silent.  
I told him **to** come as soon as he could.

Адмоўныя загадныя сказы пераўтвараюцца ва ўскосную мову шляхам прыбаўлення адмоўна **not**, якое ставіцца перад інфінітывам з часціцай **to**.

### Простая мова

### Ускосная мова

Don't do it, please!  
Don't talk!  
Don't go out now!

She asked me **not to** do that.  
She ordered me **not to** talk.  
My mother told me **not to** go out then.

У сказе, што ўводзіць загад або просьбу ва ўскоснай мове, ужываецца ўскосны займеннік або назоўнік у агульным склоне, што абазначае асобу, якую вымушаюць да здзяйснення дзеяння.

### Простая мова

### Ускосная мова

Please go away.  
Stop making that noise.

He told **me** to go away.  
She ordered **us** to stop making that noise.

## III. Article with Geographical Names

### Артыкль з геаграфічнымі назвамі

Геаграфічныя назвы, як і большасць уласных імён, пераважна ўжываюцца без артыкля. Так, артыкль не ўжываецца з назвамі мацерыкоў, краін, гарадоў, вуліц і плошчаў.

**Europe** ['jʊərəp] – Еўропа

**Asia** ['eɪʃə] – Азія

**Central America** – Цэнтральная Амерыка

**Great Britain** – Вялікабрытанія

**Belarus** – Беларусь

**London** – Лондан

**Washington** – Вашынгтон

**Trafalgar Square** – Трафальгарская плошча

**Victory Square** – плошча Перамогі

**Independence Prospect** – Праспект Незалежнасці

**Park Street** – вуліца Паркавая

Аднак некаторыя геаграфічныя назвы ўжываюцца з азначальным артыклем. Да іх адносяцца:

1) назвы краін, якія ўключаюць словы **union, state, kingdom** і іншыя, а таксама некаторыя выключэнні:

**The United States of America (The USA)** – Злучаныя Штаты Амерыкі

**The United Kingdom** – Злучанае Каралеўства

**The Philippines** – Філіпіны (*краіна*)

**The Hague** – Гаага (*горад*)

**The Ukraine** – Украіна

**The Crimea** – Крым

2) назвы напрамкаў свету:

**the South** – поўдзень

**the North** – поўнач

**the West** – захад

**the East** – усход

3) назвы акіянаў, мораў, рэк, азёраў (калі яны ўжываюцца без слова **lake**), а таксама горных ланцугоў:

**the Pacific Ocean** – Ціхі акіян

**the Baltic Sea** – Балтыйскае мора

**the Dnieper** – Днепр

**the Urals** – Урал

**the Narach** – Нарач

Але: **Lake Narach**

## IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	Meaning
<b>awake</b> [ə'weɪk]	awoke [ə'wəʊk]	awoken [ə'wəʊkn]	прачынацца
<b>be</b> [bi:]	was / were [wɒz] / [wɜ:]	been [bi:n]	быць
<b>bear</b> [beə]	bore [bɔ:]	born [bɔ:n]	цярэць, выносіць
<b>beat</b> [bi:t]	beat [bi:t]	beaten ['bi:tn]	1) біць, удараць; 2) перамагаць
<b>become</b> [bɪ'kʌm]	became [bɪ'keɪm]	become [bɪ'kʌm]	станавіцца
<b>begin</b> [bɪ'gɪn]	began [bɪ'gæn]	begun [bɪ'gʌn]	пачынаць
<b>bend</b> [bend]	bent [bent]	bent [bent]	гнуць, згінаць; нагінаць(ца)
<b>bite</b> [baɪt]	bit [bɪt]	bitten ['bɪtn]	кусаць(ца)
<b>blow</b> [bləʊ]	blew [blu:]	blown [bləʊn]	дзьмуць
<b>break</b> [breɪk]	broke [brəʊk]	broken ['brəʊkn]	ламаць; разбіваць
<b>bring</b> [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	прыносіць
<b>broadcast</b> ['brɔ:dka:st]	broadcast ['brɔ:dka:st]	broadcast ['brɔ:dka:st]	перадаваць па радыё
<b>build</b> [bɪld]	built [bɪlt]	built [bɪlt]	будаваць
<b>burn</b> [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	паліць, спальваць
<b>burst</b> [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	узрывацца, разрывацца
<b>buy</b> [baɪ]	bought [bɔ:t]	bought [bɔ:t]	купляць
<b>catch</b> [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	лавіць, схапіць



Infinitive	Past Simple	Past Participle	Meaning
<b>choose</b> [tʃu:z]	chose [tʃəʊz]	chosen [ˈtʃəʊzn]	выбіраць
<b>come</b> [kʌm]	came [keɪm]	come [kʌm]	прыходзіць
<b>cost</b> [kɒst]	cost [kɒst]	cost [kɒst]	каштаваць
<b>creep</b> [kri:p]	crept [krept]	crept [krept]	поўзаць, паўзці
<b>cut</b> [kʌt]	cut [kʌt]	cut [kʌt]	рэзаць, разразаць
<b>dig</b> [dɪg]	dug [dʌg]	dug [dʌg]	капаць
<b>do</b> [du:]	did [dɪd]	done [dʌn]	рабіць
<b>draw</b> [drɔ:]	drew [dru:]	drawn [drɔ:n]	1) маляваць; 2) цягнуць
<b>dream</b> [dri:m]	dreamt [dremt] / dreamed [dri:md]	dreamt [dremt] / dreamed [dri:md]	1) марыць; 2) сніць
<b>drink</b> [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	піць
<b>drive</b> [draɪv]	drove [drəʊv]	driven [ˈdrɪvn]	вадзіць ( <i>машыну</i> і г.д.), кіраваць
<b>dwell</b> [dwel]	dwelt [dwelt]	dwelt [dwelt]	жыць, пражываць
<b>eat</b> [i:t]	ate [et]	eaten [ˈi:tn]	есці
<b>fall</b> [fɔ:l]	fell [fel]	fallen [ˈfɔ:lɪn]	падаць
<b>feed</b> [fi:d]	fed [fed]	fed [fed]	карміць
<b>feel</b> [fi:l]	felt [felt]	felt [felt]	адчуваць
<b>fight</b> [faɪt]	fought [fɔ:t]	fought [fɔ:t]	біцца, змагацца

Infinitive	Past Simple	Past Participle	Meaning
<b>find</b> [faɪnd]	found [faʊnd]	found [faʊnd]	знаходзіць
<b>fly</b> [flaɪ]	flew [flu:]	flown [fləʊn]	лятаць
<b>forbid</b> [fə'bɪd]	forbade [fə'beɪd]	forbidden [fə'bɪdn]	забараняць
<b>forget</b> [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]	забываць(ца)
<b>forgive</b> [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	дараваць, прабачаць
<b>freeze</b> [fri:z]	froze [frəʊz]	frozen ['frəʊzn]	замарожваць; замярзаць
<b>get</b> [get]	got [gɒt]	got [gɒt]	атрымліваць
<b>give</b> [gɪv]	gave [geɪv]	given ['gɪvn]	даваць
<b>go</b> [gəʊ]	went [went]	gone [gɒn]	ісці, хадзіць
<b>grow</b> [grəʊ]	grew [gru:]	grown [grəʊn]	расці; вырошчваць
<b>hang</b> [hæŋ]	hung [hʌŋ] / hanged [hæŋd]	hung [hʌŋ] / hanged [hæŋd]	вешаць; вісець
<b>have</b> [hæv]	had [hæd]	had [hæd]	мець
<b>hear</b> [hɪə]	heard [hɜ:d]	heard [hɜ:d]	чуць
<b>hide</b> [haɪd]	hid [hɪd]	hidden ['hɪdn]	хаваць(ца)
<b>hit</b> [hɪt]	hit [hɪt]	hit [hɪt]	удараць, біць
<b>hold</b> [həʊld]	held [held]	held [held]	трымаць
<b>hurt</b> [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	прычыняць боль; раніць

Infinitive	Past Simple	Past Participle	Meaning
<b>keep</b> [ki:p]	kept [kept]	kept [kept]	трымаць, захоўваць
<b>know</b> [nəʊ]	knew [nju:]	known [nəʊn]	ведаць
<b>lay</b> [leɪ]	laid [leɪd]	laid [leɪd]	класці
<b>lead</b> [li:d]	led [led]	led [led]	весці ( <i>быць першым</i> )
<b>learn</b> [lɜ:n]	learnt [lɜ:nt] / learned [lɜ:nd]	learnt [lɜ:nt] / learned [lɜ:nd]	вывучаць, вучыць
<b>leave</b> [li:v]	left [left]	left [left]	1) адыходзіць; 2) пакідаць
<b>lend</b> [lend]	lent [lent]	lent [lent]	пазычаць
<b>let</b> [let]	let [let]	let [let]	дазваляць
<b>lie</b> [laɪ]	lay [leɪ]	lain [leɪn]	ляжаць
<b>lose</b> [lu:z]	lost [lɒst]	lost [lɒst]	губляць, страчваць
<b>make</b> [meɪk]	made [meɪd]	made [meɪd]	рабіць
<b>mean</b> [mi:n]	meant [ment]	meant [ment]	падразумяваць, мець на ўвазе
<b>meet</b> [mi:t]	met [met]	met [met]	сустрэкаць(ца)
<b>misunderstand</b> [ˌmɪsʌndə'stænd]	misunderstood [ˌmɪsʌndə'stʊd]	misunderstood [ˌmɪsʌndə'stʊd]	няправільна зразумець
<b>pay</b> [peɪ]	paid [peɪd]	paid [peɪd]	плаціць
<b>put</b> [put]	put [put]	put [put]	класці
<b>read</b> [ri:d]	read [red]	read [red]	чытаць

Infinitive	Past Simple	Past Participle	Meaning
<b>rebuild</b> [ˌrɪˈbɪld]	rebuilt [ˌrɪˈbɪlt]	rebuilt [ˌrɪˈbɪlt]	перабудоўваць
<b>ride</b> [raɪd]	rode [rəʊd]	ridden [ˈrɪdn]	ездзіць вярхом
<b>ring</b> [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	званіць
<b>rise</b> [raɪz]	rose [rəʊz]	risen [ˈrɪzn]	падымацца
<b>run</b> [rʌn]	ran [ræn]	run [rʌn]	бегаць, бегчы
<b>say</b> [seɪ]	said [sed]	said [sed]	гаварыць, казаць
<b>see</b> [si:]	saw [sɔ:]	seen [si:n]	бачыць
<b>sell</b> [sel]	sold [səʊld]	sold [səʊld]	прадаваць
<b>send</b> [send]	sent [sent]	sent [sent]	пасылаць
<b>set</b> [set]	set [set]	set [set]	1) ставіць; 2) устанаўліваць
<b>sew</b> [səʊ]	sewed [səʊd]	sewed / sewn [səʊd] / [səʊn]	шыць
<b>shake</b> [ʃeɪk]	shook [ʃʊk]	shaken [ˈʃeɪkn]	трэсці
<b>shine</b> [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]	святціць
<b>shoot</b> [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	страляць
<b>show</b> [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	паказваць
<b>shrink</b> [rɪŋk]	shrank [ræŋk]	shrunk [rʌŋk]	збягацца, даваць усадку
<b>shut</b> [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	зачыняць

Infinitive	Past Simple	Past Participle	Meaning
<b>sing</b> [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	спяваць
<b>sink</b> [sɪŋk]	sank [sæŋk]	sunk [sʌŋk]	тануць, патанаць
<b>sleep</b> [sli:p]	slept [slept]	slept [slept]	спаць
<b>smell</b> [smel]	smelt [smelt]	smelt [smelt]	1) нюхаць; 2) пахнуць
<b>speak</b> [spi:k]	spoke [spəʊk]	spoken ['spəʊkn]	гаварыць,
<b>spell</b> [spel]	spelt [spelt]	spelt [spelt]	размаўляць вымаўляць ці пісаць ( <i>слова</i> ) па літарах
<b>spend</b> [spend]	spent [spent]	spent [spent]	1) траціць; 2) бавіць ( <i>час</i> )
<b>spread</b> [spred]	spread [spred]	spread [spred]	распаўсюджваць(ца)
<b>stand</b> [stænd]	stood [stud]	stood [stud]	стаяць
<b>steal</b> [sti:l]	stole [stəʊl]	stolen ['stəʊln]	красці
<b>stick</b> [stɪk]	stuck [stʌk]	stuck [stʌk]	прыклеіваць; прыліпаць
<b>strike</b> [straɪk]	struck [strʌk]	struck / stricken [strʌk] / ['strikn]	біць, удараць
<b>swear</b> [sweə]	swore [swɔ:]	sworn [swɔ:n]	клясціся; сварыцца
<b>sweep</b> [swi:p]	swept [swept]	swept [swept]	падмятаць
<b>swim</b> [swim]	swam [swæm]	swum [swʌm]	плаваць
<b>swing</b> [swɪŋ]	swung [swʌŋ]	swung [swʌŋ]	гайдаць, разгойдваць
<b>take</b> [teɪk]	took [tʊk]	taken ['teɪkn]	браць

Infinitive	Past Simple	Past Participle	Meaning
<b>teach</b> [ti:tʃ]	taught	taught	вучыць, навучаць
<b>tear</b> [teə]	tore	torn	рваць
<b>tell</b> [tel]	told	told	расказваць
<b>think</b> [θɪŋk]	thought	thought	думаць
<b>throw</b> [θrəʊ]	threw	thrown	кідаць
<b>understand</b> [ˌʌndə'stænd]	understood	understood	разумець
<b>wake</b> [weɪk]	woke [wəʊk] / waked [weɪkt]	woken ['wəʊkn] / waked [weɪkt]	прачынацца
<b>wear</b> [weə]	wore	worn	насіць ( <i>вопратку</i> )
<b>weep</b> [wi:p]	wept	wept	плакаць, рыдаць
<b>win</b> [wɪn]	won	won	выйграваць,
<b>write</b> [raɪt]	wrote	written	перамагаць пісаць

# VOCABULARY

## ABC

<b>Aa</b> [eɪ]	<b>Kk</b> [keɪ]	<b>Uu</b> [ju:]
<b>Bb</b> [bi:]	<b>Ll</b> [el]	<b>Vv</b> [vi:]
<b>Cc</b> [si:]	<b>Mm</b> [em]	<b>Ww</b> [ˈdʌblju:]
<b>Dd</b> [di:]	<b>Nn</b> [en]	<b>Xx</b> [eks]
<b>Ee</b> [i:]	<b>Oo</b> [əʊ]	<b>Yy</b> [waɪ]
<b>Ff</b> [ef]	<b>Pp</b> [pi:]	<b>Zz</b> [zed]
<b>Gg</b> [dʒi:]	<b>Qq</b> [kju:]	
<b>Hh</b> [etʃ]	<b>Rr</b> [ɑ:]	
<b>Ii</b> [aɪ]	<b>Ss</b> [es]	
<b>Jj</b> [dʒeɪ]	<b>Tt</b> [ti:]	

## Abbreviations

<i>a</i>	adjective ( <i>приметник</i> )
<i>adv</i>	adverb ( <i>присложє</i> )
<i>cj</i>	conjunction ( <i>злучник</i> )
<i>n</i>	noun ( <i>назоўнік</i> )
<i>part</i>	particle ( <i>часціца</i> )
<i>pl</i>	plural ( <i>множны лік</i> )
<i>predic</i>	predicative ( <i>прэдыкатыўнае выкарыстанне</i> )
<i>prep</i>	preposition ( <i>прыназоўнік</i> )
<i>pron</i>	pronoun ( <i>займеннік</i> )
<i>smb</i>	somebody ( <i>хто-небудзь</i> )
<i>smth</i>	something ( <i>што-небудзь</i> )
<i>v</i>	verb ( <i>дзеяслоў</i> )

# А

**ability** [ə'bilɪtɪ] *n* здольнасць, уменне

**able** ['eɪbl] *a* здольны, умелы

**be able to** магчы, быць у стане

**abroad** [ə'brɔ:d] *adv* за мяжой

**absolutely** ['æbsəlu:tli] *adv* зусім

**accept** [ək'sept] *v* прымаць; прызнаваць

**accident** ['æksɪdənt] *n* выпадак, выпадковасць

**accompany** [ə'kɒmpəni] *v* суправаджаць, спадарожнічаць

**according to** [ə'kɔ:dɪŋtə] *prep* у адпаведнасці з (*чым-небудзь*), адпаведна (*чаму-небудзь*)

**account** [ə'kaunt] *n* справаздача; *v* рабіць справаздачу

**accountable** [ə'kauntəbl] *a* адказны, падсправаздачны

**accountant** [ə'kauntənt] *n* бухгалтар

**accurate** ['ækjʊrɪt] *a* дакладны, акуратны

**accuse** [ə'kju:z] *v* абвінавачваць

**ache** [eɪk] *n* боль; *v* балець

**achieve** [ə'tʃi:v] *v* дасягаць, дабівацца

**acid** ['æsɪd] *a* кіслотны

**acquire** [ə'kwəɪə] *v* набываць; атрымліваць

**across** [ə'krɒs] *prep* цераз, праз

**activity** [æk'tɪvɪtɪ] *n* 1) дзейнасць; 2) мерапрыемства

**add** [æd] *v* дабаўляць, прыбаўляць

**addition** [ə'dɪʃn] *n* прыбаўленне, дабаўленне

**in addition to** ў дадатак, акрамя таго

**additional** [ə'dɪʃnl] *a* дадатковы

**address** [ə'dres] *n* адрас; *v* звяртацца (*да каго-небудзь*)

**adjective** ['ædʒɪktɪv] *n* прыметнік

**admire** [əd'maɪə] *v* захапляцца, зачароўвацца

**admit** [əd'mɪt] *v* прызнаваць; прымаць, дапускаць

**adopt** [ə'dɒpt] *v* прымаць

**adore** [ə'dɔ:] *v* вельмі любіць, абаждаць

**adult** ['ædʌlt] *n* дарослы; паўналетні

**advance** [əd'vɑ:ns] *n* рух наперад; *v* рухацца наперад

**advantage** [əd'vɑ:ntɪdʒ] *n* перавага

**adventure** [əd'ventʃə] *n* прыгода

**adverb** [əd'veɜ:b] *n* прыслоўе

**advert** [əd'vɜ:t] *n* (*скар.* *ad advertisement*) аб'ява

**advertisement** [əd'vɜ:tɪsmənt]

*n* аб'ява

**advice** [əd'vaɪs] *n* парада

**advise** [əd'vaɪz] *v* раіць

**affect** [ə'fekt] *v* уздзейнічаць, уплываць

**affirmative** [ə'fɜ:mətɪv] *a* сцвярджальны

**afraid** [ə'freɪd] *a* напалоханы

**be afraid** баяцца

**aggressive** [ə'ɡresɪv] *a* агрэсіўны

**agitate** ['ædʒɪteɪt] *v* хваляваць, узбуджаць

**agitation** [ædʒɪ'teɪʃn] *n* хваляванне, узбуджэнне

**agreement** [ə'ɡri:mənt] *n* згода

**agronomist** [ə'ɡrɒnəmɪst] *n* аграном

**aid** [eɪd] *n* дапамога

**alike** [ə'laɪk] *predic a* падобны; *adv* падобна, гэтаксяма

**alive** [ə'laɪv] *a* жывы

**allow** [ə'laʊ] *v* дазваляць

**almost** ['ɔ:lməʊst] *adv* амаль

**alone** [ə'ləʊn] *a* адзін, адзінокі

**along** [ə'lɒŋ] *prep* уздоўж

**aloud** [ə'laʊd] *adv* уголос

**alternative** [ɔ:l'tɜ:nətɪv] *a* альтэрнатыўны

**amateur** ['æmətɜ:] *n* аматар, непрафесіянал

**amazement** [ə'meɪzmənt] *n* здзіўленне

**ambition** [æm'bɪʃn] *n* 1) імкненне; 2) славалюбства



**ambitious** [æm'biʃəs] *a* славалолюбивы; які імкнецца (*да чаго-небудзь*)

**among** [ə'mʌŋ] *prep* сярод, паміж

**amount** [ə'maʊnt] *n* колькасць; агульная сума; *v* складаць; даходзіць да

**amuse** [ə'mju:z] *v* забаўляць, пацяшаць

**amusement** [ə'mju:zmənt] *n* забава

**amusing** [ə'mju:zɪŋ] *a* смешны, забаўны

**ancient** ['eɪnfənt] *a* антычны, старажытны

**anger** ['æŋɡə] *n* лютасць, гнеў

**angry** ['æŋɡrɪ] *a* сярдзіты, гнеўны, раззлаваны

**announce** [ə'naʊns] *v* аб'яўляць, паведамляць

**annoy** [ə'noɪ] *v* раздражняць, назаляць

**annual** ['ænjʊəl] *a* штогадовы; гадавы

**another** [ə'nʌðə] *pron* іншы, яшчэ адзін

**antique** [æn'ti:k] *n* твор старажытнага мастацтва

**antisocial** [ˌæntɪ'səʊʃl] *a* антысацыяльны, антыграмадскі

**anxious** ['æŋ(k)ʃəs] *a* клапатлівы, які хвалюецца

**apologise** [ə'pɒlədʒaɪz] *v* прасіць прабачэння

**appeal** [ə'pi:l] *n* зварот; просьба; прывабнасць; *v* звяртацца; прасіць

**appear** [ə'piə] *v* з'яўляцца, паказвацца

**appearance** [ə'piərəns] *n* знешнасць

**application** [ˌæplɪ'keɪʃn] *n* заява

**apply** [ə'plai] *v* 1) звяртацца з просьбай; 2) падаваць заяву

**appreciate** [ə'pri:ʃieɪt] *v* цаніць, шанаваць

**approach** [ə'prəʊtʃ] *v* набліжацца

**architecture** ['ɑ:kitektʃə] *n* архітэктура

**area** ['eəriə] *n* раён, вобласць; прастора, абсяг

**argue** ['ɑ:gju:] *v* спрачацца

**argument** ['ɑ:gjumənt] *n* спрэчка

**arise** [ə'raɪz] *v* (arose [ə'rəʊz], arisen [ə'ri:zn]) узнікаць, з'яўляцца

**around** [ə'raʊnd] *prep* навокал, вакол

**arrange** [ə'reɪndʒ] *v* прыводзіць да ладу (наладжваць) справы

**arrive** [ə'raɪv] *v* прыбываць, прыязджаць, прыходзіць

**ashamed** [ə'ʃeɪmd] *a* прысаромлены

**be ashamed of smth** саромецца чаго-небудзь

**asleep** [ə'sli:p] *a* спячы, які спіць

**be asleep** спаць

**fall asleep** заснуць

**associate** [ə'səʊʃieɪt] *v* асацыяваць, злучаць

**assure** [ə'sʊə] *v* упэўніваць, запэўніваць

**astonish** [əs'tɒnɪʃ] *v* здзіўляць, уражваць

**astonishment** [əs'tɒnɪʃmənt] *n* здзіўленне, уражанне

**at all** наогул

**atmosphere** ['ætməsfɪə] *n* атмасфера

**attack** [ə'tæk] *n* атака; *v* атакаваць

**attend** [ə'tend] *v* наведваць, прысутнічаць

**attitude** ['ætɪtju:d] *n* стаўленне, адносіны

**attract** [ə'trækt] *v* прыцягваць; вабіць

**attractive** [ə'træktɪv] *a* прывабны

**audience** ['ɔ:dʒəns] *n* публіка, гледачы

**avoid** [ə'vɔɪd] *v* пазбягаць; ухіляцца (*ад чаго-небудзь*)

**award** [ə'wɔ:d] *n* узнагарода; *v* узнагароджваць

**aware** [ə'weə] *predic a* які ўсведамляе; пайнфармаваны, дасведчаны

**be aware of smth** усведамляць, разумець

**away** [ə'wei] *prep* на адлегласці, ад;  
прэч  
**awful** ['ɔ:ful] *a* жаклівы

## В

**baker** ['beikə] *n* пекар  
**balance** ['bæləns] *n* раўнавага  
**bald** [bɔ:ld] *a* лысы  
**barber** ['bɑ:bə] *n* цырульнік (*муж-чынскі*)  
**bare** [beə] *a* голы, аголены  
**base** [beis] *v* засноўваць  
**basic** ['beisik] *a* асноўны, галоўны  
**bassoon** [bə'su:n] *n* фагот  
**battle** ['bætl] *n* бітва, бой  
**bay** [beɪ] *n* бухта, заліў  
**beach** [bi:tʃ] *n* пляж  
**bear** [beə] *v* (bore [bɔ:], born [bɔ:n])  
цярпець, выносіць  
**beast** [bi:st] *n* звер  
**beat** [bi:t] *v* (beat [bi:t], beaten  
['bi:tɪn]) 1) біць, удараць, стукаць;  
2) перамагаць  
**beauty** ['bju:ti] *n* прыгажосць  
**become** [bi'kʌm] *v* (became [bi'keɪm],  
become [bi'kʌm]) станавіцца, ра-  
біцца  
**beg** [beg] *v* прасіць  
**behave** [bi'heɪv] *v* паводзіць сябе  
**behind** [bi'haɪnd] *prep* за, ззаду  
**believe** [bi'li:v] *v* верыць  
**belong** [bi'lɒŋ] *v* належаць  
**beloved** [bi'lʌvd] *a* любімы  
**below** [bi'ləʊ] *prep* унізе, пад  
**berry** ['beri] *n* ягада  
**besides** [bi'saɪdz] *adv* акрамя таго,  
апрача  
**between** [bi'twi:n] *prep* паміж  
**beyond** [bi'jɒnd] *prep* за, вышэй,  
зверху  
**bin** [bɪn] *n* вядро для смецця  
**birth** [bɜ:θ] *n* нараджэнне  
**bite** [baɪt] *v* (bit [bɪt], bitten ['bɪtɪn])  
кусаць(ца)  
**bitter** ['bɪtə] *a* горкі  
**blame** [bleɪm] *v* абвінавачваць

**blood** [blʌd] *n* кроў  
**blow** [bləʊ] *v* (blew [blu:], blown  
[bləʊn]) дзьмуць  
**boast** [bəʊst] *v* хваліцца, выхва-  
ляцца  
**boil** [bɔɪl] *v* кіпяціць; варыць  
**bonfire** ['bɒn,faɪə] *n* касцёр (*з нагоды  
якога-небудзь свята*)  
**border** ['bɔ:də] *n* граніца, мяжа  
**bore** [bɔ:] *n* пануры чалавек; за-  
нуда  
**boredom** ['bɔ:dəm] *n* нуда  
**boring** ['bɔ:ɪŋ] *a* нудны  
**borrow** ['bɒrəʊ] *v* пазычаць, браць  
на некаторы час  
**bossy** ['bɒsi] *a* уладны  
**both** [bəʊθ] *pron* абодва  
**bother** ['bɒðə] *v* турбаваць, непа-  
коіць  
**bottom** ['bɒtəm] *n* дно  
**bow** [baʊ] *v* кланяцца; кіўнуць  
**bracelet** ['breɪslət] *n* бранзалет  
**bracket** ['brækɪt] *n* дужка  
**brain** [breɪn] *n* галаўны мозг  
**branch** [brɑ:ntʃ] *n* галіна (*дрэва*)  
**brave** [breɪv] *a* храбры, адважны,  
смелы  
**bravery** ['breɪvəri] *n* храбрасць,  
адвага, смеласць  
**break** [breɪk] *n* перапынак; *v*  
(broke [brəʊk], broken ['brəʊkn])  
ламаць, разбіваць  
**brick** [brɪk] *n* цэгла  
**brick-layer** ['brɪk,leɪə] *n* муляр  
**bride** [braɪd] *n* нявеста  
**bridegroom** ['braɪdgɹʊm] *n* жаніх  
**brief** [brɪ:f] *a* кароткі  
**in brief** сцісла  
**bright** [braɪt] *a* 1) яркі; 2) здольны  
**brilliant** ['brɪljənt] *a* 1) бліскучы;  
2) выдатны  
**bring** [brɪŋ] *v* (brought [brɔ:t])  
прыносіць  
**broaden** ['brɔ:dn] *v* пашыраць,  
павялічваць  
**broad-minded** [,brɔ:d'maɪndɪd] *a* з  
шырокім круглядам

**bucket** ['bʌkɪt] *n* вядро  
**build** [bɪld] *v* (built [bɪlt]) будаваць  
**builder** ['bɪldə] *n* будаўнік  
**bully** ['bʊli] *n* хуліган; задзіра  
**bunch** [bʌntʃ] *n* вязанка; букет  
**burn** [bɜ:n] *v* (burnt [bɜ:nt]) паліць, спальваць  
**burst in** [ˌbɜ:st'ɪn] *v* уварвацца, уваліцца  
**bury** ['berɪ] *v* хаваць; закопваць  
**bushy** ['bʊʃɪ] *a* густы; махнаты  
**butterfly** ['bʌtəflaɪ] *n* матылёк  
**buy** [baɪ] *v* (bought [bɔ:t]) купляць

## C

**cable** ['keɪbl] *n* канат; кабель  
**call** [kɔ:l] *v* клікаць; называць  
**calm** [kɑ:m] *a* ціхі, спакойны;  
*v* супакойваць(ца)  
**cane** [keɪn] *n* розга; палка  
**canoe** [kə'nu:] *n* каноэ  
**capable** ['keɪrəbl] *a* здольны, тале-  
навiты  
**capture** ['kæptʃə] *v* браць у палон  
**card** [kɑ:d] *n* картка, паштоўка  
**care** [keə] *n* клопат; *v* клапаціцца  
**career** [kə'riə] *n* кар'ера; прафесія  
**careful** ['keəfʊl] *a* асцярожны,  
пільны  
**carefully** ['keəfʊli] *adv* асцярожна  
**careless** ['keəlis] *a* нядбайны,  
няўважны  
**caring profession** ['keərɪŋprəʃeɪn]  
*n* праца ў сацыяльнай службе  
**carnival** ['kɑ:nɪvəl] *n* карнавал  
**carry** ['kæri] *v* насіць, несці  
**cartoon** [kɑ:'tu:n] *n* мультфільм  
**case** [keɪs] *n* 1) чамадан; 2) выпадак  
**castle** ['kɑ:sl] *n* замак  
**casual** ['kæʒʒʊəl] *a* 1) нядбайны;  
2) штодзённы  
**catalogue** ['kætəlg] *n* каталог  
**catch** [kætʃ] *v* (caught [kɔ:t]) лавіць,  
схапіць  
**cathedral** [kə'θi:drəl] *n* сабор

**Catholic** ['kæθəlɪk] *a* каталіцкі; *n*  
католік  
**cause** [kɔ:z] *v* быць прычынай,  
выклікаць  
**cautious** ['kɔ:ʃəs] *a* асцярожны,  
абачлівы  
**cave** [keɪv] *n* пячора  
**celebrate** ['selɪbreɪt] *v* святкаваць  
**celebration** [ˌselɪ'breɪʃn] *n* святка-  
ванне; урачыстасць  
**century** ['sentʃəri] *n* век, стагоддзе  
**ceramics** [sɪ'ræmɪks] *n* кераміка  
**ceremony** ['serɪməni] *n* цырымонія  
**certain** ['sɜ:tn] *a* пэўны  
**certainly** ['sɜ:tnli] *adv* вядома,  
безумоўна, абавязкова  
**certificate** [sə'tɪfɪkət] *n* пасведчанне  
**certify** ['sɜ:tɪfaɪ] *v* сведчыць, па-  
цвярджаць  
**chairman** ['tʃeəmən] *n* старшыня  
**chance** [tʃɑ:ns] *n* выпадак, маг-  
чымасць  
**change** [tʃeɪndʒ] *n* перамена,  
змена; *v* мяняць(ца)  
**channel** ['tʃænl] *n* канал  
**chaos** ['keɪɒs] *n* хаос  
**chap** [tʃæp] *n* малы, малец  
**character** ['kærɪktə] *n* 1) герой, пер-  
санаж; 2) характар  
**characteristic** [ˌkærɪktə'rɪstɪk] *a* ха-  
рактэрны  
**characterise** ['kærɪktəraɪz] *v* харак-  
тарызаваць  
**charming** ['tʃɑ:mɪŋ] *a* чароўны  
**chart** [tʃɑ:t] *n* схема  
**cheap** [tʃi:p] *a* танны  
**cheat** [tʃi:t] *v* ашукваць, падманваць  
**checkup** ['tʃekʌp] *n* праверка  
**cheerful** ['tʃi:əfʊl] *a* бадзёры, вясёлы  
**chemical** ['kemɪkəl] *a* хімічны  
**chemist** ['kemɪst] *n* хімік; аптэкар  
**chemistry** ['kemɪstri] *n* хімія  
**chemist's** ['kemɪsts] *n* аптэка  
**chest** [tʃest] *n* грудная клетка, грудзі  
**chief** [tʃi:f] *a* галоўны, кіруючы;  
*n* кіраўнік, начальнік

**chin** [tʃɪn] *n* падбародак  
**choice** [tʃɔɪs] *n* выбар  
**choir** ['kwaɪə] *n* хор  
**choose** [tʃuːz] *v* (chose [tʃəʊz], chosen [tʃəʊzn]) выбіраць  
**Christian** ['krɪstjən] *a* хрысціянскі  
**Christmas** ['krɪsməs] *n* Каляды  
**circle** ['sɜːkl] *n* кола, круг  
**civil** ['sɪvl] *a* грамадзянскі  
**claim** [kleɪm] *v* зацвярджаць, сцвярджаць  
**clap** [klæp] *v* ляпаць; апладзіраваць  
**classics** ['klæsɪks] *n* класічная літаратура  
**clause** [klɔːz] *n* частка сказа  
**climb** [klaɪm] *v* падымацца, узбірацца  
**climbing** ['klaɪmɪŋ] *n* альпінізм  
**close** [kləʊs] *a* блізкі  
**clue** [kluː] *n* ключ да разгадкі  
**coach** [kəʊtʃ] *n* трэнер  
**coast** [kəʊst] *n* марскі бераг, узбярэжжа  
**coin** [kɔɪn] *n* манета  
**coincide** [ˌkəʊn'saɪd] *v* супадаць  
**collar** ['kɒlə] *n* каўнер  
**collection** [kə'leɪʃn] *n* калекцыя, збор  
**colourful** ['kɒləfʊl] *a* каляровы  
**column** ['kɒləm] *n* калона  
**combine** [kəm'baɪn] *v* злучаць, аб'ядноўваць  
**come** [kʌm] *v* (came [keɪm], come [kʌm]) прыходзіць, прыезджаць  
**comic** ['kɒmɪk] *a* смешны  
**commit** [kə'mɪt] *v* рабіць, учыняць (часцей нешта дрэннае)  
**common** ['kɒmən] *a* агульны, супольны; шырока распаўсюджаны  
**communication** [kə'mjuːnɪ'keɪʃn] *n* 1) перадача, паведамленне; 2) сродак сувязі  
**community** [kə'mjuːnɪtɪ] *n* абшчына; супольнасць  
**companion** [kəm'pænjən] *n* кампаньён; таварыш

**compare** [kəm'peə] *v* параўноўваць  
**compete** [kəm'piːt] *v* спаборнічаць  
**competition** [ˌkɒmpɪ'tɪʃn] *n* спаборніцтва  
**competitive** [kəm'petɪtɪv] *a* які спаборнічае, канкурыруе; конкурсны; канкурэнтаздольны  
**competitor** [kəm'petɪtə] *n* сапернік, канкурэнт  
**complain** [kəm'pleɪn] *v* скардзіцца, выказаць незадаволенасць  
**complaint** [kəm'pleɪnt] *n* незадаволенасць, скарга  
**complete** [kəm'pliːt] *v* канчаць, завяршаць; дапаўняць  
**compose** [kəm'pəʊz] *v* складаць, ствараць  
**composer** [kəm'pəʊzə] *n* кампазітар  
**composition** [ˌkɒmpə'zɪʃn] *n* сачыненне, твор  
**comprehensive** [ˌkɒmprɪ'hensɪv] *a* агульнаадукацыйны  
**concentrate** ['kɒnsentreɪt] *v* засяроджваць(ца)  
**concern** [kən'sɜːn] *n* адносіны, клопат; *v* датычыцца, мець дачыненне  
**conclude** [kən'kluːd] *v* прыйсці да заключэння, рабіць вывад  
**conclusion** [kən'kluːʒn] *n* вывад, заключэнне  
**condition** [kən'dɪʃn] *n* 1) умова; 2) стан  
**conduct** [kən'dʌkt] *v* праводзіць, весці  
**confidence** ['kɒnfɪdəns] *n* давер; упэўненасць  
**confident** ['kɒnfɪdənt] *a* упэўнены  
**confirm** [kən'fɜːm] *v* пацвярджаць  
**confuse** [kən'fjuːz] *v* блятэжаць  
**congratulate** [kən'grætjʊleɪt] *v* віншаваць  
**congratulation** [kən'grætjʊ'leɪʃn] *n* віншаванне  
**connect** [kə'nekt] *v* злучаць  
**connected** [kə'nektɪd] *a* звязаны, злучаны

**consider** [kən'sɪdə] *у лічыць, меркаваць; разглядаць, абмяркоўваць*

**considerable** [kən'sɪdəəbl] *а значны, вялікі*

**consist of** [kən'sɪstəv] *у складацца (з чаго-небудзь)*

**constant** ['kɒnstənt] *а пастаянны, бесперапынны*

**constantly** ['kɒnstəntli] *adv* пастаянна, увесь час

**consult** [kən'sʌlt] *у раіцца*

**consume** [kən'sju:m] *у спажываць, траціць*

**contain** [kən'teɪn] *у змяшчаць*

**contaminate** [kən'tæmɪneɪt] *у забруджваць, заражаць*

**contaminated** [kən'tæmɪneɪtɪd] *а забруджаны, заражаны*

**contamination** [kən'tæmɪ'neɪʃn] *н* забруджванне навакольнага асяроддзя

**continuation** [kən'tɪnju'eɪʃn] *н* працяг

**continue** [kən'tɪnju:] *у* працягваць

**contradict** [kɒntrə'dɪkt] *у* супярэчыць; пярэчыць

**convenient** [kən'vi:njənt] *а* зручны, прыдатны

**cook** [kʊk] *н* повар; *у* гатаваць

**cookie** ['kʊki] *н* амер. пачэбне

**cool** [ku:l] *а* халаднаваты

**cost** [kɒst] *у* (cost [kɒst]) каштаваць

**costume** ['kɒstju:m] *н* касцюм

**cosy** ['kəʊzi] *а* утульны

**cotton** ['kɒtn] *н* бавоўна

**cough** [kɒf] *н* кашаль; *у* кашляць

**count** [kaʊnt] *у* лічыць

**countryside** ['kʌntri,saɪd] *н* сельская мясцовасць

**couple** ['kʌpl] *н* пара

**courage** ['kʌrɪdʒ] *н* мужнасць, храбрасць, смеласць

**craft** [krɑ:ft] *н* рамяство

**crash** [kræʃ] *н* падаць, валіцца (з *грукатам*)

**crazy** ['kreɪzi] *а* вар'яцкі

**create** [kri'eɪt] *у* ствараць

**creature** ['kri:tʃə] *н* істота; стварэнне

**creep** [kri:p] *у* (crept [krept]) поўзаць, паўзці

**crew** [kru:] *н* каманда

**crime** [kraɪm] *н* злачынства

**criminal** ['krɪmɪnəl] *н* злачынец

**critical** ['krɪtɪkəl] *а* крытычны

**critics** ['krɪtɪks] *н* крытыка

**criticise** ['krɪtɪsaɪz] *у* крытыкаваць

**crop** [krɒp] *н* ураджай

**cross** [krɒs] *н* крыж; *у* пераходзіць, перасякаць

**be cross with smb** злавацца на каго-небудзь

**cross one's mind** прыходзіць на розум

**crowd** [kraʊd] *н* натоўп

**crowded** ['kraʊdɪd] *а* перапоўнены (мнагалюдны)

**cruel** [kruəl] *а* жорсткі

**cry** [kraɪ] *у* 1) крычаць; 2) плакаць

**cure** [kjʊə] *у* лячыць, вылечваць

**curious** ['kjʊərɪəs] *а* цікаўны, дапытлівы

**curly** ['kɜ:li] *а* кучаравы, хвалісты (*пра валасы*)

**current** ['kʌrənt] *а* які цячэ; *н* пато́к, плынь

**curriculum vitae** [kə'ɪkju:ləm'vi:tai] *н* анкета

**curse** [kɜ:s] *у* праклінаць

**custom** ['kʌstəm] *н* звычай

**customer** ['kʌstəmə] *н* пакупнік; заказчык

**cut** [kʌt] *у* (cut [kʌt]) рэзаць, разразаць

## D

**damage** ['dæmɪdʒ] *н* шкода, страта, урон; *у* пашкоджваць, прычыняць страту

**damp** [dæmp] *а* вільготны, сыры

**danger** ['deɪndʒə] *н* небяспека

**dangerous** ['deɪndʒrəs] *a* небяспечны  
**dare** [deə] *v* адважвацца, смець  
**dark** [dɑ:k] *a* цёмны; цёмнавалосы  
**darkness** ['dɑ:knis] *n* цемра  
**dawn** [dɔ:n] *n* світанне, золак  
 at dawn на світанні  
**dead** [ded] *a* мёртвы  
 the dead мёртвыя, памерлыя, нябожчыкі  
**death** [deθ] *n* смерць  
**debate** [di'beɪt] *n* дыскусія, спрэчка  
**debt** [det] *n* доўг  
**decent** ['di:snt] *a* прыстойны  
**decide** [di'saɪd] *v* вырашаць, пры-  
 маць рашэнне  
**decision** [di'sɪʒn] *n* рашэнне  
**declare** [di'kleə] *v* аб'яўляць  
**decorate** ['dekəreɪt] *v* упрыгожваць  
**deed** [di:d] *n* учынак  
**defeat** [di'fi:t] *v* наносіць паражэнне  
**defend** [di'fend] *v* абараняць  
**definite** ['defɪnɪt] *a* вызначаны;  
 пэўны; дакладны  
**definitely** ['defɪnɪtli] *adv* пэўна;  
 бяспрэчна; дакладна  
**deforestation** [di'fɒrɪs'teɪʃn] *n* абяз-  
 лесенне, высяканне лесу  
**degree** [di'ɡri:] *n* ступень  
**deliberate** [di'libərɪt] *a* наўмысны  
**deliberately** [di'libərɪtli] *adv* наў-  
 мысна  
**delicious** [di'liʃəs] *a* смачны  
**delight** [di'laɪt] *n* захапленне, за-  
 чараванне  
**delightful** [di'laɪtful] *a* цудоўны,  
 чароўны  
**denim** ['denɪm] *n* баваўняная тка-  
 ніна  
**depend** [di'pend] *v* залежаць  
**dependent** [di'pendənt] *a* залежны  
**depress** [di'pres] *v* душыць, пры-  
 гнятаць  
**depressing** [di'presɪŋ] *a* маркотны,  
 нудлівы, які прыгнятае  
**describe** [dis'kraɪb] *v* апісваць  
**description** [dis'krɪpʃn] *n* апісанне

**desert**<sup>1</sup> [di'zɜ:t] *v* кідаць; пакідаць  
**desert**<sup>2</sup> ['dezət] *n* пустыня  
**deserted** [di'zɜ:tɪd] *a* пустынный;  
 пакінуты  
**deserve** [di'zɜ:v] *v* заслугоўваць  
**designer** [di'zaɪnə] *n* канструктар,  
 дызайнер  
**desire** [di'zaɪə] *n* жаданне; *v*  
 жадаць  
**desperate** ['despərɪt] *a* 1) роспачны,  
 адчайны; 2) безнадзейны  
**desperately** ['despərɪtli] *adv* 1) адчай-  
 на; 2) безнадзейна  
**destroy** [dis'trɔɪ] *v* разбураць  
**destruction** [dis'trʌkʃn] *n* разбурэнне  
**destructive** [dis'trʌktɪv] *a* разбу-  
 ральны  
**detail** ['di:teɪl] *n* дэталі, падрабяз-  
 насць  
**detect** [di'tekt] *v* выяўляць, заў-  
 важаць  
**detective** [di'tektɪv] *a* вышукны,  
 дэтэктыўны; *n* дэтэктыў, сышчык  
**determine** [di'tɜ:mɪn] *v* вызначаць,  
 вырашаць  
**determined** [di'tɜ:mɪnd] *a* рашучы,  
 поўны рашучасці  
**develop** [di'veləp] *v* развіваць  
**development** [di'veləpmənt] *n* раз-  
 віццё  
**dew** [dju:] *n* раса  
**diamond** ['daɪəmənd] *n* брыльянт  
**diary** ['daɪəri] *n* дзённік  
**die** [daɪ] *v* паміраць  
**diet** ['daɪət] *n* дыета  
**differ** ['dɪfə] *v* адрознівацца  
**difference** ['dɪfrəns] *n* адрозненне  
**difficulty** ['dɪfɪkəlti] *n* цяжкасць,  
 складанасць  
**dig** [dɪg] *v* (dug [dʌg]) капаць  
**direct** [di'rekt] *a* прамы  
**direct speech** [di'rekt'spi:tʃ] *n* прос-  
 тая мова  
**dirty** ['dɜ:ti] *a* брудны, нячысты  
**disabled** [dis'eɪblɪd] *a* пакалечаны

**disagree** [ˌdɪsəˈɡri:] *v* не згаджацца  
**disappear** [ˌdɪsəˈpiə] *v* знікаць  
**disappointment** [ˌdɪsəˈpɔɪntmənt] *n* расчараванне  
**disaster** [ˈdɪzəˌstə] *n* бяда, няшчасце, катастрофа  
**discipline** [ˈdɪsɪplɪn] *n* дысцыпліна  
**discover** [ˈdɪsˌkʌvə] *v* адкрываць, рабіць адкрыццё, вынаходзіць  
**discuss** [ˈdɪsˌkʌs] *v* абмяркоўваць, дыскаутаваць  
**disease** [dɪˈzi:z] *n* хвароба  
**display** [dɪsˈpleɪ] *n* паказ, выстава; *v* паказваць, дэманстраваць  
**distance** [ˈdɪstəns] *n* адлегласць  
**distinctly** [dɪsˈtɪŋktli] *adv* выразна, ясна  
**distinguish** [dɪsˈtɪŋɡwɪʃ] *v* адрозніваць  
**district** [ˈdɪstrɪkt] *n* раён  
**disturb** [dɪsˈtɜ:b] *v* турбаваць, непакоіць  
**dive** [daɪv] *v* ныраць  
**divide** [dɪˈvaɪd] *v* дзяліць, падзяляць(ца)  
**diving** [ˈdaɪvɪŋ] *n* скачкі ў ваду  
**dominate** [ˈdɒmɪneɪt] *v* пераважаць  
**double** [ˈdʌbl] *a* дваіны  
**doubt** [daʊt] *n* сумненне; *v* сумнявацца  
**doubtful** [ˈdaʊtful] *a* няпэўны, які сумняваецца  
**down** [daʊn] *prep* уніз  
**downstairs** [ˌdaʊnˈsteəz] *adv* уніз; унізе  
**dozen** [ˈdʌzn] *n* тузін  
**drag** [dræg] *n* павольны рух; *v* цягнуць, валачы  
**draw** [drɔ:] *v* (drew [dru:], drawn [drɔ:n]) 1) маляваць; 2) цягнуць  
**drawback** [ˈdrɔ:bæk] *n* недахоп  
**dreadful** [ˈdredfʊl] *a* жахлівы  
**dream** [dri:m] *n* сон; мара; *v* (dreamed [dri:md], dreamt [dremt]) 1) марыць; 2) сніць  
**dressmaker** [ˈdresˌmeɪkə] *n* кравец

**drink** [drɪŋk] *n* напітак, напой; *v* (drank [dræŋk], drunk [drʌŋk]) піць  
**drive** [draɪv] *v* (drove [drəʊv], driven [ˈdrɪvn]) вадзіць (машыну і г.д.), кіраваць  
**drop** [drɒp] *n* кропля; *v* 1) падаць, выпадаць; 2) упускаць, кідаць; 3) спыняць  
**dry** [draɪ] *a* сухі  
**due to** [ˈdju:tʊ] *prep* дзякуючы (чаму-небудзь), у выніку  
**dull** [dʌl] *a* нудны, нецікавы  
**during** [ˈdju:ərɪŋ] *prep* на працягу, у час  
**dusk** [dʌsk] *n* змрок  
**at dusk** прыцемкам  
**dust** [dʌst] *n* пыл; *v* 1) выціраць пыл; 2) пасыпаць  
**dye** [daɪ] *v* фарбаваць

## Е

**eager** [ˈi:ɡə] *a* які вельмі імкнецца (да чаго-небудзь)  
**eagle** [ˈi:ɡl] *n* арол  
**earn** [ɜ:n] *v* зарабляць  
**earring** [ˈi:ərɪŋ] *n* завушніца  
**east** [i:st] *n* усход  
**eastern** [ˈi:stn] *a* усходні  
**ecological** [ˌi:kəˈlɒdʒɪkl] *a* экалагічны  
**edge** [edʒ] *n* край  
**effect** [ɪˈfekt] *n* эфект, вынік; уздзеянне, уражанне  
**effort** [ˈefət] *n* намаганне  
**eg** [ˈi:ˌdʒi:] (скар. ад *exempli gratia*) напрыклад  
**either** [ˈaɪðə] *adv* таксама (у адмоўных сказах)  
**elaborate** [ɪˈlæbəreɪt] *a* старанна распрацаваны; прадуманы  
**elderly** [ˈeldəli] *a* пажылы, у гадах  
**electrician** [ɪlekˈtrɪʃn] *n* электрык  
**electricity** [ɪlekˈtrɪsɪti] *n* электрычнасць  
**else** [els] *adv* яшчэ  
**embarrassed** [ɪmˈbærəst] *a* збянтэжаны, прысаромлены



**embrace** [ɪmˈbreɪs] *v* абдымаць(ца)  
**emerge** [ɪˈmɜːdʒ] *v* з’яўляцца, узнікаць  
**emergency** [ɪˈmɜːdʒənsɪ] *n* непрадбачаны выпадак, надзвычайныя абставіны  
**emotion** [ɪˈməʊn] *n* эмоцыя, пачуццё  
**emotional** [ɪˈməʊnəl] *a* эмацыянальны  
**employ** [ɪmˈplɔɪ] *v* наймаць на працу  
**empty** [ˈemptɪ] *a* пусты  
**empty-headed** [ˈemptɪˈhedɪd] *a* легкадумны  
**encourage** [ɪnˈkʌrɪdʒ] *v* 1) падбадэргаваць; 2) заахвочваць  
**endure** [ɪnˈdjʊə] *v* трымаць, пераносіць  
**enemy** [ˈenɪmɪ] *n* вораг  
**energetic** [ˌenəˈdʒetɪk] *a* энергічны  
**energy** [ˈenədʒɪ] *n* энергія; сіла  
**engine** [ˈendʒɪn] *n* рухавік  
**engineer** [ˌendʒɪˈnɪə] *n* інжынер  
**enjoy** [ɪnˈdʒɔɪ] *v* атрымліваць асаляду  
**enjoyment** [ɪnˈdʒɔɪmənt] *n* асаляда, задавальненне  
**enough** [ɪˈnʌf] *adv* дастаткова, досыць  
**enter** [ˈentə] *v* уваходзіць; 2) уступаць, паступаць  
**enterprise** [ˈentəpraɪz] *n* 1) прадпрыемства; 2) прадпрымальніцтва  
**entertain** [ˌentəˈteɪn] *v* пацяшаць, забаўляць  
**entertaining** [ˌentəˈteɪnɪŋ] *a* забаўляльны  
**entertainment** [ˌentəˈteɪnmənt] *n* забава  
**environment** [ˈɪnvəɪrənmənt] *n* навакольнае асяроддзе  
**envy** [ˈenvɪ] *n* зайздрасць; *v* зайздросціць  
**equipment** [ˈkwɪpmənt] *n* абсталяванне

**escape** [ɪsˈkeɪp] *v* 1) уцякаць; 2) пазбягаць (*небяспекі*)  
**especially** [ɪsˈpeʃəli] *adv* асабліва  
**essay** [ˈeseɪ] *n* нарыс, сачыненне  
**essential** [ɪˈsenʃəl] *a* істотны, грунтоўны  
**establish** [ɪsˈtæblɪʃ] *v* засноўваць, ствараць  
**estate** [ɪsˈteɪt] *n* маёнтак, памесце  
**estimate** [ˈestɪmeɪt] *v* ацэньваць  
**eve** [iːv] *n* перададзень  
**even** [ˈiːvn] *adv* нават  
**event** [ɪˈvent] *n* здарэнне  
**eventually** [ɪˈventʃuəli] *adv* урэшце, нарэшце  
**ever** [ˈevə] *adv* калі-небудзь  
**evidence** [ˈeɪdɪns] *n* доказ, сведчанне  
**evil** [ˈiːvl] *a* злы, ліхі; *n* зло, ліха  
**exact** [ɪɡˈzækt] *a* дакладны  
**exactly** [ɪɡˈzæktli] *adv* дакладна, якраз  
**examine** [ɪɡˈzæmɪn] *v* 1) экзаменаваць; 2) абследаваць, аглядаць, правяраць  
**except** [ɪkˈsept] *prep* за выключэннем, акрамя  
**exchange** [ɪksˈtʃeɪndʒ] *n* абмен; *v* абменьвацца  
**excite** [ɪkˈsaɪt] *v* хваляваць, узбуджаць  
**excited** [ɪkˈsaɪtɪd] *a* усхваляваны, узбуджаны  
**excitement** [ɪkˈsaɪtmənt] *n* хваляванне, узрушанасць; узбуджанасць  
**exciting** [ɪkˈsaɪtɪŋ] *a* хвалюючы, захапляльны, узбуджальны  
**exclaim** [ɪksˈkleɪm] *v* усклікаць  
**excursion** [ɪksˈkɜːʃn] *n* экскурсія  
**exhibit** [ɪɡˈzɪbɪt] *n* экспанат  
**exhibition** [ˌeksɪˈbɪʃn] *n* выстава  
**exist** [ɪɡˈzɪst] *v* быць, існаваць  
**expect** [ɪksˈpekt] *v* чакаць  
**expensive** [ɪksˈpensɪv] *a* дарагі (*які шмат каштуе*)



**experience** [iks'piəriəns] *n* вопыт; вопытнасць  
**experienced** [iks'piəriənst] *a* вопытны, дасведчаны  
**experiment** [iks'periment] *n* вопыт, эксперымент  
**explain** [iks'plein] *v* тлумачыць  
**explanation** [eksplə'neiʃn] *n* тлумачэнне  
**exploration** [eksplə'reiʃn] *n* даследаванне  
**explore** [iks'plɔ:] *v* даследаваць, вывучаць  
**explorer** [iks'plɔ:rə] *n* даследчык  
**explosion** [iks'pləʊzn] *n* выбух  
**express** [iks'pres] *v* выяўляць, паказваць  
**expression** [iks'preʃn] *n* выяўленне; выразнасць  
**extend** [iks'tend] *v* пашыраць, распаўсюджаць  
**extinction** [iks'tɪŋkʃn] *n* выміранне, знікненне  
**extra** ['ekstrə] *a* дадатковы  
**extra-class** ['ekstra'kla:s] *a* паза-класны  
**extract** ['ekstrækt] *n* урывак, вытрымка  
**extremely** [iks'tri:mli] *adv* вельмі, надзвычай

## F

**facility** [fə'sɪlɪti] *n* сродкі, прыстасаванні  
**fail** [feɪl] *v* цярпець няўдачу, правальвацца (на экзамене)  
**failure** ['feɪljə] *n* няўдача; няўдачнік  
**faint** [feɪnt] *v* траціць прытомнасць, млець  
**fair** [feə] *a* 1) светлы, бялявы; белы; 2) цудоўны; 3) сумленны, справядлівы  
**fairy** ['feəri] *a* магічны, чарадзеіны, казачны

**fairy-tale** ['feərɪteɪl] *n* казка  
**faith** [feɪθ] *n* вера, давер  
**faithful** ['feɪθfʊl] *a* верны, адданы  
**fall** [fɔ:l] *v* (fell [fel], fallen ['fɔ:lɪn]) падаць, валіцца  
**fan** [fæn] *n* балельшчык  
**fanfare** ['fænfeə] *n* фанфара  
**fantastic** [fæn'tæstɪk] *a* вычварны, фантастычны  
**fantasy** ['fæntəsi] *n* уяўленне; фантастыка  
**fascinate** ['fæsɪneɪt] *v* зачароўваць, захапляць  
**fascinating** ['fæsɪneɪtɪŋ] *a* чароўны  
**fashion** ['fæʃn] *n* мода  
**fast** [fɑ:st] *a* хуткі, шпаркі; *adv* хутка, шпарка  
**fat** [fæt] *a* тлусты; тоўсты  
**fault** [fɔ:lt] *n* віна, памылка  
**favour** ['feɪvə] *n* паслуга, ласка  
**favourable** ['feɪvərəbl] *a* спрыяльны  
**favourite** ['feɪvərɪt] *a* любімы  
**fear** [fiə] *n* страх, боязь; *v* баяцца  
**feast** [fi:st] *n* свята  
**feature** ['fi:tʃə] *n* рыса, прымета  
**fee** [fi:] *n* узнагарода, плата  
**feed** [fi:d] *v* (fed [fed]) карміць, жывіць, даваць ежу  
**feel** [fi:l] *v* (felt [felt]) адчуваць  
**feeling** ['fi:lɪŋ] *n* пачуццё  
**fellow** ['feləʊ] *n* чалавек, хлопец  
**female** ['fi:meɪl] *a* жаночы  
**festive** ['festɪv] *a* святочны  
**few** [fju:] *a* нямногія, некалькі, мала хто  
**fiction** ['fɪkʃn] *n* 1) выдумка, вымысел; 2) мастацкая літаратура  
**fight** [faɪt] *n* бойка; *v* (fought [fɔ:t]) біцца, змагацца  
**fill** [fɪl] *v* напаўняць, запаўняць  
**film-goer** ['fɪlm,gəʊə] *n* кінаглядач  
**find** [faɪnd] *v* (found [faʊnd]) знаходзіць  
**find out** даведацца, выявіць  
**finger nail** ['fɪŋgənɪl] *n* пазногаць пальца (на руцэ)

**fire** [ˈfaɪə] *n* агонь; касцёр; пажар  
**fire-fighter** [ˈfaɪə,faɪtə] *n* пажарны  
**fireworks** [ˈfaɪəwɜːks] *n pl* феерверк  
**fist** [fɪst] *n* кулак  
**fit** [fɪt] *v* падыходзіць, задаваль-  
 ваць  
**fitter** [ˈfɪtə] *n* слесар  
**fix** [fɪks] *v* устанаўліваць; правіць,  
 рамантаваць  
**flash** [flæʃ] *v* 1) успыхваць; 2) рап-  
 там прыходзіць на розум  
**flat** [flæt] *a* плоскі, роўны  
**flavour** [ˈfleɪvə] *n* водар, прыемны  
 пах  
**flax** [flæks] *n* лён  
**flexible** [ˈfleksəbl] *a* гібкі, гнуткі  
**flesh** [fleʃ] *n* цела, плоць  
**flight** [flaɪt] *n* палёт  
**float** [fləʊt] *v* плаваць, плысці, тры-  
 мацца на паверхні вады  
**fly** [flaɪ] *n* муха; *v* (flew [fluː], flown  
 [fləʊn]) лятаць  
**foam** [fəʊm] *n* пена  
**foe** [fəʊ] *n* вораг  
**fog** [fɒg] *n* туман  
**foggy** [ˈfɒgi] *a* туманны  
**folk** [fɔːk] *n* людзі, народ  
**folklore** [ˈfɔːklɔː] *n* фальклор  
**follow** [ˈfɒləʊ] *v* ісці ўслед, нады-  
 ходзіць  
**following** [ˈfɒləʊɪŋ] *a* наступны  
**fond** [fɒnd] *a* які любіць  
**be fond of smb, smth** любіць  
 каго-небудзь, што-небудзь  
**fool** [fuːl] *n* дурань; *v* абдурваць  
**foolish** [ˈfuːlɪʃ] *a* дурны  
**footstep** [ˈfʊtstep] *n* крок  
**forbid** [fəˈbɪd] *v* (forbade [fəˈbeɪd],  
 forbidden [fəˈbɪdn]) забараняць  
**force** [fɔːs] *n* сіла; *v* прымушаць  
**foreign** [ˈfɒrɪn] *a* замежны  
**foreigner** [ˈfɒrɪnə] *n* інашаземец  
**forever** [fəˈrevə] *adv* назаўсёды  
**forget** [fəˈget] *v* (forgot [fəˈɡɒt], for-  
 gotten [fəˈɡɒtn]) забываць(ца)

**forgive** [fəˈɡɪv] *v* (forgave [fəˈgeɪv],  
 forgiven [fəˈɡɪvn]) дараваць, пра-  
 бачаць  
**form** [fɔːm] *n* форма; клас (*у шко-  
 ле*); *v* утвараць, фарміраваць  
**former** [ˈfɔːmə] *a* ранейшы, былы  
**fortress** [ˈfɔːtrɪs] *n* крэпасць  
**forward** [ˈfɔːwəd] *n* нападаючы,  
 форвард  
**found** [faʊnd] *v* 1) засноўваць;  
 2) абгрунтоўваць, браць за аснову  
**freedom** [ˈfriːdəm] *n* свабода  
**freeze** [friːz] *v* (froze [frəʊz], frozen  
 [ˈfrəʊzn]) замярзаць, замаражваць  
**fresh** [freʃ] *a* свежы  
**friendly** [ˈfrendli] *a* сяброўскі,  
 дружалюбны  
**friendship** [ˈfrendʃɪp] *n* сяброўства,  
 дружба  
**frighten** [ˈfraɪtn] *v* пужаць  
**frightened** [ˈfraɪtənd] *a* напалоха-  
 ны, напужаны  
**frost** [frɒst] *n* мароз  
**fuel** [fjuəl] *n* паліва  
**fulfil** [fʊlˈfɪl] *v* выконваць  
**full** [fʊl] *a* поўны, запоўнены  
**fume** [fjuːm] *n* дым  
**fun** [fʌn] *n* веселасць, пацеха,  
 забава  
**funk** [fʌŋk] *n* муз. фанк  
**funny** [ˈfʌni] *a* смешны, забаўны  
**fur** [fɜː] *n* футра; шэрсць  
**furious** [ˈfʊərɪəs] *a* раз’юшаны,  
 шалёны  
**fuss** [fʌs] *n* мітусня; *v* мітусіцца;  
 хвалявацца з-за дробязі

## G

**gather** [ˈɡæðə] *v* збіраць(ца)  
**gay** [geɪ] *a* вясёлы  
**general** [ˈdʒenərəl] *a* агульны;  
 галоўны  
**in general** наагул  
**generally** [ˈdʒenərəli] *adv* звычай-  
 на, як правіла

**generation** [ˌdʒenə'reɪʃn] *n* пака-  
ленне  
**generous** ['dʒenərəs] *a* шчодры,  
велікадушны  
**genius** ['dʒi:njəs] *n* геній  
**genre** [ʒɑ:ŋr] *n* літаратурны жанр  
**gentle** ['dʒentl] *a* мяккі; ласкавы,  
пяшчотны  
**gently** ['dʒentli] *adv* пяшчотна;  
асцярожна, далікатна  
**gerund** ['dʒerənd] *n* герундый  
**get** [get] *v* (got [gɒt]) атрымліваць  
**get off** злазіць, вылазіць; выхо-  
дзіць, сыходзіць  
**get on with smb** добра ўжывацца  
з кім-небудзь  
**get out** выходзіць, высаджацца  
**ghost** [gəʊst] *n* прывід  
**giant** ['dʒaɪənt] *a* велізарны, гіган-  
цкі; *n* волат, гігант  
**gift** [ɡɪft] *n* падарунак  
**gifted** ['ɡɪftɪd] *a* таленавіты,  
здольны  
**give** [ɡɪv] *v* (gave [geɪv], given  
['ɡɪvən]) даваць  
**give up** кідаць (*займацца  
чым-небудзь*)  
**glad** [glæd] *a* задаволены, радасны,  
рады  
**be glad** радавацца  
**glass** [glɑ:s] *n* 1) шкло; 2) шклян-  
ка; 3) *pl* акулеры  
**glimpse** [ɡlɪmps] *n* мільганне; про-  
бліск  
**global** ['gləʊbl] *a* сусветны; гла-  
бальны, усеагульны  
**gloomy** ['glu:mi] *a* змрочны, пануры  
**glove** [glʌv] *n* пальчатка  
**goal** [ɡəʊl] *n* 1) мэта, задача; 2) гол  
**gold** [ɡəʊld] *a* залаты; *n* золата  
**golden** ['ɡəʊldn] *a* залаты (*падобны  
да золата*)  
**good-looking** [ɡʊd'lu:kɪŋ] *a* сімпа-  
тычны  
**govern** ['ɡʌvn] *v* кіраваць  
**government** ['ɡʌvnmənt] *n* урад

**governor** ['ɡʌvənə] *n* губернатар  
**grade** [ɡreɪd] *n* адзнака  
**graduate** ['ɡrædʒueɪt] *v* скончыць  
вышэйшую навучальную ўста-  
нову  
**grateful** ['ɡreɪtful] *a* удзячны  
**gratitude** ['ɡrætɪtju:d] *n* удзячнасць  
**grave** [ɡreɪv] *a* 1) хмурны, мар-  
котны, журботны; 2) цяжкі,  
пагрозлівы  
**great** [ɡreɪt] *a* 1) вялікі; 2) велі-  
зарны  
**That's great!** Вось здорава!  
**greedy** ['ɡri:di] *a* пражны  
**grief** [ɡri:f] *n* гора  
**grocer** [ˌɡrəʊsə] *n* бакалейшчык  
**grocery** ['ɡrəʊsəri] *n* бакалея  
**ground** [ɡraʊnd] *n* зямля, глеба  
**grow** [ɡrəʊ] *v* (grew [ɡru:], grown  
[ɡrəʊn]) расці; вырошчваць  
**grown-up** ['ɡrəʊn,ʌp] *n* дарослы  
**growth** [ɡrəʊθ] *n* рост  
**guard** [ɡɑ:d] *n* варта; вартаўнік  
**guess** [ɡes] *v* здагадвацца, мерка-  
ваць  
**guest** [ɡest] *n* госць  
**guide** [ɡaɪd] *n* гід, праваднік  
**guilty** ['ɡɪltɪ] *a* вінаваты  
**gun** [ɡʌn] *n* вінтоўка, пісталет  
**guy** [ɡaɪ] *n* хлопец, малец  
**gym** [dʒɪm] *n* (*скар. ад gymnasium*)  
гімнастычная зала

## H

**habbit** ['hæbɪt] *n* звычка, звычай  
**hand in** [ˌhænd'ɪn] *v* уручаць, пада-  
ваць  
**handful** ['hændful] *n* жменя  
**handsome** ['hænsəm] *a* прыгожы  
**hang** [hæŋ] *v* (hung [hʌŋ]) вешаць;  
вісець  
**hang around** сноўдацца, гуляць  
**happen** ['hæpən] *v* адбывацца, зда-  
рацца

**happiness** ['hæpɪnɪs] *n* щасце  
**hard** [hɑ:d] *a* цяжкі; *adv* старанна, рупліва, упарта  
**hardly** ['hɑ:dlɪ] *adv* ледзь, толькі, наўрад ці  
**hardship** ['hɑ:dʃɪp] *n* нягода, цяжкасць  
**hard-working** [hɑ:d'wɜ:kɪŋ] *a* старанны, руплівы, працалюбівы  
**harm** [hɑ:m] *n* шкода  
**harvest** ['hɑ:vɪst] *n* ураджай; уборка ураджаю; *v* збіраць ураджай  
**hate** [heit] *v* ненавідзець  
**hay** [heɪ] *n* сена  
**hazel** ['heɪzl] *a* светла-карычневы, кары  
**head** [hed] *v* накіроўваць(ца)  
**headache** ['hedeɪk] *n* галаўны боль  
**headline** ['hedlaɪn] *n* заглавак  
**headmaster** [hed'mɑ:stə] *n* дырэктар школы (*мужчына*)  
**headmistress** [hed'mɪstrɪs] *n* дырэктар школы (*жанчына*)  
**health** [helθ] *n* здароўе  
**healthy** ['helθɪ] *a* здаровы  
**hear** [hɪə] *v* (heard [hɜ:d]) чуць  
**heart** [hɑ:t] *n* сэрца  
     *by heart* на памяць  
**heat** [hi:t] *n* гарачыня; *v* нагрываць, падаграваць  
**heating** ['hi:tɪŋ] *n* ацяпленне  
**heavily** ['hevɪli] *adv* 1) цяжка; 2) моцна  
**heavy** ['hevi] *a* цяжкі  
**height** [haɪt] *n* вышыня  
**heir** [eə] *n* наследнік, спадчыннік  
**hell** [hel] *n* пекла  
**help** [help] *n* дапамога; *v* дапамагаць  
**helpful** ['helpfʊl] *a* 1) карысны; 2) гатовы дапамагчы  
**helpless** ['helpləs] *a* 1) бездапаможны; 2) нікчэмны  
**heritage** ['herɪtɪdʒ] *n* спадчына  
**heroic** [hɪ'əʊɪk] *a* гераічны

**hide** [haɪd] *v* (hid [hɪd], hidden ['hɪdn]) хаваць(ца)  
**high school** ['haɪ'sku:l] *n* амер. сярэдняя школа  
**hill** [hɪl] *n* узгорак, пагорак, гара  
**hit** [hɪt] *v* (hit [hɪt]) 1) біць, удараць; 2) трапляць (*у цэль*)  
**hold** [həʊld] *v* (held [held]) 1) трымаць; 2) праводзіць, арганізоўваць  
**homesick** ['həʊmsɪk] *a* які сумуе па доме  
**honest** ['ɒnɪst] *a* сумленны  
**honour** ['ɒnə] *n* гонар; *v* шанаваць  
     *in honour of* у гонар (*каго-небудзь*)  
**honourable** ['ɒnərəbl] *a* пачэсны, ганаровы  
**hooked** [hʊkt] *a* кручкаваты, крывы  
**hope** [həʊp] *n* надзея; *v* спадзявацца  
**horison** [hə'reɪzn] *n* гарызонт  
**horrible** ['hɒrəbl] *a* жахлівы, жудасны  
**horror** ['hɒrə] *n* жак  
**host** [həʊst] *n* гаспадар  
**hostile** ['hɒstəl] *a* варожы  
**hot-tempered** [hɒt'tempəd] *a* запальчывы, нястрыманы  
**household** ['haʊshəʊld] *n* (хатняя) гаспадарка  
**huge** [hju:dʒ] *a* вялізны, велізарны  
**human** ['hju:mən] *a* чалавечы; гуманны  
**humorous** ['hju:mərəs] *a* гумарыстычны  
**humour** ['hju:mə] *n* гумар  
**humourless** ['hju:mələs] *a* без пачуцця гумару  
**hunger** ['hʌŋgə] *n* голад  
**hungry** ['hʌŋgrɪ] *a* галодны  
**hunt** [hʌnt] *v* паляваць  
**hurry** ['hʌrɪ] *v* спяшацца  
**hurt** [hɜ:t] *v* (hurt [hɜ:t]) прычыняць боль, рانیць  
**hypocritical** [ˌhɪpə'krɪtɪkəl] *a* крывадушны

# I

**identical** [aɪ'dentɪkl] *a* аднолькавы, ідэнтычны  
**identify** [aɪ'dentɪfaɪ] *v* атаясамліваць; апазнаваць  
**idle** ['aɪdl] *a* лянівы  
**idly** ['aɪdlɪ] *adv* ляніва, з лянцюю  
**ignore** [ɪg'nɔ:] *v* пагарджаць, ігнараваць  
**image** ['ɪmɪdʒ] *n* вобраз, імідж  
**imaginary** [ɪ'mædʒɪnəri] *a* уяўны, выдуманый, нерэальны  
**imagination** [ɪ'mædʒɪ'neɪʃn] *n* уяўленне; вынаходлівасць  
**imagine** [ɪ'mædʒɪn] *v* уяўляць (сабе)  
**immediate** [ɪ'mi:dɪjət] *a* непасрэдны, неадкладны  
**immediately** [ɪ'mi:dɪjətli] *adv* неадкладна, адразу ж  
**impersonal** [ɪm'pɜ:snl] *a* бязлікі; абыякавы  
**importance** [ɪm'pɔ:tns] *n* важнасць, значнасць, значэнне  
**impress** [ɪm'pres] *v* рабіць уражанне  
**impression** [ɪm'preʃn] *n* уражанне  
**impressive** [ɪm'presɪv] *a* які ўражвае, уражальны  
**inactive** [ɪn'æktɪv] *a* бяздзейны, пасіўны  
**incident** ['ɪnsɪdənt] *n* выпадак, здарэнне  
**include** [ɪn'klu:d] *v* змяшчаць, уключаць  
**indeed** [ɪn'di:d] *adv* на самай справе, сапраўды  
**indefinite** [ɪn'defɪnɪt] *a* нявызначаны  
**independence** [ɪn'dɪ'pendəns] *n* незалежнасць  
**independent** [ɪn'dɪ'pendənt] *a* незалежны  
**individual** [ɪn'dɪ'vɪdʒuəl] *a* асабісты, індывідуальны  
**indoor** ['ɪndo:] *a* які знаходзіцца ў памяшканні  
**indoors** [ɪn'dɔ:z] *adv* у памяшканні

**inferior** [ɪn'fɪəriə] *a* ніжэйшы (наводле становішча)  
**influence** ['ɪnfluəns] *n* уплыў, уздзеянне; *v* уплываць, уздзейнічаць  
**injustice** [ɪn'dʒʌstɪs] *n* несправядлівасць  
**innocent** ['ɪnəsənt] *a* невінаваты  
**inside** [ɪn'saɪd] *a* унутраны; *adv* унутры; *prep* унутр  
**insist** [ɪn'sɪst] *v* настойваць, настойліва сцвярджаць  
**inspire** [ɪn'spaɪə] *v* натхняць; выклікаць (начуццё)  
**instant** ['ɪnstənt] *a* неадкладны, імгненны  
**instead** [ɪn'sted] *prep* замест, узамен  
**insure** [ɪn'ʃʊə] *v* страхаваць, гарантаваць  
**intelligent** [ɪn'telɪdʒənt] *a* разумны  
**intensive** [ɪn'tensɪfəɪ] *v* умацняць  
**interfere** [ɪntə'fɪə] *v* умяшвацца  
**interrupt** [ɪntə'rʌpt] *v* перапыняць; прыпыняць  
**interview** ['ɪntəvju:] *n* інтэрв'ю  
**introduce** [ɪntrə'dju:s] *v* 1) уведзіць; 2) прадстаўляць, знаёміць  
**invader** [ɪn'veɪdə] *n* захопнік, акупант  
**invent** [ɪn'vent] *v* вынаходзіць; выдумваць, ствараць  
**invisible** [ɪn'vɪzəbl] *a* нябачны, нераспазнавальны  
**invitation** [ɪnvi'teɪʃn] *n* запрашэнне  
**invite** [ɪn'vaɪt] *v* запрашаць  
**involve** [ɪn'vɒlv] *v* уключаць (у сябе), змяшчаць  
**iron** ['aɪən] *n* 1) жалеза; 2) прас  
**irregular** [ɪ'regjulə] *a* няправільны, бязладны  
**irresponsible** [ɪrɪs'pɒnsəbl] *a* безадказны

# J

**jazz** [dʒæz] *n* джаз  
**jealous** ['dʒeləs] *a* 1) раўнівы;

2) зайздросны

**be jealous** раўнаваць

**jewel** ['dʒu:əl] *n* каштоўнасць

**join** [dʒɔɪn] *v* 1) злучаць; 2) далучацца; 3) уступаць у члены (*таварыства*)

**joke** [dʒəʊk] *n* жарт; *v* жартаваць

**journalist** ['dʒɜ:nəlist] *n* журналіст

**journey** ['dʒɜ:ni] *n* паездка, падарожжа

**joy** [dʒɔɪ] *n* радасць, веселасць

**joyful** ['dʒɔɪfʊl] *a* радасны

**judge** [dʒʌdʒ] *n* суддзя; *v* судзіць

**just** [dʒʌst] *a* справядлівы; *adv*

1) толькі, проста; 2) толькі што

**justice** ['dʒʌstɪs] *n* справядлівасць; правасуддзе

**justify** ['dʒʌstɪfaɪ] *v* апраўдаць; пацвердзіць

## K

**keen** [ki:n] *a* востры; які моцна захапляецца (*чым-небудзь*)

**be keen on smth** захапляцца чым-небудзь

**keep** [ki:p] *v* (kept [kept]) трымаць, захоўваць

**keep on** працягваць (*рабіць што-небудзь*)

**kick** [kɪk] *n* удар; *v* біць нагой, штурхаць

**kill** [kɪl] *v* забіваць

**kind** [kaɪnd] *a* добры; *n* род, гатунак

**kind-hearted** [kaɪnd'ha:tid] *a* добры, спагадлівы, чулы

**kindness** ['kaɪndnis] *n* дабрыня

**knee** [ni:] *n* калена

**knit** [nɪt] *v* (knitted ['nɪtɪd], knit [nɪt]) вязаць

**knock** [nɒk] *n* стук; *v* стукаць

**know** [nəʊ] *v* (knew [nju:], known [nəʊn]) ведаць

**knowledge** ['nɒlɪdʒ] *n* веда

## L

**labour** ['leɪbə] *n* праца, работа

**lack** [læk] *v* мець недахоп, не хапаць

**laconic** [lə'kɒnɪk] *a* лаканічны, кароткі

**ladder** ['lædə] *n* драбіны

**landscape** ['lændskeɪp] *n* пейзаж

**last** [lɑ:st] *a* апошні; *v* працягвацца, доўжыцца

**at last** нарэшце

**lately** ['leɪtlɪ] *adv* апошнім часам

**laugh** [lɑ:f] *v* смяяцца

**laughter** ['lɑ:ftə] *n* смех

**law** [lɔ:] *n* закон

**lawyer** ['lɔ:jə] *n* юрыст, адвакат

**lay** [leɪ] *v* (laid [leɪd]) класці

**laziness** ['leɪzɪnɪs] *n* лянота

**lead** [li:d] *n* павадок; *v* (led [led]) весці (*быць першым*); кіраваць

**leadership** ['li:dəʃɪp] *n* кіраўніцтва

**leading** ['li:dɪŋ] *a* вядучы

**lean** [li:n] *a* худы; *v* (leaned [li:nd], leant [lent]) нахіляць(ца)

**learn** [lɜ:n] *v* (learned [lɜ:nd], learnt [lɜ:nt]) вывучаць, вучыць

**leather** ['leðə] *n* скура (*апрацаваная*)

**leave** [li:v] *v* (left [left]) 1) адыходзіць, ад'язджаць; 2) пакідаць

**legal** ['li:gəl] *a* законны

**lend** [lend] *v* (lent [lent]) пазычаць

**length** [leŋθ] *n* даўжыня

**let** [let] *v* (let [let]) дазваляць

**level** ['levl] *n* узровень

**liberate** ['lɪbəreɪt] *v* вызваляць

**licence** ['laɪsəns] *n* ліцэнзія; пасведчанне

**lick** [lɪk] *v* лізаць, аблізваць

**lie** [laɪ] *n* хлусня; *v* 1) хлусіць; 2) (lay [leɪ], lain [leɪn]) ляжаць

**lifecycle** ['laɪfsaɪkl] *n* цыкл развіцця

**lifeless** ['laɪflɪs] *a* змарцвелы, нежывы

**light** [laɪt] *a* 1) светлы; 2) лёгкі; *n* святло; *v* (lit [lɪt]) асвятляць

**like** [laɪk] *a* падобны; *v* любіць, добра ставіцца (*да каго-небудзь*)  
**limit** ['lɪmɪt] *n* мяжа; *v* абмяжоўваць  
**limp** [lɪmp] *v* кульгаць  
**linger** ['lɪŋgə] *v* затрымлівацца, марудзіць  
**lip** [lɪp] *n* губа  
**literally** ['lɪtərəli] *adv* літаральна  
**lively** ['laɪvli] *a* жывы; жавы; вясёлы  
**load** [ləʊd] *n* груз  
**loan** [ləʊn] *n* пазыка, нешта пазычанае  
**local** ['ləʊkl] *a* мясцовы  
**locality** [ləʊ'kælɪti] *n* мясцовасць, раён, участак  
**lock** [lɒk] *n* замък; *v* замыкаць  
**lonely** ['ləʊnli] *a* адзінокі  
**look** [lʊk] *n* позірк, выгляд; *v* глядзець  
**look after** клапаціцца (*аб кім-небудзь*), даглядаць (*каго-небудзь*)  
**look for** шукаць  
**look forward to** чакаць з нецярпеннем  
**look out** выглядваць  
**look through** праглядваць  
**loose** [luːs] *a* прасторны, свабодны, незамацаваны, вялікі (па размеры)  
**lorry** ['lɒrɪ] *n* грузавік  
**lose** [luːz] *v* (lost [lɒst]) губляць, страчваць  
**loser** ['luːzə] *n* той, хто губляе  
**lot** [lɒt] *n* вялікая колькасць  
**a lot of / lots of** шмат  
**lovely** ['lʌvli] *a* прыгожы, чароўны  
**luggage** ['lʌɡɪdʒ] *n* багаж; паклажа  
**lump** [lʌmp] *n* кавалак  
**lung** [lʌŋ] *n* лёгкае  
**luxury** ['lʌkʃəri] *n* раскоша  
**lyrics** ['lɪrɪks] *n* словы (*тэксты песень*)

## M

**magazine** [ˌmæɡə'ziːn] *n* часопіс, перыядычнае выданне  
**magic** ['mædʒɪk] *a* чарадзейны  
**magician** [mæ'dʒɪʃn] *n* чараўнік; фокуснік  
**maid** [meɪd] *n* служанка, пакаёўка  
**maiden** ['meɪdn] *n* незамужняя дзяўчына  
**mail** [meɪl] *n* пошта, паштовае адпраўленне; *v* адсылаць па пошце  
**main** [meɪn] *a* асноўны, галоўны  
**mainly** ['meɪnli] *adv* галоўным чынам, пераважна  
**maintain** [men'teɪn] *v* падтрымліваць, захоўваць  
**major** ['meɪdʒə] *a* галоўны; *n* маёр  
**majority** [mæ'dʒɔrɪti] *n* большасць  
**make** [meɪk] *v* (made [meɪd]) рабіць  
**mammal** ['mæməl] *n* млекакормячае  
**manage** ['mænɪdʒ] *v* 1) кіраваць; 2) спраўляцца  
**mankind** [mæn'kaɪnd] *n* чалавецтва  
**manner** ['mænə] *n* 1) метада, спосаб; 2) манера  
**manual** ['mænjuəl] *a* ручны  
**marble** ['mɑːbl] *n* мрамур  
**marine** [mə'riːn] *a* марскі  
**marvellous** ['mɑːvələs] *a* дзівосны, цудоўны  
**masterpiece** ['mɑːstəpiːs] *n* шэдэўр  
**match** [mætʃ] *n* 1) запалка; 2) рэч, якая падыходзіць пад пару; 3) матч; *v* падыходзіць (па колеры, пад пару), адпавядаць  
**matter** ['mætə] *n* справа, пытанне; *v* мець значэнне  
**What's the matter?** У чым справа?  
**mature** [mə'tʃʊə] *a* сталы; спелы  
**mayor** [meɪə] *n* мэр  
**mean** [miːn] *v* (meant [ment])  
 1) падразумяваць, мець на ўвазе;  
 2) значыць, мець значэнне  
**measure** ['meʒə] *n* мера; *v* мераць, вымераць



**medicine** ['medsɪn] *n* 1) медыцына;  
2) лекі  
**medieval** [ˌmediˈi:vəl] *a* сярэднявечны  
**medium** ['mi:djəm] *a* сярэдні, пра-  
межжавы; *n* (*pl* media) сродак,  
спосаб  
**meet** [mi:t] *v* (*met* [met]) сустра-  
каць(ца)  
**melt** [melt] *v* 1) раставаць; 2) пла-  
віць, размякчаць; рабіцца мяк-  
чэйшым  
**memorial** [miˈmɔ:riəl] *n* помнік  
**memorise** ['meməraɪz] *v* запамінаць  
**memory** ['meməri] *n* памяць  
**mental** ['mentl] *a* разумовы  
**mention** ['menʃn] *v* упамінаць  
**merely** ['miəli] *adv* толькі, проста  
**merry** ['meri] *a* вясёлы, жвавы  
**mess** [mes] *n* непарадак, бязлад-  
дзе; *v* рабіць непарадак  
**message** ['mesɪdʒ] *n* паведамленне,  
пасланне; запіска  
**midnight** ['midnaɪt] *n* поўнач  
**mind** [maɪnd] *n* розум; *v* прырачыць  
**miraculous** [miˈrækjələs] *a* цуда-  
творны, dziўны  
**miss** [mɪs] *v* 1) прапусціць; не па-  
цэліць, прамахнуцца; 2) сумаваць  
**mix** [mɪks] *v* змешваць, размеш-  
ваць  
**moderate** ['mɒdərət] *a* умераны  
**modernise** ['mɒdənaɪz] *v* мадэрніза-  
ваць, удасканальваць, паляпшаць  
**modest** ['mɒdɪst] *a* сціплы  
**modesty** ['mɒdəsti] *n* сціпласць  
**monster** ['mɒnstə] *n* пачвара  
**monument** ['mɒnjumənt] *n* помнік,  
манумент  
**mood** [mu:d] *n* настрой  
**moonlight** ['mu:nlaɪt] *n* святло ме-  
сяца  
**mor** [mɒr] *v* праціраць (*швабрай*)  
**moreover** [mɔ:ɪ'əʊvə] *adv* акрамя  
таго, звыш таго, нават больш  
**mother tongue** ['mʌðə,tʌŋ] *n* род-  
ная мова

**motherland** ['mʌðə'lænd] *n* радзіма,  
айчына  
**motionless** ['məʊnləs] *a* нерухомы  
**motorist** ['məʊtərɪst] *n* аўтамабіліст  
**motto** ['mɒtəʊ] *n* дэвіз  
**mountainous** ['maʊntɪnəs] *a* горны  
**moustache** [məʊ'stɑ:ʃ] *n* вусы  
**move** [mu:v] *v* 1) рухаць(ца), пера-  
соўваць; 2) пераязджаць  
**mud** [mʌd] *n* грязь  
**murder** ['mɜ:də] *n* забойства  
**muscle** ['mʌsl] *n* мускул  
**musician** [mjuˈzɪʃn] *n* музыкант  
**mystery** ['mɪstəri] *n* таямніца  
**myth** [mɪθ] *n* міф

## N

**nag** [næg] *v* прыдзірацца, бурчаць  
**nail** [neɪl] *n* 1) пазногаць; 2) цвік  
**narrow-minded** [ˌnærəʊ'maɪndɪd] *a*  
абмежаваны, недалёкі  
**nasty** ['nɑ:sti] *a* агідны, брыдкі, не-  
прыемны  
**national** ['næʃənl] *a* 1) дзяржаўны;  
2) нацыянальны  
**native** ['neɪtɪv] *a* 1) родны; 2) мяс-  
цовы, прыродны  
**native speaker** [ˌneɪtɪv'spi:kə] *n* нось-  
біт мовы  
**natural** ['nætʃrəl] *a* натуральны,  
прыродны  
**naturally** ['nætʃrəli] *adv* натуральна  
**navy** ['neɪvi] *n* военна-марскі флот  
**nearby** ['nɪəbaɪ] *adv* побач, каля  
**nearly** ['nɪəli] *adv* амаль, ледзь не  
**neat** [ni:t] *a* чысты, ахайны  
**need** [ni:d] *n* патрэба, патрэбнасць;  
*v* мець патрэбу  
**needle** ['ni:dl] *n* іголка  
**neither** ['niəðə] *pron* ні адзін, ні другі  
**nervous** ['nɜ:vəs] *a* нервовы  
**network** ['netwɜ:k] *n* сетка  
**noble** ['nəʊbl] *a* высакародны  
**noise** [nɔɪz] *n* шум  
**noisy** ['nɔɪzi] *a* шумны



**north** [nɔ:θ] *n* поўнач  
**northern** ['nɔ:ðən] *a* паўночны  
**notice** ['nəʊtɪs] *n* 1) паведамленне;  
 2) записка; *v* заўважаць  
**notorious** [nəʊ'tɔ:riəs] *a* вядомы (у  
 блатім сэнсе)  
**noun** [naʊn] *n* назоўнік  
**novel** ['nɒvl] *n* раман  
**nowadays** ['naʊədeɪz] *adv* у наш  
 час, цяпер  
**nowhere** ['nəʊweə] *adv* нідзе  
**nuclear** ['nju:kliə] *a* ядзерны  
**nurse** [nɜ:s] *n* медыцынская сястра  
**nursery school** ['nɜ:srɪ'sku:l] *n* дзіця-  
 чы сад

## O

**obey** [ə'beɪ] *v* падпарадкоўвацца  
**object**<sup>1</sup> [əb'dʒekt] *v* прэчыць  
**object**<sup>2</sup> ['ɒbdʒɪkt] *n* прадмет, рэч  
**observation** [ˌpɒzə'veɪʃn] *n* назіранне  
**observe** [əb'zɜ:v] *v* 1) наглядаць,  
 назіраць, сачыць; 2) прытрым-  
 лівацца  
**obtain** [əb'teɪn] *v* атрымліваць, на-  
 бываць  
**obvious** ['ɒbvɪəs] *a* ясны, відавочны  
**occasion** [ə'keɪzən] *n* выпадак, ака-  
 лічнасць  
**occupation** [ˌɒkjʊ'reɪʃn] *n* занятка,  
 справа  
**occupy** ['ɒkjʊpaɪ] *v* займаць; акупі-  
 раваць  
**odd** [ɒd] *a* лішні, выпадковы  
**offer** ['ɒfə] *n* прапанова; *v* прапа-  
 ноўваць  
**olive** ['ɒlɪv] *n* масліна  
**once** [wʌns] *adv* (адзін) раз, аднойчы  
**at once** нечакана  
**open-minded** [ˌəʊpən'maɪndɪd] *a* шы-  
 рокіх поглядаў; непрадузяты  
**orchestra** ['ɔ:kɪstrə] *n* аркестр  
**order** ['ɔ:də] *n* парадак; *v* заказ-  
 ваць; загадваць  
**ordinary** ['ɔ:dnəri] *a* звычайны,  
 пасрэдны

**organise** ['ɔ:gənaɪz] *v* арганізоўваць  
**origin** ['brɪdʒɪn] *n* крыніца, пахо-  
 джанне  
**original** [ə'rɪdʒənəl] *a* першапачат-  
 ковы, арыгінальны; *n* арыгінал  
**other** ['ʌðə] *a* іншы  
**outing** ['aʊtɪŋ] *n* прагулка (за  
 горад); экскурсія; пікнік  
**outside** [ˌaʊt'saɪd] *adv* знадворку,  
 звонку; *prep* па-за, за (межамі)  
**over** ['əʊvə] *adv* наказвае на закан-  
 чэнне чаго-небудзь; *prep* над, праз  
**over and over** шмат разоў запар  
**overcome** [ˌəʊvə'kʌm] *v* пераадолець  
**own** [əʊn] *a* уласны, свой; *v* вало-  
 даць  
**owner** ['əʊnə] *n* уласнік; уладальнік  
**ozone layer** ['əʊzəʊn,leɪə] *n* аэонавы  
 слой

## P

**pain** [peɪn] *n* боль  
**painful** ['peɪnfʊl] *a* балючы, які  
 прыносіць боль  
**pair** [peə] *n* пара  
**palace** ['pælɪs] *n* палац  
**pale** [peɪl] *a* бледны  
**pancake** ['pænkɛɪk] *n* блін, аладка  
**parking place** ['pɑ:kɪŋ,pleɪs] *n* мес-  
 ца для стаянкі аўтамабіля  
**part** [pɑ:t] *n* частка; *v* расста-  
 вацца, разлучацца  
**participate** [pɑ:'tɪsɪpeɪt] *v* удзельні-  
 чаць  
**particularly** [pɑ:'tɪkjʊləli] *adv* вель-  
 мі, надзвычай  
**pass** [pɑ:s] *v* праходзіць міма  
**passenger** ['pæsɪndʒə] *n* пасажыр  
**passer-by** ['pɑ:sə'baɪ] *n* прахожы  
**passion** ['pæʃn] *n* запал, пачуцці,  
 захапленне  
**passive** ['pæsɪv] *a* пасіўны  
**pat** [pæt] *v* паляпваць па спіне (вы-  
 казваць адабрэнне)

**patient** ['peɪʃənt] *a* цярплівы;  
*n* хворы, пацыент

**pattern** ['pætɪn] *n* малюнак, узор

**pay** [peɪ] *v* (paid [peɪd]) плаціць

**peaceful** ['piːsfʊl] *a* мірны, міра-  
 любівы

**peak** [piːk] *n* пік, вяршыня

**peasant** ['peznt] *n* сялянін

**peasantry** ['pezntɪ] *n* сялянства

**per cent** [pə'sent] *n* працэнт

**perfect** ['pɜːfɪkt] *a* дасканалы, цу-  
 доўны, ідэальны, бездакорны

**perform** [pə'fɔːm] *v* выконваць

**performance** [pə'fɔːməns] *n* прад-  
 стаўленне, спектакль

**perfume** ['pɜːfjuːm] *n* 1) прыемны  
 пах; 2) духі

**permission** [pə'mɪʃn] *n* дазвол, да-  
 зваленне

**permit** [pə'mɪt] *v* дазваляць

**personality** [ˌpɜːsə'nælɪti] *n* асоба;  
 індывідуальнасць

**physical** ['fɪzɪkl] *a* фізічны

**pile** [paɪl] *n* куча, груда

**plain** [pleɪn] *a* просты; зразумелы;  
 звычайны

**playground** ['pleɪgraʊnd] *n* пляцоў-  
 ка для гульні

**plead** [pliːd] *v* прасіць, маліць,  
 упрошваць

**pleasant** ['pleznt] *a* прыемны

**please** [pliːz] *adv* калі ласка;  
*v* дагаджаць, рабіць прыемнае,  
 прыносіць задавальненне

**pleased** [pliːzd] *a* задаволены

**pleasure** ['pleɪə] *n* задавальненне,  
 прыемнасць

**with pleasure** з задавальненнем

**plot** [plɒt] *n* сюжэт

**plough** [plau] *v* араць

**poetry** ['pəʊɪtri] *n* паэзія

**point** [pɔɪnt] *n* 1) пункт; 2) канец;  
*v* указваць, паказваць

**point out** указваць на  
 (што-небудзь), падкрэсліваць

**pointed** ['pɔɪntɪd] *a* востры, зато-  
 чаны

**poisonous** ['pɔɪznəs] *a* ядавіты,  
 атрутны

**polar** ['pəʊlə] *a* палярны

**pole** [pəʊl] *n* слуп, шост

**polite** [pə'laɪt] *a* ветлівы

**politeness** [pə'laɪtnɪs] *n* ветлівасць

**pollute** [pə'luːt] *v* забруджваць

**pollution** [pə'luːʃn] *n* забруджванне

**popular** ['pɒpjələ] *a* папулярны

**popularity** [ˌpɒpjʊ'lærɪti] *n* папу-  
 лярнасць

**populated** ['pɒpjʊleɪtɪd] *a* населены

**population** [ˌpɒpjʊ'leɪʃn] *n* насель-  
 ніцтва

**positive** ['pɒzɪtɪv] *a* станоўчы, пазі-  
 тыўны

**possible** ['pɒsəbl] *a* магчымы, маж-  
 лівы

**post** [pəʊst] *n* пошта; *v* пасылаць  
 па пошце

**postcard** ['pəʊstkɑːd] *n* паштоўка

**poster** ['pəʊstə] *n* афіша, плакат

**pound** [paʊnd] *n* фунт стэрлінгаў

**pour** [pɔː] *v* ліць, наліваць

**poverty** ['pɒvərti] *n* беднасць, галеча

**powder** ['paʊdə] *n* 1) парашок;  
 2) порох

**power** ['paʊə] *n* сіла, моц

**powerful** ['paʊəfʊl] *a* моцны, ма-  
 гутны

**practice** ['præktɪs] *n* практыка

**practise** ['præktɪs] *v* практыка-  
 ваць; прымяняць на практыцы

**praise** [preɪz] *v* хваліць

**pray** [preɪ] *v* маліцца

**preacher** ['priːtʃə] *n* прапаведнік

**prefer** [prɪ'fɜː] *v* аддаваць перавагу

**preference** ['prefrəns] *n* перавага

**prefix** ['priːfiks] *n* прыстаўка, прэ-  
 фікс

**press** [pres] *n* прэса, друк

**pretty** ['prɪti] *a* мілы, сімпатычны

**prevent** [prɪ'vent] *v* прадухіляць,  
 папярэджаць

**price** [praɪs] *n* кошт

**pride** [praɪd] *n* гордасць

**priest** [pri:st] *n* свящэннік  
**primitive** ['prɪmɪtɪv] *a* 1) перша-  
 бытны; 2) прымітыўны  
**principal** ['prɪnsəpəl] *a* галоўны;  
*n амер.* дырэктар школы  
**principle** ['prɪnsəpl] *n* прынцып,  
 аснова  
**print** [prɪnt] *v* друкаваць  
**prison** ['prɪzn] *n* турма  
**prisoner** ['prɪznə] *n* зняволены  
**private** ['praɪvɪt] *a* асабісты, пры-  
 ватны, уласны  
**probably** ['prɒbəbli] *adv* напэўна,  
 магчыма  
**produce** [prə'dju:s] *v* вырабляць,  
 выпускаць  
**producer** [prə'dju:sə] *n* 1) пра-  
 дзюсер; 2) вытворца  
**production** [prə'dʌkʃn] *n* прадук-  
 цыя; вытворчасць  
**profession** [prə'feʃn] *n* прафесія  
**professional** [prə'feʃnl] *a* прафесій-  
 ны; *n* прафесіянал  
**promise** ['prɒmɪs] *n* абяцанне;  
*v* абяцаць  
**promote** [prə'məʊt] *v* рухаць  
 наперад, прасоўваць  
**prompt** [prɒmpt] *n* падказка;  
*v* падказваць  
**pronoun** ['prəʊnaʊn] *n* займеннік  
**pronounce** [prə'naʊns] *v* вымаўляць  
**pronunciation** [prəˌnʌnsɪ'eɪʃn] *n* вы-  
 маўленне  
**proper** ['prɒpə] *a* адпаведны, на-  
 лежны  
**properly** ['prɒpəli] *adv* належным  
 чынам  
**property** ['prɒpəti] *n* уласнасць  
**protect** [prə'tekt] *v* абараняць, ахоў-  
 ваць  
**proud** [praʊd] *a* горды  
**prove** [pru:v] *v* даказваць  
**proverb** ['prɒvəb] *n* прыказка  
**psychological** [ˌsaɪkə'lɒdʒɪkl] *a* псі-  
 халагічны

**public** ['pʌblɪk] *a* 1) грамадскі,  
 народны; 2) дзяржаўны  
**pull** [pʊl] *v* цягнуць, валачы  
**pull down** зносіць  
**punish** ['plʌnɪʃ] *v* караць  
**punishment** ['plʌnɪʃmənt] *n* пака-  
 ранне  
**punk** [plŋk] *n* панк  
**purse** [pɜ:s] *n* кашалёк (*жаночы*)  
**push** [pʊʃ] *v* штурхаць  
**put** [put] *v* (put [put]) класці  
**put out** тушыць  
**put up** будаваць, узводзіць  
**put up with smth** мірыцца з  
 чым-небудзь  
**puzzle** ['plʌzl] *n* загадка; *v* азадач-  
 ваць, ставіць у тупік

## Q

**qualification** [ˌkwɒlɪfɪ'keɪʃn] *n* ква-  
 ліфікацыя, падрыхтаванасць  
**qualify** ['kwɒlɪfaɪ] *v* кваліфікаваць  
**quality** ['kwɒlɪti] *n* якасць  
**quantity** ['kwɒntəti] *n* колькасць  
**quarrel** ['kwɒrəl] *v* спрачацца  
**quarter** ['kwɔ:tə] *n* чвэрць  
**queen** [kwɪ:n] *n* каралева  
**questionnaire** [ˌkwɛstʃə'neə] *n* анке-  
 та, апытальны ліст  
**quiet** ['kwaɪət] *a* спакойны, ціхі  
**quite** [kwaɪt] *adv* зусім, цалкам;  
 даволі, досыць  
**quiz** [kwɪz] *n* кантрольнае апытанне  
**quote** [kwəʊt] *v* цытаваць

## R

**radioactivity** ['reɪdɪəʊæk'tɪvɪti] *n* ра-  
 дыеактыўнасць  
**raid** [reɪd] *n* набег, рэйд  
**raise** [reɪz] *v* 1) падымаць; 2) збі-  
 раць, накопліваць (*грошы*)  
**range** [reɪndʒ] *n* рад, лінія; *v* раз-  
 мяшчаць у рад  
**rapid** ['ræpɪd] *a* хуткі

**rare** [reə] *a* рэдкі; які рэдка сустракаецца  
**rarely** ['reəli] *adv* рэдка, нячаста  
**rather** ['rɑ:ðə] *adv* больш ахвотна, лепш  
**reach** [ri:tʃ] *v* дасягаць; даставаць  
**react** [ri'ækt] *v* рэагаваць  
**reaction** [ri'ækʃn] *n* рэакцыя  
**real** [riəl] *a* сапраўдны, рэальны  
**reality** [ri'ælɪti] *n* рэчаіснасць, рэальнасць  
**realise** ['riəlaɪz] *v* разумець, усведамляць  
**really** ['riəli] *adv* сапраўды, на самай справе  
**reason** ['ri:zn] *n* прычына, падстава  
**reasonable** ['ri:znəbl] *a* 1) разумны; 2) умераны  
**reassure** [ˌriə'sʊə] *v* 1) упэўніваць; 2) суцяшаць  
**rebuild** [ˌri'bild] *v* (rebuilt [ˌri'bɪlt]) перабудоўваць, зноў пабудаваць  
**receive** [ri'si:v] *v* атрымліваць  
**recent** ['ri:snt] *a* апошні  
**recently** ['ri:sntli] *adv* нядаўна, у апошні час  
**reception** [ri'sepʃn] *n* 1) прыём; 2) служба размяшчэння (*у гасцініцы*)  
**receptionist** [ri'sepʃənɪst] *n* сакратар, які вядзе прыём наведвальнікаў  
**recite** [ri'saɪt] *v* дэкламаваць, чытаць услых  
**recognise** ['rekəgnaɪz] *v* пазнаваць, прызнаваць, апазнаваць  
**recollection** [ˌrekə'lekʃn] *n* памяць, успамін  
**recommend** [ˌrekə'mend] *v* рэкамендаваць, раіць  
**record** ['rekə:d] *n* 1) факты, даныя, сведчанні; 2) рэкорд; 3) пласцінка  
**reduce** [ri'dju:s] *v* зніжаць, паніжаць

**reduction** [ri'dʌkʃn] *n* зніжэнне, паніжэнне  
**referee** [ˌrefə'ri:] *n* *спарт.* суддзя  
**reflect** [ri'flekt] *v* адлюстроўваць  
**refresh** [ri'freʃ] *v* асвятляць  
**refreshment room** [ri'freʃmənt'rum] *n* буфет  
**refuse** [ri'fju:z] *v* адмаўляць, адхіляць  
**regard** [ri'gɑ:d] *v* разглядаць, лічыць  
**region** ['ri:dʒən] *n* вобласць, рэгіён  
**regulate** ['regjuleɪt] *v* рэгуляваць, упарадкоўваць  
**regulation** [ˌregjʊ'leɪʃn] *n* 1) рэгуляванне, упарадкаванне; 2) *pl* правіла  
**related** [ri'leɪtɪd] *a* роднасны, блізкі; які мае дачыненне, сувязь  
**relation** [ri'leɪʃn] *n* 1) родны, сваяк; 2) *pl* адносіны  
**relationship** [ri'leɪʃnʃɪp] *n* узаемныя адносіны  
**relax** [ri'læks] *v* расслабляцца, адпачываць  
**relaxation** [ˌri:læk'seɪʃn] *n* расслабленне, адпачынак  
**relevant** ['reləvənt] *a* адпаведны, падыходзячы  
**release** [ri'li:s] *v* вызваляць  
**reliable** [ri'laɪəbl] *a* надзейны  
**relic** ['relik] *n* след, астатак  
**religious** [ri'lɪdʒəs] *a* рэлігійны  
**rely** [ri'laɪ] (*on*) *v* спадзявацца (*на каго-небудзь*)  
**remain** [ri'meɪn] *v* заставацца  
**remarkable** [ri'mɑ:kəbl] *a* надзвычайны, выдатны  
**remind** [ri'maɪnd] *v* напамінаць, нагадваць  
**remove** [ri'mu:v] *v* перасоўваць, перамяшчаць  
**rename** [ˌri:'neɪm] *v* пераймяноўваць  
**renew** [ri'nju:] *v* абнаўляць; узнаўляць

**rent** [rent] *у здаваць у арэнду; арандаваць, наймаць*  
**repair** [rɪ'reə] *у рамантаваць, правіць*  
**repetitive** [rɪ'petɪtɪv] *а які паўтараецца*  
**repertoire** [rɪ'pɛrtwaɪ] *н рэпертуар*  
**replace** [rɪ'pleɪs] *у замяняць, замяшчаць*  
**reply** [rɪ'plaɪ] *н адказ; у адказваць*  
**reporter** [rɪ'pɔ:tɜ] *н рэпарцёр*  
**represent** [rɪprɪ'zent] *у прадстаўляць, знаёміць*  
**representative** [rɪprɪ'zentətɪv] *н прадстаўнік*  
**reputation** [rɪ'pju:tetʃn] *н рэпутацыя, слава*  
**request** [rɪ'kwɛst] *н просьба*  
**require** [rɪ'kwaɪə] *у 1) патрабаваць; 2) мець патрэбу*  
**rescue** [rɪ'skju:] *у ратаваць; вызваляць*  
**research** [rɪ'sɜ:tʃ] *н даследаванне*  
**reserve** [rɪ'zɜ:v] *н запас, рэзерв; у запасаць, зберагаць, рэзерваваць*  
**residence** [rɪ'zɪdəns] *н рэзідэнцыя, кватэра, дом*  
**resist** [rɪ'zɪst] *у супраціўляцца*  
**resolution** [rɪ'zɒlu:ʃn] *н рэзалюцыя*  
**resolve** [rɪ'zɒlv] *у вырашаць, прымаць рашэнне*  
**respect** [rɪs'pekt] *у паважаць*  
**responsibility** [rɪs,pɒnsə'bɪlɪtɪ] *н адказнасць*  
**responsible** [rɪs'pɒnsəbl] *а адказны*  
**rest** [rest] *адпачынаць; у адпачываць*  
**the rest** астатак, рэшта; астатнія  
**restless** [rɛstlɪs] *а які непакоіцца, журботны*  
**restore** [rɪs'tɔ:] *у рэстаўраваць*  
**retire** [rɪ'taɪə] *у выходзіць у адстаўку, на пенсію*  
**return** [rɪ'tɜ:n] *н вяртанне; у вяртацца*

**reunion** [rɪ'ju:njən] *н аб'яднанне; сустрэча (сяброў)*  
**reveal** [rɪ'vi:l] *у выяўляць; выкрываць*  
**revise** [rɪ'vaɪz] *у пераглядаць, правяраць, выпраўляць*  
**revival** [rɪ'vaɪvəl] *н адраджэнне*  
**reward** [rɪ'wɔ:d] *н узнагарода, узнагароджанне*  
**ride** [raɪd] *н паездка; у (rode [rəʊd], ridden [rɪdn]) ездзіць вярхом*  
**rise** [raɪz] *у (rose [rəʊz], risen [rɪzn]) падымацца*  
**rite** [raɪt] *н рытуал*  
**rival** [rɪ'aɪvəl] *н сапернік, канкурэнт*  
**roll** [rəʊl] *у каціць, паварочваць*  
**romance** [rəʊ'mæns] *н раманс*  
**root** [ru:t] *н карань*  
**rough** [rʌf] *а грубы, няроўны*  
**round dance** [raʊnd'da:ns] *н карагод*  
**rouse** [raʊz] *у падымаць; заахвочваць*  
**route** [ru:t] *н маршрут, шлях*  
**row** [rəʊ] *н рад*  
**rub** [rʌb] *у церці*  
**rubbish** ['rʌbɪʃ] *н 1) смецце, хлам; 2) бязглуздзіца, глупства*  
**rude** [ru:d] *а грубы, няветлівы, недалікатны*  
**rudeness** ['ru:dnɪs] *н грубасць*  
**ruin** [ruɪn] *н разбурэнне; pl руіны; у разбураць, знішчаць*  
**run** [rʌn] *у (ran [ræn], run [rʌn]) бегаць, бегчы*  
**rural** ['ruərəl] *а сельскі, вясковы*  
**rush** [rʌʃ] *у кідацца, імчацца*

## S

**sadness** ['sædnɪs] *н смутак, маркота*  
**safe** [seɪf] *а бяспечны*  
**safety** ['seɪftɪ] *н бяспека, надзейнасць*  
**sail** [seɪl] *у плаваць, ісці ў плаванне*  
**saint** [seɪnt] *н святы*

**same** [seɪm] *pron* такі самы, аднолькавы

**satisfaction** [ˌsætɪsˈfækʃn] *n* задавальненне, прыемнасць

**satisfy** [ˈsætɪsfaɪ] *v* задавальняць; быць задаволеным, прыносіць (даваць) задавальненне

**save** [seɪv] *v* 1) ратаваць, уберагаць; 2) эканоміць

**scared** [skeəd] *a* напалоханы, напужаны

**science** [ˈsaɪəns] *n* навукa

**science fiction** [ˌsaɪənsˈfɪkʃn] *n* навуковая фантастыка

**scientific** [ˌsaɪənˈtɪfɪk] *a* навуковы

**scientist** [ˈsaɪəntɪst] *n* вучоны

**score** [skɔː] *n* *снарт.* лік

**screen** [skriːn] *n* экран

**scratch** [skrætʃ] *v* чухаць(ца)

**scream** [skriːm] *n* крык; *v* крычаць

**search** [sɜːtʃ] *v* шукаць

**secondary** [ˈsekəndəri] *a* другі; другасны

**secondary school** агульнаадукацыйная школа

**secretly** [ˈsɪːkrɪtli] *adv* сакрэтна

**see** [siː] *v* (saw [sɔː], seen [siːn]) бачыць

**see in** сустракаць

**see off (out)** праводзіць

**seem** [siːm] *v* здавацца

**seize** [siːz] *v* хапаць, захопліваць

**seldom** [ˈseldəm] *adv* рэдка

**select** [sɪˈlekt] *v* адбіраць, выбіраць

**self-control** [ˌselfkənˈtrəʊl] *n* валоданне сабой

**selfish** [ˈselfɪʃ] *a* сябелюбівы, эгаістычны

**self-profile** [ˌselfˈprəʊfaɪl] *n* аўтапартрэт

**sell** [sel] *v* (sold [səʊld]) прадаваць

**send** [send] *v* (sent [sent]) пасылаць, адпраўляць

**senior** [ˈsiːnjə] *a* старэйшы

**sensation** [senˈseɪʃn] *n* сенсацыя

**sense** [sens] *n* 1) пачуццё; 2) сэнс

**sensible** [ˈsensɪbl] *a* разумны

**sensitive** [ˈsensɪtɪv] *a* чулівы

**separate** [ˈseprət] *a* асобны

**sequence** [ˈsiːkwəns] *n* паслядоўнасць

**sequence of tenses** *грам.* дапа-саванне часоў

**series** [ˈsɪəriːz] *n* рад, шэраг; серыя

**serve** [sɜːv] *v* служыць, абслугоўваць

**set** [set] *v* (set [set]) 1) ставіць; 2) устанаўліваць

**severe** [siˈviə] *a* строга; суровы

**sew** [səʊ] *v* (sewed [səʊd], sewn [səʊn]) шыць

**shadow** [ˈʃædəʊ] *n* цень

**shake** [ʃeɪk] *v* (shook [ʃʊk], shaken [ˈʃeɪkən]) трэсці

**shame** [ʃeɪm] *n* сорам, ганьба

**shameless** [ˈʃeɪmlɪs] *a* бессаромны

**shape** [ʃeɪp] *n* форма, абрыс

**share** [ʃeə] *v* раздзяляць, дзяліцца (з кім-небудзь); размяркоўваць

**sharp** [ʃɑːp] *a* 1) востры; 2) рэзкі

**sharpen** [ˈʃɑːpən] *v* тачыць, заточваць

**shave** [ʃeɪv] *v* (shaved [ʃeɪvd], shaven [ˈʃeɪvn]) галіцца

**sheet** [ʃiːt] *n* аркуш (*нанеры*)

**shift** [ʃɪft] *n* змена, працоўны дзень; *v* рухаць, перамяшчаць, зрушваць

**shine** [ʃaɪn] *v* (shone [ʃɒn]) свяціць

**shirt** [ʃɜːt] *n* кашуля

**shoot** [ʃuːt] *v* (shot [ʃɒt]) страляць

**shop assistant** [ˈʃɒpəˌsɪstənt] *n* прадавец

**shopkeeper** [ˈʃɒpkiːpə] *n* уладальнік магазіна

**shoulder** [ˈʃəʊldə] *n* плячо

**shout** [ʃaʊt] *v* крычаць

**show** [ʃəʊ] *v* (showed [ʃəʊd], shown [ʃəʊn]) паказваць

**shower** [ˈʃaʊə] *n* 1) душ; 2) дождж

**shut** [ʃʌt] *v* (shut [ʃʌt]) зачыняць

**shy** [ʃaɪ] *a* нясмелы

**sick** [sɪk] *a* хворы

**sigh** [saɪ] *n* уздых; *v* уздыхаць

**sight** [saɪt] *n* 1) зрок; 2) краявід

**sightseeing** ['saɪt,si:ɪŋ] *n* агляд  
выдатных мясцін  
**sign** [saɪn] *n* 1) прымета; 2) знак,  
абазначэнне; *v* падпісваць  
**silence** ['saɪləns] *n* цішыня  
**silent** ['saɪlənt] *a* ціхі, маўклівы  
**silk** [sɪlk] *n* шоўк  
**silly** ['sɪli] *a* дурны, неразумны  
**silver** ['sɪlvə] *a* сярэбраны; *n* серабро  
**similar** ['sɪmɪlə] *a* падобны, адноль-  
кавы  
**simple** ['sɪmpl] *a* просты, нескла-  
даны  
**since** [sɪns] *adv* з таго часу; *prep* з  
**sincere** [sɪn'sɪə] *a* шчыры  
**sing** [sɪŋ] *v* (sang [sæŋ], sung [sʌŋ])  
спяваць  
**singer** ['sɪŋə] *n* спявак  
**sink** [sɪŋk] *n* кухонная ракавіна; *v*  
(sank [sæŋk], sunk [sʌŋk])  
тануць, патанаць  
**size** [saɪz] *n* размер  
**skill** [skɪl] *n* уменне, навык  
**skilled** [skɪld] *a* вопытны  
**skin** [skɪn] *n* скура  
**slang** [slæŋ] *n* жаргон, слэнг  
**slap** [slæp] *v* пляскаць, ляпаць  
**slave** [slerv] *n* раб  
**sledge** [sledʒ] *n* санкі  
**sleep** [sli:p] *v* (slept [slept]) спаць  
**sleepless** ['sli:plɪs] *a* бяссонны  
**sleeve** [sli:v] *n* рукаў  
**sleigh** [sleɪ] *n* сані  
**slight** [slaɪt] *a* невялікі; нязначны  
**slip** [slɪp] *v* слізгаць; выслізгваць,  
знікаць  
**slippery** ['slɪpərɪ] *a* слізкі  
**slow** [sləʊ] *a* марудны  
**slowly** ['sləʊli] *adv* марудна  
**smart** [smɑ:t] *a* 1) хуткі, жавы;  
2) добра апрачаны, прыбраны  
**smartly** ['smɑ:tlɪ] *adv* 1) хутка,  
спрытна; 2) элегантна  
**smash** [smæʃ] *v* разбіваць; ламаць  
**smell** [smel] *n* пах; *v* (smelt [smelt])  
1) нюхаць; 2) пахнуць

**smile** [smaɪl] *n* усмешка; *v* усмі-  
хацца  
**smoke** [sməʊk] *n* дым; *v* курыць;  
дыміць(ца)  
**smooth** [smu:ð] *a* гладкі, роўны  
**sociable** ['səʊjəbl] *a* прыезны, тава-  
рыскі  
**social** ['səʊʃl] *a* грамадскі  
**society** [sə'saɪəti] *n* грамадства  
**soft** [sɒft] *a* 1) мяккі; 2) ціхі  
**soil** [sɔɪl] *n* глеба  
**solar** ['səʊlə] *a* сонечны  
**solidarity** [ˌsɒlɪ'dærɪti] *n* салідарнасць  
**solitude** ['sɒlɪtju:d] *n* адасабленне,  
адзінота  
**solstice** ['sɒlstɪs] *n* сонцастаянне  
**solve** [sɒlv] *v* рашаць, вырашаць  
**sore** [sɔ:] *a* балючы, хворы  
**sorrow** ['sɒrəʊ] *n* шкадаванне  
**soul** [səʊl] *n* душа  
**sound** [saʊnd] *n* гук; *v* гучаць  
**south** [saʊθ] *n* поўдзень  
**southern** ['sʌðn] *a* паўднёвы  
**souvenir** ['su:vənɪə] *n* сувенір  
**space** [speɪs] *n* 1) месца, прастора;  
2) космас  
**spare** [speə] *a* запасны, лішні;  
свабодны  
**speak** [spi:k] *v* (spoke [spəʊk], spo-  
ken ['spəʊkn]) гаварыць, раз-  
маўляць  
**speciality** [ˌspeʃɪ'ælɪti] *n* спецыяль-  
насць  
**specialise** ['speʃəlaɪz] *v* спецыяліза-  
вацца  
**spectacles** ['spektəklz] *n pl* акуляры  
**spectacular** [spek'tækjələ] *a* эфек-  
тыўны, захапляльны  
**speech** [spi:tʃ] *n* мова  
**speed** [spi:d] *n* хуткасць  
**spend** [spend] *v* (spent [spɛnt])  
1) траціць; 2) праводзіць, бавіць  
(час)  
**sphere** [sfɪə] *n* сфера, шар  
**spirit** ['spɪrɪt] *n* душа, дух  
**splash** [splæʃ] *v* пырскаць



**spoil** [spɔɪl] *v* (spoiled [spɔɪld], spoilt [spɔɪlt]) псаваць  
**spot** [spɒt] *n* месца; *v* заўважаць, убачаць  
**spread** [spred] *v* (spread [spred]) распаўсюджаць(ца)  
**staff** [stɑ:f] *n* штат (калектыў)  
**stage** [steɪdʒ] *n* сцэна; *v* ставіць (спектакль)  
**stare** [steə] *v* пільна глядзець; утаропіцца  
**startle** ['stɑ:tl] *v* пужаць, палохаць  
**starvation** [stɑ:'veɪʃn] *n* голад; галаданне  
**starve** [stɑ:v] *v* паміраць з голаду  
**state** [steɪt] *n* дзяржава; штат; *v* сцвярджаць, заяўляць  
**statement** ['steɪtmənt] *n* сцвярджанне, заява; выказванне  
**stay** [steɪ] *v* заставацца  
**steal** [sti:l] *v* (stole [stəʊl], stolen ['stəʊln]) крадці  
**steep** [sti:p] *a* круты, стромкі  
**stem** [stem] *n* ствол, сцябло  
**stepfather** ['step,fɑ:ðə] *n* айчым  
**stewardess** ['stjuədɪs] *n* сцюардэса  
**stick** [stɪk] *n* палка; *v* (stuck [stʌk])  
 1) утыкаць, усаджаць; 2) прыклеіваць, прыліпаць  
**stiking** ['stɪkɪŋ] *a* 1) які тырчыць; 2) ліпкі  
**still** [stɪl] *a* нерухомы, ціхі; *adv* 1) нерухома, спакойна; 2) да гэтай пары, яшчэ  
**stillness** ['stɪlnɪs] *n* спакой, цішыня  
**stingy** ['stɪndʒɪ] *a* прагны, сквапны  
**stir** [stɜ:] *v* размешваць  
**store** [stɔ:] *n* 1) магазін; 2) запас; *v* назапашваць, накопліваць  
**stork** [stɔ:k] *n* бусел  
**storm** [stɔ:m] *n* бура, шторм  
**stormy** ['stɔ:mɪ] *a* навальнічны, штормавы  
**stout** [staut] *a* тоўсты, поўны

**straight** [streɪt] *a* прамы; *adv* прама  
**strain** [streɪn] *n* напружанне  
**strength** [streŋθ] *n* сіла  
**strengthen** ['streŋθn] *v* мацаваць, узмацняць  
**stress** [stres] *n* націск; *v* падкрэсліваць, узмацняць  
**stretch** [stretʃ] *v* 1) расцягваць(ца); 2) распасцірацца  
**strict** [strɪkt] *a* строгі, патрабавальны  
**strike** [straɪk] *v* (struck [strʌk], stricken ['strɪkn]) 1) біць, удараць; 2) уражваць, дзівіць  
**stroll** [strəʊl] *n* прагулка; *v* прагульвацца  
**structural** ['strʌktʃərəl] *a* структурны  
**structure** ['strʌktʃə] *n* структура  
**struggle** ['strʌgl] *n* барацьба; *v* змагацца  
**stuff** [stʌf] *n* бязглуздзіца, глупства; *v* напаўняць; фаршыраваць  
**stuffy** ['stʌfɪ] *a* душны, затхлы  
**stumble** ['stʌmbəl] *v* спатыкацца  
**stupid** ['stju:pɪd] *a* дурны, тупы  
**substance** ['sʌbstəns] *n* рэчыва  
**subtract** [səb'trækt] *v* мат. аднімаць  
**suburb** ['sʌbɜ:b] *n* прыгарад  
**subway** ['sʌbweɪ] *n* амер. метро  
**succeed** [sək'si:d] *v* мець поспех  
**success** [sək'ses] *n* поспех  
**successful** [sək'sesfʊl] *a* паспяхо-вы; які мае вялікі поспех  
**such** [sʌʃ] *a* такі, падобны  
**sudden** ['sʌdn] *a* раптоўны  
**all of a sudden** раптоўна  
**suddenly** ['sʌdnli] *adv* раптам, знянацку  
**suffer** ['sʌfə] *v* пакутаваць; зведаваць, зазнаваць  
**suggest** [sə'dʒest] *v* прапаноўваць, раіць  
**suit** [sju:t] *n* касцюм (мужчынскі); *v* падыходзіць, адпавядаць  
**suitable** ['sju:təbl] *a* зручны, прыдатны



**suitcase** ['sju:tkeɪs] *n* чамадан  
**sunshine** ['sʌnʃaɪn] *n* сонечнае цяпло  
**superior** [sjuː'pɪəriə] *a* вельмі добры;  
 лепшы; ганарлівы, напышлівы  
**superstitious** [ˌsjuːpə'stɪʃəs] *a* забабонны  
**supervision** [ˌsjuːpə'vɪzn] *n* нагляд, назіранне; кіраўніцтва  
**supply** [sə'plaɪ] *v* забяспечваць  
**support** [sə'pɔ:t] *n* падтрымка;  
*v* падтрымліваць; 2) дапамагаць  
 (матэрыяльна)  
**suppose** [sə'pəʊz] *v* меркаваць, лічыць  
**sure** [ʃʊə] *a* упэўнены  
**be sure** быць упэўненым  
**surface** ['sɜ:fɪs] *n* паверхня  
**surprise** [sə'praɪz] *n* здзіўленне, сюрпрыз; *v* здзіўляць, уражваць  
**be surprised** здзіўляцца  
**surround** [sə'raʊnd] *v* акружаць, абступаць  
**surroundings** [sə'raʊndɪŋz] *n* наваколле  
**survey** ['sɜ:veɪ] *n* агляд  
**survive** [sə'vaɪv] *v* выжыць, застацца жывым  
**suspect** [səs'pekt] *v* падазраваць  
**suspicion** [sə'spɪʃn] *n* падазрэнне  
**swallow** ['swɒləʊ] *n* ластаўка;  
*v* глытаць  
**sweep** [swi:p] *v* (swept [swept]) падмятаць  
**sweet** [swi:t] *a* салодкі; *n* цукерка  
**swift** [swɪft] *a* хуткі; імклівы  
**swim** [swɪm] *v* (swam [swæm], swum [swʌm]) плаваць  
**swing** [swɪŋ] *n* размах, узмах;  
*v* (swung [swʌŋ]) калыхаць, гайдаць, разгойдваць  
**symbol** ['sɪmbəl] *n* сімвал, эмблема; знак  
**sympathetic** [ˌsɪmpə'tetɪk] *a* прыхільны

## T

**take** [teɪk] *v* (took [tʊk], taken ['teɪkən]) браць  
**take care of smb, smth** клапаціцца пра каго-небудзь, што-небудзь  
**take part in smth** прымаць удзел у чым-небудзь  
**take place** адбывацца  
**tale** [teɪl] *n* расказ, гісторыя, апавяданне  
**talkative** ['tɔ:kətɪv] *a* гаваркі, балбатлівы  
**tame** [teɪm] *v* прыручаць; утаймоўваць  
**tamer** ['teɪmə] *n* утаймавальнік, дрэсіроўшчык  
**taste** [teɪst] *n* смак; *v* каштаваць (на смак)  
**teach** [ti:tʃ] *v* (taught [tɔ:t]) вучыць, навучаць  
**team** [ti:m] *n* каманда  
**tear<sup>1</sup>** [teə] *v* (tore [tɔ:], torn [tɔ:n]) рваць, разрываць  
**tear<sup>2</sup>** [tiə] *n* сляза  
**tease** [ti:z] *v* дражніць  
**technical** ['teknɪkl] *a* тэхнічны  
**technician** [tek'nɪʃn] *n* тэхнік  
**technique** [tek'nɪ:k] *n* тэхніка, уменне  
**tell** [tel] *v* (told [təʊld]) расказваць  
**temper** ['tempə] *n* нораў, характар  
**tense** [tens] *a* напружаны; *n* грам. час  
**terrible** ['terəbl] *a* жудасны, страшэнны, жахлівы  
**terrified** ['terɪfaɪd] *a* напалоханы, напужаны  
**terror** ['terə] *n* жах, жудасць; тэрор  
**theme** [θi:m] *n* тэма; прадмет (гумаркі)  
**then** [ðen] *adv* тады, у той час; потым  
**therefore** ['ðeəfɔ:] *adv* таму, такім чынам  
**thief** [θi:f] *n* (pl thieves) злодзеяў  
**think** [θɪŋk] *v* (thought [θɔ:t]) думаць

**thoroughly** ['θʌrəli] *adv* докладна  
**though** [ðəʊ] *conj* хоць; аднак  
**thought** [θɔ:t] *n* думка  
**thoughtful** ['θɔ:tfʊl] *a* задуменны;  
 уважлівы  
**threat** [θret] *n* пагроза  
**threaten** ['θretn] *v* пагражаць  
**throat** [θrəʊt] *n* горла, гартань  
**throne** [θrəʊn] *n* трон  
**through** [θru:] *prep* праз, скрозь  
**tickle** ['tɪkl] *v* казытаць, ледзь дакранацца  
**tidy** ['taɪdi] *a* акуратны, ахайны  
**tin** [tɪn] *n* бляшанка  
**tiny** ['taɪni] *a* вельмі маленькі, малюсенькі  
**tired** ['taɪəd] *a* стомлены, змораны  
**be tired** быць стомленым, стоміцца  
**title** ['taɪtl] *n* 1) загаловак, назва;  
 2) тытул  
**toe** [təʊ] *n* палец (нагі)  
**tonight** [tə'naɪt] *adv* сёння вечарам  
**too** [tu:] *adv* 1) занадта; 2) таксама, гэтаксама  
**touch** [tʌtʃ] *n* дотык, дакрананне;  
*v* закранаць, чапаць, дакранацца  
**tough** [tʌf] *a* жорсткі; упарты  
**tour** [tuə] *n* падарожжа, паездка  
**toward(s)** [tə'wɔ:dz] *prep* да (*y кі-рунку*)  
**tower** ['taʊə] *n* вежа  
**trade** [treɪd] *n* 1) занятак, рамяство, прафесія; 2) гандаль; *v* гандляваць  
**tradition** [trə'dɪʃn] *n* традыцыя  
**traditional** [trə'dɪʃənl] *a* традыцыйны  
**traffic** ['træfɪk] *n* рух, транспарт  
**trainers** ['treɪnəz] *n pl* красоўкі  
**trample** ['træmpl] *v* таптаць, вытоптаць  
**trap** [træp] *n* пастка  
**treasure** ['treʒə] *n* скарб  
**treat** [tri:t] *n* пачастунак; *v* 1) абыходзіцца (*з кім-небудзь*); 2) лячыць; 3) частаваць  
**trial** ['traɪəl] *n* 1) выпрабаванне, проба; 2) суд

**tribe** [traɪb] *n* племя, род; клан  
**trick** [trɪk] *n* хітрыкі, падман; трук  
**trip** [trɪp] *n* паездка, падарожжа  
**trouble** ['trʌbl] *n* 1) турбота, клопат, хваляванне; 2) непрыемнасць, бяда; *v* 1) турбаваць, хваляваць; 2) непакоіць  
**trousers** ['traʊəz] *n pl* штаны  
**true** [tru:] *a* слушны, правільны; сапраўдны, праўдзівы  
**trumpet** ['trʌmpɪt] *n* муз. труба  
**trunk** [trʌŋk] *n* 1) ствол (*дрэва*); 2) хобат (*слана*)  
**trust** [trʌst] *v* давяраць, верыць  
**truth** [tru:θ] *n* праўда; ісціна  
**truthful** ['tru:θfʊl] *a* праўдзівы  
**try** [traɪ] *v* спрабаваць, старацца  
**tube** [tju:b] *n* метро  
**tune** [tju:n] *n* мелодыя, напеў  
**turkey** ['tɜ:kɪ] *n* індык, індычка  
**turn** [tɜ:n] *n* паварот; *v* паварочваць  
**turn off** выключаць  
**turn on** уключаць  
**turn out** аказацца  
**turn up** з'яўляцца  
**twice** [twais] *adv* двойчы  
**type** [taɪp] *n* тып; *v* друкаваць

## U

**ugly** ['ʌɡli] *a* брыдкі, пачварны  
**unable** [ʌn'eɪbl] *a* няздольны  
**uncertain** [ʌn'sɜ:tn] *a* 1) няпэўны, сумніўны, невыразны; 2) нявызначаны; 3) няўпэўнены  
**unconscious** [ʌn'kɒnʃəs] *a* непрытомны, які страціў прытомнасць  
**underground** ['ʌndəgraʊnd] *a* падпольны; *n* метро  
**underneath** [ʌndə'ni:θ] *prep* пад  
**understand** [ʌndə'stænd] *v* (*understood* [ʌndə'stʊd]) разумець  
**unfavourable** [ʌn'feɪvərəbl] *a* неспрыяльны

**unfit** [ʌn'fɪt] *a* непригодны, непридатны  
**unfortunate** [ʌn'fɔ:tʃnɪt] *a* няшчасны, нешчаслівы  
**unfortunately** [ʌn'fɔ:tʃnɪtli] *adv* на жаль  
**unfriendly** [ʌn'frendli] *a* недружальны, неприяжны  
**ungrateful** [ʌn'greɪtful] *a* няўдзячны  
**unhappy** [ʌn'hæpɪ] *a* няшчасны, нешчаслівы  
**unique** [ju:'ni:k] *a* адзіны, унікальны  
**unite** [ju:'naɪt] *v* злучаць(ца)  
**universal** [ju:'ni:vɜ:sl] *a* усеагульны, універсальны  
**unknown** [ʌn'nəʊn] *a* неведомы; неспазнаны  
**unlike** [ʌn'laɪk] *a* непадобны; *adv* у адрозненне ад  
**unload** [ʌn'ləʊd] *v* разгружаць  
**unnatural** [ʌn'nætʃrəl] *a* ненатуральны, ненармальны  
**unseen** [ʌn'si:n] *a* нябачны  
**until** [ən'tɪl] *prep* да (*пакуль не*)  
**unusual** [ʌn'ju:ʒuəl] *a* нязвычайны, незвычайны  
**up** [ʌp] *prep* уверх, па, у, на; *adv* наверх, наверх, уверх  
**upbringing** [ʌpbrɪŋɪŋ] *n* выхаванне  
**upper** ['ʌpə] *a* 1) верхні; 2) вышэйшы, старэйшы (*на становішчы*)  
**upstairs** [ʌp'steəz] *a* які знаходзіцца наверх; *adv* наверх  
**uranium** [juə'reɪnjəm] *n* хім. уран  
**urgent** ['ɜ:dʒənt] *a* тэрміновы, неадкладны  
**use**<sup>1</sup> [ju:z] *v* ужываць, карыстацца  
**use**<sup>2</sup> [ju:s] *n* ужыванне, выкарыстанне; карысць  
**useful** ['ju:sfʊl] *a* карысны, прыдатны  
**useless** ['ju:slɪs] *a* бескарысны, дарэмны; марны  
**usual** ['ju:ʒuəl] *a* звычайны  
**usually** ['ju:ʒuəli] *adv* звычайна

## V

**vacant** ['veɪkənt] *a* незаняты, свабодны, вакантны  
**valuable** ['væljuəbl] *a* каштоўны, дарагі  
**vanish** ['vænɪʃ] *v* знікаць  
**variety** [və'raɪəti] *n* 1) разнастайнасць; 2) мноства  
**various** ['veəriəs] *a* розны, разнастайны  
**vast** [vɑ:st] *a* вялізны; велізарны  
**verb** [vɜ:b] *n* дзеяслоў  
**vet** [vet] *n* ветэрынар  
**victim** ['vɪktɪm] *n* ахвяра  
**victorious** [vɪk'tɔ:riəs] *a* пераможны  
**victor** ['vɪktə] *n* пераможца  
**victory** ['vɪktəri] *n* перамога  
**violence** ['vaɪələns] *n* гвалт, насілле; хуліганства  
**violent** ['vaɪələnt] *a* 1) раз'юшаны; 2) гвалтоўны  
**violin** [ˌvaɪə'li:n] *n* скрыпка  
**voice** [vɔɪs] *n* голас  
**volcano** [vɒl'keɪnəʊ] *n* вулкан  
**voyage** ['vɔɪdʒ] *n* падарожжа (*марское або наветранае*)

## W

**wait** [weɪt] (**for**) *v* чакаць (*каго-небудзь*)  
**waiter** ['weɪtə] *n* афіцыянт  
**wake** [weɪk] *v* (woke [wəʊk], woken ['wəʊkən]) прачынацца  
**walk** [wɔ:k] *n* хада, прагулка; *v* ісці пехатой  
**go for a walk** хадзіць на прагулку  
**warmth** [wɔ:mθ] *n* цяпло, цеплыня  
**waste** [weɪst] *n* адходы; *v* траціць, пераводзіць  
**watch** [wɒtʃ] *n* назіранне, нагляд; *v* наглядаць, сачыць  
**wave** [weɪv] *n* хваля; *v* завівацца (*пра валасы*), завіваць  
**wavy** ['weɪvi] *a* хвалісты; які завіваецца

**wax** [wæks] *n* воск  
**way** [wei] *n* 1) шлях, дарога;  
 2) спосаб  
**by the way** між іншим  
**weak** [wik] *a* слабы  
**weakness** ['wiknis] *n* слабасць, бясцілле  
**weapon** ['wepən] *n* зброя  
**wear** [weə] *v* (wore [wɔ:], worn [wɔ:n]) насіць (вопратку)  
**wedding** ['wedɪŋ] *n* вяселле  
**weigh** [wei] *v* узважваць  
**weight** [weit] *n* вага  
**welcome** ['welkəm] *a* жаданы;  
*n* гасціннасць; *v* вітаць  
**You are welcome!** Сардэчна запрашаем!  
**well-dressed** [wel'drest] *a* добра апрануты  
**west** [west] *a* заходні; *n* захад  
**western** ['westn] *a* заходні; *n* вестэрн, каўбойскі фільм  
**wet** [wet] *a* мокры, вільготны  
**wheel** [wi:l] *n* кола  
**wheelchair** ['wi:l,tʃeə] *n* крэсла для перавозкі хворага  
**whether** ['weðə] *conj*  
**which** [wɪtʃ] *pron* які (з якой-небудзь колькасці), каторы  
**while** [wail] *conj* пакуль, у той час як  
**whisper** ['wɪspə] *n* шэпт; *v* шаптаць(ца)  
**whistle** ['wɪsl] *n* свіст; *v* свістаць  
**whole** [həʊl] *a* цэлы, увесь, поўны  
**widen** ['waɪdn] *v* пашыраць(ца)  
**widow** ['wɪdəʊ] *n* удава  
**wig** [wɪɡ] *n* парык  
**wild** [waɪld] *a* дзікі  
**wildlife** ['waɪldlaɪf] *n* дзікая прырода  
**will** [wɪl] *n* 1) воля; 2) жаданне;  
 3) завяшчанне; *v* жадаць  
**win** [wɪn] *v* (won [wɒn]) выйграваць, перамагаць

**wind** [waɪnd] *n* вецер  
**window sill** ['wɪndəʊsɪl] *n* падаконнік  
**wing** [wɪŋ] *n* крыло  
**winner** ['wɪnə] *n* пераможца  
**wipe** [waɪp] *v* выціраць  
**wise** [waɪz] *a* мудры; разважлівы  
**wish** [wɪʃ] *n* жаданне; пажаданне;  
*v* жадаць  
**witness** ['wɪtnɪs] *n* відавочца, сведка  
**wonder** ['wʌndə] *n* здзіўленне; цуд;  
*v* цікавіцца, жадаць ведаць  
**wonderful** ['wʌndəfʊl] *a* дзівосны, цудоўны  
**wood** [wud] *n* 1) лес; 2) дрэва (матэрыял)  
**wooden** ['wudn] *a* драўляны  
**woodwork** ['wudwɜ:k] *n* сталаярная работа  
**woody** ['wudi] *a* лясісты, пакрыты лесам; драўляны  
**wool** [wʊl] *n* воўна  
**worn out** [wɔ:n'aʊt] *a* 1) вынашаны, зношаны; 2) стомлены  
**worry** ['wʌrɪ] *v* турбаваць(ца)  
**worth** [wɜ:θ] *n* каштоўнасць, значэнне  
**worthy** ['wɜ:ði] *a* дастойны, варты  
**wound** [wu:nd] *n* рана, раненне;  
*v* ранаць

## X

**Xerox** ['ziəroks] *v* здымаць копію на ксераксе  
**Xerox copy** ['ziəroks,kɒpi] *n* ксеракс-копія  
**Xmas** ['krɪsməs] *n* (скар. ад Christmas) Каляды  
**X-ray** ['eks'reɪ] *n* рэнтгенаўскі здымак; *pl* рэнтгенавы прамяні

## Y

**yell** [jel] *v* крычаць, лямантаваць, галасіць, вішчаць

**yet** [jet] *adv* да гэтага часу, яшчэ  
**youth** [ju:θ] *n* маладосць; моладзь  
**youthful** ['ju:θfʊl] *a* маладзёжны

## Z

**zero** ['ziərəʊ] *n* нуль  
**zip** [zip] *n* засцежка-маланка

**Zip Code** ['zip,kəʊd] *n* паштовы  
індэкс  
**zodiac** ['zəʊdiæk] *n* задыяк  
**zone** [zəʊn] *n* зона  
**zoo** [zu:] *n* заапарк  
**zoological** [zəʊə'lɒdʒɪkl] *a* заала-  
гічны  
**zoology** [zəʊ'blɒdʒɪ] *n* заалогія

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Вучэбнае выданне

Панова Іна Іванаўна

## **АНГЛІЙСКАЯ МОВА**

Вучэбны дапаможнік для 10 класа  
агульнаадукацыйных устаноў  
з беларускай мовай навучання  
з 12-гадовым тэрмінам навучання  
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Навучальны год	Імя і прозвішча вучня	Клас	Стан вучэбнага дапаможніка пры атрыманні	Адзнака вучню за карыстанне вучэбным дапаможнікам
20 /				
20 /				
20 /				
20 /				

*Вучэбны дапаможнік выдадзены за кошт сродкаў дзяржаўнага бюджэту для фондаў бібліятэк па заказе Міністэрства адукацыі Рэспублікі Беларусь.*